

TEN FOR ONE

A framework for building our university together

DRAFT

Introduction

Ten years ago, Johns Hopkins University published the *Ten by Twenty*, an institutionwide strategic framework born of an extensive consultative process that engaged stakeholders across our university and broader community. The document outlined a set of 10 far-reaching goals we hoped to achieve by 2020.

Guided by the aspirations of the *Ten by Twenty* and fueled by the unbounded creativity, innovation, and passion of our community, we accomplished extraordinary things.

We continued to forge an identity as One University, building on our founding mission of research and discovery to advance opportunities for collaboration across divisions and schools. We recruited Bloomberg Distinguished Professors as interdisciplinary bridges across the university, addressing challenges ranging from health disparities and obesity, to reducing industrial pollution and waste, to understanding the very nature of human consciousness. We established ambitious interdisciplinary institutes and centers that reshaped our academic and research landscape, advancing knowledge in areas as diverse as cancer immunotherapy, American public health, and the study of global democracy. And during a once-in-a-century pandemic, our Coronavirus Resource Center served as a beacon of reliable data and expertise for people, organizations and policymakers around the globe.

Furthermore, we more than doubled the number of endowed professorships—from 360 to 788—across the university since 2010. We launched the groundbreaking Catalyst, Discovery, and Frontier grant programs to nurture the ideas of our junior faculty and facilitate the collaborative and transformative research of our faculty and staff. Through our new Johns Hopkins Technology Ventures, our scholars have launched startups that have secured nearly \$4 billion in private investment capital, helping to move their discoveries into practice and contribute further to societal well-being. During the Rising to the Challenge campaign and beyond, we were the recipients of acts of remarkable philanthropy, among them the largest private gift ever to an institution of higher education from Johns Hopkins alumnus and former mayor of New York City Michael R. Bloomberg, the largest gift ever to a philosophy department from trustee William H. Miller III, and the largest gift ever to a university in Italy

from longtime supporters of our School of Advanced International Studies (SAIS) in Europe, James and Morag Anderson.

Our research endeavors have revealed new vistas of knowledge and care. We built the Parker Solar Probe, the fastest object ever created by humans, and used the James Webb Telescope to revolutionize how we see the cosmos. We announced breakthroughs in sickle cell anemia, cancer immunotherapy, and protection against malaria in sub-Saharan Africa. We created the first evidence-based interactive decision aid for victims of intimate partner violence. We launched the ambitious housing voucher experiments that inspired the federal government and cities across the country to reimagine opportunities for social mobility, and completed a groundbreaking, quarter-century study of schoolchildren demonstrating the impact of family poverty on student success. We opened the first research center in the nation for psychedelics and showed the profound effect of psilocybin on smoking addiction and severe depression. For their accomplishments, our faculty were honored with the Nobel Prize, the Hiatt Prize, the Lasker-Bloomberg Award for Public Service, and the Pulitzer Prize in Music, while our students received Rhodes Scholarships, Truman Scholarships, Bill Emerson National Hunger Fellowships, Fulbright Fellowships, and Churchill Scholarships, to name just a few.

We boldly reimaged the undergraduate experience and expanded access to talented students from all backgrounds. Thanks to a historic investment in financial aid from Mayor Bloomberg, we were able to commit permanently to need-blind admissions and become a loan-free institution for our Homewood undergraduates. We also became one of the only private research universities to end legacy admissions. We have recruited the most diverse and high-achieving students in our history, and nearly a third of our student body are now Pell Grant recipients or first-generation students—a dramatic increase from just a decade ago. And we have launched innovative student support and life design programs that help guide our students through their undergraduate experience and beyond.

We deepened our commitment to Baltimore. Through our economic inclusion initiative, HopkinsLocal, we steered

over \$880 million to local businesses and hired more than 3,000 Baltimoreans from high-priority neighborhoods and 1,500 citizens returning from incarceration. In partnership with Morgan State University and Baltimore City Public Schools, we opened and operate the first new K-8 school in East Baltimore in more than 20 years. We created an innovative program that has provided free eye exams and glasses to more than 10,000 students in Baltimore City Public Schools—with marked gains in student learning. During the COVID-19 pandemic, we partnered with the city and other nonprofits to establish a field hospital as well as testing and vaccination centers that delivered more than 45,000 vaccines to people in the area, and worked with community partners to serve more than 6 million meals to East Baltimore families experiencing food insecurity.

These are just some of the remarkable ways we have fulfilled the shared priorities in the *Ten by Twenty*.

We now find ourselves at another moment of vast opportunity. The challenges facing society continue to be formidable, from the existential threat posed by climate change, to the scourge of entrenched inequality, to the steady rise of autocracy around the globe. Yet the opportunities for bracing research, education, and clinical care are, we firmly believe, without limit. Revolutions in cell biology, artificial intelligence, and materials science are transforming the scope for our scholarship; the era of data and data analytics offers the opportunity to accelerate the pace of discovery and make it more widely available; and we are deepening both our awareness of the blight of socioeconomic, health, and racial disparities, and our understanding of the means necessary to address them. Hopkins has long been a place that has given birth to ideas and aspirations that change the world. Today is no different.

As we look ahead to our 150th anniversary in 2026 and beyond, we have once again turned to the Hopkins community to imagine even more expansive possibilities. Over the past year, we embarked upon an extensive consultative process and held more than 60 listening sessions involving nearly 1,200 members of our community representing faculty, students, staff, leadership, trustees, alumni, and neighbors and partners across Baltimore.

These conversations were rich, imaginative, and frank. Participants dared to dream big and deliberate openly about our successes and failures. Above all, in these listening sessions, we were struck by the palpable desire expressed by so many to commit anew to our common endeavor. Participants called on the university to continue to foster and elevate collaborations that draw on our colleagues' strengths and insights. To advance our commitment to strengthening our disciplines while also expanding the scope for deeper connections and conversations among them. To be a place of equal opportunity in which each member of our community can realize their full potential. To recognize that the flourishing of our staff stands as an integral part of the university mission. To facilitate openness and engagement with different perspectives, ideas, and backgrounds so that we embody a truly pluralistic community. And to embrace the direct interaction and intellectual and social exchange that are the soul of academic life and critical to our university's future.

From these sessions, our aspirations for the next chapter of our university took shape. This document distills that collective thinking into 10 new goals to guide us through the end of the decade. We recognize that the aspirations we have—the dreams we harbor—will, by definition, require additional resources. And, accordingly, we are explicit in identifying in many places throughout this document the imperative for securing new resources from philanthropy; educational, research, and clinical activities; and technology transfer. We also recognize the imperative for vigorous cost control and for reallocating scarce resources from lower to higher uses.

But working together, we see in these 10 goals the promise of all that we can achieve.

As America's first research university, Johns Hopkins has stood at the vanguard of inquiry and discovery since 1876. Time and again, we have demonstrated that when we strive and dream together, our institution can shape the world in enduring and indelible ways. Now is a chance to do that again—as One University.

The Ten Goals

ONE UNIVERSITY

1. Invigorate the sense of community and shared on-campus experience that are the essence of our university.
2. Embark on an ambitious series of major cross-university initiatives that build on our achievements as One University and lower the barriers to collaboration so that our faculty, students, and staff can pursue their ideas wherever they take them.
3. Deepen our commitment to diversity, equity, and inclusion, and to fostering a culture of dialogue and engagement that models the best of a pluralistic society.

INDIVIDUAL AND COLLECTIVE EXCELLENCE

4. Retain, recruit, and inspire the very best faculty in the world by ensuring that we have competitive resources, state-of-the-art facilities, and outstanding support services that nurture research and discovery at the vanguard of each field of inquiry.
5. Honor our legacy as the nation's first research university by developing ambitious reforms so that every graduate student and postdoctoral fellow receives an experience that is rigorous, innovative, and tailored to their career aspirations.
6. Create the preeminent undergraduate experience in a research-intensive university setting by nurturing a learning environment that allows students to connect with our leading faculty and research programs; provides unrivaled mentorship, immersive experiences, and life design; and creates a culture of engagement, community, and belonging that ensures our students can thrive individually and collectively.
7. Become a national employer of choice that recognizes, celebrates, and supports our staff and offers multiple pathways to professional and personal advancement for themselves and their families.

KNOWLEDGE AND IMPACT

8. Create the leading academic hub for data science and artificial intelligence to drive research and teaching in every corner of the university and magnify our impact in every corner of the world.
9. Develop new pathways to help us translate our cutting-edge research into meaningful policy ideas, and become the preeminent source of academic expertise for evidence-based policymaking in service to the nation and the world.

COMMUNITY PARTNERSHIP AND ECONOMIC OPPORTUNITY

10. Develop a new generation of partnerships and programs to support the aspirations of our neighbors and generate economic opportunity for the city of Baltimore and other communities of which we are a part.

The pages that follow expand on each of these goals in turn—elaborating on where we have been, where we are now, and where we want to go next, through our 150th anniversary and beyond.

Invigorate the sense of community and shared on-campus experience that are the essence of our university.

Universities are physical places where moments of intellectual discovery occur—both planned and serendipitous—when people devoted to learning and ideas share spaces together. With that in mind, we aim to:

- **Strengthen the on-campus experience to create more meaningful, engaging, and enticing opportunities for interaction.**
- **Embark on a comprehensive multiyear plan to reconfigure our residential, social, and work spaces to encourage interaction, creating inviting open areas where people want to study, linger, and converse and experimenting with spaces that reflect our ethos as a place of discovery and collaboration.**
- **Redesign our spaces in a way that reflects our commitments to sustainability and accessibility.**

Every university is a community of discovery. The insights, epiphanies, and intellectual breakthroughs that constitute the singular and distinctive joys of academic life depend on people sharing spaces and ideas, and conversing with and debating one another—within and across disciplines. As we continue to emerge from a global pandemic that quieted our campuses for nearly two years, it is clear that the rhythms of campus life have not yet fully returned. We also acknowledge that we, like many of our peers, were experiencing some shifts away from on-campus interaction even before the onset of the pandemic. If offices sit empty and hallways fall silent, something indispensable to the character of our institution is lost. As one faculty member cautioned in a listening session: “The document we are discussing is about the next several years. But I am worried about the next several months. We have not yet returned to campus in a way that is essential for our institution.”

So, while we recognize the necessity, and in some respects the advantages, of remote learning and flexible work arrangements, we must continue to take steps to reignite the on-campus interactions that are the animating spirit of a truly great research university and that strengthen the foundation of our work. To do this, first and foremost, we are committed to developing a range of programming and

initiatives that cultivate community and make our physical campuses enticing. One staff member framed the question this way: “What can we do to make this a place that people want to be present and be part of—a place where they fear not being present when great things happen?”

Answering this entails a commitment to team-building and campus events, additional food and dining experiences, improved transportation and workspace solutions, and expanded health and wellness programs. It also requires continuing to strengthen the vibrancy of the surrounding communities of which we are a part. The more our campuses are connected to vibrant, safe neighborhoods, the more we will draw people together. We have also heard calls for more outdoor gathering places and a vibrant arts presence on our campuses, through which members of our community can encounter, consider, and be inspired by a variety of forms of artistic expression as well as the beauty of the natural world. We aspire, in sum, to create an on-campus experience in which the optimism and energies of our community are renewed and reinvigorated through our interactions with one another.

This same principle extends to the very design of our spaces. We have already begun to reimagine the character and use of space in the new buildings that are rising across our campuses: the Henrietta Lacks building, the Hopkins Student Center, the recently completed School of Nursing building, the SNF Agora building, and 555 Pennsylvania Avenue, to name a few. The insights we have drawn from these projects will be used to modernize other spaces around our campuses—whether teaching, research, clinical, or performance—to allow our faculty, students, and staff to achieve their aspirations while nourishing the collaboration relevant to contemporary needs. And this endeavor will not be confined to new buildings: We have brought this perspective to existing facilities like the Whiting School of Engineering’s Department of Civil and Systems Engineering, which has been remodeled to support new modes of collaborative research and teaching, with reconfigured faculty offices and more dedicated spaces where groups of faculty and students can interact.

The renewal of space also provides an opportunity

Goal 1 continued

to reaffirm our commitment to sustainability and accessibility. We realized early the critical importance of sustainability through the goals outlined in our 2009 Climate Change Implementation Plan, which included reducing our carbon footprint 51% by 2025—a target that we achieved three years early as a result of energy efficiency, conservation measures, and the university’s solar agreement, the largest commitment to renewable power in the state of Maryland. Having exceeded these goals, we stand ready to promote ambitious decarbonization and sustainable consumption patterns, goals that will be articulated in a report of a Sustainability Plan Steering Committee to be released for comments in fall 2023. We will also proactively remove barriers to individuals with disabilities through universal design principles as well as individual accommodations, while serving as leaders in equitable access to higher education for people with disabilities through experts at our School of Nursing and other colleagues across the university.

Embark on an ambitious series of major cross-university initiatives that build on our achievements as One University and lower the barriers to collaboration so that our faculty, students, and staff can pursue their ideas wherever they take them.

Our university has long been committed to the idea that our scholars should be able to pursue their most audacious ideas within and across disciplinary boundaries. To further support this ideal, we will:

- **Create world-class core facilities and instrumentation to support fully the research endeavors of our faculty, students, and staff.**
- **Build out further the cross-university services that allow our faculty’s ideas to be more easily translated into the products and ventures that advance our societal impact.**
- **Develop the next chapter of faculty-inspired cross-university programs in areas that respond to urgent societal and scientific challenges.**
- **Remove the systemic organizational, administrative, and technological barriers that unduly impede interdisciplinary collaboration.**

The challenges facing our world—from climate change, to pandemic preparedness, to racial inequity—are as complex than ever. Tackling them requires insights, methods, and expertise from across fields and disciplines. We understand that our work must be premised, first and foremost, on a scaffolding of robust and vibrant disciplines. At the same time, we know that fields of knowledge are in a ceaseless process of evolution and that our scholars are driven to travel across disciplines to illuminate and understand different phenomena. It is the responsibility of the university to help make this multidisciplinary exploration as smooth as possible.

Over the past decade, our university has built important new bridges across schools, departments, and programs. Our Bloomberg Distinguished Professorship (BDP) program has brought more than 50 faculty to the university who have expanded the horizons of interdisciplinary discovery. Our Discovery Awards have funded the cross-divisional research projects of over 700 faculty and staff. We designed innovative interdisciplinary programs and institutes—including the Bloomberg American Health Initiative, the Bloomberg-Kimmel Institute for Cancer

Immunotherapy, the Precision Medicine Analytics Platform, the Business of Health Initiative, the Stavros Niarchos Foundation Agora Institute, and the Alexander Grass Humanities Institute, among others. We have forged new connections between our academic divisions and the Applied Physics Laboratory, most recently through the multimillion-dollar SURPASS Program. And the principle of One University has become part of the ethos of the institution itself, with our scholars seeing themselves as part of a larger, more cohesive intellectual endeavor.

To continue to deepen our ties to our One University, we now require even greater access to core facilities, sophisticated instrumentation, and services supported by expert research staff. While several of our schools have taken important steps to coordinate the delivery of core services in areas of high research priority, we see an urgent need for a more comprehensive approach that will provide our community with the technology and space to realize their ambitions. As one School of Medicine faculty member observed in a listening session, “Let’s rethink the philosophy that individual faculty need to take it upon themselves to band together to do huge instrument purchases. We should offer great core facilities to provide these instruments.” This will be the focus of a major new planning initiative focused on the development, financing, and operation of core facilities to undergird the work of our university.

Our translational platforms represent another cross-university capacity that will be critical to the success of our mission in the coming years. In our listening sessions, we heard a yearning to build out an even more robust innovation ecosystem to help bring our discoveries to the world. Doing so will require deepening our investments in domain-specific incubation and accelerator programs; leveraging our world-class health system and other assets to develop, pilot, and deploy high-impact health care solutions; developing a central concierge function to help faculty navigate the commercialization process; and cultivating the policies and culture that will make translation and entrepreneurship a visible and celebrated path through which our institution has impact. And, here too, the university recognizes and endorses the need for additional financial resources to enable faculty seeking

to engage in translational work to demonstrate proof of concept, develop robust business plans, and establish startups that can command resources on the path to successful translation.

Beyond those investments in cores and commercialization, we will commit to new faculty-led interdisciplinary initiatives through the broad-based planning process of our next comprehensive philanthropic campaign. The second phase of our BDP program has been constructed around faculty-proposed clusters for cross-disciplinary research and teaching activity in areas such as epigenome science, sustainable transformations and energy, imaging and quantum technologies, pandemic response, and racial equity. Through the Fannie Gaston-Johannson Faculty of Excellence program, we will bring to the university new clusters of diverse, interdisciplinary, and cross-divisional scholars in such fields as mathematical biology, fluid mechanics, and Africana studies. And through the burgeoning One Neuro initiative, we will forge an interdisciplinary, cross-university community of brain research across the School of Medicine, the Whiting School of Engineering, and the Krieger School of Arts and

Sciences. This initiative will seek to realize a goal that has long eluded our university—the formal integration of our formidable, albeit distributed, neuroscience strengths into one core organizational structure that spans all of our involved schools.

Finally, in parallel with these commitments, we acknowledge the need—raised by faculty, students, and staff across our listening sessions—to remove the administrative and structural barriers that stand in the way of introducing new cross-university majors, graduate programs, concentrations, and research programs. Among the barriers to interdivisional work cited by participants were difficulties with cross-listing courses, siloed budgeting, outmoded technology, and the unavailability of space. To ensure that cross-cutting initiatives continue to be a defining trait of our institution, we will launch a major initiative—led by colleagues from across the university—to identify and then develop effective solutions to the obstacles now blocking the path of our faculty and staff to collaborate organically.

Deepen our commitment to diversity, equity, and inclusion, and to fostering a culture of dialogue and engagement that models the best of a pluralistic society.

At Johns Hopkins, we are committed to being leaders in harnessing data-driven, research-based practices to enhance diversity, equity, and inclusion in higher education. In pursuit of this ideal, we will:

- **Implement the ambitious goals set out in the *Second Roadmap on Diversity, Equity, and Inclusion*.**
- **Deepen our work to reexamine our history and celebrate the diverse voices that constitute Johns Hopkins.**
- **Cultivate a culture of dialogue, engagement, and multiplicity of ideas that honors the ideals of civic discourse and searching inquiry that are core to our academic mission, and that refuses to marginalize those whose ideas challenge us.**

We believe—as is articulated in our university’s Statement of Principles on Diversity—that every person has equal dignity and worth, and our unwavering commitment to diversity, equity, and inclusion is rooted in this principle. Research is clear that diversity promotes innovation, creativity, and educational outcomes. As a premier research institution, diversity of people, background, experience, and thought is essential to our excellence and success.

Through our *Roadmap on Diversity, Equity, and Inclusion*, we have over the last decade sought to promote these principles across every sphere of campus life: We invested \$25 million in our inaugural Faculty Diversity Initiative. We ensured there were DEI-focused personnel and programs in every division. We adopted model search practices on a universitywide basis to ensure equal opportunity. And we held ourselves accountable for progress, including by publishing regular public composition reports on the racial, ethnic, and gender demographics of our faculty, staff, and graduate students, down to the departmental level.

Our ambitious *Second Roadmap for Diversity, Equity and Inclusion*—launched in 2022—builds on this foundation, setting out 24 new goals for the university. To realize these goals, we are committing \$50 million to the new Fannie Gaston-Johansson Faculty of Excellence Program to bring

more diverse faculty to the university, focused specifically on areas such as the natural and biological sciences where progress in breaking down barriers to recruitment has been challenged. We are expanding efforts to attract and support outstanding doctoral students from underrepresented backgrounds, through new programs such as the \$150 million Vivien Thomas Scholars Initiative and the PhD Pathways Innovation Fund. We are making a \$10 million investment in transformative projects designed to increase opportunity and ensure that all staff members are able to grow and thrive personally and professionally at Johns Hopkins.

These and many other Roadmap initiatives to come will be built on a bedrock of transparency, accountability, and evidence-based practice. We will undertake regular climate surveys to evaluate the living, learning, and working environment at the university and understand the needs of our community. We will draw on our composition reports to offer baseline and trend data in ways that are increasingly granular and timely. And we will assess our progress on each of the *Second Roadmap* reforms to shape our work into the future. All these steps will be taken with an eye to being an institution that seeks out and helps define research-based best practices in diversity, equity, and inclusion and makes those learnings available to the world around us.

A critical aspect of making Hopkins’ present more inclusive is the ongoing reexamination of our institution’s past and the recognition and elevation of the diverse voices who shaped it. This work is underway through programs such as Hopkins Retrospective, Hard Histories at Johns Hopkins, and the Diverse Names and Narratives Project, as well as public art initiatives designed to make visible the stories of students, faculty, alumni, and staff who have shaped our institution and our world. We also will continue to work together to acknowledge and account for the complex picture that is emerging of our university’s founder, his connection to the institution of slavery, and his support for the goals of post-Civil War reconstruction. These projects allow us to reckon forthrightly and transparently with our own history and consider ways to commemorate it as we approach our 150th anniversary.

Goal 3 continued

Cultivating a culture of dialogue and exchange across our different backgrounds, experiences, and perspectives is essential to our commitment to diversity, equity, and inclusion and the mission of our university. Engagement with a broad range of ideas is an essential component of this mission and calls on us to be constantly nourishing an environment in which we understand, value, and learn from and with each other. Over the past decade, our faculty, students, and staff have opened new avenues for pluralistic dialogue through the academic freedom panel at first-year orientation, a new university debate initiative at the SNF Agora Institute, and the random assignment of first-year roommates.. We will continue to look for and create new opportunities for ensuring that Johns Hopkins is a place that models the virtues of discourse and debate in our classrooms and on our campuses, exposes people to a broad range of competing and thoughtfully held ideas, invites us to better understand those differences through evidence and interrogation, and creates space for a multiplicity of perspectives, progressive and conservative alike, among our faculty, students, and staff.

Retain, recruit, and inspire the very best faculty in the world by ensuring that we have competitive resources, state-of-the-art facilities, and outstanding support services that nurture research and discovery at the vanguard of each field of inquiry.

We understand that the research, education and clinical activities of our faculty stand as the touchstone of a great research university. The commitment to this idea has long been one of the defining features of our university. It is rooted in the efforts of our inaugural president, Daniel Coit Gilman, to recruit a cadre of stellar faculty to Johns Hopkins so that they could “pursue independent and original investigation.” Since then, ours has been a place where faculty are encouraged to do their most important work secure in the knowledge that the university and its key constituencies are aligned in earnest support of their endeavors.

To continue the legacy of excellence that has defined our institution since its founding, and in recognition of the exceptional and foundational role our faculty play every day at the heart of our university, we will:

- **Ensure that the levels of compensation and professional support enjoyed by our faculty are competitive with those offered in comparable peer programs.**
- **Continue to grow strategically—through the addition of faculty lines—those departments and programs that seek to enhance their size and corresponding impact.**
- **Devise a new ecosystem for the funding of breakthrough research in basic biomedical and life sciences.**
- **Construct a new generation of leading-edge facilities to meet the needs and aspirations of our faculty.**

Over the last decade, we have worked to increase significantly the level of resources earmarked explicitly for faculty support. During our Rising to the Challenge campaign, we more than doubled the number of endowed faculty chairs and professorships held by our university—from 360 to 788—an unprecedented rate of growth. This investment has allowed us to provide more support to our existing faculty and to recruit new colleagues to the university. We have added to these endowed investments with new internal research funds earmarked for junior faculty and for collaborative and transformative research—the Catalyst, Discovery, and Frontier awards—

that have in total provided \$43 million to nearly 1,000 faculty and researchers from every division of the university. We also have created new shared governance bodies—including the Johns Hopkins University Council and the Tenure Advisory Committee—that give faculty a stronger voice in interpreting and protecting our standards.

Building upon this foundation, we will continue to make major investments in the excellence of our faculty. In recognition of the achievements of our existing faculty, and to ensure we retain our best faculty and are competitive for the very best talent outside our university, we are committed to a targeted and phased strategy to augment salaries and startup packages in departments and programs where our levels of support lag behind those of comparable programs at peer institutions. We recognize that this issue has been particularly acute with respect to our faculty at the School of Medicine, and applaud the recent efforts of the school to marshal its resources to increase salary competitiveness, including through, among other things, improvements in third-party reimbursement contracts.

Our support for our faculty will also extend well beyond compensation. To make our faculty’s pursuit of their mission as easy and seamless as possible, we will provide wrap-around administrative support services and systematically and thoughtfully evaluate administrative obligations and burdens. We will soon unveil the Leadership, Advancement, and Development Academy, a suite of career development programs to provide guidance for our faculty at every stage of their professional growth, whether they are opening their first laboratory, building a research team, taking on a new leadership role, or transitioning to retirement. And to ensure our sustained commitment to attracting and retaining outstanding diverse scholars and teaching faculty, we will invest \$50 million in our new diverse faculty recruitment initiative, work to build pipelines of diverse junior faculty, and develop resources to identify and coordinate enhanced recruitment and retention efforts for diverse faculty across the university.

A unique challenge that has long confronted many parts of our university is the small size of many academic units—both at the school and the departmental level—as

compared to those of our peers. In the past, our faculty and academic leaders have responded admirably to the challenge of limited faculty size by focusing their efforts on the areas deemed most promising in their fields, while vacating other lines of disciplinary inquiry. But these choices have not been consequence-free. Having schools or departments that are half or less the size of peers has meant that promising avenues of inquiry have not been pursued, adversely impacting our capacity to collaborate meaningfully across those areas, and recruit faculty and students desirous of more comprehensive departments and new lines of inquiry.

Over the last 10 years, we have made notable investments in expanding faculty lines across several of our smaller schools. From 2009 to 2021, significant philanthropic gifts allowed SAIS to grow from 20 to 44 tenure-line faculty members, and Carey Business School to grow from eight to 49 such faculty over the same period. And the Whiting School of Engineering, fueled by the productivity of its faculty, generous donors such as John Malone, and strategic institutional investment, grew its tenure and tenure-track faculty by about 50%. Meanwhile, Krieger has recently benefited from the investment of trustee William Miller, allowing us to catapult two of our departments—Philosophy and Physics & Astronomy—to a competitive complement of faculty. And through the generosity of donors such as the Stavros Niarchos Foundation, the Ralph O'Connor estate, and others, we have seen the significant growth of other departments in the social sciences and humanities, including Political Science, Sociology, and English.

Growth is not necessarily the path for every department: Each unit, in concert with their dean, must decide on the size that allows it to have the most impact in its disciplines. But the successes those departments opting for growth have enjoyed in creating fuller areas of disciplinary inquiry and intellectual vibrancy reinforce the cogency of our colleagues' dreams of expansion. And the imperative for faculty growth continues to be particularly acute for our Krieger and Whiting schools. In its recent Priorities for the Future proposal, Krieger stressed that growth is essential for the school to compete on a level playing field with peers in terms of reputation, ranking, and accomplishment, and the school is committed to increasing the size of the tenured and tenure-track faculty to the median of our peers. Whiting, in its 2021 Vision for the school, similarly called for an ambitious rate of increase for faculty to levels comparable to those of peers through the end of the decade. In the coming

years, we are committed to answering these calls and enabling departments that wish to increase their size and comprehensiveness to have the opportunity to do so.

We also are committed to identifying new models to empower our faculty to pursue breakthrough research in the life sciences. In 2018, a faculty-led committee at our university, the Committee on the Biomedical Scientific Workforce, issued a report pointing to significant obstacles to biomedical research throughout the nation: from long and enervating periods of apprenticeship, to delays in age of first significant research grant, to the treadmill of grant applications, to incrementalism in research outcomes. The report called on our university to experiment with new ways of promoting imaginative science. We believe that the moment is right to meet this call. As one School of Medicine faculty member said, "We have spent so much time over the last two years of COVID showing that we can be nimble and do things that are absolutely amazing in a crisis. How can we take that energy and turn it into something that is inspiring and forward-thinking?"

To this end, we will seek to develop—and to secure funding for—a major program to fund high-risk high-reward projects in biomedical and life sciences research, fuel the exchange of ideas between rising stars and established scholars, and provide opportunities for early career investigators to perform independent cutting-edge science, ideally straight out of PhD programs. We also recognize the dependence of our life sciences faculty—in divisions such as the School of Medicine, the Bloomberg School of Public Health, the School of Nursing, the Krieger School of Arts and Sciences, and the Whiting School of Engineering—on federal funding streams that can be volatile and sometimes thwart the capacity for foundational, curiosity-driven research in both the basic and clinical research domains. A dedicated source of university funding that supplements these streams would be a powerful antidote to these pressures, and a unique form of institutional competitive advantage, and we are pursuing this important priority.

Finally, one central way in which we will seek to enlarge our support for faculty across the university, and particularly in laboratory-based disciplines, is the construction and renovation of modern facilities. Over the last several years, the ambitions of our university have been dampened by challenges with space and infrastructure. Take, for example, our School of Medicine's basic science facilities—five buildings constructed between 1926 and 1987—each of which is markedly

behind those of peers in terms of size, organization, and most important, the quality needed to conduct 21st-century research. Likewise, the Whiting School of Engineering is confronting acute space pressures that limit its capacity to support the research needs of a burgeoning faculty. The Peabody Institute, the School of Education, and the Sheridan Libraries are also burdened by aging buildings that materially impair their mission. And the Carey Business School continues to operate in rented space that is isolated from our other Baltimore campuses—a situation that is particularly problematic given the deep and growing ties between Carey and virtually every university division and the growing interest of our undergraduates in business and entrepreneurship.

Inspired by the possibilities for intellectual renewal embodied in recent construction and renovation of facilities—among them the Children’s Medical and Surgical Center (CMSC) and North Tower, the new School of Nursing building, the SNF Agora building, the new Bloomberg School of Public Health building on Wolfe Street, and our new home in D.C. at 555 Pennsylvania

Avenue—we are committed to providing our faculty, students, and staff with spaces commensurate with their aspirations. We are determined to resolve in a timely and fulsome manner each of the space challenges identified above. In the upcoming comprehensive philanthropic campaign, as well as in our university’s core financial strategy, we will treat the rejuvenation of our facilities as among our highest priorities.

Honor our legacy as the nation’s first research university by developing ambitious reforms so that every graduate student and postdoctoral fellow receives an experience that is rigorous, innovative, and tailored to their career aspirations.

As at our founding, we will be the place that dares to transform—with courage and determination—graduate education. We will:

- **Initiate a cross-university commission aimed at the renewal and reimagination of PhD education and training at Johns Hopkins.**
- **Create purposeful and mentored educational and professional pathways for our graduate students and postdoctoral fellows.**
- **Make our graduate and postdoctoral programs an area of priority for funding and experimentation.**

Across the last decade, we have strengthened our graduate programs in countless ways. We developed mentoring policies and expectations and an ombuds program for PhD students and postdoctoral fellows to voice concerns confidentially. We launched innovative life design programs and career hubs across the university and expanded health, parental leave, and child-care benefits. The Doctor of Philosophy Board—launched in 2010 and serving as a university focal point for the oversight and promotion of strong doctoral education—has now undertaken in-depth reviews of every PhD program across the university. We created the Vivien Thomas Scholars Initiative, a groundbreaking \$150 million effort to address underrepresentation in STEM doctoral programs by creating pathways for exceptional students from Historically Black Colleges and Universities and Minority Serving Institutions to pursue PhDs at Johns Hopkins. We led research institutions in the collection and publication of concrete data on our graduate and postdoctoral programs in areas such as time-to-degree, demographics, and career outcomes.

Still, for all the progress we have made, there is much to do if we are to fully honor our history as the birthplace of the American research university. Across our listening sessions, we heard from graduate students, postdoctoral fellows, and faculty alike of the need to reconsider many of the core precepts of our graduate programs, particularly in relation to PhD education. In this area, participants pointed to the need for stipends and financial

aid that are competitive with those of our peers, uneven experiences in the quality of faculty mentorship and guidance, lengthy rates of time to degree completion in many programs, and barriers to the creation of innovative approaches to graduate training that are responsive to the myriad professional aspirations of our students. These concerns are not unique to Hopkins. They echo the national discourse around the state of graduate education generally. But we can, and must, be the university that addresses these concerns with fierce resolve and delivers solutions.

To do so, we will need to be as brave with the design of our PhD programs as we are with the research those programs are designed to cultivate. As one humanities doctoral student said in a listening session, “Historically, the PhD was a bombshell in the 19th century—it was also a degree built to solve 19th-century problems and priorities. I think it’s time to reimagine the experience for 21st-century needs.” To answer this call, we will launch a major new initiative: A Commission on PhD Education—modeled after the Second Commission on Undergraduate Education now transforming our undergraduate experience—that will interrogate our practices and assumptions, evaluate the available data, benchmark against best practices nationally and internationally, and then recommend ambitious changes to the future of PhD education, mentorship, and training at Johns Hopkins.

One essential area of focus in the coming years—for our master’s, doctoral, and postdoctoral programs alike—will involve the creation of purposeful training pathways to help our students and fellows reach the careers they desire. One size has never fit all in graduate education, and it certainly does not do so today. For those who desire academic positions, this means designing doctoral programs to prepare them for appointments at R1 research universities or top liberal arts colleges. For those who seek careers in industry, government, or the nonprofit sector, this means ensuring our graduate experience is tailored specifically (and creatively) to those professional objectives. And for all of our graduate students—no matter their professional goals—our life design programs and mentorship should be a central part of their experience, so they are exposed to the wealth of

opportunities available to them and supported on their professional journey from the moment they enter our university.

Addressing all these aspirations will require significant financial investment. Absent competitive stipends and financial aid, our graduate programs will be challenged to recruit, educate, and support the very best students from across the nation and around the world. Without state-of-the-art technology and teaching facilities, we will be unable to preserve the preeminence of our world-class online and hybrid offerings. And without dedicated funds for programmatic innovation, our capacity to innovate—in areas such as co-advising and faculty mentoring, interdisciplinary programs that leverage our strengths across the university, and the creation of new opportunities for independent cutting-edge research on the part of young scientists—will be limited. Graduate education is highly decentralized at Johns Hopkins, and

for good reason. But it behooves us to use this highly decentralized structure to incentivize innovation, with the successful experiments shared and then expeditiously emulated across the university. For all these reasons, major commitments to financial aid and other forms of support for our master's and doctoral students and postdoctoral fellows will stand as another critical priority of our forthcoming comprehensive philanthropic campaign.

Create the preeminent undergraduate experience in a research-intensive university setting by nurturing a learning environment that allows students to connect with our leading faculty and research programs; provides unrivaled mentorship, immersive experiences, and life design; and creates a culture of engagement, community, and belonging that ensures our students can thrive individually and collectively.

Building on the achievements of the last decade, we are forging a truly distinctive, world-class undergraduate experience. To do so, we will:

- **Continue to implement with vigor and determination the most ambitious reform of our undergraduate curriculum in generations.**
- **Cultivate a distinctive culture of connections and belonging across the undergraduate experience.**
- **Consider broadening access to our undergraduate community through an increase in the size of entering classes.**

The last decade has seen a transformation of our undergraduate program. The academic achievement of our incoming undergraduate class has moved from 20th to first in the nation, and our student body now stands among the most socioeconomically, racially, and ethnically diverse of our Ivy Plus peers, with Pell and first-generation students now making up nearly a third of our incoming class. As a result of alumnus Michael R. Bloomberg's breathtaking gift for financial aid, we were able to commit permanently to need-blind admissions and become a loan-free institution for our Homewood undergraduates. With the support of our board of trustees, we ended legacy preferences.

Recognizing the dazzling capabilities and aspirations of our undergraduates, we convened the faculty-led Second Commission of Undergraduate Education (CUE2), which was charged with reinterpreting the mission of an undergraduate education for the 21st century. The commission called on the university to create an undergraduate experience that will “serve as a model for how generations of students across the arc of scholarship are equipped to face and surmount the challenges” of the future.

In its fall 2020 report, CUE2 offered sweeping recommendations, several of which have already been

implemented, with planning for others underway. For instance, our faculty responded energetically to CUE2's call to offer every student a First-Year Seminar of under 12 students taught by our full-time faculty. These discussion-based courses aim to strengthen students' ties to each other, to faculty, and to their own learning from their very first moments on campus—inspiring, this past fall, 75 seminars were taught to more than 800 students. And this spring, students were able to enroll in new small First-Year Writing courses designed to teach them critical reading and thinking, and analytical, persuasive, and academic writing that will be instrumental to their college experience, personal lives, and future careers, and their civic and ethical responsibilities to democracy and society.

Over the next several years, we will implement the remainder of the CUE2 recommendations. Included among them are ensuring instruction in foundational abilities such as the capacity to “engage effectively as citizens of a diverse world” and to “independently conceptualize and complete large-scale consequential projects”; a Hopkins Semester of intensive study through a mentored immersive experience; opportunities for our undergraduates to access more courses offered in our professional schools; and new models of teaching assessment and grading. Taken together, the CUE2 reforms aim to move us to the leading edge of our peer group in ensuring that our students benefit from close and early engagement with our faculty, receive the foundational skills necessary to excel throughout their program of study and later pursuits, and become adaptive innovators and lifelong learners whose curiosity and talent fuel their impact on the world around them.

Outside the classroom, too, we are seeking to cultivate a distinctive campus experience rooted in meaningful connection—with peers, faculty, research, and mentors from every part of the university; with seamless services to support our students' continued excellence and well-being; and with the broader community in which we live and all the richness of experiences that it offers. Already, we have reconceived our orientation programs

for students as they arrive at Hopkins, developed ground-breaking student success programs for their time here, and deployed our innovative Imagine Center for Integrative Learning and Life Design to help students integrate their academic and career paths; experiment with curiosity through meaningful immersive experiences such as internships, research, and study abroad; and connect with alumni mentors and employers for their time beyond.

Moving forward, we will seek to offer each undergraduate student an integrated network of mentors and advisers; make mental health and wellness an essential part of the campus experience; and through new opportunities such as the University Debate Initiative and programming at Hopkins' new D.C. location, support our students as they seek to engage new and unfamiliar ideas; lend their voice, curiosity, and intellect to understanding to communities around them; and partner with others to make a difference in the world.

Of course, our new Hopkins Student Center will provide a long-awaited and inspiring home for these activities while our students are at Hopkins. And after our students complete their degrees, we are focused on expanding our professionally oriented, nondegree, and noncredit learning experiences as an important way in which we can fulfill our responsibility to our graduates and to others around the world.

Finally, having elevated the undergraduate experience across so many dimensions, we believe it appropriate to consider seriously the calls we have heard for us to broaden the reach of a Hopkins education by increasing the size of our undergraduate class. We have one of the smallest undergraduate programs of our Ivy Plus peer group, and have scrupulously maintained this size over the last decade and a half. Meanwhile, studies show that our university ranks among the most effective in the country in graduating students in a timely manner and then propelling our graduates to lives of economic opportunity and mobility. And if such a move was accompanied by the increase in our tenure-track faculty lines in the Krieger School of Arts and Sciences and the Whiting School of Engineering, as discussed elsewhere in these goals, then this expansion could be achieved while maintaining our student-faculty ratio, which we believe is critical to the Hopkins experience. These facts invite the question: Ought we to heed the moral and practical call to grow the size of our undergraduate class, so that more students can benefit from a Hopkins education? We will undertake a broad consultative process to consider this question with a full evaluation of the possible benefits and corresponding costs.

Become a national employer of choice that recognizes, celebrates, and supports our staff and offers multiple pathways to professional and personal advancement for themselves and their families.

We seek to become a national employer of choice for our staff members—an aspiration that recognizes the central importance of our employees to our academic mission, and to the vitality of the city of Baltimore. Specifically, we will:

- **Create a stronger culture of recognition and belonging for our staff.**
- **Develop clear, meaningful pathways for staff advancement and skills development.**
- **Marshal our capabilities to ensure our staff members and their families enjoy meaningful opportunities for income and wealth creation—along with stronger health outcomes, educational achievement, and personal well-being.**

Our 27,000 employees are indispensable to the success of our university. But as important as our staff are to our mission, the truth is that their welfare, their prospective contributions, and their hopes and aspirations have seldom been given clear recognition in university planning documents. Their elevation in this strategic document reflects an important evolution in our understanding of their foundational role to our university.

With the ever-expanding ambitions of our institution, we need to enhance our capacity to attract and retain exceptional staff members in every role. This aspiration is particularly salient for the nearly 17,000 employees across the university and the health system who live in Baltimore. By expanding the possibilities for personal and professional enrichment at Hopkins, we have an opportunity not only to support our staff and their families but also to contribute intentionally and meaningfully to the economic welfare of our city. The pathway to meeting the future needs of the university and our staff begins by recognizing and celebrating the many contributions of our staff today, while creating meaningful career development and advancement opportunities at all levels of the organization for our shared future.

This is a goal that has animated considerable effort over the last decade. We have enhanced child care benefits, expanded tuition benefits, and increased gender-affirming care benefits. We increased the level of grant support in our Live Near Your Work program, which since 2009 has helped more than 1,400 Hopkins employees buy homes in neighborhoods surrounding our campuses. And we launched HopkinsLocal, our economic inclusion program, through which we hired more than 3,000 Baltimoreans from targeted ZIP codes and more than 1,500 citizens returning from incarceration. Earlier this year, HopkinsLocal set even more ambitious hiring goals for the next three years, targeting increases in local hiring for higher-salaried positions in particular.

While we have made progress, we are determined in the years ahead to become nothing less than the model of a university employer.

A bedrock priority for the coming years will be to cultivate a climate where our staff feel welcomed and supported, and to have a clear and palpable sense of their value and belonging. As part of our efforts to foster a dynamic and desirable workplace and ensure our campus environment is one in which all our staff can thrive, we are honoring the promise in our *Second Roadmap on Diversity, Equity, and Inclusion* to conduct regular surveys of our faculty, students, and staff—assessing our living, working, and learning environment and harnessing these findings to shape our programs. We also will draw on the advice and guidance of a new university Staff Advisory Council to ensure that staff, like faculty and students, have a permanent voice in helping define our university's priorities.

Next, to meet the aspirations of our staff and our institution, it is essential that we create pathways to advancement and success that are clear and readily accessible. To this end, we will develop a career and salary architecture that ensures clear and knowable pathways for progression, not only within their current units but also elsewhere across the entire university. And we will provide and promote training and skills development

opportunities—ranging from GED completion courses, to apprenticeship programs, to career and life design services—that offer an individualized path to success for every member of our community. Through steps such as these, our aspiration is to provide a readily available suite of services and resources that will make our university a place of employment where staff see robust opportunities for professional growth and advancement throughout their careers.

Finally, we know that universities and health systems are among the most powerful engines of social mobility in society. We possess an extraordinary capacity—through health care, homeownership, or educational opportunities and college counseling, to name just a few—to be a source of economic opportunity for not only our staff but their families as well. Through these means and others, we are committed to becoming a place where our staff are set on a path to enhance their earning power, achieve personal and professional fulfillment, and grow their household wealth and opportunity across generations.

Create the leading academic hub for data science and artificial intelligence to drive research and teaching in every corner of the university and magnify our impact in every corner of the world.

We seek to become the leading university center for data science and application, one that makes emphatic contributions to scholarship and society in vital fields. To achieve this goal, we will:

- **Build a universitywide hub for data science and translation that will provide a platform for sophisticated data-driven discovery to inform our research, education, and clinical and service activities.**
- **Grow our leadership in data science and artificial intelligence including through significant investments in faculty in the Whiting School of Engineering.**
- **Work to define how the sharing of data in an ethical manner can responsibly shape the future of knowledge and science.**

We are at an inflection point in the historic arc of human knowledge. The 21st century is already defined by a supernova of available data in nearly every field of human endeavor. How we gather, analyze, and interpret this vast and ever-expanding ocean of information will indelibly shape our collective future and the nature of critical inquiry across every dimension of our research portfolio. Johns Hopkins is approaching this moment from a foundation of extraordinary assets and talents. Through the AI-X Initiative, our faculty are exploring the foundations and applications of artificial intelligence and using data to transform medicine, public health, and patient care. We host petabytes of scientific data through the Big IDIES initiative and our substantial and growing computing infrastructure housed on the Bayview campus. The Bloomberg Center for Government Excellence has worked with hundreds of cities across the world to use data to create sustained change in cities. And our Applied Physics Laboratory is home to critical research in data science, artificial intelligence, and machine learning.

Even so, our faculty have urged us to reach further. Essential work in the social, natural, and life sciences, and the humanities will require that more of our colleagues are

able to assemble, curate, and interrogate large data sets. As one example, a number of colleagues have expressed strong interest in developing expertise and strength in the computational social sciences. And as a Johns Hopkins faculty leader has framed the challenge: “The most impactful research universities of the future will be those with scholars who possess meaningful depth in data and another domain, and are equipped with the ability to bridge between these disciplines.”

To meet this moment, we will seek to become a university that not only amasses deep expertise in data science and artificial intelligence but also hardwires these core capabilities to disciplines throughout the university. At the center of this undertaking should be a world-class hub for data science and application, available to scholars across the university. This hub would be home to multidisciplinary faculty who are driving discovery in fields and areas transformed by the power of data, in areas including precision medicine, cities and government innovation, climate and sustainability, and the empirical social sciences and humanities. Their impact—and that of all the faculty, students, and staff at the hub—would be propelled by major new investments in state-of-the-art infrastructure and technology, along with translation support to transform useful data sets into products, technologies, applications, and public service that will have an impact on our lives.

To catalyze the work of the hub, we will need to grow departments in the Whiting School of Engineering to include additional faculty on the front lines of development of the fundamental approaches, tools, and techniques required to advance data science, artificial intelligence, applied mathematics, and computation. These experts would be complemented by leading-edge staff—creating a cohort of engineers, data scientists, and subject matter experts in key application domains in Whiting, the Applied Physics Laboratory, and elsewhere across the university. And the research of these colleagues would be informed by affiliated faculty in the hub from a range of other disciplines—including bioethics, sociology, philosophy,

and education—to ensure that the integration of these technologies into our society, and our university, is equitable and just.

Finally, maintaining our preeminence as one of the world's foremost research institutions in the age of data will require us to become leaders in the effective and ethical sharing of data. This means taking the steps necessary to ensure that data can more easily be accessed across our laboratories and divisions, with due solicitude for patient and subject privacy. It means developing the integrated infrastructure necessary for the modern researcher to manage their data all the way through the research life cycle, from analysis, to sharing, to archiving. It means that we follow best practices with regard to the use of data—from data management to analytic techniques. It means enhancing our capacity to curate and provide access to data to those beyond our campus walls—including through open data practices and large-scale data visualization activities.

Develop new pathways to help us translate our cutting-edge research into meaningful policy ideas, and become the preeminent source of academic expertise for evidence-based policymaking in service to the nation and the world.

Since the university's earliest days, our charge has been to bring the benefits of our discoveries to the world. This credo is written into our mission, reflected in our global reach, and etched into our campus walls. As a trusted collaborator and reasoned thought partner, we have a tremendous opportunity to bring our knowledge to the world in profound new ways. In furtherance of this mission, we aim to:

- **Strengthen our capacity to communicate our discoveries to the world.**
- **Make our iconic new building in Washington, D.C., a focal point for evidence-based policy development and engagement at a national and global level.**
- **Build a pipeline for the exchange of ideas, policy solutions, and best practices between our campuses in Baltimore and Washington.**

Our university houses extraordinary capabilities—bracing ideas, intellectual rigor, empirical insights—of incalculable value to policymakers and civic leaders. This is evidenced by our status as the top recipient of federal research dollars in the nation for more than 40 years; the long-standing legacy of the leadership of the School of Advanced International Studies; our role in high profile government-funded projects such as the Parker Solar Probe, the *New Horizons* mission to Pluto, the Double Asteroid Redirection Test (DART), and the James Webb Space Telescope; and the many areas of policy expertise distributed across the university—from the Department of Health Policy and Management, to the Berman Institute of Bioethics, to the Bloomberg Center for Public Innovation, to the Institute for Education Policy.

And yet, even though Washington is arguably home to more governmental and nongovernmental organizations that shape the fabric of the world than any other city, and we are closer to D.C. than all our Ivy Plus peers, our Baltimore campuses can still feel distant from so many of the policy issues that command the attention of our nation's capital. At a moment when global democracy is

frayed by misinformation and uncertain access to reliable facts, we can do more to make real our long-standing commitment to bring our knowledge to people across the nation and throughout the world. And at a time when nations are turning inward and our world is becoming narrower and more parochial, we have an opportunity to deepen further our profound global reach across the full range of our mission.

To achieve these aspirations, we will need to continue to bring our insights closer to the public they are meant to serve. The profound impact of our Coronavirus Resource Center—visited more than 2 billion times—demonstrates our capacity to be a trusted source of urgently needed information. Our community yearns to build on this model. One alumnus in a listening session posed the opportunity this way: “How else can we use data as a springboard and a touchstone for connecting to people?” To answer this call, we will invest in our capacity to communicate our knowledge and insights to people and organizations in new ways and at all levels, from the global to the local, and from government officials to members of the public. And to reinforce faith in expertise at a moment when it is flagging, we will be leaders in the move toward open scholarship and open educational resources, and more transparent, replicable, and reproducible research.

Our magnificent new facility at 555 Pennsylvania Avenue—steps from the U.S. Capitol, federal agencies, and major U.S. cultural institutions—will play a significant role in broadening and deepening our engagement with the most consequential issues of the day. Anchored by the School of Advanced International Studies and home to our D.C.-based academic programs, the building will bring together faculty, students, and staff from every division of the university to engage in dialogue and seize new opportunities for impact. Harnessing their expertise in service of evidence-based insights and interventions will allow us to amplify our contributions to democracy and humanity, and affirm our identity as one of the world's preeminent research universities and academic medical institutions with deep roots in the national capital region.

With the new building as a focal point, we will seek to draw the expertise of our Baltimore campuses closer to the conversations in Washington, and draw the debates of Washington closer to our Baltimore campuses in return. Through the Nexus Awards, we will provide funding for Johns Hopkins research, teaching, and academic convenings in the nation's capital. And to fully capitalize on the opportunities our new D.C. footprint allows, we will stand up a new and appropriately ambitious academic and research initiative—with close ties to the School of Advanced International Studies and other divisions of the university—as a locus for our contributions to public policy. Our aspiration is nothing less than to create a fluid interplay of people and ideas between Baltimore and Washington. That allows the academic and policy realms to inform and strengthen each other.

Develop a new generation of partnerships and programs to support the aspirations of our neighbors and generate economic opportunity for the city of Baltimore and other communities of which we are a part.

One of our abiding institutional priorities is to continue to channel our capabilities into strengthening the city we call home. We will:

- **Invest in our capacities for economic inclusion and job creation throughout Baltimore.**
- **Deepen our partnerships with our neighbors through programs and initiatives built on a foundation of consultation and collaboration.**
- **Make our university more open and accessible to our neighbors.**

We understand that the continued flourishing of our university depends on the success and vitality of our city. Across the past decade, we have worked with our neighbors and community leaders throughout Baltimore to make profound contributions to the economic, social, and physical health of the city. We opened and operated the K-8 Henderson-Hopkins School, now recognized as one of the rising stars of the Baltimore City Public Schools System. Through HopkinsLocal, our economic inclusion initiative, we significantly exceeded our program goals for building, buying, and hiring locally. We successfully directed more than \$880 million into local businesses, committing more than \$240 million to minority-owned, women-owned, or disadvantaged construction-related contractors, and hiring more than 3,000 people from targeted neighborhoods and 1,500 citizens returning from incarceration. We provided free eyeglasses to more than 10,000 students through the Vision for Baltimore program, leading to major gains in student learning. We partnered with our neighbors and community groups to strengthen the neighborhoods around our campuses in Homewood, East Baltimore, and beyond. And we hosted expungement clinics that to date have helped over 400 residents of Baltimore clear charges from their records, decreasing barriers to employment.

As we advance these and many other community partnerships, we remain focused on the ways in which our city continues to struggle with poverty, crime, and intergenerational inequality. And we work to gain and

deepen the trust of our neighbors and communities. As the city's largest private employer, we recognize that we have a profound role to play as a source of economic opportunity, neighborhood investment, and job growth in the city. To that end, we will invest further in our signature economic inclusion program: Earlier this year, we announced a new, more ambitious set of HopkinsLocal goals to “build, hire, buy, and invest” in the city in the coming years. We also are working to expand the regional efforts of the Johns Hopkins Technology Ventures (JHTV) program, launched in 2014, which has translated technology-related ideas and social innovations into startups that have created more than 1,300 new jobs in Baltimore.

Today our partnerships with the neighborhoods surrounding our campuses are more extensive than ever. When we launched the Homewood Community Partners Initiative in 2012, we engaged with residents, business leaders, nonprofit organizations, institutions, and government to decide how best to invest \$10 million in 10 neighborhoods around the Homewood campus. This deep engagement resulted in 29 action-oriented recommendations—our investment has since garnered another \$200 million in government and foundation support and fueled significant private sector investment in central Baltimore. We are determined to bring the same collaborative spirit to our partnerships in the coming years—harnessing our financial and human capital to form enduring relationships with the people in our community and every level of government. To cultivate these relationships, we are creating a multimillion-dollar seed fund to support, establish, and sustain community-academic partnerships across the institution. Our touchstones for these new partnerships will be consultation, collaboration, and investment in the priorities that our neighbors identify and that we share.

We have worked to become a better partner in Baltimore over the last decade. Still, in our listening sessions, faculty, students, and staff alike gave voice to a desire to do better at inviting Baltimore into our university. One humanities faculty member at the Krieger School of Arts and Sciences explained it this way: “When we are in a university setting,

we think of the educator as someone who is a PhD like us who imparts knowledge. I don't think we have enough space yet to learn from organizers, educators, and community leaders in the city." This call is compelling, and we can do more to be present in our communities and open new pathways to share and learn from the expertise and ideas of our colleagues, friends, and neighbors in Baltimore. We will make it easier for members of the Baltimore community to teach courses or collaborate on research, for community members to come to campus and university affiliates to attend community events, and for local businesses and nonprofit organizations to partner with the university and its divisions.

Conclusion

At its founding in 1876, Johns Hopkins University revolutionized higher education in the United States and established the blueprint for the American research university.

In time, American universities, like ours, secured their place as indispensable institutions in our increasingly interconnected global society. Over the past decade, guided by the *Ten by Twenty*, Johns Hopkins University has demonstrated the extraordinary progress we can make together, from the transformation of our undergraduate program, to the growing size and interconnectedness of our faculty and staff, to the creation of a host of new institutes and centers, to the formation of vital new partnerships with our neighbors in Baltimore.

Today, Johns Hopkins once again has an opportunity to build on that progress and continue the trajectory of ever-increasing impact we began nearly 150 years ago.

Lofty aspirations require ambitious investments. Our university has made great strides in building its financial strength over the past decade. But higher achievement will command new resources. Propelling new ideas into reality will require extraordinary acts of philanthropy from our alumni and friends, and the launch of our next major philanthropic campaign will be pivotal to the success of these efforts. At the same time,

we will need to continue to develop additional revenue streams, new academic programs, and innovative financial strategies—including new incentives in the budgeting model for schools, departments, and individual faculty and staff—that are aligned with our academic priorities and that can fund the investments required to support our ambitions.

These goals also will require us to dream together. The aspirations in this document were informed by conversations with people from every reach of university, from every division of our One University. From core facilities managers, to custodial staff, to Johns Hopkins University Press editors; from undergraduates, to online master's students, to postdoctoral fellows. From clinicians in Baltimore, to scientists in Laurel, to scholars in Nanjing. They reflect the highest aspirations of our faculty, students, and staff for the future of Johns Hopkins, and it will be these same faculty, students, and staff who will help carry these goals forward in the coming years.

We look forward with great anticipation to all that lies ahead and all that we will achieve together—as One Johns Hopkins University.