

PROGRAM

Day 1

9:00 – 10:15 a.m.	Plenary Session
10:15 – 11:30 a.m.	Workshop Session A
12:00 – 1:00 p.m.	Lunch Break
1:15 – 2:30 p.m.	Workshop Session B

Day 2

9:00 – 10:15 a.m.	Opening Session
10:15 – 11:30 a.m.	Workshop Session A
12:00 – 1:00 p.m.	Lunch Break
1:15 – 2:30 p.m.	Workshop B

DAY 1

WORKSHOP SESSION A

A1: Making Events Inclusive and Accessible

Presenters: Cathie Axe, MEd and Aaron Hodukavich, JD

A2: Active Ally Workshop: Transgender and Nonbinary Allyship

Presenter: Jenna Marcus; Shahnaz Ukani; Sarah Camayd-Munoz;
Aaron DeLong

A3: The Culture of Spirituality and Religion

Presenter: Rev. Tamekia A. Milton

A4: Improving Health Outcomes for Racial and Ethnic Minorities by Implementing Digital Health-Based Integrative Medicine

Presenters: Adler Archer, JD; James Calvin, Ph.D.; and Jemima A.
Frimpong, Ph.D.

A5: White Women and Anti-Racist Work

Presenter: Demere Woolway, Ph.D.; Kathy Schnurr; Jeannine
Heynes

WORKSHOP SESSION B

B1: Using Critical Theories to Infuse Equity and Diversity in Graduate Education

Presenter: Laura Quaynor, Ph.D.; Laura Shaw, Ed.D.; Carey
Boroski, Ph.D.

B2: Transforming Organizational Culture: Moving Beyond Diversity & Inclusion to Anti-Racism

Presenters: Elizabeth A. Thompson, Ph.D; Sarah A. Gardner, LCSW-
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B3: Creating a Diverse and Inclusive Workforce for Deaf Health Professionals

Presenters: Colin Hill, MD and Brandi Page, MD

B4: Accommodating Students During the COVID-19 Pandemic: Strategies to Support Service Providers

Presenter: Terri Massie-Burrell, Ph.D. and Dayna Geary, M.S.

B4: Racial Justice Dialogue: Allyship + Advocacy*

Presenters: Emily Hickey

B5: Unconscious Bias and Microaggressions

Presenter: Cheri Wilson, MA, MHS, CPHQ

DAY 2

WORKSHOP SESSION A

A1: Journey to Staff Equity, Advancement and Retention

Presenters: Stacey Marks, MS and Clifton Shambry

A2: Assistive Technology @ JHU: Supporting Our Faculty, Supporting Our Students with Disabilities

Presenter: Kamran Rasul, MEd and Celine Greene

A3: Cultivating Anti-Oppressive Practices in the Personal and Professional Spheres

Presenter: Anushka R. Aqil, MPH; Keilah Jacques, MSW, CNP, CVA; Graham Mooney, Ph.D.

A4: Unconscious Bias and Microaggressions

Presenters: Cheri Wilson, MA, MHS, CPHQ

WORKSHOP SESSION B

B1: Case Studies, Conversation, and the Impact of the New Title IX Regulations

Presenters: Shanon Shumpert, JD; Joy Gaslevic, JD; Linda Boyd, JD

B2: Challenges, Opportunities, and Lessons Learned from Starting an Equity, Diversity, & Inclusion Workgroup

Presenter: Epidemiology Inclusion, Diversity, Antiracism & Science (epi IDEAS)

B3: Cultural Responsive Teaching

Presenter: CRT Committee

DAY 1

WORKSHOP SESSION A

A1: Making Events Inclusive and Accessible

Presenters: Cathie Axe, MEd and Aaron Hodukavich, JD

Abstract: Event accessibility is critical to ensuring participants with disabilities can fully engage with a program. This workshop will enable organizers to understand how to take proactive steps to effectively provide inclusive experiences, starting with the initial idea for the event and ending with a positive outcome for everyone - attendees, speakers and event planners. A discussion of the range of needs/perspectives to consider, ways to gather information, venue features to consider, services to include, and how to get additional support with the process will enable participants to explore how they can apply new awareness and strategies to their events. The focus of this workshop will be to raise awareness of the importance of designing and delivering accessible events by proactively plan for a range of participant needs. Attendees will learn about best practices (including Universal Design), resources to support these efforts, and how they can consistently make events welcoming and inclusive for people with disabilities.

A2: Active Ally Workshop: Transgender and Nonbinary Allyship

Presenter: Jenna Marcus; Shahnaz Ukani; Sarah Camayd-Munoz; Aaron DeLong

Abstract: This workshop focuses on how we can be better allies for our transgender and nonbinary peers and coworkers – we will discuss common issues and work through potential scenarios together. We seek to create a non-judgmental space where we can learn together and discuss actionable ways to improve our allyship. We look forward to engaging in a discussion on how we can be better allies for the transgender and nonbinary people in our everyday lives. Please bring your curiosity, your questions, and your willingness to help make our world more inclusive!

A3: The Culture of Spirituality and Religion

Presenter: Rev. Tamekia A. Milton

Abstract: Spirituality and Religion have long been hot topics in society. When a person identifies whether they are spiritual and not religious or vice versa can take on a conversation of its own. In the midst of these colorful and sacred dialogues is the reality: both spirituality and religion encompass culture. In the oracles of one's head and heart reside a culture of beliefs, practices, literature, and experiences that shapes the awareness and spiritual understanding of each individual. This session will invite participants to discuss and explore the diverse cultural implications of spirituality and religion.

A4: Improving Health Outcomes for Racial and Ethnic Minorities by Implementing Digital Health-Based Integrative Medicine

Presenters: Adler Archer, JD; James Calvin, Ph.D.; and Jemima A. Frimpong, Ph.D.

Abstract: Inequities remain a cause of racial/ethnic disparities in health and health outcomes in the United States. Key drivers of these inequities include suboptimal access to care, lower health help-seeking due to a fear of discriminatory care, and sub-standard treatment by healthcare providers and systems. Accordingly, morbidity and mortality rates for racial and ethnic minorities are higher, compared to their White counterparts.

During the presentation, we will: 1) discuss health disparities; 2) address perceptions about, and accessibility to integrative medicine; and 3) examine the role of digital health-based integrative medicine in addressing inequities and resulting disparities.

A5: White Women and Anti-Racist Work

Presenter: Demere Woolway, Ph.D.; Kathy Schnurr; Jeannine Heynes

Abstract: Join members of the Homewood Diversity and Inclusion team for an interactive discussion on how White women can confront their privilege and work to dismantle racism. We will reckon with the history of racism perpetuated by White women in the U.S., discuss contemporary issues, and share our hopes for an anti-racist future.

White women are especially encouraged to attend. People of Color (of all genders), White non-binary people, and White men are welcome, with the awareness that possibly hurtful or triggering moments may occur.

WORKSHOP SESSION B

B1: Using Critical Theories to Infuse Equity and Diversity in Graduate Education

Presenter: Laura Quaynor, Ph.D.; Laura Shaw, Ed.D.; Carey Boroski, Ph.D.

Abstract: This session focuses on a critical reflection of pedagogy and the opportunity to integrate discussions of equity and diversity within existing courses. A brief introduction to critical theories (e.g. critical race theory, post-colonial theory, and transformative research paradigms) relevant to the facilitators' graduate courses' content is provided. The facilitators share their aims in using these critical theories, how they shape the course, and bring students' attention to diversity and equity. Participants will engage in discussions and activities to explore how their own experiences, training, and identity contribute to their professional contributions to diversity and equity within the courses they teach.

This session will involve three anchor activities:

Activity 1 - A constructivist introduction to critical theories

Participants will be asked to share their professional context, their purpose for attending the session, what they hope to teach others, and what they hope to learn through their attendance.

Activity 2 - Critical theories and our own pedagogies

Participants will be invited to reflect on formative experiences in their own growth and development that inform the theoretical lenses they choose in their own pedagogy and scholarship.

Activity 3 - Fixing a moving train: Adjusting our pedagogy and practice

Participants will choose a theoretical framework from their own or a related discipline to explore how to transform a course they currently teach and improve its attention to equity and diversity.

B2: Transforming Organizational Culture: Moving Beyond Diversity & Inclusion to Anti-Racism

Presenters: Elizabeth A. Thompson, Ph.D; Sarah A. Gardner, LCSW-C

Abstract: This workshop will begin with a brief discussion of some of the current findings on the status of diversity and inclusion organizational efforts deemed relevant to the core narrative being advanced by the presenters. The argument will be made that due to the historical context in which present day institutions evolved, diversity and inclusion efforts are not enough if they do not include anti-racism efforts intentionally and strategically. Presenters will provide examples in which inequities due to systemic racism continue to show up in a variety of ways, despite diversity and inclusion efforts at the organizational level. Specific strategies that have potential for eliminating racism in higher education and medicine will be highlighted. Presenters will also share their experiences implementing anti-racism efforts at the Center for Child and Family Traumatic Stress at Kennedy Krieger Institute.

B3: Creating a Diverse and Inclusive Workforce for Deaf Health Professionals

Presenters: Colin Hill, MD and Brandi Page, MD

Abstract: Americans with disabilities represent a quarter of the population, but limited consideration has been given to training health professionals with disabilities to create a more diverse workforce. Deaf American Sign Language users identifying with Deafness as a culture are significantly underrepresented. This workshop aims to define the cultural and disability aspects of deafness; delineate how limited linguistic and cultural accessibility creates disparities in patient care, education, and employment; and the importance of increasing deaf representation in creating a diverse workforce in medicine. In addition, we will discuss our model as a framework for creating an inclusive workforce. This workshop aims to promote awareness of the Deaf culture and the need for increasing representation of Deaf health

professionals by creating a more inclusive workforce to improve health equity.

B4: Accommodating Students During the COVID-19 Pandemic: Strategies to Support Service Providers

Presenter: Terri Massie-Burrell, Ph.D. and Dayna Geary, M.S.

Abstract: In order to appropriately serve students remotely during the COVID-19 pandemic a university disability services office shares how they worked together to create an effective workflow. Serving a diverse population of students with disabilities can be demanding, so strategic thinking and rapidly adapting has been essential. In this workshop we will share best practices to serve our diverse students during quick shift to online classes and remote services. The goal of this session is to provide how lessons learned through this experience helped us to handle unexpected circumstances in the most efficient manner.

We will discuss effective strategies during an unexpected shift to online classes and remote services for accommodating students with visible and invisible disabilities. Strategies implemented on our initial day of teleworking with purposeful adjustments and continuous collaboration will be elaborated on and participants will be encouraged to provide feedback and offer their own successful techniques.

B5: Unconscious Bias and Microaggressions

Presenter: Cheri Wilson, MA, MHS, CPHQ

Abstract: Through a combination of didactic lecture, video clips, interactive exercises, and discussions, participants will learn more about unconscious bias, how it operates in our everyday lives, and how it impacts our decision-making. Most importantly, participants will be equipped with tips and debiasing techniques for mitigating bias.

DAY 2

WORKSHOP SESSION A

A1: Journey to Staff Equity, Advancement and Retention

Presenters: Stacey Marks, MS and Clifton Shambry

Abstract: To continue to evaluate and advocate for a more diverse staff, a part two of last year's presentation "A case Analysis: The Journey to Staff Equity, Advancement and Retention" this workshop will address progress related to staff equity, advancement, and retention. The workshop will also explore design thinking principles to be used by the practitioners who make hiring decisions to make change. By engaging in brainstorming and discussion around building staff that values diversity and equity, participants will have the opportunity to explore the connection between these concepts and staff advancement.

A2: Assistive Technology @ JHU: Supporting Our Faculty, Supporting Our Students with Disabilities

Presenter: Kamran Rasul, MEd and Celine Greene

Abstract: Assistive Technology is an integral part of providing effective access and inclusive learning experiences for students with disabilities. This workshop will explore ways faculty can proactively support both on-campus and online students with disabilities, showcasing how to prepare accessible course materials within their Learning Management System, and the importance of closed captioning. We will also demonstrate assistive technologies in use at Hopkins, including Kurzweil, Sonocent/Glean, and Livescribe pens. This workshop will also highlight how faculty can employ a Universal Design for Learning (UDL) framework to create inclusive, versatile courses that maximize learning for all students. This workshop will explore ways faculty can proactively support both on-campus and online students with disabilities using Assistive Technology.

A3: Cultivating Anti-Oppressive Practices in the Personal and Professional Spheres

Presenter: Anushka R. Aqil, MPH; Keilah Jacques, MSW, CNP, CVA; Graham Mooney, Ph.D.

Abstract: We believe that all forms of disparity and inequity are at the system level because of oppressive power dynamics and bias embedded within the teaching and learning of all professionals. In this workshop, we will offer participants the opportunity to address personal and structural forms of domination and subordination in academic work. We will also equip participants with tools to incorporate social justice and anti-oppressive pedagogical frameworks in their professional and personal work so that they can make clear connections between structural forms of oppression, learning environment, and the power and privilege they navigate as practitioners. Participants will be equipped with tools to recognize and address power, privilege, and structural forms of oppression in their personal and professional practices.

infectious diseases, historical demography, and historical epidemiology of Europe and North America.

A4: Unconscious Bias and Microaggressions

Presenter: Cheri Wilson, MA, MHS, CPHQ

Abstract: Through a combination of didactic lecture, video clips, interactive exercises, and discussions, participants will learn more about unconscious bias, how it operates in our everyday lives, and how it impacts our decision-making. Most importantly, participants will be equipped with tips and debiasing techniques for mitigating bias.

WORKSHOP SESSION B

B1: Case Studies, Conversation, and the Impact of the New Title IX Regulations

Presenters: Shanon Shumpert, JD; Joy Gaslevic, JD; Linda Boyd, JD

Abstract: In this interactive workshop, OIE staff will review the recent changes to the federal Title IX regulations and share the University's approach to their implementation. From the context of the newly revised Sexual Misconduct Policy and Procedures, as well as the Discrimination and Harassment Policy and Procedures, participants will also evaluate hypothetical complex case studies as part of small group exercises. Presenters will provide general information about how these often-nuanced problems are approached from the perspective of an

investigator, the standards and processes that are applied, and what resources are available to witnesses and parties. Through these case studies, you will: learn about how the University OIE approaches discrimination, harassment, sexual misconduct and retaliation matters; have the opportunity to ask questions and participate in an open discussion about what happens when you or one of your colleagues reports a concern about discrimination, harassment and/or sexual misconduct; and consider why responding to these concerns is relevant to the health of an organization and pertinent to our national discourse.

B2: Challenges, Opportunities, and Lessons Learned from Starting an Equity, Diversity, & Inclusion Workgroup

Presenter: Epidemiology Inclusion, Diversity, Antiracism & Science (epi IDEAS)

Abstract: Many departments and entities across the University are newly interested in starting their own Equity Diversity & Inclusion (ED&I) groups. In response to this interest, we offer the perspective of a Departmental workgroup uniquely comprised of allied students, staff, post-doctoral fellows and faculty on the challenges and opportunities in starting (ED&I), who successfully increased the reported value of ED&I in one department by 21% in just one year. This educational workshop will highlight the experiences from one of last year's Diversity Leadership Council Diversity Recognition Award winners - how the group has advocated for structural changes, how it has advanced the science of ED&I, and how it has navigated opportunities to speak out against racism and discrimination.

During this 75-minute session, we will:

- Differentiate equity, diversity & inclusion, what is meant by each term, and why each is important
- Recount the history of how our ED&I group formed and how it is structured
- Offer practical strategies for how to identify and recruit staff, faculty, post-doctoral fellows and students to join the group
- Discuss how to galvanize support from departmental leadership for initiatives, training opportunities, and events and how to engage ED&I leadership at the School and University levels

- Highlight the structural and curricular changes we have made for long-lasting impact of ED&I principles
- Review successes, failures, lessons learned and suggested steps for starting a group
- Problem-solve specific challenges other groups are facing as they start, using a “flipped classroom” approach
- Share resources that our group has found helpful

B3: Cultural Responsive Teaching

Presenter: CRT Committee

Abstract: In this presentation, we will examine the importance of utilizing Cultural Responsive Teaching practices to ensure that students of all colors and linguistic backgrounds can thrive through CRT planning (self-examination of cultural perception, critique into self-biases) and CRT implementation (community building practices, and reflective ongoing continuous improvement).

The session is structured in the following manner:

- What is CRT?
- The goal of CRT
- How to Plan
- How to Implement
- Methods for Evaluation
- Next Steps

B4: Racial Justice Dialogue: Allyship + Advocacy*

Presenters: Emily Hickey, MEd

Abstract: Attendees are invited to participate in a dialogue about allyship and advocacy in the fight for racial justice. The workshop will cover concepts frequently referenced in racial justice dialogue including allyship, systemic racism, and intent v. impact. By advancing the conversation into the realm of advocacy, participants will have the opportunity to identify strategies to respond to racial injustice in the home, at work, and in the community. **Please note this workshop runs until 2:45 pm to provide a forum for conversation after the workshop.