



DIVERSITY
LEADERSHIP
COUNCIL

JOHNS HOPKINS
UNIVERSITY & MEDICINE

JOHNS HOPKINS DIVERSITY LEADERSHIP COUNCIL

ANNUAL REPORT 2014-2015

Authored by the Members of the Diversity Leadership Council

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DLC Fast Facts:

- Founded in 1997 to work with Johns Hopkins leadership to develop a “positive action plan” for diversity.
- More than 50 members, representing various Divisions across the university and health system.
- Key advocate for the university adoption of domestic partner benefits in 1999 and the creation of an LGBTQ Resource Center in 2012.
- Partnered with the Provost’s office to create the JHU Forums on Race in America series in 2015.

LETTER FROM THE CHAIR



This has been a year of transition for the DLC. In 2014 we bid farewell to our cherished Chair of 12 years, Dr. Gwendolyn Boyd, thanking her for her inspirational leadership and

wishing her well in her role as the President of Alabama State University. Now in 2015, we say goodbye to Risha Zuckerman, who has served as the DLC Operations Manager for 4 years, deftly keeping the wheels turning behind our many events and initiatives and helping to break new ground for the council on many fronts. We will truly miss Risha and wish her well in her new endeavors.

In my first year as Chair of this body, I've had to quickly gain awareness of who does what where in the vast enterprise we call Johns Hopkins. Identifying our most pressing challenges relating to diversity and inclusion (D&I) is a broad and dynamic endeavor and is central to the work of the DLC. Indeed, identifying and addressing these challenges is key to achieving our various noble and far-reaching missions here at Johns Hopkins.

The DLC has a history of affecting progressive change through impactful recommendations to JH leadership. *This year we have begun working more closely with senior leadership to help prioritize near-term actions related to D&I.* At our first Diversity Strategy meeting in December, conceived of by our Strategy and Assessments subcommittee, President Daniels asked for our help in formulating an institution-wide response to current events relating to police brutality. In response, *the DLC worked with the Vice Provost for Institutional Equity, the Center for Africana Studies and several other groups to devise the JHU Forums on Race in America series.* The series was kicked off by an incredibly timely and powerful session with renowned writer TaNehisi Coates.

Working more closely with leadership has also afforded the DLC opportunities to take a more active role in carrying out actions and initiatives related to D&I. This year *the DLC worked closely with the Vice President for Strategic Initiatives on the creation of JH IdeaLab.* This led to the inclusion of our Diversity Innovation

Grants (DIG) program as a crowdsourcing challenge in the institution-wide rollout of the new platform. Working with the Senior Director of the Office of Work, Life, and Engagement, *our Family Support Subcommittee has recommended a path towards increasing financially accessible childcare options* beginning with the establishment of high-level oversight of JH Childcare resources. Members of our Faculty Recruitment and Development Subcommittee were invited by the Vice Provost for Faculty Affairs to help steer university-wide efforts in leadership development. Our STEM (Science, Technology, Engineering and Math) and First Generation Students Subcommittees have been working to collect data and perspectives that will help inform future recommendations in those areas.

The DLC has a history of affecting progressive change through impactful recommendations to JH leadership.

Striving to create a more inclusive institution requires effort on many fronts. *Our Communications Subcommittee has conducted various interviews highlighting the stories and contributions of Veterans of the Armed Services here at Hopkins* that have leveraged their unique backgrounds to make impactful contributions. With support from DIG, *our Disability Subcommittee has created a photobank of individuals with visible disabilities* to help make members of that community a more visible part of our internal and external communications. Our Gender Identity and Expression Subcommittee has worked to assess climate and policies relating to the experience of trans* individuals at Hopkins while *assisting DIG recipients in hosting LGBTQ-themed events and speakers and in creating the first All-Gender bathrooms on the Homewood Campus.*

We look forward to continuing to engage the kaleidoscope of communities at JH in our work around D&I. If you have ideas or concerns relating to work of the Diversity Leadership Council, please don't hesitate to contact me directly.

Sincerely,

Ashley J. Llorens

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SUMMARY OF 2014-2015 DLC RECOMMENDATIONS

Family Support:

- Broaden child care options at a range of price points.
- Create position devoted to child care coordination and oversight.

First-Generation College Students:

- Adjust freshman survey to identify first generation college students (FGCS).
- Utilize survey data to assess FGCS success rates and needs.

Disability:

- Discuss need for affinity group for people with visible and invisible disabilities.
- Explore accommodations needed for an aging workforce.

Faculty Recruitment and Retention:

- Establish several two-year fellowships to support independent, early career researchers at the pre-doctoral level.
- Create, distribute and follow best practices in faculty hiring.
- Reset and expand the Mosaic Initiative in order to better leverage it for competitive faculty community building.



Members of the 2014-2015 DLC

FAMILY SUPPORT

Key Recommendations:

- Broaden childcare options at a range of price points.
- Create position devoted to child care coordination and oversight.

August 2015 marks the opening of the Homewood Early Learning Center (HELC), the first of its kind at the Homewood campus. This opening is significant not only for the working parents of Homewood, but also as recognition that offering childcare options is a necessary component of recruiting and retaining the best staff, faculty and students. The HELC becomes the fourth official Hopkins child care center, along with the Bright Horizons Child Care and Early Learning Center facility at the medical campus, the Harry and Jeannette Weinberg Early Childhood Center, in East Baltimore, and the Johns Hopkins Bayview Medical Center Child Care Center at the Bayview medical campus.

With four such operations, the University can now assess what is working and maximize its offerings. Harvard, MIT and other peer institutions have recognized the substantial commitment that this work requires by assigning a specific role for child care coordination and oversight. The Family Support Subcommittee (FSS) believes that a Child Care Liaison is necessary for Hopkins as well.

In preparation for the rollout of the HELC, significant information was collected in large part by Michelle Carlstrom, the Senior Director of the Office of Work, Life, and Engagement (Work Life), as outlined in the report, [“Responding to the Need for Child Care on the Homewood Campus.”](#) Ms. Carlstrom’s benchmarking and data provided the basis for a variety of financial models in the creation of the HELC. While the response and enrollment has been good, some have also expressed disappointment that the cost of the center’s tuition is out of reach for many. To that end, building on our recommendations from 2014, the FSS’s top priority is to continue to find ways that JHU can provide broad availability of child care at a range of price points.

Ms. Carlstrom’s efforts have ensured that Work Life Office is truly exemplary. To name a few examples, in 2015 JHU received WorldatWork’s [Alliance for Work-Life Progress](#) Seal of Distinction for the third year in a row. Ian Reynolds, Director of Work Life and Community Programs is just coming off of his high-profile term as President of the College and University Work Family Association; and Meg Stoltzfus, Life Span Services Manager, has been a national contributor to best practices in the field of maternal health.

Nevertheless, the demands continue to increase both in terms of employee awareness and willingness to seek out Work Life services, and in terms of serving as a model for other schools. The FSS suggests the HELC and counterpart facilities elsewhere are in need of more devoted oversight, and that JHU should create a high-level position devoted to child care issues across its campuses. This position could:

- Manage campus resources to maximize return on investment and streamlining.
- Collect and analyze data to gauge success, improve, and prioritize.
- Support partner organizations which, in turn, support the employees of JHU.
- Implement innovative ideas to meet demand and establish JHU as a leader in family support for all levels of employees and as a leader amongst urban universities.

As demands grow for family support, so does the need for high-level expertise and coordination. Creating a position dedicated to the oversight of child care resources as well as liaising with community partners will help ensure that the Work Life team maintains its current standard of excellence.



Homewood Early Learning Center
(Artist's Rendition)

FIRST-GENERATION COLLEGE STUDENTS

Key Recommendations:

- Adjust freshman survey to identify first-generation college students (FGCS).
- Utilize survey data to assess FGCS success rates and needs.

The DLC has adopted the following as a working definition of first-generation college students (FGCS): students whose “parents did not complete a baccalaureate degree; or in the case of any individual who regularly resided with and received support from one parent, an individual whose only such parent did not complete a baccalaureate degree (US Department of Education, 1998).” Typically, FGCS are identified through application information (e.g., Admissions application, Free Application for Federal Student Aid) or self-reporting after arrival.

In general, access to higher education has increased for FGCS. However, gaps remain in degree completion between FGCS and their peers. A number of studies have identified unique factors that set FGCS apart. These include multiple role strain (e.g. providing financial or caregiving support to family), greater likelihood of low socioeconomic background, racial/ethnic minority status, limited academic resources and preparation, and being older than their counterparts. Some research suggests that in-college experiences impact the success or failure of FGCS as much as factors that exist prior to college enrollment.

To our knowledge no comprehensive assessment of FGCS’ needs has been conducted. To that end, the FGCS subcommittee is working with Student Affairs and the Office of Multicultural Affairs to assess needs. There are, however, existing programs to support the engagement of FGCS. For example, the JHU Hop-In Summer Program offers support to students as they transition to JH by addressing common barriers

to academic success (e.g. institutional culture, engagement, access to campus resources, financial assistance). Hop-In requires students enroll for a four-week pre-semester session where students can earn up to four credit hours and learn about the Hopkins and Baltimore communities. Hop-In offers continued support through the use of advising, workshops, and formal and informal social interactions (<http://oma.jhu.edu/programs/the-johns-hopkins-scholars-summer-institute/>).

It is important to understand the needs and impressions of JH from the perspective of FGCS so that interventions can be specific and have greater impact. This can be accomplished by adapting existing institutional practices and implementing new initiatives.

For example, the JHU freshman survey allows first-year students to self-report regarding concerns such as college choice, community service, adjustment to college, and engagement. A similar assessment tool can be developed for FGCS or items can be added to the freshman survey that are specific to FGCS.

The transition to higher education can be eased by offering additional support to early intervention and bridge programs like Hop-In. Adjustment can be further supported by mentoring—where students can receive formal and informal education. Last, providing additional financial aid could increase the retention rates of FGCS by allowing students to devote more time to academics than to work.



Provost Lieberman at the Annual Diversity Recognition Awards

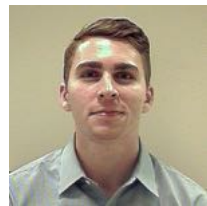
DIVERSITY INNOVATION GRANTS

The DLC Diversity Innovation Grants (DIG) Program supports creative projects that foster diversity and inclusion. This year, DIG funded seven projects led by students, faculty and staff across six divisions totaling about \$9500.

The following DIG projects were executed during the 2014-2015 round:



Catherine Arthur, of Homewood Museum hosted a series of lectures titled **Perspectives on Slavery at Homewood Farm** aimed at presenting a balanced and accurate historical perspective of Homewood Farm – the institution that inhabited part of the Homewood campus prior to the founding of Johns Hopkins University.



Kyle Gahagan, of Johns Hopkins Health Care, created the Deaf Awareness Clinic (DAC) to promote Deaf awareness in medicine to a predominantly hearing healthcare community by offering staff and students of Johns Hopkins University/JHHC a hands-on learning experience, exposing them to the communication difficulties the average deaf patient may experience when visiting with his/her health care provider.



Monica Guerrero Vazquez at Johns Hopkins Bayview Medical Center established the InterCultura for Health project which is built upon existing Hopkins-community partnerships focusing on Latinos in Baltimore. Working with Centro SOL, the Office of Student Diversity, and Mi Espacio at CASA de Maryland, Monica created opportunities for interested Hopkins students to partner and work with the Baltimore Latino community.



Karen Jones at Johns Hopkins Bayview Medical Center used funds to celebrate the success of Johns Hopkins Bayview Summer Scholars, a group of youth from under-represented minorities and underprivileged backgrounds selected to engage in programs at the National Institute of Aging and National Institute of Drug Abuse as well as several Johns Hopkins Medicine programs. The Johns Hopkins Bayview Summer Scholars program aims to increase diversity in academic medicine and science.



Frances Pollock, a student at Peabody Institute of Music, produce and opened to a sold-out audience her new opera, *Stinney*. Set in South Carolina in 1944, the opera interprets the true story of George Stinney, a 14-year-old African-American boy who was accused of murdering two young girls and was executed. He was the youngest person to be executed in the U.S. in the 20th century. By investigating the racial tensions in South Carolina and the community's response to these murders, *Stinney* examines the social trope against African-American teenage boys echoed in today's society.



Shannon Simpson, of Sheridan Libraries, employed funds to create the Toolkit for Fostering an Inclusive Classroom, which has been used to begin conversations with faculty who are implementing inclusive practices in the classroom. The toolkit will offer inclusive instructional approaches from across the disciplines with particular attention paid to the STEM fields.



JOHNS HOPKINS
CENTER for TALENTED YOUTH

Sean Watkins, from the Center for Talented Youth, used funds to invite Chris Obermeyer to speak on transgender issues at the Second Annual Diversity Speaker Series in March 2015. The speaker series was created in order to bring in experts to address issues that students face in their everyday lives.

DISABILITY ADVOCACY AND AWARENESS

Key Recommendations:

- Discuss need for affinity group for people with visible and invisible disabilities.
- Explore accommodations needed for an aging workforce.

The DLC Disability subcommittee, led by Dr. Sheila Fitzgerald of the Bloomberg School of Public Health, noticed a conspicuous lack of photos of disabled faculty, staff and students on Johns Hopkins websites and in marketing materials. The subcommittee, motivated by the notion that all current and prospective students and employees should literally see something of themselves in these materials, the Disability subcommittee set out to make visible disabilities at Johns Hopkins more visible.

Funded by a Diversity Innovation Grant, the team completed a photobank of Johns Hopkins faculty, staff, and students with visible disabilities. From the start, the subcommittee decided against purchasing stock photos. Instead, they realized that photographing actual members of the Johns Hopkins family would lend authenticity to the effort and promote a sense of community. This project produced hundreds of photos, all of which are accessible to any Department or individual at Johns Hopkins for use in online or print publications. Those interested in using photos should contact the Office of Institutional Equity at (410) 516-8116.



The Disability subcommittee also addressed the issue of physical accessibility. For a person with a disability, sometimes even a minor physical or environmental barrier can create significant challenges. For example, an inaccessible or poorly maintained bathroom could mean a person with a disability could have to travel to another floor. This year, the subcommittee met with two East Baltimore campus facilities managers to learn more about the frequency of accessibility surveys, the process, and timeframe for acting on recommendations. Physical accessibility will be an ongoing area of exploration for the DLC.



Twenty-five years after president George H.W. Bush signed the Americans with Disabilities Act into law, there is still much more progress to be made in recruiting qualified disabled employees and integrating them into the workforce. In part this may stem from the tension of not wanting to be seen as less capable of contributing than others, and thus, not being more vocal about needs and perceived biases. Nevertheless, acknowledging a disability can lead to a more inclusive workplace and even accommodations to the physical environment that can greatly improve access for those that need it. In order to support those with disabilities at Johns Hopkins in managing this tradeoff, the DLC will explore the need for the establishment of an affinity group for this community.

Additional future work will include an investigation of support and accommodations needed for our aging workforce.

FACULTY RECRUITMENT AND DEVELOPMENT

Key Recommendations:

- Establish two-year fellowships to support early career researchers at the pre-doctoral level.
- Create, distribute, follow best practices in faculty hiring.
- Reset, expand Mosaic Initiative to better leverage it for competitive faculty community building.

At the September 10, 2014 DLC meeting President Ronald J. Daniels made direct reference to the three recommendations (listed above) presented by the DLC's Faculty Recruitment and Development subcommittee. As a result of the recommendations put forth, the DLC was invited to become an institutional partner to advise and participate in future efforts related to the recruitment and retention of faculty, especially for underrepresented and women faculty at Johns Hopkins.

The committee was introduced to Vice Provost Cheryl Holcomb-McCoy and she extended a direct invitation to the DLC to come to the table and contribute ideas in future discussions toward outcomes to be advanced during the 2014-2015 school year and beyond. Today two subcommittee members are serving on the Task Force on Faculty Mentoring led by Cheryl Holcomb-McCoy, and other members will serve on different groups and forums.

The subcommittee reiterates that Priority Six in the University's Ten x 2020: A Vision for Johns Hopkins University through the year 2020 is to "Attract the very best faculty and staff in the world through a welcoming and inclusive environment that values performance and celebrates professional achievement."

With the appropriate onboarding supported by excellent career mentoring and guidance, faculty from diverse backgrounds are effectively recruited, developed, and retained at schools across the Hopkins family. While there has been real progress over the past ten years in diversifying a faculty workforce across JHU schools, much work remains in this regard.



Depending on the school, faculty from underrepresented backgrounds make up on average 2-3% of tenure-track professors. Data was not available for the School of Education or Peabody for inclusion in this report. Thus the ongoing work of the subcommittee is focused on maintaining both advisory and input as more robust faculty recruiting and retention processes will be put in place and improved at Hopkins.

An added goal and next step was to vigorously engage Deans and departmental leadership to begin conversations related to the recommendation to create, distribute, and follow best practices in faculty hiring. The subcommittee discovered that movement in that direction is well advanced in some schools, while in other schools initiatives were under development or completely lacking.

Dr. Holcomb-McCoy and the rest of the team in the Provost's office are poised to redouble efforts to address faculty diversity and the DLC looks forward to continuing to partner on these efforts.

DLC SPOTLIGHT: THE MANY FACES OF HOPKINS

Many of the DLC's top priorities begin as grassroots initiatives and are brought to our attention by our members or colleagues throughout the Johns Hopkins institutions. During the past year, the DLC has focused on raising awareness of members of the transgender community and members of the Armed Forces and veterans through the "Many Faces of Hopkins" spotlight series.

The Fall 2014 Spotlight provided websites and other resources for transgender college students and employees. It also described characteristics of environments most welcoming to and affirming of members of transgender communities. For example, sometimes the relatively straightforward change or creating more gender-neutral bathrooms in the workplace could greatly improve the experience of a transgender employee. The spotlight also featured an interview with Dariel Peay, who shared her experience as transgender woman working at Johns Hopkins.

The Spring 2015 Spotlight focused on experiences of Johns Hopkins community members with military service backgrounds such as Nick Culbertson and Paula Neira. Nick Culbertson served in the Special Forces and later founded Protenus, which is developing a cyber-security tool that helps hospitals protect patient information. Ms. Neira describes her career path as "navy, nurse, and lawyer." She is also transgender and has been a leading advocate for transgender rights. Also featured were interviews with JHU Reserve Officers' Training Corps (ROTC) program leader, Lieutenant Colonel Paul Carroll and Senior Cadet Sean White. Additionally, two veteran support groups, the Military and Veterans Health Institute and Veterans for Hopkins, were profiled.

To read more about other Spotlight Series (Facing Disability and Building Community Partnerships), visit the DLC website: http://web.jhu.edu/dlc/initiatives/spotlight_series/index.html



Lt. Colonel Paul Carroll



Dariel Peay



Nick Culbertson



Paula Niera

FAST FACT:

Johns Hopkins has one of the oldest active ROTC programs in the country. The program was originally designed to recruit physicians into the military.

THE 2014-2015 DIVERSITY CONFERENCE AND DIVERSITY RECOGNITION AWARDS

For the 2014 Diversity Conference, we were thrilled to feature JHU's **Cheryl Holcomb-McCoy** and NPR's **Michele Norris** as speakers. With a total of 496 attendees, the Conference offered such popular workshops as *Mind the Gap: Multigenerational Communication*, *Unconscious Bias in Health Care*, and *Transgender Awareness*.



Michele Norris



The 2015 Diversity Recognition Awards applauded extraordinary efforts made by faculty, staff, and students who have worked to promote diversity and inclusion within the Johns Hopkins community.



Diversity Recognition Award Recipients

Karen Fleming, Ph.D.

Krieger School of Arts and Sciences

Alejandra Flores-Miller

Johns Hopkins School of Medicine

Anne Langley

Johns Hopkins Health Systems

Hilary Hershey

Applied Physics Laboratory

Jennifer Hayashi, M.D.

Johns Hopkins Bayview Medical Center

Rachel Kruzan, M.D.

Johns Hopkins Bayview Medical Center

Matthew McNabney, M.D.

Johns Hopkins Bayview Medical Center

Chelsea Ngongang, M.D.

Johns Hopkins Bayview Medical Center

Patricia Palmer

Peabody Institute

Daniel Teraguchi, Ed.D.

Johns Hopkins School of Medicine

Robert Wardlow

Johns Hopkins School of Medicine

Fernando Mena-Carrasco and Natalia Barolin

Johns Hopkins School of Nursing

Patricia Mitchell Tracey and Barbara Bates-Hopkins

Bloomberg School of Public Health

COMMUNICATE WITH THE DLC

DLC Website	http://web.jhu.edu/dlc/
DLC Initiatives	http://web.jhu.edu/dlc/initiatives/
Diversity Innovation Grants	
Many Faces of Hopkins Spotlight	
Photo Bank of Visible Disabilities	
Recommendations and Proposals	
Facebook	https://www.facebook.com/hopkinsdlc1
Twitter	https://mobile.twitter.com/hopkinsdlc
LinkedIn	https://www.linkedin.com/pub/johns-hopkins-diversity-leadership-council/57/70b/a43
Google+	https://plus.google.com/103979265453600353096/posts
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Associate Dean
Dir., Office of Multicultural Affairs
Vice Provost for Institutional Equity
Vice President for Human Resources
Associate Dean of Students

Sr. Vice President for Human
Resources
Director of LGBTQ Life

**Subcommittee Chair/Co-Chair*

Affiliation

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Talent Management & Organizational
Development
School of Medicine
Krieger School of Arts & Sciences
Center for Talented Youth
School of Medicine
JHU Press
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Carey Business School
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