



DIVERSITY
LEADERSHIP
COUNCIL

JOHNS HOPKINS
UNIVERSITY & MEDICINE

JOHNS HOPKINS DIVERSITY LEADERSHIP COUNCIL ANNUAL REPORT 2015-2016

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 transgender insurance, benefits, and policies.
- 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



Our work around diversity and inclusion at Hopkins lies at the intersection of our internal culture and practices and issues of equity and social justice in our society. Given today's

climate, it is more important than ever that we get this right. Internally, we continue to strive towards creating a welcoming and inclusive environment in which all faculty, students and staff at Hopkins can give and achieve their best. The events of this past year underscore the fact that we do so against the shifting landscape of current events and the historical precedents that underlie them. This has been a heart-wrenching year, to say that least. National tragedies such as the numerous cases of police brutality against African Americans, the shooting in Orlando, and shooting of police officers in Dallas have set us on edge and brought the work we have before us into harsh focus.

Here at Hopkins, the 2015-2016 academic was one for the books. In November of 2015, the Black Student Union (BSU) held a protest and issued a set of demands to leadership around the climate and representation for African Americans at JHU. President Daniels responded by participating in an open dialog with the BSU, acknowledging the lack of sustained progress on these issues and pledging to move the needle. Although we have a long way to go, the Roadmap for Diversity and Inclusion and \$20M+ Faculty Diversity Initiatives unveiled this year represented significant steps towards this goal. The release of detailed data on the faculty composition at Hopkins was another unprecedented step by the University Administration. While the numbers highlight the disparity in representation among underrepresented minorities, our hope is that the

increased transparency coupled with associated accountability will help drive progress.

The DLC continues to strive towards transforming progressive energy like the kind generated by the BSU into institutional change. To that end, our subcommittees conduct year-long and sometimes multi-year explorations that often culminate in actionable recommendations to senior leadership. This year, the council's recommendations have themselves been extremely diverse and range from faculty diversity to gender identity to family support.

"Our work around diversity and inclusion at Hopkins lies at the intersection of our internal culture and practices and issues of equity and social justice in our society. Given today's climate, it is more important than ever that we get this right."

This past May, we said goodbye to Caroline Laguerre-Brown, who has served as JHU's Vice Provost for Institutional Equity and Chief Diversity Officer of JHU since 2010. In the intervening years, she has been a tireless advocate and partner to the DLC and faculty, staff and students across the institution. We will truly miss Caroline and wish her luck in new endeavors.

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

Ashley.Llorens@jhuapl.edu

SUMMARY OF 2015-2016 DLC RECOMMENDATIONS

Each year, the DLC investigates and raises awareness around pressing issues of diversity and inclusion at Hopkins. This section summarizes recommendations to senior leadership based on findings by DLC subcommittees and notes their alignment with strategic priorities.

Recommendation	Strategy Document	Relevant Section
Gender Identity and Expression		
• Provide transgender-inclusive health benefits to Johns Hopkins Medicine employees.	Roadmap	Section IV, Staff
• Enhance promotion of existing resources online in support of transgender employees at Hopkins.	10x20	Individual Excellence, Goal 6
First Generation College Students (FGCS)		
• Enhance promotion of existing resources online in support of FGCS at Hopkins.	Roadmap	Section III, Students
• Highlight FGCS in JHU Freshman Survey Results article in JH publications.	Roadmap	Section III, Students
Family Support		
• Increase focus on developing a range of affordable childcare options for Hopkins employees.	10x20	Individual Excellence, Goal 6
• Assess human resources capacity at WorkLife to ensure adequate staffing to provide needed support to Hopkins faculty, staff and students.	10x20	Individual Excellence, Goal 6
Community Partnerships		
• Create a Hopkins-wide community service marketplace on community.jhu.edu website.	10x20	Commitment to Our Communities, Goal 7 Institution Building, Goal 8
Faculty Recruitment and Development		
• Conduct focus groups with BFSA and Latino Alliance Faculty to identify key reasons that keep URM faculty at Johns Hopkins.	Roadmap	Section II, Faculty
• Explore what is provided at faculty onboarding.	10x2020	Individual Excellence, Goal 6
• Develop a ten question survey focused on URM and all faculty retention.	10x2020	Individual Excellence, Goal 6
• Compile, expand targeted shared training and research experiences with scholars from campuses that serve predominantly URM.	Roadmap	Section IV, Climate
• Research, compile a list of professional and academic associations and organizations that have outreach, networking, and recruitment programs that help in the development of URM faculty.	10/2020	Individual Excellence, Goal 6

10x20 – “10x20: A Vision for Johns Hopkins University Through the Year 2020”, <http://president.jhu.edu/wp-content/uploads/TenbyTwenty.pdf>

Roadmap – “JHU Roadmap on Diversity and Inclusion”,

http://web.jhu.edu/administration/provost/diversity_roadmap/ROADMAP%20ON%20DIVERSITY.webversion.pdf

FACULTY RECRUITMENT AND DEVELOPMENT

Key Recommendations:

- Conduct focus groups with BFSA and Latino Alliance Faculty to identify key reasons that keep URM faculty at Johns Hopkins.
- Explore what is provided at faculty onboarding.
- Develop a ten question survey focused on URM and all faculty retention.
- Compile, expand targeted shared training and research experiences with scholars from campuses that serve predominantly URM.
- Research, compile a list of professional and academic associations and organizations that have outreach, networking, and recruitment programs that

After gathering information, setting goals, and building relationships with administrators in its first year of existence, the DLC Faculty Recruitment and Development subcommittee (FRDS) moved into a remarkably public and productive year during 2015-16. Difficult circumstances on campuses across the country, as well as the sustained relevance of the Black Lives Matter movement, warranted grave concerns about the experience of African-American students, faculty, and staff in the academy—not only in terms of the difficult climate for URM but also in terms of its damage to the integrity of American higher education. Our own Black Student Union staged a protest in solidarity with University of Missouri that specified key demands for Johns Hopkins, including a drastic increase in the number of URM faculty at Homewood.

All of this lent public urgency and intense

“For the university to fulfill its purpose . . . diversity of people and of thought is not a luxury; it is a necessity.

JHU Roadmap on Diversity and Inclusion

attention to the experiences of African-Americans and other URM at Hopkins. In late fall 2015, in the context of this frustration and eagerness for positive change, the administration officially released the Johns Hopkins Faculty Diversity Initiative, which was a central item of discussion at the President’s Forum in response to the BSU’s demands on November 30, 2015.

The FRDS worked closely with administrators on the release, scope, and direction of the Faculty Diversity Initiative (FDI); its co-chairs were directly involved in the early stages of the FDI roll-out. The subcommittee’s direct participation in FDI addresses its advocacy for diverse recruiting and hiring at Hopkins. Thus FRDS began to explore the question of retention as a central aspect of newly instituted FDI activity. In order to understand the retention challenges, Hopkins needs to gather institution-specific information via the steps listed here:

- Conduct focus groups with BFSA faculty and Latino Alliance faculty to identify key reasons that URM faculty stay at Johns Hopkins.
- Explore what is currently provided to faculty as onboarding when they come to Johns Hopkins.
- Develop a short (10-question) survey focused on the retention of URM and all faculty.
- Compile and expand targeted shared training and research experiences with scholars from campuses that serve predominantly URM.
- Research and compile a list of professional and academic associations and organizations that have outreach, networking, and recruitment programs that help in the development of URM faculty.

The data collected through these instruments will drive our recommendations in the 2016-17 academic year.

THE 2015-2016 DIVERSITY CONFERENCE AND DIVERSITY RECOGNITION AWARDS

At the 2015 Diversity Conference, we welcomed Dr. James Gilman as our plenary speaker and Congressman Elijah Cummings as our keynote. A total of 461 attendees participated in a half day of programming, featuring workshops such as Inclusion for Impact: Discourse on Diversifying the Sustainability Movement and A Conversation on the Effects That the Death of Freddie Gray has on Blacks in Higher Education.



Congressman Elijah Cummings



The 2016 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

Alicia Arbaje, M.D., MPH

Johns Hopkins School of Medicine

Eric Chang

Applied Physics Laboratory

Sean Chou

Carey Business School

Blessing Deeyaa

Krieger School of Arts and Sciences

Marc Edwards

Johns Hopkins School of Medicine

Jasmine Holmes

Johns Hopkins School of Medicine

Rachel Levine, M.D.

Johns Hopkins School of Medicine

Damani Piggott, M.D.

Johns Hopkins School of Medicine

Caroline Robinson

Johns Hopkins School of Medicine

Sabrina Scarborough

Johns Hopkins School of Education

Jordan White

Bloomberg School of Public Health

Black Student Union

Johns Hopkins Homewood Campus

Student LGBT Curriculum Team

Johns Hopkins School of Medicine

Deaf Health Initiative

Bloomberg School of Public Health

FIRST-GENERATION COLLEGE STUDENTS

Key Recommendations:

- Enhance promotion of existing resources online in support of FGCS at Hopkins.
- Highlight FGCS in JHU Freshman Survey Results article in JH publications.

The challenge of recruiting and retaining first-generation college students (FGCS) and supporting their academic and psychological needs is not unique to Johns Hopkins. Nationally, FGCS are at a greater risk for failure in higher education: they are 26% more likely to leave higher education after the first year than students who are neither first generation nor low income. Moreover, nationwide, only 11% of FGCS earn a bachelor degree after six years compared to 55% for students who are neither low-income nor first generation. At private institutions, the contrast is even greater. Only 43% of low-income FGCS earn a degree after six years compared to 80% for their non-FGCS peers. (Engle, Tinto, 2008)

The DLC utilizes the following working definition of 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.

At Johns Hopkins, FGCS statistics are similar to national figures. Of the 2013 and 2014 undergraduate cohorts, 7-8% of incoming freshmen identified as FGCS. Somewhat more encouraging, amongst undergraduates, FGCS retention and six-year graduation rates are comparable to non-FGCS rates. However, there is a notable disparity in academic performance

between low-income FGCS and non-FGCS in freshman gateway science and writing intensive courses.

“We must be attentive to the needs of our diverse student body . . . and for students from backgrounds that are underrepresented in higher education (e.g. first generation or underrepresented minorities).

JHU Roadmap on Diversity and Inclusion

At the undergraduate level, promising efforts are being made to support FGCS. As a result of a proposal put forth by Homewood Student Affairs, the university will fund HopIn, a four-week pre-semester summer program where students earn up to four credit hours while learning about Johns Hopkins and the Baltimore community. Additionally, the deans of Student Life and Academic and Student Support Services will initiate an FGCS working group at Homewood.



The DLC FGCS subcommittee, formed in 2014, collaborates with institutional partners to review relevant datasets pertaining to student retention, graduation, and academic performance. They have also identified best practices from peer institutions known for strong undergraduate support of FGCS. Typically, Johns Hopkins graduate schools do not measure or systematically identify FGCS, and the subcommittee plans to collaborate with JHU graduate schools to determine their interest and ability to identify and support FGCS. Other recommendations include creating a website and posting institutional FGCS resources online and highlighting undergraduate Freshman Survey Results, especially as they pertain to FGCS, in relevant Johns Hopkins publications.

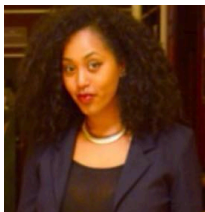
DIVERSITY INNOVATION GRANTS

The DLC Diversity Innovation Grants (DIG) Program empowers faculty, staff and students at Hopkins to help enhance diversity and inclusion through creative projects. This year, DIG funded five projects led by students, faculty and staff across four divisions totaling about \$10,000.

The following DIG projects were executed during the 2015 round:



Dr. Karen Fleming and Dominic Scalise both of Whiting School of Engineering, and their colleagues hosted a series of lectures, departmental workshops, and panel discussions about **Achieving Gender Equity at Hopkins**, including a lecture by Dr. Jo Handelsman from the White House Office of Science and Technology Policy. The project aimed to cross-pollinate ideas and raise awareness about bias against women in STEM fields and how to overcome this at Johns Hopkins.



Selma Ahmed, a student at Kennedy Krieger School of Arts and Sciences, launched **The Human Library at Johns Hopkins**. The Human Library is a social platform that facilitates conversations within the Johns Hopkins community that promote cultural competency and social diversity.



Ryan Shields, at the School of Medicine, established **LGBT Health Training for Medical Students** and a corresponding curriculum team to promote inclusion of LGBT health topics within the four-year curriculum at the School of Medicine. Faculty and medical students will participate in patient panels, small group workshops, and case-based scenarios. Ultimately, the team plans to build an online LGBT resource toolkit for faculty.



Tara Gallant, an MBA students at the Johns Hopkins Carey Business School, created **Lift Up Mentors**, in an effort to create a Johns Hopkins community that connects employees with students who are interested in a mentor. Services, events and a supporting website are used to cultivate mentor relationships.



Christine Kavanagh, the Whiting School of Engineering Director of Graduate Academic Affairs, led a project to develop a **Diversity Handbook for Graduate Students and Postdocs at Homewood**. A series of graduate student and postdoc focus group lunches will be held to help gather content and ensure relevance. The handbook will be useful for graduate student recruitment, graduate student and postdoctoral fellow orientations, and by offices supporting postdoctoral fellow and graduate student life.

GENDER IDENTITY AND EXPRESSION

Key Recommendations:

- Provide transgender-inclusive health benefits to Johns Hopkins Medicine employees.
- Enhance promotion of existing resources in support of transgender employees.

The DLC sees gender expression as an important dimension of diversity and institutional support for transgender-related care as a necessary step towards inclusion of all employees. In April of 2016, the DLC submitted a recommendation letter to JHM senior leadership urging the adoption of transgender-related care benefits starting in 2017.

To offer this coverage complies with, after eight years, the recommendation made by the American Medical Association (AMA); supports the guiding principles of JHM; catches JHM up with clear trends in corporate practice; and furthers the goals of 10x20 and the Roadmap on Diversity and Inclusion. Further, the absence of these benefits present significant cost to the institution in terms of reputation and employee retention. Simply put, including this healthcare option makes good medical, ethical, and business sense. The timeline below illustrates the need for transgender-related care for all Hopkins employees into context of the wave of recent momentum throughout our society:

2008 – The AMA determines that transgender-related care is medically necessary and should be covered by public and private health insurance. The American Psychological Association, American Academy of Family Physicians, American Academy of Physicians, American Association of Obstetricians and Gynecologists, and National Association of Social Workers have all concurred.

2010 – The Affordable Care Act prohibits denial of insurance on the basis of gender identity.

2011 – The National Center for Transgender Equality and the National Gay and Lesbian Task Force, in a study of 6,450 transgender individuals, find that:

- 48% delayed care because they were unable to self-pay
- 28% delayed care because of discrimination
- 19% were denied care due to gender identity.

2013 – JHU announces 10x20 goals including the pursuit of a “welcoming and inclusive environment” to attract top faculty and staff.

2014 – JHU implements coverage for transgender-related care for students.

2014 – U.S. Department of Health and Human Services (HHS) removes exclusion of transgender care coverage from Medicare.

2015 – New England Journal of Medicine reports that in large corporations, the utilization rate of transgender-related benefits averaged 1 in every 22,727 employees. Projections showed that the US military would pay only 22 cents per month per transgender service member.

2015 – Journal of General Internal Medicine article analyzes costs of not covering transgender-related care including increased anxiety, depression, suicidality, substance abuse, or HIV/STD-related care.

2015 – November: JHU releases draft of Roadmap on Diversity and Inclusion.

2016 – January: JHU adds transgender-related care for its employees.

2016 – May: HHS issues rule that prohibits insurers from issuing blanket exclusions for coverage of transgender-related care.

“Our university community must uphold a commitment to the equality of all persons, inclusive of race, gender, religion, sexual orientation, and life experience.”
JHU Roadmap on Diversity and Inclusion

RACE IN AMERICA LECTURE SERIES

For the 2015-2016 academic year, the DLC was proud to serve as a sponsor of the Race in America speaker series, which brought in such luminaries as Bree Newsome and Angela Davis to discuss the current state of race and racism in our country. Some events offered supplemental programming to JHU students, such as a writers' roundtable with New York Times columnist Charles Blow.



New York Times columnist, Charles Blow



Angela Davis lectures at "Race in America"



Angela Davis interacts with JHU students

FAMILY SUPPORT

Key Recommendations:

- Increase focus on developing a range of affordable childcare options for Hopkins employees.
- Assess human resources capacity at *WorkLife* to ensure adequate staff support to provide needed support to Hopkins faculty, staff and students.

The *10x20* vision for “Individual Excellence” could not be stated more boldly: “Attract the very best faculty and staff in the world through a welcoming and inclusive environment.” Achieving this goal requires offering a portfolio of services to attract, retain, and support both the employee and their *family*.

Amongst the most prominent family support services is access to affordable childcare. In 2003-2004, a study was conducted and later updated in 2010 and 2012, which underscored the demand for a university childcare center. This culminated in the opening of the Homewood Early Learning Center (HELC) in August 2015, the fourth official Johns Hopkins’ childcare center. While the HELC has successfully addressed some demand, there are many who cannot afford the tuition, especially students and faculty just starting their careers.

Graduate students, post-docs, and junior faculty are all in various moments of launching their careers, and this is when they need the most support. This is also the time when they earn the least money and coincides with a time of life when many choose to raise children.

This disproportionately affects women. According to the American Association of University Professors, “The average age for receipt of a Ph.D. is 33 placing the tenure year at age 40 Thus the period of most intensive work to establish an academic career coincides with prime child-rearing years.”

Moreover, the need to support young scholars is particularly acute in the sciences, as noted in President Daniels’ and Dean Rothman’s op-ed, “How to Reverse the Graying of Scientific Research” in the *Wall Street Journal* (03/04/2014). They recognize that “it is often the youngest scientists who defy orthodoxy and shatter paradigms.”

The DLC Family Support subcommittee, formed in 2013, consistently advocates for university policies and services that support employees and their families. In December 2015, the subcommittee submitted recommendations to JHU senior leadership, which included:

- Broadening childcare options at a range of price points.
- Creating a position devoted to childcare coordination and oversight.
- Revisiting childcare subsidies, which lag behind peer institutions.

In addition to childcare recommendations, they

“We will provide our employees those services and support necessary to ensure that a Hopkins position is conducive in every respect to growth and performance at the highest levels.”

10x20: A Vision for Johns Hopkins University Through the Year 2020

suggest reviewing the human resources capacity of the Office of Work, Life, and Engagement, which provides complementary services, including granting funds to employees purchasing homes through the *Live Near Your Work* program. Past recommendations include advocating for “stop-the-clock” policies around childbearing and tenure evaluation and dual-career hiring.

Nurturing “individual excellence” at Johns Hopkins is inextricably tied to providing services that support both the *individual* and the *family*.

COMMUNITY PARTNERSHIPS

Key Recommendation:

- Create an Hopkins-wide community service marketplace on community.jhu.edu website.

Following the Baltimore city uprisings in 2015, many throughout Johns Hopkins expressed greater interest in participating in community service activities. Across the institutions, leadership has embraced the *10x20* goal to “Enhance and enrich our ties to Baltimore, the nation and the world, so that Johns Hopkins becomes the exemplar of a globally engaged, urban university” and have publically pledged to increase support of the community.

However, given the large and decentralized nature of Johns Hopkins, efforts are not always connected or widely communicated. Some divisions have community engagement offices to support such efforts, while others do not have formal programs or offices. While there is a great deal of existing community service activities, many have been formed outside of recognized and validated community engagement efforts. Many programs are not always accessible to all, are not always in communication with each other, and operate in very different ways. This lack of coordination, consistency, and communication can leave aspiring volunteers confused and dispirited.

The Community Partnerships subcommittee has organized a working group of leaders from across the institutions (Communications, Government and Community Affairs, SOURCE, Center for Social Concern, and the Office of Work, Life and Engagement) to address the demand for community service opportunities. A consistent presence within the DLC, the

subcommittee promotes active community engagement between Johns Hopkins Institutions and the local Baltimore community, which includes improving communication between the various programs and offices that coordinate community engagement efforts.

Community Partnerships and the working group have examined options to create a Hopkins-wide community service marketplace. Their “strawman” concept envisions an online, web-based, community service platform to connect service opportunities with potential volunteers. Some features of the platform could include a searchable service opportunity database, vetted opportunities for volunteer recruitment, online registration, and reporting. In addition to determining requirements, the workgroup has gathered financial quotes to create the marketplace and is working to set standards and practices for utilization and access to entering appropriately-vetted opportunities. They hope that the proposed “marketplace” can find a home on the recently-released community.jhu.edu website and plan to submit a proposal to President Daniels in summer 2016.

*“Enhance and enrich our ties to
Baltimore, the nation and the
world, so that Johns Hopkins
becomes the exemplar of a globally
engaged, urban university.”*

*10x20: A Vision for Johns Hopkins
University Through the Year 2020*

The subcommittee is hopeful that community.jhu.edu, enhanced by a community service marketplace, will better connect our Johns Hopkins community with meaningful community engagement opportunities throughout Baltimore city.

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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Demere Woolway, Ph.D.

Subcommittee

Communications*
Strategy*, Communications, Community Partnerships
Strategy, Communications, Conference Communications, Conference, Awards
Faculty Development
Strategy & Assessments, DIG
Faculty Development*, DIG, Membership Communications
Strategy*, DIG, Communications, Membership
Disability, DIG
First Generation Students
Family Support*
Faculty Development
Faculty Development, DIG
Faculty Development*, Family Support
Disability, Gender Identity

Family Support
Family Support, Community Partnerships, DIG
Faculty Development, Community Partnerships, DIG
Communications*, First Generation Students, Conference
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DIG

Strategy, DIG*
Community Partnerships, DIG, Conference
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Faculty Development
Faculty Development, Community Partnerships
Gender Identity, Membership, DIG

Community Partnerships*, DIG
Faculty Development, First Generation Students
Community Partnerships, DIG
Family Support, First Generation Students

Association Dean for Diversity
Associate Dean for Student Success
Vice Provost for Institutional Equity
Director, Disability Services
Vice President for Human Resources
Vice Provost for Faculty Affairs
Sr. Vice President for Human Resources
Director of LGBTQ Life

Affiliation

Peabody Institute
Talent Management & Organizational Development
Center for Talented Youth
Krieger School of Arts and Sciences
School of Medicine
JHHS Operations Integration
Carey Business School
Johns Hopkins Healthcare
IT Solutions Center

Bloomberg School of Public Health
Krieger School of Arts & Sciences
Krieger School of Arts and Sciences
Bloomberg School of Public Health
School of Nursing
Whiting School of Engineering
Johns Hopkins Bayview Medical Center
Johns Hopkins Community Physicians
Johns Hopkins Community Physicians

Orthopaedic Surgery

Homewood Student Affairs

Bloomberg School of Public Health

School of Advanced International Studies
Applied Physics Laboratory
School of Medicine
School of Medicine

Krieger School of Arts and Sciences

School of Medicine
Carey Business School

Emergency Medicine
Whiting School of Engineering
Johns Hopkins Health System
Sheridan Libraries

School of Medicine
Bloomberg School of Public Health

Homewood Student Affairs
School of Medicine
Faculty and Staff Assistance Program

School of Nursing
School of Nursing

Johns Hopkins Bayview Medical Center
Johns Hopkins Health Care
Whiting School of Engineering

Center for Talented Youth
School of Education

School of Medicine
Homewood Student Affairs
Office of Institutional Equity
Johns Hopkins University
Johns Hopkins University
Johns Hopkins University
Johns Hopkins Medicine
Johns Hopkins University

***Council Chair*

**Subcommittee Chair/Co-Chair*

