JOHNS HOPKINS DIVERSITY LEADERSHIP COUNCIL

2020-2021 Annual Report

Authored by the members of the Diversity Leadership Council (DLC)

Prepared and edited by:
Katrina Caldwell, DLC Co-Chair
Erin Fox, DLC Operations Manager

Executive Summary

Introduction and Composition:

The Johns Hopkins Diversity Leadership Council (DLC) has been a key advocate for progressive change at Johns Hopkins (JH) since 1997. The scope of DLC's mission spans JH and its surrounding communities and includes advancing diversity and inclusion (D&I) by recommending policies and programs to senior leadership as well as facilitating a set of cross-cutting events and initiatives.

During the 2020-2021 academic year, the DLC was composed of 65 total members, 35 *ex officio* and 30 termed members (10 faculty, 12 staff, 2 postdoctoral fellows and 6 students) representing the following JH divisions:

Johns Hopkins School/Division	Termed	Ex Officio	Total
Applied Physics Laboratory	3	1	4
Bloomberg School of Public Health	2	6	8
Carey Business School	1	0	1
Center for Talented Youth	1	0	1
Homewood Student Affairs	2	6	8
Johns Hopkins Health System	0	2	2
Kennedy Krieger Institute	0	1	1
Krieger School of Arts and Sciences	2	2	4
Libraries	1	1	2
Peabody Institute	2	0	2
School of Advanced International Studies	1	3	4
School of Education	1	0	1
School of Medicine	7	1	8
School of Nursing	1	2	3
University Administration	0	10	10
Whiting School of Engineering	6	0	6
Grand Total	**30**	**35**	**65**

Our termed members are selected via an annual nomination process and are serving terms of either 3 years (faculty and staff) or 1 year (students and postdoctoral fellows). The remaining 35 members are serving in an *ex officio* capacity to provide programmatic support and connectivity with key offices across the decentralized Johns Hopkins governance structure. Each year, DLC activities kick off with a retreat, during which DLC members identify the council's objectives for the year and form subcommittees to pursue them. This year the DLC partnered with the Roadmap 2020 Task Force to review and make recommendations via the task force workgroups. DLC members joined Roadmap 2020 Task Force workgroups, in lieu of the normal subcommittee structure, to

contribute to the task force process. The DLC formed one subcommittee independent of their Roadmap 2020 Task Force workgroup assignments, the Disability Subcommittee.

This report captures DLC activity during the 2020-2021 academic year and includes two main sections. The first section covers DLC events and initiatives including the annual Diversity Conference, Diversity Innovation Grants Program, and Diversity Leadership Awards. The second section contains the year-end summary of the Disability Subcommittee. The appendix contains more detailed information and artifacts associated with DLC programs and analysis. The remainder of this executive summary presents a high-level summary based on the work of Roadmap 2020 Task Force.

Roadmap 2020 Task Force

The Roadmap 2020 Task Force was announced in July 2020 and charged with reviewing the efforts of the first *Roadmap on Diversity and Inclusion* and making recommendations to be considered for inclusion in the next iteration of the *Roadmap*. The task force and the DLC held a joint retreat in September 2020 to determine areas of focus and organized into 7 workgroups: Alumni Engagement, Community Engagement, Faculty Diversity Initiative 2.0, Institutional Accountability, Pathways to Staff Advancement, Student Success, and Training and Development.

Through listening sessions, research, and group analysis the 7 workgroups developed a total of 65 recommendations, designed to advance diversity, equity, and inclusion at Johns Hopkins. The 65 recommendations were made available to the public for review and comment and presented to leadership to be considered for inclusion in the next Johns Hopkins DEI strategic plan.

We would like to thank the Provost's Office, the Office of Diversity and Inclusion and our various collaborators for supporting our efforts and look forward to continuing to work towards advancing diversity and inclusion at Johns Hopkins.

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Diversity and Inclusion Conference

This year we welcomed more than 500 guests to our first all virtual Diversity and Inclusion Conference, guiding the Johns Hopkins community through a range of topics from Assistive Technology to The Culture of Spirituality and Religion.

The all virtual format included captioning for workshops and accessible materials for participants. Held over the course of 2 days, the first day concluded with a networking event for participants to discuss the Roadmap 2020 Task Force workgroup focus areas and connect with Johns Hopkins community members from across the institution. The virtual 2-day format allowed for attendees to participate in our large selection of workshops.

The conference opened with plenary remarks given by Dr. Katrina Caldwell, Vice Provost for Diversity and Inclusion & Chief Diversity Officer, who provided insight into DEI strategic planning processes and her vision for DEI at Johns Hopkins. The second day of the conference began with a question and answer session with Judith Heumann, disability rights activist. The question and answer session provided a platform for a conversation around the advancements made in the 30 years since the passing of the Americans with Disabilities Act and the barriers that remain for Americans with disabilities.

By East Asia and Pacific Media Hub U.S. Department of State - Ambassadors Kennedy Greets Sp. Advisor for Disability Rights Heumann in Tokyo, Public Domain, https://commons.wikimedia.org/w/index.php?curid=83508530

Diversity Innovation Grants

This year, the DLC supported two **Diversity Innovation Grant** (DIG) projects. Supporting Diversity and Inclusion in COVID-19: Vaccination Through Collaborative Communication to Build Trust provided support for vaccination efforts directed at communities who may be vaccine hesitant and All That I Am and All That I Bring: Celebrating the Strengths Behind Diverse LGBTQ+ Experiences are producing a series of videos highlighting the experiences of the JHU LGBTQ communities.

Project Name: **Supporting Diversity and Inclusion in COVID-19: Vaccination Through Collaborative Communication to Build Trust**

Project Lead: **Luis Quintero,** Assistant Professor, Carey Business School

Awarded: $2500

Outcome: The goal of this project was to build confidence around the COVID-19 vaccine in communities that may have a mistrust of medical and/or governmental entities due to being subjected to unethical medical experimentation or disproportionate legal or governmental interference – in this case specifically Black and Latinx communities.

The project group partnered with existing COVID-19 vaccination efforts to maximize the reach of both groups. The project supported the efforts of community groups, The Well and Memorial African Methodist Episcopal Church, by attending on-site vaccination events and providing meals to volunteers and those receiving the vaccine – many of who experience food insecurity. Project participants publicized their activities on a local radio station to extend awareness regarding vaccination events.

Not only did this project provide material support to vaccination efforts but it highlighted the opportunity JHU has to bridge the resource gap for distribution and communication around areas where access to healthcare and equity have barriers and is a challenge. Through this project JHU served as a willing and trusted partner in the community.

Project Name: **All That I Am and All That I Bring: Celebrating the Strengths Behind Diverse LGBTQ+ Experiences**

Project Lead: **Demere Woolway,** Director, LGBTQ Life

Awarded: $2,500

Outcome: This project aims to promote diversity, equity, and inclusion at JHU through launching a video project depicting broader representations of personal experiences in academia from LGBTQ+ individuals. The project, completing in March 2022 due to COVID-19, will produce short video clips developed from a documenting volunteers' personal narratives about being LGBTQ at Johns Hopkins. The videos will explore both a wide breadth of experiences of LGTBQ people and will be reported on in future DLC annual reports.

Diversity Leadership Awards

The **2021 Diversity Leadership Awards** celebrated outstanding contributions towards advancing diversity and inclusion across Johns Hopkins. Our slate of winners featured members of our community who are truly making a difference: from an alumna creating a vision for a more diverse and inclusive Johns Hopkins community to a faculty member creating curricular opportunities to engage with the work historically minoritized communities. The DLC also awarded the first James Calvin Award for Excellence in Diversity, Equity, and Inclusion. This award recognizes those working in the DEI space that go above and beyond in their contributions to advancing DEI at Johns Hopkins.

INDIVIDUAL AWARDS
Angelica Lilly, Applied Physics Laboratory
Anika Penn, Alumni Association
Susan Han, Homewood Student Affairs
Roshni Rao, Integrative Learning and Life Design
Brooke Jarrett, Bloomberg School of Public Health
Yi-Ping Ong, Krieger School of Arts and Sciences
Sabrina Epstein, Krieger School of Arts and Sciences
Carl DuPont, Peabody Institute
Ashley Cureton, School of Education
Gian Molina-Castro, School of Education
Karla Alvarado, School of Nursing
Jonathan Suen, School of Nursing
Farouk Dey, Integrative Learning and Life Design
James Calvin, Carey Business School

GROUP AWARDS
ChemBE: Committee on Diversity and Inclusion for the Department of Chemical & Biomolecular Engineering, Whiting School of Engineering
Biomedical Scholars Association, School of Nursing, School of Public Health, School of Medicine

DLC Subcommittee 2020 – 2021 Objectives

Disability (Chairs: Aaron Hodukavich and Cathie Axe)
- Assess current climate/experience for staff, faculty, and students with disabilities and use data to inform recommendations for disability policies and inclusive practices.
- Continue to enhance tools and equipment for assisting disabled faculty, staff, and students during and after the COVID-19 pandemic. These requests have been handled case-by-case. Provide guidance to all divisions on best practices. Be proactive before fall 2020 to ensure all divisions have the tools that they need.
- Continue disability related programming to raise awareness, enhance inclusion, and determine ways to sustain the momentum and impact.
- Develop a set of recommendations for a comprehensive and structural approach to increasing access, equity, and inclusion for all students/learners, faculty, staff and community members with disabilities.
- Address university-wide transportation accessibility.

Disability Subcommittee

Subcommittee Chairs:
Aaron Hodukavich, ADA Compliance Officer, Office of Institutional Equity
Cathie Axe, Executive Director, Student Disability Services

Members:
Angela Gilmour, Group Supervisor, Applied Physics Laboratory
Gloria Ramsey, Associate Dean for Diversity, Equity and Inclusion, School of Nursing
Bonnie Swenor, Associate Professor & Director, Johns Hopkins Disability Research Center,
Wilmer Eye Institute/Bloomberg School of Public Health

Objectives:
- Assess current climate/experience for staff, faculty, and students with disabilities and use data to inform recommendations for disability policies and inclusive practices.
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- Continue disability related programming to raise awareness, enhance inclusion, and determine ways to sustain the momentum and impact.
- Develop a set of recommendations for a comprehensive and structural approach to increasing access, equity, and inclusion for all students/learners, faculty, staff and community members with disabilities.
- Address university-wide transportation accessibility.

Approach/Activities:

- Listening Sessions were conducted university wide with students, faculty and staff at the School of Medicine (students), School of Medicine Grad (students), KSAS/WSE Homewood (student, faculty & staff – each had own session); School of Nursing (student, faculty/staff), Bloomberg School of Public Health (students, faculty/staff); School of Education (students, faculty/staff); and Carey Business School (students, faculty/staff).

  o CTY, AAP, EP, SAIS, and APL will happen in 2022
  o OIE attended sessions starting in the spring
  o SOM Graduate Programs conducted a student disability survey
  o Participated in Diversity PHD listening sessions with Katrina Caldwell

- In May 2021 standardized surveys were sent to assess student, faculty and staff experiences working with Student Disability Services. Faculty surveys were shared in collaboration with the Office of Institutional Research.

- Clear masks were purchased and disseminated in two batches. The first included a Hopkins alum developed mask called Clear Mask that was appropriate in non-medical settings and provides a larger view of the face that can be critical for people who are Deaf or hard of hearing. A second batch of medical grade masks was purchased for use

by medical and nursing students as well as staff working with any learner with hearing impairments. The masks were dispersed to a range of student services offices as well as provided to students with hearing loss to have fellow students use in classes and small group work or meeting. As a result of this initiative, clear masks were also purchased at JHU/APL and made available to anyone interested. This was a successful approach with masks being where needed, when needed. It also enabled us to replenish supplies quickly and efficiently as needed. The plan will be to refresh supplies of masks for Fall 2021.

- Worked with technology partners across the university to promote use of automatic captioning as a universal design approach where a higher level of accommodation is not needed. Incorporated language in the current guidance about Zoom recordings to include use of this new feature and to make clear the importance of editing captions for accuracy before sharing recordings.

- This year, our subcommittee continued our collaboration with faculty, staff and students, promoting events to raise awareness about disability inclusion and recognizing the ADA 30th anniversary.

  Programs in 2020-2021 included:
  - Students for Disability Justice co-sponsored Equal Access in Science & Medicine lectures by Dr. Chad Ruffin, the first congenitally deaf person surgeon. The lecture with Dr. Chad Ruffin was rescheduled to Spring 2021 due to COVID-19
  - The School of Nursing hosted an ADA 30th Anniversary Celebration on 21 July "Celebrating Diversity Inclusion: The 30th Anniversary of the Passage of the Americans with Disabilities Act"
  - Webinar titled, "30 Years of the ADA: Celebrating the past, present, and future of disability civil rights" was held in July 2020 to celebrate the 30th anniversary of signing the ADA
  - The School of Public Health Committee on Equity, Diversity, and Civility sponsored "The ADA at 30: Reflections, Evolution, and Strategic Sustainability" event in October 2020.

  - Disability Health Research Center Events:
    - A two-part webinar series supported by the 10x20 grant
      - COVID-19 and Disability: An unequal response
      - ADA 30: The past, present and future of disability civil rights
    - Disability Research Seminar Series, cohosted by the Disability Health Research Center, the SON and SPH was initiated and hosted 3 events:
      - *Defining Disability: From personal, research, and policy*
      - *How to Include People with Disabilities in Research and Medicine: A discussion about disability Identity*
      - *Narratives of Mexican Americans with Disabilities as Caregivers*
    - Disability, Access, Advocacy Seminar in partnership between SNF Agora Institute and the Disability Health Research Center
    - Panel discussion as part of the SOM MLK Day Celebration "The Impact and Importance of Disability Inclusion in Medicine"
    - Launching of the *Included: Disability Equity Podcast* that has just released over 15 episodes with disability advocates, researchers, and stakeholders from within Hopkins and beyond, including:

- Maureen van Stone, Director of the Maryland Center for Developmental Disabilities at Kennedy Krieger Institute and faculty SPH
- Dr. Anjali Forber-Pratt, Director of National Institute on Disability, Independent Living and Rehabilitation Research (NIDILRR)
- Andy Imparato, Director of Disability Rights CA and member of the Biden-Harris COVID-19 Health Equity Task Force
- Millie Solomon, Director of the Hastings Center
- Terri Massie Burrell, Director of SDS at JHU
- Andrés Gallegos, Chairman of the National Council on Disability
  - Judy Heumann, a prominent disability rights activist, provided the keynote for the 2020 Diversity and Inclusion Conference

- The subcommittee is continuing to promote collaboration and share ideas across divisions, using accessibility.jhu.edu as a portal to disseminate resources and raise awareness around disability themed-events. Additionally, social media and Hopkins You Tube channels are being used to increase the reach and make sure accessible recordings are available.
- Subcommittee meetings throughout the year focused on creating and revising a set of recommendations for a comprehensive and structural approach to increasing access and inclusion for all students/learners, faculty, staff and community members with disabilities.
- Worked with Transportation Services to address accessibility on shuttles running between campuses. Discovered some shuttles had older lifts that required manual operation which could create barriers and breakdowns in their use. Initiated new protocols where the lifts are now tested at the beginning of each shift. Also learned newer shuttles should be in service by the Fall 2021.

Findings:

Listening session outcomes and findings:
- Student attendance was low which was not surprising(~1-5)
- Faculty and staff attendance was moderate (~10-20)
- Adjusting priorities based on feedback and suggestions
- Will use data to compile a report and prioritize planning during Summer 2021
- Enabled us to address specific concerns and accessibility related issues immediately (communication and physical access)
- Some themes include:
  - Need for more faculty/TA training; make syllabi statements more inclusive (new university-wide version has been created and is currently being implemented)
  - Flexibility of/during remote learning has been invaluable
  - AI/Auto-generated captions are very helpful as is recording
  - SDS needs to put out more information (web/orientation/departments)
  - More knowledge of accommodation options for grad students
  - Help with transitioning to clinical/labs/workplaces/employment
  - More known people with disabilities in community (increase visibility of the disability community)
  - Need to investigate ways to reduce ableism and the stigma of disability in our community.
  - Graduate student health insurance is a concern (coverage/costs)

SDS Survey outcomes and initial findings/themes (this analysis will be continuing through the summer):

Responses:
- Faculty: 649 (with 448 completing it; 201 partial)
- Students: 246 (157 completed; 89 partial) – 16% response rate
- Staff: 95 (38 completed; 57 partial) – I left this category to each school to decide who to target

There were many themes, but here are some that emerged quickly:

- Faculty training is clearly needed; the next priority will be school specific programs and pushing into departments
- Faculty provided a large number of comments that will be categorized and developed into action items
- SDS will also work with the staff at the schools to each follow up with their own faculty who were seeking contact. 40 faculty requested follow up
- Student, faculty and staff all seemed to support the idea that we need a better model of SDS delivery. Delays and poor experiences students reported seemed to connect directly to being understaffed
- Training and "How To" materials for the new SDS Accommodate database need to be shared more effectively with faculty
- Accommodation letter delivery models differ across campuses and it may be prudent to move back to a 'student requested but SDS delivered' model as direct delivery by students resulted in distrust and delays
- Note taking systems need attention as well as space/support for exam accommodation administration
- All school specific remarks will be shared directly with the SDS staff school they pertain to; the general ones will be shared with all SDS staff
- The SDS retreat on June 30 will focus on results and creating actionable next steps

- **Programming conducted under the JHU 10x20 and DI grants, in collaboration with EASM has continued and is a good model of collaboration across divisions.** Prior to COVID, it had always been difficult to get high attendance at disability-related events. Providing access to events remotely proved to increase accessibility and attendance greatly. Continuing to offer remote attendance options even when in person events are possible will be important as will be recording and captioning all events for later viewing. The accessibility.jhu.edu Events page has continued to be used as a clearing house for disability-related events.

- **The subcommittee developed a set of recommendations for a comprehensive and structural approach to increasing access, equity, and inclusion for all students/learners, faculty, staff and community members with disabilities (see attached) document**. Advocated to incorporate priorities within the Roadmap to Diversity and Inclusion.

- **Worked with Transportation to establish a daily shift check of all lifts so employees are always familiar with the proper lift operation for the shuttle they are driving. Confirmed that new shuttles added to the system will be accessible and have newer lifts.**

Recommendations:

1. Include disability in metrics of diversity and inclusion.

2. Centralized support for Disability Inclusion.
   a. Adopt a hub and spoke model for Student Disability Services.
   b. Establish centralized funding for faculty/staff workplace accommodations.
   c. University-wide positions focused on web and EIT accessibility and disability inclusion.
3. Incorporate accessibility into our standard operating procedures by creating advisory groups to assess and inform practices, draft guidance and determine resources needed to create inclusive environments.
   a. Create advisory groups as a mechanism for faculty, staff, and student input on issues of Disability.
   b. Create guidelines and funding resources for accessible university communications and events.
   c. Ensure Disability Inclusion is clearly communicated to the Hopkins community.

Next Steps:

- Offer to act as a resource in the further development of the Roadmap recommendations, and encourage stakeholders and allies in the disability community to express support for a strong focus on disability inclusion and accessibility.
- Analyze results of SDS survey and findings/themes from listening sessions.
- Develop a presentation for the different development offices across JHU schools regarding fundraising for events related to the contributions of the disabled community and promoting the value of a diverse community.
- Investigate how well the transportation options are working across the different divisions and campuses and recommend necessary improvements.
- Continue to explore the new uses of technology during and after the COVID-19 pandemic to establish mechanisms that that have increased access and inclusion as best practices.
- Continue to socialize and implement comprehensive policy and structure recommendations to increase disability access, equity, and inclusion across all facets and functions of the university.

Communicate with the DLC

DLC Website . . . .   http://web.jhu.edu/dlc/

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/1039792654536003530
                                            96/posts

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DLC Media Coverage

University Message on Diversity and Inclusion
[Johns Hopkins announces new steps to bolster inclusion, address racism and discrimination](#)

Johns Hopkins begins process of establishing new diversity and inclusion goals
[Johns Hopkins begins process of establishing new diversity and inclusion goals](#)

University Shares Update on Efforts to Advance Diversity, Equity, and Inclusion
[University shares update on efforts to advance diversity, equity, and inclusion](#)

The 2019-2020 Diversity Leadership Council

Name	Subcommittees	School/Division
Judah Adashi	Community Engagement	Peabody Institute
Shantel Angstadt	Student Success	School of Medicine
Joyell Arscott	Community Engagement	School of Nursing
Nilaya Baccus Hairston	Training and Development	Peabody Institute
Amanda Brown	FDI 2.0	School of Medicine
James Calvin	FDI 2.0	Carey Business School
Barbara Detrick	FDI 2.0	School of Medicine
Hannah Garcia	Student Success	Krieger School of Arts and Sciences
Angela Gilmour	Institutional Accountability/Disability	Applied Physics Lab
Jeff Gray	FDI 2.0	Whiting School of Engineering
Gina Greenidge	Student Success	Whiting School of Engineering
Lynne Jones	FDI 2.0	School of Medicine
Christine Kavanagh	Pathways to Staff Advancement	Whiting School of Engineering
Mindi Levin	Community Engagement	Bloomberg School of Public Health
Ashley Llorens		Applied Physics Lab
Pedro Lozada Penalva	Alumni Engagement	SAIS
Stacey Marks	Pathways to Staff Advancement	School of Medicine
Corrin McBride Hunt	Student Success	Center for Talented Youth
Liz Mengel	Pathways to Staff Advancement	Libraries
Harnish Naik	Student Success	Whiting School of Engineering
Princy Parsana		Whiting School of Engineering
Courtney Resnick	Student Success	Homewood Student Affairs
Clifton Shambry	Pathways to Staff Advancement	Homewood Student Affairs
Robbie Shilliam	FDI 2.0	Krieger School of Arts and Sciences
Liz Skerritt	Training and Development	Applied Physics Laboratory
Lanise Stevenson	Community Engagement/Student Success	School of Education
Bonnielin Swenor	Training and Development/Disability	School of Medicine
Tony Teano	Training and Development	School of Medicine
Kristi Tredway	FDI 2.0	Bloomberg School of Public Health
Balazs Vagvolgyi	Student Success	Whiting School of Engineering
	Ex-Officio Members	
Cathie Axe*	Executive Director, Student Disability Services	Homewood Student Affairs
Megan Barrett	Director of Student Services, SON	School of Nursing

Harolyn Belcher	Co-Director, Center for Diversity in Public Health Leadership Training	Kennedy Krieger Institute
Miji Bell	Director of Communications and Media Relations	SAIS
Joel Bolling	Assistant Dean, Diversity, Inclusion, and Equity BSPH	Bloomberg School of Public Health
Linda Boyd	Assistant Vice Provost and Title IX Coordinator	University Administration
Crystal Burns	Small Business and Supplier Diversity Lead	University Administration
Katrina Caldwell**	Vice Provost for Diversity and Inclusion & Chief Diversity Officer	University Administration
Joseph Colon	Director, Office of Multicultural Affairs	Homewood Student Affairs
Heidi Conway	VP of Human Resources	University Administration
Irene Ferguson	Director Student Enrichment Programs	Homewood Student Affairs
Kathy Forbush	Executive Director HR - Talent Management	University Administration
Erin Fox	Sr. Program Manager, ODI	University Administration
Sherita Golden	Chief Diversity Officer	Johns Hopkins Health System
Karen Greene	HR Specialist, APL	Applied Physics Lab
Rigoberto Hernandez	Professor, KSAS	Krieger School of Arts and Sciences
Virginia Herring	Director HR Health Sciences	Bloomberg School of Public Health
Jeannine Heynes	Director of Women and Gender Resources	Homewood Student Affairs
Cherita Hobbs	Exec Director HR - Health Sciences	Bloomberg School of Public Health
Aaron Hodukavich*	ADA Compliance Officer	University Administration
Keilah Jacques	Center Program Coordinator, SOURCE	Bloomberg School of Public Health
Tanya McMillian	Student Affairs Officer	SAIS
Ian Matthew-Clayton	Exec Director HR- Talent Acquisition	University Administration
Ramin Mojtabai	Professor, BSPH	Bloomberg School of Public Health
Kim Moton	Director DAR Talent Mgmt & HR	University Administration
Marie Polymise	HR Manager, Libraries	Libraries
Gloria Ramsey	Associate Dean, Diversity, Equity, and Inclusion	School of Nursing
Noemi Rice	Assistant Dean of Student Affairs, SAIS	SAIS
Darlene Saporu	Asst. Dean of Diversity and Inclusion	Krieger School of Arts and Sciences
Kathy Schnurr	Chaplain, JHU	Homewood Student Affairs
Shanon Shumpert	Vice Provost for Institutional Equity	University Administration
Inez Stewart	SVP, Human Resources	Johns Hopkins Health System
Julie Thomas	Director, HR SOM	School of Medicine
Michael Ward	Associate Dean for Enrollment and Student Affairs, BSPH	Bloomberg School of Public Health
Demere Woolway	Director of LGBTQ Life	Homewood Student Affairs
*** Council Co-Chair*	** Subcommittee Chair/Co-Chair*	

Appendix A: Diversity Conference Workshops

DAY 1

WORKSHOP SESSION A

A1: Making Events Inclusive and Accessible
Presenters: Cathie Axe, M.Ed. and Aaron Hodukavich, JD

A2: Active Ally Workshop: Transgender and Nonbinary Allyship
Presenters: Jenna Marcus; Shahnaz Ukani; Sarah Camayd-Munoz; Aaron DeLong

A3: The Culture of Spirituality and Religon
Presenters: Rev. Tamekia Milton, MDiv

A4: Improving Health Outcomes for Racial and Ethnic Minorities by Implementing Digital Health-Based Integrative Medicine
Presenters: Archer Adler, JD; James Calvin, Ph.D, and Jemima A. Frimpong, Ph.D

A5: White Women and Anti-Racist Work
Presenters: 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
Presenter: Elizabeth A. Thompson, Ph.D.; Sarah A. Gardner, LCSW-C

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.

B5: Unconscious Bias and Microaggressions
Presenters: 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
Presenters: Anushka R. Aquil, MPH; Keilah Jacques, MSW, CNP, CVA; Graham Mooney, Ph.D.

A3: Cultivating Anti-Oppressive Practices in the Personal and Professional Spheres
Presenters: Anushka R. Aquil, 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
Presenter: 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, Anti-Racism & Science (epi IDEAS)

B3: Cultural Responsive Teaching
Presenters: CRT Committee

B4: Racial Justice Dialogue: Allyship + Advocacy
Presenter: Emily Hickey, M.Ed.

Appendix B: Johns Hopkins University Disability Inclusion Policy Proposal

June 2021

Introduction

There is an urgent need to focus on disability inclusion in academic settings. Data from the most recent National Science Foundation (NSF) report Women, Minorities and Persons with Disabilities in Science and Engineering[1] indicates that in 2016 over 19% of undergraduate students reported having a disability, an increase from 11% in 2012. Additionally, the percentage of medical students reporting disabilities has increased from 2.7% in 2016 to 4.9% in 2019.[2] *These data indicate that the percentage of students reporting disabilities is increasing, and we are seeing similar trends here with 3% of students university-wide reporting a disability in 2017 and 6% reporting one in 2021..*

Disability are an important component of diversity metrics linked to research grant funding and accreditation. Federal funding agencies are increasing their commitment to attracting and retaining a diverse biomedical workforce, inclusive of people with disabilities.[3-5] For example, the National Institutes of Health (NIH) "encourages institutions to diversify their student and faculty populations to enhance the participation of individuals from groups identified as underrepresented in the biomedical, clinical, behavioral, and social sciences".[6] The NIH definition of underrepresented backgrounds includes individuals with disabilities, which is defined as "those with a physical or mental impairment that substantially limits one or more major life activities."[6] To help realize the NIH's mission for disability inclusion, Medical Scientists Training Program (MSTP) and NIH training programs, including T-32 grants, are now required to develop a plan to recruit and retain students with disabilities. To assist programs with meeting their NIH funding requirements, the university of California, San Francisco, developed a guide to assist institutions with the recruitment and retention of learners with disabilities, which is available on the NIH website.[7] Further, The Association of American Medical Colleges (AAMC) and Accreditation Council for Graduate Medical Education (ACGME) provide guidance on inclusion of trainees with disabilities, and failure to comply may result in ACGME requirements. *However, JHU does not provide public data about the composition of students, staff, and faculty with disabilities, leaving a gap in transparency of our disability inclusion efforts and undermining our diversity efforts as well as our competitiveness for grant funding.*

Disability inclusion is about more than accommodations. Similar to other underrepresented groups, people with disabilities face stigma, discrimination, and microaggression in academic settings. However, there are few efforts to combat these cultural challenges that surround

disability, as often disability inclusion is solely addressed through disability services and accommodation efforts.[9] *This leaves a gap, as not all people with disabilities require accommodations, and accommodations do not address discriminating environments, language, and policies.*

Johns Hopkins is positioned to lead innovative disability inclusion efforts. Johns Hopkins University has led efforts to addressing inequities for underrepresented racial and ethnic groups, women, and the LGBTQi community. Leveraging this framework for success, JHU now has an opportunity to again become a leader in diversity and equity by including disability as a core component of these efforts. Over the past several years, JHU has excelled in disability research efforts, including recent national and international attention towards the Johns Hopkins Disability Health Center COVID-19 Vaccine Prioritization Dashboard, the SOM Post-COVID-19 Care Clinic (PACT), the SPH Mental Health and COVID-19 Working Group, and APL's Prosthetics Research Program. However, this recognition shines a brighter light on our own internal disability inclusion practices. In order to continue to attract donor support and funding in this space we need to demonstrate that disability inclusion is a shared university value by embedding disability and accessibility in all of our practices and policies. A natural and welcomed consequence of creating and fostering an inclusive environment is attracting a more diverse community of students, faculty, and staff. We need to prepare for those future community members now by laying the groundwork for success. *By enhancing disability inclusion, Hopkins has the potential to become the national leader in shifting the way people with disabilities are educated, included, and considered within our community and beyond.*

Recommendations

Disability Metrics

Include disability in metrics of diversity and inclusion

The opportunities for faculty, staff, and students to disclose their disability status to JHU are limited. This data should be collected yearly and at key interaction points with the JHU community. Prospective job applicants should continue to be asked to self-identify at both the pre-offer and post-offer phases of the application process; however, currently most faculty and staff are not asked to disclose their disability status after their start date unless they are requesting a workplace accommodation. Similarly, data on student disability status is not captured after matriculation unless they are requesting an academic adjustment or auxiliary aid through Student Disability Services (SDS). Given that most disabilities are acquired in life – as well as the transitory nature of some disabling conditions – these methods of self-disclosure are inadequate, underrepresents the diversity of the JHU community, and are a missed opportunity to promote disability inclusion. To close these data gaps, we suggest the following:

- Create an annual method for self-disclosure of disability status for all JHU faculty, staff, and students.
    - This can be established by utilizing existing infrastructure through my.jhu.edu. We plan to connect with institutional Research to start with existing mechanisms that can be expanded to include disability. Additionally, the SPH has recently implemented a system we will explore in more detail as a potential model.

- Include data related to disability in future Faculty and Staff Composition Reports released by Human Resources.
    - This data should mirror reporting other demographic information, such as gender and race, and be reported University-wide and by School.

- Ensure that disability is included and a primary focus of future University culture and climate reports.
    - A 'standard' set of survey questions and culture and climate questionnaire should be developed to allow tracking of change over time and across schools and divisions.
    - These data should be assessed regularly and the results made public to ensure transparency and allow tracking of progress.

Centralized Resources for Disability Inclusion

More effectively support students and faculty/staff with disabilities

Under the Americans with Disabilities Act (ADA)[10], institutions are required to provide reasonable accommodations to qualified students, staff, and faculty, except when the accommodation causes undue hardship. However, undue hardship is rarely at issue because hardship is determined based on a university's total financial resources. As a result, it is imperative to have experienced disability services professionals involved in critical accommodation decisions and a system for absorbing these expenses that reflects their uncertain and often unpredictable nature as well as our goal to foster an inclusive atmosphere around disability.

Student Disability Services on the Homewood campus has a traditional disability staffing model with trained professionals and administrative support; their staffing is not matched to their current caseload, but it is in the process of increasing as they are also absorbing responsibility for working with Peabody students with disabilities. Additionally, the School of Public Health now has a full time SDS Coordinator, but they continue to report locally through the Diversity, Equity and Inclusion office at SHP. The remaining schools are served by professionals that have with disability services comprising a portion of many job duties. This de-centralized model

results in most positions being filled with student services professionals without previous SDS experience. A regular theme in the student listening sessions held to-date has been that it is awkward to discuss personal details about one's disability with an SDS coordinator who is also the director of Student Affairs or Student Life. The Executive Director for SDS, hired in March 2019, has been working to increase staffing to bring caseloads closer to industry standards, but also to consolidate roles to enable us to hire staff that are seeking and trained in disability services. As positions become full time, they will shift to report up through a new "Hub" based model that is described in more detail below.

Conversely, all faculty and staff workplace accommodation requests are reviewed and managed by OIE. This centralized system for the submission and approval of accommodation requests allows for greater consistency and subject matter expertise, but a gap still remains in the implementation of accommodation requests because each individual department or school at JHU is responsible for providing and paying for the cost of accommodations for faculty/staff. This model is challenging because accommodation costs are seldom known at the time departments make hiring decisions, and this is even further complicated in departments that hire employees with grant funding that may be restricted in covering such costs. As a result, departments must figure out how to pay for these necessary expenses with little notice, which creates a disincentive to hiring and retaining individuals with known or apparent disabilities. In fact, the DLC Disability subcommittee has heard from employees that have reported being told they are expensive or who feel requesting an accommodation would be a burden on their department. These dynamics are not unique to Hopkins, which is why, the Equal Employment Opportunity Commission (EEOC)[12] recommends that organizations create a centralized cost center to pay for workplace accommodations.

Creating an environment where disabled students, faculty, and staff can quickly access necessary accommodations is only one component of disability inclusion. Accommodations do not address stigma, stereotypes, or microaggressions around disability, which are prevalent in academic settings. Nor do they address our obligations related to public facing websites, new construction and campus alterations, or online programming, which must be accessible regardless of any request for accommodation. In fact, the most consistent message we heard from students and faculty about improving the climate around disability is a greater emphasis on inclusive practices and expanding awareness around disability so accommodations are not always needed. We suggest the following:

- Adopt a "hub" based spoke model for Student Disability Services
  - SDS has proposed a plan to develop three (3) Hubs: East Baltimore, DC, and Homewood. This model would place a leader at each hub to bring greater levels of expertise and improve student to staff ratios which are currently much higher than recommended. Each Hub's leadership would have disability services expertise (this is particularly needed in supporting trainees in clinical settings) and report directly to the Executive Director of SDS.

- This model will allow for more consistency in approach and oversight as well as targeted hiring of people with disability experience. Having someone on site at each Hub with greater experience will also provide more direct mentoring and capacity for professional development.
- This would enable SDS to move from a reactive approach to accommodations to a proactive, inclusive model that removes barriers for all students and reduces the need for accommodations.

- Establish centralized funding for faculty/staff workplace accommodations
  - JHU should create a centralized fund for faculty/staff accommodations to help address unconscious bias and reduce or eliminate any structural disincentives for hiring individuals with disabilities.
  - This new model could be phased in over time by utilizing a cost sharing approach similar to the one in use at Duke University.[11]

- University-wide positions focused on web and EIT accessibility and disability inclusion
  - Create a university-wide position focused on web and EIT accessibility.
    - Accessibility is not limited to physical spaces. Assuring all JHU websites, including websites of schools, divisions, centers, and other approved entities, communication and virtual events are accessible is critical to creating an environment that fosters disability inclusion.
    - This position would serve as a resource to the Hopkins community and help provide expertise to the Hopkins community members planning events and online spaces.
  - **Create a role in Facilities & Real Estate to specialize in accessibility and consult on every project.**
  - Rename Diversity & Inclusion to Diversity, Inclusion & Accessibility within both the University and Medicine.
    - Create a university-wide Disability Culture Center and Disability Culture Director that reports to Diversity, Inclusion & Accessibility within both the University and Medicine.
    - This role should serve as a centralized resource center for the disability community across Hopkins, focusing on improving the culture and climate that surround disability at Hopkins and beyond.
    - The focus of the 'Disability Culture Director' should be to organize and develop programming, training, and development. This should include the adaptation of the successful Safe Zone training program for the disability community to create an opportunity for learning and establishing disability inclusive spaces across Hopkins.

Accessibility as a Standard

Incorporate accessibility into our standard operating procedures by creating advisory groups to assess and inform practices, draft guidance and determine resources needed to create inclusive environments.

A constant theme we have heard from disabled students/faculty/staff is that JHU has a reactive approach to accessibility. Systems and processes are not designed to be inclusive of those with disabilities, which puts the onus on them to seek out information about accessibility and ask about possible accommodations or resources. In order to remain a leader in diversity, equity, and inclusion JHU needs to include accessibility as a core component of our DEI efforts. By developing inclusive practices and expanding awareness around disability we can improve accessibility for all and enhance our reputation by demonstrating that disability inclusion is a shared university value.

We propose creating the following structures for continual improvement and advancement towards disability inclusion and equity within the Hopkins Community:

- **Creation of Advisory Groups** to evaluate policies and provide input on new construction/renovations.
  Two advisory groups in particular are needed now, but others may be needed as the full range of areas where accessibility and disability inclusion are needed is determined.

  A Hopkins Accessibility Working Group is needed to provide faculty, staff and student input into physical access priorities as well as renovations and new construction. Standing members from key areas like Student Disability Services, Facilities and Real Estate and the Office of Institutional Equity will be essential along with key areas related to projects as they come up. Rotating faculty, staff and student members will be critical to ensure a range of perspectives are considered.

- **Guidelines and Funding Resources for accessible university communications and events**
  Centrally managed funding and guidelines are critical to ensure that we are able to have accessible and inclusive events. Policies for making these aspects accessible exist but need to be further developed and connected to funding that ensures that providing these aspects does not result in tradeoffs for event holders to cover costs and enables us to make sure high profile and university-wide events are consistently fully accessible. Guidance and funding are both routinely requested and the community is ready for these changes. Accessible materials and communication access such as ASL or CART require support and funds, and providing this in a

consistent way across the university will enable us to establish best practices and improved experiences for event holders and attendees alike.

- **Ensure disability inclusion is clearly communicated to the Hopkins community.**
  - Include disability inclusive language, including information about accommodation requests for all job postings, events, and events. (see policy area above)
  - Ensure communication is accessible by including captions on all videos and alternative text of images and photos, as well as making content screen reader compatible.
    - Partner with Communication and other key offices across the university and medical system to ensure this is infused throughout key systems
    - Hopkins Universal Design for Learning may be a key partner
    - The centers for teaching and learning
    - Admission
    - Development

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11. Duke University/Health System has established an Accommodation Fund that is managed by their Disability Management System. Any accommodation less than $2,500 is the responsibility of the immediate department, accommodations between $2,500-$10,000 are the responsibility of the immediate department or Dean/administrative

unit, and accommodations greater than $10,000 are eligible to be paid for by the centralized Accommodation Fund.

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