

PROGRAM

Day 1

9:00 – 10:15 a.m.	Plenary Session
10:30 – 11:45 a.m.	Workshop Session A
12:00 – 1:00 p.m.	Lunch Break
1:15 – 2:30 p.m.	Workshop Session B

Day 2

9:00 – 10:15 a.m.	Opening Session
10:30 – 11:45 a.m.	Workshop Session A
12:00 – 1:00 p.m.	Lunch Break
1:15 – 2:30 p.m.	Workshop B

DAY 1

WORKSHOP SESSION A

A1: Developing Community Engagement Guiding Principles for Johns Hopkins with the Baltimore Community

Presenters: Mindi Levin; Alex Warrick-Adams; Tyler Derreth; Nancy Edwards Molello; Christine Newman; Cheryl Dennison Himmelfarb

A2: OIE 101: Understanding the Nuts and Bolts of the Office of Institutional Equity

Presenter: Shanon Shumpert, J.D., Linda Boyd, J.D., Kara Beverly, J.D.

A3: Fostering Diversity, Equity, and Inclusion in the Online Classroom

Presenter: Tristan Cabello, Ph.D.

A4: Pathway Programs and Partnerships: Nurturing and Attracting Diverse Talent in the Journey to Higher Education

Presenters: Damani Piggott, M.D., Ph.D. and Darlene Saporu, Ph.D.

A5: Diversifying Faculty Searches: Best Practices in Practice

Presenter: Jeffrey Gray, Ph.D.

A6: Make it Measurable: Using Data-driven Metrics to Advance DEI Goals

Presenter: Lauren Jones-Lush, Ph.D.

A7: Continuous Improvement Model for Diversity, Equity, and Inclusion Search Education

Presenter: JuWan Robinson, M.A.

A8: Captioning for Accessibility vs. Universal Design

Presenters: Cathie Axe, M.Ed., Kamran Rasul, M.S., and Aaron Hodukavich, J.D.

WORKSHOP SESSION B

B1: The New Culture Wars – Mitigating the Threat to Diversity and Academic Freedom

Presenter: Jonathan Friedman, M.A., Ph.D.

B2: Adjusting to a Pandemic: Experiences of the Leadership and Education in Academic Research and Networking for Enhancing Diversity Program

Presenters: Aisha Dickerson, Ph.D.

B3: Expanding Opportunities to Colleges and Universities Serving Populations Underrepresented in Higher Education

Presenters: Miji Bell and Roger Williams

B4: Self-assessment and Development of Diversity and Inclusion Strategies Through the Unlearning Racism in Geosciences (URGE) Program

Presenters: Maya Gomes, Ph.D. and Naomi Becker, Ph.D.
Candidate, Earth and Planetary Sciences

B5: Challenges, Opportunities, and Lessons Learned from Starting an Equity, Diversity, and Inclusion Workgroup

Presenter: Neia Prata Menezes, Ph.D. Candidate and Ebony Moore

B6: But is it Truly Universal? Bringing JEDI Power to Universal Design for Learning

Presenters: Celine Green and Laura Camarata

B7: Setting the Stage for Diversity and Why it Matters

Presenter: Elena Thompson

B8: LGBTQ+ Inclusion

Presenter: Dariel Peay

DAY 2

WORKSHOP SESSION A

A1: Allyship: Creating a Welcoming and Inclusive Environment by Responding to Disrespectful and Biased Behavior

Presenters: Cheri Wilson, M.A., MHS, CPHQ

A2: Better Together – How to Collaborate to Uplift, Highlight, and Publish Applied Community-Engagement

Presenter: Alicia Wilson, J.D.; Vanya Jones, Ph.D.; Jacqueline Bryan

A3: Incorporating DEI and Health Equity into Healthcare Curriculum and Practice

Presenter: Cecília Tomori, Ph.D.; Nancy Reynolds Ph.D., M.S., RN; Nicole Warren, Ph.D., M.S.N, M.P.H., RN

A4: Navigating Workplace Biases

Presenters: Rashonda Harris and Marianne Rinaldo Woods, Ph.D., J.D.

A5: Invisible Labor of Faculty of Color

Presenters: Roland Thorpe, Ph.D. and Katrina Caldwell, Ph.D.

A6: Reflecting on Difference: How Introspection Can Improve Your Work With Students

Presenter: Demere Woolway, Ph.D.

A7: The Intersection: Where Sustainability and Equity Collide

Presenter: JHU Sustainability Council

A8: Creating and Sustaining Effective Employee Resource Groups (ERG)

Presenters: Laiza Otero, MSOD and Karla Morrison-Brooks, MSOD

WORKSHOP SESSION B

B1: Whose Freedom? Whose Voice? First Amendment and Inclusion on Campus

Presenters: Jonathan Friedman, M.A., Ph.D.

B2: How an Assets-based Philosophy During the Carnegie Foundation's Community Engagement Self-study Advanced the Institutionalization of Community Engagement at Two Rival R1 Universities

Presenter: Cade Smith, Ph.D.

B3: Managing Inclusive Excellence Through a Discipline-Based Lens

Presenter: Rigoberto Hernandez, Ph.D.

B4: Staff Equity & Inclusion – How to Create the Best Place to Work!

Presenters: Stacey Marks, MS and Christine Kavanagh

B5: DEAI Strategies in Museum Studies: Connections, Collaborations, and Evaluation

Presenters: Phyllis Hecht, M.A.T.; Christine Larouche; Redell Hearn

B6: Cultural Responsive Teaching

Presenter: CRT Committee

B7: Navigating Reports of Discriminatory Conduct: Case Studies and Conversation with the Office of Institutional Equity

Presenter: Shanon Shumpert, J.D., Linda Boyd, J.D., Kara Beverly, J.D.

DAY 1

WORKSHOP SESSION A

A1: Developing Community Engagement Guiding Principles for Johns Hopkins with the Baltimore Community

Presenters: Mindi Levin; Alex Warrick-Adams; Tyler Derreth; Nancy Edwards Molello; Christine Newman; Cheryl Dennison Himmelfarb

Abstract: Through the work of the community engagement subcommittee of the Diversity Leadership Council (DLC), a group of approximately 20 Johns Hopkins centers, offices and programs whose missions focus on Baltimore community engagement efforts have been convening for several years. Together, the group has been working to improve communication and collaboration, as well as discuss concerns, best practices, and strategies to improve institutional community engagement efforts. As a part of the Roadmap 2020 Task Force, the Community Engagement Workgroup recommended the development of a set of institutional guiding principles for community engagement. Informed by consultations with these community-engaged colleagues and local community leaders, as well as best practices for community engagement, a draft set of principles has been developed to guide our collective work in equitably and authentically engaging in community-campus partnerships. These principles can be broadly applied to all community-academic partnerships affiliated with Johns Hopkins University. Session participants will learn about the purpose of the principles, discuss the application of the proposed principles, and examine the alignment of the intended outcomes and measures.

Mindi Levin is Founder/Director of JHU SOURCE, the community engagement and service-learning center, and faculty in Health, Behavior and Society at JHSPH, with joint appointments in Health Policy and Management and the JHU School of Nursing. A native of Baltimore, her career has focused on community engagement and social change.

Alex Warrick-Adams is the Executive Director of Elev8 Baltimore. She has over 15 years of experience in education and youth development.

Tyler Derreth is the associate director of SOURCE and faculty in the Department of Health, Behavior and Society at the JHSPH. He is focused on developing equitable urban university–community partnerships through teaching and research on pedagogical practices that center marginalized voices in a critical educational environment.

Nancy Edwards Molello as program director at the Urban Health Institute and the Center for Health Equity, Ms. Molello oversees the development of new initiatives and ongoing programs, activities, and operations to help further the mission and goals of each entity. Ms. Molello is committed to serving the Baltimore community and building partnerships.

Christine Newman has significantly grown the Center for Educational Outreach (CEO) since joining JHU from an engineering career in industry. The CEO engages JHU faculty and students to inspire and prepare K-12 students from Baltimore and nationally for STEM education and careers.

Cheryl Himmelfarb, Vice Dean for Research and Professor, is committed to promoting health equity and improving the quality of care and outcomes for cardiovascular patients. In addition, she works to build capacity for community engaged research across Johns Hopkins.

A2: OIE 101: Understanding the Nuts and Bolts of the Office of Institutional Equity

Presenter: Shanon Shumpert, J.D., Linda Boyd, J.D., Kara Beverly, J.D.

Abstract: Participants will learn the role of the Office of Institutional Equity (OIE). The session will explore how OIE ensures compliance, investigates complaints, and serves as a resource for those with disabilities and those who require religious accommodations.

Shanon Shumpert, J.D. Shanon joined OIE in July 2020. She is responsible for overseeing the University’s equal opportunity compliance efforts and providing a central resource for individuals with disabilities. Shanon holds a Bachelor’s degree from DePaul University, a Juris Doctorate from the Howard University School of Law, and a Master of Laws (Health Law) from the DePaul University College of Law.

Linda M. Boyd, J.D. Linda joined OIE in 2015 as an Equity Compliance Investigator, and, after serving as Deputy Title IX Coordinator and Interim Assistant Vice Provost/Title IX Coordinator, she became the Assistant Vice Provost/Title IX Coordinator in January 2021. Linda graduated cum laude from the Duke University School of Law and holds a Master’s degree in Psychology from Duke University.

Kara D. Beverly, J.D. Kara joined OIE in July 2016 as an Equity Compliance Investigator. She is responsible for investigating and resolving reports of discrimination and sexual misconduct and coordinating conflict resolution efforts. Kara is a graduate of the Howard University School of Law and Villanova University, where she obtained her B.A. in Economics.

A3: Fostering Diversity, Equity, and Inclusion in the Online Classroom

Presenter: Tristan Cabello, Ph.D.

Abstract: The purpose of this workshop is to equip online faculty with the tools they need to successfully moderate and foster an inclusive atmosphere in their online classroom while also combating implicit bias. Diversity, social justice, identity, inclusion, privilege, oppression, and equity are some of the subjects covered in this workshop. To help educators grow in their awareness and comprehension of implicit biases, this workshop will help online instructors to build an inclusive learning environment founded on a thorough understanding of inclusion. Practical examples will be presented throughout the workshop, as well as information regarding assistance and resources that instructors might use at Johns Hopkins University.

Tristan Cabello, Ph.D. is Associate Director of the Master of Liberal Arts program at Johns Hopkins University.

A4: Pathway Programs and Partnerships: Nurturing and Attracting Diverse Talent in the Journey to Higher Education

Presenters: Damani Piggott, M.D., Ph.D. and Darlene Saporu Ph.D.

Abstract: Pathway programs play a key role in exciting and motivating diverse scholars to pursue higher education. Inter-institutional partnerships have been shown to be central to such efforts. For this session, panelists will discuss key program strategies and ingredients necessary to engender trajectories of success for diverse scholars in the pathway to higher education, as well as approaches to establishing successful partnerships to support these journeys. The session also will address adaptations, new modalities, and new lessons learned in the face of the COVID-19 pandemic on how to support the success of diverse scholars in the higher education pathway.

Panelists for this session include:

Kathy Wilson, PREP

Leslie Tung, IRACDA

Harolyn Belcher, Center for Diversity programs

Risha Irvin, Generation Tomorrow

Natalie Strobach, Humanities Collaboratory

Damani Piggott, M.D., Ph.D. is Associate Professor in the Division of Infectious Diseases at the Johns Hopkins University School of Medicine, with a joint appointment in the Department of Epidemiology at the Johns Hopkins University School of Public Health. Dr. Piggott also serves as the Inaugural Associate Vice Provost for Graduate Diversity and Partnerships and Director of the Vivien Thomas Scholars Initiative at Johns Hopkins. Dr. Piggott received his Bachelor of Science degree in Biology and Spanish from Morehouse College. He subsequently obtained his PhD degree in Immunology and his medical degree from Yale University. He completed clinical residency training in Internal Medicine and Pediatrics at Yale New Haven Hospital and fellowship training in Infectious Diseases and Epidemiology at Johns Hopkins. A Robert Wood Johnson Foundation Harold Amos Scholar, Dr. Piggott has worked on clinical and research projects in urban and rural communities in the United States, the Caribbean, West Africa and South Africa. He is actively engaged in the clinical care of patients with HIV. His research program centers on understanding the biological, behavioral, and social pathways necessary to improve survival and quality of life for persons aging with HIV, with

particular focus on those most severely affected by these conditions, namely socially marginalized, historically vulnerable and resource-constrained communities. Dr. Piggott serves as Co-Director for the Centers for Disease Control and Prevention sponsored James A. Ferguson Emerging Infectious Diseases Fellowship Program and is a founding member of the Inclusion, Diversity, Access, and Equity Task Force of the Infectious Diseases Society of America.

Darlene Saporu joined Johns Hopkins in March 2016 as the assistant dean for diversity and inclusion for the Krieger School of Arts and Sciences and the Whiting School of Engineering. In this role she provides strategic vision and programmatic leadership on issues of equity, diversity, and inclusion. Dr. Saporu is charged with leading and assessing progress in diversifying the faculty, postdoc, and graduate student populations within Hopkins. She is also responsible for facilitating efforts and collaborating with academic departments to develop and implement effective strategies that foster inclusion and engagement.

Throughout her career, Dr. Saporu has focused on building collaborative approaches to advancing underrepresented groups in higher education. At Johns Hopkins, she worked with faculty leaders to launch the Homewood Council on Inclusive Excellence, a group of campus-wide stakeholders who assess institutional climate and lead the process of culture transformation.

She earned her bachelor's degree in sociology from the University of Wisconsin-Madison, where she was a Powers-Knapp Scholar and a McNair Scholar. She earned a PhD in sociology from Ohio State University, where she also served as a research associate on the NSF ADVANCE/Project Comprehensive Equity, developing strategies to increase the representation and advancement of women and minorities in STEM careers.

A5: Diversifying Faculty Searchers: Best Practices in Practice

Presenter: Jeffrey Gray, Ph.D.

Abstract: Faculty hiring is critical for ensuring the diversity of our faculty who pioneer new research directions and inspire the next generation through their teaching and mentoring. This session will deconstruct the practicality of best practices in faculty hiring, including the creation of a search plan, effective networking, evaluating

candidates' commitment to diversity and inclusion, and conducting inclusive interviews. I will share experiences from the recent search in the department of chemical & biomolecular engineering, and we will collectively discuss ideas to create and sustain structures and culture that supports hiring people from historically underrepresented groups. We will discuss the best practices in faculty hiring and how they fit practically within the Hopkins culture. Participants will come away with ideas and plans for influencing faculty hiring in their own departments.

Dr. Jeffrey Gray, Ph.D. serves as the ChemBE departmental diversity champion, and he served as the chair of the faculty search committee in 2020-2021. He is a member of the DLC Faculty Diversity Subcommittee and a co-founder of the Homewood Council on Inclusive Excellence.

A6: Make it Measurable: Using data-driven metrics to advance DEI goals

Presenter: Lauren Jones-Lush, Ph.D.

Abstract: Has your unit created a diversity action plan? Have you outlined your goals, but are still searching for metrics to track progress and establish accountability for achieving those goals?

In this workshop, we will discuss different considerations for collecting and analyzing demographic data. We will review currently available university-wide data sources for student, staff, and faculty demographics to help inform the DEI strategic planning process.

Topics will include:

- Accessing and understanding currently available sources for demographic data
- Using pipeline and peer data to inform the development/refinement of goals (benchmarking)
- Choosing the type(s) of data to use to show impact (qualitative vs quantitative)
- Utilizing different views of the data for different purposes/audiences
- Understanding data limitations and biases
- Protecting Personally Identifiable Information (PII)

Participants will learn how to utilize:

- JHU's Office of Institutional Research data resources (e.g., dashboards, survey data, composition reports)
- Public databases for finding peer data demographic data (e.g., Integrated Postsecondary Education Data System-IPEDS, College Navigator)

Lauren Jones-Lush, PhD, is the data analytics manager in the Office of Institutional Research. A former software engineer, Swartz Fellow for Computational Neuroscience, Assistant Professor at the University of Maryland School of Medicine, Director of Academic Affairs at MHEC, she has served on DEI strategic planning committees at several local universities.

A7: Continuous Improvement Model for Diversity, Equity, and Inclusion Search Education

Presenter: JuWan Robinson, M.A.

Abstract: This presentation will outline the various mechanisms available to measure, examine and improve diversity related search education efforts. These methods include post-surveys, EEO data/reports, and other infrastructure that can inform the usage of equitable and inclusive practices and help inform their efficacy. Participants will be able to identify existing systems and processes available to maximize assessing these efforts and consider mechanisms to create toward that goal.

JuWan Robinson, M.A. serves as Chief of Staff and Special Assistant in the Office of Inclusion and Diversity at Auburn University. He is responsible for managing and advancing strategic and comprehensive diversity, equity, and inclusion efforts. He is currently a doctoral candidate in higher education at the University of Mississippi.

A8: Captioning for Accessibility vs. Universal Design

Presenters: Cathie Axe, M.Ed.; Kamran Rasul, M.S.; and Aaron Hodukavich, J.D.

Abstract: New captioning options in Zoom and Teams are creating opportunities for increased access but also potential challenges around what to use and when, especially when disability accommodations are needed. This session will focus on best practices and sharing information about how to use available technologies as well captioning services.

Participants will be asked to consider how captioning factors into their role and work as well as what they can do to use it to make Hopkins more inclusive.

Cathie Axe is the Executive Director of Student Disability Services university-wide. Cathie has 27 years of experience managing disability services at a variety of institutions including Brown University, American University, Northern Virginia Community College and George Mason University. Cathie has a Master's in Education with a focus on Counseling from George Mason. and a Bachelor's degree from Brown University in Business Economics.

Aaron Hodukavich is the ADA Compliance Officer. He assists in ensuring all programs maintain compliance with applicable laws and that policies and procedures are developed with accessibility in mind. Aaron previously practiced education law and advised clients in ADA and IDEA matters and served as Director and ADA/503/504 Coordinator at Syracuse University. Aaron holds a B.S. from Longwood University and a J.D. from the Howard University School of Law.

Kamran Rasul joined Student Disability Services (SDS) in 2020 as the Assistive Technology/Alternate Format Specialist. He works university-wide to increase access through technology. Before coming to Hopkins, Kamran worked as the Director of Assistive Technology at Columbia Basin College (CBC) and as the Assistive Technology Specialist for American University (AU).

WORKSHOP SESSION B

B1: The New Culture Wars —Mitigating the Threat to Diversity and Academic Freedom

Presenter: Jonathan Friedman, M.A., Ph.D.

Abstract: This workshop will explore the nationwide efforts to ban Critical Race Theory (CRT) and the 1619 Project. Dr. Jonathan Friedman, Director of Free Speech and Education at PEN America, will discuss the disquieting and chilling impact of these challenges on academic freedom in higher education institutions.

Jonathan Friedman, M.A., Ph.D. is the director of free expression and education at PEN America, where he oversees advocacy, analysis, and outreach to educational communities and academic institutions. In this role, he drives forward PEN America's efforts to catalyze a more informed, civic culture through free expression education for the rising generation and the general public.

An academic by training, Friedman has published sociological research on universities, nationalism, and globalization, and taught courses in comparative and international education, higher education, and social theory at New York University and Columbia University. Formerly, he was part of a research team examining the production of knowledge on world regions at the Social Science Research Council, and served as administrative director of the Multinational Institute of American Studies, an exchange program for international scholars funded by the U.S. Department of State.

At PEN America, Friedman oversees the Free Speech Advocacy Institute and hosts The Common Room, a conversation series about free speech, academic freedom, diversity, and inclusion in higher education. He served as lead author on PEN America's 2019 report, Chasm in the Classroom: Campus Free Speech in a Divided America, and on the production of its digital Campus Free Speech Guide. He regularly provides commentary on campus free speech issues for national news media and has published op-eds for CNN, The Washington Post, and higher education outlets. Friedman has facilitated workshops and conducted advisory meetings with students, faculty, and administrators at dozens of colleges and universities across the United States, and was a 2019-2020 fellow of the University of California's National Center for Free Speech and Civic Engagement. He holds an MA and Ph.D. in international education from NYU, and has received awards for his teaching, research, and leadership.

B2: Adjusting to a Pandemic: Experiences of the Leadership and Education in Academic Research and Networking for Enhancing Diversity Program

Presenters: Aisha Dickerson, Ph.D.

Abstract: Providing opportunities to network and gain professional development skills during the pandemic was particularly difficult. We will discuss how we attempted to overcome these barriers and what we learned from the experience. This workshop will focus on the original plan for the LEARNED program followed by a discussion of the steps taken to adjust to guidelines and restrictions and an exploration of the benefits and drawbacks of the strategy LEARNED employed. The session will conclude with the groups considering next steps given the extended nature of the pandemic.

Dr. Dickerson, Ph.D is an environmental neuroepidemiologist with research interest in combined environmental and occupational exposures over the life course and subsequent individual and transgenerational neurological outcomes. With a commitment to underserved communities, she also investigates the influence of disparities in cognitive assessment and service provision along with environmental justice issues.

B3: Expanding Opportunities to Colleges and Universities Serving Populations Underrepresented in Higher Education

Presenters: Miji Bell and Roger Williams

Abstract: This session will discuss efforts to connect Johns Hopkins entities with historically black colleges and universities and other diversity focused organizations and alliances for the purpose of strengthening student and faculty pipelines, aligning academic programs and enhancing student growth opportunities.

Miji Bell is the Senior Director of Marketing, Communications, and Community Engagement for the School of Advanced International Studies. Miji leads the school's marketing and communications efforts and community engagement portfolio which includes diversity, equity and inclusion and external partnerships. She has more than twenty years of experience guiding communications, public relations, marketing and diversity strategies for corporate and nonprofit entities, in the US and abroad.

Bell has extensive experience developing and implementing diversity and change management strategies, public-private partnerships, advising organizations on building inclusive workplaces, and reputation and crisis management. She is a documentary filmmaker and former Fellow in the Baltimore World Trade Center Institute's Emerging and Developing Global Executives (EDGE) program. Bell currently serves on several nonprofit boards supporting social justice, diversity, education, and community development. She holds a BA in Mass Communications from Bennett College, as well as an MA in Communication Studies and a Post-Baccalaureate Certificate in Global Studies from the University of North Carolina at Greensboro.

Roger Williams is the Senior Associate Director for Diversity and Inclusion and Community and Corporate Outreach at the Johns Hopkins Carey Business School.

B4: Self-assessment and Development of Diversity and Inclusion Strategies Through the Unlearning Racism in Geosciences (URGE) Program

Presenters: Maya Gomes, Ph.D. and Naomi Becker, Ph.D.
Candidate, Earth and Planetary Sciences

Abstract: The geosciences are one of the least diverse disciplines within the science, technology, engineering, and math (STEM) fields. The lack of diversity hinders our ability to address major problems in the geosciences because we need perspectives from people around the world to address both global- and local-scale problems.

This session will outline our participation in the NSF-sponsored Unlearning Racism in the Geosciences (URGE) program. This includes a self-assessment of exclusionary practices in our field and the broader JHU community and developments of plans and strategies to rebuild discipline- or university-specific exclusionary structures and practices.

Maya Gomes, Ph.D. is a sedimentary geochemist who uses rocks preserved in the ocean to learn about how the oceans and organisms living in it were affected by ancient periods of climate change.

Naomi Becker is a geology PhD researcher investigating the process of subduction initiation through field studies, geochemistry, and geochronology applied to slivers of ancient oceanic crust found in the Appalachian and Caledonian mountain ranges while also working to promote accessibility and inclusivity for all in the geoscience community.

B5: Challenges, Opportunities and Lessons Learned from Starting an Equity, Diversity and Inclusion Workgroup

Presenter: Neia Prata Menezes and Ebony Moore

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

Epidemiology Inclusion, Diversity, Equity & Science Workgroup (Epi IDEAS) originated in 2016. It is a Bloomberg School of Public Health

Epidemiology Department-specific workgroup of staff, students, post-doctoral fellows, and faculty that:

- Liaises between students and departmental leadership to promote inclusion, diversity and equity
- Provides training in communicating epidemiologic science to broad audiences
- Promotes an epidemiology that engages in public health advocacy

B6: But is it Truly Universal? Bringing JEDI Power to Universal Design for Learning

Presenters: Celine Greene and Laura Camarata

Abstract: In this session, we offer a facilitated discussion towards finding both similarities and differences in the Universal Design for Learning (UDL) framework and the Justice, Equity, Diversity, and Inclusion (JEDI) lens. By the end of the session, participants will have a better understanding of what UDL and JEDI are, and why embracing one without the other in instruction is not truly inclusive nor universal in its design.

Celine Greene works in the Bloomberg School of Public Health in the Center for Teaching and Learning as Senior Instructional Technologist. She is also the named Universal Design for Learning (HUDL) Ambassador for the Bloomberg School, with the goal of assisting faculty in understanding and incorporating the principles of Universal Design for Learning (UDL) into their curriculum and course facilitation.

Laura Camarata works in the Bloomberg School of Public Health in the Department of Epidemiology, as an instructor and the Director for Graduate Education. She oversees the academic office and components of their graduate education programs, and shares responsibility for guiding and improving graduate education within the Department.

B7: Setting the Stage for Diversity and Why it Matters

Presenter: Elena Thompson

Abstract: This session will give an overview of the development of Hopkins alumni groups focused on identity--the history, current state--future goals--and challenges. The discussion would also include some highlights of what other peer institutions are doing in developing similar communities. Examples of the process and experiences shared through the lens of current identity group volunteers/group founders. Participants will get a sense of the current landscape of this work at Hopkins and an understanding of why it is important for the institution and our alumni, as well as ways they/their units might engage and support this work in their parts of the institution.

Elena Thompson joined Johns Hopkins' Central Alumni Relations team in September 2011 to create and develop a new program and initiative for alumni focused on Constituent Affinity Engagement. Immediately prior to her current role Thompson served as the Director of Alumni Relations at the Johns Hopkins Carey Business School where she built the first full Alumni Relations Program for the school and the Dean's Alumni Advisory Board.

Before moving to Baltimore Thompson spent almost 4 years as the Director of MBA Alumni Relations at the F.W. Olin School of Management at Babson College developing new alumni programs and working closely with the Career Development Office and current MBA students. She began her Advancement career at her alma mater, Wesleyan University where she later served on the Board of Trustees and currently plays an active role as both a Class and Alumni of Color Network volunteer, which she helped to develop and establish while working in University Relations much of the 90s. Thompson also held the role of Director of Alumnae Relations for Pine Manor College and the Winsor School in Boston.

Thompson hails from the Boston, Massachusetts area and now lives outside Baltimore, Maryland with her husband and two children.

B8: LGBTQ+ Inclusion

Presenters: Dariel Peay

Abstract: The presentation gives an overview of LGBTQ+ issues that limit inclusivity in society and the workplace. It starts with an introduction to key terms and definitions that are necessary to have a foundation of knowledge and understanding. LGBTQ+ health, business, legal, and

government inequities and discrimination will be highlighted. The focus then turns to attitudes and behaviors that allies of the LGBTQ+ communities can adopt, particularly in the workplace, to insure a safe space and workplace inclusivity for LGBTQ+ individuals.

Dariel Peay has been employed with Johns Hopkins Patient Access Services for the past 12 years. Recently promoted to the role of Patient Access Manager for the Department of Oncology, she has devoted herself to the Hopkins missions of transformative health care, employee engagement, and diversity and inclusion. She is a part of various committees such as: The Hopkins Network, Ambulatory Services Diversity Council, and JHMI SOGI Implementation Workgroup. Dariel is continuously recognized as the United Way of Central Maryland coordinator for Johns Hopkins Patient Access Services; she also manages training for the Patient Access Services Work Remote initiative.

- Empowered to address discrimination and bias when it occurs.

Cheri C. Wilson, MA, MHS, CPHQ is a nationally recognized diversity and inclusion, cultural and linguistic competence, and health equity subject matter expert. She is the Program Director for Diversity, Inclusion, and Health Equity in the Johns Hopkins Medicine Office of Diversity, Inclusion, and Health Equity.

A2: Better Together – How to Collaborate to Uplift, Highlight, and Publish Applied Community-Engagement

Presenter: Alicia Wilson, J.D.; Vanya Jones, Ph.D., MPH; Jacqueline Bryan

Abstract: This presentation focuses on how to implement thoughtful collaborations across academic schools and administrative offices to produce thoughtful community-engaged programs, initiatives, and research. As an outgrowth of the COVID Anchor Strategy Workgroup, academic and administrative offices across the institution collaborated to produce initiatives and programs that have resulted in peer-reviewed publications. Learn how to foster and implement a framework to collaborate across schools and offices to produce programs and initiatives that are more dynamic and impactful than what could be done by one individual unit of the institution.

Participants should leave this panel with concrete ideas on how they might collaborate with an academic school or administrative office and how such collaboration could be chronicled for publication.

Alicia Wilson, J.D. is the vice president for economic development at the Johns Hopkins University and Johns Hopkins Health System. She leads a core team driving Johns Hopkins' strategy and initiatives as an anchor institution in and around Baltimore, and elevating and expanding the institutions commitment to the city through investments in economic and neighborhood development, health care, and education. Prior to joining Hopkins, she served as the senior vice president of impact investments and senior legal counsel for the Port Covington Development Team, where she was instrumental in securing a \$660 million TIF for the \$5.5 billion redevelopment. Wilson also held a partnership position at the law firm of Gordon Feinblatt for eight years.

DAY 2 WORKSHOP SESSION A

A1: Allyship: Creating a Welcoming and Inclusive Environment by Responding to Disrespectful and Biased Behavior

Presenters: Cheri Wilson, MA, MHS, CPHQ

Abstract: Respect & collegiality are two of the Johns Hopkins Medicine core values. Oppression in the form of “isms” such as racism, sexism, heterosexism, ableism, ageism, class oppression, and xenophobia as well as other discriminatory behaviors continue to be a problem in our country and work environment. Acts of discrimination in the workplace diminish trust, confidence, and individuals' sense of value and belonging. When such acts occur, the recipient and/or witnesses are often at a loss on how to respond as they have not been equipped with the skills to address them. This workshop, which has been adapted from the University of Virginia allyship program, Stepping In: Creating a Culture of Respect and Inclusion (<https://steppingin4respect.com/>), will provide participants with a framework for responding when they experience or witness discriminatory behavior as well as an opportunity to practice their responses to several different scenarios. Although originally intended for healthcare settings, the framework is applicable to any setting and is a strategy for creating the welcoming and inclusive environment to which we aspire as an institution.

Following the workshop, participants will be:

- Equipped with the scaffolding that helps to frame productive, difficult conversations around experiences of discrimination, prejudice, and disrespect and

Vanya Jones, Ph.D., MPH as associate director of the Urban Health Institute (UHI) Dr. Jones leads efforts to mobilize resources in support of promising strategies to achieve substantial gains in the health and well-being of Baltimore residents. In addition to her role with UHI Dr. Jones works at the nexus of research and practice to reduce injuries by applying social and behavioral science theories and research methods to create, implement, and evaluate behavior change programs. Her program of research and practice activities addresses both unintentional and intentional injuries among vulnerable populations of children, adolescents, and older adults. She has specific expertise in older driver research, youth development and violence prevention, and child injury prevention.

Jacqueline Bryan serves as the Research Assistant for the Office for Economic Development.

A3: Incorporating DEI and Health Equity into Healthcare Curriculum and Practice

Presenter: Cecília Tomori, Ph.D.; Nancy Reynolds Ph.D., M.S., RN; Nicole Warren, Ph.D., M.S.N, M.P.H., RN

Abstract: This workshop draws on the Johns Hopkins School of Nursing's Strategic Initiative focused on community, public, and global health as well as policy and advocacy. Our recommendations center health equity in the context of the social determinants of health (SDOH) across programs and throughout the curriculum, in line with major nursing organization recommendations (eg Future of Nursing 2020-2030) as well as national and global health frameworks. We see DEI as an essential component to achieving health equity, locally and globally. The workshop will demonstrate strategies we have used to review and disseminate our findings, and implement strategies for faculty development through a workshop series.

Dr. Cecília Tomori, PhD, MA is Associate Professor and Director of Global Public Health and Community Health at Johns Hopkins School of Nursing. She is an anthropologist and public health scholar whose work addresses health inequities through teaching, research, and active engagement in global and community health.

Dr. Nancy Reynolds, PhD, MS, RN, Professor and the Associate Dean of Global Affairs JHSON, is Director of the Center for Global

Initiatives and the WHO Collaborating Centre for Nursing Information, Knowledge Management. She is an NIH-funded researcher and member of the board of the Consortium of Universities for Global Health.

Dr. Nicole Warren, PHD, MSN, MPH, RN is Associate Professor at JHSON and a certified nurse midwife with more than two decades of combined research, clinical practice, and teaching experience in reproductive health. Her work is guided by a commitment to Respectful Maternity Care and eliminating mistreatment of childbearing persons.

Dr. Catherine Ling, PhD, FNP-BC is Associate Professor at JHSON. Her scholarship is focused on improving primary care for vulnerable populations. Her more than 25 years as a family nurse practitioner have centered on providing functional access to ambulatory care in community settings.

A4: Navigating Workplace Biases

Presenters: Rashonda Harris and Marianne Rinaldo Woods, Ph.D., J.D.

Abstract: During this interactive session, participants will learn more about the many forms of bias and how biases form. Understanding our bias is essential, as these views can alter our professional success by shaping our decisions, attitudes, and reactions. We will also discuss ways to help cultivate a more inclusive work environment and strategies for actively (and appropriately) confronting biases encountered in ourselves and others. The goal is for every participant to walk away with a broader understanding of how biases influence ourselves and the world.

Rashonda Harris is a seasoned Sponsored Research Administration Leader with more than 20 years of experience in the field and 17 years in management. Most recently, she worked as the Director of Operations in the Department of Research, Grants & Contracts at Emory University, as a steward of almost one billion dollars of funding. She is currently the Director of Award Management and Post Award Services at the University of Connecticut in Sponsored Program Services under the Office of the Vice President for Research. Harris is also a part-time adjunct faculty member teaching remotely in the Master of Research Administration Graduate Program at Johns Hopkins University.

Marianne Rinaldo Woods, PhD, JD, is the Director of the Master of Science Program in Research Administration and a faculty member in the Center for Advanced Governmental Studies, Krieger School of Arts and Sciences, Advanced Academic Programs at Johns Hopkins University. She is an international specialist on all issues pertaining to research administration and has consulted and lectured on research administration issues throughout the world.

A5: Invisible Labor of Faculty of Color

Presenters: Roland Thorpe, Ph.D. and Katrina Caldwell, Ph.D.

Abstract: Colleges and universities across the country are struggling to retain faculty from under-represented groups. In addition to poor mentoring, lack of support, and hostile departmental cultures, the undue burden—invisible labor—that faculty of color disproportionately engage is one of the leading causes of faculty attrition. This section will highlight the research on the impact of invisible labor on faculty retention; discuss the unique features of invisible labor and its effect on different groups; and, provide strategies to mitigate the impact on faculty success.

Roland J. Thorpe, Jr., PhD is the inaugural Associate Vice Provost of Faculty Diversity.

Roland currently serves as a Professor in the Department of Health, Behavior, and Society in the Bloomberg School of Public Health, as Deputy Director of the Hopkins Center for Health Disparities Solutions, as Co-Director of the Johns Hopkins Alzheimer's Disease Resource Center for Minority Aging Research, and Co-Director of the Health Equity and Social Justice Concentration of the DrPH Program. He holds joint appointments in the Division of Geriatric Medicine and Gerontology and the Department of Neurology in the School of Medicine, and the Department of Sociology in the Krieger School of Arts and Sciences. He will maintain these appointments while also serving in his Associate Vice Provost role.

As a social epidemiologist and gerontologist, Roland has published more than 250 peer reviewed articles with a focus on how race, socioeconomic

status, and segregation influence health and well-being for African Americans. He is the recipient of numerous awards that recognize his commitment and valuable contributions to student and faculty mentoring, including the Johns Hopkins School of Public Health Advising, Mentoring, and Teaching Recognition Award, the inaugural 2018 NHLBI OHD PRIDE Roland J. Thorpe, Jr. Mentoring Award, the 2020 JHBSPH Dean's Award of Distinction in Faculty Mentoring, and the 2020 Minority Issues in Gerontology Outstanding Mentorship Award. Roland earned a master's in statistics and a PhD in clinical epidemiology with a graduate minor in gerontology from Purdue University.

Katrina Myers Caldwell, PhD has 27 years of progressive leadership experience in developing strategic initiatives that increase access and opportunities for diverse faculty, staff, and students.

Most recently, Dr. Caldwell joined Johns Hopkins University as the Vice Provost for Diversity and Inclusion and Chief Diversity Officer (CDO). In that role, she will serve as the primary steward of the Roadmap on Diversity and Inclusion, which aligns diversity, equity, and inclusion initiatives with institutional priorities in coordination with the academic divisions and administrative units. She also serves as the ex officio co-chair of the Diversity Leadership Council (DLC).

Prior to accepting the role of CDO at Hopkins, Dr. Caldwell served as the University of Mississippi's first vice chancellor for diversity and community engagement. In that role, her responsibilities included leadership and coordination of UM's efforts to create a diverse, inclusive, and welcoming environment for all members of the community. She shaped the infrastructure that facilitated community engaged research, teaching, and service; developed programs to increase individual and institutional capacity to advance key diversity, equity, and inclusion metrics; and, identified and supported target areas to maximize the university's commitment to addressing inequities across diverse groups.

Dr. Caldwell has also served as an assistant vice president for diversity and equity (Northern Illinois University), director of the Center for Intercultural Programs (DePaul University), and an assistant dean of minority affairs (University of Illinois at Chicago).

She holds a Ph.D. and master's degree in English Literature from the University of Illinois at Chicago and a bachelor's degree in English Literature from Spelman College.

Dr. Caldwell's honors include the White House's Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring; Illinois College Personnel Association Award for "Outstanding Contribution to Social Justice"; and Who's Who in Black Chicago. In 2011, she was recognized as a recipient of Diversity MBA magazine's Top 100 Under 50 Executive and Emerging Leaders award as a result of her leadership and vision in the field.

A6: Reflecting on Difference: How Introspection Can Improve Your Work With Students

Presenter: Demere Woolway, Ph.D.

Abstract: Staff and faculty are invited to a reflective session where we'll discuss how our own identities shape the relationships we have with students. Learn how introspection, curiosity, and humility can be used as tools to improve the ways we work as educators, advisors, coaches, and leaders.

Demere Woolway, Ph.D. is the Executive Director for Inclusive Excellence Education and Development for Johns Hopkins University. Demere served as the inaugural Director of LGBTQ Life since 2013. Under their leadership, over 3,000 people on the Homewood campus have been Safe Zone trained. Demere helped to add Gender Inclusive Housing as an option for residential students, worked to identify and designate all-gender restrooms across campus, has been influential in shifting to a culture of pronoun recognition, and facilitated numerous identity-based programs with student organizations, faculty and staff. Demere has served as a mentor, connector, resource, and guide to students. In the new role, Demere will design the infrastructure for the delivery of evidence-based, high-quality, and comprehensive education and professional development experiences for all university faculty, staff, and students. They will set the strategic vision for institution-wide efforts to raise awareness, knowledge, and skills that contribute to engagement in behaviors, attitudes, policies, and structures that ensure enduring structural change.

A7: The Intersection: Where Sustainability and Equity Collide

Presenter: Office of Sustainability, Sustainability Leadership Council, Assedo Consulting, and Integral Group

Abstract: Join a selection of Sustainability Plan consultants, members of the Sustainability Leadership Council, and staff from the Office of Sustainability for a dynamic engagement workshop on themes of equity and environmental justice as they pertain to the next iteration of a JHU Sustainability Plan.

The Johns Hopkins Sustainability Leadership Council (SLC)

was [formally announced](#) on Earth Day 2019. The charge of the SLC is to provide advice and recommendations to the Provost on policies, programs, and other initiatives that will build a greater role for Johns Hopkins in teaching, research, and leadership on environmental sustainability, both locally and globally. It is also tasked with amplifying the University's research and practice around environmental sustainability, through fostering academic collaboration and supporting the work of the Office of Sustainability.

A8: Creating and Sustaining Effective Employee Resource Groups (ERGs)

Presenter: Lazia Otero, MSOD and Karla Morrison-Brooks, MSOD

Abstract: Rooted in the 1960's Civil Rights Movement, Employee Resource Groups (ERGs) are as relevant and needed today as they were back then. From community-building to advocacy and the creation of talent pipelines for under-represented groups, ERGs are a powerful and invaluable component of any organization's culture, DEI strategy, growth, and overall success. Through best practices and real-life stories from the field, participants will leave the workshop with an understanding of 1) what ERGs are and their value, 2) how they've been implemented at Johns Hopkins, and 3) strategies for developing and sustaining an ERG.

Laiza Otero, MSOD, and Karla Morrison-Brooks, MSOD, are both Organization Development Consultants within JHU's Office of Organization Development and Effectiveness. At ODE, Laiza and Karla support JHU leadership and managers to enhance organizational health, culture, and performance through business, social, and behavioral interventions - e.g. strategic planning, vision/mission

creation, org design, culture and climate assessments, process improvements, change management, team development, executive and leadership coaching, etc. Laiza has 22 years of experience designing and implementing small and large-scale change initiatives in higher education, philanthropy, nonprofits, and government. And Karla has 14 years of experience designing and implementing programs for diversity, equity and inclusion initiatives, leadership development trainings, and coaching cohorts.

WORKSHOP SESSION B

B1: Whose Freedom? Whose Voice? First Amendment and Inclusion on Campus

Presenter: Jonathan Friedman

Abstract: This workshop will explore the challenges facing free speech and inclusion at higher education institutions across the country. Dr. Friedman will discuss practical strategies college administrators can use to foreground the fundamental precepts of the First Amendment in attempts to support and respond to free speech and activism on campus. Participants will review case studies, explore national trends to anticipate upcoming challenges and opportunities in campus activism, and develop a framework to effectively equip students with practical tools for self-advocacy.

Jonathan Friedman is the director of free expression and education at PEN America, where he oversees advocacy, analysis, and outreach to educational communities and academic institutions. In this role, he drives forward PEN America's efforts to catalyze a more informed, civic culture through free expression education for the rising generation and the general public.

An academic by training, Friedman has published sociological research on universities, nationalism, and globalization, and taught courses in comparative and international education, higher education, and social theory at New York University and Columbia University. Formerly, he was part of a research team examining the production of knowledge

on world regions at the Social Science Research Council, and served as administrative director of the Multinational Institute of American Studies, an exchange program for international scholars funded by the U.S. Department of State.

At PEN America, Friedman oversees the Free Speech Advocacy Institute and hosts The Common Room, a conversation series about free speech, academic freedom, diversity, and inclusion in higher education. He served as lead author on PEN America's 2019 report, *Chasm in the Classroom: Campus Free Speech in a Divided America*, and on the production of its digital *Campus Free Speech Guide*. He regularly provides commentary on campus free speech issues for national news media and has published op-eds for CNN, The Washington Post, and higher education outlets. Friedman has facilitated workshops and conducted advisory meetings with students, faculty, and administrators at dozens of colleges and universities across the United States, and was a 2019-2020 fellow of the University of California's National Center for Free Speech and Civic Engagement. He holds an MA and Ph.D. in international education from NYU, and has received awards for his teaching, research, and leadership.

B2: How an Assets-based Philosophy During the Carnegie Foundation's Community Engagement Self-study Advanced the Institutionalization of Community Engagement at Two Rival R1 Universities

Presenter: Cade Smith, Ph.D.

Abstract: In 2005, the Carnegie Foundation launched the community engagement classification to reaffirm higher education's commitment to the public good and strengthen the bonds between campus and communities. With each 5-year application cycle, Carnegie expanded the scope of the self-study and increased the requirements for a successful classification. This presentation will improve participants' understanding of the evolution of community engagement from an outreach/service model to a scholarly method using mutually beneficial partnerships between university affiliates and communities to advance research, learning, and service and produce engaged scholarship. Participants will better understand the barriers to initiating and completing the self-study and earning the community engagement classification. Participants will learn how an assets-based approach and partnering with a peer-institution may overcome the most

challenging barrier: a deficit mindset that convinces applicants that their institution is undeserving and/or unlikely to earn the classification if an application is submitted. Upon completing the workshop, participants will be better-informed about the costs and benefits of engaging in a Carnegie community engagement self-study and how the process, regardless of outcome, may be leveraged to strengthen the campus-wide investment in community engagement as a means for leading institutional reform, DEI, and social change.

Cade Smith, Ph.D. grew up in Grenada, MS, and earned a Ph.D. from Mississippi State University in Agriculture. After working 22 years for MSU and co-creating numerous leadership and community engagement programs, he joined the University of Mississippi in September 2018. He currently serves UM as assistant vice chancellor for community engagement.

B3: Managing Inclusive Excellence Through a Discipline-Based Lens

Presenter: Rigoberto Hernandez

Abstract: We will briefly review barriers to advancing inclusive excellence in academic STEM departments, and discipline-based approaches that have been successful in molecular science departments. Many of these findings have been reported in the literature and can be found on our website (oxide.org.)

The learning objectives for the workshop are:

1. the value proposition(s) for advancing diversity equity
2. factors that create safe and inclusive environments
3. the difference and importance of transactional solutions vs. policy solutions as it pertains to managing diversity equity and inclusion
4. factors for administering recruitment, mentoring, tenure and promoting processes that advance inclusive excellence
5. evidence-based strategies for addressing known barriers within a department so as to reduce existing diversity inequities

More details at <http://oxide.jhu.edu/VDEW2021>

Rigoberto Hernandez is the Gompf Family Professor in the Department of Chemistry in the Krieger School of Arts and Sciences, which he joined on July 2016, He is the Director of the Open Chemistry Collaborative in Diversity Equity (OXIDE) since 2011.

Please refer to rh.jhu.edu or <https://doi.org/10.1021/acs.jpca.1c06072> for more information.

B4: Staff Equity & Inclusion – How to Create the Best Place to Work!

Presenters: Stacey Marks, MS and Christine Kavanagh

Abstract: Co-Leads from the Diversity Leadership Council – Staff Access and Inclusion Subcommittee continue to advocate for staff diversity, equity, and inclusion. This workshop will examine staff retention and what is needed to improve the climate, while ensuring equity and inclusion. Participants will assess what motivates them in the workplace and how that energy can be fostered to improve retention. Participants will assess their workplace needs, review climate data, and draft a vision for Creating the Best Place to Work!

Stacey Marks is an Academic Program Manager in the School of Medicine. She is a current member on the Johns Hopkins University Diversity Leadership Council (DLC), serving as a co-lead for the Staff Access and Inclusion Sub-Committee. Ms. Marks has served as an advocate to improve staff climate, inclusion, employment equity and data collection. She earned her Master's Degree in Organizational Development and Strategic Human Resources at the Johns Hopkins University Carey Business School and Bachelor's Degree at the University of Maryland Baltimore County in Africana Studies. She is also a U.S. Army Veteran.

Christine Kavanagh serves as the Dean of Graduate and Postdoctoral Academic Affairs. Kavanagh's accomplishments include leading efforts to create a university-wide family accommodation policy for graduate students and postdoctoral fellows as well as a university-wide academic misconduct and separate grievance policy; launching the Homewood Parental Concerns Working Group for students and postdoctoral fellows

who are balancing their academic demands with their roles supporting dependents; establishing an Emergency Fund for WSE; and creating a suite of academic policies for graduate students and postdoctoral fellows—including vacation, sick leave, and appointment renewal policies—for postdocs.

B5: DEAI Strategies in Museum Studies: Connections, Collaborations, and Evaluation

Presenters: Phyllis Hecht, M.A.T.; Christine Larouche; Redell Hearn, Ph.D.

Abstract: This presentation will trace the evolution of a DEAI strategy, alumni and community engagement, and an accountability culture in the Museum Studies program made possible through strong, authentic leadership and relationship building within the Program and with the museum field, combined with a data-driven mindset. We will focus on program's informal series on DEAI practices, which exemplifies an effective community engagement strategy that can meaningfully impact DEAI in the museum world. A key component of the program's strategy is the implementation of an evaluation process to establish baseline measures of faculty, alumni and student perceptions of DEAI in the program in general, program operations, curriculum, current DEAI initiatives, and potential new programming. Findings from the DEAI evaluation are scheduled to emerge in mid-October, just in time for the JHU Diversity and Inclusion conference.

Phyllis Hecht is founding director of the JHU MA in Museum Studies program. She has taught at Hopkins since 2005 and her research focuses on best practices and innovative use of technology in the museum field. She co-edited *The Digital Museum: A Think Guide*, an anthology on museums and technology.

Christine Larouche is an Adjunct Lecturer of Museum Evaluation and Audience Research in the Museum Studies Program and a DEAI Evaluation and Metrics Consultant. Her company, Crucial Data, helps

cultural and educational organizations establish and monitor DEAI metrics for sustainable change.

Redell Hearn, Ph.D. is the Founding Director of the Department of Academic Affairs at the Mississippi Museum of Art. She has taught in the JHU MA in Museum Studies program since 2011, developed the course *Culturally Specific Museums*, and is currently teaching *Museums, Race, and Inclusion*

B6: Cultural Responsive Teaching: Effective Implementation

Presenter: Adam Ortiz, Ph.D.

Abstract: This workshop examines the importance of utilizing Cultural Responsive Teaching practices. Culturally responsive teaching (CRT) is a research-based approach that makes meaningful connections between what students learn in school and their cultures, languages, and life experiences. These connections help students access rigorous curriculum, develop higher-level academic skills, and see the relevance between what they learn at school and their lives.

Adam Ortiz, Ph.D. is a fellow student/faculty advisor and instructor @ JHU SOE, earned his doctorate at Rossier School of Education; works as a global consultant with leaders across multiple industries and countries daily.

B7: Navigating Reports of Discriminatory Conduct: Case Studies and Conversation with the Office of Institutional Equity

Presenter: Shanon Shumpert, J.D.; Linda Boyd, J.D.; Kara Beverly, J.D.

Abstract: In the vibrant, diverse community that is Johns Hopkins University, it is essential to foster an environment in which faculty, students, and staff are able to learn and work free from all forms of harassment and discrimination. The Office of Institutional Equity ("OIE") is responsible for implementing the University's anti-discrimination policies and investigating reported concerns.

Recent events have placed a particular responsibility on employees to

confront their own biases and to navigate conflicts within their teams. Workshop participants and OIE staff will evaluate complex case studies that will demonstrate how the oft-nuanced issues of discriminatory conduct are analyzed from the perspective of an OIE investigator, and will highlight tangible actions managers and staff members can take to interrupt bias in their daily interactions with their colleagues. Participants will also engage in an open discussion about what happens when a concern about discrimination or harassment is reported.

Through this interactive workshop, participants can expect to learn: how internal offices for equity approach and resolve complaints of discrimination, harassment, and retaliation; helpful management tools to disrupt bias within teams; best practices for employees to maintain a respectful and inclusive work environment; and university resources that are available to parties and witnesses.

Shanon Shumpert, J.D. Shanon joined OIE in July 2020. She is responsible for overseeing the University's equal opportunity compliance efforts and providing a central resource for individuals with disabilities. Shanon holds a Bachelor's degree from DePaul University, a Juris Doctorate from the Howard University School of Law, and a Master of Laws (Health Law) from the DePaul University College of Law.

Linda M. Boyd, J.D. Linda joined OIE in 2015 as an Equity Compliance Investigator, and, after serving as Deputy Title IX Coordinator and Interim Assistant Vice Provost/Title IX Coordinator, she became the Assistant Vice Provost/Title IX Coordinator in January 2021. Linda graduated cum laude from the Duke University School of Law and holds a Master's degree in Psychology from Duke University.

Kara D. Beverly, J.D. Kara joined OIE in July 2016 as an Equity Compliance Investigator. She is responsible for investigating and resolving reports of discrimination and sexual misconduct and coordinating conflict resolution efforts. Kara is a graduate of the Howard University School of Law and Villanova University, where she obtained her B.A. in Economics.

B8: #KillingUsSoftly: The Rhetoric of Resilience and the Art of Staying Down

Presenter: Katrina Caldwell, Ph.D.

Abstract: The current discourse about resilience pedagogy as a response to the disruptions experienced during the pandemic raises important questions about adaptivity in teaching, especially in course design. Much of the focus is appropriately on the capacity of higher education faculty to respond to this "new normal". However, in a time when there is some renewed attention and commitment to social and racial justice, it is important to also consider the potential for sustainable change in the way we engage marginalized students in the classroom. Connecting this emerging pedagogy to the inclusive excellence in teaching space, this keynote explores the following questions, "What does this new strategy mean for diverse learners? How does the emphasis on resilience open the door to new ways of thinking about pedagogy?"

Katrina Myers Caldwell, PhD has 27 years of progressive leadership experience in developing strategic initiatives that increase access and opportunities for diverse faculty, staff, and students.

Most recently, Dr. Caldwell joined Johns Hopkins University as the Vice Provost for Diversity and Inclusion and Chief Diversity Officer (CDO). In that role, she will serve as the primary steward of the Roadmap on Diversity and Inclusion, which aligns diversity, equity, and inclusion initiatives with institutional priorities in coordination with the academic divisions and administrative units. She also serves as the ex officio co-chair of the Diversity Leadership Council (DLC).

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Dr. Caldwell has also served as an assistant vice president for diversity and equity (Northern Illinois University), director of the Center for Intercultural Programs (DePaul University), and an assistant dean of minority affairs (University of Illinois at Chicago).

She holds a Ph.D. and master's degree in English Literature from the University of Illinois at Chicago and a bachelor's degree in English Literature from Spelman College.

Dr. Caldwell's honors include the White House's Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring; Illinois College Personnel Association Award for "Outstanding Contribution to Social Justice"; and Who's Who in Black Chicago. In 2011, she was recognized as a recipient of Diversity MBA magazine's Top 100 Under 50 Executive and Emerging Leaders award as a result of her leadership and vision in the field.