PROGRAM

Day 1

9:00 – 10:15 a.m.   Plenary Session

10:15 – 11:30 a.m.   Workshop Session A

12:00 – 1:00 p.m.   Lunch Break

1:15 – 2:30 p.m.   Workshop Session B

Day 2

9:00 – 10:15 a.m.   Opening Session

10:15 – 11:30 a.m.   Workshop Session A

12:00 – 1:00 p.m.   Lunch Break

1:15 – 2:30 p.m.   Workshop B

DAY 1
WORKSHOP SESSION A

A1: Engage Young Students on Social Justice Matters
Presenters: Neetu Dhawan-Gray and Muhammed Ali Yusef, Ph.D.

A2: The "I" in Unity Leading to Successful Community Building
Presenter: Shawntay Stocks, Ph.D.

A3: Inequities Unpacked: Addressing the Intersectionality of School Readiness Risk Factors for Children with Disabilities
Presenters: James Young, Ph.D., Beth Boyle, Ph.D., Rachel Hur, Ph.D., Koryne Nnoli, Ph.D. and Lisa Shanty, Ph.D.

A4: Discrimination Experienced among Asian University Students amid the Covid-19 Pandemic
Presenter: Hsin-Ya Tang, Ph.D. and Yiying Xiong, Ph.D.

A5: Increasing Participation in COVID-19 Studies Through Building Community Trust: Lessons Learned in the Field
Presenter: Cyd Lacanienta, M.S.W.

A6: Navigating Workplace Conflicts: Case Studies & Conversation with the Office of Institutional Equity and Human Resources Department
Presenter: Shanon Shumpert, Kara D. Beverly, Susan Lee Bathgate, Steven Book, Tracee Clements, Mark Nelms, Julie Yura, and Aaron Hodukavich, Cherita Hobbs, Maryalice Meister, and Virginia Herring

A7: Over the Rainbow - an intergenerational dialogue on LGBTQ identities
Presenter: Paige Colburn

WORKSHOP SESSION B

B1: Fostering Diversity, Equity, and Inclusion in the Online Classroom
Presenter: Patricia Hernandez, Ph.D. and Tristan Cabello, Ph.D.

B2: Podcasting as Community Building
Presenters: Sarah Stern and Olivia Trujillo

B3: Growing Y(our) Own: The intersections of DEI and Professional Development
Presenters: Emil L. Cunningham, Ph.D. and Heather Mason, SPHR, SHRM-SCP

B4: The Othering of Blackness in the Academy: A Duoethnography of Black Women's Cross-Cultural Experiences
Presenter: Juana Hollingsworth, MSW and Martha Kakooza, M.Sc.

B5: A Beautiful Experiment: Lessons from a community-academic partnership to address systemic inequities in the food system
Presenter: Darriel Harris, Ph.D. and Karen Bassarab

B6: Mindfulness and Disability: Ensuring Full Access to Well-being Programming for Students and Trainees with Disabilities
Presenters: Jacki Stone, Ph.D., Allison Leventhal, and Dayna Geary

B7: Engaging Staff in the DEIB Effort: Lessons from Development and Alumni Relations DRIVE (Diversity, Race, Inclusion, Vulnerability, and Equity) Advisory Council
Presenter: Erin Yun and Khudai Tanveer

DAY 2
WORKSHOP SESSION A

A1: Designing and implementing responsive and collaborative services for LGBTQ students
Presenters: Kevin L. Ensor, Ph.D.

A2: Reassessing Inclusive and Impactful Educational Programs for Doctoral Students
Presenter: Roshni Rao, Ph.D. and Gian Molina-Castro, Ph.D.

A3: Writing ourselves into the academy: Interrogating racialization in personal statements
Presenter: Aireale Rodgers, Ph.D. and Martha Kakooza, M.Sc.

A4: What's the Big Deal?! Understanding the Controversy of Critical Race Theory
Presenters: Juana Hollingsworth, MSW

A5: Practical Partnerships to Encourage Inclusive Excellence
Presenters: Nick Greer

A6: Making Signs: Creative Work & Disability Justice
Presenter: Jennifer Stager, Ph.D. and Pia Hargrove, LMSW

A7: The Center for Social Concern's Recommendations for Engaging with Baltimore Communities as a JHU Affiliate
Presenter: *****

A8: Training researchers to collaborate with the community and vice versa: the TL1 and C-RAC story
Presenters: Martha Abshire Saylor, Ph.D., MS, RN and Crystal Evans, MS

WORKSHOP SESSION B

B1: Becoming and Leveraging Allies in the Workplace: The Power of Inclusive Collaboration
Presenters: David Smith, Ph.D.

B2: Addressing the Gender Unicorn in the Room
Presenter: Abbey Nawrocki, Ph.D.

B3: Practically Inclusive: Everyday Classroom Practices to Raise the Tide and Lift All Boats
Presenter: April Foiles

B4: You Can Take a Girl Out of the Hood, but You Can't Take the Hood Out of the Girl-Addressing the Intersectionality of Race and Class in Healthcare
Presenters: Ebony Williams

B5: Developing a Deep Bench: How JHU Athletics and Recreation Created a DEI Team
Presenters: Jake Olkkola

B6: Academic Equity & the Gateway STEM Curricula
Presenters: Kelly Barry, Ph.D. and Emily Braley, Ph.D.

DAY 1
WORKSHOP SESSION A

A1: Engage Young Students on Social Justice Matters
Presenters: Neetu Dhawan-Gray and Muhammed Ali Yusef, Ph.D.

Abstract: As a leader in working with high ability, pre-collegiate students, CTY took a deep look inside and recognized the importance of raising the bar on our inclusion, equity, and antiracism efforts. This presentation focuses on one aspect of this effort and illustrates how CTY brought together diverse voices from across CTY—including frequently siloed groups within CTY—to develop new social justice courses and to map out key steps in a broader curricular review. Come learn about how conversations between chemistry teachers, administrative staff, communications experts, and program staff, led to enhancements to a statistics course as an example, and the creation of entirely new courses. In this hands-on presentation, we will illustrate the challenges faced, the lessons learned, and the next steps. Participants also have the opportunity to engage in an activity that will challenge them to articulate their priorities related to social justice as we work together to develop potential new training programs for University staff.
The learning objective is to have the participants reflect on CTY's approach and create their own thought document to use within their own departments/offices.

A2: The "I" in Unity Leading to Successful Community Building
Presenter: Shawntay Stocks, Ph.D.

Abstract: This introductory level workshop will enable participants to explore their personal and social identities as it relates to justice, equity, diversity and inclusion concepts. Using principles of cultural humility, participants will be encouraged to step into brave spaces as they unpack how their diverse identities interact with systems of power.

A4: Inequities Unpacked: Addressing the Intersectionality of School Readiness Risk Factors for Children with Disabilities

Presenters: James Young, Beth Boyle, Rachel Hur, Koryne Nnoli, and Lisa Shanty

Abstract: Prior literature and state data demonstrate that children with disabilities are less prepared to enter kindergarten than their typically developing peers. Further, disparities by race/ethnicity and socioeconomic status can exacerbate these gaps in school readiness. Research also demonstrates that investing in early intervention and high quality, inclusive childcare and education can help narrow these gaps in the first five years. Using a DEI lens, we will explore publicly available early childhood data, discuss the limitations of these data, and consider how these limitations inhibit effective decision-making and prolong inequities. We will also discuss the power in examining the intersectionality of childhood risk factors and discuss how to ask equity-driven research questions to ensure we are addressing the needs of all children. In this session, participants will: 1) Review Maryland school readiness data snapshots, with an equity lens, to explore other interpretations that can inform interventions; 2) Learn about evidence-based family engagement strategies that can reduce the impact of service provider biases, including the steps the IDEALS Institute is taking in this area; and 3) Discuss policy implications of data, particularly with regard to increasing the diversity of personnel serving young children and creating more inclusive learning opportunities for young learners.

A5: Discrimination Experienced among Asian University Students amid the Covid-19 Pandemic

Presenter: Hsin-Ya Tang, Ph.D. and Yiying Xiong, Ph.D.

Abstract: The goal of this presentation is to share the findings of a phenomenological study on the lived experiences of Asian university students in a predominantly White institution concerning discrimination amid the COVID-19 pandemic. We will review and discuss discrimination and microaggression Asian American students and Asian international students have experienced before and during the pandemic in this presentation. We will also provide recommendations for working with this population for college counselors and student affairs professionals. Participants will be introduced to the content through presentation, discussion, and handouts. The presenters will

share the final results of the study and facilitate a discussion on improving campus safety using purposeful questions.

A6: Increasing Participation in COVID-19 Studies Through Building Community Trust: Lessons Learned in the Field

Presenter: Cyd Lacanienta, MSW

Abstract: This interactive presentation will share lessons learned from the field from the teams at ICTR's Community and Collaboration Core (CCC) and the Recruitment Innovation Unit (RIU) as part of NIH's Community Engagement Alliance Against COVID-19 Disparities national network. At the end of the presentation, participants will:

1. increase knowledge of the foundations of building community trust;
2. have greater understanding of community needs and perspectives;
3. provide resources and opportunities to partner with community stakeholders in clinical and translational research.

A7: Navigating Workplace Conflicts: Case Studies & Conversation with the Office of Institutional Equity and Human Resources Department

Presenter: Shanon Shumpert, Kara D. Beverly, Susan Lee Bathgate, Steven Book, Tracee Clements, Mark Nelms, Julie Yura, and Aaron Hodukavich, Cherita Hobbs, Maryalice Meister, and Virginia Herring

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 discrimination and harassment. The Office of Institutional Equity ("OIE") and the Central Human Resources Department ("HR") are two offices that work – separately, but in ways that complement each other – to implement the University's anti-discrimination policies.

Workshop participants will evaluate complex case studies that demonstrate how the oft-nuanced issues of discriminatory and harassing conduct are analyzed from the perspective of an OIE investigator and/or addressed by HR. Participants will also discuss what happens when a discrimination or harassment complaint is made and how OIE and HR resolve reported concerns.

Through this interactive workshop, participants can expect to learn:
1. how OIE and HR use their related, but distinct, approaches to resolve complaints of discrimination, harassment, and retaliation;
2. best practices for employees to maintain a respectful and inclusive work environment; and
3. the University resources that are available to parties and witnesses.

A8: Over the Rainbow - an intergenerational dialogue on LGBTQ identities
Presenter: Paige Colburn

Abstract: Join us for a conversation about the experiences of lesbian, gay, bisexual, transgender, and queer people across generational lines. We'll discuss our experiences with finding ourselves, coming out, and finding community. We will also explore research on the needs and strengths of LGBTQ elders. Everyone is welcome to bring their own experiences to the discussion.

Learning outcomes:
Participants will gain knowledge about the experiences of LGBTQ people from different age groups.
Participants will reflect on their own assumptions about age and generational differences among LGBTQ people.
Participants will learn ways to support LGBTQ elders.

WORKSHOP SESSION B

B1: Fostering Diversity, Equity, and Inclusion in the Online Classroom
Presenter: Patricia Hernandez, Ph.D. and 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.

B2: Podcasting as Community Building
Presenters: Sarah Stern and Olivia Trujillo

Abstract: Indigenae is a community-guided podcast that is dedicated to Indigenous women's health and wellbeing. Join hosts Sarah Stern (Cherokee), Olivia Trujillo (Navajo) and Dr. Sophie Neuner (Karuk) as they interview a new guest each week and take listeners on a journey through Indigenous womanhood, exploring topics from Coming of Age to Becoming an Elder.

The podcast highlights conversations with traditional practitioners, Indigenous health care workers, activists, researchers, artists, and survivors.

All episodes were guided by an advisory board of Elders, mothers, and daughters, who came together from Tribal nations across Turtle Island, also known as North America, to define topics, guests, and discussions.

Key aims of this presentation include:
- The unique approach podcasting offers to build community within inclusive parameters
- Best practices for creating a community guided podcast
- How podcasting can create a sense of belonging across diverse spaces

B3: Growing Y(our) Own: The intersections of DEI and Professional Development
Presenters: Emil L. Cunningham, Ph.D. and Heather Mason, SPHR, SHRM-SCP

Abstract: This session is designed for managers, supervisors, mentors and those who have a responsibility to help support the growth of colleagues across an organization. Participants who have a basic awareness of bias, microaggressions, and an understanding of inequitable systems will be presented with strategies to help foster organizational growth.

Learning Outcomes/Objectives
- Participants will utilize an organizational development framework to understand how DEI can be leveraged as a critical component of ensuring the growth of those they serve.
- Utilizing the self/team/organization construct, participants will learn explicit skills to apply to their individual growth, and the development of talent on their team, and in their organization.

B5: The Othering of Blackness in the Academy: A Duoethnography of Black Women's Cross-Cultural Experiences
Presenter: Juana Hollingsworth, MSW and Martha Kakooza, M.Sc.

Abstract: Despite higher education's intent to educate emerging scholars, institutions of Higher Education are often seen as a source of alienation and agony for Black women in the academy (Fraser-Burgess et al., 2021). Black women cross-culturally are double oppressed, which has made them (in)visible in the academy (Zamani, 2003). This presentation offers a perspective that decenters Blackness and womanhood as a Western Hemisphere construct to uproot perspectives of White supremacy through a cross-cultural understanding of Blackness and womanhood. The presenters explore our educational experiences primarily situated in predominantly white spaces to unpack the marginalization, isolation, socially segregated, and sometimes unwelcoming climate that has influenced our identity development as

Black women (West, 2019; Patitu and Hinton, 2003). We use a duoethnography approach to explore the commonalities and linkages, as opposed to the differences that we know exist in our situated knowledge as Black women. As hooks (1984/2000) asserts in a feminist revolution, solidarity among women challenges the "imperialist, white supremacist, capitalist patriarchy" (p.xiv). Participants will walk away with a clearer understanding of the common threads and contexts of struggle that too often go unnamed or are hidden cross-culturally in the higher education. In addition, we will begin to make the connections between colonization, racism, and oppression internal to the U.S. Higher education system and exploitative and dominating relationships within the academy. We intend for participants to uncover the internalized norms that guide our experiences within our university experiences that are rooted in proximity to whiteness.

B6: A Beautiful Experiment: Lessons from a community-academic partnership to address systemic inequities in the food system
Presenter: Darriel Harris, Ph.D. and Karen Bassarab

Abstract: Across the United States, there are over 300 food policy councils (FPCs), or multi-sector stakeholder collaborations, advocating for policies and programs to improve their local or regional food systems. Most struggle to address systemic inequities. While food policy councils bring together perspectives from government, civil society, and community, less than 25% report that they reflect the racial, economic, gender and ethnic diversity of their communities. FPCs are in a position to shift power to those traditionally excluded from the policy process and reshape the leadership of food systems change in their communities.

This presentation will focus on an ongoing community-academic partnership utilizing an immersive learning experience for food policy councils to address racial equity, economic justice, and the overall health of their communities. The new project led by the Johns Hopkins Center for a Livable Future, in partnership with a collective of community organizing, civic engagement and policy experts, aims to empower 15 councils to transform the culture, approach, and policies of food policy councils to address systemic inequities. This presentation will describe the creation of this project, engage participants in an exploration of power dynamics in community-academic partnerships, and share lessons learned from the project.

B7: Mindfulness and Disability: Ensuring Full Access to Well-being Programming for Students and Trainees with Disabilities
Presenters: Jacki Stone, Ph.D., Allison Leventhal, and Dayna Geary

Abstract: Mindfulness and meditation practices in higher education have been the focus of many studies (e.g. Bamber & Morpeth, 2019; Breedvelt et al, 2019). Such practices can positively impact student success, retention, and satisfaction, all which may be correlated with various aspects of well-being. However, because students with disabilities represent a diverse population in the range and types of disabilities, not all mindfulness practices can be universally applied. For example, sensory-based experiences may be difficult for students with visual/auditory disabilities differently than those with processing disorders. Managing impact from their disability can make well-being activities simultaneously critical and difficult to access.

This session will address the current offerings of mindfulness and meditation practices at JHU, including the benefits, current limitations, and opportunities for modification of the program for a diverse learner population with a range of disabilities, rooted in evidence-based and promising practices.

As a result of this session, participants will be able to:

- Identify ways in which well-being concepts and practices may exclude populations of students who have disabilities
- Describe benefits that can be gained from well-being offerings and refer students in a more conscientious way.

B7: Engaging Staff in the DEIB Effort: Lessons from Development and Alumni Relations DRIVE (Diversity, Race, Inclusion, Vulnerability, and Equity) Advisory Council
Presenter: Erin Yun and Khudai Tanveer

Abstract: In the wake of George Floyd's murder, Development and Alumni Relations (DAR) established a Diversity Advisory Council to focus on Diversity, Race, Inclusion, Vulnerability, and Equity (DRIVE) throughout the division. DRIVE consists of approximately 20 staff members representing various levels, roles, and units in DAR. Members are identified through a nomination process and advise DAR's Vice

President, Executive Team, and its larger community. DRIVE actively and intentionally promotes and fosters greater diversity, equity, inclusion, belonging, and cultural competence within the DAR community, its constituents, and initiatives.

During this session, participants will engage with members of DRIVE to:

-understand how the council was established and how its charge advances divisional values and priorities
-identify methods that DRIVE uses to engage staff across the division (university and medicine) in DEIB learning
-learn how leadership within DAR are integrated and engaged with DRIVE's efforts

DAY 2
WORKSHOP SESSION A

A1: Designing and implementing responsive and collaborative services for LGBTQ students
Presenters: Kevin L. Ensor, Ph.D.

Abstract: Research suggests that there is significant growth in the number of K-12 students who are identifying as LGBTQ. Despite efforts to increase the awareness of the needs of this student population, many LGBTQ students feel that they are still invisible and underserved within their school communities. In addition to feeling isolated and neglected, a large percentage of LGBTQ students report verbal and physical harassment while their academic performance and feelings of self-worth are negatively impacted (GLSEN, 2008). Findings from previous studies suggest that there is a strong positive relationship between identifying as LGBTQ and substance abuse, suicidal ideations, suicide attempts, and rejection from friends and families (Chung, Szymanski, & Amadio, 2006; Goodenow, 2008; Poteat, 2008).

The following learning outcomes will be addressed:
Participants will be able to:

1. Recognize and address the feelings of isolation, invisibility, and unacceptance, in addition to school safety and security issues expressed by many LGBTQ students.
2. Design responsive and collaborative services that will transform schools to better meet the needs of the LGBTQ+ population.
3. Develop professional development activities that are necessary to ensure that educational administrators, teachers, counselors, and support staff will be prepared to meet the academic and non-academic needs of the LGBTQ students.

A2: Reassessing Inclusive and Impactful Educational Programs for Doctoral Students
Presenter: Roshni Rao, Ph.D. and Gian Molina-Castro, Ph.D.

Abstract: The Three Minute Thesis (3MT) is a research communication competition that invites doctoral students to pitch research projects to a non-specialist audience. Since its inception, it has attained international brand recognition with over 900 universities worldwide and has been touted as a new kind of academic genre. However, the competition's basic structure and core components have undergone only minor changes since its inception in 2008 and its approach to training and evaluation contrasts with a diverse body of interdisciplinary literature that points to inequities that shape the experience and perception of individuals engaged in public speaking. Using a case study approach, we will highlight our process of mitigating the vulnerabilities of the current structure of the 3MT competition, while amplifying the benefits of a redesigned competition (JHU's "Empower Your Pitch") to groups historically excluded from the 3MT. Participants should leave this session with a better understanding of how 1) to implement data and research-driven pedagogical approaches that affect student participation and engagement outcomes 2) centering diversity in all aspects of the competition framework increases feeling of belonging and positive student experience 3) to assess for clear equity outcomes in similar programs and initiatives.

A3: Writing ourselves into the academy: Interrogating racialization in personal statements
Presenter: Aireale Rodgers, Ph.D. and Martha Kakooza, M.Sc.

Abstract: To increase racial diversity, many graduate programs have shifted away from using purely quantitative measures (e.g., GRE, undergrad GPAs) to evaluate student applications in favor of more holistic approaches (e.g., Wilson et al., 2019). Holistic review, or the comprehensive, contextualized, and systematic review of application materials is believed to bolster a more equitable evaluation process (Miller & Posselt, 2020). Within holistic review, personal statements figure prominently, given their potential to provide deep insight into an applicants' personal experiences and motivations for graduate study. However, faculty's evaluation of materials, like personal statements, is often marked by myriad biases that can disadvantage racially minoritized people (Posselt, 2016; 2020).

Leveraging findings from our recent empirical study of Black women's personal statements, this interactive workshop supports faculty and staff in attending to the racialized dimensions of how students write and how faculty evaluate personal statements. Participants will gain insight into the equity-minded review of personal statements and race-conscious advising practices.

A4: What's the Big Deal?! Understanding the Controversy of Critical Race Theory
Presenters: Juana Hollingsworth, MSW

Abstract: I am here today to engage you all in a conversation about Critical Race Theory. Today, we will unpack what critical race theory is, what its relevance is, and how we can incorporate critical race theory into our spaces. This will be a very short and introductory conversation. You will not leave our shared spaces as experts but hopefully a little more informed. Participants can expect to learn about the history of critical race theory, the five tenants of critical race theory, and the controversy that exists surrounding critical race theory.

A5: Practical Partnerships to Encourage Inclusive Excellence
Presenters: Nick Greer

Abstract: Over the course of the last 2 years, Thread (a community organization in Baltimore envisioned and led by BME alum, Sarah Hemminger) and BME have partnered to engage the faculty, staff, and students within the department toward building inclusive excellence. Ultimately this partnership aims to empower individuals in the department to advance equity through relationship-building with self, then bridge to others across lines of difference in order to impact community, institutions, and policies. During the partnership we have created & taught a course to students, led 2 faculty retreats, interviewed faculty to gather impressions of equity within the department and led an advisory committee in partnership with the Dean of the Department, Mike Miller.

Participants in this presentation can expect to:

1. Explore the nature of this partnership through a review of the origin, strategy alignment, and engagements that have been conducted throughout the last 2 years;
2. Participate in some of the exercises that have been conducted during the partnership, reflecting on their own ability to connect with self and others in a way that advances equity; and
3. Consider how best to implement a practical partnership like this within their department or field of study.

A6: Making Signs: Creative Work & Disability Justice
Presenter: Jennifer Stager, Ph.D. and Pia Hargrove, LMSW

Abstract: This session includes a presentation and discussion of making and screening the film-work Sēmata (Signs), performed by Christopher Tester (Gallaudet University) in American and Greek Sign Languages, as well as the film-work's accompanying audio description voiced by Pia Hargrove (NYU Silver School of Social Work). In addition to screening short segments of the film and audio description, Professor Hargrove and Stager will discuss their collaboration, along with the many other participants in making and sharing the film-work, which opened at the Venice Biennale Architettura 2021 and traveled to Pisa. Learning outcomes: Recognizing curatorial and creative practices as research; Situating disability and human impairment in history; Engaging people with visible and invisible disabilities in the classroom, museum, and beyond; Exploring the intersections of disability and other forms of marginalization in pursuit of social justice.

A7: The Center for Social Concern's Recommendations for Engaging with Baltimore Communities as a JHU Affiliate
Presenter: *****

Abstract: The Center for Social Concern (CSC) is JHU's undergraduate community engagement hub committed to preparing students to be active and engaged members of their community. A fundamental part of our work is helping our students understand their positionality within Baltimore City and developing a responsible and ethical approach to community engagement. In this session, participants will become familiar with the CSC's mission, vision, and approach to community-focused activities; learn more about how we intentionally navigate our higher education context across these community-engaged activities; develop an increased awareness about the context of their engagement within Baltimore City as Hopkins affiliates; and gain tools to responsibly and ethically work with communities.

A8: Training researchers to collaborate with the community and vice versa: the TL1 and C-RAC story
Presenters: Martha Abshire Saylor, Ph.D., MS, RN and Crystal Evans, MS

Abstract: The tagline, "Nothing about us without us" is particularly appropriate when thinking about the relationship between underrepresented groups and research. Mistrust due to unethical treatment continues. But the Community Research Advisory Council works to combat this mistrust by facilitating the inclusion of community voices in healthcare research, increasing community access to available health resources and promote patient-centered research and engagement. Over the last 3 years a group of research trainees from local universities have been meeting with the C-RAC to learn how to translate their research, get advice and community insight and disseminate their findings. This presentation will:

- Describe the collaborative process
- Allow participants to witness and contribute to a live research in progress with community feedback

WORKSHOP SESSION B

B1: Becoming and Leveraging Allies in the Workplace: The Power of Inclusive Collaboration
Presenters: David Smith, Ph.D.

Abstract: Excellent allyship requires that employees show up for their colleagues in three distinct ways.

We will learn skills as:

- Interpersonal Allies: listening generously, avoid assumptions, make sure everyone is included, decenter and make space, build a network of trust-based relationships, welcome feedback, and recognize the benefits of reciprocal mentoring connections.
- As Public Allies: resist bystander paralysis, disrupt sexism, bias, and harassment in real time, hold each other accountable, interrupt meeting dynamics that sideline people's voices, and loudly sponsor women and other underrepresented groups for opportunities.
- Finally, as Systemic Allies: create workplace structures that allow everyone to thrive, carefully screen policies and procedures (e.g., hiring, promotion, and pay) for biases that create inequity, and promote accountability for progress toward gender equity.

B2: Addressing the Gender Unicorn in the Room
Presenter: Abbey Nawrocki, Ph.D.

Abstract: This workshop will introduce participants to the concepts that make up our gender, sexual, and romantic identities. This will also be a space to begin thinking about both our own identities and the identities of those around us. Participants should be prepared to think critically about what we have been taught about our identities, as well as deeply reflect on how society's expectations for our identities can be limiting.

B3: Practically Inclusive: Everyday Classroom Practices to Raise the Tide and Lift All Boats
Presenter: April Foiles

Abstract: Many of the most well-researched teaching practices have been shown to disproportionately benefit under-represented and non-traditional students. In other words, these best teaching practices, which are beneficial for all of our students, are MORE beneficial for our under-represented students. To mix some metaphors, this rising tide of great teaching practices raises all of our student's boats and levels the playing field in our classrooms. These practices increase equity. In this presentation, you will learn one mindset and ten+ simple classroom practices that you can implement as you take real, practical steps towards a more inclusive classroom.

B4: You Can Take a Girl Out of the Hood, but You Can't Take the Hood Out of the Girl-Addressing the Intersectionality of Race and Class in Healthcare
Presenters: Ebony Williams

Abstract: At the conclusion of this session, participants will be able to:

- discuss how access to care can impact individual health outcomes based upon race and class
- examine how implicit bias can have a negative impact on the patient story
- apply newly formed knowledge of health equity to how we treat patients both clinically and personally

B5: Developing a Deep Bench: How JHU Athletics and Recreation Created a DEI Team
Presenters: Jake Olkkola

Abstract: We are thrilled to share our departmental journey and efforts over the last 2 years which have been centered on a goal to build awareness with our employees and students of thoughts, ideas, and experiences that differ from our own. We intend to share our structure, how our programming has evolved, what has worked well, what challenges remain, and how we are thinking of future efforts. We hope that this session will provide other departments with the advantages of

a team-based approach, along with ideas that could benefit them and their employees.

B6: Academic Equity & the Gateway STEM Curricula
Presenters: Kelly Barry, Ph.D. and Emily Braley, Ph.D.

Abstract: In AY21-22, we launched a partnership between the FLI Initiatives and the Math Department to address inequitable outcomes for students in the department's service courses. As the initial changes in curriculum and pedagogy take root, we have also added academic support interventions (and a planned assessment of efficacy). We want to share with the broader university community that this work is underway and we are partnering not only with faculty and but also with students -- as contributors and as learners -- to understand the impact of curricular change and academic support design, particularly for our FLI and URM students.