

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: 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., Nessa Richman, MPP, and Dawud Ummah

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 and Kathleen Cullen, Ph.D.

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: Kate Lynch, Whit Johnson, Eli Lopatin, Luisa De Guzman, Sierra Romero

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. and W. Brad Johnson, 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, Gay Williams, and Ricky Hernandez

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.

Neetu Dhawan-Gray has been with CTY for over 18 years working with parents and partners to support academically gifted students and connecting them with appropriate programs and services. She also has had an adjunct faculty with the JH Odyssey Program. Neetu has been an active member of the CTY Antiracist Steering Committee as well as serving on its Education Committee.

Muhammed Ali Yusef, Ph.D. is currently an adjunct professor of Data Science at the University of Maryland Baltimore County and provides consulting services to insurance data companies as an AI scientist. He has a postdoc in Parallel Supercomputing from SUNY Albany and a postdoc in Medical Devices and Data from the University of Maryland, Baltimore. He was a full-time employee of CTY for 10 years during which time he also started working on this presentation as part of the

ASG. Before that he was also part of the Diversity Leadership Team of CTY and had initiated many projects to bring a diverse population to CTY as summer and casual staff members.

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.

Dr. Shawntay Stocks has over a decade of experience in service and community-based learning, coordinating service and diversity programs, and teaching. Dr. Stocks obtained her Bachelor’s degree in History from Guilford College, Master’s degree in English and African-American Literature from North Carolina Agricultural and Technical State University, and her Ph.D. in the Language, Literacy and Culture program at the University of Maryland, Baltimore County. Her dissertation research focused on faculty diversity within higher education. Dr. Stocks is trained in Critical Participatory Action Research (CPAR) which she utilizes in planning and executing training in areas of diversity, equity, inclusion, and community-based learning. Additionally, Dr. Stocks uses her poetry as a reflective tool within her workshops and trainings.

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.

Dr. Victor "James" Young is a project administrator with the IDEALS Institute working on the SUPER (Special Education Leaders Uniting, Policy, Early Intervention, and Research) program in collaboration with the Maryland State Department of Education. Dr. Young earned his Ph.D. in Interdisciplinary Learning and Teaching with a cognate in Special Education from the University of Texas at San Antonio, focusing on early childhood special education. Dr. Young is a Board Certified Behavior Analyst and works to promote equitable access through advocacy through child-centered conversations. Dr. Young is currently on the Executive Board for the Division for Early Childhood of the Council for Exceptional Children as a Member at Large and serves on the DEC Policy and Advocacy committee. He has worked and taught in multiple states, from Texas, Oklahoma, New York, and New Jersey. His research interests include increasing equitable outcomes for young

children with disabilities, inclusive early childhood special education interventions, language acquisition for children with speech delays, and behavior regulation strategies. Previous work has included funded projects to engage in a qualitative case study reviewing the personal narratives of individuals with disabilities and their families.

Lisa Shanty, Ph.D. (she/her) is a SUPER program fellow with the Johns Hopkins IDEALS Institute, working in collaboration with the Maryland State Department of Education. As an applied developmental psychologist, her research and applied work has focused on early childhood social and emotional development and prevention/early intervention programs that support this development, particularly among underserved populations. Her applied work has spanned many settings, including child development clinics, the NICU, prenatal and early childhood home visiting, and Head Start.

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.

Dr. Hsin-Ya Tang is an Assistant Professor of Counseling at Johns Hopkins University. Her research foci are qualitative methodology, multilingual populations, linguistic justice, multicultural supervision, and Asian Americans and international students. She grew up and received her bachelor's and master's counseling degrees in Taiwan. She came to study as an international student in a CACREP-accredited Counselor Education and Supervision Program in the U.S. in 2011 and earned her Ph.D. in 2014. She believes in giving back to the counseling profession

and domestic and international student populations through teaching, supervision, mentorship, research, and advocacy.

Dr. Yiyang Xiong, assistant professor in counseling and human development, joined the School of Education faculty in 2018. Yiyang is passionate about promoting the mental health of clients with diverse cultural backgrounds. Her research interests include counseling minority clients with a focus on international students, group counseling, mindfulness practice, and the development of multicultural competence in counselor trainees. She has presented at numerous national and international conferences and published in peer-reviewed journals. Yiyang also serves as a reviewer for peer-reviewed journals and conferences.

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.

Cyd Lacanienta is a macro social work practitioner with over 25 years' experience in community engagement (CE) in multiple levels (systems, organizations and individual). She has overseen CE projects for health systems planning and population health research in the fields of HIV, health equity among minoritized populations, and care access for communities experiencing health disparities. As the Associate Director, Stakeholder Engagement at the Johns Hopkins Institute for Clinical and Translational Research's (ICTR) Community and Collaboration Core, she directs multi-university collaborations on training development and research on the science of Team Science, Collaboration and Community

Engagement. Serving as lead for ICTR's community engagement team, she promotes best practices on community engagement throughout the research life cycle and dissemination of best practices through workshops, training, consultation and development of toolkits. CCC's program engages community partners, stakeholders, and researchers in bi-directional communication, experience-based co-design, implementation, evaluation and dissemination of clinical and translational research. As project director for the NIH Community Engagement Alliance Against COVID-19 Disparities in District of Columbia, Maryland and Virginia, she works closely with local site PIs in George Washington University, Howard University, Morgan State University, and University of Maryland Baltimore to promote COVID-19 research and vaccine uptake, as well as information on prevention, testing, therapeutics and clinical trials.

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.

Paige Colburn (she/her) grew up in Maryland and then lived in Alabama for 25 years before moving to Baltimore in 2021. She has always been a writer. After earning a BS in Communications, Paige began her career with two years of AmeriCorps VISTA service responding to Hurricane Katrina. This experience secured her first position with the City of Huntsville, AL as an Emergency Management Officer. Shifting gears from the non-profit sector to government inspired Paige to earn her Master of Public Administration. After seven years with Huntsville's local FEMA/DHS, Paige was recruited by Huntsville's Planning Department. Paige managed grant writing and public planning for alternative modes of transportation - buses, greenways, sidewalks, and bike lanes - for five years.

Paige's desire to pursue her professional writing career inspired another sector shift to academia. Johns Hopkins University hired Paige as a Senior Writer in 2020. It was her "Look, ma, I'm a real writer now!" moment. Paige is now working on two nonfiction book proposals

and writing fiction for contests and online publications. Her next article, about the Johns Hopkins LGBTQ+ Narratives in Academia project, will be published by the Krieger School of Arts & Sciences magazine in November.

Tj Beaucage (they/them) brings an international and diverse set of experiences as an LGBTQ+ advocate, educator, and contemplative pedagogy practitioner to their role as an Academic Advisor/Success Coach in the Success Coaching Program in Academic Advising (SCAA) and is housed in the Krieger School of Arts and Sciences.

After earning a BA in International Studies, they served as a Fulbright Fellow in Germany, then went on to earn a M.Ed. in Educational Policy and Research Administration (Higher Education Concentration) at UMass Amherst.

Tj was a regular panelist for the Stonewall Center Speakers Bureau, advocating for LGBTQ+ rights and educating students and professionals across the Northeast on LGBTQ+ topics. They have a particular passion for contemplative pedagogy and critical theory. Tj enjoys and continues to facilitate trainings around critical anti-oppression contemplative practice and mindfulness in higher education.

Frank Meng (he/him) is a junior studying English literature and Sociology at Johns Hopkins University. He is interested in how inequalities (such as gender, sexuality, and race) are (re)produced via the site of education. He also studies masculinity and women's role in the context of Renaissance Literature. As the Director of Advocacy at Multicultural Leadership Council, he strives to foster more inclusive dialogues and civic engagement opportunities, especially for students of color and the queer community. He believes that by amplifying the voices of minoritized communities, and creating arenas for collaboration and deliberation, changes can be made.

Khudai Tanveer (they/them) joined the Development and Alumni Relations (DAR) team in June as the Diversity, Equity, Inclusion, and Belonging Program Manager and officially has three months under their belt! Khudai's role focuses on developing strategies to enhance the recruitment, retention, and experience of historically underrepresented and underserved minority populations in pursuit of a diverse workforce at all levels. With this unique position for DAR, Khudai has dual

involvement with both the DAR TMHR (Talent Management and Human Resources) and OAR (Office of Alumni Relations) teams.

Prior to DAR, Khudai spent time at Cook Ross as an IDEA Content & Research Manager, as well as the National Queer Asian Pacific Islander Alliance as a National Political Organizer.

They love a good road trip (always willing to make the drive for a fun destination), is an avid journaler and loves to cook, and enjoys their time with their cats!

Anthony L. Teano (he/him), MLA, is a Communications Specialist in the Johns Hopkins University School of Medicine who works with social media for five groups pertaining to older adults: the Alzheimer's Disease Research Center; the Center on Aging and Health; the Division of Geriatric Medicine and Gerontology; Frailty Science; and the U.S. Deprescribing Research Network. Additionally, Tony serves on the JHU Diversity Leadership Council. In 2021, Tony received a Johns Hopkins Medicine Achievers Award during Pride Month, and he was recognized with a Mason F. Lord Staff Excellence Award for Creativity and Innovation in the Division of Geriatric Medicine and Gerontology. This year, Tony collaborated with the Division of Geriatric Medicine and Gerontology's Mosaic Initiative and Medicine for the Greater Good, Tony spearheaded a successful Diversity Innovation Grant to establish Geriatricians Engaged and Ready for LGBTQ+ Aging, Health, and Wellness. Astute to social determinants of health and health equity, he has written blogs on LGBTQ older adults and health care for Frailty Science (www.frailtyscience.org) and the Center on Aging and Health (www.coah.jhu.edu). Tony earned a Master of Liberal Arts degree from the Johns Hopkins University, during which he focused on diversity in contemporary American cultural history.

Rosalyn Taylor O'Neale (she/her) has over 46 years of global diversity and inclusion thought leader and practitioner as a Principal Consultant, Cook Ross, Vice President, Chief Diversity & Inclusion Officer for Campbell Soup Company, Executive Vice President Diversity Initiatives MTV Network, and CEO of Barnes O'Neale & Associates.

An Internationally recognized speaker, Rosalyn has been quoted in Black Enterprise Magazine, Diversity Journal, and Harvard Business

Review. She has received recognition as Top 100 Most Influential Blacks In Corporate America, Top Executives In Diversity, 100 Top Executives In America, And 100 Most Influential LGBT People Of The Year, University of Louisville Alumni Fellow.

Clifton Shambry (he/him) is a FLI college graduate raised on the east coast. He attended 13 different schools in 5 states and the District of Columbia, spending most of his years in New Jersey. Clifton enjoys playing card and board games (especially spades), singing at church and finding spots in Baltimore to sit and relax. Clifton looks forward to helping students think about their identities and how they shape their life's journey in his role as a life design educator. After 5 years of helping student organization leaders here at Hopkins, he felt this role complimented his interest in giving back to some of his previous experience building affinity space for men of color, while mentoring and advising students of varying identity groups. Clifton loves to discuss how all of your identities have an impact on your life's experience.

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.

Patricia Hernandez, PhD, is the Communication Assistant Program Director. Dr. Hernandez joined Johns Hopkins from Marian University where she developed a digital media study track, served as the advisor for the student newspaper and as Co-Director of the Honors Program. Hernandez has extensive experience in on-ground and online

course and program development an online MS degree in communication.

Dr. Hernandez's work appears in the Journal of Communication Education, Journal of Media Psychology, and Journal of Psychology and the Handbook of Arab American Psychology. She has served in a consultant role for the CD, small businesses, and higher education institutions. She was awarded a PRSA Silver Anvil award for an internship partnership program with the city of Riverside.

Outside of higher education, Hernandez served as the Vice-President of Character Education at because I said I would, an international social movement and nonprofit where she led strategic communication and program development and implementation as appeared on the NBC TODAY Show.

Dr. Tristan Cabello (PhD, History, Northwestern University) is a historian of American cultures and politics. His research examines American popular culture, with a focus on the intersection of race, sexuality, and politics.

The recipient of multiple grants and awards, including research fellowships funded by The Andrew W. Mellon Foundation, Dr. Cabello has presented 40+ papers at international and national academic conferences. He has also given talks at American University, Johns Hopkins University, Rutgers University, the City University of New York, and the University of Chicago.

Cabello's articles, reviews, and essays have appeared in several academic journals and anthologies, such as The Global Encyclopedia of Gay, Lesbian, Bisexual, Transgender, and Queer History (Cengage, 2019), The International Encyclopedia of Revolution and Protest (Wiley, 2018) and The Encyclopedia of Blacks in European History and Culture (Greenwood, 2015); and mainstream venues, such as The Huffington Post. He currently serves on the Editorial Board of the academic journal Queer Studies in Media & Popular Culture.

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

Sarah Stern is a Citizen of the Cherokee Nation of Oklahoma. They joined the Johns Hopkins Center for Indigenous Health in 2016 and work alongside Indigenous community-based partnerships and Native Nations to further public health programming in the areas of behavioral health curriculum and digital health communications, including the Indigenae Podcast.

Olivia Trujillo, a member of the Diné Nation, has been with the Center since July of 2014. She serves as the Training Program Coordinator assisting to develop and implement a pathway for Native American scholars to pursue higher education. She also coordinates the Johns Hopkins University Native Circle which provides spiritual, emotional, personal, and academic support for Native American students and brings awareness and understanding of Native American culture to the Hopkins community. She is currently pursuing a Master of Public Health from Johns Hopkins Bloomberg School of Public Health.

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.

Juana (yah-na) Hollingsworth (she/her) is currently a 3rd year doctoral student in the Higher Education Administration program at Morgan State University. At Morgan, Juana serves as a Research Assistant studying the prevalence and impact of online harassment in higher education curricular and co-curricular spaces. She is also a visiting Graduate Assistant for the Center for Diversity & Inclusion where she coordinates their required Identity and Inclusion workshops for first-year students. Juana received her bachelor and master degree in Social Work from the University of Northern Iowa. She has held leadership positions on college campuses in admissions, financial aid, orientation programs, academic advising, and student success and retention. Widely, her personal research has explored barriers faced by underserved students in higher education and creating and mobilizing programs that aid in the success of these students.

Martha Kakooza (she/her/hers) is a 3rd year PhD student at Morgan State University in the Department of Higher Education Administration. She also functions as an adjunct instructor of International Perspectives of Women and Gender at Towson University and the Graduate Assistant for the International Students at Johns Hopkins University. Their research interests include diversity and inclusion initiatives in STEM, STEM identity development for Black immigrant women, Black women and femmes narrative practices and post-colonial and transnational research methodologies.

B6: A Beautiful Experiment: Lessons from a community-academic partnership to address systemic inequities in the food system

Presenters: Darriel Harris, Ph.D., Nessa Richman, MPP, and Dawud Ummah

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.

Darriel Harris, PhD, completed his doctoral studies at the Johns Hopkins Bloomberg School of Public Health in the department of Health, Behavior and Society in May of 2021. His dissertation focused on conveying health messages to church groups using a mixture of health best practices and scriptural insights. His foray into food systems began with the Center for a Livable Future (CLF) in 2013 when he was hired to coordinate the Baltimore Food and Faith Project. Since then, Harris has held multiple roles within CLF and worked on a number of projects, most of which have an emphasis on community engagement. In Sept. 2021, Harris became the inaugural Cynthia and Robert S. Lawrence Fellow at the CLF. Currently, Dr. Harris works on projects focused on food systems equity and industrial food and animal production.

Nessa Richman, MPP, leads the Rhode Island Food Council in achieving its mission to promote a more accessible, equitable, and sustainable food system in Rhode Island. She works closely with Council members, Rhode Island's Director of Food Strategy, and other state leaders to advance good food policy and implement the Rhode Island

Food Strategy, a comprehensive five-year plan unveiled in May 2017 to grow and sustain markets for locally grown food for the good of communities, the environment, and the economy.

Dawud Ummah has been farming in Maine since he bought his first farm in Litchfield in the early 1990s. He is a veteran of the first Gulf War. He served as US Air Force Aerospace Medical Technician & Deployment Specialist for 10 years. He bought the farm he currently owns in Turner in 2018. As President and Executive Director of the Center for African Heritage, he founded an organization that connected community members to their agricultural roots.

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.

Jacki Stone (she/her/hers) joined JHU Student Health and Well-Being in August of 2019 and has 17 years of experience in various functional areas of student affairs. She provides leadership for well-being staff, programs and services for all JHU students and trainees and uses a social-ecological perspective to facilitate change for individual and community well-being. Jacki earned her PhD from the University of Maryland Baltimore County (UMBC) in Language, Literacy and Culture. Jacki is also an alumna of the JHU School of Education MS in Clinical Community Counseling program, has an MS in College Student Personnel from Western Illinois University and a BS in Human Ecology from The Ohio State University. Jacki lives with her partner and dogs, Dewey and Feliks, in the Greenmount West neighborhood of Baltimore City and loves exploring what this great city has to offer.

Allison Leventhal (she/her) brings over 10 years of experience working in Higher Education at several east coast Institutions. She enjoys helping students thrive so that they can go on and use their knowledge to better the world.

In 2015, Allison joined the Johns Hopkins University as the inaugural Undergraduate Case Manager, eventually transitioning to supporting the graduate population. At the University level she has led initiatives around addressing food insecurity, and mentored new Case Managers at JHU and the Baltimore community. She also serves as the Student Disability Services Coordinator for the Engineering for Professionals program.

Allison is a proud two time alumna of the University at Albany (SUNY) where she completed her Bachelors in Psychology & Masters in Mental Health Counseling.

Dayna Geary, MS (she/her/hers) serves as the Assistant Director for Student Disability Services at Johns Hopkins University on the Homewood campus. She brings over ten years of experience working in higher education, including direct service to underserved student populations through federal TRIO programs, academic tutoring, clinical mental health counseling, and disability services.

In her current role, she partners with SDS colleagues, faculty, and staff members to ensure an equitable educational experience for students.

She assists students as the JHU Student Coordinator for the Workforce Recruitment Program, a federal program aimed to connect students with government job opportunities.

She earned a BS in Human Services from York College, and a graduate degree in Counseling from Shippensburg University in Pennsylvania where she also served as a clinical faculty member at the university Counseling Center.

Her professional interests include student identity and development as well as understanding the role of emerging technology in the field of Disability Services. She joined Hopkins in August 2019. Her hobbies include reading, spending time outdoors, thrift shopping, learning about art and exploring Baltimore where she lives with her family and cat.

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

Erin Yun serves as director of volunteer engagement in development and alumni relations at Johns Hopkins University and Medicine. In this role, Erin oversees central support for a community of advisory board and council staff throughout the institution and provides institutional-level engagement opportunities for Johns Hopkins' leadership volunteers.

Erin has a long history at Johns Hopkins. Before her role in volunteer engagement, Erin spent 9 years as the deputy to the vice provost for student affairs - serving as chief of staff, advising the vice provost on key issues, and overseeing parent and family relations as well as divisional communications. Erin is a proud alum, holding a BA in international relations and executive certificate in business communications from JHU. She holds an MBA from University of Maryland University College.

Prior to her time at JHU, Erin served as director of board relations/special projects at Howard Community College for 10 years.

Khudai Tanveer, joined the DAR team in June as the Diversity, Equity, Inclusion and Belonging Program Manager, and officially has 3 months under their belt! Khudai's role focuses on developing strategies to enhance the recruitment, retention, and experience of historically underrepresented and underserved minority populations in pursuit of a diverse workforce at all levels. With this unique position for DAR, Khudai has dual involvement with both the DAR TMHR and OAR (Office of Alumni Relations) teams.

Prior to DAR, Khudai spent time at Cook Ross as an IDEA Content & Research Manager, as well as the National Queer Asian Pacific Islander Alliance as a National Political Organizer.

In the brief time that I've gotten to know Khudai in this new role, I've learned that they love a good road trip (always willing to make the drive for a fun destination), is an avid journaler and loves to cook, and enjoys their time with their cats!

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.

Dr. Kevin L. Ensor has over 30 years of experience as a teacher, counselor, and counselor educator. Throughout his career has worked extensively with students and clients and students from disadvantaged and underserved populations. He has presented locally, regionally, and nationally on academic, social/emotional, and college/career barriers faced by the LGBTQ+ population. Currently he is an Associate Professor of Education at Notre Dame

University in Maryland and an Adjunct Professor of Counseling at Johns Hopkins University.

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.

Roshni Rao (she/her/hers) is the Executive Director of Doctoral and Postdoctoral Career Design & inaugural Director of PHutures at Johns Hopkins University where she has created an innovative & empathy-driven career hub focused on creating equitable and scalable opportunities for doctoral students and postdoctoral fellows from diverse disciplines. In her work as an educator, Roshni utilizes innovative programming to connect students & fellows to ideas and to opportunities and helps them design their career. Whether that is launching the first PhD hiring event, interviewing inspiring personalities or encouraging students individually, Roshni is passionate about creating a fulfilling graduate and postgraduate experience for PhDs. Recently, in recognition of "being a risk taker who goes all in and motivates others by demonstrating initiative", she received the

inaugural JHU First Penguin award. A proponent for diversity and inclusion, Roshni is a thought leader on PhD careers, often advocating for underrepresented and international scholars. For her efforts in promoting an inclusive graduate experience at Hopkins, she was recently recognized by the JHU Diversity Leadership Council to receive the 2021 Diversity Recognition Award. In her previous role as Associate Director at the National Institute on Aging (NIA), she helped Postdoc's transition into fulfilling scientific careers and most notably engaged, and reenergized the community by building and branding a new wellness program. For her efforts in enhancing Postdoctoral professional development, Roshni received the Kelly Distinguished Service Award at the NIA. Roshni believes that the career choices she has made are related to her personal experience as a graduate student. Seeing as how graduate students and postdoctoral fellows, especially International and URM students navigate their PhD without mentorship or guidance and sometimes have limited access to knowledge about their options, Roshni decided that a meaningful career to her would be to help others in their journey and create accessible and scalable ways to share knowledge and experiences. She holds a PhD in Biomedical Sciences from the University of South Carolina, having previously received a Postgraduate diploma in Science from the University of Otago, New Zealand and a Bachelor's degree in Microbiology and Chemistry from St Joseph's College, Bangalore, India.

Gian Carlo Molina-Castro (he/him/his) is a 5th year neuroscience PhD candidate at Johns Hopkins University (JHU) and Strategy and Operations Manager of PHutures, a university-wide doctoral career and professional development hub.

He has been Co-President of Project Bridge, a science communication and outreach organization and member of the Doctor of Philosophy Board which advises the Provost about doctoral education and institutional policies and conducts PhD program reviews. In addition, Gian is a strong DEI advocate and proponent and is currently leading the execution and implementation of a 2-year career exploration, professional development, and mentoring cohort-based program for underrepresented doctoral students at JHU.

Recently, Gian received the inaugural 2021 JHU Career Impact Award and the 2021 Diversity Recognition Award from the JHU Diversity

Leadership Council. In 2022, he was 1 of 5 Ph.D. candidates university-wide to be inducted into the Edward Bouchet Graduate Honor Society which recognizes outstanding scholarly achievement and promotes diversity and excellence in doctoral education.

Gian obtained a B.S. in Cellular/Molecular Biology from the University of Puerto Rico (UPR), Rio Piedras, a Certificate in Non-Profit Management from the UPR Mayaguez, and in Human Resources Management from Ana G Mendez University. Gian is an incoming Management Consultant at Boston Consulting Group in Washington DC.

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.

Dr. Aireale J. Rodgers is a learning scientist of higher education whose research agenda explores how people and organizations learn and how educators can better facilitate learning that advances critical race consciousness for faculty and students in postsecondary institutions. She has studied learning in a variety of postsecondary contexts, including university classrooms, a faculty intergroup dialogue program, the

implementation of new organizational processes via graduate student socialization, and the transition to Ph.D. candidacy. Dr. Rodgers holds a B.S. in Social Policy and an M.A. in Learning Sciences from Northwestern University's School of Education and Social Policy and a Ph.D. in Urban Education Policy from the University of Southern California's Rossier School of Education. You can learn more about Dr. Rodgers and her work by visiting her website (www.airealejoi.com) or following her on Twitter (@airealejoi).

Martha Kakooza (she/her/hers) is a 3rd year PhD student at Morgan State University in the Department of Higher Education Administration. She also functions as an adjunct instructor of International Perspectives of Women and Gender at Towson University and the Graduate Assistant for the International Students at Johns Hopkins University. Their research interests include diversity and inclusion initiatives in STEM, STEM identity development for Black immigrant women, Black women and femmes narrative practices and post-colonial and transnational research methodologies.

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.

Juana (yah-na) Hollingsworth (she/her) is currently a 3rd year doctoral student in the Higher Education Administration program at Morgan State University. At Morgan, Juana serves as a Research Assistant studying the prevalence and impact of online harassment in higher education curricular and co-curricular spaces. She is also a visiting Graduate Assistant for the Center for Diversity & Inclusion where she coordinates their required Identity and Inclusion workshops for first-year students. Juana received her bachelor and master degree in Social Work from the University of Northern Iowa. She has held leadership positions

on college campuses in admissions, financial aid, orientation programs, academic advising, and student success and retention. Widely, her personal research has explored barriers faced by underserved students in higher education and creating and mobilizing programs that aid in the success of these students.

A5: Practical Partnerships to Encourage Inclusive Excellence

Presenters: Nick Greer and Kathleen Cullen, Ph.D.

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.

Nick Greer has nearly twenty years experience in education with a deep passion for equitable systemic reform in Baltimore. He currently is the Executive Vice President of Interconnection at Thread in Baltimore City. He leads the team that develops the strategy, tools, and learning experiences to ensure that every member of Thread is on a journey of growth informed by deep relationships of difference. Prior to joining Thread in 2015, Nick worked at Baltimore City Schools as the Director of Science, Special Assistant to the Chief of Staff, and Teacher Coach.

Nick also spent eight years teaching high school biology. In 2009, he was named the Baltimore City Teacher of the Year and was also honored to be selected as a Teaching Ambassador Fellow at the United States Department of Education, with an appointment to the Obama administration. He holds a B.S. in Biological Sciences and an M.A.T. from the University of Pittsburgh.

Kathleen Cullen, Ph.D. is a professor in the Departments of Biomedical Engineering, Neuroscience, and Otolaryngology, and the co-director of the Center for Hearing and Balance. Dr. Cullen founded and directs the Johns Hopkins Systems Neuroscience and Neuroengineering Laboratory (SNNL) which spans the interdisciplinary fields of neural engineering and neuroscience harnessing the power of emerging computational and neurophysiological methodologies. The overarching focus of her research program to understand how the brain creates neural representations of our motion to ensure the maintenance of balance and posture, as well as accurate perceptual stability during our everyday activities. In addition to her research activities, Dr. Cullen currently serves as the Program Chair and Vice President of the Society for the Neural Control of Movement (NCM). Dr. Cullen has long been committed to improving diversity in science, including the promotion, visibility, and representation of women and underrepresented minorities. Dr. Cullen has been an active member of the Scientific Advisory Board of the National Space Biomedical Research Institute, which works with NASA to identify health risks in extended space flight. Cullen earned a Ph.D. in Neuroscience from the University of Chicago in 1991.

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.

Jennifer Stager specializes in the art and architecture of the ancient Mediterranean and its afterlives. She is the author of *Seeing Color in Classical Art* (2022) and, with Leila Easa, *Public Feminism in Times of Crisis: From Sappho's Fragments to Viral Hashtags* (2022). With David Gissen and Mantha Zarmakoupi, she curated *An Archaeology of Disability* for the Biennale Architettura 2021.

Pia Hargrove, LMSW earned a B.A. in psychology from Boston University and an MSW from New York University as an honors graduate, Lucretia Jett Phillips fellow and Nia Award recipient. Pia received her social work license in the state of New York. Her NYU Social Work Study in Puerto Rico especially equipped her for practice within diverse Spanish speaking communities. Exercising with cultural humility, Pia has deeply engaged children and families through social work practice at the Jewish Board of Family and Children's Services and the New York City Mission Society. As a community and political activist, Pia ran for NYC Council in 2017 and continued community organizing through leadership in several civic organizations. A champion for literacy with an emphasis on social emotional learning, Pia's notable children's book, *Celebrate Smiles* teaches self-esteem, love and thankfulness. She founded *Creating Legacies*, a nonprofit organization inspiring community building through nurturing entrepreneurs and offering families diverse social and educational experiences. In the educational sector, Pia served as the 2018-2019 co-chair of the Diversity Committee at the Packer Collegiate Institute in New York City. Her experience as an alumna of the Oliver Scholars Program, allows Pia a unique opportunity to render her service to the Oliver Scholars student and parent body through educating about mental health, particularly during the pandemic. As a speaker, Pia engages diverse global audiences around race and cultural humility, political agency, collective trauma and healing, and the importance of self-care. She continues to share her expertise as a professor of social work at New York University Silver with a particular emphasis on the needs of immigrant communities and those reflective of the African Diaspora.

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

Presenter: Kate Lynch, Whit Johnson, Eli Lopatin, Luisa De Guzman, Sierra Romero

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.

Kate Lynch (she/her) serves as the Community Engagement Specialist at the Center for Social Concern (CSC) where she supports community engagement activities. She has a BA in Political Science from Johns Hopkins University, an Executive Certificate in Social Impact Strategy from University of Pennsylvania, and is a Baltimore Corps Fellow alum.

Whit Johnson (he/him) joined the Center for Social Concern as Associate Director for Civic Engagement in January 2020. Whit is responsible for supporting the programmatic and training elements for all CSC programs. He specifically oversees Hopkins Votes, a university initiative, which strives to register all Hopkins students to vote in U.S. election cycles. Whit earned his BA in Hispanic Studies at Wheaton College in Norton, Massachusetts and MS in Public & Urban Policy at The New School in New York City. Whit has over 15 years of experience working within the education and nonprofit sectors both in the U.S. and abroad.

Eli Lopatin, MSW (he/him) As Assistant Director of Civic Leadership at the Center for Social Concern, Eli supports undergraduate students in community-based employment opportunities, including the academic year In Community Interns Federal Work Study program and the summer Community Impact Internships Program. He has been working at

JHU for over five years and has worn many hats in communities across Baltimore City since arriving 17 years ago.

Luisa De Guzman has served the Center for Social Concern as the Assistant Director of Engaged Scholarship since August 2021. Through her role, she supports community-based learning at JHU, with the goal to give Baltimore City communities a greater presence in campus life. Luisa received her BA in English from Rollins College and her MA in Educational Leadership: Higher Education Student Personnel from the University of Central Florida.

Sierra Romero (She/Hers) joined the Center for Social Concern in the summer of 2022 as the Communications Coordinator. Sierra focuses on raising student awareness surrounding all programs and initiatives central to the CSC, connecting the office to Student Affairs, and highlighting all the work done by staff. She is a recent college graduate from Colorado College, where she majored in Political Science and minored in Journalism, Urban Studies, and Environmental Science. She is originally from Denver, Colorado.

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

Martha Abshire Saylor has focused on research over the last several years to develop interventions that use a strengths-based approach to support caregivers of persons with advanced heart failure. Martha has methodological expertise in using mixed quantitative and qualitative methods to understand complex phenomena. Recently she has been working to understand the intersection of gender, race and financial strain among caregivers. In addition, Martha has a great love for community engaged research and programs that support the health of our communities.

Crystal Evans (she/her) is the Community Relations Coordinator for the Community and Collaboration Core of the Johns Hopkins Institute for Clinical and Translational Research.

WORKSHOP SESSION B

B1: Becoming and Leveraging Allies in the Workplace: The Power of Inclusive Collaboration

Presenters: David Smith, Ph.D. and W. Brad Johnson, 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.

David Smith, PhD, is co-author of the book, *Good Guys: How Men Can Be Better Allies for Women in the Workplace* and an Associate Professor at the Johns Hopkins Carey Business School. As a sociologist trained in military sociology and social psychology, he focuses his research in gender, work, and family issues including allyship, inclusive mentorship and sponsorship, gender bias in performance evaluations, and dual career families. He is the co-author of *Athena Rising: How and Why Men Should Mentor Women* and numerous journal articles and book chapters that focus on gender and the workplace.

W. Brad Johnson, PhD is a Professor of Psychology in the Department of Leadership, Ethics and Law at the United States Naval Academy, and a Faculty Associate in the Graduate School of Education at Johns

Hopkins University. A clinical psychologist, Dr. Johnson is a mentoring expert specializing in developing gender-inclusive mentoring cultures for organizations around the globe. Dr. Johnson is the author of numerous publications including 14 books, in the areas of mentoring, professional ethics, gender inclusion. Recent books include: *Good Guys: How Men Can Become Better Allies for Women in the Workplace*, *Athena Rising: How and Why Men Should Mentor Women* (both with David Smith), and the *Elements of Mentoring 3rd Ed.* (with Charles Ridley).

B2: Addressing the Gender Unicorn in the Room

Presenter: Abbey Nawrocki, Ph.D. and Rasheeda Bradley

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.

Dr. Abbey Nawrocki (they/them) is the Associate Director of Gender & Sexuality Resources. Previously, they worked with the LGBTQ Centers at Purdue University and the University of Chicago developing and implementing curriculum and projects aimed at community outreach and education. They have also worked in conjunction with community partners to raise awareness of local LGBTQIA+ resources in Indiana. Abbey holds a Ph.D. in Sociology with a certificate in social science research methodologies from Purdue University, where they also taught classes on advocacy for systemic social issues.

Rasheeda Bradley (She/They) serves as the Assistant Director of The Gender & Sexuality department at Johns Hopkins University. Rasheeda recently started their journey at Hopkins but has done work in the field of gender and sexuality over the last five years. Rasheeda's passion led to them publishing, presenting, and researching the experiences of LGBTQ+ women and femmes of color.

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.

April Foiles earned her MA in Education focusing on Instructional Design and Adult Learning Psychology from San Diego State University. April works with faculty at Johns Hopkins Carey Business school as a Teaching Innovation Partner where she also supervises the Learning Innovation and Technology team. Before joining Carey in 2017, April was a Curriculum Analyst for the Rady School of Management at the University of California San Diego and an adjunct faculty member at Lake Tahoe Community College. April has designed instructional products, taught professional development workshops, and improved processes and performance for higher education, non-profit, and corporate clients. She values the power of well-thought-out design and the science of learning and focuses on research-based learning design and classroom teaching. April loves collaborating on creating doable, innovative solutions that work for all stakeholders in the 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

Ebony Williams is an Epic Applications Supervisor at Johns Hopkins Health system. She began her career in Health IT space since 2010 and started as a trainer at Mount Sinai Hospital during their initial Epic implementation. She has served in multiple capacities including training, security systems, project management, application build and management. In addition to being a supervisor with Johns Hopkins Health system, she also serves as an adjunct faculty member with Johns Hopkins University in the Biomedical Informatics and Data Sciences department.

She is also focused on patient advocacy and how to use technology to communicate with care team members and has collaborated with several departments to implement strategies to better support patients.

She manages the Thyroid Warrior Podcast in which she shares stories of managing Hashimoto's Disease to offer tools, tips and strategies with listeners. She is also focused on wellness through her work with aromatherapy, personal training and nutrition coaching with the community outside of her work at Johns Hopkins.

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

Presenters: Jake Olkkola, Gay Williams, and Ricky Hernandez

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.

Jake Olkkola joined the Johns Hopkins staff as Senior Associate Director of Athletics on November 18, 2019 and was elevated to Deputy Director of Athletics on July 1, 2021. Olkkola previously served as the Harold Alford Director of Athletics at Colby College.

As the Deputy Director of Athletics, Olkkola oversees the day-to-day operations of the department and works closely with Director of Athletics

& Recreation Jennifer Baker to define, shape and advance the Department of Athletics and Recreation. He serves as the main sport administrator for several of Johns Hopkins' 24 varsity athletic programs, provides oversight for a number of internal areas within the department and is the primary liaison with many of the departments and offices on campus that work closely with athletics and recreation.

In addition to his sport and administrative oversight responsibilities, Olkkola has been the lead administrator on the development of the Department of Athletics and Recreation's Diversity, Equity and Inclusion (DEI) Team. The DEI Team, which officially debuted in 2020, provides robust programming and educational initiatives for student-athletes, coaches and staff.

Gay Williams has served as the Recreation Office Manager and Coordinator of Membership since 2014.

Ricky Hernandez has served as the Men's Basketball Coach since 2018.

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.