



DIVERSITY  
LEADERSHIP  
COUNCIL

***DIVERSITY  
RECOGNITION  
AWARDS***

May 8, 2023 • 1:00 – 3:00 P.M.

Homewood Campus

**JOHNS HOPKINS**  
UNIVERSITY & MEDICINE

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## **2023 DIVERSITY RECOGNITION AWARD CEREMONY**

### **Opening Remarks**

James Calvin, Professor, Carey Business School

Co-Chair, Diversity Leadership Council

### **Welcome**

Emil L. Cunningham, Assistant Vice Provost for Diversity and Inclusion & Deputy Chief  
Diversity Officer

### **Message from President Daniels**

### **Presentation of Diversity Awards**

### **Presentation of James Calvin Award for Excellence in Diversity, Equity, and Inclusion**

### **Reception with Performance by The Kismet Jazz Trio**

## INDIVIDUAL AWARDS

**Jerrell Bratcher**, Development & Alumni Relations

**Jeremy Brown**, Whiting School of Engineering

**Christina Harnett**, School of Education

**Juana Hollingsworth**, University Student Services

**Teresa Johnson**, Applied Physics Laboratory

**Misha Kazhdan**, Whiting School of Engineering

**Ikshu Pandey**, Whiting School of Engineering

**Tilak Ratnanather**, Whiting School of Engineering

**Fadil Santosa**, Whiting School of Engineering

**Lorraine Smith**, Bloomberg School of Public Health

**Tina Suliman**, Bloomberg School of Public Health

**Hsin-Ya Tang**, School of Education

## GROUP AWARDS

**Center for Learning Design and Technology**

Whiting School of Engineering

**Diem Bloom & Davida Breier**

Johns Hopkins University Press

**HOLA Executive Committee**

Applied Physics Laboratory

## JAMES CALVIN AWARD FOR EXCELLENCE IN DIVERSITY, EQUITY, AND INCLUSION

**Stacey Marks**

Whiting School of Engineering

## **INDIVIDUAL AWARDS**

### **Jerrell Bratcher** **Senior Coordinator**

#### *Development & Alumni Relations*

Jerrell developed the seeds to grow the Development and Alumni Relations (DAR) at Johns Hopkins University & Medicine Diversity Advisory Council, called DRIVE (Diversity, Race, Inclusion, Vulnerability, Equity). By supporting one of the country's top academic fundraising and constituent engagement programs, DRIVE will advise DAR's Vice President, Executive Team, and its larger community by providing representation, leadership, voice, and recommendations towards the ongoing commitment to build a diverse and inclusive environment that embraces these core values. The mission of DRIVE is to actively and intentionally promote and foster greater diversity and inclusion (D&I), and cultural competence within the DAR community, its constituents, and its initiatives.

### **Jeremy Brown** **Assistant Professor of Mechanical Engineering**

#### *Whiting School of Engineering*

Since his arrival in Jan 2017 Professor Brown has been integral to increasing recruitment and retention of graduate students from underrepresented groups (URGs) across WSE graduate programs. Jeremy represents our graduate programs at national and regional conferences, research symposiums and recruitment events. He served as the keynote speaker for Explore Hopkins in 2018 and has contributed to the success of the program every year.

At the department level Jeremy developed a new initiative for prospective graduate students from URGs in Mechanical Engineering to have lunch and connect with current Hopkins underrepresented graduate students during their visit. Additionally, during COVID he created a virtual annual outreach/recruitment event to engage students from HBCU and MSI's and provided them with more information about MechE graduate programs. As a Morehouse grad Jeremy serves as an inspiration and role model to underrepresented students in STEM.

**Christina Harnett**  
**Associate Professor**

*School of Education*

Christina is a champion of many diversity initiatives within the School of Education. One notable example involves her efforts following a Diversity Leadership training. Upon completion of the training, Christina instituted a white caucus group in an effort to cultivate a space in which white faculty and staff members can develop greater understanding about issues of equity and justice. When the group convened initially, members were interested in doing something to demonstrate solidarity with minoritized group members in the SOE. Christina raised concerns with this strategy and encouraged group members to engage in further sharing, learning, and self-examination. Christina's initiative recognizes the reality that white people have work to do within their communities to support the goals of diversity, equity, inclusion, and belonging. Her goal is to use this white affinity space to help the group develop a deeper structural understanding of white privilege in ways that will lead to a healthier work environment for everyone.

Christina has worked to help center issues of diversity, equity, inclusion, and belonging (DEIB) by integrating DEIB within School of Education initiatives such as the annual EdFest gathering, by coordinating workshops that incorporate diversity. Further, she has been a champion in her unwavering support for Connecting Across IDEAS (Inclusion, Diversity, Equity, Access, and Social Justice) Graduate Student Scholarship Conference. Christina has been a strong advocate who lobbies for resources, develops synergies between unlikely groups, and leads by example.

**Juana Hollingsworth**  
**Graduate Assistant for Diversity and Inclusion Co-Curricular Education**

*University Administration*

Juana is a crucial leader and pioneer in creating, training, and supporting student Identity and Inclusivity facilitators/educators to facilitate the second part of the Identity and Inclusivity workshops for first year and transfer students. She creates a supportive and welcoming work environment for educators/facilitators to learn and grow so they can properly work with first year and transfer students to promote and learn about inclusivity and diversity on campus. Juana is an exemplary leader in the Center for Diversity and Inclusion (CDI) and makes the Identity & Inclusion sessions engaging and accessible. Without her, the Part II mandatory Identity & Inclusion workshops for first year/transfer students that are a part of JHU's new pathway to diversity would not be possible; from running logistics to adding crucial content to workshops for educating students to adding improvements as the workshops continue to grow, Juana is instrumental to making sure these crucial DEI workshops are a success.

**Teresa Johnson**  
**Acting Assistant Section Supervisor**

*Applied Physics Laboratory*

Teresa Johnson has been an incredible advocate for bringing awareness of the valuable contributions that neurodiverse people and those with physical disabilities can make in aiding JHU/APL to create innovative and diverse solutions for APL and its sponsors. Teresa has organized two of last year's National Disability Employment Awareness Month (NDEAM) celebration events including helping to arrange keynote speaker Dr. Royce Best from the Rochester Institute of Technology - National Technical Institute for the Deaf on Accessible Teaching entitled "Can Ideas from the Classroom Benefit the Workplace?".

Teresa is also an active participant in two additional APL D&I Affinity Groups, APL's Women in Technology (AWiT) and Allies in the Workplace (AIW). She can always be counted on to lend a hand with whatever Diversity and Inclusion task that needs help. Teresa's commitment to D&I causes makes her a special person who is committed to help make the Applied Physics Laboratory a more inclusive place to work.

**Misha Kazhdan**  
**Professor**

*Whiting School of Engineering*

Misha Kazhdan has chaired the Computer Science Department's standing committee on Diversity & Inclusion since its inception in 2020. As chair he has led a changing committee membership through development and initial implementation of a D&I Action Plan for the department. He has also worked closely with and through the graduation admissions committees to directly inform and impact their work to increase the percentage of students from underrepresented groups (URGs) admitted, fellowships, and subsequent enrollments in WSE programs.

Misha also established a graduate reading group (seminar course) EN.601.810 Diversity and Inclusion in Computer Science and Engineering to enable interested students and faculty to study and discuss research papers related to these issues, approaching D&I not only from a community perspective through the department committee, but also from a scholarly perspective. Misha has led the course every semester since Spring 2021, in addition to his required teaching duties. His commitment to advance efforts in a discipline that has traditionally struggled in this area extends well beyond his expected duties.

**Ikshu Pandey**  
**Undergraduate Student**

*Whiting School of Engineering*

Ikshu has dedicated herself to increasing accessibility on campus. As a member of the Disability Inclusion Advisory Committee, Ikshu informs the strategies, policies, and procedures that foster a community that embraces and respects disability as a component of diversity.

Beyond her efforts on campus, Ikshu serves on the Asian Americans with Disabilities Initiative. As the Director of Community Engagement, she has grown their network to over 700 members and organizes events to highlight the work of Asian American and Pacific Islander change-makers.

**Tilak Ratnanather**  
**Associate Research Professor**

*Whiting School of Engineering*

Tilak has been a stalwart champion for those with hearing impairment long before the most recent wider awareness and recognition that this disability has received. Tilak advocated for and pushed our university to provide captioning services and collaborated on a research-education-mentoring program for undergraduate students who are deaf-hard-of-hearing (DHH). Like underrepresented racial groups, DHH students are largely absent from STEM fields. To ensure that his trainees could fully participate in social interactions in and outside the laboratory, Tilak would provide workarounds using a variety of pre-purchased electronic devices.

In 2020 captioning became available through Zoom, and because Tilak had been advocating for captioning capabilities, our university moved quickly to make it widely available across campus. Tilak's advocacy for the DHH has had an enduring positive impact on the Johns Hopkins training environment, helped educate our faculty and community, and importantly helped DHH students to achieve their fullest potential.

**Fadil Santosa**  
**Professor and Yu Wu and Chaomei Chen Department Head**

*Whiting School of Engineering*

Fadil is an exemplary educator, collaborator, and leader that is committed to fostering environments that are diverse and inclusive for his students, faculty and staff peers, and Baltimore City communities. He has partnered with JC Faulk, the Founder and CEO of B'More Community Food, a non-profit that works to mitigate the effects of systemic oppression by addressing food insecurity in Baltimore City. Together, they are teaching *Mathematics for a Better World*, a course

designed to provide students with experience in utilizing mathematical, statistics and visualization programs such as Python to support the operation of a community food bank.

Not only is Fadil teaching his students coding and programming language, but he's incorporating real-world application opportunities in his teaching that are beneficial for student learning and meet community-partner identified needs. Currently, Fadil's students are writing code and developing a dashboard B'More Community Food can use to keep track of information and analytics related to the pounds of food they receive and distribute. His community co-educator is involved every step of the way, providing feedback to his students on the user experience. As evidenced by this course, Fadil is leading the way in utilizing inter-disciplinary community-based learning pedagogy in an academic space where it is not often seen.

**Lorraine Smith**  
**Senior Grants and Contracts Analyst**

*Bloomberg School of Public Health*

Lorraine is the Past-President of the Johns Hopkins Black Faculty and Staff Association. She is a proven advocate for equitable pay and opportunities for Black staff and faculty at Hopkins. She was a driving force to establish Juneteenth as a paid holiday at JHU. Additionally, Lorraine championed mandatory unconscious bias training for supervisors, restoring the career resource center, and increasing tuition benefits. Lorraine's efforts go beyond her advocacy. During the most isolating times of the COVID-19 pandemic she developed crucial initiatives to keep BFSA members connected.

As President of the BFSA, Lorraine displayed exceptional leadership in the wake of the murders of George Floyd, Breonna Taylor, and Ahmaud Arbery. She made sure that members of the BFSA had a platform in which to discuss their frustrations, concerns, and feelings and to honor the loss and lives of Black lives.

Lorraine continues to serve on the BFSA Executive Board and is passionate about advocating for policy and procedural changes that will support a culture shift in the fabric of Johns Hopkins. She is also the Staff Representative for the Department of Environmental Health IDARE (Inclusion, Diversity, Anti-Racism, and Equity) Committee. Lorraine has shared her expertise with the Department on staff concerns and IDARE issues within the department, Hopkins communities in and around Baltimore communities.



**Tina Suliman**  
**Senior Program Officer II**

*Bloomberg School of Public Health*

With the support of Center for Communication Programs' (CCP) former Executive Director, Susan Krenn, Tina voluntarily created and took the lead on CCP's anti-racist agenda and established CCP's Anti-Racist Action Group (ARAG). Under Tina's guidance, CCP is working toward dismantling institutional racism, by first moving the needle on individual-level anti-racist knowledge, beliefs, attitudes, and behaviors and moving towards making systematic changes center-wide. Tina crafted the CCP framework by designing two learning spaces, so CCP members convene in center-wide Intergroup Dialogue sessions, but also caucus by racial identity. Additionally, she designed and implemented a Structure Group Identifying the ways in which institutional racism is contributing to discriminatory practices at CCP and an Assessment Group to understand where CCP staff are in their knowledge, beliefs, and attitudes to better understand the work ahead.

Tina is intentional about collaboration and centering community members' voices in all of her work, as she has designed, led, and/or facilitated multiple co-creation workshops with community members and organizations on topics such as supporting young Black fathers, opioid harm reduction, stigma reduction, maternal and child health and sexual health among young people and the adults that support them.

Tina's leadership is guiding CCP towards building a culture of racial equity. As a result of Tina's determination, our local and global JHU communities will benefit as this work will reverberate to create positive change. Tina Suliman is recognized for her humble and humanistic approach as she her work influences the priorities, programming and staff behavior of CCP staff that directs \$100 million a year of funding around the world of 189 US-based staff, 590 global staff. Because of her, programs in Asia, Africa, Latin America and the USA are being designed, implemented, and staffed with more respect, empathy, and inclusion.

**Hsin-Ya Tang**  
**Assistant Professor**

*School of Education*

Hsin-Ya Tang has been a trailblazing pioneer and pivotal leader in the university community, particularly in creating awareness for and rallying support for international students as a collective with a focus on Asian identifying international students. During International Education Week, she (along with graduate students and various campus partners) led the Asian Student Experience Symposium that gathered graduate and undergraduate students across the university in solidarity. At the symposium, students, staff, and faculty alike were able to discuss topics that affect being an Asian international student, such as the bamboo ceiling, language access and equity, international identity, and mental health awareness.

Hsin-Ya, along with Susan Han and other counselors at the Counseling Center, also created a series and safe space to discuss anti-Asian sentiment, threats, and violence, and the impact current events have had on the wellbeing and livelihood of Asian and Asian-American students in light of a post-pandemic world. As a graduate student who attended an event with Hsin-Ya mentioned: "Johns Hopkins and the City of Baltimore, which often operate within a black and white binary, can feel isolating and unwelcoming. I often feel confused about where I fit into this university and city. Dr. Tang's leadership with her numerous initiatives to support Asian international students has made me feel at home."

**GROUP AWARDS**

**Center for Learning Design and Technology**

*Whiting School of Engineering*

The Center for Learning Design and Technology brings a passion for inclusion to course developments that goes beyond the technical aspects of accessibility. These individuals keep accessibility and inclusion at the forefront of our discussions and decisions. When a student could not find a student-facing resource on accessibility to link in FESS, the team contacted Central IT and created the Accessibility Resources for Students page on Canvas@JHU.

The section on Student Best Practices is a direct result of a discussion post where they were asked to help FESS students wanting to create accessible content for fellow students and in their workplace. The Center for Learning Design and Technology converted thousands of math equations to a format accessible to screen readers and continues to research best practices. They are sharing the importance and challenges of creating accessible math at several national DEI and accessibility conferences.

The Center for Learning Design and Technology has also met with instructors and guest lecturers to discuss accessible formatting and grading equity for all students. They have collaborated with SDS to create the EP Faculty Program on Accessibility and Disability Inclusion. Without the enormous support from these individuals, the FESS instructor team would have been lost on how to keep the material (especially the math) accessible to and equitable for the broadest possible student base. Their hard work and hours of patient support have elevated the courses as well as the program and has even begun to be shared to the broader community via papers on accessible math that have been accepted to national conferences.

### **Diem Bloom & Davida Breier**

*Johns Hopkins University Press*

Davida Breier and Diem Bloom worked in co-creating a paid internship program for first generation, limited income students at Johns Hopkins University. This program has now run for two years and allows students to experience and access the scholarly publishing world from within at JHU Press with the long-term objective of increasing diversity in the publishing industry

Davida and Diem deeply believe in the principles of justice, equity, diversity, and inclusion (JEDI) and crafted the full-year internship to allow these principles to be put into action for the interns as well as staff. They spent an extensive amount of time carefully interviewing and selecting candidates, involving a good portion of our staff in the planning of the program across five divisions, crafting experiences and meaningful training sessions, following up on intern questions and issues, and creating surveys for students and staff to improve the internship in future years.

The interns were challenged to work together and created a final project of curating books and journal articles that highlighted their own perspective on JEDI. This important and valuable internship program would not have been possible without the efforts of Davida and Diem and their countless hours of work and belief in the principles of JEDI. Not only was the program valuable for the interns, but for staff as they learned, experienced, and presented during training and interactions with the interns.

### **HOLA Executive Committee**

*Applied Physics Laboratory*

Through their regular event scheduling HOLA leadership became aware that the Business, Communications, and Facilities Department (BCFD) and Security Services Department operate on different schedules, creating a barrier to BCFD and Security Services staff attending events. To ensure inclusive programming, HOLA organized an event during Hispanic Heritage Month for both of these departments at the shift change so they did not have to rearrange their schedule to attend.

HOLA also coordinated presentations about Central Spark and internship opportunities, providing information in Spanish as well while celebrating Hispanic culture with coffee and Puerto Rican baked goods. This event exemplifies how HOLA is always looking to be more inclusive while celebrating diversity.

## **JAMES CALVIN AWARD FOR EXCELLENCE IN DIVERSITY, EQUITY, AND INCLUSION**

### **Stacey Marks**

#### **Diversity Program Manager**

*Whiting School of Engineering*

Stacey Marks was an appointed member of the Diversity Leadership Council (DLC) in 2016 and immediately identified assessing the state of staff development at JHU as a priority. Through her work on staff-related subcommittees, Stacey led efforts to examine shortcomings in retention, promotion and development. Critically, she recommended that JHU leaders prioritize reporting quantitative information on the university staff composition to provide a true understanding of disparities in various roles.

In the absence of composition data, Stacey led the committee's efforts to conduct interviews of hiring managers to assess the state of internal hiring and recruitment efforts. The data gathering proved to be an early data set for the Talent Acquisition Team, with the Talent Acquisition Director becoming an accountability partner to assess hiring needs. Within the next year, the university provided the staff data and paved the way for recommendations to identify best practices for increasing underrepresented groups in senior roles at the institution.

In addition to her work on the DLC staff subcommittees, Stacey served on the JHU Roadmap 2020 Task Force as the co-lead for the Pathways to Staff Development working group with successful adoption of all recommendations including funding for staff career architecture, expanding staff diversity initiatives and the creation of the University-wide Staff Advisory Council. Finally, while working in the School of Medicine Stacey co-lead and helped to design the inaugural SOM Staff Diversity Council. Stacey has been a proven leader in the university and on the forefront of recommendations to promote, diversity, equity, and inclusion for staff.

## Diversity Leadership Council (2022-2023)

Rina Agarwala	Cherita Hobbs
Adler Archer	Aaron Hodukavich
Joyell Arscott	Shekeitha L. Jeffries
Cathie Axe	Tanya McMillian
Nilaya Baccus Hairston	Lynne Jones
Megan Barrett	Christine Kavanagh
Harolyn Belcher	Mindi Levin
Joel Bolling	Charles Lu
Linda Boyd	Stacey Marks
Amanda Brown	Corrin McBride Hunt
Crystal Burns	Ramin Mojtabai
Katrina Caldwell*	Marie Polymise
James Calvin*	Noemi Rice
Joseph Colon	Darlene Saporu
Khadijah Davis	Kathy Schnurr
Barbara Detrick	Robbie Shilliam
Ralph Etienne Cummings	Shanon Shumpert
Susana Ferradas	Liz Skerritt
Kathy Forbush	Lanise Stevenson
Erin Fox	Tony Teano
Araceli Frias	Julie Thomas
Angela Gilmour	Kristi Tredway
Sherita Golden	Balazs Vagvolgyi
Karen Greene	Michael Ward
Celine Greene	Demere Woolway
Virginia Herring	Andrea Young
Lisa Young	

\*Co-Chair

