Latino Alliance

A proposal for the establishment of the Latino Alliance at the Johns Hopkins University

Diversity Leadership Committee
Latino Alliance Committee
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Executive Summary

The Latino population is the largest and fastest growing ethnic minority in the United States and although the number of Latino faculty and staff continues to increase, the fast pace of this demographic change is not yet reflected within the Hopkins’ community. Although various organizations throughout Johns Hopkins have strived to provide resources as well as outreach opportunities for its Latino members as well as for Latinos in the community, currently there exists no central unifying Latino organization within Johns Hopkins. Without such an organization, the communication among such groups and their invaluable resource to the Johns Hopkins community has been limited. This leads to pockets of seclusion of Johns Hopkins’ Latino faculty and staff, prevents collaboration across campuses and most importantly hinders Johns Hopkins’ ability to become a leader in diversity awareness. After discussion and deliberation, a broad committee spearheaded by the Diversity Leadership Council, but also supported by various students, faculty and staff of the Johns Hopkins institutions collaborated to create and endorse this proposal to establish an independent, staffed and funded Latino Alliance organization. This organization will stand as a part of the Johns Hopkins vision to embrace equality and diversity as well as an entity to increase Latino awareness across all campuses within Johns Hopkins.

The Latino Alliance will be a collaboration of support from Latino students, staff and faculty committed to promote awareness within the Hopkins community as well as create opportunities to recognize the contributions of Latinos in Hopkins and within our communities. It will require adequate funding for administrative support in order to help centralize its efforts and establish a focal point for communication. Once established, this group will be able to efficiently gather and organize the multitude of Johns Hopkins resources across various campuses, become a resource for those seeking to mentor or receive mentoring, and become a focal point for the Hopkins Latino community in regards to programming, research, outreach and education. In addition to meeting the needs of current members of the Hopkins community, Latino Alliance will allow Johns Hopkins to continue to recruit and retain the most talented people around the world. As a visible symbol of the institution’s equality, diversity and commitment to recognizing the contributions of its minority populations, this organization will attract Latinos to continue the standards of excellence set through research, work and study at Johns Hopkins.
Introduction

This proposal for an independent and funded Latino Alliance was developed by a committee of faculty and staff representing many stakeholders, including students, from across the Johns Hopkins institutions. With many diverse groups institutionally and financially supported by Johns Hopkins University, the Latino faculty, staff and student population has yet to be formally recognized.

During the development of this proposal, the Office of Institutional Equity helped generate a listserv of current Latino faculty and staff. An email regarding interest and establishment of a Latino group was forwarded to different lists within the Diversity Leadership Council. 65 subscribers requested to be on the listserv and this number will increase with the establishment and awareness of this affinity group. 30 faculty and staff participated in an April 2012 meeting to discuss interest in formalizing this group. The response from faculty and staff was positive and confirms the need to establish and recognize Latino Alliance.

Latino faculty, staff and students contribute to the productivity of this university within all aspects of the workforce in addition to all areas of professional expertise such as science, medicine, public health, and the arts. As a pioneer in medicine and research, the Johns Hopkins University needs to continue this legacy with its diversity efforts. For example, many comparable institutions have a dedicated affinity group to support their Latino faculty, staff and students, while Johns Hopkins does not have this resource to a population who could use the support.

Out of 15,710 faculty and staff at Johns Hopkins only 2% (n=323) self-identified as Latinos. Several Latino organizations, mostly student led, meet informally throughout the university. However, there is a direct need to support a formalized group and a coordinator to help centralize these Latino groups. The recognition of this affinity group will support the university’s commitment to foster inclusion of diverse groups and as well as an important key to attracting the best and brightest faculty, staff, and students. Once established, the Latino Alliance will help enhance the Latino presence at Hopkins and serve as a central space for cultural exchange, academic enrichment and welcoming Latinos thinking of joining the Hopkins community.

Background

The face of the United States is changing. According to the 2010 U.S. Census, Latino/Hispanics, the largest minority group in the country, comprised 50.5 million (16%) of the U.S. population and accounted for half of the increase in the total U.S. population
between 2000 and 2010 (1). By 2012, the Latino Population reached 53 million (17%) and the U.S. Census Bureau projects that by 2050 Latinos will constitute 30% of the U.S. population (2).

Based on the 2010 Census data, several States have reached or surpassed the 30% population mark, including New Mexico with a total of 47% Latino population, followed by 38% of total population for each California and Texas (3). Some metropolitan areas have already reached a majority Latino population: in Texas, Laredo (96%), San Antonio (55%), and Miami, FL (66%) (4). In Maryland, the increase in the Latino/Hispanic population was steep from 4.3% to 8.2%, representing an increase of 106.5%. Baltimore City witnessed an even greater increase in the Latino/Hispanic population from 1.7% to 4.3%, an increase of 135% with growing Latinos enclaves in East Baltimore (5).

From a health care perspective, JHH and JHMBMC are witnessing these demographic changes firsthand: at JHH, from FY1994-FY2011, the percentage of Latino/Hispanic inpatient admissions increased from 0.28% to 2.39%, a seven-fold increase; at JHBMC, from FY1995-FY2011, the percentage of Latino/Hispanic inpatient admissions increased from .79% to a high of 8.10% in 2009, there was a nine-fold increase. At both JHH and JHBMC in FY2010, the highest percentage of utilization among Latino/Hispanic patients have been in the Departments of Pediatrics with 35% of outpatient visits, and 21% of visits for Obstetrics/Gynecology (6). However, these numbers are likely underestimates due to the inaccuracy of data collection on race and ethnicity, a major obstacle to accurate identification of gaps needing to be addressed, with the ultimate goal of improved care for the Latino population (7, 8).

The changing demographic landscape has implications for communication, language (9) and cultural competence (10) that also address the heterogeneity of the Latino population (11). Although, the majority (63%) of US Latinos are native born and report speaking English very well, in some States experiencing recent accelerated Latino population growth, the proportion among Latinos that are foreign born is larger such as in Maryland (54%) where 36% report speaking English less than very well (12). Language barriers (13) have been associated with miscommunication, medication errors, decreased medication understanding, misdiagnosis, increased adverse events, and unnecessary diagnostic testing at an increased cost. Patients with limited English proficiency (LEP) are at particular risk for compromised patient safety and poor quality health care. Although the CLAS Standards (14) provide clear guidelines addressing language provision for the healthcare system, administrative data from JHH and JHBMC suggests that interpretation services are underutilized and data collection on patient language preference is poor. In FY2011, out of 2,840,921 outpatient encounters
recorded at JHH, only 230,638 (or 8.1%) had a language preference specified, of which only 0.4% (n=923) were classified as Spanish speakers (6).

In 2006, The Diversity Leadership Council conducted its first Climate Survey for faculty and staff employed at Johns Hopkins including separate components for the Johns Hopkins Health System, the School of Medicine and a third separate one for all other JHU Schools and Divisions, results of fourth survey for the Applied Physics Lab were not included in this report. The survey results provided information that could be used to create a more positive and supportive workplace environment. In 2009 a similar second climate survey was conducted with over 10,000 employees completing one of the climate surveys. The 2009 survey results showed (among those responding to the survey) a Hopkins Latino workforce that at 3% (Figure 1) is not representative of the overall US Latino population, which in 2012 the Census Bureau estimated to be 17% of the US population.

![Figure 1. Proportion of Hopkins employees who reported being of Latino/Hispanic origin by university division. Data source: 2009 Faculty and Staff Climate Survey, Hopkins Diversity Leadership Council](image-url)
In 2012, a survey of 12,146 JHH and JHHSC Employees indicated that Latinos/Hispanics represented only 1% of the total employees included in the survey (Figure 2).

![2012 All Employees (JHH and JHHSC) By Race](image)

**Figure 2.** 2012 JHH and JHHSC employee demographics. Data source: 2012 EEO-1 Report, Johns Hopkins University

Between 2006 and 2009 there was a clear decrease in satisfaction (78% to 74% at JHU; 93% to 81% at SOM) among the Latino respondents as evidenced by their response to the question “Overall how satisfied are you with your experience at Hopkins?” However, it is encouraging that Latinos reported, in the same survey, improvement in treatment and civility by their colleagues at both JHU and SOM; the majority agreed or strongly agreed to have been treated with civility (81% to 90% at JHU; 71% to 96% at SOM).

A more recent survey (Employee Diversity Gallup) of the JHHS staff conducted in 2012 resulted in several recommendations including the promotion of “diversity and inclusion by addressing unconscious biases and systematically address recruitment and retention of a diverse workforce” and to “create a culture where diversity, inclusion, civility, collegiality and professionalism are valued and exhibited through actions, incentives and accountability”.

In 2010, the DLC conducted a Student Diversity Climate Survey of 2,207 students, from all 11 Divisions that responded to the survey, only 6% reported being of Hispanic origin.
In August of 2010, the Annual Diversity Report for the Johns Hopkins University shows that only 2.1% of all faculty (n=76) and that 1.7% (n=175) of all full-time staff was of Latino origin (15). This number has diminished even more just two years later. In 2012, the Johns Hopkins University was lagging in representation with approximately 2% (323 out of 15,710) of its faculty and full-time staff reporting as being of Latino origin. Latino numbers decrease even more when considering Latino student enrollment. 2012 Johns Hopkins University Latino student enrollment was 1,177 out of 21,001 students, which is .056%.

In summary, Latinos, the largest minority group in the US (17% of the total population), are projected to represent 1/3 of the population by 2050 and Latino faculty, staff, and students at Johns Hopkins have disproportionate percentages in juxtaposition with the population of the nation. The next section will provide a review of peer institutions compared to Johns Hopkins.

**Review of Peer Institutions**

Ten schools across the US were reviewed to assess the resources for Latinos that were available compared to those of the Johns Hopkins University (JHU.) The comparison schools were chosen in three ways: (1) based on the 2013 US World and News Top Universities, we chose those surrounding the Hopkins ranking (#13): three above and three below - for a total of six universities; (2) we selected one school in close geographical proximity to JHU (less than ten miles away), and (3) schools that have large Latino/a student enrollment. The search was done on Google with keyword inputs of: "School Name diversity," “School Name Latinos,” “School Name student groups,” “School Name Residential Housing,” “School Name Latino Faculty Associations,” and “School Name Libraries and Collections.” Data collected from the schools ranged from student services available specifically catering to the Latino/students to the self-initiated and self-run Latino student groups.

Results from the search are included in a table on appendix C. Of the ten schools, all proved to have some type of Latino resources available with the exception of Brown University. The other nine schools listed a dedicated Latino resource and/or a minority resource with subsets for the different represented ethnic groups. Resources included -but were not limited to- student advising, summer bridge programs, tutoring services, and workshops. In addition to student resources, all ten schools, except for Washington University in St. Louis, offered Latino studies department that included history, culture, and or language (Portuguese and Spanish.) Other available resources found across the schools included ethnic student housing (such as Latino/Chicano themed floors), Latino/Chicano research libraries or collections, Latino alumni associations, Latino newspapers, Latino/minority graduations, Latino faculty & staff
association, and Latino employee groups. All of which cater to different Latino communities within the universities, but overall the bulk of resources found are designated for undergraduate students. Among the professional schools there is a larger presence of student groups support, rather than what is seen at the undergraduate level, where the university runs most of the available programs.

Other universities have Latino groups supported by administration and although Johns Hopkins does have a student group supported by administration, there is not a Latino staff or faculty supported group by administration. Support and awareness of the Latino culture is also reflected in academic offerings. There are few academic offerings at Hopkins, including the Latin American Studies Program at the Krieger School of Arts and Sciences that concentrate on the history and cultures of countries in Latin America. At the School of Public Health there is one course dedicated to “Latino Health: Measures and Predictors” concentrating on the US Latino population. This is an opportunity for Johns Hopkins to create, adopt and innovate programs and resources from other leading institutions that will better support our growing Latino minority students at all levels within the institution.

Statement of Need and Anticipated Benefits

At 53 million in 2012, US Latinos represent 17% of the US population and are projected to reach 132 million by 2050 or 30% of total population (1, 2). Most (93%) Latino youth under the age of 18 are US-born citizens and by 2030 the US Census Bureau predicts that Latinos children will compose one third of the nation’s children ages 3 to 17 (3). Latino youth already comprise 21% of all public high school enrollments and this number is expected to increase as children in preschool and elementary school reach high school (16). Latino’s rapid population growth and percent of high school graduates (76.3%) has increased the eligible college pool and has also fueled college enrollment accounting for 74% of the growth in all college student enrollment in 2011 (16).

Of the 30 million people age 18-24 in the US, six million (20%) are Latinos and of these more than two million enrolled in college, becoming the largest minority group in colleges and universities around the country (16). However, this growth is not reflected in the number of degrees conferred to Latinos by institutes of higher learning: 9% of Bachelor’s degrees and 13 % of Associate Degrees (Figure 3).
The number completing graduate education and medical school is much smaller as is the case at the Johns Hopkins School of Medicine with only 5% of the MD degrees in 2009 conferred to Latinos (17). The “Hispanic Outlook” published in 2011 a list of the 100 universities conferring degrees to Latinos (18). Unfortunately, the Johns Hopkins University did not make the list among the top 100 universities conferring bachelor nor doctoral degrees to Latinos. On the other hand Johns Hopkins came in as #65 for conferring master degrees to 3% of the graduating masters. In comparison, Harvard University was #42 for Masters Degrees conferred to Latinos (4% of Masters Degrees), and was #15 for Doctoral Degrees conferred to Latinos (5% of Doctoral Degrees).

While Latino college enrollment and graduation rates have increased in the past few years, they are lagging behind Non-Hispanic Whites in college enrollment and attainment of bachelor’s degrees. Alon, Domina and Tienda (19) studied the ethnic gap in access to institutes of higher education and specifically four year colleges and more competitive institutions and concluded that there is a rising qualitative inequality that affects Latinos graduating chances at the same time that the quantitative gaps have narrowed.

This ethnic gap in higher education is reflected in the type of occupation available to Latinos with 50% working in unskilled labor work compared to 28% of non-Hispanic Whites and 37% of non-Hispanic Blacks (Figure 4). At the same time only 3% of Latinos work in education compared to 7% for Whites and 5% for Blacks (20).
At a time when the U.S. economy is in urgent need of skilled labor, Latinos are still employed in the lower rungs of unskilled blue collar jobs. Unless strong efforts are made at institutes of higher learning such as our great university here at Hopkins, this ethnic educational gap will have negative long-term consequences for the entire U.S. population as a largely unskilled young Latino labor force will be bearing the burden of an increasingly aging non-Hispanic White population (Figure 5).
The potential for the Latino population to influence the future of the entire Nation was shown during the 2012 Presidential elections when the Latino vote was decisive to the election’s outcome. Every year 800,000 young Latinos celebrate their 18th birthday and become eligible to vote and this fact is being labeled “an awakened giant” by researchers at the Pew Hispanic Center (21). An educated and engaged Latino population has a great potential to be a great economic asset to the country.

At Johns Hopkins, we can influence the future of our nation by creating a supportive environment that attracts and retains Latino students, faculty and staff. The establishment of the Latino Alliance will be a first and very important step towards creating this supportive environment that will nurture the next generation of future leaders.

**Stakeholder Statements**

As part of our analysis in developing the Latino Alliance, we spoke with current minority and/or Latino groups across Johns Hopkins University that are focused on improving relationships and communication among Latinos.

**Office of Diversity and Cultural Competence**

Dr. Chiquita Collins, Associate Dean of the Office of Diversity and Cultural Competence at Johns Hopkins University School of Medicine, detailed some diversity initiatives which began before she was employed at Johns Hopkins University. In the
spring of 2006, Johns Hopkins Medicine’s executive leadership engaged in a series of retreats focused on Diversity and Inclusion that resulted in significant initiatives.

The Diversity and Inclusion Vision 2020 plan was launched with an aim to recruit and retain the most talented people, foster a culture in which everyone feels that their contributions are valued, provide better medical care through respect for patients’ backgrounds and beliefs, and improve its relationship with the local community.

Diversity and inclusion were added to JHM’s mission, vision, and core values statement to demonstrate the institution’s commitment.

Two diversity officers were hired in 2009 to advance the Diversity and Inclusion 2020 Plan: Hired an Associate Dean for Diversity and Cultural Competence to establish the Office of Diversity and Cultural Competence (ODCC) for JHM. (ODCC through collaborations and partnerships with clinical departments and community organizations, seeks to: 1) Advance recruitment and retention of new faculty and staff members from underrepresented minority groups; 2) Work collaboratively across JHM and the East Baltimore medical campus to improve and/or advance clinical and community-based research, translation, and documentation leading to improved training and practices that contribute to reductions in health care inequalities; 3) improve the JHM culture of inclusion, civility, and respect, and 3) to improve health knowledge and services to disadvantaged populations.)

Dr. Collins suggested the Office of Diversity and Cultural Competence could benefit from a Latino Alliance. One of her office’s main objectives is to increase diversity among faculty, broadly defined but with a special emphasis on underrepresented minorities (URM).

Nationally and locally, Hispanics/Latinos are one of the fastest growing populations. “This is apparent in our Hopkins patient populations and if we are in the business of improving the health status of Latinos, we must also invest in creating a critical mass of physicians along with other essential health related professionals who are sensitive to the needs of Latino patients and can address the burden of disease that disproportionately impact communities of color, “stated Dr. Chiquita Collins. Dr. Collins also said that initiating a Latino Resource Center would create greater visibility within our institution and with the communities in which they serve, which can foster interdisciplinary and inter-departmental education, collaborative research and adopt innovative patient care initiatives which are in alignment with the values, mission, and vision of Hopkins Medicine.
**Hopkins Organization of Latino Awareness**

Dr. Kathleen Page, an Assistant Professor in the Johns Hopkins School of Medicine is the Co-Chair of Hopkins Organization of Latino Awareness (HOLA). HOLA was developed to improve access and quality of health care for the growing Latino population in Baltimore City. Currently, HOLA is supported by faculty volunteering their time to discuss and create action around Latino health. A small amount of funding is provided by the Urban Health Institute to support the Latino Health Seminar series and administrative support is provided by the Johns Hopkins Department of Medicine.

HOLA members at the East Baltimore campus and Bayview campus are putting at least 10% of their individual effort in developing programs (Radio initiative, Annual Visiting Professorship, Latino Seminar Series, Resident Rotation at La Esperanza, Longitudinal curriculum in Latino Health for medical students), but Dr. Page argues that “this amount of effort without FTE support is unsustainable.”

Dr. Page stated that the Latino Alliance would help with networking and collaborative opportunities and help her organization gain visibility beyond the Johns Hopkins School of Medicine. Dr. Page describes that some of the barriers include lack of institutional support. Members of HOLA have spent many hours meeting with Department and Division Heads, Deans, Hospital Administrators, and while ostensibly everyone appreciates the work and mission, no one has provided financial support that would ensure sustainability.

**Biomedical Scholars Association**

Ms. Claudia Avalos, a PhD Candidate in the lab of Dr. Janice Clements, is President of the Biomedical Scholars Association (BSA) at Johns Hopkins School of Medicine. BSA is a tri-school organization that supports minority graduate students and postdoctoral fellows academically, professionally, and socially within the Johns Hopkins Medical Institute community. The goals of the BSA are to provide academic advising, social support, networking opportunities, and professional development to all members. It aims to create meaningful change both within and outside the Hopkins community. Their commitment to diversity includes fostering cultural understanding amongst their members and the population at large. It aims to provide an environment where minority students and anyone who considers themselves underrepresented can interact and feel welcome. BSA's goal is to enhance minority scholar recruitment and retention within the Hopkins community and to serve their immediate underrepresented community through volunteerism.

Ms. Avalos stated that “enhancing diversity at Hopkins through a Latino Alliance would encourage minority students to pursue a career in academia at Hopkins. BSA
would greatly benefit if the initiative were expanded to include a Latino Student Association that spanned across the Hopkins community.”

As the President of BSA, Ms. Avalos has led annual events where BSA provides academic advising, social support, networking opportunities, and professional development. These events include a Diversity Science Happy Hour, Diverse Careers in Science Panel, and lectures. In addition, BSA provides opportunities through the establishment of committees (academic, community service, and social). The community service committee is in charge of the Junior Biomedical Scholars initiative (JBS). JBS has evolved into an independent year-long mentorship program with a curriculum that focuses on science enrichment, public health exposure, and college-readiness. Graduate students and post docs pertaining to BSA are invited to serve as mentors to Dunbar High school students and help them in carrying out their own health-related research projects, competing in local and national fairs, and applying to college.

However, some of the barriers for BSA include reaching out to incoming minority students from all the schools, especially since there is no unifying bulletin where everyone can learn about BSA and what it has to offer to the community.

Bienestar Baltimore

Ms. Tiffany Ho is the Occupational Health Program Leader at Bienestar Baltimore. Bienestar Baltimore is a student-run community service organization comprised of volunteers from the Schools of Medicine, Public Health, and Nursing. Originally named Project Salud, Bienestar Baltimore started in 2006 as a pilot program focused on tuberculosis screening in Baltimore’s Latino population. Due to the emerging health needs of this population and Bienestar’s desire to provide holistic services, Bienestar has expanded its programs to include health screenings, health education, and occupational health services.

Currently, the three main programs Bienestar organizes is the Tuberculosis screening, Healthy Lifestyles, and Occupational Health. Tiffany feels Bienestar could benefit from a Latino Alliance by increasing faculty interest and volunteers to their programs. All three of their programs depend on weekly volunteers. For tuberculosis screenings, not only does the program rely on graduate students, but also requires licensed faculty to oversee the PPD skin test placements and PPD readings.

Furthermore, the Latino Alliance could support volunteer opportunities for faculty and staff across the Johns Hopkins University. Currently, Bienestar relies on community partners for support. The TB program works with the Baltimore City Health Department and Esperanza Center, the Healthy Lifestyles program with Patterson Park and the
Occupational Health program with Casa de Maryland. These community based organizations have all been very supportive in not only letting Bienestar use their facilities, but also helping them recruit participants and build trust amongst the Latino community. Bienestar also relies on administration support from all three schools - School of Public Health, School of Nursing and School of Medicine. Each school has provided Bienestar with some funding.

Some of the barriers Bienestar experiences include it being a student-run organization. The organization consists of volunteers from the School of Medicine, School of Nursing and School of Public Health. While this has supplied the organization with a strong body of volunteers with unique abilities, it has shown to be difficult to schedule meetings and training sessions between the schools. Other barriers include difficulty maintaining relationships with community partners due to frequent transition of organization leadership and faculty.

**Latino Public Health Network**

Mr. José Flores is immediate past chair of the Latino Public Health Network at the Johns Hopkins School of Public Health (LPHN), which was organized by a group of public health students in light of a complete absence of a School of Public Health student organization showcasing Latino cultures, talents, and contributions to the school. The organization was born at the beginning of the 2011 academic year. Latinos and non-Latinos interested in the diversity and progress of the community are welcome and make LPHN possible.

LPHN sought Student Assembly official status as an organization so that it was eligible to receive funds. These funds, although small, have served to bring a former President of Ecuador to the school, to host off-campus social activities with faculty members and students, and to organize on-campus events to showcase the innumerable Latino cultures and traditions.

Previous efforts to organize students have been attempted, but all have failed. The former student organization was called "Nuestra América." According to Student Assembly officers, the former group experienced problems preventing attrition.

Every year, there are Latinos who are accepted and who enroll in many different programs at Bloomberg. Each program has its own demands and schedules, which has proven to be a significant barrier for the unification of our students without an established organization.
However, once unification has been achieved, the benefits have been invaluable. PhD students provide guidance to master level students, while the latter reach leadership and professional roles that serve the newer generation of LPHN members. LPHN has successfully recruited and linked over 60 Latinos in a little more than one academic year. Most Latino students are now connected at the School of Public Health through social activities as well as service and academic efforts. Jose notes, “We now have the beginning of a family away from our roots and friends who understand the value of Latinos and what we represent, not only as valuable members of the Bloomberg School but for the Johns Hopkins University.”

Flores describes that at the core of the organization’s mission is the professional development of future Latino leaders. Collaborating with faculty and staff who share their concerns and interests seems crucial. Their members are extremely talented, hard-working, and some of the most caring students in our University. The organization is in constant search of opportunities to learn, advance, and lead. Along with the Latino Alliance, Flores wants to build his organizational network to perform meaningful work and share funds directed to the development of Latinos at all levels of the professional stage.

One of the challenges LPHN experiences is the strong division between Latino students and Latino faculty and staff. In addition, it has been difficult to connect LPHN members to other existing Latino students attending non-Public health programs (i.e. Medicine, Nursing, Undergraduates). This has been extremely difficult to achieve due to financial and bureaucratic barriers. Each school provides funds for their own students only, but considering the small number of Latinos, such decision is inadequate and fosters the current division across Johns Hopkins.

The representatives from these organizations and individuals from across the community have expressed the value that the Latino Alliance will bring to them, the Johns Hopkins University, and the community. Many of these organizations are led by volunteers with few resources. The Latino Alliance could help these organizations improve collaborations, align resources, and have a larger impact on the community.

**Latino Medical Student Association (LMSA)**

Mr. Adi Rattner is a medical student at Johns Hopkins University and a member of Latino Medical Student Association (LMSA). LMSA founded two years ago is an organization that aims to provide opportunities for medical students to participate in learning and teaching about Latino culture. While service organizations exist, like Bienestar, that give students the opportunity to interact with the growing Latino community in Baltimore, LMSA intends to provide a sense of community for students of Latino descent or those interested in embracing Latino Culture through educational,
cultural and training experiences. LMSA would like to build connections between students, residents, faculty and staff who share the same interest in Latino health at Hopkins, and what it means to be a Latino provider. LMSA is also interested in advocacy for continued work and improvement in Latino health. For example, the Latino Health Pathway (LHP) has supplemented the first and second year Longitudinal Ambulatory Clerkship curriculum to provide enriching experiences with Spanish-speaking patients and providers who serve the Latino community in clinic. The Latino Alliance would provide opportunities for students to connect with mentors and clinical opportunities in a structured, organized manner. The connection with the Latino Alliance would help LMSA tremendously in carrying out many of the programs that LMSA hopes to accomplish. An association would raise awareness about our mission and further LMSA’s greater goal of recruiting diverse students, faculty and staff to Johns Hopkins.

*Phi Iota Alpha – Latino Fraternity*

The newly formed Latino Fraternity Phi Iota Alpha at Johns Hopkins University was spearheaded by four students who initially felt as first year students that “there was something that we all had previously in our hometowns that was just missing at Hopkins”. They reference a “sense of Latino culture that [they] had become accustomed to and which was just not here at Hopkins”. Furthermore, the organization is an effort to create a “real unifying force” for Latinos on campus.

Phi Iota Alpha, which has now been established for about a year, expresses similar challenges of other affinity groups regarding the availability of resources for funding events as well as obtaining support at both the undergraduate and administrative level. Founding member, Paul Markakis, expressed his support for the creation of Latino Alliance so that there could not only be increased awareness of their group, but also allow them to collaborate with other Latino organizations on campus, “who share [the] sentiment of creating a Pan-Hopkins Latino community”. Indeed, this fraternity recognizes that the Latino alliance would not only help foster relationships amongst the Latino community, but also serve as a resource of mentoring in all discipline for these undergraduate students.
Faculty, Staff, and Student Retention

Faculty and Staff
The Diversity and Inclusion 2020 Initiative formally states the vision and ongoing effort at the Johns Hopkins University and Medical Institutions:

“By 2020, Johns Hopkins Medicine will be recognized by its peer institutions, patients and community as the leading model for diversity and inclusion.”

Similar to peer institutions, which are undergoing efforts to mirror the diversity seen amongst the US population in their faculty and staff, Johns Hopkins has set forth to increase the amount of underrepresented faculty and staff at the entry level to 20% (22). The rationale is simple: a diverse talent pool will result in a diverse “top 100” leadership in a period of 12 years. Previous efforts, such as the Mosaic Initiative, have focused on the recruitment of talented women and underrepresented minority faculty. However, a large stride is needed to increase the presence and exposure of Latino faculty and staff at our institution. The US Latino population (16.7%) (23) has been cited as one of the fastest growing minority groups in the country as is the case for the growing Latino population in Southeast Baltimore (15%) (24); however, resources at our institution suggest only a limited Latino faculty talent pool (0.95%) exists (22). It is clear that as our institution strives to become more diverse and culturally competent, greater efforts and commitment are required if Johns Hopkins seeks to attract and retain a Latino presence representative of the US population.

When choosing an institution, prospective faculty and staff look beyond the institution’s prestige to factors such as inclusion, support systems, and likelihood of success. The Latino Alliance would address many of these factors while further strengthening the presence of the Latino community at Hopkins. The Latino Alliance will influence the prospect of faculty candidates achieving excellence and success through a community that actively supports the accomplishments of people who share their same background, culture, and ethnicity. The Latino Alliance will also show that it is possible for Latinos to succeed and advance to top leadership positions at our institution. In addition to materializing the Latino community to prospective faculty and staff, the Latino Alliance will foster collaboration in clinical and academic endeavors by creating a network where knowledge, ideas, and advice can easily be exchanged.

By emulating successful affinity groups and incorporating successful strategies in peer institutions and at Johns Hopkins, such as the Black Faculty Staff Association and the Lesbian, Gay, Bisexual, Transgendered groups, the Latino Alliance will provide
support and mentoring in the form of professional, personal, and leadership development programs and activities. Initially, the Latino Alliance will help identify and create a network of Latino faculty, staff, and students who serve as role models of excellence in their respective field. We believe this will foster more faculty and staff in “top leadership” positions and a Hispanic community that foments diversity by integrating rather than assimilating into Johns Hopkins. Consequently, this shift in culture will not simply attract Latino faculty/staff, but retain them at Johns Hopkins. This vibrant faculty base will serve as an inclusive and welcoming body for faculty and staff and students advancing the goal of becoming a leading model of diversity.

**Students**

Recruitment of undergraduate, graduate, and medical students is largely carried out by current students. The disproportionally low percentage of Hispanic students, however, deters both the recruitment process and the decision of prospective students to attend Johns Hopkins. For instance, in 2010 only 6% of respondents to the 2010 DLC Student Diversity Climate Survey reported being Latino. Additionally, in 2011 and 2012 only 2% and 8% of the incoming medical school classes was Latino. This minority of Latino students must now undergo a tremendous recruitment effort should they wish to attract more Latino students. A step toward the formation of a larger Latino student base, at all levels, is the creation and sustainability of a permanent body of Latinos such as the Latino Alliance, which serves as an example of Latino success and a channel to the multitude of opportunities at our institution. In addition, the Latino Alliance will effectively serve as a compendium of knowledge to enhance future recruitment endeavors.

Hopkins students, in the East Baltimore campus alone, contributed an estimated 17,287 service hours to the adjacent community in 2011-2012 (25). The rapidly growing Baltimore Latino population could benefit directly from the community service efforts of Hopkins students. However, current students have expressed a need for Latino faculty advisors in outreach projects targeting the Latino population. The Latino Alliance will provide an accessible and visible core of faculty members with academic, clinical, and cultural expertise required to advise and expand the number of Latino outreach projects. With more outreach projects, current faculty and staff and students will be better equipped to recruit Latino students by offering an educational experience that goes beyond the walls of our institution. Additionally, this will serve to enhance the position of Hopkins as a “trusted partner” as outlined in the 2012 Initiative and help to recruit the local talent from our neighboring Latino community. A strong and vibrant Latino community at Hopkins will undoubtedly result in better support to Latino faculty, staff, students, and patients, who ultimately are the primary stake holders.
The Vision: The First Three Years

The Latino Alliance will be formally recognized within the 2014 academic year, providing much needed support to many faculty, staff, students, administration and subgroups throughout the university. A university supported group can be a resource for supervisors recruiting staff as well as a means for current staff retention. Finally, this association will also be able to provide assistance to the administration about outreach opportunities that both exist and are needed for the great Latino community in Baltimore.

Administrative Coordinator

The current committee members, who have collaborated to draft this proposal, recognize the success of this association will rely on not just the support of its members, but also a commitment from an administrative coordinator. Such a person will be responsible to centralize information as well be a point of contact, especially since the vision of this group is to promote unity and collaboration across several different campuses of Johns Hopkins Institution. Our experience thus far with compiling this proposal and connecting with various different stakeholders across campuses required much time and effort between committee members. In addition, we recognize from our interaction with our stakeholders, that past small groups have formed, but eventually dissolve over time if a consistent person is not available to help centralize the goals and efforts of the organization.

The administrative coordinator duties would include website and list serve maintenance. The coordinator would also be available to communicate and meet with all representatives of the Latino sub-groups. This person will be available to attend meetings of student organized groups in order to help communicate to the institution the ongoing efforts of Latino affinity groups. The coordinator would work on an onboarding brochure which describes the Latino Alliance and work with appropriate representatives to ensure it is available for onboarding purposes. We hope to establish a resource for mentors and interested-mentees; therefore, the coordinator will assist in creating a database for faculty who wish to mentor and a description of their needs. In addition, a database needs to be created and become accessible to Latino students who wish to either seek out formal or informal mentors who will become available through this organization. We propose this coordinator also be an ex-officio member of the Diversity Leadership Council given that the core goals of this organization echo the mission set forth by the Hopkins Diversity Leadership Council. Other duties of the coordinator would include the compilation of a traveling exhibit during Hispanic Heritage month and coordinating meetings.
Establishing Communications and Meetings
Over the 2013-2014 academic year, we anticipate meeting for at least six formalized sessions and invitations will be extended to all members of the Latino groups who currently meet informally (appendix D). As some of these groups are led by students, the Latino Alliance can help guide students to resources and mentors.

Website Presence
The Black Faculty Staff Association (BFSA) at Johns Hopkins has been formally recognized as an affinity group and currently has a dedicated web page denoting the mission of the BFSA as well as special programs. The BFSA page at https://www.bfsa.jhu.edu/ is also listed on the Diversity Leadership Council’s website as a “Johns Hopkins Diversity Resource”. Similar to this affinity group, the Latino Alliance will develop a website in the 2014 academic year, which will be a visible diversity resource for the university. Committee members involved in this proposal can connect with appropriate administration representatives to establish the website and the administer coordinator can work on the maintenance.

The Latino Alliance website will have a dedicated mission, which will be agreed upon by faculty and staff supporting the efforts of this group. The website will list upcoming meetings and also provide a comprehensive list of Latino groups and their contact information within the Johns Hopkins systems. Guest speakers, campus visits, and community efforts which are integral to the Latino community will be posted on the website. It will serve as a central hub to not only increase Latino awareness, but also communicate ongoing Latino activities and an effort to increase Latino awareness amongst all at Hopkins.

Onboarding Materials: Brochure
During the 2014 academic year, the Latino Alliance will begin the development of a brochure which can be used by the divisional human resource offices as part of their onboarding materials. The website, as well as the brochure, will list members of the Latino Alliance who will help provide any guidance to new faculty and staff of the Johns Hopkins community. This brochure will be completed by the fall of 2014.

Recruitment and Retention of Faculty, Staff, and Students
The recruitment and retention of staff, students, and faculty may be assisted with the formal recognition and establishment of a Latino Alliance. Members of this group will be listed on Latino Alliance materials as a resource to the administration. At this time to our knowledge, there is no dedicated resource available for administration to seek guidance regarding best practices for the recruitment, hiring, or retention of Latinos.
**Special Programs**

As there are several Latino subgroups within JHU, the Latino Alliance can partner to support special events hosted by these groups. The Latino Alliance will also work on an exhibit that will focus on Latinos in the Johns Hopkins community. The exhibit will be displayed at many of the Johns Hopkins campuses throughout the fall of 2014. September 15 to October 15 was established, by federal law, as a time to recognize the contribution of Hispanic and Latino Americans to the United States. The display of the traveling exhibit would coincide with this time frame.

**Outreach Efforts within the Baltimore Area**

Within the geographic boundaries and Latino populations living near the Hopkins campuses, the Latino Alliance will have an opportunity to perform outreach efforts to support the Latinos and the community efforts between the university and the city of Baltimore. In fact, some of the existing Latino affinity groups at Hopkins already provide outreach programs to Latinos. The limitations of these efforts are both financial resources and the availability of people to volunteer their time outside their daily work schedule.

The Latino Alliance can also be support for these groups in order to help maintain their outreach efforts, ensure their success and also better publicize their efforts to the institution. These efforts will continue to support the goal of community building efforts recently established by President Daniels and Baltimore mayor Stephanie Rawlings-Blake. Continued discussions with university administration will help formulate where the Latino Alliance may be able to best direct its community service efforts.

**Budget Considerations**

The Latino Alliance proposal includes awareness of the affinity group along with a budget to support the projects noted in Appendix E.

**Summary Statement**

At 53 million in 2012, Latinos represent 17% of the US population and are the largest and fastest growing ethnic minority in the country. However, the fast pace of this demographic change is not yet reflected within the Hopkins community, which at present reports that only 2% of Hopkins employees identify themselves as Latino. In the next 30 years, it is estimated that the Latinos population will make 30% of the US population and will also represent a large portion of the US workforce. At a time when
the U.S. economy is in urgent need of skilled labor, Latinos are still employed in the lower rungs of unskilled blue collar jobs. It is imperative that institutes of higher learning such as Johns Hopkins University take charge to address and change this ethnic educational gap in order to not only address the needs of Latinos, but more importantly recognize the talent and skill they offer. Unless strong efforts are made to elevate awareness of this under-represented population, the risk for negative long-term consequences for the entire U.S. population in areas such as the economy and healthcare is clear. To meet the demand for a well-educated and technically competent work force, the Johns Hopkins University must increase the recruitment and retention of Latino origin faculty, staff and students. In addition, Johns Hopkins University now has the opportunity to nationally set the standard of the important of increased Latino awareness. Johns Hopkins University can lead this step forward by establishing a Latino Alliance that will serve as a focal point to the Hopkins Latino Community. This Resource Center is a logical next step in response to the Johns Hopkins University mission, the vision of the Diversity Leadership Council, the leadership of President Daniels and Dean Rothman and the standards set by Johns Hopkins as a leader in education, research and healthcare.

There exists no central unifying Latino organization within Johns Hopkins University. Without such an organization, the communication among such groups and their invaluable resource to the Johns Hopkins community has been limited. This leads to pockets of seclusion of Johns Hopkins’ Latino faculty and staff, prevents collaboration across campuses and most importantly hinders Johns Hopkins’ ability to become a leader in diversity awareness. After discussion and deliberation, a broad committee spearheaded by the Diversity Leadership Council, but also supported by various students, faculty and staff of the Johns Hopkins institutions have collaborated to create and endorse this proposal to establish an independent, staffed and funded Latino Alliance. The Latino Alliance will stand as a part of the Johns Hopkins vision to embrace equality and diversity as well as an entity to increase Latino awareness across all campuses within Johns Hopkins.

The Latino Alliance should have adequate administrative support in order to meet the unique needs of the Latino community. Once established, this group will be able to efficiently gather and organize the multitude of Johns Hopkins resources across various campuses, become a resource for those seeking to mentor or receive mentoring; the Latino Alliance will become a focal point for the Hopkins Latino community in regards to programming, research, outreach and education. In addition to meeting the needs of current members of the Hopkins community, this association will allow Johns Hopkins to continue to recruit and retain the most talented people around the world. As a visible symbol of the institution’s equality, diversity and commitment to recognizing the
contributions of its minority populations, this organization will attract Latinos to continue the standards of excellence set through research, work and study at Johns Hopkins.

At Johns Hopkins, we can influence the future of our nation by creating a supportive environment that attracts and retains Latino students, faculty and staff. The establishment of the Latino Alliance will be a first and very important step towards creating this supportive environment that will nurture the next generation of future leaders.
Selected Bibliography


### Appendix A

#### 2012 Faculty/Staff count by Race/Ethnicity

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>FACULTY Count</th>
<th>STAFF Count</th>
<th>Total Count</th>
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<tr>
<td>HISPANIC</td>
<td>103</td>
<td>220</td>
<td>323</td>
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<tr>
<td>AMER INDIAN</td>
<td>14</td>
<td>90</td>
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</tr>
<tr>
<td>ASIAN</td>
<td>723</td>
<td>791</td>
<td>1514</td>
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<tr>
<td>BLACK</td>
<td>175</td>
<td>2720</td>
<td>2895</td>
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<td>HAW, PACIFIC</td>
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<td>26</td>
<td>30</td>
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<tr>
<td>WHITE</td>
<td>3150</td>
<td>7131</td>
<td>10281</td>
</tr>
<tr>
<td>NON-RESIDENT ALIEN</td>
<td>270</td>
<td>291</td>
<td>561</td>
</tr>
<tr>
<td>UNKNOWN</td>
<td>1</td>
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<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>4440</strong></td>
<td><strong>11270</strong></td>
<td><strong>15710</strong></td>
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* HR data as of Nov 1st 2012 from SAP
* Includes full-time, part-time, temporary and limited
* Excludes casual oncall, non-employee and student employee groups
* Includes only Active and LOA with pay status
Appendix B

**Student Enrollment by Race/Ethnicity**

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>2008 Cnt</th>
<th>2009 Cnt</th>
<th>2010 Cnt</th>
<th>2011 Cnt</th>
<th>2012 Cnt</th>
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<tr>
<td>Hispanics of any race</td>
<td>800</td>
<td>912</td>
<td>1111</td>
<td>1150</td>
<td>1177</td>
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<td>Non-Hispanic, American Indian or Alaskan Native</td>
<td>84</td>
<td>70</td>
<td>47</td>
<td>39</td>
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<td>Non-Hispanic, Asian</td>
<td>2548</td>
<td>2770</td>
<td>2828</td>
<td>2793</td>
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<td>Non-Hispanic, Black or African American</td>
<td>1647</td>
<td>1650</td>
<td>1578</td>
<td>1440</td>
<td>1339</td>
</tr>
<tr>
<td>Non-Hispanic, Native Hawaiian or Other Pacific Islander</td>
<td>43</td>
<td>33</td>
<td>20</td>
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<td>Non-Hispanic, Two or More Races</td>
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<td>516</td>
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<tr>
<td>Non-Hispanic, White</td>
<td>9375</td>
<td>9684</td>
<td>11039</td>
<td>11156</td>
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<td>Non-resident alien</td>
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<td>2813</td>
<td>2955</td>
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<td>3475</td>
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<td>2584</td>
<td>995</td>
<td>946</td>
<td>985</td>
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<td><strong>Total</strong></td>
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<td><strong>20483</strong></td>
<td><strong>21092</strong></td>
<td><strong>21139</strong></td>
<td><strong>21001</strong></td>
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* Enrollments are as of Fall term
* Includes both full-time and part-time students
* Excludes SAIS Bologna and Nanjing
* New Race classification from 2010
# Appendix C

## Table of Peer Institutions

<table>
<thead>
<tr>
<th>School</th>
<th>Latino/Chicano Center</th>
<th>Dedicated Staff</th>
<th>Programs</th>
<th>Faculty/Staff Association</th>
<th>Academic/Coursework</th>
<th>Student Life</th>
<th>Latino Affinity Groups</th>
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<tr>
<td>Johns Hopkins University</td>
<td>None</td>
<td>None</td>
<td>Hispanic Heritage Month, Latin American Teaching Fellowship</td>
<td>none</td>
<td>Program in Latin American Studies, Spanish (major, minor, PhD)</td>
<td>n/a</td>
<td>Brazilian Students Association, Americas the Latin American Studies Journal, Lideres, Capoeira Club, saSON, Ole, Latino Medical Student Association, Latino Public Health Network</td>
</tr>
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<td>University of Chicago</td>
<td>Office of Multicultural Student Affairs</td>
<td>Director and program coordinators</td>
<td>Chicago Multicultural Mentoring, student academic scholarships, student organization funding, orientation programs, graduation ceremony</td>
<td>none</td>
<td>Center for Latin American Studies</td>
<td>n/a</td>
<td>Brazilian Student Association, La Unidad Latina, MECChA, Organization of Latin American Students, Hispanic American Business Student Association, Latino Student Association, Latino Law Student Association</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>Academic Advancement Programs Office</td>
<td>Director, Chancellor Provost, and project directors</td>
<td>Raza Graduation, AAP Tutoring, AAP Scholarships, Freshman &amp; Transfer Summer Program, La Gente Magazine</td>
<td>Latino Staff &amp; Faculty Association at UCLA</td>
<td>Latin American Studies Department, Spanish &amp; Portuguese Department, Chicano/a Studies Department</td>
<td>Chicano Studies Residental Hall floor</td>
<td>Brazilian Student Association, MECChA, Latin American Student Association, Phi Lambda Rho Sorority, Lambda Theta Alpha Sorority, Gamma Zeta Alpha Fraternity, Nu Alpha Kappa Fraternity</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>Department of Multicultural Services</td>
<td>Director, Associate Directors, Graduate Assistants, Student Advisors</td>
<td>Peer Tutoring Program, C.L.U.E.S., Cultural Day Trip, Diversity Certificate</td>
<td>Mexican American Latino Faculty Association</td>
<td>Department of Hispanic Studies</td>
<td>n/a</td>
<td>Ballet Florklorico Celestial, Salsa Fusion Latin Dance Company, Bolivian Student Association, Brazilian Student Association, Colombian Student Association, Hispanic President's Council, Mexican Student Association</td>
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<td>Latino/Chicano Center</td>
<td>Dedicated Staff</td>
<td>Programs</td>
<td>Faculty/Staff Association</td>
<td>Academic/Coursework</td>
<td>Student Life</td>
<td>Latino Affinity Groups</td>
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<tr>
<td>University of Washington in St. Louis</td>
<td>WUSTL Diversity Division</td>
<td>Director and program coordinators</td>
<td>Carnaval, Diversity &amp; Inclusion Grants, Academic Pipeline Program</td>
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<td>n/a</td>
<td>n/a</td>
<td>Latin American Law Association, Association of Latin American Students</td>
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<td>Northwestern University</td>
<td>Hispanic/ Latino Student Affairs</td>
<td>Director and project staff</td>
<td>Summer Academic Workshop, Student Leader Roundtables, MSA INC Speaker Series, Heritage Month Celebration, MSA Senior Celebration, Writing &amp; Tutor Center</td>
<td>none</td>
<td>Latina &amp; Latino Studies Department, Spanish &amp; Portuguese Department</td>
<td>n/a</td>
<td>Latino Alumni, Graduate Student Association of Latino and Spanish Activities, Society of Hispanic Professional Engineers</td>
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<td>Dartmouth University</td>
<td>Office of Latino/a Student Advising</td>
<td>Academic advisors, Council Director and project coordinators</td>
<td>Student Advisors, Thursday Night Salsa, La Casa, Latin American Latino &amp; Carribean House</td>
<td>Latina/o Advisory Council (Faculty take part, not exclusive to only faculty)</td>
<td>Department of Spanish &amp; Portuguese, Latin American, Latino, and Carribean Studies Program</td>
<td>n/a</td>
<td>Ballet Folklorico de Dartmouth, Black &amp; Latino Business Alliance, Cuban American Undergraduate Student Association, Dartmouth Argentine Tango Society, La Alianza Latina, La Unidad Latina, MEChA, Por Latinoamerica, Sin Compas, Sigma Lambda Upsilon</td>
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<td>University of Maryland</td>
<td>Latin American Studies Center</td>
<td>Director, Assistant Directors, Student Advisors, and project directors</td>
<td>Seminars, Café Break Series, Workshops, Incoming student welcome, Hispanic Heritage Month, Field trips</td>
<td>Executive Committee for the Recruitment, Retention and Advancement of Underrepresented Minority Faculty (Not exclusive to only Latino faculty)</td>
<td>Minor in US Latina/o Studies, Spanish Language Literatures and Cultures Division</td>
<td>n/a</td>
<td>Association of Latino Professionals in Finance &amp; Accounting, Capoeira Student Club, Lambda Theta Alpha Sorority, La Unidad Latina, Lambda Theta Phi Fraternity, Latin American Studies Student Organization, Latin Dance Company, Latina/o Graduate Student Association, Latino Honors Society, Latino Student Union</td>
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<td>School</td>
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<td>Dedicated Staff</td>
<td>Programs</td>
<td>Faculty/Staff Association</td>
<td>Academic/Coursework</td>
<td>Student Life</td>
<td>Latino Affinity Groups</td>
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<td>Brown University</td>
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<td>n/a</td>
<td>Latino History Month</td>
<td>none</td>
<td>Department of Hispanic Studies, Center for Latin American Studies, Department of Portuguese &amp; Brazilian Studies</td>
<td>n/a</td>
<td>Latino American Students Association, MEChA, Mariachi de Brown</td>
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<tr>
<td>University of Pennsylvania</td>
<td>Cultural Center: La Casa Latina</td>
<td>Director and Program coordinators</td>
<td>Mentorship Pathways Program, Community Service, Latino Dialogue Institute, Leadership Enrichment &amp; Action Program, Spanish Round Table</td>
<td>Latino Faculty &amp; Staff Association</td>
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<td>Latin American Program</td>
<td>Brazilian Club, MECH, Mexico, Onda Latina, Latin &amp; Ballroom Dance</td>
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<tr>
<td>Cornell University</td>
<td>Office of Academic Diversity Initiatives</td>
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<td>Research grants, student advising</td>
<td>none</td>
<td>College of Arts &amp; Science, Spanish Major &amp; Minor, Latino Studies Program, Latino/a Student Success Office</td>
<td>n/a</td>
<td>Association of Peruvians at Cornell, Central American United Student Association, Cuban American Student Association, The Panamanian Student Association, Latin Fusion Dance Club, Latino Business Students Association, La Asociacion Latina, La Vision Latinoamericana, Latin America Student Society, Latina/o Graduate Student Coalition, Latino Design &amp; Research Lab, Latino American Law Student Association, Mexican Studies Association</td>
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## Appendix D

### Latino Groups within the Johns Hopkins Systems

<table>
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<th>Name</th>
<th>Population</th>
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<td>Bienestar Baltimore</td>
<td>Johns Hopkins Students</td>
<td>2012-2013 Contact: Maria Brown,</td>
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<tr>
<td></td>
<td></td>
<td><a href="mailto:marieadelebrown@gmail.com">marieadelebrown@gmail.com</a></td>
</tr>
<tr>
<td>Bienestar Baltimore is a student-run organization comprised of volunteers from Schools of Medicine, Public Health, and Nursing. Originally named Program Salud, the organization began in 2006 as a pilot tuberculosis screening program. Bienestar has since expanded its services to respond to emerging needs of Baltimore’s Latino population. Bienestar now offers a variety of health screening, health education, and health promotion programs. Our organization includes a base of approximately 60 committed volunteers from the Schools of Medicine, Public Health, and Nursing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomedical Scholars Association</td>
<td>Johns Hopkins graduate students, including Latino students</td>
<td><a href="http://www.hopkinsmedicine.org/biomedical_scholars_association/">http://www.hopkinsmedicine.org/biomedical_scholars_association/</a></td>
</tr>
<tr>
<td>The goals of the Biomedical Scholars Association are to provide academic support, academic advising, social support, networking opportunities, &amp; professional development to all members. We aim to create meaningful change both within and outside the Hopkins community. Our commitment to diversity includes fostering cultural understanding amongst our members and the population at large.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic Awareness Club (Applied Physics Lab)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Hispanic Awareness Club plans and promotes activities to raise the level of awareness among APL employees of the contributions of Hispanic staff members and the Hispanic culture in general. Club members organize and present a range of activities to celebrate the national observance of Hispanic Heritage Month, September 15 to October 15.</td>
<td></td>
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<tr>
<td>Hopkins Organization for Latino Awareness (HOLA)</td>
<td></td>
<td><a href="http://www.hopkinsmedicine.org/som/students/diversity/HOLA.html">http://www.hopkinsmedicine.org/som/students/diversity/HOLA.html</a></td>
</tr>
<tr>
<td>The mission of H.O.L.A. is to improve the quality of and access to care for Latinos seeking</td>
<td></td>
<td></td>
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healthcare at Johns Hopkins through scholarship, education, and policy leadership. Linguistic and cultural competency is among the essential elements of quality care.

<table>
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<tr>
<th><strong>Latino Public Health Network (LPHN)</strong></th>
<th><strong>2012-2013 Contact:</strong> <a href="mailto:lphn@jhsph.edu">lphn@jhsph.edu</a></th>
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<tr>
<td>The Latino Public Health Network seeks to foster a strong awareness of Latin American issues among the Bloomberg School community through cultural, educational and social activities. The student group works to create a network of Bloomberg School students, faculty and alumni with roots or interests in the various Latino and Latin American cultural identities, healthcare issues and research. The goals of the Latino Public Health Network are to: increase the awareness among student and faculty at the Bloomberg School about Latin American social and cultural issues; serve as a peer support system for incoming students from Latin America; coordinate efforts to promote training and internships in Latin American countries; develop a network of people interested in public health issues in Latin America.</td>
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<table>
<thead>
<tr>
<th><strong>Latino Medical Student Association</strong></th>
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<tbody>
<tr>
<td>LMSA is a network of students, alumni, and health professionals whose mission is to promote the development of Latino students through educational, volunteer, professional and networking opportunities to foster diversity, higher education, and the improvement of the Latino community.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ole (La Organización Latina Estudiantil)</strong></th>
<th>Johns Hopkins Latino undergraduate and graduate students</th>
<th><a href="http://web1.johnshopkins.edu/ole/mainpage.html">http://web1.johnshopkins.edu/ole/mainpage.html</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>OLÉ serves to catalyze the Latinos at Johns Hopkins into a proactive, empowered community. We strive to create a positive, inclusive environment that celebrates and promotes the history, culture, intellectual contributions, growth, education, and empowerment of all Latinos. OLÉ is the voice of the Latino student community and addresses the needs and concerns of this population. We participate in and promote awareness of local and national issues impacting the Latino community.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Phi Iota Alpha</strong></th>
<th>Johns Hopkins Latino Fraternity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established within the past year, this fraternity promotes the Latino culture.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix E

**Proposed Budget**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administrative coordinator</td>
<td>$40,000</td>
</tr>
<tr>
<td></td>
<td>Brochure and printing expenses</td>
<td>$3,000</td>
</tr>
<tr>
<td></td>
<td>Meetings</td>
<td>$1,000</td>
</tr>
<tr>
<td></td>
<td>Special Events</td>
<td>$1,000</td>
</tr>
<tr>
<td></td>
<td><strong>Total First Year Budget</strong></td>
<td><strong>45,000</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administrative coordinator</td>
<td>$40,800*</td>
</tr>
<tr>
<td></td>
<td>Brochure printing updates</td>
<td>$1,000</td>
</tr>
<tr>
<td></td>
<td>Meetings</td>
<td>$1,200</td>
</tr>
<tr>
<td></td>
<td>Special Events</td>
<td>$1,200**</td>
</tr>
<tr>
<td></td>
<td><strong>Total Second Year Budget</strong></td>
<td><strong>$44,200</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administrative coordinator</td>
<td>$41,616*</td>
</tr>
<tr>
<td></td>
<td>Brochure printing updates</td>
<td>$1,000</td>
</tr>
<tr>
<td></td>
<td>Meetings</td>
<td>$1,200</td>
</tr>
<tr>
<td></td>
<td>Special Events</td>
<td>$2,000**</td>
</tr>
<tr>
<td></td>
<td><strong>Total Third Year Budget</strong></td>
<td><strong>$45,816</strong></td>
</tr>
</tbody>
</table>

*2 percent increase

**increase to account for the established awareness of the Latino Alliance group and increased attendance at events*