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September 2016
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Inspiring WOMEN in STEM

Honoring women who inspire and encourage the next generation of STEM leaders

ALSO IN THIS ISSUE:

One university is improving access to STEM careers for students with disabilities through education and mentorship

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Penn State celebrates its HEED award from INSIGHT Into Diversity. Our Millennium Scholars program demonstrates our efforts to increase diversity in science, technology, engineering, and math.

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millennium.psu.edu
Inspiring Women in STEM

INSIGHT recognizes women who are making a difference in the fields of science, technology, engineering, and math (STEM) with the 2016 Inspiring Women in STEM Award.

30 AccessSTEM Aims to Make STEM Careers a Reality for Students of All Abilities
By Madeline Szrom

34 Bad for Business: How the Tech Industry’s Avoidance of Older Applicants May Be Hurting It
By Gary M. Stern

38 STEM Employment: Possibilities and Challenges
By Kelley R. Taylor

42 STEM+M Health Professions Pipeline Program Creates Opportunities for Hispanic High School, Community College Students
By Lisa McBride, PhD

EXTRA!

18 Recognizing the Need to Support Multiracial College Students
By Allen Kenneth Schaidle

24 Effective Communication Could Be Key to Increasing Faculty Diversity
By Rebecca Prinster

28 Op Ed: Black Students and Mental Health: An Emerging, Unseen Crisis
By Ebony O. McGee, PhD, and David Stovall, PhD

ON THE COVER: High school students with disabilities participate in an AccessSTEM summer study event in a lab on the University of Washington’s campus. (See article on page 30.)
At Kennesaw State University, almost 3,000 women enrolled in STEM undergraduate, graduate and doctoral programs during the fall of 2015. In our College of Science and Mathematics, 57 percent of the student body is female.

A wide array of STEM-related academic offerings are available at Kennesaw State University through these four colleges:

- College of Architecture and Construction Management
- College of Computing and Software Engineering
- College of Science and Mathematics
- Southern Polytechnic College of Engineering and Engineering Technology

Kennesaw State University is also engaging women in STEM fields through academic leadership, community partnerships and special initiatives. For example:

- Kennesaw State University engineering major Valerie Washington was named the 2016 Engineering Student of the Year by the Georgia Society of Professional Engineers.

- The University’s female computer science students teamed up this summer with the national organization Girls Inc., to teach elementary-age girls about computer programming and technology-focused careers.

- Kennesaw State was selected to participate in “100kin10,” a nationwide network focused on increasing the number of STEM teachers in K-12 schools. The University’s goal is to graduate 330 new middle or secondary mathematics or science teachers by 2021.

Discover Kennesaw State’s vast STEM opportunities at stemstrong.kennesaw.edu.
Diversity and Inclusion News Roundup

Diversity Leaders on the Move

NACME Works to Ensure Accessible, Affordable, and Accountable Engineering Education for Minorities
By Alexandra Vollman

Celebrating Hispanic Heritage Month
September 15 – October 15

SUNY Buffalo State Stretches Hearts and Minds Through Social Justice Storytelling
By Rebecca Prinster

The Role of the CDO in Advancing Gender Equity at a Technology-Focused Learning Institution
By Archie W. Ervin, PhD

Penn State’s Diversity Inspires a Thriving Community
By Alexandra Vollman

Job Opportunities

Voices from Campus
Minority Fellowship Program Aims to Increase Collaboration, Minorities in Pharmaceutical Medicine

Howard University in Washington, D.C., is partnering with Indianapolis-based healthcare conglomerate Lilly USA, LLC, on an inaugural minority fellowship program for postgraduate professionals from underrepresented groups who are beginning careers in medicine or science.

The fellowship offers training to future healthcare professionals in order to boost collaboration and address the lack of racial and ethnic minorities in the pharmaceutical field. It is open to physicians and postgraduates in scientific disciplines who are interested in the drug development process.

Participants will spend a year training at Lilly USA to learn about the intricacies of drug development, the regulatory environment, and the roles scientists and healthcare providers play in such a multifaceted operation. They will also have an opportunity to work on special projects covering topics such as health disparities.

“Lilly is working to meet the needs of diverse populations by embedding diversity within our culture and weaving it into every aspect of our business — from how we hire employees to our clinical trials,” Yolanda Johnson-Moton, director of external relations for Lilly USA’s Medical Division, said in a statement.

By partnering with Lilly USA on this program, Howard University continues its commitment to “truth and service,” according to Daphne Bernard, PharmD, interim dean of Howard University’s College of Pharmacy.

“A cadre of highly skilled young healthcare professionals will receive advanced training, covering the full scope of the drug manufacturing process,” Bernard said. “They will hone their research and clinical skills while learning about the regulatory processes involved in drug development. This knowledge will position the fellows to better address efforts to reduce health disparities.”

The fellowship is the first collaboration between Lilly USA and Howard University. The first class of fellows includes recent Howard University graduates.

— Lauren Healey
Online Index Helps Students Find Most Culturally Diverse Global Campuses

A new online tool helps international students and those seeking to study abroad choose the best campus based on their preferences. With the new Hotcourses Diversity Index, they can select an institution based on the multicultural makeup of its student body.

Many students believe access to a diverse community is a crucial component of studying abroad, and the Diversity Index allows students to compare levels of relative diversity at universities in the U.S., U.K., Australia, and New Zealand. Using the most recent official government data, it shows the number of students of all nationalities on each campus. Additionally, the Feel at Home Index enables students to easily find a campus with a larger population of students of their same nationality.

“We have a simple mission — to simplify and personalize global student choice,” Managing Director of Hotcourses International Andrew Wharton said in a statement. “Whether a student seeks a culturally diverse campus experience or prefers the ‘safety in numbers’ of studying amongst fellow countrymen, our Diversity Index is unique in its ability to provide an immediate and comparable [view] of the nationality mix of universities’ student bodies.”

The percentages shown in the index demonstrate the number of students from a specific country as a proportion of the total number of international students. However, it excludes domestic students — for example, U.S. students studying at U.S. universities.

Results may be refined by destination country, study level, subject area, or university name, and the index includes institutions that have both undergraduate and postgraduate degree programs.

The most culturally diverse campus on the Diversity Index is the University of Westminster in the U.K., with 169 nationalities represented. Of the top 20 most diverse institutions, the U.K. holds all but three positions, which are held by U.S. universities.

According to the list, the most diverse U.S. campus is Houston Community College (HCC) in Texas, which comes in at No. 10, with 151 nationalities represented.

Cephas Archie, PhD, program coordinator for diversity and inclusion at HCC, attributes the school’s placement on the index to its focus on embracing individuals of all backgrounds and experiences at all levels of the campus.

“We value the wide range of life experiences, religious beliefs, cultures, and abilities our diverse students, faculty, and staff contribute to our institutional community,” Archie says. “Attributing much of our institutional success to our collaborative cultural emphasis, [the college] celebrates the unique and distinct nature of our diversity, capitalizing on the strength of our differences and the depth of our experiences.”

By providing diverse academic programs that satisfy industry demands, Archie says the school attracts students locally, nationally, and internationally; HCC is home to the country’s top International Students Program.

“With a commitment to supporting a diverse, skilled workforce that … reflects the diversity of the communities we serve, [the college] collaboratively strives to remain relevant and essential within the Houston area and beyond,” Archie says.

The two other U.S. colleges ranking in the top 20 on the Diversity Index are New York University and Columbia University, listed at No. 16 and No. 20, with 147 and 146 nationalities represented, respectively.

To learn more, visit hotcoursesabroad.com.
— Lauren Healey
Find career opportunities with Fortune 500 companies, government agencies, nonprofit organizations, and more!

Save the date: October 19, 2016

Attention career center directors: To participate, contact Lenore Pearlstein at lpearlstein@insightintodiversity.com.

Visit careereco.com/events/diversity to register as a recruiter or job seeker.

Previous Participating Colleges and Universities:

Auburn University
Boston College
California State University San Marcos
Claremont Graduate University
Colgate University
Columbia University, New York
Duke University
East Carolina University
Excelsior College
Florida State University
Framingham State University
Harvey Mudd College
Huntington University

Juniata College
Midwestern State University
Michigan State University
Northwestern University
Penn State University
Purdue University
Stratford University
Tufts University
Union University
University of Central Florida
University of Denver
University of Florida
University of Illinois at Urbana-Champaign
University of Iowa

University of Kentucky
University of Maryland
University of Miami
University of Minnesota
University of North Carolina at Chapel Hill
University of Pittsburgh
University of South Florida
University of Tennessee
University of Virginia
University of West Florida
Vanderbilt University
Wabash College
Webster University
Simulating for Success

“By creating collaboration in simulation, [UCF has] formed an invigorating environment where I am one of many developing techniques and researching simulation.”

University of Central Florida assistant professor Desiree Díaz is ENRICHING SIMULATION TECHNOLOGY WITH HUMAN EMPATHY to improve the care of underserved populations. The College of Nursing researcher develops safe virtual environments where students and professionals gain practical experience to manage real-life emergencies.

Diversity and inclusion are core values at UCF. By embracing human difference, we train health care professionals who represent, understand and connect with the communities they serve.

Learn more at ucf.edu/faculty.
ARIZONA
Carmen Phelps, PhD, has been appointed chief diversity officer at Northern Arizona University in Flagstaff. She was previously director of student engagement in the Office of Institutional Diversity, Equity, Advocacy, and Leadership at Temple University in Philadelphia.

Jesús Treviño, PhD, has been named senior diversity officer at the University of Arizona in Tucson. He had been associate vice president for diversity and senior diversity officer at the University of South Dakota in Vermillion.

Rebecca Tsosie, JD, has been appointed special adviser to the provost on diversity and Regents’ Professor of law in the Indigenous Peoples Law and Policy Program at the University of Arizona in Tucson. She had been serving as a Regents’ Professor at the Sandra Day O’Connor College of Law and vice provost for inclusion and community engagement at Arizona State University in Tempe.

CALIFORNIA
Thuy Thi Nguyen, JD, has been named president of Foothill College in Los Altos Hills. She was most recently interim general counsel for the California Community Colleges Chancellor’s Office.

Linda Rose, EdD, has been appointed president of Santa Ana College. She had been serving as president of Los Angeles Southwest College.

COLORADO
James Anaya, JD, has been named dean of the University of Colorado Law School in Boulder. He was most recently a Regents’ Professor and James J. Lenoir Professor of Human Rights Law and Policy at the University of Arizona in Tucson.

Akirah Bradley has been appointed dean of students and associate vice chancellor for student affairs at the University of Colorado Boulder. She had been serving as assistant dean of students at the University of California, Berkeley.

GEORGIA
Jenny Jones, PhD, has been named dean of the Whitney M. Young Jr. School of Social Work at Clark Atlanta University in Atlanta. She was formerly a professor and chair of the Department of Social Work at Florida A&M University in Tallahassee.

Peter Nwosu, PhD, has been appointed provost and vice president for academic affairs at Clark Atlanta University in Atlanta. He had been associate vice president for academic programs at California State University, Fullerton.

ILLINOIS
Ne’Keisha Stepney has been promoted to dean for business and career technologies at Waubonsee Community College in Sugar Grove. She had been assistant dean for business and career technologies at the college.

INdiana
Tamra Wright has been named director of diversity, equity, and inclusion in the School of Public and Environmental Affairs at Indiana University-Purdue University Indianapolis. She had been vice president of programs at the Simon Youth Foundation in Indianapolis.

KENTUCKY
Timothy Forde, PhD, has been appointed chief diversity officer and special assistant to the executive vice president at Eastern Kentucky University in Richmond. He was previously a professor in the College of Education Center for the Preparation of Educational Professionals at the university.

MASSACHUSETTS
Michelle Jones-Johnson has been named chief diversity officer and vice president for talent development at Worcester Polytechnic Institute. She had been senior human resources business partner for Aetna Inc.

Karen Richardson has been appointed dean of undergraduate admissions and enrollment management for the School of Arts and Sciences and the School of Engineering at Tufts University in Medford. She had been serving as director of graduate admissions at the university.

MINNESOTA
Samuel Mukasa, PhD, has been named dean of the College of Science and Engineering at the University of Minnesota in Minneapolis. He was formerly dean of the College of Engineering and Physical Sciences and the
DeMethra LaSha Bradley, EdD, has been appointed dean of students and assistant vice president for student affairs at Macalester College in St. Paul. She was previously assistant dean for academic and student affairs at the University of Vermont in Burlington.

Francine Conway, PhD, has been named dean of the Graduate School of Applied and Professional Psychology at Rutgers University in New Brunswick. She had been serving as chair of the psychology program at Adelphi University in Garden City, N.Y.

Gaddis Faulcon, EdD, has been appointed vice president for enrollment management and student affairs at Saint Augustine’s University in Raleigh. He was formerly interim president and dean of the College of Graduate and Professional Studies at Shaw University in Raleigh.

Lawrence A.Q. Burnley, PhD, has been named the first vice president for diversity and inclusion at the University of Dayton. He was previously chief diversity officer and associate vice president for diversity, equity, and inclusion at Whitworth University in Spokane, Wash.

Willie McKether, PhD, has been appointed the first vice president for diversity and inclusion at the University of Toledo. He had been serving as associate dean in the College of Language, Literature, and Social Sciences at the university.

DeMethra LaSha Bradley, EdD, has been appointed dean of students and assistant vice president for student affairs at Macalester College in St. Paul. She was previously assistant dean for academic and student affairs at the University of Vermont in Burlington.

Osaro Airen, PhD, has been named dean of student retention and Title III administrator at Cedar Valley College in Lancaster. He was formerly director of multicultural affairs at Stephen F. Austin State University in Nacogdoches, Texas.

Deneese Jones, PhD, has been appointed vice president for academic affairs at Trinity University in San Antonio. She had been provost and professor of education at Drake University in Des Moines, Iowa.

Brian Hemphill, PhD, has been named president of Radford University. He was most recently president of West Virginia State University in Institute.

Lawrence A.Q. Burnley, PhD, has been named the first vice president for diversity and inclusion at the University of Dayton. He was previously chief diversity officer and associate vice president for diversity, equity, and inclusion at Whitworth University in Spokane, Wash.

Monica Posey, EdD, has been named president of Cincinnati State Technical and Community College. She had been serving in the role on an interim basis.

Patricia Pierce Ramsey, PhD, has been appointed provost and vice president of academic affairs at Lincoln University. She had been a professor and chair of the Department of Natural Sciences at Bowie State University in Maryland.

Logan Powell has been named dean of admissions at Brown University in Providence. He had been serving as director of admission at Princeton University in New Jersey.

Has your campus recently hired a new diversity administrator? INSIGHT Into Diversity would like to publish your news. Please email: editor@insightintodiversity.com.
Motivated by the staggeringly low number of minorities in STEM programs and professions, minority leaders, business executives, the academic community, and corporations came together in the early 1970s to create four unaffiliated organizations to address this issue. However, it wasn’t until several years later when these groups merged to form the National Action Council for Minorities in Engineering (NACME), that real change began. “NACME … was charted to conduct research, identify the impediments limiting access to careers in engineering, and implement programs to achieve a technical workforce that’s truly reflective of the American population,” says NACME President and CEO Irving Pressley McPhail, EdD.

And since the organization’s founding, underrepresented minorities in engineering have increased from 2 to 12 percent.

NACME’s ability to help reduce this disparity is due to its multifaceted approach, says Christopher Smith, PhD, the organization’s director of scholarships, university relations, and research. To overcome barriers and increase access to the profession, NACME focuses on three key areas: scholarship programs, an online career center, and data collection.

For more than 40 years, NACME has awarded scholarships to African American, American Indian, and Latino students seeking degrees in engineering. Through its NACME Scholars Program, it allocates block grants to U.S. colleges and universities — partners of NACME — that distribute the money as scholarships to talented underrepresented minority students.

NACME also provides scholarships directly to students via several fellowship awards. Since its founding, the organization has awarded more than $150 million in scholarship and program support to 24,000 underrepresented minority students.

Smith says scholarships are key to easing students’ stress and debt load, helping keep them on the path to success. “Scholarships are a really important aid for students,” he says. “Working during college is not a detriment, but it can become taxing on a student and [hurt] their ability to be retained in school. [Scholarship money] helps them avoid loans, it helps them avoid extra long hours at work while they’re studying, it helps them enroll full time as opposed to part time, and [it helps them] advance faster in their education.”

But as far as partner institutions go, NACME is selective and expects schools that receive funds to be actively moving the needle. The organization seeks colleges and universities “that demonstrate their capacity to recruit, admit, retain, educate, and graduate underrepresented minority engineering students,” says Aileen Walters, vice president of the career center, community, and partnerships at NACME. And, Smith says, schools continue to be held accountable in these areas throughout the life of the partnership.

“We’re not just distributing money to these institutions, we’re also collecting key data from them,” he says. “Some of [what we collect] … are the retention and graduation rates of underrepresented students in engineering, as well as how their peers are doing in the college of engineering. And if there is a gap, say at the start of the grant period, we want to see progress toward parity over time.”

Much of the data NACME has collected has shown striking differences between NACME scholars and other students. According to McPhail, a study of six-year graduation rates of NACME scholars revealed a rate of 79.1 percent. “That 79.1 percent compares to 39 percent for all other minority students majoring in engineering, and it compares to 62 percent for [non-minority] students, so you’re talking about a level of accomplishment that exponentially exceeds the norm,” says McPhail.

Beyond education, NACME works to connect its scholars to summer internships and full-time jobs.

While increasing minority participation in engineering remains NACME’s central objective, the motivation driving that goal has expanded over time. “The number of underrepresented minorities in this country is growing,” Smith says. “It is important to get these groups involved in these educational opportunities so they have a chance to advance American competitiveness in engineering.”

Alexandra Vollman is the editor of INSIGHT Into Diversity. For more information on NACME, visit nacme.org.
At 54 million, Hispanics make up the largest ethnic minority in the U.S. Hispanics are also the largest minority group on U.S. college campuses today.

Luis W. Alvarez, a Hispanic American physicist and inventor, was awarded the Nobel Prize for Physics in 1968 for work that included the discovery of resonance particles (subatomic particles that have extremely short lifetimes and occur only in high-energy nuclear collisions). Alvarez and his son Walter were among the first people to propose that an extraterrestrial cause led to the extinction of the dinosaurs.

Sylvia Rivera was a transgender activist of Puerto Rican and Venezuelan descent who fought for the civil rights of the LGBTQ community, organizing protests in New York City in the 1970s. She played a role in the Stonewall Riots in 1969, an event credited with launching the modern LGBTQ rights movement.

Dolores Huerta is a Mexican American labor leader and civil rights activist who worked to improve social and economic conditions for Hispanic farm workers and to fight discrimination. To further her cause, in 1960, she co-founded the National Farmworkers Association, which later became United Farm Workers.

September 15 is the anniversary of the independence of five Latin American countries: COSTA RICA, EL SALVADOR, GUATEMALA, HONDURAS, and NICARAGUA. Also during this period, MEXICO, CHILE, and BELIZE celebrate their independence days on September 16, 18, and 21, respectively.

Lauro F. Cavazos Jr. was appointed secretary of education in 1988, making him the first Hispanic to serve in the U.S. Cabinet.

In 2014, 435 colleges and universities were designated as Hispanic-Serving Institutions (HSIs), enrolling 1,836,870 Hispanic students; this number is up from 229 institutions in 2000. HSIs enroll 60.8% of all Hispanic students.

Currently, Hispanic women and girls make up one-fifth of all women in the U.S., and by 2060, they will comprise nearly one-third of the country’s female population.

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Sources: Biography.com; Encyclopedia Britannica; Hispanic Association of Colleges and Universities; Hispanic Outlook Rankings, 2013; Latina magazine; Pew Research Center; The White House Initiative on Educational Excellence for Hispanics, Fulfilling America’s Future: Latinas in the U.S., 2015; Wikipedia
Katherine Conway-Turner makes it her business to talk to students on a daily basis. As president of Buffalo State College, State University of New York (SUNY) — the largest and most diverse comprehensive four-year college in the SUNY system — she sees this contact as a way to stay grounded within the campus community.

“It’s important for me to hear from students because it allows us to refine what we’re doing,” she says. “There’s always a temptation to think your campus is perfect, but things are changing all the time. There’s no such thing as resting on laurels; there’s no such thing as staying static.”

Raised in a small Midwestern town, Conway-Turner was the first in her family to attend college, and she says her background has strongly informed her presidency. She believes the intersection of her identities allows her to connect with the diverse students who call Buffalo State home.

“As a woman and an African American, I get how a person can be marginalized for being who they are,” Conway-Turner says. “And as a first-generation student, I really understand the experience of first-generation students, and I’m able to have an open dialogue with those who may be struggling and let them know they’re supported here.”

She is proud of the opportunities Buffalo State provides for having difficult dialogues on a campus where more than 40 percent of the undergraduate student body comes from underrepresented minority groups. She says the Black Cross Project, staged last fall, is one such example.

In November, faculty in the social sciences department conceived of the project, an installation of 300 small black crosses on the campus’s Horace Mann Quad. The crosses represented all the unarmed people of color who were killed by police or who died in police custody in the U.S. between 2012 and 2015. The initiative included a presentation and panel discussion titled “Race, Violence, and the Struggle for Social Justice.”

Additionally, located where it is in the heart of the urban center of Buffalo, the college is able to use the city as a classroom for social justice. The nearby West Side neighborhood — with its growing population of refugees from Somalia, Sudan, and Burma — is one place where Buffalo State students take part in literacy and U.S. citizenship training.

“Developing social responsibility transforms students’ lives,” Conway-Turner says. “The West Side is a laboratory that has a need for the energy and physical power that students bring.”

Social Justice Through Storytelling

Karen Clinton Jones, PhD, chief diversity officer and Title IX coordinator for Buffalo State, says that since she began in her post four years ago, the college’s Office for Equity and Campus Diversity has greatly expanded its diversity programming. This growth has included the addition of monthly diversity dialogue sessions, as well as a music series and a film and discussion series held in partnership with the SUNY Buffalo State communications department and the college’s Burchfield Penney Art Center, where the events take place.

She says the recent hiring of Jason Parker as the diversity program coordinator has also broadened the office’s impact. It often partners with numerous academic and student affairs departments and student organizations across campus. During the last academic year, it co-sponsored diversity events with the Native American Student Organization, Student Life, the Women and Gender Studies and African American Studies departments, the Weigel Health Center, and the Student Union. It has also conducted film screenings and panel discussions with grant funding from the Faculty-Student Association and Target Corporation.

For Jones, though, Buffalo State’s most distinctive diversity initiative is its Anne Frank Project (AFP), which uses her writing as a basis to address racial reconciliation, community building, and conflict resolution.

“Every person has a story to tell, and every person’s story matters. This is the lesson Drew Kahn, professor of theater at Buffalo State and creator of AFP, tries to impart to his students — and the wider Buffalo State community — through AFP.”

The project started as a simple theater production in 2006, when Kahn announced that the college would be putting on The Diary of Anne Frank.
That year many non-white students objected, saying it was yet another play that had nothing to do with them.

“I'm a Jewish boy from Los Angeles, so I thought, ‘What? Of course it does,’” Kahn says. “But … I tried to answer ‘How can [students of color] see themselves on stage?’”

The result was a reimaged version of the Anne Frank story, in which Kahn added the character of a Tutsi girl hiding from Hutu extremists during the Rwandan genocide of 1994.

“I realized that the genocide in Rwanda — although very different — had a lot of important mirrors to the Holocaust that were really haunting,” Kahn says. “We didn’t change the text of the play at all [to accommodate the new character] because we didn’t need to. … How many diaries are we missing because lives were cut too short? There’s an Anne Frank in every genocide.”

Dolores Battle, who at the time was Buffalo State’s senior adviser to the president for equity and campus diversity, encouraged Kahn to present his version of the story at a diversity conference in Amsterdam that year. From there, AFP grew to include an annual festival on the Buffalo State campus, outreach to local middle and high schools, and a student trip to Rwanda.

“[AFP] provides a vehicle and a service for examining the social issues that fall under the diversity umbrella,” Kahn says. “My personal hope is that it’s made us [as a campus] more intentional about stretching students’ hearts, as well as their intellects.”

One of the central activities of AFP is teacher training in story building and drama-based education, which make students active participants in learning through kinesthetic movement and storytelling.

Additionally, AFP hosts an annual two-day festival — free for students — which is “one-third theory and two-thirds application,” says Kahn.

The festival brings together an array of people to share their stories and discuss genocide, reconciliation, and community building. It has even featured a classmate of Anne Frank, who spoke at the event. The goal of the festival is to bring students into the peace-building process now, as opposed to someday in the future.

“We want [students] to walk out of the festival not as actors but as activists and diplomats,” Kahn says.

Another aspect of AFP is the yearly trip Kahn leads to Rwanda. Ten students from a variety of disciplines are chosen via an application process to visit the country and train local teachers in drama-based education methods.

While in Rwanda, the group lives with and interviews survivors of the genocide; they also go to the prisons and interview perpetrators of the violence. Through a government-sanctioned program of reconciliation, perpetrators undergo unity training and are given an opportunity to ask for forgiveness from survivors.

Upon returning from Rwanda, students write a play based on their impressions from the trip. Kahn asks them two questions: What was inspirational to you in Rwanda? What do you think high school students today need to hear? He says the plays students create in response to these prompts are never the same from year to year.

This year’s play is called Hello, My Name Is _______. It’s about a girl trying to shape her identity in a dystopian world that strives for conformity. In the fall, Kahn’s students will present the new play to local schools.

AFP also has a residency in Lafayette High School, which serves Buffalo’s West Side refugee population. The students speak more than 50 languages, and more than 70 percent are refugees or immigrants. After facing academic struggles, the school reinvented itself and now calls itself an international high school.

At Lafayette, AFP provides teacher training in drama-based education and “helps provide the ethos of strong community and what that means.” For example, the whole school starts every day with five minutes of meditation — the students, janitors, teachers, everyone — to create the sense that they’re writing the day’s story together. As with all aspects of AFP, Kahn focuses on storytelling.

“Your stories matter,” I tell them. ‘You matter.’ For some of these students, that’s the first time they’ve heard that,” Kahn says. “I tell them, ‘If you want to change your world, you need to know that your story matters.’”

Rebecca Prinster is a senior staff writer for INSIGHT Into Diversity. SUNY Buffalo State College is a 2013, 2014, and 2015 INSIGHT Into Diversity HEED Award recipient.
The Role of the CDO in Advancing Gender Equity at a Technology-Focused Learning Institution

A look inside Georgia Tech's gender equity initiative

By Archie W. Ervin, PhD

As diversity professionals in higher education, we are aware of the gender equity challenges faced by technology-focused learning institutions. According to the American Society for Engineering Education, women were awarded 19.9 percent of all bachelor’s degrees from engineering programs in 2015, and the representation of women in engineering faculty ranks increased to 15.7 percent — only a 4 percent gain since 2006. In STEM fields overall, women earn 29 percent of all bachelor’s degrees awarded, according to the National Student Clearinghouse, and this number is even lower when you look at bachelor’s degrees in STEM awarded to minority women.

In light of these statistics, what is the role of chief diversity officers (CDOs) in advancing gender-equity at technology-focused learning institutions? Fundamentally, CDOs are institutional change agents, and they are central to the coordination of major gender equity initiatives at their respective college or university.

Reimagining the Concept of Faculty Equity Advocates

As CDO at the Georgia Institute of Technology, I helped reimagine the concept of faculty equity advocates through the ADVANCE Program’s Equity, Diversity, and Excellence Initiative (EDEI). This is a model of the National Science Foundation’s ADVANCE Institutional Transformation Grant, awarded to Georgia Tech from 2001 to 2006. Through EDEI, the current Georgia Tech ADVANCE Program — an inter-collegiate network of professors who are world-class researchers and role models — leverages faculty equity advocates to engage our deans and chairs in the advancement of women faculty. EDEI focuses on four areas — mentoring, transparency, bias awareness, and accountability — to help foster a diverse pool of talent, create an inclusive and equitable work climate, and support the career growth of existing faculty at all levels.

Presenting Georgia Tech’s Gender Equity Initiative

In addition to EDEI, Georgia Tech's Office of the President conducted a number of listening sessions last year with female students, faculty, and staff to gather feedback about gender-related issues on campus. This feedback was collected, categorized, and synthesized to create the Gender Equity Initiative (GEI), which will be implemented by my unit, Institute Diversity — in close partnership with Human Resources and Faculty Affairs — over the next two years.

Georgia Tech’s GEI has two goals: (1) promote gender equity through policies and processes related to the recruitment, hiring, retention, promotion, professional development, and appointment of faculty and staff to leadership roles; and (2) celebrate the contributions of women in our community and make our commitment to inclusion more visible in our communications.

Specific recommendations of the GEI include the following:

- Provide implicit bias workshops for faculty hiring, promotion and tenure, and senior staff search committees.
- Provide effective practices for diversity guidelines to faculty and senior staff search committees.
- Promote family-friendly programming and policies for faculty and staff.
• Require inclusive and open processes for appointments to faculty, administrative, named faculty, and Regents’ professor and researcher positions.

• Offer professional and leadership development programming for faculty, staff, and students.

• Conduct salary equity studies for faculty and staff.

• Identify and clarify processes and pathways to advancement and promotion for faculty and staff.

• Provide awareness education for all community members, and promote channels of reporting suspected discrimination.

• Regularly highlight women in internal communications and to external media outlets.

• Promote events on campus that feature and celebrate women.

• Offer regular reports of diversity measures and progress.

In the spirit of promoting events on campus that feature and celebrate women, the theme of our 2016 diversity symposium is “Celebrating Women at Georgia Tech,” as this year marks the 60th anniversary of Georgia Tech’s first two female graduates, Diane Michel and Shirley Clements Mewborn. During the diversity symposium awards luncheon, we will present our first-ever Gender Equity Champion Award to members of the campus community who are advancing gender equity at Georgia Tech. The National Association of Diversity Officers in Higher Education’s (NADOHE) Standards of Professional Practice for CDOs identifies inclusive excellence as the ultimate outcome for institutional diversity, equity, and inclusion efforts and lists gender equity as one of the central tenets that should drive an institution’s diversity vision and mission. Through policies, processes, partnerships, and communications, CDOs are instrumental in leading major gender equity initiatives that increase the representation and advancement of women at technology-focused learning institutions — thus contributing to a more diverse workforce that is reflective of the U.S. population.

Archie W. Ervin, PhD, is the vice president of Institute Diversity at Georgia Tech and the president of NADOHE. Georgia Tech is a 2014 and 2015 INSIGHT Into Diversity HEED Award recipient.

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Recognizing the Need to Support Multiracial College Students

By Allen Kenneth Schaidle

Roughly 2.4 percent of Americans identified as multiracial in the 2000 census. In 2010, that number increased to 2.9 percent, and the U.S. Census Bureau predicts that individuals identifying as multiracial will dramatically rise in the following decades. This increase can in part be attributed to the U.S. Supreme Court’s decision to decriminalize interracial marriage in the case Loving v. Virginia, in 1967, sparking what many call the “multiracial baby boom.”

However, the U.S. census currently restricts individuals by allowing them to define themselves as being in only one of five racial categories; multiracial individuals often do not identify with these classifications because they adhere to multiple racial and cultural identities.

The rise in the number of young people who identify as multiracial presents higher education institutions with an opportunity to expand their racial categories to better serve this growing population and become more inclusive in the process.

Expanding Classifications

Sometimes living in a society that in many ways emphasizes single-race families places stress on these students on campus. “I’ve felt the pressure from society to identify with one racial identity... as if more than one is unfathomable,” says Lauren Burdette, a recent graduate of the University of Central Arkansas who identifies as multiracial.

Multiracial students often express feelings of frustration and alienation when required to identify themselves by selecting only one racial category on college admission and enrollment forms. “It was excruciating because I had to decide which part of my identity to leave out,” says Callie Folke, an incoming freshman at Bryn Mawr College who identifies as multiracial. “I don’t like picking ‘other’ because that makes me feel as though I’m some sort of alien.”

Forms are often the first contact students have with an institution. Therefore, including options for multicultural students to accurately self-identify can signal a welcoming environment and respect for their personal identity.

Addressing Challenges

Identity-based student organizations have a longstanding presence on college campuses. Their operations have proven vital in assisting with identity development, engagement, and retention for underrepresented students. However, multiracial student organizations are almost nonexistent and only recently emerged in the 1990s.

Today, multiracial students still face challenges, such as difficulty finding mentors, networks, and welcoming spaces on campus.

“I have not found a campus mentor who shares my Afro-Latino identity,” says Samuel Ortiz, a student at Columbia University in New York City who identifies as multiracial. “I was, however, able to connect with other students of similar backgrounds.”

Recognizing this issue, a few
schools — including Columbia — are attempting to address it.

Presently, institutions overwhelmingly focus on academic initiatives to support these students, rather than social services. Through curricula, schools attempt to integrate identity-exploration narratives into assignments, courses, independent study projects, and cross-disciplinary studies — not only for multiracial students, but for all diverse students and perspectives.

“[Columbia] itself did not directly provide [me with] opportunities to explore my Afro-Latino heritage,” Ortiz says, “but it did allow and support the efforts of students who wanted to create spaces and opportunities to speak about and explore their identities.”

Multiracial students are increasingly displeased with the standard racial categories used by schools, and they commonly report not feeling welcome on campus. For instance, Mia Hicks, a recent graduate of the University of Wisconsin-Madison who identifies as multiracial, says her campus adviser lacked the training to know how to help; he failed to both provide suggestions on how to gain a greater sense of inclusion and resources to help her explore her personal identity. “I was automatically added into an African American student group and would receive countless emails,” Hicks says. “I have never been in a mono-cultural based group and was not really interested.”

Hicks’ experience is not uncommon. Administrators nationally echo similar networks between current multiracial students and alumni.

Improving the college experience for multiracial students will require modifying existing student data-collection methods and providing better resources and support to ensure their inclusion. While this will only result via dramatic structural changes, it will benefit these students in the future. In 2010, some institutions implemented an option allowing students to choose “two or more races” as a category, indicating that change is occurring.

Allen Kenneth Schaidle is an independent education consultant and a graduate student studying higher education at the University of Oxford in England.
Penn State’s Diversity Inspires a Thriving Community

By Alexandra Vollman

Diversity Champions exemplify an unyielding commitment to diversity and inclusion throughout their campus communities, across academic programs, and at the highest administrative levels. INSIGHT Into Diversity selected institutions that rank in the top tier of past Higher Education Excellence in Diversity (HEED) Award recipients.

As a large, public, multi-campus, land-grant, research university, The Pennsylvania State University (Penn State) attracts a range of students with diverse backgrounds, perspectives, and goals. By supporting these students’ interests and aspirations and appreciating what each one brings to the table, the university creates an environment in which they all can thrive.

“When you think about resources in a general sense, you think about water, vegetation, cattle, and other animals that we [use] for survival, but individuals who bring diversity to our planet are also a resource,” says Marcus Whitehurst, PhD, vice provost for educational equity at Penn State.

This take on diversity is a key part of the university’s new 2016-2020 strategic plan, which, unlike in prior years, features an embedded diversity framework. With “Fostering and Embracing a Diverse World” as one of six foundations, the plan will ultimately hold all 48 individual academic and administrative units at Penn State accountable for incorporating diversity in five thematic areas: Transforming Education, Enhancing Health, Stewarding Our Planet’s Resources, Advancing the Arts and Humanities, and Driving Digital Innovation.

In addition, the plan identifies important pieces that must be in place for Penn State to pursue the aforementioned thematic priorities and to support its mission and vision. The supporting elements, which unit executives will also have to respond to, include Organizational Processes, Infrastructure and Support, and Constituent Outreach and Engagement.

“Every aspect of the university strategic plan has to focus on certain areas of diversity, and … we want to collectively ask every unit executive — all of our deans, vice presidents, and chancellors at all campuses — to respond to four different goals,” Whitehurst says.

These goals include creating a welcoming and inclusive campus climate, advancing and building a diverse student body, advancing and building a diverse workforce and management team, and developing a curriculum that fosters U.S. and international cultural competency. Whitehurst will conduct a mid-point review with unit heads in 2018 to ensure they are working toward the diversity goals via each thematic lens.

“Everyone has to respond to ‘how does diversity fit into these five thematic areas based on the goals?’” Whitehurst says. “Some of the goals may not fit into
For example, when it comes to “Enhancing Health,” Whitehurst says incorporating diversity might include a focus on addressing with students the different health risks and disparities faced by diverse populations, such as women or the LGBTQ community; or, in regard to “Driving Digital Innovation,” working to ensure that students who come from low-income households have the same technological advantages as those from higher-income families.

Whitehurst believes that in order to fully prepare young people for both successful professional and personal lives, this type of thoughtful approach to diversity by colleges and universities is critical. “If we are the institutions that are producing the next leaders, then we have to be strategic as to how we want to get there and how we want to develop the future graduates of our institutions to be mindful, exposed, and aware of differences that exist in our society from a diversity standpoint,” he says.

**Diversity of Faith**

A large part of Penn State’s diversity stems from its sizable, flourishing, and active religious and spiritual community, made up of nearly 60 student-created organizations comprising Catholics, Christians, Protestants, Muslims, Mormons, Hindus, Buddhists, Quakers, Pagans, Wiccans, and even atheists and agnostics.

Students and faculty of all faiths and beliefs can find solace, and a place to pray, in the University Park campus’s Center for Spiritual and Ethical Development (CSED). The center — the largest of its kind in the U.S. — has proper facilities and amenities for persons of all faiths to worship, including places for Muslim students to wash their feet and a room that faces Mecca.

CSED Director Robert Smith says that having a religious space of this size is impressive, especially for a public university.

According to Smith, much of the center’s work involves educating and increasing understanding and acceptance of religious groups and their beliefs on campus. Through collaborations with other university departments and offices, he and his staff have helped create meditation and spiritual spaces in buildings across campus, held discussions on topics such as religion in the workplace, educated food services on dietary restrictions for certain groups, provided religious calendars to professors and coaches to be aware of religious holidays, and more.

“We try to [increase] the literacy of religions and spiritual practices. That helps alleviate some of the questions and concerns people may have, or misunderstandings people may have,” Smith says. “… We’re trying to make it a nonthreatening environment for people to freely express themselves and practice their traditions.”

Another important part of creating a space for this diversity to thrive is facilitating interactions and discussions between diverse groups with conflicting beliefs and ideologies.

“We try to bring a lot of constituencies together, especially some that may have some difficult conversations,” Smith says. “So we might facilitate a get-together between [our conservative religious
groups] and the LGBTQ community so that there’s a dialogue and an understanding that’s created.”

At the student level, many religious groups also work to increase knowledge and appreciation of diverse faiths. Smith says that beyond handing out fliers, these students are actively giving to and helping others.

“Our Muslim Student Association has a free-pizza Friday where they go around campus handing out pizza to other students,” he says. “We have New Life, one of our Christian Evangelical groups; they will stand outside, especially during the winter, and hand out hot chocolate and breakfast bars to students as they go to and from class. We have religious groups that help students move in when they arrive [or] that host English classes for ESL students.”

**A Living-Learning Approach**

A living-learning approach is taken to support the academic achievement of students studying science, technology, engineering, and mathematics (STEM).

The Millennium Scholars (MS) program, modeled after the successful Meyerhoff Scholars Program at the University of Maryland, Baltimore County, takes a cohort-based approach to encourage and hold students accountable. With a focus on recruiting and retaining high-achieving students from groups that are historically underrepresented in STEM fields, the program brings them together to live and work on campus in a “family-like” community.

“This is very much a cohort model, so the students start their academic career all working together, taking the same classes — they have the same schedule every day — working through everything together,” says MS program Director Star Sharp. “… [They] work together with a common goal, a common experience, and that is something that is not typically done when it comes to academics.”

This goal is to earn a bachelor’s degree in STEM and then pursue a doctoral degree. Sharp believes that having this objective in mind from day one, as well as having the support of all their peers who are on the same path, helps students persist.

To prepare students for their studies and better orient them to college life, incoming Millennium Scholars must participate in a summer bridge program. During this rigorous six-week “boot camp,” students take foundational courses and workshops in STEM, cultural diversity, and communication; receive an intro to research at Penn State; learn important life skills such as how to manage time, solve problems, and study smart; and participate in cultural events, field trips to national labs, team-building exercises, community service, and social events.

“When students have the preparation of the summer bridge, getting through the fall is not so scary,” Sharp says. “Our [incoming] students typically look like sophomores because they’ve already taken seven credits of classes; they’ve already gone through their initial homesickness; they’ve already gone through how to do laundry, how to buy books, because they’ve done that throughout the summer. When they come back in the fall, they’re ready to go.”

Students are required to live on campus for at least their first three years at Penn State, and they all live in the same dorms together to provide support to each other. The freshmen and sophomores, in particular, need the upperclassmen there as role models, Sharp says.

“If everyone’s in the same space,” she says, “that allows [them] to see others who have the same goals, to see the juniors and seniors and how far they’ve come and say, ‘Wow, OK, what do I need to do to do that? I want to do that.’”

In addition to personalized attention in the form of academic coaching and advising and assistance with securing internships and research opportunities, all Millennium Scholars receive a minimum scholarship of $15,000, which is renewable for up to four years.

The MS program currently boasts 90 students, of whom 60 percent are underrepresented minorities. According to Sharp, the average GPA for cohort one, which will graduate in May 2017, is 3.7, and she says that many of these students have already taken the GRE or MCAT and are applying to graduate schools to study a range of disciplines — from engineering and material science to chemistry and molecular biology.

**Inspiring Future Scientists**

A similar initiative at Penn State aims to attract
students to STEM fields at an even earlier age. The Finding Your Roots Curriculum Project — which was also piloted at the University of South Carolina — is a new summer camp that encourages middle school students, particularly those from underrepresented groups, to participate in STEM.

With a focus on biology and genetics, this two-week camp educates students on genealogy and DNA, as well as general health and wellness. Participants also have the opportunity to test their own DNA — collecting information on everything from hair and eye color to their ability to digest lactose — and research their personal genealogy.

“The approach that we took was to focus on … a couple of overarching questions, like ‘who are you genetically, genealogically, and intentionally,’ and ‘how do we use data to inform our decision making,’” says Elizabeth Wright, PhD, postdoctoral curriculum writer for the program.

Director of the project Nina Jablonski, PhD, suspected its emphasis on underrepresented groups and genealogy might provide a segue to discussions on race and biological differences.

“We saw the study of personal ancestry and genealogy as a perfect entry point to the study of evolution, human diversity, and a wide vista of phenomena related to human health, including diet and physical performance,” says Jablonski, who is also the Evan Pugh University Professor of Anthropology at Penn State.

“Races do not emerge naturally from the investigation of scientific data on human variation,” she adds. “… Race labeling is one of the most highly deleterious aspects of human society, especially because it can be predictive of outcome. Middle school kids are entering a world that is still highly racialized. If they can understand that races were created by bigoted people, and that they lack scientific validity, this may help them navigate the life and career challenges they’ll face.”

While covering this topic is not an intentional aspect of the camp, Wright says they wanted to be prepared should students bring it up.

“We didn’t want our instructors and mentors to be like, ‘I don’t know how to talk about this,’” she says. “I wanted them to [say], ‘Let’s talk about it. Let’s talk about race as a function of biology; let’s talk about it as a function of geographic migration.’ [It doesn’t] have anything to do with your worth as a human being.”

Guided by the additional purpose of increasing the representation of underrepresented groups in STEM fields, project staff will track participants for the next 10 years — from middle school into high school and college — to see whether they continue to seek out and engage in scientific experiences.

While two-thirds of the students in the project’s pilot year at Penn State were from groups underrepresented in science, Wright says she would like to do better next year, attracting young people of different socioeconomic statuses, those with a disability, individuals from the foster care system, and those with little to no interest in science.

“I’m not worried about the kids who are so excited about science it makes their teeth hurt,” she says. “I want the kids who are like, ‘meh,’ or ‘I hate science, science hates me; I’m doing this because my mom made me.’ Those are the great kids to whom you can say, ‘All right, I see that, now let’s see if we can’t flip that around.’”

Alexandra Vollman is the editor of INSIGHT Into Diversity. Penn State is a 2013, 2014, and 2015 INSIGHT Into Diversity HEED Award recipient.
Two universities in Ohio are becoming more thoughtful about how they approach recruiting, hiring, and mentoring faculty members and are paving the way for more faculty of color to join their ranks.

At Kent State University (KSU), Associate Provost for Academic Affairs Mandy Munro-Stasiuk admits that the university has work to do to improve the diversity of its tenure-track faculty population, which currently sits at 5.6 percent people of color.

“We’ve been aware of this [disparity] for quite some time, and it’s something that the Division of Diversity, Equity, and Inclusion has been trying to improve,” she says. “Over the last year or so, we’ve ramped up our efforts, and our goal is to increase that number to 14 percent to be more representative of our undergraduate student population.”

In fact, this venture has already seen success; 16 new faculty members of color — which KSU defines as African American, Latino, or Native American — were hired in the past year and will begin this fall.

In addition to KSU’s hiring Munro-Stasiuk and Ruth Washington — executive director for faculty and graduate student retention, inclusion, and success — to specifically focus on recruitment and retention, much of what seems to be working at the university involves effective communication. Job placements include strategic language to attract as many candidates as possible; faculty focus groups and exit interviews serve to reveal issues they face; and asking faculty members what they need and prefer in a mentor — rather than assuming — produces more successful relationships.

To supplement its HR listing, KSU appeals to a wider audience through ads that bring the town of Kent, Ohio, and the university community to life.

“Research proves that if you include phrases that show your commitment to the success of faculty and students, you more than double the number of applications, and the pool of candidates becomes more diverse,” says Munro-Stasiuk.

“The wording is so important, and sometimes you only have one chance to
catch someone’s eye as they’re scrolling through job listings,” adds Alfreda Brown, vice president for the Division of Diversity, Equity, and Inclusion (DEI) at KSU. “It’s important to say who we are and what we stand for.”

Similarly, having broad language that enables a wide pool of candidates to apply can garner more diverse potential hires.

Donna Davis Reddix, faculty diversity officer at Case Western Reserve University (CWRU) in Cleveland, oversees a number of checkpoints during the faculty hiring process at CWRU, starting with job placement. She makes sure that an ad’s wording does not narrow the search by requiring candidates to have specific experiences.

Reddix also reviews the applicant pool list and looks for racial, gender, and ethnic diversity. If that is not present, she suggests ways committees can expand their searches, such as other outlets for posting jobs, and ways they can network with faculty at other universities. She says CWRU’s Office for Inclusion, Diversity, and Equal Opportunity (OIDEO) works like a consultancy for departments looking to hire faculty from underrepresented groups. She provides the same oversight for search committees’ lists of finalists.

One other important aspect of Reddix’s job is providing unconscious bias training for faculty search committees, an increasingly common practice for colleges and universities. She says that before committees can hold interviews, all members must complete training on interrupting bias, which she provides twice a month and by appointment.

“The Faculty Senate just approved a resolution that all members of the senate are required to go through training within the next two years, which I’m really excited about,” Reddix says. The training takes three hours and covers microaggressions, bias, and protected classes. “It’s not meant to solve all the problems of discrimination and bias in three hours, but it does open up a discussion on the issues,” she says.

CWRU President Barbara Snyder and her executive staff have all gone through the training.

“There’s been a great domino effect across campus,” Reddix says. Similarly, at KSU, chairs and deans of departments, as well as student leaders, have taken part in unconscious bias training. The administration hopes to have faculty members complete training within the next year.

“We are conscious of the need to change the climate of our campus to make it more inclusive,” says Munro-Stasiuk. “We’ve made a huge effort around making people aware of their biases and things they might say to new faculty that are microaggressions. … Awareness is the key; if you make people aware that something they say
can be perceived as offensive, they’ll stop saying or doing it.”

At KSU, faculty focus groups have also helped improve communication on campus. Munro-Stasiuk says DEI arranged the focus groups to gain an understanding of the major issues diverse faculty members face.

“It confirmed what we already knew, but it was good to hear it from the horse’s mouth, so to speak,” she says. From their discussions, they learned that faculty of color at KSU were particularly concerned with the amount of time they had available to conduct research — a critical component in the tenure process. Many minority faculty members said they felt overcommitted, having been asked to serve on multiple committees because of their racial or ethnic background.

To counter this issue in faculty search groups while still allowing for diverse committees, DEI advises colleges to consider seeking out diverse faculty in similar departments or asking the division for help in identifying allies on campus who have an understanding of diversity issues or experience working with underrepresented populations.

These “champions of diversity” can be particularly useful in eliminating conversations that could remove certain candidates from the applicant pool. Munro-Stasiuk gives as an example a committee that may be considering disqualifying a candidate from California because it assumes he or she would be unwilling to move to Ohio. Learning to recognize these types of conversations and assumptions is part of the unconscious bias training DEI conducts for faculty search committees.

Once new faculty members are hired, KSU is intentional about giving them the tools to succeed. Washington serves as a coach to enhance mentoring, helps professors identify funding resources, assists with internal and external collaboration, and arranges social events.

Brown says throughout the year, DEI brings cohorts of faculty together — regardless of department or discipline — to meet other individuals from underrepresented groups and get out of their silos.

“What’s important is acclimating new faculty so they can see who’s here who is like them. It’s important to build relationships and make sure they’re intentional.”

Alfreda Brown

Similarly, KSU advises departments on best practices for pairing mentors and mentees in a deliberate way. “Just because they’re a person of color doesn’t mean they want a mentor who is a person of color,” says Munro-Stasiuk. “You need to sit down and talk about these things.”

At CWRU, Reddix also works to form relationships with diverse faculty members.

“They know they can come talk to me in my office and that [the OIDEO] has an open-door policy,” she says. “I think the fact that we’ve been able to cultivate relationships has helped with retention.”

The OIDEO also hosts a diversity faculty workshop for those going through the tenure process and for faculty who already have tenure. Reddix says participants are able to ask questions they may have been hesitant to ask and hear about leadership opportunities and administrative roles available to them once they’ve gone through the tenure process.

Both schools use faculty surveys, which can be useful for gauging employee satisfaction and screening for issues that can be resolved. Likewise, both KSU and CWRU conduct exit interviews as a way to improve retention.

“For those who do leave, there is not one defined reason,” Reddix says. “Some people leave to be closer to family or mentors, and to be honest, some feel that other academic institutions would be more conducive during the tenure process, so they decide to take that leap.”

“Do I think we’re doing a good job? Yes,” Reddix adds. “Do I think we’re at the top of the list? I wouldn’t say that. I think we can always do better. We’re working to enhance our reputation and achieve our goal of increasing diversity.”

Rebecca Prinster is a senior staff writer for INSIGHT Into Diversity.
Kent State University offers more than 300 undergraduate and graduate degree programs. And from among all those choices, a third of our students pursue degrees in the STEM (Science, Technology, Engineering and Mathematics) disciplines.

Kent State is now accepting applications for a federally funded scholarship program that encourages careers in the sciences, technology, engineering and mathematics (STEM). The university’s Scholarships for Broadening Participation in the Sciences will provide annual undergraduate scholarships, averaging $5,000 each, to promising science students.

The National Science Foundation Scholarships in Science, Technology, Engineering and Mathematics will be awarded to students who are financially disadvantaged, allowing them to pursue a full-time program of studies that can be completed in four years. The scholarship is renewable each year and available from now through the 2017-2018 academic year. The program seeks to increase diversity in the sciences, and students from underrepresented groups are strongly encouraged to apply.

To learn more about the scholarships, visit http://www.kent.edu/kent/news/success/scholarships-sci.ences-available.
In a recent article we wrote, titled “Reimagining Critical Race Theory in Education: Mental Health Healing and the Pathway to Liberatory Praxis,” we argue that African American college students draw on “grit” — perseverance and passion for long-term goals often operationalized through mental toughness — in order to achieve in predominantly white academic institutions. However, that notion fails to recognize an emerging mental health crisis for these students.

The excitement over grit has been primarily targeted at students of color as a cure for their so-called “failure of character,” which can negatively influence their academic outcomes. Many schools and programs across the country have conveniently accepted and implemented practices and policies using the grit construct as the determining factor in the success of these students without appropriately investigating its validity.

A recent meta-analytic review of the literature on grit, representing 66,807 individuals, established that the impact of grit has been grossly exaggerated — a point even acknowledged by University of Pennsylvania professor Angela Duckworth, author of *Grit: The Power of Passion and Perseverance*. Furthermore, the study results reveal that there is nothing new about grit and it is nearly identical to conscientiousness, which has been well studied within psychology as a somewhat fixed trait of one’s personality, whereas grit has been marketed as a skill.

This crisis stems from the cumulative effects of living in a society characterized by white dominance and privilege, which produces stress that contributes to a host of psychological and physical ailments for African American students.

It comes as no surprise that these students endure unique obstacles as they pursue higher learning opportunities, given that K–12 schooling is systemically inequitable and racially discriminatory. Researchers have documented the tribulations of black undergraduate and graduate students, particularly those who attend predominantly white institutions, where persistent racialized experiences are often concealed or subtle — but nonetheless emotionally piercing — causing fatigue and trauma. Explicit dialogue is needed to illuminate the realities of black college students’ emotional distress.

Academics have documented a consistent set of problems faced by black students in higher education. These students experience tokenism, one person representing an entire group of people in a majority setting; pioneerism, being the first member of a minority; marginalization, the overlooking of achievements by underrepresented students of color; and “pet-to-threat” syndrome, when a person who is first welcomed as a minority is turned against when he or she becomes a contender for research money or awards. A lack of mentoring on how to cope with racialized attitudes and incidents exacerbates these issues.

Furthermore, African American students can experience hyper-visibility and invisibility simultaneously. They describe feelings of being under constant surveillance and, paradoxically, feelings of being consciously ignored. One student reported being overlooked as a scholar in academic settings, often discounted or not called on because professors doubted his intellectual ability. Once he began to speak out about injustices at the institution, however, the administration kept him under close watch.

Another black college student reported
that administrators intercepted her emails — as one sympathetic administrator confided to her — and used them against her when she became a vocal activist against discrimination on her campus. Understandably, some African American students have begun to challenge the meritocratic notion that their collective academic achievements promote racial progress in any substantive way.

The mental health concerns associated with these circumstances reflect a gaping hole in the analysis of support systems for minority students in higher education. Contrary to popular belief, when mental health is not connected to retention and graduation rates, college administrators miss out on a unique opportunity to address the deleterious effects of racial microaggressions and structural racism. When resources are not dedicated to mental health concerns, the issue becomes relegated to the shadows, continuing to carry stigma.

While some universities are paying more attention to the mental health concerns of students, it continues to be a distant thought for most. For the places that have not considered mental health as a retention and graduation issue, we encourage them to take a holistic approach to address the concerns of their students. In recognizing race and racism, it is often difficult for university faculty and administration to accept their institutions as hostile and violent. While most do not have white extremists lurking on their quads, microaggressions alone have long-term effects that deeply affect the lives of African Americans and other minority students.

Black students in science, technology, engineering, and mathematics (STEM) disciplines should not be regarded as the anomaly. Instead, their concerns should be seen as reflective of a larger paradigm: the inability of many traditionally white institutions to address these specific and broad-reaching concerns of students of color.

Colleges and universities must confront the assumption that often resonates with white faculty, staff, and students at predominantly white institutions: the idea that students of color don’t deserve to be there. If this is understood as a commonly shared belief, then the university is pushed to confront the reality before a crisis occurs. In most instances, universities are reactionary to incidents that are attributed to “racial issues.” Using a holistic approach, institutions can create mechanisms and approaches that operate from a unique understanding of the historical and continual presence of racism.

Some reading this will have the tendency to instantaneously reduce racism to the nefarious and unwanted acts of individuals toward members of racial and ethnic groups. To those with this interpretation, we offer a different analysis: Because racism has individual and institutional components, it is critical to consider racialized assumptions of the university while also addressing efforts directly affecting minorities. In suggesting a “both—and” approach, we recommend that colleges and universities engage in proactive strategies that allow students to inform them of their concerns. An approach that ignores the consequences of learning and participating in a racialized educational paradigm does nothing but exacerbate the manifestations of racism we are attempting to address.

Ultimately, an interdisciplinary perspective is needed that helps identify and foster strategies for supporting African American students in the process of healing — perhaps even avoiding — multiple forms of racialized trauma they experience both on and off campus.

Ebony O. McGee, PhD, is an assistant professor of diversity and urban schooling in the Peabody College of Education and Human Development at Vanderbilt University. David Stovall, PhD, is a professor of educational policy studies in the College of Education and a professor of African American studies in the College of Liberal Arts and Sciences at the University of Illinois at Chicago.
AccessSTEM Aims to Make STEM Careers a Reality for Students of All Abilities

By Madeline Szrom

According to James Brown, executive director of the nonprofit STEM Education Coalition, the future of the economy lies with the science, technology, engineering, and mathematics (STEM) fields. In fact, opportunities in STEM are projected to create more than 9 million new employment occupations by 2022, according to the U.S. Bureau of Labor Statistics.

However, for those living with a disability, the career outlook isn’t as promising. A report from the National Science Foundation (NSF) states that scientists and engineers with disabilities are more likely to be unemployed or out of the labor force, while an article in Scientific American says that only 6 percent of science and engineering occupations are held by people with disabilities.

Despite these realities, there are many organizations dedicated to increasing opportunities for this underrepresented group, helping them overcome societal barriers and find their place within the STEM workforce.

AccessSTEM is a prime example of a longstanding program with a mission to diversify STEM fields by preparing students with disabilities for postsecondary studies and the workforce through education, accommodations, and mentorship. It began in 1992 as part of a collection of funded projects through the University of Washington’s (UW) DO-IT Center — short for the Disabilities, Opportunities, Internetworking, and Technology Center.

“AccessSTEM is a collection of projects and programs that help students with disabilities find success in STEM,” says Scott Bellman, DO-IT program manager. “We work with students to make sure they learn what they need to learn and are able to do what they’d like to do. The other half is helping faculty members learn how to ensure these students aren’t discriminated against.”

The project has two focus areas: the regional program, which provides workshops, events, and seminars for students through the Seattle area; and a strong online presence as a national resource providing articles, case studies, and best practices for students and faculty.

Regional Reach

The regional component of AccessSTEM is part of the Northwest Alliance for Students with Disabilities in STEM (Phase II), an NSF-funded project aimed at increasing STEM degree attainment at all levels for individuals with disabilities in the Seattle area. Through the initiative, UW is partnering with Seattle Central College, Bellevue Community College, and Seattle Public Schools.

One of AccessSTEM’s most popular regional events is the Elevator Pitch Contest, sponsored by the Mitsubishi Electric American Foundation (MEAF). The contest began as a creative way to help students with disabilities learn how to market themselves to employers under pressure.

Students are challenged with giving a 90-second presentation focused on their experience, skills, and career...
goals — anything employers would be interested in learning. Registered students receive an information packet instructing them on how to compose an effective pitch.

“We help students prepare, and we gather employers from the area to help them practice [by] conducting speed-dating-type sessions where students can engage with real-world [professionals],” Bellman says.

Industry representatives from Microsoft, the Federal Aviation Administration, and the Center for Sensorimotor Neural Engineering, along with others, have volunteered to participate. Presenting to these professionals gives students the chance to become more comfortable promoting their strengths and proving that their disabilities have no bearing on their capabilities.

In fact, many have reported learning something new from speaking with industry representatives and experiencing a confidence boost regarding their strengths.

“It’s a mad dash among many individuals, and so you’re running a race where [employers] already have a perception about you that may be inaccurate,” says Alfred Souma, disciplinary support service counselor and faculty member at Seattle Central College. “Preparing [students with disabilities] for a shot at employment is important, and this creates a foothold for individuals to get in the door.”

Another project supported by MEAF is a collective career book, which helps employers discover talent via a streamlined method. The book showcases graduates from UW and partnering schools, highlighting their areas of study, skills, interests, and accommodations. This way, when an employer is looking to diversify its staff, it has a simple way to search for someone with the necessary STEM skills.

“[MEAF] is working to shift the focus toward helping young people transition into the work world,” Bellman says.

Additionally, AccessSTEM leads quarterly networking meetings and monthly development workshops.
to give students more in-person experience with STEM professionals. The networking event is a casual gathering — usually involving pizza — during which students can mingle with industry representatives, ask questions, and share success stories and challenges in a comfortable, laid-back environment.

The development workshops assist with résumé writing, strategic interview preparation, and job searching and include visits with industry mentors. Students have visited representatives at companies such as Google, Microsoft, and Amazon, and Bellman says this experience gives them the chance to interact with people with disabilities who are succeeding in STEM careers.

“Just meeting and being exposed to those with disabilities is beneficial,” says Kayla Brown, a UW and AccessSTEM alumna who is now program coordinator for the project. “To talk with people with disabilities who are in careers brings out a level of confidence.”

Brown also says that AccessSTEM did more than help her compose an engaging résumé and learn how to speak eloquently in interviews — it also helped her find paid internships, which gave her early access to real-life STEM work.

“Getting help establishing your résumé and getting content on there can be tough when you have a disability,” she says. “Often, you’re excluded from opportunities from the start, but the assistance I received was beneficial in developing my résumé and that was huge.”

Access to Online Resources
While most of AccessSTEM’s events are limited to the Seattle region, its online presence gives it a global reach. Referred to as Knowledge Base, the project’s Web-based platform features more than 550 articles — ranging from case studies, Q-and-A’s, and best practices — that help both students and faculty be better prepared.

One of the most compelling practices used by the project is universal design: “the creation of a product or service involving the consideration of many factors, including aesthetics, engineering options, environmental issues, safety, and cost,” according to the AccessSTEM website. Sheryl Burgstahler, director of accessible technology and UW’s DO-IT Center, says the benefits of using a universal design approach in constructing programs is that it creates...
a more inclusive and effective learning environment for all students.

“It’s important to think about diversity within the classroom,” she says. “Many [people] just think about the average student.”

Implementing universal design in the classroom can include captioning videos, taping lectures to upload online, or using simple language when creating a syllabus. Burgstahler also says it’s important to make assignments inclusive of those with disabilities, citing engineering as an example.

“Take a project you’ve already assigned and add that the end product needs to be accessible for those who are blind, deaf, or can’t use their hands,” she says. “This way you’re training the next generation to understand and utilize universal design.”

Souma says that this practice doesn’t have to be complicated; it can be as simple as assigning a note taker for classes who will upload approved content online so that students unable to take notes efficiently still have access to critical information.

“This helps everyone,” Souma says. “It helps change perceptions and gives people with disabilities just as much of a chance to learn as anyone else.”

In addition to Knowledge Base, two listservs were created to extend the reach of AccessSTEM’s online community. The first is for students with disabilities seeking mentorship and can be accessed through the completion of a short application. Once in the group, students can join conversations or direct-message peer mentors to ask questions or express concerns about their disability or to provide support to other students.

“It helps to feel like you’re not alone and you have someone to talk to,” Brown says.

Faculty also have their own listserv, which provides an outlet for professors around the country to converse with one another, ask questions, and share information concerning teaching, employment, and accommodations for students with disabilities.

Although Burgstahler says there is still much to be done regarding accommodations, breaking unfair stereotypes, and training faculty to be better prepared — especially within STEM fields — her team is making strides in education toward growing a more “welcoming and accessible world for everyone.”

Madeline Szrom is a contributing writer for INSIGHT Into Diversity.
Bad for Business

How the Tech Industry’s Avoidance of Older Applicants May Be Hurting It

By Gary M. Stern

A 2013 study by PayScale, a compensation information company based in Seattle, revealed that few high-tech companies hire many employees 50 years and older to their workforces. In fact, only six of the 32 companies surveyed had a median age higher than 35, and the average age of employees at Facebook, Google, and AOL was 28, 29, and 30, respectively.

Yet, in April 2014, the Pew Research Center reported that 59 percent of seniors go online regularly and 77 percent use a cell phone.

The message from the technology industry is clear: Employees 50 years and older aren’t welcome — and at most high-tech companies, they don’t even pop up on the radar screen despite their increasing use of the internet and mobile devices.

One of the problems is that many higher ups in Silicon Valley-based companies believe younger people bring more to the workplace. In fact, a December 2015 Fast Company article notes that Facebook founder Mark Zuckerberg once stated, “Young people are smarter. Why are most chess masters under 30?” In addition, copy in a recent recruitment ad placed by tech company ServiceNow reads, “We Want People Who Have Their Best Work Ahead of Them. Not Behind Them.”

Richard Gabriel, a 66-year-old member of the research team at multinational technology company IBM and former president of artificial intelligence company Lucid, says that leading high-tech firms hire younger employees because “they’re cheaper, not as far along in their careers, take direction more easily, don’t have families, and can work a huge number of hours.”

Furthermore, programming today compared with programming 30 years ago relies on more powerful machines, more apps, and on open sourcing versus machines with limited memories.

But Gabriel says technology companies may be paying a price for overlooking seasoned programmers and other staff. “You lose the experience of having seen many business and software-related situations and being able to diagnose things more quickly,” he says. “The baby boomers often design better, code slightly better, and interact with other programmers a little better.”

Experienced staff members, he adds, “know how to look at products and customer service in a more diversified way.”

Indeed, companies can make mistakes that impede the progress of product launches and other developments. If CEOs and management had older, more seasoned employees to consult with, Gabriel says “they could avoid the mistakes that keep them from rising to the top.”

However, some specialized tech companies are taking more steps to hire such employees. At Unilog — an India-based B2B ecommerce platform with a growing presence in the U.S. — nearly a quarter of its 22 U.S.-based employees are age 50 and older; this number includes managers, vice presidents, and staff in customer service and sales.

President of Unilog North America Suchit Bachalli says there are so few employees age 50 and older at most high-tech firms because their staffs tend to mirror the ages of their customers. “If you look at Facebook or Instagram, their customers are millennials,” he says. “The
thought process is that a company with younger employees can service people who are young.”

Conversely, many of Unilog’s customers are 55 or older, reflecting its more experienced staff. Bachalli compares Unilog to Microsoft and SAP—a German multinational software corporation—which are mature firms that hire seasoned staff, he says.

However, he doesn’t believe most technology companies are consciously discriminating against older applicants. At most of these firms, Bachalli says, the boss and hiring managers are 27-year-olds and feel more comfortable recruiting people their own age. “It raises their comfort level,” he says. “They don’t want to worry about how [they are going to] manage a 50-year-old veteran employee.”

He describes his own senior managers as possessing “process maturity.” “We do less by trial and error and more by data and analysis,” says Bachalli.

The veteran leaders, he says, operate by “the university of hard knocks” and “don’t go on a whim and run with an idea”—an approach that he says can lead to improved efficiency and better results.

Unilog North America is following in the footsteps of Google and Microsoft. As both companies matured, they brought in seasoned executives as CEOs—Eric Schmidt at Google and Steve Ballmer at Microsoft—and turned

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RIT has become my community and the Chem-E Department my home. The professors are kind and willing to help; even professors I have not yet had. MCAS (Multicultural Center for Academic Success) has also been a huge part of my support system. I joined the RIT chapters: AICHE (American Institute of Chemical Engineers) and NSBE (National Society of Black Engineers) to get involved outside the classroom, and volunteered with WE@RIT. The professional organizations exposed me to fellow engineering students of all disciplines. Through WE@RIT, I introduced high school girls to engineering and all that RIT has to offer. I look forward to future experiences such as going on my first co-op. I know upon graduation I will be prepared to begin my career as a successful Chemical Engineer. I am exactly where I am supposed to be. I love RIT, GO TIGERS!!!
According to Seema Shah, its director of technology and innovation, the college serves 20,000 full-time students working toward an associate degree and 30,000 students in its adult and continuing education program.

Many of the older students take courses at night or on weekends while holding down full-time jobs. They pursue programs in game design, mobile and software development, and digital journalism. To keep pace with changes in the industry, LaGuardia also plans to introduce a cybersecurity associate degree next fall.

“There’s a high level of demand for these jobs,” Shah says. “We help train students of all ages to enter the tech sector.”

She says that students who pursue jobs in the tech industry, no matter their age, must fit into a company’s culture and be flexible, which could entail telecommuting or even working from a coffee shop. But she notes specific key components for older employees to consider if trying to get hired by tech companies, including career coaching, internships, and cultural fit.

Shah adds that many people — not just baby boomers, but also minority, female, and LGBTQ candidates — face issues securing high-tech jobs.

In addition, Gabriel offers tech companies two recommendations: hire seasoned employees on a part-time or consulting basis to take advantage of their savvy, know-how, and experience; and employ mature staff as mentors and coaches to utilize their experience and enhance training for junior staff.

In the future, Gabriel believes startups will continue to recruit millennials but says that “a company that is maturing will tend to hire older staff.”

Gary M. Stern is a contributing writer for INSIGHT Into Diversity.
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In the last decade, science, technology, engineering, and mathematics (STEM) fields have become an increasingly important part of the U.S. economy. The U.S. Bureau of Labor Statistics describes STEM occupations — those that typically involve determining how things work and solving problems with the use of computers and scientific tools — as the “jobs of tomorrow.” It projects that these types of jobs will grow by more than 9 million between 2012 and 2022, with average wages of $85,570. That is nearly double the average salary of $47,000 for all occupations, according to the U.S. Department of Labor.

These statistics are promising in a global market where STEM innovation fuels competitiveness and in a U.S. economy that has suffered from stagnant wages. However, compelling data show that millions of STEM jobs may go unfilled as early as 2018. According to the Council on Foreign Relations, “60 percent of U.S. employers are having difficulties finding qualified workers to fill vacancies at their companies.” These difficulties have been described by some as a “STEM talent gap” in the United States — i.e., a reported shortage of U.S. workers trained in the core STEM competencies to successfully fill open positions.

Multiple factors drive this talent gap. The nonprofit STEM Education Coalition points to “baby boomers” — the nearly 10,000 individuals per day who, according to AARP, reach the ages of 51 to 69 — retiring or leaving their jobs, often taking STEM-related knowledge and experience with them, as part of the issue. As older workers depart, other factors, including a lack of K-12 preparation and of college students pursuing STEM degrees, adversely affect the flow of qualified individuals into the STEM workforce.

Data from the National Math and Science Initiative show that in 2013, only 44 percent of U.S. high school students were ready for college-level math, and just 36 percent of those students were ready for college-level science. Perhaps it is because of this problem that a smaller number of students pursue STEM degrees. For every 100 undergrads, only 13 earn a degree in a STEM-related field, according to the National Center for Education.

Furthermore, many STEM graduates don’t end up working in their field for a variety of reasons, many of which are unclear. Indeed, the U.S. Accountability Office finds that many students with STEM degrees from two- and four-year colleges do not pursue STEM professions.

In light of the need to create and sustain a more robust STEM workforce, the federal government has dedicated funds for STEM education and workforce preparation programs with a particular focus on apprenticeships — paid, on-the-job training for a specific trade or profession. Federal research shows that every dollar employers invest in an
apprenticeship generates $1.47 in increased productivity. Additionally, more than 90 percent of apprentices find employment after completing their apprenticeships, with an average starting salary of $50,000 per year.

In 2015, President Barack Obama announced the allocation of $175 million in federal American Apprenticeship grants to 46 grantees who develop or expand apprenticeships in key industries. Also, in partnership with 20 U.S. cities, the White House and the Labor Department launched a $100 million initiative, called TechHire, to ensure that more Americans are rapidly trained and move into well-paying technology jobs.

“Job-driven apprenticeships are among the surest pathways to provide American workers from all backgrounds with the skills and knowledge they need to acquire good-paying jobs and grow the economy,” a White House press release states.

One organization lauded by Obama as a national model for technology apprenticeships is the nonprofit LaunchCode, based in St. Louis, Mo. It connects companies to talented workers who might otherwise be overlooked because they, like 80 percent of LaunchCode candidates, do not have technical degrees.

“Many companies are hesitant to change the way they hire people for technical positions, even when their current process is not meeting their demand for talent,” says LaunchCode Executive Director Brendan Lind. At LaunchCode, interested candidates submit an application, are interviewed, and either receive feedback regarding improvements they need to make or proceed directly to a matching process where they are connected with paid apprenticeships.
The organization reports that 90 percent of its apprentices convert to permanent employment within three months and, on average, double their previous salaries. “We have shown that people from a wide variety of backgrounds can become talented [computer] programmers when given the right resources and a chance to prove themselves,” says Lind.

Bridging the STEM talent gap with their representation in the general population. Data from Change the Equation, a coalition dedicated to ensuring every young person is STEM literate, show that the STEM workforce is no more diverse now than it was 15 years ago. In addition to individual choices and interests, socioeconomic influences, and implicit biases, issues with STEM education opportunities contribute to the problem.

“Lack of access to educational opportunities is a major hurdle for candidates landing [technology] jobs,” Lind says. “LaunchCode is committed to making computer science education accessible to all, [either] free or at reduced costs and at a variety of times and locations.”

Citing research from global management consulting firm McKinsey & Company, Janet Bandows Koster, executive director and CEO of the Association of Women in Science, highlights the economic upside of a diverse workforce. “Gender-diverse companies are 15 percent more likely to outperform their peers, and ethnically diverse companies are 35 percent more likely to do the same,” she says.

In a 2016 “Dear Colleague” letter, Director of the National Science Foundation France Córdova advocates a similar view: “Diversity of thought, perspective, and experience is essential to achieving excellence in 21st century science and engineering research and education.”

Considering the importance of diversity, Koster offers a big picture view of STEM employment. “STEM careers provide incredible opportunities to explore interesting and relevant questions and creatively solve a range of problems,” she says. “[They] are the kinds of jobs that should be ideal for anyone with an inquiring mind. The fact that the current infrastructure makes that less desirable [for some] means that changes need to be made. Otherwise, the nation will be left behind.”

Kelley R. Taylor is a contributing writer for INSIGHT Into Diversity.
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STEM+M Health Professions Pipeline Program Creates Opportunities for Hispanic High School, Community College Students

By Lisa McBride, PhD

Science, technology, engineering, and mathematics (STEM) skills are necessary now more than ever to compete in a global economy. Improving access to quality STEM education will raise the caliber of the U.S. workforce, drive economic growth, and keep the U.S. competitive. STEM advocates beat the drums for more engineering and computer science talent, but the demand for STEM-savvy professionals in healthcare is often not discussed.

According to the U.S. Bureau of Labor Statistics’ Occupational Outlook Handbook, employment in healthcare occupations is projected to grow 19 percent from 2014 to 2024 — much faster than the average for all occupations — adding about 2.3 million new jobs. This growth is attributed to an aging population and federal health insurance reform that is increasing the number of individuals who have access to health insurance.

With a growing aging population, the demand for physicians has intensified, and communities around the country are already experiencing physician shortages. A 2016 study published by the Association of American Medical Colleges predicts that by the year 2025, the U.S. will face a shortage of between 61,700 and 94,700 physicians, posing a risk to patients.

These shortages are due mainly to the myriad weaknesses of American K-12 education in science and mathematics, which international comparisons of student performance rank as average at best. It is without question that we want our doctors to know more than a smattering of math and science. Students wouldn’t even make it through the door of a medical school, after all, without a heavy dose of STEM coursework — and high achievement in those areas — in addition to medical subjects (referred to as STEM+M).

Although overall employment in healthcare occupations is projected to grow, not enough students are pursuing degrees and advanced training in the STEM+M fields to meet the increasing demand. The lack of representation in STEM+M is even more pronounced among Hispanics, who, although they accounted for 18 percent of the U.S. population in 2015, earned only 9 percent of all certificates and degrees awarded in STEM fields between 2012 and 2013. Even more startling, according to the American Medical Association Physician Masterfile, is that only 5 percent of practicing physicians in the U.S. are Hispanic. In 1980, there were 135 Latino physicians for every 100,000 Latinos in the U.S. By 2010, that figure had dropped to just 105 per 100,000. Meanwhile, the rate of non-Hispanic white physicians increased from 211 for every 100,000 to 315 per 100,000.

The need for more Hispanic professionals in healthcare is critical. The Hispanic population is expected to reach about 106 million by 2050, close to double what it is today, according to new U.S. Census Bureau projections. As this population continues to increase, we need more Hispanic leaders and role models in healthcare to help overcome health disparities affecting those communities.

To address the dearth of Hispanic health practitioners, Philadelphia College of Osteopathic Medicine (PCOM) has been working with two of the city’s largest Hispanic-serving educational institutions — Aspira Inc. of Pennsylvania Schools and Esperanza Inc. — to help raise interest in STEM+M at the high school and undergraduate level and to encourage Hispanic students to pursue health profession careers. As part of these partnerships, the college launched the PCOM Opportunities Academy. This intensive five-week pilot program that began in July is designed to provide a pipeline that routes motivated students with an interest in STEM+M toward four-year degrees and health professions training programs.

The college is actively reaching out to Hispanics to educate them about career opportunities, as well as health issues affecting the broader community — especially those being exacerbated by tensions between the healthcare industry and Hispanic patients.
Each week of the PCOM Opportunities Academy focuses on one of the five main disease categories: cardiovascular, neurological, kidney disease and diabetes, and infectious disease and cancer. This year’s lectures were led by PCOM students, faculty, and alumni. When surveyed, participants indicated that their most memorable experience was seeing their first cadaver. One student recalled, “It didn’t initially feel quite right to call it a person; it can’t breathe, its skin isn’t the right color, and it reeks of preservative fluid.” Some students were even reluctant to hold an enlarged heart during an exercise that examined its anatomy.

Other lectures focused on cardiovascular pathology and pharmacology, neurosurgery, neurological physical exams, brain tumor resection surgery, nutrition and diabetes, blood glucose levels, an introduction to microbes, hand washing, modes of transmission for popular diseases, and osteopathic manipulative medicine, as well as an examination of the Tuskegee Experiment.

In addition, the 35 students in the Academy’s inaugural class went on field trips to places such as the Franklin Institute and the Mütter Museum; were provided with SAT and ACT preparatory materials; were mentored on topics including dining room etiquette and study skills; and took part in biomedical, behavioral, clinical, and social sciences research. PCOM staff also discussed the undergraduate and medical school admissions processes and scholarship opportunities and provided career advice.

In the long term, faculty from PCOM, Aspira, and Esperanza will collaborate year round on curriculum development at partner schools and track students’ performance in STEM+M skill-building activities, as well as evaluate whether there are changes in students’ career goals and confidence levels.

With this sense of urgency to increase diversity in the healthcare industry comes the immediate need for more Hispanic talent in the medical community. The gap will not be closed any time soon if the percentage of medical school graduates does not better reflect the U.S. population. Continuing its mission to train physicians for practice in underserved communities, PCOM aims to build weak academic STEM areas via the PCOM Opportunities Academy to help Hispanic students avoid the remedial classes that can slow or stall their college progress. The college is actively reaching out to Hispanics to educate them about career opportunities, as well as health issues affecting the broader community — especially those being exacerbated by tensions between the healthcare industry and Hispanic patients.

As a medical institution, PCOM is in a unique position to create the ultimate case study and best practices for building a pipeline of Latino healthcare professionals, according to Dr. Antonia Novello, the first woman and first Hispanic to serve as U.S. Surgeon General and the keynote speaker at the PCOM Opportunities Academy’s recent graduation. Novello recommends that to bolster the number of medical school applicants, institutions — like PCOM — must “get involved in the teaching of science as early as junior high school and continue such interest throughout high school in pursuing healthcare occupations.”

“Obviously the economics are a crucial aspect of why minorities don’t go to medical school,” Novello said, “but also important is the early training, the role models, and the people who believe that they can get to the top of their careers. That’s why I feel [this] accelerated and intensive STEM+M-focused preparation academy is on the right track to making this a reality.”

Lisa McBride, PhD, is the chief diversity officer for the Philadelphia College of Osteopathic Medicine (PCOM). She is also a member of the INSIGHT Into Diversity Editorial Board. PCOM is a 2015 INSIGHT Into Diversity HEED Award recipient and a 2016 INSIGHT Into Diversity Diversity Champion.
Founded in 1899, Philadelphia College of Osteopathic Medicine (PCOM) was one of the nation’s first osteopathic medical schools. PCOM is known for its spirit of collegiality and camaraderie. Student/faculty collaboration is common, with students working alongside faculty conducting research, coauthoring articles and presenting at professional conferences. Faculty work across departmental lines on innovative research through the College’s Center for Chronic Disorders of Aging.

PCOM students learn the importance of health promotion, education and service to the community and, through the College’s Healthcare Centers, provide care to the medically underserved populations in inner city and rural locations.

Georgia Campus – Philadelphia College of Osteopathic Medicine (GA–PCOM) is a private, not-for-profit branch campus of the fully accredited Philadelphia College of Osteopathic Medicine, a multi-program institution with a more than 100-year tradition of educational excellence. Offering students a high-tech, collaborative learning environment with hands-on educational opportunities, GA–PCOM features state-of-the-art classrooms and labs, along with an osteopathic manipulative medicine clinic which is open to the public by appointment.

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INSIGHT Into Diversity is proud to recognize women who are making a difference in the fields of science, technology, engineering, and mathematics (STEM) with the 2016 Inspiring Women in STEM Award. These women work to inspire and encourage the next generation of young people to pursue STEM education and careers via teaching, mentoring, research, and groundbreaking discoveries and innovations. As scientists, researchers, educators, entrepreneurs, and university presidents and deans, they serve as role models to students and professionals alike, emboldening them to follow in their footsteps.
“From a young age, I learned not to focus on my disadvantaged environment, how people see me, or limitations that people place on me. Instead, I always focus on creating a vision of where I want to be, what I need to do to get there, putting a plan in place, and leaning on my faith for what I cannot control. My ammunition continues to be hard work and undeniable productivity and output.”

Folakemi Odedina

Aware of feeling like an “outsider” as an African American female scientist, Joanne Berger-Sweeney, PhD, tries to be a pioneer and pave the way for young people who face similar barriers. As both a professor of neuroscience and the president of Trinity College in Hartford, Conn., she creates opportunities for young people to learn about STEM fields on campus. Berger-Sweeney coordinated the daylong Tech Savvy conference in February that featured activities meant to get middle school girls interested in science and technology. In addition, she supported efforts by the college’s female students to create a “Girls Can Do It” program to mentor a local Girl Scout troop and teach them how to build robots. For this work, Girl Scouts of Connecticut recognized Berger-Sweeney as a “Woman in STEM Leader.”

With extensive experience working in higher education, Juliette B. Bell, PhD, has served as a professor, researcher, and administrator, and since 2012, she has served as president of the University of Maryland Eastern Shore. She became one of only two African American women to earn a PhD in chemistry in the U.S. in 1987, and she works to inspire young African American students to pursue higher degrees in STEM fields. Bell has trained and mentored both undergraduate and graduate students in her research lab, as well as hundreds of others through individual programs. She worked to secure funding and created the Fayetteville State University Research Initiative for Scientific Enhancement Program, which supports mentoring for underrepresented minority students in STEM. In six years, of all the students who participated in the program, nearly one-third went on to pursue a master’s degree, PhD, or PharmD.
Driven by a desire to increase the visibility of women in toxicology, **Virunya Bhat**, PhD, works to overcome gender and cultural barriers to attaining equality in STEM. Beyond her role as principal toxicologist with the National Science Foundation International, she is actively involved in STEM outreach — a passion she discovered eight years ago upon visiting preschool classrooms to speak about germs and proper hygiene. As a member of a Society of Toxicology K-12 education subcommittee, she helps coordinate events in four states to inspire future toxicologists; through these events, she has reached hundreds of diverse young people. Bhat also invites local high school students doing outstanding toxicology-related research projects to present their findings at an annual, national toxicology meeting. In 2015, she received a K-12 outreach leadership award for her active involvement in STEM outreach.

As head of the Medicinal Chemistry and Pharmacognosy Department at the University of Illinois at Chicago College of Pharmacy for more than 10 years, **Judy L. Bolton**, PhD, inspires young people from underrepresented groups to pursue careers in STEM. She frequently meets one-on-one with students to improve their written and verbal communication skills, as well as their research and critical-thinking skills. Because of her attention to the needs of underrepresented groups, she leads one of the most diverse research groups in her department, with nearly half from minority groups, and she has mentored nine underrepresented minority postdoctoral fellows over the last decade. In addition, Bolton has made significant contributions to women’s health. Through her research on the carcinogenic properties of estrogens, she helped uncover the fact that not only can estrogens act in breast cancers to increase proliferation, but hormonal metabolism converts estrogen structurally into a reactive electrophile, capable of interacting with nucleophiles, such as DNA and protein, in the cell. She is also a permanent member and head of the Cancer Etiology Study Section with the National Institutes of Health.

Since becoming dean of the college of engineering at the University of Texas at San Antonio (UTSA) — a Hispanic-Serving Institution — **JoAnn Browning**, PhD, PE, has made the recruitment and retention of women and minorities a key goal for the university. She was the driving force behind the college’s first annual STEMinism conference in fall 2015, which brought hundreds of female middle and high school students from low-income schools to campus, where they were able to interact with female engineering professionals and learn about STEM careers. Browning’s own research focuses on various aspects of engineering, including structural, earthquake, materials, and reinforced concrete design and analysis. She is actively involved in research to improve the durability of concrete bridge decks through studies of corrosion protection systems and low-cracking, high-performance bridge decks. In addition, she is working to improve the design and performance of concrete buildings and bridges subjected to earthquakes. For being a leader in structural engineering and concrete research, she was named the David and Jennifer Spencer Distinguished Chair of the UTSA College of Engineering in 2014.

At the Rose-Hulman Institute of Technology, **Carlotta A. Berry**, PhD, co-founded the Rose Building Undergraduate Diversity (ROSE-BUD) program, which is aimed at encouraging students from underrepresented groups to pursue STEM fields. It has helped increase the diversity of the student body, especially among electrical engineering majors. She also helped organize the Student Projects Advocating Resourceful Knowledge (SPARK) event to bring together high school and college students to work on Rube-Goldberg-themed projects and learn about the design process. In a continued effort to attract more young people to STEM, Berry visits local elementary, middle, and high schools throughout Indiana and Illinois to encourage interest in robotics. For her work developing the ROSE-BUD program and supporting diversity initiatives, she was awarded the Rose-Hulman Institute of Technology’s Martin Luther King Jr. Leadership Award. She has also written op-ed articles for *The New York Times* and other national publications addressing issues related to underrepresented groups in STEM, especially women in electrical and computer engineering.
Motivated by a sense of urgency to help students who get “left behind” — specifically those from African American, Hispanic, and low-income communities — Lesa Covington Clarkson, PhD, works to increase their access to STEM education. In one such community in north Minneapolis, she supports, tutors, mentors, and encourages young people to be prepared for future study and opportunities in STEM fields. She created the Prepare2Nsire program to provide math tutoring to urban middle and high school students by an ethnically diverse group of University of Minnesota undergraduate STEM students; the program has supported nearly 400 young people thus far. Clarkson, who was a first-generation college student, is the only African American to earn a PhD in mathematics education from the University of Minnesota Twin Cities, where she currently works as an associate professor.

Marie Chisholm-Burns, PharmD, serves as the first African American and female dean of the University of Tennessee College of Pharmacy, overseeing a large minority student body. A researcher on the National Science Foundation’s ADVANCE program, she worked to better understand patterns associated with the underrepresentation of women and minorities in STEM fields. Chisholm-Burns engages with the community to engage and empower these groups and prepare them to study STEM disciplines. In addition to students, she advocates for faculty as well and works to improve female and minority representation. In her previous position at the University of Arizona College of Pharmacy, she implemented a formal departmental mentoring program for junior faculty, and the percentage of women and minority faculty increased by 200 and 400 percent, respectively, during her time there. For her work, she has received several awards, including the Women of Vision Award from the Commission on the Status of Women and the Peter W. Likins Inclusive Excellence Award from the University of Arizona.

Maranda “Grace” Cleland introduced girls to STEM and encouraged them to pursue careers in those fields. She engaged them with discussions and activities around 3-D printers and robotics, and she oversaw two all-girl, African American robotics teams, which did very well this year at the FIRST Robotics Competition. Cleland also works with the group STEMpower at area schools to provide additional inspiration to girls through mentorship. In addition, she meets with community leaders as well as individuals from underrepresented communities to discuss progress in STEM.

Karen Cooper finds fun ways to relate STEM to things they enjoy — such as Super Soakers and snowboards — through engaging demonstrations. Her passion for introducing African American youth living in urban environments to STEM fields goes back to her undergraduate years at the University of Florida. As the outreach chairwoman of the National Society of Black Engineers, she created a program for local youth to learn about the experience and benefits of working in engineering. She has also taken several young women under her wing as mentees. In her field of software development, Cooper forged new territory by laying out a reliable and comprehensive process definition for conducting user acceptance testing for software development products, leading others in the profession to seek her out.
"Science is fun! It is challenging and exciting and interesting. For those reasons alone, I encourage young people to consider careers in STEM. But more than that, STEM professions provide individuals an opportunity to explore and discover, while also developing a successful career working to improve lives. Underrepresented groups bring diversity of thought, experiences, and approaches that, together, lead to innovative solutions to the challenges of the present and future."

Juliette B. Bell

As the first African American female to graduate with a bachelor of science in chemical engineering from Louisiana State University (LSU), Del H. Dugas continues to follow her passion not only in her professional life as the project development business planner with ExxonMobil Refining and Supply, but also in her personal life as a volunteer and mentor. She has been mentoring minority students and young professionals for 30 years, volunteering her time at K-12 schools, and coaching undergraduate engineering students on how to achieve success. Furthermore, she helped expand the ExxonMobil Scholars program at LSU by getting the company to invest more than $750,000 to date in the project, which provides scholarship funds and mentoring to minority students. In 2010, LSU named Dugas one of 10 recipients of the Chancellor’s Sesquicentennial Service Award, which recognizes outstanding LSU alumni.

A scientist turned communicator, Mónica I. Feliú-Mójer, PhD, leverages online technologies to make science available to all. Specifically, her work focuses on empowering Latinos through bilingual science outreach, communication, and education efforts. As editor in chief of Ciencia Puerto Rico — a nonprofit organization that uses social networks to engage Latino scientists in mentoring, outreach, and education — she collaborates with stakeholders to develop and implement initiatives that promote interest in STEM among K-12 and college students. Feliú-Mójer is also the science outreach program manager for the nonprofit iBiology, which produces and distributes free online videos about research and the scientific process, featuring the world’s leading biologists. At the Yale Ciencia Academy, a National Institutes of Health-funded training program, she serves as program coordinator, helping provide U.S. doctoral students with mentoring, networking, and peer support to complement their research training. For her work, she has received numerous awards and recognitions, including the COPUS Paul Shin Memorial Award for her efforts to increase public understanding of science among Hispanic audiences.

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Chief Executive Officer of Kansas State University Polytechnic Campus Verna M. Fitzsimmons, PhD, takes a personal approach to engaging students on her campus. In an effort to be visible and available, she provides her personal phone number to those whom she is mentoring and is often seen eating lunch with students in the cafeteria, listening to them and using humor to foster a welcoming environment. In her 24 years in higher education, Fitzsimmons has worked with students in the Upward Bound Program — a U.S. Department of Education initiative that provides opportunities for low-income and first-generation students to succeed in high school and, ultimately, in college — by encouraging them to consider studying engineering. She has also held many national and international leadership roles and presented at national engineering conferences and events.
The associate dean of outreach and diversity and an adjunct professor at Boston University College of Engineering, **Gretchen E. Fougere**, PhD, has led many efforts to bring STEM education and activities to young people. Specifically, she created the Technology Innovation Scholars Program, for which she leads a team of 55 engineering undergraduates who facilitate technology content interventions in schools nationwide, covering topics such as clean energy and robotics. Since 2011, she has trained nearly 150 engineering undergraduates, known as Inspiration Ambassadors, who go on to teach K-12 students how engineers use quantitative skills to design technological solutions to problems, in turn enhancing these young peoples’ motivation for studying a challenging subject. Fougere also co-founded HANDS, an engineering after-school program for minority and female middle school students to give them insight into STEM careers to inspire them to start preparing now. In the local community, she has created engineering and math challenges for Girl Scouts and elementary schools and mentored a FIRST Robotics Competition team. Furthermore, Fougere is co-principal investigator on Boston University’s STEM Educator-Engineer Program (STEEP), funded by the National Science Foundation, for which she was invited to the White House for an Office of Science and Technology Policy meeting.

Because of her own experience as a person of color pursuing a STEM degree at a historically black college or university (HBCU), **Ashalla M. Freeman**, PhD, understands the importance of creating supportive environments where underrepresented students are able to thrive. For the last 10 years, she has worked to build the STEM pipeline for these young people through teaching and mentoring. For two years, she taught at an HBCU to encourage and prepare minority students to pursue STEM graduate degrees and professions. In 2009, she transitioned into administration to focus on recruiting and retaining underrepresented students, serving as director of diversity affairs at the University of North Carolina (UNC) at Chapel Hill’s School of Medicine and program coordinator for the National Institutes of Health-funded Initiative for Maximizing Student Diversity. At UNC, Freeman is responsible for developing initiatives to recruit and retain minority students in biomedical sciences — providing professional development for these students, creating and promoting diversity education for the campus, and more. She has also designed and offered an educational experience for faculty to help them better support underrepresented students.

"The most important thing I can do as an engineer is to get young people excited about pursuing a career in engineering. Whether at work, at play, or engaged in community involvement, I strive to instill a passion for the STEM fields, to provide examples and demonstrations that make STEM concepts less intimidating to others, and to ensure that students [are aware] that the gateway to becoming a STEM professional is open to them."

Karen Cooper

Through community engagement and collaboration, **Allison Grabert** — director of the Southwest Indiana STEM Resource Center at the University of Southern Indiana (USI) — works to provide STEM resources and opportunities to K-12 students in the local community, particularly girls and underrepresented minorities. She has and continues to organize and contribute to many STEM outreach events for teachers, students, parents, and community organizations. Included among these is a Middle School STEM Innovation Camp, the Girls Only (GO) STEM! Summer Residential Camp, the USI FIRST LEGO League Qualifying Tournament, the Indiana State SeaPerch Challenge, and the Tri-State Science and Engineering Fair — the largest science fair in the region. She has also developed and implemented specific outreach strategies to increase the participation of underserved populations in these events. During her time at USI, the SwISTEM Equipment Lending Service was launched, allowing teachers in the region access to classroom sets of high-grade laboratory equipment and other STEM educational supplies completely free of charge. In 2013, she joined a group of STEM professionals from the Naval Surface Warfare Center (Crane Division) to expand the service to an additional seven low-income and rural counties in south-central Indiana, effectively doubling the geographic footprint of the center’s impact on K-12 STEM education in the state. Coupled with this service is access to on-site curriculum and instructional consultation conducted by SwISTEM and USI staff, for which teachers are trained how to properly use available equipment in their classrooms and seamlessly integrate it into their lesson plans.
Understanding the importance of technology in both higher education and day-to-day life, **Kourtney W. Hollingsworth**, EdS, leads a campaign to get students to use the internet to better their lives. As part of this effort, she has trained more than 2,000 students and parents on how to use the Web for job and career searching and planning, online tutoring, applying for scholarships, and combatting cyberbullying. She also coordinated the donation of laptops to low-income high schools to increase digital literacy and help students achieve college credit via online courses. She works to prepare young people for successful careers through her business Tranzition and a program she created called Delivering Opportunities Exemplifying Leadership, Love, and Service — which has won three state and two national awards, as well as one international award. In addition, as a woman with a visual impairment, she has dedicated herself to helping blind and visually impaired people attain successful careers in STEM.

**Sheryl Grace**, PhD, associate professor in the Department of Mechanical Engineering at Boston University (BU), has worked hard to increase opportunities for both female students and faculty in STEM fields. As the BU faculty adviser for the American Institute of Aeronautics and Astronautics, she collaborated with NASA Connect to create a middle school outreach activity based on Hurricane Hunters, aircrews that fly into tropical cyclones to gather weather data. She also established a middle school summer program called Flight 101 for the BU UDesign Camp, and for several years, she has orchestrated AME (aerospace and mechanical engineering) Days to bring high school students to BU’s campus. In addition, Grace has led efforts to increase the number of female faculty at BU who can serve as role models for undergraduate STEM students. She formed the BU Women in Science and Engineering organization in 2004; through that and other projects, she has supported women by establishing tenure workshops, networking events for new faculty, and mini-grants for mid-track female STEM faculty.

In her role as dean of the College of Urban Education at Davenport University, **Susan Gunn**, PhD, works with students from underrepresented groups from high school to medical school, inspiring in them a love of science. In 2012, she hosted a science day that brought more than 250 students from five urban high schools to the college for interactive projects; the next year, the event was expanded to an annual weeklong science summer camp, with hands-on activities including using evidence to “solve” a crime and discussions on what the path to STEM careers entails. Gunn also serves as the president-elect of the Michigan branch of the American Society for Microbiology and on the advisory board of Shiloh Girls, an organization that helps African American middle school girls develop into well-rounded future “world changers” through the cultivation of leadership skills and the building of self-worth.

"I was told that I would be blind by the time I was 25, so I knew I had to work hard to overcome all types of barriers. I began to tie bandanas and blindfolds around my eyes and learned the computer without being able to see. I knew technology would be the future and didn’t want to be left behind, and I use it to help others. 'By helping others, you heal yourself' is my motto."

**Kourtney W. Hollingsworth**
Clarke Continues to Break Barriers for Women in Engineering

Edith Clarke (February 10, 1883 – October 29, 1959) became the first woman to earn a master’s degree in electrical engineering from Massachusetts Institute of Technology in 1918. From 1919 to 1945, she worked as an engineer for General Electric and, during that time, created and patented her “graphical calculator,” a device used to solve electrical power transmission line problems. She continued to break the gender barrier in engineering by becoming the first woman to deliver a paper before the American Institute of Electrical Engineers and the first female faculty member to teach engineering at the University of Texas at Austin.

Economist and statistician Mollie Orshansky (January 9, 1915 – December 18, 2006) developed poverty thresholds in 1963 as part of a Social Security Administration research project on the effects of poverty on children. Her thresholds were adopted by the Office of Economic Opportunity as a working definition of poverty and eventually became the federal government’s official statistical definition. Her development provided a means of identifying groups with the least resources and led to the “war on poverty,” declared by President Lyndon Johnson six months after the project was completed. Orshansky’s thresholds remain an important part of American social policy.

Pennington Pioneered Food-Safety Standards in Use Today

Mary Engle Pennington (October 8, 1872 – December 27, 1952) was a bacteriological chemist and refrigeration engineer who became chief of the U.S. Department of Agriculture’s newly created Food Research Laboratory, established to enforce the Pure Food and Drug Act of 1906. In this position, she pioneered research for dairy safety and developed widely accepted requirements for the refrigeration of food. In addition, Pennington designed well-insulated, refrigerated railroad boxcars that enabled food to be safely transported across the country, as well as the modern egg carton to keep eggs from breaking during shipment.

Carson Launched Contemporary Environmental Movement

Marine biologist and environmentalist Rachel Carson (May 27, 1907 – April 14, 1964) is credited as the driving force behind the contemporary environmental movement after publishing her groundbreaking book, Silent Spring, in 1962. The book documents in minute biological detail the hazards pesticides impose on the ecosystem, for which it caused much controversy. She graduated from Pennsylvania College in 1929 and was awarded a graduate scholarship in biology at John Hopkins University in Baltimore, a huge accomplishment for a woman in the 1920s. In 1936, she was one of only two women employed with the Bureau of Fisheries, and in 1943, she was promoted to the position of aquatic biologist in the newly created U.S. Fish and Wildlife Service.
As a professor of intellectual property law and director of the Intellectual Property Law Center at Drake University Law School, **Shontavia Johnson**, JD, teaches law students how to help scientists and inventors patent their ideas and inventions. With a bachelor’s degree in biosystems engineering, she is uniquely suited to this role and often emphasizes to students the importance of using patent law to protect their creations. She also encourages young people to get involved in STEM activities by planning and hosting events, volunteering with community groups and STEM-related boards, and mentoring underrepresented students. Through Drake’s Crew Scholars Program, Johnson mentors undergraduate students of color by making sure they receive academic support and leadership training while earning scholarships. She founded her own nonprofit organization, called Each One Teach One Charitable Foundation, through which she provides students interested in STEM careers with mentors and educational opportunities.

**Brookshield Laurent**, DO, uses her own background — coming from a Haitian immigrant family — to inspire underrepresented students to pursue STEM education and introduce them to all the opportunities it can provide. As a faculty associate with the New York Institute of Technology’s (NYIT) Center for Global Health and vice chair of the Department of Clinical Medicine, she leads field work abroad with NYIT medical students, teaching them about the intersection of medicine, local economies, governmental structures, and historical perspectives. In this role, she has led three trips to Haiti and El Salvador and is about to lead another one in which students will study markers of health vulnerability in the community. In the local community, she speaks with K-12 students in underserved areas about general health issues. In addition, Laurent is vice chair for the Department of Family Medicine at NYIT College of Osteopathic Medicine at Arkansas State University, chair of a health advisory board for Peredo Community Hospital in Haiti, fellow of the American College of Osteopathic Family Physicians’ Leadership Institute, fellow of the Training in Policy Studies program, and spokesperson for the American Osteopathic Association.

**Diana Marculescu**, PhD, has engaged young people in her research by working with a middle school Lego robotics team — composed mostly of girls — to show the benefits of renewable energy; she helped her students demonstrate how their prototype could be used as a renewable energy source for use during catastrophic events. As a first-generation student and now a faculty member at Carnegie Mellon University, she is inspired to help others succeed. In her role as the founding director of the Center for Faculty Success in the College of Engineering, she provides support to all engineering faculty — from recruitment through the entirety of their careers at the university. In just over a year, she developed a new faculty orientation, implicit bias training, and workshops on faculty development. At the student level, Marculescu mentors female and minority students, advising them on research, work-life balance, navigating the postgraduate career path, and more.

"Science and technology impact every aspect of life and drive innovation. Ensuring we have scientifically literate citizens equipped to meet future job market demands requires that young people from all backgrounds are inspired to pursue STEM careers ... and contribute their voice."

**Susan Gunn**

**Julie Kantor** is an entrepreneur committed to building a mentoring culture to elevate women in STEM careers and drive employee engagement. For 20 years, she worked in some of the country’s toughest neighborhoods teaching math and business to young people, using technology and other tools to help them grow their own companies. Through Twomentor, her management consulting firm, she builds on her 24 years in workforce development to develop corporate mentoring strategies. Prior to launching her own business, Kantor was the team leader of Million Women Mentors, a nonprofit organization dedicated to getting a million men and women mentoring girls in STEM; she managed relationships with 64 partners who reached more than 30 million girls. In addition to personally mentoring nearly a dozen people from diverse backgrounds, she has written several books on the topics of entrepreneurship and mentoring for women and youth. The White House recently honored her for her work in youth entrepreneurship education.
Victoria Marron — STEM grant director at Lee College, a two-year school in Baytown, Texas — oversees a variety of initiatives at the college aimed at increasing the number of Hispanic and low-income students studying STEM, as well as helping them transfer to four-year institutions. These programs include the Puente Project, which provides mentoring and tutoring to help Hispanic students reach their goals; the first-ever Weekend College program at the school to make visiting the campus possible for students who may have families and full-time jobs; and an annual STEM camp designed to increase awareness of these fields. In addition, she is planning a large-scale STEM conference for girls in K-12. Marron inspires young people at early ages by speaking at community events, schools, and churches to provide information about the STEM fields.

Kathryn E. Meier, PhD, the associate dean for graduate education at Washington State University (WSU) College of Pharmacy, is committed to the university’s mission to advance opportunity and equity for women and underrepresented minorities in graduate education. As part of this commitment, she oversees the college’s Summer Undergraduate Research Fellowship Program in pharmaceutical sciences, which provides a 10-week, hands-on research experience for undergraduate and professional students. Under her leadership, WSU’s graduate pharmacy program has expanded dramatically in the last five years; from 2010 to 2015, the number of PhD students increased from nine to 20. Meier is recognized as a leader in research and academia and frequently serves on committees, panels, and review boards. She has received both local and international acclaim for her research on omega-3 fatty acids, and this past year, WSU awarded Meier the College of Pharmacy Graduate Teacher of the Year Award.

As a female immigrant from India, Pinku Mukherjee, PhD, understands the challenges both women and minorities face on the path to success in STEM. In her current position as Belk Distinguished Professor of Cancer Research at the University of North Carolina at Charlotte (UNCC), she mentors students on the road to success as a major adviser for multiple graduate and postdoctoral fellows. She also has a special interest in mentoring and preparing high school students for science competitions. Mukherjee’s groundbreaking research has been transformational for the diagnosis and treatment of breast and pancreatic cancers, and her innovation in this area has produced more than a dozen patents. With her extensive knowledge, she launched her own company — OncoTAb, Inc. — to develop products and therapies for cancer treatment that span the lifecycle of cancer, from diagnosis through treatment and monitoring. Through her research, she has made UNCC a major player in cancer research by securing funding from the National Institutes of Health and the Susan G. Komen Foundation, among other organizations. In addition, Mukherjee serves as a consultant in cancer research for hospitals across the world. For her work, the Society of Asian American Scientists in Cancer Research acknowledged her as one of seven Indian American doctors who have made “outstanding contributions to cancer research.”

Well aware of the barriers faced by underrepresented minorities in the STEM fields, Folakemi Odedina, PhD, has dedicated most of her 20-year career to expanding opportunities for underrepresented groups in those areas. Her efforts have included developing the first multicultural awareness program at West Virginia University focused on the recruitment and retention of African Americans in the School of Pharmacy; the Economic, Social, and Administrative Pharmacy Division at Florida A&M University to provide graduate training opportunities for African American students; the ISPOR Minority Networking Group to facilitate the interaction, support, and involvement of minority researchers in pharmacoconomics and outcomes research; a summer research training program for minority undergraduate students; and a research training program focused on cancer disparities research for minority faculty and graduate students. In her current position as a professor in the colleges of pharmacy and medicine at the University of Florida — as well as director of diversity and inclusion for the university’s Clinical and Translational Science Institute — Odedina engages minority students through the ReTOOL program in an effort to increase the pool of minority cancer researchers in Florida.
As coordinator for the Front Range (FR) program at Colorado State University since 2015, Ilana B. Pollack, PhD, spearheads the recruitment of undergraduate women from four colleges in Colorado and Wyoming and ensures that each FR student has access to in-person mentoring with female role models through networking events at each institution. She also makes herself available to answer and address students’ and mentors’ questions and concerns. Pollack coordinates the PROmoting Geoscience Research, Education, and Success (PROGRESS) program and the Analysis of Women’s Advancement, Retention, and Education in Science study — part of a five-year project funded by the National Science Foundation — to recruit and mentor undergraduate women in the geosciences through both formal and informal professional and peer mentoring. Via a Web platform she helped create, she ensures that PROGRESS participants have access to a variety of critical online resources: scholarship and research opportunities, information on graduate schools, peer networks, in-person mentors, and more.

An internationally recognized physical chemist working in the area of chemical reaction dynamics, Hanna Reisler, PhD, is the author of more than 180 publications and book chapters. As a professor of chemistry at the University of Southern California (USC), she helped develop the Women in Science and Engineering (WiSE) program at the university, which serves to advance the careers of women in science and engineering at USC — from undergraduate students to full professors. Also, recognizing the need for mentoring for female faculty, Reisler created a networking group of these women that meets once a month to share information and provide mentoring to new hires. In honor of her contributions, the WiSE program established the Hanna Reisler Mentorship Award for women who have advanced the careers of other women in science and engineering through a commitment to personal mentorship.

"[My] two major challenges were balancing career and family and having my voice heard. Having started my career in the 1970s with a child, an assistant professor husband, and no family support, I opted for a research position. Luckily, I was able to switch to a tenure-track position later. I still find that my opinions and ideas are often ignored, but if repeated by a man, they are embraced and attributed only to him."

Hanna Reisler

During her 20 years at the University of Wisconsin–Platteville, Tammy Salmon-Stephens has focused her efforts on addressing the recruitment, retention, and graduation of underrepresented students in STEM fields. She has done so by implementing and participating in on-campus outreach activities for these groups; creating the College of EMS Student Success Programs department, for which she is the director, to improve these students’ recruitment and retention rates; meeting with faculty at all levels to evaluate STEM instruction to ensure it engages students in a holistic and culturally competent way; and developing grant proposals to create STEM programming that supports diverse students, from women and minorities to veterans and first-generation students. In addition, Salmon-Stephens led efforts to improve the representation of women in the College of Engineering, Mathematics, and Science, which has experienced a 72 percent increase in female students since 2010.

"The lives of today’s youth are more directly impacted by STEM than any preceding generation. Science surrounds us — from the soil and earth to air and space. Technology and engineering allow us to interact with such things, and each other, in previously unimaginable ways. Mathematics links it all together. Encouraging youth to pursue STEM-oriented education facilitates not only a plethora of career options, but also a deeper understanding of the world they inhabit."

Shontavia Johnson
Beginning with being the only woman awarded a PhD in the structures track of civil engineering at the University of Texas at Austin, Andrea Schokker, PhD, PE, has continued to break the glass ceiling; she founded the Department of Civil Engineering at the University of Minnesota Duluth, where she is currently a professor, and in 2011, she became the first female executive vice chancellor for academic affairs at the university. In her efforts to help others succeed, she works to ensure gender equity in the faculty and administrative ranks, implementing a fair policy for parental leave and market adjustments to faculty salaries to correct pay disparities across the university. Schokker’s ability to build consensus among groups with differing viewpoints, coupled with her ability to engage young people without intimidating them, makes her an excellent mentor to faculty and students alike.

A vocal advocate of gender equality and an example of how women can have both personal and professional success, Lyudmila Slipchenko, PhD, often participates on panel discussions about gender equity issues and work-life balance. As a professor of chemistry at Purdue University, she trains and mentors graduate students and postdocs, as well as participates in the Women in STEM faculty networking group at the university. In her research — focused on the development of theoretical and computational techniques that target the electronic structure and dynamics of complex molecular systems — she has developed software in several packages (Q-Chem, GAMESS, and Psi4) that has a total user base of thousands of computational chemists.

"I was inspired to pursue science by the countryside where I grew up in Puerto Rico. Nature was the playground where my interest in biology was born. That was where I developed a meaningful connection with science. I didn’t always understand how important that context and culture were in shaping me, which is why I work to bring science to people in a way that connects with their culture, reality, and experiences."

Mónica I. Feliú-Mójer

At Tennessee Technological University, professor Ambareen Siraj, PhD, established the Cybersecurity Education, Research, and Outreach Center with the help of a grant she secured from the National Science Foundation and the U.S. Department of Homeland Security. She also helped found Women in Cybersecurity (WiCyS), a group that seeks to raise awareness about the importance and nature of cybersecurity careers for women, and through that, she launched the WiCys Conference, which brings together students, educators, researchers, industry experts, and others to exchange ideas and collaborate to advance cybersecurity. Siraj currently serves as a volunteer general chair for WiCyS. Furthermore, she has received the Tennessee Tech College of Engineering Teacher-Scholar Award three years in a row.

"It’s important to inspire and motivate young people, especially from underrepresented populations, to pursue careers in engineering for two primary reasons. First, all voices must be heard to protect and serve our communities with engineering designs and solutions. And second, the gap between the engineering expertise in the workforce and emerging engineering graduates is too large — and continues to widen. We must engage with young people from underrepresented populations to help broaden the pool of undiscovered talent.”

JoAnn Browning

"I was inspired to pursue science by the countryside where I grew up in Puerto Rico. Nature was the playground where my interest in biology was born. That was where I developed a meaningful connection with science. I didn’t always understand how important that context and culture were in shaping me, which is why I work to bring science to people in a way that connects with their culture, reality, and experiences."
The majority-female faculty in Stevenson University’s School of the Sciences is an example that it is possible to be a woman and have a successful STEM career. These women — many of whom are at the forefront of their field in areas such as stem cell biology, nutrition and microbial physiology, synthetic organic chemistry, human genetics, and beyond — work to inspire and engage their students, the majority of whom are also women, and nearly one-third of whom are from underrepresented groups. Through mentoring and advising in the areas of research and career development, they not only help students gain critical knowledge and skills, but also gain confidence that they can be successful in science. Passionate about mentoring the next generation of scientists, Stevenson female faculty members participate in numerous programs to reach elementary, middle, and high school students across Maryland and the rest of the country. They have regularly participated in university outreach efforts such as Expanding Your Horizons and Science Camp, as well as community outreach including judging STEM fairs, co-chairing and sponsoring STEM clubs at local schools, and participating in career days. At a higher level, they also mentor up-and-coming postdoctoral scientists, particularly female and underrepresented minority candidates, as they navigate the job search.

Since 1987, Vassie C. Ware, PhD, has worked hard to secure multi-million dollar research grants from the National Institutes of Health to transform the lives of Lehigh University students, particularly those who are underrepresented in STEM. She also recently secured a grant from Howard Hughes Medical Institute to recruit and retain underrepresented minority students studying STEM disciplines, with a focus on providing research experiences, mentoring, and other academic support; also using these funds, she led the development of a STEM residence hall for these students. As the longest-serving faculty member of color in any STEM discipline at Lehigh University, Ware continues to mentor hundreds of female and minority students in fields from mathematics to biology. To date, all of the students she has assisted have gone on to pursue or have received a PhD.

An associate professor of biology at Concordia University in St. Paul, Minn., Mong-Lin Yang, PhD, pioneered the Biology Research Program at the university, which has provided opportunities for students to engage in high-level research comparable to that conducted at Research I institutions. She has secured various internal and external funding to fuel the program and has established projects in collaboration with the Mayo Clinic and international research universities. As a hardworking, conscientious, and caring scientist, she has mentored many underrepresented students who have gone on to graduate programs. Being a young female, international professor and researcher, Yang is aware of the barriers faced by other young people in STEM disciplines and strives to be a positive role model for them.

University of Central Florida (UCF) biology professor Linda Walters, PhD, is admired by her students for her desire and ability to push them outside their comfort zone and for her genuine concern for their careers. Emphasizing the importance of academic excellence and the scientific process, she provides students critiques of their work and offers guidance on how to properly document data. As an advocate for women faculty, she helped institute and continues to serve as director of the UCF Center for Success of Women Faculty, which has spearheaded many benefits for female faculty including on-campus lactation rooms, expectant mothers’ parking, mentoring and leadership programs, workshops on negotiation training, and more. In Florida, Walters is known as the “Oyster Lady” for her 20-plus years of research on the decline of oysters along the state’s east coast and the subsequent restoration methods she devised. Furthermore, Volusia County proclaimed November 6 “Dr. Linda Walters Day” for her work to protect the county’s coastal resources.
WOMEN PROGRAMMED FIRST COMPUTER FOR SECRET WORLD WAR II PROJECT

The first all-electronic, programmable computer — dubbed the “ENIAC” — was programmed in 1946 by six young women as part of a secret World War II project conducted by the U.S. Army in Philadelphia. The women completed the task on the 8-foot-tall, 80-foot-long machine using only logical diagrams because programming languages and tools had not yet been invented. The computer successfully ran a ballistics trajectory — a differential calculus equation — in seconds. When the ENIAC was made public, however, the programmers were not named. Many of them subsequently dedicated their lives to making programming more accessible, easing the struggles of future programmers.

“Calutron Girls” Played Key Role in Development of First Atomic Bomb

As part of the Manhattan Project to develop the first nuclear weapons during World War II, the Tennessee Eastman Company recruited young women — primarily recent high school graduates — to operate the calutrons that used electromagnetic separation to isolate uranium. They proved to be adept at operating the machines and thus optimizing uranium production, helping produce the enriched uranium needed for the first atomic bomb. The women were not told what they were producing at the time, but evidence suggests they had a better knack for optimized production than PhD physicists who were constantly modifying the controls.

Villa-Komaroff Inspires Minorities, Women in STEM Via Research

Molecular biologist Lydia Villa-Komaroff (August 7, 1947) is best known for her discovery in 1978 that human insulin could be cloned by engineering and cultivating bacteria. She spent 20 years in teaching and research positions at prestigious universities before joining the private sector in 2006 as chief scientific officer with Cytonome/ST, a company working on developing new cell therapies. Villa-Komaroff has served on committees for the National Institutes of Health, National Science Foundation, and National Academies of Science and Engineering. For her achievements, she was inducted into the Hispanic Engineer National Achievement Hall of Fame and received a Lifetime Achievement Award from Hispanic Business magazine. She remains committed to the recruitment and retention of minorities and women in science.

OCHOA PAVED THE WAY FOR HISPANIC, FEMALE ASTRONAUTS

Ellen Ochoa (May 10, 1958) became the first Hispanic woman to go into space when she participated in NASA’s 1993 mission on the Space Shuttle Discovery. She is also the first Hispanic and second woman to serve as director of NASA’s Johnson Space Center. Throughout her career, she logged a total of 978 hours on four expeditions to space. For her achievements, she has received numerous awards and accolades, including NASA’s Distinguished Service Medal and the Hispanic Heritage Leadership Award. In addition, Ochoa holds three optical system patents, obtained during her time as an inventor and research engineer before beginning her career with NASA.
The College of Arts & Sciences at Texas Tech University embraces diversity and inclusion as We Build Innovators to compete in a 21st century workforce. Our students and faculty come to us from across the globe and we unite together as proud Red Raiders to create, discover and prepare lifelong learners and citizens for a global community.

Raegan Higgins, PhD, an Associate Professor in Mathematics, is an esteemed member of our faculty and is focusing her research on oscillation criteria for certain linear and nonlinear second order dynamic equations. In addition to her research, she is the Principal Investigator on a major National Science Foundation funded grant meant to attract quality students from West Texas community colleges to Texas Tech through the South Plains Mathematics Fellowship program.

This program provides academically talented students from underrepresented, low-income families with scholarships of up to $10,000 per year for undergraduate study leading to a degree in mathematics. In addition to the standard coursework, SPMF scholars have a support system designed specifically to enhance their academic experiences and ensure retention and success.

The College of Arts & Sciences celebrates Dr. Higgins’ achievements and her devotion to our community.
The J.B. Speed School of Engineering at the University of Louisville has always believed in the importance of diversity. With the 2020 strategic plan, Speed School leadership, faculty, and staff have placed diversity at the forefront of their mission. From community partnerships and recruitment, to improving engineering students’ experience, Speed School is striving to increase diversity and create a supportive and inclusive campus climate.

“Diversity and inclusion is a must to ensure our students are ready for the global market.”

Dr. Gail DePuy, Associate Dean of Academic & Student Affairs

“Over the past two years the school has focused on inclusion at every level with our community K-12 partnerships, college recruitment, college success, faculty and staff support,” DePuy said. “This is not only the belief of the institution but also alumni who are generous enough to support these programs.”

Over a decade ago, Speed School began to develop partnerships with local K-12 schools to ensure that all students have access to Engineering Education.

Speed School continues their long history of offering the Brown Forman INSPIRE camp; a free two-week enrichment program for high school students looking to gain awareness of college and engineering.

Speed School has also expanded to long term, signature partnerships with middle and high schools. The West End School, a private non-profit boarding school located in the lowest socioeconomic ZIP code in Louisville, became Speed School’s first partnership. Elements of this partnership include a maker space built by Speed School at WES to provide tutoring, engineering education, and scholarship opportunities to WES students. This type of partnership also expanded to Nativity Academy of St. Boniface and Central High School. Due to these various initiatives, the Speed outreach team now reaches over 7,000 K-12 students per year.

This fall, Speed will be hosting the inaugural citywide “Access to STEM education” luncheon bringing together University, community, nonprofit and corporate partners. This event will highlight the importance of STEM education and ways the community can bridge the educational gap.

The Speed School has also increased its efforts within the school to support currently enrolled underrepresented students. In 2015, Speed School’s National Society of Black Engineers remodeled their office and now offers tutoring for engineering courses. During the same year, the School launched “Speed Spectrum” - a student organization supporting our LGBTQ and ally students, and held various inclusion programming including safe zone training. Additionally, the school introduced two gender-neutral bathrooms in engineering buildings this year, and will soon open a designated safe space for LGBTQ and ally engineering students on campus.

In 2016, Speed launched several new diversity events while continuing their annual diversity celebration. This past February, Speed established the “General Electric Women in Engineering Leadership Conference” bringing together students and industry to enhance leadership skills among our female engineers. This summer, Speed School also offered a transitional Brown-Forman Engineering Academy for incoming freshmen. This two-week residential program for underrepresented populations provide both academic and student success support.

The Speed School has made great strides in their efforts to expand diversity and promote inclusion within the halls of Speed School and the community at large.
**University of South Carolina School of Law**

The University of South Carolina School of Law invites applications for tenured, tenure-track, or visiting faculty positions to begin fall semester 2017. Candidates should have a juris doctorate or equivalent degree. Additionally, a successful applicant should have a record of excellence in academia or in practice, the potential to be an outstanding teacher, and demonstrable scholarly promise. The School of Law is interested in candidates who are qualified to teach in the areas of taxation and clinical legal education, but will also be considering candidates in a variety of other areas of need. The School of Law is also interested in candidates who can contribute to the diversity of our law school community. Interested persons should send a resume, references, and subject area preferences to Prof. Derek Black, Chair, Faculty Selection Committee, c/o Vanessa Byars, University of South Carolina School of Law, 701 Main St., Columbia, SC 29208 or, by email, to hire2016@law.sc.edu (electronic submissions preferred).

The University of South Carolina is committed to a diverse faculty, staff, and student body. We encourage applications from women, minorities, persons with disabilities, and others whose background, experience, and viewpoints contribute to the diversity of our institution.

The University of South Carolina is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, genetics, sexual orientation, gender, or veteran status.

**Marketing Specialist**  
**Young Auditorium, University Of Wisconsin-Whitewater**

The successful candidate will be responsible for all marketing and promotion of Young Auditorium and Cultural Affairs Committee events and related activities. The award-winning 1,350 seat venue presents a seasonal program of diverse touring performing artists that is strongly supported by the local and campus community.

**Responsibilities include:** Development and implementation of marketing plan in tandem with the auditorium director. Produce and/or oversee production of all print and electronic marketing materials such as brochures, posters, flyers, television, radio, internet and social media ads and programs for the events presented by Young Auditorium and the Cultural Affairs Committee and update the auditorium’s electronic marquee. Work as a team member of Young Auditorium, reporting to the Director. For full position description:

[www.uww.edu/employment/unclassified.html](http://www.uww.edu/employment/unclassified.html)

**Lecturer in Spanish**

The Massachusetts Institute of Technology, Global Studies and Languages Section, invites applications for a full-time Lecturer in Spanish. This is a three-year appointment beginning July 1, 2017, with the possibility of renewal based on performance. This position includes full benefits. Responsibilities include teaching 6 language (undergraduate level) sections annually, developing innovative curricular materials for Spanish language instruction, student advising, and other program duties.

Candidates must have:

- A minimum of a Master’s Degree or equivalent
- Native or near-native spoken and written proficiency in Spanish and English
- A minimum of 3 consecutive years of teaching experience in a US institution of higher education
- A strong record of demonstrated excellence in teaching
- Demonstrated interest and experience in language pedagogy, curriculum design and development of new instructional materials (print, audio, video or digital)
- A record of on-going professional engagement and development

Applicants should submit a letter of application, a CV, a sample syllabus, a sample of materials development (print or digital), and three letters of recommendation.

All materials should be submitted no later than October 1, 2016, via Academic Jobs Online: https://academicjobsonline.org/ajo/jobs/7484

MIT is an Equal Opportunity Affirmative-Action employer and welcomes applications from women, members of minority groups, and veterans.

Any questions should be directed to gsl-search@mit.edu.

**Law School Faculty**  
**University of Pennsylvania**

UNIVERSITY OF PENNSYLVANIA LAW SCHOOL seeks to fill several tenured or tenure-track positions in a number of fields. Applicants should have an excellent academic record, high-quality publications and/or exceptional experience of a scholarly nature in nationally recognized law reform work, government service or cutting-edge legal practice. The University of Pennsylvania is an affirmative action/equal opportunity employer.

Please contact by email or in writing with resume and references:

Megan Hackett, Appointments Committee Coordinator, University of Pennsylvania Law School, 3501 Sansom Street, Philadelphia, PA 19104. Hackett2@law.upenn.edu.

EOE
Facility Position
Cornell University School of Hotel Administration • Ithaca, New York

Cornell is a community of scholars, known for intellectual rigor and engaged in deep and broad research, teaching tomorrow’s thought leaders to think otherwise, care for others, and create and disseminate knowledge with a public purpose.

MICHAEL D. JOHNSON FAMILY PROFESSORSHIP
OF SERVICES MARKETING

The School of Hotel Administration at Cornell University is accepting applications for a senior, tenure-track faculty member for the Michael D. Johnson Family Professorship of Services Marketing.

Position Description: The School of Hotel Administration at Cornell University is seeking exceptional candidates for a tenure-track position in marketing at the Associate Professor or Full Professor level with an established reputation in services marketing, and who can perform research and teach at a quality level that is consistent with the School’s pre-eminent status. The ideal candidate can effectively interact with students and faculty and enrich the intellectual capital of the School through their research and teaching activities in the area of services marketing. Research should have the potential to influence both academics and practitioners.

Qualifications: Ideal candidates will currently hold the rank of Associate or Full Professor and have a reputation in services marketing. The candidate should have a strong publication record in the top marketing journals (Journal of Marketing, Journal of Consumer Research, Journal of Marketing Research) and meet the School’s current tenure standards of research excellence. The candidate should be able to effectively communicate with hospitality industry leaders and have a strong record of teaching courses at the undergraduate, masters, and executive levels. A research focus in hospitality is desired, but a focus on the service industry is required. Candidate must be willing to develop expert knowledge of services marketing in the hospitality industry. A Ph.D. degree in the fields of marketing or other appropriate field from a recognized program is required.

Institution: The School of Hotel Administration at Cornell University is the top-ranked hospitality management program worldwide, with undergraduate, masters, and Ph.D. programs. The School of Hotel Administration (SHA) has approximately 800 undergraduates and 120 graduate students. Founded in 1922, SHA is an AACSB accredited business school, with a resident faculty of 65 and over 8,000 alumni worldwide. Important resources available to faculty include extraordinary access to industry leaders, excellent research funding, the Center for Hospitality Research (CHR), and the cultural and intellectual resources of the Cornell University community.

SHA is also housed within the Cornell College of Business, which includes School of Hotel Administration, the Charles H. Dyson School of Applied Economics and Management, and the Samuel Curtis Johnson Graduate School of Management. The college is one of the most comprehensive business schools in the country with 208 faculty and nearly 2,900 undergraduate, professional, and graduate students. The combination of these schools into the Cornell College of Business allows Cornell to achieve the full potential of its business programs by integrating Cornell business faculty and students at all levels and coordinating programmatic collaborations that span Cornell’s campuses. It helps advance Cornell’s deeply rooted mission to apply knowledge for public purpose and to educate the next generation of leaders and creators to benefit society, solve some of the world’s major challenges, and better serve the needs of New York State.

Responsibilities: Job responsibilities include developing and teaching graduate and undergraduate courses designed to support services marketing. Top-level disciplinary research is valued, as is dissemination of cutting-edge ideas and practices to hospitality executives.

Application: Consideration of candidates will begin immediately, with a closing date of February 15, 2017. Please electronically submit letter of application, curriculum vitae, names of three references, syllabi for recent courses taught, and corresponding teaching evaluations via the following link:

https://academicjobsonline.org/ajo/jobs/7443

Starting Date: July 2017

Cornell University is an innovative Ivy League university and a great place to work. Our inclusive community of scholars, students and staff impart an uncommon sense of larger purpose and contribute creative ideas to further the university’s mission of teaching, discovery and engagement. Located in Ithaca, NY, Cornell’s far-flung global presence includes the medical college’s campuses on the Upper East Side of Manhattan and in Doha, Qatar, as well as the new CornellNYC Tech campus to be built on Roosevelt Island in the heart of New York City.

Diversity and Inclusion are a part of Cornell University’s heritage. We’re an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities.
The University of Utah Department of Pathology seeks a faculty board certified in AP or AP/CP with expertise in gynecologic pathology (fellowship or at least 3 years of dedicated experience). Academic rank and salary will be commensurate with experience.

The University of Utah and its affiliation, ARUP Laboratories, has a broad range of specimens and testing. The successful candidate will participate on the clinical surgical pathology service, which is sub-specialized, and one or more of the following additional activities in pathology: another surgical pathology subspecialty service, administration of medical school pathology education, autopsy pathology, or an active, funded research program. Medical student and pathology housestaff education is required. The Department of Pathology has a fully accredited residency training program with broad fellowship offerings in all aspects of AP and CP. Active clinical collaboration including conference presentations with other departments is expected.

Applicants should submit a cover letter, CV, and at least 3 references electronically to http://utah.peopleadmin.com/postings/53410. Please contact allison.boyer@path.utah.edu with any questions.

The University of Utah Health Sciences Center is a patient-focused center distinguished by collaboration, excellence, leadership, and respect. The University of Utah Health Sciences Center values candidates who are committed to fostering and furthering the culture of compassion, collaboration, innovation, accountability, diversity, integrity, quality, and trust that is integral to the mission of the University of Utah Health Sciences Center.

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The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a strong commitment to improving access to higher education for historically underrepresented students.

The University of South Carolina is seeking applications for a full-time Endodontic faculty position to serve as the Director of Post Graduate Endodontic Director of the Department of Oral Rehabilitation, Division of Endodontics. The Division provides classroom and clinical instruction for pre-doctoral dental students and Post-Graduate Endodontics Students in all areas of endodontics. The Endodontist will work collaboratively within all disciplines of the department and other departments of the College of Dental Medicine in a comprehensive care environment.

Qualified candidates must hold a DDS or DMD degree, have graduated from an Endodontic Residency program and hold current Board Certification. Experience in educational innovation, use of technology in education and computer skills are expected with preference given to those with previous teaching and research experience. Successful applicants should have a South Carolina Dental License or qualify for a teaching license. Salary and rank will be commensurate with experience. Participation in the Dental Faculty Practice for private patient care is expected. MUSC is an EEO/AA employer — minorities and women are encouraged to apply. Please send a current CV and three letters of recommendation addressed to Dr. Tariq Javed c/o Mrs. Shelley Garvin (electronic submission preferred) to garvins@musc.edu or to JBECDM, MUSC, 173 Ashley Ave, MSC 507, BSB 447, Charleston, SC 29425.

Applicants should submit a cover letter, CV, and at least 3 references electronically to http://academicdepartments.musc.edu/hr/. Please contact allison.boyer@path.utah.edu with any questions.

The University of South Carolina is seeking applications for multiple positions for Fall 2017. Applications are being accepted for the following positions:

- Chair/Head Department of Management (12 month)
- Eminent Scholar Chair of Entrepreneurship
- Eminent Scholar Chair of Accounting
- Eminent Scholar Chair of Computer Information Systems
- Assistant/Associate Professor of Accounting
- Assistant/Associate Professor of Computer Information Systems
- Assistant/Associate Professor of Quantitative Analysis

See http://www.business.latech.edu/jobs for further details on each position. Review of applications will begin immediately and continue until positions are filled.

(EEO/AA/ADA): Women and minorities encouraged to apply. Member of the University of Louisiana System.
Assistant Professor of Earth and Planetary Sciences

The Department of Earth and Planetary Sciences at Washington University in St. Louis invites applications for a tenure-track Assistant Professor position in the fields of climate, carbon cycling, or paleoecology. The ideal candidate will study climate or the effects of climate change in modern systems and/or over Cenozoic Earth history. Areas of interest include but are not limited to: paleoclimatology and records of consequent environmental change; elemental cycling and associated climate feedbacks; the response of terrestrial, marine, and/or freshwater systems to climate change. The candidate is expected to employ quantitative tools and ideally will integrate field observations with laboratory measurements.

The successful candidate is also expected to develop a vigorous, externally funded research program, maintain a strong publication record, teach a range of undergraduate and graduate courses, advise students, and be active in university service. We are seeking candidates who will complement our research programs in biogeochemistry and environmental geology as well as foster collaboration with environmental scientists across the Washington University community.

Candidates must have a Ph.D. with a focus in environmental Earth science, or a related field, at the time of appointment, and should send a letter of application, curriculum vitae, statements of teaching and research interests, and names and contact information of at least four references as a single PDF to Alex Bradley, Climate Search Committee Chair, Department of Earth and Planetary Sciences, Washington University, Campus Box 1169, 1 Brookings Drive, St. Louis, MO 63130, or via e-mail: ClimateFacSearch@eps.wustl.edu.

Washington University in St. Louis seeks a diverse faculty, and is committed to the principles and practices of equal employment opportunity and affirmative action. It is the University’s policy to recruit, hire, train, and promote persons in all job titles without regard to race, color, age, gender, gender identity or expression, national origin, veteran status, disability, or genetic information. Applications should be received by November 1, 2016 to ensure full consideration.

The University of Texas Southwestern Medical Center, Department of Molecular Genetics, Center for Translational Neurodegeneration Research is seeking a MD, MD/Ph.D, or Ph.D, with a focus on lipoprotein metabolism and homoeostasis for a non-tenured research position as an Instructor. The candidate must have a minimum of three years of relevant postdoctoral fellow experience and should have extensive experience researching lipoprotein metabolisms role in cardiovascular disease, obesity, diabetes and other metabolic diseases. The successful candidate will plan, perform and analyze laboratory research independently and be commensurate with experience, the appropriate candidate will participate in molecular testing of solid tumors on a variety of platforms, including several involving next generation (massively parallel) sequencing. The appropriate candidate will participate in molecular oncology signout and in the development and implementation of new tests. Candidates are also expected to participate in the educational, academic and research missions of the University. Ample opportunities are available for collaboration with world-class research groups at the University of Utah School of Medicine, the Huntsman Cancer Institute and in the Department of Human Genetics. Salt Lake City, Utah is a diverse and vibrant community and offers numerous opportunities for an active lifestyle in a spectacular natural environment.

Applicants should submit a cover letter, CV, and at least 3 references electronically to http://utah.peopleadmin.com/postings/55120

Please contact allison.boyer@path.utah.edu with any questions.

The Division of Anatomic Pathology and ARUP Laboratories at the University of Utah, University Health Care School of Medicine seeks two board certified anatomic pathologists with experience in surgical pathology. This position could be at the assistant professor level, but an associate or full professor is preferred; track will be commensurate with experience. The appropriate individual will participate in the following, clinical service, research, education and service efforts. Participation in an area of specialization of surgical pathology is desirable. The Division of Anatomic Pathology accessiones approximately 30,000 surgical specimens per year. Ample opportunities are available for research collaboration with individuals at the University of Utah Health Sciences Center and the Huntsman Cancer Institute and development of a translational research program.

Applicants should submit a cover letter, CV, and at least 3 references electronically to http://utah.peopleadmin.com/postings/53410

The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a strong commitment to improving access to higher education for historically underrepresented students.

The University of Utah Department of Pathology, Divisions of Anatomic Pathology & Molecular Oncology, is recruiting two full-time solid tumor molecular pathologists to be primarily based at ARUP Laboratories at any rank, in either the clinical or tenure tracks, depending on the qualifications of the candidate. Appropriate individuals should have M.D. or M.D., Ph.D degrees and be board certified in Anatomic Pathology and Molecular Genetic Pathology by the American Board of Pathology. Special consideration will be given to those who can participate in the FISH service and/or an area of sub-specialty sign-out in anatomic pathology.

ARUP Laboratories is a national reference laboratory owned and operated by the University of Utah Department of Pathology offering molecular testing of solid tumors on a variety of platforms, including several involving next generation (massively parallel) sequencing. The appropriate candidate will participate in molecular oncology signout and in the development and implementation of new tests. Candidates are also expected to participate in the educational, academic and research missions of the University. Ample opportunities are available for collaboration with world-class research groups at the University of Utah School of Medicine, the Huntsman Cancer Institute and in the Department of Human Genetics. Salt Lake City, Utah is a diverse and vibrant community and offers numerous opportunities for an active lifestyle in a spectacular natural environment.

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• OU was recently awarded the prestigious Davis Cup for the third consecutive year in recognition of its record-setting enrollment of United World College international freshmen. OU is the only public university to ever be awarded the Davis Cup.

• To centralize oversight for all diversity programs within the University, including Admissions, OU has established the position of Vice President for the University Community which reports directly to the President.

• OU requires all incoming students to participate in the Diversity and Inclusivity Experience, a five-hour curriculum-based training.

• OU Norman campus minority enrollment rose this year, including an increase of more than 10 percent for African-American freshmen.

• All OU colleges have designated faculty or staff who address Diversity, Community and Inclusion initiatives.

• To provide additional diversity and inclusion resources and learning opportunities to members of the OU community, the University has elevated its Native American Studies Program to the department level, created a Native Nations Sovereignty Center and appointed a Tribal Liaison Officer.

The University of Oklahoma is an equal opportunity institution. www.ou.edu/eoo
Voices from Campus

Mel Freitag, PhD
Clinical Assistant Professor of Nursing at the University of Wisconsin-Madison

“I have always felt supported and accepted in Madison, but I am a cis white woman who can pass as straight. For my partner and others who are underrepresented in terms of race and gender identity, their experiences have been quite different. Madison is very accepting, for the most part, of LGBTQ identities, but I’m speaking from a very privileged position as a white woman. I’ve talked to a variety of people of color who say that race is their first emergency and that being gay, at least in Madison, does not threaten their safety and survival. For that reason, I have mixed emotions for deciding to stay in Madison. However, with the current national climate, it is hard to say if anywhere is safe if you are a person who is marked as different from the white, cis, straight model of identities.”

Aliza Wong, PhD
Associate Dean of the Honors College and Associate Professor of History at Texas Tech University

“Like many academics, I didn’t choose my institution. Faculty members, especially those in the humanities, do not often have the luxury of selecting their home universities or preferred cities. As a woman of color, I knew exactly what stereotypes could lie before me as a spousal accommodation, yet at the same time, I ‘earned’ the position with a job talk, publications, Fulbright, and teaching awards. The department and Texas Tech never treated me as a spousal accommodation. I have been respected as a faculty member, a voice for the humanities, and an activist for diversity. This does not mean that I have not faced obstacles or come up against colleagues who cannot see beyond my gender, ethnicity, or spousal accommodation. But I believe firmly that we are given opportunities — sometimes to build on existing programs — to thrive off the energy of those who have already forged paths, and other times to be the trailblazers, to be those who create space for a diversity of experiences, a multiplicity of perspectives. Texas Tech helped me to mature into my philosophies on inclusiveness, to redefine my understanding of privilege, and to introduce new modes of engaging the university community in the difficult dialogues on social justice and diversity.”

Rabbi Meir Muller, PhD
Clinical Assistant Professor of Instruction and Teacher Education and Early Childhood Education at the University of South Carolina

“As the only Orthodox Jewish faculty member at the University of South Carolina (USC) and, at the time of my hiring, the only Jewish person in my department, I found the department to be very accommodating with my religious obligations not to work on Jewish holidays or Saturdays (Jewish Sabbath), and my dietary restrictions. While this is appreciated, I fully recognize that Judaism is a privileged minority, and hence I, as a rabbi, am the beneficiary of that privilege. I feel — as do many of my colleagues and administrators — that our department and university have to work harder in a number of areas when it comes to diversity. These include recruiting and retaining colleagues and students of color, achieving diversity in issues of faculty governance, access to a diverse curriculum, and embracing diversity in community engagement and partnerships. While steps have been taken in each area, we still have much work to do. I look forward to a future where USC broadens [this] work, leading to a more racially equitable institution.”

Yvette Huet, PhD
Professor of Kinesiology and Director of ADVANCE Faculty Affairs and the Diversity Office at the University of North Carolina at Charlotte

"I chose to take the position at the University of North Carolina at Charlotte (UNCC) because of family considerations; my husband was offered a job here. I stayed, initially, because I found UNCC to be a good place to work while also having a family. UNCC has a diverse student body and serves a large number of lower-income, first-generation students, and we are located in a state with a growing minority population. In more recent years, I have stayed because I have had the continuing opportunity to effect change at UNCC, to help make it a more diverse, inclusive, and welcoming institution. I have learned that while we may believe other places must be better, in reality, no institution is perfect and should work to change its climate. UNCC has administrators, faculty, and staff who are interested in making UNCC a better place for everyone and are willing to put time and effort toward these changes. I believe we are unique, and I welcome the opportunity to continue here with my colleagues in this very important work."
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