Institutions and organizations work to improve retention in STEM fields. Read about the recipients of the 2019 Inspiring Programs in STEM Award beginning on page 45.
The will to change things.
To stand up.
Demand something better.
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**Epidemiologist Olivia Affuso, Ph.D.**, has a question for women who exercise regularly: What keeps you moving? More than 50 percent of American women are sedentary, fueling obesity, diabetes, and more. So Affuso, a dedicated ultrarunner, is studying the secrets of women who stay active. Those insights will help shape smarter physical activity advice—for all.
Universities Demonstrate Commitment to Gender Equality Through HeForShe Campaign
By Kelley Taylor

New Higher Education-Industry Alliance Will Transform How We Prepare Students for 21st Century Careers
By Mariah Bohanon

ABOVE: The Jill Barrett Biology Research Program at Mills College advances women in science by equipping students with leadership skills and hands-on research experience in the lab and in the field. (Photo by Steve Babuljak)

STEM Fields Need Male Allies to Advocate for Greater Gender Equity
By Ginger O’Donnell

International STEM Scholars Face Visa Restrictions, Racial Profiling Under Trump
By Ginger O’Donnell

Groups Aim to Put STEM Majors in the Classroom to Solve Teacher Shortage
By Mariah Bohanon

Inclusion for Black Mathematicians: A Q&A with Edray Goins
By Mariah Stewart

The 2019 Inspiring Programs in STEM Awards
THE GOAL OF A UNION COLLEGE EDUCATION

IS NOT TO ENTER WITH A LIFE PLAN AND AVOID ANYTHING THAT COULD POSSIBLY DISRUPT IT.
RATHER, THE POINT IS FOR STUDENTS TO FIND OUT WHO THEY WANT TO BE BY EXPLORING MANY PATHS.
MANY OF US KNOW THAT IT WAS A COURSE WE DID NOT WANT TO TAKE THAT OPENED OUR EYES TO
A NEW PATH OR HELPED US BETTER UNDERSTAND WHY THE PATH WE WERE ON WAS THE RIGHT ONE.

—INAUGURAL ADDRESS, SEPTEMBER 8, 2018
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Redefine Your Career

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IN BRIEF

In Era of Mass Shootings, Johns Hopkins University Opens Research Center Dedicated to School Safety, Student Health

Last spring, Johns Hopkins University (JHU) School of Education announced the formation of a new interdisciplinary center focused on best practices in school safety and student health.

The Center for Safe and Healthy Schools will integrate the expertise of over two dozen faculty across the university, including professors of education, public health, engineering, arts and sciences, nursing, medicine, and others, according to JHU’s website.

The team aims to provide school leaders, communities, and policymakers with evidence-based suggestions for creating safe and healthy school environments.

Researchers will focus on three areas. The first is children’s health and wellness, which includes the study of both mental and physical health as well as social and emotional well-being. The second is community engagement, encompassing topics such as neighborhood safety and how to motivate diverse stakeholders to invest in their community’s schools. Finally, researchers will study school security and technology, examining the role of school resource officers and schools’ relationships with local and state police, among other topics.

Leaders at JHU’s School of Education have pledged to release a set of resources for schools. They also plan to add programming within their school of education to better train prospective school counselors, teachers, and administrators. In addition, the university intends to offer online courses that will provide educators with “micro-credentials” in school safety. This particular component is set to roll out by next spring.

Christopher Morphew, PhD, dean at the school of education, told American University radio that the center is the first of its kind to study school safety and health in a holistic, comprehensive way.

“Our work is driven by the belief that all students deserve to go to school in safe and healthy environments where they can learn and thrive,” JHU’s website states.

— Ginger O’Donnell
Our commitment is more than skin deep

At East Carolina University® our dedication to diversity and inclusion in our STEM + M programs is genuine. We produce top performers in medicine, education and STEM programs from all walks of life. In 2018, ECU’s Brody School of Medicine welcomed the most diverse class of medical students in its history. Brody School of Medicine is positioned to become a global leader in diversity research, data-driven outcomes, education and programming to serve and inspire positive change in academic medicine and beyond.

ECU has been recognized for its commitment to diversity and inclusiveness by receiving the Higher Education Excellence in Diversity (HEED) award for the seventh consecutive year. Faculty and administrators continually work to increase opportunities in STEM fields for women through mentorships, community outreach and campus involvement. With ECU’s focus on diversity and inclusion, the region is realizing significant and effective change in building a more thriving and healthier climate.

www.ecu.edu
CALIFORNIA
Angelica Loera Suarez, PhD, has been named president of Orange Coast College. She previously served as the vice president for student affairs at Southwestern Community College District.

GEORGIA
Anne A. Skleder, PhD, has been named president of Brenau University, the first woman to serve in this role. Skleder was formerly senior vice president and provost and professor of psychology at Wilkes University.

Ángel Cabrera, PhD, was appointed president of Georgia Institute of Technology. He previously served as president of George Mason University.

Carol E. Henderson, PhD, was selected as vice provost for diversity and inclusion, chief diversity officer, and advisor to the president at Emory University. Henderson formerly served as vice provost for diversity at the University of Delaware.

IDAHO
Marlene Tromp, PhD, has been named president of Boise State University. Tromp previously served as provost and executive vice chancellor at the University of California, Santa Cruz.

ILLINOIS
S. Georgia Nugent, PhD, has been named interim president of Illinois Wesleyan University. She previously served as president of Kenyon College in Ohio.

KENTUCKY
Ellen Goldey, PhD, has been named vice president of academic affairs and dean of Centre College. She previously served as dean of Harriet L. Wilkes Honors College of Florida Atlantic University.

LOUISIANA
Larissa Littleton-Steb, PhD, was appointed chancellor of Delgado Community College. She formerly served as chancellor of Baton Rouge Community College.

MARYLAND
Donna J. Howard was selected as vice president for institutional advancement and executive director for Morgan State University (MSU) Foundation Inc. Howard formerly served as interim vice president at MSU.

MICHIGAN
Rhae-Ann Booker, PhD, has been named the first vice president of diversity, equity, and inclusion at Metro Health-University of Michigan Health. She previously was executive director of diversity, equity, and inclusion at Davenport University.

NEW MEXICO
Salvador Hector Ochoa, PhD, was selected as provost and senior vice president at San Diego State University. He previously served as professor and dean of the College of Education at University of New Mexico.

NEW YORK
Stephanie J. Rowley, PhD, was appointed provost, dean of college, and vice president of academic affairs at Teachers College, Columbia University. She previously served as a psychologist and multidisciplinary research administrator at the University of Michigan.

Tiffani L. Blake has been named interim dean of students for the Long Island and New York City campuses at New York Institute of Technology. Blake previously served as dean of students at The College of New Rochelle.

NORTH CAROLINA
Kimberly Hewitt, JD, was appointed vice president for institutional equity at Duke University. Hewitt formerly served as vice provost for institutional equity at Johns Hopkins University.

Suzanne Walsh has been named president of Bennett College. She previously served as deputy director of postsecondary success at the Bill and Melinda Gates Foundation.

PENNSYLVANIA
Alicia B. Harvey-Smith, PhD, was appointed president of Pittsburgh Technical College. She previously served as the executive vice chancellor of Lone Star College.

VIRGINIA
Anne Holton, JD, was selected as the interim president at George Mason University. She is the first woman to fill the president’s role. Holton is a lawyer who previously served as the education secretary for the state of Virginia.

Reese Ramos has been named director of the University Ombuds Office at Virginia Polytechnic Institute and State University. He formerly served as corporate ombudsman at Sandia National Laboratories in California.

Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
OSU has a strong diversity champion.

As a first-generation college student, Dr. Jason F. Kirksey came to OSU as a walk-on football player in 1985. He left with two bachelor’s degrees and a master’s degree in political science. Dr. Kirksey went on to earn a doctorate in political science from the University of New Orleans in 1997, and since 2009 has championed inclusiveness as OSU’s Vice President of Institutional Diversity.

In 2018, Dr. Kirksey received the Commission on Access, Diversity and Excellence Distinguished Service Award from the Association of Public Land-grant Universities. This award is presented to one recipient nationally who broadened access and opportunity, and contributed to the achievement of diversity.

While his list of diversity awards is impressive, Dr. Kirksey’s efforts make a meaningful difference where it matters most – impacting dialogue, collaboration, and how we treat one another as students, faculty, and staff on our campus.
In each issue, INSIGHT Into Diversity features diverse professionals in higher education. By Ginger O’Donnell

**Lora Billings, PhD**, is dean of the College of Science and Mathematics at Montclair State University in New Jersey. She joined the university in 2001 as a professor of applied mathematics. From 2014 to 2017, she served as a National Science Foundation (NSF) Applied Mathematics Program Officer in the Division of Mathematical Sciences in the Mathematical and Physical Sciences Directorate. She is the author of more than 100 articles and presentations, and her current research uses math to study ecology as well as epidemiology.

**Wei R. Chen, PhD**, is dean of the college of mathematics and science, professor of biomedical engineering, and director of the Center for Interdisciplinary Biomedical Education and Research at the University of Central Oklahoma in Edmond. Chen’s major research interests involve laser treatments for cancer, including laser tissue interactions, anti-tumor immune responses produced by lasers, and various technologies that monitor cancer treatment. He is the co-inventor of laser immunotherapy and also helped develop Oklahoma’s first undergraduate degree program in biomedical engineering.

**Naveed Zaman, PhD**, is dean of the College of Natural Sciences and Mathematics at West Virginia State University (WVSU). He has taught at WVSU since 2000, chairing the department of mathematics and computer science from 2013 to 2015. In addition to his academic roles, Zaman serves on the Faculty Senate Executive Committee and the Vision 2020 committee, among other groups. He has also promoted STEM education and improved research infrastructure in West Virginia as a member of the state’s NASA Space Grant Consortiums Board of Directors.

**Wei R. Chen, PhD**, is dean of the college of mathematics and science, professor of biomedical engineering, and director of the Center for Interdisciplinary Biomedical Education and Research at the University of Central Oklahoma in Edmond. Chen’s major research interests involve laser treatments for cancer, including laser tissue interactions, anti-tumor immune responses produced by lasers, and various technologies that monitor cancer treatment. He is the co-inventor of laser immunotherapy and also helped develop Oklahoma’s first undergraduate degree program in biomedical engineering.

**Alec D. Gallimore, PhD**, is the Robert J. Vlasic Dean of Engineering at the University of Michigan (UM), where he has been a faculty member since 1992. In addition to his role as dean, he serves as the Richard F. and Eleanor A. Towner Professor of Engineering and as the Arthur F. Thurnau Professor in the Department of Aerospace Engineering. He is also a professor of physics as well as the founder and director of UM’s Plasmadynamics and Electric Propulsion Laboratory. Gallimore co-founded MCubed, a seed-funding program at MU for high-risk, multidisciplinary research. He is a rocket scientist who has served on advisory boards for NASA and the Department of Defense, among other organizations. Gallimore has received numerous awards, including the Decoration for Meritorious Civilian Service in 2005.

**Kimberly A. Scott, EdD**, is a professor and the founding executive director of the Center for Gender Equity in Science and Technology at Arizona State University. As a sociologist, she specializes in studying the social and academic development of girls of color. Scott serves as a member of the NSF STEM Education Advisory Panel, which was formed in 2018 to encourage scientific and technological innovations in U.S. education. Throughout her career, Scott has earned more than $10 million in grant funding to support research about educational programs for girls from underrepresented racial groups. In 2014, she was named a White House Champion of Change for STEM Access.

**Nada Marie Anid, PhD**, is the vice president for strategic communications and external affairs at the New York Institute of Technology (NYIT). She previously served as NYIT’s first female dean of the School of Engineering and Computing Sciences. As dean, she oversaw the creation of three new programs, including the NSA/DHS National Center of Academic Excellence in Cyber Defense Education, the Entrepreneurship and Technology Innovation Center, and a business incubator. Anid has long served as an advocate for women in STEM. She recently published a book titled The Internet of Women: Accelerating Culture Change. In March 2019, she formed a group of female leaders called the Women’s Corporate Council, dedicated to empowering and inspiring women in STEM through mentorship and research, among other initiatives.
Edward E. Whitacre, Jr.  
**College of Engineering**

**College of Agricultural Sciences & Natural Resources**

**College of Arts & Sciences**

Texas Tech University exemplifies an unyielding commitment to diversity and inclusion throughout campus communities, across academic programs and at the highest administrative levels. The focus on critical inquiry and integrated approach to STEM at Texas Tech creates a successful learning and top-tier research environment that produces innovative solutions to some of the world’s toughest challenges. It is the diverse environment and inclusive excellence that foster, affirm, celebrate, engage and strengthen the community at TTU.
National Hispanic Heritage Month, which takes place from September 15 through October 15, is a time for celebrating the culture, contributions, and history of the second largest ethnic and racial group in the United States. The list below recognizes just a few of the many Hispanic and Latinx women who have made a difference by bravely standing up for human rights in the face of adversity.

**Julia de Burgos**
Born 1914 – Carolina, Puerto Rico
Died 1953 – Harlem, New York
What she’s known for: her legacy as a renowned poet and activist for Puerto Rican independence
De Burgos’ poetry is considered seminal to Hispanic and Latinx literature, though it gained much of its renown only after her death. As a descendant of Afro-Caribbean roots, she is also admired today for defying the societal norms of her time by dedicating her life to social justice, feminism, and art. Her legacy has been recognized in recent decades with a posthumous honorary doctorate from the University of Puerto Rico, a U.S. Postal Service commemorative stamp, and the founding of the Julia de Burgos Cultural Arts Center in Brooklyn.

**Aida Giachello, PhD**
Born 1951 – San Juan, Puerto Rico
What she’s known for: her work as a leading researcher and advocate against health disparities for communities of color, the elderly, and women
Giachello has served as a professor at the University of Illinois at Chicago and the Northwestern University Feinberg School of Medicine and as president of the National Hispanic/Latino Diabetes Federation, of which she is a founding member; she is also the founder of the Midwest Hispanic AIDS Coalition. Giachello has been recognized as one of Time magazine’s 25 Most Influential Hispanics in America, named a Health Equity Champion by the Centers for Disease Control and Prevention, and in 2018 was included in The Guardian’s Frederick Douglass 200 list, which honors individuals who embody Douglass’ spirit of social justice activism.

**Dolores Huerta**
Born 1930 - Dawson, New Mexico
What she’s known for: serving as a national leader in the fight for civil, labor, and women’s rights
As a co-founder of the National Farm Workers Association (today known as the United Farm Workers union) with César Chávez, Huerta has improved the lives of millions through grassroots campaigns, nonviolent resistance, and political lobbying. Among her many honors are nine honorary doctorates, The Eleanor Roosevelt Human Rights Award, and the Presidential Medal of Freedom. She remains an active defender of human rights through her work as founder and president of the Dolores Huerta Foundation.

**Raffi Freedman-Gurspan**
Born 1987 – Intibuca, Honduras
What she’s known for: serving as the first openly transgender White House staff member in U.S. history
Freedman-Gurspan was a senior associate director for public engagement and a liaison to the LGBTQ community for President Barack Obama. She has also worked as a policy advisor and director of external relations for the National Center for Transgender Equality. She currently serves as a member of the U.S. Holocaust Memorial Council and deputy director of All On The Line, an anti-gerrymandering organization.

Sources: Dolores Huerta Foundation; The Guardian; The Independent; Julia de Burgos Cultural Arts Center; Mini; NBC News; The New York Times; Northwestern University Feinberg School of Medicine; NPR; The Washington Post
HACU 33rd Annual Conference
Championing Hispanic Higher Education Success: Meeting the Challenge of Prosperity and Equality

October 5-7, 2019
Hilton Chicago - Chicago, Illinois

Conference workshops in six tracks, a student track also offered.
HACU Pre/Post events include: PreK-12/Higher Education Collaboration Symposium; Latino Higher Education Leadership Institute and Deans’ Forum on Hispanic Higher Education.

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ATTENDING A UNIVERSITY IS A DREAM THAT MANY STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES NEVER GET THE OPPORTUNITY TO FULFILL. THIS FALL, THAT CHANGES WHEN TEXAS A&M UNIVERSITY LAUNCHES THE STATE'S FIRST INCLUSIVE, FOUR-YEAR POSTSECONDARY EDUCATION PROGRAM — AGGIE ACHIEVE. THIS CERTIFICATE-BASED PROGRAM FOR YOUNG ADULTS WITH DISABILITIES WILL EXPAND THEIR INTERESTS AND PREPARE THEM FOR EMPLOYMENT. ACHIEVE STUDENTS WILL LIVE ON CAMPUS AND GO TO CLASSES, AND SERVE IN CLUBS AND ORGANIZATIONS. THIS IS JUST ONE MORE EXAMPLE OF TEXAS A&M'S COMMITMENT TO MAKING HIGHER EDUCATION ACCESSIBLE ON EVERY FRONT.
Nearly five years ago, actress Emma Watson — well-known for her portrayal of a strong female character in the popular Harry Potter movies — helped launch a gender equity movement. In a speech at the United Nations (UN) that quickly went viral, the UN Women goodwill ambassador and self-proclaimed feminist extended a formal invitation to men to embrace gender equality through the HeForShe Campaign.

“I want men to take up this mantle so their daughters, sisters, and mothers can be free from prejudice, but also so that their sons have permission to be vulnerable and human too,” Watson said.

Founded by Elizabeth Nyamayaro, global head of the HeForShe initiative and senior adviser to the undersecretary general of UN Women, the HeForShe campaign uniquely enlists men to help achieve its mission to end gender inequality by 2030. The campaign strives to eliminate inequities in education, health (maternal healthcare and beyond), the workplace, and politics.

It also focuses on stemming gender stereotypes and violence against women, including harassment and domestic assault.

Today, HeForShe boasts commitments from more than 1 million male supporters around the world.

University Champions
To drive meaningful change, the HeForShe campaign created the IMPACT 10x10x10 initiative to engage key leaders in government, industry, and higher education. Through the initiative, these “IMPACT Champions” prioritize gender equality from the top down by developing bold commitments at their organizations and delivering on those using a detailed HeForShe campaign framework.

The framework offers guidelines, criteria, and suggested implementation activities for IMPACT Champions in all areas. For example, a university might “offer gender-equality resource modules for faculty and other university staff” or could “develop a campus-wide HeForShe-branded public social change campaign,” according to the HeForShe University Framework document.

The initial group of 10 university IMPACT champions includes leaders from campuses in Hong Kong, the U.K., Brazil, France, Canada, and South Africa. Two U.S. university champions were also designated: John DeGioia, PhD, president of Georgetown University in Washington, D.C., and Samuel Stanley, MD, president of Stony Brook University in New York.

“Achieving gender equity is vital to students’ success and well-being,” says Stanley. He notes that his deep commitment to gender equality is rooted in knowledge of the obstacles his wife faced in her career and those that his two daughters now encounter as they progress in theirs. “Gender equity is also a personal cause for many of our students, faculty, and staff,” Stanley adds.

A 2017 Pew Research Center report echoes that notion. It found that in the U.S., personal experiences have a significant impact on how men and women feel about gender equality. Additionally, nearly 60 percent of women said that the U.S. has not done enough to eliminate inequities, while slightly over 40 percent of men agreed that more needs to be done to ensure that women have equal rights.

IMPACT Champions and HeForShe advocates believe that correcting these imbalances will bring greater opportunity and success for both women and men.

Deep Commitments
As part of DeGioia’s pledge, Georgetown has implemented several gender equality programs and initiatives, including its 2018 Task Force for Gender Equity.

“We have a deep commitment to recruiting the very best and most talented students, faculty, and staff and ensuring that our faculty and senior administrators reflect the diversity of our community,” DeGioia said in a press release announcing the creation of the task force.

According to Jane Aiken, JD, a professor at Georgetown Law and chair of the task force, the group
Security partners each year with the Peace Research Institute of Oslo to release the Women, Peace, and Security Index. Aiken says this tool gathers and analyzes data from 153 countries and offers a comprehensive measure of women's well-being and empowerment. Specifically, the index assesses and compares national progress against international goals with regard to dimensions of well-being among women. Those dimensions include economic, social, and political inclusion; justice — meaning formal laws and information discrimination; and family, community, and social security.

In addition, for the past three years, Georgetown's Gender+ Justice Initiative has invited faculty and students to collaborate on important issues around sex, gender, sexuality, feminism, inequity, and inequality.

For its part, Stanley says that Stony Brook “uses the HeForShe Campaign to explore examples of persistent systemic inequality and what we all can do to address it.” All incoming students attend an hour-long HeForShe session at the beginning of the fall semester, followed by their general 101 seminars; one unit of this course is focused on encouraging students to think about and discuss gender and gender identity.

“The sessions focus on how gender has impacted students’ lives and gender equality,” Stanley explains.

Stony Brook has also hosted a student-run “Ideathon” where students worked together in groups to develop solutions to gender-based violence and presented their solutions to a panel of judges composed of other students and faculty. Some of the ideas involved awareness campaigns, buddy safety systems, and mobile applications.

Also, in an effort to prevent gender violence, Stony Brook partners with its athletics department and Greek organizations to educate students about gender equality, consent, and making positive choices.

“Our HeForShe student chapter has a strong campus presence, with programming throughout the academic year that helps normalize gender equality for our community,” Stanley says.

Achieving True Equality
Where men are concerned, Stanley believes there are daily gender-equity issues to be addressed. For example, he says, “How can men become involved in the prevention of violence against women? How do we combat sexual assault and gender-based violence, and how do we promote healthy behaviors?”

He believes that “the answers to these questions are fundamental to how we treat one another, how we work together to improve the human condition, and how we endeavor to achieve true equality.”

Stony Brook sees the HeForShe Campaign as a positive vehicle to help address and answer these and other related questions. For Stanley, efforts to advance gender equity specifically and diversity and inclusion broadly are inseparable.

“Overall, we recognize the importance of emphasizing diversity, equity, and inclusion in our curriculum as we educate our students to become culturally competent global citizens and leaders,” he says.

DeGioia agrees. In a press release, he said that Georgetown is proud to stand with HeForShe and its work to empower women and girls worldwide.

“Many in our community, and especially women, are faced with significant challenges to the basic right to social justice and to the conditions that allow for human flourishing. We share a responsibility — as members of a global family — to promote justice, equity, and dignity for women around the world.”

John DeGioia

Kelley Taylor is a contributing writer for INSIGHT Into Diversity. For more information, visit heforshe.org.
Clemson University has been ranked by U.S. News & World Report among the top 25 public universities in the nation for 11 straight years. The University has been classified as a Carnegie R1 research university that creates economic opportunities. Faculty, staff and students contribute to Clemson’s national reputation as a great place to study, live and work, and the University invites others to learn more about career opportunities at clemson.edu/careers. To promote inclusive excellence, the University’s Men of Color National Summit works to increase the number of African American and Hispanic males who finish high school and attend college.

CLEMSON LEADING THE WAY

- **Call Me MISTER®** increases the pool of available teachers from a broader, more diverse background.
- **The Charles H. Houston Center for the Study of the Black Experience in Education** examines issues that impact the educational experiences of African Americans.
- **Clemson Career Workshop** supports college readiness of high-achieving students from diverse populations.
- **Emerging Scholars** helps establish a college-going culture among students from the state’s economically disadvantaged areas.
- **The Erwin Center Summer Scholars Program** gives students from HBCUs and other universities an opportunity to engage with marketing, advertising and communication professionals.
- **The Harvey and Lucinda Gantt Multicultural Center** supports and advocates for all Clemson students’ needs while providing diverse and experiential learning opportunities.
- **PEER/WISE** provides collaborative experiences for underrepresented students in science and engineering.
- **Tiger Alliance** mentors and prepares African American and Hispanic high school males for college entrance and success.

SAVE THE DATE
Men of Color National Summit
March 3-4, 2020
Greenville, SC
Progressive universities recognize they must go above and beyond what the law requires to include students with disabilities on campus. Simply providing accommodations according to the Americans with Disabilities Acts can still leave these individuals feeling isolated and unwelcome.

Two institutions have taken steps to ensure that serving students with disabilities is included as a part of their diversity and inclusion strategies and efforts. The University of Texas, Austin (UT) and the University of Michigan, Ann Arbor (UM) recognize disabilities as an identity and a community rather than as a healthcare issue or legal responsibility.

University of Texas, Austin
Emeline Lakrout is an incoming senior studying marketing at UT, where the Services for Students with Disabilities (SSD) department recently received additional funding to boost its staff. She enrolled in SSD’s services as a visually impaired student and is now the disABILITY Advocacy Student Coalition president.

“UT recognizes that it’s important to not only have a positive campus experience, but they recognize when a student doesn’t feel their best, they can’t perform their best,” says Lakrout, who is working this summer as an intern for Unilever in New York City.

In 2011, the department had roughly 1,600 students enrolled. This past year, about 3,000 had enrolled, says Kelli Bradley, SSD director. “I don’t see it slowing down at all,” she says.

Bradley attributes the growth to better awareness among the campus community and an increase of high schoolers who need accommodations and are willing to self-identify in college. The division’s leadership recognized the expansion and took a request for more employees to the president’s office, which agreed to add five additional full-time staffers — growing from 10 to 15.

“As the staff increased, the caseloads [per person] have gone down, meaning there’s more individualized attention to the students and more time to spend with them, as well as [on] planning and outreach initiatives,” Bradley says.

Growth is only one important aspect of SSD, says Emily Shryock, assistant director. The department falls under the Division of Diversity and Community Engagement, which is somewhat unusual in higher education. Typically, disabilities services are housed within counseling or healthcare departments, Shryock says.

“Traditionally, disability has been left out of the conversation when it comes to diversity,” Shryock says. “It sends an important message about how disability is viewed and valued and treated. … It shifts the focus to viewing disability as an identity or as a culture rather than a health problem, and it sends a message about what our attitude toward disability is.”

Lakrout says UT’s disABILITY

Universities Build Culture by Promoting Disability as an Identity

By Kelsey Landis
Advocacy Student Coalition plays a key role in making the campus a welcoming place. She says every university should have a similar organization for students. The coalition’s goal is to raise awareness about disability and accessibility on campus, but it offers other benefits, Lakrout adds.

“I myself went from being so shy about my disability. I felt awkward, didn’t know where I fit in,” she says, “but when I joined the organization, my confidence bloomed. Now people in the club are my friends, and it has allowed me to be proud of [my disability] and value the way I am. … If you have a coalition of disabled students, the rest will follow because the students know what needs to be targeted.”

Other SSD programs cultivate identity, Shryock says, including events in October for Disability Awareness Month, adapted sports nights, and neurodiversity support groups. A faculty and student advisory committee also meets once a month to share ideas and feedback about potential campus improvements.

Additionally, SSD spearheaded disability advocate training in 2011, Shryock says. The training provides education for students, faculty, and staff on how to advocate for students with disabilities.

Despite these advancements, Lakrout says there’s still plenty of room for improvement at American universities. “I think it’s important to recognize the bar right now is pretty low in terms of campus accessibility. A good university is one that’s not terrible right now,” she says.

Universities should commit to a higher standard of accessibility to online materials, especially for visually impaired students. Similarly, Lakrout says institutional leaders should comply with the voluntary accessibility guidelines outlined in the AIM High Act, which lists standards for electronic instructional materials. It should also be easier to cut through red tape to make simple improvements on campus, such as ensuring staircases have handrails.

“Progress is what stands out, and the fact that UT is making progress is a great thing,” Lakrout says.

That progress is all the more important because it enriches the campus culture, she adds. “It’s the same thing as racial diversity and cultural diversity. The way disabled students think and interact is very different than everybody else. If you’ve been disabled all your life, … you’ve learned to explain your life to people who do not understand it at all. You’ve learned to problem solve all your life.”

University of Michigan, Ann Arbor
Students with disabilities at UM make up approximately 6 percent of the overall university enrollment, according to Alfred Kellam, PhD, interim director and coordinator of Services for Students with Disabilities (SSD).

By the end of the 2019-2020 academic year, roughly 3,500 students will be enrolled in the office’s services — more than
four times the enrollment 12 years ago. Inclusion for students with disabilities is written into the institution’s diversity, equity, and inclusion strategic plan, Kellam says.

“Because that initiative has been so powerful, it really has allowed us to get the full support for the division of student life,” Kellam says.

An “Idea Board” is one of SSD’s newest initiatives. Composed of students, faculty, and staff, the board is a group working to develop recommendations that will go to UM leadership to improve the campus climate for people with disabilities.

This fall, those recommendations will go directly to the chief diversity officer and vice provost for diversity, equity, and inclusion. The provost’s office will then review and potentially apply suggestions in the following areas:

- Pedagogy
- Accessible physical spaces
- Safety and security
- Intentional recruitment and job placement
- Disability culture and community climate
- Certification in a disabilities program

Funding for a new SSD data management system will be “a central component” of the list, Kellam says. A new platform would provide more confidential services by giving instructors a portal where they could see what accommodations each student qualifies for, eliminating a paper exchange.

UM also strives to promote the disability identity, Kellam says. Each year, SSD sponsors the SpeakABLE presentation, which gives students the opportunity to increase awareness about what it’s like to live with a disability. SSD also supports the Council for Disability Concerns, a group composed of students, faculty, and staff who meet monthly to address disability issues at UM and in the community.

SSD promotes this identity through the following programs and initiatives:

- An empowerment and self-defense class
- Training for female students with disabilities and their allies
- Coalition for Disability Access in Health Science and Medical Education
- Wheelchair and adaptive tennis
- Service Dog Central
- Autism Spectrum Self-Advocacy Group

“This aspect of diversity really adds a new perspective … that otherwise students wouldn’t have,” Kellam says, “I think it’s an enlightening sort of situation to see and hear how our climate is promoting students to be more vocal.”

Kelsey Landis is the editor-in-chief of INSIGHT Into Diversity. University of Texas, Austin is a 2018 HEED Award recipient. University of Michigan, Ann Arbor is a 2018 HEED Award recipient.
Determined to solve difficult problems through chemistry, Vincent Flores is blazing a path as an undergraduate student researcher. From the moment he arrived on campus, he felt at home: “I chose Saginaw Valley State University because I felt accepted for who I am. At SVSU, every student is welcomed and given the opportunities they need to succeed.”

SVSU is committed developing a STEM talent pipeline to meet the needs of Michigan’s Great Lakes Bay Region. In addition to increasing experiential learning opportunities for students in all grade levels, SVSU engages educators and STEM professionals to enhance teaching and learning in STEM disciplines.
New Higher Education-Industry Alliance Will Transform How We Prepare Students for 21st Century Careers

By Mariah Bohanon

A new alliance connecting colleges and universities with some of the country’s leading private sector employers aims to revolutionize outcomes for underrepresented students while addressing workforce needs.

The Higher Education-Industry Coalition is led by INSIGHT Into Diversity, Johns Hopkins University, New York University, and Diversity Best Practices (DBP), a division of Working Mother Media whose membership consists of more than 200 organizations ranging from Fortune 1000 companies to not-for-profit and higher education institutions. Rice University has also become an integral partner in the coalition.

In a discussion with its members, DBP realized “the need to bridge the gap between higher education and corporations, [who were] both striving for the same end goal but from different perspectives,” Deborah Tsai-Munster, the group’s executive director, says. “Higher education is looking to provide opportunities for students to find meaningful, successful careers and corporations are looking to hire talented students for meaningful, successful careers. Both entities are still challenged to place, support, and retain underrepresented graduates.”

A recent survey led by DBP and INSIGHT Into Diversity of higher education and industry diversity leaders shows that a major division exists between the two sectors when it comes to their perceptions of career readiness.

“Right now, so many higher education institutions are doing a substantial amount of work to encourage underrepresented students to attend college and to support them through graduation,” Holly Mendelson, co-publisher of INSIGHT, says. “At the same time, companies are committing more and more resources to ensuring they have diverse, inclusive workplaces. However, each is often operating in its own realm and not bridging the gap that exists between the two.”

The coalition plans to create partnerships between industry and higher education institutions in the hopes of improving employment outcomes for underrepresented students and making changes in curriculum that will focus on providing skills needed in today’s global workforce.

A number of studies in recent years have found that many companies believe new college graduates are underprepared for the workforce, especially with regard to soft skills such as communication and teamwork.

In a 2016 survey of 76,000 employers,
Insufficient career training by colleges is even more detrimental for underrepresented students, who often contend with multiple barriers to success.

The coalition’s research shows that administrators in both sectors believe these students are disadvantaged when it comes to employment prospects, yet only one in three colleges and universities has programs dedicated to career readiness for diverse students. Less than half of companies surveyed have campus partnerships or recruitment strategies in place to cultivate relationships with underrepresented students as prospective employees.

Shifting demographics indicate that higher education and business cannot continue to overlook these issues. College enrollment is more ethnically and racially diverse, and first-generation, low-income, and nontraditional students are the new norm. Meanwhile, American industry faces a worsening “talent gap,” one that can be filled by improving college-to-career readiness for students of color and others who have traditionally faced barriers to the workplace.

The coalition plans to “collaborate to address these barriers, identify best practices, and take action,” Tsai-Munster says. “There are many best practice organizations that have implemented support programs and accountability measures that we can learn from and expand to higher education. Conversely, there are higher education and student needs that corporate can address such as sponsorship and first-generation mentoring.”

There is also a lack of communication between business and higher education when it comes to equipping students with the cultural competency and inclusive leadership skills employers seek, according to DBP.

“Companies are truly committed to diversifying their workforces, they will need to think differently about how and where they recruit,” Mendelson says. “They should understand that colleges that are committed to diversity and inclusion are the ones that can offer graduates who are truly prepared to be the next generation of leaders.”

A recent study by the American Association of Colleges and Universities found that only 34 percent of its member institutions mandated diversity studies and experiences for students. There is also little consensus across higher education on which diversity- and inclusion-related skills are most relevant for today’s students, according to coalition research. The same holds true when comparing the priorities of higher education and industry.

In July, INSIGHT Into Diversity co-owners Lenore Pearlstein and Holly Mendelson, DBP leadership, and representatives from industry, government, and higher education institutions convened for the inaugural meeting of the Higher Education-Industry Coalition. Attendees discussed potential next steps for creating cross-sector programs that support disadvantaged students, such as offering professional-student mentoring, providing student...
“Lawrence has a wonderful hill in it, with a university on top and the first time I ran away from home, I ran up the hill and looked across the world...” — Langston Hughes

SURVEY: HOW HIGHER EDUCATION AND INDUSTRY RANKED IMPORTANCE OF DIVERSITY AND INCLUSION SKILLS

Cultural competence
Ranked 3rd by higher ed
Ranked 10th by industry

Managing bias
Ranked 8th by higher ed
Ranked 7th by industry

Managing diversity
Ranked 9th by higher ed
Ranked 12th by industry

Inclusive leadership
Ranked 6th by higher ed
Ranked 11th by industry

There is more consensus about diversity and inclusion training:

<table>
<thead>
<tr>
<th>D&amp;I Topics Industry Ranks as Most Important to Expose Students to</th>
<th>Topics Covered in Higher Education D&amp;I Training and Education</th>
</tr>
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<tbody>
<tr>
<td>1 Unconscious bias</td>
<td>Disparities and inequities (gender, race, religion, age, sexual orientation, disability, socio-economic)</td>
</tr>
<tr>
<td>2 Collaboration across cultures/diversity</td>
<td>Cultural competency/intelligence (global lens)</td>
</tr>
<tr>
<td>3 Microaggressions and micro-inequities</td>
<td>Unconscious bias</td>
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<td>4 Organizational culture</td>
<td>Collaboration across cultures/diversity</td>
</tr>
<tr>
<td>5 Inclusive leadership</td>
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Mariah Bohanon is the associate editor of INSIGHT Into Diversity.

Discover the world at the University of Kansas
ENGINEERING AT FLORIDA STATE UNIVERSITY: INVENT, AMAZE, INSPIRE

The FAMU-FSU College of Engineering is the joint engineering school for Florida A&M and Florida State universities, the only shared college of engineering in the nation. Surrounded by eight partner research centers and a national laboratory, this unique collaboration between a top Historically-Black University and a Research-1 institution makes us a great place to learn cutting-edge engineering skills in a diverse environment offering real-world experience that employers value.

The College of Engineering offers an innovative program of excellence and quality professors. The college educates more than 2,500 undergraduates and graduates with a distinctive makeup of that population including 20% African-American, 26% females, and 20% Hispanic. This is highlighted by the number of women graduating from the College increasing to nearly 21%, and women accounting for 20% of our graduate student population. The opportunities afforded to students in the College of Engineering allow them to constantly excel and amaze. Moreover, the College alumnae help to inspire and empower the next generation of women engineers by breaking barriers, climbing industry ladders, attaining national and international recognition, and mentoring current and future students.
The National Girls Collaborative Project (NGCP) is a network of public and private sector organizations dedicated to maximizing access to STEM resources for girls. Several resources and programs promoted by the project relate to role models and mentoring, including the following:

**The FabFems Project**
fabfems.org
A free international database of women who are inspiring role models for young women

**Million Women Mentors**
ngcproject.org/million-women-mentors
A national call to action around the imperative of mentoring girls and young women in STEM fields

**500 Women Scientists**
500womenscientists.org
A platform providing connections to an extensive multidisciplinary network of vetted women in science

**ACE Mentor Program: Architecture, Construction, Engineering**
acementor.org
Exposes students to real-world opportunities with scholarships and grants

**Association for Women in Mathematics Mentor Network**
sites.google.com/site/awmmath/programs/mentor-network

**Collaborative Offers Resources for STEM Role Models and Mentoring**
Matches mentors with girls and women who are interested in mathematics

**Collaborative for Gender Equity**
genderequitycollaborative.org
Provides guidance for successful mentoring programs

Collaboration among educators and programs engaging girls in STEM increases the efficiency and effectiveness of those programs, providing more opportunities and improved experiences for the girls who participate.

**EarthEcho: STEMExplore**
stemexplore.org/careers
Collection of videos that introduce STEM inventors and adventurers

**Mentoring in a Box - Technical Women at Work**
cwmit.org/resources/mentoring-box-technical-women-work
Activities, resources, and tools to support mentoring

**MentorNet**
mentornet.org
A virtual mentoring organization leveraging technology to match STEM students in higher education with professionals

**National Mentoring Partnership**
mentoring.org
Resources to advance mentoring program effectiveness and innovation

**SciGirls Role Model Strategies**
scigirlsconnect.org/groups/role-models
A safe social networking site for kids on PBS with research-based activities, professional development, and support for educators nationwide

**Techbridge**
techbridgegirls.org/index.php?id=29
A downloadable resource for effective outreach by role models and corporations

**United We Serve – Mentoring**
serve.gov/?q=site-page/mentoring
Service initiatives and toolkits

**Women in Bio**
womeninbio.org
An organization of professionals committed to promoting careers, leadership, and entrepreneurship of women in the life sciences

**Women@Energy**
energy.gov/diversity/listings/women-energy
Showcases talented and dedicated employees at United States Department of Energy who are helping change the world

NGCP manages The Connectory, an online listing of more than 4,300 STEM programs. To search programs, visit theconnectory.org.

**Women@NASA**
women.nasa.gov
A collection of videos and essays showcasing women who work across a variety of departments at NASA

For more information about the NGCP, visit ngcproject.org.
— Kelsey Landis
Study Shows that Women of Color Face Highest Barriers to Employment in STEM

A study published earlier this summer in the journal *Sex Roles* confirms longstanding anecdotal evidence that Black and Latinx women experience the highest levels of discrimination in STEM, while offering further proof that scientists rely heavily on gender and racial biases in the academic hiring process.

According to researchers, theirs is the first formal inquiry that uses an intersectional framework to examine and analyze such biases — in other words, recognizing that for individuals from multiple underrepresented groups, gender and racial bias are intertwined and cannot be considered separately.

Researchers also found that some scientific disciplines are prone to more gender bias than others.

Borrowing from the methodology of prominent job discrimination studies, researchers presented physics and biology professors at eight American public research universities with the CVs of hypothetical PhD students seeking post-doctoral positions in their respective fields.

The qualifications listed on each CV were of equal caliber, but the names of the candidates indicated different combinations of gender and ethnicity. Researchers told the 251 faculty participants that the purpose of the study was to measure the effectiveness of different CV formats.

More than three-fourths of respondents self-identified as male, including 90 percent of the physics professors and 65 percent of the biology faculty. They were asked to rate the competence, likeability, and hirability of each candidate.

Both physicists and biologists rated female candidates as more likeable than their male peers. In terms of competency ratings, however, there was a split across disciplines.

Physics professors tended to rate male applicants as more competent, while biology professors did not exhibit as much gender bias.

Professors from both disciplines preferred to hire White and Asian American applicants over African American or Latinx candidates.

Women of color were the least likely to be hired.

“[Such findings] are highly consistent with the self-reported, lived experiences of many STEM workers and academics from marginalized backgrounds,” says researcher Asia Eaton, PhD, an associate professor of psychology and women’s and gender studies at Florida International University.

Eaton and the other authors put forth several recommendations to address the high levels of bias within the scientific community. These include listing only surnames on future applicants’ CVs as well as removing any mention of gender or ethnicity in letters of recommendation.

In addition, they suggest replacing the Principal Investigator model of hiring in STEM with diverse hiring committees that are composed of individuals with a variety of perspectives. Finally, they argue for the implementation of implicit bias trainings specifically focused on bias toward women of color.

— Ginger O’Donnell

“A diverse and inclusive environment is essential for preparing leaders in veterinary medicine and biomedical sciences with an intentional, open, and global perspective.”

~ Kenita S. Rogers, DVM, MS, DACVIM
Executive Associate Dean and Director for Diversity & Inclusion

Office for Diversity & Inclusion
vetmed.tamu.edu/diversity
Nonprofit Aims to Place 10,000 Black and Brown Students in STEM Summer Internships

The nonprofit group Fund II Foundation recently launched a project it hopes will open the door to top-tier STEM careers for thousands of underrepresented students.

InternX launched as a pilot program in summer 2018, successfully matching 70 undergraduates with internship opportunities in companies such as AT&T, PowerSchool, and more. This summer, that number grew to 1,000 undergraduates.

By summer 2020, the foundation hopes to raise that number to 10,000.

“It’s an ambitious goal, but we are up for the challenge,” spokeswoman Jackie Bazan wrote in an email to INSIGHT Into Diversity.

InternX consists of an innovative online platform where students can register and apply for thousands of STEM-related internships in a variety of sectors including financial, software, nonprofit, and more. The website is free to use for those seeking internships and for employers; thus far, 82 companies have signed on.

Students who are sophomores or above, have a minimum GPA of 2.8, and are from underrepresented ethnic and racial groups are eligible to register with the site. Their focus is the Black and Brown student population who “historically has had fewer [internship] opportunities available to them,” Bazan wrote.

Every position available through internX.org is paid and lasts for at least eight weeks. Many employers also offer relocation and housing assistance, though Fund II Foundation may provide this help on a case-by-case basis, according to the site.

The foundation hopes that these summer experiences lead to employment offers following graduation, Bazan says. The group’s ultimate goal is the “diversification of tomorrow’s workforce in STEM-related positions, especially tech fields.” Doing so “can help to balance inequity that has plagued underserved communities for far too long,” she says.

Fund II Foundation’s founding director is technology investor Robert F. Smith, who is known for recently promising to pay off all student debt for the 2019 graduating class of Morehouse College, a historically Black institution. Ranked by Forbes as the world’s wealthiest Black American, he helped launch Fund II Foundation to “preserve the African-American experience” and “sustain critical American values such as entrepreneurialism,” among other goals.

— Mariah Bohanon
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education.musc.edu/diversitysummit
Research shows that men have a key role to play in the advancement of women in STEM, as well as in all fields where women are underrepresented.

Roberta Rincon, PhD, in the Society of Women Engineers’ publication, SWE Magazine, says that “where men are the majority, their behaviors and actions are necessary to address inequities within their immediate spheres. ... They also have the ability to serve as role models and spokespersons for other men.”

When men step up to address gender inequity, they help frame the issue as an organizational mandate rather than a so-called “women’s issue.” Male allies can also mitigate the personal and professional costs women sometimes experience when they advocate for themselves, Rincon says.

Implicit bias against female scientists is pervasive. It puts them at a disadvantage in numerous areas, from student evaluations to hiring decisions to formal recognitions and honors, among other forms of discrimination.

The inequitable climate toward women in STEM can discourage them from entering the field. Only 20 percent of American engineers are women, for instance, according to an article by Roger Green, PhD, and published by the American Society for Engineering Education.

To improve conditions, Green helps lead a prominent male allyship program at North Dakota State University (NDSU) called Advocates and Allies. NDSU launched it in 2009 after receiving an ADVANCE grant from the National Science Foundation.

Through the program, men work with other men — held accountable by women who review and approve any recommended actions — to learn how they can take both personal and institutional steps to make STEM departments more equitable for female scientists.

Allies and advocates in the program have different roles. Allies participate in a two-hour training in which they learn more about gender inequity in STEM and gain practical skills for supporting their female colleagues. They are encouraged to create a personal action plan in order to put the training into action.

Advocates lead the ally trainings and meet monthly to evaluate ways to implement broader institutional change, then run these ideas by female colleagues. Advocates form a much smaller group, approximately 10 to 12 individuals.

Though advocates invest a significant amount of time in this work — including helping to expand the original NDSU program at 21 other institutions of higher education — it is crucial that they are not paid for their efforts, Green says.

“We women have been doing the hard gender equity work way longer than most men have. They aren’t recognized for it. They aren’t paid for it. In fact, they’re penalized for it. It’s a really bad idea to pay men to do this,” he says.

Advocates at NDSU have contributed to some important institutional initiatives, such as fighting for a university daycare to stay open. However, Green emphasizes the value of taking a grassroots approach. “It’s not all institutional change. Part of the reason we do the [ally] trainings is because I don’t think you can change systems unless you can change the people within the systems,” he says.

Nearly 90 percent of the men who participate in ally training either at NDSU or other participating universities report that they’ve learned something new and have gained skills to provide more gender equitable environments.
How to Be an Effective Male Ally
In developing the program, the leaders of Advocates and Allies have learned a great deal about what constitutes effective male allyship. Here are some of the action steps they encourage men in STEM to take:

- Review literature about gender inequity in STEM. Green recommends starting with the report “Engaging Men in Gender Initiatives: What Change Agents Need to Know,” which is available online at bit.ly/2Oc5uKe.

- Assess your own implicit bias by taking a gender-science implicit association test, such as the one offered by Harvard University at implicit.harvard.edu/implicit.

- Investigate the gender representation within your own science department or program and compare it with the national statistics, available on the American Society for Engineering Education website.

- Serve on a hiring committee with the express purpose of being an ally for gender equality.

- Learn to recognize common forms of resistance to gender equity and plan effective responses. Green recommends the book *Faculty Diversity: Removing the Barriers* by JoAnn Moody, PhD.

- Be intentional about actively listening to women and redirecting the conversation toward them if they are interrupted. “Men are more likely to interrupt women when they speak compared to other men. Further [research] suggests that women are perceived as talking more than men when they talk only 30 percent of the time,” Green writes.

- Look for small, effective ways to improve the campus climate for women, such as inviting female colleagues to informal gatherings where work-related discussions may occur and sharing information equally between men and women.

- Advocate for a healthy work/life balance for both women and men.

- Promote and formally recognize research conducted by women. Tell your male colleagues about your role as a gender equity ally and treat instances of gender bias as teachable moments.

For more tips, Green suggests watching the YouTube video “Five Ways Men Can Help End Sexism” (youtu.be/o1ZcjtJat4pU).

Most importantly, he urges STEM departments across the country to make men an integral part of the push for greater gender equity in the sciences. “You’re not going to change highly gendered organizations without involving the majority group,” he says.

Ginger O’Donnell is a senior staff writer for *INSIGHT Into Diversity*.
STEM scholars from countries outside of the United States contribute enormously to research initiatives at American universities. They generate billions of dollars annually toward the U.S. economy. They have an especially large impact in certain disciplines. Nearly 80 percent of full-time graduate students enrolled in American computer science and electrical engineering programs come from abroad, according to a 2017 report by the National Foundation for American Policy (NFAP).

In recent years, these individuals have come under intense scrutiny by President Donald Trump and his political allies. The Trump administration touts the idea that international STEM students pose an economic and national security threat by stealing American jobs and engaging in espionage or intellectual property theft on behalf of their governments. The administration's antagonistic stance toward both undergraduate and graduate students often impedes their ability to obtain short-term worker visas that could potentially lead to a green card.

One visa program under attack is the STEM Optional Practical Training (STEM OPT), which allows international STEM students on an F-1 visa to work at a U.S. company relevant to their field of study for up to three years. The broader OPT program, open to international students in all academic areas, allows participants to work in the U.S. for up to a year.

Both programs are open to an unlimited number of applicants and help them eventually obtain H-1B visas so that they can live and work in the U.S. on a longer term basis, according to the NFAP. These temporary visa programs create a path toward legal residency, says David Bier, an immigration policy analyst at the Cato Institute, a public policy think tank.

“Temporary programs are only necessary because there’s no viable path to a green card,” Bier explains. “Even if they are lucky enough to get an H-1B visa, Indian and Chinese nationals face long backlogs for permanent residency.”

But the programs are under fire. In June of last year, Rep. Paul Gosar (R-Arizona) introduced federal legislation to end STEM OPT and also wrote Trump asking him to close it down via executive order, Bloomberg Law reported. Gosar says the programs hurt job prospects for American STEM workers. Trump also propagated this idea in executive orders such as “Commitment to the American Worker” in July 2018 and “Buy American, Hire American” in April 2017.

Economics professor Paul H. Rubin refers to this argument as “zero sum thinking.” Believing there are a fixed number of U.S. jobs and hiring one person inevitably means an opportunity loss for someone else is “probably the source of most errors in economic understanding, such as a preference for tariffs or immigration restrictions,” Rubin told the authors of the 2017 NFAP report.

“The way the economy actually works,” Bier says, “is that if a new worker enters the economy, they increase the demand for jobs elsewhere in the economy through their spending.”

With regard to STEM in particular, demand for workers is so high that human resources executives are likely to hire both a native and an international applicant if they are qualified, the NFAP report states.

Despite the evidence that international students contribute to a healthy economy, those enrolled in both OPT and STEM OPT have encountered prolonged visa delays that have prevented them from starting and completing summer internships. The situation was distressing enough that leaders at Yale University decided to create a special fall course that would allow its students to complete their internships through Curricular Practical Training (CPT) employment instead of OPT.

Yang Song, an Australian born in...
China and studying computer science at Princeton University, was only able to start his internship with the New York City company Two Sigma because they worked out a special, private agreement. He was finally approved for STEM OPT on June 7, nearly four months after he submitted his application.

When asked why he chose to attend college in America, Song said he wants to work at the intersection of technology and finance, and all the best opportunities are in the U.S. “When you think about Google, Facebook, Amazon, Microsoft — they’re all American. There are a lot more resources here, and the field is more advanced,” he explains. He said he is also drawn to the country’s diversity.

However, his experience of waiting on a delayed work visa has made him more inclined to pursue graduate school after he earns his Bachelor of Science next year, rather than endure the same frustrating process to enter the workforce.

Song’s situation and the latest drama with the STEM OPT program are just the tip of the iceberg when it comes to visa problems affecting STEM students

Targeting Chinese Scholars
In early June, the Chinese Ministry of Education warned anyone interested in studying in the U.S. is likely to encounter visa difficulties because of recent actions by the American government.

In May 2018, the State Department announced it would make it more difficult for Chinese students studying high-technology fields such as robotics and aviation to obtain a valid visa beginning in June that year, according to Texas immigration law firm Berry Appleman & Leiden. The department did not specify how the policy would be implemented but indicated it would likely result in more “administrative processing” denials and lengthy delays.

In early 2018, White House aide Stephen Miller pushed Trump to ban all Chinese citizens from studying in the U.S, the Financial Times reported. At the time, a nonpartisan organization of Chinese American leaders known as the Committee of 100 issued a statement that such a policy would be akin to reinstating the Chinese Exclusion Act of 1882, which prohibited Chinese laborers from entering the U.S. for 10 years. Trump backed down from the idea.

Even those Chinese scientists who have successfully completed their PhDs and obtained H-1B visas face additional government-imposed hurdles once they apply for American jobs, according to Stuart Anderson, executive director of the NFAP and a contributor to Forbes magazine.

The hurdles come in the form of U.S. export control laws, which stipulate that the release of certain technical information to non-American workers should be considered an export to the person’s country of origin.

Thus, when American companies hire a Chinese worker in STEM fields, they have to obtain an export license from the Bureau of Industry and Security in the U.S. Department of Commerce, Anderson wrote in Forbes.

The bureau can prevent the hiring of Chinese workers by either prolonging the processing time for the license so long that companies decide to hire someone else, or by adding restrictions to the license that effectively render these scientists incapable of doing their job.

In the article, Anderson argues that this policy, intended to make the U.S. more competitive with China, is causing the country to go against its own entrepreneurial principles and operate more like China’s communist regime.

Distrust of International STEM Researchers
The Trump administration has also accused international STEM scholars of engaging in espionage and intellectual property theft, stoking a climate of fear on college campuses.

Such fear-mongering has taken
A CLOSER LOOK AT THE CHALLENGES FACING INTERNATIONAL STEM RESEARCHERS:

- In 2015, FBI agents abruptly entered the home of Temple University physicist Xiaoxing Xi, PhD, according to Bloomberg Businessweek. They arrested him at gunpoint in front of his family for purportedly sharing superconductor technology with China. Five months later, the charges were dropped.

- More recently, the FBI and the National Institutes of Health have targeted Chinese researchers seeking a cure for cancer, a field that encourages close cooperation across the globe, as reported by Bloomberg Businessweek. Scientist Xifeng Wu, PhD, a groundbreaking researcher at the University of Texas MD Anderson Cancer Center, longtime U.S. resident, and winner of a top honor for international scientific cooperation, resigned from her position there after suffering intense scrutiny. She now serves as the dean of Zhejiang University’s School of Public Health in Shanghai.

- NPR reports that in March, U.S. intelligence officials advised approximately 70 administrators of the American Council on Education to increase their oversight of Chinese researchers.

- The U.S. Department of Education is currently investigating Georgetown and Texas A&M universities to determine whether they have properly reported financial contributions from foreign institutions, Politico reports. It’s the beginning of a broader campaign by the department to scrutinize monetary aid coming from overseas to American colleges and universities. Such investigations could potentially affect the status of individual STEM scholars on U.S. campuses.

numerous forms, including memos directing American STEM scholars not to participate in foreign talent recruitment programs by certain “sensitive” countries, such as China. Congressional testimony by FBI director Christopher Wray stated that combatting China’s national security threat requires a “whole-of-society response” involving widespread cooperation among the academic and private sectors.

Last June, Massachusetts Institute of Technology (MIT) President L. Rafael Reif sent an email to the university community warning of a “toxic atmosphere of unfounded suspicion and fear” affecting Chinese researchers in particular. MIT has instituted policies to protect breaches of national security.

The vast majority of Chinese researchers are acting in good faith, he added. He went on to say that “faculty members, post-docs, research staff, and students tell me that in their dealing with government agencies they now feel unfairly scrutinized, stigmatized, and on edge — because of their Chinese ethnicity alone.”

Government officials had been racially profiling Chinese scholars even before Trump took office, according to a December 2018 article in the Cardozo Law Review. The number of defendants with Chinese names indicted under the U.S. Economic Espionage Act tripled from 2009 to 2015 to 52 percent. One in five of these individuals was found not guilty, nearly twice the rate of wrongful accusations for non-Chinese defendants, the article says.

Some students refer to the prevalence of racial profiling in STEM as “researching while Asian,” taking a cue from the phrase “driving while Black.” Bier argues that political and educational leaders need to continue to promote cooperative and friendly relationships between international and American STEM researchers, or they will take their talents elsewhere.

In fact, this is already happening. According to a NFAP analysis, the number of Indian students enrolled in American graduate programs in computer science and engineering fell by 21 percent between 2016 and 2017. “We know through data that the declines have been attributed to visa issues and ‘feeling unwelcome’ in the United States,” says Jill Allen Murray, senior director of public policy and legislative strategy for NAFSA: Association of International Educators, referring to an Open Doors report issued this year by the Institute of International Education.

It remains to be seen how the administration’s limitations on Chinese students will affect their participation in STEM innovation in America, much less the U.S. economy. They accounted for one third of all international students in the United States during the 2017-2018 school year, according to data from the Institute of International Education. Major enrollment declines among this group would have a powerful effect on industry, higher education, and the U.S. economy.

To learn more about the effects of declining enrollment among international students — a majority of whom major in STEM disciplines — see NAFSA’s May 2019 report: Losing Talent: An Economic and Foreign Policy Risk America Can’t Ignore.

“My fear is that the Trump administration’s policies toward China will become a self-fulfilling prophecy, with these individuals going back and working for the Chinese state rather than contributing to the U.S. economy,” Bier says. "

Ginger O’Donnell is a senior staff writer for INSIGHT Into Diversity.
You’ll come to the University of Kentucky because you want to see what’s possible. From across our Commonwealth and our nation, from around the world, and from every walk of life, people come here for lots of different reasons.

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And you’ll uncover the wildest notion of all: that you’ve found yourself in a place where everything is achievable and nothing is out of reach.

When your goals are wildly ambitious, in a community that’s wildly strong, and with a commitment that’s wildly powerful, you’ll see what’s wildly possible.
The worsening K-12 teacher shortage crisis in the United States is particularly dire in STEM fields, causing negative consequences in both education and the job market. But some organizations are taking steps to create a pipeline of diverse teachers to help solve the problem.

Above: 100kin10 members tackle unique problems in the STEM teacher pipeline, such as establishing professional learning communities (PLCs) for rural teachers, by dividing into project teams responsible for researching causes and possible solutions to each challenge.
Math and science educators are a close second to special education when it comes to shortages nationwide, according to a 2016 report by the Economic Policy Institute. While more than half of U.S. school districts report difficulties in recruiting and retaining qualified STEM teachers, the situation is exacerbated for schools serving primarily Black and Brown students. More than 90 percent of districts with large African American and Hispanic and Latinx populations report significant struggles with hiring and keeping high-quality STEM teachers, according to The74, an education news site.

Expanding and diversifying the STEM education pipeline would transform outcomes for children from disadvantaged backgrounds. As Talia Milgrom-Elcott, JD, co-founder and executive director of the education nonprofit 100Kin10, recently wrote in Forbes:

“[Underserved] students could cure cancer and dementia, desalinate water and renew our energy resources, and figure out how to predict weather and mitigate natural disasters. They are already sitting in classrooms in America, and whether they become the people who lead those breakthroughs could very well depend on their excellent STEM teachers.”

100Kin10 aims to produce 100,000 highly skilled STEM teachers within 10 years. Launched in 2011, the organization has recruited or trained 68,000 teachers in K-12 classrooms across the U.S. thus far.

The group focuses on bringing together stakeholders from multiple sectors to remedy a challenge that “no one [group] could do on its own,” Milgrom-Elcott says. Its 280 partner organizations include NASA, Google, Baltimore City Schools, the Thurgood Marshall College Fund, and a myriad of universities and university-sponsored programs.

“We really believe [teacher training] is a matter of equity because so much economic growth comes from STEM,” Milgrom-Elcott says. “And if we do this right, it means that kids from all backgrounds will have access to the kind of skills and knowledge that will allow for financially supportive, high-growth jobs.”

A diversity-focused research team at 100Kin10 determined that a major obstacle to becoming a STEM teacher is a lack of communication between the many schools, programs, and researchers striving towards this goal.

Researchers often focus on either STEM teacher recruitment or diversifying the K-12 teacher workforce rather than seeing these issues as interconnected, according to the team’s website. Furthermore, those who have actually published evidence-driven results for diversifying the STEM teacher pipeline fail to share their best practices and strategies. Others who have created successful programs fail to research and disseminate evidence showing why their approach works.

100Kin10’s mission to provide connections aligns with these challenges, Milgrom-Elcott says.

While still in development, the project team’s website offers solutions and program models for diversifying the pipeline beginning in middle and high school. One strategy is “Grow-Your-Own,” a model in which colleges and universities
The VA-NC Alliance Summer Research Program is celebrating its tenth cohort. A summer program alumni survey found that 67% of respondents engaged in additional undergraduate research experiences while 93% confirmed their intent to work in a STEM Field. 

The VA-NC Alliance is supported by a grant from the National Science Foundation.
student learning nor teacher job satisfaction, contributing to the cycle of subpar STEM education and poor teacher retention rates, she says.

But the university saw a way to improve the problem when Wagler received a grant in 2010 from the Robert Noyce Scholarship program, a National Science Foundation fund that supports innovative efforts to grow the STEM teacher pipeline nationwide. The funding enabled UTEP to award $10,000 annual scholarships to junior and senior STEM majors who participated in a two-year program that included teacher preparation workshops, mentoring, and both formal and informal teaching experiences.

The Noyce Scholars program gave students a “low-stakes” opportunity because it allowed them to finish their STEM degrees, leaving open the possibility of pursuing a career outside of teaching. Participants were required to spend a certain amount of time teaching in high-needs schools after graduation. If they decided to leave early, their scholarship funds were simply transferred to repayable loans. The important result was that it placed STEM students in K-12 classrooms, experiencing for themselves what it is like to actually teach, Wagler says.

Such an opportunity can be imperative. Granting pre-service teachers more time in classrooms and learning directly from a master teacher mentor are some of the most effective ways to recruit and retain STEM educators, according to 100kin10’s research.

Wagler recently co-authored a study that looks at the UTEP Noyce Scholars program through a sociocultural lens. The authors give suggestions for how similar programs can support underrepresented preservice teachers, such as language support for those who speak English as a second language. The study also explores how underrepresentation can be an advantage when trying to build an inclusive curriculum and shared identity in K-12 teaching.

UTEP recently received another grant to build upon the program. This time, Wagler says a particular focus will be boosting the prestige of STEM teaching careers. UTEP’s Noyce scholars will work with a local school district to implement new project-based learning curricula that support research-driven approaches to teaching and STEM. “STEM [majors] like to think, to analyze; they want something that’s intellectually challenging,” she says. “By approaching teaching this way, it is all of the above.”

Mariah Bohanon is the associate editor of INSIGHT Into Diversity.
In 1925, Indiana resident Elbert Frank Cox graduated from Cornell University and became the first African American to earn a PhD in mathematics. Nearly a century after his accomplishment, the progress for Black doctorate holders in mathematics has barely changed, with African Americans representing less than 1 percent of overall graduates in 2017, according to the National Science Foundation (NSF).

Edray Goins, PhD, who earned his mathematics doctorate in 1999 at Stanford University, opened up recently in a candid interview with The New York Times about the social isolation and racial microaggressions he has experienced as one of the few African American mathematicians.

Goins, 46, left his post as a professor at Purdue University to become a professor at the smaller, liberal arts-focused Pomona College in Southern California. In his interview, Goins said one colleague told him he was throwing his career away with the move.

INSIGHT Into Diversity caught up with Goins to talk about his career choice and the current climate of diversity in the mathematics field.

What are the origins of your interest in math? Was this a natural choice for you or is it something you learned to like? All throughout high school I was very focused, and the California Institute of Technology (CalTech) was really where I wanted to go to college. My godparents used to drive me by the campus on the weekends, particularly on Sundays after church, to at least let me see the campus and see what it was all about.

I went to CalTech as an undergraduate from 1990 to 1994, really to learn how to be a great scientist. I started as a physics major originally. Then toward the end of my freshman year, I decided to double major in both mathematics and physics. After that, in 1994, I went to Stanford University. ... In the first several weeks of being a college student, I knew that I really liked math and it was something I was going to stay with.

The college mindset was something that I knew from much earlier, I'd say elementary school, and it was certainly a given in my family that I would go to college. It was more of a question from when I was about 6 years old of whether I would get a PhD. By about age 10, I pretty much knew I was going to get a PhD.

Do you feel included in your department at Pomona College? I personally feel very fortunate that I'm part of a department that is really willing to have the very difficult conversations on how to be inclusive. So, when we have our social gatherings and departmental meetings, we very actively discuss [the following questions]: Are we saying little words in the classroom that perhaps turn people off to the subject? Are we being very careful to have resources that are readily available to everyone, such as laptops students rent directly from the math department? Are we making sure that we're not assigning textbooks that cost a lot of money that we know the students aren't going to use? We're very active about discussing how we can be inclusive, and I think that's one of the first things that can happen as a department — to discuss [inclusion] from the bottom up.

But then there's the flip side, which is the top-down administration. It could be from the president to the dean. Are they making sure their departments are being held to the task of being inclusive? From the top down, we have to make sure that the hiring is inclusive, and that women and minorities are being chosen as faculty members.

And do math departments actually have the money to hire? There are a lot of departments that haven't hired in 20 to 30 years, and they still have older individuals who are not used to the modern times and use very old ways of teaching mathematics.

How can math departments build inclusiveness? A lot of math departments are caught up in the stereotype that math is independent of race, creed, color, or gender, ... that [math] is the queen of all sciences because it is completely independent of the background of the person who does it.

That of course is not true. ... For example, the Greeks were very well known for doing mathematics. We have people such as Euclid or Pythagoras. After you go from the Greeks to the very next generation you have the Romans, and the Romans did no mathematics whatsoever. It was a completely different culture that did not even care about mathematics. ... Then of course you
have India and the Middle East.

The point is that mathematics is not independent of someone's background. It is heavily dependent upon someone's background, and until math departments start to accept that concept, then they're not going to be very welcoming of the students that come into it.

I tell my students that I care about who they are as individuals when they come into the classroom. I'm not going to say, 'Here in mathematics we don't want to hear about your background.' No, I really want the opposite. I really do care about the background of a student when they approach mathematics or even when they approach me for doing research in math.

What's the difference between working somewhere where you feel included versus somewhere you don't? It's like being in a very stagnant, dull relationship versus being in one that's vibrant but can also be a little bit disorienting. If you're in a department that doesn't want to have these conversations, then you start to realize that the department is going to die out because students will not want to be math majors. They're not going to want to take even the math classes. They're going to go over to the other areas, to physics, chemistry, biology. And you slowly realize that the math department is almost being considered a joke at the university.

Whereas if you're in a department where [discussions about inclusion] are active questions that people really want to know, it can be a little bit frustrating at times because you want to pat yourself on the back and say the students are doing a great job, the students are very happy, that we have lots of math majors.

But then you eventually have to realize the reason why you're doing a great job is because you are having these hard conversations. So, it can be very disorienting that every six months or so you have to rethink, 'Are you doing the right thing?' Maybe you need to change your teaching style. Maybe you need to try something
Inclusive excellence is our mission.

At Oregon State University, we don't avoid hard conversations, we look forward to them. We're working every day to build a welcoming community for every student and employee who walks through our doors.

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- President Richard Myers

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- Choose Ohio First
- Louis Stokes Alliance for Minority Participation (LSAMP)

**Emerging Ethnic Engineers (E³)**
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**Women in Engineering (WiE)**
- WiE Engineering and Technology Day
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For more information contact

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Inclusive Excellence & Community Engagement
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It’s a fact that underrepresented professionals who work in STEM fields enjoy significant opportunities to engage in new discoveries and innovations on a global scale. INSIGHT Into Diversity created the Inspiring Programs in STEM Award to recognize colleges, universities, and organizations that are doing their part to improve access to STEM fields for students from underrepresented groups through programming.

This award is being presented to institutions whose programs inspire a new generation of young people to consider STEM careers as well as support working professionals in the field. These remarkable initiatives are making a significant difference by providing mentoring, academic and professional support, hands-on activities, research opportunities, and more.
The New York Noyce STEAM Pipeline Program: Preparing Next-Gen Science Teachers
Adelphi University (AU) College of Art and Science and the Ruth S. Ammon School of Education

This five-year, combined bachelor’s and master’s degree program includes financial support, mentoring, custom-designed curricula, and unique internships to ensure graduates are trained to be exceptionally qualified science teachers. Participants, the majority of whom are women and underrepresented individuals, spend at least two years in local high-needs schools where they receive ongoing mentorship and training from AU faculty. The program was launched in 2013, and two-thirds of the program’s graduates have chosen to continue teaching past their mandatory term of service as of the 2018-2019 school year.

Einstein Enrichment Program (EEP)
Albert Einstein College of Medicine

EEP is one of approximately 50 Science and Technology Entry Programs (STEPs) in New York state designed to motivate and prepare underserved middle and high school students for careers in STEM. EEP’s approach is unique in that it offers underserved students in the Bronx college-level learning opportunities and rigorous preparation for higher level healthcare studies. Participants share labs and classrooms with medical students who provide mentorship both in and out of the classroom. Among EEP’s requirements is a ninth-grade foundations course to equip students with the skills and mindset to succeed. During the course, students must complete a college-level research paper and give oral and poster presentations at student conferences.

Diversity in Medicine Program
Associated Medical Schools of New York (AMSNY)

AMSNY includes 17 schools that partner to diversify the medical workforce. For 34 years, the association has accomplished this mission through programs that improve access to and success in medical education for more than 7,000 students. Its collaborations include special post-baccalaureate/master’s programs that offer academic support, mentoring, and special pre-med training. Most importantly, participants who finish the program are guaranteed acceptance into a participating medical school upon graduation. Since its inception in 1991, more than 500 students who would not otherwise have entered medical school have successfully matriculated through these programs.

Master of Science in Global Health
The Heller School for Social Policy and Management Program
Brandeis University

The Heller School promotes a greater understanding of global contemporary issues in bioethics and provides relevant teaching and learning training through its Master of Science in Global Health program. Graduate students and faculty take a course on multicultural pedagogy, and another required course is “Intersectionality and Bioethics.” The school also partners with the local community and schools to address college recruitment barriers, assess levels of toxic stress in diverse youth, and analyze de-biasing strategies.

Femineer Program
College of Engineering
California State Polytechnic University, Pomona

The Femineer program started with one local high school in 2013 and has expanded to affiliate universities across the United States as well as 84 K-12 schools. The three-year program allows teenage girls to learn about advanced robotics, wearable engineering, and other engineering skills to prepare them for success as STEM majors. More than 1,500 students participated in Femineer in the 2018-2019 academic year.
At West Virginia University, we’re renewing our commitment to diversity, equity and inclusion with a campaign to prompt honest conversations, broaden perspectives and shatter barriers.

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diversity.wvu.edu.
Congratulations to Cal Poly Pomona College of Engineering’s Femineer® Program

Across the nation in six states, 100+ schools participate in the Femineer® Program, and 2000+ K-12 female students are engaged in project-based learning. Our national program provides K-12 female students with project-based learning opportunities to equip them with the technical knowledge and practical skills necessary to become confident and strong in their future education and careers.

1200+ femineers and their teachers attended the 2019 Femineer® Summits! The summit invites femineers to showcase their projects at Cal Poly Pomona and to learn about the college and university.

From left to right (front row): Nicole Gutzke, outreach programs liaison and Women in Engineering program coordinator; Dr. Mariappan Jawaharlal, professor and Femineer® co-founder; Dr. Kristina Rigden, director of outreach programs and Women in Engineering

From left to right (back row): Kelly Garcia, Femineer® master teacher; Jasilinne Garcia, student; Maisie Drew Ferrer, student; Ivan Camacho, student; Angelica Gunderson, Femineer® master teacher

Game On!
Central Washington University (CWU)
In partnership with the Real Madrid Foundation and Microsoft, Game On! teaches economically disadvantaged adolescents about the world of computer science while instilling the core values of teamwork and respect through soccer. Partner teachers are trained to use the program’s unique curriculum to teach coding through game-like activities that “re-engage” students into academics while allowing them ample soccer practice and play time during and after school sessions. Participants also travel to CWU for campus visits and meet with underrepresented students and faculty. Game On! has been successful in bridging the STEM gender gap as well, growing female representation in the program from 32 percent in 2016-2017 to 49 percent this past school year.

STEM Success Initiative (SSI)
The College of Wooster
The College of Wooster awards roughly 35 percent of its approximate 500 Bachelor of Arts degrees to students in STEM disciplines. Underrepresented students in STEM are given strong support in introductory courses through an internal grant. SSI came about when a professor noticed students lost motivation in STEM after taking introductory classes. The program uses its STEM Scholar Zone to create a place where students, faculty, and staff can discuss and employ best practices for approaching STEM. It also includes support from a Zone Intern, who offers peer mentoring.
STE(A)MTruck Community Guilds

STE(A)MTrucks are mobile makerspaces that visit schools, YMCAs, and after-school programs across Atlanta to “pull kids, and their teachers, out of their comfort zones” when it comes to STEAM learning. Hands-on projects and a unique curriculum show students their potential, while Community Guilds’ fleet of STE(A)MTrucks empower teachers to continue these lessons after they drive away. The program focuses on engaging girls and children in historically marginalized schools in Atlanta.

Science Leaders Connecticut College

With a membership that is 71 percent female and 80 percent students of color, the Science Leaders program at this small liberal arts college stands out for its emphasis on leveling the STEM playing field. Participants receive intensive peer and faculty mentoring, assistance in applying to graduate school, research experience, and more. A unique aspect of the program is its focus on peer support, starting with a first-year seminar, field trip, and research project to strengthen cohort bonding. After 12 years in operation, the Science Leaders program has achieved a six-year graduation rate of 97 percent.

Focus on Health Professions

Health Sciences Multicultural and Community Affairs Office (HS-MACA)

Creighton University

HS-MACA is the foundation for a variety of pipeline programs serving students from fourth grade to professional school. With the aim of introducing disadvantaged young people to health science education and prepare them as competitive applicants, HS-MACA’s programs offer mentoring, opportunities to participate in real health disparities research, and more. The office’s unique

Kentucky College of Optometry

At KYCO, faculty, staff and administration embrace the expanded scope of optometric practice in Kentucky with unique clinical experiences and a challenging curriculum.

Kentucky College of Osteopathic Medicine

KYCOM's dedicated and knowledgeable faculty and staff provide students with a supportive environment to learn patient-centered osteopathic medical care while utilizing advanced technology.
efforts include the Sudanese Student Learning Initiative, Summer Research Institute, and the Summer Biomedical Health Disparities Research Training Program. In addition, Creighton’s longtime post-baccalaureate and pre-matriculation programs have helped approximately 360 underrepresented graduates achieve their dreams of becoming practicing physicians and dentists.

Clear Path and ESportsU Foundations
College of Arts and Science
College of Business and Management
East Stroudsburg University of Pennsylvania (ESU)

Clear Path encourages disadvantaged and underserved community college students to pursue four-year STEM degrees by providing advisement and early interventions, scholarships, and numerous high-impact practices such as cohort activities and success seminars. These services are offered for STEM students at two-year colleges and continue through their transfer to ESU until graduation. Innovative faculty research on the program enables better understanding of best practices for transfer student achievement. Encouraged by this success, ESU recently launched the ESportsU project to target the severely underserved population of foster care youth. Through culturally relevant learning experiences, ESU hopes to channel a passion for STEM for this population starting at a young age.

Bridge to Clinical Medicine Program
Florida State University College of Medicine

This program helps to increase the number of doctors who come from medically underrepresented communities. Those working toward a Master of Science in Biomedical Sciences can major in “Bridge to Clinical Medicine,” which prepares them for medical school through a 12-month curriculum that includes a community-based research project and coursework in medical ethics and biostatistics, among other skill-building opportunities. Many of the participants have experienced healthcare disparities themselves and want to eventually practice medicine in their hometowns.

STEMGROW
El Paso Community College (EPCC)

EPCC and the University of Texas at El Paso (UTEP) work in partnership to inspire and prepare underrepresented community college students to earn four-year degrees in STEM fields. Under STEMGROW, EPCC students take introductory courses with an emphasis on STEM, receive tutoring and career advising, and participate in unique research and field trip opportunities to ensure they are ready for university-level studies. Environmental science students benefit from summer research internships at UTEP labs and are required to present on their research at local and national conferences.

Institute for Interdisciplinary STEM Education (I2STEMe)
Georgia Southern University College of Education

I2STEMe is a community outreach center that offers interdisciplinary K-20 STEM programming for socioeconomically disadvantaged and culturally diverse individuals living in rural areas. One of the center’s efforts is the Statesboro Campus’ annual STEMFest, where thousands of families participate in free, hands-on STEM activities. The center also offers a “Science To-Go” cargo trailer that brings interactive science education to local festivals, conferences, and schools. I2STEMe School Outreach provides unique science and social studies curricula to K-12 classrooms.

Members of East Stroudsburg University’s Clear Path program take their studies outside of the classroom at the DaVinci Science Center in Allentown, Pennsylvania. Pictured here, Clear Path Scholar and mathematics major Erica Ward and one of her guests enjoy an exhibit.

Dr. Anthony Speights, left, director of the Bridge to Clinical Medicine Master’s Program at the Florida State University College of Medicine, examines a patient along with 2019 alumna Dr. Martine Sainvilus.

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Clockwise from top: Community Guilds WE JUMP for STE(A)M Truck; Albert Einstein College of Medicine Einstein Enrichment Program students participate in Noelle Birthing Simulation with Dr. Meleen Chuang, director of resident gynecological simulation; over 600 attendees at the annual Femineer Summit held on the Cal Poly Pomona Campus on May 15, 2019; Greenwich Academy attendees at a recent GAINS Network Conference; 2019 Charles Drew Science Scholars at Michigan State University
Committed to Evolving the Face of STEM

At Stevens Institute of Technology, our growing roster of female leaders, research experts and mentors inspire young women to dream big and succeed in STEM careers. Whether discovering the next cancer treatment breakthrough or building resilient cities prepared for climate change, Stevens women are defining innovation.

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Girls Advancing in STEM (GAINS)
Greenwich Academy
The GAINS Network allows high school girls across the country to form a virtual community centered around their interest in STEM. They participate in GAINS clubs on their individual school campuses and then connect online to share content, interact with other clubs, and meet STEM role models. At the annual GAINS Conference, 120 girls from across the country gather at a prominent research university to further develop STEM skills. A quarter of these spots are reserved for young women who will be first-generation college students or come from underserved backgrounds.

Pathways into Dentistry
Harvard University School of Dental Medicine
This pipeline program, launched in 2017, exposes K-12 children of color living in the greater Boston area to the field of oral health. Since its inception, hundreds of youth from area schools have come to Harvard’s campus to engage in hands-on activities related to dentistry and dental health disparities. In 2019, Pathways to Dentistry will launch its first dental school application preparatory course, a 10-week program for racially underrepresented and low-income college students who are preparing to apply to dental schools. Representatives of the Pathways into Dentistry program also make recruitment visits to historically Black colleges and universities.

Pathways in Technology Early College High School (P-TECH)
IBM
P-TECH allows young people from underserved backgrounds to earn both a high school diploma and a no-cost associate degree in a STEM field within six years. Since P-TECH’s inception in 2011, the program’s network has been established in more than 110 schools in the United States, Australia, Morocco, Taiwan, and South Korea. Each student is paired with a professional mentor, participates in workplace learning, and is eligible for paid internships with an industry partner.

Charles Drew Science Scholars
Michigan State University College of Natural Science
Established in 1979, the Charles Drew Science Scholars program seeks to promote the academic success of young people who are traditionally underrepresented in the fields of natural science and mathematics. Scholarship awardees receive support in academic achievement, career exploration, and community engagement and service. In addition to sharing a residential learning community, they meet with academic and career advisers as well as peer mentors, and they also take a seminar course to ease their transition from high school to college.

Center for Advanced Automotive Technology (CAAT)
Macomb Community College Engineering and Advanced Technology
CAAT offers free in-classroom STEM labs to middle school students in Warren, Michigan. These labs allow students to design, build, and test a catapult, a balloon-powered car, a rubber band racer, and a lunar buggy. The hands-on learning experiences demonstrate the opportunities available in engineering and technology and inspire young people to take high school STEM classes, pursue a technical career, or both. Over the past four school years, CAAT has implemented the labs in more than 500 classrooms with nearly 14,500 students.

STEM-Mia Program
Miami Dade College - Eduardo J. Padrón Campus School of Engineering and Technology
STEM-Mia, which means “my STEM” in Spanish, each year provides 15 low-income, underrepresented students at
WORLD-CHANGING STEM EDUCATION. FOR EVERYONE.

The College of Engineering at North Carolina State University is a global leader in engineering and computer science teaching, research and extension and is dedicated to increasing participation in the field to members of underrepresented groups. Our faculty members and students are addressing the grand challenges that face our state, nation and world in the 21st century.

Our College has been recognized by the American Society for Engineering Education through the inaugural Diversity Recognition Program for our efforts to create a diverse and inclusive environment.

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- 11th in number of Tenure / Tenure Track women faculty members*

Cal State LA is one of 23 campuses in the California State University system. The university is a federally recognized Hispanic-serving and Asian-American, Native American, and Pacific Islander-serving institution in the heart of Los Angeles. We offer nationally recognized programs in science, the arts, business, criminal justice, engineering, nursing, education, and the humanities.

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the two-year Hispanic-Serving Institution the opportunity to earn an associate of arts degree in a STEM field. The program includes a scholarship, a customized curriculum, and extensive academic and professional support. Participants take “STEMinars” led by faculty mentors who discuss how they overcame different academic challenges as well as how they gradually developed a “STEM identity.” Students also receive extensive assistance in transferring to upper-division baccalaureate programs at four-year colleges and universities.

Cloud101 High School Summer Bootcamp
Miami Dade College - Eduardo J. Padrón Campus School of Engineering and Technology
Cloud101 is part of the Miami Dade College’s Enterprise Cloud Computing Initiative and is designed to meet the growing global and local demand for certified cloud computing technicians. The annual two-week summer bootcamp introduces cloud computing to Miami Dade County high school juniors and seniors who come from underrepresented groups. After completing the bootcamp, participants are able to enroll in courses toward the college’s Enterprise Cloud Computing certificate and eventually earn an associate degree in science.

Jill Barrett Biology Research Program
Mills College
The Jill Barrett Biology Research Program works to increase the representation, participation, and leadership of women in the biological sciences. It offers scholarships to Mills undergraduates, allowing them to conduct a 10-week summer research project under the tutelage of a faculty member in the college’s biology department. Scholars can explore a variety of interests, from animal behavior to microbiology. They deepen their knowledge of biology through weekly meetings in which they discuss their research findings with faculty and peers.
Morehouse School of Medicine Tuskegee Academy CONNECT Mentoring Program
Morehouse School of Medicine (MSM)
MSM collaborated with TAG Academy, an Atlanta K-5 public school, to form CONNECT. The mentoring program helps students in economically depressed communities. MSM’s Office of Educational Outreach and Health Careers has nearly 100 students mentoring 200 TAG mentees. The partnership includes six weeks of health training to mobilize teachers, an eight-week workshop with parents that provides social support, a Safe Routes to School program, financial literacy education based on STEAM-disciplines, and a STEAM lab for students.

ExploreSTEM
Mount Royal University
ExploreSTEM is an interactive conference for ninth grade girls to explore the possibilities in science, technology, engineering, and math. In collaboration with Southern Alberta Institute of Technology, the University of Calgary, and corporations, Mount Royal University inspires girls through hands-on workshops where they work with multimedia, java programming, robotics, geomatics, graphic design, and more. The past 19 conferences influenced over 9,000 girls. In 2018, more than 75 percent of participants expressed an interest in a STEM career.

Office of Diversity, Outreach, and Inclusion (DOI)
The Ohio State University College of Engineering
DOI’s initiatives are designed to increase the number of women and underrepresented minorities in engineering. The office created a campaign that connects personally through email with parents and students. In addition, DOI redesigned programs to address issues for underrepresented individuals, including the Women in Engineering Café, the Minority Engineering Program (MEP), peer and professional mentoring for first year students, and a MEP bridge program. In addition, the Café offers a student group for women who commute to campus.

African American and Hispanic Male Undergraduate Summer Research Initiative
Philadelphia College of Osteopathic Medicine (PCOM)
This summer marks the first year of the African American and Hispanic male undergraduate research initiative at PCOM. The program operates through the school’s Office of Diversity and Community Relations and the Research and Science department and offers opportunities for African American and Hispanic male undergraduate science and psychology majors at Cabrini University, an emerging Hispanic serving school, the opportunity to participate in research. The initiative includes an eight-week course where students form a research team with staff and PCOM medical students.
Clockwise from top: A Vet Up! College student learns about dairy cattle health at the Purdue University College of Veterinary Medicine; Central Washington University Game On! girls attending TECHNOLOchicas at Microsoft. The 22 middle-schoolers received mentoring from STEM professionals from Microsoft, Google, and NASA; SUNY Geneseo has the only Pelletron particle accelerator in Western New York, offering unparalleled research opportunities for GROWSTEM physics majors. Left to right: GROWSTEM Co-founder Dr. Anne Pellerin, Student Club members Laura Kowalski and Jovahn Roumell, and Physics and Astronomy Department Chair Dr. Charles Freeman. Jordan McDonald, a high school student; in the Touro College of Osteopathic Medicine MedAchieve afterschool program, with his mentor of two years, Kowshik Sen. McDonald credits MedAchieve for motivating him to pursue a career as a neurosurgeon. He graduated high school an “A” student and now attends St. Bonaventure University in upstate N.Y., where he is entering his junior year. He was accepted into a combined-degree program that grants talented high school seniors provisional acceptance into medical school upon entry; The 2019 University of Georgia LSAMP Summer Bridge cohort at the Civil and Human Rights Museum field trip.
At Indiana University, we have seen firsthand how a deep commitment to diversity and inclusion not only betters our institution, but more importantly, makes a transformative impact on the students, faculty, and staff that call our campuses home. This is why we are honored to be in good company among the universities recognized as HEED Award recipients by INSIGHT Into Diversity magazine. It is encouraging to see that so many other institutions recognize the value of diversity and inclusion in higher education. When one of us helps make the world a more diverse and welcoming place, we all benefit.

Every day, individuals throughout the IU Bloomington campus are on the front line of this work, developing one-on-one relationships with members of our community to ensure that they have the resources to succeed.

IU Bloomington’s cultural centers, which are supported by the Office of the Vice President for Diversity, Equity, and Multicultural Affairs, play a critical role in this work. Two of these centers—the Asian Culture Center and the Latino Cultural Center, commonly known as La Casa—celebrate anniversaries this year, marking decades of dedication to the work that helps bring our institutional commitment to diversity and inclusion to fruition.

First and foremost, centers like the Asian Culture Center and La Casa play the critical role of supporting the communities for which they are home. Since its founding in 1973, for example, La Casa has lived up to its namesake, acting as a home away from home for IU Bloomington’s Latino community. Whether they are facing financial troubles or grappling with our difficult political climate, students can feel confident that La Casa will do everything it can to remove any obstacle to their education. The same is true of the Asian Culture Center, which celebrates 20 years of excellence this fall. By providing a home for a fast-growing community on our campus, the Asian Culture Center ensures that Asian and Asian American students are able to find a space to support their success at Indiana University.

As they carry out this work, La Casa and the Asian Culture Center are not only supporting students of one particular heritage, but rather their programming brings a celebration of history and culture to our community that engages people of all backgrounds. In this regard, the work done by centers like La Casa and the Asian Culture Center is critical to building cross-campus relationships and ensuring that historically underserved communities are properly recognized at IU.

La Casa and the Asian Culture Center are but two of the many programs Indiana University has implemented in its commitment to diversity and inclusion. In doing this work, these centers carry out the true spirit of this commitment—helping individuals from all backgrounds succeed and find a home at Indiana University. While we are honored that their work has been recognized by this award, we know that the true reward of this commitment is student, faculty, and staff success.
Vet Up! National HCOP Academy for Veterinary Medicine
Purdue University College of Veterinary Medicine

Vet Up! National Health Careers Opportunity Program (HCOP) Academy for Veterinary Medicine offers diversity programs developed by Purdue University College of Veterinary Medicine. The programs address the national shortage of veterinarians in public health and rural and food animal practice as well as the disparities with underrepresented individuals in the industry. VetUp! Champions is a 12-month online curriculum for over two dozen high schoolers. Vet Up! College is a six-week residential summer program that prepares students for a veterinary degree, while Vet Up! DVM Scholars is a post-matriculation program that helps five students during school, after graduation, and into employment.

Say STEM Camp
The Tapia Center at Rice University

Say STEM Camp is a summer program that offers weeklong camps to empower underrepresented middle school and high school students in STEM curricula. The program was introduced by Rice University’s Tapia Center for Excellence and Equity. Campers work on how to effectively communicate STEM phenomena. Students work with international participants from all over the world. Educators can also participate and learn how to introduce innovative and collaborative projects in their classrooms. The STEM camp also offers a special dual-language camp where participants can learn and work using English and Spanish.

Department of Biology
Sacred Heart University (SHU)
College of Arts and Sciences

In partnership with the National Science Foundation, SHU’s biology department earned a grant to help fund the Coastal and Marine, Molecular, and Neuroscience scholarship program. The scholarship prepares 14 low-income students over a course of four years for careers in areas of national need within the biology field. The school’s objective is to retain 12 of the 14 scholars. The grant includes $500,000 for direct scholarship payments.

Women in Non-Traditional Occupations (WINTO)
St. Philip's College

Ten years ago, St. Philip’s College introduced the first WINTO conference, and now the event hosts 200 to 300 participants annually. The program is designed to support high school girls interested in careers such as plumbing, HVAC, aircraft technician, advanced manufacturing, and more. Through WINTO, young women can engage in services and activities that can help them overcome obstacles in the male-dominated industries and feel empowered by expanding their horizons into the technical education fields.

GROW STEM
The State University of New York (SUNY)
at Geneseo

Geneseo Reaching Out to Women and Underrepresented Groups in STEM obtained a grant from the Consortium on High Achievement and Success to create a tiered mentoring program in physics and chemistry. GROW STEM’s goal is to educate Geneseo students, faculty, and staff on the

A chemistry student works in one of the recently renovated labs at Sacred Heart University.

50 percent of the current online program. The school also offers pipeline initiatives such as the annual “Hour of Code” with local students after school, conferences that promote diversity, and in-service teacher courses that help them earn credentials in computer science. SNHU also helped pioneer the first all-female National Cyber League.
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challenges women and underrepresented groups face in the field. The program hosts various events and networking activities that tackle unconscious bias, imposter syndrome, work-life balance, and career planning. Faculty members work with junior and senior students, who in turn mentor first- and second-year peers.

The STEM Scholar Program
Texas Christian University (TCU)
In 2018, TCU introduced the STEM Scholar Program, a four-year scholarship developed for underrepresented students. Individuals from 16 north Texas counties are eligible. Through the scholarship, TCU hopes to increase the number of underrepresented students in STEM, diversify the campus, and provide academic support. To ensure the scholars’ success and acclimation to the school, TCU offers a four-week summer enrichment program that includes an introductory science course, daily personal leadership, and professional development workshops.

The MedAchieve (Mini Medical School) Program
Touro College of Osteopathic Medicine
MedAchieve is an after-school medical science enrichment program for Harlem high school students who are underrepresented in the health profession. Each participant partners with a medical school student with the goal of understanding basic sciences through the two-year program. The first-year program is called MedStart and concentrates on foundations of medicine; the second-year program, MedExcel, focuses on how the body responds to stress, injury, and disease. They are each followed up with an end-of-year research program.

The SUCCESS-LEADERS Program
Union College, N.Y.
SUCCESS-LEADERS stands for Stimulating Undergraduates: Creating Contributors in Engineering and Science for Society — Leading Educational and Academic Directions to enhance Retention in STEM. The program is a capacity-building initiative designed to increase the number of women in STEM disciplines. It supports 10 students through team-based mentoring. SUCCESS Scholars attend weekly cohort luncheon meetings, participate in research “lab crawls,” tour local industry workplaces, take part in workshops, and more.

STEM Scholars Academy
University of Arkansas at Pine Bluff
The Scholar Academy is a five- to six-week summer course that helps prepare first year STEM majors for collegiate life and for the rigor of STEM curricula. They take part in team-building activities, networking, and student study groups. Participating students receive a stipend by maintaining at least a 3.0 GPA. They also attend weekly STEM meetings with guest speakers from the workforce. Students must apply for five or more internships and complete at least two, or conduct and finish other research, before graduation. They must also participate in community service projects.

AvenueE
University of California, Davis
AvenueE was launched in 2016 to increase participation in STEM careers among women, underrepresented, and first-generation students. The program provides resources to help with the transition from community college to a four-year institution and to facilitate connections among cohort members. AvenueE works with four community college districts to pursue strategic recruiting priorities. A student-centric model provides wraparound student support services and professional learning communities for faculty. Of the 30 students in the 2018-2019 cohort, 60 percent are
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first-generation students, 60 percent are low-income, and 20 percent are women.

**Office of Inclusive Excellence & Community Engagement (IECE) University of Cincinnati**

Several support services within IECE specifically enhance academic preparedness for underrepresented students entering STEM fields at the university. The Dr. Edward N. Prather Summer Bridge Program is a seven-week residential program that focuses on developing skills in math, physics, chemistry, biology, English, and college readiness. Program participants see their grade point averages increase by 0.20 points compared with the averages of their peer cohort. The university also offers scholarships and success coaching for STEM students, while the Society of Multicultural Engineering Students (SMES) ensures underrepresented students can build their own community in the college. In collaboration with SMES and student volunteers, IECE engages Cincinnati youth and families and STEM activities to establish partnerships and pathways with local schools.

**Health Sciences Summer Camp University of Delaware**

The six-day residential camp welcomes 10th, 11th, and 12th graders from underrepresented, low-income, and first-generation backgrounds to immerse themselves in research labs, simulation labs, and clinics. Each year, 36 participants out of more than 125 applicants are chosen to attend the free camp, where they have an opportunity to meet health science professionals. The camp focuses on a variety of health science studies including nutrition, behavior, biotechnology, exercise, nursing, communications, and disorders. Many participants go on to do research internships and enroll in the University of Delaware, where they can earn a $500 scholarship their freshman year if they attend the College of Health Sciences.

**Peach State LSAMP Building Bridges Summer Institute University of Georgia**

The Louis Stokes Alliance for Minority Participation (LSAMP) institute is a three-week residential program that assists with the transition from high school to college for incoming first year students from underrepresented backgrounds majoring in STEM disciplines. The ultimate goal is to diversify the STEM workforce and increase the number of underrepresented students who complete undergraduate and graduate degrees. During the intensive program, students engage in a variety of professional development workshops, team building exercises, laboratory visits, field trips, research training, and academic classes in calculus, biology, chemistry, and writing.

**Next Generation of Energy Entrepreneurial Managers Summer Program University of Houston, Office of the Provost**

A paid internship format in the “Next Gen” program provides 20 STEM and business majors — 10 from the University of Houston and 10 from Texas Southern University — with the opportunity to spend six weeks in the summer learning about energy sector careers. Participants work in interdisciplinary teams on innovation and entrepreneurship projects using patented technologies. They also have the opportunity to tour energy companies and startups in the Houston area. Mentors from the energy sector volunteer their time to advise students on professional opportunities and goals. With the help of career services staff from both universities, students leave the program ready to find a job or internship.

**Base Pair University of Mississippi Medical Center (UMMC)**

The 25-year-old collaboration between UMMC and area high schools provides individual mentorship to promote interest in health science professions, enhance teacher professionalism,
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and implement science curriculum reform. The key element of Base Pair is a biomedical research mentorship program, which pairs UMMC faculty with predominantly Black high school students and educators. The program’s mentorship component has trained 199 students since its founding in 1992. Students in the program have achieved a 99 percent college admission rate. Two other programs are also part of Base Pair: the Rural Biomedical Initiative (RBI) and Student-Oriented Academic Research (SOAR).

Pipeline Programs for Underrepresented Minorities (URMs) University of Texas Southwestern (UTSW)
The UTSW Pipeline Program has two parts: a future doctors pipeline program and a health professionals recruitment exposure program. In the future doctors program, medical students connect with elementary-age children and their guardians at schools with large URM populations. In the past four years, medical students have engaged with more than 5,000 students at 35 schools. In the health professionals program, nearly 180 high school students — mostly from underrepresented backgrounds — participate in a five-week program on the UTSW campus, where they attend science, medical, and health and wellness workshops.

STEM-H Center for Outreach, Research & Education University of New Mexico (UNM) Health Sciences Center
The UNM STEM-H Center provides regional competitions, professional development training, and online resources for thousands of students and educators each year. Thanks to targeted recruitment, more than half of the Center’s participants are female, an important milestone in an area where girls and underrepresented racial groups are underprepared in STEM education when they graduate from high school. In addition to a free library for the community, the Center offers professional development training aimed at improving student research programs.

STEM Robotics Summer Camps
University of South Florida St. Petersburg (USFSP)
The second annual College of Education USFSP robotics camp exposed 96 fifth through eighth grade students to learning, application, and career opportunities in STEM fields. An all-girls session of the camp enrolled 20 participants. Students in the camp worked on 3-D printing, electrical engineering, and robot design and coding challenges. Community partnerships allowed six students to attend the camp who couldn’t have otherwise afforded it. Altogether, the camp served underrepresented and underserved students from four surrounding counties in order to pique their interest in STEM education and careers.

Virginia-North Carolina Alliance Summer Research Program
University of Virginia (UVA)
The VA-NC Alliance has seen significant progress in the enrollment and matriculation of underrepresented students in STEM fields over the 11 years since its founding. From 2007 to 2018, the number of degrees earned in STEM fields increased by 332 percent at participating schools, while enrollment increased by 255 percent. The VA-NC Alliance’s signature program is the Annual Summer Research Program at UVA. Researchers from partner schools match with UVA faculty for an eight-week program where they devote at least 40 hours a week to an internship and are required to participate in professional development activities. They also go on STEM-related field trips and take part in social activities. Ninety-three percent of Alliance graduates say they plan to work in a STEM field.
Named one of the most diverse universities in the nation by the Wall Street Journal, CSUN delivers award-winning undergraduate and graduate programs to nearly 40,000 students annually. A social elevator and national leader in granting bachelor's degrees to Latino students and enrolling deaf and hard-of-hearing students, CSUN has developed many programs to positively impact students' lives. Established in 2014 by a $40 million grant from the National Institutes of Health, CSUN's BUILD PODER is one of the largest biomedical research training programs in Los Angeles. Under the auspices of the NIH Diversity Program Consortium, BUILD PODER is one of ten NIH-funded BUILD sites that train undergraduates to become biomedical researchers. CSUN is where individuals rise — and through them, we all do.

CSUN.EDU/RISE
Clockwise from top: SUCCESS Scholars Mia Villeneuve '22 and Jackson Selent '22 engage in hands-on summer research using sophisticated instrumentation in the Ion-Beam Analysis Lab alongside their Faculty Cohort Mentors, Dr. Rebecca Cortez and Dr. Ronald Bucinell of the Mechanical Engineering Department at Union College; UDel Campers experience virtual reality in a biomechanics simulation laboratory; Students have fun with an experiment at the University of South Florida St. Petersburg STEM Robotics Summer Camp; UT Southwestern Medical School student assisting a high school student with a cow eye dissection during HPREP Medical Day; The College of Wooster's STEM Success Initiative’s annual STEM Bash, Fall 2018.
SHARE IT

ShareIT is a University of Cincinnati program driven by strong partnerships between IT@UC, The College of Education, Criminal Justice and Human Services, the College of Business and the Greater Cincinnati STEM Collaborative.

The 11-Week Program covers:
- Full-stack IT Development
- System administration
- Cybersecurity
- Robotics
- App Development
- Game Design
- Multimedia
- Leadership Skills

MARY
Mary attended ShareIT for three years. She was attracted to video producing and intern in Washington D.C. as part of the PBS News Hour. Mary is now an e-Media major at the University of Cincinnati.

ROBOTICS
Students in ShareIT learn about many different areas across IT and STEM. Robotics week is always a highlight for the students to be able to program and build a working robot.

MARRIO
Marrio was part of the first class of ShareIT and experienced in a variety of IT topics. As a student worker, he helped develop an augmented reality app for the University of Cincinnati and is a Business Analytics major.

FOR MORE INFORMATION VISIT
uc.edu/shareIT
Neuroscience Department
Vanderbilt University College of Arts and Science
A research requirement in the neuroscience department means each student must complete two semesters of research in a lab of their choice for credit. Because of the large number of students in the department, labs must be ready to accept participants from a variety of experience levels. The effect of requiring all majors to participate in this program levels the playing field for those who might otherwise face prejudices against a career in STEM, specifically for women and other underrepresented students. The initiative adds to diversity of thought and experience in the STEM fields, in turn creating a community that is open and encouraging.

Students in WSSU’s Master of Science in Occupational Therapy program participate in a team exercise. The Early Assurance Program has helped to increase the diversity of the occupational therapy and physical therapy programs at WSSU.

Early Assurance Program
Winston-Salem State University (WSSU)
School of Health Sciences
Before the Early Assurance Program was initiated in 2015, deserving undergraduate students from WSSU, a historically Black college and university, were not always admitted into two of the university’s signature graduate programs — Master of Science in Occupational Therapy and Doctor of Physical Therapy — because “of the rigor of coursework and the number of applicants.” Through Early Assurance, qualifying WSSU undergraduates can apply for guaranteed admission to one of the graduate programs. This effort has helped increase diversity in both programs. Since 2016, the number of Black students entering the occupational therapy program has increased from three to 16, with nearly half completing their undergraduate degrees at WSSU. The physical therapy department has accepted four students through Early Assurance since the program’s founding.

Kendall Burdick (left) and Dr. Joseph J. Schlesinger in the Operating Room. Burdick and Schlesinger have worked together since 2016 on alarm fatigue and multisensory alarms and have published five peer-reviewed articles. Burdick was encouraged by the Neuroscience department at Vanderbilt University to engage in research early in her undergraduate studies, which resulted in her first publication as a junior in college.

North Carolina Mathematics and Science Educational Network (NC-MSEN)
Winston-Salem State University
NC-MSEN aims to increase the pool of North Carolina high school graduates prepared to pursue careers in STEM after attending WSSU. The pre-college program recruits local Forsyth County elementary, middle, and high school students to set their sights on STEM careers. NC-MSEN targets students from underrepresented populations who have not been prepared to pursue higher level mathematics and science-based courses. Launched in 2004, the NC-MSEN offers STEM enrichment programs year-round, such as a semester-long academy focused on literacy for underserved fourth and fifth graders as well as a pre-college program for underserved sixth through 12th graders. Roughly 250 students take part in NC-MSEN each year. The program provides scholarships ranging from $500 to $3,500 to participants who are graduating seniors.

Year Up
Year Up is a nonprofit workforce development organization that provides technical and professional training to underserved young adults focused on moving into corporate careers and postsecondary education. The one-year program recruits diverse, low-income, highly motivated individuals for training in skills employers seek, be it in information technology, finance, software development, communications, or other fields. Year Up partners with corporations to understand their business challenges and meet their needs. The organization also provides employers with interns who can serve as trainees that come with experience and are a low-risk opportunity for businesses.
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Candidates must hold a PhD or have a definite plan for completion of dissertation prior to the date of employment. We seek candidates with strong research and teaching skills. Candidates for Professor and Associate Professor must qualify for tenure at the Freeman School. Women and minorities are encouraged to apply. Ultimate recruitment for these positions are subject to final budgetary approval by the University.

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Applicants must have credentials and experience commensurate with appointments at these rank levels. A primary consideration for these positions is teaching excellence. Ultimate recruitment for these positions are subject to final budgetary approval by the University. Women and minorities are encouraged to apply.

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PCOM INSTITUTIONAL DIVERSITY STATEMENT
PCOM recognizes the need for recruiting minority students as we dedicate efforts to close the health disparity gap. The PCOM community cultivates an environment of inquiry, inclusiveness and respect; one that promotes discovery and celebration of our differences, and fosters an appreciation of the rich social fabric that binds us together.
At Texas Christian University, we believe in the old saying that knowledge is power. We also believe that knowledge is most powerful when it’s applied to help others. Horned Frogs harness their passions in the STEM fields to help address some of the world’s most pressing challenges, resulting in research and discoveries that impact the greater good.

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