COMBATING CLIMATE CHANGE

As global warming increasingly impacts underserved communities, advocates amplify efforts to diversify climate science

ALSO IN THIS ISSUE

Virginia Colleges Begin Slavery Restitution Initiatives

The 2021 INSIGHT Into Diversity Inspiring Programs in STEM Award Winners
Students from HBCUs influence groundbreaking research projects as they gain hands-on experience through the Summer Engineering Research Academy (SERA) at Missouri University of Science and Technology. For eight weeks, the students work alongside our faculty experts in fields ranging from advanced materials for hypersonic flight to additive manufacturing for new products, solutions to groundwater contamination, and innovations in steel manufacturing.

Want to learn more?
Contact the Missouri S&T College of Engineering and Computing at cec@mst.edu, and visit cec.mst.edu for more information about the college’s academic programs.
Students from HBCUs influence groundbreaking research projects as they gain hands-on experience through the Summer Engineering Research Academy (SERA) at Missouri University of Science and Technology. For eight weeks, the students work alongside our faculty experts in fields ranging from advanced materials for hypersonic flight to additive manufacturing for new products, solutions to groundwater contamination, and innovations in steel manufacturing.

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**Evolution of Assistive Technology Presents A World of Possibilities for People with Disabilities**
By Erik Cliburn

**Sexual Harassment Continues to Plague Women in Science**
By Mariah Stewart

**The 2021 Inspiring Programs in STEM Awards**
By INSIGHT Staff

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**The Least Diverse Field in Science:**
Climate change impacts underserved communities the most, yet geoscience remains homogenous
By Lisa O’Malley and Mariah Bohanon
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In Brief

Diversity and Inclusion News Roundup

New Directions

Leaders on the Move

Monthly Observance

National Hispanic Heritage Month: A History of Hispanic and Latinx Milestones in the U.S.

Closing INSIGHT

HBCU Honors Past and Present Civil Rights Activists
IN BRIEF

**UW-Madison Takes Anti-Racist Action by Removing 42-Ton Boulder**

On August 6, the University of Wisconsin-Madison (UW-Madison) removed a 42-ton boulder from campus because of its historical connection to racial discrimination. Officially known as the Chamberlin Rock in honor of former university president and geologist Thomas Chamberlin, the boulder was colloquially referred to with a racial slur in the early 20th century.

UW-Madison historians only found one recorded use of the slur to describe the boulder in a 1925 article in a local newspaper, but they noted that the Ku Klux Klan was active on campus at the time. The slur was also regularly used in the 1920s to refer to any large dark rock, The Associated Press reports.

In recent years, the Black Student Union (BSU) and other student groups have called for the removal of the boulder due to its representation of a painful history. Demands for its removal were amplified in 2020 after the murder of George Floyd and the ensuing push for anti-racist action on the part of universities and other entities.

UW-Madison approved moving the rock in January 2021 but had to wait for permission from the Wisconsin Historical Society, as it was located on the campus’ Observatory Hill near a Native American burial site. The BSU worked alongside Wunk Sheek, an Indigenous student organization, to lobby for the boulder’s removal, the *Wisconsin State Journal* reports.

“I’m grateful that we have had the opportunity to do this and that the rock will be removed,” BSU President Nalah McWhorter told the Associated Press. “It was our demand, and it was something that we put all the work in for.”

The rock itself, which is believed to be more than 2 billion years old, has been placed on university land outside of Madison where it can continue to be used for geological education. The relocation process for the boulder — originally estimated to weigh 70 tons — cost $50,000, which was paid for entirely by private donations.

“Removing the rock as a monument in a prominent location prevents further harm to our community while preserving the rock’s educational research value for our current and future students,” Gary Brown, director of campus planning and landscape architecture, stated in the *Wisconsin State Journal.*

**Oregon Colleges Now Required to Help Students Find Food, Housing Aid**

Colleges and universities in Oregon will soon be adding a new position to their workforce. State lawmakers recently passed a mandate requiring all public higher education institutions to hire a benefits navigator who can serve as an advocate for student needs and help them connect with food and housing assistance programs.

The new law allocates $5 million to Oregon’s Higher Education Coordinating Commission to help fund the new positions. Each college and university will also be required to participate in a statewide consortium to form communication channels between the navigators and develop best practices.

Research conducted in early 2020 found that nearly 70 percent of Oregon college students had experienced food insecurity and 20 percent had faced housing insecurity within the last 12 months. High rates of student hunger and homelessness nationwide in recent years have prompted calls for better campus support systems, especially in the wake of the economic downturn caused by the COVID-19 pandemic.

The positive impact of having a benefits navigator on campus is already evident in some places. Oregon State University created such a position in 2018. In just three years, Miguel Arellano — whose official title is basic needs navigator — has helped students access more than $800,000 in state and federal assistance, a university spokesperson told Oregon Public Broadcasting.

“When your basic needs are unmet, it really takes a lot of energy and it has physiological and psychological impacts that make being a successful student extremely difficult,” Arellano told *The Register-Guard* newspaper. “I see students who, after they meet with me, say, ‘I don’t know if I would be in college without this meeting’.”

The new law will be especially beneficial to students from underrepresented communities and those who lost income sources due to the pandemic, Chemeketa Community College President Jessica Howard said in a statement.

“[The law] provides community colleges like Chemeketa with a key strategy to create an equitable recovery from the recent recession,” she stated, “particularly for Oregonians from rural, racially diverse, and economically challenged communities.”
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Having the best available information means being able to make data-driven decisions at times of uncertainty. At VCU, that’s exactly what Climatext does. It’s the platform that brings us near real-time student sentiment on any current event we ask them about. And after an in-depth analysis of the responses, our ability to focus on student needs increase.

Learn more at inclusive.vcu.edu/vcu-universe
University Receives Grant to Improve Cultural, Medical Responses to Pandemics

While much of the world is still battling the COVID-19 pandemic, researchers at Colorado State University (CSU) are thinking several steps ahead by working on ways to prevent and respond to future pandemics. A two-year, $2 million grant from the Anschutz Foundation will allow CSU to build a team of diverse researchers to monitor emerging infectious diseases, develop a cyber biosecurity program, and more.

Researchers will focus on enhanced monitoring and surveillance of the emergence of infectious diseases, flexible production and distribution of countermeasures such as therapeutics and vaccines, societal responses to outbreaks, and the protection of critical health data used in research and response.

The research will incorporate social sciences by examining how community and culture influence people’s responses to a pandemic. In a news release, CSU Vice President for Research Alan Rudolph said widespread mistrust of the COVID-19 vaccine, which has hindered overall recovery, is a prime example of the cultural and societal influences on responses to infectious diseases. By building a team of diverse researchers, CSU will be able to address some of the social issues that have arisen throughout the current pandemic.

“The fact that we still have a significant percentage of people who are unvaccinated — that’s a social sciences issue, and it may be best addressed by creating diversity in our research teams and their approaches — and including the social sciences and cultural influences in our response,” Rudolph stated.

According to the release, the university hopes the grant will result in new rapid diagnostics equipment, faster distribution of vaccines in outbreak areas, and better public communication methods to reduce widespread disease outbreaks, all of which will be critical in preventing another pandemic.

Union is committed to being an integrated and inclusive community that fosters lifelong relationships grounded in shared experiences.

We want students to be comfortable being uncomfortable and to encourage one another to reach beyond what they thought possible from themselves. We will provide academic and social opportunities that encourage constructive engagement among campus members and beyond campus that serve to educate and allow for the exchange of ideas, concepts and theories. The Union community will share in the responsibility of identifying, attracting, developing and retaining a more diverse student body, faculty and staff. The College will support faculty commitment to innovative and inclusive teaching, scholarship and mentorship. Union will develop a more cohesive and strategic approach for community engagement.

FROM UNION COLLEGE’S STRATEGIC PLAN, 2019
Named the second-most diverse university environment in the nation by *The Wall Street Journal*, CSUN is committed to amplifying inclusive excellence and providing our nearly 40,000 students with a transformative educational experience. For the past decade, the CSUN program AIMS² (Attract, Inspire, Mentor, and Support Students) has nurtured more than 500 students in the College of Engineering and Computer Science – young scholars from historically underrepresented communities who will serve as our country’s future problem solvers. An HSI STEM program, AIMS² is a collaborative partnership with four community colleges, and one of many CSUN programs working to create a more inclusive and equitable future for all. Ranking No. 4 on both CollegeNET’s 2020 Social Mobility Index and *Excelencia* in Education’s list of Top 5 Institutions Awarding Bachelor’s Degrees to Hispanics in the United States, CSUN is where individuals rise — and through them, we all do.

CSUN.EDU/RISE
ARKANSAS

Adrain Smith has been appointed director of the University of Arkansas Center for Multicultural and Diversity Education in Fayetteville. Smith was director of leadership and diversity initiatives for the center.

ALABAMA

Charlotte Morris, PhD, has been selected as president of Tuskegee University. Morris previously served as director of the university’s Title III program and associate dean of the Brimmer College of Business and Information Science.

COLORADO

Kauline Cipriani, PhD, has been appointed vice president for diversity and inclusion at Colorado State University in Fort Collins. Cipriani was associate dean for inclusive excellence at the University of North Carolina at Chapel Hill Gillings School of Public Health.

FLORIDA

Carmen Johnson, JD, has been selected as executive officer for diversity, inclusion, and collaboration at Stetson University (SU) in DeLand. Johnson previously served as director of diversity initiatives and recruitment for the SU College of Law.

INDIANA

Charlene Alexander, PhD, has been appointed chief strategy officer for Ball State University in Muncie. Alexander was vice president and chief diversity officer for Oregon State University in Corvallis.

MASSACHUSETTS

Aisha Francis, PhD, is the first woman to be named president of the Benjamin Franklin Institute of Technology in Boston. Francis will continue in her current role as chief executive officer of the institute.

NEW JERSEY

Jianmin Qu, PhD, has been selected as provost of the Stevens Institute of Technology in Hoboken. Qu previously served as dean of the Tufts University School of Engineering in Medford, Massachusetts.

NEW YORK

Alberto José Cardelle, PhD, has been appointed president of the State University of New York College at Oneonta. Cardelle was provost of Fitchburg State University in Massachusetts.

Bronx. De Filippis previously served as president of Naugatuck Valley Community College in Waterbury, Connecticut.

Jonah Nigh has been appointed senior vice president for development and alumni engagement at the New School in New York City. Nigh was chief development officer for the Jewish Museum in New York City.

Rodney Chatman has been selected as vice president of campus safety for Brown University in Providence. Chatman previously served as chief of police at the University of Utah in Salt Lake City.

Elizabeth Chilton, PhD, has been appointed chancellor of Washington State University in Pullman. Chilton was provost and executive vice president of the university.

Lange, PhD, has been appointed chancellor of the University of Washington Tacoma. Lange was formerly president of Seattle Central College.

Has your campus recently hired a new administrator? INSIGHT Into Diversity would like to publish your news. Please email editor@insightintodiversity.com.
The University of Louisville is home to a community of diverse perspectives and backgrounds. Working together, we address global challenges and drive needed change to build a better world here and beyond.

The world’s problem-solvers often are STEAM-powered, proficient in science, technology, engineering, art and mathematics – but not everyone traditionally gets a head start in those areas. UofL is joining Toyota and other select Kentucky higher education institutions in a powerful partnership to help underrepresented students earn engineering degrees.

Full-tuition scholarships to UofL’s J.B. Speed School of Engineering for female and minority students will combine with mentoring from engineers employed by one of the world’s largest automakers. And paid co-ops will ensure students gain hands-on experience so they can help diversify the high-tech workforce.

Tapping the talent pipeline early will help change the face of engineering for our future.

[link: louisville.edu/engineering]
The United States Court of Appeals for the Ninth Circuit upholds a ruling that prohibits segregation in California public schools in the case of Mendez v. Westminster School District of Orange County, in which the district denied entrance to Sylvia Mendez because of her Mexican heritage. The case set the precedent for the U.S. Supreme Court’s landmark decision on school segregation in Brown v. Board of Education in 1954.

In the case of Hernandez v. Texas, the U.S. Supreme Court unanimously rules that 14th Amendment protections apply to all racial and ethnic groups. The decision makes it possible for Latinx people to use the legal system to fight against discrimination. The case is also the first time that a team of Mexican-American attorneys, pictured above, argued a case before the Supreme Court.

President Lyndon B. Johnson signs the 1967 Bilingual Education Act, which encourages public school districts to teach English as a second language to Spanish-speaking students and develop programs to promote cultural appreciation of Spanish-speaking communities.

NATIONAL HISPANIC HERITAGE MONTH:
A History of Hispanic and Latinx Milestones in the U.S.

As politicians and the courts continue to battle over the legitimacy of the DACA program, the Los Angeles Community College District (LACCD) and the Mayor’s Fund for Los Angeles announce plans to pay the application fees for 500 LACCD students to apply for protection from deportation. Chancellor Francisco Rodriguez states that the money is intended to let students know that “you are safe here.”

Former Connecticut Commissioner of Education Miguel Cardona is named President Joe Biden’s Education Secretary, making him the first person of Puerto Rican descent to hold the position.

More than 600 college and university presidents as well as the American Council on Education send a joint letter to Congress urging them to protect DACA from the Trump administration’s efforts to rescind the program.

The California State University system names Joseph Castro as its chancellor. Castro, the grandson of Mexican immigrants, is the first Latinx person to lead the nation’s largest university system.
Johnson establishes National Hispanic Heritage Week. Two decades later, President Ronald Reagan would expand the holiday to National Hispanic Heritage Month, to be celebrated from September 15 to October 15 annually.

Congress passes the Equal Educational Opportunities Act, prohibiting states from discriminating against students on the basis of race, gender, color, or nationality. It also mandates that schools offer classes in a student’s primary language while teaching them to learn English.

The U.S. Supreme Court’s decision in the *Plyler v. Doe* case determines that states cannot deny a free public education to students based on immigration status. The case was born out of a class action lawsuit in which a group of undocumented Mexican students challenged a Texas school district for attempting to charge them tuition.

Juliet V. García becomes the president of Texas Southmost College, making her the first Latinx woman to lead a U.S. institution of higher education.

Lauro Cavazos becomes the first Latinx person to serve as a presidential cabinet member when President Ronald Reagan appoints him as the U.S. Secretary of Education.

Congress formally recognizes Hispanic-Serving Institutions and directs the U.S. Department of Education to provide grants and other special funding to help these schools better serve disadvantaged Latinx students.

President Barack Obama establishes the Deferred Action for Childhood Arrivals (DACA) program. It provides undocumented immigrants who entered the U.S. as children with deportation deferment options and expands work and education opportunities. By 2021, an estimated 181,000 college and university students would be DACA-eligible.

Sonia Sotomayor is sworn in as the first Latinx person to serve on the U.S. Supreme Court. Since her appointment, she has defended affirmative action in college admissions and ruled with a majority of the Court to legalize same-sex marriage in 2015.

Eduardo Peñalver was named the Allan R. Tessler Dean of Cornell Law School, making him the first Latinx dean of an Ivy League law school.
The Institute of Education Sciences, a branch of the U.S. Department of Education, and the Bureau of Justice Statistics, a branch of the U.S. Department of Justice, recently released their 23rd annual review of criminal incidents and student safety in educational institutions. The Report on Indicators of School Crime and Safety: 2020 presents the latest federal findings on occurrences of bullying, hate speech, sexual assault, and more in K-12 schools and colleges in recent years. The agencies gather data from a variety of individual studies and reports to provide a comprehensive overview of the state of crime and safety in the U.S. education system.

Several significant findings emerged from this year’s report. Perhaps most alarming, the data shows that the number of sexually related offenses reported on U.S. campuses rose 383 percent from 2009 to 2018. The report’s authors note that federal changes in Title IX reporting guidelines issued in 2014 likely played a significant role in the increase, as incidents in that year alone rose 36 percent.

Another major finding concerns hate speech and bullying for students in middle and high school. According to the data, students ages 12 to 18 who identify as two or more races were significantly more likely to report being a target of hate speech or a victim of bullying compared with all other races. All data listed below is for 2017-2018 unless otherwise noted.
Opportunity brings outcomes

Clemson University Men of Color National Summit

November 4-5, 2021
Greenville Convention Center
Greenville, S.C.

For five years, Clemson University and the Men of Color National Summit have made it their mission to show young African American and Hispanic men that graduation from high school and college is closer than they think.

The summit offers these young men a chance to learn — from business owners, community leaders, accomplished athletes and academic mentors — that education is the key to success at every level and that the opportunity gap will shrink as their goals grow.

Registration for the Men of Color National Summit is now open. Visit clemson.edu/menofcolor for registration information, hotel accommodations, speaker lineup and more.

clemson.edu/menofcolor
First African American is Appointed Leader of a European University: A Q&A with William B. Harvey, EdD

By Mariah Bohanon
William B. Harvey, EdD, became the first African American to serve as head of a European university when he was appointed rector of Danubius University in Galati, Romania, in January 2021. With offices located in Galati as well as Washington, D.C., he oversees the executive management of the university and provides leadership in its planning and operations. He also serves to advance the university’s role as an international institution of higher learning dedicated to bridging the East and West.

Harvey’s extensive career in higher education has included full professorships at the University of Virginia, North Carolina State University, the University of Wisconsin-Milwaukee, and North Carolina A&T University. As a renowned leader in diversity, equity, and inclusion (DEI), Harvey previously served as the founding president of the National Association of Diversity Officers in Higher Education, vice president and director of the American Council on Education’s Center for the Advancement of Racial and Ethnic Equity, vice president for diversity and equity at the University of Virginia, and more.

Harvey recently spoke with INSIGHT about his unique role at Danubius, the challenges and opportunities facing higher education at home and abroad, and the future of cross-cultural connections. His responses have been edited for clarity and length.

Why did Danubius University decide to hire an American to be their rector/chief executive officer? For the past few years, Danubius University has been interested in increasing its visibility in the international higher education arena, particularly in the U.S. My first visit to the institution was in 2013 when I was invited to attend their international education conference. I presented a paper titled, interestingly enough, “Considering the Possible Future of American Higher Education.” During the conference I had an opportunity to meet with the person who was then serving as rector and shared with him some thoughts about how Danubius might begin to attract American students and scholars. We established a friendship, through which I have provided my input and ideas over the last several years about the administration, management, and strategic planning for the university.

When the former rector was informed by the Romanian Ministry of Education last year that he was term-limited in his position, I was approached by the vice chair of the Danubius board to see if I might be interested in assuming the position. We then had several rounds of discussion over a period of months — primarily centered around the recently developed managerial plan of the university — which reinforced the concept of establishing relations and partnerships with American institutions, organizations, and individuals. I then decided to submit my materials for consideration. I think that the search committee’s awareness of the length and breadth of my career and my association with several institutions of higher education and professional organizations were significant factors in their review and approval of my candidacy.

Why did you decide to take on this role? I equivocated for several months about whether the rector’s position was right for me. Ultimately, after some important agreements were reached, I decided that the appointment could work. All of the conversations regarding the position took place during the earlier days of the pandemic and then extended into the last part of 2020. As a result, the concern that I had about being in Romania to start my term in office was eased somewhat since the university wasn’t physically open for conducting business.

Further, I didn’t believe that the best use of my time as rector would be spent by being physically present on the university campus all of the time. I had conveyed to the search committee my belief that a significant part of the value I could bring to Danubius would be through reaching out and reconnecting with many of the people and institutions that I had developed relationships with here in the U.S. So, since international travel wasn’t even permitted at the time that I assumed my position in January 2021, I was afforded the time and opportunity to establish an American office of Danubius University, which is now open in Washington, D.C.

Of course, there were obviously a range of managerial concerns that still needed to be dealt with on the campus itself, and this situation was resolved when the previous rector agreed to stay on with the university in a capacity that we would describe in American administrative terms as the “chief operating officer,” with responsibility for day-to-day, on-the-scene oversight of programs and facilities.

What does it mean to you personally to be the first African American to lead a European university? Certainly, I’m gratified and honored to be the first African American to lead a European university, and I’m also humbled by the appointment. I’m not afraid to admit that I have many, many friends and colleagues who have the appropriate skills and accomplishments to carry out the responsibilities that this position demands, so it just happened that I received an appointment as rector before one of them did. If I’ve opened a door so that a new realm of leadership opportunities is made available to other African American educators, I would be quite pleased with that outcome. Having been around for a while, I know that it’s not uncommon for academicians to place themselves on pedestals of their
own making, so I’m just trying to stay grounded and make sure that I leave a path that others can follow.

**Will not being on the campus full-time affect your ability to lead the university effectively?** I don’t regard not being on the campus full-time as a liability, as long as the various administrative functions are being carried out in an efficient manner and being appropriately supervised in the process. Between WhatsApp, Zoom, Skype, and email, I am in continuous communication with members of the cabinet and other university officials, so we can coordinate our efforts and deal with unexpected problems as they occur. The regularly scheduled planning and review meetings that we hold are designed to maximize efficiency and to create protocols that can help avoid complications in the operations of our various administrative systems. When I’m not physically on the campus, I’m working to reach our institutional goals and objectives out of our D.C. office.

**How does the Romanian government’s regulation of higher education differ from the U.S.?** While I admit that I’m still learning some of the intricacies of the way the Romanian government oversees its higher education system, the big difference in policy is easy to identify — private institutions, such as Danubius, are not eligible to receive funding from the government. That means we are continuously trying to stabilize our existing revenue streams and to identify new ones so that we can remain on solid financial footing. For instance, we’re now introducing the concept of alumni giving to the university community, and we are encouraging Danubius graduates to donate to their alma mater so that others can receive the same high-quality educational experience that they enjoyed.

**What are some of the diversity, equity, and inclusion issues that affect students and faculty in Romania? How do these compare with those in the U.S.?** I imagine that diversity, equity, and inclusion issues exist, to some degree and fashion, in every country in the world. However, I haven’t seen the stark inequities in treatment and opportunities that are systemic and rooted in racial and ethnic differences in the U.S. at play in Romania. Personal and group identities appear to be somewhat fluid there, even across national boundary lines.

For example, from my [Galati] apartment window I can see the borders of both Moldova and Ukraine, and my colleagues tell me that in both countries, there are people of Romanian descent. They are, of course, citizens of the countries in which they reside, but there are also communities of people whose forebearers come from both of those nations who now live in Romania. I don’t know that what appears to be a phenomenon of comfortable cross-national and intergroup engagement exists in other European countries beyond Romania, but on the Danubius campus as well as other Romanian universities that I’ve had the opportunity to visit, the spirit of inclusion seems to be part of the institutional culture.

At the same time, I’m aware that in Romania there are underrepresented groups among the university populations – probably most notably the Roma.

I hope we will find ways to explore why and how various groups become marginalized and excluded in different societies and to make those analyses part of the Danubius educational experience. From my standpoint, this is an ethical imperative that we should assume as educators in whatever part of the world we happen to occupy, and hopefully this scrutiny will ultimately result in more equitable social policy as our graduates go forward to take their places and become leaders in their chosen fields.

**What unique experiences as an African American member of the academy do you bring to your current role?** I feel very fortunate to have had a wide variety of academic and organizational experiences in different geographic settings during my career, and I have gained something from each of them. I’ve held faculty and administrative positions across the

“Our values are represented in the letters of our university’s name. These values are intended to guide our behavior and define our culture. I hope we all are dedicated to bringing them to life in our everyday work, studies and activities, both on and off campus.”

— Rice University President, David W. Leebron
The Roma include many subgroups across Europe whose ancestors are believed to have first arrived in the 9th century from northern India. For much of their history they traveled from town to town, selling their skills as artisans, entertainers, and more. Beginning in the 1370s, the Roma people were forced into enslavement. “In the Romanian territories, the Indian origins and skin color of the Roma made it possible to distinguish them as non-Romanians and non-Christians. Ethnic distinctiveness or race was one of the original reasons for enlisting the Roma,” Margareta Matache, director of the FXB Center for Health and Human Rights’ Roma Program, writes in a 2020 Al Jazeera article.

Slavery of the Roma ended in the 1800s; when they were freed, they totaled nearly 7 percent of Romania’s population. They continued to suffer prejudice and persecution across Europe, including ethnic cleansing in Nazi Germany and forced sterilization in the Czech Republic and Slovakia as recently as the 1990s, according to Amnesty International.
Program
8:30 am – 4:30 pm (luncheon keynote)
• Interactive, informative and intentional
• 3 keynote speakers
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Purpose
• Create an opportunity for organizational diversity strategists and thought leaders to learn from each other
• Provide a forum for honest and challenging conversations about inclusion and innovation
• Build and strengthen the network of diversity leaders

MUSC proudly hosts the 5th Annual INCLUSION TO INNOVATION SUMMIT

Monday, Nov. 8, 2021
8:30 am – 4:30 pm
Virtual Event

• Pricing:
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  Regular rate after Labor Day: $275
web.musc.edu/summit2021

Confirmed Speakers:
OPENING
Dr. Phillip Brown,
Chief Physician Executive,
New Hanover (Novant Health) Regional Medical Center, Wilmington, NC

NOON SPEAKER
Dr. Mary-Frances Winters,
author Black Fatigue and founder of The Winters Group

CLOSING
Dr. Darrell Gray,
Inaugural Chief Equity Officer,
Anthem, Inc.

MUSC Medical University of South Carolina
often artificial, constraints on personal and institutional interactions should be removed so that both students and academicians can enhance and maximize their learning opportunities and professional development experiences through transnational deliberations and planned engagements.

At Danubius, we intend to develop a set of potential connecting experiences, ranging in length from one week to one year, that will provide interested parties with growth opportunities that will enhance their personal and intellectual well-being. To that end, over the course of the next year we will be seeking to establish mutually beneficial agreements, relations, and partnerships with American colleges and universities as well as other higher education organizations.

Although Romania does not have a high level of recognition in the U.S., it is not only a fascinating, friendly nation with a rich history and culture, it is also a member of the European Union and an American ally that is politically stable, physically safe, and financially affordable. Part of the Danubius University mission is to bring more Americans to Romania and, in turn, to provide Romanian students and academicians with opportunities to visit and explore America.

What are your short- and long-term goals for the university? Our first step is to host an international conference September 13–16 at the Danubius campus in Galati. The opening plenary speaker, Dr. Ronald Crutcher, Chair of the Board of ACE, has described this as being “an historic event.” It will celebrate the tenth anniversary of the signing of the Joint Declaration on Strategic Partnership for the 21st Century Between Romania and the United States of America, and the conference theme is “Two Democratic Societies in Transition: Exploring the Dynamics of a Post-Covid World.” The program lineup features prominent academicians and policy makers from both Romania and the U.S. who will examine significant political, social, and economic issues facing the two allied nations as the world emerges from the pandemic.

With its world-class collection of presenters and co-sponsors, this conference will position Danubius University for future academic endeavors with institutional partners in America and around the world in addition to further enhancing its international standing and reputation. We hope that administrators and educators from the U.S. will join us at this momentous event so we can explore the incredible opportunities for both countries.

Mariah Bohanon is the senior editor of INSIGHT Into Diversity. For more information on the upcoming conference “Two Democratic Societies in Transition: Exploring the Dynamics of a Post-Covid World” visit conferences.univ-danubius.ro/index.php/TDST/TDS2021 or email Dr. Harvey at william.harvey@univ-danubius.ro.
Florida State University is an internationally-recognized research institution committed to advancing the achievement of women in STEM disciplines. Through initiatives such as Women in Math, Science and Engineering's Research Experience Program, students participate in funded research and engage closely with award-winning faculty, leading them to develop goals while building strong academic relationships.

» During Summer 2021, the FSU Department of Chemistry & Biochemistry launched a bridge program to support underrepresented students in attaining the PhD. The American Chemical Society (ACS) granted FSU $180,000 to support this endeavor, which will be provided directly to the students and supplemented by tuition waivers.

» FSU’s Student Support Services-STEM (SSS-STEM) is one of eight TRIO programs designed to improve retention, graduation, financial literacy and overall academic success rates for students majoring in Science, Technology, Engineering or Math fields. Fully funded by the U.S. Department of Education, FSU SSS-STEM offers free academic services to help participants graduate on-time in a STEM major and prepare for post-graduation life.
As Virginia Colleges Begin Restitution Plans for Slavery, Widespread Reparations Remain in Question

By Lisa O’Malley and Mariah Bohanon | Photos by Sanjay Suchak, University of Virginia Communications

On a sunny morning in May 2021, a crowd gathered before the Memorial to Enslaved Laborers, a monument constructed last year on the University of Virginia’s (UVA) campus, to celebrate a historic moment. Governor Ralph Northam (D) was in attendance for the ceremonial signing of HB1980, which requires five state colleges and universities to grant scholarships to qualified students whose ancestors were enslaved on their campuses.
“The governor knows, as we do here at UVA, that education is the path to understanding, and that understanding leads us to reconciliation and reimagining our future,” UVA President Jim Ryan stated during the event.

HB1980 established the Enslaved Ancestors College Access Scholarship and Memorial Program, which states that UVA, Longwood University, Virginia Commonwealth University, the Virginia Military Institute, and the College of William & Mary must identify and provide “tangible benefits” to “individuals or specific communities with a demonstrated historic connection to slavery that will empower families to be lifted out of the cycle of poverty.” In addition to scholarships, benefits may include community-based economic development programs.

HB1980’s passage is just one example of how the reparations movement is gaining traction following last year’s global push for racial justice. Shortly after the anniversary of George Floyd’s murder, the High Commissioner for Human Rights at the United Nations issued a report urging the U.S. and other countries to “confront past legacies and deliver redress” to citizens who face racial discrimination. And for the first time in more than 30 years, legislation aimed at studying and proposing methods for reparations advanced in the U.S. House Judiciary Committee.

Despite these developments, overall support for reparations remains low. In a recent poll by the University of Massachusetts Amherst, nearly two-thirds of respondents said that the government should not provide restitution to descendants of enslaved people. Younger demographics, however, tend to be more in favor of reparations, according to Tatishe Nteta, PhD, an associate professor of political science who directed the survey.

“Youth support for reparations is evident by the fact that students have been at the forefront of demanding that colleges and universities make concrete efforts to atone for their historical ties to slavery. In 2019, students spurred Georgetown University (GU) to become one of the first universities in the country to create a major reparations fund after they voted to institute a tuition fee to fund a scholarship program for descendants. The fee — slated at $27.20 per semester — was intended to represent 272 enslaved people who were sold by GU in 1838. Six months after the vote, the university announced that it would create a fund at its own expense instead.

In Providence, Rhode Island, Brown University pledged restitution for its historic ties to slavery by establishing a $10 million endowment to support educational initiatives in local public schools. Student activists at the university, however, say this effort is insufficient, as only 17 percent of local K-12 students are African American — meaning much of the endowment may end up benefitting students whose families were never enslaved. Furthermore, the initiative carries no provisions for identifying actual descendants of people enslaved on campus.

Unsatisfied with the university’s plan, students at Brown held their own vote in favor of reparations for descendants in March 2021. “While the Brown family, the university and its benefactors were enriching themselves from slavery, they were denying generations of Black Americans the opportunity to accrue wealth and achieve a better life for their
families. The university’s prosperity comes as a direct result of the oppression of Black Americans,” student leaders wrote in an op-ed for The Brown Daily Herald ahead of the vote.

The university has yet to undertake any efforts to identify descendants or meet other student demands, though it has an anti-racism task force that plans to make recommendations for redressing historic ties to slavery.

Bringing scholarship-based reparations programs into the mainstream depends on leading institutions like Brown, says Nteta. He compares the current student movement to the South African divestment movement of the late 1970s through 1980s; once students successfully pushed major schools such as Harvard University to divest, other institutions soon followed suit.

“What tends to happen in the business of higher education is that when prominent universities do something, that tends to trickle down,” Nteta explains.

This effect may already be underway when it comes to reparations, as a growing number of colleges are committing to researching the history of slavery on their campuses, says Kirt von Daacke, PhD, assistant dean and professor of history at UVA and the managing director of the Universities Studying Slavery (USS) consortium.

Established by UVA in 2014, USS began as a working group for a handful of colleges and universities exploring ties between Virginia campuses and slavery. Its membership now includes more than 70 higher education institutions across five countries. Together, they collaborate and share best practices for addressing and confronting the fact that their institutions were responsible for capturing, trading, and enslaving human beings.

Frequently, institutions become interested in joining these efforts in response to anti-racist student activism or protests on their campus. Over the course of the last five years, at least one college per month has contacted USS about joining the organization, according to von Daacke.

Many may want to offer some form of restitution for their role in history, but the process can be complicated, he says.

“I think many schools are without a doubt interested in implementing programs that aim toward repair and redress — not necessarily a narrowly defined ‘reparations’ program — but each school has its own complex matrix of politics, structure, and alumni and student relations that shape when and how they move in that direction,” he says.

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- Kirt von Daacke

One of the most challenging aspects of carrying out such atonement is identifying descendants in the first place. Thanks to church records, bills of sale, and family histories, GU was able to trace more than 9,000 people, living and deceased, whose ancestors were once owned or sold by the university.

For other institutions, however, few if any such documents exist. Such is the case at Longwood University, which must coordinate with the state in order to fulfill its obligations under HB1980 without having the ability to identify descendants.

At UVA, researchers have spent years poring over historical documents to identify more than 900 individuals whose names are now etched onto its Memorial to Enslaved Laborers, but an estimated 3,000 names remain unknown. The university has hired a genealogist, Shelley Murphy, who created more than 100 family trees and helped organize a nonprofit organization known as the Descendants of Enslaved Communities at UVA (DEC UVA), which formally launched in 2021.

Some members discovered their ancestry after Murphy contacted them, while others knew of their connection to the school because of family oral histories, DEC UVA stated in an email to INSIGHT. The group helps locate and engage with other descendants,

Lisa O’Malley is the assistant editor and Mariah Bohanon is the senior editor for INSIGHT Into Diversity.
The world is changing before our very eyes. This reality requires us to continually reevaluate how we live up to the principles of diversity, equity, and inclusion. For decades, Indiana University has been at the forefront of this work, striving for a learning environment to benefit people from all backgrounds.

Protests in the wake of the murder of George Floyd by Minneapolis police and the disproportionate impact of COVID-19 on Black Americans have renewed critical conversations about structural inequities in this country. It also serves as a powerful reminder of why colleges and universities must condemn intolerance and racism and do everything possible to ensure campuses remain places where differences are respected, valued, and protected.

Indiana University adamantly believes that the opportunity to live and work in a world that builds upon the contributions of everyone is not just a privilege but a right of life. This belief is why we are leading the way on anti-racist work in higher education, putting words into action by creating and funding initiatives that support racial justice research, explore issues of racial equity, and raise awareness about equality for all.

On this front, IU has taken significant steps to address social injustice and promote an anti-racist agenda. This work includes:

- **Racial Justice Research Fund.** Jointly supported by the offices of the Vice President for Diversity, Equity and Multicultural Affairs James Wimbush and the Vice President for Research Fred Cate, this fund provides grants for IU faculty, connects researchers, hosts an ongoing “Racial Justice Research Workshop” series, and much more.

- **Pandemic Health Disparities Fund.** With an investment of $1 million from the Office of the President, the fund focuses on a broad range of wellness needs for students on all IU campuses, especially COVID-19’s impact on African American and Hispanic communities.

- **HRSA grant to IU School of Medicine.** The IU School of Medicine was recently awarded a $7 million grant by the Health Resources and Services Administration to help the school educate medical students to better care for underserved populations. This grant is aimed directly at making the IU School of Medicine a leader in eliminating health care disparities.

- **Renaming of building.** Indiana University has renamed a Bloomington campus gymnasium named after a former trustee, Ora Wildermuth, who was against racial integration. The building is renamed for legendary IU basketball player Bill Garrett, honoring his contributions to the integration of athletics and the university.

- **Police Chief Community Advisory Board.** Designed to serve as a resource and connection between an Indiana University Police Department campus division and the students, faculty, staff and the communities the division serves, the Police Chief Community Advisory Board has four strategic objectives: awareness, communications, monitoring, and reporting.

- **University diversity programs and policies.** This work involves a thorough assessment of all diversity, inclusion, and inclusive excellence efforts and programs via diversity mappings across all campuses.

“Now is the time to stand up for what is good and right. Higher education, in particular, has a special obligation to do so. We believe Indiana University’s anti-racist agenda will be a key driver of our institution’s success against racism. It is a way of thinking about Indiana University’s approach to addressing racism—and one that describes how we do business, how we educate, and how we advance IU’s culture of belonging,” says IU’s James Wimbush. Visit antiracist.iu.edu to learn more.
There are moments when doors of opportunity open. Moments when barriers are broken. Moments when you are called to provide hope for someone in need. Moments when you harness something deep within you that you didn’t know existed. Moments when you’re drawn to a cause greater than yourself. Moments when champions are born. These are the moments when nothing else matters. Moments made possible at the University of Kentucky.

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The fields of science, technology, engineering, and math (STEM) have gained increasing attention in recent years for their crucial roles in our nation’s future. Leaders in business, education, and government have continuously advocated for expanding quality STEM education in order to meet workforce demand, and many have focused on diversity as a critical component in this expansion.

This special section presents unique stories of people, programs, and universities dedicated to improving diversity, equity, and inclusion in these disciplines. It explores how racism and sexism contribute to hostile environments in the sciences, including the pivotal field of climate science, while highlighting the advocates working to dismantle these barriers. Also examined is the growing world of assistive technology and its ability to attract diverse students to STEM. Lastly, it celebrates the outstanding efforts of the 79 winners of the annual INSIGHT into Diversity Inspiring Programs in STEM Award.

VA Tech Creates Virtual Minecraft Museum to Teach Engineering

A team of faculty and students at Virginia Polytechnic Institute and State University (VA Tech) have developed a unique online resource to inform students of the many academic and career opportunities available in the field of engineering. The new Minecraft Museum of Engineering features a series of virtual exhibits that use the popular video game to teach about the field’s specialties.

The idea to create the innovative student-built website came from Ben Chambers, an associate professor of practice in the university’s department of Engineering Education. Chambers is a member of a committee of VA Tech engineering faculty and advisers dedicated to raising awareness of the large variety of options — such as chemical, electrical, or mechanical engineering — available to first-year engineering students who have yet to declare an academic major.

The wildly popular game of Minecraft has a reported 140 million active users worldwide and has already been adapted for educational purposes when it comes to teaching computer programming and design. Chambers believes it will be effective for demonstrating engineering concepts to first-year students with limited knowledge of the field, according to a university press release.

The VA Tech Center for Excellence in Teaching and Learning Creation supported the development of the museum with a $10,000 grant. A group of mining and minerals engineering students have undertaken development of the site with the assistance of faculty member Kray Luxbacher and academic adviser Michelle Crotto. The team launched the project in spring 2021 and plans to create 13 “wings” featuring various exhibits. The first wing, for example, features several that showcase large-scale mining operations.

The university has also launched a competition for all VA Tech students to submit new Minecraft designs that highlight any type of engineering discipline. Chambers says he hopes to create an annual competition for both students and alumni to develop new exhibits.

“It’s better to bring in multiple perspectives, different ideas, and existing skills,” Chambers stated in the press release. “We didn’t want the museum to be static. The students love to do it, and it also sets the stage for continuous development and improvement.”

Go to enge.vt.edu/news/minecraft to learn more.

“I think it is an important equity issue to train future engineers to be able to create [assistive] technologies, while also nurturing a moral perspective that this work is important regardless of profit.”

– Rod Roscoe, PhD, associate professor at the Arizona State University Ira A. Fulton School of Engineering, in “Evolution of Assistive Technology Presents a World of Possibilities for People with Disabilities” on page 32

STEM Degree Growth From 2010-2018 Outpaced All Other Degrees:

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>All Degrees Increased</th>
<th>STEM Degrees Increased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>by 20%</td>
<td>by 62%</td>
</tr>
<tr>
<td>Master’s</td>
<td>by 19%</td>
<td>by 80%</td>
</tr>
<tr>
<td>Research Doctorate</td>
<td>by 27%</td>
<td>by 32%</td>
</tr>
<tr>
<td>Professional Doctorate</td>
<td>by 10%</td>
<td>by 36%</td>
</tr>
</tbody>
</table>

Source: Pew Research Center

$4,000

The difference between entry-level engineering and computer science salaries for men and women, according to a recent survey by Stanford University. Between 2015 and 2017, men earned an average of $65,000 during their first year on the job compared with $61,000 for women, despite having the same degrees and grade point averages.
NASA Awards $3.5 Million to MSIs to Support Upcoming Lunar Mission

NASA's Artemis mission aims to revolutionize humanity's understanding of the moon by developing a "robust human and robotics presence" on the lunar surface, according to an agency press release. Among Artemis' many goals are to send the first woman and first person of color on a lunar mission, thus furthering NASA's objective of creating a diverse and inclusive workforce.

Recently, the agency awarded $3.5 million to seven Minority-Serving Institutions (MSIs) to support diverse perspectives and participation in the mission and the STEM fields overall. The money was awarded through NASA's Minority University Research and Education Project (MUREP) Space Technology Artemis Research (M-STAR) initiative, which was created to "strengthen the research capacity and infrastructure of MSIs in areas of strategic importance to NASA," the release states. M-STAR is part of the agency's STEM Engagement program for encouraging underrepresented young people in pursuing disciplines that support space exploration.

NASA will allocate the $3.5 million to MSIs over the next two years to support projects that will contribute to the success of the Artemis mission. The recipients and projects include the following:

- Fayetteville State University will work on the Active and On-Demand Multi-Robot Perception project, which will develop technology for scouting missions on the lunar surface that could eventually be used on other planets.
- Florida International University will conduct research on sustainable power generation and secure distribution systems for the Artemis mission.
- Howard University will assist in developing a telescope system that will help NASA analyze rocky material on the surface of terrestrial planets and moons.
- New Mexico State University will participate in a project that improves MSI access to testing facilities that mimic environmental conditions on the moon and other planets.
- San Diego State University will develop algorithms and methods to determine entry, descent, and landing guidance for future human-piloted Mars missions.
- The University of Arizona will refine autonomous robotics technology that imitates the human nervous system.
- The University of Central Florida will establish several educational programs to increase STEM readiness among MSI students who can support the technological needs of NASA's technological needs. The programs will focus on mission simulations and more.

Visit nasa.gov/stem/murep to learn more about MUREP, the M-STAR initiative, and additional agency efforts to engage underrepresented students in STEM.

“\nIn the 2019–2020 academic year, undergraduate enrollment in the geosciences — which includes atmospheric science and climatology — dropped 10 percent while graduate enrollment dropped 27 percent … These dwindling numbers are even more concerning when considering the field’s lack of diversity, as 86 percent of its PhD students are White…”

- From “The Least Diverse Field in Science” on page 36

Obdaya Opta Tate Kin Kah’Boke, or “Winds Blowing Across the Prairie,” is a new initiative launched by the American Indian College Fund to help five tribal colleges and universities (TCUs) develop environmental science programs that benefit local tribes. “By integrating Indigenous intergenerational place knowledge into environmental and natural science programming while developing a community of practice, the TCUs will implement projects to address the specific needs of the Northern Greater Plains region,” a press release states.
Evolution of Assistive Technology Presents A World of Possibilities for People with Disabilities

By Erik Cliburn
In October 2007, Mark Daniel, an 18-year-old ironworker, was driving home after several consecutive 80-hour work weeks. Exhausted, he fell asleep at the wheel, resulting in a crash that ejected him from his vehicle.

The next thing Daniel remembered was waking up in the hospital and discovering that he was paralyzed from the waist down. Doctors told him that he would never walk again.

Nine years later, Daniel would walk through the streets of Zurich, Switzerland, during the Cybathlon — an international competition for people with disabilities to demonstrate state-of-the art assistive technology (AT) — while wearing an innovative device known as the Quix Exoskeleton. Created by the Florida Institute for Human and Machine Cognition (IHMC), a nonprofit research institute of the State University System of Florida, Quix is a powered exoskeleton that developers believe could one day replace the wheelchair.

Daniel has served as a research assistant helping IHMC engineers improve the device since 2010. Through teamwork, Quix has come “leaps and bounds” since its original prototype, he says. “Through the progression we’re at now, on the fourth iteration, I can don the device completely on my own, turn it on, stand up, walk around, go upstairs, and go up and down inclines and declines,” Daniel explains.

Daniel’s story is just one example of how AT is changing the lives of people with disabilities as well as attracting more of them to study and work in the field of engineering. AT incorporates multiple specialties in this field including biomechanical, biomedical, electrical, and software engineering. AT encompasses everything from low-tech tools, such as pencil grips, to groundbreaking robotic devices such as powered prosthetic limbs.

Universities and research centers are essential for the development of new AT because private companies often find that such work is unprofitable, according to Rod Roscoe, PhD, an associate professor at the Arizona State University Ira A. Fulton Schools of Engineering (ASU FSE). These technologies are often tailored to individuals who have unique needs, thus making them costly to produce and unaffordable for many people with disabilities to purchase.

“I think it is an important equity issue to train future engineers to be able to create such technologies, while also nurturing a moral perspective that this work is important regardless of profit,” Roscoe says. At ASU FSE, he and fellow engineering faculty member Jennifer Blain Christen secured a seed grant to support engineering students in developing and modifying AT for their community. The project, known as the Arizona Center for Comprehensive Education and Life Skills (ASU-ACCEL), launched in fall 2020 and has thus far provided various types of AT for people with autism, cerebral palsy, hearing and speech impairments, and more. Recently, students created an adjustable camera stand for a community member with limited vision; the device connects to a tablet and gives the person the ability to enlarge and manipulate images in front of them.

Roscoe and Christen are currently exploring additional funding opportunities to expand the ASU-ACCEL program to graduate students and to design a course on AT. Such offerings attract a diverse range of students who want to use their STEM talents to positively contribute to society, Roscoe says.

“We are training future engineers to do their work in ways that are human-centered and respectful of diverse people,” he says. “Those public cultural expectations let diverse prospective students know that they will be welcomed here regardless of who they are or what kind of engineering career they will choose.”

Rory Cooper, PhD, an Army veteran
and renowned pioneer of modern AT, was inspired to pursue this work after a bicycle accident left him paralyzed from the waist down. In 1994, he founded the Human Engineering Research Laboratories (HERL) at the University of Pittsburgh (Pitt), which operates in partnership with the U.S. Department of Veterans Affairs (VA).

“I started HERL because I saw a need for an organization that would incorporate people with disabilities, people without disabilities, veterans, students, and people from various professions — engineers, physicians, therapists, counselors, business people, and policy experts,” Cooper says. “My vision was that we’d all work together in collaboration, support each other, and then hopefully develop the resources where we could try new ideas, implement them, and make things that weren’t otherwise possible.”

HERL takes a unique approach to developing AT by using information from medical providers — such as the VA and patient focus groups — to determine barriers faced by people with disabilities and ways technology might help them overcome those barriers. The center is responsible for developing the first joystick to be used on electric wheelchairs, as well as the SmartWheel, which allows for better, more individualized wheelchair adjustments. In addition to these large-scale inventions, HERL creates customized AT for individual users.

HERL also introduces military and veteran students to the field of AT through the ELeVATE program, which provides academic and financial support for veterans pursuing STEM degrees. Members work with HERL faculty on team projects and participate in workshops to hone their professional skills even if they are not pursuing a career in engineering.

Cooper was inspired to create ELeVATE after experiencing his own difficulties as a veteran with disabilities and noticing the influx of military members returning from the wars in Iraq and Afghanistan who also faced physical challenges. These types of programs are beginning to draw more diverse student populations to STEM and AT-related fields such as biomedical engineering and human engineering, he says.

The field of AT has grown considerably over the last 25 years, according to Cooper, and he hopes to see interest in and funding for this discipline continue to increase. Raising awareness of this unique component of the technology sector will increase diversity in STEM and empower developers to improve more lives through technology, he says.

“My vision was that we’d all work together in collaboration, support each other, and then hopefully develop the resources where we could try new ideas, implement them, and make things that weren’t otherwise possible.”

- Rory Cooper

Erik Cliburn is a senior staff writer for INSIGHT Into Diversity.
Virginia Tech’s Board of Visitors memorialized a recently restored, three-bedroom building on the university grounds by naming it the Fraction Family House at Solitude. Fraction Family ancestors once lived in this building and similar dwellings as enslaved plantation workers. The now-dedicated house ends the invisibility of enslaved persons and their descendants in the foundation of the university. The unanimously approved resolution was “in acknowledgement of the contributions of the Fraction Family in the creation and emergence of Virginia Tech as a major land-grant university, and in accordance with the university’s efforts to transform an historic location into a site for the interpretation of the African-American experience on campus and in the region.” To authentically embrace the InclusiveVT Difference, we acknowledge all facets of our past.

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The Least Diverse Field in Science:
Climate change impacts underserved communities the most, yet geoscience remains homogenous

By Lisa O’Malley and Mariah Bohanon

Above: The Significant Opportunities in Atmospheric Research and Science (SOARS) program offers comprehensive mentoring to underrepresented undergraduates as they complete original research in the earth sciences.
Within the span of a few months, 2021 saw some of the worst weather disasters in recent history. People in different areas across the globe have experienced blizzards, flooding, heatwaves, and wildfires. U.S. colleges and universities have borne damages from many of these crises, and underserved communities have often suffered the most detrimental effects.

“We’re at a point where everyone on the planet now has felt the impacts of climate change itself, or at least someone they love or know has,” Merritt Turetsky, director of the University of Colorado Boulder’s Institute of Arctic and Alpine Research, told CNN in July 2021.

With this reality bearing down, younger demographics are feeling heightened anxiety about the future. A June 2021 poll by the Pew Research Center found that out of all generations, Gen Z respondents are the most likely to say climate change is their number one concern, followed by Millennials.

Despite these concerns, the number of students entering the geosciences — which includes atmospheric science and climatology — is declining. In the 2019–2020 academic year, undergraduate enrollment in these disciplines dropped 10 percent while graduate enrollment declined 27 percent, according to a report by the American Geosciences Institute. The number of students graduating with four-year degrees in geosciences fell 5 percent while those graduating with a master’s degree decreased by 31 percent. The COVID-19 pandemic and recent downward employment rates in the energy sector are likely the main reasons for this decline, the report states.

These dwindling numbers are even more concerning when considering the lack of diversity in this field. Nearly 86 percent of students graduating with a PhD in atmospheric sciences are White, according to a 2018 analysis published in *Nature Geosciences*. The study determined that these numbers have not shifted for the last 40 years.

Programs such as Significant Opportunities in Atmospheric Research and Sciences (SOARS) aim to change that. Each summer, SOARS welcomes underrepresented students from across the U.S. to conduct original research on atmospheric-related topics under the guidance of top scientists. The free 11-week program is hosted by the University Corporation for Atmospheric Research, a nonprofit consortium of more than 115 colleges and universities located in Boulder, Colorado.

A primary goal of SOARS is to help undergraduate participants envision themselves as scientists, explains program director Kadidia Thiero.

“If you aren’t seeing any diversity during your academic trajectory, it’s very hard to convince people that [a career in the field] is something that is attainable,” she says.

Many participants are inspired to pursue climate science because of a desire to help their communities, as diverse and underserved areas are proven to disproportionately suffer the effects of pollution and natural disasters. The scientific community tends to overlook these areas when it comes to such tasks as monitoring storm patterns, according to a recent *Bloomberg.com* article. “In this way, racism also generates an incomplete picture of the world that can limit policymaking, leaving many millions of people facing disproportionate harm from growing threats,” it states.

In recent years, SOARS research projects have ranged from studying how the 2020 California wildfires affected air quality to analyzing the relationship between adverse weather and traffic conditions. Each student is paired with a success coach, peer mentor, and individual mentors for research, writing, and computing.

“Unfortunately, many students and alumni say they never received the amount of support that they get in [the SOARS] program — not in school, not in their postsecondary education, and not in their jobs,” Thiero says.

The dedicated professionals at SOARS are not the only ones working to address this problem. In June 2020, a team of diverse geoscientists issued a national statement titled “A Call to Action for an Anti-Racist Science Community from Geoscientists of Color: Listen, Act, Lead.” The authors called on their

SOARS participants conduct research into topics such as climate change, severe weather events, and more.
community to join in the larger anti-racism movement and improve diversity in the field. The letter describes the exclusionary nature of the geosciences and urges “decisive actions that call on leaders in the academy, industry, state and federal government, professional societies, and the nonprofit sector to develop substantive and multi-pronged strategies to remove systemic racism in our community.” The authors urge individual organizations and agencies to take specific steps, such as asking that the National Oceanic and Atmospheric Administration deepen its engagement with and support of Minority-Serving Institutions (MSIs).

Some of these groups have made concrete efforts toward meeting the letter’s goals, according to Vernon Morris, its lead author and the director of the Arizona State University School of Mathematical and Natural Sciences. He recently told Science magazine that academic programs, however, have been the slowest to take measurable actions.

As a former director of Howard University’s (HU) atmospheric science graduate program, Morris has advocated for federal agencies and universities to increase their investment in climate science programs at MSIs and historically Black colleges and universities. Such efforts are necessary to improve the severe underrepresentation of Black and Brown PhD holders who go on to become faculty and leaders in this field, he told Science.

Despite these persistent issues, progress is slowly being made. Between 2006 and 2018, HU graduated 17 Black PhDs in atmospheric science. At SOARS, 51 participants have gone on to earn doctorates, and 29 are currently enrolled in PhD programs. Encouraging students to see themselves as making a difference in climatology and letting them know they have the support of professionals in the field are some of the most effective ways to ensure they go forward with their studies, Thiero says.

“One of the things that SOARS and other programs do is to instill confidence and help [students] build their mentorship teams,” she explains, “because that type of support is not really seen elsewhere.”

Lisa O’Malley is the assistant editor and Mariah Bohanon is the senior editor of INSIGHT Into Diversity.

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Sexual harassment in the field of scientific research is a longstanding issue that deters some women from pursuing their educational and career goals. The problem is so persistent, in fact, that the U.S. Congress recently decided to get involved. Now, proposed federal legislation in addition to increased advocacy efforts by women scientists and their supporters is drawing attention to a problem long overlooked within a male-dominated workforce.

In 2019, Reps. Eddie Bernice Johnson (D-TX) and Frank Lucas (R-OK) introduced the Combating Sexual Harassment in Science Act to the U.S. House of Representatives to support anti-harassment efforts in science, technology, engineering, and math (STEM). It passed with unanimous, bipartisan support in April of this year.

“We have a responsibility to combat sexual harassment in the scientific community, both on behalf of the individuals who suffer from harassment and on behalf of our STEM workforce as a whole,” Lucas said in an April hearing. “Only 23 percent of women who earn STEM degrees stay in STEM careers, and, sadly, a culture of harassment is one of the largest factors in our inability to retain women in the scientific workforce.”

The legislation, which is still being reviewed by the Senate, grants funding for federal research to address the causes and consequences as well as mitigation of sexual and gender harassment in the STEM workforce, including at federally funded schools.

The bill also requires federal agencies that fund scientific research to “do their part to ensure that such funds do not go to researchers who are found to be harassers,” Johnson stated during the hearing.

In addition to research, the legislation requires the director of the National Office of Science and Technology Policy to establish an interagency working group to coordinate efforts to reduce the prevalence of sexual and gender harassment involving grant personnel. If passed, a total of $17.5 million will be appropriated toward the legislation’s implementation.

Harris has also stated that ending such toxic behavior is essential if the U.S. is to increase the number of women who enter STEM professions.

Adrienne Hollis, PhD, JD, a senior climate and health scientist at the Union of Concerned Scientists, says she is happy that this issue is drawing national attention, but wishes Congress would do more than simply fund research on the topic. Taking concrete steps to improve gender equity in STEM environments would be more beneficial to women and to the advancement of scientific research, she says.

“I’m way beyond research and examinations. I’m about action,” Hollis explains. “I don’t want to thwart the bill because it is something that addresses the issue, but the grants shouldn’t be just about research; [they] should be
Women in Hollis’ discipline are especially vulnerable to harassment. Climate scientists of every gender are often targeted by climate deniers, especially online. Women who work in this field are subject to additional attacks — including death and rape threats — compared with their male peers, the Scientific American reports.

“We get this additional layer of hate mail, and people, I think, find it easier to put us down because we are women, or feel like they have more right in telling us what is right or wrong despite our expertise, which is always frustrating,” Andrea Dutton, a geologist at the University of Florida at the time and an expert on sea-level rise, told the magazine in 2018.

In addition to intimidation tactics from climate change deniers, women in earth sciences have reported facing harassment and threats from colleagues during field experiences in remote areas.

In addition to intimidation tactics from climate change deniers, women in earth sciences have reported facing harassment and threats from colleagues during field experiences in remote areas. “[R]emote settings of traditional field programs enabled differential experiences for women. For example, women were uncomfortable with the lack of privacy going to the bathroom,” a December 2020 report from the American Geophysical Union (AGU) found.

The report claims that sexual harassment is prevalent because these programs tend to blur the lines between formal and informal socializing. “During the day, students work on academic projects, and in the evenings, they socialize and drink together,” the study states. “This blending makes the boundaries unclear for what behaviors are appropriate in each context.”

Hollis encourages women in STEM who experience mistreatment to report the behavior. She notes that misogyny and microaggressions have traditionally been so ingrained in the scientific community that senior women in this field may also perpetuate these behaviors, but students should not let that deter them from their goals.

“Use your voice, because you don’t have to put up with it in order to get your degree or get certified or do whatever you have to do,” Hollis says. “Follow your dream.”

Mariah Stewart is a senior staff writer for INSIGHT Into Diversity.
Congratulation to the BS in Health Science program who has been named a recipient of INSIGHT Into Diversity magazine’s 2021 Inspiring Programs in STEM Award!
INSIGHT Into Diversity is proud to present the 79 winners of the 2021 Inspiring Programs in STEM Award. This honor recognizes the effort that colleges, universities, and outside organizations have undertaken to empower underrepresented and women students of all levels to succeed in the science, technology, engineering, and math (STEM) disciplines. From hands-on learning activities to mentorship and community support, each of these programs has developed visionary strategies to introduce diverse individuals to academic, extracurricular, and professional opportunities in STEM.

The recipients of this award have allocated the resources, support, and staff needed to create robust programming and show results that prove they make a difference in the lives of students, employees, or community members. All award winners play a role in diversifying some of the nation’s fastest growing and most in-demand career fields.

The following award-winning programs expose children to their very first science experiments while others guide postdoctoral researchers to the next step in their careers. Many transformed their structure in order to remain in operation during the COVID-19 pandemic and are continuing to revamp their offerings in order to continue supporting members into the new academic year. Award winners include corporate partnerships, summer bridge programs, faculty mentorships, and much more. Though each program is unique, they share the common purpose of encouraging anyone traditionally underrepresented in STEM to expand their knowledge and pursue their dreams in these pivotal disciplines.
Brooklyn College of the City University of New York
School of Natural and Behavioral Sciences
Brooklyn College Center for Achievement in Science Education (CASE)

**Level:** Undergraduate

CASE assists underrepresented students through targeted programs and services intended to teach the “hidden curriculum” of college and support those ill-prepared in high school for college-level STEM courses. It includes dedicated offices, computer facilities, a lab for teaching research techniques, and a library for students without access to high-cost textbooks.

**Of Interest:** Each year, CASE serves more than 400 underrepresented individuals — both current and former students alike — across different programs and events.

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Lone Star College-University Park (LSC-UP)
Division of Math and Sciences
Department of Geology

**Level:** High School and Undergraduate

LSC-UP’s Department of Geology gives underrepresented students field experiences, place-based learning, and opportunities to work alongside industry professionals. In addition, LSC-UP geology faculty have participated in the Supporting and Advancing Geoscience Education at Two-Year Colleges program, which aims to develop a pipeline of students from two-year colleges interested in geology and encourage them to seek a four-year degree in the subject.

**Of Interest:** The department is currently working with Sam Houston State University’s Geoscience Department to recruit underrepresented students to geology and STEM with the support of a National Science Foundation three-year grant, which funds a summer bridge program and other initiatives for Houston-area youth.

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Denison University Science Division
The Readiness and Inclusion in Science Education (RAISE) Program

**Level:** Undergraduate

In an effort to create a culture of inclusion and increase representation in the sciences, the RAISE program offers first-year underrepresented students an early research experience in a summer cohort. Participants also receive peer mentoring to assist with the transition to college and meet with visiting speakers who share their experiences as underrepresented scientists and their journeys to fulfilling careers in STEM.

**Of Interest:** RAISE measures its effectiveness by collecting self-reported longitudinal data, such as student perceptions of science culture and their sense of belonging within scientific disciplines.
Oklahoma State University’s College of Engineering, Architecture and Technology (CEAT) expanded its Diversity, Equity and Inclusion (DEI) efforts in 2019 under the leadership of the DEI Coordinator, Yokolanda Speight to increase student engagement through community building. The number of diverse student organizations grew from five to nine and the DEI Dean’s Student Advisory Board was created. Additionally, an annual Women’s Leadership Summit and an annual DEI Leadership Awards Banquet was established to celebrate the achievements of student leaders and alumni, attracting nearly 200 attendees at each event.

These efforts have been recognized with multiple national awards twice from the American Society for Engineering Education. Membership with the National Association of Multicultural Engineering Program Advocates ensures additional accountability and resources for our college and students.

For CEAT, diversity, equity and inclusion means creating space for all students to be valued and understood. That is why we’re proud to accept the 2021 Inspiring Programs in STEM Award.

At OSU, we cultivate Bright Minds for a Bright Future and the Brightest World for All!
Bowling Green State University College of Arts and Sciences – Computer Science Department

**CODE4her Computer Science Mentorship Program for Girls**

**Level:** Middle School and Undergraduate

More than 200 girls in grades fifth through eighth have participated in CODE4her mentoring sessions since the program’s launch in 2016. Each participant is paired with an undergraduate woman student who serves as a mentor for the duration of the sessions in which girls are introduced to computer science by working with LEGO EV3 robots, Sphero SPARK+ robots, micro:bit circuit boards, and more.

**Of Interest:** In addition to introducing young girls to the world of coding, CODE4her improves belonging and retention for the undergraduate women who serve as mentors through its unique combination of service, engagement, community outreach, and informal learning.

Mission College

**Virtual Reality Engineering Summer (VRES) Camp**

**Level:** High School

The VRES Camp is part of Mission College’s Hispanic-Serving Institution STEM Outreach program and is designed specifically for high school students coming from low-income, first generation, Latinx backgrounds to learn about virtual and augmented reality, meet with professionals in the field, and more. The camp combines lectures, demonstrations, in-class discussions, projects, “play” time, and presentations by diverse industry professionals.

**Of Interest:** Of the high schoolers who participated in VRES Camp in 2020, half were migrant students and two-thirds were young women.

New York Institute of Technology

**College of Engineering and Computing Sciences**

**Python Programming for Women and Single Parents**

**Level:** Adult Learners

This recently launched program is designed to teach coding skills in the Python programming language and provide career services and networking opportunities to support women, single parents, and caregivers who have been affected by the COVID-19 economic downturn and are unemployed or underemployed. The program’s easy-to-follow instructions include an introduction to simple data types, program flow control structures, exception handling and functions, and object-oriented programming.

**Of Interest:** The first iteration of the Python Programming for Women and Single Parents program received such positive feedback that it will be continued into the fall 2021 semester.

Hudson Valley Community College

**Office of Diversity, Equity, and Inclusion**

**STEM Outreach Workshop Initiative (SOWI)**

**Level:** Middle and High School

Created in spring 2020, SOWI is a summer pipeline program that offers underrepresented students in grades sixth through twelfth free classes in coding, Python and Java programming languages, and more. In fall 2020, it was expanded to include a Saturday robotics program that led to the formation of a competitive robotics team. SOWI is extending its offerings even further in fall 2021 by adding virtual robotics and earth sciences camps.

**Of Interest:** In spring 2021, the SOWI PreCoders team competed in a virtual, international robotics tournament and came in 14th place.

Members of the STEM Outreach Workshop Initiative from Hudson Valley Community College’s Office of Diversity, Equity, and Inclusion. Pictured from left to right: Ainsley Thomas, chief diversity officer; Kayla Miller, SOWI STEM Is Elementary facilitator; HVCC President Roger Ramsammy; Taunya Hannibal-Williams, community outreach specialist; and Mac-Arthur Louis, SOWI Robotics facilitator
Northeastern Illinois University (NEIU)  
Center for College Access and Success (CCAS)  
Cybergirl Cyberworld Gencyber Program

**Level:** High School  
This unique camp is a 10-day virtual event for diverse young women from area high schools who have no previous coding experience. The camp is designed to grow their interest in cybersecurity, help them gain understanding of safe online behavior, and learn to apply GenCyber Cybersecurity Concepts. Throughout the program, participants experience what it is like to be a network detective and are able to virtually interact with women in the field, CEOs, and NEIU undergraduate mentors who train them to create their own programming and more.

**Of Interest:** During the camp’s capstone event, members present their computer programming and favorite lessons from the camp to an audience of parents and NEIU professionals.

Texas Tech University (TTU) College of Education  
STEM Explorers Program

**Level:** Middle and High School  
The STEM Explorers Program delivers instruction in robotics, electronics, coding and programming, digital manufacturing, computer-aided design, and app development. Designed specifically for children in foster care — a population with one of the lowest college enrollment rates — the program is traditionally taught by undergraduate and faculty volunteers. Recently, new grant funding helped expand curriculum and outreach for STEM Explorers, enabling it to become an official component of a TTU service-learning course.

**Of Interest:** While this program is largely focused on middle and high school students, children as young as six have successfully engaged with STEM Explorers materials.

University of North Carolina at Greensboro Joint School of Nanoscience and Nanoengineering (JSNN)  
Women in Nanotechnology

**Level:** Undergraduate, Graduate, and Faculty  
Designed to grow the number of women who pursue graduate degrees in nanotechnology and related fields, this unique program provides mentorships, stipends, fellowship, and travel awards. To help reach Women in Nanotechnology’s goals, JSNN has also successfully increased its number of women faculty in the last three years from 12.5 to 33 percent.

**Of Interest:** JSNN’s women faculty have increased the number of patents from 10 percent in 2016 to 50 percent in 2021, and are leading the department in research grants, commercialization, and spin-off companies.
**ENGINEERING**

California Polytechnic State University, Pomona  
College of Engineering  
Women in Science and Engineering (WiSE)  

**Level:** Undergraduate, Graduate, and Faculty  
In collaboration with corporations, STEM alums, and the campus community, WiSE operates a variety of activities including faculty mentoring workshops, an alumnae speaker series, and a multi-mode mentoring program that connects a large network of peer, faculty, and industry mentors. WiSE research shows that the program helps increase members’ sense of belonging within the STEM community on campus.

**Of Interest:** The WiSE Multi-Mode Mentoring Program implemented “E-mentoring” via email, social media, and video conferencing to help participants stay in touch during the COVID-19 pandemic shutdowns.

California State University, Northridge  
College of Engineering and Computer Science (CSUN CESC)  
Attract, Inspire, Mentor, and Support Students (AIMS^2)  

**Level:** Undergraduate  
AIMS^2 currently serves more than 500 students at CSUN CESC and four area community colleges by providing mentorships, tutoring, research opportunities, and much more. The highly successful program is now in its 10th year and has received nationwide recognition for its success in closing achievement gaps for Hispanic, Latinx, and low-income students in engineering and computer science.

**Of Interest:** Nearly 95 percent of AIMS^2 participants agree that engaging in research opportunities helped confirm their interest in their field of study.

Cleveland State University  
Washkewicz College of Engineering  
Engineering Student Success Scholars (ESS) Program  

**Level:** Undergraduate  
ESS targets underrepresented first year, second year, and transfer students majoring in engineering, technology, or computer science. The program assists these individuals in degree success and completion by offering academic workshops, tutoring, scholarships, comprehensive counseling, paid internship and research opportunities, and more.

**Of Interest:** ESS currently serves more than 50 students and is considered one of the most impactful diversity and inclusion initiatives hosted by the college’s Dean’s Diversity Council.

Grand Valley State University (GVSU)  
Padnos College of Engineering and Computing  
GVSU and FVSU Agreement: Pathway to Master’s Degree  

**Level:** Undergraduate and Graduate  
GVSU has partnered with FVSU — or Fort Valley State University — to create a pathway for students to earn a master’s degree in engineering or computer science in as little as five years. This pathway will allow students from FVSU, a historically Black institution in Georgia, to join the pipeline of STEM talent in western Michigan, where GVSU is located. Participants will be able to earn a rigorous advanced degree while benefiting from GVSU’s resources that can enable them to graduate and find jobs.

**Of Interest:** GVSU has a goal to establish partnerships
with more historically Black colleges and universities, thus diversifying the university while creating a pipeline for student success between institutions.

**Hostos Community College (HCC)**

**Joint Dual Engineering Degree Program with The City College of New York Grove School of Engineering (CUNY GSOE)**

**Level:** Community College and Undergraduate

This dual degree program provides a strong STEM foundation for HCC's multicultural and underrepresented student population, particularly in the field of engineering. By providing tutoring, mentoring, STEM boot camps, and more, the program has been able to achieve high graduation and transfer rates to CUNY GSOE. The program also offers curricular and co-curricular activities as well as an advisement and mentoring model that nurtures students' transition from community college to a four-year degree program.

**Of Interest:** Since its inception in 2004, 272 students have graduated from the HCC Joint Dual Engineering program; 49 percent of graduates are Latinx and 18 percent are women.

**Oklahoma State University College of Engineering, Architecture, and Technology (OSU CEAT)**

**CEAT’s Diversity, Equity, and Inclusion Programs**

**Level:** High School and Undergraduate

The college's DEI efforts include an action plan and scholarship program to attract and support underrepresented students, a summer bridge opportunity for high school through first-year students, and a pre-CEAT program for incoming students who may not be ready for the rigors of STEM education. The popular summer bridge program serves nearly 150 participants who are able to work on interactive engineering design projects with the help of CEAT faculty and participate in review courses in physics, math, and technical writing.

**Of Interest:** CEAT Summer Bridge Program participants become residents of the college’s freshman living-learning community, which offers a live-in staff mentor and upper-level student mentors.

**Southern Methodist University College of Engineering, Architecture, and Technology (SMU Lyle)**

**Hamon STEM Camps, ImpactNights, and She Networks She Wins (SNSW)**

**Level:** Middle School, High School, Undergraduate, Graduate, and Professional

Among the many events hosted by SMU Lyle is the Hamon Summer Camp, a 12-day residential experience for local high schoolers and shorter day camp experience for middle schoolers that focuses on engineering disciplines. As part of the Inclusive Economy Consortium, the school participates in ImpactNights to connect like-minded professionals to collaborate on pressing social issues. SNSW, another offering, is an annual professional event for undergraduate and graduate women.

**Of Interest:** Nearly 20 percent of SMU Lyle students are Black or Latinx and 33 percent are women.

**University of Illinois Urbana-Champaign**

**Women in Engineering (WIE)**

**Level:** High School and Undergraduate

WIE has developed a comprehensive array of outreach, recruitment, and retention activities to further increase the number of women graduating with engineering degrees.
Putting inclusive excellence into practice

**AS MIAMI’S NEW VICE PRESIDENT FOR INSTITUTIONAL DIVERSITY AND INCLUSION**, Cristina Alcalde brings a global perspective to issues of inequity and racialization. She is focusing on the sustainable, structural changes needed to position Miami students, faculty, staff, and campus partners as active contributors in broader conversations about anti-racism.

**Miami University** — empowering the leaders of today to inspire the leaders of tomorrow.

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**INSPIRING PROGRAMS IN STEM AWARDS**

Among the services provided by WIE are an orientation for new women engineering students, freshman mentoring classes, leadership workshops, academic advising, and more.

**Of Interest**: As of fall 2018, approximately 25 percent of the school’s first-year engineering students were women; in some specific engineering degree programs — including bioengineering, computer science, and engineering undeclared — the first-year cohort was nearly 40 percent women.

**Wilbur Wright College Center of Excellence for Engineering and Computer Science**

**Engineering at Wright**

**Level**: High School and Community College

The engineering program’s approach to increasing diversity is grounded on equitable practices that strive to alleviate academic, financial, social, and other barriers; increase belonging to the college and the profession; and develop self-efficacy. Student supports include a summer bridge program for those who are underprepared to succeed in engineering education as well as the use of the holistic and programmatic approach for transfer (HPAT) model to guide students on the path to a four-year degree.

**Of Interest**: More than 70 percent of students enrolled in the school’s engineering program are Hispanic or Latinx, 25 percent are women, and 12 percent are Black.
In the Hal Marcus College of Science and Engineering at the University of West Florida, we are preparing tomorrow’s leaders in the fields of science, technology, engineering and math.

With an estimated 3.5 million jobs to fill by 2025, the importance of highly-motivated and engaged STEM graduates joining the workforce is increasingly important to our national economy.

Our UWF STEM Scholars program was created to build the next generation of changemakers and innovators in the STEM fields by providing scholarships, mentoring, and a sense of community for our students as they navigate their academic programs. Through one-on-one advising and a special STEM for Life Seminar series, our hope is that this unique program will encourage educational persistence, increase student support and prepare students for success after graduation.

So far, our efforts have vastly improved our student’s experience—our program has improved retention and graduation rates as well as success rates of underrepresented groups and financially disadvantaged STEM students.

“It All STEMs From Here

“The future of the economy is in STEM. That’s where the jobs of tomorrow will be.” —Bureau of Labor Statistics

It All STEMs From Here

Hal Marcus College of Science and Engineering
University of West Florida

UWF STEM Scholars

uwp.edu/hmcse
INSPIRING PROGRAMS IN STEM AWARDS

MATHMATICS

Arizona State University (ASU) School of Mathematical and Statistical Sciences
Joaquín Bustoz Math-Science Honors Program (JBMSHP)

Level: High School
ASU recruits underrepresented JBMSHP participants from high schools across the state of Arizona and the Navajo Nation for this on-campus summer program. Faculty and staff closely mentor students while they are given the opportunity to focus on their studies, develop a strong academic work ethic, and become familiar with the college environment.

Of Interest: Nearly 3,000 students have participated in JBMSHP during its 36 years of existence.

Central Washington University (CWU)
College of the Sciences, Mathematics Department
Círculo de Matemáticas en Español de Central (Kittitas Valley Spanish Language Math Circles)

Level: Elementary and Middle School
The CWU’s Math Circles program gives local K-8 students as well as their families the opportunity to engage with non-standard math under the guidance of CWU faculty and students. The Spanish-language version of this program, which offers students the ability to learn from bilingual CWU undergraduates, has been successful at increasing participation among the Hispanic community and providing middle school participants with positive role models.

Of Interest: CWU Math Circles use art, games, and other fun-focused activities to help Spanish-language speakers build their confidence as mathematicians.

Hamilton College
Economics Department

Level: Undergraduate
The Hamilton College Economics Department recently undertook major curricular reforms to attract and retain women and students of color. A key component is a new Economic Theory and Evidence course that integrates the teaching of introductory economics and statistics with an understanding of the causes and consequences of inequality. The overall philosophy of the course is that by broadening students’ perceptions of this discipline, the college can widen its appeal to those with diverse interests and perspectives.


Iowa State University College of Liberal Arts and Sciences
Math Post-Baccalaureate Program – Bridge the Gap

Level: Undergraduate and Graduate
Bridge the Gap is a one-year post-baccalaureate program that helps undergraduate degree holders smoothly transition

Post-baccalaureate students at Iowa State University during the 2018-2019 academic year
to the rigors of graduate-level mathematics education. The program creates a community of support that includes mentoring from peers and top faculty who help guide participants through the graduate school application process.

**Of Interest:** Bridge the Gap is uniquely funded by the liberal arts college, the mathematics department, and private donors. By forgoing federal funding, the program is able to support international students in addition to participants from the U.S.

### Texas Tech University Department of Mathematics and Statistics

**Emmy Noether High School Mathematics Days (ENHD)**

**Level:** Middle and High School

This special event exposes diverse young women and girls from local schools to opportunities in mathematics and STEM in a fun and nurturing environment that includes talks, interactive workshops, panel discussions, and a math competition. Throughout the day, students meet with women professors while their teachers participate in workshops on fostering STEM interests in the classroom.

**Of Interest:** Participants have continuously ranked the event’s Career Panel as their favorite ENHD event, with a recorded evaluation score of 4.8 out of 5 for 10 years in a row; the panel features university faculty and other professionals who share information on the wide range of math and STEM career options.
HEALTH AND MEDICINE

A.T. Still University of Health Sciences (ATSU)
Dreamline Pathways

Level: K-12
The Dreamline Pathway programs are comprehensive community-based collaborations that introduce K-12 students to graduate health professions programs offered at ATSU through experiential learning opportunities. The programs provide health care mentors, campus tours, health and dental screenings, and more. In 2021, the university launched a summer immersion experience that exposed students to a variety of professions including osteopathy, nursing, and allied health careers.

Of Interest: ATSU provided full tuition for 25 underserved students to attend the new summer immersion experience, known as the ATSU-Truman Healthcare Academy, in partnership with Truman State University.

Creighton University Health Sciences Multicultural and Community Affairs Department (HS-MACA)
Post-Baccalaureate Pre-Medical and Pre-Dental Programs

Level: Undergraduate and Graduate
Creighton University’s HS-MACA programs offer diverse individuals the training and skills necessary to succeed in medical and dental school. Administered by the Health Sciences Office of Multicultural and Community Affairs, the programs serve as models for training students from economically or educationally disadvantaged backgrounds.

Of Interest: Since 2000, 48 students have completed the summer pre-matriculation program, 86 have completed the pre-dental program, and 152 have completed the pre-medical program.

Albert Einstein College of Medicine
Bronx Health Opportunities Partnership at Einstein (Bronx HOPE) Summer Collaborative

Level: Undergraduate
Established during the COVID-19 pandemic, Bronx HOPE supports underrepresented students who may have lost access to summer workforce and educational opportunities. The six-week online initiative is a collaboration between three pathway programs that support undergraduates interested in health science careers who are from disadvantaged Bronx communities, many of which have been disproportionately affected by the pandemic.

Of Interest: Students who participated in Bronx HOPE said they felt supported, reinvigorated, and even more motivated to pursue biomedical careers after completing the program.

Florida State University College of Medicine (FSU COM)
Undergraduate Science Students Together Reaching Instructional Diversity and Excellence (USSTRIDE) Program

Level: Undergraduate
USSTRIDE focuses on providing a comprehensive structure of support to undergraduates who matriculate to the Florida State University program at Florida State University teaches clinical skills to underrepresented high school students.
university from FSU COM’s pre-college pipeline program as well as pre-medical students from various Florida colleges and universities. USSTRIDE students develop standardized test-taking skills, participate in professional development workshops, engage in mentoring, receive assistance with medical school applications, and more.

**Of Interest:** Over the past 28 years, USSTRIDE has served 653 students, 97 percent of whom successfully completed their undergraduate degrees.

**Harvard University School of Dental Medicine (HSDM) Bridge to Dental School Program (BDS)**

**Level:** Undergraduate

This interactive summer pipeline program at HSDM is led by current students and covers general study tips for the Dental Admission Test and other essential elements for crafting a competitive dental school application. The free program places emphasis on teaching participants — who are generally underrepresented students from marginalized communities across the U.S. — how to craft personal statements and résumés, enhance their interviewing skills, and learn more about dental school curriculum.

**Of Interest:** BDS members must identify as a member of an underrepresented group in medicine as defined by the Association of American Medical Colleges, which includes students who are Black, Latinx, Native American, LGBTQ, the first in their families to attend college, and others.

**Harvard School of Dental Medicine students from the Class of 2023 serve as instructors in the third annual Bridge to Dental School program.**

**Purdue University College of Veterinary Medicine (PVM) The League of VetaHumanz**

**Level:** K-12

PVM faculty conceived of this program as an inclusive veterinary “superhero” league in which veterinarians in academia, practice, research, government, and industry provide access and support for underserved youth with the aim of diversifying the field. Teams of diverse veterinary role models facilitate career exploration and experiential learning with K-12 students while teaching such topics as the impact of veterinary medical research on public health.

**Of Interest:** In 22 states, teams of VetaHumanz, VetaHumanz in Training (veterinary medical students), and Allied Superheroes deliver STEM programming to underserved K-5 students through partnerships with schools and community centers.

**High school students in New York University College of Dentistry’s Saturday Academy take part in a hands-on lab activity.**
Fordham University is committed to being a diverse, inclusive institution of teaching and learning, and to educating for justice on and off campus. We take on this anti-racist work in the context of *cura personalis*, or care for the whole person, in educating competent and compassionate leaders in a global community.
Of Interest: Since its inception in 2013, 81 percent of BSHS students have gone on to enter a graduate degree program.

St. Thomas University (STU)  
College of Science, Technology, and Health  
Summer Research Institute (SRI)  

Level: Undergraduate  
The SRI is a collaboration between STU and several other Florida universities that brings together diverse undergraduates to participate in cutting-edge research. In 2020, under the leadership of seven STU faculty mentors, SRI students conducted research in the fields of biology, chemistry, and computer science. Nearly 65 percent of participants were women, and 80 percent were racially or ethnically underrepresented.

Of Interest: The SRI has conducted research on the latest COVID-19 developments, antioxidant and anticancer activities of medicinal plants, central nervous system regeneration, Cloud hosting and artificial intelligence in video games, and much more.

The Ohio State University College of Optometry  
Improving Diversity in Optometric Careers (I-DOC)  

Level: High School and Undergraduate  
Now in its 15th year, I-DOC is a residential pipeline summer program that encourages underrepresented high schoolers and undergraduates to consider optometry as a professional career. Over the course of four days, students learn the basics of optometry, the importance of promoting diversity in the field, how to apply to the college, and more. Once the program ends, participants are connected with alumni for shadowing opportunities and have the option to join an alumni club where they can check in regularly with their peers as they navigate the application process.

Of Interest: Corporate sponsorships help the college provide I-DOC at no cost to students, covering travel, food, and lodging for 25 to 30 participants annually.

The University of Illinois Chicago (UIC) College of Pharmacy  
Urban Pathways Program  

Level: High School  
The six-week Urban Pathways Program is dedicated to exposing underrepresented high school students to the pharmacy profession. During the first three weeks, students shadow faculty, attend lectures on topics that highlight prevalent diseases in marginalized communities, and engage in hands-on experiments to enrich their understanding of science and clinical research. In the last portion of the program, students are assigned to a community pharmacy practice site at either a CVS or Walgreens.

Of Interest: In the 15 years since the Urban Pathways Program was founded, approximately 63 percent of participants have matriculated into pharmacy school, including at UIC.
The University of Texas at Tyler Health Science Center  
**High School Pre-Health Conference**  
**Level:** High School  
The Pre-Health Conference is a unique opportunity for rural, underrepresented high school students across East Texas to explore and learn about the many career options and degree programs in biomedical research, public health, and medicine. The event gives attendees the opportunity to meet with a wide range of health professionals and to develop key skills such as interviewing, resume writing, and professional communication.  

**Of Interest:** The Pre-Health Conference has served more than 1,100 aspiring health professionals from 30 area high schools since the inaugural event in September 2017.

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Touro College of Osteopathic Medicine  
**The MedAchieve Program**  
**Level:** High School  
MedAchieve is a two-year, after-school program serving high school students in the Harlem community who are interested in pursuing a career in medicine. Each participant is partnered with a current medical student who works virtually alongside them throughout the program and helps guide them in their academic and future career goals. Specific offerings include interactive lectures in neuroanatomy, genetics, public health, and more.  

**Of Interest:** The MedAchieve Empowerment Scholarship provides a participant who successfully completes the program with financial assistance for college and university application fees, ACT/SAT courses, and other college preparation resources.

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University of Arkansas for Medical Sciences (UAMS)  
College of Medicine  
Division for Diversity, Equity, and Inclusion (DDEI)  
**Laddered Pipeline Program**  
**Level:** K-12, Undergraduate, and Graduate  
UAMS DDEI has a ladder of summer outreach programs for underrepresented students beginning in kindergarten and continuing through college to the medical professions. Special STEM academies designed for K-12 students introduce children to health care professions, and unique programs focus on severely underrepresented populations, such as young Black men. UAMS DDEI also conducts outreach at colleges across the state to introduce underserved students to graduate programs and careers in the health professions.  

**Of Interest:** During the COVID-19 pandemic, the DDEI created a virtual program known as Prometheus that allows students to search for mentors in their area of professional or research interests; communities are grouped by colleges, student organizations, and professional groups to help students find individuals who best fit their career path.

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University of Arkansas for Medical Sciences  
Division for Diversity, Equity, and Inclusion (DDEI)  
**Junior STEM Academy (JSA) and Senior STEM Academy (SSA)**  
**Level:** Elementary and Middle School  
JSA and SSA are one-week summer programs aimed at closing achievement gaps for underrepresented and low-income students using a unique project-based curriculum that incorporates mental health and wellness, community service, and more. JSA serves elementary students while SSA serves grades six to eight, and many participants return for multiple years.  

**Of Interest:** JSA and SSA students participate in a white coat ceremony akin to the one for medical school
Congratulations to Hostos Community College’s Joint Dual Engineering Degree Program with The City College of New York’s Grove School of Engineering on Receiving INSIGHT Into Diversity Magazine’s 2021 Inspiring Programs in STEM Award

The University of Oklahoma is committed to achieving an equitable, diverse, and inclusive university community by recognizing each person’s unique contributions, background, and perspectives.

We strive to cultivate a sense of belonging and emotional support for all recognizing that fostering an inclusive environment for all is vital in the pursuit of academic and inclusive excellence in all aspects of our institutional mission.

University of California, Riverside School of Medicine

Future Physician Leaders

Level: High School and Undergraduate

The Future Physicians Leaders program aims to provide mentorship to students who aspire to medical careers and are likely to practice in their home communities to address health care inequities. During the nine-week summer initiative, nearly 150 participants engage in workshops, attend lectures, and create their own community health projects with the goal of improving health care access in high-need areas around inland Southern California.

Of Interest: Upon completion of the program, 100 percent of participants stated that their confidence and motivation to pursue medicine increased.

graduates. Staff members report a visible change in behavior and confidence in students who wear their white coats during learning experiences.
Help us shape the future of healthcare.

A.T. Still University’s award-winning Dreamline Pathways program supports youth in their exploration of health professions careers.

Find out how to get involved today:
atsu.edu/dreamline-stem
660.626.2210 | diversity@atsu.edu

University of Georgia
College of Veterinary Medicine (UGA CVM)
Tifton Veterinary Diagnostic & Investigational Laboratory

Level: High School and Undergraduate
UGA CVM has developed the first laboratory-centered “exploratory academy” instruction model for undergraduate and high school students from underrepresented and underserved rural communities in South Georgia. Students in these communities have multiple educational opportunities that allow them to explore veterinary medicine with a special emphasis on veterinary laboratory diagnostics.

Of Interest: The Tifton laboratory’s specific opportunities include observing the daily operations of an all-species animal disease laboratory, interacting with UGA CVM faculty of various specialties, and full-day workshops that offer lectures and laboratory shadowing.

University of Missouri–St. Louis College of Optometry
Eyes on Diversity: Summer E.Y.E. Academy

Level: High School
High school students in the Summer E.Y.E. Academy are exposed to the optometry profession through a variety of workshops, lectures, and shadowing opportunities.

Brittany Wright, diversity, equity and inclusion coordinator and assistant clinical professor at the University of Missouri-St. Louis College of Optometry, helps oversee Eyes on Diversity: Summer EYE Academy.
of hands-on activities and presentations. In addition to learning basic clinical skills, shadowing professionals, and receiving assistance in planning for optometry school, students also meet with local optometrists who are historically underrepresented in the field.

**Of Interest:** Specific academy activities include lessons on taking a patient’s case history and assessing visual acuity in addition to presentations on diversity topics.

**University of Oklahoma College of Medicine**

**Club Scrubs**

**Level:** High School
Club Scrubs is a hands-on, interactive club for underrepresented high schoolers interested in exploring health care careers. Members hear from medical faculty, staff, and current medical students in a number of different specialties, in addition to hearing from each of the other colleges on the Health Sciences Center Campus. The club meets bi-monthly throughout the school year.

**Of Interest:** During the 2020-2021 academic year, Club Scrubs met twice per month via Zoom and held a socially distanced graduation ceremony so members would not miss out on the exciting activities and essential support that the club offers.

**University of Oklahoma Health Sciences Center (OU HSC)**

**Office of Diversity, Equity, and Inclusion**

**Aspiring Health Professions Summer Academy**

**Level:** High School
This unique academy is a weeklong experience for underrepresented high schoolers in coordination with OU’s seven health professions colleges. Participants have the opportunity to engage in hands-on activities with each college, including learning how to suture with the OU College of Medicine and completing science experiments.

**University of Oklahoma College of Medicine**

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Developing a More Diverse Health Care Workforce

UAMS Division for Diversity, Equity, and Inclusion focuses on increasing diversity in the health care workforce by identifying gaps and creating resources to fill them. Through a variety of outreach programs, we are connecting with young STEM scholars to develop interest and “plug the leaks” in our workforce pipeline. Our goal is to improve the health of all Arkansans.

University of Virginia (UVA) School of Medicine
Summer Medical Leadership Program (SMLP)

Level: Undergraduate

SMLP is a virtual medical academic enrichment program whose primary goal is to expose participants to “real world medicine” and prepare them not only for admission to medical school but to assume future leadership positions in medicine and the biomedical field. The program is an intensive six-week residential summer experience for 30 undergraduates from disadvantaged backgrounds — selected from a nationwide pool of applicants — who are interested in medical careers.

Of Interest: SMLP’s director, Dr. Taison Bell, is also the director of a multidisciplinary mechanical ventilation course taught to critical care fellows and has led UVA’s response to the COVID-19 pandemic.

UT Southwestern Medical Center
Future Doctors Pipeline Program

Level: Elementary School

Established by UT Southwestern medical students, the Future Doctors Pipeline program provides outreach to underrepresented students in disadvantaged communities to encourage them to pursue medical careers. The program involves current underrepresented medical students volunteering their services at local elementary schools, where they provide a variety of engagement activities and share their love of science. Additionally, the volunteers attend PTA meetings to discuss ways that parents can promote their child’s interest in science and medicine.

Of Interest: Program volunteers have visited approximately 40 schools and engaged with hundreds of students, teachers, and principals in the six years since Future Doctors was established.
WE ARE STILL LASER-FOCUSED

We are a broad community of scholars with one thing in common: 
the engineer’s desire to solve problems.

The College of Engineering at North Carolina State University continues the work to build an inclusive and welcoming community where faculty, staff and students from a diverse set of lived experiences can thrive in the classroom, office spaces and research labs. Our brothers and sisters in the Asian American / Pacific Islander, Black, Native American, Chicano and Hispanic / Latinx communities are valued members of our Wolfpack Family.

WE ARE MANY, WE ARE ONE.

JOIN US AS WE WORK TO SOLVE THE MOST CHALLENGING PROBLEMS FACING HUMANKIND.

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MULTIDISCIPLINARY

Adelphi University College of Arts and Sciences
Science Technology Entry Program (STEP) and Collegiate Science Technology Entry Program (CSTEP)

**Level:** Middle School, High School, and Undergraduate
STEP inspires and prepares middle and high schoolers to enter STEM careers by offering instructional and experimental opportunities in learning environments where students can feel comfortable without being subjected to in-school social pressures. CSTEP — designed for undergraduates — raises retention and success rates through academic and research enrichment, risk assessment and counseling, professional conferences, workshops, and more.

**Of Interest:** During the 2020-2021 academic year, STEP and CSTEP adapted their services to virtual environments by hosting events such as an online robotics competition and virtual research presentations.

Clemson University (CU) College of Science
College of Science Mentoring and Inclusion Collaborative (COSMIC)

**Level:** Undergraduate
COSMIC launched in 2018 as a mentorship and support program for students who are racially underrepresented in STEM and has grown to include a study hall, service-learning component, and awards ceremony. The program has rapidly expanded to also include mentoring affinity groups for women, men, first-generation students, transfer students, students with disabilities, students of color, and LGBTQIA+ students.

**Of Interest:** COSMIC’s community of affinity groups was intentionally designed to create an “ecosystem of support” for women, students of color, and others underrepresented in STEM.

Albert Einstein College of Medicine
Einstein Enrichment Program (EEP)

**Level:** Middle School, High School, and Undergraduate
EEP introduces students in grades seven to twelve to careers in science, medicine, and health care through science course review, participation in college-level poster presentations, and more. The state-funded program continues into an undergraduate version known as EEPx, which offers clinical and research lab shadowing programs with current medical students and practitioners.

**Of Interest:** Almost 89 percent of students who complete EEP go on to pursue medical or health care degrees in college.

Clemson University (CU) College of Science
Programs for Educational Enrichment and Retention (PEER) and Women in Science and Engineering (WISE)

**Level:** K-12 and Undergraduate
The numerous undergraduate support efforts provided...
by CU's PEER and WISE programs include a peer mentorship program that pairs all incoming first-year students majoring in STEM with upperclassmen, a living and learning community for sophomore women pursuing science and engineering, and tailored tutoring and life coaching services. PEER and WISE also conduct outreach such as STEM education events for girls in K-12 and campus immersion experiences for prospective STEM students, and more.

**Of Interest:** The Women in Engineering ProActive Network, National Association of Multicultural Engineering Program Advocates, and more have honored PEER and WISE for their achievements in student recruitment and retention.

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**Davenport University College of Urban Education**

**Future Urban STEM Educators (FUSE) Program**

**Level:** Middle School, High School, and Undergraduate

FUSE is designed to grow the pipeline of diverse STEM K-12 teachers in high-need school districts. The program attracts middle and high school students to STEM disciplines through after-school and summer FUSE clubs and then recruits members to participate in dual enrollment programs that accelerate college completion and are paid for by school districts. It also recruits diverse students from community colleges, as well as other DU STEM students, and engages with professionals looking for a career change.

**Of Interest:** This year, the DU CoUE received a $1.19 million grant from the National Science Foundation to fund internships, scholarships, and teacher certification costs for FUSE participants.

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**St. Thomas University** is proud to be the recipient of the 2021 Inspiring Programs in STEM Award for our College of Science Summer Research Institute program, now in its 13th year.

**NEXT IS NOW**

Grand Valley State University is proud to be recognized with the **Inspiring Programs in STEM Award**. Our continued commitment to supporting and empowering all students, faculty, and staff is one reason Grand Valley has become a national model for equity, inclusion, and social justice. That’s the Laker Effect.

Learn about our Inclusion and Equity efforts at gvsu.edu/inclusion

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Students in the Future Urban STEM Educators Program at Davenport University College of Urban Education

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Students in the College of Science at St. Thomas University
Eastern Washington University College of Science, Technology, Engineering, and Math (CSTEM)  
CSTEM Dean’s Fellow for Diversity, Equity, and Inclusion

**Level**: College Faculty  
The objective of this fellowship is to identify specific areas of the college that need additional support toward diversity and inclusion. The fellowship has led to the creation of a plan to recruit more diverse faculty and increase the current faculty’s understanding of how to promote equity in STEM, among other initiatives.  

**Of Interest**: The fellowship sponsors book studies, data sharing, and other activities aimed at improving the teaching and advising of underrepresented students in STEM programs.

Florida International University (FIU)  
FIU STEM Transformation Institute

**Level**: K-12, Undergraduate, and Graduate  
Institute researchers are redesigning STEM education to expand opportunities and improve outcomes for underrepresented groups in these disciplines and to create pathways for successful STEM careers. The institute’s wide-ranging efforts have extended from transforming lower division mathematics courses on campus to launching a national program that works with high school teachers and guidance counselors to inspire young women to pursue physics degrees. FIU’s extensive work in this area has caught the attention of the White House, the U.S. Department of Education, National Science Foundation, and more for its effectiveness and scalability.  

**Of Interest**: The STEM Transformation Institute’s successes include increasing retention rates for STEM majors by implementing active learning classrooms, reducing textbook costs, allowing students to work on real-world problems, and more.
Congratulations!

The Eyes on Diversity program provides high school students the opportunity to learn more about becoming a Doctor of Optometry through hands-on activities and presentations.

Eyes on Diversity is co-sponsored by the UMSL College of Optometry and Office of Precollegiate Student Services.

Funded through an education grant from VSP Global.

umsloptometry.umsl.edu
Framingham State University College of STEM

**STEM Scholars**

**Level:** Undergraduate
The STEM Scholars program was designed to help incoming undergraduate students whose SAT scores suggest that they may face challenges in STEM majors. The scholars, who primarily come from underrepresented and low-income backgrounds, progress throughout their undergraduate careers as a close-knit cohort and are assigned classes designed to build their academic skills. Students also receive support from advisers in their departments who have been trained on working with those who are facing academic challenges.

**Of Interest:** In the last four cohorts, on average, 63 percent of students identified as underrepresented, 57 percent were first-generation college students, and 62 percent were eligible for Pell Grants.

Georgia Southern University (GSU) College of Education

**Ventaja Program**

**Level:** Elementary School, Middle School, Undergraduate, and Educators
The Ventaja — meaning “advantage” in Spanish — Program is a summer camp at both GSU’s Statesboro campus and abroad in Panama. The program allows elementary and middle school students in Southeast Georgia to experience STEM education opportunities while also learning about STEM trailblazers of African descent or Latinx heritage. In addition, student-teachers pursuing education degrees at GSU are able to work with campers in the program or with English language learners at the Panama camp.

**Of Interest:** In addition to serving students, the Ventaja Program invites local teachers in Panama to take part in the camp to learn methodologies for place-based, hands-on curriculum that they can utilize in their classrooms.

Grand Valley State University (GVSU) Padnos College of Engineering and Computing

**Historically Black Colleges and Universities/ Hispanic-Serving Institutions (HBCU/HSI) Consortium**

**Level:** Undergraduate and Graduate
The consortium offers dual undergraduate and graduate degree programs for students from member HBCUs and HSIs that expand STEM educational opportunities while minimizing the time to degree completion. Participating students begin their college career in the uniquely supportive environment of an HBCU or HSI while capitalizing on the more expansive offerings, extensive facilities, and industry partnerships of GVSU.

**Of Interest:** The HBCU/HSI Consortium offers students paid career immersion opportunities while allowing area employers to engage with a high-performing and diverse talent pipeline.

Administrators from Grand Valley State University (GVSU) and Fort Valley State University (FVSU). Pictured left to right: Paul Plotkowski, GVSU dean of engineering and computing; B. Donta Truss, GVSU vice president of Enrollment Development and Educational Outreach; Paul A. Jones, FVSU President; and T. Ramon Stuart, the former FVSU provost.
WHAT REAL DOES MAKES A REAL DIFFERENCE
TRANSFORMING STEM EDUCATION

At FIU, learning is a REAL experience. Researchers in FIU’s STEM Transformation Institute are redesigning STEM education to improve outcomes, expand opportunities and create pathways for successful STEM careers. For the second year in a row, Insight into Diversity Magazine has recognized FIU’s STEM Transformation Institute as an Inspiring Program in STEM for encouraging and supporting under-represented students. At FIU, the way we do STEM is a scalable model for how the United States must do STEM.
Harvey Mudd College Office of Institutional Diversity (HMC OID)

**OID · Summer Institute**

**Level:** Undergraduate
The Summer Institute’s mission is to help incoming STEM students with the college transition process, ultimately increasing their academic and personal success. Each Summer Institute scholar is paired with a mentor-and-mentee group that offers peer support throughout their first year and beyond. Students also participate in workshops, take part in academic and professional development activities, and engage in co-curricular activities. Throughout the program and into the academic year, the scholars have the chance to acquire cross-cultural competencies and develop their allyship, community building, and leadership skills.

**Of Interest:** Many campus leaders at HMC are former institute students, and virtually all past participants describe the experience as pivotal in their successful transition to college.

Indiana University Bloomington Office of the Vice President for Diversity, Equity, and Multicultural Affairs

**Groups Scholars Program STEM Initiative**

**Level:** Undergraduate
The Groups Scholars Program STEM Initiative enhances the academic and professional experiences of first-generation, underrepresented students through research, structured mentoring, educational support, and professional development. The initiative includes a program connecting undergraduates with graduate mentors who give advice on study skills, leadership, work-life balance, and other essential topics. Another offering is the SPRING Career seminar, which investigates STEM careers through assignments, tours, and classroom visits from STEM professionals.

**Of Interest:** This initiative includes a student-driven branch known as the Groups STEM Student Organization, which develops programming for members to further develop their academic and professional skills and cultivates a campus environment in which peers support one another to succeed.

Kennesaw State University (KSU) College of Architecture and Construction Management

**Mentoring Architecture Construction (MAC)**

**Level:** Undergraduate
MAC is a student organization that provides peer mentorship to KSU College of Architecture and Construction Management students, especially women and those from underrepresented groups. The organization is designed to provide students with extra support from peer mentors who help guide them through the more difficult concepts that crop up in each field. The overarching goal is to encourage these individuals to pursue and stick with architecture and construction management degrees, ultimately reducing historically low rates of representation in the fields.

**Of Interest:** Students of color make up 61 percent of architecture students and 43 percent of construction management students at KSU. Additionally, 46 percent of architecture students are women, compared with 15 percent in the construction management program.
Inspiring STEM leaders through integrated learning, research and limitless possibilities is why Texas Tech University helps to solve the world’s toughest challenges. An interdisciplinary team at Texas Tech leads the commercialization of an invention to more effectively determine metabolic health creating solutions for better diagnosis, prevention and care.
Old Dominion University (ODU) College of Science and Darden College of Education and Professional Studies

The MonarchTeach Program

Level: Undergraduate and Educators
This program at ODU recruits, trains, and prepares future STEM educators from diverse backgrounds, many of whom are recruited through summer orientation and local community colleges. It offers mentorships with local teachers and ODU faculty; paid summer internships with organizations such as NASA, the Virginia Zoo, and the Virginia Aquarium; and financial assistance for teaching licensure. Program alumni are supported during their first three years in the classroom with further professional development opportunities and mentorship from a MonarchTeach faculty member.

Of Interest: Each year, the MonarchTeach Student Organization plans a Youth Exploring Math and Science Day, an event that brings more than 100 middle school students to ODU’s campus for a day of science and math labs that may not be available at their home school.

Santa Fe College (SF)

Guitars, Rocketry, Robotics, Advanced Technological Education (GRRATE)

Level: Undergraduate
The GRRATE Project uses project-based learning and culturally responsive pedagogy to encourage students from underrepresented populations to engage in STEM degrees and career tracks. To recruit students from underserved demographics, courses are held at three rural and one urban specialized SF satellite centers, instead of at the main college campus. Through hands-on projects, participants learn the algebra of measurements, the technical skills of hand and power tools, the design of engineering, and the physics of sound and motion.

Of Interest: By the end of the course, students will have either built and launched several types of rockets; constructed,

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Miami University College of Arts and Science and College of Engineering and Computing

The Bridges Diversity Overnight Visit Program

Level: High School
Launched more than 50 years ago, this innovative program hosts more than 600 high-achieving high schoolers from diverse backgrounds as well as those who are committed to promoting a deeper understanding of and appreciation for diversity. During four overnight sessions, participants are paired with current undergraduates who serve as hosts during college preparation activities, including many focused on STEM fields. Participants who go on to enroll in the university join the Bridges Scholars Program in which they receive success coaching specific to their field of study, which has been shown to be especially beneficial for those majoring in STEM.

Of Interest: Nearly 40 percent of program participants of color have gone on to enroll in the Miami University College of Engineering and Computing, compared with 9 percent of non-Bridge participants.

Middle Tennessee State University (MTSU)

College of Basic and Applied Sciences

Women in STEM Center (WISTEM)

Level: Middle School, High School, and Undergraduate
WISTEM is home to several programs, scholarships, and internship opportunities. The center hosts the annual TN Girls in STEM conference, during which middle and high school students meet with role models and participate in hands-on workshops on everything from automotive engineering to neurosurgery. The conference is heavily linked to the center’s STEM Mentors program, which invites MTSU women STEM graduates to provide guidance to girls considering careers in these fields.

Of Interest: WISTEM features a living and learning community that enables members to form study groups, meet professional women and faculty in their discipline, and attend special lectures.

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Girls in grades K-12 attend the annual TN Girls in STEM Conference hosted by the Middle Tennessee State University Women in STEM Center.
Grand Valley State University is proud to be recognized for our collaboration with Fort Valley State University, an Historically Black College/University (HBCU) that creates a pathway for FVSU students to earn a bachelor’s degree from FVSU combined with a master’s degree in a STEM discipline from Grand Valley State in as little as five years.

This collaboration is just the first in the new Grand Valley State University HBCU/Hispanic-Serving Institution (HSI) Pipeline Consortium. We are committed to expanding the program to create educational pathways for talented students across the country.

Programs like these provide more options and opportunities for students and help meet industry needs for a diverse workforce.

Our continued support of students in STEM and other fields through innovative and collaborative programs like this is just one more example of Grand Valley’s commitment to being ready for whatever comes next.

gvsu.edu

We invite other HBCUs and HSIs interested in joining this emerging consortium to contact Vice President B. Donta Truss at trussb@gvsu.edu or Dean Paul Plotkowski at plotkowp@gvsu.edu.
programmed, and battled robots and completed robot challenges; or designed and built their own electric guitar.

Texas Christian University (TCU)
College of Science and Engineering
STEM Scholar Program

**Level:** Undergraduate

This program covers the full cost of attendance at TCU for four years, provides academic support, and enriches the university learning experience for high-achieving underrepresented students majoring in STEM. Incoming members complete a summer enrichment program that includes on-campus employment so that they can earn money in preparation for the academic year and learn the value of time management. The program also supplies students with opportunities for undergraduate research, educational travel funds, and various study abroad options.

**Of Interest:** The STEM Scholar Program has a career consultant who works specifically with students in providing resources to aid them with career exploration, internships, job placement, and more.

Texas Tech University (TTU) STEM Center for Outreach, Research, and Education
CORE STEMinar Series: Global Diversity in STEM

**Level:** Undergraduate, Graduate, and Faculty

This series provides TTU faculty with the opportunity to engage in professional development that guides their understanding of concepts not usually discussed in STEM disciplines, including topics related to diversity. The seminars focus on engaging with students from diverse cultures and backgrounds as well those with disabilities. It has also served underrepresented undergraduate and graduate students through several targeted seminars and conversations with speakers.
Of Interest: Specific topics have included promoting anti-racism in STEM, supporting Deaf and hard of hearing students, and confronting imposter syndrome.

University of Arizona Colleges of Science and Engineering
Arizona’s Science, Engineering, and Math Scholars Program (ASEMS)

Level: Undergraduate
ASEMS supports women and underrepresented students to persist in STEM degree programs by offering a range of academic, research, and career readiness services. In the first two years of the program, students build a strong foundation in gateway STEM courses with the assistance of mentors and tutors who recognize the importance of meeting students at their current academic point of development, understanding their unique circumstances, validating their cultural backgrounds, and more. By junior year, most ASEMS scholars remain in STEM and engage in research, internships, field work, and clinical work that prepares them for STEM careers.

Of Interest: ASEMS students take three unique career readiness courses: Success in STEM, Professionalism in STEM, and Research Readiness.

Rose-Hulman Institute of Technology is a nationally recognized leader for making STEM education relevant and exciting for today’s students. We succeed by unlocking the imagination, creativity and unique strengths of every individual who comes through our doors.

We’re proud of who we are and where we’re going.

- Top STEM college where female students flourish – MarketWatch
- Top 10 colleges for upward income mobility – New York Times
- No. 1 undergraduate engineering program 22 consecutive years – U.S. News & World Report

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Congratulations 2021 Inspiring Programs in STEM Recipients

The Caruth Institute for Engineering Education
The Hart Center for Engineering Leadership
The Hunt Institute for Engineering & Humanity

University of Cincinnati
College of Engineering and Applied Science
Office of Inclusive Excellence & Community Engagement (IECE) Program

Level: Undergraduate
IECE works to increase the number of underrepresented students in engineering by offering initiatives, services, and scholarships that enhance learning and lead to their success. These initiatives include a residential summer bridge program that develops college readiness for incoming first-year students, success coaching to support financial literacy, and a multicultural student society that provides a safe space for networking and professional development.

Of Interest: In its 33-year history, IECE has assisted more than 1,000 underrepresented students in engineering. On average, participants are retained at a 10 percent higher rate.

University of Missouri–St. Louis (UMSL)
College of Arts and Sciences
Collaborative Laboratory and Mentoring Blueprint Program (CLIMB)

Level: High School
CLIMB offers high school juniors and seniors from nearby underserved districts paid summer internships and six weeks of collegiate research experience alongside UMSL professors and undergraduate researchers. Participants work 40 hours per week conducting research in specialty areas such as chemistry, biology, or computer science as well as completing activities for pre-college and career development. CLIMB interns receive $12 per hour, Metro passes to cover transportation costs, and campus dining dollars so that they may participate in the program in lieu of a summer job.

Of Interest: Nearly 90 percent of CLIMB students have gone on to study in a STEM field since the program was launched in 2015.
Right now, women are nearly half of the U.S. workforce but only 27% of STEM workers according to the U.S. Census Bureau. African Americans and Latinx made up around a quarter (27%) of the overall U.S. workforce in 2016 according to a Pew Research Center survey, but together they accounted for only 16% of those employed in a STEM occupation. STEM workers play an important role in America’s innovative capacity and global competitiveness. That means the gender and racial gap is keeping women and BIPOC out of high-paid, fast-growing jobs in science, technology and engineering. We have to ask ourselves at every turn, why are the highest paying jobs and educational opportunities in science and computing not shared across gender and race? LET'S GET TO WORK. nadohe.org
University of Pittsburgh School of Medicine Institute for Clinical Research Education
Leading Emerging and Diverse Scholars to Success (LEADS)

**Level:** Postdoctoral and Faculty

LEADS aims to launch research careers for postdoctoral fellows and junior faculty at Minority-Serving Institutions by supporting them in submitting successful grants and aiding in the development of their research. The program consists of three unique supports: online modules, career coaching, and travel awards. LEADS has also developed several initiatives that help with specific aspects of faculty development, including opportunities for formal research presentations to facilitate networking and collaboration, increased structure and accountability for those working to complete grant applications, and more.

**Of Interest:** In the last five years, LEADS has trained 70 diverse scholars from 12 institutions; these scholars have published a total of 132 articles and secured 46 grants.

University of North Texas Health Science Center
National Research Mentoring Network-Resource Center (NRMN-RC)

**Level:** Undergraduate, Graduate, Faculty, and Postdoctoral

NRMN-RC is an online program that offers culturally responsive mentoring, professional development, and networking to STEM students, postdoctoral and professional researchers, faculty, and administrators. In addition to networking opportunities and a guided virtual mentorship, members also have access to courses and career development webinars that include deep dives into grant writing, tips on applying to graduate school, and mentor and mentee training.

**Of Interest:** The program currently has a network of more than 19,000 diverse members across the U.S. and Puerto Rico.

University of North Carolina at Chapel Hill
Carolina Postdoctoral Program for Faculty Diversity (CPPFD)

**Level:** Graduate and Postdoctoral

Since its inception in 1984, CPPFD has aimed to bolster staff diversity in the STEM disciplines by helping underrepresented PhD students obtain tenure-track faculty positions. Working in tandem with professional organizations dedicated to broadening participation of underrepresented students, the program offers “postdoc boot camps” at key national conferences to provide mentorship, guidance, and support as students prepare for the next stage of their careers. Each session includes information about the application process, how to secure recommendations, postdoctoral career planning tips, and advice on how students can get the mentoring they need to succeed.

**Of Interest:** The program’s alumni include a college president, vice chancellor, vice provost, career award recipients, and many distinguished deans and faculty across the country. On the university’s campus, the program has produced more than 65 faculty hires, including 23 from STEM disciplines.

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Expand your reach by visiting careers.insightintodiversity.com today!
University of Southern California Dana and David Dornsife College of Letters, Arts and Sciences
Joint Educational Project’s (JEP) STEM Education Programs

Level: Elementary School
JEP programs serve nearly 3,000 elementary students annually through multiple inquiry-based, hands-on educational outreach initiatives. These include the Young Scientists and Medical STEM Programs, which provide free instructional materials, to classrooms and the Wonderkids afterschool program that offers activities to seven Los Angeles Unified School District public schools.

Of Interest: Each participant is asked to draw a scientist at the beginning and end of the year. In 2015, 90 percent of the drawings were White men. According to recent data, 37 percent of students now draw White women, 10 percent draw students of color, and 9 percent draw themselves.

University of Wisconsin - Platteville
Women in STEM Program

Level: Middle School, High School, Undergraduate, Graduate, and Postdoctoral
For more than 30 years, this program has offered community support for girls and women ranging from middle school students to working professionals. It hosts a gamut of activities and events, including an all-girls coding club, a career day for high schoolers, a peer and professional mentorship program, leadership certificate program, and much more. On-campus offerings include the Women in STEM Living Learning Community for female-identifying students majoring in a STEM discipline and the annual Women in STEM banquet to honor student achievements.

Of Interest: More than 650 girls participate in the annual outreach program. As a result of the program’s success, the university has achieved a 95 percent first-to-second-year retention rate for women engineers on campus.

Worcester Polytechnic Institute (WPI)
School of Arts and Sciences and School of Engineering
STEM Faculty Launch

Level: Graduate and Postdoctoral
This program has proven successful in preparing graduate students and postdoctoral scholars to transition into faculty roles. It consists of a two-day workshop held at WPI for attendees from across the U.S. and is specifically geared for women and others underrepresented in STEM academic careers. The workshop teaches such skills as negotiating contracts, understanding selection process criteria, and more.

Of Interest: Past program participants include scholars from Georgia Tech University, Harvard University, and the University of North Carolina at Chapel Hill, among others. WPI covers all travel as well room and board for attendees.
When it comes to diversity, equity, and inclusion (DEI), colleges and universities have traditionally put their resources into recruiting and retaining diverse students and employees — however, there is a third leg of DEI that focuses on supplier diversity. There are trillions of dollars spent on goods and services by institutions of higher education every year, yet there is little recognition of the contributions colleges and universities are making to supporting diverse suppliers in their communities and beyond.

*INSIGHT Into Diversity* seeks recognize to those institutions that are taking proactive steps in supporting and engaging with minority-owned businesses through supplier diversity offices, unique programs, and leading initiatives.

Applications will be available soon for the 2022 *INSIGHT Into Diversity* Jesse L. Moore Supplier Diversity Award. Recipients will be featured in the April issue of *INSIGHT Into Diversity* magazine.

**About Jesse L. Moore**
The *INSIGHT Into Diversity* Jesse L. Moore Supplier Diversity Award is named in honor of longtime advocate and economic development pioneer Jesse L. Moore. The first director of supplier diversity at Purdue University, Moore’s achievements include increasing the university’s diversity spending by more than 300 percent since 2005. Spanning a career of over 35 years, he began his work in 1985 for Community Action Against Poverty, Inc. Moore has served as a leader in promoting supplier diversity and the success of minority-owned businesses across a wide range of industries. His numerous honors include the Indiana Governor’s Award for Achievement in Civic Leadership and Community Service, the City of Lafayette Distinguished Citizen Award, the Purdue University Distinctive Service Award, and more.

Applications coming soon at insightintodiversity.com/supplier-diversity-award
HBCU Honors Past and Present Civil Rights Activists

On July 24, Jackson State University (JSU) in Mississippi unveiled a new mural honoring local civil rights icons at the Council of Federated Organizations (COFO) Civil Rights Education Center on campus.

The piece, entitled *Chain Breakers*, features six Black citizens, both living and dead, who overcame obstacles and advocated for equal rights in education, business, voting, and more. They are depicted rising above a broken chain. From left to right, the mural features:

- Rep. Alyce G. Clarke (D), the first Black woman to serve as a state legislator in Mississippi
- Fannie Lou Hamer, co-founder and vice chair of the Freedom Democratic Party
- Robert Parris Moses, leader of the Student Nonviolent Coordinating Committee (SNCC)
- Rose Elizabeth Howard Robinson, famed local educator
- Louise Marshall, the first Black bookstore owner in the Washington Addition neighborhood
- Albert Powell, Washington Addition’s first Black florist

The Washington Addition community, where JSU is located, is a historically Black neighborhood.

“Each person portrayed in this mural broke barriers and set examples in the community surrounding the COFO museum,” Sabrina Howard, the local painter who created *Chain Breakers*, stated during its unveiling. “As an artist, it’s such a privilege to create public art that not only brings beautification to the city, but also creates a positive impact on this community by activating learning and imagination by adding value to and awareness.”

The mural took approximately three months to complete, according to ABC News, and was funded through an $8,000 grant from the Mississippi Arts Commission.

Moses, who dedicated his life to education after leading the SNCC, passed away at the age of 86 one day after the mural’s unveiling. He played a key role in Black voter registration, enduring physical violence for his efforts during the 1964 Mississippi Freedom Summer and other voting rights campaigns.

SNCC was one of several civil rights groups under the umbrella organization of COFO. JSU opened the COFO Education Center in 2011 to preserve the history of these groups as well as to “cultivate young minds and foster the development of future leaders and community builders,” a university press release states.
At UAB, diversity is more than a buzzword. It’s a practice. Here, everyone counts—every day. Our leadership reflects our community—from local to global—and our mission ensures we treat our patients, faculty, staff, and students with fairness and respect. We’re proud that Insight Into Diversity® has named us a Diversity Champion for the past three years and presented us with the Higher Education Excellence in Diversity Award four times. Now Forbes has named us America’s #1 Best Employer for Diversity among colleges and universities.

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An acclaimed scientist, Dr. Karen Wooley is a member of the National Academy of Sciences, the American Academy of Arts and Sciences, and the National Academy of Inventors, placing her among the elite in higher education. Her research in degradable polymers and bioplastics is world-renowned, but it is her mentorship of students and junior faculty that sets her apart.

Texas A&M University is grateful to Dr. Wooley and her colleagues for their efforts to advance discovery and improve the lives of people throughout the world.