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Read more about the Lavender House. Scan the QR code.

One Year Anniversary of Lavender House

THIS AUGUST, VIRGINIA TECH celebrates the one year anniversary of Lavender House, the university's first living-learning community for students who are members or allies of the LGBTQ+ community and who want to explore queer history. Lavender House is one of Virginia Tech's 19 living-learning communities, niche communities that integrate academics into the residential living experience. Students at Lavender House enjoy an inclusive and supportive community; one that affirms their identity and signifies that lives of LGBTQ+ individuals merit academic study.

Lavender House underscores the importance of offering the LGBTQ+ community places and spaces to gather and feel a sense of belonging so they can achieve academic success and live authentically, without fear of harm, bias, or an unsafe classroom environment. At Virginia Tech, we can all thrive.

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INCLUSION AND DIVERSITY

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UNT Dissolves DEI Office; South Carolina Bans Diversity Statements, Training By Nikki Brahm

The consequences continue to be profound for higher education when it comes to anti-DEI (diversity, equity, and inclusion) actions by state legislators. In recent news, the University of North Texas (UNT) announced it has dissolved its DEI office in response to Texas Senate Bill 17, which takes effect in January 2024.

The university's DEI vice president will retire, and programs will be reorganized, according to an email announcement by UNT President Neal Smatresk, reports The Dallas Morning News. SB 17 prohibits public universities in Texas from creating diversity offices, hiring employees to conduct DEI work, requiring any related training, and asking for diversity statements from students and employees.

South Carolina is the latest to join the list of states to pass anti-DEI laws. Although Democratic Gov. Roy Cooper attempted to veto Senate Bill 364, the North Carolina General Assembly overrode his actions. The bill prohibits applicants for state employee positions to affirm their support for DEI. It also ends DEI-related training in state government workplaces or programs.

Across the country, the anti-DEI movement is affecting university and college operations. Republican lawmakers cut \$32 million in the University of Wisconsin system's 2023-2025 budget, estimating that DEI programs would have spent that amount over the next two years.

In August, the Florida Department of Education announced it will permit the College Board's Advanced Placement Psychology course to be taught if discussions of gender and sexuality are conducted "in a manner that is age and developmentally appropriate." The news comes after the College Board, a nonprofit organization, announced that the department effectively banned the class in K-12 schools due to course content, believed to violate state law. Amid the confusion, a number of school districts in the state dropped the course and opted for other psychology courses with college credit options.



EMPOWERING WOMEN IN STEM AT ROCKLAND COMMUNITY COLLEGE

Tezia feels empowered as a graduate of RCC's Automotive Technology program!

As a high school student, Tezia had received a Black Student Achievement Award at RCC and was excited to learn about the Automotive Technology program.

"The director of the program told me that women excel in this field, and I have done just that! I learned that I can do anything I put my mind to!"

Tezia is putting her skills to good use and working toward her goal of becoming an Aircraft Mechanic in the US Air Force.

Rockland Community College is proud to be the recipient of the HEED Award for the second consecutive year.



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CALIFORNIA



Mildred García, EdD, is the first Latina to be appointed chancellor of the California State University system. García previously served as president

of the American Association of State Colleges and Universities in Washington, D.C.

CONNECTICUT



Wayne Gersie, PhD,

has been named vice president for equity and inclusion at Quinnipiac University in Hamden. Gersie was the inaugural

vice president of diversity and inclusion at Michigan Technological University in Houghton.

GEORGIA



Pamela E. Scott-Johnson, PhD, has been appointed provost of Spelman College in Atlanta. Scott-Johnson previously served as

provost and senior vice president for academic affairs at Monmouth University in West Long Branch, N.J.

KENTUCKY



Koffi Akakpo, PhD, has been named



and Technical College in Lexington.

MARYLAND

Ray Jayawardhana, PhD, has been appointed provost of Johns Hopkins University in Baltimore. Jayawardhana previously served as dean of the College of Arts and Sciences at Cornell University in Ithaca, N.Y.

MICHIGAN

Kimberly Andrews Espy, PhD, is the first woman to be named president of Wayne State University in Detroit. Espy was provost and senior vice president for academic affairs at the University of Texas at San Antonio.

MINNESOTA



Anita Hanson, MEd, has been named president of Fond du Lac Tribal and Community College in Cloquet. Hanson was vice president

of student services and enrollment management at the college.

MISSOURI



Leslie McClure, PhD, has been appointed permanent dean of the College for Public Health and Social Justice at Saint Louis University.

McClure previously served as associate dean for faculty affairs at the Dornsife School of Public Health at Drexel University in Philadelphia, Pa.

NEW YORK

Lester Edgardo Sandres Rápalo, EdD, has been named president of Rockland Community College in Suffern. Rápalo was provost and vice president for academic affairs at City University of New York Bronx Community College.



Prabu David, PhD,

has been appointed provost and senior vice president for academic affairs at the Rochester Institute of

Technology. David previously served as vice provost for faculty and academic staff development and dean of the College of Communication Arts and Sciences at Michigan State University in East Lansing.

PENNSYLVANIA



Monika Williams Shealey, PhD, has been named dean of the College of Education and Human Development at Temple University

in Philadelphia. Shealey was senior vice president of diversity, equity, and inclusion at Rowan University in Glassboro, N.J.

TEXAS

Kristen Schlatre, MA, MPA, has been appointed assistant dean for professional and corporate programs for the Susanne M. Glasscock School of Continuing Studies at Rice University in Houston. Schlatre previously served as the director of the Center for Philanthropy and Nonprofit Leadership at the university.

Has your campus recently hired a new administrator? INSIGHT Into Diversity wants to publish your news!

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VALUING UNIQUE BACKGROUNDS, EXPERIENCES AND PERSPECTIVES IN STEM

Programs Supported by the Office of Inclusive Excellence and Community Engagement

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- Engineering scholarship support

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- GE Next Engineers
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Women in Engineering (WiE)

- WiE Engineering and Technology Day
- · Society of Women Engineers Evening with Industry
- Distinguished Lecture Series



DEI Research News

Combating Bias in Women's Health Studies

New research led by the University of Michigan (U-M) School of Public Health reveals that participant selection bias in women's health studies may conceal earlier-onset menopause for Black and Hispanic women. According to researchers, the Study of Women's Health Across the Nation (SWAN) cohort failed to consider the impact of "weathering" - the deterioration of health caused by chronic stress and social influences among those who are oppressed or exploited - which leads to the exclusion of many minority women and overlooks racial disparities in menopausal age. Black and Hispanic women experienced statistically significant earlier natural and surgical menopause compared to White women when accounting for weathering-related exclusion, whereas SWAN's original data showed minimal racial differences.

The U-M study emphasizes the need to address eligibility criteria and data biases in longitudinal health studies to gain a comprehensive understanding of racial disparities and improve women's health outcomes for marginalized populations.

Equity in STEM Success Through Early Child Care

A new study from **University of California**, **Irvine** researchers found that children who receive high-quality child care in their early years demonstrate better performance in STEM (science, technology, engineering, and math) subjects throughout high school. Findings suggest that investing universally in child care and early childhood education could help address the underrepresentation of racially and ethnically diverse populations in STEM fields. The researchers analyzed data from nearly 1,000 families and found that both cognitive stimulation and caregiver sensitivity and responsiveness were strong predictors of STEM achievement in late elementary school and high school. Notably, caregiver sensitivity and responsiveness had a greater impact on STEM performance for children from low-income families.

The findings highlight the significance of social and emotional development alongside cognitive support in early childhood for promoting STEM success.

High Maternal Mortality Among Women of Color

A recent study conducted by **University of Washington** researchers indicates that maternal mortality rates remain high across all racial and ethnic groups in the United States, with American Indian, Alaska Native, and Black women facing higher risks. In states with exceptionally high maternal mortality rates among women of color, contributing factors include systemic racism, a shortage of labor and delivery units in hospitals, limited access to prenatal and postpartum care due to transportation and work-related issues, and a lack of trust in the medical community.

The findings emphasize that greater prevention efforts and policy changes are required to address this ongoing health crisis.

Identifying Rural Health, Economic Priorities

The Southwest Rural Health Research Center at **Texas A&M University School of Public Health** recently published a paper identifying the most critical priorities for rural America through 2030. These were determined through a survey of 1,475 rural health stakeholders, including health care professionals, government officials, and researchers. Addressing mental health and related disorders was the top priority, followed by addiction. Access to quality health care remained a significant concern, reflecting persistent challenges faced by rural areas. Economic stability was highlighted as a new concern, due to the impact of rural poverty on health care access.

The study shows that tailored programs would help address the unique needs of rural populations and underscores the importance of reducing health disparities between rural and urban areas.



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MAXIMIZED LEARNING

Special Education Professor Taps into Technology, Grant Funding to Engage Students

By Nancy Fowler

Before Anya Evmenova, PhD, of George Mason University (GMU) became an award-winning special education professor, one of her most influential teachers wasn't an instructor but a second grader.

In 2001, Evmenova left her home in Saratov, Russia, for East Carolina University in Greenville,

N.C., to pursue her master's degree, knowing little about the field she planned to enter. She decided to visit a nearby elementary school, and in one of the classrooms a student with multiple disabilities was given a communication device.



Evmenova, PhD

The device was called GoTalk, an apparatus with four programmable buttons that, when pushed, relayed simple messages. As the other students in the room repeated back to the teacher a recurring line in their reading lesson, the second grader with the GoTalk joined the chorus by pressing a button.

"She was participating at the perfect time," Evmenova says. "It was a breathtaking, groundbreaking experience, and that's how I first saw the power of assistive technology."

A Repertoire of Choices

In addition to her teaching and research at GMU, Evmenova is the associate director of the university's Global Online Teacher Education Center, the center's co-coordinator of digital learning, and co-developer of its Online Teaching Initiative. She received GMU's Teaching Excellence Award for Technology-Enhanced Teaching in 2016, the inaugural GMU Online Teaching Excellence Award in 2018, and the John Toups Presidential Medal for Faculty Excellence in Teaching in 2023.

As her career has evolved, so have communication devices. Instead of requiring special equipment, assistive technology today makes use of apps on everyday devices like cell phones,

> tablets, and laptops. Special education students no longer have to stand out in a classroom.

> The transition to personal devices also helps Evmenova practice her passion for Universal Design for Learning (UDL), which recognizes that everyone — not just people with diagnosed

disabilities — learns differently. Her undergraduate and graduate students may choose from among several formats — including video with captions, MP3 audio, or written text — for every lesson, based on what they feel works best for them.

"I get stories like 'I usually watch your videos, but this week I was on a train to see my family in Boston, so I listened to the MP3 on my phone," she says. "While it's important to do this for every class, it's even more important in an asynchronous online setting because it allows you to build engagement."

The principles of UDL include not only presenting content in multiple ways but also giving students numerous methods for responding. Evmenova may let them pick either a group project or independent work. She may offer not just one but a variety of case studies to choose from, depending on a student's interests. One case study might focus on teaching math to elementary



Anya Evmenova, PhD, has a passion for Universal Design for Learning, which recognizes that everyone learns differently. She encourages her George Mason University students to explore assistive technology and choose a learning format that best meets their needs. Shown: A student uses a technology-based graphic organizer.

school students, another on language arts and high schoolers, and yet another on middle schoolers and science. To complete the assignment, some students will turn in a paper while others might create video presentations. Students set their own goals and monitor their progress.

Secrets to Her Fundraising Success

Evmenova's commitment to research matches her dedication to teaching. During her career of nearly two decades, she's raised more than \$14 million in federal and local grants. The funds supports her work around developing and implementing new ways to teach students with various abilities and needs. She credits much of her fundraising success to a mentor from her doctoral program. He told her to think of the grant proposal process as a gamble, and that even the best ideas don't always get funded.

"I remember when we wrote our very first grant, and when it came back as a rejection, I was like, 'OK, this is it, I'm done, on to the next thing," Evmenova says. "And he was like, 'No, no, no we need to try again."

That second attempt might involve incorporating feedback and resubmitting to a different agency. Evmenova says applying for a diverse array of grants also boosts her chances of success.

Most of the time, she doesn't wait for grant money to begin her research. While she might have in mind a multimillion-dollar project involving more than a dozen schools and 1,000 students, she often begins with a smaller-scale effort with perhaps one school and a dozen or so participants. Then she incorporates the results of that small investigation into a grant proposal for the larger study.

"When you can already show proof of concept, that can contribute to getting the grants as well," Evmenova says.

Even if a project isn't funded, she continues the pilot study, "because I'm still interested in developing the idea," she says.

The grant money also allows Evemenova to hire graduate research assistants. At the same time, she's mentoring 10 doctoral students. As with her other students, she encourages them to set and monitor their own goals.

"That way, it's like they have ownership of something," Evmenova says. "They hopefully never feel they are just helping me but that they are doing their own work as we all work together toward a single goal." While she might have in mind a multimillion-dollar project involving more than a dozen schools and 1,000 students, she often begins with a smallerscale effort with perhaps one school and a dozen or so participants.

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UAMS' Health Career University Reaches Out to Underrepresented Students

By Chris Carmody/UAMS



University of Arkansas for Medical Sciences is a 2022 INSIGHT Into Diversity Diversity Champion, one of a select group of higher education institutions that rank in the top tier of our Higher Education Excellence in Diversity (HEED) Award recipients. We invite Diversity Champions to share their success strategies and best practices as a way to inspire other colleges and universities to set a new standard for diversity, equity, inclusion, and belonging within their own campus environments.

On a late-June afternoon at the University of Arkansas for Medical Sciences (UAMS), Lakyiah Moore described her plans to pursue a career as an OB-GYN.

"I know there are a lot of inequities in how women of color are treated in health care settings, and I want to be a part of bridging that gap," says Moore, a student who recently completed her first year at the University of Arizona and whose parents live in Arkansas.

Moore's interest in the medical field brought her to Little Rock for a monthlong program as part of Health Career

University, an initiative run by the UAMS Division for Diversity, Equity and Inclusion (DDEI). Health Career University encompasses a variety of long-existing and newly formed programs that were put under a single umbrella to help students from underrepresented backgrounds gain exposure to health careers.

^aOur mission is to increase diversity in our health care workforce because that is a critical factor in achieving health equity," said Gloria Richard-Davis, MD, DDEI executive director.

Some of the programs in Health Career University operated for years under the auspices of other divisions at UAMS, said Renisha Ward, MEd, director of outreach



Richard-Davis, MD, DDEI



Renisha Ward, MEd

programs. But those efforts created a patchwork that didn't fully focus UAMS' resources, she says.

The COVID-19 pandemic forced these programs to get creative as they shifted to virtual or socially distanced instruction, but it also led UAMS to reconsider the way it delivered its outreach efforts. The result was an initiative that seeks to lay the groundwork for students to pursue careers in health care.

"We wanted to bring these programs into alignment with one focus and one goal," Ward says.

Health Career University features programming for students who have already chosen their future careers and for those who are undecided. DDEI collaborates with many of UAMS' colleges and medical programs, ensuring students receive instruction from leading experts in a variety of clinical and research fields.

"There are a lot of opportunities for students that they're not necessarily aware of," Richard-Davis says. "They all know what doctors and nurses do, but this program is designed to show them there are so many more options for careers in health care."

Jacob Pham, a recent high school graduate from the small town of White Hall, Ark., took part in Health Career University's Summer Research Internship, a program that allows students in their last two years of high school or first two years of college to expand their



Jacob Pham



Students in Health Career University's Pre-Health Summer Scholars program at the UAMS campus in Little Rock. (Photo courtesy of UAMS/Evan Lewis)

understanding of health careers by conducting science-based research. Participants spend five days a week in laboratories on the UAMS campus, working with mentors and learning how to conduct research and write academic papers.

"You hear about students doing internships, doing research and networking, but for students like me who do not have connections or money to afford paid programs, where would that lead us?" he asks.

Pham, who aspires to have a career in the allergy and immunology field, used data from the Centers for Disease Control and Prevention to examine how training courses for asthma patients affect their rate of emergency room visits.

"My experience in the Summer Research Internship has been fantastic," he says. "This program can open doors for students who want to achieve higher learning but just need access."

Two of Health Career University's programs aim to open those doors by providing students with the tools they need to gain acceptance into medical or nursing school. The Pre-Medical Summer Scholars program and the Pre-Nursing Summer Scholars program explain admissions requirements and teach test-preparation strategies to help with entrance examinations.

At a closing ceremony for this year's Pre-Nursing Summer Scholars program, Ward told the students that their participation marked an important first step toward a career in health care.



Participants in Health Career University programs gather to celebrate their summer achievements in learning and research. (Photo courtesy of UAMS/Chris Carmody)



Participants in Health Career University's Pre-Nursing Summer Scholars program practice blood-draw techniques at the UAMS College of Nursing's Innovative Practice and Simulation Center. (Photo courtesy of UAMS/Chris Carmody)

Lakyiah Moore (front), a student from the University of Arizona, takes part in a culinary medicine activity for Health Career University's Pre-Health Summer Scholars program. (Photo courtesy of UAMS/Chris Carmody)

"Please know that you are needed," she said. "You have a place at UAMS, and we want to support and encourage you along your path."

This support extends beyond the students' time in summer programs. Richard-Davis says DDEI staff members stay in touch with Health Career University participants and find opportunities to invite them back for on-campus events.

Students also have the ability to utilize UAMS' diversity mentoring platform, an online tool that helps match mentors and mentees. Within the platform, Health Career University has created groups that allow them to network with one another even after they complete their programs.

"We're working to build and maintain connections with these students, giving them avenues to reach out to us as they navigate their undergraduate experiences," Richard-Davis says.

Health Career University operates programs in four Arkansas cities and hopes to extend its reach in the coming years, particularly to rural areas that are medically underserved. It also partners with two historically Black colleges and universities — the University of Arkansas at Pine Bluff and Philander Smith College — on programs that teach students about research and train them for jobs as anesthesia technicians.

"One of the things I really subscribe to is that if you can't see yourself being represented in the medical profession, then it's hard to pursue those careers," Ward said. "I want students to really start believing that they can be here."

Moore says this summer helped solidify her desire to be a health care professional. She was among more than two dozen people taking part in the Pre-Health Summer Scholars program, which provides college freshman and sophomores with an introduction to cutting-edge medical



treatments and technology as well as the chance to collaborate with leaders in the health care industry.

During an afternoon in the UAMS Culinary Medicine kitchen, the students cooked healthy meals and learned about how nutrition plays a vital role in maintaining many of the body's functions. Moore says this experience highlighted the importance of Health Career University in helping students see parts of the medical field that they'd never previously considered.

"We're still young and trying to find our way in the world, and this program is the perfect balance of being able to have fun while also deepening our knowledge of health careers," she says. "We can come together as one, even though we're from different fields of life, because we can all relate to one thing our love of medicine."



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PROUD TO BE A NINE-YEAR HEED AWARD WINNER AND 2022 DIVERSITY CHAMPION



How Two Colleges Are Responding to the Race-Conscious Admissions Ban

By Erik Cliburn

In the wake of the Supreme Court's landmark decision

to ban race-conscious admissions in higher education, experts in the field of DEI (diversity, equity, and inclusion) are at a crossroads. As institutions grapple with the challenges of fostering diverse learning environments while navigating a new, vague ruling from the Supreme Court of the United States (SCOTUS), INSIGHT spoke to Ted Mason, PhD, and Brooke Vick, PhD, co-presidents of the Liberal Arts Diversity Officers (LADO) organization, as part of our effort to delve into the future of higher education in a postaffirmative action landscape.

The organization is a consortium of senior diversity officers from 36 private liberal arts institutions across the U.S. who exchange ideas and best practices to implement equitable and inclusive strategies on their campuses. Mason serves as associate provost for diversity, equity, and inclusion at Kenyon College in Ohio. Vick is chief diversity officer at Muhlenberg College in Pennsylvania.

In your view, how will this decision affect academia in the long term? Is this a temporary setback or a major hurdle to continued progress?

Mason: I have some deep concerns about the possible longterm effects of the SCOTUS decision in these two cases. We are working with our lawyers and with ... professional associations such as the National Association of College and University Attorneys, the National Association for College Admission Counseling, and the National Association of Student Financial Aid Administrators to fully comply with Chief Justice John Roberts' majority opinion while maintaining our mission of commitment to access, diversity, and inclusion, subject to the guidelines permitted by the Supreme Court.

Vick: In some ways, we had a preview of how academia will be affected by this decision in California and Michigan, when race-conscious admissions practices were overturned there. Despite their best efforts, enrollment rates for Black students and Latinx students have not returned to their pre-decision levels, despite their overall populations increasing. Sadly, the long-term effects of this decision are likely less diverse student bodies in higher education, which will lead to a lack of diversity within many professional, educational, and civic settings across the country.

Given research demonstrating that diverse teams are more innovative and perform better financially, the ripple effects of decreasing diversity in higher education will no doubt impact the health of the global economy and higher education's ability to prepare students to lead within diverse, high-performing organizations. And while I am aware of and will continue to support other efforts we can make to ensure that our campuses reflect the diversity of the communities in which they reside, I think the decision creates a considerable hurdle to continued progress on many fronts.

How has the decision impacted your institution's policies and practices?

Mason: At this point, exactly how it will impact our practices going forward is unclear. We have been monitoring the situation since earlier in this past academic year and will continue to reflect on the practices we have used in the admissions process. Our intention, of course, is to comply fully with the law.

Vick: Like many institutions, we are still in the process of determining what the SCOTUS decision specifically means for us at Muhlenberg. I can say, however, that we have used a holistic admissions review process for decades to enroll diverse classes of students, and the core of that practice need not and will not change. However, in recent years our holistic review process has considered race as one factor helping us to place the student's application in context of their experiences, perspectives, and opportunities.

In light of this ruling, our application review process will not include an applicant's race unless they choose to discuss that in an essay. As an institution committed to equity, inclusion, and belonging for everyone, it has long been our practice to support policies and programs that address the diverse needs of members of our community without excluding opportunities or participation according to any social identity. A review of our policies and practices is consistent with that commitment, so there are few changes that we anticipate needing to make beyond ensuring that the language we use to describe our policies and programs is consistent with our practices.

What can colleges and universities do to ensure equitable admission without violating the court's ruling? What are the challenges of implementing and maintaining these initiatives?

Mason: The principal challenge, I think, is brought on by the vagueness of Chief Justice Roberts' ruling. We are obtaining legal opinion regarding compliance with Justice Roberts' guidance that we can consider a person's individual lived experience relative to race as framed in an essay regarding "how race affected his or her life, be it through discrimination, inspiration or otherwise ... tied to that student's courage and determination." We are developing practices to comply with the opinion. Most institutions of which I am aware already use a holistic approach in So where affirmative action policies acknowledged those differences and offered a mechanism to reduce the inequities that members of minoritized racial groups experience, we are now faced with the challenge once again of finding other means of providing equitable access to those groups.

In order to achieve equitable access within the limits of the SCOTUS decision, it will be more important to ensure equitable recruitment practices are in place that reduce barriers for historically excluded students. Colleges and universities will need to review their practices and consider, for example, if they are including high schools and neighborhoods that have a larger representation of historically excluded students in their recruitment plans. Reviewing coursework that is required for admissions and ensuring that those courses are provided to students in those areas will also be critical. Reducing additional barriers to application and enrollment for historically excluded students will be an important step for institutions going forward.



"The Supreme Court ruling ... cuts to the core of our values and motives for doing equity work, work that is too often one step forward and three steps back, so it is definitely taking its toll. It can be exhausting and demoralizing to face these continued barriers but, ironically, it also validates the critical need for our work to continue."

Brooke Vick, PhD

admissions. Certainly, Kenyon College does. No student has ever been admitted to Kenyon on the basis of being one thing or occupying one identity. Our processes have always been holistic. Yet given the Supreme Court decision, one challenge is to think about exactly what we are allowed to know about an applicant and what things are out of bounds.

Vick: I think the type of holistic approach to admissions decisions that we have employed at Muhlenberg for decades will help us continue to progress toward our diversity goals without violating the court's ruling.

The challenge, however, with the type of "colorblind" approach to admissions that the Court would have us follow is that ignoring race as a factor in admissions does not negate the influence that race has on the opportunities and lived experiences of Black, Latinx, Indigenous, and Asian students, which can ultimately influence their access to higher education.

What role can socioeconomic status play in ensuring student diversity?

Mason: One of the first considerations, it seems, is to focus on socioeconomic status and expanded outreach as a way of moving forward to permit access and inclusion. Such a consideration is certainly important on its own terms.

Vick: Although it is a myth that socioeconomic status is a precise proxy for race, decades of structural racism has limited the generational wealth and average earning potential of communities of color in the United States such that greater racial diversity often occurs within lower-resourced communities. To the extent that race and class intersect in this way in different regions of the country, colleges and universities can expect efforts to increase access to students from lower-resourced communities to contribute to their racial diversity goals as well.

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"No student has ever been admitted to Kenyon on the basis of being one thing or occupying one identity. Our processes have always been holistic. Yet given the Supreme Court decision, one challenge is to think about exactly what we are allowed to know about an applicant and what things are out of bounds."

Ted Mason, PhD

How has the ruling affected the overall DEI climate in higher education?

Mason: It is important to see the ruling as part of a more general attack on diversity, equity, and inclusion initiatives — and such an attack is not limited to race, though that is the focus of the recent SCOTUS decision. In my opinion, the effect is certainly deleterious. But it is also galvanizing as we endeavor to comply with the Supreme Court's majority opinion. ... Many faculty and staff, it seems clear, see this ruling as part of the general onslaught against the practices of inclusion. To borrow from a well-known phrase, eternal vigilance seems the right approach — that, and a material recommitment to our institutional mission of access, diversity, and inclusion, as permitted by Justice Roberts' opinion.

Vick: The Supreme Court ruling has dealt another blow to the work that so many of us do to ensure equitable access to education and opportunity for everyone, inclusive of many who historically have been excluded from higher education. It cuts to the core of our values and motives for doing equity work, work that is too often one step forward and three steps back, so it is definitely taking its toll. It can be exhausting and demoralizing to face these continued barriers but, ironically, it also validates the critical need for our work to continue. Offering nationally ranked programs, the University of North Florida is inspiring and preparing students for the future of healthcare.





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Universities Continue to Expand Access, Affordability Despite Federal Funding Slowdown

By Erik Cliburn

With the U.S. Supreme Court striking down the Biden administration's student debt relief initiative in June, questions about the affordability of higher education continue to grow.

Despite President Biden's revised income-driven plan to reduce monthly student loan payments for low-earning borrowers and relatively steady tuition rates in recent years, the total cost of college remains largely unattainable for economically disadvantaged students, including those with scholarships and financial aid packages, who want to avoid taking on more educational debt.

Though federal legislative efforts to improve college affordability have stalled, institutions are developing innovative programs to close the gap.

One example is the American Talent Initiative (ATI), a national nonprofit collaborative funded by Bloomberg Philanthropies and supported by the Aspen Institute College Excellence Program and Ithaka S+R.

Composed of 135 member institutions, involvement with ATI demonstrates a strong public commitment to the improvement of college access and affordability, says Andy Borst, PhD, director of undergraduate admissions at the University of Illinois Urbana-Champaign (UIUC).

Although ATI member schools operate their initiatives independently, they share best practices and learn from each other about successful programs for equitable access. Such collaboration can be crucial in navigating the regulatory and government relations challenges that arise when implementing comprehensive financial aid models, says Christine McGuire, vice president and associate provost for enrollment and student administration at Boston University (BU).

UIUC and BU were recently named on ATI's list of 28 High-Flier institutions, in part because they have steadily increased enrollment of lowerincome students since the 2015-2016 academic year. According to ATI, their efforts in implementing needbased financial aid programs serve as examples of advancing a more equitable higher education system.

UIUC: Illinois Commitment and the Illinois Promise

UIUC offers two primary initiatives to reduce the cost of college for resource-limited students: the Illinois Commitment and the Illinois Promise programs. The former guarantees

tuition and fees for Illinois residents from families with a household income of \$67,100 or less. The latter covers the full cost of attendance, including tuition, fees, room and board, and other indirect costs for students with the greatest financial need.

Based on application criteria, approximately half of the state's college-age population qualifies for at least one of the programs, says Borst.

The programs primarily serve Pell Grant recipients, and they operate on a last-dollar basis, which means they fill the financial gap after federal and state grant aid has been applied. Approximately one-third of the undergraduate student population, around 11,000, receive financial aid through one or

both Illinois programs.

In addition to its two major affordability programs, UIUC designates a number of scholarships and grants for individuals from

underrepresented groups, such as first-generation students and those transferring from community colleges. Though some of these awards have merit-based parameters, a majority are based on financial need, which is critical in promoting social and economic mobility for disadvantaged students, says Borst.

"That's why it's important to have initiatives like the ATI and some of the financial support programs with dollars dedicated to need-based funds, so that we can achieve education's true purpose of economic mobility, not just re-creating the structural social system that already exists," he says.

Since state spending on higher education has decreased over the past two decades, institutions have shifted from a low-cost, low-aid model to a high-cost, high-aid model. As a result, flagship and other public universities have had to designate comprehensive need-based financial aid funds for disadvantaged students, says Borst. Fortunately for UIUC, the Illinois state government has come back around in recent years by investing more in higher education, which has helped in establishing new financial assistance and scholarship programs.

"We are not waiting for the federal government to come in and have

Tuition Rates Leap Ahead of Inflation

From 1963 to 1982, tuition costs were relatively steady and generally grew at rates slightly below that of inflation. From 1987 to 2021, however, tuition jumped from \$1,465 - or \$3,515 adjusted for inflation - to \$9,580 annually at four-year public institutions. This increase is nearly double the 140% rise in inflation over the same period.

Source: National Center for Education Statistics and U.S. Bureau of Labor Statistics, compiled by **Education Data Initiative**



Andy Borst, PhD



Christine McGuire



an intervention on the financial component of going to college," says Borst. "It's really more localized within states and [based on] the relationships flagship, competitive institutions have with their state."

Boston University: affordableBU

Affordability and socioeconomic diversity are primary goals of BU and comprise a core tenant of its 2030 strategic plan, says McGuire.

One of the university's key efforts to meet these priorities is affordableBU, which launched in fall 2020. The program utilizes existing financial aid systems and formulas to meet the full calculated financial need of eligible students, ensuring that Pell Grant recipients do not have to take out student loans to attend the school.

The program covers tuition and other expenses related to on-campus living, such as housing, food, transportation, and miscellaneous costs. Even with generous tuition-focused grants and scholarships, living expenses can quickly add up and make it infeasible for resource-limited students to attend college, says McGuire.

In the 2022-2023 academic year, affordableBU provided financial aid to around 7,500 students, with an average dollar amount of \$60,000. As long as they remain enrolled, students who initially qualify for funding are guaranteed to receive that amount annually over four years.

"It's not just about meeting the students' needs but doing so in a manner that is predictable and covers their full program of study," says McGuire. "It is critical that we make world-class education accessible to a wide variety of people from different backgrounds and lived experiences."

Additionally, BU has a commitment with Boston Public Schools (BPS) in which high school graduates who are admitted, regardless of Pell Grant eligibility, receive enough financial aid to avoid taking out student loans. This



UIUC is one of 28 "High-Flier" institutions recognized by ATI for its efforts in making higher education more affordable and accessible.

also improves the racial and ethnic diversity of BU's student body, given that Hispanic and Black students make up 43 and 32 percent of BPS, respectively.

"If [BPS students] decide to go to community college for a year or two and then transfer to Boston University after that experience, they still get the same deal," says McGuire. "We have several hundred Boston Public School students enrolled as undergraduates here."

Along with affordableBU and the

Costs of College

As of 2021, the average cost of attendance for a student living on campus at a public, four-year, in-state institution was \$26,027 annually, or \$104,108 over four years. Private, nonprofit university students paid \$55,840 per year, or \$223,360 over four years. These costs do not include daily living expenses such as food or transportation.

Source: National Center for Education Statistics and U.S. Bureau of Labor Statistics, compiled by Education Data Initiative BPS commitment, the university has several other initiatives to meet financial and basic needs, including a first-generation student center, a professional clothing closet, a meal care program, and a food pantry.

Though both BU and UIUC were committed to affordability long before joining ATI, being involved with ATI allows members to exchange successful practices and model ideas from other institutions. For instance, BU realized the need to administer the four-year guarantee of financial aid after seeing its effectiveness at other schools.

Both Borst and McGuire say the alliance is helpful in managing the shared challenges of implementing aid programs and navigating the federal aid process.

"It is very helpful to hear what other schools have done and how they're making it work within some of the constraints that are placed upon us as higher education institutions," she says.

>> For more information on the American Talent Initiative, visit americantalentinitiative.org.



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ENDANGERED INDIGENOUS LANGUAGES

Universities Advance Revitalization Efforts

By Nikki Brahm

With the threat of global

languages being lost at the rate of at least one per month, linguists, institutions, researchers, and affected communities are collaborating to maintain, revitalize, and celebrate Indigenous languages.

Languages across the world are endangered due to steady declines in usage as successive generations become bilingual for a variety of political, societal, and cultural reasons, including pressure to avoid discrimination, according to The Language Conservancy (TLC), a U.S. nonprofit working to protect and revitalize languages across the globe.

Without intervention, this loss of knowledge could triple within 40 years. By the end of the century, 1,500 languages could cease to exist, according to a 2021 study by a group of Australian researchers, "Global Predictors of Language Endangerment and the Future of Linguistic Diversity," published in the journal Nature Ecology & Evolution. Research shows that certain Indigenous languages are at the greatest risk of disappearing.

Since speech is the core of one's identity and culture, preservation of Indigenous languages can foster health and success, TLC finds. Experts also say language is essential to preserving cultural and historical knowledge, worldviews, and forms of correspondence.

Through Indigenous community partnerships, U.S. higher education institutions are a part of the movement working to stem this crisis. A project at Montclair State University (MSU), a public research university in New Jersey, focuses on reviving the Native American Munsee language, while faculty and students at Haverford College, a private liberal arts school in Pennsylvania, are working in Oaxaca, Mexico, to safeguard Zapotec languages.



MSU Advocates for Munsee Language

Scholars and students in MSU's new Native American and Indigenous Studies (NAIS) minor program are working with the Turtle Clan of the Ramapough Lenape Nation on projects encompassing both environmental justice and language revitalization.

"In order to do the work of decolonizing and promoting wellbeing of Indigenous people and Indigenous communities in our region, we needed to follow the lead of the work that they have already been doing," says Maisa Taha, PhD, associate professor of anthropology and faculty contributor to NAIS.

MSU scholars began by helping to fight for the proper cleanup of Turtle Clan members' land, which has been damaged by industrial dumping. They are organizing records of the devastation.

Part of the NAIS program also involves language reclamation work. Students assist with communitybased projects led by Nikole Pecore, a Munsee language expert and tribal member of the Stockbridge-Munsee Nation in Wisconsin who has worked



Top: Students paint signs for crops in the Munsee language at the Munsee Three Sisters Medicinal Farm. Above: Farrah Fornarotto, anthropology student at Montclair State University, paints a garden sign with the Munsee language word for "carrot." (Photos Courtesy of John J. LaRosa/ Montclair State University)



Maisa Taha, PhD

on revitalization efforts across the country.

"The Munsee language is actually still a living, breathing language, but it's on the verge of being lost and we have lost so many languages, so it's an emergency that we ... preserve

it going forward so that we don't lose that [cultural] understanding and we don't lose that connection,"



Left: Undergraduate students learn from Zapotec Talking Dictionary directors. Right: Haverford College and Swarthmore College students and faculty visit the Archivo general del Estado de Oaxaca. (Photo courtesy of Haverford College)

Pecore says. "All language families are interconnected so when one is lost, all of them lose."

At the Munsee Three Sisters Medicinal Farm, which provides traditional food to tribal members, students and faculty created signs in the Munsee language identifying the crops planted. They plan to develop QR codes that link to audio demonstrating how to pronounce the names. Students are also helping to build a digital repository of instructional resources, such as interactive games and background materials, to train Munsee teachers and provide knowledge to learners.

"I think there can be a sort of public misconception, a very deep and troubling misconception, that a) Indigenous people no longer exist among us non-Indigenous folks, and b) ... if they do, ... their languages and cultures are so small or antiquated that they no longer hold any relevance for our lives today," Taha says.

The loss of languages is one of the most pressing crises of our time, Taha says.

"As these languages are being threatened so deeply, we're losing ways of understanding the world, of understanding our connection to the environment, of interacting, [and relating],"Taha says.

Haverford College Advances Efforts for Zapotec Languages

Brook Lillehaugen, PhD, associate professor of linguistics at Haverford College, has contributed to work on Zapotec languages for over 20 years.

There are more than 50 Zapotec languages stemming from the Zapotec people in southern Mexico. She works alongside paid interns from Haverford College and Swarthmore College who are involved in language revitalization projects.

One initiative is an online Tlacochahuaya Zapotec public talking dictionary that is encyclopedic in scope, Brook containing rich Indigenous knowledge on topics like PhD plants and nature. Another project involves digitizing a corpus of Colonial Valley Zapotec manuscripts and printed books. Students are creating high-resolution images of the manuscripts and conducting local workshops to annotate digital versions with public Zapotec knowledge. This allows for the manuscripts to aid as a resource for reclamation work across the globe, says Lillehaugen.

Zapotec communities are also coming together through a social

media effort on Twitter. By sharing the hashtag #UsaTuVoz, which means "use your voice," they are encouraging the use of the language across national borders and in public spaces.

As awareness around language revitalization work builds, so do moral practices, Lillehaugen says.

"I used to have to do a lot of explaining on why it was very, very important that



Brook Lillehaugen, PhD

One reason language revitalization work is so critical on an academic level, she says, is to preserve ways humans understand and encode the world.

However, that's not the only purpose.

"[It's important] personally, just being able to freely practice one's language and culture and embody one's identity without fear of harassment," Lillehaugen says. "More philosophically, perhaps, I like living in a world where there are many different types of ways of being human lots of languages and cultures — and that we don't have to be one way. ... It's a beautiful part of human diversity." (From left) Cornelius Walker, Tonyia Stewart, Jonathan Bolanos, Melissa Smith and Presley Ihezue. Walker, Bolanos and Ihezue are the first three STEM All In participants to graduate. Stewart serves as director of graduate recruiting and inclusion, and Smith serves as associate dean for inclusive excellence and graduate studies.

CLEMS N

Embracing a bright future

STEM All In celebrates its first three graduates

STEM All In, first started in 2018, is a program that brings some of the nation's best and brightest underrepresented students to Clemson to learn about graduate school.

Students meet with faculty and staff to have their questions answered before deciding whether to enroll. The three-day visits also allow the prospective students to meet each other and begin forming a network.

Jonathan Bolanos, Presley Ihezue and **Cornelius Walker** received master's degrees on May 11, making them the first three STEM All In participants to graduate from Clemson University. All three have secured engineering jobs in industry or the military.







Jonathan Bolanos Mechanical Engineering



Presley Ihezue Automotive Engineering



Cornelius Walker Civil Engineering





N.C. Commission Recommends Overhaul of University Governance Structure

By Erik Cliburn

After eight months of meetings

with numerous stakeholders, the bipartisan Governor's Commission on Public University Governance in North Carolina issued a comprehensive report with seven recommendations that would transform the structure, diversity, and transparency of public higher education leadership throughout the state.

The 15-member commission was created by Democratic Gov. Roy Cooper in November to address concerns that the University of North Carolina (UNC) system's Board of Governors (BOG) did not fully represent the racial, geographic, and political diversity of the state and that politics are impacting policies and appointments throughout the system.

The commission's recommendations

come amid political battles in a multitude of conservative-led states, most notably Florida and Texas, over restructuring university leadership in Republicans' favor. The politicization of these positions has, in certain instances, led to the defunding of DEI (diversity, equity, and inclusion) efforts and attacks on the tenure process for faculty.

The Need for Change

"There are signs of trouble that come when all of the appointed leaders are chosen by too few signs of undue political influence, bureaucratic meddling, and singularity of political thought," Cooper said in a press conference announcing the commission's formation.

If accepted by state lawmakers, the recommendations would have a significant impact on how UNC System



North Carolina Gov. Roy Cooper's (center) bipartisan Commission on Public University Governance has recommended numerous changes to the state's university governance structure to improve diversity and transparency among higher education leadership.



Roy Cooper

leaders are chosen. Currently, BOG members are elected by a majority vote in the legislature, which has been led by Republicans for the past 10 years. Those BOG members then determine appointments

of presidents, chancellors, and Board of Trustees (BOT)

members at individual institutions within the UNC system. The commission's recommendations would ensure that university leadership is more representative of the state's population.

"While our state is rich in all types of diversity, that diversity and that strength is not reflected in our governance today in the manner contemplated by

Tom Ross



Margaret Spellings

existing state law," reads a letter from the commission's co-chairs, Tom Ross and Margaret Spellings, both of whom are UNC system past presidents.

Commission Recommendations

First among the commission's suggestions is the creation of a new Center of Higher Education Governance, which would be responsible for promoting good governance principles in higher education and assisting the systemwide and institutional boards in enhancing governance practices in North Carolina.

The center's leadership would be tasked with developing programs and classes pertaining to higher education governance for students and the public, recommending policies regarding ethical behavior and conflicts of interest, and drafting annual

"These recommendations represent common sense reforms that will help ensure our universities and governance fully represent those who attend, are served by, and who support through their tax dollars these critical institutions."

Margaret Spellings

reports on the demographic makeup of the system's governing bodies. The commission also proposed that the center institute a partisan advisory board with appointments from the governor and General Assembly, which is Republican led.

Two of the commission's recommendations focus on expanding the BOG and each institution's trustee board, in part to enhance geographic diversity. Under the proposal, the BOG would increase from 24 to 32 members, with 16 selected at large and two chosen from each of North Carolina's eight Prosperity Zones.

Changes to institutional BOTs would involve expanding them to 15 members, seven of whom would be selected by the BOG; four would be selected by the governor, and four by the General Assembly under guidelines giving the majority party more seat selections.

The fifth proposal would increase the terms of both boards from four to eight

years but limit members to one full term.

Further suggestions from the commission focus on improving transparency and accountability and reducing conflicts of interest, such as livestreaming and recording meetings and holding them in accessible locations with prior public notice.

What's Next

If the guidelines are accepted, the current and future legislative leadership would not lose any appointments and the governor's appointments would not take effect until January 2025. All other proposed changes would be implemented immediately.

"These recommendations represent common sense reforms that will help ensure our universities and governance fully represent those who attend, are served by, and who support through their tax dollars these critical institutions," says Spellings.





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Academic Libraries Champion DEI Efforts

By Nikki Brahm

At college and university academic

libraries, DEI (diversity, equity, and inclusion) initiatives often involve improving item-collection policies and enhancing access to materials for students and community members, resources for faculty research, and educational programming on related topics.

Experts say that growing opposition to DEI in higher education across the country makes this work even more essential.

Two institutions — Lafayette College, a private liberal arts college in Pennsylvania, and the University of California, San Francisco (UCSF), a public health sciences university are setting examples for others as they spearhead projects from Banned Books Week events to more in-depth actions like developing a strategic DEI plan.

Lafayette College

At the Skillman Library at Lafayette College, staff members and students in a DEI working group created a four-year DEI strategic plan in 2021. The plan includes a variety of initiatives focused on the development of collections, programming, teaching, and digital and physical accessibility, says Ana Ramirez Luhrs, co-director of special collections and college archives.

This has already led to projects such as installing gender-neutral bathrooms in the library building and a recent review of digital resources to ensure vendors meet the college's standards of accessibility. The library is also purchasing reading materials from companies with ethical policies such as businesses with reputations for positive treatment of employees — and working with independent and local bookstores and supply companies.

Librarianship has a long history of being Eurocentric, says Ramirez Luhrs. To help change this, Lafayette is among a group of schools offering Careers in Library and Information Science, an annual paid internship program for students of color.

Programming for its popular Banned Books Week has taken place at the college for over 15 years, Ramirez Luhrs says, and includes events like impromptu banned book readouts and discussions. More recently, the Office



Ana Ramirez Luhrs

of Intercultural Development and the library collaborated to purchase more than 100 copies of the novel "All Boys

Aren't Blue" by George M. Johnson, which was named one of PEN America's most banned books in 2022. They also distributed bookmarks that listed commonly banned books.

"[The library is] a central space, and in carrying those duties of being a central space, we have to make sure that everyone in our community

feels not just welcomed but seen and heard and respected for who they are," Ramirez Luhrs says.

University of California, San Francisco

Library staff across the University of California system both individually and collaboratively address DEI matters, says Sarah McClung, head of collection development at the UCSF Library.

A recent university wide project known as the Anti-Racism Initiative focuses on dismantling structural racism and the impact of bias. As



At Lafayette College, more than 100 copies of "All Boys Aren't Blue" by George M. Johnson, and other books identified as the most banned books in America are available as part of banned books library programming. (Photo courtesy of Lafayette College)

part of the project, McClung and colleagues developed a guide to the library's antiracist books and articles. Featured materials are introductory, historical, and focused on racism in health sciences and medicine, McClung says.

"[UCSF's] mission is advancing health care worldwide, and in that statement, there's no room for racism. There's no room for bigotry," she says.

The library is also involved in the Inclusive Skin Color Project, which began as part of the School of Medicine's Anti-Oppression Curriculum Initiative. McClung is expanding the availability of literature that illustrates medical conditions on a spectrum of skin colors.

In addition, she is working on a project that addresses the issue



Sarah McClung

of informed consent for the publication of images in academic journals and books, as best practices and standards aren't applied equally across the industry. The library is starting to review top dermatology journals to see which ones specifically mention their informed consent policies and

is modifying their own collections based on industry standards and institutional values.

"In the last couple of years, I've definitely heard [much] more about DEI in academic libraries. ... In the past, it was just kind of a buried part of the mission, vision, values [of an institution, but] I think folks are more motivated to bring that back up and realize it was a lot of lip service," McClung says.

She feels fortunate to receive consistent support in DEI-focused projects at her institution.

"This [antiracism work] is a forever thing," says McClung. "It's not something that I can just check a box and say I'm done, either personally or professionally. It's something that I have to do every day and fight for."

Will Anti-DEI Legislation Cause a Research Funding Drought in Higher Ed?

By Janet Edwards



As recent anti-DEI (diversity, equity, and inclusion) laws targeting higher education take effect, research faculty and those who support their work in affected states — most notably Florida and Texas — are concerned about future funding and opportunities to collaborate with peer institutions on key projects. Significant dollars, as well as faculty careers and student enrollment efforts, may be at stake. A key challenge is that federal agencies — which funded more than \$49 billion in university research and development projects in 2021 typically require applicants to show they are considering diversity and equity in their work. When state laws shut down campus diversity offices and DEI staff are reassigned or let go, however, faculty and institutions have to determine which factor most influences whether a research proposal is funded — state compliance or federal standards.

Shirley Malcom, PhD, is senior advisor to the CEO and director

of the SEA (STEM Equity Achievement) Change initiative at the American Association for the Advancement of Science (AAAS). The initiative aims to advance institutional transformation in support of DEI, especially in colleges and universities. Malcom is also a trustee of the



Malcom, PhD

California Institute of Technology and a regent of Morgan State University.

She says the future of research funding for DEI is uncertain and the outcome could affect scientific integrity.

"If universities say, 'We don't want to [demonstrate DEI compliance]," the agencies will say, 'Well, then we can't give you the money.' I don't know whether they will blink, that's an unsettled question," Malcom says. "It's a dicey thing in terms of trying to hold on to your program principles, values, and criteria on the one hand, and yet you're being given a different message over here."

The biggest impact will be felt in STEM, Malcom says.

"Foundations have been aggressive recently around the question of DEI in STEM fields, for the very reason that there is huge underrepresentation. The impact of that is around whether you have excellent science and excellent research," she says. "Think about AI that is created without diversity. ... You cannot say that there are not components that don't require diverse perspectives, diverse people, diverse thinking, in terms of standing up this research. We've done that experiment and we know it doesn't work."

Scientific studies in health care are also at risk, Malcom says, because medical schools or health sciences schools need to populate clinical trials in a diverse way or they're not accurate.

"The question is, what kind of structures do you have in place that will enable you to still conform to that [scientific protocol]? And that's not an element of wokeness, that's an element

of research design," she says.

Diversity and science are inextricably linked within the value structures and strategic goals of AAAS and SEA Change, Malcom says.

When asked if the National Institutes of Health (NIH) would withhold higher education research funding in states where diversity activities and

spending are prohibited, the agency's response was somewhat vague: "As a federal agency, we have the authority and responsibility to assure that grant recipients abide by applicable federal laws and regulations and the terms and conditions of award. With regard to state laws, NIH is not in a position to dictate the parameters of the laws that a state enacts. Should state and local governments be recipients of NIH grants, they must abide by all terms and conditions of award and are subject to audit requirements."

Education leaders, particularly in states where DEI is under fire, are cautioning policymakers about a potential drop in funding and talent. Texas is particularly vulnerable: DEI offices at public colleges and universities have until January to cease all operations and initiatives.

"If you're silent on [diversity] or don't address diversity, you can't compete for these grants," Brian Korgel, director of the Energy Institute at The University of Texas at Austin (UT Austin), told the Texas Tribune in April. "There's an expectation from granting agencies and companies that we're doing that kind of thing at the university, and it's very important to them."

But the state may have created a legal loophole regarding faculty research activities.

Daniel Jaffe, vice president for research at UT Austin, sent a letter in June to colleagues about Senate Bill 17, the law prohibiting DEI offices and activities. His message emphasizes that "it specifically states that the law's DEI prohibitions do not apply to scholarly research or creative works by students, faculty, or other research personnel," with the caveat that the administration is working with legal counsel to understand the law's complexities.

The importance of research at public higher education institutions is not lost on the Texas Higher Education Coordinating Board. In its 2022 report "Research Funding in Texas Overview," the board stated: "Scientific research conducted at higher education institutions is vital for identifying and developing new knowledge that leads to groundbreaking innovations. These innovations drive the state's economy and improve the quality of life for Texans. ... Strong research programs provide state-of-the-art educational opportunities for students and attract high-quality faculty. State and federal governments are two principal sources for research funding."

At Texas public universities and health-related institutions, research expenditures totaled \$5.44 billion in 2020, according to the report.

DEI offices and activities were also banned at Florida's public colleges and universities as of July 1. Research funding is big industry in the state. At the University of Florida (UF) alone, \$469 million in research was funded by federal agencies, and UF surpassed \$1 billion in research dollars overall, including state and private funding, according to the university.

"We're going to have to move toward something that is systemic so we don't have to deal with the fact that every time you look up, a court case or a piece of legislation is picking off one or another of the programs that might have been put in place to overcome the fact that the system does not work for everyone."

Shirley Malcom, PhD

Frank Fernandez, PhD, feels caught in the middle of this ideological battle. As a newly tenured associate professor of higher education administration and policy in the College of Education at UF, he researches and writes about education and equity issues.

The path forward is getting murky, he says.

Last year, Fernandez was part of a faculty team that sent a grant proposal to the National Science Foundation (NSF) to fund collaborative work with a Florida community college. Submitted and conceptualized prior to Florida Gov. Ron DeSantis' war against DEI

began to take hold, the project prominently included work around critical race theory (CRT) and focused on closing equity gaps in STEM careers. Ultimately, it was rejected on a technicality, but when researchers debated whether to resubmit in this more onerous climate — it was a solid proposal and they knew it was worthy - some team members cautioned that this time around they would need to "hide the broccoli" (i.e., remove explicit CRT language) so that the other Florida institution would be willing to sign on to the project and, equally important, be able to implement it if it was funded, Fernandez says.

"This is '1984' Orwellian stuff, that we can't use the actual phrase 'critical race theory," he says. "That's hours and hours of work to go back and rewrite

something that's [already] good."

He ultimately withdrew from the project but has other research to look forward to in the coming year. He was recently named a fellow by the University of California's National Center for Free Speech and Civic Engagement.

Last summer, Fernandez experienced another funding challenge when he

> was discussing a project with a researcher at a potential partner institution on the West Coast.

"He was clear that, based on Florida's political climate, if we were to move forward with a project, they were really concerned about allowing us to interview their racial minority students or

Frank Fernandez, PhD

> collect other data," Fernandez says. "They were concerned that the state of Florida might compel us to turn data over."

Fernandez understands that concern because last year he was informed that his emails regarding DEI would be reviewed, although he never learned how broadly they were scanned. At the time, he was leading the College of Education's Diversity and Inclusion Committee — the status of which is now uncertain.

"It was an unprecedented conversation [with a potential collaborator] and evidence that whatever people think within Florida, other higher education professionals around the country are skeptical about UF's future," Fernandez says.

Many of Fernandez's colleagues have

been approached by other universities and are looking to exit.

"Multiple colleagues across UF have basically told me, 'This fall I'm back on the job market,' and they're willing ... to take a step down, at a less elite place with more teaching and less research," he says.

People have invested their careers and a lot of money over decades to make UF what it is now, says Fernandez, and instead of faculty discussing how to get to that next level of excellence, now they're more concerned about how to stay out of trouble.

"The emotional toll is not so much despair as it is frustration," he says.

In her work with SEA Change, Malcom is aware of a growing anxiety among higher education faculty and administrators. Her organization is focused on systemic change after determining that "little programs and little interventions weren't going to get it."

"We're going to have to move toward something that is systemic so we don't have to deal with the fact that every time you look up, a court case or a piece of legislation is picking off one or another of the programs that might have been put in place to overcome the fact that the system does not work for everyone," she says. "It's a big challenge, but on the other hand, if we are successful in doing it, you don't have to keep tinkering around with this stuff. The silver lining is that we get an opportunity to change the system ... and support the people, the ideas, and the thinking of the future."




Supporting Students in STEM

The Peach State Louis Stokes Alliance for Minority Participation (PS-LSAMP) grant has helped over 1,300 STEM students in Georgia achieve their academic goals.

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SPECIAL REPORT STEM DISCIPLINES

Careers in STEM (science, technology, engineering, and math) are expected to grow 10.8 percent by 2031, and they will pay substantially more than the median annual wages of non-STEM jobs, according to the U.S. Department of Labor. But underscoring these exciting fields is the ongoing lack of workforce diversity. The National Science Foundation reports that 35 percent of the STEM workforce includes women, 24 percent are members of underrepresented groups, and 3 percent are people with disabilities.

The INSIGHT Into Diversity Inspiring Programs in STEM Award was created to recognize colleges, universities, and organizations dedicated to significantly improving access and equity in STEM fields, and ultimately creating a more diverse workforce. In these pages, we showcase those making a difference through innovation, collaboration, K-12 partnerships, and community outreach. We share brief descriptions of their successful programs and initiatives and invite you to consider how their efforts might be scalable, replicable, and applicable to your own institution's goals for building diversity, equity, and inclusion in STEM degree programs.



Hewlett Foundation Awards \$20M to Diversify Cybersecurity Field

Cybersecurity, like many STEM (science, technology, engineering, and math) fields, has been historically maledominated and lacks diversity.

According to the 2018 report "Innovation Through Inclusion: The Multicultural Cybersecurity Workforce" by the nonprofit (ISC)², only 26 percent of cybersecurity professionals come from ethnic and racial minority backgrounds. Additionally, a 2019 report by the same organization, "Women in Cybersecurity," found that women hold only 24 percent of cybersecurity positions.

The William and Flora Hewlett Foundation is awarding \$20 million in grants to four academic institutions that serve diverse student populations. The funding is part of the foundation's Cyber Initiative, launched in 2014, which aims to increase the diversity of the talent pool by supporting students and leaders from underrepresented communities.

The four institutions to receive Cyber Initiative grants include the historically Black Florida A&M University (FAMU) and Spelman College; Florida International University (FIU), a Hispanic-Serving Institution; and Turtle Mountain Community College (TMCC), a tribal college.

FAMU will create a Cyber Policy Institute to integrate science-based and market-oriented domains of knowledge to help students develop expertise. Spelman College plans to use the grant to enhance representation of Black women in the cyber field through initiatives that include establishing an interdisciplinary minor in cyber policy.

At FIU, the funds will bolster the Cybersecurity@FIU program, enabling the university to enhance its teaching and research capabilities in the field and support the recruitment of students. TMCC will establish a new undergraduate degree in applied science in cyber law and policy to equip students with the necessary skills for careers in government, industry, and research.

"Because of the pivotal role digital technology plays in our society, it is critical that the cybersecurity field that protects computer networks and individual users can draw on the experience and expertise of people from diverse backgrounds particularly those that have historically been underrepresented and excluded," said Eli Sugarman, director of the Cyber Initiative, in a press statement. "The work these institutions will do represents a key piece of the puzzle in the development of a more diverse cyber policy field that can keep us all safer in cyberspace."

WHO IS UNITING CULTURE AND SCIENCE?

ORANGE IS THE ANSWER.



Through a collaborative partnership between NASA, Oklahoma's Native American communities and Oklahoma State University, the Native Earth | Sky Program blends the art of storytelling, the richness of diverse cultures and the excitement of STEM programming.

These lessons interweave Native American stories and language with science, technology, engineering and mathematics principles — highlighting Oklahoma's diverse landscape. By combining stories, culture and language with STEM, this program celebrates the unique heritage of the Choctaw, Chickasaw and Cherokee nations. By embracing knowledge, diversity and heritage, OSU is creating a brighter future for all.

nens.okstate.edu



Duke Invests in Community-Engaged Research to Increase STEM Access for Underrepresented Students

Duke University is taking action to advance racial and social justice by investing in community-engaged research. The private university in Durham, N.C., recently allocated funding from its endowment to support seven faculty projects that will examine and address issues relevant to the surrounding population.

In partnership with local representatives, the Duke Office of Durham and Community Affairs identified five key areas of research: food security and nutrition, housing affordability and related infrastructure, early childhood and school readiness, college and career readiness, and nonprofit capacity.

"Durham boasts important community assets in each of these domains, but local leaders see further investment and sensible policy as crucial to expanding equitable opportunity and sustaining resilient neighborhoods," states an announcement from Duke's Office for Faculty Advancement.

All of the projects will touch on one or more of the research areas, and four will also focus on promoting STEM (science, technology, engineering, and math) education and career opportunities to underrepresented students.

One research initiative is Diversifying the STEM Workforce by Promoting Positive College and Career Outcomes Among Local High School Students from Systematically Excluded Identities, led by Meagan Dunphy-Daly, PhD, associate dean of experiential education and undergraduate research and lecturing fellow in the Marine Science and Conservation Marine Lab. The project will examine whether providing peer mentorship, experiential learning, and college application workshops makes a positive impact on marginalized students' readiness for STEM undergraduate courses.

Another project, Hello, Ethi{CS}: Codesigning Ethics-Centered Computational Education to Broaden Participation in College and Career Readiness, spearheaded by Aria Chernik, PhD, associate professor in the Social Science Research Institute, will study how using open design in computing education can help educators and students — particularly those who are Black, female identifying, and lower income — think about technology in a more ethical and socially just way.

Additional STEM-related studies included in the initiative are Inspiring the Next Generation of STEM Learners, and Teaching for Hope During Climate Uncertainty: Working with Teachers to Coproduce Climate Resilience Curriculum for Middle Schoolers and Their Communities.

New Federal Program to Foster Diversity in Agriculture Fields

The U.S. Department of Agriculture announced in June the creation of a new \$262.5 million program that will help build the next generation of diverse agricultural professionals through investment in Minority-Serving Institutions.

The initiative is called From Learning to Leading: Cultivating the Next Generation of Diverse Food and Agriculture Professionals Program (NextGen). NextGen will provide training and support to more than 20,000 future food and agricultural leaders, with 33 project partners.

Goals include lowering food costs for American families, expanding access to markets to producers from all backgrounds and communities, building a clean energy economy, and strengthening supply chains. To accomplish these objectives, the program aims to enhance educational support, further experiential learning, and expose students to early career opportunities.

Institutions eligible for NextGen funds include 1890 land-grant universities (historically Black universities), 1994 tribal colleges and universities, Hispanic-Serving Institutions, Alaska Native-Serving and Native Hawaiian-Serving Institutions, and higher education institutions located in the insular areas and their partners.

"We need to ensure our youth have the education and training they need to accelerate the development of an agricultural system that is climate-smart, sustainable, profitable, and equitable,"U.S. Agriculture Secretary Tom Vilsack said in a statement. "This historic investment from the Biden-Harris Administration in our nation's Minority-Serving Institutions brings us closer to building a workforce that represents the richness and diversity of all the communities we serve."

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Grant Bolsters University's Support for STEM Students with Disabilities

By Erik Cliburn

With new federal grant funding,

the Nevada Center for Excellence in Disabilities (NCED) at the University of Nevada, Reno (UNR) has implemented several programs that bolster support for students with disabilities who pursue degrees and careers in STEM (science, technology, engineering, and math) fields.

A key initiative of the \$200,000 five-year grant awarded by the National Science Foundation (NSF) is a mentorship program spearheaded by a group of seven students. Program participants advocate for and improve the representation of STEM students with disabilities on UNR's campus. Mentors also help their mentees work through the challenges of studying in STEM fields and the general college experience.

"I am representing a group that more often than not gets overlooked, [and] my main goal is to be there to help students with disabilities navigate college and to bring awareness of our issues to the public," says Ammal Abdul, an NCED student mentor. "I think that we bring a unique set of problem-solving skills to STEM, [as] constantly having to work around a world that isn't built for you allows you to see solutions that others don't, and that can be especially helpful in the STEM field."

Through the life of the grant, students will also engage in nationwide research projects to raise awareness about people with disabilities in STEM fields and the value they bring, from both innovation and DEI perspectives. One project involves the use of Photovoice, an ethnographic research tool in which participants take photographs depicting significant challenges in their lives.

Projects stemming from the grant fit

within the university's efforts to advance representation of individuals with disabilities within broader conversations regarding DEI (diversity, equity, and inclusion), says Randall Owen, PhD, associate professor of special education, director of NCED, and principal investigator for the NSF grant.

careers in their desired field, and establish communication networks between higher education institutions, government agencies, national laboratories, industries, and local communities to better support their needs.

Within the alliance, UNR falls into the Mountain Region Hub,



The Disability Resource Center at the University of Nevada, Reno helps students navigate physical and educational barriers, such as testing accommodations, that students with disabilities face on campus.

"Disability should be seen as an aspect of human diversity. Because of the high incidence of disability in the population, the perspectives and voices of people with disabilities should be valued within all spaces," says Owen. "As we continue to strive toward social justice, disability demands to be included in those conversations."

UNR is part of a larger network of 31 colleges and universities across the country known as the NSF Eddie Bernice Johnson INCLUDES Initiative: The Alliance for Students with Disabilities for Inclusion, Networking, and Transition Opportunities in STEM (TAPDINTO-STEM). The initiative works to increase the representation of students with disabilities in STEM programs, help them transition to which comprises five colleges and universities, including Northern Arizona University's Flagstaff and Yuma campuses, Coconino Community College, and Utah State University. Through monthly meetings, hubs utilize an intersectional lens to combat bias, discrimination, and stigma against STEM students with disabilities.

Through the national and regional partnerships, two UNR students involved in the mentorship program, Makaalynn Wortham and Abdul, will represent the university at the annual TAPDINTO-STEM conference, which will provide them with opportunities to explore STEM research, collaborate with students and faculty from other institutions, and expand their knowledge in a specific STEM field.

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NSF Program Seeks to Expand STEM Research to Overlooked Schools and Researchers

By Erik Cliburn

The National Science Foundation

(NSF) recently launched Growing Research Access for Nationally Transformative Equity and Diversity (GRANTED), a program designed to break down systemic barriers that hinder underrepresented investigators, students, and institutions typically overlooked as participants in NSF's research funding programs.

The central objective of GRANTED is to increase access to NSF resources for talented investigators at less research-intensive colleges and universities. Specifically, the program targets emerging R2 and R3 institutions, including Minority-Serving Institutions (MSIs), schools with a primary focus on undergraduate enrollment, and community colleges. These institutions often lack the support required to develop meritorious ideas, interact with federal program staff, stay updated on funding priorities, and navigate the intricacies of grant submission and management, according to NSF.

"Access to research support and service infrastructure is not equitable and contributes significantly to the fragility of the enterprise," says

Kimberly Littlefield, PhD, a GRANTED program director. "Despite this inequity, it is critical that all institutions, including emerging research institutions and [MSIs], participate in the national research enterprise, that all college students have access to research experiences,



Kimberly Littlefield, PhD



GRANTED aims to diversify STEM research by expanding access, navigational capabilities, and funding opportunities for non-R1 institutions, such as Minority-Serving Institutions and community colleges.

and that all faculty can bring their research and discovery to the national and global enterprise."

One key goal of GRANTED is to tap into the expertise of professionals with specialized grant-writing skills. Typically employed at the nation's R1

> institutions, these individuals can assist investigators at other schools to explore competitive ideas and ensure progress on funded projects.

The program also supports ambitious ideas and innovative strategies that address challenges and inequalities in research. Beyond funding projects, GRANTED acknowledges the importance of administrative support and service infrastructure, which play crucial roles in enabling technology transfer, public-private partnerships, community-engaged research, research compliance, and research integrity.

Successful proposals submitted to the GRANTED program will focus on activities with institutional impact rather than individual or discipline-specific research needs. Emphasizing inclusivity, proposals should engage the professional, administrative support, and service workforce in leadership roles within the projects. Additionally, proposals are required to address structural barriers and present strategies to broaden participation and implement interventions that promote DEI (diversity, equity, and inclusion). Projects funded under GRANTED are expected to achieve several significant outcomes. First, they will help transform the national research enterprise, making it more resilient, sustainable, equitable, and diverse. Projects will also be scalable to reduce structural barriers and enhance research capacity and competitiveness. GRANTED projects will foster collaborations and partnerships and engage communities around strengthening research.

Moreover, these initiatives will diversify project leadership, institutions, ideas, and approaches supported by NSF, ultimately broadening participation in the nation's research endeavors.

The central objective of GRANTED is to increase access to NSF resources for talented investigators at less research-intensive colleges and universities.

"[GRANTED] is about new principal investigators, new institutions, and new knowledge," says Dina Stroud, PhD, a program director. "There is very little information in this space, so we're looking for new ideas from the community and trying to open the door very widely."

NSF says the program represents a vital step toward fostering DEI in STEM research and training by targeting systemic barriers and improving research support and service capacity.

"We want student [participants] who are located anywhere in the nation, regardless of what kind of institution they go to, whether that's an R1 school, a community college, an [MSI], or an emerging research institution," says Alicia Knoedler, PhD, head of NSF's Office of Integrative Activities. "We want to make sure they have the same kinds of opportunities and are able to participate in research and training like a student at a well-resourced institution."



Dina Stroud, PhD



Alicia Knoedler, PhD



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STEM-UP is funded in part by the U.S. Navy through Naval Surface Warfare Center-Philadelphia Division (NSWC-PD).





InSciTE Program Teaches Valuable Career Skills to Future STEM Workforce

By Lisa O'Malley

In January 2022, Wiline Pangle, PhD, a faculty member in the Department of Biology at Central Michigan University (CMU), collaborated with 14 of her colleagues to create an innovative new program aimed at equipping students with often overlooked yet essential skills needed in STEM (science, technology, engineering, and math) careers.

The CMU faculty ultimately designed the Integration of Science, Technology and Engineering (InSciTE) program, which connects theory with practical applications and both academic content and these vital career proficiencies.

Through five courses over four years, undergraduate participants work in teams to solve real-world STEM problems. Courses focus on building collaboration skills to identify challenges and solutions and to communicate across STEM fields, as well as on project management skills and a capstone research project.

Students choose their own topics, with the first cohort focusing on sustainability issues. Project examples include developing prototypes for a a pilot program with a cohort of 33 students, 67 percent of whom identify as historically marginalized in STEM. The program is recruiting for its second cohort and expects around 50 students, with the capacity to accommodate up to 75. Applicants are not required to submit standardized test scores, letters of recommendation, or other traditional application materials. Instead, they can apply in whatever format they choose, including through video or audio clips.

Pangle says the program's ultimate goal is to not only give participants an edge careerwise but also to help



Students at Central Michigan University learn real-world skills in problem-solving and collaboration to prepare them for future careers in science, technology, engineering, and math.

promotes research, experimentation, and interdisciplinary collaboration.

"I know that the STEM employers are looking for students that can collaborate and work in diverse groups in a way that is cohesive and productive, [and] they want data management skills and time management skills, so what we did is separate the two and create a stand-alone certificate solely centered on skills," Pangle says, noting that as a biology professor, it can be challenging to simultaneously teach wind farm, a campus solar panel study room, and ways to minimize disposable plastics in health care.

"The program doesn't have traditional lectures. There are no exams or textbooks," says Pangle. "It's completely student driven. We support, we help, we guide."The program is overseen by a faculty council with more than a dozen members representing fields from geography and environmental studies to physics and computer science.

This past year, the initiative ran as

them learn how to work with diverse colleagues and viewpoints.

"STEM fields are traditionally not inclusive. I know my first year of school, nobody sounded like me. Most did not look like me. You have that feeling in the pit of your stomach [and think] 'Should I be here?" says Pangle. "We are fighting that from the beginning, talking openly about things like imposter syndrome, empowering our students so that they can own this space and then bring that to other classes."

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Institute Uses AI to Promote Equity in STEM Education

By Nikki Brahm

The Inclusive Intelligent

Technologies for Education (INVITE) Institute uses AI (artificial intelligence) technologies to make STEM (science, technology, engineering, and math) education more equitable in K-12 schools.

The national center serves as a nexus poised to answer the question "What can AI do to help achieve education for all?" It is composed of 24 researchers from seven universities, including the University of Illinois Urbana-Champaign (UIUC), which is spearheading the project. Other partners include Temple University, University of Florida, University of Michigan, University of Oregon, University of Southern California, Wright State University, and Educational Testing Service, a nonprofit assessment organization.

INVITE launched on June 1, with some projects still in the development phase, says H. Chad Lane, PhD,

principal investigator and director of INVITE and associate professor of educational psychology at UIUC. Across numerous projects they will be involved in, the initiative is aimed at building better systems for understanding and supporting STEM education, he says.

"Our focus is on underlying techniques and the research we can do to identify ... empirical and evidencebased approaches to promote these skills [persistence, resilience, and collaboration] and prove that they do lead to better outcomes, especially for those who are underrepresented in STEM," says Lane.

INVITE partners on STARS Computing Corps, a program funded by the National Science Foundation (NSF) as part of the Broadening Participation in Computing Alliance (BPC-A) project, which focuses on increasing representation in computer science. Three outcomes result through efforts spearheaded by INVITE: college students train to conduct local K-12 outreach focused on AI concepts; K-12 teacher workshops explore ethics, bias, and diversity in AI for lesson planning; and work with university faculty to support AI-enabled education and research.

"If we can provide opportunities early for all students in elementary school, it can really help to provide a different set of social expectations and provide early exposure for students that can really spark their interest and help them to see themselves doing computing

or STEM later in life," says Jamie Payton, PhD, co-principal investigator of BPC-A at INVITE and computer science education professor at Temple University.

Another INVITE project, known as

What-If Hypothetical Implementations in Minecraft, aims to educate students about astronomy through the popular video game Minecraft by

exploring the scientific consequences of alternative versions of Earth. It uses AI tools to assist teachers — for example, a nonplayer character guiding students in a game, feedback provided through chat, or guidance on a game map for students



Undergraduate students at a STARS Computing Corps conference learn how to design activities for engaging K-12 classrooms in computing and engineering. The Inclusive Intelligent Technologies for Education Institute partners on a number of projects including the STARS program.

to find science-relevant activities, says Jeff Ginger, PhD, who works on technology and community engagement with INVITE and is a senior research scientist at UIUC.

INVITE is part of a larger effort by NSF aimed at developing a diverse AI workforce and addressing risks posed by the technology by establishing institutes across the nation. In 2023, INVITE was one of seven institutes announced



Jamie Payton, PhD



Jeff Ginger, PhD

in the third cohort of the project, established with \$140 million in funding. A number of NSF-funded institutes focus on AI, Lane says, but each has specific research goals, and all are working collaboratively to advance shared and unique interests.

"If we achieve our goals ... we will have improved pedagogical agents, we'll have these really huge datasets that can support other researchers, and we'll have a better understanding of teacher practices with AI-enabled systems that have been co-designed with teachers," Payton says. "We will have

built some capacity for trying to increase representation in computing and AI education [and have prepared] K-12 teachers to think about how to broaden participation of students."



H. Chad Lane, PhD



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Vice President and Chief Diversity, Equity, and Inclusion Officer UT Southwestern Medical Center



UT Southwestern Medical Center



INSIGHT Into Diversity 2023 Inspiring Programs in STEM Award winners are recognized for their exemplary and innovative initiatives designed to recruit and retain underrepresented individuals in science, technology, engineering, and math. Read about them here.

RIT STEM Scholar Puts Research Center Stage

RIT

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At Rochester Institute of Technology we encourage you to embrace your passions because helping you reach your potential is our priority.

Just ask Gabriela Gonzalez. Last summer the third-year chemistry major was on tour, singing and playing bass guitar with legendary musician Jon Anderson from YES.

This year she rocked it in an RIT research lab, putting her passion for STEM center stage.

Gabriela assisted in on-going research on probing the effect of antibiotics on outer membrane vesicle release. She was one of 15 RIT STEM majors taking part through either the Ronald E. McNair Scholars Program (McNair) or the Collegiate Science and Technology Entry Program (CSTEP).

"In my project we looked at how many outer membrane vesicles, or OMVs are released when E. coli is treated with different antibiotics. This research will be used to help doctors pick the best antibiotics to treat sepsis with antibiotics that release the least amount of OMVs."

She adds, "I am very grateful to have the opportunity to do research."

Like Gabriela, at RIT you can choose from more than 100 STEM majors, with access to more than 50 research centers and laboratories. RIT is the third largest producer of undergraduate STEM degrees among all private universities in the nation. You'll find a supportive learning environment with mentors and advisors ready to help guide you along your journey.

Kate Torrey, senior program director, CSTEP, McNair and LSAMP, is one of those mentors. She often finds once a student does undergraduate research they want to continue it at the graduate level, and sometimes even as a career. She says, "But regardless of if a student chooses to pursue a graduate degree or not following the research experience, they find that applying what they've learned in the classroom in a research setting helps them understand their coursework better and how the larger concepts in their discipline fit together in application."

This experience helped Gabriela firm up her decision to head to grad school.

If your passion is science, technology, engineering or math, you'll want to check us out because "STEM is in our DNA."

To learn more about RIT's STEM offerings, visit us at > rit.edu/study-stem-designated-degrees



Dreamline Pathways

A.T. Still University of Health Sciences Dreamline Pathways is a community-based collaboration that introduces K-12 students to health professions. The program involves experiential learning opportunities, including campus visits and engagement with graduate students; a free summer health care academy in collaboration with Truman State University; and mentorships, internships, and shadowing opportunities at campus clinics or in clinical settings. Immersion experiences are integral components.

Einstein Enrichment Program

Albert Einstein College of Medicine Office of Diversity Enhancement

The Einstein Enrichment Program at Albert Einstein College of Medicine, part of the New York state-funded Science Technology Entry Program, provides 80 middle and high school students a virtual opportunity (since COVID-19) to explore careers in health and science, gain SAT prep, develop science projects, hear presentations by physicians and scientists, and learn research skills.

MS in Business Analytics -STEM-designated

Adelphi University

Robert B. Willumstad School of Business

The STEM-designated MS in Business Analytics course at Adelphi is dedicated to increasing the number of women leaders in the field. Students learn to apply machine learning, text analytics, and artificial intelligence. They collaborate and intern directly with real-world corporations to gain workforce experience and insight. Adelphi's female faculty members in the industry serve as inspiring role models.





Diversifying Our Curing Community (DOCC)

Arkansas State University College of Science and Mathematics

DOCC seeks to increase the number of underrepresented students accepted into medical schools. Students take short courses and receive a stipend, along with funding for housing and food expenses. They participate in social activities that create community, such as dining at a faculty mentor's home, hearing guest speakers, and meeting with medical school representatives.



Biomedical Sciences Enrichment Program: Mentorship and Workforce Development

Charles R. Drew University of Medicine and Science College of Science and Health

The Biomedical Sciences Enrichment Program is a yearlong program that exposes students to career paths in biotechnology, biopharmaceuticals, and research. Students design proposals and work with mentors to carry out their research. They also participate in workshops and seminars on emotional intelligence, professional development, communication skills, and scientific writing.

Career Pathways in Public Health Laboratory Science

Association of Public Health Laboratories (APHL)

APHL and the Centers for Disease Control and Prevention collaborate on the Career Pathways in Public Health Laboratory Science program, which offers internship, fellowship, and leadership opportunities. Fellows and interns pursuing careers in public health fields gain key skills through real-world experiences and networking while also supporting diverse communities.





PEER and WISE Programs

Clemson University College of Engineering, Computing, and Applied Sciences

The PEER and WISE programs support students academically and demonstrate best practices and high graduation rates for underrepresented populations at predominantly White institutions. PEER and WISE are Implementation Partners for GE's Next Engineers Program, a \$5 million investment to diversify the engineering pipeline in Greenville and Upstate South Carolina.



STEM ALL IN

Clemson University College of Engineering, Computing, and Applied Sciences (CECAS)

STEM ALL IN empowers participants to pursue STEM graduate degrees through on-campus experiences, educational sessions, and network building. Participants build relationships with each other and university representatives, forming supportive cohorts that carry from the application stage through graduation.



College of Science Mentoring and Inclusion Collaborative (COSMIC)

Clemson University College of Science

In COSMIC, enrolled students from eight affinity groups gain a keen sense of belongingness. The program exemplifies diversity, fosters inclusion, and encourages and supports the recruitment and retention of women and underrepresented students.





CAREER PATHWAYS in Public Health Laboratory Science An APHL-CDC Initiative

The Career Pathways in Public Health Laboratory Science Program is a proud recipient of the 2023 Inspiring Programs in STEM Award!

Explore exciting paid professional development experiences for current students, early career professionals and established laboratory scientists at www.aphl.org/Career-Pathways.





INSPIRING PROGRAMS IN STEM AWARD

Virtual STEM Program

College of The Albemarle Mathematics and Engineering

The College of The Albemarle offers its Virtual STEM Program for sixth-grade students in rural counties. Some activities are in person, and others require collaboration among student teams. The program includes a science fest, monthly virtual STEM nights, and a summer camp on campus. Throughout the program, students engage with faculty in STEM departments.





Challenge Summer Bridge

Colorado School of Mines Multicultural Engineering Program

Challenge Summer Bridge is a free program designed to prepare underrepresented students in STEM education for the academic rigors of college. Students meet with campus resource officers and peer mentors and build community as they engage in daily classes, workshops, and activities.



Bridge to the PhD Program in STEM

Columbia University Fu Foundation School of Engineering and Applied Science

The Bridge Program is designed for students seeking to strengthen graduate school applications and prepare for the transition into graduate school. It provides a comprehensive system of support, a community of peers, STEM research experiences, relevant coursework, mentorship, professional development, and employment at Columbia.



The Columbia University and Amazon Summer Undergraduate Research Experience (SURE)

Columbia University Fu Foundation School of Engineering and Applied Science

SURE is an academic-industry collaboration designed to support underrepresented minorities and female-identifying students in STEM on their pathways into graduate school in engineering and science. Fellows receive room and board, a weekly stipend, and travel reimbursement. Students have in-lab research opportunities with faculty, professional development programs, a site visit to Amazon facilities, and mentorship from graduatelevel students.

DECtech

Colorado School of Mines

DECtech is led by women students and engages K-12 girls with an interactive and hands-on approach as they discover and explore STEM fields through after-school camps, summer camps, and internships. DECtech staff also assist in high school classrooms, STEM fairs, and other opportunities where they serve as role models for girls interested in STEM.

Duke Technology Scholars Program (DTech)

Duke University Office of information Technology, Pratt School of Engineering, Trinity School of Arts and Sciences

DTech offers year-round coaching, oncampus programming, summer livinglearning communities, mentorship, networking, and internship matching for women students who are computer science, electrical engineering, and computer engineering majors. Participants are assisted in securing a paid internship in the tech industry in one of three hub cities: Silicon Valley, Calif.; Chicago, Ill.; and Research Triangle Park, N.C.



Women in STEM Career Day EXP

EXP is a nonprofit organization that supports 13 high schools in underserved communities in Southern California. Hosted annually by local colleges, Women in STEM Career Day introduces women high school students to STEM-related careers. Students engage through expert panels, hands-on activities, local and international networking opportunities, and "Lunch with a STEM Professional."



Women in Engineering and Computer Science Program (WIECS)

Florida Atlantic University

College of Engineering and Computer Science

WIECS fosters a supportive learning environment that encourages women students to earn degrees and ultimately pursue careers in engineering and computer science. WIECS provides mentoring, professional development, leadership opportunities, academic support, and social activities.



Sustainable Pathways from Community College to Bachelor's Degree for Urban Youth in STEM (S-STEM) Hudson County Community College

School of Science, Engineering, Technology, Mathematics

S-STEM provides students with the financial and academic resources to transfer to a four-year institution. In addition to covering tuition, the program also covers textbooks, computers, and living expenses. Scholars are engaged through research and internship opportunities, cross-campus peer mentoring, S-STEM learning communities, STEM research conferences, transfer fairs, an annual STEM Research Conference, and summer research opportunities.



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INSPIRING PROGRAMS IN STEM AWARD



Girls STEM Institute (GSI) at IUPUI

Indiana University-Purdue University Indianapolis School of Education

GSI empowers young women of color to explore STEM careers, focusing on the whole person through the integration of STEM learning with overall wellness and well-being. Students gain STEM learning experiences that challenge them to think critically. The curriculum centers issues of inequity, racism, and other stigmas as social constructs that can be overcome and dismantled.



Leadership through Engineering Academic Diversity (LEAD)

Iowa State University College of Engineering

LEAD supports multicultural and international students who receive on-going communications about events, resources, check-ins, and reminders. LEAD fosters academic success, social networking, and access to industry professionals and mentors.

The Paul T. Englund Emerging Scholars Award Johns Hopkins University

School of Medicine Department of Biological Chemistry

This award recognizes emerging scholars who are at the postdoctoral or assistant professor level in mechanistic biology and demonstrate potential for future impact on the field. Awardees receive an honorarium and are invited to present a seminar in the spring. Program goals include creating a more diverse seminar series and providing mentoring and networking opportunities.



Unlock your scientific potential

Northeastern University's College of Science embraces the "Good Power of Science" to forge excellence in research and education worldwide. We innovate in interdisciplinary teams of world-class faculty and partners, using ground-breaking research to solve crucial global challenges.

Powered by experience, our students emerge prepared for the future as confident, entrepreneurial problem-solvers with a love of learning and core career skills.

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Scholars Assisting Scholars (SAS)

Kansas State University College of Engineering

SAS focuses on women and other underrepresented students in the College of Engineering. Over the years, SAS has evolved and now serves as both a tutoring space and a meeting place where students connect, problem-solve, practice leadership, and build community. Tutoring covers learning strategies and core courses. Training workshops include suicide prevention and bias awareness.



Department of Computer Science and Technology Kean University

Hennings College of Science, Mathematics and Technology The Department of Computer Science and Technology has improved the environment for women and underrepresented students in computing by enhancing research experiences, recruitment efforts, and teaching practices. Overall enrollment rose 60 percent from 2015 to 2022, and women student enrollment increased from 15 to 20 percent. Fifty percent of the department's women students are from historically excluded groups.

Women accounted for 35% of the 2021 STEM workforce.

Source: National Science Foundation

CONGRATULATIONS

to our STEM Program Award winners

Operation Orange Native Explorers Native Pathways





medicine.okstate.edu





President Gregory Crawford, Provost Elizabeth Mullenix, and Dean Christopher Makaroff congratulate the

LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION (LSAMP) STEM PROGRAM

at Miami University for being honored with the INSIGHT Into Diversity 2023 Inspiring Programs in STEM Award.

MiamiOH.edu/LSAMP





INSPIRING PROGRAMS IN STEM AWARD



Landmark College Institute for Research and Training (LCIRT) Undergraduate Research Mentorship Program

Landmark College

School for Neurodiversity Research and Innovation

LCIRT is a mentorship program that helps neurodivergent STEM undergraduates develop research-oriented resumes and assists with graduate school searches and application processes. It also helps them attain research-related internships and employment. Program goals include improving retention rates, supporting the development of STEM research and transferable skills, and increasing the number of neurodivergent researchers in society.

Student Enrichment Program for Underrepresented Professions (StEP-UP)

Medical College of Wisconsin

StEP-UP is a multiyear program that allows middle school through college students to explore the medical field in a hands-on capacity, thrive in a supportive environment, and gain understanding about the medical school application process. It serves to recruit local talent for the graduate school pipeline to help diversify the workforce.

Cybersecurity Program Undergraduate

Maryville University Simon School of Business

By offering local startups and nonprofit agencies cost-free IT security analysis and knowledge about compliance requirements, the Cybersecurity Program provides students with opportunities to practice and develop workforce-ready skills. They learn about cyber defense technology, cyber policy, and best practices in working collaboratively as professionals.





is proud to inspire all students to pursue their passions in STEM.



Louis Stokes Alliance for Minority Participation Program (LSAMP)

Miami University

College of Arts and Science, College of Engineering and Computer Science, Farmer School of Business, College of Creative Arts

LSAMP is a multidisciplinary program created to increase underrepresented student recruitment, retention, and attainment of undergraduate and graduate degrees. Students receive academic success coaching, programming support, course advising, study and tutoring sessions, research experiences, graduate and professional school prep, professional development, and financial incentives.



Senior Design Scholars Program

Milwaukee School of Engineering

The Senior Design Scholars program exposes graduating high school students to STEM majors in a college academic setting, and provides mentoring experiences in team building and cross-cultural communication as well as the opportunity to develop analytical skills in STEM fields, nursing, and business.



Bagley College of Engineering Summer Bridge

Mississippi State University James Worth Bagley College of Engineering

In partnership with local companies, the Summer Bridge program offers immersive, monthlong, industryrelevant, experiential learning experiences at no cost to participating students. They also receive on-campus housing, access to class instructors, peer mentors, and textbooks and materials.

Women earned 35% of master's degrees awarded in math and computer science in 2020.

2023

INSPIRING PROGRAMS

IN **STEM** AWARD



Engineering | Business | Nursing | UX | Computer Science



MILWAUKEE SCHOOL OF ENGINEERING | msoe.edu



ENGINEERING WITH

www.scu.edu/engineering/ses

The Summer Engineering Seminar (SES) is a five-day immersive summer experience for current high school sophomores and juniors who are interested in exploring the field of engineering.

Applications open annually in January.

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New York Tech offers in-demand, tech-focused programs in a range of disciplines, including its Summer Maker Academy, recognized with the Inspiring Programs in STEM award.



INSPIRING PROGRAMS IN STEM AWARD



Robotics Outreach Program

New Mexico Institute of Mining and Technology (New Mexico Tech) Mechanical Engineering Department New Mexico Tech students engage with K-12 classrooms across the state by helping educators identify topics and connecting weekly with classroom students in coding and robotics activities. The young participants design, build, test, and compete as part of New Mexico Tech's annual robotic combat competition. Through the program,

underrepresented students learn STEM skills, are exposed to STEM work, and gain mentors.

VOYA Summer Camp Program

New York Institute of Technology College of Engineering and Computing Sciences VOYA Summer Camp supports STEM-based learning for underrepresented middle school students and connects STEM innovations with realworld resolutions. This year, students built a techinfused, environmentally friendly, low-impact smart building. Working in teams, they used 3D modeling, 3D printing, laser cutting/engraving, augmentedreality skills, and Arduino programming.





Bilingual Cohort

Northeast Wisconsin Technical College

The Bilingual Cohort program creates an inclusive and supportive framework for students with perceived language barriers to earn college credit, explore high-wage career paths, and succeed at the postsecondary level. The model includes embedded bilingual coaches, an admission and advising contact, and identity-based peer mentoring groups.

Northwestern Medicine Scholars Program (NMSP) Northwestern University

Feinberg School of Medicine

NMSP is a four-year pipeline program that invests in a Chicago public high school serving a high percentage of Black, Latino, and low-income students to spark interest in medical careers. Scholars participate in distance learning with live surgery broadcasts, periodic on-site programs, and mentoring with Northwestern physicians/leaders.

25% of individuals employed in the U.S. work in STEM occupations.

Source: National Science Foundation





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At Bucknell University, you'll find more women engineering professors and students than you will at most universities — and we want that number to grow.

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(compared to about 17% nationally in engineering) *including one-third of department chairs Learn how we've been leading the way for 100 years:





INSPIRING PROGRAMS IN STEM AWARD



Native Explorers Program (NEP)

Oklahoma State University Center for Health Sciences, School of Biomedical Sciences - Department of Anatomy and Cell Biology

NEP exposes Native American students to STEM disciplines and medical fields through a broad network of professionals, tribal partners, and federal agencies. The flagship program is a two-week summer course featuring hands-on activities and mentoring for college-level participants. NEP has also provided hands-on STEM lessons for K-12 students affiliated with Oklahoma-based tribes and classrooms in public schools.



STEM Academy

Orange Coast College

STEM Academy connects college students interested in STEM to the resources and tools they need for academic and career success. It involves advising, peer mentorships and networking, research opportunities, future teacher education programs with four-year institutions, winter/summer prep courses, weekly events and workshops, and free materials and resources.

Operation Orange Oklahoma State University Center for Health Sciences

Operation Orange is a free, one-day mini medical camp for middle and high schoolers. Participants spend a day in the life with Center for Health Sciences medical and graduate students. The program encourages female and other underrepresented students to pursue and succeed in health sciences. They participate in hands-on demonstrations, study anatomy, and explore career opportunities.



Native Pathways Program (NPP)

Oklahoma State University Center for Health Sciences, Office of American Indians in Medicine and Science (AIMS), College of Osteopathic Medicine at Cherokee Nation

NPPs are specific to American Indian students and include existing and new programs that focus on various activities such as recruitment, retention, a day in the life of a medical student, pre-admissions workshop, summer STEM internship on campus and in tribal hospitals and clinics, and shadowing and career exploration opportunities.

Diversity, Equity, and Inclusion Programs

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

CEAT offers a summer bridge program, networking opportunities, Diversity Week, DEI Engineering Week, wellness series, women's history panel, STEM Pride Week, opportunities for faculty to connect with students, scholarships for underrepresented STEM students, and study abroad experiences. CEAT also hosts community council partnership meetings to address the disparity of STEM education in low-income areas.





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INSPIRING PROGRAMS IN STEM AWARD



Cargill-Purdue Agribusiness Science Academy (C-PASA)

Purdue University College of Agriculture

C-PASA is a multidisciplinary program designed to increase the number of women and other underrepresented students in agriculture and related sciences. High school students learn about career opportunities within agribusiness and communication, biological sciences and engineering, and plant and environmental sciences via presentations, projects, workshops, and industry tours.



Motivating & Engaging with STEM Activities (MESA)

St. Philip's College Division of Arts and Sciences

MESA is a two-week summer program serving underrepresented elementary, middle, and high school students. Participants enhance their math skills and gain hands-on experience in engineering, robotics, and computer programming. The program involves project-based learning and emphasizes problem-solving and critical thinking skills.

Vet Up! DVM Scholars Purdue University

College of Veterinary Medicine

Vet Up! DVM Scholars supports underrepresented, rural, and disadvantaged students through scholarship assistance and structured retention activities throughout their four-year curriculum. They receive academic, financial, and career counseling, and monthly meetings with their peers, faculty, and staff mentors provide social activities and opportunities for academic prep work.



Equity Building Fellows

The Rockefeller University

The Equity Building Fellows program gives doctoral candidates and postdoctoral associates the opportunity to help develop programs that drive campus DEI progress. The program fosters dialogue guided by social justice frameworks, intersectionality, and the experiences of those with multiple marginalized identities, and increases the sense of belonging for women and other underrepresented groups in STEM.

11% of master's students in math and computer science were Hispanic in 2020.

Source: National Science Foundation





Black in STEM Celebration Saint Louis University Division of Diversity and Innovative Community Engagement

The Black in STEM Celebration, which held its inaugural event in March 2023, is a commemoration of contributions made by Black STEM professionals that empowers Black students in STEM by fostering confidence and inspiration. The ceremony also presents awards to people who identify as Black STEM professionals, educators, students, and pioneers.



Summer Engineering Seminar (SES) Santa Clara University (SCU) School of Engineering

This five-day immersion program serves high school sophomores and juniors from underrepresented communities who are interested in engineering careers. It begins in the summer and extends through the academic year, during which they have Zoom check-ins with an SCU student mentor. SES has expanded to include a second, advanced summer program.

FOSTERING WELL-ROUNDED



College of Science

Pictured: Dykia Williams conducting research in Dr. David Vinyard's lab on the intricate mechanisms involving photosynthesis in cyanobacteria.



LSU science is preparing the next generation of innovators to help solve our most pressing challenges.

In the College of Science, you will find a diverse group of visionaries who are driven to explore and tackle the world's challenges. Pursuing an LSU degree in science or math can lead to extraordinary opportunities.

Dykia Williams is a 2023 awardee of the prestigious Beckman Scholars Program, a 15-month research experience for exceptionally talented undergraduate students, sponsored by the Arnold and Mabel Beckman Foundation. In addition to conducting in-depth, mentored research, LSU Beckman Scholars receive comprehensive professional development opportunities including personalized mentoring, community building, expert guidance in science communication, and leadership development incorporating justice, equity, diversity, and inclusion (JEDI) principles.

Williams is a junior Biological Sciences major and Ogden Honors College student mentored by Dr. David Vinyard, Associate Professor in the LSU Department of Biological Sciences.

"Beyond traditional classroom learning, the College of Science emphasizes practical application, allowing students to engage in hands-on research experiences. The opportunity to participate in real-world discoveries aligns with the Arnold and Beckman Foundation's mission of supporting leading-edge research."

Our students are pushing science forward. Come explore with us. usu.gu.edu/science

INSPIRING PROGRAMS IN STEM AWARD



Collegiate Science and Technology Entry Program (CSTEP) State University of New York

College of Optometry

CSTEP offers internships for underrepresented college students seeking STEM professions (particularly optometry), as well as a summer gateway course, annual CSTEP Symposium, annual Bronx-Manhattan Research Expo, professional development, resume review, mock interviews, personal statement review, and career, admissions, and financial aid counseling.

Ignite Leadership & STEM Academy Society of Extraordinary Women

Led by a nonprofit organization committed to making a positive community impact, the four-week Ignite Leadership & STEM Academy is designed for middle and high school students. It focuses on STEM, leadership skills, team building, financial literacy, presentation skills, and college preparation. A key goal is to increase graduation rates for women who engage in nontraditional subjects and careers.

Downstate Public Health Scholarship Program (DPHSP)

State University of New York Downstate Health Sciences University School of Public Health

DPHSP helps underrepresented, disadvantaged, and firstgeneration students learn public health competencies. Through scholarships, internships, and professional development, students gain valuable experience and support that encourages them to enter the public health workforce. In turn, they will help to reduce health disparities, promote health equity, and serve as experts in areas of emergency preparedness for communities in need.

Areyou next?

DR. JAIME DA SILVA, who received his bachelor's, master's, and PhD in Mechanical Engineering at SMU Lyle, encouraged fellow graduates to embrace a mindset of continual learning during his '23 address.

smu.edu/lyle



WELCOME DR. JARETT LUJAN

F

HISP

SER

Since achieving HSI status in 2019, Texas Tech University has continued to search for ways to better serve our first-generation, rural, Pell-eligible, and underrepresented students. As part of those efforts, we enthusiastically welcome Dr. Jarett Lujan as Texas Tech's inaugural HSI Director and look forward to his efforts to promote and coordinate HSI efforts across the Texas Tech campus.



Into Diversity Higher Education Excellence Diversity Zward 2022

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TEXAS TECH UNIVERSITY

INSPIRING PROGRAMS IN STEM AWARD

STEM Scholars/STEM-UP

Temple University College of Science and Technology

Emerging STEM Scholars/STEM-UP programs are cost-free, supporting pathways for underrepresented students from middle school through college. Students develop teamwork and leadership skills through design projects and robotics competitions. Key modules are math concepts, real-world science, science literacy, applied STEM, and technology.

8% of engineering doctorate programs serve students with disabilities, the lowest rate among similar STEM programs.



Source: National Science Foundation

TCU STEM Scholar Program

Texas Christian University College of Science & Engineering

This full, four-year scholarship is open to underrepresented students in North Texas. During a four-week summer enrichment program, scholars take an introductory course for credit, attend leadership and professional development workshops, and obtain on-campus employment. Throughout the semester, they receive academic advising, tutoring, and mentoring. Educational travel funds, study abroad, and research opportunities are also offered.





MedAchieve

Touro College of Osteopathic Medicine New York - Harlem Campus

MedAchieve is a two-year, after-school STEM program serving New York City high school students interested in careers in medicine. Students are mentored weekly and exposed to osteopathic medicine and other medical sciences, foundations in scientific and medical research, and lab science. Public health-related topics like COVID-19 and health care disparities are addressed in lectures and other activities.



Triangle Women in STEM College Summer Intern Program

Triangle Women in STEM

The Triangle Women in STEM initiative works to establish North Carolina's Research Triangle region as a preeminent destination for women in STEM. The College Summer Intern Program provides networking, connection, and learning for women students by fostering community, hosting impactful speakers, and providing exposure to the local STEM landscape.

Hill-Lopes Scholars Program

Towson University Jess & Mildred Fisher College of Science & Mathematics

The Hill-Lopes Scholars Program seeks to improve the advancement and retention of women in STEM fields through community, professional development, networking, and career exploration. Scholars participate in oneto-one mentorship, research, workshops, and small-group experiential programs with peers and STEM professionals.



Creating Opportunities for People of All Backgrounds

The University of Arkansas for Medical Sciences' (UAMS) Division for Diversity, Equity and Inclusion strives to create a campus environment that welcomes people of all backgrounds. In partnership with student- and employee-led organizations, we've invested our time and effort to create programs that benefit veterans, underrepresented minorities, individuals with disabilities, and members of the LGBTQ community.

We're committed to making STEM-H education and health care careers attainable for everyone, opening new opportunities for students from underrepresented or underserved groups. Our K-12 and undergraduate programs reach hundreds of individuals each year and form a route for those who dream of pursuing a degree in the health professions field.

It's an honor to receive the Health Professions HEED Award in recognition of UAMS' continuing efforts to serve as a national leader win the areas of diversity, equity and inclusion in higher education.



111

INSIGHT Into Diversity

DDEI.UAMS.edu



Bridge to Engineering Success at Tufts (BEST)

Tufts University

School of Engineering, School of Arts and Sciences

Collaborating with the Office of Undergraduate Admissions and the School of Engineering and run by the Center for STEM Diversity, BEST is a four-year program aimed at recruiting and retaining low-income, first-generation, underrepresented STEM students who are offered admittance to the program through their application to Tufts University.

STEM Ambassadors

Tufts University School of Engineering

STEM Ambassadors are Tuft students from underrepresented populations who visit local middle and high schools to give presentations and conduct handson activities. The goal is to help local students build personal connections to various STEM disciplines and reinforce that such fields are attainable for anyone by changing the conversation and challenging stereotypes.





The University at Albany EXCELlence in STEM Program

University at Albany, State University of New York College of Arts and Sciences; College of Emergency Preparedness, Homeland Security, and Cybersecurity; College of Engineering and Applied Science

EXCELlence in STEM empowers students, particularly those in historically underrepresented groups, to excel in STEM. The program utilizes a peer tutoring program, dedicated learning commons, individualized Student Success Teams, microgrants to assist students in need, and academic assessments early in the first year to close knowledge gaps.

Serving Underrepresented Populations through Engagement and Research (S.U.P.E.R.)

University of Arkansas for Medical Sciences Division for Diversity, Equity and Inclusion

S.U.P.E.R. is a yearlong HBCU-Academic Health Center pilot training program for pre-health college students who engage in community-based research projects that address health disparities. They are trained by faculty in public health and medicine with a focus on population health, study design, evaluation, data analysis, implementation, and scientific writing.

Pathways Academy Research Academic Mentoring Pathway for Underrepresented Populations (RAMP-UP)

University of Arkansas for Medical Sciences (UAMS) Division for Diversity, Equity and Inclusion

Pathways Academy prepares underrepresented K-12 students statewide for careers in STEM and health care. Pathways Academy RAMP-UP is year-round and engages participants in grades 9-12 in educational activities, the UAMS Community Scientist Academy, research and lab experiences, test preparation, and career readiness. The program also offers a two-week summer camp that last year focused on health disparities research.

Into Diversity Higher Education Excellence Diversity Award 2022 Top Colleges for Diversity **ByEARS**





At Indiana University, diversity is woven into all aspects of the IU culture. Campus leaders firmly believe that a true higher education community should represent all types of individuals from all walks of life. At IU, this belief can be seen in a cross-section of programming and efforts by administrators, faculty, staff, and others to build equitable, diverse, and inclusive campuses for all.

IU's diversity work has again been recognized by *INSIGHT Into Diversity* magazine, with IU Bloomington receiving the 2022 Higher Education Excellence in Diversity (HEED) Award and the Diversity Champion Award.

"We are extremely proud of this honor. It is a testament to our diversity work and to the many people responsible for bringing that work to life," says James Wimbush, vice president for diversity, equity, and multicultural affairs and Johnson Chair for Diversity and Leadership.

"Creating a diverse and inclusive campus community is the foundation of everything we value at IU," Wimbush notes. "At the same time, we recognize that building and maintaining this kind of community is not a static milestone; it is a goal we must continually revisit and improve."

An Opportunity to Thrive

Several programs are responsible for helping Indiana University Bloomington

A Campus That Values Diversity: Indiana University Bloomington Honored With National Awards

achieve the HEED and Diversity Champion recognition, including:

- Opening the new Jewish Culture Center. Working in partnership with the Office of the Vice President for Diversity, Equity, and Multicultural Affairs, the new Jewish Culture Center offers events, activities, and cultural and social programming opportunities to Jewish students, faculty, and staff. It is also open to those wanting to learn more about Jewish culture, heritage, and traditions.
- Creating the Presidential Diversity Hiring Initiative. The first-of-its-kind \$30 million seven-year program was developed for the sole purpose of helping IU diversify its faculty and launched in the fall of 2021.
- Adding a new position to foster diversity among faculty. As part of the Presidential Hiring Initiative, IU Bloomington Provost Professor Pamela Braboy Jackson was appointed the first associate vice president for faculty and belonging. Her role entails explicitly working on efforts to diversify faculty new hires.
- Establishing The Jane Jorgensen Diversity, Equity, and Inclusion Internship. This effort is designed to help develop the leadership skills of students.
- Serving as host for the first national HIV conference at a major university.

Designed to provide information and unite around the goal of ending the HIV epidemic by 2030, this conference included workshops, presentations by national leaders and researchers, free HIV testing and resources, and multiple community dialogue sessions.



"These and other efforts reinforce IU's deep commitment to furthering diversity and inclusion. But we are far from done. We must constantly re-examine how we live up to the principles of diversity, equity, and inclusion so that students reap the benefits for generations to come," Wimbush adds.

LABAMA AT BIRMINGHAM.

UAB Neurosurgery Launches STEM Initiative in Elementary Schools

Written by: Savanah Kirchner

THE DEPARTMENT OF NEUROSURGERY AT THE UNIVERSITY OF ALABAMA AT BIRMINGHAM IS LENDING ITS EXPERTISE TO PROMOTE STEM FIELDS IN AREA ELEMENTARY SCHOOLS. STEM CONSISTS OF THE DISCIPLINES OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS.

"We're joining the effort to help fill the health care workforce pipeline with better prepared, highly engaged students who are interested in a career in one of the STEM fields," said James Markert, M.D., chair of Neurosurgery in the UAB Marnix E. Heersink School of Medicine. "That's why we launched a STEM-in-schools volunteer initiative within the department."

Anastasia Smith, clinical research manager in the Division of Pediatric Neurosurgery, visited Princeton Elementary School's Science, Technology, Engineering, Arts and Mathematics Club, where she delivered the first presentation from the department.

"The Princeton club is made up of fourth and fifth graders who have shown interest in pursuing STEM careers," Smith said. "Even at a fairly young age, these students had mature questions about different STEM fields and job responsibilities. Several have already decided what STEM career they want to pursue."





Smith's presentation focused on public health, clinical research and how both fields interface with pediatric neurosurgery.

"Careers in public health are important because there are a lot of great surgeons who have the desire and clinical experience to help improve the lives of patients, and public health professionals help them get their ideas tested to produce meaningful impact in the form of new knowledge, manuscripts, protocol, new drugs and devices," Smith said.

Through STEM education, science, technology, engineering and mathematics are combined into a cohesive system that prepares students to transform their environment with sustainable and innovative solutions.



SCAN QR CODE TO CONTINUE READING


Destination Dental School (DDS) University at Buffalo, State University

of New York

School of Dental Medicine

DDS serves historically underrepresented and disadvantaged students seeking careers in dental medicine. The eight-week, hybrid, summer program features lectures, hands-on activities, admissions and Dental Admissions Test prep, networking, and research projects. Participants learn about life as a dentist and dental student and build research skills.



Medical Scholars Program

University of California, Riverside School of Medicine

Medical Scholars prepares undergraduates for health careers or to conduct biomedical research, with priority given to first-year students and new community college transfer students who are socioeconomically or educationally disadvantaged. Activities during the multiyear, cohort-based program promote academic success and professional development. Participants distinguish themselves through leadership and volunteerism within underserved communities.

WHO IS BUILDING BUILDING ABRIGHTER FUTURE FOR ALL?

At Oklahoma State University, we are committed to preparing the next generation of leaders by facilitating and encouraging excellence in diversity, equity and inclusion. We are dedicated to empowering our students to think and act in ways that embrace a more inclusive world.

OSU's College of Engineering, Architecture and Technology Diversity, Equity and Inclusion Programs (CEAT DEI) are honored to be named one of INSIGHT Into Diversity's 2023 Inspiring Programs in STEM for the third year in a row. CEAT broadens the horizons of our students by fostering an environment of connection, learning and growing through 10 DEI student organizations and numerous student programming opportunities.

OSU and CEAT are committed to excellence in leading inclusivity and strengthening learning and leadership through collaboration.

ORANGE IS THE ANSWER.



CEAT

Summer Engineering Institute (SEI)

University of California at San Diego Jacobs School of Engineering

SEI, a five-week, residential, credit-bearing summer transition program, is open to all incoming first-year engineering students and aims to foster community and prepare them for rigorous coursework. The program hosts weekly community-building events, introduces campus resources, and offers two summer courses to support academic success. A large percentage are from groups typically underrepresented in engineering.

Undergraduate Pre-Health Program (UPP)

University of Colorado Anschutz Medical Campus Office of Educational Initiatives and Career Pathway Program

UPP tools and experiences help underrepresented undergraduate students become more familiar with issues that impact equity in health care. Yearlong programming includes academic workshops, training and certification sessions, community projects, and cultural discussions. Participating students explore a wide variety of health care fields and graduate programs.



We are thrilled to announce that our outstanding MESA Program has been handpicked as one of Insight into Diversity's "Inspiring Programs in STEM"!

EXPERIENCE THE EXTRAORDINARY

Expert Guidance, Diverse Community, Real-World Excellence! Unlock your potential for STEM at Ventura College.

LEARN MORE @ bit.ly/VCMesa

First Year Scholars Program (FYSP)

University of Georgia College of Engineering

FYSP supports students actively pursuing an engineering degree who demonstrate a financial need and an interest in promoting underrepresented and underserved groups in engineering. The program provides a \$4,000, nonrenewable scholarship. Via an intro course, students plan their curriculum, create a resume, apply for scholarships, learn about clubs and resources, and complete a mini capstone project.



Articulation Agreements to Strengthen Applicant Pipeline University of Georgia

College of Pharmacy (UGA Pharmacy)

UGA Pharmacy has signed articulation agreements with seven public universities in Georgia, creating pathways to a doctor of pharmacy degree, particularly for underrepresented students. Among the partner schools, two are Hispanic-Serving Institutions and one is a historically Black college. Students receive academic and mentoring support and participate in panel discussions featuring diverse voices in pharmacy.



Tifton Veterinary Diagnostic and Investigational Laboratory (TVDIL)

University of Georgia College of Veterinary Medicine

TVDIL is a collaborative program that focuses on firstgeneration, underrepresented, rural students from socioeconomically challenged backgrounds. Students attend full-day workshops and participate in two to eight weeks of competitive paid internships to gain exposure to STEM careers in animal human public health and veterinary medicine, with emphasis on laboratory diagnostics.

UNEXPECTED APPROACHES UNLIMITED INNOVATION

Virginia Commonwealth University and VCU Health **understand** the need to end community health disparities. **Unconventional** initiatives like VCU's Health Hub drive our **unstoppable** collective impact ensuring neighboring urban communities are thriving communities.

Learn more at community.vcu.edu/health-hub



Office of Institutional Equity, Effectiveness and Success







teachHOUSTON

University of Houston College of Natural Sciences and Mathematics

teachHOUSTON addresses the critical need for diverse and highly qualified STEM teachers. Students are prepared via ongoing field experiences and rigorous researchbased instruction from faculty who have extensive teaching backgrounds in public schools. Scholarships are awarded to 85 percent of students in the program.

BME High School Internships

University of Minnesota (UMN) Department of Biomedical Engineering (BME) College of Science and Engineering

BME offers a six-week paid research program designed to attract underrepresented high school students to STEM education and careers. Participants work with faculty members in labs, visit industry partners, and tour UMN labs. They engage through mentorship and skills development sessions. Upon successful program completion, faculty provide letters of recommendation to support their UMN application.

UHCLTeach

University of Houston-Clear Lake College of Science and Engineering, College of Education

The UHCLTeach program prepares STEM preservice teachers to implement engaging, inquiry-based learning through research-driven, culturally relevant methods. Students receive fouryear, need-based scholarships and mentoring, and they participate in a summer institute where they receive field-based classroom experience. They are equipped to serve in low-income schools and have the resources and tools necessary to teach in science and math classrooms.



STEM-POWER Research Program

University of Nebraska-Lincoln School of Biological Sciences The STEM-POWER Research program seeks to empower lowincome, first-generation, and underrepresented students through research opportunities and activities that support academic, personal, and professional development. The summer research program structures support and resources for incoming first-year students as scientists in research and jumpstarts their university experience.



Research, Academics and Mentoring Pathways (RAMP) to Success University of Massachusetts Lowell

James B. Francis College of Engineering

RAMP begins as a six-week summer bridge program for new students and continues throughout their college years. The mission is to increase representation of women and people of color in leadership positions in academic and engineering careers. Students graduate with a portfolio of extracurricular activities in research, industry experience, entrepreneurship, and community engagement.

Medical Scholars Pathway Program

University of Miami Leonard M. Miller School of Medicine

The Office of Diversity, Inclusion and Community Engagement coordinates activities for the Medical Scholars Pathway Program, including High School Careers in Medicine, Health Careers Motivation, Summer Training in Research, and Medical College Admission Test Prep. Each offers opportunities for historically excluded high school, undergraduate, and graduate students to pursue careers in health care.



A computer science major can earn 40% more than average college graduates.

Source: The Hamilton Project & College Earnings by College Major





We are honoring changemakers and heroes. We are fighting health disparities through research. We are influencing the future of health care while educating innovators and leaders. We are changing what's possible.



INSPIRING PROGRAMS IN STEM AWARD



Club Scrubs - Oklahoma City

University of Oklahoma College of Medicine, Office of Diversity, Inclusion, and Community Engagement

Club Scrubs is a free program for underserved and underrepresented high school students considering a career in the health care field. Participants explore career paths through engaging biweekly, hands-on workshops and activities such as utilizing ultrasounds and orthopedic surgery tools, pathology procedures, physical therapy exercises, intubation, casting techniques, and dental procedures.

Undergraduate engineering degrees increased 65% from 2009 to 2020.

Source: National Center for Education Statistics



PITT STRIVE (Success, Transition, Representation, Innovation, Vision, and Education)

University of Pittsburgh

Swanson School of Engineering

STRIVE focuses on recruitment, enrollment, retention, and timely PhD graduation of underrepresented engineering students; improving faculty awareness of impediments to success; and achieving an inclusive academic culture and climate. With PSP, PhD enrollment among underrepresented students rose from less than 5 percent to over 9 percent, and 26 underrepresented PhD candidates have graduated in the past seven years.





First-Generation Summer Start Scholars Program University of South Carolina (USC)

College of Engineering and Computing

Newly admitted, first-generation, students pursuing a degree in engineering or computing participate in a three-week residential summer program featuring high-impact activities. Students receive \$1,000 annual scholarships, peer mentoring, and support services. USC is a designated First Forward Institution by the National Association of Student Personnel Administrators for its work with first-gen students.

NSF Bridge-to-Math Doctorate

University of Texas at Arlington Department of Mathematics

The NSF Bridge-to-Math Doctorate program seeks to increase the number of PhD students in mathematics from underserved populations. The one-year program consists of academic preparation, mentoring, and financial support, and allows students to develop a strong sense of belonging.



Women in STEM (WiSTEM)

The University of Texas at Austin Division of Diversity and Community Engagement

WiSTEM works across colleges and units on campus and with STEM educators, alumni, and advocates across Texas and beyond to close the gender gap in STEM. It creates experiences and support networks for pre-college women and STEM undergraduate students to explore, pursue, and persist within STEM majors and career pathways.



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.

FSU's **SciGirls Summer Camps** are one-week or two-week hands-on summer camps that inspires middle school girls to pursue careers in science by involving them in various fields of science with professionals who are working in STEM. Launched in 2006, the camps are run by the MagLab and public radio station WFSU. SciGirls Summer Camp is for campers (rising 6th, 7th, and 8th graders) who want to work on hands-on science and engineering projects, meet female role models, and interact with scientists and engineers, all while learning about the MagLab and science across the world.





» In 2023 Assistant Professor of Chemistry and Biochemistry Lea Nienhaus was the recipient of a Faculty Early Career Development Award, or CAREER Award, from the National Science Foundation for her research into light-matter interactions in semiconductors with the long-term goal of improving solar cell efficiency. CAREER Awards are the NSF's most prestigious awards in support of up-and-coming researchers who have the potential to serve as academic role models in research and education and to lead advances in the mission of their respective departments.

INSIGHT Into Diversity





Because science is for everyone.

As one of the most diverse public research universities in the nation, UAlbany is advancing more inclusive ways to teach STEM and ensure life-changing careers at the leading edge of innovation and discovery are within reach of all students.



INSPIRING PROGRAMS IN STEM AWARD



eSTEM (BIPOC Excellence in STEM)

University of Vermont College of Engineering and Mathematical Sciences

eSTEM is designed for underrepresented students interested in STEM careers. Students are given opportunities to build their professional networks, connect with researchers on campus, attend national and international STEM conferences, prepare resume and portfolio materials, discover research and internship opportunities, and build community.



Mathematics, Engineering, Science and Achievement (MESA)

Ventura College

MESA supports first-generation, lowincome, and historically underserved community college students through tutoring, educational planning, academic excellence workshops, industry networking and exposure, and professional development. MESA works with industry partners and universities to promote internships and propels students into calculus-based STEM undergraduate programs.



STEM Academic Research & Training (START) Internship Program

Wake Technical Community College

START interns are diverse community college students who are paid to conduct undergraduate research, learn about being a STEM professional, build bridges with partner universities, and present their work either in a poster session or a peer-reviewed, internal journal. There are no GPA or course requirements.



Center for STEM Inclusion (CSI)

West Chester University of Pennsylvania College of the Sciences and Mathematics

CSI actively promotes diversity and equity initiatives in the College of the Sciences and Mathematics to increase access to STEM careers for a diverse body of students. CSI has four pillars — Outreach, Access, Persistence, and Career Readiness — each of which help build supportive student communities with demonstrated success.

DUAL DEGREE? Easy as 1-2-3

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Honoring Charles J. Ogletree Jr. A Fierce Advocate of Civil Rights



Charles J. Ogletree Jr., JD, a successful civil rights lawyer, Harvard University professor, and friend and mentor to Barack and Michelle Obama, died on August 4 after living for years with Alzheimer's. Throughout his career, Ogletree was a fierce advocate for civil rights and social justice. He founded the Harvard Law School Criminal Justice Institute, a clinical law program in which students represent indigent clients in criminal courts. Following his death, numerous colleagues and notable public figures expressed their appreciation for the work Ogletree did to advance conversations surrounding social justice, race, and civil rights.

"We had grown to a level of maturity, to understand that it's not just enough to go to these institutions and get great educations. We have to make sacrifices, and we have to reach back. Whenever we make it over the threshold, we have to reach back and bring others with us. And it's not about a handout, it's a hand up. We have to uplift and lift up others, because we have been uplifted and lifted up our entire lives."

Charles J. Ogletree Jr., JD, commenting on giving back to Black communities as someone who has been successful in higher education, during a 2004 C-SPAN interview



A PIONEER FOR PROGRESS

At the University of Kentucky J. David Rosenberg College of Law, alumni are giving back.

Through the college's "Pioneers for Progress" program, Black alumni and graduates of color are invited to share their stories and experiences — many of which have been lost —with a new generation of students, faculty and staff.

This spring, the college welcomed A. Hasan Davis, author, consultant and 1996 graduate of UK Rosenberg College of Law, back to campus.

After an early encounter with the law as a pre-teen and expulsion from an alternative school, Davis earned his GED and then attended Berea College in Kentucky. In his keynote address to the college, Davis talked about navigating Berea College, and eventually law school at UK, with ADHD and dyslexia.

"This was a crossroads for me," Hasan said. "I was still struggling, but I really wanted to make it. And for the first time ever, I believed it was possible." In 2008, he joined the executive leadership team of the Kentucky Department of Juvenile Justice as deputy commissioner of operations. In 2012, he became Kentucky's fifth commissioner of juvenile justice and was instrumental in moving juvenile justice reform in Kentucky.

> Through his experience, Hasan has worked to transform organizations and public systems to ensure they have the capacity to meet the needs of the children and families they serve.

Today, he works to inspire and motivate youth and adults, including his fellow alumni of the UK Rosenberg College of Law, to find their voice and personal power.

Co-sponsored by The John Rowe Chapter of the National Bar Association, UK's "Pioneers for Progress" focuses on engaging Black alumni and graduates of color and supporting the next generation of law students.







The SDSU Experience

Here, education is our foundation, but culture is our difference. We foster an experience as dynamic as our individuals. We are a university strengthened by our global community and fueled by the people and passions cultivated in this vibrant environment.

sdsu.edu/diversity

SDSU San Diego State University