

# INSIGHT *Into Diversity*®

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September 2020  
\$3.99



## Women of Color Need Courageous Allies in the Academy

*INSIGHT Into Diversity* hosts an open dialogue with White and Black women addressing racial and gender equity in higher education

### ALSO IN THIS ISSUE

2020 Inspiring Programs in STEM Award | Remembering Congressman John Lewis





# I AM MADE OF TENACIOUS AMBITION.

Excelling in two majors while also engaging in campus activities is a tall order, but Manny Mata found the perfect place to turn his dreams into realities. When he's not studying criminal justice or mass communications, Mata participates in multiple student clubs and has written op-eds for *The Daily Gamecock*. He's even found time to give tours of the university — helping to lead tomorrow's students as they find their own paths.

**I AM SOUTH CAROLINA.**

SC.EDU



South Carolina



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**ABOVE:** Florida International University STEM Transformation Institute Director Laird Kramer (center) has abandoned traditional lectures in favor of active learning, where he makes physics come alive through group interactions, experimentation, and play.



HIGHER EDUCATION  
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IN **DIVERSITY**  
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6<sup>TH</sup> CONSECUTIVE YEAR

Photo taken before March 2020

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**UNIVERSITY OF GEORGIA**





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## Conservative Think Tank Publishes Analysis of Colleges and Upward Mobility

The American Enterprise Institute (AEI), a conservative public policy think tank, recently published a report on student economic mobility across 1,107 four-year colleges and universities.

The study, “Winners and Losers: Universities and the Pursuit of the American Dream,” compares postsecondary institutions based on how many students from low-income households rose in economic status by their late 20s and early 30s.

Using data from the Harvard University-based Opportunity Insights project, authors Jorge Klor de Alva and Cody Christensen analyzed individual earnings for students who were born between 1983 and 1985 and who attended college at some point between 2001 and 2004. The authors determined that more than half of the low-income students in the study ended up “reaching one of the two highest income quantiles of individuals in their late 20s or early 30s” and that nearly 8 in 10 low- and middle-income students “moved up the earnings ladder by at least one quintile.”

Despite this evidence that postsecondary education does in fact improve social mobility for some individuals, Alva and Christensen also found that economic status declined or remained stagnant for others. Approximately 27 percent of those from families in the lowest two income brackets “remained stuck at the bottom of the income distribution,” the study states. Just over 35 percent of students in the study experienced downward mobility — a drop in economic status — or remained stagnant.

Students from wealthier households were not immune to the effects of downward mobility after college. Nearly 18 percent of those from the highest income quintile fell to the lowest two quintiles of earnings after college.

The authors hypothesize that some of this downward mobility can

be attributed to students choosing to pursue further educational opportunities, such as graduate school, that delay their earnings potential. Alva and Christensen also point to the large number of those who fail to finish a degree and the “external economic barriers that affect low-income students and millennials as a whole” for some of the decline or stagnation in economic status.

“The bottom line is that the failure to climb the financial ladder is not always the result of a poor education,” the study states.

Alva and Christensen ultimately conclude that there “is no single recipe to generating strong mobility outcomes.” Certain factors such as an institution’s graduation rates indicated that students were more likely to experience upward mobility. Yet some top-ranking universities in their study were not always guaranteed to produce better financial outcomes than less selective institutions, nor were a college’s demographics or even the amount of spending per student found to be totally reliable determinants for the likelihood that a low-income graduate would significantly rise in economic status.

The authors note that certain colleges and universities were able to “beat the odds” by “consistently mov[ing] students up the income ladder at levels that are far above what would be expected of them. These colleges are rarely state flagship universities or Ivy League institutions; instead, colleges that beat the odds by

the largest margins are usually regional, comprehensive colleges.” These institutions were anomalies in achieving high mobility rates despite what other factors — such as academic preparation and selectivity — would indicate for their graduates.

### Top Institutions with Upward Mobility Outcomes Above Expected Levels

The following schools are ranked by how well they achieved upward mobility rates that exceeded expectations “given their institution’s characteristics, demographic makeup, and location,” according to the study.

#### Top Ten Public Institutions

Dickinson State University  
University of Texas of the Permian Basin  
Grand Valley State University  
Valley City State University  
New Mexico Institute of Mining and Technology  
Montana State University-Northern  
University of Virginia’s College at Wise  
Minot State University  
University of Texas at Arlington  
University of Wyoming

#### Top Ten Private Institutions

Ursuline College  
Wesley College  
Nebraska Wesleyan University  
DePauw University  
Texas Wesleyan University  
Claremont McKenna College  
Lasell University  
Midland University  
Urbana University  
College of Saint Benedict

Notably, smaller liberal arts colleges appeared to have significant differences in upward mobility for low-income students. The top-ranking private school in the study, Ursuline College, is a small liberal arts institution with a large number of students majoring in clinical health programs. However, another small liberal arts school — Evergreen State University — ranked at the bottom of public institutions for upward mobility.



## Dominion Energy Pledges \$35 Million to HBCUs and Underrepresented Students

In July, Dominion Energy pledged to give \$35 million to 11 historically Black colleges and universities (HBCUs) in Virginia, Ohio, North Carolina, and South Carolina. The donation is part of the company's six-year "HBCU Promise" program, which allocates \$25 million to select institutions and \$10 million to a scholarship fund that will support African American and underrepresented students throughout the company's service areas.

Dominion Energy is an electric and power company headquartered in Richmond, Virginia, that serves more than 7 million customers in 20 states.

"We have all been witness to our country's evolving conversation on race and social justice. The country is changing, and we have been

looking for ways that we can make a difference," Thomas F. Farrell, II, Dominion Energy chairman, president, and chief executive officer, said in a press release.

"Investing in these important institutions — which serve as a springboard for social and economic mobility for so many — is one way we can help. We have actually partnered with HBCUs for nearly 40 years, offering volunteer and financial support. As I have said before, we are humbled and honored to continue supporting them with this current initiative," he stated.

When selecting institutions for the gift, Dominion considered factors such as locations with a significant customer presence, past partnerships, and opportunities to make immediate impact, according to the press release.

Each university will receive between \$500,000 to \$6 million in funding, which will go toward operations, urgent capital needs, endowments, and scholarships. The HBCUs receiving the grants are as follows:

### Ohio

Central State University  
Wilberforce University

### North Carolina

North Carolina A&T State University

### South Carolina

Allen University  
Benedict College  
Claflin University  
South Carolina State University

### Virginia

Hampton University  
Norfolk State University  
Virginia State University  
Virginia Union University

## Let's build a better future — together.

At Oregon State University, we do the work to make students and faculty feel seen and heard. Empowered to instigate change — close to home and around the world.

Our commitment to diversity is proven through action. We continually work to understand and overcome racial biases, recognize the past and present contributions of Indigenous people and provide unwavering support to all students of color and international students.

We are here to listen. Respond to the needs of our community. And re-evaluate our processes to meet them.

There's no finish line in diversity work. But we'll make every moment count.



Join us at [diversity.oregonstate.edu](https://diversity.oregonstate.edu).



**Oregon State**  
University

# First Black Woman to Become a Navy Tactical Aircraft Pilot Earns “Wings of Gold”

By Lisa O'Malley



Photo courtesy U.S. Navy Office of Communications

**On July 9**, Lt. j.g. Madeline G. Swegle completed naval aviation training to become the first Black woman tactical fighter pilot in the history of the U.S. Navy.

Three weeks later, on July 31, Swegle received her “wings of gold” during a ceremony at Naval Air Station Kingsville in Texas alongside 25 classmates. The wings represent completion of basic helicopter training in naval flight school.

Despite the obstacles presented by the COVID-19 pandemic, the Navy reports that Swegle was part of the largest graduating class of strike aviators in nearly a decade.

A Virginia native, Swegle graduated from the U.S. Naval Academy in 2017 and spent the following three years enrolled in a tactical pilot training

program. Her groundbreaking accomplishment comes at a time when the Navy is seeking to reduce prejudices among its ranks and diversify its workforce.

According to demographics records from the U.S. Department of Defense, women accounted for 19.7 percent of Navy active duty members as of 2018; individuals from underrepresented racial groups totaled 38 percent.

In June, Chief of Naval Operations Adm. Mike Gilday announced the creation of Task Force One Navy, a 20-member group that will focus on addressing racism, sexism, and “other structural and interpersonal biases,” according to its official charter.

In an official Navy interview, Swegle said she was inspired to become a pilot as a young girl after seeing the

Blue Angels, a flight demonstration squadron. She never intended to be the first at anything — she just loved the “fast planes.” She attributes her success to the support of her parents, who encouraged her to follow her passion.

Like Rosemary Mariner, the first woman fighter pilot, and Brenda Robinson, the first Black woman pilot, Swegle has achieved a milestone that she hopes will inspire others.

“I hope my legacy will be that there will be a lot of other women, minority women, different faces that come forward and know that they have all the tools they need and follow their dreams,” Swegle told NBC News. ●

Lisa O'Malley is the assistant editor for *INSIGHT Into Diversity*.





“Diversity isn’t just a core value to me - it’s a value of excellence.”



**CHANGE  
MAKER.**

Lance Collins has earned national recognition for his commitment to increasing diversity in higher education. He brings that passion to his new role as vice president and executive director of the Virginia Tech Innovation Campus.

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## AWARDS

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**2015**

Pioneer of Diversity  
Award, AIChE Minority  
Affairs Committee

**2017**

Inaugural Mosaic  
Medal of Distinction

**2018**

Edward Bouchet  
Legacy Award, Edward  
Bouchet Society

We all have a role. Claim yours... [vt.edu](https://vt.edu)



## CALIFORNIA



**Michael Drake, MD**, is the first Black person to be appointed president of the University of California system. Drake previously served as president of The Ohio State University.

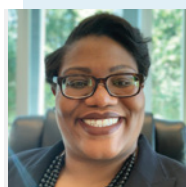
## KENTUCKY

**Crystal Rae Coel, JD**, has been named assistant dean for student affairs and diversity at the University of Louisville School of Law. Coel previously served as head of Elizabeth College at Murray State University in Murray.

## MAINE

**G. Christopher Hunt, EdD**, was selected as the associate provost for community, equity, and diversity at the University of New England in Biddeford. Hunt previously served as assistant vice president and dean of students at Lafayette College in Easton, Pennsylvania.

## MARYLAND



**Aarika Camp, PhD**, has been named vice president and dean of students at Goucher College in Baltimore. Camp previously served as associate dean of student services at Nova Southeastern University in Fort Lauderdale, Florida.

## MASSACHUSETTS

**Sherri Ann Charleston, JD, PhD**, was selected as chief diversity and inclusion officer at Harvard University in Cambridge. Charleston previously served as assistant vice provost for diversity, equity, and inclusion and chief affirmative action officer at University of Wisconsin-Madison.

## MICHIGAN

**Marita Gilbert, PhD**, was selected as the associate dean of diversity and campus inclusion at the College of Osteopathic Medicine at Michigan State University in East Lansing. Gilbert previously served as dean of institutional equity and inclusive excellence at Juniata College in Huntingdon, Pennsylvania.

## MISSOURI

**Maurice Gipson, JD, PhD**, has been named vice chancellor for inclusion, diversity, and equity at the University of Missouri in Columbia. Gipson previously served as vice chancellor for diversity and community engagement at Arkansas State University in Jonesboro.

**LaTonia Collins Smith, EdD**, was selected as provost and vice president of academic affairs at Harris-Stowe State University. Smith previously served as interim provost and chief academic officer at the university.

**Tanisha Stevens, PhD**, has been named the inaugural vice chancellor for diversity, equity, and inclusion at University of Missouri-St. Louis. Stevens previously served as interim director of the Office of Diversity, Equity and Inclusion and director of the Office of Academic Integrity at the university.

## NEVADA

**Pedro "Joe" Greer Jr., MD**, was selected as dean of the Roseman University College of Medicine in Las Vegas. Greer previously served as professor of medicine, associate dean for community engagement, and founding chair of the Department of Humanities, Health, and Society at Florida International University Herbert Wertheim College of Medicine in Miami.



**Keith Whitfield, PhD**, is the first Black person to be named president of the University of Nevada in Las Vegas. Whitfield previously served as provost and senior vice president of academic affairs and a professor of psychology at Wayne State University in Detroit.

## OHIO

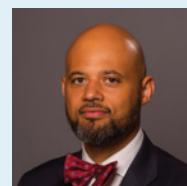


**Leon McDougle, MD**, has been appointed president of the National Medical Association. McDougle is also the chief diversity officer and a professor of family medicine at The Ohio State University Wexner Medical Center in Columbus.

## PENNSYLVANIA




**Gretchel Hathaway, PhD**, was selected as the first vice president for diversity, equity and inclusion at Franklin & Marshall College in Lancaster. Hathaway previously served as the dean of diversity and inclusion and chief diversity officer at Union College in Schenectady, New York.



**Clyde Wilson Pickett, EdD**, has been named the University of Pittsburgh's vice chancellor for diversity and inclusion. Pickett previously served as chief diversity officer for the Minnesota State Colleges and Universities System.

Has your campus recently hired a new administrator? *INSIGHT Into Diversity* would like to publish your news. Please email [editor@insightintodiversity.com](mailto:editor@insightintodiversity.com).



A photograph of a stone wall with the words "UNIVERSITY OF KENTUCKY" engraved on it. The wall is flanked by two stone pillars and is surrounded by lush greenery and colorful flowers. The sky is blue with some clouds.

# UNIVERSITY OF KENTUCKY

## UNITED IN PURPOSE

### **The fall 2020 semester represents a new beginning for our community.**

We don't seek a new "normal." We aspire to reimagine and reinvent who we are, while remaining firmly fixed on our missions of education, research, service and care.

Such a community is one that accepts - and embraces - everyone for who they authentically are: especially for people and communities that have been traditionally marginalized or disadvantaged within society and, yes, within our institution.

Such a community does not tolerate hate, nor does it expect uniformity. It recognizes differences, not as points of division, but as powerful symbols of our common and shared humanity. Moreover, it also means we must examine and, in many cases, change and transform systems, policies and practices that have embedded racism or privilege for one group of people over another.

We have made progress as an institution. But we must recognize that it has not been enough, not if equity and inclusion are truly our goals and aspirations for this community.

Over the last few months, more than 500 members of our community joined our restart process - participating in

workstreams around diverse areas and needs across the campus. It was as massive and comprehensive a process as any ever undertaken at UK.

For racial reconciliation, equity and inclusivity, we need a similarly comprehensive process and response.

We know that we are stronger when we work together, united behind a common vision and with uncommon resolve.

My deepest hope is that we proceed with a renewed and awakened faith in what our world can look like when we ask ourselves how we can do better - be better - for our brothers and sisters.

This campus fills me with hope.

Eli Capilouto

A handwritten signature in black ink that reads "Eli Capilouto".

President

Learn more about our efforts at: [go.uky.edu/dei](https://go.uky.edu/dei)



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## Virtual Resources Abound for Celebrating National Hispanic Heritage Month from Home

National Hispanic Heritage Month is normally a time for festivals, parades, performances, and other celebrations of Hispanic and Latinx culture on college campuses and in communities. Now, more than 50 years since the first observance of National Hispanic Heritage Week in 1968 and more than three decades since its expansion to a monthlong celebration in 1989, many National Hispanic Heritage Month traditions have been cancelled or postponed due to the coronavirus pandemic. Thankfully, the internet has no shortage of virtual resources for observing this special time at home or in the online classroom. Featured below is just a small sampling of the many virtual options for learning about and honoring Hispanic and Latinx culture in 2020.

National Hispanic Heritage Month begins on September 15 in honor of the anniversary of independence for Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua, followed by Mexico's Independence Day on September 16 and Chile's on September 18.



2018 Young Ambassadors Program participants and representatives from Ford Motor Company Fund stand in front of the Smithsonian Castle. Photo courtesy of the Smithsonian Latino Center. Photographer, Michael Barnes, Smithsonian Institution.

### The Smithsonian Latino Center (SLC)

SLC is responsible for a wide variety of education and inclusion efforts in collaboration with the Smithsonian's multiple museums and research centers. Its numerous online resources include the Smithsonian Latino Virtual Museum, which describes itself as a "transmedia hub for 2-D and 3-D collections, online games, simulations, virtual worlds, and innovative programs in real-time, highlighting Smithsonian art and science collections." An accompanying teacher's toolkit provides bilingual learning activities for pre-K-16 classrooms and can be applied to in-person, online, or blended learning settings.

[latino.si.edu](http://latino.si.edu)

### Google Arts & Culture: Latino Cultures in the U.S.

Launched in 2017 in partnership with museums and organizations across the U.S., the Google Arts & Culture online collection is organized into the categories of film, sports, dance, music, tradition, and style. The site also highlights specific aspects of the Hispanic and Latinx experience, such as an online exhibit of queer Latinx culture and an oral history project on Hispanic and Latinx life during World War II.

[artsandculture.google.com/project/uslatinocultures](https://artsandculture.google.com/project/uslatinocultures)

### Grupo de Artistas LatinoAmericanos (GALA) Hispanic Theatre

The GALA Hispanic Theatre in Washington, D.C., recently launched a new digital strategy, GALA En Familia, so that users can engage with Hispanic and Latinx performing arts from home. The site offers portions of performances, monologues, and readings paired with lectures and interviews from the actors, directors, and playwrights featured in each clip. All videos are in Spanish with options for subtitles in English and other languages.

[galatheatre.org](http://galatheatre.org)



Argentinian artistic duo, Leo Chiachio and Daniel Giannone with their Pride Flag installation at the Museum of Latin American Art. Photo courtesy of the Museum of Latin American Art

### Museum of Latin American Art (MOLAA)

The MOLAA is the only U.S. museum fully dedicated to modern and contemporary Latin American and Latinx art. Physically located in Long Beach, California, the museum makes it easy to navigate its online materials via the MOLAA En Casa web page. Users can view online exhibits and pieces from the museum's permanent collection, take video tours, and more.

[molaa.org](http://molaa.org)

## What's the difference?

Many people use the terms "Hispanic" and "Latinx" interchangeably, but they have slightly different definitions. Hispanic refers to someone who is from or descends from a Spanish-speaking country. Latinx refers to someone who is from or descends from a Latin American country. The term is a gender-neutral version of Latino/a.





At Texas Tech University, fostering an environment of innovation, critical inquiry and ingenuity, STEM education flourishes through K-12 outreach, academic pursuits and experiential learning. Inspiring STEM leaders through integrated learning, research and limitless possibilities is why Texas Tech University helps to solve the world's toughest challenges and to know that from here, it's possible.



TEXAS TECH  
UNIVERSITY.



# University of Houston Makes Major Advancements in Faculty Diversity Thanks to Targeted Programs

By Mariah Stewart

**Paula Myrick Short, PhD**, the provost and senior vice president for academic affairs at University of Houston (UH) and senior vice chancellor for academic affairs of the UH System, has had a long and distinguished career as a higher education practitioner, often serving as the first woman in male-dominated spaces.

As an advocate for women and underrepresented groups, Short has led UH in achieving remarkable success in the hiring and promotion of diverse faculty. She began her position with the university in 2013; over the course of the next five years — from 2014 to 2019 — the number of ethnically and racially underrepresented faculty who are tenured or tenure-track has increased by an impressive 41.58 percent.

“I fully appreciate both challenges of the academy and am an advocate for women and underrepresented minorities,” Short says. “There are enormous contributions that can be made by them if we have an equitable and inclusive institution.”

Other significant growth in faculty diversity over the course of Short’s time at UH include the following:

- Black women tenured/tenure-track faculty increased 117%.
- Hispanic women tenured/tenure-track faculty increased 44%.
- Hispanic men tenured/tenure-track faculty increased 27%.
- Women tenured/tenure-track faculty increased 25.5%.

Short has been instrumental in establishing the recruitment, retention, and advancement strategies that make this kind of growth possible. She helped create the Cougar Chairs Leadership Academy for Department Chairs, the Foundations of Excellence initiative,



Dr. Short (third from left) has been instrumental in establishing innovative diversity, retention, and recruitment strategies at UH since her appointment in 2013.

Houston Guided Pathways to Success, and several other major initiatives for faculty, staff, and student success.

## Center for ADVANCING UH Faculty Success

One of the largest projects launched under Short’s leadership is the Center for ADVANCING UH Faculty Success, which was funded by a \$3.3 million Institutional Transformation grant from the National Science Foundation. The center uses a data-driven approach to systemically transform institutional practices and campus climate in order to recruit, retain, and promote women and underrepresented faculty.

Aside from simply developing new methods for recruiting and supporting diverse faculty, the center tests and evaluates what it has put into practice. If a new program or resource consistently results in more diverse candidate pools, the center will move forward with the effort. Successful efforts that have come out of the center include required anti-bias training for faculty search committees and mid-career workshops for women in STEM.

Another major resource from the center is the Powerhouse Faculty

Recruitment Toolkit. Developed by Erika Henderson, associate provost for faculty recruitment, retention, equity, and diversity, the toolkit includes hiring strategies, guidelines, and practical suggestions.

In order to truly effect change, leaders at the center also developed search committee training. Since 2016, more than 175 individuals have participated in the Search Committee Chair Training workshop, which covers issues such as behavior-based interview questions and dual-career programs for couples.

“Utilizing feedback from the piloted

## FACULTY DIVERSITY

Having a multicultural faculty is especially important for an institution like UH, which has one of the most diverse student bodies and communities in the U.S. Nearly 35 percent of its undergraduate population is Hispanic or Latinx, 24 percent is White, 22 percent is Asian American, and 10 percent is African American.





UH women faculty gather at the Center for ADVANCING UH Faculty Success. The center offers sustainable activities and programs that are part of a systematic effort to transform the university.

training, we started training all search committee chairs. We soon began to see more diversity in our applicant pools,” Short says. “Specifically, when more than one member of a search committee attended the training, searches resulted in a more diverse applicant pool.”

The result was a 52 percent increase in Latinx applicants, a 70 percent increase in Black applicants, and a 41 percent increase in applicants overall, according to Short.

Other efforts supported by the center include:

- The Distinguished Scholars Program gives underrepresented tenured and tenure-track women faculty in STEM and social or behavioral sciences an opportunity to host leading experts in their discipline for a two-day visit to the UH campus.
- The Administrator Fellows Program provides opportunities for women faculty to receive mentoring, visibility, and skill development through a special project sponsored by a UH administrative leader.
- The ADVANCE regional network (ARN) Postdoc Network and Database allows faculty to expand

interactions and events with regional colleges and universities.

- The Underrepresented Women of Color Coalition (URWoCC), a faculty resource group, provides holistic support for and promotes the success of members through scholarly collaborations, peer advocacy, and more.

Members of the URWoCC often report that it “has been a source of refuge and renewal,” Short says. The group meets regularly to address the isolation that can be felt by women of color in the academy. It also advances research and scholarship by hosting writing circles, connecting members to research stimulus grants, and more.

For other universities hoping to diversify and help underrepresented faculty advance in their careers, Short advises administrators lead by example, support and recognize initiatives that work, and empower teams to be innovative.

At UH, administrators plan to continue moving forward by using data to improve faculty recruitment, Short says. “We will also enhance our efforts to support all faculty members who wish to seek promotion to become full professors and to pursue leadership roles, but we will pay special attention to women,” she notes. ●

## STUDENT SUCCESS INITIATIVES

Provost Paula Myrick Short is credited with helping to establish multiple support programs for underrepresented youth and college students at UH, in addition to her dedication to advancing faculty diversity. Among the programs created under her leadership are:

**Houston GPS**, which boosts postsecondary attainment and graduation rates by supporting students who transfer from local community colleges to Houston-area universities.

**Cub Camp**, a student-run program for incoming UH students held the week before classes at an off-campus retreat center. For three days and two nights, campers learn more about UH, its traditions, and the campus community.

**Provost Summer Read Program**, which promotes academic learning and fosters community among first-year students by having them read a selected book over the summer — provided electronically through the office of the provost — that is discussed inside and out of the classroom with faculty and peers.

**UHin4**, a graduation agreement between UH and first-year students that provides tools and resources to help identify a clear path to complete an undergraduate degree within four years. Those who participate in UHin4 have the option to take advantage of a fixed tuition rate. Eligible students include incoming freshmen in a qualified major and transfer students with fewer than 30 credits.

Mariah Stewart is a senior staff writer for *INSIGHT Into Diversity*. University of Houston is a 2016–2019 Higher Education Excellence in Diversity (HEED) Award recipient.

# Experts Say Medical Schools Can Do More to Address Black Maternal Mortality Rates

By Mariah Stewart

In 2017, Serena Williams almost died due to complications surrounding the birth of her daughter. The tennis star has been very vocal about her experience, telling *Vogue* in 2018 that a nurse originally dismissed her concerns about being short of breath as simply being confused due to pain medication. After Williams demanded her doctor perform a CT scan, it was revealed that she had several blood clots in her lungs.

Williams expressed how grateful she is to have had access to state-of-the-art equipment and a medical team who knew how to handle her situation. For many other African American women, that's not the case.

The U.S. has the highest overall maternal mortality rate of any developed nation, at 17.4 deaths per 100,000 live births. For Black women, the rate is three to four times as high, according to 2018 data from the Centers for Disease Control and Prevention (CDC).

A pregnancy-related death can happen during pregnancy, during delivery, or within one year after giving birth. Three out of five in the U.S. are preventable, the CDC states.

Researchers and obstetrician-gynecologist (OB-GYN) experts say this disparity is a multi-faceted issue, but some of the solutions to this problem can be addressed in medical school.

Kiarra King, MD, an OB-GYN and health advocate for women of color, suggests that diversifying medical school leadership and, in turn, medical students, is one step toward providing better care.

"Any ethnicity can treat any Black or Brown person very well," she says. "I just think that if we have more inclusion and diversity from the onset of training,

we can help to mitigate some of these outcomes." This approach also applies to the field of nursing, King adds.

In King's experience, effective pregnancy and postpartum care comes down to creating an open doctor-patient relationship. "I try to make sure that my patients are aware that the mortality

Persistent disparities in pregnancy-related death exist across ethnic and racial lines. From 2011 to 2016, maternal mortality ratios were:

- 42.4 deaths per 100,000 live births for Black women
- 30.4 deaths per 100,000 live births for American Indian/Alaskan Native women
- 14.1 deaths per 100,000 live births for Asian/Pacific Islander
- 13.0 deaths per 100,000 live births for White women
- 11.3 deaths per 100,000 live births for Hispanic women.

Source: Centers for Disease Control and Prevention

rate is higher for them," she says, noting that these frank discussions encourage patients to advocate for themselves.

Jocelyn Mitchell-Williams, MD, PhD, associate dean for diversity and community affairs and associate professor of obstetrics and gynecology at Cooper Medical School of Rowan University (CMSRU), argues for the importance of implicit bias training to improve maternal mortality rates for Black women.

"Some people say [the disparity] has to do with insurance and maybe with barriers that patients face, but it could also have to do with racism. It could relate to unconscious bias that people aren't even aware of," Mitchell-

Williams says.

She encourages medical schools to "look outside of the box" in finding ways that they can be helpful in this matter. At CMSRU, for example, the Camden Prenatal Collaborative allows students to volunteer as health coaches for underserved pregnant women and new mothers, helping them connect to community resources and even accompanying them to doctors visits.

Mitchell-Williams also encourages medical schools to push for more research to develop evidence-based practices that improve treatment for mothers of color.

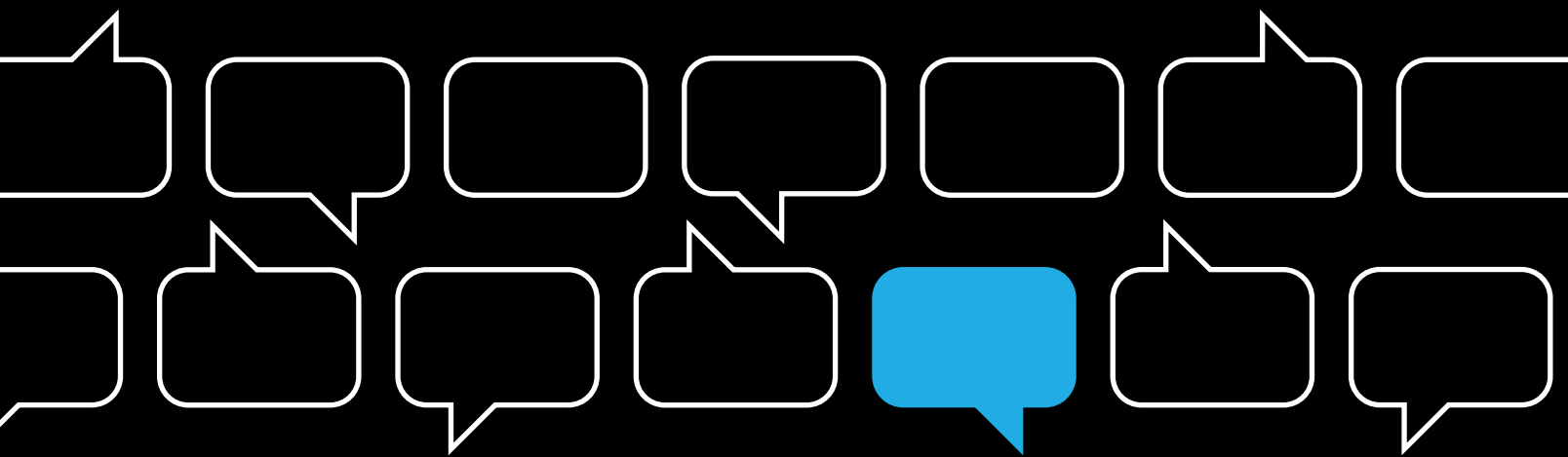
Thanks to Serena Williams and other advocates, the public has started taking notice of this issue. In 2019, *USA Today* published an extensive investigation into preventable maternity deaths in the U.S. that included examining dozens of cases in which women of color died or were injured due to hospital negligence during pregnancy, childbirth, or postpartum care. The newspaper also created a database for users to search maternal mortality and complication rates by hospital and region. Several months later, the Centers for Disease Control and Prevention published a report confirming the vast disparities in maternal deaths for women in the U.S.

Some states have begun taking action in this area. In 2019, 13 states signed legislation outlining plans to create task forces around maternal and infant mortalities and direct public health offices to seek federal grants that would combat the problem. Rep. Alma Adams, D-N.C., recently introduced the Maternal Care Access and Reducing Emergencies (CARE) Act to the U.S. House of Representatives; it addresses Black pregnancy-related deaths by providing grants to fund implicit bias training programs for health professionals. To date, no action has been taken on the legislation. ●

Mariah Stewart is a senior staff writer for *INSIGHT Into Diversity*.



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# Medical Education Leaders, Researchers Suggest Best Practices for Training Doctors to Safely Prescribe Opioids

By Ginger O'Donnell



**Experts agree** that overprescription of painkillers is a major contributor to the opioid epidemic. In order to reduce the prevalence of Opioid Use Disorder (OUD), medical educators are increasingly focused on ways to improve the teaching of ethical prescribing behaviors to future physicians.

However, they face significant challenges in this endeavor. One is a lack of standardized ethics curricula, as reported by Rohanit Singh and Gary W. Pushkin, MD, in an August 2019 article in the *American Medical Association Journal of Ethics*.

Another challenge, identified in a January 2018 brief issued by the Association of American Medical Colleges (AAMC), is a lack of qualified faculty to teach the necessary considerations of prescribing opioids, since this topic is still relatively new and information on OUD is continuously evolving. The brief also points to little flexibility in hefty medical school curriculum and the difficulty of assessing students' prescribing skills as additional obstacles to offering students a more thorough education about the dilemmas of managing pain while reducing the risk of opioid dependence.

Yet experts implore schools to face these challenges head on and

A 2018 AAMC survey of 100 institutions showed that 90 percent of respondents provided at least one lesson about pain education to medical instructors.

recommend a multi-pronged approach to teaching ethics.

Singh, Pushkin, and officials at the AAMC all suggest the use of case-based learning and medical simulations to expose future doctors to a broad spectrum of patient experiences and histories. Qualitative research supports this recommendation, with many physicians reporting that traditional classroom learning did not adequately equip them to prescribe opioids.

In addition to more courses on addiction treatment and the dilemmas of pain management, Singh and Pushkin advocate for a longitudinal curriculum, whereby information about the safe prescription of opioids would be embedded throughout all four years of medical school. "Currently, opioid prescription training is a short-term, stand-alone segment of medical education," they write.

Officials at AAMC note the importance of continuing such

education efforts as MDs enter residency, as well as continuing education opportunities for practicing physicians.

The University of Massachusetts Medical School (UMMS) is one institution where such recommendations are already being implemented. Through an initiative called the Opioid Conscious Curriculum, UMMS weaves instruction related to the OUD epidemic into all four years of its program, offering students the chance to directly interact with patients who have different pain levels and histories of substance use, among other approaches. ●

Ginger O'Donnell is a contributing writer for *INSIGHT Into Diversity*.

The opioid crisis is not only tragic — it is costly. According to the National Institute on Drug Abuse, more than 130 Americans die each day from opioid overdoses, even as the U.S. Centers for Disease Control and Prevention reports the nation spends approximately \$78.5 billion per year combatting this epidemic.



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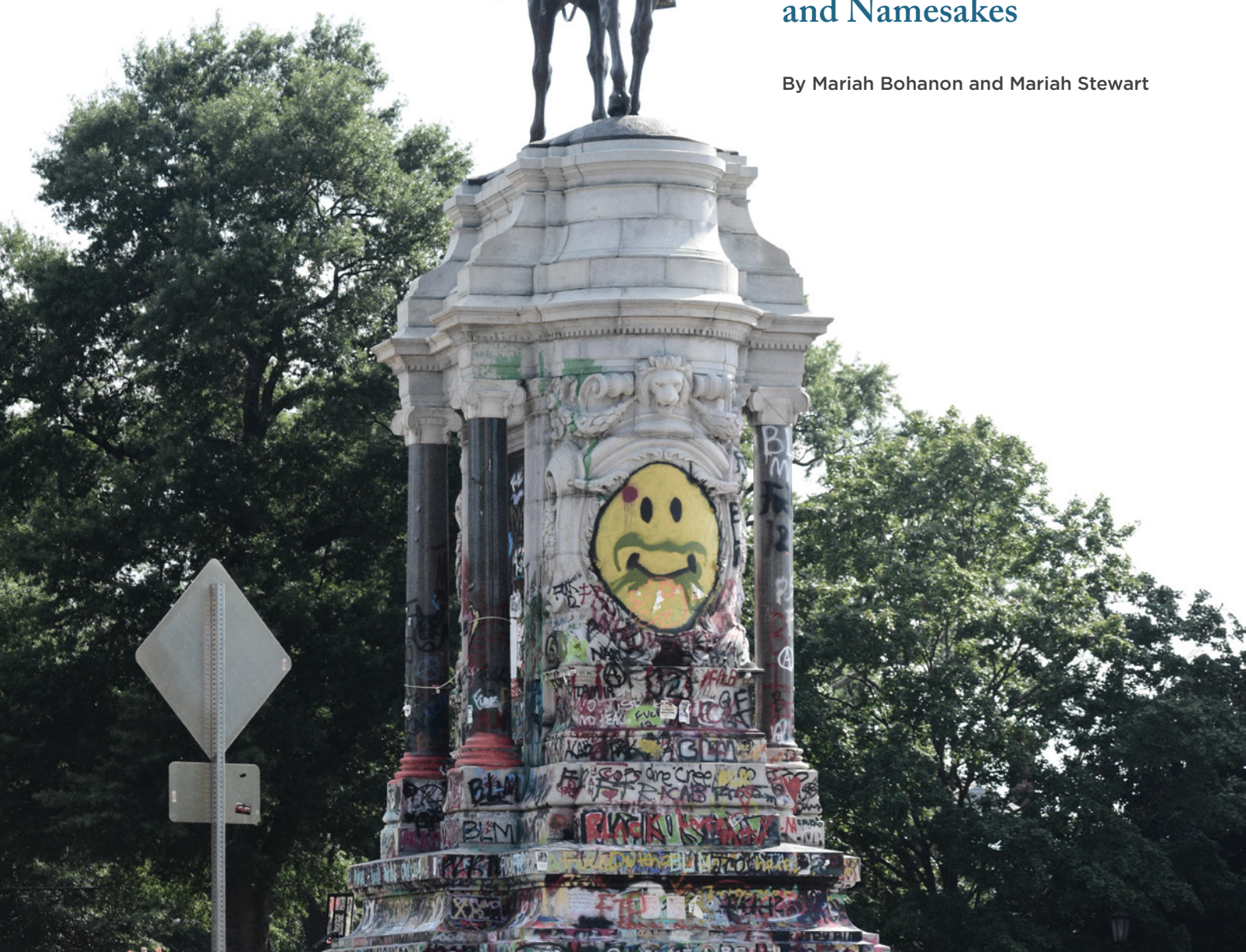
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# SYMBOLS MATTER

## Colleges and Universities Respond to Movement Against Racist Imagery and Namesakes

By Mariah Bohanon and Mariah Stewart



In June, Virginia Gov. Ralph Northam announced plans to remove the statue of Confederate Gen. Robert E. Lee from Richmond's prominent Monument Avenue, which was the location of the deadly 2017 Unite the Right rally. In July, the U.S. House passed a bill to remove statues of Lee and other Confederate leaders from the U.S. Capitol. (Photo by Anthony Crider via Flickr)



Alongside a major highway in Nashville, Tennessee, stands a 25-foot statue of a man who many would consider the embodiment of American racism. The historical monument — which was erected in 1998 — depicts Nathan Bedford Forrest, who is remembered primarily for being the first grand wizard of the Ku Klux Klan as well as a Confederate general and an owner and trader of enslaved persons. This massive symbol is located less than 10 miles from Vanderbilt University, Tennessee State University, and the historically Black Fisk University.

**Other memorials** to Forrest exist throughout Tennessee, and the state is far from alone in its reverence of this history. Altogether, the U.S. has an estimated 771 Confederate monuments, according to a June report from news network Al Jazeera. While most are located in Southern states, they can also be found in cities and on college campuses throughout the nation.

In recent years, the push to eradicate these memorials and other symbols historically tied to slavery and the oppression of marginalized groups has intensified. At colleges and universities, this work has often been supported by research efforts — as in the case of the Universities Studying Slavery consortium — and led by student and employee activists.

Calls for higher education leaders to remove these symbols intensified in recent months amid the widespread demands for racial justice that swept the U.S. following the murder of George Floyd in May. With the Black Lives Matter movement and other anti-racist efforts becoming mainstream, numerous colleges and universities came under pressure to take swift action in addressing and eradicating their symbolic ties to slavery and segregation.

In June, the Mississippi Board of Trustees of State Institutions of Higher Learning approved the removal of a Confederate monument from the campus of the University of Mississippi. The University of Nevada at Las Vegas removed a statue of its Rebels team mascot and announced that its board of regents will consider

changing the mascot, which has been accused of honoring both the Confederacy and the oppression of Native Americans. The University of Alabama announced the removal of plaques that commemorate former students who served in the Confederate army and the creation of a select group of trustees to review all campus building names. At Princeton University, the board of trustees approved President Christopher L. Eisgruber's recommendation to expedite the removal of Woodrow Wilson's name from its public policy school, though the name wasn't officially set to change for another two years upon the completion of a construction project.

The process for eradicating racist symbolism on campuses, however, can be complex. In many cases, it is up to campus leadership and the board of trustees or regents to approve the

renaming of buildings or removal of historical monuments. In some places, such as South Carolina, historical preservation laws restrict institutions like public colleges and universities from making such changes.

On June 12, the Clemson University (CU) Board of Trustees agreed to meet student and employee demands to remove the name of John C. Calhoun from the university's honors college. Calhoun was the seventh vice president of the U.S. and a prominent supporter of slavery; CU was built on his plantation in 1889.

"The honors college is a very intellectually challenging place. I remember the very first honors class I took was about social inequality and it was about race and socioeconomic status," says Roann Abdeladl, a junior public health major who advocated for the name change. "It just seemed very contradictory to me that we were learning these things in the classroom and that our professors were very adamant that we grow to be open-minded and learn to understand the importance of being anti-racist."

For Abdeladl, attending classes in a space named after someone like Calhoun created cognitive dissonance. As an Egyptian American who grew up in a homogeneous town in the South, Abdeladl says being underrepresented ethnically and religiously has always made her more conscious of race and racist namesakes than her peers, "who didn't have to worry about that because they were the majority," she says.

Abdeladl and other advocates are

In 2018, following a report from the University of Virginia President's Commission on Slavery and the University, the school established the Universities Studying Slavery (USS) consortium. The USS consists of more than 60 colleges and universities across the U.S., Canada, and Europe that are dedicated to achieving restorative justice through exchanging ideas and sharing best practices. The goal of the group is to address the role of slavery and racism throughout history and their impact on today's society.



In June, Tenn. State Rep. Jason Powell filed an amendment that would use newly planted trees in an attempt to hide a statue of Nathan Bedford Forrest that is visible alongside a major interstate. The amendment was tabled with a 66-to-29 vote against the tree planting project.



The student group Reclaim&Rename successfully advocated for removing John C. Calhoun's name from the Clemson University Honors College.

also pushing for removing the name of Bill Tillman, a former South Carolina governor and virulent White supremacist, from a campus building. While the CU trustees unanimously approved changing the name of Tillman Hall and submitted a formal request, doing so requires the support of state lawmakers because — unlike the honors college — it is a physical structure. A state law known as the Heritage Act prohibits changes to public structures named after historical figures, and despite the pressure from the board of trustees, conservative members of the South Carolina General Assembly have opposed removing Tillman's name.

In June, students, alumni, and faculty of South Carolina colleges and universities started a coalition called Repeal the Heritage Act. The group has garnered over 100,000 signatures on [Change.org](https://www.change.org) in support of the removal and renaming of slavery-supported structures. However, no legislation scheduled during the 2020 legislative season addresses these demands. Next year, if a two-thirds majority of both chambers of the General House Assembly vote

to remove and rename structures, the Heritage Act can be overruled. Democratic State Rep. Seth Rose plans to pre-file a bill that calls for the removal of such structures.

At some colleges and universities, campus leaders have been slower to act even when it is within their power to do so. The University of North Carolina at Chapel Hill voted in June to remove a 16-year moratorium on renaming campus buildings but have yet to act upon demands from some students to change the name of its Tar Heels mascot.

At Washington and Lee University, 80 percent of the faculty voted in favor of removing Robert E. Lee from the institution's name in early July. The board of trustees responded with a statement pledging to create a review committee of campus names and symbols while asserting that they "will not act hastily" in changing the institution's name.

And at the University of Texas at Austin, school leaders announced several new measures in July in support of African American inclusion — including renaming the football stadium and erecting a statue of a

Black athlete — but denied student requests to take down a segregationist statue and change the controversial school spirit song.

For activists such as Abdeladl who have fought for eradicating the symbolic representation of racism, however, changing names and taking down monuments are just the first steps in building truly inclusive learning communities. Creating real change requires fully addressing the legacies of racist oppression on campuses as well as being proactive in fighting such oppression now and into the future.

"This whole conversation goes beyond just names and statues," Abdeladl says. "It really should push universities to understand how they as institutions have been complicit in contributing to racism on their campuses and what they can do to make strides to actively support students of color [whether it be] financially, emotionally, physically, or anything else they need. ●

Mariah Stewart is a senior staff writer and Mariah Bohanon is the senior editor of *INSIGHT Into Diversity*.



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# “Time to Get Real”

## What Black Faculty Need from White Faculty and Administrators to Interrupt Racism in Higher Education

By Christine A. Stanley, PhD, and Marilyn S. Mobley, PhD



Christine A.  
Stanley



Marilyn S.  
Mobley

**Racial protests** following the death of George Floyd at the knee of police brutality in Minnesota inspired myriad responses, including calls for conversations about racism. White faculty and administrators have shared statements and affirmational emails, “checked in” with Black colleagues, and walked in Black Lives Matter protests calling for the removal of artifacts with ties to White supremacy. While such gestures have merit, we are two tenured Black women full professors who think it is “time to get real” about what is needed from White colleagues to interrupt racism in higher education.

### Enlighten Yourself about Racism in Higher Education

Racism in higher education is steeped in historical legacies of exclusion. In truth, colleges and universities were not created for faculty of color. Faculty of color expend emotional, invisible, and physical labor teaching White faculty about racism at the cost of institutional privileges that support the White master narrative, including tenure. White faculty who desire to be effective allies can enlighten themselves about racism and its manifestations in academia. Ignorance of the problem is not acceptable. Instead, it exposes how higher education values certain categories of knowledge and devalues others at the expense of Americans being historically literate. Black people have lived and know this history all too well. Ignorance of it is how racism operates, reproduces, and perpetuates itself.

### Educate Yourself about White Privilege and White Supremacy

White privilege is not what you did

not have or what was not afforded to you. It is what you do not have to worry about, because you are White. White supremacy is not whether you believe yourself to be superior to faculty of color or not. It is acknowledging the fact that a system in which we work continues to perpetuate longstanding, unexamined, and inequitable policies, processes and practices, including as it relates to research, teaching, and service that were created by and benefit White norms. While you have enjoyed the luxury of a system that benefits you, colleagues of color have no choice but to experience how this system excludes them even as it requires them to meet routine obligations as a faculty member.

### Cease Check Ins, Act, and Expose Your Racist Colleagues

Crises of racial injustice lead to emotional responses including anxiety, fear, confusion, disbelief, anger, frustration, panic, and guilt. While the desire “to check in” is empathetic, this desire can be perceived as a projection of guilt about racism. It can be viewed as temporary spectatorship and curiosity rather than profound interest in contributing to meaningful change. If you want to be an effective ally, call your White colleagues and engage in dialogue about racism and the courageous posture of becoming an anti-racist. Move from “White fragility” and disavowals of being a racist and shift from assuaging discomfort or defensiveness to learning how racism manifests itself in spaces where institutional business is handled and critically needed. So that we can cease believing we are only preaching to the choir, participate in dialogues on implicit and unconscious bias and resist the

temptation to believe it’s a waste of time.

### Reflect on How Scholars of Color are Used to Advance Research

Disciplinary societies and funding agencies expect research to be inclusive and just. White faculty and administrators often rely on faculty of color to render their expertise only to engage minority populations without regard for its implications. What are the implications of engaging faculty in research about such populations without their involvement in key leadership and decision-making roles on grant projects? White supremacy is maintained when faculty of color are excluded from the conceptual stages of advancing research affecting their communities. Moreover, when faculty of color are engaged in service activities to advance diversity, they are often forced to forgo research that their colleagues will use to evaluate their scholarly productivity. These inherent inequities compound ways in which institutional racism shows up on campuses and affects who gets supported, tenured, and promoted.

### Examine the Utility of Diversity Committees

Institutional committees on diversity and inclusion are created when there is a perceived problem that needs to be addressed. Such problems include responding to bias and racist incidents on campus, developing equitable and inclusive policies, designing access and success processes, and creating accountability and assessment measures. The problem may not necessitate examination; however, when institutions are unsure how to respond, committees are swiftly established.



These tactics, while warranted in certain situations, can perpetuate systemic racism. Structural diversity does not need to be studied when the numbers for our campuses are clear. Campus climate assessments can be yet another overused tactic when the energy required to develop and respond to data are not enabled to create organizational change.

### **Acknowledge that Racism Is a White America Problem**

Toni Morrison argued that racism is a White America problem. The time for racial reckoning and healing is now. The deaths of Black women and men — including Ahmaud Arbery, Sandra Bland, Michael Brown, Philando Castile, Jordan Davis, Jonathan Ferrell, George Floyd, Eric Garner, Botham Jean, Trayvon Martin, Tamir Rice, and Breonna Taylor — remind us that we live in an inequitable society where violence on Black communities persists, without regard to social, economic, and political parity. The persistence of racism in higher education institutions is its own form of pandemic. People of color are profiled, marginalized, ostracized, and vilified at our institutions because of their racial identity. The ideals of our American democracy — opportunity, freedom, justice, and prosperity — largely benefit White America through the exclusion and oppression of people of color. Systemic change occurs when White people acknowledge the need for change to safeguard these ideals.

### **Commit to the Elimination of Institutionalized Racism**

Institutional racism gets normalized when the status quo is unchallenged, accepted, and unexamined. Stokely Carmichael shared that institutional racism is less overt and subtler than other forms. We experience it in institutional processes, attitudes, and behaviors that lead to discrimination, prejudice, and systemic racism. To eliminate institutionalized racism, institutions must take a stand to make campuses inclusive not only in student affairs but also in business services, development and advancement, supplier diversity, public relations, and policing. When White faculty become more knowledgeable about the nuances of racial bias, they will be more mindful of their interactions with students of color. As Shaun Harper reminds us, anti-racism is as much about faculty attitudes toward students of color as it is about pedagogy, curricula, classroom climate, and creating inclusive learning environments.

### **Understand that Whiteness as a Racial Identity Is Also Whiteness as Property**

Whiteness is at the center of understanding race in America. Most White people do not think about racial identity because Whiteness is the norm. White faculty and administrators hold political, institutional, and economic power, and their racial identity, customs, and culture become the standard by which others are judged. These are ingrained in institutional culture, behavior, traditions, structure, policies, processes, and practices. Cheryl Harris' work on Whiteness as

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property helps us comprehend the proverbial understanding that the academy operates on the basis of equity and meritocracy is a questionable concept. There is property in higher education whose value the law recognizes and protects. Institutions create rules and policies around student access and success, faculty and staff hires, contracts, licenses, promotion, performance, and research that embody and legitimize benefits that accrue largely to White people. Remaining oblivious to the differential experiences of Black colleagues is part of the problem. Understanding Whiteness begins with acknowledging and learning about knowledge gaps relating to identity and property.

### Break Your Silence, Speak the Truth

The phrase that "speech is silver and silence is golden" needs reexamination, because silence about racial injustice is complacency. Complacency is the core impetus for the Black Lives Matter movement. Silence can be violence, complicity, consensus, and betrayal. In spaces where micro- and macroaggressions, insults, and invalidations are witnessed, the silence is remarkably profound. Where are our White allies? Why are White colleagues silent? What are they worried about if they speak up? Faculty of color should not be expected to expend labor using our voices while others look on in silence. Black faculty need White colleagues who will reflect on their silence and speak the truth about racism. Courageous voices, not timidity and silence, will make a difference and disrupt the systemic racism we seek to eliminate.

### Come Together to Dismantle the Ivory Tower of Academia

Dismantling the ivory tower entails honest engagement for inter- and intragroup dialogues, institutional reckoning and reparations, reimagining faculty work-life balance, acknowledging historical legacies of exclusion, modeling accountability, aligning espoused values with action, and having zero tolerance for acts of hatred and bigotry. We can cultivate new cross-racial friendships by interrupting racism for systemic change. Substantive change begins earnestly and cross-culturally when White faculty and administrators, with access to the tower and its benefits, relinquish the propensity to guard and protect others from entering and begin to engage in the serious work of connecting intellectual heft with the emotional intelligence this moment demands. ●

Christine A. Stanley, PhD, is professor of higher education, vice president and associate provost for diversity emerita, and holder of the Ruth Harrington Chair at Texas A&M University. Marilyn S. Mobley, PhD, is professor of English and African American Studies and former vice president for inclusion, diversity, and equal opportunity at Case Western Reserve University.





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# Women of Color Need Courageous Allies in the Academy

*INSIGHT Into Diversity* hosts an open dialogue with White and Black women addressing racial and gender equity in the academy

**By Mariah Stewart**





In June 1981, writer and civil rights activist Audre Lorde gave the keynote presentation at the National Women's Studies Association Conference, an event previously protested by women of color for not being inclusive. Lorde, whose legacy is known for confronting injustices of racism and other "isms," used the occasion to address the academy's failure to recognize the needs of non-White women in her now-famous speech "The Uses of Anger: Women Responding to Racism."

"It is not the anger of other women that will destroy us but our refusals to stand still, to listen to its rhythms, to learn within it, to move beyond the manner of presentation to the substance, to tap that anger as an important source of empowerment," Lorde stated.

Nearly 40 years later, women in the academy are still grappling with these issues.

To continue this important conversation, *INSIGHT Into Diversity* recently hosted a virtual event that brought together thousands of women from across the U.S.

The event, titled "Women of Color Need Courageous Allies in the Academy: An open dialogue with White and Black women" is the first in a series of webinars to be hosted by *INSIGHT* to address issues of inclusion among different racial, ethnic, and gender demographics in higher education. *INSIGHT* was inspired to create these opportunities for courageous conversations after conducting a series of online roundtables with diversity, equity, and inclusion (DEI) experts in higher education in May and June 2020.

Holly Mendelson, co-publisher of *INSIGHT Into Diversity*, moderated the event and was joined by six women panelists — three Black and three White — who represent a variety of perspectives across higher education:

- Shani Barrax Moore, CCDP/AP, director of diversity and inclusion at University of North Texas
- Laura A. Belmonte, PhD, dean of the College of Liberal Arts and

Human Sciences and professor of history at Virginia Tech University

- Karen L. Dace, PhD, vice chancellor for diversity, equity, and inclusion at Indiana University-Purdue University Indianapolis
- Jennifer Laflam, professor at American River College
- Dreama Moon, PhD, professor at California State University San Marcos
- Menah Pratt-Clarke, PhD, vice president for Strategic Affairs and Diversity and professor of education at Virginia Tech University

As of August 13, nearly 20,000 viewers have watched the recorded webinar. To watch the entire webinar and access resources recommended by the panelists, visit [insightintodiversity.com](https://insightintodiversity.com).

The following represent several questions addressed by the six panelists during the two-hour discussion.

#### **Why are Black women in the workplace labeled as "angry" if they speak up or confront racism?**

Karen Dace explained that being labeled as angry "is what happens when you question someone or when you

challenge something."

"Even when I'm not angry, I'm told I'm angry . . . . So I might as well just go ahead and be that, right? I can't win," Dace said about her own experiences with the "angry Black woman" trope.

In preparing for the webinar, Dace said she remembered thinking, "Why aren't White women angry?" and that she hoped it is outrage over the current racial climate that motivated White women to participate in the conversation.

#### **Do the panelists believe that employees are willing to have an honest conversation about this topic? White women are afraid to do or say the wrong thing and thus say nothing. How do we move past that tendency and get authentic conversations started?**

Panelists encouraged viewers to "stand in their Whiteness instead of their womanness" during conversations around race and to remember that non-immutable traits such as religion are not the focus. They suggested avoiding statements such as, "I've been discriminated against because I'm a woman."

Shani Barrax Moore recommended that anti-racism work and conversations first be done using intra-grouping techniques so that different racial

groups can feel safe navigating through the difficult discussions.

Dace stated that although White people may be willing to have conversations around race now, she fears that they will abandon these issues. While anti-racism work seems like a “sudden interest of so many,” Black women — unlike White women — do not have the choice to opt out of this work.

“My fear is that at some point this isn’t going to be vogue and White women will move on to something else because it is hard, because it’s unpleasant, because it’s messy, because it uncovers things that have been buried,” Dace stated.

As a way to combat the fear and exhaustion around these conversations, Jennifer Laflam said she participates in race dialogues with an enrichment perspective.

“I know that through honest conversations like these, I begin to recover my own sense of humanity by uncovering how racism lives in me, which for me is an act of love,” Laflam stated.

### **How do you have dialogue around racial injustice without burdening the Black woman or women on the team by asking them to speak on behalf of an entire community and be “the educator”?**

Dreama Moon suggested that White women engage in this type of dialogue through sharing experiences and storytelling. When leading discussions on White supremacy with other White women, for example, Moon says she discusses how growing up in West Virginia during the “de facto segregation era” moved her toward anti-racism work and how coming to a “critical race consciousness” didn’t go over well with her family.

“I’m always happy to share my experiences in those conversations because I think that they’re probably common White experiences to talk about family struggles, to talk about being willing to live outside your

family in so many ways, because that is sometimes a consequence of White anti-racism,” Moon stated.

The panelists also discussed the fact that the wrong people are often appointed to DEI positions and therefore put in charge of these conversations. Sometimes these appointments are misguided because the administration simply selects one of their few faculty or staff members of color; other times, they appoint someone who is bigoted.

Menah Pratt-Clarke pointed out that just because someone is Black doesn’t mean they are an expert on diversity.

She also noted that simply participating in webinars and trainings is not enough to change someone’s racist attitude. “For racist behavior and sexist behavior in [academic] departments to end, people have to

have a personal experience that creates such a moral conviction that it leads to action,” Pratt-Clarke stated.

### **What do Black women need and want from their White colleagues? What are some concrete steps or advice they can take?**

Panelists agreed that to best serve Black women colleagues, White women should first listen to Black women when they speak and then be courageous enough to speak out against racist microaggressions and acts of injustice.

Most importantly, White women should do these things without offering performative allyship, whitesplaining, or engaging in the “oppression Olympics.” These are all reactions that occur when White women are triggered by

## About the Panelists

Shani Barrax Moore is a strategic diversity and inclusion practitioner with 20 years of experience in training and development, strategic planning, and change leadership in coalition building. Barrax Moore is a Cornell University-certified diversity advanced practitioner and an intercultural development inventory qualified administrator.

Laura A. Belmonte is an author, LGBTQ advocate, and former member of the U.S. Department of State’s Advisory Committee on the Historical Diplomatic Documentation. Belmonte co-founded Freedom Oklahoma, a statewide LGBTQ advocacy organization. Her upcoming book, *The International LGBT Rights Movement and History*, is set to be published in January 2021.

Karen L. Dace is the editor of the 2012 book *Unlikely Allies in the Academy: Women of Color and White Women in Conversation*, which brought together 10 women of color and 10 white women to discuss the challenges, barriers, and successes in creating alliances across race and university settings.

Jennifer LaFlam is a founding partner of the Collaborative and Consulting Group, which is focused on equity and inclusion. LaFlam also serves as director of the Center for Teaching and Learning at American River College, where she facilitates professional development for employees.

Dreama Moon is the founder of the annual Whiteness Forum, which hosts critical conversations about White supremacy on campus. Moon’s research focuses on the communicative processes by which relations of domination are constructed, disrupted, reproduced, and resisted with a special focus on White supremacy.

Menah Pratt-Clarke has almost 25 years of leadership experience in higher education with a focus on large scale institutional transformation. One of her books, *A Black Woman’s Journey from Cotton Picking to College Professor: Lessons about Race, Gender and Class in America*, was awarded the 2018 American Education Studies Association Critic’s Choice Award for Scholarship. A new work, *From Black Girl to Black Womanhood: A Wild Womanist Journey*, is forthcoming.



## Notable Quotes

"I think a lot of White women [and] White people don't know the difference between performative allyship and actual allyship, advocacy, and accompliceship." - Shani Barrax Moore

"I'm here to listen, to learn, and to be uncomfortable. As a White woman working for change, I've learned I need to listen and learn from Black women, Indigenous women, and women of color." - Jennifer LaFlam

"Although I will likely use the term, I do not identify as an ally in the current diversity work parlance. In my opinion, the academy has drained the term of its most radical potential, and now it mostly gets defined as someone who helps people of color." - Dreama Moon

"[Black educators] just want to teach their classes like everybody else ... and then someone decides that because they're a Black person, they need to be leading a Black effort, or a recruitment effort around bringing in Black students and recruiting for diversity or retention. And so all of a sudden, this Black person, often a woman, has been assigned multiple tasks around diversity." - Menah Pratt-Clarke

Black women speaking out about racism and, in turn, try to make the conversation about themselves by either crying because they have been called out or recalling a time when they have been discriminated against because they are a woman.

"My best relationships with White women are with White women who have taken the time to think about what it means to be White in America and more importantly to understand what it means for her to be White in America," Dace said.

"There are others, though, who have no problem telling me that I'm exaggerating an experience or that I've misunderstood something or I'm just too sensitive. They enjoy all the benefits of White privilege while denying that it exists."

Laura Belmonte said she has seen only a "precious few instances" where a White woman had the courage to call a colleague out in a meeting for racist behavior. Too often, White women don't challenge others about such behavior because of fear of career retribution.

"In the instance that something like that does show up in your annual evaluation or a tenure letter, there are protections for you in AAUP [American Association of University Professors], in your university policy, in your office of equity ... You are there as an equal colleague and on an equal playing field. Act like it," Belmonte stated.

Barrax Moore stated that White women should be willing to sacrifice personal gain. "Spend your social and political capital knowing that there will not be a return on investment for you; be selfless in the spending of that social and political capital to spend it on behalf of your sisters of color," Barrax Moore said. "Be selfless and be brave. This is not for the faint of heart, and for those of us that do this work on a day-to-day, it requires having an 'S' on your chest."

Webinar viewers also had the opportunity to chat with panelists

and submit questions during the discussion. When asked how to help students manage racist stereotypes, for instance, Barrax Moore suggested that educators have students "think about internalized oppression so they have an awareness of the impact that these stereotypes can have on them."

Resources for educators to introduce this topic to the classroom as well as a list of the many other tools and publications suggested by the panelists are available at [insightintodiversity.com](https://insightintodiversity.com).

Responses to the webinar were overwhelmingly positive. Having this frank discussion with so many other women, both Black and White, was "cathartic," said Barrax Moore.

Renaire Frierson, Title IX coordinator and director of equity and compliance at Adelphi University, said in a Facebook comment that the event was "full of pearls of wisdom and nuggets of truth."

"It was such a relief to hear Black and White women speak so plainly and so honestly about racism and the complicated relationships between Black and White women in the academy," Frierson wrote, adding she learned things that she will implement in conversations on her campus.

Mary Jo Gonzales, vice president of student affairs at Washington State University tweeted about the webinar:

"Realized today is not just about rest, but about filling my empty cup and tending to a bruised soul. Grateful for this webinar I didn't know I needed."

Other reactions described the dialogue as "excellent" and "uncomfortable but necessary."

"There are some things that this pandemic has forced us to do that we wouldn't be doing, and one of them is having these conversations and having them in a way where everybody can participate wherever they are," Karen Dace told *INSIGHT* after the webinar.

Belmonte also spoke with *INSIGHT* after the event.

"When I hear 'webinar' my eyes roll back in my head, and I wasn't quite sure what to expect, but I certainly wasn't expecting something as powerful and as engaging as it turned out to be," Belmonte told *INSIGHT*. "It's just indicative of there really needing to be more forums where we get engaged in these conversations, because unfortunately there are a lot of people who don't have a safe space in their academic community." ●

Mariah Stewart is a senior staff writer for *INSIGHT Into Diversity*.



## Colleges and Universities Must Make Marginalized Students a Priority During the Pandemic

BY MARIAH BOHANON

**The coronavirus pandemic** has taken away many of the most rewarding aspects of the college experience for students, from socializing with peers and conversing face-to-face with professors to having access to unique cultural and entertainment resources on campus.

For some, the pandemic has also taken away the security of guaranteed housing and meals.

“The focus for many schools right now is mainly on getting students to campus and into classes, but students with the most needs are kind of on the back burner in terms of these rollout plans,” says W. Carson Byrd, PhD, an associate professor of sociology at the University of Louisville.

In a recent op-ed in *The Washington Post*, Byrd and his colleague William Lopez, PhD, an assistant clinical professor of public health at the University of Michigan, argue that by failing to prioritize the needs

of vulnerable students during this pandemic, colleges and universities are perpetuating racial and economic disparities in higher education now and into the future.

Recent research shows that the pandemic has affected the number of underrepresented students who have already left or expect to leave school. Black and Latinx students were more likely than White students to drop out after campuses closed last spring, according to Byrd and Lopez. A survey released on August 11 by SimpsonScarborough, a higher education marketing firm, found that 28 percent of students of color who originally planned to attend classes this fall say they won’t return to school, compared with 16 percent of White students. Students of color were also more likely to say that they were “extremely” concerned about being exposed to COVID-19 on campus.

Latinx students in the

SimpsonScarborough study were the most likely of all racial and ethnic groups to have been financially affected by COVID-19, with one-third reporting that a parent or guardian became unemployed during the pandemic. They are also the largest demographic to say that it is “highly likely” — at 32 percent — that they will change their minds about attending college in the fall.

A pivotal way that colleges can help underserved students stay on track is by ensuring they know how to access the government and institutional resources that are designed to help them overcome the additional economic strains of the pandemic.

Megan Coval, vice president of Federal Relations for the National Association of Student Financial Aid Administrators (NASFAA), says that financial aid offices have had to restructure in order to increase their capacity during these last months.



A new study from the education technology firm EAB shows that financial aid counseling may indeed be a crucial yet unmet need for underserved students, as the number of low-income individuals who enroll in college but don't submit a FAFSA is growing. "The data point to widening equity gaps this fall as students from lower-income and minority households appear less likely than in years past to access the federal financial aid they need to afford college," EAB states.

A recent survey by the University of Michigan also found that FAFSA submissions as well as applications for Michigan's largest public scholarship program "have not increased with the additional need created by the coronavirus pandemic."

Both studies suggest that this decline is due to marginalized students, especially those who are incoming freshmen, not having access to in-person resources that guide them in the financial aid process after schools closed in the spring.

When students face unexpected challenges — such as when they or a parent become unemployed — it's up to the financial aid office to help them adjust and access the amount of funds for which they qualify. This includes helping them receive emergency assistance through the \$6.2 billion allocated for student economic relief as part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act passed by the U.S. Congress in March. As with many in higher education, NASFAA had hoped that Congress would pass a new economic relief package by the August recess, says Coval, but Democratic and Republican lawmakers have failed to come to an agreement as of August 12.

The uncertainty of how much and when additional federal aid will be available — as well as the fact that many institutions are rapidly and continually changing their reopening plans — exacerbates the process of determining the cost of attendance for many students. This is why having access to knowledgeable, supportive financial aid staff is one of the most important services that colleges and universities can provide, Coval says.

Underserved students may also be missing out on pivotal resources such

as the Federal Work-Study (FWS) program. Those with FWS jobs this past spring continued to receive wages even if their positions were eliminated when campuses closed, according to Coval. Now, however, it is uncertain whether current laws governing the FWS program will allow colleges the same flexibility when it comes to supporting students whose campus jobs have been eliminated going into the fall.

Advocates for low-income students are encouraging colleges to maintain as many FWS positions as possible and to convert or create new FWS opportunities online. Maintaining these jobs is important not only for guaranteeing students an income, but also affects their ability to access Supplemental Nutrition Assistance Program (SNAP) benefits, according to an August 6 report from the Center for Law and Social Policy.

The center is urging states to temporarily waive SNAP restrictions on student eligibility, "citing 28 states documenting harm being done by the student rules," according to NASFAA.

Both Coval and Byrd say that lobbying lawmakers for better support is vital in ensuring that marginalized students can continue pursuing their dream of higher education. In addition to pushing Congress to provide additional economic relief, fighting for an extension of the eviction moratorium is another way to advocate on an issue that disproportionately affects low-income students and their families, Byrd says.

Higher education leaders must take a "more innovative, empathetic approach" in devising support for vulnerable students going into the fall semester, according to Byrd. While there is no "tried and true way to navigate a pandemic" there are some unique methods for ensuring students' basic needs are met, he says.

Partnerships with local businesses can be a great way to help students find secure housing and food. Some institutions that have closed their campuses or downsized the number of those who can live in residence

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**When students face unexpected challenges — such as when they or a parent become unemployed — it's up to the financial aid office to help them adjust and access the amount of funds for which they qualify.**

halls, for instance, have partnered with nearby hotels and apartment complexes to provide students with safe and affordable housing, according to Byrd. Northeastern, Loyola, Brown, and Suffolk Universities have all leased hotel rooms and apartments close to campus that they are providing at no additional cost compared to traditional on-campus housing.

Byrd also suggests schools consider providing housing stipends, which

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An August report from Student Loan Hero Inc. found that 46 percent of students are worried they will not be able to work during the fall 2020 semester.

can support the most vulnerable during the pandemic whether they are taking classes on campus or remotely. Another innovative solution for supporting students regardless of their presence on campus is to partner with local restaurants so that they can purchase food using their campus meal plans, he suggests.

“[These partnerships] could provide a lot of different benefits beyond just making sure that students have a place to stay or food to eat. It’s allowing that to happen on top of supporting local businesses and the workforce,” Byrd says.

Byrd also emphasizes the importance of partnerships and working together when it comes to student health and safety. Smaller institutions or those with less-resourced campus health facilities can partner with larger colleges and universities to ensure students have access to reliable healthcare, he suggests.

Byrd believes the pandemic is an opportunity for schools to rethink their responsibilities toward students and communities in need as well as the overall role of colleges and universities in society.

“I think what we’re seeing are campus administrators and leaders reflecting more deeply than in the past about what they should be doing and what it takes to reopen safely,” he says. “They’re really having to reflect on what their missions are and think about how public institutions can better serve the public, including students and their families.” ●

Mariah Bohanon is the senior editor of *INSIGHT Into Diversity* magazine.





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a film by Crystal R. Emery p.g.a.

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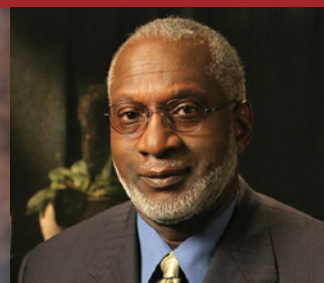
Dr. Joycelyn Elders (15th)



Dr. Vivek Murthy (19th)



Dr. Antonia Novello (14th)



Dr. David Satcher (16th)

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Film will be followed by a live roundtable featuring several of the most dynamic former Surgeons General of the United States as they discuss the problem of racial inequity in healthcare and how it can be addressed. Q&A will follow.

**For more information, contact Dr. Lisa McBride at [Lisa.McBride@tcu.edu](mailto:Lisa.McBride@tcu.edu). Please feel free to send questions prior to event.**



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## Nonprofit Gives Computer Science Training to Thousands of Underrepresented Students

This summer, more than 750 students from across the U.S. participated in 12 weeks of free computer science training through CodePath, a nonprofit dedicated to increasing diversity in tech by transforming educational opportunities for underrepresented students.

The 2020 summer cohort was the most diverse in the program's history, with women or members of underrepresented ethnic or racial groups comprising 95 percent of participants. It was also considerably larger than in previous years, as CodePath tripled its program capacity to help make up for missed job opportunities and internships canceled due to the coronavirus pandemic, according to a June press release.

The organization partners with institutions of higher education and tech companies to prepare students for in-demand careers by supplementing college computer science programs with industry-trusted curriculum. CodePath also offers personalized student support, career preparation, and job placement services to help boost enrollment and lower attrition rates for underserved students interested in computer science.

"Black, Brown, low-income, and women students are not underrepresented in tech because they're not capable; they're underrepresented because the system was not built for them," Michael

Ellison, the organization's founder and CEO, said in a statement. "For years, we've tried to figure out how they can adapt to the system. It's time for the system to adapt to them."



To date, CodePath.org has served over 5,400 software engineering college students across 150 universities in the U.S. Each course culminates with a final capstone project, and students present their innovations in front of Silicon Valley's tech leaders.

The summer program provided virtual software engineering instruction for 765 students from nearly 248 colleges and universities. Nearly 70 percent of participants were women, 47 percent were first-generation students, 30 percent were Black, and 17 percent were Hispanic or Latinx, according to [CodePath.org](https://codepath.org).

An additional 3,800 students were granted "observer access," allowing them to access free course materials such as lesson guides and video lectures for independent learning.

In November 2019, Walmart, Microsoft Philanthropies, and Cognizant U.S. Foundation pledged to donate \$3 million to CodePath. The investment is set to boost the organization's annual capacity by 250 percent, enabling the program to serve as many as 7,000 students by 2021, according to HR Dive.

Of the more than 4,500 students CodePath has taught at over 50 colleges:



40% are women or underrepresented students



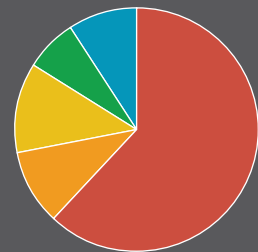
40% are first-generation college students



10% of underrepresented students earned internships at top tier tech companies after one course



According to the U.S. Department of Education's National Center for Education Statistics, 29 percent of computer science majors in 2015-2016 were students of color.



- White: 62%
- Black: 10%
- Hispanic: 12%
- Asian: 7%
- Other/Unknown: 9%



## College Biology Textbooks Overwhelmingly Cite White Men Scientists

American textbooks have long had challenges with upholding systemic racism, from referring to African American slaves as “indentured servants” to omissions of slavery to trivializing complex histories altogether.

The most recent example of racial biases comes from a study published in *The Royal Society* journal that showed mainly White men are referenced and sourced in college biology textbooks.

“If textbook citations from Black/African American scientists continue at the same rate, it will take over 1,000 years to reflect the general population in the United States (14 percent), and nearly 500 years to reflect the biology student population (7 percent),” the study states.

For Hispanic/Latinx scientists highlighted in biology textbooks, researchers predict it will take 45 years until they reflect general public representation (16 percent) and 30 years until they reflect student populations (11 percent).

The study looked at scientists cited across seven common contemporary biology textbooks used in the U.S. and reported on the changes in representation of binary gender and racial demographics over time.

Despite the lag in people of color cited, the report found that the proportion of women highlighted in the textbooks has increased and now closely aligns with the number of women in the field. However, not a single Black woman was represented across any of the textbooks that were analyzed. A mere 6.7 percent of scientists were from Black, Asian, or other underrepresented ethnic backgrounds, the news website *Women’s Agenda* reports.

“Without regular exposure to diverse, relatable role models, scientist stereotypes have the potential to be particularly harmful for students who identify with underrepresented and/or marginalized groups,” the study states.

In order to increase representation of diverse scientist role models, the study’s authors recommend colleges and universities seek out resources such as Project Biodiversify, a central hub for teaching materials and methods aimed at enhancing diversity and inclusion in science. For more information, visit [projectbiodiversify.org](https://projectbiodiversify.org).



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# Integrating Social Sciences and STEM Benefits Both Disciplines

By Mariah Bohanon

**Armando Arias, PhD**, spent part of his graduate education at the Salk Institute for Biological Sciences. Home to some of the world's most prestigious scientific researchers, the institute includes among its accomplishments groundbreaking innovations in the study of cancer, genetics, and — most recently — COVID-19.

Arias, however, is not a biologist or a medical researcher. His degree is in social science, and his training at Salk consisted of, as he describes it, "following scientists around."

Now a professor of behavioral and social sciences at California State University, Monterey Bay (CSUMB), Arias is a longtime proponent of introducing social scientists to the world of STEM. By using concepts such as ethnomethodology, these scholars can identify problems such as bias in artificial intelligence and improve processes in ways that electrical engineers, research scientists, and other STEM professionals aren't trained to recognize, he says.

"The CEOs in Silicon Valley all agree that engineers make the worst supervisors of other engineers," Arias explains. "They'll all tell you the same thing — that we need social scientists who can speak engineering."

Arias tells his students that they don't need to have a PhD in engineering or be a tech expert to meet this need. He encourages them

to experiment with STEM courses and degree concentrations or to earn an online certificate in a STEM discipline through platforms such as Coursera. Armed with some basic

knowledge, they can learn more of the vernacular and intricacies by observing professionals on the ground floor, just as Arias did at the Salk Institute and in many other STEM environments over the course of his career.



Armando Arias

In a *New York Times* video about her position as a cultural anthropologist at ADP's Roseland Innovation Lab, Martha Byrd refers

to this type of observation as "deep hanging out." Social scientists such as herself are trained to observe others and to "interpret and translate why people do the things they do," making them adept at spotting and solving problems — such as bias in machine learning — in tech research and development, she explains in an ADP blog post.

"It's an exciting time to be an anthropologist working in technology where the human is deeply enmeshed with the machine," she writes.

The benefits of introducing social science methodologies to the STEM workplace don't only apply to tech. Arias' previous research includes observing math professors in the classroom to identify how they make mistakes in teaching and the patterns of behavior in classroom lectures, student interactions, and grading that lead to such errors.

"You show me a mistake, and I'll show you a pattern," he says.

Arias, who teaches at a Hispanic Serving Institution, also believes this approach to interdisciplinary STEM education and careers can improve diversity by introducing a wider variety of students to engineering, tech, and similar areas of interest. His recent book, *Theorizing César Chávez: New Ways of Knowing STEM*, introduces

**Ethnomethodology** is a method of sociological analysis that examines how individuals use everyday conversation and gestures to construct a common-sense view of the world.

**Enterprise architecture** is a conceptual blueprint that defines the structure and operation of organizations with the intent to determine how an organization can achieve its current and future objectives.

**Systems engineering** is a methodical, multidisciplinary approach for the design, realization, technical management, operations, and retirement of a system including all hardware, software, equipment, and other elements.

Source: NASA; Oxford English Dictionary; TechTarget



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Most social scientists are well-versed in the types of research and analysis of human behavior that is necessary for understanding tech users and markets, according to the article. Social scientists who specialize in linguistics are valuable for improving user experience with voice recognition technology, for example, while those who study ethics are valuable for social media companies grappling with questions of user data, privacy, and censorship.

these concepts by illustrating how Chavez's principles and pursuit of social justice can relate to STEM learning.

The value of these skills is drawing the attention of employers and social science students alike. As explained in a 2018 article in the *Cornell Chronicle*, these students "are increasingly sought after by tech companies searching for employees who understand social processes, psychology, sociology and economics, but also have real-world data-science skills."

Most social scientists are well-versed in the types of research and analysis of human behavior that is necessary for understanding tech users and markets, according to the article. Social scientists who specialize in linguistics are valuable for improving user experience with voice recognition technology, for example, while those who study ethics are valuable for social media companies grappling with questions of user data, privacy, and censorship.

It's not just STEM fields that benefit from this integration, according to Arias. His years of studying STEM companies and research projects has taught him concepts such as systems engineering and enterprise architecture — both of which have been extremely valuable when it comes to creating and opening new college campuses. This has been a responsibility for Arias throughout his career, including as a founding faculty member of CSUMB, and he believes that applying such concepts to colleges and universities can help restructure, innovate, and improve postsecondary education.

Colleges and universities are slow to change, Arias says, but he hopes that more institutions will begin recognizing the possibilities of integrating social sciences and STEM. "Nobody is aware of this demand, and it's such an important need for engineers and for corporations," he says. ●

Mariah Bohanon is the senior editor of *INSIGHT Into Diversity*.



# BLACK LIVES MATTER

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# The Challenge of Continuing Active Learning in STEM in an Online Classroom

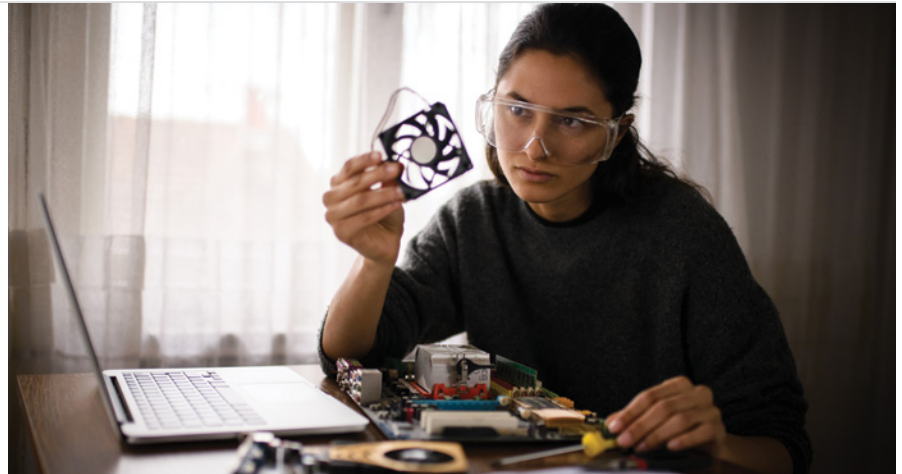
By Lisa O'Malley

**In an effort to protect** the health of students and faculty during the COVID-19 pandemic, many universities and colleges have moved a substantial portion, if not all, of their classes to remote-only instruction. While there are benefits to online courses, one major concern for instructors is maintaining active learning in a virtual setting.

The term “active learning” was coined in 1991 by professors Charles Bonwell and James Eison in their book *Active Learning: Creating Excitement in the Classroom*. They describe active learning strategies as “instructional activities involving students doing things and thinking about what they are doing.” The term has since been refined and expanded, but the basic component remains the same: Students are active participants in the learning process, which in turn builds a deeper understanding of the material and increases critical thinking and problem-solving skills.

Because of the participation aspect, active learning is seen as the opposite of the standard lecture format found in most higher education settings. Research has shown that the more involved students are, the better their learning outcomes tend to be. One such study found that failure rates increase 55 percent using the standard format as compared with active learning. Furthermore, active learning has been proven to reduce achievement gaps among STEM majors.

Eliminating these gaps is critical to ensuring diversity in STEM fields. According to a 2019 study published in the journal *Educational Researcher*, Black and Latinx students enter into STEM majors at the same rate as White students, but they are significantly more likely to change



majors or drop out of college entirely. While further investigation is necessary to determine the cause behind these statistics, researchers involved in the study believe that underrepresented students’ feelings of exclusion play a substantial role.

These findings could provide an explanation as to why active learning makes a difference in academic performance for students of color — it encourages group work and interaction between the student and their instructor and peers.

Implementing this collaborative element of active learning in the virtual classroom can be difficult. Group work between students in online classes is possible, but it takes additional effort and resources on the part of the instructor. Some educators have turned to online tools, such as Google Docs and Slides, which allow multiple students to comment and work on the same file. Zoom, the popular video communications software, also has breakout rooms that facilitate discussion between small groups of students.

These tools, however, require consistent monitoring from the instructor to ensure the discourse

stays on topic. In addition, there is insufficient data to show whether or not active learning provides the same positive outcomes when used in online classes as it does in seated courses.

Another critical issue surrounding virtual active learning is the digital divide. According to a report released last year by the Federal Communications Commission, 21.3 million people lack access to high-speed broadband internet. Low-income students often rely on older, less dependable computers and electronic devices for their classwork. These barriers could possibly impede underrepresented students’ level of engagement and performance, even if instructors are using active learning strategies.

As with other COVID-19 issues colleges are facing in the months to come, there are obstacles to overcome in creating active learning online curricula. However, as the study on achievement gaps shows, creating a welcoming and interactive environment is one of the most effective steps to ensuring underrepresented STEM students succeed in this difficult period. ●

Lisa O'Malley is the assistant editor of *INSIGHT Into Diversity*.



# HOST A CUSTOMIZED WEBINAR ON WOMEN AND RACE IN THE ACADEMY AT YOUR INSTITUTION!

Navigating race and gender in the academy can be extremely tricky. Often, Black women and White women find themselves in situations where knowing the best thing to do or say is not always easy or apparent; however, having the willingness and knowledge of how to effectively engage with one another is essential.

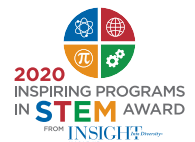
*INSIGHT Into Diversity* recently teamed with six expert panelists for the webinar “**Women of Color Need Courageous Allies in the Academy: An Open Dialogue with White and Black Women**” to address these issues on a national scale. Now, colleges and universities can host a custom version of our popular and extremely well-received webinar — allowing participants to engage directly with the panelists to address the questions and issues most pressing to their individual campus community.

To view our webinar visit [insightintodiversity.com](https://insightintodiversity.com).  
For more information and pricing contact Lenore Pearlstein  
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# UNIVERSITIES ARE USING INNOVATIVE LEARNING PROGRAMS TO TACKLE AI'S DIVERSITY PROBLEM

By Lisa O'Malley

From smart assistants like Alexa and Siri to Google search algorithms and social media feeds, artificial intelligence (AI) technology plays a central role in our everyday lives, providing us personalized recommendations and streamlined access to information.

However, while many see AI as a useful — even life-changing — innovation, researchers are concerned about its track record for perpetuating stereotypes and discriminating against women, people of color, LGBTQ individuals, and other marginalized groups.

To understand where the biases in AI originate, it's important to know how AI technology works. As the AI Now Institute, a research center housed within New York University, explains on its website, “[AI] systems ‘learn’ based on the data they are given. This, along with many other factors, can lead to biased, inaccurate, and unfair outcomes.”

When the majority of the individuals creating AI systems are White and Asian American cisgender men, the data used in those systems will accordingly match their perspectives, which often include implicit biases about gender, race, and sexual orientation.

This feature has serious consequences for those who do not resemble the creators of the technology. According to research by The MIT Media Lab, IBM and Microsoft's facial recognition systems were found to be more accurate when used on lighter-skinned individuals. Amazon discovered its own AI-based machine learning tool for hiring contained an algorithm that selected men over women. And researchers at the University of California, Berkeley found that a healthcare AI algorithm designed



Students in the 2019 Carnegie Mellon University AI4ALL summer program take part in a group presentation to showcase their artificial intelligence research project.

to identify patients who would most benefit from additional care favored White patients over people of color.

Considering the far-reaching effects of AI, the need to decrease the prevailing homogeneity within its ranks is imperative, according to Jonathan Reynolds, outreach project manager at Carnegie Mellon University School of Computer Science (CMU SCS).

“Artificial intelligence isn’t designed to be disruptive. It is designed to offer convenience and make things more efficient,” he says. “That’s why it’s critical to have diverse perspectives at the front end. If you have AI making autonomous decisions in all the domains of life, that has the potential to exacerbate the inequalities that already exist in society.”

Every summer, CMU SCS hosts a three-week AI4ALL program to

introduce high school students to this growing field. The experience includes lectures, demonstrations, field trips, and hands-on activities for students from underrepresented ethnic and racial groups, underserved backgrounds, and geographically diverse areas.

A critical component of the AI4ALL summer program is its lower requirements for entry, which is essential for ensuring diverse students can participate. Unlike many computer science degree programs, for instance, AI4ALL does not require attendees to already know coding.

“Not every [high] school is able to offer coding experience, and not every student has the same opportunity, access, or even knowledge that it exists,” says Ashley Williams Patton, director of CMU SCS's Computer Science Pathways program, which works to bridge the knowledge gaps between students from different socioeconomic backgrounds. “What we really care about is curiosity and the willingness to work hard and grapple with difficult topics to solve problems.”

The AI4ALL program at CMU SCS is also dedicated to eliminating barriers

According to recent research, only 18 percent of authors at top AI conferences are women, and more than 80 percent of AI professors are men. The lack of diversity extends to the workplace, with only 2.5 percent of Google's workforce and 4 percent of Facebook and Microsoft's workforce identifying as Black.



## ABOUT AI4ALL

In 2017, employees and students at Stanford University launched AI4ALL, a nonprofit that provides opportunities for diverse high school students to learn about artificial intelligence (AI). The nonprofit targets students who are not sufficiently represented in the AI field, which includes but is not limited to individuals from underrepresented ethnic or racial groups, lower socioeconomic backgrounds, and geographically diverse areas.

Through its partnerships with colleges and universities around the country, AI4ALL facilitates three-week summer programs that are either free of charge or come with substantial tuition assistance. Participants live on campus while they take part in an immersive curriculum written by educators and reviewed by AI researchers and industry experts.

While the application requirements differ for each university's AI4ALL program, students are typically admitted based on essay submissions, transcripts, or references from teachers and mentors.

AI4ALL's alumni group, Changemakers in AI, supports students who have completed a summer program by providing ongoing training, professional connections, and additional educational opportunities.

In addition, AI4ALL's Open Learning program helps educators and community members introduce AI to high school classrooms, clubs, and workshops. To learn more, visit [ai-4-all.org](http://ai-4-all.org).

for students who may not be able to afford travel and living expenses. "We've done everything from loaning laptops for the duration of the program to even buying sheets for their dorm bed," Patton says.

Program participants get to engage in project-based learning in which they are charged with applying AI through a humanistic perspective to deal with issues such as community policing, autonomous farming vehicles, and disaster relief allocation.

Such topics are extremely relevant to their home communities, Reynolds explains.

"I think when students are passionate about something, they are more likely to be retained in that field for the lifespan of their academic journey to their careers," he says.

Based on AI4ALL's success rate at CMU SCS so far, this appears to be true. A high proportion of alumni have gone on to enter highly selective computer science programs at institutions such as MIT, Stanford, and Yale.

While the program is currently on hiatus at CMU due to the COVID-19 pandemic, the university and some other host institutions have plans to resume in 2021; some schools shifted their 2020 summer program to a virtual experience.

Despite the interruptions of the pandemic, Reynolds is optimistic that the push for diversity in this growing field will continue to gather momentum.

"I do think that we are better positioned than other STEM disciplines, the reason being that AI and machine learning are relatively new phenomena," he says. "Dealing with the issue of diversity now, while the discipline is in its infancy, will forcibly nudge companies to have to make changes for the future." ●

Lisa O'Malley is the assistant editor of *INSIGHT Into Diversity*.

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### COME EXPLORE WITH US

The College of Science, Technology, Engineering & Mathematics is a forward-thinking community of scholars and researchers pushing the boundaries of human knowledge and discovery in the fields of science, technology, engineering, and mathematics. We congratulate the Department of Physics for receiving a 2020 Inspiring Programs in STEM Award. The Applied Physics and Electrical Engineering programs and the entire College serve the diverse student population of our region with a commitment to providing an inclusive and experiential learning environment.

[CSUSM.EDU/CSTEM](http://CSUSM.EDU/CSTEM)

## Our October 2020 Issue Business Schools

In our next issue, we will examine efforts by business schools and organizations to recruit and engage students from underrepresented groups, as well as help them launch successful businesses.

The advertising deadline is September 8. To reserve space, call (314) 200-9955 or email [ads@insightintodiversity.com](mailto:ads@insightintodiversity.com).



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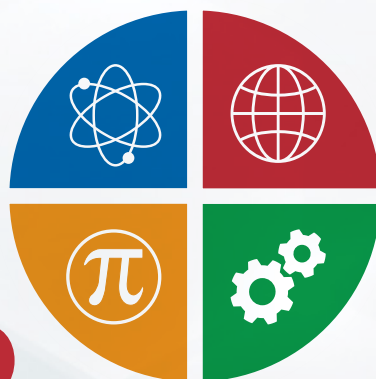
The School of Engineering at Rutgers University–New Brunswick is an engaged and vibrant community of diverse individuals. We offer a progressive experience that is committed to advancing students from across genders, cultures and ethnicities in the field of engineering. The opportunities for academic, professional and personal growth are here for the taking.

The American Society of Engineering Education (ASEE) has designated the Rutgers School of Engineering an Exemplar in its inaugural nationwide Diversity Recognition Program.

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# 2020 INSPIRING PROGRAMS IN **STEM** AWARD FROM **INSIGHT** *Into Diversity®*

*INSIGHT Into Diversity* is proud to present the 2020 Inspiring Programs in STEM Award, an accolade that recognizes unique and innovative efforts for improving access to science, technology, engineering, and math for underrepresented students. These exceptional programs are dedicated to introducing and encouraging students of all ages and at all levels of education to pursue exciting academic opportunities and careers in these vital disciplines. From pipeline programs for pre-K students to research support and career training for those working toward advanced degrees, this year's award recipients exhibit the dedication to diversity, equity, and inclusion that is the spirit of *INSIGHT Into Diversity*.

Due to the COVID-19 pandemic, some of the following programs and initiatives have temporarily altered their approaches and adjusted to the needs of remote learners. Every recipient of this prestigious award, however, continues to support society's most underserved students in academic and extracurricular opportunities in STEM.

### **100 Women Strong** **College of Science, Technology, Engineering,** **and Math** **Eastern Washington University**

The 100 Women Strong program is dedicated to increasing the representation of women in the fields of computer science and engineering by recruiting, retaining, and rewarding women students who pursue degrees in these areas. Among the program's offerings are unique scholarships for participants and funding opportunities to attend professional conferences and participate in study abroad. The program also matches each student with an alumna mentor in their discipline and facilitates networking and career opportunities through internship pipelines, corporate partnerships, and more.

### **American Student Placements and Internships** **in Rehabilitation (ASPIRE)** **School of Health and Rehabilitation Services** **University of Pittsburgh - Human Engineering** **Research Laboratories**

The ASPIRE Research for Undergraduates program is designed to promote greater knowledge and understanding of rehabilitation engineering and the problems faced by individuals with disabilities. More than 1,000 students from multiple STEM disciplines have applied for the program's 10-week research experience over the past five years. The experience includes workshops led by faculty and staff with disabilities to gain a better understanding of the needs of people that rehabilitation engineering is intended to serve. A key component of the ASPIRE program is that students work closely with end-users — whether that includes people with disabilities or older adults — to design and test devices, systems, and more.

### **Bridge to Dentistry Pipeline Program** **College of Dentistry (COD)** **Texas A&M University**

The Bridge to Dentistry program raises awareness of the dental profession among underrepresented students in pre-K through college. It consists of several major divisions based on age group. In the first division, COD staff teach pre-K through third grade students about healthcare careers. In later stages of the program, COD hosts field trips and summer enrichment programs for high schoolers. At the college level, Bridge to Dentistry offers several in-depth programs that help underrepresented students and recent graduates prepare for applying to and succeeding in dental school.

### **Broader Impacts of Geoscience Research (BIGR)** **Jackson School of Geosciences (JSG)** **The University of Texas at Austin**

BIGR focuses on broadening the societal impact of JSG research and teaching by increasing diversity in enrollment and in geosciences careers. The program includes a graduate school preview known as Enhancing Diversity in Geoscience Graduate Education, which brings together diverse undergraduates and graduate faculty. The BIGR program is also expanding the research experiences offered with JSG faculty and research scientists within the Research Traineeship Experience, which allows 25 diverse undergraduates to participate in summer research projects based around annual themes.

### **Building Infrastructure Leading to Diversity,** **Promoting Opportunities for Diversity in Education** **and Research (BUILD PODER)** **College of Science and Mathematics** **California State University Northridge**

BUILD PODER was established in 2014 with a grant from the National Institutes of Health. The program trains undergraduates in biomedical research with the goal of diversifying the workforce. It seeks to create a paradigmatic shift in research training and mentoring by reframing and redesigning current approaches through the lens of critical race theory. This model addresses student recruitment starting in high school and focuses on a large pool of first-year, second-year, and transfer students. Within BUILD PODER laboratories, students and faculty engage in research in a cooperative, inclusive environment rather than one based on competition or hierarchy.

### **Caring for Our Own Program (CO-OP)** **College of Nursing** **Montana State University**

More than 100 Native American and Alaska Native students have completed their nursing degrees in the 20 years of CO-OP's existence. The program is tailored to those from tribal nations in Montana and across the U.S. who plan to work in rural and tribal communities. CO-OP places equal emphasis on academic, social, and financial support. Academic services include personalized and small-group mentoring and tutoring, an in-depth campus orientation, early interventions, and more. Social support involves formal and informal gatherings with peers, mentors, faculty, alumni, and inspirational speakers. Financial support consists of strong working relationships with public and private funders who provide annual scholarships.

### **CMU AI4ALL** **School of Computer Science** **Carnegie Mellon University (CMU)**

The CMU AI4ALL — part of the national AI4ALL organization — addresses the lack of diversity in artificial intelligence (AI) and computer science careers and the resulting bias in AI products that actively harms underrepresented groups. The program is a free summer



Graduates of Carnegie Mellon University's AI4ALL summer program pose for a selfie with their instructor, Pat Virtue, during the end of program celebration.



residential experience for high school juniors and seniors from underserved backgrounds and includes hands-on learning through collaborative research projects that apply AI to real-world problems. Participants also go on field trips to meet with industry leaders and professionals. Evaluation data demonstrate that CMU AI4ALL successfully develops students' technical skills, increases confidence, nurtures interest in AI, and more.



Students attend CityLab's SummerLab program at Boston University

### CityLab School of Medicine Boston University

CityLab is a pre-college, biomedical, science outreach program that develops inquiry-based, laboratory-focused curricula for middle and high school students. The program's materials are designed to encourage girls and underrepresented students to see themselves in STEM careers and have been used to teach more than 100,000. The program also operates the MobileLab, which brings cutting edge science activities to under-resourced schools and community organizations. CityLab hosts on-site programs for field trips as well as summer learning programs that include scholarships for any interested student. A recent analysis found that 78 percent of students who attended the CityLab summer program received STEM degrees.

### Collaborative Learning and Integrated Mentoring in the Biosciences (CLIMB) University at Buffalo (UB)

CLIMB serves all UB schools that provide degrees in STEM disciplines. Founded at Northwestern University in 2007 and established at UB in 2009, CLIMB focuses on developing leadership skills in diverse science students. Through mentoring, community and networking building, financial support, and more, CLIMB encourages participants to reach their goals. It includes a pipeline program that prepares STEM students for graduate and professional school as well as other divisions for training and supporting underrepresented graduate students and junior faculty.



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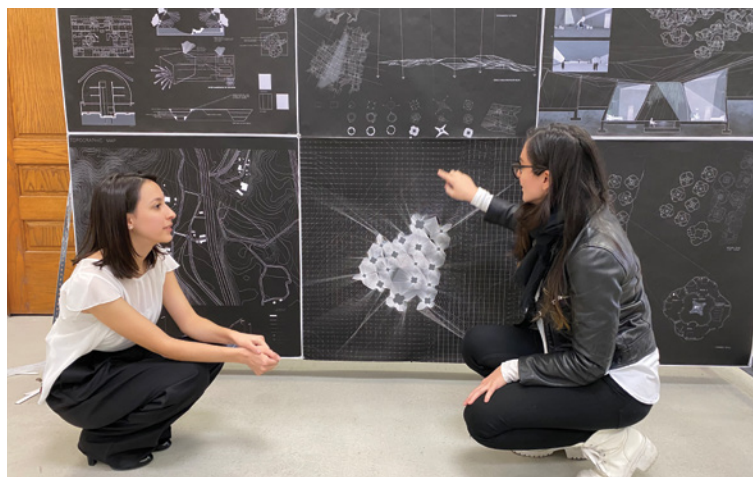
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Texas Tech University – El Paso architecture students work alongside graduate students on a spring break mapping workshop.

### **College of Architecture (CoA) El Paso Program Texas Tech University**

The CoA El Paso program is housed at Texas Tech University – El Paso. Located on the Mexican border, the CoA El Paso faculty is 80 percent non-White. Faculty and staff are bilingual and work with students to ensure maximum retention through online collaborative platforms, extended office hours, and more. The program's tailored curriculum includes design studios that focus on regional and binational issues of migration, cultural exchange, ecology, and more. It also includes a week-long tour every semester to visit graduate programs and internationally renowned architectural firms throughout the U.S.

### **Computing Equity Project (CEP) College of Computing, Constellations Center for Equity in Computing Georgia Institute of Technology**

The CEP's mission is to ensure that all students — especially students of color, women, and others in underserved K-12 and postsecondary institutions — have access to quality computer science education. To help overcome the shortage of qualified computer science educators, CEP places research fellows from the Constellations Center for Equity in Computing into area high schools. The fellows support the professional advancement of teachers in these schools in the areas of curriculum development, innovative pedagogical methods, and acquisition of computer science principles and knowledge. CEP is also in the process of developing a sequence of online advanced computing courses with on-demand resources to support educators.

### **CURE Scholars Program The University of Maryland, Baltimore (UMB)**

The first middle school program funded by the National Cancer Institute's Continuing Umbrella of Research Experiences (CURE), UMB's CURE Scholars Program identifies sixth graders from three West Baltimore middle schools with an interest in science and supports these scholars throughout junior high, high school, and beyond. Through exposure to scientific opportunities, scholars gain presentation experience, academic growth, self-confidence, and the motivation necessary to succeed. An essential part

of the program is the support from parents and families, schools, mentors, and community partners — all of whom work together to provide a holistic support network for CURE scholars throughout their academic careers.

### **Discover-Explore-Create Technology Outreach Program for Girls (DECtech) Colorado School of Mines**

The DECtech team consists of 25 women student volunteers who encourage girls in third grade through college to pursue STEM careers. This effort includes an on-campus, after-school program that introduces 250 girls in third through ninth grade to STEM subjects via hands-on games and activities. DECtech team members also assist in local high school classrooms, STEM fairs, and other opportunities where they serve as role models for girls in the community. At the college level, the team has formed a strong peer mentoring community and engages with local STEM professionals.

### **Department of Biology Lab Sections and Instructors Department of Biology Providence College (PC)**

The PC biology department uses its lab sections to promote the recruitment and retention of women, students of color, and first-generation students. With support from the department chair, lab instructors use external grants to create paid summer research fellowships for students, allowing them to explore different types of biological research. They also advocate for and teach summer and winter session bridge courses to help students who did not receive ample science education in high school but who are interested in pursuing science-related degrees. In addition, laboratory instructors regularly seek funding for underrepresented students to have study abroad science course experiences.



CURE Scholars Program at the University of Maryland, Baltimore





California State University San Marcos Physics Professor Justin Perron and student Josefa Gregorio work together to assemble a panel in a experimental condensed matter physics laboratory.

**Department of Physics  
College of Science, Technology, Engineering,  
and Mathematics  
California State University San Marcos (CSUSM)**

The physics department at CSUSM is sixth in the nation among undergraduate-only programs in awarding Bachelor of Science in physics degrees to students from underrepresented groups. The department recently created a new degree in electrical engineering that was made possible through partnerships with local industries and a U.S. Department of Education grant for developing STEM education at Hispanic-Serving Institutions. CSUSM's physics department also participates in federal diversity programs such as TRIO McNair Scholars and the Louis Stokes Alliance for Minority Participation.

**Einstein Enrichment Program (EEP)  
Albert Einstein College of Medicine**

EEP is a pipeline program aimed at middle school, high school, and college students who are underrepresented in medicine. The program includes a professional speaker series, opportunities to conduct research, lessons in college-level writing, and hands-on workshops in skills such as suturing and taking vitals. Medical students work closely with the middle and high schoolers who participate in EEP as they conduct service learning, develop presentations on research projects, and more. In addition, an EEP vocational counselor leads grade-specific sessions on preparing and applying for college.

**Experiential Learning for Veterans in Assistive  
Technology and Engineering (ELeVATE)  
Human Engineering Research Laboratories (HERL)  
University of Pittsburgh**

ELeVATE's mission is to increase enrollment, retention, and graduation rates for wounded, injured, and ill veterans in engineering technology. The program provides a solid foundation of academic preparation, rehabilitation counseling, community reintegration, and other vital support services for veterans with disabilities. It includes pre-college workshops for teaching 21st century skills, assistance with exploring college and career opportunities, and a 10-week paid research experience. ELeVATE members stay connected to their cohort through study groups and are assigned three

# HI-STEM

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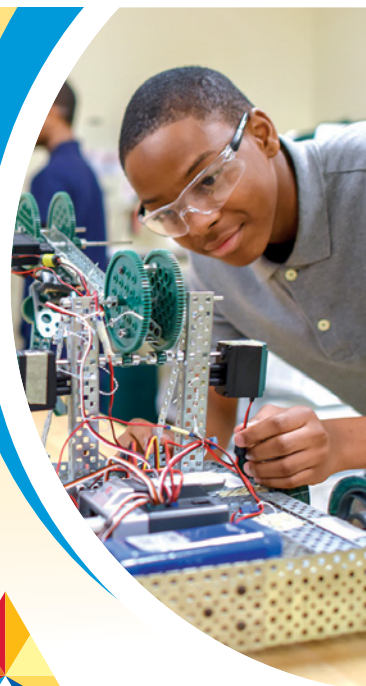
Each and every day our faculty works to inspire, engage, and encourage a new generation of young people as they consider careers in science, technology, engineering, and math. Thank you to *INSIGHT Into Diversity* for recognizing this important work by awarding us with the **2020 Inspiring Programs in STEM Award.**

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different mentors — a peer, a local veteran, and a faculty member or graduate student — to guide them on their path to academic and career success.



Dr. Bianca Evans-Donaldson, assistant dean for diversity and inclusion, and Emissaries for Graduate Student Diversity host a welcome event for Getting You into Indiana University participants.

### **Getting You into Indiana University (GU2IU) Recruitment Program** **The University Graduate School** **Indiana University (IU)**

GU2IU brings as many as 75 underrepresented prospective graduate students to campus each year, 70 percent of whom are interested in pursuing an advanced STEM degree. The program recruits individuals from across the U.S. and especially targets those who have previously participated in a federally funded research project for underrepresented students such as the TRIO McNair Scholars program. All expenses for the three-day GU2IU event, including travel, are paid. Once on campus, attendees take part in group activities and meet with administrators, faculty, staff, and student representatives. The final day of GU2IU teaches participants how to prepare for applying to and thriving in graduate school.

### **Girls in Engineering and Technology Day** **College of Engineering and Computer Science** **New York Institute of Technology (NYIT)**

More than 100 girls from high schools in the New York area visited NYIT for the 2019 Girls in Engineering and Technology Day. The event allowed girls who had no prior experience with advanced STEM skills to learn about software development, drones, and cyber security. Attendees were able to interact with industry representatives from leading companies such as IBM as well as student volunteers. The day also featured keynote speakers who delivered inspiring talks about their experiences as leaders in tech and other STEM fields.

### **GirlsDesign PDX** **BRIC Architecture Inc. and Girls Build PDX**

BRIC Architecture, Inc. — Oregon's largest majority women-owned architecture firm — and the nonprofit Girls Build PDX worked in partnership to develop GirlsDesign PDX, an eight-week design camp for girls ages 11-14 to introduce them to architecture and construction. The program recruits girls from local schools and offers scholarships for families

in need, with a specific program for girls in the foster care system. The camp teaches participants the basics of design and construction, while returning campers learn more advanced skills such as digital design and drafting.

### **Greer Scholars** **PC College of Engineering and Applied Sciences** **Lehigh University**

Initiated in 2013, Greer Scholars is a donor-funded program that offers financial aid for African American, Latinx, and Native Americans in engineering. The program provides networking and mentoring opportunities with peers, faculty, and outside speakers as well as ongoing support for scholars who are involved in undergraduate research. Greer Scholars meets at least once a month for academic, professional development, and socializing activities. Over the course of the program, 70 percent of scholars succeeded in graduating with an engineering degree in four years, with the remaining 30 percent graduating within nine semesters.



HIP students get to explore the University of Akron campus, meet with mentors from a variety of healthcare facilities, begin to develop personal statements, and get hands-on learning experiences in facilities such as simulation labs. The tour above was hosted by Greta Lax, the director of the Akron-Region Interprofessional Area Health Education Center in the University of Akron's College of Health Professions Dean's Office.

### **Health in Progress (HIP)** **University of Akron, Kent State University, and Akron Public Schools**

In 2000, a group of Akron-area hospitals, K-12 schools, and higher education institutions formed the HIP Initiative to help eliminate the achievement gap and increase diverse representation in healthcare professions. The initiative includes career exploration opportunities such as hospital visitation days, in which more than 1,700 eighth grade students have participated. More than 500 students have taken part in HIP's summer program, a week-long opportunity to experience life on a college campus with an emphasis on postsecondary education for healthcare careers.

### **Health Professions Recruitment Exposure Program (HPREP)** **University of Texas Southwestern Medical Center**

Nearly 180 local high school students are invited to participate in the five-week HPREP program. On the first day of HPREP, students attend a college fair with more than 20 higher education institutions. Each week of the program



**Pacific Northwest University** is proud to have created and nurtured the Roots to Wings program, a transformative co-mentoring health science education pathway program which encourages Native American and Latinx students to pursue health and STEM education and careers, while exposing PNWU medical students to the values, traditions, and medical needs of diverse populations.



CONGRATULATIONS TO ALL  
ASSOCIATED WITH THE ROOTS TO  
WINGS PROGRAM!





**Clockwise from top:** The 2018 class of the Collaborative Learning and Integrated Mentoring in the Biosciences program at the University at Buffalo; the women instructors in the Discover-Explore-Create Technology Outreach Program for Girls at the Colorado School of Mines share their passion for STEM with the next generation; participants in the Greer Scholars program at Lehigh University PC Rossin College of Engineering and Applied Sciences meet with namesake donor Dr. Carl Greer (front row third from left); staff members of the Latin@s Gaining Access to Networks for Advancement in Science program from the College of Liberal Arts and Sciences, College of Medicine, and College of Medicine at the University of Illinois at Chicago; California State Polytechnic University, Pomona's "Introduce a Girl to Engineering" annual event includes multiple hands-on activities spanning a range of engineering disciplines.





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features workshops covering science, medical, and health and wellness topics. The workshops are engaging and include hands-on experiments and activities. They are hosted by graduate school, medical school, and school of health professions students. The program is also an opportunity for participants to meet a variety of underrepresented professionals in the health and science fields.



Students participate in the High Intensity Student Engagement Model at Harford Community College.

### **High Intensity Student Engagement Model (HI-STEM) Harford Community College (HCC)**

The HI-STEM project creates a cohort-based learning community among select students by bringing them and faculty mentors together for presentations and discussions on relevant STEM careers through monthly seminars. Students are recruited at college admissions events and during specific STEM Connection Days, when high schoolers, teachers, and counselors come to the HCC campus and participate in laboratory engagement activities to learn more about STEM programs. HI-STEM is sponsored by the National Science Foundation.

### **HMS MEDscience Harvard Medical School (HMS)**

The MEDscience program aspires to close the STEM inspiration and achievement gap in Boston Public Schools (BPS). It consists of a 16-week advanced biology course featuring weekly hands-on learning and simulations at the HMS campus as well as guest speakers who teach students about career development and clinical skills training. The program's approach to learning is based on the observation that some of the most powerful learning happens in the real world. MEDscience has grown from serving a single school to more than 30 area high schools. Nearly 55 percent of participants are women and 65 percent are Black or Latinx.

### **iCamp Summer Academy College of Arts and Humanities West Chester University of Pennsylvania (WCU)**

The iCamp Summer Media Academy at WCU offers 11th and 12th grade students from the School District of Philadelphia an opportunity to develop digital production skills while



iCamp Summer Media Academy participants at West Chester University (photo by Christian J. Cooke)

working with faculty, industry leaders, and community resources in a college environment. Participants in the week-long program partner with WCU faculty and undergraduate student mentors to create games, websites, and audio and video projects. Through the process of developing games and other media, students are able to gain college-level STEM knowledge, increase their technical fluency and computational thinking abilities, and enhance their reading and writing skills.

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

IECE is a multifaceted retention and support program that has been in place for more than 32 years. It strives to empower individuals to achieve their highest potential by offering programs, services, and scholarships that enhance learning and lead to their success. IECE engages Cincinnati youth and families in STEM activities by promoting engineering and the sciences. The community engagement activities within the college establish partnerships and pathways with local schools for students to be exposed to, prepared for, and excited about exploring a major and a career in a STEM field.

### **Introduce a Girl to Engineering (IG2E) College of Engineering California State Polytechnic University, Pomona**

IG2E brings underrepresented, middle school, female students to campus for a day of hands-on engineering education. Women undergraduate volunteers lead small group activities that introduce participants to electrical, biomechanical, and other engineering fields. Specific activities from IG2E 2019 included working with a tendon-actuated robotic hand, creating a simple circuit to light up an LED for a 3D printed project, and producing a metal molecule from crafts supplies. Nearly 90 percent of participants are Hispanic or Latinx, and since the program's inception in 2015, more than 1,000 students have attended IG2E.





Howard University President Wayne A. I. Frederick (center) poses with the first three cohorts of the Karsh STEM Scholars Program.

### Karsh STEM Scholars Program (KSSP) Howard University (HU)

The mission of the KSSP is to increase the number of underrepresented STEM students in the PhD or combined MD/PhD programs by providing a positive mentoring

environment for first-year college students, rigorous coursework, and immersion experiences. Each year, the program attracts hundreds of competitive high school students, and those who are eligible participants are required to take the HU Math Placement Examination. KSSP offers weekly forums, study groups, and other group activities. Students are required to stay in the same residence halls through their first year and live on campus for the rest of their tenure at HU.

### Latin@s Gaining Access to Networks for Advancement in Science (L@s GANAS) College of Liberal Arts and Sciences, College of Medicine, and College of Pharmacy University of Illinois at Chicago

L@s GANAS is a culturally enhanced program for Latinx STEM students that promotes improved academic performance and retention by expanding social capital through high-impact practices. These include transition coaching from local targeted high schools and community colleges, parental-family engagement, peer mentoring, cultural dialogues, undergraduate research experience, networking opportunities, improved oral and written communication skills, and financial support. L@s GANAS participants develop greater social and cultural interactions across campus, an improved self-image and sense of belonging, and long-term relationships that extend beyond their college career as they develop into "citizen scientists."

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- Top 10 colleges for upward income mobility – New York Times
- No. 1 undergraduate engineering program 21 consecutive years – U.S. News & World Report

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Associate Professor Matt Wright, PhD, works with a student in Adelphi University's physics lab.

#### **Lab 4 Kids** **College of Arts and Sciences** **Adelphi University**

Established in 2005, Lab 4 Kids brings approximately 30 ninth graders from nearby high schools to campus for a day of physics experiments under the guidance of Adelphi Physics Club members — many of whom are underrepresented in higher education and STEM. Participants are divided into groups, with each one conducting experiments and exploring topics ranging from optics and spectroscopy to the construction of simple circuits and motors. Over the years, Lab 4 Kids has served hundreds from local schools and created an effective educational pipeline for students of color eager to pursue college-level STEM studies.

#### **McNair Scholars Program** **College of Science, Mathematics, and Technology** **Kean University**

The Ronald E. McNair Post-Baccalaureate Achievement Program, also known as the McNair Scholars program, is a federal TRIO program funded at 187 institutions across the United States and Puerto Rico by the U.S. Department of Education. It is designed to prepare undergraduate students for doctoral studies through involvement in research and other scholarly activities. The goal of the McNair Scholars Program is to increase graduate degree awards for students from underrepresented segments of society.

#### **MedAchieve Program** **Touro College of Osteopathic Medicine - Harlem**

MedAchieve, launched in 2012, is a natural extension of the college's mission statement to focus on connecting with underrepresented students in underserved communities such as Harlem. High school students who enroll are designated to the MedStart (year 1) or MedExcel (year 2) track. Among the program's many offerings are lectures and hands-on laboratory experiences, and each MedAchieve member is assigned a medical student mentor who helps them navigate the program's curriculum. MedAchieve also organizes immersive experiences such as a recent "pandemic day," a medical simulation event that allowed students to use critical

thinking skills in deciphering between the symptoms of COVID-19 and other diseases.

#### **Miami University Louis Stokes Alliance for Minority Participation (LSAMP)** **College of Arts and Science and College of Engineering and Computing** **Miami University**

The university's LSAMP program, which bridges the College of Arts and Science and the College of Engineering and Computing, is in its sixth year and has been supported by two consecutive NSF LSAMP grants. During the academic year, approximately 100 students are involved in LSAMP programming, which includes monthly meetings, a weekly study table session, free tutoring, and an optional first-year course on research in science and engineering. LSAMP also hosts an Early Arrivals Program for incoming students who are underrepresented in STEM that includes a research project based on a real problem from sponsoring companies such as Siemens AG and Eli Lilly and Company.

#### **Middle School Summer Academy: Technology and Engineering** **College of Engineering and Computer Sciences** **New York Institute of Technology**

Established in 2019, this week-long program gives middle school students the opportunity to learn and experiment with design software, fabrication equipment, and programming software. Thanks to a Voya Foundation grant, it is free to participants, most of whom come from low-income families. Recruitment efforts focus on students from Title I schools in New York City and Long Island. This year, the academy took place online; it was renamed the Summer Middle School Maker Academy to focus on STEAM topics.



MIT Online Science, Technology, and Engineering scholars develop 21st-century skills by networking with STEM professionals, presenting their final projects in a symposium, and building a long-lasting community of like-minded peers and mentors who support their path to college and beyond.

#### **MIT Online Science Technology and Engineering Community (MOSTEC)** **School of Engineering** **Massachusetts Institute of Technology**

MIT's School of Engineering has constructed a six-month online STEM enrichment program for rising high school seniors across the country to build transferable academic



skills. Students participate in rigorous online project-based and “flipped classroom” STEM courses while being offered near-peer online mentors, online alumni mentorship, online office hours, and check-ins using individualized feedback practices. MOSTEC offers a one-week, on-campus experience midway through the program that is integrated with the online component where students present their projects, attend in-person workshops, and participate in community-



The second cohort of the Molding Identity and Raising Retention through Opportunities for Reflection in STEM with the “walk on water” designs they built and tested at John Carroll University.

building events. MOSTEC alumni have matriculated to top colleges across the country, including Harvard, Princeton, Brown, and Stanford.

### **Molding Identity and Raising Retention through Opportunities for Reflection in STEM (MIRRORS) College of Arts and Sciences John Carroll University (JCU)**

In 2018, JCU received an NSF Scholarships in STEM grant to support the MIRRORS program, which is designed to develop students’ social well-being, academic success, and vocational self-efficacy. Through the MIRRORS program, students regularly participate in reflective activities that help them consider their academic and personal trajectory. The meetings create strong bonds between participants and mentors so that students come to see faculty mentors as fundamental to academic planning, staff advisers as conduits to campus resources, and peer mentors as confidants. JCU currently has two MIRRORS cohorts and plans to recruit a third in the 2021-2022 academic year.

### **NCCU FAB Lab North Carolina Central University (NCCU)**

The FAB Lab at NCCU — a historically Black institution — is a prototyping workspace focused on engaging a critical mass of underserved and underrepresented populations in computation and digital fabrication. With the help of sponsors, the FAB Lab supports computer-aided design



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and 3D printing experience in area schools. It also offers on-campus experiences for community members and K-12 students, such as tours with hands-on activities, design competitions, and more. FAB Lab hosts a summer internship program for middle schoolers and the Capstone program, which works in conjunction with the business school to support NCCU student design projects.

**Plains Bridges to the Baccalaureate (PBB program)**  
**Department of Environmental Toxicology**  
**Texas Tech University (TTU)**

TTU and South Plains College established the PBB program in 2008 with the ultimate goal of increasing the diversity of the biomedical and behavioral sciences. The program primarily supports the retention of underrepresented students at local community colleges and their transition to TTU or another four-year institution. PBB offers workshops and opportunities focused on three components: providing the tools to become a successful scientist, providing the tools to succeed in higher education, and increasing awareness of the need for diversity in the biomedical and behavioral sciences. Out of 118 participants thus far, 93 percent of PBB members have transferred to TTU.

**Pre-Sophomore Summer Program in Computer Science**  
**Computer and Information Science (CIS)**  
**Cornell University**

This four-week residential program is for incoming students — primarily those who are from underrepresented ethnic and racial backgrounds or first generation — who plan to major in computer science. The all-expenses-paid experience includes core technical disciplinary content and exposes students to the ways in which computer science research can benefit communities and solve local and global problems. It also offers networking opportunities and a career exploration trip to visit the offices of top tech companies in New York City.



Lehigh University RARE students at the Annual Biomedical Research Conference for Minority Students in November 2019 in Anaheim, CA. Seventeen RARE students traveled with the program Co-Directors, Dr. V. Ware (lower right) and Dr. N. Simon (upper right), to present their research, participate in professional development workshops, network, and more.

**Rapidly Accelerated Research Experience (RARE) Program**  
**College of Arts and Sciences and the PC Rossin**  
**College of Engineering and Applied Sciences**  
**Lehigh University**

RARE is a pre-admission-to-graduation STEM immersion

program. Cohort members arrive on campus prior to regular orientation and are housed together in a residential community alongside other students interested in STEM. One unique aspect of the program is the use of advising teams composed of faculty advisers and peer mentors that assist with professional development and career guidance. Other supports include a summer stipend for rising first-year students, with the goal of securing summer research placements that include stipends in subsequent years.

**Riverside Bridges to Baccalaureate Program**  
**(Riverside B2B)**  
**University of California, Riverside (UCR)**  
**School of Medicine**

Riverside B2B was established between the UCR School of Medicine and Riverside City College (RCC) to facilitate the transfer of students from RCC — a two-year institution — into STEM majors at UCR. Both RCC and UCR are federally designated Hispanic Serving Institutions. The program was launched in 2017 by a 5-year, \$816,000 grant from the National Institutes of Health. Among B2B's innovative opportunities are paid research internships for RCC students starting in their second year, which continue into an intensive research program over the summer and into their first year at UCR.



Student participants in the Roots to Wings co-mentoring program at Pacific Northwest University of Health Sciences

**Roots to Wings (RTW)**  
**College of Osteopathic Medicine**  
**Pacific Northwest University of Health Sciences (PNWU)**

RTW is a co-mentoring health science education pathway program that encourages young American Indian-American Native and Latinx students on the homelands of the Yakama Nation to pursue STEM and health-related careers. In turn, it exposes PNWU students to the values, traditions, and medical needs of diverse populations while fostering their desire to work in rural and underserved communities. More than 400 middle and high schoolers from these communities in Washington State have participated in RTW since 2014. The program has received national recognition as an example of effective co-mentoring and cultural sharing within the context of health.



### **SNHU Science for All: Environmental Science Southern New Hampshire University (SNHU)**

SNHU's Science for All: Environmental Science program centers on providing an online degree in environmental science that includes hands-on and real-world science opportunities and experiences for students. Its aim is to reduce and minimize geographic barriers to program access, thus reaching learners that many location-based programs are not able to serve. Features include virtual access to a campus outdoor learning lab, experiential learning opportunities for remote learners, and out-of-class experiences such as service learning and community-based science opportunities. The graduation rate for women — who comprise more than half of enrollment — recently increased to 84 percent, and retention and graduation rates for Black and Latinx students have grown significantly in recent years.

### **STEM 4 ALL Millard Oakley STEM Center Tennessee Tech University**

STEM 4 ALL is an inclusive program for K-12 students as well as adults with intellectual disabilities. Tennessee Tech faculty, STEM majors, and teacher candidates co-plan and co-teach STEM activities for participants and their families. STEM 4 ALL recruits these participants by reaching out directly to classrooms who serve students with disabilities, sending direct mailers to students' homes, and broadcasting the program on social media outlets. The overall goal of STEM 4 ALL is to motivate this underserved student population to learn more about and pursue STEM disciplines.

### **STEM Diversity Programs School of Engineering and Applied Sciences University at Buffalo (UB)**

The Office of Diversity Programs (ODP) was created in 2016 to encourage underrepresented students at UB to succeed in STEM disciplines. The office is responsible for administering Louis Stokes Alliance for Minority Participation grants, which provide students with various support services and enrichment activities, including paid research internships. In addition, the ODP offers The Men of Color in STEM program for underrepresented male students to discuss academics, careers, and other relevant topics, as well as the STEMInism program for women of color to connect and engage in social activities, professional development, and more.

### **STEM Outreach Workshop Initiative Office of Diversity, Equity, and Inclusion Hudson Valley Community College (HVCC)**

The STEM Outreach Workshop Initiative, operated by the HVCC Office of Diversity, Equity and Inclusion, is an extended bridge pipeline initiative. Its efforts include engaging rising fifth graders, middle school, and high school students through a free online STEM program on Saturdays over summer break. To address the digital divide, HVCC partnered with Siena College's Urban Scholars program to supply computers for participants in need. As HVCC is part of the State University of New York (SUNY) system, the program supports SUNY's PRODiG initiative for recruiting and supporting diverse faculty and women in STEM.

### **STEM to Stern Program Bellevue College**

Now in its 12th year at Bellevue College, the STEM to Stern program identifies incoming, high-potential students



Faculty and students at veterinary medical colleges across the nation are changing the face of veterinary medicine by inspiring children in their communities. Led by the Purdue University College of Veterinary Medicine, This is How We "Role" is supported by the Science Education Partnership Award program of the National Institute of General Medical Sciences, a part of the National Institutes of Health. Learn more at: [www.WeRoleLikeThis.org](http://www.WeRoleLikeThis.org).



College of Veterinary Medicine

EA/EOU

A photograph of two students, a man and a woman, wearing white lab coats and smiling. The woman is wearing a headwrap and glasses. They are standing in front of a blue background with some laboratory equipment visible.

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congratulates the  
**Karsh STEM Scholars Program**  
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[www.karshstemscholars.howard.edu](http://www.karshstemscholars.howard.edu)

The logo for Howard University, featuring a stylized building and the words "HOWARD UNIVERSITY".





**Clockwise from top:** The 2019 Summer Fellows in the Riverside Bridges to Baccalaureate Program at the University of California, Riverside School of Medicine; Ainsley Thomas, Hudson Valley Community College's (HVCC) chief diversity officer, and President Roger A. Ramsammy meet with Mac-Arthur Louis, IT manager at Health Research Inc., as he introduces students to information technology through the HVCC STEM Outreach Workshop Initiative; a child participates in the This is How We "Role" program at the Purdue University College of Veterinary Medicine; through the Lehigh Women Engineers' PreLusion Program, incoming women students have the opportunity to visit and learn about various engineering departments, research centers, programs, clubs, and resources at Lehigh University.







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interested in STEM fields and recruits them to become part of a three-term cohort class in their first and second years. As part of the program, participants are connected with industry scientists and mentors for career planning advice as well as research and communication skills development. STEM to Stern also engages students in real-world inquiry projects as early as possible in their studies to help maintain their interest in STEM career pathways.



Florida International University's STEM Transformation Institute has redesigned the classroom experience including the addition of diverse student learning assistants who help guide their peers through difficult course content.

### **STEM Transformation Institute Florida International University (FIU)**

FIU is the largest producer of STEM degrees for Hispanics in the U.S. Its STEM Transformation Institute is leading initiatives to improve recruitment and retention of other underrepresented groups, including women. Researchers in the institute are redesigning STEM education to improve outcomes, expand opportunities, and create pathways to STEM careers for these underrepresented populations. Specific areas of research include increasing the number of STEM teachers and reinventing the STEM classroom by replacing lecture halls with active learning spaces. The institute has also launched an innovative program to help cultivate as many as 10,000 new female physics majors.

### **Scholars Academy (SA) College of Sciences and Technology University of Houston-Downtown**

SA is a competitive academic mentoring and scholarship program for undergraduates. First launched in 1999 with a cohort of 19 members, the program now has nearly 200 active participants and more than 1,100 alumni. Members take a freshman seminar unique to SA and have access to experiences such as field trips to graduate programs, industry sites, state capitol buildings, cultural landmarks, and more. The program provides a support system that consists of mentoring from PhDs and upper-division peers. Participants are also offered the opportunity to develop their leadership skills through service learning, community engagement, and more.

### **Science on Wheels Peer Mentoring Educational Center (SONW) University of Puerto Rico, Mayaguez Campus (UPRM)**

SONW increases access to quality STEM education and research for K-12 teachers and students in diverse Hispanic communities. It involves a number of interactive events for K-12 schools, including Science Shows featuring demonstrations and hands-on experiments led by UPRM students. SONW also hosts residential summer workshops and Saturday Academies for K-12 teachers, with the goal of transforming pre-college STEM curricula. Since its launch in 1991, it has supported numerous classroom intervention and research projects that have improved STEM education for thousands of students from diverse ethnic and socioeconomic backgrounds.



Students and teachers participate in the Neuroscience Symposia and Medical Center Student Tours as part of the Science Teacher Access to Resources at Southwestern Program at UT Southwestern Medical Center.

### **Science Teacher Access to Resources at Southwestern (STARS) Program School of Biomedical Sciences UT Southwestern Medical Center**

The STARS program provides educational outreach and professional development for science teachers in North Texas. It also offers STEM engagement opportunities for middle and high school students interested in exploring careers in biomedicine. STARS promotes the inclusion of diverse students by maintaining relationships with school districts that serve underrepresented populations, such as Dallas, Ft. Worth, and Irving, Texas. Specific offerings include basic science symposia presented by medical faculty as well as student clubs, camps, and field trips to the medical center. Teachers and rising high school seniors also have opportunities to participate in eight-week summer research projects.

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

SRI brings together STU undergraduate and graduate students and high school students from Miami-Dade County Public Schools (MDCPS) to conduct research in the fields of biology, chemistry, mathematics, and computer science. Led by STU science faculty, the research also includes outside



collaboration from the U.S. Department of Agriculture, Florida International University, University of Miami, and Miami-Dade College. In addition to collaborative research opportunities, SRI faculty and students host outreach events for MDCPS students that include hands-on microbiology, plant biology, and computer science labs.



T.E.E.M.S. AmeriCorps Program member Aracely Navarro teaches her students about design thinking and prototyping through the spaghetti marshmallow challenge during her afterschool STEM club at Georgia State University.

### **Technology, Engineering, Environment, Math and Science (T.E.E.M.S.) AmeriCorps Program College of Education and Human Development Georgia State University**

T.E.E.M.S. members receive teaching experience through a service year during which they apply their expertise in the form of supplemental instruction and support in the areas of math and science. Members are either actively pursuing or have recently completed a STEM degree. Most are recruited from metro Atlanta colleges, and 90 percent are Black women. They receive training in culturally relevant teaching, best practices in supplemental instruction, the landscape of urban education, career development, and more. As members of the federal AmeriCorps program, each receives financial resources such as student loan forbearance and childcare benefits during their year of service as well as an award for postsecondary expenses upon completing the program.

### **Texas Tech University/Lubbock Independent School District Middle School STEM Challenge STEM Center for Outreach, Research & Education (STEM CORE) Texas Tech University (TTU)**

The STEM Challenge was created through a partnership between TTU and the Lubbock Independent School District (LISD). It teams middle schoolers and teachers with diverse TTU students for a week-long competition to design and pilot a vehicle. The challenge began seven years ago with cardboard and duct tape boats and has evolved to include power tools and crowds of cheering fans, including coverage on regional and national television. LISD is a diverse district with 59 percent Hispanic students, 14 percent African American, and 72 percent economically disadvantaged. As such, more than half of the middle

school students who compete in the challenge have been ethnically or racially underrepresented.

### **The Center for Advanced STEM Education (CASE) College of Letters, Arts, and Sciences, College of Professional Studies, and School of Education Metropolitan State University of Denver**

CASE houses seven programs that promote excellence, encourage diversity, and enhance equity in STEM. These include the Colorado Wyoming Alliance for Minority Participation, a financial support initiative for underrepresented women pursuing degrees in STEM; Noyce U-STEM, which increases STEM educator diversity by providing transformative pre-service clinical experiences, professional development, and recruitment services; MULTI, which aids educators in understanding and promoting practices that increase student motivation to pursue STEM careers; an annual Women in STEM conference; and summer programs for middle and high school students interested in developing their knowledge of STEM subjects.

### **The Office of Inclusive Excellence College of Engineering and Computer Science Syracuse University**

The Office of Inclusive Excellence oversees two dynamic initiatives that support and encourage underrepresented students to pursue STEM careers: the Ambassador Scholar Program and the Engineering and College Science (ECS) Leadership Dialogue Circles. Members of the Ambassador Scholar Program have access to specialized career workshops, a summer retreat with faculty, paid internships, and more. The ECS Leadership Dialogue Circles focuses on addressing the challenging issues of race, ethnicity, and gender by bringing people together in small groups to foster mutual understanding and trust. Students who participate learn new ways to work together and solve problems in addition to becoming more competitive candidates in the global workforce.

### **The Summer Program for Future Doctors (SPFD) The Brody School of Medicine East Carolina University**

SPFD is an eight-week intensive summer pipeline program that combines foundational sciences, physician shadowing, and clinical skills experience for undergraduate juniors and seniors as well as post-baccalaureate students interested in attending medical school. Participants in the program are not only exposed to the pedagogical styles of medical school through structured coursework in the areas of anatomical sciences, physiology, neuroscience, and biochemistry, but they also receive counseling from the Office of Admissions through sessions focused on addressing questions related to medical school applications. From 2012 to 2019, 131 SPFD students have applied to medical school with all but 26 admitted, equating to an 80.5 percent success rate. From that group, 47 percent were women and 21 percent were African American.

### **The UCSC STEM-Diversity Program Baskin School of Engineering and Division of Physical and Biological Sciences University of California, Santa Cruz (UCSC)**

The STEM Diversity Programs at UCSC include unique support programs for a broad spectrum of students, whether they be in the process of transferring from a community college or preparing for a PhD program. Many of these

programs provide underrepresented and first-generation students with research experiences that are a prerequisite for entry into advanced training. They include the STEM Diversity Office, which facilitates training and workshops on laboratory research and all aspects of scientific approaches, including reading journal articles, presenting research in talks, writing abstracts and grant proposals, and more.

### **This is How We “Role” College of Veterinary Medicine (PVM) Purdue University (PU)**

This is How We “Role” is a national role-modeling program with the long-term goal of diversifying the veterinary workforce. Veterinary professionals and students teach children about field-related basic science and careers as well as educate them on how veterinarians can prevent and treat health conditions that affect both people and their animals. PVM delivers the program through a partnership with the Hanna Community Center, where the This is How We “Role” curriculum is taught in after-school programs and summer camps to children under 12 years of age who come from low-income families. The program is also offered nationwide through U.S. veterinary medicine colleges and their community partners.

### **Travelers Summer Research Fellowship Program for Premedical Students (T-SRF) Weill Cornell Medicine College (WCM)**

The T-SRF, started in 1969, gives 25 premed students deeper insights into the field of medicine, including issues that greatly affect the health of traditionally underserved groups. By participating in laboratory or clinical research, students learn how to pursue a specific research problem under the supervision of a faculty member, providing an early education into basic research techniques that could be applicable to any area of medicine. Students also attend lectures by underrepresented physicians on topics related to providing care to underserved communities, shadow physicians for exposure to the clinical facets of medicine, and receive information and financial counseling related to the medical school admissions process.

### **School of Data Science (SDS) The University of North Carolina at Charlotte (UNC Charlotte)**

The UNC Charlotte SDS evolved from a data science initiative to become an interdisciplinary effort that prioritizes the inclusion of students from all backgrounds who are interested in applying data science to their fields. Among its diversity efforts is the Women in Data Science Charlotte conference, which attracts more than 500 attendees annually. In addition, SDS’ two graduate programs have achieved an enrollment that is 45 percent women. Graduate students in the school — who are often recruited from historically Black colleges and universities — complete internships with industry partners, which provide mentorship opportunities from subject matter experts and frequently lead to full-time positions.

### **Virginia Wesleyan Environmental Institute (VWEI) Summer Scholars Joan P. Brock School of Mathematics and Natural Sciences Virginia Wesleyan University (VWU)**

VWEI Summer Scholars is a week-long residential STEM program for rising ninth-grade girls with an initial interest in



Interdisciplinary by design, UNC Charlotte’s School of Data Science is led by Executive Director Doug Hague, center, with input from the deans of represented colleges: Nancy Gutierrez, College of Liberal Arts and Sciences; Fatma Mili, College of Computing and Informatics; Provost Joan Lorden; Catrine Tudor-Locke, College of Health and Human Services; and Jennifer Troyer, Belk College of Business.



Virginia Wesleyan Environmental Institute participants share their culminating poster presentations at a July research symposium.

environmental science. VWEI partners with K-12 private and public school administrators across the region to recruit high-performing students who identify as female and are typically unable to afford similar educational programs. Through a mentor-mentee structure and an intensive higher education STEM context, the program offers experiences that address cultural and identity-related barriers and provides solutions related to women’s persistence in STEM fields.

### **Women in Engineering preLusion P.C. Rossin College of Engineering and Applied Science Lehigh University**

The primary feature of the Women in Engineering preLusion program is a three-day pre-orientation hosted by the Lehigh Women Engineers group for incoming first-year female engineering students. Participants learn about the opportunities available to Lehigh engineers and are introduced to peers, upper-division students, and the faculty and staff — including a “Meet the Dean” event — who will assist them in the transition to college. The orientation consists of guided lab activities that offer hands-on experience and assist in acclimating participants to college level academics, as well as visits to various departments, research centers, and other parts of campus.



### **Women's Innovation Network (WIN) Marquette University**

WIN is designed to support the advancement of women, people of color, first-generation college students, the LGBTQ community, and other individuals currently underrepresented in innovation and entrepreneurship. It achieves this by facilitating mentoring relationships, providing successful role models from underrepresented populations, and delivering leadership programming that promotes inclusion. WIN also serves as an incubator for innovative leadership initiatives that challenge barriers to advancement for underrepresented groups. As part of its programming, WIN developed the Women in STEM Summit to connect pre-college youth and Marquette University students, faculty, and staff, as well as external stakeholders such as alumni, corporations, nonprofits, and community members.



Tanzania Sewell — a Marquette University alum, an electrical engineer, and the founder of Beyond STEM — facilitates a session using headsets that are tuned to brain waves to demonstrate the intersection of neuroscience and engineering at the Women in STEM Summit.

### **Women in Technology Division of Information Technology and Sciences Champlain College**

Women in Technology is a multifaceted program designed to change the face of the technology fields for future generations. It includes scholarships dedicated to aspiring technologists who identify as women and recruitment strategies that champion success stories at all levels and stages of education and careers. Another feature is the student-run Women in Technology Club, which provides opportunities for peer mentorship, networking, and continued learning. Furthermore, the program offers career coaching and alumni networking that leverages strong relationships and shared commitment to student success in experiential internships and competitive opportunities such as the Northeast Collegiate Cyber Defense Competition.

### **Woodbury University School of Architecture + LAUSD STEM Academy Hollywood Mentorship Program Woodbury University School of Architecture**

In 2019, Woodbury University partnered with the STEM Academy of Hollywood, a local Los Angeles high school that offers an architecture engineering program, to launch a mentorship program for students from underrepresented backgrounds. As part of the program, high school students are paired with university alumni to participate in a series of events, activities, and roundtables designed to cultivate an interest in the field and provide an understanding of the paths to becoming a professional architect. Specific topics covered include issues related to sustainability, emerging technologies, digital fabrication tools, and more.



High school student mentees at the Woodbury University School of Architecture digital fabrication workshop.



**Latinos Gaining Access to Networks for Advancement in Science**

is a proud recipient of the 2020 Inspiring Programs in STEM Award from *INSIGHT into Diversity*.



The University of Illinois at Chicago is one of 3 R1 universities federally recognized as both a Hispanic-Serving and Asian-American, Native American, and Pacific Islander-Serving Institution. More than one-third of undergraduates are first-generation students, and UIC is one of the most ethnically and culturally rich university campuses in the US.



L@s GANAS scholars have access to a range of programs, including transition coaching, peer mentoring, cultural dialogues, and a two-year research fellowship, all of which recognize the scientific contributions of the Latino community.

<http://lasganas.uic.edu>



### Assistant Professor - Artificial Intelligence - Chemical and Biomolecular Engineering

The Department of Chemical and Biomolecular Engineering (CBE) at the University of California, Berkeley, seeks applications for a tenure-track position at the assistant professor level with an expected start date of July 1, 2021. The Department consistently ranks among the top research and teaching programs in the country and continues to be at the forefront in emerging areas of chemical and biomolecular engineering and technology. Creative and energetic individuals who show extraordinary promise or accomplishment in using data-driven and artificial intelligence-based approaches to solve the next generation of chemical and biomolecular engineering challenges are encouraged to apply. We are seeking researchers that develop cutting edge computational and experimental approaches for areas such as catalyst design and discovery, analysis of multiscale phenomena, advanced manufacturing, spectroscopy, high-content imaging systems, and high-throughput approaches in chemistry and biology.

Basic qualifications: PhD (or equivalent international degree), or enrolled in PhD or equivalent international degree-granting program at the time of application.

Preferred qualifications: Ph.D or equivalent international degree in chemical engineering.

Diversity, equity, and inclusion are core values of UC Berkeley. Our excellence can only be fully realized by faculty, students, and staff who share our commitment to these values. Successful candidates for our faculty positions will demonstrate evidence of a commitment to equity and inclusion through their research, teaching, and/or service.

The department is committed to addressing the family needs of faculty, including dual career couples and single parents. We are also interested in candidates who have had non-traditional career paths or who have taken time off for family reasons, or who have achieved excellence in careers outside academia.

To apply for consideration, application materials should be submitted electronically through our web-based system at: <https://aprecruit.berkeley.edu/JPF02567>. Application material must be received by November 16, 2020. Interviewing will begin in early 2021, and early application is encouraged. If you would like to receive more information, please contact Professor Ali Mesbah at [mesbah@berkeley.edu](mailto:mesbah@berkeley.edu).

All recommendation letters will be treated as confidential per University of California policy and California state law. Please refer potential referees, including when letters are provided via a third party (i.e., dossier service or career center), to the UC Berkeley statement of confidentiality (<http://apo.berkeley.edu/evalltr.html>) prior to submitting their letters.

For information about potential relocation to Berkeley, or career needs of accompanying partners and spouses, please visit: <http://ofew.berkeley.edu/new-faculty>.

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy see: <http://policy.ucop.edu/doc/4000376/NondiscrimAffimAct>.



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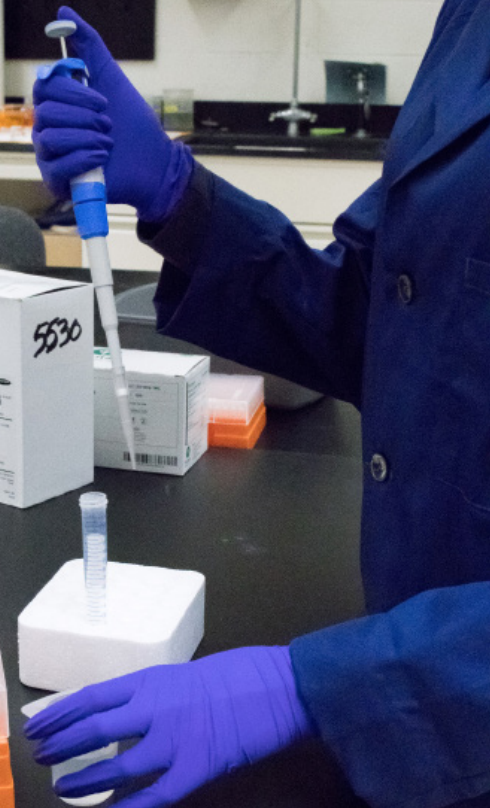
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# Pivoting Amid a Pandemic

Rochester Institute of Technology STEM Students Move Forward

Eighteen students at Rochester Institute of Technology majoring in designated STEM fields like Biomedical Sciences and Electrical Engineering are spending their summer steeped in research.

They are part of the McNair/LSAMP program. The Louis Stokes Alliance for Minority Participation (LSAMP) is funded by the National Science Foundation. The Ronald E. McNair Post-Baccalaureate Achievement Program focuses on second and third-year students who show strong academic ability and want to pursue graduate education with an emphasis on doctoral studies. The two programs complement one another. Undergraduates can prepare for graduate school working with RIT faculty who provide strong academic support. This summer is no exception.

McNair/LSAMP students are researching a variety of issues—from developing a more targeted way for doctors to detect cancer cells on patient scans to research on the prison industrial complex. COVID-19 restrictions have forced some changes with the way they not only conduct their research but the types of projects too.

“We’ve had some unique challenges this summer, but the students and faculty have been creative in finding ways to keep research moving forward,” said Kate Torrey, Director of McNair Scholars & Campus Coordinator of LSAMP. “Some students have been able to be physically present in labs on campus doing their experiments and research. Other students are at home analyzing data and experiments. Still other students who would typically do STEM research have decided to try social sciences research because it is easier to conduct remotely.”

“My research plan is completely remote,” said Samantha Tavarez, a fourth-year Biomedical Sciences major at RIT. Email and Zoom keep her connected with her faculty mentor, Dr. Brenda Abu in the College of Health Sciences and Technology.

Tavarez first looked at the association between pica practices and iron deficiency among pregnant women. Her interest in nutritional sciences has now led her to do research on food insecurity among



Samantha Tavarez



Kate Torrey



Dr. Tomicka Wagstaff

college students. “I am finding tool interventions based on the qualitative and quantitative analysis from past research studies that can be potentially introduced to the RIT policy and administration in regards to dining and nutrition education,” she said.

Dr. Tomicka Wagstaff, Assistant Vice President for Student Access and Success, Division of Diversity and Inclusion said McNair/LSAMP coupled with RIT’s Co-op program sets students apart. “Our placement rate is roughly 45% of our students go directly into a graduate program and the other 55% go into industry. We have a 98% retention rate.”

McNair/LSAMP students are in graduate schools across the country, working at companies like L’Oréal, Johnson and Johnson and Boeing, or in labs at the University of Missouri and Howard University.

Torrey said, “Our program consistently has a higher on-time graduation rate than RIT as a whole. By providing students the chance to do paid research in labs with faculty members, the program allows many students to find a new passion in research, which often leads to the decision to attend graduate school to pursue a career in research.”

Tavarez agrees. “My plan after graduation is to possibly take some time off to gain more work experience in the medical field. Career-wise, I want to be a physician while integrating research within my practice.”

*RIT is the third largest producer of undergraduate STEM degrees among U.S. private universities.*

To learn more visit [rit.edu/diversity](http://rit.edu/diversity)

**RIT** | Rochester Institute of Technology



## Indiana University's Queer Philanthropy Circle

### Dedicated to Supporting LGBTQ+ Students, Faculty, Staff

As Indiana University celebrates 200 years of academic excellence, we are reminded once again why our differences should be valued and celebrated. Every person, regardless of race, ethnicity, sexual orientation, or religious affiliation, deserves the chance to realize his or her potential.

This belief serves as the hallmark of Indiana University's work to create campus environments where individuals from all walks of life—and especially those who are traditionally underrepresented in higher education—can be inspired to learn, innovate, and create.

The Queer Philanthropy Circle (QPC) underscores this commitment. As one of the first LGBTQ+ focused giving circles connected to higher education in the nation, the QPC is testament to what it means to provide a welcoming campus for all.

For decades, Indiana University has stood out as a leader among U.S. colleges and universities for its work to provide a safe and equitable learning environment for students, faculty, staff, alumni, and others who identify as lesbian, gay, bisexual, transgender, or queer (LGBTQ+).

The 1947 creation of the Kinsey Institute, the premier research institute on human sexuality and relationships; the 1994 opening of the IU Bloomington LGBTQ+ Culture Center; the 2013 launch of the nation's first LGBTQ+ Student Scholarship Campaign; and the 2018 establishment of the Indiana University QPC reflects this commitment.

"The QPC is testament to the idea that, in philanthropy, the collective vision of a small group of committed people

can move mountains," says James C. Wimbush, vice president for diversity, equity, and multicultural affairs, dean of The University Graduate School, and Johnson Chair for Diversity and Leadership. "Truly diverse philanthropy is a powerful tool in building a more equitable and inclusive university."

Inspired by the work of Indiana University's newly launched QPC, an anonymous member of the IU LGBTQ+ community has made a \$200,000 pledge to match donations to or memberships in the QPC received on or before June 30, 2020.

"The QPC was launched with 25 members and a \$200,000 matching gift. As we embark on the important work of uplifting our LGBTQ+ community at Indiana University, this gift will be used as seed money to begin investing in queer priorities at Indiana University," says David Jacobs, chair and founding member of the QPC.

Membership in the QPC includes three annual giving levels at \$5,000, \$2,500 to \$4,999, and \$500 to \$2,499.

Inspired by IU's Bicentennial Strategic Plan and its focus on diversity and inclusion, the QPC is the second affinity-giving circle established in IU's Office of the Vice President for Diversity, Equity, and Multicultural Affairs (OVPDEMA). In collaboration with the IU Foundation, the LGBTQ+ Alumni Association, and other IU LGBTQ+ organizations, the QPC supports programming, resources, and thought leadership aimed at improving recruitment, retention, and degree attainment for LGBTQ+ students and the quality of life for members of the LGBTQ+ community on all IU campuses.

### Uniting for Better Tomorrows

Improving the higher education trajectory for marginalized student populations isn't just the right thing to do, it is critical to the success of our community, our state, and our nation.

By 2025, two-thirds of all jobs in the United States will require education and training beyond high school. At current graduation rates, the United States is expected to face a shortfall of 11 million college graduates to fill those jobs.

At the heart of this challenge is improving access and graduation rates for all underrepresented populations and marginalized identities. This includes LGBTQ+ students.

**33%** of LGBTQ+ students  
say they have considered leaving  
their university due to the  
challenging climate and lack  
of on-campus support

Source: 2010 Survey, Campus Pride

LGBTQ+ students are more visible than ever on today's college campuses. And while circumstances have improved significantly over the past two decades for this community, there is still considerable room for improvement in terms of access and degree attainment.

"Education is transformative. The QPC reaffirms this notion. It speaks to the power of possibility—and what can transpire when people work together, with a shared vision, to make a difference for new generations of students," suggests Wimbush.

To learn more, visit  
[queerphilanthropycircle.iu.edu](http://queerphilanthropycircle.iu.edu).



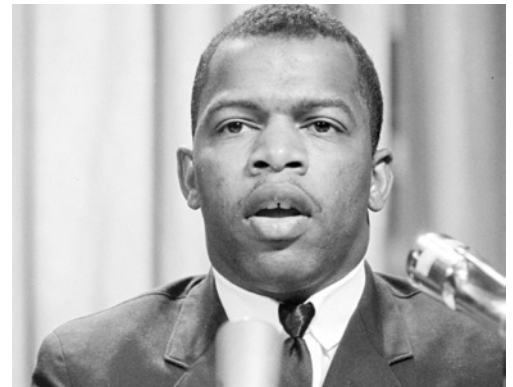


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**Clockwise from top:** Former President Barack Obama awards John Lewis the Presidential Medal of Freedom on February 15, 2011; Lewis receives an honorary doctorate degree in law from Brown University during a ceremony on May 27, 2012 (photo courtesy Kenneth C. Zirkel); Lewis delivers a speech at a meeting of American Society of Newspaper Editors in Washington, D.C. on April 16, 1964; Lewis joins the crowd after his speech at the Women's March in Atlanta on January 21, 2017 (photo courtesy daniellem4848); Lewis (second from right) poses with fellow leaders from the March on Washington at the Lincoln Memorial on August 28, 1963.

## JOHN LEWIS: ACTIVIST, POLITICIAN, AND AMERICAN HERO

**“Never, ever be afraid to make some noise and get in good trouble, necessary trouble.”**

These words, shared by John Lewis in a tweet in June 2018, encapsulate the congressman's lifelong legacy of fighting for human rights, no matter the opposition or even brutality he faced for his efforts.

Lewis was best known for his key role in the civil rights march on the Edmund Pettus Bridge in Selma, Alabama, in 1965. This landmark moment in history became known as “Bloody Sunday” due to the police violence directed toward Lewis and other peaceful protesters.

Lewis continued to be a leading figure in the civil rights movement, and in 1986 he was elected to the U.S. House of Representatives. Throughout his 30-year political career, Lewis placed special focus on higher education issues

including making college affordable for all, increasing the maximum Pell Grant award funding, ending subsidies for banks that serve as middlemen for federal student loans, and co-sponsoring a bill to end states' discrimination against DACA recipients seeking to attend college.

Despite battling pancreatic cancer, Lewis remained active in politics and even spoke at a Black Lives Matter event a month prior to his death. He finally succumbed to his illness on July 17, 2020. As part of his memorial ceremony, his body was carried in a horse-drawn caisson over the Edmund Pettus Bridge one last time, commemorating his unwavering bravery and leadership during the march in Selma 55 years prior. ●



# Leveling the Playing Field.

## New Associate Deans for Inclusive Excellence Hired

Oliver Myers and Melissa Smith began work in February as associate deans for inclusive excellence in the College of Engineering, Computing and Applied Sciences. With Myers and Smith in the lead, the college is driving change and working to ensure a level playing field for all.

To learn more about the college, visit our website at:

**[clemson.edu/cecas](http://clemson.edu/cecas)**



"I would define success as when diversity, equity and inclusion are organic not only to the college and university but to society at large. This has to be solved as a long-term, continuous engagement process."

**Oliver Myers** | Associate Dean



"We need to understand the challenges that are in our communities, and the way to do that is to ensure we have representation from those communities participating in research."

**Melissa Smith** | Associate Dean



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