



# Building the Diversity Pipeline in STEM: A Lunch and Learn Series

A CAES/FRANKLIN COLLABORATION

• Fall 2009 •

DATE	TOPIC
<b>Sept. 2</b>	• <b>DIVERSITY AS A STRATEGIC ADVANTAGE</b>
<b>12:00 pm</b> <i>See note 1 for locations</i>	○ At the heart of diversity negligence, even resistance (Thomas, 2008), is the lack of appreciation for the advantages that the greater inclusion of backgrounds and perspectives can offer. This session will examine the demographic trends in STEM disciplines and what is required to boost the competitiveness of the nation's and university in the production of STEM research and products.
<b>Sept. 30</b>	• <b>BARRIERS TO DIVERSITY IN STEM</b>
<b>12:00 pm</b> <i>See note 2 for locations</i>	○ This session will focus on the pipeline to STEM. We will examine cases that focus on the pipeline issue and consider examples of how to enhance the flow of women and people of color in the STEM pipeline. The group will also generate "local" strategies that may be useful at UGA.
<b>Oct. 21</b>	• <b>STUDENT RECRUITMENT</b>
<b>12:00 pm</b>	○ This workshop will consider Best Practices as it relates to student diversity in the STEM disciplines. National and local cases will be considered in regards to their transportability to UGA.
<b>Nov. 18</b>	• <b>FACULTY RECRUITMENT</b>
<b>12:00 pm</b>	○ Faculty recruitment and retention is a best practice for enhancing student recruitment. This workshop will consider the issues involved in better marketing academic career paths to women and people of color in order to enhance faculty recruitment. We will also consider the importance of STEM departments having a "diversity brand" as part of an overall recruitment strategy (Perkins, Thomas, & Ayala, 200).

• Spring 2010 •

<b>Jan. 20</b>	• <b>RETAINING DIVERSITY IN STEM</b>
<b>12:00 pm</b>	○ Understanding the climate for diversity and inclusion is perhaps the largest opportunity for identifying barriers and opportunities for student and faculty retention. This session will identify what is meant by climate and how different types of individuals can have drastically different types of experiences in the same institutions and even the same department. Invisible sources of advantage, opportunity, legitimacy (that is, privilege) will be a central element of this workshop.
<b>Feb. 10</b>	• <b>MENTORING ACROSS OUR DIFFERENCES</b>
<b>12:00 pm</b>	○ A consistent problem of minority student at predominantly White campuses is that they lack developmental relationships with faculty as mentors (Thomas, Willis, and Davis, 2006). The lack of available mentors or mentors who are culturally competent and responsive limits educational and career opportunities for women and ethnic minorities, but it also limits the opportunity of STEM faculty to connect with students in promoting this career path. This session will focus on the importance of mentors, the instrumental and psychosocial functioning of mentoring, the benefits for mentors, and dismantling the barriers to cross-group mentoring.
<b>March 3</b>	• <b>ACHIEVEMENT GAPS IN STEM</b>
<b>12:00 pm</b>	○ Claude Steele and colleagues have produced a series of important studies that focus on the concept of stereotype threat. Stereotype threat occurs when a stigmatized group (Women in STEM), have their stereotype (low standardized test results) triggered for them in a setting where this task is presented. Female students in these environments become motivated to <u>not</u> reinforce the stereotype, yet the stress that they encounter to not fulfill the stereotype becomes a barrier to their performance. Ultimately reinforcing the initial stereotype. In environments where stereotype messages are not found, members of stigmatized groups seem to perform as well as those who are not stigmatized. This important workshop will discuss this line of research for ethnic minorities and women and discuss the best practices for creating learning environments that do not promote stereotype threat.
<b>March 31</b>	• <b>GLASS CEILINGS AND STICKY FLOORS: CAREER BARRIERS IN STEM</b>
<b>12:00 pm</b>	○ Glass ceilings are those invisible barriers that women and people of color often confront in their aspirations to move up in their careers. Yet, STEM disciplines, may be as likely to also confront sticky floors. That is, the hesitation of these groups to place themselves in new and perhaps more challenging environments that would also create more scrutiny and visibility of their work and identities (Thomas, 2005). This workshop will present the data on these two potential barriers to diversity in STEM, especially in regards to graduate education and academic career paths.
<b>April 21</b>	• <b>PERSPECTIVES ON DIVERSITY AND INCLUSION</b>
<b>12:00 pm</b>	○ Every discipline, institution, and even department has its own paradigm or perspective as it relates to diversity. The prevailing culture's paradigm has much to do in regards to which kinds of diversity practices are implemented and what types of accountability mechanisms are put into place. This session will provide participants with the opportunity to identify their department's paradigm, (namely, Access & Legitimacy, Discrimination & Fairness, Learning and Effectiveness), and consider ways to continuously create opportunities for paradigm revision and growth.

**1. SEPTEMBER 2nd ONLY**

**Live Venue**

ATHENS CAMPUS: 307 Conner Hall

**Tandberg Video Conference Venues**

GRIFFIN CAMPUS: 219 Flynt Building

STATESBORO CAMPUS: SE District Conference Rm

TIFTON CAMPUS: Conference Rooms 2-3

**2. ALL OTHER DATES AFTER SEPTEMBER 2nd**

**Live Venue**

ATHENS CAMPUS: 103 Conner Hall

**Tandberg Video Conference Venues**

GRIFFIN CAMPUS: 219 Flynt Building

STATESBORO CAMPUS: SE District Conference Rm

TIFTON CAMPUS: Conference Rooms 2-3

