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CEO Updates

1 message

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To: CEO <education.outreach@lists.berkeley.edu>

CEO Updates is a newsletter for science educators from the [Coalition for Education and Outreach \(CEO\)](#). CEO is based at the University of California at Berkeley. Subscription to the newsletter is free and open to all. [Click here to subscribe.](#)

Spotlight

12/8/15 CEO monthly meeting: noon to 1:30 pm—[Close-up on Sandra Bass and the Berkeley Public Service Center \(PSC\)](#). Featured speaker: UC Berkeley Public Service Center director, **Sandra Bass**. Founded by students in 1967, the PSC partners with the community, student leaders and faculty to engage over 5,000 students each year as volunteers, and through jobs, internships, and courses. Sandra joined the PSC in early 2015. At this session, she will discuss the PSC's mission and work, and will outline her top priorities for the Center. [303 Doe Library](#). View the complete [CEO event and meeting schedule](#).

2016 Science Framework for California Public Schools K-12 (Science Framework) The California Department of Education recently released the first draft of the Science Framework and made it available for its first 60-day period of review and comment [through January 19, 2016](#). The Science Framework will provide guidance for implementing the three-dimensional learning of the [Next Generation Science Standards \(NGSS\)](#) in California's science classrooms and includes strategies for extending that focus into all subject areas. For a detailed timeline of the Science Framework and NGSS in California, [click here](#).

Pathways to Science is a user-friendly, searchable database that connects students with STEM funding and opportunities across the U.S. and the world. Links are as follows: [Paid summer 2016 undergraduate research placements](#); [financial support in graduate school](#); [application toolbox and tips](#). Pathways to Science is operated by the Institute for Broadening Participation whose mission is to increase diversity in the STEM workforce. IBP designs and implements strategies to increase access to STEM education, funding, and careers, with special emphasis on reaching underserved communities and diverse underrepresented groups.

Around campus

12/9/15, 4-5 pm, 768 Evans Hall—The Center for Studies in Higher Education presents **Inclusion & Engagement of International Students at Public Research Universities**. Featured speaker: Peter F. Biehl, State University of New York, Buffalo. The number of international students at American universities has risen by 73 percent in the past 10 years. The benefits of having more international students on American campuses are clear: apart from contributing billions of dollars to the US economy, international students bring a diverse set of experiences to the American campus and community. But the question remains whether the American public research universities are prepared for including and engaging with such large numbers of international students, especially in STEM and professional schools, which are sometimes seeing classrooms and labs with 50 percent international students.

News & views

A college professor's advice on how to talk about race and privilege If colleges do not meaningfully grapple with issues of race and racism, they may find themselves at a breaking point — like the University of Missouri (Mizzou), which in recent weeks has drawn national attention due to several racist incidents on campus. This article, by Sam Museus, an associate professor of higher education and director of the Culturally Engaging Campus Environments Project at Indiana University-Bloomington, lays out the conditions that must be met for educators and students to navigate the racial environment on college campuses more effectively. Noodle.com, 11/19/15.

New directions for institutional research Special Issue: **Students of Color in STEM**. This special issue includes the following articles: Improving the rate of success for underrepresented racial minorities in STEM fields: insights from a national project; High-performing institutions and their implications for studying underrepresented minority students in STEM; Identifying comprehensive public institutions that develop minority scientists; An anti-deficit achievement framework for research on students of color in STEM. Winter 2010, Wiley Publications
Available online at: <http://onlinelibrary.wiley.com/doi/10.1002/ir.v2010.148/issuetoc>

Obama administration announces more than \$375 million in support for next-gen high schools As part of the President's 2015 State of the Union push, the White House called for a national effort to create more Next Generation High Schools—schools that incorporate key elements of redesign, including more personalized and active learning, access to real-world and hands-on learning such as "making" experiences, deeper ties to post-secondary institutions, and a focus on expanding STEM opportunities for girls and other groups of students who are underrepresented in these high-growth, well-paying fields. White House Briefing, 11/10/15.

Completing college: a national view of student attainment rates This report shows that in spite of years of efforts to raise them, including financial incentives for public colleges and universities, America's higher-education graduation rates are dropping at an accelerating rate. The proportion of people who entered college in 2009 and have since graduated has declined at every type of institution, and for every kind of student, from traditional aged to adult learners. This fourth annual report on national college completion rates offers a look at the six-year outcomes for students who began postsecondary education in fall 2009, the cohort that entered college as the

Great Recession was ending. National Student Clearinghouse Research Center, Nov 2015.

Best in the world? how the US is getting gifted education wrong Noodle Education delves into the state of gifted education in the United States, recognizing that acceleration and early identification are rare practices. Citing the Cooke Foundation's "Equal Talents, Unequal Opportunities" report and a recent study by Card and Giuliano, the article concludes that "underprivileged, gifted students may be overlooked during the very process in which advanced students are typically identified." Noodle.com, 11/17/15.

Perceived mathematical ability under challenge: a longitudinal perspective on sex segregation among STEM degree fields Students' perceptions of their mathematics ability vary by gender and seem to influence science, technology, engineering, and mathematics (STEM) degree choice. Related, students' perceptions during academic difficulty are increasingly studied in educational psychology, suggesting a link between such perceptions and task persistence. Despite interest in examining the gender disparities in STEM, these concepts have not been considered in tandem. The authors investigated how perceived ability under challenge influences entry into the most sex-segregated and mathematics-intensive undergraduate degrees: physics, engineering, mathematics, and computer science (PEMC). Perceived ability under challenge in secondary school varied by gender, and was highly predictive of selecting PEMC and health sciences majors. Quinn DL, Cooc N, Educational Researcher, Sept 2015.

About CEO

The **Coalition for Education & Outreach** (CEO) is a community of educators, program administrators, faculty, and students who work in science, technology, engineering, and math (STEM) education and outreach (E&O). Our mission is to further professional development, facilitate the dissemination of best practices, and encourage information exchange.

CEO co-chairs **Kate Spohr** and **Dan Zevin** welcome your questions, comments, and ideas.

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