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CEO Updates, 11/15/16

Timely news and updates from the Coalition for Education and Outreach.

Spotlight

Tues, Dec 13, noon-1:30 pm, CEO monthly meeting: Diversifying engineering: Challenges and opportunities. Speaker: **Sheila Humphreys**. Humphreys, who has been recognized by the Presidential Mentoring Award, served as the first STEM Diversity Coordinator in the College of Engineering and as Director of Diversity in the Electrical Engineering and Computer Science Department for 30 years. She will discuss the history of diversity programs at UC Berkeley, and the crucial role of both students and faculty as equal partners with staff in advancing the diversity agenda. She will discuss the effect of Proposition 209 on student programs, the challenges which resulted, and how strategies have evolved to achieve diversity goals. Location: 303 Doe Library. [More-->](#)

Campus Diversity News

UCB Chancellor's Award for Advancing Institutional Excellence and Equity presented to

Oscar Dubón, Associate Dean for Equity & Inclusion, UCB College of Engineering. For the past 11 years, this award has been presented to UC Berkeley faculty who have made extraordinary accomplishments in promoting diversity through their scholarship, research, teaching, and public service. Since 2012, Dubón has built a comprehensive set of undergraduate and graduate programs to increase diversity, played a key part in recruiting a more diverse faculty, and provided transformative leadership to ensure that Berkeley Engineering is a welcoming and inclusive place for everyone. One of his signature accomplishments has been establishing the Center for Access to Engineering Excellence which serves as an important hub for community-building in the College. Dubón will use the \$10,000 award to launch an Engaged Scholars Program in partnership with the engineering academies at local high schools.

Funding

White House Fellows Program–Deadline: Jan 11, 2017. This program provides highly motivated young Americans with first-hand experience in government and leadership. White House Fellows typically spend a year as full-time, paid assistants to senior White House Staff, the Vice President, Cabinet Secretaries, and other top-ranking government officials. Responsibilities range from chairing interagency meetings and designing and implementing federal policies, to drafting speeches for cabinet secretaries to representing their agencies on Capitol Hill and in international treaty negotiations. Applicants must have completed their undergraduate education and be working in their chosen professions. There are no formal age restrictions. However, the program was created to give selected Americans the experience of government service early in their careers. [More-->](#)

Navy and Marine Corps STEM Education, Outreach, and Workforce Program–Deadline: 1/3/2017. The Office of Naval Research (ONR) seeks proposals for projects that cultivate a diverse, world-class STEM workforce in order to maintain the U.S. Navy and Marine Corps' technological superiority. This announcement explicitly encourages projects that improve the capacity of systems and communities to create impactful STEM educational experiences for students; (including active learning approaches and 21st century skills), as well as projects that increase student engagement and persistence in pursuing STEM degrees. Budget and duration: Awards typically range from 12-36 months; funding amounts are up to \$250,000 per year. Applicants should contact the ONR STEM program in advance for the latest information on the availability of funds. [More-->](#)

Events

12/7/16-Sixth Annual How Kids Learn conference (San Francisco). This conference brings together thought leaders in out-of-school time projects and programs. The theme of this year's conference is "Equity and Expanded Opportunities to Learn." Sponsored by the Children's Creativity Museum. [More-->](#)

News & Views

NIH addresses the science of diversity—In a co-authored perspective, NIH Chief Officer for Scientific Workforce Diversity Hannah Valentine, and NIH Director Francis Collins offer a fresh take on scientific workforce diversity – approaching it as a scientific opportunity rather than as an intractable problem. They posit that diversity is a research challenge that can be pursued through the scientific method. [More-->](#)

Why so few women mathematicians? In mathematics, just 15% of tenure-track positions are held by women, one of the lowest percentages among the sciences. A new study looks at an important metric of academic success: the editorial boards of academic journals. On an individual level, being asked to join an editorial board is an important career milestone for academics. Researchers analyzed 13,000 editorship positions on 435 math journals and found that just under 9% of all math journal editorial positions are held by women. [More-->](#)

Are U.S. schools teaching hands-off science?—Results from the 2015 National Assessment of Educational Progress in science seem to fly in the face of the conventional wisdom that hands-on learning is the best way to teach science. According to the report, high school students who regularly handle rocks or minerals in science class did much worse on a recent national science test than those who never engage in such hands-on activities. Students who never mixed chemicals or peered through microscopes in their classrooms did just as well on the test as those who often participated in those activities. [More-->](#)

Undergraduate research increases self-efficacy and career ambitions for underrepresented students in STEM—A new study indicates that undergraduates who participate in mentored research not only graduate more often with science degrees, but also attend graduate school and pursue STEM careers at higher rates. [More-->](#)

Growth Mindset tempers effects of poverty on academic achievement—Scientific research shows that students' psychology—their "academic mindsets"—have a critical role in educational achievement. Yet policymakers have not taken full advantage of cost-effective and well-validated mindset interventions. The authors of this article present two key academic mindsets: 1) *growth mindset*, refers to the belief that intelligence can be developed over time; 2) *belonging mindset*, refers to the belief that people like you belong in your program or in a given academic field. Extensive research shows that fostering these mindsets can improve students motivation, raise grades, and reduce racial, gender, and social class gaps. [More-->](#)

Who we are. The Coalition for Education & Outreach (CEO) was launched in 2010 as a working group of organizations, departments, and individuals on the UC Berkeley campus and surrounding community engaged in STEM education and outreach (E&O). We host a listserv, publish an online newsletter, and hold monthly workshops and events to foster collaboration and learning. [Learn more/subscribe here-->](#)



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