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Fwd: CEO message: CEO Updates—May 15, 2016

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CEO Updates, May 15, 2016

Spotlight

Tues, 6/14, 4:30-6:00 pm—CEO social. Come join CEO friends and colleagues at the Daily Pint, 1828 Euclid Avenue (Northside) as we mark the end of a successful year and usher in the summer. **RSVP here.**

Funding

NIH Science Education Partnership Award (SEPA)– Deadline: 6/22/16. The goal of the SEPA program is to invest in educational activities that enhance the training of a workforce to meet the nation’s biomedical, behavioral and clinical research needs. This funding opportunity encourages the development of innovative educational activities for pre-kindergarten to grade 12, teachers and students from underserved communities with a focus on courses for skills development, research experiences, mentoring activities,

curriculum or methods development, or informal science education (ISE) exhibits, and outreach activities. [This is a limited submission opportunity](#). If interested in applying, please contact ltdsubs@berkeley.edu. [More-->](#)

Travel grants/fellowships for teachers—Edutopia has just released its list of travel and fellowship opportunities for teachers. This resource also includes tips for writing winning fellowship applications. [More-->](#)

Events

May 17-23, NSF 2016 Video Showcase—Don't miss next week's "STEM for All" video showcase featuring over 400 videos! [More-->](#)

June 9, 11 am, Developing culturally responsive research practices in research and evaluation— This 60 minute webinar, funded by the NSF, is for researchers and STEM educators who want to learn how to apply culturally responsive practices in informal learning environments. The REVEAL (Researching the Value of Educator Actions for Learning) team at the Oregon Museum of Science and Industry will present how cultural responsiveness training impacted their choices while researching staff-family interactions at the museum. [More-->](#)

Resources

List of 2016 college fly-in and diversity programs—A growing number of colleges and universities offer free visitation programs for students who otherwise would not be able to afford a campus visit. [College Greenlight](#) publishes a list of these opportunities and will update them regularly as institutions continue to announce their plans. [More-->](#)

Informal STEM education: resources and expertise for outreach, engagement and broader impacts—This report by the Center for the Advancement of Informal Science Education (CAISE), provides an overview of some of the networks, infrastructure, evidence, and expertise that can be leveraged to design and evaluate innovative experiences and settings for audiences of all ages and backgrounds. [More-->](#)

Scientist-community partnerships: a scientist's guide to successful collaboration—The Union of Concerned Scientists has published a new guide for scientists who are interested in working with community groups. The guide is a practical resource for

scientists, public health specialists, engineers, and other technical experts who are interested in exploring collaborations with community groups as a way of expanding the impact of their research and/or scientific knowledge. [More-->](#)

Equity@Berkeley

A proposal to eliminate the SAT in Berkeley admissions—A new analysis authored by Stan Geiser at the UCB Center for Studies in Higher Education proposes eliminating the SAT in Berkeley admissions. Based on UC admissions data dating back over two decades, the analysis finds that SAT scores have become almost entirely redundant and add little to the large body of applicant data now employed in Berkeley's holistic admissions process. After taking that information into account, SAT scores predict less than 2 percent of the variance in students' first-year grades at Berkeley. At the same time, the analysis shows that SAT scores have a far more adverse impact on admission of black and Latino applicants than other selection criteria. High school GPA, for example, has significantly less adverse impact but is a much better predictor of student success at UC. "The cost of the SAT, in terms of its adverse effect on admission of students of color, is far out of proportion with its marginal benefit as an indicator of how students will perform at Berkeley," the analysis concludes. [More-->](#)

UC Berkeley "bans the box"—UC Berkeley job applicants who have prior conviction histories will find it easier to be considered on the merits of their knowledge and experience, under a policy that went into effect at UC Berkeley on May 1. Aspiring staff employees will no longer be asked, at the start of the application process, to disclose felony or misdemeanor convictions that resulted in imprisonment, probation or fine. The campus's decision to "ban the box" – the prior-conviction question on the job-application form – reflects an institutional commitment to a fair and equitable hiring process. UC Berkeley is one of the first top tier university's to "Ban the Box" in hiring practices. Ruben Lizardo, director of Local Government and Community Relations, attributes the change in large part to the leadership of the Underground Scholars, a Cal student group made up of formerly incarcerated young men and women. [More-->](#)

News & Views

Database sheds new light on achievement disparities—Using a database of 5 years of test scores from more than 40 million students nationwide, Stanford University researchers Sean Reardon, Demetra Kalogrides, and Kenneth Shores analyzed how racial achievement gaps look in different parts of the country, and how segregated schools widen those gaps. The researchers found some of the biggest black-white achievement gaps in the country—where black students lag their white peers by more than 1.5 full standard deviations, or four to five grade levels on the NAEP scale—in relatively prosperous university towns, including Berkeley, CA. [More-->](#)

What young men of color can teach us about the achievement gap—Public schools in the U.S. now have a majority of nonwhite students, and yet children of color—especially boys—still lag behind their white peers. Ron Ferguson, an economist at Harvard, speaks with NPR about how educators can better work with students of color to close achievement gaps. [More-->](#)

Absence of men from British universities mirrors a growing imbalance in the U.S.—One-third more girls than boys in Britain go to college, government statistics show. At 20 universities — and in once-male-dominated majors including medicine, dentistry, veterinary medicine, biology, and pre-law — women now outnumber men by two to one. A similar shift is happening in the U.S., where men made up 58 percent of college students in 1970, but where the proportions have almost exactly turned around, and enrollment is now comprised of 57 percent women. The shift has vastly complicated efforts in both countries to increase the share of people who have college and university degrees. In the U.K., however, work has begun to address this, while there are fewer programs in the United States specifically designed to propel males of any race or income into college, or discourage them from dropping out. [More-->](#)

Students on the autism spectrum are often as smart as their peers; so why do so few go to college?—The increase in the number of young people diagnosed with autism in the last 14 years has increased from one in 152 in 2002 to an estimated one in 68 today. Funding and focus for autism have remained centered on helping younger kids cope. Meanwhile, tens of thousands of students on the autism spectrum turn 18 every year. They are often as smart as or smarter than their peers, but they go to college in far fewer numbers. They are even less likely to go to college than people with most other disabilities. [More-->](#)

2016 Building a GradNation—The GradNation campaign is a nationwide effort to boost on-time high school graduation rates to 90 percent by the class of 2020. Led by Civic Enterprises and the Everyone Graduates Center at Johns Hopkins University, in partnership with America's Promise Alliance and the Alliance for Excellent Education, the four organizations have released a national update of the campaign's progress. [More-->](#)

About CEO

CEO Updates is the newsletter of the [Coalition for Education Outreach](#) (CEO), an informal network of organizations, departments, and individuals on the UC Berkeley campus and in the community engaged in STEM education and outreach. [More about CEO-->](#)

If you have news, resources, events, or project highlights you'd like to share in our next newsletter, please contact [Kate Spohr](#).

Frequently used acronyms: E&O (education and outreach); K-12 (kindergarten through 12th grade); NGSS (Next Generation Science Standards); NSF (National Science Foundation); STEM (Science, Technology, Engineering, Mathematics); STEAM (STEM+Art).

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