



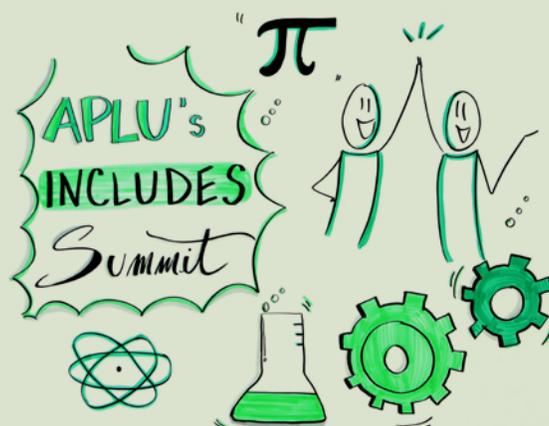
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The Association of Public and Land-grant Universities (APLU) is a research, policy, and advocacy organization dedicated to strengthening and advancing the work of public universities in the U.S., Canada, and Mexico. With a membership of 237 public research universities, land-grant institutions, state university systems, and affiliated organizations, APLU's agenda is built on the three pillars of increasing degree completion and academic success, advancing scientific research, and expanding engagement. Annually, member campuses enroll 4.8 million undergraduates and 1.3 million graduate students, award 1.3 million degrees, employ 1.3 million faculty and staff, and conduct \$44.9 billion in university-based research.



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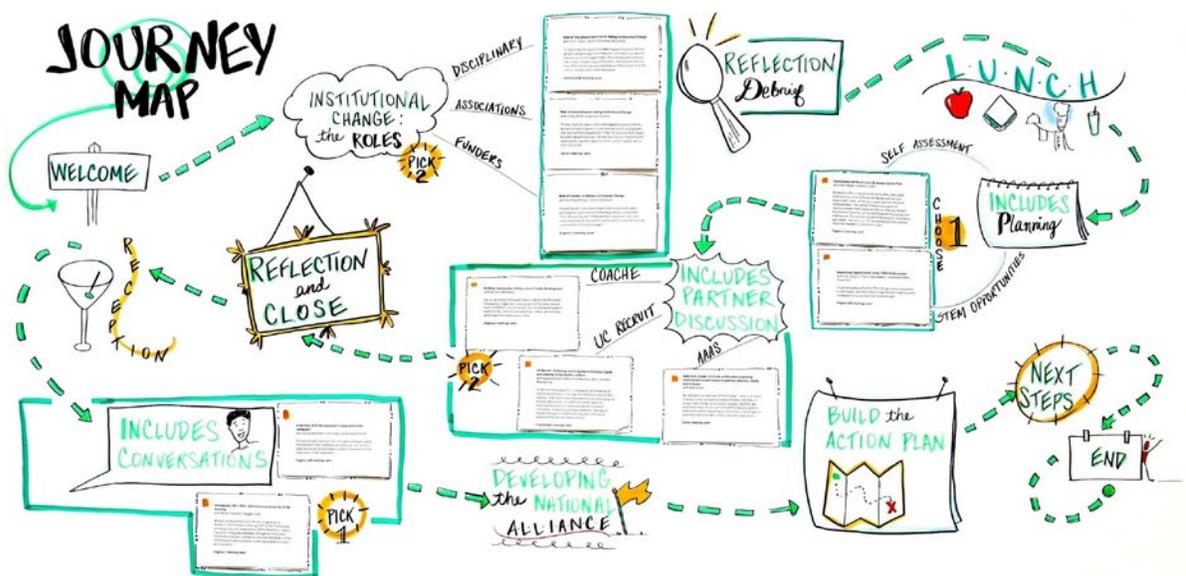
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Developing a Diverse STEM Professoriate through Collective Impact

APLU INCLUDES 2018 SUMMIT REPORT

The second INCLUDES Summit, held in Alexandria, VA, on April 24–25, 2018, again brought together institutional leaders and context experts from various institutions and organizations to participate in the INCLUDES initiative on broadening the participation of women and underrepresented minorities within STEM faculty and student bodies. This second summit, made up of researchers, administrators, and policymakers, focused on the exchange of campus program experiences, insights and successes from Diversity initiatives, strengthening cross-institutional relationships, and developing guiding principles and articulated speaking points to drive the case for diversity and inclusion in STEM faculty hiring and student recruitment. **In sum, 83 registrants from over 50 institutions and 15 partner organizations were represented at the summit.**

Participants were welcomed by Howard Gobstein (Executive VP, APLU, & PI) and Travis York (Director of Academic & Student Affairs, APLU, & Co-PI) who then invited all attendees to find a partner, create a Business Card by interviewing their partner that could then be posted in a gallery for everyone to see the network of people in attendance. Travis introduced the STEM Environmental Scan map, made life size and interacted with it to show missing crucial overlaps, connections, and components in the various paths from student to faculty. This set the stage for defining how disciplinary societies, associations and funders could affect institutional Change.



Institutional Change: Roles

Participants discussed the roles of three entities in fostering institutional change: disciplinary societies, associations, and funders. There were two sessions or “rounds,” and participants could engage in conversation about how two out of these three entities could leverage positioning to increase diversity and equity in science.

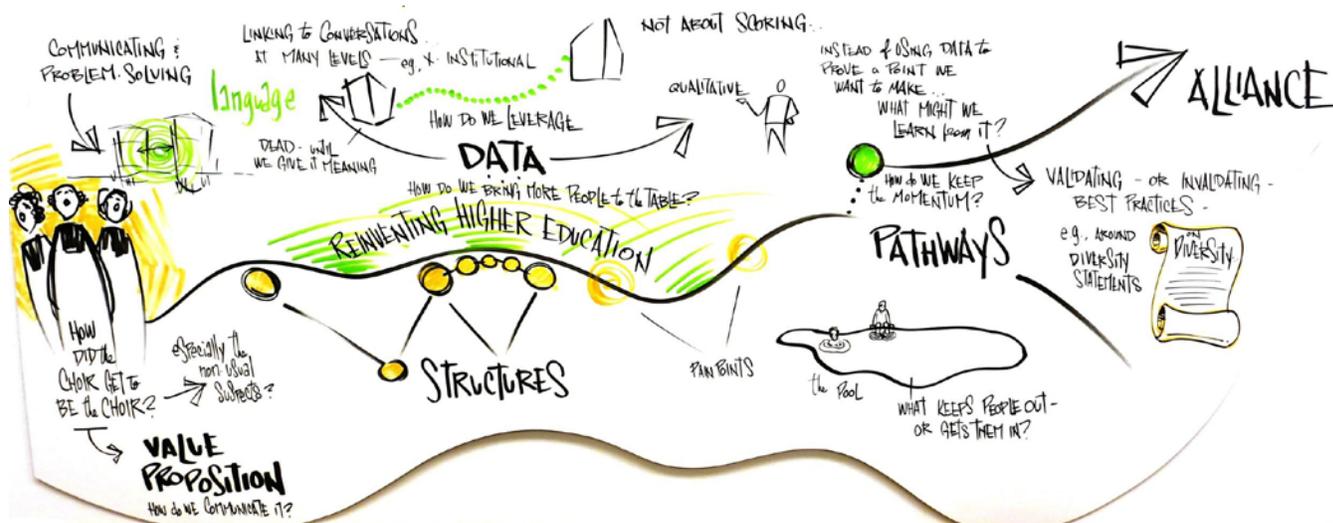
The session on Disciplinary Societies in Aiding Institutional Change was facilitated by Terri Taylor (ACS), Ashley Donovan (ACS), and Kacy Redd (APLU), who prompted the group to share activities or programs happening in their disciplinary societies that impact broadening participation. In this session, participants discussed how different disciplinary societies use their levers to drive culture change within their discipline. The group discussed ways to facilitate dialogue and how the work and activities of disciplinary societies can be integrated into institutions.

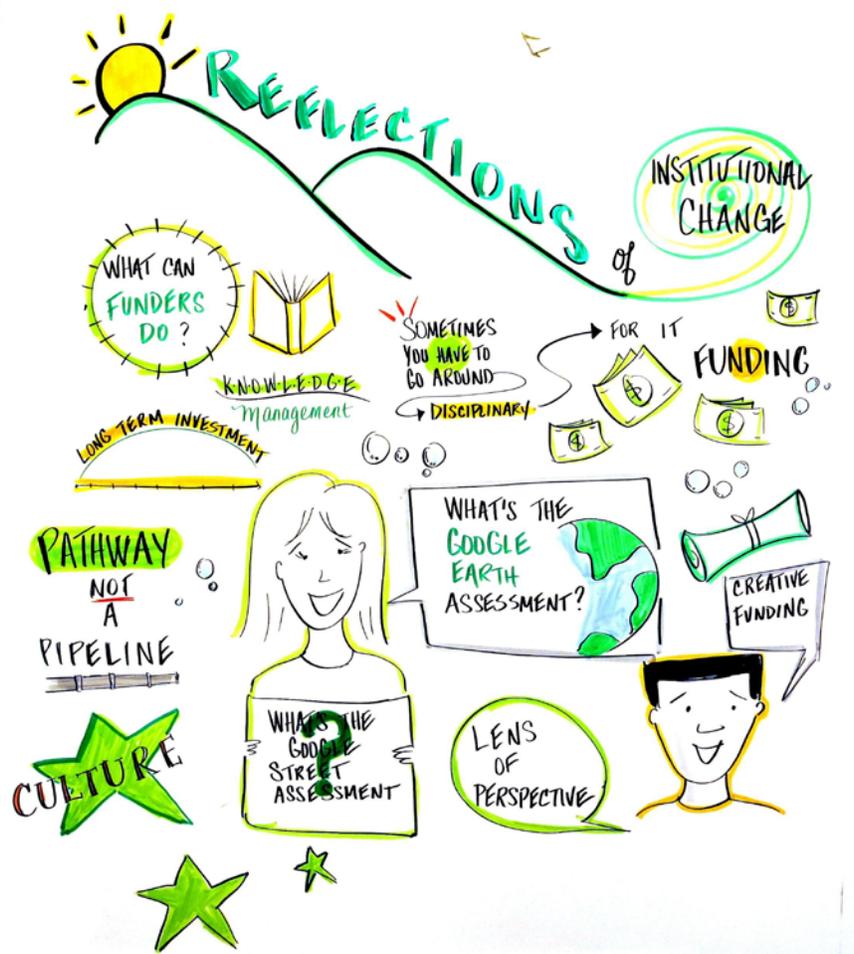
The second group focused on the role of Associations in Aiding Institutional Change. The session, hosted by Emily Miller (AAU) and Eugene Anderson (APLU), centered conversation around two questions of how to implement the IChange Network by identifying barriers, how to ensure leadership transitions have little impact on IChange initiatives, and how different associations use their levers to drive culture change within their discipline.



The third group focused on the role of Funders in Aiding Institutional Change. The session, hosted by Cynthia Phillips (NSF) and Howard Gobstein (APLU), was designed to identify the respective roles and responsibilities of institutions and funders partnering together. The groups looked at broad questions to how funders can effect change, identifying the change levers, and defining specific faculty diversity examples.

After seeing and participating in two role areas, attendees came back together to share their insights and learnings from conversations. Across the multiple conversations had in the small group discussions, participants agreed that the most important task was to articulate the value proposition for diversity in science: what's in it for me, for the institution, for partner associations, for hirees, for students and culture at large.





INCLUDES Planning

Attendees then could attend sessions on the APLU Diversity Recruitment and Retention model and tools or the STEM-OP, a survey to learn more about strategies being implemented to broaden participation.

The Institutional Self-Assessment & Campus Action Plan session featured Kimberly Griffin (University of Maryland) who shared updates on the APLU INCLUDES Diversity Recruitment/Retention Model and the Self-Assessment Tools. A panel of representatives from campuses that piloted the Self-Assessment Tools in Spring '18 shared their experiences. Allan Mabe (APLU) led participants through the beginnings of the formulation of the companion Campus Action Plan and resources needed to implement a plan.

The Maximizing Opportunities in the STEM Professoriate, hosted by Lisa Lattuca (University of Michigan), Gay Stewart (West Virginia University), Kasandra Kasten (West Virginia University), and Travis York, was a session to identify how to garner exposure for the *Survey to Expand & Maximize Opportunity in the Professoriate* (STEM-OP); get more institutions to participate, and learn about programs that might be good candidates for institutions to reach out to individually.

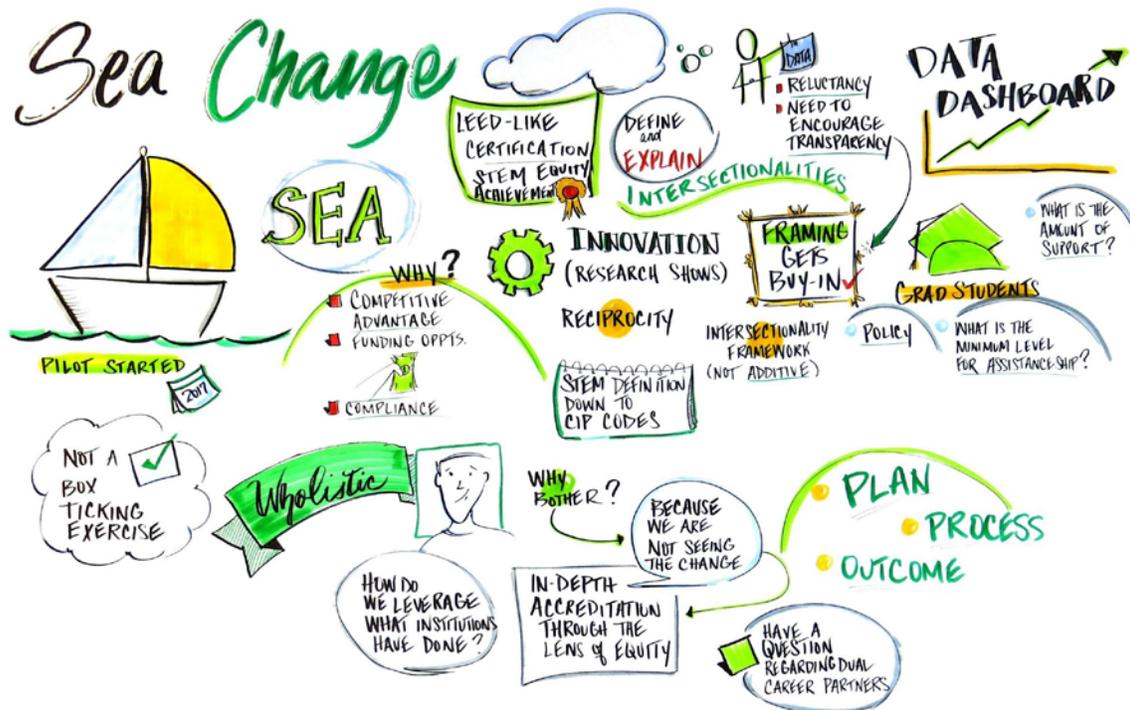
Launched in November of 2017, the STEM-OP was developed by the Pathways Task Force with feedback and contributions from over 50 higher education and STEM leaders. The survey seeks to identify a series of transformative institutional activities aimed at increasing participation along the STEM pathways toward the professoriate. The information collected from institutions participating in the STEM-OP has been used to create a curated cases of evidence-based strategies that institutions can employ to increase the success of underrepresented groups in the STEM pathway. These innovative strategy profiles are publicly accessible, searchable web-based platform hosted by APLU's Network of STEM Education Centers (NSEC): <https://serc.carleton.edu/StemEdCenters/programs.html>.

INCLUDES Partner Discussions

Attendees had the choice of seeing two of three presentations from INCLUDES partners (AAAS, UC Recruit and COACHE), each sharing lessons and success stories around their program and how it has been implemented at institutions.



Partner AAAS presented *SEA Change: LEED-like certification supporting institutional transformation to promote diversity, equity, and inclusion* with Beth Ruedi sharing details about the project. STEM Equity Achievement (SEA) Change supports institutional transformation in support of diversity and inclusion, especially in colleges and universities. SEA Change's self-assessment, metrics, and certification program advances systemic institutional and departmental reform to enable success in higher education and research missions. This success is achieved by ensuring that the full range of student and faculty talent can be recruited, retained, and advanced in science, technology, engineering, medicine, and mathematics for the value and excellence achieved by including all talent in these fields. SEA Change focuses on structural barrier removal for women, blacks, Hispanics, Native Americans, and people with disabilities, as well as others who are marginalized. The presentation covered what is it, how is it similar to the UK Equality Charter Process, and how is it unique. SEA Change is currently in its pilot, and thus is constantly evolving, especially in response to input from experts and participating institutions. Beth asked for input on the current draft framework, ways to make participation appealing to institutions, and changes that can ease institutional burden while complete applications.



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Partner UC Recruit presented *Collecting and Using Data to Enhance Equity and Diversity in Faculty Recruitment* with Susan Carlson, Kimberlee Schauman, Marc Goulden, and Max Garrick. UC Recruit is a web platform used by all ten

University of California campuses to manage the full faculty recruitment process: from search plan development and advertising the position description, to submission of job applicant materials and letters of recommendation, to search committee review and candidate selection, procedural review and approval, data archiving and institutional analysis of faculty recruitment efforts. Key partners in the UC Recruit partnership described the core capacity of the online recruitment management system; the power of collecting data across campuses; the use of administrative reports to understand hiring patterns, successes, and challenges; and the opportunities the data opens for empirical studies of equity in faculty recruitment and the effectiveness of presumed “best practices” in recruiting a diverse faculty.



collaborative on academic careers in higher education

Partner Collaborative On Academic Careers in Higher Education (COACHE) presented *Building Communities of Data-driven Faculty Development* by Kiernan Matthews. The

session started with a brief tutorial on how to read a COACHE report, followed by participants who described what their institutions did in response and what they’ve accomplished. COACHE shared other work and updates that are in development such as the exit survey, the Canvas-based support platform, the seminar and workshop and partnerships with researchers who use their data. The session ended with a conversation around what answers from the data helps in the work as leaders of faculty.

INCLUDES Conversations

INCLUDES Conversations focused on sharing experiences, best practices and trying to solve some of the stickier issues unique to diversity and inclusions programs.

Ansley Abraham, Irene Avila, Jacqueline Huntoon hosted a conversation on the topic, *Is the Pool of STEM Candidates Transparent to the campuses?* This session examined whether the strategies campuses use to find diverse STEM candidates are adequate. The session focused on the following questions:

- Is the pool of STEM candidates too small or are campuses unable to find the existing pool of diverse STEM candidates?
- Do the campuses built pools of STEM candidates fully reflect what is available in the discipline?
- Are there convenings of underrepresented STEM candidates in various venues that are not fully reflected in campus pool building?
- Can we have a better national system of pool building for underrepresented STEM candidates that is fully recognized in campus pools?
- What can be done on both sides to make this system more effective?

Sarah Hokanson and Angela Linse hosted the conversation, *CIRTL & POD Present: Inclusive practices for STEM Graduate Students*. In this discussion, they introduced the Center for the Integration of Research, Teaching and Learning (CIRTL), the Professional and Organizational Development (POD) Network in Higher Education, and guided attendees through an interactive faculty development module on inclusive pedagogy to help institutional leadership better understand what this looks like in practice.

Developing the National Alliance for an Inclusive and Diverse STEM Faculty

With an introduction to their recently submitted proposal to collaborate in an NSF INCLUDES Alliance, CIRTL & APLU staff engaged participants in an in-depth conversation about the proposal components. The APLU & CIRTL lead alliance proposal includes Iowa State University; the University of California, Los Angeles; the University of Texas at El Paso; and the University of Georgia as collaborators. Collectively, we plan to partner with dozens of other universities, two-year colleges and organizations across the country.

The alliance will support efforts to help universities cultivate a more inclusive and diverse faculty aimed at increasing the access and success of underrepresented STEM students. The alliance would pursue three mutually reinforcing strategic goals:

- Deepen the preparation of all future and current STEM faculty to be inclusive and effective in their undergraduate teaching, research mentoring and advising;
- Diversify the national faculty through effective recruitment, hiring, and retention of underrepresented STEM faculty via inclusive institutional practices and policies;

- Foster postsecondary institutional cultures that recognize and value inclusivity and diversity broadly, and in the context of STEM faculty specifically.

After attendees were briefed on the alliance proposal, they were then engaged in small group discussions around four topic areas to identify common levers and barriers that enable diversity and inclusivity initiatives during the recruiting and hiring process at learning institutions—these questions tied directly to proposed work of the Institutional Change Initiative within the alliance proposal. Facilitated by Howard Gobstein, Travis York, Steven Thomas (Michigan State University), and Gretal Liebnitz (ProActualize Consulting), attendees were divided into small working groups to answer the question of what actions can we take to provide movement and traction in the areas: value to institutions, risks in adopting diversity and inclusion initiatives, partnerships, and leadership.



Value to Institutions

The working groups firmly believe there must be a clear path to the change process.

The effort requires an articulated value proposition: It is important to have a clearly articulated value proposition to impress upon institutions and leadership, clarifying why Diversity and Inclusion STEM programs for faculty and students are important for institutions, for future students, and for the society of tomorrow. The more we are able to support arguments with data points illustrating the benefits of diversity and inclusion in science, the better and more compelling our arguments will be.



Provide a customizable Diversity and Inclusion in STEM tools for institutions to implement: Many institutions don't know where to start with Diversity and Inclusion in STEM hiring and recruitment. Providing kickstarter resources and tools that can be adapted for an institution's context can assist in the implementation and acceleration of institutional adoption. Importantly, participants noted, that while these tools can be helpful to launching strategies, institutions should be reminded that there is no "silver bullet" when it comes to the difficult work of making our organizations more inclusive. True inclusivity requires changes to institutional practices, policies, and often culture—all of which take time and strategic engagement.

Frameworks, guiding principles and best practices should include recommendations around what data points to capture, resources required, knowledge management, partner organizations, data sharing cross-institutionally, a change management plan, and a network of regional/discipline contacts doing the similar work at other institutions. Most importantly, a strong communication plan with key messaging points for the various constituents (e.g., hiring committees, marketing, faculty, students, funders, alumni, and presidents) is critical to adoption. INCLUDES and partner organizations must augment starting tools and resources with contextualized adaptation support the institutional culture shift.

It's not as scary when you have community support: Institutions need the benefit of community and relationships with others who have or are implementing and leading Diversity and Inclusion initiatives. Designing and curating a network allows members to share successes and failures, to assist each other in troubleshooting, and to connect

members to resources like consulting services to drive a program successfully. Curating a list of participating institutions and individuals and providing the forum or platform to facilitate connection and sharing supports driving the shift to institution-wide culture change.

Risks in Adopting Diversity and Inclusion Initiatives

Concerns around risks like changes to leadership, support and resources at individual institutions. Groups developed a few key guiding principles to address risks, such as:

Offer Diversity and Inclusion training sessions: Embed an inclusive approach in training students and faculty by developing methods and easy practices built into Diversity and Inclusion training programs.

Create an Assessment framework: Develop an institutional readiness assessment scorecard to assist institutions in understanding where barriers and challenges to promoting diversity and inclusion exist. Define and broaden the assessment criteria and variations, identify assessment best practices, how to gain staff and faculty buy in, and a sample roadmap to institutional culture change, charting phases and key activities as well as key resources and timing.

Give Institutions and Departments the reasons to invest in Diversity: Provide incentives to minimize risks and encourage adoption by creating an incentives structure to reward participation. Assist in the change management effort by developing a value proposition and potential ROI of investing in Diversity programs.

Partners

Groups identified frameworks for engaging partner associations and organizations:

Define the partner role, including expectations, and provide a starter tool kit: include the value proposition to being a partner in Diversity and Inclusion in STEM efforts, provide clear guidelines on how a partner qualifies, with clearly defined goals, objectives, and expectations, including terms of art. Partner relationships should provide mutual benefits like encouraging the importance of Diversity and Inclusion in STEM, selecting and awarding individual department efforts, actively engaging the workforce and STEM field, and providing a voice for the workforce perspective.

Segment partners by function to leverage the breadth of resources available: Groups segmented partners by the categories of funding, fellowship, recruitment, and programming.

- Funders: Mellon, Ford, Sloan, McKnight, HHI, SACNAS
- Fellowship: McKnight, American Association of University Women
- Recruitment: McKnight, McNair, ABRCAIS, SACNAS, AISES—these organizations can provide recruitment opportunities, exposure, career conversations, and encourage academic trade.
- Programming: McKnight can help develop research agendas, editorial services and proposals, online writing activities, and summer research



writing institutes, connect with national experts, engage alumni as mentors and recruiters, host cohorts of 300 to 400 students, and foster interdisciplinary research.

Other partners can include, but are not limited to: HACU, NIH, State University system offices, ABET, AM Psychiatric Association, SACSCOC, AIHEC and tribal nations and councils, science and technology centers, and other federal agencies.



Understand the landscape of STEM Diversity programs like INCLUDES: across all groups, each emphasized the importance of understanding other programs to share success stories, operating models, and best practices. In particular, understanding programs such as the Fisk-Vanderbilt Masters to PhD Bridge program and others, contributes to the creation of a heatmap, to identify other partners or other actors in the STEM Diversity ecosystem.

Leadership

There is a critical need for leadership in the STEM Diversity, and INCLUDES can provide this in a number of ways.



Give institutions the tools to kickstart cultural change from the top and bottom: share goals, objectives and outcomes, measures for success, search processes, policies, behaviors, training and implementation strategies, and post implementation momentum techniques to aide departments in understanding exactly the scope and effort a project like this requires. From APLU-led workshop programs to APLU staff site visits to departments, provide the consulting required to coach a team and institution through the process from cultural readiness assessment to the change management strategy implementation.

Include Student Voices: leverage the perspective and creativity of your students at all levels to help your institution to articulate the value proposition. Using principles of design-thinking, the focus is placed on user needs and behaviors and invites them to design collaboratively, ensuring better long-term adoption across the multiple pathways from student to faculty.

Build it and they will come: build regional networking platforms for individuals, teams, and institutions to connect and share what initiatives are successful and who is leading them at a local level. The groups would like to see APLU itself curating highlights from other successful programs and practices, building a repository of use cases, best practices, toolkits, and providing thought leadership around building and presenting the value proposition.

Goal Setting and Action Items

The final session of the summit was a backcasting exercise designed to draw out goals and activities that are essential when on the path to Diversity and INCLUDES.

Using a scenario looking five years in the future, groups worked in reverse to identify measurements of success, solutions to challenges and barriers, potential operating

models, frameworks, and tools, and best practices in managing cultural change in a transparent and authentic way that affects real change. Teams then paired with other team into working groups to define one or two feasible goals that drive forward INCLUDES efforts along with the key activities to make the goal real.

| GOALS | SUPPORTING ACTIVITIES |
|--|---|
| Broaden the definition of learning and success in STEM and good science: help students see themselves as being successful in STEM pathways | <ul style="list-style-type: none"> ● Teaching assessment: switch to standards based assessment (no curve) ● advising: define and show diversity of pathways/careers in STEM ● principles of universal design into stem experience “course” ● broaden and reward activities |
| The New Normal: ANYone can do this | <ul style="list-style-type: none"> ● Mentoring ● Training ● policy change |
| Create or enhance inclusive cultures at all universities | <ul style="list-style-type: none"> ● evaluate current activities and resources ● qual/quant studies (identify voices not heard) ● celebrate and recognize baby steps ● set goals and measure them |
| Increase URM faculty/students | <ul style="list-style-type: none"> ● Mentoring ● Retention ● Boot Camps for Dissertation/Postdocs |
| Increase URG faculty | <ul style="list-style-type: none"> ● Recruitment ● Pathway target under academic track ● Retention culture focused not assimilation ● Encourage inclusivity in teaching/advisory/research mentor |
| Increase students and postdocs | <ul style="list-style-type: none"> ● pathway target under academic track ● Regional collaboration ● Undergrad research experience ● Middle/high research experience ● Increase faculty bandwidth ● Improve and socialize the approach ● Summer internships |
| Develop guiding principles and best practices | <ul style="list-style-type: none"> ● Embedded and integrated ● Accountability reward and recognition ● Measure student success ● Train for inclusive teaching ● Use student voices to design and support ● Measure both student and faculty satisfaction ● Encourage and foster diverse learners |
| Develop a holistic talent development model | <ul style="list-style-type: none"> ● Widespread use of inclusive teaching and mentoring in UG and Grad ● Connect grads/UGrad programs ● Change criteria for accepting and funding new grads () GREs) |
| Cultivate holistic faculty hiring practices | <ul style="list-style-type: none"> ● Equitable distribution of fellowships, travel, res. assistantships ● Profile development about the academy ● Faculty hiring aligns with institutional priorities for student success ● Hiring committee genuinely engaged in tasking inclusive hiring practices ● Using rubrics for candidate evaluation ● No assumptions about candidates during hiring process |

Summary & Post-Summer Survey Results

Similar to our previous year's summit, the closing session incorporated personal commitments on paper planes, with some reading the commitments landing near them to others making personal commitments for all to witness. After the summit, attendees received an online survey to measure:

- What next steps were identified as a result of attending the summit;
- The value of attending and knowledge gained;
- The impact of design thinking on the agenda and ways of working; and,
- What topics should be considered for future summits.

PERCENTAGE OF RESPONDENTS WHO...

| | |
|------------|---|
| 81% | felt able to address challenges faced in improving undergraduate STEM education as it applies to broadening participation to a Great to Some Extent |
| 91% | felt able to address challenges faced in diversifying the professoriate to a Great to Some Extent |
| 90% | got new ideas that will be useful after the workshop to a Great to Some Extent |
| 82% | were Very Likely to extend this discussion among colleagues at their institutions |
| 65% | were Very Likely to review draft tools |
| 55% | agreed they were better equipped to create or sustain change at their institution as a result of attending the summit |
| 71% | agreed they were more committed to diversifying the STEM pathway as a result of attending the summit |
| 71% | agreed they are more committed to diversifying STEM Faculty as a result of attending the summit |
| 87% | agreed they developed new connections with colleagues in the field as a result of attending the summit |
| 68% | agreed they strengthened connections with colleagues in the field as a result of attending the summit |
| 75% | agreed they are better able to identify the challenges their institution is facing as a result of attending the summit |
| 83% | plan on attending the next APLU INCLUDES Summit |

Next Steps for Participants

"Maintain and strengthen the relationships made at the summit, because that is how this stuff actually gets done."

"Contact provost, president, & VP Faculty Affairs about APLU INCLUDES and serving as the contact person at my campus."

Respondents recognize the power of incremental initiatives are what build momentum leading to critical mass in cultural change. It involves networking, championing the initiative, pushing the conversation forward in departments and campus wide programs, and to continue to learn about INCLUDES and the STEM OP.

Developing collective approaches to broadening participation

"It reinforced the need to have broad based support in effecting change."

Respondents identified some of the foundational needs required to be in place to allow scaling. Institutions need to develop collective goals, approaches need to be inclusive of more perspectives, information on INCLUDES and resources must be easily available and accessible, and we need to start and support the conversation to help broaden participation.

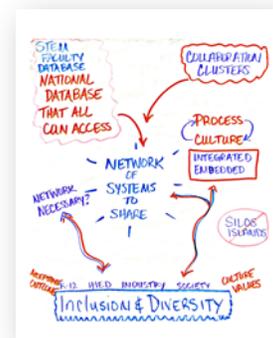
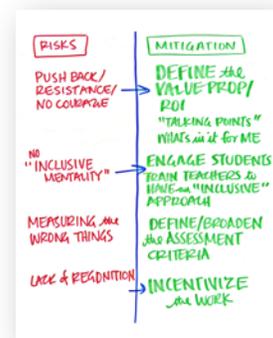
The Value of Design Thinking

"I really liked the design thinking format to engage more participant input and feedback."

Respondents appreciate the design thinking approach for developing the agenda for critical issues in higher education. They would like to see more facilitation of networking opportunities to build community, encouraging of cross-institutional collaborations and partnerships, the curating of more success story examples and best practices, and finally, an articulated INCLUDES value proposition to start the conversation at their institutions.

"... it helped the assembled experience and expertise in the room to surface for the benefit of APLU, whose job it is to harness all of that and leverage it toward the project's goals. I felt like we were "free consultants" to APLU, but this is GOOD, because we all stand to benefit if you accomplish your goals. We also learned from each other."

Respondents recognized design thinking allows for deeper conversations, allows more opportunities to co-create solutions, encourages cross-institutional knowledge sharings, allows for greater inclusion of perspectives and experiences, and fosters community building, most essential in any movement.



The Future of the APLU INCLUDES Pilot

"It seems to me that the role of APLU is to be an advocate, voice, and resource for member institutions."

Respondents view the APLU as having a voice and advocate for Diversity in STEM Faculty. APLU is perceived as the convener and facilitator of Institutional Diversity in STEM. Many view the APLU as the curator of STEM Faculty Diversity research, best practices, starting frameworks, and tools. Most importantly, respondents think of the APLU as a community of like-minded colleagues in the field of Diversity and Inclusion in STEM Hiring and Recruiting practices.

PERCENTAGE OF RESPONDENTS WHO...

| | |
|------------|--|
| 81% | thought design thinking increased the attendees level of engagement during the meeting |
| 74% | felt they were better able to contribute to the discussions and outcomes because of the design thinking format |
| 72% | thought adding design thinking increased the groups ability to accomplish the meeting objectives |
| 68% | thought a traditional academic summit would have produced different products |
| 70% | would suggest a similar format using design thinking in more APLU meetings and conferences |

"I think being more directive as an association will be useful. Universities need various constituencies pushing them to change."

Respondents would like to see APLU providing members with missive and more direction in implementing INCLUDES across their institutions. They would like APLU to create more opportunities to network and build community so APLU can find and curate more success stories and best practices in Diversity in STEM Faculty. Respondent would like to see APLU expand participation outside of faculty, adding the voices of UG/G students and department staff.

We are grateful to share that with our recently announced receipt of an NSF INCLUDES Alliance grant, APLU along with its primary collaborator the Center for the Integration of Research, Teaching, & Learning (CIRTL), over 35 national partners, and several dozens of 4-yr and 2-yr institutions is well poised to provide the services, advocacy, and resources that our members believe they need to continue their broadening participation efforts. These incredible collaborations have resulted in *Aspire: The National Alliance for Inclusive & Diverse STEM Faculty*. to learn more about the Aspire Alliance, please visit our website at www.AspireAlliance.org.



Topics under consideration in future Aspire Summits

Respondent suggestions include:

- Pathways: bridging the pathways from primary and secondary to higher education
- UG/G Experience
- Partners: HBCUs and HSIs as partners
Hiring and Recruiting: committee strategies, change management, bias, behavior, and language training, metrics and reporting, recruiting and hiring best practices
- Stories: Recruiting, Successes, Experiences, Workshop sessions: how to institute change, community building, engaging students, start conversations, using data to support the argument
- Research and expertise: results from other member institutions, programs, and initiatives
- Check-in and updates: self assessment and STEM-OP reports, status of committees and initiatives, updates, actions needed, and next steps
- Career diversity within STEM

"I do wish we had considered how to address the problem of systemic "isms" on campuses. If you are asking us to engage in culture change, we need some tools for engaging our colleagues about what they may not see or accept."

Respondents are curious about scaling change stories and leveraging network capacity to implement a program like INCLUDES. There was strong trend towards wanting resources and experiences on leading and managing cultural change and how that scales.

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