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Strategic Council for Research Excellence, Integrity & Trust

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Speaker Biographies



Adriana Bankston is a Principal Legislative Analyst at the University of California Office of Federal Governmental Relations in Washington, DC, where she serves as an advocate for the university with Congress, the Administration and federal agencies. Prior to this position, Adriana was a Policy & Advocacy Fellow at the Society for Neuroscience, where she provided staff support for special and on-going projects, including the society's annual lobby event and the annual meeting. In addition to working at UC, Adriana is the Chief Executive Officer & Managing Publisher of the Journal of Science Policy & Governance, an internationally recognized non-profit organization and peer-reviewed publication dedicated to empowering early career scientists, engineers, and policy professionals in international science policy debate. She is also a Fellow with Advancing Research Impact in Society (ARIS), leading a project on developing the next generation workforce through science policy as a bridge between science and society. Finally, she is a Biomedical Workforce & Policy Research Investigator at the STEM Advocacy Institute, as well as a member of the Engaging Scientists and Engineers in Policy (ESEP) Coalition Steering Committee. Adriana earned her Ph.D. in Biochemistry, Cell and Developmental Biology from Emory University.



Dr. Brandy Huderson is a STEM educator with extensive experience in higher education instruction, scientific research, formal and informal STEM education programming, project management, qualitative and quantitative portfolio analysis, program evaluation, and federal grant management. She completed her undergraduate studies at Xavier University of Louisiana (New Orleans, LA) receiving a bachelor's degree in Biology. From there Dr. Huderson earned a Master's of Biological Sciences degree with concentrations in Molecular Genetics from the University of New Orleans (LA). Dr. Huderson joined the Dairy Science Department at Virginia Tech (Blacksburg, VA) where her dissertation research focused on mammary gland development in pre-pubertal Holstein calves. Dr. Huderson completed two cancer biology postdoctoral fellowships at Tulane University School of Medicine (New Orleans, LA) and Georgetown University's Lombardi Comprehensive Cancer Center (Washington, DC). Dr. Huderson is an Assistant Professor at the University of the District of Columbia in our nation's capital. Dr. Huderson's

research program focuses on steroid receptor biology, in normal and abhorrent systems, as well as STEM Education and experiential learning.

Dr. Huderson is a former American Association for the Advancement of Science (AAAS) Science and Technology Policy Fellow (STPF) at the National Science Foundation (NSF) in the Directorate for Education and Human Resources (EHR). As a fellow, Dr. Huderson used her expertise in STEM education and research to support the Division of Research on Learning in Formal and Informal Setting's (DRL) Advancing Informal STEM Learning (AISL) program. Specifically, she used her experience and knowledge gained from academia to conduct qualitative and quantitative portfolio analysis and program evaluation. She is currently a member of the of National Academies of Sciences, Engineering, and Medicine New Voices, Cohort 2, where she serves as co-Chair.

In addition to abstracts, presentations, and publications related to her research program, Dr. Huderson has also published two book chapters examining STEM-related environments for public school students and African American women, *Urban STEM Education: A Vehicle for Broadening Participation in STEM* (Huderson and Huderson, 2019) and *Societal Factors and Workplace Perceptions: Understanding Social Determinants of Professional STEM Achievement and Persistence for Black Women* (Huderson and Huderson, 2019), respectively.



Travis T. York, Ph.D., is the Director of Inclusive STEM Ecosystems for Equity & Diversity (ISEED) at the American Association for the Advancement of Science (AAAS). Dr. York's research and work focus on catalyzing and sustaining systemic change and transformation to achieve inclusive and equitable access and progress through STEM pathways into the STEM workforce. Within AAAS, Dr. York provides leadership to a talented team who collaborate to create change in over 20 grant-funded projects and initiatives spanning all STEM fields and the entire educational pathway including AAAS's SEA Change Initiative, Science in the Classroom, ARISE Network, S-STEM Initiative, L'Oreal USA Women in Science Fellowships, and HBCU Making

& Innovation Showcase.

Currently, Dr. York serves as PI of the AAAS Noyce, ARISE (Advancing Research and Innovation in the STEM Education of Preservice Teachers in High-Need School Districts), and AAAS Improving Undergraduate STEM Education initiatives – each funded by NSF; and, Co-PI of the U.S. Department of Education IES Assessment Grant, *Affording Degree Completion: A Study of Completion Grants at Accessible Public Universities* in collaboration with the Coalition of Urban Serving Universities and Temple University's Hope Center for College, Community, & Justice. Dr. York has authored numerous peer-reviewed articles and book chapters, and his most recent article, *Completion Grants: A multi-method examination of institutional practice*, is available in the *Journal of Student Financial Aid*. Dr. York is active within several professional associations and serves on the editorial review board of the *Journal of Diversity in Higher Education*.

Dr. York, a native of Charleston, South Carolina, received his Ph.D. in Higher Education Administration from The Pennsylvania State University, masters in Higher Education, and bachelors with distinction from Geneva College. Dr. York also studied at Oxford University's Keble College in 2003-04. Finally, Dr. York

supports AAAS's Committee on Opportunities in Science (COOS), which advises the association on matters related to increasing the representation of women and minorities in science, engineering, and related fields.