Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations: Current Context and Challenges

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Biographical Sketches

DAVID J. ASAI, PHD

Howard Hughes Medical Institute

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

David J. Asai is the former senior director in the Center for the Advancement of Science Leadership and Culture at the Howard Hughes Medical Institute. He directed the Inclusive Learning (IL) team, which designs and leads grants and fellowships programs aimed at the development of students in the domain of formal education (http://www.hhmi.org/developing- scientists). IL's initiatives are centered on inclusion and founded on the belief that the responsibility for creating equitable learning environments rests primarily with the faculty, staff, and administrators. Current IL initiatives include: (i) Inclusive Excellence, (ii) Driving Change, (iii) Gilliam graduate program, (iv) the Science Education Alliance, (v) the HHMI Professors, and (vi) the Scientific Mentorship Initiative. Asai has served on diversity-focused advisory committees of the National Science Foundation, National Institutes of Health, the American Association for the Advancement of Science, and the Wellcome Trust. He is an elected fellow of the American Association for the Advancement of Science and an elected fellow of the American Society for Cell Biology. Asai received his bachelor's degree in chemistry from Stanford University and his Ph.D. in biology from Caltech.

GILDA A. BARABINO, PHD

Olin College of Engineering

Co-Chair, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Gilda A. Barabino is president of Olin College of Engineering and professor of Biomedical and Chemical Engineering. She previously served as Daniel and Frances Berg Professor and dean at The City College of New York's (CCNY) Grove School of Engineering. Prior to joining CCNY, Barabino was associate chair for

Graduate Studies and professor in the Wallace H. Coulter Department of Biomedical Engineering at Georgia Tech and Emory. At Georgia Tech she also served as the inaugural vice provost for Academic Diversity. Barabino is a noted investigator in the areas of sickle cell disease, tissue engineering, and the role of race/ethnicity and gender in science and engineering. She is president of the American Association for the Advancement of Science (AAAS), the world's largest interdisciplinary scientific society. Barabino is a fellow of AAAS, the American Academy of Arts and Sciences, the American Institute of Chemical Engineers, the American Institute for Medical and Biological Engineering, and the Biomedical Engineering Society. She is also an elected member of the National Academy of Engineering and the National Academy of Medicine. Barabino chairs the National Academies' Committee on Women in Science, Engineering and Medicine and is a member of the National Academies' Roundtable on Black Men and Black Women in Science, Engineering and Medicine, and the National Academy of Medicine's Health and Medicine Division Committee. She consults nationally and internationally on STEM education and research, diversity in higher education, policy, faculty development, and workforce development. Barabino serves on a number of advisory boards and committees including the congressionally mandated Committee on Equal Opportunities in Science and Engineering, the National Institutes of Health National Advisory Council for Bioimaging and Bioengineering, and the Defense Innovation Board, an independent advisory board for the Department of Defense. She received a B.S. from Xavier University of Louisiana and a Ph.D. from Rice University.

MARIE A. BERNARD, MD

National Institutes of Health

Marie A. Bernard, MD, is the National Institutes of Health (NIH) Chief Officer for Scientific Workforce Diversity (COSWD). As the COSWD, she leads NIH thought regarding the science of scientific workforce diversity, assuring that the full range of talent is accessed to promote scientific creativity and innovation. Dr. Bernard co-led the development of the *Fiscal Years 2023 – 2027 NIH-wide Strategic Plan for Diversity, Equity, Inclusion, and Accessibility (DEIA)* and is working on its implementation. She is also a cochair of the Advisory Committee to the NIH Director Working Group on Diversity, the NIH Steering Committee Working Group on DEIA, and the NIH UNITE initiative to identify and address any structural racism that may exist within NIH and throughout the biomedical and behavioral workforce. Prior to being selected as the COSWD in 2021, she was Deputy Director of the National Institute on Aging (NIA). As NIA's senior geriatrician, she served as the principal advisor to the NIA director. She also led a broad range of activities, including cochairing two Department of Health and Human Services Healthy People 2020/2030 objectives – 1) Older Adults, and 2) Dementias, including Alzheimer's disease. She co-led the NIH-wide Inclusion Governance Committee that ensures appropriate inclusion of individuals in clinical studies, including by sex/gender, race/ethnicity, and children/older adults. She also led the Women of Color Committee of the NIH-wide Working Group on Women in Biomedical Careers. Dr. Bernard completed her undergraduate education at Bryn Mawr College, Bryn Mawr, Pennsylvania, and received her MD from the University of Pennsylvania, Philadelphia. She trained in internal medicine at Temple University Hospital, Philadelphia, where she served as chief resident. She received additional training through the Association of American Medical Colleges Health Services Research Institute, the Geriatric Education Center of Pennsylvania, and the Wharton School Executive Development Program.

SHARON BRITT

The National Academies of Sciences, Engineering and Medicine

Sharon Britt is the program coordinator for the Board on Behavioral, Cognitive, and Sensory Sciences. She graduated from Strayer University in Washington, D.C. with a bachelor's degree in business administration. She worked at Howard University Hospital for 15 years as a Program Coordinator with the Graduate Medical Education Department. In this position, she managed the Orthopedic and Podiatric Surgery Residency program that prepares residents to succeed in their practice locations and specialties and provides high-quality care. Prior to her position as the residency coordinator, she worked on several government contracts as a Helpdesk Manager and IT Analyst.

TABBYE M. CHAVOUS, PHD

University of Michigan

Tabbye M. Chavous is a professor of education and psychology at the University of Michigan (U-M) and Vice Provost for Equity & Inclusion and Chief Diversity Officer. Dr. Chavous' research examines identity and motivation processes among Black secondary and postsecondary students, and impacts of diversity climates in secondary and higher education settings. This work includes a focus on contextual- and individual-level factors influencing STEMM identity development among racially minoritized students and implications for academic persistence. Dr. Chavous' scholarship has been supported by the National Science Foundation, National Institutes of Health, Spencer Foundation, and Bill and Melinda Gates Foundation. Dr. Chavous also served as co-director of the Center for the Study of Black Youth in Context, supporting research and training of students, postdocs, and early career scholars around the positive development of diverse Black youth and families. Dr. Chavous has held leadership roles at department, college, and central administration levels over her 25 years at U-M. Currently as Vice Provost and Chief Diversity Officer, she leads the Office of Diversity, Equity and Inclusion (DEI), working on policies and initiatives for faculty, students, and staff in collaboration with campus units, and local community and national partners. She works directly with the Provost in academic affairs, including faculty recruitment and retention, tenure and promotion, and faculty development. As Chief Diversity Officer, she serves as a Presidential adviser on DEI issues, including oversight and implementation of U-M's DEI Strategic Plan.

KRYSTLE COBIAN, PHD

Diversity Program Consortium and University of California, Los Angeles

Krystle Cobian is a senior research analyst at the Coordination and Evaluation Center for the Diversity Program Consortium, an initiative funded by the National Institutes of Health (NIH), to improve training and mentoring and to enhance individuals' success in biomedical research careers. Krystle also serves on the operations board of the Center for Diverse Leadership in Science, a center at UCLA aimed at developing diverse leaders in environmental science fields. Her research interests include examining the impact of policies and practices on underrepresented groups in science, technology, engineering, math, and medical fields (STEMM), organizational change in STEMM equity initiatives, and career development and leadership opportunities for women of color in STEMM.

JACQUELINE COLE

The National Academies of Sciences, Engineering and Medicine

Jacqueline Cole is a senior program assistant with the Board on Behavioral, Cognitive, and Sensory Sciences. Prior to her position at the National Academies, she worked for The GW Medical Faculty Associates as the residency program administrator for the George Washington University Internal Medicine Residency Programs and as coordinator for the Underserved Medicine & Public Health Concentration designed for residents interested in careers in public health and serving the underserved. Prior to her position as the residency program administrator, she worked as the assistant to the founder and president of the Rodham Institute. She also worked for the Armed Forces DNA Identification Laboratory, a forensics laboratory specializing in DNA profiling run by the United States Armed Forces.

LUIS A. COLÓN, PHD

University of Buffalo

Luis A. Colón is a SUNY Distinguished Professor, the A. Conger Goodyear Professor of Chemistry, and associate dean for Inclusive Excellence in the College of Arts and Sciences at the State University of New York at Buffalo (University at Buffalo). He has also served as chair of the Department of Chemistry and as associate dean of the Graduate School. He has a successful research program in the field of analytical chemistry, developing new separation materials for used in chemical analysis. Colón has been a committed researcher, instructor, and mentor who is deeply engaged in the education and professional growth of students. He has cultivated a lifelong relationship that has provided a pathway to engage Puerto Rican students in research at UB, a model that has been replicated by other institutions and has inspired numerous students to pursue doctoral degrees in chemistry. Colón has been widely recognized for his research and his successful efforts to increase diversity in the chemical sciences, including the

Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring—one of many recognitions he has received for his work to advance diversity, in addition to his research. He is a fellow of the American Chemical Society (ACS), the American Association for the Advancement of Science (AAAS), and the Royal Society of Chemistry (RSC).

NILANJANA (BUJU) DASGUPTA, PHD

University of Massachusetts Amherst

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Dr. Dasgupta is provost professor of psychology and the director of the Institute of Diversity Sciences at the University of Massachusetts Amherst. She is a leader in research on implicit bias. Her work emphasizes the *plasticity of implicit bias*—identifying the ways in which changes in local situations modify people's implicit attitudes, beliefs, and behavior. Dasgupta uses the science of implicit bias to tackle complex social problems by designing and testing the impacts of psychological interventions in the lab and in naturally existing settings. Her research has been funded by the National Science Foundation, National Institute of Health, and American Psychological Foundation. Dasgupta's work has been recognized by the Hidden Bias Research Prize from the Kapor Center for Social Impact in Silicon Valley, the Application of Personality and Social Psychology Award from the Society for Personality & Social Psychology, and by the UMass Chancellor's Award for Outstanding Accomplishments in Research and Creative Activity. She is a fellow of the Association for Psychological Science, Society for Experimental Social Psychology, and Society for Personality and Social Psychology. She received her bachelor's degree in psychology and neuroscience from Smith College and a Ph.D. in social psychology from Yale University.

JOHN DOVIDIO, PHD

Yale University

John F. (Jack) Dovidio (he/him) is Carl Iver Hovland Professor of Psychology and Public Health Emeritus and research professor at Yale University and distinguished scientist with Diversity Science. He has held numerous administrative positions at both Yale (including dean of Academic Affairs of the Faculty of Arts & Sciences) and Colgate University (including provost and dean of the Faculty). His research interests are in stereotyping, prejudice (both conscious and unconscious), and discrimination, and he has published over 500 research articles and chapters, as well as numerous co-authored books and co-edited volumes, on various forms of social biases and on ways to address them. Reflecting his long-term interest in racial and ethnic health disparities, his most recent book, *Unequal Health: Anti-Black Racism and the Threat to America's Health* (Cambridge University Press; co-authored with L. A. Penner, N. Hagiwara, & B. D. Smedley), which was published in 2023. He consults regularly on issues of racism with a range of healthcare organizations, government agencies, private companies, and educational institutions. He has received numerous academic awards for lifetime scholarly achievement, teaching and mentoring, and professional service. He received his A.B. degree from Dartmouth College and his M.A. and Ph.D. degrees from the University of Delaware.

MICA ESTRADA, PHD

University of California at San Francisco

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Mica Estrada is currently an associate dean of diversity, inclusion and outreach and professor at the University of California at San Francisco's School of Nursing in the Department of Social and Behavioral Sciences and the Institute for Health and Aging. Her research program focuses on social influence, including the study of identity, values, kindness, well-being, and integrative education. Estrada's research advances knowledge about ethnic populations that are historically underrepresented in higher education, most vulnerable to the impacts of climate change, and are providing diverse and creative solutions to the pressing challenges of our day. She writes a *Psychology Today* blog entitled Lead with Kindness. Estrada currently leads, as principal investigator, several longitudinal studies, which involve implementing and assessing inclusion, equity and kindness interventions aimed to increase student persistence in Science, Technology, Engineering and Mathematics (STEM) careers (funded by the National Institute of Health, National Science Foundation, and Howard Hughes Medical Institute). Estrada has previously served as a

member of the National Academies study on *Strengthening Research Experiences for Undergraduate STEM Students*, and currently serves as a NAS *Roundtable on Systemic Change in Undergraduate STEM Education* member. She received her B.A. in psychology from the University of California, Berkeley, and her Ph.D. in social psychology from Harvard University.

JENNIFER FANG, PHD

Tulane University

Jennifer (Jenn) Fang received her bachelor's degree in Biological Sciences from Cornell University and her doctoral degree in Physiology from the University of Arizona. She did her post-doctoral work at Yale University and at the University of California-Irvine before joining the Department of Cell and Molecular Biology at Tulane University. Dr. Fang's lab is interested in better understanding how blood vessels grow, remodel, and reorganize during healthy tissue development to form mature structures such as arteries, capillaries and veins, and how this process might go awry in disease leading to disorganized and malformed blood vessels that can significantly compromise patient health. To address this question, Dr. Fang uses a combination of in vivo animal models and novel microphysiological organ-on-a-chip microfluidic platforms to study how cells of the vasculature communicate with in growing and remodeling blood vessels. One area of active research is to explore how cell-cell miscommunication leads to vascular malformations in the rare disease, Hereditary Hemorrhagic Telangiectasia (HHT). Another area of interest is to study the regulatory signals that control sprouting angiogenesis during development and in diseases such as cancer.

JELANI FAVORS, PH.D.

North Carolina Agricultural and Technical State University

Dr. Jelani M. Favors is the Henry E. Frye Distinguished Professor of History and the founding director of the Center of Excellence for Social Justice at North Carolina Agricultural and Technical State University. He has been awarded major fellowships in support of his research that includes an appointment as a Humanities Writ Large Fellow at Duke University in 2013, and he was an inaugural recipient of the Mellon HBCU Fellowship at the John Hope Franklin Humanities Institute at Duke in 2009. Dr. Favors first book entitled *Shelter in a Time of Storm: How Black Colleges Fostered Generations of Leadership and Activism,* was published by the University of North Carolina Press and was the recipient of the 2020 Museum of African American History Stone Book Award, the most prestigious honor recognizing literary works in the field of African American history and culture. *Shelter in a Time of Storm* was also the recipient of the 2020 Lillian Smith Book Award which is the oldest and best-known book award in the south that recognizes authors who "elucidate conditions of racial and social inequity and propose a vision of justice and human understanding."

SUSAN T. FISKE, PH.D.

Princeton University

Co-Chair, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Dr. Susan Fiske is the Eugene Higgins Professor, Psychology and Public Affairs, Princeton University, where she has studied diversity for more than 40 years. Groups relate along universal dimensions of perceived warmth (trustworthy intentions) and competence (capability). Interdependence and power dynamics determine these group images, which (i) form distinct stereotypes (e.g., warm but incompetent old person vs cold but competent rich person); (ii) generate predictable emotional prejudices (e.g., pity, envy, contempt, admiration); and (iii) result in distinct behavioral discriminatory behavior (e.g., attack, neglect, associate, help). Different racial and ethnic groups get treated in predictable patterns across 50 countries, 90 years, and evidence from surveys to neural activation. Fiske testified in Clinton's race initiative and in landmark cases related to gender, age, and LGBTQ+. A Harvard Ph.D. and member of the National Academy of Sciences, she recently won the BBVA Frontiers of Science Award. Her National Academies service includes chairing the Board on Behavioral, Cognitive, and Sensory Sciences, which proposed this panel and serving on several consensus reports as member (measuring discrimination, scientific workforce) or as chair (human subjects, aging workforce.)

ELAINE P. HO, JD

NASA

Elaine P. Ho is the Associate Administrator for the Office of Diversity and Equal Opportunity. In this role, she provides executive leadership over diversity, equity, inclusion, and accessibility (DEIA) policy and programs for the entire NASA workforce. Elaine is a long-time public servant who has remained connected to DEIA throughout her career. Her previous roles include serving as the Deputy AA for NASA's Office of STEM Engagement, and the Chief Diversity Officer at other federal agencies. She's held several positions in the White House, including Senior Policy Advisor for Michelle Obama's Let Girls Learn initiative, Chief of Staff of the United States Digital Service, Deputy Chief of Staff in the Office of Science and Technology Policy, and most recently returned in 2022 from the Office of the Vice President's National Space Council where she served as Director of the Space STEM policy. Elaine started her career in the Air Force, and continues to serve as a Colonel and attorney in the Air Force Reserves JAG Corps.

MIRIAN M. GRADDICK-WEIR, PHD

WeirGroup LLC,

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Dr. Graddick-Weir is formerly the executive vice president, Human Resources (HR) at Merck, where she had responsibility for all aspects of human resources for 68,000 colleagues located in over 90 countries. She joined Merck in 2006 from AT&T, where she was executive vice president of Human Resources and Employee Communications. Prior to that role, Graddick-Weir spent 20 years at AT&T holding numerous positions in HR and multiple operational roles. She is a member of the Board of Yum! Brands, Inc. and Booking Holdings, Inc. She serves on the Foundation Board of the Society for Industrial/Organizational Psychology and is a senior advisor to the Jersey Battered Women's services organization. Previously, Graddick-Weir served as the Chair of the HR Policy Association and the National Academy of Human Resources (NAHR). In 2001, she was elected as a NAHR Fellow and she was elected as a Distinguished Fellow of the Academy, the highest honor in the HR profession. Graddick- Weir earned a bachelor's degree in psychology from Hampton University and a master's degree and a Ph.D. in industrial/organizational psychology from Pennsylvania State University.

GIOVANNA GUERRERO-MEDINA, PHD

Ciencia Puerto Rico &Yale University

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Giovanna Guerrero-Medina is executive director of Ciencia Puerto Rico, a global network of more than 15,000 scientists, students, and educators committed to promoting and democratizing science. Under her leadership, CienciaPR has become one of the largest communities of Hispanic scientists in the world. The organization has been recognized for its work promoting justice, equity, diversity, and inclusion in the areas of science communication, education, and professional development by the Union of Concerned Scientists, the AAAS-Caribbean Division, and the White House, and it received the Falling Walls Breakthrough of the Year award for its efforts bridging science with communities during the COVID- 19 pandemic. Guerrero-Medina is also the director of the Yale Ciencia Initiative at Yale's School of Medicine and assistant director of Diversity, Equity, and Inclusion of Yale's Wu Tsai Institute. Through these positions she designs and leads programs to promote more diverse and inclusive academic environments at Yale and beyond. Guerrero-Medina was part of the Committee on the Next Generation of Biomedical and Behavioral Sciences Researchers. Her work is funded by grants from the National Institute of Health/National Institute of General Medical Sciences and the Burroughs Wellcome Fund, among others. Originally from Puerto Rico, Guerrero-Medina has a Ph.D. in molecular and cell biology from the University of California, Berkeley, followed by a science policy fellowship with the National Academies and science policy work at the National Institute of Health, and the Van Andel Institute.

CAMARA PHYLLIS JONES, MD, PHD

King's College London

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Dr. Camara Phyllis Jones is a family physician and epidemiologist who is currently a Leverhulme Visiting Professor in global health and social medicine at King's College London. Her work focuses on naming, measuring, and addressing the impacts of racism on the health and well-being of our nation and the world. Jones allegories on "race" and racism illuminate topics that are otherwise difficult for many Americans to understand or discuss: that racism exists, racism is a system, racisms saps the strength of the whole society, and we can act to dismantle racism. She taught as an assistant professor at the Harvard School of Public Health and served 14 years as a Medical Officer at the Centers for Disease Control and Prevention. Jones was a Radcliffe Fellow at Harvard University, a Presidential Visiting Fellow at the Yale School of Medicine, and the UCSF Presidential Chair at the University of California, San Francisco. Jones is an adjunct professor at the Rollins School of Public Health at Emory University and a senior fellow and adjunct associate professor at the Morehouse School of Medicine. She is an elected member of the National Academy of Medicine, an elected member of the American Academy of Arts and Sciences, and a Past President of the American Public Health Association. Jones recently co-chaired the National Academies Committee on Science, Technology, and Law workshop on "The Science of Implicit Bias: Implications for Law and Policy" and is a member of the National Academies Roundtable on Black Men and Black Women in Science, Engineering, and Medicine. She earned her B.A. in molecular biology from Wellesley College, her M.D. from the Stanford University School of Medicine, and both her M.P.H. and her Ph.D. in epidemiology from the Johns Hopkins Bloomberg School of Public Health. Jones completed residency training in general preventive medicine at Johns Hopkins and in family practice at the Residency Program in Social Medicine at Montefiore Medical Center.

PAMELA LEIGH-MACK, PHD

Virginia State University

Pamela Leigh-Mack is professor of computer engineering at Virginia State University (VSU). She served as Dean of the School of Engineering, Science, and Technology and Chair of the Department of Engineering at VSU, and chair of Electrical and Computer Engineering at Morgan State University (MSU). She also worked in industry for the General Electric Space Systems Division. Dr. Leigh-Mack received B.S. degrees in mathematics and electrical engineering (EE) from Virginia Union University and Howard University, respectively; a M.S. degree in EE from Howard; and a Ph.D. in EE from the University of Delaware (UD). Among her professional affiliations are ASEE, IEEE and SWE. She has been an ABET Program Evaluator, Virginia STEM Education Commission member, and Science Museum of VA Foundation Board member. She currently serves as Board Member-at-Large of the Inclusive Engineering Consortium, and the Electrical and Computer Engineering Department Heads Association (ECEDHA); Advisory Board member of the Association of Public Land-Grant Universities' (APLU) CIS Study; and UD ECE Advisory Council member. Dr. Leigh-Mack received the ASEE ECE Division Distinguished Educator Award; U.S. Black Engineer Women of Color in Technology Education Award; and the MSU Dr. Iva G. Jones Medallion Mantle, for exceptional achievement in teaching, scholarship, and leadership, to name some. She has an interest in Engineering Education including accreditation and assessment issues, and diversity in engineering, particularly for African Americans and women.

SAMUEL R. LUCAS, PHD

University of California-Berkeley

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Samuel R. Lucas is professor of sociology at the University of California-Berkeley. He co-authored *Inequality by Design: Cracking the Bell Curve Myth,* which received a Gustavus Meyers Award, and has authored three other books, including *Tracking Inequality: Stratification and Mobility in American High Schools*, which received the Willard Waller award as the best book in the sociology of education, and *Theorizing Discrimination in an Era of Contested Prejudice.* Lucas' work has appeared in multiple journals, including S*ocial Forces, Sociology of Education, Sociological Methodology, American Journal of Sociology*, and others, and he has served on two National Academy of Sciences panels, which produced

Minority Students in Special and Gifted Education, A Vision and Roadmap for Education Statistics, and *Measuring Racial Discrimination*. He received his B.A. in religion from Haverford College and his M.S. and Ph.D. in sociology at the University of Wisconsin-Madison as a National Science Foundation Minority Graduate Fellow and Ford Foundation Dissertation Fellow, specializing in sociology of education, social stratification, research methods, and statistics.

JOE MAGEE, PHD

New York University

Joe Magee, Professor of Management and Organizations, joined New York University Stern School of Business in September 2004. Professor Magee's research revolves around the roles of hierarchy in organizations and society. He has investigated how power differences transform the way people think and behave and how people figure out who has power over whom. Professor Magee and his colleagues discovered a series of reliable changes in the psychology of power-holders that seem to be potentially damaging for relationships and organizations but, under certain conditions, actually can contribute to interpersonal and organizational effectiveness. He has also published on the social role of emotion. Professor Magee is also affiliated with NYU's Psychology Department and Wagner School of Public Service.

SARA MOFFITT, MS, MSW

Shanahan Family Foundation

Sara Moffitt is a Senior Advisor at Strategic Philanthropy Ltd, a global philanthropic advisory firm based in Chicago that partners with high-net-worth clients to help them achieve their philanthropic goals. In her advisory role, Sara acts as de facto staff for the Shanahan Family Foundation whose mission is to empower people and accelerate scientific discovery. Sara has over twenty years of leadership experience in philanthropy, city and state government, and the non-profit sector. She holds a Master of Social Work from the University of Illinois and a Master of Global Public Health from Northwestern University.

JAMES L. MOORE III, PHD

National Science Foundation

James L. Moore III is the assistant director for the Directorate for STEM Education (EDU). With an annual budget of over $1 Billion and personnel oversight for nearly 200 employees, he serves as the senior leader for EDU, which supports science, technology, engineering, and mathematics (STEM) projects focusing on K-12 education, undergraduate and graduate education, workforce and human resource development, and learning in formal and informal settings. Prior to his NSF appointment, Dr. Moore served, for over five years, as the university's vice provost for diversity and inclusion, chief diversity officer, and leader of the Office of Diversity and Inclusion (one of the nation's oldest, largest, and most comprehensive office of its kind) at The Ohio State University. From 2015 to 2017, he served as a program director for Broadening Participation in Engineering in the Directorate for Engineering at NSF, and, during that time, he was one of the program directors who helped launch the highly acclaimed, cross-directorate, NSF INCLUDES, a $100 million plus national broadening participation in STEM initiative. From 2011 to 2015, he was an associate provost for diversity and inclusion at The Ohio State University, where he managed numerous nationally-acclaimed programs and units. Dr. Moore is nationally recognized for his work on African American males, and he has co-edited and co-authored seven books: (a) *African American Students in Urban Schools: Critical Issues and Solutions for Achievement*; (b) *African American Male Students in PreK-12 Schools: Informing Research, Policy, and Practice*; (c) *Black Males and Intercollegiate Athletics: An exploration of Problems and Solutions*; (d) *Advancing Educational Outcomes in Science, Technology, Engineering, and Mathematics at Historically Black Colleges and Universities;* (e) *Gifted Children of Color Around the World: Diverse Needs, Exemplary Practices and Directions for the Future;* (f) *Black Boys are Lit: Engaging PreK-3 Gifted and Talented Black Boys Using Multicultural Literature and Ford's Bloom-Banks Matrix*; and (g) *African American Young Girls and Women in PreK12 Schools and Beyond: Informing Research, Policy, and Practice*. Further, he has published over 160 publications; obtained nearly $40 million in grants, contracts, and gifts; and given over 200 scholarly presentations and lectures throughout the United States and other parts of the world.

IVUOMA ONYEADOR, PHD

Northwestern University

Ivuoma Onyeador is an assistant professor of management and organizations. Her research examines how dominant and non-dominant group members reason about group-based discrimination and disparities. Through her research program, she aims to increase people's understanding of and willingness to address inequality. Professor Onyeador's research has been published in leading journals such as *Psychological Science* and *Personality and Social Psychology Bulletin*. Her work has also been featured in popular press outlets, including *The New York Times* and *The Atlantic*. In recognition of her contributions, she has been named a "Rising Star" by the Association for Psychological Science, selected for the SAGE Early Career Trajectory and Service to SPSP awards by the Society for Personality and Social Psychology and a Mission Award from the Society for the Improvement of Psychological Science. In 2022 she was name one of the best 40 under 40 MBA professors by Poets & Quants. Professor Onyeador earned her B.S. in Psychology, *with distinction*, from Yale University, her Ph.D. in Social Psychology from UCLA, and was awarded a postdoctoral fellowship from the National Science Foundation.

FAY COBB PAYTON, PHD

North Carolina State University, Rutgers University

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Dr. Fay Cobb Payton is professor Emeritus of information technology/analytics and University Faculty Scholar at North Carolina State University. Payton earned the full professorship with tenure prior to her Emeritus status. She recently completed a rotation as a program director at the National Science Foundation where she initiated the CISE Minority Serving Institution Research Expansion Program and worked on several initiatives, such as *INCLUDES, Smart Health and Biomedical Research in the Era of Artificial Intelligence and Advanced Data Science* and others. Payton's research focuses on AI bias and data quality/curation which impacts smart health, health equity and disparities, talent management, and tech innovation along with ecosystems shaping lived experiences and metrotechnology hubs. She is the author of *Leveraging Intersectionality: Seeing and Not Seeing* (Richer Press). Payton completed the American Council on Education Fellow program and was elected to Sigma Xi. She worked in the tech industry prior to entering academia. Payton maintains industry- academic partnerships, and her work has been funded by federal agencies, industry research initiatives, non-profit organizations, and corporate foundations. She is the recipient of the National Science Foundation Director's Award and serves on advisory boards for the American Society for Engineering Education, Association of Computing and National Academies of Sciences, Engineering, and Medicine. Payton has a B.S. in accounting with a minor in mathematics from Clark Atlanta University, and a B.S. in industrial and systems engineering from Georgia Institute of Technology. Payton has an M.B.A. in decision sciences from Clark Atlanta University and her Ph.D. in information and decision systems from Case Western Reserve University.

OIYAN POON, PHD

University of Southern California

OiYan Poon, Ph.D. is a Co-Director of the College Admissions Futures Co-Laborative at the University of Maryland, College Park. In this role, she is currently serving as a strategic consultant on higher education to Illinois Governor JB Pritzker's office. Dr. Poon is a co-editor of *Rethinking College Admissions: Research-based Practice and Policy* (2022, Harvard Education Press) and author of a new book, *Asian American is Not a Color: Conversations on Race, Affirmative Action, and Family* (2024, Beacon Press), which explores how Asian Americans are shaping the future of race relations through debates over education policies like affirmative action, using personal narrative and interviews of Asian Americans across the country.

JULIE POSSELT, PHD

University of Southern California

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Julie Posselt is associate dean of the Graduate School at the University of Southern California (USC) and professor in the USC Rossier School of Education. Her research examines institutionalized inequities in higher education and organizational efforts to advance equity and inclusion, with a focus on graduate education and the disciplines. Posselt is an expert in the dynamics of judgment and decisions that determine access to and advancement in academia. Internationally recognized for her scholarship on graduate education, she is the author of more than 50 articles and three books, most recently *Equity in Science: Representation, Culture, and the Dynamics of Change in Graduate Education* (Stanford University Press). Posselt directs two research-practice partnerships: the Equity in Graduate Education Consortium and the NSF-INCLUDES Inclusive Graduate Education Network Research Hub. She received the American Educational Research Association's Early Career Award as well as the Association for the Study of Higher Education's Promising Scholar/Early Career Award. Posselt is a member of the National Science Foundation's Directorate for STEM Education Advisory Board, in addition to boards for other national and international organizations. She is a past associate editor of the *Journal of Higher Education* and has been a member of three National Academies consensus studies, most recently on Anti-Racism, Diversity, Equity, and Inclusion in STEMM Organizations. Posselt held a postdoctoral fellowship with the National Academy of Education and Spencer Foundation and earned her Ph.D. from the University of Michigan.

VICTOR E. RAY, PHD

University of Iowa

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Dr. Victor E. Ray is the F. Wendell Miller associate professor in the departments of sociology and criminology and African American studies at the University of Iowa, a nonresident fellow in governance studies at The Brookings Institution, and a Carr Center Fellow at the Harvard Kennedy School. His research applies critical race theory to classic sociological questions. Ray work has been published in the *Annals of Internal Medicine, American Sociological Review, American Behavioral Scientist, Annals of the American Academy of Political and Social Science, Contexts, Ethnic and Racial Studies, The Journal of Marriage and Family, Sociology of Race and Ethnicity, and Sociological Theory*. His work has won multiple awards, including the Early Career Award from the American Sociological Association's Section on Racial and Ethnic Minorities, the Theory Prize from the American Sociological Association's Theory Section, and the Southern Sociological Society's Junior Scholar Award. Ray is also an active public scholar, publishing commentary in outlets such as *The New York Times, Time, CNN, The Washington Post, Harvard Business Review, and Boston Review*. His work has been funded by the Ford Foundation and the National Science Foundation. Ray's first book *On Critical Race Theory: Why it Matters & Why You Should Care* was recently published by Random House.

JOAN Y. REEDE, MD

Harvard University

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Dr. Joan Y. Reede is the dean, Diversity and Community Partnership and professor of medicine at Harvard Medical School. She has served on several committees/boards such as the Secretary's Advisory Committee to the National Institute of Health (NIH) Director; the Sullivan Commission on Diversity in the Healthcare Workforce; and the Advisory Committee to the Deputy Director for Intramural Research of NIH. Examples of past affiliations include the Steering Committee and Task Force for the Annual Biomedical Research Conference for Minority Students; past co-chair of the Bias Review Committee of the Advisory Committee to the NIH Director's Working Group on Diversity; and past chair of the Association of American Medical Colleges Group on Diversity and Inclusion. Reede is past chair of the National Academy of Medicine Interest Group on Health of Populations/ Health Disparities and is a current member of the National Academies Roundtable on Black Men and Black Women in Science, Engineering, and Medicine. She was appointed to the National Advisory Council on Minority Health and Health

Disparities. Reede is an authority in the area of workforce development, diversity, and leadership development. She was also appointed to the Board of Directors of the Association of American Medical Colleges.

KARL W. REID, EDD

Northeastern University

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Karl W. Reid (he/him/his) is the senior vice provost, chief inclusion officer, and professor of practice at Northeastern University. He also heads the Engineering PLUS Alliance, a national National Science Foundation-funded coalition that aims to increase the growth rate in the number of women and racially minoritized students obtaining undergraduate and graduate degrees in engineering. Prior to joining Northeastern, Reid was the executive director of the National Society of Black Engineers (NSBE). He went to NSBE from the United Negro College Fund, where he held the title of senior vice president for Research, Innovation and Member College Engagement. Reid served on the Committee for Addressing the Underrepresentation of Women of Color in Tech and the National Council for Expanding American Innovation. He is a member of the Industry Leaders Council of the American Society of Civil Engineers, and a founding member of the American Council of Engineering Companies Research Institute Advisory Council and the 50k Coalition. Reid is a frequent contributor to the national discourse on advancing student achievement and fostering diversity and inclusion. He holds a BA and MS in materials science and engineering from MIT, and a EdD from Harvard University.

WILFREDO RESTO, PHD

University of Puerto Rico at Cayey

Wilfredo Resto is a professor of chemistry at the University of Puerto Rico at Cayey. He has also served as chair of the Department of Chemistry, associate dean of Academic Affairs and manager of the Institutional Review Board. Beyond the classroom, Resto has taken the role to mentor research students, fostering their growth as aspiring scientists. Additionally, his involvement with the RISE Program and other mentoring-tutoring initiatives has solidified his commitment to fostering academic excellence and holistic development. His passion for innovation led him to secure funding from esteemed institutions such as the Department of Education, NIH, and most recently, the Sloan Foundation. These grants have been instrumental in the conceptualization and implementation of curricular enhancements within the chemistry courses and had spearheaded initiatives that pave pathways to graduate education for our students, reinforcing our institution's standing as a catalyst for educational empowerment. Resto is a firm believer that by nurturing a diverse talent pool, we not only shape the trajectory of individual lives but also contribute to the emergence of a dynamic and inclusive STEM workforce.

WAYNE A. SCALES, PHD

Virginia Tech

Prof. Wayne Scales received BS and MS degrees in Honors Electrical Engineering and Applied Mathematics from Virginia Tech and the PhD from Cornell University in Electrical Engineering and Applied Physics with focus in Space Plasma Physics. He was an ASEE Postdoctoral Fellow in the Space Plasma Physics Branch of the U.S. Naval Research Laboratory. Afterwards, he joined the Bradley Department of Electrical and Computer Engineering at Virginia Tech and is currently the J. Byron Maupin Professor of Engineering and was founding Director of the Center for Space Science and Engineering Research (Space@VT) and founding Co-Director of the Interdisciplinary Graduate Education Program in Remote Sensing. Prof. Scales is also affiliate Professor in the Kevin T. Crofton Department of Aerospace and Ocean Engineering. He has served as Special Assistant to the Dean of Engineering and Senior Consultant to the Vice President of Research and Innovation working on special initiatives in Quantum Information Science, Nanoscale Science, and Postdoctoral Affairs. He currently serves as Associate Vice Provost for Research and Diversity where his responsibilities include supporting special initiatives involving faculty development as well as research and workforce development partnerships with MSIs and HBCUs, particularly in Quantum Engineering.

TIFFANY D. SMITH, PHD

AISES – Advancing Indigenous People in STEM

Tiffany Smith (she/her) is a citizen of the Cherokee Nation of Oklahoma and is also a descendent of the Muscogee Creek Nation. Dr. Smith has served as the Director of Research and Career Support for AISES since July 2021. In this role, Dr. Smith manages several grant-supported research related projects, and conducts research related to Indigenous students and professionals in STEM disciplines. She provides oversight, strategic leadership, management, and overall direction of AISES' research and related projects. Prior to coming to AISES in July 2021, Dr. Smith had worked for 16 years in various aspects of higher education. Dr. Smith has presented nationally on Indigenous higher education topics at several academic conferences. Furthermore, she served as the National Chair for NASPA's Indigenous Peoples Knowledge Community from 2021-2023 and has served on the NASPA Conference Leadership Committee for the 2021 and 2022 conferences. Dr. Smith was recognized as a part of the 2024 class of NASPA Pillars of the Profession, the 2023 IPKC Distinguished Service in NASPA award, and the 2021 NASPA Melvene D. Hardee Dissertation of the Year award. Her scholarship focuses on utilizing Indigenous methodologies and her own Tsalagi (Cherokee) epistemology in seeking to decolonize academic spaces, particularly in STEM fields.

SIMONE B. SOSO, PHD

MSI STEM Research & Development Consortium

Simone B. Soso is the assistant director of research & workforce development at MSI STEM Research & Development Consortium. In this role, she guides the development, execution, and funding of professional development trainings, technical assistance grant writing workshops, and communities of practice for faculty at Minority-Serving Institutions. She is dedicated to enhancing the education of students of color. Dr. Soso is a trained animal ecologist. She received her B.S. in Animal Science from the University of Maryland Eastern Shore, and M.S. in Animal Health Science from North Carolina Agricultural and Technical State University. She received her Ph.D. at Iowa State University in Environmental Science. Engaging the public and broader scientific community on the need for inclusion in STEM and scientific advocacy has been integral to Dr. Soso's personal mission. Dr. Soso serves on the Board of Directors of One Health Lessons, in which she works with volunteers around the world to deliver educational lessons to K-12 students on environmental, public, and animal health. Her years as an AAAS Science and Technology Policy Fellow at the National Science Foundation added to her expertise in science policy, building collaborative partnerships, and diversifying the STEM workforce through systemic change efforts. Dr. Soso volunteers her time at a variety of organizations as a policy writer and committee member.

CYNTHIA N. SPENCE, PHD

Spelman College

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Cynthia Spence is an associate professor of sociology at Spelman College and director of the United Negro College Fund (UNCF)/Mellon Programs. Her interest in issues of higher education access, service learning, criminal justice reform, gender role socialization, and violence against women frame her research, writing, community service involvement, and public speaking. As director of the UNCF/Mellon Programs, Spence creates, manages, and oversees a suite of future faculty development and faculty career enhancement programs for UNCF students and faculty. Under her leadership, students are groomed to enter the Ph.D. pipeline, and faculty throughout the UNCF consortium are supported in their development as teachers and scholars. Spence also serves as the director of the Spelman College Social Justice Fellows Program. The Social Justice Program is a living and learning community program that attempts to match students' intellectual interests with their social justice advocacy passions. She serves as the director of the Truth, Racial Healing and Transformation Center, an initiative sponsored by the American Association of Colleges and Universities. Spence has served as consultant for the Ford Foundation Institutional Transformation Project, the University of Chicago Provost Initiative on Minority Affairs, the Agnes Scott College Center for Teaching and Learning, and the Georgia Department of Corrections.

KECIA M. THOMAS, PHD

University of Alabama

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Dr. Kecia M. Thomas is the dean of the University of Alabama at Birmingham's College of Arts and Sciences and professor emerita of psychology at the University of Georgia. She is an expert in the psychology of workplace diversity who relishes her scientist-practitioner identity. Thomas' scholarship and institutional engagements focus on the issues of strategic diversity recruitment, diversity resistance (especially in STEM workplaces), and understanding the career experiences of marginalized workers like high potential women of color (e.g., Pet to Threat). She is the author of numerous articles and book chapters and the first I/O diversity textbook, *Diversity Dynamics in the Workplace*. Thomas has edited six scholarly volumes and her work has been funded by federal agencies, for-profit and nonprofit institutions, and corporate foundations. She is an elected-fellow of the American Psychological Association, the Society for the Psychological Study of Culture, Ethnicity and Race, and the Society of I/O Psychology. Thomas is also a recipient of the Janet Chusmir Award for Distinguished Service from the Academy of Management.

BLANTON TOLBERT, PHD

Howard Hughes Medical Institute

Blanton Tolbert leads HHMI's Center for the Advancement of Science Leadership and Culture where he directs a portfolio of current and new programs at the undergraduate and graduate level, an initiative to better equip HHMI scientists to provide culturally aware mentorship, a curriculum to grow scientists' skills to maintain inclusive environments, and activities to develop strategic equity-centered initiatives and partnerships. Tolbert is also a Professor of Biochemistry and Biophysics at University of Pennsylvania. The research in the Tolbert group focuses on the biochemical mechanisms by which RNA viruses replicate within the cellular environment. His group leverages their fundamental understanding of the molecular biology of these viruses to identify novel targets for therapeutic intervention. The team has collaborated with colleagues to develop compounds with the potential to delay or halt the replication of SARS-CoV-2 and EV-A71. Tolbert earned a BS in chemistry at University of South Carolina and a PhD in biophysics and structural biology at University of Rochester. He was an HHMI postdoctoral fellow at University of Maryland, Baltimore County, with HHMI Investigator Michael Summers. In 2016, Tolbert received the inaugural Morton L. Mandel Award for Excellence in Research and Service from the CWRU chemistry department. In 2023, he was recognized by the International Society for Antiviral Research with the Diversity in Science and Excellence Award.

GLORIANA TRUJILLO, PHD

Stanford University

Gloriana Trujillo initially trained as a basic science researcher, having first earned a B.A. at Dartmouth College in Biology, followed by a Ph.D. in Biological Sciences from the University of California, San Diego. Gloriana became interested in teaching and learning through her graduate work as a developmental neurobiologist and was awarded a National Science Foundation GK-12 Fellowship. As an NSF GK-12 Fellow, Gloriana translated her graduate research into experiments for high school biology students, and simultaneously explored the field of science education. She became intrigued by pedagogical approaches and how these impact students in the biology classroom, which influenced her decision to pursue a research and teaching National Institutes of Health-funded IRACDA Postdoctoral Fellowship at the University of New Mexico. Gloriana's interest in biology education research led her to San Francisco State University, where she worked with Dr. Kimberly Tanner on biology department-wide faculty professional development funded by the Howard Hughes Medical Institute. At SFSU, Gloriana's research sought to understand students' self-efficacy, sense of belonging, and science identity to ultimately affect change in undergraduate biology classrooms. Throughout her scientific career, Gloriana has been an advocate for science outreach and diversity efforts, in particular to underrepresented and underprivileged populations. In her current role at Stanford, Gloriana shares her passion for creating effective, inclusive, and equitable learning experiences with the teaching and learning community.

EMILY A. VARGAS, PHD

National Academies of Sciences, Engineering and Medicine

Emily Vargas is a program officer with the Board on Behavioral, Cognitive, and Sensory Sciences at the National Academies of Sciences, Engineering, and Medicine in Washington, D.C. Emily worked as a staff member on the recently released National Academies' report, *Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM: Beyond Broadening Participation*. Emily is the staff study director for the *Adult Learning in the Military Context* consensus study. Prior to joining the National Academies, Emily earned her Bachelor's degree with honors in Psychology from Rutgers University in New Jersey. Following graduation, she earned her MS and her PhD in Psychology from the University of Michigan in the area of Personality and Social Contexts. After graduation, she completed a 2-year T32 Postdoctoral Research Fellowship in Cardiovascular Disease Epidemiology and Prevention at Northwestern University, Feinberg School of Medicine. Emily continued working at Northwestern University as a Research Assistant Professor in Preventive Medicine, funded through a National Institutes of Health (NIH) grant. Emily's expertise is focused on the intersection of individual's marginalized identities and psychosocial factors, and how they impact well-being as well as inform disparities and equity.

TREMAYNE O. WALLER, PHD

Virginia Tech

Tremayne O. Waller currently serves as the Director of Graduate Student Programs at Virginia Tech. In this role, Dr. Waller is dedicated to facilitating the recruitment, retention, and success of graduate scholars, with a particular focus on individuals from backgrounds historically underrepresented in engineering. Before joining Virginia Tech, Dr. Waller held the position of Interim Director at the Office of Academic Diversity Initiatives at Cornell University. In this capacity, he played a key role in constructing academic and professional development support systems for undergraduate students who are traditionally underrepresented and/or underserved in higher education. Throughout his decade-long tenure, he fulfilled various roles and responsibilities. Dr. Waller's contributions also include being the inaugural lecturer and director of the Ronald E. McNair Postbaccalaureate Achievement Program at Cornell University. His career in student affairs and undergraduate education commenced at Averett University, Radford University, and the University of South Carolina.

GREGORY WASHINGTON, PHD

George Mason University

Gregory Washington, president of George Mason University, leads Virginia's largest and most diverse public university, a top-tier research institution that has rapidly emerged as a leader in innovation, entrepreneurship, and social mobility. Under Dr. Washington's leadership, Mason in fall 2023 became the first four-year public university in Virginia to enroll more than 40,000 students. Mason also continues to grow in stature. The Wall Street Journal (#33) and Forbes (#40) rank Mason among the best public universities in the country. In 2023, Mason was named Virginia's top public university for social mobility by U.S. News & World Report, The Wall Street Journal and Washington Monthly, and the New York Times ranks Mason as Virginia's top public university for economic diversity. Since launching his Mason presidency in July 2020, Dr. Washington has created new academic and entrepreneurial pathways, opened or broken ground on academic facilities on all three Virginia campuses across the university's 848 acres, and presided over the highest research expenditures and philanthropy in Mason history.
Dr. Washington earned three mechanical engineering degrees at North Carolina State University and is the former engineering dean at Ohio State University (interim) and the University of California, Irvine. A New York City native, Dr. Washington was inducted into the National Academy of Engineering in 2023.

DANIEL J. WEISS, PHD

The National Academies of Sciences, Engineering and Medicine

Dr. Dan Weiss is the board director for the Board on Behavioral, Cognitive, and Sensory Sciences. He oversees a broad portfolio of studies and activities at the nexus between these disciplines and public policy. Prior to joining the National Academies in 2022, he served as a professor of psychology and linguistics at Penn State for nearly two decades studying language acquisition and motor planning in

children, adults, and nonhuman primates. He also served as the editor-in-chief for Translational Issues in Psychological Science. Weiss received his B.A. from the University of Maryland at College Park and his master's degree and Ph.D. from Harvard University. After graduation, he completed a postdoctoral fellowship at the University of Rochester in the Brain and Cognitive Sciences program prior to his appointment at Penn State University.

M. ROY WILSON, MD

Wayne State University

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

M. Roy Wilson is president emeritus and distinguished professor of ophthalmology at Wayne State University, chancellor emeritus of the University of Colorado Denver and Health Sciences Center, and former deputy director for strategic scientific planning and program coordination at the National Institute on Minority Health and Health Disparities of the NIH. Wilson is past chair of the board of the Association of American Medical Colleges (AAMC), and currently serves on the boards of Research!America, Alliance for Health Policy, the University of Miami Health System, and Blue Care Network of Michigan. His research has focused on glaucoma and blindness in populations from the Caribbean to West Africa. Wilson is an elected member of both the National Academy of Medicine and the American Academy of Arts and Sciences. Additional honors include the American Academy of Ophthalmology's Senior Achievement Award, the Distinguished Physician Award from the Minority Health Institute, the Herbert W. Nickens Award from the AAMC, the NIH Director's Award, the President's Award from the American Glaucoma Society, the Lifetime Research Award from the W. Montague Cobb Institute, the National Medical Foundation Excellence in Education Award, and the Detroit News Michiganian of the Year Award. Wilson received his B.S. from Allegheny College and an M.S. in epidemiology from University of California, Los Angeles. He completed medical school, post-graduate residency in ophthalmology, and a glaucoma fellowship at Harvard Medical School.

SWEENY WINDCHIEF, PHD

Montana State University

Member, Committee on Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations

Dr. Sweeny Windchief currently serves as an associate professor in education at Montana State University (MSU). His primary professional/ research expertise includes higher education specifically under the umbrella of Indigenous intellectualism. Windchief's most recent scholarship has been around Indigenous research, mentoring American Indian and Alaska Native graduate students in science, technology, engineering, and medicine, and epistemological pluralism. His teaching privileges include critical race theory, Indigenous methodologies in research, law and policy in higher education, and institutional research. Windchief was named the President's Excellence in Teaching Award, Montana State University, Outstanding Faculty for Scholarship and Discovery, MSU Department of Education, and most recently was selected as a Montana University System Teaching Scholar. He received his Ed.D. in educational leadership and policy from the University of Utah.

TINA M. WINTERS

The National Academies of Sciences, Engineering and Medicine, Board on Behavioral, Cognitive, and Sensory Sciences

Tina M. Winters is a Program Officer with the Board on Behavioral, Cognitive, and Sensory Sciences at the National Academies of Sciences, Engineering, and Medicine. She has worked on many consensus studies and other projects within BBCSS on topics including leveraging behavioral science to reduce the impact of dementia, factors that bear on the quality and success of scientific research, influences on aging, program evaluation, and learning across the lifespan. Prior to joining BBCSS in 2011, her work at the National Academies centered on studies and other activities related to K-16 science and mathematics education, educational assessment, and education research. She co-edited the National Academies consensus report *Advancing Scientific Research in Education* as well as the publication *Measurement and Analysis of Public Opinion: An Analytic Framework,* and prepared *Understanding Pathways to Successful Aging: Behavioral and Social Factors Related to Alzheimer's Disease, Proceedings of a*

Workshop–in Brief and *Alzheimer's Disease and Related Dementias: Experience and Caregiving, Epidemiology, and Models of Care, Proceedings of a Workshop—in Brief.*