

Roundtable on Mentorship, Well-Being, and Professional Development

Committee

Sherilynn Black

Co-Chair

Sherilynn Black, Ph.D, is Associate Vice Provost for Faculty Advancement and Assistant Professor of the Practice of Medical Education at Duke University. Her social neuroscience research examines effectiveness of interventions promoting diversity and equity in academia, and her expertise includes culturally aware mentorship for students and faculty, catalyzing systemic change for academic organizations, and creating interventions that a) increase representation and equitable practices in academia, and b) effectively support professional development across academic career stages. She holds national appointments with HHMI, AAMC, Burroughs Wellcome Fund, Society for Neuroscience, and NIH (Advisory Committee to the Director- Working Group on Diversity). Her distinctions include the Samuel Debois Cook Society Award, the Deans Award for Inclusive Excellence in Graduate Education, the Equity, Diversity and Inclusion Award, and Cell's 'Most Inspiring Black Scientists in America'. She previously served as the inaugural director of the Office of Biomedical Graduate Diversity and Principal Investigator of the NIH-IMSD Duke Biosciences Collaborative for Research Engagement (BioCoRE). Dr. Black previously served on the NASEM Consensus Study on Graduate Education and on the NASEM Roundtable Committee on Anti-Racism in Health Professions Education. She earned her B.S. in Psychology/Biology from UNC-Chapel Hill, her Ph.D. in Neurobiology at Duke University, and completed additional studies in Education at UNC-Chapel Hill.

Kimberly Griffin

Co-Chair

Kimberly Griffin, Ph.D, is Dean of the College of Education and a Professor in the Higher Education, Student Affairs, and International Education Policy Program (Student Affairs Area of Specialization). Dr. Griffin is an active scholar and researcher, engaged widely in efforts to promote diversity and equity in higher education. Her research interests include: diversity and equity in graduate education and the professoriate; diversity within the Black higher education community; and mentoring and career development. She also served as the editor of the Journal of Diversity in Higher Education from 2018-2022. Dr. Griffin earned her doctoral degree in Higher Education and Organizational Change from UCLA, her Master's degree in Education Policy and Leadership at the University of Maryland, and her Bachelor's degree from Stanford University in Psychology.

John C. Boothroyd

Member

John Boothroyd, Ph.D, is the Burt and Marion Avery Professor in the Department of Microbiology and Immunology at Stanford University. He also serves as Associate Vice Provost for Graduate Education and Postdoctoral Affairs for Stanford. In addition to these roles at Stanford, Prof. Boothroyd serves as Deputy Chair of the Academic Council for the Schmidt Science Fellows, an international postdoctoral fellowship program launched in 2017 in partnership between Schmidt Futures and the Rhodes Trust. Previously, he served as Chair of his Department and Senior Associate Dean for Research and Training for Stanford School of Medicine. Prof. Boothroyd also chaired the Advisory Panels for Burroughs Wellcome Fund's programs in Molecular Parasitology and in Pathogenesis of Infectious Diseases. He was elected to membership in the National Academy of Sciences in 2016 and to that body's Governing Council in 2021. In 2021, he also received the Wang Award in Molecular Parasitology from the American Society of Biochemistry and Molecular Biology. He has served as a member of two NASEM Consensus Studies, one by the Committee on Next Generation Biomedical Researchers Initiative, and the other by the Committee Addressing the Underrepresentation of Women in Science, Engineering and Medicine. Professor Boothroyd received his BSc from McGill University in 1975 and PhD in Molecular Biology from Edinburgh University in 1979.

Melissa A. Burt

Member

Melissa Burt, Ph.D, is an Assistant Professor and Assistant Dean for Diversity and Inclusion in the Department of Atmospheric Science and Walter Scott, Jr. College of Engineering at Colorado State University. She is the Vice President for the Earth Science Women's Network, a non-profit 501(c)3 organization to promote career development, build community, provide opportunities for informal mentoring and support, and facilitate professional collaborations. Burt is also a co-founder of Science Moms, a non-partisan group of climate scientists and mothers working to give our children the planet they deserve. Her research spans the intersection of atmospheric science and social justice issues, with an emphasis on science identity, belonging, and mentoring in STEM, science communication education. Dr. Burt also focuses on recruitment, retention, and engagement of students, staff, and faculty and is committed to fostering an inclusive College environment. Burt recently served as a member of the NASEM Committee on Advancing a Systems Approach to Studying the Earth. Dr. Burt has a B.S. degree in Meteorology from Millersville University and a M.S. and Ph.D. in Atmospheric Science from Colorado State University.

Brian A. Burt

Member

Brian A. Burt, Ph.D, is Associate Professor in the Educational Leadership and Policy Analysis department in the School of Education at the University of Wisconsin-Madison. He also serves as Director and Chief Research Scientist in the Wisconsin's Equity & Inclusion Laboratory (Wei LAB). Dr. Burt studies the experience of graduate students and the institutional policies and practices that influence students' pathways. His research falls into two strands: understanding team-based research experiences, and exploring the experiences of underrepresented graduate students of color in engineering. Through his work, Dr. Burt seeks to provide new ways to understand science participation and the experiences that might attract students to or turn them away from science pathways. He has received numerous awards recognizing his scholarship including the National Academy of Education/Spencer Postdoctoral Fellowship, National Science Foundation Early CAREER Award, Emerging Scholar by Diverse Issues in Higher Education, Martin Luther King Jr. Collegium of Scholars Inductee, and received the Wickenden Award for best paper from the Journal of Engineering Education. Dr. Burt holds a Ph.D. in Higher Education from the University of Michigan.

Anita H. Corbett

Member

Anita H. Corbett, Ph.D, is the Samuel C. Dobbs Professor of Biology and Senior Associate Dean for Research at Emory University. She also serves as Co-director for multiple NIH-funded training programs that support diversity, equity and inclusion in STEM fields. She was a postdoctoral fellow at Dana Farber Cancer Institute/Harvard Medical School before joining the faculty in the Biochemistry Department at Emory University School of Medicine in 1997. In 2016, she transitioned to the Biology Department within Emory College. Her research focuses on understanding how mutations in genes that encode ubiquitously expressed RNA binding proteins/processing factors lead to tissue-specific disease. These research endeavors are currently supported by multiple NIH grants as well as numerous grants awarded directly to trainees in the lab. Dr. Corbett has a strong commitment to inclusive excellence and enhancing diversity both in her own laboratory group and through leadership roles in formal training programs such as the NIH-funded Initiative for Maximizing Student Development (IMSD) Program and the Emory IRACDA Postdoctoral Program. Dr. Corbett also serves on the American Society of Biochemistry and Molecular Biology (ASBMB) Public Affairs Advisory Committee (PAAC). Dr. Corbett's efforts in the area of mentorship have been recognized by several awards for outstanding mentoring, including the 2018 Nature Award for Mentoring in Science, the 2020 American Society of Biochemistry and Molecular Biology (ASBMB) Mid-Career Leadership Award, and the 2022 RNA Society Award for Excellence in Inclusive Leadership. Dr. Corbett received her undergraduate degree in Chemistry/Biochemistry from Colgate University and her PhD in Biochemistry from Vanderbilt University.

Daniel Eisenberg

Member

Daniel Eisenberg, Ph.D, is a Professor of Health Policy and Management at the UCLA Fielding School of Public Health. His research assesses population-level strategies to promote youth and young adult mental health, particularly in higher education settings. He founded the Healthy Minds Study, a national study of college and university student mental health that has involved over 500 institutions and over 500,000 student participants cumulatively. He was a featured speaker at the 2022 Nobel Conference on youth mental health and equity. He served on the NASEM Consensus Committee focusing on college student mental health in 2019-2021, and wrote a chapter on the economics of preventing mental health conditions for the 2009 IOM Consensus Report on preventing mental health conditions among children and youth. He completed a Ph.D in Economics at Stanford and a NIMH postdoctoral fellowship in mental health services research at UC-Berkeley.

Cynthia N. Fuhrmann

Member

Cynthia Fuhrmann, Ph.D, is Associate Professor of the RNA Therapeutics Institute and Biochemistry and Molecular Biotechnology at UMass Chan Medical School. She leads Professional Development Hub, a cross-stakeholder national initiative to catalyze the spread of evidence-based practices in professional development for an inclusive and diverse STEMM ecosystem. Fuhrmann has 18 years' experience founding professional development programs for STEMM graduate students, postdoctoral scholars, and early-career faculty--at University of California, San Francisco and then at UMass Chan. Her educational innovations have been funded by the National Institutes of Health, National Science Foundation, and Burroughs Wellcome Fund, and awarded two innovation awards from the Association of American Medical Colleges. She is a pioneer of Individual Development Plans, including co-developing myIDP (the first online tool, used worldwide), integrating career planning into graduate curricula, and co-developing survey instruments for studying IDP use. She served on the NIH BEST Consortium steering committee and on advisory boards for Association of American Universities' PhD Education Initiative and Council of Graduate Schools' NSF Innovations in Graduate Education Hub. She earned her Ph.D. in Biochemistry and Molecular Biology at UCSF and B.S. in Chemistry at University of California, Davis.

Kate M. Hagadone

Member

Kate Hagadone, PhD, LP (she/her/hers) is the founding psychologist of the Office of Graduate and Postdoc Studies (OGPS) Counseling & Wellness Program (CWP) within Michigan Medicine's Office of Research. In this role, she has developed and grown the CWP program, which provides brief, solution-focused therapy to graduate students, postdoctoral fellows, and post-baccalaureate trainees in the biomedical sciences. In addition, she provides outreach programming on topics related to mental health and well-being, serves on university-wide committees related to trainee mental health, and consults with faculty and staff on skilled mentorship and other wellness topics related to trainees. Dr. Hagadone has a deep breadth of knowledge in how mental health and the academic environment interrelate, particularly in STEM fields. She is passionate about making academia more inclusive, diverse, equitable, and accessible to all. Prior to this role, Dr. Hagadone has worked with graduate students and faculty in a variety of other roles, most recently in private clinical practice. Dr. Hagadone holds master's and doctoral degrees in Counseling Psychology from Southern Illinois University.

Eve J. Higginbotham

Member

Eve Higginbotham, M.D, S.M, LL.M, is the inaugural Vice Dean for Inclusion and Diversity of the PSOM at the University of Pennsylvania. She is also a Senior Fellow at the Leonard Davis Institute for Health Economics and Professor of Ophthalmology at the University of Pennsylvania. She has been a member of the NAM since 2000, serving on NASEM consensus committees, the NAM Roundtable on the Promotion of Health Equity and Chaired the Consensus Study, The Impact of COVID-19 on the Careers of Women in Academic Sciences, Engineering, and Medicine. Dr. Higginbotham is a member of the Governing Board of the National Research Council and served as a member of its Strategic Planning Committee. She has broad governance including serving as a Past President of the AOA Honor Medical Society and previous membership on the Harvard Board of Overseers and the MIT Corporation. Currently, she serves on the two visiting committees at MIT, the Institute of Medical Engineering, and Science and Undergraduate and Graduate Student Life. Dr. Higginbotham currently serves on the Board of Directors of Ascension, a member of the Executive and Audit Committees, and she chairs the Quality Committee for the system. Ascension is the second largest private health system in the United States, with hospitals and clinical sites in 20 states. She is a glaucoma specialist and continues to remain active in scholarship related to glaucoma, ocular pharmacology, health policy, health equity, and organizational culture. Dr. Higginbotham received a MD from Harvard University, and a SM and SB in Chemical Engineering in Massachusetts Institute of Technology, and a Master in Law in Corporate Law from University of Pennsylvania.

Jabril Johnson

Member

Jabril Johnson, Ph.D, is an Instructor in the Department of Microbiology, Biochemistry, and Immunology at Morehouse School of Medicine. Dr. Johnson's research focuses on vitamin D immunomodulatory effects, immune signaling in the prostate microenvironment, and biomarkers in men at risk for or diagnosed with prostate cancer. After receiving his doctorate, he acquired college and university faculty certification through the Alliances for Graduate Education and the Professoriate (NSF-AGEP), Preparing Future Faculty (PFF), and Center for the Integration of Research, Teaching, and Learning (CIRTL) program. Dr. Johnson continued his training as a Cancer Research Training Award (CRTA) Fellow at the National Institute of Health- National Cancer Institute in Bethesda, MD, and at the Beckman Research Institute at the City of Hope in Duarte, California. His postdoctoral training and expertise encompass cancer stem cell biology during mammary carcinogenesis and vitamin D's impact on pathway signaling during prostate cancer development. A summary of Dr. Johnson's accomplishments includes: several first-author publications; active memberships in the American Society of Human Genetics (ASHG) and the American Association for Cancer Research (AACR); community outreach certificate of recognition from the City of Pasadena, California; and outstanding community service/mentorship award. Dr. Johnson received his doctorate in Human Genetics from Howard University in 2016.

Christopher I. Li

Member

Christopher Li, M.D, Ph.D, is a cancer epidemiologist with research projects spanning cancer early detection, etiology, and survivorship. He brings extensive expertise in the leadership and administration of large collaborative projects both scientifically and in relation to activities focused on advancing diversity, equity, and inclusion in academia. He has had continuous NIH funding over his 20 year career and has over 210 peer-reviewed publications primarily focused on breast and colorectal cancers. Additionally, he has an extensive history of engagement in national and local work related to diversity, equity, and inclusion. He served as member and chair of the American Association for Cancer Research's (AACR) Minorities in Cancer Research (MICR) Council; is the current Director of Region 5 of NCI's Geographic Management of Cancer Disparities Program (GMaP); is the founding and current Vice President for Faculty Affairs and Diversity at the Fred Hutchinson Cancer Center; is the inaugural Associate Director for Diversity, Equity & Inclusion for the Fred Hutch/University of Washington/Seattle Children's Cancer Consortium, a NCI-designated Comprehensive Cancer Center; and served as chair of Fred Hutch's recently completed faculty cluster hire. Dr. Li received his MD from University of California, San Francisco and his Ph.D. in Epidemiology from University of Washington, Seattle.

Laura Lunsford

Member

Laura Lunsford, Ph.D, is an evaluator at the National Science Foundation. Previously, she was a tenured professor of psychology and Assistant Dean of Psychology and Social Work, School of Education and Human Sciences at Campbell University. She is an expert in mentoring and leadership. A U.S. Fulbright Scholar (Germany), she has written over 50 peer-reviewed articles, case studies and chapters on leadership and mentoring. She wrote the definitive guide for mentoring programs *The Mentor's Guide: Five steps to build a successful mentor program*, now in its second edition. She co-edited the *Sage Handbook of Mentoring*, and co-authored *Faculty Development in Liberal Arts Colleges*. Laura received the International Mentoring Association's Hope dissertation award. She was appointed to the NASEM Consensus Study on Effective Mentorship in STEMM, which produced the first online companion guide to the study report. Her BA and PhD are from NC State University and her MS is from UNC Greensboro.

Wesley D. Marner II

Member

Wes Marner, Ph.D, is the Educational Programs Manager at the Morgridge Institute for Research, a private biomedical research institute affiliated with the University of Wisconsin -Madison. At the Morgridge Institute, Marner leads a professional and career advising program for graduate students and postdoctoral researchers mentored by institute investigators. In collaboration with colleagues at UW-Madison, his office creates professional development training for campus trainees and provides one-on-one advising. Marner also coordinates youth STEM mentorship/apprenticeship programs at the institute, and he is responsible for aspects of the institute's diversity, equity, and inclusion activities. During his tenure at Morgridge, he managed several public engagement programs and was the deputy director of the Wisconsin Science Festival, a statewide partnership that provides science engagement for 30,000 people annually. Marner holds professional certifications as a Diversity and Inclusion Practitioner and as a facilitator for mentor training curricula, and he is a member of the National Academic Advising Association and the Wisconsin Society of Science Teachers. He has held both academic and private-sector positions engaged in trainee development, public engagement with science, informal science education, and scientific team management. Dr. Marner earned a B.S. from Virginia Tech and a Ph.D. in Chemical Engineering from the University of California, Berkeley.

Emily Miller

Member

Emily R. Miller, Ph.D, is Deputy Vice President for Institutional Policy at the Association of American Universities. She brings over 20 years of experience in higher education administration, research, and policy to AAU. In partnership with the association's member research universities, Dr. Miller has primary responsibilities for advancing transformational organizational change initiatives in undergraduate and graduate education as well as the research enterprise. She directs the AAU Undergraduate STEM Education Initiative, the AAU Teaching Evaluation project, the PhD Education Initiative, and other strategic projects. Dr. Miller frequently represents AAU's portfolio of work with other national associations, universities, professional and disciplinary societies, industry leaders, policymakers, federal agencies, and foundations working to improve undergraduate and graduate education and advance science and innovation. She also staffs AAU's STEM Network and Association of Graduate Schools constituent groups and serves as liaison to the AAU Arts & Science Deans and AAU Data Exchange (AAUDE) groups. Dr. Miller has published peer-reviewed articles and book chapters on evidence-informed innovations in undergraduate STEM and doctoral education; academic work and faculty reward structures; systemic organizational change at research universities; and multi-institutional strategies and approaches to advance equity and community in STEM disciplines. Dr. Miller earned her PhD in Higher, Adult, and Lifelong Education from Michigan State University; MA in Education Policy and Management from Harvard Graduate School of Education; and BA in Political Science from Gettysburg College.

Joi-Lynn Mondisa

Member

Joi Mondisa, Ph.D, is a mentoring scholar and practitioner. Dr. Mondisa is an Assistant Professor in Industrial & Operations Engineering and an Engineering Education Faculty at the University of Michigan Ann Arbor (UM). In her NSF CAREER and research grants, she examines STEM mentoring practices and programs. She also investigates mentoring frameworks and ecosystems that support the leveraging of resources and building of synergies and best practices. Mondisa received the UPS Minority Advancement Award from the Institute of Industrial and Systems Engineering (2022) and UM's: MLK Spirit Award (2020); Creativity, Daring, and Innovation Award (2019); and Dr. Willie Hobbs Moore Aspire, Advance, Achieve Mentoring Award (2018). She previously worked as a professional in the areas of manufacturing, operations, technical sales, and publishing for ten years. She had also taught as an adjunct faculty in the Engineering Technology Program at Triton College in Illinois for seven years. She was an invited contributor of the 2018 and 2019 National Academies Participatory Workshops on STEMM Mentoring. Dr. Mondisa earned her Ph.D. in Engineering Education and an M.S. degree in Industrial Engineering from Purdue University; an M.B.A. degree from Governors State University; and a B.S. degree in General Engineering from the University of Illinois at Urbana-Champaign.

Audrey J. Murrell

Member

Audrey J. Murrell, Ph.D, is currently Professor of Business Administration with secondary appointments within the Department of Psychology and the Graduate School of Public and International Affairs at the University of Pittsburgh. She is the current Editor of the *Frontiers: The Interdisciplinary Journal of Study Abroad*, the Associate Editor of the *Diversity, Equity and Inclusion Journal* and member of the editorial board for the *International Journal of Environmental Research and Public Health journal*. She is the author of several books including her most recent book, “Diversity Across Disciplines: Research on People, Policy, Process and Paradigm” (with Jennifer Petrie-Wyman and Abdesalam Soudi). Audrey’s community service activities include having served on a number of non-profit and community boards and was recently appointed by the Mayor to serve on the Pittsburgh Water and Sewer Authority board of directors and the Black Women’s Equity Initiative. She conducts research, teaching and consulting that helps organizations better utilize and engage their most important assets – their human and social capital. Previously, she served as the Acting Dean of the University of Pittsburgh’s Honors College, Associate Dean within the College of Business Administration and as the Director of the David Berg Center for Ethics and Leadership. She received her B.S. from Howard University, magna cum laude and her M.S. and Ph.D. in Social Psychology from the University of Delaware.

Hironao Okahana

Member

Hironao Okahana, Ph.D, is Assistant Vice President & Executive Director of Education Futures Lab at the American Council on Education (ACE), where he leads ACE’s portfolio of work that harnesses power of research and data, and co-designs solutions for and with postsecondary communities. In addition to his role at ACE, Okahana is a higher education program affiliate at George Mason University and an adjunct assistant professor of education at the William & Mary School of Education. He is also a member of the editorial review board of *Innovative Higher Education*. Okahana is an expert on graduate and postdoctoral education, as well as the postsecondary data landscape, who can offer a depth of insight and foresight on enrollment trends, labor market outcomes, and diversity and inclusiveness issues. Prior to joining ACE, he held progressively increasing responsibilities at the Council of Graduate Schools for over eight years, including five years as their head of research. His prior significant research includes but not limited to serving as a co-principal investigator for “Supporting Mental Health and Wellness of Graduate Students” and “Understanding PhD Career Pathways for Program Improvement” projects. Okahana earned his Ph.D. in Education and MPP from UCLA.

Fatima Sancheznieto

Member

Fátima Sancheznieto, Ph.D, is Associate Researcher at the Insitutte for Clinical and Translational Research at the University of Wisconsin- Madison, and the President of Future of Research. She completed her PhD through an NIH/Oxford fellowship funded by an HHMI Gilliam Fellowship. During her PhD years in the UK, she became a staunch advocate for healthy, supportive lab environments and mentoring and joined the board of directors of Future of Research, of which she is now the president. She has also sat on a working group at the National Institutes of Health (NIH) tasked with providing recommendations on the NIH's Next Generation Researcher's Initiative. After a two-year postdoc at UW - Madison studying STEM training environments and programs, specifically for postdocs and graduate students, she became a staff researcher on the team, continuing her work on curricular development, training evaluation, and institutional change. Dr. Sancheznieto completed her PhD from Oxford University in Biomedical Sciences.

Christopher T. Smith

Member

Chris Smith, Ph.D, is Postdoctoral Affairs Program Administrator at Virginia Tech, where he seeks to support postdoctoral associates at the university in their career and professional development and works to create a positive and appealing training environment for current and prospective postdocs. Previously, he was Postdoctoral Affairs Program Manager at North Carolina State University. He currently serves on the National Postdoctoral Association's Board of Directors where he seeks to improve the postdoctoral experience at the national and international level. Chris has recently published work on the faculty job market and mentorship as part of collaborative efforts with faculty, administrators, and postdocs from across the United States. He is a neuroscientist by training, spending 10+ years researching the neurocognitive and neurobiological bases of individual differences in reward processing and decision making as they relate to risk for substance abuse disorders. Dr. Smith received his Ph.D. in Neurobiology from the University of North Carolina at Chapel Hill in 2014, a BS in Neuroscience from Furman University in 2008, and conducted postdoctoral training at Vanderbilt University.

Keivan G. Stassun

Member

Keivan Stassun, Ph.D, holds the Stevenson chair in Physics & Astronomy at Vanderbilt University, where he was previously the recipient of an NSF CAREER award, a Cottrell Scholar award from the Research Corporation for Science Advancement, an HHMI Professor award from the Howard Hughes Medical Institute, and a Ford Foundation Diversity Fellowship from the National Academies. Stassun is a co-investigator for NASA's Transiting Exoplanet Survey Satellite (TESS) mission, chairs the executive committee of the Sloan Digital Sky Survey, and recently served on the National Academy of Science's Decadal Steering Committee for Astronomy & Astrophysics. An elected Fellow of the American Physical Society, the American Astronomical Society, and the American Association for the Advancement of Science, his research on stars and exoplanets has appeared in more than 500 peer-reviewed journal articles, with an emphasis on developing new data-driven methods for making precise measurements of the fundamental physical properties of stars and planets. Having trained more than 50 PhD students and postdoctoral scholars from diverse backgrounds, Stassun is a leader and advocate for broadening participation in STEM, especially of underrepresented minorities and persons with disabilities. He has served on NSF's Committee for Equal Opportunity in Science and Engineering (CEOSE), chaired the American Astronomical Society's Committee on Minorities, is a recipient of the American Physical Society's Nicholson Medal for Human Outreach, has been named Mentor of the Year by the American Association for the Advancement of Science, and has been honored with a Presidential Award for Excellence in Science Mathematics and Engineering Mentoring (PAESMEM). Stassun currently serves as founding director of the Frist Center for Autism & Innovation in Vanderbilt's School of Engineering, focused on advancing science and engineering through the engagement and workforce development of autistic individuals and those with other forms of neurodiversity. Dr. Stassun received his Ph.D in Astronomy from the University of Wisconsin- Madison.

Brian Uzzi

Member

Brian Uzzi, Ph.D, is the Richard L. Thomas Professor of Leadership at the Kellogg School of Management, Northwestern University. He also co-directs the Northwestern Institute on Complex Systems (NICO), and holds professorships in Sociology and the McCormick School of Engineering. His research focuses on the link between social networks and life achievements in science, art, and business. Brian has published numerous articles on team science, innovation, mentorship in science. He co authored the NRC' book, "Enhancing the Effectiveness of Team Science." Brian has received over 35 science and teaching awards worldwide in sociology, management, ecology, and computer science and is a Fellow of the Network Science Society and a recipient of its Euler Prize for outstanding contributions to network science. Brian has a Ph.D in sociology from Stony Brook and a MS in Social Psychology from Carnegie Mellon.

Jeremy A. M. Waisome

Member

Jeremy A. Magruder Waisome, Ph.D, is an Assistant Professor in the Department of Engineering Education at the University of Florida, where she is also Affiliate Faculty in the Engineering School of Sustainable Infrastructure and Environment. Dr. Waisome's current research focuses on the intersection of critical methodologies, mentorship, and self-efficacy. She primarily leverages narrative methods to center the voices of participants in her scholarship and praxis. Her focus on mentorship and broadening participation began during her tenure as Project Manager of the National Science Foundation Broadening Participation in Computing Alliance Institute for African American Mentoring in Computing Sciences from 2017-2020. Prior to this role, she served as an Instructional Assistant Professor of Engineering Education at the University of Florida from 2020-2022. Dr. Waisome holds a bachelor's and master's degree, and a Ph.D. in civil engineering from the University of Florida.

Lorelle Espinosa

Ex Officio Member

Lorelle Espinosa, Ph.D, serves as program director at the Alfred P. Sloan Foundation, where she is responsible for developing and implementing evidence-based strategic priorities for the Foundation's grantmaking to effectively advance diversity, equity, and inclusion (DEI) in STEM higher education. Her portfolio includes the Foundation's signature DEI initiatives which seek to transform STEM graduate education by supporting universities in strengthening pathways to and through master's and doctoral study for Black, Indigenous, and Latinx populations. With 25 years of experience in higher education research, policy, and practice, Espinosa is a national voice on issues pertaining to college access and success for diverse populations and on the role of equity-minded leadership in postsecondary settings. A Pell Grant recipient and first-generation college graduate, Dr. Espinosa earned her Ph.D. in higher education and organizational change from the University of California, Los Angeles; her B.A. from the University of California, Davis; and her A.A. from Santa Barbara City College.

Alison Gammie

Ex Officio Member

Alison Gammie, Ph.D, is director of the Division of Training, Workforce Development, and Diversity, which supports the National Institute of General Medical Sciences' (NIGMS) research training, career development and diversity-building activities. Prior to coming to NIGMS, she was a Senior Lecturer at Princeton University, where, in addition to teaching, mentoring and running a research laboratory, she served as an academic advisor, an Associate Member at the Cancer Institute of New Jersey, and the Director of Diversity Programs & Graduate Recruiting. Honors include Princeton's President's Award for Distinguished Teaching, the Graduate Mentoring Award and the American Society for Microbiology Hinton Award for advancing the research careers of under-represented minorities.

Alfred Mays

Ex Officio Member

Alfred M. Mays, M.S, serves as the Chief Diversity Officer and Strategist as well as Senior Program Officer for Diversity and Education at the Burroughs Wellcome Fund and leads a portfolio of strategic and competitive grant programming. Alfred's interest and outreach also includes mentoring and facilitation of efforts that include implementation of youth leadership and empowerment strategies and the build out of student success strategies. Alfred currently serves on a number of Board of Directors for various organizations and special initiatives. He has been recognized for his contributions with many organizational successes to include Government Wide Best Practices. Prior to his role at the Burroughs Wellcome Fund, he served as an independent consultant with a service delivery that included strategic planning, project incubation, design, and implementation. Alfred has served as an enabler within a number of education programs and initiatives to include the Assistant Director of the Collaborative Project, a 21st Century Program supported by the North Carolina General Assembly, staff advisor to the Governor's North Carolina's eLearning Commission, Director of Information Resources Affairs and Director of Special Projects at the University of North Carolina - Office of the President, regional director for the North Carolina Model Teacher Education Consortium (UNC-General Administration) and State Program Director within the North Carolina State Department of Public Instruction. An Air Force veteran, Alfred received a Bachelor of Science degree from Wilmington College and a Master of Science degree in Administration from Central Michigan University.

Rian Lund Dahlberg

Staff Officer