

Diversifying STEM Think Tank

For Diverse STEM Professionals, Educators, Community Organizers and Diversity, Inclusion & Equity Officers

May 3, 2017 – 5:00 pm–8:00 pm in IN2

Goal

To understand from the perspectives of STEM professionals, Educators, and Diversity/Inclusion Officers strategies to diversify and strengthen the STEM education to career pipeline.

Agenda

5:00pm – 5:15pm: **Registration**

5:15pm – 5:45pm: **Welcome in IN2**

5:45pm – 7:00pm: **Dinner with STEM Professional Panel - Academic Pit**

7:00pm – 8:00pm: **Round Table Discussions - A Wing Classrooms**

Panelists



Mike Salazar, *Chief Process Engineer at Epstein Architecture, Engineering and Construction*

Mr. Mike Salazar is very involved in engineering industry groups including the Chicago Chapter of the Society of Hispanic Professional Engineers (SHPE). President since 2009 he has overseen significant membership growth, increased corporate partnerships, as well as winning the “Blue Chip” professional Chapter of the region, among other awards. The Chapter, a 501(c)(3), has implemented a SHPE Jr. educational program with *Instituto Del Progreso Latino*, and provides scholarships through its Presidential Award Program.



Dr. Anna Kaatz, PhD, MPH, *Director of Computational Sciences at Center for Women's Health Research, University of Wisconsin-Madison*

Dr. Anna Kaatz's research focuses on broadening the diversity of the science and medical workforce, which is an evidence-based approach to promote research innovation and to address human health disparities. Her current projects seek to understand reasons why highly qualified women and racial/ ethnic minorities tend to fare worse in peer review processes, such as for NIH grants and journal manuscripts, which limits their participation in research careers. This work applies research from social psychology and techniques from data and text mining, computational linguistics, and machine learning to mine text written by peer reviewers for linguistic forms of bias.



Dr. Michael Horn, Assistant Professor at Northwestern University

Dr. Michael S. Horn is an assistant professor at Northwestern University with a joint appointment in Computer Science and the Learning Sciences. His research considers the intersection of human-computer interaction and learning with a focus on thoughtful uses of emerging technologies in diverse learning settings. Some of Horn's recent projects have included an investigation of multi-touch tabletops in natural history museums and the use of tangible programming languages in kindergarten classrooms and science museums.



Dr. Lateefah Stanford, Senior Scientist—Separations and Mass Spectrometry at BP

Dr. Lateefah Stanford is a skilled analytical chemist for BP Products North America, leading and managing focused analytical solutions to meet refining technology needs. As an experienced downstream research chemist and mass spectrometrist, Stanford's creativity, analytical skill, and proactive approach resulted in numerous project support wins. She is passionate about volunteerism and STEM education outreach. She serves as lead for the Recruitment and Retention committee for the Naperville, IL BP African-American resource group. As lead, she organizes BP employee support for Chicagoland K-12 STEM education events.



Dr. Terrance R. Mayes, Ed.D, Associate Dean, Graduate Education and Director, Stanford University's School of Medicine

Dr. Terrance Mayes, a nationally recognized higher education leader, works to promote and sustain a culture of excellence within graduate education at Stanford and supports students in their academic, professional and personal development. Dr. Mayes also served as Director, Student Life and Diversity for the University of California San Diego Jacobs School of Engineering. During his tenure, he founded the IDEA Student Center, which promotes inclusion, diversity, excellence and advancement among Jacobs School students, staff and faculty. A central goal of the Center is to increase enrollment and retention of historically underrepresented minority and female students.

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Bridging the Gap

