Presentation and Panel Discussion: How Minority Serving Institutions Advance Antiracism & DEI

DEI Community Co-chairs
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Session Outline

1. Short presentation
   a. Brief introduction to relevant NASEM reports
   b. What MSIs are, and who they serve
   c. How MSIs support their students
   d. Relevant recommendations from the NASEM reports

2. Panel discussion
Recent NASEM reports discuss how MSIs advance ADEI

Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations (2023)

Minority Serving Institutions: America’s Underutilized Resource for Strengthening the STEM Workforce (2019)
What are Minority Serving Institutions (MSIs)?

Federally recognized colleges & universities that serve specific groups of racial/ethnic minority students

>700 MSIs
>5M students

Historically-defined MSIs
- Historically Black Colleges & Universities
- Tribal Colleges & Universities

Enrollment-defined MSIs
- Hispanic-Serving Institutions
- Alaska Native & Native Hawaiian-Serving Institutions
- Asian American & Native American Pacific Islander-Serving Institutions
- Predominantly Black Institutions
- Native American-Serving, Nontribal Institutions

2019 Report, Chapter 3 (Figure 3-1)
MSI student bodies are diverse

- Many students at MSIs are adult learners (25-64 y.o.), particularly at 2-year TCU and HSI (>50% adult learners)
- Majority of students at MSIs do not attend college exclusively full time
- MSI student bodies are diverse with respect to financial need (example: 66% of students at public 4-yr HBCUs were awarded Pell grants)
- ~55% of MSIs are community colleges

2019 Report, Chapter 3 (Figure 3-3)
How MSIs “serve” their students

- Institutional Outcomes
- Organizational Culture
- Student Identity

2019 Report, Chapter 3
Supportive factors for minoritized students in STEM at MSIs

**Intentionality:** Calculated and coordinated method of engagement used to effectively meet the needs of a specific student population

- Dynamic, multilevel, mission-driven leadership
- Institutional responsiveness to student needs
- Campus climates that support a sense of belonging for students
- Student-centered academic and social supports
- Effective mentorship and sponsorship
- Undergraduate research experiences
- Mutually beneficial public- and private-sector partnerships

2019 Report, Chapter 5
Recommendation 3: Establish new and expand partnerships

- Fund and organize regional workshops connecting MSI personnel with funding agency staff to better understand priorities, best practices in proposal writing for different opportunities, and areas for engagement.
- Fund and organize regional consortia to provide MSIs with a national platform to promote their value to the STEM workforce.
- Develop new / expand current initiatives to connect MSI STEM students with research and workforce opportunities.
- Create cross-sector collaborations that provide intentional STEM pathways for students who begin their education at 2-year MSIs.

2019 Report, Chapter 6
Recommendation 4: Develop and expand grant competition programs that serve the nation’s MSIs

Examples of promising program areas or strategies:

● Education, research, capacity-building grants (e.g., funds to support modern laboratories, classroom technology, core facilities)
● Implement incentives for non-MSIs to partner in mutually beneficial ways with MSIs on STEM education, research, and teaching (e.g., facilitating student transfer from 2- to 4-year institutions, mentorship programs for junior faculty, access to graduate education)
● Require that new awards have funding for rigorous evaluation of outcomes for students, institution, and workforce to determine the scalability and sustainability of programs
Recommendation 5: Reconsider practicality of current competitive funding models for under-resourced MSIs

- Offer seed or planning grants to MSIs to develop/expand grants offices
- Offer training and real-time guidance for MSI personnel
- Offer grants for evaluating the outcomes of promising programs on campus (particularly those that advance student success in STEM fields)
Recommendation 7 (2019) and 2-1 (2023): Expand evidence-based research related to MSIs

Both the 2019 and 2023 reports note that more research is needed to:

- Increase understanding of how the policies, programs, and practices of MSIs support students and faculty
- Understand the core principles of historically-based MSI programs and how to translate them to predominantly White institutions of higher education and other STEMM organizations
- Identify factors and conditions that moderate and mediate the implementation and efficacy of programs at MSIs and for minoritized students

2019 Report, Chapter 6; 2023 Report, Chapter 2
Panel Discussion

- Alfred Mays, Senior Program Officer, Burroughs Wellcome Fund
- Leticia Márquez-Magaña, Professor of Biology and Director of the Health Equity Research (HER) Laboratory, San Francisco State University
- Lindsay Redman Rivera, Grants Officer, Health Resources in Action
- Paige Cooper Byas, Program Officer, Burroughs Wellcome Fund