

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

### DEI Community Co-chairs

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# Session Outline

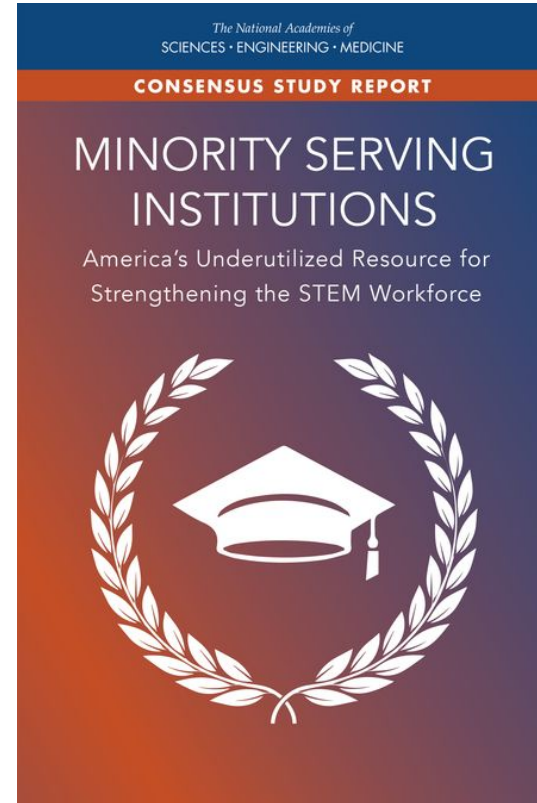
## 1. Short presentation

- 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

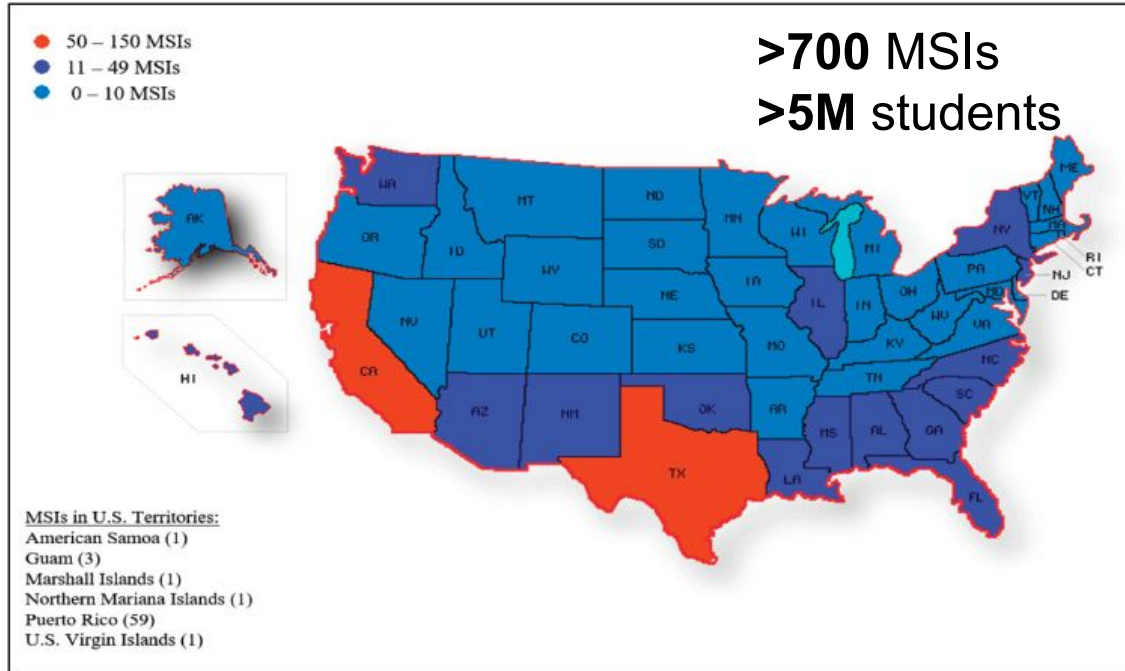
Advancing Antiracism, Diversity, Equity, and Inclusion in STEMM Organizations (2023)



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



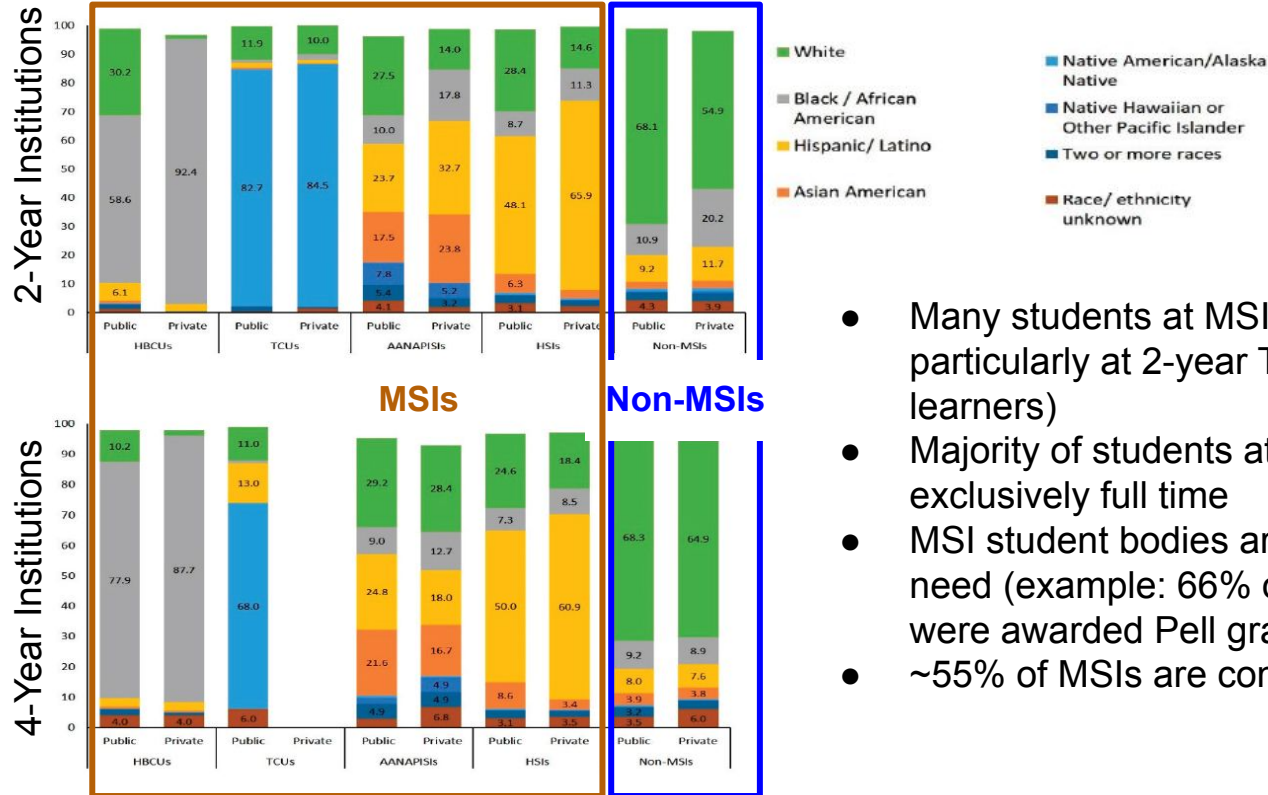
## Historically-defined MSIs

- 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

# MSI student bodies are diverse



- Many students at MSIs are adult learners (25-64 y.o.), particularly at 2-year TCU and HSIs (>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

# 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

## 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



## 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

# 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