



TIDES NEWS

Teaching to Increase Diversity and Equity in STEM Newsletter

Winter 2015-16

From the Director

Dear TIDES,

Congratulations on the outstanding work that you've accomplished to date. We are more than halfway to our target of "touching" 100,000 students after just one full year of implementation!

However, our work is not done here...

Recently, I received an email from a concerned parent of a Hispanic undergraduate student who was "shocked and dismayed" not only about a recent hate crime incident (circa January 2016), but also about the long history of racial profiling and tensions at the institution. I was first taken aback by the note because I haven't gotten any notes from parents since I left the classroom in 2008. But, what struck me the most was that the email was also addressed to someone at the American Civil Liberties Union.

How did this mother arrive at a connection between AAC&U, TIDES, and the ACLU? I've always understood our TIDES work to have great meaning to underrepresented students in STEM. But, to be honest, it never occurred to me that we, as the TIDES community, were being called to, as this parent sees it, have a profound role in defending and preserving the individual rights and liberties of every person in this country. This new level of understanding gives me great pause and deepens my commitment to TIDES and to the work of broadening participation in STEM.

Here is an excerpt of my response to the parent:

"... While you may not see us out or among protesters, please, be assured that there is an army of faculty and administrators who stand in agreement with you that the 'established record of issues, decisive lack of thoughtful and engaged response to a history of intolerance is not only troubling,' but maddening. Our response to these aggressions against students of color (and all other underrepresented groups) both outside and inside the classroom is to: First, call attention to the biases and bigotries that we all have. Second, define for ourselves and our colleagues a way toward discontinuing the influence of our biases on our behaviors as educators. Third, ensure that the content that we teach in STEM is grounded in the lived experiences of every student, particularly students of color who will soon occupy the majority of the undergraduate population... As you have advised, we will invite our colleagues from the larger STEM higher education reform community to step in and join us in ending such overt (and covert) discriminatory practices as those that you have described here."

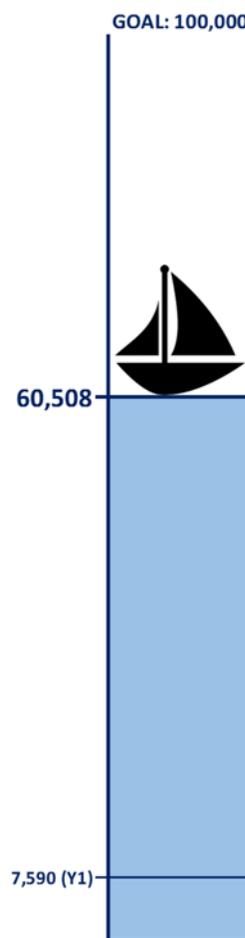
Onward, Kelly

2015 Reported Counts:

Direct "Touches": 9,364

Indirect "Touches": 51,162

TOTAL: 60,508



"Well-intentioned does not change the impact."

It is the impact that matters."

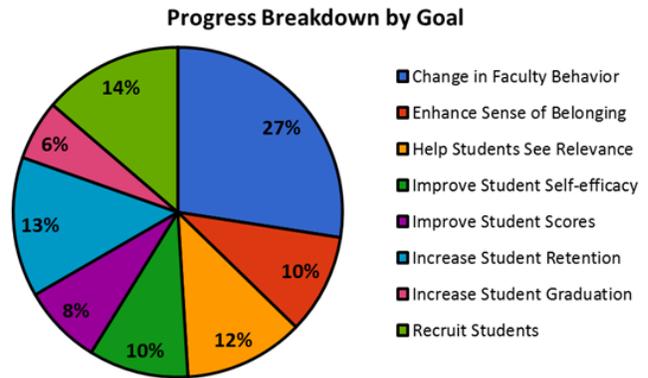
-Adriana Medina-Lopez-Portillo

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Institution Progress Summary

All funded schools in the project have now offered TIDES courses and all have implemented faculty training towards culturally sensitive pedagogy. Based on each institution's progress report, 11 (79%) of the 14 funded projects demonstrate progress on at least half of their mapped direct goals, with an overall tally of progress being demonstrated on 58% of all direct goals across the network. Distribution of progress by mapped goal is detailed in the pie chart to the right. All five schools that are participating without funding reported progress on some of their goals.



Student data from TIDES courses are just beginning to come in and will offer a rich view of the impact of TIDES.

STEM Central TIDES Working Group

At the Fall workshop, we encouraged you to use the TIDES Working Group in STEM Central to facilitate discussions regarding your projects and how to apply what you are learning. STEM Central is the online platform that allows for open dialogue within the STEM community and the TIDES Working Group provides a safe place to share ideas within our community.

Robust discussions are taking place and topics include defining boundary markers, project headlines/goals in context, and methods of evaluation for reaching project goals. STEM Central also includes, within the TIDES Working Group, many other discussion topics and written resources to further explore diversity, disparities and privilege in education. The majority (10/19) of schools have faculty participating in these discussions. **Stay tuned for the next round of discussion prompts about how to communicate the key elements of your projects!**

~NOTEWORTHY~

To support thorough evaluation of the progress each institution is making, it is very important to include data from the student surveys you are using when you send your annual reports. These data allow us to see progress from the student level and make adjustments to achieve our shared project goals of increasing student diversity and success in computer science.

Looking Forward (Save the Dates!)

Spring 2016	TIDES Site Visits
June 27-July 1, 2016	TIDES Institute III; Washington, DC
November 3-5, 2016	STEM Conference; Boston, MA

Made possible by funding from:



Q: When will we know whether the No Cost Extension (NCE) was approved?
A: Kelly will inform everyone as soon as she has official word from Helmsley.

Q: What would the NCE dates be?
A: We would extend the end date to June 2017 from September 2016.

Q: How can we assist with the TIDES book proposal?
A: Melissa Soto will discuss this at the Summer Institute in DC this year.