





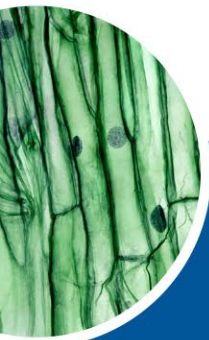
Scholarships in STEM (S-STEM)

Webinar: Effective Practices and Innovations for S-STEM Student Success at Minority-serving Institutions

April 6, 2023
3:00-4:00 p.m. ET



 [s-stem-program](#)
 [@sstem_program](#)



NSF AWARD #2224093: AAAS-NSF S-STEM
Resource & Evaluation Center

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

Agenda

- Overview of the AAAS S-STEM Resource & Evaluation Center (S-STEM REC) and Webinar Objectives
- S-STEM Grantees Panel Discussion
- Q&A
- Upcoming Events and Resources

Who We Are: S-STEM Resource & Evaluation Center (REC)



NSF SCHOLARSHIPS IN STEM NETWORK SOLICITATION



S-STEM REC

NSF AWARD #2224093: AAAS-NSF S-STEM Resource & Evaluation Center

MNA



Quality Education for Minorities (QEM) Network



CERSE



This material is based upon work supported by the National Science Foundation (NSF) under Grant No. DUE-2224093. Any opinions, findings and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the NSF.

S-STEM REC Vision

The AAAS S-STEM Resources & Evaluation Center (REC) seeks to cultivate a network of S-STEM stakeholders and further develop the infrastructure needed to promote the exchange of ideas, resources, opportunities, and knowledge related to the effective strategies and practices to increase the number of talented low-income students obtaining degrees in STEM and entering the STEM workforce.

AAAS S-STEM REC Goals



To **build the capacity of S-STEM Network programs** by identifying program leadership needs and supporting their growth by leveraging context-conscious support, communication, resources, and knowledge across S-STEM projects with the aim of increasing their program effectiveness.



To **build the capacity of S-STEM Scholars** through professional development and connection to career-building opportunities aimed at increasing their ability to successfully navigate pathways into the STEM workforce or graduate studies.



To **increase the effectiveness of the S-STEM portfolio** by synthesizing evidence of outcomes and impacts across the entire network and disseminating those findings to support evidence-based decision-making across the STEM ecosystem to increase the access and success of academically talented students from low-income backgrounds.



S-STEM REC



NSF AWARD #2224093

Webinar Objectives

- Share effective strategies for engaging low-income students.
- Increase awareness on the value of partnerships in enhancing S-STEM scholars' experiences.
- Elevate S-STEM projects experiences and outcomes at different contexts.

Meet Our Panelists



Dr. Elizabeth Adams
Professor of Engineering and
Technology
Cuesta College



Dr. Mohammed Qazi
Professor of Mathematics
Tuskegee University



Dr. Helen Turner
Professor of Biology and Data
Science, and Research Director of
United Nations Sustainability
Center
Chaminade University of Honolulu

Fresno City College Engineering Scholars Program

Elizabeth Adams, PhD, PE

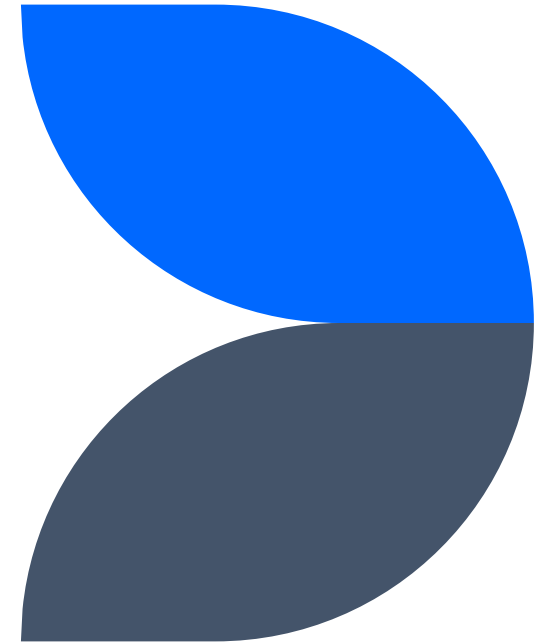
**Best Practices and Innovations for S-STEM
Student Success at Minority Serving Institutions**

NSF S-STEM REC Capacity Building at MSIs Webinar Series

April 6, 2023



Award #1833999



Background and Goals

Increase engineering degree and/or certificate completion rates at FCC

Accelerate student progression through the engineering curriculum at FCC, reducing average time to degree or transfer

Increase 2- and 3-year engineering transfer rates from FCC to four-year institutions



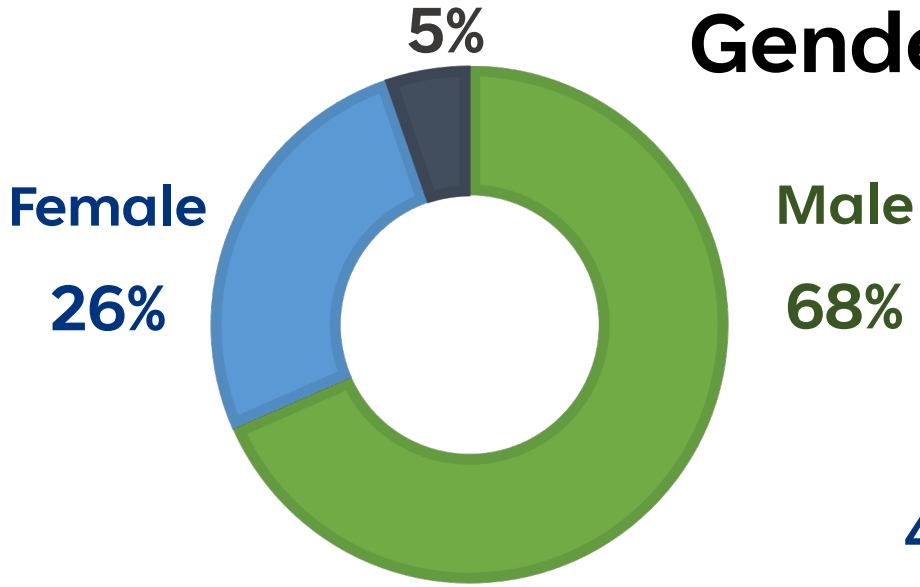
Fresno City College

ENGINEERING



Did not disclose

Gender



Asian

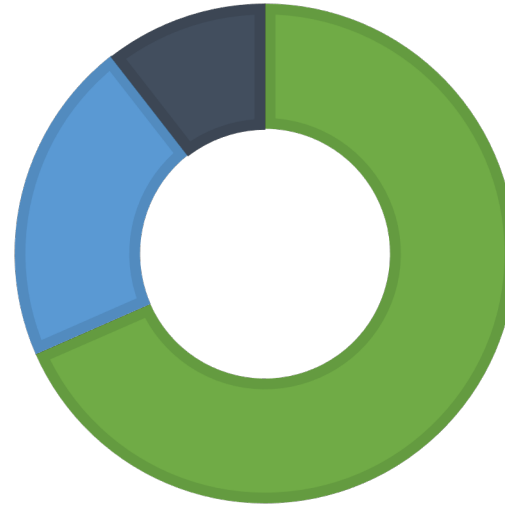
11%

White

21%

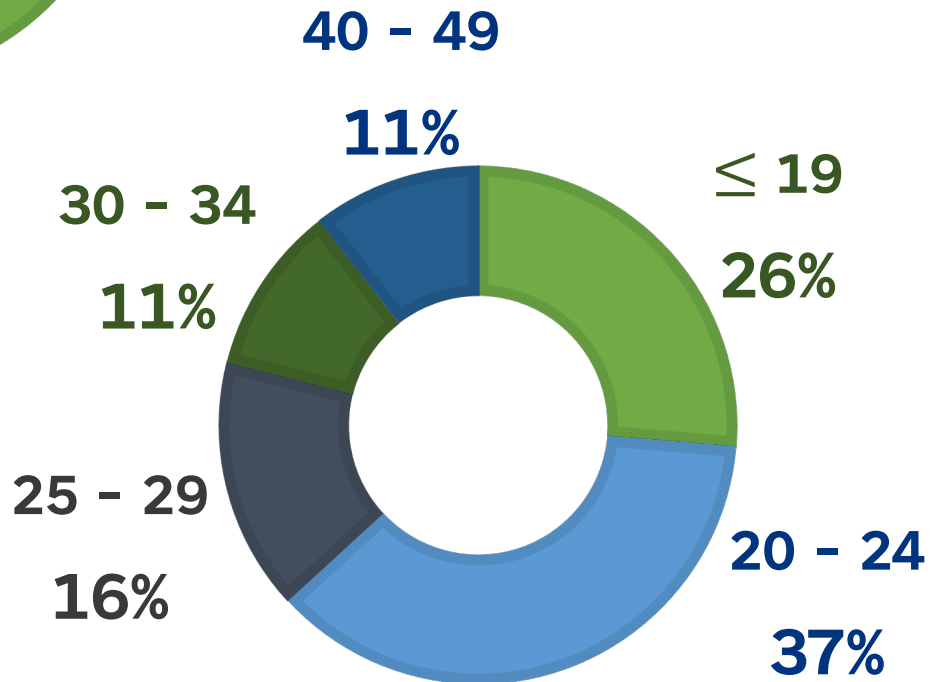
Hispanic

68%

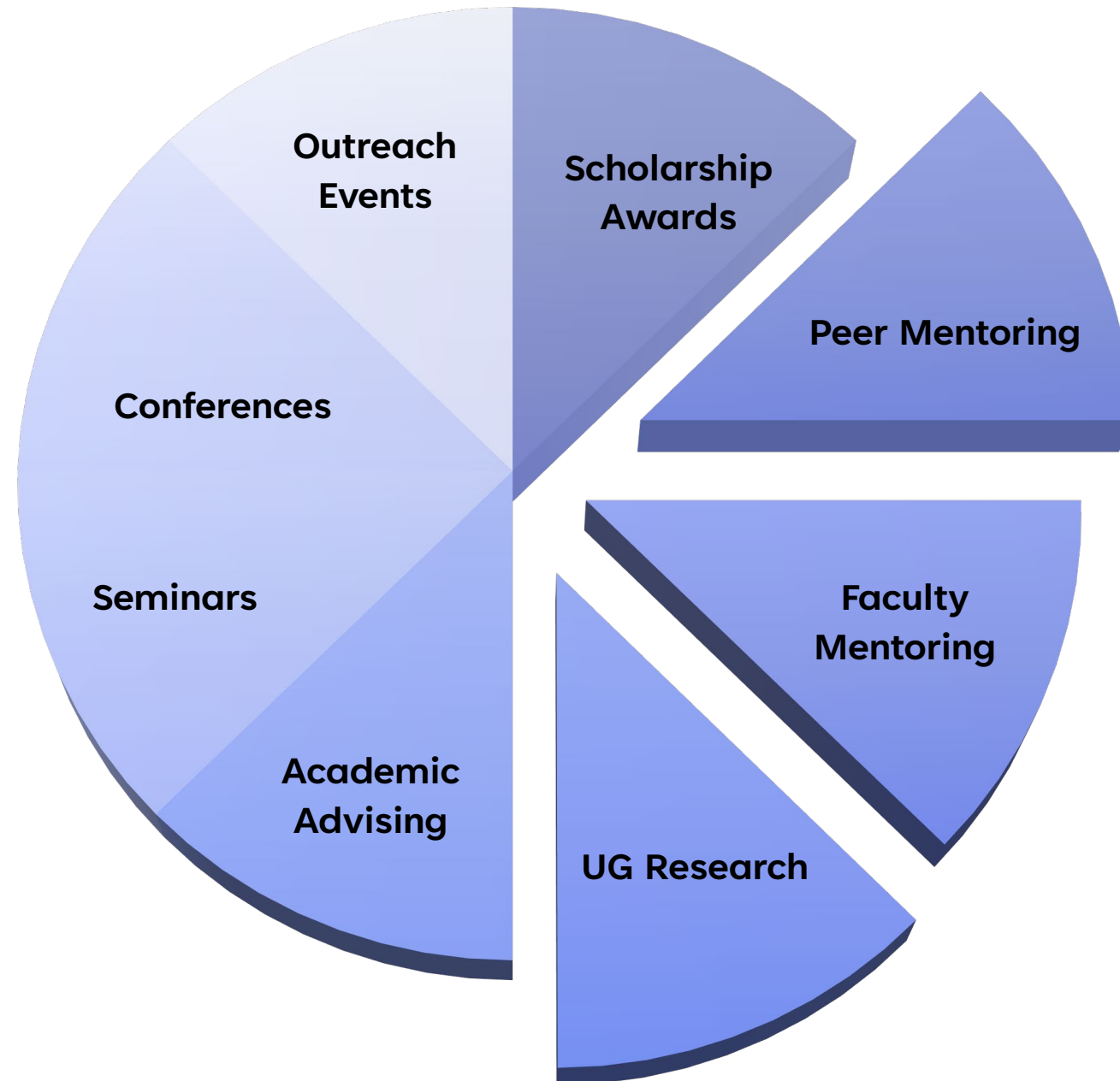


Race/Ethnicity

Age



Program Components



Undergraduate Research

- Remote Sensing
- Photogrammetry
- GIS
- Sociological Perspective
- Ethics

FRESNO STATE
Lyles College of Engineering

Flooding in Valley Communities
Remote Sensing a Disaster

Updated by: Jacob Draper, Anissah Saad, Isaac Lara, Nathan Franco, Jeffrey Winters, and Nathan Gonzalez
Advisors: Dr. Ahn, Dr. Orfi, Mrs. Gutierrez

Abstract
Flooding is not a common occurrence in Central California as there is no large body of water to overflow it and with a dry Mediterranean climate, copious amounts of rainfall is sparse at best. The reasons behind these natural disasters happening are many, such as changes to the natural land, heavy rain over a short period of time, and potential destruction of water storage. From California's Great Flood in 1862 to 2017's own torrent of water, floods are not as far away as one would think; however, it is in that awareness that preparation and safety can take priority. With so many causes for floods that can affect large amounts of people, that is where satellite imaging technology comes in.

Why Floods?

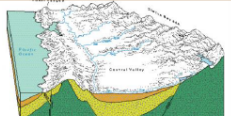


Figure 1: San Joaquin Basin formation.

The Central Valley is a part of a larger province known as the San Joaquin Basin, a trough formed by surrounding geographic regions. The tall mountains of the Sierra Nevadas and the ridges of coastal ranges both contribute to causing a bowl-like phenomenon to occur.

Maxwell, CA



Figure 3: Satellite Imagery of Maxwell, CA Pre-Flood

Protection Measures



Figure 5: San Joaquin Bypass System 2022

Figure 5 depicts a bypass system to divert flood waters in. Following the San Joaquin Valley floods in 2017, the Central Flood Protection Plan (CVFPP) was updated once again by Protection Board to better prepare for similar events.

Impacts

Impact on people
Heavy and long duration of floods can have disastrous effects on the central valley ecosystems, or more specifically, farmland. The havoc a flood can bring an agriculturally centered community can have effects beyond simple property damage and last longer than a single generation.

Impact on the environment
Floods can have disastrous effects on the central valley ecosystems, or more specifically, farmland. The havoc a flood can bring an agriculturally centered community can have effects beyond simple property damage and last longer than a single generation.

Close to home, floods can have disastrous effects on the central valley ecosystems, or more specifically, farmland. The havoc a flood can bring an agriculturally centered community can have effects beyond simple property damage and last longer than a single generation.

Figure 2: Impacts from Flooding

FRESNO STATE
Lyles College of Engineering

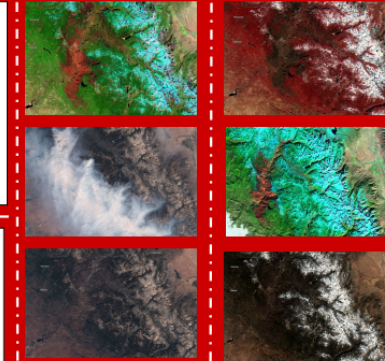
Creek Fire
Effects Years After

Jacob Velasquez, Fernando Mendoza Navarro, David Kglyan, Murad Ahmed, Crystal Hernandez

Fresno City College

Abstract

The central valley is no stranger to wildfires, this is due to the ever growing situation with climate change that results in our extremely hot summer and dry winters. With these conditions, it creates a perfect recipe for wildfires to occur at the slightest chance given. The Creek Fire specifically is believed to have been started by lightning striking the dry conifer forest in the Big Creek drainage area, between Shaver Lake and Huntington Lake.



Wildlife Damage

While we understand that the Creek Fire is thousands of acres of land, many do not know that those acres of land belonged and thousands of animals and critters. The Nevada mountains are home to a multitude of wildlife such as Mule Deer, California Spotted Towhee to name a few, but of the fire many of these animals were forced to flee their homes. Which can result in animals relocating themselves in new ecosystems, which can then result in nearby ecosystems equilibriums being thrown off to the surplus of wildlife that are sheltered from the fire.

Background


The Creek Fire started on September 4, 2020, and was extinguished on Christmas day, December 25, 2020. During this nearly four month fire there was a total of 379,985 acres spanning across two counties that burned. In addition to the large scorched area the damages included 856 destroyed structures, 26 confirmed fire personnel and civilian injuries, and lastly an estimated total of \$193 million dollars in fire suspension costs. From the 856 structures destroyed, 71 residential & commercial structural damages were lost in the fire. Although the material damage was extensive, there were luckily zero fatalities that resulted for the flames.

Conclusion

In conclusion the aftermath of the Creek Fire extensive and devastating, even two years the land itself has not returned to what it was. Hopefully lessons are learned and the creation of the Creek Fire After-Improvement plan incidents like this will be less frequent.

Maps/Images

Each of the images above represent the view from a satellite using infrared waves. Within each image is different bands/spectrums at which the infrared waves detect a change in the soil. With the use of SentinelHub- a web-based browser satellite imagery viewer- we were able to directly transcribe the extent of the damage done from the Creek Fire. Some of the images represent True Color, Short Wave Infrared Composite (SWIR), False Color Composite, Normalized Difference Vegetation Index (NDVI), or a mixture of some.



Scan For Works Cited

Using Reclassified NDVI Landsat Images to see the Decrease of Farmland in The Central Valley

Claudia Luna, Brisa Garcia, Matthew Vang, Carlos Jimenez, Antonio Castro, John Robles, & Garrett Holt
Lyles College of Engineering CSU- Fresno, Fresno City College

Introduction

- Beginning in the year 2011, California experienced the largest drought in its history.
- Due to the lack of water, farmers had to decrease their crop productions and therefore decrease their active farmland.
- Throughout the years, this trend has continued as our need for water grows.

Objective

- With this project we hope to find how much vegetation has changed by obtaining the square footage of each class of vegetation.
- We also hope to provide a visual representation of that change.

Method

- Three sets of satellite images, spanning from Fresno county to Kern County, were downloaded from the USGS site, EarthExplorer.
- The images were from the dates-
 - 4/23/2012
 - 4/21/2017
 - 5/6/2022
- These images were then reclassified using the Normalized Difference Vegetation Index (NDVI) to show the decrease of vegetation in the area

Results



NDVI Image - 4/23/12 NDVI Image - 4/21/17 NDVI Image - 5/6/22


Area in each NDVI class, all years, measured in km ²				
NDVI Class	Plant Health	4/23/2012	4/21/2017	5/6/2022
1	Dead Plant	2,002.910	1,118.384	505.945
2	Unhealthy Plant	21,908.206	23,185.932	24,002.273
3	Moderately Healthy Plant	2,877.592	2,689.592	2,192.895

Legend: 1 Dead Vegetation, 2 Unhealthy vegetation, 3 Moderately healthy vegetation

Conclusion

In our three NDVI images, we can begin to see a decrease in the level of healthy vegetation. There is a decrease of approximately 685 square km, between April of 2012 and May of 2022, of moderately healthy plants. There is an increase in unhealthy plants from April of 2012 to May of 2022 of approximately 2,094 square kilometers. We are not certain about the cause of decreasing dead plants. It is important to remember that the red areas are not just dead plants, but could also be rocky terrain or water. Perhaps the decrease in "dead plants" is actually the decreasing snow levels in the Sierra Nevada.

Acknowledgements:
This work was supported by the National Science Foundation STEM award #1833999. We would also like to thank everyone in this program for their help, our mentors for being there when we needed them, our instructors for their continued support, and our fellow cohorts as we go through these struggles together.



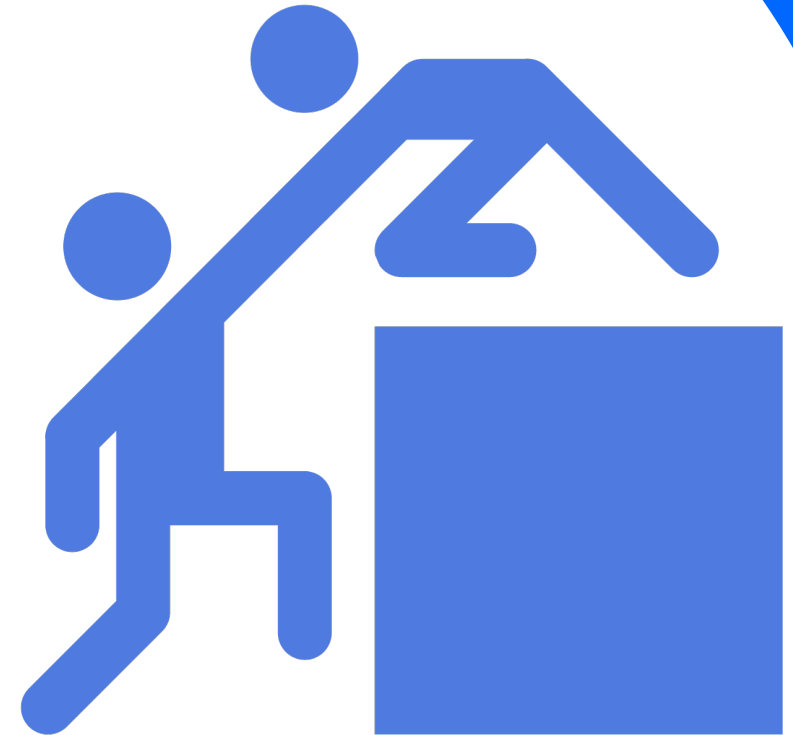
Mentoring

Faculty Mentors

- Math and physics faculty
- Scholars choose their mentor
- Mentor training
- Monthly (or more) meetings
- Additional mentoring for students on academic probation

Peer Mentoring

- Academic and psychosocial support
- Students from earlier cohorts mentor new cohorts
- Training is important
- Help with community building and sense of belonging



Scholar Feedback

UG Research

- learning new skills
- understanding the commitment and the level of work that is expected
- opportunities to think about future career paths
- working as a team toward a common goal

Faculty Mentor

- advice with scheduling and work load management
- support when struggling
- being available at all times
- listening and inspiring
- providing consistent support
- caring about student's success
- checking in to make sure students were on track with courses

Peer Mentor

- having someone to relate to and who understands what they are going through
- encouragement to succeed
- opportunities to learn about relatable experiences and receive advice



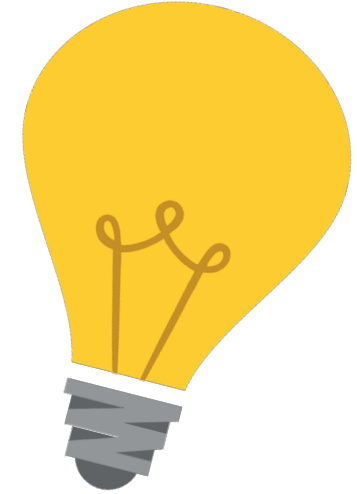
Scholar Recommendations

Peer mentoring

- Have peer mentors set goals for themselves to identify what they are seeking from being a mentor and support them in ways to address those goals.
- Provide structure for peer mentoring sessions such as providing topics for discussion with their mentees.

UG Research

- Students are interested in undergraduate research projects that are interdisciplinary in nature.

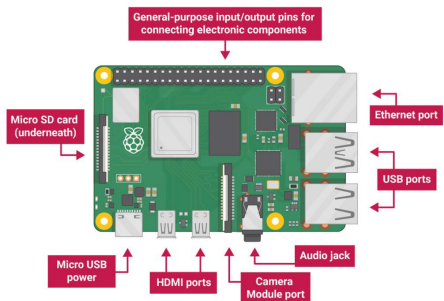


Thank you!

Making to Achieve Knowledge, Excellence and Recognition in STEM (MAKERS)

Funded by the NSF S-STEM Program

Capacity Building at MSIs Webinar Series



April 6, 2023

Mohammed A. Qazi, PhD
Dept. of Mathematics
Tuskegee University
Tuskegee, AL



Acknowledgements: This material is based upon work supported by the National Science Foundation Grants No. HRD – 1644066, 1643799, 1643953 & 1644007



www.stem-makers.net



MAKERS Consortium

- A \$5.16 Million Consortium funded by the NSF S-STEM Program (2016-To date)
 - Tuskegee University, AL
 - Auburn University, AL
 - Auburn University Montgomery, AL
 - Alabama A&M University, AL
 - Lawson State Community College, AL
 - Oakland University, MI
 - Southern Union State Community College, AL
- Program recruits FR, SO, JR, SR
 - Low Income, STEM Majors
 - Unique students supported since 2017: 255
 - Freshmen: 130
- Scholarships of upto \$10,000 for upto 4 years offered based on need

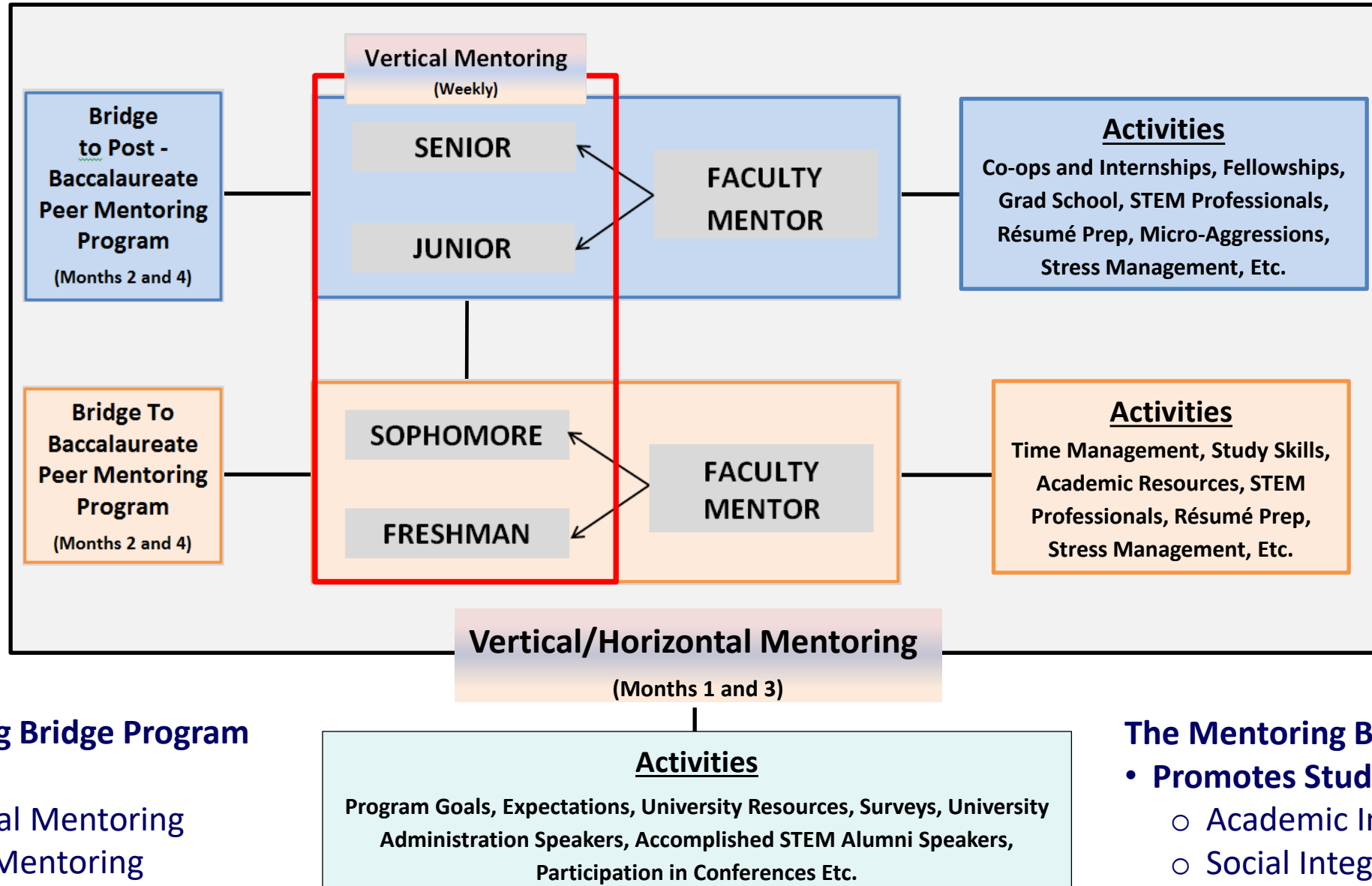


MAKERS Goals

- **Goal 1.** To increase academic skills of low-income, academically talented STEM undergraduate students to promote timely completion of their studies.
 - Co-curricular Mentoring Bridge Program
- **Goal 2.** To provide Scholars with deep STEM professional skills and cutting-edge STEM experiences, increasing their readiness to enter the STEM/technical workforce and/or Graduate School.
 - Co-curricular STEM-based prototype development to address problems in the community
- **Goal 3:** To investigate the S-STEM MAKERS model's impact on recruitment, retention, success and graduation of target students from a social science research perspective.



Goal 1: Persistence in the STEM Major – The Mentoring Bridge Program



The Mentoring Bridge Program

• Features:

- Horizontal Mentoring
- Vertical Mentoring
- Student Cohorts
- Mentoring by STEM Faculty

The Mentoring Bridge Program

• Promotes Student's:

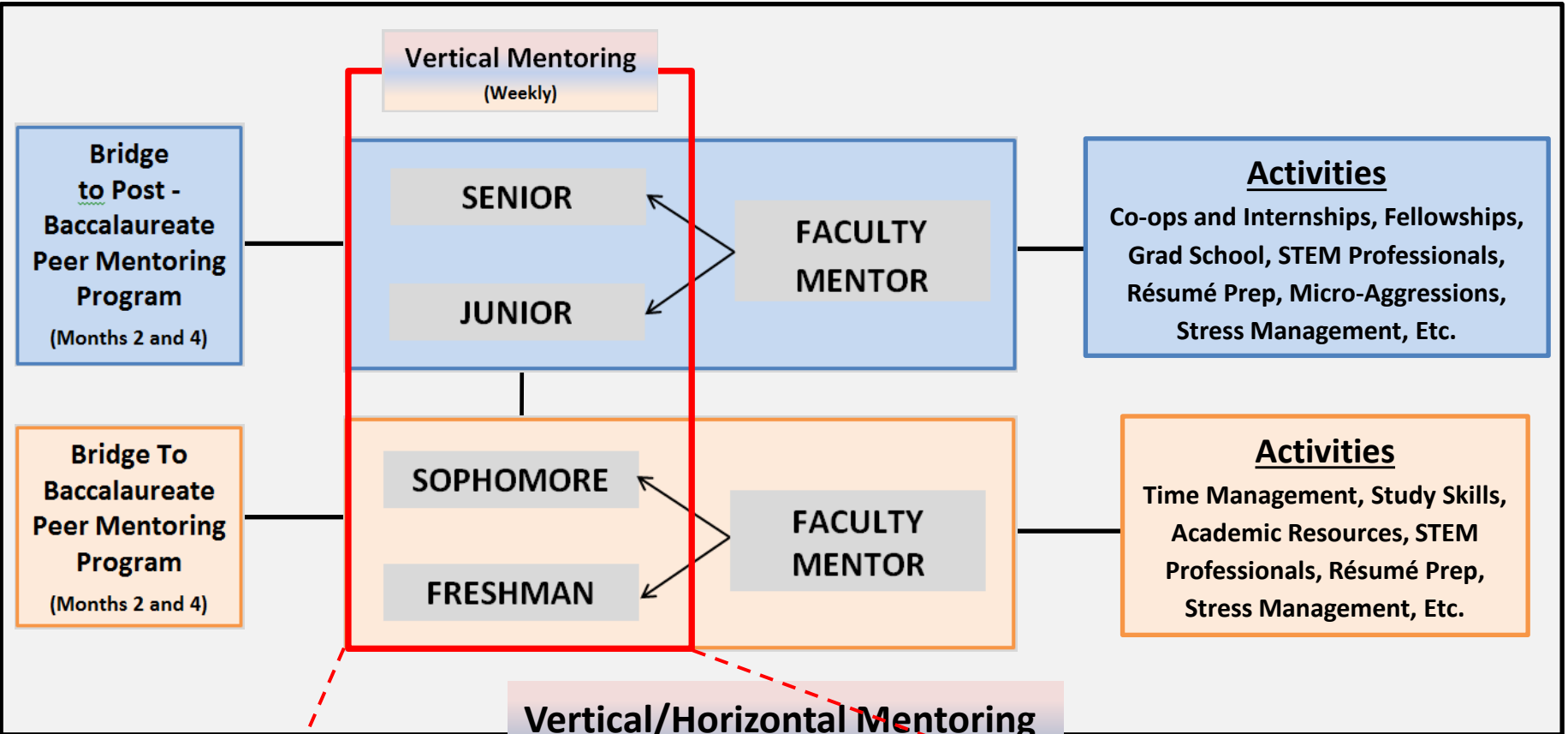
- Academic Integration
- Social Integration
- Community Building
- Resourcefulness

Goal 2: STEM Workforce Preparation – Community-Based Challenges and Prototype Development (MAKERS Intervention)

- **Conventional Practice:** Internships, Co-ops
 - But not all applicants are awarded positions
- **Alternative Approach:** Simulates workforce experiences as a *co-curricular* process during the academic year:
 - Community-based problems: Making of a prototype
 - Example: Access to vital resources
 - Example: Accessibility/health issues
 - Example: Improving amenities on College campuses
 - Students discover STEM concepts that must come together to make the product work and gain skills sought by employers (21st Century and technical skills)
 - Build prototype at minimal cost

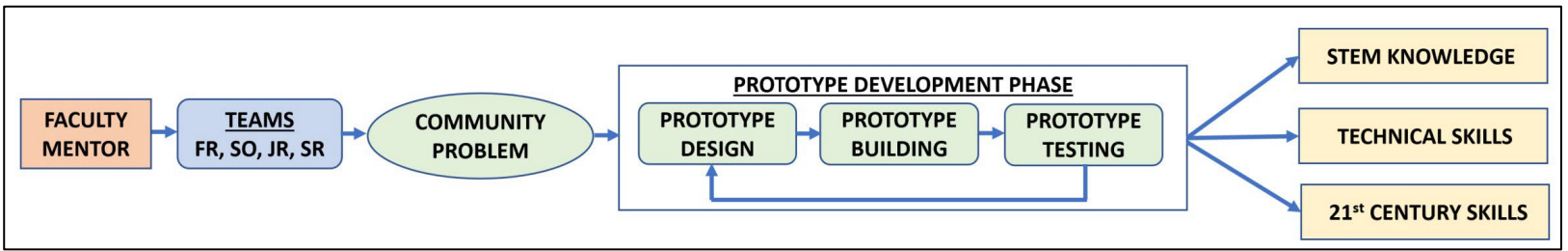


Goal 2: Workforce Preparation

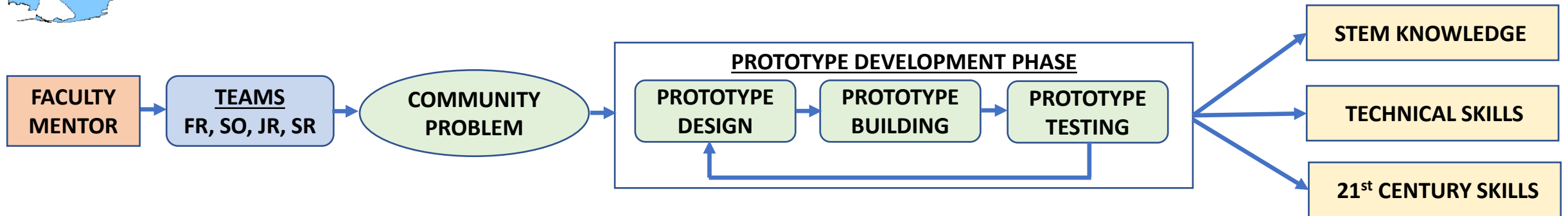
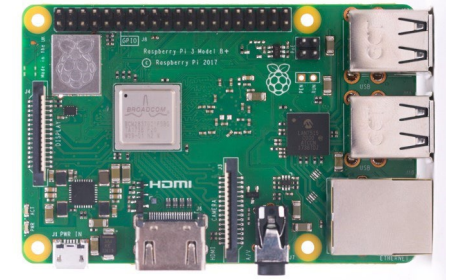
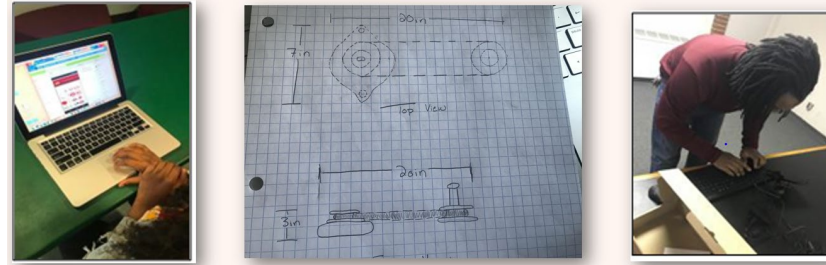
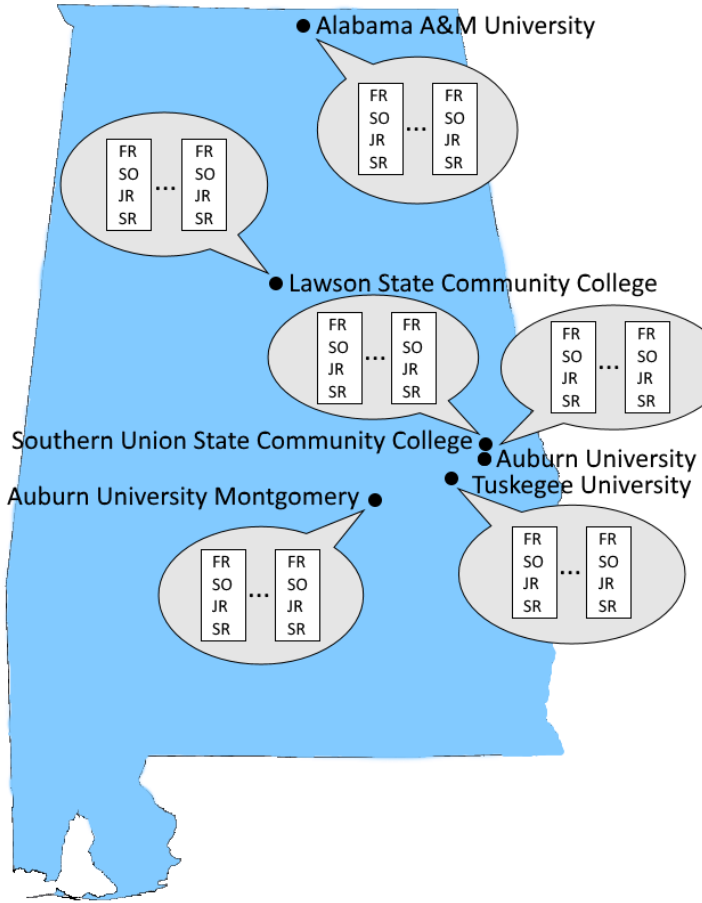


Vertical/Horizontal Mentoring (Months 1 and 3)

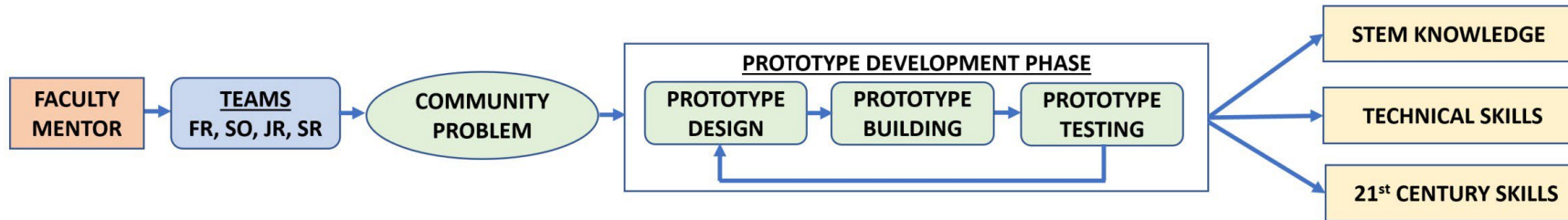
Activities
 Program Goals, Expectations, University Resources, Surveys, University Administration Speakers, Accomplished STEM Alumni Speakers, Participation in Conferences Etc.



Goal 2: Workforce Preparation - The Making Intervention



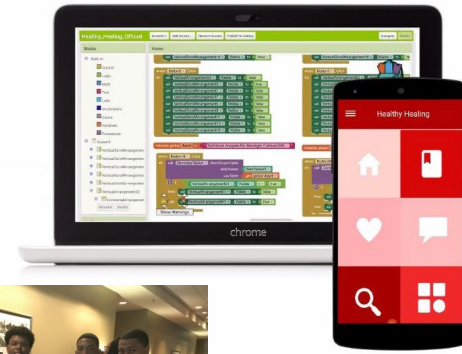
Goal 2: Workforce Preparation - The Making Intervention



MIT App Inventor

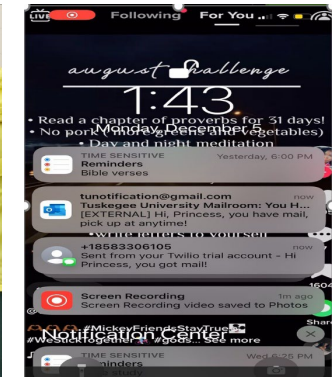
MIT App Inventor: application that demonstrates basic proficiency of creating apps

- Block Coding Properties
 - Button
 - Visibility
 - Initialize Global
 - Dentritis Table

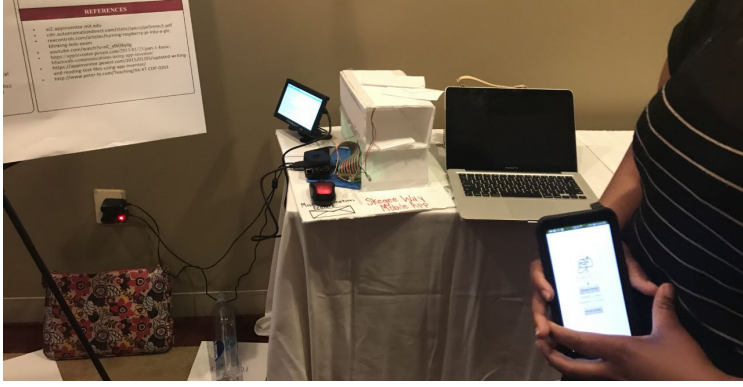


Examples of Prototypes by MAKERS Scholars:

- Town Community:**
 - An accessible trash can
 - A reusable, portable, filtering shower
- Campus Community:**
 - A mailbox notification system
 - A solar powered, air cooled, motion activated light source
- Community Health:**
 - An app to provides nutritional recipes based on illnesses
 - A sustainable e-bike for physical and environmental health and fitness awareness



Joint HBCU-UP, LSAMP, S-STEM Conference: Prototype Showcase



Bridge and Cluster Outcomes

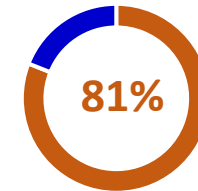
- **Grains/improvements in (Mean: High 3.0s – Low 4.0s out of 5.0):**
 - Social (peer) support networks
 - Time Management
 - Academic and Study Skills
 - Relationship with Faculty
 - Knowledge of Internship Opportunities
 - Knowledge of Graduate School Opportunities
 - Ability to Help (Mentor) Others
 - Commitment to Completing Degree

MAKERS Findings: Workforce Preparation

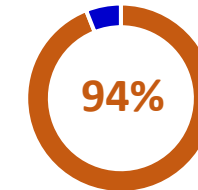
- **Notable increases in (Mean: Low-to-Mid 4.0s on a 5.0 scale)**

- Teamwork skills
- Problem solving Skills
- Creativity skills
- Content knowledge in the field

Students Retained in MAKERS Program

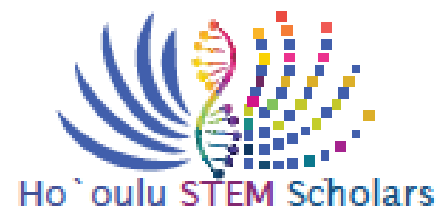


MAKERS Graduates in STEM Workforce / Graduate School



- **Other Gains:**

- Opportunities to apply content to address real world issues
- Relationships with faculty and other mentors
- Better preparation for Graduate School and/or a job in the STEM field
- Ability to review research related to the selected project
- Ability to maximize benefits of the prototype while minimizing costs
- The trial and error phase was valuable in developing the prototypes
- Discussion of Patents



CAPACITY BUILDING AT MSI WEBINAR SERIES

The View from Here: *Practices and Perspectives addressing STEM inequity in the Pacific Region*

Helen Turner, Ph.D.

Professor of Biology & Faculty in Data Science
Research Director, UN CIFAL Center, Honolulu

April 2023



HAWAII DATA SCIENCE



Kamehameha Schools®

Pacific Context



BROADENING PARTICIPATION **CHALLENGES** and **OPPORTUNITIES** in Hawai'i-Pacific STEM

CHALLENGES:

- Geography
- Resources
- Inclusion and belonging

OPPORTUNITIES:

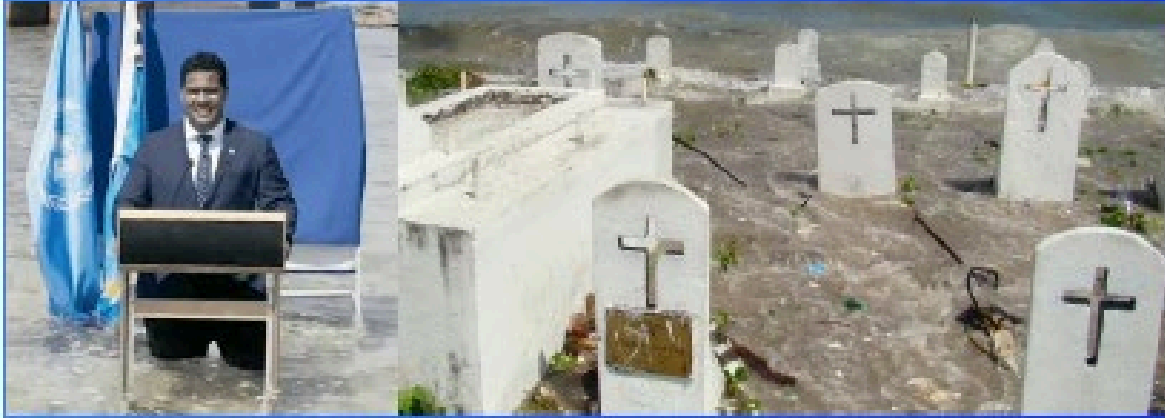
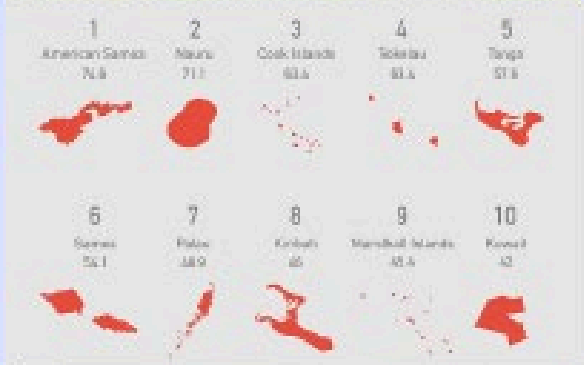
- Historical/ contemporary indigenous knowledge
- Move from aid to innovation
- Talent pool

Pacific Context

BROADENING PARTICIPATION IMPERATIVES in Hawai'i-Pacific STEM

- Existential threats (food supply, climate change, nuclear legacy, solid waste)
- Stunning inequities (education, economics, health, criminal justice, incarceration, military service)
- Missed opportunities for global learning from Pacific ways
- Support of the 2050 Strategy for the Blue Pacific Continent

Our students are driven to engage these challenges and to lead, if we solve issues of access, opportunity, belonging and landings



A tale of three programs

Ho`oulu Model for STEM INCLUSION

Mitigate financial barriers to participation in STEM by providing up to 100% tuition and living allowances, decreasing the need to work and commute

Build culture and community-based education into STEM as part of the ‘cake not the frosting’

Adapt and adopt best practices in inclusive pedagogy, enculturation of curriculum and contextualize the Hawaiian-Pasifika academic journey through a ‘mauka-to-makai’ meta-curriculum linked to students’ sociocultural Context and social justice priorities

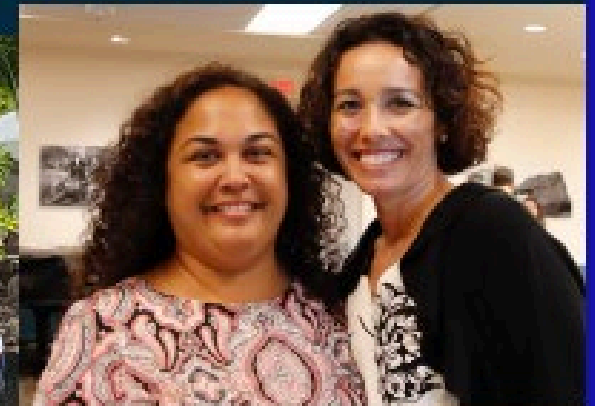
Provide unprecedented levels of wraparound student support through a new ‘Academic Navigator’ program, where specially-trained Native Hawaiian faculty provide life coaching, academic advocacy, access to professional tutors, cultural programming and spiritual support

Identify, develop and implement new STEM programs in areas of high need and engagement for the Hawai’i-Pacific region: data analytics, environmental science, public health

Wraparound services

Academic Navigators Program

- Weekly check-in surveys (>12000 deployed, 96% response rate, resulting in >4000 interventions)
- Life coaching
- Advocacy
- Professional tutoring for course crises
- >100 cultural workshops
- Annual Retreats
- Social events and community-building
- Food security care packages
- Period security care packages
- Career planning
- Internships
- Professional Certifications

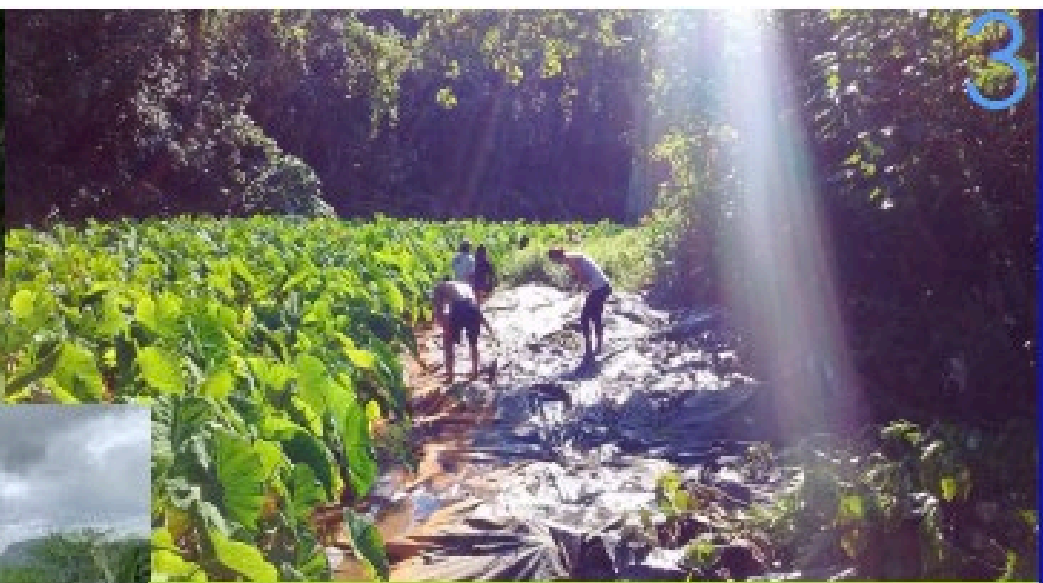


"I have appreciated the love and support our [Academic Navigators] give us, as they have shown me day in and day out how much they care about our success."

".....I have a community to rely on and to talk to when things are going great or not so great. It means that I have an amazing support system to help me wherever I go in the world."

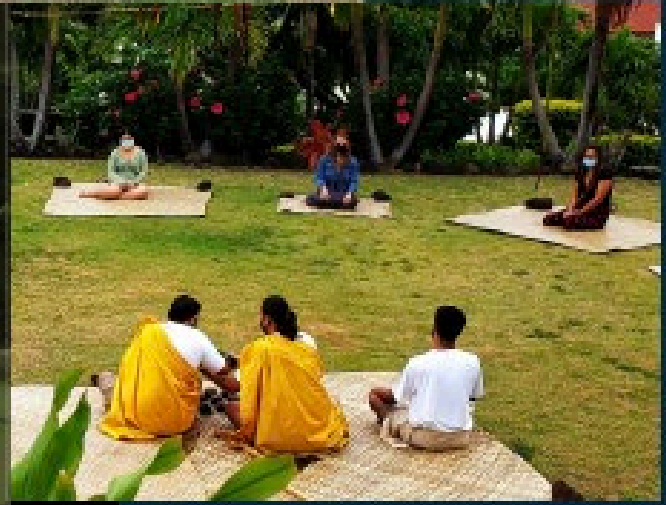
"They were always there when I needed them. When having a hard time in a class, they would seek tutors to assist me. They were always rooting for us and showed it with every action they took."

"Ho'oulu gave me a family at school to struggle and grow with, we got to experience all kinds of different things together and it gave me a purpose to keep going when things were hard"



Nānā i ke kumu

The program's guiding principle is that leaving behind culture, family, community, identify – should not be the price of admission to a STEM career. S-STEM Scholars have made an affirmative decision to 'stay home', and pursue higher education while maintaining connections close to their families, hālau, padding groups, churches. We honor that decision. A Ho'oulu Scholar is a person of culture and a person of science.



Ho`oulu Model Programs

Three Programs Use the Ho`oulu Model at Chaminade

Ho`oulu STEM Scholars

2016-27

184 low-income Native Hawaiian students in 9 cohorts
all STEM majors
100% tuition award



S-STEM `Inana

2018-24

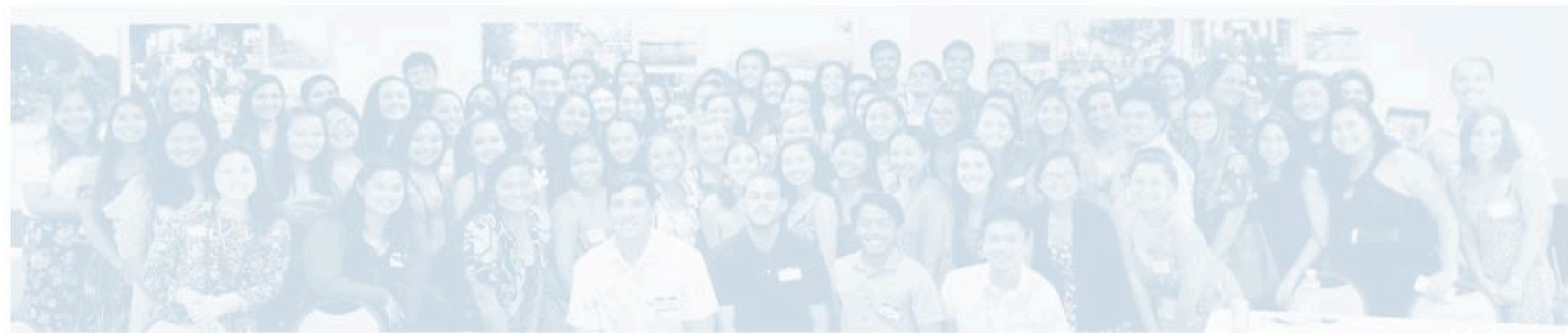
20 low-income students, 2 cohorts
'Ōiwi-Pasifika, Veteran, formerly incarcerated, neurodiverse
Biology and Environmental majors
Up to \$10,000 tuition award



S-STEM PEARL

2020-25

22 low-income students, 2 cohorts
'Ōiwi-Pasifika, Veteran, formerly incarcerated
Data Science majors
Up to \$10,000 tuition award



Outcomes: Ho`oulu and S-STEM

Ho`oulu STEM Scholars

- 95% retention, 89% 4-year graduation rate
- 99 degrees and 35 minors earned by 90 graduates
- 94% first time class pass rate
- Mean GPA current students 3.43
- Mean GPA at graduation 3.55
- 59/90 graduates retained in Hawai'i
- 27/90 graduates in MS, MD or PhD
- 25 peer-reviewed papers with Ho`oulu undergraduate authors to date
- 96 research internships
- 105 conferences
- 100% participation in 103 service events.

S-STEM `Inana

- 80% retention rate, 5 graduates to date
- 6 majors and 2 minors earned by 5 graduates
- Mean GPA current students is 3.43
- Mean GPA at graduation is 3.35
- 13 research/internship experiences
- 100% service activity participation



DUE-1833772

S-STEM PEARL

- 85% retention rate, 2 graduates to date
- 4 majors and 2 minors earned by 2 graduates
- Mean GPA current students is 3.77
- Mean GPA at graduation is 3.62
- 10 research/internship experiences
- 100% service activity participation

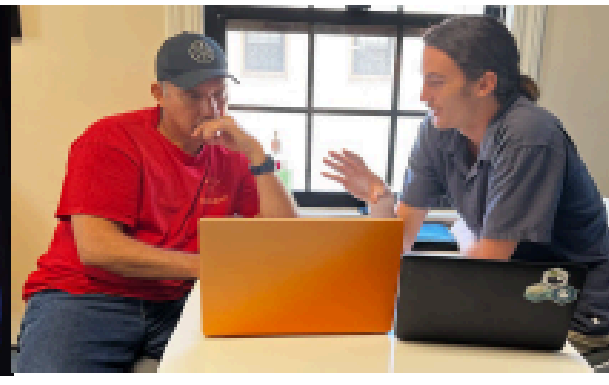


DUE-2030654

In 2022 `Inana Scholar Alycia Tausaga and Ho`oulu Scholar Joseph Durocher briefed Pope Francis on Pacific climate change

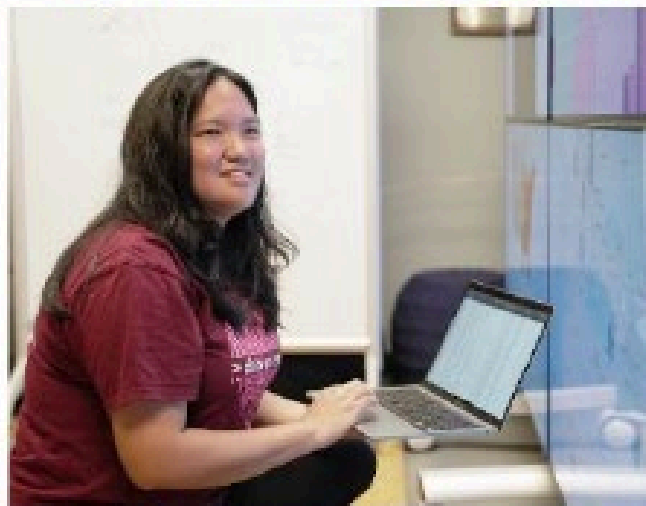


**Building Bridges North-South:
A Synodial Encounter
between Pope Francis and
University Students**



In 2022, Chaminade graduated the first Data Science majors in the history of the State of Hawai'i. Of these 8 graduates 7 are Native Hawaiian, 7 are women, and 6 are Native Hawaiian women. 80% are Ho'oulu and S-STEM Scholars. 100% are placed in Data Analyst jobs in Hawai'i or in graduate school.

Taylor Ishisaka BS DS '22



WINNER

Supercomputing '21 International
Data Science Competition

Sponsored by

ORACLE

PhD program in Biomedical Data
Science. University of Wisconsin

Dairian Balai BS DS '22



Intern, Maternal Health Analytics, TACC
Super Computing 18, 19

INCLUDES Summer Data Science program
Intern, Hawaii Appleseed Justice Project
Advanced Computing for Social Change
Institute

PhD program, Data Science, Purdue

Melia Soque, BS DS '22



Intern, Maternal Health Analytics, TACC
Super Computing 18, 19

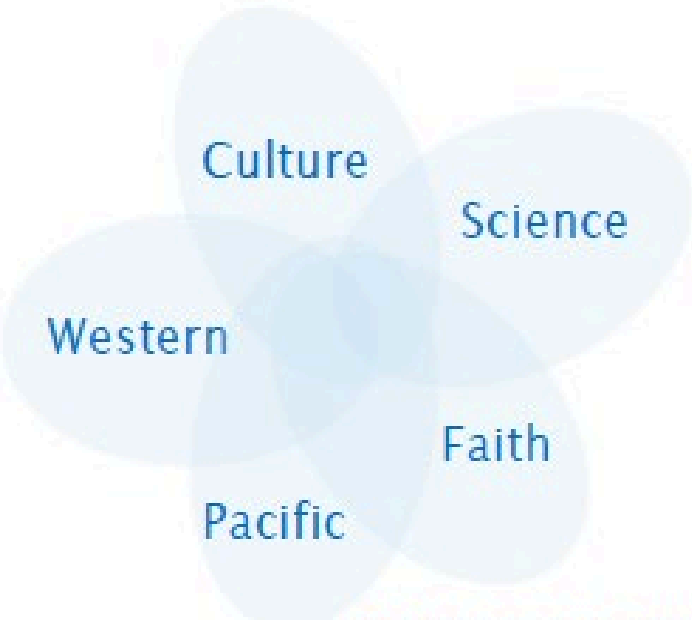
INCLUDES Summer Data Science program
Intern, Hawaii Appleseed Justice Project
Advanced Computing for Social Change
Institute

MS in Data Science program, Berkeley

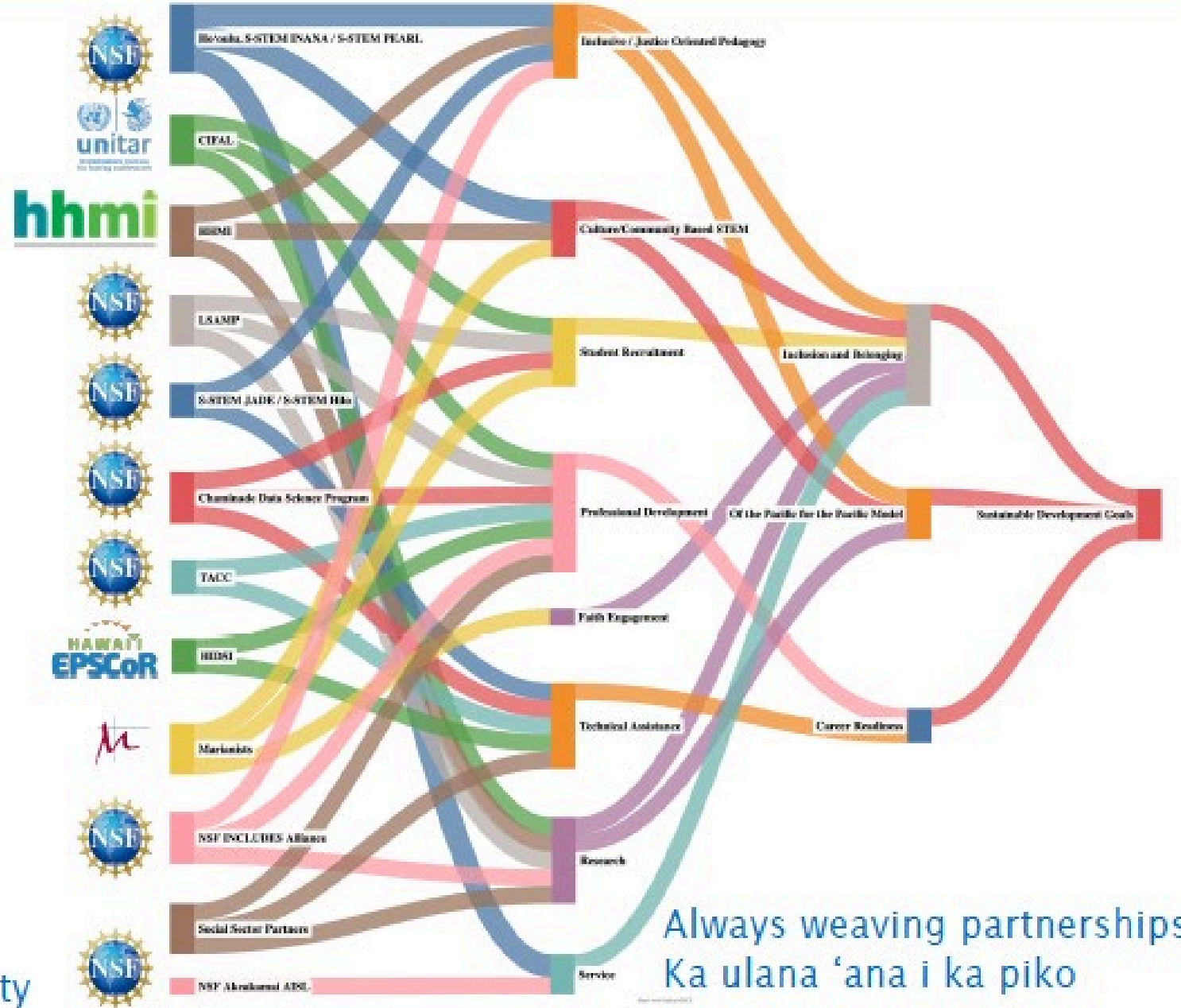
Additional dimensions



Makuahine Meleana
'I am hungry for the work'



'Between Knowledges'
Comfortable with complexity



Always weaving partnerships
Ka ulana 'ana i ka piko

Gratitude

Chaminade President and Provost
Dean Gail Grabowsky
Father Martin Solma, SM
Vice Provost Janet Davidson, PhD

Dr. Jolene Haunani Cogbill
Dr. Chrystie Kaipolani Nae`ole
Kumu Kahoali`i Keahi-Wood
Dr. Rylan Chong

Dr. Alex Stokes
Dr. Mary Perez-Hattori
Dr. Kelly Gaither
Dr. JD Baker
Dr. Gwen Jacobs
Lauren Nahme

Chaminade Faculty and Staff
Alliance Team

Support

S-STEM: Inana DUE-1833772
S-STEM: PEARL DUE-2030654
S-STEM: STRIDE DUE-2221448
I-USE: DUE-1525884
ESPCoR: OIA-1557349
AISL: DRL-1811691
BSCER: DGR-2125483
INCLUDES DDLP: HRD-1744526
INCLUDES ALLIANCE: HRD-2217242
LSAMP: HRD-182684
CyberTraining: OAC-1931575

Next Steps



Language equity
Incarcerated students
Solution entrepreneurs

Q&A



Upcoming Opportunities and Resources

Upcoming Events

- Coffee and Conversation
 - April 20, 3:00-4:00pm EST
<https://tinyurl.com/mrvn2cja>
- S-STEM Annual Scholars Meeting
 - September 14-16, 2023, Washington, DC

Resources

- New S-STEM REC Website!
 - <https://sstemrec.aaas.org/>

Slides from today's webinar are also posted at: www.sstemrec.aaas.org/webinar

*Join the Coffee
&
Conversation*

S-STEM Minority-Serving
Institutions (MSIs) Discussion
*Institutional Capacity: Successes and
Challenges*

Come and share your perspectives on:

- Supports and barriers to institutional capacity in executing successful S-STEM projects.
- Impacts of S-STEM projects to institutional advancement.

April 20th 3PM - 4PM
Register Here: <https://tinyurl.com/mrvn2cja>

AAAS | S-STEM REC | NSF | QEM



Thank you!

Connect with the AAAS S-STEM REC!

Explore: <https://sstemrec.aaas.org/>

Follow Us on Twitter: [@sstem_program](https://twitter.com/sstem_program)

Connect on LinkedIn: [s-stem-program](https://www.linkedin.com/company/s-stem-program)

NSF AWARD #2224093: AAAS-NSF S-STEM Resource & Evaluation Center

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE