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# BREAKING THE MOLD: Diversifying STEM Academia



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Wednesday, Oct. 8, 2014 | American Institutes for Research, 1000 Thomas Jefferson Street, NW Washington DC

## Schedule

9:30 a.m. – 11 a.m.

- Registration and breakfast

- Welcome

**Elizabeth Grant**  
Vice President, AIR

- Introduction

**Audrey Williams June**  
Senior Reporter, *The Chronicle of Higher Education*

- Presentation

**Courtney Tanenbaum**  
Senior Researcher, AIR

- Discussion

**Michael J. Feuer**  
Dean, The George Washington University

**Kerry Ann Rockquemore**  
President and CEO, National Center for Faculty Development & Diversity

- Q&A

## BREAKING THE MOLD: Diversifying STEM Academia

### BIOGRAPHIES

#### Courtney Tanenbaum

Senior Researcher, AIR



Courtney Tanenbaum is a senior researcher and STEM marketing and research lead at AIR.

Tanenbaum currently leads the Mapping Pathways for STEM Education and Innovation Research and Development project for the U.S. Department of Education. Under Tanenbaum's leadership, AIR will convene a series of panels made up of STEM expert researchers, practitioners and other stakeholders to develop a 10-year vision for improving STEM education, and a plan for cultivating innovation research and development ecosystems in education.

Previously, Tanenbaum served as the principal investigator for the National Study of the Alliances for Graduate



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Education and the Professoriate, through a grant from the National Science Foundation. Under this grant she was responsible for writing data-driven issue briefs on issues related to the participation of historically underrepresented groups of individuals in STEM. Most recently she contributed to issue briefs examining gender differences in STEM doctoral degree production and in the early career pathways of new STEM doctoral recipients. She also contributed to a brief examining the role of historically black colleges and universities in producing black STEM Ph.D. recipients, and how the demographics of black STEM Ph.D. recipients, including gender, parental education levels and first-generation college student status, differed among graduates who earned degrees from HBCUs and those who earned degrees from other types of institutions. She also led a two-day symposium examining the implicit and explicit biases, barriers and challenges underrepresented groups of individuals in STEM encounter along their academic and career pathways, and how institutions of higher education and STEM academic departments can use this research to transform STEM academic cultures to better support student and faculty diversity.

Tanenbaum is earning a doctorate of higher education administration from The George Washington University. She also holds a master's in education policy and leadership from the University of Maryland and a bachelor's in the history of art and architecture from Harvard University.

### Michael J. Feuer

Dean of the Graduate School of Education and Human Development and Professor of Education, George Washington University



Michael J. Feuer is dean and professor of education at The George Washington University Graduate School of Education and Human Development and President of the National Academy of Education. Previously he served as the Executive Director of the Division of Behavioral and Social Sciences and Education at the National Academy of Sciences, where he had also been the first director of the Board on Testing and Assessment and the Center for Education. Dr. Feuer received a bachelor's from Queens College (CUNY), and a master's and doctorate from the University of Pennsylvania. He has published in education, economics, philosophy and public policy journals. Most recently he was the guest editor of *The Bridge*, the flagship journal of the National Academy of Engineering. Dr. Feuer is a fellow of the American Association for the Advancement of Science and of the American Educational Research Association. He is the chair of the AERA Organization of Institutional Affiliates executive committee and member of the AERA government relations committee.

### Audrey Williams June

Senior Reporter, *The Chronicle of Higher Education*



Audrey Williams June writes about the academic workplace. Her areas of expertise include faculty pay, the academic job market, the recruitment and retention of faculty members, work-life balance in the academy and efforts to diversify the professoriate.

Before coming to *The Chronicle*, June was a business reporter for *The Charlotte Observer*, in North Carolina. While there, she wrote about the ups and downs of entrepreneurs before landing a spot on the paper's team of banking reporters. She has also worked for *The Telegraph*, in Macon, Ga., as an environmental reporter. June won a first prize award for beat reporting (Education-Only News Outlets) in 2013 from the Education Writers Association.

June earned a bachelor's degree in journalism with a minor in economics from Florida A&M University.

### Kerry Ann Rockquemore

President and CEO, National Center for Faculty Development & Diversity



Kerry Ann Rockquemore is president and CEO of the National Center for Faculty Development & Diversity. The NCFDD is an independent professional development, mentoring and training community that serves more than 65,000 graduate students, post-docs, and faculty members in the U.S. Dr. Rockquemore is author of "The Black Academic's Guide to Winning Tenure Without Losing Your Soul." She provides workshops for faculty at colleges across the U.S., writes an advice column for *Inside Higher Ed* and works with a select group of faculty each semester in the Faculty Success Program.

### Elizabeth Grant

Vice President, Education Program, AIR



Elizabeth Grant is a vice president in the Education Program at AIR. Before joining AIR, Dr. Grant was chief of staff in the Office of Elementary and Secondary Education at the U.S. Department of Education. She was also a senior policy advisor working on ESEA flexibility, secondary school initiatives and state technical assistance.

Before joining the department, Dr. Grant worked as Jobs for the Future's senior policy analyst for federal policy and national advocacy. She helped advance policies to improve and expand education pathways for America's large number of struggling students, out-of-school youth and youth underrepresented in postsecondary education. She also served as a fellow in the office of U.S. Senator Patty Murray, developing legislation to build education pathways for youth to 21st century careers. Dr. Grant worked in schools for more than a dozen years, serving as an elementary school principal and junior high and high school teacher.