

Lessons Learned in Building Diversity

RECRUITMENT - Associate Professor of Mathematics, Morehouse College

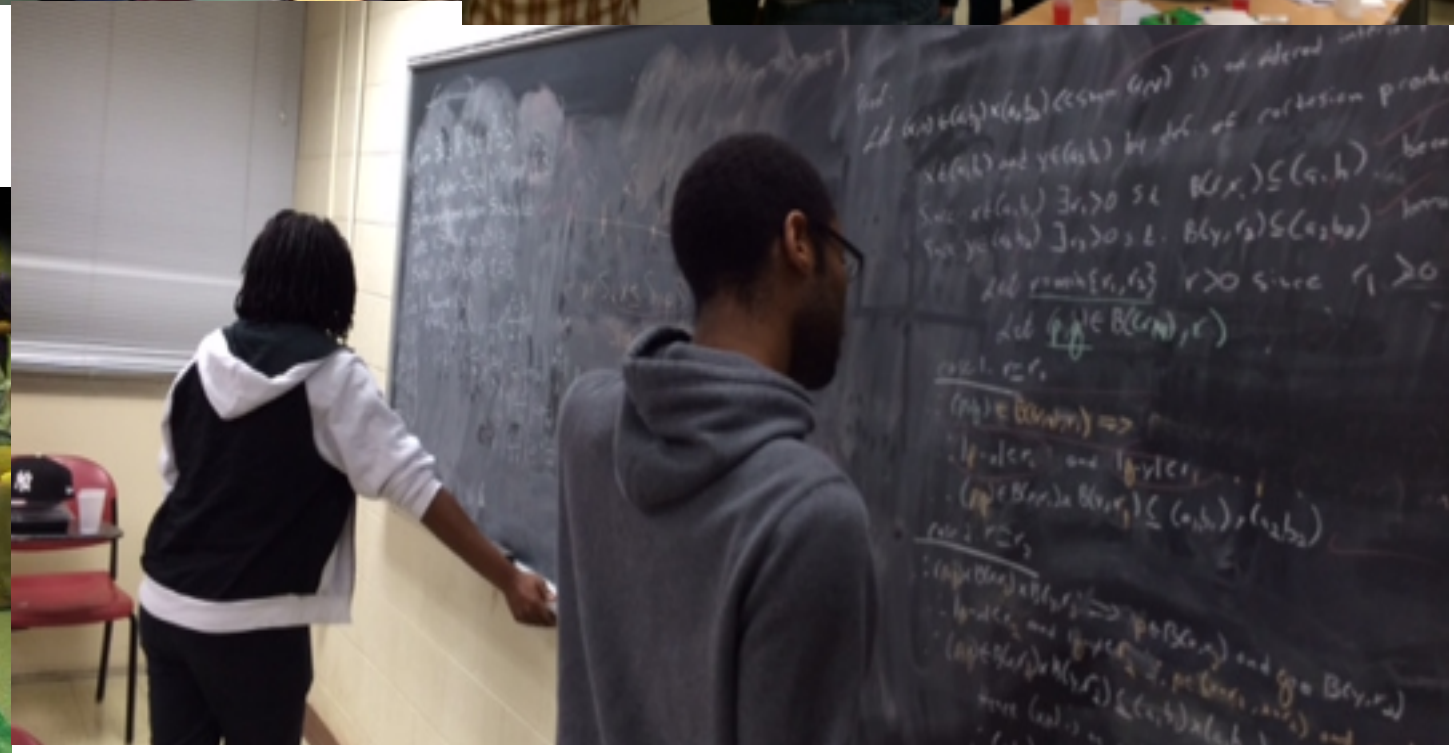
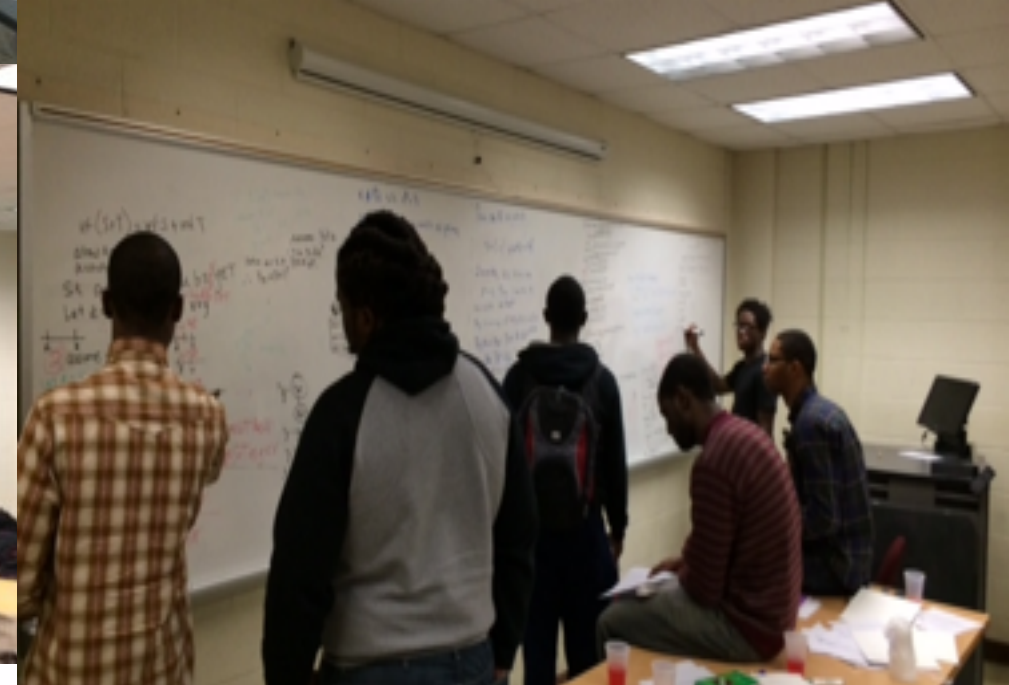
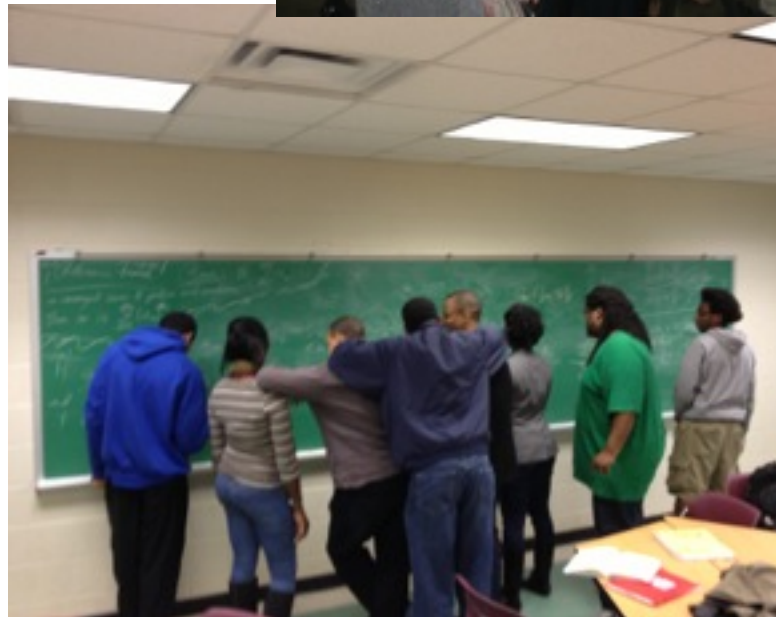
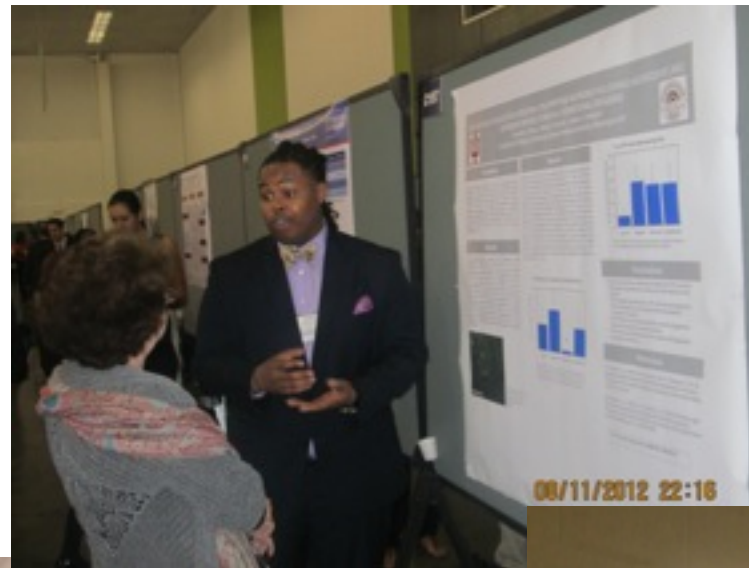
RETENTION - Principal Investigator, EDGE Program for Women in Mathematics

Ulrica Wilson
Pipelines into Biostatistics
Annual Symposium
Harvard School of Public Health
July 2014

RECRUITMENT

Finding the students that fit your program

- Research Training Programs
- Conferences (ABRCMS, SACNAS, Field of Dreams,)
- Graduate Tours
- Visitation Days
- AY research experiences
- Summer research experiences
- Follow-up phone calls—incoming and outgoing
- Research Collaborations





RETENTION

Keeping the students that fit your program
The EDGE Program

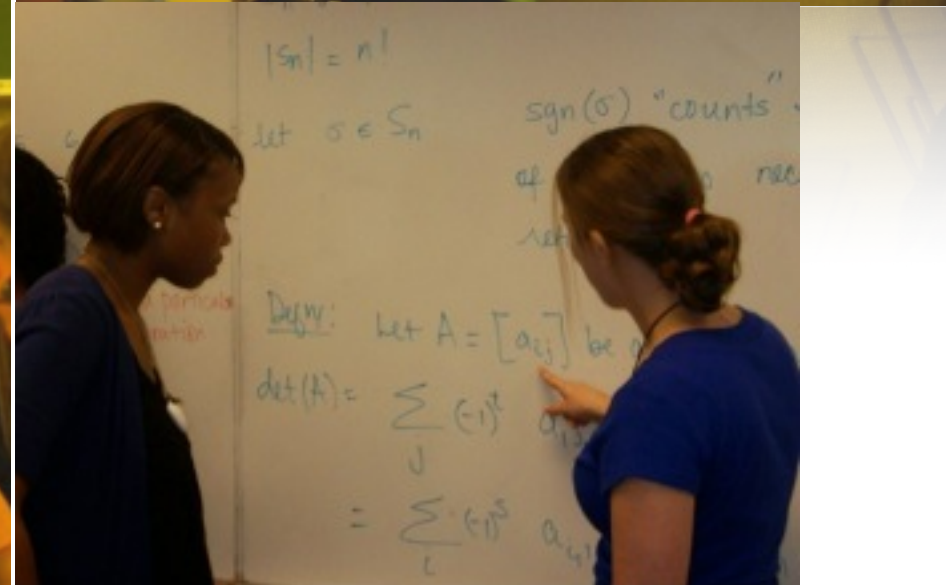
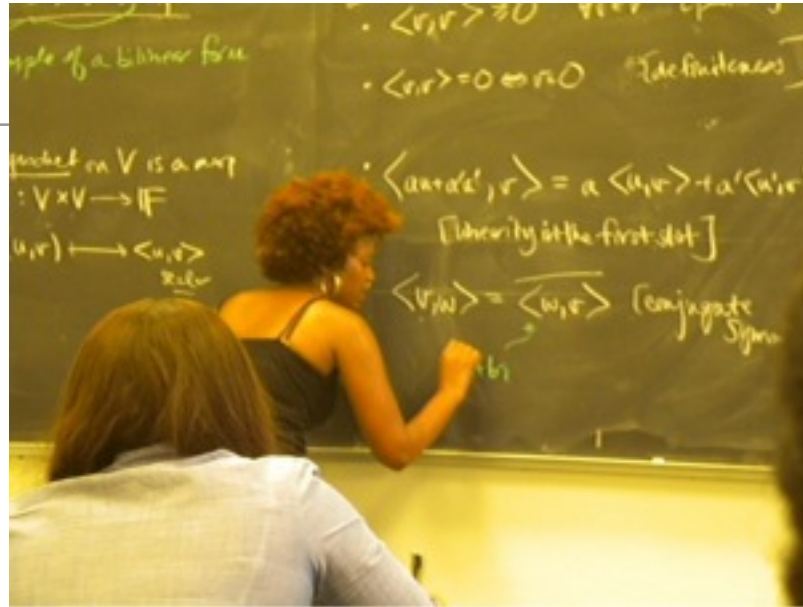
The EDGE Program

- Born and designed in response to...
- 1998 - 2011
Sylvia Bozeman (Spelman) and Rhonda Hughes (Bryn Mawr)
- 2011 - 2016
A. Radunskaya (Pomona) and U. Wilson (Morehouse)
- funded by NSF
- (NEW) sponsorship program: Microsoft, Bryn Mawr, Rutgers, Iowa State
- Comprehensive Mentoring: summer session, reunion weekend, regional research symposia, travel grants
- Spelman, Bryn Mawr, Pomona, Morehouse, New College, NC A&T, Florida A&M, NC State, Harvey Mudd, [Howard \(2015\)](#)



EDGE Summer Session

- 4 week residential program in June
- 12-15 recent college graduates entering graduate programs in mathematics
- 3 advanced graduate student mentors
- 4 workshop facilitators (college faculty)
- Analysis and Algebra workshops
- Problem Solving
- Mentoring
- Thursday night dinners and other social activities.
- Guest Speakers
- Mini-courses
- Reunion weekend
- Commitment to Diversity

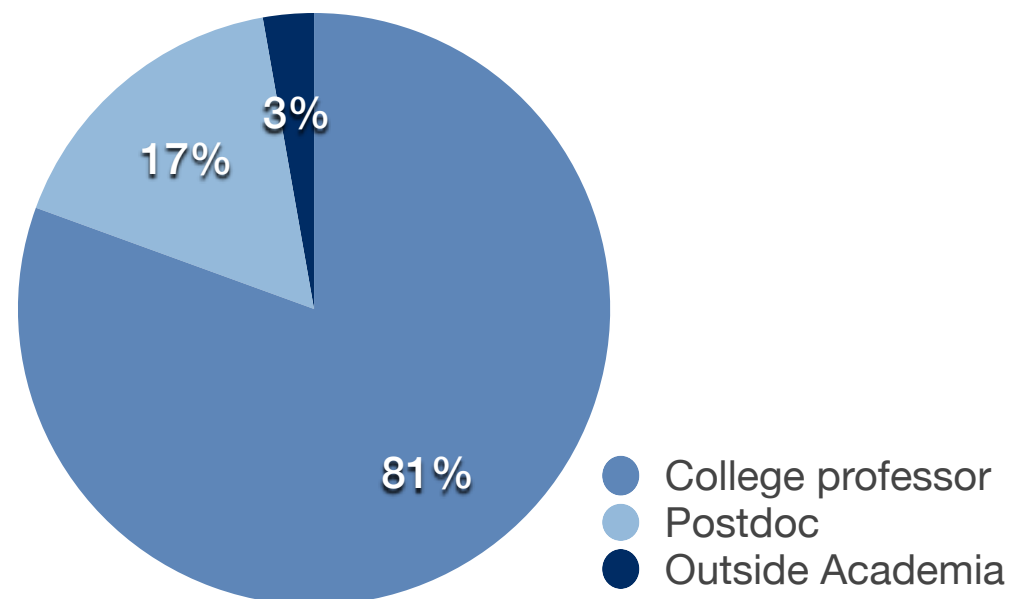


Survey of EDGE PhD Recipients

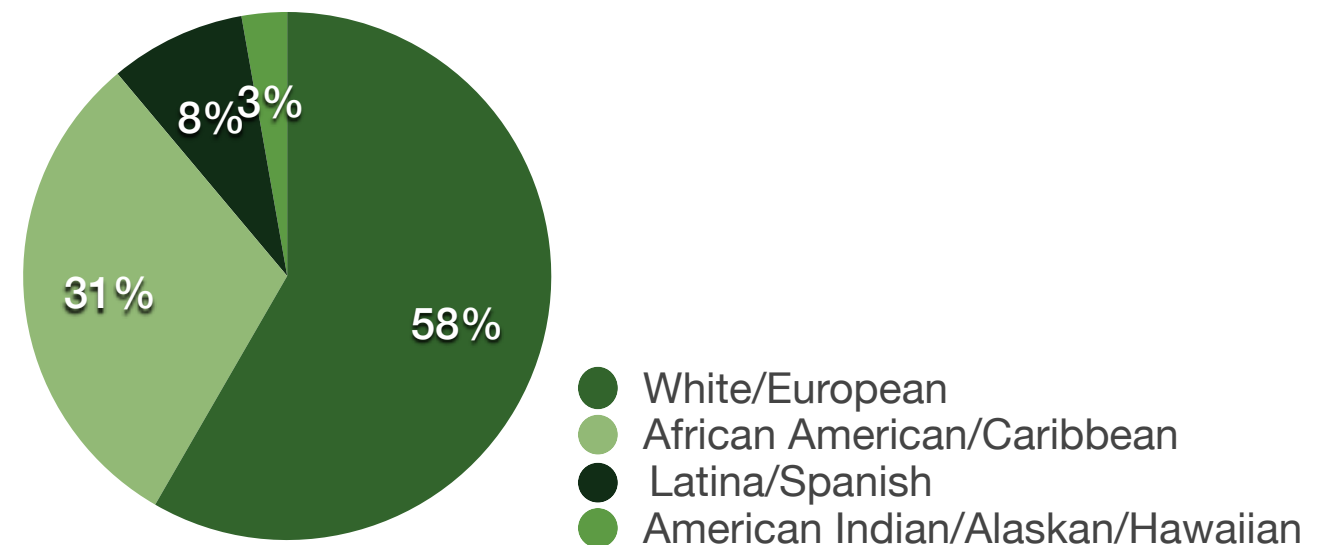
conducted by Sylvia Bozeman and Rhonda Hughes with Carol Auster

- N=36
- 63 questions
- Respondents participated in EDGE summer session between 1998-2006
- Respondents received PhD before July 2012
- Preliminary results on benefits to academic success; benefits during graduate school; impact on academic and professional development.

Current Profession



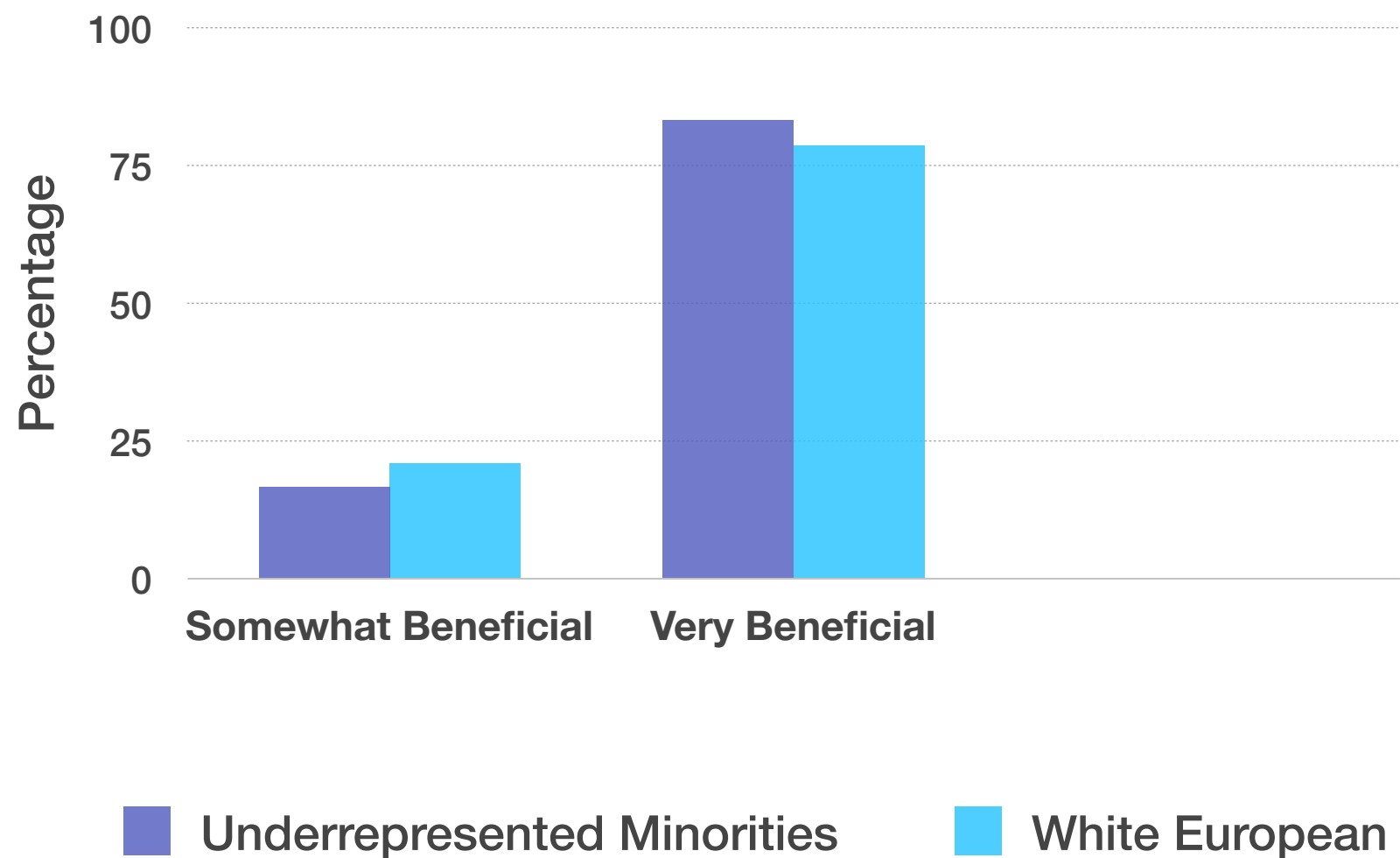
Racial Identity



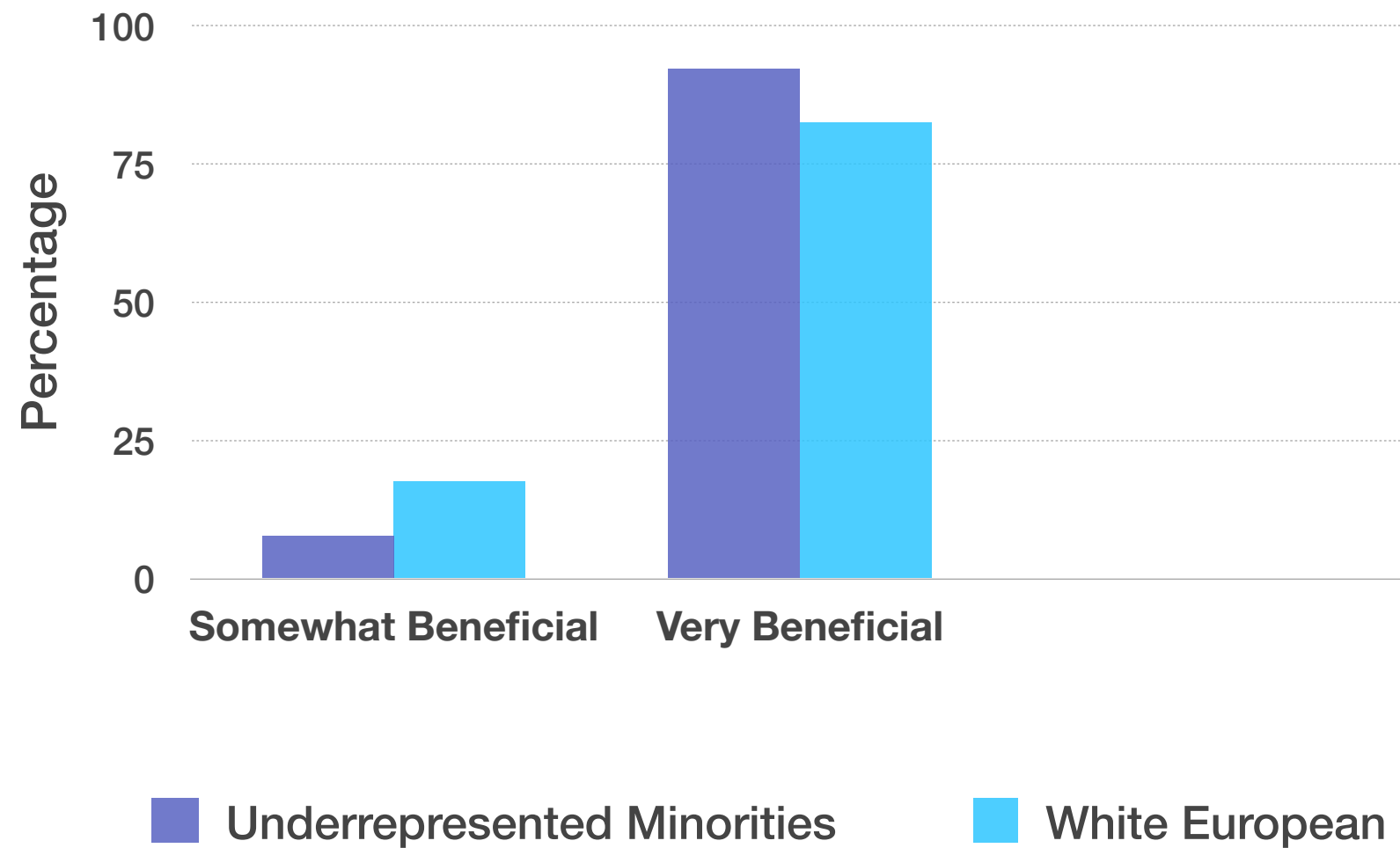


In what ways did EDGE contribute to your success in graduate school?

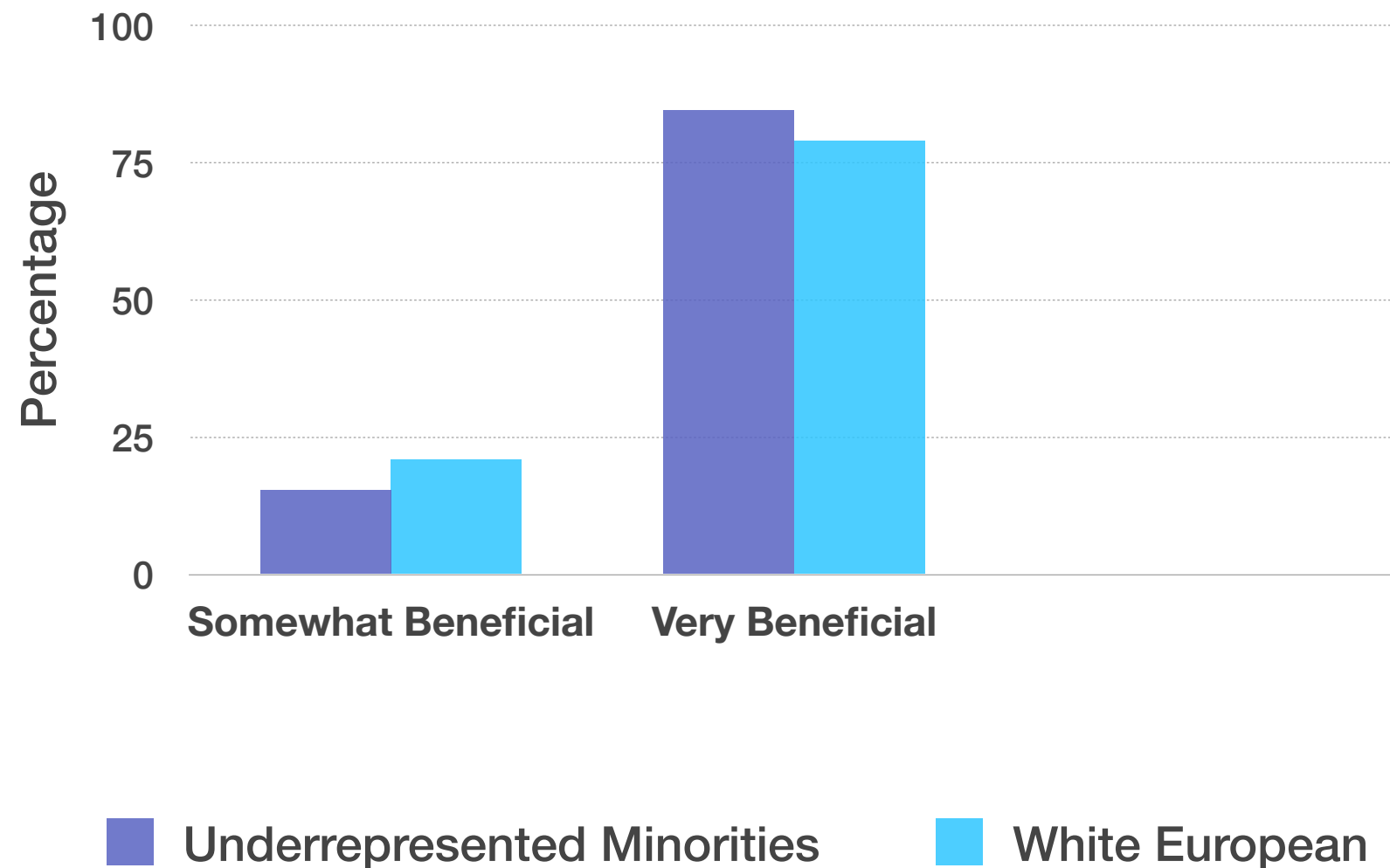
How beneficial was the diversity of students and staff to academic success?



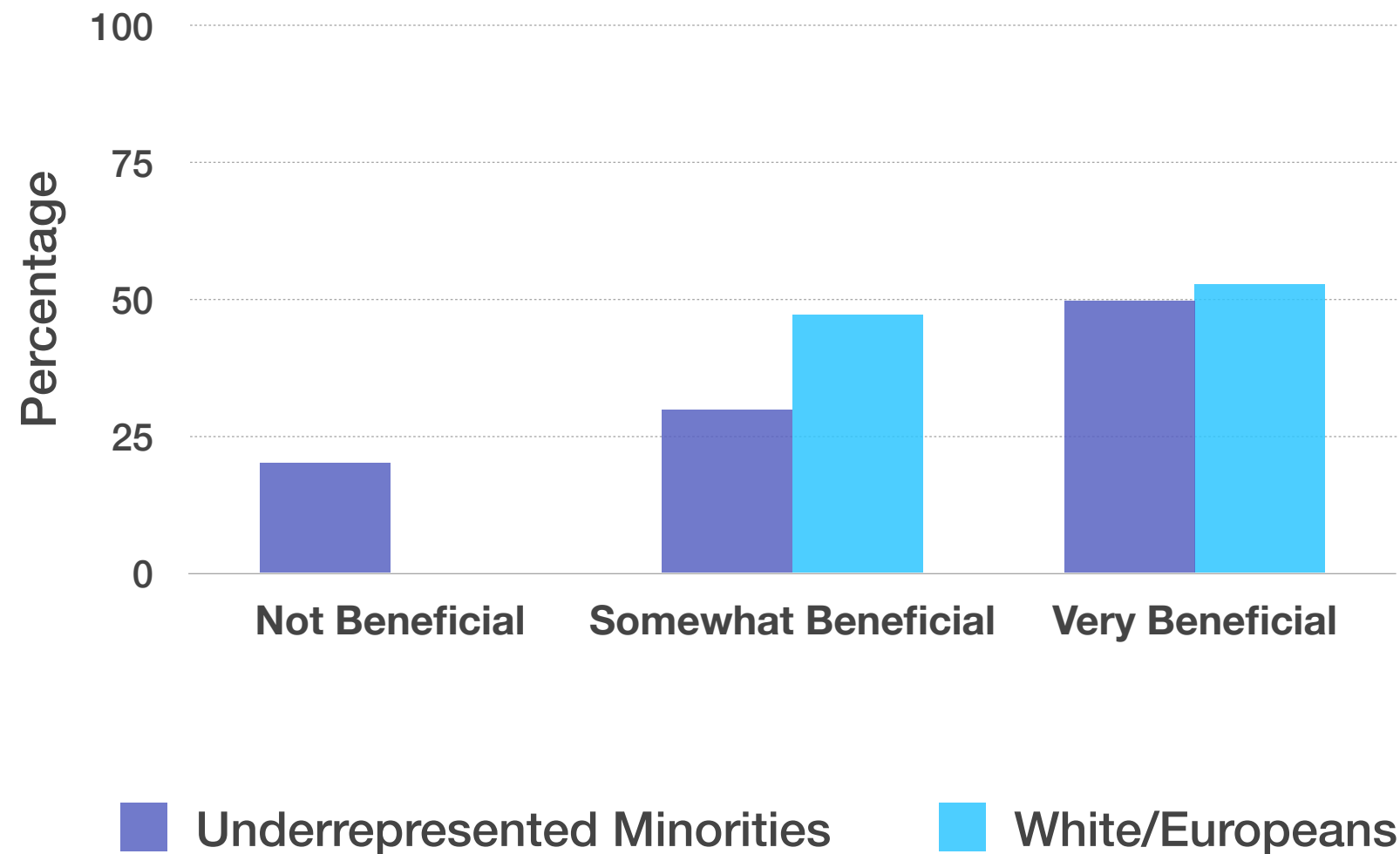
How beneficial was reunion weekend to academic success?



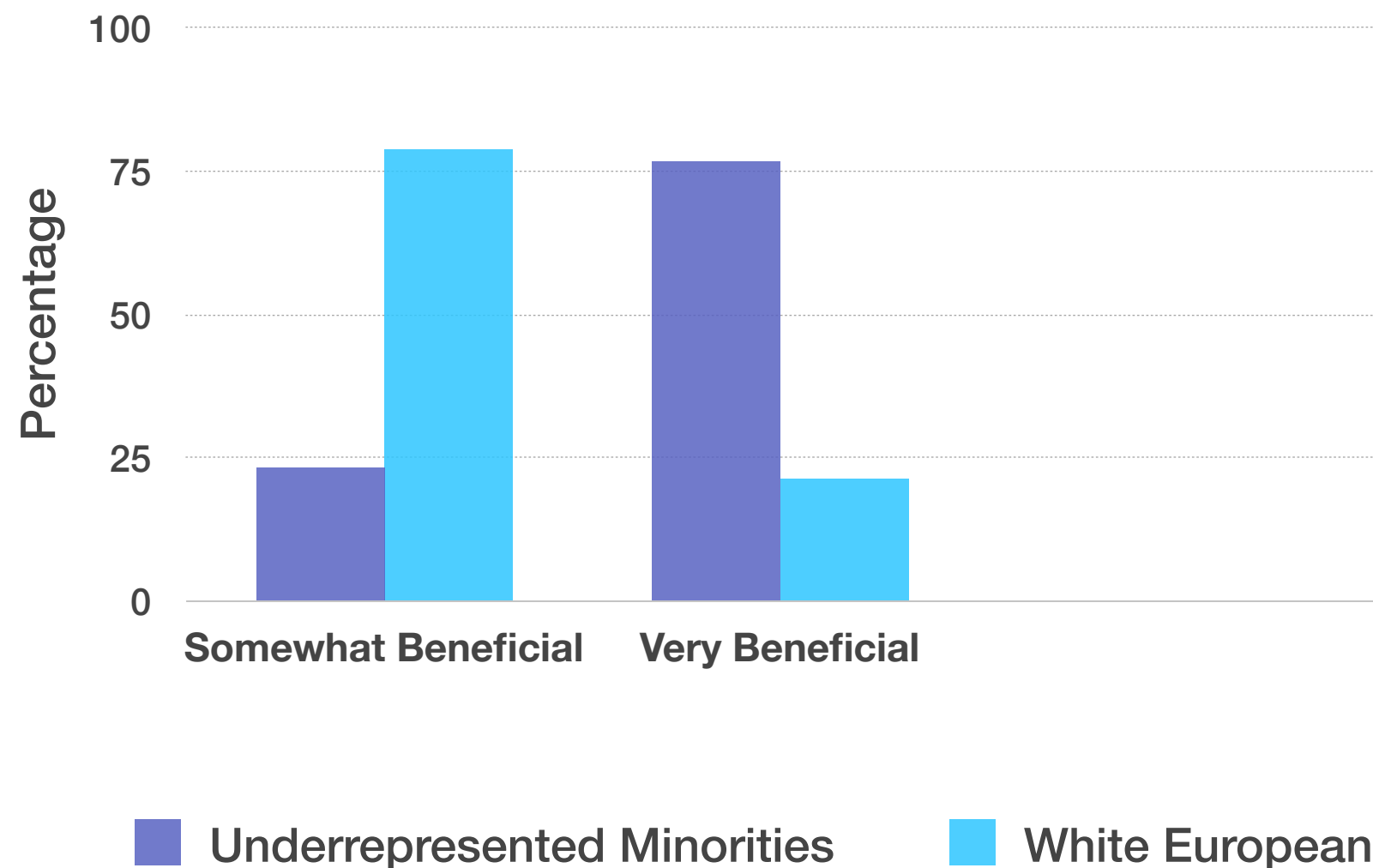
How beneficial was time spent with advanced graduate students to academic success?



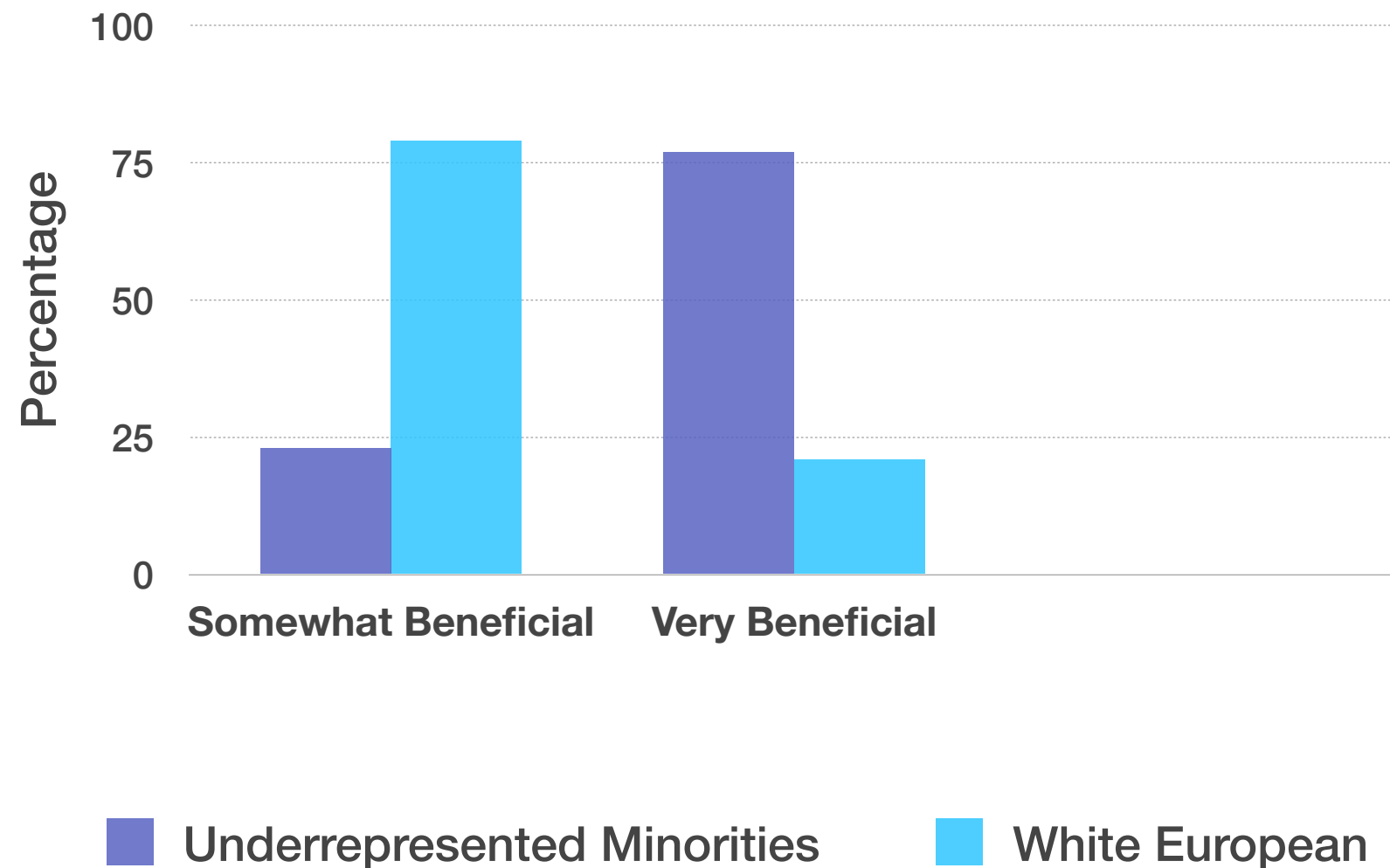
How beneficial was the contact with EDGE peers in first year of graduate school?



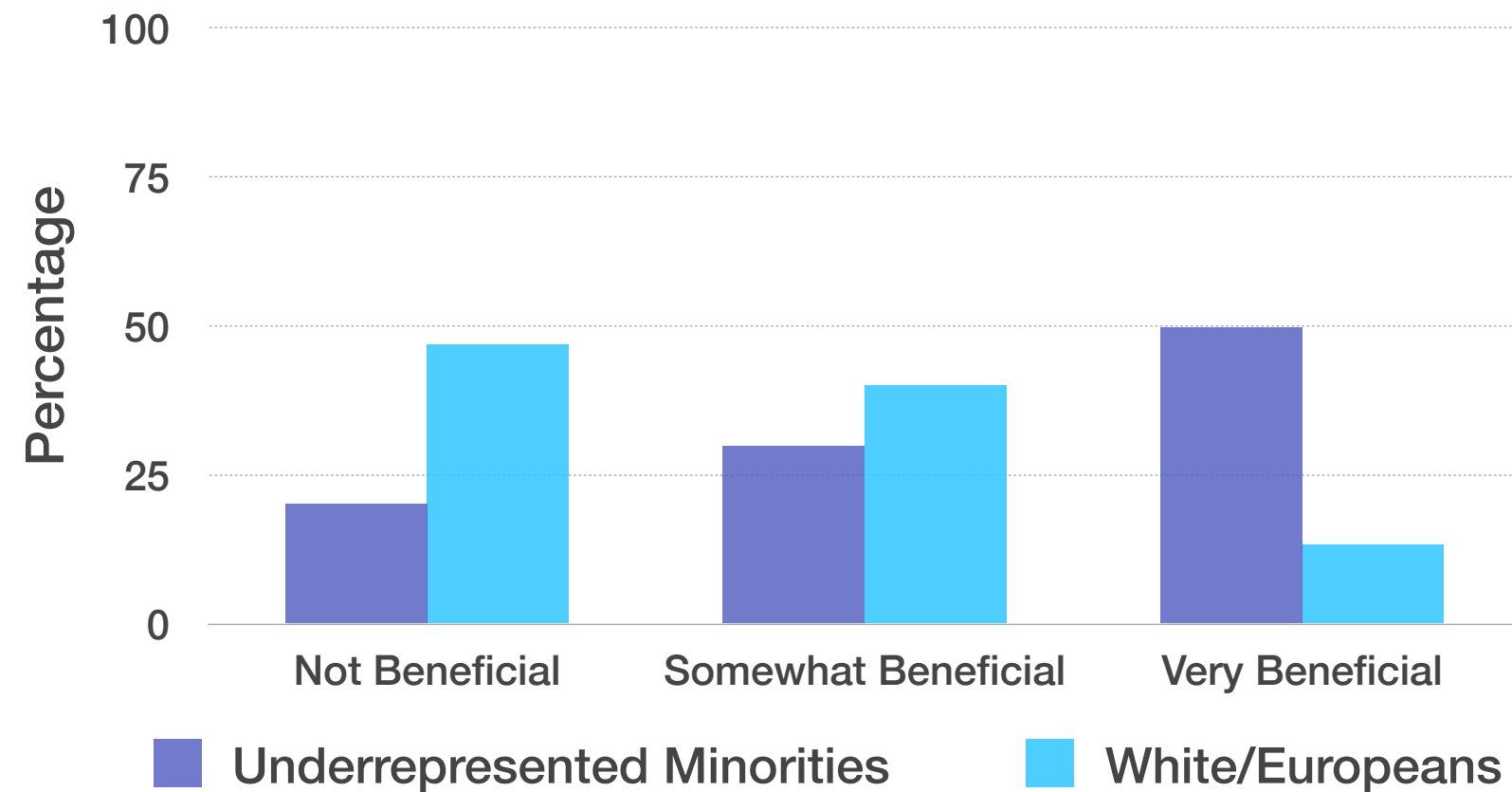
How beneficial were guest speakers and visitors to academic success?



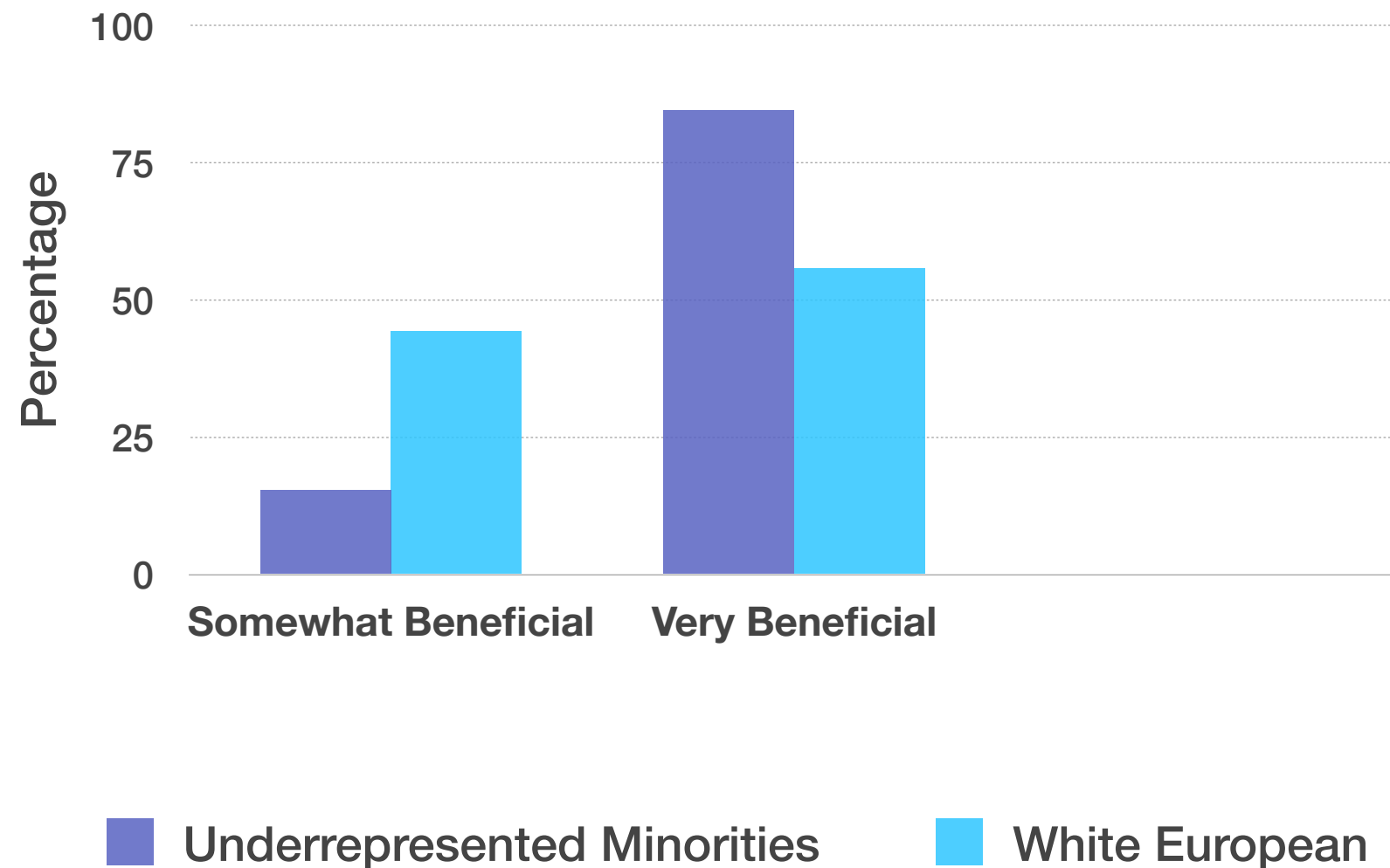
How beneficial was working with summer faculty to academic success?



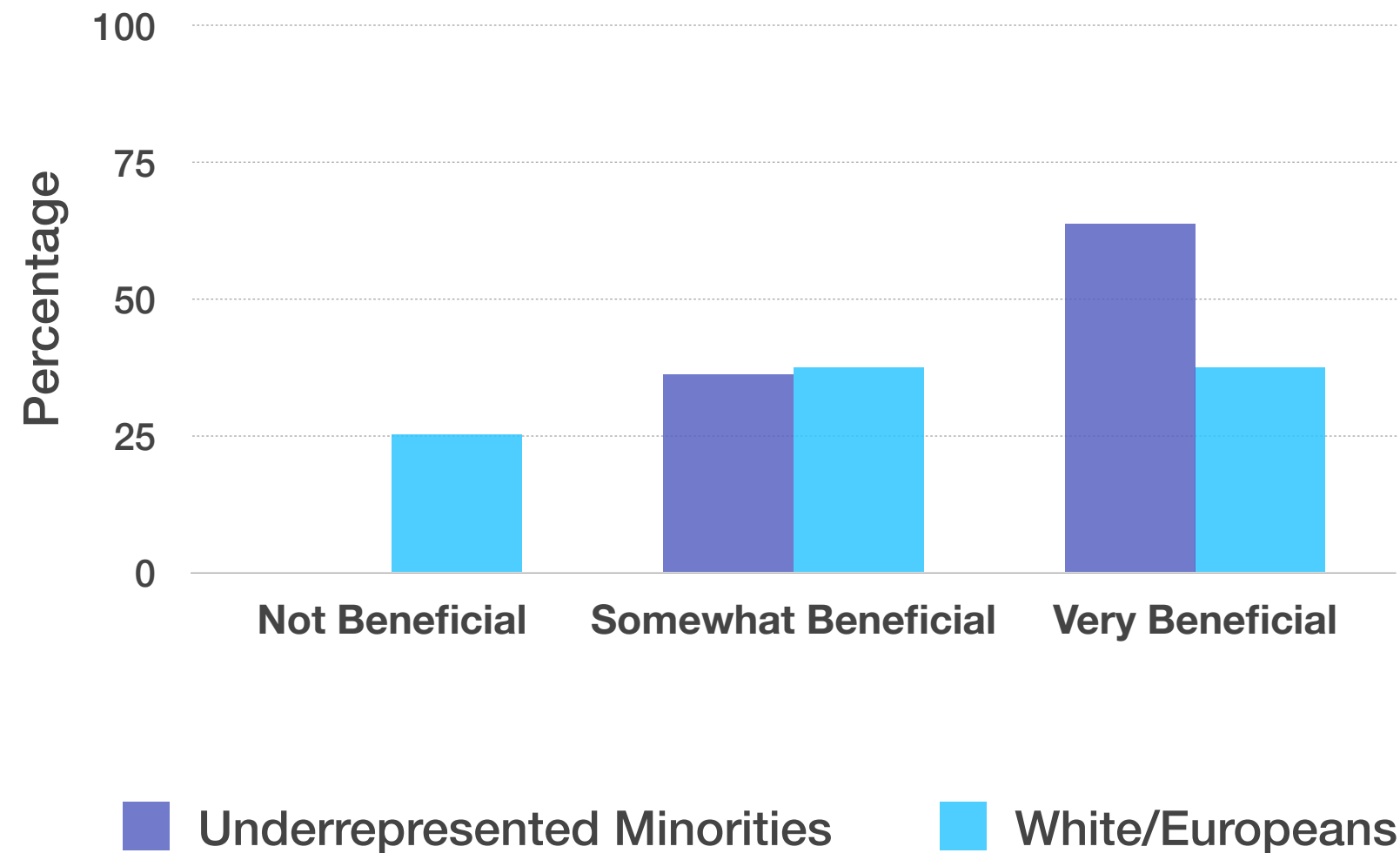
How beneficial was a (first year) department mentor during graduate school?



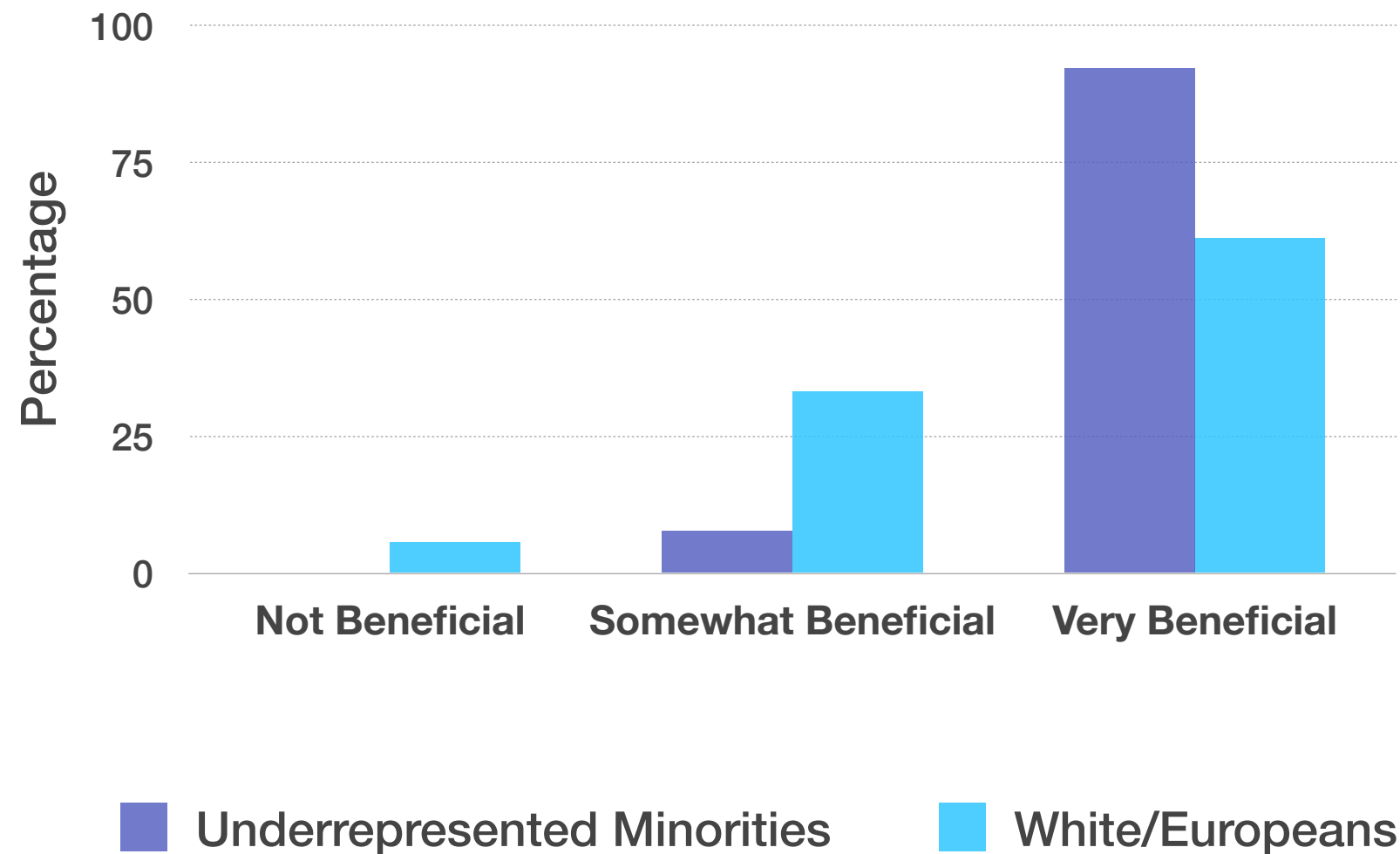
How beneficial was the contact with EDGE directors during graduate school?



How beneficial was the contact with EDGE faculty during graduate school?



How beneficial was the contact with other mathematicians met through EDGE during graduate school?



Lessons Learned

- Access to the profession
- Money matters
- Diversity
- Check-in after first year
- Support for re-entry

