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To Our Stakeholders

A VIRTUAL YEAR

The 2020-2021 academic year was the 11th year of the RISE Network at UNCG and it was a year like no other due to the ongoing pandemic. However, unlike the previous year where most events were cancelled when the pandemic was emerging, we entered the 2020-2021 year prepared to host our programming in a virtual format to revive our commitment to our campus and local community. We learned a lot about how to host small and large events in a virtual space; skills that will serve us well as we consider hybrid formats in the future.

STRATEGIC HIGHLIGHTS

We hosted seven programming events in 2020-2021. Our biggest effort was transitioning Science Everywhere into a virtual event that ran from April 21-23. This consisted of scouring the internet for every STEM-related research talk/presentation/lecture from UNCG faculty/students that we could find and then rating their age appropriateness and type of content. In parallel, we worked with Craig Biles (University Digital Design and Mobile Communications Developer) to create a website that could host the videos in an appealing manner to the public. We ended up with 130 labeled and posted videos ([see them here](#)), which served as the “on-demand STEM videos” portion of our Virtual Science Everywhere event. In conjunction with the videos, we hosted 5 STEM demonstrations over Zoom for those who wanted a live experience. Lastly, we worked with our contacts in the university and local K-12 systems to notify the public of our Virtual Science Everywhere event. We had 1,011 people participate in our virtual event, a number we are very proud of. In addition to our effort with Science Everywhere, we hosted several professional development events, many of which specifically focused on equity, diversity, and inclusion in STEM. Lastly, we continued to help guide our UNCG community by serving as a resource for STEM-related grants, promoting associated workshops, and hosting the RISE Speaker Series.

FINANCIAL HIGHLIGHTS

In a testament to RISE’s cross-unit connections, our personnel and events were supported by many units at UNCG, including the Office of the Provost, Vice Chancellor for Research and Economic Development, Dean of the College of Arts and Sciences, Dean of the School of Health and Human Sciences, Dean of the School of Education, and the Departments of Biology, Chemistry & Biochemistry, and Computer Science. Collectively, these units provided \$49,000 to support administrative time for the RISE Director and Associate Director, a RISE Graduate Assistant, the RISE Speaker Series, networking and professional development events, and the RISE Small Grant program. Additionally, the Office of the Provost provided \$20,500 to support the Science Everywhere event that RISE co-leads, and RISE leadership worked with University Advancement to raise another \$14,250 to support Science Everywhere.

LOOKING AHEAD

We are hopeful that the 2021-2022 academic year represents a time that we will shift out of the pandemic, which would afford more face-to-face interactions with our STEM community. Nevertheless, we are ready to continue offering virtual programming until it is safe to have in-person meetings. We are well prepared to meet these challenges given our past performance. We also have a changing of the guard, as Dr. Tracey Howell (RISE Associate Director from 2019-2021) has stepped down to take a faculty position at Appalachian State University. We extend a HUGE thank you to Tracey for her time helping lead RISE. We welcome Dr. Sarah Praskiewicz as our new Associate Director for the 2021-2022 academic year. We are excited for Sarah to join our leadership team.

Sincerely,



Christopher K. Rhea, PhD
Department of Kinesiology
RISE Director

Programming Overview

The following was the schedule of events for the 2020-2021 academic year.

October

OCTOBER 20 AND 29: RISE SPEAKER SERIES

SPEAKER: Joe Palca (NPR)

TALK TITLE: “Once Upon A Time: Telling Stories About Science”

OCTOBER 29: PROFESSIONAL DEVELOPMENT WORKSHOP

TOPIC: *Picture a Scientist* movie screening

November

NOVEMBER 5: PROFESSIONAL DEVELOPMENT WORKSHOP

TOPIC: *Authorship Ethics*

NOVEMBER 12 AND 19: PROFESSIONAL DEVELOPMENT WORKSHOP

TOPIC: *Fair Play in Academia*

February

OCTOBER 20 AND 29: RISE SPEAKER SERIES

SPEAKER: Jerrod Henderson (University of Houston)

TALK TITLE: “Repairers of the Breach: A Conversation about the ‘Leaky STEM Pipeline’”

FEBRUARY 19: CONFERENCE

TOPIC: *North Carolina Project Kaleidoscope (NC PKAL) Regional Meeting*

TOPIC: *Equity, Diversity, and Inclusion in STEM: Opportunities to Level the Playing Field*

April

APRIL 21: RISE SPEAKER SERIES

SPEAKER: Steven Zeisel (UNC Chapel Hill)

TALK TITLE: “Precision Nutrition: Lessons from studies on the nutrient choline”

APRIL 21-23: SCIENCE EVERYWHERE

HOST: Co-sponsored by RISE and the UNCG Provost’s Office

THEME: “Homegrown Science”

RISE Speaker Series

The goal of the RISE Speaker Series is to bring nationally recognized experts in STEM research and instruction to UNCG. The Speaker Series helps stimulate conversations and generate new ideas around STEM education and research at UNCG. The Speaker Series reaches a broad audience, including UNCG faculty, postdocs, administrators, staff, graduate students, and community members. The Speaker Series is supported by funds from the College of Arts and Sciences (CAS), the School of Education (SOE), and the School of Health and Human Sciences (HHS). We are happy to report that the Joint School for Nanoscience and Nanoengineering (JSNN) has agreed to support our Speaker Series in 2021-2022. We would like to thank all the funders for making the RISE Network Speaker Series a success.

Below is a list of the three speakers for the 2020-2021 RISE Speaker Series. All were virtual due to COVID. Due to a February ice storm that knocked out power in Houston, Dr. Henderson was unable to join us, but we hope to invite him to be a part of our Speaker Series next year. The promotional flyers are included in Appendix 1. For the 2021-2022 RISE Speaker Series, we will continue to seek speakers from diverse backgrounds (e.g., discipline, academic/non-academic, gender, race/ethnicity, and other dimensions of diversity) as part of our mission to increase EDI in STEM.



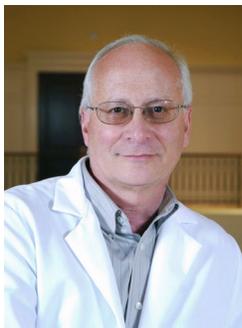
October 20 and 29, 2020

Joe Palca, Science Correspondent, National Public Radio (NPR)
Talk Title: "Once Upon A Time: Telling Stories About Science"



February 18, 2021

Dr. Jerrod Henderson, Cullen College of Engineering, University of Houston
Talk Title: "Repairers of the Breach: A Conversation about the 'Leaky STEM Pipeline'"



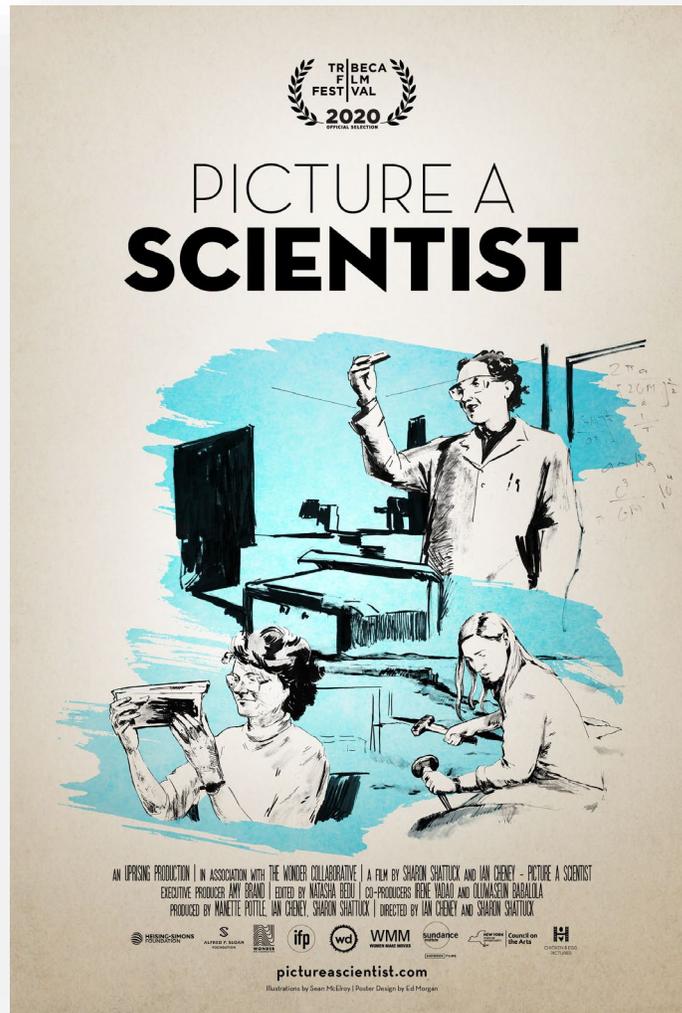
April 21, 2021

Dr. Steven Zeisel, University of North Carolina at Chapel Hill
Talk Title: "Precision Nutrition: Lessons from studies on the nutrient choline"

Professional Development Events

Picture a Scientist is a feature-length documentary film chronicling the groundswell of researchers who are writing a new chapter for women scientists. A biologist, a chemist, and a geologist lead viewers on a journey deep into their own experiences in the sciences, overcoming brutal harassment, institutional discrimination, and years of subtle slights to revolutionize the culture of science. From cramped laboratories to spectacular field stations, we also encounter scientific luminaries who provide new perspectives on how to make science itself more diverse, equitable, and open to all.

The RISE Network, in partnership with the [UNCG ADVANCE Team](#), offered a virtual movie screening of the film *Picture a Scientist*. This film was available for individual viewing via Vimeo from Tuesday, October 27 through Thursday, October 29. To facilitate conversation on this important topic, we held two discussion sessions. While not mandatory, we invited everyone who screened the film to join one of the sessions so we could learn from each other about perspectives gained from the film. The discussion sessions were from 3:30-5:00 pm and 7:00-8:30 pm on Thursday, October 29. A total of 120 faculty, staff, and students participated in this event. An evaluation of this workshop was provided by the UNCG ADVANCE Internal Evaluation Team and can be found in Appendix 2.



Professional Development Events

In *Fair Play*, players take the perspective of Jamal Davis, a Black graduate student, on his way to becoming a professor. As Jamal, players must address implicit bias, explore surroundings, and build Jamal's network to prove his full potential. The game provides ample opportunity for players to experience implicit biases, particularly in encounters with other characters, as they navigate the world of academia. Throughout the game there are instances that exemplify several kinds of racial biases (e.g., microaggressions, "colorblind" racial attitudes), to which the player is given a list of responses. The player must identify the biases while trying to improve relationships with the game's characters to succeed in his academic career.

In November, the RISE Network—in partnership with the [UNCG ADVANCE Team](#)—offered the Fair Play Workshop. This interactive event started with a 2-hour workshop on November 12 from 3:00-5:00 pm to discuss bias in academia, after which participants were given a 7-day window to play the Fair Play virtual game. Participants then reconvened for a second 2-hour workshop on November 19 from 3:00-5:00 pm to discuss lessons learned. A total of 30 faculty and staff participated in this event, which was the cap for this workshop. An evaluation of this workshop was provided by the UNCG ADVANCE Internal Evaluation Team and can be found in Appendix 2.



FAIR PLAY WORKSHOP

Do You Play Fair?

A Workshop about Bias in Academia

This workshop involves two 2-hour sessions with facilitators spaced 7-days apart, and a virtual game to be played in between the workshop sessions

UNCG Workshop Sessions
Dates: Thursday, November 12 and Thursday, November 19 (must attend both)
Times: 3:00-5:00pm on both days

The workshops will be over Zoom and the virtual game experience will be online

Facilitators

Molly L. Carnes, MD, MS
Professor and Director, UW-Madison

Christine M. Pribbenow, PhD
Senior Scientist, UW-Madison

Percy L. Brown, Jr., MEd
Senior Outreach Specialist, Fair Play Project, UW-Madison

Donald D. Dantzer, M. Ed.
Assistant Research Scientist, UW-Madison



We welcome faculty, staff, and postdocs to explore how unconscious bias may impede student success in STEM fields. *Fair Play* raises awareness about stereotypes and other racial biases in academia, which can inadvertently influence judgments about and behavior toward others. In the game, you are Jamal, a graduate student who experiences bias incidents as he navigates through his academic career and interacts with faculty, staff, and students on a college campus. Your success in the game depends on how you interact with colleagues within the game and how well you learn common bias concepts. After playing the game, workshop participants will engage in a facilitated discussion about addressing bias.

Professional Development Events

RISE also offered a workshop on November 5 that focused on Authorship Ethics that was co-sponsored by the Child and Family Research Network (CFRN) and the UNCG Office of Research Integrity. Twelve people participated in this workshop. The slide deck for this workshop can be found in Appendix 3.



Authorship Ethics Workshop

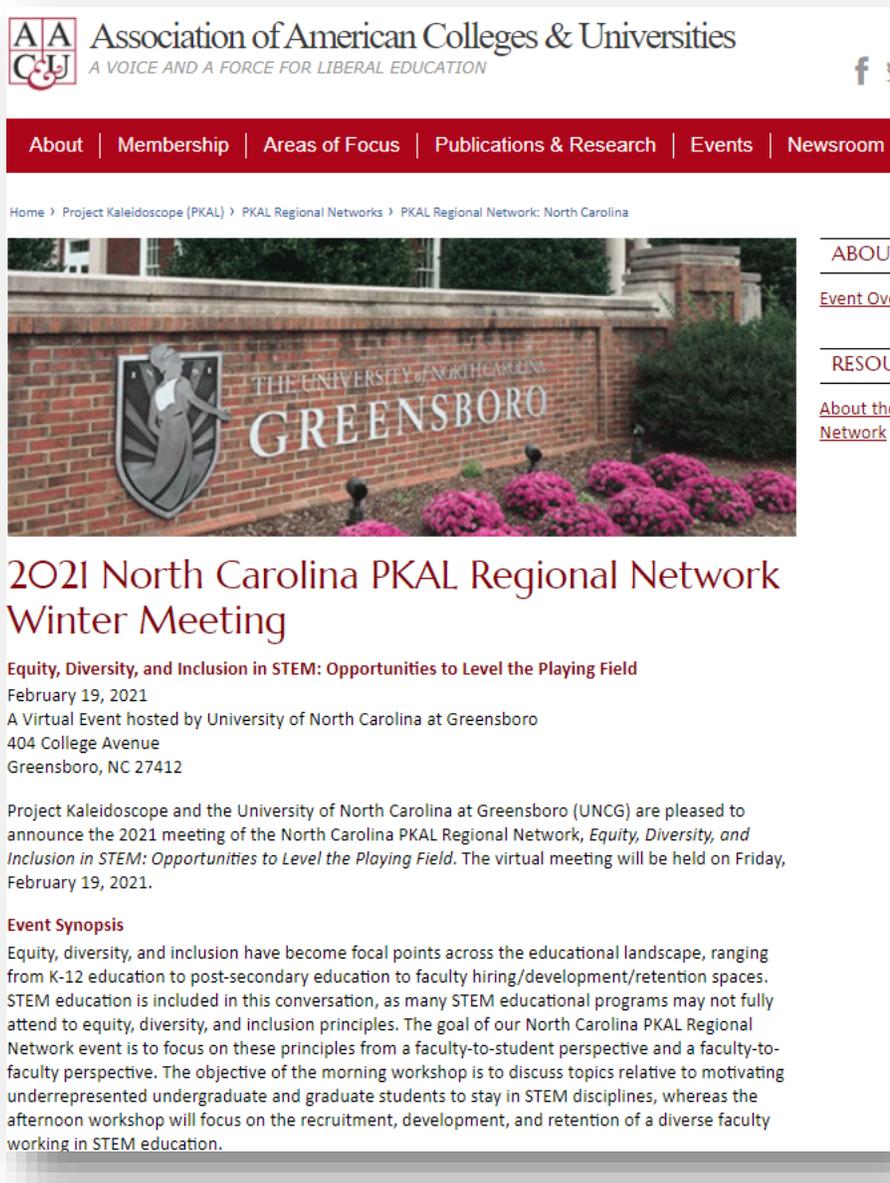
Part of the Responsible Conduct of Research (RCR) Workshop series sponsored by the UNCG Office of Research Integrity

Christopher K. Rhea, PhD
Department of Kinesiology
Director, Research and Instruction in STEM Education (RISE) Network

Co-sponsored by the Child and Family Research Network (CFRN)

Project Kaleidoscope (PKAL)

Project Kaleidoscope (PKAL) is at the center of the Association of American Colleges & Universities' (AAC&U) effort to reform STEM in higher education. PKAL is dedicated to empowering STEM faculty, including those from underrepresented groups, to graduate more students in STEM fields who are competitively trained and liberally educated. In addition to the PKAL meeting at the National AAC&U Annual Meeting, PKAL supports state networks to run regional meetings that align with their national agenda. For the first time, the RISE Network agreed to host a PKAL meeting at UNCG. The theme of our meeting was "Equity, Diversity, and Inclusion in STEM: Opportunities to Level the Playing Field." The virtual meeting was on February 19 and had 119 STEM faculty, staff, and graduate students from across the state participate. This included 51 people from UNCG, for whom the majority attended for free due to donations from the Departments of Biology, Chemistry & Biochemistry, and Computer Science. An overview of the workshop and our facilitators' topics/bios are presented below and on the next page.



The screenshot shows the website for the Association of American Colleges & Universities (AAC&U). The header includes the AAC&U logo and the tagline "A VOICE AND A FORCE FOR LIBERAL EDUCATION". A navigation bar contains links for "About", "Membership", "Areas of Focus", "Publications & Research", "Events", and "Newsroom". The breadcrumb trail reads: "Home > Project Kaleidoscope (PKAL) > PKAL Regional Networks > PKAL Regional Network: North Carolina". The main content area features a photograph of a brick wall with the University of North Carolina at Greensboro logo and the text "THE UNIVERSITY OF NORTH CAROLINA GREENSBORO". Below the photo is the title "2021 North Carolina PKAL Regional Network Winter Meeting" and the subtitle "Equity, Diversity, and Inclusion in STEM: Opportunities to Level the Playing Field". The event details are: "February 19, 2021", "A Virtual Event hosted by University of North Carolina at Greensboro", "404 College Avenue", "Greensboro, NC 27412". A paragraph of text states: "Project Kaleidoscope and the University of North Carolina at Greensboro (UNCG) are pleased to announce the 2021 meeting of the North Carolina PKAL Regional Network, *Equity, Diversity, and Inclusion in STEM: Opportunities to Level the Playing Field*. The virtual meeting will be held on Friday, February 19, 2021." An "Event Synopsis" section follows, describing the focus on equity, diversity, and inclusion in STEM education, from K-12 to post-secondary levels, and the goals of the morning and afternoon workshops.

Project Kaleidoscope (PKAL)

Featured Workshops

Motivating factors for underrepresented students to stay in STEM disciplines



Dr. Henderson is an Instructional Associate Professor at the University of Houston in the Cullen College of Engineering where he is a part of the first-year engineering experience team. He was recently appointed by the Dean of the College as the Director of the Program for Mastery in Engineering Studies (PROMES), a program aimed at increasing engineering student achievement, engagement, and graduation rates. His research interests are in engineering identity formation and persistence among underrepresented students, especially African American males.

Equity, diversity, and inclusion considerations among STEM faculty



Dr. Boyce is an Assistant Professor in the Department of Educational Research Methodology in the School of Education at UNCG. She is also the Co-Director of the UNCG Office of Assessment, Evaluation, and Research Services (OAERS). Her research focuses on attending to value stances and issues related to diversity, equity, inclusion, access, cultural responsiveness, and social justice within evaluation—especially multi-site, STEM, and contexts with historically marginalized populations. She also examines teaching, mentoring, and learning in evaluation. She has evaluated over 40 programs funded by the National Science Foundation (NSF), US Department of Education, National Institutes of Health, and Spencer and Teagle foundations. She is currently the external evaluator for five NSF funded projects and a Co-Principal Investigator on four NSF funded projects. She is a Co-PI on the recently funded 1 million-dollar NSF grant, Spartans ADVANCE: Adaptations of Practices For Faculty Equity, Diversity, and Inclusion at The UNCG. She encourages students to develop a strong methodological foundation, conduct studies based on democratic principles, and promote equity, fairness, inclusivity, and diversity.

Event Registration

Click [here](#) to register. The general registration fee is \$55 per person; graduate student registration is \$25. The registration deadline is February 12, 2021. Space is limited.

Science Everywhere

Science Everywhere is an annual event that attracts 3000-5000 people to UNCG's campus every Spring. The goal of the event is to have children and families from the community explore hands-on science on UNCG's campus. The theme for the 2021 event was "Homegrown Science". An event of this magnitude requires a village to plan. RISE co-leads the planning/execution of this event with Kim Sousa-Peoples (Division of Student Success) and Wendy Tapia (Event Planning). Others on the planning team include members from the School of Education (Adam Shull and Matt Fisher), Alumni Association (Dorian Thompson), University Communications (Kimberly Osborne, Eden Bloss, Michael Ream, Mark Unrue, Craig Biles, Natasha Williams, Alyssa Bedrosian, Martin Kane, Paige Ellis, Morgan Glover), Office of Intercultural Engagement (Augusto Pena), Office of Research and Engagement (Sangeetha Shivaji), and Admissions (Katty Castellon).

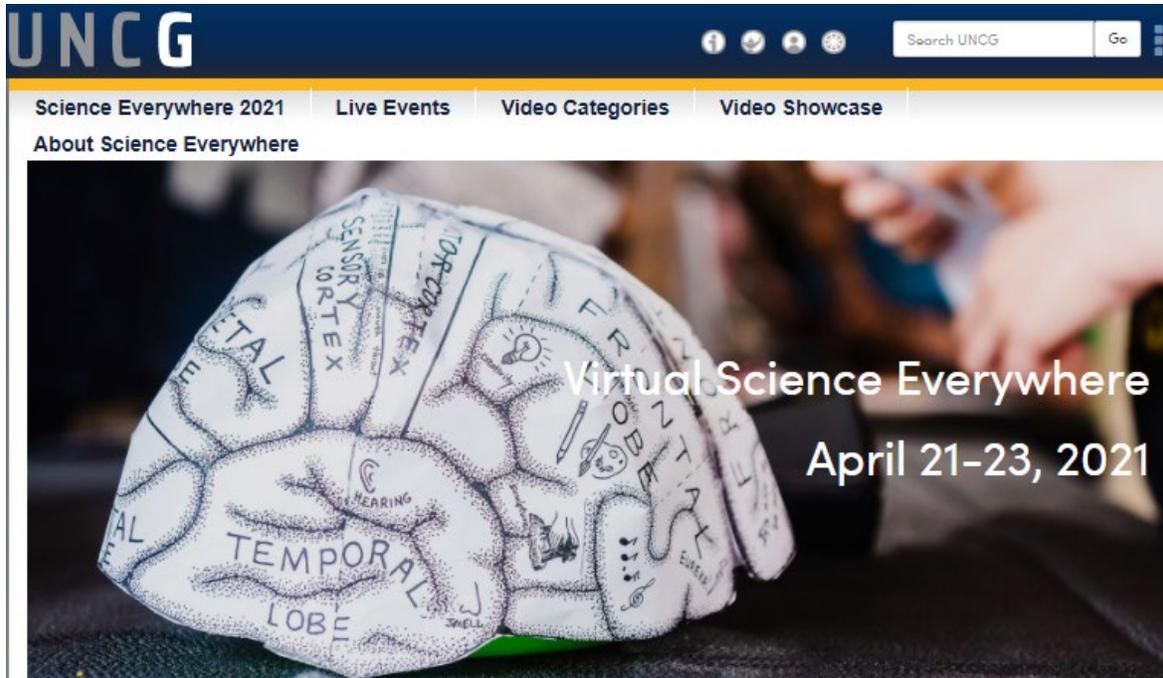
Due to COVID, we made the decision to shift to a virtual Science Everywhere event that consisted of 130+ STEM on-demand videos. You can find the titles and thumbnails on our [Video Showcase](#) page, where the videos are tagged by age group and topic area. We also created a [Video Category](#) page that separates the videos by age group. On that page, you will find links to STEM videos in Spanish, as well as a [link](#) that shows how to add Spanish closed captioning to the YouTube videos that are in English. We also hosted five live events over Zoom where children and their families got to participate in a STEM virtual escape room, learn 3D modeling, discover a nature smartphone app, meet a future scientist, and learn about skulls. Thanks to Google Analytics, we were able to track participation in our event. **A total of 1,011 people participated in our Virtual Science Everywhere festival, resulting in 3,161 page views on our event website.**

This event was partially supported by our community partners. RISE Leadership worked with University Advancement (Evelyn Lathers) to raise \$14,250 from external sponsors to support the event, including \$5,000 from LabCorp, \$5,000 from Best Logistics, \$2,500 from the NC Science Festival / UNC System, \$1,000 from Duke Energy, and \$750 from Thomas Built Buses. The external funding was combined with the \$20,500 budget provided by the Office of the Provost to support the event's costs. All of this funding was secured for the 2020 Science Everywhere event, which was cancelled due to COVID. However, the funders allowed us to retain funding for the 2021 Science Everywhere event.

A major feature of our Science Everywhere event is outreach to underrepresented communities. A deliberate effort was made to market our event to Latinx communities, spearheaded by Augusto Pena in the Office of Intercultural Engagement. Support for this effort was provided by many members of our planning team who helped with translation services and identified connections within the Latinx community for marketing the event. An example of this effort via the translated flyer is provided in Appendix 4.



Science Everywhere



AVAILABLE ON DEMAND JUST FOR YOU!

Join us for a virtual version of UNCG's Science Everywhere. Find the topics, presentations, and experiments that are right for you and connect from where ever you are. You can learn from UNCG students, staff, graduate students, and faculty. See a presentation from a man who has an asteroid named after him because of all of the science he has conducted in space!

K-12 Science Fair Promotion/Assistance

As part of our ongoing effort to support K-12 science, the RISE Network helped promote and plan the North Carolina Science and Engineering Fair in February, for which the RISE Director provided the [opening remarks](#).



Associated Workshop/Event Promotion

To support organizations and colleagues pursuing efforts aligned with RISE, we notified our community of the events below.



**North Carolina
Biotechnology Center**

Twitter, Facebook, LinkedIn icons

Three photos: a scientist in a lab coat with plants, a scientist using a magnifying glass, and scientists in a lab setting.

NCBiotech Facts and Funding Series: Grants, Loans and Research Resources

Virtual | 11:30 a.m. - 12:15 p.m. | September 3 | October 1 | November 6



NSF

FREE WEBINAR
Broadening
Participation in STEM
through Diversity,
Equity, and Inclusion

Hosted by NSF Program
Officers and Staff in the
Directorate for Education
and Human Resources

Registration Link

September 30, 2020
2:30 – 4:30 pm

NSF Funding Opportunities

Principal Investigators, faculty, administrators, researchers, evaluators, and other STEM and education professionals and community-based leaders interested or engaged in research and efforts to broaden participation in STEM are encouraged to attend.

JOIN US
OCTOBER 21
3:00-4:00
 via Zoom
bit.ly/UNCG_CDLC





CDLC Presents Dr. Ayesha Boyce,
 Department of Educational Research Methodology

Strategies for Mentoring and Advising Graduate Students of Color

While graduate students have many identities, ethnicity often remains the most salient identity for graduate students of color. Drawing from previous research on evaluation, higher education literature, and personal reflections, this presentation outlines five strategies for mentoring and advising graduate students of color. These include: 1) Consider the impact of vicarious trauma, 2) Assist with the facilitation of peer and mentors 'squads', 3) Respect, honor, and celebrate students' culture, religion, and families, 4) Be vigilant of microaggressions and practice microvalidations, and 5) Develop mentoring competence. Each strategy will be presented along with reflections and practical examples for implementation.



THE COALITION FOR DIVERSITY IN LANGUAGE AND CULTURE
 & THE FACULTY ACCESS AND EQUITY COMMITTEE'S
 2020-2021 Workshop Series




2021 STEM for All Video Showcase

Register to be a presenter!
<http://stemforall2021.videohall.com>

Presenter Registration:
 Jan 13th - Feb 12th

Video Submission:
 March 2 - April 21

Interactive Online Event:
 May 11-18

REGISTER NOW!
 Don't miss the opportunity to:

- Exchange ideas with colleagues
- Learn about related, innovative work
- Disseminate your work broadly

Funded by NSF

TERC

STEM Education and Research Guidance

RISE is commonly called upon to help facilitate and/or support research and scholarship programs on our campus. Below is a synopsis of those opportunities this year.



STAMPS

Science, Technology and Math Preparation Scholarships

The STAMPS (Science, Technology and Math Preparation Scholarships) Program at UNCG has been supported by the National Science Foundation and the Provost's Office. It offers scholarships of up to \$4,600 per year for academically talented undergraduate students in the sciences. The primary goal of the STAMPS program at UNCG is to provide financial and community support for

undergraduate students who are majoring in Biology, Chemistry, Computer Science, Geography, Mathematical Sciences, and Physics and Astronomy. Students are awarded scholarships based on demonstration of both a significant promise for success in science/math and a measurable financial need. In addition to financial support, STAMPS incorporates a variety of community-building measures including peer mentors, a science colloquium series, tutoring, and field trips to research facilities. The program was funded by the National Science Foundation and UNCG Office of the Provost. The RISE Network serves at the advisory board for the STAMPS program. The STAMPS Program was named the winner of the Dean's Award for the Promotion of Diversity & Inclusiveness in the College of Arts & Sciences this year. See Appendix 5 for the announcement.

The MARC U-STAR (Maximizing Access to Research Careers Undergraduate Student Training in Academic Research) Program at UNCG is supported by the National Institutes of Health (NIH) and seeks to increase the number of individuals from groups that are underrepresented in biomedical sciences by preparing students for high-caliber graduate training at the PhD level. The goal of the program is to help create a more diverse research workforce by working to: (1) prepare UNCG students during their junior and senior year to be



UNC GREENSBORO

Maximizing Access to Research Careers
Undergraduate Student Training in
Academic Research

the research scientists of the future and (2) support and enhance an atmosphere conducive to undergraduate research in the sciences at UNCG. Students accepted to the MARC U-STAR program participate in activities designed to enhance their confidence, academic skills, and technical abilities. Two of the Marc U-STAR Primary Investigators serve on the RISE Advisory Board. They provide monthly reports to RISE on their progress and RISE provides general assistance with the program with respect to promotion and execution of the activities.



The RISE Director was asked to serve on an internal review panel to help decide which UNCG proposal(s) would be submitted to the National Science Foundation (NSF) Major Research Instrumentation (MRI) program. Three proposals were vetted, which included proposal review and interviews with the PIs.

STEM Education and Research Guidance



**National Institutes
of Health**

The RISE Director reviewed an NIH R15 proposal submitted by Dr. Jennifer Erausquin in the Department of Public Health Education.

The RISE Director reviewed an NSF Career Award proposal submitted by Dr. Somya Mohanty in the Department of Computer Science and provided a letter of support indicating RISE's enthusiasm to partner with Somya for his proposed Career Award community outreach activities.



**National
Science
Foundation**

RISE also provided a letter of support for the NSF Rapid Response Research proposal submitted by Dr. Ben Dyson in the Department of Kinesiology that focused on a STEM and physical activity education program at the UNCG Moss Street Partnership School.



The RISE Director served on a committee that reviewed 17 applications for the University Research Excellence Award.

The RISE Director serves on the Internal Advisory Committee for the UNCG ADVANCE Project, which is a multi-year National Science Foundation (NSF) funded project that seeks to address the need for increasing diversity and inclusion on our faculty, especially in STEM (science, technology, engineering, and mathematics) departments.



Proposed Action Items for 2021-2022

With the ongoing pandemic, there is still plenty of uncertainty about how this upcoming year will look. It will likely consist of mostly virtual offerings, at least in Fall 2021. We hope to be able to move some of our programming back to face-to-face once it is safe to do so, including our Science Everywhere event. The major elements in our 2021-2022 portfolio are:

1. **RISE Speaker Series** – Consistent with previous years, national-level scholars will be recruited to speak to our UNCG faculty and students on the topic of STEM research and education. One speaker relevant to faculty in each of the units funding this venture (College of Arts and Sciences, School of Education, School of Health and Human Sciences, Joint School of Nanoscience and Nanoengineering) will be recruited. At least in the Fall, the talk and smaller group meetings will occur virtually, allowing for the potential of a wider audience gathering from UNCG and surrounding community. The Speaker Series events will be spaced out over the Fall and Spring semesters.
2. **PKAL Meeting** – After successfully hosting the 2021 North Caroling PKAL meeting in February 2021, we will co-host the 2022 meeting with NC A&T this coming February. Our event’s title is “Equity, Diversity, and Inclusion in STEM: Practical Applications for the Classroom”, which is a logical progression from last year’s meeting topic.
3. **Science Everywhere** – We hope to host this event in person in April, but we will plan to shift to a virtual version if necessary.
4. **Workshops and Professional Development Events** – We are soliciting our constituents on what type of workshops and professional development events they would like for us to facilitate. We will continue to focus significant effort on providing events that connect equity, diversity, and inclusion topics to STEM.

In addition to the aforementioned items, we will continue to:

1. Advocate for the recruitment of STEM education and research faculty.
2. Support new STEM faculty through encouraging their involvement in grant opportunities, networking activities, mentoring, and linkages to other STEM related faculty.
3. Support the submission of grant proposals that increase our ability to attract and retain quality STEM research and education students, particularly women and underrepresented groups.
4. Facilitate preparation of interdisciplinary NSF, DOD, NIH, DOE, and foundation grant applications.
5. Serve as Advisory Board for funded activities promoting STEM Education, such as the STAMPS Program.
6. Facilitate UNCG’s STEM funded programs, such as MARC U-STAR and NSF ADVANCE.
7. Continue to maintain and promote the RISE Network webpage and social media.
8. Support the University Teaching and Learning Commons (UTLC) to promote quality STEM teaching and learning at UNCG.
9. Identify opportunities to collaborate with local businesses, community and state networks, JSNN, Gateway, and NC A&T to support STEM research, education, and outreach efforts; and identify leadership opportunities for UNCG in STEM research and education.
10. Provide additional connections to our Alumni for the purposes of highlighting STEM research and education at UNCG, making connections for internships, and promoting campus activities.

Connection with the UNCG Strategic Plan

RISE serves as a node within our broader campus network for the “Areas of Transformation” identified in our strategic plan. Current effort in the Student Transformation area is focused on experiential learning and co-curricular/extracurricular offerings, which is supported by RISE through our effort with STAMPS and MARC U-STAR Programs. University effort in this area is also being placed on enrolling and graduating students, for which support while enrolled is incredibly important. RISE meets these challenges by inviting undergraduate and graduate students to our Speaker Series, PKAL meeting, Science Everywhere, workshops, and professional development events. The Knowledge Transformation area is supported by RISE through our participation in STEM research and education initiatives (scientific evaluation of the STAMPS program, reviewing campus STEM grants) and translating research to practice via our workshops. Lastly, regional transformation is supported by RISE through our commitment to community events, such as Science Everywhere that includes outreach to underrepresented communities, and by running the PKAL meeting focusing on Equity, Diversity, and Inclusion in STEM that is open to attendees from all of North Carolina.



AREAS OF TRANSFORMATION

Transformation is conceived of as a pervasive and enduring process driving the University forward. Transformation is at the heart of higher education.



STUDENT TRANSFORMATION

Student transformation occurs when students acquire knowledge and develop skills and habits of mind necessary to be life-long learners, informed and engaged members of society, and successful in life and work.



KNOWLEDGE TRANSFORMATION

Knowledge transformation occurs when understanding is enhanced through research, creative activity, critical analysis, and translation of research to practice.



REGIONAL TRANSFORMATION

Regional transformation occurs when local economies are strong and well-aligned with current and future needs, and when equitable access is provided to a reasonable standard of living and quality of life for all.

2020-2021 RISE Network Advisory Board



Christopher K. Rhea, RISE Director,
Department of
Kinesiology



Tracey H. Howell, RISE
Associate Director,
Department of
Mathematics & Statistics



Amy Adamson,
College of Arts and
Sciences Office of
Research



Malcolm Schug,
Department of Biology



Omari Dyson,
Department of Peace
& Conflict Studies



Bob Henson, School
of Education Office
of Research



Lynn Sametz, Department
of Geography,
Environment, and
Sustainability



Victoria Jacobs,
Department of
Teacher Education &
Higher Education



Daniel Herr,
Department of
Nanoscience



Jing Deng,
Department of
Computer Science



Edna Tan, Department
of Teacher Education
& Higher Education



Jeff Milroy,
Department of
Public Health
Education



Jerry Walsh,
Department of
Chemistry &
Biochemistry



Lee Phillips,
Undergraduate
Research, Scholarship,
and Creativity Office

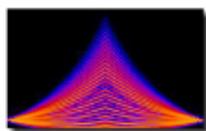


Jared McGuirt,
Department of
Nutrition



Jeff Patton, Department
of Geography,
Environment, and
Sustainability

Appendix 1: RISE Speaker Series Flyers



RISE Network
Promoting research and instruction in STEM education

SAVE THE DATE

Joe Palca

NPR Science Correspondent

Tuesday, October 20, 2020

3:00-4:00: public lecture

4:00-5:00: student Q&A session

Thursday, October 29, 2020

3:00-4:00: faculty and community member Q&A session

4:00-5:00: administrator Q&A

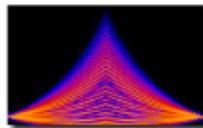
Free and open to the public

All events will be virtual over Zoom

Talk Title: “Once Upon A Time: Telling Stories About Science”



Joe Palca is a science correspondent for NPR. He comes to journalism from a science background, having received a Ph.D. in psychology from the University of California at Santa Cruz where he worked on human sleep physiology. Since joining NPR in 1992, Palca has covered a range of science topics – everything from biomedical research to astronomy. He is currently focused on the eponymous series, “Joe’s Big Idea.” Stories in the series explore the minds and motivations of scientists and inventors. He is also founder of the NPR Scicomms program, a collective of science communicators. Palca has also worked as a television science producer, a senior correspondent for Science Magazine, and Washington news editor of Nature. Palca has won numerous awards, several of which came with attractive certificates. With Flora Lichtman, Palca is the co-author of *Annoying: The Science of What Bugs Us* (Wiley, 2011).



RISE Network

Promoting research and instruction in STEM education

SAVE THE DATE

Dr. Jerrod Henderson
Instructional Associate Professor
Cullen College of Engineering
University of Houston

Thursday, February 18
3:00-4:00: public lecture
4:00-5:00: Q&A

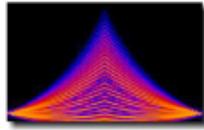
Free and Open to the Public

All Events will be virtual over Zoom

Talk Title: “Repairers of the Breach: A Conversation about the ‘Leaky STEM Pipeline’”



Dr. Henderson is currently an Instructional Associate Professor in the Cullen College of Engineering at the University of Houston after being a chemical engineering faculty member at the University of Illinois for six years. He has dedicated his career to increasing the number of students who are in the pipeline to pursue STEM careers. He believes that exposing students to STEM early will have a lasting impact on their lives and academic pursuits. He is a co-founder of the National Science Foundation, funded by the St. Elmo Brady STEM Academy (SEBA). SEBA is an educational intervention aimed at exposing underrepresented 4th and 5th-grade boys to hands-on, inquiry-based STEM activities. SEBA accomplishes its goals through an innovative educational curriculum and by engaging students' fathers and/or male mentors who learn STEM alongside them. He has been recognized by community organizations, the University of Illinois as a recipient of the Chancellor's Award for Excellence in Public Engagement, and most recently by INSIGHT Into Diversity Magazine as an Inspiring STEM Leader Award recipient and the North Carolina School of Science and Mathematics with the Chancellor's Award for Exemplary Service. He was recently appointed by the Dean of the College as the Director of the Program for Mastery in Engineering Studies (PROMES), a program aimed at increasing engineering student achievement, engagement, and graduation rates. His research interests are in engineering identity formation and persistence among underrepresented students, especially African American males.



RISE Network

Promoting research and instruction in STEM education

SAVE THE DATE

Dr. Steven Zeisel

Kenan Distinguished University Professor in Nutrition and Pediatrics
Director of the Nutrition Research Institute
Director of the UNC Nutrition Obesity Research Center
University of North Carolina at Chapel Hill

Wednesday, April 21

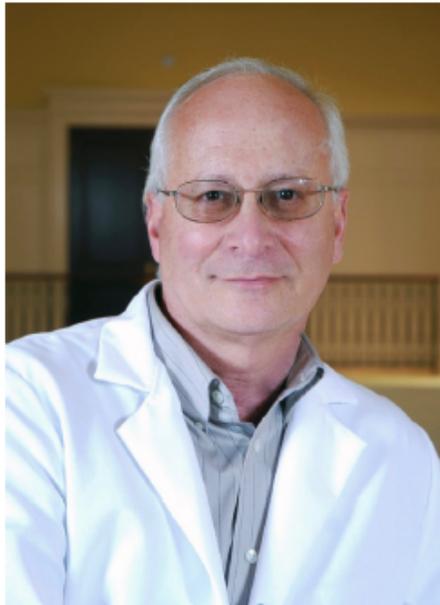
3:00-4:00: public lecture

4:00-5:00: Q&A

Free and Open to the Public

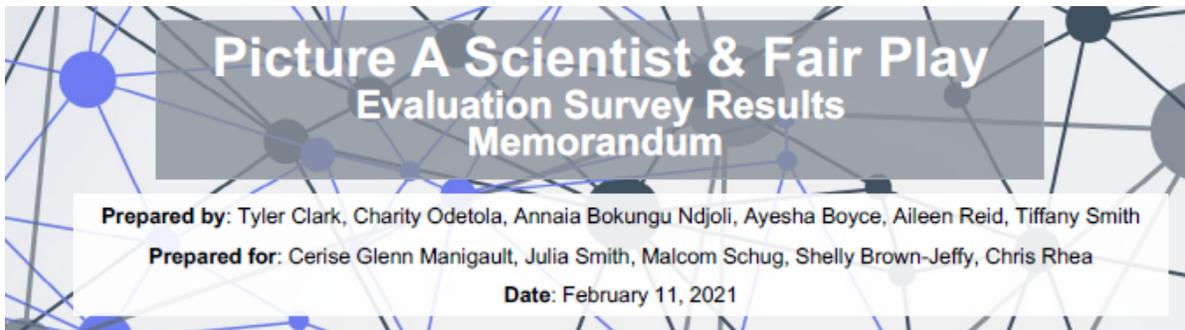
All Events will be virtual over Zoom

Talk Title: “Precision Nutrition: Lessons from studies on the nutrient choline”



The Nutrition Research Institute focuses on using genetic, epigenetic and metabolomic methods to discover why there is individual variation in responses to, and requirements for nutrients. The UNC Nutrition Obesity Research Center is one of twelve centers of excellence in nutrition research funded by the US National Institutes of Health. Dr. Zeisel’s research focuses on dietary requirements for the nutrient choline, genetic variation as a source of individual differences in requirements for, and responses to nutrients, effects of choline and folate on stem cell proliferation and apoptosis and resulting effects on cancer and neurogenesis. His research team works with cells, mouse models, and human clinical studies. Dr. Zeisel is the author of more than 300 peer reviewed scientific papers. Dr. Zeisel is a leader in the development of an innovative nutrition curriculum used by more than 150 medical schools.

Appendix 2: *Picture a Scientist* and Fair Play Workshop Evaluations



Purpose
 This memorandum provides a summary of the *Picture A Scientist* screening and Fair Play workshops evaluation survey findings. The workshops and video screening sessions were offered by UNCG RISE and UNCG SPARTANS ADVANCE in Fall 2020.

Overview

On November 24, 2020, the UNCG ADVANCE Internal Evaluation Team distributed the survey to 125 individuals who registered for the *Picture A Scientist* and/or Fair Play implicit bias training. Of the email recipients, 43 participants completed the survey via the Qualtrics platform. The survey consisted of six questions: 5 selected response items, including 2 Likert scaled and 1 demographic item, and one open-ended item. Participants were asked to share their perceptions of the usefulness, organization, and increased understanding from the training and/or video screening. In addition, participants were asked to provide feedback and offer suggestions for future training. Descriptive and thematic analysis of the survey results are reported in the following sections.

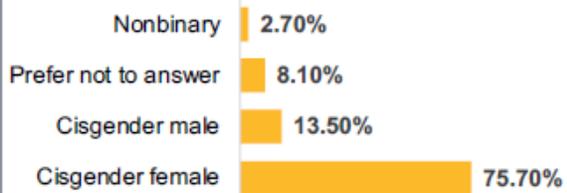
Attendance
 Of the 43 survey respondents, 32 (76.2%) reported attending either the Fair Play or *Picture a Scientist* session or both. See figure 1 for the percentage of people who attended each session.

Figure 1: What Session Participants Attended



Gender Identity
 Most participants (75.7%) identified as cisgender female. See figure 2 for a breakdown of participants' gender identity.

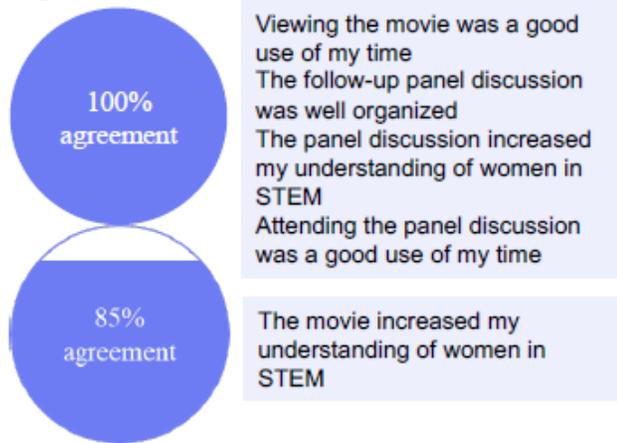
Figure 2: Gender Identity



Perceptions of Picture A Scientist

Several respondents indicated that they registered to view the Picture A Scientist movie and/or attended the follow-up panel discussion. Of those participants who attended the Picture A Scientist screening session, 100% agreed that viewing the movie was a good use of their time. In addition, 100% of those who attended the panel discussion agreed that it was well organized, increased their understanding of women in STEM, and that it was a good use of time. In addition, though 85% of attendees agreed that the movie itself increased their understanding of women in STEM, 15% neither agreed nor disagreed. See figure 3 for a visual display of this information.

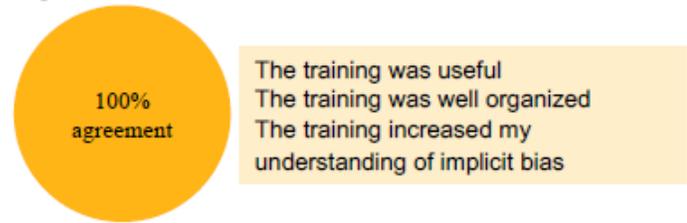
Figure 3: *Perceptions of Picture A Scientist Movie & Panel*



Perceptions of Fair Play Training

All 17 participants who attended this training session agreed that it was useful, the training session was organized, and the training session increased their understanding of implicit bias. See figure 4 for a display of this information.

Figure 4: *Satisfaction with Fair Play Trainings*



"These last two [events] were particularly good. I think the combination of having a focused, meaningful experience using a resource (movie, game) together with the opportunity to then discuss it with faculty was particularly powerful, and I would love to see that in the future. We definitely have not exhausted the topic of diversity and equity. Even though I have read outside of these about different biases, it is not always easy to identify them or to know how to respond. Seminars on education research combined with practical application is very good. Specific topics could be around creating community in the classroom."

"I wish there were more outcome focused things. Like workshops where we create diversity and inclusion statements, or land acknowledgement statements... I love all this awareness part - and I need it! But I get stuck on where to go next, what are my action items."

Participant Suggestions and Topics of Interest

We asked the participants what other professional development activities would they like the RISE Network and the UNCG Spartan ADVANCE to offer in the future.

Thirteen participants provided comments. The following suggestions were highlighted by participants:

- Providing more opportunities for reflection and further dialogue/conversation
- Self-empowerment workshops for women in STEM
- Identifying and responding to bias
- Supporting underrepresented and new faculty (through orientations, parenting workshops, etc.)
- Creating community and awareness of inclusivity and diversity in education
- Hosting outcome focused events with practical application and action items
- Potentially repeating current workshops and expanding the audience/participation
- Hosting an extraordinary scientist

Appendix 3: Authorship Ethics Workshop

 Find your way here

Authorship Ethics Workshop

Part of the Responsible Conduct of Research (RCR) Workshop series sponsored by the UNCG Office of Research Integrity

Christopher K. Rhea, PhD
Department of Kinesiology
Director, Research and Instruction in STEM Education (RISE) Network

Co-sponsored by the Child and Family Research Network (CFRN)

1

 Find your way here

Questions to consider today:

1. How do you decide who should be an author on a manuscript?
2. What guidelines exist to help with this decision?
3. Are there cultural differences within each discipline you should consider?



2



3

The screenshot shows a course website for "KIN715 Professional Ethics in Kinesiology". The page includes a navigation menu with "Home", "Unit 1", "Unit 2", and "Unit 3". Below the menu, there are tabs for "Introduction", "Topic 1", "Topic 2", and "Topic 3". A "Key Events Timeline" section is visible, with a highlighted item "2. Timeline". A featured article titled "Ethics of genome editing" is displayed, featuring a photo of a researcher and text about Chinese researcher He Jiankui's claims of having altered the genomes of twins Lulu and Nana to make them resistant to HIV. The article is dated 2018 and includes a "Feedback" link.

4

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KIN715 Professional Ethics in Kinesiology

Unit 1 Unit 2 Unit 3

Introduction Topic 1 Topic 2 Topic 3

1. Intro 2. Timeline 3. Henrietta Lacks 4. IRB 5. Populations Pt. 1 6. Populations Pt. 2 7. CITI Tr

Key Events Timeline

2008
Purdue University professor indicted for defrauding NSF
 Purdue University professor Qingyou Han and his wife were indicted by a grand jury for allegedly defrauding the National Science Foundation, including paying their 20 and 25 year old children

5

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KIN715 Professional Ethics in Kinesiology

Unit 1 Unit 2 Unit 3

Introduction Topic 1 Topic 2 Topic 3

1. Intro 2. Timeline 3. Henrietta Lacks 4. IRB 5. Populations Pt. 1 6. Populations Pt. 2 7. CITI Tr

Key Events Timeline

2019
Duke Whistleblower Lawsuit
 Joseph Thomas, a laboratory technician at Duke University, blew the whistle on false data that was used in 30 grants by Erin Potts-Kent, which led to a \$112.5 million dollar settlement by Duke.

6

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Scholarly journal retracts 60 articles, smashes 'peer review ring'

By Fred Wehner
School reporter, [@fredwehner](#)
July 15, 2016 at 1:02 a.m. EDT

Opinion

Every now and then a scholarly journal retracts an article because of errors or outright fraud. In academic circles, and sometimes beyond, each retraction is a big deal.

Now comes word of a journal retracting 60 articles at once.

The reason looks so extraordinary to most. Whether it's intentional and deliberate or not, even accidental

3 Ways to Pay for Grad School

7

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SHAPE NEWS

Who's Afraid of Peer Review?

John Holmston
See all authors and affiliations

DOI: 10.1126/science.1342.6154.60

Article [Figures & Data](#) [Info & Metrics](#) [eLetters](#) [PDF](#)

A spoof paper concocted by *Science* reveals little or no scrutiny at many open-access journals.

See All Special Issue Content

On 4 July, good news arrived in the inbox of Ocorraño Cobange, a biologist at the Wazee Institute of Medicine in Asmara. It was the official letter of acceptance for a paper he had submitted 2 months earlier to the *Journal of Natural Pharmaceuticals*, describing the anticancer properties of a chemical that Cobange had extracted from a lichen.

In fact, it should have been promptly rejected. Any reviewer with more than a high-school knowledge of chemistry and the ability to understand a basic data plot should have spotted the paper's short-comings immediately. Its experiments are so hopelessly flawed that the results are meaningless.

I know because I wrote the paper. Ocorraño Cobange does not exist, nor does the Wazee Institute of Medicine. Over the past 10 months, I have submitted 264 versions of the wonder drug paper to open-access journals. More than half of the journals accepted the paper, failing to notice its fatal flaws. Beyond that headline result, the data from this sting operation reveal the contours of an emerging Wild West in academic publishing.

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AMERICAN JOURNAL OF
**Physical Medicine
& Rehabilitation**

RE MS No. AJPMR-D-19-0666 Entitled: The Effect of Virtual Reality on Gait Balance, Motor Function and Activities of Daily Living of Parkinson's Disease Patients—A Systematic Review and Meta-Analysis of Randomized Controlled Clinical Trials

Dear Dr. Bha:

We would be grateful to receive your opinion on a manuscript that has been submitted to The American Journal of Physical Medicine and Rehabilitation for publication. Please find the manuscript abstract (if applicable) listed below.

Need? We now offer a free course on how to review a scientific article! Experienced and new reviewers alike will enjoy this simple and clear introduction to an important process in science and medicine. Find out more information and sign up here: <http://link.springer.com/journals/ajpmr/cme/cme-19-0666>

The Journal is now offering the potential for CME Credit for Reviewers. Should you accept our invitation, the editor will score your assessment after your comments have been submitted. Scores of 70 and above (out of 100) will automatically receive CE credit. Please note that this evaluation of your review is independent of the quality of the article. Even if you recommend against publishing the article, credit can be awarded if the quality of the review scores a 70 or above.

For more information, please refer to our Reviewer CME FAQ on the Editorial Manager Home Page or at the following link: <http://link.springer.com/journals/ajpmr/cme/cme-19-0666>

Additionally, please note that if you have any potential conflicts of interest with this paper, the invitation to review should be declined. A commercial interest is defined as any entity producing, marketing, re-selling, or distributing health care goods or services consumed by, or used on, patients. If you have any possible conflict of interest or any questions regarding this policy, please contact the editorial

9

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POLITICS

Scientists pressured to falsely credit co-authors

Put my name down for this article here [https://www.kennedy-mosler.com](#)

Scientists need to publish to get research grants - and established scientists are demanding to be cited as co-authors on younger scientists' work. Experts say it's time for more rules

10

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- “There is no doubt that a large amount of those credited as co-authors of academic papers ought to be on the ‘acknowledgements’ list instead, as their contribution has consisted of little more than giving good advice.”
- “Both parties can have an interest in the practice: The established scientist has their credentials boosted, and the young scientist has their name seen alongside a well-known scientist, and gets a partner that can help get the necessary research grants to further their career. In other cases, co-authorship is negotiated as ‘payment’ for allowing a colleague to use one’s research data in their paper.”
- “In the few existing Danish and international surveys on co-authorship, one in five scientists say they have offered colleagues unwarranted co-authorship, and an equivalent amount received unwarranted offers to have their names included on a paper.”
- “The problem is essentially built into the grant system.”
- “Research has changed so that it’s now normal for scientists to collaborate much more than it was in the past, and that will automatically lead to more co-authorship of scientific papers”
- “We have to stop favouring super-human CVs, even if it means less grant money in the short-term.”

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SHARE



Some scientists publish more than 70 papers a year. Here’s how—and why—they do it

By Michael Price | Sep. 12, 2018, 12:25 PM

12



Recommendations for the Conduct, Reporting, Editing, and Publication of Scholarly Work in Medical Journals

Updated December 2019

- I. About the Recommendations
 - A. Purpose of the Recommendations
 - B. Who Should Use the Recommendations?
 - C. History of the Recommendations
- II. Roles and Responsibilities of Authors, Contributors, Reviewers, Editors, Publishers, and Owners
 - A. Defining the Role of Authors and Contributors
 1. Why Authorship Matters
 2. Who Is an Author?
 3. Non-Author Contributors
 - B. Conflicts of Interest
 1. Participants
 - a. Authors
 - b. Peer Reviewers
 - c. Editors and Journal Staff
 2. Reporting Conflicts of Interest
 - C. Responsibilities in the Submission and Peer Review Process
 1. Authors
 - a. Fidelity to Pseudo-Journals
 2. Journals
 - a. Confidentiality
 - b. Timeliness
 - c. Peer Review
 - d. Integrity
 - e. Journal Metrics
 3. Peer Reviewers
 - D. Journal Owners and Editorial Freedom
 1. Journal Owners
 2. Editorial Freedom
 - E. Protection of Research Participants
 1. Publishing and Editorial Issues Related to Publications in Medical Journals
 - A. Corrections, Retractions, Replications, and Version Control
 - B. Scientific Misconduct, Expulsion of Consent, and Retraction
 - C. Copyright
 - D. Overlapping Publications
 1. Duplicate Submissions
 2. Duplicate and Prior Publication
 3. Acceptable Secondary Publication
 4. Manuscripts Based on the Same Database
 2. Clinical Trials
 - a. Registration
 - b. Data Sharing
- IV. Manuscript Preparation and Submission
 - A. Preparing a Manuscript for Submission to a Medical Journal
 1. General Principles
 2. Reporting Guidelines
 3. Manuscript Sections
 - a. Title Page
 - b. Abstract
 - c. Introduction
 - d. Methods
 1. Selection and Description of Participants
 2. Technical Information
 3. Statistics
 - e. Results
 - f. Discussion
 - g. References
 1. General Considerations
 2. Style and Format
 - h. Tables
 - i. Illustrations (Figures)
 - j. Units of Measurement
 - k. Abbreviations and Symbols
 - B. Sending the Manuscript to the Journal

I. ABOUT THE RECOMMENDATIONS

A. PURPOSE OF THE RECOMMENDATIONS

ICMJE developed these recommendations to review best practice and ethical standards in the conduct and reporting of research and other material published in medical journals, and to help authors, editors, and others involved in peer review and biomedical publishing create and submit accurate, clear, reproducible, unbiased medical journal articles. The recommendations may also provide useful insights into the medical editing and publishing process for the media, patients and their families, and general readers.

B. WHO SHOULD USE THE RECOMMENDATIONS?

These recommendations are intended primarily for use by authors who might submit their work for publication in ICMJE member journals. Many non-ICMJE journals will

13



2. Who Is an Author?

The ICMJE recommends that authorship be based on the following 4 criteria:

1. Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
2. Drafting the work or revising it critically for important intellectual content; AND
3. Final approval of the version to be published; AND
4. Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

In addition to being accountable for the parts of the work he or she has done, an author should be able to identify which co-authors are responsible for specific other parts of the work. In addition, authors should have confidence in the integrity of the contributions of their co-authors.

All those designated as authors should meet all four criteria for authorship, and all who meet the four criteria should be identified as authors. Those who do not meet all four criteria should be acknowledged—see Section II.A.3

14



Author Contributions

Conceived and designed the experiments: CKR AWK. Performed the experiments: MWW KBL. Analyzed the data: CKR AWK MWW RPM WGW FJH. Contributed reagents/materials/analysis tools: CKR AWK MWW RPM. Contributed to the writing of the manuscript: CKR AWK MWW KBL RPM WGW FJH.

15



Authorship order?

16



Scenario 1: Joe is a postdoc who just joined a lab. The PI asked Joe to be a co-author on a manuscript that is nearly completed to show Joe's contribution to the lab, which is good for both Joe and the PI's annual report. Should Joe be a co-author?

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Scenario 2: Sally is has been the PI on a longitudinal project for 12 years. She is no longer working at the university, but the graduate students in her former department are continuing to publish off of the longitudinal dataset. Should Sally be a co-author?

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Scenario 3: A manuscript was submitted and a revise/resubmit was granted. However, the reviewers asked for a new analysis that the current authors don't know how to do. They found an expert who can help. Should the expert be a co-author on the manuscript when it gets resubmitted?

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Institute for Community
& Economic Engagement



20

Appendix 4: Science Everywhere Flyers and Promotions

Flyer distributed to the public in English



The flyer features a dark blue background on the left with a white atomic symbol. The main text is in white and yellow. The top right has the hashtag #UNCGscifest. The central text reads 'CELEBRATE SCIENCE' in large white letters. Below that, it says 'APRIL 21-23' and 'This is a virtual event scienceeverywhere.uncg.edu'. A starburst graphic contains the text 'FREE AND OPEN TO ALL AGES'. A paragraph describes the virtual reality lab activities, followed by a bulleted list of features. The bottom left has the UNC Greensboro logo and tagline 'Find your way here'. The bottom right states 'Science Everywhere is a North Carolina Science Festival event.'

UNCG  **#UNCGscifest**

SCIENCE

Everywhere

CELEBRATE SCIENCE

APRIL 21-23

This is a virtual event
scienceeverywhere.uncg.edu

FREE AND OPEN TO ALL AGES

Tour a virtual reality lab, learn how to make slime, see how fungi are used for research, watch a talk about how we may someday live on Mars, see the science behind clothing used within a video game, learn how portable sensors can be used to monitor human health, and much more!

- Engage with more than 70 on-demand STEM videos
- Topics include biochemistry, kinesiology, nanoscience, and more!
- We will also feature limited seat live events

Science Everywhere is a North Carolina Science Festival event.


UNC GREENSBORO
Find your way here



Flyer distributed to the public in Spanish



CELEBRA LAS CIENCIAS

21-23 DE ABRIL

Esto es un evento virtual
scienceeverywhere.uncg.edu



Visita un laboratorio de realidad virtual, aprende a hacer baba, mira como se usan los hongos para investigaciones académicas, mira una charla de cómo algún día quizás podremos vivir en marte, mira la ciencia detrás de la ropa utilizada en videojuegos, aprende como sensores portátiles pueden ser usados para hacerle seguimiento a la salud humana, y mucho más!

- *Participa en más de 70 videos de STEM en línea*
- *Los temas incluyen bioquímica, kinesiología, nanociencia, y más!*
- *También presentaremos eventos en vivo con plazas limitadas*

Science Everywhere es un festival de ciencias en Carolina del Norte.



UNC GREENSBORO

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Billboard on Gate City Boulevard

UNCG 
Science
Everywhere

April 21-23
scienceeverywhere.uncg.edu

GOES VIRTUAL



FREE

Newspaper ad in the News & Record

UNCG SCIENCE EVERYWHERE FESTIVAL GOES VIRTUAL.



From Mars and human health to wildlife and nature's cures, discover science explorations happening everyday at UNCG.

Geared for high school and college students, as well as adults with senior parents and nature enthusiasts, UNCG's Science Everywhere provides a glimpse into collegiate research in the fields of biology, chemistry, kinesiology and more. Learn about exciting discoveries at the virtual, free UNCG Science Everywhere.



scienceeverywhere.uncg.edu

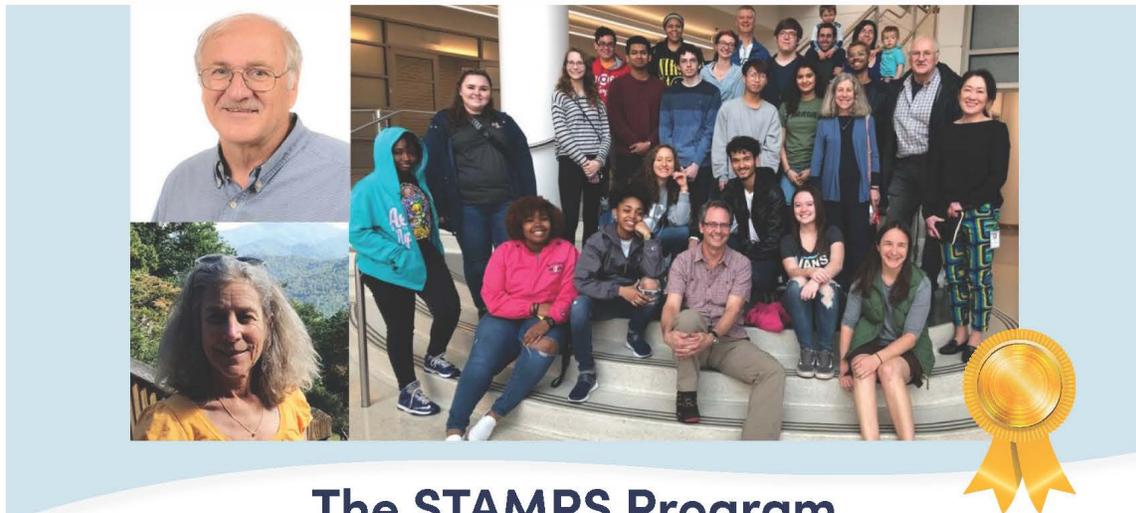


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Appendix 5: Announcement of Dean's Award for the Promotion of Diversity & Inclusiveness in the College of Arts & Sciences

DIVERSITY AWARD PRESENTATION



The STAMPS Program

Science, Technology and Math Preparation Scholarships

Tuesday, September 15

3 – 4 p.m.

Zoom Link: <https://uncg.zoom.us/j/93514637634>

Join us over Zoom to learn more about UNC Greensboro's STAMPS program, this year's recipient of the Dean's Award for the Promotion of Diversity & Inclusiveness in the College of Arts & Sciences.

You'll also get to meet some of the students as they share their experiences in the program!

Led by Dr. Jeffrey Patton and Dr. Lynn Sametz of the Geography, Environment, and Sustainability Department, STAMPS' mission is to create a culture of interdisciplinary support for a diverse group of low-income, academically talented students in science and math.



aas.uncg.edu



Questions?

Contact _____

Appendix 6: Units Integrated within RISE's Efforts

Alumni Association
College of Arts and Sciences Office of Research
Department of Anthropology
Department of Biology
Department of Chemistry & Biochemistry
Department of Computer Science
Department of Educational Research Methodology
Department of Geography, Environment, and Sustainability
Department of Kinesiology
Department of Mathematics & Statistics
Department of Nanoscience
Department of Nutrition
Department of Peace & Conflict Studies
Department of Physics and Astronomy
Department of Public Health Education
Department of Teacher Education and Higher Education
Division of Student Success
Event Planning
Joint School of Nanoscience & Nanoengineering
Moss Street Partnership School
Office of Admissions
Office of Intercultural Engagement
Office of the Provost
Office of Research and Engagement
Office of Research Integrity
Office of Sponsored Programs
School of Education Office of Research
School of Health and Human Sciences Office of Research
Teaching Resources Center/SELF Design Studio
Undergraduate Research, Scholarship and Creativity Office
University Advancement
University Communications