

DEVELOPING RACIAL CONSCIOUSNESS TO ENHANCE PARTICIPATION IN STEM CAREERS

WHY TREATING ALL THE KIDS THE SAME IS THE REAL PROBLEM

DR. LISA WILLIAMS



**“THOUGH THE TINKERING I DID AT HOME
PREPARED ME FOR THE TOP-NOTCH ENGINEERING
PROGRAM, THERE JUST WASN'T ANYTHING THAT
PREPARED ME FOR THE RACISM AND ISOLATION I
WOULD FEEL DURING COLLEGE AND IN MY STEM
CAREER”**

JENNA JACKSON, DOCTORAL STUDENT, UNIVERSITY OF CHICAGO

WHAT WE HAVE TRIED



Positive images



Summer STEM Programs



**WHAT NONE OF THESE EFFORTS
ADDRESS....**

THE SOCIAL/CULTURAL ENVIRONMENT

JUST TO BE CLEAR...

STEM CAREERS:

72% WHITE

10% HISPANIC

8% BLACK

17% FOREIGN BORN

67% MALE

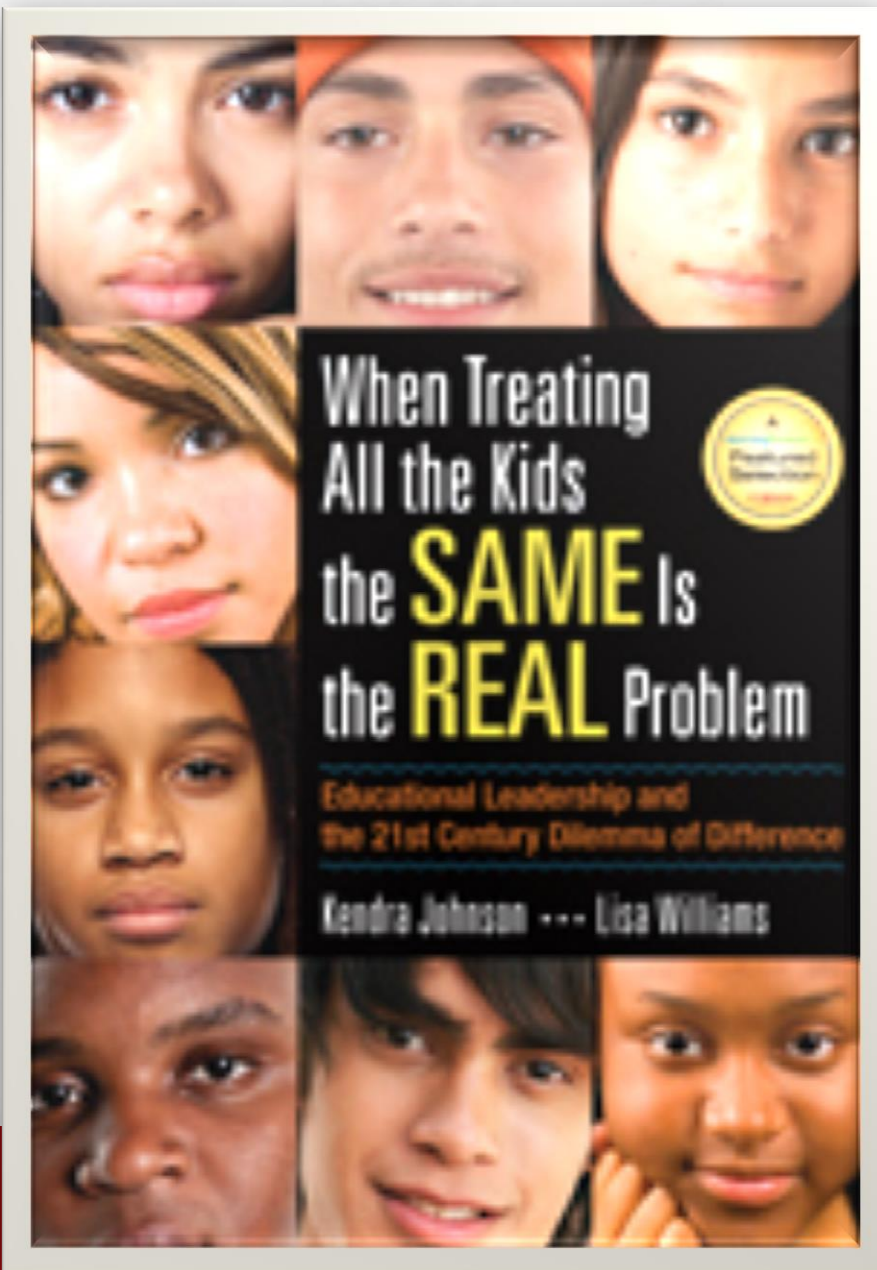
BROOKINGS INSTITUTE: THE HIDDEN STEM ECONOMY, 2013

CONSIDER THE ARTICLE

Thinking	Believing
Acting	Feeling

In what ways do you identify with the narrative presented in the article

**COULD IT BE THAT THE WAY WE THINK
ABOUT THE CHALLENGE OF
UNDERREPRESENTATION IS THE
PROBLEM??**



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Lisa Williams, Ed.D.

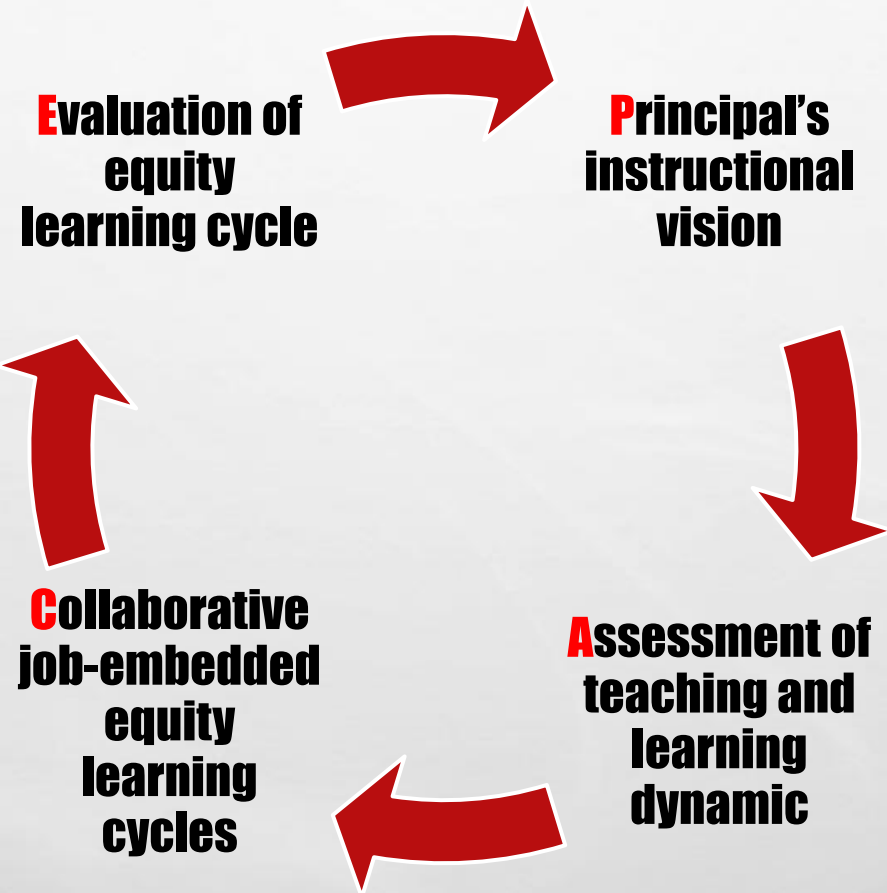
**WHEN TREAT ALL THE KIDS THE SAME IS
THE REAL PROBLEM...**

**What does this mean
in practice**



How do we get there?

FRAMING EDUCATIONAL EQUITY: PACE



REVISITING THE ARTICLE...

- **FOR YOU, WHAT ARE THE IMPLICATIONS OF RACE AND GENDER RESIDENT IN THE NARRATIVE OFFERED?**

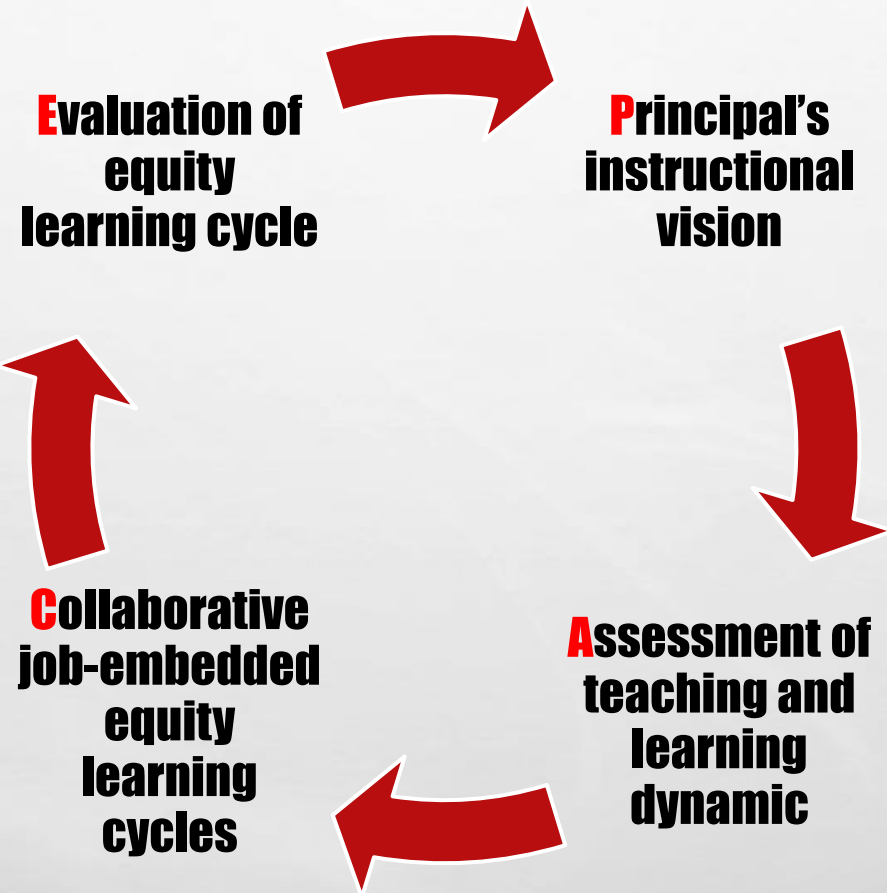
SOCIAL/CULTURAL ELEMENTS

- **IMPACT OF STEREOTYPES**
- **IMPACT OF ISOLATION**
- **CULTURAL RELEVANCE OF STUDY**

Vision

Use PACE to guide the creation of a schooling process that is responsive to these issues

FRAMING EDUCATIONAL EQUITY: PACE



FINAL THOUGHTS

- **FACTORS CREATING AND MAINTAINING UNDERREPRESENTATION INCLUDE SOCIAL/CULTURAL FACTORS**
- **AN EQUALITY PARADIGM WILL NOT SUFFICE TO INTERRUPT DISPARITY**
- **VISION, PROCESS, AND ACCOUNTABILITY ARE ESSENTIAL TO PURSUITS OF EDUCATIONAL EQUITY**

THANKS FOR YOUR ATTENTION

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