

Reaching the Missing/Invisible Millions: An Update on NSF's Plans

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sciencia videnska

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#### Workforce Vision: Missing Millions

Women	<b>* * * * * * * * * * * * * * * * * * * </b>
Hispanic or Latino	
Black or African American	
American Indian or Alaska Native & Native Hawaiian or Pacific Islander	

#### Legend

- x 100,000 people in 2020 S&E workforce
- 🖞 x 100,000 additional people needed in 2030 for the S&E workforce to be representative of the U.S. population

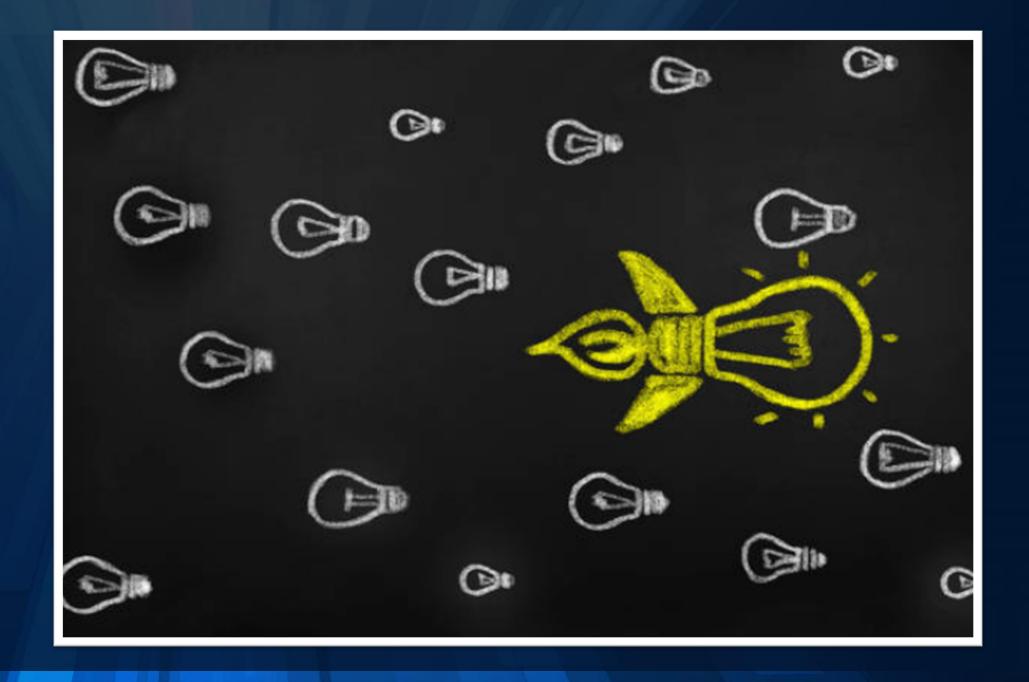


#### Workforce Vision: Missing Millions

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Legend	

**x** 100,000 people in 2030 in the S&E workforce representative of the U.S. population







# **Cradle to Career**

#### NSF's unique contribution

#### THE CHRONICLE OF HIGHER EDUCATION

#### **Diversity Without Dollars**

You think you can't afford to transform your faculty? The University of Houston begs to differ.

https://www.chronicle.com/article/diversity-without-dollars



#### THE CHRONICLE OF HIGHER EDUCATION

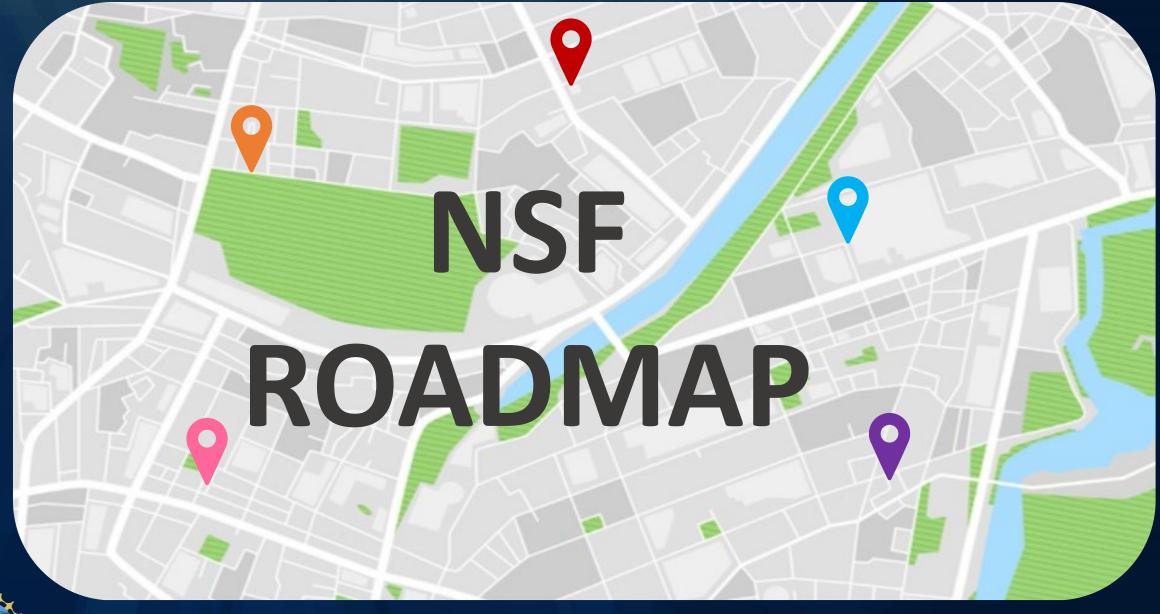
#### **Diversity Without Dollars**

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42% increase in tenure/tenure-track faculty of color between 2014 and 2019

https://www.chronicle.com/article/diversity-without-dollars











80% of high school math and science teachers are white



48% of students in U.S. public schools are white



**/K-12** 

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Hayoujotwhattake



20% of Black, Latinx, and White students entered college as STEM majors

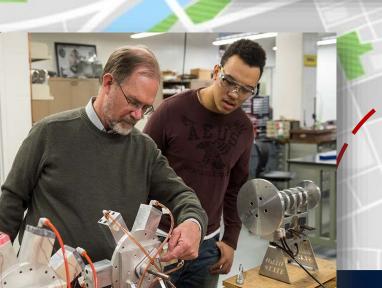




Riegle-Crumb C, King B, Irizarry Y. Does STEM Stand Out? Examining Racial/Ethnic Gaps in Persistence Across Postsecondary Fields. *Educational Researcher*. 2019;48(3):133-144.



20% of Black, Latinx, and White students entered college as STEM majors



Who left STEM majors?

37% of Latinx students40% of Black students29% of White students



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Who left college?

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# Graduate



- Identifying Areas of Greatest Impact and Developing Plans
- Repurposing Resources
- Garnering Additional Resources



