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2021

DEEPEN RESPONSIBILITY TO BROADEN PARTICIPATION

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Photo by Paul Fetters

**Dr.
David
Asai**

**SENIOR DIRECTOR
FOR SCIENCE
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DEEPEN RESPONSIBILITY TO BROADEN PARTICIPATION

In the quarter century of its existence, the NSF Broader Impacts requirement has broadened the participation of segments of the scientific community in the portfolio of NSF awards. Broader Impacts has become an important mechanism to reward scientists for participating in teaching, outreach, and involving students in authentic research. Broader Impacts also focusses attention on the importance of adding diversity among scientists and science students. Despite the continuing challenge of educating reviewers in how to assess the effectiveness and the relative merits of Broader Impacts activities, the Broader Impacts requirement has been a success.

It seems to me that it is time to build on the Broader Impacts idea pioneered by NSF and expand it to the larger scientific and educational community. “Broader Impacts version 2.0” (BI2.0) presents opportunities to move beyond a focus on Diversity-framed activities and engage scientists and institutions in building Equity-framed activities. In this presentation I will discuss a few HHMI Science Education initiatives that attempt to advance diversity through equity.

ADDITIONAL INFORMATION ON THIS TOPIC CAN BE FOUND IN:

- Riegler-Crumb, B. King, and Y. Irizarry, 2019. *Educ. Res.* 48: 133-144.
- K.A. Griffin, 2020. *Higher Education: Handbook of Theory and Research* 35: 1-73.
- L. Malcom-Piqueux, 2017. *peerReview* 19: 1-8. Association of American Colleges and Universities.
- M. Martinez-Cola, 2020. *Understanding & Dismantling Privilege*. Vol. X(1): 25-57.
- D.J. Asai, 2020. *Race Matters*. Cell 181: 754-757.



Dr. David Asai

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ABOUT THE SPEAKER

David Asai is Senior Director for Science Education at the Howard Hughes Medical Institute where he directs the Undergraduate and Graduate Programs group (UGP). UGP grants and fellowships programs are aimed at the development of students in the domain of formal education (<http://www.hhmi.org/developing-scientists>). Before coming to HHMI in 2008, David was Professor and Head of Biological Sciences at Purdue University, and Stuart Mudd Professor and Chair of Biology at Harvey Mudd College. His laboratory, called the Asailum, studied the structural and functional diversity of the microtubule motor dynein. He is a Fellow of the American Association for the Advancement of Science and a Fellow of the American Society for Cell Biology. David's bachelor's degree is in chemistry from Stanford University and his PhD is in biology from Caltech. Some recent essays on diversity and inclusion are:

- Asai, D.J. 2020. Race Matters. *Cell* 181: 754-757.
- Asai, D.J. 2020. Excluded. *J. Micro. Biol. Educ.* 21(2): 1-2.
- Asai, D.J. 2020. Three R's for Inclusive Education. *American Society for Cell Biology newsletter*, September issue, pp. 5-6.
- Asai, D.J., 2019. To learn inclusion skills, make it personal. *Nature* 565: 537.
- Poodry, C.A. and D.J. Asai. 2018. Questioning Assumptions. *CBE-Life Sci. Educ.* 17:es7.
- Asai, D.J. and C. Bauerle. 2016. Doubling Down on Diversity. *CBE-Life Sci. Educ.* 15:fe6.





For more information, refer to the NSF BIO Distinguished Lecture Series [website](#) or contact **Jared Dashoff** at jdashoff@nsf.gov.

WEBSITE

www.nsf.gov

TELEPHONE

TEL: (703) 292-5111
FIRS: (800) 877-8339
TDD: (800) 281-8749

ADDRESS

2415 Eisenhower Avenue
Alexandria, Virginia 22314, USA



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