

Abstract Submitted  
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**From pipeline to watershed: A community-focused approach to increase diversity and success in math and science at the University of Utah**<sup>1</sup> JORDAN GERTON, HOLLY GODSEY, TINO NYAWELO, NADIA JASSIM, ERIN MOULDING, University of Utah — The University of Utah (the U) is a watershed for students arriving along many different educational, professional and cultural tributaries. To significantly increase the number and diversity of college graduates in this watershed with competency in science and math disciplines, the Center for Science and Mathematics Education engages with all phases of the educational spectrum by building communities of educators and students in both K-12 and Higher Education, and by bridging these two communities. Two cohort-based programs are highlighted to demonstrate impact across a broad spectrum of communities. One program seeks to address the under-representation of women, minorities, refugees, non-native English speakers, and economically disadvantaged students in STEM disciplines through cohort-based after school and summer bridge programs and the development of robust University-community partnerships. The second program is designed to develop K-12 teacher-leaders in earth, physical and life sciences through a multi-year cohort experience that includes disciplinary coursework, a mentored research experience, and community building. These programs, along with other campus initiatives, have the potential to truly transform the communities within the U's educational watershed.

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