



SPRING 2024

BEING HUMAN

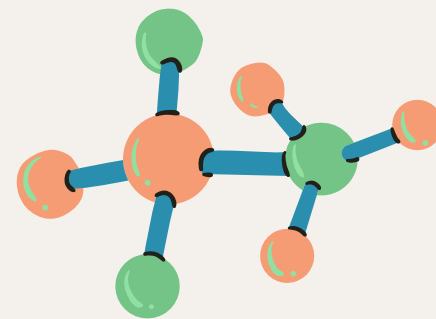
MAY 7, 2024



HSTEM

Being Human in STEM

2024 HSTEMINISTS

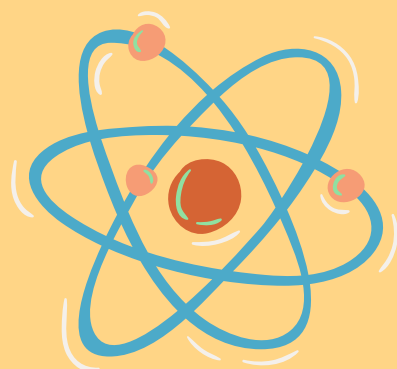


FACILITATORS

Sheila Jaswal, Professor of Chemistry
Mona Wu Orr, Assistant Professor of Biology
Sam Young, ODEI Green Dean and CRP Program Manager

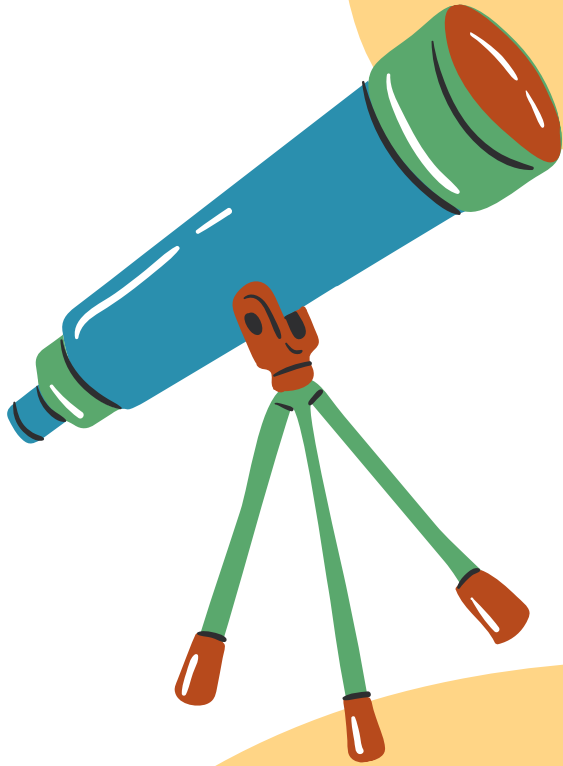
STUDENTS

Laith Bahlouli, Chemistry & BCBP 2025
Sujit Chepuri, BCBP 2025
Ignacio Cubeddu, Chemistry 2025E
Reid Dodson, Russian & European Studies 2024
Tyler Fields, Biochemistry & Spanish 2025
John Fitzhenry, Statistics 2024
Liam Flaherty, Chemistry 2025
Eve Giancarlo, Psychology 2025
Rebekah Hong, Music & BCBP 2026
Tristan Kim, Chemistry 2026
Caitlin Knight, Neuroscience 2024
Allison LaCroix, Neuroscience 2025
Justine Liguori, Economics & Psychology 2026
Joel Min, Economics & Statistics 2024
Kedar Nagaraj, Statistics & Computer Science 2024
Andrew Ni, Chemistry & Computer Science 2024
Vanissa Nwaigbo, BCBP 2026
Grace Nyanchoka, Neuroscience 2024
Anushka Patel, BCBP 2026
Sarah Quiros, Biology 2024
Sofia Taberski, Biology 2025
Micah Valadez Bush, Chemistry 2025
Gabriella Valdivieso Calderon, Neuroscience 2024
Ryker Vance, Biology 2025
Willow Vince, Psychology 2026
Neville Yangsi, Computer Science 2024



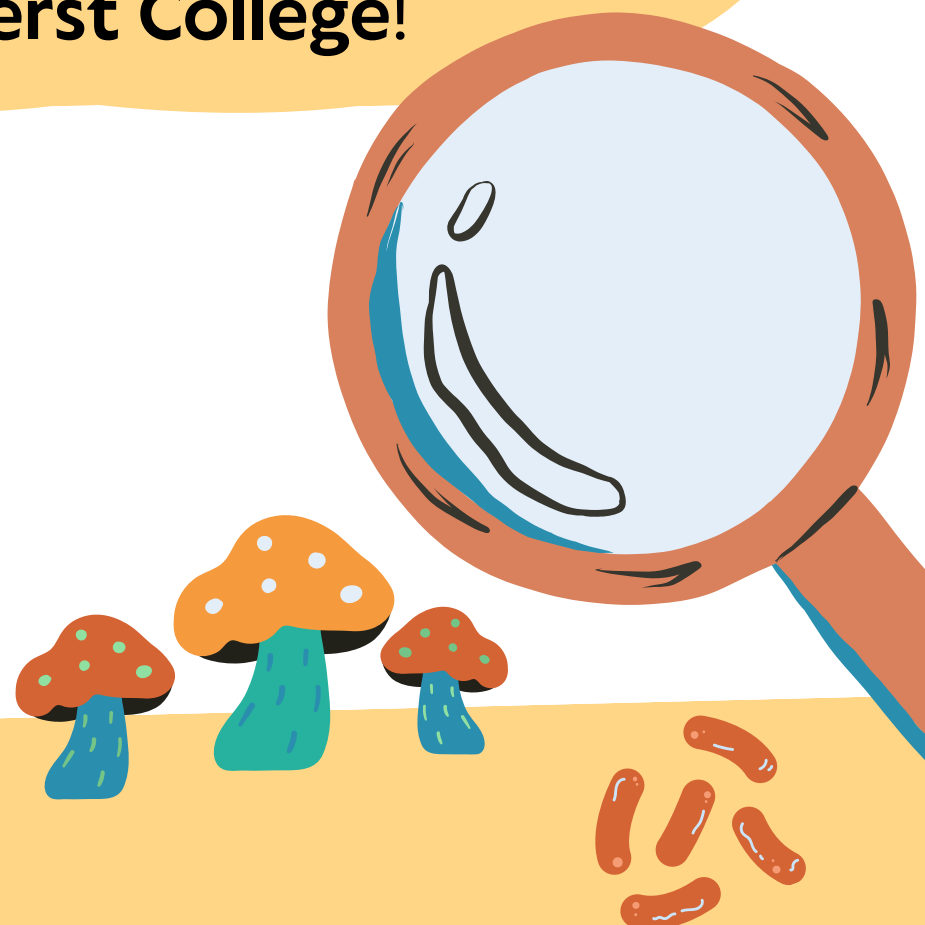
Why HSTEM?

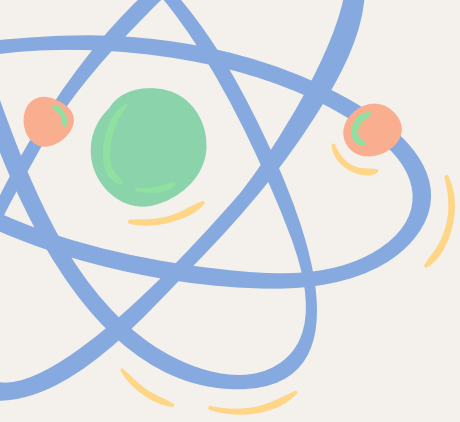
The Being Human in STEM class prepares participants to **lead lives of consequence** by teaching tools to **build brave communities** and **facilitate collaborative change**.



HSTEM Spring 2024

We explored the **evolution of equity and inclusion at Amherst College** from the Amherst Uprising in 2015 to the present day, using past HSTEM projects as a framework. We identified **five recurrent themes** and have highlighted past student projects that address these themes. Join us in envisioning how **collaboration with campus partners** can enhance the experience of **Being Human at Amherst College!**





5 AREAS FOR COLLABORATION

1

Disseminating HSTEM
Practices at Amherst

2

Belonging and
Thriving at Amherst

3

Implementing Peer
Mentorship Programs

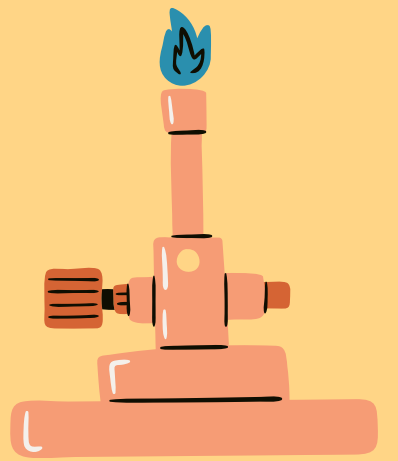
4

Accessing and
Explaining Campus
Resources

5

Expanding HSTEM
Locally & Nationally

Disseminating HSTEM Practices at Amherst



SUMMARY

HSTEMinists have worked to **spread the HSTEM Ethos to other Amherst College spaces** beyond the HSTEM classroom. Aspects of these “Being Human” practices have influenced many areas of the college curriculum, ranging from individual courses, Faculty/Staff Workshops, DEI committees in STEM Departments and Athletics, incorporation into ACEMS, and inclusive TA training. Identification of interested campus partners would help **integrate these projects into the Amherst community.**



HSTEM CONDENSED CURRICULUM

Sanyu Takirambudde '18,
Sam Amaka '19,
Kevin Zhangxu '20,
Nelindra Grebler '19
(Hampshire College)



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PHILOSOPHY OF SCIENCE WORKSHOP

Claire Carlin '20



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EXAMINING MENTAL HEALTH IN STEM

Jada Palmer '19,
Erika Zambrano '19,
Sai Chauhan '20



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HSTEM WORKSHOPS FOR STEM CLASSES

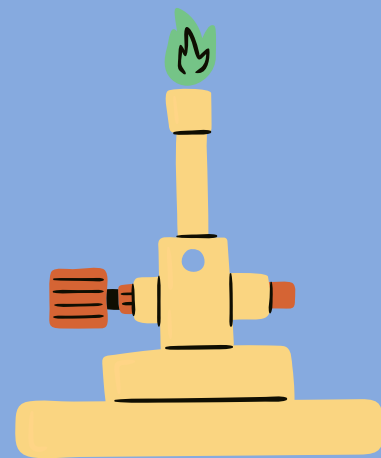
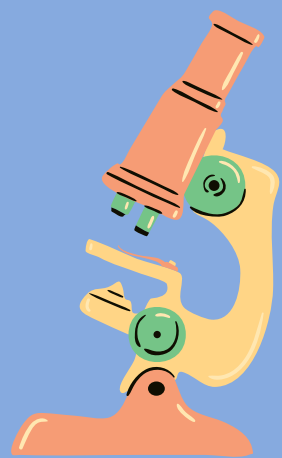
Araceli Alvarez '18,
Faith Chung '18,
Sonaali Pandiri '18,
Pablo Saunders-Shultz '19,
Juan Villasenor '18



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NOTES

Belonging and Thriving at Amherst



SUMMARY

HSTEMinists have sought to understand and make visible the **history and evolution of Amherst** from an intentional bastion of exclusion and privilege to an **aspirational community of belonging and thriving for all**. Efforts have focused on orientation, college programming, community norms, and learning about the history of the Amherst Uprising. The projects and perspectives highlighted below are examples of **student thinking on ways to enhance belonging at Amherst College and in STEM**.



AN HSTEM APPROACH TO FIRST YEAR SEMINARS

Randi Finkelstein '24



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DEI OUTLINE FOR ATHLETIC TEAMS

Anna Baxter '25



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ORIENTATION WORKSHOP

Nicole Chung '22
Marie Fagan '22



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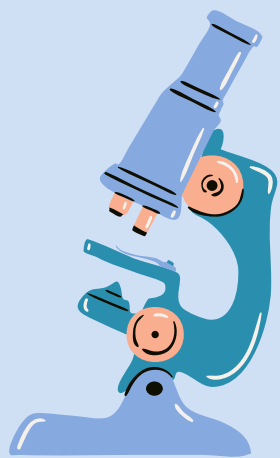
ON BEING LATINX IN THE MEDICAL WORLD

Ruth Manzanares '18

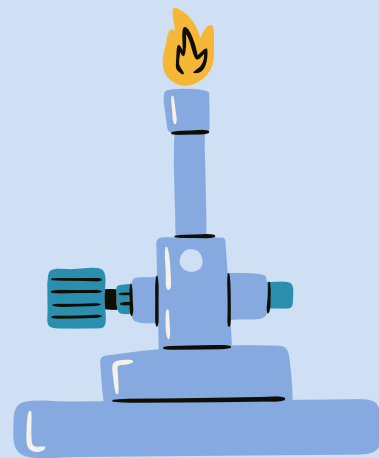


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Implementing Peer Mentorship Programs



SUMMARY

The HSTEM Ethos emphasizes the importance of **building community to foster belonging**. Past HSTEMinists have proposed peer mentorship programs serving particular courses, majors, or identity clusters. However, without a permanent campus home, many of these mentorship projects were either not implemented or ended prematurely. Identifying a **campus office or department sponsor for peer mentorship programs** could promote the longevity of these important community-building initiatives.



PEER-MENTORSHIP PROGRAM (2021)

Andrew Tawfeek '21



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INTERNATIONAL STUDENT ORIENTATION

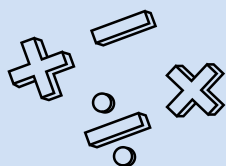
Phyllis Oduor '23



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MATH MENTORSHIP PROGRAM

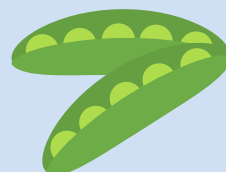
Julia Woodward '24,
Sarah Fatihi '24



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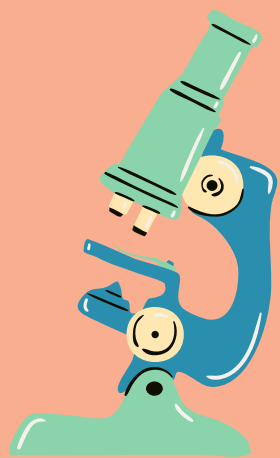
BUDDY PODS (2022)

Angelica Sang '24

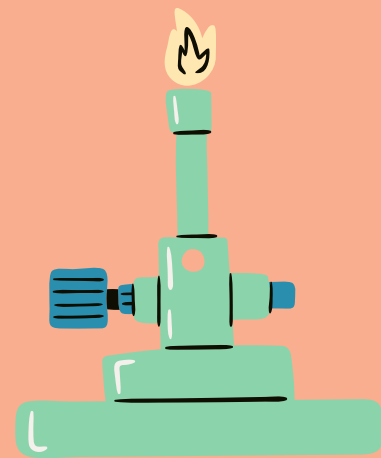


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Accessing and Explaining Campus Resources



SUMMARY

One of the first challenges that the 2016 HSTEM founders addressed was **the availability of resources and the ability of students to understand and access them**. Many subsequent HSTEMinists revisited this area, creating brochures, infographics, and videos to explain topics such as office hours, mental health resources, and STEM organizations and events. Identifying **campus locations to house these guides and support in updating them** would ensure that these resources can be accessed by future generations of students.



STUDENT-ALUMNI STEM DATABASE

Aiden Curtis '25



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ANTHOLOGY OF ADVICE

Zachary Jonas '22



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DR. J'S DECLASSIFIED SCHOOL SURVIVAL GUIDE

Diego Carias '23,
Sean Kim '23,
Manny Medina, '22
Felix Wu '21



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OFFICE HOURS GUIDES

2020 Spring HSTEM Cohort



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FOR STUDENTS



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FOR FACULTY

Mufaro Mazambani '24



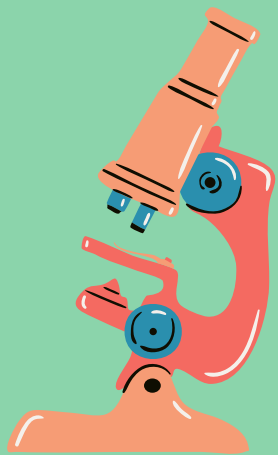
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Karina Thanawala '21

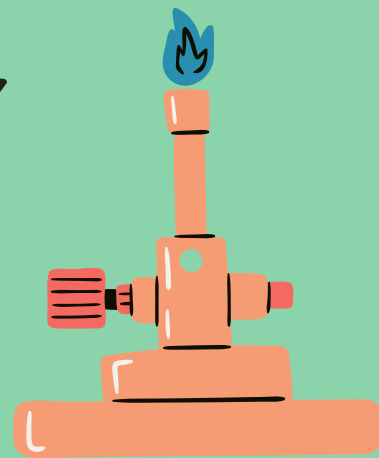


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Expanding HSTEM Locally & Nationally



SUMMARY

HSTEMinists embrace **STEM access for all**. Over the years, students and facilitators have created large-scale outreach and engagement opportunities. These projects include the original website created in 2016, publications, multi-institutional conferences, and visits to local schools to bring STEM to the community. The challenge lies in creating **lasting outreach and engagement programs** that can be sustained long after graduation of the creators.



LOCAL SCHOOL OUTREACH

Sai Chauhan '20,
Amalia Anne Cruz '19,
William Jang '20,
Anna Makar-Limanov '20,
Sarah Nessen '18



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Surya Adams '18,
Zoe Biggers '18,
Bonnie Lin '19,
Xuan Nguyen '18



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CURRICULAR HANDBOOK OF INCLUSIVE PRACTICES

Drafted by 2017 students
Expanded and completed by faculty and staff



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NATIONAL CONFERENCE

Proposed in 2017
Eden Charles '19,
Kashmeera Baboolall '20,
Emily Ma '20,
Ryan McMillan '20



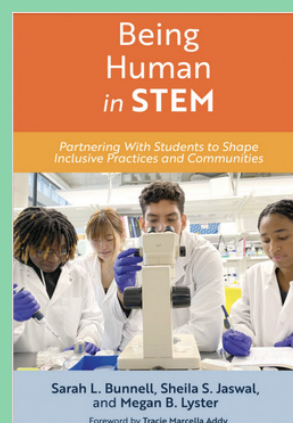
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NSF-funded in 2021
~150 virtual attendees
from >12 institutions



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BOOK



DOCUMENTARY

Maeve McNamara '19



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NOTES

A WEEK IN THE LIFE OF AN HSTEMINIST

make our lab notebook entries

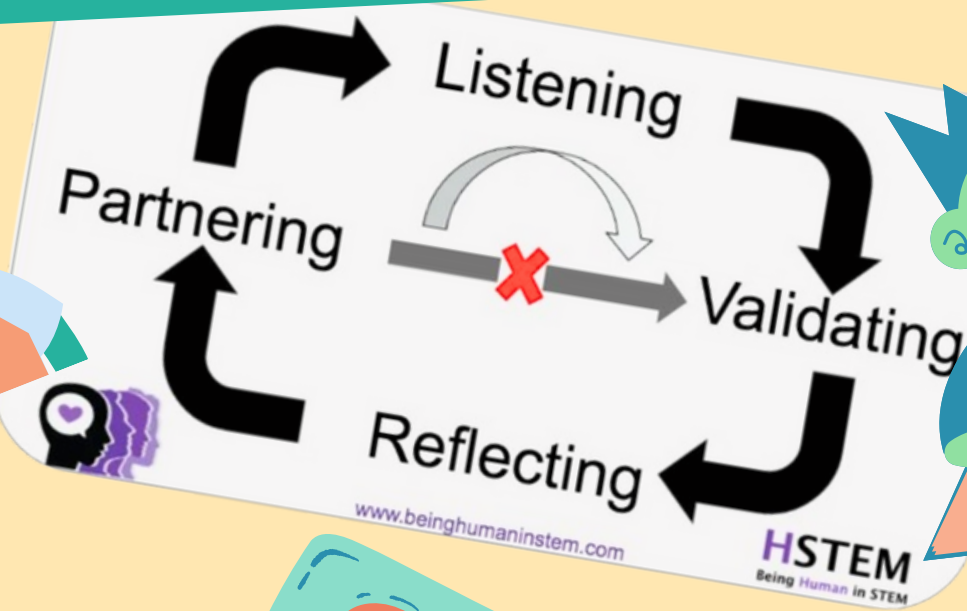
BEGINNING of MODULE	DURING MODULE	END of MODULE
ENGAGE LITERATURE. Build academic foundation, discover connections and questions, prepare for active participation in discussion	ENGAGE COMMUNITY. Learn from and engage with the lived experiences, perspectives, and arguments of others in our diverse learning community during class	REFLECT & GROW. Take time to articulate your broadened understanding, engage with a classmate's ideas, and consider next steps

See a graphical course map here!



Read some of our notebook entries here!

practice the HSTEM process



build our HSTEM toolbox

