CCT Colloquium Series

Models for Creating and Sustaining Diversity among Undergraduate Students in Science, Technology, Engineering, and Mathematics

Isiah M. Warner, Boyd Professor, Department of Chemistry

Vice Chancellor for Strategic initiatives, Louisiana State University

Johnston Hall 338
October 20, 2006 - 03:00 pm

Abstract:
This talk will focus on two ongoing programs at Louisiana State University (LSU) for enhancing the participation and education of a diverse group of undergraduate students in the areas of science, technology, engineering, and mathematics (STEM). The first program is the Howard Hughes Medical Institute (HHMI) Professors program and the second is the Louisiana-STEM (LA-STEM) program. Both programs focus on successful models for enhancing the educational experiences of a diverse group of undergraduate students through the use of mentoring, research, and educational tools. These two programs are designed to respectively enhance the educational performances of at-risk and high achieving diverse student populations. The HHMI and LA-STEM programs foster a

Speaker's Bio:
Isiah M. Warner received his B.S. in chemistry from Southern University (Baton Rouge) in 1968. He was a research chemist with Battelle Northwest (Richland) for five years. He entered graduate school at the University of Washington in 1973 and received his Ph.D. in 1977. He was assistant professor of chemistry at Texas A&M University from 1977-82. He was awarded tenure and promoted to associate professor effective September 1982. He joined Emory University in 1982 as associate professor and was promoted to full professor in 1986. He was named Samuel Candler Dobbs Professor of Chemistry at Emory in September 1987. He was on leave to the National Science Foundation (NSF) as Program Officer for Analytical and Surface Chemistry in 1988/89. In August 1992, Dr. Warner joined Louisiana State University as Philip W. West Professor of Analytical and Environmental Chemistry. He was Chair of the Chemistry Department from July 1994-97. He was appointed Boyd Professor of the LSU System in July 2000, Vice Chancellor for Strategic Initiatives in April 2001 and Howard Hughes Medical Institute Professor in 2002. Isiah Warner has more than 260 published or submitted refereed articles. He has been issued six patents for his work and has two others pending. He has chaired thirty-five doctoral theses and is currently supervising fifteen others. Honors include: Marquette University, honorary Doctor of Science degree on May 22, 2005; Charles E. Coates Award, ACS local section on May 12, 2005; Tuskegee University, George Washington Carver Achievement Award on January 27, 2005; University of Washington, College of Arts & Sciences, Distinguished Alumnus Award in 2004; ACS Award for Encouraging Disadvantaged Students into Careers in the Chemical Sciences and Council for Chemical Research Diversity Award in 2003; elected to the status of Fellow of the American Association for the Advancement of Science in 2003; Howard Hughes Medical Institute Professor in 2002; CASE Louisiana Teacher of the Year, LSU Distinguished Faculty Award, AAAS Lifetime Mentor Award, Eastern Analytical Symposium Award for achievements in the Fields of Analytical Science, all in 2000; 1998 Fulbright Fellowship for Research/Teaching in Kenya; 1997 Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring from President Clinton; NOBCChE Award for "Outstanding Teacher" in 1993; and in 1988, the Percy Julian Award for Outstanding and Significant Contributions in Research, sponsored by NOBCChE; recipient of NOBCChE Outstanding Graduate Research Award in 1976. Professor Warner has been actively involved in the development of new education strategies through grants from the Howard Hughes Medical Institute, the National Science Foundation, and the Research Corporation. The overall focus of these educational research efforts are (1) restructuring the way students learn science at a very early stage of education and (2) development of an appropriate vehicle for extending the educational and mentoring efforts of a single individual such that the overall impact of that individual can be significantly magnified. He has termed this latter strategy a mentoring ladder. Thus, his educational models are based on the effective implementation of metacognitive strategies, which are propagated through the use of such a mentoring ladder.

Refreshments will be served.
This lecture has a reception.

Center for Computation & Technology
2003 Digital Media Center • Telephone: +1 225/578-5890 • Fax: +1 225/578-8957