

# Highlighting Best Practices in Promoting Diversity, Inclusion, and Civility in STEM: Part II

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*“Highlighting Best Practices in Promoting Diversity, Inclusion, and Civility in STEM: Part II” serves as an introduction to a thematic group of articles in the September 2021 issue of JOM, covering diversity and inclusion topics. The article package is a feature series developed by the TMS Diversity, Equity, and Inclusion Committee. For additional information, contact Kaitlin Calva, JOM Magazine Managing Editor, at [kcalva@tms.org](mailto:kcalva@tms.org).*

The 2021 special section of *JOM* from the TMS Diversity, Equity, and Inclusion (DEI) Committee seeks to continue themes first presented last year (see the September 2020 issue of *JOM*). These themes center around sharing best practices toward increasing retention and participation of underrepresented peoples in TMS and materials science in general. Hopefully, all reading this acknowledge that bias, oftentimes implicit in nature, exists and creates systemic issues around representation, level of involvement, and equity. While our 2020 section focused on visible areas of diversity, this 2021 section focuses on areas of diversity that can often remain hidden, but can nonetheless push people to leave our science, technology, engineering, and math (STEM) community.

I hope that this special section creates more awareness around the fact that most of a person’s identity is unseen; just because we can’t see it doesn’t mean our cultural norms make one feel accepted, nor does it mean they are not hindered by bias-related roadblocks. I also hope it propels *JOM* readers’ voices and helps them enact change in their workplaces and communities so we can one day fully realize each person’s full potential.

The first article presents the findings and recommendations of the Ad Hoc Committee on Potential Biases within the TMS Culture to create a more engaged membership for all regardless of gender, race, ethnicity, visual/auditory/physical diversity, international status, etc. It is the hope that this article can be a call for action to us all and lead to improvements in our Society.

The next article focuses on just one area of the many areas of neurodiversity, autism, in an interview about Stairway to STEM, an organization that helps autistic students transition to college and eventually STEM careers. While not every reader may be an educator focusing on college, this article

can inform us and provide resources on ensuring that our autistic colleagues at all levels can bring their diverse and unique ideas and perspectives forward.

The third article provides goals and recommendations for moving towards equity in STEM for those LGBTQIA+ (lesbian, gay, bisexual, transgender, queer, intersex, asexual, and more). The authors highlight why focusing on LGBTQIA+ individuals remains essential and provide critically important items that both institutions and individuals can do toward equitable ends.

Finally, the last article focuses on one of the biggest best practices a person with a privileged vantage point can do: become an ally for those without your set of privileges. This article discusses the benefits of growing awareness and receiving education toward allyship from the perspective of a person who engaged in an ally course in college. While this effort focused largely on gender-based bias, these principles can be taken to help each reader become an ally for any marginalized group.

These articles highlight just a sliver of the best practices to help create a more inclusive and equitable STEM community and Society. Let these articles provide a platform for more education, conversation, and change, particularly in areas of diversity that often are overlooked. Also, while these articles, and those in 2020, each have a specific identity focus, it does not mean they are isolated and intersectionality should be considered in any DEI effort.

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