**Turner-Collins Outreach Recognition**

The **Turner-Collins Outreach Recognition** program encourages and recognizes efforts to promote interest in biology among African-Americans and Native-Americans using social insects and related material, by IUSSI-NAS members, or persons observed by them [for example, a non-member teacher].

The program is inspired by the work and advocacy of two African-American researchers. Charles H. Turner (1867-1923) was a noted student of social wasps, ants and bees. Margaret Collins (1922-1996) was a taxonomist and natural historian of termites. Both were dedicated to the promotion of the well-being and education of their fellow Black Americans. The program encourages familiarity with natural history, science, and academia in a public that is under-represented in academic fields, making potentially interested people more at home with science, scientists, and what we do. It encourages scientists, students and community members associated with the IUSSI-NAS to use their special interests for humanitarian ends: improvement of public access to knowledge, especially among children, young people, and concerned parents in these historically excluded groups.

The **TCOR** program seeks to reward actions that promote equity and inclusion of these historically excluded groups. The rewarded activities need not be dedicated exclusively to these groups, but should include individuals belonging to one or both of them. Turner-Collins recognition can be listed among the outreach achievements valued by institutions of learning and employment.

Applications for **Turner-Collins Outreach Recognition**

Recognition citations shall be announced annually, on a date (such as the time of the annual meeting of the IUSSI-NAS, or some other date specified by the Advisory Board, and should include outreach activities accomplished during the year following the previous recognition date. There is no limit to the number of awards given; applicants can apply once per cycle, applicants can apply in subsequent years to recognize subsequent outreach activities.

The form of the recognition is to be determined by the Advisory Board and need not be rigidly defined. It could be a paper certificate, object, or (pending donations) a cash award or payment for expenses of attending an IUSSI-NAS meeting.

Nominations (self-nominations are encouraged) for citations should be one page in length, and should include:

Name, address (e.g. institution and Department), role (e.g. undergraduate, graduate, academic appointment level, email address of recipient.

Description of Turner-Collins related project [one paragraph], indicating relevance to Program (inclusion of African-American and/or Native-American participants) and amount of time dedicated to it.

Name and contact information of one or more person(s) familiar with the project. This could be a participant, an advisor, or other community member.

Attachment:

An up-to-date CV (resumé) of the applicant/nominee.

Additional supporting letters or documents, such as photographs, media reports, or more detailed descriptions of the project, may be attached to the application but are not required.

NOTE: Participation in established community, classroom, mentoring or other educational or community settings is encouraged. We may be unable to evaluate the appropriateness of novel approaches outside of such frameworks. When the Advisory Board feels this caveat applies, the nominator will be notified.

**Turner-Collins Outreach Recognition Advisory Board**

A group of IUSSI-NAS members will be established to administer and promote the Turner-Collins Outreach Recognition program. [It might contain, as ex-oficio members, a representative of the DEIJ Committee, and IUSSI-NAS elected officers; and other interested members, including at least one member at large (not ex officio) to serve as Chair of the advisory board.] The Advisory Board will plan the activities of the program; and will receive and review applications for citations of members or non-members satisfying the aims of the Program (above) deserving Special Recognition of Outreach Initiatives. Future variations on recognition citations may be created and bestowed at the discretion of the Advisory Board, such as (to give illustrative possible examples) citations for Sustained outreach initiatives, Innovative outreach initiatives, Lifetime outreach achievement, Turner-Collins Lecturer (invited), etc.

**Project Ideas**

Examples of kinds of projects that could be adapted by IUSSI members, and potentially recognized by Turner-Collins citations – not an exclusive list of possibilities:

* A member could be cited for linking the IUSSI-NAS to special funding for promotion of African American inclusion in our field. See, for example:

NSF - https://new.nsf.gov/funding/initiatives/broadening-participation/supporting-black-americans-stem

The kinds of projects that are possible of course depend on the communities where IUSSI-NAS members live and work. Here are some Service and Public outreach examples, redacted and modified from student or member CVs:

* State Fair demonstrations for school children from diverse schools.
* Demonstration table on wasp, ant, bee or termite behavior (at a state Museum of Natural History and Science, and at a University Museum of Natural History)
* Demonstration Table on insect behavior at an HBCU (Historically Black College or University). t
* Demonstration Table on social insect biodiversity and behavior. At Elementary urban magnet school Science Night.
* Discussion and Q&A on insect behavior. As an Elementary School Community Visitor.
* Interactive activities on ant learning and host-finding behavior, in a 4th grade classroom with racially diverse students.
* Outdoor workshop for 6th graders on social insect identification and behavior, Parks and Recreation Nature Day.
* Interactive activities on insect learning and host-finding behavior, using social insects, at an Elementary School 2nd grade class.
* Collaboration with an African American or Native American teacher with teaching about nature, using social insects.
* Tutoring of individual African or Native American students to help them excel in biology classes. How social insect biology helps understand biology.
* A video for use of teachers in magnet schools and HBCUs (Historically Black Colleges and Universities) aimed at attracting African American students to science.

Public Service/Outreach Activities [redacted and modified, after the cv of a junior faculty member]

 Outreach Fair

 I organized an Outreach Fair as part of the Animal Behavior Society meetings. This event was held at a local science museum and featured research from 18 labs from across the country. Over 50 scientists (faculty, postdocs, graduate & undergraduate students) presented their research with interactive exhibits. Over 550 members of the public attended the event, which included school children from urban school districts and Indian reservations. It was sponsored by the Society for the Study of Evolution and outreach contributions from my University.

 State Fair Outreach

My lab started an effort in collaboration with the Butterfly house at the state fair where we spend at least several days at the fair sharing [social insect] biology and behavior with a diverse public (e.g., with microscope and poster displays). We spent 2 8-hour days manning two tables at the butterfly house – with 2-4 lab members there, we were all pretty constantly dealing with a stream of kids and families, reaching about xx people. I estimate that attendance by African American school children to have been about xx (n% of attendees).