

Dr. Lindsey Malcolm-Piqueux



Dr. Malcolm-Piqueux is the Associate Director for Research and Policy at the Center for Urban Education* and a research associate professor in the Rossier School of Education at the University of Southern California.

Her work focuses on the ways in which higher education policy, institutions and practitioners contribute to and/or reduce educational inequities experienced by minoritized student populations.

Dr. Malcolm-Piqueux's primary interest centers on postsecondary access and success for women and men of color in STEM fields. Following this interest, she has conducted research in several areas including the relationship between financial aid and STEM outcomes, community college pathways to STEM degrees, STEM education at minority-serving institutions, and gender equity in STEM within minoritized racial/ethnic groups.

Prior to joining the Center for Urban Education, Dr. Malcolm-Piqueux was on the faculty at the George Washington University and before that, at the University of California, Riverside. Her work has appeared in *Educational Researcher*, the *Review of Higher Education*, *Harvard Educational Review*, among other journals, and in volumes edited by Routledge, SUNY Press, Johns Hopkins University Press, and Stylus Publishing. She received a B.S. in planetary science from the Massachusetts Institute of Technology, an M.S. in planetary science from the California Institute of Technology and a Ph.D. in urban education with an emphasis on higher education from the University of Southern California.

***The Center for Urban Education @ USC**

The Center for Urban Education (CUE) at the University of Southern California's Rossier School of Education is a national leader in building the capacity among faculty and administrators in higher education for equity-minded inquiry, strategic planning, and ground-up reform. CUE's expertise in culture change within higher education institutions is supported by numerous theory and research-driven tools for facilitating and mediating:

- (1) data analysis and interpretation,
- (2) cognitive shifts towards equity—rather than deficit-mindedness in thinking about student success, and
- (3) faculty engagement and buy-in to change.

These elements are critical for creating sustained, authentic, and at-scale changes in the way colleges and universities “do business” in order to create innovations that will yield more equitable outcomes for marginalized students.