



Lilliam Casillas Martinez
Puerto Rico

Dr. Lilliam Casillas Martinez is the director of the Center for Inclusive Teaching and Learning at the University of Puerto Rico-Humacao where they are conducting pioneering work on diversity, equity and inclusion (DEI) efforts within Hispanic Serving Institution (HSI). She is also the principal investigator of two grants in Puerto Rico to accelerate capacity building of STEM faculty through the creation of a national faculty Hub for science diplomacy and policy advice. Casillas as served as coach in many DEI trainings, especially under the Teaching to Increase Diversity in Equity and STEM (TIDES) program of the American Association of Colleges and Universities (AACU). As honors, she is currently part of the Advisory Board of national programs like Bio-Interactive from the Howard Hughes Medical Institution (HHMI) and the STEM Reform Project Kaleidoscope (PKAL) of the AACU. She also acts as the director of the Puerto Rican PKAL branch for faculty professional development. In 2010, Casillas received the Arturo Carrion Award for Teaching from the Puerto Rican Microbiology Association, and in 2011, she became the first Latina in the United States to receive the Carski Award for Excellence in Undergraduate Education from the American Society for Microbiologist (ASM). As researcher, Casillas has been the principal investigator of proposals including the NSF-Cabo Rojo Salterns Microbial Observatory that conducted a bio-geochemical characterization of the locations, the TIDES-Cybernetic Girls can be Pinky to increase the number of Latinas in STEM into computer science and more recently is co-PI of DIVAS (Diversificadas y Valientes) to increase the success of Latinas in Mathematical fields. With more than 25 articles on strategies to improve STEM education and professional development, Casillas wants to advocate for more anti-colorism strategies that will allow the inclusion of more black-LatinX into STEM fields. A main passion for Casillas is the inclusion of first-generation undergraduates coming from low-income homes (like herself) into STEM careers and believes that faculty can become active members of important social transformation if trained properly on science diplomacy.