Every fifteen minutes, a student majoring in any of the STEM disciplines either changes his or her major to a non-STEM discipline or withdraws from college altogether (NSF 2019). This troubling phenomenon disproportionately, although not exclusively, affects students of color who now comprise the fastest-growing undergraduate populations in US colleges and universities. Advancing discovery and innovation demands that US institutions of higher education, and the professional organizations that support them, hear and heed the clarion call for greater diversity in STEM. However, we cannot continue to turn to mere workaround strategies that, by themselves, fail to address the root causes of the underrepresentation of diverse students in these disciplines. Rather, we must lean toward a broadening participation agenda that is more daring than accommodating, reflective than prescriptive, and more open- than closed-ended. Dr. Mack’s presentation will focus on the highly acclaimed AAC&U Teaching to Increase Diversity and Equity in STEM (TIDES) initiative, which is targeted toward empowering STEM faculty to implement culturally responsive teaching strategies in STEM classrooms. These strategies have been shown to not only effectively retain underrepresented students in STEM, but also to significantly improve STEM faculty self-efficacy in proactively addressing the academic needs of diverse students with cultural awareness, consciousness, and sensitivity.