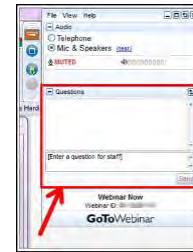




Have Questions?



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"Why am I muted?"

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Thank you and enjoy the show.

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1



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3



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Whether you are just starting your journey, transitioning jobs, or looking to brush up or learn new skills, the **ACS Career Navigator** has the resources to point you in the right direction.

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ACS Department of Diversity Programs

Advancing ACS's Core Value of Diversity, Inclusion & Respect

We believe in the strength of diversity in all its forms, because inclusion of and respect for diverse people, experiences, and ideas lead to superior solutions to world challenges and advances chemistry as a global, multidisciplinary science.

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7

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- Prepare lecture and lab curriculum
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- Add historic context



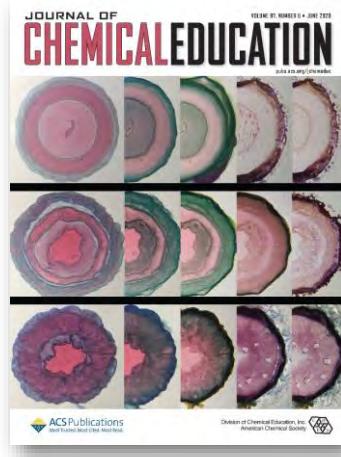
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JOURNAL OF
CHEMICAL EDUCATION



- The *Journal of Chemical Education* (*JCE*) is the official journal of the Division of Chemical Education of the American Chemical Society, co-published with the American Chemical Society Publications Division
- Launched in 1924, the *JCE* is the premier international journal for the teaching and learning of chemistry
- JCE* considers and publishes chemistry education research, activities, laboratory experiments, instructional methods, and pedagogies
- Read and submit your research at pubs.acs.org/jce
- Follow us on Twitter: [@ACSDivCHED](https://twitter.com/ACSDivCHED)



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9

Please join the **National Science Foundation Division of Chemistry** for
A Listening session on Broadening Participation, Diversity, Inclusion, and Equity in Chemistry

Guest Hosts: Miguel García-Garibay of UCLA
Rigoberto Hernandez of Johns Hopkins University
Kayunta Johnson-Winters of University of Texas at Arlington

will lead a community discussion on this important and timely topic.

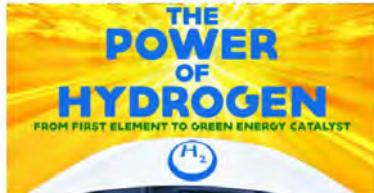
Friday, March 5, 2021. 4 PM (Eastern). Register here
<https://nsf.zoomgov.com/meeting/register/vJlsd-2urDggGadHnmAsAs9W17CmfRo-45o>

The Division of Chemistry (CHE) supports innovative research in chemical sciences, integrated with education, through strategic investment in developing a globally engaged U.S. chemistry workforce reflecting the diversity of America.

CHE invites our entire community to this listening session as we specifically invite those most affected by inequities in chemistry and related fields to add their voices to this conversation.

CHE is working to identify the areas of greatest concern where funding or other actions by the Division might have real, measurable, and sustainable impact in accelerating Broadening Participation, Diversity, Inclusion, and Equity in Chemistry.





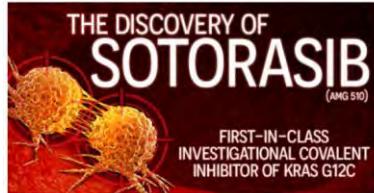
Date: Thursday, February 11, 2021 @ 1-2pm ET
 Speaker: Vijay Kapur, (retired) International Solar Electric Technology
 Moderator: Bill Tsuzynski, The Unami Group LLC

[Register for Free!](#)

What You Will Learn:

- Hydrogen production methods and its role as a transportation energy carrier in fuel cells
- Transportation opportunities using Hydrogen and fuel cells as an energy source
- Economic, storage, and safety issues when using hydrogen through different applications

Co-produced with: Science History Institute and Chemical & Engineering News



Date: Thursday, February 25, 2021 @ 2-3:30pm ET
 Speaker: Brian Larman, Amgen, Inc.
 Moderator: Ariamala Gopalsamy, AstraZeneca

[Register for Free!](#)

What You Will Learn:

- Why identifying a direct inhibitor of KRAS has proven so challenging
- How covalent inhibition helped to turn KRAS G12C into a tractable target
- What hurdles were overcome in turning initial KRAS G12C binders into potential human therapeutics

Co-produced with: ACS Division of Medicinal Chemistry, American Association of Pharmaceutical Scientists, and ACS Publications



Date: Thursday, March 11, 2021 @ 1-2pm ET
 Speakers: Julie Mann, Ingredion Incorporated / Joshua March, Artemis Foods / Andrew D'Ive, Big Idea Venture
 Moderator: Christopher Gregson, Greerstalk Food Consulting LLC

[Register for Free!](#)

What You Will Learn:

- A better understanding of the most significant transformation of the food industry in decades
- The challenges of formulating plant-based products or using cell cultures to "grow" meat
- How it will affect peoples' dietary choices in the future

Co-produced with: Science History Institute and Chemical & Engineering News

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ACS Education

Creating an Inclusive and Resilient Future in Chemistry Education

THIS ACS WEBINAR WILL BEGIN SHORTLY...

12



Creating an Inclusive and Resilient Future in Chemistry Education



Anthony DePass
Co-director, Understanding Interventions;
Principal, Depass Academic Consulting;
Professor of Biology, Long Island University



Lourdes Echegoyen
Research Assistant Professor Chemistry and
Biochemistry and Director BUILDING SCHOLARS
Center, University of Texas, El Paso



Michelle Claville
Assistant Dean and Professor of Chemistry,
Hampton University and Program Director,
NSF Undergraduate Programs



Zakiya Wilson-Kennedy
Assistant Dean, Diversity & Inclusion, College of
Science and Associate Professor of Research,
Chemistry Education, Louisiana State University

Presentation slides are available now! The edited recording will be made available as soon as possible.

www.acs.org/acswebinars

This ACS Webinar is organized by Leyte Winfield, Division Chair for Natural Science and Mathematics, Spelman College and co-produced with ACS Publications and ACS Education. 13

SPECIAL ISSUE:

Diversity, Equity, Inclusion, and Respect

In Chemistry Education Research and Practice

JOURNAL OF CHEMICAL EDUCATION

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March: Thursdays, 12 – 1 pm ET

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Audience Survey Question

ANSWER THE QUESTION ON BLUE SCREEN IN ONE MOMENT



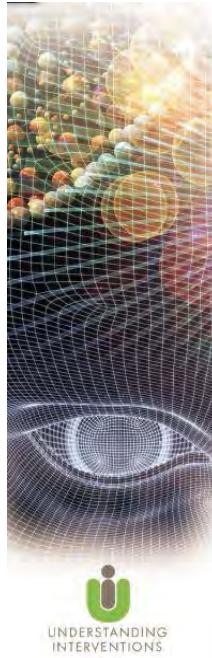
The upcoming special issue for the Journal of Chemical Education (JCE) will focus on diversity, equity, inclusion, and respect. **Are you planning to submit a manuscript for the upcoming special issue of JCE?**

- Yes, I have a manuscript in development
- Maybe, I am thinking about it
- No, I am not planning on it
- I don't know if my efforts would fit into the special issue



* If your answer differs greatly from the choices above tell us in the chat!

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UNDERSTANDING
INTERVENTIONS

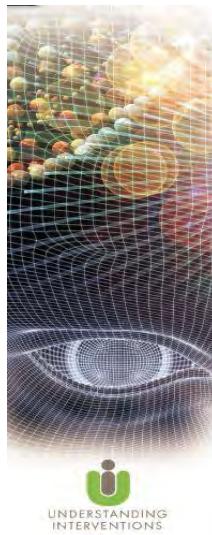
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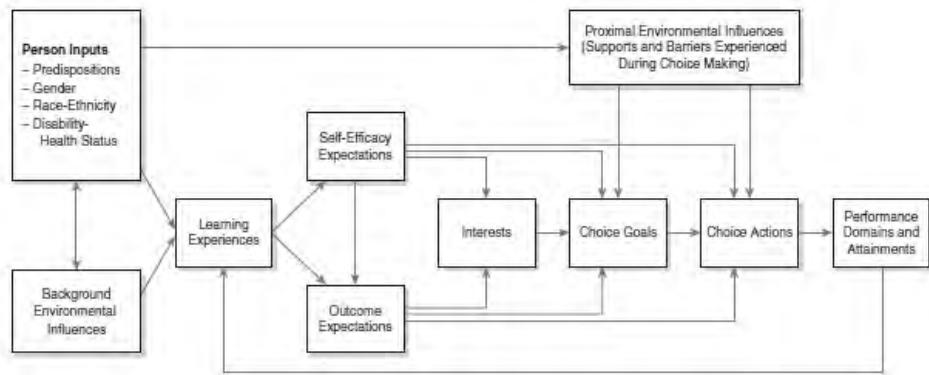
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Anthony L. DePass
Director, Understanding Interventions
Co-Director, SOSI Center

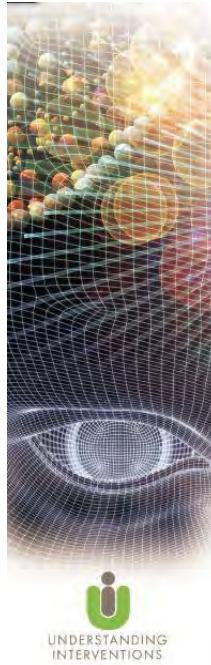
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Social Cognitive Career Theory



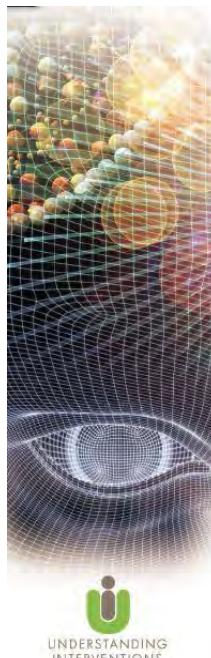
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Community Cultural Wealth (Tara Yosso, 2005)

Community Cultural Wealth	Definition
Aspirational	The ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers. - The power and culture of possibility.
Linguistic	Intellectual and social skills attained through communication experiences in more than one language and/or style. - Multiple languages and communication styles (e.g., world languages and racialized/cultural histories or communication).
Navigational	The skills of maneuvering through social institutions. - Inner resources, social competencies, cultural strategies that permit survival, recovery, and thriving (self-serving).
Resistance	Knowledge and skills fostered through oppositional behavior that challenges inequality. - Mindsets and behaviors employed to resist subordination (collectivist approach).
Familial	Cultural knowledge cultivated among family that carry community history, memory, and cultural intuition. - Practices that demonstrate a commitment to community (kin) well-being.
Social	Networks of people and community resources. - Utilizing communities to gain access to and insight on opportunities.

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Community Cultural Wealth Model

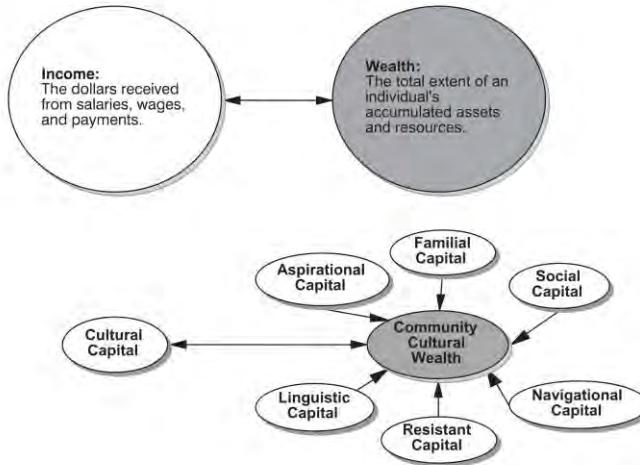
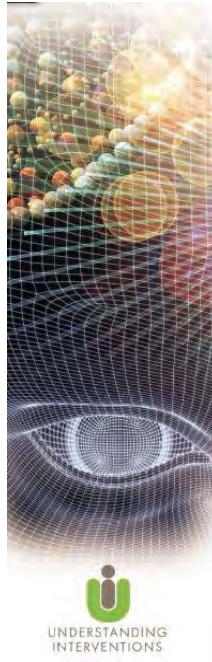


Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995

Yosso, Tara J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1), 69-91.

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UNDERSTANDING INTERVENTIONS

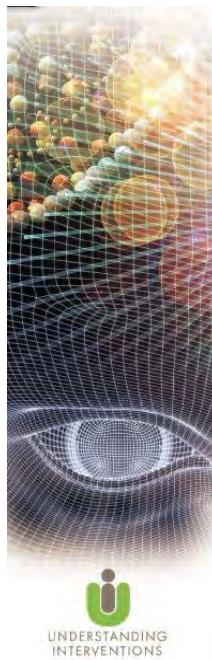
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Understanding Interventions that Broaden Participation in Science Careers

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Understanding Interventions
That Broaden Participation in Science Careers

Articles For Authors Editorial Board About Issues

FULL REPORTS
October 30, 2020 EDT
Language, Identity, and Becoming a Scientist
Carrie Cameron, Dorian Rollston
This paper lays out the rationale for, theoretical and methodological approach to, and significance of linguistically-based STEM research and interventions.

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Audience Survey Question

ANSWER THE QUESTION ON BLUE SCREEN IN ONE MOMENT



Is there a community of faculty in your institution that collaborates on DEIR (diversity, equity, inclusion, and respect) efforts?

- Yes, we have a well-formed group
- Yes, we have a loosely-formed group
- No, we don't have faculty collaborating in this way
- I wish there were faculty collaborating in this way



* If your answer differs greatly from the choices above tell us in the chat!

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What opportunities contribute most to the success of UTEP undergraduates? : The Case of BUILDing SCHOLARS

Lourdes E. Echegoyen
The University of Texas at El Paso

ACS Webinar Series:
Creating an Inclusive and Resilient Future in Chemistry Education

February 10, 2021

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How would you define student success?

&

How would you measure it?

25

Roadmap

- **About the NIH BUILD initiative**
 - General
 - DPC Hallmarks of success
- **Perspective**
 - About UTEP
- **About UTEP BUILDing SCHOLARS Student Training**
 - Persistence, Degree Completion, Competitiveness, & Graduate School Enrollment
 - Effect of academic year research on science/research self-efficacy and science identity
 - Qualitative study on what has impacted students the most



About the NIH BUILD Initiative

A core component of the NIGMS funded Diversity Program Consortium (DPC)

BUILD = Building Infrastructure Leading to Diversity (10 sites)

NRMN = National Research Mentoring Network (13 sites)

CEC = Coordination and Evaluation Center (1 site)

"to implement and evaluate effective approaches to training and mentoring undergraduate students with the goal of increasing the participation and persistence of individuals from diverse backgrounds in the biomedical research pipeline"

UTEP is one of ten BUILD sites across the US

All BUILD sites include activities for

- Institutional development
- Faculty development
- Student Development



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Perspective: About UTEP

- ~25,000 students (21,000 UG)
- 80% Hispanic (83.3% at UG level)
- 51% 1st generation
- 60% Pell recipients
- 37% with family income under \$20K/year
- 83% from El Paso County
- 74 Bachelor's – 26 have BMRW* relevance
- 74 Master's – 25 have BMRW relevance
- 22 doctoral programs - 16 have BMRW relevance

BUILDing SCHOLARS
Incoming Class-2105



Well-positioned to enhance the diversity of
the biomedical research workforce

ACCESS & EXCELLENCE MISSION

A Hispanic Serving Institution
"We serve students with intentionality"

* BMRW = biomedical research work force

28

Perspective: About UTEP

ACCESS & EXCELLENCE MISSION

5th

2014-15

of UG degrees
Awarded to
Hispanics¹

1st

2016

Hispanic Institution
of Origin for STEM
Doctoral Recipients²

1st

2012-15

Social Mobility
(bottom 20%
reaching top 20%)³

R1

2019

Carnegie
Classification

1. Excellencia in Education, 2016
2. NSF, NCSES, 2016 Survey of Earned Doctorates
3. Washington monthly, college guide rankings 2015

A Hispanic Serving Institution
"We serve students with intentionality"

UTEP BUILDing SCHOLARS Student Development Opportunities

Financial & Academic Assistance

- Accepted as FR, SO or JR
- Tuition scholarship – up to 60%
- Monthly stipend (12 months)
- Research Foundations & CUREs for Freshman
- Mentored academic year research
- Summer research at **partner institutions**
- Travel to present at conferences
- Personalized advising
 - Degree plan - course enrollment
 - Complete 30 credit-hours/year
 - Research mentor selection assistance

Professional development training

- Peer mentor training
- Responsible conduct of research
- How to travel to conferences
- Finding work-life balance
- Applying to graduate school
 - How to apply – requirements & timeline
 - GRE preparation
 - Grad school interview
- Writing intensive sessions
 - Abstract & poster preparation
 - Research report & thesis preparation
 - Crafting a personal statement
 - Resume/CV
- Multiple seminars

The DPC Hallmarks of Student Success

Basis for evaluating DPC member student activities

STU-1	High academic self-efficacy
→ STU-2	High self-efficacy as a researcher
→ STU-3	High science identity
STU-4	Satisfaction with quality of mentorship
STU-5	Perceived sense of belonging within the university
STU-6	Perceived sense of belonging within the research community
STU-7	Intent to pursue a career in biomedical research
STU-8	Entry into an undergraduate biomedical degree program
→ STU-9	Persistence in biomedical degree or other formal research training program
STU-10	Frequent receipt of mentoring to enhance success in the biomedical pathway
→ STU-11	Participation in mentored or supervised biomedical research
→ STU-12	Evidence of competitiveness for transitioning into the next phase in the biomedical career pathway
→ STU-13	Participation in academic or professional organizations related to biomedical disciplines
→ STU-14	Evidence of excelling in biomedical research and scholarship
→ STU-15	Strong academic and professional networks
→ STU-16	Completion of biomedical degree or other formal training program
→ STU-17	Application and acceptance to a subsequent research training program in a biomedical discipline
→ STU-18	Entrance into a subsequent research training program in a biomedical discipline

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Persistence (STU-9), Competitiveness (STU-12), Evidence of Excelling in Research & Scholarship (STU-14), Degree Completion (STU-16), & Graduate School Enrollment (STU-18)

‡	FTF (2013- 2016) N	Persistance		Graduated	Cumulative GPA	Entered Advanced Degree
		1-year retention	2-year retention			
Top 25%*	1,635	1,510 (92%)	1,395 (85%)	884 (54%)	3.52	514 (31%)
BUILD	71	71 (100%)	68 (96%)	53 (75%)	3.66	28 (40%)

As of Feb 2020,
26 peer reviewed publications with
UTEP BUILD
students as co-authors

- ***Comparison group:** UTEP students who are
- ✓ Top 25% of cumulative GPA in 1st year
 - ✓ First-time students in Fall 2013-2016
 - ✓ From the following Colleges: Science – all majors; Engineering – all majors; Health Sciences – all majors & Liberal Arts - Psychology & Sociology only

‡ Data from UTEP's Center for Institutional Evaluation Research & Planning (CIERP)

32

What made the difference for the first two BUILDing SCHOLARS cohorts (2015 & 2016)?

Question on a **senior exit survey** (N=34):

"Please provide a summary of the different ways that BUILD impacted your life"

Themes	# responses	
Funding (tuition, stipend support)	11	
Learning opportunities	13	→
Research opportunities (general)	12	
External summer research opportunities	5	

- "Participating in workshops... I developed"
- "Writing skills"
- "Working with a team"
- "Presenting my work"
- "Critical thinking"
- "Research ethics"
- "Handling impostor syndrome"

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BUILDing SCHOLARS Academic Year & Summer Research Experiences

- Positively & significantly impacts the **science self-efficacy** of both
 - continuing & (retrospective pre-post = 2.93 - 3.89; $p = 0.002$)
 - graduating students (retrospective pre-post = 3.17 - 3.78; $p = 0.001$)
- Positively & significantly impacts the **science identity** of graduating students
(retrospective pre-post = 3.94 - 4.48; $p = 0.01$)
- Positively but not significantly impacts the **science identity** of continuing students
(retrospective pre-post = 3.75 - 4.06; $p = 0.19$)

Science self-efficacy may mediate, or be the first step in developing a science identity.*

*Robnett, R.D., Chemers, M.M., & Zurbriggen, E.L. (2015). Longitudinal Associations Among Undergraduates' Research Experience, Self-Efficacy, and Identity. Journal of Research in Science Teaching (52)6, 847-857. <https://doi.org/10.1002/tea.21221>

Expanding on Verna Myers quote:
 “Diversity is being invited to the party; inclusion is being asked to dance”

My six-word memoir:

Inclusion requires dancing with different partners

Lourdes E. Eckegayen

35

NanoHU: A Boundary-Spanning Education Model for Maximizing Human and Intellectual Capital

Funded by NSF award HRD 1238838

Human Capital

“the collective skills, knowledge, or other intangible assets of **individuals** that can be used to create economic value for the **individuals**, their **employers**, or their **community**,”

Intellectual Capital

*The value of the nation's **employee** knowledge, skills, business training or proprietary information that provides the **nation** with a competitive advantage.⁷*

Convergence

- the merging of life and physical sciences with engineering
- drives the latest industrial revolution
- demands that the world's workforce become proficient in multiple STEM disciplines

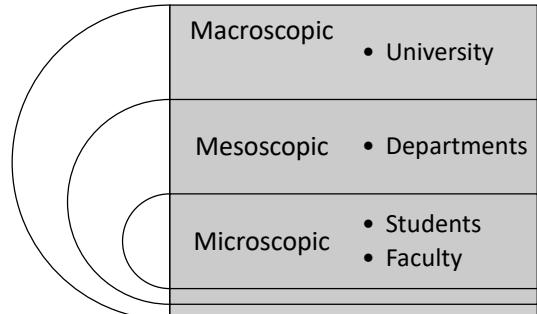


Figure 1. NanoHU boundary-spanning design

Fourth Industrial Revolution,

“...is characterized by a range of new technologies that are fusing the physical, digital and biological worlds, impacting all disciplines, economies and industries, and even challenging ideas about what it means to be human.”⁹

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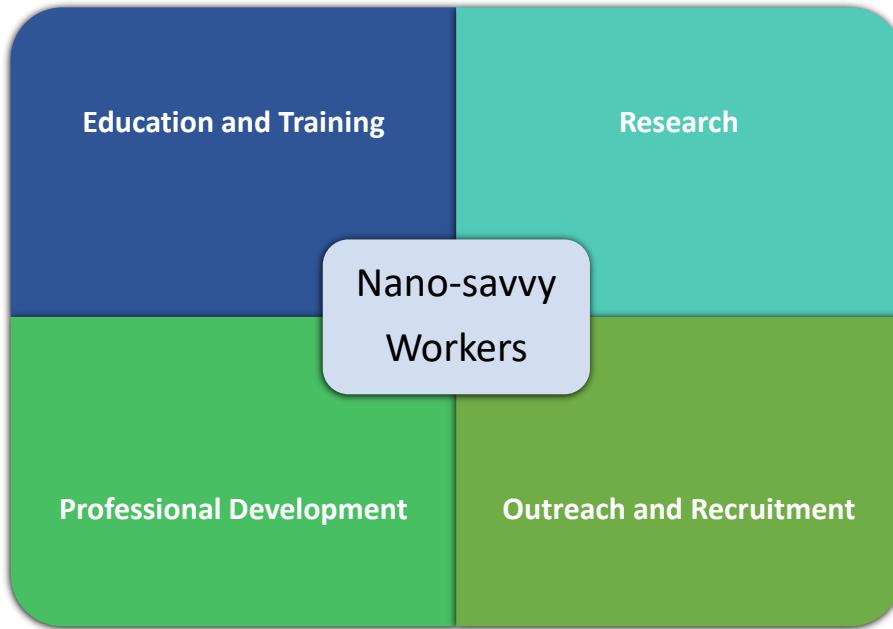


Figure 2. Key elements of the NanoHU Model.

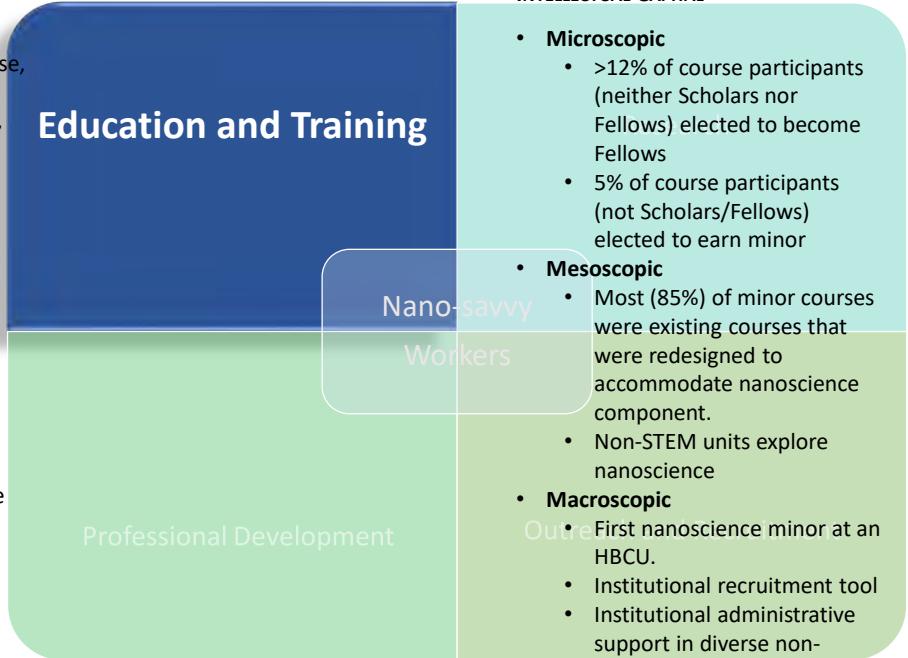
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HUMAN CAPITAL

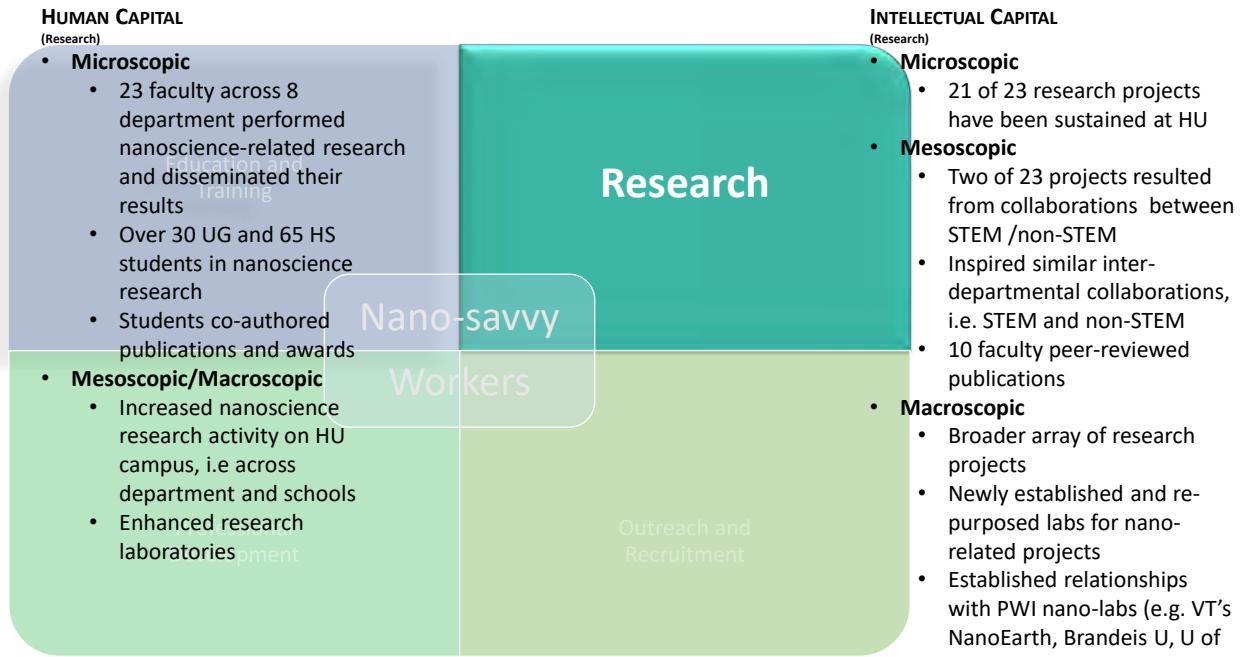
- **Microscopic**
 - 82 students took new course, earned STEM degrees, earned nanoscience minor, engaged in research, and other professional development activities
 - 23 faculty received startup funding, professional development
- **Mesoscopic**
 - Nanoscience minor development via inter-departmental and inter-school collaboration.
- **Macroscopic**
 - University approved course and minor. Both are available to all students.
 - Nanoscience minor model for creating other minors (e.g. material science).
 - Enhanced infrastructure

INTELLECTUAL CAPITAL

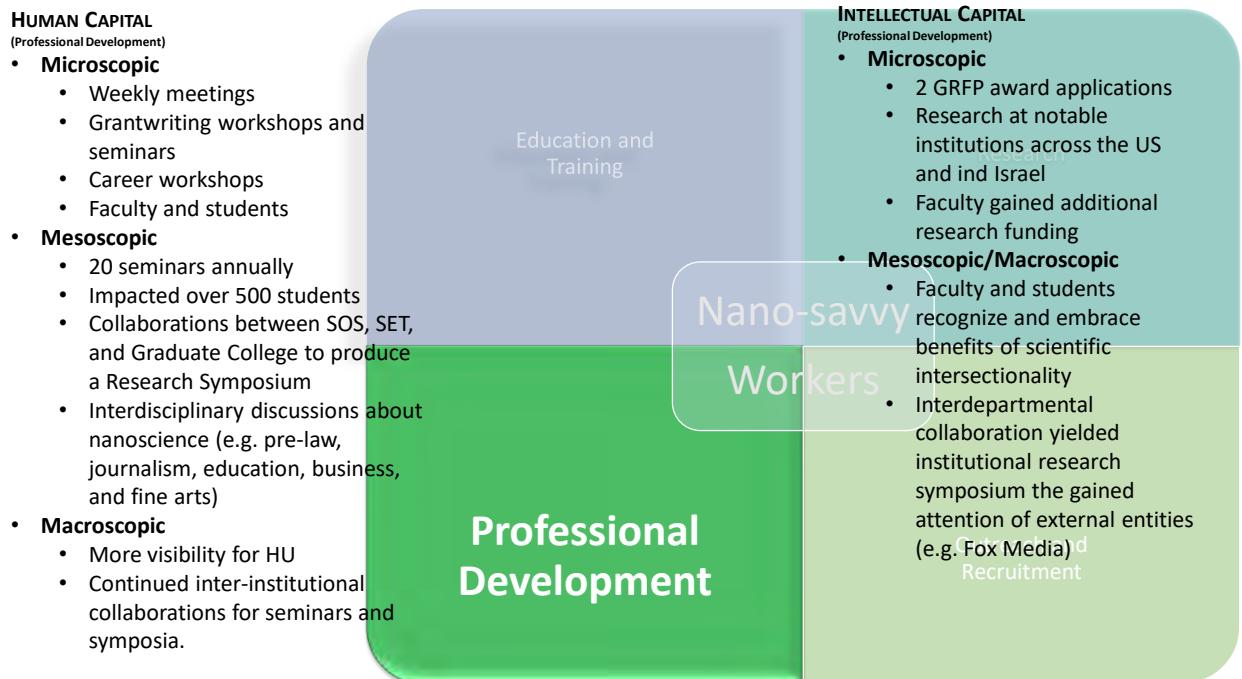
- | |
|--|
| <ul style="list-style-type: none"> • Microscopic <ul style="list-style-type: none"> • >12% of course participants (neither Scholars nor Fellows) elected to become Fellows • 5% of course participants (not Scholars/Fellows) elected to earn minor • Mesoscopic <ul style="list-style-type: none"> • Most (85%) of minor courses were existing courses that were redesigned to accommodate nanoscience component. • Non-STEM units explore nanoscience • Macroscopic <ul style="list-style-type: none"> • First nanoscience minor at an HBCU. • Institutional recruitment tool • Institutional administrative support in diverse non-academic units. |
|--|



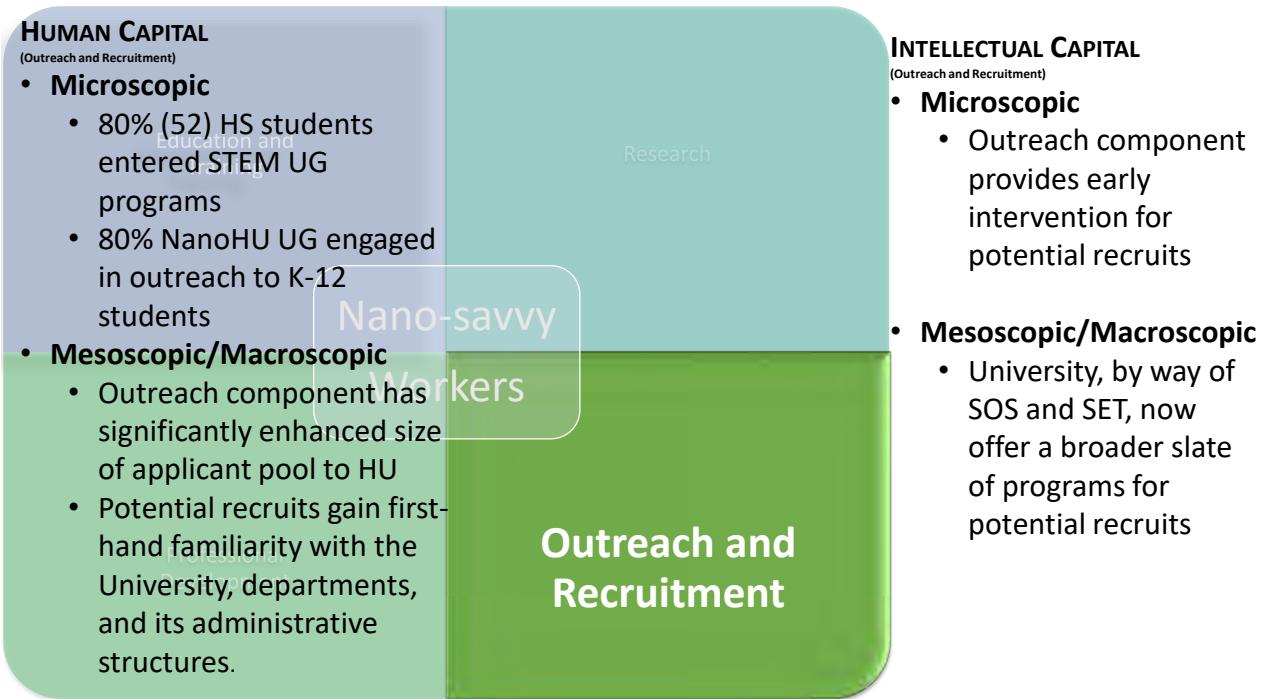
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NanoHU

A successful broadening participation in STEM initiative

requires

Broad participation (collaboration)

in order to be

Successful and mutually beneficial!

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Audience Survey Question

ANSWER THE QUESTION ON BLUE SCREEN IN ONE MOMENT



I am engaged in broadening participation or DEIR activities that encompass:
(select all that apply)

- Education and training
- Research
- Professional development
- Outreach and recruitment
- I am not yet engaged in any of these activities



* If your answer differs greatly from the choices above tell us in the chat!

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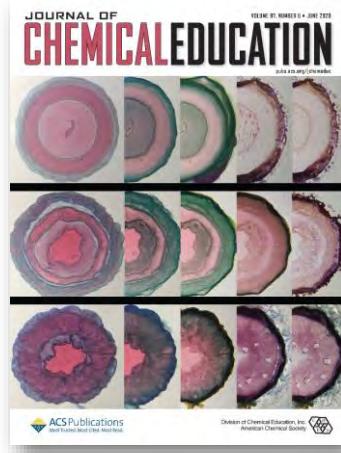
ASK YOUR QUESTIONS AND COMMENTS NOW IN THE QUESTIONS BOX!

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- Launched in 1924, the *JCE* is the premier international journal for the teaching and learning of chemistry
- JCE* considers and publishes chemistry education research, activities, laboratory experiments, instructional methods, and pedagogies
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THE POWER OF HYDROGEN
FROM FIRST ELEMENT TO GREEN ENERGY CATALYST


Date: Thursday, February 11, 2021 @ 1-2pm ET
Speaker: Vijay Kapur, (retired) International Solar Electric Technology
Moderator: Bill Tsuzynski, The Unami Group LLC

[Register for Free!](#)

What You Will Learn:

- Hydrogen production methods and its role as a transportation energy carrier in fuel cells
- Transportation opportunities using Hydrogen and fuel cells as an energy source
- Economic, storage, and safety issues when using hydrogen through different applications

Co-produced with: Science History Institute and *Chemical & Engineering News*

THE DISCOVERY OF SOTORASIB (AMG 510)
FIRST-IN-CLASS INVESTIGATIONAL COVALENT INHIBITOR OF KRAS G12C

Date: Thursday, February 25, 2021 @ 2-3:30pm ET
Speaker: Brian Lanman, Amgen, Inc.
Moderator: Ariamala Gopalsamy, AstraZeneca

[Register for Free!](#)

What You Will Learn:

- Why identifying a direct inhibitor of KRAS has proven so challenging
- How covalent inhibition helped to turn KRAS G12C into a tractable target
- What hurdles were overcome in turning initial KRAS G12C binders into potential human therapeutics

Co-produced with: ACS Division of Medicinal Chemistry, American Association of Pharmaceutical Scientists, and ACS Publications

NEITHER FISH NOR FOWL
THE GROWTH OF ALTERNATIVES TO ANIMAL-DERIVED FOOD

Date: Thursday, March 11, 2021 @ 1-2pm ET
Speakers: Julie Mann, Ingredion Incorporated / Joshua March, Artemis Foods / Andrew D Ivey, Big Idea Venture
Moderator: Christopher Gregson, Greenstalk Food Consulting LLC

[Register for Free!](#)

What You Will Learn:

- A better understanding of the most significant transformation of the food industry in decades
- The challenges of formulating plant-based products or using cell cultures to "grow" meat
- How it will affect people's dietary choices in the future

Co-produced with: Science History Institute and *Chemical & Engineering News*

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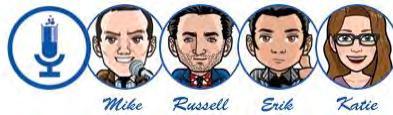
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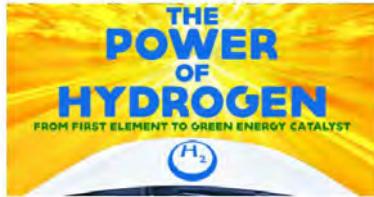


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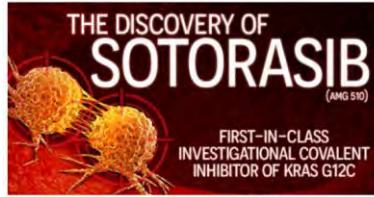
Date: Thursday, February 11, 2021 @ 1-2pm ET
 Speaker: Vijay Kapur, (retired) International Solar Electric Technology
 Moderator: Bill Tsuzynski, The Unami Group LLC

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What You Will Learn:

- Hydrogen production methods and its role as a transportation energy carrier in fuel cells
- Transportation opportunities using Hydrogen and fuel cells as an energy source
- Economic, storage, and safety issues when using hydrogen through different applications

Co-produced with: Science History Institute and Chemical & Engineering News



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