

ADVANCE – GSE Workshop

Tuesday, May 24, 2016

8:30AM – 10:00AM

Panel of Presenters

Adrienne Carter-Sowell, *Assistant Professor of Psychology and Africana Studies at Texas A&M University*. Dr. Carter-Sowell is a researcher on the NSF TAMU ADVANCE - IT grant social science team that examines the links between implicit bias and psychological health for STEM women faculty. She leads an interdisciplinary research program identifying the interpersonal dynamics of being “socially invisible” in workplace situations (see <http://www.diversitysciences.org>). Dr. Carter-Sowell has presented ADVANCE related research at a number of outlets, including the 2016 University of Delaware Women of Color in the Academy Conference.

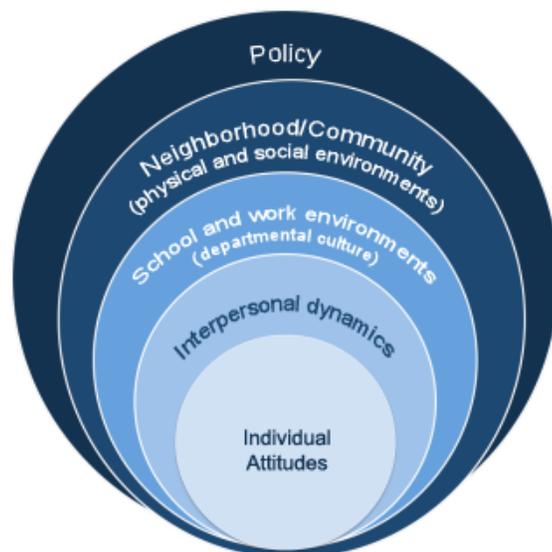
Stacie Furst-Holloway, *Associate Professor of Psychology at the University of Cincinnati*. Dr. Furst-Holloway serves as Co-Director of UC LEAF. UC LEAF is an NSF-ADVANCE initiative designed to enhance the recruitment, development, and retention of women faculty in STEM disciplines. Her research interests include the impact of technology on individual and team-based work behaviors, as well as the implications of technology for balancing work and home demands. She has a particular interest in issues of gender and leadership in private and public sector organizations.

Gretal Leibnitz, *Executive Director, ADVANCE Implementation Mentors (AIM) Network*. Dr. Leibnitz is an Experimental Psychologist. She served as co-PI and Assistant Director for Washington State University’s ADVANCE-IT grant (2008). Leibnitz established AIM in 2010 and currently directs this network, which is a national Community of Practice comprised of over 100 Change Leaders at more than 65 ADVANCE agencies and institutions of higher education (<http://advanceaimnetwork.org/>).

Sophie Trawalter, *Assistant Professor of Public Policy and Psychology at the University of Virginia*. Dr. Trawalter is a co-PI on the University of Virginia’s NSF ADVANCE IT grant, UVA CHARGE. Dr. Trawalter studies how people develop competencies for life in diverse spaces. In one line of research, she is examining how safety concerns disproportionately affect women’s academic engagement. In a related line of research, she is also examining how certain pedagogical approaches are gendered, leading to gender disparities in academic engagement. The aim of these lines of work is to promote women’s academic engagement, particularly in STEM fields.

Working from the Outside in: How Structural Transformation Improves STEM Climate

Historically, attempts to improve climate often take an individual approach based on the assumption that changing *individuals’* minds and behavior can change the environment. In this workshop, we will take a complementary, structural approach based on the assumption that changing the *environment* changes individuals’ minds and behaviors.



Using a socio-ecological foundation, we examine how changing the environmental context rather than changing individual attitudes creates more inclusive STEM cultures. Panelists will describe research and programs targeting the interpersonal, organizational, community, and policy contexts, and invite attendees to consider how change at each of these levels might increase women’s representation and status in STEM at their institutions.



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