



ARC NETWORK
A STEM EQUITY BRAIN TRUST



WEPAN
Women in Engineering ProActive Network



2024

**ADVANCE
EQUITY IN STEM
COMMUNITY CONVENING**

JUNE 2-5, 2024 | BALTIMORE, MARYLAND

WWW.WEPAN.ORG | WWW.EQUITYINSTEM.ORG



Dear ADVANCE EiSCC attendees,

I am excited to extend a warm-hearted welcome to this year's convening! We are delighted to have you here, whether you are an ADVANCE grant recipient, an ARC Network member, a WEPAN member, or an at-large practitioner or researcher worker to broaden participation in STEM. You all play a crucial role at this particular moment in time to do the good work of advocating for systemic, sustainable change to make our institutions and organizations more inclusive and equitable.

Over the next several days you will have opportunities to network, form collaborations, engage in interactive workshops, attend presentations, and view posters. It is our hope that these opportunities to share ideas and form community will inspire and energize you to go back to your home institutions and organizations and advocate for positive change. We also hope that while here you will take advantage of the many resources available, such as connecting with the National Science Foundation (NSF) to

learn about funding opportunities or joining the ARC Network and WEPAN so you can access the knowledge center, webinars, and other community engagement events.

Please enjoy your time at the ADVANCE EiSCC and let us know if there is anything WEPAN can do to serve you!

Warmest regards,

Jamie Huber Ward
WEPAN Board President



Welcome all!

On behalf of the National Science Foundation's Division of Equity for Excellence in STEM welcome to the 2024 ADVANCE Equity in STEM Community Convening. I am so grateful for this meeting – every year I look forward to it like one might look forward to the best spa trip vacation. This meeting is rejuvenating and inspiring and it is relaxing to be in a place with like-minded colleagues who are committed to equity, diversity, inclusion, and access in higher education.

Over the next few days, we will have the opportunity to share and learn from each other and be reenergized and inspired. The convening's keynote speakers are all extraordinary individuals doing amazing things in the

world. I am very excited to listen to Drs. Jessica Hernandez, Lydia Jennings, Chelsey Juarez, and Autumn Asher BlackDeer. I am ready to learn and rethink.

It is always hard to choose which concurrent session to attend, but rest assured there are no bad options. These are always informative and often fun because we get to learn how others have designed, implemented, evaluated, and sustained their intersectional gender equity work. The poster sessions are also highly recommended for networking and solidarity.

To all the attendees who are not yet part of the ADVANCE grantee community, please know that the ADVANCE community of grantees is generous with their knowledge, especially when hard won, so I hope you take advantage of the many networking opportunities and ask your questions and make new connections.

There are many new issues that we must navigate to do our equity, diversity, inclusion, and access work, but I have no doubt that we will be able to. The talent and expertise at this conference has already changed higher education for the better and there is no reason to stop now.

Even though I do think of this meeting as rejuvenating as a spa trip, I realize that the current climate in the country related to equity requires work. Hard work. And so, I recommit to this work, as I know you have as well from talking with many of you. Please remember to take care of yourself and if you can, someone else too. I will be petting my dogs, hugging my humans, and walking more to help maintain my energy for the work ahead.

Respectfully,

Jessie DeAro
Acting Division Director
Division of Equity for Excellence in STEM
Directorate for STEM Education (EDU)
National Science Foundation (NSF)

ADVANCE Equity in STEM Community Convening

The ADVANCE Resource and Coordination (ARC) Network and its backbone organization the Women in Engineering ProActive Network (WEPAN) are excited to present the 2024 ADVANCE Equity in STEM Community Convening (#ADVEiSCC), funded by the National Science Foundation (NSF) ADVANCE program!

Since 2019, #ADVEiSCC has served as the convening for NSF ADVANCE grantees in a format that facilitates engagement with change agents within and beyond the NSF ADVANCE community. The #ADVEiSCC brings together a variety of change makers from higher education, professional societies, industry, government, and non-profits in an engaged exchange of knowledge, resources, and support to drive systemic change in STEM.

The #ADVEiSCC serves as a meeting space for researchers, practitioners, and change agents dedicated to creating equitable STEM spaces in academia, industry, professional societies, government, and more. With nearly 100 presentations, the 2024 #ADVEiSCC provides attendees with the opportunity to share new research findings, exchange resources, brainstorm strategies for change, collaborate in novel ways, demonstrate effective programs and interventions, and work together for greater collective impact.

About ARC Network

Funded by the NSF ADVANCE Program, Awards HRD-2121468 and HRD-1740860, the ARC Network seeks to achieve gender equity for faculty in higher education science, technology, engineering, and mathematics (STEM) disciplines. As the STEM equity brain trust, the ARC Network recognizes the achievements made so far while producing new perspectives, methods, and interventions with an intersectional, intentional, and inclusive lens. The leading champion in North America to propel the inclusion of women in the field of engineering, the Women in Engineering ProActive Network (WEPAN), serves as the backbone organization of the ARC Network. <https://www.equityinstem.org>

About WEPAN

WEPAN was founded as a non-profit educational organization in 1990. It is the nation's first network dedicated to advancing cultures of inclusion and diversity in engineering higher education and workplaces. WEPAN connects people, research and practice. It offers powerful initiatives, projects and professional development that equips advocates with the tools to create sustainable, systems-level changes that allow ALL in engineering to thrive. <https://www.wepan.org>

About NSF ADVANCE

The NSF ADVANCE program goal is to broaden the implementation of evidence-based systemic change strategies that promote equity for STEM faculty in academic workplaces and the academic profession. The NSF ADVANCE program provides grants to enhance the systemic factors that support equity and inclusion and to mitigate the systemic factors that create inequities in the academic profession and workplaces. <https://new.nsf.gov/funding/opportunities/advance-organizational-change-gender-equity-stem>

Acknowledgements

The ARC Network would like to thank the 2024 #ADVEiSCC Planning Committee, Ashley Garcia, Beth Anne Johnson, Bethany Farmer, Elizabeth Scire, Ershela Sims (chair), Heather Metcalf, Kiersten Cole, Noelia Sanchez, Sharika Kellogg, Stephani Page, and Virginia Rhodes for their thoughtful efforts in constructing this convening. We extend gratitude for our Research Advisory Board, External Advisory Committee, Communities of Practice Committee, and our External Evaluation Team for their support throughout the year. We would also like to acknowledge the generous support of our funders, sponsors, and partners including the National Science Foundation ADVANCE and TIP/TI programs, The Kaleta A. Doolin Foundation, and AccessADVANCE.



Join us in
Puerto Rico

for next year's ADVANCE EiSCC!
June 1-4, 2025

Become a WEPAN member today!

WEPAN members receive a \$150 discount off registration for the ADVANCE EiSCC,
which is stackable with early bird rates for up to **\$200 in savings**.





SMALL GROUPS BIG IMPACT

"Our involvement with the Learning Circle was essential in bringing our department together to consider what activities would work best for us."

- Learning Circle Participant

JOIN TODAY!

Learning Circle participants will be confirmed this summer. Express your interest to secure your spot!







To learn more visit
ncwit.org/learning-circles

In 2020, only **20%** of all Computer and Information Sciences domestic bachelor's degree recipients were women. While this figure has grown, we know that we can do better! NCWIT assists computing departments in making lasting transformations that bring new voices to the table and change what's possible.

Learning Circles are small groups of individuals (one per institution) that meet online throughout an academic year with NCWIT staff and invited speakers. Concurrent with the Learning Circle, participants work with their committed local team to plan and implement strategies for broadening participation in their undergraduate computing program.

Multiple types of higher education institutions are encouraged to apply, including minority serving institutions, liberal arts colleges, and research institutions.

AS A LEARNING CIRCLE PARTICIPANT, YOU WILL RECEIVE:

-  training and support for leading and implementing NCWIT's Tech Inclusion Journey™ with your local departmental team
-  guidance on developing and implementing a strategic plan utilizing research-based approaches
-  access to a community of like-minded peers and experts to address recruitment and retention challenges
-  advice on analyzing your enrollment as well as graduation data

Session Priority Areas

Since the 2022 Equity in STEM Community Convening, our community has continued to center justice and equity in the face of a continuing pandemic and widespread growth in policy, legislation, and violence calling for the eradication of diversity, equity, and inclusion work and the very people that work seeks to center: BIPOC, disabled, and LGBTQIA+ folks and women. Given this critical context, the Priority Areas set by our 2024 #ADVEiSCC planning committee call us to address the ongoing pandemic alongside the need for systemic and intersectional change that occurs at all levels, is sustained over time, and builds on and credits successful strategies of the past as we create a more equitable future.

- **Many Layers of Change** - Like peeling back the layers of an onion, systemic change requires work at many levels. From individual change to departmental and institutional transformation to catalyzing a just STEM enterprise, this priority area focuses on understanding and implementing change for STEM faculty at all levels.
- **Sustainability and Institutionalization** - An ongoing challenge of systemic change work is sustaining and institutionalizing efforts over time, especially for grant-funded projects. This priority area focuses on integrating and sustaining efforts in our organizations over the longer periods of time that are required for meaningful change to occur.
- **Equitable Adaptation** - Engaging in equitable practices as we build on and learn from work that has already been done requires that we draw on, without co-opting, previous efforts. This priority area focuses on research and practice that has adapted work to new contexts while centering equity.
- **COVID-19 and Faculty Equity Solutions** - More than three years of the COVID-19 pandemic have presented new challenges to faculty equity and exacerbated existing ones. This priority area focuses on research, policy, and practice aimed at centering faculty equity during these unprecedented times.
- **STEM and DEI Terminology and Methodology** - The language and approaches we use in STEM and in our DEI work can have longstanding impacts on the problems we solve, how we solve them, and who is included. This priority area focuses on unpacking the terminology and methodologies used within STEM fields and DEI work and making recommendations for intentional and inclusive language and approaches.
- **Community Collaboration** - Social equity and justice work is often most effective when done together. Sessions in this priority area focus on how to build successful collaborations for greater collective impact—from partnerships across NSF ADVANCE, INCLUDES, and other broadening participation initiatives to cross-industry relationships, research-practitioner partnerships, and more.

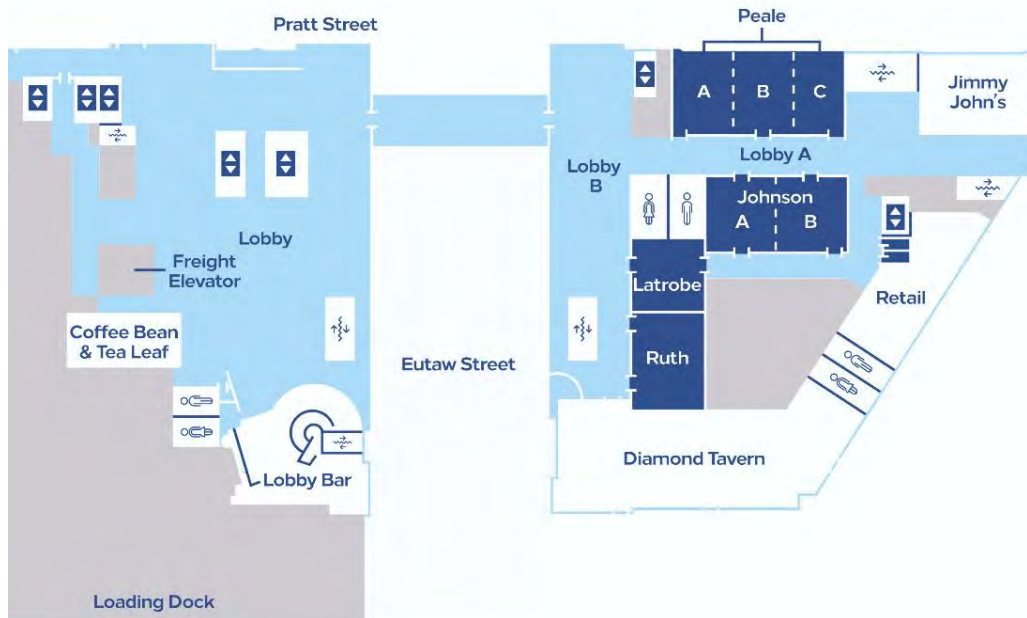
Session Types

- **Early-Stage Innovation** - These presentations seek community feedback on works-in-progress and new and early-stage efforts.
- **Experience Report** - These presentations share the results of well-developed and later-stage work.
- **High Fives for Change Talks (High 5)** - These 5-minute lightning talks feature projects at any stage of development.
- **Poster Showcase** - Hosted over breakfast, poster presentations and exhibit tables offer opportunities for informal discussion.
- **Symposium** - These multi-presenter and panel sessions are interactive and offer multiple perspectives on the topic at hand.
- **Pre-Conference Workshop** - These interactive sessions allow for a deeper look into critical topics and challenges in implementing and sustaining equity efforts in STEM.

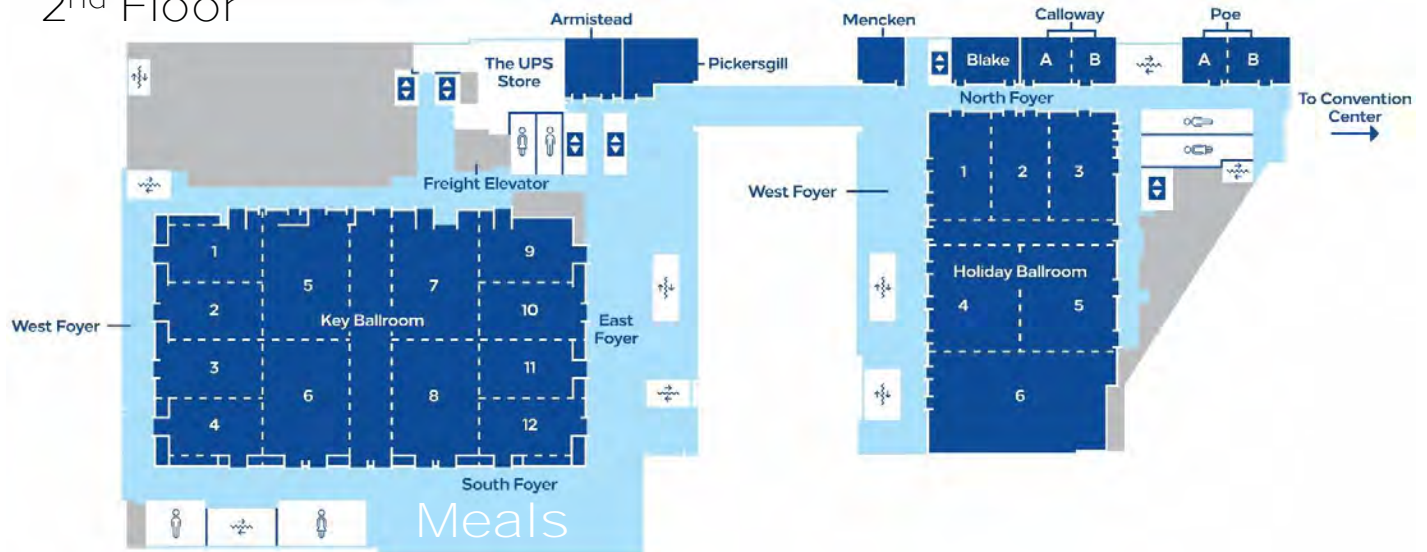
1st Floor

SPACE MAP

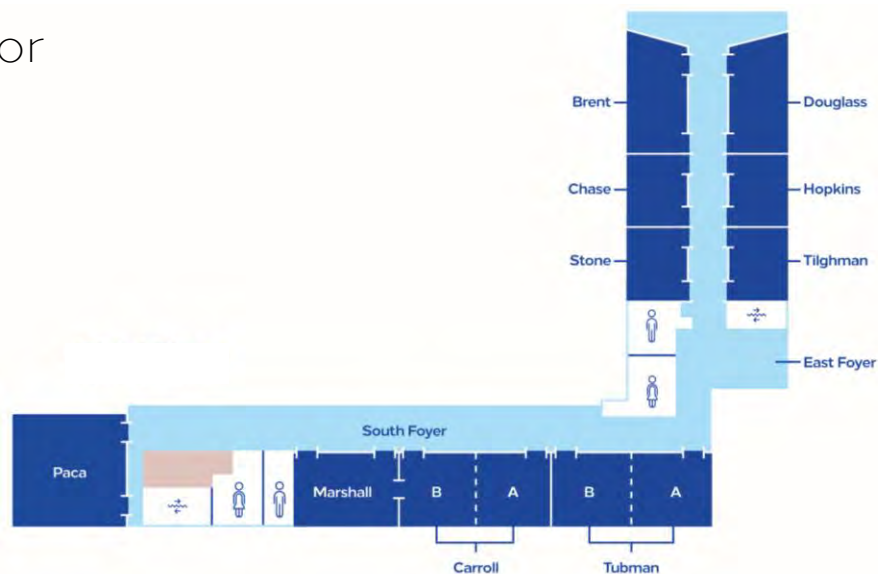
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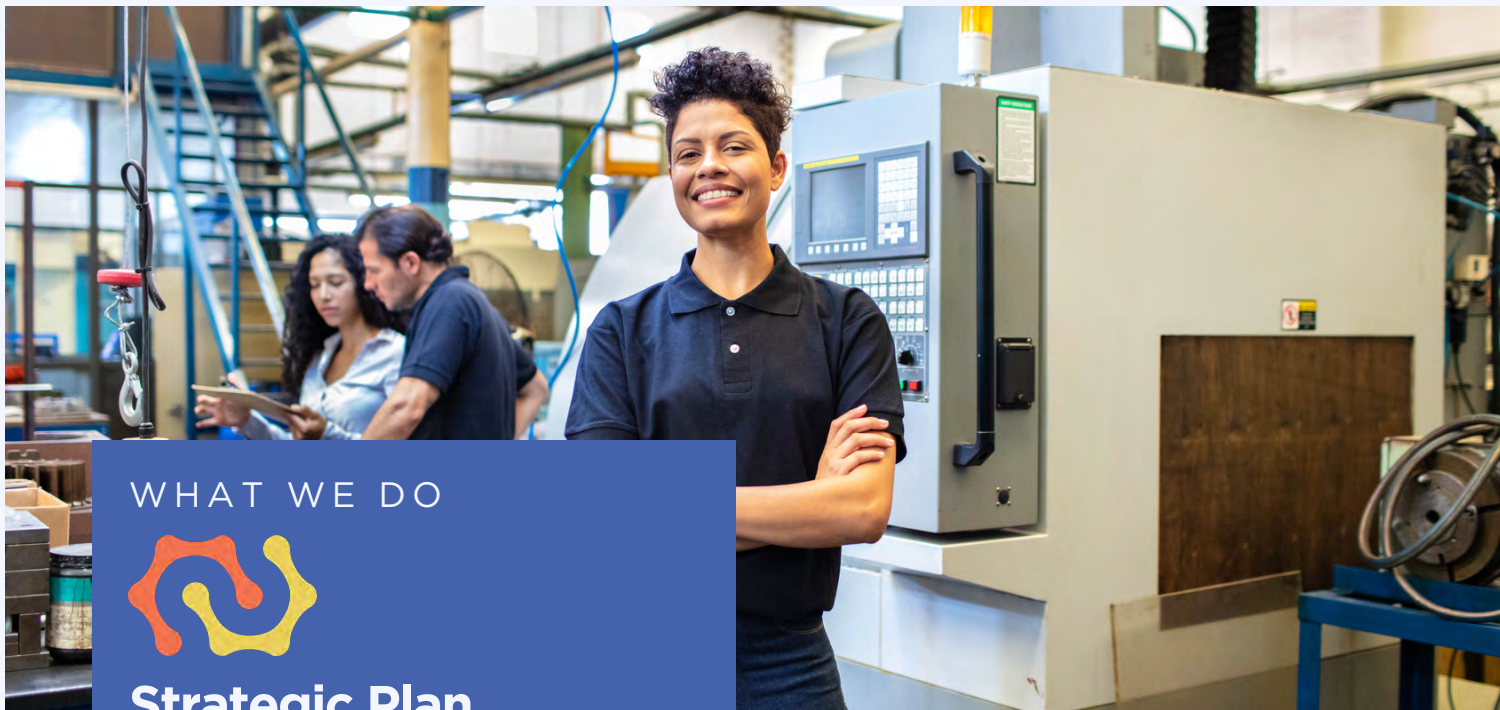


2nd Floor



3rd Floor





WHAT WE DO



Strategic Plan

Our Strategic Plan addresses these challenges:

- Improving pathways to internships, scholarships, and jobs in engineering
- Reducing microaggressions, racism, and sexism in the workplace
- Retaining and amplifying Women of Color in the workplace
- Increasing network inclusivity and sponsorships for Women of Color
- Raising openness and reducing Backlash to Diversity, Equity, and Inclusion practices

The Women of Color in Engineering Collaborative

Is a collective effort of more than 20 organizations dedicated to the vision of an inclusive workplace where Women of Color thrive as their authentic selves. Through initiatives guided by a comprehensive Strategic Plan, the WCEC aims to provide resources that organizations need to create a supportive, engaging, and inclusive environment for Women of Color in the engineering industry.

We welcome other organizations to contact us to learn more on how to join the collaborative and create a more inclusive and equitable future for Women of Color in engineering.

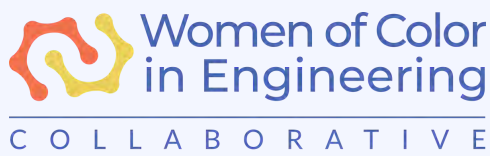
SAVE THE DATE: TRAVEL STIPEND

APPLICATIONS OPEN:
OCTOBER 2024

This initiative aims to offset the costs of professional development for Women of Color Engineers. Sign up for our newsletter for more details on the program and updates from the WCEC!



Scan
for more
information



Funded by the National Science Foundation Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science Program, Awards 2040634 and 2310386.

Program Agenda at a Glance

Sunday, June 2, 2024

11:00AM - 6:00PM	Registration	Mencken
11:00AM - 6:00PM	Poster Setup	Holiday Ballroom 2
12:00PM - 1:00PM	Networking Lunch	Holiday Ballroom 4-6
1:00PM - 2:00PM	NSF New Grantee Orientation	Holiday 3
2:00PM - 3:00PM	NSF ADVANCE Q&A	Holiday 3
3:00PM - 5:30PM	Pre-Conference Workshops	
6:00PM - 7:00PM	Welcome Reception	Holiday Ballroom 4-6

Monday, June 3, 2024

8:30AM - 10:30AM	Breakfast	Holiday Ballroom 4-6
8:30AM - 9:30AM	Poster Showcase	Holiday Ballroom 2
8:30AM - 11:45AM	Registration	Mencken
9:40AM - 10:15AM	Opening Plenary	Holiday Ballroom 4-6
10:30AM - 11:45AM	Concurrent Session 1	
12:00PM - 1:00PM	Networking Lunch	Holiday Ballroom 4-6
1:15PM - 2:30PM	Concurrent Session 2	
1:15PM - 5:30PM	Registration	Mencken
2:45PM - 4:00PM	Concurrent Session 3	
5:30PM - 7:00PM	Networking Dinner	Holiday Ballroom 4-6

Tuesday, June 4, 2024

8:30AM - 10:30AM	Breakfast	Holiday Ballroom 4-6
8:30AM - 9:30AM	Poster Showcase	Holiday Ballroom 2
8:30AM - 11:45AM	Registration	Mencken
9:45AM - 11:00AM	Concurrent Session 4	
11:00AM - 12:00PM	Session 5 ADV High-5s/ARC VVS	Holiday Ballroom 4-6
12:00PM - 1:15PM	Networking Lunch	Holiday Ballroom 4-6
1:15PM - 5:00PM	Free Time	
6:00PM - 8:00PM	Keynote Dinner	Holiday Ballroom 4-6

Wednesday, June 5, 2024

8:30AM - 10:30AM	Breakfast	Holiday Ballroom 4-6
8:30AM - 9:00AM	Poster Showcase	Holiday Ballroom 2
9:00AM - 10:15AM	Concurrent Session 6	
10:30AM - 11:45AM	Concurrent Session 7	
12:00PM - 1:00PM	Networking Lunch	Holiday Ballroom 4-6
1:15PM - 2:30PM	Closing Plenary	Holiday Ballroom 4-6

Keynote Speakers

Keynote Dinner | Tuesday, June 4th



Jessica Hernandez

Dr. Jessica Hernandez (Binnizá & Maya Ch'orti') is a distinguished Indigenous scholar, scientist, and community advocate based in the Pacific Northwest. She completed her PhD at the School of Environmental and Forest Sciences at the University of Washington. Her academic journey spans marine sciences and environmental physics, and she is a vocal advocate for climate justice and land rights through her scientific and community engagements.

Hernandez is the esteemed author of the award-winning book "Fresh Banana Leaves: Healing Indigenous Landscapes through Indigenous Science," and is currently working on her second book, "Growing Papaya Trees: Nurturing Indigenous Roots of Climate Displacement & Justice." She is also an adjunct faculty at South Seattle College in the School of Physical Sciences. Forbes recognized Hernandez as one of the 100 most powerful and influential women in Central America.



Lydia Jennings

Dr. Lydia Jennings (she/her) is an environmental soil scientist. Lydia, citizen of the Pascua Yaqui Tribe (Yoeme) and Huichol (Wixáritari), completed her PhD at the University of Arizona in the Department of Environmental Sciences, with a minor in American Indian Policy.

Her research interests are in soil health, environmental data stewardship and science communication. Lydia is a 2014 University of Arizona NIEHS Superfund Program trainee, a 2015 recipient of National Science Foundation's Graduate Research Fellowship Program, a 2019 American Geophysical Union "Voices for Science" Fellow, a 2020 Native Nations Institute Indigenous Data Sovereignty Fellow, and a 2021 Data Science Fellow. Lydia is currently a Presidential Postdoctoral Fellow at Arizona State University's The School of Sustainability and the Research Fellow at Duke University's Nicholas School of the Environment.

Outside of her scholarship, Lydia is passionate about connecting her scholarship to outdoor spaces, through running and increasing representation in outdoor recreation.



Chelsey Juarez

Dr. Chelsey Juarez is an associate professor in the Department of Anthropology at California State University Fresno, PI of the Fresno State Forensic Anthropology Laboratory, and the director of the Central California Missing and Unidentified Cold Case Initiative. She completed her PhD in Biological Anthropology with a focus in forensic anthropology and a parenthetical notation in Latin American Latino studies from University of California Santa Cruz.

Juarez is an interdisciplinary scholar activist, and first generation Mexican-American born in the rural Central valley of California. Her research interests focus on isotopic investigations of provenance, migration, and diet of humans in a forensic context with a special focus on the Latino Diaspora. She has spent many years working to assist in the identifications of the deceased undocumented along the U.S. Mexico border. She conducts active forensic case work for counties in Central California and has conducted isotopic investigations for states across the U.S and Mexico. In addition, Juarez has researched and written about child abuse, intimate partner violence, fire trauma, and case accuracy trends in forensic anthropology.

For the past twenty years, Juarez has maintained an unbroken commitment to JEDI leadership. Currently she is a Committee on Diversity-Increasing Diversity in Evolutionary Anthropology Faculty Fellow working to diversify forensic science and STEM at the national level, a member of the FORD foundation national review panel, and national chair of student programs for the American Association of Biological Anthropologists.

Closing Keynote | Wednesday, June 5th



Autumn Asher BlackDeer

Dr. Autumn Asher BlackDeer is a queer anti-colonial scholar-activist from the Southern Cheyenne Nation and serves as an Assistant Professor in the Graduate School of Social Work at the University of Denver, as well as a faculty affiliate with the Interdisciplinary Research Institute for the Study of (in)Equality and the Center for Community Engagement to Advance Scholarship and Learning. She completed her PhD in Social Work from Washington University in St. Louis.

Her scholarship illuminates the impact of structural violence on American Indian and Alaska Native communities. Dr. BlackDeer centers Indigenous voices throughout her research by using quantitative approaches and big data as tools for responsible storytelling. Dr. BlackDeer is a racial equity scholar with an emphasis on Indigenous tribal sovereignty and is deeply committed to furthering anti-colonial abolitionist work.



The ADVANCE Resource and Coordination (ARC) Network seeks to achieve gender equity for faculty in higher education science, technology, engineering, and mathematics (STEM) disciplines.

Intersectional

The ARC Network addresses overlapping systems of power, privilege, and oppression in the research, community building, and practices that comprise systemic change efforts.

Intentional

The ARC Network employs a continuous commitment to STEM equity, cultivating individual and organizational self-awareness and action in the community.

Inclusive

Supported by a robust resource library and community events, the ARC Network Community is a diverse, multi-disciplinary, and cross-sectional community dedicated to creating authentic, sustainable, and equitable environments.

The ARC Network is funded by the National Science Foundation under awards HRD-2121468 and 1740860. WEPAN serves as the backbone organization of the ARC Network.

equityinstem.org

#EquityInSTEM

ARCEquityInSTEM

**Join
today!**



info@wepan.org | wepan.org
 [wepan](http://wepan.org) [wieproactivenetwork](http://wieproactivenetwork.org)



The ADVANCE Journal provides a feminist forum for conversations about institutional transformation that leads to gender equity in academic STEM disciplines.

We publish peer-reviewed scholarship that addresses:

- systems of oppression,
- intersectionality, and
- strategies for resistance and change in STEM-focused disciplines.

We want to publish YOU!!!

Join us for future webinars, community building activities, affinity spaces, professional development, mentorship programs, healing strategies, and more!



Detailed Program Agenda

Sunday, June 2, 2024

11:00AM - 6:00PM	Registration	Mencken
11:00AM - 6:00PM	Poster Setup	Holiday Ballroom 2
12:00PM - 1:00PM	Networking Lunch	Holiday Ballroom 4-6
1:00PM - 2:00PM	NSF New Grantee Orientation	Holiday 3
2:00PM - 3:00PM	NSF ADVANCE Q&A	Holiday 3
3:00PM - 5:30PM	Pre-Conference Workshops	
3:00PM - 5:30PM	<p>Pre-Conference Workshops - Institutional Change Blueprint for Revitalizing Academic Careers & Environments: An Equity Centered Faculty Success Approach</p> <p>This preconference workshop explores a holistic equity-centered faculty success framework, the Blueprint for Revitalizing Academic Careers and Environments (BRACE). The BRACE can be used to design an institutional change strategy that addresses individual needs, policy and practice, culture and values, including problem-agnostic strategies and tactics to address faculty equity challenges.</p> <p><i>Jessica Bennett, PhD - Aspire - The National Alliance for Inclusive & Diverse Faculty in Science, Technology, Engineering, & Mathematics</i></p> <p><i>Kacy Redd, PhD - Aspire - The National Alliance for Inclusive & Diverse Faculty in Science, Technology, Engineering, & Mathematics</i></p> <p><i>Rifa Ariella - Association of Public & Land-grant Universities</i></p>	Johnson
3:00PM - 5:30PM	<p>Pre-Conference Workshops - How Do We Advance Sustainable and Equitable Practices in University Promotion and Tenure?: Lessons From Seven Years of Data Within a 10-Institution Consortium</p> <p>Lessons from seven years of promotion and tenure data within a 10-institution consortium (NSF #1409928, #2100034) will be discussed, including inequities for women and minorities - especially those with intersectional identities - in STEM, mechanisms associated with bias, sustainable strategies to promote equity, and approaches to building robust cross-institutional partnerships.</p> <p><i>Erika J. Henderson - University of Houston</i></p> <p><i>Christiane Spitzmueller - University of California Merced</i></p> <p><i>Allison Gutierrez - University of Houston</i></p>	Ruth

6:00PM - 7:00PM	Welcome Reception	Holiday Ballroom 4-6
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Monday, June 3, 2024

8:30AM - 10:30AM	Breakfast	Holiday Ballroom 4-6
8:30AM - 9:30AM	Poster Showcase	Holiday Ballroom 2
8:30AM - 11:45AM	Registration	Mencken
9:40AM - 10:15AM	Opening Plenary	Holiday Ballroom 4-6
10:30AM - 11:45AM	Concurrent Session 1	
10:30 AM - 11:45AM	<p>Early-Stage Innovation - Departmental Self-Assessment via "Proposal to Host" as Knowledge, Practice, Climate Intervention Lessons from two rounds of Lehigh University's Advancing Future Faculty Diversity Postdoctoral Scholars Program</p> <p>To be a Qualified Host Unit for postdoctoral scholars who could become future faculty, Lehigh University's Advancing Future Faculty Diversity Postdoc Program requested units assess their climate, knowledge, and strategies to create a supportive, inclusive environment. Through facilitated discussion, explore how critical self-reflection and feedback encourages growth and accountability. <i>Marci Levine - Lehigh University</i></p>	Johnson A+B
10:30AM - 11:45AM	<p>Experience Report - Foreign-Born/Foreign-Trained Women in Engineering Academia and the Dilemma of Intersectionality</p> <p>We propose a panel discussion on the topic related to women in engineering academia at predominantly undergraduate institutions. Apart from intersectionality of gender and ethnicity, we discuss the issues related foreign born/foreign trained (FB/FT) status and its impact on advancement of women. <i>Lalita Oka, PhD, PE - California State University, Fresno</i> <i>Sue Rosser, PhD - San Francisco State University</i> <i>Feruza Amirkulova, PhD - San Jose State University</i> <i>Arezo Sadrinezhad, PhD, PE - California State University, Fresno</i> <i>Jessica Bennett, PhD - Association of Public and Land-grant Universities</i></p>	Ruth
10:30AM - 11:45AM	<p>Early-Stage Innovation - Advancing kaulike (equity) focusing on STEM intersectional experiences at the University of Hawai'i at Mānoa (UHM) Preliminary Findings from an ADVANCE Catalyst Institutional Equity Assessment</p> <p>During this interactive session, we will engage with the audience to solicit feedback regarding a 5-year faculty equity strategic plan for the University of Hawai'i at Mānoa. Data from an institutional equity assessment will be shared and supports for the unique intersectional identities of UHM faculty will be explored. <i>Jenny Engels, PhD - University of Hawai'i at Mānoa</i> <i>Truc Nguyen, EdD - University of Hawai'i at Mānoa</i></p>	Peale A-C

10:30AM - 11:45AM	Experience Report - Connecting the Dots: An Emergent Pattern of Sustainable, Institution-Wide Transformation Interactive Experience Report on how three partner universities gained awareness of the interconnectivity of policies and procedures that, together, sustain patterns of inequity and serve as barriers to advancement for women and faculty of color. Learning together, each university is pursuing interconnected policy change as the foundation for sustainable transformation. <i>Colette Taylor, EdD - Seattle University</i> <i>Kara Luckey, PhD - Seattle University</i> <i>Mia Bertagnolli, PhD - Gonzaga University</i> <i>Debra Lohe, PhD - Saint Louis University</i>	Holiday 1
10:30AM - 11:45AM	Early-Stage Innovation - Creating a community of practice that understands, supports, and values underrepresented minority women faculty conducting community-engaged research NSF ADVANCE Strategic Partnership for Alignment of Community Engagement in STEM (SPACES) leverages our deep, interconnected leadership and wide reach of core scientific societies to create and support communities of practice. We will discuss strategies to engage colleagues in scientific societies who are motivated to contribute but require substantial training. <i>Andrea R. Ferro, PhD - Clarkson University</i> <i>Lupita D. Montoya, PhD - Montoya Research LLC, San Diego State University, US Department of Energy (DOE)</i>	Holiday 3
12:00PM - 1:00PM	Networking Lunch	Holiday
1:15PM - 2:30PM	Concurrent Session 2	Ballroom 4-6
1:15PM - 2:30PM	Symposium - SHE SAID IT. I BELIEVE IT. THAT SETTLES IT. INSTITUTIONAL BETRAYAL & ACADEMIC TRAUMA This session draws from recent special issues of the ADVANCE Journal focused on institutional betrayal and academic trauma. We will feature some publications, cover the neuroscience of betrayal trauma, practice restorative exercises, and encourage participants to publish, review, and/or participate in the journal's upcoming mentoring, networking, and trauma-healing initiatives. <i>Stephani Page, PhD - The Women in Engineering Pro-Active Network; ARC Network; ADVANCE Journal</i> <i>Kelly Mack, PhD - American Association of Colleges and Universities; ADVANCE Journal: Individual and Institutional Transformation for Social Justice</i> <i>Sarina Saturn, PhD - Oregon Educational Association Choice Trust; ADVANCE Journal: Individual and Institutional Transformation for Social Justice</i> <i>Kayla Martensen - University of Illinois Chicago</i> <i>Susan Shaw, PhD - Oregon State University; ADVANCE Journal: Individual and Institutional Transformation for Social Justice</i>	Poe A+B
1:15PM - 2:30PM	Early-Stage Innovation - The Imperative for Improving Recognition and Belonging among Non-Tenure-Track Faculty Continuing appointment (CA) is a new category for non-tenure track faculty at AU that enables faculty to apply for a contract without a set end date, providing greater job security. This session will illustrate how CA demonstrates an increased commitment to faculty equity and explain the related pathways and obstacles. <i>Meg Bentley, PhD - American University- Washington, DC</i> <i>Darrion Sprueill, MA - American University- Washington, DC</i> <i>Monica C. Jackson, PhD - American University- Washington, DC</i> <i>Priya Lothe Doshi, MA - American University- Washington, DC</i>	Holiday 1

1:15PM - 2:30PM	Experience Report - Tracking invisible service: Using Interfolio to Using Interfolio to address faculty workload inequity The Promotion and Tenure process is notoriously vague. Adoption of a digital software can allow for clear, concise and transparent documentation of faculty activities to quantify workload. The PEER Project will discuss adoption of a digital software to make invisible service visible and address pitfalls of implementation (with solutions!). <i>Laura P. Naumann, PhD - Nevada State University</i> <i>Erin L. Rider, PhD - Nevada State University</i> <i>Samantha N. Jewell, PhD - Nevada State University</i>	Ruth
1:15PM - 2:30PM	Early-Stage Innovation - Faculty Think Tanks as Engines of Cultural Transformation We share a blueprint for establishing think tanks as an approach to sustainable institutional transformation. Through critical examination of faculty culture, participants grapple with deeply rooted practices that hinder advancement for women and faculty of color. The result is a cohort of change agents prepared to effect large-scale change. <i>Jessi Smith, PhD - University of Colorado, Colorado Springs</i> <i>Jodi OBrien, PhD - Seattle University</i> <i>Katie Heiden Rootes, PhD - Saint Louis University</i>	Johnson A+B
1:15PM - 2:30PM	Experience Report - UMD Equity Coaches: Building Capacity for Equity-Minded Change in Faculty Hiring Recognizing the need to build the capacity of faculty across fields and disciplines to be advocates for DEI-change, this experience report examines the creation and implementation of an Equity Coaches program at the University of Maryland. Coaches are trained and then facilitate workshops on inclusive faculty hiring across campus. <i>Dawn Kiyoe Culpepper, PhD - University of Maryland</i> <i>Georgina Dodge, PhD - University of Maryland</i> <i>Wuqi Yu, MEd - University of Maryland, College Park</i>	Holiday 3
1:15PM - 2:30PM	Early-Stage Innovation - Are We Making Space for Disability in Faculty Equity Initiatives? Across initiatives related to faculty equity, disability is rarely addressed in a substantive manner. Too often efforts related to accessibility in STEM focus on students. This session will focus on initiatives at North Dakota State University as well as resources and best practices other institutions can adopt for disability inclusion. <i>Brianna Blaser, PhD - University of Washington</i> <i>Larry Napoleon, PhD - North Dakota State University</i>	Peale A-C
1:15PM - 5:30PM	Registration	Mencken
2:45PM - 4:00PM	Concurrent Session 3	
2:45PM - 4:00PM	Experience Report - FAMU ADVANCE Sankofa 2018-2024: Pandemic, Politics, Promotions, Progress Through the themes of Pandemic, Politics, Promotions, and Progress, this case study presentation is a Sankofa view of the last six-years of FAMU ADVANCE. As funding ends, we must continue to fly forward while also reflecting and remembering the lessons from the last six years of implementation. <i>Marcia Allen Owens, PhD - Florida A&M University</i>	Ruth

2:45PM - 4:00PM	Early-Stage Innovation - Challenges in Strategizing Institutional Solutions for Identified Barriers to Equity Participants will crowdsource solutions to three challenges that arise when seeking to address barriers to equity related to family obligations, emotional labor, and invisible labor: Known solutions may not be feasible in an institutional context; generating buy-in might be difficult; and cause-effect relations are often difficult to discern and measure. <i>Laurie McMillan, PhD - Kutztown University</i> <i>Jason Crockett, PhD - Kutztown University</i> <i>Michele Baranczyk, PhD - Kutztown University</i>	Johnson A+B
2:45PM - 4:00PM	Early-Stage Innovation - A Developmental Systems Approach to Faculty Equity in STEM This presentation will provide an overview of a theoretical approach (i.e., a developmental systems approach, Lerner et al., 2015; Bronfenbrenner, 1979) used to structure a self-study to examine the recruitment, hiring, promotion, and experiences of STEM faculty from an intersectional lens across levels of an institution. <i>Kirsten Dellinger, PhD - University of Mississippi</i> <i>Stephanie E. Miller, PhD - University of Mississippi</i> <i>Adam Smith, PhD - University of Mississippi</i> <i>Carrie Smith, PhD - University of Mississippi</i> <i>Joseph Wellman, PhD - University of Mississippi</i>	Holiday 1
2:45PM - 4:00PM	Early-Stage Innovation - Measuring and Understanding Faculty Diversity This session seeks to discuss the importance of measuring faculty identities (using the example of sexual and gender identities) to fully understand disparities and diversity. With audience participation we will discuss strategies to increase disclosures and minimize risk. The audience will have the opportunity to share practices from their settings. <i>Claudia Geist, PhD - University of Utah</i>	Peale A-C
2:45PM - 4:00PM	Early-Stage Innovation - Empowerment in Action: Women of Color in Engineering Collaborative Discover the power of collaboration as we showcase how organizations unite to advance women of color in engineering. Be part of our journey as we unveil exciting plans for the years ahead. Don't miss this opportunity to join the conversation! <i>Roberta Rincon, PhD - Society of Women Engineers</i> <i>Dayna L. Martínez, PhD - Society of Hispanic Professional Engineers</i> <i>Stephani Page, PhD - The Women in Engineering Pro-Active Network; ARC Network; ADVANCE Journal</i> <i>Lola Rodríguez Vargas, PhD - Women of Color in Engineering Collaborative</i> <i>Tiffany Smith, PhD - AISES</i> <i>Rochelle L. Williams PhD - National Society of Black Engineers</i>	Poe A+B
2:45PM - 4:00PM	Experience Report - Succession Planning for Sustainability This experience report traces the trajectory of two ADVANCE awards to SFSU (IT Catalyst and Adaptation), outlining how we emerged from incubation-related research questions to campus-wide initiatives that expand intersectional research and social justice practices resonating with the mission and outcomes set forth by NSF ADVANCE and the ARC Network. <i>Carmen Domingo, PhD - San Francisco State University</i> <i>Laura Mamo, PhD - San Francisco State University</i> <i>Dawn-Elissa Fischer, PhD - San Francisco State University</i> <i>Sally Pasion, PhD - San Francisco State University</i> <i>Diane Harris, PhD - San Francisco State University</i> <i>Ashmi Desai, PhD - San Francisco State University</i>	Holiday 3

5:30PM - 7:00PM	Networking Dinner	Holiday Ballroom 4-6
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Tuesday, June 4, 2024

8:30AM - 10:30AM	Breakfast	Holiday Ballroom 4-6
8:30AM - 9:30AM	Poster Showcase	Holiday Ballroom 2
8:30AM - 11:45AM	Registration	Mencken
9:45AM - 11:00AM	Concurrent Session 4	
9:45AM - 11:00AM	Experience Report - Sustaining NSF ADVANCE Initiatives Post-Pandemic: University of Delaware (UD) ADVANCE This interactive session addresses the question: "What strategies can help sustain ADVANCE initiatives in today's complex academic environments?" Background information on the University of Delaware's experience institutionalizing their ADVANCE program will frame broader discussions on strategies for sustaining initiatives aimed at enhancing faculty diversity and success. <i>Shawna Vican, PhD - University of Delaware</i> <i>Heather Doty, PhD - University of Delaware</i> <i>Robin Andreasen, PhD - University of Delaware</i>	Johnson A+B
9:45AM - 11:00AM	Experience Report - Career Development Equality and Disability for Women of Color in STEM The faculty women of color in STEM living with a disability in higher education. The career navigation, role balancing, and systemic concerns for women of color in higher education living with a disability and how that affects pedagogy, belongingness, and research success, particularly in the STEM disciplines. <i>Michelle Bradham-Cousar - Florida International University</i> <i>Sandra Johnson-Austin - Women in engineering proactive network</i>	Ruth
9:45AM - 11:00AM	Early-Stage Innovation - The SEER Process In this session you will: (1) learn about the uniqueness of the new SEER process and its key guiding principles, (2) discover how the SEER process can be applied to benefit ADVANCE-related projects, and (3) gain feedback about SEER to inform future improvements. <i>Lucas Hill, PhD - University of Wisconsin-Madison, NSF Eddie Bernice Johnson INCLUDES Aspire Alliance</i> <i>Evangeline Su, PhD - University of Wisconsin-Madison, NSF Eddie Bernice Johnson INCLUDES Aspire Alliance</i>	Holiday 1
9:45AM - 11:00AM	Early-Stage Innovation - Evaluating program sustainability When funding runs out, how will your program live on? In this session, equity-oriented STEM evaluators will introduce a new sustainability rubric, presenting key dimensions of progress toward program sustainability. Participants will assess the sustainability of their own programs, and exchange ideas about the rubric and ways to promote sustainability. <i>Jana Foxe - University of Washington</i> <i>Ari Hock - University of Washington</i> <i>Liz Litzler, PhD - University of Washington</i>	Peale A-C

9:45AM - 11:00AM	Early-Stage Innovation - NSF ADVANCE Partnerships Build Community to Drive Equity: Expanding Opportunities for Women Innovators Tech transfer offices (TTOs) are a key inflection point for faculty innovators to take their discoveries out of academia and into the market. During this session, you will hear from panelists about their work with the TTO community, understanding and implementing best practices to ensure equity in faculty innovation. <i>Forough Ghahramani, EdD, MBA, MS - NJEdge, Inc.</i> <i>Erin Kelley, MA, MBA - Hexalign</i> <i>Treena Arinzeh, PhD - Columbia University</i>	Holiday 3
11:00AM - 12:00PM	Session 5 ADV High-5s/ARC VVS	Holiday Ballroom 4-6
11:00AM - 11:05AM	High 5 Talk - Recruitment, Retention and Dual Careers We will discuss recruitment training (STRIDE) and the adaptation of a dual-career program which are key goals of our NSF ADVANCE adaptation grant (FAU ADVANCE-EMPOWER). We are revising STRIDE in response to legislative changes and to adapt best practices, while the dual career program will aid with recruitment and retention. <i>Alka Sapat, PhD - Florida Atlantic University</i> <i>Chad Forbes - Florida Atlantic University</i>	Holiday 4-6, Presentation 1
11:07AM - 11:12AM	High 5 Talk - Life and Half-Life after NSF: Resources, Recognition and Relationships - Leveraging R3 to Institutionalize Research-Driven Practice for Faculty Equity This session explores the application of the UMass ADVANCE R3 Institutional Transformation Model to support post-grant institutionalization. It offers proactive ideas to guide program leadership teams and University administrations in transition planning for institutionalization of Resources, Relationships, and Recognition that sustain knowledge-driven research and solutions for faculty equity. <i>Laurel Smith-Doerr, PhD - University of Massachusetts, Amherst</i> <i>Elisa Martinez, PhD - University of Massachusetts, Amherst</i>	Holiday 4-6, Presentation 2
11:14AM - 11:19AM	High 5 Talk - Mentoring Circles: Inclusion of Non-tenure Track Faculty Key to Successful Cultural Change Inclusion of non-tenure track faculty in mentoring circles at South Dakota School of Mines and Technology successfully promotes cultural change on campus. Mentoring circles, supported by Empower NSF ADVANCE, built with an expectation of confidentiality keep participants invested because they are respected and heard, policy changes originated from this pathway. <i>Brooke L. Long-Fox, PhD - South Dakota School of Mines and Technology</i> <i>Lance A. Roberts, PhD - South Dakota School of Mines and Technology</i> <i>Sara E. Rácz, PhD - South Dakota School of Mines and Technology</i> <i>Lisa A. Kunza, PhD - South Dakota School of Mines and Technology</i>	Holiday 4-6, Presentation 3
11:21AM - 11:26AM	High 5 Talk - STEM Faculty Salary Analysis at a Young MMSI, HSI Teaching-Focused Institution This work highlights a recent analysis of STEM faculty salaries at a teaching-focused institution with a large, diverse STEM faculty body. The analysis examines the multiple and intersecting factors impacting STEM faculty salaries, and how even equitable pay structures can lead to wage gaps. <i>Sonal Dekhane, PhD - Georgia Gwinnett College</i> <i>Chantelle Anfuso, PhD - Georgia Gwinnett College</i> <i>Marni Brown, PhD - Georgia Gwinnett College</i> <i>Kyungsoon Wang, PhD - Georgia Gwinnett College</i>	Holiday 4-6, Presentation 4

11:28AM - 11:33AM	High 5 Talk - Developing a Model for Empowerment: Leveraging Intersectionality and Attention to Health to Foster the Possibility of Thriving in the Academy We present on our model that centers empowerment, supported by structured mentoring networks, and grounded in policy implementation and ongoing intersectional data collection. We attend to mental and physical health, especially in the wake of the multiple compounding threats to the careers of women and women of color in academia. <i>Lara Cristina Perez-Felkner, PhD - Florida State University</i> <i>Tamara Bertrand Jones, PhD - Florida State University</i> <i>Roxanne Hughes, PhD - Florida State University</i>	Holiday 4-6, Presentation 5
12:00PM - 1:15PM	Networking Lunch	Holiday Ballroom 4-6
1:15PM - 5:00PM	Free Time	
6:00PM - 8:00PM	Keynote Dinner	Holiday Ballroom 4-6

Wednesday, June 5, 2024

8:30AM - 10:30AM	Breakfast	Holiday Ballroom 4-6
8:30AM - 9:00AM	Poster Showcase	Holiday Ballroom 2
9:00AM - 10:15AM	Concurrent Session 6	
9:00AM - 10:15AM	Experience Report - Beyond Diversity: Quantifying Inclusion for Women of Color Faculty in STEM While we use terms like DEI, DEIB etc., most initiatives and research focus primarily on diversity. This talk introduces simple, intuitive definitions of DEI, and shows how to measure inclusion to provide superior, actionable insights. We report a study measuring inclusion with STEM faculty who identify as women of color. <i>Paolo Gaudiano, PhD - Aleria</i> <i>Gilda Barabino, PhD - Olin College of Engineering</i> <i>Chibin Zhang – Aleria</i>	Ruth
9:00AM - 10:15AM	Experience Report - Learning Across Institutions: Adapting and Institutionalizing Bystander Leadership Training This interactive session outlines strategies for identifying and building relationships with partner institutions, shares lessons learned from the successful adaptation and implementation of an applied theater bystander leadership program and demonstrates how ADVANCE Adaptation grants support sustainability and institutionalization of programs at a regional level. <i>Marise Parent, PhD - Georgia State University</i> <i>Jennie E. Burnet, PhD - Georgia State University</i> <i>Kirsten E. Wood, PhD - Florida International University</i> <i>Cirleen DeBlaere, PhD - Georgia State University</i>	Peale A-C

9:00AM - 10:15AM	<p>Early-Stage Innovation - Gender, Race, and AI: Does AI further propagate bias?</p> <p>Significant progress has been made in our ADVANCE Institutions in increasing awareness of and developing strategies for reducing bias and discrimination. The same is not true for Artificial Intelligence Systems. In this session, we will explore the intersectionality of Gender, Race, and AI.</p> <p><i>Loretta A. Moore, PhD - Jackson State University</i></p>	Holiday 1
9:00AM - 10:15AM	<p>Early-Stage Innovation - Spearheading an organizational cultural assessment through a Sprint Design to uncover barriers limiting the academic endeavor of women faculty in STEM at a Hispanic Serving Institution</p> <p>This session will cover the use of a Sprint design to examine the culture of a Hispanic Serving Institution. Based upon Schein's organizational culture model, this Sprint is the first stage in the creation of toolkits to promote cultural change. Preliminary results based on textual data gathered will be shared.</p> <p><i>Grisel E. Meléndez, EdD - University of Puerto Rico- Río Piedras Campus</i></p>	Johnson A+B
9:00AM - 10:15AM	<p>Experience Report - Where Do We Go From Here: Cultural Humility and DEI in a Changing Political Landscape</p> <p>Major legislative changes have taken effect in Florida that directly impact the work of FAMU ADVANCE (NSF Award EES-1824267). This session will serve as an overview of the work thus far and address possible approaches to continued engagement in cultural humility and DEI work in the state.</p> <p><i>Allezo N. Owens, PhD - Florida A&M University</i> <i>Brandon Moton, DrPH, MPH - Florida Agricultural and Mechanical University</i></p>	Holiday 3
10:30AM - 11:45AM	Concurrent Session 7	
10:30AM - 11:45AM	<p>Experience Report - Process Improvements to Create a Useful and Actionable Salary Equity Analysis</p> <p>This session will share process improvements (i.e., customizing, visualizations, interpretations, actionability) from the U-Michigan ADVANCE Program for conducting a faculty salary equity analysis. The audience will engage in discussions about salary analysis, limitations of HR data, and applying this process within their home institutions.</p> <p><i>Stephanie Shaulskiy - University of Michigan ADVANCE Program</i> <i>Shelly Conner, PhD - The University of Michigan ADVANCE Program</i> <i>Delaney Ryan, MPH - University of Michigan ADVANCE Program</i></p>	Holiday 1
10:30AM - 11:45AM	<p>Early-Stage Innovation - A Faculty Performance Model and Customizable Toolkit to Promote Comprehensive and Equitable Faculty Annual Evaluations: Year 2 Progress</p> <p>Many faculty annual evaluation systems demonstrate to diverse and intersectional STEM faculty that their work is not valued. OU Elevate (IT, 2022-2027) shares our progress on addressing this problem by developing and testing tools to guide institutions to generate equitable annual faculty evaluation processes and invites audience discussion and feedback.</p> <p><i>Lori A. Snyder - University of Oklahoma</i> <i>Mashhad Fahes - University of Oklahoma</i> <i>Keri Kornelson - University of Oklahoma</i> <i>Megan Elwood Madden - University of Oklahoma</i></p>	Holiday 3

10:30AM - 11:45AM	Experience Report - Where Does Bias Live in CMU's Department Bylaws? Research consistently finds that vague or ambiguous policies disproportionately negatively impact individuals from traditionally marginalized groups. One way to combat these biases is to employ clear policies and processes. This interactive session outlines the 14-department bylaws review undertaken at Central Michigan University and offers steps for implementation at other institutions. <i>Kirsten M. Weber, PhD - Central Michigan University</i>	Johnson A+B
10:30AM - 11:45AM	Early-Stage Innovation - Institutional Instability: friend or foe for advancing gender equity in STEM? In this interactive session, ADVANCE UWO project leaders will discuss how navigating resistance, resource scarcity, restructuring, and a large structural deficit could benefit gender equity in STEM. We will share strategies to adapt to ever-changing institutional climates that need to heal, refocus on shared values, and make significant structural changes. <i>Jennifer D Schuttlefield Christus, PhD - University of Wisconsin Oshkosh</i> <i>Denise Roseland, PhD - University of Wisconsin Whitewater</i> <i>Samantha June Larson, PhD - University of Wisconsin Oshkosh</i> <i>Amy Hardy - University of Wisconsin Oshkosh</i>	Peale A-C
10:30AM - 11:45AM	Experience Report - Leveraging Opportunities for Systemic Change in Challenging Times We implemented our Advance grant across many levels to impact systemic change amid an upended system. We use lecture and participant involvement to consider when to move from the buy-in stage to policy development and implementation; recognize opportunities for engagement, innovation, and implementation; and identify strategies for navigating institutional infrastructure. <i>Aileen Reid, PhD - University of North Carolina at Greensboro</i> <i>Cerise L. Glenn, PhD - University of North Carolina at Greensboro</i> <i>Malcolm Schug, PhD - University of North Carolina at Greensboro</i> <i>Tyler Clark, PhD - Sage Fox Consulting Group</i> <i>Julia Mendez-Smith, PhD - University of North Carolina at Greensboro</i> <i>Shelly Brown-Jeffy, PhD - University of North Carolina at Greensboro</i> <i>Gabriel Keney - University of North Carolina at Greensboro</i>	Ruth
10:35AM - 10:40AM	High 5 Talk - Incorporating Gender into Institutional Crisis Response: The Case of ADVANCE in 2020-2021 Institutional responses during the overlapping crises in the early 2020s often had the unintended effect of exacerbating existing intersectional inequalities. Through interviews with ADVANCE change leaders, we find that the creation of institutional priorities and responses reflected specific geopolitical contexts and was impacted by the level of institutionalization of programs. <i>Jessica Gold, PhD - Northeastern University</i>	Poe A+B, Presentation 1
10:42AM - 10:47AM	High 5 Talk - Advancing Equity in the Workplace Theater Script Book Volume 1 Learn about the new theater script book containing transformative theater scripts addressing implicit bias, work-life balance, tenure and promotion, and other common issues faculty face. Designed for interactive faculty training, these thought-provoking narratives foster diverse perspectives, sparking crucial conversations to cultivate a more inclusive academic environment. <i>Esra Ozdenerol - University of Memphis</i>	Poe A+B, Presentation 2

10:49AM - 10:54AM	<p>High 5 Talk - Fly on the Wall: How Working for an ADVANCE Grant Changed the Career Trajectory of an Early Career Scholar</p> <p>This session utilizes the personal experiences of an ADVANCE employee to highlight the impacts of initiatives on goals and career planning/expectations. The importance of exposing non-tenure track faculty, staff, and students to ADVANCE interventions and programs will be discussed as well.</p> <p><i>Ivory S. Council, PhD - Florida A&M University - Center for Faculty ADVANCEment at FAMU</i></p>	Poe A+B, Presentation 3
10:56AM - 11:01AM	<p>High 5 Talk - How can department level-survey data insights be used to advance diversity, equity, and inclusion for STEM faculty?</p> <p>One of the original charges of ADVANCE was to perform climate assessments for departments. They show where the departments are succeeding and where they are struggling to create a welcoming environment. In order to make the reports as useful as possible, we have updated our report writing process and format.</p> <p><i>Jessica Montoro, PhD - ADVANCE Program at University of Michigan</i> <i>Carolyn Winslow, PhD - ADVANCE Program at University of Michigan</i> <i>Jordan Hudgins - ADVANCE Program at University of Michigan</i></p>	Poe A+B, Presentation 4
11:03AM - 11:08AM	<p>High 5 Talk - Breaking the pipeline? Exploring gender beliefs when women "break" the pipeline.</p> <p>In this session, a research proposal will be presented with the purpose of sharing the state of the research and receiving feedback from participants. This research proposal is focused on understanding people's beliefs about gender (in)equality in contexts where gender equality, at least numerically, is perceived as achieved.</p> <p><i>Daniela Fernandez, PhD - The George Washington University</i></p>	Poe A+B, Presentation 5
11:10AM - 11:15AM	<p>High 5 Talk - The Inventor's Patent Academy: Advancing Inclusive Patent Education</p> <p>Are you an innovator? Do you have innovators in your network? Learn about The Inventor's Patent Academy (TIPA), a free, e-learning course that helps innovators understand the patenting process and get them ready to apply for their own patent. TIPA is unique because it centers the experiences of marginalized innovators.</p> <p><i>Erin Kelley, MA, MBA – Hexalign</i></p>	Poe A+B, Presentation 6
11:17AM - 11:22AM	<p>High 5 Talk - How Do We PIVOT in a Strange Land? Mastering Storytelling In The Midst of a Global Pandemic and A Hostile Political Environment</p> <p>Addressing STEM Principal Investigators, Administrators, Consultants and Stakeholders in Academia. The session will touch on various roadblock and solutions that may arise in the story telling aspect of the research being conducted.</p> <p><i>Terrance Omar Gilbert, MS, MBA - Florida A&M University Center for Faculty ADVANCEment</i></p>	Poe A+B, Presentation 7
11:24AM - 11:29AM	<p>High 5 Talk - Leveraging institutional data to foster equity and change: A case study at Florida Atlantic University</p> <p>We will discuss data-driven efforts stemming from an NSF ADVANCE adaptation grant (FAU ADVANCE-EMPOWER). We are utilizing institutional data to develop "faculty report cards", provided annually to administration officials, which provide assessments of faculty workload, salary, demographics, and student success. The goal is to foster equity across the university.</p> <p><i>Alka Sapat, PhD - Florida Atlantic University</i> <i>Chad Forbes - Florida Atlantic University</i></p>	Poe A+B, Presentation 8

11:31AM - 11:36AM	<p>High 5 Talk - Spatial contexts and professional networks: Developing hybrid methods to gain an understanding of the ecology of relationships in the post-pandemic campus</p> <p>Women, particularly URM, faculty in STEM report having fewer opportunities to collaborate, and that they experience their departments as less collegial, equitable and inclusive than men. This project tests hybrid methods to explore how higher education-built environments contribute to faculty members' experiences, opportunities, and relationships in the post-Covid campus. <i>Caryn Brause, FAIA - University of Massachusetts Amherst</i></p>	Poe A+B, Presentation 9
12:00PM - 1:00PM	Networking Lunch	Holiday Ballroom 4-6
1:15PM - 2:30PM	Closing Plenary	Holiday Ballroom 4-6

Monday - Wednesday, June 3-5, 2024

8:30AM - 9:30AM each day	<p>Poster - Integrating Justice-centered STEM into the Goucher College General Education Curriculum</p> <p>The poster will share with the audience ways in which the authors have redesigned a general education biology course to center justice in human health and connect to college efforts to understand the histories of the minoritized people who lived on the land the college occupies. <i>Veronica A. Segarra, PhD - Goucher College</i> <i>Amber Davis, PHD, MSW - Johns Hopkins School of Nursing</i></p>	Holiday Ballroom 2, P01
8:30AM - 9:30AM each day	<p>Poster - Essential Bridge to Leadership</p> <p>76% of women in engineering don't have jobs in the domain. More than half the women who begin their careers in technology leave before their 35th birthdays. We have found early career intervention to change that trajectory for women to open up opportunities to lead. <i>Andrea Mohamed, MBA - Launched2Lead</i> <i>Anne Hungate, MBA - Launched2Lead, Inc</i></p>	Holiday Ballroom 2, P02
8:30AM - 9:30AM each day	<p>Poster - UMass Lowell ADVANCE Office for Faculty Equity & Resilience</p> <p>Poster highlights the advances that we have made this year in the ADVANCE OFER office. <i>Brita J. Dean, PhD - UMass Lowell</i></p>	Holiday Ballroom 2, P03
8:30AM - 9:30AM each day	<p>Poster - Empower through Inclusivity: Programs and Policies for Faculty Retention and Promotion</p> <p>The Empower NSF ADVANCE award has led to successful adaptation of an Advocates and Allies program, facilitated peer mentoring circles, and changes to Promotion & Tenure policies including development of faculty expectation documents. During the award period, more women faculty in STEM have been promoted than pre-award. <i>Laurie C. Anderson, PhD - South Dakota School of Mines and Technology</i> <i>Brooke L. Long-Fox, PhD - South Dakota School of Mines and Technology</i> <i>Lisa A. Kunza, PhD - South Dakota School of Mines and Technology</i> <i>Lance A. Roberts, PhD - South Dakota School of Mines and Technology</i> <i>Sara E. Rácz, PhD - South Dakota School of Mines and Technology</i></p>	Holiday Ballroom 2, P04

8:30AM - 9:30AM each day	<p>Poster - Preparing for Bumps in Your Institution's Journey Toward Salary-Equity Salary-equity efforts often encounter resistance. Recognizing that the level of justice within an organization is directly linked to its level of inclusion, one can apply the Principles of Organizational Justice to pay processes to facilitate dialogue about pay equity by focusing on the compensation system (rather than on individuals).</p> <p><i>Jessica Bennett, PhD - Aspire - The National Alliance for Inclusive & Diverse Faculty in Science, Technology, Engineering, & Mathematics</i> <i>Carol E. Marchetti, PhD - Rochester Institute of Technology</i> <i>Margaret B. Bailey, PhD - Rochester Institute of Technology</i> <i>Iris V. Rivero, PhD, F. IISE - University of Florida</i> <i>Rifa Ariella - Association of Public & Land-grant Universities</i> <i>Gloria Blackwell, MA - American Association of University Women (AAUW)</i></p>	Holiday Ballroom 2, P05
8:30AM - 9:30AM each day	<p>Poster - Examining Quantitative and Qualitative Measures of Equity for a Diverse STEM Faculty Body at a Young MMSI, HSI Teaching-Focused Institution This work highlights an ongoing examination of quantitative and qualitative measures of equity for a diverse STEM faculty body at a young teaching-focused institution. This includes a STEM faculty demographic analysis, STEM faculty salary analysis, and STEM faculty survey and interview analyses.</p> <p><i>Sonal Dekhane, PhD - Georgia Gwinnett College</i> <i>Chantelle Anfuso, PhD - Georgia Gwinnett College</i> <i>Marni Brown, PhD - Georgia Gwinnett College</i> <i>Kyungsoon Wang, PhD - Georgia Gwinnett College</i></p>	Holiday Ballroom 2, P06
8:30AM - 9:30AM each day	<p>Poster - Mentorship with Impact: Values-Based Academic Leadership Trajectories for Women in STEM (VAuLTS) External Mentor Program Evaluation The Values-Based Academic Leadership Trajectories for Women in STEM (VAuLTS) External Mentor Program was found to promote career advancement for mid-career women in STEM. VAuLTS participants indicated their mentoring relationships resulted in job change/promotion; learning new teaching methods or strategies; and grant writing and submission.</p> <p><i>Laura S. Lavine, PhD - Washington State University Entomology</i> <i>Christie Miksys, MA - Washington State University, Department of Sociology</i> <i>Maria A. Gartstein, PhD - Washington State University, Department of Psychology</i> <i>Amy Fowler Kinch, MA - University of Montana, Office of the President</i> <i>Catherine Clark, PhD - Western Washington University, Department of Chemistry</i></p>	Holiday Ballroom 2, P07
8:30AM - 9:30AM each day	<p>Poster - Supporting Professional Development and Enhancing Teaching Effectiveness: What Exists, What is Needed, What Next? Presentation of survey results from a Faculty Learning Community (FLC) centered on professional development within the context of teaching at a R2 university in rural Ohio. Faculty and graduate students of all ranks, across our 3 campuses (1 main, 2 regional), will receive our IRB-approved Spring 2024 survey.</p> <p><i>Claire L. McLeod, PhD - Miami University</i></p>	Holiday Ballroom 2, P08
8:30AM - 9:30AM each day	<p>Poster - Supporting Faculty During and After the COVID-19 Pandemic: Insights from a Qualitative Study This poster is based on a qualitative research project that examined the differential impacts of the COVID-19 pandemic on faculty productivity and work-life balance. The findings from this project informed university policies and practices and offer lessons for the sustained support of faculty in the wake of the pandemic.</p> <p><i>Cynthia Werner, PhD - Texas A&M University</i></p>	Holiday Ballroom 2, P09

8:30AM - 9:30AM each day	<p>Poster - Framing our teaching: Exploring Chemistry Graduate Teaching Assistants' Noticing for Equity</p> <p>Chemistry graduate teaching assistants (GTA) hold a unique positionality, varied commitments for equity, and ability to enact their commitments. We qualitatively capture how GTAs' teacher beliefs, knowledge, and identity influence the enactment of instructional materials and noticing for equity. This study has implications for instructional teams and STEM education researchers.</p> <p><i>Daisy Haas - University of Michigan</i> <i>Safron Milne - University of Michigan</i></p>	Holiday Ballroom 2, P10
8:30AM - 9:30AM each day	<p>Poster - Creating a sustainable male Advocates group to support ADVANCE goals: Lessons learned at Michigan Technological University</p> <p>The MTU Advocates men's group was created 3 years ago to support the goals of ADVANCE. This talk will summarize how this group has worked to be effective, focused, cohesive, and sustainable in advocating for positive change at our university and beyond.</p> <p><i>Patricia Sotirin, PhD - Michigan Technological University</i> <i>Sonia Goltz, PhD - Michigan Technological University</i> <i>Andrew Storer, PhD - Michigan Technological University</i> <i>Robert Handler - Michigan Technological University</i> <i>Adrienne Minerick, PhD - Michigan Technological University</i> <i>Yoke Khin Yap, PhD - Michigan Technological University</i> <i>Dany Jacob, PhD - University of Wisconsin-LaCrosse</i> <i>David J. Flaspohler, PhD - Michigan Technological University</i> <i>Karen Colbert, PhD student - Michigan Technological University</i></p>	Holiday Ballroom 2, P11
8:30AM - 9:30AM each day	<p>Poster - SHPE's Programs: Advancing Hispanic Excellence in STEM</p> <p>This poster highlights SHPE's national programs, illustrating their impact on member professional development. Aligned with SHPE's commitment to individual growth, these initiatives are crucial in cultivating an equitable STEM workforce. As a roadmap for inclusive growth, they foster an environment where each member's progress contributes to overall equity in STEM.</p> <p><i>Dayna L. Martínez, PhD - Society of Hispanic Professional Engineers</i></p>	Holiday Ballroom 2, P12
8:30AM - 9:30AM each day	<p>Poster - ADVANCE Challenges in a Global Association Setting</p> <p>The poster will describe the challenges (and successes) faced by the NSF ADVANCE ImPACT IT grant principle investigators while attempting to foster gender equity through a focus on the identification and elimination of organizational barriers that impede the full participation and advancement of diverse faculty in academic institutions.</p> <p><i>Eleanor T. Loiacono, PhD - William & Mary</i> <i>Lakshmi Iyer, PhD - University of North Carolina Greensboro</i></p>	Holiday Ballroom 2, P13
8:30AM - 9:30AM each day	<p>Poster - TEAM ADVANCE: From Adaptation to Institutionalization</p> <p>Targeting Equity in Access to Mentoring (TEAM)'s multi-level approach—Provost Office, Chairs/Deans, Faculty Mentors and Faculty Mentees—created sustainability. Presenters will demonstrate how evidence-based training/resources, community-building, partnerships, and advocacy integrated TEAM into UNC's Center for Faculty Excellence and new Office of Faculty Affairs. Participants will adapt strategies for their own institutions.</p> <p><i>Erin Malloy, MD - University of North Carolina at Chapel Hill</i> <i>Joanna Helene Foland, MA - Center for Faculty Excellence, University of North Carolina at Chapel Hill</i> <i>Lachonya Thompson, MSHR - University of North Carolina at Chapel Hill</i></p>	Holiday Ballroom 2, P14

8:30AM - 9:30AM each day	<p>Poster - Studying The Experience and Empowerment Gaps at Portland State University</p> <p>We present preliminary findings designed to examine the experiences of 33 minoritized faculty in STEM departments at Portland State University. Preliminary findings show that there is a GENDER EXPERIENCE GAP and a GENDER EMPOWERMENT GAP on our campus, even more pronounced when examined intersectionally.</p> <p><i>Eva Thanheiser, PhD - Portland State University</i> <i>Gina Greco, PhD - Portland State University</i></p>	Holiday Ballroom 2, P15
8:30AM - 9:30AM each day	<p>Poster - Scaling Intersectional Gender Equity in Computing & Engineering Academic Workplaces with Systemic Change Practices</p> <p>This poster highlights the NCWIT Academic Workplace System model, describing the components of the system that are necessary to attend to when advancing sustainable systemic change and evidence-based resources that support organizational change processes. Available opportunities to support departments in implementing organizational change are highlighted. Additional resources will be distributed.</p> <p><i>Jessica Bennett, PhD - Aspire - The National Alliance for Inclusive & Diverse Faculty in Science, Technology, Engineering, & Mathematics</i> <i>Ershela L. Sims, PhD - Amplifying The Alliance To Catalyze Change For Equity In STEM Success</i> <i>Bethany Farmer, MS - Women in Engineering ProActive Network</i> <i>Heather Metcalf, PhD - Women in Engineering ProActive Network</i> <i>Jamie L. Huber Ward, PhD - National Center for Women & Information Technology, University of Colorado Boulder</i> <i>Sherri L. Sanders, PhD - National Center for Women & Information Technology, University of Colorado Boulder</i> <i>Stephani Page, PhD - Women in Engineering ProActive Network</i></p>	Holiday Ballroom 2, P16
8:30AM - 9:30AM each day	<p>Poster - Developing a data-based project leadership approach: Lessons learned</p> <p>This poster will present an overview of the FLAGS project based on the evaluation outcomes, participant feedback, and external validation. Participants will learn about cohort professional development activities and the lessons learned by the project leaders' reflections on three years of implementation, data gathering, and analysis.</p> <p><i>Joanne E. Goodell - Cleveland State University</i></p>	Holiday Ballroom 2, P17
8:30AM - 9:30AM each day	<p>Poster - Using mixed-methods analysis to identify factors that contribute to belonging for faculty, staff, and PhD students at University of Michigan</p> <p>This session will share findings from a mixed-methods analysis examining factors that contribute to and inhibit belonging for faculty, staff, and Ph.D. students at U-M. Presenters will review results of aggregate climate studies, explore different ways to share findings, and consider the implications of belonging for campus community members.</p> <p><i>Stephanie Shaulskiy - University of Michigan ADVANCE Program</i> <i>Chelsea Bruno - University of Michigan ADVANCE Program</i> <i>Jiali Guo - University of Michigan ADVANCE Program</i> <i>Jordan Hudgins - ADVANCE Program at University of Michigan</i></p>	Holiday Ballroom 2, P18

8:30AM - 9:30AM each day	<p>Poster - Bridging Differences Between Administration and Faculty and a Post-Pandemic Call for Prioritizing Faculty Equity at PUIs</p> <p>The COPLAC ADVANCE Partnership surveyed administration and faculty on the extent to which various equity-promoting policies and practices had a positive impact on their campuses. We report striking levels of disagreement between administration and faculty. To bridge these differences we provide recommendations and share the strategies implemented by our project.</p> <p><i>Sally Wasileski, PhD - University of North Carolina at Asheville</i> <i>Wendy Pogozelski, PhD - State University of New York at Geneseo</i> <i>Karleen West, PhD - State University of New York at Geneseo</i> <i>Josephine Rodriguez, PhD - The University of Virginia's College at Wise</i> <i>Chavonda Mills, PhD - Georgia Gwinnett College</i> <i>Darci Dembroski - State University of New York</i></p>	Holiday Ballroom 2, P19
8:30AM - 9:30AM each day	<p>Poster - Research Development Coordinator: Adapting an R1 position to support R2 faculty</p> <p>The Research Development Coordinator position was adapted from Montana State University as part of our NSF ADVANCE Adaptation grant. The role of the RDC is to provide a research support system to R2 faculty who do not often have the same level of support as those at R1 universities.</p> <p><i>Sylvia L. Mendez, PhD - University of Colorado Colorado Springs</i> <i>Jennifer M. Poe, MA - University of Colorado Colorado Springs</i> <i>Kelly L. McNear, PhD - University of Colorado Colorado Springs</i></p>	Holiday Ballroom 2, P20
8:30AM - 9:30AM each day	<p>Poster - The Role of Strategic Communication Processes in Scaffolding Institutional Change</p> <p>Our research team is studying “scaffolding processes” that connect individual interventions across a change portfolio and thus amplify the coherence and impact of systems change. This session focuses on strategic communication processes: their functions, messages, and timing. We will share early research findings and provide opportunity for reflection and discussion.</p> <p><i>Sandra Laursen, PhD - University of Colorado Boulder</i> <i>Ann E. Austin, PhD - Michigan State University</i> <i>Kris De Welde, PhD - College of Charleston</i></p>	Holiday Ballroom 2, P21
8:30AM - 9:30AM each day	<p>Poster - Multiple Paths to Full: Centering Diverse Women's Experiences in Reconfiguring Faculty Promotion</p> <p>This study reveals how university leadership at an R1 university (e.g., Provost, deans, department heads, etc.) and written promotion policies framed promotion to Full, and how these frames shaped expectations and strategies among multiply marginalized women STEM faculty as they navigated promotion. Presentation of innovative methods, methodologies and findings.</p> <p><i>Kristy Kelly, PhD - Drexel University</i> <i>Maria T. Schultheis, PhD - Drexel University</i></p>	Holiday Ballroom 2, P22
8:30AM - 9:30AM each day	<p>Poster - Institutionalizing Normative Changes for Recruitment, Empowerment, Advancement, and Systemic Equity for STEM Faculty in Florida</p> <p>We propose to share our work to date in a complex state environment, to engage institutionally and with AAAS SEA Change towards adaptation of internal and externally-developed best practices towards intersectional STEM women faculty equity. We share initial data trends, instrumentation, and knowledge generated in Y1.</p> <p><i>Lara Cristina Perez-Felkner, PhD - Florida State University</i> <i>Tamara Bertrand Jones, PhD - Florida State University</i> <i>Roxanne Hughes, PhD - Florida State University</i></p>	Holiday Ballroom 2, P23

8:30AM - 9:30AM each day	<p>Poster - Values-based leadership training for women in STEM</p> <p>Our session will be an interactive session that involves our audience with the highlights of our Values-based online leadership training program for women in STEM while providing compelling insights and information on data collected to date. This will provide a framework to gain feedback from the audience.</p> <p><i>Laura S. Lavine, PhD - Washington State University Entomology</i> <i>Christie Miksys, MA - Washington State University, Department of Sociology</i> <i>Erika Offerdahl, PhD - Washington State University</i> <i>Becky Dueben, PhD - Washington State University, Center for Transformational Learning & Leadership</i> <i>Nika Stoop, PhD - Montana State University</i> <i>Heithier M. Seitz, PhD - Johnson County Community College and Seitz Evaluation</i> <i>Maria A. Gartstein, PhD - Washington State University, Department of Psychology</i> <i>Kathleen Rodgers, PhD - Washington State University</i> <i>Joe Hewa, PhD - Washington State University, Center for Transformational Learning & Leadership</i></p>	Holiday Ballroom 2, P24
8:30AM - 9:30AM each day	<p>Poster - Catalyzing Equity Among STEM Faculty at a Public Liberal Arts Institution</p> <p>Christopher Newport University's ADVANCE Catalyst grant supports a self-assessment of systemic inequities among STEM faculty. We will share data from year one regarding equity among STEM faculty as well as our plans to implement changes on our campus and develop a data-driven 5-year plan to target concerns identified.</p> <p><i>Leslie Rollins, PhD - Christopher Newport University</i> <i>Nicole Guajardo - Christopher Newport University</i> <i>Vidal Dickerson - Christopher Newport University</i></p>	Holiday Ballroom 2, P25
8:30AM - 9:30AM each day	<p>Poster - Peer Mentoring Circles through ADVANCE</p> <p>This panel discussion will address different peer-mentoring programs funded by ADVANCE projects at a variety of different types of institutions. We will discuss intersectional approaches to the recruitment of participants. Sustainability and institutionalization plans will be discussed.</p> <p><i>Joan Herbers - Ohio State University</i> <i>Maeve McCarthy - Murray State University</i> <i>Michael Bordieri - Murray State University</i> <i>Christine P. Li-Grining - Loyola University Chicago</i> <i>Shauna A. Morimoto, PhD - University of Arkansas</i> <i>Sara E. Rácz, PhD - South Dakota School of Mines and Technology</i></p>	Holiday Ballroom 2, P26
8:30AM - 9:30AM each day	<p>Poster - Faculty Recruitment Candidate Ambassadors What can we learn when faculty finalists... "ask us anything?"</p> <p>This poster describes the 10-year history of a 30-min non-evaluative recruitment practice designed to provide Lehigh University faculty finalists an opportunity to ask about issues they might not otherwise ask the search committee. Learn successes and challenges, and how this practice informs our journey to diversify our faculty.</p> <p><i>Marci Levine - Lehigh University</i></p>	Holiday Ballroom 2, P27
8:30AM - 9:30AM each day	<p>Poster - Sustaining Equity Efforts for the Long Term</p> <p>In this poster, we outline the systemic change strategies we are using to sustain and institutionalize the BGSU ALLIES grant project. We describe examples of our sustainability efforts and invite discussion of possible partnerships to continue and expand our work to develop STEM faculty allies and inclusive faculty leaders.</p> <p><i>Margaret M. Yacobucci, PhD - Bowling Green State University</i></p>	Holiday Ballroom 2, P28

8:30AM - 9:30AM each day	<p>Poster - Microscopes and Megaphones: A Mixed-Method Approach to Measuring Intersectional Diversity Climate</p> <p>The Murray State University ADVANCE team will present findings from a recent mixed-methods project focused on exploring the experiences of faculty with intersecting marginalized identities, including marginalized gender, race/ethnicity, LGBTQIA+, and disability status. Findings from qualitative interviews, a quantitative survey, and identify-specific focus groups will be presented and discussed.</p> <p><i>Alexandra Hendley, PhD - Murray State University</i> <i>Michael Bordieri - Murray State University</i> <i>Diane Nititham, PhD - Murray State University</i> <i>Claire Fuller, PhD - Murray State University</i> <i>Maeve McCarthy, PhD - Murray State University</i> <i>Robin Zhang, PhD - Murray State University</i></p>	Holiday Ballroom 2, P29
8:30AM - 9:30AM each day	<p>Poster - Making STRIDEs in 2024: Care and upkeep of an evidence-based equitable faculty hiring workshop over two decades</p> <p>Present the current state of the University of Michigan's STRIDE committee's work towards equitable recruiting of new faculty. Several key topics will be briefly discussed – history of STRIDE at UM, workshop elements, year-round efforts, and new challenges for 2024 -- and then transition to an open-ended Q&A session.</p> <p><i>Jamie Saville - University of Michigan</i> <i>Michael W. Liemohn, PhD - University of Michigan</i> <i>Denise Sekaquaptewa, PhD - University of Michigan</i></p>	Holiday Ballroom 2, P30
8:30AM - 9:30AM each day	<p>Poster - What does Adaptation Look Like for A Mentoring Intervention?</p> <p>We provide a case study of how we executed our adaptation for a hybrid mentoring intervention. Key strategies stress the importance of sensing, interpreting, and dispelling myths & diverging (mis)perceptions; iterative “strategic doing”; facing a changing landscape at multiple scales (from leadership turnovers to pandemics); adapting to “other” interventions, etc.</p> <p><i>Olfa Nasraoui - University of Louisville</i> <i>Tammy Nofsinger - University of Louisville</i></p>	Holiday Ballroom 2, P31
8:30AM - 9:30AM each day	<p>Poster - Advocate Workshops working towards a Culture of Development</p> <p>Our Advocates adapted the A&A program by incorporating implicit bias workshops aiding in establishing a culture of development and inclusion. We reflect on these Advocate-hosted workshops presented across the institution for campus leadership, the ADVANCE Empower Team and A&A Advisory Board, and all faculty.</p> <p><i>Brooke L. Long-Fox, PhD - South Dakota School of Mines and Technology</i> <i>Lisa A. Kunza, PhD - South Dakota School of Mines and Technology</i> <i>Lance A. Roberts, PhD - South Dakota School of Mines and Technology</i> <i>Patrick S. Fleming, PhD - South Dakota School of Mines and Technology</i> <i>Scott Beeler, PhD - South Dakota School of Mines and Technology</i> <i>Kurt W. Katzenstein, PhD - South Dakota School of Mines and Technology</i> <i>Shannon L. Thornburg, PhD - South Dakota School of Mines and Technology</i> <i>Darren R. Clabo, PhD - South Dakota School of Mines and Technology</i></p>	Holiday Ballroom 2, P32

8:30AM - 9:30AM each day	<p>Poster - Impact of an NSF ADVANCE Partnership on STEM faculty equity in the COPLAC consortium of public liberal arts colleges</p> <p>The COPLAC ADVANCE Partnership addresses STEM faculty equity through an intersectional lens across the 30 primarily undergraduate Council of Public Liberal Arts Colleges consortium and provides direct professional support and networking to women STEM faculty and works to create institutional change through research-based Provost-level and Chair-level administrator professional development.</p> <p><i>Sally Wasileski, PhD - University of North Carolina at Asheville</i> <i>Wendy Pogozelski, PhD - State University of New York at Geneseo</i> <i>Karleen West, PhD - State University of New York at Geneseo</i> <i>Chavonda Mills, PhD - Georgia Gwinnett College</i> <i>Josephine Rodriguez, PhD - The University of Virginia's College at Wise</i></p>	Holiday Ballroom 2, P33
8:30AM - 9:30AM each day	<p>Poster - Scaffolding SoTL Research Design for Faculty Development</p> <p>Heavy teaching and invisible service disproportionately impacts women and underrepresented STEM faculty progress toward publications needed for tenure. The PEER project has created a reproducible model using the Scholarship of Teaching and Learning over a year-long faculty development program designed to guide faculty from research design to publication.</p> <p><i>Laura P. Naumann, PhD - Nevada State University</i> <i>Erin L. Rider, PhD - Nevada State University</i> <i>Samantha N. Jewell, PhD - Nevada State University</i></p>	Holiday Ballroom 2, P34
8:30AM - 9:30AM each day	<p>Poster - Investing in the Cultivation of Faculty Leadership: An Individualized Coaching Model</p> <p>Faculty promotion is a high-risk time for attrition. One strategy to address retention is to offer individualized, self-directed, leadership coaching at no cost to promoted faculty. The Leadership Coaching program has been in effect since 2008 with multiple enhancements and knowledge recommendations for those interested in cultivating similar programs locally.</p> <p><i>Cynthia Hudgins, PhD - University of Michigan ADVANCE Program, University of Michigan</i> <i>Sarah McAllister, MHSA - University of Michigan ADVANCE Program</i></p>	Holiday Ballroom 2, P35
8:30AM - 9:30AM each day	<p>Poster - Women's Leadership on College Campuses: How the UA ENGAGE Workshop Builds Faculty Leadership Intentions and a More Equitable Campus Community</p> <p>The University of Arkansas ENGAGE team shares a road map for their intersectionally-grounded Leadership Workshop, designed to enhance women's leadership intentions and retention. We share components of the workshop, outcomes achieved, an experience with the capstone intention mapping exercise, and how the workshop launches a virtuous cycle of community building.</p> <p><i>Fiona Goggin, PhD - University of Arkansas</i> <i>Anne M. O'Leary-Kelly, PhD - University of Arkansas</i> <i>Sauna A. Morimoto, PhD - University of Arkansas</i></p>	Holiday Ballroom 2, P36
8:30AM - 9:30AM each day	<p>Poster - Characterizing the benefits and challenges of a STEM faculty-in-residence program at Goucher College</p> <p>Faculty in Residence programs at colleges will be described and reviewed, sharing the design of a study at Goucher College to characterize opportunities and challenges of the program.</p> <p><i>Veronica A. Segarra, PhD - Goucher College</i></p>	Holiday Ballroom 2, P37

8:30AM - 9:30AM each day	Poster - Creation of Inter-institutional virtual Affinity Groups to Support Women in STEM in a Network of Primarily Undergraduate Institutions To try to combat the isolation experienced by women in STEM and women in STEM with marginalized identities, particularly at PUIs, we created 22 inter-institutional virtual "Affinity groups". We followed the groups over three years. Here we report member experiences and factors contributing to success. <i>Wendy Pogozelski, PhD - State University of New York at Geneseo</i>	Holiday Ballroom 2, P38
8:30AM - 9:30AM each day	Poster - DU-HEAL program: Increasing accountability and addressing harm through mechanisms of alternative conflict resolution DU-HEAL is an innovative program of the NSF-ADVANCE funded DU-Mobilizing Equity to Raise Inclusivity in STEM (DU-MERISTEM) to identify needs and options regarding conflicts experienced by faculty that do not reach the level of EO/Title IX. In this way we seek to promote healing through acknowledging and directly addressing problems. <i>Anna Sher, PhD - University of Denver</i> <i>Brenda Nix, MS - University of Denver</i> <i>Deb Ortega, PhD - University of Denver</i>	Holiday Ballroom 2, P39
8:30AM - 9:30AM each day	Poster - Advancing Women of Color in Engineering Advancing Women of Color in Engineering shares the strategic priorities for the NSF INCLUDES Award: Women of Color in Engineering Collaborative. This initiative is led by SWE and informed by researchers from AISES, NSBE, SHPE and WEPAN. Come learn more about our research and programming efforts. <i>Lola Rodriguez Vargas, PhD - Women of Color in Engineering Collaborative</i>	Holiday Ballroom 2, P40
8:30AM - 9:30AM each day	Poster - Shaping STEM Equity: Diverse Experts, Pivotal Topics, Actionable Recommendations This poster outlines two-day workshops aimed at fostering collaborative discussions among scholars and practitioners to address gaps in research, policy, and intervention. With a focus on diverse perspectives and an intersectional equity framework, workshops facilitate dialogue, prioritize research needs, and culminate in concept papers for wider dissemination and ongoing collaboration. <i>Virginia L. Rhodes, MS - Women in Engineering ProActive Network</i>	Holiday Ballroom 2, P41
8:30AM - 9:30AM each day	Poster - Navigating a CATALYST self-study at a rapidly growing public research institution This poster presents lessons learned from leading the first unified faculty climate and equity study at a rapidly growing public research university, where equity can play an important role in achieving the next level of excellence. We share challenges, solutions, and recommendations based on our experiences and findings. <i>Stephanie Farrell, PhD - Rowan University</i> <i>Nidhal Bouaynaya, PhD - Rowan University</i> <i>Meredith Jones, PhD - Rowan University</i> <i>Kaitlin E. Mallouk, PhD - Rowan University</i>	Holiday Ballroom 2, P42



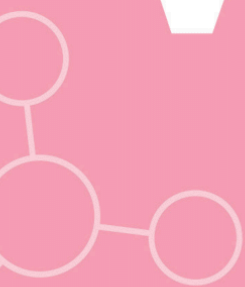
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Speakers and Presenters

Feruza Amirkulova, PhD

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Dr. Feruza Amirkulova is an Associate Professor in the Mechanical Engineering Department at San Jose State University. Dr. Amirkulova is a Co-PI and a Campus Coordinator for San Jose State University on the NSF-ADVANCE Partnership Grant #2121950.

Foreign-Born/Foreign-Trained Women in Engineering Academia and the Dilemma of Intersectionality

Laurie C. Anderson, PhD

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My research focuses on the (paleo)biology, (paleo)ecology, taphonomy and phylogeny of mollusks, particularly Bivalvia. My work combines field research in both modern and ancient settings, museum studies, and laboratory analyses.

Empower through Inclusivity: Programs and Policies for Faculty Retention and Promotion

Robin Andreasen, PhD

Professor and Co-Director, UD ADVANCE Institute, University of Delaware

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Dr. Andreasen is a professor and the interim chair of linguistics and cognitive science at the University of Delaware. She was a co-PI of the University of Delaware's NSF ADVANCE Institutional Transformation award (2014-2022) and is currently co-director.

Sustaining NSF ADVANCE Initiatives Post-Pandemic: University of Delaware (UD) ADVANCE

Chantelle Anfuso, PhD

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Chantelle Anfuso is a Professor of Chemistry at Georgia Gwinnett College, and the PI on an ongoing NSF ADVANCE Catalyst Grant.

Examining Quantitative and Qualitative Measures of Equity for a Diverse STEM Faculty Body at a Young MMSI, HSI Teaching-Focused Institution

STEM Faculty Salary Analysis at a Young MMSI, HSI Teaching-Focused Institution

Rifa Ariella

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Rifa Ariella, Senior Program Associate, leads communications and workshop logistics for Aspire, and is a champion for equity for all higher education participants.

Preparing for Bumps in Your Institution's Journey Toward Salary-Equity

Institutional Change Blueprint for Revitalizing Academic Careers & Environments: An Equity Centered Faculty Success Approach

Treena Arinze, PhD

Professor of Biomedical Engineering, Columbia University

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Treena Livingston Arinze, PhD is a Professor of Biomedical Engineering at Columbia University, the Director of Diversity of an NSF Science and Technology Center CEMB and a PI of the NSF Advance Partnership Grant on equity in faculty commercialization. She has 16 issued patents and is co-founder of a start-up.

NSF ADVANCE Partnerships Build Community to Drive Equity: Expanding Opportunities for Women Innovators

Ann E. Austin, PhD

University Distinguished Professor in Higher, Adult and Lifelong Education, Michigan State University

Email: aaustin@msu.edu

Ann Austin is University Distinguished Professor in Higher, Adult and Lifelong Education at Michigan State, recently serving as Interim Vice Provost for Faculty and Academic Staff Affairs. She studies faculty careers and professional development, higher education organizational change, approaches to creating more inclusive and equitable academic workplaces, among other topics.

The Role of Strategic Communication Processes in Scaffolding Institutional Change

Margaret B. Bailey, PhD

Professor and co-PI, Let's Talk Money Advance Partnership Project, Rochester Institute of Technology

Email: mbbeme@rit.edu

Margaret Bailey, P.E., is a Professor of Mechanical Engineering at Rochester Institute of Technology. Her research includes thermodynamics, engineering education, and DEI in STEM. She was the PI on RIT's ADVANCE Institutional Transformation grant and serves as co-PI of the "Let's Talk Money" ADVANCE Partnership Project.

Preparing for Bumps in Your Institution's Journey Toward Salary-Equity

Gilda Barabino, PhD

President, Olin College of Engineering

Email: gbarabino@olin.edu

Gilda is President of the Olin College of Engineering, where she is also a professor of biomedical and chemical engineering. Previously, she was dean of The Grove School of Engineering at CCNY. On March 4, 2021, she became the President-Elect of the American Association for the Advancement of Science.

Beyond Diversity: Quantifying Inclusion for Women of Color Faculty in STEM

Michele Baranczyk, PhD

Associate Professor of Psychology and Co-PI, ADVANCE Catalyst grant
Kutztown University

Email: baranczy@mktu.edu

Dr. Michele Baranczyk is co-PI on an NSF ADVANCE Catalyst grant. She is an associate professor in psychology who specializes in industrial-organizational psychology, with published research on the impact of feedback and gender bias in the workplace and employment benefits.

Challenges in Strategizing Institutional Solutions for Identified Barriers to Equity

Scott Beeler, PhD

Research Scientist III, South Dakota School of Mines and Technology

Email: scott.beeler@sdsmt.edu

Scott is an Earth Scientist who has been a member of the Advocates at SDM working to establish a culture of development and inclusion at South Dakota Mines since its inception in 2022.

Advocate Workshops working towards a Culture of Development

Jessica Bennett, PhD

Assistant Vice President of STEM Education, APLU, Aspire - The National Alliance for Inclusive & Diverse Faculty in Science, Technology, Engineering, & Mathematics

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Jess Bennett, Ph.D., APLU Assistant Vice President of STEM Education, leads the NSF Eddie Bernice Johnson INCLUDES Aspire Alliance Institutional Change Initiative and is the lead author of the BRACE. She facilitates workshops and learning communities for university leaders related to advancing equity for faculty careers.

Scaling Intersectional Gender Equity in Computing & Engineering Academic Workplaces with Systemic Change Practices

Preparing for Bumps in Your Institution's Journey Toward Salary-Equity

Institutional Change Blueprint for Revitalizing Academic Careers & Environments: An Equity Centered Faculty Success Approach

Foreign-Born/Foreign-Trained Women in Engineering Academia and the Dilemma of Intersectionality

Meg Bentley, PhD

Director of STEM Partnerships and Innovation Department of Biology and Hurst Senior Professorial Lecturer, American University- Washington, DC

Email: mbentley@american.edu

Dr. Meg Bentley is a co-PI of the ADVANCE AU grant that works towards achieving gender and racial equity for STEM faculty. She leads the project's term faculty peer mentorship program and is a founding member of the Initiative for STEM Education, Equity and Ethics.

The Imperative for Improving Recognition and Belonging among Non-Tenure-Track Faculty

Mia Bertagnolli, PhD

Vice Provost for Faculty Affairs, Professor of Biology, Co-PI NSF ADVANCE Partnership, Gonzaga University

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Mia Bertagnolli is Vice Provost for Faculty Affairs and Professor of Biology. She is Co-PI for two NSF ADVANCE Partnership awards focused on supporting the retention, development and advancement of faculty. She is committed to promoting equity, inclusivity, and a sense of belonging at the classroom, department, and institutional levels.

Connecting the Dots: An Emergent Pattern of Sustainable, Institution-Wide Transformation

Tamara Bertrand Jones, PhD

Co-PI of FSU ADVANCE and Associate Professor of Higher Education, Florida State University

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Dr. Tamara Bertrand Jones is Associate Professor of Higher Education. Her research uses qualitative methods informed by critical and Black feminist theories to examine the intersectional experiences of historically underrepresented populations, particularly Black women, in academia. She is a founder and past president of Sisters of the Academy Institute.

Institutionalizing Normative Changes for Recruitment, Empowerment, Advancement, and Systemic Equity for STEM Faculty in Florida

Developing a Model for Empowerment: Leveraging Intersectionality and Attention to Health to Foster the Possibility of Thriving in the Academy

Gloria Blackwell, MA

Chief Executive Officer and Co-PI, Let's Talk Money Advance Partnership Project, American Association of University Women (AAUW)

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Gloria Blackwell is the CEO of AAUW and Co-PI of the "Let's Talk Money" ADVANCE Partnership Project. Blackwell is an in-demand leader and speaker on topics related to advancing women's economic security, including closing the gender pay gap, training for salary negotiation, student loan debt, and advancing women in leadership.

Preparing for Bumps in Your Institution's Journey Toward Salary-Equity

Brianna Blaser, PhD

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Through her work at the DO-IT Center at the University of Washington, Brianna Blaser works to increase the participation of people with disabilities in STEM. She is the associate director for AccessComputing and AccessADVANCE. Her work includes direct interventions for individuals with disabilities and systemic change efforts.

Are We Making Space for Disability in Faculty Equity Initiatives?

Michael Bordieri

Co-PI Murray State ADVANCE, Associate Professor of Psychology, Murray State University

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Dr. Bordieri is a co-PI of Murray State University ADVANCE and has specialized training in research design, statistical analyses, and conducting research with marginalized communities. He has co-authored several publications focused on psychological well-being in diverse populations.

Microscopes and Megaphones: A Mixed-Method Approach to Measuring Intersectional Diversity Climate
Peer Mentoring Circles through ADVANCE

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Nidhal Carla Bouaynaya holds a Ph.D. in Electrical and Computer Engineering (ECE) and an M.S. in Pure Mathematics from the University of Illinois at Chicago. She is a Professor of ECE and the Associate Dean for Research and Graduate Studies at Rowan University.

Navigating a CATALYST self-study at a rapidly growing public research institution

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Dr. Michelle Bradham-Cousar has a Ph.D. in Counselor Education and Supervision, Curriculum, and Instruction from the University of South Florida. She has earned the CRC (Certified Rehabilitation Counselor), NCC (National Certified Counselor), CVE (Certified Vocational Evaluation Specialist), and LMHC (Licensed Mental Health Counselor)- FL.

Career Development Equality and Disability for Women of Color in STEM

Caryn Brause, FAIA

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Caryn Brause FAIA is Associate Professor in the UMass Amherst Department of Architecture. Current research projects examine issues of health, equity, and wellbeing in campus-built environments. She serves as an ADVANCE Team Leader for Research and on the Built Environment Working Group of the Okanagan Health Promoting University Initiative.

Spatial contexts and professional networks: Developing hybrid methods to gain an understanding of the ecology of relationships in the post-pandemic campus

Marni Brown, PhD

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Marni Brown is a Professor of Sociology at Georgia Gwinnett College, and a co-PI on an ongoing NSF ADVANCE Catalyst Grant.

Examining Quantitative and Qualitative Measures of Equity for a Diverse STEM Faculty Body at a Young MMSI, HSI Teaching-Focused Institution

STEM Faculty Salary Analysis at a Young MMSI, HSI Teaching-Focused Institution

Shelly Brown-Jeffy, PhD

Associate Professor of Sociology, PI, Spartans Advance, University of North Carolina at Greensboro

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Dr. Shelly Brown-Jeffy is an Associate Professor of Sociology and the project PI. She has served as a mentor, former department head and has worked on several DEI initiatives on campus.

Leveraging Opportunities for Systemic Change in Challenging Times

Chelsea Bruno

Student Staff, Research and Evaluation, University of Michigan ADVANCE Program

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Chelsea has worked with ADVANCE for the last two years. She has worked extensively on belonging for U-M community members research, leading the faculty and staff analyses. Chelsea has expertise in mixed methods and received her MSW in 2022.

Using mixed-methods analysis to identify factors that contribute to belonging for faculty, staff, and PhD students at University of Michigan

Jennie E. Burnet, PhD

Professor of Anthropology & Director, Institute for Women's, Gender & Sexuality Studies, Georgia State University

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Jennie Burnet is co-PI on an NSF Adaptation Grant (Award #2204559) and has led implementation of the Bystander Leadership Program at Georgia State University. Her research explores the social and psychological aspects of racial and gender violence and their long-term legacies for victims, survivors, perpetrators, bystanders, rescuers, and their descendants.

Learning Across Institutions: Adapting and Institutionalizing Bystander Leadership Training

Jennifer D Schuttlefield Christus, PhD

Professor of Chemistry and PI of ADVANCE UWO, University of Wisconsin Oshkosh

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Jennifer Schuttlefield Christus (she/her/hers) is the principal investigator for the University of Wisconsin Oshkosh ADVANCE grant and a Professor of Chemistry. She is also the Director of the Universities of Wisconsin Alliance for Inclusion, Diversity, Equity, and Advancement in STEM and facilitator for the ADVANCEGeo project.

Institutional Instability: friend or foe for advancing gender equity in STEM?

Darren R. Clabo, PhD

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Darren is an Advocate at the South Dakota Mines since 2022.

Advocate Workshops working towards a Culture of Development

Catherine Clark, PhD

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Dr. Clark has a strong record of developing and supporting interdisciplinary programs and collaboration, leading program review and accreditation, building partnerships with local businesses and community members, advocating successfully for program resources, leading organizational change and fundraising for both research and academic programs.

Mentorship with Impact: Values-Based Academic Leadership Trajectories for Women in STEM (VAuLTS) External Mentor Program Evaluation

Tyler Clark, PhD

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Dr. Tyler Clark is a Senior Data Analyst and Evaluator at Sage Fox Consulting Group, LLC. Her expertise lies in STEM education projects with extensive experience in various grant-funded initiatives. Dr. Clark has 6 years of research experience, 4 years of evaluation experience, and 11 years of education experience.

Leveraging Opportunities for Systemic Change in Challenging Times

Karen Colbert, PhD student

PhD student, Michigan Technological University

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Karen is a PhD student working on scholarship in the area of DEIS.

Creating a sustainable male Advocates group to support ADVANCE goals: Lessons learned at Michigan Technological University

Shelly Conner, PhD

Associate Director and Director of Research & Evaluation, ADVANCE Program, The University of Michigan ADVANCE Program

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Shelly was an Assistant Dean in the Rackham Graduate School who focused on program evaluation, graduate student funding and policy analyses. She received her Ph.D. in developmental psychology from the University of Michigan. She has been the associate director of ADVANCE since 2020.

Process Improvements to Create a Useful and Actionable Salary Equity Analysis

Ivory S. Council, PhD

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Ivory S. Council earned a Ph.D. in environmental science from Florida A & M University (FAMU) in 2020. She joined the FAMU ADVANCE project (EES-1824267) as a Postdoctoral Associate in 2021 and currently serves as a Research Associate. She assists with the development and implementation of ADVANCE initiatives and interventions.

Fly on the Wall: How Working for an ADVANCE Grant Changed the Career Trajectory of an Early Career Scholar

Jason Crockett, PhD

Full Professor of Sociology and Senior Personnel, ADVANCE Catalyst grant, Kutztown University

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Dr. Jason Crockett is senior personnel on an ADVANCE Catalyst grant. He is a professor in sociology whose research focuses in areas of sexualities and gender, social movements, communities, gaming and internet culture, religion, knowledge/science, methods, and race/ethnicity.

Challenges in Strategizing Institutional Solutions for Identified Barriers to Equity

Dawn Kiyoe Culpepper, PhD

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Dr. Dawn K. Culpepper (she/hers) is the Director of the University of Maryland ADVANCE Program for Inclusive Excellence. With ADVANCE, she guides the strategic direction of ADVANCE, oversees management and programs, and engages in translational research focused on faculty work environment and faculty development issues.

UMD Equity Coaches: Building Capacity for Equity-Minded Change in Faculty Hiring

Amber Davis, PHD, MSW

Research Associate, Johns Hopkins School of Nursing

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Dr. Amber Davis is a Licensed Clinical Social Worker with a focus on the intersectionality of disability, race, and class from a stress and trauma perspective. Her current research is on disabilities from an intersectionality perspective and trauma-informed lens.

Integrating Justice-centered STEM into the Goucher College General Education Curriculum

Kris De Welde, PhD

Professor in Women's and Gender Studies & Sociology, College of Charleston

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Kris is a sociologist who studies intersectional inequalities in higher education, organizational change for academic justice, and liberation-focused pedagogies. She is the author of *Disrupting the Culture of Silence: Confronting Gender Inequality and Making Change in Higher Education*, and a frequent presenter on equity, inclusion, and social justice leadership.

The Role of Strategic Communication Processes in Scaffolding Institutional Change

Brita J. Dean, PhD

Program Director, UMass Lowell

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Program Manager on UMass Lowell ADVANCE IT grant for over 6 years, now sustained with support from the UML Provost Office as the ADVANCE Office for Faculty Equity & Resilience since September 2021.

UMass Lowell ADVANCE Office for Faculty Equity & Resilience

Cirleen DeBlaere, PhD

Professor of Counseling Psychology, Georgia State University

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Cirleen DeBlaere is co-PI on an NSF Adaptation Grant (Award #2204559). Her research explores the relationship of marginalization stressors on mental health and wellbeing of minoritized people. She also explores the role of multicultural orientation (i.e., cultural comfort, humility, and opportunities) in leadership, training, and psychotherapy.

Learning Across Institutions: Adapting and Institutionalizing Bystander Leadership Training

Sonal Dekhane, PhD

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Sonal Dekhane is a Professor of Information Technology at Georgia Gwinnett College, and a participant on a current NSF ADVANCE Catalyst Grant.

Examining Quantitative and Qualitative Measures of Equity for a Diverse STEM Faculty Body at a Young MMSI, HSI Teaching-Focused Institution

STEM Faculty Salary Analysis at a Young MMSI, HSI Teaching-Focused Institution

Kirsten Dellinger, PhD

Associate Dean for Diversity and Inclusion, College of Liberal Arts and Professor of Sociology, University of Mississippi

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Dr. Kirsten Dellinger is the Associate Dean for Diversity and Inclusion, College of Liberal Arts and Professor of Sociology. She is a Co-PI on an NSF ADVANCE Catalyst team working on applying a sociocultural developmental systems approach to understanding STEM faculty inequities related to gender from an intersectional lens.

Bridging Differences Between Administration and Faculty and a Post-Pandemic Call for Prioritizing Faculty Equity at PUIs

Darci Dembroski

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A Developmental Systems Approach to Faculty Equity in STEM

Ashmi Desai, PhD

Assistant Professor, Communication Studies; Leadership Team, SFSU Transforms, San Francisco State University

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Dr. Desai's academic pursuit centers fostering inclusive communication across diverse contexts. Her research aims to enhance dialogue on contentious topics. Grounded in Development Communication, her expertise and leadership roles in community organizations strive for more meaningful, inclusive communication across multifaceted identities. Desai co-leads PERC with Dr. Kai Burrus in Transforms.

Succession Planning for Sustainability

Vidal Dickerson

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Vidal Dickerson is the Special Assistant to the President Chief Diversity, Equity and Inclusion Officer and co-I on Christopher Newport University's NSF ADVANCE Catalyst grant, which supports a self-assessment of systemic inequities among STEM faculty.

Catalyzing Equity Among STEM Faculty at a Public Liberal Arts Institution

Georgina Dodge, PhD

Vice President for Diversity and Inclusion, University of Maryland

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Dr. Georgina Dodge (she/hers) is the Vice President for Diversity and Inclusion at the University of Maryland. She has over 20 years of experience in campus diversity and inclusion efforts.

UMD Equity Coaches: Building Capacity for Equity-Minded Change in Faculty Hiring

Carmen Domingo, PhD

Dean of the College of Science and Engineering; Co-Principal Investigator, SFSU Transforms; Professor, Biology, San Francisco State University

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Dr. Domingo began as Biology Department faculty in 1997. Her leadership includes Associate Chair, directing curricular reform, instructor hires as well as managing large grants from NIH, NSF and other agencies, improving equity, diversity, and inclusion for students and faculty in STEM. Domingo's the first woman, Latina Dean of CoSE.

Succession Planning for Sustainability

Priya Lothe Doshi, MA

Associate Dean of Faculty and Inclusive Excellence and Senior Professorial Lecturer, School of Communication, American University - Washington, DC

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Priya Doshi leads the implementation of the ADVANCE AU projects which are focused on fostering a sense of belonging and improving career pathways for STEM faculty, particularly those who identify as women and BIPOC. Current projects include peer mentorship cohorts, symposia on race and gender, and career-advancement mini grants.

The Imperative for Improving Recognition and Belonging among Non-Tenure-Track Faculty

Heather Doty, PhD

Associate Professor and Co-Director, UD ADVANCE, University of Delaware

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Dr. Doty is an associate professor of mechanical engineering at the University of Delaware. She was a co-PI and then PI of the University of Delaware's NSF ADVANCE Institutional Transformation award (2014-2022). She is currently co-director of the now institutionally supported UD ADVANCE Institute.

Sustaining NSF ADVANCE Initiatives Post-Pandemic: University of Delaware (UD) ADVANCE

Becky Dueben, PhD

Assistant Professor, Washington State University, Center for Transformational Learning & Leadership

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Becky's favorite work is facilitation both with students and faculty members. With students, she works with them to create effective teams and further their academic and personal goals. With faculty and staff members, she enjoys supporting them by creating effective classes, systems, and ways of being.

Values-based leadership training for women in STEM

Jenny Engels, PhD

ADVANCE Catalyst Project Manager, University of Hawai'i at Mānoa

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Jenny Engels is the ADVANCE Catalyst Project Manager. Dr. Engels is affiliate faculty in the Hawai'i Institute of Geophysics and Planetology, a trained Search Advocate, the co-founder and spokesperson for the UHM Women in SOEST, and the 2021 recipient of the Dr. Amefil Agbayani Faculty Diversity Enhancement Award for UHM.

Advancing kaulike (equity) focusing on STEM intersectional experiences at the University of Hawai'i at Mānoa (UHM)

Preliminary Findings from an ADVANCE Catalyst Institutional Equity Assessment

Mashhad Fahes

Associate Professor and Associate Director, OU Elevate, University of Oklahoma

Email: mashhad.fahes@ou.edu

Mashhad Fahes is an Associate Professor at the Mewbourne School of Petroleum and Geological Engineering at the University of Oklahoma. She serves as Associate Director for OU ELEVATE, an NSF ADVANCE research grant (2022-2027) targeting the development of equitable faculty workload and annual performance evaluation systems in STEM academic departments.

A Faculty Performance Model and Customizable Toolkit to Promote Comprehensive and Equitable Faculty Annual Evaluations: Year 2 Progress

Bethany Farmer

ARC Network Community Librarian, Women in Engineering ProActive Network

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Bethany has a Master's in Business Analytics from Lincoln Memorial University, a Master's in Information Science from the University of Tennessee and a Bachelor's in history and speech from East Tennessee State University. She has over a decade of library experience.

Scaling Intersectional Gender Equity in Computing & Engineering Academic Workplaces with Systemic Change Practices

Stephanie Farrell, PhD

Department Head, Experiential Engineering Education

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Dr. Farrell leads the STEM Academic Intersectional Gender Equity ADVANCE initiative at Rowan University. Her work focuses on organizational change to advance DEI and increasing LGBTQ+ participation in STEM through research, education and advocacy.

Navigating a CATALYST self-study at a rapidly growing public research institution

Daniela Fernandez, PhD

Postdoctoral Associate, The George Washington University

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My research is focused on how individuals navigate and respond to gender inequalities. Specifically, I have examined: (a) the role of gender and social class experiences in individuals' support to meritocracy; (b) gender and intersectional inequalities in STEM; and (c) how psychological constructs reproduce gender

Breaking the pipeline? Exploring gender beliefs when women "break" the pipeline.

Andrea R. Ferro, PhD

Professor and Associated Director for Research, Clarkson University

Email: afferro@clarkson.edu

Andrea Ferro is the PI of the NSF ADVANCE SPACES project. She is Professor of Civil and Environmental Engineering, a recent president of the American Association for Aerosol Research (AAAR) and treasurer for the Association for Environmental Engineering and Science Professors (AEESP), two of the core partners for the project.

Creating a community of practice that understands, supports, and values underrepresented minority women faculty conducting community-engaged research

Dawn-Elissa Fischer, PhD

Professor, Anthropology; SFSU Transforms Leadership Team, San Francisco State University

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Dr. Fischer researches how to recognize and reward the intellectual and social justice contributions of historically excluded scholars. She's created programs about identifying and amplifying historically excluded scholarship (as a leadership skill to be continually developed), and has been evaluating racial equity and strategic planning in postsecondary education since 1999.

Succession Planning for Sustainability

David J. Flaspohler, PhD

Member and founding chair of Advocates Group, MTU ADVANCE, Michigan Technological University

Email: djflaspo@mtu.edu

I am a founding member of the Advocates, a group that has worked with the leadership of the MTU ADVANCE grant and am currently the dean of the College of Forest Resources and Environmental Science.

Creating a sustainable male Advocates group to support ADVANCE goals: Lessons learned at Michigan Technological University

Patrick S. Fleming, PhD

Assistant Professor, South Dakota School of Mines and Technology

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As the Co-coordinator for the South Dakota Mines advocates, I have helped create workshops to improve gender equity across our campus. We have run workshops for our Advance grant team, visiting researchers, our administrative leadership and student services. I am interested in talking with people about what we have learned.

Advocate Workshops working towards a Culture of Development

Joanna Helene Foland, MA

Faculty Development Consultant in Leadership and Mentoring, Center for Faculty Excellence, University of North Carolina at Chapel Hill

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Joanna Helene Foland is Faculty Development Consultant in Leadership and Mentoring in the UNC-Chapel Hill Center for Faculty Excellence. Joanna promotes equitable, inclusive mentoring experiences and leadership development for faculty across career stages. She is also a trained coach through Coach Training Alliance with an interest in strengths-based coaching.

TEAM ADVANCE: From Adaptation to Institutionalization

Chad Forbes

Co-PI FAU ADVANCE-EMPOWER and Associate Director Director of Research Development and Diversity, Florida Atlantic University

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Chad E. Forbes, Ph.D., is a social neuroscientist, an associate professor of psychology, and the Associate Director and Director of Research Development and Diversity for the FAU Stiles-Nicholson Brain Institute. Dr. Forbes has studied the consequences of bias on stigmatized individuals' career pursuits and health for more than 20 years.

Leveraging institutional data to foster equity and change: A case study at Florida Atlantic University
Recruitment, Retention and Dual Careers

Amy Fowler Kinch, MA

Deputy Chief of Staff, University of Montana, Office of the President

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Amy Fowler Kinch is the Deputy Chief of Staff to the President at the University of Montana (UM). She served as the Program Manager for UM's ADVANCE Institutional Transformation grant and founded the Faculty Development Office. Kinch has experience running learning communities and mentoring programs for faculty of all ranks.

Mentorship with Impact: Values-Based Academic Leadership Trajectories for Women in STEM (VAuLTS) External Mentor Program Evaluation

Jana Foxe

Graduate Research Assistant, Center for Evaluation & Research for STEM Equity, University of Washington

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Jana Foxe is a PhD student in the University of Washington Department of Political Science. They have been working on the Evaluation of the NSF funded Eddie Bernice Johnson INCLUDES Aspire Alliance, which is where this Sustainability framework was developed.

Evaluating program sustainability

Claire Fuller, PhD

Co-PI Murray State ADVANCE, Dean, Professor of Biological Sciences, Murray State University

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Dr. Fuller is a co-PI of Murray State ADVANCE and Dean of the Jones College of Science, Engineering and Technology. She served as a mentor circle facilitator, co-PI on the MSU Catalyst and Adaptation grants, and she brings extensive administrative experience to the project.

Microscopes and Megaphones: A Mixed-Method Approach to Measuring Intersectional Diversity Climate

Maria A. Gartstein, PhD

Professor & Chair, Washington State University, Department of Psychology

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Professor in the Washington State University (WSU) Psychology Department, I am the PI of NSF-funded "Value-based Academic Trajectories for Women in STEM: the Northwest Partnership" project. I served as the Director of ADVANCE at WSU (2015-2022), am currently Chair for the Department of Psychology, also leading the WSU Temperament Lab.

Values-based leadership training for women in STEM

Mentorship with Impact: Values-Based Academic Leadership Trajectories for Women in STEM (VAuLTS) External Mentor Program Evaluation

Paolo Gaudiano, PhD

Chief Scientist, Aleria

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Paolo is a Diversity, Equity and Inclusion (DEI) analytics expert with combined academic, nonprofit and entrepreneurial experience. Former tenured faculty at Boston University, adjunct at Tufts, CUNY and NYU. 30+ years research and applications in analytics, the last 8+ years focused on DEI. Frequent speaker including 2 TEDx talks.

Beyond Diversity: Quantifying Inclusion for Women of Color Faculty in STEM

Claudia Geist, PhD

Associate Professor of Sociology & Gender Studies, Co-PI, NSF Advance IT, University of Utah

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Dr. Geist (she/her) is a trained sociologist with an interest in gender inequality, the methodologies of measuring gender and sexual identities, and attitudes towards these identities in academic environments.

Measuring and Understanding Faculty Diversity

Forough Ghahramani, EdD, MBA, MS

Assistant Vice President for Research, Innovation, and Sponsored Programs, NJEdge, Inc.

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A recognized international thought leader, Forough Ghahramani has consulted on STEM workforce development strategies and for evaluating the policies and programs that shape inclusive innovation ecosystems. Forough's research focuses on fostering diversity and inclusion in university innovation ecosystems has resulted in numerous publications.

NSF ADVANCE Partnerships Build Community to Drive Equity: Expanding Opportunities for Women Innovators

Terrance Omar Gilbert, MS, MBA

Strategic Communications Consultant FAMU Advance, Florida A&M University Center for Faculty ADVANCEment Email:

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Terrance Omar excels in strategic communications, boasting 20 years of expertise in catering to diverse audiences.

Specializing in Higher Education Institutions (HBCUs), he champions diversity, equity, and inclusion through tailored, impactful communication strategies that resonate with varied stakeholders, fostering inclusive and engaging narratives for sustainable impact.

How Do We PIVOT in a Strange Land? Mastering Storytelling In The Midst of a Global Pandemic and A Hostile Political Environment

Cerise L. Glenn, PhD

Professor of Sociology and Communication Studies, Co-PI, Spartans Advance, University of North Carolina at Greensboro

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Dr. Cerise L. Glenn (PhD, Howard University) is a Professor of Sociology and Communication Studies at UNC-Greensboro. Dr. Glenn is the co-principal investigator of Spartans Advance, an NSF Advance grant that supports the adaptation of organizational change strategies to promote gender equity inclusive of intersecting identities in STEM fields.

Leveraging Opportunities for Systemic Change in Challenging Times

Fiona Goggin, PhD

Professor, University of Arkansas

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Fiona Goggin is a Professor of Entomology and Plant Pathology at the University of Arkansas. She is a UA ENGAGE Fellow and Co-Director, a graduate of the ENGAGE Leadership Exploration Workshop, and a lead facilitator for the most recent leadership workshop.

Women's Leadership on College Campuses: How the UA ENGAGE Workshop Builds Faculty Leadership Intentions and a More Equitable Campus Community

Jessica Gold, PhD

Associate Research Assistant, Northeastern University

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Dr. Gold is a sociologist, who focuses on gender and racial inequality in organizations. Her research is characterized by a mixed-methods approach, and she is currently an Associate Research Scientist at Northeastern University in the Sociology department and a Visiting Virtual Scholar at the ARC Network.

Incorporating Gender into Institutional Crisis Response: The Case of ADVANCE in 2020-2021

Sonia Goltz, PhD

Professor, Michigan Technological University

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Sonia is a Professor of Business and a PI on the most recent ADVANCE grant at MTU.

Creating a sustainable male Advocates group to support ADVANCE goals: Lessons learned at Michigan Technological University

Joanne E. Goodell

Director, Center for Faculty Excellence, Cleveland State University

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Dr. Joanne E. Goodell is a Professor of Mathematics Teacher Education and the Director of the Center for Faculty Excellence. She is Co-PI of the Faculty Leaders Advancing Gender Equity in STEM (FLAGS) project.

Developing a data-based project leadership approach: Lessons learned

Gina Greco, PhD

Professor of French, Portland State University

Email: greco@pdx.edu

Gina L. Greco, Portland State University, Professor of French. Gina is a medievalist who uses a feminist lens to re-examine French conduct literature. Through leadership roles on campus she works to study, understand, and improve the experience of minoritized faculty at PSU.

Studying The Experience and Empowerment Gaps at Portland State University

Nicole Guajardo

Dean of College of Natural and Behavioral Sciences, Christopher Newport University

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Dr. Guajardo is the Dean of the College of Natural and Behavioral Sciences and PI on Christopher Newport University's NSF ADVANCE Catalyst grant, which supports a self-assessment of systemic inequities among STEM faculty.

Catalyzing Equity Among STEM Faculty at a Public Liberal Arts Institution

Jiali Guo

Student Staff, Research and Evaluation, University of Michigan ADVANCE Program

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Jiali (Lia) has worked with ADVANCE for the last two years. She has worked extensively on belonging for U-M community members research, leading the Ph.D. student analyses. Lia has expertise in mixed methods and is a Masters student in Educational Studies.

Using mixed-methods analysis to identify factors that contribute to belonging for faculty, staff, and PhD students at University of Michigan

Allison Gutierrez

Research Assistant and Graduate Student, University of Houston

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Ally is a research assistant for the "External Review Letters in Promotion and Tenure Decision Making: Validity and Fairness" Project (NSF #2100034). She joined the Harding University faculty in 2018 and has been on academic leave since 2022 to pursue a doctorate in industrial-organizational psychology at the University of Houston.

How Do We Advance Sustainable and Equitable Practices in University Promotion and Tenure? Lessons From Seven Years of Data Within a 10-Institution Consortium

Daisy Haas

Chemistry PhD Candidate, University of Michigan

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Daisy's research interests include exploring intersections between writing, justice, and chemistry, supporting graduate teaching assistants to enact commitments for equity in the classroom, and creating transformative educational experiences. Their research and teaching focus on creating STEM spaces where students can safely, authentically, and critically explore their interests in community.

Framing our teaching: Exploring Chemistry Graduate Teaching Assistants' Noticing for Equity

Robert Handler

Senior Research Engineer, Michigan Technological University

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Robert Handler is a senior research engineer in the Department of Chemical Engineering. His research and teaching focuses on sustainability aspects of many engineered systems, and he has also served as co-chair of the MTU Advocates team for two years.

Creating a sustainable male Advocates group to support ADVANCE goals: Lessons learned at Michigan Technological University

Amy Hardy

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Amy Hardy (she/her/hers) is the project assistant for the Universities of Wisconsin Alliance for Inclusion, Diversity, Equity, and Advancement in STEM, formerly the Women and Science program, for 20 years and is currently acting Project Director for the ADVANCE UWO grant. Her work is dedicated to improving EDI in STEM.

Institutional Instability: friend or foe for advancing gender equity in STEM?

Diane Harris, PhD

Professor, Psychology; Assistant Dean, College of Science and Engineering; coPI with SFSU's IT Catalyst, San Francisco State University

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Dr. Harris leads efforts to institutionalize an anti-racist multicultural community within the College of Science and Engineering. A Professor of Psychology, she's published on self-image and potential risks for obesity/eating disorders in communities of color. Her research delves into family relationships, while also exploring culture, race, gender, and intersectionality.

Succession Planning for Sustainability

Katie Heiden Rootes, PhD

Associate Professor of Medical Family Therapy and Co-PI, NSF ADVANCE Partnership, Saint Louis University

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Katie Heiden-Rootes is the Assistant Vice President of Diversity and Innovative Community Engagement, Associate Professor of Medical Family Therapy and a Co-PI for an NSF ADVANCE Partnership award, which aims to shift institutional culture to be fully inclusive of the contributions of all faculty, especially women and faculty of color.

Faculty Think Tanks as Engines of Cultural Transformation

Erika J. Henderson

Associate Provost of Faculty Recruitment and Retention, University of Houston

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As Associate Provost of Faculty Recruitment and Retention at UH, Dr. Henderson spearheads innovative and evidence-based practices in the recruitment of diverse faculty that has resulted in substantial increases in minority TT faculty hiring. As a Co-PI for NSF Project #2100034, she leads national and local dissemination and change initiatives.

How Do We Advance Sustainable and Equitable Practices in University Promotion and Tenure?: Lessons From Seven Years of Data Within a 10-Institution Consortium

Alexandra Hendley, PhD

Senior Personnel Murray State ADVANCE, Associate Professor of Sociology, Murray State University

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Dr. Hendley is a senior personnel of Murray State ADVANCE, and she is a qualitative sociologist whose research focuses primarily on gender inequality and work/occupations. Dr. Hendley's research has been published in outlets including Cultural Sociology, Advances in Gender Research, and Sociological Inquiry.

Microscopes and Megaphones: A Mixed-Method Approach to Measuring Intersectional Diversity Climate

Joan Herbers

Professor and Dean Emeritus, Ohio State University

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Herbers is the former PI of the Ohio State ADVANCE IT grant. One of its four major programs was mentoring circles for Associate Professors; the results are detailed in a peer-reviewed publication. She also has been in three other such programs as a participant.

Peer Mentoring Circles through ADVANCE

Joe Hewa, PhD

Director, Center for Transformational Learning & Leadership, Washington State University, Center for Transformational Learning & Leadership

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Joe is a passionate and experienced leader who thrives when working collaboratively, exploring new ideas and connections with curiosity and creativity. Taking a mindful and values-based approach both personally and professionally, he is committed to developing partnerships and programs that make a transformational impact.

Values-based leadership training for women in STEM

Lucas Hill, PhD

Researcher, Evaluator, Organizational Consultant, University of Wisconsin-Madison

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Lucas is a researcher, evaluator, and organizational consultant at the UW-Madison in the Wisconsin Center for Education Research. His work focuses on understanding and assessing the effectiveness of complex, collaborative higher education reform, particularly related to broadening participation in STEM. He works on several NSF-funded projects co-found the SEER Institute.

The SEER Process

Ari Hock

Graduate Research Assistant, Center for Evaluation & Research for STEM Equity, University of Washington

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Ari Hock is a PhD candidate in the College of Education at the University of Washington. He is working on the Evaluation of the NSF funded Eddie Bernice Johnson INCLUDES Aspire Alliance, which is where this Sustainability framework was developed.

Evaluating program sustainability

Jamie L. Huber Ward, PhD

Associate Director of Higher Ed, Research Associate, National Center for Women & Information Technology, University of Colorado Boulder

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Jamie is Associate Director of Higher Ed and a research associate with NCWIT at the University of Colorado Boulder. Her research focuses on issues related to organizational change in higher education; inclusive pedagogy; curriculum reform; post-secondary student experiences; and representations of gender in media. Jamie directs the NCWIT ADVANCE partnership.

Scaling Intersectional Gender Equity in Computing & Engineering Academic Workplaces with Systemic Change Practices

Cynthia Hudgins, PhD

Director of Administration and Programming, University of Michigan ADVANCE Program, University of Michigan

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Cynthia Hudgins is the Director of Administration and Programming at Michigan ADVANCE. She holds a Ph.D. in higher education. Dr. Hudgins joined the ADVANCE Program in 2004, and in her role has directly contributed to strategic, administrative, and programmatic development, including concept and implementation for STRIDE and RISE campus efforts.

Investing in the Cultivation of Faculty Leadership: An Individualized Coaching Model

Jordan Hudgins

Associate Research and Evaluation Specialist, ADVANCE Program at University of Michigan

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Jordan received her B.S. in Statistics from the University of Michigan in 2021. Before starting as a Research & Evaluation specialist, she worked at ADVANCE as a student for 2 years. Her research interests include the experiences of women in STEM fields, survey design and methodology, and data visualization.

Using mixed-methods analysis to identify factors that contribute to belonging for faculty, staff, and PhD students at University of Michigan

How can department level-survey data insights be used to advance diversity, equity, and inclusion for STEM faculty?

Roxanne Hughes, PhD

Director of the Center for Integrating Research and Learning (CIRL), Florida State University

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Dr. Roxanne Hughes is the Director of the Center for Integrating Research and Learning (CIRL) at the National High Magnetic Field Laboratory (MagLab). Her research and other leadership has been instrumental in driving transformative changes bolstering the recruitment and retention of girls and women in STEM disciplines, especially in physics.

Institutionalizing Normative Changes for Recruitment, Empowerment, Advancement, and Systemic Equity for STEM Faculty in Florida

Developing a Model for Empowerment: Leveraging Intersectionality and Attention to Health to Foster the Possibility of Thriving in the Academy

Anne Hungate, MBA

Founder and CEO, Launched2Lead, Inc

Email: anne.hungate@launched2lead.com

20+ year technology executive, entrepreneur, and visionary leader. Expert team builder and strategist, guiding organizations through digital transformation with operational excellence. Multiple industry experiences. Believes in realizing potential and committed to developing it. Champions creatives.

Essential Bridge to Leadership

Lakshmi Iyer, PhD

Professor and Co-PI, University of North Carolina Greensboro

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As co-PI, I contribute valuable insights to the NSF ImPACT IT grant, actively engaging with the challenges and triumphs associated with effecting meaningful change. My unique perspective further enhances our approach, specifically focusing on the nuanced issues and effective strategies involved in implementing DEI changes within a STEMM association.

ADVANCE Challenges in a Global Association Setting

Monica C. Jackson, PhD

Deputy Provost and Dean of Faculty, American University- Washington, DC

Email: monica@american.edu

Dean Jackson oversees the ADVANCE AU research and implementation team and is a co-PI on the grant. She is a full professor in the Department of Math and Statistics.

The Imperative for Improving Recognition and Belonging among Non-Tenure-Track Faculty

Dany Jacob, PhD

Professor, Advocates member, University of Wisconsin-LaCrosse

Email: djacob@uwlax.edu

Dany Jacob is an assistant professor and member of the Advocates group.

Creating a sustainable male Advocates group to support ADVANCE goals: Lessons learned at Michigan Technological University

Samantha N. Jewell, PhD

PEER Project Co-PI, Associate Professor of Biology, Nevada State University

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Samantha Jewell, PhD, is an Associate Professor in Biology and has been studying mentorship models to increase STEM retention for the past 7 years. She is the co-principal investigator of this faculty focused ADVANCE Adaptation project titled Pursuing Equity to Enhance Retention and the principal investigator of an S-STEM grant.

Tracking invisible service: Using Interfolio to address faculty workload inequity

Scaffolding SoTL Research Design for Faculty Development

Saundra Johnson-Austin

Project Coordinator, Women in engineering proactive network

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External Evaluator, QEM Network NSF CS4All, An HBCU Community of Practice for CS, NSF HBCU UP Catalyst Project: Project Manager, NSF HBCU UP EIR: Executive Director, National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. Faculty/Dir. Minority Engineering Program, Cost Engineer, Bechtel Power Corporation, Gaithersburg, MD

Career Development Equality and Disability for Women of Color in STEM

Meredith Jones, PhD

Associate Professor, Psychology, Rowan University

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Dr. Jones is an Associate Professor and Associate Director of Clinical Training for the Ph.D. Program in Clinical Psychology at Rowan University. The focus of her research is on preventing health risk behaviors in young people's romantic relationships and developing interventions to prevent HIV, STIs, unintended pregnancy, and interpersonal violence.

Navigating a CATALYST self-study at a rapidly growing public research institution

Kurt W. Katzenstein, PhD

Associate Professor, South Dakota School of Mines and Technology

Email: kurt.katzenstein@sdsmt.edu

Kurt is an Advocate at the South Dakota Mines since 2022.

Advocate Workshops working towards a Culture of Development

Erin Kelley, MA, MBA

Founder and Principal Consultant, Hexalign

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Erin Kelley is a researcher, practitioner, and educator at the intersection of justice, equity, diversity, & inclusion and STEM innovation and commercialization. Hexalign's portfolio supports women innovators through accelerator programs and her unique patent education content. She also works with innovation ecosystem stakeholders to enact systemic change in their organizations.

NSF ADVANCE Partnerships Build Community to Drive Equity: Expanding Opportunities for Women Innovators

The Inventor's Patent Academy: Advancing Inclusive Patent Education

Kristy Kelly, PhD

Associate Clinical Professor and Co-PI, Drexel University

Email: kek72@drexel.edu

Kristy Kelly is a sociologist specializing in politics of knowledge, organizational change, and education policy. She is Associate Clinical Professor in the School of Education faculty, co-PI and lead qualitative researcher on this NSF ADVANCE grant.

Multiple Paths to Full: Centering Diverse Women's Experiences in Reconfiguring Faculty Promotion

Gabriel Keney

Graduate Student, Educational Research Methodology, University of North Carolina at Greensboro

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Gabriel Keney is a graduate assistant and member of the ADVANCE Internal Evaluation Team. He has advanced knowledge in research and evaluation.

Leveraging Opportunities for Systemic Change in Challenging Times

Keri Kornelson

Professor and Lead Associate Director, OU Elevate, University of Oklahoma

Email: kkornelson@ou.edu

Keri Kornelson is a Professor of Mathematics at the University of Oklahoma specializing in applied harmonic analysis and Lead Associate Director of OU Elevate. The OU Elevate team is funded by an NSF ADVANCE-IT grant targeting the implementation and assessment of equitable multi-context faculty evaluations and workload distributions.

A Faculty Performance Model and Customizable Toolkit to Promote Comprehensive and Equitable Faculty Annual Evaluations: Year 2 Progress

Lisa A. Kunza, PhD

Associate Professor and Director-Center for Sustainable Solutions, South Dakota School of Mines and Technology

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Dr. Kunza serves as PI on the NSF Advance Empower award received by South Dakota Mines. Dr. Kunza is involved through her leadership role on the grant and continually advocates for women in STEM along with her dedication to encouraging students and faculty towards personal development, mentorship, and career success.

Advocate Workshops working towards a Culture of Development

Mentoring Circles: Inclusion of Non-tenure Track Faculty Key to Successful Cultural Change

Empower through Inclusivity: Programs and Policies for Faculty Retention and Promotion

Samantha June Larson, PhD

Associate Professor of Public Administration and Co-PI of ADVANCE UWO, University of Wisconsin Oshkosh

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Samantha Larson (she/her/hers) is a co-principal investigator on the University of Wisconsin Oshkosh ADVANCE grant. She is currently an Associate Professor in the department of Sociology and Public Administration and the Research Director for the Whitburn Center for Governance and Policy Research.

Institutional Instability: friend or foe for advancing gender equity in STEM?

Sandra Laursen, PhD

Director & senior research associate, Ethnography & Evaluation Research, University of Colorado Boulder

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Sandra leads research and evaluation studies focusing on higher education and career paths in STEM fields. She has studied women's visibility and participation in the sciences, professional development of STEM teachers, inquiry-based teaching and learning, and organizational change, including evaluation and research studies of ADVANCE projects.

The Role of Strategic Communication Processes in Scaffolding Institutional Change

Laura S. Lavine, PhD

Project Manager & Co-PI, Values-Based Leadership Trajectories for Women in Stem, Washington State University Entomology

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Dr. Lavine has led federal, state, and commission funded projects in her disciplinary expertise area of phenotypic plasticity and adaptive evolution. Her work to advance equity, diversity, and inclusion has been recognized through NSF ADVANCE funding and awards at the national and state level.

Values-based leadership training for women in STEM

Mentorship with Impact: Values-Based Academic Leadership Trajectories for Women in STEM (VAuLTS) External Mentor Program Evaluation

Marci Levine

Director, Lehigh ADVANCE Center, Lehigh University

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Marci Levine, PhD, directs Lehigh University's ADVANCE Center, in the Office of the Provost, to support capacity and policy building to recruit, retain, and advance a more diverse faculty. She designs and facilitates professional development programs and trainings while partnering across campus to support greater faculty equity and success.

Departmental Self-Assessment via "Proposal to Host" as Knowledge, Practice, Climate Intervention

Lessons from two rounds of Lehigh University's Advancing Future Faculty Diversity Postdoctoral Scholars Program

Faculty Recruitment Candidate Ambassadors What can we learn when faculty finalists... "ask us anything?"

Christine P. Li-Grining

Professor, Director of Center for Faculty Excellence, Loyola University Chicago

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Christine Pajunar Li-Grining has served as the Director for the Center for Faculty Excellence at Loyola University Chicago since January 2021. In this role, she has managed Loyola's Peer Mentoring Circles program. She has extensive mentoring experience, which has included junior faculty, graduate student, and undergraduate students as mentees.

Peer Mentoring Circles through ADVANCE

Michael W. Liemohn, PhD

Professor, University of Michigan

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As Associate Director of, ADVANCE, he is co-chair of the STRIDE Committee. Mike led a special collection in Frontiers in Astronomy and Space Sciences on diversity activities in space physics, including his paper applying the STRIDE model to his field. He has also worked on coaching and mentoring of faculty.

Making STRIDEs in 2024: Care and upkeep of an evidence-based equitable faculty hiring workshop over two decades

Liz Litzler, PhD

Director, Center for Evaluation & Research for STEM Equity, University of Washington

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Litzler has been conducting program evaluation and social science research for 20 years on STEM equity issues. She is a former Board Member of Women in Engineering ProActive Network (WEPAN) and the recipient of the 2020 WEPAN Founders Award.

Evaluating program sustainability

Debra Lohe, PhD

Associate Provost and Co-PI, NSF ADVANCE Partnership, Saint Louis University

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Debra Lohe is Associate Provost and Chief Online Learning Officer and Co-PI for an NSF ADVANCE Partnership award. This project aims to create processes that value a full range of contributions made by faculty to the university mission to increasing equity for women and faculty of color.

Connecting the Dots: An Emergent Pattern of Sustainable, Institution-Wide Transformation

Eleanor T. Loiacono, PhD

Professor of Business Analytics and PI on NSF ImPACT IT grant, William & Mary

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I serve as the PI for the NSF ImPACT IT grant, actively navigating the challenges and celebrating the successes inherent in implementing transformative change. In my role as a PI, I bring a distinctive perspective to the table, offering insights into the intricacies of addressing DEI within a STEM association.

ADVANCE Challenges in a Global Association Setting

Brooke L. Long-Fox, PhD

ADVANCE Project Coordinator, South Dakota School of Mines and Technology

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Dr. Brooke Long-Fox received her PhD from South Dakota Mines studying conservation paleobiology and evolutionary biology. She serves the community as a member of the BIOFAIR Data Network's leadership team, 2024 DEI committee chair for SORTEE, and in multiple leadership roles for the Graduate Women in Science.

Advocate Workshops working towards a Culture of Development

Mentoring Circles: Inclusion of Non-tenure Track Faculty Key to Successful Cultural Change

Empower through Inclusivity: Programs and Policies for Faculty Retention and Promotion

Kara Luckey, PhD

Program Coordinator, NSF ADVANCE Partnership, Seattle University

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Kara Luckey is Program Coordinator for an NSF ADVANCE Partnership award led by Seattle University (SU), as well as a leader in the SU Office of Sponsored Projects where she supports faculty from a diversity of backgrounds in strategic research and proposal development.

Connecting the Dots: An Emergent Pattern of Sustainable, Institution-Wide Transformation

Kelly Mack, PhD

Vice President for Undergraduate STEM Education and Executive Director of Project Kaleidoscope; Editor, American Association of Colleges and Universities; ADVANCE Journal: Individual and Institutional Transformation for Social Justice
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Dr. Mack is the Vice President for Undergraduate STEM Education and Executive Director of Project Kaleidoscope at the American Association of Colleges and Universities. Prior to joining AAC&U, she was Senior Program Director for the National Science Foundation ADVANCE Program and Professor of Biology at University of Maryland Eastern Shore.
SHE SAID IT. I BELIEVE IT. THAT SETTLES IT. INSTITUTIONAL BETRAYAL & ACADEMIC TRAUMA

Megan Elwood Madden

Professor, Director of the Center for Faculty Excellence at the University of Oklahoma, and Executive Team Member, OU Elevate, University of Oklahoma

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Megan Elwood Madden is a geologist and Director of the Center for Faculty Excellence at the University of Oklahoma. She is committed to developing inclusive and equitable professional development and reward structures that support all facets of impactful faculty work.

A Faculty Performance Model and Customizable Toolkit to Promote Comprehensive and Equitable Faculty Annual Evaluations: Year 2 Progress

Kaitlin E. Mallouk, PhD

Associate Professor, Experiential Engineering Education, Rowan University

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Dr. Kaitlin Mallouk is an Associate Professor in Experiential Engineering Education at Rowan University where she actively advocates for more equitable policies and procedures. Kaitlin has a BS in Chemical Engineering from Cornell University and an MS and PhD in Environmental Engineering in Civil Engineering from the University of Illinois.

Navigating a CATALYST self-study at a rapidly growing public research institution

Erin Malloy, MD

Associate Provost for Faculty Development and Success, University of North Carolina at Chapel Hill

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Dr. Erin Malloy serves as the Associate Provost for Faculty Development and Success at the University of North Carolina-Chapel Hill, where she also directs the Center for Faculty Excellence and leads the TEAM ADVANCE Adaptation grant. She holds the position of Professor and Vice Chair for Faculty Development in the Department of Psychiatry.

TEAM ADVANCE: From Adaptation to Institutionalization

Laura Mamo, PhD

Professor, Public Health; Director, Health Equity Institute; co-PI, SFSU Transforms, San Francisco State University

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Dr. Laura Mamo is a pioneering researcher in health equity, serving as the Director of the Health Equity Institute and co-PI of SFSU Transforms at San Francisco State University. Her expertise spans feminist science/medicine studies, sociology of health, gender/queer studies, and cultural studies, focusing on intersectional health disparities.

Succession Planning for Sustainability

Carol E. Marchetti, PhD

Professor and PI, Let's Talk Money Advance Partnership Project, Rochester Institute of Technology

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Dr. Carol Marchetti, a Professor of Statistics at Rochester Institute of Technology, leads the Let's Talk Money Advance Partnership Project. Her research interests include statistics education, cooperative learning, and gender equity in STEM, with a focus on faculty salary equity initiatives.

Preparing for Bumps in Your Institution's Journey Toward Salary-Equity

Kayla Martensen

PhD Candidate; upcoming ADVANCE postdoctoral scholar and Managing Editor, University of Illinois Chicago

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Kayla Martensen is a PhD candidate in the Criminology Department at the University of Illinois Chicago. Her research focuses on abolition feminism, transformative justice, and gender violence, with an emphasis on reforms at the intersection of punishment and social welfare.

SHE SAID IT. I BELIEVE IT. INSTITUTIONAL BETRAYAL & ACADEMIC TRAUMA

Elisa Martinez, PhD

Postdoctoral Research Associate, UMass ADVANCE, University of Massachusetts, Amherst

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Dr. Elisa Martínez is a Sociologist of gender and organization, supporting the transition of UMass ADVANCE from NSF grant-funded program to institutional functions for faculty equity. Her research focuses on the feminist politics of organizational transformation.

Life and Half-Life after NSF: Leveraging R3 for Institutionalized Research-Driven Practice for Faculty Equity

Dayna L. Martínez, PhD

Senior Director for Research & Innovation, Society of Hispanic Professional Engineers

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Dayna Martínez serves as Senior Director at SHPE's Research & Innovation office, leading programming efforts and overseeing research and data analysis to increase Hispanic representation in STEM.

SHPE's Programs: Advancing Hispanic Excellence in STEM

Sarah McAllister, MHSA

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Sarah McAllister manages coaching programs at the University of Michigan ADVANCE Program, with a focus on cultivating faculty leadership. Her interests lie in value-added retention and recruitment strategies.

Investing in the Cultivation of Faculty Leadership: An Individualized Coaching Model

Maeve McCarthy, PhD

PI Murray State ADVANCE, Assistant Dean, Professor of Mathematics, Murray State University

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Dr. Maeve McCarthy, as Principal Investigator of Murray State ADVANCE, leads efforts to address gender issues in STEM. Her work involves a mixed-method approach to measuring intersectional diversity climate.

Microscopes and Megaphones: A Mixed-Method Approach to Measuring Intersectional Diversity Climate

Maeve McCarthy

Director, MSU ADVANCE; Assistant Dean, Murray State University

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Maeve Lewis McCarthy serves as the Director of Murray State ADVANCE, focusing on climate studies, policy change, and mentoring circles to support faculty.

Peer Mentoring Circles through ADVANCE

Claire L. McLeod, PhD

NSF ADVANCE Catalyst Co-PI, Miami University

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Dr. Claire McLeod, as a Co-PI on an NSF ADVANCE Catalyst grant, facilitates Faculty Learning Communities and chairs committees focused on enhancing teaching effectiveness.

Supporting Professional Development and Enhancing Teaching Effectiveness: What Exists, What is Needed, What Next?

Laurie McMillan, PhD

Academic Dean and PI ADVANCE Catalyst Grant, Kutztown University

Email: lmcmillan@kutztown.edu

Dr. Laurie McMillan, as PI on an NSF ADVANCE Catalyst grant, analyzes barriers to equity and develops systemic solutions. She also serves as a college dean with a background in feminist writing and rhetoric.

Challenges in Strategizing Institutional Solutions for Identified Barriers to Equity

Kelly L. McNear, PhD

Research Development Coordinator, University of Colorado Colorado Springs

Email: kmcnear@uccs.edu

Dr. Kelly McNear serves as the Research Development Coordinator at UCCS, focusing on supporting faculty through Project CREST. Her expertise lies in grant writing and research support.

Research Development Coordinator: Adapting an R1 position to support R2 faculty

Grisel E. Meléndez, EdD

Associate Professor, University of Puerto Rico- Río Piedras Campus

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Dr. Grisel Meléndez, an Associate Professor at the University of Puerto Rico, Río Piedras Campus, specializes in women entrepreneurship, strategic management, and organizational culture, with a focus on advancing women faculty in STEM.

Spearheading an Organizational Cultural Assessment to Uncover Barriers Limiting Women Faculty in STEM at a Hispanic Serving Institution

Sylvia L. Mendez, PhD

Professor, University of Colorado Colorado Springs

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Dr. Sylvia Mendez, a Professor at UCCS, engages in collaborative research projects focused on broadening participation in STEM academia, with a particular emphasis on optimizing policies and practices for faculty and student success.

Research Development Coordinator: Adapting an R1 position to support R2 faculty

Julia Mendez-Smith, PhD

Professor of Psychology, Co-PI, Spartans Advance, University of North Carolina at Greensboro

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Dr. Julia Mendez Smith, a clinical-community psychologist and Advance grant co-PI, focuses on resilience among low-income youth and inclusive excellence strategies for underrepresented students and faculty in STEM.

Leveraging Opportunities for Systemic Change in Challenging Times

Heather Metcalf, PhD

Director of Research and PI, The ARC Network, Women in Engineering ProActive Network

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Dr. Heather Metcalf directs research at WEPAN, contributing to projects focused on equity in computing and engineering workplaces. Her work aims to scale intersectional gender equity practices.

Scaling Intersectional Gender Equity in Computing & Engineering Academic Workplaces with Systemic Change Practices

Christie Miksys, MA

PhD Student; Graduate Assistant for VAuLTS, Washington State University, Department of Sociology

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Christie Miksys, a Ph.D. student and graduate assistant to the VAuLTS Program, studies gendered organizations' responses to sexual assault. Her expertise informs strategies to address structural barriers for women in academia.

Values-based leadership training for women in STEM

Mentorship with Impact: Values-Based Academic Leadership Trajectories for Women in STEM (VAuLTS) External Mentor Program Evaluation

Stephanie E. Miller, PhD

Associate Professor of Psychology, Provost Faculty Research Scholar for Institutional Transformation, University of Mississippi

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Dr. Stephanie Miller, an Associate Professor of Psychology and Provost Faculty Research Scholar, leads an NSF ADVANCE Catalyst team applying a sociocultural developmental systems approach to understand STEM faculty inequities from an intersectional lens.

A Developmental Systems Approach to Faculty Equity in STEM

Chavonda Mills, PhD

Dean, School of Science and Technology, Georgia Gwinnett College

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Dr. Chavonda Mills, as Dean of the School of Science and Technology at Georgia Gwinnett College, focuses on promoting faculty equity in STEM. Her work evaluates the impact of an NSF ADVANCE Partnership on faculty equity.

Impact of an NSF ADVANCE Partnership on STEM faculty equity in the COPLAC consortium of public liberal arts colleges

Safron Milne

Chemistry PhD Candidate, University of Michigan

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Safron Milne, a Chemistry Ph.D. candidate at the University of Michigan, studies teaching practices that engage students in peer review and culturally affirming teaching methods.

Framing our teaching: Exploring Chemistry Graduate Teaching Assistants' Noticing for Equity

Adrienne Minerick, PhD

Professor of Chemical Engineering, Michigan Technological University

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Dr. Adrienne Minerick is a Professor of Chemical Engineering and the Principal Investigator on the most recent Michigan Technological University (MTU) ADVANCE grant. Her work focuses on creating a sustainable male Advocates group to support ADVANCE goals.

Creating a sustainable male Advocates group to support ADVANCE goals: Lessons learned at Michigan Technological University

Andrea Mohamed, MBA

Co-Founder and COO, Launched2Lead

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Andrea Mohamed is a seasoned strategist, marketer, and innovator with over 20 years of experience. She holds an MBA from Duke University and specializes in building growth functions and transforming operating models in various sectors, including tech, science, health, and higher education.

Essential Bridge to Leadership

Jessica Montoro, PhD

Intermediate Research and Evaluation Specialist, ADVANCE Program at University of Michigan

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Dr. Jessica Montoro works on climate assessments, survey development, data management, and ongoing research projects at the ADVANCE Program at the University of Michigan. Her research focuses on the influence of ethnic-racial and social-class identities on experiences in higher education.

How can department level-survey data insights be used to advance diversity, equity, and inclusion for STEM faculty?

Lupita D. Montoya, PhD

Founder and Director; Research Affiliate, DOE Community Energy Fellow, Montoya Research LLC, San Diego State University, US Department of Energy (DOE)

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Dr. Lupita Montoya is a Research Affiliate at San Diego State University (Public Health) and currently serves as a US Department of Energy Fellow in Harris County, TX. She specializes in environmental engineering and focuses on creating a community of practice that supports underrepresented minority women faculty conducting community-engaged research.

Creating a community of practice that understands, supports, and values underrepresented minority women faculty conducting community-engaged research

Loretta A. Moore, PhD

Professor of Computer Science, Jackson State University

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Dr. Loretta Moore's research focuses on uncovering biases in Artificial Intelligence (AI). With over 32 years of experience in academia and government, she addresses barriers and biases in broadening the participation of underrepresented groups in STEM. She is also the Principal Investigator of the JSU ADVANCE IT project.

Gender, Race, and AI: Does AI further propagate bias?

Shauna A. Morimoto, PhD

Professor, Associate Dean, Principal Investigator, University of Arkansas

Email: smorimot@uark.edu

Dr. Shauna Morimoto is a Professor of Sociology and Associate Dean at the University of Arkansas. Serving as the Principal Investigator on the U of A's NSF ADVANCE Adaptation Grant, she publishes extensively on intersectionality and organizational inequalities, focusing on institutional change.

Women's Leadership on College Campuses: How the UA ENGAGE Workshop Builds Faculty Leadership Intentions and a More Equitable Campus Community

Peer Mentoring Circles through ADVANCE

Brandon Moton, DrPH, MPH

Co-Chair Cultural Humility/Implicit Bias subcommittee, Florida Agricultural and Mechanical University

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Dr. Brandon A. Moton is an Assistant Professor and Program Director at Florida A&M University's School of Allied Health Sciences. His research interests include sexual health disparities, human trafficking, cultural humility, and HIV interventions for racial and ethnic minorities.

Where Do We Go From Here: Cultural Humility and DEI in a Changing Political Landscape

Larry Napoleon, PhD

Associate Professor, School of Education, North Dakota State University

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Dr. Larry Napoleon, Jr. is an Associate Professor in the School of Education at North Dakota State University. His research focuses on educational outcomes for non-traditional and marginalized populations. Dr. Napoleon has also served in advisory roles to the administration and as a university fellow.

Are We Making Space for Disability in Faculty Equity Initiatives?

Olfa Nasraoui

Principal Investigator of ATHENA NSF ADVANCE, Professor of Computer Science & Engineering, University of Louisville

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Dr. Olfa Nasraoui serves as the Principal Investigator of the NSF ADVANCE Adaptation grant ATHENA at the University of Louisville. Her expertise lies in mentoring interventions, and she is qualified to speak on adapting methods and interventions to emerging challenges in the fieldwork.

What does Adaptation Look Like for A Mentoring Intervention?

Laura P. Naumann, PhD

Principal Investigator of PEER Project, Professor, and Chair of the Department of Psychology and Counseling, Nevada State University

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Dr. Laura P. Naumann is a Professor of Psychology and currently serves as the Chair of the Department of Psychology and Counseling at Nevada State University. She leads the PEER Project, focusing on equity enhancement and retention. Her research examines factors affecting faculty workload.

Tracking invisible service: Using Interfolio to address faculty workload inequity

Scaffolding SoTL Research Design for Faculty Development

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Dr. Truc Nguyen is a faculty member in the Curriculum Research & Development Group at the University of Hawai'i at Mānoa. She coordinates initiatives promoting equity in STEM experiences and serves in leadership roles in various educational associations.

Advancing kaulike (equity) focusing on STEM intersectional experiences at the University of Hawai'i at Mānoa (UHM)

Preliminary Findings from an ADVANCE Catalyst Institutional Equity Assessment

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Dr. Diane Nititham is a qualitative sociologist specializing in ethnography. She serves as the Co-PI of Murray State ADVANCE and has extensive experience in designing and conducting research studies on various topics.

Microscopes and Megaphones: A Mixed-Method Approach to Measuring Intersectional Diversity Climate

Brenda Nix, MS

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Brenda Nix is the grant coordinator for the DU-MERISTEM program at the University of Denver. She holds a Master of Science in Environmental Science and plays a crucial role in managing and coordinating grant-related activities.

DU-HEAL program: Increasing accountability and addressing harm through mechanisms of alternative conflict resolution

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Tammy Nofsinger serves as the Senior Program Coordinator of the ATHENA NSF ADVANCE program at the University of Louisville. With her expertise, she contributes to the adaptation of methods and interventions to address emerging challenges in the field.

What does Adaptation Look Like for A Mentoring Intervention?

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Dr. Anne M. O'Leary-Kelly is a Professor of Management at the University of Arkansas. She is actively involved in the ENGAGE program and conducts research on gender and work, focusing on building faculty leadership intentions and fostering equity on college campuses.

Women's Leadership on College Campuses: How the UA ENGAGE Workshop Builds Faculty Leadership Intentions and a More Equitable Campus Community

Jodi O'Brien, PhD

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Dr. Jodi O'Brien holds the position of Vice Provost and is a Professor of Sociology at Seattle University. She leads an NSF ADVANCE Partnership project aimed at increasing equity for women and faculty of color through cultural and institutional changes.

Faculty Think Tanks as Engines of Cultural Transformation

Erika Offerdahl, PhD

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Dr. Erika Offerdahl is a Professor at Washington State University and serves as the Associate Vice Provost. Her research focuses on transformational change in undergraduate STEM education, and she co-leads the VAuLTS project, which aims to promote leadership training for women in STEM.

Values-based leadership training for women in STEM

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Dr. Lalita Oka is an Associate Professor at Fresno State with a focus on women's issues in engineering academia. She is also the Director of Research Alliance on an NSF-ADVANCE Partnership Grant, where she works on integrative solutions to address women's issues in engineering.

Foreign-Born/Foreign-Trained Women in Engineering Academia and the Dilemma of Intersectionality

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Dr. Deb Ortega serves as the Director of DU's Latinx Center and is a Professor of Social Work. She is actively involved in DU's ADVANCE Adaptation award program and leads research efforts focused on increasing accountability and addressing harm through alternative conflict resolution mechanisms.

DU-HEAL program: Increasing accountability and addressing harm through mechanisms of alternative conflict resolution

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Dr. Marcia Allen Owens is a Professor of Environmental Science at Florida A&M University and serves as the Principal Investigator of the FAMU ADVANCE IT project. Her research interests include advancing Black women in STEM, particularly at Historically Black Colleges and Universities (HBCUs).

FAMU ADVANCE Sankofa 2018-2024: Pandemic, Politics, Promotions, Progress

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Dr. A. Nevell Owens is an Associate Professor of Religion at Florida A&M University and serves as Co-Chair of the Cultural Humility/Implicit Bias Team of FAMU ADVANCE. His research areas include Black Religion in America, African Diasporic Religions, and Religious Ethics.

Where Do We Go From Here: Cultural Humility and DEI in a Changing Political Landscape

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Esra Ozdenerol leads the NSF ADVANCE ASPIRED program at the University of Memphis, specializing in GIS and equity in STEM. Her research focuses on using geospatial technologies to address public and environmental health issues and gender inequalities. Additionally, she hosts the "Change Agents" podcast.

Advancing Equity in the Workplace Theater Script Book Volume 1

Stephani Page, PhD

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The Women in Engineering Pro-Active Network; ARC Network; ADVANCE Journal

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Dr. Page is the Director of Strategic Initiatives for WEPAN and is a Co-PI for the ARC Network, ACCESS+, and the Women of Color in Engineering Collaborative grants. She has nearly 20 years of academic STEM research and EDI experience. Dr. Page is also a Guest Editor for the ADVANCE Special Journal.

Scaling Intersectional Gender Equity in Computing & Engineering Academic Workplaces with Systemic Change Practices SHE SAID IT. I BELIEVE IT. THAT SETTLES IT. INSTITUTIONAL BETRAYAL & ACADEMIC TRAUMA

Empowerment in Action: Women of Color in Engineering Collaborative

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Dr. Marise Parent is a STEM scientist and the Principal Investigator of the NSF ADVANCE-IMPACT project at Georgia State University. Her work focuses on promoting diversity, equity, and belonging in STEM, particularly at the undergraduate, graduate, and tenure-track levels.

Learning Across Institutions: Adapting and Institutionalizing Bystander Leadership Training

Sally Pasion, PhD

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Dr. Sally Pasion is an Associate Professor of Biology and a leader with SFSU Transforms. Her research interests include DNA replication, telomere maintenance, and cell cycle regulation in yeast. She contributes to succession planning for sustainability in her role as part of the leadership team.

Succession Planning for Sustainability

Lara Cristina Perez-Felkner, PhD

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Dr. Lara Perez-Felkner is an Associate Professor of Higher Education and Sociology at Florida State University. Her research focuses on social disparities in postsecondary pathways to educational attainment and scientific careers, with a particular emphasis on computing and engineering fields.

Institutionalizing Normative Changes for Recruitment, Empowerment, Advancement, and Systemic Equity for STEM Faculty in Florida

Developing a Model for Empowerment: Leveraging Intersectionality and Attention to Health to Foster the Possibility of Thriving in the Academy

Jennifer M. Poe, MA

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Ms. Jennifer M. Poe holds a Master's degree in psychological science and has extensive experience in research design and implementation in higher education. She focuses on adapting research development coordinator roles to support faculty at the University of Colorado Colorado Springs.

Research Development Coordinator: Adapting an R1 position to support R2 faculty

Wendy Pogozeleski, PhD

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Dr. Wendy Pogozeleski's work centers on gender equity in STEM at primarily undergraduate institutions (PUIs). She has developed training modules on gender equity for administrators and department chairs and created a network of inter-institutional virtual affinity groups to support women and those with marginalized identities in STEM at PUIs.

Impact of an NSF ADVANCE Partnership on STEM faculty equity in the COPLAC consortium of public liberal arts colleges

Bridging Differences Between Administration and Faculty and a Post-Pandemic Call for Prioritizing Faculty Equity at PUIs

Creation of Inter-institutional virtual Affinity Groups to Support Women in STEM in a Network of Primarily Undergraduate Institutions

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Dr. Sara E. Rácz brings her experience as a Senior Lecturer in a STEM field to her work in designing mentoring program components and leading peer-mentoring circles and workshops. She has integrated the non-tenure track experience into the NSF ADVANCE program at the South Dakota School of Mines.

Mentoring Circles: Inclusion of Non-tenure Track Faculty Key to Successful Cultural Change

Empower through Inclusivity: Programs and Policies for Faculty Retention and Promotion

Peer Mentoring Circles through ADVANCE

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Dr. Kacy Redd leads and facilitates learning and practice communities related to open scholarship, research enterprise, and improving teaching and learning as the Associate Vice President of STEM Education and Research Policy at APLU. He focuses on institutional change blueprints for revitalizing academic careers and environments with an equity-centered faculty success approach.

Institutional Change Blueprint for Revitalizing Academic Careers & Environments: An Equity Centered Faculty Success Approach

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Dr. Aileen M. Reid is a Co-PI on the Spartans Advance project and Assistant Professor of Educational Research Methodology at UNC Greensboro. Her research focuses on investigating inequities in outcomes among underrepresented and minoritized groups, with a particular emphasis on values-engaged teaching, learning, and mentorship in research and evaluation.

Leveraging Opportunities for Systemic Change in Challenging Times

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Virginia Rhodes, M.S., serves as the Project Director for the Women in Engineering ProActive Network's (WEPAN) ADVANCE Resource and Coordination Network (ARC Network). This National Science Foundation grant-funded project is focused on advancing the culture of inclusion and diversity within STEM disciplines.

Shaping STEM Equity: Diverse Experts, Pivotal Topics, Actionable Recommendations

Erin L. Rider, PhD

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Dr. Erin L. Rider, with a background in sociology, serves as the Assistant Director of Faculty Development and Diversity at Nevada State University. Her role involves facilitating faculty professional development programming on scholarship and mentoring.

Tracking invisible service: Using Interfolio to address faculty workload inequity

Scaffolding SoTL Research Design for Faculty Development

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Dr. Roberta Rincon is the Director of Research at the Society of Women Engineers (SWE), where she manages gender equity initiatives in engineering and technology. With over 20 years of experience in education research and policy, she advocates for inclusive STEM cultures.

Empowerment in Action: Women of Color in Engineering Collaborative

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Dr. Iris Rivero holds the Paul and Heidi Brown Preeminent Chair and serves as the Department Chair of Industrial and Systems Engineering at the University of Florida. Her NSF-funded research emphasizes the professional development of women of color in engineering academia.

Preparing for Bumps in Your Institution's Journey Toward Salary-Equity

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Dr. Lance Roberts serves as the Provost and Vice President for Academic Affairs at South Dakota School of Mines and Technology. He has a background in civil engineering and has been actively involved in initiatives such as advocate workshops and mentoring circles aimed at promoting faculty retention and promotion.

Advocate Workshops working towards a Culture of Development

Mentoring Circles: Inclusion of Non-tenure Track Faculty Key to Successful Cultural Change

Empower through Inclusivity: Programs and Policies for Faculty Retention and Promotion

Kathleen Rodgers, PhD

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Dr. Kathleen Rodgers specializes in research areas such as adolescent sexuality, well-being, and parent-adolescent relationships. She is actively involved in values-based leadership training for women in STEM at Washington State University.

Values-based leadership training for women in STEM

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Dr. Josephine Rodriguez has served as a Principal Investigator of NSF ADVANCE Partnership and Track 1 S-STEM grants. Her research focuses on addressing STEM equity issues for Central Appalachia students. She is currently a program officer at the NSF.

Impact of an NSF ADVANCE Partnership on STEM faculty equity in the COPLAC consortium of public liberal arts colleges
Bridging Differences Between Administration and Faculty and a Post-Pandemic Call for Prioritizing Faculty Equity at PUIs

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Dr. Lola Rodríguez Vargas specializes in culturally responsive practices to advance historically excluded groups. She holds degrees in Industrial Microbiology and Biology and a Ph.D. in Higher Education focusing on diversity and social justice.

Advancing Women of Color in Engineering

Empowerment in Action: Women of Color in Engineering Collaborative

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Dr. Leslie Rollins is an Associate Professor of Psychology at Christopher Newport University. She serves as a co-Investigator on the university's NSF ADVANCE Catalyst grant, which aims to support a self-assessment of systemic inequities among STEM faculty.

Catalyzing Equity Among STEM Faculty at a Public Liberal Arts Institution

Denise Roseland, PhD

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Dr. Denise Roseland is an Associate Professor at the University of Wisconsin Whitewater and serves as the external evaluator for the university's ADVANCE Grant. Her research focuses on equity & inclusion in educational programs, enhancing evaluation use, innovation in teacher education, and program evaluation's role in fostering organizational learning.

Institutional Instability: friend or foe for advancing gender equity in STEM?

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Dr. Sue Rosser is Provost Emerita and Professor Emerita at San Francisco State University. She has authored numerous books and articles on the theoretical and applied problems of women and science, health and technology, and has held numerous NSF grants. Dr. Rosser also serves as the Evaluator for NSF-ADVANCE Partnership Grant #2121950.

Foreign-Born/Foreign-Trained Women in Engineering Academia and the Dilemma of Intersectionality

Delaney Ryan, MPH

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With a Masters in Public Health, Delaney Ryan specializes in workforce development, DEI, and higher education. She is trained in data visualization, specifically Tableau, and is involved in projects aimed at process improvements to create useful and actionable salary equity analyses.

Process Improvements to Create a Useful and Actionable Salary Equity Analysis

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Dr. Arezoo Sadrinezhad is an Associate Professor of Civil Engineering at Fresno State. She serves as a faculty mentor for the SWE student chapter and is the Co-PI and Director of the Mentoring and Networking program on NSF-ADVANCE Partnership Grant #2121950.

Foreign-Born/Foreign-Trained Women in Engineering Academia and the Dilemma of Intersectionality

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Dr. Sherri Sanders is the Director of Higher Education and a senior research associate with NCWIT at the University of Colorado Boulder. Her research focuses on gender equity and inclusion in higher education, recruitment and retention of underrepresented communities in computing, and organizational culture change.

Scaling Intersectional Gender Equity in Computing & Engineering Academic Workplaces with Systemic Change Practices

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Dr. Alka Sapat serves as the PI for the FAU NSF ADVANCE ADAPTATION – EMPOWER grant. She co-founded and co-chairs the STRIDE initiative, focusing on recruitment and retention, and serves as a Professor and Director at the School of Public Administration at Florida Atlantic University.

Leveraging institutional data to foster equity and change: A case study at Florida Atlantic University Recruitment, Retention and Dual Careers

Sarina Saturn, PhD

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Dr. Sarina Saturn, with a background in neuroscience, serves as the Director of Strategic Partnerships and an editor for the ADVANCE Journal. Her research interests include the biology of emotions, public health equity, and the experiences of underrepresented groups in academia.

SHE SAID IT. I BELIEVE IT. THAT SETTLES IT. INSTITUTIONAL BETRAYAL & ACADEMIC TRAUMA

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Jamie Saville organizes several programs at the University of Michigan, including the STRIDE Committee and Faculty Development Workshops. With a background in diversity initiatives, she applies her expertise to faculty development.

Making STRIDES in 2024: Care and upkeep of an evidence-based equitable faculty hiring workshop over two decades

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Dr. Malcolm Schug's research interests include evolutionary genetics and animal behavior. He is involved in projects focusing on biology curriculum, student, and faculty equity and serves as a Co-PI on the Spartans Advance project.

Leveraging Opportunities for Systemic Change in Challenging Times

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Dr. Maria Schultheis is a professor with appointments in the Department of Psychological and Brain Sciences and the School of Biomedical Engineering, Science and Health Systems at Drexel University. She serves as a Co-PI on an NSF ADVANCE grant.

Multiple Paths to Full: Centering Diverse Women's Experiences in Reconfiguring Faculty Promotion

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Dr. Veronica Segarra is an Associate Professor and the Maryland E-Innovation Endowed Chair in Biological Sciences and Chemistry at Goucher College.

Integrating Justice-centered STEM into the Goucher College General Education Curriculum

Characterizing the benefits and challenges of a STEM faculty-in-residence program at Goucher College

Heithier M. Seitz, PhD

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Dr. Heithier Seitz has led NSF-funded projects involving systemic change professional development for faculty and has extensive experience in educational research in the community college context.

Values-based leadership training for women in STEM

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Dr. Denise Sekaquaptewa serves as the Director of the UM ADVANCE Program and is a Professor of Psychology at the University of Michigan. Her research focuses on intergroup stereotyping, implicit bias, and the experiences of women and underrepresented minorities in science and engineering.

Making STRIDES in 2024: Care and upkeep of an evidence-based equitable faculty hiring workshop over two decades

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Stephanie Shaulskiy, with a background in Educational Psychology, serves as a Research and Evaluation Specialist for the UM ADVANCE Program. Her research interests focus on the development of belonging in educational settings.

Process Improvements to Create a Useful and Actionable Salary Equity Analysis

Using mixed-methods analysis to identify factors that contribute to belonging for faculty, staff, and PhD students at University of Michigan

Susan Shaw, PhD

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Dr. Susan Shaw is a Professor of Women, Gender, & Sexuality Studies at Oregon State University and the founding senior editor of the ADVANCE Journal. She has been involved in various diversity and equity initiatives in higher education.

SHE SAID IT. I BELIEVE IT. THAT SETTLES IT. INSTITUTIONAL BETRAYAL & ACADEMIC TRAUMA

Anna Sher, PhD

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Dr. Anna Sher Simon is a Biology full professor at the University of Denver. She is involved in various initiatives promoting equity and inclusion in STEM and serves as the Faculty Director and Co-PI for DU MERISTEM, an ADVANCE Adaptation grant.

DU-HEAL program: Increasing accountability and addressing harm through mechanisms of alternative conflict resolution

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Dr. Sims is Executive Director and CEO of WEPAN, ACCESS+ PI, and Co-PI for ARC Network, ADVANCING Knowledge, and NCWIT ADVANCE Partnership grant. She is also on the BOD of the INCLUDES WCEC. She has 25+ years of experience as an industry engineer and K-20 researcher, educator, and administrator, where she worked to broaden participation in engineering.

Scaling Intersectional Gender Equity in Computing & Engineering Academic Workplaces with Systemic Change Practices

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Dr. Jessi Smith serves as the Vice Provost for Research, Professor of Psychology, and PI for an NSF ADVANCE Adaptation award at the University of Colorado, Colorado Springs. Her projects focus on reshaping university infrastructure to build inclusive research cultures.

Faculty Think Tanks as Engines of Cultural Transformation

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Dr. Adam Smith is the Associate Dean of Undergraduate Education, Director of General Engineering, and an Associate Professor of Chemical Engineering and Biomedical Engineering at the University of Mississippi. He is involved in an NSF ADVANCE Catalyst team focusing on STEM faculty inequities related to gender.

A Developmental Systems Approach to Faculty Equity in STEM

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A Developmental Systems Approach to Faculty Equity in STEM

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Dr. Tiffany Smith serves as the Director of Research and Career Support at the American Indian Science and Engineering Society (AISES). She is involved in initiatives promoting empowerment for women of color in engineering.

Empowerment in Action: Women of Color in Engineering Collaborative

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Dr. Laurel Smith-Doerr is a Sociologist at the University of Massachusetts, Amherst, investigating the connections between science, gender, and organizations. She is the PI of the UMass ADVANCE project, focused on providing research and solutions for faculty equity.

Life and Half-Life after NSF: Resources, Recognition and Relationships - Leveraging R3 to Institutionalize Research-Driven Practice for Faculty Equity

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Dr. Lori Anderson Snyder is a Professor of Organizational Psychology at the University of Oklahoma. She serves as the Project Director of OU Elevate, an ADVANCE IT project focusing on faculty development.

A Faculty Performance Model and Customizable Toolkit to Promote Comprehensive and Equitable Faculty Annual Evaluations: Year 2 Progress

Patricia Sotirin, PhD

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Dr. Patricia Sotirin recently retired after a multi-decade career as a professor of humanities. She serves as a PI on the most recent ADVANCE grant at Michigan Technological University.

Creating a sustainable male Advocates group to support ADVANCE goals: Lessons learned at Michigan Technological University

Christiane Spitzmueller

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Dr. Christiane Spitzmueller is the Vice Provost for Academic Affairs and Strategy at UC Merced. She is involved in projects aimed at improving recognition and belonging among faculty.

How Do We Advance Sustainable and Equitable Practices in University Promotion and Tenure?: Lessons From Seven Years of Data Within a 10-Institution Consortium

Darrion Sprueill, MA

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Darrion Sprueill is the Sr. Project Manager of American University's ADVANCE Adaptation grant. He oversees the coordination of grant activities and handles pre-and-post award functions.

The Imperative for Improving Recognition and Belonging among Non-Tenure-Track Faculty

Nika Stoop, PhD

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Dr. Nika Stoop earned a Ph.D. in Molecular Biophysics and Biochemistry and works at Montana State University. Her recent work and publications focus on supporting faculty development for women in STEM.

Values-based leadership training for women in STEM

Andrew Storer, PhD

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Dr. Andrew Storer serves as Provost at Michigan Technological University and is a PI on the most recent ADVANCE grant at the university.

Creating a sustainable male Advocates group to support ADVANCE goals: Lessons learned at Michigan Technological University

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Dr. Evangeline Su is a staff member at the University of Wisconsin-Madison and co-founder of the SEER Institute. She works on National Science Foundation projects focused on diversity, equity, inclusion, and justice.

The SEER Process

Colette Taylor, EdD

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Dr. Colette Taylor is a Professor of Educational Leadership and Special Assistant to the Provost at Seattle University. She is involved in projects focused on supporting academic change-makers and institutionalizing programs.

Connecting the Dots: An Emergent Pattern of Sustainable, Institution-Wide Transformation

Eva Thanheiser, PhD

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Eva Thanheiser is a mathematics educator who uses a critical lens to examine mathematics teaching and learning across the K-16 levels. She also examines minoritized STEM faculty experiences at Portland State University.

Studying The Experience and Empowerment Gaps at Portland State University

Lachonya Thompson, MSHR

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Lachonya Thompson is Assistant Provost for Faculty Affairs in the UNC-Chapel Hill Office of Faculty Affairs where she oversees a variety of faculty personnel functions. She is a senior human resources professional with experience in business operations, including human resources, strategic planning, policy development, organizational development, and leadership.

TEAM ADVANCE: From Adaptation to Institutionalization

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Shannon is an Advocate at the South Dakota Mines since 2022.

Advocate Workshops working towards a Culture of Development

Shawna Vican, PhD

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Dr. Vican is an assistant professor of sociology and criminal justice at the University of Delaware. She was a co-PI of the University of Delaware's NSF ADVANCE Institutional Transformation award (2014-2022) and is currently research director of the UD ADVANCE Institute.

Sustaining NSF ADVANCE Initiatives Post-Pandemic: University of Delaware (UD) ADVANCE

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Kyungsoon Wang is a data analyst on a current NSF ADVANCE Catalyst Grant.

Examining Quantitative and Qualitative Measures of Equity for a Diverse STEM Faculty Body at a Young MMSI, HSI Teaching-Focused Institution

STEM Faculty Salary Analysis at a Young MMSI, HSI Teaching-Focused Institution

Sally Wasileski, PhD

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Dr. Sally Wasileski is Chair and Professor of Chemistry at the University of North Carolina Asheville, and is one of the PIs of ADVANCE Partnership: Council of Public Liberal Arts Colleges Partnering and Liaising Across the Nation (NSF 1935916, 1935889, 1935917). Dr. Wasileski is also PI of several NSF S-STEM grants.

Impact of an NSF ADVANCE Partnership on STEM faculty equity in the COPLAC consortium of public liberal arts colleges
Bridging Differences Between Administration and Faculty and a Post-Pandemic Call for Prioritizing Faculty Equity at PUIs

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As part of a team, I helped to develop coding criteria and code 14 department bylaws from CMU with a focus on their transparency, clarity of standards, flexibility of work-life awareness, accountability, and consistency. Our analyses included sections pertaining to promotion/tenure, policies and procedures, department chairs, other leadership, and committees.

Where Does Bias Live in CMU's Department Bylaws?

Joseph Wellman, PhD

Associate Professor of Psychology, University of Mississippi

Email: wellman@olemiss.edu

Dr. Joseph Wellman is an Associate Professor of Psychology. He is also a Co-PI on an NSF ADVANCE Catalyst team working on applying a sociocultural developmental systems approach to understanding STEM faculty inequities related to gender from an intersectional lens.

A Developmental Systems Approach to Faculty Equity in STEM

Cynthia Werner, PhD

Senior Executive Associate Dean, College of Arts and Sciences, Texas A&M University

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Dr. Cynthia Werner is a Professor of Anthropology and the Senior Executive Associate Dean in the College of Arts and Sciences. As the former Director of ADVANCE at Texas A&M, she led a qualitative research project on the differential impacts of COVID-19 on scholars that informed university policies and procedures.

Supporting Faculty During and After the COVID-19 Pandemic: Insights from a Qualitative Study

Karleen West, PhD

co-PI, State University of New York at Geneseo

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Dr. West earned her PhD in political science from the University of Iowa and held a faculty position at West Virginia University prior to coming to SUNY Geneseo in 2014. She is currently Professor and Chair of the Department of Political Science and International Relations.

Impact of an NSF ADVANCE Partnership on STEM faculty equity in the COPLAC consortium of public liberal arts colleges
Bridging Differences Between Administration and Faculty and a Post-Pandemic Call for Prioritizing Faculty Equity at PUIs

Rochelle L. Williams, PhD

Chief Programs Officer, National Society of Black Engineers

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Dr. Rochelle L. Williams, Chief Programs Officer at NSBE, oversees program implementation across all demographics. Previously, she directed projects at AWIS and served as a Research Scientist at Prairie View A&M University. As a National Academies Fellow, she contributed to the study on Sexual Harassment in Academic Sciences.

Empowerment in Action: Women of Color in Engineering Collaborative

Carolyn Winslow, PhD

Intermediate Research and Evaluation Specialist, ADVANCE Program at University of Michigan

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Carolyn is an organizational-research psychologist with expertise in program evaluation, survey design and analysis. She has conducted internal research/consulting for corporations, higher education institutions, and government agencies. She received her B.A. in Psychology from the University of Pennsylvania, and her M.A. and Ph.D. in Industrial-Organizational Psychology from George Mason University.

How can department level-survey data insights be used to advance diversity, equity, and inclusion for STEM faculty?

Kirsten E. Wood, PhD

Associate Professor of History, Florida International University

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Kirsten E. Wood, Ph.D. was Associate Director of the Office to Advance Women, Equity, and Diversity (2019-2023) and is an Associate Professor of History at Florida International University. A historian of the nineteenth-century U.S., she contributes to justice, diversity, equity, and inclusion initiatives in her professional scholarly associations.

Learning Across Institutions: Adapting and Institutionalizing Bystander Leadership Training

Margaret M. Yacobucci, PhD

PI and Project Director, BGSU ALLIES, Bowling Green State University

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Yacobucci has led a series of projects to support the career advancement and leadership development of women faculty in STEM. She serves as Lead PI for BGSU ALLIES, our NSF ADVANCE-Adaptation track project to develop STEM faculty allies and inclusive leaders at BGSU.

Sustaining Equity Efforts for the Long Term

Yoke Khin Yap, PhD

Professor, Michigan Technological University

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Yoke Khin is a professor of Physics.

Creating a sustainable male Advocates group to support ADVANCE goals: Lessons learned at Michigan Technological University

Wuqi Yu, MEd

Graduate Assistant, ADVANCE Program at University of Maryland, College Park

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Wuqi Yu (he/him) is the Graduate Assistant for ADVANCE Program. He primarily supports education and training initiatives, including coordinating Inclusive Hiring Workshops and the Equity Coaches Program. He is also a Ph.D. student in the International Education Policy Program.

UMD Equity Coaches: Building Capacity for Equity-Minded Change in Faculty Hiring

Robin Zhang, PhD

Co-PI Murray State ADVANCE, Chair, Professor of Earth and Environmental Sciences, Murray State University

Email: gzhang@murraystate.edu

Dr. Zhang is a co-PI of Murray State ADVANCE and led a subcommittee to study dual-career policies at other institutions and their possible adoption at MSU. She also served as a co-PI on the MSU Catalyst grant.

Microscopes and Megaphones: A Mixed-Method Approach to Measuring Intersectional Diversity Climate

Chibin Zhang

Data Scientist, Aleria

Email: chibin@alerialabs.com

Chibin has been working in DEI analytics at Aleria since 2017. She holds a Master's Degree in Economics from the City College of New York, and a Master's Degree in Finance from the University of Melbourne. She conducts all data analytics and data visualization for Aleria.

Beyond Diversity: Quantifying Inclusion for Women of Color Faculty in STEM

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2023-2024



Brooke Coley, PhD

Assistant Professor at Arizona State University Polytechnic and Founding Executive Director at Center for RARE JUSTICE

Racing Against the Clock: A meta-analysis of publication timelines across STEM equity research in STEM education outlets

Brooke C. Coley, Ph.D. is Founding Executive Director of the Center for Research Advancing Racial Equity, Justice, and Sociotechnical Innovation Centered in Engineering (RARE JUSTICE)—an unprecedented testbed for innovating and modeling antiracist and equitable engineering futures—and Assistant Professor of Engineering, both at Arizona State University. Across several national projects funded primarily by the National Science Foundation, Dr. Coley's research lies at the intersection of racial equity, mental health and qualitative research methods encompassing critical theory, participatory action research, and arts-based research methods. Her work is anchored in an intentional amplification of the voices of minoritized populations in STEM with the goal of informing disruption of the pervasive systemic inequities found in racialized organizations such as institutions of higher learning. Leveraging the outcomes of this work, Dr. Coley will continue to create exemplars of equity in action across realms of the academic enterprise—lived experience and restorative justice, scholarship generation and metrics, and rewards systems and structures. Dr. Coley recently received the 2021 Diversity and Inclusion Award from the Ira A. Fulton Schools of Engineering for her commitment to creating and fostering a diverse and inclusive environment. Dr. Coley earned her Doctor of Philosophy degree in Bioengineering with a concentration in Biomechanics from the University of Pittsburgh. She also completed her Bachelor of Science in Chemical Engineering at the University of Maryland Baltimore County as a Meyherhoff Scholar.



Jessica Gold, PhD

Postdoctoral Researcher, Northeastern University

Bringing the people back in: a meta-analysis of equity work(ers) in academic institutions

Dr. Jessica Gold is a postdoctoral researcher at Northeastern University in the Sociology and Anthropology department. She earned her BA in Sociology from the College of William and Mary and her PhD in Sociology at the University of California, Davis. Dr. Gold's research focuses on organizational analyses of gender and racial inequality, including university faculty hiring and scientific teams. She is a mixed-methods researcher, using computational text and network analysis, quantitative statistical methods, and qualitative interviews.

2022-2023



Erin Winterrowd, PhD

Associate Professor of Psychology and Director of the Women's and Gender Studies Program at Regis University

Academic Motherhood: A Mixed-method Review of the 'Child Penalty' for Women of Color in STEM

One factor deterring junior scientists from pursuing careers in academia is the perception that women in STEM must compromise between family and career goals. But is this still the case? The attention to work-family navigation in the academy has only heightened since the beginning of the COVID-19 pandemic as gender and racial inequities have been laid bare. The current project aims to take advantage of this attention to working mothers and gendered racism in higher education by summarizing the recent literature on the impact of academic motherhood, particularly for women of color, on success as a scientist.



Sue Rosser, PhD

Provost Emerita at San Francisco State University

Towards a Better Understanding of the Experiences of FB/FT STEM Faculty: A Systematic Review and Qualitative Meta-synthesis of the Literature through Intersectional Lenses of Gender and Race/Ethnicity

Limited research has focused on the experiences of foreign-born/foreign-trained (FB/FT) faculty compared to the United States-born/United States-trained (USB/UST) faculty, and even fewer have used the intersectional lens of gender to explore issues faced by FB/FT women faculty compared to either FB/FT men faculty or USB/UST women faculty in STEM departments. This systematic review and meta-synthesis of extant qualitative literature on FB/FT faculty using intersectional lenses of gender and of race/ethnicity should provide valuable information that might be used to determine policies and practices tailored to better enhance inclusion, career success and retention of both FB/FT and USB/UST faculty of all genders and race/ethnicities.

2021-2022



Dawn Culpepper, PhD

Associate Director and Research Asst Professor, University of Maryland

Advocates, Allies, or Bystanders: Applying Intersectional Perspectives to Bystander Intervention Trainings in the Academic Workplace

Merely raising individual awareness of implicit bias can reinforce, rather than mitigate, its impact in the academic workplace. Many ADVANCE programs have launched bystander intervention programs, or trainings aimed at giving faculty members from majority groups (i.e., individuals who identify as White and/or men) skills and strategies to disrupt gender bias. Yet, questions about the goals, content, and potential application of such interventions remain. The goal of this qualitative meta-synthesis is to consider the potential limitations and possibilities of developing bystander intervention trainings with an intersectional lens. Drawing from a vast literature on empirical studies of bystander interventions and allyship in fields like sociology, social psychology, behavioral economics, and social justice education, this synthesis will provide insights to practitioners and researchers about how to develop, implement, and study intersectionally-minded bystander engagement programs.



Rachele Hendricks-Sturup, DHS

Research Director, Real World Evidence at Duke-Margolis Center for Health Policy

Industry-academia partnerships in STEM: A meta-synthesis of literature and evidence gaps on gender and gender intersectionality

Industry-academia partnerships are a paradigm of and pathway to success for many academics in science, technology, engineering, and math (STEM). Yet, some studies have exposed a significant gender gap in industry-academia partnerships, creating the need to conduct a systematic literature review to describe evidence and evidence gaps on the role of gender and gender intersectionality within industry-academia partnerships in STEM. Dr. Hendricks-Sturup's project consists of meta synthesis of scholarly literature to identify, define, and understand underlying themes at the intersection of gender and industry-academia partnerships in STEM and examine how those themes exist or might vary across various STEM disciplines ("research topic").



Rodica Lisnic, PhD

Sociologist, Department of Sociology and Criminology at the University of Arkansas
Strategies of Persistence among Women of Color in STEM: A Meta-Ethnography of Qualitative Findings

The purpose of this project is the explorative compilation of persistence strategies women of color in STEM use to navigate the tenure and promotion processes. This study focuses on intersectional, and inter-ethnic differences in persistence strategies by analyzing and interpreting findings from literature about how Black, Asian, Latina, and Indigenous women faculty persist despite systemic barriers in STEM fields. The findings will be interpreted through the prisms of gendered and racialized organizations, and intersectionality frameworks. Meta-ethnography will be used as a methodological tool to analyze 46 publications collected through the Systematic Literature Review (SLR) protocol covering 14 bibliographic databases representing various disciplines. The analytical interpretation of the findings will subsequently guide formulation of policy recommendations to assist higher education institutions in attracting and retaining women of color faculty in STEM fields.

2020-2021



Ramón Barthelemy, PhD

Assistant Professor, University of Utah in Salt Lake City

LGBT+ Faculty and Students in STEM: Policies to Support Success and Inclusion

Historically, gender and sexual minority (GSM) and LGBT+ persons have been excluded from many discourses, analyses, and research conducted on issues of gender. This dates back to the beginning of the women's rights movement where lesbian and transgender women were explicitly excluded from activism and policy advocacy. Furthering the goal of intersectionality in STEM discourses and research is crucial. As its originator Kimberlé Crenshaw puts it, intersectionality is "a lens through which you can see where power comes and collides, where it interlocks and intersects." Fulfilling this vision means including all voices, particularly the most disadvantaged in STEM communities.

In order to promote the vision of intersectionality and be fully inclusive in the STEM community GSM persons should be considered for their unique perspectives and historic oppression. This meta-synthesis offers an important resource for future work by combining and integrating the existing disparate work on GSM persons in STEM with the larger education and workforce literature. This is necessary not only to support best practices and further research, but also to provide a platform in which funding proposals can be based. As was pointed out in a 2012 APS session on LGBT+ persons in physics, funding agencies have been hesitant to include LGBT efforts in their portfolios of research projects. Without such funding, bringing GSM STEM voices to the forefront will be near impossible. This meta-synthesis of existing work offers academic rigor to support such funding and GSM/LGBT+ advocacy in STEM.



Ramon Goings, EdD

Assistant Professor, University of Maryland, Baltimore County

Examining How Race/Ethnicity and Gender is Explored in Research on STEM Contingent Faculty

The onset of and fiscal response to the coronavirus pandemic unfortunately places a spotlight on the use of contingent faculty. Given the current and forthcoming faculty and administrator salary reductions, furloughs, and hiring freezes as a result of the pandemic, universities will continue to rely on, and in some ways increase their use of, contingent faculty as a price saving vehicle. However, it is important for institutions of higher education to understand the barriers and supports STEM contingent faculty face, particularly those from marginalized populations. This meta-synthesis explored not only how we discuss the intersection of race/ethnicity and gender in research on STEM contingent faculty, but also provided insights on best practices to support STEM contingent faculty in all of their intersectional identities.

It is important as a field to take a look at the research on STEM contingent faculty to understand what we know about this population and whose identities are discussed in research studies. Findings from this project provided insight into the barriers contingent faculty in STEM face, how institutions can support their needs, and how the intersection of race/ethnicity and gender influence the barriers they encounter and possible support systems. Additionally, this study served as a call to scholars to take up this new research agenda.



Joya Misra, PhD

Professor of Sociology and Public Policy, University of Massachusetts, Amherst

Gender, Intersectionality, Workload and Leadership in STEM Departments

This project aimed to address intersectional inclusion in decision-making and leadership, as well as over-inclusion in service. Women, particularly women of color, often face exclusion in STEM departments, including in decision-making. STEM faculty women may find it difficult to influence departmental decisions, particularly for women of color. Paradoxically, women often serve as “worker bees,” carrying out the lion’s share of committee work, mentoring, and service in the department – even as they may be locked out of more visible leadership opportunities and have less influence than colleagues around important and long-term decisions around promotion & tenure, faculty recruitment, or chair selection. Indeed, women’s engagement in service work and mentoring, as well as their lack of influence over other decisions, may negatively impact their retention and career progression. Thus, women are both excluded from weighty decisions, and over-included in the daily grind of service work, in ways that tend to reproduce existing hierarchies of inequality by race, gender, and other social locations.

The qualitative meta-analysis synthesized existing research on workload, decision-making and leadership, considering how race and nationality intersect with gender, to answer: (1) Are there gender differences in faculty influence and leadership? (2) How do these differences relate to workload imbalance? (3) How do these differences impact faculty careers, including retention and advancement? The goal was to connect these two literatures, and consider how to structure interventions to address these barriers. Service work is a form of leadership – yet the overrepresentation of White women and women of color in lower-level service work has not led to an overrepresentation of these women in leadership at higher levels. Addressing this puzzle through a meta-analysis generated new insights.



Kimberly Scott, EdD

Professor, Founding Executive Director, Center for Gender Equity in Science and Technology, Arizona State University

Analysis of Funding Trends Addressing Girls/Women of Color and STEM: An Intersectional Approach

Reasons for the outcries to better prepare, equip, and/or support women of color—namely, African American, Latinx, Native American, Native Hawaiian, Alaskan Native, Asian American and Pacific Islanders—in science, technology, engineering, and math (STEM) vary. Irrespective of which rationale program developers, researchers, or funders adopt, their missions rest on responding to urgent cries clamoring for our country's survival. In response, a movement has formed, referred to as the Race-Gender-Technology Movement (RGTM).

Meta-analysis will focus on funding trends targeting girls/women of color and STEM. The primary goal was to apply intersectionality as an analytical strategy to discover how funding agencies reinforce or challenge majoritarian narratives of girls/women of color in STEM. Using computational topic modeling, data visualizations were created to meet the following objectives: 1) Illustrate how well-known and well-intentioned funding practices address race-ethnic-gender disparity in STEM through funding mechanisms; 2) Illuminate how and when funding agencies emphasize the disparity of girls/women of color in STEM; and 3) Identify methods funders can successfully invest in the RGTM initiatives using different lexicons.

2019-2020



Allison Mattheis, PhD

Associate Professor, California State University Los Angeles

An integrative intersectional meta-analysis of understandings of gender in STEM higher education research

This work comprises an integrative meta-synthesis of the ways that gender is defined as a variable or identity characteristic in extant research on gender in STEM instruction and mentorship in higher education, how it is considered in combination with other social identities, and what interventions are most commonly proposed to address issues of underrepresentation. By analyzing research published since 2010 in approximately 30 relevant journals and employing different disciplinary and epistemological perspectives, promising exemplars were identified and a set of guidelines informed by intersectionality were developed to guide future research.



Beth Mitchneck, PhD

Professor Emerita, University of Arizona

Synthesizing research on gender biases and intersectionality citation analysis and practices

Citation analysis tools count the number of citations a research paper or author receives and serve as a proxy for research impact. Since research has shown the ways individuals choose what and who to cite are influenced by factors unrelated to the quality of the research, it is time to assess the efficacy of analysis tools. Dr. Mitchneck conducted a meta-synthesis of the literature on citation analysis and social influences over citation practices to document effects of gender and intersectionality. Indices reinforce barriers to advancement for scholars from underrepresented groups; publicizing inequities is the first step to addressing them.



Teresa Nelson, PhD

Professor, Simmons University (Professor) and Research Director, MIT Innovation Initiative Founder, The Impact Seat

Academic entrepreneurship in STEM: A meta-synthesis on the intersection of gender

A sequence of institution-building acts in the United States 1930-1980 set an infrastructure to facilitate the partnership of university faculty with government and private industry for the purpose of science invention and subsequent commercialization. Today academic entrepreneurship is increasingly the heart of science invention with entire industries like the internet and biotechnology rooted in faculty accomplishment. Rising demand since the 1960s for STEM gender equity intersects and complicates this institutional success story. This meta-synthesis compiles research from multiple fields to present the state of knowledge on women and gender, with an intersectionality concern, as regards faculty participation in academic entrepreneurship.

2018-2019



Cara Margherio, PhD

Assistant Director of the UW Center for Evaluation & Research for STEM Equity (CERSE)

Centering Women Faculty of Color in a Meta-Synthesis of Research on Mentoring

Dr. Margherio researched how women faculty of color remain not only underrepresented but also understudied at every level of the professoriate. Mentoring is one area of research in which the experiences of women faculty of color are often subsumed within the larger category of women faculty. Her research synthesized the features that emerge as most salient to address the mentoring needs of women faculty of color. Ultimately, her work illustrates how shifting the focus changes our understanding of what needs are met by mentoring and what is necessary for mentoring to be beneficial.



Ethel Mickey, PhD

Postdoctoral Research Associate, University of Massachusetts, Amherst

Implications for Career Success Resulting from STEM Faculty Networks

Faculty networks shape academic career success by providing collaboration opportunities, access to material resources, and access to implicit informal knowledge. Despite the theorized benefits of social networks, there is ever-increasing evidence that women's marginalization and exclusion from networks may, in part, contribute to their underrepresentation in STEM. Dr. Mickey researched the gender differences in faculty network characteristics and how gender differences in faculty networks contribute to and explain gendered variations in faculty career outcomes, including productivity, retention, and advancement.



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