



ADVANCE EQUITY IN STEM COMMUNITY CONVENING

JUNE 5-7, 2023 | DURHAM, NORTH CAROLINA



WWW.WEPAN.ORG | WWW.EQUITYINSTEM.ORG



Dear Conference Participants:

Warmest greetings! On behalf of the National Science Foundation's Directorate for STEM Education (EDU), it is my great pleasure to welcome you to the 2023 NSF ADVANCE Equity in STEM Community Convening. This meeting brings together stakeholders from across the STEM higher education community to catalyze and implement transformative changes for STEM faculty at all types of institutions of higher education.

It is an exciting time for the NSF ADVANCE program to explore innovative ways of collaboration by ensuring that all members of society are provided meaningful connections, experiences, and opportunities to engage and pursue STEM. The theme of this year's convening sets the stage for the collective work that will require participants to peel back the layers of systemic change; sustain and institutionalize efforts over time; engage in equitable and inclusive practices; and pinpoint viable solutions in harnessing excellence in faculty equity.

As the NSF ADVANCE program enters its 23rd year of investment, EDU is excited for the next twenty years of systemic change work and progress toward equity for STEM faculty. At NSF, EDU recognizes the importance of creating opportunities everywhere and that equity and inclusion for STEM faculty is critical for educating and training the next generation of scientists and engineers and for setting STEM research agendas for decades to come. This work is not only a moral imperative but also a necessity for a vibrant productive STEM research enterprise, which drives the economy of the Nation.

In closing, I wish you the very best as you engage with your colleagues and discuss ways to transform institutional boundaries to make STEM more equitable, inclusive, and accessible for all.

Take care and keep making STEM-inclusive excellence a priority!

Respectfully,

A handwritten signature in black ink, appearing to read "J. Moore III".

James L. Moore III
Assistant Director
National Science Foundation
Directorate for STEM Education



Dear ADVANCE Equity in STEM Community Convening (ADVANCE EiSCC) participant,

Welcome to this year's convening! Whether you are an ADVANCE grant recipient or a member of the ARC Network or the WEPAN organization, we are delighted you are here. Now, more than ever, we need practitioners and researchers to co-conspire and make effective and equitable changes to empower our institutions, organizations, and businesses to do a world of good.

Over the coming days, you will view posters, see presentations, and attend workshops. We hope you meet many like-minded colleagues and friends. After all, our networks and community help us build brighter tomorrows. Please use the many resources, like connecting with the National Science Foundation (NSF), to learn more about beneficial funding opportunities. Consider joining the ARC Network or WEPAN so that you can access resources such as our knowledge center, events, and community.

Enjoy your time at the ADVANCE EiSCC, and if WEPAN can ever serve you, do let us know.

Cheers,

Beth Anne Johnson

Beth Anne Johnson
WEPAN Board President



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

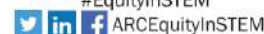
The ARC Network employs a continuous commitment to STEM equity, cultivating individual and organizational self-awareness and action in the community.

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



**Join
today!**

**Join
today!**

WEPAN connects people, research, and practice.

WEPAN offers initiatives, projects, and professional development that equips advocates with the tools to create change.

WEPAN is fueled by leaders, advocates, and supporters from nearly 200 universities, colleges, government agencies, Fortune 500 companies, small businesses, and non-profits working for sustainable, systemic impact.

WEPAN members:

- Develop professional contacts with leading thinkers and advocates for gender diversity in engineering
- Gain access to professional development and online communities
- Network, collaborate, and benchmark with colleagues committed to diversity and inclusion
- Learn about promising and proven research-based practices for recruitment and retention of women in engineering

Founded in 1990, WEPAN is the nation's first network dedicated to advancing cultures of inclusion and diversity in higher education and workplaces.

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 2023 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 2023 #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 2023 #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.

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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 2023 #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. Throughout the convening, including in our luncheon plenary on June 6, we directly address the impacts of the legal and policy landscape on our work and livelihoods, offering strategies for collective action and community solidarity.



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.

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.

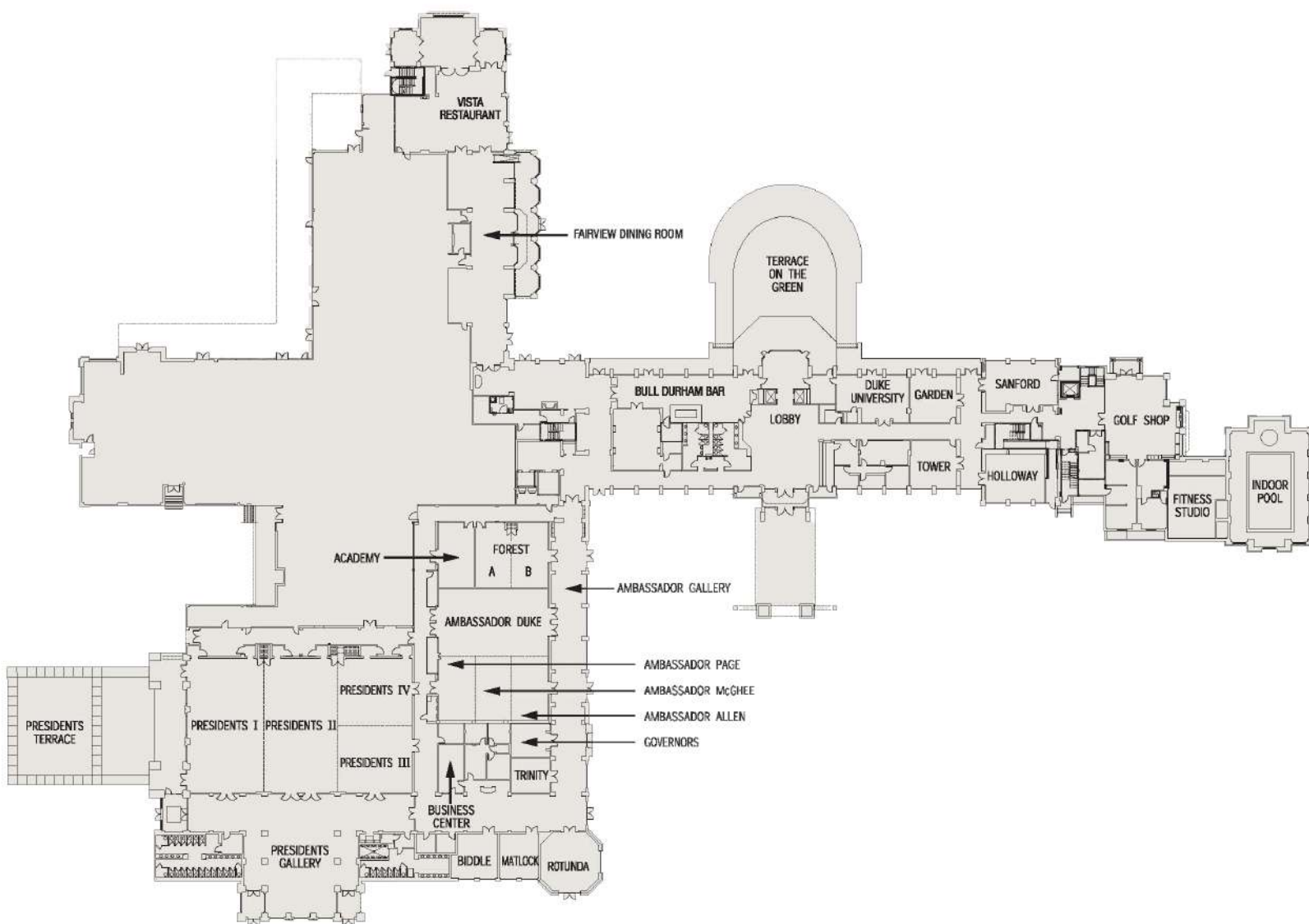
High Fives for Change Talks (High 5) - These 5-minute lightning talks feature projects at any stage of development.

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.

Venue Map - Meeting Level 4



Washington Duke Inn & Golf Club
3001 Cameron Blvd., Durham, NC 27705
(800) 443-3853



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CONVERGENCE FELLOWSHIP PROGRAM

**A professional development and entrepreneurial
incubator program for BIPOC women in STEM**

The American Association of Colleges and Universities (AAC&U), through generous support from the Henry Luce Foundation, now invites applications from BIPOC women in STEM for its Convergence Fellowship Program.

This incubator program provides BIPOC women in STEM with early entrepreneurial education, access to mentors, and viable connections to an investor network that is culturally responsive, empowering, and fully committed to promoting social justice through the scientific and technological innovations of BIPOC women.

During this yearlong program, participants will learn about business modeling, product development, finance, and intellectual property in addition to grappling with the systems and structures that marginalize people of color within STEM and society, at large.

Prior entrepreneurial experience is not required.

- 1 START WITH YOUR INNOVATION**
- 2 BUILD YOUR BUSINESS**
- 3 CREATE A BETTER WORLD NOW**

Deadline to Apply: June 26, 2023



For additional inquiries, please email
convergence@aacu.org



Program Agenda at a Glance

Monday, June 5, 2023

10:45 am	Registration Opens	Rotunda
10:45 am – 9:00 pm	Quiet Room	Trinity
noon – 5:00 pm	Poster Setup	President's Gallery
noon – 1:00 pm	Lunch - Boxed lunches available	President's 3 & 4
1:00 pm – 2:00 pm	NSF ADVANCE New Grantee Orientation	Ambassador ABC
2:00 pm – 3:00 pm	NSF ADVANCE Q&A	Ambassador ABC
3:00 pm – 4:30 pm	NSF ADVANCE Office Hours	Biddle
3:00 pm – 5:30 pm	Pre-Conference Workshops	Ambassador Duke, Ambassador ABC, Forest, President's 3 & 4
7:30 pm – 9:00 pm	Dessert Reception	President's Gallery

Tuesday, June 6, 2023

8:00 am – 9:00 am	Breakfast	President's Ballroom
8:00 am – 9:00 am	Poster Showcase	President's Gallery
8:00 am – 9:00 pm	Quiet Room	Trinity
9:00 am – 10:00 am	Opening Plenary	President's Ballroom
10:15 am – 11:30 am	Concurrent Session 1	Garden, Ambassador ABC, Ambassador Duke, Duke University, Forest, President's Ballroom
11:30 am – noon	Networking Break	President's Gallery
Noon – 1:15 pm	Lunch Plenary	President's Ballroom
1:30 pm – 2:45 pm	Concurrent Session 2	Garden, Ambassador ABC, Ambassador Duke, Duke University, Forest, Matlock, President's Ballroom
2:45 pm – 3:15 pm	Networking Break	President's Gallery
3:15 pm – 4:30 pm	Concurrent Session 3	Garden, Ambassador ABC, Ambassador Duke, Duke University, Forest, President's 1 & 2, President's 3 & 4
4:45 pm – 6:00 pm	Concurrent Session 4	Garden, Ambassador ABC, Ambassador Duke, Duke University, Forest, President's Ballroom
7:00 pm – 7:30 pm	Cocktail Reception (Sponsored by WEPAN)	President's Gallery
7:30 pm – 9:00 pm	Dinner & Evening Keynote	President's Ballroom

Wednesday, June 7, 2023

8:00 am – 9:00 am	Breakfast
8:00 am – 9:00 am	Poster Showcase
8:00 am – 3:15 pm	Quiet Room
9:00 am – 10:15 am	Concurrent Session 5
10:15 am – 10:45 am	Networking Break
10:45 am – noon	Concurrent Session 6
Noon – 1:15 pm	Lunch & Closing Plenary
1:30 pm – 2:45 pm	Concurrent Session 7
2:45 pm – 3:15 pm	Adjourning Networking Break

President's Ballroom
President's Gallery
Trinity
Matlock, Ambassador AB, Ambassador Allen,
Ambassador Duke, Forest, President's Ballroom
President's Gallery
Matlock, Ambassador AB, Ambassador Allen,
Ambassador Duke, Forest, President's Ballroom
President's Ballroom
Matlock, Ambassador AB, Ambassador Allen,
Ambassador Duke, Forest, President's Ballroom
President's Gallery



Creating events that are accessible, equitable, and inclusive is important to us. We're constantly looking for new ways to make the spaces that we share better. We are thrilled to be able to offer closed captioning and American Sign Language (ASL) interpretation services at the 2023 ADVANCE EISCC! Vidman Barber will be providing closed captioning in all of our plenary and keynote sessions and ASL interpretation in all sessions. Thanks to the Vidman Barber team for these invaluable services and to the National Science Foundation and AccessADVANCE for funding support!



Women in Engineering ProActive Network

A longstanding relationship with



WEPAN is proud to have a longstanding history with the NSF ADVANCE program. WEPAN's mission to advance equity, inclusion, and diversity in engineering and STEM higher education and workplaces aligns with NSF ADVANCE's goal to broaden the implementation of evidence-based systemic change strategies that promote equity for STEM faculty in academic workplaces and the academic profession.

Over the years WEPAN's founders and presidents have led NSF ADVANCE-funded initiatives. What's more, the majority of WEPAN institutional partners are current or past NSF ADVANCE grant recipients.

WEPAN is also home to many initiatives that have been funded by NSF ADVANCE. WEPAN staff and board leadership are honored to serve as PIs, Co-PIs, and senior personnel on several ADVANCE grants.

 www.wepan.org

 info@wepan.org

 720.943.4587

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ARC NETWORK
A STEM EQUITY BRAIN TRUST

Commemorating 20 Years of
ADVANCE



KNOWL [EDGE]

Evening Keynote Speaker - Dr. Fay Cobb Payton

Workshop Facilitator, Speaker and Consultant



Dr. Fay Cobb Payton is a Professor Emeritus and was a Full Professor (with Tenure) of Information Technology/Analytics at North Carolina State University. She is a named University Faculty Scholar for her leadership in turning research into solutions to society's most pressing issues. Her research interests include AI fairness/bias/ethics, health tech, data science and tech innovation/entrepreneurship. She recently completed a rotation as a Program Director at the National Science Foundation (NSF) in the Computer, Information Sciences and Engineering (CISE) Directorate. At NSF, she initiated the CISE Minority Serving Institution Research Expansion Program and worked on several initiatives, such as INCLUDES, ADVANCE, Smart Health and Biomedical Research in the Era of Artificial Intelligence and Advanced Data Science; AI Fairness, Equity, Accountability & Transparency Dear Colleague Letter; Research Expansion and Cloud Computing Dear Colleague Letter with partnerships with Amazon, Google and Microsoft; HBCU Excellence in Research; and NSF Research Traineeship (NRT). She received the NSF Director's Award in 2020.

Dr. Payton is the co-chair DEI Committee for the Association for Computing Machinery (ACM) Education Board and a member of the ACM Diversity Council. She was an American Council on Education (ACE) Fellow and worked with higher education leaders from the United States and

Ghana on strategic collaborations and public-private partners and now serves on the ACE Council of Fellows Board. She is a member of the National Academies of Science, Engineering and Medicine's Committee on Advancing Anti-Racism, Diversity, Equity, and Inclusion in STEM Organizations: Beyond Broadening Participation. She led the NSF funding and support of the National Academies of Science, Engineering and Medicine Consensus Study on Transforming Trajectories: Women of Color in Tech.





She has published over 150 peer-reviewed journal articles, conference publications and book chapters. She is often the speaker, consultant and/or panelist for talent management and leadership programs in corporate and academic initiatives. She has appeared in or cited by Essence Magazine, IEEE Spectrum, Insider Higher Ed, CBS Radio Network, Sunrise America, Financial Review and others to discuss tech inclusion.

Dr. Payton has provided executive coaching, assessment and leadership development in midcareer IT roles via in-class, virtual settings and workshops. She has engaged in rotational and summer assignments in corporate settings, including SAS, IBM, IQVIA, National Institutes of Health where she worked with company leaders on strategic planning and execution.

She earned a Ph.D. in Information & Decision Systems (with a specialty in Health Care Systems) from Case Western Reserve University. Prior to joining academe, she worked in corporate IT and consulting at IBM, Ernst & Young/Cap Gemini and Time, Inc. She earned a BS in Industrial and Systems Engineering from Georgia Institute of Technology and a BA in Accounting (with minor in Mathematics) from Clark Atlanta University. She also has an MBA (Decision Sciences) from Clark Atlanta University. She is the author of *Leveraging Intersectionality: Seeing and Not Seeing* (Richer Press), an anthology of her research on STEM education and experiences in both academe and corporate environments. She serves on several non-profit boards and advisories.

Detailed Program Agenda

Monday, June 5, 2023

10:45 am	Registration Opens	Rotunda
noon - 5:00 pm	Poster Setup	President's Gallery
noon - 1:00 pm	Lunch Boxed lunches available.	President's 3 & 4
1:00 pm - 2:00 pm	NSF ADVANCE New Grantee Orientation This session with NSF ADVANCE Program Officers provides an orientation to ADVANCE for new grantees. <i>Jessie DeAro, PhD & Chrystal A. S. Smith, PhD</i>	Ambassador ABC
2:00 pm - 3:00 pm	NSF ADVANCE Q&A This Q&A session is an opportunity to speak with NSF ADVANCE Program Officers about all of your ADVANCE questions. <i>Jessie DeAro, PhD & Chrystal A. S. Smith, PhD</i>	Ambassador ABC
3:00 pm - 4:30 pm	NSF ADVANCE Office Hours Sign up for a 10 minute, one-on-one session with an NSF ADVANCE Program Officer in the conference app. <i>Jessie DeAro, PhD & Chrystal A. S. Smith, PhD</i>	Biddle
3:00 pm - 5:30 pm	Pre-Conference Workshops (see pages 27-28 for detailed workshop descriptions)	
3:00 pm - 5:30 pm	 A Model and a Toolkit for Promoting Diversity in Doctoral Programs <i>Marcia Gumpertz, PhD - North Carolina State University</i> <i>Lisa R. Merriweather, PhD - University of North Carolina at Charlotte</i>	Ambassador ABC
3:00 pm - 5:30 pm	 Change Tools Developed through the National Science Foundation Revolutionizing Engineering Departments (RED) Participatory Action Research Project <i>Julia M. Williams, PhD - Rose-Hulman Institute of Technology</i> <i>Elizabeth Litzler, PhD - Center for Evaluation & Research for STEM Equity, University of Washington</i>	Forest
3:00 pm - 5:30 pm	 Creating Inclusive Academic Departments Within an Inequitable Academy <i>Jennifer Kasi Jackson, PhD - West Virginia University</i> <i>Heather Henderson, EdD - West Virginia University</i> <i>Maja Husar Holmes, PhD - West Virginia University</i> <i>Nisan Hubbard, PhD - West Virginia University</i>	President's 3 & 4
3:00 pm - 5:30 pm	 Is There a Degree In This? Formalizing the Professional Identity of STEM Intervention Design and Management Practitioners <i>Amy Freeman, PhD - Pennsylvania State University</i> <i>Sandra Johnson Austin, PhD - University of South Florida, Florida Alliance for Graduate Education and the Professoriate</i>	Ambassador Duke

Tuesday, June 6, 2023

8:00 am – 9:00 am **Breakfast** *President's Ballroom*

8:00 am – 9:00 am **Poster Showcase** (Please refer to pages 29-37 for detailed poster descriptions) *President's Gallery*

8:00 am – 9:00 am **Poster - Cultivating a climate for equity: Lessons learned from a campus-wide faculty change model** *P1*



Jennifer Linderman, PhD - University of Michigan

Cynthia Hudgins, PhD - University of Michigan

Sarah Moncada, PhD - University of Michigan

8:00 am – 9:00 am **Poster - Adaptation of Institutional Programs and Policies for STEM Faculty Advancement and Retention** *P2*



Brooke L. Long-Fox - South Dakota School of Mines & Technology

Laurie C. Anderson, PhD - South Dakota School of Mines & Technology

Daniel F. Dolan - South Dakota School of Mines & Technology

Roger L. Nielsen, PhD - South Dakota School of Mines & Technology

S. Elizabeth Rácz, PhD, MPH - South Dakota School of Mines & Technology

Andrea E. Surovek - South Dakota School of Mines & Technology

Arley D. Williams, PhD - South Dakota School of Mines & Technology

Lisa A. Kunza, PhD - South Dakota School of Mines & Technology

8:00 am – 9:00 am **Poster - Promoting Faculty Equity in Public Liberal Arts Colleges through the COPLAC ADVANCE** *P3*



Partnership: Many Layers of Change through Top-Down and Bottom-Up Strategies

Sally Wasileski, PhD - University of North Carolina Asheville

Josephine Rodriguez, PhD - University of Virginia at Wise

8:00 am – 9:00 am **Poster - Addressing the Devaluation of Community-engaged Research in Environmental Engineering** *P4*



Andrea Ferro, PhD - Clarkson University

Lupita Montoya, PhD - Montoya Research LLC, University of Colorado Boulder; San Diego State University;

Universidad Autónoma de Baja California

8:00 am – 9:00 am **Poster - ADVANCE @ Michigan Tech's focus on retention via mid-career mentoring, majority** *P6*



allyship, and department chair professional development

Andienne Minerick, PhD - Michigan Technological University

Sonia Goltz, PhD - Michigan Technological University

Patricia Sotirin, PhD - Michigan Technological University

Andrew Storer, PhD - Michigan Technological University

8:00 am – 9:00 am **Poster - The High Cost of Unexamined Conflict: DEI Change-Leader Skill Building** *P7*



Gretalyn (Gretal) M. Liebnitz, PhD - AIM Network

Ming S. Trammel, PhD - Wake Technical Community College










8:00 am – 9:00 am **Poster - Why does the proportion of Women SHRINK and the proportion of Minoritized Women DISAPPEAR** *P8*














as the Power increases in STEM at Portland State University?

Eva Thanheiser, PhD - Portland State University

Gina Greco, PhD - Portland State University

8:00 am – 9:00 am	 <p>Poster - Meaningful Reflections Impacting Recruitment and Retention <i>Florastina Payton Stewart - Xavier University of Louisiana</i> <i>Mehnaaz Ali - Xavier University of Louisiana</i> <i>Stassi DiMaggio, PhD - Xavier University of Louisiana</i></p>	P9
8:00 am – 9:00 am	 <p>Poster - CATALYST Data: Shining Light in the Dark <i>Moriah Beck, PhD - ADVANCE Catalyst PI</i> <i>Janet Twomey, PhD - Wichita State University ADVANCE Catalyst Team</i></p>	P10
8:00 am – 9:00 am	 <p>Poster - Advancement of women in engineering academia <i>Lalita Oka - California State University, Fresno</i> <i>Sue Rosser - California State University, San Francisco</i></p>	P11
8:00 am – 9:00 am	 <p>Poster - Values-based leadership training for women in STEM <i>Laura Lavine, PhD - Montana State University</i> <i>Becky Dueben, PhD - Washington State University, Center for Transformational Leadership & Learning</i> <i>Christie Miksys - Washington State University, Department of Sociology</i> <i>Erika Offerdahl, PhD - Montana State University</i> <i>Masha Gartstein, PhD - Washington State University, Department of Psychology</i> <i>Nika Stoop, PhD - Montana State University</i></p>	P12
8:00 am – 9:00 am	 <p>Poster - Supporting Faculty Success with Collaborative Mentoring Seed Grants <i>Yanfen Li - University of Massachusetts Lowell</i> <i>Brita Dean, PhD - University of Massachusetts Lowell</i> <i>Hsien-Yuan Hsu - University of Massachusetts Lowell</i> <i>Meg Bond, PhD - University of Massachusetts Lowell</i></p>	P13
8:00 am – 9:00 am	 <p>Poster - UM-ASPIRED: Adaptations for Sustainable Policies and Increased Recruitment Excellence in Diversity <i>Esra Ozdenerol, PhD - University of Memphis</i> <i>Amanda Rockinson - University of Memphis</i> <i>Carolyn Kaldon, PhD - University of Memphis</i> <i>Mekensie Ivy - University of Memphis</i></p>	P14
8:00 am – 9:00 am	 <p>Poster - Faculty Awards: Moving toward more transparency and inclusivity in achievement recognition <i>Jennifer Poe, MA - University of Colorado Colorado Springs</i> <i>Emily Skop, PhD - University of Colorado Colorado Springs</i> <i>Jessi Smith, PhD - University of Colorado Colorado Springs</i> <i>Marci Levine, PhD - Lehigh University</i></p>	P15
8:00 am – 9:00 am	 <p>Poster - Factors Impacting the Recruitment and Retention of Historically Excluded (HE) Faculty in STEM at a Young MMSI, HSI Institution <i>Sonal Dekhane, PhD - National Science Foundation, PhD - National Science Foundation</i> <i>Chantelle Anfuso, PhD - Georgia Gwinnett College</i> <i>Marni Brown, PhD - Georgia Gwinnett College</i></p>	P16
8:00 am – 9:00 am	 <p>Poster - Adapting & Institutionalizing Change: Connecting Faculty at Each Career Lifecycle Stage <i>Shauna Morimoto, PhD - University of Arkansas</i> <i>Janette Byrd, PhD - University of Arkansas</i></p>	P17

8:00 am – 9:00 am		Poster - AMP (Advancing Marquette Priorities): A Collaborative Model for Campus Change <i>Jeanne Hossenlopp - Marquette University</i> <i>Katherine Durben - Marquette University</i> <i>Anita Manogaran - Marquette University</i>	P18
8:00 am – 9:00 am		Poster - Picture a Scholar, An Annual Women's Scholar Symposium <i>Cynthia Sims, PhD - Clemson University</i>	P19
8:00 am – 9:00 am		Poster - ADVANCING CHANGE: Equity, Inclusion & Career Success for STEM Faculty <i>Andrew Bellemer - Appalachian State University</i>	P20
8:00 am – 9:00 am		Poster - UMSL ADVANCE's Faculty Launch Mentor Program <i>Tabish Gul, MA - University of Missouri-St. Louis</i> <i>Bettina Casad, PhD - University of Missouri-St. Louis</i> <i>Cynthia Dupureur, PhD - University of Missouri-St. Louis</i> <i>Matthew Taylor - University of Missouri-St. Louis</i> <i>Seemantini Pathak, PhD - University of Missouri-St. Louis</i>	P21
8:00 am – 9:00 am		Poster - How Do We Engage With and Prevent the Departure of Non-Tenure-Track Women In Academic STEM? <i>Monica Jackson, PhD - American University</i> <i>Meg Bentley, PhD - American University</i>	P22
8:00 am – 9:00 am		Poster - NSF ADVANCE Catalyst: ESTEAM: Equity in STEM at Miami University <i>Catherine Almquist - Miami University</i> <i>Claire McLeod - Miami University</i>	P23
8:00 am – 9:00 am		Poster - How Funding Impacts Faculty Productivity and Belonging, an Analysis of a Covid Relief Research Supplement and University Policy Implications <i>Kristen Woodhall - University of Missouri St. Louis</i>	P24
8:00 am – 9:00 am		Poster - DEI in the Social Sciences Research Area Mapping Platform (ResearchAMP) <i>Fred Palm - Social Science Research Council</i> <i>Nicole Levit - Social Science Research Council</i> <i>Tara Shukla - Social Science Research Council</i>	P25
8:00 am – 9:00 am		Poster - Transparency about Service Equity: A Promising Practice to Set the Stage for Action <i>Daniel Arroyo Rodriguez, PhD - University of Massachusetts Lowell</i> <i>Brita Dean, PhD - University of Massachusetts Lowell</i> <i>Karoline Evans, PhD - University of Massachusetts Lowell</i> <i>Meg Bond, PhD - University of Massachusetts Lowell</i>	P26
8:00 am – 9:00 am		Poster - What Could Your Institution's Journey Toward Salary-Equity Look Like? <i>Jessica Bennett, PhD - Association of Public and Land-grant Universities</i>	P27
8:00 am – 9:00 am		Poster - How to Best Serve Women Inventors? Integrating Equity, Diversity, and Inclusion Best Practices into Technology Transfer Programs <i>Treena L. Arinzeh, PhD - Columbia University</i> <i>Forough Ghahramani, EdD, MBA, MS - New Jersey Edge</i> <i>Erin M. Kelley, MA, MBA - Hexalign</i>	P28

9:00 am - 10:00 am **Plenary - Welcome! 20 Years of ADVANCE: Collisions** *President's Ballroom*



Kick off the #ADVEISCC with welcome remarks from ARC Network, WEPAN, and the NSF followed by a panel featuring authors from the ADVANCE Journal's special issue for ADVANCE's 20th Anniversary.
Heather Metcalf, PhD - Women in Engineering ProActive Network
Ershela L. Sims, PhD - Women in Engineering ProActive Network
James L. Moore III, PhD - National Science Foundation
Stephani Page, PhD - Women in Engineering ProActive Network
Melody Russell, PhD - Auburn University
Kalindi Vora, PhD - Yale University

10:15 am - 11:30 am **Concurrent Session 1** (Please refer to pages 38-39 for detailed session descriptions)

10:15 am - 11:30 am **Symposium- COVID-19 Impacts on Faculty: Research & Practice** *Ambassador Duke*



Dessie Clark, PhD - University of Wisconsin-Madison Inclusion in Science and Engineering Leadership Institute
Dawn-Elissa Fischer, PhD - San Francisco State University
Ethel Mickey, PhD - California State University San Bernardino
Joya Misra, PhD - University of Massachusetts, Amherst
Laurel Smith-Doeer, PhD - University of Massachusetts, Amherst

10:15 am - 11:30 am **Early-Stage Innovation - Empowering Faculty and Enabling Equity** *Duke University*



Alka Sapat, PhD - Florida Atlantic University
Chad Forbes, PhD - Florida Atlantic University

10:15 am - 11:30 am **Early-Stage Innovation - Equality? Disability Vital Talent Pool: Faculty Women of Color** *Ambassador ABC*



Michelle Bradham-Cousar, PhD - Florida International University
Kemesha Gabbidon, PhD - University of South Florida
Sandra Johnson Austin, PhD - University of South Florida, Florida Alliance for Graduate Education and the Professoriate

10:15 am - 11:30 am **Experience Report - Findings from Design Thinking Sessions: Commemorating 20 Years of ADVANCE** *Forest*



Beth Mitchneck, PhD - University of Arizona
Michele Wheatly, PhD - Syracuse University
Sonya Smith, PhD - Howard University
Heather Metcalf, PhD - Women in Engineering ProActive Network

10:15 am - 11:30 am **Symposium - Putting Intersectionality to Practice in STEM Equity Work** *President's Ballroom*



Marcia Allen Owens, JD, PhD - Florida Agricultural and Mechanical University
Brianna Blaser, PhD - University of Washington
Kelly Mack, PhD - American Association of Colleges and Universities
Stephani Page, PhD - Women in Engineering ProActive Network
Brooke Coley, PhD - Arizona State University

10:15 am - 11:30 am **Experience Report - Rethinking the Building Blocks of an Institutional Transformation Program: Lessons from NSF's Eddie Bernice Johnson INCLUDES Aspire Alliance Institutional Change (iChange) Initiative** *Garden*



Jessica Bennett, PhD - Association of Public and Land-grant Universities
Beth Ruedi, PhD - Association of Public and Land-grant Universities
Tonya Peeples - The Pennsylvania State University; Aspire Alliance iChange Program

11:30 am - Noon **Networking Break** *President's Gallery*

Noon - 1:15 pm **Lunch Plenary - Advocating for STEM Equity in the Current Legal Landscape** (Please see page 39 for more details) *President's Ballroom*



Heather Metcalf, PhD - Women in Engineering ProActive Network
Jamie Lewis Keith - EducationCounsel
Erin Reed - Erin in The Morning
Bob Cosgrove - National Science Foundation
Alexandra Tracy-Ramírez, JD - Farhang & Medcoff
Jennifer M. Hayes - Jordan IP Law

1:30 pm - 2:45 pm **Concurrent Session 2** (Please refer to pages 40-43 for detailed session descriptions)

- | | | |
|-------------------|---|------------------------|
| 1:30 pm - 2:45 pm |  Legal Landscape - Continued Open Discussion
<i>Join other attendees for a continued open discussion about the topics covered during the Lunch Plenary.</i> | Matlock |
| 1:30 pm - 2:45 pm |  Experience Report - A View from the Top: Making an Ethical Business Case for Grant Sustainability
<i>Badia Ahad-Legardy - Loyola University Chicago</i>
<i>Robyn Mallett, PhD - Loyola University Chicago</i> | Duke University |
| 1:30 pm - 2:45 pm |  Experience Report - The power of peer networks: Building community, confidence, and capacity
<i>Hala Schepmann, PhD - Southern Oregon University</i>
<i>Maria Bertagnolli, PhD - Gonzaga University</i>
<i>Sarah Kirk, PhD - Hobart and William Smith Colleges</i> | Ambassador Duke |
| 1:30 pm - 2:45 pm |  Experience Report - Placing Data In The Hands Of Chairs & Deans: The ADVANCE Faculty Equity Query Tool (AFEQT)
<i>Adrienne Minerick, PhD - Michigan Technological University</i>
<i>Andrew Storer, PhD - Michigan Technological University</i>
<i>Sonia Goltz, PhD - Michigan Technological University</i> | Ambassador ABC |
| 1:30 pm - 2:45 pm |  Early-Stage Innovation - The Healthy DePaRtment Initiative for Inclusive Excellence (THRIVE) Partnership: ADVANCING STEM Latinas
<i>Ala Qubaj, PhD - University of Texas Rio Grande Valley</i>
<i>Gretalyn Liebnitz, PhD - ADVANCE Implementation Mentors (AIM) Network</i>
<i>Marci McMahon, PhD - University of Texas Rio Grande Valley</i>
<i>Patricia Nava, PhD - University of Texas at El Paso</i>
<i>Teresa Feria, PhD - University of Texas Rio Grande Valley</i> | Garden |
| 1:30 pm - 2:45 pm |  Symposium - ARC's Virtual Visiting Scholars: A Symposium on Intersectional Gender Equity Research
<i>Erin Winterowd, PhD - Regis University</i>
<i>Stephani Page, PhD - Women in Engineering ProActive Network</i>
<i>Sue Rosser, PhD - California State University, San Francisco</i> | President's Ballroom |
| 1:30 pm - 2:45 pm |  High 5 Talk - Lessons Learned Regarding Equity & Inclusion for Faculty with Disabilities
<i>Brianna Blaser - University of Washington</i> | Forest, Presentation 1 |
| 1:30 pm - 2:45 pm |  High 5 Talk - Promoting Faculty Equity in Public Liberal Arts Colleges through the COPLAC ADVANCE Partnership
<i>Jay Farrell, PhD - University of California, Riverside</i>
<i>Sally Wasileski, PhD - University of North Carolina Asheville</i>
<i>Josephine Rodriguez, PhD - University of Virginia at Wise</i> | Forest, Presentation 2 |
| 1:30 pm - 2:45 pm |  High 5 Talk - The next level of transformation: SEA Change
<i>Beth Ruedi, PhD - American Association for the Advancement of Science</i> | Forest, Presentation 3 |
| 1:30 pm - 2:45 pm |  High 5 Talk - Systemic Change through Managerial Engagement
<i>Mala Htun - University of New Mexico</i>
<i>Justine Tinkler - University of Georgia</i> | Forest, Presentation 4 |
| 1:30 pm - 2:45 pm |  High 5 Talk - STEM Women Stories
<i>Esra Ozdenerol, PhD - University of Memphis</i> | Forest, Presentation 5 |

1:30 pm - 2:45 pm **High 5 Talk - Value Added Faculty Engagement: Facilitated Peer Mentoring Circles at a Public, STEM Specialty University** *Forest, Presentation 6*



Arley D. Williams, PhD - South Dakota School of Mines & Technology
Laurie C. Anderson, PhD - South Dakota School of Mines & Technology
Daniel F. Dolan, PhD - South Dakota School of Mines & Technology
Brooke L. Long-Fox, PhD - South Dakota School of Mines & Technology
Roger L. Nielsen, PhD - South Dakota School of Mines & Technology
S. Elizabeth Rác, PhD, MPH - South Dakota School of Mines & Technology
Lance A. Roberts - South Dakota School of Mines & Technology
Andrea E. Surovek - South Dakota School of Mines & Technology
Lisa A. Kunza - South Dakota School of Mines & Technology

1:30 pm - 2:45 pm **High 5 Talk - COE ADVANCE Partnership: Promoting Equity and Inclusion to Facilitate Retention of Diverse Faculty through Evidence- and Place-Based Intervention Training** *Forest, Presentation 7*



Jay Farrell, PhD - University of California, Riverside

1:30 pm - 2:45 pm **High 5 Talk - Distributing DEI Work: Training Majority Faculty to Serve as Diversity Advocates on Search Committees** *Forest, Presentation 8*



Barbara King, PhD - Florida International University

1:30 pm - 2:45 pm **High 5 Talk - AGU LANDInG Academy: A Model for DEI Leadership Development in STEM Professional Societies** *Forest, Presentation 9*



Stephanie Goodwin, PhD - Inclusion Works

1:30 pm - 2:45 pm **High 5 Talk - NSF Knowledge Nugget** *Forest, Presentation 10*

Jessie DeAro, PhD - National Science Foundation
Keri Ann Sather-Wagstaff, PhD - National Science Foundation
Chrystal A. S. Smith, PhD - National Science Foundation

1:30 pm - 2:45 pm **High 5 Talks - The Inventor's Patent Academy: A Resource for Women Innovators** *Forest, Presentation 11*



Erin Kelley, MA, MBA - Hexalign

2:45 pm - 3:15 pm **Networking Break** *President's Gallery*

3:15 pm - 4:30 pm **Concurrent Session 3** (Please refer to pages 44-45 for detailed session descriptions)

3:15 pm - 4:30 pm **Symposium - ARC Emerging Research Workshops: A Symposium on Ensuring Equity in Big Data, Algorithms, and STEM Language** *President's 1 & 2*



Joan Herbers, PhD - The Ohio State University
Ashley Garcia, JD, MS - Women in Engineering ProActive Network
Jessica Gold, PhD - Northeastern University
Aspen K.B. Omapang - Cornell University
Michael Simeone, PhD - Arizona State University
Desirée Forsythe, PhD - Chapman University
Jordynn Jack, PhD - University of North Carolina, Chapel Hill
El Lower, PhD - Michigan Sea Grant
Raquel Robvais, PhD - Louisiana State University




3:15 pm - 4:30 pm **Experience Report - Building Systems out of Programs** *Ambassador ABC*



Barbara King, PhD - Florida International University
Kirsten Wood, PhD - Florida International University
Suzanna Rose - Florida International University

3:15 pm - 4:30 pm		Early-Stage Innovation - Evaluations that Elevate: Implementing Equitable Multi-context Faculty Evaluations and Workload Distribution at the University of Oklahoma <i>Keri Kornelson, PhD - Senior Personnel and Lead Associate Director of OU Elevate</i>	<i>Garden</i>
3:15 pm - 4:30 pm		Experience Report - Maintaining Focus: Forging Objective Cultural Understandings of STEM Equity <i>Marcia Allen Owens, JD, PhD - Florida Agricultural and Mechanical University</i>	<i>Forest</i>
3:15 pm - 4:30 pm		Early-Stage Innovation - Cultivating Inclusive Excellence Among Chairs and Heads <i>Ruth Hufbauer, PhD - Colorado State University</i> <i>Jen Dawrs - Colorado State University</i>	<i>Duke University</i>
3:15 pm - 4:30 pm		Early-Stage Innovation - Early Innovation Findings: Piloting a Sustainable Global, Network Model for Springboarding Mid-Career Advancement <i>Elizabeth Long Lingo, PhD - Worcester Polytechnic Institute</i> <i>Adriane Randolph, PhD - Kennesaw State University</i> <i>Eleanor Loiacono, PhD - College of William & Mary</i> <i>Lakshmi Iyer, PhD - Appalachian State University</i> <i>Michelle Carter, PhD - Washington State University</i>	<i>President's 3 & 4</i>
3:15 pm - 6:00 pm		NSF - NSF ADVANCE Community Building Sessions with ADVANCE Program Officers <i>Note: This session spans Concurrent Sessions 3 and 4 and is organized by ADVANCE grant type as follows:</i> <ul style="list-style-type: none"> • 3:15pm – 4:00pm: Catalyst grantees • 4:00pm – 4:15pm: Break • 4:15pm – 5:00pm: IT, Adaptation, and Catalyst grantees • 5:00pm – 5:15pm: Break • 5:15pm - 6:00pm: Partnership grantees <i>Jessie DeAro, PhD - National Science Foundation</i> <i>Chrystal A. S. Smith, PhD - National Science Foundation</i>	<i>Ambassador Duke</i>

4:45 pm - 6:00 pm **Concurrent Session 4** (Please refer to pages 46-47 for detailed session descriptions)

4:45 pm - 6:00 pm		Experience Report - Advancing Research During Family Leave: Steadying the Work Life Balance <i>Shelly Brown-Jeffy, PhD - University of North Carolina Greensboro</i> <i>Aileen Reid, PhD - University of North Carolina Greensboro</i> <i>Julia Mendez Smith, PhD - University of North Carolina Greensboro</i> <i>Malcolm Schug, PhD - University of North Carolina Greensboro</i> <i>Tyler Clark - University of North Carolina Greensboro</i>	<i>President's Ballroom</i>
4:45 pm - 6:00 pm		Early-Stage Innovation - A Playbook for Procuring Faculty DEI Data at a Large Public University <i>Milagros Rivera - George Mason University</i>	<i>Duke University</i>
4:45 pm - 6:00 pm		Early-Stage Innovations - What are the Roles of Historically Black Colleges & Universities in Bridging the STEM gap for Underrepresented Minority Students? <i>Joy Jefferson-Yager, PhD(c) - Florida Agricultural and Mechanical University</i>	<i>Ambassador ABC</i>
4:45 pm - 6:00 pm		Symposium - Changing inequitable faculty culture in the lab, classroom, and department <i>Steve Desir - University of Southern California, Rossier School of Education</i> <i>Aireale Rodgers - University of Wisconsin-Madison, Center for the Humanities</i> <i>Brittney Pemberton - University of Wisconsin-Madison</i> <i>Elizabeth Long - Geological Society of America</i> <i>Erika Marin-Spiotta - University of Wisconsin-Madison</i> <i>Prabdeep Singh Kehal - University of Wisconsin-Madison, Center for the Humanities</i>	<i>Forest</i>

4:45 pm - 6:00 pm **Early-Stage Innovation - Changing culture and breaking barriers: UMSL's Equity Advisor Program**

Garden



Marlo Goldstein Hode, PhD - University of Missouri St. Louis

Cynthia Dupureur, PhD - University of Missouri St. Louis

Matthew Taylor - University of Missouri St. Louis

7:00 pm - 7:30 pm **Cocktail Reception** (sponsored by WEPAN)

President's Gallery

7:30 pm - 9:00 pm **Dinner & Evening Keynote - STEM Women Checking Boxes in Shifting Goal Posts Climates**

President's Ballroom



Fay Cobb Payton, PhD - North Carolina State University



KNOWLEDGE

Is your engineering department ready to take the next step toward a more equitable and transparent promotion and tenure process? The Knowledge Initiative may be the help you need to move forward. Scan the QR code for more information or send your queries to Knowledge@asee.org



Wednesday, June 7, 2023

8:00 am – 9:00 am **Breakfast** *President's Ballroom*

8:00 am – 9:00 am **Poster Showcase** (Please refer to pages 29-37 for detailed poster descriptions) *President's Gallery*

9:00 am - 10:15 am **Concurrent Session 5** (Please refer to pages 48-50 for detailed session descriptions)

9:00 am - 10:15 am **Experience Report - ACCESS+: A Model for Supporting and Engaging Professional Societies** *President's Ballroom*



Ershela Sims, PhD - Women in Engineering ProActive Network
Beth Ruedi, PhD - American Association for the Advancement of Science
Heather Metcalf, PhD - Women in Engineering ProActive Network
Verónica Segarra, PhD - Goucher College
Lucas Hill, PhD - University of Wisconsin-Madison
Stephani Page, PhD - Women in Engineering ProActive Network
Bethany Farmer, MSIS - Women in Engineering ProActive Network

9:00 am - 10:15 am **Early-Stage Innovation- No Faculty Left Behind: Mapping an Integrated Intersectional Policy Frame** *Ambassador Allen*



Analysis of Promotion to Full
Ague Mae Manongsong, PhD - Drexel University
Maria Schultheis, PhD - Drexel University

9:00 am - 10:15 am **Early-Stage Innovation - Development of a Measure of Faculty Ally Behaviors** *Matlock*



Ellen Broidio, DEd - Bowling Green State University

9:00 am - 10:15 am **Experience Report - Peeling The Onion: Challenges To Cultural Humility in the State of Florida** *Ambassador Duke*



Allezo Owens, PhD - Florida Agricultural and Mechanical University
Brandon Moton, Dr. - Florida Agricultural and Mechanical University

9:00 am - 10:15 am **Experience Reports - Strengthening Institutional Change Efforts: Focus on Scaffolding Processes** *Duke University*



Sandra Laursen - University of Colorado Boulder
Kris De Welde - College of Charleston

9:00 am - 10:15 am **Experience Report - TEAM ADVANCE: Toward Sustainability and Lasting Institutional Change** *Forest*



Erin Malloy, MD - University of North Carolina at Chapel Hill
Joanna Foland, MA - University of North Carolina at Chapel Hill

9:00 am - 10:15 am **Experience Report - UM-Connect Mentoring: The Lessons learned from the Development, Implementation, and Evaluation** *Ambassador AB*



Esra Ozdenorol, PhD - University of Memphis
Amanda Rockinson-Szapkiw - University of Memphis

10:15 am - 10:45 am **Networking Break** *President's Gallery*

10:45 am - noon **Concurrent Session 6** (Please refer to pages 51-52 for detailed session descriptions)

10:45 am - noon **Experience Report - Advancing Gender Equity in Computing and Engineering Academic Professions through Multi-Organizational Collaboration** *President's Ballroom*



Jamie Huber Ward, PhD - National Center for Women & Information Technology; U. of Colorado Boulder
Bethany Farmer, MSIS - Women in Engineering ProActive Network
Ershela Sims, PhD - Women in Engineering ProActive Network
Stephani Page, PhD - Women in Engineering ProActive Network
Tonya Peebles - The Pennsylvania State University

10:45 am - noon **Early-Stage Innovation - Establishing Goal-Alignment through Authenticity** *Forest*



Amanda Koontz - University of Central Florida

10:45 am - noon **Experience Report - Re-Imagining What Counts for Faculty Advancement: Cultivating a Culture of Valuing Comprehensive, Inclusive Faculty Careers** *Ambassador Allen*



Jodi O'Brien, PhD - Seattle University
Colette Taylor, PhD - Seattle University
Jenny Loertscher, PhD - Seattle University

10:45 am - noon **Early-Stage Innovation - Navigating Resistance: ADVANCE-ing equity at a restructured, multicampus primarily undergraduate institution** *Ambassador Duke*



Jennifer Christus, PhD - University of Wisconsin Oshkosh
Denise Roseland, PhD - University of Wisconsin Whitewater
Karee Orrick - University of Wisconsin Oshkosh
Samantha Larson, PhD - University of Wisconsin Oshkosh

10:45 am - noon **Experience Report - Setting the Stage for Change: Using Theatre to Improve Departmental Climate** *Ambassador AB*



Jeffrey Steiger - Florida International University

10:45 am - noon **Experience Report - The promising practice of cross-institutional collaboration to combat biases** *Matlock*



Cinzia Cervato, PhD - Iowa State University
Adrienne Minerick, PhD - Michigan Technological University
Carla Koretsky, PhD - Western Michigan University
Canan Bilen-Green, PhD - North Dakota State University
Carrie Ann Johnson, PhD - Iowa State University
Gul Kremer, PhD - University of Dayton

10:45 am - noon **Experience Report - The Villanova Model for Change: Mission-Based Partnerships** *Duke University*



Adam Smith - Villanova Initiative to Support Inclusiveness and Build Leaders
Noelle Comolli, PhD - Villanova University College of Engineering
Terri Boyer, EdD - Anne Welsh McNulty Institute for Women's Leadership

Noon - 1:15 pm **Lunch Plenary - 20 Years of ADVANCE: Collaborations** (Please see page 52 for details) *President's Ballroom*



Virginia Rhodes, MS - Women in Engineering ProActive Network
Canan Bilen-Green, PhD - North Dakota State University
Erika Marin-Spiotta, PhD - University of Wisconsin-Madison
Kirsten Wood, PhD - Florida International University

1:30 pm - 2:45 pm **Concurrent Session 7** (Please refer to pages 53-55 for detailed session descriptions)

1:30 pm - 2:45 pm **Early-Stage Innovation - Beyond OUR Reality: Immersive Experiences to Promote Awareness of the Lived Experience of Marginalization in STEM** *Ambassador Duke*



Brooke Coley - Arizona State University
Rochelle Williams - National Society of Black Engineers

1:30 pm - 2:45 pm **Early-Stage Innovation - Contributions to Diversity, Equity, Inclusion, and Access Statements During the Faculty Recruitment Process and Beyond: From Controversy to Equitable Development, Assessment, and Implementation** *Ambassador Allen*



Marci Levine, PhD - Lehigh University
Autumn Reed, PhD - University of Maryland, Baltimore County
Robyn Sandekian, PhD - University of Colorado Boulder

1:30 pm - 2:45 pm **Early-Stage Innovation - How to Best Serve Women Inventors? Integrating Equity Diversity and Inclusion Best Practices into Technology Transfer Programs** *Matlock*



Treena Arinzeh, PhD - Columbia University
Erin Kelley, MA, MBA - Hexalign
Forough Ghahramani, EdD, MBA, MS - NJ Edge, Inc.

1:30 pm - 2:45 pm **Symposium - Sustainability and Organizational Change: Making Change that Lasts** *Ambassador AB*



Jessi DeAro, PhD - National Science Foundation
Keri Ann Sather-Wagstaff - National Science Foundation
Anna Lee, PhD - North Carolina Agricultural & Technical State University
Canan Bilen-Green, PhD - North Dakota State University
Jodi O'Brien, PhD - Seattle University
Loretta Moore, PhD - Jackson State University
Margaret Ptacek, PhD - Clemson University

1:30 pm - 2:45 pm **High 5 Talks - Competence, Autonomy and Connectedness Increase Women's Early Career Grant Success** *Forest, Presentation 1*



Nika Stoop, PhD - Montana State University

1:30 pm - 2:45 pm **High 5 Talks - Undergraduate Diversity in Research** *Forest, Presentation 2*



Charles Eesley - Stanford University

1:30 pm - 2:45 pm **High 5 Talks - Knowledge Dissemination in ADVANCE** *Forest, Presentation 3*



Jessica Gold, PhD - Northeastern University

1:30 pm - 2:45 pm **High 5 Talks - Closing the Allyship Gap - UMSL's Commitment to an Equitable Academic Space** *Forest, Presentation 4*



Tabish Gul, MA - University of Missouri - St. Louis
Bettina Casad, PhD - University of Missouri - St. Louis
Matthew Taylor - University of Missouri - St. Louis

1:30 pm - 2:45 pm **High 5 Talks - Promoting Brand Visibility Through Content Engagement** *Forest, Presentation 5*



Edwin Hickman, BS - Florida International University Office to Advance Women, Equity, & Diversity

1:30 pm - 2:45 pm **High 5 Talks - Gendered Experiences of Biomedical Scientists During the Covid-19 Pandemic** *Forest, Presentation 6*



Nicole Woitowich, PhD - Northwestern University

2:45 pm - 3:15 pm **Adjourning Networking Break** *President's Gallery*



The mission of the ADVANCE Journal is to provide a forum in which to publish peer-reviewed scholarship related to institutional transformation concerning inclusion, equity, and justice in higher education.

We seek manuscripts that address systems of oppression, intersectionality, and strategies for resistance and change in all fields of inquiry, and especially in STEM-focused disciplines. The journal publishes articles addressing empirical, theoretical, and conceptual work, program evaluation and assessment reports, critical reviews of the literature and resources, and letters to the editor, as well as reader article responses. Institutional transformation research related to NSF ADVANCE projects is especially welcome.

Coming soon!

Special Issue on

Institutional Betrayal and Academic Trauma

*to honor and center the narratives of those who
have experienced academic trauma and betrayal
in higher education*

Guest Editors

Dr. Annmarie Caño of Gonzaga University

Dr. Jorge Delva of Boston University

Dr. Gertrude Fraser of University of Virginia

Dr. Stephani Page of WEPAN

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ADVANCE Journal is a peer-reviewed, online, open access journal. ADVANCE Journal was started as part of the NSF ADVANCE Institutional Transformation grant #1409171. Oregon State served as the home organization and continues to house the ADVANCE Journal. Dr. Susan M. Shaw of Oregon State University, Dr. Sarina Saturn of Oregon Health Authority & Multnomah County Public Health Department, and Dr. Kelly Mack of American Association of Colleges and Universities serve as Editors. Sharadha K. Kalyanam of Oregon State University serves as the Managing Editor.



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- Learning Circle Participant

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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.

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advice on analyzing your enrollment as well as graduation data

Pre-Conference Workshop Descriptions

A Model and a Toolkit for Promoting Diversity in Doctoral Programs

Marcia Gumpert, PhD - North Carolina State University & Lisa R. Merriweather, PhD - University of North Carolina at Charlotte

The AGE-NC model provides a framework to create institutional, department-level and faculty change to promote underrepresented minority (URM) students in completing their doctoral degrees and preparing for faculty roles. We explain the goals and approach of the AGE-NC model and demonstrate how to tailor the implementation to participants' own campus needs. This workshop is intended for institutions that might be interested in adopting the North Carolina Alliance for Graduate Education and the Professoriate model for promoting the success of URM doctoral students and trying this approach at their own institution.

We explain the goals and approach of the AGE-NC model and demonstrate how to tailor the implementation to participants' own campus needs. The workshop provides detailed information about the components of the model of change and how we have implemented them at three different types of institutions. We provide a toolkit for implementing the model at participants' own institutions. During the workshop we walk through the process of planning a change initiative, the time and resources that will be needed, and the nuts and bolts of managing the initiative. The workshop includes structured activities for participants to start drafting ideas for each of these phases of their initiative, using resources in the AGE-NC Toolkit (<https://agep-nc.org/index.php/agep-nc-toolkit/>). The toolkit includes templates and examples for managing the change initiative and for faculty, department heads, and deans.

Change Tools Developed through the National Science Foundation Revolutionizing Engineering Departments (RED) Participatory Action Research Project

Julia M. Williams, PhD - Rose-Hulman Institute of Technology & Elizabeth Litzler, PhD - Center for Evaluation & Research for STEM Equity, University of Washington

Since its inception in 2015, the Revolutionizing Engineering Departments (RED) Program has catalyzed change in engineering and computer science education. From the first 6 RED projects that were funded in year 1, the program is now comprised of 26 projects (both those that are currently operating and those that have been completed). Also funded in 2015, the RED Participatory Action Research (REDPAR) project has provided important change practices based on research findings developed with RED teams. The focus of this workshop is to share two of the REDPAR tools and to provide attendees with the opportunity to practice the tools so they can then apply them to the change projects they are implementing on their own campuses. The first tool--The Key Partners tool--consists of a systematic process with which an individual or a change team can identify potential partners by understanding the partners' values and concerns. Through the process, the change team can seek out partners with aligned interests who can contribute to the change project for mutual benefit. The second tool--The Impact tool--encourages RED teams to communicate about their change projects in a manner that is succinct and effective. During this workshop, attendees will apply both tools to their own change projects. They will have the chance to practice the tools with the workshop facilitator and test the tools in a supportive, collaborative environment. Each attendee will leave the workshop with a workbook (in print and electronic formats) that they can then share with others on their own campuses. As a result of the workshop, they will add new change maker tools to their toolkit, tools that are focused on practice and can have an immediate impact on their important work to change how we educate students in STEM.

Creating Inclusive Academic Departments Within an Inequitable Academy

Jennifer Kasi Jackson, PhD, Heather Henderson, EdD, Maja Husar Holmes, PhD, & Nisan Hubbard, PhD - West Virginia University

How do we create inclusive academic departments where diverse faculty thrive even while larger structures remain unjust and inequitable? Participants in this workshop will apply proven best practices to answer this question in their own contexts, including departments, committees and other small to medium work groups. Facilitators will guide the participants through the stages of Dialogues - the social science research and intervention centerpiece of the WVU ADVANCE Center. Dialogues is a facilitated change project with four stages: Connect, Vision, Prioritize, Action. The WVU ADVANCE Master Facilitators will share proven techniques that have been demonstrated to build interdependent groups by strengthening relationships and generating trust in work groups, building consensus on goals, and catalyzing groups to act through increasing their collective efficacy or the group's confidence in their ability to work together to achieve diversity and inclusion goals. Participants will apply what they learn to a case study, developed from interviews with 50 change agents leading NSF ADVANCE and AGE-NC projects to diversity academic STEM. The workshop will conclude with participants identifying strategies to apply what they learn to their own groups, aiming to 1) Identify quick strategies to build connection among a group of change agents (or students), 2) Apply facilitation techniques to identify common ground amongst the group, 3) Implement action steps and accountability techniques to strategize for quick wins (low hanging fruit) that will strengthen collective efficacy for more challenging projects, and 4) Understand how the above practices build strong Group Psycho-emotional Dynamics (PED). The WVU ADVANCE Team has facilitated Dialogues, and their other intervention - the Change Agent Course, in formats from a few hours to multiple days on eight campuses with groups ranging from IRB committees, to ADVANCE teams, to departments to entire colleges. Projects included governance documents, inclusive hiring plans, strategic transformation, and others.

Is There a Degree In This? Formalizing the Professional Identity of STEM Intervention Design and Management Practitioners

Amy Freeman, PhD - Pennsylvania State University & Sandra Johnson Austin, PhD - University of South Florida, Florida Alliance for Graduate Education and the Professoriate

Over the past 40 years, the increase in graduation rates of women, students of color, and other populations and can be directly correlated with successful STEM intervention programs such as Women in Engineering Programs, Multicultural Engineering Programs and others. While there is extensive research and data on the success of students, there is no formal credentialed recognition of the skillset required to design and manage these programs and initiatives that have changed the face of engineering. The purpose of the workshop is to examine the professional skills required to do the work of the Engineering DEI Program Administrators and develop credentials that will formalize the profession.

This workshop will be presented in three segments:

- 1) a review of preliminary data from existing practitioners
- 2) a discussion on skill sets required to be effective and how they are learned
- 3) identification of a framework of courses and practicums required for a proposed credential (Master's or Ph.D.) and a review of the process of creating a degree program.

The proposed title of the new discipline defining this work that has been performed for four decades is, STEM Intervention Design and Management. The facilitators of the workshop are engineers with lived experiences of the challenges of inequity in STEM. Together they have years of combined experience in designing and implementing STEM DEI intervention program models, and extensive research, academic and organizational leadership STEM equity. They are also co-authors of, "Diversity Professionals' Perspective on Building Belonging in STEM Education: 50 Years of Lessons Learned," a chapter in the book, Implementing Diversity, Equity, Inclusion, and Belonging in Educational Management Practices (June 2022), edited by Dr. Abeni El-Amin, Fort Hays State University, USA. Published by IGI Global.



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Poster Showcase Descriptions

Poster 1 - Cultivating a climate for equity: Lessons learned from a campus-wide faculty change model

Jennifer Linderman, PhD, Cynthia Hudgins, PhD, & Sarah Moncada, PhD - University of Michigan

In 2018, the University of Michigan ADVANCE Program developed an interdisciplinary, cross-campus committee of faculty and senior staff members committed to improving workplace climate. The Respect in Striving for Excellence (RISE) closely followed the successful learning and dissemination model established by Michigan's STRIDE committee. Climate has many aspects; the RISE Committee focuses on respectful and inclusive faculty behavior, with specific attention paid to social identities. This complements the work of the STRIDE Committee, which helps U-M recruit a diverse and excellent faculty. RISE works to improve the climates faculty encounter once they arrive on campus, which helps us retain a diverse and excellent faculty. The need for earnest attention to workplace climate issues is urgent. University constituents continue to experience challenges and changes from the pandemic as they resume professional activities, adapt to new work policies, and recover from professional disruptions. Identity-based inequalities persist and are exacerbated by the pandemic and other crises. It is more important than ever to thoughtfully explore practices for creating inclusive, respectful spaces—whether they be virtual, physical, or hybrid. RISE offers a range of opportunities and resources to help our community continue the conversation on climate in this ever-changing academic landscape. This poster will provide learning outcomes from the multiple modes employed by the RISE committee, all aimed at an audience of campus leaders (broadly defined). These modes have included interactive campus workshops, Climate Case Studies, small group discussions, RISE Together email group (developed during the COVID campus closure), and university resources. Specifically, RISE is dedicated to the following learning outcomes: The scholarly landscape: what does research say about workplace climates for (dis)respect? The campus landscape: how is the faculty workplace climate at Michigan? Capacity for shaping the local landscape: what can leaders do to foster a more respectful work environment?

Poster 2 - Adaptation of Institutional Programs and Policies for STEM Faculty Advancement and Retention

Brooke L. Long-Fox, Laurie C. Anderson, PhD, Daniel F. Dolan, Lance A. Roberts, Roger L. Nielsen, PhD, S. Elizabeth Rácz, PhD, MPH, Andrea E. Surovek, Arley D. Williams, PhD, & Lisa A. Kunza, PhD - South Dakota School of Mines & Technology

Analysis of demographic profiles at a STEM-focused institution documented that the institution has a high proportion of male faculty and administrative leadership and low retention of faculty from underrepresented groups. Our goal is to improve retention of university faculty and research staff by shifting from a culture of attrition to a culture of development. Our goal of building an inclusive campus culture at this STEM-focused institution requires selection, development, and implementation of new programs and policies. The characteristics of an attritional (versus developmental) culture center on independence and competition that reward individual initiative, and but relies on culling out those who are not able to fit into the structure. An alternate approach for faculty retention is a developmental system with mechanisms for clearly communicating standards, procedures, and expectations in a supportive and cooperative environment. We have developed pathways for success for faculty in all tracks and ranks (i.e. teaching faculty, research scientists, assistant professors, associate professors, full professors, and department heads) with the goal of increased retention through changing campus climate. Our new programs improved on existing data collection methodologies and personnel policies to support individual faculty members and to enhance campus climate. Our work will enable progressive change in institutional culture through adaptation of successful ADVANCE initiatives including North Dakota State University's (NDSU) Advocates and Allies (A&A) Program, facilitated Mentoring Circles from Murray State, and Mutual Mentoring (MM) from University of Massachusetts (UMASS). Other components include creating clear P&T and hiring policies, development of accessible and internally consistent information to faculty, workshops for feedback from faculty to administration, providing appropriate messaging in line with the development of a supportive campus culture, and broadly disseminating results of the program.

Poster 3 - Promoting Faculty Equity in Public Liberal Arts Colleges through the COPLAC ADVANCE Partnership: Many Layers of Change through Top-Down and Bottom-Up Strategies

Sally Wasileski, PhD - University of North Carolina Asheville, & Josephine Rodriguez, PhD - University of Virginia at Wise

Although recent decades have seen substantial gains in improving access and climate for women in STEM, equitable representation and advancement of women and historically marginalized STEM faculty at primarily undergraduate institutions (PUIs) lags behind larger research institutions, due to high teaching loads, high service loads, and expectations for research productivity involving the mentoring of undergraduate student researchers; lack of institutional infrastructure for faculty workload support; and a misalignment of faculty work expectations and faculty evaluation, tenure, promotion, and reward systems. These lead to differences in time to promotion and other measures of career success and advancement. The COPLAC ADVANCE PLAN (Partnering and Liaising Across the Nation) Project is a partnership funded by the NSF ADVANCE program to address an intersectional perspective of faculty equity for women in STEM at the 29 public primarily undergraduate institutions (PUIs) that make up the Council of Public Liberal Arts Colleges (COPLAC). Our multi-institutional team has developed a two-tiered multi-layered approach directed at two program objectives to impart sustainable, systemic reductions in gender inequity among COPLAC's institutions: (1) Create institutional change within COPLAC public PUIs through collective efforts to research sources of faculty equity across COPLAC, to provide resources and professional development workshops directed to faculty equity issues, and to facilitate collaboration across institutions. (2) Provide professional support and networking to women STEM faculty across COPLAC through organizing and administering affinity groups, provide training & resources, and women in STEM summer institute. Structure of the multi-layered approach and outcomes of the top-down and bottom-up support approaches will be presented including: COPLAC faculty & administrator survey results, worksessions for Administrators and Chairs, cross-institutional sharing, and institutional affinity groups on priority areas of change (top down) as well as construction and evaluation of affinity groups and the COPLAC Summer Institute (bottom up).

Poster 4 - Addressing the Devaluation of Community-engaged Research in Environmental Engineering

Andrea Ferro, PhD - Clarkson University, & Lupita Montoya, PhD - Montoya Research LLC, University of Colorado Boulder; San Diego State University; Universidad Autónoma de Baja California

The NSF ADVANCE Strategic Partnership for Alignment of Community Engagement in STEM (SPACES) project leverages the strength of the SPACES partnership, the gains made in gender representation in Environmental Engineering (EnvE), as well as the justice, equity, diversity, and inclusion initiatives underway in EnvE and public health to address systemic problems that cause: (1) the experience of isolation for underrepresented minority women faculty (URMWF) and (2) the devaluation of research conducted by URMWF, especially community-engaged research (CER). CER is critical for the successful implementation of engineering solutions to environmental problems, which predominantly affect communities of color. This systemic undervaluation of CER contributes to the attrition of many women and URMWF who enter EnvE motivated to address societally important problems. The SPACES approach is to identify, understand, and minimize future loss of URMWF by leveraging our deep, interconnected leadership and wide reach of our core scientific societies. Through the creation of a network and community of practice that understands, supports, and values URMWF in EnvE, SPACES will advance URMWF and address gender- and race-based systemic inequality in academia. In the session, we will discuss whether addressing the devaluation of CER conducted by URMWF can contribute to resolving the persistent lack of racial diversity in EnvE.

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Poster 6 - ADVANCE @ Michigan Tech's focus on retention via mid-career mentoring mentoring, majority allyship, and department chair professional development

Andienne Minerick, PhD, Sonia Goltz, PhD, Patricia Sotirin, PhD, & Andrew Storer, PhD - Michigan Technological University

ADVANCE at Michigan Tech is dedicated to promoting faculty retention, career success, and STEM equity with an emphasis on advancing underrepresented individuals with intersectional identities. This poster will relay progress in three adaptations: Advanced Career Management, Advocates & Allies, Academy for Responsive Leadership, as well as policy, practice, and workflow improvements. Advanced Career Management (ACM) promotes mid-career faculty development, success, and retention through peer mentoring groups organized into three career tracks: Leadership/Administration, Research Intensive, and Research and Teaching Excellence. Full Professors serve as ACM Guides for the affinity groups and for campus activities offered to mid-career track faculty. The Advocates and Allies (A&A) program affirms the value of active intervention and change champions in promoting a campus culture of inclusion and equity. A&A operates through an Advocates and Allies Advisory Board (A3B) and an Advocates Team, both consisting of faculty/staff volunteers from Michigan Tech. The program advances change through two strategies: challenging practices and policies that reproduce systemic inequities and biases, and actively promoting equitable and inclusive practices and policies. The Academy for Responsive Leadership (ARL) initiative has engaged Michigan Tech's academic leadership in workshops, peer to peer learning, and an ADVANCE Faculty Equity Query Tool (AFEQT) to enhance their abilities to include, support, and empower underrepresented individuals and achieve gender/racial equity on a predominantly STEM, white campus. This poster will relay progress and data from each of these programs illustrating the overall impact on campus climate.

Poster 7 - The High Cost of Unexamined Conflict: DEI Change-Leader Skill Building

Gretalyn (Gretal) M. Liebnitz, PhD - AIM Network & Ming S. Trammel, PhD - Wake Technical Community College

Project team conflict can extract high cost. Negative conflict consequences can manifest directly (e.g., erosion of trust within the project team, and disruption of efficient and effective delivery of project outputs), and indirectly (e.g., increased stress and reduced health of program team members.) As ADVANCE efforts continue to refine understanding of explicit and implicit bias, and issues of intersectionality, it is critical that ADVANCE leaders and project team members refine their skills and ability to navigate difficult conversations, and ideally, foster opportunity for positive learning. In 2023, the ADVANCE Implementation Mentors (AIM) Network, a community of practice of 200+ change leaders representing 75+ ADVANCE-funded institutions, piloted a "Difficult Conversations" Learning Circle. The Learning Circle was co-facilitated by Drs Ming Trammel, long-term AIM Network member, and Gretal Leibnitz, AIM Network Founding Director. The Harvard Negotiation Project's 10th Anniversary Edition book, "Difficult Conversations: How to Discuss what matters Most" (Stone et al., 1999) provided the guiding foundations for the work. Attendees will learn about preliminary data garnered from the AIM Network Learning Circle, be provided additional evidence-based resources, and be invited to engage in ongoing skill-building opportunities. Although designed with ADVANCE change leaders in mind, all interested are welcome!

Poster 8 - Why does the proportion of Women SHRINK and the proportion of Minoritized Women DISAPPEAR as the Power increases in STEM at Portland State University?

Eva Thanheiser, PhD & Gina Greco, PhD - Portland State University

Our poster presents our interview structure and preliminary analysis of the 33 interviews we have conducted to explore why the proportion of women shrinks and the proportion of minoritized women disappear as the power increases in STEM at Portland State University. Our interviews, supported by an ADVANCE Catalyst Grant, are structured around our 5-Ps: Power, Place, People, Policy, and Practice, and we probe STEM faculty to find where they feel empowered or disempowered in those areas. We use MAXQDA to code the transcripts, coding for (1) the 5-Ps (with subcategories), (2) identity (race, gender, sexuality, etc.), and (3) the main tenets of CRT (Critical Race Theory), in order to uncover an intersectional understanding of people's experiences, structural and systemic problem areas on our campus, and eventually make some recommendations regarding levers of change we have identified. MAXQDA allows us to create visual representations of faculty experiences and the obstacles that they face. These visuals not only help us analyze the data, but will also be used to educate and convince our colleagues in STEM and administrators on campus that systemic changes, and which specific changes, are necessary if we wish to retain women and minoritized women in STEM at Portland State University. While coding and analysis is still ongoing, we have already identified some clear problem areas such as inhospitable faculty meetings, lack of transparency, and systemic tolerance of bad behavior.

Poster 9 - Meaningful Reflections Impacting Recruitment and Retention

Florastina Payton Stewart, Mehnaaz Ali, & Stassi DiMaggio, PhD - Xavier University of Louisiana

The goals of the XULA STRIDES project include i) creating an equitable, inclusive, and energizing climate for women STEM faculty members, especially those belonging to multiple marginalized groups; and ii) address systemic barriers leading to higher attrition rates of women faculty and specifically women of color that will result in higher retention of women, especially African-American women STEM faculty members and academic leaders. To accomplish these goals, XULA STRIDES has uses the following strategies: 1. A permanent Associate Provost for Faculty Affairs has been appointed who monitors and coordinates diversity efforts including search and hire as well as the exit interview process. 2. Inclusive policy, such as tenure stop-the-clock, has been introduced and implemented which supports the retention of all faculty in an equitable manner. 3. Mentoring networks on campus have been strengthened in collaboration with the Center for the Advancement of Teaching and Faculty Development (CAT+FD) to include onboarding teams and community building discussion groups. The barriers identified by XULA STRIDES are not unique to the STEM fields and thus affect faculty across disciplines. The interventions identified are applicable to the recruitment and retention of faculty, particularly women and women of color, in the academy, regardless of academic discipline. The impact has significantly spanned beyond STEM departments on our campus. XULA STRIDES has had a broader impact on Xavier's campus expanding beyond STEM to other disciplines and the community as a whole. Finally, the lessons learned on how to recruit and retain a diverse workforce by providing an energized, equitable environment is applicable beyond academia and throughout industry and other organizations.

Poster 10 - CATALYST Data: Shining Light in the Dark

Moriah Beck, PhD & Janet Twomey - Wichita State University

The WSU NSF ADVANCE Catalyst Team will discuss the difficulties of doing a foundational assessment to identify inequities in hiring, promoting, and advancing women and minority faculty on a campus that has never explored or considered such issues before. The poster will provide the strategy for collecting data and information in the STEM departments, along with the data itself. The speakers will discuss the challenges to collecting the data and developing the five-year strategic plan. Finally, they will make recommendations for institutionalizing elements of the strategic plan.

Poster 11- Advancement of women in engineering academia

Lalita Oka & Sue Rosser - California State University, San Francisco

California State University system is the largest university system in the US. A poster session is proposed to share ideas about creating an inter-university network for diverse engineering faculty advancement. As a part of NSF funded ADVANCE Partnership grant, we will present three initiatives that are currently underway. They are: a) Creation of faculty success dashboard and IChange process, b) Research Alliance, and c) Mentoring and Networking. We will consider Intersectionality between Gender, Ethnicity, and Foreign-Born (FB) / Foreign Trained (FT) status. We will also report on our success and challenges in initiating changes.

Poster 12 - Values-based leadership training for women in STEM

Laura Lavine, PhD, Erika Offerdahl, PhD, & Nika Stoop, PhD - Montana State University; Becky Dueben, PhD, Christie Miksys, & Masha Gartstein, PhD - Washington State University

The NSF ADVANCE Regional Partnership project, titled Values-Based Leadership Trajectories for Women in STEM has found that leadership training for midcareer women in STEM promotes career advancement, professional identity, intersectionality, and strategies for institutional change. Our project formed network improvement communities across the regional partnership from a diverse group of stakeholders, allies, and leadership to review the online Tidal Leadership program for our participants. The VAULTS team spent one year revising the leadership program based on the comprehensive feedback and recommendations from over 65 individuals incorporating case studies and literature cited relevant to women in higher education. Twenty-eight midcareer women in STEM from ten partner institutions completed the VAULTS online leadership training in 2022. Evaluation of the participants found actionable outcomes and benefits to support individuals in their own career advancement and in becoming agents of change for their institutions. The values-based leadership training for women in STEM project found the following learning outcomes. Readiness for change surveys of faculty and administrators in relevant STEM disciplines at the 12 regional partner institutions indicated that strategies that provide leadership and training opportunities were recognized as effective and feasible across institution types. In general, VAULTS participants indicated being self-aware, transparent within their leadership role, and leading from their own standards and values. To a lesser degree, participants reported making objective, empirically informed decisions within their leadership role.

Poster 13 - Supporting Faculty Success with Collaborative Mentoring Seed Grants

Yanfen Li, Brita Dean, PhD, Hsien-Yuan Hsu, & Meg Bond, PhD - University of Massachusetts Lowell

Peer mentoring involves individuals of equal standing participating in groups ranging from small gatherings to extensive networks. Informal mentoring, where mentors are chosen instead of assigned, may yield higher compatibility, longer-lasting relationships, and more tailored support. Such mentoring can help faculty members achieve tenure, promotion, and a sense of belonging, while enhancing job satisfaction and retention. Despite the attention given to informal faculty peer mentoring, effective approaches for promoting the success of peer mentoring groups remain uncertain. Limited research has examined the relationship between group composition and the efficacy of informal peer mentoring. The ADVANCE Office at UML offers unique seed grants to support interdisciplinary collaborative mentoring groups, focusing on individuals' potential rather than potential research projects. These groups form around various themes, such as common research interests, shared identities, professional hurdles, and similar life stages. The mentoring structure involves self-selected groups applying together with a faculty lead, attending orientation sessions, meeting at least once a month, and checking in during mid-year and end-year events. Group dynamics are diverse, with seed grant budgets allocated for activities like lunches, book clubs, and guest speakers. Members learn various interdisciplinary collaboration methods and positively influence others within and outside their groups, promoting support, belonging, job satisfaction, and research collaborations, potentially increasing faculty retention. Common challenges faced by groups include scheduling difficulties and the need for a culture that prioritizes mentoring. In-person meetings, though challenging to coordinate, yield higher member satisfaction. Strategies for successful group formation and facilitation include ensuring members share common characteristics or experiences, having budgets aimed at community building, and securing support from chairs and deans. Providing logistical assistance, such as administrative aid or scheduling software, can reduce obstacles, while offering budget and requirement flexibility may enhance success rates.

Poster 14 - UM-ASPIRED: Adaptations for Sustainable Policies and Increased Recruitment Excellence in Diversity

Esra Ozdenerol, PhD, Amanda Rockinson, Carolyn Kaldon, PhD, & Mekensie Ivy- University of Memphis

Adaptations for Sustainable Policies and Increased Recruitment Excellence in Diversity (ASPIRED) implemented evidence-based strategies from other ADVANCE institutions to change the institutional climate at the University of Memphis (UM) and increase gender equity in recruitment, hiring, retention, and advancement for STEM women faculty. ASPIRED has aimed to address four problems identified by STEM women faculty at UM: 1) implicit bias; 2) isolation; 3) ambiguity and inequality in career advancement; and 4) poor work-life-family integration. To do so, ASPIRED employed three tracks, each incorporating multiple strategies: UM-Intersect has sought to improve awareness of diversity, inclusion, and cultural responsiveness to foster an inclusive, culturally responsive work environment by educating search committees; conducting focus groups; training on implicit bias using interactive theatre sketches; and improving department climate through workshops and climate improvement grants. Specific elements include UM-Intersect STRIDE, UM-Intersect Welcome Packet, UM-Intersect Online Resources and Story Map, UM-Intersect Interactive Theater Sketches, and UM-Intersect Department Climate Workshops. UM-Connect has sought to improve social and professional connections to increase women faculty's sense of community (i.e., decrease isolation) and prospects for professional advancement within their departments through mentoring, networking, and professional development opportunities. Specific elements include: UM-Connect Mentoring; UM-Connect STEM Luncheons. UM-Integrate has sought to increase women faculty's satisfaction with their work-life-family integration and develop STEM department cultures that value personal, familial, and professional roles and responsibilities of faculty. These goals are being achieved by increasing policy awareness and development as well as supporting professional advancement and work-family integration. Specific elements include: UM-Integrate Grants; UM-Integrate Family Policy Awareness & Development Initiative, Dual Career Assistance Program. Within this poster presentation, the development, implementation, and evaluation of each program and our institutionalization practices will be shared.

Poster 15 - Faculty Awards: Moving toward more transparency and inclusivity in achievement recognition

Jennifer Poe, MA, Emily Skop, PhD, & Jessi Smith, PhD - University of Colorado Colorado Springs; Marci Levine, PhD - Lehigh University

In this poster showcase we will discuss the adaptation of the A.C.E. Faculty Evaluation tool to review campus award calls and processes for their equity-minded practices. We also explore our inventory of past award recipient demographics and the recommendations we made to individual units to improve the equity of their award processes. We will share the specific recommendations, updates on improvements made to award processes at our campus, and the adapted coding rubric.

Poster 16 - Factors Impacting the Recruitment and Retention of Historically Excluded (HE) Faculty in STEM at a Young MMSI, HSI Institution

Sonal Dekhane, PhD - NSF, Chantelle Anfuso, PhD, & Marni Brown, PhD - Georgia Gwinnett College

As a young institution founded in 2006, the authors' majority-minority and Hispanic-serving institution has several unique characteristics. This includes rapid growth over a short timeframe, absence of tenure, and lack of a traditional department structure, among others. Preliminary data shows that the college has diverse STEM faculty as compared to national standards in regards to both sex/gender and self-identified race/ethnicity. Despite (or maybe due to) the lack of tenure, turnover rates among full-time faculty are very low. In this poster, the authors will present data that will explore various factors at different layers impacting the recruitment and retention of STEM faculty identifying with historically excluded (HE) groups at their institution. The authors will explore 1) if student diversity plays any role in the recruitment and retention of STEM faculty identifying with HE groups, 2) does the lack of tenure impact the recruitment and retention of STEM faculty identifying with HE groups in particular, 3) do traditional vs. non-traditional leadership models, especially at the department-level impact the satisfaction of STEM faculty identifying with HE groups, and 4) how do gender and race/ethnicity impact the salary of STEM faculty identifying with HE groups. Data collected from various sources, such as demographic data, salary data, time at rank, surveys, etc. will help explore these questions. Near-future data collection plans also include focus groups, interviews, review of official policies and guidelines at various levels, and annual evaluations. The authors' institution has an unusually large number of STEM faculty belonging to HE groups, which provides a large sample size for data analysis that can provide statistically significant results.

Poster 17 - Adapting & Institutionalizing Change: Connecting Faculty at Each Career Lifecycle Stage

Shauna Morimoto, PhD & Janette Byrd, PhD - University of Arkansas

For over 20 years, NSF ADVANCE Institutions have implemented successful gender and intersectional equity initiatives. The University of Arkansas' NSF Adaptation Grant, UA ENGAGE (Empowering Network Groups for Arkansas Gender Equity) adapts a series of programs to cover the full faculty career lifecycle. UA ENGAGE programs include mentoring for graduate students and newly hired faculty, initiatives to identify and connect isolated faculty at every career stage, and leadership exploration for senior women faculty. Targeting all career stages lays the groundwork for institutionalization and transformation. This groundwork includes 1) taking a holistic approach to faculty excellence that reinforces and leverages existing resources and initiatives, 2) providing support to faculty led initiatives, and 3) using compelling, institutional specific data to develop a narrative for targeted awareness of these efforts, their successes, and how they can and should be embedded in the institution.

Poster 18 - AMP (Advancing Marquette Priorities): a Collaborative Model for Campus Change

Jeanne Hossenlopp, Katherine Durben, & Anita Manogaran - Marquette University

AMP (Advancing Marquette Priorities): a Collaborative Model for Campus Change is a poster presentation that describes a new initiative of Marquette's ADVANCE program. AMP explores the challenge and opportunities of bringing together faculty and staff to collaboratively and iteratively create solutions to complex institutional challenges. AMP was created to specifically work on some of the challenges that are disproportionately intersectional in impact on faculty during and since the pandemic and which also have challenged campus staff.

Poster 19 - Picture a Scholar, An Annual Women's Scholar Symposium

Cynthia Sims, PhD - Clemson University

How do we encourage the development of a scholarly identity and participation in gender equity initiatives at an R1 institution? By conducting a unique, annual 1-day program, Picture a Scholar which seeks to affirm and celebrate contributions of faculty with diverse and gender identities. Inspired by Picture a Scientist, this unique Women's Symposium is a showcase by which women can share and be recognized for their scholarly accomplishments, provide role models to those who may share their social identities, and educate audiences on the multicultural scholarly talent found across different disciplines. Developing a scholarly journey starts early on and can last a lifetime. This journey is shaped by one's complement of intersectional identities, experiences, and environments. Participating in Picture a Scholar can increase the depth of the development and adoption of a scholarly identity. This year's theme - Advancing Scholarship through Mentorship, highlights the developmental role that mentorship partnerships can provide in supporting scholars' career progression, joining mentor partners with scholars with whom they can identify, and facilitating scholarly resilience. Mentoring is important for women because they may experience more institutional barriers to establishing informal relationships and women who are mentored enjoy more organization success. Outcomes from Picture a Scholar indicate that participants were highly engaged, satisfied with the symposium, and inspired to be active in on campus gender equity programs. We plan to continue to build upon Picture a Scholar, an emerging initiative, and hope that more organizations will recognize the benefits of Picture a Scholar and implement it in their environments.

Poster 20 - ADVANCING CHANGE: Equity, Inclusion & Career Success for STEM Faculty

Andrew Bellemer - Appalachian State University

In 2020, Appalachian State University (App State) received National Science Foundation funding for its ADVANCE APPALACHIAN project and joined the Aspire Alliance IChange Network as a member of its third cohort. This created an opportunity for these groups to draw in collaborators from across campus and identify barriers and gaps in support for the recruitment, retention, and career success of women and underrepresented groups in STEM faculty positions. We used an unbalanced hourglass model proposed by the University of Delaware to understand barriers to institutional change. In this model top-down initiatives developed by upper administration and bottom-up grassroots efforts led by individual faculty and staff meet barriers at middle levels of administration, due to lack of structure, training, or resources. This ultimately limits the effectiveness of DEIJB and faculty development efforts. Using this model, we identified multiple areas of need for faculty support and success. These include the need for centralized and accessible work-life resources, the need for better communication around service responsibilities and professional development, and need for training for department chairs and unit leaders. In the past two years, we have begun to address these needs by developing new mentoring programming in the College of Arts and Sciences, which has increased the accessibility of mentoring across departments. We have also implemented a Faculty & Staff Work Life Council and an Office of Relocation, Dual-Career Services, & Work Life Resources (ORDC+). We have also collaborated with multiple groups to provide programming for a summer institute for new and experienced department chairs. As we move forward, we are continuing to work on data collection to assess the impact of these efforts and building ongoing collaborations across institutional units to ensure sustainability.

Poster 21 - UMSL ADVANCE's Faculty Launch Mentor Program

Tabish Gul, MA, Bettina Casad, PhD, Cynthia Dupureur, PhD, Matthew Taylor, & Seemantini Pathak, PhD - University of Missouri-St. Louis

Research indicates that academic workplaces can be hostile environments for women and minority faculty, leading to their underrepresentation in tenured and tenure-track positions. The lack of mentorship and sponsorship opportunities for women and faculty of color further reduces their access to career-promoting opportunities, and most institutions need more programs targeting these groups. Furthermore, the interaction of race and gender can create unique challenges and obstacles for junior faculty members in academic institutions, which can impede their growth and advancement. For instance, women faculty of color are more likely to face stereotyping and bias, microaggressions, lack of representation, and imposter syndrome. The UMSL ADVANCE's Faculty Launch Mentor Program aims to enhance the capacity of senior faculty to effectively support the career growth of mentees from underrepresented groups by providing training and ongoing professional development. The program pairs tenured Faculty Launch Mentors with junior faculty mentees in their first few years at UMSL to guide them in the best research, teaching, service, and academic navigation practices. The mentors participate in monthly professional development sessions on evidence-based practices, including culturally aware mentoring and allyship. This pilot program is a step towards addressing the underrepresentation of women and minority faculty in tenured and tenure-track positions and promoting their career development and overall success. The program's effectiveness will be assessed through a pre-post dyadic design, evaluating mentors and mentees at two time-points, and may be expanded based on its success. This poster will show how the Faculty Launch Mentor Program supports junior women and faculty of color. It will inform the audience about the program's intervention design that addresses intersectionality, evaluations and assessment methods, data depicting best practices and opportunities, implications and suggestions, and future directions.

Poster 22 - How Do We Engage With and Prevent the Departure of Non-Tenure-Track Women In Academic STEM?

Monica Jackson, PhD & Meg Bentley, PhD - American University

Almost half of American University's faculty are full-time, non-tenure-track. Non-tenure-track faculty at AU are also more likely to be women and people of color. This poster will serve as a guide to universities with large populations of non-tenure-track faculty in STEM, specifically women, and discuss the importance of retaining these vital educators while also increasing satisfaction and belongingness. This poster will also analyze the connection between antiracist practices and the retention of women with intersectional identities in academia.

Poster 23 - NSF ADVANCE Catalyst: ESTEAM: Equity in STEM at Miami University

Catherine Almquist & Claire McLeod - Miami University

Miami University STEM faculty are expected to be exemplary teachers and research scholars. This creates demands on faculty that can lead to burnout and a lack of work-life balance. This may disproportionately impact faculty equity on the basis and intersectionality of gender, race, and international status. Our ultimate goal is to inform institutional change that would promote the hiring, retention, and promotion of diverse faculty in STEM at Miami University. The ADVANCE Catalyst project at Miami will evaluate representation among STEM faculty based on gender, race, and international status and their intersectionalities, and assess the institutional barriers that impede pathways to equity and diversity among STEM faculty. (in progress, end of year 1 of 2) Research Questions: - What are the barriers and structural impediments to establishing and sustaining equity throughout STEM faculty based on the intersectionalities of gender, race, and international status at Miami? - What does the COVID-19 pandemic (as a crisis case study) reveal about potential systemic inequities for STEM faculty, with consideration to gender, race, international status and their intersectionalities, which can exacerbate work-life imbalances that impact productivity, retention, and promotion? - What institutional changes can be planned to support the reduction and removal of barriers to retain and promote diverse STEM faculty, as informed by the data collected? The NSF ADVANCE Catalyst team at Miami are working toward answering these questions in an effort to inform changes that would beneficially impact STEM faculty diversity, equity, and inclusion.

Poster 24 - How Funding Impacts Faculty Productivity and Belonging, an Analysis of a Covid Relief Research Supplement and University Policy Implications

Kristen Woodhall - University of Missouri St. Louis

This poster will outline and describe a small grant program designed to support faculty whose scholarly activities were disproportionately impacted by the covid pandemic. It was titled the COVID relief research supplement. In June of 2021 at the University of Missouri St. Louis (UMSL), both tenure and non-tenure track faculty members were invited to apply for a supplemental grant of up to \$1,500. All faculty members who applied were accepted and the money was allocated. From June 2021 to the present, faculty were asked to provide feedback on how they chose to spend the money and they were given the option of providing commentary on the process at three separate time points. These productivity data and comments were analyzed to assess the effectiveness of the grant period and secondary support outcomes (i.e., sense of belongingness among faculty) were explored. These findings are currently being used as a lens through which to examine the university's current policies. The feedback received describes the unique experiences of people not otherwise accounted for in surveys on faculty inclusion. The poster describes an uncommon local funding opportunity with proximal outcomes related to faculty productivity and distal effects on faculty belonging and inclusion. Findings can directly provide an inclusive framework for a faculty voice in policy development.

Poster 25 - DEI in the Social Sciences Research Area Mapping Platform (ResearchAMP)

Fred Palm, Nicole Levit, & Tara Shukla - Social Science Research Council

Peer Review Objectives and Guidelines for Equity and Representation in the Social Sciences (PROGRESS) seeks to identify and address institutional processes that inhibit the advancement of women and intersectional scholars in the social sciences. PROGRESS endeavors to develop a working model to reduce inequities within selection processes and structural barriers for women and intersectional scholars at the SSRC and five academic disciplinary association partners. PROGRESS is housed within the Council and supported by the National Science Foundation ADVANCE Adaptation program. The PROGRESS RAMP serves as a curated, interactive library for scholarship, news, and other resources related to diversity, equity, and inclusion for social science academic faculty. Research areas include policy and practice, organizational culture, climate, implicit bias, fellowship/awards conferment, and more. The primary goal of this project is to make evidence-supported information on effective DEI practices more easily accessible to social scientists. The poster session highlights the DEI in the Social Sciences Research Area Mapping Platform (ResearchAMP). Designed as an online hub for research on diversity, equity and inclusion that grows from communities of scholarly practice, Research AMP turns up the volume on research, bringing it to the public's ear. The platform creates a space for citations, news articles and reports relevant to DEI in the social sciences. The ResearchAMP highlights the disciplines of PROGRESS's Partner Associations - Anthropology, Economics, History, Political Science and Sociology.

Poster 26 - Transparency about Service Equity: A Promising Practice to Set the Stage for Action

Daniel Arroyo Rodriguez, PhD, Brita Dean, PhD, Karoline Evans, PhD, & Meg Bond, PhD - University of Massachusetts Lowell

Transparency about Service Equity: A Promising Practice to Set the Stage for Action According to research, service is often distributed inequitably across social identity groups. While women faculty tend to spend more time on teaching and service and less on research than men (Bird, 2011; Smith & Calasanti, 2005), historically marginalized racial groups tend to spend more time on advising and diversity-related service than their white peers (Griffin & Reddick, 2011; Umbach, 2006). OMeara, Misra et al. (2021) have done considerable work to both describe work-load inequities and to propose strategies for change. A key challenge that prevents departments and institutions from addressing these inequities lies in lack of transparency. Faculty often have no knowledge of the type of service performed by their peers or how service work is valued or distributed. A preliminary step to address inequities requires making service contributions at all levels transparent to all faculty. With this goal in mind, UML ADVANCE Office for Faculty Equity has adopted an easy-to-use 2x2 grid to promote transparency by highlighting service activities along two dimensions: 1) status and public recognition of the activity and 2) time commitment required. Participants are asked to write their service activities onto individual post-its and then place them on the grid in the quadrant they feel is most applicable. Participants are then encouraged, to reflect on how gender and race may affect service distribution in terms of institutional recognition, visibility, and time commitment. Through this exercise, we can start to identify patterns of service distribution and reflect on how these patterns may propel or hinder an individual's career. The service equity grid provides valuable information for further research on identity-based service inequities and sets the stage for developing service expectation guidelines, structuring department-based strategies, and developing institution policies for workload allocation and performance reviews.

Poster 27 - What Could Your Institution's Journey Toward Salary-Equity Look Like?

Jessica Bennett, PhD - Association of Public and Land-grant Universities

Let's Talk Money: Building Community Understanding of the Institutional Compensation System (NSF # 2121930) is focused on building community understanding of university pay practices and outcomes, incorporating an equity lens into pay decisions, expanding productive conversations about compensation, and improving communication about pay decisions. This poster will highlight project learning through Year 2 about the various pathways our three partner universities have taken. By visualizing these pathways, we aim to articulate the variety of approaches institutions might take to begin improving equity in their compensation systems, including strategies and focus that move beyond internal and external pay equity studies. These essential strategies include a focus on identifying pay decision processes for starting salary, administrative or supplemental pay, and salary adjustments, equity gaps and traps in these processes, communications strategies, pay decision maker and faculty trainings, as well as policy improvements to better align with the campus compensation philosophy. Attendees will also learn about upcoming opportunities to participate in future project activities.

Poster 28 - How to Best Serve Women Inventors? Integrating Equity, Diversity, and Inclusion Best Practices into Technology Transfer Programs

Treena L. Arinzeh, PhD - Columbia University, Forough Ghahramani, EdD, MBA, MS - New Jersey Edge, & Erin M. Kelley, MA, MBA - Hexalign

The NSF ADVANCE Partnership New Jersey Equity in Commercialization Collective (NJECC) aims to address equity in academic technology commercialization (patenting, licensing, and startup creation) by focusing on programs and initiatives that provide access to necessary tools, resources, and communities to help mitigate systemic institutional and entrepreneurial ecosystem barriers. To achieve systemic change at a regional level, the project leverages a robust partnership of organizations across the state of New Jersey. Working together, the NJECC project partners aim to significantly increase the diversity of STEM faculty researchers who participate in the entrepreneurship and innovation ecosystem. Join us to learn about the NJECC initiatives, findings, and recommendations about academic innovation and commercialization, inclusive data collection, regional institutional collaboration, and network development. The NJECC is a National Science Foundation-funded program.

Concurrent Session 1

Symposium - COVID-19 Impacts on Faculty: Research & Practice

Dessie Clark, PhD - University of Wisconsin-Madison Inclusion in Science and Engineering Leadership Institute, Dawn-Elissa Fischer, PhD - San Francisco State University, Ethel Mickey, PhD - California State University San Bernardino, Joya Misra, PhD - University of Massachusetts, Amherst, & Laurel Smith-Doeer, PhD - University of Massachusetts, Amherst

In many ways, the effects of the COVID-19 pandemic on faculty equity feels immeasurable. We do know from research conducted since the early days of the pandemic that women faculty, overall, spent less time on their research, and more time on service, teaching, and mentoring. Research also shows the “parallel pandemic” of racism continues to shape the experiences of faculty, including how they experience student demand, and resistance to inequalities. This symposium will shed light on different ways we can measure inequity, but then will imagine solutions for recovery in a way that centers equity, moving beyond measuring the effects of the pandemic on faculty work, including gendered and racialized inequities. Four studies conducted on three different university campuses demonstrate a range of approaches. Collectively, this group of scholars centers intersectionality, the projects each reflecting on researcher positionalities throughout the research and institutional collaboration processes. Drawing on case studies, surveys, and textual analyses of pandemic impact statements, the researchers show how faculty experiences have differed by race, gender, rank, caregiving status, and other intersecting identities. This work provides insights into impacts on faculty, but also highlights how institutions can use data, policy, and procedure to mitigate these impacts in the long-term. This session is designed to initiate dialogue and conversation among presenters and audience members, with the intended audience including social science researchers, DEI practitioners, university leaders, and funding agencies. Participants will be engaged through reflections on how their campus fits into trends and patterns for COVID-19 and equity. Participants will also engage in small group discussions to contribute to the larger conversation on pandemic recovery policy recommendations, collectively drafting a list of the problems, and ideas and strategies for centering faculty equity and resilience.

Early-Stage Innovations - Empowering Faculty and Enabling Equity

Alka Sapat, PhD & Chad Forbes, PhD - Florida Atlantic University

In this session, we will discuss initial efforts at Florida Atlantic University (FAU) to advance policies and analytic strategies designed to empower faculty at FAU and make it a more equitable institution. Specifically, we will discuss the efforts of two teams formed upon receiving an NSF ADVANCE adaptation grant (FAU ADVANCE-EMPOWER) this past year. One team has been tasked with building a transparent and equitable policy framework to provide faculty at FAU with tools for understanding and defending equity. Chief among these tools is a dual career policy for the recruitment and retention of women and faculty of color. This policy, formed in cooperation with the Provost’s office, aims to assist faculty with partners to find an appropriate university position/local employment and enhance personnel and financial support for dual career partners. We are also developing a centralized database of dual career partners and their career tracks that will be made readily available to administration. We will discuss efforts to shift the institutional culture and perceptions of dual-career couples in hopes that we can actively seek dual-career couples moving forward. The second team is involved in utilizing institutional data to develop “faculty report cards” that foster transparency and comparison points across FAU. These report cards, provided annually to department and college administration officials, will provide real-time assessments of faculty in relation to resource allocation, demographics, and other departments and colleges. A secondary goal is to examine these data in relation to student body composition (FAU is an HSI) and conduct analyses that identify predictors of faculty demographics vis-a-vis student recruitment, retention, and performance. The goal is to empirically demonstrate that faculty diversity is critical for student success on a highly diverse campus. Throughout, we will discuss ways we are trying to navigate these endeavors in a highly politically charged environment.

Early-Stage Innovations - Equality? Disability Vital Talent Pool: Faculty Women of Color

Michelle Bradham-Cousar, PhD - Florida International University, Kemesha Gabbidon, PhD - University of South Florida, & Saundra Johnson Austin, PhD - University of South Florida, Florida Alliance for Graduate Education and the Professoriate

Given our limited attention to Faculty Women of Color (FWoC) with disabilities, we assert that higher education and STEM continues to miss the inclusion of vital talent to the field. Socio-cultural and institutional barriers to the STEM disciplines continue for women in higher education. There is a paucity of resources on best practices for the retention, promotion, and success of FWoC with a disability in STEM (Stewart, 2018). Data gathered from NSF (2021), shows that of all those employed in science, engineering, or holding a health doctorate, approximately 70,000 are living with a disability.

Experience Report - Findings from Design Thinking Sessions: Commemorating 20 Years of ADVANCE

Beth Mitchneck, PhD - University of Arizona, Michele Wheatly, PhD - Syracuse University, Sonya Smith, PhD - Howard University, Heather Metcalf, PhD - WEPAN

A group of current and former ADVANCE PIs received funding to explore the potential to develop an online exhibit about the people of ADVANCE. We conducted a series of focus groups associated with the 2022 community convening to seek input about the audiences we might reach, the broader impacts of such an exhibit, the type of website that people would like, and how people feel that participation in ADVANCE projects impacted them personally. In this session, we report on our findings and answer questions about them.

Symposium - Putting Intersectionality to Practice in STEM Equity Work

Marcia Allen Owens, JD, PhD - Florida A&M University, Brianna Blaser - University of Washington, Kelly Mack, PhD - AAC&U, Stephani Page, PhD - WEPAN, Brooke Coley - Arizona State University

Coined by Kimberlé Crenshaw and shaped by women of color scholar activists, intersectionality is a critical framework for understanding how multiple systems of oppression inextricably intertwine to impact experiences with marginalization. Intersectionality is a necessity for advancing equity in STEM, yet it is often misunderstood and underutilized. This symposium features panelists who have meaningfully incorporated intersectionality into their STEM equity and systemic change work.

Experience Reports - Rethinking the Building Blocks of an Institutional Transformation Program: Lessons from NSF's Eddie Bernice Johnson INCLUDES Aspire Alliance Institutional Change (IChange) Initiative

Jessica Bennett, PhD - Association of Public and Land-grant Universities, Beth Ruedi, PhD - American Association for the Advancement of Science, & Tonya Peebles - The Pennsylvania State University; Aspire Alliance IChange Program

In this session, leaders of NSF's Eddie Bernice Johnson INCLUDES Aspire Alliance (NSF No. 1834518, 1834522, 1834510, 1834513, 1834526, 1834521) Institutional Change (IChange) Initiative will share lessons learned about facilitating leaders from over 50 universities through a guided change process to increase equity, inclusion, and diversity for STEM faculty. We share our reflections and reconsiderations of the design and approach of the IChange Initiative and its three programs: the IChange Network, the IThrive Collective, and the IAspire Leadership Academy. The presentation will highlight evidence about: a) ongoing disparities between minoritized faculty's desires for change and what institutional leaders make, or believe is, possible; b) institutional leaders' readiness to lead equity-informed processes and their resulting engagement in our approach; c) the varying evidence of how change leaders were able to embed key lessons into institutional action plans and implemented changes, and whether transformation actually happened; and, d) how this learning might inform a new institutional transformation model for a thriving faculty. Presenters will engage the audience by having them reflect on their own institutional change efforts, including change traps they have identified along the way, and provide feedback on an emergent model.

Lunch Plenary

Advocating for STEM Equity in the Current Legal Landscape

Heather Metcalf, PhD - WEPAN, Jamie Lewis Keith - EducationCounsel, Erin Reed - Erin in the Morning, Bob Cosgrove - NSF, Alexandra Tracy-Ramirez - Farhang & Medcoff, Jennifer M. Hayes - Jordan IP Law

This plenary addresses the rise in anti-DEI, critical race theory, and affirmative action law and policy; issues around Title VI, VII, and IX; and harmful legislation targeting BIPOC, LGBTQIA+, and disabled folks and women, particularly those at the intersections of marginality. Legal experts from different sectors discuss the personal and professional implications for our Equity in STEM community.

Concurrent Session 2

Legal Landscape - Continued Open Discussion

Join other attendees for a continued open discussion about the topics covered during the Wednesday Lunch Plenary.

Experience Report - A View from the Top: Making an Ethical Business Case for Grant Sustainability

Badia Ahad-Legardy & Robyn Mallett, PhD - Loyola University Chicago

This session will focus on how to sustain NSF grant initiatives by making an ethical business case to institutional leadership. While the moral imperative and practical benefits of advancing equity in STEM are evident, it is widely understood that when university finances are threatened DEI and professional development programs are among the first to end. Given that NSF ADVANCE endeavors to “increase the representation and advancement of women in academic science and engineering careers,” ADVANCE programs tend to focus on two key areas that are difficult to sustain in tough financial environments. How, then, can NSF ADVANCE programs make the case for sustainability when university interests are so tied to “the bottom line?” The presenters will share their experience and perspective as the Vice Provost of Faculty Affairs and the Associate Provost of Academic Programs and Planning, specifically how they attached their NSF ADVANCE goals to institutional interests as a method for program sustainability. They will share the failures and successes they experienced in the first two years of implementing their ADVANCE adaptation grant while in their administrative roles. In this Experience Report, participants will be given a worksheet designed to help them: • Identify one or more barriers to sustainability at your institution. • Identify one or more institutional priorities to leverage for sustainability. • Identify a grant-related outcome that relates to an institutional priority. • Describe how sustaining the grant initiative will meet an institutional priority (make a business case for sustainability at your institution). Upon completion of the session, participants will have an outline of an “ethical business case” they can use for discussions about grant sustainability at their own institution.

Experience Report - The power of peer networks: Building community, confidence, and capacity

Hala Schepmann, PhD - Southern Oregon University, Maria Bertagnolli, PhD - Gonzaga University, Sarah Kirk, PhD - Hobart and William Smith Colleges

In this interactive session, we will explore strategies to create effective networks of support for faculty and institutional leaders. A description of our program, Advancing STEM Careers by Empowering Network Development, will be shared as a model that provides impactful approaches that build community and confidence and lead to career advancement. Participants report that peer networks provide a sense of inclusion and empowerment, which fosters resilience in the face of expected and unexpected challenges. Peer support not only benefits the individual but also promotes the collective advancement of groups which leads to institutional transformation.

Experience Report - Placing Data In The Hands Of Chairs & Deans: The ADVANCE Faculty Equity Query Tool (AFEQT)

Adrienne Minerick, PhD, Andrew Storer, PhD, & Sonia Goltz, PhD - Michigan Technological University

This session is designed for (current and aspiring) ADVANCE PIs and campus leaders to address challenges of reporting NSF indicators. The ADVANCE Faculty Equity Query Tool (AFEQT) was developed as part of the National Science Foundation ADVANCE grant awarded to Michigan Tech. The tool pulls current and historic data from multiple databases (Human Resources forms, several Banner modules, Research) to easily compare faculty parameters along gender and race/ethnicity lines including faculty ranks and tenure status, promotion, tenure applications, years in rank, turnover, hires, leadership promotions, salaries, research space, startup, student credit hours taught and much more. The tool also enables the user to dynamically customize reports. AFEQT addresses the challenges associated with manually curating data and the efforts to discredit the validity of the data. AFEQT has been deployed on campus for over a year and we are seeing positive movement toward more equitable salary and resource allocations. We will share AFEQT development details, the extensive vetting process to cultivate acceptance of the tool, and the training sessions for department chairs to use the tool. We will then walk the audience through the AFEQT tool capabilities (using mock data). Evidence of how dynamic access to the data is informing and changing decisions will be shared. Breakouts and discussion groups will explore how to encourage usage of such a tool on our campuses.

Symposium - ARC's Virtual Visiting Scholars: A Symposium on Intersectional Gender Equity Research

Erin Winterrowd, PhD - Regis University, Stephani Page, PhD - Women in Engineering ProActive Network, & Sue Rosser, PhD - California State University, San Francisco

Come learn about the research conducted by ARC Network's most recent cohort of Virtual Visiting Scholars! This symposium features:

- Sue Rosser's "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"
- Erin Winterrowd's "Academic Motherhood: A Mixed-method Review of the 'Child Penalty' for Women of Color in STEM"

Early-Stage Innovation - The Healthy Department Initiative for Inclusive Excellence (THRIVE) Partnership: ADVANCING STEM Latinas

Ala Qubaj, PhD, Marci McMahon, PhD & Teresa Feria, PhD - University of Texas Rio Grande Valley, Gretalyn Liebnitz, PhD - ADVANCE Implementation Mentors (AIM) Network, & Patricia Nava, PhD - University of Texas at El Paso

The Healthy department Initiative for inclusive Excellence (THRIVE) ADVANCE Partnership leverages the capacity of vital partners; and the University of Texas Rio Grande Valley's successful annual ADVANCING Latinas in STEM Summit (SUMMIT), which has established a community of Latina STEM faculty, and addresses lessons learned, research, and promising practices in the recruitment, retention, and advancement of Latinas in STEM academic careers. For the Early State Innovation session, THRIVE leaders will highlight partners, share the American Psychological Association's Psychologically Healthy Workplace guidelines core to the THRIVE project, and discuss the innovative strategies proposed to prepare for and support Latina faculty in STEM departments. THRIVE Cohorts, comprised of HSI (and emerging HSIs, where space allows) STEM Department chairs and their teams, serve as primary agents-of-change to foster department cultures where faculty, especially Latinas, thrive. At the 2023 SUMMIT, THRIVE Cohort participants will have department change-projects influenced and informed by STEM Latinas, as well as build recruitment networks. Between annual SUMMITS, Healthy Department Cohort Learning Circles will be facilitated by organizational change experts. THRIVE Cohort results will be reported at the 2024 SUMMIT. EISCC session participants will help develop, inform, and provide feedback to THRIVE works-in-progress. especially 1) key components of Learning Circle department change process; and 2) content of interest for a national Latinas in STEM Community of Practice. All interested are welcome!

High 5 Talk - Lessons Learned Regarding Equity & Inclusion for Faculty with Disabilities

Brianna Blaser - University of Washington

Although people with disabilities are frequently mentioned in STEM equity work, there is little substantive discussion about accessibility and disability. Most often, when disability is considered, there is a focus on the student experience rather than faculty with disabilities. This High 5 will focus on initial findings from the AccessADVANCE project related to, community among faculty with disabilities, the reality of securing accommodations for faculty with disabilities, the ongoing and outsized impact of the pandemic on faculty with disabilities. We will also shared information about existing resources related to equity for STEM faculty with disabilities and encourage the audience to take steps in their own work to make it more accessible to faculty with disabilities.

High 5 Talk - Promoting Faculty Equity in Public Liberal Arts Colleges through the COPLAC ADVANCE Partnership

Jay Farrell, PhD - University of California, Riverside, Sally Wasileski, PhD - University of North Carolina Asheville, Josephine Rodriguez, PhD - University of Virginia at Wise

The NSF ADVANCE COPLAC Partnership project, implemented by several institutions of the nationwide Council of Public Liberal Arts Colleges (COPLAC) aims to promote equity for women STEM faculty across the consortium. To address systemic inequities that have impeded career advancement of women, particularly at Primarily Undergraduate Institutions (PUIs), this project uses a multi-tiered approach accompanied with a comprehensive evaluation plan to foster the layers of change needed to promote equity for women STEM faculty. The "top-down" approach recognizes that inequities are pervasive and entrenched institutionally and advances in equity for women STEM faculty need to come from the level of the institution. This includes assessments of existing policies and practices that promote equity on COPLAC campuses and training for chairs to recognize bias and implement equitable policies for faculty at their institutions. The project provided the (virtual) Department Chairs Training in June 2022, which was attended by 26 Chairs and provided a valuable opportunity to share resources across the consortium. The "bottom-up" strategy includes virtual Affinity Groups for women STEM educators, providing support networks across COPLAC that address the isolation of often being the only woman in a particular STEM field at their institutions. The Partnership hosted (June 2022) the Summer Institute on Liberal Learning for Women Faculty in STEM, which included 30 women from 15 PUIs. The majority of the participants rated the Institute as Outstanding and many felt empowered to pursue their career goals, including leadership roles.

High 5 Talk - The next level of transformation: SEA Change

Beth Ruedi, PhD - American Association for the Advancement of Science

Your institution has been involved in institutional change efforts over the years -- how can those efforts be aligned? Sustained? Law-attentive? Nationally recognized? Come hear a brief High 5 about AAAS SEA Change to learn about an initiative that helps institutions support continuous, incremental transformation efforts. Learn about the SEA Change mission, our three pillars -- Institute, Community, and Awards -- and how it can enhance the work you are already doing.

High 5 Talk - Systemic Change through Managerial Engagement

Mala Htun - University of New Mexico & Justine Tinkler - University of Georgia

This session presents our test of the managerial engagement approach to institutional change, which proposes that engaging leaders in new behaviors fosters their commitment to diversity, equity, and inclusion. We collaborated with engineering faculty members who facilitated a bystander intervention workshop in their labs and classrooms. We compare the effects of the managerial engagement intervention on bystander readiness to the effects of traditional training. Faculty who facilitated the bystander workshop report changes in readiness, whereas subjects who attended a traditional training workshop do not.

High 5 Talk - STEM Women Stories

Esra Ozdenerol, PhD - University of Memphis

Organizations use story maps to communicate policy, involve the community, promote a cause, demonstrate benefits, provide public information about an event, educate, or simply inspire. A story map is a web map that is thoughtfully created, given context, and provided with supporting information so it becomes part of an online communication and networking resource. The reason we intended to use story map as an information and networking product is because its contents can be used in a nonlinear fashion by interacting with the map. It includes location, audio, and visual components such as photos, videos, and podcasts of STEM women and their research on a UM campus map. STEM women stories will improve social and professional connections and increase career advancement through networking. Within this presentation, the story map itself, its development, and its implementation will be shared. Our “STEM Women Stories” can serve as a prototype and can be expanded to all US campuses and industries.

High 5 Talk - Value Added Faculty Engagement: Facilitated Peer Mentoring Circles at a Public, STEM Specialty University

Arley D. Williams, PhD, Laurie C. Anderson, PhD, Daniel F. Dolan, PhD, Brooke L. Long-Fox, PhD, Roger L. Nielsen, PhD, S. Elizabeth Rácz, PhD, MPH, Lance A. Roberts, Andrea E. Surovek, & Lisa A. Kunza - South Dakota School of Mines & Technology

The presentation addresses whether adoption of a facilitated circular peer mentoring model at a small, public STEM university can contribute to advancing faculty professional development. The audience are those interested in enhancing professional development programs for faculty and research scientists. The focus is a case study of a small, public STEM university in the first full year of Advance grant efforts to shift from a culture of attrition to a culture of development. A campus-wide, facilitated peer mentoring circle program was developed, based on the Murray State University model. This initiative is characterized by “top-down” support and commitment for continuity. The program creates psychological safety through respect and confidentiality and offers responsiveness to individual career needs/paths. Eight facilitated peer mentoring groups meet monthly, specifically two groups of Assistant Professors, two groups of Associate Professors, Full Professors, Teaching Faculty, Research Scientists, and an Additional Group. Leadership and internal/external advisory boards provide input to tailor meetings for maximum interest. The mentoring circles take varied approaches. Engagement activities include discussions, introductions across departments, guest speakers, books and resources, lists of action items, and lists of proposed future topics and workshops. Feedback is collected after each meeting, and aggregated “bottoms-up” input is provided to university administration. Using participant input, panel discussions are also offered, such as P&T Success by rank and lecturer track career opportunities. A year-end networking event is planned. Preliminary results for the first full academic year show about 22% of faculty and research scientists participating in mentoring circles. A preliminary 96% of 2022-2023 feedback survey participants to date responded they found an opportunity to discuss issues that matter to them. Session learning outcomes include: 1) Learn to design a successful circular peer mentoring program for university faculty and research scientists and 2) Identify best practices for successful peer mentoring.

High 5 Talk - COE ADVANCE Partnership: Promoting Equity and Inclusion to Facilitate Retention of Diverse Faculty through Evidence- and Place-Based Intervention Training

Jay Farrell, PhD - University of California, Riverside

This High 5 Talk will introduce the goals and methods of the new NSF COE Partnership between ADVANCE GEO, the University of California Council of Engineering Deans, and the project PIs. It fits well within the Equitable Adaptation area because it builds on the knowledge and methods successfully deployed by ADVANCE GEO with the goal of adapting those methods with similar success within Colleges of Engineering. A goal of presenting in the High 5 session is to open conversations with additional collaborators.

High 5 Talk - Distributing DEI Work: Training Majority Faculty to Serve as Diversity Advocates on Search Committees

Barbara King, PhD - Florida International University

This presentation discusses why FIU instituted a Diversity Advocate program for Faculty Search Committees and how the program works. Results from faculty focus groups will be shared.

High 5 Talk - AGU LANDInG Academy: A Model for DEI Leadership Development in STEM Professional Societies

Stephanie Goodwin, PhD - Inclusion Works, Inc.

Inclusive DEI leadership is at the core of successful institutional change efforts (Kezar et al., 2021). For most STEM professionals, developing this expertise requires building capacity in new areas of knowledge (e.g., DEI science, organizational change) distinct from their own areas of scholarship. Hence, it isn't surprising that many ADVANCE programs include DEI leadership development initiatives (e.g., department chair training, STRIDE Committees) to build that capacity. These valuable programs necessitate a strong investment in expert program development/implementation that may be difficult to sustain beyond the award period. Importantly, research suggests that organizational change efforts can have a broader impact and better support systemic change when they involve inter-institutional cross-fertilization (e.g., Bilimoria & Singer, 2019). Professional societies may offer a solution to sustaining these programs while affording broader inter-institutional impact. This High 5 will provide an overview of the framework and early outcomes of the AGU LANDInG Academy, an NSF-funded (ICER-2036823) DEI leadership development program implemented by the American Geophysical Union, a professional society spanning all sectors of the Earth and space sciences. The LANDInG Academy's inter-institutional, 2-year cohort-based model adapts strategies frequently used across ADVANCE programs to offer a rich curriculum for current and aspiring STEM DEI leaders to convene, learn, peer-mentor, and share resources while developing and implementing their own institutional initiatives. Our first cohort has participated in 80+ hours of curated, evidence-based programming delivered by nationally recognized DEI scholars, leaders, and practitioners. Beyond programming, participants engage regularly in peer-mentoring/networking activities that promote the development of a sustainable community of practice beyond the program. Mixed-methods evaluation data point to important individual (e.g., learning, skill development) and organizational (e.g., policies and practices) outcomes of Academy participation.

High Five Talk - NSF Knowledge Nugget

Jessie DeAro, PhD, Keri Ann Sather-Wagstaff, PhD, Chrystal A. S. Smith, PhD, National Science Foundation

Learn all about funding opportunities at the NSF in this High Five Session.

High 5 Talk - The Inventor's Patent Academy: A Resource for Women Innovators

Erin Kelley, MA, MBA - Hexalign

Women innovators are not patenting their discoveries as often as men do; only 13% of inventors listed on patents are women. At the current rate of progress, women won't reach parity in patenting until 2092. Gender diversity boosts the inventive process in essential ways. Women's experiences and viewpoints help inform, and thus improve, the quantity and quality of innovation. Gender diversity expands research into underserved topics, thereby filling overlooked technology gaps. How can we support women STEM faculty in patenting? By providing patent education that centers their perspectives, experiences, and concerns. During this talk, Erin Kelley, equity, diversity, inclusion consultant and content creator for The Inventor's Patent Academy (TIPA), will share information about this free, one-of-a-kind, e-learning course that helps innovators understand the patenting process and get them ready to apply for their own patent. TIPA is unique in that features perspectives from a diverse group of inventors, who share their stories during the course. It addresses head-on the systemic barriers that women in STEM, among others, face, and discusses strategies to navigate those challenges. If you are interested in learning more about patenting and its role in academic commercialization, please join us!

Concurrent Session 3

Symposium - ARC Emerging Research Workshops: A Symposium on Ensuring Equity in Big Data, Algorithms, and STEM Language

Joan Herbers, PhD - The Ohio State University, Ashley Garcia, JD, MS - WEPAN, Jessica Gold, PhD - Northeastern University, Aspen K.B. Omapang - Cornell University, Michael Simeone, PhD - Arizona State University, Desirée Forsythe, PhD - Chapman University, Jordynn Jack, PhD - University of North Carolina, Chapel Hill, El Lower - Michigan Sea Grant, & Raquel Robvais, PhD - Louisiana State University

In this symposium, we feature two panels about the ARC Network's Emerging Research Workshops and resulting reports. The first panel will discuss using big data and algorithms to foster equity in STEM. The second panel will cover cultivating equity in STEM through inclusive language and terminology.

Experience Report - Building Systems out of Programs

Barbara King, PhD, Kirsten Wood, PhD, & Suzanna Rose - Florida International University

In this session, we discuss how we transitioned from implementing individual programs to creating system-level changes, most notably in terms of hiring practices, tenure and promotion practices, departmental climate, and policy concerning faculty-student intimate relationships. In addition to discussing programs we have instituted; we will discuss our use of college equity advisors and departmental DEI plans as supports for institutionalizing our work.

Early-Stage Innovation - Evaluations that Elevate: Implementing Equitable Multi-context Faculty Evaluations and Workload Distribution at the University of Oklahoma

Keri Kornelson, PhD - Senior Personnel and Lead Associate Director of OU Elevate

Quantitative and qualitative analyses reveal biased annual evaluation systems that send a clear message to STEM women+ and Faculty with Intersecting Marginalized Identities (FIMI) at the University of Oklahoma (OU), similar to other institutions, that their work is not valued. However, institutions that wish to improve the equity and transparency of faculty evaluation systems and workload distribution encounter a lack of clear guidance. To our best knowledge, no processes or tools have been developed, implemented, and validated across multiple disciplines reporting success in achieving equity in faculty evaluation and workload distribution across an institution. Funded by an Institutional Transformation grant (2022-2027), OU Elevate will combat this problem by dismantling the systemic effect of biased evaluations contributing to inequitable experiences and advancement for STEM women+ and FIMI by developing tools for equitable and transparent workload and annual faculty evaluation; customizing and validating these tools within STEM units; institutionalizing the revised tools and processes; assessing the impact of these activities on faculty, units, and the larger institution; and providing these tools for similar transformation at other institutions. Development and implementation of these new equitable and transparent policies for faculty annual evaluation and workload distribution will contribute to STEM units becoming a place of thriving and belonging for all faculty, sustained by institutionalized accountability to ensure practices continue to adhere with policies. Documenting the positive impact of the new system on the outcomes and experiences of STEM women+ faculty at the intersection of multiple marginalized identities will be central to the assessment and validation of the toolkit. In this presentation, we will present an overview of the OU Elevate research and activity plan and progress so far in Year 1, and engage the audience in discussion of best practices, feedback, and insights on our project in process.

Early-Stage Innovation - Early Innovation Findings: Piloting a Sustainable Global, Network Model for Springboarding Mid-Career Advancement

Elizabeth Long Lingo, PhD - Worcester Polytechnic Institute, Adriane Randolph, PhD - Kennesaw State University, Eleanor Loiacono, PhD - College of William & Mary, Lakshmi Iyer, PhD - Appalachian State University, & Michelle Carter, PhD - Washington State University

How can a global professional association develop a scalable model to support women's mid-career advancement to "full professor" when there are significant global/regional differences—in promotion pathways and titles, promotion-to full requirements, cultural attitudes towards women, and access to relational support networks, financial, and other resources? We present findings from our pilot of a scalable global network model for providing "locally meaningful" mid-career support for women within the IS academic field. We share findings (including unexpected successes and challenges) around: 1) Recruiting and supporting "regional Catalysts" who are leading the six-part workshop series; 2) Recruiting small cohorts of mid-career women faculty in a "global region"; 3) Preparing workshop materials that are locally relevant and globally scalable; 4) Designing where and how workshops will be held to ensure accessibility; 5) Catalysts' experiences with facilitating workshops; 6) Building sustainability into the model; 7) Initial qualitative and quantitative outcomes from participating faculty; and 8) Next steps for refining the model and expanding involvement in Pilot 2.0. Workshop curriculum and facilitation materials were adapted from other ADVANCE initiatives by the ImPACT IT ADVANCE team and are especially designed to foster connection among "isolated" scholars and for local relevance.

Experience Report - Maintaining Focus: Forging Objective Cultural Understandings of STEM Equity

Marcia Owens, JD, PhD

This discussion-based presentation highlights some of the assumptions and challenges that threaten the focus of gender equity work at Historically Black Colleges and Universities (HBCUs). Changing culture, policy, and practice requires maintaining focus while confronting several challenges, including personal, cultural, historical, professional, economic, and legal impediments. Although HBCUs are majority Black, Black women STEM faculty are outnumbered by both men and women from other ethnic/demographic groups, and they are less likely to be tenured. Similarly, HBCUs are minoritized among the ranks of NSF ADVANCE Institutional Transformation (IT) awardees, a fact that often brings well-intentioned new requests, many of which threaten to refocus efforts away from HBCUs. Although explicitly part of both groups, women and minorities, Black women's particularity is implicitly excluded from much of the research base, resulting in a gap in details about their collective experiences. Researching Black women at HBCUs provides the best opportunity to find significant numbers. Although there are some mirrored and parallel experiences with White women, who in studies of gender, are cast as the "universal woman," many experiences of Black women and other women of color remain unique to them, their demographic intersectionality, and institutional type. In this focused context on Black women, cultural humility involves an intentional, ongoing, and self-aware critique of assumptions and biases about who and what Black women are and who they can or should be. Before you can transform, some complex and honest discussions must occur about what exists and how those things came to be. Topics included in this discussion are cultural humility; entrenched patriarchy; external and internalized misogyny and misogynoir; gender norms; and impacts and expectations of the Mammy and Strong Black Woman stereotypes on diversity, equity, inclusion, and belonging.

Early-Stage Innovation - Cultivating Inclusive Excellence Among Chairs and Heads

Ruth Hufbauer & Jen Dawrs - Colorado State University

The Chairs and Heads Institute for Inclusive Excellence (CHIE) was developed recognizing the key role of academic leaders in institutionalizing university diversity, equity, inclusion, and justice (DEIJ) goals. Building upon the success of our the Faculty Institute for Inclusive Excellence and the evidence based practices of the National Science Foundation's ADVANCE program, this interactive workshop will shares the curriculum and the evaluation of the experience of three cohorts of university administrators, representing over 50% of the chairs/heads at Colorado State University. CHIE provides an intentional opportunity for Chairs and Heads to further develop awareness, knowledge, and skills necessary to make demonstrable progress toward DEIJ goals, with specific focus on recruitment, retention, development, and advancement of Black, Indigenous, and People of Color (BIPOC) and on gender equity. Overall, participants report highly positive experiences in CHIE, noting that the content felt valuable and that they enjoyed learning about best practices, research, and tools/resources for implementation together in a dedicated Chair/Head group. Participants also named the ability to engage in comparative analysis, i.e. where departments think they are in their DEIJ journey vs. where they actually are, and how their DEIJ efforts compare to other departments across campus as one of the most interesting components of the CHIE experience. During the session, we will workshop communication strategies, ways to help chairs and heads assess the status of their DEIJ work, and building in accountability. The workshop is designed for DEIJ facilitators, Chief Diversity Officers, university faculty and administrators, and anybody interested in empowering and equipping university administrators to engage in inclusive excellence in their department and beyond to create sustainable institutionalized change.

NSF - NSF ADVANCE Community Building Sessions with ADVANCE Program Officers (note this session spans Concurrent Sessions 3 and 4)

Jessie DeAro, PhD & Chrystal A. S. Smith, PhD - National Science Foundation

Join NSF ADVANCE Program Officers in these community building sessions, organized by grant type.

Concurrent Session 4

NSF - NSF ADVANCE Community Building Sessions with ADVANCE Program Officers (note this session spans Concurrent Sessions 3 and 4)

Jessie DeAro, PhD & Chrystal A. S. Smith, PhD - National Science Foundation

Join NSF ADVANCE Program Officers in these community building sessions, organized by grant type.

Experience Report - Advancing Research During Family Leave: Steadying the Work Life Balance

Shelly Brown-Jeffy, PhD, Aileen Reid, PhD, Julia Mendez Smith, PhD, Malcolm Schug, PhD, & Tyler Clark - University of North Carolina Greensboro

This session will discuss the development and implementation of an internal grant program designed to support the research of women and underrepresented minority (URM) researchers in STEM during and after their Family Medical Leave Act (FMLA) eligible academic leave. The session will discuss the benefits and limitations of the implementation of the program. The session will also include preliminary data gathered from the program awardees.

Early-Stage Innovation - A Playbook for Procuring Faculty DEI Data at a Large Public University

Milagros Rivera - George Mason University

In this talk, we will provide a playbook for finding data stewards, engaging stakeholders, and advocating for data access in support of institutional transformation efforts at George Mason University through research funded by NSF ADVANCE Catalyst grant.

Early-Stage Innovation - What are the Roles of Historically Black Colleges & Universities in Bridging the STEM gap for Underrepresented Minority Students?

Joy Jefferson-Yager, PhD(c) - Florida Agricultural and Mechanical University

Ineffective programs and social preconceptions aid in the diversity gap for women and other underrepresented minority groups in STEM. Misguided notions about who can contribute to STEM are another barrier. Black, Hispanic, American Indian, and Alaska Native peoples are the most underrepresented demographics in STEM. Diversity promotes innovation and new ideas. STEM occupations are critically developed when people with a variety of backgrounds and experiences are trained and hired to work in the industry. Diverse individuals and groups bring a range of perspectives to the STEM workforce and education when permitted to convene at once, as opposed to having a homogeneous group with similar views. There is an increase in civic and political interest in Diversity, Equity, and Inclusion funding for Underrepresented Minorities (URM) STEM programs, however, practitioner collaborations and solutions are needed for practical application on sealing the STEM gap for good. I believe the role of Historically Black Colleges and Universities could render valuable solutions in assisting with URM STEM identity and belonging, mentorship, recruitment, and retention.

Symposium - Changing inequitable faculty culture in the lab, classroom, and department

Steve Desir - University of Southern California, Elizabeth Long - Geological Society of America, Aireale Rodgers, Brittney Pemberton, Erika Marin-Spiotta, & Prabhdeep Singh Kehal - University of Wisconsin-Madison

This symposium interrogates how ADVANCE members can work collectively across various organizational contexts to facilitate faculty cultures that center equity and justice. We are interested in learning from initiatives that leverage research and practices from across disciplines (social sciences, learning sciences, humanities, STEM) and across hierarchies (graduate students/postdocs/faculty/staff and professional associations/universities). Our presenters will engage with the following questions: what are the repertoires of cultural practice that give rise to (in)equity in STEM hiring, pedagogy, and workplaces?; and what challenges and opportunities do faculty share in doing equity work, ie., with attention to institutionalized forms of academic power? Our five presenters will draw from their own research funded by NSF ADVANCE, The Mellon Foundation Just Futures Initiatives, and the American Sociological Association to share experiences and raise questions about faculty hiring, pedagogy, and workplace climate.

Early-Stage Innovation - Changing culture and breaking barriers: UMSL's Equity Advisor Program

Marlo Goldstein Hode, PhD, Cynthia Dupureur, PhD, & Matthew Taylor - University of Missouri St. Louis

In this session, participants will learn about UMSL's new Equity Advisor program, an initiative designed to foster change to institutional culture and breakdown barriers between faculty and staff. Twenty-seven faculty and staff participated in a 16-hour Search Advocate training facilitated by Oregon State University. This cohort meets monthly for ongoing professional development and has access to two Canvas resource sites for inclusive excellence in hiring. Equity Advisors are available to serve as impartial, external advisors to faculty and staff search committees. While several ADVANCE grant institutions have similar programs for faculty, the UMSL program is unique in that it addresses the intersectionality of race, gender, and organizational role. The primary aim of the program is to support the recruitment and retention of people from diverse backgrounds in both faculty and staff positions through equitable and inclusive hiring practices. By using a mixed-cohort model, the program addresses some of the cultural and structural inequities among faculty and staff. Panelists will discuss successes and challenges with implementation.

Dinner and Evening Keynote

STEM Women Checking Boxes in Shifting Goal Posts Climates

Fay Cobb Payton, PhD - North Carolina State University

22%

women faculty members
(16% higher than national average)

23%

undergraduates from
historically marginalized communities
(21% higher than national average)

31%

women undergraduates
(29% higher than national average)



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College of Engineering
MICHIGAN STATE UNIVERSITY

Concurrent Session 5

Experience Report - ACCESS+: A Model for Supporting and Engaging Professional Societies

Ershela Sims, PhD, Heather Metcalf, PhD, Stephani Page, PhD, & Bethany Farmer, MSIS - WEPAN, Beth Ruedi, PhD - AAAS, Verónica Segarra, PhD - Goucher College, & Lucas Hill, PhD - University of Wisconsin-Madison

Funded through an NSF ADVANCE partnership grant, ACCESS+ works to increase the number of STEM professional societies (ProS) engaged in advancing intersectional gender equity in STEM. ACCESS+ uses a cohort participation model to support ProS change agents through the use of the Equity Environmental Scanning Tool (EEST), engagement in a Community of Practice, and access to mini-grant funding (up to \$2000) to develop EDI projects within their organizations. ACCESS+ also provides access to education specific to advancing organizational change through social justice lenses and exposure to EDI experts and resources.

Early-Stage Innovation - No Faculty Left Behind: Mapping an Integrated Intersectional Policy Frame Analysis of Promotion to Full

Ague Mae Manongsong, PhD & Maria Schultheis, PhD - Drexel University

The main objective of the NSF ADVANCE Catalyst grant is to collect and synthesize the necessary data that will shape a comprehensive STEM Faculty Equity Strategic Plan meant to strengthen the pipeline from associate to full professor. Specifically, subsequent recommendations target women STEM faculty. To achieve this objective, the current work will increase our understanding of how university leadership (e.g., Provost, deans, department chairs, etc.) and existing university promotion policies framed promotion to Full in STEM disciplines for the purposes of undoing structural inequalities. We developed a four-frame analysis from the leadership interviews that explained how leaders "framed" the promotion process, which could explain how departments/colleges "framed" the promotion process. These included quality and consistency, equity and inclusion, governance and transparency, and efficiency and incentives. We also utilized a Policy Problematicization (Bacchi, 1999) and Intersectionality-Based Policy Analysis (IBPA) (Hankivsky et al, 2014) on 26 documents collected from leadership interviews in the first round of data collection. The preliminary findings revealed 1) a lack of gender and race-informed policies; 2) no uniformity in policies across colleges; and 3) colleges either complied with Provost guidelines or created bylaws to increase clarity where there were noted gender differences in leadership. We will continue to the process to refine understanding. Therefore, recommendations can include aligning leadership and policy frames, simultaneously, to centralize diverse women's needs, while providing ongoing targeted training for individuals that implement/oversee the promotion processes and women faculty up for promotion. This will help increase institutionalization. For the audience participation, the session will be a roundtable/conversation hour. We ask for the thoughts and feedback of researchers and practitioners on our methodologies, as well as how we can shape recommendations and increase buy-in amongst stakeholders at the R1 university.

Early-Stage Innovation - Development of a Measure of Faculty Ally Behaviors

Ellen Broido, DEd - Bowling Green State University

How does one measure faculty ally behaviors that support other faculty? I will share the process of and challenges in developing a quantitative tool measuring the behaviors white and men faculty take as allies for faculty members minoritized in the areas of sexism and/or racism. We want to measure ally behaviors from the perspectives of both those enacting ally behaviors and minoritized faculty. Items measure both behaviors that support minoritized faculty's success within existing structures (conformist allyship) and behaviors intended to dismantle institutional sexism and racism (transformative allyship). I will briefly review the conceptual framework and scale development process, including our pilot with ~100 faculty from diverse institution types, disciplines, tenure statuses, and social identities. Most of the session will be spent in group discussion of challenges in quantifying ally behaviors and soliciting potential solutions from participants. Potential discussion topics include: Are ally behaviors similar or distinct in the areas of racism and sexism? How might we address the unique dynamics of allyship for different racial groups and bi/multi-racial faculty? For cisgender vs. transgender women? How do we parsimoniously measure ally behaviors when faculty work varies so widely (e.g., teaching loads, tenure/track status, presence of unionization, etc.)? How do we assess transformative ally behaviors from the perspective of minoritized faculty, when much of that behavior occurs when minoritized faculty are not present? How can we account for intersecting privileged and minoritized experiences of allyship? Our audience is anyone seeking to use or develop a measure of faculty ally actions for other faculty. Participants should leave with better understandings of conformist and transformative ally behaviors, having considered nuances of faculty ally behaviors by and for different faculty types, and having identified ways they might use an instrument measuring faculty ally behaviors for other faculty.

Experience Report - Peeling The Onion: Challenges To Cultural Humility in the State of Florida

Allezo Owens, PhD & Brandon Moton, PhD - Florida Agricultural and Mechanical University

This session will address approaches to continued engagement in equity work in states that have launched direct legislative challenges. Florida Agricultural and Mechanical University (FAMU) ADVANCE (NSF Award EES-1824267) focuses on cultural humility and intersectionality at a Historically Black College and University (HBCU). There have been many challenges to the grant that required it to make major pivots, not the least of which was COVID-19 in 2020. This presentation examines another challenge that more directly impacts the work of FAMU ADVANCE: Current and proposed state laws that detrimentally impact implicit bias training, as well as the use of intersectionality as a methodology for diversity, equity and inclusion (DEI). Current law, House Bill 7, specifically diminished implicit bias training. Proposed House Bill 999, as drafted at the time of this submission, rejects work on intersectionality regardless of funding source. As Florida's sole state-supported HBCU, the potential detrimental impacts to diversity, equity and inclusion (DEI) work are many, so this session will also explore possible approaches responding to Florida law.

Experience Report - Strengthening Institutional Change Efforts

Sandra Laursen - University of Colorado Boulder, Kris De Welde - College of Charleston

Solving persistent problems of inequity requires a systems approach to change, typically involving multiple interventions as levers of change that act at different layers of the institution. Ideally, these individual levers of change work together in synergistic ways that increase their impact on the system. But how to make such synergies occur is neither obvious nor automatic. Our current research study focuses on processes that may facilitate or amplify the coherence, impact and sustainability of systems change projects. We call these "scaffolding processes" to recognize their role in supporting, strengthening and connecting distinct interventions. By making explicit these often invisible processes, we seek to better understand their role in change projects, and in turn help change teams to identify and leverage them. We draw on the experience of ADVANCE teams as members of a community with long collective experience in driving institutional change. In prior research (Laursen & Austin, 2020), we identified 12 broad types of strategic interventions used by ADVANCE institutions, in varied combinations, to promote system change. Now we consider not the individual interventions but the processes that link them. We ask: What scaffolding processes facilitate or amplify the combined effects of a suite of strategic interventions targeting institutional transformation? The session will focus on two of the scaffolding processes that our data suggest so far, using data and communicating with stakeholders. Participants will learn initial insights from the research; identify and compare tactics for data use and communication; analyze the affordances and limitations of these tactics using Bolman & Deal's (2017) four lenses on organizations; and consider how they can use these insights to strengthen their own change projects. This session is intended for change agents working to build their skills to lead comprehensive system change projects and scholars who are studying such projects.

Experience Report - TEAM ADVANCE: Toward Sustainability and Lasting Institutional Change

Erin Malloy, MD & Joanna Foland, MA - University of North Carolina at Chapel Hill

Targeting Equity in Access to Mentoring (TEAM) ADVANCE promotes a culture of accessible, effective, and equitable faculty mentoring at UNC-Chapel Hill. Since our early-stage innovation in 2019, TEAM ADVANCE's multilevel approach to faculty mentoring has generated enthusiasm across our institution and correlates with an increase in reported satisfaction with faculty peer mentoring. Likewise, our programs reach across the University, with nearly 550 faculty participating in one or more TEAM ADVANCE offerings. As a project supported by NSF funds, TEAM ADVANCE has faced a challenge common to other grant supported projects: securing institutional support to sustain our programming and efforts to create lasting change beyond the grant. This presentation will focus on TEAM ADVANCE's successful efforts to transition from grant funded to an institutionally supported initiative within the UNC-Chapel Hill Center for Faculty Excellence, extending outward through the Office of the Provost. Sustainability efforts include nurturing partnerships to achieve impacts across campus; building relationships with stakeholders and upper administration; and advocating for staff lines to continue our faculty initiatives. Presenters will highlight how participation in TEAM ADVANCE's programs has encouraged many participants to pursue additional leadership and mentoring development, propose and implement leadership change projects, and/or take on new leadership roles. Presenters will also share how the transition to a new Provost and subsequent reorganization of the Office of the Provost are strengthening the University's capacity for faculty development, as well as TEAM ADVANCE's ability to enhance faculty mentoring experiences. Through small group activities and guided discussion, participants will discuss challenges and share strategies for achieving sustainability that they can adapt within their institutions.

Experience Report - UM-Connect Mentoring: The Lessons learned from the Development, Implementation, and Evaluation

Esra Ozdenerol, PhD & Amanda Rockinson-Szapkiw - University of Memphis

Adapting UTEP's Faculty Mentoring Program for early career STEM women faculty, the UM-Connect Mentoring program was created whereby STEM senior level faculty and administrators served as mentors for mid-level career faculty. As researchers have purported that mentors and mentees need to be socialized to the mentoring process and develop mentorship competencies (e.g., relational, disciplinary, and cultural responsiveness) to maximize the benefits of the experience, both mentors and mentees will complete a virtual mentorship training before engaging in the mentoring relationship. The training extends what has been done in previous ADVANCE initiatives (e.g., UTEP). After completing the training, the mentors and mentees were assigned to peer-mentoring dyads or collective groups, which met bi-monthly in various formats of choice (e.g., online, face-to-face). These group meetings served as primarily discussion groups where the mentees can discuss situations regarding teaching, research, and service, managing family issues, setting career advancement goals, psychosocial concerns, and other issues related to increasing understanding of and potential for career advancement. Mentors and mentees also attended STEM networking Luncheons held in a blended format three times a semester. Pre and post test data demonstrated that women who participated experienced increased mentoring competencies, career advancement, and sense of belonging in the STEM community. Within this presentation, the development, implementation, and evaluation of the program will be shared. Lessons' learned will be discussed, and materials, such as the virtual training modules, will be shared.



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Concurrent Session 6

Experience Report - Advancing Gender Equity in Computing and Engineering Academic Professions through Multi-Organizational Collaboration

Jamie Huber Ward, PhD - National Center for Women & Information Technology; University of Colorado Boulder, Bethany Farmer, MSIS, Ershela Sims, PhD, & Stephani Page, PhD - WEPAN, & Tonya Peebles - The Pennsylvania State University; Aspire Alliance IChange Program

This experience report panel will discuss work being undertaken as part of the National Center for Women & Information Technology's (NCWIT's) NSF ADVANCE partnership grant. This project is a collaboration among NCWIT, the NSF Eddie Bernice Johnson INCLUDES Aspire Alliance, the Women in Engineering ProActive Network (WEPAN), and the ARC Network. During this panel, presenters will discuss their respective organization's evidence-based resource collection and how the materials are of benefit to attendees, as well as how mapping these resources onto the Academic Workplace Systemic Change Model provides an effective framework for considering sustainable and systemic change to increase intersectional gender equity in computing and engineering academic professions. Finally, next steps for the grant project will be discussed. Attendees will leave with a better understanding of: 1) how evidence-based resources can be used to support DEI work; 2) how to access contextually relevant evidence-based resources; 3) the importance of using a comprehensive framework to create sustainable, systemic change within the academic workplace; and 4) how to get involved with future opportunities for guided DEI strategic planning.

Early-Stage Innovation - Establishing Goal-Alignment through Authenticity

Amanda Koontz - University of Central Florida

Our ADVANCE Catalyst project (UCF Intersectional Self-Assessment as Catalyst for STEM Faculty Equity) was designed to examine STEM faculty members' perceptions of issues related to departmental climate by drawing from the theoretical frameworks of organizational justice and organization authenticity. Based on our research findings, we are in the process of developing a strategic plan to foster a culture of help, in order to address issues of trust, along with a sense of isolation and overwhelm. We look to do so through goal-alignment, a multi-level, longitudinal process of determining: (1) faculty members' own goals, definitions of success, and perceived obstacles; (2) shared goals and strengths within departments; (3) cross-departmental goals and related STEM strategic plan; (4) the middle ground between the university and faculty strategic plans. As this is the grand-scale plan and we are at the early stages of innovation, we are seeking to share the ways in which organizational justice and organizational authenticity have helped to bring the issues and potential solutions to the surface, while also gaining feedback from participants as to forms of inclusive decision-making and fostering a more collaborative, trusting environment. Overall, the intent is to construct a model that fosters goal alignment through supporting faculty authenticity (a perceived sense that they can bring their genuine selves to work and have support to pursue their desired career-based goals) in order to support institutional success and authenticity (ensuring that institutions are following through and delivering on their stated missions and values).

Experience Report - Re-Imagining What Counts for Faculty Advancement: Cultivating a Culture of Valuing Comprehensive, Inclusive Faculty Careers

Jodi O'Brien, PhD, Colette Taylor, PhD, & Jenny Loertscher, PhD - Seattle University

In 2020, Seattle University successfully revised its guidelines for promotion to Full Professor to include a range of faculty activities that typically do not count toward promotion. These activities, which include community engaged scholarship, applied scholarship, student-faculty research, and institution building, are directly and positively related to student success and university reputation, but not counted in traditional metrics for advancement. Women and faculty of color are over-represented in these activities and less likely to advance as a result of their under-valuation. Since revising our guidelines, we have successfully promoted 27 women and faculty of color in the past three years (previously the annual average was 2, with a range of 0-4 across the past 25 years). This experience report focuses on the cultural adaptations necessary to support and sustain deep institutional transformation. Using a multi-dimensional model of organizational change and a participatory action research (PAR) methodology, we devised a three-phase approach to institutional transformation. Our working hypothesis was that, while faculty and administrators appreciate diversity-centered, student-oriented, institution-building contributions in a mission-focused university such as SU, they equate these contributions with "service" and discount them as not being "real" accomplishments worthy of promotion. This hypothesis was confirmed repeatedly in the groups we convened across all levels of the university. Accordingly, we devoted our first two years to "strategic communication" and institutional ethnography with the aim of disrupting entrenched faculty ideals about what "counts." In this experience report, we share details of our iterative, PAR approach including: identifying and training a change-maker faculty cohort; cultivating a critical mass of support across multiple institutional levels; and using in-depth interviews and focus groups as consciousness-raising opportunities with the aim redirecting faculty culture toward an awareness of and appreciation for comprehensive, holistic faculty careers as the hub of a diverse, equitable, and vibrant university.

Early-Stage Innovation - Navigating Resistance: ADVANCE-ing equity at a restructured, multicampus primarily undergraduate institution

Jennifer Christus, PhD, Karee Orrick, & Samantha Larson, PhD - University of Wisconsin Oshkosh, & Denise Roseland, PhD - University of Wisconsin Whitewater

In this interactive session, the project leaders from the ADVANCE UW: One Institution Three Campuses project will discuss navigating resistance and resource scarcity as barriers to gender equity. These challenges have been particularly exacerbated at primarily undergraduate institutions (PUIs) where resources are scarce due to long-standing budget cuts and enrollment declines. Participants will discuss navigating barriers to implementing equity work at institutions with the ADVANCE team while sharing strategies and tools to overcome different barriers. Building on the 2021 UW STEM Climate Survey, the ADVANCE UW team is in the first year of a 3-year project which has resulted in a broad range of experiences with institutional support, departments, committees, campuses, and leadership. Through this session we plan to highlight some areas of success and struggles at implementing the project and building a sense of community around the ADVANCE work. This session will highlight the unique barriers specifically associated with multicampus PUIs where there are multiple cultural differences and complexities even within the same institution.

Experience Reports - Setting the Stage for Change: Using Theatre to Improve Departmental Climate

Jeffrey Steiger - Florida International University

Setting the Stage for Change: Using Theatre to Improve Departmental Climate is both a performance and a workshop, providing attendees an opportunity to experience firsthand the pedagogical impact of experiential theater and techniques for its use. In the first half of the workshop, professional actors portray subtle and complex scenarios involving several faculty to faculty interactions, demonstrating subtle and complex dynamics related to bias, power, microaggressions, and harassment. Post-show interaction, guided by an experienced facilitator, allows audiences to unpack issues and practice interventions, followed by an overview of how to create and apply a similar program at individual campuses. The vignettes have been presented in a variety of contexts nationally, both virtually and in-person, for audiences of faculty, chairs, and deans, in a variety of institutions.

Experience Report - The promising practice of cross-institutional collaboration to combat biases

Cinzia Cervato, PhD & Carrie Ann Johnson, PhD - Iowa State University, Adrienne Minerick, PhD - Michigan Technological University, Carla Koretsky, PhD - Western Michigan University, Canan Bilen-Green, PhD - North Dakota State University, & Gul Kremer, PhD - University of Dayton

The ADVANCE Midwest Partnership (AMP) thrives to implement cross-institutional initiatives with a focus on the intersectionalities of STEM women with caregiving responsibilities and women of color. AMP embraces an inclusive and collaborative approach including multiple interconnected initiatives to combat biases. AMP uses four core cross-institutional programs to confront bias and make STEM fields more equitable for minoritized faculty: 1) Department Chair Professional Development, 2) Mentoring, 3) Women's Caucus, and 4) Male Advocates and Allies. This presentation shares an overview of how the cross-institutional nature of each of these programs helped participants detect, confront, and implement strategies to improve conditions around unexamined biases. Participants will learn about: 1. AMP's cross-institutional collaborations (CICs)—what went well, what we improved, and how you can create similar collaborations. 2. How CICs improved collective knowledge and awareness on intersectionality and bias. 3. How participants were motivated to action. 4. How CICs promoted networking and use of shared resources. 5. Why CICs are effective for supporting new faculty and established faculty who take on new roles. Audience participation will be encouraged through live polls and interactive discussions. Actionable tools and communities for marginalized individuals, majority individuals, and department chairs will be discussed and practiced.

Experience Report - The Villanova Model for Change: Mission-Based Partnerships

Adam Smith & Noelle Comolli, PhD - Villanova University, & Terri Boyer, EdD - Anne Welsh McNulty Institute for Women's Leadership

In just five years, the Villanova NSF ADVANCE Program (VISIBLE) has achieved significant success and developed a number of vital programs resulting in a commitment from the institution to make the office permanent. How has the Villanova University NSF ADVANCE Program been able to create lasting change in a limited amount of time? By putting into practice one of the core values of Villanova, Veritas, Unitas, and Caritas (Truth, Unity, and Love) and using them as a foundation for cross-campus partnerships. In this Experience Report panel, members of the VISIBLE team will share how they have developed authentic cross-campus partnerships between both faculty and staff, across all colleges and disciplines, and helped initiate movement toward faculty equity. The panel will also discuss the importance of leading by example and creating an environment for vulnerability among academic leaders.

Lunch Plenary

20 Years of ADVANCE: Collaborations

Virginia Rhodes, MS - WEPAN, Canan Bilen-Green, PhD - North Dakota State University, Erika Marin-Spiotta, PhD - University of Wisconsin - Madison, Kirsten Wood, PhD - Florida International University

Come enjoy lunch and a plenary panel featuring authors from the ADVANCE Journal's special issue recognizing 20 years of ADVANCE. While the opening plenary focused on collisions, this closing plenary is all about collaborations. While the opening plenary focused on collisions, this closing plenary is all about collaborations.

Concurrent Session 7

Early-Stage Innovation - Beyond OUR Reality: Immersive Experiences to Promote Awareness of the Lived Experience of Marginalization in STEM

Brooke Coley - Arizona State University & Rochelle Williams - National Society of Black Engineers

We've all heard about virtual reality, but is it really all the hype? Well, what if it was? And even if it weren't perfect, what if it was extremely effective in enabling us as individuals to see beyond our own realities. Our research brings us closer to an answer to this question. In this session, participants will have the opportunity to experience an immersive virtual reality simulation where they walk in the shoes of the marginalized in STEM. Our research group has developed simulations in the immersive virtual environment focused on creating awareness of the lived experience of students marginalized in STEM, and with the specific audience of STEM faculty as the primary gatekeepers and/or holders of graduate student success. These simulations address race, experiences of intersectionality and the experience of living with an invisible disability (i.e., Attention Deficit Hyperactivity Disorder (ADHD)). The goal of the session will be to introduce the simulations and to engage in dialogue regarding the potential for such intentional learning in serving as a tool for disruption of the status quo. The session will begin with some of the participants experiencing the simulation. Following a period where everyone gets to observe the simulation, we will engage in a critical dialogue. We will discuss the perceived advantages and/or disadvantages of the approach as well as the anticipated barriers and successes of immersive experiences as a tool. However, more critical, we will unpack competencies in each simulation that address aspects of racism, sexism and ableism. This session will catalyze individuals to embrace novel ways of effecting change. Through prompting people to experience beyond their own reality, this work could foster awareness that influences more empathetic people in STEM, and specifically, faculty.

Early-Stage Innovation - Contributions to Diversity, Equity, Inclusion, and Access Statements During the Faculty Recruitment Process and Beyond: From Controversy to Equitable Development, Assessment, and Implementation

Marci Levine, PhD - Lehigh University, Autumn Reed, PhD - University of Maryland, Baltimore County, & Robyn Sandekian, PhD - University of Colorado Boulder

Many universities incorporate "Contributions to Diversity, Equity, and Inclusion Statements" into faculty hiring decisions. In the current political climate, however, these statements are becoming increasingly controversial. Under these circumstances, what value do these statements provide and how can universities equitably use them? To address this dilemma, this session shares the early years' experience of three institutions that use these "Contributions Statements" as part of their faculty search process. This session is suitable for various stakeholders committed to incorporating the principles of diversity, equity, inclusion, and access into their recruitment and retention evaluation practices. Through facilitated dialogue, attendees will: -discuss current issues related to requesting and assessing "Contributions to Diversity, Equity, and Inclusion Statements during Faculty Recruitment. -understand how three universities are using "Contributions Statements" to identify scholars with necessary skills to perform the breadth of faculty duties in organizations committed to inclusive excellence. -co-create recommendations to strengthen equity in implementation, recruitment outcomes, and evaluate the necessary culture shift required for changing faculty expectations.

Early-Stage Innovation - How to Best Serve Women Inventors? Integrating Equity Diversity and Inclusion Best Practices into Technology Transfer Programs

Treena Arinze, PhD - Columbia University, Erin Kelley, MA, MBA - Hexalign, & Forough Ghahramani, EdD, MBA, MS - Edge, Inc.

The NSF ADVANCE Partnership New Jersey Equity in Commercialization Collective (NJECC) aims to address equity in academic technology commercialization (patenting, licensing, and startup creation) by focusing on programs and initiatives that provide access to necessary tools, resources, and communities to help mitigate systemic institutional and entrepreneurial ecosystem barriers. To achieve systemic change at a regional level, the project leverages a robust partnership of organizations across the state of New Jersey. Working together, the NJECC project partners aim to significantly increase the diversity of STEM faculty researchers who participate in the entrepreneurship and innovation ecosystem. Join us to hear about the NJECC initiatives, findings, and recommendations about academic innovation and commercialization, inclusive data collection, regional institutional collaboration, and network development. The NJECC is a National Science Foundation-funded program.

Symposium - Sustainability and Organizational Change: Making Change that Lasts

Jessie DeAro, PhD - NSF, Anna Lee, PhD - North Carolina A&T, Canan Bilen-Green, PhD - North Dakota State University, Jodi O'Brien, PhD - Seattle University, Loretta Moore, PhD - Jackson State University, Margaret Ptacek, PhD - Clemson University

An ongoing challenge of systemic and organizational change work is sustaining and institutionalizing efforts over time, especially for grant-funded projects. This panel discusses systemic change, sustainability, institutionalization, and organizational change across a variety of academic institutions and ADVANCE projects.

High 5 Talk - Competence, Autonomy and Connectedness Increase Women's Early Career Grant Success

Nika Stoop, PhD - Montana State University

Dr. Stoop will present the work of the research team, Rebecca Belou and Jessi Smith, focused on increasing the grant success of women faculty in STEM and social and behavioral sciences at Montana State University. The goal of this project was twofold: first to describe the gender demographics of the national winners of two prestigious grants and second, to document the impact of an educational program aimed at improving the success for women in STEM fields in a local setting. In Study 1, we analyzed publicly available national data to document gender gaps in National Science Foundation's Faculty Early Career Development Program (CAREER) and National Institutes of Health's K01 awards from 2008-2021. Results showed that, while the ratio of K01 awards favored women, the ratio of men-to-women CAREER awardees favored men. In Study 2, we implemented a grant-writing program for CAREER awards based in self-determination theory at one university and analyzed its impact on funding success. Results comparing before the educational program and after showed that the average annual success rate increased for everyone from 11% to 33%. Women who participated in any grant-writing program were awarded CAREER funding at a higher rate, 4.57 times more, than would be expected from the number of women eligible to apply or submission rates. While the correlational and observational nature of this study make it impossible to conclude that it was only the educational programs that resulted in the benefits to women's award success, we encourage other universities to consider adopting and adapting the program and enable faculty development around grant success.

High 5 Talk - Undergraduate Diversity in Research

Charles Eesley - Stanford University

Goal: To support and encourage diverse voices and Management Science & Engineering research. We seek to support under-represented minorities (URM) and First Generation and/or Low Income (FLI) undergraduate students in STEM on their pathways to higher education by pairing students with faculty/PhD mentors. Our Approach: The UDR program expands pathways to academic research for URM and FLI undergraduate students by providing research opportunities for cohorts of undergraduate students with faculty and PhD student mentors. This addresses two intertwined issues: 1) Creating new network connections to circumvent existing network effects and 2) Creating a welcoming community with exposure to research alongside clearly understood paths to furthering their studies. Our goal is to provide each student with at least two quarters of research experience. This draws on best practices from the pedagogical literature, which shows the particular efficacy of research opportunities that are six months or longer (Carter, 2002; Hurtado et al., 2008; Pender et al., 2010; Russell, Hancock, and McCullough, 2007; Carpi et al. 2017; O'Donnell et al., 2015). In addition, our cohort approach is motivated by research indicating that a sense of belonging and identification with STEM academic disciplines and careers is critical for students to persist into higher degrees and jobs in STEM after graduation (Rainey et al., 2018). In summary, our approach includes both core programming and also a set of other goals and strategies that our core programming enables which creates a holistic approach (Milem, 2001; Rothman et al., 2003). As part of the UDR program, undergraduate students work directly with PhD students or faculty on research projects that are meaningful to them. They are provided with training opportunities, social networking, and cohort-building events as they explore what academic research is like in MS&E-related fields such as organization theory and computational social science.

High 5 Talk - Knowledge Dissemination in ADVANCE

Jessica Gold, PhD - Northeastern University

At this convening last year, we presented work on the co-authorship network in ADVANCE formed over the last two decades. One of the most common questions we got from conference attendees was: where are these articles published? What journals publish ADVANCE work? I.e., "where should we send our findings?" In order to use our data to better serve this community, this talk addresses these questions using two sources of data. First, using a custom dataset created by our research team that gathered information on all publications that were products of ADVANCE awards (which we call "outcome publications"), we present the distribution of ADVANCE outcome publications across journals and other outlets over the last two decades. And second, using data from over 50 qualitative interviews conducted with ADVANCE change leaders, we elaborate both on what other sources are used for dissemination, as well as challenges and opportunities for disseminating ADVANCE knowledge both in peer-reviewed outlets and alternative venues.

High 5 Talk - Closing the Allyship Gap - UMSL's Commitment to an Equitable Academic Space

Tabish Gul, MA, Bettina Casad, PhD, & Matthew Taylor - University of Missouri - St. Louis

The High5 Talk will present UMSL ADVANCE's commitment to UMSL's Commitment to equitable academic space by closing the 'allyship gap.' In the current social and political awareness climate, there is an increasing need for individuals and institutions to work toward creating a more inclusive and equitable society. While many institutions are implementing DEI initiatives to increase allyship behavior, there is still a significant gap between the self-perception of the adequacy of an ally's actions and the experiences of faculty and staff from underrepresented backgrounds. Although an ally in a STEM/SBE institution may feel they adequately support faculty and staff from underrepresented backgrounds, our data confirm a need for more awareness regarding the effectiveness of their actions. This gap between perception and reality can lead to complacency and impede the ally's ability to take meaningful actions that benefit underrepresented faculty and staff, such as women and faculty of color. The talk will also describe how UMSL ADVANCE works to close this gap by i) using scientific tools to assess the thoughts and perceptions of faculty and staff to assess the allyship gap, ii) designing and implementing interventions, including allyship workshops and open discussions, iii) assessing the successes and improve or formulate new data-driven strategies.

High 5 Talk - Promoting Brand Visibility Through Content Engagement

Edwin Hickman, BS - Florida International University Office to Advance Women, Equity, & Diversity

Looking at social media metrics over time can lead to several observations that can improve strategies for promoting your DEI brand. By knowing what content garners the most engagement from your audience, you can prioritize this content and increase your brand visibility. By examining trends over our social media engagement, FIU Office to Advance Women, Equity & Diversity have observed the type of content that is most popular among our audience of educators, alongside which platforms see the most engagement. This helps to promote brand visibility as well as highlight the focus of our DEI work.

High 5 Talk - Gendered Experiences of Biomedical Scientists During the Covid-19 Pandemic

Nicole Weitowich, PhD - Northwestern University

The Covid-19 pandemic caused significant disruptions to the biomedical research enterprise. Despite this, biomedical scientists were expected to continue to work and achieve professional goals and milestones, while potentially facing additional domestic responsibilities such as child- or family-care. Preliminary reports suggested that women had less time to devote to research and other scholarly activities. The aim of this study was to examine the impact of the Covid-19 pandemic on biomedical scientists' productivity and professional progress using a mixed-methodology approach. Here, we report our findings from a 2020 survey of 635 U.S. biomedical scientists regarding their experiences during the pandemic. We also interviewed a representative sample of more than 50 respondents at several timepoints throughout 2020 and 2022. From these data, gendered differences in professional progress emerged. Together, this information enables us to explore the structural and systemic factors which influenced the individual productivity and progress of biomedical scientists during the pandemic in order to develop strategies which support retention, advancement, and promotion of those left most professionally vulnerable.



ACCESS+ seeks to accelerate the awareness, adoption, and adaptation of NSF ADVANCE intersectional and evidence-based diversity, equity, and inclusion (DEI) policies, practices, and programs within and across STEM professional societies.

The ACCESS+ Equity Environmental Scanning Tool (EEST) is a comprehensive DEI professional society self-assessment tool that helps societies assess and benchmark their intersectional DEI efforts, discern strengths, and identify areas for attention.

ACCESS+ is excited to offer the EEST for free under a Creative Commons license (CC BY-NC-SA). Scan the QR code on the right to download the EEST.



PROGRAM EXPERIENCE THE COHORT JOURNEY

- Complete the EEST and review resulting report
- Develop and implement action plans
- Meet, collaborate, and exchange resources as a Community of Practice
- Apply for mini-grant funding
- Participate in an annual in-person convening for all cohorts

PROGRAM OUTCOMES COHORT ACCOMPLISHMENTS

- Greater awareness of organizational gaps, needs, and strengths via benchmarking
- Greater awareness of evidence-based intersectional DEI practices
- Increased self-efficacy in acting as DEI change leaders through support of cohort participants



DEI MINI-GRANTS

Gained funding to support intersectional DEI work on topics such as leadership training, community building, and inclusive communications



ACTION PLANS

Created strategic action plans for meaningful change, using a Force Field Analysis and identifying organizational strengths and opportunities



COMMUNITY OF PRACTICE

Engaged with other societies involved in DEI work, collaborated with experts and peers to meet their goals, and exchanged knowledge and resources



ARC NETWORK RESOURCE LIBRARY

Learned about resources, policies, and best practices to support DEI efforts

ACCESS+ is funded by the National Science Foundation ADVANCE Program Award (HRD #2017953). The Women in Engineering ProActive Network (WEPAN) serves as the home organization of ACCESS+.

accessplusstem.org | access.plus@wepan.org | [@accessplusstem](https://twitter.com/accessplusstem)



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it's only human to see the innovations of tomorrow start today

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human
energy
company 

Speakers and Presenters

Badia Ahad-Legardy

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Badia Ahad-Legardy is Vice Provost for Faculty Affairs and Professor in the Department of English at Loyola University Chicago. She serves as the lead administrator on faculty matters including hiring; promotion and tenure policies; new faculty orientation, mentoring, and faculty development programs; and advancing diversity and equity.

A View from the Top: Making an Ethical Business Case for Grant Sustainability

Mehnaaz Ali

Co-PI, ADVANCE, Xavier University of Louisiana

Diversity, Equity, Inclusion, and Respect in STEM, Community Building Recruitment & Retention of Women in STEM, Training Environments, Recruiting Faculty of Color

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Meaningful Reflections Impacting Recruitment and Retention

Catherine B. Almquist

Professor, PI: NSF ADVANCE Catalyst grant, Miami University

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Dr. Almquist has been an educator in the Chemical, Paper, and Biomedical Engineering department at Miami University for over 20 years. She teaches chemical and environmental engineering courses, and her research area is in environmental processes. She is currently the Principle Investigator on an NSF-funded ADVANCE Catalyst grant.

NSF ADVANCE Catalyst: ESTEAM: Equity in STEM at Miami University

Laurie C. Anderson, PhD

Professor and Head, Department of Geology and Geological Engineering; Director Museum of Geology, South Dakota School of Mines & Technology

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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.

Adaptation of Institutional Programs and Policies for STEM Faculty Advancement and Retention

Value Added Faculty Engagement: Facilitated Peer Mentoring Circles at a Public, STEM Specialty University

Chantelle Anfuso, PhD

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Chantelle Anfuso is an Associate Professor of Chemistry and has taught at Georgia Gwinnett College since 2012. Her teaching and research focus on removing barriers for student success and supporting DEI efforts for both students and faculty in higher education.

Factors Impacting the Recruitment and Retention of Historically Excluded (HE) Faculty in STEM at a Young MMSI, HSI Institution

Treena L. Arinze, PhD

Professor of Biomedical Engineering, Columbia University

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Treena Livingston Arinze is fellow of the American Institute for Medical and Biological Engineering, the Biomedical Engineering Society, and the National Academy of Inventors. She has 15 issued patents, is co-founder of a medical device startup, and is PI for NSF ADVANCE Partnership NJECC.

How to Best Serve Women Inventors? Integrating Equity Diversity & Inclusion Best Practices into Technology Transfer Programs (poster & concurrent session)

Daniel Arroyo Rodriguez, PhD

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Daniel Arroyo-Rodriguez is an Associate Professor of Spanish at UMass Lowell. He has been serving in the ADVANCE Office for Faculty Equity since the Fall 2021. He is currently co-leading an initiative around service equity at UMass Lowell. His main research focuses on Spanish historical memory, film and literature.

Transparency about Service Equity: A Promising Practice to Set the Stage for Action

Moriah Beck, PhD

Professor of Chemistry and Biochemistry, Wichita State University ADVANCE Catalyst Team

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Founding member of the St. Louis chapter of the Association for Women in Science. Member of the NSF ADVANCE Catalyst team at WSU. Awarded a DEIA Mentoring Award from NIH in 2022, recognizing her work with a diverse group of over 60 undergraduate and graduate students at WSU since 2011.

CATALYST Data: Shining Light in the Dark
Andrew Bellemer

Associate Professor of Biology and PI, ADVANCE APPALACHIAN, Appalachian State University

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Andy Bellemer is an Associate Professor and Assistant Chair in the Department of Biology at Appalachian State University. He is also the PI of the ADVANCE APPALACHIAN project, an NSF-funded effort to support recruit, retention, and career success of women and people from underrepresented groups in STEM faculty positions.

ADVANCING CHANGE: Equity, Inclusion & Career Success for STEM Faculty
Jessica Bennett, PhD

Asst. VP - STEM Education and Co-Lead of Aspire's IChange Initiative, Association of Public and Land-grant Universities

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Dr. Jessica Bennett leads a variety of NSF-funded projects focused on enhancing institutional capacity to foster environments that recruit, retain, develop, and compensate a thriving faculty. Her scholarship focuses on organizational environments and faculty pathway experiences. She serves on the editorial board of the Journal of Diversity in Higher Education.

Rethinking the Building Blocks of an Institutional Transformation Program: Lessons from NSF's Eddie Bernice Johnson INCLUDES Aspire Alliance Institutional Change (IChange) Initiative
What Could Your Institution's Journey Toward Salary-Equity Look Like?
Meg Bentley, PhD

Director of STEM Partnerships and Innovation, American University

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Dr. Bentley is a founding member of the Initiative for STEM Education, Equity and Ethics (ISE3), as well as a Co-PI of AU's NSF Advance grant. In 2022, Dr. Bentley was appointed Director of STEM Partnerships and Innovation within AU's College of Arts and Sciences.

How Do We Engage With and Prevent the Departure of Non-Tenure-Track Women In Academic STEM?
Mia Bertagnolli, PhD

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Dr. Bertagnolli, Vice Provost for Faculty Affairs/Professor of Biology at Gonzaga University and Co-PI of the ADVANCE grant, Advancing STEM Careers by Empowering Network Development, helps recruit, retain and support a diverse faculty by fostering a supportive, inclusive environment where teachers, scholars, and emerging academic leaders thrive.

The power of peer networks: Building community, confidence, and capacity
Canan Bilen-Green, PhD

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Dr. Canan Bilen-Green is the Vice Provost for Faculty Affairs and Equity at North Dakota State University. Dr. Bilen-Green has extensive administrative experience and has institutionalized several NSF ADVANCE developed programs on her campus, including Advocates and Allies, and mentoring and professional development programs for faculty and chairs.

The promising practice of cross-institutional collaboration to combat biases
20 Years of ADVANCE: Collaborations
Sustainability and Organizational Change: Making Change that Lasts
Brianna Blaser

Associate Director, AccessADVANCE, University of Washington

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Through her work at the University of Washington, Brianna Blaser works to increase the participation of people with disabilities in STEM careers. She is the associate director for AccessComputing and AccessADVANCE. Her work includes direct interventions for individuals with disabilities and working with educators and employers to create institutional change.

Lessons Learned Regarding Equity & Inclusion for Faculty with Disabilities
Putting Intersectionality to Practice in STEM Equity Work

Meg A. Bond, PhD

Professor & ADVANCE Faculty Director, University of Massachusetts Lowell

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Meg A. Bond, Ph.D., is Distinguished University Professor of Psychology, Director of Making WAVES: an NSF ADVANCE Institutional Transformation Grant (2016-2022), and Inaugural Director of the ADVANCE Office for Faculty Equity at UMass Lowell. She is a community psychologist who specializes in the dynamics of workforce diversity and sexual harassment.

Supporting Faculty Success with Collaborative Mentoring Seed Grants
Transparency about Service Equity: A Promising Practice to Set the Stage for Action
Terri Boyer, EdD

Director and VISIBLE Program Partner, Anne Welsh McNulty Institute for Women's Leadership

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Terri Boyer was appointed as the founding director of the Anne Welsh McNulty Institute for Women's Leadership and an associate professor of Education and Counseling in 2017. Dr. Boyer previously served as executive director of the Center for Women and Work and as an assistant research professor at Rutgers University.

The Villanova Model for Change: Mission-Based Partnerships
Michelle Bradham-Cousar, PhD

Clinical Assistant Professor, Florida International University

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Implementation of developmental activities for individuals with disabilities; education plan development for students in post-secondary (IEP/ 504 plans), specialized work with Traumatic Brain Injury (TBI), Workers Compensation/EAP/HR disability inclusion in workplace, Rehabilitation Technology Accessibility (integrated AI), Veteran/Military disabilities, Vocational Evaluation, Disability Competencies, Rehabilitation Engineering, Career Counseling, Entrepreneurial Learning Agile Workspace.

Equality? Disability Vital Talent Pool: Faculty Women of Color
Ellen Broidio, DEd

Professor of Higher Education and Student Affairs, Bowling Green State University

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Dr. Broidio's research addresses social justice in higher education, including ally development in faculty and college students. She has served as senior personnel on the BGSU ALLIES NSF Advance Adaptation grant (2017-2023) and is a lead member in the development of the instrument that is the focus of this presentation.

Development of a Measure of Faculty Ally Behaviors
Marni Brown, PhD

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Marni Brown is an associate professor of sociology and coordinator for cultural studies at Georgia Gwinnett College. She has been teaching at Georgia Gwinnett College since 2012. Her teaching and research focus on gender, sexuality, and intersectionality.

Factors Impacting the Recruitment and Retention of Historically Excluded (HE) Faculty in STEM at a Young MMSI, HSI Institution
Shelly Brown-Jeffy, PhD

Associate Professor of Sociology and PI

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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 EDI initiatives on her campus.

Advancing Research During Family Leave: Steadying the Work Life Balance
Janette Byrd

Program Director, NSF ADVANCE Adaptation Grant, UA ENGAGE, University of Arkansas

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Janette previously served as the project manager for Oregon State ADVANCE and assistant editor for the ADVANCE Journal. She has been admitted into the Fall 2023 cohort of the University of Arkansas' English Ph.D. program with a focused study in Rhetoric and Composition, and is a Doctoral Academy Fellowship recipient.

Adapting & Institutionalizing Change: Connecting Faculty at Each Career Lifecycle Stage

Michelle Carter, PhD

Associate Professor, Management, Information Systems, and Entrepreneurship, Washington State University

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Michelle Carter examines IT's involvement in identity and social change and factors shaping IT use. She is Chair of the Association for Information Systems Committee on Diversity and Inclusion and a past-president of its Special Interest Group on Social Inclusion. She is Co-PI of the NSF ADVANCE ImPACT IT grant.

Early Innovation Findings: Piloting a Sustainable Global, Network Model for Springboarding Mid-Career Advancement

Bettina Casad, PhD

Associate Professor, Dept. of Psychological Sciences, University of Missouri - St. Louis

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Dr. Bettina Casad is an Associate Professor in Psychological Sciences. She holds a doctorate in Social Psychology with a specialization in social cognition and intergroup relations, and her interdisciplinary research addresses topics in industrial/organizational psychology, health, and education.

Closing the Allyship Gap - UMSL's Commitment to an Equitable Academic Space

UMSL ADVANCE's Faculty Launch Mentor Program

Cinzia Cervato, PhD

Morrill Professor and Lead PI, ADVANCE Midwest Partnership, Iowa State University

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Dr. Cervato is Morrill Professor of Geological & Atmospheric Sciences at Iowa State University. Since 2019 she leads the ADVANCE Midwest Partnership project. She has extensive experience in leading workshops, participating and coordinating panel discussions, and conducting research in science education and geosciences.

The promising practice of cross-institutional collaboration to combat biases

Jennifer DS. Christus, PhD

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

Navigating Resistance: ADVANCE-ing equity at a restructured, multicampus primarily undergraduate institution

Tyler Clark

Program Manager, University of North Carolina Greensboro

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Tyler Clark is the program manager. She has advanced knowledge in research, assessment, and evaluation.

Advancing Research During Family Leave: Steadying the Work Life Balance

Dessie Clark, PhD

Director of Curriculum Development, University of Wisconsin-Madison Inclusion in Science and Engineering Leadership Institute

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Dessie Clark implements and conducts research on interventions and educational modules designed to increase the diversity of faculty and leaders in academic STEM. Dr. Clark received an M.Ed. in Community Development and Action from Vanderbilt and a PhD in Community Sustainability from Michigan State.

COVID-19 Impacts on Faculty: Research & Practice

Brooke Coley

Founding Executive Director, Center for RARE JUSTICE, Arizona State University

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Dr. Coley's research amplifies the lived experience of Black graduates students in engineering through their counterstories elucidating how anti-Blackness is perpetuated and/or manifests in engineering academic environments. She employs arts-based methods and virtual reality to conduct culturally responsive research projects that promote agency of the marginalized and macrolevel accountability.

Beyond OUR Reality: Immersive Experiences to Promote Awareness of the Lived Experience of Marginalization in STEM

Putting Intersectionality to Practice in STEM Equity Work

Noelle Comolli, PhD

Associate Dean and VISIBLE co-Principal Investigator, Villanova University College of Engineering

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Dr. Comolli directs the Biomaterials and Drug Delivery Laboratory, housed within the College of Engineering, where she researches the development of nanoparticles for drug delivery. Her work with VISIBLE focuses on driving forward the Change Management and Hiring, Assessment and Promotion initiatives.

The Villanova Model for Change: Mission-Based Partnerships

Robert Cosgrove

Chief, Awardee Compliance Branch, Office of Equity and Civil Rights, National Science Foundation

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Mr. Cosgrove has over 30 years' experience managing external civil rights compliance programs involving Title IX and other civil rights laws across four Federal agencies. At the NSF, Mr. Cosgrove is the Chief of the Awardee Compliance Branch in the Office of Equity and Civil Rights.

Advocating for STEM Equity in the Current Legal Landscape

Jen Dawrs

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Jen Dawrs is the Program Manager for the Faculty Success program at Colorado State University and coordinates the institution's faculty equity initiatives. Jen is a cultural anthropologist by training, with specializations in organizational equity and community development.

Cultivating Inclusive Excellence Among Chairs and Heads

Kris De Welde

Director & Professor, Women's & Gender Studies, 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.

Strengthening Institutional Change Efforts: Focus on Scaffolding Processes

Brita Dean, PhD

ADVANCE Program Director, University of Massachusetts Lowell

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Brita Dean, Ph.D., is the Program Director for the ADVANCE Office for Faculty Equity at the University of Massachusetts Lowell after working for 7 years on the NSF ADVANCE WAVES institutional transformation grant. She is well versed in all aspects of the ADVANCE program and currently contributes as full-time staff to the UML ADVANCE Office. She obtained her Ph.D. in Electrical and Computer Engineering from Worcester Polytechnic Institute.

Supporting Faculty Success with Collaborative Mentoring Seed Grants

Transparency about Service Equity: A Promising Practice to Set the Stage for Action

Jessie DeAro, PhD

Program Lead of ADVANCE, National Science Foundation

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Dr. Jessie DeAro has twenty years of experience designing, implementing, and leading federal grant programs at the National Science Foundation (NSF) and the U.S. Department of Education. She is currently the NSF ADVANCE program lead. She has served as acting Deputy Division Director and as a senior policy advisor at the White House Office of Science and Technology Policy.

NSF ADVANCE New Grantee Orientation

NSF ADVANCE Q&A

NSF ADVANCE Office Hours

NSF Knowledge Nugget

NSF ADVANCE Community Building Sessions

Sustainability and Organizational Change: Making Change that Lasts

Sonal Dekhane, PhD

Program Director, National Science Foundation

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During her 15 years as a faculty and leader, Sonal Dekhane's scholarship, student engagement, service, and leadership have focused on improving STEM education, broadening participation and gender/racial equity in STEM, and inclusive excellence. She currently serves as a Program Director at NSF's Division of Equity for Excellence in STEM.

Factors Impacting the Recruitment and Retention of Historically Excluded (HE) Faculty in STEM at a Young MMSI, HSI Institution

Steve Desir

Assistant Professor of Research, University of Southern California, Rossier School of Education
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Steve Desir is a research associate in the Pullias Center for Higher Education at the USC School of Education. His research examines racial equity issues in university recruitment and selection processes. Steve serves as the Director of Professional Development and Organizational Learning for the Equity in Graduate Education Resource Center.

Changing inequitable faculty culture in the lab, classroom, and department

Stassi DiMaggio, PhD

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Diversity, Equity, Inclusion, and Respect in STEM, Community Building, Recruitment and Retention of Women in STEM, Training Environments, Recruiting Faculty of Color, Retaining Women in STEM

Meaningful Reflections Impacting Recruitment and Retention

Daniel Dolan, PhD

Professor Emeritus, South Dakota School of Mines & Technology
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Dr. Dan Dolan earned his PhD from the University of Minnesota. Dr. Dolan is a Professor Emeritus of Mechanical Engineering, previous Director of the Center of Excellence for Advanced Manufacturing and Production (CAMP), and recipient of the Tau Beta Pi McDonald Mentor Award.

Adaptation of Institutional Programs and Policies for STEM Faculty Advancement and Retention

Value Added Faculty Engagement: Facilitated Peer Mentoring Circles at a Public, STEM Specialty University

Becky Dueben, PhD

Assistant Professor, Washington State University, Center for Transformational Leadership & Learning
 Email - rdueben@wsu.edu

Rebecca Dueben has facilitated faculty/student workshops and focus groups in a STEM field for several years. Now as a faculty member in Human Development, she conducts value-based workshops and teaches a communication and life skills class. She also facilitates leadership groups at WSU to create and implement value-based strategic plans.

Values-based leadership training for women in STEM

Cynthia Dupureur, PhD

ADVANCE Co-PI, Professor of Chemistry and Biochemistry, University of Missouri St. Louis
 Email - cdup@umsl.edu

Dr. Dupureur co-leads efforts in recruitment and retention and climate and culture in her work with the UMSL Faculty Mentor training program and the Association for Women Faculty and Staff. She also supports the Equity Advisor program and is an active equity advisor. She is a research and classroom-active biochemist. She has served as department chair and Faculty Fellow for Faculty Success.

Changing culture and breaking barriers: UMSL's Equity Advisor Program

UMSL ADVANCE's Faculty Launch Mentor Program

Katherine Durben

Executive Director of Research and Sponsored Programs, Marquette University
 Email - katherine.durben@marquette.edu

Ms. Durben leads the Office of Research and Sponsored Programs, supporting faculty and staff and fostering excellence in sponsored projects by promoting best practices, policies and procedures that ensure consistency and efficiency in our transactions with sponsors and partners. She is a co-creator of AMP.

AMP (Advancing Marquette Priorities): a Collaborative Model for Campus Change

Charles Eesley

Associate Professor, Stanford University
 Email - cee@stanford.edu

Chuck Eesley is an Associate Professor and W.M. Keck Foundation Faculty Scholar in the Department of Management Science and Engineering at Stanford University. He has also been an advocate and mentor for immigrants and historically under-represented groups in STEM, academia and the tech sector.

Undergraduate Diversity in Research

Karoline Evans

Associate Professor, College of Business, University of Massachusetts Lowell

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Karoline Evans, Ph.D. is an Assistant Professor of Management at UMass Lowell. Her research focuses on how social relationships, power, and diversity affects teams. She has worked on the NSF-funded WAVES grant and in the ADVANCE Office for Faculty Equity since 2017, focused on implementing peer-to-peer approaches to combat microaggressions.

Transparency about Service Equity: A Promising Practice to Set the Stage for Action**Bethany Farmer, MIS**

Community Librarian, The ARC Network, Women in Engineering ProActive Network

Email - bethany@wepan.org

Bethany Farmer, MSBA, MIS is the ARC Network librarian. She has over a decade of library experience, including two years working in the Department of Energy Research library in Oak Ridge, TN. Prior to joining WEPAN, she was the Head of Technical Services at Lincoln Memorial University.

ACCESS+: A Model for Supporting and Engaging Professional Societies**Advancing Gender Equity in Computing and Engineering Academic Professions through Multi-Organizational Collaboration****Jay Farrell, PhD**

Professor, University of California, Riverside

Email - farrell@ucr.edu

Jay A. Farrell is the KA Endowed Professor in the Department of Electrical and Computer Engineering at the University of California, Riverside. He has served nine years as Chair and four years as Associate Dean for Academic Personnel. He is currently co-PI on the NSF COE ADVANCE Partnership.

COE ADVANCE Partnership: Promoting Equity and Inclusion to Facilitate Retention of Diverse Faculty through Evidence- & Place-Based Intervention Training**Teresa (Paty) Feria, PhD**

Co-Lead Latina SUMMIT; THRIVE Partnership, University of Texas Rio Grande Valley

Email - teresa.feriaarroyo@utrgv.edu

Dr. Teresa Patricia (Paty) Faria is Professor of Biology at University of Texas Rio Grande Valley. She is a native of Mexico City, and an active leader in diversity efforts. She serves as Co-Lead for the THRIVE Latina Summit.

The Healthy DePaRtment Initiative for InclusiVe Excellence (THRIVE) Partnership: ADVANCING STEM Latinas**Andrea Ferro, PhD**

Professor and Associated Director for Research, Clarkson University

Email - aferro@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.

Addressing the Devaluation of Community-engaged Research in Environmental Engineering**Dawn-Elissa Fischer, PhD**

Executive Director of Research and Sponsored Programs, Marquette University

Email - def@sfsu.edu

Fischer applies intersectional Black feminist frameworks to identify, amplify, & reward the intellectual and social justice contributions of historically excluded public educators to critical pedagogy & public engagement. As an ethnographer, Dr. Fischer has been evaluating racial equity and strategic planning in K-12 & postsecondary education since 1999.

COVID-19 Impacts on Faculty: Research & Practice**Joanna Foland, MA**

Associate Professor of Anthropology, San Francisco State University

Email - jfoland@email.unc.edu

Joanna Helene Foland is a Faculty Development Consultant at UNC's Center for Faculty Excellence. She collaborates on the design and delivery of programs and workshops to support faculty development in leadership and mentoring. Joanna also promotes awareness and inclusion of LGBTQ+ experiences to foster organizational change.

TEAM ADVANCE: Toward Sustainability and Lasting Institutional Change**Chad Forbes, PhD**

Faculty Development Consultant, Center for Faculty Excellence, University of North Carolina at Chapel Hill

Email - forbesc@fau.edu

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.

Empowering Faculty and Enabling Equity

Desirée Forsythe, PhD

Grand Challenges Initiative Postdoctoral Fellow in Biological Sciences, Chapman University

Email - dforsythe@chapman.edu

Dr. Forsythe (she/her) is a STEM education researcher focused on how to disrupt oppressions in the sciences through the use of critical, feminist, and queer theorizations. Her research considers how those with privileged identities in STEM incorporate social justice into pedagogy and how marginalized STEM students experience and navigate STEM.

ARC Emerging Research Workshops: A Symposium on Ensuring Equity in Big Data, Algorithms, and STEM Language

Amy Freeman, PhD

Director and Associate Research Professor of Engineering, Pennsylvania State University

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Amy Freeman is Associate Research Professor of Engineering at Penn State University. Dr. Freeman's research area is the examination of processes, pedagogy and human factors involved in the early development and production of a STEM professional. She has managed, created and implemented successful STEM intervention programs for over 20 years.

Is There a Degree In This? Formalizing the Professional Identity of STEM Intervention Design and Management Practitioners

Kemesha Gabbidon, PhD

Assistant Professor, University of South Florida

Email - kgabbido@usf.edu

Dr. Kemesha Gabbidon, Assistant Professor at the University of South Florida. She is the qualitative methodologist for this project, she will lead the qualitative design, data collection, and analysis. Dr. Gabbidon has expertise in phenomenology, narrative inquiry, mixed methodology, and has published in the area of intersectionality & health equity.

Equality? Disability Vital Talent Pool: Faculty Women of Color

Masha Gartstein, PhD

PI and Project Director for the Values-based leadership trajectories for women in STEM ADVANCE grant, Washington State University Department of Psychology

Email - gartstma@wsu.edu

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), and the Clinical Psychology Doctoral Program Director (2020-present).

Values-based leadership training for women in STEM

Ashley Garcia, JD, MS

Marketing and Communications Manager, Women in Engineering ProActive Network

Email - ashley@wepan.org

Ashley Garcia has a decade of experience in communications. Prior to joining WEPAN, she spent nine years at FIU, most recently planning and executing communications strategies for AWED and FIU ADVANCE, FIU's National Science Foundation Institutional Transformation project. She has also worked as a freelance editor and website contributor.

ARC Emerging Research Workshops: A Symposium on Ensuring Equity in Big Data, Algorithms, and STEM Language

Forough Ghahramani, EdD, MBA, MS

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

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A recognized international thought leader, Forough Ghahramani is consulted on STEM workforce development strategies and for evaluating the policies and programs that shape inclusive innovation ecosystems. Forough's research focused on fostering diversity and inclusion in university innovation ecosystems has resulted in numerous publications. Co-PI on NSF ADVANCE Partnership: NJECC.

How to Best Serve Women Inventors? Integrating Equity Diversity & Inclusion Best Practices into Technology Transfer Programs (poster & concurrent session)

Jessica Gold, PhD

Postdoctoral Researcher, Northeastern University

Email - j.gold@northeastern.edu

Jess Gold is a Postdoctoral Researcher in the Sociology department at Northeastern University as part of an NSF-funded team studying the creation and diffusion of gender equity ideas in universities, focusing on the ADVANCE program. Her work also explores equity in STEM through social networks, hiring practices, and engaged scholarship.

Knowledge Dissemination in ADVANCE

ARC Emerging Research Workshops: A Symposium on Ensuring Equity in Big Data, Algorithms, and STEM Language

Mario Goldstein Hode, PhD

Senior Manager Strategic Diversity Initiatives, University of Missouri St. Louis

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Dr. Goldstein Hode is co-lead in the recruitment and retention area of UMSL's ADVANCE Adaptation grant. She provides training and consulting for faculty hiring committees and leads UMSL's Equity Advisor initiative. Additionally, she provides professional development on DEI topics to faculty and staff and serves as the Staff Ombuds.

Changing culture and breaking barriers: UMSL's Equity Advisor Program

Sonia Goltz, PhD

Professor of Organizational Behavior, Michigan Technological University

Email - smgoltz@mtu.edu

Dr. Sonia Goltz has conducted research in gender equity issues, including legal aspects. She also explored related topics such as social power. She also is an editorial board member for the Journal of Management Education, the Journal of Organizational Behavior Management, and the Journal of Business and Management.

ADVANCE @ Michigan Tech's focus on retention viamid-career mentoring mentoring, majority allyship, and department chair professional development
PLACING DATA IN THE HANDS OF CHAIRS & DEANS: THE ADVANCE FACULTY EQUITY QUERY TOOL (AFEQT)

Stephanie Goodwin, PhD

President, AGU LANDInG Co-PI, Incluxion Works, Inc.

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Stephanie Goodwin, Ph.D. is a nationally recognized STEM equity and inclusion leader with 25+ years of experience as a DEI scholar, educator, and consultant. A former ADVANCE program director, she continues to consult/serve in support multiple ADVANCE projects while also serving as Co-PI for AGU's NSF-funded LANDInG project.

AGU LANDInG Academy: A Model for DEI Leadership Development in STEM Professional Societies

Gina Greco, PhD

Co-PI, Portland State University

Email - greco@pdx.edu

Gina L. Greco, Portland State University, Professor of French, greco@pdx.edu. 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.

Why does the proportion of Women SHRINK and the proportion of Minoritized Women DISAPPEAR as the Power increases in STEM at Portland State University?

Tabish Gul, MA

Graduate Research Assistant, University of Missouri-St. Louis

Email - tgfbk@umsystem.edu

Tabish Gul is a Ph.D. Psychology student. He also holds a Master's in Psychology and has experience teaching and conducting capacity-building workshops in the education sector.

As a Graduate Research Assistant in UMSL's ADVANCE Adaptation grant, he assists with creating workshop materials, data collection, analysis, reports, and presentations.

Closing the Allyship Gap - UMSL's Commitment to an Equitable Academic Space

UMSL ADVANCE's Faculty Launch Mentor Program

Marcia Gumpertz, PhD

Professor of Statistics, PI of North Carolina Alliance for Graduate Education and the Professoriate, North Carolina State University

Email - gumpertz@ncsu.edu

From 2006 to 2017 Dr. Gumpertz served as Assistant Vice Provost for Faculty Diversity at NC State and from 2009 to 2010 as Interim Vice Provost for Diversity and Inclusion. Dr.

Gumpertz is PI of the NSF-funded AGEF-NC project for North Carolina State University.

A Model and a Toolkit for Promoting Diversity in Doctoral Programs

Jennifer M. Hayes

Principal, Jordan IP Law

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Ms. Hayes, a Principal of the firm, is head of JIPL's Pharmaceutical, Biotechnological and Life Sciences, and Chemical and Materials Practice Groups, where she focuses on patent procurement, patent portfolio strategies, counseling, and opinions.

Advocating for STEM Equity in the Current Legal Landscape

Heather Henderson, EdD

Assistant Professor and Director of Accreditation, Planning, & Evaluation School of Public Health, West Virginia University

Email - heather.henderson@hsc.wvu.edu

WVU ADVANCE Master Facilitator with expertise in educational interventions to create more inclusive environments in higher education. Henderson's doctoral research focused on cultivation of a science identity and persistence for women students in STEM fields.

Creating Inclusive Academic Departments Within an Inequitable Academy

Joan Herbers, PhD

Professor and Dean Emeritus, The Ohio State University

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Joan Herbers is Professor and Dean Emeritus at Ohio State University, as well as co-PI of the ARC Network. She chairs the ARC Network Research Advisory Board, which oversees the Emerging Research Workshop series. Herbers has authored two books, on part-time tenure track positions and on academic commercialization.

ARC Emerging Research Workshops: A Symposium on Ensuring Equity in Big Data, Algorithms, and STEM Language

Edwin Hickman, BA

Account Manager, Florida International University Office to Advance Women, Equity, & Diversity

Email - ehickman@fiu.edu

Over the past six months, I have managed social media and communications for my department, generating content and recording analytics. I also have a Bachelor's of Science in Digital Communication and Media.

Promoting Brand Visibility Through Content Engagement
Lucas B. Hill, PhD

Researcher and Evaluator, University of Wisconsin-Madison

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Lucas B. Hill, Ph.D. is a researcher and evaluator at the University of Wisconsin-Madison in the Wisconsin Center for Education Research (WCER) and is a member of the leadership team of ACCESS+. His work focuses on complex, collaborative higher education reform.

ACCESS+: A Model for Supporting and Engaging Professional Societies
Maja Husar Holmes, PhD

Associate Professor, Public Administration, West Virginia University

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WVU ADVANCE Master Facilitator and former department Chair with research, scholarship and practical expertise in organizational facilitation to promote inclusive practices and norms in academic contexts.

Creating Inclusive Academic Departments Within an Inequitable Academy
Jeanne Hossenlopp

Vice President for Research and Innovation, Marquette University

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Hossenlopp serves as PI for Marquette's ADVANCE adaptation track grant, oversees the research infrastructure for the campus, supports faculty development activities for research and innovation, and oversees the Marquette Institute for Women's Leadership.

AMP (Advancing Marquette Priorities): a Collaborative Model for Campus Changeover Showcase
Hsien-Yuan Hsu

Associate Professor, University of Massachusetts Lowell

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Dr. Hsien-Yuan Hsu serves as an Associate Professor of Research and Evaluation in Education at the University of Massachusetts Lowell. His research focuses on instrument development and validation, the application of advanced statistical modeling in education, and the factors influencing student persistence and success in engineering.

Supporting Faculty Success with Collaborative Mentoring Seed Grants
Mala Htun

Professor, University of New Mexico

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I am the lead PI of the AGEP Catalyst Alliance of UNM, ASU, and U Oregon, former co-PI of ADVANCE at UNM, and PI of the "New Strategies to Combat Harassment in Engineering" project.

Systemic Change through Managerial Engagement
Jamie Huber Ward, PhD

Research Associate, Project Director, and PI - HigherEd Initiatives and ADVANCE, National Center for Women & Information Technology; University of Colorado Boulder

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Jamie is a social scientist with NCWIT at the University of Colorado Boulder. She works with the HigherEd research team to implement and analyze research projects designed to increase women's participation in post-secondary computing programs. Jamie also engages in strategic planning efforts and directs the NCWIT ADVANCE partnership.

Advancing Gender Equity in Computing and Engineering Academic Professions through Multi-Organizational Collaboration
Nisan Hubbard, PhD

Teaching Assistant Professor, West Virginia University

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Dr. Nisan Hubbard is a teaching assistant professor with the Department of Biology at West Virginia University. Dr. Hubbard's interests revolve around creating and facilitating an effective, productive, and safe learning environment that is beneficial for all students that come into his classes/courses.

Creating Inclusive Academic Departments Within an Inequitable Academy

Cynthia Hudgins, PhD

Associate Director, University of Michigan ADVANCE Program, University of Michigan

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Cynthia Hudgins is the Associate Director of Administration at U-M ADVANCE. She holds a Ph.D. in higher education. Dr. Hudgins joined the Michigan 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.

Cultivating a climate for equity: Lessons learned from a campus-wide faculty change model

Ruth Hufbauer

Professor, PI ADVANCE Adaptation grant, Colorado State University

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Dr. Hufbauer is a Professor in the College of Agricultural Sciences and as PI of her institution's ADVANCE grant, she is a leader in equity issues within STEM, and engaging leadership in productive change. As Director of a program, she has also participated in the Institute we will present on.

Cultivating Inclusive Excellence Among Chairs and Heads

Mekensie Ivy

Program Coordinator, ASPIRED, ASPIRED Project, University of Memphis, NSF Adaptation

Email - mmivy@memphis.edu

Mekensie Ivy is the Program Coordinator for the ASPIRED project at University of Memphis. She has a Bachelor's Degree in Biology and a Master's Degree in Environmental Science from the University of Idaho.

UM-ASPIRED: Adaptations for Sustainable Policies and Increased Recruitment Excellence in Diversity

Lakshmi Iyer, PhD

Interim Associate Dean of Graduate Programs & Research, Appalachian State University

Email - iyerls@appstate.edu

Lakshmi Iyer is Interim Associate Dean of Graduate Programs & Research and L.M. Baker Jr. Partners in Excellence Professor, Computer Information Systems. Her research interests are in emerging technologies & their impact on organizations/users, and social inclusion in computing. She is Co-PI of the NSF ADVANCE ImPACT IT grant.

Early Innovation Findings: Piloting a Sustainable Global, Network Model for Springboarding Mid-Career Advancement

Jordynn Jack, PhD

Professor, University of North Carolina, Chapel Hill

Email - jjack@email.unc.edu

Jordynn Jack is professor of English and Comparative Literature at the University of North Carolina, Chapel Hill. Her research connects rhetorics of science, medicine, technology, and gender across a variety of contexts.

ARC Emerging Research Workshops: A Symposium on Ensuring Equity in Big Data, Algorithms, and STEM Language

Jennifer Kasi Jackson, PhD

Director, WVU ADVANCE Center/Professor, Women's and Gender Studies, West Virginia University

Email - kasi.jackson@mail.wvu.edu

PI NSF AGRP EAGER (Interview lead); Col WVU ADVANCE IT (2010-17); a feminist science studies scholar with a focus on STEM education and faculty professional development. She has served a leading role on all of the Dialogues facilitation projects at seven campuses.

Creating Inclusive Academic Departments Within an Inequitable Academy

Monica Jackson, PhD

Deputy Provost and Dean of Faculty, American University

Email - monica@american.edu

Dean Jackson has served as PI of ADVANCE AU since 2020. She is noted for her work in Spatial Statistics applied to public health problems, as well as for being at forefront of diversity, equity, and inclusion efforts at the faculty level.

How Do We Engage With and Prevent the Departure of Non-Tenure-Track Women In Academic STEM?

Joy Jefferson-Yager, PhD (c)

Graduate Student (Ph.D. Candidate), Graduate Researcher, Florida Alliances for Graduate Education and the Professoriate Research Scholar

Email - joy1.yager@gmail.com

I'm a Florida-certified teacher for K-9th grade STEM areas (math & science). I have years of teaching experience. I'm currently pursuing my Ph.D. in Environmental Science. Additionally, I'm a STEM instructor for a Federally funded STEM program at an HBCU.

Diversity, Equity, & Inclusion of Underrepresented Minority STEM Identity.

Diversity, Equity, & Inclusion Regarding STEM Identity in Underrepresented Minorities.

What are the Roles of Historically Black Colleges & Universities in Bridging the STEM gap for Underrepresented Minority Students?

Carrie Ann Johnson, PhD

Post Doctoral Scholar, Iowa State University

Email - carrieaj@iastate.edu

Dr. Carrie Ann Johnson is a Post-Doctoral Scholar with the ADVANCE Midwest Project and the interim Coordinator of Research and Outreach for the Catt Center for Women and Politics. Her research examines how people build belonging and trust in organizations when organizational culture is harmful to historically excluded individuals.

The promising practice of cross-institutional collaboration to combat biases

Saundra Johnson Austin, EdD

Co-PI & Researcher, University of South Florida, Florida Alliance for Graduate Education and the Professoriate

Email - johnsonaustin@usf.edu

Dr. Saundra Johnson Austin has dedicated her career to equity, inclusion, and belonging of students in STEM. She earned a BS in Civil Engineering from Pennsylvania State University and an Ed.D. in Organizational Change and Leadership from the University of Southern California. She conducts research at University of Southern Florida. She is also the Program Coordinator for the FL-AGEP Alliance at the USF. She has over 20 years of experience implementing STEM programs and advocating for women in STEM disciplines. She will oversee the conferences and workshops hosted by USF.

Equality? Disability Vital Talent Pool: Faculty Women of Color

Is There a Degree In This? Formalizing the Professional Identity of STEM Intervention Design and Management Practitioners

Carolyn Kaldon, PhD

Research Associate Professor, Center for Research in Educational Policy (CREP) at University of Memphis

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Carolyn Kaldon is a Research Associate Professor at CREP. Her research activity covers a variety of content areas including STEM initiatives at the K-12 and post-secondary levels. She has designed over 30 research and evaluation projects with methodological expertise in experimental (RCT) and mixed-methods research, program evaluation, and implementation fidelity.

UM-ASPIRED: Adaptations for Sustainable Policies and Increased Recruitment Excellence in Diversity

Prabhdeep Singh Kehal

HEAL Postdoctoral Fellow, University of Wisconsin-Madison, Center for the Humanities

Email - kehal@wisc.edu

Prabhdeep investigates how racism, cisheterosexism, and colonialism are experienced in cultural organizations, asking what constitutes anti-racist and anti-colonial strategies of equitable cultural inclusion. Their book project explores how cultural change and demographic inclusion unfold in debates of junior, tenure-track professors' hireability. They received their PhD in sociology from Brown University.

Changing inequitable faculty culture in the lab, classroom, and department

Erin Kelley, MA, MBA

Founder, Hexalign

Email - erin@hexalign.org

Erin Kelley is a researcher, practitioner, and educator at the intersection of justice, equity, diversity, & inclusion and STEM innovation & commercialization. Erin directly with innovators to support their goals; she also works with organizations to promote equitable innovation & entrepreneurship ecosystems. Senior Consultant on NSF ADVANCE Partnership: NJECC.

How to Best Serve Women Inventors? Integrating Equity Diversity & Inclusion Best Practices into Technology Transfer Programs (poster & concurrent session)

The Inventor's Patent Academy: A Resource for Women Innovators

Barbara King, PhD

Internal Evaluator, FIU ADVANCE IT, Florida International University

Email - bking@fiu.edu

Barbara King is an Associate Professor of Mathematics Education at Florida International University. Her research focuses on gender and racial/ethnic (in)equality in education, particularly in STEM at the post-secondary level. She serves as the internal evaluator for the FIU ADVANCE IT Grant.

Building Systems out of Programs

Distributing DEI Work: Training Majority Faculty to Serve as Diversity Advocates on Search Committees

Sarah Kirk, PhD

Provost and Dean of Faculty, Hobart and William Smith Colleges

Email - kirk@hws.edu

Dr. Kirk is Provost and Dean of Faculty and Professor of Chemistry at Hobart and William Smith Colleges and Co-PI of the ADVANCE ASCEND (Advancing STEM Careers by Empowering Network Development) project. In various roles, she has led diversity initiatives and curricular innovation in support of faculty and students.

The power of peer networks: Building community, confidence, and capacity

Amanda Koontz

PI, UCF ADVANCE Catalyst grant; Associate Professor of Sociology, University of Central Florida

Email - amanda.koontz@ucf.edu

Dr. Koontz is a Sociologist specializing in social psychology (identity), authenticity, culture, inequalities, and qualitative methodologies. Her current research focuses on how women construct the meanings of "success" and organizational authenticity, in order to support goal-alignment and innovative approaches to DEI work.

Establishing Goal-Alignment through Authenticity

Carla Koretsky, PhD

Dean, College of Arts & Sciences, PI, ADVANCE Midwest Partnership, Western Michigan University

Email - carla.koretsky@wmich.edu

Dr. Carla Koretsky is a geochemist, dean of the College of Arts and Sciences at Western Michigan University, and co-I on the NSF ADVANCE Midwest Partnership grant. She has received awards including the Crain's Notable Women in STEM and the Michigan ACE Network Distinguished Woman in Higher Education Leadership.

The promising practice of cross-institutional collaboration to combat biases

Keri Kornelson, PhD

Senior Personnel and Lead Associate Director of OU Elevate

Email - kkornelson@ou.edu

Keri Kornelson is a Professor of Mathematics at the University of Oklahoma and Lead Associate Director of OU Elevate, the 2022 OU ADVANCE-IT team. She chairs OU's Teaching Evaluation Working Group and is the OU PI on a multi-institution grant from HHMI on meaningful evaluation of effective and inclusive teaching.

Evaluations that Elevate: Implementing Equitable Multi-context Faculty Evaluations and Workload Distribution at the University of Oklahoma

Gül Kremer, PhD

Dean of Engineering, CoPI, ADVANCE Midwest Partnership, University of Dayton

Email - gkremer2@udayton.edu

Gül Okudan Kremer is Dean of Engineering at University of Dayton. Her research interests include applied decision analysis to improve complex products and systems, and gender in engineering contexts. She is a Fellow of the American Society for Mechanical Engineers and senior member of the Institute of Industrial Systems Engineers.

The promising practice of cross-institutional collaboration to combat biases

Lisa Kunza, PhD

South Dakota School of Mines & Technology

Email - lisa.kunza@sdsmt.edu

Adaptation of Institutional Programs and Policies for STEM Faculty Advancement and Retention

Value Added Faculty Engagement: Facilitated Peer Mentoring Circles at a Public, STEM Specialty University

Samantha Larson, PhD

co-PI ADVANCE UWO, University of Wisconsin Oshkosh

Email - larsonsj@uwosh.edu

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

Navigating Resistance: ADVANCE-ing equity at a restructured, multicampus primarily undergraduate institution

Sandra Laursen

Director & senior research associate, Ethnography & Evaluation Research, U. 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.

Strengthening Institutional Change Efforts: Focus on Scaffolding Processes

Laura Lavine, PhD

Project Manager & Co-PI, Values-Based Leadership Trajectories for Women in Stem, Washington State University
Email - lavine@wsu.edu

Dr. Laura Lavine is Professor and first woman to be Chair of the WSU Department of Entomology. Her expertise is in adaptive evolution and phenotypic plasticity in arthropods. Her leadership and professional development for women in STEM and minoritized groups is centered around values-based leadership and mentorship.

Values-based leadership training for women in STEM

Anna Lee, PhD

Professor, North Carolina A&T
Email - aklee1@ncat.edu

Dr. Anna Lee is a Professor in the Department of Psychology and Interim Associate Dean for Faculty Affairs in the John R. and Kathy R. Hairston College of Health and Human Sciences at North Carolina A&T State University.

Sustainability and Organizational Change: Making Change that Lasts

Marci Levine, PhD

Director, Lehigh ADVANCE Center for Women STEM Faculty, Lehigh University
Email - mjl410@lehigh.edu

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.

Contributions to Diversity, Equity, Inclusion, and Access Statements During the Faculty Recruitment Process and Beyond: From Controversy to Equitable Development, Assessment, and Implementation

Nicole Levit

Co-PI, PROGRESS Adaptation Grant, Social Science Research Council
Email - levit@ssrc.org

Nicole Restrict-Levit, Co-Principal Investigator, is the Director of Strategic Partnerships at the SSRC. She holds a B.A. in modern literary studies from the University of California at Santa Cruz and an M.A. in East Asian Studies from Cornell University.

DEI in the Social Sciences Research Area Mapping Platform (ResearchAMP)

Jamie Lewis Keith

Distinguished Senior Law and Policy Fellow, EducationCounsel
Email - jamie.keith@educationcounsel.com

Ms. Keith's 38-year legal career as a policy and legal leader includes a focus on higher education and academic research, diversity, equity, inclusion, free expression, quality, research policy, compliance systems, and governance. Her practice includes a significant focus on these issues within the context of STEM fields.

Advocating for STEM Equity in the Current Legal Landscape

Yanfen Li

Assistant Professor, University of Massachusetts Lowell
Email - yanfen_li@uml.edu

Dr. Yanfen Li is an Assistant Professor in Biomedical Engineering at the University of Massachusetts Lowell. Dr. Li has extensive experience in engineering education focusing on recruitment and retention of underrepresented and under resourced students. She has extensive experience building peer mentoring groups for students and faculty.

Supporting Faculty Success with Collaborative Mentoring Seed Grants

Gretalyn (Gretal) Liebnitz, PhD

Executive Director, Proactualize Consulting and Founding Director, ADVANCE Implementation Mentors (AIM) Network
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Dr. Gretal Liebnitz is the Executive Director for Proactualize Consulting, former PI and Project Director for the Women in Engineering ProActive Network's (WEPAN's) Amplifying the Alliance to Catalyze Change for Equity in STEM Success (ACCESS+) Initiative and consultant for two of three change teams for the NSF INCLUDES Aspire Alliance.

AIM Network Annual Meeting

The Healthy Department Initiative for Inclusive Excellence (THRIVE) Partnership: ADVANCING STEM Latinas

The High Cost of Unexamined Conflict: DEI Change-Leader Skill Building

Jennifer Linderman, PhD

Director, University of Michigan ADVANCE Program
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Jennifer Linderman is the Pamela Raymond Collegiate Professor of Engineering and Professor of Chemical Engineering at the University of Michigan. Since 2016, Dr. Linderman has directed the University of Michigan ADVANCE Program which works to improve faculty diversity and excellence through its efforts on recruitment, retention, climate, and leadership.

Cultivating a climate for equity: Lessons learned from a campus-wide faculty change model

Elizabeth Long Lingo, PhD

Associate Professor of Organization Studies and Innovative Leadership, Co-PI IMPACT IT ADVANCE grant, Worcester Polytechnic Institute
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Elizabeth Long Lingo, an ethnographer of work and organizations, examines how people co-create novel outcomes, entrepreneurial ventures and systemic change, with particular interests in networks, leadership, and gender. Elizabeth is Co-PI on two NSF ADVANCE grants (Adaptation and Partnership). Her research appears in her field's top academic and practitioner journals.

Early Innovation Findings: Piloting a Sustainable Global, Network Model for Springboarding Mid-Career Advancement

Elizabeth Litzler, PhD

Director, Center for Evaluation & Research for STEM Equity, University of Washington
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Liz Litzler, Ph.D., is the Director of the Center for Evaluation & Research for STEM Equity (CERSE) at the University of Washington (UW) and an Affiliate Assistant Professor in UW Sociology. She was the 2020 recipient of the WEPAN Founders Award and is a former WEPAN board member.

Change Tools Developed through the National Science Foundation Revolutionizing Engineering Departments (RED) Participatory Action Research Project

Jenny Loertscher, PhD

Professor of Chemistry/Associate Dean for Faculty Affairs, Seattle University
 Email - loertscher@seattleu.edu

Jenny Loertscher is a Professor of Chemistry and Associate Dean for Faculty Affairs at Seattle University. She is also an SU ADVANCE Fellow responsible for training deans, department chairs, and faculty evaluation committees to recognize and value a diverse range of faculty contributions that often don't count toward advancement.

Re-Imagining What Counts for Faculty Advancement: Cultivating a Culture of Valuing Comprehensive, Inclusive Faculty Careers

Elanor Loiacono, PhD

Professor, Business Analytics; PI of the IMPACT IT ADVANCE Grant, College of William & Mary
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Eleanor Loiacono's expertise centers on the intersection of technology and users, with a particular interest in how those with differing abilities interact with technologies. She is AVP of DEI for the Association for Information Systems and PI of the NSF ADVANCE IMPACT IT grant.

Early Innovation Findings: Piloting a Sustainable Global, Network Model for Springboarding Mid-Career Advancement

Elizabeth Long

Associate Director for Diversity, Equity, and Inclusion, Geological Society of America
 Email - elong@geosociety.org

Elizabeth Long has worked at GSA since early 2022, and served as an ADVANCEGeo facilitator since 2020. An ecologist by training, she is a former research center director and has served as a Board Member for the Organization of Biological Field Stations and The Lepidopterists' Society.

Changing inequitable faculty culture in the lab, classroom, and department

Brooke Long-Fox, PhD

Advance Project Coordinator, South Dakota School of Mines & Technology
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Brooke Long-Fox received her PhD in Geology and MS in Paleontology from South Dakota Mines and BS in Geology from Texas Christian University. Brooke has 10 years of experience in STEM education and outreach, and volunteer experience in professional organizations including Graduate Women in Science and Association for Women Geoscientists.

Adaptation of Institutional Programs and Policies for STEM Faculty Advancement and Retention

Value Added Faculty Engagement: Facilitated Peer Mentoring Circles at a Public, STEM Specialty University

El Lower

Research Associate, Michigan Sea Grant
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El Lower works with the Great Lakes Aquatic Nonindigenous Species Information System (GLANSIS), developing and updating species profiles and maps used to track the spread of non-native species throughout the Great Lakes region.

ARC Emerging Research Workshops: A Symposium on Ensuring Equity in Big Data, Algorithms, and STEM Language
Kelly Mack, PhD

Vice President for Undergraduate STEM Education and Executive Director for Project Kaleidoscope, American Association of Colleges and Universities
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Dr. Kelly Mack is the Vice President for Undergraduate STEM Education and Executive Director of Project Kaleidoscope at the American Association of Colleges and Universities (AAC&U). Prior to joining AAC&U, Dr. Mack was the Senior Program Director for the National Science Foundation (NSF) ADVANCE Program.

Putting Intersectionality to Practice in STEM Equity Work
Robyn Mallett, PhD

Associate Provost, Academic Programs and Planning, Loyola University Chicago
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Robyn K. Mallett, PhD, is a professor of psychology at Loyola University Chicago. She completed her Ph.D. in Social Psychology at the Pennsylvania State University, and a postdoctoral fellowship at the University of Virginia. Dr. Mallett studies how people identify and respond to bias through individual and collective action.

A View from the Top: Making an Ethical Business Case for Grant Sustainability
Erin Malloy, MD

Lead PI, TEAM ADVANCE, University of North Carolina at Chapel Hill
 Email - erin_malloy@med.unc.edu

Erin Malloy is Associate Provost for Faculty Development and Success, Director of the Center for Faculty Excellence, Professor of Psychiatry, and Lead PI for TEAM ADVANCE. She brings local and national experience in mentoring, faculty development, leadership, teaching, and curriculum development.

TEAM ADVANCE: Toward Sustainability and Lasting Institutional Change
Anita Manogaran

Associate Professor of Biological Sciences, Marquette University
 Email - anita.manogaran@marquette.edu

Dr. Anita Manogaran is an active and highly funded researcher whose research group seeks to understand the cellular mechanisms that underlie spontaneous protein misfolding associated with neurodegenerative diseases, such as Alzheimer's, Parkinson's, Huntington's, and Prion disease. She is a co-creator of the ADVANCE AMP program discussed.

AMP (Advancing Marquette Priorities): a Collaborative Model for Campus Change
Ague Mae Manongsong, PhD

Post Doctoral Fellow, Drexel University
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As a researcher and practitioner, my work centers on exploring the role of mentoring in the professional and leadership development of marginalized populations, especially women, while interrogating the systems that prevent successful mentoring relationships through intersectional, feminist, and developmental network frameworks. My work has appeared in many HRD focused publications.

Catalyzing STEM Gender Equity at an R1 University: Building a Foundation for Systemic Transformation
Erika Marin-Spiotta

Professor and Lead PI, ADVANCEGeo Partnership, University of Wisconsin-Madison
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Erika is Professor of Geography at UW-Madison. In addition to research in biogeochemistry & biogeography, she studies and implements strategies to engage faculty in workplace climate change through bystander intervention, research ethics, and antiracist pedagogy. She is the lead PI of the ADVANCEGeo Partnership & faculty co-director of WISELL.

Changing inequitable faculty culture in the lab, classroom, and department
20 Years of ADVANCE: Collaborations

Claire McLeod

Associate Professor, co-PI on the NSF ADVANCE Catalyst grant, Miami University

Email - mcleodcl@miamioh.edu

Dr. McLeod is an associate professor of Geology at Miami University. Her research is focused on the evolution of rocky objects in the solar system. She has successfully secured NSF funding for her research, and Dr. McLeod is currently a co-PI on the NSF ADVANCE Catalysts grant at Miami University.

NSF ADVANCE Catalyst: ESTEAM: Equity in STEM at Miami University

Marci McMahon, PhD

Co-PI, Latina SUMMIT Co-Lead; THRIVE Partnership, University of Texas Rio Grande Valley

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Dr. Marci McMahon is Co-PI of The Healthy department Initiative for inclusive Excellence (THRIVE) Partnership, lead of the Annual Latina Summit, and Professor of Literature and Cultural Studies, and faculty affiliate with Gender & Women's Studies and Mexican American Studies programs was at the University of Texas Rio Grande Valley.

The Healthy Department Initiative for Inclusive Excellence (THRIVE) Partnership: ADVANCING STEM Latinas

Julia Mendez Smith, PhD

Professor of Psychology and Co-PI, University of North Carolina Greensboro

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Dr. Mendez Smith is a clinical-community psychologist and Advance grant co-PI who conducts research on barriers to achievement and resilience among low-income youth in preschool, elementary and higher education settings. She has expertise in equity, diversity and inclusive excellence strategies for assisting underrepresented students and faculty in STEM fields.

Advancing Research During Family Leave: Steadying the Work Life Balance

Lisa Merriweather, PhD

Professor of Adult Education, Co-PI of North Carolina Alliance for Graduate Education and the Professoriate, University of North Carolina at Charlotte

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Dr. Merriweather serves as co-PI and social science researcher for the AGEP-NC project. Her passion drives her to understand the realities of race, particularly anti-Black racism in the education of adults. Employing the art of story and dialogue, she invites interlocutors to reflection through (re)presenting and (re)language racialized experiences.

A Model and a Toolkit for Promoting Diversity in Doctoral Programs

Heather Metcalf, PhD

Director of Research, Women in Engineering ProActive Network

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Dr. Metcalf is the Director of Research for WEPAN. She serves as the principal investigator the ADVANCE Resource and Coordination (ARC) Network. She is also a Co-PI on several other NSF-funded projects: ACCESS+, ADVANCE 20th, and the ADVANCE and INCLUDES I-Corps Inclusion Collective.

ACCESS+: A Model for Supporting and Engaging Professional Societies

Findings from Design Thinking Sessions: Commemorating 20 Years of ADVANCE

Advocating for STEM Equity in the Current Legal Landscape

Ethel Mickey, PhD

Assistant Professor of Sociology, California State University San Bernardino

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Ethel Mickey is an Assistant Professor of Sociology at CSUSB. She received her PhD in Sociology from Northeastern University, and she previously was a Postdoctoral Researcher with the University of Massachusetts Amherst ADVANCE program. Mickey is a sociologist of gender, race, and class; work and organizations; and science and technology.

COVID-19 Impacts on Faculty: Research & Practice

Christie Miksys

PhD Student, Washington State University, Department of Sociology

Email - christie.miksys@wsu.edu

Christie Miksys is a Ph.D. student and the graduate assistant to the VAULTS Program. She studies universities as collections of differently gendered organizations that respond to sexual assault. Her knowledge of gendered organizations allows her to identify and critically examine structural conditions limit women's advancement in academia.

Values-based leadership training for women in STEM

Adrienne Minerick, PhD

Professor of Chemical Engineering; Director of ADVANCE, Michigan Technological University

Email - minerick@mtu.edu

Adrienne R. Minerick is Director of ADVANCE at Michigan Tech leading both an Adaptation grant and Tech's portion of a Partnership Grant. She is a Professor of Chemical Engineering and has managed, as PI or co-PI, 47 grants/contracts for a total of \$11 million yielding 93 research graduates*, and 101 publications [*12 PhDs (64% women, 18%UR)].

**ADVANCE @ Michigan Tech's focus on retention viamid-career mentoring mentoring, majority allyship, and department chair professional development
PLACING DATA IN THE HANDS OF CHAIRS & DEANS: THE ADVANCE FACULTY EQUITY QUERY TOOL (AFEQT)**

The promising practice of cross-institutional collaboration to combat biases

Joya Misra, PhD

Provost Professor, University of Massachusetts, Amherst

Email - misra@umass.edu

Joya Misra studies racial and gender inequalities in different settings, including higher education. As Co-PI on the UMass ADVANCE grant and with collaborators Dessie Clark and Ethel Mickey, she has published articles and columns on pandemic impacts, and has worked with many institutions to develop strategies to mitigate these impacts.

COVID-19 Impacts on Faculty: Research & Practice

Beth Mitchneck, PhD

Professor Emerita, University of Arizona

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I have been an ADVANCE PI several times over and was an ADVANCE program officer. Most importantly, I am a co-PI on the project that we will discuss.

Findings from Design Thinking Sessions: Commemorating 20 Years of ADVANCE

Sarah Moncada, PhD

Project Manager, University of Michigan

Email - scsutter@umich.edu

Sarah Moncada joined the University of Michigan ADVANCE Program in 2020. Dr. Moncada is the lead staff support to the RISE Committee. She plays a critical role in the project management, design, implementation, and assessment of the RISE Committee's products and programming.

Cultivating a climate for equity: Lessons learned from a campus-wide faculty change model

Lupita Montoya, PhD

Founder and Director; Research Affiliate, Montoya Research LLC, University of Colorado Boulder; San Diego State University; Universidad Autónoma de Baja California

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Lupita Montoya is a Research Affiliate at CU Boulder (Engineering) and San Diego State University (Public Health). She is presently a US Fulbright-García Robles Scholar at the Universidad Autónoma de Baja California in Tijuana, Mexico. She became the first Chicana to earn a PhD in Environmental Engineering at Stanford University.

Addressing the Devaluation of Community-engaged Research in Environmental Engineering

James L. Moore III, PhD

Assistant Director for STEM Education, National Science Foundation

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Dr. James L. Moore III is the assistant director for STEM Education at the National Science Foundation. Prior to NSF, Dr. Moore served as vice provost for diversity and inclusion and chief diversity officer at The Ohio State University. Dr. Moore's research focuses on a variety of topics, including school counseling, STEM education, gifted education, multicultural and urban education, and higher education.

Welcome Plenary

Loretta Moore, PhD

Professor, Computer Science, Jackson State University

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Dr. Loretta Moore is a Professor of Computer Science at Jackson State University (JSU). She previously served as Section Head for the Established Program to Stimulate Competitive Research (EPSCoR) in the Office of Integrative Activities, Office of the Director at the National Science Foundation (NSF). She has also served as Vice President for Research and Federal Relations and Associate VP for Research and Scholarly Engagement at JSU.

Sustainability and Organizational Change: Making Change that Lasts

Shauna Morimoto, PhD

Associate Professor and Chair, Department of Sociology and Criminology, and PI, NSF ADVANCE Adaptation Grant, UA ENGAGE, University of Arkansas

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Aiming to attract and retain women to academic STEM fields, Shauna investigates the structural supports necessary for institutional transformation. Her research focuses on intersectionality and organizational inequalities, and democratic participation and institutional change.

Adapting & Institutionalizing Change: Connecting Faculty at Each Career Lifecycle Stage

Brandon Moton, PhD

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

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Dr. Brandon Moton is Assistant Professor in the Division of Health Sciences, School of Allied Health Sciences at Florida A&M University and serves as Co-Chair of the Cultural Humility/Implicit Bias Team of FAMU ADVANCE (EES-1824267). His research interests are in sexual health outcomes and HIV/AIDS prevention.

Peeling The Onion: Challenges To Cultural Humility in the State of Florida

Patricia Nava, PhD

Executive Coach & Learning Circle Co-Lead, THRIVE Partnership, University of Texas at El Paso

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Dr. Patricia Nava is Professor of Electrical and Computer Engineering Computational Science at University of Texas, El Paso. Given her administrative leadership experience she serves as THRIVE Executive Coach, and co-Lead for the THRIVE Cohort Healthy Department Learning Circles.

The Healthy Department Initiative for Inclusive Excellence (THRIVE) Partnership: ADVANCING STEM Latinas

Roger Nielsen, PhD

Research Scientist IV, Geology & Geological Engineering, SD Mines; Professor Emeritus, Oregon State University, South Dakota School of Mines & Technology

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Research Interests: Measurement of trace elements in crystals and liquids formed during experimental melting and crystallization of volcanic rocks. The study of natural melt inclusions within crystals. Computer modeling of the crystallization of magma within volcanoes. Academic Policy Coordinator for Academic Affairs.

Adaptation of Institutional Programs and Policies for STEM Faculty Advancement and Retention

Value Added Faculty Engagement: Facilitated Peer Mentoring Circles at a Public, STEM Specialty University

Jodi O'Brien, PhD

Professor and Associate Provost, Seattle University

Email - jobrien@seattleu.edu

Jodi O'Brien is Professor of Sociology and Associate Provost for Faculty Affairs at Seattle University. She is PI on an NSF ADVANCE-IT award (2016) and an NSF ADVANCE Partnership award (2022), projects focused on removing barriers to advancement through valuing and rewarding comprehensive contributions of women and faculty of color.

Re-Imagining What Counts for Faculty Advancement: Cultivating a Culture of Valuing Comprehensive, Inclusive Faculty Careers

Sustainability and Organizational Change: Making Change that Lasts

Erika Offerdahl, PhD

Professor and Associate Vice Provost, Washington State University

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Offerdahl is Co-PI of the Values-based Academic Leadership Trajectories for Women in STEM (VAULTS) project and director of the Transformational Change Initiative at WSU. She supported ADVANCE projects at WSU and NDSU. Nationally, Offerdahl is known for her research on the mechanisms that support transformational change in undergraduate STEM.

Values-based leadership training for women in STEM

Lalita Oka

Associate Professor, California State University, Fresno

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Dr. Lalita Oka is an Associate Professor in the Department of Civil and Geomatics Engineering at California State University, Fresno. She is very passionate about gender equity issues in engineering academia. She is currently serving as a Co-PI on NSF-ADVANCE Partnership grant.

Advancement of women in engineering academia

Aspen K. B. Omapang

Data Science Fellow, Cornell University

Aspen K.B. Omapang is an Information Science PhD student at Cornell University in the Social Media Lab (SML). She studies toxicity on social media, online community culture, platform governance, and sociotechnical systems. Aspen is a Data Science Fellow for the Cornell Center for Social Sciences (CCSS).

ARC Emerging Research Workshops: A Symposium on Ensuring Equity in Big Data, Algorithms, and STEM Language

Karee Orrick

Project Manager, ADVANCE UWO, University of Wisconsin Oshkosh
Email - orrick@uwosh.edu

Karee Orrick (she/her) is the project manager for the University of Wisconsin ADVANCE grant. She is a graduate of the University of Wisconsin Oshkosh and is finishing her Master's degree in Geography at the University of Kansas.

Navigating Resistance: ADVANCE-ing equity at a restructured, multicampus primarily undergraduate institution

Marcia Allen Owens, JD, PhD

Professor of Environmental Science & PI, FAMU ADVANCE, Florida Agricultural and Mechanical University
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Dr. Marcia Allen Owens is PI of Florida A&M University (FAMU) ADVANCE IT. The first Black woman to earn the rank of full professor in the FAMU School of the Environment, her research interests include the advancement of Black women in STEM, particularly at Historically Black Colleges and Universities (HBCUs).

Maintaining Focus: Forging Objective Cultural Understandings of STEM Equity

Putting Intersectionality to Practice in STEM Equity Work

Allezo Owens, PhD

Co-Chair Cultural Humility/Implicit Bias FAMU ADVANCE, Florida Agricultural and Mechanical University
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Dr. A. Nevell Owens is Associate Professor of Religion at Florida A&M University and serves as Co-Chair of the Cultural Humility/Implicit Bias Team of FAMU ADVANCE (EES-1824267). His research areas include Black religion in America, African diasporic religions, religion and sexuality and ethics.

Peeling The Onion: Challenges To Cultural Humility in the State of Florida

Esra Ozdenerol, PhD

Professor and PI, University of Memphis
Email - eozdenrl@memphis.edu

Esra Ozdenerol is a Professor of GIS-Geographic Information Systems at the University of Memphis. She is the director of the GIS Certificate Program and the Spatial Analysis and Geographic Education Laboratory. Her research interests entail geospatial technologies in a diverse range of public health issues and gender equity in STEM.

STEM Women Stories

UM-ASPIRED: Adaptations for Sustainable Policies and Increased Recruitment Excellence in Diversity

UM-Connent Mentoring: The Lessons learned from the Development, Implementation, and Evaluation

Stephani Page, PhD

Director of Strategic Initiatives, Women in Engineering ProActive Network
Email - stephani@wepan.org

Dr. Page is the Director of Strategic Initiatives for WEPAN, and serves as Community Engagement Director for the ARC Network and ACCESS+. She is a STEM equity and community engagement professional who has over 15 years of biological and biomedical academic research experience.

Advancing Gender Equity in Computing and Engineering Academic Professions through Multi-Organizational Collaboration

ACCESS+: A Model for Supporting and Engaging Professional Societies

20 Years of ADVANCE: Collisions

Putting Intersectionality to Practice in STEM Work

ARC's Virtual Visiting Scholars: A Symposium on Intersectional Gender Equity Research

Fred Palm, PhD

VP of Administration and PI for PROGRESS ADVANCE Adaptation grant, Social Science Research Council
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Dr. Fredrik Palm is vice president of Administration and Operations at the Social Science Research Council, overseeing the Council's administrative division, including finance, operations, human resources, and IT. As a member of the executive leadership team, he provides guidance on the Council's organizational development and strategic direction.

DEI in the Social Sciences Research Area Mapping Platform (ResearchAMP)

Seemantini Pathak, PhD

Associate Professor, Global Leadership & Management, University of Missouri-St. Louis
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Seemantini Pathak is an Associate Professor of Management at the University of Missouri – St. Louis. Her current research is on strategic leadership and entrepreneurship, with a focus on women and diversity in leadership, and has been featured in top-tier academic journals, international conferences, and talks in organizations.

UMSL ADVANCE's Faculty Launch Mentor Program

Florastina Payton-Stewart

Associate Provost for Faculty Affairs/Associate Professor, ADVANCE, Xavier University of Louisiana

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Diversity, Equity, Inclusion, and Respect in STEM Monitor and coordinate diversity efforts Best Practice for Search and Hiring Recruiting Faculty of Color Retaining Women in STEM
Meaningful Reflections Impacting Recruitment and Retention

Tonya Peebles

Senior Associate Dean & Professor of Chemical Engineering, College of Engineering & Co-Lead of the Aspire IChange Initiative, The Pennsylvania State University; Aspire Alliance IChange Program

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Dean Peebles currently serves as a leader in the NSF EBJ INCLUDES Aspire Alliance. Dr. Peebles has mentored a diverse group of research trainees and has been recognized with numerous accolades, fellowships, and board appointments from AIChE, STEM Connector, AAAS and AIMBE for her scholarship and contributions to broadening participation.

Advancing Gender Equity in Computing and Engineering Academic Professions through Multi-Organizational Collaboration

Rethinking the Building Blocks of an Institutional Transformation Program: Lessons from NSF's Eddie Bernice Johnson INCLUDES Aspire Alliance Institutional Change (IChange) Initiative

Brittney Pemberton

HEAL Graduate Research Assistant, University of Wisconsin-Madison

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Brittney is a first-year Ph.D. student in the Educational Leadership and Policy Analysis program at UW-Madison whose research aims to interrogate the racialized foundations of power, prestige, and privilege in higher education institutions to shape an organizational learning culture that is more equitable and just for historically marginalized populations.

Changing inequitable faculty culture in the lab, classroom, and department

Jennifer Poe, MA

Project Manager for ADVANCE Project CREST, University of Colorado Colorado Springs

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Jennifer Poe serves as the Project Manager for ADVANCE Project CREST at UCCS where she is also the Director for the Center for Student Research. Her focus is on using evidence-based practices to broaden participation and success in STE(A)M for students and faculty, particularly those from marginalized/minoritized backgrounds.

Faculty Awards: Moving toward more transparency and inclusivity in achievement recognition

Margaret Ptacek, PhD

Past Project Director, Clemson University TIGERS ADVANCE

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As Professor in Biological Sciences, Dr. Margaret Ptacek has championed women in STEM throughout her 27-year faculty career as a mentor, role model, advocate and promoter of women scientists, students and K-12 educators. As Director of the TIGERS ADVANCE (2019-2021) IT grant she helped establish the permanent Faculty ADVANCEment office.

Sustainability and Organizational Change: Making Change that Lasts

Ala Qubbaj, PhD

PI and Project Director, THRIVE Partnership, University of Texas Rio Grande Valley

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Dr. Ala Qubbaj is PI of The Healthy department Initiative for inclusive Excellence (THRIVE) Partnership, and Dean of the College of Engineering and Computer Science at University of Texas Rio Grande Valley. He was PI on an INCLUDES Symposium for ADVANCING STEM Latinas in Academic Careers and ADVANCE IT grant.

The Healthy Department Initiative for Inclusive Excellence (THRIVE) Partnership: ADVANCING STEM Latinas

S. Elizabeth Racz, PhD, MPH

Biology Program Coordinator and Lecturer, South Dakota School of Mines & Technology

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My field of eco-epidemiology with a focus on parasites has led me on academic adventures at local, state, and international levels.

Adaptation of Institutional Programs and Policies for STEM Faculty Advancement and Retention

Value Added Faculty Engagement: Facilitated Peer Mentoring Circles at a Public, STEM Specialty University

Adriane Randolph, PhD

Executive Director of the BrainLab and Professor of Information Systems, Kennesaw State University

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Dr. Randolph's research focuses on brain-computer interface systems and assistive technologies. As Founder and director of the KSU BrainLab, she discovers impactful solutions for brain-computer interfaces. Other research interests include human-computer interaction, neuro-information systems, and process improvement. She is Co-PI of the ADVANCE ImPACT IT grant and a Network Catalyst.

Early Innovation Findings: Piloting a Sustainable Global, Network Model for Springboarding Mid-Career Advancement

Autumn Reed, PhD

Assistant Vice Provost for Faculty Affairs and Director of STRIDE, University of Maryland, Baltimore County

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Autumn M. Reed, Ph.D. is Assistant Vice Provost for Faculty Affairs and Director of STRIDE at UMBC. Dr. Reed administers a comprehensive range of faculty diversity initiatives, contributes to program and policy developments, and works with administrators, campus constituents, and external constituents to advance faculty diversity, equity, inclusion, and access.

Contributions to Diversity, Equity, Inclusion, and Access Statements During the Faculty Recruitment Process and Beyond: From Controversy to Equitable Development, Assessment, and Implementation

Aileen Reid, PhD

Assistant Professor Educational Research Methodology and Co-PI, University of North Carolina Greensboro

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Dr. Aileen Reid is an Assistant Professor in the Educational Research Methodology department. She applies culturally responsive frameworks to evaluation and measurement to investigate inequities in outcomes among marginalized populations. Dr. Reid leads research and evaluation on NSF- and NIH-funded initiatives and is PI/Co-PI of 3 NSF projects.

Advancing Research During Family Leave: Steadying the Work Life Balance

Virginia Rhodes, MS

Project Director, ARC Network, Women in Engineering ProActive Network

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Virginia Rhodes is the Project Director for WEPAN's ARC Network initiative. Her background in industrial organizational psychology and familiarity with the broader NSF ADVANCE community has allowed her to apply psychological concepts and interventions to affect positive change related to diversity, equity, and inclusion in STEM.

20 Years of ADVANCE: Collaborations

Milagros Rivera

Director of Faculty Diversity, Inclusion and Well-being, George Mason University

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Dr. Rivera is the Director of Faculty Diversity, Inclusion and Well-Being at George Mason University, where she creates and participates in collaborative and interdisciplinary alliances around diversity, inclusion, and well-being initiatives; and develops and assesses new strategies and structures for recruitment and retention of diverse faculty.

A Playbook for Procuring Faculty DEI Data at a Large Public University

Raquel Robvais, PhD

Instructor, Louisiana State University

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Raquel is an Instructor in Communication Studies at Louisiana State University. Her scholarship considers the durability of anti-Blackness language in medical discourses and scientific research in America during the 19th and 20th century; as these practices establish paradigms for understanding how race gets written onto bodies and into diseases.

ARC Emerging Research Workshops: A Symposium on Ensuring Equity in Big Data, Algorithms, and STEM Language

Amanda Rockinson-Szapkiw

Co-PI ASPIRED project, University of Memphis NSF ADVANCE adaptation, University of Memphis

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Amanda Rockinson-Szapkiw is a Professor and Doctoral Coordinator for University of Memphis' learning, design, and technology program. She has published over six dozen articles and presented over 100 presentations on developing and investigating systems (e.g., family, technological, institutional) to support the psychosocial, academic, and vocational success of faculty and learners

UM-ASPIRED: Adaptations for Sustainable Policies and Increased Recruitment Excellence in Diversity

UM-Connent Mentoring: The Lessons learned from the Development, Implementation, and Evaluation

Aireale Rodgers

HEAL Postdoctoral Fellow, University of Wisconsin-Madison, Center for the Humanities

Email - arodgers4@wisc.edu

Dr. Rodgers is a learning scientist of higher education whose research agenda explores how people and organizations learn and how educators can better facilitate learning that advances critical race consciousness for faculty and students in postsecondary institutions. She received her Ph.D. from the University of Southern California.

Changing inequitable faculty culture in the lab, classroom, and department

Josephine Rodriguez, PhD

Co-PI, University of Virginia at Wise

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Dr. Josephine Rodriguez is Associate Professor of Biology at University of Virginia at Wise, 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).

Promoting Faculty Equity in Public Liberal Arts Colleges through the COPLAC ADVANCE Partnership

Promoting Faculty Equity in Public Liberal Arts Colleges through the COPLAC ADVANCE Partnership: Many Layers of Change through Top-Down and Bottom-Up Strategies

Suzanna Rose

Assistant Provost, Office to Advance Women, Equity, and Diversity, Florida International University

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Rose is the lead investigator for Florida International University's NSF ADVANCE Institutional Transformation grant. A focus of the grant concerns exploring intersectional issues concerning engaging international faculty in ADVANCE work. FIU's signature behavioral intervention program, Bystander Leadership, was found to be effective at reducing gender and race bias among faculty.

Building Systems out of Programs

Denise Roseland, PhD

External Evaluator, ADVANCE UWO, University of Wisconsin Whitewater

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Denise Roseland is the external evaluator for the University of Wisconsin ADVANCE Grant. She is currently an Assistant Professor at University of Wisconsin-Whitewater. Denise conducts mixed-methods research on equity & inclusion in educational programs, enhancing evaluation use, innovation in teacher education, and program evaluation's role in fostering organizational learning.

Navigating Resistance: ADVANCE-ing equity at a restructured, multicampus primarily undergraduate institution

Sue Rosser

Provost Emerita, California State University, San Francisco

Email - srosser@sfsu.edu

Sue Rosser is Provost Emerita and Professor Emerita at San Francisco State University. She has authored and edited fourteen books and written approximately 140 journal articles on the theoretical and applied problems of women and science, health and technology, and held numerous NSF grants.

Advancement of women in engineering academia

ARC's Virtual Visiting Scholars: A Symposium on Intersectional Gender Equity Research

Beth Ruedi, PhD

Associate Program Director, SEA Change, American Association for the Advancement of Science

Email - bruedi@aaas.org

Dr. Ruedi works within AAAS' Inclusive STEM Ecosystems for Equity and Diversity (ISEED) unit continuing to serve as the director of operations for SEA Change. SEA Change strives to inspire, guide, and support voluntary transformation of STEM fields in colleges and universities.

ACCESS+: A Model for Supporting and Engaging Professional Societies

Rethinking the Building Blocks of an Institutional Transformation Program: Lessons from NSF's Eddie Bernice Johnson INCLUDES Aspire Alliance Institutional Change (iChange) Initiative

The next level of transformation: SEA Change

Melody Russell, PhD

Professor of Science Education and Endowed Alumni Professor, Auburn University

Email - russeml@auburn.edu

Dr. Melody L. Russell is a Professor of Science Education and Endowed Alumni Professor in the College of Education, Department of Curriculum and Teaching at Auburn University.

Dr. Russell's research focuses on broadening participation in STEM and promoting equity and social justice in STEM teaching.

20 Years of ADVANCE: Collisions

Robyn Sandekian, PhD

Director of Faculty Advancement, University of Colorado Boulder, College of Engineering and Applied Science

Email - jpoe@uccs.edu

Robyn Sandekian, PhD, is the Director of Faculty Advancement for the College of Engineering and Applied Science at CU Boulder. Her leadership responsibilities include implementing and assessing outcomes of policies, programs, and procedures to meet goals for faculty recruiting, hiring, retention, and advancement including increasing faculty diversity, equity, and inclusion.

Contributions to Diversity, Equity, Inclusion, and Access Statements During the Faculty Recruitment Process and Beyond: From Controversy to Equitable Development, Assessment, and Implementation

Alka Sapat, PhD

Principal Investigator, ADVANCE-ADAPTATION EMPOWER grant. Professor and Director, School of Public Administration, Florida Atlantic University

Email - asapat@fau.edu

Alka Sapat is the Principal Investigator of the NSF ADVANCE ADAPTATION – EMPOWER (Enabling Minorities' Prime Outcomes with Education & Research (EMPOWER) at Florida Atlantic University. She co-cofounded and co-chairs the STRIDE initiative and also serves as Professor and Director at the School of Public Administration at FAU.

Empowering Faculty and Enabling Equity

Keri Ann Sather-Wagstaff, PhD

ADVANCE Program Officer - National Science Foundation

Email - ksatherw@nsf.gov

Dr. Keri Ann Sather-Wagstaff is a rotating program officer in NSF ADVANCE. Her home institution is Clemson University where she is a Professor of Mathematical and Statistical Sciences. She has over 10 years of experience working with ADVANCE IT teams at NDSU and Clemson.

NSF Knowledge Nugget

Sustainability and Organizational Change: Making Change that Lasts

Hala Schepmann, PhD

Professor of Chemistry, Southern Oregon University

Email - schepmah@sou.edu

Dr. Schepmann is Professor of Chemistry at Southern Oregon University and Co-PI on the NSF ADVANCE ASCEND (Advancing STEM Careers by Empowering Network Development) Partnership project. She also leads a university faculty alliance that supports the advancement of underrepresented faculty groups by advocating for supportive and equitable practices and policies.

The power of peer networks: Building community, confidence, and capacity

Malcolm Shug, PhD

Associate Professor of Biology and Co-PI, University of North Carolina Greensboro

Email - mdschug@uncg.edu

Dr. Malcolm Shug has research interests in the field of evolutionary genetics and animal behavior. He is interested in the interactions between natural selection, migration, genetic drift, & chromosomal crossing-over during adaptation and speciation. He has several projects focusing on ranging from biology curriculum to student and faculty equity.

Advancing Research During Family Leave: Steadying the Work Life Balance

Maria Schultheis, PhD

Professor, Department of Psychological & Brain Sciences, Drexel University

Email - schultheis@drexel.edu

I am a Clinical Neuropsychologist and recognized expert working at the intersection of psychology, biomedical engineering, and transportation/rehabilitation medicine. Recently, my work focused on faculty development for marginalized populations, such as support for early career scholars and promotion to full professor. My work appeared in various international and national forums.

Catalyzing STEM Gender Equity at an R1 University: Building a Foundation for Systemic Transformation

Verónica Segarra, PhD

Associate Professor and Endowed Chair, Center for Natural Sciences, Goucher College
Email - veronica.segarra@goucher.edu

Dr. Segarra completed her PhD in Biophysics & Biochemistry at Yale. She previously served as the Interim Chair of Biology at High Point University. She is currently Associate Professor and the Maryland E-Innovation Endowed Chair in Biological Sciences & Chemistry at Goucher College.

ACCESS+: A Model for Supporting and Engaging Professional Societies

Tara Shukla

Program Associate, PROGRESS Adaptation Grant, Social Science Research Council
Email - shukla@ssrc.org

Tara graduated with a B.A. in Politics from New York University. She completed research on barriers to sexual and reproductive healthcare access for women and LGBTQ+ populations. Prior to joining the Council she completed internships at Human Rights Watch and International Women's Health Coalition.

DEI in the Social Sciences Research Area Mapping Platform (ResearchAMP)

Michael Simeone, PhD

Associate Research Professor, Arizona State University

Michael Simeone is an Associate Research Professor in the School for Complex Adaptive Systems at Arizona State University and the Director for Data Science and Analytics with the ASU Decision Theater. His research uses tools like natural language processing and network modeling to understand organizations, communications, and cultural trends.

ARC Emerging Research Workshops: A Symposium on Ensuring Equity in Big Data, Algorithms, and STEM Language

Cynthia Sims, PhD

Director of Faculty ADVANCEment Center, Clemson University
Email - cmsims@clemson.edu

Cynthia M. Sims is the founding Director of Clemson University Faculty ADVANCEment Center. Her research focuses on the ways gender and diversity influence the enactment of leadership. Dr. Sims founded and co-led the Trailblazers, Clemson's gender equity leadership development and mentoring program for faculty an NSF ADVANCE initiative.

Picture a Scholar, An Annual Women's Scholar Symposium

Ershela Sims, PhD

Executive Director, Women in Engineering ProActive Network
Email - ershela@wepan.org

Dr. Sims is the WEPAN Executive Director, PI of the ACCESS+ grant, and Co-PI on multiple other ADVANCE grants (ARC Network; NCWIT Partnership; ADVANCING KnowlEDGE). She has 25 years of experience as an industry engineer, K-20 researcher, educator, and administrator; she was a DEI practitioner across all of those positions.

ACCESS+: A Model for Supporting and Engaging Professional Societies

Advancing Gender Equity in Computing and Engineering Academic Professions through Multi-Organizational Collaboration

Welcome Plenary

ARC Emerging Research Workshops: A Symposium on Ensuring Equity in Big Data, Algorithms, and STEM Language

Emily Skop, PhD

Co-PI and Professor of Geography, University of Colorado Colorado Springs
Email - evogt@uccs.edu

Emily is a Professor of Geography and Co-PI on an ADVANCE Adaptation grant. Her research interests are focused on international migration, urbanization, inequality, and broadening participation in higher education.

Faculty Awards: Moving toward more transparency and inclusivity in achievement recognition

Adam Smith

Incoming Director, Villanova Initiative to Support Inclusiveness and Build Leaders
Email - adam.smith@villanova.edu

Adam served for the three years as the Associate Program Director for VISIBLE. In June 2023, as the program transitions to internal institutional funding, Adam will become the Director of VISIBLE. Adam is a PhD Candidate at the University of Kansas and has extensive experience in DEI and leadership development.

The Villanova Model for Change: Mission-Based Partnerships

Chrystal A. S. Smith, PhD

Program Director, ADVANCE, Racial Equity in STEM Education, and ECR: Core Research, National Science Foundation

Email - chrsmith@nsf.gov

Dr. Chrystal A. S. Smith is a cultural anthropologist. For over 15 years, her research has focused on broadening the participation of underrepresented groups in STEM education. Currently, she is a Program Director at the NSF assigned to the ADVANCE and ECR programs. She is also co-lead of the Racial Equity in STEM Education program.

NSF ADVANCE New Grantee Orientation

NSF ADVANCE Q&A

NSF ADVANCE Office Hours

NSF Knowledge Nugget

NSF ADVANCE Community Building Sessions

Jessi Smith, PhD

PI and Vice Provost and Associate Vice Chancellor for Research, University of Colorado Colorado Springs

Email - jsmith20@uccs.edu

Jessi is both Professor of Psychology and Chief of Research. She specializes in social psychological aspects of gender and culture that support success for marginalized and minoritized people within the spaces they learn, work, and live. She is past-PI on an ADVANCE IT and current PI on an Adaptation grant.

Faculty Awards: Moving toward more transparency and inclusivity in achievement recognition

Laurel Smith-Doerr, PhD

Professor of Sociology and PI NSF ADVANCE-IT, University of Massachusetts, Amherst

Email - lsmithdoerr@umass.edu

Smith-Doerr's research takes an organizational level approach to understanding durable inequalities in science, especially gendered and racialized processes. Her research with collaborators informs her work as a leader in higher education. She not only studies collaboration but also works collaboratively, and values meaningful interdisciplinary collaboration.

COVID-19 Impacts on Faculty: Research & Practice

Sonya Smith, PhD

Professor, Howard University

Email - ssmith@howard.edu

Dr. Smith is a professor of Engineering at Howard University and a Fellow of the American Academy of Arts and Sciences. She leads Howard's NSF ADVANCE-IT award.

Findings from Design Thinking Sessions: Commemorating 20 Years of ADVANCE

Patricia Sotirin, PhD

Professor Emerita of Communication, Michigan Technological University

Email - pjsotiri@mtu.edu

Dr. Patty Sotirin's research involves critical-interpretive approaches to issues of culture, relationality, and gender. Her work draws on discursive theories of communication, critical management studies, cultural studies, feminist theories and qualitative methodologies.

ADVANCE @ Michigan Tech's focus on retention via mid-career mentoring mentoring, majority allyship, and department chair professional development

Jeffrey Steiger

Creative Director, AWED Theater, Florida International University

Email - jeffreyallensteiger@gmail.com

AWED Theater is based on research findings from FIU ADVANCE and is the creative product of Jeffrey Allen Steiger. Steiger has presented AWED theater performances nationally for ADVANCE programs and STEM conferences. He is also artistic director of the New Theater of Medicine and founding artistic director of CRLT Theater.

Setting the Stage for Change: Using Theatre to Improve Departmental Climate

Nika Stoop, PhD

Assistant Director of the Center for Faculty Excellence, Montana State University

Email - nikastoop@montana.edu

Nika Stoop earned a Ph.D. in Molecular Biophysics and Biochemistry from Yale University and worked at MIT as a postdoc before transitioning to pharmaceutical communications where she translated scientific concepts for lay audiences. Her recent work and publications focus on supporting faculty development for women in STEM.

Competence, Autonomy and Connectedness Increase Women's Early Career Grant Success

Values-based leadership training for women in STEM

Andrew Storer, PhD

Interim Provost, Michigan Technological University

Email - storer@mtu.edu

Prior to his appointment as Interim Provost and Senior Vice President for Academic Affairs, Storer served as Dean of the College of Forest Resources and Environmental Science at Michigan Technological University for the past four years.

ADVANCE @ Michigan Tech's focus on retention via mid-career mentoring mentoring, majority allyship, and department chair professional development
PLACING DATA IN THE HANDS OF CHAIRS & DEANS: THE ADVANCE FACULTY EQUITY QUERY TOOL (AFEQT)

Andrea E. Surovek, PhD

South Dakota School of Mines & Technology

Email - surovek@sdsmt.edu

Adaptation of Institutional Programs and Policies for STEM Faculty Advancement and Retention

Value Added Faculty Engagement: Facilitated Peer Mentoring Circles at a Public, STEM Specialty University

Matthew Taylor

ADVANCE Co-PI, Associate Dean for Faculty Affairs, College of Arts & Sciences Associate Professor, Dept. of Psychological Sciences, University of Missouri - St. Louis

Email - taylor matt@umsl.edu

Dr. Matthew Taylor is the Associate Dean for Faculty Affairs in the UMSL College of Arts & Sciences and an Associate professor in psychological sciences. He holds a doctorate in clinical psychology with research focused on better understanding the phenomenological experience of individuals from historically minoritized groups.

Changing culture and breaking barriers: UMSL's Equity Advisor Program

Closing the Allyship Gap - UMSL's Commitment to an Equitable Academic Space

UMSL ADVANCE's Faculty Launch Mentor Program

Colette Taylor, PhD

Professor of Educational Leadership/Special Assistant to the Provost, Seattle University

Email - taylorco@seattleu.edu

Colette Taylor is a Professor of Educational Leadership and Special Assistant to the Provost with responsibilities for institutionalizing the initiatives and programs developed through a 2016-2022 NSF ADVANCE IT award. These programs include affinity mentoring groups and coordinating the ADVANCE Faculty Fellows who serve as divisional liaisons and change-makers.

Re-Imagining What Counts for Faculty Advancement: Cultivating a Culture of Valuing Comprehensive, Inclusive Faculty Careers

Eva Thanheiser, PhD

Project Director, Portland State University

Email - evat@pdx.edu

Eva Thanheiser, Portland State University, Professor of Mathematics Education, evat@pdx.edu. Eva 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.

Why does the proportion of Women SHRINK and the proportion of Minoritized Women DISAPPEAR as the Power increases in STEM at Portland State University?

Justine Tinkler

Associate Professor of Sociology, University of Georgia

Email - jtinkler@uga.edu

I have conducted extensive research on the effects of sexual harassment policies, gender and racial inequalities, and gender beliefs. I am co-PI of the NSF-funded "New Strategies to Combat Harassment in Engineering" project.

Systemic Change through Managerial Engagement

Alexandra Tracy-Ramirez, JD

Attorney, Farhang & Medcoff

Email - atramirez@farhangmedcoff.com

Alexandra Tracy-Ramirez is both a litigator and a mediator who looks for practical, efficient, and sometimes creative solutions to her clients' legal problems and conflicts. Licensed in Arizona and Colorado, her work focuses on defamation, privacy, discrimination, education- and employment-based disciplinary investigations, alternative dispute resolution, and non-profit governance.

Advocating for STEM Equity in the Current Legal Landscape

Ming Trammel, PhD

Director of Grant Development and Partnerships, Wake Technical Community College
 Email - mingtrammel@gmail.com

Ming Shi Trammel, Ph.D. is the Director of Grants Development and Partnerships at Wake Technical Community College. She holds a Bachelor's degree in Psychology from the City College of New York. She earned her doctorate in Educational Psychology from Howard University with a sub-specialty in Public Policy from Georgetown University.

The High Cost of Unexamined Conflict: DEI Change-Leader Skill Building
Janet Twomey, PhD

College of Engineering Associate Dean of Research, Faculty Development, and Graduate Studies, ADVANCE Catalyst PI
 Email - janet.twomey@wichita.edu

As Associate Dean for Research, Graduate Studies, and Faculty Development she works closely with faculty to locate sources of funding and develop their research programs. As a NSF Program Officer, she co-developed and delivered workshops. She has over 25 years of faculty mentorship experience and currently leads the ADVANCE team.

CATALYST Data: Shining Light in the Dark
Kalindi Vora, PhD

Professor, Yale University
 Email - kalindi.vora@yale.edu

Kalindi Vora is author of Life Support: Biocapital and the New History of Outsourced Labor (2015), Surrogate Humanity: Race Robotics and the Politics of Technological Futures (Duke 2019) with Neda Atanasiou, and Reimagining Reproduction: Surrogacy, Labour and Technologies of Human Reproduction (2022).

20 Years of ADVANCE: Collisions
Sally Wasileski, PhD

Chair and Professor of Chemistry, University of North Carolina Asheville
 Email - swasiles@unca.edu

Dr. Sally Wasileski is Chair and Professor of Chemistry at 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).

High 5 Talk: Promoting Faculty Equity in Public Liberal Arts Colleges through the COPLAC ADVANCE Partnership
Promoting Faculty Equity in Public Liberal Arts Colleges through the COPLAC ADVANCE Partnership: Many Layers of Change through Top-Down and Bottom-Up Strategies
Michele Wheatly, PhD

Professor, Syracuse University
 Email - mwheatly@syr.edu

Dr. Wheatly is a professor of biology at Syracuse University where she is also former Provost. In addition, she has led ADVANCE Institutional Transformation awards at Wright State University and West Virginia University.

Findings from Design Thinking Sessions: Commemorating 20 Years of ADVANCE
Arley Williams, PhD

Faculty Development Coordinator, South Dakota School of Mines & Technology
 Email - arley.williams@sdsmt.edu

Arley completed the Ph.D. in Public Affairs at the University of Colorado, with an emphasis in public management. She completed the University of South Dakota Entering Mentoring program and is trained as a Prosci change management practitioner.

Adaptation of Institutional Programs and Policies for STEM Faculty Advancement and Retention
Value Added Faculty Engagement: Facilitated Peer Mentoring Circles at a Public, STEM Specialty University
Julia Williams, PhD

Professor of English, Rose-Hulman Institute of Technology
 Email - williams@rose-hulman.edu

Williams is the author of Making Changes in STEM Education (2023), a research-based, practice-focused guide to achieving change in STEM. She is PI on the NSF Revolutionizing Engineering Departments (RED) Participatory Action Research (PAR) project, a practice-research collaboration that provides customized faculty development support for 26 RED project teams.

Change Tools Developed through the National Science Foundation Revolutionizing Engineering Departments (RED) Participatory Action Research Project

Rochelle Williams, PhD

Chief Programs and Membership Officer, NSBE

Email - rwilliams@nsbe.org

Rochelle L. Williams, Ph.D. is an engineer, educator, and advocate for equitable work environments in science, technology, engineering, and mathematics (STEM) professions. As chief programs officer with NSBE, Dr. Williams is responsible for achieving the strategic outcomes of the society and for the logistical planning and implementation of the programs from the Pre-Collegiate, Collegiate, and Professional demographics.

Beyond OUR Reality: Immersive Experiences to Promote Awareness of the Lived Experience of Marginalization in STEM**Nicole Weitowich, PhD**

Research Assistant Professor & Center Administrator, Northwestern University

Email - nicole.weitowich@northwestern.edu

While formally trained as a biochemist, Dr. Weitowich's work focuses on women's health and the advancement of women in biomedicine. Her research explores the consideration of sex as a biological variable, the inclusion of women in the biomedical research workforce, and how those two components may be inextricably related.

Gendered Experiences of Biomedical Scientists During the Covid-19 Pandemic**Kirsten E. Wood, PhD**

Assistant Director, Office to Advance Women, Equity, and Diversity, Florida International University

Email - woodk@fiu.edu

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

Building Systems out of Programs**Kristen Woodhall**

Graduate Research Assistant, University of Missouri St. Louis

Email - kristenwoodhall@gmail.com

Kristen Woodhall serves the UMSL ADVANCE team as a graduate research assistant working under Dr. Goldstein-Hode on the university's equity advisor program. She is currently analyzing potential policy changes to promote belonging and collaborating on a manuscript discussing an existential psychological framework to understand minoritized groups' experiences in STEM.

How Funding Impacts Faculty Productivity and Belonging, an Analysis of a Covid Relief Research Supplement and University Policy Implications



Apply to Be a Virtual Visiting Scholar

Each year, the ARC Network selects two to four Virtual Visiting Scholars to conduct research on existing or emerging themes from scholarly literature on gender equity in STEM workplaces. Virtual Visiting Scholars employ qualitative and/or quantitative meta-analytic and meta-synthesis techniques to identify best practices, structural barriers, or other larger themes from existing literature. Research also incorporates considerations of diversity and inclusion from an intersectional and systemic perspective.

Virtual Visiting Scholars will be expected to work independently at locations of their choosing. The ARC Network will provide a stipend for one year of \$20,000. The funds will be provided as direct payments to the Scholar, not to an institution.

Apply at equityinstem.org/vvs/call-for-proposals

Proposals

Applicants must outline the proposed one-year research project in a 2-page prospectus that describes the research problem, current state of knowledge, and why a meta-analysis on the topic is both timely and needed

The review panel will give priority to topics that have not been addressed in prior projects.

Timeline

July 17, 2023, 5:00pm
ET Submissions Close

August 18, 2023
Acceptance Notifications
Distributed

September 1, 2023
Program Term Begins

Qualifications

Virtual Visiting Scholars should have a PhD (or equivalent) in a relevant discipline and may be at any career stage.

A publication record in the scholarly literature and knowledge of meta-analysis techniques are essential.

Visit: www.EquityInSTEM.org | Email: ARC@EquityInSTEM.org | Socialize: [@ARCEquityInSTEM](https://twitter.com/ARCEquityInSTEM)

Funded by the National Science Foundation ADVANCE Program, Awards HRD-2121468 and HRD-1740860, the ADVANCE Resource and Coordination (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 Women in Engineering ProActive Network (WEPAN) serves as the backbone organization of the ARC Network.



Virtual Visiting Scholars

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").

2021-2022



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.

Fall 2023 WEPAN PROGRAMMING

Women in Engineering Program Day

October 18, 2023
11:00 AM to 4:00PM

Convening current practitioners and stakeholders of WIE and related programs.



Jenna Carpenter
Keynote Speaker

President, ASEE
Founding Dean and Professor of
Engineering, Campbell
University

Women of Color Summit

November 15, 2023
11:00 AM to 4:00PM

Providing a platform for women of color in the STEM field, their advocates, and allies.



Erika Tatiana Camacho
Keynote Speaker

Fulbright Research Scholar,
Sorbonne Université
Professor of Mathematical &
Statistical Sciences, Arizona State
University

