

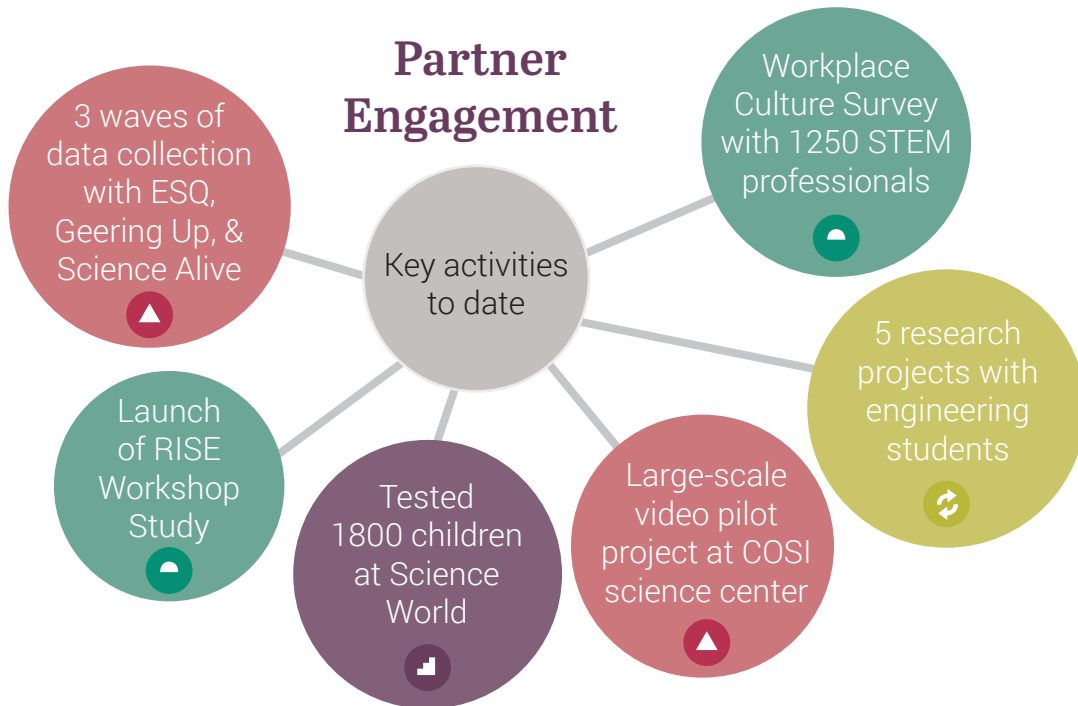
# ESS Accomplishments to Date

March 2017 - October 2019



**ENGENDERING SUCCESS IN STEM**

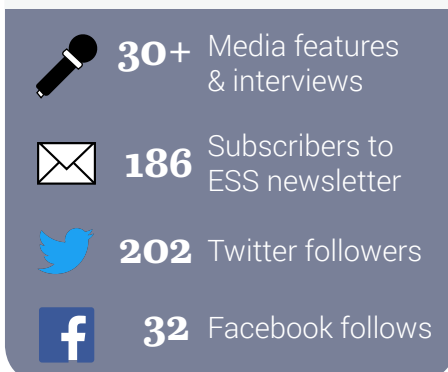
## Partner Engagement



## Sharing Our Knowledge



## Outreach & Media



## Key Accomplishments



## Growing the Consortium

### 4 New Faculty

Antonya Gonzalez  
Jennifer Steele  
Simon Lolliot  
Will Hall

### 3 New Post Docs

Francine Karmali  
Tara Dennehy  
Xian Zhao

### 7 New Students

Arya Awale  
Erik Jansen  
Haemi Nam  
Jonathan Mendal  
Lucy De Souza  
Priscilla Shum  
Taylor Ballinger

### 8 New Partners

- City of New Westminster
- City of Vancouver
- Cloud Army
- Gender & the Economy
- McElhanney Ltd.
- Science Alive
- Canadian Commission for UNESCO
- BSTRO

## Partner Contributions

**\$432,401**  
in cash

**\$573,551**  
in kind


## ESS Academic Publications


- Aday, A. E. & Schmader, T.** (2019). Seeking authenticity in diverse contexts: How identities and environments constrain 'free' choice. *Social and Personality Psychology Compass*. DOI:10.1111/spc3.12450
- Akinola, M., **Page-Gould, E.**, Mehta, P.H., & Liu, Z. (2018). Hormone-diversity fit: Collective testosterone moderates the effect of diversity on group performance. *Psychological Science*, 29(6), 859-867.
- Bergsieker, H. B.**, Wilmot, M. O., **Cyr, E. N.**, & Grey, C. B. (in press). A threat in the network: STEM women in less powerful network positions avoid integrating stereotypically feminine peers. *Group Processes & Intergroup Relations*.
- Block, K.**, Croft, A., & **Schmader, T.** (2018). Worth less? Why men (and women) devalue care-oriented careers. *Frontiers in Psychology*, 9, 1-20. doi.org/10.3389/fpsyg.2018.01353
- Block, K.**, Croft, A., **De Souza, L.**, & **Schmader, T.** (2019). Do people care if men don't care? The asymmetry in support for changing gender roles. *Journal of Experimental Social Psychology*, 83, 112-131. doi.org/10.1016/j.jesp.2019.03.013
- Block, K.**, **Gonzalez, A.M.**, **Schmader, T.**, & **Baron, A.S.** (2018). Early gender differences in core values predict boys' aspired work-family balance. *Psychological Science*, 29, 1540-1547. doi/10.1177/0956797618776942
- Block, K.**, **Schmader, T.**, **Hall, W.**, **Inness, M.**, & **Croft, E.** (2018). Should I stay or should I go now: Women's implicit stereotypic associations predict their commitment and fit in STEM. *Social Psychology*, 49, 243-251.
- Croft, A., **Schmader, T.**, & **Block, K.** (2019) Life in the balance: Are women's career goals constrained by men's domestic involvement? *Personality and Social Psychological Bulletin*, 45, 808-823. doi.org/10.1177/0146167218797294
- Croft, A., **Schmader, T.**, Beall, A., & Schaller, M. (in press). Breadwinner seeks bottle warmer: How women's future goals predict their mate preferences. *Sex Roles*.
- Croft, E. A.** & Loughran, J. (2018). 'Highlighting the "E" in STEM : Why engineering should be taught in our schools', *Education Review* (education trade magazine in Australia), September, pp. 4-5.
- Gonzalez, A.**, Oh, H., & **Baron, A.S.** (in press). Implicit bias and the classroom. In F. Worrell & T. Hughes (eds.), *Cambridge Handbook of Applied School Psychology*. Cambridge University Press
- Goyer, J. P., Cohen, G. L., Cook, J. E., Master, A., Apfel, N., Lee, W., Henderson, A.G., **Reeves, S.L.**, Okonofua, J.A., & Walton, G. M. (2019). Targeted identity-safety interventions cause lasting reductions in discipline citations among negatively stereotyped boys. *Journal of Personality and Social Psychology*, 117. doi.org/10.1037/pspa0000152
- Hall, W. M.**, **Schmader, T.**, **Aday, A.**, & **Croft, E.** (2019). Decoding the dynamics of social identity threat in the workplace: A within-person analysis of women's and men's interactions in STEM. *Social Psychological and Personality Science*, 10, 542-552. doi/10.1177/1948550618772582
- Hall, W.**, **Schmader, T.**, **Aday, A.**, **Inness, M.**, & **Croft, E.** (2018). Climate control: Cultural predictors of social identity threat for women in engineering. *Journal of Personality and Social Psychology*, 115, 446-467.
- He, J. C.**, & Côté, S. (2019). Self-insight into emotional and cognitive abilities is not related to higher adjustment. *Nature Human Behaviour*, 3, 867-884.
- He, J.C.**, **Kang, S.K.**, Tse, K., & Toh, S.M. (2019). Stereotypes at work: Occupational stereotypes predict race and gender segregation in the workforce. *Journal of Vocational Behavior*, 115. doi.org/ 10.1016/j.jvb.2019.103318
- Kang, S.K.**, & **Kaplan, S.** (2019). Working toward gender diversity and inclusion in medicine: Myths and solutions. *The Lancet*, 393, 579-586.
- Régner, I., Thinus-Blanc, C., Netter, A., **Schmader, T.**, & Huguet, P. (2019). Implicit bias predicts promoting fewer women in science when evaluators deny discrimination. *Nature Human Behavior*. DOI.org/10.1038/s41562-019-0686-32019
- Rhodes, M. & **Baron, A.S.** (in press). The development of social categories. *Annual Review of Developmental Psychology*.
- Schmader, T.**, **Bergsieker, H. B.**, & **Hall, W. M.** (in press). Cracking the culture code: A tri-level model for cultivating inclusion in organizations. Invited chapter to appear in J. Forgas, B. Crano & K. Fiedler (Eds.), *Applications of Social Psychology*.
- Schmader, T.** & Sedikides, C. (2018). State authenticity as fit to environment: The implications of social identity for fit, authenticity, and self-segregation. *Personality and Social Psychology Review*, 22(3), 228-259.
- Thai, S., & **Page-Gould, E.** (2018). ExperienceSampler: An open-source scaffold for building smartphone apps for experience sampling. *Psychological Methods*, 23, 729-739.

## About Engendering Success in STEM (ESS)

Engendering Success in STEM (ESS) is a research partnership focused on evidence-based solutions. The shared goal of our research is to foster women's inclusion and success in STEM (Science, Technology, Engineering, and Math). We bring together social scientists, STEM experts, and stakeholders in STEM industry and education to use an evidence-based approach to break down the biases girls and women face on their pathway to success. With funding from the Social Sciences and Humanities Research Council.

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