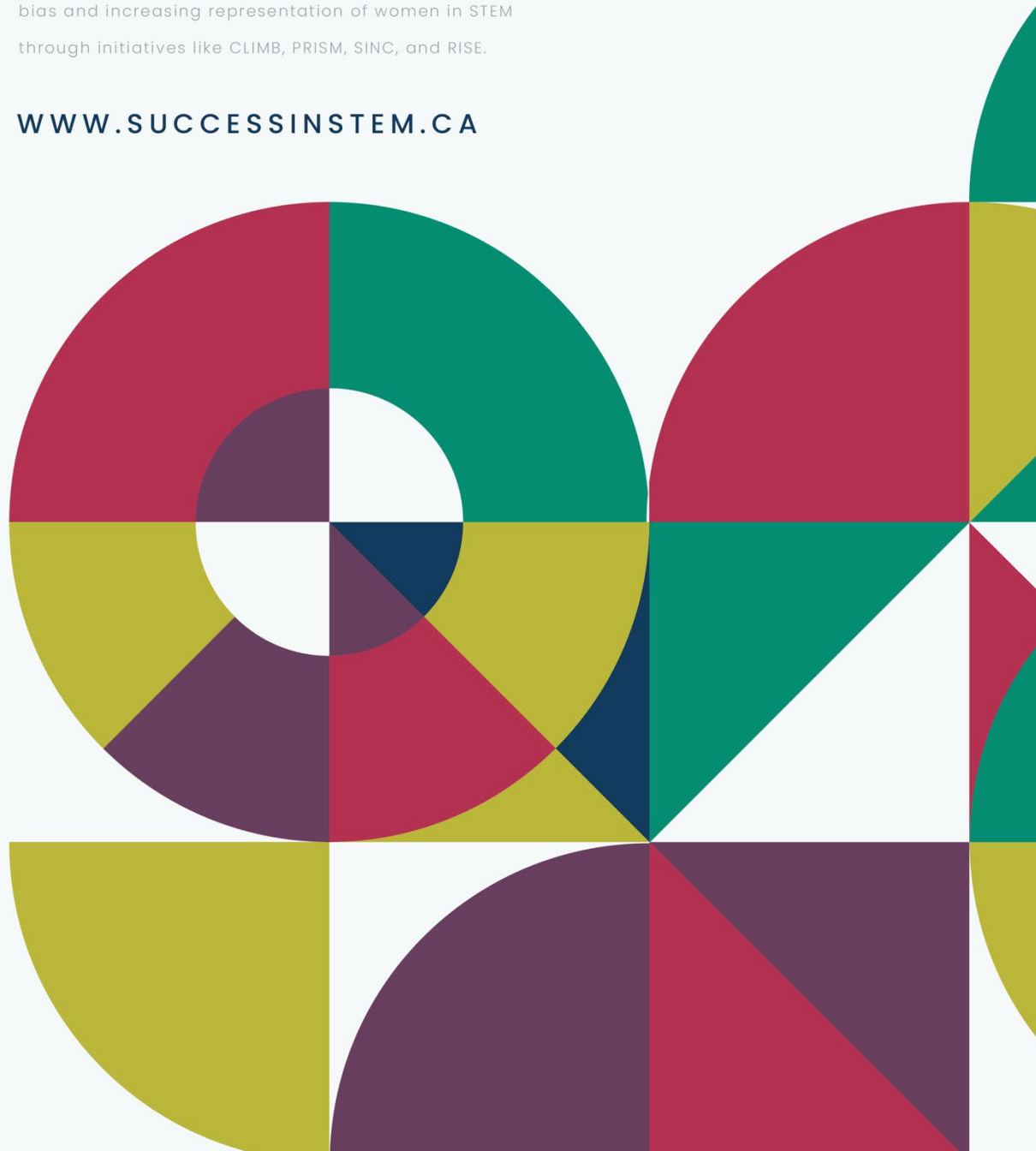# ESS FINAL
REPORT

Engendering Success in STEM Consortium

The consortium report showcases seven years of impactful projects and collaborations aimed at overcoming gender bias and increasing representation of women in STEM through initiatives like CLIMB, PRISM, SINC, and RISE.

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Engendering Success in STEM: Evidence-based solutions for reducing the effects of implicit gender bias

About Us

The Engendering Success in STEM (ESS) consortium is a research consortium rooted in the mutually beneficial partnership among social scientists, STEM experts, and educational and professional organizations to substantially improve the representation of girls and women in STEM fields, such as engineering. Through rigorous design and interventions grounded in solid theory and the best scientific practices, our social scientists have developed and tested evidence-based strategies to break down gender biases and advance inclusion impacts for underrepresented genders in STEM settings.

Our stakeholders have had the shared vested interest and stated mission to promote the advancement of girls and women in STEM. They have worked closely with the populations who most benefit from the applied ESS research interventions. Combining access, expertise, and enthusiasm, a partnership framework has proven to be an effective approach to boosting the representation and success of girls and women in STEM. This report provides a summary of key accomplishments and output from our research efforts from 2017 – 2025.

An Evidence-Based Approach to Gender Inclusion

Project CLIMB	Project PRISM	Project SINC	Project RISE
How best to change implicit biases early in childhood?	How to motivate women to choose a STEM career?	How to cope with the transition to the first job?	How to create a more inclusive workplace culture?

Our Vision

At ESS, we envision a future where girls and women are equally represented and successful across a range of STEM fields, including computer science and engineering where women continue to be underrepresented. Our commitment to research, collaboration, and innovation drives us to create lasting change and to empower the next generation of female STEM leaders. Through our projects—CLIMB, PRISM, SINC, and RISE—we are paving the way for a more inclusive and equitable STEM landscape.

Our Projects

CLIMB (Changing the Learning of Implicit Math Biases)
CLIMB focuses on reducing gender biases by targeting young boys and encouraging supportive behaviors towards girls in STEM. By fostering leadership qualities and a collaborative mindset, CLIMB aims to create a generation of boys who are allies in the pursuit of gender equality in STEM fields.

PRISM (Promoting Rising Inclusion and STEM Motivation)
PRISM addresses the gender gap in mathematics by providing targeted interventions that promote inclusive learning environments. Through strategic partnerships with educational institutions, PRISM develops and implements programs that support girls and women in excelling in mathematics, laying a strong foundation for their success in other STEM disciplines.

SINC (Shaping Inclusive Network Cultures)
SINC leverages the power of communities to support the inclusion and success of underrepresented genders in STEM. The core idea of SINC is that the quality of social interactions form people's experiences of and connection with their community. By building robust and supportive networks among students, professionals, and organizations, SINC creates a supportive ecosystem that encourages participation and advancement in STEM careers.

RISE (Realizing Identity Safe Environments)
RISE focuses on transforming engineering education and professional environments to be more inclusive. Through research-driven interventions and partnerships with engineering schools and industries, RISE aims to create a culture where women and other underrepresented groups can thrive and succeed.

Our Team

The ESS team is composed of social scientists, faculty, graduate students, and postdoctoral candidates, as well as STEM experts in education and outreach, STEM focused not for profit organizations, and private companies in STEM industries.

Faculty Fellows

- Dr. Andy Baron, Professor, Psychology at University of British Columbia, Lead, Project CLIMB
- Dr. Hilary Bergsieker, Associate Professor, Psychology at University of Waterloo, Lead, Project RISE
- *Dr. Kate Block, Assistant Professor, Social Psychology at University of Amsterdam, CLIMB
- Dr. Anne Condon, Professor, Computer Science at University of British Columbia, SINC
- Dr. Elizabeth Croft, Vice President Academic and Provost, Engineering at University of Victoria, SINC
- *Dr. Lucy De Souza, Assistant Professor of Psychology at Wesleyan University, RISE
- Dr. Carla Fehr, Wolfe Chair in Scientific and Technological Literacy, Expert in Philosophy and Feminist Science Studies at University of Waterloo

- *Dr. Antonya Gonzalez, Assistant Professor, Psychology at Western Washington University, CLIMB
- Dr. Will Hall, Associate Professor, Psychology at Brock University, Lead, Project SINC
- *Dr. Joyce He, Assistant Professor, UCLA Anderson School of Management, SINC
- **Dr. Rotem Kahalon, Assistant Professor, Social Psychology at Bar Ilan University, Israel, PRISM
- Dr. Sonia Kang, Canada Research Chair in Identity, Diversity, and Inclusion, Professor, Management at University of Toronto, Lead, Project SINC
- *Dr. Katie Kroeper, Assistant Professor, Psychology Sacred Heart University, PRISM
- Dr. Elizabeth Page-Gould, Canada Research Chair in Social Psychophysiology, Professor, Psychology at University of Toronto, Lead, Project SINC
- Dr. Toni Schmader, Professor and ESS Consortium Director, Psychology at University of British Columbia, Lead, Project RISE
- Dr. Lesley Shannon, Associate Professor, Engineering at Simon Fraser University, RISE
- Dr. Sheryl Staub-French, Professor, Engineering at University of British Columbia, PRISM
- Dr. Jennifer Steele, Associate Professor, Psychology at York University, Lead, Project PRISM
- Dr. Steve Spencer, Professor, Psychology at Ohio State University, Lead, Project PRISM
- Dr. Mary Wells, Dean, Engineering at University of Waterloo, PRISM
- Dr. Steve Wright, Professor, Psychology at Simon Fraser University, Lead, Project PRISM

Postdoctoral Fellows

- *Dr. Emily Cyr, Social Psychology at York University, PRISM / RISE
- Dr. Tara Dennehy, Social Psychology at University of British Columbia, RISE
- *Dr. Holly Engstrom, Social Psychology at University of British Columbia, RISE
- *Dr. Francine Karmali, Psychology at University of Toronto, SINC
- *Dr. Jacklyn Koyama, Psychology at University of Toronto, SINC
- Dr. Christa Nater, Social Psychology at University of British Columbia, RISE
- Dr. Angie Park, Department of Management, University of Toronto Mississauga and the Gender and the Economy (GATE) Institute, Rotman School of Management, SINC
- Dr. Anthea Pun, Social Psychology at University of British Columbia, CLIMB
- Dr. Xian Zhao, Rotman School of Management at University of Toronto, SINC

  *Began as Graduate Student with ESS
  **Began as Postdoctoral Candidate with ESS

Graduate Students

- Audrey Aday, UX Researcher, Microsoft Corporation, RISE
- Grusha Agarwal, Rotman School of Management at University of Toronto, SINC
- Rebecca Anderson, Social Psychology at Brock University, SINC
- Carmelle Bareket-Shavit, Social Psychology at University of British Columbia, RISE
- Taylor Ballinger, Social Psychology at Ohio State University, PRISM
- Alice Choe, Rotman School of Management at University of Toronto, SINC
- Caren Colaco, Rotman School of Management at University of Toronto, SINC
- Grace Denney, Social Psychology at University of Waterloo, RISE / PRISM

- Odilia Dys-Steenbergen, Psychology at Simon Fraser University, PRISM
- Grace Edmonds, Social Psychology at Ohio State University, PRISM
- Cameron Hall, Social Psychology at University of British Columbia, CLIMB
- Yingchi Guo, Social Psychology at University of British Columbia, RISE
- Ariana Hernandez-Colmenares, Social Psychology at Ohio State University, PRISM
- Shernell Hines, Psychology at University of Toronto, SINC
- Leo Huang, Psychology at University of Toronto, SINC
- Alex Huynh, Psychology at University of Waterloo, PRISM
- Erik Jansen, Social Psychology at University of Waterloo, PRISM
- Connery Knox, Social Psychology at University of Waterloo, PRISM
- Jessica Lee, Social Psychology at University of British Columbia, CLIMB
- Courtney Moore, Social Psychology at Ohio State University, PRISM
- Haemi Nam, Social Psychology at Ohio State University, PRISM
- Stephanie Reeves, Social Psychology at Ohio State University, PRISM
- Priscilla Shum, Social Psychology at Simon Fraser University, PRISM
- Estera Tehrani, Social Psychology at Brock University, SINC
- Marissa Traversa, Social Psychology at Simon Fraser University, PRISM
- Jessica Trickey, Social Psychology at University of Waterloo, PRISM
- Shawn Yee, Social Psychology at University of Waterloo, PRISM
- Louisa You, Psychology at University of Toronto, SINC

Staff

- Zhe Lin Bu, Outreach Coordinator, ESS
- Penjani Chavula, Contract - Programmer, Computer Engineering at University of British Columbia, RISE
- Clement Choi, Lab Manager, CLIMB
- Keltie Doucette, Project Manager, ESS
- Rizk Elmadbak, Lab Manager, Social Psychophysiological Research & Quantitative Methods Lab, SINC
- Margaret Gardiner, Project Manager, ESS
- Tyler Hartwig, Lab Manager, PRISM
- Tim Kagiri, Graphic Design Manager, ESS
- Jessica Lai, Lab Manager, CLIMB
- Katie Mathias, PRISM Project Coordinator at College Transition Collaborative, PRISM
- Rebekah Parker, Graphic Designer ESS
- Sarah Queller, Workshop Facilitator, RISE
- Eisha Sharda, Project Coordinator, ESS
- Trisha Smith, Project Manager, ESS

Collaborators

- Dr. Jennifer Berdahl, Professor, Sociology at University of British Columbia
- Dr. Michelle Inness, Associate Professor and Associate Dean, School of Business at University of Alberta
- Dr. Christine Logel, Professor, Social Developmental Studies at University of Waterloo
- Dr. Simon Lolliot, Associate Professor, Psychology at University of British Columbia
- Dr. Darko Odic, Associate Professor, Psychology at University of British Columbia
- Dr. Winny Shen, Associate Professor, Schulich School of Business at York University

Advisory Committee

- Mark Abbott, Engineering Change Lab
- Dr. Mahzarin Banaji, Richard Clarke Cabot Professor of Social Ethics at Harvard University
- Dr. Tom Coyle, Professor, Vice Dean of Undergraduate Education, Faculty of Applied Science & Engineering, University of Toronto
- Dr. Geoffrey Cohen, Professor of Psychology, Stanford University
- Dr. Valerie Davidson, University Professor Emerita, School of Engineering, University of Guelph
- Dr. Andrew Meltzoff, Professor and Co-Director, UW Institute for Learning & Brain Sciences at University of Washington
- Dr. Marisa Sterling, Assistant Dean and Director, Diversity, Inclusion and Professionalism, Faculty of Applied Science & Engineering, University of Toronto

Partners

- Actua
- R.F. Binnie and Associates
- Bstro
- Canadian Institute of Mining Metallurgy and Petroleum
- City of New Westminster
- City of Port Moody
- City of Vancouver
- Cloud Army Network Inc.
- Dana Industries
- District of West Vancouver
- Eng-Cite
- Engineers Canada
- Engineering Change Lab
- Engineers and Geoscientists BC
- Engineering Science Quest
- The Institute for Gender and the Economy
- Geering Up
- McElhanney
- McMaster University Faculty of Engineering
- Insight Software (formerly Magnitude)
- Metro Vancouver
- Mining Industry Human Resources Council
- Mott MacDonald
- National Research Council
- NSERC Chairs for Women in Science and Engineering
- Ontario Network of Women in Engineering
- Science AL!VE
- Science World, Vancouver
- Society for Canadian Women in Science and Technology
- Simon Fraser University (Faculty of Arts and Social Sciences, Engineering Science, Psychology)
- Teck Resources Limited
- TRIUMF
- Canadian Commission for UNESCO

- University of British Columbia (Faculties of Applied Science, Arts, and Science, Department of Psychology, Vice-President of Research and Innovation)
- University of British Columbia Okanagan
- University of Toronto (Applied Science and Engineering, Psychology)
- University of Toronto Mississauga (Department of Management)
- University of Waterloo (Engineering, Psychology, Vice-President of Research and Innovation)
- Veolia Water Technologies Solutions
- WinSETT Centre

Our Accomplishments

Through our eight years of funding we have designed, developed, and implemented cutting-edge research, trained highly qualified personnel (HQP) including graduate students and postdoctoral candidates, worked with 45+ stakeholders in STEM, and produced a variety of knowledge sharing content to academic and non-academic audiences. Specifically, our team has collectively published over 120 peer reviewed articles and book chapters, co-authored three textbooks, and given over 240 presentations to academic, industry, and partner audiences. Our findings have also reached broader audiences through media interviews, videos, and podcasts. Our website **successinSTEM.ca** includes over two dozen infographic white papers, reports, and toolkits for broad use. And finally, videos of the presentations given by world-renowned scholars at our two knowledge sharing conferences are also linked from the website. Read below for a summary of key ESS outputs:

Peer-Reviewed Publications (Engendering Success in STEM members bolded, C = Core, R = Related)

1	Adar, R., **Kahalon, R.**, Ullrich, J., Afek, A., & Eisenberg, V. H. (2022). Gender bias in the evaluation of interns in different medical specialties: An archival study. *Medical Teacher, 44*(8), 893-899. https://doi.org/10.1080/0142159X.2022.2046715	**R**
2	**Aday, A., Engstrom, H.,** & **Schmader, T.,** (in press). Gender essentialism leads to biased learning opportunities that shape women's career interests. *Psychological Science*.	**C**
3	**Aday, A.**, **Guo, Y.,** Mehta, S., Chen, S., **Hall, W.**, Götz, F., Sedikides, C., & **Schmader, T.** (2024). The SAFE Model: State authenticity as a function of three types of fit. *Personality and Social Psychology Bulletin.* https://doi.org/10.1177/01461672231223597	**C**
4	**Aday, A.**, Ryan, M., & **Schmader, T**. (2023). Do measures of empathizing and systemizing reflect perceived gender differences in learning opportunities? *Personality and Social Psychology Bulletin.* https://doi.org/10.1177/01461672231202268	**C**
5	**Aday, A., & Schmader, T.** (2019). Seeking authenticity in diverse contexts: How identities and environments constrain "free" choice. *Social and Personality Psychology Compass, 13*(6), n/a. https://doi.org/10.1111/spc3.12450	**C**

6	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. doi.org/10.1177/0956797617744282	R
7	Anderson, A., Hoffman, B., Livengood, D., Ou Yang, Z.Y., **Shannon, L.**, Smith, R., & Zurkan, C. (2018). *Current State of Women in Science, Technology, Engineering, and Mathematics (STEM) in Yukon*. Whitehorse, Yukon Territory: Yukon College.	R
8	**Ballinger, T.**, & Crocker, J. (2020). Understanding Whites' perceptions of multicultural policies: A (non)zero-sum framework? *Journal of Personality and Social Psychology.* https://doi.org/10.1037/pspi0000315	R
9	Becker J. C. & **Wright, S. C.** (2022). Can cross-group contact turn advantaged group members into allies? the role of inequality-delegitimizing contact and interpersonal connection. *Group Processes & Intergroup Relations, 25*(6), 1496-1515. https://doi.org/10.1177/13684302211015273	R
10	Becker, J. C., **Wright, S. C.**, & Siem, B. (2022). Can cross-group contact predict advantaged group member's willingness to engage in costly solidarity-based action? Yes, if the contact is politicized. *TPM-Testing, Psychometrics, Methodology in Applied Psychology, 29*(1), 123–139.	R
11	Bennett, E.H., **Bergsieker, H.B.**, Coe, I.R., Koch-Kraft, A., Langelier, E., **Morrison, S.,** Nikoleyczik, K., **Schmader, T.,** Trivailo, O., Twine, S., & Decker, J.E. (2020). Enacting workplace cultural change for excellence in research: A gender lens. *Facets, 5,* 228-233. https://doi.org/10.1139/facets-2019-0026 [**Open Access**]	C
12	**Bergsieker, H. B.**, Wilmot, M. O., **Cyr, E. N**., & Grey, C. B. (2020). A threat in the network: STEM women in less powerful network positions avoid integrating stereotypically feminine peers. *Group Processes & Intergroup Relations. https://doi.org/10.1177/1368430219888274* [Open Access]	C
13	Besta, T., Jurek, P., Olech, M., Włodarczyk, A., Kosakowska-Berezecka, N., Bosson, J. K., Greijdanus, H., & Ryan, M. K.,….**Schmader, T., …** (2024). Measuring Collective Action Intention Toward Gender Equality Across Cultures. *European Journal of Psychological Assessment*. Advance online publication. https://doi.org/10.1027/1015-5759/a000857	R
14	**Block K., Gonzalez, A.M**., **Choi, C.J.X**., Wong, Z.C., **Schmader, T., & Baron, A.S**. (2022). Exposure to stereotype-relevant stories shapes children's implicit gender stereotypes. *PLoS ONE 17*(8): e0271396. https://doi.org/10.1371/journal.pone.0271396	C
15	**Block, K., Gonzalez, A.M., Hall, C.E., Cimpian, A., Schmader, T., & Baron, A.S.** (2025). Who cares about caring? Gender stereotypes about communal values emerge early and predict boys' prosocial preferences. *Developmental Psychology*, 61(3), 594-603. https://doi.org/10.1037/dev0001908	R
16	**Block, K.,…Schmader, T.** (in press). Why is the gender gap in the care-economy larger in highly developed countries? *American Psychologist*.	C
17	**Block, K., & Schmader, T**. (2025). Me, myself, and my stereotypes: Does retraining gender stereotypes change men's self-concept? *Self and Identity*. https://osf.io/preprints/psyarxiv/hbrm3_v1	R

18	**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. https://doi.org/10.1016/j.jesp.2019.03.013	**C**
19	**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. doi.org/10.1027/1864-9335/a000343	**C**
20	**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 [**Open Access**]	**R**
21	**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*.* https://doi.org/10.1177/0956797618776942	**R**
22	Bosson, J., Jurek, P., Vandello, J., Kosakowska-Berezecka, N., Olech, M., Besta, T., […] **Schmader, T**.. […] Žukauskienė, R. (170 total authors). (2021). Isomorphism and Correlates of Precarious Manhood Beliefs in 62 Nations. *Journal of Cross-Cultural Psychology, 0,* 1 -12*.*	**R**
23	Caceros, E.S., **Campos-Ordóñez, P**., Edalathkah, M., & **Bergsieker, H.B.** (revision invited; CDP-2024-0311). Responsive social support to disclosures of racial discrimination: Expectations and implications for well-being. *Cultural Diversity & Ethnic Minority Psychology*.	**R**
24	Cheng, P., **Shen, W**. & Kim, K.Y. Personal Endorsement of Ambivalent Sexism and Career Success: an Investigation of Differential Mechanisms. *J Bus Psychol* 35, 783–798 (2020). https://doi.org/10.1007/s10869-019-09652-9	**R**
25	Croft, A., **Schmader, T.,** Beall, A., & Schaller, M. (2020). Breadwinner seeks bottle warmer: How women's future goals predict their mate preferences. *Sex Roles, 82, 633–643*. https://doi.org/10.1007/s11199-019-01080-6.	**R**
26	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. https://doi.org/10.1177/0146167218797294	**R**
27	Cvencek, D., Meltzoff, A. N., Maddox, C. D., Nosek, B. A., Rudman, L. A., Devos, T., Dunham, Y., **Baron, A. S**.,… Greenwald, A. G. (2020). Meta-Analytic Use of Balanced Identity Theory to Validate the Implicit Association Test. *Personality and Social Psychology Bulletin*, *47*(2), 185-200. https://doi.org/10.1177/0146167220916631 (Original work published 2021)	**R**
28	**Cyr, E. N., Bergsieker, H. B., Dennehy, T.C.,** & **Schmader, T.** (2021). Mapping social exclusion in STEM to men's implicit bias and women's career costs. *Proceedings of the National Academy of Sciences, 118* (40). doi: 10.1073/pnas.2026308118	**C**
29	**Cyr, E. N**., **Kroeper, K., Bergsieker, H. B.**, […] **Wright, S. C., & Spencer, S.** (2023). Girls are good at STEM: Opening minds and providing evidence reduces boys' stereotyping of girls' STEM ability*. Child Development*, 95(2), 636-647. https://doi.org/10.1111/cdev.14007	**C**
30	**Cyr, E. N., Spencer, S. J., Wright, S. C., Steele, J. R., Kroeper, K. M**., **Colaco, P**., **Dennehy, T. C., Shum, P., Ballinger, J.T**., **Nam, H., Reeves, S. L., Wells, M., Schmader, T., Bergsieker, H. B.** (in press). Seeing women who fit: Girls' forecasted fit in STEM fosters career interest. *Social Psychology of Education*.	**C**

31	Danyluck, C., & **Page-Gould, E.** (2019). Social and physiological context affects the meaning of physiological synchrony. *Scientific Reports, 9*, 8222.	**R**
32	Danyluck, C., & **Page-Gould, E**. (2018). Intergroup dissimilarity predicts physiological synchrony and affiliation in intergroup interaction. *Journal of Experimental Social Psychology, 74*, 111-120.	**R**
33	**De Souza, L., & Schmader, T.** (2024). When People Do Allyship: A Typology of Allyship Action. *Personality and Social Psychology Review*, 29(1), 3-31. https://doi.org/10.1177/10888683241232732	**C**
34	**De Souza, L., & Schmader, T.** (2021). The misjudgment of men: Does pluralistic ignorance inhibit allyship? Journal of Personality and Social Psychology, 122(2), 265-285. https://doi.org/10.1037/pspi0000362	**C**
35	Diekman, A., & **Schmader, T.** (2021). Gender as Embedded Social Cognition. https://doi.org/10.31234/osf.io/wvx2s	**C**
36	Eller, A., Abrams, D., **Wright, S. C.** & Davis, B. (2020). Effects of intergroup contact and relative gratification vs deprivation on prejudice on both sides of the US/Mexico status divide. *Journal of Applied Social Psychology, 50(7), 406-417.* https://doi.org/10.1111/jasp.12669	**R**
37	**Engstrom, H.**, Laurin, K., Zuroff, D.C., & **Schmader, T.** (2025). Group gender affects leadership: Firm hand with men, gentle touch with women. *Journal of Experimental Psychology: General.*	**R**
38	Fang, D., Kang, S. K., & Kaplan, S. (2022). We need to make sure telecommuting does not exacerbate gender disparity. The Lancet, 400 (10355), 795-797. https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(22)01211-9/fulltext	**R**
39	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*(2), 229–259. https://doi.org/10.1037/pspa0000152	**R**
40	Gruber, J., Mendle, J., Lindquist, K.A., **Schmader, T**…. Williams, L.A. (2020). The future of women in psychological science.*Perspectives on Psychological Science, 16*(3), 483-516. https://doi.org/10.1177/1745691620952789	**C**
41	**Gonzalez, A., Block, K., Oh, H.J., Bizzoto, R., & Baron, A.S. (2022).** Measuring implicit gender stereotypes using the preschool auditory stroop. Journal of Cognition and Development, 23(2), 254-272. https://doi.org/10.1080/15248372.2021.2013223	**C**
42	**Gonzalez, A.M**., Koepf, I., & McLean, K.C. (2023). The system is unfair': Uncontrollable attributions for inequality predict more equitable giving in adolescents. *Infant and Child Development*, 32(3), n/a. https://doi.org/10.1002/icd.2418	**R**
43	**Gonzalez, A.M.,** Master, A.L., **Baron, A.S.** (2025). Learning by Example: Does Positive Nonverbal Behavior Reduce Children's Racial Bias? *Developmental Science.* https://doi.org/10.1111/desc.13614	**R**
44	**Gonzalez, A., Steele, J., Baron, A.S**. (2021). Measuring Implicit Gender Stereotypes Using the Preschool Auditory Stroop. *Journal of Cognition and Development*, 23(2), 254–272. https://doi.org/10.1080/15248372.2021.2013223	**C**

45	**Gonzalez, A., Steele, J.,** Chan, E.F., Lim, S.A., **& Baron, A.S.** (2021). Developmental differences in the malleability of implicit racial bias following exposure to counterstereotypical exemplars. *Developmental Psychology, 57*(1), 102-113. http://dx.doi.org/10.1037/dev0001128	**R**
46	**Gonzalez, A., Odic, D., Schmader, T., Block, K., & Baron, A.** (2021). The effect of gender stereotypes on young girls' intuitive number sense. *PloS One, 16*(10), e0258886-e0258886. https://doi.org/10.1371/journal.pone.0258886	**C**
47	Green, D. J., **Kroeper, K. M.,** & Murphy, M. C. (2024). Cuing disparities: The consequences of race-based social stressors for academic achievement. *Journal of Community & Applied Social Psychology, 34*(1), e2747. https://doi.org/10.1002/casp.2747.	**R**
48	Gruber, J., Mendle, J., Lindquist, K.A., **Schmader, T.**… Williams, L.A. (2020). The future of women in psychological science. The future of women in psychological science. *Perspectives on Psychological Science, 16*(3), 483-516. https://doi.org/10.1177/1745691620952789	**R**
49	**Hall, W. M., Schmader, T., *Aday, A., and 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. https://doi.org/10.1177/1948550618772582	**C**
50	**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.	**C**
51	**Hall, W., Schmader, T., Cyr, E. N., & Bergsieker, H. B.** (2022). Collectively constructing gender-inclusive work cultures in STEM. *European Review of Social Psychology*, *34*(2), 298–345. https://doi.org/10.1080/10463283.2022.2109294	**C**
52	**Hall, W., Schmader, T., Inness, M., & Croft, E.** (2021). Climate change: Improving norms for inclusion predicts greater fit for women in STEM. *Group Processes and Intergroup Relations*. Advance online publication. https://journals.sagepub.com/doi/10.1177/13684302211035438	**C**
53	Hässler, T.,.. **Wright, S.C**., …Ugarte, L. M. (2020). A large-scale test of the link between intergroup contact and support for social change. *Nature Human Behaviour.* https://doi.org/10.1038/s41562-019-0815-z	**R**
54	**He, JC.**, Côté, S. (2019). Self-insight into emotional and cognitive abilities is not related to higher adjustment. *Nature Human Behaviour, 3*(8), 867-884. https://doi.org/10.1038/s41562-019-0644-0	**R**
55	**He, J. C.**, Côté, S. (2023). Are empathic people better adjusted? A test of competing models of empathic accuracy and intrapersonal and interpersonal facets of adjustment using self- and peer-reports.. *Psychological Science, 34*(9), 955-967. https://doi.org/10.1177/09567976231185127	**R**
56	**He, J. C., Kang, S. K.,** & Lacetera, N. (2021). Opt-out choice framing attenuates gender differences in the decision to compete in the laboratory and in the field. *Proceedings of the National Academy of Sciences - PNAS, 118*(42), 1. https://doi.org/10.1073/pnas.2108337118	**R**

57	**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. https://doi.org/10.1016/j.jvb.2019.103318	**R**
58	**He, J.C**., & **Kang**, S. K. (2021). Covering in Cover Letters: Gender and Self- Presentation in Job Applications. *Academy of Management Journal, 64*(4), 1097-1126. https://doi.org/10.5465/amj.2018.1280	**C**
59	**He, J.C., & Kang, S.** (2022). Identities between the lines: Re-aligning gender and professional identities in job advertisements. Paper presented at the 2022(1) https://journals.aom.org/doi/abs/10.5465/AMBPP.2022.10415abstract	**C**
60	**He, J.C., & Kang, S.K.** (2023). Moving from i-frame to s-frame focus in equity, diversity, and inclusion research, practice, and policy. *The Behavioral and Brain Sciences, 46*, e159-e159. https://doi.org/10.1017/S0140525X23001115	**C**
61	Hecht, C. A., Dweck, C. S., Murphy, M. C., **Kroeper, K. M**., Yeager, D. S. (2022)**.** Efficiently exploring the causal role of contextual moderators in behavioral science. *Proceedings of the National Academy of Sciences, 120*(1). https://doi.org/10.1073/pnas.2216315120	**R**
62	Hideg, I., & **Shen, W**. (2019). Why still so few? A theoretical model of the role of benevolent sexism and career support in the continued underrepresentation of women in leadership positions. *Journal of Leadership & Organizational Studies, 26*(3), 287-303. https://doi.org/10.1177/1548051819849006	**R**
63	Huang, H.C., **De Souza, L**, & **Schmader, T.** (2025). Cultivating allyship for a diverse, equitable, and inclusive academia. Nature Human Behaviour. doi: 10.1038/s41562-025-02104-w.	
64	**Kang, S.K.,** & Kaplan, S. (2019). Working toward gender diversity and inclusion in medicine: Myths and solutions. *The Lancet, 393*(10171), 579-586. https://doi.org/10.1016/S0140-6736(18)33138-6	**C**
65	**Karmali, F.**, & Kawakami, K. (2023). Posing while black: The impact of race and expansive poses on trait attributions, professional evaluations, and interpersonal relations. Journal of Personality and Social Psychology. https://doi.org/10.1037/pspa0000313	**R**
66	Kosakowska-Berezecka, N.,…**Block, K**., **De Souza, L**., **Schmader, T**.,…… . *See all 155 authors here*. (2023). Gendered self-views across 62 countries: A test of competing models. Social Psychological & Personality Science, 14(7), 808-824. https://doi.org/10.1177/19485506221129687	**R**
67	**Kroeper, K. M**., Fried, A. C., & Murphy, M. C. (2022). Towards fostering growth mindset classrooms: Identifying teaching behaviors that signal instructors' fixed and growth mindsets beliefs to students. *Social Psychology of Education, 25*(2), 371-398. https://doi.org/10.1007/s11218-022-09689-4	**R**
68	**Kroeper, K. M**., Hildebrand, L. K., Jiang, T., **Hernandez-Colmenares, A.**, Brown, K., Wilk, A. V., **Spencer, S. J.,** Heckler, A. F., & Fujita, K. (2024). The recursive cycle of perceived mindset and psychological distress in college. *Social Psychological and Personality Science.* https://doi.org/10.1177/19485506241247384	**R**

69	**Kroeper, K. M.**, Muenks, K., Canning, E. A., & Murphy, M. C. (2022). An exploratory study of the behaviors that communicate perceived instructor mindset beliefs in college STEM classrooms. *Teaching and Teacher Education, 114*, 103717. https://doi.org/10.1016/j.tate.2022.103717	R
70	**Kroeper, K. M.**, Williams, H. E., & Murphy, M. C. (2022). Counterfeit diversity: How strategically misrepresenting gender diversity elevates women's identity threat concerns by dampening perceived organizational sincerity. *Journal of Personality and Social Psychology, 122*(3), 399-426.https://doi.org/10.1037/pspi0000348	R
71	LaCosse, J., Canning, E.A., Bowman, N, Murphy, M.C., **Logel, C.** (2020). A social-belonging intervention improves STEM outcomes for students who speak english as a second language. *Science Advances, 6*(40) https://doi.org/10.1126/sciadv.abb6543	R
72	Le Forestier, J. M., Chan, E. W., Shephard, R., **Page-Gould, E.,** & Chasteen, A . L. (2024). Why is concealment associated with health and wellbeing? an investigation of potential mechanisms. *Social Science & Medicine (1982), 344*, 116529-116529. https://doi.org/10.1016/j.socscimed.2023.116529	R
73	Le Forestier, J. M., **Page-Gould, E**., & Chasteen, A. L. (2022). Concealment stigma: The social costs of concealing. *Journal of Experimental Social Psychology, 101*, 104340. https://doi.org/10.1016/j.jesp.2022.104340	R
74	Le Forestier, J.M, **Page-Gould, E.,** & Chasteen, A. L. (2024). Identity concealment may discourage health-seeking behaviors: Evidence from sexual minority men during the 2022 global Mpox outbreak. *Psychological Science, 35*(2), 126-136. https://doi.org/10.1177/09567976231217416	R
75	Le Forestier, J.M, **Page-Gould, E.,** & Chasteen, A. L. (2023). Which identities are concealable? individual differences in concealability. *Personality & Social Psychology Bulletin, 0(0).* https://doi.org/10.1177/01461672231198162	R
76	Le Forestier, J. M., **Page-Gould, E**., Lai, C. K., & Chasteen, A. L. (2020). Concealability beliefs facilitate navigating intergroup contexts. *European Journal of Social Psychology, 50*(6), 1210-1226. https://doi.org/10.1002/ejsp.2681	R
77	Le Forestier, J. M., **Page-Gould, E.,** Skaknoon-Sparling, S., & Chasteen, A. L. (2024). Experiences of stigma among sexual minority men during the 2022 global mpox outbreak. *Psychology of Sexual Orientation and Gender Diversity,* https://doi.org/10.1037/sgd0000739	R
78	Lee, N.G., **Shum, P. L-C**., **Wright, S.C.** & Bahrami, M. (2022). The effect of feminist identification on the perceived authenticity of male allies. *Journal of Interpersonal Relations, Intergroup Relations and Identity, 15.* https://doi.org/10.33921/UWBF7249	C
79	Malhotra, S., **Shen, W**., & Zhu, P.-C. (2021). What is (s)he worth? exploring mechanisms and boundary conditions of the relationship between CEO extraversion and pay. *British Journal of Management, 32*(2), 529-547. https://doi.org/10.1111/1467-8551.12424	R

80	Margoni, F., ***Block, K.**, Hamlin, K., Zmyj, N., & **Schmader, T.** (2023). Meta-analytic evidence against sex differences in infants' and toddlers' preference for prosocial agents. *Developmental Psychology, 59*(2), 229–235. https://doi.org/10.1037/dev0001421	**R**
81	Midgley, C., Thai, C., Lockwood, P., Kovacheff, C., & **Page-Gould, E.** (2021). When every day is a high school reunion: Social media comparisons and self-esteem. *Journal of Personality and Social Psychology, 121*(2), 285–307. https://doi.org/10.1037/pspi0000336	**R**
82	Muenks, K., Sievers, J., **Kroeper, K. M.,** & Canning, E. A. (2024). Exploring effects of mixed mindset messages from science, technology, engineering, and mathematics instructors. Motivation Science. Advance online publication. https://doi.org/10.1037/mot0000381	**R**
83	Ng, A., **Steele, J. R.**, Sasaki, J., & George, M.* (2020). How robust is the own-group face recognition bias? Evidence from first- and second-generation East Asian Canadians. *PloS One, 15*(5), e0233758-e0233758. https://doi.org/10.1371/journal.pone.0233758	**R**
84	Oakes, H., Eibach, R., & **Bergsieker, H.B.** (2025). Closets breed suspicion: Environments that stigmatize concealable identities cast doubt on claims to non-stigmatized identities. Journal of Experimental Social Psychology. https://doi.org/10.1016/j.jesp.2025.104736	**R**
85	Olsson, M. I. T., van Grootel, S., **Block, K.**, Van Laar, C., **Schmader, T.**, Croft, A., Sun, M. S., Adamus, M., Anderson, J., Atkinson, C., Avicenna, M., Bąbel, P., Benson-Greenwald, T. M., Maloku, E., Berent, J., **Bergsieker, H. B**., Biernat, M., Bîrneanu, A. G., Bosak, J., . . . Research environment Individual Group Society (FIGS). (2023). Gender gap in parental leave intentions: Evidence from 37 countries. *Political Psychology, 44*(6), 1163-1192. https://doi.org/10.1111/pops.12880	**R**
86	Radke, H. R. M., Kutlaca, M., Siem, B., **Wright, S. C**. & Becker, J. C. (2020). Beyond Allyship: Motivations for Advantaged Group Members to Engage in Action for Disadvantaged Groups. *Personality and Social Psychology Review, 24*(4), 291-315. https://doi.org/10.1177/1088868320918698	**C**
87	Rattan, A., **Kroeper, K. M**., Arnett, R., Brown, X., & Murphy, M.C. (2023). Not such a complainer anymore: Confrontation that signals a growth mindset can attenuate backlash. *Journal of Personality and Social Psychology, 124*(2), 344-361. https://doi.org/10.1037/pspi0000399	**R**
88	Régner, I., Thinus-Blanc, C., Netter, A., **Schmader, T.,** & Huguet, P. (2019). Committees with implicit biases promote fewer women when they do not believe gender bias exists. *Nature Human Behaviour, 3*(11), 1171-1179. https://doi.org/10.1038/s41562-019-0686-3	**C**
89	Rhodes, M., & **Baron, A.S**. (2019). The development of social categorization. *Annual Review of Developmental Psychology, 1*(1), 359-386. https://doi.org/10.1146/annurev-devpsych-121318-084824	**C**
90	Riggs, A. E., & **Gonzalez, A. M.** (2024). Similarity or stereotypes? An investigation of how exemplar gender guides children's math learning. *Developmental science*, e13542. Advance online publication. https://doi.org/10.1111/desc.13542	**C**
91	Saxler, F. M., Dorrough, A. R., Froehlich, L., Block, K., Croft, A., Meeussen, L., Olsson, M., Schmader, T., Schuster, C., van Grootel, S., Van Laar, C., Atkinson, C., Benson-Greenwald, T., Birneanu, A., Cavojova, V., Cheryan, S., Lee Kai Chung, A., Danyliuk, I., Dar-Nimrod, I., … Martiny, S. E. (2024). Did descriptive and prescriptive norms about	**R**

gender equality at home change during the COVID-19 pandemic? A cross-national investigation. *Personality & Social Psychology Bulletin, 0*(0), 1461672231219719-1461672231219719. https://doi.org/10.1177/01461672231219719

92	**Schmader, T., & Block, K.** (2025). Why do women care more and men couldn't care less? In A. Gopnik, M. Levi, and Z. Ugolnik (Eds.) The Social Science of Care. Daedalus, 154(1), 82-97. https://doi.org/10.1162/daed_a_02125	**R**
93	**Schmader, T.** (2022). Gender Inclusion and fit in STEM. *Annual Review in Psychology. 74*(1). https://doi.org/10.1146/annurev-psych-032720-043052	**C**
94	**Schmader, T., Bareket-Shavit, C., & Baron, A.S.** (2022). Beyond awareness: The many forms of implicit bias and its implications. *Psychological Inquiry, 33*(3), 156-161. https://doi.org/10.1080/1047840X.2022.2106752	**C**
95	**Schmader, T., Dennehy, T. C., & Baron, A. S.** (2022). Why antibias interventions (need not) fail. *Perspectives on Psychological Science, 17*(5), 1381-1403. https://doi.org/10.1177/17456916211057565	**C**
96	**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. doi.org/10.1177/1088868317734080	**C**
97	**Shen, W.**, & Joseph, D. L. (2021). Gender and leadership: A criterion-focused review and research agenda. *Human Resource Management Review, 31*(2), 100765. https://doi.org/10.1016/j.hrmr.2020.100765	**R**
98	**Steele, J., Lee, J.J., & Baron, A.S.** (2021). Engendering success in politics: A pipeline problem requires a pipeline solution. *Psychological Inquiry*, *32*(2), 131-136. https://doi.org/10.1080/1047840X.2021.1930799	**R**
99	Tackett, J. L., Reardon, K. W., Fast, N. J., Johnson, L., **Kang, S. K.,** Lang, J. W. B., & Oswald, F. L. (2023). Understanding the leaders of tomorrow: The need to study leadership in adolescence. *Perspectives on Psychological Science*, *18*(4), 829-842. https://doi.org/10.1177/17456916221118536	**R**
100	Thai, S., & **Page-Gould, E**. (2018). Experience Sampler: An open-source scaffold for building smartphone apps for experience sampling. *Psychological Methods, 23*, 729-739. https://psycnet.apa.org/doi/10.1037/met0000151	**R**
101	Volpert-Esmond, H. I., **Page-Gould, E.**, & Bartholow, B. D. (2021). Using multilevel models for the analysis of event-related potentials. *International Journal of Psychophysiology, 162*, 145-156. https://doi.org/10.1016/j.ijpsycho.2021.02.006	**R**
102	Walton, G. M., Murphy, M. C., **Logel, C.**, Yeager, D. S., Goyer, J. P., Brady, S. T., Emerson, K. T. U., Paunesku, D., Fotuhi, O., Blodorn, A., Boucher, K. L., Carter, E., Gopalan, M., Henderson, A., **Kroeper, K.** M., Murdock-Perriera, L. A., **Reeves, S. L.**, Ablorh, T. T., Ansari, S., Chen, S., Fisher, P., Galvan, M., Kawakami Gilbertson, M., Hullerman, C. S., Le Forestier, J. M., Lok, C., **Mathias, K.**, Muragishi, G. A., Netter, M., Ozier, E., Smith, E. N., Thoman, D. B., Williams, H. E., Wilmot, M. O., Hartzog, C., Li, A., & Krol, N. (2023). Where and with whom does a brief social-belonging intervention promote progress in college? *Science (American Association for the Advancement of Science)*, *380*(6644), 499-505. https://doi.org/10.1126/SCIENCE.ADE4420	**R**

103	Williams, A., & **Steele, J. R.** (2019). Examining children's implicit racial attitudes using exemplar and Category-Based measures. *Child Development, 90*(3), e322-e338. https://doi.org/10.1111/cdev.12991	**R**
104	Van Grootel, S., Van Laar, Colette, Meeussen, L., **Schmader, T**., & Sczesny, S. (2018). Uncovering pluralistic ignorance to change men's communal self-descriptions, attitudes, and behavioral intentions. *Frontiers in Psychology, 9*, 1344-1344. https://doi.org/10.3389/fpsyg.2018.01344	**R**
105	Yim, O., & **Kang, S. K.** (2024). One label Doesn't fit all: Self-labeling practices within the Chinese immigrant community in Canada. *The American Behavioral Scientist (Beverly Hills)*, https://doi.org/10.1177/00027642241234130	**R**
106	Zhou, S., **Page-Gould, E.,** Aron, A., Moyer, A., & Hewstone, M. (2019). The extended contact hypothesis: A meta-analysis on 20 years of research. *Personality and Social Psychology Review*, *23*(2), 132–160. https://doi.org/10.1177/1088868318762647	**R**

Book Chapters

1	**Croft, E. (2019).** Engineering Change for Good. In *Rising to the Top: Global Women Engineering Leaders Share Their Journeys to Professional Success*, (pp. 107–125) International Federation of Engineering Education Societies and Global Engineering Deans Council.	**C**
2	Diekman, A., & **Schmader, T.** (2024). Gender as embedded cognition. In D. Carlston, K. Johnson, & K. Hugenberg (Eds.), *Oxford Handbook of Social Cognition* (pp 471-501). https://doi.org/10.1093/oxfordhb/9780197763414.013.17	**C**
3	**Gonzalez, A.M.,** Oh, H.J.J., & Baron, A.S. (2020). The hidden classroom: How gender stereotypes affect academic achievement. In F.C. Worrell, T.L. Hughes, & D.D. Dixson (Eds.), *The Cambridge Handbook of Applied School Psychology,* (pp. 295-313). Cambridge University Press.	**C**
4	**Guo, Y**, & **Schmader, T.** (2025). Inauthentic or merely uncertain? When do people tolerate situations of person-environment misfit. In P. Carrol, K. Rios, & K. Oleson (Eds.) *Handbook of Self-Uncertainty.*	**R**
5	**He, J.C., Agarwal, G., & Kang, S.K.** (2022). Applying behavioral insights to cultivate diversity and inclusion. In N. Mazar & D. Soman (Eds.), *Behavioural Science in the Wild.* Toronto, ON: University of Toronto Press	**C**
6	Huang, H.C., **De Souza, L,** & **Schmader, T. (2025).** Cultivating allyship for a diverse, equitable, and inclusive academia. *Nature Human Behaviour.* doi: 10.1038/s41562-025-02104-w.	**C**
7	**Kang, S.K.** (2020) Identity, Diversity, and Inclusion. In E. King, M. Hebl, & Q. Roberson (Eds.), *Research in Social Issues in Management.* Information Age Publishing.	**C**
8	Major, B., & **Schmader, T.** (2018). Stigma, social identity threat, and health. In B. Major, J. Dovidio, & B. Link (Eds.), *Oxford Handbook of Stigma, Discrimination, and Health* (pp 85-104). Oxford University Press. DOI: 10.1093/oxfordhb/9780190243470.013.3	**R**
9	**Schmader, T., Bareket-Shavit, C.,** & **Baron, A.S**. (2022). Beyond awareness: The many forms of implicit bias and its implications. Invited commentary on Implicit Bias ≠ Bias on Implicit Measures in *Psychological Inquiry,* 156-161.	**C**
10	**Schmader, T, Bergsieker, H.B., & Hall, W.M**. (2020). Cracking the culture code: A tri-level model for cultivating inclusion in organizations. In Forgas, K., Fiedler, & W. Crano (Eds.). *Applications of Social Psychology: How Social Psychology Can Contribute to the Solution of Real-World Problems* (pp 334-355). Routledge, New York, NY.	**C**

11	**Schmader, T., & Nater, C**. (2025). Gender. In D. Gilbert, S. Fiske, E. Finkel, W. B. Mendes (Eds.), The Handbook of Social Psychology (6th Ed.). Situational Press. https://doi.org/10.70400/AKXO6205	**C**
12	**Schmader, T.**, & **Block, K.** (2024). Why do women care more and men couldn't care less? In A. Gopnik, M. Levi, and Z. Ugolnik (Eds.) The Social Science of Care. Invited special issue at Daedalus.	**R**
13	Sedikides, C., & **Schmader, T.** (2025). State-authenticity as identity-based fit to environment: The SAFE Model. In K. E. Vail, D. R. Van Tongeren, R. J. Schlegel, J. Greenberg, L. A. King, & R. M. Ryan (Eds.), *Handbook of the Science of Existential Psychology*. Guilford Press.	**C**
14	Tropp, L. R., Mazziotta, A., & **Wright, S.C.** (2018). Recent developments in intergroup contact research: Affective processes, group status, and contact valence. In C.G. Sibley & F. K. Barlow (Eds.), *The Cambridge handbook of the psychology of prejudice: Concise Student Edition*. Cambridge, UK: Cambridge University Press.	**R**

Textbooks

1	Aronson, E., Wilson, T. D., Sommers, S. R., **Page-Gould, E.**, & Lewis, Jr., N. (2022). *Social Psychology* (11th Ed.) Pearson	**R**
2	Greenberg, J., **Schmader, T.**, Arndt, J., & Landau, M. (2021). *Social Psychology: The Science of Everyday Behavior* (3rd Ed.). Worth Publishing, New York, NY. [Open Access Chapters - Understanding Prejudice, Stereotyping, and Discrimination; Responding to and Reducing Prejudice)	**R**
3	Gross, J.J., **Schmader, T.**, Martin Hard, B., & Anderson, A.K. (2022). *Interactive Psychology: People in Perspective* (2nd Ed). Norton Publishing, New York, NY. [Note, includes sections and interactives on implicit bias and gender stereotypes]	**R**

Working Papers, Papers and Books Under Review or in Progress, and Edited Journals (C = Core, R = Related)

1	**Bergsieker, H., Hall, W., Trickey, J., Dennehy, T., Aday, A., Denney, G., De Souza, L., He, J., Kang, S., Schmader, T.** (in prep). Project RISE: Testing the effectiveness of an intervention to Realize Identity Safe Environments by boosting allyship.	**C**
2	**Cyr, E.N., Steele, J. R.**, Robinson, K., **Schmader, T., Wright, S. C., Spencer, S. J., & Bergsieker, H. B.** (in prep). Friendship Networks Predict STEM Intentions Through Peer Belonging.	**C**
3	**De Souza, L., & Schmader, T.** (in prep). When is allyship effective? Comparing allyship actions' impact on disadvantaged groups' workplace experiences.	**C**
4	**Dennehy, T.C., Engstrom, H.**, Hernanto, J., & **Schmader, T.** (in prep). Amplification as allyship: How men can signal boost without claiming credit.	**C**
5	Fisher, A., Ryan, M.K., **Schmader, T.**, & White, S.L. (in prep). How organizations facilitate and constrain employee authenticity: Implications for employee fit, job satisfaction, and commitment.	**C**
6	**Guo, Y., Schmader, T.** (in prep) The overlooked reason for reluctance to act: Men overestimate the costs of allyship actions.	**C**
7	**Gonzalez, A.M., Pun,A., Hall, C., Steele, J., & Baron, A.S**. (in prep). The Development of Implicit and Explicit Gender Stereotypes about Science.	**C**

8	Gutsell, J., & **Page-Gould, E.** (in prep). Special Issue on Systemic Racism: Cognitive consequences and interventions in Cognitive Research: Principles and Implications. Target: Cognitive Research: Principles and Implications [Open Access]	**C**
9	**Hall. W., Bergsieker, H., & Schmader, T.** (in prep). Gender inclusive policies predict more positive workplace engagement for women and men in STEM.	**C**
10	**Hall, C., Steele, J.,** Cimpian, A., & , **Baron, A.S.** (in prep). Communal language promotes interest and sense of belonging in STEM among young girls.	**C**
11	Ivy, V., **Kroeper, K. M.**, Corley, N., Wilmot, M. O., Eibach, R.P., & **Spencer, S. J.** (in prep). Is change possible? How beliefs of the permanence of systemic racism affect motivations and the desire for collective action.	**C**
12	**Jansen, E., Huynh, A., Bergsieker, H., Dennehy, T., & Schmader, T.** (in prep) What's in a frame? Attending to inclusion (vs. leadership) activates allyship intentions.	**R**
13	**Kroeper, K. M.**, Gopalan, M., Emerson, K. T. U., & Walton, G. M. (in prep) Who gets to belong in college? An empirical review of how institutions can expand opportunities for belonging on campus.	**R**
14	**Lee, J., Steele, J., & Baron, A.S.** (in prep). Racial and gender biases in children's reasoning about leadership.	**C**
15	Muenks, K., **Kroeper, K. M.**, Canning, E. A., & Murphy, M. C. (in prep). Instructor mindset beliefs and behaviors: How do students and instructors perceive them? Answering key theoretical questions.	**R**
16	Mylett, M., **Wright, S. C.**, & Levin, Z. (in prep). Does extended contact influence disadvantaged group members' endorsement of normative and radical collective action?	**R**
17	**Schmader, T.**, & Forbes, C.E. (in prep). Stereotypes and performance: Revisiting Steele and Aronson's studies of stereotype threat. In J.R. Smith and S.A. Haslam (Eds.), Social Psychology: Revisiting the Classic Studies (3nd Ed.), Sage Publications: London, UK.	**R**

Presentations: Invited Talks and Workshops

1	**Aday, A. E.** January 2020. Engendering Success in STEM: Cultivating Inclusive Cultures. Invited talk to TAQA North, Calgary, AB.	**Industry**
2	Akinola, M., & **Page-Gould, E.** October 2023. Building an inclusive psychophysiology lab. Invited talk to the annual Women In Science and Education Luncheon of the Society for Psychophysiological Research, New Orleans, LA [keynote speakers for paid luncheon]	**Academic**
3	**Baron, A.S.** December 2018. Foundations of intergroup. Invited talk to Bar-Ilan University. Ramat Gan, Israel.	**Academic**
4	**Baron, A.S.** 2017. Are we born racist? Invited talk to Human Resources. UBC. Vancouver, BC.	**Academic**
5	**Bergsieker, H., Lee-Garcia, E., Schmader, T., Cyr, E., & Awale, A.** February 2020. Inclusive Innovation and Influential Leaders. Invited workshops delivered to the National Research Council. ON.	**Partner**
6	**Bergsieker, H., Lee-Garcia, E., Wilson, H., Schmader, T., & Dennehy, T.** December 2019. Inclusive Innovation and Influential Leaders. Invited talk to workshops delivered to the National Research Council. Ontario and Quebec.	**Partner**

7	**Bergsieker, H. B.** November 2019. Implicit bias and inclusion. Invited presentation at German Aerospace Center. Oberpfaffenhofen, Germany.	**Industry**
8	**Bergsieker, H.B.** May 2023. <u>Intervening to increase gender inclusion in STEM. Invited keynote speaker for International Women in Math Day, Faculty of Mathematics,</u> University of Waterloo.	**Academic**
9	**Bergsieker, H.B.** May 2023. The social "threatwork": Connecting women's exclusion from STEM social networks to implicit and explicit gender stereotypes. Invited talk to women in Math seminar, Faculty of Mathematics, University of Waterloo.	**Academic**
10	**Bergsieker, H.B.** May 2023. Promoting a culture of inclusion in STEM. Invited talk to <u>The Waterloo Women's Impact Network</u> celebrates International Women in Mathematics Day at the University of Waterloo. Waterloo, ON.	**Academic**
11	**Bergsieker, H.B., Schmader, T., Kang, S., & Denney, G.** January 2023. Project RISE Workshop Results. Invited talk to National Research Council Café Q&A.	**Partner**
12	**Bergsieker, H. B., & Cyr, E. N.** November 2019. Promoting rising STEM motivation: Updates from a randomized control trial to boost gender equity in STEM. Invited talk presented at Summit of the Ontario Network of Women in Engineering. Hamilton, ON	**Partner**
13	**Bergsieker, H. B.** November 2019. Unconscious bias – unbewusste Vorurteile und wirkungsvolle Strategien ihnen entgegenzuwirken. Invited presentation at German Aerospace Center. Bonn, Germany.	**Industry**
14	**Bergsieker, H. & Schmader, T.** December 2018. RISE 2018 Workplace Culture Survey Insights. Invited talk to National Research Council*.* Ottawa, ON.	**Partner**
15	**Bergsieker, H.** April, 2018. Connecting network dynamics to inclusion and performance of women in engineering. Invited talk to University of Guelph engineering faculty, Guelph, ON.	**Partner**
16	**Bergsieker, H.** November 2017. Beyond bias: Deploying diversity science in engineering. Invited talk to Science & Technology in Society Panel at the University of Waterloo. Waterloo, ON.	**Academic**
17	**Bergsieker, H.** June 2017. Beyond bias: Engendering success in science and engineering. Invited talk to 8th Engineering Change Lab workshop. Toronto, ON.	**Partner**
18	**Croft, E.** March 2021. Keynote Speaker, Closing Ceremony, Virtual Conference on Women in STEM in the Time of the Pandemic – *Facing Challenges, Finding Resilience, sponsored by The United Nations Institute for Training and Research (UNITAR), the International Federation of Engineering Education Societies (IFEES), and the Global Engineering Deans Council (GEDC)*. You can listen to the speeches <u>here</u>.	**Industry**
19	**Croft, E.** August 2018. Women in Leadership & Digital Transformation. Invited talk to CEDA Panel Discussion. Melbourne, Australia	**Industry**
20	**Croft, E.** March 2018. Creating transformative change in engineering: Goal setting, policies, and actions. Invited talk to University of Alberta. Edmonton, AB	**Academic**

21	**Croft, E.** November 2017. Towards gender diversity in Engineering: goal setting, policies, and actions. Invited talk to Gender Summit 11. Montreal, PQ.	**Industry**
22	**Cyr, E.N., Bergsieker, H.B.** April 2021. Project PRISM: Promoting rising inclusion and STEM motivation. Invited talk presented to the University of Waterloo Engineering Recruitment Team.	**Partner**
23	**Cyr, E. N., Spencer, S. J., Wright, S., & Bergsieker, H. B.** January 2020. Reducing STEM stereotyping and improving girls' fit in STEM. Invited talk to Actua National Convention. Ottawa, ON.	**Partner**
24	**Cyr, E.** August 2019. Inclusion at Google Waterloo: Workplace Culture Survey. Invited talk to Google Waterloo. Waterloo, ON,	**Industry**
25	**Cyr, E.** January 2019. PRISM project. Invited talk to the Actua National Convention.	**Partner**
26	**Dennehy, T. C.** September 2020. University of British Columbia, Sauder School of Business, Vancouver, BC. Presentation to Sauder's academic hiring committees on inclusive hiring practices. Vancouver, BC.	**Academic**
27	**Dennehy, T. C.,** & Hughes, C. [equal co-speakers]. September 2020. Women Who Dare Leadership Seminar. Presentation on gender inclusion in the mining industry. [Cancelled due to COVID-19.]	**Industry**
28	**Dennehy, T. C.** September 2019. "Gender bias in STEM hiring: What it is (and isn't), where it comes from, how to combat it." Invited talk at TRIUMF. Vancouver, BC.	**Partner**
29	**Dennehy, T. C.** - May 2019. "Cues for Engineering Inclusion? Results from a Survey of Workplace Culture" [Presentation of findings from the RISE Workplace Culture Survey]. Invited talk at Mining Industry Human Resources Council webinar.	**Partner**
30	**Dennehy, T. C**. May 2019. "Crafting Inclusive Job Ads". Invited talk at Creating Connections. Vancouver, BC	**Partner**
31	**Dennehy, T. C.** June 2019. "Gender bias in hiring: What it is (and isn't), where it comes from, how to combat it." Invited talk at University of British Columbia, Sauder School of Business. Vancouver, BC	**Academic**
32	**Dennehy, T. C.** May 2018. Evidence-based interventions to promote STEM inclusion. Invited talk at City of Vancouver Speaker Series. Vancouver, BC.	**Partner**
33	**Dennehy, T. C.** June 2018. Implicit biases can constrain women's career success. Invited talk at UBC Sauder School of Business. Vancouver, BC.	**Academic**
34	**Gonzalez, A.M**. June 2023. Parent and child beliefs about inequality. Invited talk to be presented at Intuitive Theories of Social Structures and Social Change, Princeton University. Princeton, NJ. https://socialchange.princeton.edu/	**Academic**
35	**Gonzalez, A.M. & Riggs, A.E.** February 2024. Gender stereotypes and children's math learning. Paper presented at the Society of Personality and Social Psychology conference. San Diego, CA.	**Academic**
36	**Hall, W. M.** November 2018. Inclusive cultures in STEM workplaces. Invited talk to University of Toronto's Rotman School of Management. Toronto, ON	**Academic**

37	**Hall, W.M.** March 2020. Inclusive cultures: A sociocultural approach to inclusion. Invited colloquium at the University Guelph. Guelph, ON (Cancelled due to COVID-19)	**Academic**
38	**Kang, S.** October 2020. Fifty years of Progress, the Impact of COVID-19, and Where We Go from Here. Invited talk to women's History Month Armchair discussion. Organized by WAGE and the Government of Canada.	**Academic**
39	**Kang, S.** March 2020. Gender diversity and inclusion in STEM: Myths and Solutions. Invited Talk at Munk School X Rotman: A Symposium for International Women's Day. Sponsored by GATE.	**Partner**
40	**Kang, S.** June 2020. Invited talk to University of Michigan Centre for Positive Organizations, <u>Race, Justice, and Equity in the Workplace Panel.</u>	**Academic**
41	**Kang, S.** February 2020. Creating Cultures of Inclusion. Invited Talk at CEO Global Network's 2020 Women's Leadership Summit.	**Industry**
42	**Kang, S.** February 2020. Deconstructing Occupational Stereotypes. Invited Talk to Rotman Management Magazine's "Creative Destruction" event. Sponsored by GATE. Toronto, ON	**Partner**
43	**Kang, S.** December 2019. Gender Equality in Engineering: Why it Matters and How to Get There. Invited Talk to Professional Engineers of Ontario 30X30 Task Force Meeting. Ontario.	**Industry**
44	**Kroeper, K. M.** April 2024. The mindset-distress feedback loop: Exploring the bidirectional relationship between mindset perceptions and distress in college classrooms. Invited talk to the *Mindsets for Inclusive Learning Environments in STEM (MILES) Symposium*, University of Texas at Austin, Austin, TX.	**Academic**
45	**Kroeper, K. M.** November 2023. How do you measure a threat in the air? Developing and validating the Social Identity Threat Concerns Inventory. Invited talk to the *Social Psychology Area Brownbag*, University of Connecticut, Storrs, CT.	**Academic**
46	**Kroeper, K. M.** August 2023. Growth mindset teaching: Tips for creating more inclusive and equitable classrooms. Invited talk to the *Research Seminar Meeting*, Western Carolina University.	**Academic**
47	**Kroeper, K. M.** November 2020. Growth mindset teaching: How teacher beliefs perpetuate inequity and evidence-based tips for creating more equitable classrooms. Invited talk to the *Undergraduate mathematics teaching and learning seminar*, LaGuardia Community College of the City University of New York.	**Academic**
48	**Nater, C.** April 2024. How gender stereotypes vary across nations, according to public opinion poll data. Invited talk to Brown bag at the SPRinG+ network (delivered virtually).	**Academic**
49	**Nater, C.** November 2023. The costs and consequences of gender bias in the workplace. Invited Colloquia series of the Vetsuisse Faculty. University of Bern, Switzerland.	**Academic**
50	**Page-Gould, E.** September 2022. Pre-conference Workshop: Multilevel Modeling for Psychophysiologists. Invited workshop presented at the annual meeting of the Society for Psychophysiological Research.	**Academic**

51	**Page-Gould, E.** October 2021. Post-conference Workshop: Multilevel Modeling for Psychophysiologists. Invited workshop presented at the annual meeting of the Society for Psychophysiological Research. [Note: the post-conference workshop was delivered in East Asian/Australian Time Zone for global inclusivity]	**Academic**
52	**Page-Gould, E.** October 2021. *Pre-conference Workshop: Multilevel Modeling for Psychophysiologists.* Invited workshop presented at the annual meeting of the Society for Psychophysiological Research. [workshop]	**Academic**
53	**Page-Gould, E.** February 2020. Interacting with Friends and Strangers. Invited talk presented at the annual Close Relationships Preconference of the Society for Personality and Social Psychology. New Orleans, LA.	**Academic**
54	**Page-Gould, E.** October 2019. Friendship Within and Across Group Boundaries. Invited talk to be presented at the annual Close Relationships Preconference of the Society for Experimental Social Psychology. Toronto, ON.	**Academic**
55	**Page-Gould, E.** March 2019. Social interactions with friends and strangers. Invited talk to the Ryerson University, Social/Media Psychology Seminar.	**Academic**
56	**Page-Gould, E.** February 2019. Consent and withdrawal in the age of online research and open science. Invited talk to the University of Toronto, Research Ethics Board Annual Retreat. Toronto, ON.	**Academic**
57	**Page-Gould, E.** October 2018. All Together: Considering simultaneous processes at the levels of the athlete, their friends, and their team. Invited keynote address given at the annual meeting of the Canadian Society for Psychomotor Learning and Sport Psychology. Toronto, ON	**Academic**
58	**Page-Gould, E**. October 2018. Society for Psychophysiological Research Diversity Symposium. Invited panelist at the annual meeting of the Society for Psychophysiological Research. Québec City, QC.	**Academic**
59	**Page-Gould, E.** October 2018. Mentorship Roundtable #5: Psychophysiology Methods. Invited participation in mentorship roundtable lunch at the annual meeting of the Society for Psychophysiological Research. Québec City, QC.	**Academic**
60	**Page-Gould, E.** October 2018. Multilevel Modeling for Psychophysiologists. Invited workshop presented at the annual meeting of the Society for Psychophysiological Research. Québec City, QC.	**Academic**
61	**Page-Gould, E.** May 2018. Introduction to Multilevel Models. Invited workshop presented at the University of Toronto Social Science Methods Week, Department of Sociology. Toronto, ON.	**Academic**
62	**Page-Gould, E.** March 2018. The Function of Social Interactions in the Success of Diverse Societies. Invited address given at the GPIR Preconference of the annual meeting of the Society of Personality and Social Psychology. Atlanta, GA.	**Academic**
63	**Page-Gould, E.** March 2018. The role of the social world in engineering students' success. Invited talk to the University of Toronto, Institute for Studies in Transdisciplinary Engineering Education and Practice, Engineering Leadership Seminar Series.	**Academic**
64	**Page-Gould, E.** February 2018. Social interactions and social attitudes. Invited talk to the Princeton University, Psychology Department Colloquium.	**Academic**

65	**Page-Gould, E.** September 2017. Exploring the boundaries of the social world with agent-based modelling. Invited talk to the York University, co-sponsored Quantitative Methods Forum and Social/Personality Brownbag.	**Academic**
66	**Page-Gould, E.** January 2017. Situating Intergroup Relations in the Real World. Invited address given at the Training Preconference of the annual meeting of the Society of Personality and Social Psychology. San Antonia, TX, US.	**Academic**
67	**Schmader, T.** March 2022. Engendering Success in STEM. Invited talk to TRIUMF, University of British Columbia. Vancouver, BC	**Partner**
68	**Schmader, T.** May 2024. Panel discussion on Gender Equity in Higher Education for STEM. Invited talk to the Engineers Canada 30 by 30 Conference. Winnipeg, MB	**Partner**
69	**Schmader, T.** February, 2023 & January, 2024. Why anti-bias interventions (need not) fail. Invited talk to the Canadian Institute for the Administration of Justice.	**Industry**
70	**Schmader, T.** February 2024. The SAFE Model: State Authenticity as Fit to the Environment. Invited talk to the Existential Psychology Preconference to the Society for Personality and Social Psychology, San Diego, CA.	**Academic**
71	**Schmader, T.** January 2024. Do measures of empathizing and systemizing reflect perceived gender differences in learning opportunities? Invited talk to the University of Illinois, Urbana-Champaign.	**Academic**
72	**Schmader, T.** March 2023. Why do women care more? Invited talk to the center for Advanced Studies in Behavioral Sciences, Stanford University.	**Academic**
73	**Schmader, T.,** October 2022. Inclusion and Fit for Women in STEM. Invited talk to the University of Kansas, Department of Psychology.	**Academic**
74	**Schmader, T.,** October 2022. Inclusion and Fit for Women in STEM. Invited talk to the University of Connecticut, Department of Psychology.	**Academic**
75	**Schmader, T.,** May 2022. Why anti-bias trainings (need not) fail. Invited talk to the Behavioural Insights into Business for Social Good. Vancouver, BC	**Academic**
76	**Schmader, T.** - October, 2022. Inclusion and Fit for Women in STEM. Invited talk to the Stanford University Social Lab in Palo Alto, CA	**Academic**
77	**Schmader, T.** - July, 2022. Engendering Success in STEM: Cultivating Inclusive Cultures. Invited talk to Women in Consulting Engineering / Flour. Vancouver, BC	**Partner**
78	**Schmader, T.** - March 2022. Engendering Success in STEM. Invited talk to UBC Young Women in STEM, University of British Columbia. Vancouver, BC	**Academic**
79	**Schmader, T.** February 2020. Can implicit bias be tamed in the wild? Invited symposium on Implicit Bias, Explicit Science at the American Association for the Advancement of Science. Seattle, WA.	**Academic**
80	**Schmader, T.** February 2020. Who cares? A socio-cultural view of the gender gap in communion. Invited talk at the UCLA Conference on Culture and Preference Formation. Los Angeles, CA.	**Academic**

81	**Schmader, T. Bergsieker, H., Dennehy, T., Aday, A., & De Souza, L.** December 2018. The Power of Allies. Invited workshop to the National Research Council. Ottawa, ON.	**Partner**
82	**Schmader, T.** April 2018. Identity Safety: Three Routes to Person-Environment Fit. Invited colloquium to the Department of Psychology. Tulane University. New Orleans, Louisiana.	**Academic**
83	**Schmader, T.** October 2018. Identity Safety: Three Routes to Person-Environment Fit. Invited colloquium to the Social Psychology Program. The Ohio State University. Columbus, OH.	**Academic**
84	**Schmader, T.** December 2017. Invited talk to Arts Focus on Canadian Census at Gender Bias in STEM. University of British Columbia. Vancouver, BC.	**Academic**
85	**Schmader, T.** October 2018. Creating allies for inclusion. Invited talk to Engineering Change Lab**.** Vancouver, BC.	**Partner**
86	**Schmader, T.** October 2018. Cracking the culture code: Norms to inclusion and women's success in STEM. Invited talk at the Society of Experimental Social Psychology Groups Preconference. Seattle, WA.	**Academic**
87	**Schmader, T.** February 2018. Engendering success in STEM: The social dynamics of social identity threat. Invited talk to INSEAD Women and Work Conference. Fontainebleau, France.	**Academic**
88	**Schmader, T.** February 2019. Gender segregation explained: The implication of choices constrained by stereotypes. Invited talk to Gender preconference of the Society of Personality and Social Psychology. Portland, Oregon.	**Academic**
89	**Schmader, T.** March 2019. Project RISE: Realizing identity safe environments. Invited talk to INSEAD Women and Work Conference. Singapore.	**Academic**
90	**Schmader. T.** May 2019. Cultivating inclusive workplace cultures. Invited talk to Creating Connections. Vancouver, BC.	**Industry**
91	**Schmader, T.** July 2019. Cracking the culture code: A tri-level model for cultivating inclusion in organizations. Invited talk to symposium on Applications of Social Psychology. Visegrad, Hungary.	**Academic**
92	**Schmader, T.** May 2023. The SAFE Model: Person-Environment Fit and the 'Choice' to Self-Segregate. Invited colloquium to the Department of Psychology. UC Santa Barbara. Santa Barbara, California.	**Academic**
93	**Schmader, T.** April 2023. The SAFE Model: Person-Environment Fit and the 'Choice' to Self-Segregate. Invited colloquium to UC Berkeley's Haas School of Business. Berkeley, California.	**Academic**
94	**Schmader, T.** April 2022. The SAFE Model: Person-Environment Fit and the 'Choice' to Self-Segregate. Invited colloquium to the Department of Psychology. University of Arizona. Tucson, Arizona.	**Academic**
95	**Schmader, T.** June 2020. The SAFE Model: Person-Environment Fit and the 'Choice' to Self-Segregate. Invited colloquium to the Department of Psychology. University of Exeter. Exeter, England (Cancelled due to COVID-19)	**Academic**
96	**Schmader, T.** March 2017. Engendering Success in STEM. Invited talk to National Research Council. Vancouver, BC	**Partner**

97	**Schmader, T.** June 2017. Beyond Bias: Engendering Success in Science and Engineering, Invited webinar to Mining Industry Human Resources Council.	**Partner**
98	**Schmader, T.** May 2017. Beyond Bias: Engendering Success in Science and Engineering. Invited talk to Chief Human Resource Officer Leadership Summit. Vancouver, BC.	**Industry**
99	**Schmader, T.** March 2017. Breaking Down Implicit Gender Bias. Invited talk to UBC Dialogues. Vancouver, BC.	**Community**
100	**Schmader, T., Dennehy, T., Aday, A., & De Souza, L.** September 2018. Project RISE: Realizing Identity Safe Environments. Invited talk to Engineering Change Lab. Vancouver, BC.	**Partner**
101	**Schmader, T.** April 2017. Invited panelist at the Higher Education Quality Council of Ontario, Rethinking Access Panel Discussion. Toronto, ON.	**Industry**
102	**Schmader, T.** March 2018. Invited panelist on Women in Engineering Panel on Leadership, UBC Engineering. Vancouver, BC.	**Partner**
103	**Schmader, T.** February 2018. Engendering Success in STEM: Creating more Inclusive Cultures. Invited talk to UBC Equity Office. Vancouver, BC.	**Partner**
104	**Schmader, T.** December 2018. Engendering Success in STEM: Creating more Inclusive Cultures. Invited talk to National Research Council. Ottawa, ON.	**Partner**
105	**Schmader, T.** May 2019. Engendering Success in STEM: Creating more Inclusive Cultures. Creating Connections Conference. Invited talk to Vancouver, BC.	**Industry**
106	**Schmader, T. & *Dennehy, T.** May 2019. Engendering Success in STEM: Combating Implicit Bias. Invited talk to Ministry of Canada Women in the Workplace. Toronto, ON.	**Industry**
107	**Schmader, T.** April 2019. Project RISE: Realizing Identity Safe Environments. Invited talk to City of New Westminster. New Westminster, BC.	**Partner**
108	**Schmader, T**. June 2019. Invited panel discussion to the Pacific Institute for the Mathematical Sciences. Vancouver, BC.	**Industry**
109	**Schmader, T., Lee-Garcia, E., Bergsieker, H., & *Dennehy, T.** June 2019. Inclusive Innovation and Influential Leaders. Workshops delivered to Teck Resources. Vancouver, BC.	**Partner**
110	**Schmader, T., & Bergsieker, H.B.** May 2022. Engineering Success in STEM: Creating more Inclusive Cultures. Invited talk to Engineering Deans Canada. Vancouver, BC.	**Partner**
111	**Schmader, T & Bergsieker, H.B.** April 2022. Project RISE: Realizing Identity Safe Environments. Invited talk to the Women in Science and Engineering, University of British Columbia. Vancouver, BC.	**Partner**
112	**Schmader, T., & Bergsieker, H.** December 2019. Project RISE Cultivating Inclusive Cultures. Report to WinSETT**.** Calgary, AB.	**Partner**
113	**Schmader, T., Kristiansen, C., Bergsieker, H., & *Dennehy, T**. November 2019. Inclusive Innovation and Influential Leaders. Workshops delivered to City of Vancouver. Vancouver, BC.	**Partner**

114	**Schmader, T., Kristiansen, C., Bergsieker, H., & *Aday, A.** March 2020. Invited talk to Inclusive Innovation and Influential Leaders. Workshops delivered to Greater Vancouver Municipalities. Vancouver, BC.	**Partner**
115	**Shannon, L., & Livengood, D.** October 2019. Invited talk to WWEST Community Partners Workshop. SFU Burnaby. Burnaby, BC	**Academic/ Industry**
116	**Shannon, L.** June 2019. Invited presenter at International Women in Engineering Day 2019. EGBC Victoria. Victoria, BC.	**Industry**
117	**Shannon, L.** March 2019. Invited keynote speaker at UBC Women and STEM conference. Vancouver, BC.	**Community**
118	**Shannon, L**. March 2019. Invited presenter at Women in Science, Health and Innovation Conference. Consulates-General of France, Germany, the Netherlands, Switzerland, United Kingdom, and the United States, and Neuroethics Canada at the University of British Columbia. Vancouver, BC.	**Academic/ Industry**
119	**Shannon, L.** February 2019. Invited keynote for International Day of Women and Girls in Science, ICORD. Vancouver, BC.	**Academic**
120	**Spencer, S. J.** November 2017. Women in STEM. Changing Attitudes in Public Discourse. Invited talk to University of Cardiff. Cardiff, Wales.	**Academic**
121	**Spencer, S.J.** October 2017. <u>Social Psychological Phenomena. President's Dream Colloquium on Women in Technology: Attracting, Retaining, and Promoting Diverse Talent</u>. Invited talk to NSERC Chair Eve**nt.** Burnaby, BC.	**Community Partner**
122	**Staub-French, S.** June 2019. Breaking Barriers & Building Careers: my approaches for overcoming challenges. Invited talk to Canadian Construction Women. Vancouver, BC.	**Industry**
123	**Staub-French, S.** June 2019. Equity, Diversity, and Inclusion in Engineering: the data, the challenges, and a path forward. Invited talk to Canadian Society of Civil Engineering Meeting of Department Heads. Montreal, QB.	**Academic**
124	**Staub-French, S.** May 2019. Mentorship and Beyond: What you can do as an individual, community, and organization to create a more inclusive engineering profession. Invited talk to Engineers & Geoscientists of BC**.** Vancouver, BC.	**Partner**
125	**Staub-French, S.** May 2019. Equity, Diversity, and Inclusion in Engineering: Challenges and approaches to creating an inclusive culture. Invited talk to Association of Consulting Engineering Companies. Vancouver, BC.	**Industry**
126	**Wells, M.** November 2019. From an Introverted Engineer to an Academic Leader. Women in Management Unity Conference, Western University. London, ON.	**Industry**
127	**Wells, M.** October 2019. Women in STEM – Change the World not the Women. Invited talk to Mississauga Probus Group**.** Mississauga, ON.	**Industry**
128	**Wells, M.** April 2019. Disruptive Diversity to Shatter Everyone's Glass Ceilings. Invited talk to Guelph Chamber of Commerce Women in STEM. Guelph, ON	**Industry**
129	**Wells, M.** November 2018. Women in STEM – Change the World not the Women. Invited talk to Women in STEM conference at the University of Guelph. Guelph, ON	**Academic**

130	**Wells, M.** February 2018. Closing the Engineering Gender Gap – is it Possible? Invited talk to Appleby Probus Group. Burlington, ON	**Industry**
131	**Wells, M.** January 2018. How Gender Diversity Can Drive Innovation in the STEM Fields. Invited talk to Math High School Teacher Conference at Upper Canada College. Toronto, ON	**Community**
132	**Wells, M**. August 2017. Women of Innovation Symposium. Invited talk to Canadian Institute of Mining, Metallurgy, and Petroleum Conference of Metallurgists**.** Vancouver, BC	**Partner**
133	**Wells, M.** March 2018. Lynda Shaw Memorial Lecture – Reflections on ONWiE and Diversity in Engineering. Invited Talk at Western University, https://www.eng.uwo.ca/media/news/2018/Lynda-Shaw-Memorial-Lecture-gender-equity.html. London, ON	**Academic**
134	**Wells, M.** November 2017. How Gender Diversity Can Drive Innovation in the STEM Fields, Hatch.	**Industry**

Presentations: Conference Talks and Posters to Academic Audiences

135	**Aday, A. E., Schmader, T.**, & Sedikides, C. March 2020. How to Measure 'Fit?' Development and Validation of a Scale Measuring Types of Fit and Their Relation to State Authenticity. Society for Personality and Social Psychology, Shared Reality and Authenticity Preconference. New Orleans, LA.
136	**Aday, A., Lolliot, S. & Schmader, T.** - August 2018. When bias education backfires: Antecedents and outcomes of social identity threat after learning about implicit gender bias in STEM. Academy of Management, Fourth Annual Gender & STEM Network Conference. Eugene, OR.
137	**Anderson, R., Hall, W., & Schmader, T.** - 2023. Institutional signals of inclusion promote hiring women in STEM. Poster presented at the SPSP Annual Convention. Atlanta, GA.
138	**Bareket-Shavit, C. & Schmader, T.** - 2023. The perception and experience of harm from a typology of bias. Presented at the Society for Personality and Social Psychology annual meeting. Atlanta, GA.
139	**Ballinger, J.T.**, Jiang, T., & Crocker, J. - June 2020. Lay theories about diversity drive diversity backlash. Poster presented at the Society for the Psychological Study of Social Issues (SPSSI) conference. Denver, CO (Cancelled due to COVID-19)
140	**Ballinger, J.T.**, & Crocker, J. - April 2020. Understanding diversity backlash: Lay theories about diversity trigger social identity threat among majority groups. Paper presented at the Midwestern Psychological Association (MPA) conference. Chicago, IL (Cancelled due to COVID-19)
141	**Ballinger, J.T.**, Jiang, T., & Crocker, J. - February 2020. Understanding diversity backlash: The mediating role of zero-sum beliefs (ZSBs). Poster presented at the Society for Personality and Social Psychology. New Orleans, LA
142	**Bergsieker, H.B., Trickey, J., Hall, W., He, J., Denney, G., DeSouza, L., Schmader.** - July 2024. Over-Time Benefits of Inclusion Training for Attitudes, Allyship, and Engagement in STEM Workplaces. Network Gender & STEM Conference 2024. Heidelberg University, Germany

143	**Bergsieker, H.B., Hall, W., He, J., Trickey, J., Denney, G., DeSouza, L., & Schmader, T.** - February 2023. Field studies fostering women's inclusion in STEM. Talk given at Annual Society for Personality and Social Psychology Convention. [<5% acceptance rate]. Atlanta, GA
144	**Bergsieker, H. B., Jansen, E. J., Campos-Ordóñez, P.**, Kwok, S., Caceros, E. S., & Marigold, D. - October 2022. Contrasting intended, preferred, and received support in responses to racial discrimination experiences at the Annual SESP Meeting. Philadelphia, PA
145	**Bergsieker, H.B.**, Cyr, E.N., Koyama, J., Borders, M.R., & Forrin, N. - May 2021. From naming to blaming: Using ethnic/geographic (vs. medical) virus labels increases hostility, xenophobia, and stigma. Flash talk presented at the virtual convention of the Association for Psychological Science.
146	**Bergsieker, H.B.** - April 2022. Panelist in Workplace Gender Equity session of Engineers Canada's 30 by 30 Conference. Discussed data on what doesn't and does work for increasing equity, highlighting recent results of Project RISE. Online
147	**Bergsieker, H. B., Cyr, E. N., Steele, J., Wright, S. C., & Spencer, S.** - February 2024. Helping girls forecast fit in STEM leads to STEM career interest. Talk presented at the 24th Annual Society for Personality and Social Psychology Conference. San Diego, CA
148	**Block, K., Schmader, T.**, Olsson, M., van Grootel, S., Martiny, S., Van Laar, C. - (presented by ***Lucy De Souza** on Block's behalf), July 2018. Put your money where your values are: Communion, gender, and the value of careers. Data-Blitz presented at the Meeting of Society of Personality and Social Psychology. New Orleans, LA
149	**Block, K., Baron, A.S., Gonzalez, A., & Schmader, T.** - March 2018. The Role of Values and Norms in Men and Boy's Interest in Communal Roles. Data-Blitz presented at the19th Annual meeting of the Society of Personality and Social Psychology. Atlanta, GA
150	**Block, K., Baron, A.S., *Gonzalez, A., & Schmader, T.** - December 2017. The Role of Values and Norms in Men and Boy's Interest in Communal Roles. Paper presented at the meeting of the Association for Social Psychology Researchers (ASPO). Amsterdam, Netherlands
151	**Block, K., Baron, A.S., Gonzalez, A., & Schmader, T.** - 2017. Men, Boys, & Communal Values: Development & the Role of Stereotypes. Paper presented at the meeting of the European Association for Social Psychology. Granada, Spain
152	**Cochrane, M, & Schmader, T.** - December 2021. Effective Leadership. Invited session to the Association of Consulting Engineers of Canada. BC
153	**Cyr, E. N., Bergsieker, H. B.** - February 2024. Race matters in romantic relationships: Prioritizing relational versus financial well-being. Talk presented at the 24th Annual Society for Personality and Social Psychology Conference. San Diego, CA
154	**Cyr, E. N., Spencer, J. S., Wright, S.C., Kroeper, K.M., Steele, J., Bergsieker, H. B. -** July 2024. Two Field Interventions in STEM: Debiasing Boys and Directly Supporting Girls. Talk presented at Network Gender & STEM Conference 2024, Heidelberg University. Heidelberg, Germany
155	**Cyr, E. N., Bergsieker, H.B., Dennehy, T.C., Schmader, T.** - July 2022**.** Linking gendered social exclusion in STEM work teams to men's implicit bias and women's career costs. Talk presented at the XLII International Social Networks Conference [Hybrid]. Cairns, Australia
156	**Cyr, E.N., Bergsieker, H.B.** - April 2021. Project PRISM: Promoting rising inclusion and STEM motivation. Talk presented to the University of Waterloo Engineering Recruitment Team.

157	**Cyr, E. N., Bergsieker, H.B., Dennehy, T.C., Schmader, T.** - January 2021. Gender bias at work: Social exclusion of women reflects implicit bias and predicts career constraints. Talk presented at the virtual 21st Annual SPSP Convention.
158	**Cyr, E. N., Koyama, J.** - May 2021. The stress test: Early identification of student COVID-19 stress to prevent grade inequities. Talk presented at the virtual convention of the Canadian Research Stress Summit.Toronto, Canada
159	**Cyr, E. N., Kroeper, K., Bergsieker, H.B., Dennehy, T.C., Wright, S.C., Spencer, S.J**. - February 2022. PRISM: A field intervention addressing boys' stereotyping of girls' STEM ability. Talk presented at the virtual 22nd Annual Society for Personality and Social Psychology Conference. San Francisco, CA
160	**Cyr, E. N., Kroeper, K., Dennehy, T.C., Bergsieker, H.B., Wright, S.C., Spencer, S.J.** - April 2021. PRISM interventions reduce boys' gender bias and improve girls' anticipated fit in STEM. Talk presented at the virtual conference of the American Educational Research Association.
161	**Cyr, E.N.**, Pavicic, J., **Bergsieker, H.B., Dennehy, T.C., Mahon, S., Wright. S., Spencer, S.** - February 2020. Open to everyone: PRISM interventions reduce boys' gender bias and improve girls' anticipated fit in STEM. Poster presented at the Intervention Science Pre-conference at the 22nd Annual Society for Personality and Social Psychology Conference. New Orleans, LA
162	**Cyr, E. N.**, Steele, J., Robinson, K., Myint, S., **Spencer, S., Bergsieker, H. B.** - June 2024. Objective versus subjective belonging: Antecedents to girls' STEM decisions. Talk presented at the 44th Annual Sunbelt Convention of the International Network for Social Network Analysis. Edinburgh, UK
163	**De Souza, L., & Schmader, T.** - February 2023. This misjudgment of men: Does pluralistic ignorance inhibit allyship? Symposium talk presented at the 24th Annual Society for Personality and Social Psychology Convention. Atlanta, GA
164	**De Souza, L., & Schmader, T.** - February 2021. Majority group allyship(s): Perceptions and motivations to confront and include. Symposium Talk (Chair) presented at the 22nd Annual Society for Personality and Social Psychology. Online
165	**De Souza, L., & Schmader, T.** - August 2020. What inhibits male allyship? Examining the influence of (mis)perceptions of other men's beliefs. Symposium Talk presented at the 80th Annual Meeting of the Academy of Management. Online
166	**De Souza, L., & Schmader, T.** - May 2020. What inhibits male allyship? Examining the influence of (mis)perceptions of other men's beliefs. Symposium Talk (Chair), Association for Psychological Science Convention. Chicago, IL (Cancelled: COVID-19)
167	**De Souza, L., & Schmader, T.** - February 2020. What inhibits male allyship? Examining the influence of (mis)perceptions of other men's beliefs. Data blitz and poster session presented at the 21st Annual Society for Personality and Social Psychology Convention Gender Preconference. New Orleans, LA
168	**Engstrom, H. R.**, Laurin, K., & **Schmader, T.** - June 2021. Do people lead men and women differently? Talk presented at the meeting of the Canadian Psychological Association, Section on Women and Psychology, Virtual conference. Online
169	**Engstrom, H. R.**, Laurin, K., Zuroff, D. C., & **Schmader, T.,** - August 2020. Group gender affects leadership: A firm hand with men, but a gentle touch with women. Presentation at the Academy of Management.

170	**George, M., & Steele, J.R. -** June 2020. You don't look sorry! How gender influences nonverbal apologies. Flash talk accepted for the annual meeting of the Society for the Psychological Study of Social Issues. Denver, CO (Cancelled due to COVID-19)
171	**Gonzalez, A.M., Steele, J.R., & Baron, A.S.** - June 2018. Changing implicit racial bias in childhood. Paper presented at the Society for the Psychological Study of Social Issues symposium on Development of Stereotype, Social Biases, and Group Understanding in Children. Pittsburgh, PA
172	**Gonzalez, A.M., Steele, J.R., & Baron, A.S.** - March 2018. Developmental differences in implicit racial bias change. Paper presented at the Society of Personality and Social Psychology symposium on Long-Term Change in Social Group Attitudes and Stereotypes. Atlanta, GA
173	**Gonzalez, A.M., Odic, D., Schmader, T., & Baron, A.S**. - 2017. Gender stereotypes can impair preschool girls' number sense. Poster presented at the Annual Meeting of the Society of Personality & Social Psychology. San Antonio, TX
174	**Gonzalez, A.M., & Baron, A.S.** - 2017. Malleability of implicit intergroup bias. Paper presented at the Biennial Meeting of the Society for Research in Child Development symposium on Development and Reduction of Intergroup Biases. Austin, TX
175	**Gonzalez, A.M., *Block, K., *Oh, H.J.J., & Baron, A.S.** - 2017. Measuring implicit gender stereotypes using the Child Auditory Stroop. Paper presented at the Annual Meeting of the Society of Personality and Social Psychology preconference on Gender. San Antonio, TX
176	**Guo, Y.C., Schmader, T.** - February 2023. Momentary experiences of authenticity are predicted by three types of fit. Data blitz presented at the Society for Personality and Social Psychology (SPSP). Atlanta, GA
177	**Guo, Y.C., Schmader, T.** - February 2023. Self-environment misfit: Understanding feelings of marginalization. Poster presented at the Society for Personality and Social Psychology (SPSP) 2023 Convention. Atlanta, GA
178	**Guo, Y. C., & Schmader, T.** - February 2022. Authenticity as a predictor of well-being across cultures. Poster presented at the Society for Personality and Social Psychology (SPSP) Annual Convention. San Francisco, CA
179	**Guo, Y. C., & Schmader, T.** - March 2020. Implicit attitudes toward authenticity. Data blitz presented at the Society for Personality and Social Psychology (SPSP) Annual Convention. New Orleans, LA
180	**Guo, Y. C., & Schmader, T.** - July 2019. Cross-cultural differences in perceptions of authenticity. Symposium talk presented at the European Association of Social Psychology (EASP). Paris, France
181	**Guo, Y. C., & Schmader, T**. - July 2018. The role of authenticity in workplace satisfaction. Poster presented at the International Congress of Psychology (ICP). New York, NY
182	**Hall, C. & Baron, A. S.** March 2024. Children's early reasoning about the roots of social inequality. Paper presented at the Cognitive Development Society Biennial Meeting, Pasadena, CA, United States.
183	**Hall, C., Block, K., Gonzalez, A. M.,** Cimpian, A., **Schmader, T.,** & **Baron, A. S.** February 2025. Early developing gender stereotypes shape children's interests. Paper presented at the Society for Personality and Social Psychology Annual Convention, Denver, CO, United States.

184 **Hall, C., Gonzalez, A., Block, K., Steele, J., Schmader, T., & Baron, A.S.** March, 2023. Pathways to Reducing Bias in the Mind and Behavior in Childhood. Paper presented at the Society for Research in Child Development Biennial Meeting. Salt Lake City, UT, United States.

185 **Hall, C., Lee, J., Steele, J., & Baron, A. S.** March, 2023. Promoting Girls' Engagement and Sense of Belonging in STEM with Communal Language. Poster presented at the Society for Research in Child Development Biennial Meeting. Salt Lake City, UT, United States.

186 **Hall, C.,** Tsui, M., **& Baron, A.S.** March 2024. The Flexibility of Structural Reasoning about Social Inequality. Poster presented at the Cognitive Development Society Biennial Meeting, Pasadena, CA, United States.

187 **Hall, W.M.** - June 2022. Collectively Constructing Gender-Inclusive Work Cultures in STEM. Keynote talk presented at the 52nd annual Ontario Psychology Undergraduate Thesis Conference. St. Catharines, ON

188 **Hall, W.** - May 2020. Gender bias in STEM fields: Causes and solutions. Talk presented at the Association for Psychological Science (APS) Annual Convention. Chicago, IL (Cancelled: COVID-19)

189 **Hall, W. M., Anderson, R., & Schmader, T., Inness, M., & Croft, E.** - March 2023. Testing a Toolkit Theory of Gender-Inclusive Work Cultures. In Andrea Vial (Chair), From Exclusion to Inclusion: Negative Effects of Masculine Workplace Norms and How to Fix Them, International Convention of Psychological Science. Brussels, Belgium

190 **Hall, W.M., Schmader, T.S., Inness, M., & Croft, E**. - USA, May 2020. Climate Change: Improving Norms for Inclusion Predicts Greater Fit for Women in STEM. In G. Muragishi's (chair), Leveraging Interpersonal Contexts to Address Gender Disparities in STEM. Symposium at the American Psychological Association. Chicago, IL (Cancelled due to COVID-19)

191 **Hall, W.M., Schmader, T.S., Inness, M., & Croft, E.** - February 2020. Climate Change: Improving Norms for Inclusion Predicts Greater Fit for Women in STEM. Poster presented at the Annual Meeting of the Society for Personality and Social Psychology. New Orleans, Louisiana

192 **Hall, W., & Schmader, T.** - February 2023. Reducing gender bias in STEM through institutional change. Symposium talk presented at the Society for Personality and Social Psychology (SPSP) Annual Convention. Atlanta, GA

193 **Hall, W., & Schmader, T.** - August 2022. The impact of mentorship on women's success in STEM. Poster presented at the American Psychological Association (APA) Annual Convention. Seattle, WA

194 **Hall, W., & Schmader, T.** - June 2019. Enhancing women's experiences in STEM through supportive environments. Talk presented at the Canadian Psychological Association (CPA) Annual Convention. Vancouver, Canada

195 **He, J. C., Agarwal, G., & Kang, S.K.** - August, 2022. Exploring the effects of "personal EDI statements" on applicants and organizations. In C. A. Vinluan & E. Chang (chairs), Increasing Diversity, Equity, and Inclusion in Organizations. Symposium conducted at the annual meeting of the Academy of Management.

196 **He, J. C., Kang, S. K. & Lacetera, N**. - April 2020. Leaning in or not leaning out? Opt-out choice framing attenuates gender differences in the choice to compete. Poster presented at the Annual Meeting of the Society for Industrial and Organizational Psychology. Austin, Texas (Cancelled due to COVID-19)

197 **He, J. C., Kang, S. K. & Lacetera, N.** - February 2020. Leaning in or not leaning out? Gender, choice architecture, and competition. In J. C. He & E. Kirgios (chairs), Diversity perceptions and

decision-making are shaped by strategic motives. Symposium at the Annual Meeting of the Society for Personality and Social Psychology. New Orleans, Louisiana

198	**He, J. C., Kang, S. K.** - August, 2022. Identities between the lines: Re-aligning gender and professional identities by altering job advertisement language at the annual meeting of the Academy of Management.
199	**He, J. C., Kang, S. K.** - July, 2022. Identities between the lines: Re-aligning gender and professional identities by altering job advertisement language at the Annual Meeting of the International Association for Conflict Management.
200	**He, J., & Schmader, T.** - February 2023. Addressing implicit biases in hiring practices. Poster presented at the Society for Personality and Social Psychology (SPSP) Annual Convention. Atlanta, GA
201	**He, J., & Schmader, T.** - November 2020. Strategies for reducing bias in the workplace. Symposium talk presented at the Society for Judgment and Decision Making (SJDM) Annual Meeting. Boston, MA
202	**He, J., & Schmader, T.** - February 2022. Implicit bias and decision-making in organizational contexts. Poster presented at the Society for Personality and Social Psychology (SPSP) Annual Convention. San Diego, CA
203	**He, J., & Schmader, T**. - May 2021. The role of bias training in organizational outcomes. Talk presented at the Canadian Society for Industrial and Organizational Psychology (CSIOP) Annual Conference. Toronto, Canada
204	Hernanto, J., **Dennehy, T. C., & Schmader, T.** - February 2020. "That's what she said": Can amplifying women's ideas impact the allocation of intellectual credit? Poster presented at the Society for Personality and Social Psychology. New Orleans, LA
205	**Kang, S.** - May 2023. Four Short Talks About Next Level Leadership. Virtual Event, University of Toronto, Rotman School of Management. https://www.gendereconomy.org/4-short-talks-about-next-level-leadership/. Toronto, ON
206	**Kang, S.** - October, 2022. Keynote, University of Alberta WISEST (Women in Scholarship, Engineering, Science, and Technology) 40th Anniversary Celebration – Dreams Fulfilled, Dreams to Build. Edmonton, AB
207	**Kaplan, S.** - May 2021. Race, (Stakeholder) Capitalism, and Democracy - Some thoughts (and summer reading list). Talk presented at the Gender and Work Symposium 2021 of the Harvard Business School. Boston, MA
208	**Karmali, F., & Vingilis-Jaremko**. - May 2022. Evidence-based Approaches to Supporting Girls in STEM. Talk presented at the 19th biennial conference of the Canadian Coalition of Women in Engineering, Science, Trades and Technology. Halifax, NS
209	**Karmali, F., Hall, W. M., Page-Gould, E., Schmader, T., Kang, S.K., & Koyama, J**. - \ 2023. First workplace interactions for women in STEM: Threat, burnout, and cognitive costs. Symposium talk presented at the 24th Annual Society for Personality and Social Psychology Convention. Atlanta, GA
210	**Karmali, F., & Page-Gould, E.** - March 2020. Diversifying knowledge of personality stereotypes. Society for Personality and Social Psychology. New Orleans, LA
211	**Koyama, J.,** Le Forestier, J. M., & **Page-Gould, E.** - February 2023. United we work: Improving cooperative intentions between ideological opponents. Symposium talk presented at the Conflict

and Conflict Resolution preconference of the 24th Annual Society for Personality and Social Psychology Convention. Atlanta, GA

212	**Kroeper, K. M., Hernandez-Colmenares, A**., Green, D. J., Williams, H. E., Mills, A., **Ospina, J., Moore, C. A.**, Agarwal, G., Crocker, J., Heckler, A. F., Fujita K., Murphy, M. C., & **Spencer, S. J.** - June 2024. How do you measure a threat in the air? Talk presented at the Society for the Psychological Study of Social Issues Annual Conference. Philadelphia, PA
213	**Kroeper, K. M.,** & Murphy, M. C. February 2021. Expecting prejudice confrontation to backfire: Prejudice norms and misalignment between forecaster expectations and experiencer realities. In K. M.
214	**Kroeper, K. M.** & Hildebrand, L. K. 2021. Speaking out against prejudice: The many positive consequences of confronting. Symposium presented at the Society for Personality and Social Psychology Annual Convention (Virtual Conference).
215	**Kroeper, K. M**. & Wilk, A. V. April 2024. Mindset perceptions: Does professor race and gender play a role? Talk presented at the Midwestern Psychological Association Annual Meeting. Chicago, IL
216	**Kroeper, K. M.,** Williams, H. E., Buskirk, S., & Murphy M. C. October 2023. The ironic effects of counterfeit diversity: How inauthentic portrayals prompt disinterest and threat. In Hildebrand L. K. and Kirby, T. A. (Chairs) Hidden motivations and consequences: Unexpected sources of threat and discrimination in organizations. Symposium talk presented at the Society of Experimental Social Psychology Annual Conference. Madison, WI
217	**Lee, J., & Baron, A.** March 2024. Who's in charge? The emergence of children's ability to differentiate social power cues based on context. Poster presented at the Cognitive Development Society Biennial Conference, Pasadena, CA, United States.
218	**Lee, J., Hall, C., Steele, J., & Baron, A.S.** March, 2023. Who can lead? Children's leadership judgments are shaped by gender and racial biases. Poster presented at Society for Research in Child Development 2023 Biennial Meeting. Salt Lake City, UT, United States.
219	**Lee, J., Steele, J., & Baron, A.** June 2025. Children's reasoning about leadership are shaped by racial biases. Individual presentation at Society for the Psychological Study of Social Issues, Portland, OR, United States.
220	**Nater, C., Koyama, J., Hall., W., & Schmader, T.** July 2024. Inclusive cultures in STEM free women (and men): Implications for dominant leadership, career constraints, and students' grades. In Bergsieker, H., & Cyr, E. N. (Co-Chairs), *Four Field Studies on Fostering Inclusion of Girls and Women in STEM*. Network Gender & STEM Conference. Heidelberg, Germany
221	**Nater, C., Koyama, J., Hall., W., & Schmader, T.** June 2024. An inclusive workplace cultures frees women (and men) from stereotypically masculine leadership behavior. In Christa Nater & Andrea Vial (Co-Chairs), *Consequences of Masculine Defaults for Women and Men in Workplaces and Society*. Final Conference of EU Horizon 2020 network G-VERSITY. Bern, Switzerland
222	**Nater, C., Schmader, T., Bergsieker, H., Koyama, J., Hall., W.** - February 2023. Explaining how inclusive cultures free women from dominant behaviors. In Christa Nater & Toni Schmader (Co-Chairs), Implications of masculine defaults for organizations and academia. Society for Social and Personality Psychology (SPSP) Convention. Atlanta, GA
223	**Nater, C., Schmader, T., Bergsieker, H., Koyama, J., Hall., W.** - October, 2022. Explaining how inclusive cultures free women from dominant behaviors. In Christa Nater & Toni Schmader (Co-

Chairs), Implications of masculine defaults for organizations and academia at the Society for Social and Personality Psychology (SPSP) Conference. Atlanta, GA

224	**Nater, C., Schmader, T., Bergsieker, H., Koyama, J., Hall., W.** - October, 2022. Does an inclusive culture free women from masculine defaults: Implications for dominant leadership and career constraints. In Christa Nater & Toni Schmader (Co-Chairs), Novel insights on masculine defaults' far-reaching consequences for organizations and academia at the Society of Experimental Social Psychology (SESP) Conference. Philadelphia, PA
225	**Page-Gould, E.,** Le Forestier, J. M., Chan, E. W., & Chasteen, A. L. - February 2023. Why does concealment undermine health and wellbeing? Symposium talk presented at the 24th Annual Society for Personality and Social Psychology Convention. Atlanta, GA
226	**Pun, A., Gonzalez, A., Steele, J. & Baron, A.S.** February, 2024. The Development of Science-Gender Stereotypes. Paper presented at the SPSP Annual Convention symposium on Developmental insights into dismantling barriers for women and girls in STEM. San Diego, California.
227	**Schmader, T., Block, K.,** Olsson, M., Martiny, S, Meeussen, L., & van Laar, C. (2023, October). Where and why do women care more? Paradoxical gender gaps in care economy interest. Symposium talk presented at the Society of Experimental Social Psychology, Madison, WI.
228	**Schmader, T., & Block, K.** November, 2023. A Paradox of Gender Progress? Comparing Gaps in STEM and the Care Economy. In S. Spencer, Engendering Success in STEM: International Perspectives. Breaking Barriers and Building Bridges Conference. Toronto, ON.
229	**Schmader, T.** February, 2024. Agents of Gender Equity Change. Panel discussion at the Gender Preconference of the Society for Personality and Social Psychology, San Diego, CA.
230	**Schmader, T.** May, 2024. Engendering Success in STEM. Chaired symposium at the Canadian Coalition of Women in Engineering, Science, Technology, and Trades. Victoria, BC.
231	**Schmader, T., De Souza, L, & Guo, Y.** - October 2022. Is pluralistic ignorance a constraint to men's allyship behavior? Society of Experimental Social Psychology (SESP) Conference, Philadelphia, PA.
232	**Schmader, T**. - March 2022. Why antibias trainings (need not) fail. Invited colloquium, Department of Psychology, University of Arizona. Tucson, Arizona
233	**Schmader, T., Bergsieker, H., & De Souza, L.** - October 2021. Fostering inclusion by motivating allyship. Society of Experimental Social Psychology. Santa Barbara, CA
234	**Schmader, T.** - May 2021. The Safe Model: Uncovering Different Types of Fit for Women in STEM. Colloquium, University of California, Riverside.
235	**Schmader, T.** - April 2021. Revealing the Science of Implicit Bias to Foster Inclusion. McMillan Speaker Series, Webinar.
236	**Shum, P.L.C. & Wright, S.C.** - February 2020. Communication behaviors of sexist and non-sexist men and women in cross-gender interactions. Poster at Society for Personality and Social Psychology. New Orleans, LA
237	**Steele, J.R.** - May 2020. Gender or race? Examining children's implicit attitudes toward multiply categorizable others. Flash talk at the Society for Research on Child Development (SRCD). Rio Grande, PR (Cancelled due to COVID-19).
238	**Steele, J.,** Lapytskaia Aidy, C., Williams, A., Lipman, C., Wong, O. & Mastragostino, E. - April 2020. Examining adolescent daughters' and their parents' math-gender stereotypes

[Symposium]. In J. Stang & N. McElvany (Chairs), Stereotypes in school: Existence, development and effects. Accepted symposium for the American Educational Research Association (AERA) annual meeting. San Francisco, CA (Canceled due to COVID-19)

239	**Steele, J.R.**, Williams, A., & George, M. - October 2019. The development of implicit racial preferences in childhood. In D. Amodio & M. Cikara (Chairs), Prejudice formation: New insights from developmental and computational approaches. Symposium conducted at the Society for Experimental Social Psychology (SESP) annual conference. Toronto, Canada
240	**Trickey, J., Hall, W., Bergsieker, H.B., He, J., & Schmader, T.** - July 2024. Fostering Women's Success in STEM: Connecting Men's Allyship to Women's Workplace Experiences. Network Gender & STEM Conference 2024. Heidelberg University, Germany
241	**Trickey, J., Hall, W., He, J., Denney, G., & Schmader, T.** - February, 2023. Cultivating an inclusive culture through allyship training. Talk to be presented at the Canadian Psychological Association Convention Social/Personality Pre-conference. Toronto, ON
242	**Wright, S. C.,** Droogendyk, L., Lubensky, M. E. & Louis, W. R**.** - June 2019. Acting in solidarity: Social psychological challenges for advantaged group "allies". Presentation at Society for the Psychological Study of Social Issues. San Diego, CA
243	**Wright, S. C**. & Droogendyk, L**.** - July 2019. Acting in solidarity: Social psychological challenges for advantaged group "allies". Presentation at International Society for Political Psychology. Lisbon, Portugal
244	**You, Z., Page-Gould, E.**, Thai, S. & Le Forestier, J. M. - 2023. *Distinguishing the between- and within-person effects of intergroup contact.* Paper presented at the annual meeting of the Society for Personality and Social Psychology. San Diego, CA
245	**You, Z.** & **Page-Gould E.** - July 2023. *Identifying political group boundaries.* 46th Annual Scientific Meeting of the International Society of Political Psychology. Montréal, QC
246	**You, Z. & Page-Gould E.** - February, 2023. Identifying political group boundaries. Invited Early Career Data Blitz talk presented at the 24th Annual Society for Personality and Social Psychology Convention. Atlanta, GA
247	**Zhou, S., & Page-Gould, E.** - April 2019. A meta-meta-analytic look at intergroup contact theory. Paper presented at the small group meeting on intergroup contact sponsored by the Society for Australian Social Psychologists and the Society for the Psychological Study of Social Issues. Newcastle, New South Wales, Australia

ESS in the Media

On-Camera & Live Interviews:

1. "Implicit Gender Bias" - an interview with **Toni Schmader** in Books and Ideas, with the support of Center for the Advanced Study in Behavioral Sciences, Stanford University, California, November 3, 2023.
2. "10 Career Advancement Questions, Answered" **– Sonia Kang**, Insights Hub, September 13, 2023.
3. "It's not enough to hire more women, companies need to foster relationships between male and female colleagues" – **Hilary Bergsieker**, radio interviews about PNAS paper led by **Emily Cyr**, 570 News/Kitchener Today with Brian Bourke, September 29, 2021, and CBC KW's The Morning Edition radio show with Craig Norris, October 6, 2021

4. [“Here's How to Create a More Diverse and Inclusive Workplace”](#) **– Sonia Kang,** Cityline, November 11, 2020.
5. [“Implicit Bias”](#) – **Andy Baron**, CBC News, September 13, 2020.
6. “Women's mental health disproportionately affected by COVID-19 pandemic: study” – **Hilary Bergsieker**, CTV News, August 13, 2020
7. [“Scientist Profile”](#) – **Lesley Shannon**, CBC's North by Northwest, June 14, 2020.
8. [“How to talk to kids about Bias”](#) – **Andy Baron**, CBC News Vancouver, June 4, 2020
9. “Implicit Bias and Covid-19” – **Andy Baron**, City News Vancouver, February 8, 2020
10. [“Jennifer Lopez is 50. Why are we so obsessed with her age?”](#) – **Sonia Kang**, Global News, February 3, 2020
11. INSEAD Women in Work Conference interview – **Toni Schmader**, Singapore, March 2019.
12. Women in Science, Health and Innovation Conference, – **Lesley Shannon**, hosted by Consul General of Germany, March 2019.
13. [“The Potential is Yours”](#) – **Toni Schmader**, UBC, October 2019.
14. [“Working Around Harassment”](#) - **Sonia Kang**, TVO The Agenda, January 2018.
15. [“Starbucks Staff Get Anti-Bias Training”](#) - **Sonia Kang**, CBC News, May 2018.
16. “The Passionate Friar” – **Lesley Shannon,** Carleton Radio, December 13, 2017.
17. “Women of Innovation Project - The Impact of Leading Canadian Engineers” - **Mary Wells**, Metallurgy and Materials Society of Canada, April 2017.

Text Interviews and Articles:

1. [“Many Closeted Gay Men Didn't Receive Mpox Care During Outbreak”](#) – **Le Forestier, Page-Gould, & Chasteen**, Psych Science, US News & World Report, January 18, 2024
2. [“Positive Affirmation Exercises: 7 Ways to Boost the Self”](#) – **Sonia Kang**, PsyBlog, January 3, 2023
3. [“The perils of toxic positivity in the workplace. Plus, how to convince your employer to fund professional development”](#) – **Sonia Kang**, The Globe and Mail, January 25, 2023
4. [“Good vibes only': Why toxic positivity in the workplace makes you miserable”](#) – **Sonia Kang**, The Globe and Mail, January 27, 2023
5. [“Menopause, a career killer? How brain fog, hot flashes and fatigue are driving one in 10 women out of the workforce”](#) – **Sonia Kang**, The Star, February 21, 2023
6. [“Working together apart: How to make flex work work for you”](#) – **Sonia Kang**, Citrix Remote Works, September 29, 2022
7. [“Two years after signing BlackNorth Initiative, majority of companies have failed to make substantial progress on diversity, survey shows”](#) – **Sonia Kang**, The Globe and Mail, August 2, 2022
8. [“A TikTok star saved $100K before she turned 25 — now she wants less 'finance bros playing gatekeepers' and more women talking money”](#) – **Sonia Kang**, MoneyWise, July 25, 2022
9. [“Posing while Black: Expansive body poses benefit White men, but what about Black men?”](#) – **Francine Karmali**, Character & Context, Society for Personality and Social Psychology Blog, July 18, 2022
10. [“The equitable farm - being fair and equitable to women on the farm has to start much closer to home than most of us are aware”](#) – **Sonia Kang**, Country Guide, July 11, 2022
11. [“The Saturday Debate: Does diversity training work?”](#) – **Sonia Kang**, The Toronto Star, May 21, 2022
12. [“Why are law firms still failing on diversity?”](#) – **Sonia Kang**, Precedent magazine, March 8, 2022

13. ["Report finds early education critical as alarm sounds over lack of women in engineering"](#) – **Elizabeth Croft**, The National Tribune, March 24, 2022
14. ["Increasing women's participation in engineering education: Actions for change"](#) – **Elizabeth Croft** (Deputy Chair of Engineering for Australia Task force), March 2022
15. ["Cross-gender friendships critical to helping women in sciences"](#) – **Emily Cyr**, Times Higher Education, October 4, 2021
16. ["Women are being encouraged to go into STEM fields. Why aren't we pushing for more men in HEED jobs?"](#) – **Katharina Block**, **Alyssa Croft**, & **Toni Schmader**, Salon, March 28, 2021
17. ["Psychologists say it's time to rethink the 'mental health day'"](#) – **Sonia Kang**, Inverse, March 8, 2020
18. ["Implicit gender bias: Overriding the mental shortcuts holding women back in STEM"](#) – **Toni Schmader**, Science Borealis, March 3, 2020
19. **["Addressing gender inequality via choice architecture](#).**" - **Joyce He** and **Sonia Kang**, Vox EU, February 8, 2020
20. ["Why Don't People Care That More Men Don't Choose Caregiving Professions?"](#) – **Kate Block**, Scientific American, February 4, 2020
21. ["Fix, build, solve: Engaging girls with careers in engineering"](#) – **Elizabeth Croft**, Monash University, January 21, 2020
22. ["The engineering gender gap: it's more than a numbers game"](#) – **Toni Schmader**, **Sheryl Staub-French**, **Mary Wells**, University Affairs, January 9, 2020
23. "Banishing Occupational Stereotypes." - **Joyce He** and **Sonia Kang**, [Rotman Management Magazine](#), January 1, 2020
24. ["Gender Diversity and Inclusion in Medicine: Lessons from Management."](#) - **Sonia Kang**, Rotman Management Magazine, 2020
25. ["Beyond the Numbers"](#) – **Toni Schmader**, UC Santa Barbara's Alumni Magazine
26. ["Why do so many organisations mess up on race?"](#) – **Sonia Kang**, Financial Times, December 28, 2019
27. ["Women as Role Models in Science"](#) – **Toni Schmader**, Science Borealis Blog, Immpress Magazine, December 16, 2019
28. ["Make Friends Who Don't Look Like You"](#) – **Elizabeth Page-Gould**, The Michigan Daily, December 8, 2019
29. ["Not all instances of gender inequality are equally concerning…"](#) – **Kate Block**, Reddit, September, 2019
30. ["Empowering the Next Generation"](#) – **Sheryl Staub-French**, Canadian Consulting Engineer, June/July, 2019
31. ["Bosses who do not believe in gender bias seen hiring few women"](#) – **Toni Schmader**, Reuters, August 26, 2019
32. ["Female scientists 'at disadvantage when applying for promotions' as majority of scientists associate career with masculinity"](#) – **Toni Schmader**, iNews, August 26, 2019
33. ["Is Gender Bias Really Impacting the Hiring of Women In STEM"](#) – **Toni Schmader**, Forbes, August 29, 2019
34. ["Employers who ignore gender bias promote fewer women"](#) – **Toni Schmader**, CBC, August 27, 2019
35. ["Belief in Gender Bias and Promotions for Women"](#) – **Toni Schmader**, Inside Higher Ed, August 27, 2019
36. ["Scientists avoid gender bias when they know they're being tested for bias"](#) – **Toni Schmader**, Ars Technica, August 27, 2019
37. ["When women thrive in male dominated workplaces"](#) – **Will Hall**, Society for Personality and Social Psychology, August 7, 2019
38. ["Preschool can help nurture tomorrow's female engineers"](#) – **Elizabeth Croft**, Open Forum, March 24, 2019

39. ["Time's up on gender disparity in STEM: Women in STEM"](#) – **Elizabeth Croft**, Pearson, 2019
40. ["Call for specialist STEM teachers from primary up"](#) – **Elizabeth Croft**, Engineers Australia, 2019
41. ["Mission to Mars: Nova Rova team's Red Planet challenge"](#) – **Elizabeth Croft**, Lens – Monash University, May 2019
42. ["Fearless Girl should provide the spark to inspire more female engineers"](#) – **Elizabeth Croft**, Lens – Monash University, March 2019
43. ["Parental leave: Why we need to talk about fatherhood."](#) - **Joyce He**, Gender and the Economy, January 30, 2019
44. ["Promoting Gender Equity in STEM Environments"](#) – **Toni Schmader**, SPSP Newsletter, December 21, 2018
45. ["American Psychologists want you to understand how racism holds our country back"](#) – **Toni Schmader**, Los Angeles Times, December 21, 2018
46. ["Monash achieves Athena SWAN Bronze award"](#) - **Elizabeth Croft**, ESS Faculty Member, Monash University News, December 7, 2018
47. ["How young women view men affects how they imagine their future selves"](#) – **Toni Schmader**, Science Daily, December 4, 2018
48. ["Thank a scientist"](#) – **Elizabeth Page-Gould**, American Psychological Association, November 26, 2018
49. ["Highlighting the " E " in STEM : Why engineering should be taught in our schools"](#) - **Elizabeth Croft**, Education Review, September, 2018
50. ["Men place less value on care-oriented jobs that women, research shows"](#) – **Kate Block**, The Star Vancouver, August 20, 2018
51. ["Listen up, men: Your subtle dismissal of women is damaging"](#) – **Toni Schmader**, The Globe and Mail, July 5, 2018
52. ["Closing the Gender Gap"](#) - **Mary Wells**, Design Engineering, April 3, 2018
53. ["Celebrating women in STEM"](#) – **Elizabeth Croft**, Monash University, February 2018
54. ["The debate about quotas"](#) - **Joyce He**, Gender and the Economy. October 26, 2017
55. ["Early Engagement is Essential for Increasing Girls' Interest in Engineering"](#) – **Mary Wells**, Canadian Society of Mechanical Engineers Magazine, April 2017
56. ["Opinion: Business should create more science, technology, engineering, math roles for women"](#) – **Elizabeth Croft**, Vancouver Sun, March 17, 2017
57. ["'Masculine culture' and micro barriers still major issues for women"](#) - **Elizabeth Croft**, The Age, The Sydney Morning Herald (syndicated), February 12, 2017

Podcasts & Public Dialogues:
1. ["For the Love of Work"](#) - **Sonia Kang**, podcast series with Rogers, 2020-2021
2. ["Why your HR practices might not be as inclusive as you think"](#) – **Sonia Kang**, The Decision Corner podcast, November 15, 2021
3. ["Are Workplace Diversity Programs Doing More Harm Than Good?"](#) – **Sonia Kang**, The New York Times podcast The Argument, August 11, 2021
4. ["Creating Inclusive Networks to Launch Careers"](#) – **Sonia Kang** & **Elizabeth Page-Gould**, Westcoast Women in Engineering, Science and Technology podcast, May 2021
5. ["Realizing Identity-Safe Environments"](#) - **Bergsieker, H**. & **Schmader, T**., Westcoast Women in Engineering, Science and Technology podcast, March 2021
6. ["The Story Behind "The Future of Women in Psychological Science"-](#) **Toni Schmader**, The Association for Psychological Science podcast, November 2020

Knowledge Sharing

ESS Knowledge Sharing Conferences

1. **2023: November** - <u>"Breaking Barriers, Building Bridges" Conference (BBBB)</u>
   Location: *Rotman School of Management, University of Toronto, Toronto, ON*

   Keynote Speakers:

   - Glenn Adams, University of Kansas
   - Hilary Bergsieker, University of Waterloo
   - Edward Chang, Harvard Business School
   - Sapna Cheryan, University of Washington
   - Nilanjana Dasgupta, University of Massachusetts Amherst
   - Patricia Devine, University of Wisconsin-Madison
   - Takako Hashimoto, Chiba University of Commerce, Japan
   - Sarah Kaplan, University of Toronto's Rotman School of Management
   - Ivuoma Onyeador, Northwestern University, Kellogg School of Management
   - Toni Schmader, University of British Columbia
   - Steven Spencer, Ohio State University
   - Jennifer Steele, York University
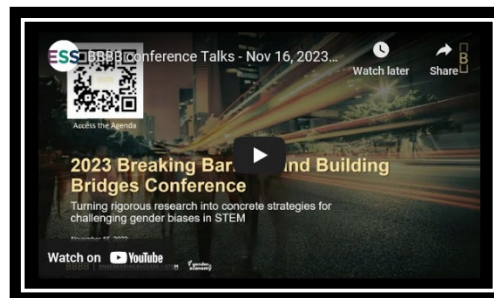
BBBB conference Talks - Nov 16, 2023 - **Morning Session**
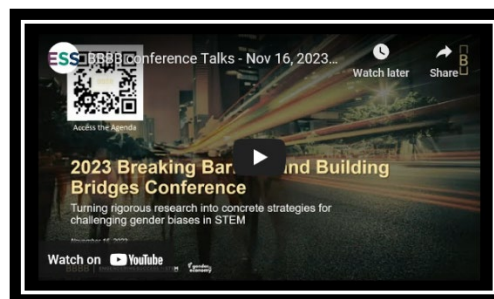
BBBB conference Talks - Nov 16, 2023 - **Afternoon Session**

2. **2018: September -** ["Excellence and Gender Equity in Science and Technology" Conference](#)
   Location: University of Waterloo, Waterloo, ON

   Keynote Speakers:

   - Andrei Cimpian, New York University
   - Amanda Diekman, Indiana University
   - Carla Fehr, University of Waterloo
   - Corinne Moss-Racusin, Skidmore College
   - Katharine Phillips, Columbia University

ESS Annual Meetings and Workshops

1. **2022: November -** [Annual Meeting & Research Workshop (Virtual)](#)

   Keynote Speakers:

   - Cheryl Kaiser, University of Washington
   - Nicole Kaniki, University of Toronto
   - Rie Kijima, University of Toronto
   - Allison Master, University of Houston
   - Ryan Lei, Haverford College
   - Selin Gülgöz, Fordham University
   - Vanessa Raquel Raponi, EngiQueers

2. **2021: November -** Annual Meeting & Research Workshop (Virtual)

   Keynote Speakers:

   - Eva Pietri, University of Colorado
   - Diana T. Sanchez, Rutgers University
   - Danielle Dickens, Spelman College
   - Sheryl Staub-French, University of British Columbia
   - Ninan Abraham, University of British Columbia

3. **2020: November -** Annual Meeting & Research Workshop (Virtual)

   Keynote Speaker:

   - Mary Murphy, Indiana University, Bloomington

4. **2019: October -** Annual Meeting & Research Workshop
   Location: University of British Columbia, Vancouver, BC

   Keynote Speakers:

   - Lesley Shannon, Simon Fraser University
   - Mary Wells, University of Waterloo
   - Mesmin Destin, Northwestern University
   - Alexa Bailey, Student, CLIMB Project

5. **2017: September - Kickoff Meeting with Partners & Research Workshop**
   Location: Vancouver (Simon Fraser University, Downtown campus), BC
   Participants: ESS Research Team Members & Partner Representatives

6. **2016: September - Planning Meeting & Research Workshop**
   Location: University of British Columbia, Vancouver, BC
   Participants: ESS Research Team Members

Reports and Tools

Infographic White Papers
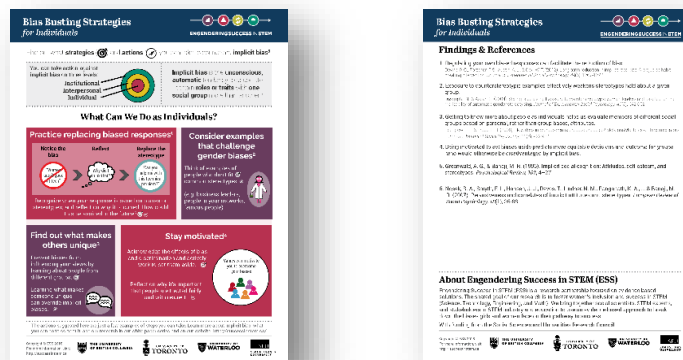
1. [Compilation of Evidence Based-Solutions for Reducing the Effects of Implicit Gender Bias](#)
2. [Anti-Bias Interventions Why they (need not) fail](#)
3. [Applying Behavioral Insights to Cultivate Diversity & Inclusion](#)
4. [Bias Busting Strategies for Individuals](#)
5. [Bias Busting Strategies for Institutions](#)
6. [Bias Busting Strategies for Interpersonal Interactions](#)
7. [De-biasing Job Advertisements](#)
8. [Designing Gender Inclusive STEM Classrooms](#)
9. [Development of Implicit Gender Stereotypes](#)
10. [Does Implicit Bias Affect Hiring in Science?](#)
11. [Gender Inclusion & Fit in STEM](#)
12. [Gender Inclusive Policies and Practices in Engineering](#)
13. [Intersectionality in STEM](#)
14. [Leading Remote Teams with Equity, Diversity, & Inclusion](#)
15. [Reducing Boys' Gender Bias & Improving Girls' Anticipated Fit in STEM](#)
16. [Role Models in STEM](#)
17. [Women in Psychological Science](#)
18. [Ya Feel Me? Physiological Synchrony‡](#)
19. [The Gender Equality Challenge: Would Quotas Help? *](#)
20. [Does Diversity Training Work? *](#)
21. [Why aren't more fathers taking parental leave? *](#)

Video White Papers

22. [Applying EDI in STEM 2021 ESS Annual Meeting](#)
23. [Bias Busting Strategies – Individual (English) *](#)
24. [Bias Busting Strategies – Individual (French) *](#)
25. [Bias Busting Strategies – Institutional (English) *](#)
26. [Bias Busting Strategies – Institutional (French) *](#)
27. [Bias Busting Strategies – Interpersonal (English) *](#)
28. [Bias Busting Strategies – Interpersonal (French) *](#)
29. [Does Diversity Training Work? *](#)
30. [Do gender quotas work? *](#)
31. [Intersectionality-2021-ESS-Annual-Meeting](#)
32. [The Brief: Does diversity training work?](#)

‡ Created by Social Psychophysiological Research and Quantitative Methods Lab, directed by ESS Faculty Member, Dr. Elizabeth Page-Gould
*Created by ESS Consortium Partner, GATE: The Institute for Gender and the Economy at the Rotman School of Management
Created in partnership with UNESCO Canada*

ESS Newsletters
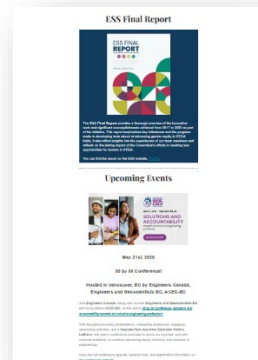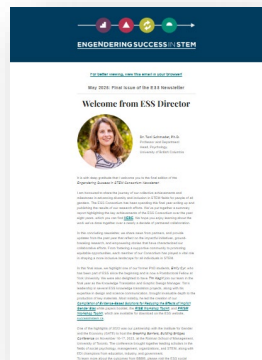
1. [June 2025](#)
2. [October 2023](#)
3. [December 2022](#)
4. [June 2022](#)
5. [December 2021](#)
6. [June 2021](#)
7. [December 2020](#)
8. [June 2020](#)
9. [December 2019](#)
10. [May 2019](#)
11. [November 2018](#)
12. [May 2018](#)

Interactive Tools and Partner Reports

1. [Allyship Simulator](#): An interactive tool to demonstrate power of allies for fostering inclusion. **Dennehy, T., Aday, A., Schmader, T.,** 2020.
2. [Cultivating Collaborative Cultures - Workshop evaluation report RISE partners](#), June 2019 - June 2020
3. [Cultivating Collaborative Cultures](#), Summary of Key Findings, Project RISE, April 2022
4. [Experience Sampler](#): An open-source smartphone app designed specifically for experience sampling studies. Thai, S., & **Page-Gould, E.** 2018 in [Psychological Methods](#).
5. [Micro-Macro Multilevel Modeling](#). Most multilevel methodologies can only model macro-micro multilevel situations in an unbiased way, wherein group-level predictors (e.g., city temperature) are used to predict an individual-level outcome variable (e.g., citizen personality). In contrast, this **R package** enables researchers to model micro-macro situations, wherein individual-level (micro) predictors (and other group-level predictors) are used to predict a group-level (macro) outcome variable in an unbiased way. R **package version 0.4.0.** Lu, J. G., **Page-Gould, E.,** & Xu, N. R., 2017.
6. [PRISM Toolkit](#), May 2025
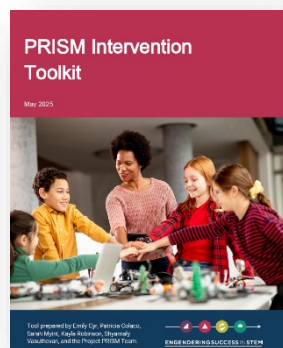
7. [RISE Workplace Culture Survey - Results across organizations](#), December 2018
8. RISE Workplace Culture Survey – 8 tailored partner reports, 2019
9. RISE Workshop Study – 4 tailored partner reports, 2022
10. [RISE Workshop Toolkit](#), December 2024

11. RISE Virtual Inclusion Workshops, 2020 – 2022
12. Virtual Living Lab at Science World, Vancouver, BC. The Living Lab is a place where University of British Columbia researche https://doi.org/10.70400/AKXO6205 partner with Science World to learn about cognitive development in infants, children, and adolescents. Living Lab Director, **Andy Baron**, UBC Psychology.

ESS Training & Mentoring

Over the past eight years, the ESS consortium has provided training and mentorship opportunities for graduate students and postdoctoral candidates. The comprehensive nature of the training provided supported students in their current research efforts and assisted in their preparation for their future careers. Whether through career progression planning, transitioning to faculty roles, presenting research, or engaging with partners, students were afforded numerous opportunities to grow and succeed in their respective fields.
Through the course of the project, ESS has successfully trained 37 Graduate Students and 11 Postdoctoral students.

Annual Meetings & Workshops

During the annual meetings, various types of **training** were provided to the attendees, focusing on **career progression planning** and the **transition from student to faculty roles**. These sessions were designed to equip participants with the necessary skills and knowledge to navigate their professional journeys effectively. The career progression planning training included workshops on identifying career goals, developing actionable plans, and understanding the academic and industry landscapes. Additionally, the transition from student to faculty was a significant theme, offering guidance on the expectations, responsibilities, and challenges associated with faculty positions. This training aimed to prepare students for the multifaceted nature of academic roles, emphasizing the importance of teaching, research, and service.

The Excellence and Gender Equity in Science and Technology Conference at the University of Waterloo in September 2018 provided a unique, **cross-disciplinary** opportunity for students. Three Graduate Student **training workshops** were designed for a group of 20 HQP and ESS faculty, covering diverse and complementary topics. The workshops focused on multilevel modeling, the ethical dimensions of scientific research, and social network analysis, fostering a comprehensive skill set essential for integrative scientific endeavors. This initiative highlighted

the intersection of various domains, encouraging collaborative learning and equipping students with valuable knowledge and transferable skills they could then apply to their own research.

Students also had valuable opportunities during **research symposiums** to present their work and receive feedback during both project meetings with partners and cross-consortium meetings. These sessions provided a platform for students to showcase their research, engage with peers and experts, and refine their projects based on constructive critiques. The interactive nature of these meetings fostered a collaborative environment, encouraging students to discuss their findings, explore new ideas, and enhance their academic and professional development.

In June, 2023, ESS research team members including fellows, post docs, and graduate students, gathered at Loon Lake Lodge in Maple Ridge, BC to focus on **collaborative writing sessions** of ESS research findings, knowledge translation planning, and vision setting. Paper sessions gave authors the chance to discuss and receive feedback on drafts. **Mentoring lunches** provided a non-formal setting to discuss topics related to grant writing, the publication process, and other topics related to academic writing. Students were encouraged to sit in and join the conversation in Fellows' meetings about potential funding opportunities and ESS legacy planning. Team activities were organized to foster **team bonding and enhance group cohesion**. These efforts aimed to create a positive team spirit and a culture of collaboration.

Quant-TIDE (Quantitative Training for Intersectional Diversity in Engineering)

Under the directorship of ESS fellow, Dr. Elizabeth Page-Gould, in August of 2022, Quant-TIDE brought together 15 exceptional **PhD students from engineering and the social sciences**, each with **intersecting identities** that are traditionally marginalized within STEM fields. These bright minds participated in a 1-week intensive program that provided advanced training in quantitative methods, grant writing, and funding pitches. Additionally, they received a $500 honorarium to support their research. What makes Quant-TIDE truly unique is that our students were mentored by world-renowned experts who not only excel in their respective fields but also represent the very communities from which our Quant-TIDE students come.
Due to the success of this transformative event, and with the financial support from partners, we aim to expand our reach, enhance our training programs, and provide ongoing mentorship and support to students who face systemic barriers by providing a second Quant-TIDE session in 2025. If your organization is interested and, in the position, to support the next generation of diverse scholars who will undoubtedly shape the future of STEM, please do not hesitate to reach out to Dr. Elizabeth Page-Gould at elizabeth.page.gould@utoronto.ca.

Partner Engagement

Partner engagement was a critical component of ESS's training and mentoring goals. Either during annual conferences, or project specific meetings, some students had the chance to provide **consulting support** to partners or deliver talks to partnering organizations. This engagement allowed students to apply their theoretical knowledge to real-world challenges, thereby gaining practical experience and contributing to the partners' goals. Consulting activities often involved analyzing problems, developing solutions, and implementing strategies, which helped students build their consultancy skills. Additionally, giving talks to partnering organizations enabled students to enhance their communication abilities, share their expertise, and establish professional networks.

Conclusion

The ESS Consortium has made significant contributions to advancing STEM education and fostering collaboration among educational institutions, industry partners, and community stakeholders. In this report, we have detailed our key achievements. Our recommendations for future work emphasize the need for sustained efforts in the following areas:

Continued Professional Development: Ongoing training for STEM educators to stay current with advancements focused on creating inclusive workplaces in STEM.

Enhanced Collaboration: Strengthening partnerships among ESS partners and STEM stakeholders to leverage resources and expertise derived from ESS research outcomes.

Strategic Funding: Securing long-term funding to support inclusion initiatives and ensure sustainability within STEM environments.

Evaluation and Feedback: Regular assessment of programs, participant, student, and employee experiences, in order to refine approaches and maximize impact.

We encourage all stakeholders to remain engaged and support these efforts, ensuring the progress made thus far can be built upon for even greater impacts in the future.

Acknowledgements

We extend our deepest gratitude to all our partners and collaborators whose contributions have been pivotal to the success of the **Engendering Success in STEM (ESS)** research. We would like to offer special thanks to:

- **Toni Schmader, Director, ESS Consortium**: For your exceptional leadership and unwavering commitment to the success of the ESS research initiative.

- **Educational Institutions**: For providing the essential platforms and resources that have enabled us to implement and advance our research insights.

- **Industry Partners**: For your invaluable support in bridging the gap between academia and the STEM workforce, fostering collaboration and innovation.

- **Community Stakeholders**: For your active engagement and advocacy in ensuring that inclusion initiatives reach and benefit the broader STEM community.

Your collective efforts and dedication have been instrumental in driving the success of the Engendering Success in STEM Consortium. We are deeply appreciative of your ongoing partnership in advancing this critical work.

Land Acknowledgement

We would like to acknowledge that the land at the University of British Columbia, Point Grey Campus in Vancouver where this report was compiled is on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) People.

ENGENDERING SUCCESS IN STEM

We are devoted to testing the long-term efficacy of interventions that harness the power of positive social interactions to mitigate subtle gender bias. Our ultimate goal is to understand and combat the various ways that cultural biases stand in the way of creating inclusive cultures for women and men in STEM.