

why not ME?



why NOT me?

MAY 22-25, 2022  
LUBBOCK, TEXAS



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**NSF 2026**  
**Idea Machine**

# **WELCOME!**

**On behalf of all the conference organizers, welcome!**

**We are so happy to have you with us for this important and engaging conference!**

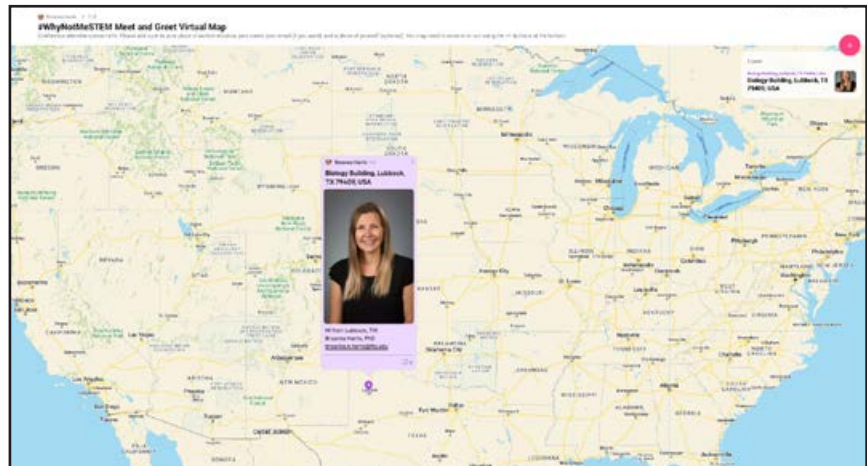
**#WhyNotMeSTEM**

# VIRTUAL MEET AND GREET

Meet the fellow attendees and speakers! Use the below Padlet to drop a pin with your location and info.

<https://padlet.com/breannanharris/yf5v4qw4q3m7iaiz>

SCAN CODE  
FOR LINK



Use the pink Plus button to add a pin with your name, location, email address, and photo (optional). Use the +/- at the bottom to zoom in or out on the map.

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# SCHEDULE

(Events, unless otherwise stated, are held in the Overton Hotel; All times are in Central Time Zone)

## SUNDAY, MAY 22, 2022

5:00pm - 6:00pm

Welcome & Check-in (Hospitality Room, Overton 409)  
Everyone is welcome!

6:00pm - 7:30pm

Innovative Methodologies – Narrative Inquiry Session  
with Dr. Jeong-Hee Kim “*STEM and Narrative: Engaging, Enriching, Empowering STEM through Narrative Inquiry*”

(Keynote Speakers and Stakeholders only; Canyon Room; Heavy Appetizers served)

## MONDAY, MAY 23 2022 (All participants; All activities in Sunset B unless otherwise noted.)

8:00am - 9:00am

Registration Check-in/Information (Lobby outside Sunset B)

8:00am - 9:00am

Breakfast (Lobby outside Sunset B)

9:00am - 9:15am

Welcome from Dr. Elizabeth Sharp

9:15am - 10:45am

Dr. Rebecca Bigler Keynote “*Social Stereotyping and Prejudice in Childhood: Causes, Consequences, and Implications for Diversifying STEM*” + Discussion

10:45am - 11:00am

Coffee Break

11:00am - 12:00pm

Lunch (Overton)

12:00pm - 1:30pm

Dr. Megan Vinh Keynote “*Let’s Start Now! Engaging Young Children with Disabilities in STEM*” + Discussion

1:30pm - 1:45pm

Coffee Break

1:45pm - 2:30pm

#WhyNotMeSTEM Lightning Talks

1:45pm - 1:58pm

Jennifer Sanchez and Genevieve Villegas “*Climbing the Grand Canyon of STEAM*”

1:58pm - 2:12pm

Dr. Allison Master “*What You Need to Know About How Gender Stereotypes Push Girls Away From STEM*”

2:12pm - 2:25pm

Dr. Kim Rios “*Why are Christians Underrepresented in Science, and Why Does it Matter?*”

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2:30pm - 3:30pm

Dr. Chayla Haynes-Davison (virtual) Keynote “*The Role of Racial Consciousness: Considerations for the STEM Classroom*” + Discussion

3:30pm - 3:45pm

Coffee Break + Snacks (Lobby outside Sunset B)

3:45pm - 5:00pm

Breakout Sessions (with at least one virtual session)

5:00pm - 6:30pm

Social Hour - Appetizers for everyone

7:15pm

Dinner Session (Meet in Overton Lobby, Keynote, Stakeholders only, please)

## TUESDAY, MAY 24 2022 (All participants; All activities in Sunset B unless otherwise noted.)

8:00am - 9:00am

Breakfast (Lobby outside Sunset B)

9:00am - 9:15am

Welcome from Dr. Elizabeth Sharp

9:15am - 10:45am

Dr. Adriana Umaña-Taylor Keynote “*Ethnic-Racial Identity Intervention: Facilitating Culturally Sustaining Pedagogy and Promoting Adolescents’ Academic Adjustment*” + Discussion

10:45am - 11:00am

Coffee Break

11:00am - 12:00pm

Lunch (Overton)

12:00pm - 1:30pm

Dr. Bryce Hughes Keynote “*I Kinda Want to be That Exception: Recruiting and Retaining LGBTQ+ Students in STEM*” + Discussion

1:30pm - 1:45pm

Coffee Break

1:45pm - 3:00pm

#WhyNotMeSTEM Lightning Talks

1:45pm - 1:57pm

Dr. Jessica Gottlieb “*Making Space for Me: Counterspaces and STEM Identity*”

1:57pm - 2:10pm

Dr. Melissa Dancy “*Distancing, Minimizing and (Willful) Ignorance: How White Male Physicists Maintain Inequity While Believing They are Working for Change*”

2:10pm - 2:23pm

Dr. Nathan Moon “*‘From Accessible to Inclusive’: Broadening Participation of Students with Disabilities in STEM.*”

**2:23pm - 2:35pm**

Dr. Ashlie Denton *“Pathways to Scale: Considerations for Spreading Culturally Responsive STEM Programs”*

**2:35pm - 2:47pm**

Dr. Jessica Spott *“MotherScholars in STEM: Walking the Line of Motherhood and Womanhood in STEM Disciplines”*

**2:47pm - 3:00pm**

Natasha Smith-Walker title TBD

**3:00pm - 3:15pm**

Coffee Break + Snacks (Lobby Outside Sunset B)

**3:15pm - 4:30pm**

Breakout Sessions (with at least one virtual session)

**4:30pm - 5:30pm**

Conference Closing Remarks

**5:30pm**

Dinner at West Tech Club (Meet in Overton Lobby, Keynote, Stakeholders only, please)

**WEDNESDAY, MAY 25, 2022** *(Keynotes, Stakeholders only, please)*

**8:30am - 9:00am**

Breakfast (Canyon Room)

**9:00am - 10:45am**

Idea Station Room, Working Group

**10:45am - 11:00am**

Debriefing, Consensus Report Themes, and Post-Conference Goals

# CONFERENCE ORGANIZERS



**Dr. Elizabeth Sharp (PI)**

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Associate Professor, Dept. of Psychological Sciences  
Associate Dean, College of Arts & Sciences  
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# KEYNOTE SPEAKERS



**Dr. Rebecca S. Bigler** is Emeritx Professor of Psychology at the University of Texas at Austin. Ze attended high school in St. Cloud, Minnesota before receiving a B.A. from Oberlin College and Ph.D. from The Pennsylvania State University in 1991. Ze studies the causes and consequences of social stereotyping and prejudice among children, with a particular focus on gender and racial attitudes. Ze has also worked to develop and test intervention strategies aimed at reducing children’s social stereotyping and intergroup bias. Hir most recent work concerns the sexualization of girls and women and the development of political attitudes during childhood. Ze is a supporter of gender neutral language.



**Dr. Chayla Haynes Davison** is an Assistant Professor of Higher Education Administration and past recipient of Texas A&M University’s Robert and Mavis Simmons Faculty Fellowship. She earned a Ph.D. in Higher Education from the University of Denver and also holds a M.A. in College Student Personnel from Bowling Green State University. Her research centers on critical and inclusive pedagogy with emphasis on college teaching and faculty development, Black women in higher education and critical race theory and intersectionality scholarship and methodologies. She is co-editor of *Interrogating Whiteness and Relinquishing Power: White Faculty’s Commitment to Racial Consciousness in STEM Classrooms* (Peter Lang) and *Race Equity and the Learning Environment: The Global Relevance of Critical and Inclusive Pedagogies in Higher Education* (Stylus). Her scholarship also appears in the *Review of Educational Research*, *Educational Researcher*, the *Journal of Higher Education*, *Teachers College Record*, the *International Journal of Qualitative Studies in Education* and the *Journal of Negro Education*. And prior to the professoriate, Dr. Haynes Davison served the higher education and student affairs profession for 15 years, as a former Director of Orientation and Family Programs and Services, Director of Student Affairs and Career Services, and Director of Student Activities.





**Dr. Bryce E. Hughes** is an assistant professor in education at Montana State University. He earned his Ph.D. in education from UCLA, his M.A. in student development administration from Seattle University, and his B.S. in general engineering from Gonzaga University. His research interests encompass diversity and equity in higher education, focusing on STEM education and LGBTQ issues. After finding that LGBTQ students are 7% less likely to persist in a STEM major, he was awarded an NSF CAREER grant to study the participation of LGBTQ students in STEM, analyzing students' social networks, comparing STEM degree completion rates, and exploring the intersection of LGBTQ and STEM identities. In his other research, Dr. Hughes has studied LGBTQ grassroots leadership at a Catholic university, leadership development in engineering students, science communication in STEM graduate students, and the use of Minecraft to improve middle grades students' spatial reasoning skills.



**Dr. Adriana Umaña-Taylor** is the Sara Lawrence-Lightfoot Professor of Education in the Harvard Graduate School of Education. Her work seeks to apply developmental science in a manner that reduces ethnic-racial disparities in psychological and academic adjustment and, in turn, promotes social justice. Dr. Umaña-Taylor has successfully collaborated with school districts for over 20 years to design and implement large-scale, longitudinal, school-based data collection efforts with high school students. She developed the Identity Project, a school-based intervention curriculum that engages adolescents in the developmental processes of ethnic-racial identity exploration and resolution. Her recent studies focus on testing the efficacy and effectiveness of the Identity Project; developing professional development programming to prepare educators to implement the Identity Project with their students; understanding how adolescents develop their ethnic and racial identities in the context of their peer relationships within the school setting; testing how the negative physiological effects of race-based stress can be reduced by intervening in adolescents' ethnic-racial identity development; and exploring the universal nature of ethnic-racial identity development as a promotive factor for adolescents in Latin American and European countries



**Dr. Megan Vinh** is a senior technical assistance specialist and member of the leadership team for the Trohanis Technical Assistance (TA) Projects at Frank Porter Graham Child Development Institute at The University of North Carolina at Chapel Hill. Vinh currently serves as the PI of the STEM Innovation for Inclusion in Early Education (STEMIE) Center, and the Co-PI of the Early Childhood Technical Assistance (ECTA) Center. She provides leadership, technical assistance, and evaluation support around improving state early intervention and early childhood special education service systems, increasing the implementation of effective practices, and enhancing outcomes of these programs for young children and their families. She also works to ensure young children with disabilities participate in and benefit from high-quality STEM teaching and learning. She specializes in program evaluation and systems change around access and equity issues, including reducing early care and education suspensions and expulsions and increasing high-quality inclusive opportunities.

## INNOVATIVE-METHODS SPEAKER



**Dr. Jeong-Hee Kim** is Professor and Chair of the Department of Curriculum and Instruction at Texas Tech University. Working as a curriculum theorist, teacher educator, and narrative inquiry methodologist, Kim's research centers around various onto-epistemological underpinnings of curriculum studies, focusing on the philosophical notion of Bildung, an edifying way of developing and cultivating self for the better. Kim is engaged with interdisciplinary curriculum making that links the field of curriculum studies with other disciplines such as engineering, veterinary medicine, arts and humanities. She is also an award winning author, who received the 2017 AERA Outstanding Publication award for her book, *Understanding Narrative Inquiry* (2016), which is also translated in Chinese.

# KEY STAKEHOLDERS



**Dr. Melissa Dancy** is a principal research associate in the Evaluation Center at Western Michigan University and owner of Dancy Consulting; providing research, evaluation and conflict resolution services. She holds a PhD in physics education from NC State University. Dr. Dancy's long research career has focused on issues of equity and higher education instructional transformation. She has experience as a physics instructor in varying institutional types including: research-intensive, liberal arts, regional public and HBCU. Dr. Dancy is also editor-in-chief for CourseSource Physics, a journal publishing high-quality peer-reviewed teaching resources. Additionally, Dr. Dancy is also a certified mediator who regularly engages in developing and implementing conflict resolution skills. In her free time, she enjoys being outside, connecting with friends and family and seeking great adventures.



**Dr. Ashlie Denton** (she/her) is a senior researcher and advisor in equitable learning environments at Education Northwest. Ashlie has several years of experience working on multi-institutional and multidisciplinary STEM research, evaluation, and strategic planning projects. Ashlie focuses her work toward amplifying the voices of participants of color and breaking cycles of oppression. Her recent projects include strategic planning for culturally responsive STEM and career education programs, mixed-methods evaluations of in-school and out-of-school time STEM programming, and school district equity reviews for continuous improvement. She has conducted scans of the program, policy, and practice landscape for large state and nonprofit clients related to STEM, work-based learning, and social and emotional learning for both in-school and out-of-school time programming, including scans of scaled out-of-school time STEM programs and the state of STEM learning. Prior to joining Education Northwest, Ashlie was a National Science Foundation Integrative Graduate Education and Research Traineeship fellow at Portland State University.



**Dr. Jessica Gottlieb** is an Assistant Professor in the department of Educational Psychology, Leadership, & Counseling at Texas Tech University. She earned her doctorate in Policy Studies in Urban Education from the University of Illinois at Chicago. Most recently, she was a postdoctoral research associate at the Center for STEM Education at the University of Notre Dame. Dr. Gottlieb previously worked as a classroom teacher in Los Angeles, CA. Her research focuses on how educational policy can be used to increase equity and access of high-quality STEM education opportunities. Her current projects include examining the effects of longitudinal professional development on STEM teachers' identity as teacher leaders, identifying factors related to student persistence in STEM occupations, and the use of accountability-based measures in STEM teacher preparation.



**Dr. Allison Master** is an Assistant Professor in the Psychological, Health, and Learning Sciences Department at the University of Houston. She directs the Identity and Academic Motivation Lab. She holds a PhD in developmental psychology from Stanford University. Dr. Master has been the PI for one IES and two NSF grants examining gender stereotypes and K-12 students' motivation in computer science. Her work is at the intersection of education, developmental psychology, and social psychology, applying insights from social psychology to improve STEM motivation for students from preschool through college. Her most recent work examines how gender stereotypes about who is interested in STEM reduce girls' sense of belonging and motivation in STEM.





**Dr. Nathan W. Moon** is a Senior Research Scientist at the Georgia Institute of Technology, and he serves as Director of Research of the Center for Advanced Communications Policy (CACP) at Georgia Tech. His research focuses on increasing access to education and employment for people with disabilities, with specializations in the accessibility of information and communications technologies (ICTs), workplace accommodations and employment policy, broadening participation in STEM education, and program evaluation. Dr. Moon received his PhD in the history and sociology of science and technology from Georgia Tech in 2009.



**Dr. Kimberly Rios** is an Associate Professor in the Department of Psychology at Ohio University. She is an experimental social psychologist whose research focuses on how individuals respond to threats to their personal and social identities. Much of her work involves broadening the participation of underrepresented groups, such as women and religious individuals, in STEM by mitigating the feelings of threat they may experience.



**Jennifer W. Sanchez, M.A.**, loves life. She is a problem solver, strategic disrupter, storyteller, connector and guru in corporate social responsibility, policy and communications. As Arizona community affairs manager for Intel's Global Public Affairs and Sustainability team, she leads neighbor relations as the company invests \$20 billion in building two new factories in the state. She also owns Intel Arizona's PreK-12 School to STEAM Pipeline strategy and partnerships. Sanchez developed the Equity in STEAM Initiative, in partnership with YWCA Metropolitan Phoenix, to address the Grand Canyon of women and people of color in STEAM. Sanchez received a Bachelor of Journalism and Public Affairs from the University of Texas at Austin and earned a Master's of Public Administration from the University of Utah. She is a fifth-generation Chicana from El Paso, Texas.



**Natasha Smith-Walker** has 20 years of experience in youth development and education. Her career has focused on supporting youth and communities having access to opportunities that will support their development. As the Executive Director of Project Exploration she works to ensure that there is equity, access and opportunity for girls, minority youth and communities to get high quality science out of school programming. In addition, her efforts have positioned Project Exploration to lead the development of a STEM Learning Ecosystem for Chicago. Her career has included classroom teaching and numerous administrative and educational roles in Chicago’s out-of-school time landscape, including the James Jordan Boys & Girls Club, Mayor Daley’s YouthNet and After School Matters. She has a BA from University of Illinois at Chicago.



**Dr. Jessica Spott** joined the STEM Center for Outreach, Research & Education at Texas Tech University, formally, in 2015 but has worked with outreach coordination and funded program management, specifically with undergraduate researchers since 2011. She is responsible for the day to day operations of STEM CORE, and she focuses on outreach initiatives and program development. She has a PhD in Educational Psychology, and is passionate about researching MotherScholars and girls in STEM fields. She is particularly passionate about increasing equity and diversity in STEM fields.

## NON-PRESENTING KEY STAKEHOLDERS

**Dr. Justin Bryant**, Prairie View A&M University

**Dr. Christina Chhin**, National Center for Education Research

**Dr. Melinda Higgins**, United States Department of Energy

# THANK YOU TO ALL WHO CONTRIBUTED!

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**Troy Scarborough**, Dramatization Actor

**Melanie Frasca**, Dramatization Actor

**Sarah Mayhew**, Dramatization Actor

**Kerstin Vaughn**, Dramatization Actor

**Brad Thomas**, Information Technology Assistant

**Lori Gibler**, Information Technology Assistant

Respondents who were interviewed for #WhyNotMeSTEM Video

## CONTACT

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