



# UNDERSTANDING INTERVENTIONS

That Broaden Participation in Science Careers

*Philadelphia*

Collaborative Interventions

8<sup>th</sup> CONFERENCE ON  
**UNDERSTANDING INTERVENTIONS**

That Broaden Participation in Science Careers

Collaborative Interventions

February 26 - 28, 2016

Philadelphia Marriott Downtown  
Philadelphia, Pennsylvania

Anthony L. DePass and Daryl E. Chubin, Co-chairs

[[www.understanding-interventions.org](http://www.understanding-interventions.org)]

## FUNDING AND SUPPORT

Over the years, this effort has benefited from generous support from the National Institutes of Health, the National Science Foundation, the Alfred P. Sloan Foundation, Howard Hughes Medical Institute, and Educational Testing Service. We have also enjoyed productive collaborations with the National Academy of Sciences, American Society for Cell Biology, the American Society of Plant Biologists, American Association for the Advancement of Science, and Long Island University.

In September 2013, a NIGMS T36 MARC grant from the National Institutes of Health (Grant No.1 T36 GM 102000) was awarded to Long Island University and it currently provides long-term support for the following:

Organization of conferences that will provide: a) venues for dissemination of interventions research and related training; b) opportunities for researchers/practitioners to interact and collaborate; and c) a mechanism for discourse on research-based interventions' implementation across modalities, stages, and venues. A monograph will be published that captures the proceedings of each annual conference.

An enhanced and interactive Understanding Interventions website that will: a) facilitate linkages among members of the Understanding Interventions (UI) community; and b) feature an accessible and searchable internet-based annotated database of Interventions articles and other resources. This will expand the dissemination of broadening participation research.

An online/email-based publication that distills and disseminates research findings, development opportunities, and general announcements to provide an additional platform for growth of the Understanding Interventions community. Social/behavioral sciences, student affairs, and professional societies and organizations such as American Association of University Professors, American Association of State Colleges and Universities, and Association of American Universities that influence higher education are welcomed to register to the annual list and receive the newsletter.

We would like to extend our sincere appreciation to the National Institutes of Health for considerable investment that has been made in providing a stable base for our operations.

To all our collaborators, and participants, thank you for your generous contributions to this very important work.

# W E L C O M E

We are delighted to welcome you to Philadelphia, the site of the 8th Conference on Understanding Interventions that Broaden Participation in Science Careers. Since the work that preceded the first conference on Understanding Interventions, the value of collaborative activities in enhancing knowledge and advancing outcomes has been recognized. These have included the critical roles for expertise in the social science disciplines in forming the questions and methodologies (the “Why”), as well as those who develop relevant externally funded efforts in the life and physical sciences (the “How”). Collaborative activities also extend to programs and practices coordinated vertically and horizontally within the training spectrum.

The 8th UI Conference seeks to highlight examples of such “Collaborative Interventions.” We are interested in showcasing projects featuring special teamwork among colleagues—perhaps from different disciplines, with complementary talents and experiences—within and beyond a single institution.

Among the questions we ask are: What are the strengths and challenges of such collaborations? How are they formed and sustained? What is the division of labor among them? And most important to the UI mission, how do they produce better outcomes?

The program features a variety of topics and formats under the umbrella of Collaborative Interventions. Through a dozen workshops, four plenary sessions, 20 symposia, and approximately 45 poster presentations, we will explore science interventions together over two and a half intense days. This work will continue through interactions on the ever-evolving UI website, [www.understanding-interventions.org](http://www.understanding-interventions.org).

Thank you for joining us in Philadelphia!

Sincerely,

Anthony L. DePass & Daryl E. Chubin, Co-Chairs

*Conference Cover: Carol McDonald, Barefoot Creations*

*Program Design: Shanta Outlaw, Long Island University*

*Conference Website: <http://www.understanding-interventions.org>*

# ACKNOWLEDGEMENTS

## CO-CHAIRS

Anthony L. DePass  
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Daryl E. Chubin  
*Independent Consultant, Savannah, GA*

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## CONFERENCE PLANNING TEAM

Shanta Outlaw  
*Long Island University-Brooklyn*

Carleta Joseph  
*Long Island University-Brooklyn*



8th CONFERENCE ON UNDERSTANDING INTERVENTIONS  
THAT BROADEN PARTICIPATION IN SCIENCE CAREERS

February 26th-28th, 2016

Philadelphia, PA

“Collaborative Interventions”

**PRELIMINARY**  
**PROGRAM AGENDA**

**FRIDAY, FEBRUARY 26, 2016**

8:00 am - 7:00 pm

**Registration Open**

FOYER, FOURTH FLOOR

9:00 am - 4:30 pm

**Concurrent Workshops**

9:00 am – 10:30 am

99: Qualitative Interviewing: From Design to Detail

*Christine V. Wood, Veronica Womack, Bhoomi Thakore, Remi Jones, and Richard McGee—Northwestern University Feinberg School of Medicine*

FRANKLIN HALL 1

In this workshop, members of our team will lead an active learning experience in designing and conducting qualitative interviews that elicit responses that researchers and program directors can use to reveal, richly describe, and analyze their subjects' experiences. Through discussion, demonstration, and other activities, we will cover principles of developing interview questions, interview techniques, and strategies to help participants develop interview guides that reflect their research and evaluation questions. The goal will be to make qualitative interviewing more accessible as a tool for a range of users, from those who have small questions to answer with small number of participants to those interested in more elaborate studies. Participants are encouraged to bring research and evaluation questions that they want to pursue for refinement during the workshop.

9:00 am – 10:30 am

102: Characteristics of Excellence in Undergraduate Research: A framework for best practices

*Linda Blockus—University of Missouri*

FRANKLIN HALL 2

This workshop will walk participants through the 12 sections and along the way ask participants to evaluate successes and challenges related to those sections in their own institutional or programmatic context. Participants will then be organized into smaller groups to discuss common interests and challenges identified in COEUR. Suggestions on how participants might utilize COEUR on their campus to frame discussions and leverage change will be discussed.

- 9:00 am – 12:00 pm
- 108: Extending the Pipeline: Connecting Graduate Students and Postdocs to Future Employers and Successful Careers  
*Michael L. Penn—Gladstone Institutes, Steven P. Lee—University of California, Davis, Terrance R. Mayes—Stanford Medicine, and Sherilynn J. Black—Duke University*  
 FRANKLIN HALL 3
- 9:00 am – 12:00 pm
- 100: Do You Play Fair? A Workshop about Bias in Academia  
*Christine Maidl Pribbenow and William T. L. Cox—University of Wisconsin, Madison*  
 FRANKLIN HALL 4
- This session will introduce participants to Fair Play, an NIH-sponsored intervention to explore and address biases that impede student success in STEM fields. Fair Play is a video game designed to raise awareness about stereotypes, microaggressions, and other racial biases in academia (Gutierrez et al., 2014; McGabe, 2009). In the game, players step into the shoes of Jamal, an African-American graduate student who experiences bias incidents as he navigates through his academic career and interacts with faculty, staff, and students on a college campus. Fair Play enables attendees to experience and learn about many forms of racial biases firsthand, providing an engaging and dynamic environment for perspective taking and increasing bias literacy. The content of Fair Play was developed and based on the scientific literature on racial biases, as well as the personal experiences of minority students in postsecondary education institutions.
- 9:00 am – 12:00 pm
- 112: Evaluation as a Tool to Strengthen Programs: A Primer for the Non-Evaluator  
*Anthony L. DePass—Long Island University, Brooklyn and Elisabeth Russell-McKenzie—Temple University*  
 FRANKLIN HALL 13
- For many, success of training programs that employ interventions that promote research related careers is often in the numbers of students that enter doctoral programs or attain the PhD. These metrics often serve as the primary measures for success or failure. This workshop will explore ways that a non-evaluator can think about and use appropriate evaluation strategies to measure broader institutional impact as well as cognitive and non-cognitive student development.
- As STEM educators move towards more integrative and active modes of teaching and learning, how can they ensure that the experiences they are designing are leading to the intended student learning outcomes? How are evaluation and assessment methods being designed in ways that connect quantitative and qualitative data to help refine learning environments so that all students benefit from high-quality, high-impact practices? We will examine the links between program design and program evaluation, to illustrate how assessments might be designed, data collected, and findings used to advance student success and contribute to faculty scholarship, promotion, and tenure.
- 10:45 am – 12:10 pm
- 105: Changing the Face of STEM: Recruiting & Retaining Latina STEM Scholars in the Academy  
*Yvette Flores, Lisceth Brazil-Cruz, and Marylou de Leon Siantz—University of California, Davis*  
 FRANKLIN HALL 1
- This workshop will focus on findings from in-depth interviews with scholars from the Center for the Advancement of Multicultural Perspectives on Science, CAMPOS. Findings include the importance of focused mentoring and coaching on limit setting and prioritization, the need for clear tenure guidelines from departments chairs, and benefits of creating a supportive network for junior faculty with both cohort and generational guidance. Additionally, workshop will share the research center's strategic focus to attract and support women in STEM, emphasizing Latina tenure track faculty scholars, who value diversity, mentorship, and are exceptional STEM scientists at the University of California, Davis.



- 10:45 am – 12:10 pm
- 109: Peer mentoring as an intervention for increasing student success among URM STEM majors  
*Brian Booton and Linda Blockus—University of Missouri, Anthony L. DePass—Long Island University, and Elisabeth Russell-McKenzie—Temple University*  
FRANKLIN HALL 2
- This workshop will outline an effective peer-mentoring model for the mentorship of underrepresented STEM majors participating in the University of Missouri's NIGMS IMSD program. This innovative peer-mentoring program has resulted in the growth and success of our IMSD participants, as well as yielding significant learning outcomes for the peer mentors. In the past eight years, our program has grown from 20 to more than 100 underrepresented undergraduates. We now have a cadre of 10 trained peer mentors who work with our 80 freshmen, sophomores and transfer participants. The specifics of the peer mentor training will be discussed including selection, responsibilities, a three-day training retreat, and on-going weekly professional development workshops.
- 12:15 pm – 12:45 pm
- New Attendee Orientation: What's UI All About?  
*Daryl E. Chubin—Independent Consultant, Savannah, GA*  
FRANKLIN HALL 2
- This half-hour session is recommended for first-time attendees of the UI Conference. The conference co-chair provides insight into the history of UI, aspects of the conference program and the participants. The session is also a networking event with the opportunity for business card exchange. A Q&A concludes the session.
- 1:30 pm – 4:00 pm
- LEAD Consortium Networking and Discussion  
FRANKLIN HALL 1
- The LEAD Consortium is comprised of program directors of NIH and NSF-funded student training and professional development programs with common concerns for challenges that plague training programs across the nation, with a goal of coordinating a network to serve student research training. This networking opportunity will facilitate discussions about high impact practices across institutional training levels as well as developmental activities among the program directors and their institutions.
- 1:00 pm – 4:00 pm
- 106: Facilitating intellectual coaching skills in student mentors  
*Dylan S. Audette, Breonna J. Martin, Anne M. Terrell, Jacqueline L. Hilsenbeck-Fajardo, Mark T. Baillie, and Alenka Hlousek-Radojcic—University of Delaware*  
FRANKLIN HALL 3
- This workshop will facilitate discussion on developing sustainable, multi-level infrastructure of mentors that is essential to the instruction of laboratory sciences, and the success of diverse populations of students in introductory level biology and chemistry classes. The Integrated Science Learning Laboratories (ISLL) developed a program to integrate the foundational concepts discovered in introductory science courses at the University of Delaware. The ISLL instructional team consists of faculty, preceptors and graduate teaching assistants who have expertise either in biology or chemistry disciplines. This enables development and implementation of active and significant learning experiences that integrate knowledge typically restricted to individual fields/courses in strategically designed lab and classroom spaces. The curricular materials were designed to promote social interaction and engagement within the context of learning and to enhance their application of course content across disciplinary boundaries. However, the success of the ISLL's courses requires educators to serve a role apart from curriculum development and implementation.

1:00 pm – 4:00 pm	<p>101: Breaking the Bias Habit®: A Workshop to Promote Racial Diversity in STEMM Careers <i>Molly Carnes, Eve Fine, and Jennifer Sheridan—WISELI at the University of Wisconsin – Madison</i> FRANKLIN HALL 4</p> <p>This workshop will present two adaptations of Module 2—a workshop module that promotes “bias literacy.” One adaptation focuses on minimizing race and ethnicity bias to achieve a more diverse STEMM workforce; and the other concentrates on understanding and minimizing the role of race and ethnicity bias on health care disparities. Module 3 will be adapted to use illustrative studies in the context of race and ethnicity. The workshop will provide members of the UI community with theoretically supported, evidence-based content, resources, and tools they can use in a practical way to develop similar workshops at their own institutions or to modify their own personal behaviors, reactions and judgments.</p>
1:00 pm – 4:00 pm	<p>104: Boosting Trainees’ Science Identity and Career Commitment Through Scientific Communication Skills: A Collection of Activities That Anyone Can Implement <i>Carrie Cameron and Shine Chang—The University of Texas M D Anderson Cancer Center</i> FRANKLIN HALL 13</p> <p>This workshop for mentors and training administrators presents a range of uncommon speaking and writing activities that are designed to boost science identity, outcome expectations and sense of communal goal affordances via the medium of SCS. Participants will understand the rationale for the activities, learn how to use them to best effect, compare the feasibility of using various activities in their own settings, and develop a plan for implementation.</p>
3:00 pm–3:30 pm	<p>New Attendee Orientation: What’s UI All About? <i>Daryl E. Chubin—Independent Consultant, Savannah, GA</i> FRANKLIN HALL 2</p> <p>This half-hour session is recommended for first-time attendees of the UI Conference. The conference co-chair provides insight into the history of UI, aspects of the conference program and the participants. The session is also a networking event with the opportunity for business card exchange. A Q&amp;A concludes the session.</p>
5:00 pm	<p><b>Welcome and Opening Plenary</b> LIBERTY BALLROOM</p> <p>Welcome <i>Anthony L. DePass and Daryl E. Chubin</i></p> <p>Plenary I Speaker: TBA</p>
7:00 pm -9:00 pm	<p><b>Reception</b> INDEPENDENCE BALLROOM</p>

## SATURDAY, FEBRUARY 27, 2016

7:00 am – 5:00 pm	<p><b>Conference Registration and Information</b> FOYER, FOURTH FLOOR</p>
7:30 am – 8:30 am	<p><b>Breakfast Buffet</b> LIBERTY BALLROOM FOYER</p>
8:30 am -10:15 am	<p><b>Plenary II</b> LIBERTY BALLROOM Speaker: Wanda E. Ward—Assistant Director Broadening Participation, White House Office of Science &amp; Technology Policy</p>

10:15 am – 10:30 am

## Refreshment Break

FRANKLIN HALL FOYER

10:30 am-12:00 pm

## Concurrent Symposia and Deeper Dives

### Theoretical Approaches to Undergraduate Engagement & Success in Science (Deeper Dive)

FRANKLIN HALL 1

91: Exploring Mechanisms for Utility-Value Interventions that Close Achievement Gaps

*Judith Harackiewicz, Elizabeth Canning, Stacy Priniski, and Yoi Tibbetts—University of Wisconsin-Madison*

98: Engaging and Retaining STEM Students using a Strength-based Hybrid Bridge Program Model

*Drew Kohlhorst, Kristin Gordon, Amanda Marie James, and Patricia Marsteller—Emory University*

3: Increasing Mentors' Ability to Promote Research Self-Efficacy in Their Students: An SCCT Intervention in STEM Fields

*Amanda R. Butz, Angela M. Byars-Winston, Janet L. Branchaw, and Christine Pfund—University of Wisconsin-Madison*

### Does Mentor Training Make a Difference? (Deeper Dive)

FRANKLIN HALL 2

8: A Discipline-Based Peer Leadership Program: I.M.P.A.C.T. (Integrated Mentoring Program and Core Training)

*Jerry Whitmore, Jr. and Janet Branchaw--University of Wisconsin-Madison*

10: The Impact of Mentor Training on Faculty Perceptions of Diversity within Mentoring Relationships

*Stephanie House, Kimberly Spencer, Christine Pfund, and Christine Sorkness—University of Wisconsin-Madison*

12: Using Team Science and Mentoring Constellations to Enhance Translational Research Activity: An Overview of the Mentoring Academy at Morehouse School of Medicine

*Winston Thompson, Japera Johnson, Vincent Bond, Elizabeth Ofili, and Judith Gwathmey—Morehouse School of Medicine*

### Rethinking Interventions

FRANKLIN HALL 3

112: Females of Color and STEM Persistence: The Role of STEM Talent, Identity and Interest

*Michele Randolph, Angela Ebreo and Phillip J. Bowman—University of Michigan*

113: Males of Color and STEM Persistence: The Role of Critical Racial Consciousness

*Gordon Palmer, Angela Ebreo and Phillip J. Bowman—University of Michigan*

114: First Generation College Students and STEM Persistence: Informal Social Support as a Means of Alleviating Student Distress

*Nathanael Boorsma, Angela Ebreo and Phillip J. Bowman—University of Michigan*

## Case Studies in Pre-college & First-year Interventions

FRANKLIN HALL 4

6: A Model of Scale: Integration of Three Different Student Success Programs at a Large Decentralized University

*Cinda-Sue Davis, Shannon Zuniga, Darryl Koch, and Sandra Gregerman —University of Michigan*

51: Academic Success & Retention Through Institutional Research Immersion

*Patrick J Killion —University of Maryland*

97: Effect of TEACH Research on Career Interest and Intention in Clinical Research

*Audrey Tanksley, Samantha Ngooi, Vineet Arora, Barbara Schneider, and David Meltzer—University of Chicago*

## Multi-institutional Alliances

FRANKLIN HALL 13

115: The Tuskegee Alliance to Forge Pathways to Academic Careers in STEM (T-PAC): Program Evaluation and Progress for Year 1

*Melody L. Russell —Auburn University, Mohammed A. Qazi, Shaik Jeelani—Tuskegee University, and Bokai K. Robertson—Alabama State University*

116: The California AGEP-T Alliance

*Mark Richards and Colette Patt —UC Berkeley, Mohammed A. Qazi, Shaik Jeelani—Tuskegee University, and Bokai K. Robertson—Alabama State University*

117: CIC professorial advancement initiative: Challenges and Opportunities to mentor underrepresented minority postdocs transition into the professoriate.

*Aman Yadav—Michigan State University, Cristina Soto—Purdue University, Mark Smith—Purdue University, Amber Cox—Committee on Institutional Cooperation, Kathy Dixon—Purdue University, Mohammed A. Qazi, Shaik Jeelani—Tuskegee University, and Bokai K. Robertson—Alabama State University*

118: PROMISE AGEP

*Renetta G. Tull—University of Maryland, Baltimore County, Mohammed A. Qazi, Shaik Jeelani—Tuskegee University, and Bokai K. Robertson—Alabama State University*

**12:15 pm -2:00 pm**

### **Luncheon and Plenary III**

LIBERTY BALLROOM

Speakers: Timothy Renick—Georgia State University

Andrew Grosovsky—University of Massachusetts, Boston

**2:15 pm -3:45 pm**

### **Concurrent Symposia and Deeper Dives**

Context Matters (Deeper Dive)

FRANKLIN HALL 1

76: Understanding the complexity of variables through the Lens of Contextual Mitigating Factors

*Alejandro J. Gallard, Wesley Pitts, Lorena Claeys, and Belinda Flores Busto—Georgia Southern University*

94: Alternatives to Tinto: Applying Culturally-Relevant Frameworks to Study STEM Success

*Tonisha B. Lane and Christopher Newman—University of South Florida, Blanca Rincon—University of Connecticut, and Renata Alonso—University of Illinois at Chicago*

48: Social Psychological Innovations to Broadening Participation within the Academy one Faculty Microclimate at a Time

*Jessi L. Smith, Sara Rushing, Chatanika Stoop, and Dustin B. Thoman—Montana State University*

## HBCU Models

### FRANKLIN HALL 2

74: HBCU Models of STEM Scholar Cultivation

*Anita Wells and Amber B. Hodges—Morgan State University, Dawn McNair—Johnson C. Smith University, and Clytrice Watson—Delaware State University*

78: Using Intrusive Advising to Increase First Year Retention

*Clytrice Watson—Delaware State University, Dawn McNair—Johnson C. Smith University, Anita Wells, and Amber B. Hodges—Morgan State University*

77: Engaging First and Second Year Students in the Community of Research: A Shared Responsibility

*Dawn McNair—Johnson C. Smith University, Clytrice Watson, Delaware State University, Anita Wells, and Amber B. Hodges—Morgan State University*

75: The Implementation of a STEM Pre-professional Workshop Series

*Amber B. Hodges and Anita Wells—Morgan State University, Clytrice Watson—Delaware State University, and Dawn McNair—Johnson C. Smith University*

## Promoting Diversity in Science: R1 Institution Experiences

### FRANKLIN HALL 3

85: Undergraduate research experiences: A longitudinal assessment

*Paul R. Hernandez—West Virginia University, Anna Woodcock—California State University, San Marcos, Mica Estrada—University of California, San Francisco, and P. Wesley Schultz—California State University, San Marcos*

87: Creating Momentum Around Diversity at a Research 1 Institution: Duke University (A Case Study)

*Sherilynn J. Black and Dona Chikaraishi—Duke University*

95: Do Structured Networks Enhance URM Advancement? Study of a cross-cohort STEM network at UC Berkeley

*Colette Patt, Mark Richards, Ira Young, and Rodolfo Mendoza-Denton—UC Berkeley*

## Interventions & the Roles of Professional Societies

### FRANKLIN HALL 4

86: Diversifying the Life Sciences Workforce using Society-Driven, Targeted Interventions at Critical Pipeline Junctures

*Marion B. Sewer, Squire Booker, Sonia Flores, Regina Stevens-Truss, and Takita Felder-Sumter—American Society for Biochemistry & Molecular Biology Minority Affairs Committee*

89: Factors that Influence Women's Attrition from Astronomy and Physics

*Rachel Ivie, Susan White, and Raymond Y. Chu—American Institute of Physics*

## Nurturing Talent

FRANKLIN HALL 13

5: Giftedness and Talent Development: Asian Teachers' Perspectives

*Echo Wu and Yuejin Xu—Murray State University*

18: Can GRE or GPA predict Biomedical Graduate Student Success? A Large-Scale Objective Analysis

*Joshua Hall and Jean Cook—University of North Carolina at Chapel Hill*

84: A Retrospective Test of Non-Traditional Predictors of Persistence in Research

*Kyle J. Frantz, Christopher T. Goode, Karen B. Brakke, Jennifer L. Larimore, and Yoland O. Smith—Georgia State University*

3:45 pm – 4:00 pm

## Refreshment Break

FRANKLIN HALL FOYER

4:00 pm – 5:30 pm

## Concurrent Symposia and Deeper Dives

Models for Graduate Student Retention and Success (Deeper Dive)

FRANKLIN HALL 1

56: Facilitation Style and 'Safe Space' Development during a Coaching Intervention for Biomedical PhD Students: The Academy for Future Science Faculty

*Veronica Y. Womack, Simon N. Williams, Bhoomi K. Thakore, Letitia A. Onyango, and Richard McGee—Northwestern University*

70: #THINKBIGDIVERSITY: A Hacking Intervention for Graduate Student Retention

*Renetta G. Tull, Shawnisha Hester, Amanda Lo, and Yarazeth Medina—University of Maryland, Baltimore County*

71: The Master's Degree as a Path to the PhD: Are Master's Degree Programs a Good Investment?

*Frank Bayliss, Carlos Gutierrez, Kenneth Rath, and Alan Peterfreund—San Francisco State University*

Training in Computational Sciences (Deeper Dive)

FRANKLIN HALL 2

9: Undergraduate research in the e-Science era: Utilizing computational and data-enabled science for authentic undergraduate research

*Lior Shamir and Franco Delogu—Lawrence Technological University*

67: Guided Online Group Discussions to Retain Students in Computing Majors

*Anu A Gokhale and Kenton F. Machina—Illinois State University*

## Extending the Meyerhoff Model

FRANKLIN HALL 3

80: The Meyerhoff Adaptation Project (MAP): Meyerhoff Program Outcomes and Processes  
*Mariano R. Sto. Domingo, Kenneth I. Maton, TaShara Bailey, Tiffany Beason, and Surbhi Godsay—University of Maryland Baltimore County*

82: Multisite mixed methods evaluation of the Meyerhoff Adaptation Project (MAP): PSU's Millennium Scholars Program (MSP)  
*Leticia Oseguera, Jeanine Staples, Elyzza Aparicio, Rachael Gebeley, Hyun Ju Park, Alison Tyler, and Marciela Carrera—Pennsylvania State University*

83: Multisite mixed methods evaluation of the Meyerhoff Adaptation Project (MAP): UNC's Chancellor's Science Scholars Program  
*Viji Sathy, Abigail Panter, Chelsea Nehler, and Noa Greifer—University of North Carolina at Chapel Hill*

## Curriculum-based Interventions at HBCUs

FRANKLIN HALL 4

92: Seeding Innovations in Pedagogy at a Minority-Serving Institution  
*Zakiya S. Wilson, Sayo Fakayode, Arwin Smallwood, Ademe Mekonnen, and Goldie S. Byrd—North Carolina Agricultural and Technical State University*

96: Transforming STEM Pedagogy and Institutional Teaching and Learning at a Historically Black College and University  
*Margaret I. Kanipes, Kathy Cousins-Cooper, Marion Franks, Faye Maor, and Angela White—North Carolina Agricultural and Technical State University*

**5:30 pm -7:30 pm**

### **Poster Reception**

INDEPENDENCE BALLROOM

5:30 pm – 6:15 pm

Poster Session A

6:15 pm – 7:00 pm

Poster Session B

Sunday, February 28, 2016

7:30 am – 8:30 am

**Breakfast Buffet**

LIBERTY BALLROOM FOYER

8:30 am – 10:00 am

**Plenary IV**

LIBERTY BALLROOM

Speaker: P. Wesley Shultz—California State University, San Marcos

10:15 am - 11:45 am

**Concurrent Symposia and Deeper Dives**

**Novel Strategies for Inclusion (Deeper Dive)**

FRANKLIN HALL 1

11: Strategies to prepare entering freshmen for participation and success in STEM research: the FYRIS program

*Trevor T Duarte, Supriyo Ray, Carlos Serna, Lynnsay Marsan, Danielle Xiaodan Morales; Christina E. D'Arcy, Karina Terrazas, Mosi Dane'el, Allyson Hughes, Thomas Boland, Osvaldo Morera, Stephen Aley, Lourdes Echegoyen, Jacqueline Loweree, and Guadalupe Corral—The University of Texas at El Paso*

57: A Student Centered Entrepreneurial Research Development Program: A Report from the Inaugural Summer

*Avis D. Jackson, Payam Sheikhattari, Farin Karmangar, R. Trent Haines, and Christine F. Hohmann—Morgan State University*

7: Diversifying the Scientific Workforce: Inclusion of Deaf/Hard-of-Hearing Individuals

*Scott Smith and Peter Hauser—Rochester Institute of Technology/The National Technical Institute for the Deaf*

**Intervention Theories & Their Applications**

FRANKLIN HALL 2

50: Understanding why the Biology Scholars Program works: Cultivating psychosocial stability and integration

*Mica Estrada—University of California San Francisco, Andrew Epigg and John Matsui—University of California Berkeley*

15: Leveraging Theory to Create Better Interventions: Maximizing Intervention Effectiveness

*Yoi Tibbetts and Judith Harackiewicz—University of Wisconsin - Madison*

79: Implementing a Utility Value Intervention in Two-Year Colleges

*Elizabeth Canning, Stacy Priniski, and Judith Harackiewicz—University of Wisconsin-Madison*



## Mitigating Risk in the Doctoral Training Relationship: Faculty & Student Perspectives

FRANKLIN HALL 3

### 14: Overload and Burnout: the Contribution of Mentoring?

*Shine Chang, Hwa Young Lee, Cheryl B. Anderson, and Carrie Cameron—University of Texas MD Anderson Cancer Center*

### 81: Unveiling the Mystery of the STEM Doctoral Trajectory: The Nexus between African American Doctoral Students' Socialization towards and Persistence in STEM

*LaVar J. Charleston and Jerlando F. L. Jackson—University of Wisconsin-Madison*

### 88: Exploring Value Congruent Mentoring and Goal Setting Among Underrepresented Scientists

*Japera Johnson, Cerita Willie, Natasha Berryman—Morehouse School of Medicine, and Joshua Rutsohn—Northwestern University*

## Study Abroad

FRANKLIN HALL 4

### 62: The Frequent Flyer Junior Scientist: Learning to Navigate Science and Culture Abroad

*Michele K. Nishiguchi—New Mexico State University*

### 63: Science Abroad: The Tuskegee University Experience

*Thierno Thiam—Tuskegee University*

## NIH Peer Review

FRANKLIN HALL 13

### 58: "Score Talk" and its Impact: A Conversation Analytic Investigation of Reviewer Interaction during NIH Study Section Meetings

*Joshua Raclaw, Elizabeth L. Pier, and Cecilia E. Ford—University of Wisconsin-Madison*

### 65: Patterns of Feedback on the Bridge to Independence: A Qualitative Thematic Analysis of NIH Mentored Career Development Award Application Critiques

*Anna Kaatz, Amarette Filut, and Molly Carnes—University of Wisconsin-Madison*

11:45 am – 12:00 pm

### **Refreshment Break**

BALLROOM FOYER

12:00 pm – 1:00 pm

### **Closing Session**

LIBERTY BALLROOM