

#SACNAS2015: How Social Identity Influences Interest and Persistence in STEM ^[1]

Enviado por Mónica Ivelisse Feliú-Mójer ^[2] el 3 noviembre 2015 - 8:56pm



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Drs. Mónica I. Feliú-Mójer, Kenny Gibbs, Jr., Giovanna Guerrero-Medina, Paul Hernandez and Yaihara Fortis-Santiago at the 2015 SACNAS National Conference.

Social identity, or the intersection between race/ethnicity and gender identity, strongly influences women and underrepresented minority (URM) students' interest and persistence in STEM.

CienciaPR Team members Dr. Mónica I. Feliú-Mójer and Dr. Yaihara Fortis-Santiago co-organized and co-chaired this session at the 2015 SACNAS Conference to discuss recent research findings as well as strategies that may help promote congruence between social and scientific identity. Presenters included Dr. Paul Hernandez from West Virginia University, Dr. Kenny Gibbs, Jr. from the National Cancer Institute and our own Dr. Giovanna Guerrero-Medina, Executive Director of Ciencia Puerto Rico and Director of the Yale Ciencia Initiative. The session ended with a Q&A and panel discussion about how findings can be translated into practice.

Below you can find a compilation of the slides presented, a Storify of the session and some of the presenters peer-reviewed articles.

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Identity, Academia & Community: Research & Implications for Broadening Participation [3]
from **Monica Feliu-Mojer, Ph.D.** [4]

1. Estrada et al. (2011) *Toward a Model of Social Influence that Explains Minority Student Integration into the Scientific Community* [5]. Journal of Educational Psychology.
2. Estrada, Hernandez, Woodcock & Schultz (2013) *I can, but I'm not staying! The integration of underrepresented minority students into the sciences*. Presentation at the Annual American Psychological Association Convention - SPSSI/Division 9, Honolulu, HI.
3. Guerrero-Medina et al. (2013) *Supporting Diversity in Science Through Social Networking* [6]. PLOS Biology.
4. Gibbs and Griffin (2013) *What Do I Want to Be with My PhD? The Roles of Personal Values and Structural Dynamics in Shaping the Career Interests of Recent Biomedical Science PhD Graduates* [7]. CBE Life Sciences Education.
5. Gibbs et al. (2014) *Biomedical Science Ph.D. Career Interest Patterns by Race/Ethnicity and Gender* [8]. PLOS One.

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