

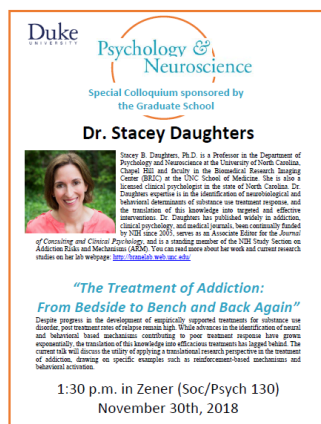
Professional Development Grant: Women's Support Network (WSN) within the Psychology and Neuroscience Department

1. Funded Activities

Summarize the events and activities you proposed, along with your intended goals and audience. Indicate which of these were realized using funds from the Professional Development Grant. For all events described, please indicate the topic and facilitator/speaker as well as the number of attendees. Where possible, indicate whether the attendees were students, postdocs, faculty, and/or staff and their department or program affiliations.

The graduate school funds were requested to support three types of events, through the recently created Women's Support Network (WSN) within Psychology and Neuroscience. First, we proposed to combine meet-and-greets with panels addressing topics that were suggested at our kick-off event in August 2017, such as "how to navigate inherent bias as one's career develops" or "ways to advocate for yourself." Second, we proposed to invite outside speakers, including at least one who could discuss careers beyond academia. Third, we proposed to host events to promote community building, such as a mentoring program or hosting writing days. Below we summarize what was accomplished under each of these three aims.

Meet-and-greet with Panel. On April 20th, 2018 we held our first event, a panel on one of the topics requested by members of WSN (note we tried to book an outside speaker earlier in the term, but speakers' prior commitments made scheduling during Spring impossible). The panel was entitled "How to Advocate for Yourself" and was guided by Assistant Professor Sarah Gaither, Associate Professor of the Practice Bridgette Martin Hard, Assistant Professor Erika Bergelson, and Professor Elizabeth Marsh, representing a range of ranks and positions within P&N. The audience included graduate students (8) and a post-doc (1). The panelists discussed a wide range of topics: from negotiating start-up funds, offers, and salaries to networking at conferences (email professors to stop by your posters!). This event was meant to fulfill our goal of establishing community and belonging within the department and provided mentorship and professional development to junior scientists.



Duke University Psychology & Neuroscience
Special Colloquium sponsored by the Graduate School

Dr. Stacey Daughters

Dr. Stacey B. Daughters, Ph.D. is a Professor in the Department of Psychology and Neuroscience at the University of North Carolina, Chapel Hill and faculty in the Biomedical Research Imaging Center (BRIC) at the UNC School of Medicine. She is also a licensed clinical psychologist in the state of North Carolina. Dr. Daughters' expertise is in the identification of neurobiological and behavioral determinants of substance use treatment response, and the translation of this knowledge into targeted and effective interventions. Dr. Daughters has published widely in addiction, clinical psychology, and medical journals, been continually funded by NIH since 2010, serves as an Associate Editor for the journals *Journal of Consulting and Clinical Psychology*, and is a reading member of the NIH Study Section on Addiction Etiology and Mechanisms (AEM). You can read more about her work and current research studies on her lab webpage: <http://lab.staceydu.com>

"The Treatment of Addiction: From Bedside to Bench and Back Again"

Duke proposes to the development of empirically supported treatments for substance use disorder, poor treatment rates of relapse remain high. While advances in the identification of neural and behavioral based mechanisms contribute to poor treatment response have given researchers the foundation of this knowledge into efficacious treatment has lagged behind. The current talk will discuss the utility of applying translational research perspectives in the treatment of addiction, drawing on specific examples such as reinforcement-based mechanisms and behavioral activation.

1:30 p.m. in Zener (Soc/Psych 130)
November 30th, 2018

Outside Speakers. In fall 2018, we hosted two outside speakers, Dr. Stacey Daughters and Dr. Alana Connor.

Dr. Daughters is a full professor at UNC who studies addiction using neuroimaging methods; we invited her as we thought her research would interest a wide range of students. She visited Duke on Nov. 30th 2018 for two events: first, a close mentorship lunch with students and interested post-docs and second a research talk entitled "The Treatment of Addiction: From Bedside to Bench and Back Again." The lunch was intimate, with two students and one post-doc, while the talk was well attended (estimated over thirty attendees, the majority of whom were students).

Dr. Alana Connor skyped with interested research assistants and graduate students (total: 11) on October 26th, 2018; we selected her because she has experience with a wide array of non-academic careers. She is a self-described cultural scientist, writer, and consultant who has written a popular press book (*Clash*, published by Plume, a division of Penguin) and co-founded a “Do-Tank” called Stanford SPARQ. She is currently a researcher at Instagram who focuses on harassment on the site.

Alana Connor, PhD
 Friday, October 26th, 2018
 2:00-2:50 p.m. via Skype
 LSRC B240 (CCN conference room)
 a chat about careers outside of academia!

CLASH!
 8 CULTURAL CONFLICTS THAT MAKE US WHO WE ARE

The New York Times (NYT) Magazine, Editor-in-Chief
 Stanford Social Innovation Review
 Stanford Clinical Excellence Research Center (CERC), Archimedes, Inc.

Stanford

Got questions about...
 science writing, working for Instagram, directing a “do-tank” (Stanford SPARQ), consulting for major companies, working with business leaders and research labs to translate their ideas for a general audience?

sponsored by the Graduate School & Department of Psychology & Neuroscience

Community Building. P&N graduate students were faced with an unexpected challenge this summer: the main Psychology and Neuroscience building, Sociology/Psychology, was under construction for the vast majority of the summer and dozens of people lost their offices temporarily. In addition, the building was plagued with noise, plumbing leaks, and AC troubles – so it is not surprising that few people were in the building. The WSN organizers decided to bring junior scientists together off-campus for a day of writing and community-building (consistent with [recent research](#) by Yang, Chawla, and Uzzi, now out in PNAS, 2019,

suggesting that women’s leadership success stems from women networking together). On August 17th, we hosted this event off-campus, at Mad Hatter’s cafe, with attendance of Professor Marsh, a post-doc, and graduate students. Everyone shared their writing goal for the day, and we took breaks to



discuss our progress on our individual projects. Activities included writing preliminary/qualifying papers, diversity statements and job applications, and journal article manuscripts.

The junior scientists who attended expressed extreme enthusiasm for this initial event and wanted to keep attending writing days; we therefore polled interest in hosting a writing group on our dedicated listserv. Many students expressed interest. We therefore held six additional writing days on October 3rd, October 17th, October 31st, November 7th, November 28th, and December 12th. These consistently generated about or over ten attendees, and were extremely popular with the attendees, who varied across sessions, twice including a visiting graduate student from China who may not have otherwise met other students within the department outside of her discipline.

All in all, we tried to balance our events, and funding, among three distinct spheres: the panel/meet-and-greets, the outside speakers, and the writing days/workshops.

2. Key Personnel

Name individuals involved in the planning and logistics of the award-funded activities and indicate their roles in the process. If relevant, identify any campus partners or resources involved.

Christina Bejjani, a third-year graduate student, and Professor and Associate Chair Elizabeth Marsh were involved in the planning of the Women's Support Network events. Christina promoted the events through the dedicated listserv that she managed (lists.duke.edu/sympa/wsn-pn), contacted Dr. Daughters and related colleagues within the department for the research talk (e.g., Peggy Morrell to book an event room within the building), and purchased the food for the events. Dr. Marsh contacted Dr. Connor, promoted Alana's event to the department at large, and made organizing suggestions to Christina (e.g., which professors would be good panelists). For our outside speaker talks, we also solicited help from other individuals (e.g., ensuring Stacey's talk was listed on the Duke Institute for Brain Sciences list of events).

We became worried we would not have enough money for snacks at all of the writing events; Professor Marsh offered to use discretionary funds to support them if needed.

3. Assessment

For each event listed above, please describe to what extent your proposed goals were met. Please describe the method of participant evaluation you used and summarize the results collected. Overall, to what extent did your professional development programming meet the needs of the targeted audience? What recommendations for change might you make to improve the programming or activities?

Our attendance was good, especially at the writing workshops. On occasion, we provided attendees with sheets of rating scales; however, time rarely allowed participants to fill them out. Instead, for most events, we had direct qualitative feedback from our attendees.

Many attendees enjoyed the "How to Advocate for Yourself" panel. Even the WSN organizer, Christina, learned more about how she should be promoting her work to senior scientists within the field. In fact, the advice from panelists was so appreciated that the primary feedback was that attendees wished we had spent less time on the "meet-and-greet" and more time on the "panel" portion of the event.

The writing group was highly popular across the WSN. Rather than be attended by only a few individuals, the attendees varied by session and were attended across the subdisciplines within Psychology & Neuroscience (clinical, cognitive, social, development, SINS). This achieved our goal of bringing the department together more so that we could grow feelings of belonging and community. Several attendees directly thanked the WSN organizers, many times, for hosting these events, as their productivity increased. One way of improving this series of events would have been to invite more faculty members to rotate in on particular days; that way, we could have also allowed for faculty to participate with the students who attended. Another

improvement could have been to vary the time. The event was held constant at a time when both WSN organizers could attend; however, this necessarily excluded some potential attendees, like the post-docs who had expressed interest.

Primary feedback for Alana was that her career mostly highlighted opportunities where she had been recruited, rather than sought out specific jobs. This, however, came about because of her science writing, and started a discussion across attendees on how best to pursue science writing opportunities (e.g., write for Psych Today blog) that would “get their name out there.”

We learned an important lesson for hosting outside speakers: make sure tech support is ready to help. Dr. Connor’s Skyping time was reduced due to audio-visual issues when we projected her image on the classroom screen (resulting in students huddling around a laptop, as shown in the picture).



4. Budget

In a table, please provide an overview of all incurred expenses funded by this award. Explain the purpose of these expenses. Briefly address whether your proposed budget was adequate for the implementation of your programming.

Event	Cost	Explanation
“How to Advocate for Yourself” panel	\$306.25	Food for the event, anticipating more attendees than who came (some had emergencies - e.g., an eye injury)
Writing Days	Mad Hatter: \$153.02 10/03: \$67.54 10/17: \$66.63 10/31: \$63.78 11/07: \$58.08 11/28: \$52.38 12/07: \$46.69	The Mad Hatter’s writing day involved meals for the attendees. The other writing days involved catered coffee, a non-coffee drink, and a few breakfast items for attendees. \$ spent depended on RSVP to each day.
Alana Connor	\$250 + \$118.42	Honorarium + some event refreshments
Stacey Daughters	\$250 + \$34.36	Honorarium + the student/post-doc lunch

Given \$1,500 of the proposed \$2k, we thought that we wouldn’t have enough money for some of the outside speakers that we had proposed, so we limited our focus to nearby research institutions for a research-oriented talk and to individuals who could Skype with us.

5. Impact

How will you build on this project? What are the next steps for your department or program's professional development efforts?

Our department recently received a grant from the Charles LaFitte Foundation to support undergraduate research through faculty seed grants, student research grants, and student

9/7
Nikki Sullivan
Duke
CCN PostDoc

9/21
Lucina Uddin
Miami

9/28
Kendra Seaman
Duke
CCN PostDoc

10/5
Margaret Sheridan
UNC

10/12
Power Dynamics Discussion

10/19
Duane Watson
Vanderbilt

11/9
Mariam Aly
Columbia

11/16
Michele Diaz
Penn State

11/30
Stacey Daughters
UNC (1:30pm)

1/18
Richard Prather
Maryland

Center for Cognitive Neuroscience
DUKE UNIVERSITY

2018/2019 Cognitive & Cognitive Neuroscience Colloquium Series

Fridays
12pm
LSRC - DIBS
B035

1/25
Janice Chen
Johns Hopkins

2/1
Teon Brooks
Mozilla
Industry Speaker

2/8
Adriana Galván
UCLA

2/15
Amy Winecoff
True Fit
Industry Alum

3/1
Amitai Shenhav
Brown

3/29
Denise Head
Wash U

4/5
Patrick Mayo
Duke
CCN PostDoc

4/12
Charlene Wu
Airbnb
Industry Speaker

4/19
Shabnam Hakimi
Duke
CCN PostDoc

4/26
Vishnu Murty
Temple
Academic Alum

travel grants. This will strengthen our ties within the community, especially as far as mentoring relationships are concerned. We briefly proposed the possibility of a graduate/undergraduate mentorship program in this professional development grant, so the LaFitte funds will help make some component of this program a reality. However, we could make more inroads in strengthening our professional development efforts outside of the academy.

This year, one of the two professors who was asked to organize the colloquium series for the Center for Cognitive Neuroscience has consistently shown himself to be dedicated to promoting diversity. He ensured that the colloquium speaker line-up was gender and racially diverse (see image), and included a Google Doc that allowed students to sign-up for meetings with the speakers, who were both professors and industry researchers (Mozilla, Airbnb, True Fit). Speakers have also discussed whether they always knew they wanted to have the job they currently do. When the department organizes its colloquium series, future organizers could take note of the success of this series and ask this organizer for tips on recruiting across job fields and with diversity in mind. They could also explicitly allow students to meet with the speakers and attend the usually exclusive-faculty dinners. Finally, the organizer applied for money from the Duke Institute of Brain

Sciences to fund the industry speaker honoraria, so the department would need to find ways of funding these additional career connections for our graduate students.

The department could also continue to host writing days or workshops, as our group has highlighted how these events can cross the subarea divide within Psychology & Neuroscience and create a community of scientists.