

Adrienne R. Carter-Sowell

Curriculum Vitae

Contact Information

Academic Director for the First Year Experience Unit and Course Coordinator for the CAS 1543: Ethical and Intercultural Leadership (EIL) Course in the Dodge Family College of Arts and Sciences (DFCAS) at OU.

Email: arcartersowell@ou.edu ♦ Office Phone: (405) 325-1589 ♦ Research Lab Location: Dale Hall, room 048

Education Milestones

Ph.D. in Social Psychology area

Purdue University, West Lafayette, IN

M.S. in Social Psychology area

Purdue University, West Lafayette, IN

B.A. in Sociology and Rhetoric/Communications Studies

University of Virginia, Charlottesville, VA

Academic Positions

Administrative Appointments

July 2021 – present

Academic Director for the First Year Experience Unit at The University of Oklahoma, Norman, OK 73019

September 2020 – June 2021

Associate Head of Diversity, Equity, & Inclusion in the Department of Psychological & Brain Sciences at Texas A&M University, College Station, TX

Academic Appointments

July 2021 – present

Full Professor in the Department of Psychology and an affiliate member of the Center for Applied Social Research (CASR) at The University of Oklahoma, Norman, OK

August 2017 – June 2021

Associate Professor, jointly appointed in the Department of Psychological & Brain Sciences and in the Africana Studies Program, with concurrent faculty affiliations in research areas of Social & Personality Psychology, Industrial/Organizational Psychology, Clinical Psychology, the Diversity Science Research Cluster, plus the Women's and Gender Studies Program at Texas A&M University, College Station, TX

August 2010 – August 2017

Assistant Professor, jointly appointed in the Department of Psychology and in the Africana Studies Program at Texas A&M University, College Station, TX

Curriculum Vitae

Research Interests

Academic researchers find that individuals who have a secure sense of inclusion and belonging, compared to those who don't have it, are more likely to thrive, persist, and develop, over time, beyond expectations. Developing and administering information, instruction, and skill sets for students, staff, and faculty to ease their sense of belonging during current and future transitions, such as entering the workplace, navigating social networks, and bolstering support systems is essential to recruitment, retention, and growth. In all cultures (such as campus, corporate, and native country) individuals and groups navigate barriers of exclusion, stigma, and mistreatment. This marginalization experience induces social pain and signals vulnerability. Repeated exposure to socially painful events can alter one's physical pain perceptions and impair psychological well-being. I lead an interdisciplinary general education program and in tandem, a research group addressing the costs of being "socially invisible." My campus wide interventions, plus experimental and applied studies primarily examine targets of ostracism — being ignored and excluded by individuals or groups.

Leadership Positions

Leadership in Inaugural Positions

Title: **Academic Director for the First Year Experience Unit, General Education Course**

Place: The University of Oklahoma, Norman, Oklahoma

Term: July 2021 – present

Duties: Create and implement curriculum, hire/train staff, and oversee 60 to 100 seminar size sections per year.

Title: **Provost's Leadership Cohort**

Place: The University of Oklahoma, Norman, Oklahoma

Term: May 2025 – present

Duties: Serve with the next generation of academic leaders to guide growth and progress at the Norman Campus.

Title: **Associate Head of Diversity, Equity, & Inclusion in the Dept. of Psychological and Brain Sciences**

Place: Texas A&M University, College Station, Texas

Term: September 2020 – June 2021

Duties: Implemented strategic DEI initiatives on behalf of the department, the college, and the university.

Leadership at the International Level: Association for Psychological Science (APS)

Title: **Leader of the Working Group for COVID-19 and the Workplace Collaboration**

Term: 2020-2022

Duties: Assembled scholars from across the U.S and abroad to participate in COVID-19 and the Global Workplace sessions, summarized at <https://www.psychologicalscience.org/publications/observer/obsonline/2022-august-work-covid19convention.html>.

Leadership at the National Level: National Science Foundation (NSF)

Title: **Advisory Board Member for Collaborative research: The Development and Validation of a Scale to Assess Epistemic Exclusion in Minoritized and Non-Minoritized STEM Faculty** funded by the NSF Education and Human Resources Core Research Program. Grant Award # 2000021.

Term: 2020-2028 (Note: Early award termination in April 2025)

Duties: Contribute practical suggestions, area expertise, and meaningful feedback to support the research activities undertaken by Co-PI team members. Actively participate in joint meetings hosted by Michigan State University, the University of Michigan, and the University of North Texas.

Title: **Advisory Board Member for University of Texas System Alliance** funded by the NSF Alliances for Graduate Education and Professoriate (AGEP) program. Grant Award #2243017.

Term: 2023-2028 (Note: Early award termination in April 2025)

Duties: Contribute practical suggestions, area expertise, and meaningful feedback to support the research activities undertaken by Co-PI team members. Actively participate in joint meetings hosted by the University of Texas at Arlington.

Leadership at the University Level:

Title: **Advisory Board Member for The University of Oklahoma Writing Center**

Term: 2022-2024

Duties: Assessed the Writing Center's programming activities and suggested suitable grant funding options. Participated in joint meetings.

Title: **Chair and Council member for the Athletics Council Committee at Texas A&M University**

Term: 2017-2020

Duties: Assessed the Writing Center's programming activities and suggested suitable grant funding options. Participated in joint meetings.

Research Grants and Funding Activities

Note: Funding synopses – All funded activities address intentional strategic plans, curriculum development, broadening participation experiences, collaborative training/ mentoring networks, and disseminating knowledge gained through experimental and applied research studies in peer-reviewed publications as well as invited presentations. Total of 14 funded, competitive grants; 80% are research focused and 20% are professional training focused; 53% from external sources and 47% from internal sources.

Recent Grant Funding

1. 2021-2025 King, S. A. (PI), **Carter-Sowell, A. R.** (Co-PI), Coffin, R. (Co-PI), & Murphrey, T. (Co-PI). *Collaborative research: AGEF 2022 National Research Conference*. Project funded by the National Science Foundation (NSF) Grant #2040493.
2. 2020-2024 Hurd, N. (PI), Trawalter, S. (PI), & **Carter-Sowell, A. R.** (Consultant). *Developing a Effective White Bystander Intervention to Reduce Racial Inequality in Higher Education*. Project funded by the William T. Grant Foundation Major Grants #190215.
3. 2017-2024 Butler-Purry, K. L. (PI), **Carter-Sowell, A. R.** (Co-PI), King, S. (Co-PI), Challoo, L. (Co-PI), Regisford, E. G. (Co-PI), Pellios, J. (Co-PI), Fowler, D. (Co-PI), Moreira, R. (Co-PI), Mehruabeoglu, M. (Co-PI), et al. *Collaborative research: The Texas A&M System AGEF Alliance*. Project funded by the National Science Foundation (NSF) Grant #1723255.

Post-tenure Grant Funding

4. 2019-2020 Cross, S. (PI), Uskul, A. (Co-PI), Salter, P. (Co-PI), Arzu Wasti, S. (Co-PI), & **Carter-Sowell, A. R.** (Co-PI). *Collaborative research: Honor as Goal Pursuit: A Cross- Cultural Investigation*. Project funded by the National Science Foundation (NSF) Division of Behavioral and Cognitive Science (BCS), EPSCoR, and International Research Grant #1451540.
5. 2018-2019 **Carter-Sowell, A. R.** (PI). *Marginalized groups and individual differences: An interdisciplinary perspective of social dynamics*. Project funded by the Texas A&M University Melbern G. Glasscock Center Undergraduate Summer Scholars Fellowship, Grant # N/A.
6. 2017-2018 Vaid, J. (Co-PI) & **Carter-Sowell, A. R.** (Co-PI). *Diversity Science Brownbag Series*. Project funded by the Texas A&M University, College of Liberal Arts, Innovations in Inclusion, Diversity, Equity and Accountability (IIDEA) Grant Program, Grant # N/A.

Tenure Track Grant Funding

7. 2013-2019 Butler-Purry, K. L. (PI), **Carter-Sowell, A. R.** (Co-PI)...& Darensbourg, M. Y. (Co-PI). *Collaborative research: Advancing interdisciplinary STEM graduate education for underrepresented minorities in energy and sustainability disciplines*. Project funded by the National Science Foundation (NSF), Grant # 1308144.
8. 2016-2018 **Carter-Sowell, A. R.** (PI), Liu, S. (Co-PI), & He, Y. (Co-PI). *The Power of Social Climate Change: Studies of Chronic Ostracism Experiences in the TAMU Academic Community*. Project funded by the Texas A&M University Office for Diversity, Grant # N/A.
9. 2015-2018 **Carter-Sowell, A. R.** (PI). *From clicks to consequences: Exploring the visibility of faculty of color as viable members of the TAMU academic community*. Project funded by the Texas A&M University Office for Diversity, Grant # N/A.

Tenure Track Grant Funding continued

10. 2016-2017 Keith, V. (PI), Campbell, M. (Co-PI), & **Carter-Sowell, A. R.** Co-PI). *Measuring Skin Tone: A Test of Methodological Approaches*. Project funded by the Texas A&M University College of Liberal Arts, Strategic Development Fund, Grant # N/A.
11. 2015-2016 Fields, S. (PI), Wilcox, T. (Co-PI), **Carter-Sowell, A. R.** (Co-PI), Orr, J (Co-PI), Balsis, S. (Co-PI), Hicks, J. (Co-PI), Geraci, L. (Co-PI), & Smallman, R. (Co-PI). APA Summer Undergraduate Research Opportunity Grant. Project funded by the American Psychological Association (APA), Grant # M1601472.
12. 2014-2015 **Carter-Sowell, A. R.** (PI). *Workplace exclusion: The link between out-of-the loop experiences and the retention of women and racial/ethnic minority faculty in the professoriate*. Project funded by the Texas A & M University, Melbern G. Glasscock Center for Humanities Research Faculty Research Fellowship, Grant # N/A.
13. 2012-2013 Bergman, M. (PI), Lamar, M. (Co-PI), & **Carter-Sowell, A. R.** (Co-PI). *Graduate School Boot Camp*. Project funded by the Texas A&M University, College of Liberal Arts, Innovations in Inclusion, Diversity, Equity and Accountability (IIDEA) Grant Program, Grant # N/A.
14. 2010-2017 Lupiani, B. (PI), Yennello, S. (former PI), Payne, S. (Co-PI), Watson, K. (Co-PI), Autenrieth, R. (Co-PI), & **Carter-Sowell, A. R.** (Researcher on the Social Sciences Research Team). *ADVANCE-IT: Promoting success of women, faculty through a psychologically healthy workplace*. Project funded by the National Science Foundation (NSF) Grant # 1008385.

Publications

Note: Publication synopses – All special issues, articles, chapters, and entries offer novel and transformative findings gained through experimental and applied research studies. Current or former postdoctoral researchers, graduate and undergraduate student co-authors are indicated with the “*”. Publication synopses – Total of 40 peer-reviewed publications: 7 peer-reviewed publications at the predoctoral level, 12 peer-reviewed publications at the tenure track level, 12 peer-reviewed publications at the post-tenure level, and 9 peer-reviewed publications at the administrative level.

Guest Associate Editor

1. Coffin, R. B., **Carter-Sowell, A. R.**, Murphrey, T. P., & King, S. A. (2023). AGEP 2022 national research conference: Making waves to advance diversity, equity, and inclusion in the STEM professoriate. Special Issue of the *Journal of STEM Education*, with 9 articles, 24 (1). <https://jstem.org/jstem/index.php/JSTEM/issue/view/160>
2. Mendoza-Denton, R., **Carter-Sowell, A. R.**, & Platt, C. (2022). *Diversifying the STEM fields*. Special Issue of the *Frontiers in Psychology - Personality and Social Psychology Section*, with 13 published articles. <https://www.frontiersin.org/research-topics/17803/diversifying-the-stem-fields-from-individual-to-structural-approaches>

Refereed Journal Articles – Published

3. *AuBuchon, K. E., Stock, M. L., *Raibley, E., **Carter-Sowell, A. R.**, and Poppen, P. J. (2025). The effects of political exclusion: Threatened needs and decreased affiliation with increased anger and antisocial inclinations. *Journal of Applied Social Psychology*, 55: 305-321. <https://doi.org/10.1111/jasp.13092>

4. **Carter-Sowell, A. R., *Miller, G. H., *Ganesan, A., Kelly, K. A., *Wang, R., & *Crist, J. D.** (2023). “Diversity, equity, and inclusion (DEI) by design to build connections with campus communities: The role of collaborations in the changing academy.. *Journal of STEM Education*.
5. *Nanavaty, N., *Walsh, K., *Boring, B., *Ganesan, A., & **Carter-Sowell, A. R., Mathur, V. A.** (2023). Acute ostracism-related pain sensitization is enhanced in the context of accumulated lifetime experiences of ostracism. *The Journal of Pain*. <https://doi.org/10.1016/j.jpain.2023.02.021>
6. *Walsh, K., *Boring, B., *Nanavaty, N., **Carter-Sowell, A. R., & Mathur, V. A.** (2022). Lifetime ostracism experiences and mechanisms of pain. *Frontiers in Pain Research*. <https://doi.org/10.3389/fpain.2022.1037472>. PMID: 36590646; PMCID: PMC9800841
7. Murphrey, T. P., Carter, C. R., Regisford, E. G., Carson, L. E., Butler-Purpy, K. **Carter-Sowell, A. R.** Ganesa, A., & *Richburg, A. (2022). An examination of the paths of successful Diverse STEM faculty: Insight for Programming. *Frontiers in Education, section Higher Education*. <https://doi.org/10.3389/feduc.2022.767476>
8. Gunsoy, C., Cross, S. E., Castillo, V., Uskul, A., Wasti, S., Salter, P. S., Gul, P., **Carter-Sowell, A. R.** Yegin, A., Altunsu, B., *Crist, J.D., & Perez, M. J. (2022). Goal derailment and goal persistence in response to honor threats. *Journal of Cross-Cultural Psychology*. <https://doi.org/10.1177/00220221221137749>
9. Trawalter, S., Doleac, J., Palmer, L., *Hoffman, K., & **Carter-Sowell, A. R.** (2021). Women’s safety concerns and academia: How safety concerns can create opportunity gaps. *Social Psychological and Personality Science*. <https://doi.org/10.1177/19485506211035924>
10. *Ganesan, A. & **Carter-Sowell, A. R.** (2021). Anti-fat attitudes and the contact hypothesis: Distant versus intimate contact. *Body Image*, 38, 120-126. <https://doi.org/10.1016/j.bodyim.2021.03.019>.
11. *Zimmerman, C. A., *Ganesan, A., & **Carter-Sowell, A. R.,** (2021). Confrontation as an interpersonal response to ostracism. *European Journal of Social Psychology*, <https://doi.org/10.1002/ejsp.2749>
12. Gruber, J., Mendle, J., Lindquist, K. A., Schmader, T., Clark, L. A., Bliss-Moreau, E., Akinola, M., Atlas, L., Barch, D. M., Barrett, L. F., Borelli, J. L., Brannon, T. N., Bunge, S. A., Campos, B., Cantlon, J., Carter, R., **Carter-Sowell, A. R.,** Chen, S., Craske, M. G., Cuddy, A., et al. (2020). The Future of women in psychological science. *Perspectives on Psychological Science: A Journal of the Association for Psychological Science*, 1-34. <https://doi.org/10.1177/1745691620952789>
13. *He, Y., *Zimmerman, C., **Carter-Sowell, A. R., & Payne, S.** (2020). It’s the reoccurring thoughts that matter: Rumination over workplace ostracism. *Occupational Health Science*. Advance online publication. <https://doi.org/10.1007/s41542-020-00076-z>
14. Campbell, M. E., Keith, V. M., Gonlin, V., & **Carter-Sowell, A. R.** (2020). Is a picture worth a thousand words? An experiment comparing observer-based skin tone measures. *Race and Social Problems*, 12(3), 266–278. <https://doi.org/10.1007/s12552-020-09294-0>
15. Campbell, S. D., **Carter-Sowell, A. R., & *Battle, J.** (2019). Campus climate comparisons in academic pursuits: How race still matters for African American college students. *Group Processes and Intergroup Relations*, 22(3), 390-402. <https://doi.org/10.1177/1368430218823065>

16. Moreira, R. G., Butler-Purry, K., **Carter-Sowell, A. R.**, Walton, S., Juranek, I. V., Challoo, L., Regisford, G., Coffin, R., & Spaulding, A. (2019). Innovative professional development and community building activity program improves STEM URM graduate experiences. *International Journal of STEM Education*, 6(1), Article 34. <https://doi.org/10.1186/s40594-019-0188-x>
17. Miner, K. N., *January, S. C., *Dray, K. K. & **Carter-Sowell, A. R.** (2019). Is it always this cold? Chilly interpersonal climates as a barrier to the well-being. *Equality, Diversity and Inclusion: An International Journal*, 38(2), 226-245. <https://doi.org/10.1108/EDI-07-2018-0127>
18. Miner, K. N., *Walker, J., *Jean, V., **Carter-Sowell, A. R.**, Bergman, M. E., *Chalupa, S., & Kaunas, C. (2018). From “Her” Problem to “Our” Problem: Using an Individual Lens Versus a Social-Structural Lens to Understand Gender Inequity in STEM. *Industrial and Organizational Psychology*, 11(2), 267–290. doi:10.1017/iop.2018.7
19. **Carter-Sowell, A. R.**, Vaid, J., Stanley, C., Petit, B., & *Battle, J. (2019). ADVANCE scholar program: Enhancing minoritized scholars’ professional visibility. *Equality, Diversity, and Inclusion: An International Journal*, 38(3), 305-327. <https://doi.org/10.1108/EDI0320180059>
20. Darbor, K. E., Lench, H. C., & **Carter-Sowell, A. R.** (2017). Do people eat the pain away? The effects of acute physical pain on subsequent consumption of sweet-tasting food. *PLOS ONE*, 12(2), e0166931. <https://doi.org/10.1371/journal.pone.0166931>
21. **Carter-Sowell, A.R.**, & *Carter, J. E. M. (2016). Examining bullying, ostracism, and pervasive stereotypes of Black immigrants from the Caribbean living in the United States. *Journal of Black Sexuality and Relationships*, 2(3), 25-48. <https://doi.org/10.1353/bsr.2016.0011>.
22. *Zimmerman, C. A., **Carter-Sowell, A.R.**, & *Xu, X. (2016). Examining workplace ostracism experiences in academia. *Frontiers in Psychology, section Organizational Psychology*, Article 753. <https://doi.org/10.3389/fpsyg.2016.00753>
23. **Carter-Sowell, A.R.** & *Zimmerman, C. A. (2015). Hidden in plain sight: Locating, validating, and advocating the stigma experiences of women of color. *Sex Roles: A Journal of Research*, 73, 399–407. <https://doi.org/10.1007/s11199-015-0529-2>. **2016 APA Carolyn Payton Early Career Publication Award Winner.**
24. *Byrne, K. A., *Tibbett, T. P., *Laserna, L. N., **Carter-Sowell, A. R.**, & Worthy, D. A. (2015). Ostracism reduces reliance on poor advice from others during decision making. *Journal of Behavioral Decision Making*, 29(4), 409-418. <https://doi.org/10.1002/bdm.1886>
25. Riva, P., Wesselmann, E. D., Wirth, J. H., **Carter-Sowell, A. R.**, & Williams, K. D. (2014). When pain does not heal: The common antecedents and consequences of chronic social and physical pain. *Basic and Applied Social Psychology*, 36, 329-346. <https://doi.org/10.1080/01973533.2014.917975>
26. Gilman, R., **Carter-Sowell, A. R.**, DeWall, C. N., *Adams, R. E., & Carboni, I. (2013). Validation of the ostracism experience scale for adolescents. *Psychological Assessment*, 25(2), 319-330. <https://doi.org/10.1037/a0030913>
27. Van Beest, I., **Carter-Sowell, A. R.**, van Dijk, E., & Williams, K. D. (2012). Groups being ostracized by groups: Is the pain shared, is recovery quicker, and are groups more likely to be aggressive? *Group Dynamics: Theory, Research, & Practice*, 16(4), 241-254. <https://doi.org/10.1037/a0030104>

Refereed Journal Articles – Published continued

28. Jones, E. E., **Carter-Sowell, A. R.**, & Kelly, J. R., & Williams, K. D. (2011). Participation matters: Psychological and behavioral consequences of information exclusion in groups. *Group Dynamics: Theory, Research, & Practice*, 15(4), 311-325. <https://doi.org/http://doi.org/10.1037/a0025547>
29. **Carter-Sowell, A. R.**, Wesselmann, E. D., Wirth, J. H., Law, A. T. Chen, Z., Kosasih, M., van der Lee, R., & Williams, K. D. (2010). Belonging trumps justice. *The Journal of Individual Psychology*, 66, 68-92.
30. Goodwin, S. A., Williams, K. D., & **Carter-Sowell, A. R.** (2010). The psychological sting of stigma. *Journal of Experimental Social Psychology*, 46(4), 612-618. <https://doi.org/10.1016/j.jesp.2010.02.002>
31. Jones, E. E., **Carter-Sowell, A. R.**, Kelly, J. R., & Williams, K. D. (2009). "I'm out of the loop": Ostracism through information exclusion. *Group Processes and Intergroup Relations*, 12(2), 157–174. <https://doi.org/10.1177/136843020810105>
32. **Carter-Sowell, A. R.**, Chen, Z., & Williams, K. D. (2008). Ostracism increases social susceptibility. *Social Influence*, 3(3), 143-153. <https://doi.org/10.1080/15534510802204868>

*Book Chapters and Encyclopedia Entries**Refereed Book Chapters –Published*

33. **Carter-Sowell, A. R.**, *Ganesan, A., Williams, M., & *Zimmerman, C. A. (2021). Ostracism in the Diverse Workplace: Experiences of Different Racial/Ethnic Groups and Immigrant Employees. In C. Liu and J. Ma (Eds.). *Workplace Ostracism*. Palgrave Explorations in Workplace Stigma. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-54379-2_7
34. **Carter-Sowell, A. R.**, Vaid, J., Stanley, C., Petit, B., & Yennello, S. (2019). Bloom where you are planted: Reflections on effecting campus climate change.... In L. L. Winfield, Z., G. Thomas, L. M. Watkins, & Z. S. Wilson-Kennedy (Eds.). *Growing Diverse Communities: Methodology, Impact, and Evidence* (pp. 197-214). Washington, D. C.: The American Chemical Society. doi:10.1021/bk-2019 1328.ch013
35. **Carter-Sowell, A. R.**, Dickens, D. D., *Miller, G., & *Zimmerman, C. A. (2016). Present but not accounted for: Examining how marginalized intersectional identities create a double bind for Women of Color in the academy. In J. Ballenger, B. Polnick, & B. Irby (Eds.). *Women of Color in STEM: Navigating the Workforce in Research on Women and Education* series (pp. 181 200). Charlotte, NC: Information Age Publishing.
36. Williams, K. D., & **Carter-Sowell, A. R.** (2009). Marginalization through social ostracism: Effects of being ignored and excluded. In F. Butera & J. Levine (Eds.), *Coping with Minority Status: Responses to Exclusion and Inclusion* (pp. 104-124). New York: Cambridge University Press.

Refereed Encyclopedia Entries – Published

37. *Zimmerman, C. A., **Carter-Sowell, A. R.**, & Plankey-Videla, N. (2015). Job discrimination experiences: Issues of diversity and social justice. In S. Thompson (Ed.), *The Encyclopedia of Diversity and Social Justice* (Vol. 2, pp. 453-457). Lanham, MD: Rowman & Littlefield Publishers, Inc.
38. *Tibbett, T. P., **Carter-Sowell, A. R.**, & Williams, D. K. (2015). The challenges of accessibility: Issues of diversity and social justice. In S. Thompson (Ed.), *The Encyclopedia of Diversity and Social Justice* (Vol. 1, pp. 20-23). Lanham, MD: Rowman & Littlefield Publishers, Inc

39. Williams, K. D., & **Carter-Sowell, A. R.** (2010). Ostracism. In J. M. Levine & M. A. Hogg (Eds.), *Encyclopedia of Group Processes and Intergroup Relations*. Thousand Oaks, CA: Sage Publications. (Vol. 2, pp. 628-631).
40. Williams, K. D., & **Carter-Sowell, A. R.** (2007). Ostracism. In R. Baumeister and K. Vohs (Eds.), *Encyclopedia of Social Psychology* (Vol. 2, pp. 641–643). Sage Publications.

Teaching Areas

- Undergraduate Lower-Level Courses include First Year Experience: Ethical and Intercultural Leadership, Gateway to Belonging, Gateway Course for Africana Studies, Introduction to Psychology, Introduction to Women's and Gender Studies, Psychology of Human Sexuality.
- Undergraduate Upper-Level Courses include Psychology of Women; Psychology of Women of Color; Cultural Psychology; Directed Studies.
- Graduate Courses include Psychology of Culture and Diversity; Psychology of Stereotyping, Prejudice, and Discrimination; Graduate Research.
- Early and Mid-Career, Minoritized Faculty from most academic disciplines, especially STEM fields, Social Sciences, and Humanities areas.

Teaching Record Synopsis

Note: Faculty Instructor and Advisor synopses – Most of the following courses fulfill requirements for students to earn general education credits, specialization certificates, and/or degrees. Courses include undergraduate and graduate level, designed, prepared, and carried out from 2011 - present. Class settings consist of seminar, small enrollment, large enrollment, research lab, and remote class settings. Multiple classes offered as gateway courses with restricted enrollments and/or provisional admission criteria.

First Year Experience Program (FYE) courses

CAS (formerly UCOL) 1543: Ethical and Intercultural Leadership at The University of Oklahoma
Credits: 3.0

Course Taught: 2024 Fall semester and 2024 Winter Intercession

I conduct an in-person section and an asynchronous, remote section of the inaugural CAS 1543 course to fulfill a new general education requirement introduced in the 2021-2022 academic year. This course offers students an opportunity to learn, understand, and explain the complexities that could promote or preclude leadership, through an awareness of ethical, political, social, individual, and intercultural issues.

CAS (formerly UCOL) 1523: Gateway to Belonging at The University of Oklahoma
Credits: 3.0

Course Taught: 2023 Fall semester, 2023, 2022 Spring semesters, and 2021 Winter Intercession

I created and conducted in-person sections and a synchronous, remote section of the inaugural UCOL 1523 course to fulfill a new general education requirement introduced in the 2021-2022 academic year. This new course offers students an opportunity to learn, understand, and explain the complexities that could promote or preclude belonging, through an awareness of economic, environmental, political, ethical and social issues.

First Year Experience Program (FYE) courses *continued*Psychology (PSYC) courses**Psychology 107: Introduction to Psychology, asynchronous, virtual section****Credits:** 3.0**Course Taught:** 2020 Summer Session

I created and conducted a designated, asynchronous, virtual section of PSYC 107 at the invitation of the Office of the Provost at Texas A&M University. The designated section of PSYC 107 was restricted to freshmen, first generation, and transfer student enrollments. The course was funded through an initiative of the Provost and I provided a portfolio of assignments and assessments, at the end of the term, for her staff to review and determine future offers.

Psychology 107: Introduction to Psychology, Aggie Gateway to Success section**Credits:** 3.0**Course Taught:** 2019, 2018, 2017, and 2016 Summer Sessions

I created and conducted a designated section of PSYC 107 as part of the Aggie Gateway to Success provisional admission program at Texas A&M University. Gateway students are given a unique chance to gain full admission by taking some courses during the summer session and proving how well they can do academically. Participants in the Texas A&M Gateway Program are selected by the Office of Admissions as part of the regular freshman admission process. Prospective students may not apply directly to the Gateway program.

Psychology 208: Stereotypes, Prejudice, and Minority Experience, cross-listed with AFST 208**Credits:** 3.0**Course Taught:** 2011 and 2012 Fall semesters

I created, developed, and conducted this course as a special topic offering. This course provides an overview of theories and research relating to stereotyping, prejudice, discrimination, and minority experiences from a social psychological perspective. Due to successful enrollment, the course became a permanent, undergraduate course entry. This course fulfills a general education, degree requirement for International and Cultural Diversity (ICD) credits prior to graduation from Texas A&M University. Also, this course is included in the course options to complete the Diversity Certificate offered by the Department of Psychological and Brain Sciences.

Psychology 209: Psychology of Culture and Diversity, cross-listed with AFST 209**Credits:** 3.0**Course Taught:** 2018 Fall semester and 2020 Spring semester

This course offers an introduction to various issues surrounding an increasingly interconnected and globalized world by critically examining the dynamic relationship between psychological processes and diverse (e.g., motivation, memory, self, prejudice) socio-cultural contexts. This high impact course fulfills a general education, degree requirement for International and Cultural Diversity (ICD) credits prior to graduation from Texas A&M University. Also, this course is included in the course options to complete the Diversity Certificate offered by the Department of Psychological and Brain Sciences.

Psychology 210: Psychological Aspects of Human Sexuality**Credits:** 3.0**Course Taught:** 2016 & 2012 Fall semesters; 2018, 2016, 2013 & 2011 Spring semesters, and 2014 Summer Session

I created, developed, and conducted this course as a special topic offering. This course covers human sexuality, reproductive development, and gender roles across the lifespan. Due to successful enrollment, the course became a permanent, undergraduate course entry. This course is offered in multiple, large enrollment sections each academic year and consistently is one of the most popular courses taken by students.

Psychology (PSYC) courses *continued*

Psychology 300: Psychology of Women, cross-listed with WGST 300

Credits: 3.0

Course Taught: 2019 Fall semester and 2015, 2013, & 2012 Summer Sessions

This course is an introduction to the psychological issues that affect women. This high impact course fulfills a general education, degree requirement for International and Cultural Diversity (ICD) credits prior to graduation from Texas A&M University. Also, this course is included in the course options to complete the Diversity Certificate offered by the Department of Psychological and Brain Sciences. This course is offered in multiple sections each academic year to meet the enrollment interests of students.

Psychology 303: Psychology of Women of Color, cross-listed with AFST 303 and WGST 303

Credits: 3.0

Course Taught: 2019, 2017, 2015 Fall semesters and 2014 Spring semester

I created, developed, and conducted this course as a special topic offering. This course introduces interdisciplinary theories to study the unique yet intersectional experiences of women from different racial groups, ethnicities, nationalities and cultural backgrounds. Due to successful enrollment, the course became a permanent, undergraduate course entry. This course fulfills a general education, degree requirement for International and Cultural Diversity (ICD) credits prior to graduation from Texas A&M University. Also, this course is included in the course options to complete the Diversity Certificate offered by the Department of Psychological and Brain Sciences.

Psychology 3703: Social Psychology at OU and Psychology 315: Social Psychology at TAMU

Credits: 3.0

Course Taught: 2025 summer term, 2021 & 2018 Fall semesters

This course is an overview of major theoretical perspectives and contemporary research in social psychology. Topics covered include classic and contemporary research on stereotypes, persuasion, attitude change, emotions, the self-concept, aggression, impression formation, and altruism, among others. This course is offered in multiple sections each academic year to meet the enrollment interests of undergraduate students.

Psychology 485/491/Honors: Directed Research Studies

Credits: Varies

Course Taught: Every year from 2011 to 2021

This course offers undergraduate students high impact lab experiences with my Science for a Diverse Society (SDS) Research Group. I am the lab director and faculty supervisor for the research team.

Undergraduate researchers are recruited (no previous experience necessary) and contribute to all aspects of the experimental and applied research processes in order to gain knowledge, training, and skills that will benefit each one of them in an advanced degree program, internship, or career.

Psychology 651: Psychology of Culture & Diversity, synchronous, virtual section, cross-listed w AFST 651

Credits: 3.0

Course Taught: 2020 Fall semester

I created and conducted a graduate level, synchronous, virtual course. This course surveyed key readings in the field of cultural psychology; generate discussion and examination of the relationship between psychological processes (e.g., motivation, memory, self-perception, prejudice) and sociocultural contexts. This graduate level, cross-listed course is a comprehensive introduction to general theories and methods related to culture and diversity. Assignments included students serving as class leads, creating spotlight researcher presentations, preparing a grant proposal, and peer reviewing others' work, along with high expectations for regular class attendance and participation in class discussions.

Psychology (PSYC) courses *continued*

Psychology 689: Psychology of Stereotyping, Prejudice and Discrimination, cross-listed with AFST 481 and AFST 689

Credits: 3.0

Course Taught: 2013 Fall semester

I created, developed, and conducted this stacked course of senior undergraduate and graduate students as a special topic offering. This course surveyed theories and research relating to stereotyping, prejudice, discrimination, and minority experiences from a social psychological perspective. Assignments included students serving as class leads, creating spotlight researcher presentations, short answer and essay tests, and peer reviewing others' work, along with high expectations for regular class attendance and participation in class discussions.

Psychology 691: Directed Research Studies

Credits: Varies

Course Taught: Every year from 2012 to present

This course offers graduate students direct supervision of research design and lab experiences with my Science for a Diverse Society (SDS) Research Group. I am the lab director and faculty supervisor for the research team. Graduate researchers are recruited to contribute to all aspects of the experimental and applied research processes in order to gain knowledge, training, and skills that will benefit each one of them in completing their degrees and securing positions in their postdoctoral careers.

Interdisciplinary Critical Studies Program (AFST and WGST) Courses

AFST 201: Introduction to Africana Studies

Credits: 3.0

Course Taught: 2019 Spring semester

This course provides introduction to the field of Africana Studies; interdisciplinary approach drawing from history, philosophy, sociology, political studies, literature and performance studies; explores the African foundational relationship to and connections with its diaspora populations; covers Africa, the United States, the Caribbean, Europe and South America. This course fulfills a general education, degree requirement for International and Cultural Diversity (ICD) credits prior to graduation from Texas A&M University.

AFST 302: Gateway Course for Africana Studies

Credits: 3.0

Course Taught: 2014 Fall semester

This course contributes to a series of courses offered for the minor in Africana Studies; explores topics such as Afrocentrism, postcolonial studies, black cultural studies, black feminist theory for a close study of issues among African and African diaspora populations in Africa, the United States, Caribbean, Europe and South America. This course fulfills a general education, degree requirement for International and Cultural Diversity (ICD) credits prior to graduation from Texas A&M University.

AFST 481: Psychology of Stereotyping, Prejudice and Discrimination, cross-listed with PSYC 689

Credits: 3.0

Course Taught: 2014 Fall semester

This stacked course contributes to a series of courses offered for the minor in Africana Studies. This course surveyed theories and research relating to stereotyping, prejudice, discrimination, and minority experiences from a social psychological perspective. Assignments included students serving as class leads, creating spotlight researcher presentations, short answer and essay tests, and peer reviewing others' work, along with high expectations for regular class attendance and participation in class discussions.

Interdisciplinary Critical Studies Program (AFST and WGST) Courses *continued***AFST 689: Psychology of Stereotyping, Prejudice and Discrimination, cross-listed with PSYC 689****Credits:** 3.0**Course Taught:** 2014 Fall semester

This course contributes to a series of courses supporting the Africana Studies Program's graduate certificate offering. This course surveyed theories and research relating to stereotyping, prejudice, discrimination, and minority experiences from a social psychological perspective. Assignments included students serving as class leads, creating spotlight researcher presentations, short answer and essay tests, and peer reviewing others' work, along with high expectations for regular class attendance and participation in class discussions.

WGST 200: Introduction to Women's and Gender Studies**Credits:** 3.0**Course Taught:** 2014 Summer Session

This course introduces the core concepts of women's and gender studies and is particularly focused on "social construction," or how ideas about gender are produced by social practice, and/or how experiences of sex and gender are informed by other dimensions of identity, including race, class, ethnicity, and religion. This course fulfills a general education, degree requirement for International and Cultural Diversity (ICD) credits prior to graduation from Texas A&M University.

Advising

Advising at the University of Oklahoma**Postdoctoral Researchers:**

- Maedeh G. Mir, Ph.D. – Postdoctoral Scholar in DFCAS First Year Experience Unit at the University of Oklahoma, Norman Campus, August 2025 - present.
- Jorge M. Restrepo Garcia, Ph.D. – Postdoctoral Researcher in DFCAS First Year Experience Unit at the University of Oklahoma, Norman Campus, August 2025 - present.

Master's Committee Member:

- Destiny Gayle - Department of Psychology, Master's degree received in Spring 2024.
- La'Shaundra Barr – Capstone Defense in the Department of Psychology, received in March 2023

Advising at Texas A&M University**Visiting Scholar:**

- Sucharita Belavadi, Ph.D. – Visiting Scholar in Carter-Sowell lab, July 2020-June 2021.

Postdoctoral Researcher:

- Asha Ganesan, Ph.D. – Postdoctoral Researcher in Carter-Sowell lab, August 2019-June 2021.
Postdoctoral Researcher at Indiana University Bloomington, August 2021-July 2023.

Graduate Students Supervised:

- Gabe Miller - Doctoral Degree Program in Dept. of Sociology, August 2013-August 2020.
 - Associate Professor with tenure at the University of Alabama at Birmingham, August 2025-present.
- Emily Johnson Raibley- Doctoral Degree Program in Social Psychology, August 2020-2025.
 - Tenure-Track position, Assistant Professor at Arkansas State University, August 2025- present.
- Ran Wang - Doctoral Degree Program in Social Psychology, received doctoral degree in August 2025.
- Carla Zimmerman - Doctoral Degree Program in Social Psychology, August 2012-August 2017.
 - Associate Professor with tenure at Colorado State University, August 2024-present.
- Jaren Crist - Doctoral Degree Program in Social Psychology, August 2019-2023
 - Tenure-Track position, Assistant Professor at Gustavus Adolphus College, August 2023- present.

Undergraduate students' academic placements after Texas A&M University:

- Teysha Bowser, Ph.D., Assistant Professor with tenure at Oregon State University – Corvallis, OR, July 2025-present.
- Zambria Asante, completed Master's Degree Program at George Washington University, Washington D.C.
- Jamyia Barrett, completed Master's Degree Program at Stephen F. Austin State University.
- Katherine Sawczyn, completed School of Law at Howard University, Washington D.C.
- Catherine Stephenson, completed Doctoral Program at the University of Arkansas.
- Austin Wilcox, completed Master's Degree Program at the University of Houston - Clear Lake.

Dissertation Committee Member:

- Rafael R. Almanzar - Higher Education Administration, Doctoral Degree received in August 2023.
- Michael Perez - Social Psychology, Doctoral Degree received in August 2021.
- Michale Sferra - Clinical Psychology, Doctoral Degree received in December 2019.
- Fenan Rassu – Clinical Psychology, Doctoral Degree received in August 2019.
- Andrea Haugen – Social Psychology, Doctoral Degree received in August 2018.
- Sneha Wager - Clinical Psychology, Doctoral Degree received in August 2016.
- Zoe Nicholes - Social Psychology at Australian Catholic University, Doctoral Degree received in 2011.
- Jennifer M. Rodriguez - Industrial/Organizational Psychology, dissertation not defended.
- Sylvia Emmanuel - Sociology, Doctoral Degree to be received.

Master's Committee Member:

- Eileen Huey – Department of Sociology, Master's Degree received in Summer 2017.
- Gabe Miller – Department of Sociology, Master's Degree received in Fall 2016.
- Melissa Ochoa – Department of Sociology, Master's Degree received in Fall 2016.
- JaNiene Peoples – Health Education, Dept. of Health and Kinesiology, Master's Degree received in May 2016.
- Luyen T. Thai – Social Psychology, Master's Degree received in May 2014.

Graduate Students Mentored:

- Ta'Niss Robinson – Master's Degree in Industrial/Organizational Psychology, received in December 2020.
- Jericka Battle - Doctoral Degree Program in Social Psychology, August 2016-May 2018.
- Jane Carter - Doctoral Degree Program in Clinical Psychology, August 2015-May 2018.
- Thomas P. Tibbett - Doctoral Degree Program in Social Psychology, August 2012-May 2017.

Continued Education on Teaching and Mentoring

Summer 2023

Enrolled in a Professional Education short course offered online by the National Resource Center for The First-Year Experience and Students in Transition. Proving and Improving: Foundations of First-Year Assessment course provided asynchronous, four-week (07/03/2023-07/31/2023) virtual learning experience and focused on assessment foundations relevant to the entire first-year experience.

Fall 2022

Completed a Professional Education short course offered online by the Harvard University Graduate School of Education. *The Bravely Confronting Racism in Higher Education* program provided a synchronous, four-week (10/12/2022-11/9/2022) virtual learning experience and fostered involvement in newly formed academic communities near and far from The University of Oklahoma.

Spring 2021

Joined the Texas A&M University Advisory Committee on Graduate and Professional Student Mentoring for the Graduate and Professional School, coordinated by Center for Teaching.

Awards and Honors

Note: Synopses of awards and honors – Recognized a total of 18 times from 2015 – present. Sources include 48% from international professional organizations, 26% from national agencies, and 26% from local programs.

Recognition at the Administrative Level

2024 - 2025 Academic Year	Leadership and Mentoring Institute Fellow. Selected to join a cohort of mid-level administrators and tenure-line faculty to engage with educational leaders in a series of seminars designed to prepare leaders for the next phase of academic leadership.
February 2023	Association for Psychological Science (APS) Fellow. This award recognizes faculty who have made sustained outstanding contributions to the science of psychology in the areas of research, teaching, service, and/or application.
June 2022	Recipient of the Innovative Teaching Award from the Society for the Psychological Study of Social Issues (SPSSI). This award recognizes a faculty instructor who has successfully designed and administered an innovative course to enhance learning about social issues. A theoretical framework guiding the pedagogy must be evident, the innovative course goals should be clearly linked to specific student learning outcomes.
2021 - 2022 Academic Year	Big 12 Conference Faculty Fellowship Program. Awarded from the Office of the Provost at The University of Oklahoma to work on collaborative research, consult with faculty and students, provide a keynote address, workshops, mentoring, and acquire new skills with Deans, Directors, and Department Chairs in WVU partnership.

Post-tenure Recognition

February 2021	Recipient of the Jenessa Shapiro Award from the Society for Personality and Social Psychology for Faculty Contributions to Diversity and Inclusion. This award recognizes a faculty member who has had a direct and significant impact on the representation and experiences of underrepresented individuals in social/personality psychology and/or the broader community. The honor is bestowed in memory of UCLA Professor Jenessa Shapiro.
August 2020 - November 2021	IAspire Leadership Academy Fellow. Selected to join a National Science Foundation program to support faculty from underrepresented backgrounds ascend to leadership roles at U. S. colleges and universities. Mid-career individuals interested in serving at the leadership level in STEM fields commit to a two-year comprehensive development plan. Selections for the cohorts involved a competitive, blind holistic review of applications.
January 2020 - August 2020	Midcareer Faculty Learning Community. Selected for a small group, pilot test of midcareer faculty at Texas A&M University. Mentorship provided by members of the LC cohort, their leadership, and staff for the Office of the Dean of Faculties.
August 2020	American Psychological Association's (APA) Fellow status approved: <ul style="list-style-type: none"> • Division 2: Society for the Teaching of Psychology • Division 8: Society for Personality and Social Psychology • Division 45: Society for the Psychological Study of Culture, Ethnicity, & Race

Post-tenure Recognition continued

August 2019	American Psychological Association's Initial (APA) Fellow status approved: <ul style="list-style-type: none"> • Division 9: Society for Psychological Study of Social Issues • Division 35: Society for the Psychology of Women
June 2018	Institute for Academic Feminist Psychologists. Selected for a panel of feminist academic psychologists. Mentorship provided by peers, colleagues, and senior scholars, such as Drs. Stephanie Shields, Mary Brabeck, and Yolanda Flores Niemann.
March 2017	Stanford University Women of Color in the Academy – Professional Development and Networking Conference. Participated in a leadership training program to develop successful action plans for the early stages of one's academic career. Mentorship provided by peers and more senior colleagues at Stanford University.
<i>Tenure Track Recognition</i>	
August 2016	The Carolyn Payton Early Career Publication Award, sponsored by the American Psychological Association, Division 35, Section 1 for a theoretically based, peer-reviewed publication that demonstrates creativity and distinguishes itself as making a major contribution to deepening the understanding of the psychology of Black Women.
April 2016	Diversity Service – Faculty Accountability, Climate and Equity (ACE) Award, sponsored by the Texas A&M University Division of Student Affairs, Office for Diversity, Department of Multicultural Services, Department of Disability Services, Women's Resource Center, Aggie Allies, the Consensual Language, Education, Awareness, and Relationships Office and the Student Government Association Diversity Commission.
April 2016	Women's Progress – Faculty Accountability, Climate and Equity (ACE) Award, sponsored by the Texas A&M University Division of Student Affairs, Office for Diversity, Department of Multicultural Services, Department of Disability Services, Women's Resource Center, Aggie Allies, the Consensual Language, Education, Awareness, and Relationships Office and the Student Government Association Diversity Commission.
August 2015	American Psychological Association's 2015 Achievement Award for Early Career Professionals, with a Travel Award to attend the 2015 APA Annual Convention in Toronto, Canada.

Invited Addresses, Conference Programming, and Research Presentations

Note: Synopses of public engagements – Current or former postdoctoral researchers, graduate and undergraduate student co-authors are indicated with the “*”.

*Invited Addresses**Invitations at the post-tenure rank*

Carter-Sowell, A. R. (2023, March). Invited Psi Chi Diversity Speaker for the annual convention of the Southwestern Psychological Association held in Frisco, TX

Carter-Sowell, A. R. (2022, November). Invited co-speaker for a Steps to Publish your Research session, sponsored by the NSF AGEP Annual Research Conference hosted in Corpus Christi, TX.

Invitations at the post-tenure rank continued

Carter-Sowell, A. R. (2020, September). Invited speaker and moderator for the “Picture a Scientist” screening and virtual panel discussion sponsored by the Women’s Resource Center and the Department of Biomedical Engineering hosted in College Station, TX.

Carter-Sowell, A. R. (2020, January). *Where is the grass greener along the pathways to the professoriate? Strategies for you in graduate school.* Invited for the American Physics Association’s 2020 Conference for Undergraduate Women in Physics (CUWiP) held in College Station, TX.

Carter-Sowell, A. R. (2019, September). Invited address at the Annual Conference for the Society for Psychophysiological Research held in Washington, DC.

Carter-Sowell, A. R. (2019b, July). Invited address for the Blalock Lecture of the Inter-university Consortium for Political and Social Research (ICPSR) 2019 Summer Program held at the University of Michigan in Ann Arbor, MI.

Carter-Sowell, A. R. (2019a, July). *Demystifying the academic job market* workshop. Invited panelist for the 2019 SPSP Summer Institute for Social and Personality Psychology (SISPP) Program at New York University, New York, NY.

Carter-Sowell, A. R., & *Zimmerman, C. A. (2018, June). *Writing strategies that work: Examining your mindset and goal setting.* Invited address presented at the 2018 NSF AGEP TxARM Summer Retreat in Kingsville, TX.

Carter-Sowell, A. R. (2018, May). Invited address at the Big 10 Alliance Postdoc Program. Presented at PAI Postdoc Professional Development Workshop held in Chicago, IL.

Carter-Sowell, A. R. (2018, February). Invited address at the Research Initiative for Scientific Enhancement (RISE) Program held at the Spelman College Psychology Department Colloquium Series in Atlanta, GA.

Carter-Sowell, A. R. (2017, November). *Examining the overlap of chronic pains and cultural viewpoints: A biopsychosocial model of group status and pain sensitization.* Invited address presented at the University of Texas Social-Personality Psychology Colloquium Series in Austin, TX.

Carter-Sowell, A. R. (2017, October). *Cultural viewpoints and chronic pains: The interplay of group status, intersectional identities, and pain sensitizations.* Invited address presented at the Groups Preconference for the annual meeting of the Society of Experimental Social Psychology in Boston, MA.

Invitations at the tenure track rank

Carter-Sowell, A. R. (2016, May). *Working from the outside in: How structural transformation improves STEM climate.* Invited address presented at the NSF ADVANCE/GSE Program Workshop in Baltimore, MD.

Carter-Sowell, A. R. (2016, April). *Surviving and thriving in the face of multiple marginalities, micro-aggressions, and macro-aggressions: Women of color in predominantly White research institutions.* Invited address presented at the University of Delaware ADVANCE Conference in Newark, DE.

Invitations at the tenure track rank continued

Carter-Sowell, A. R. (2016b, March). *Examining group-level workplace ostracism: How representation and coworker support affect retention outcomes*. Invited address presented at the Indiana University Purdue University Indianapolis Colloquium in Indianapolis, IN.

Carter-Sowell, A. R., *Carter, J. E. M., & *Haile, M. (2016a, March). *Working from the outside in: Examining the chronic problems of being ignored, excluded, and/or underrepresented in academia*. Invited address presented at the TAMU Women's Symposium in College Station, TX.

Carter-Sowell, A. R., *Zimmerman, C. A., *Whitley, K. & *Stephenson, C. (2016, March). *Examining the chronic problems of being ignored, excluded, and/or underrepresented in work groups*. Invited address presented at the TAMU Campus Climate Conference in College Station, TX.

Carter-Sowell, A. R., & *Zimmerman, C. A. (2016, February). *Why didn't anyone tell me?* Invited address presented at the TAMU Engaging the Data: Are we ADVANCE-ing? Conference in College Station, TX.

Carter-Sowell, A. R. (2015, September). *Being present but not accounted for: Examining outcomes of group-level mistreatment on the job*. Invited address presented at the Groups Preconference for the annual meeting of the Society of Experimental Social Psychology in Denver, CO.

Carter-Sowell, A. R. (2014, November). *Invaluable, invisible, and not invincible: Perceived experiences of marginalization for faculty women of color*. Invited address presented at Texas A&M University, Melburn G. Glasscock Center for Humanities Research Faculty Colloquium in College Station, TX.

*Conference Programming, Workshop Planner, and Program Facilitator**Programming at the post-tenure rank*

King, S. A. (PI), **Carter-Sowell, A. R.** (Co-PI), Coffin, R. (Co-PI), & Murphrey, T. (Co-PI). (2022, November). *AGEP national research conference*. Sponsored by the National Science Foundation (NSF) Grant # 2040493 in Washington, D.C.

Carter-Sowell, A. R. (2022, May). *APS inaugural preconference on COVID-19 and today's workplace*. Sponsored by the Association for Psychological Science (APS) in Chicago, IL

Carter-Sowell, A. R. (2019, September). *What's next for you? Whoop! A special topics workshop for new and returning graduate students*. Sponsored by the Texas A&M University Office of Graduate and Professional Studies in College Station, TX.

Carter-Sowell, A. R. (2019, May). *What's next for you? Whoop! A special topics workshop for new and returning graduate students*. Sponsored by the Texas A&M University Office of Graduate and Professional Studies in College Station, TX.

Carter-Sowell, A. R. (2018, September). *What's next for you? Whoop! A special topics workshop for new and returning graduate students*. Sponsored by the Texas A&M University Office of Graduate and Professional Studies in College Station, TX.

Carter-Sowell, A. R. (2018, July). Small conference for underrepresented minority graduate students. Sponsored by the National Science Foundation and the Texas A&M University Office of Graduate and Professional Studies in College Station, TX.

Programming at the tenure track rank

Carter-Sowell, A. R., Goff, P. A., & Tropp, L. R. (2012, October). *Intergroup and intragroup processes: In the lab, from the field, & across the globe*. Pre-conference occurred to accompany the annual meeting of the Society of Experimental Social Psychology in Austin, TX.

*Conference Symposia Chair**Symposia led at the tenure track rank*

Carter-Sowell, A. R. (2022, May). *COVID-19 and the workplace working group*. Symposium presented for the Annual Convention of the Association for Psychological Science (APS) in Chicago, IL

Carter-Sowell, A. R., (2015b, June). *Strategies for attracting and engaging minorities in STEM*. Symposium presented at the annual Conference of the Society for the Psychological Study of Social Issues in Washington, DC.

Carter-Sowell, A. R., (2015a, May). *Successful strategies for Women of Color in academia*. Symposium presented at The National Conference on Race & Ethnicity in American Higher Education in Washington, DC.

Carter-Sowell, A. R., (2015, April). *The science of diversity at work*. Session was approved by the APA to sponsor continuing education credit for psychologists and occurred during the Friday Seminars program presented at the annual meeting of the Society for Industrial and Organizational Psychology in Philadelphia, PA.

Shen, W. & **Carter-Sowell, A. R.** (2013, April). *Understanding and promoting inclusion in the workplace*. Symposium presented at the annual meeting of the Society for Industrial and Organizational Psychology in Houston, TX.

Carter-Sowell, A. R. (2012b, October). *When does science = me? The factors that engage, motivate, and sustain women's participation in the STEM fields*. Symposium presented at the 2012 annual meeting of the Society of Experimental Social Psychology in Austin, TX.

Carter-Sowell, A. R. (2012a, June). *Sustaining diversity in STEM fields: Issues of implicit bias, identity, and inclusion*. Symposium presented at the 9th Biennial Conference of the Society for the Psychological Study of Social Issues in Charlotte, NC.

Research Presentations at the post-tenure rank

Carter-Sowell, A. R. , Miller, G. H., & Thompson-Clayborn, O. (2022, November 2). *Diversity, equity, and inclusion by design to build connection with campus community: The role of collaborations in the changing academy*. Poster presented at the NSF AGEP Annual Research Conference hosted in Corpus Christi, TX.

Carter-Sowell, A. R. (2022, May 26). *Cultivating belonging beyond politics, protests, and pandemics: The psychology of mandated and misinterpreted curricula*. Poster presented at the Preconference Teaching Institute for the Annual Convention of the Association for Psychological Science (APS) in Chicago, IL.

Carter-Sowell, A. R. (2022, June 2). *Cultivating a sense of belonging in the academy: Planning, politics, and persistence for changing institutions*. Presented at the Annual National Conference on Race & Ethnicity in Higher Education (NCORE) in Portland, OR.

Research Presentations at the post-tenure rank continued

Carter-Sowell, A. R. (2022, June 24). *Mandated+misinterpreted curricula: Building belonging beyond politics, protests, and pandemics*. Poster presented at the Annual Conference of the Society for the Psychological Study of Social Issues (SPSSI) in San Juan, Puerto Rico.

Kelly, K., Reustle, J., Murphrey, T., Walton, S., & **Carter-Sowell, A. R.** (2021, March 24). *Roles of program leadership and program participants in promoting inclusion*. Presented at the 2021 AAC&U Virtual Conference on Diversity, Equity, and Student Success, hosted in Washington, DC.

*Ganesan, A., *Zimmerman, C.A., & **Carter-Sowell, A. R.** (2021, March 11). *Confrontation As an interpersonal response to ostracism*. Presented at the postponed 2020 NSF AGEP Virtual National Research Conference, hosted in Boston, MA.

*Mosley, A., Marshburn, C., Pietri, E., & **Carter-Sowell, A. R.** (2021, February 11). *Leveraging social psychology to increase diversity: Representation and Inclusion in Academia*. Presented at the 2021 Society for Personality and Social Psychology Virtual annual conference, hosted in Washington, DC.

*El-Amin, L, *Miller, G., & **Carter-Sowell, A. R.** (2020, February) *A new way to cope: Social media as a form of coping with racial discrimination*. Presented at the LAUNCH Undergraduate Research Program, College Station, TX.

*Harrison, C., *Miller, G., & **Carter-Sowell, A. R.** (2020, February) *Home sweet home? Neighborhood cohesion offers a coping mechanism for gender discrimination linked with psychological distress*. Presented at the LAUNCH Undergraduate Research Program, College Station, TX.

*Harrison, C., *Miller, G., & **Carter-Sowell, A. R.** (2019, August). *Neighborhood cohesion offers a coping mechanism for gender discrimination*. Presented at TAMU Student Research Week, College Station, TX.

*Zimmerman, C.A., & **Carter-Sowell, A. R.** (2019, February). *Looking for love in the wrong places: Linking chronic ostracism to risky sexual behaviors*. Presented at the Society for Personality and Social Psychology annual conference, Portland, OR.

Carter-Sowell, A. R., *Miller, G. H., & *Zimmerman, C.A., (2018, October). *Examining valuable and viable experiences that enhance minoritized scholars' professional visibility*. Presented at the annual meeting of the Society of Experimental Social Psychology in Seattle, WA.

Campbell, S. D., **Carter-Sowell, A. R.**, & *Battle, J. (2018, July). *Defining academic success and identifying student satisfaction from minority/majority viewpoints*. Presented at the biennial meeting of the APA Division 45 Conference in Austin, TX.

Carter-Sowell, A. R. (2018, June). *How do perceived campus identities foster inclusive climates?* Presented at the biennial meeting of the APA Division 35: Society for the Psychology of Women Research Institute for Academic Feminist Psychologists Conference in Miami, FL.

*Hernandez, B., *Carter, J. E. M., *Nanavaty, N., *Ng, B. W., Mathur, V. A., & **Carter-Sowell, A. R.** (2018, March). *Laboratory evidence contributing to pain overlap theory*. Presented at TAMU Student Research Week, College Station, TX.

Research Presentations at the post-tenure rank continued

*Carter, J. E. M., *Nanavaty, N., *Ng, B. W., Mathur, V. A., & **Carter-Sowell, A. R.** (2018, March). *Developing a therapy model to improve pathways to the professoriate for underrepresented minority (URM) identified graduate students in STEM fields*. Presented at the National Science Foundation (NSF) AGEP National Forum Meeting in Berkeley, CA.

*Zimmerman, C.A., & **Carter-Sowell, A. R.** (2018, March). “*You didn’t include me!*” *Confrontation in response to ostracism*. Presented at the annual meeting of the Society for Personality and Social Psychology in Atlanta, GA.

*Battle, J. S., *Zimmerman, C.A., *Asante, Z., & **Carter-Sowell, A. R.** (2018, March). *Is the grass really greener? How do perceived campus identities foster inclusive climates*. Presented at the annual meeting of the Society for Personality and Social Psychology in Atlanta, GA.

Research Presentations at the tenure track rank

*January, S. C., *Dray, K. K., Miner, K. N. & **Carter-Sowell, A. R.** (2017, April). *Are ostracism and incivility barriers to women’s well-being in STEM?* Presented at the 2017 annual meeting of the Society for Industrial and Organizational Psychology in Orlando, FL.

Butler-Purry, K. L., **Carter-Sowell, A. R.**, Malave, C. O., Reed, D., Heinz, K., Darensbourg, M. Y., & Juranek, I. (2017, February) *Texas A&M System (TAMUS) AGEP: Advancing interdisciplinary STEM graduate education*. Presented at the National Science Foundation (NSF) AGEP National Forum Meeting in Washington, D.C.

Carter-Sowell, A. R., *Zimmerman, C.A., & *Battle, J. S. (2017, January). Examining intersectional, perceptions of safety, and social institutions. Presented at the Social Psychology and Law Preconference, Society for Personality and Social Psychology annual conference in San Antonio, TX.

*Zimmerman, C.A. & **Carter-Sowell, A. R.** (2017, January). *Ostracism and intentions to engage in risky sexual behaviors*. Data blitz presentation at the Social Psychology and Health Preconference, Society for Personality and Social Psychology annual conference in San Antonio, TX.

*Adams, M., *Nair, M., *Carter, J. E. M., *Haile, M., *Nanavaty, N., **Carter-Sowell, A. R.**, & Mathur, V. A. (2017, January). *Lifetime experiences of ostracism are associated with Psychophysical Pain facilitation*. Presented at the Society for Personality and Social Psychology Conference in San Antonio, TX.

*Carter, J. E. M., *Nair, M., *Adams, M., **Carter-Sowell, A. R.**, & Mathur, V. A. (2017, January). *Threat-based discrimination is associated with temporal summation of mechanical pain*. Presented at the Society for Personality and Social Psychology annual conference, San Antonio, TX.

*Wilcox, A. N., *Zimmerman, C. A., & **Carter-Sowell, A. R.** (2017, January). *Mistreated and misbehaving*. Presented at the Society for Personality and Social Psychology annual conference, San Antonio, TX.

*Zimmerman, C.A., & **Carter-Sowell, A. R.** (2016, January). *Express yourself! Ostracized targets rebound better using confrontation as a coping strategy*. Presented at the Society for Personality and Social Psychology annual conference, San Diego, CA.

Research Presentations at the tenure track rank continued

*Schuetze, L. J., *Miller, G. H., & **Carter-Sowell, A.R.** (2015, August). *The journey of a thousand milestones begins with one step: Evidence-based strategies for sustaining diversity in STEM field academic careers*. Presented at TAMU Student Research Week, College Station, TX.

Carter-Sowell, A. R. (2015, March). *A mentor by any other name still matters: Examining Mentorship of marginalized STEM faculty*. Presented at the Women in STEM: Insights from Social Psychology Conference in New York, NY.

*Marek, J. G., *Constance, H.M., *Zimmerman, C.A., & **Carter-Sowell, A. R.** (2015, March). *Owning your identity: Group identification blocks ostracism's effect on collective self-esteem*. Presented at TAMU Student Research Week, College Station, TX.

*Constance, H. M., *Zimmerman, C. A., & **Carter-Sowell, A. R.** (2015, March). *Workplace ostracism and gender in academia*. Presented at TAMU Climate Matters symposium, College Station, TX.

*Zimmerman, C.A., & **Carter-Sowell, A. R.** (2015, February). *Institutional interventions can fail when social exclusion prevails: Perceptions of marginalization sustain gender disparities in STEM fields*. Presented at Society for Personality and Social Psychology annual conference, Long Beach, CA.

*Zimmerman, C.A., *Bowser, T.L., & **Carter-Sowell, A. R.** (2014, February). *Moderating effects of belonging and self-esteem on traditional gender role beliefs in chronically ostracized men*. Presented at Society for Personality and Social Psychology annual conference, Austin, TX.

Carter-Sowell, A. R., *Zimmerman, C. A., & *Thompson, R. J. (2014, May). *Invaluable, invisible, and not invincible: Faculty's perceived experiences of social exclusion perpetuate gender disparities in STEM fields*. Presented at the annual meeting of the Association for Psychological Science in San Francisco, CA.

*Zimmerman, C.A. & **Carter-Sowell, A.R.** (2014, March). *Everyone's pain is not the same: An interdisciplinary perspective on the health and wellness costs to women who experience ostracism in the workplace*. Presented at the Women and Gender Research Collaborative symposium, San Marcos, TX.

*Tibbett, T. P., *Byrne, K. A., Worthy, D. A., & **Carter-Sowell, A. R.** (2014, February). *The effect of inclusion experiences on decision making*. Presented at the annual meeting of the Society of Experimental Social Psychology in Austin, TX.

Carter-Sowell, A. R. Taylor, A. & *Thompson, R. J. (2012, October). *Climate, colleagues, and conflict: Perceived experiences of marginalization and incivility sustain gender disparities in the STEM fields*. Presented at the annual meeting of the Society for Personality and Social Psychology in Austin, TX.

Carter-Sowell, A. R. (2012, October). *Coping with perceived marginalization: Assessing outcomes for targets of chronic ostracism*. Presented at the Groups Preconference for the annual meeting of the Society of Experimental Social Psychology in Austin, TX.

Presentations to the General Public

Film, Podcasts, media coverage, and presentations free to the public

1. Thomas Suh, R. (in production). *Belonging: A Documentary Film*. Golden Rule Films. New York, NY.
2. Thayer, L. (2021, January-February). Women in Psychology: *An Uneven Playing Field*. Published by the Association for Psychological Science. Washington, D. C.
<https://www.psychologicalscience.org/observer/an-uneven-playing-field>
3. Burke, J. (2020, November 12). *Under the Cortex*. Presented by the Association for Psychological Science. Washington, D. C. <https://psychologicalscience.podbean.com/e/the-story-behind-the-future-of-women-in-psychological-science/>
4. Dwiwardani, C. & Shodiya-zeumault, S. (2020, Fall issue). *Focus: Introducing Division 45 Fellows*. Produced by APA Division 45: Society for the Psychological Study of Culture, Ethnicity, and Race. Washington, D.C. [Introducing Division 45 Fellows](#)
5. Knight, R. (2020, November 6). CLLA jointly appointed faculty member awarded for contributions to diversity and inclusion. Presented by News from the College of Liberal Arts at Texas A&M University. College Station, TX. tx.ag/CarterSowell
6. Carter, C. (2020, November). *Producing Outstanding Scholarship*. Presented by the Texas A&M University Office of Diversity. College Station, TX. [November Newsletter](#)
7. Gibson, K. D. (2018, April 18). *Education and Professional Advancement for Underrepresented Groups*. Presented at the Purdue University Diversity Workshop sponsored by the Alfred P. Sloan Foundation and the Graduate School. West Lafayette, IN.
8. Byrd, S. (2018, February 15). *How to Succeed in Graduate School*. Presented at the Spelman Speaker Series sponsored by the Research Initiative for Scientific Enhancement (RISE) program and the Psi Chi Psychology Honor Society. Atlanta, GA.

Affiliations in Professional Organizations

- American Psychological Association (APA), Fellow Status
 - Society for the Teaching of Psychology – APA Div. 2, Fellow Status
 - Society for Personality and Social Psychology (SPSP) – APA Div. 8, Fellow Status
 - Society for the Psychological Study of Social Issues (SPSSI), – APA Div. 9, Fellow Status
 - Society for the Psychology of Women – APA Div. 35, Fellow Status
 - Society for the Psychological Study of Culture, Ethnicity, and Race – APA Div. 45, Fellow Status
- Association for Psychological Science (APS), Fellow Status
- European Association of Social Psychology (EASP), Affiliated
- Midwestern Psychological Association, (MPA), Fellow Status
- Society of Experimental Social Psychology (SESP), Fellow Status
- Society of STEM Women of Color, (SSWOC), Affiliated

Professional Service

*Service to the Discipline continued:**American Psychological Association (APA)**Society for Personality and Social Psychology - SPSP (APA, Division 8)*

- Selected for a four-year term (2021-2025) on the Government Relations Committee (GRC).
- Member of the Society for Personality and Social Psychology (APA, Division 8) Equity and Anti-Racism (EAR) Task Force. This group of 20 scholars, represented all ranks and diverse colleges and universities, met for monthly meetings during the 2020 fall semester, worked in randomly assigned subcommittees, and produced a report with recommendations for the SPSP Member-at-Large (MAL) Board Members to adopt. In February 2021, the SPSP Board unanimously approved the Equity and Anti-Racism Task Force report. Beginning in 2021, the SPSP Board met about the amended Winter 2021 EAR Report.
- Invited Mentor for the 2020 SPSP Early Career Happy Hour.
- Invited panelists at *Demystifying the academic job market* workshop at the 2019 SPSP Summer Institute for Social and Personality Psychology (SISPP) Program at New York U.
- Ad hoc Committee member (2019 Summer) for the SPSP Course Syllabi Review.
- Committee member for the Graduate Student Diversity Travel Award Program.
- Mentor for the Graduate Student Committee Roundtable Luncheon in Long Beach, CA.

Society for the Psychological Study of Social Issues – SPSSI (APA, Division 9)

- Prize Selection Committee Member (06/2025 – 05/2028)
- Editorial Board Member (09/2017 – 08/2021) for the *Journal of Social Issues (JSI)*,
- Executive Council member in this organization (06/2019-08/2020).
- Elected Council member in this organization (09/2017-08/2020).
- Co-Chair (09/2017-08/2020) of the Early Career Scholars Committee
- Member of the Communications Committee, Grants-in-Aid Program Committee, and the Innovative Teaching Award Committee.

Society for Industrial and Organizational Psychology, Inc. – SIOP (APA, Division 14)

- Completed term (2018-2021) as an invited member of the Bridge Builders. This Education and Training subcommittee of SIOP seeks to expand representation of and education about IO Psychology among textbook authors, such as David Myers, conference presentations at SIOP, APA, and NITOP, plus direct outreach to course instructors and students at all levels including underrepresented minority (URM), high school, community colleges, undergraduate psychology majors, and graduate students (not in I-O).
- Mentor for Speed Mentoring Event at the 2016 Annual Conference in Anaheim, CA.

Society for the Psychology of Women – SPW (APA, Division 35)

- Invited panelists for *Where to begin with grants: Good ideas can become fundable projects* webinar for group of early and mid-career feminist scholars affiliated with APA Div. 35 Committee on Academic Feminist Psychology, February 2021.
- Committee member for Div. 35 Sect. 1 (Psychology of Black Women) Awards Program, 2017.

Service to the Discipline continued:

Ad Hoc Grant Panelist and Proposal Reviewer for the National Science Foundation (NSF):

NSF Grant Panelist (2013-2021):

- Alliances for Graduate Education and the Professoriate (AGEP) Program
- Division of Social, Behavioral, and Economic Sciences (SBE), Social Psychology
- EHR Core (ECR) Equity, Inclusion, and Ethics panel
- Graduate Research Fellowship Program (GRFP)

NSF Proposal Reviewer (2012):

- Division of Behavioral and Cognitive Sciences (BCS), Social Psychology
- Division for Research on Learning, Research and Evaluation on Education in Science and Engineering (REESE), Broadening Participation Research Track

Ad Hoc Proposal Reviewer for The University of North Carolina System:

- FY 2024 submissions for the UNC System Research Opportunities Initiative (ROI)

Ad Hoc Reviewer for Textbook Publishing Companies:

- Cambridge University Press, Psychology and Neuroscience Areas
- SAGE Publications Inc, Psychology Area
- W. W. Norton & Company, Psychology Area
- Wiley Publishing Company, Psychology Area

Ad Hoc Reviewer for Science Journals:

Current Psychology Journals at Springer (invite only)

European Journal of Social Psychology

Group Dynamics: Theory, Research, and Practice

Group Processes and Intergroup Relations

Journal of Business and Psychology

Journal of Experimental Social Psychology

Journal of Personality

Journal of Personality and Social Psychology

Journal of Social Psychology Research (invite only)

Personality and Social Psychology Bulletin

Personality and Social Psychology Review

Psychological Science

Psychology & Health

Social Influence

Social Psychological and Personality Science

Social Science & Medicine

Advocacy and Social Justice Activity:

Member of the Society for Personality and Social Psychology (APA, Division 8)

Government Relations Committee (GRC) for a four-year term (2021-2025). The GRC provides advice and support to the SPSP staff and Board of Directors on advocacy. The primary focus of the Committee's attention is on national policy and the federal system of research and development (R&D).

Texas v. Jean (Texas Court of Appeals, 2013). Carter-Sowell, A. R. retained by the Office of Capital Writs ("OCW"), current counsel for Joseph Jean, for research expertise in order to evaluate Mr. Jean's life history, including social and cultural experiences from his childhood to adult years. The judgment on this appeal came from the trial court in Harris County.

Service to The University of Oklahoma (July 2021 – present):

- Member of a Provost appointed Search Committee, 01/2025 – 03/2025
- Member of a Provost appointed Search Committee, 10/2022 – 01/2023.
- At-Large Member of the Course & Curriculum Committee, 08/2025 – 05/2027

Service as Jointly Appointed Faculty at Texas A&M University (August 2010 – June 2021):

Post-tenure Activities:

1. In Academic Year 2020-2021, I was the Search Committee Co-Chair for the placement of a Visiting Assistant Professor through the ACES Fellowship program in developmental psychology in the Texas A&M University Department of Psychological and Brain Sciences, College Station, TX.
2. Member of the College of Liberal Arts Climate & Inclusion Committee that reports directly to the Associate Dean of Liberal Arts, 09/2020 – 06/2021 at Texas A&M University, College Station, Texas.
3. Member of the Texas A&M University Diversity Operations Committee reporting to the Vice President and Associate Provost for Diversity, 09/2020 – 06/2021.
4. Member of the Diversity Science Research Cluster Working Group for the Department of Psychological and Brain Sciences, 08/2019 - 06/2021 at Texas A&M University, College Station, Texas.
5. Fall 2017 to Spring 2021, I was an appointed mentor in the TAMU Mentoring Network in service to the ExCEL Program.
6. Spring 2016 to 2021, Women of Color Initiative: A Program to Interrupt the Invisibility Paradigm of Marginalized Aggie Students, sponsored by the TAMU Division of Student Affairs Multicultural Services Office.
7. Completed a three-year (09/2017-08/2020) term as a Council member for the TAMU Athletics Council Committee.
8. Spring 2019, served on the College of Liberal Arts Joint Appointment Task Force on creating guidelines for joint appointments.
9. Spring 2019, I was the coordinator for the department's Social and Personality Psychology (SPP) Area Brownbag speaker's series.
10. Spring 2018 invited speaker by the Dean of Faculties Office in conjunction with the ADVANCE Center for a session during the annual Roadmap for a Successful Tenure-Track Academic Career Workshop.
11. In Academic Year 2018-2019, I was the Search Committee Co-Chair for the placement of a tenured faculty position in clinical psychology in the Texas A&M University Department of Psychological and Brain Sciences, College Station, TX.
12. In Academic Year 2018-2019, I was the coordinator for the department's Diversity Science Research Cluster (DSRC) Working Group speaker's series.
13. Spring 2018, I was the Search Committee Chair for the placement of a tenure track, Africana Studies program and Religious Studies program faculty position in the Texas A&M University Interdisciplinary Critical Studies area, College Station, TX.
14. Fall 2017, I assisted the TAMU Department of Multicultural Services (DMS) Search Committee with candidate interviews for the open position of DMS Associate Director.

Tenure track rank Activities

1. June 2017, I was invited to participate (review abstracts, present on the program, and serve as a mentor) in the annual Black Graduate Conference in Psychology at Prairie View A&M University, Prairie View, TX.
2. Spring 2017, I successfully completed training for the TAMU Green Dot - Violence Prevention and Bystander Intervention Program.
3. Fall 2015, I was awarded funding from the TAMU ADVANCE Speaker Series Program to host Alice H. Eagly, Ph.D. in College Station, March 3-4, 2016.
4. Fall 2015, I successfully nominated James S. Jackson, Ph.D. for the 2016 Enhancing Diversity Seminar Series in College Station, January 26-27, 2016.

Tenure track rank Activities continued

5. In 2015, I was interviewed during the Psychology Department's APA Site Visit about contributing to diversity in the clinical program.
6. Fall 2015, I successfully completed training to become a TAMU Aggie Ally in support of the GLBT Resource Center.
7. In 2015, I was invited by María Irene Moyna, Associate Professor and Department Head of the Department of Hispanic Studies to serve as an expert moderator for one meeting of Círculo de Mujeres and implement a research driven initiative to this Women's Circle.
8. In 2015, I was the coordinator of the Soulful Sunday Dinner for the Africana Studies Program who hosted the TAMU MSC WBAC student group.
9. Spring 2015 and 2014, I was a faculty host at the Community of Scholars (CoS) dinner hosted by the TAMU Office of Graduate and Professional Studies. The CoS program was designed for faculty to answer questions and engage in discussions with graduate students on the topic of leveraging mentorship for career success.
10. In 2014, I was the co-chair of the Curriculum Development Committee for the Africana Studies Program and the event planner for the Tenth Anniversary Program.
11. November 2014, I was a panelist for the *Ready for Combat: Police Militarization and its Effects* program. The event was sponsored by the Texas A&M University Carter G. Woodson Black Awareness Committee (WBAC) and the Wiley Lecture Series.
12. January 2013, Invited speaker for the Southwestern Black Student Leadership Conference (SBSLC) hosted by the TAMU Department of Multicultural Services.
13. Fall 2010 – Spring 2013, Diversity Committee Member for the Psychology Department.
14. Spring 2012 and 2011, Co-Coordinator of the Social Psychology Area's campus weekend for applicants to the Psychology Department Graduate Program.
15. Fall 2011, Invited Colloquium Speaker for the TAMU Africana Studies Faculty Colloquium.