

# AMPLIFY

## Managing Microaggressions and Countering Stereotypes Against Women and Girls in STEM

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## MUSEUM, COMMUNITY, & EDUCATION PROGRAMS



[STEMneutral](https://stemneutral.com)  
[azadeh@stemneutral.com](mailto:azadeh@stemneutral.com)



[Soapbox Science](https://soapboxscience.com)  
[l.paulseth@ryerson.ca](mailto:l.paulseth@ryerson.ca)

SPOTLIGHT  
ON WOMEN  
IN SCIENCE

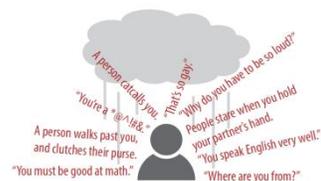


[Spotlight on Women in Science | Facebook Live](https://www.facebook.com/spotlightonwomeninstitute)  
[rachel.ward-maxwell@osc.on.ca](mailto:rachel.ward-maxwell@osc.on.ca)

## RESOURCES

### [Westcoast Women in Engineering, Science, and Technology \(WWEST\)](#)

Gender Diversity White Papers on Microaggressions and Stereotype Threat



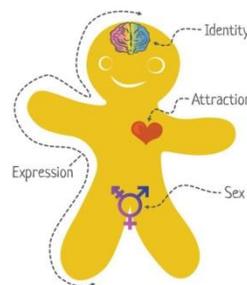
[World's Largest Lesson](#) - UN Sustainable Development Goal 5: Gender Equality | From Where I Stand

### [Genderbread Person](#)

Understanding gender identity, gender expression, and anatomical sex

[The Safe Zone Project](#) | "Privileges for Sale" activity

[Guide to Allyship](#) | Resources for becoming a more effective ally



## SELECT RESEARCH ARTICLES

- Johns, M., Schmader, T., & Martens, A. (2005). [Knowing Is Half the Battle: Teaching Stereotype Threat as a Means of Improving Women's Math Performance](#). *Psychological Science*, 16(3), 175–179.
- Moss-Racusin, Corinne et al. (2014). [Scientific Diversity Interventions](#). *Science*, 343, 615–6.
- Murphy, M. C., Steele, C. M., & Gross, J. J. (2007). [Signaling Threat: How Situational Cues Affect Women in Math, Science, and Engineering Settings](#). *Psychological Science*, 18(10), 879–885.
- Geena Davis Institute on Gender in Media | [The Scully Effect: I Want to Believe in STEM](#)