

DR. CHRISTINE LOGEL - CURRICULUM VITAE

ACADEMIC APPOINTMENTS

Associate Professor of Social Development Studies Renison University College, affiliated with University of Waterloo	June 2016-present
Assistant Professor of Social Development Studies Renison University College, affiliated with University of Waterloo	July 2011 – June 2016
CIHR Postdoctoral Fellow Health Psychology Lab, University of Waterloo	June 2010 - June 2011
SSHRC Postdoctoral Fellow School of Education, Stanford University	August 2009 - May 2010
SSHRC Postdoctoral Fellow Psychology Department, University of Colorado Boulder	July 2008 - July 2009

OTHER POSITIONS

Head of Research Strategy College Transition Collaborative, Stanford University	September 2019-present
Co-Founder and Co-PI College Transition Collaborative, Stanford University	July 2014-August 2019

DEGREES

Ph.D University of Waterloo, 2008 Social Psychology
Honours Bachelor of Arts, University of Waterloo, 2002 Psychology and Applied Studies Co-op

GRANTS AWARDED

2021-2022: <i>Bill and Melinda Gates Foundation</i> . Student Impact of Faculty Mindsets. (co-PI). \$500,000
2021-2022: <i>The Raikes Foundation</i> . The College Transition Collaborative (CTC): Operating costs award. (co-PI), \$1.24 million

2018-2021: *The Raikes Foundation*. The College Transition Collaborative (CTC): Operating costs award. (co-PI), \$2.1 million

2018-2019: *Learning Innovation and Teaching Enhancement Grant*: Closing the Collaborative Skills Gap: Assessing the Effectiveness of a University-Wide Course Designed to Teach Students How to Collaborate in Diverse Groups. (co-PI), \$4970

2017-2020: *National Science Foundation*: “A Belonging Intervention to Improve STEM Outcomes for Women and Underrepresented Students: A Randomized Controlled Trial at 22 Colleges” (Co-PI). \$1,493,968

2016-2024: *SSHRC Partnership Grant*: “Engendering success in STEM: a research consortium for gender equality in science and technology.” (Collaborator), \$2,499,956

2016-2018: The Raikes Foundation. *The College Transition Collaborative (CTC): Operating costs award*. (co-PI), \$500,000.

2016-2017: *Waterloo Gender Equity Grant*: “Evaluating and Disseminating Randomized Controlled Trials of Social Psychological Interventions Supporting Women in STEM Programs.” (PI): \$9,936

2015-2018: *Higher Education Quality Council of Ontario*: “Social-Belonging Interventions: A Randomized Controlled Trial.” (PI), \$133,252

2015-2016: *The Raikes Foundation*: “The College Transition Collaborative” (Co-PI), \$467,409

2015-2016: *Learning Innovation and Teaching Enhancement Grant*: “Pop Up Intervention! A 30-Second Treatment Improves Students’ Co-op Experiences.” (PI), \$15,204

2014-2015: *Learning Innovation and Teaching Enhancement Grant*: “Leveling the Playing Field for Vulnerable Students: A Test of the Effectiveness of Skills Tutorials.” (PI), \$2,500

2013-2014: *Renison Research Grant*. (PI), \$1,000

2012-2019: *SSHRC Insight Grant*: “An intervention to improve women’s engineering achievement.” (Co-PI), \$224,148

2010-2013: *SSHRC Standard Research Grant*: “An intervention to reduce stereotype threat and improve women’s representation and achievement in engineering.” (PI), \$70,209

2010-2011: *The Spencer Foundation*: “A social-psychological approach to raising student achievement, improving school behaviour, and closing racial disparities in high school.” (Supporting Researcher), \$39,925

2008-2011: *SSHRC Standard Research Grant*: “Developing and testing a psychological flu shot.” (Collaborator), \$131,051

2008-2010: *Waterloo Center for the Advancement of Co-operative Education*: “Testing the co-op stigmatization inoculation hypothesis.” (PI), \$26,542

2007- 2008: *The Society for the Psychological Study of Social Issues*: “How peer interactions can undermine women’s performance in engineering: The role of stereotype threat.” (PI) \$1,000

AWARDS AND FELLOWSHIPS

2018: University of Waterloo Equity & Inclusivity Award

2016: IARR Prize for Best Article published in PR and JSPR in 2013 and 2014

2010-2011: CIHR Training Grant in Population Intervention for Chronic Disease Prevention

2008-2010: SSHRC Postdoctoral Fellowship

2004-2007: SSHRC Canadian Graduate Scholarship

2006-2007: President’s Graduate Scholarship (awarded yearly 2006-2007)

2003-2005: Provost/Arts Doctoral Scholarship (awarded yearly 2003-2005)

2002-2004: Ontario Graduate Scholarship

PEER REVIEWED PUBLICATIONS

Logel, C., Le Forestier, J., Witherspoon, E., & Fotuhi, O. (2020). A social-belonging intervention benefits higher-weight students’ weight stability and academic achievement. *Social Psychological and Personality Science*.

LaCosse, J., Canning, E.A., Bowman, N, Murphy, M.C., **Logel, C.** (2020). A Social-Belonging Intervention Improves STEM Outcomes for Students who Speak English as a Second Language. *Science Advances*.

Oreopoulos, P., Petronijevic, U., **Logel, C.,** & Beattie, G. (2020). *Improving Non-Academic Student Outcomes Using Online and Text-Message Coaching*. *Journal of Economic Behavior and Organization*.

Logel, C., Hall, W., & Paige-Gould, E., Cohen, G. (2019). Why is it so hard to change? The role of self-integrity threat and affirmation in weight loss. *European Journal of Social Psychology*, 49, 748-759

Logel, C., Kathmandu, A., & Cohen, G. (2019). Affirmation Prevents Long-Term Weight Gain. *Journal of Experimental Social Psychology*, 81, 70-75.

Spencer, S. J., **Logel, C.,** & Davies, P. G. (2016). Stereotype Threat. *Annual Review of Psychology*, 67:14.1-14.23.

- Logel, C., Stinson, D. A., & Brochu, P. (2015). A well-being answer to the obesity question. *Social and Personality Psychology Compass*, 9:678-695.
- Walton, G. M., **Logel, C.**, Peach, J. M., Spencer, S., & Zanna, M. P. (2015). Two interventions to boost women's achievement in engineering: Social-belonging and self-affirmation-training. *Journal of Educational Psychology*, 107: 468-485.
- Logel, C.**, Stinson, D. A., Gunn, G., Wood, J. V., Holmes, J. G., & Cameron, J. J. (2014). A Little Acceptance is Good for Your Health: Interpersonal Messages and Weight Change Over Time. *Personal Relationships*, 21:583-598.
- Jordan, C., **Logel, C.***, Spencer, S. J., & Zanna, M. P. (2013). Low implicit self-esteem as a specific vulnerability for people with high explicit self-esteem: Situational activation of implicit self-esteem. *Journal of Social and Clinical Psychology*, 32, 703-732.
- *Noted that Logel and Jordan contributed equally.*
- Silverman, A., **Logel, C.**, & Cohen, G. L. (2013). Self-affirmation as a deliberate coping strategy: The moderating role of choice. *Journal of Experimental Social Psychology*, 49, 93-98.
- Hitchman, S., Driezen, P., **Logel, C.**, Fong, G. T., & Hammond, D. (2013). Evidence of wearout in response to tobacco graphic warning labels over 10 years. *Nicotine & Tobacco Research*, 16, 536-43.
- Logel, C.**, Walton, G. M., Peach, J. M., Spencer, S. J., & Zanna, M.P. (2012). Unleashing latent ability: Implications of creating stereotype safe environments for college admissions. *Educational Psychologist*, 47, 42-50.
- Costello, M., **Logel, C.**, Fong, G.T., Zanna, M. P., & McDonald, P. W. (2012). Perceived risk and quitting behaviors: Results from the ITC 4-Country Survey. *American Journal of Health Behavior*, 36, 681-692.
- Gaucher, D., Wood, J. V., Stinson, D. A., Forest, A., Holmes, J. G., & **Logel, C.** (2012). Perceived Regard Explains Self-Esteem Differences in Expressivity. *Personality and Social Psychology Bulletin*, 38, 1144-1156.
- Logel, C.**, & Cohen, G. L. (2012). The role of the self in physical health: Testing the effect of a values affirmation intervention on weight loss. *Psychological Science*, 23, 53-55.
- Tse, C., Spencer, S. J., & **Logel, C.** (2011). Stereotype Inoculation: An Elegant and Practical Model. *Psychological Inquiry*, 22, 296-298.
- Stinson, D. A., **Logel, C.**, Shepherd, S., & Zanna, M. P. (2011). Rewriting the self-fulfilling prophecy of social rejection: Self-affirmation improves relational security and social behavior up to 2 months later. *Psychological Science*, 22, 1145-1149.
- Logel, C.**, Peach, J. M., & Spencer, S. J. (2011). Threatening gender and race: Different manifestations of stereotype threat. In M. Inzlicht and T. Schmader (Eds.), *Stereotype Threat: Theory, Process, and Application*. Oxford University Press.

- Stinson, D. A., **Logel, C.**, Holmes, J. G., Wood, J. V., Forest, A. L., Gaucher, D., Fitzsimons, G. M., Kath, J. (2010). The regulatory function of self-esteem: Testing the acceptance and epistemic signalling systems. *Journal of Personality and Social Psychology*, *99*, 993-1013.
- Jordan, C. H., **Logel, C.**, Spencer, S. J., & Zanna M. P. (2010). Discrepancies between implicit and explicit attitudes, prejudices, and self-esteem: A model of simultaneous accessibility. In B. Gawronski & F. Strack (Eds.), *Cognitive Consistency: A Unifying Concept in Social Psychology*. New York: Guilford Press.
- Logel, C.**, Walton, G. M., Spencer, S. J., Iserman, E., von Hippel, W., & Bell, A. (2009). Interacting with sexist men triggers social identity threat among female engineers. *Journal of Personality and Social Psychology*, *96*, 1089-1103.
- Logel, C.**, Iserman, E. C., Davies, P. G., Quinn, D. M., & Spencer, S. J. (2009). The perils of double consciousness: The role of thought suppression in stereotype threat. *Journal of Experimental Social Psychology*, *45*, 299-312.
- Stinson, D. A., **Logel, C.**, Zanna, M. P., Holmes, J. G., Cameron, J. J., Wood, J. V., & Spencer, S. J. (2008). The cost of lower self-esteem: Testing a self-and-social-bonds model of health. *Journal of Personality and Social Psychology*, *94*, 412-428.
- Jordan, C. H., **Logel, C.**, Spencer, S. J., Zanna M. P., & Whitfield, M. (2008). The heterogeneity of self-esteem: Exploring the interplay between implicit and explicit self-esteem. In R. E. Petty, R. H., Fazio, & P. Briñol (Eds.), *Attitudes: Insights from the new implicit measures* (pp. 251-281). Psychology Press.
- Jordan, C. H., **Logel, C.**, Spencer, S. J., & Zanna, M.P. (2006). Nonconscious self-esteem: Is there something you're not telling yourself? In M. H. Kernis (Ed.), *Self-esteem issues and answers: A source book of current perspectives*. Psychology Press.
- Spencer, S. J., Jordan, C. H., **Logel, C.** E. R. & Zanna, M. P. (2005). Nagging doubts and a glimmer of hope: The role of implicit self-esteem in self-image maintenance. In A. Tesser, D. A. Stapel, & J. V. Wood (Eds). *Self and motivation*. Psychology Press.
- Bell, A. E., Spencer, S. J., Iserman, E., & **Logel, C.** E. R. (2003). The effect of stereotype threat on women's engineering performance. *Journal of Engineering Education*, *92*, 307-312.

Manuscripts In Preparation and Under Review (selected)

- Bowman, N., **Logel, C.**, LaCosse, J., Canning, E., Emerson, K., Murphy, M. (under review). The Role of Minoritized Student Representation in Promoting Achievement and Equity within College STEM Courses. Under Review at Educational Researcher
- Gilbertson M. K., Brady, S. T., Ablorh, T., **Logel, C.** & Schnitker, S. (under review). Closeness to God, Spiritual Struggles, and Well-being in the Transition to College. Under Review at PLOS One.
- Bowman, N., **Logel, C.**, LaCosse, J., Canning, E., Emerson, K., Murphy, M. (in preparation). Female Representation and Academic Achievement among STEM-Interested Students in College STEM Courses. Progress: Awaiting co-author sign-off before submission.

Logel, C., Muragishi, G., Shi, Y., Spencer, S.J., & Walton, G. W. *A five-year follow-up of two interventions to boost women's achievement in engineering.* Description: Assessment of effect of social psychological field interventions on grades and retention through graduation. Progress: Editing completed draft.

Lok, C., **Logel, C.,** Sharpinskyi, K., & Murphy, M. C. (in preparation). *A belonging intervention reduces the academic achievement gap among STEM students.*

Murphy, M. C., & **Logel, C.** (in preparation). *Mindsets in Context: Shifting from Growth Mindset "In the Head" to "Mindset Culture" in Educational Settings.* Progress:

Murdock-Perriera, L., Fisher, P., Boucher, K., & **Logel, C.** (in preparation). *Linguistic belonging.* Description: Coded hundreds of students' responses to the CTC belonging intervention to identify how concerns about language affect students. Progress: Data coded and analyzed, first draft written.

Vossen, J., Ehrlinger, J., & **Logel, C.** (in preparation). *Incremental Theories of Intelligence Increase Sense of Belonging and Academic Achievement.* Progress: Implementing revisions before submission.

Logel, C., Oreopoulos, P., & Petronijevic, U. *Testing three mindset interventions.* Description: Reporting results of two belonging interventions and a growth mindset intervention on a Canadian sample. Progress: Outline written, results of all three studies translated into tables.

MEDIA ARTICLES AND BLOG POSTS (RECENT)

Murphy, M. C., Boucher, K., & Logel, C. (January 2021). How to help students feel a sense of belonging during the pandemic. *Greater Good Magazine.*
https://greatergood.berkeley.edu/article/item/how_to_help_students_feel_a_sense_of_belonging_during_the_pandemic#.YAnYGFZnrQM.twitter

Woodruff, S., Smith, C., Ryan, K., Murphy, M., & Logel, C. (January 2021). Communicating With Your Students About the Capitol Hill Insurrection: Brief Suggestions for Instructors. *College Transition Collaborative Website.*
<http://collegetransitioncollaborative.org/resources/communicating-with-your-students-about-the-capitol-hill-insurrection-brief-suggestions-for-instructors/>

Logel, C., Boucher, K., & Murphy, M. (October 2020). Communication for Classroom Equity: How to Foster Equity in Your Course By Helping Students Hear What You Mean. *College Transition Collaborative Website.*
<http://collegetransitioncollaborative.org/resources/helping-students-hear-what-you-mean/>

Murphy, MC., Logel, C., Carroll, J.M. (July 2020). Three Teacher-Tested Ways to Encourage a Growth Mindset. *Education Week Opinion Blog.*
<https://www.edweek.org/education/opinion-three-teacher-tested-ways-to-encourage-a-growth-mindset/2020/07>

Logel, C., Boucher, K., & Ryan, K. (March, 2020). Physical Distancing, Not Social Isolation: Creating Supportive Learning Environments during COVID-19. *Student Experience Project Blog*.

<https://studentexperienceproject.org/physical-distancing-not-social-isolation-creating-supportive-learning-environments-during-covid-19/>

Logel, C. (March, 2020). Maintaining Connection and Belonging During Social Isolation. *College Transition Collaborative Website*.

<https://collegetransitioncollaborative.org/covid-19-response-supporting-students-in-times-of-uncertainty/covid-19-response-video-gallery-2/covid-19-response-video-2/>

TECHNICAL REPORTS

Ryan, K., Boucher, K., **Logel, C.**, Murphy, M. C., & College Transition Collaborative Staff (January 2020). Research Report: Student Experiences in STEM. *The Student Experience Project*. Six separate reports for each of our six university partners.

Emerson, K., Murphy, M.C., **Logel, C.**, Bowman, N. & College Transition Collaborative Staff (March 2020). NSF Project: Executive Summary of the First Year. Eleven reports for each of our eleven university partners.

Blodorn, A., Murphy, M.C., Walton, G., **Logel, C.**, Yeager, D., & College Transition Collaborative Staff (June 2018). Preliminary Intervention Results: Prematriculation Social-Belonging Intervention. *The Social-Belonging Intervention Project*. Twenty-three separate reports for each of our twenty-three school partners.

Blodorn, A., Walton, G., Murphy, M.C., **Logel, C.**, Yeager, D., & College Transition Collaborative Staff (May 2017). Post-Intervention Report: Intervention Delivery and Initial Results. *The Social-Belonging Intervention Project*. Twenty-three separate reports for each of our twenty-three school partners.

PAPERS PRESENTED PROFESSIONAL MEETINGS (As Speaker Only)

Murphy, M.C., Walton, G. M., **Logel, C.** (shared speaking role; 2019). Social belonging interventions can narrow educational inequalities yet depend on affordances of the context: Evidence from the College Transition Collaborative. Meeting of the Society for Experimental Social Psychology, Toronto, Canada.

Logel, C. (2019). Reducing Achievement Gaps by Fostering Students' Sense of Belonging. *15th Annual Meeting of the Undergraduate Experiences Symposium, Denver, Colorado*.

Logel, C. (2016). New directions and discoveries in affirmation research. *Meeting of the Society for the Study of Motivation, Chicago, Illinois*.

Logel, C. (2015). Women in engineering: Social psychology's (small) contribution. *Ontario Network of Women in Engineering, Waterloo, Ontario*.

- Logel, C.** (2014). Reducing stereotype threat. *The Association for Feminist Epistemologies, Methodologies, Metaphysics, and Science Studies, Waterloo, Ontario.*
- Logel, C.,** (2014). When interventions fail: How (and how not) to support women's STEM performance. *The 10th Biennial Society for the Psychological Study of Social Issues Convention, Portland, Oregon.*
- Logel, C.** (2012). Women in science and technology: A social psychological approach. *Science and Technology in Society Conference, Waterloo, Ontario.*
- Logel, C.,** Walton, G. M., Peach, J., Spencer, S. J., & Zanna, M. P. (2010). An intervention to improve women's grades in masculine domains. *The 8th biennial convention of the Society for the Psychological Study of Social Issues, New Orleans, Louisiana.*
- Logel, C.,** Walton, G. M., Spencer, S. J., & Peach, J. (2010). An intervention to improve vulnerable students' grades by addressing uncertainty about social belonging. *The 10th annual conference of the Society for Personality and Social Psychology, Las Vegas, Nevada.*
- Logel, C.,** & Spencer, S. (2008). If I succeed will they accept me? The role of implicit self-esteem among people with low (explicit) self-esteem. *The 8th annual conference of the Society for Personality and Social Psychology, Albuquerque, New Mexico.*

INVITED COLLOQUIA

- 2020: Sense of Belonging Through Inclusive Environments and Caring Community. Keynote Address at Annual Wellness Collaborative conference, attended by more than 300 faculty and staff, University of Waterloo.
- 2019: The Student Experience Project. *Colorado State University, Fort Collins, Colorado.*
- 2019: The Student Experience Project. *University of Colorado Denver, Colorado.*
- 2019: The Student Experience Project. *University of Colorado Denver, Colorado.*
- 2019: The Importance of Belonging for STEM Achievement: A Randomized Controlled Trial. *Computer Science Faculty, Waterloo, Ontario.*
- 2019: The Importance of Belonging for STEM Achievement and Retention: Lessons From Social Psychology, *Portland State University, Portland, Oregon.*
- 2019: A Research-Practice Partnership in Social Psychology. *Renison College Board of Directors, Waterloo, Ontario.*
- 2019: The Importance of Belonging for STEM Achievement and Retention: Lessons From Social Psychology. *University of Guelph, Guelph, Ontario.*
- 2019: Results of the College Transition Collaborative's Multi-Site Randomized Controlled Trial. *Pittsburgh University, Pittsburgh, Pennsylvania.*
- 2019: Results of the College Transition Collaborative's Multi-Site Randomized Controlled Trial. *University of Waterloo, Waterloo, Ontario.*

2018: Results of the College Transition Collaborative's Multi-Site Randomized Controlled Trial. *University of California Santa Cruz, Santa Cruz, California.*

2018: Results of the College Transition Collaborative's Multi-Site Randomized Controlled Trial. *Dartmouth College, Hanover, New Hampshire.*

2018: Results of the College Transition Collaborative's Multi-Site Randomized Controlled Trial. *Yale University, New Haven, Connecticut.*

2018: Social Belonging in Student Success. *Cornell University, Ithaca, New York.*

2017: Everything you wanted to know about gender equality in tech but were afraid to ask: Choose your own adventure. *Google, Waterloo, Ontario.*

2017: Anything you wanted to know about the psychology of achieving and belonging in STEM fields but were afraid to ask: A choose your own adventure talk. *Department of Physics, University of Waterloo.*

2017: Personality: A window into psychology. *Invited lecturer, iBASE program*

2015: How to support struggling students: Secrets from social psychology. *Session speaker, College Persistence & Completion Forum, Research Alliance for New York City Schools and Graduate NYC.*

2015: How to prepare students to succeed in college: Insights from social psychology. *Keynote Speaker, Evidence-Based Practices in College Persistence & Completion, Research Alliance for New York City Schools and NYC Department of Education*

2015: A Threat on the Scale: Understanding and Alleviating Body Weight Threat. *York University Social Psychology Department.*

2015: A Threat on the Scale: Understanding and Alleviating Body Weight Threat. *UC Santa Barbara Social Psychology Labs.*

2015: A Threat on the Scale: Understanding and Alleviating Body Weight Threat. *Stanford University Social Psychology Department.*

2015: How NOT to do a social psychological intervention. *Psychological Interventions in Educational Settings Seminar, Stanford University.*

2012: The value of affirmation: How bolstering people against psychological threat leads to positive outcomes. *University of British Columbia, Okanagan Social Psychology Lab.*

2011: How co-operative education can support the success of negatively stereotyped minority students. *University of Waterloo Co-operative Education Department.*

2010: The role of social psychological processes in health and education outcomes. *Columbia University Social Psychology Department.*

2010: The role of social psychological processes in health and education outcomes. *Wilfrid Laurier Social Psychology Department.*

2010: Testing a self-and-social bonds model of health. *University of Waterloo Applied Health Sciences Faculty.*

2010: Social identity threat and women's success in male-dominated fields. *University of California, Berkeley Social Psychology Department.*

2009: Social identity threat and women's success in male-dominated fields. *Stanford University Social Psychology Department*.

2008: Psychological threat, social bonds, and health. *University of Colorado, Boulder Social Psychology Department*.

2008: Skills for transitions into engineering program (STEP). *University of Waterloo Faculty of Engineering Women in Engineering Committee*

WORKSHOPS AND PROFESSIONAL DEVELOPMENT SESSIONS

July 2020: Learning Session on Social Belonging. Presented to faculty fellows at UT Austin as part of the Texas Mindset Initiative.

June 2020: Skill Building Workshop: The First Week: Social Belonging and Growth Mindset Foundations. Presented to faculty from the six partner colleges of the Student Experience Project.

June 2020: Two-part workshop: Your Syllabus as a Tool to Promote Student Equity, Belonging, and Growth. Presented to ~100 faculty from the six partner colleges of the Student Experience Project.

June 2020: Two-part workshop: Your Syllabus as a Tool to Promote Student Equity, Belonging, and Growth. Presented to faculty at University of Waterloo.

October 2019: How staff and faculty can reduce achievement gaps by fostering students' sense of belonging. Presented at University of Waterloo Equity Office Workshop Series

COURSES TAUGHT

Introduction to Psychology

Honours Seminar in Race and Gender Equality

Personality Theory

Psychological Interventions

PROFESSIONAL MEMBERSHIPS

Society for Experimental Social Psychology (SESP), Granted to social psychologists who show "evidence of substantial contribution to social psychology as an empirical science; significant publication in recognized journals or books"