

## CLIMATE

### ANNOTATED BIBLIOGRAPHY

**Abbuhl, S., Bristol, M.N., et.al. (2010). Examining faculty awards for gender equity and evolving values. *Journal of General Internal Medicine*, 25(1), 57-60.**

Awards given to medical school faculty are one important mechanism for recognizing what is valued in academic medicine. There have been concerns expressed about the gender distribution of awards, and there is also a growing appreciation for the evolving accomplishments and talents that define academic excellence in the 21st century and that should be considered worthy of award recognition. Recipient data were collected on awards from 1996 to 2007 inclusively at the University of Pennsylvania School of Medicine (SOM). Descriptions of each award also were collected. The female-to-male ratio of award recipients over the time span was reviewed for changes and trends. The title and text of each award announcement were reviewed to determine if the award represented a traditional or a newer concept of excellence in academic medicine. There were 21 annual awards given to a total of 59 clinical award recipients, 60 research award recipients, and 154 teaching award recipients. Women received 28% of research awards, 29% of teaching awards and 10% of clinical awards. Gender distribution of total awards was similar to that of SOM full-time faculty except in the clinical awards category. Only one award reflected a shift in the culture of individual achievement to one of collaboration and team performance. Examining both the recipients and content of awards is important to assure they reflect the current composition of diverse faculty and the evolving ideals of leadership and excellence in academic medicine. [Abstract from authors]

**Akin-Little, A., Bray, M. A., Eckert, T. L., & Kehle, T. J. (2004). The perceptions of academic women in school psychology: A national survey. *School Psychology Quarterly*, 19(4), 327-341.**

The purpose of this investigation was to ascertain female school psychology academicians' perceptions of their respective academic climates, levels of support, incidences of harassment, and levels of stress. Comparisons between women currently working in psychology departments and those in colleges of education were of particular interest. The findings suggested that the majority of participants (61%) reported that climate differences did not exist. Additionally, the majority of participants were not dissatisfied with their experiences in academia. Although women perceived their respective academic climates as positive, areas of perceived gender disparity were identified. Results are discussed in terms of implications for recruitment and retention of women faculty in school psychology. [Abstract from authors]

**Antonio, A. (2002).** Faculty of color reconsidered: Reassessing contributions to scholarship. *The Journal of Higher Education*, 73(5), 582-602. Retrieved from: <http://www.jstor.org/stable/1558434>

In this study, the author examines the role of faculty of color in expanding notions of scholarship in academe. Results indicate that the value orientation that faculty of color bring to the academy distinguishes their greater involvement in, and support of, activities reflective of Boyer's scholarship of discovery, teaching, integration, and application. [Abstract from JHE]

**Bahniuk, M. H., Dobos J., & Hill, S. K. (1990).** The impact of mentoring, collegial support, and information adequacy on career success: a replication. *Journal of Social Behavior & Personality*, 5(4), Special Issue, 431-452.

This study replicated a study by Hill et al. (1989b) of the relationship between mentoring and career success. 215 male and 43 female managers were surveyed concerning mentoring support, perceived success, and demographics. Four dimensions of informal support emerged: collegial/task, mentor/protégé, collegial/social, and teacher/coach support. Results support those of Hill et al. (1989), showing the importance of a mentor for career success. Men had higher success scores on managerial rank and income than women, and both men and women with mentors scored higher on informal and formal communication variables than did those without mentors. [Abstract from authors]

**Bowen, H.A., & Schuster, J.H. (1986).** *American professors: A national resource imperiled*. New York: Oxford University Press.

This book examines the impact of recent upheavals in higher education on the American professoriate. Examining such factors as declining enrollment, declining governmental support, and massive shifts in enrollment among academic disciplines, the authors conclude that academics are in an imperiled profession. [...]The book addresses two main issues: Will our colleges and universities be able to maintain an appropriate professoriate in the sense of attracting well-qualified people? If not, what should be done to assure that the professoriate of the future is capable of meeting its responsibilities? To answer these questions, the authors offer a detailed profile of the American professoriate—their demanding work, contribution to society, personal backgrounds and characteristics (including their eccentricities), values and attitudes. They look in depth at salaries, working conditions, and the flow of people in and out of the profession. The final section of the book contains policy recommendations, some directed toward the colleges and universities themselves, some toward federal and state governments. These recommendations are presented from the viewpoint of the public interest, not only in terms of the interests of the profession. [Abstract from Amazon.com]

**Branscombe, N. R., Schmitt, M. T., & Harvey, R. D. (1999).** Perceiving pervasive discrimination among African Americans: implications for group identification and well-being. *Journal of Personality & Social Psychology*, 77(1), 135-149.

African Americans supported a model predicting that more racially segregated life contexts are associated with feelings of acceptance by other in-group members and, to a lesser extent, rejection by out-group members. In-group acceptance and out-group rejection in turn influenced identification with the in-group, which was a strong predictor of psychological well-being. Alternative models were not supported. Results suggest that environments that are segregated offer in-group support and acceptance, thereby protecting self-esteem against possible perils of rejection by a powerful out-group. Findings suggest that the improvement of intergroup relations should not be at the expense of intragroup relations. [Abstract from authors]

**Caplan, P.J. (1993).** *Lifting a ton of feathers: A woman's guide for surviving in the academic world*. Toronto: University of Toronto Press.

Paula J. Caplan's description of systemic sexism is extensively researched, her advice thorough. "Everything you ever wanted to know about academic life in North America is present in this ambitious project, from how to use body language to assert yourself, to instructions on the preparation of a curriculum vitae. Aware of the multiple oppressions women face, Caplan acknowledges the compounding effects of systemic racism and homophobia present on campuses throughout Canada and the United States (Bardon, 1994, 321)." [Book review by Bardon, S. (1994). *Lifting a ton of feathers: A women's guide to surviving in the academic world* by Paula J. Caplan. *Women's Studies International Forum*, 17(2-3), 321.]

**Casey, P. R. & Grzywacz, J. G. (2008).** Employee health and well-being: The role of flexibility and work family balance. *The Psychologist-Manager Journal*, 11(1), 31-47.

There is substantial interest in the potential health effects of workplace flexibility; however, the literature linking flexibility to health is limited. The purpose of this study was to enhance understanding of the potential benefits of flexibility for employee health and well-being. Additionally, this study determines if this association is mediated by work-family balance. Results from longitudinal data obtained from a large multinational company showed that increased flexibility was associated with decreased sickness absence and work-related impairment and improved job commitment over a 1-year period. Furthermore, work-family balance partially mediated the effects of flexibility on impairment and job commitment but not sickness absence. This study strengthens the evidence base for the beneficial health effects of workplace flexibility and suggests that organizations benefit from building a culture of flexibility in the organization. [Abstract from authors]

**COACHE (Collaborative On Academic Careers in Higher Education). (2007). 2007 COACHE survey highlights, September 17, 2007, Retrieved from:**

<http://gseacademic.harvard.edu/~coache/reports/index.html>

The Collaborative on Academic Careers in Higher Education (COACHE) provides academic leaders with in-depth peer data to monitor and improve work satisfaction among full-time, tenure-track faculty [...] The core element of COACHE is the Tenure-Track Faculty Job Satisfaction Survey, a validated survey instrument developed, tested, and continually improved with assistance from the Ford Foundation, the Atlantic Philanthropies, and participating institutions [...] The COACHE Institutional Report pinpoints problem areas, whether within a particular policy or practice, academic area, or demographic. [From the Overview of the report, p. 1]

**Donovan, M.A., Drasgow, F., & Munson, L. J. (1998). The perceptions of fair interpersonal treatment scale: the development and validation of a measure of interpersonal treatment in the workplace. *Journal of Applied Psychology, 83*(5), 683-692.**

The Perceptions of Fair Interpersonal Treatment (PFIT) scale was designed to assess employees' perceptions of the interpersonal treatment in their work environment. Analyses of the factor structure and reliability of this new instrument indicate that the PFIT scale is a reliable instrument composed of 2 factors: supervisor treatment and coworker treatment. It was hypothesized that the PFIT scale would be positively correlated with job satisfaction variables and negatively correlated with work withdrawal, job withdrawal, experiences of sexual harassment, and an organization's tolerance of sexual harassment. Results based on 509 employees in a private-sector organization and 217 female faculty and staff members at a large Midwestern university supported these hypotheses. Arguments that common method variance and employees' dispositions are responsible for the significant correlations between the PFIT scale and other job-related variables were eliminated. The implications of these results are discussed. [Abstract from authors]

**Ellemers, N., van den Heuvel, H., de Gilder, D., Maass, A., & Bonvini, A. (2004). The underrepresentation of women in science: Differential commitment or the queen bee syndrome? *British Journal of Social Psychology, 43*(3), 315-338.**

We examined possible explanations for the underrepresentation of women among university faculty, in two different national contexts. In the Netherlands, a sample of doctoral students (N = 132) revealed no gender differences in work commitment or work satisfaction. Faculty members in the same university (N = 179), however, perceived female students to be less committed to their work and female faculty endorsed these gender-stereotypical perceptions

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most strongly. A second study in Italy replicated and extended these findings. Again, no gender differences were obtained in the self-descriptions of male and female doctoral students (N = 80), while especially the female faculty (N = 93) perceived female students as less committed to their work than male students. Additional measures supported an explanation in social identity terms, according to which individual upward mobility (i.e. of female faculty) implies distancing the self from the group stereotype which not only involves perceiving the self as a non-prototypical group member, but may also elicit stereotypical views of other in-group members. [Abstract from authors]

**Etzkowitz H, Kemelgor C, Neuschatz, M., Uzzi, A., & Alonzo, J. (1994). The paradox of critical mass for women in science. *Science*, 266(5182), 51-54.**

Evaluates the social aspects of the increasing participation of women in science, particularly in the American academe, amidst the lack of change in the structure of the scientific workplace. Bifurcation of the scientific role along generational and gender fault lines; Women's denial of the existence of gender-related obstacles for fear of stigmatization; Paradox of critical mass; Lack of role models.

**Evetts, J. (1996). *Gender and career in science and engineering*. Philadelphia, PA: Taylor & Francis.**

“This book is concerned with the careers of scientists and engineers working in large industrial organizations. It will attempt to illuminate and explore the factors which shape such careers. The primary focus will be the career experiences of individuals and the career processes in organizations. Throughout the analysis, gender constitutes a critical variable and gender differences in the experiences of career will be examined. Aspects of change in experiences and in processes in organizations will also be considered, alongside any aspects of stability, continuity and reproduction.” [Evetts, 1996, p. 7].

**Fox, M.F. (2010). Women and men faculty in academic science and engineering: Social-organizational indicators and implications. *American Behavioral Scientist*, 53(7), 997-1012.**

Drawing on recent survey data of women and men faculty in doctoral-granting departments in computer science, engineering, and science fields in nine highly ranked research universities, this article depicts four key social-organizational features of work, as reported by women and men respondents: frequency of speaking with faculty about research in home unit, ratings of aspects of position and department, characterizations of departmental climates, and levels of interference experienced with work and family. The article points to (a) the ways in which these features of work are consequential for significant status in academic science and engineering; (b) the ways in which experiences with these features vary for women and men faculty; and (c) the ways that institutional practices and policies, reflecting these features, may be improved toward

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greater equity for the full participation and status of both women and men in academic science and engineering. [Abstract from author]

**Gersick, C. J. G., Bartunek, J. M., & Dutton, J. E. (2000). Learning from academia: the importance of relationships in professional life. *Academy of Management Journal*, 43(6), 1026-1044. Retrieved from: <http://www.jstor.org/stable/1556333>**

In-depth interviews with 37 business school faculty members suggest that work relationships are more than strategically chosen means to career mobility. Relationships are career-defining ends as well, and negative relationships may be as consequential as helpful ties. Findings also showed significant gender differences: women, more than men, told stories about harm; men, more than women, told stories about help. Workplace relationships may play different roles for professionals and managers, and men's and women's different relational experiences may foster different career logics, or ways of striving for success. [Abstract from authors]

**Gillespie, K.J., Robertson, D.L., et.al. (2010). *A guide to faculty development*. San Francisco: Wiley & Sons.**

In Part II of this newly revised guide, Chapters 12 and 14 (“An Overview of Diversity Issues Relating to Faculty Development” and “Working with Underrepresented Faculty”) offer an institutional approach to issues such as benefits of faculty diversity, and inclusive excellence as an organizational strategy for change. Recommendations are geared to administrative and leadership positions able to make policy changes across an entire university campus. National statistics on faculty demographic composition are presented, as well as assessment tools for institutions wishing to internally evaluate their progress towards diversity.

**Glazer-Raymo, Judith (Ed.) (2008). *Unfinished agendas: New and continuing gender challenges in higher education*. Baltimore: John Hopkins University Press.**

This book considers women’s progress in American higher education in the current millennium by analyzing the intensification of issues confronting women in and outside the academy. It offers a sequel to Glazer-Raymo’s publication *Shattering the Myths: Women in Academe* (1999) which reviewed women’s progress since the 1970s in gaining access to programs, professions and positions formerly closed to them but cautioned that much remained to be accomplished in promoting gender and racial equality in the academy. Notwithstanding women’s majority status as students in American higher education institutions, gender disparities continue in hiring, promotion, tenure, compensation, named chairs, grants and senior-level appointments. Further, women hold the majority of insecure appointments including part-time and non tenure-track appointments. [Abstract from Theresa Shanahan, Associate Professor, York University]

**Greene, J., Stockard, J., Lewis, P., Richmond, G. (2010). Is the academic climate chilly? The views of academic women chemists. *Journal of Chemical Education*, 87(4), 381-385.**

The statistical picture of the gender composition of chemistry as reported in national data indicates that women are underrepresented in academe in comparison to their representation in the field as a whole. This article presents data on the perceptions and views of a broad cross-section of women in academic chemistry departments and provides some clues as to why this underrepresentation may occur. In general, the data support literature that has posited a work climate that is problematic and less than welcoming for women. The results indicate that a large proportion of the women surveyed report that they receive little professional support through mentoring, that they perceive that there are strong differences in the resources and privileges awarded to men and women faculty, and that gender-related issues affect their department's ability to recruit and hire or to promote women's career progress after they are hired. Finally, the chemistry women in this study were significantly less likely than those in a national sample of academics to report being satisfied with their jobs and were significantly less likely than those in the national sample to agree that women and minorities are treated fairly. [Abstract from author]

**Hart, J. & Cress, C. (2008). Are women faculty just “worrywarts?” Accounting for gender differences in self-reported stress. *Journal of Human Behavior in the Social Environment*, 17(1), 175-193.**

Contrary to notions that faculty women are overly sensitive and over-dramatize their work life challenges, quantitative and qualitative data from a large public research university provide contrasting work life experiences for female and male faculty. Significant gender differences, emphasized by rich description from faculty, are reported in teaching, service, and research responsibilities that contribute to increased levels of stress for women. Specific strategies for creating more equitable and less stressful work environments are highlighted. [Abstract from authors]

**Hensel, N. (1991). *Realizing gender equality in higher education: the need to integrate work/family issues*. ASHE-ERIC higher education report no. 2. Washington, D.C.: The George Washington University, School of Education and Human Development. Retrieved from: <http://www.ericdigests.org/1992-4/gender.htm>**

With an increasing demand for faculty in higher education, this brief report notes that women are an underutilized pool for new faculty. It asks why women are not in faculty positions in higher numbers, and discusses the presence of gender discrimination in the academy, differences in scholarly productivity for men and women, and the conflict between family and career as potential reasons that women aren't more visible in academia. Finally, the report lists a number of actions a university can take to make the climate more conducive for women faculty.

Hill, E. J., Hawkins, A. J., Ferris, M., & Weitzman, M. (2001). Finding an extra day a week: The positive effect of job flexibility on work and family life balance. *Family Relations*, 50(1), 49-58. Retrieved from: <http://www.jstor.org/stable/585774>

This study examines the influence of perceived flexibility in the timing and location of work on work-family balance. Data are from a 1996 International Business Machines (IBM) work and life issues survey in the United States (n = 6,451). Results indicate that perceived job flexibility is related to improved work-family balance after controlling for paid work hours, unpaid domestic labor hours, gender, marital status, and occupational level. Perceived job flexibility appears to be beneficial both to individuals and to businesses. Given the same workload, individuals with perceived job flexibility have more favorable work-family balance. Likewise, employees with perceived job flexibility are able to work longer hours before workload negatively impacts their work-family balance. Implications of these findings are presented. [Abstract from authors]

Hirshfield, L.E. (2010). She won't make me feel dumb: Identity threat in a male-dominated discipline. *International Journal of Gender, Science, and Technology*, 2(1). Retrieved July 7, 2010, from <http://genderandset.open.ac.uk/index.php/genderandset/article/view/60/81>

Fields of study in college and graduate school, as well as careers in science, technology, engineering and mathematics (STEM) continue to be chosen more frequently by men than by women, contributing to the gendered wage gap. Using data from interviews with undergraduate physics students, I challenge prevalent notions of 'critical mass,' and argue that women's hypervisibility in male-dominated STEM fields produces identity threat – concern that their perceived inadequacies are attributed both to themselves and to women as a group. In response, women seek out 'friendlier,' less identity threatening environments, thereby clustering together in female-dominated work spaces. Implications for future research and policy on gender in STEM fields are discussed. [Abstract from author]

Hitchcock, M. A., Bland, C. J., Hekelman, F. P., & Blumenthal, M.G. (1995). Professional networks: the influence of colleagues on the academic success of faculty. *Academic Medicine*, 70(12), 1108-1116.

**Background.** Successful higher education faculty, those who get promoted and tenured, who get recognized for contributions, who produce more and significant research, frequently consult colleagues. This article summarizes what is known about colleague relationships with the hope of stimulating further research to extend current conclusions to medical school faculty.

**Method.** In the spring of 1992, a systematic literature review was conducted using database searches and author review of 137 selected books and articles using a standard protocol; preference was given to articles that were data-oriented, used quality designs, and related directly to the topic. **Results.** Forty-seven "best" sources, published between 1963 and 1991, were included in the review of (1) types and configurations of colleague relationships, (2) forming and maintaining colleague relationships, (3) colleague effects on faculty success, (4)

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functions of colleague relationships, (5) changes in colleague relationships over a career, and (6) effects on methods, size, and configuration of colleague relationships. **Conclusion.** Among the conclusions reached are that (1) there are a variety of types or configurations of colleague relationships, all with different functions and effects on faculty performance; (2) dyadic conceptions of colleague relationships are insufficient to explain the functions of colleague relationships; and (3) the most important source for developing colleague relationships is professional associations, while the least important source is one's own institution. [Abstract from authors]

**Isaac, C., Griffin, L., Carnes, M. (2010). A qualitative study of faculty members' views of women chairs. *Journal of Women's Health, 19*(3), 533-546.**

Concurrent with the evolving role of the department chair in academic medicine is the entry of women physicians into chair positions. Because implicit biases that stereotypically masculine behaviors are required for effective leadership remain strong, examining faculty members' perceptions of their chair's leadership in medical school departments with women chairs can provide insight into the views of women leaders in academic medicine and the complex ways in which gender may impact these chairs' leadership style and actions. This exploratory study suggests that the culture of academic medicine has moved beyond questioning women physicians' competence to lead once they are in top organizational leadership positions. The findings are also consonant with experimental research indicating that women leaders are most successful when they pair stereotypic male (agentic) behaviors with stereotypic female (communal) behaviors. All three chairs exhibited features of a transformational leadership style and characteristics deemed essential for effective leadership in academic medicine. [Abstract from authors, edited by UA ADVANCE staff]

**Jacobs, J. A., & Winslow, S. E. (2004). The academic life course, time pressures, and gender inequality. *Community, Work, and Family, 7*(2), 143-161.**

In this paper we examine time pressures facing faculty members in the USA, especially assistant professors. We consider whether the strategy of sequencing life events, specifically 'tenure first, kids later', is a viable strategy for faculty today. We draw from the 1998 National Survey of Post-Secondary Faculty, which includes data on over 10,000 full-time professors in US universities. We examine the amount of time faculty work on a weekly basis. We then consider the ages of assistant professors. We also document the prevalence of dual-career marriages in academia. Next we document the patterns of parental responsibilities among assistant professors, and examine the impact of marital and parental status on time devoted to professional responsibilities. We also discuss the impact of time pressures on job satisfaction. This analysis is designed to highlight the challenges of designing more family-friendly professional positions

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without recreating or reinforcing gender disparities in earnings and professional status.

[Abstract from authors]

**Kanter, R. M. (1976). The impact of hierarchical structures on the work behavior of women and men. *Social Problems*, 23(4), 415-430. Retrieved from: <http://www.jstor.org/stable/799852>**

This paper makes the case for an absence of sex differences in work behavior, arguing instead that work attitudes and work behavior are a function of location in organizational structures. The structures of opportunity (e.g., mobility prospect) and power (e.g., influence upward), along with the proportional representation of a person's social type, define and shape the ways that organization members respond to their jobs and to each other. In hierarchical stems like large corporations, the relative disadvantage of many women with respect to opportunity and power results in behaviors and attitudes (such as limited aspirations, concern with co-worker friendships, or controlling leadership styles) that are also true of men in similarly disadvantaged positions. The structure of power in organizations, rather than inherent sexual attitudes, can also explain why women sometimes appear to be less preferred as leaders. It is concluded that it is not the nature of women but hierarchical arrangements that must be changed if we are to promote equity in the workplace. [Abstract from author]

**Kanter, R. M. (1977). *Men and women of the corporation*. New York, NY: Basic Books.**

In this landmark work on corporate power, especially as it relates to women, Rosabeth Moss Kanter [...] shows how the careers and self-images of the managers, professionals, and executives, and also those of the secretaries, wives of managers, and women looking for a way up, are determined by the distribution of power and powerlessness within the corporation.

[Editorial Review, <http://www.amazon.com>]

**Keashly, L., Neuman, J.H. (2010). Faculty experiences with bullying in higher education: Causes, consequences, and management. *Administrative Theory and Practice*, 32(1), 48-70.**

Although much research has been done on workplace aggression and bullying over the past two decades, academics have paid relatively little attention to bullying in their own institutions. In this article, we discuss what is currently known about bullying in academia, with a particular focus on faculty behavior, and apply empirical and conceptual findings from research on aggression and bullying in other work settings and the significant literature on conflict management in higher education. We begin by describing the nature and prevalence of aggression and bullying in higher education. Drawing on well-established findings from interpersonal aggression research, we discuss several important social, situational, and contextual antecedents to aggression (including academic culture, climate, values, and work practices) and demonstrate how these may serve as causes and consequences of bullying.

Embedded in this discussion, we offer a number of specific propositions for future research. We

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conclude with a discussion of possible actions for prevention and management of bullying in higher educational settings. [Abstract from authors]

**Kite, M. E., Russo, N. F., Brehm, S. S., Fouad, N. A., Hall, C. C., Hyde, J.S., & Keita, G.P. (2001). Women psychologists in academe: mixed progress, unwarranted complacency. *American Psychologist*, 56(12), 1080-1098.**

Reviews the characteristics of academic women in psychology, detailing what is known about women's participation in various academic roles, describing their successes in those roles, and discussing obstacles to their success in psychology as a discipline and in the academe more broadly. Recommendations for enhancing women's success in academia are appended.

[Abstract from PsycINFO Database]

**Klonoff, E. A., Landrine, H., & Campbell, R. (2000). Sexist discrimination may account for well-known gender differences in psychiatric symptoms. *Psychology of Women Quarterly*, 24, 39-50.**

It was hypothesized that women may have more depressive, anxious, and somatic symptoms than men because they experience a deleterious stressor that men do not: sexist treatment. A total of 255 students (180 females, 75 males) at a state university completed an anonymous questionnaire containing measures of these symptoms. Women were found to exhibit significantly greater symptoms than men on all of them. Further, women who experienced frequent sexism had significantly more symptoms than men on all symptom measures, whereas women who experienced little sexism did not differ from men on any symptom measure. These findings suggest that gender-specific stressors not only play a role in psychiatric symptoms among women but may account for well-known gender differences in those symptoms as well.

[Abstract from authors]

**Lee, S. & Bozeman, B. (2005). The impact of research collaboration on scientific productivity. *Social Studies of Science*, 35(5), 673-702.**

Based on the curricula vitae and survey responses of 443 academic scientists affiliated with university research centers in the USA, we examine the longstanding assumption that research collaboration has a positive effect on publishing productivity. Since characteristics of the individual and the work environment are endogenously related to both collaboration and productivity, this study focuses on the mediating effect of collaboration on publishing productivity. By using the two-stage least squares analysis, the findings indicate that in the presence of moderating variables such as age, rank, grant, gender, marital status, family relations, citizenship, job satisfaction, perceived discrimination, and collaboration strategy, the simple number ('normal count') of peer-reviewed journal papers is strongly and significantly associated with the number of collaborators. However, the net impacts of collaboration are less

clear. When we apply the same model and examine productivity by ‘fractional count’, dividing the number of publications by the number of authors, we find that number of collaborators is not a significant predictor of publishing productivity. In both cases, ‘normal count’ and ‘fractional count’, we find significant effects of research grants, citizenship, collaboration strategy, and scientific field. We believe that it is important to understand the effects of the individual and environmental factors for developing effective strategies to exploit the potential benefits of collaboration. We note that our focus is entirely at the individual level, and some of the most important benefits of collaboration may accrue to groups, institutions, and scientific fields. [Abstract from authors]

**Levine, J. & Pittinsky, T. (1997). *Working fathers*. Reading, MA: Addison-Wesley Publishing Company.**

Levine and Pittinsky, both associated with the Families and Work Institute, write in a fluid, intelligible fashion on the neglected topic of fathers who strive to balance work and family. They begin with a scholarly examination of home and workplace issues that facilitate or undermine personal and professional productivity and well-being. The authors emphasize that equal numbers of men and women report stress associated with work-family issues and that "good dads make better workers." They then offer guidelines for creating a father-friendly workplace, including paternity leave and flexible scheduling. The final section provides suggestions for managing work and home. The authors elegantly balance scholarly reportage with practical suggestions for employers, employees, and family members. Covering an important and timely topic, this work will be at home in both business and parenting collections. [Review from Farber, Alan J., *Library Journal* found at [www.amazon.com](http://www.amazon.com)]

**Maranto, C.L., Griffin, A. (2010). The antecedents of a 'chilly climate' for women faculty in higher education. *Human Relations*.**

The literature on women’s under-representation in academia asserts that faculty women face a ‘chilly climate’, but there are few theoretically based studies examining this proposition. Relational demography, organizational justice, and social network theories all identify possible antecedents of ‘chilly climate’. Using survey data of faculty at a private Midwestern US university, we test whether the perception of exclusion (chilly climate) is influenced by demographic dissimilarity, and perceptions of fairness and gender equity. We find that faculty women perceive more exclusion from academic departments with a low representation of women, consistent with relational demography. Perceptions of procedural fairness and gender equity are powerful factors that foster inclusion and warm the climate for both men and women. The ‘chilly climate’ for women faculty is a complex phenomenon with multiple causes. Policies that fail to address these multiple causes are unlikely to be effective. [Abstract from author].

**Maske, K. L., Durden, G. C., & Gaynor, P. (2003). Determinants of scholarly productivity among male and female economists. *Economic Inquiry*, 41(4), 555-564.**

A model of the determinants of articles produced by male and female economists is estimated using data from a survey of members of the American Economics Association. Years of experience, coauthorship rates, gender, research-teaching orientation of the respondent's institution, and teaching loads are shown to be important estimators. Coauthorship appears to increase the overall production of articles and may help explain why collaboration among economists has increased in recent years. Males produce, on average, about seven more articles than females, with approximately 59% of gender-specific differentials left unexplained by the variables included in the model. [Abstract from publisher, Oxford University Press.]

**Mason, M. A., & Goulden, M. (2004). Do babies matter (Part II)? *Academe*, 90(6), 10-15.**

This study uses the Survey of Doctorate Recipients (SDR), which is a biennial weighted, longitudinal study that follows more than 160,000 PhD recipients across all disciplines until they reach age 76. Using SDR data set, the authors analyzed the life courses of PhD recipients, including their decisions about marriage and fertility, to determine whether an academic career affects family formation. The authors concluded that the life trajectories of tenured women, specifically the decision to marry and have children differ from those of tenured men.

**McNeil, L. & Sher, M. (1999). The dual-career-couple problem. *Physics Today*, 52(7), 32.**

Provides solutions to the dual-career-couple problem of physicists. Establishment of formal spousal hiring programs; Alternative academic positions; Long-distance commuting to jobs; Impact of career problem on institutions as well as job seekers. [Abstract from Academic Search Complete]

**Moore, K. M. & Sagaria, M. A. D. (1993). The situation of women in research universities in the United States: within the inner circles of academic power. In B. K. Townsend (ed.), *Women in higher education: a feminist perspective* (1st ed.). Needham Heights, MA: Ginn Press.**

The purpose of this chapter is to provide a discussion of U.S. higher education which focuses on the situation in research universities and how that situation affects women academics. We do this by weaving three conceptual strands; numbers, opportunity, and power (Kanter, 1977) to guide an analysis of power coalitions in the academic research community. We posit that these power coalitions and the male elites who comprise them have profound influence and critical relationship to the future of women faculty in higher education. By looking beyond the level of a particular discipline, university, or scholarly agency to the aggregation of these coalitions, we will examine their effects on the inclusion and exclusion of women by shaping academics'

professional and personal lives and by controlling knowledge development and dissemination.  
[Abstract from authors]

**National Academies of Science. (2006). *Beyond bias and barriers: fulfilling the potential of women in academic science and engineering*. Washington, D.C.: National Academies Press. Retrieved from: [http://www.nap.edu/catalog.php?record\\_id=11741](http://www.nap.edu/catalog.php?record_id=11741)**

This report explains that eliminating gender bias in academia requires immediate overarching reform, including decisive action by university administrators, professional societies, federal funding agencies and foundations, government agencies, and Congress. If implemented and coordinated across public, private, and government sectors, the recommended actions will help to improve workplace environments for all employees while strengthening the foundations of America's competitiveness. [Abstract from National Academies Press]

**Niemann, Y. F. & Dovidio, J. F. (1998). Relationship of solo status, academic rank, and perceived distinctiveness to job satisfaction of racial/ethnic minorities. *Journal of Applied Psychology*, 83(1), 55-71.**

The relationships among solo status of racial/ethnic minorities in psychology departments, job satisfaction, and subjective feelings of distinctiveness were examined. Distinctiveness was defined as stigmatizing feelings associated with token status of racial/ethnic minorities in academia. It was hypothesized that minorities in positions of solo (relative to nonsolo) status within their departments, members of more stigmatized groups, and minorities occupying lower academic ranks would feel more distinctive and less satisfied with their jobs and that perceptions of distinctiveness would mediate job satisfaction. The data partially supported these hypotheses, most notably for African Americans. The implications of situational salience and the importance of recognizing differences among and between minority groups are considered. [Abstract from PsycINFO Database]

**Niemeier, D. A. & Gonzales, C. (2004). Breaking into the guildmasters' club: What we know about women science and engineering department chairs at AAU universities. *NWSA Journal*, 16(1), 157-171.**

At the present rate of progress it would take women until 2149 to achieve parity with men as full professors (Glazer-Raymo 1999). Progress in academic leadership positions has been equally as slow, particularly at the departmental level. In summer 2000 a survey of approximately 92 percent of the 2,817 departments at research institutions helped to develop a set of baseline demographics for department chairs. For the departments with data available, the results of the survey showed that men chaired nearly 81 percent of the surveyed departments while women chaired approximately 19 percent. With as few as 8 women chairs in 298 engineering departments and less than 6 percent in the 340 math, statistics, earth sciences,

chemistry, and physics/astrophysics departments for which data were available, it is clear that women are a very small proportion of these important academic leadership positions. This study discusses the survey results by disciplinary field and reviews the underlying factors that might be contributing to the low proportions of women. [Abstract from authors]

**Park, S. M. (1996). Research, teaching and service: Why shouldn't women's work count? *Journal of Higher Education*, 67, 47-84.**

"This article examines one way institutionalized sexism operates in the university setting by examining the gender roles and gender hierarchies implicit in (allegedly gender-neutral) tenure and promotion policies" [Park, 1996, p. 47].

**Philipsen, M.I., Bostic, T.B. (2010). *Helping faculty find work-life balance: The path toward family friendly institutions*. San Francisco: Jossey-Bass.**

In qualitative interviews with men and women faculty, throughout the arcs of their careers, at five different types of institution, the authors explore how work-life balance has never been the exclusive domain of women, and is becoming less so as men and women increasingly share parenting responsibilities. The authors provide a compendium of the range of family support systems available nationally, and some of the problems and some of the problems and pitfalls these programs have confronted. [Abstract from authors, edited by UA ADVANCE staff]

**Porter, N., Geis, F. L., & Jennings, J. (1983). Are women invisible as leaders? *Sex Roles*, 9(10), 1035-1049. Retrieved from: <http://www.springerlink.com/content/p7115056n635q350/fulltext.pdf>**

This study shows that women are unlikely to be seen as leaders. Subjects (n=448) rated each member of a five-person group (shown in a photograph) on leadership attributes and also chose one of the five as "contributing most to the group." Eight different stimulus slides were used. In two slides the "head-of-the-table" cue to group leadership was pitted against sex-role stereotypes. A man seated at the head of the table in a mixed-sex group was clearly seen as leader of his group, but a woman occupying the same position was ignored. The head-of-the-table cue identified women as leaders only in all-female stimulus groups. The data were consistent with the hypotheses that sex stereotypes still control social judgments, and that discrimination operates non-consciously and in spite of good intentions. [Abstract from authors]

**Porter, S. R. (2007). A closer look at faculty service: What affects participation on committees? *The Journal of Higher Education*, 78(5), 523-541.**

The article focuses on the amount of department committee service amongst minority university faculty. Using data from the 1999 National Study of Postsecondary Faculty (NSOPF) the author reveals which demographic groups (disaggregated by race, gender, age, rank, and institution type) typically serve on committees. Findings include: Women faculty at doctoral

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institutions spend 15% more hours on committee work than men; Committee participation increases until faculty reach the age of 50, at which point the trend is reversed; Tenured faculty served on more governance and personnel committees than junior faculty across various types of institutions; Associate and full professors spend more time than assistant professors on committee work (13%- to 37% more, and 34-52% more respectively); Latino faculty at doctoral institutions serve on fewer curriculum and governance committees and serve on one full additional “other” committee than White faculty.

**Pribbenow, C.M., Sheridan, J., et.al. (2010). The tenure process and extending the tenure clock: The experience of faculty at one university. *Higher Education Policy*, 23(1), 17-38.**

Tenure clock extension policies are increasingly available for faculty who need extra time granted on their `clock' due to special circumstances, such as family responsibilities or health issues. At the University of Wisconsin-Madison, the formal policy has been available to faculty for over 10 years and is the focus of study by researchers at the Women in Science and Engineering Leadership Institute. The following report is informed by data collected through a campus-wide survey of faculty, as well as from the responses to questions during individual interviews with a sample of female faculty. The survey results suggest that in general, men are more likely to be satisfied with the tenure process, to understand the criteria to achieve tenure, and to feel supported by their department. At the same time, both men and women who used the tenure clock extension policy were equally less satisfied with the tenure process than their counterparts. In-depth interviews give voice to some of these findings. We hypothesize that the life event that led to extending the faculty members' clocks exacerbated their dissatisfaction with the process of achieving tenure. [Abstract from authors]

**Rice, M.F. (2010). *Diversity and public administration: Theories, issues, and perspectives*. New York: M.E. Sharpe, Inc.**

In an overview of institutional politics and diversity, the author and his contributors examine government and business environments, their functioning, the role of institutional racism in resisting change, and the next generation of administrators being trained in Public Administration colleges.

**Riger, S., Stokes, J., Raja, S., & Sullivan, M. (1997). Measuring perceptions of the work environment for female faculty. *The Review of Higher Education*, 21(1),63-78.**

This study developed a scale to measure perceptions of the working environment for female faculty in higher education using data from 626 faculty members from the United States and Canada. The Academic Work Environment for Women Scale includes three dimensions: differential treatment of women, balancing work and personal obligations, and sexist attitudes

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and comments. To demonstrate the utility of the scale, we examined the relationship between the proportion of women in an academic department and the perceived supportiveness or hostility toward women of that department and the relationship of scale scores to demographic indicators. [Abstract from authors]

**Rosenfeld, R. A. (1984). Academic career mobility for women and men psychologists. In V.B. Haas & C.C. Perrucci (Eds.), *Women in scientific and engineering professions* (pp. 89-127). Ann Arbor:University of Michigan Press.**

**Rosser, S. V., & Zieseniss, M. (2000). Career issues and laboratory climates: different challenges and opportunities of women engineers and scientists. *Journal of Women and Minorities in Science and Engineering*, 6, 1-20.**

A survey of fiscal year 1997 POWRE (Professional Opportunities for Women in Research and Education) awardees from the National Science Foundation revealed that women engineers and scientists face similar issues, challenges, and opportunities and think that the laboratory climate has similar impacts on their careers. Separating responses of women scientists from those of women engineers revealed that 70% of both groups listed balancing work with family responsibilities as the most difficult issue. Discrepancies in percentages of women, coupled with differences among disciplinary and subdisciplinary cultures within science, engineering, mathematics, and technology fields, complicate work climates and their impact on women's careers. More frequently than women scientists, women engineers listed issues such as (a) low numbers of women leading to isolation, (b) lack of camaraderie and mentoring, (c) gaining credibility/respect from peers and administrators, (d) time management, (e) prioritizing responsibilities due to disproportionate demands, and (f) learning the rules of the game to survive in a male-dominated environment. Women engineers also listed two positive issues more frequently than women scientists: active recruitment/more opportunities for women and impact of successful women in the profession. The small number of women engineers may explain these results and suggests that it may be inappropriate to group them with other women scientists for analysis, programs, and policies. [Abstract from authors]

**Rosser, V.J., Tabata, L.N. (2010). *An examination of faculty work: Conceptual and theoretical frameworks in the literature*. Netherlands: Springer.**

There have been numerous books, monographs, articles, and opinion pieces examining the various roles and responsibilities regarding faculty work (i.e., teaching and advising, research and scholarship, and internal and external service activities). These roles and responsibilities consist of an incredible range of valued and tiered activities that add to the complexity, as well as to the debate, to adequately define and measure faculty workload and productivity, including the influence of culture and technology. The purpose of this chapter was three-fold: to examine

the various scholarly approaches within the burgeoning research conducted on faculty workload and productivity, to explore the various conceptual and theoretical frameworks within the empirical research, and to present those motivational or affective responses to the quality of faculty worklife, such as job satisfaction, institutional morale, and the intent to stay in or leave an academic position. [Abstract from authors]

**Rowe, M. (1990). Barriers to equality: the power of subtle discrimination to maintain equal opportunity. *Employee Responsibilities and Rights*, 3(2),153-163.**

This paper argues that subtle discrimination is now the principal scaffolding form segregation in the United States. The author suggests this scaffolding is built of "micro-inequities": apparently small events which are often ephemeral and hard-to-prove, events which are covert, often unintentional, frequently unrecognized by the perpetrator. Micro-inequities occur wherever people are perceived to be "different": Caucasians in a Japanese-owned company, African-Americans in a white firm, women in a traditionally male environment, Jews and Moslems in a traditionally Protestant environment. These mechanisms of prejudice against persons of difference are usually small in nature, but not trivial in effect. They are especially powerful taken together. (As one drop of water has little effect, though continuous drops may be destructive, one racist slight may be insignificant but many such slights cause serious damage.) Micro-inequities work both by excluding the person of difference and by making that person less self-confident and less productive. An employer may prevent such damage by developing programs on diversity, like "valuing differences" and team-building. The author does not believe micro-inequities should be made the subject of anti-discrimination legislation [Abstract from author]

**Schneider, B. (1987). The people make the place. *Personnel Psychology*, 40(3), 437-453.**

A framework for understanding the etiology of organizational behavior is presented. The framework is based on theory and research from interactional psychology, vocational psychology, I/O psychology, and organizational theory. The framework proposes that organizations are functions of the kinds of people they contain and, further, that the people there are functions of an attraction-selection-attrition (ASA) cycle. The ASA cycle is proposed as an alternative model for understanding organizations and the causes of the structures, processes, and technology of organizations. First, the ASA framework is developed through a series of propositions. Then some implications of the model are outlined, including (1) the difficulty of bringing about change in organizations, (2) the utility of personality and interest measures for understanding organizational behavior, (3) the genesis of organizational climate and culture, (4) the importance of recruitment, and (5) the need for person-based theories of leadership and job attitudes. It is concluded that contemporary I/O psychology is overly

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dominated by situationist theories of the behavior of organizations and the people in them. [Abstract from author]

**Settles, I. H., Cortina, L. M., Malley, J., & Stewart, A. J. (2006). The climate for women in academic science: The good, the bad, and the changeable. *Psychology of Women Quarterly*, 30(1), 47-58.**

Deficits theory posits that women scientists have not yet achieved parity with men scientists because of structural aspects of the scientific environment that provide them with fewer opportunities and more obstacles than men. The current study of 208 faculty women scientists tested this theory by examining the effect of personal negative experiences and perceptions of the workplace climate on job satisfaction, felt influence, and productivity. Hierarchical multiple regression results indicated that women scientists experiencing more sexual harassment and gender discrimination reported poorer job outcomes. Additionally, perceptions of a generally positive, nonsexist climate, as well as effective leadership, were related to positive job outcomes after controlling for harassment and discrimination. We discuss implications for the retention and career success of women in academic science. [Abstract from author]

**Sheridan, J.T., Fine, E., Pribbenow, C.M., Handelsman, J., Carnes, M. (2010). Searching for excellence and diversity: Increasing the hiring of women faculty at one academic medical center. *Academic Medicine*, 85(6), 999-1007.**

One opportunity to realize the diversity goals of academic health centers comes at the time of hiring new faculty. To improve the effectiveness of search committees in increasing the gender diversity of faculty hires, the authors created and implemented a training workshop for faculty search committees designed to improve the hiring process and increase the diversity of faculty hires at the University of Wisconsin–Madison. They describe the workshops, which they presented in the School of Medicine and Public Health between 2004 and 2007, and they compare the subsequent hiring of women faculty in participating and nonparticipating departments and the self-reported experience of new faculty within the hiring process. Attendance at the workshop correlates with improved hiring of women faculty and with a better hiring experience for faculty recruits, especially women. The authors articulate successful elements of workshop implementation for other medical schools seeking to increase gender diversity on their faculties. [Abstract from authors]

**Sonnert, G. & Holton, G. J. (1995). *Who Succeeds in Science?: The Gender Dimension*. New Brunswick, NJ: Rutgers University Press.**

This book chronicles the career path stories of 20 men and women scientists, including both those who persisted in sciences careers and those who left the career tract. “The authors place these specific stories in the larger context of our changing expectations about women’s

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participation in the workforce in general and science in particular, and in the context of changing patterns in the way men's and women's careers intersect with family responsibilities. This later issue is powerfully communicated in the author's metaphor of the challenge of synchronizing the three clocks: a woman's biological clock, her career clock, and her spouse's career clock. The role of luck and the influence of the social components of science [...], the implicit rules of the game and styles of interactions—are identified as important but often overlooked dimensions of careers in scientific research. [Sonnert & Holton, 1995, viii]

**Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6), 613-629.**

A general theory of domain identification is used to describe achievement barriers still faced by women in advanced quantitative areas and by African Americans in school. The theory assumes that sustained school success requires identification with school and its sub domains; that societal pressures on these groups (e.g., economic disadvantage, gender roles) can frustrate this identification; and that in school domains where these groups are negatively stereotyped, those who have become domain identified face the further barrier of stereotype threat, the threat that others' judgments or their own actions will negatively stereotype them in the domain. Research shows that this threat dramatically depresses the standardized test performance of women and African Americans who are in the academic vanguard of their groups (offering a new interpretation of group differences in standardized test performance), that it causes disidentification with school, and that practices that reduce this threat can reduce these negative effects. [Abstract from author]

**Steele, C. M., Spencer, S. J., & Aronson, J. (2002). Contending with group image: The psychology of stereotype and social identity threat. In M.P. Zanna (Ed.), *Advances experimental social psychology* (Vol. 34, pp. 379-440). San Diego, CA: Academic Press.**

**Steinpreis, R. E., Anders, K. A., & Ritzke, D. (1999). The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: a national empirical study. *Sex Roles*, 41(7),509-528.**

The purpose of this study was to determine some of the factors that influence outside reviewers and search committee members when they are reviewing curricula vitae, particularly with respect to the gender of the name on the vitae. The participants in this study were 238 male and female academic psychologists who listed a university address in the 1997 Directory of the American Psychological Association. They were each sent one of four versions of a curriculum vitae (i.e., female job applicant, male job applicant, female tenure candidate, and male tenure candidate), along with a questionnaire and a self-addressed stamped envelope. All the curricula

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vitae actually came from a real-life scientist at two different stages in her career, but the names were changed to traditional male and female names. Although an exclusively between-groups design was used to avoid sparking gender-conscious responding, the results indicate that the participants were clearly able to distinguish between the qualifications of the job applicants versus the tenure candidates, as evidenced by suggesting higher starting salaries, increased likelihood of offering the tenure candidates a job, granting them tenure, and greater respect for their teaching, research, and service records. Both men and women were more likely to vote to hire a male job applicant than a female job applicant with an identical record. Similarly, both sexes reported that the male job applicant had done adequate teaching, research, and service experience compared to the female job applicant with an identical record. In contrast, when men and women examined the highly competitive curriculum vitae of the real-life scientist who had gotten early tenure, they were equally likely to tenure the male and female tenure candidates and there was no difference in their ratings of their teaching, research, and service experience. There was no significant main effect for the quality of the institution or professional rank on selectivity in hiring and tenure decisions. The results of this study indicate a gender bias for both men and women in preference for male job applicants. [Abstract from authors]

**Stone, J., Lynch, C. I., Sjomeling, M., & Darley, J. M. (1999). Stereotype threat effects on black and white athletic performance. *Journal of Personality and Social Psychology*, 77(6), 1213-1227.**

Two experiments showed that framing an athletic task as diagnostic of negative racial stereotypes about Black or White athletes can impede their performance in sports. In Experiment 1, Black participants performed significantly worse than did control participants when performance on a golf task was framed as diagnostic of "sports intelligence." In comparison, White participants performed worse than did control participants when the golf task was framed as diagnostic of "natural athletic ability." Experiment 2 observed the effect of stereotype threat on the athletic performance of White participants for whom performance in sports represented a significant measure of their self-worth. The implications of the findings for the theory of stereotype threat (C. M. Steele, 1997) and for participation in sports are discussed. [Abstract from authors]

**Thompson, M., & Sekaquaptewa, D. (2002). When being different is detrimental: solo status and the performance of women and racial minorities. *Analyses of Social Issues and Public Policy*, 2(1), 183-203.**

Individuals experience solo status when they are the only members of their social category (e.g., gender or race) present in an otherwise homogenous group. Field studies and surveys indicate that members of socially disadvantaged groups, such as women and racial minorities, have more negative experiences as solos than do members of privileged groups, such as Whites and males

(Kanter, 1977; Niemann & Dovidio, 1998). In this article, we review research showing that the public performance of women and African-Americans is more debilitated by solo status than that of Whites and males. We also show that this effect is exacerbated when negative stereotypes about the performer's social group seem relevant to their performance, and we discuss the contributing roles of lowered performance expectancies and feelings of group representativeness. We discuss how findings from social psychological research can be applied towards the goal of reducing the decrements typically associated with being the only member, or one of few members, of one's race and/or gender in the environment. [Abstract from authors]

**Trower, C.A. (2002) Women without tenure. Part 3. Why they leave. *Science (online): Career Development Articles*. Retrieved from:**

[http://sciencecareers.sciencemag.org/career\\_development/previous\\_issues/articles/1470/women\\_with\\_out\\_tenure\\_part\\_3\\_why\\_they\\_leave](http://sciencecareers.sciencemag.org/career_development/previous_issues/articles/1470/women_with_out_tenure_part_3_why_they_leave)

This, the third article in a series about women scientists in the academy, attempts to answer the question, "Why do women leave academic science in greater numbers than men?" The author provides a literature review summarizing scholars' perceptions on the issue. These reasons include: lingering stereotypes and culture clash; gender bias in the classroom, lab, and beyond; gender bias in academic laboratories; a male milieu, research model, and reward structure; lack of mentoring, role models, encouragement, confidence, and an inability to balance work and family life.

**Vaccaro, A. (2010). What lies beneath seemingly positive campus climate results: Institutional sexism, racism, and male hostility toward equity initiatives and liberal bias. *Equity and Excellence in Education*, 43(2), 202-215.**

In an effort to make higher education institutions more welcoming spaces, many campuses engage in climate assessment. Campus climate study results can provide valuable insight into the state of a university and offer direction for climate improvements. This article offers a feminist analysis of climate data that emerged from the open-ended comment section on a campus climate survey at one predominately white university. Gender differences in survey responses suggest that men and women experienced the climate in vastly different ways. Additionally, lack of deep diversity dialogue, hostility toward diversity efforts, symbolic racism, resentment of liberal bias, and larger issues of institutional sexism emerged as prominent and interrelated themes. [Abstract from author, edited by UA ADVANCE staff]

**Valian, V. (1998). *Why so slow? The advancement of women*. Cambridge, MA: MIT Press.**

This book summarizes a) reasons to promote equity (e.g., gender equity is a window on institutional effectiveness), b) where problems - visible and hidden - are likely to occur and possible solutions for them, c) what individuals can do, and d) how gender is related to power.

<http://mitpress.mit.edu/catalog/item/default.asp?ttype=2&tid=5581>

**Walters, J., McNeely, C.L. (2010). Recasting Title IX: Addressing gender equity in the science, technology, engineering, and mathematics professoriate. *Review of Policy Research*, 27(3), 317-332.**

Questions of gender equity and the underrepresentation of women in the science, technology, engineering, and mathematics (STEM) professoriate in U.S. institutions of higher education have become central issues in debates on the role and makeup of the STEM workforce in today's innovation-driven economy. In response, policy makers, advocacy groups, academics, and other stakeholders have called for the dedicated enforcement of Title IX of the Education Amendments of 1972 as a tool for combating gender inequities in the academic workforce. Although previously applied primarily to gender bias in athletic programs and participation, Title IX was created to address myriad aspects of gender equity in educational institutions and, as such, currently is being invoked in the realm of STEM academic employment. Accordingly, we analyze Title IX relative to categories of potential regulatory development in light of the policy environment and related dynamics. Providing an historical overview of Title IX and its associated regulations as background, we characterize and delineate its relevance to gender disparities in the STEM professoriate, identifying areas for policy consideration and future application.  
[Abstract from authors]

**Watanabe, M. (2010). *Gender and race differences in job satisfaction and commitment among STEM faculty: The influence of network integration and work-family balance*. DigitalCommons@University of Nebraska-Lincoln.**

Using data on 137 Science, Technology, Engineering, and Mathematics (STEM) faculty working at a research intensive Midwestern University, this study explores whether gender and race variation in network (connections to other faculty within one's primary department) and work-life (family-friendliness work climate and satisfaction with work-life balance) integration can explain gender and race variation in job satisfaction and organizational commitment. Results indicate that job satisfaction did not significantly vary by gender or race. Women, however, were less likely to say they intend to remain at their current institution. Compared to men, women had lower levels of integration in the departmental friendship network, worked at the University for a shorter period of time, and were more likely to be unmarried. Size of friendship networks, years at the institution were positively correlated with organizational commitment while being unmarried was negatively correlated with organizational commitment. Thus, these three factors explained the gender differences in organizational commitment. Network integration in research networks and work-life integration did not predict organizational commitment and did not vary by gender. The significant differences in organizational

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commitment between white and nonwhite faculty remain unexplained as network and work-life integration did not vary by race. [Abstract from author]

**Wattiaux, M.A., Moore, J.A., et. al. (2010). Excellence in teaching for promotion and tenure in animal and dairy sciences at doctoral/research universities: A faculty perspective. *Journal of Dairy Science*. 93(7), 3365-3376.**

In this study, animal or dairy sciences faculty from doctoral/research universities were surveyed to clarify teaching performance expectations for the purpose of promotion and tenure of assistant professors. A survey tool including 15 evaluation criteria was available online and at the registration desk of the 2005 Joint Annual Meeting of the American Dairy Science Association and the American Society of Animal Science. The analyzed data set included 47 faculty (41 tenured and 6 tenure-track) with a substantial teaching responsibility from 27 different departments in 25 states. Four criteria were perceived as currently overemphasized: student evaluation of the instructor, student evaluation of the course, authoring peer-reviewed publications, and authoring an undergraduate textbook or book chapter. Nevertheless, more than 50% of respondents reported that these criteria should be used. One criterion emerged as being currently underemphasized: documentation of personal assessment of one's own teaching by preparing a portfolio. The lack of consensus for the remaining 10 items may have reflected substantial differences in institutional practices. The significance of overemphasis or underemphasis of certain criteria varied substantially depending on the respondent's perceived institutional mission. When asked about recognition within their department, 68% of respondents indicated that efforts in teaching improvement were properly rewarded. Respondents doubted the meaningfulness and appropriateness of student ratings tools as currently used. Results also suggested that animal and dairy science faculty placed a higher value on criteria recognizing excellence in teaching based on intradepartmental recognition (e.g., interactions with close-up peers and students) rather than recognition within a broader community of scholars as evidenced by authorship or success in generating funding for teaching. Proposed improvements in the evaluation of teaching for promotion and tenure include 1) providing tenure-track faculty with written guidelines at the time of hiring; 2) ensuring that student ratings tools are reliable and valid; 3) carefully mentoring new faculty within the departmental and institutional culture; and 4) encouraging self-reflection and documentation of attempts to address pedagogical issues in one's own teaching. Educational leaders in doctoral/research universities should promote changes to enhance teaching performance of future faculty graduating from their institutions. [Abstract from authors]

**Wheeler, S. C. & Petty, R. E. (2001). The effects of stereotype activation on behavior: A review of possible mechanisms, *Psychological Bulletin*, 127(6), 797–826.**

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Considerable recent research has examined the effects that activated stereotypes have on behavior. Research on both self-stereotype activation and other-stereotype activation has tended to show that people behave in ways consistent with the stereotype (e.g., walking more slowly if the elderly stereotype is activated). Interestingly, however, the dominant account for the behavioral effects of self-stereotype activation involves a hot motivational factor (i.e., stereotype threat), whereas the dominant account for the behavioral effects of other-stereotype activation focuses on a rather cold cognitive explanation (i.e., ideomotor processes). The current review compares and contrasts the behavioral research on self- and other-stereotype activation and concludes that both motivational and cognitive explanations might account for effects in each domain. [Abstract from authors]

**Widnall, S. (1988). Voices from the pipeline. AAAS presidential lecture. *Science*, 241(4874), 1740-1745.**

The number of white males of college age, who have been the dominant participants in the fields of science and engineering, is predicted to drop significantly in the future. Rapid increases in the participation of women offer some hope of filling anticipated vacancies in the ranks of scientifically trained personnel, although this rapid growth has reached a plateau in many fields. Most studies show that women enter graduate school at about the same rate as men; the drop-off in women's participation occurs sometime before the attainment of the Ph.D. Recent surveys of graduate students indicate that men and women respond differently to the pressures of graduate school and often have a different image of themselves and of their advisers' perceptions of them as graduate students. Some clues from these results may show how the environment can be made more supportive for all students and for women and minority students in particular. [Abstract from author] <http://www.jstor.org/stable/1702256>

**Williams, D.A. (2010). *Florida Gulf Coast University campus climate & culture study: Taking strides towards a better future*. Center for Strategic Diversity Leadership & Change, Inc.**

Charged under the leadership of President Wilson Bradshaw in 2009, this year's campus climate and culture study is one of Florida Gulf Coast University's most rigorous and encompassing examinations of the campus experience of faculty and staff to date. Grounded in lessons learned from previous iterations and, guided by a cross-section of university faculty and staff, this survey provides critical data necessary for the University to become a learning organization at the forefront of higher education leadership in the new millennium. [Abstract from author].

**Wright, S.C., & Taylor, D. M. (2003). The social psychology of cultural diversity: Social stereotyping, prejudice and discrimination. In *The SAGE handbook of social psychology*, ed. M.A. Hogg and J.Cooper, 361–87. London: Sage Publications.**

**Xie, Y., & Shauman, K. A. (2003). *Women in science: career processes and outcomes*. Cambridge, MA: Harvard University Press.**

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Examination of synthetic cohort data at key transition points in a scientist's life: high school to college, college to an advanced degree or the science workplace, an advanced degree to a career in academia or industry. At each transition point, science loses more females than males. Among the notable findings: ability (as measured by standardized tests) does not determine youngsters' interest in science; the primary effect of childbirth is the disproportionate loss of mothers from the full-time labor force; the sex disparity in productivity is decreasing; productivity differences are not attributable to parental status. The sex difference in choosing to major in science is unrelated to the sex differences in ability as measured by standardized tests. <http://www.hup.harvard.edu/catalog/XIEWOM.html>

**Zeitz, G. (1990). Age and work satisfaction in a government agency: a situational perspective. *Human Relation*, 43(5), 419-438.**

A "situational" perspective on employee attitudes is used to interpret the relationship between age and work satisfaction among 434 employees of a Federal Government agency. Distinct age-satisfaction curves are discovered among three employee groups: a U-shaped curve among nonprofessionals, an upward-sloping double-bend curve among elite professionals, and a downward sloping curve among ordinary professionals. Employee perceptions of management climate, mobility possibilities, and personal influence all vary by subcontext and determine level of work satisfaction. Results are seen as supporting a situational rather than ontogenetic explanation of work satisfaction. [Abstract from author]