NOTE: The * indicates that the selected article is an excellent starting point. For more information on a given subject, please read the additional articles in the section.

1. What is the nature of the problem?—General analysis


Research on ‘stereotype threat’ (Aronson, Quinn, & Spencer, 1998; Steele, 1997; Steele & Aronson, 1995) suggests that the social stigma of intellectual inferiority borne by certain cultural minorities can undermine the standardized test performance and school outcomes of members of these groups. This research tested two assumptions about the necessary conditions for stereotype threat to impair intellectual test performance. First, we tested the hypothesis that to interfere with performance, stereotype threat requires neither a history of stigmatization nor internalized feelings of intellectual inferiority, but can arise and become disruptive as a result of situational pressures alone. Two experiments tested this notion with participants for whom no stereotype of low ability exists in the domain we tested and who, in fact, were selected for high ability in that domain (math-proficient white males). In Study 1 we induced stereotype threat by invoking a comparison with a minority group stereotyped to excel at math (Asians). As predicted, these stereotype-threatened white males performed worse on a difficult math test than a nonstereotype-threatened control group. Study 2 replicated this effect and further tested the assumption that those that have been attributed to genetically rooted sex differences.


*Women don’t ask* shows women how to reframe their interactions and more accurately evaluate their opportunities. The book includes examining how to ask for a desired outcome in ways that feel comfortable and possible, taking into account the impact of asking on relationships. It also discusses how to recognize the ways in which our institutions, child-rearing practices, and unspoken assumptions perpetuate inequalities—inequalities that are not only fundamentally unfair but also inefficient and economically unsound.


We pursue the idea that racial stereotypes are not only descriptive, reflecting beliefs about how racial groups actually differ, but are prescriptive as well, reflecting beliefs about how racial groups should differ. Drawing on an analysis of the historic and current status of East Asians in North America, we study descriptive and prescriptive stereotypes of East Asians along the dimensions of competence, warmth, and dominance and examine workplace consequences of violating these stereotypes. Study 1 shows that East Asians are descriptively stereotyped as more competent, less warm, and less dominant than Whites. Study 2 shows that only the descriptive stereotype of East Asians as less dominant than Whites is also a prescriptive stereotype. Study 3 reveals that people dislike a dominant East Asian coworker compared to a nondominant East Asian or a dominant or a nondominant White coworker. Study 4 shows that East Asians who are dominant or warm are racially harassed at work more than
nondominant East Asians and than dominant and nondominant employees of other racial identities. Implications for research and theory are discussed.


This chapter examines one factor that contributes to the current frustrations of black Americans: the operation of a subtle form of racism among individuals that is less overt but just as insidious as old-fashioned racism.


This paper develops theory about the conditions under which cultural diversity enhances or detracts from work group functioning. From qualitative research in three culturally diverse organizations, we identified three different perspectives on workforce diversity: the integration-and-learning perspective, the access-and-legitimacy perspective, and the discrimination-and-fairness perspective. The perspective on diversity a work group held influenced how people expressed and managed tensions related to diversity, whether those who had been traditionally underrepresented in the organization felt respected and valued by their colleagues, and how people interpreted the meaning of their racial identity at work. These, in turn, had implications for how well the work group and its members functioned. All three perspectives on diversity had been successful in motivating managers to diversify their staffs, but only the integration-and-learning perspective provided the rationale and guidance needed to achieve sustained benefits from diversity. By identifying the conditions that intervene between the demographic composition of a work group and its functioning, our research helps to explain mixed results on the relationship between cultural diversity and work group outcomes.


Discusses what psychologists, after years of study, now know about intergroup bias and conflict. It is stated that most people reveal unconscious, subtle biases, which are relatively automatic, cool, indirect, ambiguous, and ambivalent. Subtle biases underlie ordinary discrimination: comfort with one's own ingroup, plus exclusion and avoidance of out-groups. Such biases result from internal conflict between cultural ideals and cultural biases. On the other hand, a small minority of people, extremists, do harbor blatant biases that are more conscious, hot, direct, and unambiguous. Blatant biases underlie aggression, including hate crimes. Such biases result from perceived intergroup conflict over economics and values, in a world perceived to be hierarchical and dangerous. Reduction of both subtle and blatant bias results from education, economic opportunity, and constructive intergroup contact. (PsycINFO Database Record (c) 2005 APA, all rights reserved)


This article presents results of research proceeding from the theoretical assumption that status is associated with high ratings of competence, while competition is related to low ratings of warmth. Included in the article are ratings of various ethnic and gender groups as a function of ratings of

Renowned psychologist and winner of the Nobel Prize in Economics, Kahneman explains the two systems that drive the way we think. System 1 is fast, intuitive, and emotional; System 2 is slower, more deliberative, and more logical. The impact of overconfidence on corporate strategies, the difficulties of predicting what will make us happy in the future, the profound effect of cognitive biases on everything from playing the stock market to planning our next vacation—each of these can be understood only by knowing how the two systems shape our judgments and decisions.


This article proposes that many federal programs can be best understood as “affirmative action for whites” both because in some cases substantial numbers of other groups were excluded from benefiting from them, or because the primary beneficiaries were whites. It states the rationale for contemporary affirmative action as “corrective action” for these exclusionary policies and programs.


This article briefly reviews the arguments presented in Scott Page's article “Making the Difference: Applying a Logic of Diversity” before plumbing the assumptions that underlie his case. It challenges several of these assumptions suggesting that the nature and effects of diversity in organizations are more complex and less predictable than he suggests. It then outlines an alternative conceptualization of the nature and effects of diversity in organizations, and concludes by proposing a set of practical suggestions that may indeed allow organizations to realize the benefits of diversity that Page calls for.


The self-fulfilling prophecy is, in the beginning, a false definition of the situation evoking a new behaviour which makes the original false conception come true. This specious validity of the self-fulfilling prophecy perpetuates a reign of error. For the prophet will cite the actual course of events as proof that he was right from the very beginning.


This book includes 12 contributions from Latino and Latina professors and academics with experience in universities throughout the United States. The introduction provides an overview.


This article explains why corporate spending of billions of dollars on diversity training, education, and outreach makes good business sense and why organizations with diverse employees often perform best. This is done by describing a logic of diversity that relies on simple frameworks. Within these frameworks, it is demonstrated how collections of individuals with diverse tools can outperform collections of high “ability” individuals at problem solving and predictive tasks. In problem solving,
these benefits come not through portfolio effects but from superadditivity: Combinations of tools can be more powerful than the tools themselves. In predictive tasks, diversity in predictive models reduces collective error. Page shows that diversity matters just as much as highly accurate models when making collective predictions. This logic of diversity provides a foundation on which to construct practices that leverage differences to improve performance.


In 4 experiments, the authors investigated whether race is perceived to be part of the business leader prototype and, if so, whether it could explain differences in evaluations of White and non-White leaders. The first 2 studies revealed that "being White" is perceived to be an attribute of the business leader prototype, where participants assumed that business leaders more than nonleaders were White, and this inference occurred regardless of base rates about the organization's racial composition (Study 1), the racial composition of organizational roles, the business industry, and the types of racial minority groups in the organization (Study 2). The final 2 studies revealed that a leader categorization explanation could best account for differences in White and non-White leader evaluations, where White targets were evaluated as more effective leaders (Study 3) and as having more leadership potential (Study 4), but only when the leader had recently been given credit for organizational success, consistent with the prediction that leader prototypes are more likely to be used when they confirm and reinforce individualized information about a leader's performance. The results demonstrate a connection between leader race and leadership categorization.


Male-female differences in performance ratings were examined in 486 work groups across a wide variety of jobs and organizations. As suggested by the sex stereotyping literature, women received lower ratings when the proportion of women in the group was small, even after male-female cognitive ability, psychomotor ability, education, and experience differences were controlled. Replication of the analyses with racial differences (White-Black) in 814 work groups demonstrated that group composition had little effect on performance ratings. The effects of group composition on stereotyping behaviors do not appear to generalize to all minority contexts.


This paper describes administrator search processes at a predominantly white university in order to explore whether searches may be a cause for the limited success in diversifying administrative groups.


Recent studies have documented that performance in a domain is hindered when individuals feel that a sociocultural group to which they belong is negatively stereotyped in that domain. We report that implicit activation of a social identity can facilitate as well as impede performance on a quantitative task. When a particular social identity was made salient at an implicit level, performance was altered in the direction predicted by the stereotype associated with the identity. Common cultural stereotypes hold
that Asians have superior quantitative skills compared with other ethnic groups and that women have inferior quantitative skills compared with men. We found that Asian-American women performed better on a mathematics test when their ethnic identity was activated, but worse when their gender identity was activated, compared with a control group who had neither identity activated. Cross-cultural investigation indicated that it was the stereotype, and not the identity per se, that influenced performance.


When women perform math, unlike men, they risk being judged by the negative stereotype that women have weaker math ability. We call this predicament stereotype threat and hypothesize that the apprehension it causes may disrupt women’s math performance. In Study 1 we demonstrated that the pattern observed in the literature that women underperform on difficult (but not easy) math tests was observed among a highly selected sample of men and women. In Study 2 we demonstrated that this difference in performance could be eliminated when we lowered stereotype threat by describing the test as not producing gender differences. However, when the test was described as producing gender differences and stereotype threat was high, women performed substantially worse than equally qualified men did. A third experiment replicated this finding with a less highly selected population and explored the mediation of the effect. The implication that stereotype threat may underlie gender differences in advanced math performance, even those that have been attributed to genetically rooted sex differences, is discussed.


This paper reviews empirical data to show that negative stereotypes about academic abilities of women and African Americans can hamper their achievement on standardized tests. A 'stereotype threat' is a situational threat in which members of these groups can fear being judged or treated stereotypically; for those who identify with the domain to which the stereotype is relevant, this predicament can be self-threatening and impair academic performance. Practices and policies that can reduce stereotype threats are discussed.


Stereotype threat is being at risk of confirming, as self-characteristic, a negative stereotype about one's group. Studies 1 and 2 varied the stereotype vulnerability of Black participants taking a difficult verbal test by varying whether or not their performance was ostensibly diagnostic of ability, and thus, whether or not they were at risk of fulfilling the racial stereotype about their intellectual ability. Reflecting the pressure of this vulnerability, Blacks underperformed in relation to Whites in the ability-diagnostic condition but not in the nondiagnostic condition (with Scholastic Aptitude Tests controlled). Study 3 validated that ability-diagnosticity cognitively activated the racial stereotype in these participants and motivated them not to conform to it, or to be judged by it. Study 4 showed that mere salience of the stereotype could impair Blacks' performance even when the test was not ability diagnostic. The role of stereotype vulnerability in the standardized test performance of ability-stigmatized groups is discussed.

Through dramatic personal stories, Claude Steele shares the experiments and studies that show, again and again, that exposing subjects to stereotypes—merely reminding a group of female math majors about to take a math test, for example, that women are considered naturally inferior to men at math—impairs their performance in the area affected by the stereotype. Steele’s conclusions shed new light on a host of American social phenomena, from the racial and gender gaps in standardized test scores to the belief in the superior athletic prowess of black men. Steele explicates the dilemmas that arise in every American’s life around issues of identity, from the white student whose grades drop steadily in his African American Studies class to the female engineering students deciding whether or not to attend predominantly male professional conferences. *Whistling Vivaldi* offers insight into how we form our senses of identity and ultimately lays out a plan for mitigating the negative effects of “stereotype threat” and reshaping American identities.


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.


On the basis of the connectionist model of leadership, we examined perceptions of leadership as a function of the contextual factors of race (Asian American, Caucasian American) and occupation (engineering, sales) in 3 experiments (1 student sample and 2 industry samples). Race and occupation exhibited differential effects for within- and between-race comparisons. With regard to within-race comparisons, leadership perceptions of Asian Americans were higher when race–occupation was a good fit (engineer position) than when race–occupation was a poor fit (sales position) for the two industry samples. With regard to between-race comparisons, leadership perceptions of Asian Americans were low relative to those of Caucasian Americans. Additionally, when race–occupation was a good fit for Asian Americans, such individuals were evaluated higher on perceptions of technical competence than were Caucasian Americans, whereas they were evaluated lower when race–occupation was a poor fit. Furthermore, our results demonstrated that race affects leadership perceptions through the activation of prototypic leadership attributes (i.e., implicit leadership theories). Implications for the findings are discussed in terms of the connectionist model of leadership and leadership opportunities for Asian Americans.

Temm, T. B. (2008). If you meet the expectations of women, you exceed the expectations of men: How Volvo designed a car for women customers and made world headlines. In L. Schiebinger (Ed.), *Gendered Innovation in Science and Engineering* (pp. 131-149). Stanford, CA: Stanford University Press. This article describes how a concept car designed by women was rated highly by men.

This book attempts to uncover the invisible barriers that prevent women from achieving the same professional success as men. Valian’s arguments are based on statistical laboratory and field studies and center around gender schemas – our implicit hypotheses about sex differences. Though gender schemas are not entirely inaccurate, Valian argues that schemas alter our ability to evaluate men and women without bias. In general, the schema of a woman is incompatible with the schema of a successful professional. The consequence is that professional women are often underrated, while their male counterparts are overrated. Because of these imbalances, however slight, women accumulate advantage at a slower rate than men.

Tutorials for Change: Gender Schemas and Science Careers (Valian, V. Hunter College of the City University of New York).

http://www.hunter.cuny.edu/gendertutorial/tutorials.htm

This Web link provides four tutorials, designed as slides with voice-over narration. The narration will start automatically with each slide. You may stop the narration by clicking on "stop narration".


Research on tokenism processes is reviewed and coalesces around gender constructs. Reducing negative tokenism outcomes, most notably unfavorable social atmosphere and disrupted colleagueship, can be done effectively only by taking gender status and stereotyping into consideration. These findings have applied implications for women’s full inclusion in male-dominated occupations.

1a. What does the problem look like in science?


Why aren't there more women in science? Female college students are currently 37 percent less likely than males to obtain a bachelor's degree in science, technology, engineering, and math (STEM), and comprise only 25 percent of the STEM workforce. This paper begins to shed light on this issue by exploiting a unique dataset of college students who have been randomly assigned to professors over a wide variety of mandatory standardized courses. We focus on the role of professor gender. Our results suggest that while professor gender has little impact on male students, it has a powerful effect on female students' performance in math and science classes, their likelihood of taking future math and science courses, and their likelihood of graduating with a STEM degree. The estimates are largest for female students with very strong math skills, who are arguably the students who are most suited to careers in science. Indeed, the gender gap in course grades and STEM majors is eradicated when high performing female students' introductory math and science classes are taught by female professors. In contrast, the gender of humanities professors has only minimal impact on student outcomes. We believe that these results are indicative of important environmental influences at work.

We investigated the hypothesis that the gender of conveners at scientific meetings influenced the gender distribution of invited speakers. Analysis of 460 symposia involving 1,845 speakers in two large meetings sponsored by the American Society for Microbiology revealed that having at least one woman member of the convening team correlated with a significantly higher proportion of invited female speakers and reduced the likelihood of an all-male symposium roster. Our results suggest that inclusion of more women as conveners may increase the proportion of women among invited speakers at scientific meetings.


This chapter and book explore the ways in which the lack of critical mass for women in science disadvantages them when it comes to the kinds of networking that promotes collaboration and general flow of information needed to foster the best possible research.


This article presents the findings from an analysis of the European Molecular Biology Organization Long Term Fellowship granting scheme in order to determine if gender bias exists in the program. When the success rate is calculated for the spring and autumn session for the years 1996–2001, the female applicants were, on average, 20% less successful than the males.


This is an examination of the ways in which norms about what good scientists should be like are not neutral but masculine and work to disadvantage women.


We investigated the association between a U.S. National Institutes of Health (NIH) R01 applicant’s self-identified race or ethnicity and the probability of receiving an award by using data from the NIH IMPAC II grant database, the Thomson Reuters Web of Science, and other sources. Although proposals with strong priority scores were equally likely to be funded regardless of race, we find that Asians are 4 percentage points and black or African-American applicants are 13 percentage points less likely to receive NIH investigator-initiated research funding compared with whites. After controlling for the applicant’s educational background, country of origin, training, previous research awards, publication record, and employer characteristics, we find that black applicants remain 10 percentage points less likely than whites to be awarded NIH research funding. Our results suggest some leverage points for policy intervention.


Analyzing university faculty and graduate student data for the top-ten U.S. economics departments between 1987 and 2007, we find that there are persistent differences in gender composition for both
faculty and graduate students across institutions and that the share of female faculty and the share of women in the entering PhD class are positively correlated. We find, using instrumental variables analysis, robust evidence that this correlation is driven by the causal effect of the female faculty share on the gender composition of the entering PhD class. This result provides an explanation for persistent underrepresentation of women in economics, as well as for persistent segregation of women across academic fields.


The overview of MIT’s more recent study of all of its schools.


This article examines the role of various kinds of institutional discrimination in producing the underrepresentation of black faculty.


Science is stratified, with an unequal distribution of research facilities and rewards among scientists. Awards and prizes, which are critical for shaping scientific career trajectories, play a role in this stratification when they differentially enhance the status of scientists who already have large reputations: the ‘Matthew Effect’. Contrary to the Mertonian norm of universalism – the expectation that the personal attributes of scientists do not affect evaluations of their scientific claims and contributions—in practice, a great deal of evidence suggests that the scientific efforts and achievements of women do not receive the same recognition as do those of men: the ‘Matilda Effect’. Awards in science, technology, engineering and medical (STEM) fields are not immune to these biases. We outline the research on gender bias in evaluations of research and analyze data from 13 STEM disciplinary societies. While women’s receipt of professional awards and prizes has increased in the past two decades, men continue to win a higher proportion of awards for scholarly research than expected based on their representation in the nomination pool. The results support the powerful twin influences of implicit bias and committee chairs as contributing factors. The analysis sheds light on the relationship of external social factors to women’s science careers and helps to explain why women are severely underrepresented as winners of science awards. The ghettoization of women’s accomplishments into a category of ‘women-only’ awards also is discussed.


This excerpt provides an overview of differences in the science careers of men and women.


This is the original MIT report that has spurred so many other studies

This account of the Matthew effect is another small exercise in the psychosociological analysis of the workings of science as a social institution. The initial problem is transformed by a shift in theoretical perspective. As originally identified, the Matthew effect was construed in terms of enhancement of the position of already eminent scientists who are given disproportionate credit in cases of collaboration or of independent multiple discoveries. Its significance was thus confined to its implications for the reward system of science. By shifting the angle of vision, we note other possible kinds of consequences, this time for the communication system of science. The Matthew effect may serve to heighten the visibility of contributions to science by scientists of acknowledged standing and to reduce the visibility of contributions by authors who are less well known. We examine the psychosocial conditions and mechanisms underlying this effect and find a correlation between the redundancy function of multiple discoveries and the focalizing function of eminent men of science—a function which is reinforced by the great value these men place upon finding basic problems and by their self-assurance. This self-assurance, which is partly inherent, partly the result of experiences and associations in creative scientific environments, and partly a result of later social validation of their position, encourages them to search out risky but important problems and to highlight the results of their inquiry. A macrosocial version of the Matthew principle is apparently involved in those processes of social selection that currently lead to the concentration of scientific resources and talent (50).


This article documents the low rate of Asian and Asian American scientists at higher and leadership levels even in fields where they are relatively numerous at lower ranks.


Despite efforts to recruit and retain more women, a stark gender disparity persists within academic science. Abundant research has demonstrated gender bias in many demographic groups, but has yet to experimentally investigate whether science faculty exhibit a bias against female students that could contribute to the gender disparity in academic science. In a randomized double-blind study (*n* = 127), science faculty from research-intensive universities rated the application materials of a student—who was randomly assigned either a male or female name—for a laboratory manager position. Faculty participants rated the male applicant as significantly more competent and hireable than the (identical) female applicant. These participants also selected a higher starting salary and offered more career mentoring to the male applicant. The gender of the faculty participants did not affect responses, such that female and male faculty were equally likely to exhibit bias against the female student. Mediation analyses indicated that the female student was less likely to be hired because she was viewed as less competent. We also assessed faculty participants’ preexisting subtle bias against women using a standard instrument and found that preexisting subtle bias against women played a moderating role, such that subtle bias against women was associated with less support for the female student, but was unrelated to reactions to the male student. These results suggest that interventions addressing faculty gender bias might advance the goal of increasing the participation of women in science.

This report looks at the representation of women and minorities in the 'top 50' departments of science and engineering disciplines in research universities, as ranked by the National Science Foundation according to research funds expended. The report is based on survey data obtained from these departments and covers the years 1993 to 2002. The analysis examines degree attainment (BS and PhD) and representation on the faculty in the corresponding disciplines. The data demonstrate that while the representation of women attaining a PhD in science and engineering has significantly increased in this period, the corresponding faculties remain overwhelmingly dominated by white men.


This study assessed gender differences in ratings applications of postdoctoral fellowships from the Swedish Medical Research Council, as well as predictors of those ratings. Overall, female applicants were rated lower than male applicants, and therefore the rate of awards to females was lower than that to males. Using objective criteria of scientific productivity, the researchers found that in fact female applicants had to be 2.5 times more productive than their male counterparts in order to receive the same “competence” ratings from reviewers. Parallel findings were reported for U.S. funding agencies in a 1994 GAO report on *Peer Review: Reforms Needed to Ensure Fairness in Federal Agency Grant Selection*. Related issues have been raised in the recent (2004) GAO report *Gender Issues: Women’s Participation in the Sciences has Increased, But Agencies Need to Do More to Ensure Compliance with Title IX*.

2. How does evaluation bias actually operate?


Empirical study demonstrating impact of implicit discrimination by race, and not attributable to class.


Reflective discussion of how and where implicit discrimination operates. Includes useful review of the literature, and fairly extended discussion of research needed.


Stereotypes may influence judgment via assimilation, such that individual group members are evaluated consistently with stereotypes, or via contrast, such that targets are displaced from the overall group expectation. Two models of judgment—the shifting standards model and status characteristics theory—provide some insight into predicting and interpreting these apparently contradictory effects. In two studies involving a simulated applicant-evaluation setting, we predicted and found that participants set lower minimum-competency standards, but higher ability standards, for female than for male and for Black than for White applicants. Thus, although it may be easier for low- than high-status group
members to meet (low) standards, these same people must work harder to prove that their performance is ability-based.


A change in the audition procedures of symphony orchestras—adoption of “blind” auditions with a “screen” to conceal the candidate’s identity from the jury—provides a test for gender bias in hiring and advancement. Using data from actual auditions for 8 orchestras over the period when screens were introduced, the authors found that auditions with screens substantially increased the probability that women were advanced (within the orchestra) and that women were hired. These results parallel those found in many studies of the impact of blind review of journal article submissions.


This chapter proposes “a theory of limited differences” where even if the life events to which people are exposed have small short-term effects, over the life course these events have large cumulative effects. The authors suggest that the small disparities at every stage of a woman scientist’s career combine to create a subtle yet virtually unassailable barrier to success.


One hundred male and female MBA students evaluated a woman applicant for a managerial position when the proportion of women in the applicant pool was varied. Results indicated that personnel decisions of both males and females were significantly more unfavorable when women represented 25% or less of the total pool. Additional findings suggest that this effect was mediated by the degree to which sex stereotypes predominated in forming impressions of applicants. The results were interpreted as supportive of the thesis that situational factors can function to reduce the adverse effects of sex stereotypes in employment settings.


This study investigated reactions of subjects to a woman's success in a male gender-typed job. The results showed that when women were acknowledged to have been successful, they were less liked and more personally derogated than equivalently successful men. The data also showed that being disliked can affect career outcome, both for performance evaluation and reward allocation.

Women are less likely than men to be associated with leadership, and the awareness of this stereotype may undermine women's performance in leadership tasks. One way to circumvent this stereotype threat is to expose women to highly successful female role models. Although such exposures are known to decrease women's leadership aspirations and self-evaluations, it is currently unknown what the effects of role models are on actual behavior during a challenging leadership task. We investigated whether highly successful female role models empower women's behavior in a leadership task. In a virtual reality environment, 149 male and female students gave a public speech, while being subtly exposed to either a picture of Hillary Clinton, Angela Merkel, Bill Clinton, or no picture. We recorded the length of speeches as an objective measure of empowered behavior in a stressful leadership task. Perceived speech quality was also coded by independent raters. Women spoke less than men when a Bill Clinton picture or no picture was presented. This gender difference disappeared when a picture of Hillary Clinton or Angela Merkel was presented, with women showing a significant increase when exposed to a female role model compared to a male role model or no role models. Longer speaking times also translated into higher perceived speech quality for female participants. Empowered behavior also mediated the effects of female role models on women's self-evaluated performance. In sum, subtle exposures to highly successful female leaders inspired women's behavior and self-evaluations in stressful leadership tasks.


Shows that more effective work behaviors are retrospectively attributed to a fictitious male police officer than a fictitious female one—even though they are rated equivalently at first. Evidence in the study shows that this results from overvaluing male officers’ performance rather than from derogating females’.


This is an examination of issues involved in recruitment of racial minorities to faculty positions, especially issues associated with the prestige of training institutions.


This article demonstrates widely shared schemas, particularly “implicit” or unconscious ones, about race, age and gender.


When study participants were asked to identify the leader of the group, they reliably picked the person sitting at the head of the table whether the group was all-male, all-female, or mixed-sex with a male occupying the head; however, when the pictured group was mixed-sex and a woman was at the head of the table, both male and female observers chose a male sitting on the side of the table as the leader half of the time.

Identification of the causes underlying the underrepresentation of women and minorities in academia is a source of ongoing concern and controversy. This is a critical issue in ensuring the openness and diversity of academia; yet differences in personal experiences and interpretations have mired it in controversy. We construct a simple model of the academic career that can be used to identify general trends, and separate the demographic effects of historical differences from ongoing biological or cultural gender differences. We apply the model to data on academics collected by the National Science Foundation (USA) over the past three decades, across all of science and engineering, and within six disciplines (agricultural and biological sciences, engineering, mathematics and computer sciences, physical sciences, psychology, and social sciences). We show that the hiring and retention of women in academia have been affected by both demographic inertia and gender differences, but that the relative influence of gender differences appears to be dwindling for most disciplines and career transitions. Our model enables us to identify the two key non-structural bottlenecks restricting female participation in academia: choice of undergraduate major and application to faculty positions. These transitions are those in greatest need of detailed study and policy development.


This research examines the multiple effects of racial diversity on group decision making. Participants deliberated on the trial of a Black defendant as members of racially homogeneous or heterogeneous mock juries. Half of the groups were exposed to pretrial jury selection questions about racism and half were not. Deliberation analyses supported the prediction that diverse groups would exchange a wider range of information than all-White groups. This finding was not wholly attributable to the performance of Black participants, as Whites cited more case facts, made fewer errors, and were more amenable to discussion of racism when in diverse versus all-White groups. Even before discussion, Whites in diverse groups were more lenient toward the Black defendant, demonstrating that the effects of diversity do not occur solely through information exchange. The influence of jury selection questions extended previous findings that blatant racial issues at trial increase leniency toward a Black defendant.


The authors of this study submitted the same c.v. for consideration by academic psychologists, sometimes with a man’s name at the top, sometimes with a woman’s. In one comparison, applicants for an entry-level faculty position were evaluated. Both men and women were more likely to hire the “male” candidate than the “female” candidate, and rated his qualifications as higher, despite identical credentials. In contrast, men and women were equally likely to recommend tenure for the “male” and “female” candidates (and rated their qualifications equally), though there were signs that they were more tentative in their conclusions about the (identical) “female” candidates for tenure.


This article spells out how the absence of “critical mass” can lead to negative performance outcomes for women and minorities. It addresses the impact on both the actor and the perceiver (evaluator).

This study compares over 300 letters of recommendation for successful candidates for medical school faculty positions. Letters written for female applicants differed systematically from those written for male applicants in terms of length, in the percentages lacking basic features, in the percentages with “doubt raising” language, and in the frequency of mention of status terms. In addition, the most common possessive phrases for female and male applicants (“her teaching” and “his research”) reinforce gender schemas that emphasize women’s roles as teachers and students and men’s as researchers and professionals.

3. Strategies for reducing the impact of bias on judgments


This study is one of many showing (1) that people vary in the degree to which they hold certain stereotypes and schemas; (2) that having those schemas influences their evaluations of other people; and (3) that it is possible to reduce the impact of commonly held stereotypes or schemas by relatively simple means. In this study college students with particularly negative stereotypes about women as college professors were more likely to rate accounts of specific incidents of college classroom teaching behavior negatively, if they were described as performed by a female. In the second phase of the study students’ reliance on their stereotypes was successfully reduced by providing them with time and instructions to recall the specific teaching behaviors of the instructors in detail. Thus, focusing attention on specific evidence of an individual’s performance eliminated the previously demonstrated effect of gender schemas on performance ratings.


This section describes the department chairs’ role in developing new faculty into teachers and scholars.


This article discusses common barriers to successful implementation of diversity-related cultural change efforts, including both those that are intentional and unintentional. It also outlines strategies for addressing or dealing with these various forms of resistance.


Investigated differences over a 10-year period in Whites' self-reported racial prejudice and their bias in selection decisions involving Black and White candidates for employment in a sample of 194 undergraduates. The authors examined the hypothesis, derived from the aversive-racism framework, that although overt expressions of prejudice may decline significantly across time, subtle manifestations of bias may persist. Consistent with this hypothesis, self-reported prejudice was lower in 1998–1999 than it
was in 1988–1989, and at both time periods, White participants did not discriminate against Black relative to White candidates when the candidates' qualifications were clearly strong or weak, but they did discriminate when the appropriate decision was more ambiguous. Theoretical and practical implications are considered. (PsycINFO Database Record (c) 2005 APA, all rights reserved)


Based on data from a large national survey of nearly 1,700 people who received university degrees in the natural sciences or engineering and a subsequent in-depth follow-up survey, this book provides a comprehensive portrait of the career trajectories of men and women who have earned science degrees, and addresses the growing number of professionals leaving scientific careers. Preston presents a gendered analysis of the six factors contributing to occupational exit and the consequences of leaving science.


This essay enumerates hiring strategies that may disadvantage minority candidates or that might level the playing field.


Informed by the growing research literature on racial and ethnic diversity in the faculty, this guidebook offers specific recommendations to faculty search committees with the primary goal of helping structure and execute successful searches for faculty of color.

### 4. Dual career and work-family issues


This analysis of the Current Population Survey's Outgoing Rotation Group data, a Bureau of Labor Statistics nationally representative survey, shows that the child penalty on labor force participation for prime-age women, aged 25 to 44, averaged -14.4 percentage points over the period from 1984 to 2004. This means that labor force participation by women in this age group with children at home averaged 14.4 percentage points less than for women without children at home. The penalty was 20.7 percentage points in 1984 and has fallen consistently over the last two decades, down to 8.2 percentage points in 2004.


Survey research finds that mothers suffer a substantial wage penalty, although the causal mechanism producing it remains elusive. The authors employed a laboratory experiment to evaluate the hypothesis that status-based discrimination plays an important role and an audit study of actual employers to assess its real-world implications. In both studies, participants evaluated application materials for a pair of same-gender equally qualified job candidates who differed on parental status. The laboratory experiment
found that mothers were penalized on a host of measures, including perceived competence and recommended starting salary. Men were not penalized for, and sometimes benefited from, being a parent. The audit study showed that actual employers discriminate against mothers, but not against fathers.


Op ed piece to counter the news and opinion articles that women, especially graduates of top-tier universities and professional schools, are “opting out” in record numbers and choosing home and family over careers.


Reflection by an academic historian both on the history of the academic workplace, and the ways in which it is currently an environment that is both inhumane and particularly difficult for women faculty.


Women in science tend to have partners who are also scientists. The same is not true for men. Thus many more women confront the “two-body problem” when searching for jobs. McNeil and Sher give a data overview for women in physics and suggest remedies to help institutions place dual-career couples.

Radcliffe Public Policy Center (2000). Life’s work: Generational attitudes toward work and life integration.

Reports on the results of a national survey of Americans’ attitudes about work and family, economic security, workplace technology, and career development. The majority of young men report that a job schedule that allows for family time is more important than money, power or prestige.


This article addresses academic couples who face finding two positions that will permit both partners to live in the same geographic region, to address their professional goals, and to meet the day-to-day needs of running a household which, in many cases, includes caring for children or elderly parents.

5. Lesbian, Gay, Bisexual, and Transgendered Issues


GLAAD's Media Reference Guide offers reporters the language tools they can use to tell stories regarding the lesbian, gay, bisexual and transgendered culture and people in a way that brings out journalistic excellence, while portraying the story participants with dignity, accuracy and fairness.

This study examined the influence of instructor sexual orientation on perceptions of teacher credibility. The purpose was to determine if college students perceive gay teachers as less credible than straight teachers. In addition, the researchers sought to explore the role of teacher credibility in terms of perceived student learning. In order to examine these variables, a male confederate presented a lecture on cultural influences to 154 undergraduate students enrolled in eight separate introductory communication classes. In each class, the confederate was careful to keep his delivery and immediacy cues (e.g. vocal expressiveness, movement, and eye contact) natural and consistent. The confederate’s sexual orientation, however, was systematically manipulated. Findings indicate that students perceive a gay teacher as significantly less credible than a straight teacher. This study also found that students of a gay teacher perceive that they learn considerably less than students of a straight teacher. To help explain the complex reasons behind students’ biased evaluations, the authors have included an in-depth qualitative analysis of participants’ responses.


This article presents the first large-scale audit study of discrimination against openly gay men in the United States. Pairs of fictitious résumés were sent in response to 1,769 job postings in seven states. One résumé in each pair was randomly assigned experience in a gay campus organization, and the other résumé was assigned a control organization. Two main findings have emerged. First, in some but not all states, there was significant discrimination against the fictitious applicants who appeared to be gay. This geographic variation in the level of discrimination appears to reflect regional differences in attitudes and antidiscrimination laws. Second, employers who emphasized the importance of stereotypically male heterosexual traits were particularly likely to discriminate against openly gay men. Beyond these particular findings, this study advances the audit literature more generally by covering multiple regions and by highlighting how audit techniques may be used to identify stereotypes that affect employment decisions in real labor markets.


Little research has been done to examine discrimination against gays and lesbians in the labor market. Wage regressions have documented lower incomes for gays but repeatedly showed higher incomes for lesbians. The results concerning lesbian women are striking but can be reconciled with the existence of labor market discrimination, however. Problems like sample selection and unobserved heterogeneity—in particular, lesbians' violation of stereotypical female gender roles—might be responsible for their higher earnings. To investigate whether discrimination against lesbians actually does exist, a labor market experiment is conducted. Job applications of candidates, who are equivalent in their human capital but differ in their sexual orientation, are sent out in response to job advertisements. Furthermore, to test whether increased masculinity affects labor market outcomes, the applicants differ in their perceived gender identity. While results show a strong negative effect for lesbian orientation, gender identity does not have a significant overall impact on hiring chances.

*Straight Talk About Gays in the Workplace* is filled with stories and interviews of real people working at real companies. These tales illustrate the frustrations of being gay in an indifferent or hostile company and the energizing effects of working for an inclusive one. The book shows how to create a harassment-free, inclusive workplace that recognizes the rights and answers the concerns of all employees; design and deliver sexual-orientation education for all employees; develop an AIDS/HIV educational program that can save lives; and implement domestic partner benefits programs (with detailed information on costs, tax issues, how to overcome objections, and why these benefits are so important to gay employees).


In this article Yoshino discusses the underlying discriminatory practice of forcing minorities to assimilate into the mainstream culture by covering mutable cultural traits. A wide range of minorities is explored to illustrate how prone to injustice the American melting pot can be when faced with diversity.

For more information, call (734) 647-9359.

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