

## NEW ONLINE RESOURCES

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### **WitsOn! Women in Technology Sharing Online**

<https://piazza.com/witson>

WitsOn (Women in Technology Sharing Online) is a pilot program sponsored by Piazza and Harvey Mudd College that will run for six weeks starting October 1. It will connect undergraduate students pursuing STEM degrees with female mentors from industry and academia who can speak from personal experience about issues of particular concern to young women.

## RESEARCH

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### **1. The Myth of the Ideal Worker.** Forthcoming. Williams, J. & Blair-Loy. *Journal of Social Issues*.

“The lives of workers have changed, but society’s idea about what constitutes an ideal worker has not. The tension between work expectations and personal lives can put the interests of employers and employees at odds. But does it have to be this way? Professors Joan Williams and Mary Blair-Loy spoke about their research at Stanford as part of a multi-university working group organized by the Clayman Institute. Their work will be published in a forthcoming special issue, “The Flexibility Stigma,” in the *Journal of Social Issues*.”

<http://gender.stanford.edu/news/2012/myth-ideal-worker-new-workforce-outdated-workplace>

### **2. Are Motherhood Penalties and Fatherhood Bonuses Warranted? Comparing Pro-Work Behaviors and Conditions of Mothers, Fathers, and Non-Parents.** (2011). Kmec, J.A. *Social Science Research* 40: 444-459.

Abstract: “Research has confirmed a motherhood penalty and fatherhood bonus at work. Employers, it appears, regard mothers and fathers differently from one another and differently from non-parents...This article draws on nationally representative data from full-time employed adults to investigate mother, father, and non-parent differences in work effort, work intensity, job engagement, and four measures of work enhancement from home. Mothers and fathers are similar on five out of seven outcomes tapping pro-work dimensions. When they differ, mothers report greater job engagement and work intensity than fathers...I conclude that reducing workplace gender inequality will require organizational changes that pay explicit attention to workers’ care-giving responsibilities.”

### **3. Work in Progress: Understanding the Experiences of Women of Color in Engineering.** (2012). Revelo Alonso, R. Paper presented at Frontiers in Education Annual Conference, Seattle, WA.

Abstract: “This qualitative study aims to understand the experiences of undergraduate women of color in engineering; specifically how their gender, race, and ethnicity shape their construct of an engineering identity. For many of the students, engineering identity was only understood along with gender and race/ethnic identities.”

**4. Science Faculty's Subtle Gender Biases Favor Male Students.** (2012). Moss-Racusin, C. et al. *Proceedings of the National Academy of Sciences*.

Abstract: "...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."

<http://www.pnas.org/content/early/2012/09/14/1211286109>

## RECENT BOOKS

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**1. *Unlikely Allies in the Academy.*** (2012). Dace, K.L. New York: Routledge.

"*Unlikely Allies in the Academy* brings the voices of women of Color and White women together for much-overdue conversations about race. These well-known contributors use narrative to expose their stories, which are at times messy and always candid. However, the contributors work through the discomfort, confusion, and frustration in order to have honest conversations about race and racism. The narratives from Chicanas, Indigenous, Asian American, African American, and White women academicians explore our past, present, and future, what separates us, and how to communicate honestly in an effort to become allies. Chapters discuss the need to interrupt and disrupt the norms of interaction and engagement by allowing for the messiness of discomfort in frank discussion. The dialogues model how to engage in difficult dialogues about race and begin to illuminate the unspoken misunderstandings about how White women and women of Color engage one another. This valuable book offers strategies, ideas, and the hope for moving toward true alliances in the academy and to improve race relations."

Summary from: <http://www.routledge.com/books/details/9780415809054/>

**2. *Occupying the Academy: Just how important is diversity work in higher education?*** (2012). Clark, C., Fasching-Varner, K.J., Brimhall-Vargas, M., Eds. Lanham, MD: Rowman & Littlefield Publishers.

"Across the country, equity and diversity workers at all levels in university and colleges, but especially Chief Diversity Officers in public institutions, are under assault. Is this assault a result of a pre-meditated and carefully calculated conservative political agenda or the unfortunate consequence of how largely white, politically conservative—and the power bases they represent—are expressing their anger about the changing racial landscape in the United States? This volume explores and deconstructs the reasons for this assault from various perspectives. This volume also illustrates how the national assault on equity and diversity has resulted in a continuum. At one end are "diversity-friendly" institutions that are benignly neglecting equity/diversity efforts because of state budget crises. At the other end of the spectrum are the deliberate efforts being made to systematically dismantle equity and diversity work in especially politically conservative states."

Summary from: <https://rowman.com/ISBN/9781442212725>