

## Annotated Bibliography for the ADVANCE Purdue website

*American Council on Education: Office of Women in Higher Education. 2005. "Quick Facts: Traditional Path to Academic Success Unfriendly to Women, According to New Report. March 10.*

<http://www.acenet.edu/AM/Template.cfm?Section=Search&template=/CM/HTMLDisplay.cfm&ContentID=20742>

This article reviews the overall status of women in the academy-including how the traditional career path might be restructured to ensure diversity and equity in academia.

*American Council on Education: Office of Women in Higher Education. 2009. "An Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Careers."*

<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/CEL/SloanAwards/AgendaforExcellence.pdf>

"This report presents data about the career environment for and experiences of tenured and tenure-track faculty. The report confirms the compelling need for change in the current rigid structure of the traditional academic career path."

*American Council on Education. 2009. "Creating Options: Models for Flexible Faculty Career Pathways: An ACE-Center for Effective Leadership & Alfred P. Sloan Foundation Project."*

[http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/CEL/SloanAwards/Creating\\_Options\\_Mo.htm](http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/CEL/SloanAwards/Creating_Options_Mo.htm)

This article discusses how the ACE/CEL project is going to review some of the structural barriers within the traditional promotion and tenure process, and further, make recommendations for more flexible career pathways.

*American Sociological Association. 2009. "Sociologist Addresses Issues in Educating the Next Generation of the Scientific Workforce. Footnotes. January.*

<http://www.asanet.org/footnotes/jan09/workforce.html>

This article reports on Dr. Willie Pearson Jr.'s speech addressing the issue of who will do science. In his research, he found there was a shortage of women and minorities in the STEM fields.

*Bracken, Susan J., Jeanie K. Allen, and Diane R. Dean, ed. 2006. Gendered Perspectives in Faculty Roles and Work Lives. Sterling, VA: Sterling.*

This book brings new research together, and challenges assumption about how men and women manage work/life issues. Further, the authors make recommendations regarding policy to encourage women to stay in the academic pipeline.

Colbeck, Carol L. and Robert Drago. 2005. "Accept, Avoid, Resist: Faculty Members' Responses to Bias Against Caregiving ... And How Departments Can Help." *Change*, Nov/Dec.

<http://www.carnegiefoundation.org/change/sub.asp?key=97&subkey=829>

"Three interrelated studies that explore the extent to which faculty perceive a bias against caregiving and how they respond to it and that describe what institutions and departments can do to alleviate that bias."

Committee on Gender Differences in the Careers of Science, Engineering, and Mathematics Faculty, Committee on Women in Science, Engineering and Medicine, and the National Research Council. 2009. "Gender Differences at Critical Transitions in the Careers of Science, Engineering and Mathematics Faculty (Free Executive Summary)."

<http://www.nap.edu/catalog/12062.html>

This is a summary of a study by the National Academy of Sciences, and gives insight into status of female faculty at prestigious universities and their opportunities compared to men to advance and succeed in academia.

Curtis, John W. 2004. "Balancing Work and Family for Faculty: Why It's Important." *Academe Online*, 90:6.

<http://www.aaup.org/AAUP/pubsres/academe/2004/ND>

This article reviews the structural inequity in the academy and the advantages of restructuring faculty work to increase job satisfaction and help faculty balance their careers and family lives.

Drago, R., C. Colbeck, D. Stauffer, A. Varner, K. Burkum, J. Fazioli, G. Guzman and T. Habasevich. 2005. "Bias Against Caregiving Among Faculty," *Academe* (Sept-Oct).

The study examines the extent and nature of bias avoidance of faculty to take advantage of family-friendly policies in the workplace.

Drago, Robert and Kelly Davis, "Parental Leave and Modified Duties Policies across the Big Ten." 2009.

<http://lser.la.psu.edu/workfam/Big10parentalleavefinal.doc>

This article compares parental leave and modified duties across the Big Ten universities. Drago and Davis make policy recommendations

Drago, Robert. 2007. "Harvard and the Academic Glass Ceiling." *The Chronicle of Higher Education*. March 27.

<http://chronicle.com/jobs/nes/2007/03/3007032701c.htm>

Even though Drew Gilpin Faust is the first female president at Harvard, Drago contends women still lag behind in the academy. There are record numbers in faculty positions; however, many of the position are not on the tenure track.

Freeland, Chrystia. 2008. "Women adapt to thrive." *Financial Times*. February 16-17.

This article reports that at the Siemens competition in maths, science and technology for US high school students in 2007, the girls took the competition. Even though women are marginalized, they are sharpening their skills to close the gender gap.

Herring, Cedric. 2009. "Does Diversity Pay?: Race, Gender, and the Business Case for Diversity." *American Sociological Review*, 74:208-224.

This article examines whether or not companies benefit from being diverse. The results of the study indicate companies do positively benefit from being diverse due to increased creativity, problem solving, and performance.

Jacobs, Jerry A. 2004. "The Faculty Time Divide." *Sociological Forum*, 19:3-27.

"The expectations of academic life in dual-career couples are hard to reconcile with the demands of parenting. This is a common problem because assistant professors are generally too old to wait until they have tenure to have children. The segmentation of academic life into an overworked core and a marginalized periphery tends to perpetuate gender inequality."

June, Audrey Williams. 2009. "Grad Students Think Twice About Jobs in Academe: California Study says would-be professors want family friendlier careers." *The Chronicle of Higher Education*. January 23.

This article reports on Mary Ann Mason's study at nine of the 10 campuses at the University of California. They study found that 36 percent of men and 27 percent of women PhDs were going to pursue academic careers. The others found jobs outside the academy to be more family friendly.

Kimbro, Rachel Tolbert. 2009. "Rice U. Minds the Kids So Employees Can Mind Their Jobs." *The Chronicle of Higher Education*. July 10.

This article describes the value of Rice University's in home sick child and elderly care which is offered for 100 days annually at \$4.00 per hour.

*Karukstis, Kerry K. 2009. "Women in Science, Beyond the Research University: Overlooked and Undervalued." The Chronicle of Higher Education. July 10.*

This article reports on several studies that indicate that women face gender inequities at every career stage at all types of institutions.

*Lederman, Doug. 2009. "(Somewhat) Family Friendlier." Inside Higher Education. June 2.*

<http://www.insidehighered.com/news/2009/06/02/family>

This article reports that the average four-year institution in 2007 offers 1.9 of the 7 family friendly policies which is up from 1.64 in 2002. Therefore, there has been progress, but it is slow. Most policies enacted are the least expensive for the institution.

*Lobel, Sharon. 2004. "Working Part Time After Tenure." Academe Online 90:6.*

<http://www.aaup.org/AAUP/pubsres/academe/2004/ND>

A tenured professor gives insight into her solution to balancing work and family by working part-time.

*Mason, Mary Ann and Marc Goulden. 2002. "Do Babies Matter?" Academe 88:21-28.*

This article examines the effect of having children on women in academia. The author further make proposes family-friendly policies are a step in the right direction; however, many women underuse the policies.

*Mason, Mary Ann and Marc Goulden. 2004. "Do Babies Matter (Part II)? Closing the Baby Gap." Academe Online, 90:6.*

<http://www.aaup.org/AAUP/pubsres/academe/2004/ND>

This article is a continuation of the previous 2002 article; however, it focuses on the effect of careers on family formation.

*Mason, Mary Ann and Marc Goulden. 2004. "Marriage and Baby Blues: Redefining Gender Equity in the Academy." The ANNALS of the American Academy of Political and Social Science.*

<http://ann.sagepub.com/cgi/reprint/596/1/252>

This article results from a study on gender equity in terms of familial gains and losses. T

Mason, Mary Ann, Angelica Stacy, Marc Goulden, Carol Hoffman, and Karie Frasch. 2005. "Faculty Family Friendly Edge: An Initiative for Tenure-Track Faculty at the University of California."

<http://ucfamilyedge.berkeley.edu/ucfamilyedge.pdf>

This report addresses the problems faculty members face in negotiating work and family, and gives policy recommendations to help alleviate faculty stress.

Mason, Mary Ann and Eve Mason Ekman. 2007. *Mothers on the Fast Track: How a New Generation Can Balance Family and Careers*. New York:Oxford.

This book explores the career paths of the women entering careers in academia, law, medicine, business, and the media in the 1970s and 80s. This is also a guide for young women facing the challenges of starting a family.

Mason, Mary Ann. 2008. "Do Babies Matter in Science?" *Chronicle of Higher Education*, 00095982, Vol. 55, Issue 8.

"The article discusses gender discrimination in scientific fields toward female job applicants who have children. She discusses a project investigating how the development of families affected the academic research careers of women and suggests that federal investigators ensuring compliance with sex discrimination laws should focus on comparing the careers of women who have children with men that have children."

Mason, Mary Ann, Marc Goulden, and Karie Frasch . 2009. "Why Graduate Students Reject the Fast Track." *Academic Online*, Retrieved January 16, 2009

<http://www.aaup.org/AAUP/pubsres/academe/2009/JF/Feat/maso.htm?PF=1>

This study examines why graduate students are increasingly rejecting research-intensive universities. They found that these positions have a bad reputation for being family friendly.

Marcus, Jon. 2007. "Helping Academics Have Families and Tenure Too: Universities Discover Their Self Interest." *Change*, March/April:26-32.

This article discusses the concern of abundant PhD women who choose not to enter academia, and the need for family friendly policies in the self interest of universities to retain and attract these women.

Parker, Clifton B. 2003. "Faculty Stats on Work-Life Balance Eyed." *UC Davis News & Information*. December 12.

[http://www-dateline.ucdavis.edu/printable\\_dl\\_detail.lasso?id=7164&preview=no](http://www-dateline.ucdavis.edu/printable_dl_detail.lasso?id=7164&preview=no)

This article is an interview with Marc Goulden, a research analyst at UC Berkeley, highlighting Goulden's research findings regarding the status of women in academia.

*Patterson, Gregory A. 2008. "Managing Motherhood and Tenure." Diverse: Issues in Higher Education, 25:116-18.*

This article addresses the numerical gap between men and women and how universities are struggling to reduce this gap. Even though many colleges and universities are attempting to alleviate the problem, there remains variation in policies across colleges and universities.

*Perna, Laura W. 2001. "The Relationship Between Family Responsibilities and Employment Status Among College and University Faculty." The Journal of Higher Education, 72:584-611.*

This study examines whether or not family responsibilities are related to the employment status of women and men junior faculty, and to what extent are junior faculty satisfied with holding nontenure-track positions.

*Philipsen, Maiké Ingrid. 2008. Challenges of the Faculty Career for Women. San Francisco, CA: Jossey-Bass.*

This is qualitative study with women faculty at various stages in their careers and examines how they juggle the demands of their personal lives and the pressures of their academic career.

*Smith, Gilia C. and Jean A. Waltman. 2006. "Designing and Implementing Family-Friendly Policies in Higher Education." The Center for the Education of Women, University of Michigan.*  
<http://www.umich.edu/~cew/PDFs/designing06.pdf>

This report offers suggestions to both administrators and planners for creating flexible policies at their institutions.

*Smythe, Kathleen R. 2009. "Leave Time for Play." The Chronicle of Higher Education. June 26.*

This article examines "work weeks without end," and the social consequences of being overworked.

*Spalter-Roth, Roberta and Janene Scelza. 2008. "Women Move up the Faculty Ladder Slowly." American Sociological Association Footnotes. December.*  
<http://www.asanet.org/footnotes/dec08/ladder.html>

This article discusses the representation of women in sociology department across the U.S. is increasing but very gradually.

*Solomon, Catherine Richards. 2008. "Personal Responsibility in Professional Work: The Academic 'Star' as Ideological Code." Pp. 180-202. People at Work: Life, Power, and Social Inclusion in the New Economy edited by Majorie L. De Vault, New York: University Press.*

This chapter suggests that the star ideological system of academia provides a standard for which the rationale of choices about work and family is based in academia.

*Sullivan, Beth, Carol Hollenshead, Gilla Smith. 2004. "Developing and Implementing Work-Family Policies for Faculty." Academe, 90:24-27.*

This article discusses the results of the "Faculty Work-Family Policy Study" Conducted by the Center for Education of Women at the University of Michigan which focuses on policies and programs which have the potential benefits for women faculty.

*Ward, Kelly and Lisa Wolf-Wendel. 2004. "Fear Factor: How Safe Is It to Make Time for Family?" Academe Online 90:6*  
<http://www.aaup.org/AAUP/pubsres/academe/2004/ND>

This article reviews the culture of fear in the academy that stops faculty from using existing policies which support family involvement.

*Williams, Joan C. 2004. "Hitting the Maternal Wall." Academe Online, 90:6.*  
<http://www.aaup.org/AAUP/pubsres/academe/2004/ND>

This article focuses on how patterns of bias and stereotyping affect mothers opposed to women in general as a reason women in the academy struggle to progress, or what they call the "maternal wall." Additionally, they propose there is a "paternal wall" as well.

*Wilson, Robin. 2009. "Gettysburg College Takes Work-Life Balance Seriously." The Chronicle for Higher Education. July 10.*

This article examines some unique policies at Gettysburg College, such as: earning discounts on health insurance for participating in the wellness program, full pay for 15 week maternity leave, additional 16 weeks unpaid maternity leave, and an exemplary child care center.

*Wilson, Robin. 2009. "Is Having More Than 2 Children an Unspoken Taboo?" The Chronicle of Higher Education. July 10.*

This article explores the culture in the academy to not condone faculty having more than two children. A national study of professors in chemistry and English female professors average only .66 children each compared to the American average of two children

*Wolfinger, Nicholas H., Mary Ann Mason, and Marc Goulden. 2009. "Stay in the Game: Gender, Family Formation and Alternative Trajectories in Academic Life Course." Social Forces, 87:1591*

This study examines panel data from 1983-1995 of Surveys of Doctorate Recipients to explore the early careers of the recipients. The found that women are more likely to be employed as adjunct faculty or exit the paid labor force.