

NEW WEB RESOURCES

The Advanced Women of Color in STEM (AWC) website launched:
<http://awc2.mentornet.net/homepage>

RESEARCH ARTICLES AND REPORTS

1. “I wouldn’t say it’s sexism, except that...it’s all these little subtle things”: Healthcare Scientists Accounts of Gender in Healthcare Science Laboratories. 2013. Bevan, V & M. Learmonth. *Social Studies of Science* 43, 1: 136-158.

Abstract: “We explore healthcare scientists’ accounts of men in healthcare science laboratories. By focussing on subtle masculinist actions that women find disadvantageous to them, we seek to extend knowledge about women’s under-representation in senior positions in healthcare science – despite women being in the majority at junior levels. We maintain that healthcare science continues to be dominated by taken-for-granted masculinities that marginalize women, keeping them in their ‘place’. Our aim is to make visible the subtle practices that are normally invisible by showing masculinities in action. Principally using feminist analyses, our findings show that both women and men are often unaware of taken-for-granted masculinist actions, and even when women do notice, they rarely challenge the subtle sexist behaviour.”

2. Exploring Institutional Hiring Trends of Women in the U.S. STEM Professoriate. 2010. McNeely, C.L. & S. Vlaicu. *Review of Policy Research* 27, 6: 781-793.

Abstract: “The presence of women in the United States science and technology professoriate depends on various factors, including the availability of a pool of qualified women with relevant doctorates and the elimination of policy constraints and institutional barriers to professional access. Recognizing that initial hiring in related science, technology, engineering, and mathematics (STEM) fields is a crucial step affecting gender composition and representation at all levels in the academic hierarchy, we focus on hiring profiles in institutions of higher learning to examine related trends and practices. In addition to the significant and inversely proportional influence of initial hiring on future trends, differences were noted relative to public or private control of the university and other institutional characteristics, providing a basis for further analyses of institutional dynamics restricting or enhancing favorable hiring policies and practices for STEM women faculty.”

3. Examining the Complexities of Faculty Attrition: An Evaluation of STEM and Non-STEM Faculty Who Remain and Faculty Who Leave. 2012. Burnett, A. et al. *Journal of Women and Minorities in Science and Engineering* 18, 1: 1-19.

Abstract: “...Using a quantitative method and supplementing it with qualitative data, this study advances understanding of retention by studying attrition at an upper-Midwest land grant institution, examining differences between faculty who remained at the institution and faculty who left. We further compared these results by gender and STEM and non-STEM status. Results revealed that, not surprisingly, resigned

faculty were less satisfied in the areas of Climate, Culture, and Collegiality; Policies and Procedures; and Global Satisfaction than were current faculty; resigned faculty did not differ by gender nor by non-STEM or STEM status. Current women faculty were less satisfied than current men faculty, and current non-STEM faculty were less satisfied than current STEM faculty. In the area of Policies and Procedures, an interaction effect was found for gender and STEM/non-STEM status; non-STEM women reported the lowest satisfaction and STEM women reported the highest. Implications of these results and recommendations for future investigation are offered.”

4. I Just Need Someone Who Knows the Ropes: Mentoring and Female Faculty in Science and Engineering. 2012. Dunham, C.C. et al. *Journal of Women and Minorities in Science and Engineering* 18, 1: 79-96.

Abstract: “...As a result of these inequities many universities have implemented mentoring programs to provide equal career support for women and men in order to improve success in achieving tenure and promotion. The goal of this research is to report findings from a small interview study of female faculty in science and engineering, reporting their perceptions of their mentoring experiences and the role of gender in shaping those perceptions in an effort to gain insights that will help to make mentoring programs more effective. Three distinct types of mentoring emerged, including: (1) global mentoring, which was the most wide-ranging, involved and committed mentoring relationship; (2) formal targeted mentoring, which occurred in the context of a formal program, was aimed specifically toward providing advice and support toward attaining a career goal; and (3) informal targeted mentoring often initiated by the protegee herself. We found that the mentoring relationship is affected by the use of traditional gender ideology that supports the belief that being a woman and an engineer/scientist is not compatible, which has the potential to influence the mentoring relationship by making protegees feel more vulnerable to negative evaluation. Finally, we make a series of concrete recommendations for developers of mentoring programs to make them more supportive for women faculty.”

RECENT BOOKS

The Borderlands of Education: Latinas in Engineering. 2013. Camacho, M.M & S.M. Lord. Lexington Books.

“This innovative work critically studies the contemporary problems of one segment of Science, Technology, Engineering, and Math (STEM) education...Drawing on cutting-edge scholarship in gender and Latino/a Studies, the book provides an analytically incisive view of the experiences of Latina engineers. Sponsored by the National Science Foundation through a Gender in Science and Engineering grant, the authors bridge interdisciplinary perspectives to illuminate the nuanced and multiple exclusionary forces that shape the culture of engineering. A large, multi-institution, longitudinal dataset permits disaggregation by race and gender. The authors rely on primary and secondary sources and incorporate an integrated mixed-methods approach combining quantitative and qualitative data. Together, this analysis of the voices of Latina engineering majors breaks new ground in the literature on STEM education and provides an exemplar for future research on subpopulations in these fields.”

Summary from: <https://rowman.com/ISBN/9780739175583>

IN THE NEWS

‘End of Men’? Not Even Close, Says UC San Diego Report on Gender in the Professions

http://ucsdnews.ucsd.edu/pressreleases/end_of_men_not_even_close_says_uc_san_diego_report_on_gender_in_the_professions