

## CLIMATE WORKSHOP ANNOTATED BIBLIOGRAPHY

**Akin-Little A, Bray MA, Eckert TL, Kehle TJ (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.  
<http://ezproxy.library.arizona.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2004-22319-004&site=ehost-live>

**Bahniuk MH, Dobos J, Hill SK (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.  
<http://ezproxy.library.arizona.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=1991-02861-001&site=ehost-live>

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

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

**COACHE (Collaborative On Academic Careers in Higher Education) (2006) *COACHE survey highlights - report 1, September 25, 2006*. <http://qseacademic.harvard.edu/~coache/>**

**Donovan MA, Drasgow F, Munson LJ (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): 683-92.**

- Ellemers N, van den Heuvel H, de Gilder D, Maass A, Bonvini A (2004) The under-representation of women in science: differential commitment or the queen bee syndrome? *British Journal of Social Psychology* 43(3): 315-338.
- 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.
- Evetts J (1996) *Gender and career in science and engineering*. Philadelphia, PA: Taylor & Francis.
- Gersick CJG, Bartunek JM, Dutton JE (2000) Learning from academia: the importance of relationships in professional life. *Academy of Management Journal* 43(6): 1026-1044.
- 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.
- <http://ezproxy.library.arizona.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2001-16091-001&site=ehost-live>
- 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.
- Hitchcock MA, Bland CJ, Hekelman FP, Blumenthal MG (1995) Professional networks: the influence of colleagues on the academic success of faculty. *Academic Medicine* 70(12): 1108-1116.
- Jacobs JA, Winslow SE (2004) The academic life course, time pressures, and gender inequality. *Community, Work, and Family* 7(2): 143-161.
- Kanter RM (1976) The impact of hierarchical structures on the work behavior of women and men. *Social Problems* 23(4): 415-430.
- Kanter RM (1977) *Men and women of the corporation*. New York, NY: Basic Books.
- Kite ME, Russo NF, Brehm SS, Fouad NA, Hall CC, Hyde JS, Keita GP (2001) Women psychologists in academe: mixed progress, unwarranted complacency. *American Psychologist* 56(12): 1080-1098.
- Klonoff EA, Landrine H, Campbell R (2000) Sexist discrimination may account for well-known gender differences in psychiatric symptoms. *Psychology of Women Quarterly* 24: 39-50.
- Lee S, Bozeman B (2005) The impact of research collaboration on scientific productivity. *Social Studies of Science* 35(5): 673-702.
- Maske KL, Durden, GC, Gaynor P (2003) Determinants of scholarly productivity among male and female economists. *Economic Inquiry* 41(4): 555-564.

- Mason MA, Goulden M (2004) Do babies matter (Part II)? *Academe* 90(6): 10-15.
- McNeil L, Sher M (1999) The dual-career-couple problem. *Physics Today* 52(7): 32.
- Moore KM, Sagaria MAD (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.
- 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.
- 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. [http://www.nap.edu/catalog.php?record\\_id=11741](http://www.nap.edu/catalog.php?record_id=11741)
- Niemann YF, Dovidio JF (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.
- Park SM (1996) Research, teaching and service. *Journal of Higher Education* 67: 47-84.
- Porter N, Geis FL, Jennings J (1983) Are women invisible as leaders? *Sex Roles* 9(10): 1035-1049.
- Riger S, Stokes J, Raja S, Sullivan M (1997) Measuring perceptions of the workenvironment for female faculty. *The Review of Higher Education* 21(1): 63-78.
- Rosser SV, 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.
- Rowe M (1990) Barriers to equality: the power of subtle discrimination to maintain equal opportunity. *Employee Responsibilities and Rights* 3(2): 153-163.
- Settles IH, Cortina LM, Malley J, Stewart AJ (2006) The climate for women in academic science: The good, the bad, and the changeable. *Psychology of Women Quarterly* 30(1): 47-58.
- Steinpreis RE, Anders KA, 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.
- 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.
- Trower CA (2002) Women without tenure. Part 3. Why they leave. *Science (online): Career Development Articles*  
[http://sciencecareers.sciencemag.org/career\\_development/previous\\_issues/articles/1470/women\\_without\\_tenure\\_part\\_3\\_why\\_they\\_leave](http://sciencecareers.sciencemag.org/career_development/previous_issues/articles/1470/women_without_tenure_part_3_why_they_leave)

**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>

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

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

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 Relations* 43(5):419-438.**