Index

Key to index: n following page number indicates information in a footnote; Ap indicates information in the Appendix. Page numbers in bold refer to tables.

quality of crucial to success 77-8 academic career gap, for child-birth and childsuggestion of conference participation 96 rearing 135 advisors 248 academic culture, negative consequences for contradictions of the job 148-52 female administrators substitute as 198-9 women 84-6 academic and family life, mutual exclusion of legitimation by 96-7 men can be successful 80-1 academic quasi-firms 119 older female academic structure may not understand needs of female actively discouraging women 84 students 185 arguments for change, effects of 144 tendency to forget insecurities 185 female advisors feel powerless to change relationship with crucial 100-1 150 role of complex 149 style relates to earlier mentor relationship and pregnancy 89 resistant to accommodating family needs suggestion of conference participation 96 143-4 and time extension before tenure review younger male, more collaborative style 144-5 active exploration, seen as male activity 40,42 I53-4 affiliation 60-1,190 administrators, female, become substitute affirmative action advisors 198-9 currently in retrenchment 228-9 admission tests, games theory 58 does not insure minorities with right admissions procedure, women lack strategy credentials 229 to deal with 79-80 increases then denigrates women and adolescence, girls' scientific interest minorities 227-8 discouraged 42-7 results not always as expected 227 adults to increase number of women and perpetuate masculinity and femininity minorities in science departments 106 beliefs 37-8 anomie, experienced by women graduate send differing messages to children 37 students 73-4 advising, gender-related blockages to 78-9 anti-discrimination legislation, seldom fully advisor-advisee relationships enforced 226 colored by sex-role stereotyping 22 anxiety female experiences with male advisors 79 coping differences 75-6 negative interactional patterns 78-9 and finishing the program 97 in the Ph.D. program 77-81 may escalate into self-blame 94 power of advisors 77

'apartheid system', gendered 86 assimilative strategies, used by girls for normative, too slow 244 resistance to 142-5,236-7 adaptation 41 AT&T program 194-5,196-7 child care 217,245-6 a concern for academic parents 142 industry on side of female students 194-5 attitudes, come from top down 180,199 effects of expansion 216 traditional support Austria, female scientists and gender Mexico 208 dynamics 212-13 autonomous functioning, requirements for Turkey 205 development 86 U.K., proposed expansion of 222 child-bearing strategies, Finnish women Barber, Leslie, reflections on mixed 214 Cinderella effect 99 experiences of male and female peers co-authors, and research success 176 belonging and identity, problems of for cognitive capital 117 colleagueship 159–60 lacking for female scientists 137 bench science lower levels of for women 161-2 pressures on women 27 success related to ability to adapt 27-8 reciprocation 160 social support or friendship 159-60 biological sciences, attitudes to women College Board examinations 7-8 changed 112 courses and tutoring for 8 bottom up programs 189-93 characteristics of social movements college teachers, should encourage female 189,190-1 students 62 Columbia 204 flexible and low cost 192 competition, for grades, male testing process weaknesses of 193 boundary heightening 109 55 boys, young, negative views of women conferences scientists 34 critical informal transition point for students 100-1 brain development, and female introductions outside the department 96 characteristics 46 Brazil, female scientists, significance of positive effects on careers 97 role in socialization of female scientists traditional gender roles 206-7 bridging ties 168-9,168n,254-5Ap confidence-building, through conferences men's and women's 170-1 Bulgaria 96-7 access to a scientific career 218-19 courses core of college education 51 gender division of intellectual life evaluation role 51 persistent 218 examination, as a sorting mechanism 51 career choice, women diverted from academic mathematics, attitudes influenced by and research tracks 6 parental perception 44 official purpose of 51 career plans, affected by gender socialization Crick, Francis see Watson, James and Crick, 47 Carson, Rachel Francis biologist and author 21-2 critical mass 106,162,240 and balanced strong tie development 165 research career stunted 21

shows new type of scientific career 21-2

moral and intellectual nature of 54

cascade effect 16,133 challenge 55 can change male attitudes 111

contradictory effects of 107

changing academic cultures 237

and division of women into sub-groups III

native, too slow 244 stance to 142-5,236-7 are 217,245-6 acern for academic parents 142 ts of expansion 216 itional support exico 208 1rkey 205 , proposed expansion of 222 earing strategies, Finnish women :ella effect 99 hors, and research success 176 ive capital 117 sueship 159-60 ing for female scientists 137 r levels of for women 161-2 procation 160 al support or friendship 159-60 e Board examinations 7-8 ses and tutoring for 8 : teachers, should encourage female students 62 bia 204 tition, for grades, male testing process ences cal informal transition point for students 100-1 ductions outside the department 96 ive effects on careers 97 n socialization of female scientists 95-7 ence-building, through conferences 26-7 of college education 51 sation role 51 nination, as a sorting mechanism 51 nematics, attitudes influenced by parental perception 44 ial purpose of 51 Francis see Watson, James and Crick, Francis mass 106,162,240 alanced strong tie development 165 hange male attitudes 111 ging academic cultures 237 :adictory effects of 107 ivision of women into sub-groups 111

fails to equalize social and professional ties improves social support and identity enhancement 163-4 is it sufficient? IIO-II made meaningless by isolation 245 magical statistic and false numbers 106-7 not achieved through affirmative action only works in democratic departments 245 paradox of 244 $overcoming \, problems \, posed \, by \, {\bf 245-6}$ reliance on difficult 112 critical transitions 26,69-81 and female scientific careers 101 from student to research environment 69 in graduate education 69 informal 100 Ph.D. level 69 cultural lag myth of the individual scientist 119 used by male faculty members against female students 71 cumulative disadvantage and additional disadvantages at the margin and advantage, Matthew effect vs Cinderella effect 99 rooted in differential socialization of men and women 91-5 Curie, Marie 17 demand side, effects on women's entry into science/engineering 13

Denmark, female scientists, impact of motherhood on scientific careers 217-18 departmental change, initiatives for 187-201 strategy for departmental reform 199–200 departmental cultures changes when key male acquires feminist values 181 negative and positive 179-86 departmental networks gender differences in 164-6 intermediate number of ties 164 large number of ties beyond 164 strong department contacts 166 too many or too few contacts 165 departmental reform 199-200,226,241

departmental relationships gender differences in quality of 160-4 more difficult for 'token' women 163 and social capital 158-60 women carry double burden 163 departments 132-3 avoidance of change 242 change must come from those in power 247 culture and organization important in reform 183 division into subdisciplinary groups III hidden inequities 226-7 instrumental 179-80 more women, positive effects not always overt procedure covers hidden decisionmaking 229 policy recommendations for 241 relational 181-3 senior scientists as social capital bankers 122-3 strategy of attracting highly qualified women 197 university-wide innovation, may change policies 242-4 women faculty members, divided into subgroups 105 developing countries, women in science 204 Dimant, Stephanie, New York Times letter 27 disadvantage accumulation of 91-5 and organizational reform 236 dissertation, transformation of 71 distribution requirements, US education system 8 diversity committees 243-4 objectives 243 payment for work on 244 staffing of 243 diversity reviews 243 assess track record and current gender balance 243 doctoral education basic social unit of 72 see also Ph.D. program double-bind situation, for women 58-9,249 dual career families 233-4

economic competitiveness 226 and female scientists 231-2 economic deficit, from failure to use all faculty status, job search, social capital and gender 133-5 talents 226 families, and the scientific career economic and structural barriers, recession 24 emotional energy, to deal with harsh social 27,141-2,172 family commitments, factor in colleague environment 93 evaluation 87-8 equality of representation, in the scientific female scientists achieving faculty status 132 professions 247 adherents of the male model of treatment Brazil, make male bias worse 206-7 differentiates against women 54-5 private sector, may overflow into rethinking their position 151 tension with younger female faculty academia 235-6 members 184 equity, a moral and legal imperative 226–9 areas of gain 203-4 Europe assuming responsibilities for minority gender dynamics in 211–18 investment in education not realized status 140-1 careers choice versus personal aspirations 15 southern problems for women scientists 209 versus family 134-5 versus relationships 135 will women's expectations be contemporary dilemma of 15 successful? 221 devaluation by non-inclusion in exclusion professional events 84-5 by departments, an undermining in developing and semi-industrialized experience 138-9 countries 204-11 due to parochial ways of U.S. science 241 driven to defensive research strategies 16-17 effects of early onset of feelings of isolation, explicit and implicit 244 on faculty members 157-8 insecurity and intimidation 59-61 of female minority by male majority 60 equals of male peers available for recruitment 238 from informal sources, Turkey 205 from social ties network and critical mass first year establishment of relationships essential 123-4 for self-confidence 61-2 of Italian women from upper-level need for affiliation 60-1 positions 214-15 as 'honorary men' or 'flawed women' for women in scientific careers 116 $extended \, family, supports \, women \, scientists$ 2-3 invisible or conspicuous 86 and legitimation of an alternative model faculty appointments, problems for women 2.4 T must understand critical role of advisors after 16 faculty attitude, towards women's negative treatment effects carry over 140 competency 69-71 older faculty members earlier solutions/mechanisms no longer critical role in persistence of women 61-2no difference between men and women in relevant 249 now more able to reveal past experiences work experience 171-2 no statistical difference in education levels 244-5 share values and work styles of older men 172 relationships among 177 see also male faculty members; women post weed-out, mentoring depends on

faculty members

academic institution 62-3

Fi 'f

F

F

tatus, job search, social capital and :nder 133-5 and the scientific career '.I4I-2.I72 ommitments, factor in colleague 7aluation 87-8 cientists ring faculty status 132 ents of the male model zil, make male bias worse 206-7 inking their position 151 sion with younger female faculty 1embers 184 of gain 203-4 ning responsibilities for minority tatus 140-1 ice versus personal aspirations 15 sus family 134-5 sus relationships 135 mporary dilemma of 15 uation by non-inclusion in rofessional events 84-5 eloping and semi-industrialized ountries 204-11 n to defensive research strategies 16-17 onset of feelings of isolation, nsecurity and intimidation 59-61 Is of male peers available for ecruitment 238 ablishment of relationships essential for self-confidence 61-2 ed for affiliation 60-1 onorary men' or 'flawed women' ible or conspicuous 86 egitimation of an alternative model 241 t understand critical role of advisors 248 .tive treatment effects carry over 140 rlier solutions/mechanisms no longer relevant 249 yw more able to reveal past experiences 244-5 are values and work styles of older men : weed-out, mentoring depends on academic institution 62-3

scientific heroines 17-22 some indication of change among 131-2 the 'two-body' problem 134 UK, access to highest levels of political leadership 223 see also women faculty members; women graduate students; women in science Finland, female scientists, a 'motherhood myth' 213-14 'flying universities', training for nineteenth century women scientists 17 Fox-Keller, Evelyn, effects of lack of social capital 127-8 Franklin, Rosalind 167 crucial evidence of DNA structure 126 exclusion from a Nobel Prize 125-6 and James Watson 20 prototypical isolated female scientist 126 relatively unacknowledged by male peers funding pressures, effects on advisors 149-50 gender paradoxes for women 46-7 role reversal 23 and scientific ability 79,98 gender bias counter to ideals of equity 222 from older female faculty members 140 gender differences defined in terms of narrow cultural norms

41-2 in departmental networks 164-6 in departmental relationships 160-4 in the early years 37-8 in interdepartmental networks 166-9 no fundamental disparity in personality structure 72-3 gender disparities, Harvey award lecture (1997)23 gender dynamics, European experience 211-18 gender parity, spur to cultural change 66 gender roles affected by broadening experience 38 and choice to do science 47 culturally defined, persistence of 31 hidden meanings solidified in adolescence

perceived as 'all or nothing' categories 38 gender schema construction of 34-5 processing dependent on social context 36 gender and sex, concepts easily entwined 31 gender socialization and undergraduate science education 53-9 women forced into conflict with 56 gender-role systems, opposition between two embedded categories 55-6 gendered choices 32-3 generational attitudes, in instrumental departments 180 generational change 226,233-6 introduces stress into the system 234-5 limits to 234 German Democratic Republic, former, female scientists' careers impeded 218 Germany gap between men and women in science high level of social capital among scientists girls, interest in science discouraged during adolescence 42-7 graduate education in critical transitions 69 expected behavior 91-2 female students as 'rugged individualists' women need more information prior to entry 247-8 graduate experiences, a summary 101-3 graduate research apprenticeship model, for a fortunate few women 49-50 graduate school choice limited for women 135-6 counterproductive for women 85 informal social relationships, inclusion important 101 quality of experience 123-4 smaller number of women entering 11 a social-psychological milieu 102-3 graduate women's programs, interpretations of 46 graduation 7 Greece, female scientists and traditional

> Hawaii, maths, high performance of non-Caucasian girls 45

gender roles 209-11

high school, the social scene 7
higher education
Brazil, growth of female students 207
Finland, women lagging in higher teaching
positions 213
Greece, militates against women in science
210
United States see United States higher
education system
human capital 117
little difference between men and women
171
of women scientists, denigrated 16
Hungary, integration of women into research
219
hyper-competitiveness, of male scientists 242

idiosyncratic programs 197–9 In-balance program, Center for Particle Astrophysics, Berkeley 236–7 indebtedness, in social networks 121–2 India 204

female scientists more productive 203 inequality, between men and women in science, studies and reports 224 informal channels, for dissemination of news

informal exchange 190-1 informal transitions, role of conferences 95-7 insecurity, and negative feelings 92 institutional accommodation

institutional accommodation
available for business purposes 142
needed by women to combine family and
career 142-3

institutional reform, benefits men and women 233,242 instrumental departments 179–80

generational attitudes 180
interpersonal interactions minimal 181–2
low morale and high isolation of women in
179

power structure in hands of old eminent males 180

instrumental style, of advisor 148,152–3 interdepartmental networks, gender differences in 166–9

interdepartmental ties importance in women faculty careers 166–8 men's and women's, patterns of 170–1 see also Watson, James and Crick, Francis isolation 101-2,157 begets isolation 140 of female students in male-dominated research groups 111 major issue for women at academic level 116 overcoming the effects of 100-1 perpetuation of 107 professional, of post-graduate women researchers 116 and reduction of opportunities 83-4 by organizational structures 110-11 in instrumental departments 179-80 Israel, female scientists, a few women at the pinnacle 216-17 Italy, female scientists, persisting

Ireland, science seen as possible girl's career

marginality 214–15

Japan, demographic decline opening doors for

women 232–5
job search 133–5
career detours held against women 135
geographical mobility barriers 35–6
impediments for women 133–4

'kularing' of scientific success 115-30,159,177

laboratories
'degradation ceremonies' for women 80
lateral social organization in 154
Lane, Nancy 223,224
law suits, for gender discrimination 246
leadership succession, crucial for successful programs 191
life-course events 87–8
may coincide with academic transition points 87
loneliness, of female faculty members 138
Luce professorships 240

McClintock, Barbara 127
an outsider operating with competitive
disadvantage 128
majors, U.S. educational system 8–9
engineering/science 9
avoided by women 47

cience seen as possible girl's career

101-2.157

isolation 140 ile students in male-dominated search groups III ssue for women at academic level ming the effects of 100-1 uation of 107 sional, of post-graduate women searchers 116 luction of opportunities 83-4 rganizational structures 110-11 strumental departments 9-80 male scientists, a few women at the nnacle 216-17 nale scientists, persisting arginality 214-15

:mographic decline opening doors for omen 232-5 h 133-5 detours held against women 135 phical mobility barriers 35-6 liments for women 133-4

g' of scientific success 15-30,159,177

dation ceremonies' for women 80 I social organization in 154 ancy 223,224 s, for gender discrimination 246 up succession, crucial for successful rograms 191 rse events 87-8 oincide with academic transition oints 87 ss, of female faculty members 138 ofessorships 240

tock, Barbara 127 tsider operating with competitive isadvantage 128 U.S. educational system 8-9 eering/science 9 ided by women 47

exclusion of women from upper levels male autonomy, illusion of 72-3 male faculty members more likely to have children 172 social ties superior 162 young, interested in more gender-inclusive networks 177 $Merton, Robert\,K., on long-term\,relative$ male graduate students attitude to women's scientific ability 98 and the unofficial Ph.D. program 73 male scientists changing values of new generation 148 effects of attempts to reduce marginalization 245 wish for better personal-professional balance 24 managerial responsibilities, of today's academic scientists 119 marginal disadvantages 91,237-40 marginalization, of women 221 marriage and family, adverse effects on women's scientific career 88-91 a limiting factor 136 math anxiety issue 43,44 mathematics 44 concepts understood equally at any age 43 developing countries, women in 204 Greece, increased number of women in 210 Hawaii 45 Hungary, women in 212 test performances 48 Mayer, Maria Goeppert career on the margins of U.S. academia 19-20 encouraged by Enrico Fermi 20 place in the Manhattan project 20 Mead, Margaret and Metraux, Rhoda, study, girls' rejection of science 47-8 medicine, U.S., increase in female students

5-6

mentoring

Meitner, Lise 17-19

always an outsider 19

excluded from the Nobel Prize 19

informal guidance by 18-19

supported by Max Planck 18

by better male scientists 245

capital 239-40

program of visiting professorships for women 240 shortcomings of immigration and recruitment policies 230-1 national societies informational and support networks 66 other strategies 66-7 Netherlands, The, female scientists, a continuing dilemma 215–16 networking, at conferences 96-7,99 networks henefits of 116 differential effects on men and women 115-16 arranged, enlarges women's access to social opening up to women 244 Norway 48

by powerful women 112

women 62-3

Mexico, female scientists

military service

minorities

effects of 203

families 207-8

opportunities 209

easy to marginalize 106

aspirations 225

National Science Foundation

solutions for 230

women 246

greater for Greek women 210-11

mobility barriers 35-6

for women 135-6

248-9

either sex may have requisite attributes

post weed-out, assured for men but not for

University of Washington program 193,194

women's undergraduate success ascribed to

exclusion of women from science 25

come from well-to-do highly educated

effects of gender socialization 207-8

seldom found in high level posts 208

Portugal, women, increased scientific

wars offer opportunities for women 229-30

must attain power to overcome resistance

Mitchell, Professor Maria, women's scientific

dilemma of too few women in science,

loss of funding for discrimination against

nuclear family, strains on women scientists Philippines, the 204 physicists, young, effects of political change 2 pipeline thesis nurturing environment, for a few women in double-binds for women 249 college 49-50 for improving women's participation in obstacles, encountered by scientific women science 5-14 'leaky joints' 5 women leave, at disproportionate rates 6, old-boy networks, entrenched, power of 50 182,183 organizational structures pivotal jobs defined 238 reform of 236 women's recruitment to 238 resist full female participation 225 Poland, integration of women into research organizations, of women scientists and technologists, strengthening Portugal, female scientists, and loss of males member's social ties 224 ostracism 208-9 post-doctoral fellows 98-100 and the breaching of gender uniformity 108 professional and personal, unanticipated at good and bad experiences for women faculty level 137 women may select on non-professional grounds 99 parental leave 245-6 women's careers harmed 98-9 parents, behavior influences gender post-secondary education 8 awareness 38 power imbalance 160-2,163-4,254Ap peer acceptance, and conformity 42-3 and publication rate 173,174 personal worth, erosion of 93 and tokenism 160 personal-professional conflicts for women pregnancy 26-9 always the wrong moment for 142 Ph.D. program and child-rearing, and younger professors based on courses 9-10 finding an advisor 77-81 and choice of advisor 69 finished by women 97-8 needs of upper classwomen not met 98 a disadvantage at critical transitions 87 may sometimes be taken into account 90 preparation for research 10 problems, aired but not resolved 195 qualifying examination 10 professional identity 160-2 unofficial 73-4 less open to women students 73 and colleagueship 159 women excluded from study groups 74-5 denied 137 neglect hurts development of 138 vertical and lateral transitions in 95-7 and social identity 248 quality of experience as important as programs numbers 100 transformed to a group effort 71 important role of 244 women unable to be assertive and risk informal, grass-roots 200-1 provide support, guidance and an taking 85 independent perspective 188-9 women see graduate school as stressful for qualities needed in a leader 195 male peers 93-4 and quality of women's educational Ph.D.s experience 187-9 attainment of under relative isolation 100 support from above necessary 196 Portugal 209

science and engineering, women's share of

women encouraged by fathers 32

qualifying examinations (Ph.D.)

women's programs 66

s, the 204 young, effects of political change 2 esis inds for women 249 yving women's participation in nce 5-14 ints' 5 .eave, at disproportionate rates 6,

s 238 s recruitment to 238 tegration of women into research

emale scientists, and loss of males

-9

rral fellows 98-100
dbad experiences for women

-100

may select on non-professional
unds 99
's careers harmed 98-9
ndary education 8
balance 160-2,163-4,254Ap
plication rate 173,174
enism 160

y
the wrong moment for 142

ld-rearing, and younger professors
4
Dice of advisor 69
vantage at critical transitions 87
metimes be taken into account 90
3, aired but not resolved 195
mal identity 160-2
lleagueship 159
l 137
t hurts development of 138
cial identity 248
s

tant role of 244
nal, grass-roots 200-1
le support, guidance and an
idependent perspective 188-9
ies needed in a leader 195
nality of women's educational
sperience 187-9
ort from above necessary 196
en's programs 66

ng examinations (Ph.D.)

closest to a gender-neutral element 76 effects on women 75–6 qualities, of femaleness and maleness, not rigid 46 quota hires 228,229

'Re-entry' program, University of California, Berkeley funded outside the department 192–3 success of 190 reciprocity/reciprocation 160 between contacts 129 lower levels of for women 161-2 relational departments 181-3,200 attraction of interpersonal interactions 181 effects of cooperative atmosphere 181 importance of sympathetic leadership 182 improved quality of life for women 200 relational style 148,153–5 emphasis on collaboration and community 154 research Austria, women in positions of importance helpful 212-13 importance of bridging ties 169 lab relationships important for strategy Netherlands 216 in out-of-the-way fields 130 productivity and social capital 173-6 success of today's projects 120-1 in the U.S. departmental model 71 women participate most in areas of fastest growth 212 women in, Spain 220 women's, presentations in safe environments 191,192 risk taking, women lack support for 86 role models 13-14,105 complexities of being 148 felt to be lacking, female Ph.D. students 87 for role models 247 stressing positive or negative sides? 13 through removal of barriers 237,238

Science: The Endless Frontier, Vannevar Bush 118–19

on marriage, parenthood and career 247

'technical fix' alternative 216

on young girls with high ability 44

Rossi, Alice 1

Science, article, biological male superiority and standardized testing 45-6 science academic, negative female image of 137 conditions for successful career in 124 continual departure of girls and women from 155 covert resistance to women persists 221-2 dual male and female worlds 137-46 resistance to change 142-5 tenure 141-2 tenure stress 145-6 emergence of female-gendered subfields T12-13 foreclosing on women's choice to do 47–8 gender inequality and shortage 229-31 girls' interest discouraged during adolescence 42-7 graduate experience in 83-103 hampered by long-term relative exclusion of women 25 high-level careers for women to be seen as normal 237–8 interpersonal networks differ for men and women 17 lagging in its inclusion of women 2 low status, aids women's participation 203,205-6 male culture makes women invisible 99 non-sexist framework, incorporating male and female perspectives 249-50 open to all talent, an emerging picture 241 paradox of women's participation 203-4 permeated by male standards of behavior 26 personal qualities needed for success changing 26 relationship to other spheres of life should be rethought 247 seen as 'masculine' 31,32 sociology of is moving on 241-2 stereotyping of in the primary school years 38-42 boys, use of negative/inappropriate behavior 40 compliance by girls costly 40 enlightened parents dismayed at sexual stereotyping 39 girls, teachers less responsive to 39-40

girls tend to avoid lack of structure 41

masculine image already established

38-9

science-cont.

teachers dismayed at unconscious stereotyping 39 teachers encourage scientific skills in boys 40 teachers influence perceptions of scientific ability 40-1 university science becoming more entrepreneurial 235-6 'Science is for Childless Women', letter, New York Times 27 science teaching, U.K., to take gender differences into account 223 science/engineering bachelors' degrees, increased number to women 10 impersonal teaching environment, effects of 65-6 projected shortages did not happen 230 to succeed women must follow male model 58-9 women feared consequences of bringing actions 107-8 scientific achievement, high, fallacious notions 25-6 scientific activity, lack of full membership, effects of 139 scientific careers, new types of 21-2 scientific contributions, women's, widespread devaluation of 84 scientific heroines 17-22 scientific identity, secure, creation of 85 scientific innovation 120 scientific mobility 232 works against exclusion of women 232 scientific production, new order of 118-21 pivotal role of social capital 119-20 scientific productivity at odds with family life 150 Israeli female scientists 216-17 of Italian women 215 measurement of 253-4Ap of Mexican women 208 and social capital 252-3Ap women more frequently cited 242 scientific role alternative 105 alternative career model crucial 144 division along generational and gender fault lines 105

need for 23 scientists exchange of ideas, resources and information 115 image of 47 mature/distinguished, emotionally constricted and controlling 180 deposit social capital with protegés and fellows 123 enhancing prestige and power 123 as social capital bankers 122-3 scientists, concept of, very young children 33-7 counteracting stereotypical notions 37 early gender differences in perception of 33 girls, see scientists as doctors 36 indicators of change 36 linking occupations with sex 35-6 power of popular culture on gender images 36 sex-typing 34 selection mechanisms covert purposes 51-2 overt purposes 51 'self' destructive impact of socialization 46 influenced by those close to the child 33 perpetuation of femininity-masculinity ideals 33 possibility of self-limiting constraints 33 social creation of 32-3 self-confidence erosion of in graduate school 83,92 of first year female scientists 61-2 lack of 109 low, increased attrition rate 92-3 and a scientific self-identity 183 self-definition, through role as advisor 148 self-in-science, certainty about lost 60 self-worth, enhanced feelings of 129-30 sexual harassment and critical mass 107 important to be stringent on 197 shortage, effects of on women 226,229-31 sociability, and success in group research 26 social capital 116-17,117n accumulation often gender-linked 118 and bridging ties 169 critical when evaluation is equivocal 122 defined 117-18 and departmental relationships 158-60

scientific role and workplace, gender-neutral,

ole and workplace, gender-neutral, .for 23

of ideas, resources and mation 115 47 listinguished, emotionally stricted and controlling 180

t social capital with protegés and 1WS 123
cing prestige and power 123
al capital bankers 122-3
concept of, very young children 33-7
acting stereotypical notions 37
ader differences in perception of 33
scientists as doctors 36
rs of change 36
occupations with sex 35-6
popular culture on gender images 36
ng 34
nechanisms
urposes 51-2
rposes 51

rive impact of socialization 46 ed by those close to the child 33 ation of femininity-masculinity ity of self-limiting constraints 33 reation of 32-3 of in graduate school 83,92 rear female scientists 61-2 :reased attrition rate 92-3 ientific self-identity 183 ition, through role as advisor 148 ience, certainty about lost 60 h, enhanced feelings of 129-30 rassment cical mass 107 ant to be stringent on 197 effects of on women 226,229-31 :y, and success in group research 26 pital 116-17,117n ulation often gender-linked 118 dging ties 169 l when evaluation is equivocal 122 1117-18 partmental relationships 158-60

distribution of at conferences 100-1 DNA and gender 124-8 and faculty network relationships 156-77 gender differences, and human capital differences 171-3 importance of in scientific production today 120-1 mobilization of in scientific careers 121–4 pivotal role of 119–20 raising of 128–30 and research productivity 173-6 role increases in a non-linear fashion 118 and scientific productivity 252-3Ap weak and strong ties 124 women have less access to 16 women's access to through arranged mentoring 239-40 social capital banks 130 social networks access to exclusive information 130 contain social capital that can facilitate success 122 and critical mass 111 defined 160 differences in shape level of social capital exchange of ideas, information and resources 121-2 exclusion of women sends negative messages 122 quid pro quo of exchange 121 structure of, an underlying barrier to success 176 widened if in pivotal jobs 238-9 women need strong local ties and many bridging ties 169 women's, poorer in social capital 171 see also networks social science, help in resolving the too few women in science dilemma 230 social support 160-2 from social ties 159 via networks 129-30 social ties closer in the male world 158-9,159-60

women with male colleagues 159

diverging experiences of young men and

and education of girls, should this be

socialization

women 55

changed? 57

female, traditional effects of exacerbated 95 not compatible with graduate school and political strategies for advance 79-80 and status as male or female 42 of young females and males 46 socializing processes, and differences in cognitive strategies, boys and girls 41 societies, neglect talent to their detriment 231 sociological anomie, anxiety-isolation-purposelessness feelings 74 Soviet Union, former, position of female scientists 219 Spain academic harassment by men 220 women advancing in an expanding system women's entry into engineering 220 standardized testing effects of 'biological male superiority' article 45-6 gap in gender differences narrowing 45 stress, and coevolution of family and work strong ties 124,165-8,168n,254-5Ap too few or too many 174,176 study groups, women's exclusion from 74-5,102 subfields, female-gendered, emergence of direction of women to 112 supply side, fallacy of 12-14 support schemes function as social movements 189 origins and development of 189–90 survey control variables 255Ap dependent variable 253-4Ap independent variables 254–5Ap methodology 25 1-2Ap regression analysis 252-3Ap Sweden, research funds attracting junior researchers 232 Taiwan, influence of stereotypical images

teachers, importance of to young girls 44

teleworking, proposed in U.K. 222

undergraduate education, major a part of 9 tenure 141-2 allows slower pace only in later years 141 undergraduate schools benefits of working under other women definitive goal for all junior faculty members 145 63-4 uncertainty of impedes much-needed may teach survival techniques for graduate relationships 145-6 school 64 women's colleges give greater selftenure clock, slowing of 247 tenure clock-biological clock contradiction confidence 63 undergraduate science education, and gender 141-2 tenure reviews, credit for mentoring and role socialization 53-9 modeling 246 undergraduate teaching assistants, small state university college 64-5 tenure stress 145-6 United Kingdom eased for male faculty members 162 tenured women, relationships with junior dependent and independent tracks 221 faculty women 145 experiences of women in science 221-4 Forum on Gender Policy for British Science Tilghman, Shirley ability to adapt to competition 28 (1005)223 gap between men and women in science students felt unable to follow her example time pressures, and the competitive government, gender and science 222-4 'Oxford Revolt' 222-3 environment 28-9 token overload 160,160-2,254Ap paucity of women in high-level scientific and publication rate 173 positions 12, 222 women compensate for false perceptions position of women in science and 162-3 engineering 12 The Rising Tide, report and tokenism 63,163,246 double disadvantage 164 recommendations 222 suggested strategies 222 effects of demographic group power thesis 110 University College London, a bright spot 12 group interaction perspective 109-10 universities 7 fewer bridging ties reported 170 being held to standards of public institutions 246 promotes too many or too few strong ties 166 feminization of 204 Turkey, effects of expansion of 205 status as token woman 140-1 University of Washington program, projects top down programs 193-7 to address women's issues 193-4 could be made more effective 197 could be utilized for change 195 'untenured observer' positions 238-9 untenured women, may have chosen to be create monetary incentive structure to childless 72-3 promote change 196 United States difficult to implement 196 may lose post-doctoral talent abroad 231-2 transition points traditional male model eroding 233-4 seen as threats 101 United States educational system 6-10 significant decrease in women at each 105 transition processes, affected by degree excels at graduate level 10 general education continues into program structure 70 Turkey, female scientists university 8 no early career choice 6-7 class is stronger than gender 205-6 specialization 8-10 many of same informal barriers found 205-6 upper class women needed to fill United States graduate education model 70-2 professional positions 205 failure to incorporate the German model 70

women and 'kemalist' ideology 205

invention of the department 70-1

qua stu una see Unita be:

> ur w

ch

ge

Ven Vet voc

> 'W: We

> > w

ate education, major a part of 9 ate schools of working under other women

h survival techniques for graduate
ol 64
colleges give greater selfidence 63
ate science education, and gender
ilization 53-9
late teaching assistants, small
:university college 64-5
gdom
it and independent tracks 221
ces of women in science 221-4
i Gender Policy for British Science
5) 223
een men and women in science

ent, gender and science 222-4 Revolt' 222-3 of women in high-level scientific tions 12, 222 of women in science and neering 12 ng Tide, report and mmendations 222 ted strategies 222 .ty College London, a bright spot 12 ld to standards of public itutions 246 ition of 204 effects of expansion of 205 of Washington program, projects Idress women's issues 193-4 lobserver' positions 238-9 women, may have chosen to be dless 72-3 : post-doctoral talent abroad 231-2 1al male model eroding 233-4 tes educational system 6-10 :graduate level 10 ducation continues into versity 8 career choice 6-7 zation 8-10 ites graduate education model 70-2 o incorporate the German model 70 on of the department 70-1

qualifying examinations 75-6
study groups, women's exclusion from 74-5
unofficial Ph.D. program 73-4
see also graduate education
United States higher education system
beating the system, or being beaten by it
59-63
changing the weed-out system 65-7
gender socialization and undergraduate
science education 53-9
undergraduate schools promoting women's
interest in science 63-5
weed-out system 49-53
see also higher education

Venezuela, female scientists 203
Vetter, Betty, on waste engendered by barriers
249
vocational choices, in the undergraduate
career 9

'Waldo' hypothesis 157n Watson, James and Crick, Francis publication of ill-supported hypotheses social networking paid dividends 126-7 and the discovery of DNA 124-5 and Rosalind Franklin 20–1 weak ties 124 and research success 176 weed-out system 49-53 changing of 65-7 discourages personal contact and support 54 dominant in all science, maths and engineering majors 50 mechanism to find most able and interested students 50-1 as a post hoc selection system 52 removes too many women from science and engineering majors 26,53-4 reverse systems 64-5 students' awareness of 52-3 achieving positions of power 200 avoidance of science and engineering majors 47 cultural choice between attractiveness and smartness 58

empowerment efforts may lead to

devaluation 228

increasingly aware of good and bad departments 182-3 lack mathematical background on entering college 43 lacking in scientific and engineering disciplines 1 lone scientist concept 159 lose interest in maths 43 loss of to science 10-12 negative consequences of academic culture 84-6 selected out in competitive science/engineering courses 53 significant faculty presence provides female role models 112-13 socialization of and tolerance of rude/abusive behavior 57 still marginalized by academia 20 women faculty members affected by impact on their students 148 dilemma for 149 empathy for students' difficulties 152 importance of interdepartmental ties 166-7 instrumental advisor/instrumental department 185-6 instrumental advisor/relational department 184-5 left to find their own way as advisors 151-2 confused/frustrated by women students' new demands 153 questioning previous beliefs 185-6 reconsidering previous practice 151 support/strategic assistance from competitive male advisors 153 relational advisor/instrumental department 184 resources also needed for professional survival 148-9 thriving, significant characteristics of 147 wonder how to warn without discouraging 150-1 women graduate students advanced, concerns for the future 98 baby-work bind 89-90 feel less able to take risks 41 and female advisors 148 may be deterred by difficulties of female

professors 150

Mexico 207

 $women \, {\tt graduate} \, {\tt students} - cont.$ often excluded from informal training process 73 problems of acting as advisor to 137 problems with both female and male advisors 100 results of survey on departmental life 94-5 solidarity among 90-1 undergraduate success related to mentoring 102 use female administrators as substitute advisors 198-9 women in science condition of, socio-economic systems have little effect on 219-20 differences between 147-55 instrumentals and relationals 147-8 a life-course analysis 2–3 movement towards change 220-1 overcoming resistance to 24-6 allies among younger male scientists 24

more aggressive approach by alumni of Radcliffe College 25 policy for 225-50 beyond policy interventions 247-50 a moral and legal imperative 226-9 science policy for 241-7 resistance to 15-16 in socialist countries 218-20 strategies already suggested for improvement of position 225-6 successful, positive experiences and supportive mentors 133 types of programs for 187-9 women's colleges, development of graduate departments 240 women's faculty experiences 131-6

young women, sense of identity sensitive to extrinsic response 56–7 Yugoslavia, former, advance of women but decline in science 219–20