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REFERENCES

Bauer, Cara C. and Boris B. Baltes. (2002). Reducing the Effects of Gender Stereotypes on Performance Evaluations. *Sex Roles*. 47(9): 465-476.

The purpose of this research was to extend previous work on gender bias in performance evaluation. Specifically, we examined whether a structured free recall intervention could decrease the influence of traditional gender-stereotypes on the performance evaluations of women. Two hundred & forty-seven college students provided performance ratings for vignettes that described the performance of male or female college professors. Results indicated that without the intervention, raters who have traditional stereotypes evaluated women less accurately & more negatively. Conversely, the structured free recall intervention successfully eliminated these effects. The usefulness of the structured free recall intervention as a tool for decreasing the influence of gender stereotypes on performance ratings is discussed. 2 Tables, 4 Figures, 1 Appendix, 64 References. Adapted from the source document.

Biernat, Monica and Melvin Manis. (1994). Shifting Standards and Stereotype-Based Judgments. *Journal of Personality and Social Psychology*. 66(1): 5-20.

Studies a model of stereotype-based shifts in judgment standards. Examination of the gender stereotype or belief that men are more competent than women; Focus on both gender and racial stereotypes regarding verbal ability; Stereotype that blacks are more athletic than whites; Investigation of gender-based beliefs about aggression and passivity. ABSTRACT FROM AUTHOR; Four studies tested a model of stereotype-based shifts in judgment standards developed by M. Biernat, M. Manis, and T. E. Nelson (1991). The model suggests that subjective judgments of target persons from different social groups may fail to reveal the stereotyped expectations of judges, because they invite the use of different evaluative standards; more "objective" or common rule indicators reduce such standard shifts. The stereotypes that men are more competent than women, women are more verbally able than men, Whites are more verbally able than Blacks, and Blacks are more athletic than Whites were successfully used to demonstrate the shifting standards phenomenon. Several individual-difference measures were also effective in predicting differential susceptibility to standard shifts, and direct evidence was provided that differing comparison standards account for substantial differences in target ratings (ABSTRACT FROM AUTHOR).

Blair, Irene V. and Mahzarin R. Banaji. (1996). Automatic and Controlled Processes in Stereotype Priming. *Journal of Personality and Social Psychology*. 70(6): 1142-1163.

The experiments in this article were conducted to observe the automatic activation of gender stereotypes and to assess theoretically specified conditions under which such stereotype priming may be moderated. Across 4 experiments, 3 patterns of data were observed: (a) evidence of stereotype priming under baseline conditions of intention and high cognitive constraints, (b) significant reduction of stereotype priming when a counterstereotype intention was formed even though cognitive constraints were high, and (c) complete reversal of stereotype priming when a counterstereotype intention was formed and cognitive constraints were low. These data support proposals that stereotypes may be automatically activated as well as proposals that perceivers can control and even eliminate such effects.

Blair, Irene V., Ma, Jennifer E, and Alison P. Lenton. (2001). Imagining Stereotypes Away: The Moderation of Implicit Stereotypes Through Mental Imagery. *Journal of Personality and Social Psychology*. 81(5): 828-841.

Presents a study which investigated a strategy based on focused mental imagery for studying implicit gender stereotypes and moderating implicit effects. Methods; Results; Discussion. ABSTRACT FROM AUTHOR; Research on implicit stereotypes has raised important questions about an individual's ability to moderate and control stereotypic responses. With few strategies shown to be effective in moderating implicit effects, the present research investigates a new strategy based on focused mental imagery. Across 5 experiments, participants who engaged in counterstereotypic mental imagery produced substantially weaker implicit stereotypes compared with participants who engaged in neutral, stereotypic, or no mental imagery. This reduction was demonstrated with a variety of measures, eliminating explanations based on response suppression or shifts in response criterion. Instead, the results suggest that implicit stereotypes are malleable, and that controlled processes, such as mental imagery, may influence the stereotyping process at its early as well as later stages (ABSTRACT FROM AUTHOR).

Butler, Doré and Florence L. Geis. (1990). Nonverbal Affect Responses to Male and Female Leaders : Implications for Leadership Evaluations. *Journal of Personality and Social Psychology*. 58(1): 48-59.

It was hypothesized that female leaders would elicit more negative nonverbal affect responses from other group members than male leaders offering the same initiatives. Male and female subjects participated in 4-person discussions in which male or female confederates assumed leadership. During the discussion subjects' nonverbal affect responses to the confederates were coded from behind one-way mirrors. Female leaders received more negative affect responses and fewer positive responses than men offering the same suggestions and arguments. Female leaders received more negative than positive responses, in contrast to men,



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who received at least as many positive as negative responses. The data demonstrate a concrete social mechanism known to cause devaluation of leadership, and thus support a more social interpretation of female leadership evaluations, in contrast to previous interpretations based on private perceptual bias.

Correl, Shelley J., Stephen Bernard, and In Paik. (2007). "Getting a Job: Is There a Motherhood Penalty." *American Journal of Sociology*, 112(5), 1297-1338.

Survey research finds that mothers suffer a substantial wage penalty, although the causal mechanism producing it remains elusive. The authors employed a laboratory experiment to evaluate the hypothesis that status-based discrimination plays an important role and an audit study of actual employers to assess its real-world implications. In both studies, participants evaluated application materials for a pair of same-gender equally qualified job candidates who differed on parental status. The laboratory experiment found that mothers were penalized on a host of measures, including perceived competence and recommended starting salary. Men were not penalized for, and sometimes benefited from, being a parent. The audit study showed that actual employers discriminate against mothers, but not against fathers.

Correll, J., Urland, G.R., & Ito, T.A. (2006). Shooting straight from the brain: Early attention to race promotes bias in the decision to shoot. *Journal of Experimental Social Psychology*, 42, 120-128.

Participants played a videogame in which they were required to make speeded shoot/don't-shoot decisions in response to armed and unarmed targets, half of whom were Black, half of whom were White. Event-related brain potentials (ERPs), recorded during the game, assessed attentional processes related to target race and object type. Early ERP components (i.e., the P200 and N200) differentiated between Black and White targets, as well as between armed and unarmed targets. Explicitly measured cultural stereotypes predicted both this racial ERP differentiation and racial bias in the game. Most importantly, the degree of racial differentiation in the early ERP components predicted behavioral bias in the videogame and mediated the relationship between cultural stereotypes and bias. Copyright 2006 Elsevier Copyright of Journal of Experimental Social Psychology is the property of Academic Press Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts); Abstract: Participants played a videogame in which they were required to make speeded shoot/don't-shoot decisions in response to armed and unarmed targets, half of whom were Black, half of whom were White. Event-related brain potentials (ERPs), recorded



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during the game, assessed attentional processes related to target race and object type. Early ERP components (i.e., the P200 and N200) differentiated between Black and White targets, as well as between armed and unarmed targets. Explicitly measured cultural stereotypes predicted both this racial ERP differentiation and racial bias in the game. Most importantly, the degree of racial differentiation in the early ERP components predicted behavioral bias in the videogame and mediated the relationship between cultural stereotypes and bias (ABSTRACT FROM AUTHOR).

Davison, Heather K. and Michael J. Burke. (2000). Sex Discrimination in Simulated Employment Contexts: A Meta-analytic Investigation. *Journal of Vocational Behavior*. 56: 225–248.

This study meta-analytically tested hypotheses concerning factors that affect sex discrimination in simulated employment contexts. These hypotheses, derived from the social psychological literature on stereotyping, predicted that salience of applicant sex, job sex-type, sex of rater, and amount of job-relevant information would affect discrimination against female and male applicants. Generally, the hypotheses concerning job sex-type and job-relevant information were supported. Female and male applicants received lower ratings when being considered for an opposite-sex-type job, and the difference between ratings of males and females decreased as more job-relevant information was provided. However, ratings of males and females did not differ as hypothesized in regard to salience of sex and rater sex. The research and practice implications of these results are discussed.

Eagly, Alice H. and Steven J. Karau. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review*. 109(3): 573-589.

A role congruity theory of prejudice toward female leaders proposes that perceived incongruity between the female gender role and leadership roles leads to 2 forms of prejudice: (a) perceiving women less favorably than men as potential occupants of leadership roles and (b) evaluating behavior that fulfills the prescriptions of a leader role less favorably when it is enacted by a woman. One consequence is that attitudes are less positive toward female than male leaders and potential leaders. Other consequences are that it is more difficult for women to become leaders and to achieve success in leadership roles. Evidence from varied research paradigms substantiates that these consequences occur, especially in situations that heighten perceptions of incongruity between the female gender role and leadership roles. (PsycINFO Database Record (c) 2004 APA, all rights reserved) (journal abstract)

Fiske, Susan T. and Shelley E. Taylor. (1991). *Social cognition* (2nd ed.). New York: McGraw-Hill Book Company.



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This text by Fiske and Taylor has been the standard resource for scholars and students interested in the fullest understanding of the areas of social cognition. Now in its thoroughly revised second edition, "Social Cognition" goes even further in organizing and critically evaluating the theories, evidence, and practical applications centered around the basic issue of how people make sense of their social environment. By combining new developments in cognitive psychology on attention, memory, and inference, with those emerging from the study of attitudes, affect, and motivation, Fiske and Taylor give us the "state of the art" manual for appreciating that aspect of human nature which focuses on how people think about themselves and about others. (PsycINFO Database Record (c) 2004 APA, all rights reserved) (from the foreword)

Foschi, Martha. (2000). DOUBLE STANDARDS FOR COMPETENCE: Theory and Research. *Annual Review of Sociology*. 26: 21-42.

This article reviews theory and research on double standards, namely, the use of different requirements for the inference of possession of an attribute, depending on the individuals being assessed. The article focuses on double standards for competence in task groups and begins by examining how status characteristics (e.g. gender, ethnicity, socioeconomic class) become a basis for stricter standards for the lower status person. I also discuss other bases for this practice (e.g. personality characteristics, allocated rewards, sentiments of either like or dislike). Next, I describe double standards in the inference of other types of valued attributes (e.g. beauty, morality, mental health) and examine the relationship between these practices and competence double standards. The article concludes with a discussion of "reverse" double standards for competence, namely, the practice of applying more lenient ability standards to lower status individuals (ABSTRACT FROM AUTHOR).

Foschi, Martha. (1996). Double Standards in the Evaluation of Men and Women. *Social Psychology Quarterly*. 59(3): 237-254.

This article presents the results from two expectation-states studies on gender and double standards for task competence. The emergence of such standards under several experimental conditions is investigated. In both studies, men and women, participating in opposite-sex dyads, worked first individually and then as a team in solving a perceptual task. As predicted, results from Experiment 1 show that although subjects of both sexes achieved equal levels of performance, women were held to a stricter standard of competence than men. This difference was more pronounced when the referent of the standard was the partner rather than self. Experiment 2 investigates the extent to which the double standard is affected by level of accountability for one's assessments. Results show a significant difference by sex of referent of standard when accountability was low, but not when it was increased. In both studies, measures



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of perceived competence in self and in partner reflected reported standards, as predicted. Theoretical and practical implications of these findings are discussed (ABSTRACT FROM AUTHOR).

Foschi, Martha, Larissa Lai and Kirsten Sigerson. (1994). Gender and Double Standards in the Assessment of Job Applicants. *Social Psychology Quarterly*. 57(4): 326-339.

This study tests hypotheses on the use of gender-based double standards in the assessment of task competence. The design involves the examination of files of applicants for engineering jobs, and recreates several features of a hiring decision. The critical choice to be made by each subject was between a male and a female applicant with average but slightly different academic records. In one experimental condition the man held the better record; in the other, the situation was reversed. Results for male subjects show that when the male candidate was the better performer, he was chosen more often, and was considered more competent and more suitable, than when the female candidate was in that position. Female subjects, on the other hand, did not show any differences regarding sex of applicant. This sex of subject effect is examined in detail. A discussion of the paper's theoretical and methodological contributions to the study of ability evaluation is also included (ABSTRACT FROM AUTHOR).

Galinsky, Adam D. and Gordon B. Moskowitz. (2000). Perspective-Taking: Decreasing Stereotype Expression, Stereotype Accessibility, and In-Group Favoritism. *Journal of Personality and Social Psychology*. 78(4): 708-724.

Using 3 experiments, the authors explored the role of perspective-taking in debiasing social thought. In the 1st 2 experiments, perspective-taking was contrasted with stereotype suppression as a possible strategy for achieving stereotype control. In Experiment 1, perspective-taking decreased stereotypic biases on both a conscious and a nonconscious task. In Experiment 2, perspective-taking led to both decreased stereotyping and increased overlap between representations of the self and representations of the elderly, suggesting activation and application of the self-concept in judgments of the elderly. In Experiment 3, perspective-taking reduced evidence of in-group bias in the minimal group paradigm by increasing evaluations of the out-group. The role of self--other overlap in producing prosocial outcomes and the separation of the conscious, explicit effects from the nonconscious, implicit effects of perspective-taking are discussed (ABSTRACT FROM AUTHOR).

Goldin, Claudia and Cecilia Rouse. (2000). Orchestrating impartiality: The impact of "blind" auditions on female musicians. *The American Economic Review*. 90(4): 715-741.

A change in the audition procedures of symphony orchestras - adoption of blind auditions with a screen to conceal the candidate's identity from the jury - provides a test for sex-biased



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hiring. Using data from actual auditions, in an individual fixed-effects framework, it is found that the screen increases the probability a woman will be advanced and hired.

Gundersen, David E. 1., Dillard B. 1. Tinsley and David E. 2. Terpstra. (1996). Empirical Assessment of Impression Management Biases: The Potential for Performance Appraisal Error. *Journal of Social Behavior and Personality*. 11(5): 57-76.

This experimental study used senior university students in a business curriculum to explore the role of impression management as a bias in a performance appraisal setting. Subordinate performance and the gender of both raters and ratees were also included as factors in the study. As expected, findings show that performance is the primary determinant of appraisal scores as a main effect where all evaluation measures were significant at the $p < .001$ level. Performance also interacted significantly with both the subordinate gender and rater gender variables. Impression management, both as a main effect and in interaction with ratee gender, was also found to influence performance appraisal scores, although to a lesser extent than performance. Defensive impression management tactics, including apologies and excuses, were generally found to have a negative influence on evaluations. The gender variables were only significant when interacting with performance and impression management conditions. [ABSTRACT FROM AUTHOR]

Heilman, Madeline E. (1980). The impact of situational factors on personnel decisions concerning women: Varying the sex composition of the applicant pool. *Organizational Behavior and Human Performance*. 26: 386-395.

One hundred male and female MBA students evaluated a woman applicant for a managerial position when the proportion of women in the applicant pool was varied. Results indicated that personnel decisions of both males and females were significantly more unfavorable when women represented 25% or less of the total pool. Additional findings suggest that this effect was mediated by the degree to which sex stereotypes predominated in forming impressions of applicants. The results were interpreted as supportive of the thesis that situational factors can function to reduce the adverse effects of sex stereotypes in employment settings.

Heilman, Madeline E. (2001). Description and Prescription: How Gender Stereotypes Prevent Women's Ascent Up the Organizational Ladder. Blackwell Publishing Limited. *Journal of Social Issues*. 57(4): 657-675.

This review article posits that the scarcity of women at the upper levels of organizations is a consequence of gender bias in evaluations. It is proposed that gender stereotypes and the expectations they produce about both what women are like (descriptive) and how they should behave (prescriptive) can result in devaluation of their performance, denial of credit to them for



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their successes, or their penalization for being competent. The processes giving rise to these outcomes are explored, and the procedures that are likely to encourage them are identified. Because of gender bias and the way in which it influences evaluations in work settings, it is argued that being competent does not ensure that a woman will advance to the same organizational level as an equivalently performing man. ABSTRACT FROM AUTHOR

Heilman, Madeline E. and Melanie H. Stoepck. (1985) Attractiveness and corporate success: Different causal attributions for males and females. *Journal of Applied Psychology*. 70(2): 379-388.

113 working men and women were presented with the work history of an assistant vice president (AVP) of a midsized corporation who was either an attractive or unattractive male or female. Additionally, the AVP's rise to the senior ranks was depicted as either unusually rapid or normative in pace. Ss read the material and answered an attributional questionnaire. Results indicate that, as predicted, attractiveness had different effects on the degree to which the AVP's success was attributed to ability depending on whether the AVP was male or female: Males' ability attributions were enhanced and females' ability attributions were detrimentally affected by their good looks. Also as expected, capability judgments followed a similar pattern. Appearance was additionally shown to have different consequences for males and females when likeability and interpersonal integrity were rated. However, contrary to predictions, the rapidity of corporate ascent did not interact with appearance or sex in affecting attributions about or impressions of the stimulus AVPs. Conceptual and practical implications are discussed. (21 ref) (PsycINFO Database Record (c) 2004 APA, all rights reserved)

Heilman, Madeline E. and Melanie H. Stoepck. (1985) Being attractive, advantage or disadvantage? Performance-based evaluations and recommended personnel actions as a function of appearance, sex, and job type. *Organizational Behavior and Human Decision Processes*. 35(2): 202-215.

Examined whether physical attractiveness differentially affects the performance evaluations and recommended personnel actions for men and women holding managerial and nonmanagerial jobs. 34 graduate business students received a set of 4 relatively equivalent performance review forms that presented information varying according to the job, sex, and appearance of the employee to be reviewed. Ss were asked to evaluate present performance, predict future success, and indicate the appropriateness of various personnel actions. Data show that attractiveness was advantageous for women in nonmanagerial positions and disadvantageous for women in managerial ones. Unexpectedly, however, appearance had no effects whatsoever on reactions to men. Additional results indicate that attractiveness enhanced the perceived femininity of female stimulus people but did not enhance the perceived masculinity of the males.

Data support the idea that the differential effects of appearance in work settings are mediated by gender characterizations and suggest that fluctuations in the perceived person-job fit are key to understanding the seemingly inconsistent reactions to attractive and unattractive women in employment situations. (15 ref) (PsycINFO Database Record (c) 2004 APA, all rights reserved)

Heilman, Madeline E., Aaron S. Wallen, Daniella Fuchs and Melinda M. Tamkins. (2004). Penalties for Success : Reactions to Women Who Succeed at Male Gender-Typed Tasks. *Journal of Applied Psychology*. 89(3): 416-427.

A total of 242 subjects participated in 3 experimental studies investigating reactions to a woman's success in a male gender-typed job. Results strongly supported the authors' hypotheses, indicating that (a) when women are acknowledged to have been successful, they are less liked and more personally derogated than equivalently successful men (Studies 1 and 2); (b) these negative reactions occur only when the success is in an arena that is distinctly male in character (Study 2); and (c) being disliked can have career-affecting outcomes, both for overall evaluation and for recommendations concerning organizational reward allocation (Study 3). These results were taken to support the idea that gender stereotypes can prompt bias in evaluative judgments of women even when these women have proved themselves to be successful and demonstrated their competence. The distinction between prescriptive and descriptive aspects of gender stereotypes is considered, as well as the implications of prescriptive gender norms for women in work settings.

Hummert, Mary L. and Teri A. Garstka. (1994) Stereotypes of the elderly held by young, middle-aged, and elderly adults. *Journal of Gerontology*. 49(5): 240-250.

Presents a two-part study of the elderly stereotypes held by young, middle-aged and elderly adults. Age group differences in perceptions; Trait generation; Trait sorting; Trait associated with the elderly; Organization of traits into stereotypes.

Hummert, Mary L, Debra Mazloff and Clark Henry. (1999). Vocal Characteristics of Older Adults and Stereotyping. *Journal of Nonverbal Behavior*. 23(2): 111-132.

Two studies extended the study of the nonverbal correlates of age stereotypes. In Study 1, 40 young listeners assessed the age of 30 elderly speakers from three age groups: 60–69, 70–79, 80 and over. As expected, perceived age increased linearly with age group, although greater variability was found in judgments of male than of female speakers. For male speakers, mean vocal volume (intensity) and standard deviations in vocal volume were positively correlated with chronological and perceived age. For female speakers, mean pitch, standard deviations in pitch, and vocal jitter were positively correlated with chronological and perceived age. In Study 2, 40 young listeners selected trait sets corresponding to 3 positive and 3 negative elderly stereotypes



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to describe 6 young-old and 6 old-old speakers. As predicted, listeners associated the old-old voices of females (but not males) with fewer positive stereotypes than the young-old female voices. In addition, young-old male voices were associated with significantly fewer positive stereotypes than young-old female voices. Finally, male participants chose fewer positive stereotypes for young-old male voices than did female participants. These results provide information on the ways in which vocal characteristics may serve to activate stereotypes in interaction (ABSTRACT FROM AUTHOR).

Ito, Tiffany A. and Geoffrey R. Urland. (2003) Race and Gender on the Brain : Electrocortical Measures of Attention to the Race and Gender of Multiply Categorizable Individuals. *Journal of Personality and Social Psychology*. 85(4): 616-626.

The degree to which perceivers automatically attend to and encode social category information was investigated. Event-related brain potentials were used to assess attentional and working-memory processes on-line as participants were presented with pictures of Black and White males and females. The authors found that attention was preferentially directed to Black targets very early in processing (by about 100 ms after stimulus onset) in both experiments. Attention to gender also emerged early but occurred about 50 ms later than attention to race. Later working-memory processes were sensitive to more complex relations between the group memberships of a target individual and the surrounding social context. These working-memory processes were sensitive to both the explicit categorization task participants were performing as well as more implicit, task-irrelevant categorization dimensions. Results are consistent with models suggesting that information about certain category dimensions is encoded relatively automatically.

Kite, Mary E. and Blair T. Johnson. (1988). Attitudes Toward Older and Younger Adults : A Meta-Analysis. *Psychology and Aging*. 3(3): 233-244.

Attitudes toward the elderly have been examined in a number of empirical studies, yet the question of whether the elderly are viewed more negatively than younger persons has not been resolved. A meta-analysis of the literature was conducted to examine this question; results demonstrated that attitudes toward the elderly are more negative than attitudes toward younger people. However, smaller differences between the evaluations of elderly and younger targets were found when (a) the study used measures of personality traits (compared with measures of competence), (b) there were a larger number of dependent measures included in the effect size, (c) specific information was provided about the target person (compared with when a general target such as old person was used), and (d) a between-subjects design (compared with a within-subjects design) was used. These results support Lutsky's (1981) conclusion that age, in and of itself, seems to be less important in determining attitudes toward the elderly than other types of



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information. The methodological limitations within the literature and a need to consider multiple components of attitudes toward older individuals are discussed.

Lerner, Jennifer S. and Philip E. Tetlock. (1999) Accounting for the effects of accountability. *Psychological Bulletin*. 125(2): 255-275.

Focuses on the extensive research literature that addresses the impact of accountability on a wide range of social judgments and choices. Issues focused on; Implications of accountability research; Treatment of thought as a process of internalized dialogue; Issue of how to structure accountability relationships in organizations.

Maurer, T. J. & Taylor, M. A. (1994). Is sex by itself enough: An exploration of gender bias issues in performance appraisal. *Organizational Behavior & Human Decision Processes*, Vol. 60(2): 231-251.

Past research on the effects of sex of a ratee on performance ratings has produced inconsistent results. The present study was an attempt to extend this literature in two ways. First, the scope in prior research was expanded by examining not only the effects of ratee sex on evaluations but also the effects of perceived masculinity/femininity of ratees in conjunction with occupation and gender-relevant stereotypes and attitudes held by raters. Results illustrated that while sex of a ratee may have no effect on ratings, perceived masculinity/femininity of the ratee may have an effect, and attitudes held by raters regarding women in the relevant occupation may moderate this effect. The second intent of the study was to explore a potential underlying process variable for relationships with both performance ratings and the gender-relevant variables. Accessibility in memory of behavioral information was related to performance ratings and to the gender-relevant variables. While most of the variables explored in the study seemed to be potentially relevant and of value in understanding the gender bias process, sex by itself was of no significant value. Implications for practice and future research were discussed (ABSTRACT FROM AUTHOR).

Martell, R. F., Lane, D. M., & Emrich, C. (1996). Male-female differences: A computer simulation. *American Psychologist*, Vol. 51(2): 157-158.

Computer simulation modeled a pyramid organizational structure with initial conditions of equal men and women; 1% bias toward promoting men resulted in a community with 65% men at the senior levels. The authors conclude (p. 158) that “when sex differences explained but 1% of the variance, an estimate that might be dismissed as trivial, only 35% of the highest-level positions were filled by women. Thus, relatively small sex bias effects in performance ratings led to substantially lower promotion rates for women, resulting in proportionately fewer women than men at the top levels of the organization. These results confirm Eagly's (1995) point that the



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effects of male-female differences are best determined not by the magnitude of the effect but its consequences in natural settings. In this case, by taking into account the relative scarcity of very senior level positions in organizations as well as the weight accorded early career performance ratings, a little bias hurt women a lot. We suggest, then, a salutary approach to assessing practical significance is not to reject traditional effect size measures but to translate them into estimates of real world impact. Computer simulations are ideal for this” (ABSTRACT FROM AUTHOR)

Martell, Richard F. (1991) Sex bias at work: The effects of attentional and memory demands on performance ratings of men and women. *Journal of Applied Social Psychology*. 21(23): 1939-1960.

Examined the impact of attentional and memory demands on work performance ratings accorded men and women in traditionally male jobs. 77 male and 125 female college students read a vignette depicting the work behavior of a male or female police officer and then rated the individual's work performance. The attentional demands imposed on Ss while reading the vignette and the amount of time elapsed prior to issuing the performance ratings were systematically varied. As predicted, men were evaluated more favorably than women when raters were faced with an additional task requiring attention and time pressures were made salient. Only when Ss were able to carefully allocate all of their attentional resources did sex bias in work performance ratings abate. Gender-related work characterizations paralleled the performance ratings, providing support for the idea that sex stereotypes mediate discrimination in performance appraisal judgments. (PsycINFO Database Record (c) 2004 APA, all rights reserved)

Martell, Richard F. and Richard A. Guzzo. (1991). The dynamics of implicit theories of group performance: When and how do they operate? *Organizational Behavior and Human Decision Processes*. 50: 51-74.

221 undergraduates observed a task performing group and then were given positive, negative, or no performance feedback. Immediately after or 1 wk later, Ss completed an evaluative rating scale and a questionnaire measuring their recollections of the group's effective and ineffective behavior. Evaluative ratings and behavioral recollections were distorted by performance cues. However, contrary to predictions, only in immediate rating conditions were recollections of ineffective behavior affected. Distorted recollections of the group's behavior appeared to be the result of a systematic response bias in which observers adopted a more liberal decision criterion when judging the occurrence of expected behaviors. (PsycINFO Database Record (c) 2004 APA, all rights reserved)



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Moskowitz, Gordon B., Peter M. Gollwitzer, Wolfgang Wasel and Bernd Schaal. (1999). Preconscious Control of Stereotype Activation Through Chronic Egalitarian Goals. *Journal of Personality and Social Psychology*. 77(1): 167-184.

Presents information on a study about stereotype activation controlled by chronic egalitarian goals. Methodology; Personality, affective, motivational and prejudicial responses as a function of chronicity; Existing evidence for control over stereotype activation. ABSTRACT FROM AUTHOR; This research shows stereotype activation is controlled by chronic egalitarian goals. In the first 2 studies it was found that the stereotype of women is equally available to individuals with and without chronic goals, and the discriminant validity of the concept of egalitarian goals was established. In the next 2 experiments, differences in stereotype activation as a function of this individual difference were found. In Study 3, participants read attributes following stereotypical primes. Facilitated response times to stereotypical attributes were found for nonchronics but not for chronics. This lack of facilitation occurred at stimulus onset asynchronies (SOAs) where effortful correction processes could not operate, demonstrating preconscious control of stereotype activation due to chronic goals. In Study 4, inhibition of the stereotype was found at an SOA where effortful processes of stereotype suppression could not operate. The data reveal that goals are activated and used preconsciously to prevent stereotype activation, demonstrating both the controllability of stereotype activation and the implicit role of goals in cognitive control. (ABSTRACT FROM AUTHOR)

Nelson, Donna J. (2005). A National Analysis of Diversity in Science and Engineering Faculties at Research Universities.

<<http://cheminfo.chem.ou.edu/~djn/diversity/briefings/Diversity%20Report%20Final.pdf>>

Nelson, Thomas E., Monica R. Biernat and Melvin Manis. (1990). Everyday Base Rates (Sex Stereotypes): Potent and Resilient. *Journal of Personality and Social Psychology*. 59(4): 664-675.

Undergraduates studied photographs of students and estimated the heights of the pictured models. Contrary to reports of base-rate neglect, sex stereotypes regarding height (the implicit recognition that men are normally taller than women) significantly affected these estimates, even when the targets' actual height was statistically controlled. Base rates were especially influential when information about targets was ambiguous, that is when targets were pictured seated. These base-rate effects were robust, remaining significant and substantial despite efforts to lessen their magnitude. Attempts to reduce base-rate effects by encouraging Ss to strive for accuracy, discouraging their reliance on the target's sex (as a cue), or offering cash rewards for accuracy did not succeed. Informing Ss that for the sample to be judged, sex would not predict targets'



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heights attenuated the base-rate effect, although it remained highly significant. (ABSTRACT FROM AUTHOR)

Norton, Michael I., Joseph A. Vandello and John M. Darley. (2004). Casuistry and Social Category Bias. *Journal of Personality and Social Psychology*. 87(6): 817-831.

This research explored cases where people are drawn to make judgments between individuals based on questionable criteria, in particular those individuals' social group memberships. We suggest that individuals engage in casuistry to mask biased decision making, by recruiting more acceptable criteria to justify such decisions. We present 6 studies that demonstrate how casuistry licenses people to judge on the basis of social category information but appear unbiased-to both others and themselves-while doing so. In 2 domains (employment and college admissions decisions), with 2 social categories (gender and race), and with 2 motivations (favoring an in-group or out-group), the present studies explored how participants justify decisions biased by social category information by arbitrarily inflating the relative value of their preferred candidates' qualifications over those of competitors. (ABSTRACT FROM AUTHOR)

Paludi, Michele A. and William D. E. . Bauer. (1983). Goldberg revisited: What's in an author's name. *Sex Roles*. 9(3): 387-390.

The present research was a replication and extension of Goldberg's 1968 study of performance evaluation. 360 college students (180 male; 180 female) were asked to evaluate an academic article in the fields of politics, psychology of women or education (judged masculine, feminine, and neutral, respectively) that was written either by a male, female, or an author whose name was initialized. Results indicated that the articles were differentially perceived and evaluated according to the name of the author. An article written by a male was evaluated more favorably than if the author was not male. Subjects' bias against women was stronger when they believed the author with the initialized name was female. Portions of this article were presented at the Sixth Annual Conference on Research on Women and Education, Pacific Grove, California, December 1980.

Porter, Natalie, Florence L. Geis and Jennings, Walstedt, Joyce ER . (1983). Are women invisible as leaders? *Sex Roles*.9(10): 1035-1050.

This study shows that women are unlikely to be seen as leaders. Subjects (n=448) rated each member of a five-person group (shown in a photograph) on leadership attributes and also chose one of the five as contributing most to the group. Eight different stimulus slides were used. In two slides the head-of-the-table cue to group leadership was pitted against sex-role stereotypes. A man seated at the head of the table in a mixed-sex group was clearly seen as



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leader of his group, but a woman occupying the same position was ignored. The head-of-the-table cue identified women as leaders only in all-female stimulus groups. The data were consistent with the hypotheses that sex stereotypes still control social judgments, and that discrimination operates nonconsciously and in spite of good intentions. The authors are indebted to Marcia Halperin who read an early draft of this report and contributed substantially to the organization and exposition of the present version.

Reskin, Barbara F. (2000). The Proximate Causes of Employment Discrimination. *Contemporary Sociology*. 29(2): 319-328.

The study of inequality has long been a priority for sociologists. Unfortunately, the customary methods used to study workplace discrimination have done little to diminish gender & racial inequities. If this predicament is to be adequately addressed, sociologists must pay more attention to the manner in which inequality is propagated. Social psychological findings will prove useful in determining the causes of workplace discrimination. Attention should also be given to both nonconscious cognitive processes & conscious actions motivated by stereotypes, biases, ignorance, & in-group favoritism - actions that contribute to the continuation of workplace discrimination. Only when workplace discrimination is properly theorized can its effects be eliminated. The development of strategies to reduce workplace discrimination should be given greater precedence. 42 References. K. A. Larsen.

Robbins, Tina L. and Angelo S. Denisi. (1993). Moderators of Sex Bias in the Performance Appraisal Process: A Cognitive Analysis. *Journal of Management*. 19(1): 113-126.

The present study was designed to analyze cognitive characteristics and situational moderators associated with sex bias in performance appraisal. The results of this study suggest that sex bias does not emerge as an influential factor during rater recall. Ratees performing in sex-incongruent occupations were found to receive deflated ratings in situations where their gender was not distinct within the group of ratees to be evaluated. Interpretations, limitations, implications, and directions for future research are discussed. [ABSTRACT FROM AUTHOR]

Sackett, Paul R., Cathy L. Z. DuBois and Ann W. Noe. (1991). Tokenism in Performance Evaluation : The Effects of Work Group Representation on Male-Female and White-Black Differences in Performance Ratings. *Journal of Applied Psychology*. 76(2): 263-267.

Male-female differences in performance ratings were examined in 486 work groups across a wide variety of jobs and organizations. As suggested by the sex stereotyping literature, women received lower ratings when the proportion of women in the group was small, even after male-female cognitive ability, psychomotor ability, education, and experience differences were controlled. Replication of the analyses with racial differences (White-Black) in 814 work groups



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demonstrated that group composition had little effect on performance ratings. The effects of group composition on stereotyping behaviors do not appear to generalize to all minority contexts.

Skrypnek, Berna J. and Mark Snyder. (1982). On the self-perpetuating nature of stereotypes about women and men. *Journal of Experimental Social Psychology*. 18: 277-291.

122 male-female pairs of unacquainted undergraduates interacted to negotiate a division of labor on a series of worklike tasks (that differed in their sex-role connotations) in a situation that permitted control over the information that male perceivers received about the apparent sex of female targets. The perceivers' beliefs about the sex of their targets initiated a chain of events that resulted in targets providing behavioral information for perceivers' beliefs about their sex. Although this behavioral confirmation effect was initially elicited as reactions to overtures made by perceivers, it persevered so that eventually targets came to initiate behaviors "appropriate" to the sex with which they had been labeled by perceivers. The specific roles of perceivers and targets in the behavioral confirmation process are examined. (26 ref) (PsycINFO Database Record (c) 2004 APA, all rights reserved)

Steinpreis, Rhea, Katie A. Anders and Dawn Ritzke. (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(718): 509-528.

To determine factors that influence outside reviewers & search committee members when they are reviewing curricula vitae, particularly with respect to the gender of the name on the vitae, 238 male & female academic psychologists sent one of four versions of a curriculum vitae (ie, female or male job applicant or tenure candidate), along with a questionnaire. Although an exclusively between-groups design was used to avoid sparking gender-conscious responding, results indicate that participants were clearly able to distinguish between the qualifications of the job applicants vs the tenure candidates, as evidenced by suggesting higher starting salaries; increased likelihood of offering the tenure candidates a job; granting them tenure; & greater respect for their teaching, research, & service records. Both men & women were more likely to vote to hire a male vs a female job applicant with an identical record. Similarly, both sexes reported that the male job applicant had done adequate teaching, research, & service experience compared to the female job applicant with an identical record. In contrast, when men & women examined the highly competitive curriculum vitae of the real-life scientist who had gotten early tenure, they were equally likely to tenure the male & female tenure candidates, & there was no difference in their ratings of their teaching, research, & service experience. There was no significant main effect for the quality of the institution or professional rank on selectivity in hiring & tenuring decisions. Results indicate a gender bias for both men & women in preference for male job applicants. 2 Tables, 6 Figures, 47 References. Adapted from the source document.



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Tetlock, Philip, Jennifer Lerner and Richard Boettger. (1996) The Dilution Effect: Judgmental Bias, Conversational Convention, or a Bit of Both? *European Journal of Social Psychology*. 26: 915-934.

This study explored competing normative interpretations of the dilution effect: the tendency for people to underutilize diagnostic evidence in prediction tasks when that evidence is accompanied by irrelevant information. From the normative vantage point of the intuitive statistician, the dilution effect is a judgmental bias that arises from representativeness heuristic (similarity-matching of causes and effects). From the normative perspective of the intuitive politician, however, the dilution effect is a rational response to evidence presented in a setting in which Gricean norms of conversation are assumed to hold. The current experiment factorially manipulated conversational norms, the degree to which diagnostic evidence was diluted by irrelevant evidence, and the accountability of subjects for their judgments. Accountable subjects demonstrated a robust dilution effect when conversational norms were explicitly primed as well as in the no-priming control condition, but no dilution when conversational norms were explicitly deactivated. Non-accountable subjects demonstrated the dilution effect across norm activation conditions, with the strongest effect under the activation of conversational norms. Although the results generally support the conversational-norm interpretation of dilution, the significant dilution effect among non-accountable subjects in the norm-deactivated condition is more consistent with the judgmental-bias interpretation.

Tetlock, Philip E. (1985). Accountability: A Social Check on the Fundamental Attribution Error. *Social Psychology Quarterly*. 48(3): 227-236.

Previous attitude-attribution studies indicate that people are often quick to draw conclusions about the attitudes and personalities of others—even when plausible external or situational causes for behavior exist (an effect known as the overattribution effect or fundamental attribution error). This experiment explores whether accountability—pressures to justify one's causal interpretations of behavior to others—reduces or eliminates this bias. Subjects were exposed to an essay that supported or opposed affirmative action. They were informed that the essay writer had freely chosen or had been assigned the position he took. Finally, subjects either did not expect to justify their impressions of the essay writer or expected to justify their impressions either before or after exposure to the stimulus information. The results replicated previous findings when subjects did not feel accountable for their impressions of the essay writer or learned of being accountable only after viewing the stimulus information. Subjects attributed essay-consistent attitudes to the writer even when the writer had been assigned the task of advocating a particular position. Subjects were, however, significantly more sensitive to situational determinants of the essay writer's behavior when they felt accountable for their



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impressions prior to viewing the stimulus information. The results suggest that accountability eliminated the overattribution effect by affecting how subjects initially encoded and analyzed stimulus information. ABSTRACT FROM AUTHOR

Tetlock, Philip E. (1983). Accountability and the Perseverance of First Impressions. *Social Psychology Quarterly*. 46(4): 285-292.

Previous research indicates that our initial impressions of events frequently influence how we interpret later information. This experiment explored whether accountability—pressures to justify one's impressions to others—leads people to process information more vigilantly and, as a result, reduces the undue influence of early-formed impressions on final judgments. Subjects viewed evidence from a criminal case and then assessed the guilt of the defendant. The study varied (1) the order of presentation of pro- vs. anti-defendant information, (2) whether subjects expected to justify their decisions and, if so, whether subjects realized that they were accountable prior to or only after viewing the evidence. The results indicated that subjects given the anti/pro-defendant order of information were more likely to perceive the defendant as guilty than subjects given the pro/anti-defendant order of information, but only when subjects did not expect to justify their decisions or expected to justify their decisions only after viewing the evidence. Order of presentation of evidence had no impact when subjects expected to justify their decisions before viewing the evidence. Accountability prior to the evidence also substantially improved free recall of the case material. The results suggest that accountability reduces primacy effects by affecting how people initially encode and process stimulus information. ABSTRACT FROM AUTHOR

Thomas-Hunt, Melissa C. and Katherine W. Phillips. (2004) When What You Know Is Not Enough: Expertise and Gender Dynamics in Task Groups. *Personality and Social Psychology Bulletin*. 30(12): 1585-1598.

This study investigates how the contribution, identification, and consideration of expertise within groups are affected by gender differences. The authors examined the effects of member expertise and gender on others' perceptions of expertise, actual and own perceptions of influence, and group performance on a decision-making task. The authors' findings are consistent with social role theory and expectation states theory. Women were less influential when they possessed expertise, and having expertise decreased how expert others perceived them to be. Conversely, having expertise was relatively positive for men. These differences were reflected in group performance, as groups with a female expert underperformed groups with a male expert. Thus, contrary to common expectations, possessing expertise did not ameliorate the gender effects often seen in workgroups. The findings are discussed in light of their implications for



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organizational workgroups in which contribution of expertise is critical to group performance. (ABSTRACT FROM AUTHOR).

Tinkler, Justine, Yan Li and Stefanie Mollborn. (2005). Can Legal Intervention Equalize Interactions: The Effect of Sexual Harassment Policy on Gender Beliefs. Paper presented at the annual meeting of the American Sociological Association, Atlanta Hilton Hotel, Atlanta, GA, Aug 16, 2003.

In spite of relative success of equal opportunity laws on women's status in the workplace, we know little about the influence of such legal interventions on peoples' attitudes and beliefs. This paper focuses, in particular, on how sexual harassment policy affects people's beliefs about gender hierarchy. We employ an experimental design in which we measure the effect of a policy intervention on men's explicit and implicit gender beliefs. Results show that the sexual harassment policy does not change explicit gender beliefs, but does have an effect on automatic gender stereotyping. We interpret this as a complexity in the way people reconcile modern sexism norms that allow for covert, more insidious forms of discrimination, and make the expression of overt sexist attitudes unacceptable. In other words, the policy appears to lead men to consciously censor beliefs that affirm male dominance, at the same time that it activates automatic gender stereotypes.

Trix, Frances and Carolyn Psenka. (2003). Exploring the color of glass: Letters of recommendation for female and male medical faculty. *Discourse and Society*. 14(2): 191-220.

This study examines over 500 letters of recommendation for medical faculty at a large American medical school in the mid-1990s, using methods from corpus and discourse analysis, with the theoretical perspective of gender schema from cognitive psychology. Letters written for female applicants were found to differ systematically from those written for male applicants in the extremes of length, in the percentages lacking in basic features, in the percentages with doubt raisers (an extended category of negative language, often associated with apparent commendation), and in frequency of mention of status terms. Further, the most common semantically grouped possessive phrases referring to female and male applicants ('her teaching,' 'his research') reinforce gender schema that tend to portray women as teachers and students, and men as researchers and professionals. (PsycINFO Database Record (c) 2004 APA, all rights reserved) (journal abstract)

Trower, Cathy and Richard Chait. (2002). Faculty Diversity: Too Little for Too Long. <http://www.harvard-magazine.com/on-line/030218.html>.



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Valian, Virginia. (1998) Running in place. New York Academy of Sciences Presents essays and comments on women in track and field, and the effects of sexual stereotyping. *Sciences*. 38(1): 18-24.

Presents essays and comments on women in track and field, and the effects of sexual stereotyping.

Valian, V. (1998). *Why so slow? The advancement of women*. Cambridge, MA: MIT Press.

Synthesizes a wide range of experimental and observational data that show the extent to which commonly held gender schemas result in the devaluation of women, particularly in science, academia, and the private sector. Referencing various experiments in cognitive psychology, Valian shows the extent to which unconscious, socially constructed notions of gender roles cause people to underestimate women's academic abilities while overestimating men's. Concludes that institutional reform, combined with better reasoning skills, will allow women academics to be more successful. Chapters include: Gender Schemas at Work; Gender Begins—and Continues—at Home; Learning About Gender; Biology and Behavior; Biology and Cognition; Schemas That Explain Behavior; Evaluating Women and Men; Effects on the Self; Interpreting Success and Failure; Women in the Professions; Women in Academia; Professional Performance and Human Values; Affirmative Action and the Law; Remedies.

Wenneras, Christine and Agnes Wold. (1997). Nepotism and sexism in peer-review. (Cover story). *Nature*. 387: 341-343.

Looks at an analysis of peer-review scores for postdoctoral fellowship applications at the Swedish Medical Research Council (MRC) as of May 1997. The policy of secrecy in evaluation; Results from a study; Productivity variables; Why women score low; The bonus given for friendship; How the system can be changed.