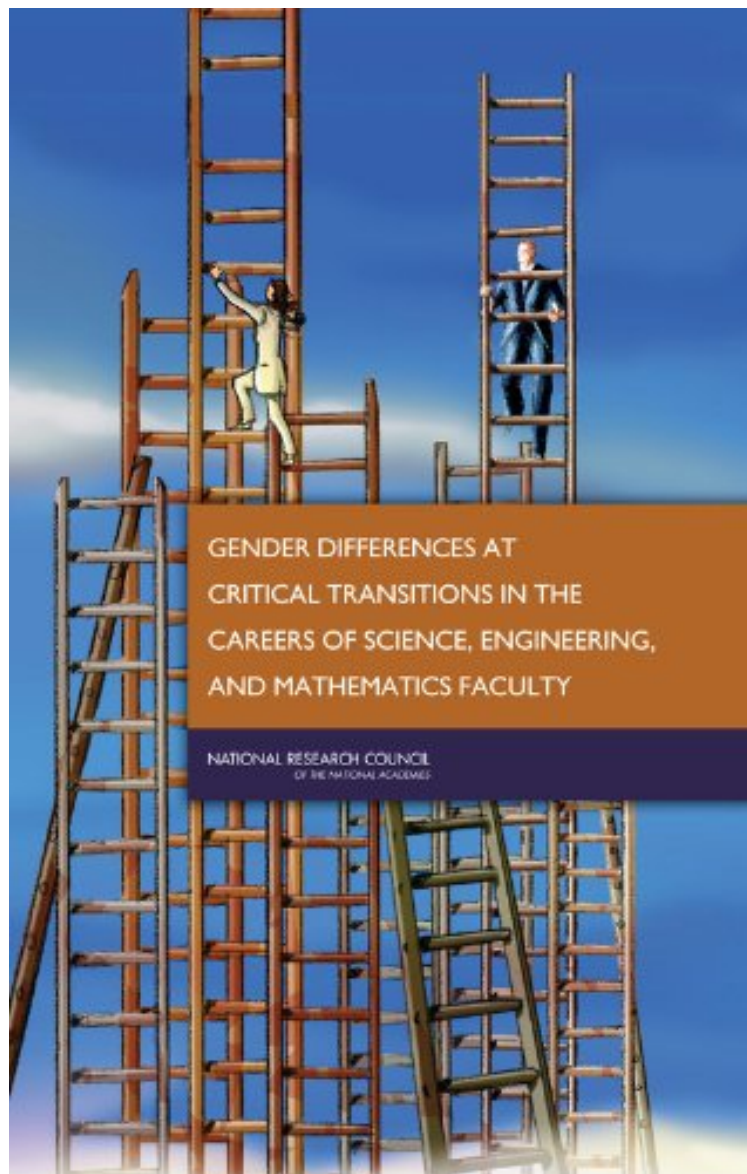


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## Gender Differences at Critical Transitions in the Careers of Science, Engineering, and Mathematics Faculty

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0 of 1 people found the following review helpful. Drawing from a survey of random samples of roughly 1,800 faculty By Midwest Book Review Researched and presented by the independent, objective organization of the National Academies, *National Gender Differences at Critical Transitions in the Careers of Science, Engineering, and Mathematics Faculty* is the congressionally mandated culmination of research into the career differences observable between female and male full-time, tenure-track, and tenured university professors of science, engineering, and mathematics. Drawing from a survey of random samples of roughly 1,800 faculty, as well as a departmental survey concerning policies, recent tenure, promotion cases, and recent hires in nearly 500 departments, *Gender Differences* reports its crucial findings in meticulous detail, and scholarly terms that are nonetheless accessible to readers who may not necessarily be familiar with advanced statistics. An exhaustive assembly of appendices rounds out this studious and insightful assessment - including copies of the surveys used, charts listing percentages and estimated probabilities, a bibliography, and an index.

*Gender Differences at Critical Transitions in the Careers of Science, Engineering, and Mathematics Faculty* presents new and surprising findings about career differences between female and male full-time, tenure-track, and tenured faculty in science, engineering, and mathematics at the nation's top research universities. Much of this congressionally mandated book is based on two unique surveys of faculty and departments at major U.S. research universities in six fields: biology, chemistry, civil engineering, electrical engineering, mathematics, and physics. A departmental survey collected information on departmental policies, recent tenure and promotion cases, and recent hires in almost 500 departments. A faculty survey gathered information from a stratified, random sample of about 1,800 faculty on demographic characteristics, employment experiences, the allocation of institutional resources such as laboratory space, professional activities, and scholarly productivity. This book paints a timely picture of the status of female faculty at top universities, clarifies whether male and female faculty have similar opportunities to advance and succeed in academia, challenges some commonly held views, and poses several questions still in need of answers. This book will be of special interest to university administrators and faculty, graduate students, policy makers, professional and academic societies, federal funding agencies, and others concerned with the vitality of the U.S. research base and economy.

About the Author Committee on Gender Differences in the Careers of Science, Engineering, and Mathematics Faculty, Committee on Women in Science and Engineering, National Research Council