Literature

**Princeton-specific:**

* [2018 Climate Report on Gender Issues for Graduate Students at Princeton University.](https://wstem.princeton.edu/wp-content/uploads/sites/473/2019/02/2018-Climate-Report-on-Gender-Issues-for-Graduate-Students-at-Princeton-University-1.pdf) This study was designed and conducted by the Princeton Graduate Women in STEM Leadership Council, Joan C. Williams & Rachel Korn (Center for WorkLife Law, Hastings College).

Gender stereotypes:

* [Social Attitudes Implicit Association Tests](https://implicit.harvard.edu/implicit/selectatest.html) [Project Implicit (U. Washington, U. Virginia, Harvard)]. The gender-career test assesses how much you associate “career” with men and “family” with women (or vice versa). The gender-science test assesses how much you associate “science” with men and “liberal arts” with women (or vice versa).
* [“Gender stereotypes about intellectual ability emerge early and influence children’s interests”](http://science.sciencemag.org/content/355/6323/389) [Bian et. al, Science, January 2017]
* [“Expectations of Brilliance Underlie Women’s Representation Across Academic Disciplines”](http://science.sciencemag.org/content/347/6219/262.full?ijkey=R8/e/XHBR3ijE&keytype=ref&siteid=sci) [Leslie et. al, Science, January 2017]
* [“Science faculty’s subtle gender biases favor male students”](https://www.pnas.org/content/109/41/16474) [Moss-Racusin et. al, PNAS, October 2012]
* [“Another Obstacle for Women in Science: Men Get More Federal Grant Money”](https://www.nytimes.com/2019/03/05/science/women-scientists-grants.html) [Andrew Jacobs, The New York Times, March 2019]

Sexual harassment:

* [“Sexual harassment reported by undergraduate female physicists”](https://journals.aps.org/prper/abstract/10.1103/PhysRevPhysEducRes.15.010121) [Aycock et. al, Phys. Rev. Phys. Educ. Res., April 2019]

Gender differences:

* [Impostor Syndrome Test](http://impostortest.nickol.as) [Clance Impostor Phenomenon Scale]
* [“Female students with A’s have similar physics self-efficacy as male students with C’s in introductory courses: A cause for alarm?”](https://journals.aps.org/prper/abstract/10.1103/PhysRevPhysEducRes.14.020123) [Marshman et. al, Phys. Rev. Phys. Educ. Res., December 2018]
* [“A longitudinal analysis of students’ motivational characteristics in introductory physics courses: Gender differences”](https://www.nrcresearchpress.com/doi/full/10.1139/cjp-2017-0185#.XIpdSS2ZPEY) [Marshman et. al, Canadian Journal of Physics, June 2017]
* [“Why Women Don’t Apply to Jobs Unless They’re 100% Qualified”](https://hbr.org/2014/08/why-women-dont-apply-for-jobs-unless-theyre-100-qualified) [Tara Sophia Mohr, Harvard Business Review, August 2014]
* [“Gender Differences in Accepting and Receiving Requests for Tasks with Low Promotability”](https://pubs.aeaweb.org/doi/pdfplus/10.1257/aer.20141734) [Babcock et. al, American Economic Review, March 2017]

Ph.D. Admissions:

* [“Typical physics Ph.D. admissions criteria limit access to underrepresented groups but fail to predict doctoral completion”](http://advances.sciencemag.org/content/5/1/eaat7550?fbclid=IwAR0280MiIf9Fw5t8T9Fj5Gv-0KoZ10HkBRl8_ZkAyReKL4IcPueMcr0YBc4) [Miller et. al, Science Advances, January 2019]

Benefits of Diversity:

* [“How Diversity Makes Us Smarter”](https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/) [Katherine W. Phillips, Scientific American, October 2014]

Being an Ally:

* [“How Some Men are Challenging Gender Inequity in the Lab”](https://www.nature.com/articles/d41586-019-00683-z?utm_source=twt_nnc&utm_medium=social&utm_campaign=naturenews&sf208724707=1) [Kendall Powell, Nature, February 2019]