**REALITY CHECK**

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**STEM women and men apply for and receive about the same levels of funding from NSF.**

Women receive only ~63% of the funding men receive from NIH.

NIH R01 success rates are about equal for men and women, but men’s awards are more likely to be renewed.

Men are more likely than women to revise and resubmit unfunded grant applications, particularly applications to NIH.

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**SPOTLIGHT ON STEM WOMEN**

Dr. Kimberly Bigelow joined the Department of Mechanical and Aerospace Engineering at the University of Dayton (UD) as an Assistant Professor in 2009. Dr. Bigelow received her M.S. and Ph.D in Mechanical Engineering from The Ohio State University where her specialty fields included biomechanics, posturography and fall prevention, and fractal analysis. A recipient of a LEADER Consortium Mini-grant in 2011, Dr. Bigelow has also received research funding from the National Science Foundation, the Ohio Space Grant Consortium, and the University of Dayton Research Council. At UD, she teaches courses in her area of expertise, including Engineering Innovation, Engineering Experimentation, and Biomechanical Engineering.

Dr. Bigelow is a member of the American Society of Mechanical Engineers, has published in top journals in her field, and is actively engaged in her profession, sharing her research at national conferences and serving on departmental as well as university committees. Dr. Bigelow’s excellence was recently recognized by her institution when she was nominated the Top Engineering Female Professor by the Society of Women Engineers student chapter at UD.

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**TAKING INITIATIVE: LEADER CONSORTIUM EQUITY ADVISING NETWORK**

Dr. Peggy DesAutels (UD), Chair of the LEADER Consortium’s Equity Advising Committee, oversees the Equity Advising Network across our partner institutions. Equity Advisors (EAs) are senior STEM faculty members who have been trained to serve as a resource for STEM faculty—women and men—by working closely with administrators to achieve an equitable environment for all STEM faculty.

In addition to assisting STEM faculty with questions or concerns related to teaching, research, promotion and tenure criteria, or work/life balance, Equity Advisors monitor and assess institutional policies that affect the workplace, provide workshops on equity issues, and support the retention and advancement of STEM faculty.

Current EAs include: Dr. Aihua Wood (AFIT), Dr. Suzanne Seleem (CSU), Dr. Rebecca Blust (UD), Dr. Wiebke Diestelkamp (UD), Dr. Tarun Goswami (WSU), and Dr. Lawrence (Larry) Prochaska (WSU).

Contact information for individual EAs can be found on the LEADER website at: [http://www.wright.edu/leader/advisors/equity-advisors.html](http://www.wright.edu/leader/advisors/equity-advisors.html).

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Each month, we spotlight a leading female faculty member in the STEM disciplines from across our consortium. To nominate a female faculty member who is leading the way in your STEM department, send the nominee’s name along with a brief explanation to: leader@wright.edu.
Women exposed to the gender-inclusive job description anticipated experiencing less discrimination in the workplace and were more interested in the job. Men’s responses to the job description were not influenced by gendered language. The numerical representation of women within a department may also contribute to whether STEM women feel included (vs. ostracized) in the workplace. In a survey of over 300 STEM faculty, Maranto and Griffin (2011) found that women were more likely to feel included if they worked in departments with a higher representation of women, and these reactions correlated with positive expectations about equity and fairness. These data are important reminders that subtle messages of inclusion matter as much as overt statements of support for women in STEM disciplines. Indirect cues that suggest women belong—including inclusive language and the presence of women in STEM—are important keys not only to equity in hiring, but also to the successful retention and advancement of STEM women—food for thought as we draft job descriptions and recruit for the coming year.

In previous issues, the Research Corner summarized data on the importance of workplace climate for STEM women’s job satisfaction, noting research on subtle sexism that may account for these effects. What exactly is “subtle sexism” and what does it look like in the workplace?

Subtle sexism—differential treatment of women that is not intended to be harmful, but nevertheless results in unfair outcomes—may be hard to recognize because it is often viewed as normative or acceptable. Gendered language biases—e.g., using the “generic” he—are common examples of subtle sexism that may have important consequences for whether STEM women feel included in the workplace. Stout & Dasgupta (2011) recently found that gender-exclusive language is experienced negatively by women, but not men. They asked men and women to read job descriptions that used either gender-exclusive (he, him) or gender-inclusive (he or she, him or her) language to describe current/prospective employees (“We usually know a good employee when we see him [vs. him or her].”).


Maranto, C. L. & Griffin A. EC. (2011). The antecedents of a ‘chilly climate’ for women faculty in higher education. Human Relations, 64, 139-159.