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Women Faculty's Perceptions of Departmental Belonging Across Academic Disciplines

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ABSTRACT

Women's growing numerical representation in gender atypical careers, including the professoriate, has not necessarily meant that they are being accepted, included and integrated in these traditionally male-dominated spaces. This study explores female faculty members' feelings of isolation within their department across academic disciplines. Drawing on the theory of tokenism, I hypothesize that women faculty members in STEM disciplines, which have been historically male-dominated, are more likely to express a lesser sense of belonging in their department, than women faculty members in the Social Sciences, Arts and Humanities. I analyzed data from a 2009 online survey administered to tenure-track and tenured faculty at two highly selective liberal arts colleges. After restricting my analysis to women, I controlled for women's familial responsibilities as well as their position within the academic institution. Unlike previous research at universities, OLS regression analysis showed that women in STEM actually expressed a higher level of fitting in their department than those in other disciplines. Examining the two colleges separately revealed that this result only applied to women at the former men's college, which had a long history of strong STEM departments. For women faculty at the former women's college, whose historic strengths were in the Arts and Humanities rather than STEM, there was no statistically significant relationship between being in STEM and fitting in their department. Instead, women who indicated that they were married at the former women's college expressed greater feelings of belonging than their unmarried female counterparts.

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INTRODUCTION

In recent decades, women have been deviating from traditional notions of femininity and entering historically and predominantly-male fields of study and occupations. Although women are increasingly assuming academic faculty positions within institutions of higher learning, this does not necessarily mean that they are truly thriving in the professoriate, for they are still operating in a space that was never truly intended for them. This study examines academia as a site of gender inequality, specifically focusing on women faculty members perceptions of belonging in the male-dominated field of Science, Technology, Engineering and Mathematics (STEM).

There is burgeoning interest in the “leaky pipeline” phenomenon, a metaphor that speaks to the absence of female academics in STEM fields as they climb the ladder of power and prestige (Borland and Bates 2013). Much of the social psychology literature suggests that implicit gender bias and stereotype threats influence women’s engagement and retention in STEM. From a young age, women are socialized to believe that science is a masculine endeavor, that prioritizes logic, objectivity, and a competitive edge. Women, however, who are still considered compassionate and cooperative beings, are questioned about their scientific abilities and intelligence, which deters their sense of belonging in this field and success in pursuing it (Borland and Bates 2014; Henley 2015).

Other scholars argue that women are choosing to opt out of the pipeline as a result of work-family conflict. With women still undertaking most of the caregiving responsibilities, many female PhD candidates are under the impression that they can ‘have it all’, only to discover the incompatibility of motherhood with a career in academic STEM (Borland and Bates 2014;

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Harris and Giuffre 2010; Pederson and Minnotte 2018). Many women are left with a dilemma, whether to pursue a tenure track position or adhere to the tick-tock of their biological clock.

Finally, there is a wealth of literature documenting the impact of ‘chilly workplace climate’ on job satisfaction (Peterson and Minnotte 2018; Cha 2013; Borland and Bates 2014). Women faculty members in male-dominated fields often have fewer female role models and mentors due to the numeric scarcity of women, while men are privy to the old “boys club” and informal networking opportunities (Borland and Bates 2014; Belle, Smith-Doerr and O’Brien 2014). Guidance in navigating gender-hostile work environments, words of encouragement, and support in professional advancement from female higher ups and female co-workers have proven to increase solidarity and camaraderie between academic women (Belle, Smith-Doerr and O’Brien 2014); Borland and Bates 2014).

While the systemic barriers preventing women from reaching the top rungs of the academic ladder have been widely studied, that research primarily looked at larger research institutions. These findings may not reflect the realities of small liberal arts colleges, which actually have recruited and retained a higher number of women in STEM than the pipeline would suggest (Borland and Bates 2014). This study will explore the role that academic discipline plays in female faculty’s reports of belonging within their department. I will compare a historically male-dominated field, STEM, and a traditionally feminized field, the Arts and Humanities. I hypothesize that female faculty members in STEM are more likely to express a lesser sense of belonging in their department, than female faculty members in the Arts and Humanities.

THEORETICAL FRAMEWORK

Tokenism Theory

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Rosabeth Moss Kanter (1977) describes a numerical ‘token’ as a member of a skewed group, in which the minority group accounts for less than 15% of the total while the dominant group comprises the remaining 85% of the total. The numerically many, control the “group and its culture”, while the numerically few, are “treated as representatives of their category, as symbols rather than individuals” (Kanter 1977:966). Accordingly, Kanter argues that women in male-dominated professions will experience heightened visibility, as well as added performance pressures for they carry the weight of representing all of woman-kind (Kanter 1977; Wallace 2012; Wallace 2014; Hillard et al., 2014; Taylor 2010). More so, those in the dominant group tend to exaggerate their in-group status as well as the token’s differences as an outsider. As such, women tend to experience greater exclusion from social and professional networks (Kanter 1977; Belle, Smith-Doerr and 2014). Lastly, Kanter concludes that women are often expected to “do gender” in a way that aligns with traditional and pre-defined gender roles, adopting the title of “mother, seductress, and pet” (West and Zimmerman 1987; Kanter 1977:981).

However, not all tokens experience the same negative consequences that women in predominantly male occupations are subject to (Budig 2002). In fact, male tokens are often rewarded in traditionally feminine occupations, which speaks to men’s relative higher social status and privilege. Guided by the theory of tokenism, I believe that women in male-dominated disciplines will experience greater isolation because of their numerical under-representation and minority status.

LITERATURE REVIEW

The professoriate is a highly gendered organization (Acker 1990). To this day, institutions of higher learning continue to reflect the assumptions and expectations of the “ideal worker” where the men are the primary breadwinners. Men have the luxury of fully devoting

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themselves to their work, because they are unencumbered by familial obligations, while their wives perform the homemaking and caregiving responsibilities (Williams 2000). However, by accepting men's experiences as the norm, women who are unable to fit the traditional mold of the 'ideal worker' are made to feel that they will never truly belong or for that matter, succeed in a 'man's world'.

The Gendered Gully of Service

Women professors are often expected to perform the majority of service and emotion work within academic departments (Berheide 2016; Misra 2012; Borland and Bates 2014; Pederson and Minnotte 2018; Henley 2015). Much of this work is deemed traditionally feminine, including teaching, carrying out administrative tasks, serving on committees, organizing department events and mentoring and advising students. Teaching and service are often framed as being a "communal trait" of women, suggesting that their emotionally adept and relationship-oriented nature makes them better suited for care-work than their male counterparts (Fine 2014). Despite the great importance of "institutional housekeeping", it is rarely recognized or rewarded in the tenure and promotion process (Winslow 2010; Pederson and Minnotte 2018; Henley 2015). Instead, it is the "agentic traits" of men, exemplifying leadership and ambition, that are valued within the traditional model of academia (Fine 2014). Most male academics spend the bulk of their time either in leadership roles, working in labs, conducting research, or publishing scholarly articles. However, it is the number of publications and their visibility that are the greatest markers of success and primary indicator of mobility within the academy (Weisshaar 2017; Winslow 2010; Misra 2012; Henley 2015).

While the invitation to complete departmental and campus service can be rather flattering, it is also a tremendous imposition. Women in STEM, particularly, feel an obligation to

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do diversity-related work, as numerical tokens in a historically male-dominated field of study. They are also asked to perform a large amount of emotional labor, acting as a resource for female undergraduates hoping to break in to the STEM field (Social Sciences Feminist Network Research Interest Group 2017; Pederson and Minnotte 2018). Not only are these gendered requests emotionally burdensome, but they are also time-consuming, hindering women's research productivity. Women faculty who are preoccupied with heavy service loads report less emotional fulfillment with their job, fewer opportunities for collaborative research projects and publications, and greater intentions to leave the institution overall.

The Balancing Act: Negotiating Work and Family Responsibilities

Much like the invisible service work women perform in academia, women are also accountable for a disproportionate amount of the care-work at home. As such, many female academics experience role-strain as they attempt to balance two incongruous identities: the ideal worker and good mother (Borland and Bates 2014; Moors, Malley and Stewart 2014). The academy is a “greedy institution” that expects women to conform to a male model of work, in which they maintain separate spheres, and prioritize their paid work over domestic duties (Misra 2012; Moors, Malley and Stewart 2014). However, this is particularly challenging for women, who are generally the primary caregivers for the family. Women face intense pressure to commit fully to both the role of worker and mother and constantly juggle the competing demands of work and family.

Many women in science “leak” out of the pipeline all together—sacrificing hopes of a tenure-track career in academia for a chance at motherhood (Moors, Malley and Stewart 2014; Borland and Bates 2014; Winslow and Davis 2014). This is a common occurrence for women in their post-doctoral phase, for the ideal age to bear and raise children conflicts directly with the

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rather inflexible tenure-track clock (Borland and Bates 2014; Berheide 2012; Moors, Malley and Stewart 2014). These incompatible identities lead women to reconsider their career paths, often pursuing an occupation that is more flexible and family-friendly.

Women who do opt to embrace motherhood are penalized for it. It is not unheard of for women to take time out of the paid work-force during their pregnancy, immediately after childbirth, or even in the early years of their child's life. However, these career breaks do compromise women's chances of receiving tenure and deters their academic career (Berheide 2016; Moors, Malley and Stewart 2014). Similarly, once they return to work, new mothers are labeled as less competent, committed and productive than men and childless women (Harris and Giuffre 2010; Moors, Malley and Stewart 2014). The ability to travel to conferences, attend department events, work long hours and even after hours, and serve as a presence on campus, becomes much more difficult for those consumed with caregiving responsibilities (Cha 2013). The time constraints associated with caregiving, in turn, can be rather isolating, restricting their ability to socialize and network.

The Importance of Departmental Climate

One final barrier preventing women in STEM from advancing and achieving at the rates of their male colleagues is "chilly workplace climate". Female professors often lack access to mentors and informal networking opportunities within male-dominated academic departments. Male professors, however, are better connected with other men within the institution, who possess a similar high social status and, often, occupy positions of power. Their shared manhood automatically grants them access to the "good old boys club", where they inherit social capital that helps them move throughout the institution successfully. Over drinks and exclusive lunches, men provide and receive informational and instrumental support, that once again gives men a leg

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up over their female colleagues (Wallace 2012; Wallace 2014; Hillard et al. 2014; Belle, Smith-Doerr and O'Brien 2014; Borland and Bates 2014).

Women, as both numerical tokens and as a member of a minority group, are not given a seat at the table. In turn, they lack informational support on how to navigate gender-hostile work environments, secure higher level and higher paying positions and “make it” as female scientists. Similarly, emotional support from female colleagues and tips on how to survive in a space where they have historically felt marginalized, devalued and invisible is critical to ensuring women feel as though they belong (Belle, Smith-Doerr and O'Brien 2014; Borland and Bates 2013; Taylor 2010).

METHODS

Data Source, Population and Sample

This study is a secondary analysis of survey data from the 2009 Skidmore-Union Network (SUN). The unit of analysis is the individual, as the survey gauged faculty member's perceptions of academic life at their respective college. These survey data come from an online questionnaire that was digitally distributed to all 341 tenure and tenure track faculty at Skidmore College and Union College, two small, private liberal arts institutions in the Capital Region. While both colleges became co-educational in the early 1970's, Skidmore was a formerly female college, while Union was a formerly male college. Their gendered pasts continue to bear on their gender ratios today, with Skidmore reporting that 59% of their undergraduate students are women, while 41% are men. Union, however, has a more evenly distributed gender ratio, with women comprising 47% of the undergraduate population and men making up the remaining 53%. More so, both institutions are quite prestigious, with Skidmore specializing in the Arts and Humanities, and Union being recognized for having strong STEM departments to this day.

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The survey yielded a 70% response rate with 237 faculty members completing the survey in its entirety. Because my interest lies in perceptions of belonging among female faculty members, I restrict my analysis to females, which left me with a sample size of 118 respondents. After excluding missing data, the total number of valid responses was 114. In order to preserve two cases, both of which respondents did not answer what year they had been hired, I computed the mean number of years served at the college by their academic rank, and then imputed the mean number of years employed.

Variables

The dependent variable measured in this study is feelings of departmental belonging. In order to assess female faculty members feelings of belonging within their department, respondents were asked “how much do you agree or disagree with the following statement about your interactions with colleagues and others in your department: I feel like I “fit” in my department.” I utilized the reverse coded version of this variable, in which a score of 1=strongly disagree and a score of 6=strongly agree. Thus, those who indicated a higher score feel a stronger sense of fitting within their department.

The independent variable is academic discipline. While, the National Science Foundation (NSF) includes the social, behavioral, political, and economic sciences as apart of STEM, I have chosen to code them separately for the purpose of this study. Therefore, only the natural sciences, life sciences, mathematics and engineering fields have been coded 1 as STEM, and all other disciplines are coded 0. I then constructed a dummy variable for the Arts and Humanities, which includes fields such as philosophy, literature, language, religion, art, music, and history. A value of 1 means that the respondent is a member of the Arts and Humanities discipline, while a

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value of 0 shows that they are not. My reference category is the Social Sciences, which encompasses the field of psychology as well as all pre-professional tracks.

Drawing on much existing literature, I have chosen to include five control variables. Due to the gendered nature of caregiving, I am controlling for the presence of dependents, which not only encompasses dependent children, but also includes aging parents. This variable has been coded with a value of 1 if the respondent cares for dependent children or relatives, while a value of 0 indicates that they do not care for dependents. Similarly, I have chosen to examine marital status, for sharing caregiving responsibilities with a partner often relieves the pressures associated with being the primary caregiver. In this case, a value of 1 indicates that the respondent is married, and 0 indicates that they are not.

I also intend to control for the faculty member's position within the institution, which speaks to their power and voice on campus and in their department. In order to do so, I am examining their professorial rank, which is controlled using two dummy variables. The first, is Full Professor, coded 1 if the respondent was a Full Professor, zero otherwise. This is followed by Associate Professor, which is coded 1 if the respondent was an Associate Professor, zero otherwise. The omitted reference category is Assistant Professor, with any cases representing Lecturers, Instructors and Visiting Professors also excluded. I have additionally dummied the variable asking respondents what college they are employed at, so that a value of 0 indicates that they are employed at a former women's college, whereas 1 indicates that they are employed at a former men's college. Finally, I am controlling for the number of years they have been employed at their respective college, because those who have been with the institution longer, may already have established themselves within their department and built relationships, compared to newly

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recruited faculty. In order to construct this variable, I subtracted the year they were hired from the year the data was collected.

FINDINGS

Univariate Findings

Table 1 illustrates the means, medians and standard deviations of the dependent, independent and control variables. According to Table 1, the average feeling of departmental belonging for respondents was almost five (4.67) on a six-point scale, suggesting that most respondents somewhat-agreed that they “fit” within their department. The standard deviation is 1.260, meaning that the majority of respondents identified with somewhat-disagreeing, somewhat-agreeing and agreeing that they “fit” within their department.

[Insert Table 1]

[Insert Figure 1]

Figure 2 showed that 33% of women were members of STEM, 40% of women were in the Arts and Humanities and 27% of women were involved in the Social Sciences. Figure 3 revealed that 44% of female faculty are employed at a former men’s college, while 56% of female faculty are employed at a former women’s college. According to Figure 4, only 33% of women were Full Professors, while 43% of women were Associate Professors, and 24% of women were Assistant Professors.

[Insert Figure 2]

[Insert Figure 3]

[Insert Figure 4]

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When looking at Table 1, it is important to highlight the mean number of years employed which is 14.7189. This indicates that on average the respondents within this subset have been working at their respective college for about 14 years, with a standard deviation of 9 years. Figure 5 also shows that the highest percentage of respondents (9.6%) had been working as professors at their college for two years.

[Insert Figure 5]

Figure 6 highlights that 68% of women are married, while 32% of women are not. Similarly, Figure 7 informed us that 63% of women care for dependent children or relatives, while 37% do not.

[Insert Figure 6]

[Insert Figure 7]

Bivariate Findings

Table 2 depicts the correlations between the independent variable, academic department, dependent variable, feelings of departmental belonging and five control variables (college of employment, professorial rank, years employed at the college, marital status, and caregiving responsibilities). The following relationships are statistically significant at the .1 p -level. Table 2 shows a very weak, yet positive relationship between being a member of STEM and feelings of departmental belonging ($r = .184$) which suggests that women in STEM are more likely to agree that they fit within their department. There is also a weak, and positive relationship between being married and departmental belonging ($r = .211$) indicating that married women are more likely to feel that they fit within their academic department.

There is a weak and positive relationship between being in STEM and being employed at a former men's college ($r = .293$) meaning that women in STEM are more likely to work at a

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former men's college. Similarly, there is a weak and negative relationship between being in the Arts and Humanities and working at a former men's college ($r = -.223$). This shows that women who are in the Arts and Humanities are less likely to be employed at a former men's college.

There is a weak and negative relationship between being employed at a former men's college and the number of years employed at the college ($r = -.208$) meaning that women working at a former men's college, tend to be employed at the college for fewer years. Similarly, there is a weak and negative relationship between STEM involvement and years served ($r = -.218$) which means that women in STEM tend to be employed at the college for fewer years. There is a weak and positive relationship between being in the Arts and Humanities and years employed at the college ($r = .248$) which reveals that women who are in the Arts and Humanities typically stay employed at the college for a greater number of years. There is also a moderate and positive relationship between the number of years employed at the college and being a full professor ($r = .507$) which tells us that women who are Full Professors have been employed at the college for a greater number of years.

There is a weak and negative relationship between being in the Arts and Humanities and caring for dependents ($r = -.224$). This means that women in the Arts and Humanities are on average, less likely to care for dependents. There is a weak and negative relationship between caring for dependents and being a Full Professor ($r = .170$). This means that women who are full professors are less likely to care for dependents. Along the same lines, there is a weak and positive relationship between being an Associate Professor and caring for dependents ($r = .186$) which shows us that women who are Associate Professors are more likely to care for dependents. There is another weak and positive relationship between being married and caring for dependents ($r = .264$) which highlights that those who are married are most likely also caring for dependents.

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Lastly, there is a weak and positive relationship between working at a former men's college and caring for dependents ($r = .199$) meaning that women who work at a former men's college are more likely to care for dependents.

[Insert Table 2]

Multivariate Findings

To further examine the relationship between academic discipline and feelings of departmental belonging, a series of multivariate regressions were conducted. The regression produced a statistically significant equation at the .1 level ($F(3,110)=3.394$). Additionally, in Model 1, the R^2 indicates that 8.5% percent of the variation in respondent's feelings of departmental belonging is explained by the independent and control variables alike. According to the unstandardized regression coefficient (b), controlling for other factors, women in STEM disciplines expressed nearly half a point ($b = .423; p < .1$) higher on the six-point departmental belonging scale than those in other disciplines. Marital status was also statistically significant, suggesting that, net of other factors, women who are married indicated approximately half a point ($b = .555, p < .1$) higher on the departmental belonging scale than women who are unmarried. Table 3 also reveals that marital status ($\beta = .206; p < .1$) is the strongest predictor of departmental belonging, which is closely followed by STEM membership ($\beta = .158; p < .1$).

[Insert Table 3]

In the second two models, that examine the two colleges separately, the analysis of variance revealed a statistically significant relationship between STEM membership and feelings of departmental belonging at the former men's college, however this finding did not hold true at the former women's college. This illustrates that, controlling for all other factors, perceptions of departmental belonging increases by nearly a point ($b = .932; p < .1$) for women in STEM at a

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former men's college. More so, STEM membership was the most powerful and only statistically significant predictor at the former men's college ($\beta=.345$; $p < .1$) with women in STEM having stronger perceptions of fitting within their department than those in other disciplines, including the Social Sciences, Arts and Humanities. Looking at the former women's college, the regression equation was not statistically significant at the .1 level, ($F(3,60) = 1.716$) meaning that I cannot with confidence say that this equation differs from the y-intercept alone. I can attribute this non-significant model to having so few cases ($N= 64$) as well as low statistical power. However, there is a statistically significant relationship between marital status and departmental belonging within the equation. Thus, feelings of departmental belonging increase by .684 for women faculty who are married at the former women's college ($b=.684$; $p < .1$). Furthermore, marital status is the sole statistically significant predictor ($\beta=.273$; $p < .1$) of departmental belonging at the former women's college. These findings do not support my hypothesis; however, they do illuminate some interesting relationships worth recognizing.

[Insert Table 4]

DISCUSSION

It is well known that academia privileges the experiences and expectations of white men, however little research has investigated the complexities of women's experiences within academia. This study considers the impact that academic discipline has on women professors' feelings of belonging within their department. The findings of my bivariate and multivariate analyses tend not to support my hypothesis: female professors in STEM will express lesser feelings of departmental belonging than female professors in the Arts and Humanities. Informed by Kanter's theory of tokenism, I predicted that women working in male-dominated academic disciplines would experience greater isolation as numerical-tokens and members of a minority

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status. Contrary to findings at larger research institutions, the data illustrates quite the opposite; female professors in the STEM field report a greater sense of fitting and belonging within their academic department than women in the Social Sciences, Arts and Humanities. However, after examining this finding between the two colleges, it became evident that it is only women in STEM at the former men's college who feel a greater sense of belonging. These findings suggest that it is actually better to be a woman in the sciences at a science-oriented institution. This is not surprising considering the former men's college was ranked by the USA Today College Guide as one of the top five STEM schools for women in the nation. Not only are science driven institutions working to recruit greater numbers of female faculty and undergraduate students to the STEM field, but they are actively warming the chilly climate and challenging the stereotypical image of what it means to be a scientist.

Additionally, the analyses revealed that women who are married feel a greater sense of belonging than unmarried female professors. However, this finding was only applicable to the former women's college. While none of the existing literature offers any insight in to this revelation, I can only speculate this is a result of the geographical location of the two institutions. While the former men's college is set in Schenectady, a much more isolated urban area, the former women's college is located in Saratoga Springs, which is considered a prime location to live and start a family. Saratoga has a strong public-school system and is close to the outdoors, race track, historical sites, and arts scene, which is certainly appealing to many couples and families. Additionally, this location may be ideal and more accommodating for dual-career couples, as many women in academia partner with other professors and teachers. Perhaps, women feel that having their partner working in a similar occupation nearby or even at their

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institution is comforting, for they are able to understand the demands and rewards of this type of work.

CONCLUSION

Many colleges are deeply committed to diversifying the professoriate. However, getting women there is only half the battle. This study explores female professors' experiences within the institution, specifically examining their feelings of acceptance in their department. Relying on the theory of tokenism, I predicted that women faculty in STEM, which is a historically and predominantly male discipline, will express lesser feelings of belonging in their department than their female counterparts in the Arts and Humanities. Utilizing the 2009 Skidmore Union Network dataset, I was able to test the relationship between academic discipline and women's feelings of departmental belonging, while controlling for professorial rank, college of employment, years at the college, caregiving responsibilities and marital status. Contrary to the existing literature, much of which takes place at larger research universities, the findings suggest that women in STEM at the former men's college expressed a higher level of belonging within their department than women in other disciplines. Similarly, married women at the former women's college expressed a higher degree of belonging than unmarried women.

Limitations and Future Research:

As with all research, there were quite a few limitations. The first being that liberal arts institutions are anomalies— they don't quite capture the numerical domination of men in academia that is documented at larger research institutions. Instead, liberal arts colleges are much more committed to gender equality and have more gender balanced academic departments. Since liberal arts colleges are rather unique in this sense, the findings of this study are not generalizable beyond similar elite, private liberal arts colleges.

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Similarly, both of the colleges examined were predominantly white institutions, that lacked racial diversity. Much literature discusses the double jeopardy that women of color experience as they hold two oppressed social identities. I propose that future researchers investigate the intersections of gender with other marginalized identities, such as race, ability, country of origin and sexuality.

Additionally, I utilized a rather small sample. Upon restricting my analysis even further, to only 114 female respondents, I was unable to control for other potentially revealing factors, such as the number of social ties women possess, and the service load they carry. In an ideal study, I would like to further explore workplace climate, particularly in wake of the #MeToo movement. I am interested to see if women in academia are witnessing, experiencing or reporting inappropriate conduct and how this may influence their sense of belonging and support-seeking behaviors. I am additionally intrigued in the gender breakdown of the students enrolling in these female professors' classes to see if student interactions, evaluations and overall level of respect bears on women academics' feelings of belonging.

More so, now that we know that the former men's college is so deeply invested in warming the chilly climate for women, I am wondering how this impacts men's sense of belonging within their department. I additionally would like to expand the scope of this study to see if STEM women at the former men's college feel a greater sense of belonging overall on their college campus as compared to each individual department. I am finally still baffled by the marriage effect at the former women's college and encourage the exploration of the relationship between marital status and belonging.

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Lastly, the data collected for this study took place in 2009, and while the initial researchers have since conducted a follow-up climate survey in 2012, I believe that a more recent study would be worthwhile. I recommend the use of qualitative interviews to center and magnify the voices of women STEM academics. We can learn from their narratives how to best support current female professors and the next generation of female academicians.

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Table 1: Means, Medians and Standard Deviations ($N=114$)

Variable	Mean	Median	Standard Deviation
Feelings of Belonging	4.67	5.00	1.260
STEM	.32	0.00	.470
Arts and Humanities	.40	0.00	.493
Former Men's College	.44	0.00	.498
Years at College	14.72	12.00	9.969
Full Professor	.32	0.00	.470
Associate Professor	.43	0.00	.497
Married	.68	1.00	.467
Care for Dependents	.63	1.00	.485

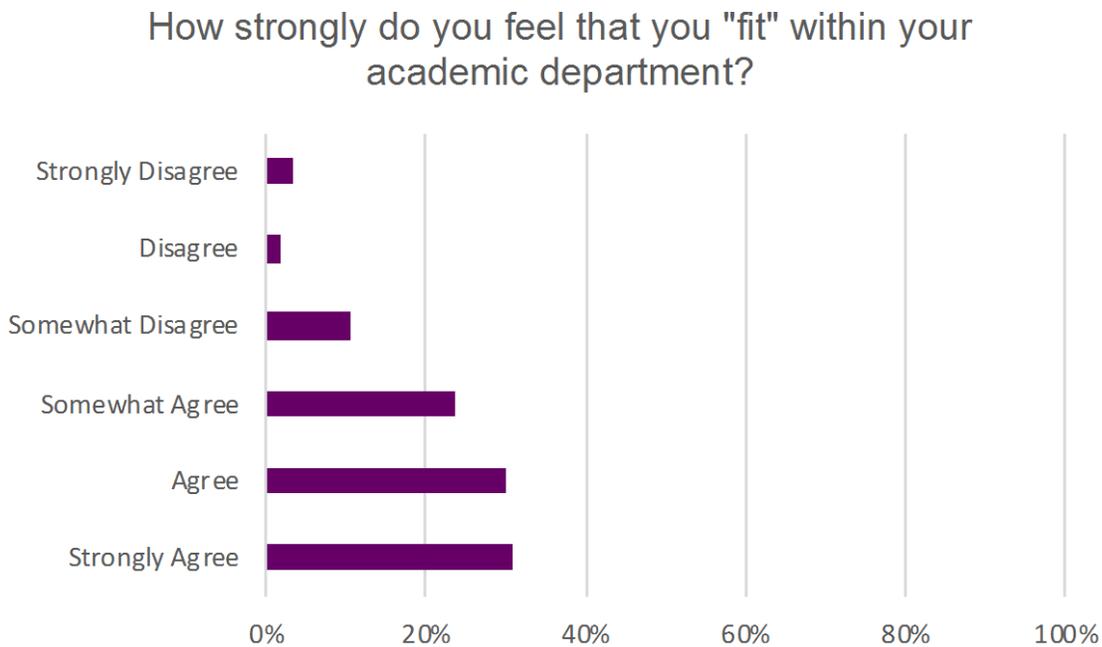


Figure 1. Bar Graph of Respondent's Feelings of Departmental Belonging

WOMEN FACULTY AND DEPARTMENTAL BELONGING

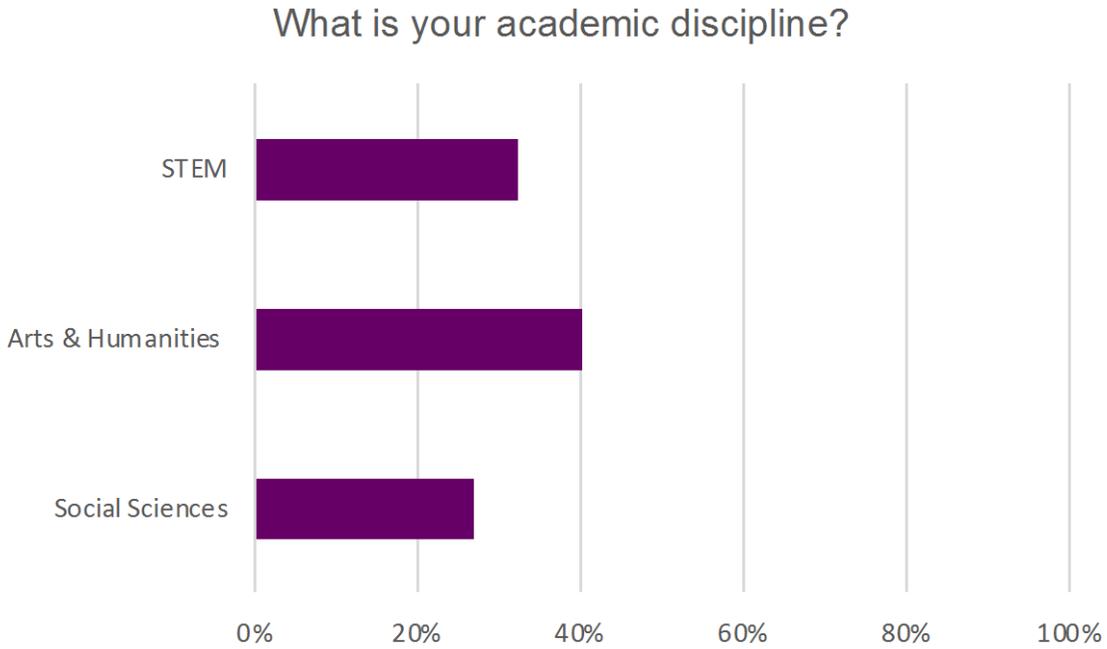


Figure 2. Bar Graph of Respondent's Academic Discipline

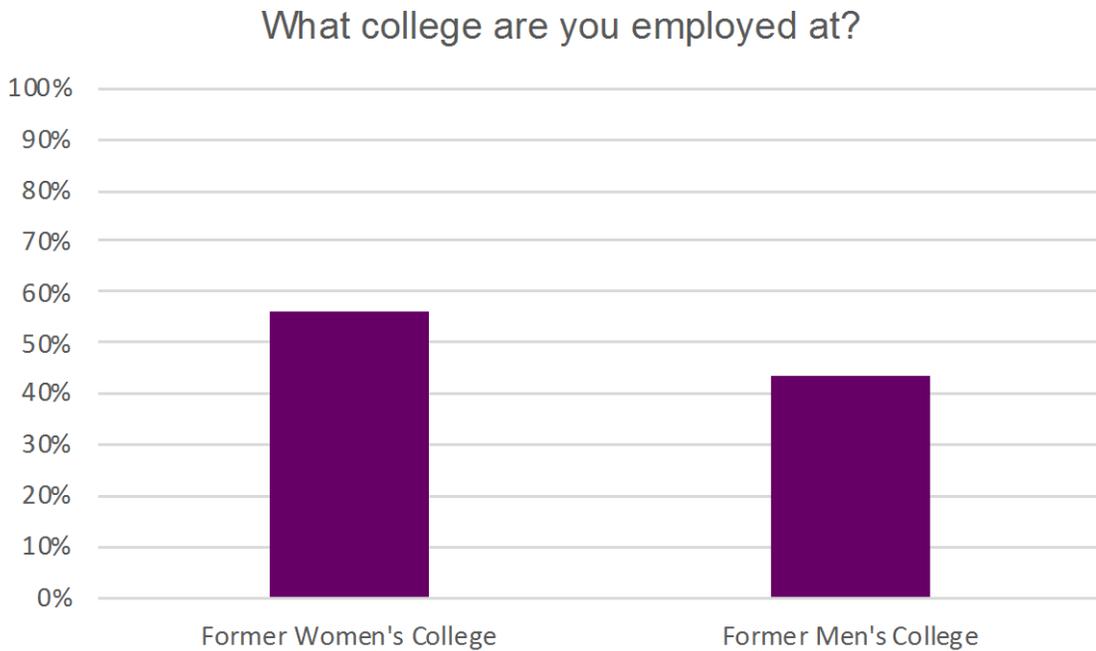


Figure 3. Bar Graph of Respondent's College of Employment

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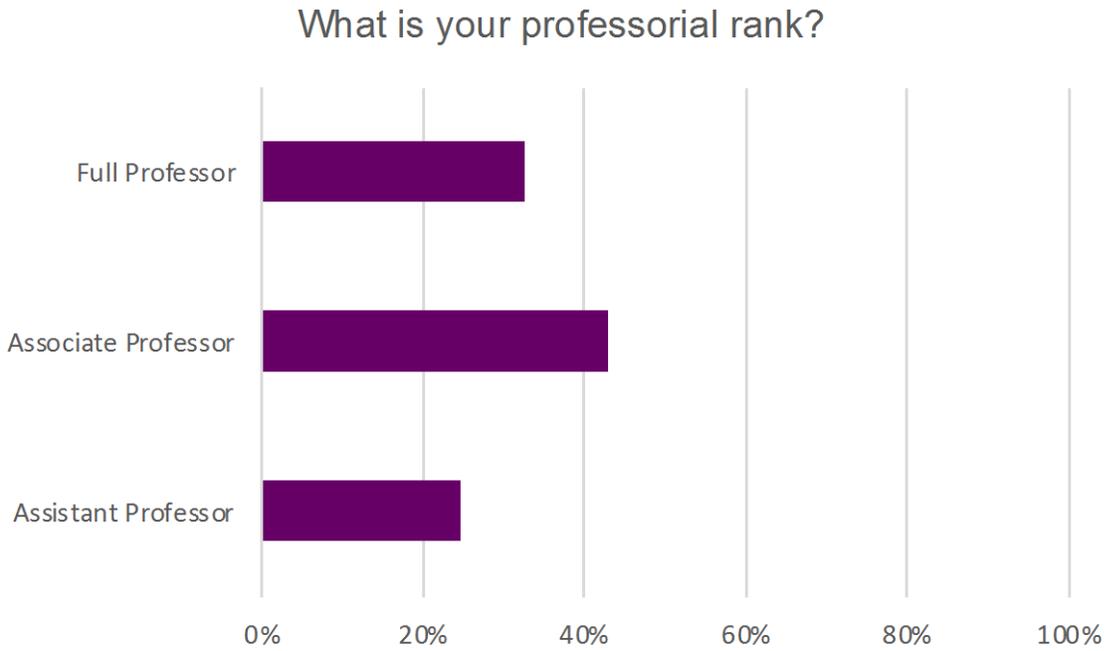


Figure 4. Bar Graph of Respondent’s Professorial Rank



Figure 5. Histogram of Number of Years Served at College

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Figure 6. Bar Graph of Respondent's Marital Status

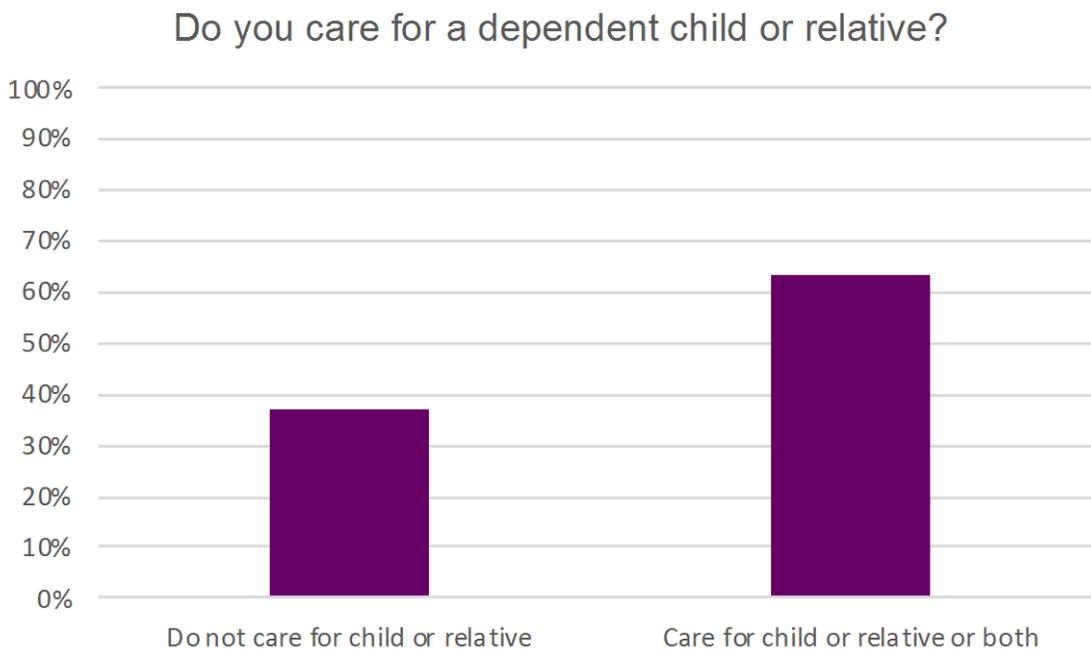


Figure 7. Bar Graph of Respondent's Caregiving Responsibilities

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Table 2. Correlations (*r*) between Departmental Belonging and All Other Variables
(Listwise deletion, two-tailed test, N = 114)

Variable	STEM	Arts & Humanities	Former Men's College	Full Professor	Associate Professor	Years Employed at College	Married	Care for Dependents
Departmental Belonging	.184*	-.109	.009	-.115	.118	-.130	.211*	.101
STEM		-.570*	.293*	.040	-.148	-.218*	.028	-.014
Arts & Humanities			-.223*	.003	.153	.248**	-.095	-.224*
Former Men's College				.067	-.125	-.208*	.030	.199*
Full Professor					-.602*	.507*	-.053	-.170*
Associate Professor						.023	.018	.186*
Years at College							-.006	-.073
Married								.264*

* $p < .1$

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Table 3. Regression of academic discipline on four variables (N=114)

	b	β
STEM	.472*	.176
Former Men's College	-.178	-.070
Years Served	-.013	-.105
Married	.559*	.207
Constant	4.404*	
<i>F</i>	$F(4,109)=2.667; p<.1$	
<i>R</i> ²	.089	

* $p < .1$

Table 4. Regression of academic discipline on three variables across colleges (N=114)

	Men's College		Women's College	
	b	β	b	β
STEM	.932*	.345	-.093	-.032
Years Served	-.030	-.195	-.005	-.044
Married	.469	.160	.684*	.273
Constant	4.273*		4.297*	
<i>F</i>	$F(3,46)=3.714;$ $p<.1$		$F(3,60)=1.716;$ $p>.1$	
<i>R</i> ²	.195		.079	

* $p < .1$