

England, P., Levine, A., & Mishel, E. (2020). Progress toward gender equality in the United States has slowed or stalled. *Proceedings of the National Academy of Sciences*, 117(13), 6990–6997. <https://doi.org/10.1073/pnas.2003878117>

Abstract: Social scientists have documented dramatic change in gender inequality in the last half century, sometimes called a “gender revolution.” We show dramatic progress in movement toward gender equality between 1970 and 2018, but also that in recent decades, change has slowed or stalled. The slowdown on some indicators and stall on others suggests that further progress requires substantial institutional and cultural change. Progress may require increases in men’s participation in household and care work, governmental provision of child care, and adoption by employers of policies that reduce gender discrimination and help both men and women combine jobs with family care responsibilities.

Mackey, J, Philip L. Roth, Chad H. Van Iddekinge, Lynn A. McFarland, 2019. A Meta-Analysis of Gender Proportionality Effects on Job Performance. *Gender & Organization Management*. <https://journals.sagepub.com/doi/abs/10.1177/1059601117730519>

Abstract: Critical mass theory and the tokenism hypothesis propose that females’ job performance is adversely affected by perceptions and experiences that stem from females comprising a smaller proportion of organizations than males. Although belief in the gender token effect appears to be widely held, empirical evidence of this effect is relatively scarce; furthermore, the evidence that does exist is somewhat inconsistent. The purpose of the present study was to provide a meta-analytic test of the gender token effect by examining the extent to which the proportion of females in organizations relates to male–female differences in job performance. Meta-analytic results based on data from 158 independent studies (N = 101,071) reveal that (a) females tend to demonstrate higher job performance than males ($d = -.10$), and (b) this difference does not appear to vary based on the proportion of females in organizations. We found similar results for subjective task performance (e.g., supervisory ratings), organizational citizenship behaviors, and objective task performance (e.g., sales).

Paustian-Underdahl, S. C., Walker, L. S., & Woehr, D. J. (2014). Gender and perceptions of leadership effectiveness: A meta-analysis of contextual moderators. *Journal of Applied Psychology*, 99(6), 1129–1145. <https://psycnet.apa.org/record/2014-15222-001>

Abstract: Despite evidence that men are typically perceived as more appropriate and effective than women in leadership positions, a recent debate has emerged in the popular press and academic literature over the potential existence of a female leadership advantage. This meta-analysis addresses this debate by quantitatively summarizing gender differences in perceptions of leadership effectiveness across 99 independent samples from 95 studies. Results show that when all leadership contexts are considered, men and women do not differ in perceived leadership effectiveness. Yet, when other-ratings only are examined, women are rated as significantly more effective than men. In contrast, when self-ratings only are examined, men rate themselves as

significantly more effective than women rate themselves. Additionally, this synthesis examines the influence of contextual moderators developed from role congruity theory (Eagly & Karau, 2002). Our findings help to extend role congruity theory by demonstrating how it can be supplemented based on other theories in the literature, as well as how the theory can be applied to both female and male leaders.

Quadlin, N. (2018). The Mark of a Woman's Record: Gender and Academic Performance in Hiring. *American Sociological Review*, 83(2), 331–360.

<https://doi.org/10.1177/0003122418762291>

Abstract: Women earn better grades than men across levels of education—but to what end? This article assesses whether men and women receive equal returns to academic performance in hiring. I conducted an audit study by submitting 2,106 job applications that experimentally manipulated applicants' GPA, gender, and college major. Although GPA matters little for men, women benefit from moderate achievement but *not* high achievement. As a result, high-achieving men are called back significantly more often than high-achieving women—at a rate of nearly 2-to-1. I further find that high-achieving women are most readily penalized when they major in math: high-achieving men math majors are called back three times as often as their women counterparts. A survey experiment conducted with 261 hiring decision-makers suggests that these patterns are due to employers' gendered standards for applicants. Employers value competence and commitment among men applicants, but instead privilege women applicants who are perceived as likeable. This standard helps moderate-achieving women, who are often described as sociable and outgoing, but hurts high-achieving women, whose personalities are viewed with more skepticism. These findings suggest that achievement invokes gendered stereotypes that penalize women for having good grades, creating unequal returns to academic performance at labor market entry.

Yavorsky, J. E., Kamp Dush, C. M., & Schoppe-Sullivan, S. J. (2015). The Production of Inequality: The Gender Division of Labor Across the Transition to Parenthood. *Journal of Marriage and Family*, 77(3), 662–679. <https://doi.org/10.1111/jomf.12189>

Abstract: Using longitudinal time diary and survey data from a community sample of dual-earner couples across the transition to parenthood, the authors examined change in divisions of paid and unpaid work and assessed the accuracy of survey data for time use measurement. Mothers, according to the time diaries, shouldered the majority of child care and did not decrease their paid work hours. Furthermore, the gender gap was not present prebirth but emerged postbirth with women doing more than 2 hours of additional work per day compared to an additional 40 minutes for men. Moreover, the birth of a child magnified parents' overestimations of work in the survey data, and had the authors relied only on survey data, gender work inequalities would not have been apparent. The findings have important implications for (a) the state of the gender revolution among couples well positioned to obtain balanced workloads and (b) the utility of survey data to measure parents' division of labor.