

NOMINATION COVER SHEET
2011 Virginia Outstanding Faculty Awards

1. <u>NAME</u>	
Full (Legal): Eden Benedetto King Preferred First Name: Eden	
2. <u>INSTITUTIONAL INFORMATION</u>	3. <u>PROFESSIONAL INFORMATION</u>
Institution: George Mason University	Academic Discipline: Psychology
Rank/Position Title: Assistant Professor	Specialization/Field: Industrial-Organizational Psychology
Year Rank/Title Attained: 2006	Type of Terminal Degree: Ph.D.
Years at Institution: 4	Year Awarded: 2006
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Please check only one box:

- RESEARCH/DOCTORAL INSTITUTION NOMINEE:
 MASTERS/COMPREHENSIVE INSTITUTION NOMINEE:
 BACCALAUREATE INSTITUTION NOMINEE:
 TWO-YEAR INSTITUTION NOMINEE:
 TEACHING WITH TECHNOLOGY NOMINEE:
 RISING STAR NOMINEE:

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Signature (President or Chief Academic Officer)  _____

Printed Name: Peter N. Stearns, Provost and Executive Vice President for Academic Affairs

E-mail address: pstearns@gmu.edu

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EXCERPTS FROM THE MISSION OF GEORGE MASON UNIVERSITY

George Mason University is innovative and entrepreneurial in spirit and utilizes its multi-campus organization and location near our nation's capital to attract outstanding faculty, staff, and students. George Mason will:

- Educate the new generation of leaders for the 21st century—men and women capable of shaping a global community with vision, justice, and clarity.
- Encourage freedom of thought, speech, and inquiry in a tolerant, respectful academic setting that values diversity.
- Provide innovative and interdisciplinary undergraduate, graduate, and professional courses of study that enable students to exercise analytical and imaginative thinking and make well-founded ethical decisions.
- Nurture and support a highly qualified and entrepreneurial faculty that is excellent at teaching, active in pure and applied research, capable of providing a broad range of intellectual and cultural insights, and is responsive to the needs of students and their communities.
- Maintain an international reputation for superior education and public service that affirms its role as the intellectual and cultural nexus among Northern Virginia, the nation, and the world.

SUMMARY OF ACCOMPLISHMENTS

Dr. Eden King joined the faculty of the Industrial-Organizational (IO) Psychology program at George Mason University after earning her Ph.D. in 2006. Exemplifying the ideals of scholarship, Dr. King has already made outstanding contributions to science, practice, and education related to diversity in organizations. In collaboration with graduate and undergraduate students and colleagues around the country, Dr. King is pursuing a program of scholarship that seeks to help diverse individuals and organizations overcome barriers to equality. Her research, which has appeared in the top journals in her discipline and in popular media outlets, builds understanding of the experiences of stigmatized individuals in the workplace and the strategies that can be used to improve these experiences. In partnership with local companies, Dr. King has integrated the results of her scientific efforts to improve diversity training programs, enhance diverse individuals' experience of inclusion, and select individuals equitably. She has also written a book that blends social scientific research and popular culture as a means of helping young women to navigate their careers. Dr. King's outstanding teaching and mentoring practices also reflect the perspective that strong science can, and should, lead to good practice: she engages undergraduate and graduate students in activities that require the application of research findings to address real-world problems related to diversity. Dr. King's outstanding record of achievement has come at a very early stage of her career, a mere four years after her Ph.D. degree.

The extent of her effort and impact is demonstrated by the strength of her record and the perspectives of students, colleagues, and experts in her field. Indeed, the chair of her department reported, "*Eden has it all. She is an outstanding teacher, researcher, and university citizen.*" Similarly, the dean of her college stated, "*Eden King is the total package of scholar, teacher, and colleague.*" The editor of a major journal in her field wrote, "*When you think of the most impactful, prolific, and outstanding early career scholars in all of I-O Psychology, Dr. Eden King absolutely gets a principal seat at the table. She is a nationally recognized researcher of excellence.*" The accomplishments that have emerged from these efforts are described below according to the nomination criteria.

Dr. King has a record of superior accomplishment in the scholarship of DISCOVERY.

Dr. King's superior accomplishment in the scholarship of discovery is evidenced by her numerous grants and awards. Dr. King is a recipient of the 2009 Early Career Award from the Sloan Foundation, which recognized her record of achievement and potential for continued success in understanding the intersection between work and family. She was awarded a \$50,000 research grant from the American Psychological Association (APA), the largest research grant available from the APA. Her paper titled, "The Stigma of Obesity in Customer Service," earned her the 2005 Best Paper Award by the Society for Industrial-Organizational Psychology, which recognizes the most significant student contribution in the field for the previous year. Finally, the Rosabeth Kanter Foundation honored Dr. King by naming her paper on bias toward mothers as one of the top three work-family papers published in 2008.

The impact of her work is evidenced not only by the number of her publications (36 journal articles, 11 book chapters, 1 book), but also by their quality. Her articles have appeared in journals with high impact factors (reaching a value of 20.5) and have been cited over 250 times in scholarly outlets since 2005. Moreover, these discoveries have been cited outside of academia by popular media such as: the *New York Times*, *Good Morning America*, *CBS Evening News*, *The Atlanta Journal Constitution*, *Chicago Tribune*, *Glamour*, *USA Today*, and *Anderson Cooper 360*.

The central feature of Dr. King's scholarship is its focus on providing empirical evidence to guide the equitable and effective management of diverse organizations. This work has led to three primary discoveries. First, Dr. King's research demonstrates that contemporary discrimination is manifested in covert, interpersonal ways that are very different from the explicit forms of prejudice that were common before the civil rights era. For example, job applicants in one of Dr. King's experimental studies experienced increased rudeness and hostility, and decreased eye contact, friendliness, and help when they appeared to be Muslim (i.e., wore a hijab and abayya) than when they did not appear to be Muslim (i.e., wore slacks and a blouse). The subtle nature of this bias suggests that demographic statistics and formal reports and claims of discriminatory treatment may not adequately or wholly capture contemporary manifestations of stigma. Thus, Dr. King's research emphasizes the need for researchers and practitioners to reconsider the manner in which discrimination is conceptualized, assessed, and investigated.

Second, this body of work also demonstrates that even the subtler kinds of discrimination can influence bottom-line outcomes including job attitudes, behaviors, and performance. For example, in one study of patients in over 100 hospitals, Dr. King found that ethnic minority patients were treated with less respect and dignity than majority group members. Moreover, the extent to which patients reported experiencing incivility was related to the financial performance of those hospitals. These findings suggest that, despite social progress along many dimensions, there continue to be persistent problems with meaningful consequences. As such, her work highlights the economic imperative of equality in organizations.

Third, Dr. King's findings highlight the importance, for both scholars and practitioners, to develop and assess strategies that reduce or eliminate the occurrence and consequences associated with discrimination. Responding to this need, Dr. King's research also develops and evaluates strategies for the remediation of stigmatization from the perspective of its targets and the organizations in which they work. For example, her research has shown that discrimination can be reduced when individuals directly acknowledge their stigmatized identity (e.g., a pregnant worker who directly discusses the potential challenges of managing pregnancy and work with her boss). From the perspective of organizations, Dr. King's research has shown that both informal climate initiatives or formal organizational policies and practices can help to reduce discrimination. These findings exemplify the goal of Dr. King's scholarship: to help diverse individuals and organizations overcome barriers to equality.

One of the most impressive aspects of Dr. King's scholarship is both its depth and breadth. Her contributions to scholarship on evidence-based diversity management are extraordinary for such a young scholar. Consider, for comparative purposes, the results of a recent survey of IO Ph.D.s reported in *The I-O Psychologist*. The average number of journal articles for Assistant Professors was 5.92. The average for Associate Professors was 13.14, and for Full Professors was 26.60. Dr. King, an Assistant Professor, has 36 journal articles. This puts her nearly 6 standard deviations above the mean for Assistant Professors (99.999th percentile). Although she only graduated 4 years ago, she would already be at the 99th percentile for Associate Professors, and the top third of Full Professors! In addition, her research reflects breadth in the diversity of perspectives that are considered, which include women, ethnic minorities, obese individuals, older workers, disabled individuals, pregnant women, and gay and lesbian workers. This program of research also reflects consideration of multiple levels of analysis. Dr. King's research has considered not only the perspective of individual targets of stigma and of individuals who enact stigmatization, but also the group processes that affect and are influenced by group-level diversity. She has studied organizational-level programs, practices, and policies (e.g., same-sex partner benefits, mentoring programs, diversity training programs) that

organizations can institute to improve the workplace experiences of diverse workers. In addition, a new direction in her research is the exploration of how experiences for a given person may vary from situation to situation; for example, she is studying changes in the ways that women balance pregnancy and work over the course of their pregnancies.

Finally, this work integrates multiple methodological approaches, including survey research, longitudinal survey research, experimental research, experience sampling studies, and experimental field research, which together offer triangulating evidence regarding the experiences of stigmatized workers. As a result, Dr. King has already made outstanding contributions to the science and practice of diversity management.

Dr. King has a record of superior accomplishment in the scholarship of TEACHING.

Since she arrived at George Mason in 2006, Dr. King has taught six different courses (4 graduate, 2 undergraduate). She also served as the primary mentor for 8 doctoral students and has collaborated with an additional 22 graduate students. She has mentored five undergraduate honors theses and conducted research with an additional 13 undergraduate students. The average evaluation of Dr. King's teaching is 4.76/5.0 (the university average is approximately 4.3). As evidence for her teaching excellence, she was a finalist for the extremely competitive 2010 George Mason University Teaching Excellence Award.

Perhaps more important than these indicators of Dr. King's instructional experience are the outcomes that students have achieved under her guidance. Dr. King cultivates critical thinking based on empirical research and evokes persistent learning and application of research long after students leave her classroom. With regard to learning outcomes, Dr. King's students and mentees learn to question media portrayals of diversity, question assumptions underlying popular beliefs and hypotheses, critique research methodology, and articulate (both orally and in written form) their own perspectives using justifications based on empirical evidence and logical rationale. For example, students in her Psychology of Gender class learn on the first day that they will be expected to take new perspectives of gender-related topics. They are immediately informed that gender issues aren't about "Mars" and "Venus" but rather are about a complex and often culturally bound interplay between biology and socialization. Dr. King begins each class with a newspaper article, television commercial, or current event that involves gender issues (e.g., discussions of gender and race during the 2008 presidential nomination cycle, the Don't Ask, Don't Tell policy). She facilitates a discussion of alternative perspectives of the topic, engaging students in respectful dialogue about their own beliefs and experience. Moreover, she emphasizes scientific findings in each discussion, valuing evidenced-based debate. The accomplishment of these objectives is illustrated by comments that were made in students' "gender journals," a course assignment that requires students to make observations of gender issues as they emerge in their daily lives: *"I never thought of it that way before!" "But the research suggests that..." "I told them all about what we discussed in class."*

With regard to professional outcomes, of the 22 undergraduate students who have been part of Dr. King's "Workplace Diversity Research Group," 10 are currently in graduate programs in psychology, three are applying for graduate school, two will attend medical school, and two law school. Students appear on 22 of Dr. King's published or in press papers, 8 chapters, and all of the 14 papers that are in the review process. In addition, students are authors on approximately 75% of her 83 conference presentations. The three students who completed their doctorates under Dr. King's supervision hold jobs of their choosing: one in academe, one consulting domestically, and one consulting internationally. These students have received numerous awards including: Fulbright Fellowship, American Psychological Association Dissertation

Research Award, Society for Industrial Organizational Psychology Graduate Student Dissertation Scholarship, American Psychological Foundation Graduate Research Scholarship, Ellen Fagenson Eland Fund Leadership and Justice Award, Top Research Presentation Award for the Society for Industrial Organizational Psychology, Best Dissertation Award for the Gender and Diversity Division of the Academy of Management, and Best Paper Award for the Gender and Diversity Division of the Academy of Management. Dr. King's students attribute their success in part to her mentorship. For example, one student noted, *"Eden is committed to her students in helping them grow as scholars and people. The skills I have learned with Eden have followed me outside the university. I credit Eden for creating my strong base and foundation for research that has enabled me to apply to Ph.D. programs in my discipline. I feel that her continuous encouragement and positive attitude pushed me to excel. She is patient, positive, persistent and always looking for the interests of her students."*

Dr. King has a record of superior accomplishment in the scholarship of INTEGRATION.

Boyer's call for knowledge integration in the professoriate goes beyond the question of "What has yet to be found?" and refers instead to the question of *"What do these findings mean?* Is it possible to interpret what's been discovered in ways that provide a larger, more comprehensive understanding?" (Boyer, E. (1990). *Scholarship reconsidered*. A report from the Carnegie Foundation.) Dr. King's scholarship fulfills this ideal in three ways.

First, there are direct connections between Dr. King's discovery and her teaching. Indeed, Dr. King's discovery is integrated in each of her classes. For example, in her Psychology of Gender course, students are required to debate controversial gender issues using research-based arguments. That is, students have to use science to inform their debate points. In her Social Psychology course, students are required to submit a "Daily Research Idea" each time the class meets to encourage her students to think like scientists. In her Seminar on Diversity, students must use research findings to design an intervention to reduce prejudice or discrimination. Dr. King's scholarship also includes consideration of the science of teaching. One finding from Dr. King's research that is difficult to convey through traditional lectures is the problematic nature of contemporary, subtle forms of sexism. She developed (and tested) an interactive activity that helps students to recognize how such subtle behaviors can be destructive. In this activity, two student volunteers give impromptu speeches acting as "leaders," while the rest of the students in the class provide positive nonverbal feedback to the first leader and negative nonverbal feedback to the second leader. The reactions of the volunteers are discussed in the class as a whole in relation to empirical research that demonstrates both the emergence of such negative reactions to female leaders as well as the consequences for individuals who receive such negative feedback. Dr. King published a description of this activity in a teaching journal; in total, she has 5 publications and 10 conference presentations that address the science of teaching.

She shares her passion for research with all of her students. In a letter expressing his gratitude for her mentorship, one student noted, *"The joy you find in answering the questions of organizational life is contagious. You have always helped me to see the bigger picture behind what we do as researchers, even when addressing very specific problems. Such passion makes research seem more possible and helps in overcoming the obstacles that are a part of every research study; it also reinforces the need for rigor in our work, since it fosters the feeling that what we do really is important, and therefore should be done well...I have always left research or advising meetings with you feeling more excited about a current project and/or my life goals."* Thus, Dr. King's scholarship **means** that students' learning is enhanced.

Second, the content of her research is inherently applicable outside of the scientific context. The

findings from Dr. King's research have direct meaning for diverse workers, human resource practitioners, and top management teams. For example, Dr. King discovered that resumes labeled with the name "James Sullivan" were rated as more appropriate for high status jobs than identical resumes with the names "Jamal Jenkins" and "Ricardo Flores." This provides evidence that bias can infect job selection decisions—an issue of direct relevance to employees and organizations. Perhaps more importantly, Dr. King probed this issue further by studying how to reduce this bias. Her work showed that requiring decision-makers to provide explanations for their ratings of James, Jamal, and Ricardo actually reduced the bias. *These findings mean that discrimination can be avoided* through thoughtful decision-making processes. This finding can be immediately applied in human resource decisions ranging from entry-level to top-management. Indeed, Dr. King was invited shared these findings with multiple local organizations, including the Personnel Testing Council of Metro-DC, the Government Accountability Office, DCI Consulting, and the George Mason University Diversity Training conference. The President of the Personnel Testing Council reported that, *"I have witnessed Dr. King share her program of research with a broad range of human resource management professionals. This research has direct application in organizations that value eliminating discrimination and bias in the workplace, and based on feedback given to me, practitioners who have seen Dr. King present intend to apply this research to their workforce. Dr. King is engaging, approachable, and very effective in conveying technical and sometimes sensitive information in easy to understand ways."*

Third, Dr. King's scholarship is multidisciplinary. For example, as a founding and senior member of the Ethnography of Diversity project at George Mason University, Dr. King is collaborating with undergraduate and graduate students and faculty in departments of English, Sociology, Administration of Justice, and Higher Education. This collaborative effort is a four-year project designed to explore diversity issues in higher education through the lens of students at George Mason. Undergraduate and graduate students, mentored by faculty including Dr. King, are conducting interviews and focus groups with the goal of understanding how diverse students experience their educational environment. Topics include safety on campus, Hispanic students' social networks, and the special needs of non-traditional students. Findings are shared within the institution through regular meetings of the group and are being assembled in a publishable document. In addition, the findings are shared annually with staff in Student Life and the Office of Equity and Diversity to help guide their efforts. Similarly, Dr. King is also an active member of the Women and Gender Studies program, which is a multidisciplinary unit at the institution. She is the chair of the membership committee and was the invited speaker for their annual event in the fall of 2010. *These interdisciplinary efforts mean that diverse students and faculty can get more of what they need* from the institution.

Dr. King has a record of superior accomplishment in the scholarship of SERVICE.

Institutional Service

Dr. King has been or is a member of nine committees at George Mason University, three of which were outside of her department. Consistent with her emphasis in research and teaching, the theme of her involvement focuses on working to affect real change on social issues: Dr. King is an active member of a multidisciplinary diversity research group, chair of the Psychology Department Diversity Committee, an affiliate of the Women and Gender Studies program, a member of the department life committee, and chair of the doctoral admissions committee. On each of these committees, Dr. King's service supports the goals of inclusion and equity. For example, as chair of the department's diversity committee, Dr. King designed and implemented a science-based informational session—now required for all search committees—that describes typical problems in recruiting and selecting diversity faculty and ideas about how to avoid or

overcome them. Dr. King has also consulted with the George Mason Office of Human Resources on a project to increase the retention of diverse faculty and staff at George Mason.

Professional Service

Dr. King has also made extraordinary contributions at the professional level in four different societies. First, and most substantially, she has made outstanding service contributions to the primary professional organization in her field, the Society for Industrial Organizational Psychology (SIOP). She served as the co-chair for the Lesbian, Gay, Bisexual, and Transgendered (LGBT) Issues ad hoc committee and helped establish a \$25,000 endowment to bequest an annual award for LGBT research. She also represents SIOP to the American Psychological Association's Committee on Early Career Psychologists. In addition, Dr. King has served as a SIOP ambassador to new members and as the SIOP representative to the American Psychological Association's Science Leadership Conference. She currently serves as a member of the Membership Committee, the External Relations Committee, and the Education and Training Committee. In his recommendation, the President of SIOP noted that despite her young career, Dr. King is already the "go-to" member of the society. Second, she has served on the Grants-in-Aid Committee for the Society for the Psychological Study of Social Issues since 2006 and been chair for three years, distributing over \$60,000 to support 30+ graduate students and research projects across the country. Third, she was on the film committee and dissertation research award committee for American Psychological Association. Fourth, in service to the Academy of Management, she was part of the Gender and Diversity in Organizations (GDO) Best Dissertation Award, Sage Award, and Dorothy Harlow Award Committees, as well as the Human Resource Division Best Paper Award Committee.

Dr. King's professional service has also included extensive and award-winning contributions to the peer review process. She has served on the editorial board of the *Journal of Management* and the *Journal of Business and Psychology*, and has completed ad hoc reviews of over 100 articles for more than 30 other journals. She has reviewed dozens of grant applications for the Ford Foundation, the Society for the Psychological Study of Social Issues, Austrian Science Fund, and the Natural Sciences and Engineering Research Council of Canada. The quality of her reviewing contributions was reflected by Reviewer of the Year awards from the Gender and Diversity in Organizations Division of the Academy of Management in 2007 and in 2009.

Community Service

Equally important, since Dr. King moved to the Commonwealth four years ago, she has also become actively engaged with the Virginia community. Indeed, she has made a point of sharing the knowledge gained in her research efforts with the general public and with professionals who can implement the practices her scientific efforts have uncovered. She has partnered with a local organization—the National Multicultural Institute—in evaluating the effectiveness of diversity training programs. She has also conducted educational sessions on how to effectively manage diverse organizations for the Metro-DC Personnel Testing Council, DCI Consulting, and the Government Accountability Office. In these workshops, Eden describes the results of her research that has documented not only problems commonly faced by diverse people but also strategies that individuals and organizations can take to improve their workplaces. Dr. King also volunteers at the Jeannie Schmitt Free Clinic in Herndon, Virginia, where she helps to ensure that people without health insurance get the care they need.

These accomplishments in the areas of discovery, knowledge integration, teaching, and service provide incontrovertible evidence that Dr. Eden King is a rising star not only at George Mason University, but also in the Commonwealth of Virginia as a whole.

PERSONAL STATEMENT

It never seemed strange to me that, every morning before my dad ate his toast and drank his coffee, he first wrestled with fitting a plastic foot into his shoe. I barely noticed that I brushed my teeth every night alongside a stand holding his prosthetic leg. For all I knew, an amputation was an essential feature of being a dad as much as wings were features of birds. When I went to school and noticed that other dads walked without the slight limp my dad tried to hide, I began to realize that he was different. But *different-from never meant less-than*. My dad was brilliant, successful, and kind. 'Different' meant unique and special and heroic, like the seemingly flawed protagonists in comic books. I believed difference was *good* and no one could tell me otherwise.

Unfortunately, this certainty was quickly countered by a stark reality: differences often mean disadvantages. I learned that girls only played two quarters in coed soccer games and boys played four. I wondered why my Aunt Cara couldn't bring her friend Jan to family holidays. I saw my dad struggle to be taken seriously as a lawyer. That's probably why, when I was ten years old, I thought it was a woman's turn (my turn) to be President of the United States. At twelve, I wanted to be a social worker because I thought that too many people were unable to access resources. Five years later, I was aiming for a position on the Supreme Court so that I might ensure the enforcement of legislation protecting disadvantaged groups. The common theme fueling these aspirations is a commitment to advocating for diverse people. It wasn't until I'd finished college that I realized an academic position in Industrial-Organizational Psychology represented an ideal intersection of my passion for social justice, my strategic and quantitative intellectual strengths, and my enthusiasm for working with diverse students.

Up to that point, I had always pictured psychology researchers hunched over rat mazes in dark basements. I saw no connection between the rat-maze-watcher and my goal of creating social justice. Luckily, I learned that organizational psychology is a field that explicitly values work at the intersection of science and practice. Industrial-Organizational psychologists improve the world of work, a place where most people spend the majority of their waking hours. As an organizational psychologist, I could talk with students about social issues, study questions that have relevance to justice, and work with institutions to make change outside the ivory tower. I was hooked. I was fueled not only by the content of the work, but also by a desire to become the kind of mentor that might help students to find the same kind of passion.

And somehow—by some magical combination of hard work, timing, and luck—I ended up in my dream job. George Mason University supports my ideals by valuing research, teaching, and service in their many forms. The mission of the institution is explicitly linked to the central feature of my work: helping to ensure that members of the current and future workforce find or create a workplace that is inclusive of their diverse backgrounds, skills, and abilities. This is directly aligned with the mission to “educate...men and women capable of shaping a global community with vision, *justice*, and clarity.” Moreover, this education takes place in a setting that “encourage[s] freedom of thought, speech, and inquiry in a tolerant, respectful academic setting that *values diversity*.” Mason has been described as the most diverse institution of higher education in the country. My scholarship is a perfect fit with its mission and composition.

I observe, survey, and interview women, parents, ethnic and religious minorities, and gay people about their work experiences to identify the areas in which improvements are needed. My scholarship has been featured on the *CBS Evening News* and in the *New York Times*. In that study, I examined discrimination toward pregnant women in which female experimenters applied for jobs in retail stores wearing “pregnancy bellies.” The study results showed that women encountered more negative interpersonal treatment (e.g., hostility, rudeness) when they appeared to be pregnant than when they did not. This means that—despite the Pregnancy Discrimination Act—women are being discouraged from entering the workforce when they are

pregnant. I found similar findings in a study of women who appeared to be Muslim (i.e., wore a hijab) and in a study on people who appeared to be obese (i.e., wore a “fat suit”). It is clear from my research that stigmatized individuals face challenges in the workplace.

In addition to exploring the nature of the experiences of diverse people, I also design and evaluate mentoring, training, and support programs that strive to improve these experiences. In one survey of thousands of workers in the healthcare industry, I found that diversity training can reduce discrimination experienced by ethnic minorities. In another study, I found that informing trainees that people have “blindspots” about their own biases can help trainees be more receptive to diversity training. My work has also shown that coworker support—which can be shaped through organizational culture change initiatives—is a critical determinant of lesbian and gay workers’ job satisfaction. Overall, I strive to help individuals and organizations find ways of making their workplaces equitable through my research.

The emphasis of my research on creating fair workplaces directly informs the courses I choose to teach and the ways that I teach them. For example, graduate and undergraduate students in my Seminar on Diversity apply the issues of practice and research discussed in class to design and implement an intervention for the reduction of prejudice and discrimination. One group of students designed a tri-fold brochure that highlighted strategies that individuals might use to confront their peers who express prejudice. Another group designed a lecture and workshop series to improve the cultural competence of professors at GMU. My students share with me that these classes have helped them to better understand how research and theory are translated into practice. My primary goal for that class, and for all of my teaching and mentoring roles, is to *cultivate critical thinking based on empirical research*. A secondary goal across my teaching is to *evoke persistent learning and application of research outside the classroom walls*.

Indeed, the most rewarding and memorable moments of my career have uniformly involved students. I remember with perfect clarity the sound of excitement in Whitney’s (my first doctoral student) voice when she won a grant to support her dissertation research and when she called to tell me about her first day as an Assistant Professor. I remember the moment that Afra, an undergraduate psychology major, recognized that she could be the first person in her family not only to gain a B.A. but also a Ph.D. I remember a student’s “aha!” reaction when she realized that the question “Why did you choose to be heterosexual?” might be as difficult to answer as the question “Why did you choose to be gay?”

The students I’ve mentored are men and women with roots in the Philippines, Africa, Ireland, and Pakistan. They are gay and straight, old and young, mothers and sons. I’m proud of the scholarship we produce together—knowledge about how to make the workplace better for diverse people. These ideals are illustrated not simply by the nature of publications on my vitae or the number of students I’ve mentored, but also by the bright red t-shirts we designed together to represent the pride we feel about our shared potential. The front of the shirt states our focus, “Workplace Diversity Research Group.” The back of the shirt clarifies our mission and strategy, “Making the Workplace Better for Everyone, One Study at a Time.”

Seeing my comic-book-hero dad subjected to disadvantage explains why I do the work I do. It explains why my research strives to understand and improve the experiences of stigmatized individuals at work. It explains why I work to help companies and institutions improve their support for diverse people by transforming policies and culture, and why I lead an effort to raise funds to establish an award for research related to lesbian, gay, bisexual, and transgendered workers. It explains why I’ve written a book designed to help young women navigate the barriers to their success and happiness at work. And it explains why I am deeply committed to helping diverse students discover and achieve their goals. I do the work I do because my dad taught me that different-from should never mean less-than.

**ABBREVIATED CV
EDEN B. KING**

EDUCATION

Rice University, Houston, TX.

B.A. in Psychology, *May 2001*. Cum Laude and Honors in Psychology.

M.A. in Industrial-Organizational Psychology, *May 2004*.

Ph.D. in Industrial-Organizational Psychology, *May 2006*.

PROFESSIONAL APPOINTMENTS

Assistant Professor of Psychology, George Mason University (2006-Present).

Women and Gender Studies Affiliate, George Mason University (2008-Present).

SCHOLARLY WORKS

Journal Articles

- **36 published or in-press articles (lead author on >55%)**
- **6 under revise-resubmit, 5 under review, 13 in preparation**
- **22 involve graduate and undergraduate student co-authors**
- **5 on teaching-related topics**

Book

King, E. B., & Knight, J. L. (in press). *How women can make it work: The science of success*. Praeger.

Book Chapters

- **11 book chapters (lead author on ~40%)**

Conference Presentations

- **83 presentations (lead author on ~50%)**
- **60 involve graduate and undergraduate student co-authors**

GRANTS & HONORS

Sloan Work-Family Career Development Grant Award (2009-2011).

National Science Foundation, ADVANCE Program Subcontract (2006-2011).

Summer Research Award, George Mason University Office of the Provost (2009).

American Psychological Foundation 2008 Wayne F. Placek Large Grant (2008-2010).

Childcare Bureau Research Scholars Program Dissertation Grant (2006-2008).

Brown Teaching Grant (2006-2008).

Clara Mayo Grant, Society for the Psychological Study of Social Issues (2004).

Finalist, Teaching Excellence Award, George Mason University (2010).

Finalist, Rosabeth Moss Kanter Award for Best Paper in Work-Family Research (2010).

Gardner Award (Best dissertation in the Social Sciences at Rice University, 2006).

John C. Flanagan Award (Best student paper, Society for Industrial/Organizational Psychology, 2005).

Outstanding Reviewer Award, Academy of Management Conference (Gender and Diversity Division, 2007, 2009)

Rice University Women's Impact Award (for contribution to women's issues, 1999; 2004).

Scrivner Research Award (for meritorious research by Texas Psychological Foundation, 2004)

TEACHING EXPERIENCE

Graduate Courses

Issues in Personnel Selection, Spring 2007, Spring 2009.

Social Psychology, Fall 2007, Fall 2008.

Seminar in Diversity, Spring 2008, Spring 2009, Spring 2010.

Professional Development, Fall 2008, Fall 2010.

Undergraduate Courses

Honors College: Research Methods, Fall 2010.

Psychology of Gender, Summer 2005, Fall 2006, Spring 2007, Fall 2007, Spring 2008.

Research Methods in Psychology, Spring 2006.

Introduction to Industrial/Organizational Psychology, Summer 2004.

Readings in Psychology, Fall 2003-Spring 2004.

Lab Instructor, *Research Methods*, Spring 2002; Fall 2005.

Lab Instructor, *Statistics and Research Methods*, Spring 2001.

GRADUATE STUDENT MENTORSHIP

- 8 Doctoral Advisees (3 of whom have completed their dissertations)
- 6 Additional Doctoral Committees
- 18 Additional Graduate Research Collaborators at GMU

UNDERGRADUATE STUDENT MENTORSHIP

- 22 Undergraduate Research Collaborators at GMU
- 17 Undergraduate Research Collaborators applying to or enrolled in graduate school
- 5 Honors Thesis Advisees
- 3 American Psychological Association Summer Science Fellows

SERVICE

Professional Consulting

Government Accountability Office, Diversity Training Program, 2010.

Metro-DC Personnel Testing Council, Invited Speaker on Diversity Management, 2010.

DCI Consulting, Invited Speaker on Diversity Management, 2010.

Gender Climate Consultant, NSF ADVANCE Program, 2006-Present.

Trial Consultant, Lundgren Trial Consulting, Inc., 2003-Present.

Selection Consultant, D. E. Harvey Builders, January 2007.

Professional Service

Society for Industrial/Organizational Psychology (SIOP)—**8 committees**

Society for the Psychological Study of Social Issues (SPSSI)—**Committee Chair**

American Psychological Association (APA)—**2 Committees**

Academy of Management (AOM)—**4 Committees**

Editorial Board Member for 2 journals

Grant Reviewer for 4 organizations

Ad-Hoc Reviewer for over 30 additional journals

University and Department Service at GMU

- Member on 2 University Committees
- Member on 6 Department Committees (Chair of 3)

Additional Community Service

Jeannie Schmidt Free Clinic Volunteer, 2010-Present.

LETTERS OF SUPPORT (EXCERPTED)

EXTERNAL RECOMMENDATIONS

...I've been impressed with Dr. King's theoretical and methodological knowledge, and perhaps more importantly, her ability to translate that knowledge into intuitive best practice recommendations for practitioners working in human resource management. Her program of research on contemporary forms of bias and discrimination in the workplace has been well received by these audiences. For example, in 2009, Dr. King presented her research to the Personnel Testing Council of Metropolitan Washington D.C. (PTC/MW). This community of senior HR professionals represents a broad range of organizations (e.g., government agencies, public sector, private sector, consulting firms); most members specialize in employee selection, and as such are particularly interested in minimizing bias in the workplace...PTC/MW members gained valuable practical and theoretical knowledge from Dr. King's research, and intended to apply that knowledge in their own organizations...Dr. King has also presented her research at the first annual DCI Consulting Group client forum, held in Washington D.C. in 2008...This audience included lawyers, senior HR staff (e.g., VP, Directors of compliance), and technical staff (e.g., statisticians, talent managers) from client organizations...Dr. King's presentation was rated as excellent by the vast majority of attendees who completed a client reaction survey; audience members described her presentation as valuable, innovative, and insightful...In summary, I have witnessed Dr. King share her program of research with a broad range of HR professionals. This research has direct application in organizations that value eliminating discrimination and bias in the workplace, and practitioners who have seen Dr. King present intend to apply this research to their workforce. Dr. King is engaging, approachable, and very effective in conveying technical and sometimes sensitive information. —**Eric Dunleavy, DCI Consulting/ President of the Metro-DC Personnel Testing Council**

Dr. Eden King has maintained a remarkably strong record of professional contributions throughout her young career...In 2009, I named Dr. King to represent SIOP to the American Psychological Association's Science Leadership Conference both in recognition for her past contributions and because I feel she is emerging as one of the young (service) leaders of our field. Despite being only four years post-Ph.D., Dr. King is already a "go-to" resource when our Society needs something done. —**Kurt Kraiger, Ph.D., Professor of Psychology; President, Society for IO Psychology**

...I served as Eden's "advisor" throughout her time at Rice, but I use quotations because very early on in her graduate school career, it became apparent that I had a colleague studying with me, not an advisee studying under me. I watched her bring beautiful ideas my way. I watched her write brilliantly...And I watched a great humanitarian dedicate her life to studying social issues and trying to rectify the plight of people stigmatized in our society...I felt like a high school coach coaching an Olympiad athlete. And I have continued to watch Eden perform like an Olympiad. She has an unprecedented number of publications. They appear in top-tier journals. She is first author on many of them. And Eden has probably become more valuable to me than I am to her—she is my most valued collaborator... —**Mikki Hebl, Ph.D., Professor of Psychology**

When you think of the most impactful, prolific, and outstanding early career scholars in all of I/O Psychology, Dr. Eden King absolutely gets a principal seat at the table. She is a nationally recognized researcher of excellence. At the same time, she is a real rising leader within the Society for I/O Psychology. Overall, her contributions to I/O at this stage of her career are immense and the future only looks brighter. —**Steven Rogelberg, Ph.D., Professor of**

Psychology and Management; Editor, Journal of Business and Psychology

RECOMMENDATIONS FROM COLLEAGUES WITHIN GEORGE MASON UNIVERSITY

Of all the hires since I have become chair, Eden is clearly our strongest. Eden has it all. She is an outstanding teacher, researcher, and university citizen. Her research on discrimination is important, both theoretically and practically. I can't think of anyone else in our department who is more likely to make a mark, both in her field, and in the world. —**Debbie Boehm-Davis, Ph.D., Professor of Psychology; Chair, Department of Psychology**

Eden King is the total package of scholar, teacher, and colleague. Enormously popular as a teacher, she is demand by graduate and undergraduate students. The Honors Program makes an effort to go through the College faculty and select the most capable teachers for its courses. This fall, these talent scouts will be using Eden to teach in the Honors College. At the other end of the spectrum, she already has 8 doctoral advisees, three of whom have graduated. Her scholarship is prolific, and she has already won awards from the Sloan Foundation, the American Psychological Foundation, and a subcontract from the National Science Foundation...Moreover, Praeger will be publishing her book, How Women Can Make It Work, quite soon. Although we encourage junior faculty to limit their service obligations, Eden has been proactive and successful in this area. Many junior faculty members do serve on departmental committees, but seldom chair them. Eden has led three! —**Jack Censer, Ph.D., Professor of History; Dean, College of Humanities and Social Sciences**

I am pleased to recommend Professor Eden B. King for the SCHEV Rising Star Award. Despite her youth, she has already made substantial contributions to the scholarships of discovery, integration, teaching and service. Eden's work will contribute to the amelioration of social problems...It contributes to the scholarship of discovery by exploring the psychological processes (e.g., stereotypes, tokenism, exclusion, stigma, role conflict) that underlie the social problems...In addition to her basic research (scholarship of discovery), Eden has published articles on the practical implications of this work (scholarship of integration). She has also published work on diversity teaching and training (scholarship of teaching)...The quality of this work is also excellent, as indicated by her citation count and its appearance in premier journals...From a personal perspective, I was delighted when I learned that Eden would be coming to George Mason University, where I work in a different unit, because I hoped to take advantage of her presence. We are working on several projects together and it is clear that Eden will be the senior author, in contribution though not in age. Her mastery of the literature and voracious appetite for work is formidable. The positive trajectory evident in her CV suggests that she will continue to be productive for decades. —**David A. Kravitz, Ph.D., Professor of Management; President, Gender and Diversity in Organizations Division of Academy of Management**

RECOMMENDATIONS FROM STUDENTS AT GEORGE MASON UNIVERSITY

...I was fortunate to meet Eden as a junior through the psychology honors program. As other honors students joined lab groups and became a part of ongoing research projects, Eden asked me what I would like to research for my thesis. I had believed only graduate students had this unique opportunity and was thrilled that Eden was interested in knowing my thoughts and believed I could do my own project as an undergrad. She listened and helped me identify my interests. Eden met with me weekly and devoted time to explaining everything thoroughly. She was always patient and gave me her 100% attention...After beginning our research project, Eden encouraged me to apply for on campus awards such as the George Mason University

Undergraduate Apprenticeship Award. I was one of 15 students selected university-wide. Eden encouraged me to apply to conferences to present our research. She truly brings out the best in her students. Her encouragement and belief in me enabled me to apply and receive a Fulbright Fellowship to the United Arab Emirates...As a mentor, Eden always watches out for me. She is supportive of both my academic and personal goals...She wants her students to be happy and productive individuals. It feels good to know that she truly cares. Eden is committed to her students in helping them grow as scholars and people. The skills I have learned with Eden have followed me outside the university. I credit Eden for creating my strong base and foundation for research that has enabled me to apply to Ph.D. programs. I feel that her continuous encouragement and positive attitude pushed me to excel. She is patient, positive, persistent, and always looking for the interests of her students... —**Afra Saeed Ahmad, B.A.**

...As a former graduate student and mentee under Eden, and now an educator myself, I can attest to how deserving Eden is of this award. Arriving at George Mason University just four years ago, Eden already has a proven track-record of excellence in teaching and maintains an unparalleled commitment to student mentorship...What makes Eden's courses interesting and unique is her belief that the most effective teaching is at its best when it incorporates interactive activities, guest speakers, multimedia presentations, and open discussions. It follows that she integrates each of these components into every class she teaches. For example, she asks her students to argue both sides of a debate, develops interactive learning tasks, and utilizes movie and music clips to maximize the degree to which students are engaged in learning...Eden helps her students to excel during their undergraduate and graduate careers and gives them the confidence necessary to achieve their goals. For example, she encourages students to apply for developmental experiences and award/scholarship funds, but she takes that encouragement one step farther, writing letters in support for each of her students at all hours of the night, taking time to meet one-on-one to help students work through data analysis problems, reviewing papers, and urging journal submissions. As a past student, I guarantee she gives each and every student personal attention and customized developmental opportunities... —**Whitney Botsford Morgan, Ph.D., Assistant Professor of Management**

...You exemplify what it means to be a great mentor...You artfully balance the fine line of providing support while still allowing students to find their own way. You always have sound advice, and I appreciate your willingness to sit down and work through statistical or other challenges that are a part of the research process. At the same time, you are always very careful to communicate that you do not always have *the one right answer*, and empower us as students to generate solutions in our own ways as well. Thus, you have helped me to learn that I can be a successful researcher, but I have never felt like I was left to flounder through the research process alone...I am perhaps most grateful for your passion for research. The joy you find in answering the questions of organizational life is contagious. You have always helped me to see the bigger picture behind what we do as researchers, even when addressing very specific problems. Such passion...reinforces the need for rigor in our work since it fosters the feeling that what we do really is important, and therefore should be done well. Your *can do* attitude not only helps to move projects along in a meaningful and timely manner, but makes the research process fun as well. I have always left research or advising meetings with you feeling more excited about a current project and/or my life goals...Finally, thank you for your sound advice, support, and encouragement as I begin my professional career...I appreciate your willingness to be a sounding board, to offer insights that I should consider in making career decisions, and helping to introduce me to individuals to grow my professional network. I hope that I can provide the same type of mentorship to others in the future that you have provided to me. George Mason is lucky to have you. —**Johnathon Nelson, M.A.**

ADDITIONAL DOCUMENTATION

AVERAGE RATINGS OF TEACHING EFFECTIVENESS AT GMU

Dimension of Teaching	Average Rating Across Courses	University Average (UG2007)	Dimension of Teaching	Average Rating Across Courses	University Average (UG2007)
Overall Teaching	4.76	4.34	Follow procedures	4.93	4.63
Overall Course	4.53	4.14	Exams/Graded Material	4.86	4.49
Syllabus	4.93	4.58	Assignments	4.66	4.32
Organization	4.83	4.39	Readings	4.58	4.23
Explanation	4.72	4.32	Returned	4.93	4.42
Feedback	4.78	4.26	Material	4.85	4.53
Respect	4.98	4.65	Stimulating	4.61	4.28
Accessibility	4.98	4.55	Involvement	4.76	4.39

SAMPLE WRITTEN EVALUATIONS FROM EACH COURSE

Seminar on Diversity

- “Eden’s supportive and positive attitude encouraged me to speak out in class and state my opinions. Her assignments were interesting and helped me learn a lot about roles, stigmas, and stereotypes. Dr. King is a very valuable member of the George Mason faculty. She is my role model.”
- “Really great professor! I learned so much in this class. Very intellectually stimulating. I’m so glad I took this course from Dr. King.”

Psychology of Gender

- “Eden is the best professor I’ve had in my 4 years at Mason.”
- “This course was the most interesting and well taught course I have taken in my 3 years at Mason.”
- “...A wonderful professor, knowledgeable, considerate, and made the class enjoyable.”
- “Keep up the great work. You are a great teacher, and I will never forget your class!”

Social Psychology

- “Eden was very helpful in explaining topics of discussion. I learned so much! She was awesome.”
- “This course was really helpful, interesting, and enjoyable. Course instructor was great because you made it interesting and fun. Thank you!”

Personnel Selection

- “The projects were extremely useful! A wonderful course! Thank you!”
- “Eden is an excellent professor who uses multiple methods to try and teach the material to her students. She puts forth a lot of effort and really cares about how students learn.”

ANONYMOUS FEEDBACK FROM GRADUATE STUDENT MENTEES

Anonymous Student Comment 1:

As a graduate student, I have been afforded the opportunity to interact with Dr. King through two classes, as a participant in her research/developmental lab, as a co-researcher, and informally

as a general mentee. Her genuine dedication to student growth is evident as she puts forth great effort to make time for all interested students. However, along with providing guidance, Dr. King actively seeks student feedback to assess her mentorship and teaching abilities. In class, she adjusts the course structure based on mid-semester feedback; during her regular developmental meetings, she seeks student input when creating the curriculum to ensure utility to students, and during individual meetings, she asks if the student is satisfied with the quality of feedback provided. Dr. King is known among the student body as being approachable and highly qualified to provide mentorship to students both with whom she conducts research and those with whom she does not. She welcomes discussion regarding general or specific development issues, and when approached with situations outside of her expertise or experience, she attempts to point the student in a better direction to find the appropriate guidance. Furthermore, she actively challenges students to strive for difficult, but attainable, goals and to continually seek improvement while also providing support. In sum, Dr. King knows how to relate to students, provides students with a safe space to openly discuss a myriad of topics, and pushes students to put forth their best effort. Without her mentorship, I would not be where I am.

Anonymous Student Comment 2:

Eden is unequivocally a fantastic mentor in terms of the support, guidance, and attention she offers to students. From what I have observed, this is true for both students who are technically under her formal advisement and for others who reach out to her for support. I feel that she provides a safe space for students to explore ideas, ask questions (even if they are silly), and seek feedback and guidance as they grow and develop in the academic setting. Furthermore, from what I have seen she tailors her mentorship style to meet the unique needs of individual students—for example, establishing norms and schedules for meeting with students (e.g., regularly scheduled meeting once per week or less frequently depending on the need; checking in over email or phone if needed outside regularly scheduled times, etc.). This sort of adaptability is just one examples of Eden's genuine desire to facilitate constructive and fruitful relationships with her students and to ensure she provides beneficial mentorship that leads to positive academic and professional development.

Anonymous Student Comment 3:

Eden is great. Even if she already has a million things going on, she always makes time for you and makes you feel as though you, your thoughts and ideas, your research, and your projects are important and meaningful. When you go into a meeting with Eden, you know that you have her undivided attention, and she never makes you feel rushed. One thing I love about Eden is that she is honest. She is elegant with her words in such a way that her honesty is constructive and helpful, and she doesn't just criticize and leave you in the dark. She gives you her honest feedback, she grabs on to a part that is a strength (even if it is a small strength in the midst of a lot of big weaknesses), and she offers suggestions about how to work with that strength and build from there. When coming out of a meeting with Eden, I always feel hopeful that I CAN actually improve on my projects as well as motivated to get started, because I've been provided with constructive feedback and suggestions about how to reach my goals. In addition to making time for you and your school-related endeavors, if there are things going on in my personal life that are affecting my productivity, I always feel like I can come to Eden and let her know what's going on. She never makes you feel judged and always creates a safe space in her office for you to talk about whatever it is that's on your mind. Every meeting with Eden starts off with, "So how are you doing? What's going on?" You know that to her, you matter and what you're doing matters. That makes all the difference. I know that with Eden as my mentor, I will never feel stranded or left out in the dark. Having Eden as my mentor has been crucial to my grad school experience thus far and honestly makes all the difference in the world!

Endorsements on Back Cover: *How Women Can Make it Work: The Science of Success*

- “If you’re a woman intent on moving up at work, read *How Women Can Make it Work*. This strategy-packed, deeply insightful book empowers young women to navigate the workplace terrain with savvy. Frank, funny, and most of all reliable.” —Selena Rezvani, author of *The Next Generation of Women Leaders* and Women’s Leadership columnist, *The Washington Post* online
- “How Women Can Make it Work is a knowledge-packed yet practical (and fun) guide for working women. King and Knight artfully condense all of the most up-to-date social science research into useful tips for how young women can thrive into today’s workplace.” —Victoria Brescoll, Assistant Professor of Organizational Behavior, Yale School of Management

Excerpt from Book Introduction: *How Women Can Make it Work: The Science of Success*

“Make it work” —Tim Gunn

For a book aimed at helping young women harness a huge body of social science research to survive and thrive in their jobs, it might seem counterintuitive to begin with a quote from *Project Runway*’s resident male advisor, Tim Gunn. Perhaps instead we should begin with the sobering statistics about the lack of women’s representation in top leadership positions across a variety of industries (don’t worry, we’ll get to those). Or maybe it makes more sense to start with the empowering data showing women’s increasing representation and responsibility in the workplace (we’ll discuss these as well).

But for our money, nothing sums up our approach to this book better than Tim’s dictum. We were raised to believe that we can have it all...or at least have the *choice* to have it all. So if you want to try to always be the perfect every-woman who nails the big client contract in the morning, coaches her daughter’s soccer game in the afternoon, and chairs the city council meeting at night, all without breaking a sweat—woman, go for it (and please tell us how you did it). But if you are like us, this scenario probably seems aspirational at best and overwhelming at worst. As such, we look forward to providing some tools based on social science research to help you “make it work”—whatever that looks like for you.

Our goal is to use state-of-the-art social science studies to help **you** (that is, Gen-X, Y, and Z women who are recent high school or college grads, women in their first or second job, new moms who are weighing decisions about work and life balance, and/or the managers and counselors who work with young women and want to understand their perspectives) navigate the mountains and molehills that may emerge in the workplace. Although women have overcome many barriers at work, research indicates that we still encounter subtle obstacles that can have a huge impact on the careers and lives of the youngest generations of women. We will point out potential problems that can emerge at the intersection of gender, work, and family, and offer strategies for their resolution.

Each of the following six sections will mix empirical findings with personal stories and pop culture references (a la Tim Gunn) to describe a particular issue before presenting narrower problems and science-based tools for fixing them—we believe this format will allow you to focus on particular issues as needed or to read the entire book from start to finish.

1. How to Make it Work When Finding the Job: Moving Beyond the Want Ads

In this opening section, we will focus on challenges that women should keep in mind when they are looking for a job. We’ll discuss factors women might weigh when deciding what they want to be when they grow up (choosing a career path), what organizational features might be

particularly important to look for and how to look (work-family policies), and how women can get the jobs they decide they want (interviewing tips, dealing with résumé “gaps” after off-ramping to raise a family, utilizing informal networks, succeeding in a down economy, and negotiating a salary).

2. How to Make it Work When Navigating Interpersonal Relationships: Why the People Make the Place

As social beings, our interpersonal relationships are critical to our happiness. One central set of relationships is that which emerges in our workplaces. This section of the book will describe challenges and benefits that occur when young women work with men, other women, and older workers, including topics such as romance at work, the old boys network, queen bees, mentoring, sexual harassment, gender discrimination, networking, and the gray to green shift.

3. How to Make it Work While Communicating on the Job: Speaking Up and Standing Out

To make it at work, women must communicate effectively with supervisors, coworkers, and subordinates. We will describe research on gendered styles of communication (like sports metaphors in the office and “metaperceptions,” or what I think you think about me) and specify techniques for capitalizing on verbal and nonverbal communication, including what your clothes and workspace say about you. We’ll also discuss issues that have arisen in the digital era, such as communicating at work via instant messenger, e-mail, text message, and emoticons.

4. How to Make it Work While Advancing in the Job: Getting Beyond the Glass Ceiling, the Glass Cliff, and the Sticky Floor

Women who want to get ahead at work need to be aware of several potential roadblocks that may get in their way. We will discuss issues related to compensation, performance appraisal, feedback, developmental work opportunities, and leadership. These aspects of advancement are affected by how women are perceived by organizational decision-makers and by how women see themselves. Additionally, we will point out these barriers to advancement (like stress) and offer tips for avoiding and overcoming them (time management and planning practices and finding “flow” on the job).

5. How to Make it Work While Balancing Work and Family: The Grand Canyon or a Line in the Sand?

One of the aspects of work that can be particularly tricky for young women is the intersection of work and family. We will consider a wide range of family issues including concerns related to marriage (changing your name professionally, balancing dual careers), pregnancy (disclosing pregnancy, negotiating maternity leave, return-to-work) and motherhood (possibility of changing priorities, questions about working mothers competence and commitment, balancing childcare and eldercare, commuting and telecommuting, working abroad).

6. How Women of All Stripes Can Make it Work: Special Issues for Subgroups

The experience of women at work is affected not only by their gender but also by other visible and not-so-visible aspects of their identities. We will devote this section of the book to issues that may be central to women with potentially stigmatized identities. Being both a woman and a member of another stigmatized group (“double deviance”) can be doubly difficult. We will consider the unique experiences of lesbian and bisexual women, disabled women, single working moms, and women from ethnic minority backgrounds and show how women of all backgrounds can be allies of one another.

As a whole, we hope this book will help serve as your guide to achieving personal and professional success.