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Title:

Discounting our own success? Stereotypic Attribution Bias among women in science and engineering

Abstract:

Stereotypic attribution bias is defined as the degree to which respondents spontaneously provide more internal explanations for men’s successes and women’s setbacks, and external explanations for women’s successes and men’s setbacks, in science, technology, engineering, and math (STEM) domains. My research evidence indicates that exposure to STEM settings perceived as unwelcoming to women (e.g., having few women present or perceiving that women are devalued relative to men) increases stereotypic attribution bias and predicts STEM-relevant outcomes among female undergraduates in science and engineering. This research suggests that features of women’s STEM educational environments can influence spontaneous attribution styles with implications for women’s retention in STEM.