DEDICATION

To My Mom
ACKNOWLEDGEMENTS

I am fortunate to have had many generous mentors and role models over my lifetime, and am grateful to them for sharing their knowledge, wisdom and resources with me. In particular, I would like to acknowledge my mentors at California State University, Northridge who imagined a greater possibility for me in the form of a PhD: Drs. Luciana Lagana, Jill Razani, and Carrie Saetermoe.

I could not have achieved this success without the support of so many at the University of Michigan, including the friendship and intellectual support of Juanita Cabello, Nicola Curtin, Julie Garcia, Claudette Grinnell-Davis, Dana Kabat, Francine Segovia, and Jennifer Yim, who each understood my uncertainty along this process and gently encouraged me throughout. I am also grateful to Liz Cole and Lilia Cortina for their generosity as mentors and friends.

I would like to acknowledge the many generations of the Gender and Personality in Social Context lab for their feminist insights that have informed my projects (and fed my soul), and to the members of the Latina/o Student Psychological Association for their camaraderie and support. I am proud to be a member of both communities.

I am grateful to my dissertation committee for their careful attention and feedback. Donna Henderson-King for her important scholarship that drew my attention to the University of Michigan in the first place. Denise Sekaquaptewa for lending her expertise and expressing enthusiasm for my research.. And David Winter for his
mentoring in teaching and research, for his openness to my perspective, and for being an overall really cool guy.

Most notably, I am grateful to Abby Stewart for her (seemingly) unlimited patience throughout this process. She often says it is her “job,” but I could not have imagined or asked for a more dedicated mentor.

My community of support reaches beyond the academy to many people who have supported me over time and endeavors. I am grateful to my friends in Los Angeles for reminding me of where I come from. My friend Rachel (“Raquel”) Casas, from CSUN to PhD, who has been both a voice of reason and levity along this road. My friend Karen Liebling, who throughout this process has been with me in spirit and has spoken with me via telephone almost every day of graduate school, both encouraging me and providing a shoulder whenever I needed one. And my Uncle Carlos for taking me to the library as a child and feeding my curious young mind, and demonstrating through his actions that Chicanos could – and should – go to college.

Finally, I would like to thank my mother for passing onto me her spirit of adventure, her intelligence and curiosity, and her great compassion, respect, and openness for all people.
## TABLE OF CONTENTS

DEDICATION ......................................................................................................................... ii

ACKNOWLEDGMENTS ........................................................................................................ iii

LIST OF TABLES .................................................................................................................. viii

ABSTRACT ............................................................................................................................... ix

CHAPTER ................................................................................................................................

I. Minority Status and Privilege in the Academy: The Importance of Race, Gender, and Socialization Practices For Undergraduates, Graduate Students, and Faculty ................................................................................................................................. 1

   The Academy as the Total Institution ................................................................. 3

   Hidden Curriculum ................................................................................................. 6

   Standpoint Theory and Outsiders Within ...................................................... 10

   Identity and the Role of Exemplars ............................................................... 12

   Sense of Fit .............................................................................................................. 14

   Majority/Minority Group Status and the Intersections of Identities .......... 17

   Why Diversity Matters in the Academy ......................................................... 19

   References .............................................................................................................. 24

II. “Thinking She Could Be the Next President”: Why Identifying With the Curriculum Matters ......................................................................................................................... 31

   Selective Knowledge and Implicit Learning ............................................... 32

   Identifying With the Curriculum .................................................................... 34

   Women’s Studies and Gender Curriculum .................................................. 36

   Hypotheses ............................................................................................................ 38

   Method .................................................................................................................... 39

   Results .................................................................................................................... 46

   Discussion ............................................................................................................. 50

   References ............................................................................................................ 61
LIST OF TABLES

Table 1  Logistic Regression Predicting Students in the Gender-Inclusive Sections Writing About Women More Often Than Students in the Traditional Curriculum Sections......................................................... 57
Table 2  Chi-Square Comparisons For Attrition Rates For Gender, Race, and Gender Within Race................................................................. 94
Table 3  Chi-Square Comparisons For Gender and motives........................................... 95
Table 4  Chi-Square Comparisons of Students of Color and White Students For Motives.................................................................................. 96
Table 5  Chi-Square Comparisons For Intersection of Gender and Race For Motives.................................................................................... 97
Table 6  Logistic Regression Predicting Attrition With Gender and Race as Controls......................................................................................... 98
Table 7  Chi-Square Comparisons of Three Race/Ethnic Groups: Underrepresented Minority Faculty, Asian/Asian American Faculty, and White Faculty For All Themes........................................ 147
Table 8  Chi-Square Gender Comparisons For All Themes.................................... 148
Table 9  Chi-Square Comparisons For White Men and All Other Faculty (URM Women, URM Men and White Women) for Insider Standpoint Themes.................................................................................... 149
Table 10 Table 10 Chi-Square Comparisons For URM Women and All Other Faculty (URM Men, White Women, and White Men) for Outsider-Within Standpoint Themes......................................................... 150
ABSTRACT

This dissertation examines socialization practices in the academy in three separate studies. The first study considers the general absence of women in mainstream undergraduate curriculum and examines the influence of introducing women exemplars into an undergraduate political psychology course that is not identified as “Women’s Studies.” The findings of this study have broader implications for curriculum development because of its potential to encourage people to pursue careers where they have been historically underrepresented, including positions in the academy as professors or scientists. The second study examines doctoral students’ motives for going to graduate school and how these motives are related to completing their program of study. Considering how different types of motives for pursuing a PhD contribute to students’ identity development as emerging experts in their fields as well as their perception of fit within the academy sheds light on the issue of majority/minority status and role models. The third study examines the experiences of different groups of faculty in STEM fields. Faculty members represent those most invested in the future of the institution, and those who will socialize subsequent generations of students and faculty members. This study includes both white faculty and faculty of color who are all recognized as having outstanding research records. However, even holding credentials that characterize them as legitimate members of the science community, content analysis of interviews revealed differences in the standpoints held by different groups of scientists. The cumulative findings from these three studies suggest that diversity is indeed a work in progress.
However, progress made across several decades is also evident in who is participating at the various levels in the academy, as well as the opportunities and spaces available to implement initiatives for creating more inclusive environments for undergraduates, graduate students and faculty.