

Gender and Diversity in Organizations

A division of the Academy of Management

Spring 2002 Newsletter · *Mary E. Graham, Clarkson University, Editor*

Spring News from Chair ...

Ellen Ernst Kossek, Michigan State University

Electronic Balloting Wins!

By paper ballot mailed to all members, 99% of all GDO voters supported electronic balloting. Watch for the upcoming elections where the division will use electronic balloting this spring for the first time. Audrey Murrell, Past Chair, will be running the elections with the support of the division.

International GDO Chat Room in Progress!

A big thank you to Web Site Manager Carolyn Weithoff who was instrumental in GDO's receipt of a "Web Challenge Award" to develop a GDO chat room. Email any suggestions to Carolyn at cwiethof@indiana.edu.

National Academy of Management Meetings - Denver, Colorado August 9-14, 2002

The Academy website will be available for on-line conference registration in February. The Headquarters Hotel is Adams Mark Denver with 7 overflow hotels: Hyatt Regency, Executive Tower, Embassy Suites, Brown Palace, Marriott City Center, Comfort Inn & Holiday Inn. Make your reservations early!

Please Support the Creative Efforts of our Membership Committee!

The G.D.O. Membership Committee is making an effort to locate past G.D.O. members and invite them back to the division. If you know of someone who should be included in our "Come back to G.D.O." campaign, please send their names and contact information to Jasmine Tata (Jtata@luc.edu or 312-915-6543).

EEOC Internship Information

A big thank you to Teri Elkins, University of Houston, for sharing her experiences with academic internships with the EEOC later in this newsletter. Please take a minute to read the helpful recommendations she has provided.

See the Member Accomplishments Section of the Newsletter!

The GDO Division counts among its members many talented individuals, as evidenced by the member accomplishments section included in this newsletter. The Division invites and encourages submissions on accomplishments in the broadest sense. Help us better publicize the substantial achievements of GDO members by emailing news to Newsletter Editor Mary Graham at grahamm@clarkson.edu.

Diversity Research Grant Opportunity for Doctoral Students!

Ph.D. students, see the Dissertation Grant for Diversity Research Description near the end of this newsletter. Wouldn't it be nice for a GDO Member to win this award?! Please note the March 15 deadline.

Well GDO members, the judging is all done and we all get the gold medal! This year's program is shaping up very nicely. We have two Showcase Symposia and a number of Co-sponsored Symposia! The paper sessions will be terrific, and we are planning very exciting Interactive Paper Sessions. Acceptance letters should be going out soon. I know you are all anxious to hear the results of your individual submissions.

A Message from the 2002 Program Chair ...

Elizabeth Cooper, University of Rhode Island

Well GDO members, the judging is all done and we all get the gold medal! This year's program is shaping up very nicely. We have two Showcase Symposia and a number of Co-sponsored Symposia! The paper sessions will be terrific, and we are planning very exciting Interactive Paper Sessions. Acceptance letters should be going out soon. I know you are all anxious to hear the results of your individual submissions.

Speaking of submissions, I want to thank everyone who submitted. I received a total of 89 submissions this year of which 17 were symposia. I also want to thank the 125 members who reviewed for the division. The high quality of both the submissions and the reviews will be evident to all once we arrive in Denver. At this point, my major worry is putting two terrific sessions at the same time. But we know that always happens!

Just to clue you in on some changes and issues which arisen since the last newsletter. One is that there will be no taping of any sessions this year. At previous meetings, all Showcase Symposia were taped. Due to increasing costs and decreasing interest, this practice has been cancelled. On more of an up-note. I have submitted papers to the AoM for both the Newman (dissertation) and Dexter (international) awards. These papers were excellent and I'll be able to tell you more in the next newsletter. Thirdly, as there is a limit on abstracts to 250 words, I will be cleaning up and potentially shortening your input. I will try to maintain some semblance of meaning, but if you know that you are over this limit and would like to rewrite it yourself, just send it to me.

As I am organizing sessions, I would like to know if you have an interest in serving as a chair or discussant. If you have already indicated an interest, please do so again and keep in mind,

the rule of three pertains to these activities as well (you can only participate in three sessions, believe me, the computer checks this out!)

Serving as Program Chair is exciting, scary, and a challenge. I wouldn't give it up for anything (well maybe a vacation in Aruba, but that's my limit!) Don't hesitate to contact me if you have any questions.

2002 Professional Development Workshops

Bernardo Ferdman, Alliant International University

All Academy Members are invited to attend GDO professional development workshops, and doctoral students are invited to attend our GDO doctoral consortium. Sessions are described below. For more information, please contact GDO PDW Chair Bernardo Ferdman at bferdman@alliant.edu, or the organizers listed with the sessions below.

Diversity and Diversimilarity: Exploring the Journey from Theory to Practice, Friday August 9 (1 to 4 p.m). This workshop will be facilitated by Joseph Ofori-Dankwa, David L. Ford, Jr., and Robin D. Johnson. It is intended to 1) explore what it takes to develop a diversity-related theory that has practical relevance, and 2) explore what it takes to effectively develop consulting approaches and methodologies that have theoretical integrity. Pre-registration is encouraged but not mandated. Enrollment is limited. Please contact Joseph Ofori-Dankwa (oforidan@svsu.edu), preferably by July 29th.

Building Community & Inclusion: Dialogues about Diversity & Networking In and Around Organizations, Saturday August 10 (8:30 am to 6:30 pm). This daylong event will use a highly participative "open space" design. A group of experienced facilitators/conveners who are also prominent diversity scholars (S. Gayle Baugh, Stacy Blake-Beard, Ronald J. Burke, Donna Chrobot-Mason, Parshotam Dass, Martin N. Davidson, Marta Elvira, Robin Ely, Bernardo M. Ferdman, Erika Hayes James, Audrey J. Murrell, Joseph Ofori-Dankwa, Belle Rose Ragins, Peggy Stockdale, Jasmine Tata, Kecia M. Thomas, Carolyn Wiethoff, Elaine Yakura) will lead us in dialogue and interaction to address the ideas that participants really care about. Beyond allowing us to share what we know (and what we would like to know) about gender and diversity as they relate to building effective and inclusive networks, the workshop is designed to help us to continue to build an effective and inclusive community/network for learning about gender and diversity in and around organizations. While attendance for the complete day is preferred, it is not required. All Academy members are welcome. Pre-registration is highly encouraged (though not required), to allow better planning for and use of the day. Please contact Bernardo M. Ferdman (bferdman@alliant.edu) as soon as possible and preferably by July 8th.

Networking and Research Workshop, Sunday August 11 (9:00am to noon). Back by popular demand! Mark your calendars and palm pilots for our 4th annual Two Heads are Better than One Research and Networking Workshop. This workshop will give you the opportunity to discuss your research in progress, connect with old friends, and meet new friends,

collaborators and colleagues. You will enjoy a stimulating and interactive session designed to help you move forward in your research, networking, and career. Just bring your ideas, dilemmas, questions, solutions, needs, and wants and we'll help you connect with folks who have what you need. This workshop is sponsored by the Mentoring committee of GDO and will be facilitated by Stacy Blake-Beard (blackest@gse.harvard), Max Wortman (mwortman@iastate.edu), and our three co-chairs: Ellen Ensher (eensher@lmu.edu), Ellen Fagenso-Eland (efagenso@gmu.edu) and Belle Rose Ragins (ragins@uwm.edu). Please contact Ellen Ensher to sign up for the workshop and for additional information.

Doctoral Consortium. All doctoral students are invited to the GDO Doctoral Consortium from Fri. night August 9, to noon Sat. August 10. Interested students should contact Kecia Thomas at kthomas@uga.edu. More details are below ...

2002 Doctoral Consortium – “Finding Your Place”

Kecia Thomas, University of Georgia

This year's doctoral consortium is comprised of a series of informal exchanges with peers and colleagues on the topic of finding and creating one's place. This series of conversations is offered with the intent of helping doctoral students network with others in the field and explore issues related to the development of one's scholarship as well as career. Interested students should contact Kecia Thomas at kthomas@uga.edu.

Friday afternoon, August 9, 2002

3:00-4:30pm

Session I. Finding your network.

The goal of this initial session is to assist students in learning about the work of their peers as well as how other researchers are finding their network and creating their own place as diversity scholars.

Panelists:

Derek Avery, Saint Joseph's University

C. Douglas Johnson, Winthrop University

Patrick McKay, University of Wisconsin, Milwaukee

Audrey Murrell, University of Pittsburgh

Marcus Stewart, University of Georgia

4:45-6:15pm**Session II. Finding your place in the job market.**

This panel should provide students with unique insights regarding the job market. Academic administrators and faculty from a variety of campuses join diversity practitioners in discussing the expectations for newcomers to their particular work setting.

Panelists:

Scott Button, Personnel Decisions International

dt ogilvie, Rutgers University

Marian Ruderman, Center for Creative Leadership

Stacy Blake-Beard, Harvard University

Kecia Thomas, University of Georgia

7:00 pm **Dinner.** Doctoral consortium participants and panelists are encouraged to meet for dinner to continue conversations and to network.

Saturday morning, August 10, 2002

7:30am-8:30 **Continental Breakfast.** Continue networking over breakfast

8:30-10:00**Session III. Finding a place for your scholarship.**

The intention of this panel is to provide students with guidance in regards to the publication of diversity scholarship. Book and journal editors along with recent winners of GDO's Dorothy Harlow award for "Best Paper," will discuss the publication process for diversity researchers.

Panelists:

Erika James Hayes, University of Virginia

Belle Rose Ragins, University of Wisconsin at Milwaukee

Peggy Stockdale, Southern Illinois University

Donna Chrobot-Mason, University of Colorado at Denver

10:15-11:45**Session IV. Finding your place in the community of diversity scholars.**

The final panel will focus on the role of the GDO in the support and mentoring of diversity

scholars across career stages. This will be a joint session with the GDO Pre-conference program. Questions generated by participants will be used as points of discussion for this session.

Panelists:

David Ford, University of Texas at Arlington

Jasmine Tata, Loyola University of Chicago

David Thomas, Harvard University

Jan Cleveland, The Pennsylvania State University

GDO 2002 Award Nominations Sought

Janet Chusmir / SAGE Service Award: This award is presented to the nominee who has made an outstanding contribution to the GDO Division and who has personally provided support for women in the field. To nominate, we require a letter of recommendation outlining the nominee's outstanding contributions and a copy of the nominee's vita. Contributions include professional service to the division, work for the advancement of the status and role of professional women and people of color in the Academy, and/or in organizations. We encourage electronic submissions. Please include "Chusmir/Sage Award" in your email subject header, and specify the word processing program you used. To submit nominations or for more information, please contact Committee Chair Marian Ruderman (ruderman@leaders.ccl.org). Nominations deadline: May 15, 2002.

SAGE Scholarship Award: This award is presented to the nominee who has made outstanding scholarly contributions to the field. To submit nominations or for more information, please contact Committee Chair Tony Butterfield (dabutter@mgmt.umass.edu). Nominations deadline: May 17, 2002.

Introducing ... "Let's Chat" on the GDO Web Site

Carolyn Wiethoff, Indiana University-Bloomington

I'm delighted to announce that the GDO Division has received a "Web Challenge Award" from the Academy of Management that will provide financial support enabling us to add innovative communication capabilities to the Division's web site. Specifically, synchronous (i.e., "real time") "chat room" capabilities will be added to the site by the end of May, 2002.

As you know, the GDO Division has members from around the globe. The goal of the chat room is to facilitate exchanges between these individuals that can build on the rapport and

sharing of ideas that develop during the Academy's annual meeting. A Division-sponsored "GDO Chat Room" will give individual Division members a place to meet online in "real time" to collaborate on research, teaching, or other projects.

Additionally, the chat room will allow us to conduct formal online programs outside the realm of the annual meeting. To that end, I am proposing a once-per-month regularly scheduled meeting in the chat room, alternating between teaching and research-related topics. I envision a process wherein an appointed facilitator begins with a brief prepared statement describing the topic for discussion, and then presents a few specific discussion questions to get the conversation rolling. These online meetings will allow members to share research and teaching ideas and discuss new developments and publications relative to specific diversity-related topics. For example, one month could be devoted to research relating to work/life initiatives, while the following month could involve a discussion of strategies to introduce topics related to sexual orientation diversity in the classroom.

To this end, **[I ask Division members to volunteer to facilitate a session in their area\(s\) of individual expertise, beginning in June 2002.](#)** If you are interested in facilitating a session, please send me an e-mail (cwiethof@indiana.edu) with your contact information and your proposed topic. I hope to announce the schedule for online meetings for the remainder of 2002 in our next division newsletter, along with specific instructions for accessing this exciting new feature of our web site.

Information on EEOC Internships

Teri Elkins, University of Houston

Developing Academic Internship Programs with the EEOC

In the Fall 2001 newsletter, David Kravitz, Chair of the GDO Government Relations Exploratory Committee, addressed the issue of forming relationships between the GDO Division and the EEOC. As David reported in his article, Commissioner Miller suggested that members interested in issues of policy and law contact their local field office. I would like to recommend one way in which members interested in teaching discrimination policy and law can develop a mutually beneficial relationship with the EEOC. For the past 10 years, I have coordinated an academic internship program in which undergraduate students from the University of Houston work at the Houston District Office (HDO) of the EEOC for one semester in exchange for course credit.

Overview of the Houston Program

The program was begun when a colleague sitting next to the HDO District Director at a meeting asked how the university might interact more with the agency to create educational opportunities for students. The result of this conversation was a pilot course in which students worked for 8 hours per week at the EEOC for course credit. The colleague was my graduate advisor and I participated in her pilot course as a graduate intern. I began coordinating the

internship program a year later. The Houston program has now been running for 10 years and has been used as a model for the development of other programs at the EEOC's field offices in Milwaukee and Philadelphia. The agency is excited to be a partner in the program and eager to expand it to additional field offices.

The HDO is located in downtown Houston near the UH campus, serves 26 counties in southeast Texas, and receives over 3500 claims of employment discrimination per year. The HDO is comprised of four investigative units, an intake unit, a legal department, an internal mediation team, and an outreach unit. Student interns are placed in one of these areas and are matched with a mentor/supervisor in their assigned department. Interns are required to work 8 hours per week for 15 weeks at the agency under the supervision of their mentor. One of the rules at the EEOC is that students are not there to photocopy, so their work consists of tasks comparable to those of agency employees. Mentors evaluate students' performance and provide a mid-term and a final grade for each intern which comprise one third of the overall course grade. The other two-thirds of the course grade are based on weekly journals summarizing their activities at the agency and a research paper on an employment discrimination topic of their choice.

How to Start Your Own Academic Internship Program

- Contact the District Director or Outreach Manager at your local field office. David's article referenced the following web site that contains contact information for the EEOC's field offices: <http://www.eeoc.gov/teledir.html>. The most important step in beginning a successful internship program is locating an agency employee who is willing to serve as an internal internship coordinator. The internal coordinator is critical to ensuring that interns' day-to-day activities are meaningful, communicating with you as the course instructor, and managing the interns' assignments and mentors.
- Contact Joe Bontke, Outreach Manager and Intern Coordinator for the Houston District Office. Joe can be reached by phone at 713-209-3436 or by e-mail at joe.bontke@eeoc.gov. He has been the HDO's internal intern coordinator for the past four years, is responsible for intern orientation and placements, and serves as a mentor to interns interested in outreach projects. Joe is eager to facilitate the development of internship programs in other field offices and would be helpful in providing the agency's perspective on internships and putting you in contact with potential intern coordinators in other field offices.
- Contact me. I can be reached by phone at 713-743-4669 or by e-mail at elkins@uh.edu. Information regarding the Houston internship program can be found on my web site at the following address: <http://www.bauer.uh.edu/~elkins>. I have also written an article focusing on the educational benefits of the internship program. The article is scheduled to appear in *SAM Advanced Management Journal*, Spring 2002. I am happy to talk to anyone interested in designing an internship course such as the Houston program. Our course has been through a number of modifications that have contributed to its success. Some of these modifications and other suggestions are provided below.

Ten Tips From the Past Ten Years

- (1) Be as explicit as possible regarding your expectations from students. Make sure the students know exactly what they are getting into and are willing to accept the responsibilities given to them. Students who are repeatedly absent or late, lack motivation, and perform poorly reflect badly on your university and could jeopardize the internship program. Our department requires instructor's permission prior to registering for the internship course so that I can meet with interested students and communicate all expectations to them.
- (2) Communicate to students that they are not simply receiving credit for "working," but that there is a significant academic component to the internship course. Shortly after the program was begun at UH, students began asking for "internship credit" for paying jobs. Our department established a policy against giving credit for paid positions. If we had granted such credit, any working student might have had a valid claim for course credit.
- (3) Students who have taken a human resource management or legal environment course are very well-prepared for the internship because they have had some exposure to employment discrimination laws. Treating the course as a practical application of classroom material has worked well for our program.
- (4) A thorough orientation conducted by the instructor and EEOC's internship coordinator at the EEOC's offices is critical to the success of the program. The orientation should be used to communicate the instructor's and agency's expectations, highlight confidentiality issues and conflict of interest issues that the interns may face, and provide an overview of the agency, its laws, and placement opportunities.
- (5) Communicate your academic expectations to the agency's internship coordinator as well as to the mentors. I try to meet with all mentors once every year or so to review the course requirements, answer questions, and problem-solve if necessary. I also distribute the course syllabus to the coordinator and mentors at each orientation. Most importantly, mentors need to know when and for how long the interns are required to work and when mid-term and final grades are due. This allows the mentors to plan the interns' work assignments effectively.
- (6) Emphasize early detection of student dissatisfaction with assignments. During the internship orientation, representatives from each department at the agency present students with information regarding placement opportunities and assignments. At the end of the orientation, students submit their placement preferences to the internal coordinator who then makes assignments based upon preferences and availability. Students in our program have occasionally been placed in units that they selected but were not what they had expected. In some cases, students have failed to voice their dissatisfaction until the end of the internship. We emphasize at the orientation that students who are not satisfied with their assignments and who do not believe that they are learning from the internship should let the coordinator and me know as soon as possible. In these situations, students are moved to other units or given different tasks to perform.
- (7) The requirement of weekly journals from students is a great way to monitor their progress and detect problems throughout the semester. Students are sometimes

hesitant to voice concerns directly to their supervisors and use the journals as an outlet.

- (8) Be bureaucratic about monitoring interns' work hours. While at the agency, students are treated as employees and are expected to behave as employees. They are required to maintain the same 8-hour schedule every week, call their mentor if they are going to be late or absent, and make up any hours that they miss. Because students will occasionally bend these rules, I require them to sign in and out of work every day and obtain their mentor's certification of their hours.
- (9) Mentors are sometimes hesitant to stringently evaluate students as "employees" and communicate their evaluations to students. As a result, students in the past have contacted me for their supervisors' mid-term and final grades and asked me questions regarding their grade. Thus, I now require mentors to provide written evaluations to interns as well as to me.
- (10) Internships such as this can be easily managed as an online course. I meet with the class at the beginning of each semester at the orientation. Most of our interactions thereafter are electronic. All of the interns' assignments and grades are submitted electronically and I will begin using WebBoard conferencing software for the course this summer.

Students' comments at the end of each semester have indicated that they view the internship as a valuable learning experience and a great way to develop a relationship with the EEOC. I will conclude with some of their thoughts.

"The internship was a very unique experience that I truly enjoyed and will not forget. It allowed me to see an aspect of our society that I had not been exposed to."

"I would like to say that I had a great experience working for the EEOC Intake Department. I would like to add that I actually learned and experienced a lot while working in this internship where my supervisor would give me actual task so that I learned exactly what went on in the agency."

"It is amazing how many people feel that they are being discriminated against at work. It is even more surprising to see how many companies engage in offensive and potentially discriminatory behavior. I am realizing how important it is to educate people about discrimination and the laws that apply. I feel that the knowledge I gain from this internship will be very beneficial to me in my workplace."

"This is an experience that no one could ever forget. Each and every day I learn the proper way to manage a company. It was a wonderful idea for me to take this internship course. It has taught me how responsible companies need to be in their human resource practices."

GDO Member Accomplishments

Congratulations to the following GDO Members and Friends!

Ellen Fagenson-Eland, George Mason University, who has been appointed Associate Editor of the Academy of Management Executive.

Lotte Bailyn, Massachusetts Institute of Technology on publication of a new book: Beyond Work-Family Balance: Advancing Gender Equity and Workplace Performance, by **Rhona Rapoport**, **Lotte Bailyn**, **Joyce K. Fletcher**, and **Bettye H. Pruitt**, Jossey-Bass, 2002. The book relates to the work they have been doing over the past decade with organizations to change their work practices in order to achieve a dual agenda: allow all employees to integrate their work with their personal lives (hence equitably) while at the same time furthering organizational goals - i.e. bringing together equity and effectiveness.

Leslie Hammer, Portland State University and **Margaret Neale**, Stanford University, on completion of a national longitudinal study on dual-earner members of the "sandwich generation." The study has received much national press. For more information please see their website: www.sandwich.pdx.edu.

Len Greenhalgh, Dartmouth University, on his book, Managing Strategic Relationships, which was published by the Free Press in 2001. The book examines how businesses would be managed differently if people paid attention to relationships--rather than transactions, decisions, incentives and power structures. There tend to be gender differences in the tendency to pay attention to relationships, with the result that the body of management theory that has evolved over the past century has undervalued the importance of managing relationships well. This book is intended to restore that balance.

Len Greenhalgh has also taken over leadership of the Minority Business programs at the Amos Tuck School at Dartmouth. The Tuck School has been running programs especially tailored for minority business leaders since 1980.

Ellen Ensher, Loyola Marymount, who recently won a AAUW (American Association of University Women) fellowship and is writing a book on mentoring with **Susan Murphy** of Claremont McKenna College.

New HR/OB Position Opening – UNC-Greensboro

College/University: University of North Carolina at Greensboro

Location of Position: US - Southeast

Date of Position Opening: 08/2002

Application Deadline: 04/10/2002

Preferences:

Position Type: Education

Teaching Preference, Choice 1: Human Resources

Teaching Preference, Choice 2: Organizational Behavior

Teaching Preference, Choice 3:

Rank Desired: Assistant

Description:

Applicants are invited to apply for a tenure-track position in Human Resources Management/Organizational Behavior at the Bryan School of Business & Economics at UNCG. Responsibilities include teaching at the undergraduate and possibly MBA levels. There are also opportunities to teach in executive development programs. Research in human resources management and/or organizational behavior would also be expected.

Requirements:

Candidates should have an earned doctorate, solid teaching skills, and an interest in pursuing research in the area of organizational behavior and/or human resource management.

Contact Information:

Last Name: Muchinsky

First Name: Paul

Street Address:

Bryan School of Business & Economics

UNCG

P. O. Box 26165

City: Greensboro

State/Province: NC

Postal Code: 27402

Country: USA

Phone: 336-334-4525

Fax: 336-334-4141

E-Mail: PMMuchin@uncg.edu

Calls for Papers

WORK, STRESS, AND HEALTH: NEW CHALLENGES IN A CHANGING WORKPLACE

The Fifth Interdisciplinary Conference on Occupational Stress & Health

CONVENED BY:

AMERICAN PSYCHOLOGICAL ASSOCIATION

NATIONAL INSTITUTE FOR OCCUPATIONAL SAFETY AND HEALTH

SCHOOL OF BUSINESS, QUEEN'S UNIVERSITY, CANADA

March 20-22, 2003

Sheraton Hotel, Toronto, Canada

Continuing Education Workshops on March 19, 2003

Direct submission and all conference-related questions to:

Wesley Baker, Conference Coordinator

American Psychological Association

Women's Programs Office

750 First Street, NE

Washington, DC 20002-4242

Phone: 202-336-6124

FAX: 202-336-6117

Email: wbaker@apa.org REMINDER: For notification of receipt of your abstract(s), include 2 stamped self-addressed envelopes for each submission or indicate notification via email above.

ALL SUBMISSIONS MUST BE RECEIVED BY APRIL 30, 2002 (WORKSHOPS), AND MAY 31, 2002 (POSTERS, PAPERS, SYMPOSIA).

CALL FOR PAPERS

Special Issue of: Gender, Work and Organization, "Beyond Boundaries: towards fluidity in theorising and practice"

Guest Editors: Alison Linstead and Joanna Brewis, University of Essex, UK

Although the study of gender is a relatively new entrant to work and organisation theory, analyses to date have reflexively addressed whether such theory has been blind to gender or in fact has suppressed it as a fundamental issue. Identifying gender as a credible topic in this discipline, however, has largely involved establishing the idea of difference in terms of masculinity and femininity, predominantly in a dichotomous form. It is only more recently that contributions to the gender, work and organisation debate have recognised degrees of difference that are usually expressed in terms of multiple forms of masculinities or femininities. Nonetheless, even this idea of multiplicity leaves the binary divide in place in that masculinities and femininities are seen as having multiple forms which still exist in a binary relation to each other. The hierarchical nature of the gender binary, as expressed by theorists such as Jacques Derrida and Hélène Cixous, renders the feminine subordinate, Other, to the masculine centre or logos. The question therefore remains as to whether it is possible to achieve greater equity in practice with a binary form of thinking which inevitably reproduces such a hierarchy. In the broader arena of social science and philosophy there have been some attempts to dissolve these gender binaries to further explore the fluidity of gender identity, but this area of inquiry has scarcely begun to be acknowledged in work and organisation theory. In this special edition we wish to explore ways of thinking about gender beyond binary distinctions, theorising gender multiplicity and performing and enacting gender fluidity in the context of work and organizing. More specifically we welcome papers from international contributors which focus on the following areas:

- Dissolving difference
- Performing gender
- Gender identities, power and desire
- Transsexuality, transgenderism and bisexuality
- Queer theory
- Postmodern epistemologies and methodologies
- Gendering change
- (De)sexed bodies
- Praxis and fluidity
- Virtual organisation and gender fluidity
- Representations of gender in popular culture and cultural anthropology
- Geographies of identities and difference
- Gender technologies and prostheses which disrupt bodily boundaries
- Globalisation, translation, cross-cultural differences and how gender discourses 'travel'

This list is not intended to be exhaustive, but rather indicative of areas which might be relevant to debates around gender fluidity in work and organization theory.

Please send full papers in the Gender, Work and Organization format, preferably in the form of an e-mail attachment in Word 97, to both organisers by September 1st 2002 for consideration

in the special issue.

For informal discussion please contact the following:

Alison Linstead: alinst@essex.ac.uk Tel: + 44 (0)1206 873766; Fax: + 44 (0)1206 873429

Joanna Brewis: jbrewis@essex.ac.uk Tel: + 44 (0)1206 873813; Fax: + 44 (0)1206 873429

Gender, Work and Organisation; <http://www.blackwellpublishers.co.uk/journals/gwao>

Dissertation Grant for Diversity Research – March 15 Deadline

The *George Harvey Program on Redefining Diversity: Value Creation Through Diversity* offers a dissertation grant award for those scholars who have already proposed and are currently conducting their dissertation research in the field of diversity. We have a special interest in the linkage between individual, group and organizational diversity and performance.

The **Pitney Bowes Awards** for Outstanding Ph.D. Theses in the Field of Diversity will make a \$5,000 grant to the author of the winning dissertation proposal. Two runner-up awards of \$500 will also be granted.

Proposals, including a 10-page summary and a letter of reference from the dissertation advisor, can be sent by mail, fax or e-mail to the **Pitney Bowes Awards**:

By Mail:

SEI Center for Advanced Studies in Management, The Wharton School, University of Pennsylvania, 1402 Steinberg Hall-Dietrich Hall, 3620 Locust Walk, Philadelphia, PA 19104.6302

Fax: 215-898-1703

E-mail: seicenteradmin@wharton.upenn.edu

The Faculty Coordinator for the Awards is Dr. Katerina Bezrukova in the Management Department of The Wharton School.

The *George Harvey Program* is sponsored by the SEI Center For Advanced Studies in Management in The Wharton School of the University of Pennsylvania.

The deadline for this grant for the academic year 2001-2002 is **March 15, 2002**.

Submissions for GDO Newsletter

If you:

- Have information to share with other GDO Members
- Have suggestions for improving the newsletter

Deadline for submissions for the next AOM Newsletter is April 29.

Deadline for submissions for the next GDO Newsletter is May 27.

Please send submissions, suggestions, and questions to Mary Graham at:
grahamm@clarkson.edu or 315.268.6431