PANEL 1: YOUTH DEVELOPMENT AND CHOICES

1. STEM major choice: Influence of aptitude characteristics on the choice of college major field and persistency

Jiwon Jung, SPA  jiwon.jung@asu.edu

STEM (Science, Technology, Engineering, and Mathematics) literacy is regarded as a core ability to produce new technologies, improve health and environments, and safeguard national security. Consequently, increasing students access to and interest in STEM education has become a major priority. This study examines the aptitude characteristics of students who declare a STEM major as they are entering college compared to those who are undeclared or who declared a non-STEM major using a logistic regression and an analysis of variance. This model helps understand whether there are significant differences between students who had a STEM major in mind at college entrance compared to those who did not using the data from a large public undergraduate institution in the US. Further, whether high school records of aptitude such as GPA, SAT score, or the level of science and math preparation have a lasting effect on decision of keeping or leaving STEM majors among those who entered college as declared STEM majors is studied controlling for the performance during the early college life. Students with higher aptitude are more likely to choose STEM major, in particular biological and biomedical science and engineering. In relation to persistency, students who declared physical science and engineering as their entering major dropped out of the field the most which is also partly explained by the level of aptitude presented in their high school years. This study further discusses the characteristics of specific STEM discipline to see why higher aptitudes attract and influence certain discipline more among others. Gender and ethnicity gap in college STEM fields is hinted throughout the discussion. Based on the results, the direction that secondary schools need to take in order to enhance the students’ engagement in STEM fields in college will be considered as an implication.

Jiwon Jung is a SPA doctoral student affiliated with the Center for Organization Research and Design (CORD) at School of Public Affairs. Primary interests relate to science and technology policy, STEM education and collaboration, and public management particularly in managerial practices and organizational dynamics.

2. Stability in Group Homes: Understanding staff influence on the group home environment

Hilary Haseley, SSW  hhaseley@asu.edu

In the United States nearly one in five youth in foster care reside in some type of congregate care setting. Youth over the age of 12 who reside in group homes are more likely to age out of the system than to be returned to their parents or adopted prior to their 18th birthday. There are
three gaps within the foster care literature: a lack of distinction and clear definition of the types of care, an articulated understanding of the role of group home staff, and the impact individuals working in group homes have on the stability of the youth they serve. A working definition for group homes allows for clarity of the type of placement, the age range of youth in the home, and what types of services group homes provide. This presentation will introduce a definition for group homes that provides clarity and consistency for the field. This presentation will explore the primary role of an employee working in a group home. Group home staff can be considered childcare workers, which are defined as individuals who provide a primary portion of round-the-clock care and supervision of children in group-life settings. These roles will be discussed from the perspective of the role group home staff service in lives of foster youth. The age range of youth in group homes is typically 12-18, which is inclusive of the entrance into adolescence. There are many factors associated with adolescent development. The third part of this presentation will cover adolescent development and the impact on that development of life in a group home. Specifically looking at the changes in the academic environment during adolescents and the need for increased examination of group home settings to ensure maximum stability for youth who are in a great state of transition and potential instability. By the end of this presentation, participants will have a clear definition of group homes for foster youth, understand the need for creating stability at a time of adolescent development when stability is needed most and why it is important for staff to contribute.

Hilary Haseley is a fourth year doctoral student in social work. Her research interests are focused on the congregate care system within child welfare, specifically stability relation to group home staff and their influence on the group home environment. Additionally, Hilary is interested in improving social work pedagogy through Project Based Learning.

3. Social Work Students and Rape Myth Acceptance

Adrienne Baldwin-White, SSW  
ajbaldw1@asu.edu

Rape myths are false attitudes and beliefs about sexual assault that serve to deny or justify male sexual violence, often by blaming the victim or exonerating the perpetrator. It is important to address rape myths among social work students because they are vulnerable to perpetrating or being a victim of sexual assault; but they will also interact with clients who are survivors of sexual violence. A cross-sectional vignette study was conducted to examine whether levels of rape myth acceptance in social work students were influenced by alcohol consumption. Respondents (n=197) were randomly assigned to read one of 4 different vignettes depicting a date rape scenario with either the victim drinking, perpetrator drinking, both drinking or neither drinking. After answering demographic questions, each participant answered a series of questions to assess their beliefs about the incident.

Results showed that social work students endorse rape myths and that those rape supportive beliefs vary depending on the scenario the student read. For example, those who read the vignette with both drinking exhibited high levels of victim blaming, with 36% agreeing the victim should have expected the perpetrator would want to have sex because she took him back to her room. However, only 8% of those who read the vignette with the perpetrator drinking agreed with the previous statement. Results also show a lack of understanding of consent;
nearly 30% of respondents believed the intoxicated victim could give consent to participate in sex. This study demonstrated inconsistencies in rape myth beliefs and that these endorsements are fluid depending on the circumstances of the assault. Those who read the vignette with the perpetrator drinking showed more empathy towards the victim, an essential aspect of social work. However, when the victim was drinking, the respondents held her more accountable for the subsequent rape. Rape myths have the potential to be internalized by the victim, leading to poorer mental health outcomes. Therefore, it is essential that social work students have a deeper understanding of their own biases in order to prevent them from imposing those beliefs and further victimizing the client.

Adrienne Baldwin-White is a doctoral candidate in SSW. She received her Master’s in Social Work from the University of Alabama in Tuscaloosa. Her research interests include understanding attitudes and beliefs about sexual assault, sexual assault prevention, particularly in emerging adults, and survey and measurement development. She is currently working on her dissertation and collecting data to understand the perceptions college students have about sexual assault in order to inform sexual assault prevention programming.

4. Age and Gender Impacts on Perceptions of Police among Black Youth

Husain Lateef, SSW hlateef@asu.edu

A plethora of research has been conducted to understand the relationship between police perceptions and reported experiences of discrimination based on racial identification with a reoccurring finding that Black Americans have higher reports of police discrimination than other American ethnic groups. The present study expands previous research by examining the association between developmental age and Black youth perceptions of police. Informed by Erikson’s developmental model and Afrocentricity theory, this study addressed the following research questions: Do Black youth perceptions of police discrimination differ by developmental age; and, what demographic and contextual variables are associated with an increased likelihood of black youth perception of police discrimination? Secondary data from the Black Youth Culture Survey administered by the Black Youth Project (BYP) was used in this study.

The sample consisted of 635 Black youth between the ages of 15 and 25; 221 of participants were between the ages of 15-17, 247 between the ages 18-21, and 167 between the ages of 21-25. Fifty-four percent of participants were male. Bivariate results revealed differences in police favorability and discrimination by gender and developmental age group. Logistic regression analysis indicated that gender, police contact, police favorability, neighborhood perceptions, and developmental age were all significant predictors of reports of police discrimination. This study supports that stereotyping Black youth with having groundless negative perceptions of police is problematic. Instead, results revealed that as Black youth mature their perception changes from positive to negative due potentially from personal or observed experiences of police discrimination against themselves and other Black Americans. New perspectives on understanding issues faced by Black youth are needed to develop interventions that are grounded in the views and experiences of the Black American community.
Husain Lateef is a doctoral student in the School of Social Work. His research interests focus on promoting positive development for urban African American adolescents. Husain received his MSW degree in 2013 and has experience working with African American youth programs in Phoenix, AZ, and Atlanta, GA.

PANEL 2: PUBLIC OPINION, PERCEPTIONS AND BEHAVIORS

1. Eyes in the Sky: An Inquiry into Drones and Privacy

Jake Nelson, SPA jrnels20@asu.edu

Drones or Unmanned Aerial Vehicles (UAVs) are becoming increasingly popular, both for hobbyist and for commercial applications. With the recent Federal Aviation Administration’s change to commercial UAV policy this past summer, some 325,000 new commercial drones have been registered with the number expected to reach 600,000 within the next year. In combination with UAVs flown by hobbyist, this new technology could foster strong feelings of privacy invasion, if it hasn’t already. Thus, this project focuses on the public’s perception of privacy as it relates to UAVs and asks, what factors influence the public’s feelings of privacy as it relates to UAVs? Users of UAVs, those familiar with their capabilities, and those that wish to become more involved may have much different concerns about privacy than someone with much less exposure to the new technology. Additionally, there is a public/private divide with UAV use. Hobbyists and recreational users are subject to fewer guidelines than commercial operators, yet some results have shown that it is more often the commercial use of UAVs that the public is concerned with in relation to privacy. Moreover, UAV use in the public sector, particularly as a device for law enforcement surveillance, may also contribute to feelings of privacy invasion. Currently the local, State, and Federal regulations of UAV use are being developed simultaneously and without much cohesion. Already we are seeing a patchwork of heterogeneous local regulations across large cities. Through a survey research method this study explores factors associated with privacy concerns and how those concerns may change with different uses of UAVs. Ultimately this work will help us understand how communities may react (differently) to the advent of UAVs and the potential policy hiccups that may ensue.

Jake Nelson is a second year PhD student in the School of Public Affairs. He is a research assistant at the Center for Spatial Reasoning and Policy Analytics where he flies drones, makes maps, and uses spatial analysis for policy solutions.

2. Exploring consumers’ actual purchasing expenditures: the influence of sustainability and health-related product labels

Silvia Sarti, visiting doctoral student ssarti@asu.edu

Government and NGOs are increasingly endorsing sustainability and health-related product labels as a mechanism to influence individual’s consumption decisions and to increase public goods associated with the purchase of more socially beneficial products. Similarly, businesses
that produce more sustainability and health-related products seek mechanisms usually product labels as a way to influence consumers purchasing decisions. While consumer spending accounts for about 60% of GDP, we know little about the extent to which sustainability and health-related product labels affect purchasing decisions. Prior research suggests that indeed consumers respond to information conveyed in sustainability and health-related products. However, most of this research is based on consumer self-reports of their purchasing behavior, and these self-reports are subject to social desirability bias. That is, consumers are more likely to report that they are using sustainability and health-related labels in their purchasing activities when in fact they are not. Moreover, consumers may respond to product labels differently based on whether the product offers private benefits (e.g., cost savings, health benefits) versus public benefits (environmental benefits, fair trade) or both.

What is missing from the discussion is knowledge about what consumers actually buy, and how sustainability and health-related labels influence those decisions across the range of benefits they offer. Drawing on daily consumption data for about 130 Italian consumers over two years, this paper examines consumers’ actual purchasing decisions to determine the influence of sustainability and health-related labels. Using cluster analysis, our results indicate there are distinct categories of consumers, and that sustainability and health-related labels influence them differently based on the types of benefits they offer. Our findings further indicate that different categories of consumers are influenced differently depending on whether a product label promises private benefits, public benefits or both. Understanding these distinctions is important to policy makers and NGOs who seek to increase public goods in society and to businesses that are interested in marketing their sustainability and health-related products.

Silvia Sarti is a PhD student in Management: Innovation, Sustainability and Healthcare at Scuola Superiore Sant Anna, Pisa. Her areas of interest include consumer behavior, sustainable consumption and digital business. Undertook research activities in collaboration with Department of Economics, University of Perugia.

3. Moderating Violence in the Occupy Wall Street Movement

David Tyler, CCJ   dhtyler@asu.edu

Protestor violence poses a number of problems towards law enforcement agencies. While a wide body of literature from criminology, sociology, and social psychology has explored crowd dynamics and protestor violence, only a handful of studies have explored the role of procedural justice in protestor violence. These studies point to a strong link between procedural justice and individual attitudes towards the use of violence. While the current scholarship establishes one step in the causal model, as of yet, no study has explored the influences of procedural justice, legitimacy, and attitudes towards the use of violence on protestor action. The process-based model of policing suggests there are a number of influences on a protestor’s decision to engage or not engage in violence, but
that procedural justice and legitimacy tend to be the primary antecedents of decision acceptance and self-regulatory behavior.

This paper expands the body of literature in a number of ways. First, it explores the influence of procedural justice judgments on attitudes towards the use of violence during a previously unexplored protest: Occupy Wall Street. Second, it explores the direct and indirect relationships between procedural justice, an individual’s stake in conformity, and attitudes towards the use of violence to achieve social change on violent action by protestors. Findings indicate the Occupy Wall Street protestor’s conflict with prior research, with procedural justice not acting as a significant predictor of attitudes, but officer use-of-force strongly influencing acceptance of violence to promote social change. Attitude towards using violence is directly related to engagement in violence. Procedural justice was found to have both direct and indirect effects on engagement in violence. Findings add to a growing body of literature applying the process-based model of policing to explain protestor behavior and violence.

**David H Tyler** is a 1st year doctoral student in CCJ. He received his BS (2011) and MA (2016) from the University of Nebraska at Omaha. David’s research interests include police-community relations, procedural justice, police tactics and training, and quantitative methodology. His current projects explore a wide array of topics, including police in the media, protestor violence, and measuring police officer deaths.

4. **Watching the Watchmen: The Effects of Viewing Video Recordings of Police Interactions**

Megan Parry, CCJ  
[mmparry1@asu.edu](mailto:mmparry1@asu.edu)

Recently, there has been an upsurge in highly publicized lethal police-citizen encounters, contributing to the current police legitimacy crisis. These encounters, mostly filmed and disseminated by citizens, provide a new type of vicarious experience through which the viewer can assess police-citizen interactions. These recordings have sparked national conversations and protests regarding police behavior and treatment of minority citizens, in particular. An area that has received less attention, however, is what effect viewing video recordings of less contentious police-citizen interactions has on public perceptions of police. To that end, this study seeks to address the knowledge gap through experimental methodology. Using actual footage of a variety of police-citizen encounters, this study examines the impact of viewing videos of police encounters on individual’s perceptions of procedural justice, estimates of police misconduct, and their willingness to cooperate with police. The findings indicate the impact of viewing police-citizen encounters on individual perceptions are primarily linked to the content of the video. Implications for both research and policy will be presented.

**Megan Parry** is a doctoral candidate in the School of Criminology and Criminal Justice. Her research interests focus on how technology and the media create and maintain perceptions of the criminal justice system.
1. **Just Incredible: Critiquing the American Time Use Survey's depiction of leisure time**

Kevin Wilson, SCRD  
krwils13@asu.edu

According to the American Time Use Survey conducted by the Bureau of Labor Statistics, the average American over the age of 15 spends 27 minutes per day playing games or using the computer for leisure. This paper aims to critique whether this is a legitimate representation of leisure time use in America and if the methods used by the Bureau of Labor Statistics to collect data on this phenomenon are optimal. In recent years, the epistemology of leisure has become a hot topic in the leisure studies field, as scholars have sought to question the scope and validity of the concept through the lens of post-positivist, constructivist (individual and social), critical, and experientialist paradigms. Each of these viewpoints is presented to provide a conceptual framework to investigate the effectiveness of the current leisure time use model presented by the Bureau of Labor Statistics. Content analysis is the method used as it pertains to the methods used by the Bureau of Labor Statistics for leisure time use data collection.

Findings suggest that the rigid time constraints in the Bureau of Labor Statistics model fail to account for use of handheld digital media devices such as laptops, tablets, and phones. Also, the method used to collect data for the ATUS with respect to leisure time use may be improved with complementary data collection techniques. While providing a model that can better illustrate leisure time use may not be feasible without longitudinal, real-time data, there are approaches to research that can at least provide better understanding of leisure time use. I discuss how a model may be created that combines traditional measures (i.e., time use diaries) in conjunction with novel measures (i.e., participatory action research and life stories) for a future model. The reflection focuses on how viewing time use in this more multifaceted manner may be advantageous for policy decisions regarding leisure time usage and methods for measuring leisure time use, and it advocates for innovative data collection methods in conducting future research on leisure time use.

Kevin Wilson is a 3rd year Ph.D. student in the School of Community Resources and Development. His research interests are focused on leisure experience, Flow Theory, and dialogical community development.

2. **Attitudes Tolerant of Physical and Sexual Aggression: Factor Structure and Racial Invariance**

Victor Mora, CCJ  
vjmora@asu.edu

Measurement of Code of the Street has been focused on the physical aggression dimension of the code. Another prominent dimension of the code is sexual aggression and dominance. By using items from Wave 5 of the National Youth Survey (NYS), this study created a scale with both physical and sexual aggression items. A confirmatory factor analysis revealed that a two-factor model, where items related to physical and sexual aggression were allowed to load on two different factors, fit the data better than a one-factor model where all the items loaded onto one general factor. After confirming the two-factor model fit the best, an invariance test was
conducted between Whites and Blacks. Results suggested that the items were assessing the same construct in an equivalent fashion across Whites and Blacks.

Victor Mora is a second-year doctoral student in the School of Criminology and Criminal Justice at Arizona State University. His research interests include group processes, organized crime, Mexican drug cartels, and street gangs.

3. Restorative justice evaluations: What works?

Kyle Meditz, CCJ  kyle.meditz@asu.edu

The complexity of harm and the human cost of crime are too often under-addressed and overshadowed by processes of criminal justice proceedings. Restorative justice programs are intended to more holistically address the needs of crime-affected victims, offenders, and communities in a non-retributive way typically involving direct dialogue between these stakeholders. Evaluative efforts to answer the question “what works?” about these alternative programs have been underway for decades but our understanding of their true impact remains unclear despite review and meta-analytic research. It is important to continue to review program evaluations in order to provide evidence-based rationale for support of these programs as legitimate and effective means in response to crime. This paper provides an updated review of program evaluations and contextualizes program outcomes through objective measurement of methodological rigor. Additionally, qualitative data were drawn from evaluations to gain a better understanding for why evaluators chose to use different measurements as proxies of program success. The appropriateness of specific outcome measures is discussed to inform future research.

Kyle Meditz joined the CCJ doctoral program in the fall of 2015, received her M.A. in Forensic Psychology from John Jay College, and is a member of the American Society of Criminology, American Psychological Association, and The Peace Alliance. Her research interests are restorative justice and program evaluation.

4. Life Course Criminology and Policing: Understanding and Explaining Police Misconduct through the Law Enforcement Career

Kathleen Padilla, CCJ  kepadi11@asu.edu

Given the current climate surrounding policing, it is important to understand the scope of misconduct throughout the law enforcement career. How well does a life-course criminology lens explain onset, desistance, even the age-crime curve for police officer problematic behavior and misconduct? What is the best data for understanding this issue and how can that data be best analyzed and explained? This paper seeks to aid in laying the foundation of looking at the career of police officers through the lens of life course criminology, with suggestions for future research.

Kathleen Padilla is a first year PhD student in the School of Criminology and Criminal Justice. She focuses her research on police psychology, misconduct, and the application of theoretical concepts to police work.
PANEL 4: COMMUNITY ENGAGEMENT I

1. Making Music Through The Trees: Participant engagement’s role in a volunteer tourism music-conservation education program on youth and the community

Lana Olsen, SCRD lmolsen1@asu.edu

According to academic research and mainstream media, millions of volunteers travel to foreign countries to participate in community development projects (Butcher & Smith, 2010; McGehee, 2014). Education projects are one of many ways these volunteer tourists or “voluntourists” may engage in community work, with some of these focusing on youth educational development. However, volunteer tourism research tends to focus on volunteer tourist topics such as motives for volunteering or how the experience changed the volunteer tourist’s life. There is limited research examining benefits of an international volunteer program on the host community, and more specifically, featuring youth perspectives of what role participant engagement plays in a youth education program on program youth. The purpose of this proposed instrumental case study is to explore the role of participant engagement in a volunteer tourism music-conservation youth education program on community youth in Moshi, Tanzania. The concept of engagement will be used to ascertain the role of participant engagement (volunteers, sending organization, host community members including youth) in Daraja Music Initiative, a non-profit organization promoting music-conservation education. Interviews, focus groups (techniques to elicit responses such as participant-generated photo elicitation, music elicitation, clay and paper drawings), participant observations, and program documents will be data collection tools used to gather information. Study implications may be beneficial for volunteer tourism sending organizations, international volunteer teachers, international curriculum development, and community development planners, as well as its contribution to volunteer tourism, sustainable community development, engagement, music and conservation education, and arts-based methods research.

Lana Olsen is third year doctoral student in the School of Community Resources and Development (SCRD). Her background is in elementary music education and sustainable tourism. Her proposed dissertation fieldwork will take her to Tanzania during summer 2017. She is a Graduate Assistant for SCRD, and Research Analyst for the Center for Sustainable Tourism.

2. Project-Based Learning: Applying PBL pedagogy to enhance student engagement and community collaboration

Hilary Haseley, SSW hhaseley@asu.edu

Project-based learning (PBL) is an inclusive substantive approach to educating students. Breaking away from the traditional banking model of education, PBL is student driven, allowing for choice of topics of interest to the student and the opportunity to work together producing a produce. Project-based learning has a long history of success in K-12 education, and is recently being incorporated in postsecondary education. Currently there is little research on project-based learning in higher education. The flexibility, strong emphasis on group
collaboration and connection to communities; project-based learning is a natural fit as a pedagogical method in social work. Project-based learning closely aligns with essential core values within social work. Approaching situations from a strengths-based position PBL adheres to social work ethics and values. PBL honors self-determination by fostering voice and choice across students. It provides hands-on learning, an aspect consistent with field education, the signature pedagogy in social work. PBL deconstructs the hierarchical position of the instructor, modeling what collaboration look like in an educational setting.

The process of creating the challenging problem or question is student driven, and the stronger the student interest and engagement, the stronger challenging problem or question will be. Project-based learning allows for student success within groups through collaboration, interdependence and increased accountability. Students are able to highlight their unique contributions through group formation and distribution of work, which allows for the strengths of each student to be at the forefront of the project. The role of the social work educator within PBL is essentially oversight, providing structure and guidance when needed, while allowing the students to process and formulate ideas independently. Project-based learning is appropriate for social work education for several reasons. Being that PBL is project-based, students have an opportunity to reach out to local agencies, collaboratively identify needs and address those needs within the community. Project-based learning as a pedagogy for social work prepares students for success upon entering the field and increases their overall ability to be effective social workers.

Hilary Haseley is a fourth year doctoral student in social work. Her research interests are focused on the congregate care system within child welfare, specifically stability relation to group home staff and their influence on the group home environment. Additionally, Hilary is interested in improving social work pedagogy through Project Based Learning.

3. Making direct democracy more deliberative: The case of participatory budgeting

Won No, SPA  won.no@asu.edu

Participatory budgeting (PB) allows community stakeholders to participate in local level budget decision-making processes. In PB, ordinary citizens make public discourses, share experiences and discuss opinions on public value and the "common good". Although PB has been appraised for its great potential for incorporating direct and deliberative ways of civic engagement, there is little empirical research on the quality of deliberation in participatory budgeting. Using the case of participatory budgeting in Seoul, South Korea, I analyzed the deliberative quality of discussions in 32 meetings of participatory budgeting thematic committees held in summer 2016. This study has four parts. First, I explored how the democratic processes are designed in order to examine to what extent the settings of the PB procedures enable direct democracy to be realized, including the selection process of committee members and decision-making rules. Secondly, using the Discourse Quality Index (DQI) that applies Habermasian discourse ethics, each speech delivered by individuals in the committee meetings is coded.
Among components of DQI are participation, level of justification, contents of justification, respect and consensus building. Thirdly, I categorized the meetings based on the characteristics of committee chairs, facilitators and city managers, and the roles played by each of them, in order to find whether these roles and characteristics are related to the quality of deliberation. Lastly, I examined the findings of 29 interviews that I conducted with committee members. To the best of my knowledge, this paper is the first empirical attempt to evaluate the quality of deliberation using full records of meetings in a particular stage of participatory budgeting processes. This paper will contribute to public management and civic engagement literature by providing empirical evidence from a natural experiment that combines direct and deliberative democracy and suggest some possible factors that may promote and hinder deliberative democracy in participatory processes.

Won No is a Ph.D. student in the School of Public Affairs, Arizona State University and events coordinator of the Participatory Governance Initiative at ASU. Her research interests are in public participation, civic engagement, and participatory governance.

PANEL 5: POLICY MAKING AND POLICY INTERVENTION


Andrew Kao, SPA akao2@asu.edu

Given the high levels of complexity in contemporary policy issues, knowledge from credible and reliable sources of expertise is of significant importance. Existing literature about the role of scientific and technical information and scientific experts in policymaking is relatively scarce. Specifically, there is a limited understanding on ways in which policy experts evaluate and utilize different sources of information including knowledge produced by scientific research. This paper seeks to address this gap by examining the conditions under which different uses of scientific information prevail, and paying specific attention on US National Research Council (NRC). Knowledge utilization literature suggests that scientific knowledge not only can be used as an instrument to increase individual problem-solving capacity (instrumental knowledge utilization), but also for more political and strategic purposes such as support for predetermined policy preferences (substantiating knowledge utilization), or as a way of promoting power and influence (legitimizing knowledge utilization).

Based on 41 semi-structured interviews with NRC committee chairs; NRC study directors, and Congressional staffers involved in the process, I found that the majority of NRC reports were commissioned with the expected substantiating or legitimizing use by report sponsors (i.e. US federal agencies), instead of commonly perceived instrumental function. Secondly, NRC experts view on advisory function varies significantly: committee chairs with experiences interacting with policymakers were more comfortable maneuvering the political landscape and recognized more fluid boundaries between science and policy. On the other, academic chair were more likely to ascribe to a conventional scientific criterion and were less inclined to adjust science for policy needs.
Andrew Kao is a doctoral student in the School of Public Affairs. His primary research interest sits at the intersection of Science & Technology Policy and Human Resource Management, specifically in multidisciplinary research centers organizational strategies, technology transfer mechanism, and interactive relations among laboratories from different sectors (government, private, and university). He is affiliated to the Center for Organization Research and Design.

2. Bill Gates versus Ellen G. White: A Comparative Analysis of Two Most Influential Americans on Health-related Social Enterprises

Rodney Machokoto, SCRD  rodney.machokoto@asu.edu

Bill Gates and Ellen G. White are arguably the two most influential Americans influencing global health worldwide. While the influence of the Gates Foundation on global health is public knowledge and proliferates major media outlets, White’s influence is both publicly unrecognized and largely unstudied. White founded one of the largest healthcare systems in the United States and arguably the world’s largest health-related social movement, the Adventist health reform movement. Many studies funded by the National Geographic and the National Institutes of Health identify the Adventists as the group of Americans that live about 10 years longer than average Americans. The Adventists comprise the only American Blue Zone among the world’s five Blue Zones that have the longest living people on the planet. This study investigates how White (1827-1915) conceptualized the role of social enterprises within the counterhegemonic strategies of her health-related social movement that she founded in 1863. Interestingly, White’s publications continue to fuel and energize this movement worldwide. Through text analysis of White’s authored books and other publications, and 52 of Gates’ speech transcripts (2000-2015), this study identifies the themes of how these two American leaders conceptualize global health solutions.

Identified themes are categorized using Frumkin’s four-function framework in order to determine differences and similarities in priorities and approaches. The study also investigates which major sociology theories fit more with each of the two leaders approach to global health. Findings identify Gates’ perspective on global health as more of a structural functionalist perspective. In contrast, White is more of a social conflict theorist. This is consistent with her role in launching a social movement to counter the hegemony in health worldwide. In terms of Frumkin’s framework, Gates approaches global health primarily from the service delivery quadrant (instrumental and demand-side) with his key focus to fix an apparent market failure in global health delivery. In contrast, White primarily falls in the social entrepreneurship quadrant (instrumental and supply-side) especially with her call for using healthy restaurants, health food manufacturers, hospitals, churches and farms for health promotion worldwide.

Rodney Machokoto, a budding interdisciplinary scholar, integrates various disciplines including medical sociology, medical anthropology, and social accounting. His Ph.D. studies investigate the processes and mechanisms by which nonprofits and social enterprises mobilize into social movements to generate systemic change. Currently, he is studying the 150-year old Adventist health reform movement.
3. The effects of a mindfulness-based retreat on bereaved parents’ trauma responses

Kara Thieleman, SSW  kthielem@asu.edu

Background/purpose: The death of a child may evoke significant trauma responses in parents, regardless of the manner of death. This study evaluated the impact of a three-day mindfulness-based retreat on trauma symptoms in this population. Methods: A quasi-experimental longitudinal design with two nonequivalent groups was used. Ethical concerns precluded randomization. Data were collected from two consecutive retreat cohorts and comparison groups approximately two weeks prior, one to three weeks after, and five to 10 weeks post-intervention. Complete data were collected for 28 retreat and 53 comparison group participants. The Impact of Event Scale-Revised (IES-R), a 22-item self-report measure containing intrusion, avoidance, and hyperarousal subscales, was used to assess symptoms. In the combined sample, it showed good reliability at all observations (α=.93-.95 full scale; α=.85-.93 subscales). The overall sample was 94% female, with a mean age of 42.28 (SD=10.20) years, and a mean of 4.02 (SD=5.0) years since the loss. The intervention group was slightly older (t(79)=2.41, p=.02); there was no significant difference regarding years since the loss. Paired-samples and independent-samples t-tests assessed change over time for each group and differences between groups.

Results: Paired-samples t-tests showed statistically significant decreases in trauma symptoms from pretest to posttest in the intervention group on the full-scale IES-R (t(26)=4.66, p<.001) and all subscales (intrusion (t(26)=2.15, p=.04), avoidance (t(26)=4.45, p<.001), hyperarousal (t(26)=2.88, p=.008)), with medium effect sizes (Cohen’s d=.36-.69). Improvement was maintained at follow-up. For the comparison group, the only statistically significant improvement was for intrusion from posttest to follow-up (t(42)=2.18, p=.04), with a medium effect size (Cohen’s d=.23). Independent-samples t-tests showed no statistically significant differences between groups at pretest. At posttest, the intervention group had significantly lower scores on the IES-R (t(69)=−2.5, p=.02) and the intrusion (t(69)=−2.43, p=.02) and hyperarousal (t(69)=−2.16, p=.03) subscales (no change in avoidance), with medium effect sizes (Cohen’s d=.45-.62). There were no significant differences at follow-up, though the intervention group had lower mean scores on all scales.

Conclusions: Results suggest that this mindfulness-based retreat decreased trauma responses among bereaved parents with gains maintained 5-10 weeks post-intervention, while little positive change was noted for the comparison group. Though this study lacked randomization, preliminary findings suggest that this is a promising intervention.

Kara Thieleman is a doctoral candidate in the School of Social Work. Her research interests include death and dying, grief, traumatic bereavement, and mindfulness-based approaches for bereaved individuals and helping professionals working with this population.
4. An understanding of the difference between the needs of kinship and non-kinship licensed foster care providers in the child welfare system

Francie Julien-Chinn, SSW fjulien@asu.edu

Nationally, kin provide safe and stable homes for approximately 28% of children formally placed in out-of-home care and in the state of study, 42% of children in the child welfare system are placed with kin. Placement with kin allows children to remain connected to their communities, their culture, and their siblings, and for placement in a familiar, safe, and stable home. Research indicates that kinship providers experience greater challenges than do licensed non-relative foster parents. However, despite the increased challenges, kinship providers receive less training and less support from child welfare agencies than do licensed, non-relative foster homes.

Methods: The current study examines the differences in educational, financial, social, and therapeutic needs as identified by kin and non-kinship care providers. A total of 33 kinship caregivers and 91 non-relative licensed foster parents responded to an electronic survey. Survey respondents were asked closed-ended and open-ended questions about the educational needs of the children in their care, the financial and therapeutic needs of the family, and services received by the family. Results The kinship families in the study reported pointedly lower incomes, were more likely to be single, unemployed, older, and had less formal education than compared to the licensed non-relative foster parents, a finding consistent with the existing literature. In regards to support from the agency, the kinship providers in the study reported less frequent contact and less availability from the agency than did the non-relative foster parents. A frequent theme in the open-ended responses from kinship providers was the need for support after-hours, including communication with their worker and trainings. Regarding financial need, the kinship caregivers reported higher needs than non-relative licensed providers.

Conclusions: Findings in this study provide for an understanding of the differences in the areas of financial, social, training, and educational needs of kinship and non-kin care providers and the children in their care. The findings also provide implications for specific areas for improvement of services in both financial support and training. There are several practice implications derived from this study, including ways agencies and policies can improve their level of support for kinship caregivers.

Francie Julien-Chinn is a doctoral candidate at ASU in the School of Social Work. Her research focuses on organizational factors within child welfare agencies and the impact of those factors on outcomes for children, youth, and families.
Exploring job satisfaction, job stress and burnout among community health workers in Pakistan

In Pakistan, the Community Health Workers (CHWs) program, called The Lady Health Workers Programme (LHWP), was initiated in 1994, and is a federally funded program aimed to provide basic health facilities at the grass root level. The program evaluations historically emphasize improvements of quality of care by CHWs. However, there is scarcity of information regarding workers own views about their job satisfaction and levels of occupational stress. The review of literature shows that most studies concentrate on the performance of CHWs or the overall CHW program or strategy. Few studies are conducted to understand health workers viewpoint regarding their job. This study will attempt to address the issues of job stress and burnout among CHWs because the work performance and quality of services provided by CHWs in low and middle income countries like Pakistan can be affected due to job stress. The objectives of this study are to find out the perception of CHWs about their job satisfaction, working environment, stress and level of burnout. The findings of this study will be analyzed using a social-ecological framework. According to this framework, individuals are influenced by and are able to influence factors related to their environment.

This study will focus on extrinsic (e.g. working conditions and supervisions) as well as intrinsic factors (e.g. recognition and advancement) associated with CHW’s job satisfaction. A random sample of CHWs working in two provinces Punjab (more developed and liberal) and Khyber Pakhtunkhawa (underdeveloped and traditional) of Pakistan will be selected. A self-reported questionnaire will be used and include items from a) Minnesota Satisfaction Questionnaire (MSQ); b) Job Content Questionnaire (JCQ); and c) Maslach Burnout Inventory-General Survey (MBI-GS). Despite having modern health care facilities in most of the countries, the contribution of CHWs in extending basic health care services especially to the rural communities is of utmost importance. However attaining the optimal work performance of CHWs is a challenge in many countries. This study will help the policy makers to understand workers views and to introduce interventions to improve the work performance of CHWs in Pakistan.

Ayesha Siddiqa Bugvi is a Visiting Doctoral Student from Pakistan currently associated with the Center for International Translational Intervention Research (CITIR) at SIRC. She is getting her PhD in Sociology from University of the Punjab Pakistan. Her area of research is job satisfaction among Community Health Workers in Pakistan.
2. The Capacity-Building Role of Third Parties in Benefit-Seeking Transactions

Gabel Taggart, SPA  gabel.taggart@asu.edu

This paper revisits the concept of benefit-seeking transactions (Kahn, Katz, & Gutek, 1976) and empirically tests central aspects of the concept in the setting of academic grant applications. A main theoretical and empirical consideration is the role of third parties in building the capacity of benefit seekers. Specifically, I ask whether the act of asking for and/or getting administrative assistance from the university in grant writing and management improves both the number of grant applications and the number of successful grants received by academic scientists.

To test these questions, I use a set of longitudinal national surveys of academic scientists at the population of universities classified as “high research activity” under the Carnegie classification system. Longitudinal analysis using multi-level models reveals that scientists who, in time period one, ask for but do not receive administrative support for grant writing and management are able to apply for the same number of grants but see a decrease in the number of grant awards two years later in time period two. These findings suggest that the lack of administrative support for grant writing has an effect on the quality of scientists’ grant applications but not necessarily the quantity of their grant applications. Reducing the transactions costs of grant applications and improving the capacity of applicants are both topics that are important for national science policy as well as relevant for all organizations that rely on grants including, state and local governments, non-profits and universities. Furthermore, in a world where grant funding is becoming more important to the fiscal health of universities at the same time that competition for grants is increasing, knowing whether to allocate resources towards university grant administration is a topic of strategic importance for research universities seeking to improve their grant attainment.

Gabel Taggart is a doctoral candidate in Public Administration and Policy at Arizona State University. His research and teaching interests center on public and nonprofit management.

3. Professional Networks in Public Organizations and Social Media Use

Federica Fusi and Fengxiu Zhang, SPA  ffusi@asu.edu

Social media are increasingly used as networking tools in public organizations. Several studies have argued that public employees utilize social media tools to enhance their professional network, communicate with colleagues, create and maintain friendships in the workplace, coordinate projects, share expertise and seek help. Yet when it comes to investigating social media use by public employees, researchers have mainly focused on organizational and individual factors while neglecting employees’ relationships. Building on social network theory and social media literature, we argue that the nature of employees’ relationships plays an important role in their decision to use social media as networking tools. For instance, while employees might use social media to connect with friends in the workplace, they might be less likely to connect with their supervisors to avoid exposing their personal life. In this paper we explore how different types of ties affect social media networking behavior among public
employees and social media use in the workplace. Using data from a 2014 survey administered to employees in a US public university (n = 380), we develop a multi-level model, where dyad level (level 1) and ego level (level 2) predict social media use for communication among public employees. Our analysis focuses on relational aspects including closeness, strength of ties, seniority, and outside work socialization. Ego level variables include perceptions of social media use in the workplace, job and individual characteristics, such as teamwork, tenure, gender and education. Findings from this paper provides a more nuanced understanding of how public employees utilize social media tools in public organizations and enhance our understanding of the interconnectedness between offline and online professional networks. We discuss implications for theory and practice.

**Federica Fusi** is a PhD student at the CSTEPS at School of Public Affairs. Her research interests focus on technology in public organizations, and data sharing and Open Data in government and science. **Fengxiu Zhang** is a PhD student at the CSTEPS at School of Public Affairs. Her research interests focus on transportation policy, risk management and adaptation in public organizations, and e-government.

### 4. Examining Race and Sexual Assault Kit Submission: A Test of Black’s Behavior of Law Theory

Norah Ylang, CCJ

Following a sexual assault, victims are advised to have a medical forensic exam and undergo a sexual assault kit (SAK) collection. The SAK is then held in police storage until it undergoes testing at a crime lab. Unfortunately, tens of thousands of SAKs in the United States remain untested. This thesis examines SAK submission by organizational decision makers in sexual assault case processing. Guided by Black's theory of law, this paper seeks to examine if white and minority victims systematically experience differential access to justice in terms of getting their respective SAKs submitted.

Using data from a 1982-2012 Sexual Assault Kit Backlog Study in Los Angeles, California, the current study explores the relationship between race and SAK submission, legal (eg., case specific) and extralegal (eg., victim characteristics) variables across 1,826 backlogged SAKs and 339 non-backlogged SAKs. Results from the logistic regression analysis indicate that victims of nonstranger sexual assault are more likely to experience backlog of their SAK while victim race does not appear to affect SAK submission. Implications for theory, research and criminal justice practice are discussed.

**Norah Ylang** is a 1st-year PhD student at Arizona State University’s (ASU) School of Criminology & Criminal Justice, where she also most recently completed her MS program. She received her Bachelor of Social Science degree in Sociology from the National University of Singapore.
PANEL 7: COMMUNITY ENGAGEMENT II

1. Community-based art practice as an aid toward community development

Chiamei Hsia, SCRD  chsia2@asu.edu

The influential role of community art in encouraging civic engagement and community development has been increasing recognized in the literature. Research has shown that community art projects can facilitate community capacity building and serve as catalysts for community development. Some community artists aim to encourage community participation and empowerment toward social change. Other researchers construe community arts as a tourist destination and see arts-based community tourism as a way of enhancing local heritage and community culture. Whether community art is an outcome, such as a tourist destination or cultural heritage, or a process of community activism and social change, it provides a new venue to analyze community development on multiple levels and raised questions about how community mobilization and activism occur through art practices.

Rather than addressing the aesthetic forms in community arts, this research aims to explore the potential of community art practice as a catalyst toward community capacity building and collective community identity formation. The major concern of this research revolves around the inquiry of how community art practices contribute to community development. Three key questions provide the research structure and prompt to the conceptual framework:

- How does a community construct its collective identity through community art practice?
- Does community art signify a shared meaning or code that represents the values or concerns of the community?
- How does community-based art practice influence the community solidarity formation and prompt to community dynamic change?

The research utilizes qualitative approach through interviewing community members who participated in community art practice in Taiwan. Thirty-three community members from seven different communities were interviewed with conversation length varied from half hour to three hours. The findings indicate the influential change of community solidarity formation and public space usage. The former prompts local political dynamic to switch and the latter creates innovative policy-making in terms of urban planning. This research sheds light on relevant issues such as how Taiwanese community development influences Chinese community work, and provides informative materials for policy-making in terms of local sustainable development and community entrepreneurship.

Chiamei Hsia is interested in the mechanism of community participation and engagement. She has many years of working experience and a diverse background from business management, recreation research, urban planning, landscape design, and community partnership facilitation. She focuses on community arts research and how community-based art practice contributes to community development and toward social change.
2. How do organizational characteristics of local governments impact on the citizen participation in policy-making process?

Seongkyung Cho, SPA
bukskcho@asu.edu

Citizen participation is one of the significant indicators for measuring the quality of democracy in local governments. As more citizens participate in policymaking processes, more of their opinions could be reflected in the policies. Then, which factors impact on citizens to participate in policymaking processes in local governments? Most local governments require their public officials to include citizen input in policymaking activities. However, how much the citizens actually participate in the policy making process of their local government is different among cities and departments. For example, the degree of citizen engagement in the police department and in the financial department is dissimilar. In addition, how much the public officials recognize the legal requirement for including citizen input and how much they feel the needs for citizen participations vary among agencies as well.

The purpose of this research is to figure out how organizational factors impact on citizen participation in policy-making activities. In addition, public officials’ recognition on the legal requirement for citizen participation and degree of their needs for citizen engagement are used as mediating variables to explain the relationship between organizational factors and citizen participation. In conducting the research, I will analyze a 2016 national survey of local government managers in the United States by the Center for Science, Technology and Environmental Policy Studies at the Arizona State University. A structural equation model analysis will be conducted by using AMOS (Analysis Moment Structure) program. The results of this study will have theoretical implications on citizen engagement in local government, and it will suggest policy implications on how the local governments could enhance citizen participation.

Seongkyung Cho is a PhD student in Public Administration and Policy. She received her B.A. in Economics and M.A. in Sociology from Korea University. Her research areas include public management, organizational behavior, social psychology, quantitative methods, inequality, social cohesion, social policy, urban policy, behavioral public administration, and environmental policy.

3. Community Engagement Through Public Archaeology in a Rural Utah Community

Jada Lindblom, SCRD
jada.lindblom@asu.edu

ASUs Center for Sustainable Tourism has recently been awarded a grant for a community engagement project from the Bureau of Land Management in Price, Utah. The presentation will provide an overview of the many facets of this project’s mission, the strengths provided by the unique partnership structure, and the project’s potential to be used as a model in other communities. It also addresses the anticipated benefits and challenges of working in a relatively remote setting with people of diverse backgrounds and attitudes. Our project is designed to connect community members, particularly tribal youth, with public lands and local
history through experiential archaeology opportunities at a noted Fremont culture site in Nine Mile Canyon. The project will be executed through an advantageous public-private-nonprofit-institutional partnership facilitated by ASU, who will guide public outreach, event planning, incorporation of STEM educational components, and recreation and interpretive planning. Under the guidance of professional archaeologists, the project will use public archaeology methods, allowing community participants to work alongside experts throughout site excavation, stabilization, artifact documentation, and curation. Correspondingly, we will use an interdisciplinary, social science-based approach to enhance the BLMs understanding of visitor experience and make planning recommendations.

The objectives of this project are diverse and multi-dimensional. By opening nearly all aspects of this project to student participation, we are creating authentic and applied STEM learning experiences. By engaging the local community in the preservation and documentation of this important site, we hope to incubate ideological foundations regarding stewardship and sustainability. This project will strive to provide site visitors and the regional tribal community with rare connections to native past peoples, while also contributing meaningfully to the scientific pool of knowledge. With improved recreation planning, interpretation, and public education for the site, the whole community can benefit economically, recreationally, and intellectually. Lastly, public land management has become very controversial in many western communities. Within the framework of our project, the public can see how the work of the BLM involves many stakeholders and representatives who work together to achieve a plethora of community-oriented goals.

**Jada Lindblom** is a doctoral student in the School of Community Resources and Development and a research assistant for the Center for Sustainable Tourism. For this project, she is applying her interests in local participation, place identity and heritage conservation to utilize community engagement strategies.

**PANEL 8: RACE AND GENDER**

1. **African American Male Adolescents and Their Parents/Guardian as Bystanders of Bullying**

Travis Cronin, SSW  
*twcrinson@asu.edu*

Main Questions: (a) How do AAMAs and their parents/guardians perceive bullying? (b) How AAMAs and their parents/guardians respond to bullying? (c) What reflections have AAMAs and their parents/guardians gleaned from their experience as bystanders of bullying?

Conceptual Framework: The theoretical framework used for this study blends critical race theory (CRT) with Black feminist thought (BFT) and is designed to explain and predict how AAMAs suffer from institutional and interpersonal oppression. CRT was selected due to its emphasis on the creation and maintenance of an institutionalized racial hierarchy that benefits so called White people and simultaneously oppresses African Americans. BFT is useful because of its strengths in intersectional analysis and its ability to highlight the ways sexism and racism interact between AAMAs and female caregivers.
Methods: This study explores the lived experiences of AAMAs with an age range of 13 to 19 years of age at the time of the interview. Sixteen AAMAs and their matched parent/guardian participated in one in-depth semi-structured interview per participant. The interviews were transcribed and analyzed using a PA strategy to compare the interviews across cases. Main Findings: The AAMAs and their parents/guardians who participated in this study perceive bullying as unpleasant and unnecessary events that should not go unchallenged. Participants often responded to bullying by direct or indirect interventions. Many of the participants identified jokes and fighting as important strategies for those in the bully role and in the defender role. Some of the participants reported that they did not always intervene due to concerns for their own safety, because they could not determine how to be helpful, or they were uncertain if bullying was occurring. Participants favored interventions that sought to assist people in the roles of victim, bully, and bystander. The most common recommendations for intervention included education about bullying for adults and children. Experiential education was the most commonly supported recommendation from the participants. Participants discussed diversity in race, gender, ability, style, and class as common factors that exacerbated bullying events.

Travis Cronin is a doctoral candidate in social work. He received his master of social work (MSW) from Eastern Washington University in 2006. Travis has post MSW experience working with child welfare involved families. He currently holds a position as a program coordinator for the Child Welfare Education Project.

2. Women in Science Academia: Influence of the work environment to the service & workload of women

Leonor Camarena, SPA lcamaren@asu.edu

Research that has been conducted on women in academia has focused upon work-family balance, career progression, and networks. There has been little focus on literature and theories based upon the impact of work environment on the service and workload to women in science academia. This presentation examines the extent to which work environment may impact the workload of women in academia, in particular women from 4 science-based fields (biology, biochemistry, mathematics, and civil engineering). Based upon this research question, I theorize that there is a moderated causal relationship.

The work environment for women in academia influences their service & workload. My research draws upon literature on women in STEM (Science, Technology, Engineering, & Mathematics) fields and a national survey of faculty from research intensive and teaching intensive universities in the United States. I will conclude with the discussion of the findings and the implications. Understanding the ways in which work environments affect service & workload for women in academia could provide further information regarding attracting & retaining diverse faculty and career progression.
Leonor Camarena is a first year doctoral student at the School of Public Affairs at ASU, where she is working for the Center for Science, Technology and Environmental Policy Studies (C-STEPS). Leonor is interested in research in science and technology policy, diversity within organizations and women in science.

3. Gender and Risk Assessment in Juvenile Offenders: A Meta-Analysis

Natasha Pusch, CCJ natashapusch@gmail.com

Although young males are still the primary perpetrators of juvenile crime, girls are increasingly coming into contact with the criminal justice system. While girls may have different pathways to crime and risks for recidivism than boys, their risk to reoffend is typically assessed using a gender-neutral tool that is based on social learning theory, a theory originally developed and tested on males. With the appropriateness of using gender-neutral tools to assess female criminality coming into question, a number of researchers have searched for a resolution.

To date, mixed findings on the predictive validity of risk assessment tools have not provided any definitive answers. To help assess the predictive validity of the Youth Level of Service Inventory, separate meta-analyses were conducted for male and female juvenile offenders using previous studies. The mean effect sizes were compared in order to determine whether the predictive validity is similar for both males and females. Results indicate that the YLS/CMI works equally well for male and female offenders. The implications of these findings for theory, research, and correctional policy are discussed.

Natasha Pusch is a first year doctoral student in the Criminology and Criminal Justice program at ASU. She completed her undergraduate degree in criminology at Simon Fraser University and her MS at ASU. Her research interests include juvenile justice, gender and crime, and correctional treatment.

4. Gender differences in time to obtain the first tenure-track job in academic STEM fields

Sang-Eun Lee, SPA slee128@asu.edu

This paper examines gender differences in time to obtain the first tenure-track position in academic science, technology, engineering, and mathematics (STEM) fields. It takes longer for female academic scientists to enter the tenure-track positions. Prolonged temporariness of the job position may disadvantage young scientists by decreasing scholarly autonomy in research or opportunities for specialization or developing anxiety due to lack of job security, which often results in decrease in long-term productivity. Given that hiring decisions in academia are based on merit principle, research has explained delay in job appointments for female scientists as a function of lower productivity. However, recent studies found that female are not less productive than men. Despite the widespread acknowledgment of the mismatch between the gender-neutral productivity and female scientists’ longer time for career progress, there has been little systematic empirical research investigating the gender differences in time to obtain tenure-track positions.
The theoretical framework to explain the gender differences is Status Characteristics Theory, which describes how gender as a nominal distinction becomes a status characteristic, which leads to gender inequalities in the labor market. For the analysis, I use data collected from a national survey funded by the National Science Foundation, completed in 2011 by tenured and tenure-track academic faculty in STEM in the United States. To discover determinants and the extent of the effects on time to obtain tenure-track positions, ordinary least squares model is used. Findings supports that gender bias occur in recruitment in academic STEM fields. Controlling for individual achievements, caregiving responsibilities and organizational level factors, it takes longer for female academic scientists to enter the tenure-track job. The findings shed new light on the current discussions of gender differences in initial job appointment outcomes and present explanatory evidence.

**Sang-Eun Lee** is a doctoral candidate in the School of Public Affairs at ASU. She is a research assistant at the Center for Science, Technology and Environment Policy Studies (CSTEPS) at ASU. Her research interest includes gender differences and bias, social capital, science and technology policy, public management, higher education, quantitative research methods.