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# ADVANCE-Nebraska E-News

Advancing Women, Advancing STEM

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## For women in the climate sciences, a struggle to find a voice

Lindsey Konkel  
The Daily Climate  
In surprising numbers, women in climate science in particular and the physical sciences in general are abandoning academic careers. The reasons are as varied as the individuals - some leave for maternity issues or other family pressures, others give up in the face of subtle gender bias within the academic

world. And others feel there are better platforms than a university position to apply the science they love and to speak out to a broader audience, with greater impact. Regardless of the cause, the female brain drain from the academy has an impact on climate science, say researchers. A 2008 [study](#) found that while 34 percent of all geosciences doctoral degrees were awarded to

females, women comprised only 8 percent of top-ranking geosciences faculty positions at U.S. colleges and universities. Scientific inquiry is surely at stake, said Mary Anne Holmes, a mineralogist at the University of Nebraska-Lincoln and former president of the Association for Women Geoscientists. "Women may have a different way of asking questions about the science and communicating the consequences," Holmes said. [Read the full article.](#)

## Overcoming Academic Perfectionism Breaking the Cycle

November 14, 2012 -  
Kerry Ann Rockquemore  
*Inside Higher Education*

Last week, I launched this series on academic perfectionism based on a few core assumptions: 1) perfectionism is a pervasive problem for academic writers, 2) the culture of the academy exacerbates existing perfectionist tendencies,

and 3) overcoming perfectionism is not only possible, but leads to great productivity and job satisfaction.

While many people conflate perfectionism with positive attributes such as striving, ambition, and high standards, I suggested that recent research demonstrates that perfectionism can actually have a negative impact on

professors' productivity and leaves many people in a perpetual state of frustration, disappointment and self-inflicted misery. So if you're a self-described perfectionist and you're happy and productive that way, great! I certainly have no desire to change what's working for you.

[Read the full article.](#)

## The Living Document

Charlotte Frost and Jesse Stommel  
*Inside Higher Education*

It's easy to think of writing as a task, a verb in its present participle form, something our brain nags at us to do. Better, though, to think of it as a culture, something woven into the fabric of who we are as thinkers and scholars. But how does that happen? How do we make writing a happy habit?

In this post we'd like to suggest a number of ways that writing online and with others can nurture and sustain an academic writing practice. Go Public! Talk openly about your work, where you're doing it, who you're working with, and what your goals are. Tell the important people in your life about your projects. AcWriMo, DigiWriMo, and other projects like THATCamp and HASTAC, promote public scholarship by engaging participants

in a conversation about the ways that technology and social media are redrawing the boundaries between our professional and personal work. All these projects seek to make academia more open - whether it be providing free access to academic work,

[Read the full article.](#)



## Six UNL mathematicians named AMS fellows

Six UNL mathematicians have been invited to join a prestigious national organization's inaugural class of fellows. The first class of American Mathematical Society (AMS) fellows includes: professors Luchezar Avramov, Jim Lewis, David Manderscheid and Judy Walker and emeriti professors Roger Wiegand and Sylvia Wiegand.

"The selection of six members of our faculty for this honor is evidence of the strength of UNL's Department of Mathematics. Only 62 institutions worldwide had five or more fellows - including 11 of our peer CIC institutions," said Ellen Weissinger, Senior Vice Chancellor of Academic Affairs. "This is a powerful validation of the importance of the work being accomplished by our mathematics faculty. It is a privilege to have these six outstanding scholars among our colleagues."

[Read the full article in Today@UNL.](#)



GoldieBlox, Inc. is a toy company founded in 2012 by Debbie Sterling, a female engineer from Stanford University. [Their] mission is to create really fun toys that develop spatial skills and teach basic engineering principles. By designing construction toys from the female perspective, we aim to appeal to a broader audience of children and parents who previously considered engineering a "boys club." By challenging this stereotype, we hope to inspire more girls like Debbie, like Goldie, to become engineers. [Learn more.](#)

Kerry Ann Rockquemore, PhD is President of the [National Center for Faculty Development & Diversity](#). Her scholarship has focused on interracial families, biracial identity, and the politics of racial categorization. She is author of two important books: [Beyond Black](#) and [Raising Biracial Children](#), as well as over two dozen articles and book chapters on multiracial youth.



**May 7, 2013**

**ADVANCE-Ne Workshops with Kerry Ann Rockquemore**

**9:00– 12:00pm**

**Writing Your Next Chapter: Midcareer Faculty (City Union Regency Suite)**

**1:30-4:30pm**

**Getting What You Need: Junior Faculty (East Campus Arbor Suite)**

Save your place! RSVP Now to [advance2@unl.edu](mailto:advance2@unl.edu)

After Dr. Rockquemore became a tenured professor, her focus shifted to improving conditions for pre-tenure faculty by creating supportive communities for writing productivity and work/life balance. Her award-winning work with under-represented faculty led to the publication of her most recent book: [The Black Academic's Guide to Winning Tenure Without Losing Your Soul](#). Dr. Rockquemore provides workshops for new faculty at colleges across the US, writes a weekly advice column for [Inside Higher Ed](#) and works with a select group of new faculty each semester in the [Faculty Success Program](#).

**Scholarly Study Examines Gender Differences in Language Use on Twitter**

A paper presented at the annual conference of New Ways of Analyzing Variation at Indiana University found significant gender differences in the use on language on Twitter. The researchers examined more than 9 million tweets in the English language.

[Read the full article.](#)

**Have an article or news item of interest about women in STEM Fields you'd like to share? We'd like to hear about it! Send your article to [advance2@unl.edu](mailto:advance2@unl.edu).**