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The Gender/Resource Gap

By [Scott Jaschik](#)
From Inside Higher Ed
December 13, 2012

Even as women have narrowed or closed gaps in earning Ph.D.s in many science disciplines, their numbers have remained relatively small at the senior faculty ranks. [A range of explanations for these lingering gaps have been offered.] Some see continued sexism as the culprit. Others say that women may be opting out of the demands of winning

tenure in the sciences -- and still others say that women publish less than do men. A study published Wednesday in [PLOS ONE](#) confirms that women in a series of scientific disciplines publish less, on average, than do men. But the study went further, and looked for trends within the disciplines -- and the authors argue that their findings suggest that women may be publishing less than men because departments are not providing them with the same resources. The authors examined the faculty rosters at top American research universities in a range of

science disciplines, and found that the publishing gap varied from discipline to discipline. Then the authors looked at the extent to which researchers in some disciplines require more support from their departments in terms of equipment, lab space, graduate student assistants and other forms of assistance that cost money. Science fields are not all alike in this respect -- and scientists in some disciplines can advance their research with minimal levels of support, while those in other fields need quite a bit of help. [Read the full article.](#)

Getting Back Your Mojo

By Michael Price
From Science Careers
December 07, 2012

... Science Careers spoke to industrial and organizational psychologists who study motivation in the workplace and asked them how scientists can identify the underlying causes of a motivation crisis and then take effective corrective action.... "Motivation waxes and wanes over time," says Ruth Kanfer, a professor of psychology at the Georgia Institute of Technology in Atlanta. This has happened to me at times. It happens to every scientist."

The enthusiasm of young academic scientists frequently cools as they tussle with the demands of teaching and the bureaucratic burdens that the job entails, she says. When experiments aren't running as quickly as you'd like, and data is forever awaiting analysis while you grade papers and write grant proposals, it can feel like your project is stuck in sludge. Scientists can counteract these feelings by taking stock of their real progress, routinely and objectively. "If you're just looking at the end of a project, you can get discouraged because it seems like you have a long

way to go," Kanfer says. "But it can be helpful to look at what you've accomplished so far." If it's early in the process and you haven't accomplished very much yet—and you find yourself already losing steam—focus less on the project's endpoint and "set proximal goals, break [the project] into manageable pieces," she says. Meeting those smaller targets should help you keep going.... It's tempting to bask in each one of those small accomplishments, but Gabriele Oettingen, a professor of social psychology at New York University in New York City, says that you shouldn't let those thoughts linger. [Read the full article.](#)

N.J.'s medical university settled a bias lawsuit by women professors

Click [here](#) to read *the full story!*

"There was a pattern and practice of intentional gender-based discrimination, some of which, Mullin said, dated back as far as 1976, in violation of the New Jersey Equal Pay Act."



Have an article or news item of interest about women in STEM Fields you'd like to share? We'd love to hear about it! Send your article to advance2@unl.edu

Thank you to Julia McQuillan and Nancy Myers for suggesting articles for this week's edition!

Learn MORE about
implicit bias
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[Project Implicit](#)

Photo Credit: Jennifer Meyers/Herald Journal

"Reducing Barriers to Women's Contributions" Talk Featured at TEDxUSU

From: [Utah State Today - University News](#)

"...Utah State University professor Ronda Callister, who teaches in the Jon M. Huntsman School of Business, spoke at the first ever TEDx event held on the USU campus. Professor Callister, Ph.D., used her requisite '18 minutes of innovative ideas' to describe the powerful, world-changing effects that could result from enabling women to become full contributors to human wellbeing and progress.

The 'x' in TEDxUSU indicates that the event was independently organized, not directed by the well-known 28-year-old TED nonprofit organization devoted to 'Ideas Worth Spreading.' Still, the local event required presenters to go through a very competitive process to be selected to speak. Callister, whose work focuses on gender, conflict and anger in organizations, was one of only eight presenters. Her presentation may be viewed at the website [<http://www.youtube.com/watch?v=ikMrgjbT5Tw>].

Callister pointed out that society constructs barriers to the contributions of women. Those barriers can include:

'Implicit bias'—attitudes often held by both men and women, in this case favoring men. For example, Callister cited research showing that upon reviewing resumes listing the exact same qualifications, both men and women will judge the resumes with men's names on them to reflect 'better qualified' candidates.

Hostile work environments. For example, research shows that women in university positions who encounter hostile environments leave at twice the rate of men, saying, in effect, 'I felt isolated in the department.'