

ADVANCE E-NEWS VOL. 1, #2, 31 OCTOBER 2008

Happy Halloween!



Please feel free to forward, opt out, or provide feedback via email to: advance2@unl.edu.

A. Announcements

1. Kickoff Advance-NE Luncheon Series Dec. 2 w/Dr. Anne Vidaver, Professor of Plant Pathology, UNL
2. First Advance-NE Professional Development Workshop March 13 w/COACH

B. New Papers on Work-Life Balance, Gender Equity, The Pipeline

C. Funding Opportunities

D. Jobs

E. Miscellaneous

1. Presidential Candidates respond to questions from AWIS and SWE
2. NIH FAQ on parental leave, childcare policies for grantees
3. New Resources for Girls and Women in STEM on AAUW website



ANNOUNCEMENTS

1. Dr. Anne Vidaver, Professor of Plant Pathology at UNL, presents: "An Iconic Perspective on Women in Science, or, I didn't I know I was a Pioneer".

Dr. Vidaver is Advance-Nebraska's kickoff speaker at **our first lunch, Tuesday, December 2nd, 11:30am, City Union** (many thanks to Dr. Vidaver for coming across town to speak for us!).

Our informal lunch series will feature women in STEM who have navigated academic careers and will share their success strategies with **faculty and students**.

Please register for free lunch for you and your students by sending an email to advance2@unl.edu.

2. Mark Your Calendars: Friday 13 March:

First Advance-NE Professional Development Workshop - presented by COACH

COACH (<http://coach.uoregon.edu/index.html>) was formed in 1998 by a group of senior women faculty in the chemical sciences with a common concern about the gender-based obstacles women scientists face in trying to attain their career goals.

The workshops will be: The Art of Strategic Performance (a.m.) and Strategies for Leading Change (p.m.) by Lee Warren, Associate Director of the Derek Bok Center for Teaching and Learning at Harvard University (<http://bokcenter.harvard.edu>), and Nancy Houfek, Head of Voice & Speech for the American Repertory Theatre (<http://www.amrep.org/iatt/houfek.html>) at Harvard University.

These workshops are worth your finding a substitute for your classes that day!! More info is available on our website, <http://advance.unl.edu>.

3. Doctoral Student at UNL Needs Female STEM Students for a Research Project about the determining factors that are influential for females in curriculum selection during their adolescent years.

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NEW PAPERS ON WORK-LIFE BALANCE, GENDER EQUITY, THE PIPELINE

1. From the Work-Life Law website, Best Practices to Promote Gender Equity in Academia:

http://www.worklifelaw.org/GenderBias_takeAction.html

2. Law Firms Turning to a Family-Friendly Culture to Keep Female Attorneys

Carol J. Williams, LA Times, Sep. 28, 2008

<http://www.latimes.com/news/local/la-me-lawyermom28-2008sep28,0,737054.story>

While women have accounted for at least half of law school graduates and new hires at the nation's biggest firms for the last 20 years, they often don't stick around long enough to make partner, share in the profits or define the firm's work. In fact, according to the Los Angeles Times, about 42 percent leave the profession mid-career because of a lack of family-friendly policies. Now firms, hoping to stem the exodus of female talent turned off by the profession's reputation for not being family-friendly, are beginning to accommodate working mothers with more part-time positions and longer maternity leaves.

3. Gender Differences in Careers among Elite (from AWIS' Washington Wire):

Goldin, C., and Katz, L. F., 2008, American Economic Review: Papers & Proceedings, 98(2): 363-369.

Two economists outline work/life differences between male and female Harvard graduates from the 1970s, 1980s, and 1990s (MD, JD, PhD, MBA). The median age for first marriage rose and the percentage of women without children remained constant at about 38%. The study focused on the impact of children on careers of Harvard women. Among those with a PhD, over 90% of women without children but less than 60% of those with at least 2 children were working full time 15 years post-graduation, and the briefest non-employment spells for women after childbirth were among physicians. Most dramatic was the gender gap in earnings. Among full-time, full-year workers, median earnings were \$112.5k for women and \$187.5k for men.

<http://www.economics.harvard.edu/faculty/katz/files/aer.transitions.pdf>

4. Traditional Views on Gender Lead to Pay Benefits

Judge, T.A., and Livingston, B.A., 2008. Is the Gap More than Gender? A longitudinal analysis of gender, gender role orientation, and earnings. *Journal of Applied Psychology*, 93(5):994-1012.

Men with traditional views on men's and women's work/home roles earn nearly \$12,000 more per year more than men with more egalitarian views, and \$14,400 more per year than women. The comparisons were based on men and women working in the same kinds of jobs with the same levels of education and putting in the same number of hours per week. The study is significant in that it contests a popular notion of the gender-gap theory which suggests that wage disparity is the result of career choices that men and women make or the different hours that men and women work.

6. Inside Higher Ed: Falling Behind

The latest generation of adults in the United States may be the first since World War II, and possibly before that, not to attain higher levels of education than the previous generations. While white and Asian American young people are outpacing previous generations, the gaps for other minority groups are large enough that the current generation is, on average, heading toward being less educated than its predecessor.

These data are among the most dramatic in "Minorities in Higher Education 2008," which was released Oct. 9 by the American Council on Education as the 23rd annual status report on the diversification of American colleges and universities.

<http://www.insidehighered.com/news/2008/10/09/minority>

7. Community Colleges Seen as Source of Engineers

Engineers in America are too scarce and too white. That complaint comes from corporate chieftains and education leaders alike, who see those shortfalls as a virtual guarantee that jobs and innovation will head overseas. Now many are looking to remedies to both problems from an unsung source: community colleges...

"There is a lot of hidden talent at community colleges ready to jump into these degree programs, and we have to help them succeed," said Jim Vanides, program manager for global education grants at the Hewlett-Packard Company, the computer manufacturer, which has financed projects to help engineering students at two-year institutions. "We have high-tech companies," including his, "saying, 'We don't have enough trained people.'"

But the road leading a two-year engineering student to be a full-fledged engineer has proven to be rough because it travels through four-year degree programs. Universities' requirements for transfer credits vary, sometimes in unpredictable ways, making admissions hard and forcing some students to repeat course work. Even a little additional time and expense can force some of those students, who are frequently from lower-income families, out of engineering altogether.

A few states, such as Maryland and California, have launched broad efforts to smooth the transfer process. But such efforts are rare, and money to pay for them is tight, which irritates their advocates.

Chronicle of Higher Ed –

http://chronicle.com/weekly/v55/i07/07a00103.htm?utm_source=at&utm_medium=en

requires a subscription, or email advance2@unl.edu for a .pdf.

8. Opting Out of Academe

A decade after 26 members of the entering class of 1991 earned their Ph.D.s from Yale's elite molecular biophysics and biochemistry program, only one holds a tenured faculty position. Almost two-thirds of the cohort of 12 men and 11 women are currently working in the corporate sector. They

cite the lack of funding opportunities and family or personal reasons (among others) for opting out of academe. Among those who landed in academia, the men were more likely to have jobs in medical schools while the women were in non-medical universities, and among those working in industry the men were more likely to have supervisory positions than the women.

<http://www.sciencemag.org/cgi/reprint/321/5896/1622.pdf>



FUNDING OPPORTUNITIES

1. Beatrice Bain Research Group: Scholars In Residence Program

Call for Applications for Academic Year 2009-2010

The Beatrice Bain Research Group (BBRG), Berkeley's center for research on gender and women, is a part of the Berkeley Gender Consortium at the University of California, Berkeley. The BBRG is currently accepting applications for two of its programs: (1) its **Scholars in Residence Program**, which accepts fifteen scholars each year for a period of one academic year and (2) its **Affiliated Scholars Program** which accepts three scholars at a time on a rotating basis for periods ranging from one month to one semester. I would like to encourage you to send this Call for Candidates (see below) to your colleagues who might be interested in applying, or send it to your relevant web lists.

If you have any questions, please contact: Dana Simmons at

simmons@berkeley.edu or visit our website at <http://bbrg.berkeley.edu/>

BEATRICE BAIN RESEARCH GROUP

2. Sloan Work-Family Career Development Grant Program

The Alfred P. Sloan Foundation is pleased to announce the availability of Work-Family Career Development Grants. This program will award grants to up to five (5) junior faculty members who are investigating important work and family questions. The level of support for 2009 is \$45,000 per grant recipient.

More information about these grants, including eligibility requirements, nomination deadlines, and application procedures can be obtained by clicking on the links below.

[Sloan Work-Family Career Development Grants Brochure](#)

[Call for Proposals - Sloan Work-Family Career Development Grants](#)

[Application Form & Checklist](#)

[Letter of Recommendation Guidelines](#)

Additional inquiries can be sent via email to work-family-grant@sas.upenn.edu

3. Applications are now being accepted for the 2009 Ford Foundation Diversity Fellowships Program for Achieving Excellence in College and University Teaching. Full eligibility information and on-line applications are available on the National Academies Web site at:

<http://nationalacademies.org/fellowships>

Eligibility Requirements: U.S. citizen or national;

Planning a career in teaching and research at the college or university level in a research-based field of science, social sciences, or humanities

Stipends and Allowances:

Predocctoral--\$20,000 to the fellow, institutional allowance of \$2,000 for three years

Dissertation--\$21,000 for one year

Postdoctoral--\$40,000 for one year, \$1,500 employing institution allowance, to be matched by employing institution

Awardees have expenses paid to attend one Conference of Ford Fellows

Approximately 60 predocctoral, 35 dissertation, and 20 postdoctoral fellowships sponsored by the Ford Foundation and administered by the National Research Council of the National Academies

Application Deadline Dates:

Predocctoral: November 14, 2008

Dissertation: November 28, 2008

Postdoctoral: November 28, 2008

For further information, contact:

Fellowships Office, K576

National Research Council of the National Academies 500 Fifth Street, NW Washington, DC 20001

Phone: (202) 334-2872

Fax: (202) 334-3419

E-mail: infofell@nas.edu

4. Application time for the AAUW Educational Foundation's fellowships and grants. The deadline for AAUW's American Fellowships program is November 15. See all deadlines and eligibility requirements. Please note that AAUW members may now apply for all fellowship and grant opportunities.

http://www.aauw.org/education/fga/fellowships_grants/



JOBS

ADVANCE **postdoc** position at Purdue University

Please reply to this email to receive a pdf of a post-doc job description for work on the new ADVANCE project at Purdue. The post-doc will work on our institutional ethnography, academic career pathways study, climate study, and NSF data toolkit research.

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MISCELLANEOUS

1. Both Senators [Obama](#) and [McCain](#) have responded to a list of questions sent by the Association for Women in Science and the Society of Women Engineers regarding the candidates' positions on issues and legislation that affect women in STEM.

2. National Institutes of Health has a “Frequently Asked Questions” page for grantees that outlines **policies and procedures related to parental leave and child care**, including whether grant funds can be used for dependent care expenses.

http://grants.nih.gov/training/faq_childcare.htm

3. New Resources for Girls and Women in STEM on AAUW Website

Visit the National Girls Collaborative Project's page on the AAUW (American Association of University Women) website to see some new resources for girls and women in science, technology, engineering, and math fields. Find information on how to evaluate your branch's STEM programs, a video about AAUW of California's Tech Trek Science Camp for Girls, and tips on how to talk to girls about STEM fields.

<http://www.aauw.org/education/ngcp/>

<http://www.aauw.org/education/ngcp/NGCPResources.cfm>

AAUW's 2009 Eleanor Roosevelt Fund Award

Know any individuals or organizations engaged in work that breaks through barriers for women and girls? Then nominate them for the 2009 Eleanor Roosevelt Fund Award. Nominations are being accepted through November 1.

<http://www.aauw.org/education/fga/awards/erfund.cfm>

