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ADVANCE-Nebraska
402.472.3304
21 Canfield Admin
68588-0433



ADVANCE Internal Advisory Board Member Ellen Paporozzi Leads UNL Portion of a National Research Study Designed to Boost Strawberry Production

From UNL Today

UNL is one of several universities participating in a new project that aims to boost strawberry production across the country.

UNL's role in the project is to continue its research into low-cost, sustainable methods for growers to produce strawberries in a winter greenhouse.

Ellen Paporozzi, UNL horticulture scientist, will lead a project to develop and compare a real-time, commercial strawberry production system in a heated high tunnel with UNL's scientifically monitored prototype

greenhouse production system.

Each site will grow and record production data on the same strawberry cultivars, but the scale will be different as the commercial site will have five times the numbers of plants.

"We will record basic environmental information such as temperature, relative humidity and light level as well as actually market the berries," Paporozzi said.

The commercial producer, Pekarek's Produce, also will record all costs associated with setting up the production system and



marketing the berries. These will be compared to project estimates that the UNL strawberry team has been compiling over the last four years.

[Read the full story.](#)

The Mom Penalty

From *INSIDE HIGHER ED*
June 6, 2013
By Colleen Flaherty

Do babies matter to academic careers? It's a question three researchers have spent a decade answering, and their findings are now available in what may be the most comprehensive look at gender, family and academe ever published. (Spoiler alert: the answer is "yes.")

The book, [*Do Babies Matter? Gender and Family in the Ivory Tower*](#), out this month from Rutgers University Press, includes new studies and builds on [existing data](#) about the effects of childbearing and rearing on men's and women's careers in higher education, from graduate school to retirement.

Written by long-term collaborators Mary Anne Mason, professor of law at the University of California at Berkeley; Nicholas Wolfinger, associate professor of sociology at the University of Utah; and Marc Goulden, director of data initiatives at Berkeley, the work also looks at the effects of successful careers in academe on professors' personal lives.

[Read the full article.](#)



Kerry Ann Rockquomore. ADVANCE-Nebraska's May Speaker. Image from the NCFDD July newsletter.

Why We Should Stop Using the Word "Mentoring"

From the National Center for Faculty Development & Diversity July Newsletter

By Dr. Kerry Ann Rockquomore

I was recently in a meeting with a president, chief diversity officer and dean at a small liberal arts college. The president launched our conversation by confidently insisting that while lots of people talk about the importance of mentoring, nothing really works, nobody has figured it out, none of the existing program models have rigorous enough measures, and all any program *really* does is make people feel better. As someone who has run variety of successful mentoring programs, this is typically the moment when I glaze over and disengage because the implicit message is: go ahead and try to prove to me what you're doing works *but I probably won't believe you anyway*.

Contrast this with the fact that the very same day I met with a great many faculty members on that same campus who were *desperate* for mentoring. Like most of the pre-tenure faculty members I meet while traveling to different campuses, they had a fundamentally different perspective on mentoring: the vast majority don't have a mentor (and never have), want a mentor *immediately*, and want someone to help them figure out *how things work* so they can get on with actually *doing their work*.

I find this situation oddly curious and highly problematic. On one hand, there's a pervasive sense that mentoring is some mystical, uncontrollable, unpredictable relationship between senior and junior faculty on a particular campus. As a result, administrators tend to assume that the best they can possibly do is randomly match senior and junior faculty, encourage them to have coffee and hope for the best. If some people get "mentored" and others don't, it's O.K. because nobody has really figured it out anyway. On the other hand are the faculty who want help, aren't getting it, and are not as productive as they could be because of it. This has always struck me as organizationally inefficient and adds to making the tenure-track experience unnecessarily miserable for those left to "figure it out."

I've always wondered why we don't openly examine some of the widely held, but deeply flawed, assumptions academics hold about mentoring. Because I'm oriented to concrete strategies, I believe it's important to not only challenge these assumptions but also suggest different approaches to mentoring that: 1) start with an assessment of faculty member's needs, 2) empower individuals to both maximize formal programs AND also construct their own networks of support, mentoring, and accountability, 3) democratize the "secret knowledge" that faculty members need to be successful, 4) rely on empirically tested strategies, and 5) respond to the core challenges faced by all tenure-track faculty (regardless of discipline).

[Click here and scroll to the bottom to read the full article in the National Center for Faculty Development & Diversity July Newsletter](#)

In the Ivory Tower, Men Only

For men, having children is a career advantage. For women, it's a career killer.

From *SLATE*

By [Mary Ann Mason](#) Monday, June 17, 2013, at 5:30 AM



Before even applying for the first tenure-track job, many women with children have already decided to drop out of the race

Photo by Cristi M/iStockphoto/Thinkstock

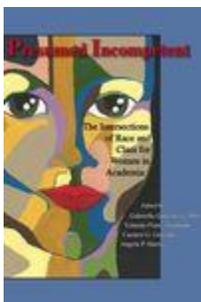
In 2000, I greeted the first entering graduate-student class at Berkeley where the women outnumbered the men. I was the first female dean of the graduate division. As a '70s feminist I cautiously thought, "Is the revolution over? Have we won?" Hardly. That afternoon I looked around the room at my first dean's meeting and all I saw were grey haired men. The next week at the first general faculty meeting of the semester I noted that women were still only about a quarter of the faculty, and most were junior.

Our Berkeley research team has spent more than a decade studying why so many women begin the climb but do not make it to the top of the Ivory Tower: the tenured faculty, full professors, deans, and presidents. The answer turns out to be what you'd expect: Babies matter. Women pay a "baby penalty" over the course of a career in academia—from the tentative graduate school years through the pressure cooker of tenure, the long midcareer march, and finally retirement. But babies matter in different ways at different times. A new book I co-wrote with Marc Goulden and Nicholas H. Wolfinger, [Do Babies Matter? Gender and Family in the Ivory Tower](#), draws on several surveys that have tracked tens of thousands of graduate students over their careers, as well as original research.*

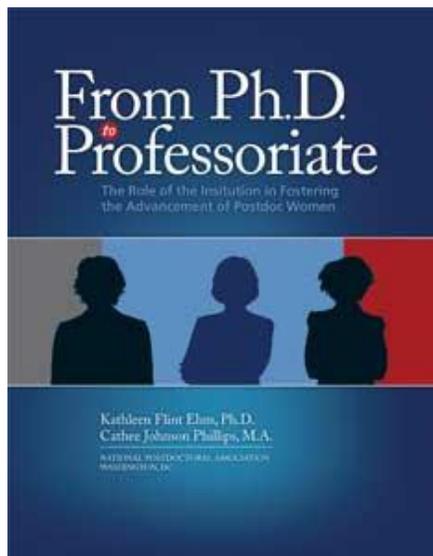
[Read the full article.](#)

[Click here to learn about UNL's Work-Life Policies.](#)

Click below to listen to an interview with Carmen Gonzalez about her book *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*



<http://soundcloud.com/cfuv/women-on-air-academic-special>



“**From Ph.D. to Professoriate: The Role of the Institution in Fostering the Advancement of Postdoc Women** is a new resource book developed by the National Postdoctoral Association as part of NPA ADVANCE. The book provides an overview of our current understanding of the various factors impeding postdoc women's continuation in academia and recommended practices that have shown promise for aiding these women in overcoming these obstacles. The goal is to help focus institutions' efforts to support postdoc women to foster their career advancement.”

[Download the PDF.](#) 



National Science Foundation
WHERE DISCOVERIES BEGIN

NSF Seeks to Create an Ideas Lab for Transforming STEM Teaching and Learning -- Up to \$5 Million to Be Available

The National Science Foundation (NSF) is [seeking innovative ideas](#) for transforming how K–20 teachers approach teaching and learners approach learning in either formal or informal settings, including ideas for optimizing STEM learning, providing models for next-generation practices, and integrating current formal and informal education practices or providing models for next-generation integration.

In the medium term, NSF aims to foster transformative, multidisciplinary approaches that address the use of large data sets to create actionable knowledge for improving STEM teaching and learning environments. In the long term, the goal is to revolutionize learning. The approaches NSF seeks are those of scientists and researchers who are experts in learning, STEM disciplines, computers and technology, statistics, databases, and the study and design of learning environments. Integrating approaches from these fields could improve student learning and engagement, optimize personalized instruction, and support rapid decision making that helps educators respond more effectively to the learning needs of individuals and groups of learners in multiple settings. Such approaches will entail risk along with the potential to advance the field rapidly.

Infrastructure development focused on database design and development for education domains are not included. The solicitation does require the new approaches to generate and apply data ranging from the micro-level (e.g., data on individual learners or from online learning sources, such as massively open online courses), to the meso-level (e.g., data from classrooms providing information to students and teachers about how learning is progressing), and to the macro-level (e.g., school, district, state, and national data, such as that from federal science and policy agencies).

Participants in the optional Ideas Lab workshop on Oct. 7–11, 2013, will be selected through an open application process. They will participate in an intensive five-day residential workshop and develop multidisciplinary collaborative proposals through a real-time and iterative review process. Some of these teams will be invited to submit full proposals. Participation in the Ideas Lab workshop or being invited to submit proposals after being in the workshop is not required for submitting full proposals.

The full background, including funding levels and application requirements, is available through the hyperlink given above. Preliminary proposals (required for participation in the workshop) are due Aug. 19, 2013, and full proposals by Dec. 9, 2013, both by 5 p.m. proposer's time.