

ADVANCE-Nebraska E-news Vol. 1, no. 5, 7 January 2009

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

Please forward any items (announcements, new or classic papers, funding and job opportunities) to advance2@unl.edu.

Thanks to folks who contributed to this issue: Kim Hachiya, Julia McQuillan, Susan Poser, Donna Woudenberg.

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A. Announcements

1. Note Date Change for COACh Workshop: March 2

First Advance-NE Professional Development Workshop March 2 w/COACh: *Includes "Negotiations"*

Mark Your Calendars: Monday 2 March: *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>. **Free lunch.**



TIME TO RESERVE a space now! Email advance2@unl.edu or call Jill Hochstein, ADVANCE-Nebraska project manager, at 2-3304. Deadline for reservation is February 16.

Nancy (left) and Lee at Dartmouth with participants from science and engineering departments.

2. ADVANCE-Nebraska Speakers, Spring Semester 2009

a. January 28, Wednesday, ADVANCE-Nebraska Director **Mary Anne Holmes**: The Why and Hows of *ADVANCE-Nebraska* – co-sponsored with the Women’s Leadership Coalition. Brown Bag Luncheon.

UNL received a \$3.8 million grant in September, 2008, from the National Science Foundation ADVANCE program to increase the number of women faculty in science, technology, engineering, and mathematics departments. Come and hear what the plans are, why UNL applied for this grant, and how UNL will benefit from it.

b. April 29, Wednesday ADVANCE-Nebraska Luncheon (free lunch): **Dr. Heidi Schellman**,

Professor of Physics at Northwestern University and a board member of the Fermi Lab, PhD, University of California at Berkeley, Alfred P. Sloan Fellow, Outstanding Junior Investigator, Department of Energy, Fellow of the American Physical Society. Free lunch! Registration is required (advance2@unl.edu). Come and hear how Dr. Schellman navigated a successful career in physics.

B. UNL Policy of the Month

1. Timely Article in *Inside Higher Education*: Ignorance About “Stop-the-Clock” Policies

<http://www.insidehighered.com/news/2009/01/06/stc>



[Saranna Thornton](#), Elliott Professor of economics at Hampden-Sydney College in Virginia, released analyses of two data sets from surveys of U.S. and Canadian economics departments (one of chairs, one of ladder rank faculty) to learn how “stop-the-tenure-clock” policies are implemented. As the IHE article states, “The idea behind stopping the clock is to free new parents from fear that they must be publishing or applying for grants at a time of profound change and pressure in their families.”

Thornton found from the chair survey that, over the time period analyzed, only 25 to 50% of departments provided correct information to Tenure & Promotion committees on how to evaluate an applicant who used “stop-the-clock” policy for a new child in the family or for serious illness. From the faculty survey, only 30% of respondents said that their T&P committees were given specific (and correct) instructions on how to evaluate a candidate who had utilized stop-the-clock policy (i.e., to not expect the candidate to be academically productive during the time taken off). Some T&P committees are told to “use their own judgment” about the time taken off; 6% were told to expect more productivity (exactly the opposite of what the policy intends), and 13% were given no instructions at all. In addition to the institution’s T&P committee, external evaluators need to be informed of stop-the-clock policy. The full report by Thornton can be found [here](#).

One of ADVANCE-Nebraska’s stated goals is to disseminate information to the faculty on the availability of workplace policies that are designed to promote work-life balance. In addition to stop-the-tenure-clock, such policies include assignment shift and temporary part-time assignment for personal and familial reasons. We will focus on one policy at a time in upcoming *ADVANCE-Nebraska E-News* in the coming months as they become clarified and posted on the OSVCAA website, <http://www.unl.edu/svcaa/faculty/policies/index.shtml#family>.

Robert Drago, a sociologist at Penn State, has researched the availability, perceptions of, and use of work-life balance policies and has discovered that, even when available, such policies are shunned by faculty for a number of reasons: the lack of a prior role model, the lack of clarity on who initiates the policy, the residence of the policy (is it departmental, college-wide, campus-wide?), the belief that colleagues will stigmatize colleagues who use such policies. Men tend to be more negatively stigmatized than women who use such policies. **UNL policy is campus-wide**; specific details are negotiated between the faculty member and his or her chair.

Drago, Robert. 2007. *Striking a Balance: Work, Family, Life*. Boston, MA: Economic Affairs Bureau.

Drago, R., Colbeck, C.L., Stauffer, K.D., Pirretti, A., Burkum, K., Fazioli, J., Lazzaro, G., and Habasevich, T. 2006. The Avoidance of Bias Against Caregiving: The Case of Academic Faculty. *American Behavioral Scientist*, 49; 1222

Drago has a listserv on work-life balance policies, issues, and news items that is distributed most Fridays. Those items of interest to women in STEM are selected and re-broadcast in *ADVANCE-*

Nebraska E-News. It's easy to sign up for the listserv. Just email Bob at rdrago@LA.PSU.EDU and ask to be included on WORKFAM-L@LISTS.PSU.EDU.

Drago published a call to arms to support work-life balance policies in the forthcoming economic stimulus package currently being considered by Congress on Huffington Post at:

http://www.huffingtonpost.com/robert-drago/ipeaceful-revolutioni-chi_b_152813.html

2. Maternity, Medical, and Adoption Leave for UNL Faculty

See the policy in full here: http://www.unl.edu/svcaa/policies/maternity_medical_adoption.shtml

Board of Regents policy: <http://nebraska.edu/docs/board/RegentPolicies.pdf#page=87>

Faculty have an eight-week leave [but, see below*] before and/or after childbirth during which the employee is excused from all duties. There is no stipulated medical maternity leave before or after childbirth at UNL. The Board of Regents Parental Leave Policy states:

Under University policy, and as required by federal law, the time during which an employee or faculty member is unable to work because of a medical disability caused or contributed to by pregnancy, miscarriage, termination of pregnancy, childbirth and recovery therefrom will be covered by the provisions of the University's sick leave policy or by the provisions of the University's disability leave program depending on the category and associated leave eligibility of the affected faculty or staff member. Faculty and staff are therefore eligible for paid leave for such absences under the provisions of the applicable leave policy.

From the website, Associate Vice Chancellor for Academic Affairs Evelyn Jacobson writes:

One of the stipulations of the federal [Family Medical Leave Act of 1993] act is that, ". . . on return from FMLA leave, an employee is **entitled to be returned to the same position the employee held when leave commenced**, or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment".

Specifically with respect to leave associated with the birth of a child, we interpret FMLA as meaning that *any untenured but tenure-line female faculty member who has been granted a paid or unpaid leave of absence related to giving birth, and that the primary caregiver of a newly adopted child who has been granted a paid or unpaid leave of absence related to the adoption, has the option of requesting an **extension of the tenure probationary period** and that this request ordinarily must be granted.* This FMLA requirement is, in fact, consistent with our current tenure interruption policy which allows for an extension of the probationary period in cases where "an individual may be able to meet fully and competently the usual demands of job, but may not have the concentration or creativity required to achieve tenure while experiencing high demands in other aspects of life." **In practice, this policy provides any woman with the option of delaying the tenure clock due to the birth of her child and provides a primary caregiver of a newly adopted child the same option.** Ordinarily, we would assume that such a request will result in deferral of the required tenure review by one full year, although in every case a specific plan for extension must be formally proposed and officially approved, as per the guidelines already in place. The request for an extension of the probationary period must be made not later than one year after the birth of the child.

(Application forms are here: <http://www.unl.edu/svcaa/faculty/policies/index.shtml#family>)

*A second part of the Act guarantees every employee **up to twelve weeks of unpaid leave for one of the "qualifying events" identified in the Act.** UNL, therefore, also guarantees under the terms of FMLA

that up to twelve weeks of unpaid family/medical leave of absence is available **to all regular employees with an FTE of .50 or greater**, as well as other employees (including graduate students and temporary employees) who have worked for at least 1,250 hours during the year preceding the start of the requested leave. All relevant provisions of FMLA apply to these employees. Questions on the FMLA policy as it applies to all UNL employees can be answered by individuals in the Benefits Office, 472-2600.

Thornton's and Drago's work indicate that in addition to having this policy, **tenure and promotion committees need to be informed of its existence and applicability to each candidate** eligible for promotion.

In addition, when requesting **external letters of support for tenure candidates, the reviewers need to be informed** as well.

Janice Bellace, associate provost at Penn State, wrote a comment on the Inside Higher Ed piece:

In Feb 2006, a new section was added to Penn's Faculty Handbook that states: "When a faculty member who has taken an extension under this section is being reviewed for tenure or promotion to associate professor, the dean, in his/her letter soliciting evaluations from external reviewers, **should explicitly state that the candidate has taken an extension pursuant to this policy**. The dean should further state that the policy of the University of Pennsylvania is to evaluate the productivity of each candidate who has been granted an extension as if he or she had been in probationary status for the normal duration, so that the candidate is not penalized for having received the extension."

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

1. From AWIS' Washington Wire: Symptoms of heart attack

Phyllis Greenberger, [Society for Women's Health Research](#), in a Letter published in *Science* 28 November 2008 (Vol. 322. no. 5906, pp. 1325 – 1326), reports that despite rosier pronouncements that "Women Abound in NIH [National Institutes of Health] Trials" (Constance Holden, *Science* 10 October 2008, Vol. 322. no. 5899, p. 219), when gender ratios of participants for clinical trials of diseases that affect both genders are examined, women remain under-represented. Women comprise only 27% of participants in cardiovascular disease (CVD) studies, but 53% of all patients presenting symptoms of CVD. In addition, gender effects are rarely teased out of clinical trial data. So what are the symptoms of a heart attack for women?

Watch the video: <http://www.youtube.com/user/womenshealth>

2. From AWIS' Washington Wire: Dearth of Women in the Computer Sciences

From an article in the New York Times, Nov, 2008: Many computer science departments find women today make up less than 10 percent of the newest undergraduates. What's baffling is that in other science and engineering fields, 51 percent of bachelor's degrees were received by women in 2004-5, according to the [National Science Foundation](#) Division of Science Resource Statistics. Three schools of thought for this decline are proposed. One idea, the right computer game has yet to be built for girls, but once it is, computer related interests should rise. Another school of thought is the "we won" assertion because women are represented in web site designing and the like, but this results in considerably less pay than software engineering and less influence on how computers are used. Alternatively, the third ideology suggests "Girls and young women don't want to be that 'nerd' person."

[Where have the women gone?](#)

3. From AWIS' Washington Wire: Networking Know-How

Everyone stresses the importance of networking for career development and advancement, but what specifically can you do to maximize your networking potential? Joining a professional organization is "the lifeblood of your professional life," but your success is also dependent on your preparation and persistence. Always have business cards on hand and adhere to the "the reciprocity principle," building relationships by listening and engaging. Making networking a way of life, and strengthening relationships by utilizing your different contacts will expand your networking capabilities that are critical for career development and growth.

A plug for ADVANCE-Nebraska: practice networking skills at our next brown-bag luncheon, 28 January (see "Announcements"). Stay tuned for more networking events this semester.

[Networking 101](#)

4. From AWIS' Washington Wire: Employment Trends in Public Postsecondary Institutions

"Employees in Postsecondary Institutions, Fall 2007, and Salaries of Full-Time Instructional Faculty, 2007-08," is an annual report based on numbers and statistics gathered by the Integrated Postsecondary Education Data System (IPEDS). Participation in IPEDS was mandatory for institutions participating in Title IV federal student financial aid programs and whose main function is to provide higher education (academic, continuing education, vocational) to students beyond K-12. The report revealed growth among the number of faculty, especially instructional faculty, and professional staff. However, the proportion of full time employees declined, particularly those engaged in teaching, research or duties typically performed by professors. Other findings include the percent of women employees, tenured, tenured and non-track faculty, and salary data.

[Employees in Postsecondary Institutions](#)

D. Miscellaneous

1. New Course for Spring 2009 at UNL: "THE ECONOMICS OF ACADEMIC EMPLOYMENT"

EDAD 890, Section 102, Call no. 9477

AECN 896, Section 102, Call no. 9478

7:00-9:50 p.m. Tuesdays, 247 TEAC, City Campus

Instructor: Dr. Jeffrey Royer

Audience: This course should be of interest to graduate students, regardless of major, who plan careers in higher education and seek a better understanding of the unique economic and social environment in which they will work. No prior coursework in economics, mathematics, or statistics required.

Course description: EDAD 890 / AECN 896. The Economics of Academic Employment (3 cr II) Prereq: Graduate status.

Application of economic concepts to understanding the unique relationship between universities as employers and professors as employees. Topics include the nature of academic employment; internal labor markets; the determination of faculty salaries; models for explaining tenure; economic incentives and faculty behavior; age and scholarly performance; differences in the nature and productivity of academic disciplines; teaching and research performance, reward structures, and time allocation; administration, faculty service, and university governance; and evaluation of trends and proposed changes in the terms of academic employment.

Abbreviated outline

1. The nature of academic employment
2. Internal labor markets
3. The determination of faculty salaries
4. Property rights, agency problems, and the university
5. The economics of academic tenure
6. Models for explaining and understanding tenure
7. The up-or-out rule
8. Economic incentives and faculty behavior
9. Age and scholarly performance
10. Disciplinary differences and their implications for productivity and employment
11. Relationships between teaching and research
12. Administrative and faculty service roles
13. University governance
14. Modifying the terms of academic employment
15. Conclusions

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2. ASCENT for women meteorologists, from Gannett Hallar

Dr. Linnea Avallone, Ms. Laura Edwards, and myself were recently funded by the NSF ADVANCE program to create ASCENT.

Atmospheric Science Collaborations and Enriching NeTworks (ASCENT) is a program focusing on women in atmospheric science/meteorology and is designed to initiate positive professional relationships among female faculty of different ranks and postdoctoral researchers. The program consists of a three-day summer workshop with follow-up reunion events at major national meetings. While networking with like-minded women scientists, participants will have the opportunity to be involved in frank discussions to explore specific promising practices toward eliminating the "leaky pipeline", defined by the attrition of women at different stages in their academic careers.

ASCENT is now accepting applications for our first workshop.

Our first workshop will be held in Steamboat Springs, Colorado from June 15-17, 2009.

Applications are DUE by MARCH 15.

The program will be open for applications from junior female scientists to participate in the workshop. Twenty junior scientists will be selected each year based on enthusiasm for science, interest in issues related to women in academic and professional settings, and how they contribute to creating a diverse group, as described in their applications. Due to the nature of this networking opportunity, we encourage participation of pre-tenure faculty members, early-career research scientists, and postdoctoral researchers seeking faculty positions.

You can now apply on-line at: <http://www.ascent.dri.edu>

This web site will also provide you with more information about the ASCENT program. Please contact me with any questions.

Happy New Year!

Gannett Hallar

A. Gannett Hallar, Ph.D.

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Assistant Research Professor

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Desert Research Institute

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From ESWN Discussion Board: <http://eswn.aos.wisc.edu/>

Eswn mailing list

Eswn@mailman.acd.ucar.edu

<http://mailman.acd.ucar.edu/mailman/listinfo/eswn>

3. How to Publish in *Science*: Chicago, Illinois: February 14

An editor from the journal *Science* will discuss the submission, review, approval, and publication process for the journal. The presentation will cover what editors look for in strong submissions and what reviewers are asked to consider when reading manuscripts. The editor will walk through the steps of submitting a paper through the review process and finally to publication, as well as explain what types of papers are suitable for publication in *Science* as opposed to a specialty journal. After the presentation, audience members have the opportunity to ask questions.

Saturday, February 14, 10:30 a.m.-12 p.m.

AAAS Annual Meeting, Chicago, Illinois

www.sciencecareers.org/outreach

4. Girls on Ice

From Erin Petit:

Hello Friends!

I hope everyone is having a wonderful holiday season!

I've been running a program called Girls on Ice for 10 years now. It is free program for teenage girls to challenge them both physically and intellectually - doing field science in an alpine world.

Running this program tuition-free has allowed many girls who would otherwise not have many opportunities to explore the mountains and challenge themselves in science and exploration.

We are now going through a transition, and I would like to tell everyone about it - so that the program will keep it's momentum going through these tougher economic times.

The non-profit through which I have been running the program can no longer host it and I am moving the oversight of the program to the University of Alaska Fairbanks.

see <http://girlsonice.org>

Right now we are planning on a GOI 2009 expedition, so please tell everyone that Girls on Ice is still going, we are just changing our institutional affiliation. Please pass this on to people you know who might know girls who will be interested in applying.

In addition, because of this sudden transition, we need to rely more on small individual donations to rather than small grants we have received in the past. In order to fully commit to our 2009 program, we need to secure enough funds to make it happen.

If you or anyone you know would consider donating to keep this program going, the girls would greatly appreciate it. I realize this is a tough economic time for everyone, but we are hopeful that we can bring in the funds to keep this program going. Please consider donating (we are also looking for equipment donations and volunteers to help) and pass this onto others you know who might be willing to contribute.

thanks so much,

Erin

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