



# Earth Science WOMEN'S NETWORK

Issue No. 7 (Fall 2012)

[www.ESWNonline.org](http://www.ESWNonline.org)

## AGU Events in Detail



Info on ESWN at AGU 2012: workshops, posters & the annual reception. **2**

## ESWN-Europe Activities



News on EGU 2012, get-togethers, board recruitment & looking forward. **3**

## Networking Workshop



Summary of the 2012 Workshop on Networking. **4**

## Should I Stay or Should I Go?



Factors influencing job satisfaction and productivity for scientists. **6**

## Member Column



Members reflect on, "The most important thing I learned in grad school." **7**

## Listserv Highlights



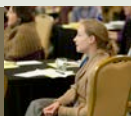
Highlights from the 2012 listserv. **8**

## Mentoring Section



A reflection on the role of mentors. **9**

## Looking Ahead to the Next Decade



A message from the ESWN Leadership Board. **10**

## • You're Invited! **ESWN@AGU 2012** •

### Schedule and Events Summary

#### Monday

Work-Life Balance Workshop  
(Sponsored by AWIS, ESWN, AWG, and AGU)  
1:30 PM - 5:30 PM  
Marriott Salons 12-13

ESWN Annual Networking Reception  
(Sponsored by AWIS)  
6:00 PM – 8:00 PM  
Jillian's Billiard Room  
Corner of 4<sup>th</sup> and Mission

Poster in Session ED13A (Moscone Poster Hall)  
ED13A-0767. A Balancing Act: A Quantitative Analysis of the Influence  
of Work/Life Balance and Work Atmosphere on Personal and  
Professional Success of Women Scientists  
*Tim Archie; Sandra L. Laursen; Marina Kogan*

#### Wednesday

ESWN's Navigating the NSF System Workshop  
8:00 AM - 12:00 PM  
Marriott Golden Gate A

ESWN's Succeeding on the Tenure Track Workshop  
1:00 PM – 2:30 PM  
Marriott Golden Gate A

Poster in Session PA31B (Moscone Poster Hall)  
PA31B-1983. Online and in-person networking among women  
in the ESWN at [www.ESWNonline.org](http://www.ESWNonline.org)  
*Rose Kontak; Amanda S. Adams; Agatha M. De Boer;  
Meredith G. Hastings; Tracey Holloway; Erika Marin-Spiotta; Allison L. Steiner;  
Christine Wiedinmyer.*





## @AGU 2012 in Detail

### Monday

#### Work-Life Balance Workshop

(Sponsored by AWIS, ESWN, AWG, and AGU)

1:30 PM - 5:30 PM

Marriott Salons 12-13

Work-life satisfaction is a critical issue for individuals in today's STEM environment. Research shows that loss of top talent is a likely issue for universities and corporations alike, and that having rigorous development opportunities can make a difference in retaining top talent. The goal of this workshop is to give individuals the tools they need to achieve satisfaction and an effective balance between their professional and personal lives and thereby facilitate sustainable engagement and success in their jobs. This workshop is a partnership between AGU, AWG, and ESWN. Content provided by AWIS. The workshop is free and no registration is required.

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#### ESWN Annual Networking Reception

(Sponsored by AWIS and ESWN)

6:00 PM – 8:00 PM

Jillian's Billiard Room  
Corner of 4<sup>th</sup> and Mission

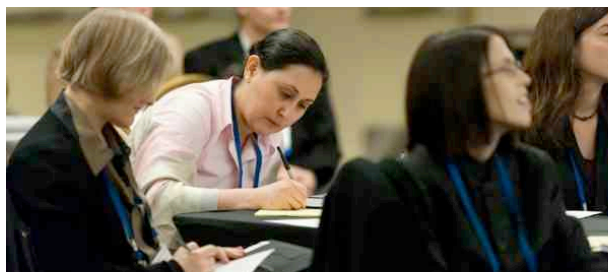
Come join us for free appetizers and networking with ESWN members!

•

Poster in AGU Session ED13A (Moscone Poster Hall)  
**ED13A-0767. A Balancing Act: A Quantitative Analysis of the Influence of Work/Life Balance and Work Atmosphere on Personal and Professional Success of Women Scientists**

*Tim Archie; Sandra L. Laursen; Marina Kogan*

See a preview of Tim's poster on page 6 of the newsletter!



### Wednesday

#### ESWN's Navigating the NSF System Workshop

8:00 AM - 12:00 PM

Marriott Golden Gate A

How do you make your proposal as NSF-savvy as possible? How do you best describe your broader impacts? What is cutting edge in data management? How do you identify the best program for application? How do you access available education and outreach funds? There are always new initiatives starting at NSF access available education and outreach funds? There are always new initiatives starting at NSF, beyond core programs. How do you identify and apply for these opportunities? How are initiatives different than core programs? How can you design effective integrated research? Answer these questions and meet in small groups with Program Officers, get to know what they are looking for, and learn how to ask the right questions, give the right answers, and get funded. This workshop is open to all AGU Fall Meeting attendees and will be particularly helpful to early-career to midcareer participants, especially graduate students, post-docs, researchers, and tenure-track faculty thinking about applying for NSF funding for the first time. This workshop is being sponsored by Earth Science Women's Network and AGU Education.

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#### ESWN's Succeeding on the Tenure Track Workshop

1:00 PM – 2:30 PM

Marriott Golden Gate A

The tenure track can seem mysterious: a few crucial years where new professors build a research program, develop a teaching portfolio, and hope to be promoted. In this workshop, we aim to de-mystify the process, and share secrets to success. A panel of recently tenured faculty members in earth science disciplines share their "lessons learned" and answer questions. Geared towards assistant professors on the tenure-track now, as well as grad students and post-docs considering an academic career; all are invited. This workshop is a partnership between Earth Science Women's Network and AGU.

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Poster in AGU Session PA31-B (Moscone Poster Hall)

**PA31B-1983. Online and in-person networking among women in the Earth Sciences Women's Network at [www.ESWNonline.org](http://www.ESWNonline.org)**

*Rose Kontak; Amanda S. Adams; Agatha M. De Boer; Meredith G. Hastings; Tracey Holloway; Erika Marin-Spiotta; Allison L. Steiner; Christine Wiedinmyer*

## ESWN-Europe Activities



Agatha de Boer  
Associate Professor  
Stockholm University

Mirjam Glessmer  
Postdoctoral Fellow  
University of Bergen



### EGU 2012

For the fifth time in a row, ESWN held a reception at the European Geophysical Union's (EGU) annual General Assembly in Vienna. It was great to see so many new faces. After warming up over drinks and snacks at the reception a group of us went on to have dinner at the Palat Schinken Pfandl, a traditional pancake house in Vienna that is fast becoming an ESWN favorite and tradition.



### Bergen Get-togethers

ESWN has a very active group of members in Bergen. In 2012 members arranged 3 dinner meetings. These are very popular and always well attended.



## European Board Recruitment

In October the ESWN European Board recruited 3 more members and now consists of a total of 8 women representing 6 different countries! The full list of board members are Agatha de Boer (Sweden), Amelie Kirchgaessner (UK), Jaana Bäck (Finland), Jaime Toney (UK), Jennifer Holden (UK), Mirjam Glessmer (Norway), Nedjeljka Zagar (Slovenia), and Tatiana Ilyina (Germany).



## Looking forward

Buoyed by the enthusiasm and success of EGU 2012, the European board are planning and have applied for funding for a variety of events in 2013. The first event will be a one day workshop on Sunday 7 April, the day before the EGU 2013 General Assembly starts. The aim of the workshop will be to introduce potentially beneficial women's networks in Europe to our members and also to give inspirational women in science a chance to tell the attendees how they have used networking to gain success.

Of course, our annual EGU reception will not be forgotten in the process and will take place later in the week. Details will be distributed soon.

On 6-8 May there will be an Op-Ed workshop held in Bergen, Norway. Participants will learn how to effectively let their voice be heard in the media. Also planned for May is a workshop on networking that will be based on the successful ESWN workshop in Wisconsin in 2012. The latter workshop is still subject to a pending funding decision from the Elsevier Foundation to whom the board submitted a proposal for support.

In other words, lots of events for all our members to look forward to in Europe in 2013! Keep an eye out on the listserv and the website for details that will come soon!



## A Participant's summary from the "Skills for Networking and Communication" Workshop, Madison 2012



Also read the Eos summary  
online at  
<http://www.agu.org/pubs/crossref/2012/2012EO410011.shtml>

**Verena Starke**  
Postdoctoral Fellow  
Carnegie Institute of Washington

This summer I attended the amazing two-day Madison workshop with lots of information on how to improve your professional network and develop networking skills. Christina Olex (day 1) and Kerry Ann Rockquemore (day 2), both professionals in their fields and great experts in networking, were our two coaches for the two-day workshop. Here are the main highlights from each day, with a more detailed summary below.

### First day:

1. Get out there and start approaching people – practicing networking is the best way to improve your networking skills.
2. Be specific with your goals when asking busy people for their time. (What do you want to know and how much of their time do you need?)
3. Introverts don't have to become extroverts to be able to network.

### Second day:

1. Map your current mentoring network.
2. Write each day of the week (that's what your job is about) except weekends.
3. Accountability is the key ingredient for success.

### Networking

For some of us, this word has a negative connotation. We know it is important but sometimes it brings up these feelings of fear (maybe of rejection) or discomfort (of talking to a person we don't know and being put in a very uncomfortable situation). And what do we do? We find excuses not to do it and run! We tend to use these excuses such as "I don't have time", to find our way out and not network. But if we are honest with ourselves, then we actually know that it isn't necessarily time we don't have, it's the courage. Well, that's how it is for me... it is easier to avoid it then actually to step up, deal with the discomfort and do it. Partly it has to do with the fact that we don't know what we are supposed to say, which you can circumvent by having a good set of questions. Mostly it has to do with the fact that networking is something we may not want to do. So, yes, talking to new people can

be scary, however, networking also means learning how to network better.

The bottom line is that there is no way around it and that we need to learn to conquer this fear and go out there and approach people. I know, this sounds like the opposite of what some of us might like to do. But ask yourself, what would you lose? Yes, there is the possibility of rejection, but there is also the possibility of success.

### *Limiting beliefs that we LOVE to use*

Christina provided some examples of limiting beliefs that we like to use as excuses not to network. They might work well for our not-wanting-to-network-mind but they won't help us to network:

- *Who am I to contact \_\_\_\_\_?* Grad students frequently think this way. Yes, important people are busy, but they also expect to be asked for advice. Don't hesitate because you feel that they don't have time. However, be very specific if you contact them. Say what you want and how much time you would need from them. That way it's easier for them to say yay or nay and you don't have to wait for a reply forever.

- *My work isn't ready to show anyone/good enough.* That's my personal favorite - I use it all the time!

- *I may be rejected/embarassed/humiliated.* That would be one we easily could be afraid of and might take too personally, but we need to get over it.

- *I don't have the resources/time to \_\_\_\_\_.* That one competes with my other favorite... I guess, it is my second favorite?

- *Nobody has ever helped me in the past, so nobody will help me now.* This one I have not really experienced because I have had very helpful people around me. However, others discussed how prior failures can affect your fear of networking.

- *I'm afraid of \_\_\_\_\_.* Yes, you probably could fill many things into this blank.

- *I don't know where to find \_\_\_\_\_.* (They are hiding!)

- *Important people are so busy and have no time.* Do you know this excuse? The truth is, important people are very busy, but whether they have time for certain things is up to them to decide. We often run into this situation where we would like to talk to them at a conference, introduce ourselves, or would like to write them an email with the intent to work with them, but sometimes this seems very difficult and then we do nothing. We are not sure how to approach it: What should I say? How can I get their attention if they have so many other things to do?

What I learned during the workshop is to have goals and precise questions ready to engage with people. If you would like to meet with a busy person, have a specific

*ESWN 2012 Workshop on Networking, continued*

question in mind and be specific when asking busy people for their time. It could be something like “I would like to talk to you about [subject here] and was wondering if you have 15 minutes to talk to me next Friday.” Even if they are very busy, you will have a higher chance of a favorable reply if you tell them what you want and for how long.

If you are at a conference and want to meet people, then come up with a good set of questions you can ask to get the conversation going. You can use the same questions over and over again, each time you meet people, just to get the conversation rolling. Also, you don’t need to go right to the next big conference and get to know everybody there, pick two people you really want to talk to. By the way, there are some very helpful tips in the book “Networking For People That Hate Networking.” Introverts don’t have to become extroverts to be able to network.

*Start Practicing?*

I know, this is all easier said than done. Even if we know all the facts and the importance of talking to strangers; we still are hesitant to do it (well, I am). One way around this is by slowly practicing networking and talking to audiences. Start at the place you work and start small. For example:

- Go to work functions and talk to your colleagues, get to know people that are new.
- Take the opportunity and talk to guest speakers, which mostly takes only 30 minutes. If you don’t have the same scientific interest, then talk about his/her career, ask for advice (people like to talk about themselves).
- Give talks: start with small groups. The Carnegie Institution, where I work, has an educational summer program for high school kids where they learn to design a small research project. The organizer asked Carnegie scientists if we could give a talk to the kids and tell them about our science. So we talked about how to organize an expedition, find a question one would like to answer, things to bring on your trip to do your science and about what my science is on the expedition (microbial ecology). It was a great discussion and they had a lot of questions about bacteria living inside rocks, which is what I am studying. Was I nervous? Yes, totally! But the only way we can get over it is by practicing talking to people, and a group like this is an “easy audience.” They won’t criticize you for your science as some of your peers might do. Granted, the kids are a bunch of 16-year-olds, partially too embarrassed to admit that something is cool, but as soon one person asked several questions the others joined in.

One more thing: when we are asked to perform in front of people, a possible reaction is “I have no time, I have so many other things to do.” We do have many other things to do, BUT one of the goals is to become a better speaker

and get over being afraid to talk to audiences. And here is an opportunity, but we are about to turn it down because we don’t have time? Or is it actually because we are afraid? Accepting the invitation is not easy at times, but it’s the only way to develop your skills!

*Upkeep is a part of networking!*

There was another very interesting aspect of networking we learned during the workshop. Networking is not just about approaching people, but also about staying in contact with them (upkeep). Interestingly, people that have an easy time talking to people often have problems with staying connected (“no time?” Go figure - I think this is the most used excuse for anything we do). And people that have difficulties approaching people are often better in keeping up with contact (well, if you don’t know that many people because you don’t approach them then it isn’t too difficult to keep up with the few you know). Networking is not just meeting people, but also maintaining those relationships. Stay connected!

*What’s your number...*

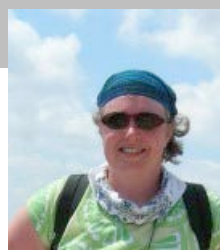
Of mentors? You might find this a strange question because some people assume that there is one perfect mentor out there. If you have one, hold on to him or her! However, sometimes it is difficult for one person to cover/mentor all the needs we have. Kerry Ann introduced us to a “mentor network map” where different people cover different needs you have in your career process and they change. The categories she described are (1) Substantive Feedback (with department colleagues and professional editors), (2) Sponsorship (with senior department faculty), (3) Access to Opportunities (with internal mentors, peer mentors, external mentors), (4) Accountability for What Really Matters, (5) Role Models, (6) Safe Space, (7) Intellectual Community (with readers for work that is 0-25%, 25-50%, 50-75%, or 75-100% done), (8) Emotional Support (with friends, family, others) and (9) Professional Development (with internal and external). You can change the names of the categories (adjust them to your type of work) as you want!

Networking can be difficult, especially when we are uncomfortable talking to strangers. However, it doesn’t help you or your career if you isolate yourself, wanting to work alone and pretending that there is no reason to go to conferences. And stop telling yourself that there is no reason to bother busy people. Take one step at the time and be active. You are not supposed to go out and to get to know the whole world personally (of course you can if that is your goal), but find mentors, friends and peers that you can freely ask for information, contacts and support. Networking builds intellectual, professional and personal relationships that will help you reach your goals easier than if you have to do it all on your own. And where is the fun in that? So, go out and talk to strangers even though your Mom told you not to!!!!

## Should I Stay or Should I Go?

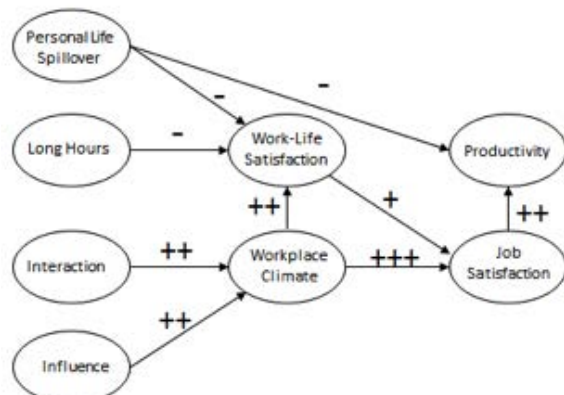
### Factors Influencing Job Satisfaction and Productivity for Scientists?

Tim Archie and Sandra Laursen,  
ESWN and  
University of Colorado Boulder



Recent research has shown that workplace climate is strongly related to job satisfaction and subsequently to individuals' decision to stay or leave the workplace. This may be especially important in women's career decision-making: for instance, department climate has been shown to influence job satisfaction more strongly for women faculty than for men (Callister, 2006). In our 2010 survey of geoscientists (N=561 primarily ESWN members), we explored these issues further. We asked women questions about their workplace climate, and job and work-life satisfaction, and to identify barriers to career development. Using frameworks developed in organizational psychology, we used our survey data to explain the relationships between self-reported variables including: work-life satisfaction, workplace climate, job satisfaction, and productivity. We also hypothesized that these relationships are moderated by gender and caretaking responsibilities. We developed a path model expressing the strength of relationships among these variables to describe these relationships and to test for moderation effects. Figure 1 displays the relative magnitude of positive and negative standardized regression coefficients among survey variables.

Overall, we find that workplace climate is strongly related to job satisfaction. Previous research has demonstrated the strong connection between job satisfaction and employee turnover. Thus our results indicate that positive



workplace climates can help to retain employees regardless of their gender or caretaking responsibilities. Another important finding is that across all groups, job satisfaction is more strongly related to workplace climate than to work-life satisfaction. This is an encouraging finding, as this suggests that changes in institutional conditions affect job satisfaction more than individual factors. As such, a positive workplace climate can help to keep employees satisfied and productive even during periods when they struggle to maintain their work-life balance.

Other highlights from the results include:

- Across all groups, there is a strong positive relationship between job satisfaction and productivity.
- Across all groups, job satisfaction is primarily a function of workplace climate.
- For all women, job satisfaction is also a function of work-life satisfaction.
- Work-life satisfaction is more important for women with child caretaking responsibilities than women without child caretaking responsibilities.
- Workplace climate has a moderate positive influence on work-life satisfaction for women regardless of caretaking responsibilities.

Among women, personal life spillover and long work hours negatively influence work-life satisfaction, job satisfaction, and productivity. These relationships are stronger for women with child caretaking responsibilities.

What does this mean?

- Positive changes in workplace climate may increase job satisfaction, and subsequently productivity, regardless of an individual's gender and child caretaking responsibilities.
- Positive changes in workplace climate may also increase work-life satisfaction, and subsequently increase job satisfaction for women, especially for women with child caretaking responsibilities and those early in their careers.
- Institutional policies may effectively mitigate barriers to work-life satisfaction for women with child caretaking responsibilities and in early career stages. For example, flexible work schedules and child care opportunities at conferences can support these women's career advancement.

These results provide empirical evidence that workplace climates play a strong role in job satisfaction and workers' subsequent decisions to stay or leave their jobs. Gender, child caretaking responsibilities, and career stage all influence the network of relationships between job satisfaction, department climate, and work-life satisfaction. These findings emphasize the importance of an inclusive and positive workplace climate and the need for organizational policies that address work-life balance issues.



## Perspectives from Members

Three ESWN members were asked to complete the sentence “The most important thing I learned in grad school was \_\_\_\_\_.”



Nadine Unger  
Assistant Professor  
Yale University

*“finish and submit the PhD project papers”*

Aside from the linear algebra and how to make a Caipirinha, I learned many important things in graduate school in the UK. Probably the most important thing I learned (the hard way) is to write up and publish the results while the projects are still fresh in the mind. I published only one of the chapters from my PhD thesis. I wish I had submitted two of the other projects at the time, one was on an automatic chemical mechanism reduction software that I developed from scratch, and another was on radical amplification in isoprene atmospheric oxidation. It is so easy to fly across the ocean to an exciting new postdoc and new beginnings. Keep in mind that the post-defense (or post-viva) half-life of the human mind’s interest in the PhD project work is rather short. There may be a myriad of acceptable reasons why publishing the work is not at the top of the advisor’s priority list (for instance, they are serving a stint as Department Chair). The student may need to be highly proactive in managing the advisor and taking the initiative to mobilize the paper writing. In the grand scheme of life, not publishing those chapters has not had any real impact on my career whatsoever. The issue is that PhD-level work is by definition an important novel contribution to the field that needs to be properly documented for the community. Publications are the established currency of academia. As a graduate student, I also learned the importance of just showing up and keeping going through all the highs and the lows. To me, sometimes the PhD felt like those Tibetan pilgrims who cross a continent by full-body prostration. Excruciating. Except the pilgrims actually want to travel the journey in that way. As Woody Allen said, “Eighty percent of success is showing up”. With the benefit of hindsight, I see that the PhD process was a unique period of intense learning and discovery where I had the luxury of time to develop the quantitative skills that remain the bedrock of my research activities today.

Stephanie Eby  
Postdoctoral Fellow  
Colorado State University

*“the reach of my network”*



I found it difficult to fill in this blank because I learned so many things in grad school, but which was the most important? I asked grad school friends and made a list. The list contained all of the most obvious things including, how to do research, however, the one I kept coming back to was networking. I had never really thought about networking before grad school or even during the beginning of grad school. I had always thought of networking as something that people in the business world did. It wasn’t until I attended my first conference that networking even came up. I remember making a list of people that I thought I should meet who were going to be there and discussing how to approach them with my advisor. He even gave me a pep talk. I went to my first conference, list in hand, and managed to work up the nerve to introduce myself to several people. I was surprised by how friendly and easy to talk to most people were. Today, I still collaborate with and talk to people I met that first time.

Networking can lead to so many great things. I’ve been lucky enough to find two post doc positions since graduate school and both of them were given to me by people I already knew. In fact, neither of the positions was ever advertised and there is no way I would have gotten them without having approached the people directly. Networking has led to collaborations on manuscripts, projects, and conference symposiums. It has also led to mentors, friends, and even places to stay when out of town.

I sometimes still have to work up the nerve to approach that “famous” scientist and introduce myself, but I keep doing it because I know how important it is. My desire to meet new people and network led me to join ESWN. It is a bit unbelievable to me that I didn’t realize how important networking was before grad school, but I am glad that I figured it out. So go meet someone new today, you never know where it might lead.





Sonya Legg  
Research  
Oceanographer and  
Lecturer  
Princeton University

*“advisors are not  
infallible – they’re  
humans too!”*

When I started grad school my advisor seemed to know more about everything in the field than I would ever be able to master. If he made a suggestion for the research approach I should be taking, I followed it, assuming he would know what he was talking about. But as time went on and I became an expert in my little project at least, I realized that he wasn't always correct in his assumptions or reasoning. So then I learned to argue my case and persuade him to change his mind when necessary. I realized that being able to talk effortlessly about a topic isn't actually the same as understanding all the details, and with some hard work reading up on the literature I could sometimes be the one explaining things to my advisor. Learning that sometimes the supposedly more experienced scientist can be bluffing or simply just mistaken helped me to have confidence in the validity of my own experience and opinions. Since then I've worked with some strong personalities, and remembering this lesson has helped me to avoid being intimidated by their seniority or experience.

## Listserv Highlights, 2012

Lisa Rausch  
Ph.D. Candidate  
University of Kansas



Here's a quick summary of some of the most popular discussions on the listserv in 2012. Check out the archive for more details if you see a topic that interests you!

January 2012: This month, listserv subscribers discussed the importance of reviewer anonymity in the peer review process in response to a bill - Grant Reform and New Transparency (GRANT) Act (H.R. 3433 ). The GRANT bill would have required the publication in full of grant proposals on the federal Office of Management and Budget website and the public disclosure of peer reviews. The bill was passed by committee but did not make it out of the House. Another lively discussion resulted when a member wrote in to ask for tips on questions to ask at an interview for a tenure-track position.

February 2012: Two interesting topics generated much discussion this month. The first topic was a request for

advice on a robust method for managing journal articles. In another discussion, a query about the most important thing for the public to understand about climate science was posed.

March 2012: Highlights this month included advice regarding employment options in private industry or otherwise for a PhD who moves every couple of years, and the website “This is What a Scientist Looks Like.”

April 2012: Need some interesting questions and answers for teaching about climate change in your class? Head to the listserv archive for April for a list compiled by ESWN climate experts. You can also find a spirited discussion about how to best support parents (and particularly mothers) attending conferences.

May 2012: Are attachment parenting and feminism compatible? This month, ESWN-ers chimed in with their opinions and personal experiences in response to a New York Times article that asked this question. We also talked about the slow progress toward reasonable parental leave policies at universities and NSF.

June 2012: June was a busy month on the listserv! We began with much commentary on the significance of a “chilly” environment toward women in some departments. This evolved into a discussion of the poor representation of women among winners of major awards, including the Goldschmidt Award and others. One solution put forth was to create small “action-” or “mutual mentoring-” groups to support women at their institutions. Other solutions offered were to make an effort to better publicizing serious gender discrepancies and implicit bias in honors awarded, and to pro-actively increase the number of women nominated for these prestigious awards. In other discussions, a member wrote in to request suggestions for compiling a list of potential reviewers for her tenure application. May's discussion about parenting and conferences and the broader issues of work-life balance also continued into this month. This sparked some interesting comparisons between the relative challenges and benefits in academia and in private industry. Finally, a controversial video posed by the European Union, ostensibly in support of women in science, generated many creative and thoughtful suggestions about how to better promote science careers to girls and young women.

July 2012: An ESWN member who works for a government agency asked for advice for getting into peer-reviewing articles as a way to stay plugged in to current research. An anonymous poster requested advice regarding planning to start a family and how soon she should start discussing part-time work in her soft-funded position. Another anonymous poster requested advice from the group regarding applying for a permanent position at an institution where she currently works in a soft-money position. In the spirit of improving our



*Listserv Highlights, 2012, continued*

negotiation skills, two books called “Women Don’t Ask” and “Ask for it” were recommended. The ongoing discussion about childcare for professional meetings also continued this month. Another topic raised was that some NSF post-doc fellowships (but not all!) require a change of institution leading to more frequent early career moves for many scientists. These moves can be challenging or impossible for individuals with working partners, family ties to a particular region, and for many other reasons. A member wrote in to request tips for writing a successful NSF post-doc application. Another member requested advice regarding changing her name on her CV after getting married.

August 2012: This month featured lots of good advice to a member regarding conducting a job search in a narrow geographic region, which netted the recommendation of several useful websites and other resources. A professor received advice for supporting her graduate students’ conference travel. Looking for some inspirational reading? August’s listserv discussion has some recommendations for you. An anonymous poster who decided to read “Women Don’t Ask” after it was recommended on the listserv asked for advice regarding how best to approach asking for a promotion. Another anonymous poster shared her experiences with considerable structural and personal sexism observed at a summer school the previous year, generating lots of interesting commentary and triggering a response from organizers.

September 2012: An anonymous poster started out the month with a query about disclosing her reasons for stopping the tenure clock in her tenure application. Recommendations for podcasts for listening to in the lab were passed around. The controversy surrounding the American University professor who breast fed her child in class was debated by the group. A member received advice from the group about accepting a co-authorship on a paper using data she collected. An anonymous poster asked the group how more young female scientists can be given oral presentation slots when there is considerable pressure to give these slots to more established (and usually male) researchers.

October 2012: Another anonymous post generated more interesting commentary - an adjunct at a small liberal arts college receives good support from her department and college, but feels like something is missing and considers looking for another position with more options. A long discussion began regarding how to dress professionally at conferences and in other professional situations, but still “be yourself”...or if this even matters at all. A sub-discussion focused on how and whether to mentor students and young colleagues in this regard. ESWN-ers also shared their experiences using social media in their professional lives.

November 2012: What do you do if you find out you are pregnant right before you head into the field? Who do you tell and when, and how do you decide if it is safe and wise to go? A member posed this question and the group responded with lots great advice and anecdotes from their own experiences. Another post that generated a lot of traffic this month asked where the best place to advertise a post-doc position might be.

## Mentoring: A Personal Perspective

Mona Behl  
Visiting Fellow  
American Meteorological Society



To get admission in the best medical or engineering schools in India, the competition had always been fierce. I worked very hard for medical school entrance exams, but I could not make it. The only other subject besides Biology that truly fascinated me was Physics. I was always enchanted by Physics – the relevance of its laws to processes in daily life, and the deep knowledge that is embedded within the seemingly complex equations. These ideas together with the mathematical demands and richness of the involved concepts motivated me to pursue my undergraduate and graduate degrees in Physics.

One teacher who had a substantial influence on my life was Dr. Vishwamittar or VM Sir, as his students would lovingly call him. He was committed to help students navigate school, clarify their career goals, and assist them in learning, in every way possible. Learning was never limited to classroom lectures since he always made time for discussions outside the classroom, as and when required. VM Sir saw potential in every student and encouraged them to pursue whatever they were good at. Even though his expertise was in Physics, he walked that extra mile to provide his students with all the relevant resources (suggestions, books, references, etc.) that could help them achieve their goals. Humility was central to his character. He was a teacher, a career adviser, a skills consultant, a counselor, and a role model. My memory and heart are full of exemplary mentors like VM Sir, who have always guided me for the better, and who have inspired me to dispense what I have learned from them.

By the time I graduated, my interest in Physics had grown even more. I resolved to share this discovery with others and started working as a lecturer in India. As an educator, I tried to put into practice all the qualities that I had admired in my own mentor. I designed an educational module entitled “Open Mind” in which I emphasized “thinking out of the box.” Learning was always a two-way exchange between my students and me. My

*Mentoring: Personal Perspectives, continued*

interactions with some of them made me realize the barriers that underprivileged women from rural India, in particular, had to face in order to achieve higher education. I learned about their backgrounds, aspirations, and challenges. This experience propelled me into launching a coaching school for less fortunate women. I got the opportunity to share my enthusiasm for science with them and kindle their curiosity. It was most rewarding to see them stretch out of their comfort zone, and explore education and career advancement opportunities. Some of them eventually made it to the graduate school. Some others recognized their own passions and went on to pursue them. Throughout my career, I stayed in touch with VM Sir – requesting his advice on some matters, and share my mentoring experiences with him.

The quest for more knowledge led me to a Ph.D. degree in Physical Oceanography in the United States. Being a first generation Ph.D., I did not know what to expect, so I looked for guidance to navigate graduate school in a foreign country. As I was getting ready to embark on my (first plane) journey outside India, my adviser connected me to one of his former students, Dr. Agatha de Boer, who had been an international scholar as well. At the time, she was herself transitioning into the next step of her career in Europe, and could therefore empathize with me. Agatha shared with me her professional and personal voyages, and gave me illuminating perspectives on her own cross-cultural experiences. I kept in touch with her all along and we bonded via emails. I looked up to her (and still do) as a colleague, confidante, mentor, sister, and a dear friend.

Like for many other students', graduate school was a mixed bag of "sweet-n-sour" experiences for me. Anytime I found myself in a doubtful situation and looked for advice from Agatha, she would provide me with an unbiased viewpoint, spot learning opportunities from the challenge, and provide meaningful feedback to me. Every now and then, she would tell me inspiring stories of her sisters, the challenges that they dealt with, and how they successfully emerged from all the difficult situations. It was also on her suggestion that I joined a mentoring group for women in physical oceanography called [MPOWIR](http://www.mpowir.org) ([www.mpowir.org](http://www.mpowir.org)) Through a monthly phone call with this group, I connected with senior women scientists who shared their knowledge, skills and experiences. The group served as a sounding board during my career. It was most helpful to obtain multiple assessments and critical examination of various issues and ideas. Meanwhile, I also continued to share my passion for science by volunteering my time to engage with students at various schools and colleges.

Not very often does one come across people who have a positive outlook towards most things in life. After

finishing my Ph.D., I landed in a position where I got the opportunity to work with one such person, Dr. Bill Hooke. A genuine gentleman, scholar, and a compassionate human being, Bill fosters a warm and positive environment around him. He is a patient and respectful listener who nurtures potential and instills confidence in his mentees. He tells inspiring anecdotes that cultivate optimism. His ability to tailor scientific facts into a compelling story is truly enlightening. Something else that I have learned from Bill is that lifelong learning is often preceded by mistakes. Bill allows his mentees to make mistakes, learn and improve over time. His open door attitude results in a healthy exchange of many wonderful ideas. In many ways, Bill reminds me of VM Sir.

My mentors have nourished my personal and professional growth. They have empowered me with positive values and unique perspectives, and have encouraged and supported me in all my endeavors. By extending the culture of mentoring to my own mentees, I have been able to witness them make revelatory discoveries about themselves. Coming full circle, mentoring has been a powerful relationship to me.



## Looking Ahead to the Next Decade

Allison Steiner, for the ESWN Board  
Associate Professor  
University of Michigan

It's hard to believe that ESWN just had its ten-year anniversary. For many of us who have been here from the beginning trying to build our own networks and navigate our careers, it's amazing to see the growth of this network and the support it provides to our members. This ten-year anniversary has been a time of reflection for many of us, and we've been thinking about what ESWN will become in the next decade. Looking ahead, we can expect some big changes as we learn how to support, manage and expand our existing group. Here are a few things that are on the ESWN's agenda for 2013:

*Looking Ahead to the Next Decade, continued*

**1. New board members:** Our upcoming December elections will place three new members on the board. This will include one grad student/postdoc member, who will be a liaison to our early career membership contingent. As many of us on the board have advanced in our careers beyond this stage - though we still remember it well! - we recognize that a decade in passing can provide many new challenges to the early career set. Two new additional members will be added to help us bring new ideas and diversity to our board.

**2. New discussion-based website:** One of the new features we have been working on is the development of a new social-media driven discussion site. This will be launching within the next few weeks and we are excited to share this resource with members. On the site, you can form new subgroups to discuss specific topics, search a member database if you are looking for a specific geographic region or scientific expertise, and continue our open dialogue on all aspects of personal and professional life. We hope the new site will expand online networking opportunities, which are crucial for those who may feel isolated in their own communities. As always, one of our main organizational goals is to find new ways to reach out to new and existing members.

**3. 2013 ESWN workshop:** On June 10-12, 2013, we are planning our fourth ESWN Leadership workshop at Brown University on the general topic of "Management." This can be applied to any career stage, from the seasoned PI who needs to re-think styles and strategies, to the new assistant professor who has no idea where to start, to the postdoc and graduate student who can get a leg-up on managing their own projects and research agenda (and think towards the future!). Please read the summary of our 2012 workshop on Networking to see how much participants have benefited from our past workshops. Online applications will begin in the spring, so please mark your calendars.

**4. Sustainable funding:** 2013 marks the last year of funding from the US National Science Foundation ADVANCE program, and we are currently discussing ways to raise money to continue ESWN activities. Our NSF funding has provided support for networking events at many of the large professional meetings like AGU, a series of professional development workshops with travel funding, and the new networking website. As always, we look to collaborate with all of you to raise funding for ESWN. This includes individual academic PIs through linking with ESWN for Broader Impacts in science proposals as well as working with other organizations to leverage our resources. We are also considering pursuing non-profit status for ESWN to allow us to generate income from donations.

**5. Vision and direction:** And finally, we are planning some organizational visioning in January 2013 at our annual board meeting. As ESWN turns ten, we want to continue to make ESWN a useful and productive organization for all members.

As a board, we are always looking for ideas and initiatives on new projects. Feel free to contact us at any time to let us know how you would like to get involved. Here is to a successful and productive 2013 - and another decade for ESWN!

**ESWN****Earth Science Women's Network****Leadership Board Members:**

Manda Adams, University of North Carolina Charlotte  
 Agatha de Boer, Stockholm University  
 Mirjam Glessmer, University of Bergen  
 Meredith Hastings, Brown University  
 Tracey Holloway, University of Wisconsin-Madison  
 Erika Marin-Spiotta, University of Wisconsin-Madison  
 Allison Steiner, University of Michigan  
 Christine Wiedinmyer, NCAR

**Web Address:**

[www.ESWNonline.org](http://www.ESWNonline.org)

**Mission:**

To promote career development, build community, provide informal mentoring and support, and facilitate professional collaborations.

**ESWN Resources**

*Ways to connect:*

**The ESWN website:** [www.ESWNonline.org](http://www.ESWNonline.org)

**The ESWN mailman listserv:** To e-mail this list, please send mail to [eswn@web2.acd.ucar.edu](mailto:eswn@web2.acd.ucar.edu).

**ES Jobs list:** We have created a separate Earth Science Jobs List open to the public. To e-mail this list, please send mail to: [Es\\_jobs\\_net@mailman.acd.ucar.edu](mailto:Es_jobs_net@mailman.acd.ucar.edu)

**Social media:** Follow us on Facebook or Twitter!

Please continue to personally invite friends and colleagues to join this group!