

Patricia Kelley—2003 AWG Outstanding Educator

“Her door is always open, as is her home for pizza.” This student comment is typical of the letters of support for this year’s AWG Outstanding Educator Awardee: Dr. Patricia Kelley, Professor and past Chair of the Department of Earth Sciences at the University of North Carolina (UNC) at Wilmington. Kelley combines passion and compassion as she looks for every opportunity to stir curiosity in her students and to teach them about the Earth. A paleontologist, her interests include the modes and rates of evolutionary change and origin of macroevolutionary patterns, which she investigates using Coastal Plain mollusks. In addition to being an inspiring and passionate educator, Dr. Kelley is senior author of over thirty refereed papers, past-president of the Paleontological Society, the mother of two children and has been married for almost thirty years.

Dinosaurs were the key to Dr. Kelley’s childhood interest in paleontology. At the age of seven her parents gave her a book about dinosaurs and shortly thereafter she was a frequent visitor to the dinosaur hall at the Cleveland Museum of Natural History. Some of her pictures were even hung in the museum.

Like so many early dinosaur lovers, though, Dr. Kelley didn’t make the connection between dinosaurs and a career in the earth sciences. Fortunately her undergraduate advisor at the College of Wooster, Richard Osgood, was a paleontologist. Seeing a space in her schedule, he suggested she take a geology course. As many of us who have had a similar experience can attest, that first exposure to college earth science was a life changing experience.

After completing her undergraduate degree, she entered Harvard with a National Science Foundation predoctoral fellowship, receiving a PhD, under Steven J. Gould, four years later. She credits her scientific development to Gould who taught her to



Patricia Kelley and friend at Horseshoe Cove, Sandy Hook, NJ

question scientific dogma and to always look for the anomaly. Surprisingly, he was also responsible for introducing her to the joys of teaching.

From Harvard she began her teaching career in the Department of Geology and Geological Engineering at the University of Mississippi. She was the first and only woman in the School of Engineering, surrounded by engineers who had no clue about what a paleontologist does. To deal with this isolation, she turned to colleagues across the country for encouragement, developing relationships that enriched her life and career. Two colleagues in particular stand out. Anne Raymond, now at Texas A&M University, and Dr. Kelley were students together at Harvard and have remained friends and colleagues through the years. Thor Hansen, at the Western Washington University, has been a friend, collaborator and coauthor for the past fifteen years.

Unlike many academics who spend their careers at a single institution, Dr. Kelley has been on the faculty at three different universities. After two years

(1990-1992) at the National Science Foundation as Program Director for Geology & Paleontology and Geological Record of Global Change, she accepted the position of Professor and Chair of the Department of Geology and Geological Engineering at the University of North Dakota. In 1997, she left there to accept the position at UNC at Wilmington and has just stepped down from being departmental chair.

Dr. Kelley has managed to combine her impressive professional career with a rich family life. In graduate school she married, Jonathan, a seminarian. Dr. Gould admonished her that, that she must not be content with “baking buns for the congregation.” Fortunately, her husband’s seminary supervisor, a woman, had the same idea. She had been one of the first women ordained as a Presbyterian minister, and convinced the couple of the importance of serving as role

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Ethics Statement

AWG members shall conduct themselves in an ethical and professional manner.

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President's Column

Diversity in the Geosciences

As AWG makes its transition to the new fiscal year, an important activity from last year deserves emphasis: AWG's participation in the Joint Society Conference on Increasing Diversity in the Earth and Space Sciences (JSCIDESS). This event raised several issues for our consideration and possible action.

What is diversity, and why is it important in the geosciences?

For most people, diversity refers to the proportional inclusion of ethnic and cultural minorities, women, and persons with disabilities. The number of women completing degrees at all levels in the geosciences has increased greatly during recent decades, though women still tend to fill lower-level responsible positions and to leave the field at higher rates. The situation for minorities is much worse because relatively few earn bachelor's degrees. Also, fewer minorities are less involved in the geosciences than in other areas of science and technology. According to Roman Czujko of the American Institute of Physics, minorities receive just a few percent of bachelor's degrees and about two percent of doctorates in the geosciences. So few persons with disabilities enter the geosciences that reliable statistics are not available.

Why diversity? Reasons given during the conference ranged from the idealistic to pragmatic. For example, our society needs diverse viewpoints; all segments of society must understand science; a multicultural workforce is more effective in a global economy; diverse teams are more creative; minorities form a growing part of our population; and finally, there aren't enough white males for stable academic departments/professional societies/future employment needs.

This invitation-only conference addressed the role of scientific societies in increasing the participation of minorities, women, and persons with disabilities in several related fields (the earth, ocean, space, and physical sciences). It took place on June 10-12, 2003, in College Park, MD. Nearly 70 representatives of 27 scientific societies and six federal agencies attended. AWG was strongly represented by Mary Gilliam (then AWG President), Mary Anne Holmes (AWGF Director, former AWG President), and Suzanne O'Connell (AWGF Director). Three AWG members also attended on behalf of other organizations: Pranoti Asher (AWG Publicist) for the National Association of Geoscience Teachers, Andrea Johnson for the Joint Oceanographic Institutions, and Jill Singer for the Council for Undergraduate Research.

The conference consisted of keynote presentations, discussions, and poster sessions about the need for diversity, features of effective programs, current efforts by participating

organizations, and future joint activities. Holmes and O'Connell presented a poster about AWG and the results of their NSF-funded research on the status of women in the geosciences. Holmes distributed a flyer about AWG's activities for women and minorities—and even recruited several members. All of us worked hard as discussants and occasionally as reporters for break-out groups. Aside from great food, facilities, and people, this was a serious, working event!

How can our society achieve diversity? The need for diversity has been stressed for decades, but progress has been slow in many fields. For ultimate success, everyone's individual and organizational activities must promote this goal whenever possible. More specifically, we must address both recruitment and retention. As individuals, each of us must look for ways to get involved and to become active mentors. At the organizational level, experience has shown that the best programs are located in areas or at institutions with large minority populations, combine science with social issues, and include an assessment of their effectiveness. Remember that a single minority recruitment can have far-reaching impacts by providing a role model for other individuals.

What can professional societies do to promote diversity? Wanda Ward of the National Science Foundation and others shared these suggestions, both general and specific:

- Improve the public image of scientists
- Assess demographics, employment trends, and gaps in current programs
- Know earth science education standards in your state
- Publicize diversity issues
- Reward individuals who promote diversity
- Encourage mentoring and networking
- Partner with minority organizations to meet their needs
- Work with earth science and special education teachers
- Advertise programs in ways that reach students who are less likely to be exposed to science
- Arrange outdoor experiences that prepare young people for geoscience concepts
- Help high school students prepare college applications
- Set up career fairs and internships
- Provide funds for scholarships and conference presentations

- Develop programs with historically black colleges and universities, such as student and faculty exchanges

Finally, the conference participants agreed that multiple societies should act jointly to promote diversity. Further, they planned to explore the structure for a coalition and to discuss this possibility within their own societies during the coming months. The principal advantages of a coalition (aside from the societies' own efforts) are that unified statements carry more weight; a coalition can leverage resources by reducing duplicate efforts; and a coalition has a better chance of influencing government funding for effective programs. Initial steps were planned to develop a pro-diversity statement for ratification by as many societies as possible; to publicize the conference; and to set up a web-based clearing house for information about diversity issues and programs.

Conference products to date have included a summary description (www.agu.org/sci_soc/education/jsc/) and a special 12-page section on diversity in the September 2003 issue of *Geotimes*. This included three articles co-authored by AWG members Karen Grove, Mary Anne Holmes, Suzanne O'Connell, Lois Ongley, and others. In addition, conference participants have received a draft of a pro-diversity statement for discussion with their respective societies.

How should AWG address diversity? This topic will be on the agenda for the fall Board of Directors meeting on October 31. AWG's current programs stress the role of women in the geosciences but are mostly blind to minority issues. However, each year the Potomac Chapter offers a \$1000 scholarship for a minority geoscience student. Allyson Anderson (President-Elect) is also developing a national minority scholarship program that will be implemented very soon. Should our membership form ask for race/ethnicity data so we can support minority members and track changes in our diversity over time? (Some minority members could find this offensive.) Should we ratify a statement from the JSCIDESS conference and commit resources (funds or information) to a pro-diversity coalition of professional societies? Please share your views with AWG's officers and regional delegates!

Aside from minority issues, some of the conference discussions were relevant to all AWG programs. For example, several people had unique, adap-

table ideas for mentoring (one was to set up professional-student buddy pairs at technical meetings to ensure that students get the most from attending). Generally, discussions stressed the importance of targeting programs and assessing their effectiveness—a reminder that AWG should target to times when girls lose interest in science, young women are choosing careers, or women consider leaving the earth sciences. Anne Preston, an economist at Haverford College, presented a fascinating comparison of the reasons why men and women leave scientific careers. For women, the main reasons are lack of mentoring, family/career imbalance, and a mismatch between interests and career. AWG already addresses these issues, but I highly recommend Anne's book-in-progress for its factual basis (www.haverford.edu/econ/faculty/preston_research.html). Finally, I amassed a one-inch-thick stack of notes and handouts on diversity issues and programs. If you'd like to borrow them, please contact me at past-president@awg.org.

—Mary Gillam

Editorial Notes

After nearly six years as AWG Editor, this is the last issue of *Gaea* that I will be producing. Term limits dictate that I step down, but it is also time to give someone else the opportunity to serve the Association in this meaningful role.

I cannot express how much I have enjoyed being the AWG editor and how much it meant to my personal life and professional development. Serving on the AWG board opened up a number of opportunities to me that I would not have been exposed to otherwise. I learned leadership skills and was given the chance to exercise them, both within the Association and in other geoscience organizations. In fact, what I learned at AWG helped prepare me for my present career as a museum director.

Although a challenge at times, editing AWG publications was always fun. While browsing the Web or perusing magazines and newspapers for informative articles on working women, gender equity, or geoscience topics to reprint, I found myself becoming more

—Continued on page 8, Editor

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Statement on Increasing Diversity in the Earth, Ocean, Atmospheric, Space, and Physical Sciences

Increased participation and retention of women, minorities, and persons with disabilities is an essential component of maintaining a robust and productive scientific workforce in the Earth, ocean, atmospheric, space, and related physical sciences. The future health of these disciplines in the U.S. is threatened by declining undergraduate and graduate enrollments, loss of degree-granting geosciences programs, and ageing of the current scientific workforce. Globalization of the geosciences enterprise has partially compensated for these losses and fostered a rich, multi-cultural scientific community. Yet, reliance on international talent is increasingly uncertain, as the number and quality of opportunities available to scientists in their native countries increase and security restrictions are enhanced. By increasing the diversity of the talent pool, the community can ensure that the workforce is not only sufficient to meet future demand in these fields, but also enriched with the variety of perspectives that are essential for effective operation in our global society.

Failure to attract and retain women and minorities in the geosciences is not well understood. Although rapid growth has occurred in the proportion of women entering these scientific fields during the past decade, it has been highly discipline-specific. Importantly, this proportional growth is largely due to loss of males, as the number of females entering these fields has remained relatively constant. Many women doctoral recipients do not pursue careers in academe. In the U.S., ethnic and cultural minorities are a largely untapped resource for the geosciences, which has the poorest diversity record of all science and engineering disciplines. In the year 2000, only 1.3% of geosciences bachelor's degrees awarded went to African Americans and 3.1% went to Hispanic Americans. As the largest growing population sector in the U.S., minorities are projected to comprise nearly half of the college-age population within the next decade. Collectively, these groups offer a significant resource for the geosciences community, but only if

more productive methods of attracting and retaining them can be established.

The scientific societies and organizations listed below commit to take an active leadership role in efforts to increase participation of women, minorities, and persons with disabilities in the Earth, ocean, atmospheric, space, and physical sciences workforce. Specifically, these groups agree to:

- Make diversity a priority in the use of their organizational resources, educate their members about the need to become more involved in promoting diversity, and provide access to resources that will enable their members to work productively on this issue.

- Endorse and help to implement key recommendations outlined in the Task Force on National Workforce Policies for Science and Engineering report [National Science Board, 2003]. This report advocates for: improving undergraduate success in science and engineering for all demographic groups; developing better options for addressing the economic needs of students pursuing graduate education and research in science and engineering disciplines; and, attracting and retaining an adequate cadre of well-qualified pre-college teachers of mathematics, science and technology. Advancing the state of knowledge on international science and education workforce dynamics and considering policy implications for the international mobility and vitality of the science and engineering workforce are also recommended in this report.

- Coordinate efforts to foster diversity in the Earth, ocean, atmospheric, space and physical sciences and work in partnership on: increasing the visibility of education, research, and career opportunities in these fields within underrepresented communities; promoting greater and more effective teaching of these fields, especially in settings that serve minority students; and, advocating for supportive, mentoring environments and more inclusive attitudes within academic institutions, government laboratories, and corporations. Initial efforts of this partnership will focus on two specific activities: (1) developing and promoting a cen-

tralized web-based portal with comprehensive, culturally tailored information and profiles about careers in these disciplines and (2) developing a central web-based repository that provides detailed demographic and statistical information to substantiate the importance of the diversity issue and examples of effective diversity programs.

—*Mary Gillam*

Where are the Women Geoscientist Professors?—Workshop Report

More than 50 people, men and women, graduate students and deans, spanning almost 40 years of age, from a wide variety of ethnic and religious backgrounds attended the “Where are the Women Geoscientist Professors?” Workshop at the State Plaza Hotel in Washington, D.C., September 25-27. The primary objectives of the workshop were to examine why women have been making so few gains in obtaining tenure-track academic jobs, especially at PhD granting institutions, and to determine what can be done to accelerate the pace of women into the geoscience professorship ranks.

Sonia Esperança, NSF Program Director, opened the workshop Thursday evening. She presented information about the different components of the ADVANCE program, which has been established by NSF to increase the participation and advancement of women in academic science and engineering careers, and which funded the workshop.

The next day and a half were divided into panel presentations and discussions, with a talk by Geoffrey Cohen about stereotype threat. The first panel, with panelists: Mary Anne Holmes, (University of Nebraska-Lincoln, AWGF Director and former AWG President), Julie Winkler (Michigan State University), and Robin Bell (Columbia University/Lamont Doherty Earth Observatory), presented the facts about where women are today. Women comprise about 40% of the undergraduate major and master's degree candidates, about 30% of the PhD's, but only about 20% of the assistant professors. The Columbia University study shows that women are not applying for academic jobs, at least at Columbia.



The afternoon panel focused on Career Paths and Expectations with presenters: Carol de Wet (Franklin & Marshall College), Gail Ashley (Rutgers University), Pam Hallock-Muller (University of South Florida) and Jill Karsten (American Geophysical Union). They presented data about the difficulties, compromises, and creativity that are usually required when two-career couples are looking for jobs, and the significant salary imbalances that may still exist between men and women. There also appear to be differences in the flexibility of public and private institutions when dealing with faculty hiring. Discussion following the presentations was enthusiastic about what the ideal Earth Science Department would look like. The conveners were asked to create a website listing the "100-best Earth Science Departments", similar to the 100-best list compiled by *Working Women* magazine for corporations.

Saturday morning panelists were Joanne McGrath Cohoon (University Virginia), Marilyn Suiter (NSF), Connie Frey (University of Nebraska-Lincoln) and Julie Hood (Maritime and Science Technology High School, Miami, FL). They discussed the topic of under-recruitment. At the present rate of change women can expect to hold about 50% of the tenure-track positions in U.S. institutions of higher learning (but not necessarily PhD-granting institutions) in about 30 years. Recruiting more women into the geosciences at the undergraduate level and working to assure that they stay in the pipeline can increase the rate of change. More female students might be recruited into the Earth Sciences if we show more lifestyle diversity. For example, women who don't like camping out or hiking might not consider Earth Science an appropriate major. Even departments with women, might not have women with children, giving female students the impression that fa-

mily life and earth science careers do not combine well.

Participants left with a clearer idea about where the leaks are in the pipeline, beginning with under-requirement, and some of the reasons for the leaks. Unfortunately, some of the specific causes of the leaks (e.g., from PhD to tenure) are not as clear. Everyone was enthusiastic about identifying the features of an ideal Earth Science Department and the possibility of future workshops to help women learn job skills that will help them obtain tenured jobs.

—Suzanne O'Connell

Photo of Workshop Participants

Front row l-r: Julie Winkler, Gail Ashley, Robin Bell, Mary-Anne Holmes, Suzanne O'Connell, Marilyn Suiter, Connie Fry,
Second row l-r: Pam Hallock Muller, Jessie Cherry, Ashanti Pyrtle, Jill Singer, Sue Rimmer, Kalyani Kellkar, Anjana Khatwa, Allegra LeGrande, Julia Baldwin, Pat Cooper, Nancy Marcus
Third row l-r: Warner Ithier-Guzman, Pat Manley, Pam Neal, Alison Henning, Beth Christianson, Ana Carmo, Blythe Hoyle, Carol Pride, Carol deWet, Yolanda Lee-Gorishti, Constance Soja, Joanne McGrath Cohoon, Cynthia Coron, Karen Viskupic
Very back l-r: Julie Hood, Elizabeth Anthony, Jonathan Berg

Not Present: Rachel Craig, Geoffery Cohen, Sonia Esperança, Deidre Gibson, Irina Gorodetskaya, Emily Kamara, Jill Karsten, Donna Khallauf, Katayoun Mobasher, Jeffery Ryan, Atieh Tajaik, Sarah Zaraneck

Photo by: Amber Crawford

AWG Election Results

AWG is pleased to announce the following new officers and delegates will take office on 1 October 2003.

President: Helen Delano
President Elect: Allyson Anderson
Secretary: Cynthia Fisher
Editor: Marguerite Toscano
Past President: Mary Gillam
Northeast Delegate: Susan Halsey
Northeast Alternates: Jean Crespi & Lisa Schultz
Rocky Mountain Delegate: Eloise Kenty
Rocky Mountain Alternates: Carol Strong & Norma Castaneda
South Central Delegate: Jean Hsieh
South Central Alternate: Libby Stern
Southeast Delegate: Kathleen Moran
Student Representative: Jessica Moore
Student Alternate: Tamie Jovanelly

Continuing officers and delegates are:

Treasurer: Kata McCarville
Pacific Delegates: Phyl Halvorson & Nadine Langley
Pacific Alternates: Marcia Knadle & Imelda Cragin
Rocky Mountain Delegate: Elizabeth Pottorff
North Central Delegate: Kate Pound
North Central Alternate: Pam Cox
Northeast Delegate: Laurie Scheuing

Many thanks to all of them for their volunteer efforts for AWG!

—Helen L. Delano

Member News

Pranoti Asher reached an important milestone this year when she received tenure and was promoted to the rank of Associate Professor of Geology at Georgia Southern University.

Helen Delano will be receiving the Geological Society of America Engineering Geology Division's Meritorious Service Award at their luncheon at the 2003 GSA meeting in Seattle. Alice Allen received the first of these awards in 1982. Helen was chair of EGD in 1997.

Joanne Kluessendorf (North Central) was named to the Wisconsin Geologic Mapping Advisory Committee.

Correction: Eloise Kendy, not Kennedy, as was reported in the last issue of *Gaea*, was selected as the 2003-2004 AGI Congressional Science Fellow.

"The richness of our own lives, creative and receptive, depends on how closely we identify ourselves with the struggles and problems, individual and social, as well as with the hopes and ideals of the age in which we live."—Anita Block

"The world is wide, and I will not waste my life in friction when it can be turned into momentum." Frances Willard

"All that is necessary to break the spell of inertia and frustration is this: Act as if it were impossible to fail. That is the talisman, the formula, the command of right-about-face which turns us from failure towards success."—Dorothea Brande

"I will tell you that there have been no failures in my life... There have been some tremendous lessons."—Oprah Winfrey

"As wise women and men in every culture tell us: The art of life is not controlling what happens to us, but using what happens to us."—Gloria Steinem

"When people keep telling you that you can't do a thing, you kind of like to try it."—Margaret Chase Smith

"Enthusiasm is contagious. Be a carrier."—Susan Rabin

Kelley, Continued from page 1

models for dual-career couples. Realizing the difficulty of securing an academic job, Dr. Kelley's career was the primary one for this two-career couple. Her husband accepted whatever church pastorate was available within commuting distance of the university. Their two children were born when they lived in Mississippi; Timothy, three years after Dr. Kelley began teaching, and Katherine just after tenure. Despite their busy lives and thanks to the flexibility of academic and pastoral careers, they managed childcare and in the process raised two self-reliant and self-confident children. Her advice to couples trying to combine a career and family is to go for it, but it's not easy. "Make sure the rest of the family share your goals and are willing to work with you on them (or at least make allowances for you). Realize that there will be conflicts—you may not publish as much as you wish, and you may miss some special events in your kids' lives (I missed prom night for a Paleontological Society Council meeting!), but if you are all working together, they'll understand." Now, with the children almost grown, the Kelleys have made some domestic changes. Her husband is now enrolled in a graduate program in pastoral counseling/psychotherapy in Manhattan.

Dr. Kelley's passion for teaching comes from interactions with her students and the opportunity for her to continue to learn. She loves to see students taking a course to fulfill a science requirement become engaged in paleontology as well as the transformation students undergo during their college career. "It's hard to imagine a career that would allow me to use my talent and have so much fun at the same time."

When asked about advice for students considering pursuing a career in the Earth Sciences, she suggests:

- 1) Figure out what your goals are and work towards them.
- 2) Figure out the system so you can use it to your advantage, be it tenure/promotion, publishing, grantsmanship or whatever.
- 3) Don't be afraid to ask questions (of your chair, dean, colleagues, NSF program director);
- 4) Find a mentor or peer to guide you or at least sympathize with you.
- 5) Learn time management and how to differentiate the important from the unimportant.

- 6) Try things you're not quite sure you can do.
- 7) Don't be too modest about your achievements.
- 8) Work hard, but also do things that you will remember in years to come.

—Suzanne O'Connell

Paula York Receives 2003 AWG Puget Sound Scholarship

Paula York, a junior at Pacific Lutheran University (PLU), was named recipient of the 2003 AWG Puget Sound Chapter's Scholarship. She received \$1000 and a one-year membership in AWG. This award, founded in 1989, was established to aid undergraduate women who intend to pursue a career in the earth sciences. Recipients are chosen on the basis of their commitment to a geosciences career, financial need, and academic achievement.

As a full-time student and mother of six children, ranging in age from seventeen to four, family and medical needs have taken precedent financially. Highly motivated and enthusiastic, Paula is able to maintain a 3.4 GPA and participates in student and community activities. PLU has awarded her merit and academic scholarships.

During the spring of 2003, Paula was Vice President and a committee chair of the Student Washington Education Association.

Paula originally considered a biology major, with an emphasis on microbiology, when she first attended Green River Community College. Later, while a student at Pierce College, she met instructor Tom Bush who introduced her to geology. He became both mentor and advisor in her newly chosen field. Paula presented a poster at the Geological Society of America Cordilleran Sectional Meeting in Mexico this spring and presented posters at the Northwest Geological Society Student Poster meeting for the past two years. She won in 2002 and was a runner-up this year. Paula became a member of the Northwest Geologic Society as soon as she learned about it and attends meetings regularly. She has already become active in AWG, planning to be Puget Sound's new Secretary this fall. Paula taught geology in her practicum at Lakes High School this past spring and is making a great start in her goal to become an earth science educator.

This award is made possible due to the generous members and friends of the Puget Sound AWG Chapter. Thanks are also due to the AWG Foundation, which supplies matching funds.

—Lynn Hultgrien
Chair, AWG Puget Sound Chapter
Scholarship Committee

Feminism

Yes, You Are So much for the dress code.

feminism *n* (1895) **1**: the theory of the political, economic, and social equality of the sexes **2**: organized activity on behalf of women's rights and interests -- **feminist** *n or adj* -- **feministic** *adj*

Above, the dictionary definition of feminism—the *entire* dictionary definition of feminism. It is quite straightforward and concise. If you believe in, support, look fondly on, hope for, and/or work towards equality of the sexes, you are a feminist.

Yes, you are.

The definition of feminism does not ask for two forms of photo ID. It does not care what you look like. It does not care what color skin you have, or whether that skin is clear, or how much you weigh, or what you do with your hair. You can bite your nails, or you can get them done once a week. You can spend two hours on your makeup, or five minutes, or the time it takes to find a Chapstick without any lint sticking to it. You can rock a cord mini, or khakis, or a sari, and you can layer all three. The definition of feminism does not include a mandatory leg-hair check; wax on, wax off, whatever you want. If you believe in, support, look fondly on, hope for, and/or work towards equality of the sexes, you are a feminist.

Yes, you are.

The definition of feminism does not mention a membership fee or a graduated tax or "...unless you got your phone turned off by mistake." Rockefeller, the homeless, bad credit, no credit, no problem. If you believe in, support, look fondly on, hope for, and/or work towards equality of the sexes, you are a feminist.

Yes, you are.

The definition of feminism does not require a diploma or other proof of graduation. It is not reserved for those who teach women's studies classes, or to those who majored in women's studies, or to those who graduated from college, or to those who graduated from high school, or to those who graduated from Brownie to Girl Scout. It doesn't care if you went to Princeton or the school of hard knocks. You can have a PhD, or a GED, or a degree in mixology, or a library card, or all of the above, or none of the above. You don't have to write a twenty-page paper on Valerie Solanas's use of satire in *The S.C.U.M. Manifesto*, and if you do write it, you don't have to get better than a C-plus on it. You can really believe math is hard, or you can teach math. You don't have to take a test to get in. You don't have to speak English. If you believe in, support, look fondly on, hope for, and/or work towards equality of the sexes, you are a feminist.

Yes, you are.

The definition of feminism is not an insurance policy; it doesn't exclude anyone based on age. It doesn't have a "you must be this tall to ride the ride" sign on it anywhere. It doesn't specify how you get from place to place, so whether you use or a walker or a stroller or a skateboard or a carpool, if you believe in, support, look fondly on, hope for, and/or work towards equality of the sexes, you are a feminist.

Yes, you are.
Gloria, schmorla.

The definition of feminism does not tell you how to vote or what to think. You can vote Republican or Libertarian or Socialist or "I like that guy's hair." You can bag voting entirely. You can believe whatever you like about child-care subsidies, drafting women, fiscal accountability, Anita Hill, environmental law, property taxes, Ann Coulter, interventionist politics, soft money, gay marriage, tort reform, decriminalization of marijuana, gun control, affirmative action, and why that pothole at the end of the street still isn't fixed. You can exist wherever on the choice continuum you feel comfortable. You can feel ambivalent about Hillary Clinton. You can like the ERA in theory, but dread getting drafted in practice. The definition does not stipulate any of that. The definition does not stipulate anything at all, except itself. If you believe in, support, look fondly on,

hope for, and/or work towards equality of the sexes, you are a feminist.

Yes, you are.

The definition of feminism does not judge your lifestyle. You like girls, you like boys, doesn't matter. You eat meat, you don't eat meat, you don't eat meat or dairy, you don't eat fast food, doesn't matter. You can get married, and you can change your name or keep the one your parents gave you, doesn't matter. You can have kids, you can stay home with them or not, you can hate kids, doesn't matter. You can stay a virgin or you can boink everyone in sight, doesn't matter. It's not in the definition. If you believe in, support, look fondly on, hope for, and/or work towards equality of the sexes, you are a feminist.

Yes, you are.

Yes. You are. You are a feminist. If you believe in, support, look fondly on, hope for, and/or work towards equality of the sexes, you are a feminist. Period. It's more complicated than that—of course it is. And yet...it's exactly that simple. It has nothing to do with your sexual preference or your sense of humor or your fashion sense or your charitable donations, or what pronouns you use in official correspondence, or whether you think Andrea Dworkin is full of crap, or how often you read *Bust* or *Ms.*—or, actually, whether you've got a vagina. In the end, it's not about that. It is about political, economic, and social equality of the sexes, and it is about claiming that definition on its own terms, instead of qualifying it because you don't want anyone to think that you don't shave your pits. It is about saying that you are a feminist and just letting the statement sit there, instead of feeling a compulsion to modify it immediately with "but not, you know, *that kind of* feminist" because you don't want to come off all Angry Girl. It is about understanding that liking Oprah and Chanel doesn't make you a "bad" feminist—that only "liking" the wage gap makes you a "bad" feminist, because "bad" does not enter into the definition of feminism. It is about knowing that, if folks can't grab a dictionary and see for themselves that the entry for "feminism" doesn't say anything about hating men or chick flicks or any of that crap, it's their problem.

It is about knowing that a woman is the equal of a man in art, at work, and

under the law, whether you say it out loud or not—but for God's sake start saying it out loud already. You are a feminist.

I am a feminist too. Look it up.

[Reprinted from
www.tomation.com,
September 30, 2003]

Petroleum—Shaping our Lives New Poster from AGI

Many of us tend to take the Earth's natural resources for granted and few of us think about how these natural resources are used. One of society's most sought-after natural resources—petroleum—is vital to economies throughout the world and is used for countless purposes from fueling vehicles and heating buildings to manufacturing products like plastics and synthetic fabrics. A new poster, *Petroleum—Shaping our Lives*, produced by the American Geological Institute (AGI), provides a graphic introduction to petroleum resources and their importance in our lives.

Activities on the reverse side illustrate how geoscientists identify and explore for petroleum resources. The poster also includes the names and web site addresses of 15 organizations for additional information.

The poster was designed as a companion to the non-technical book, *Petroleum and the Environment*, which will be available in October and will include a copy of the poster. The poster and book are part of the AGI Environmental Awareness Series, which aims to increase public awareness and understanding of the natural systems that sustain society and life. AGI is producing the petroleum poster and book in cooperation with the American Association of Petroleum Geologists Foundation, Bureau of Land Management, Minerals Management Service, USDA Forest Service, the U.S. Department of Energy, and the U.S. Geological Survey.

Copies of *Petroleum—Shaping our Lives* are available from AGI for \$0.50 each (minimum order is 10 copies) plus shipping and handling. Bulk pricing is offered for purchases of more than 100 copies. Rolled posters, suitable for framing, are \$3.00 each. To place an order, contact the AGI Publications Center, 4220 King Street, Alexandria, VA 22302; Tel: 703.379.2480; Fax: 703.379.7563
E-mail: pubs@agiweb.org.

[Excerpted from AGI press release,
30 September 2003.]

Toward Equality: The Global Empowerment of Women CIES Fulbright New Century Scholars Program

The Council for International Exchange of Scholars (CIES) is pleased to announce the third year of the Fulbright New Century Scholars Program (NCS), a global program for individual research and multidisciplinary/multinational collaboration within the Fulbright Scholar Program. The research theme for NCS III is "Toward Equality: The Global Empowerment of Women."

NCS III will support accomplished scholars and professionals who wish to share their work and build collaboration within and across issue communities. Approximately 30 fellows will be selected from the U.S. and around the world. NCS Scholars will conduct individual research, make an international exchange visit of two to six months, and participate in a program of seminars in the U.S. and abroad. In so doing, they will identify and carry forward collaborative projects to advance research, education and/or policy to improve the lives of women. Participants will receive awards in the amount of \$41,500, plus travel and per diem for orientation and program seminars.

Deadline for receipt of applications at CIES is December 15, 2003 and selections will be announced in February. The complete program description, application guidelines and materials are now posted on the CIES website at <http://www.cies.org/ncs/>

Please feel free to contact me with any questions or concerns about the program.

Sincerely,
Stacey Bustillos
Senior Program Coordinator
Global Programs
Council for International Exchange of
Scholars (CIES)
3007 Tilden Street, N.W.
Suite 5L
Washington D.C. 20008-3009
Phone: 202.686.6252
Fax: 202.362.3442

*"Be the most that you can be, so life
will be more because you were."*—
Susan Glaspel

*"No star is ever lost we once have
seen, We always may be what we
might have been."*—Adelaide Anne
Proctor

2005 AAUW Achievement Award

The AAUW Educational Foundation presents the AAUW Achievement Award biennially to a woman of outstanding achievement in an academic or professional field. There is neither age limit nor restriction on the field of the recipient, but the award is usually given to a mature woman whose accomplishments have spanned ten years or more. An honorarium of \$10,000 accompanies the award. The Foundation office must receive all nominations by 15 February 2004. More information and the nomination form may be accessed on-line at: <http://www.aauw.org/fga/awards/achieve.cfm>

—Editor, Continued from page 3
aware of and more educated about these issues. This part of my job provided me with a new perspective that broadened my worldview and my intellect.

I also appreciated the mundane editing side of the job. I am a much better writer for it and my spelling proficiency has not been better since I was a state spelling bee finalist in third grade.

And, finally, there were the women I met at AWG. Talented, outrageous, organized, capable, competent, intelligent, dynamic women. No matter what their background, personality or skills, I found them all inspiring in one way or another. I value the friendships I have made with these women most of all.

Although I worked with *AWG E-Mail News* and *Gaea* for so long, I can leave assured that these venues are in the capable hands of our new Editor, Maggie Toscano, and Assistant Editor Lorraine Manz. Lorraine has done a fantastic job with *E-N* for two years already, and I am sure that Maggie will bring the same superlative work ethic and high standards to the job that she showed in her duties as AWG President (as well as –Elect and Past-), not to mention shepherding the Geologist-in-the-Parks Program, the Brunton Award, and numerous other AWG projects. Coupled with the hard work that our Ad Coordinator, Jane Gill, does in soliciting advertisers who help pay to produce our publications, and that our Publicist, Pranoti Asher, does to publicize AWG accomplishments, I am confident that we will continue to have a stellar public image.

Thanks to everyone who made my tenure at AWG a highpoint of my life.

—Joanne Kluessendorf

Letter to the Editor

Dear Editor,

With regard to the upcoming workshop "Where are the Women Geoscience Professors Professors" sponsored by AWG to be held in Washington, D.C. on September 26 and 27, 2003, I'd like to ask the following rhetorical question: "Where are the Jewish Women Geoscience Professors?" They won't be at the workshop that's for sure. Friday evening September 26 begins the Jewish High Holidays, in particular Rosh Hashanah, the Jewish New Year. Friday day evening and throughout the day on Saturday, very many Jews will be attending synagogue. The Jewish high holidays are days of great joy. Yet, they also mark a somber occasion—the beginning of a period of reflection in which we contemplate our actions over the past year. The period of reflection culminates with Yom Kippur, the Day of Atonement.

I would have loved to participate in AWG's workshop however I won't be able to because the date coincides exactly with this important holiday. Would AWG schedule this workshop on Christmas? I don't intend to be difficult here. Rather, I write to express my hope that AWG can avoid this egregious conflict in the future. We are an organization that is supposedly tuned into the minority status of some groups of people; I was disappointed to see a lack of sensitivity displayed with regard to the scheduling of this workshop.

Respectfully,

Jill S. Schneiderman

Chair and Professor of Geology
Department of Geology & Geography
Vassar College

Response by Workshop Organizers

Dear Dr. Schneiderman,

As an academic geologist, we know you can appreciate the challenges of scheduling anything, from a student's committee meeting to a "Meeting Time To Be Announced" class. For us, selecting this date started back in March, when we discovered that AGU was holding a diversity workshop in June, near the time we planned to hold this workshop. We attended that before deciding whether our workshop was really needed. It definitely is needed. Then we needed lead time to pre-

pare and notify people. September was the earliest possible month to hold our workshop.

We wanted to schedule so as to avoid as few conflicts with teaching as possible, hence, we chose not to schedule in the middle of a week. We also didn't want to cut into family time and hence included only half of a weekend day. Next, we had the constraints of the hotel's schedule. They were full the weekend of the 19th and 20th, our first choice. So it was the weekend of the 26th and 27th or push into October, and the first weekend conflicted too closely with Yom Kippur. The rest of the year brought its own set of conflicts, including GSA, then Thanksgiving, then AGU. It was choose this conflicting weekend or wait until January. Even so, some folks we have invited to be panelists could not make it due to various sorts of secular and non-secular scheduling conflicts. Some couldn't skip Friday classes and labs or had long standing family obligations. Others are AGU officers and involved with developing AGU's fall meeting schedule or GEON, cyberinfrastructure for the geosciences, all meeting the same weekend.

We *did* check on the schedule for Jewish holidays for this workshop, however, knowing that the High Holidays generally occur in September. We honestly could not find another weekend that suited our schedules, the hotel's availability, and the availability of our panelists until the following January. The workshop is scheduled so that the bulk of it will be completed by sundown Friday, and participants can opt out of the Saturday session if they choose. Several of our participants are doing so for their various reasons, including family obligations as well as Rosh Hashanah. Please consider attending and leaving early. We will be happy to pay for your travel costs (up to \$350 for travel and shared room in the hotel).

We sincerely apologize for the overlap, but we felt it was unavoidable. In fact, our grant expires September 30, and even with a no-cost extension, we must complete the post-workshop work in a timely fashion. A number of our colleagues who must miss the entire workshop for various reasons are sending us papers, data, or comments to use at the workshop. We welcome all such input.

Thanks for your comments,
Suzanne O'Connell
Mary Anne Holmes

Do Good Looks Equal Good Evaluations?

By Gabriela Montell

Professors aren't known for fussing about their looks, but the results of a new study suggest they may have to if they want better teaching evaluations.

Daniel Hamermesh, a professor of economics at the University of Texas at Austin, and Amy Parker, one of his students, found that attractive professors consistently outscore their less comely colleagues by a significant margin on student evaluations of teaching. The findings, they say, raise serious questions about the use of student evaluations as a valid measure of teaching quality.

In their study, Mr. Hamermesh and Ms. Parker asked students to look at photographs of 94 professors and rate their beauty. Then they compared those ratings to the average student evaluation scores for the courses taught by those professors. The two found that the professors who had been rated among the most beautiful scored a point higher than those rated least beautiful (that's a substantial difference, since student evaluations don't generally vary by much).

While it's not news that beauty trumps brains in many quarters, you would think that the ivory tower would be relatively exempt from such shallowness.

Not so, says Rocky Kolb, a professor of astronomy and astrophysics at the University of Chicago, who notes that teaching, like acting, is a kind of performance art in which looks play a part. Besides, even nerds must answer to beauty standards (albeit lower ones), says Mr. Kolb, who posed in 1996 for a calendar featuring hot scientists, called the "Studmuffins of Science."

He added: "It's a little known fact that the Royal Swedish Academy of Sciences has a swimsuit competition for the Nobel Prize."

Anyone who thinks looks don't count in academe is foolish, says Judith Waters, a psychology professor at Fairleigh Dickinson University who studies the relationship of physical beauty to aging, income, and work. "It's sad that they make such a difference, and I'm sure there are many people who are going to read this and say, 'Well, they don't matter to me.' But they matter to large numbers of other people, including students," she says.

—Continued on page 15, Looks

Classified Advertising

Pennsylvania State University Assistant Professor in Astrobiology

The Department of Geosciences at Penn State University invites applications for a tenure track faculty position (Assistant Professor level) in Astrobiology. The position is co-funded by the College of Earth and Mineral Sciences and the Huck Institutes for Life Sciences. The candidate's academic home will be in the Department of Geosciences.

The successful candidate will join the Penn State Astrobiology Research Center (PSARC), one of the founding members of the NASA Astrobiology Institute (NAI), and pursue research that will complement/advance the research carried out by the PSARC members. Current PSARC research foci are: geochemical and paleontological record of the early Earth's biosphere, photochemical reactions of sulfur and iron in the early Earth, genomic record of the Earth's early biosphere, laboratory microbial simulations, modern analogues of Precambrian microbial ecosystems, and planetary habitability and life detection.

Applicants should demonstrate the potential for developing a significant research program and high quality teaching. A PhD is required at the time of appointment. We will begin consideration of candidates on December 1, 2003 and will continue until suitable candidates are identified. Applications should include a complete resume, examples of published work, a statement outlining research and teaching interests and the names and addresses of at least four individuals who could provide references. Send application materials to:

Chair, Astrobiology Search
Department of Geosciences
503 Deike Bldg.

The Pennsylvania State University
University Park, PA 16802

Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce. For more information on the Department of Geosciences and PSARC go to:
<http://www.geosc.psu.edu> and
<http://psarc.geosc.psu.edu>.

Pennsylvania State University Faculty Positions in Geosciences Hydrogeology, Geophysics, Petrology

The Department of Geosciences at Penn State University expects to hire three tenure-track Assistant Professors over the next three years in the areas of hydrogeology (broadly defined), geophysics (lithospheric deformation in particular, including active tectonics and satellite geodesy), and petrology (igneous and metamorphic processes, high-temperature geochemistry). We invite applications in any of these fields for the first position with a possible starting date of July 1, 2004. Outstanding candidates who creatively apply theoretical, observational, and/or experimental approaches are encouraged to apply. This broad search is designed to complement and advance research and education taking place in the Department and University as well as target new opportunities.

Applicants should demonstrate a distinguished record of scholarship and potential for developing a vigorous research program at Penn State, and they are expected to contribute to core teaching. Review of applications will begin December 1st, 2003 and will continue until a suitable candidate is found. Applications should include a complete vita, a statement outlining teaching and research interests, and names and addresses of four or more references. Send application materials to:

Search-Committee Chair
Department of Geosciences
503 Deike Bldg.

The Pennsylvania State University
University Park, PA 16802

Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce. Women and members of underrepresented groups are encouraged to apply. For more information on the Department of Geosciences go to:

<http://www.geosc.psu.edu>

Pennsylvania State University Geoscience Education

The Department of Geosciences at Penn State University invites applicants for a fixed-term faculty position in Geoscience Education. This position is part of an established program to improve instruction in courses for majors and non-majors. The Department enrolls 120 undergraduate majors and a comparable number of

graduate students, and it offers a diverse suite of General Education courses to over 3500 students annually.

Expectations: We seek a dynamic individual to work with faculty members in developing an integrated core course sequence for undergraduate majors in our Geosciences BS and BA programs. Experience in curriculum design is desirable. The position will involve extensive interaction with faculty members and students to build consensus on desired learning outcomes in our programs, focusing on higher-order learning skills as well as specific content.

Terms: The initial term of the position is 1-3 years, with renewal possible to a maximum of 5 years. Teaching and co-teaching within the core curriculum will be negotiated on an individual basis, depending on the interests and areas of expertise of the candidate. The successful applicant will have the opportunity to build and maintain his/her research program through pursuit of external funds.

Qualifications: Qualifications include a PhD at the time of appointment and a record of effective classroom teaching. Preference will be given to applicants with advanced degrees in the Geosciences, but we will consider applications with appropriate experience in both education and in related science disciplines. We invite applications from senior faculty members who wish to hold this position while on sabbatical leave from their home institution, as well as junior faculty members who are at the initial stages of their careers.

Review of applications will begin December 1st, 2003 and will continue until a suitable candidate is found. Applications should include a complete vita that includes research interests, a teaching portfolio, a statement discussing previous experience in curriculum design and thoughts about curriculum revision in the geosciences, and names and addresses of three or more references. Send application materials to:

GeoEducation Search Committee
Chair
Department of Geosciences
503 Deike Bldg.

The Pennsylvania State University
University Park, PA 16802

Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce. Women and members of underrepresented groups are encouraged to apply.

**San Diego State University
Department of Geological Sciences
Sedimentology/Stratigraphy**

San Diego State University invites applications for a tenure-track faculty position in Sedimentology/Stratigraphy in the Department of Geological Sciences. We anticipate an appointment, starting Fall 2004, at the Assistant Professor level. A PhD is required at the time of appointment.

We seek applicants who will establish a vigorous, externally funded research program involving BS and MS students within the realm of terrestrial and/or marine environments using carbonate and/or siliciclastic materials. Research areas of special interest include, but are not limited to, field-oriented sequence stratigraphy and genetic stratigraphy. The successful candidate may have more than one opportunity to join the faculty of a PhD-offering program at SDSU depending on their specialization. Teaching responsibilities will include both undergraduate and graduate courses in the individual's field of expertise. Starting salary range will depend upon experience. Additional information about analytical equipment and other aspects of the Department is available at <http://www.geology.sdsu.edu>.

Please send a letter of application describing teaching and research interests, curriculum vitae, and the names, addresses, and telephone numbers of three references to:

Patrick L. Abbott, Search Committee
Chair

Department of Geological Sciences
San Diego State University
San Diego, CA 92182-1020

Closing date for applications is 12 November 2003. Applicants should also request that their references send letters of recommendation directly to the search committee chair at the above address. Inquiries may be e-mailed to pabbott@geology.sdsu.edu. SDSU is a Title IX, equal opportunity employer and does not discriminate against individuals on the basis of race, religion, national origin, sexual orientation, gender, marital status, age, disability or veteran status, including veterans of the Vietnam era. Learn more about the University at <http://www.sdsu.edu>.

**National Science Foundation (NSF)
Division of Ocean Sciences
Marine Geology & Geophysics
Program**

NSF's Division of Ocean Sciences is seeking a qualified applicant for a position in the Marine Geology and Geophysics Program. The Marine Geology and Geophysics Program supports research on all aspects of geology and geophysics of the ocean basins and margins, as well as the Great Lakes. The Program includes: structure, tectonic evolution and volcanic activity of the ocean basins, the continental margins, the mid-ocean ridges, and island arc systems; processes controlling exchange of heat and chemical species between seawater and ocean rocks; genesis, chemistry, and mineralogic evolution of marine sediments; processes controlling deposition, erosion and transport of marine sediments; past ocean circulation patterns and climates; interactions of continental and marine geologic processes. Applicants with a PhD or equivalent experience in geochemistry, micropaleontology/paleoceanography, petrology, or related disciplinary fields are particularly encouraged to apply.

Appointment to this position may be on a permanent basis, one or two year Visiting Scientist appointment or a Federal Temporary appointment, with a salary range of \$69,054 to \$127,168. Alternatively, position may be filled under the terms of the Intergovernmental Personnel Act (IPA). Four or more years (Associate Program Director level), six or more years (Program Director level) of successful research, research administration, and/or managerial experience pertinent to the program are required. In addition, a broad understanding of the current status of the relevant U.S. academic scientific community and its inter-relationship with NSF, other federal agencies, and international planning efforts is desirable for both grade levels.

Applicants interested in a permanent position may see announcement E20030087. Applicants interested in a Visiting Scientist, IPA, or Federal Temporary appointment may see announcement E20030088-Rotator. Both announcements, with position requirements and application procedures, are located on the NSF Home Page at www.nsf.gov/jobs. Applicants may also obtain the announcements by contacting Maria Sutton at 703-292-4364. For technical information, call Dr. Bilal Haq or Dr. Bruce Malfait at 703-292-8580. Hearing-impaired individuals should

call TDD at 703-292-8044. Applications must be received by October 14, 2003.

NSF is an Equal Opportunity Employer

**University at Buffalo
The State University of New York
Department of Geology
Quantitative Geomorphology/
Surficial Processes/Quaternary
Geology**

The Department of Geology, University at Buffalo (<http://www.geology.buffalo.edu>) is accepting applications for a tenure-track Assistant Professor position, to begin in August 2004. The successful candidate will demonstrate a potential for research and teaching that will complement and integrate with our existing programs in Environmental Geology and Volcanology. We seek a person with primary interest in quantitative sedimentology and landform development, Quaternary geochronology, or surficial geostatistics. Preference will be given to candidates who use techniques applicable to the understanding of the age, disposition and development of geological materials in the shallow subsurface. Teaching duties will involve undergraduate introductory courses and graduate level courses in the candidate's specialties, including advanced geomorphology or Quaternary geochronology. Minimum qualifications include: PhD degree at the time of appointment, demonstrated potential to start and maintain an active research program through the securing of external grants, demonstrated potential to publish and otherwise disseminate results of research, and demonstrated potential to perform teaching duties. To apply, please submit a letter explaining research and teaching interests, a curriculum vitae, and names and contact information for at least three references to:

Professor Marcus Bursik
Department of Geology
University at Buffalo
876 Natural Sciences Complex
Buffalo, NY 14260

Review of the material will begin on October 1, 2003 and will continue until the position is filled. The University at Buffalo is an Equal Opportunity Employer/Recruiter.

**University of Wisconsin-Madison
Department of Geology &
Geophysics
Faculty Position in Mineralogy**

The Department of Geology and Geophysics solicits applications for a faculty position in Mineralogy at the Assistant Professor level. Applicants should have demonstrated research interests in any broadly defined area of Mineral Physics, Mineral Chemistry, or Biomineralization. Opportunities exist for collaborative research with a wide variety of areas in the department, including geochemistry, petrology, geophysics, sedimentary geology, and hydrogeology. An additional new position in geomicrobiology, as well as a new ion microprobe facility, provide further opportunities for collaborative research.

Screening of applicants will begin November 1, 2003, and the position will remain open until filled. Interested applicants should send a full vitae, including a statement of research and teaching interests, several reprints/preprints, and contact information for 3-5 letters of reference to:

Prof. John W. Valley, Mineralogy
Search Committee Chair
Department of Geology and
Geophysics
1215 W. Dayton Street
University of Wisconsin
Madison, WI 53706, U.S.A.

Further information about the search and the department may be found at www.geology.wisc.edu or by contacting Prof. Valley at valley@geology.wisc.edu.

UW-Madison is an equal opportunity/affirmative action employer and encourages applications from women and minorities.

Unless confidentiality is requested in writing, information regarding applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

**University of Wisconsin-Madison
Department of Geology &
Geophysics
Faculty Position in
Geomicrobiology**

The Department of Geology and Geophysics solicits applications for a faculty position in Geomicrobiology. We seek applications from scientists across a broad range of disciplines who are interested in microbial interactions with fluids and minerals in modern and/or ancient environments.

The position will include major new facilities dedicated to geomicrobiological research. Opportunities exist for collaborative research with members in the Department who are interested in paleobiology, low-temperature geochemistry (including mineral-fluid interface chemistry), hydrogeology, and isotope geochemistry. An additional new position in mineralogy, as well as a new ion microprobe facility, provide further opportunities for collaborative research. Beyond the Department, outstanding resources in microbiology, genomics, molecular biology, materials science, soil science, environmental engineering, and chemistry are available on the Madison campus.

Appointment level will be contingent upon qualifications. Screening of applicants will begin November 1, 2003, and the position will remain open until filled. Interested applicants should send a full vitae, including a statement of research and teaching interests, several reprints/preprints, and contact information for 3-5 letters of reference to:

Prof. Clark M. Johnson, Geomicrobiology Search Committee Chair
Department of Geology and Geophysics
1215 W. Dayton Street
University of Wisconsin
Madison, WI 53706, U.S.A.

Further information about the search and the department may be found at www.geology.wisc.edu or by contacting Prof. Johnson at clarkj@geology.wisc.edu.

UW-Madison is an equal opportunity/affirmative action employer and encourages applications from women and minorities.

Unless confidentiality is requested in writing, information regarding applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

**Queen's University at Kingston,
Canada
Department of Geological Sciences
& Geological Engineering
Tier 2 Canada Research Chair in
Solid-Earth Materials**

The Department of Geological Sciences and Geological Engineering, Queen's University at Kingston, one of Canada's premier earth-science departments, seeks exceptional researchers to apply for a Tier 2 Canada Research Chair in the field of solid-earth materials, with a focus on the nature of these materials, the processes

by which they are cycled within the earth, and the resulting petrological and/or resource implications. The successful candidate must have a PhD and an outstanding research record in order to fulfill the criteria for Tier 2 Canada Research Chairs (see www.chairs.gc.ca). It is expected that the Chair holder will supervise graduate students at the MSc and PhD levels, contribute actively to undergraduate and graduate teaching, undertake vigorous externally funded research, and collaborate with departmental colleagues. For information about the Department, visit www.geol.queensu.ca.

Queen's University is committed to employment equity and welcomes applications from all qualified men and women, including visible minorities, aboriginal people, persons with disabilities and persons of a diversity of sexual orientation. All qualified candidates are encouraged to apply; however, Canadian citizens and Permanent Residents will be given priority. Academic staff at Queen's University are governed by a collective agreement, the details of which are posted at <http://www.queensu.ca/qufa>. In accordance with the Queen's guidelines for the assignment of Canada Research Chairs, applications from qualified women are particularly encouraged for this position.

Applicants should send a current curriculum vitae, a statement of research interests and future plans, a statement of teaching experience and interests, and samples of research writing to the following address. Applicants must arrange for at least three individuals of international standing to send confidential letters of reference. Review of completed applications will begin on January 15, 2004.

Robert W. Dalrymple, Head
Geological Sciences and Geological Engineering
Queen's University
Kingston, ON K7L 3N6
Canada

**William E. White Postdoctoral Scholarship in Geological Sciences and Geological Engineering
Queen's University at Kingston,
Canada**

The Department of Geological Sciences and Geological Engineering of Queen's University, one of Canada's premier earth-science departments, invites applications for its William E.

White Postdoctoral Scholarship, created from a fund endowed by the estate of William E. White. The award will be made for one year and may be renewed for a second year. The annual stipend is \$40,000.

The William E. White Postdoctoral Scholarship will be awarded to an outstanding scientist, normally within two years after receipt of the PhD degree. The area of research is open, but preference will be given to a scholar whose research is complementary to that being pursued in the Department of Geological Sciences and Geological Engineering. The research program to be undertaken and the level of support of research costs and moving expenses will be negotiated with a faculty associate at the time the award is made. Potential applicants may obtain an outline of current research interests on our website and are encouraged to initiate contact with a potential faculty supervisor in advance of applying.

Queen's University encourages diversity in the workplace and welcomes applications from all qualified men and women, including visible minorities, aboriginal people, persons with disabilities and persons of a diversity of sexual orientation.

Applicants should send a curriculum vitae, a statement of research interests, and samples of research writing to the following address. Applicants must arrange for at least three confidential letters of reference to be sent to the same address. Review of completed applications will begin on January 15, 2004.

Professor R.W. Dalrymple,
Department Head
Department of Geological Sciences
and Geological Engineering
Queen's University
Kingston, Ontario, Canada
K7L 3N6
Fax: 613-533-6592
dalrymple@geol.queensu.ca

University of Pittsburgh
Department of Geology & Planetary Science
Hydrogeology

The Department of Geology and Planetary Science at the University of Pittsburgh invites applications for a tenure-track position in hydrogeology to begin in the Fall Term 2004-2005, pending budgetary approval. The appointment is at the Assistant Professor level. We are particularly interested in an individual who combines field and laboratory studies with hydrologic mo-

deling to build an interdisciplinary research program focused on hydrologic systems and water resources. Preference will be given to candidates whose expertise will complement ongoing research in the department (see www.geology.pitt.edu), including Quaternary geology and global change, volcanology, low temperature geochemistry and isotope geology, remote sensing, geophysics, regional tectonics, and studies of planetary surfaces. A PhD is required at the time of appointment. The successful candidate will be expected to develop a vigorous, externally funded research program, including supervision of MS and PhD students and undergraduate research projects. Teaching duties will include undergraduate and graduate courses in their areas of expertise. Applicants should submit a resume (including current and past grant support), statement of research and teaching interests, copies of relevant publications, and the names and addresses of at least four references to:

Hydrogeology Search Committee,
Department of Geology and
Planetary Science, 200 SRCC,
University of Pittsburgh,
Pittsburgh, PA, 15260, USA.
Applications should be submitted
before January 2, 2004. For
additional information, see our
web site:
<http://www.geology.pitt.edu>.

The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer. Women and members of minority groups under-represented academia are specially encouraged to apply.

University of Iowa
Department of Geoscience
Assistant Professor in Terrestrial Paleocology

The Department of Geoscience at the University of Iowa invites applications for a full-time tenure-track Assistant Professorship in terrestrial paleocology. The appointment will begin in August 2004. We seek an outstanding researcher and teacher who uses modern quantitative and analytical techniques to reconstruct and interpret the Earth's nonmarine ecosystems and natural history. Desirable qualifications include a research emphasis that complements existing faculty research and teaching, including but not limited to expertise in community paleocology, the evolution of ter-

restrial ecosystems, or the use of biotic information for understanding regional or global change. In addition to developing an active, externally-funded program of research, the successful candidate will be expected to teach three courses per academic year, which includes participating in a rotation team for a general education course in Environmental Sciences.

Applicants must have a PhD in hand by August 2004. Women and minorities are especially encouraged to apply. Applicants should send a complete resume (including a bibliography and statement of teaching and research interests) and have at least three letters of recommendation sent to: Search Committee Chair (Terrestrial Paleocology), Department of Geoscience, University of Iowa, Iowa City, IA 52242-1379 (<geology@uiowa.edu>, Phone: 319/335-1818; Fax: 319/335-1821). Screening of candidates begins December 1, 2003, and will continue until the position is filled. The University of Iowa is an affirmative action—equal opportunity employer.

State University of New York,
Geneseo
Department of Geological Sciences
Assistant Professor—Two Positions

The Department of Geological Sciences, SUNY Geneseo, solicits applications for two positions at the Assistant Professor level. Teaching responsibilities include both large and small-enrollment introductory-level courses, as well as upper-level courses in mineralogy, petrology, structural geology, and electives that will complement those offered by current faculty. General areas of expertise at present are paleontology/stratigraphy, geomorphology/glacial geology/remote sensing, and hydrology/geochemistry. The Department consists of six faculty members and approximately 50 geology majors, 70% of whom continue to graduate schools.

We seek dynamic individuals who are committed to sustaining an outstanding undergraduate program in the geological sciences. The successful candidates will foster the departmental culture of excellence in teaching in both general education and majors courses, of engaging majors in research projects, and of mentoring and guiding undergraduates through their formative years. A PhD (or ABD) is required. We seek colleagues who are devoted to undergraduate education, who have demonstrated potential to

achieve excellence in teaching, an interest in establishing research programs involving undergraduates that result in peer-reviewed publications, a willingness to take an active role in departmental field experiences, and enthusiasm for participating in departmental, college, and public service. Special consideration will be given to candidates with any or all of the following: field-based skills, abilities to maintain our geophysics program, GIS competence, expertise with software technology, and interest in participating in a college-wide writing seminar for freshmen.

SUNY Geneseo is a highly selective public liberal arts college with approximately 5000 students. The campus is located in the historic village of Geneseo in the Finger Lakes region of Western New York just south of Rochester. The college consistently is ranked by several rating services as being among the best public undergraduate institutions in the country. Geneseo is a member of the Council of Public Liberal Arts Colleges.

A 106,000 ft² Integrated Science Facility to house Geology and Biology and to connect with an existing building housing Chemistry and Physics is currently under construction. Although a preliminary equipment schedule has been submitted, purchases will be delayed until the final phase of construction. Thus, the successful candidates will be involved in laboratory layout and equipment acquisition.

Candidates should submit a letter of interest addressing their qualifications for the positions described, curriculum vitae, copies of college transcripts (unofficial acceptable), a statement of teaching interests and philosophy, a statement of research interests in the context of undergraduate education, evidence of effective teaching, and arrange to have three recent letters of reference sent to:

Dr. Richard B. Hatheway, Chair
Department of Geological

Sciences

Greene 106

State University College at

Geneseo

Geneseo, NY 14454

Review of applications will begin December 10, 2003 and continue until the position is filled. SUNY Geneseo is an affirmative action/equal opportunity employer committed to recruiting, supporting, and fostering a diverse community of outstanding faculty, staff, and students.

U.S. Geological Survey Mendenhall Postdoctoral Research Fellowship Program

The U.S. Geological Survey (USGS) invites applications for the Mendenhall Postdoctoral Research Fellowship Program for Fiscal Year 2005. The Mendenhall Program provides opportunities to conduct research in association with selected members of the USGS professional staff. Through this Program the USGS will acquire current expertise in science to assist in implementation of the science strategy of its programs. Fiscal Year 2005 begins in October 2004.

Opportunities for research are available in a wide range of topics. The postdoctoral fellowships are 2-year appointments. The closing date for applications is January 16, 2004. Appointments will start October 2004 or later, depending on availability of funds. A description of the program, research opportunities, and the application process are available at <http://geology.usgs.gov/postdoc>. The U.S. Geological Survey is an equal opportunity employer.

Indiana University Northwest. Assistant Professor Surficial Geology

Tenure-track position available August 2004. PhD required. Broadly trained geologist with a strong desire to work in an undergraduate department focusing on excellence in teaching/research. Primary teaching responsibilities in hydrogeology, introductory courses; upper division courses in area of expertise. Area of expertise is open within the broad category of surficial/near surface processes. Will be expected to contribute to interdisciplinary MS degree in Environmental Studies that the campus is currently developing. Complete announcement available at www.iun.edu/~jobsnw.

Send letter of application, statement of teaching and research interests, CV, official transcripts, and three reference letters to:

Geology Search Committee

Indiana University Northwest

3400 Broadway

Gary, IN 46408-1197.

Full consideration given to applications received by January 15, 2004. AA/EEO employer with commitment to recruiting and retaining a diverse faculty and staff.

Rice University Earth Science Department Biogeochemistry/Aqueous Geochemistry Faculty Position

The Earth Science Department anticipates filling one new tenure line position in the general field of low temperature geochemistry. We are particularly interested in hiring an earth scientist who uses chemistry or microbiology to solve a broad range of earth systems processes such as mineral precipitation/dissolution, soil formation, gas production/consumption, metal transport, environmental remediation, and life in extreme environments.

Successful candidates are expected to establish forefront research programs, supervise graduate research, and to teach courses for both undergraduate and graduate students. We are especially interested in individuals who would bring to our department opportunities for collaboration while allowing us to expand into new and emerging fields of research. Rice University is a private university whose administration and faculty are dedicated to outstanding research and education at the undergraduate and graduate levels.

Applications at all academic levels will be considered; those received by December 1, 2003 are assured of receiving fullest attention.

Please send a resume and names of four or more references to:

Search Committee Chair

Department of Earth Science

MS-126

Rice University

PO Box 1892

Houston, TX 77251-1892

Information about the department can be found at

<http://earthscience.rice.edu/>

Rice is an equal opportunity affirmative action employer.

Washington University Department of Earth & Planetary Sciences Geodynamics

Washington University in St. Louis announces a tenure track position in geodynamics to complement our programs in seismology, mineral physics, and planetary geophysics. We seek an outstanding individual who will begin in August 2004 at the rank of assistant professor. Under special circumstances, outstanding candidates may be considered at a higher level. Ap-

plicants will be considered from a variety of research fields, including crustal deformation, convection in the earth, and mantle and crustal rheology. Candidates should apply modern, quantitative techniques and demonstrate or show promise of excellence in both teaching and research. Candidates must have been awarded the PhD at time of appointment. Send resume, statement of future research interest, and names and contact information for at least three references to:

Douglas A. Wiens, Search
Committee Chair
Department of Earth and
Planetary Sciences
Washington University
C/B 1169One Brookings Drive
St. Louis, Missouri 63130
or via e-mail:

FacSearch@levee.wustl.edu

Washington University is an equal opportunity/affirmative action employer. Employment eligibility verification required upon employment. Application packets are requested by October 15, 2003.

—Looks, Continued from page 9

James M. Lang made that discovery. Mr. Lang has always earned high marks from his students at Assumption College, but he doesn't consider himself a "Baldwin" (for the clueless, that's a term for a hot guy, popularized by the movie *Clueless*). Apparently, though, some of his students do. More than one of them has made comments about his "buns" on student evaluations.

Now the assistant professor of English says he's self-conscious about his looks and his teaching. "I work very hard at my teaching," he says, "and I am a little disturbed at the possibility that students are evaluating my courses based on such a superficial criterion." He wonders if he's as good a teacher as he thought he was, and he's afraid to turn his back to his classes to write on the chalkboard.

Kate Antonovics says she can relate. The 33-year-old assistant professor of economics is a "Betty" (that's slang for a gorgeous woman, also from *Clueless*) in her students' eyes. She has gotten e-mail messages from her students at the University of California at San Diego that include remarks such as, "Where do you shop? My friends and I can't get over how cute your outfits always are (I suppose because of the usual professor clothing-style stereotype...which I apologize

for)," and "I think you are very very hot." (One student even asked her on a date in the middle of the semester. She declined.)

Despite some awkward moments, Ms. Antonovics (who also gets high ratings from students on her teaching evaluations) says she's not bothered by all the remarks. "I mostly think they're hysterical," she says. "I've never felt like I'm getting good evaluations just because they think I'm attractive." And if students like her, and her teaching, then maybe they're paying better attention in class, she says.

Mr. Hamermesh says his student ratings are above average, but his looks are average—though he adds, "Hopefully, I'm being too harsh on myself." Twenty years ago a young woman wrote on one of the professor's evaluations, "Snacks in bed with you would be exciting and economically beneficial," but besides that, the only comments he's gotten related to his appearance have been about his neckties (generally favorable) and his cowboy hats (also generally favorable, though one student once wrote, "All hat, no cattle").

The big question, he says, is: Do students discriminate against homely professors, or are attractive professors better teachers?

Unfortunately, the study is inconclusive on that count. But if the answer is that students discriminate, "and if you think this beauty variable really shouldn't matter, and yet it does, then maybe we should discount teaching evaluations somewhat," Mr. Hamermesh says, "because clearly they are affected by something which most of us would argue should not be something that we should be accounting for."

Some male professors also may be dismayed about another finding of the study: "Good looks generated more of a premium, and bad looks more of a penalty, for male instructors," say Mr. Hamermesh and Ms. Parker in a paper about their findings, "Beauty in the Classroom: Professors' Pulchritude and Putative Pedagogical Productivity." According to their data, the effect of beauty (or lack thereof) on teaching evaluations for men was three times as great as it was for women.

The two also found that both female and minority professors earned lower overall ratings for their teaching than their white, male peers. That finding is worrisome, but hardly astonishing, says Susan Basow, a professor of psychology at Lafayette College. "It just shows that white, native-speaking

males are still the norm for professors in students' eyes. When they think of a professor, they think of a Mr. Chips type." More surprising, she says, was the finding that the teaching ratings for men were more affected by their looks.

Dina Ibrahim, who is herself no stranger to objectification by students, says she can't help being amused by the notion that men are being judged on their looks more than women are. "It's nice to have the males objectified for a change," says the assistant professor of broadcast journalism at San Francisco State University. Every semester, Ms. Ibrahim, who is from Egypt, must put up with student comments like, "She can be my Egyptian queen any day."

Of course, not all student comments are flattering. A glance at Web sites such as ProfessorPerformance.com and RateMyProfessors.com — where students rate their instructors on criteria such as coolness, clarity, easiness, helpfulness, and hotness (on RateMyProfessors.com, hot professors get chili peppers beside their names) — leaves little doubt about the viciousness of some students. Petty comments abound: "Someone fire this fat bastard" and "Looks like a hobbit, is not a nice person!"

Harold Glasser has been a victim of such comments. One of his students posted the following remarks on ProfessorPerformance.com: "Glasser where's (sic) the same blue fleece sweatercoat thing, and this awful matching blue fleece hat that looks like the one Elmer Fudd wore. If this wasn't enough, he has some of the same mannerisms as Dr. Evil," from the Austin Powers movies.

Mr. Glasser, an assistant professor of environmental studies at Western Michigan University, says he doesn't take such remarks seriously. "I care more about my teaching than what I wear. I think my appearance is irrelevant." Besides, he adds, "I don't even have a blue fleece sweatercoat."

Students are not the only ones in the academy biased by looks, says Ms. Waters, the psychology professor at Fairleigh Dickinson. When she first started teaching, she says, she was a little on the chubby side. "But after I went on a crash diet, my faculty evaluations went up," she recalls. "I wanted to laugh. I'm the same person, yet suddenly I'm a genius?"

Unfortunately, professors who look more like Gollum and less like Aragorn (aka Viggo Mortensen) may have their work cut out for them. "Looks shouldn't count, but clearly they do," Ms. Ibrahim

says. "That means ugly professors have to really, really know what they're talking about if they want to get good evaluations, as horrible as that sounds. They have to work harder."

Short of botox injections and plastic surgery, there's not a lot professors can do about the looks they were born with, so most of them should focus on improving the things they can control — like dress, grooming and, above all, their teaching, says Ms. Basow of Lafayette College.

The good news is that looks are just one of many factors that affect student evaluations. In addition, the bar for beauty is probably low for academics (beautiful professors are about as rare as genius members of the World Wrestling Federation, says the University of Chicago's Mr. Kolb), so clearing it may be easier.

Upon hearing about the study's findings, one anthropology professor (who asked for anonymity), said, "Given this information, I'm wondering if I'm better

looking than I thought I was because my evaluations have been so good."

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<http://chronicle.com/jobs/2003/10/2003101501c.htm>
15 October 2003]

See you in Seattle!