TOOLS FOR CHANGE

Boosting the Retention of Women in the STEM Pipeline

Level the Playing Field
WORKSHOPS-IN-A-BOX

FACILITATOR'S TOOLKIT

TOOLS FOR CHANGE

Boosting the Retention of **Women** in the **STEM** Pipeline

Visit the website at:
www.toolsforchangeinstem.org

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Letter from the Principal Investigators

Welcome to Tools for Change!

We hope that you will be able to use our short (15-20 minute) workshops-in-a-box to foster discussion and ultimately new initiatives to make your workplace a better place for women and for families.

The tools include our Level the Playing Field briefing videos that can be used to facilitate group presentations for a variety of audiences from students through top administrators and legal counsel. We provide a suggested agenda for you to follow as well as discussion guides for each briefing video.

We recommend that you spend time reviewing the toolkit and companion website to become completely familiar with the materials. This will enable you to anticipate and prepare for questions in advance. We provide a good deal of reference material in this toolkit and on our website, www.toolsforchangeinstem.org, to help you with preparation.

We appreciate any feedback you can give us about your experience. We are all learning from each other.

Good luck! - We hope the tools will help foster change in your workplace.

Visit the website at:
www.toolsforchangeinstem.org

MARY ANN MASON
Professor of the Graduate School; Affiliate, Chief Justice
Earl Warren Institute on Law and Social Policy

UNIVERSITY OF
CALIFORNIA
HASTINGS
COLLEGE OF THE LAW

WORKLIFE LAW
UC Hastings College of the Law

JOAN C. WILLIAMS
Distinguished Professor of Law
Hastings Foundation Chair
Founding Director, Center for WorkLife Law,
University of California, Hastings College of the Law

In partnership with:

AWIS
ASSOCIATION FOR WOMEN IN SCIENCE

AWIS is today's premiere leadership organization
advocating the interests of women in
science and technology.

![TOOLS FOR CHANGE — Boosting the Retention of **Women** in the **STEM** Pipeline](logo)

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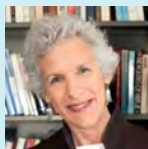**AWIS**
ASSOCIATION FOR WOMEN IN SCIENCE

AWIS is today's premiere leadership organization advocating the interests of women in science and technology.

About the Project

Women now represent a large part of the talent pool for research science but many studies show they are more likely than men to "leak" out of the science pipeline before obtaining tenure at a college or university (Committee on Science, Engineering, and Public Policy, 2007; Goulden, Mason & Frasch, 2009). While women comprised 40% of the earned doctorates in science and engineering in 2006, only 19% of full-time full professors in science and engineering were women. Moreover, among women full professors in science and engineering, only 5% are Asian, just under 5% are African American, and just over 3% are Hispanic/Latina (National Science Foundation, 2009). The brain drain among women severely impacts the long-term dependability of a highly trained U.S. workforce, and America's global preeminence in the sciences is in question.

The most straightforward way to maintain a competitive workforce of trained professionals in the STEM (science, technology, engineering and mathematics) disciplines is to staunch the flow of women out of these professions. Mary Ann Mason, UC Berkeley and Joan C. Williams, UC Hastings have partnered with the Association for Women in Science (AWIS) to create and disseminate through AWIS' broad national network, sustainable tools to level the playing field for women in academic STEM disciplines.

This project hopes to broaden implementation of proven best practices by providing user-friendly and readily accessible research and resources, to help academic institutions develop and retain their diverse talent pool.

Tools for Change in STEM

Two factors have stalled women's advancement in science: implicit bias and lack of family friendly policies. Mason and Williams have engaged in more than 20 years of original research to determine when and why women drop out of the pipeline and to develop tools to help universities retain women scientists.

The Tools:

▸ Level the Playing Field Workshops
▸ Workshops-in-a-Box (Facilitator's Toolkit)
▸ It's Cheaper to Keep Her Cost Simulator
▸ *New Research:* Double Jeopardy? How Gender Bias Differs By Race
▸ Gender Bias Learning Project (website)

Level the Playing Field Workshops

Under their current ADVANCE PAID grant, Mason and Williams have partnered with AWIS to develop their research into a series of highly usable, polished 15-20 minute online workshops for use with different audiences (e.g. department chairs,

university administrators, new faculty, campus women's groups). Included are: *The Competitive Edge: Best Practices for Family Friendly Policies* (for university administrators), *It's Cheaper to Keep Her* (for deans and department chairs), *Do Babies Matter?* (for all groups), *Some Things Are Illegal* (for deans and department chairs, administrators, and compliance officers), and *What Works for Women At Work* (a novel approach that links a briefing on implicit bias with concrete strategies to help women navigate workplaces shaped by subtle bias).

Workshops-in-a-Box (Facilitator's Toolkit)

Designed to augment existing professional development programs and services, our Workshops-in-a-Box provide "ripple-effect" dissemination. Interested individuals can use the online briefing videos to lead group presentations at their home institutions. Complete discussion guides are available on our website, along with downloadable video transcripts, PowerPoint presentations, and a list of resources.

Supplemental Q/A Session with our Experts: Experts in the their fields, Mary Ann Mason, UC Berkeley and Joan C. Williams, UC Hastings are available to meet with groups via video conference call to answer questions and facilitate group discussions. This is a great opportunity to engage with content experts without increasing training costs.

"It's Cheaper to Keep Her" Cost Simulator

How much do family responsive policies cost, and what are the economic losses to the university and to the federal government that trained them if a scientist drops out of the pipeline? Professor Clair Brown, Department of Economics, University of California, Berkeley, has led the effort in developing an economic framework and has collected the

SAMPLE DATA RESULTS

required data to estimate 1) the costs of turnover among faculty in STEM, and 2) the net costs of three family responsive programs: maternity/paternity leave; release from teaching; and Stop-the-Clock. This analytical study is the basis of our *It's Cheaper to Keep Her* Cost Simulator that allows administrators to document how much family friendly policies could save their institution. Available on our website, www.toolsforchangeinstem.org.
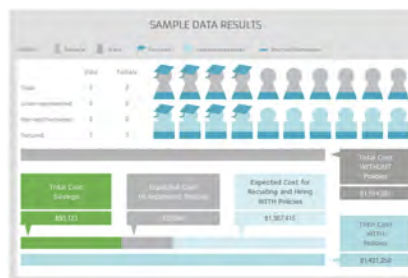
Double Jeopardy? How Gender Bias Differs By Race

While African-American, Latina, and Native-American women are pursuing higher education in the STEM disciplines more than ever before, unfortunately they have made little progress in representation among faculty. Data from the 2007 Nelson Diversity Survey that looked at the top 100 departments in science and engineering, based on research expenditures, showed that only 1% of tenured or tenure-track faculty represent underrepresented minority women. (Nelson, Brammer, Rhoads, 2007)

Visit the website at:
www.toolsforchangeinstem.org

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One reason for the low representation of women of color in STEM may be that they face "double jeopardy": two sets of negative stereotypes, based on race and on gender. Yet the hundreds of existing studies on gender bias very rarely explore whether gender bias differs by race. Williams found in previous focus groups on gender bias, women of color find themselves in a "double jeopardy" situation: stereotyped and tokenized on the basis of gender and race.

To better understand and more specifically address the "double jeopardy" issues particular to academic women of color in STEM fields, Williams reviewed 35 years of experimental social psychology studies and developed an interview protocol with which her team interviewed 60 women of color in science. One hundred percent of the scientists reported experiences of gender bias—but their experiences often differed from those of white women's (and from those of other women of color). Our briefing, *Double Jeopardy? How Gender Bias Differs By Race* explores this topic, as will a report by the same title scheduled for release in March 2014.

Gender Bias Learning Project

Gender bias in academia is alive and well. Identifying and understanding the distinct patterns of gender bias is the first step towards ensuring that bias does not derail your career. The Center for WorkLife Law, with support from a NSF ADVANCE leadership grant, has developed this online gender bias briefing that teaches you to identify the four basic patterns of gender bias.

Although gender bias is a serious topic with professionally damaging consequences, WorkLife Law's gender bias training website, www.genderbiaslearning.com offers a zany, brainy approach that allows you to learn what you need to know, share your experiences, and have fun in the process.

This briefing also provides survival strategies for handling each type of bias, as well as:

▸ A series of animated video scenarios illustrating each pattern
▸ Video clips from interviews with gender bias experts
▸ A pop quiz to help you test your knowledge
▸ An on-line game: Gender Bias Bingo

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Using the Toolkit

Use this toolkit in conjunction with the briefing videos and other materials available on the Tools for Change website, www.toolsforchangeinstem.org, to facilitate your group presentation. We have created a companion webpage for this toolkit where you can download printable PDFs and review further background information and resources in preparation for your group presentation.

Access the Companion Webpage for the Facilitator's Toolkit

To access the companion webpage for the Facilitator's Toolkit, register on our website, www.toolsforchangeinstem.org. You will be asked for basic contact information and to create a username and password that you can use to login to the website. Once registered, login to view the toolkit companion webpage. There, you can download corresponding PowerPoint presentations, video transcripts, handouts, evaluation forms, a list of key resources, a complete research bibliography, and a project information flyer.

Before Your Presentation

Test video playback: Before your presentation, decide if you will utilize the videos online or conduct the briefing live yourself. If you plan to use the videos from the website, be sure to test your internet connection to ensure the video plays smoothly. We also suggest downloading the PowerPoint presentation and transcript as backup. If you plan to conduct the briefing yourself, be sure to download the PowerPoint presentation and corresponding video transcript to help guide you in conducting the briefing live.

Prepare printed materials: We have created printable resources that you can distribute to your audience. You can download these from the toolkit companion webpage on our website and make copies for your group participants. Available are briefing specific handouts, a list of key resources, a complete research bibliography, a project information flyer, and briefing evaluations forms.

At Your Presentation

Access the briefing videos by visiting our website, www.toolsforchangeinstem.org. Navigate to the appropriate briefing by clicking on the "Workshops-in-a-Box" menu item. Next select the group that best describes your audience from the drop-down menu. You will then be on the webpage that contains the briefings that are best suited for your audience. From this page you can play the briefing previews and complete videos.

Be sure to mention to your audience that they can return to the website on their own and view the briefings and resources by navigating the website in the same way. All the briefings are completely free and do not require a special login.

The following is a suggested agenda that can be used with any of the briefing videos. Refer to the appropriate discussion guide for an overview, key messages, and discussion questions for the briefing you plan to present to your group.

Online Facilitator's Toolkit

Register on our website for complete access:
www.toolsforchangeinstem.org

Download printable PDFs for your group presentation.

▶ Handouts

▶ Evaluation forms

▶ PowerPoint presentations

▶ Video transcripts

▶ List of key resources

▶ Bibliography

▶ Project information flyer

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Suggested Agenda

This suggested agenda can be used to facilitate a group presentation for any of our briefings. Use the discussion guides included in this toolkit to lead your group's discussion.

I. Welcome and Introduction (15 minutes)

This is an opportunity to get to know participants. Introduce yourself as the facilitator and invite participants to briefly introduce themselves (name, role at university, office or department, etc.) For groups less than 15 people, consider asking participants to also describe their interest in this briefing. If the group is larger than 20 people, individual introductions are likely to take too much time and should be kept to the shorter introduction.

II. Overview of Tools for Change (5 minutes)

If time allows, play the Tools for Change introduction video to give a big picture overview of the project. Have the website, www.toolsforchangeinstem.org, available on screen and navigate to the introduction video (Workshops-in-a-box --> Overview). After showing the video, talk about how you fit into this effort and what you hope to accomplish by facilitating this group presentation.

III. View Presentation (15 - 20 minutes)

Show the briefing video. At the end of the presentation ask if there are any questions that can be answered before moving on to the group discussion. Only answer questions you feel comfortable answering. Feel free to refer participants to the Tools for Change website, www.toolsforchangeinstem.org, for further information.

IV. Facilitate Group Discussion (15 minutes)

Once questions have been addressed, move the group into a discussion about their personal and/or professional experience. Use the suggested questions listed in the discussion guides to spark the conversation.

V. Closing, Session Evaluation (5 minutes)

Review the key messages listed in the discussion guide. Ask the group what new things they have learned that they can take with them and apply to their work. Ask the group whether they have changed any personal attitudes as a result of attending the briefing and participating in the group discussion. The goal of this closing discussion is to help participants think about what they will take away from the session.

At the end, thank the audience for participating. You may also have them complete an evaluation form to gather feedback on your presentation.

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Discussion Guides

The Competitive Edge:
Best Practices for Family Friendly Policies

Overview

Many universities have taken significant steps to create family friendly policies in order to recruit and retain parents. The federal agencies that support science have also begun to introduce family friendly initiatives. This briefing reviews promising policies and invites participants to examine their own university's policies.

Key Messages

▸ Make becoming family friendly a major priority and goal for your department. Departments are family friendly when they offer and support policies, resources, and cultural practices that allow faculty to successfully integrate work and family needs.

▸ Family friendly policies pay off in recruiting and retaining the best faculty! (See *It's Cheaper to Keep Her* cost simulator on our website, www.toolsforchangeinstem.org.)

▸ Departmental climate change rests on wide-scale acknowledgement and acceptance of the diversity of faculty family structures, situation and needs.

▸ Family friendly policies are not just for mothers! Including fathers in parental leaves and "Stop-the-Clock" is the secret to changing the culture for all families.

▸ Title IX covers pregnancy discrimination for students, graduate students and postdocs who are usually not considered employees under the protection of Title VII, yet it is rarely enforced by universities and colleges. Childbirth and family considerations are the main reasons why graduate students and postdocs drop out of research science. Similar patterns are found in all disciplines.

Discussion Questions

Distribute the *Best Practices Checklist* and *Policy Recommendations* to help facilitate the discussion. Both are available for download as printable PDFs from the toolkit companion webpage on our website, www.toolsforchangeinstem.org.

1. Describe initiatives or best practices that your university has instituted. What initiative/s would you most like to see at your university?

2. What does your university do to assure Title IX compliance regarding pregnancy discrimination?

3. Does your university "Stop-the-Clock" for graduate students, postdocs, and faculty? Who gets childbirth leave, paid and unpaid, at your university?

4. Is there a high administrative position that monitors and supports family friendly policies?

Facilitator's Notes

Methods: Video or PowerPoint presentations; large group and small group discussions.

Briefing Aids: Projector, computer, internet connection to play videos from our website, www.toolsforchangeinstem.org.

Time Needed: Video runtime is 19 minutes. Allot time for discussion based on your audience.

Suggested Audience: Deans, Department Chairs, and University Administrators.

Related Workshops:

▸ Do Babies Matter? I, II, III

▸ It's Cheaper to Keep Her: Building a Depart in an Era of Tight Budgets

Related Activities

Cost Simulator: Walk through the *It's Cheaper to Keep Her* cost simulator on our website, www.toolsforchangeinstem.org. This tool allows administrators to document how much family friendly policies could save their institution.

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Facilitator's Notes

Methods: Video or PowerPoint presentations; large group and small group discussions.

Briefing Aids: Projector, computer, internet connection to play videos from our website, www.toolsforchangeinstem.org.

Time Needed: Video runtime is 15 minutes. Allot time for discussion based on your audience.

Suggested Audience: Deans, Department Chairs, and University Administrators. *(Version I has a STEM focus. Version II is focused on postdocs and graduate students. Version III is for a general audience.)*

Related Workshops:

▸ The Competitive Edge: Best Practices for Family Friendly Policies

▸ It's Cheaper to Keep Her: Building a Department in an Era of Tight Budgets

Related Activities

Cost Simulator: Walk through the *It's Cheaper to Keep Her* cost simulator on our website, www.toolsforchangeinstem.org. This tool allows administrators to document how much family friendly policies could save their institution.

Do Babies Matter? I, II, III

Overview

Based on 12 years of research this briefing addresses the fact that although women now receive more than 50% of PhDs there are far fewer women than men at the top of the academic hierarchy; these women at the top are paid somewhat less than men, and they are much less likely than men to have children. Three versions are offered: version I is focused on women in STEM fields, version II covers postdoctoral scholars and graduate students, and version III covers academic women in all disciplines.

Key Messages

▸ **Recruiting and Retaining Faculty in the Future** - Women compose the majority of doctoral and professional degree recipients in the U.S. However, universities are now experiencing major problems in recruitment and retention. Surveys of chairs by the UC Office of the President (UCOP) show that work-family concerns are frequently cited by first-offer faculty candidates (both women and men) who turned down a position with UC, and by professors (both women and men) who left UC faculty positions.

▸ **Problems in the Academic Pipeline** - National data from the Survey of Doctorate Recipients (SDR) show that women disproportionately leak out of the "academic pipeline" to tenure at two points:

1. Before they begin their careers. Women PhDs with young children and married women PhDs are less likely than all other doctoral recipients to enter tenure-track positions, thus diminishing the overall pool of qualified candidates.

2. At the Assistant Professor level. Tenure-track women, regardless of family status, are less likely than tenure-track men on a year-to-year basis to become tenured.

Discussion Questions

1. Discuss the proportion of women in high places, e.g., tenured faculty top administrators, compared to men in your university. Do these women have as many children as do their male counterparts?

2. Discuss the students in your graduate school cohort; have the women's careers followed the same path as the men's?

3. Describe initiatives that your university has instituted to promote career family balance. What initiative/s would you most like to see at your university?

4. What does your university do to assure Title IX compliance regarding pregnancy discrimination?

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Double Jeopardy?:

How Gender Bias Differs By Race

Overview

This briefing explores how the experience of gender bias differs by race. It's based on a study that was done for Tools for Change where we interviewed 60 women of color in science. What we have done is look specifically at how women of color experience gender bias and how that experience differs from the experience of white women.

Key Messages

▸ Gender bias often stems not from malevolence, but from the perceived mismatch between the "typical woman" or "typical mother" and the requirements of jobs that historically were held by men.

▸ Another type of bias (called "prescriptive" bias) stems from people's unspoken sense that women should behave in feminine ways.

▸ There are four ways office politics are trickier for women than men—and even trickier for women of color. Women have to prove themselves over and over ("Prove-It-Again!"); they have to navigate a tightrope between being too masculine and too feminine ("Tightrope"); having children just compounds both those problems ("Maternal Wall"); and gender bias often ends up creating highly freighted relationships among women themselves ("Tug of War").

▸ One hundred percent of women interviewed recognized one or more of these patterns, but their experiences often differed both from those of white women and from those of other groups of women of color.

▸ Of course, the women of color also reported racial bias, including both racist remarks and a greater sense of isolation than reported by white women.

Discussion Questions

1. Which of the four patterns, if any, have you experienced? Share your experience.

2. What are some survival strategies you have used or seen others use to overcome these patterns?

Facilitator's Notes

Methods: Video or PowerPoint presentations; large group and small group discussions.

Briefing Aids: Projector, computer, internet connection to play videos from our website, www.toolsforchangeinstem.org.

Time Needed: Video runtime is 27 minutes. Allot time for discussion based on your audience.

Suggested Audience: Deans, Department Chairs, and University Administrators. Women in STEM, Postdocs and Graduate Students.

Related Workshops:

▸ What Works for Women at Work

Related Activities

Play Gender Bias Bingo: Playing "Gender Bias Bingo" with a group can teach and review knowledge about the various patterns of gender bias in the workplace.

Watch Animated Scenarios: The animated scenarios available on the Gender Bias Learning Project website illustrate the presence of gender bias in the academic workplace and are a great way to become familiar with the patterns.

Bingo and animated scenarios are available on the Gender Bias Learning Project website at www.genderbiasbingo.com.

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Facilitator's Notes

Methods: Video or PowerPoint presentations; large group and small group discussions.

Briefing Aids: Projector, computer, internet connection to play videos from our website, www.toolsforchangeinstem.org.

Time Needed: Video runtime is 23 minutes. Allot time for discussion based on your audience.

Suggested Audience: Deans, Department Chairs, and University Administrators.

Related Workshops:

▸ The Competitive Edge: Best Practices for Family Friendly Policies

▸ Do Babies Matter? I, II, III

Related Activities

Cost Simulator: Walk through the *It's Cheaper to Keep Her* cost simulator on our website, www.toolsforchangeinstem.org. This tool allows administrators to document how much family friendly policies could save their institution.

Watch Animated Scenarios: The animated scenarios available on the Gender Bias Learning Project website, www.genderbiasbingo.com illustrate the presence of gender bias in the academic workplace and are a great way to become familiar with the patterns.

It's Cheaper to Keep Her:
Building a Department in an Era of Tight Budgets

Overview

This briefing is designed for deans and department chairs. It is discussed in two basic parts. The first explains all of the ways that a department can save money by eliminating a chilly climate and instituting family friendly policies. An integral part of this is avoiding legal liability. There's a new kind of lawsuit that is increasingly filed and unfortunately presents a different risk for universities than they have seen in the past. The second part of the briefing covers legal risks and gives information needed in order to avoid legal liability.

Key Messages

▸ There is a clear business case for retaining women. Department Chairs can save money by eliminating costs that people traditionally think of as inevitable, but are not inevitable.

▸ A baseline issue for eliminating a chilly climate is examining how we define the ideal worker in academia.

▸ There is a sharply growing area of employment law called family responsibilities discrimination, in which universities are far more vulnerable.

▸ Courts have held in family responsibilities discrimination lawsuits that evidence of gender stereotyping can be used to win these lawsuits.

▸ Learning to identify the four patterns of gender bias can help to avoid the risk of potential legal liability.

Discussion Questions

1. How do the costs described in this briefing differ from those at your university?

2. How might the patterns of bias described play out in hiring? In rank, tenure and promotions?

3. What does your university do to assure Title IX compliance with respect to pregnancy discrimination?

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Some Things Are Illegal

Overview

This briefing gives a short introduction to three developments that may make universities more vulnerable to lawsuits than they have traditionally been. The first is a new but rapidly growing area of the law called family responsibilities discrimination. Title IX compliance is the second; it prohibits pregnancy discrimination and may require maternity leave for students, graduates students and postdocs. The briefing also provides an introduction to the kinds of gender stereotyping that can give rise to difficulties in the event of a lawsuit.

Key Messages

▸ There is a sharply growing area of employment law called family responsibilities discrimination, in which universities are far more vulnerable than they have been in the past, when lawsuits typically involved tenure denials.

▸ Courts have held in family responsibilities discrimination lawsuits that evidence of gender stereotyping can be used to win these lawsuits.

▸ Gender bias falls into four patterns.

▸ Title IX prohibits pregnancy discrimination, and may require maternity leave, for students, graduate students and postdocs who are usually not considered employees under the protection of Title VII.

Discussion Questions

1. How do the costs described in the briefing differ from those in your university?

2. How might the patterns of bias described play out in hiring? In rank, tenure and promotions?

3. What does your university do to assure Title IX compliance with respect to pregnancy discrimination?

Facilitator's Notes

Methods: Video or PowerPoint presentations; large group and small group discussions.

Briefing Aids: Projector, computer, internet connection to play videos from our website, www.toolsforchangeinstem.org.

Time Needed: Video runtime is 16 minutes. Allot time for discussion based on your audience.

Suggested Audience: Deans, Department Chairs, Administrators, and Compliance Officers.

Related Workshops:

▸ The Competitive Edge: Best Practices for Family Friendly Policies

▸ Do Babies Matter? I, II, III

Related Activities

Cost Simulator: Walk through the *It's Cheaper to Keep Her* cost simulator on our website, www.toolsforchangeinstem.org. This tool allows administrators to document how much family friendly policies could save their institution.

Watch Animated Scenarios: The animated scenarios available on the Gender Bias Learning Project website, www.genderbiasbingo.com illustrate the presence of gender bias in the academic workplace and are a great way to become familiar with the patterns.

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What Works for Women at Work

Overview

This briefing gives women individual strategies for navigating workplaces that are shaped by implicit bias. It takes 35 years of experimental social psychology studies and boils them down into four patterns. This module teaches women to recognize the patterns and also offers them very concrete strategies for how to navigate these patterns successfully.

Key Messages

▸ Gender bias often stems not from malevolence, but from the perceived mismatch between the "typical woman" or "typical mother" and the requirements of jobs that historically were held by men.

▸ Another type of bias (called "prescriptive" bias) stems from people's unspoken sense that women should behave in feminine ways.

▸ There are four ways office politics are trickier for women than men—and even trickier for women of color. Women have to prove themselves over and over ("Prove-It-Again!"); they have to navigate a tightrope between being too masculine and too feminine ("Tightrope"); having children just compounds both those problems ("Maternal Wall"); and gender bias often ends up creating highly freighted relationships among women themselves ("Tug of War").

▸ There is no single answer to how to succeed as a woman in the professional world. Every woman is different, and needs a well-stocked toolbox to navigate the modern workplace as she finds it.

Discussion Questions

Distribute the *What Works for Women at Work Individual Strategies* guide to help facilitate the discussion. It is available for download as a printable PDF from the toolkit companion webpage on our website, www.toolsforchangeinstem.org.

1. Which of the four patterns, if any, have you experienced? Share your experience.

2. What are some survival strategies you have used or seen others use to overcome these patterns?

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Key Resources

Creating a Family Friendly Department:
Chairs and Deans Toolkit

Download Link: http://ucfamilyedge.berkeley.edu/
ChairsandDeansToolkitFinal7-07.pdf

Department chairs and deans have a central responsibility in
understanding the importance of family friendly policies, and in
implementing policies, sharing resources, and reinforcing
cultural practices to assist all faculty. This toolkit provides
essential information for department chairs and deans.

Do Babies Matter? Gender and Family in the Ivory Tower
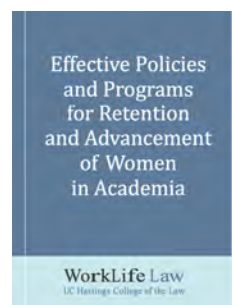
Visit Book Website: www.dobabiesmatter.com

Do Babies Matter? is the first comprehensive examination of
the relationship between family formation and the academic
careers of men and women. The book begins with graduate
students and postdoctoral fellows, moves on to early and
mid-career years, and ends with retirement. Individual
chapters examine graduate school, how recent Ph.D.
recipients get into the academic game, the tenure process,
and life after tenure. The authors explore the family sacrifices
women often have to make to get ahead in academia and
consider how gender and family interact to affect promotion
to full professor, salaries, and retirement. Concrete strategies
are suggested for transforming the university into a family-friendly environment at
every career stage.
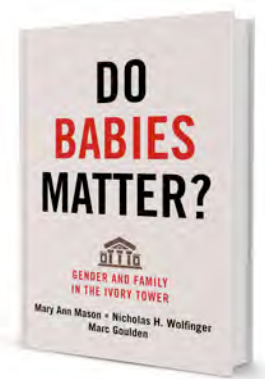
Effective Policies and Programs for Retention and Advancement
of Women in Academia

Download Link: www.worklifelaw.org/pubs/worklife_academia_FINAL.pdf

Competitive universities have recognized that eliminating the
chilly climate for women, and effective implementation of
family-responsive policies gives them an edge in attracting and
retaining talented women faculty. Particularly in this period of
sharply declining resources, effective programs to control
gender bias and address work-life balance needs can improve
faculty satisfaction and reduce costly attrition rates. WorkLife
Law has compiled best practices used by colleges and
universities across the nation to successfully retain talented
faculty—particularly women–with family responsibilities.

**Additional Resources
Available On Our Website**

Visit the website at:

www.toolsforchangeinstem.org

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Boosting the Retention of **Women** in the **STEM** Pipeline

Staying Competitive:
Patching America's Leaky Pipeline in the Sciences

Download Link: www.americanprogress.org/issues/2009/11/pdf/women_and_sciences.pdf

Women represent a large part of the talent pool for research science, but many data sources indicate that they are more likely than men to "leak" out of the pipeline in the sciences before obtaining a tenured position at a college or university.

Additional Resources Available On Our Website

Visit the website at:

www.toolsforchangeinstem.org

UC Faculty Family Friendly Edge Report

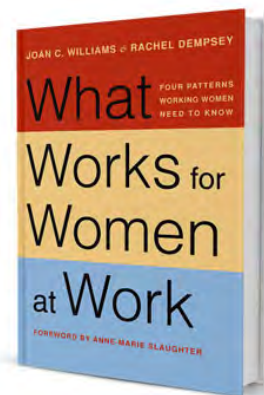**Visit Website:** http://ucfamilyedge.berkeley.edu

The UC Faculty Family Friendly Edge is a series of projects designed to support the development and implementation of innovative family friendly policies and programs for academics in the UC system, as well as to examine the role of institutions of higher education and federal granting agencies in leaks from the academic pipeline at all stages.
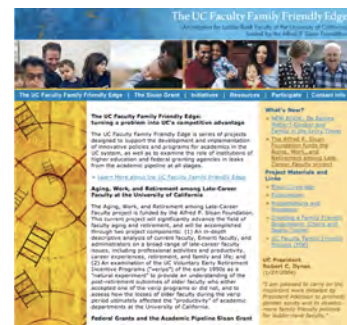
What Works for Women at Work

Visit Website: www.newgirlsnet.com

An essential resource for any working woman, *What Works for Women at Work* is a comprehensive and insightful guide for mastering office politics as a woman. Authored by Joan C. Williams, one of the nation's most-cited experts on women and work, and her daughter, writer Rachel Dempsey, this unique book offers a multi-generational perspective on the realities of today's workplace. Often women receive the message that they have only themselves to blame for failing to get ahead: —Negotiate more! –Stop being such a wimp! –Stop being such a witch! *What Works for Women at Work* tells women it's not their fault. The simple fact is that office politics often benefit men over women. Look for it on shelves beginning **January 17, 2014**, or pre-order your copy wherever books are sold.

TOOLS FOR CHANGE
Boosting the Retention of **Women** in the **STEM** Pipeline

Briefings

	DEANS & CHAIRS, ADMINS	WOMEN IN STEM	POSTDOCS & GRAD STUDENTS	GENERAL AUDIENCE	LEGAL & HR
The Competitive Edge: Best Practices for Family Friendly Policies Many universities have taken significant steps to create family friendly policies in order to recruit and retain parents. The federal agencies that support science have also begun to introduce family friendly initiatives. This briefing reviews promising policies and invites participants to examine their own university's policies.	✓	✓		✓	✓
Do Babies Matter? I, II, III This briefing addresses the fact that although women now receive more than 50% of PhDs there are far fewer women than men at the top of the academic hierarchy; these women at the top are paid somewhat less than men, and they are much less likely than men to have children. Three versions are offered: version I is focused on women in STEM fields, version II covers postdoctoral scholars and graduate students, and version III covers academic women in all disciplines.	✓	✓	✓	✓	✓
Double Jeopardy?: How Gender Bias Differs By Race This briefing explores how the experience of gender bias differs by race. It's based on a study that was done for Tools for Change where we interviewed 60 women of color in science. What we have done is look specifically at how women of color experience gender bias and how that experience differs from the experience of white women.	✓	✓	✓	✓	
It's Cheaper to Keep Her: Building a Department in an Era of Tight Budgets This briefing is designed for deans and department chairs. It is discussed in two basic parts. The first explains all of the ways that a department can save money by eliminating a chilly climate and instituting family friendly policies. An integral part of this is avoiding legal liability. There's a new kind of lawsuit that is increasingly filed and unfortunately presents a different risk for universities than they have seen in the past. The second part of the briefing covers legal risks and gives information needed in order to avoid legal liability.	✓				
Some Things Are Illegal This briefing gives a short introduction to three developments that may make universities more vulnerable to lawsuits than they have traditionally been. The first is a new but rapidly growing area of the law called family responsibilities discrimination. Title IX compliance is the second; it prohibits pregnancy discrimination and may require maternity leave for students, graduates students and postdocs. The briefing also provides an introduction to the kinds of gender stereotyping that can give rise to difficulties in the event of a lawsuit.					✓
What Works for Women at Work This briefing gives women individual strategies for navigating workplaces that are shaped by implicit bias. It takes 35 years of experimental social psychology studies and boils them down into four patterns. This module teaches women to recognize the patterns and also offers them very concrete strategies for how to navigate these patterns successfully.		✓	✓		✓

Notes:

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STAY IN TOUCH

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