

UC Davis

News and Newsmakers

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The Consortium for Women & Research
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Message from the Director

This issue of News and Newsmakers features the feminist work of two members of the UC Davis community: Peg Swain, Co-Director of the Women's Resources and Research Center, and Gyöngy Laky, Professor of Environmental Design, who has been a crucial member of CAFÉ, a systemwide organization founded to support gender equity in the hiring of UC faculty.

I interviewed Peg last summer after her first full year as WRRC Co-Director. Peg brings to the WRRC a wealth of experience in her decade of work with the Gender and Global Issues group. Our dialogue highlights the promise that the cooperative work of the WRRC, the Women and Gender Studies program, and the Consortium holds for serving women faculty and students on this campus. Last quarter, for example, in conjunction with the Campus Book Project on *Gandhi's Way*, our three units co-sponsored an enormously successful talk by Medea Benjamin, co-founder of Code Pink. Gyöngy Laky brings us up to date on the third State Senate hearing convened last year by Senator Jackie Speier to address concerns over lack of diversity in UC system hiring of faculty. She also tracks recent encouraging improvements in the hiring record. The advocacy efforts of CAFÉ seem to be bearing fruit!

Finally, I'd like to call attention to two events on the Consortium horizon. Our Directory of Faculty Expertise will soon be on line and up and running. This will replace the hard copy Directory that we have published in the past. We soon will be asking all faculty who do research on women, gender or sexualities to register or update your entry, so please be on the lookout for our call. And on April 26 and 27, 2004 Bonnie Bassler, Professor of Molecular Biology at Princeton University and UCD alumnae, will deliver two lectures here as the Consortium's 2004 Distinguished Woman Scientist. She will also be available for consultation with interested students and faculty. Bassler was recently honored with a MacArthur Foundation "genius award." For more about Bassler's work, please see Steve Silberman's "The Bacteria Whisperer," in *Wired Magazine's* April 2003 issue.

—Kari Lokke



Peg Swain Joins WRRC as Co-Director

Kari: *Last year, you joined Robin Whitmore as Co-Director of the Women's Resources and Research Center. What are the dynamics of a job share? Are there advantages to having two Directors as opposed to one?*

Peg: First, thanks for asking! I am really pleased to have this opportunity to carry on a bit about our work at the WRRC. Job sharing is a very unusual arrangement in any work environment, including the university. Our management in Mrak Hall deserves credit for allowing us to think outside the box. In theory it means taking one job description and dividing the tasks evenly between two individuals. Clearly issues of compatibility and complementarity are paramount. In other words, you really need to like working with each other and it helps if your distinct skill sets overlap but diverge to cover the whole range needed for the job.

Job-shares from this perspective are something that two individuals work out, not something that management creates and then hires people directly into the job. However, job shares may significantly change work structures and environments for the better. Job sharing has radical implications, promoting a horizontal feminist model of cooperation within hierarchy. It addresses work-life balance issues in a very creative way. If anyone would like to talk with Robin and me about the specifics, please do contact us.

In terms of dynamics, the "two for the price of one" phenomenon of both partners tending to work more than half time certainly advantages the employer, and can drag on the partnership. Partners have to work at this, but the great advantages of having a partner make it worthwhile. In our case, our partnership has the further advantage of being located (no accident) in the WRRC - a feminist work-place that vertically integrates activities (programming, administration) engaged in by all staff.

Kari: *Can you tell us something about your background and your experiences, both scholarly and administrative, that have prepared you for this position? In particular, it would be great to hear about your work with Gender and Global Issues and about your anthropological research on tourism and China.*

Peg: In the center I wear something of an "academic hat." My background as a research anthropologist leads me to view the WRRC as one fabulous location for participant-observation. I work on the Center's academic projects, and, in cooperation with WGS, I offer an internship seminar (listed under WMS192, to become WMS193) for students engaged in internships. Using the logic that every human interaction is gendered, we analyze their very diverse internship experiences in terms of feminist ethics. This seminar was initiated by the Gender and Global Issues (GGI) group several years ago when it moved to become a committee within WGS.

GGI started as an informal discussion group in the early 1990s and then became a grant project funded by the Ford Foundation to bring "third world" women activists to UCD for intellectual exchange. I have worked with GGI since 1994(!) first coordinating programs to complement the activist visitors' project, and ultimately being the PI on the last Ford grant (1997-99) running the whole thing. During this time I learned a great deal about programming and networking on this campus, which has certainly been very useful in my work in the WRRC.

In terms of my intellectual training, I'd like to think that it started while still a youngster, reading Virginia Wolf's Orlando- that fantastic gender-bending, culture hopping, time traveling saga. It shaped my worldview. I gravitated to graduate school in anthropology, fueled by my continuing fascination with gender, travel, indigenous cultures imperial systems, and globalization. Local

(Continued from page 2)

reactions to tourists and missionaries utterly fascinate me. I began to do research in SW China in the late 1980s looking at these issues in terms of a specific ethnic minority. Along the way I have worked in various applied development projects, learning first hand about some of the human rights and sustainable living concerns that the GGI activists brought to this campus. Questions of gender and ethnic equity permeate my academic writing, which again is a useful perspective for working in the WRRC.

Kari: *What has this first year been like for you? Looking back over the past year at the WRRC, what would you say have been the most rewarding projects, the most exciting accomplishments? What do you see as the biggest challenges you faced?*

Peg: During our first year job sharing I often wondered how Robin could put up with her new partner. Certainly some of the most rewarding moments for me were the ones behind the scenes, learning how the WRRC works, how it has grown as a successful feminist organization and how it negotiates a very hierarchical environment in the service of women on this campus. The library is treasure. We did a lot of programming including full capacity offerings of "Sex Rules" for students in the fall and "The Vagina Monologues" by students for the community in the winter. Other WRRC projects with students included the beginning of "Math Café" tutoring and mentoring group, the "Respect Me" informational campaign, and the "V-Room" exhibit on domestic violence.

Our Gender Education Specialist funded by a third year of a federal grant offered numerous very successful educational programs and advised the newly established, award winning student organization, Men Acting against Rape (MAAR) Programming and services specifically for staff and faculty women were also on our agenda.

Challenges for the Center included six months of interaction with organized conservative students about the WRRC's programs, and practices including dozens of their surveillance visits, videotaping, media efforts and a sit-in. We must be doing some things right!

Kari: *How do you envisage the relationship between the WRRC, the Consortium for Women and Research (CWR), and the Women and Gender Studies Program (WGS)? How do you see us best working together to support women at UC Davis?*

Peg: Working together within this trinity of campus organizations focused on women is highly energizing and has great promise. Our mutual support is invaluable. We have some collaborative efforts, such as the "Feminist Essay Prize" and should indeed develop more. Each of us has overlapping populations that we address. The WRRC includes all students (undergraduate and graduate), faculty and staff in their focus; the CWR serves graduate students and faculty primarily; and WGS links faculty and all students, as well as staff, through their academic outreach. A joint brochure for campus women mapping out our agendas and services might be very useful. An innovative fundable campus-wide project for women would be a huge project for the trinity to take on, but it would be a glorious challenge.

Kari: *For the generation of young women coming to UC Davis today, the relationship between feminism and their day-to-day lives is inevitably different from when you were an undergraduate and graduate student. I see a certain reluctance on the part of many undergraduates to call themselves feminists; among graduate students and younger women faculty, the term "feminist" is sometimes treated as if it were outmoded or passé. If students ask you what it means to be a feminist now, what sorts of answers come to mind for you?*

(Continued from page 3)

Peg: Funny that you should ask. We spend a great deal of time talking about “the F word” with our student interns and volunteers at the Center. We have become a part of the third wave, offering gender education outreach to men and incorporating a male activism intern into our midst. The interns range in their identities from “humanist” to “womanist” to multiple types of intersected feminisms. In general the students who end up working at the Center are comfortable with this variety and talking about feminist concerns. Clearly we have a self-selected group here, but they engage their classmates and friends.

I do not see a real break from my early feminist experience back in the 60s and 70s with what young people are experiencing today. Sadly many things have not changed all that much, and the strides that have been made are pointed to in “post-feminist” discourse as being enough. Yes, women work in a wider variety of occupations, and, yes, sexism drives much of commerce and popular culture. We still have a lot of work to do.

Kari: *In your opinion, what are the most crucial issues facing women, both faculty and students, as well as staff, on this campus today? What directions do you see the WRRC taking in addressing these issues in the future?*

Peg: Equity, equality, justice. The WRRC in its daily existence promotes engagement with these vital issues. Campus women’s aspirations, self-confidence, and preparation for changing times are our concern. We can promote equity, equality, justice through collaborations with the CWR and WGS, and the campus at large. I would hope that we can also find some humor in our collective situation as we work to improve the status-quo for women, and all people.



State Senate Hearings on Gender Equity in Faculty Hiring

Senator Jackie Speier, Chair of the State Senate Select Committee on Government Oversight, held yet another legislative hearing in the Capitol in February (the third in 3 years) to address the disconcerting drop, statewide, in the hiring of women ladder rank faculty at the UC at a time of the greatest surge in faculty hiring in UC’s history. In 1998-99, women hired at UCD dropped by over 50% to 13 %. System wide as well, hiring of women had plummeted. In response to the State Audit of UC hiring and the first hearing in 2001, a state wide organization, CAFE (California Academics For Equity), formed to work on the crisis.

Over the past five years, UC hired more than 2200 faculty and we will be hiring thousands more in the next few years. (State wide we employ about 7800 such permanent faculty; about 3/4 of them are men! The economic downturn may slow this increase in hiring as it may slow retirements, but, inevitably, UC must grow. Only a 1% gain had been achieved in hiring women during the previous year and women among assistant professor hires, where their numbers are greater in the pool, had dropped 3 percentage points from the year before – lower than in 1997-98.

It is important to recognize that the hearing was not about affirmative action. It was about discrimination. We recognize and reward academic accomplishments of women at UC with Ph.D’s, but have been reluctant to hire them. Some say that this may be because women do not want ladder rank faculty jobs, but data indicate that this is not the case. Of all the women who earned Ph.D.’s in 2001,

(Continued from page 4)

56% chose academic jobs while among men receiving Ph.D.'s only 44% selected academic careers.

Professor Martha West (Law, UCD) began the hearing testimony. "When there is a wide gap between the composition of the qualified labor pool and the composition of recent hires, this statistical gap is evidence of discrimination absent some other explanation" she said. "We can find no other explanation of the growing gap between women's presence in the national Ph.D. pool and women's lack of equivalent presence in faculty hires at UC since 1994" West stated. From 1994 to 2002, "The gap between the available qualified labor pool and faculty hires had doubled from 9% to 18%" she added.

Data: History of Ladder Rank Faculty

Since 1998, women have obtained between 46% and 49% of all American Ph.D.'s granted to US citizens and permanent residents. Although women's percentage of Ph.D.'s varies by field, UC has hired new faculty across all fields during the past 5 years. Accordingly, if faculty hiring was equitable, women's percentage of new hires should approach their availability in the Ph.D. pool. This is particularly true for assistant professor hires. As documented by the UC Office of the President, hires of women faculty fall significantly below availability in the candidate pools. The numbers in the chart below indicate the percentage of women in each category.

UC Systemwide	% faculty	% new hires	% asst prof hires
98-99 (362 new hires)	23.7%	27%	32%
99-00 (369 new hires)	23.5%	25%	27%
00-01 (460 new hires)	24.1%	30%	37%
01-02 (493 new hires)	24.4%	31%	34%

Professor Andrew Dickson (Marine Physical Lab) speaking of his area, said, "we - UCSD - have been graduating about 30% women with Ph.D.s for 20 or more years; yet our faculty is only 9% women."

Professor Martha Mecartney gave specific examples from UC Irvine. "In fall 2001 Math had a 21% availability pool for female tenured professors yet only 5% of the tenured faculty in Math were women. Chemistry has a 24% availability pool, yet only 8% of the tenured faculty are female. Even in Foreign Languages and Literature where 61% of the pool is female, less than 40% of the tenured faculty in that area are women."

One of the most troubling testimonies did not directly address gender equity in hiring, but clearly represents an aspect of the larger disparity problem. Professor Pauline Yahr (UCI) presented a pay inequity study (UCI uses a method and equation recommended by AAUP.) "In 1997, 70-90% of UCI women in the Biological, Physical and Social Sciences were paid less than predicted, though this was not so in Humanities or the Graduate School of Management (GSM). By 2001, little changed in the sciences, and the percentage of women paid less than predicted in Humanities and GSM increased by 30% and 80%, respectively. Since '94, women in Bio, Phys and Soc Sci received \$4-\$8K less per woman/yr than is predicted by the pay of their white male peers. Thus, some disciplines

(Continued from page 5)

apparently have pay practices that, while presumably unconscious, involve systematic gender bias.”

At the time of the hearing the numbers were discouraging, but changes have been occurring on most campuses and new data for 2002-03 indicate a dramatic increase in the percentage of women hired among the 520 new faculty. 36% of all faculty hired were women and 38% of assistant professors hired were women. UCD has the highest percentage of ladder rank women now on its faculty at 24.9%, after UCSC (36.2%) and hired 56% women assistant professors in 2001-2002 – a number of them women of color. This indicates great improvement at UCD though success has not occurred in all the expected areas. For example, recent hiring activity in the 2002-2003 academic year in English at UCD, with extremely large female candidate pools in that subject, resulted in selection of five white men and only one woman.

We hope that UC's new president, Dr. Robert Dynes will seize the moment of this upswing in hiring a more diverse faculty and move us swiftly into firmer footing for the 21st century. A high level UC administrator said last year, "There are no teeth behind the talk" and then asked rhetorically, "how many years of data do we need to see before we are convinced that there are inequities?" We are hoping that Dr. Dynes has a good set of teeth and the leadership skills and will to use them.

Professor Gyöngy Laky, *UC Davis, Dept of Environmental Design*

(For the full version of this article, email consortforwomen@ucdavis.edu)



2003 Spring Travel Award Recipients

Ashley Harvey
Chemical Engineering & Materials Science

Photoluminescence and Magnetic Properties of
Laser Synthesized Gamma-Fe₂O₃ Nanoparticles
for Biological Assay Applications

Lei Hua
Food Science and Technology

Signal Transduction and Pathogenicity in
Chlamydia Trachomatis

Yun-Jeong Hong
Food Science and Technology

The Simultaneous Quantitation of Quecetin
Metabolites in Human Plasma and Urine

Beth Alison Schultz Shook
Anthropology

Using Mitochondrial DNA to Examine Precontact
Biological Relationships in the Central Illinois
River Valley: Migration, Biological Continuity or
Genetic Drift?

Woutrina Smith
VM: Pathology, Microbiology and Immunology

Cryptosporidium and Giardia: Epidemiology and
Control in California

2003 Outstanding Mentor Award Recipients

Peter B. Moyle

Wildlife, Fish & Conservation Biology

Pam Houston

Department of English

Jean S. VanderGheynst

Department of Bio & Ag Engineering

Each Mentor has received \$1000 toward support of their research or creative work. The Consortium honors Academic Senate and Academic Federation members for mentoring women scholars, both students and colleagues, in research, creative work, and professional development. The primary criterion for Awards is evidence of sustained and successful mentoring that advances the Consortium's mission to promote women's research and creative work at UC Davis.

Meditations on Mentoring, by Jean S. VanderGheynst

As a graduate student I vividly remember my advisor storming into the lab upset by a conversation he had had with an academic administrator. The administrator had told him that more role models were needed on campus to help retain under-represented students in science and engineering. My advisor was upset because it wasn't more role models that were needed but more mentors. It was one of the first times I had really considered the difference between being a mentor and a role model, but it certainly stuck in my mind that mentoring was the better of the two!

My mentoring philosophy stems from that experience and more importantly the interactions I have had with my own mentors and students. My first mentor was my graduate advisor. He introduced mentoring to me and is someone I have tried to emulate when I advise my own students. His research group was one of the best learning environments I had ever been a part of. His students were very comfortable with him and were excited to share information with each other. In fact, when I started in the lab I could detect some uncertainty from a few of his students fearing I would compete for his precious attention or disrupt the close-knit group. This uncertainty dissipated quickly and I became part of an incredible group of researchers that are now members of faculty around the country.

My advisor had several characteristics that made him a great mentor. The first was his honesty with his students. He was very honest about his own feelings and interests. Although he allowed students to make mistakes, he would let them know if he thought they were heading in the wrong direction. The second was that he was a dreamer. He would share books with students to help them understand the broader impacts of their research, which made his students think far beyond their dis-

(Continued from page 7)

sertation projects. He also encouraged students to pursue interests that were not directly related to their dissertation projects but would let them grow personally. Finally, he realized he could not mentor every student. He selected students with great care considering both the academic and research structure he had developed in his research team.

Although I haven't recreated my graduate environment, I have learned that being a good mentor requires honesty, patience and flexibility, and recognizing the differences between students. Mentoring students in my own research group has helped me identify my advising weaknesses and improve my mentoring skills. Like my own graduate advisor, I've learned I can't mentor everyone, but try to select students that will both enhance my research program and complement the team of students in my lab. Certainly mentoring has been one of the most rewarding experiences in my career. I feel very fortunate for the mentoring opportunities I have been given as a graduate student and faculty member.



2003 Fall Travel Award Recipients

Patricia Sullivan
Political Science

The Utility of Force: Major Power States and Limited War

Lise-Hélène Trouilloud
Comparative Literature

Homecoming of the Vietnamese Eurasian: Political Economy in Bach Mai's *D'Ivoire et d'opium*

Jing Nie
Comparative Literature

Contemporary Chinese Cinema: the Fifth Generation films, Urban films, and the Sixth Generation films

Rainbow Vogt
Nutrition

Food Insecurity and Eating Behavior Among Latino Women

Jennifer Hoofard
English

"Flesh that Weeps": Reading the Scar as Text

Heather Wylie
Sociology

Creating a Space Between? Situating Certified Nurse Midwives within the "Medical" versus "Natural" Childbirth Debate

Consortium Award Programs

Graduate Travel Awards

These awards support travel for graduate students in any field to present original research at a professional conference, and to complete a professional networking experience of their own plan. Awards cover the costs of airfare, ground transportation and lodging. Both spring and fall awards are offered.

The next application period will be for Fall 2004.

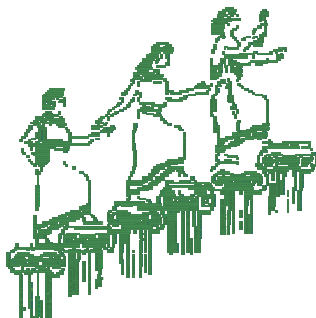
Graduate Research Awards

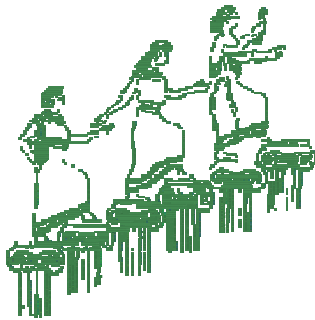
These awards provide support for graduate student research and creative work in three areas: 1) projects on gender, women or sexualities within a feminist theoretical framework, 2) projects that focus on the lives or experiences of girls or women and 3) innovative research in the natural/physical sciences or engineering that advances the Consortium's goals. 2004 Applications will be available in January 2004.

Outstanding Mentor Awards

These awards honor Academic Senate and Academic Federation members nominated for their efforts to mentor women postdocs, graduate students and/or undergraduates in research and professional development, and include \$1,000 towards research support. Call for nominations is during spring quarter.

2004 Applications will be available in April 2004.





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To subscribe: send e-mail to
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