The LEADER Consortium is developing an exciting new tool for Consortium faculty to connect, communicate and collaborate. The Faculty Success Network—an online community of scholars to promote professional development, mentoring and networking success for LEADER Consortium Faculty—is coming soon. This unique tool will allow STEM scientists around the Dayton region to create and join discussion groups, learn about research opportunities and much more.

**Invitations to join the Faculty Success Network coming to your inbox soon. Don’t miss this opportunity to connect with your colleagues!**

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**Reminder: LEADER Mini-grants Program**

**Deadline for Submission—October 26th**

The LEADER Consortium is pleased to announce its fourth annual Mini-Grants Program. This program provides up to $5,000 (per award) in support of Institutional Programming, and Faculty Research activities that further the Consortium’s mission to promote the recruitment, retention, and advancement of tenure-track women STEM faculty, and to create a workplace environment fostering these goals.

**Institutional Programming** awards support activities that include (but are not limited to): convening workshops for regional STEM women, hosting speakers or visiting scholars; and regional networking activities targeted at STEM women faculty.

**Faculty Research** awards support any faculty research activity aligned with our mission, including: attending a specialized workshop; hosting a speaker or scholar; attending a conference for professional development; or purchasing equipment and supplies.

Proposals for activities to occur between Jan-Dec 2013 are welcome from individuals or groups (including academic units), within or across institutions.

The Mini-grants RFP and proposal forms may be found at the LEADER website: [http://www.wright.edu/leader](http://www.wright.edu/leader). Proposal requirements include a 3-pg narrative, a budget/justification, 2-pg bio-sketch, and one letter of support.

Proposals should be submitted by October 26, 2012 via e-mail to: leader@wright.edu. Questions regarding the Mini-grants program may be directed to Dr. Stephanie Goodwin at: leader@wright.edu.
Research Corner:
Gender Bias in STEM Disciplines Persists

Explanations abound for the “leaky pipeline” in STEM—i.e., the trend for a disproportionate number of women to exit the academic career path before securing an academic job or, if they do so, leaving academia before tenure. Gender discrimination is often cited as an explanation for this pattern and now there is compelling evidence that discrimination favoring male scientists persists among current faculty at top-notch research institutions.

As reported in the October Proceedings of the National Academy of Sciences, Moss-Racusin and colleagues (2012) asked 127 biology, chemistry and physics faculty at six of the United States’ top research institutions to evaluate (male or female) applicant materials for a student lab-manager position. The credentials for the applications were held constant across male/female applicants, and faculty participants were asked to rate applicants’ competence and hirability, and to estimate how much salary and career mentoring they would be willing to offer the candidate. The results were consistently clear across outcomes: faculty participants “rated the female student as less competent,...less hirable”, offering less career mentoring and a significantly lower starting salary to the female applicant. Importantly, male and female faculty were equally likely to show a preference for the (no-more-qualified) male applicant.

These data have created quite a stir on listservs around the nation, challenging conventional wisdom that egalitarian beliefs within the academy make us immune to gender discrimination. Despite strong public support for gender equity, unintended gender biases persist with meaningful consequences for women in STEM disciplines.

These findings should also give us pause when considering student evaluations and the mentoring of early career STEM women. Aspiring female scientists may receive less encouragement and support from faculty, with implications for their resilience in facing the challenges inherent to academic careers. Formal mentoring opportunities and objective evaluation processes, including training to reduce biases in evaluation, are as important today as they ever have been.

The Daily Grind—November
Getting What You Need to Succeed

What makes the difference between success and failure on the tenure-track? Knowing when and how to ask for what you need to succeed is one skill that can make or break a faculty career. The most successful faculty members are good not only at recognizing what they need to succeed (an opportunity for new training? a new lab tool?), but also who and how to ask for different types of support.

Knowing the “who, what, when and how” of seeking support depends, of course, on your institution’s norms and practices. Join your colleagues this month at The Daily Grind: Getting What You Need to Succeed to discuss the norms for “making the ask” at your institution. We’ll invite one or two department chairs to join the conversation and offer frank perspectives on the dos and don’ts of asking for institutional support to promote your professional development and success. Coffee and light snacks are on us!

See our calendar (page 4) for meeting information at your institution.
The LEADER Consortium held its fourth Keys to Academics’ Success Event on September 26, 2012 at the University of Dayton’s Alumni Center. Over forty faculty, department chairs, deans and upper administrators from around the Consortium gathered to hear nationally known speakers share their expertise on promoting faculty success through mentoring.

**Keys to Academics’ Success:**  
Faculty Mentoring for Success

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Dr. Mary Deane Sorcinelli (UMass Amherst) explained the value of creating mentoring networks to participants in her workshop.

Dr. Peg Boyle Single encouraged participants to create a culture that supports faculty mentoring, including support for faculty writing and clear communication about expectations for promotion and tenure.

A panel of Consortium faculty joined the invited speakers to share their own mentoring success stories.
### The LEADER Consortium is Looking for a Few Good Mentors

The LEADER Consortium wants to learn more about how our faculty have succeeded through mentoring, either formally or informally. We also hope to recognize those who give so much of their time to support their colleagues’ professional success. We invite you to nominate your colleagues who have given their time to mentor you or others in your institution. Nominees will be recognized in upcoming editions of the Ledger and on our website.

Share your mentoring success stories with us at: leader@wright.edu.

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**October 2012**

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**October LEADER Events**

- **26** Mini-grant Program Proposal Submission Deadline.

**Daily Grind**

- **You’ll Never Believe What My Student E-mailed Today!**: Responding to Digital Dilemmas
  - WSU—10-11am, Dixon Hearth Lounge, Student Union.
  - UD—noon-1pm, Alumni Hall, Women’s Center Lounge.

- **AFIT—2:30-3:30, Einstein’s Bagels, WPAFB.**

- **CSU—10-11am, CENS Atrium.**

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**November 2012**

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**November LEADER Events**

- **22** Thanksgiving Holiday

**Daily Grind**

- **Getting What You Need to Succeed**
  - WSU—10-11am, Dixon Hearth Lounge, Student Union.
  - UD—noon-1pm, Alumni Hall, Women’s Center Lounge.

- **AFIT—2:30-3:30, Einstein’s Bagels, WPAFB.**

- **CSU—10-11am, CENS Atrium.**

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**Contact the Consortium**

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