

"I requested this funding at a time when I was in great need of support. I had a small infant who was not sleeping at night, a class to teach, and a new very large grant which began in March 2011. I was not able to sustain all of these activities and do them well. The Advance Transitions grant program provided me with funding to buy out the remainder of the course I was teaching, from spring break until the end of the term. This relief in my job responsibilities offered me the breathing space to get the grant off the ground. As a result, the grant is now thriving and has proven to be very productive to date. My ability to focus on the grant at a critical time for the research was substantially enhanced by the Transitions Grant."

—Dr. Cheryl Schultz, *Biological Sciences*
2011 Transitions Grant Recipient (pictured on inside)

"After having my first child, I took part-time maternity/parental leave during the fall 2012 and spring 2013 semesters. As a tenured associate professor of bioinformatics in the Department of Horticulture with a research program that included four postdoctoral research associates, three research associates, and two doctoral students, the financial support from the ADVANCE at WSU Transitions Program helped support a full-time project coordinator for the 2012–2013 academic year. This ensured that my research program did not suffer during my reduced working hours and we were able to successfully apply for large research grants."

—Dr. Dorrie Main, *Horticulture*
2012 Transitions Grant Recipient (pictured on cover)

For further information,
please contact:



FSHN Building, 261
PO Box 646382
Pullman, WA 99164-6382
509-335-9739



To learn how the **Transitions Program**
can benefit you and to apply, visit:
advance.wsu.edu/transitionsprogram

Scan the QR code with
your smart phone to access
advance.wsu.edu.



Transitions Program

Office of the Provost



THE PROGRAM

The Transitions Program helps tenured and tenure-track STEM women faculty who are in the midst of major career challenges by providing short-term assistance. These challenges are very diverse and can range from personal medical needs or family illness to critical career changes.

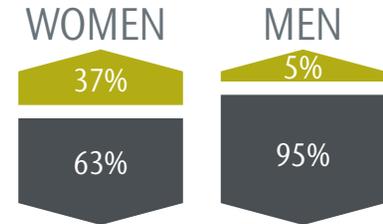
Examples of support include funds for research assistants to manage lab work and teaching assistants to help with classroom responsibilities.

The length of support is dependent on demonstrated individual need.

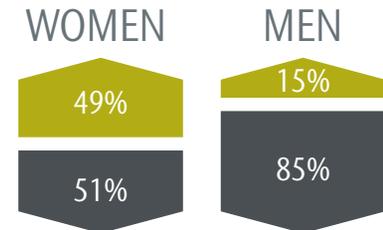
RESEARCH: FEMALE AND MALE INSTITUTIONAL CLIMATE SATISFACTION

Responses to the items shown to the right suggest that women faculty recognize and may experience more episodes of differential treatment than male faculty. Women faculty may also worry about the consequences of speaking up about issues related to family obligations that affect their work and career.

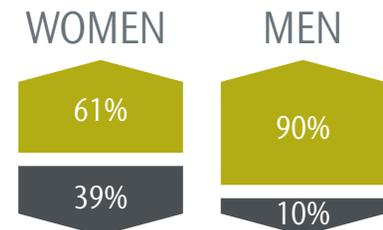
It is not uncommon for a female faculty member to present an idea and get no response, but for a male faculty member to present the same idea and get acknowledgement.



Men faculty are more likely than women faculty to be involved in informal social networks within the department/unit.



I am satisfied with the effort my dean makes to reduce barriers and biases experienced by women faculty.



■ Agree ■ Disagree

Source: Data compiled from SESRC Grant Recipient Survey for ADVANCE at WSU



FUNDING

Contributions from your college, department, and ADVANCE at WSU provide funding to STEM women faculty to give them support and relief in a time of professional difficulty. Funding selections are based on greatest need.