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Assistant Professor (Tenure Track) of Computer-Aided Chemistry

The Laboratory of Physical Chemistry of the Department of Chemistry and Applied Biosciences at ETH Zurich (www.chab.ethz.ch) invites applications for the above-mentioned position.

Research should preferably aim at modeling the behavior of (bio)chemical systems at the atomic, molecular, and supramolecular level on a physico-chemical basis. Strong methodological, algorithmic, and computational activities, including practical applications, are desirable. Collaboration with experimental groups at ETH as well as teaching (in German or English) in all areas of physical and computer-aided chemistry is encouraged.

This assistant professorship has been established to promote the careers of younger scientists. The initial appointment is for four years with the possibility of renewal for an additional two-year period and promotion to a permanent position.

Your application should include your curriculum vitae, a list of publications and a statement of future teaching and research activities. The letter of application should be addressed to the President of ETH Zurich, Prof. Dr. Ralph Eichler. The closing date for applications is 30 September 2012. ETH Zurich is an equal opportunity and affirmative action employer. In order to increase the number of women in leading academic positions, we specifically encourage women to apply. ETH Zurich is further responsive to the needs of dual career couples and qualifies as a family friendly employer. Please apply online at www.facultyaffairs.ethz.ch.

Neuroethics Program

Georgia State University is creating a new interdisciplinary Neuroethics Program, a cooperative venture of the Neuroscience Institute, the Department of Psychology, the Department of Philosophy, and the College of Law. The Neuroethics Program will include three new open-rank tenure-track hires, nine PhD fellowships, and new PhD Concentrations in Neuroethics. It will be a part of a thriving interdisciplinary community, including the resources of the Center for Advanced Brain Imaging, the Brains & Behavior Program, the Language Research Center, and the Blumenfeld Center for Ethics.

Candidates should have expertise in one or more of the following areas: (1) cognitive or affective neuroscience, specializing in moral cognition, emotion, or behavior; (2) ethical and/or legal theory as applied to neuroscience; (3) philosophy of neuroscience, cognitive science, moral psychology. Candidates must have a record of successful research and PhD or JD at time of application. Anticipated start date is Fall 2013. Applicants apply online at https://academicjobsonline.org/ajo/jobs/1576, where they will find more information. Questions to chair of the search committee, Eddy Nahmias, enahmias@gsvu.edu. In addition to these positions, the 2CI program is supporting hires in neuromaging; primate social cognition, evolution, and behavior; and neurogenomics. For more information, see http://www.gsu.edu/secondcentury/. Review of applications will begin on October 15, 2012 and continue until the three positions are filled.

Georgia State University is an AA/EEO Employer and encourages applications from women and minority candidates.

Fellowships

The Radcliffe Institute for Advanced Study at Harvard University annually awards academic-year fellowships that enable scientists and mathematicians to pursue innovative research while participating in the Institute’s diverse scholarly community.

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Scientists in any field who have a doctorate in the area of the proposed project (by December 2011) and at least one published article or monograph are eligible to apply for a Radcliffe Institute fellowship. The stipend amount of $70,000 is meant to complement sabbatical leave salaries of faculty members. Residence in the Boston area is required, as is participation in the Institute community.


For more information, please visit www.radcliffe.harvard.edu.
Diversity: Promoting New Perspectives

In the United States, women are nearly half the general workforce and are overtaking men in earning Bachelor’s degrees. In science, technology, engineering, and math—the STEM fields—more women and minorities are earning Ph.D.s than ever. At the same time, business and university leaders are seeking to increase personnel diversity because heterogeneity in gender, sexual orientation, socioeconomic background, and race/ethnicity are known to promote innovation. A variety of initiatives and programs are connecting the supply of scientists and engineers with the demand for a more diverse workforce. By Chris Tachibana

Diversity

“People who face discrimination from a young age often have extraordinary resilience and problem-solving and coping skills—that’s the other side of stigma.”
—Shane Snowden

Workplace diversity in the United States is increasing, thanks to legislation beginning with the 1964 Civil Rights Act, the women’s and gay rights movements, and immigration. An analysis of the federal STEM workforce showed that in 2009, employment of women was 27 percent compared to 21 percent in 2000. Overall employment of minorities in 2009 was 22 percent (ranging from 9 percent Asians to 1 percent American Indians). However, the overwhelming majority of scientists and engineers in senior executive positions were white men. (scim.ag/MbO0ay). The same disparity in leadership is seen in academia. Only 3 to 15 percent of full professors were women in a 2005 survey of U.S. science and engineering departments (scim.ag/LJHvpx). The problem is not lack of candidates: the number of Americans receiving STEM Ph.D.s is growing, largely driven by women and minorities (scim.ag/LN4gfO).

Why Diversity Matters

But why is underrepresentation of women, minorities, and other groups important? Can diversity in color, gender, sexual orientation, and disability status really affect the workplace? Yes, say years of business school studies on performance, productivity, and profitability.

“Companies are investing large amounts of money in programs to increase diversity, especially in upper management—not to be altruistic but because it is more financially successful. They actually tell you that in leadership programs,” says Sandra Schmid. In addition to a biochemistry Ph.D., Schmid, a professor at the University of Texas Southwestern Medical Center, has a Master’s degree in executive leadership. Diverse teams bring multiple perspectives to problem solving, she says, and make strategic decisions that more fully reflect client demographics. The benefits of a diverse personnel are so clear that corporations actively compete to connect to professional organizations for underrepresented groups. Emily Ceisel is a diversity and inclusion specialist at the global biotechnology company Life Technologies, which has partnerships with the Society of Women Engineers, the National Society of Black Engineers, and the Society of Hispanic Professional Engineers, among others.

She says, “Companies know that in a competitive global market their workforce has to be representative of that market.”

Diversity literally pays off, according to Sociology Professor Cedric Herring, University of Illinois at Chicago. His 2009 analysis of more than 1,000 general U.S. workplaces showed that personnel diversity correlates positively with sales, number of customers, and profits relative to competitors (scim.ag/N0HAKD). Critics say teams with varied cultures and backgrounds have poorer communication, greater conflict, and less integration than homogenous groups, and possibly lower performance if quotas force companies to hire unqualified workers. However, a hypothesis that melds these pro and con lists says that greater conflict means less groupthink and this is precisely why diverse teams are more innovative. Jonah Lehrer, writing about creativity, notes that a wide social network and interdepartmental conversations at work lead to novel exchanges that can spark innovation. Being forced out of a routine makes people more creative and open to new ideas (scim.ag/JBVMJ).

A truly diverse workforce also includes the perspectives and advantages of the LGBT (lesbian, gay, bisexual, transgender) community, says Shane Snowdon, founding director of the University of California San Francisco (UCSF) Center for LGBT Health & Equity. “People who face discrimination from a young age often have extraordinary resilience and problem-solving and coping skills—that’s the other side of stigma,” she says. LGBT professionals are strongly motivated and a lifetime of awareness about others’ perceptions and prejudices makes LGBT leaders highly sensitive to team dynamics. Snowdon says that business leaders are realizing this, but surprisingly, life continued>

Upcoming Features

Annual Postdoc Survey—August 24
Faculty: Balancing Academia and Entrepreneurship—Sept. 14
Top Employers Survey—September 21 (online); October 19 (print)
Diversity

science researchers can be more conservative. They might say it’s because they’re focused solely on their research, says Snowdon. “But it’s not as if science is divorced from the rest of life. Consider how your employees are being held back if they can’t be themselves at work.”

HOW WE GET THERE

Achieving workplace diversity requires full organizational commitment. Debra Leonard is chief diversity officer at Weill Cornell Medical School, where she also holds academic and clinical positions. Her mandate comes from powerful sources: the Liaison Committee on Medical Education requires student and faculty diversity for program accreditation and the National Institutes of Health have diversity requirements for funding. With this kind of backing, a diversity council or officer can get search committees to consider a wider range of job candidates, beyond those recommended by like-minded colleagues from similar backgrounds. “Otherwise, we tend to recruit people who look like us,” says Leonard. “It’s not conscious and it’s rare that people are just plain bigoted. It’s just the way we do things.” But Leonard’s job of recruiting and retaining members of underrepresented groups is not easy. The competition for qualified women and minority candidates is fierce. The problem, she says, is gaps in the pipeline: “Medical schools have outreach programs for high school students and undergraduates, but don’t follow through to the residency and faculty level. The network doesn’t have enough women and minorities.”

This is where mentoring programs can help. They can support students, junior employees, and new faculty by connecting them with veterans who can advocate for them and show them the ropes. Developing a diverse network of role models in academia and the public and private sectors is the goal of the Leadership Alliance, a national consortium of 32 research institutions, teaching colleges, and universities. Through a summer internship program and symposium, students are offered research opportunities and guidance as they consider career options, apply to graduate school, and enter the workforce. Executive Director Medeva Ghee explains that the primary focus of the programs is mentoring underrepresented groups but Leadership Alliance supports people from a range of backgrounds in a variety of fields. “We identify students who need the experiences we offer,” she says. More than 200 Leadership Alliance students have earned Ph.D.s and are now mentoring the next generation. The country has an urgent need for well-trained employees in the STEM fields.”

―Medeva Ghee

“More than 200 Leadership Alliance students have earned Ph.D.s and are now mentoring the next generation. The country has an urgent need for well-trained employees in the STEM fields.”

and internships that connect students to real-world scientists. Lucore says an additional challenge raised at the forum was how to encourage people with disabilities to pursue STEM careers.

Mentoring students with disabilities who are majoring in STEM fields is the goal of Entry Point!, a summer internship program from the American Association for the Advancement of Science. This year, Merck & Co. selected five Entry Point! students for their Future Talent internship program. Stephanie Pallante, global university recruiting leader at Merck, says that internship opportunities are in research, manufacturing, and beginning this year, in global services, which includes information technology. Pallante says the Merck managers who work with the interns say they rarely need special accommodations and any adjustments are outweighed by the benefits of having eager, talented students who are “really at the top of their game.” Scientists who work with the interns say that they are a breath of fresh air and bring a university perspective to the Merck knowledge base. In turn, the students get a meaningful experience, says Pallante. “They’re not just an extra set of hands working on a project that we make up for them. They work alongside our scientists and production managers on something that is critical for our business.”

LGBT scientists also need role models and mentors, says UC-SF’s Snowdon. A 2009 survey found that most LGBT employees are not out at work about their sexual orientation or gender identity (scim.ag/KMV1t5). Companies and academic institutions can create a better work environment by offering partner benefits, and by using inclusive language in everyday announcements and conversations. To LGBT scientists, Snowdon’s message is to think about how the world is changing because of LGBT people taking the risk of coming out. “The transformation of society we’re seeing in LGBT issues didn’t arise from marches or court decisions or large organizations,” she says, “but one person at a time coming out to other people. Take a chance and come out. It’s inspiring for junior employees, and other people will see that someone they worked with for many years is still the same person after they’ve come out.”

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Diversity

that embraces diversity with a goal of learning and integration is more effective at reaping the benefits of multiculturalism than one that tries to be “colorblind.” Valuing diversity is the philosophy at Life Technologies, says Diversity and Inclusion Leader Ronita Griffin. The company doesn’t stop at recruiting a varied workforce, but engages employees as diversity champions who act as mentors internally and as company ambassadors externally, at community diversity events. Life Technologies also trains its workforce in inclusion, which Griffin describes as “activating, respecting, leveraging, and enabling differences—learning how to recognize and take advantage of the rich diversity in our workforce.” Although workplace diversity training can be met with resistance, it can be engaging if it is practical, and answers questions that people feel uncomfortable asking. LGBT diversity training sessions can be intriguing, says Snowdon. “People welcome the opportunity to get their questions answered about populations they don’t know much about, like transgender people. Even employees who dread mandatory training often tell me they’ll go home and talk about LGBT issues—it’s ‘news they can use’.”

“The bottom line is that we have to go beyond just celebrating diversity. We have to include people on an equitable basis.”
—Cedric Herring

OVERHAULING THE SYSTEM

The pool of diverse, talented STEM-educated workers is increasing, but will not automatically flow into the workplace without institutional changes that require careful planning and flexibility. Debra Leonard says current career expectations in medical schools are “not realistic and not healthy. They are based on an old system when women took care of home responsibilities so men could work long hours. Today, we need to consider family care, for example offering childcare for travel to meetings, which are so important for professional development.” In a step in this direction, American Society for Cell Biology members can apply for childcare grants to attend the organization’s annual meeting, which offers advisory sessions on dual-career issues and other contemporary professional challenges. The National Science Foundation recently announced flexible funding policies to allow for time spent on family care.

Sandra Schmid calls for similar changes in academia. With two grown children and a husband, William Balch who is also a molecular biology professor, Schmid walks the walk of a modern scientist. She says the academic tenure system is an outdated, inflexible, “one size fits all” path that no longer serves science. Expecting to hit certain milestones at precise times is too limiting to accommodate a diverse scientific workforce. In the general U.S. population, more than 70 percent of mothers with children work, and science is no exception. People do their most exciting work at different times in their career, says Schmid, and should be evaluated for their overall potential, not just what they have done recently.

This is supported by results from a 2010 study of life science faculty at 50 universities (scim.ag/LZIbV). Junior women faculty worked fewer hours per week than junior-level men, mainly in the research arena; the women’s teaching, administration, clinical, and professional activities were similar to men. However, women who were full professors worked more hours a week than men at the same level, especially in internal administration and external professional activities. This pattern probably reflects the greater family responsibilities of junior-level women, and the higher demand for senior-level women as institutions seek to demonstrate their diversity. This is why Schmid’s advice to scientists and administrators is, “Take the long view. Priorities are different at different stages of life, and demands and responses will change over time. Try to balance them over a career.”

In an upcoming book, Critical Diversity: The New Case for Inclusion and Equal Opportunity, Herring, with co-author Loren Henderson, is expanding his work on the benefits of corporate diversity to address LGBT, education, class, and wealth issues. “The bottom line,” says Herring, “is that we have to go beyond just celebrating diversity. We have to include people on an equitable basis.” Achieving this will take fundamental institutional changes, he says. “When you have groups of people who are systematically underrepresented, you have to change things to make sure they are systematically included.”

Chris Tachibana is a science writer based in Seattle, USA, and Copenhagen, Denmark

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Department of Pathology and Laboratory Medicine
The Warren Alpert Medical School
of Brown University

NIEHS Training Program in Environmental Pathology
Post Doctoral Research Fellow

This training provides the opportunity to develop an independent research project using the tools of cell biology, biochemistry, molecular biology, and molecular epidemiology to study the basic mechanisms of disease related to environmental exposures. Strong emphasis is placed on career development, communication skills, grantsmanship, interdisciplinary research, and implications of basic research for diagnosis and prevention of human disease. Opportunities are provided for clinical and translational research collaborations at Rhode Island Hospital and Women & Infants Hospital, as well as field work and community outreach in Rhode Island in collaboration with the Brown Superfund Basic Research Program. The faculty have active, well funded research programs and access to modern research facilities equipped for quantitative imaging; laser capture microdissection; genomics, epigenomics, and proteomics; flow cytometry; and transgenic animal models.

The research faculty mentors include: Jorge Albina, M.D. (inflammatory mediators and cell injury), Kim Boekelheide, M.D., Ph.D. (reproductive toxicology), Sarah Delaney, Ph.D. (genetic toxicology), Monique De Paepe, M.D. (pulmonary toxicology), Phillip Gruppuso, M.D. (metabolic syndrome) Joshua Hamilton, Ph.D. (arsenic toxicology), Agnes B. Kane, M.D., Ph.D. (nanotoxicology), Karl Kelsey, M.D., M.O.H. (molecular epidemiology), James Padbury, M.D. (placental dysfunction), Surendra Sharma, Ph.D. (adverse pregnancy outcomes), Anatoly Zhiltzovich, Ph.D. (metals and genetic toxicology).

The candidate is expected to have a Ph.D. degree in toxicology, molecular or cell biology, or biochemistry. Candidates must be eligible for training grant support provided by the NIEHS Training Program in Environmental Pathology. This is a twelve-month appointment at 100% effort. Candidates should send a letter of application, curriculum vitae, and three letters of recommendation to: Agnes B. Kane, M.D., Ph.D., Professor and Chair, Director, NIEHS Training Program in Environmental Pathology, Department of Pathology and Laboratory Medicine, The Warren Alpert Medical School of Brown University, Box G-E5, Providence, Rhode Island 02912.

Brown University is an EEO/AA Employer and invites applications from women and minorities.

MEETINGS

14th ANNUAL INTERNATIONAL PARTNERING EVENT IN JAPAN
BioJapan 2012
World Business Forum
October 10th - 12th, 2012 Yokohama, JAPAN

BioJapan - The leading partnering event in Japan – has played an important role in facilitating interaction between Japanese and international companies/organizations and stimulating new business opportunities.

Our brand new online partnering system will make it possible for you to send requests in advance to set up a meeting on-site with other participants. The system is expected to attract more than 1,000 colleagues. Register Now!

http://www.ics-expo.jp/biojapan/en

Registration fee: JPY50,000 per person includes:
- Access to the online partnering system
- Access to the exhibition hall & partnering booth area
- Lunch for all 3 days at the partnering booth area
- Wednesday Welcome Reception
- Thursday Partnering Party

Organizer:
BioJapan Organizing Committee
Japan Biotechnology Association
Japan Health Sciences Foundation
Japan Association for Techno-innovation in Agriculture, forestry and Fisheries
Japan Biological Informatics Consortium
Japan Association of Bioindustries Executives
Japan Pharmaceutical Manufacturers Association
NPO Nippon Industry Development Organization
Research Institute of Innovative Technology for the Earth
ICS Convention Design, Inc.
POSTDOCTORAL SCHOLARS PROGRAM
Arizona State University Bisgrove
Arizona State University Graduate College is now accepting applications for the Bisgrove Postdoctoral Scholars Program. The award (sponsored by Science Foundation Arizona) is designed to attract the nation’s best early career scientists and engineers who exhibit the potential for outstanding competence and creativity in their research areas, strong communication skills, a passion for communicating the importance of their research to society, and a keen interest in educational science outreach to the community. Individuals eligible to apply are U.S. citizens or permanent residents of the U.S. Applicants should demonstrate research training and potential to transform ideas into value for society and the interest to work at the convergence of several disciplines. For application and submission procedures, go to website: http://graduate.asu.edu/bisgrove.

ASSISTANT PROFESSOR of Terrestrial Paleocology & Plant Ecology
University of Maine
The School of Biology & Ecology and the Climate Change Institute at the University of Maine (UMaine) seek a TERRESTRIAL PALYNOLOGIST with a strong background in plant ecology.
Responsibilities: Develop an internationally recognized research program addressing fundamental questions of response to past and present climate change. We are especially interested in applicants with interdisciplinary interests and skills that will result in an integrative and collaborative approach to complex problems in basic and applied biology. The individual’s research interests should complement the substantial interdisciplinary and international program in the Climate Change Institute (website: http://climatechange.umaine.edu) and the School of Biology and Ecology (website: http://biology.umaine.edu). The successful applicant will have a joint appointment in the two units, with position responsibilities distributed as 50% research and 50% teaching. Teaching responsibilities include two advanced undergraduate/graduate courses (one in terrestrial plant ecology, and the other in palaeocology) offered in alternating years, an undergraduate course in some aspect of plant biology, and a graduate seminar course. The faculty member is also expected to participate in undergraduate advising and graduate student training, and to have an active and successful externally supported research program. The University of Maine offers a variety of interdisciplinary collaborative opportunities for faculty and students as well as access to a diverse range of field sites and modern research facilities and instrumentation.
Qualifications: A Ph.D. is required by date of hire in a relevant area of biological or environmental sciences, with a background in terrestrial plant ecology. In addition, a documented ability to conduct high-quality scientific research, as evidenced by publications in peer-reviewed journals, is essential. Other measures of potential for success such as postdoctoral experience, prior success in obtaining funding, student teaching, mentoring, and interdisciplinary collaboration are desirable.
To apply, submit curriculum vitae, statements of research and teaching interests, unoffical copies of transcripts, and three letters of recommendation in PDF form to e-mail: sbe@umaine.edu or in hard copy to: Chair, Terrestrial Paleocology Search Committee, School of Biology & Ecology, 5751 Murray Hall, University of Maine, Orono, ME 04469. Review of applications will begin August 27, 2012 and will continue until the position is filled. Incomplete applications cannot be considered. Appropriate background checks will be required.
On January 1, 2011, UMaine became a tobacco-free campus. Information regarding UMaine’s tobacco-free policy is online at website: http://umaine.edu/tobaccofree/.
The University of Maine is an Equal Employment Opportunity/ Affirmative Action Employer.

SENIOR RESEARCH POSITIONS
Molecular Biology & Biotechnology
Weill Cornell Medical College
Positions available for development of innovative therapeutic and diagnostic approaches. Applicant should have a Ph.D. with at least three years of postdoctoral training preferably in infectious disease or cancer research, with expertise in molecular biology, genomics, bioinformatics, liquid-handling robotics, and/or automation in protein, DNA, and PCR technology. Excellent communication skills and ability to co-write grant applications is required. Competitive salary commensurate with experience. Send curriculum vitae and names of three references to: Professor Francis Barany, Department of Microbiology, Box 62, Weill Cornell Medical College, 1300 York Ave, New York, NY 10065. Fax: 212-746-7983. E-mail: barany@med.cornell.edu Equal Opportunity Employer.

DUKE UNIVERSITY FACULTY POSITION
The Department of Dermatology at Duke University Medical Center is seeking outstanding applicants for a research faculty position at the ASSISTANT, ASSOCIATE, or FULL PROFESSOR level. Applicants should have an M.D., Ph.D., or M.D.-Ph.D. degree. Although applicants with expertise in epigenetics/genomics research are preferred, we are looking for applicants with creativity and demonstrated research excellence in any area of skin research including skin cancer, immunology, and cell biology. A competitive startup package, as well as opportunities for joint appointment in a basic science department, will be available for this position.
Interested candidates should send a copy of his/her curriculum vitae, a statement of research goals, and contact information for three references to: Russell P. Hall III, M.D. J. Lamar Callaway Professor and Chair Department of Dermatology Duke University School of Medicine Box 3135 Durham, NC 27710 Telephone: 919-684-3110; fax: 919-684-3002 Applications will be accepted via e-mail: virginia.king-barker@duke.edu. Duke is committed to achieving excellence through diversity. Duke University is an Equal Opportunity/Affirmative Action Employer.

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