WOW! There is a lot going on in the Academic Women’s Network!

To paraphrase another president (who happens to share my birthday):

What can AWN do for you?

1. Our missions:
   a. Working for gender equity. We are particularly focused on addressing the issue of women’s career advancement, especially to the higher ranks of academia. There has traditionally been a marked drop off in the percentage of faculty who are women at the Associate Professor level and higher. We are working with the Dean to research the factors that contribute to this disparity. We also have representatives to the ECFC and the Gender Equity Committee to help address this and other issues that affect women at the medical school.
   b. Promoting professional networking and friendship. It is often easy to only pay attention to one’s work rather than enjoying the benefits of professional relationships and personal friendships that are possible. AWN helps its members branch out and meet colleagues from different divisions and departments of the medical school as well as women faculty from the undergraduate campus.
2. Our events:
The very capable Anne Glowinski is heading up our events planning this year and we are looking forward to a diverse line-up that will enrich everyone’s experience. We have already had our first “Brown Bag” lunch session on financial planning and I know I picked up a few great tips for the future. FYI: Keep your eyes open for new happy hours, chocolate-tastings, etc... on the way!

- **Fall Dinner Nov. 29th** ONLY $40 (!!) for a gourmet dinner by chefs Mark and Michele Curran and a talk by Alison Whelan on professional development.
- **15th Annual CME course on Women’s health** Friday, December 7th. Mark your calendars! Please come and support this wonderful educational event!
- **Spring Dinner.** At this annual event we celebrate those who have mentored women faculty and students, and we honor medical students, who have demonstrated outstanding leadership in the advancement of women. We also give kudos to “Pioneering women” - those who have blazed a trail for women in medicine and science. We also give a service award to women who have worked to advance the objectives of the AWN.
- **25th Annual Gala.** In 2015 we will host a Gala celebrating 25 years of AWN. We will have nationally recognized speakers, a gala dinner, and much, much more!

3. Our services:

- a. It’s in all of our interests to make sure women professionals get the recognition they deserve. As President of the AWN it’s my job to help nominate our faculty for national awards - especially those aimed at honoring women faculty or mentoring of women. For example, we have just submitted a nomination for the 2013 Margaret L. Kripke Legend Award for Promotion of Women in Cancer Medicine and Cancer Science. If you want help nominating someone for this type of award, AWN is here to help.

- b. Keep you up-to-date with meetings, talks, & seminars devoted to women's issues. We work hard to keeping our website (http://awn.wustl.edu) updated with all of our upcoming workshops, meetings, and networking events that pertain to our goals. We also announce events on our Facebook and Twitter accounts, so be a “friend” of AWN and stay informed.

Now on to part 2 of the President’s question: **What can you do for AWN?**

1. Be a member!

   The more members we have the better we can serve our community and the more energy we can bring to all of our goals! If you’re not sure of your membership status check with Linda Larson-Prior at lindap@npg.wustl.edu. We have heard your suggestions to use on-line registration. We are currently working hard to develop an on-line registration section on our website, complete with PayPal, in order to make it easier for everyone to become a member and maintain their memberships.

2. Work with the AWN board.

   - a. **Help us to set up the 25th anniversary gala.** Contact Lisa Connor (OT) connorl@neuro.wustl.edu or Katherine Rivera (Peds) Rivera_K@kids.wustl.edu. Giving of your precious time, prodigious talent, and powerful creativity to this wonderful event will help us make this a truly spectacular event to remember.

   - b. **New leader for the Women’s Health CME conference.** Abby Hollander Hollander@kids.wustl.edu has spearheaded this conference for several years. If you are
passionate about education and want to try a once-a-year leadership role, please contact Abby.

c. Help us update the AWN handbook. This is a unique resource that AWN created years ago is now online (under the Resources tab). This provides information on childcare services, resources for expectant and new parents, elder care, summer camps, family fun in the St. Louis area, and other helpful contacts. However, it hasn’t been updated in quite awhile. We’d like to change that. If you like family fun and want to help others find great resources, please contact Denise Willers (OB-GYN) at willersd@wudosis.wustl.edu.

3. Get involved! You already are a leader - by being a woman in medicine/research!
   a. Come to our events!
   b. Attend the Women’s Health Conference!
   c. “Friend” us on Facebook!
   d. Tweet us!
   e. Give us suggestions for speakers, events you would like to see! Nominate people for our awards!

WOW! That was a lot of information for a first “from the President’s Desk” article. I am so excited about this year in AWN! Join us in making it a great year that benefits and empowers us all.

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**Did you know...**

That you are welcome to attend AWN Board meetings and participate on AWN committees regardless of whether you are a board member?

If you are interested in participating, email Claudia Hilton, Ph.D. AWN Secretary
(hiltonc@wusm.wustl.edu)

"If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse gift will find a fitting place."

—Margaret Mead

Anthropologist, 1901-1978
Several AWN members (Laura Bierut, Kathleen Berchelmann, Angela Brown, Anne Glowinski, Lisa Moscoso, Kathleen Rivera) attended a Media Training Workshop on October 15th along with esteemed colleagues from AWF. This activity, co-sponsored by AWN and AWF: “Keeping your Poise under Pressure: Media Training Workshop” led by the savvy Doris E. McMillion and Carolyn Sawyer, is one of several organized by our Vice-Provost, Adrienne Davis. Adrienne is strategically promoting the development of varied leadership skills. If you are an AWN member, you periodically get emails offering you an opportunity to attend a leadership activity organized by Adrienne: try to take advantage of these exceptional faculty development events.

The workshop took place in the lovely Chancellor’s suite (Danforth Campus-Brookings Hall, for those of you not that familiar with our university campus): wood paneling, high ceilings, and paintings of eminent men (I kept imagining Adrienne’s portrait, which will surely grace these walls eventually).

If you are like me, you are offered opportunities to interact with media and do not always embrace these as opportunities, even though they may provide a chance to educate the public about key issues that impact the field that you dedicate your career to. Indeed, the message at this workshop was that interacting with media presents a chance to get your message(s) across and that being prepared presents an even greater chance to do so successfully. Without further ado: here is the synopsis of what I most retained from the Workshop.

1-Practice is key
Talking to reporters requires mindfully honing communication skills that most of us do not practice regularly in academia. A very simple example: sounding erudite is part of our academic culture and decorum but will (probably) come across as snooty on TV. Be clear, engaging, to the point, and practice as long as it takes so that you do not look or feel like a deer in the headlight.

2-Be well prepared for those questions you want AND those that you don’t want to be asked
Know your field and its controversies. A tough question can be something you are tired of answering over and over. Whatever the case (for instance, I regularly get asked whether adolescent depression is not “just a phase” that we, child psychiatrists, pathologize): anticipate those questions and answer them by taking the opportunity to get your message across.

3-In fact, if you have a message, then every media request to interview or talk to you is an opportunity

4 Related to that-lead rather than be lead
If you are clear about what you want to get across, you can learn to be an active participant and thoughtfully steer any communication that involves you, including a media interview.

5-About what you want to get across: what, exactly, is your message? Brief attention spans + editing vagaries = have a few key message points that you repeat confidently over and over –preferably not in a robotic unvarying fashion-rather than many message points that you mention in passing just once.

6-To best get your message across: people prefer stories about people
This one is a little hard for me: I remember culture shock when reading American books when I first moved to the US. I read books about everything (immigration, learning English, organizing a home, gardening, working with others etc.) and was derailed by all the stories starting with individual examples. My (then) Frencher brain wanted the book to hook me first with some abstraction related to the immigration experience, not with something along the lines of “Dolores stares out the window and thinks about the blue skies she left behind…” But, guess what? The stories about people work best, especially in the media universe. Our media gurus gave the recent example of Romney, during the first recent presidential debate, narrating a story about his wife encountering a woman who had lost insurance. Far more effective than talking about loss of insurance coverage in general.

7-Not all stories have the same appeal
In the media arena, not all lions are created equal: it may be unfair…but certain topics (sex, race, children etc…) are simply more stimulating of media/public attention than others. Related to our field, the public may be more interested in the plight of children who suffer from severe psychiatric disorders than in the adventures of the researchers, who study those severe psychiatric disorders: so this leads back to being conscious of what stories we choose and how we tell them.

8-Off the Record? No. It’s all on the Record.
If you are not sure that you want to own it: don’t say it. Carolyn thanked her mother for teaching her that she should never say something in public that she did not want to get credit for. Related to that: do not talk about what you do not know. Better to acknowledge the limits of your expertise and offer to get back to reporters later with additional information or to refer them to colleagues who have more expertise than you do.

9-Finally, if you are on TV, you have to look good, not just sound good.
This is too obvious to state? Maybe, but this cannot be emphasized enough: the details of your appearance can either work for you or distract from your important message (e.g., your dangling chandelier earrings, your lugubrious clothing, your akimbo tie etc…)

Thank you Doris and Carolyn for enlightening us with the details of media phenomenology…I highly recommend their book: ABCs of MEDIA.

This piece was adapted from Anne Glowinski’s 10-15-12 blog entry on the WU Child and Adolescent Psychiatry Blog (http://captrainingdirectorblog.blogspot.com/2012/10/interfacing-with-media-top-lessons-i.html)
Linda Peterson, MD is an associate professor of medicine and radiology. She graduated from Washington University School of Medicine and did her medicine internship, residency and cardiology fellowship training at Barnes Hospital before joining the cardiology faculty. Her research interests are the effects obesity and diabetes on the heart's structure, function, metabolism, and energetics. Using multimodality imaging techniques she is able to quantify the effects of these diseases and novel treatments, in vivo, in humans. She is also interested in weight loss and novel dietary therapies on the heart.

I had the pleasure of interviewing our new President, Linda, one of my favorite WUSM faculty.

Anne Glowinski (AG): What might people not know about you?
Linda Peterson (LP): I am from Wisconsin and a part-owner of the Packers! I love the Packers so much that I can’t watch the games: I care too much. I TiVo the games though: Once it is over I selectively watch the good parts. Another thing people might not know is that I worked on my grandfather’s dairy farm every summer when I was young. Baling hay taught me what hard work really is.

AG: How did you come to WUSM?
LP: I did not know about WU. I was at Georgetown for college and met with a pre-med counselor for about 10 minutes, who told me: “you’re from the Midwest; you should apply to Washington University for med school!” By the day of my interview, I had read up on WUSM and knew it was a really good school, but I was not expecting to get in: my interviewer kept talking and did not ask me hardly any questions!

AG: How did you get interested in Medicine, and then, in Cardiology?
LP: My father is a cardiologist. He was in Private Practice and just retired a couple years ago. He taught me how to read EKGs and was very intense about making sure that I knew the difference between what ST elevation and ST depression meant! By the time I was rotating on wards as a medical student, I was pretty good with the EKG readings and that contributed to reinforcing my interest in Cardiology. I also shadowed my dad when I was growing up: he was on call every 3 nights and worked a lot. I remember observing him perform in the cath lab. Before we went in the lab, I took a look at the locker rooms: there were two: one for “doctors” and one for “nurses.” I remember thinking: “mmmh…where would I change when I get to be a doctor?”

AG: What do you get from the Academic Women Network?
LP: It is a unique organization. Through it, I have met other people from all over the medical school - people from other divisions and departments that I could have spent my entire career not otherwise crossing paths with. We may come from different departments, but we share similar challenges and similar stressors. I have always learned so much from other people: I collect tidbits along the way. I used to take Vicky Fraser to lunch once in a while, to pick her
brain about how she balances all of what she wants to do with her family and her career. I have never thought I had all the answers on that topic; I can always learn something from others.

**AG:** What is the importance of the AWN for the institution?

**LP:** It is very important. One of the critical pieces that AWN contributes is helping us to “enjoy the ride” of our careers. I enjoy my career more because of the friendships and networking that I’ve built through AWN. AWN has helped improve the infrastructure to help women to be able to achieve and contribute more to WU. I also enjoy my work more because of the things I learn at the AWN-sponsored dinners and talks and from my friends at AWN. One of the things I have learned is that there’s more than one way to craft a meaningful career.

**AG:** If you had to pick one thing that you think is among the most important things that you’ve learned about a career in medicine and science, what would it be?

**LP:** It also took me quite a few years to learn the importance of embracing and growing from setbacks rather than letting them dictate how I think of myself. I think a lot of us in medicine are like me: women who get all A’s in school, get into good residencies, and then assume a straight path to “success,” as pre-defined by others. It was all clear: If I am reasonably talented + work hard = good things happen. I thought it was an irrefutable mathematical formula, straight from the Puritans’ handbook. But I later realized, talent and hard work are more like some of the ingredients in a recipe. They’re necessary, but there are other factors that are beyond my control, which I have to accept – like altitude affects cake baking. Setbacks will happen in a career. And they are very useful. They make me really reflect on what I want to do with my career, why I want to do it, and figure out what I (not others) would consider “success.” JK Rowling explained the usefulness of failure well in her commencement speech that she gave to Harvard students. I highly recommend it. [http://www.youtube.com/watch?v=wHGqp8lz36c](http://www.youtube.com/watch?v=wHGqp8lz36c) for the text: [http://news.harvard.edu/gazette/story/2008/06/text-of-j-k-rowling-speech/](http://news.harvard.edu/gazette/story/2008/06/text-of-j-k-rowling-speech/)

Pictures of Linda and her three children on a recent vacation to England.
An Interview with Alan Schwartz, Ph.D., M.D., Chair of Pediatrics
by
Anne L. Glowinski, M.D., M.P.E.

Dr. Schwartz is the Harriet B. Spoehrer Professor and Chairman of Pediatrics at Washington University School of Medicine. He is among the longest serving Chairmen of any academic Departments of Pediatrics in the United States. Dr. Schwartz is a graduate of the Medical Scientist Training Program at Case Western Reserve University. He completed pediatric residency and hematology/oncology fellowship at Boston Children’s Hospital/Dana Farber Cancer Institute/Harvard Medical School. He spent four years at MIT, as well as 3½ years in Finland, New Zealand and The Netherlands during training. He came to Washington University in 1986 and has served as Chairman of Pediatrics for 18 years. Under his leadership, the Department of Pediatrics has expanded many strategic efforts towards faculty development.

The AWN Board members are aware of an important symbolical faculty support that is provided in the Department of Pediatrics, by subsidizing AWN membership for each woman faculty. We were interested in finding out more about Dr. Schwartz and his thoughts, which he shared amicably and generously during this interview.

Anne Glowinski (AG): What do you see as gender issues that affect your department?
Alan Schwartz (AS): To start with, we have 100 residents, 75% of whom are female; 66% of our fellows are female. With faculty, the issue of part-time work is very important. The reasons whereby people start working part-time transcend wanting a certain lifestyle. Balancing family life and work is a complex challenge. While people don’t necessarily talk about that, I believe that this challenge may be particularly true for pediatricians. In Pediatrics, individuals most often start their careers childless and then have children later during training soon thereafter. It is different once you are a parent, once you are “on the other side”, to experience the illness of children. The experience of providing pediatric care is vastly different when you are a parent; for many it is much more difficult. Also… it takes much emotional and physical energy to raise a family. In our Department, we definitely support faculty choosing part-time work if that is what they need. With our “part-time” faculty there is a very wide range, being 20% to 95% FTE. Some of the most productive individuals in our Department are part-time.

AG: I know from previous conversations with you that you are well aware, and thoughtful, of academic life challenges for all your junior faculty women and men. Can you summarize what you see as major challenges and potential barriers to success? AS: We have been examining those challenges for years. I am aware that I am of a different generation and that there are differences in generational mindsets regarding academic life. I know well the Josiah Macy Jr. Foundation’s white papers on the academic status of women (see below: regarding Lissa McAnarny). There are many potential barriers for both women and men starting with the rigors and length of medical training. Then, there is the timing of training, which overlaps with prime
reproductive years. Again, there is the time and emotional commitment related to raising children. There are the particular challenges that, I believe, doctors in Pediatrics face when treating children... and then going home to children of one's own.

AG: What have you tried to do (to help your faculty)? Dr. Schwartz hands me the (then) current newsletter http://ofd.peds.wustl.edu/Portals/8/Newsletter%20-%20March%202012.pdf issued by the Office of Faculty Development of the Department of Pediatrics http://ofd.peds.wustl.edu/. This office, started under Schwartz’s leadership, has very specific goals of: promoting the career development of Pediatrics faculty; recruiting and retaining faculty and increasing leadership opportunities for women and minorities. We discussed that the office initially had started with an exclusive focus on women but then expanded to focus on faculty development more generally. Alan describes a very deliberate process of using external consultants with significant expertise both for the creation but also on-going monitoring of this office. AS: From the very beginning, we have had external reviewers to advise us on faculty development. We have used site visits to continue shaping our office. AG Alan gives me examples of several advisers including Elizabeth R. (Lissa) McAnarney, M.D. now a Professor and Chair Emerita, who previously led the Pediatrics Department at the University of Rochester, (and led the Macy Foundations evaluation of the status of women in academic medicine). Jean Emans MD, Office of Faculty Development Boston Children’s Hospital and Nancy J. Tarbell, Associate Dean for Academic and Clinical Faculty Affairs at Harvard Medical School.

AG: What has been accomplished under your leadership that you wish others knew better about? AS: We have women faculty breakfasts. We co-sponsor SWIMS. We have played a major role in finally bringing many child-care and elder-care benefits to the WUSM faculty. We have a departmental lactation room (AG: with a top secret location that will not be revealed here but I was told that I could request a tour). AS: Several years ago, we launched an 18-month (now 12-month) leadership training program enrolling initially 20 physician leaders per cycle. We are now launching cycle 4. This program taught by Washington University Business and Psychology faculty (among others) has directly inspired other institutional programming including the WUSM Office of Faculty Development’s Academic Leadership Development Program for Physicians and Scientists. AG: Alan Schwartz recommended that I ask program graduates what they learned from the program. I asked Lisa Moscoso (the Associate Dean for Student Affairs who succeeded Leslie Kahl in 2011) and John Constantino (the Child and Adolescent Psychiatry Division Chief). Lisa commented that the connections she made, e.g., with John, had been invaluable. John commented that several of the presentations were “brilliant” and that listening to the stories and experiences of other faculty members had been immensely helpful.

AG: If you had all the resources in the world, what else would you do? Alan answered by talking about mentorship for faculty, acknowledging having had half a dozen mentors himself, both inside and outside WUSM. We concluded this interview with Dr. Schwartz thoughtfully wishing that access to mentors could be optimized for all and reflecting on the fact that mentors have a challenging role, which requires significant time and energy per mentee. AS: I wish that we could have Mentorship for all junior and senior faculty. Of course, mentorship needs may be more dramatic for junior faculty, who are stepping out of highly regimented training programs and shifting into “your entire fate is now in your own hands” mode; but mentorship needs are career long.
The AWN has been actively focused on gender equity within the medical school. In the last academic year numerous analyses were presented in the AWNings and on the website demonstrating the steep drop-off of women faculty at the higher academic ranks (by department) despite a near equal balanced at the instructor and assistant professor levels. The WUSM statistics were also compared with the AAMC national statistics by departments. The AWN website now contains these data by department demonstrating which departments were comparable, better or worse than national trends in terms of gender distribution.

Following the identification of this issue, in an annual meeting with the dean the proposal to pursue several lines of action within the medical school was discussed. The first was the development of an award for a faculty member who had been particularly focused on championing the advancement of women faculty. Another was an advisory group that would develop for the dean a “best practices” for chairs to help advance women in academic medicine. A third was to continue the peer mentoring group that has been in place for several years that targets young women faculty. These programs were discussed with Dean Shapiro, subsequently reviewed by Diana Gray and next steps are now being taken by the AWN board to proceed with implementation. AWN president Linda Peterson, M.D. will be leading these efforts with the support of the AWN board.

Websites & Articles of Interest

*Please email tammy@wustl.edu to share press releases, websites and articles that are relevant to women in science and medicine.

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Women and the Nobel Prize:
http://www.npr.org/2012/10/12/162813929/is-the-nobel-prize-a-boys-mostly-club

Bias Persists for Women Scientists:

Gender related differences in US Medical School Deanships:
http://journals.lww.com/academicmedicine/Fulltext/2012/08000/Gender_Related_Differences_in_the_Pathway_to_and.12.aspx

Why Women Still Cannot Have it All
by Anne Marie Slaughter, Former Assistant Secretary of State:
http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-can-t-have-it-all/9020/
Interview with Nancy Hopkins:  
http://blog.chron.com/sciguy/2012/03/less-than-20-years-ago-women-who-had-babies-didn%e2%80%99t-get-tenure-in-science/ 

Achieving Gender Equality in Academic Careers:  
http://blogs.nature.com/naturejobs/2012/05/04/achieving-gender-equality-in-academic-careers-queens-case-study?WT.ec_id=NATUREjobs-20120517 

Another regular publication, titled “NIH Updates on Women in Science” is written by the NIH Working Group on Women in Biomedical Careers.  
http://womeninscience.nih.gov/  
The most recent issue discusses the following topics:  

Faculty Diversity in Medical Schools Compared to other Academic Environments  
What Role Does Demographic Inertia Play in Current Gender Differences among Scientists?  
An Educational Intervention to Promote Institutional Change  
New Program Increases Flexibility for NIH Intramural Postdoctoral Fellows  
Remembering Dr. Sally Ride, Ph.D.  
Women Scientists in Action- Dr. Clarisa Garcia, M.D., M.S.C.E.  

FROM THE WU BENEFITS DEPARTMENT:  
BENEFIT OF THE MONTH – SUPPORT FOR FAMILIES

Bright Connections:  
Bright Connections is an online portal for dependent care information, support, and community networking available to benefits-eligible faculty and staff, clinical fellows, post docs and, full-time graduate and professional school students. Managed by Bright Horizons Family Solutions, Washington University’s backup care provider, Bright Connections serves as a reliable “go-to” electronic resource for busy families who balance work and dependent care responsibilities. The site offers access to a variety of child and adult care tips and resources, including interactive features that allow working caregivers to network with others managing similar dependent care issues, post comments on various backup care topics, and share advice. To access Bright Connections, visit  

Back-Up Care:  
Washington University in St. Louis has partnered with Bright Horizons Family Solutions to offer the Back-Up Care Advantage Program to assist benefits-eligible faculty and staff, clinical fellows, post docs, and full-time professional and graduate students in balancing the competing demands of work, school and life. Services may be accessed when it is necessary to be at work or school, or when travelling, and regular child or elder/adult care is unavailable.  

Services Available  
Center-based back-up child care  
In-home back-up & mildly ill child care  
In-home back-up elder/adult care  

Area of Availability  
Available for those eligible nationwide, including those travelling on business.
Uses/Year Available
15 back-up uses per calendar year per family or household

Co-payments
Center-based care is $20/child/visit with a $30/family/visit maximum. In-home care is $6/hour (there is a 4 hour minimum for all in-home care services). Additional charges apply for medical care.

Registration & Reservations
Dependents must be registered before care is provided. Reservations for care are required and can be made one month in advance up until the day care is needed. To begin the registration process, request reservations and learn more about back-up care:

* By phone at 877-242-2737
* Online at www.brighthorizons.com/advantage and entering:
  - Username: WUBACKUP
  - Password: BACKUP

WUSTL Family Learning Center
Washington University in St. Louis faculty, academic and non-academic staff for whom the University is the primary employer, and full-time graduate and professional students are eligible to enroll children ages six weeks to six years in the WUSTL Family Learning Center. The center is located on the North Campus at the corner of Skinker Boulevard and Rosedale Avenue, with easy access to the Delmar MetroLink station. The University owns the center and maintains the building and grounds, but the center is managed by Bright Horizons Family Solutions. Bright Horizons is a leading provider of employer-sponsored child care managing more than 700 child care and early education centers for more than 700 clients in 43 states, the District of Columbia, Puerto Rico, Canada, the UK, and Ireland. These programs serve more than 70,000 children and their families.

At-A-Glance
Center Capacity
* 156 children - six weeks to six years of age
  - 24 infants
  - 24 toddlers
  - 28 two-year olds
  - 80 pre-school children

* Center Hours
  - 6:30 a.m. to 6:00 p.m., Monday through Friday
  - Maintains the same 8-day holiday schedule as the University
  - Closed two additional days for professional development
  - Included among the Back-Up Care Advantage center-based care options

* Current Weekly Rates (established by Bright Horizons)
  - Infants: $313
  - Toddlers: $313
  - Two-year-olds: $258
  - Pre-school: $237

To learn more about the Family Learning Center, please visit during the open house to be held November 3rd, 9:30 a.m. to 11:30 a.m.
For more information please contact the center director, Ann Bingham, at either annbingham@wustl.edu or 935-KIDS (5437). www.wustl.edu/childcare
University City Children's Center:

Washington University in St. Louis has long enjoyed an affiliation with the University City Children's Center (UCCC). Located at 6646 Vernon Avenue in University City, UCCC is a nonprofit, United Way agency committed to providing innovative, quality education and a nurturing environment to a racially, culturally, socio-economically, and developmentally diverse population of children between 6 weeks and 6 years of age while providing supportive services to families.

At-A-Glance

* 172 children
* Center Hours
  - 7:00 a.m. to 6:00 p.m., Monday through Friday
  - Closed eight holidays per year
  - Closed two additional days for professional development

* Current Per-Week Rates
  - Infants/Toddlers: $353
  - Two-year-olds: $300
  - Pre-school: $253

For additional information please visit the UCC web site at [http://www.ucce.org](http://www.ucce.org) or call 746-0148.

Washington University Nursery School

The Nursery School was founded in 1947. The primary purpose of the nursery school is to provide the highest quality preschool program for children 2 years and 7 months to 5 years of age.

At-A-Glance

- All classes meet five days per week, Monday through Friday.
- **Morning:** 9:00 a.m. to 11:45 a.m.
- **Afternoon:** 12:30 p.m. to 3:15 p.m.
- **Full day:** 9:00 a.m. to 3:15 p.m. (two older classes only)

For additional information please visit the Nursery School web site at [http://nurseryschool.wustl.edu/](http://nurseryschool.wustl.edu/) or call 935-6689.

Employee Assistance Program: The Employee Assistance Program (EAP) provides confidential, professional assistance to benefits eligible University employees and their immediate family members to help resolve problems that are affecting their personal life or job performance. The program is managed by People Resources, a nationally known professional consulting firm specializing in EAP services.

In addition to the counseling resources, the EAP offers services related to financial consulting, legal consulting, and child and elder care referral. And, there is a 24-hour Caregiver Resource Line along with on-line resources to help individuals find answers to commonly asked questions about dependent care.

To access information and/or request assistance, call 1-800-765-9124 or visit the EAP web site at [www.worklifetools.com](http://www.worklifetools.com).
Monday, November 5, 2012

Discussion of Gender Findings in the 2012 Faculty Climate Survey

Sponsored by: The Office of the Vice Provost and the Academic Women's Network (AWN)

Where: Holden Case Study Room, Farrell Learning and Teaching Center (Medical School Campus)

Time: Noon - 1:00 pm

Please RSVP to diversity@wustl.edu by October 20, 2012.

Thursday, November 29, 2012

AWN Fall Dinner

Speaker: Dr Alison Whelan
"Everything I need to know I DIDN’T learn in Kindergarten: Applying adult learning principles to professional development."

Where: M. Kenton King Faculty Center 7th floor of the Bernard Becker Medical Library (Medical School Campus)

Time: 5:30 PM

RSVP to: Linda Larson-Prior, Ph.D. lindap@npg.wustl.edu