9-26-2013

Creating Constructive Cultures that Value All Faculty

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Creating Constructive Cultures that Value All Faculty

UNIVERSITY OF SOUTHERN MAINE
SEPTEMBER 26, 2013

CATHY A. TROWER, PH.D.
What Does Every Faculty Member Want?

- Meaningful work
- A healthy, safe, positive environment in which to work
- Clarity of expectations
- Supportive colleagues
- Respect
- A sense of purpose, value, and self-worth
- To be productive
- Reward, recognition, and appreciation for good work
- Positive relationships with colleagues, staff, and students
- A sense of balance at work and outside of work
- A sense of control at work and outside of work
- To be treated and evaluated fairly and equitably
Does Every Faculty Member Get These or Have the Same Experience with Respect to These Factors?

- Meaningful work
- A healthy environment in which to work
- Clarity of expectations
- Supportive colleagues
- Respect
- A sense of purpose, value, and self-worth
- To be productive
- Reward, recognition, and appreciation for good work
- Positive relationships with colleagues, staff, and students
- A sense of balance at work and outside of work
- A sense of control at work and outside of work
- To be treated and evaluated fairly and equitably
Culture

Culture is “a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (Schein 1992, p. 12).

- Artifacts: visible structures, policies, and practices
- Espoused values: what people say they believe and value
- Underlying assumptions: unconscious, taken-for-granted beliefs, thoughts, and feelings – the ultimate source of values and actions [what people actually believe]

Faculty experience four similar but distinct cultures:
- Academic
- Disciplinary
- Institutional
- Departmental

Climate is a...

- “surface manifestation of culture” (Schein 1990, p. 109).

- “ubiquitous cultural force that can make a group member experience an array of feelings from welcomed, included, and respected to tense, excluded, and singled out” (Trower 2012, pp. 123-4).


Index Card Exercise

- Lined side – What single adjective comes first to mind when you think of the climate in your department?

- Unlined side – What would you like that adjective to be?

[NOTE: You could have the same answer to both questions.]
Why Culture Matters

- Faculty working conditions are student learning conditions. Thinking we can attract and retain students, and see them through to completion, without addressing faculty issues is foolhardy.

- When faculty feel misaligned, for whatever reason, with the culture they:
  - Have higher levels of job-related stress
  - Have less overall satisfaction
  - Spend less time teaching; produce less scholarship
  - Feel isolated
  - Are more likely to seek outside offers

- When faculty feel a sense of cultural “fit” they:
  - Stay longer at their job
  - Are more satisfied with their position
  - Are more committed to the institution
  - Are more productive
  - Form better relationships
Climate at Departmental Level

Climate

- is particularly pronounced in the department, where faculty spend most of their time

- can influence decisions a new faculty member makes about taking advantage of certain “sensitive” institutional policies and practices (e.g., family leave, stop-the-clock)

- can be a positive force and motivate high performance

- can turn negative when faculty disagree on departmental goals and priorities, when factions pit faculty against one another, when some faculty feel like outsiders

- is most shaped by the chair and senior faculty (but also all faculty, students, and administrators)
Primary Components of Departmental Climate

- A sense of intellectual community, engagement, and colleagueship
- Full, fair, and transparent evaluation
- Effective, supportive, and ongoing communication and mentoring
- Effective formal (written) policies and informal (often unspoken) practices
- Equitable distribution and expectations for work
- Support for work-life integration
The Culture We Encounter and the Climate We Experience Varies By...

- How we were welcomed, onboarded, and socialized
- Our expectations
- Our values
- How we are treated and mentored
- What is normative
  - Gender, race/ethnicity, sexual orientation, religion, social status, age
- Generation
- Rank
- Discipline
- And there are all sorts of interactions!
When You Enter a New Culture

How do you figure out what’s going on?
Socialization: the process by which newcomers transition from being outsiders to being insiders.

Newcomers must learn to adapt through uncertainty reduction.

Action Idea for You and Your Department

- How do we onboard new faculty?
- Does it differ for junior or senior faculty?
- How do we come to understand what new faculty think and how they are experiencing the department’s climate? The institution?
- Do we provide effective mentoring?
# The Generations at Work

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job changing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carries a stigma</td>
<td>Puts you behind</td>
<td>Is necessary</td>
<td>The ultimate</td>
</tr>
<tr>
<td>Stay for life</td>
<td>Stay if moving</td>
<td>Follow your heart</td>
<td>multitaskers</td>
</tr>
<tr>
<td></td>
<td>up</td>
<td></td>
<td>Part of daily routine;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>expected</td>
</tr>
<tr>
<td><strong>Motivators</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job well done</td>
<td>$, title,</td>
<td>Freedom, fun</td>
<td>Personal fulfillment</td>
</tr>
<tr>
<td></td>
<td>recognition,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>promotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Workplace flexibility</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who will do the work?</td>
<td>The nerve of</td>
<td>I’ll go where I</td>
<td>Should suit my</td>
</tr>
<tr>
<td></td>
<td>those Xers!</td>
<td>can find it.</td>
<td>needs</td>
</tr>
</tbody>
</table>

- **Traditionalists (1922-1945)**: Carries a stigma. Stay for life. Motivators include job well done and recognition. Workplace flexibility is who will do the work?
- **Boomers (1946-1964)**: Puts you behind. Stay if moving up. Motivators include recognition, title, and promotion. Workplace flexibility is the nerve of those Xers!
- **GenXers (1965-1980)**: Is necessary. Follow your heart. Motivators include freedom, fun, and personal fulfillment. Workplace flexibility is I’ll go where I can find it.
- **Millennials (1981-2000)**: The ultimate multitaskers. Follow your heart. Motivators include personal fulfillment. Workplace flexibility is should suit my needs.
# The Generations at Work

<table>
<thead>
<tr>
<th></th>
<th>Traditionalists</th>
<th>Boomers</th>
<th>Gen Xers</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Working long hours</strong></td>
<td>Required; prudent</td>
<td>Will get ahead, $, bonus</td>
<td>Get a life! Decide when, where and how</td>
<td>But not all at work</td>
</tr>
<tr>
<td><strong>Productivity</strong></td>
<td>Inputs and outputs matter</td>
<td>Input matters most</td>
<td>Output is all that matters</td>
<td>Churn lots of topsoil in many areas</td>
</tr>
<tr>
<td><strong>Give me more…</strong></td>
<td>Essentials</td>
<td>Money</td>
<td>Time</td>
<td>Affirmation</td>
</tr>
<tr>
<td><strong>Performance reviews</strong></td>
<td>If no one is yelling, that’s good</td>
<td>Once a year; well-documented</td>
<td>Sorry to interrupt again, but how am I doing?</td>
<td>What do you mean I’m not outstanding?</td>
</tr>
</tbody>
</table>
## The Generations at Work

<table>
<thead>
<tr>
<th>Work and family</th>
<th>Traditionalists</th>
<th>Boomers</th>
<th>GenXers</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Never the twain shall meet”</td>
<td>Work matters most; divorced or dual career</td>
<td>Balance</td>
<td>Integrated</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career paths</th>
<th>Traditionalists</th>
<th>Boomers</th>
<th>GenXers</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slow &amp; steady; stability</td>
<td>Ladder; upward mobility</td>
<td>Lattice; plateaus are fine</td>
<td>Checkerboard</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career pace</th>
<th>Traditionalists</th>
<th>Boomers</th>
<th>GenXers</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prove yourself with loyalty; pay dues</td>
<td>Prove yourself with long hours; pay your dues</td>
<td>I want to know all my options now</td>
<td>May switch frequently and fast</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Traditionalists</th>
<th>Boomers</th>
<th>GenXers</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Memo</td>
<td>In person</td>
<td>Direct Immediate</td>
<td>Email Text IM</td>
<td></td>
</tr>
</tbody>
</table>
What always mattered still matters, but times have changed.

- For many, though not all, tenure is still an attractive goal.
- Standards for excellence are higher and make ‘balance’ elusive in the early years.
- Support for professional development throughout an academic career is desired.
- Mentoring matters, maybe more than ever – at assistant and associate.
- Work-life balance still matters, but is ever more elusive.
- A sense of collegiality and community still matter, but networks are broader.

Action Idea for You and Your Department

- Anonymous input exercise: using different colored index cards for each generation represented (assuming there’s enough of each)
  - Rate department on a scale of 1 to 5 (climate, support, mentoring)
  - Write what you most/least like about the department workplace
  - For the Traditionalists & Boomers –
    > Thinking about the Gen Xers & Millennials with whom you work here:
      - What single characteristic do you most value?
      - What single characteristic drives you crazy?
  - For the Gen Xers & Millennials –
    > Thinking about Traditionalists & Boomers, with whom you work here:
      - What single characteristic do you most value?
      - What single characteristic drives you crazy?
- Discuss findings and implications
Percent Women

All Doctorates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>32%</td>
<td>37%</td>
<td>44%</td>
<td>46%</td>
</tr>
</tbody>
</table>

Employment Status

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FT</td>
<td>40%</td>
<td>31%</td>
<td>45%</td>
<td>49%</td>
</tr>
<tr>
<td>Tenured</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure-track</td>
<td>45%</td>
<td>49%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>NTT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Percent Women Doctoral Recipients

Life Sciences:
- 27% (1981)
- 55% (2011)

Physical Sciences:
- 12% (1981)
- 29% (2011)

Engineering:
- 4% (1981)
- 22% (2011)

Social Sciences:
- 60% (1981)
- 36% (2011)
## Gender Distribution of S&E Doctorate Holders in 4-Year Colleges & Universities, 2010

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Tenured</th>
<th>Tenure-track</th>
<th>Non-tenure-track</th>
<th>Tenure not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female scientists</td>
<td>35%</td>
<td>37%</td>
<td>19%</td>
<td>13%</td>
<td>31%</td>
</tr>
<tr>
<td>(68,400)</td>
<td>65%</td>
<td>54%</td>
<td>15%</td>
<td>9%</td>
<td>22%</td>
</tr>
<tr>
<td>Male scientists</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(129,800)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life scientist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--Females (25,600)</td>
<td>37%</td>
<td>25%</td>
<td>15%</td>
<td>16%</td>
<td>44%</td>
</tr>
<tr>
<td>--Males (43,300)</td>
<td>63%</td>
<td>45%</td>
<td>15%</td>
<td>10%</td>
<td>30%</td>
</tr>
<tr>
<td>Physical scientist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--Females (8,100)</td>
<td>22%</td>
<td>42%</td>
<td>21%</td>
<td>10%</td>
<td>27%</td>
</tr>
<tr>
<td>--Males (29,100)</td>
<td>78%</td>
<td>52%</td>
<td>13%</td>
<td>9%</td>
<td>26%</td>
</tr>
<tr>
<td>Engineer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--Females (4,200)</td>
<td>16%</td>
<td>33%</td>
<td>31%</td>
<td>10%</td>
<td>26%</td>
</tr>
<tr>
<td>--Males (22,600)</td>
<td>84%</td>
<td>57%</td>
<td>15%</td>
<td>7%</td>
<td>21%</td>
</tr>
<tr>
<td>Social scientist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--Females (15,700)</td>
<td>38%</td>
<td>52%</td>
<td>24%</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td>--Males (25,700)</td>
<td>62%</td>
<td>64%</td>
<td>18%</td>
<td>8%</td>
<td>10%</td>
</tr>
</tbody>
</table>

The origins of subtle bias lie in schemas. Schemas are a set of implicit, or unconscious, hypotheses about [gender] differences that play a central role in shaping our professional lives. Our interpretations of others’ performance are influenced by the unacknowledged beliefs we all have about gender differences.

Examples of Gender Bias in Academe

• Letters of recommendation for female applicants differ systematically from males’. They are shorter, provide minimal assurance, raise doubts, are less likely to mention status terms; are gender-reinforcing – “her teaching;” “his research.”

• Impact factors for the top 10 ranked schools are gender dependent. At the top 10 ranked chemistry departments, 92% of the female faculty and 72% of the male faculty had received their doctorates from a top 10 university.

• University XY psychology professors prefer, 2 : 1, to hire “Brian” over “Karen”, even when the application packages are identical.

• Women applying for a Swedish Medical Research Council postdoctoral fellowship had to be 2.5 times more productive to receive the same competence score as the average male applicant.
<table>
<thead>
<tr>
<th>Male - Science</th>
<th>Female - Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>-- 20% Strong</td>
<td>-- 7% Strong</td>
</tr>
<tr>
<td>-- 27% Moderate</td>
<td>-- 4% Moderate</td>
</tr>
<tr>
<td>-- 19% Slight</td>
<td>-- 1% Slight</td>
</tr>
</tbody>
</table>

22% Little or no automatic association

http://www.tolerance.org/hidden_bias/index.html
https://implicit.harvard.edu/implicit/demo/selectatest.html
Leaks in the Academic Pipeline for Women*

* Results based on Survival Analysis of the Survey of Doctorate Recipients (a national biennial longitudinal data set funded by the National Science Foundation and others, 1979 to 1995). Percentages take into account disciplinary, age, ethnicity, PhD calendar year, time-to-PhD degree, and National Research Council academic reputation rankings of PhD program effects. For each event (PhD to TT job procurement, or Associate to Full Professor), data is limited to a maximum of 16 years. The waterline is an artistic rendering of the statistical effects of family and gender.
For reasons of biology, sociology, economics, historical gender roles, and academic culture.

Decisions about career, marriage, and family are more complex for women than men, especially for women who want children.

The simple truth: it’s easier for men than for women to have a successful academic career and a family.

But it’s not entirely about families; women without children still face hurdles, experience isolation, a chilly academic culture, and bias.
Lowered success rate

Accumulation of disadvantage

Performance is underestimated

Evaluation bias

Gender schemas

Lack of critical mass
# Accumulated Disadvantage

- Are excluded from social networks in graduate school and the “old boy” network in the workplace.

- Are less likely to get a postdoctoral position or be included in ongoing funded research.

- Have fewer mentors who are “connected.”

- Are normed against males and trapped by sex-role stereotypes where masculine traits are favored over feminine.

- Teach more, serve on more committees, and spend more time with students—doing academic “women’s work.”

- Have less time for research.

- Publish less, in part as a consequence of sex-role stereotyping and in part as a matter of personal style, values, and socialization; but, are cited more.

- Have lower self-confidence about their place in the academy due in part to isolation and exclusion.

- Are more likely to experience the negative consequences of tokenism.

- Experience bias in hiring, peer review, pay and other rewards.
Accumulated Disadvantage

- Are more adversely affected by dual careers when choices have to be made.
- Bear more familial responsibility which can affect scholarly productivity and conflict with the tenure clock.
- Experience more stress.
- Experience lower self-efficacy—less control over career and outcomes, which in turn, affects motivation, morale, and productivity.
- Are less satisfied in the academic workplace.
- Are more apt to leave the academy.
Action Idea for You and Your Department

- Anonymous input exercise: using different colored index cards for women and men
  - Rate department on a scale of 1 to 5 (climate, research and teaching support, mentoring, equity of teaching and service assignments, collegiality, clarity, work-life support).
  - Write what you most/least like about the department workplace.
  - Discuss findings and implications.
There is no shortage of...

• Data
• Research about the issues
• Websites about the issues
• Policies
• Best practices

• And yet we lack real progress!

• Why?
Why Academic Cultures are Difficult to Change

- We are working primarily at the artifact level.
- Academics have the lingo down pat – the espoused values are not a problem.

We don’t get to the underlying assumptions.

--AND--

We don’t change the reward structure; we don’t reward what we say we value.
Examples

- What are some academic artifacts?
- What are some of the espoused values of the academy?
- What are some of the underlying assumptions?

EXAMPLE:
- Artifact: Stop-the-clock policy

- Espoused values:
  - Work-family balance is good
  - Gender diversity is good

- Underlying assumptions
  - If you use the policy, you’ll be seen as less serious/committed
  - Women need special accommodations

- But we don’t re-examine how much sense the 6-years up-or-out rule means today. Culture is sticky!
Artifact: There are few faculty women in STEM fields

Espoused values
- Diversity is good
- We want women

Underlying assumptions (actually, he said these)
- Women less inclined to work 80-hour week
- Women innately less capable in math

No questioning about:
- Whether an 80-hour week makes sense for anyone. All the other work women do. The tradeoffs that have to be made. Salary differences.
- What else might explain different math scores?
- If more men are at the top of the tail, also more at the bottom. We don’t hire most of our faculty from the top end of the math scoring population.
- If it’s that women are less able, where are the men of color in STEM?
<table>
<thead>
<tr>
<th>Espoused Value</th>
<th>Reward or Disconnect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>Research (but not about teaching and learning)</td>
</tr>
<tr>
<td>Interdisciplinary work</td>
<td>Disciplinary focus bring grants, prestige, tenure and promotion</td>
</tr>
<tr>
<td>Boundary-spanning work</td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td>Individual research achievement</td>
</tr>
<tr>
<td>Engagement</td>
<td>Faculty who focus on self</td>
</tr>
<tr>
<td>Diversity</td>
<td>Fail to make diverse hires</td>
</tr>
<tr>
<td></td>
<td>Fail to create inclusive environments</td>
</tr>
<tr>
<td>Student learning</td>
<td>Do not measure it well; spending time on it will not help tenure/promotion</td>
</tr>
<tr>
<td>Service</td>
<td>“Protect” or “shield” from it</td>
</tr>
<tr>
<td>Innovation</td>
<td>Status quo</td>
</tr>
<tr>
<td>Collegiality/Teamwork</td>
<td>Competition/Solo work</td>
</tr>
<tr>
<td>Academic freedom</td>
<td>Towing the part line/not rock boat</td>
</tr>
<tr>
<td>New thinking/entrepreneurship</td>
<td>Uniformity/conformity</td>
</tr>
<tr>
<td>Publically engaged scholarship</td>
<td>Have not defined it well</td>
</tr>
</tbody>
</table>
Uncovering the Unmentionable and Unexamined...

- **Ask:**
  - To what do we ascribe the problem?
  - What steps have we taken?
  - What incentives exist?
  - To what extent do we help/hinder?
  - Which initiatives are working? Not?
  - How is this priority conveyed?
  - Where’s the accountability? Resources?
Effective Practices

- Tenure process clarity
  - Make sure your department has clearly documented criteria.
  - Provide sample dossiers of successful tenure bids.
  - Provide clear, written policy for tenuring joint appointments.
  - Establish three- and five-year work plans with each faculty member.
  - Provide clear annual evaluations of pre-tenure faculty that include strengths and weaknesses.
  - Ensure that the midterm review is on target, clear, and is provided in writing.
Effective Practices

- **Time management**
  - Tell faculty when they should hold off on developing new courses to focus on research.
  - Talk to new faculty about which committees are worthwhile; give them permission to “blame the chair” when declining.
  - Allow new hires a year off before they start to teach.
  - Tread lightly with new faculty around their first sets of teaching evaluations.
  - Schedule department meetings for Fridays at noon (and provide lunch), rather than early mornings or evenings.
Effective Practices

- Initiate formal or informal mentoring and opportunities to form networks and collaborations for tenure-track faculty.
  - Ensure that senior faculty mentor junior faculty in positive fashion. Do not allow bullying.
  - Have faculty develop mentoring mosaics where they take an active role in deciding where they need help and who can best provide it.
  - Invite a tenured faculty member from outside the institution, but from the same field as a pre-tenure faculty member, to campus.
  - Encourage junior faculty to attend conferences.
Effective Practices

- Stress the importance of community and provide a culture of support.
  - Keep an open door.
  - Lunch with junior faculty monthly; meet each individually once per semester.
  - Signal the acceptability of requesting resources or asking questions.
  - Hold sponsored social events.
  - Invite guests and visiting scholars.
  - Encourage collaborative course teaching, joint grants (Co-PI), joint publications.
  - Provide faculty professional development opportunities.
  - Raise a small amount of money to fund projects important to junior faculty.
  - Develop a chair to succeed you; foster other leadership.
Effective Practices

- **Work-family support**
  - Do not schedule meetings during times when faculty parents may need to drop off or pick up children.
  - Be aware of all campus policies and procedures.
  - Strive to foster a supportive departmental climate for the work-life needs of all.
  - Beware of supporting faculty parents at the expense of burdening child-free faculty.
  - Be mindful of caregiving relationships other than that of parent-child.
  - Encourage conversations between faculty about the challenges of dual careers, child care, elder care, and juggling demands.
  - Implement policies equitably, fairly, and consistently.
Effective Practices

- **Teaching expectations**
  - Hold discussions with all department faculty about how teaching assignments are made and ensure that assignments are transparent and equitable.
  - Share syllabi and course notes on core courses with new faculty.
  - Pair senior with junior faculty to team-teach a course during the first year on campus.
  - Review exams for appropriate level of difficulty.
  - Offer to observe junior faculty who would like you to do so in order to provide feedback.
Effective Practices

• Research expectations
  ○ Encourage new faculty to apply for awards, requests for proposals, and other grant opportunities that come to your attention.
  ○ Offer to lend equipment and supplies.
  ○ Read manuscripts and research proposals; provide constructive criticism.
  ○ Petition publishers and academic presses on behalf of pre-tenure faculty.
  ○ Sponsor substantive brown-bag sessions on such topics as writing an effective grant proposal, supervising graduate students, and managing a lab.
Henry Rosovsky (1990)

- “Never underestimate the difficulty of changing false beliefs with facts.”

- “When given the opportunity--in the absence of incontrovertible scientific proof, and sometimes even then--people believe what they wish, and empirical evidence does not lead to quick altering of cherished positions.”

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Framework for Assessing Change

- Clarity about intended outcomes
- Consideration of unintended outcomes
- Comparisons to baseline data, measured over time
- What activities, processes, practices, outcomes, expectations, structures, experiences, language, and symbols are different as a result of the intervention?
- Are we working at all three levels?
- Are we working on the multiple cultures?