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Creating Constructive Cultures that Value All Faculty

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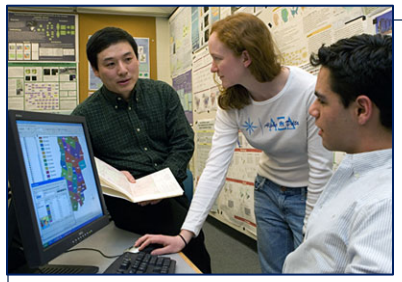

Creating Constructive Cultures that Value All Faculty

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
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- 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

"The way we do things around here"

- 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

Schein, E.H. (1992). *Organizational Policy and Leadership* (2nd edition). San Francisco: Jossey Bass.

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).

Schein, E.H. (1990). "Organizational culture," *American Psychologist* 45(2): 109-19.

Trower, C. (2012). *Success on the Tenure Track: Five Keys to Faculty Job Satisfaction*, Baltimore: Johns Hopkins University Press.

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!

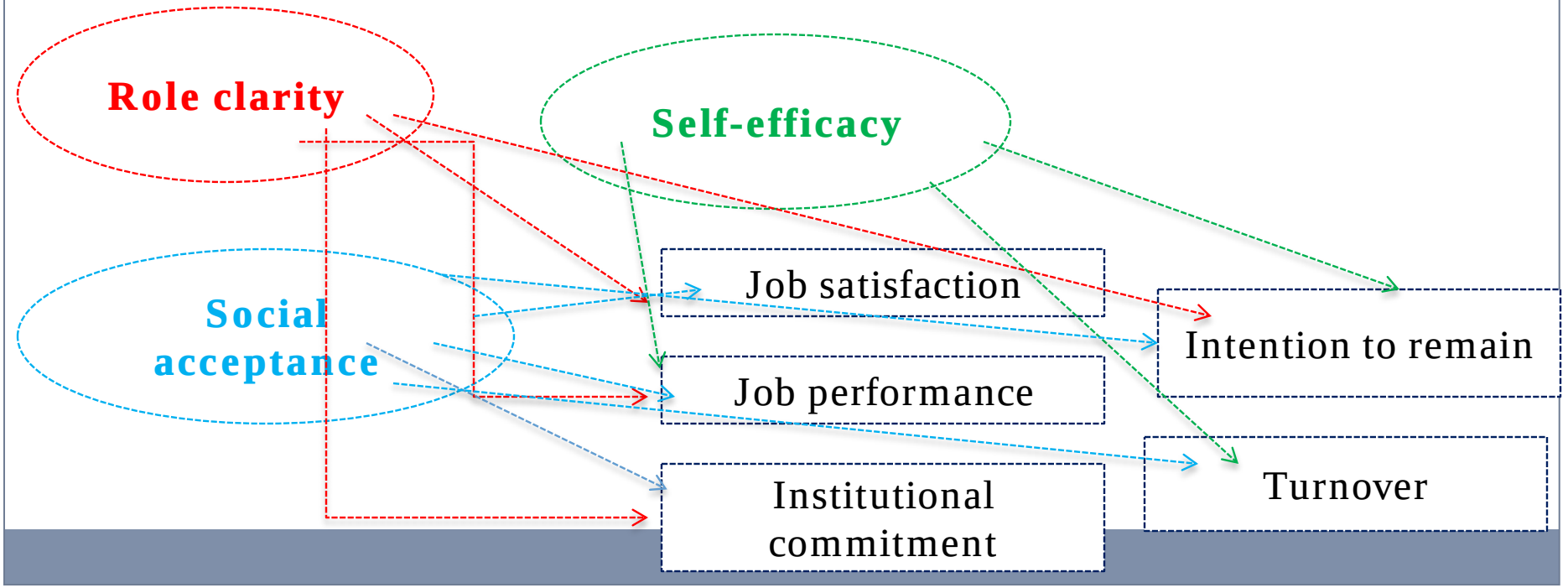
When You Enter a New Culture

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.

Bauer, T.N. and Green, S.G. (1994). "Effect of newcomer involvement in work-related activities: A longitudinal study of socialization," *Journal of Applied Psychology*, 79(2): 211-223.



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

	Traditionalists 1922-1945	Boomers 1946-1964	GenXers 1965-1980	Millennials 1981-2000
Job changing	Carries a stigma Stay for life	Puts you behind Stay if moving up	Is necessary Follow your heart	The ultimate multitaskers Part of daily routine; expected
Motivators	Job well done	$, title, recognition, promotion	Freedom, fun	Personal fulfillment
Workplace flexibility	Who will do the work?	The nerve of those Xers!	I'll go where I can find it.	Should suit my needs

The Generations at Work

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

The Generations at Work

	Traditionalists	Boomers	GenXers	Millennials
Work and family	"Never the twain shall meet"	Work matters most; divorced or dual career	Balance	Integrated
Career paths	Slow & steady; stability	Ladder; upward mobility	Lattice; plateaus are fine	Checkerboard
Career pace	Prove yourself with loyalty; pay dues	Prove yourself with long hours; pay your dues	I want to know all my options now	May switch frequently and fast
Communication	Formal Memo	In person	Direct Immediate	Email Text IM

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.

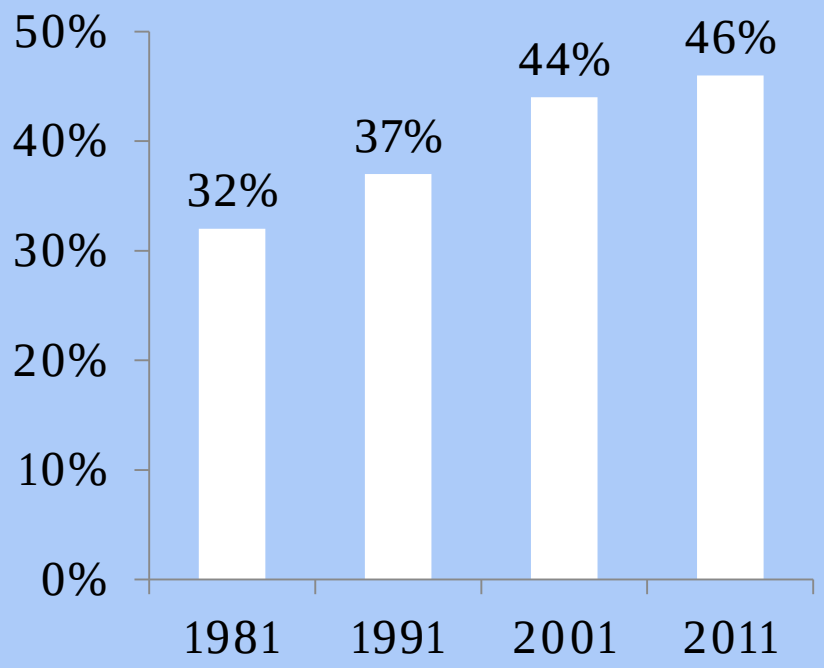
Trower, C. (Summer 2010). A new generation of faculty: Similar core values in a different world. *Peer Review*, Washington, DC: AAC&U.

Action Idea for You and Your Department

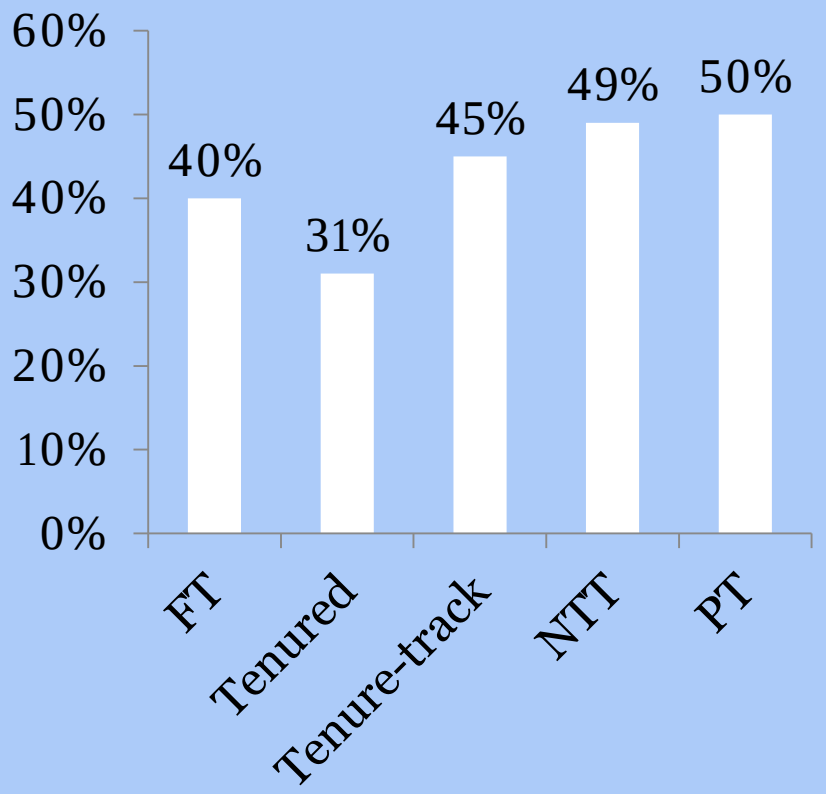
- Anonymous input exercise: using different colored index cards for each generation represented (assuming there's enough of each)
  - Rate department on a scale of 1 to 5 (climate, support, mentoring)
  - Write what you most/least like about the department workplace
  - For the Traditionalists & Boomers –
    - 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

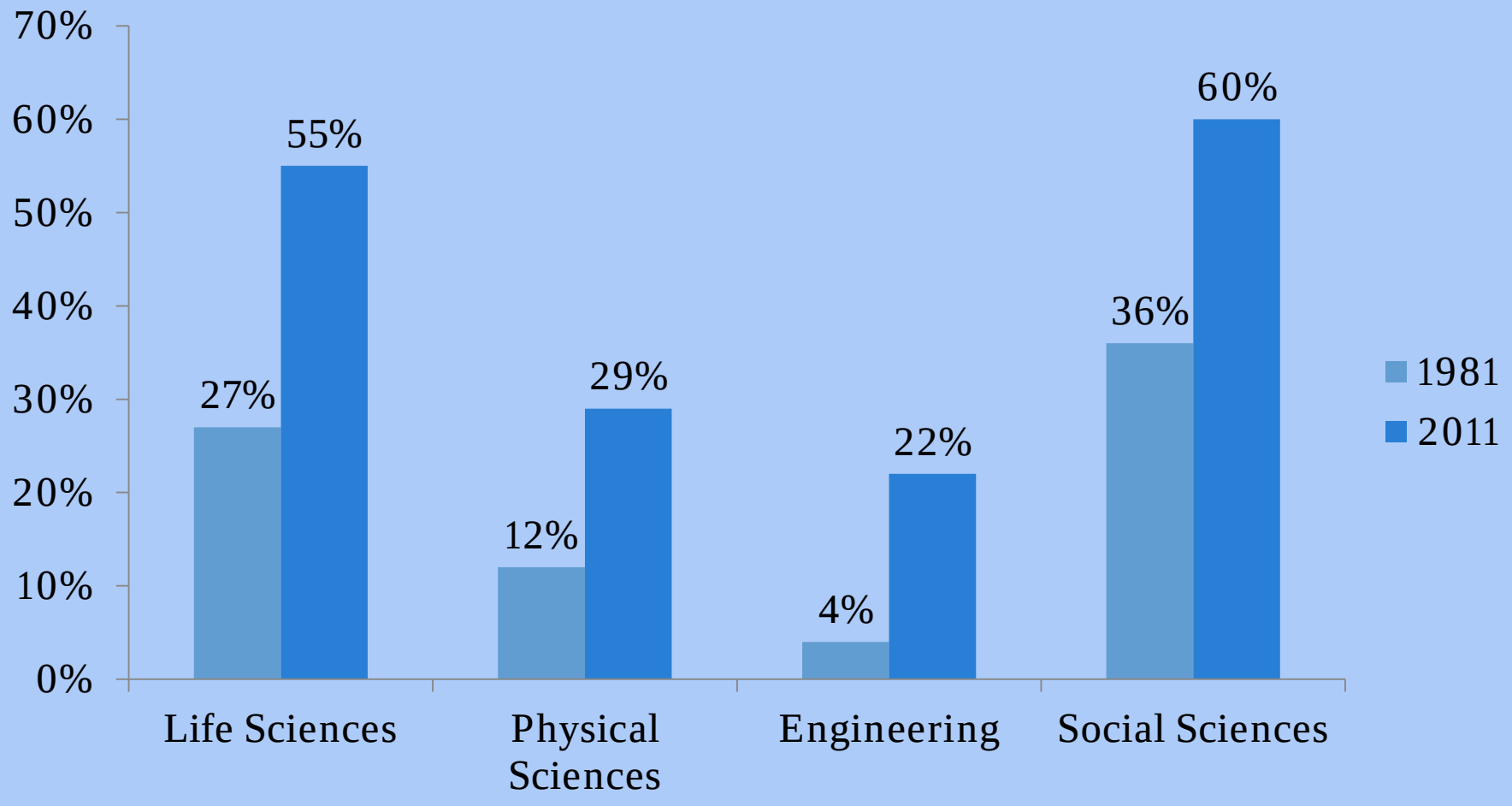
All Doctorates



Employment Status



Percent Women Doctoral Recipients



Gender Distribution of S&E Doctorate Holders in 4-Year Colleges & Universities, 2010

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

NSF, National Center for Science & Engineering Statistics 2013, *Women, Minorities, and Persons with Disabilities in Science & Engineering 2013*, Special Report NSF 13-304, Arlington, VA. Available at http://www.nsf.gov/statstics/wmpd/.

Schemas

- 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.

Vallian, V. (1998). *Why So Slow?* Boston, MA: MIT Press.

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."
  Trix, F. and Psenka, C. (2003) *Discourse and Society* 14(2): 191-220.

- 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.
  Kuck, V. et al. (May 19, 2003). *Chemical & Engineering News*, 81 (20): 4-5.

- University XY psychology professors prefer, 2 : 1, to hire "Brian" over "Karen", even when the application packages are identical.
  Steinpreis, R.E., Anders, K.A., and Ritzke, D. (1999) *Sex Roles*, 41: 509

- 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.
  Wennerås, C. and Wold, A. (1997) *Nature*, 387: 341-343]

Hidden Bias: Implicit Association Test

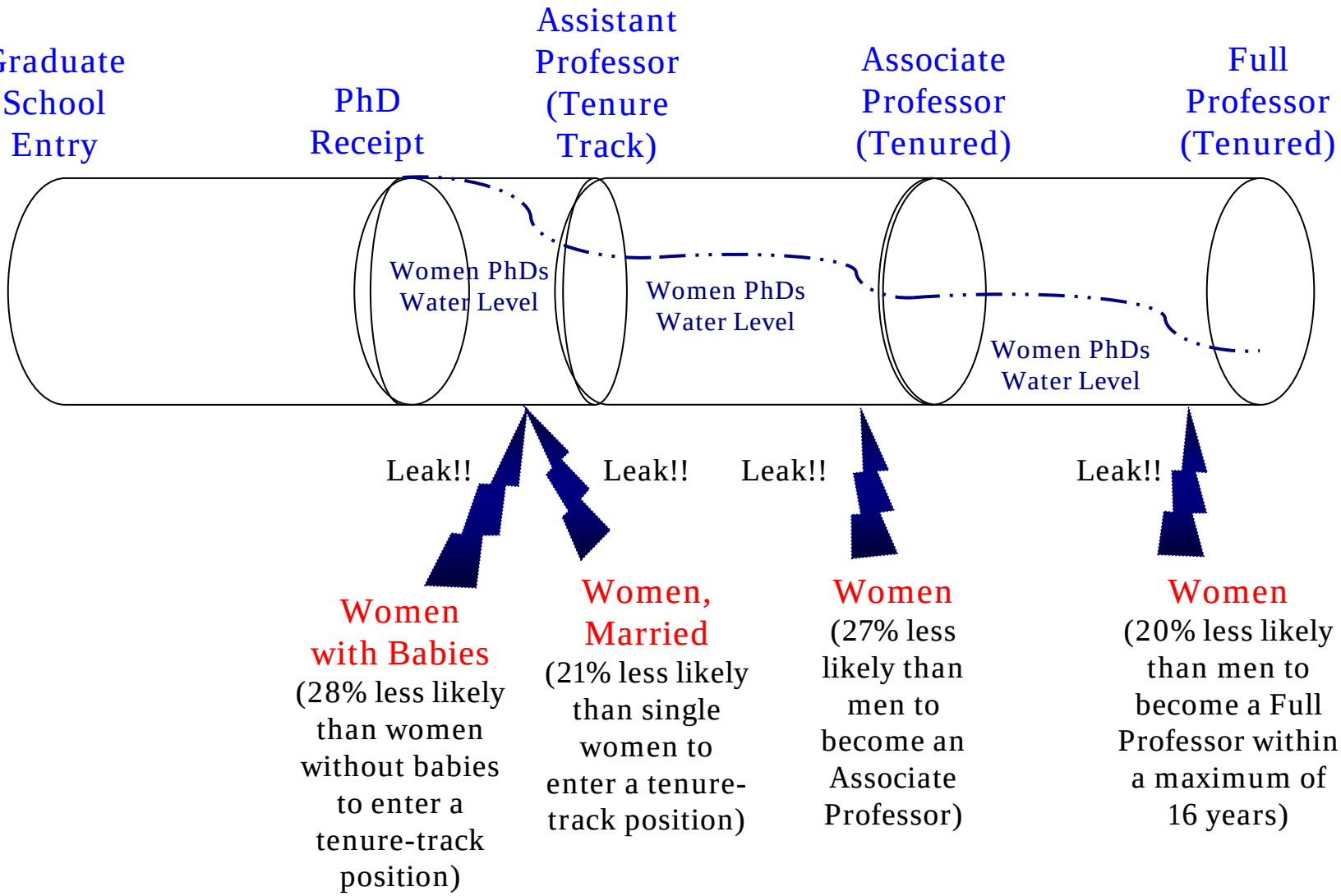
<u>Male - Science</u>
-- 20% Strong
-- 27% Moderate
-- 19% Slight

<u>Female - Science</u>
-- 7% Strong
-- 4% Moderate
-- 1% Slight

22% Little or no automatic association

http://www.tolerance.org/hidden_bias/index.html
https://implicit.harvard.edu/implicit/demo/selectatest.html

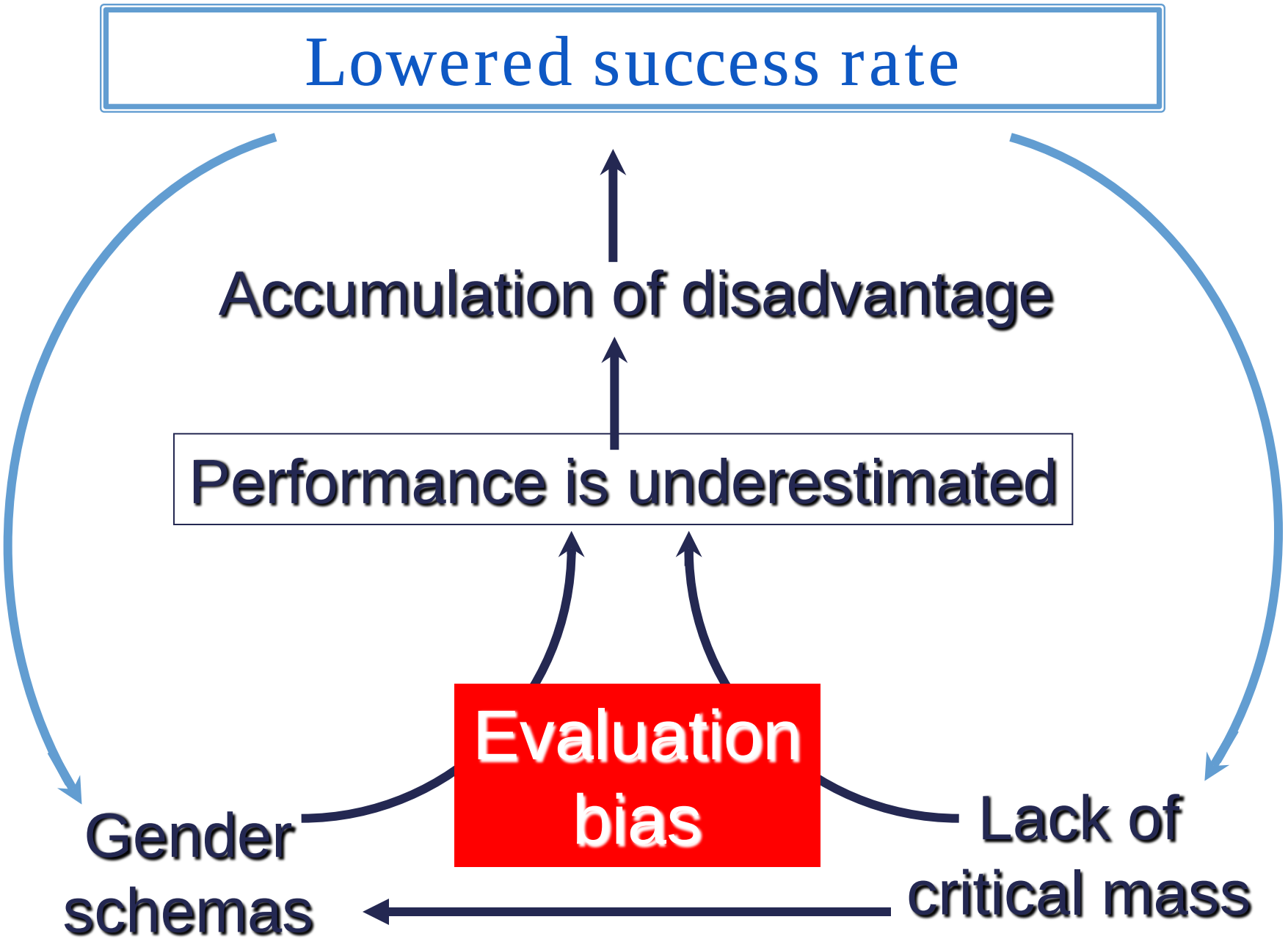
Leaks in the Academic Pipeline for Women*



* 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.

Women Confront Greater Obstacles

- 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.

Increasing the Flow into the Pipeline

For non-tenure track faculty
- Research funds
- Mentoring, coaching
- Career development

For undergraduates, graduates & post-docs
- Special programs for academic career tracks
- Scholarships
- Summer research experiences
- Mentoring
- Mentoring training for faculty advisors
- Information & networking sessions

For high school students
- Specially developed science & math courses
- Introductory program into engineering

Improving Institutional Structures & Processes Related to Transition Points

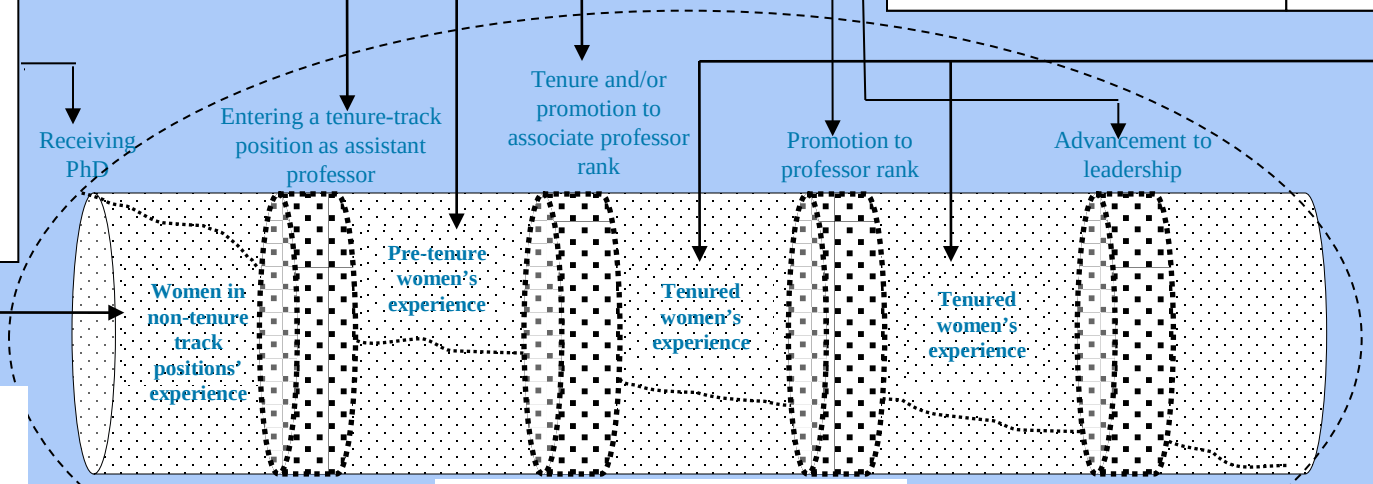
Recruitment
- Special committees to study and help with recruitment
- Assistance to search committees in identifying and meeting with candidates
- Training to search committees on potential biases and best practices
- Funding for targeted recruitment
- Dual career hiring policies & practices
- Tools & resources for search committees

Promotion, Tenure, Retention & Advancement to Leadership
- Special committees to study processes of P&T
- Tools & training for decision makers on evaluation biases & best practices
- Information sessions for faculty to increase transparency in decision making
- Special consultants and mentors for women reaching promotion/tenure
- Tenure extension policies

Equipping Women to Successfully Progress in the Pipeline

Pre-tenure Women
- Career development programs
- Professional/academic training and development related to teaching, research, lab & student supervision, work-life integration, leadership
- Informational lecture series
- Mentoring, coaching
- Providing role models
- Networking
- Funding for research & career advancement
- Showcasing women scholars

Tenured Women
- Leadership development programs
- Professional/academic training and development
- Mentoring
- Funded professorships
- Funding for research and career development
- Special funding and programs for re-starting research after a hiatus
- Showcasing women leaders



Pipeline Initiatives

Academic Pipeline for Women

Climate Initiatives

Academic Climate

Improving the Awareness and Practices of Male Colleagues
- Professional development & training
- Informational lecture series
- Mentorship education
- Leadership development coaching
- Faculty awards
- Grassroots committees and taskforces

Improving Departmental (Micro) Climate
- Department transformation programs
- Funding for departmental transformation projects
- Assistance to department strategic planning
- Department-specific seminars/workshops
- Training and presentations to department chairs
- Coaching department chairs & senior faculty
- Cross-departmental committees

Increasing Organizational Awareness
- Advisory councils on women & minorities
- Information sessions & presentations
- Conferences, leadership retreats
- Distinguished lectureships by senior women
- Gender awareness training for students
- Interactive theater presentations
- Publicizing family-friendly policies

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!

Larry Summers -- 2005

- 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?

Espoused Value	Reward or Disconnect
Teaching	Research (but not about teaching and learning)
Interdisciplinary work Boundary-spanning work	Disciplinary focus bring grants, prestige, tenure and promotion
Collaboration Engagement	Individual research achievement Faculty who focus on self
Diversity	Fail to make diverse hires Fail to create inclusive environments
Student learning	Do not measure it well; spending time on it will not help tenure/promotion
Service	“Protect” or “shield” from it
Innovation	Status quo
Collegiality/Teamwork	Competition/Solo work
Academic freedom	Towing the part line/not rock boat
New thinking/entrepreneurship	Uniformity/conformity
Publically engaged scholarship	Have not defined it well

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.”

The University: An Owner’s Manual

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?