STEM Faculty Work-Life Mentor Training

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UNIVERSITY OF NEW MEXICO MENTORING INSTITUTE 2013 CONFERENCE

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Just another morning, noon and night at the office ...

Work, Eat, Sleep, (text)
Work, Eat, Sleep, (twitter)
Work, Eat, Sleep, (facebook)

◦ American productivity has soared 38% in the past 15 years, while wages have increased ~ 13% overall, and have remained stagnant for lower income levels

◦ Americans work more hours than ever before and more hours than any other industrialized country

Source: Joan Williams, One Sick Child Away from Being Fired

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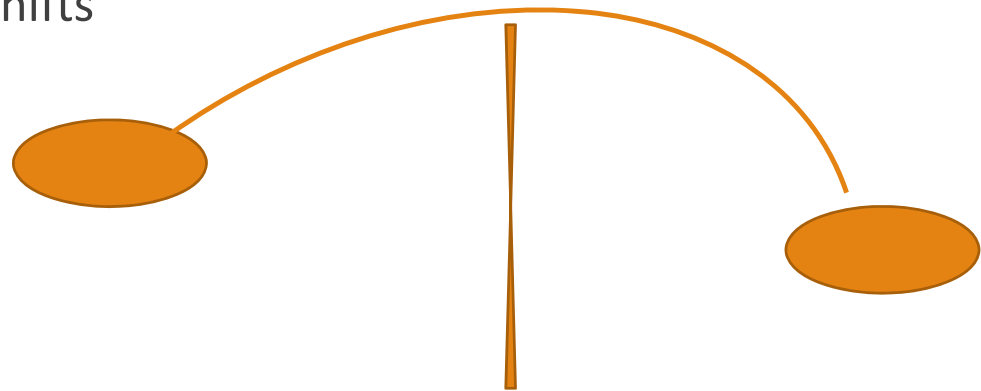"Everybody's getting together after work to do some more work— you in?"

Yet, this isn't your daddy's workplace . . .

Workforce demographic shifts

Attitude shifts

Workplace shifts

Stress, burnout, and increased array of responsibilities

◦ 1 in 4 US families tag team to manage child care

◦ 1 in 4 US families care for elderly relatives

◦ 75% of adults say they have no control over their schedule

◦ 80% of workers are part of dual earner couples

◦ 70% of all children live in households where all adults are employed

◦ 40% college-educated men work 50+ hours

◦ Among working class, 87% of families say they have 2 weeks or less of vacation and sick time combined

A Cultural Contradiction

Stubborn adherence to the "Ideal Worker Norm"

Institution of work versus the institution of family
◦ Both are vital and interdependent
◦ Both are linked to economic vitality

A structural, societal issue, not a personal issue
◦ Children are not a personal choice, but a public good
◦ Families raise the next generation of workers and taxpayers

"There is a structural mismatch of how the workplace is organized and the needs of the current workforce. Now the workforce expects the career path to mimic a life lived."

Dr. Kathleen Christiansen,

Director Alfred P. Sloan Foundation's Workplace, Work Force and Working Families Program
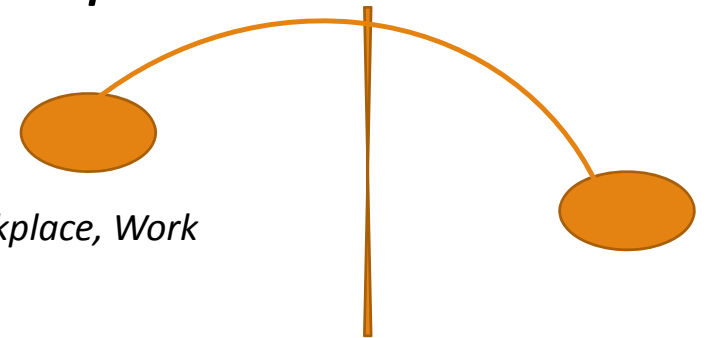
Academia Today

Workplace/Workforce Mismatch
- Women (39% ft faculty vs. 10% in 1990)
- Minorities (17% ft faculty)
- Dual career couples
- Aging population – caregiver issues
- Increasing need for non-linear career paths

Shifting Attitudes about Work
- Dual-centric attitudes increasing
- Men's desire for more family involvement
- Demands for family-friendly practices

National Center for Educational Statistics 2008-031; NCES 2009-020

Caregiving and Career

Average age for receipt of a Ph.D. is 33 for men and 34 for women, placing the tenure year at about age 40-41.

The period of most intensive work to establish an academic career coincides with prime childrearing years.

Women on highly competitive academic tracks are less likely to marry and have children than men, or women in lower posts (41% vs 69%)

Women are more likely to work part-time, be in non-tenure track positions, and leave academia altogether (estimated turnover cost replacing tenure-track position? $96,000 - COACHE Open House 2009)

Part-time work is devalued and pays less: women working 45 hours/week earn twice what those working 35 hrs/week earn

Caregiving and Career

"Maternal wall" – mothers are 79% less likely to be hired than non-mothers and 100% less likely to be promoted (Correll, Bernard, & Paik, 2007).

Married mothers 50% less likely to gain faculty positions than married fathers or single women (Mason & Goulden (2004)

Juggling work/family responsibilities compounds other challenges underrepresented faculty face, including the "water-cooler culture" and lack of "fit" in the department with all the other "ideal workers" (e.g., women in STEM)
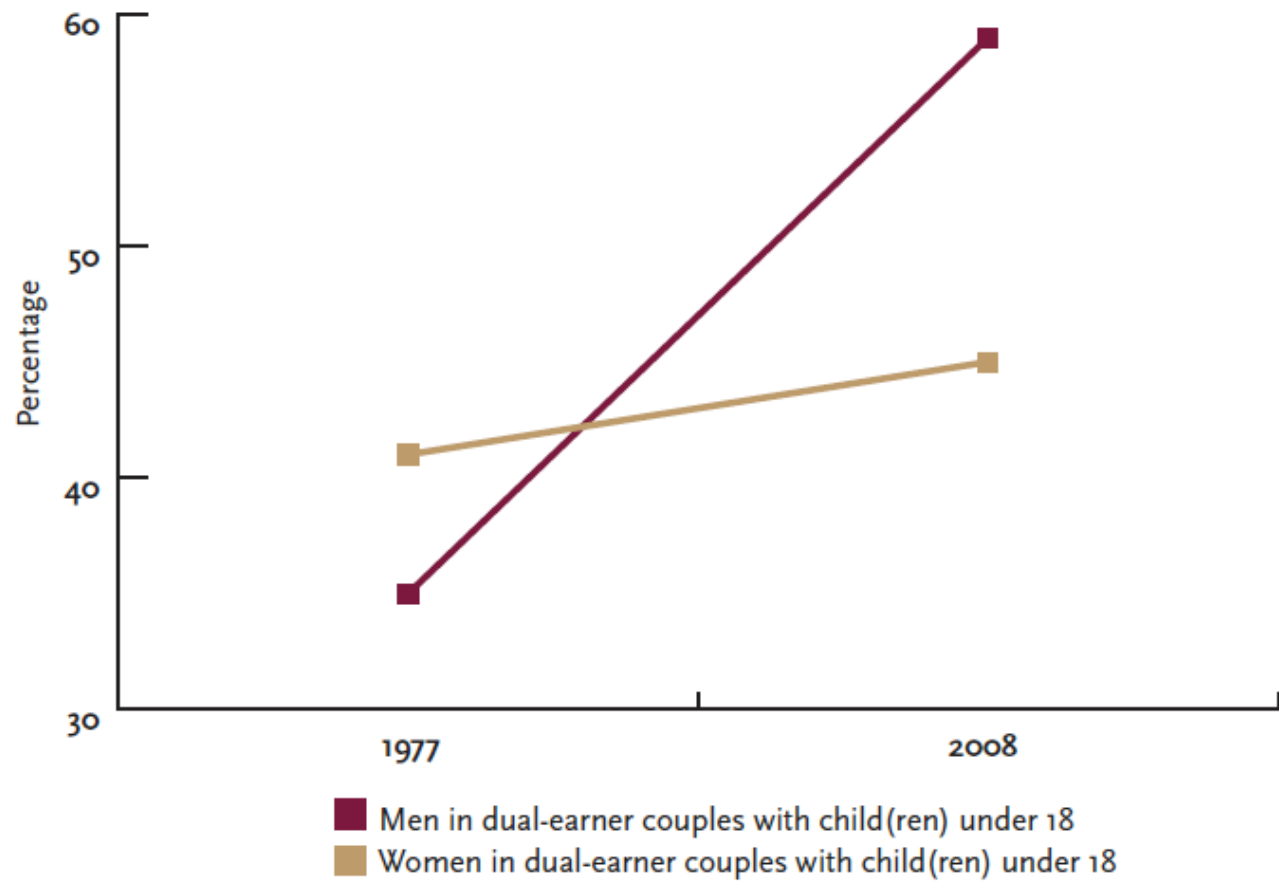
BUT . . . Work-Life Conflict is No Longer a Woman's Issue

68% of working fathers have experienced negativity or problems with their current employer due to conflicts between their job and duties as a caregiver

39% of working fathers report that demands of current job detract from ability to interact with and support children and family

Tag-team families (1 in 4 of all families) are 3-6 times more likely to divorce

Figure 1: Fathers Now Experience More Work-Life Conflict Than Mothers

Percentage

60
50
40
30

1977   2008

■ Men in dual-earner couples with child(ren) under 18
■ Women in dual-earner couples with child(ren) under 18

Women in STEM

In 2007, of all tenured and tenure-track professors, women constituted (Nelson, 2007):
◦ 13.7% in Chemistry
◦ 12.1% in Math
◦ 13.5% in Computer Science
◦ 9.5% in Physics
◦ 9% to 13% in Engineering disciplines

Pipeline effects:
◦ 41% of PhDs overall and 28% of tenure-track jobs
◦ 20% Engineering PhDs are women, but only 11% are practicing engineers
◦ 20% Physics PhDs go to women, but only half are American

Barriers

Cultural stereotypes → Implicit/explicit bias
◦ Considered less able: Yale 2012 study, Handelsman – women scientists hired less often, paid less, considered less competent
◦ Unequal hiring, promotion, compensation, access to resources
◦ Stereotyped work expectations (e.g., teaching and service, not research)

Chilly work climate
◦ Male centered culture (ideal worker norm)
◦ Lack of mentoring, role models or women in leadership positions
◦ Fewer professional and social networks, collaborations, and access to resources
◦ Isolation, exclusion

Token Status

Psychological processes ("self-jinxing" or the "Lean Out" syndrome, thank you Sheryl Sandberg))
◦ Stereotype threat (Pollack: "walked away from my dream")
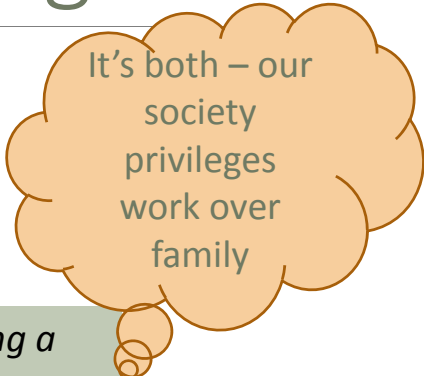◦ Bias avoidance behaviors (trying to be the ideal worker)
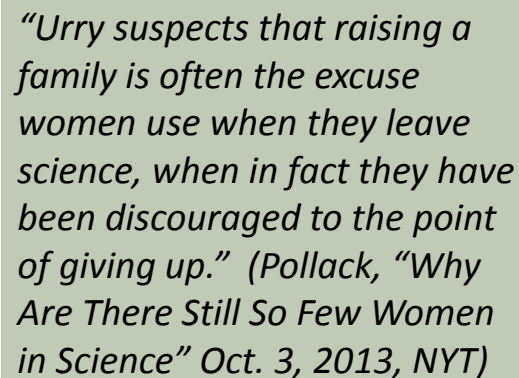
Perhaps Biggest Barrier? Sorry Meg

Family Un-friendly culture
◦ Maternal wall
◦ Lack of family-friendly policies and practices

Among 450 female scientists and engineers employed at research universities, more than 70 percent cited the need to balance career and family as the most significant barrier to professional development (Rosser, 2004)

"Urry suspects that raising a family is often the excuse women use when they leave science, when in fact they have been discouraged to the point of giving up." (Pollack, "Why Are There Still So Few Women in Science" Oct. 3, 2013, NYT)

It's both – our society privileges work over family

One woman's story

The Work-Life Movement

Families and Work Institute

CUWFA — College and University Work/Family Association
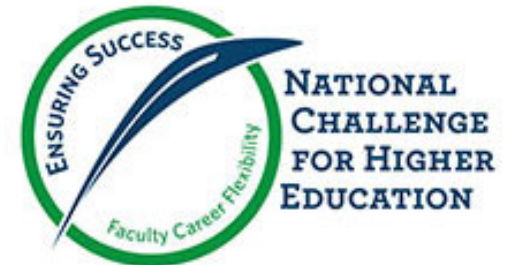

National Dialogue on Workplace Flexibility

National Science Foundation — WHERE DISCOVERIES BEGIN
NSF Career-Life Balance Initiative

Corporate Voices for Working Families

National Challenge for Higher Education
Promoting Flexibility in Faculty Careers

aaup — AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS
Statement of Principles on Family Responsibilities and Academic Work

Work-Life Supports in Academia

Private Sector – focused primarily on family-friendly policies and culture at work and *scheduling flexibility*

Faculty - focused primarily on family-friendly policies and culture at work and *career flexibility,* e.g.,

o   Paid family (child and elder) leaves
o   Flexible tenure path - clock stops (opt out) and extensions
o   Active service, modified duties
o   Temporary reductions in workload with no loss of professional status for childbirth or family responsibilities
o   Part-time tenure-track appointments or transitional part-time work after major life events
o   Telecommuting
o   Equitable opportunities for networking and dept. participation as a faculty caregiver
o   Split or shared appointments
o   Dual career partner assistance
o   Caregiving assistance/transitional support funds
o   Longer-term leaves of absence
o   On-ramps and off-ramps
o   Phased retirement options

Work-Life Solutions Across the Career Course

EARLY-CAREER

Tenure flexibility

Paid family leaves

Reduced teaching loads

Part-time options

Professional development funds

MID-CAREER

On-ramps and off-ramps

Career re-vitalization

Sandwich and elder care issues

Post tenure reviews

Career shift accommodations

Leadership opportunities

LATE-CAREER

Elder care issues

Phased retirement options

Continued engagement post-retirement

Post-career counseling and networking

American Council on Education: An Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Careers, 2005

Mentoring for Women Faculty???

Women receive less mentoring and are less satisfied with the mentoring they receive (Xu and Martin, 2011)

POWRE analysis identified insufficient mentoring as the 3rd most significant issue facing STEM women (Rosser, 2004)

Mentoring for women results in more grant money, less intent to leave, higher levels of promotion, better self perception as academics (Gardiner Tiggermann, Keans and Marshall, 2007)

Especially in STEM, women are more likely to be mentored by a man, who may not be aware or comfortable discussing work-life issues
- Career-related mentoring is sought out equally by men and women
- Psychosocial mentoring is sought out more by women

Work-Life Mentoring???

Mentoring literature does not cover work-life as a topic to any large degree, except in relation to "special populations" – women and minorities may get a separate chapter in a book

Exceptions:
- Sorcinelli (2000) called for a new set of strategies, one of which was how to help faculty create a balance between professional and personal lives
- Greenhaus & Singh (2007) noted that handling work-family conflict is a "new type of competence" that requires a new skill set, including:
  - an awareness of work-life issues,
  - a willingness to share one's own work-life experiences, and
  - a nonjudgmental approach in handling these issues

Duh

If: **and:** **then how about:**

Significant gender bias and chilly climates remain in STEM;

Traditional, male-centered "ideal worker" ethic remains

Maternal wall is a real thing; childbearing/tenure track years overlap
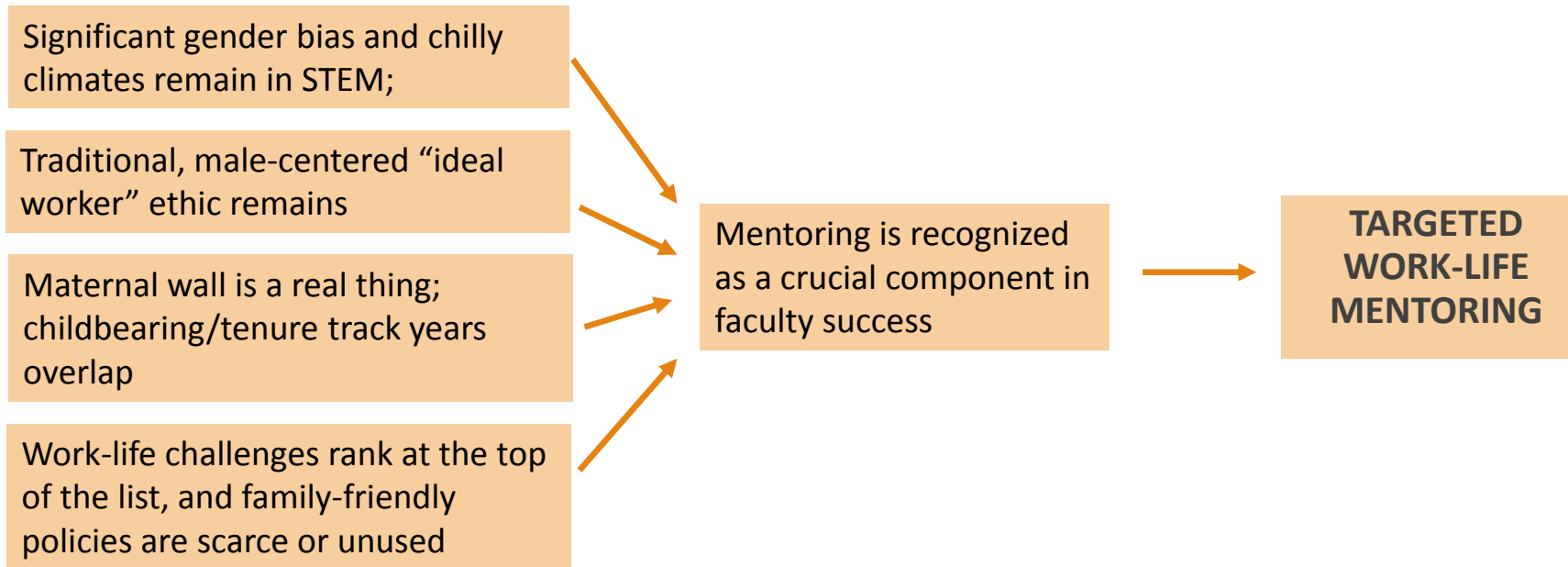
Work-life challenges rank at the top of the list, and family-friendly policies are scarce or unused

Mentoring is recognized as a crucial component in faculty success

TARGETED WORK-LIFE MENTORING

Primary responsibilities of work-life mentoring

1. encourage faculty to honor both their work and non-work responsibilities

2. consider work-life challenges as an appropriate topic for discussion in work settings

3. be aware of institutional work-life policies, practices, and resources

4. proactively advocate and find solutions that serves both work and non-work needs

5. Being willing to share work-life experiences

6. Be non-judgmental

7. Promote a "culture of coverage" in your department

I am trying to design a parental leave following the birth of my child, but my chair seems uninterested, and my colleagues do not seem supportive – I'm not feeling too confident approaching this situation.

My chair suggested that it would be unwise to take a year extension on the tenure clock following the birth of my child. Is this good advice?

My spouse lives 3 hours away and I haven't had much support here helping her find employment. I am frustrated and ready to look for another job. What should I do?

I want to present my research at a prestigious international conference but I would need to take my breastfeeding infant if I am to go. Can the University help fund my caregiving/travel costs for my baby?

A student in my department just announced she is pregnant, and my chair told me "her career is basically over." I feel there is a hidden message here. What is the best way to respond to that?

My mother has just broken her hip, and I need to take a leave of absence, but no one is equipped to take over the advanced class I am teaching.

I'd like to be home more after school to be available to my teenager. How do I say this to my department colleagues when it comes to scheduling our courses?

I think if I had more exercise in my life I would be more satisfied and productive at work. How can I respond to colleagues when they see me coming in a bit late because I went to an early yoga class?

I'd like to gradually transition into my upcoming retirement, in the best way for me, and the best way for my department, too. What is the "best practices" case for phased retirement at this University?

A Work-Life Mentoring Program Model

Training Program Components

1. Mentors
    1. Effective faculty mentoring
    2. Issues facing academic women in stem
    3. Workplace flexibility & work-life integration
    4. Organizational culture change: work-life perspectives

2. Junior Faculty (Mentees)
    1. Fostering an effective mentoring relationship
    2. Assessing your skills and areas of need
    3. Work-life challenges and solutions
    4. Overview of work-life resources

Training Program Components

3. Administrator/Chairs
    1. Why addressing work-life issues is critical to faculty recruitment and retention today
    2. Work-life needs and solutions across the faculty career course
    3. Business case for promoting workplace flexibility
    4. Issues for STEM underrepresented faculty
    5. Developing an effective faculty mentoring program

4. Faculty Search Committees
    1. *"Best Recruitment Practices: Addressing the Work-Life Concerns of Faculty Candidates"*
    2. Using work-life as a powerful recruitment tool
    3. Overview of institutional resources
    4. Appropriate and proactive conveyance of work-life information

Training Program Components

5. Expert "Work-Life Team" Training
    1. Trained in work-life and institutional offerings
    2. Quick, easy-access resources for specific questions
    3. Web-based profiles – pooled expertise – shared counsel

6. Group/Peer Mentoring, e.g.,
    1. Social gatherings
    2. Mentor/mentee events
    3. Speed mentoring
    4. Junior faculty topical lunches

Work-life issues are structural and societal challenges. They are not personal choices.
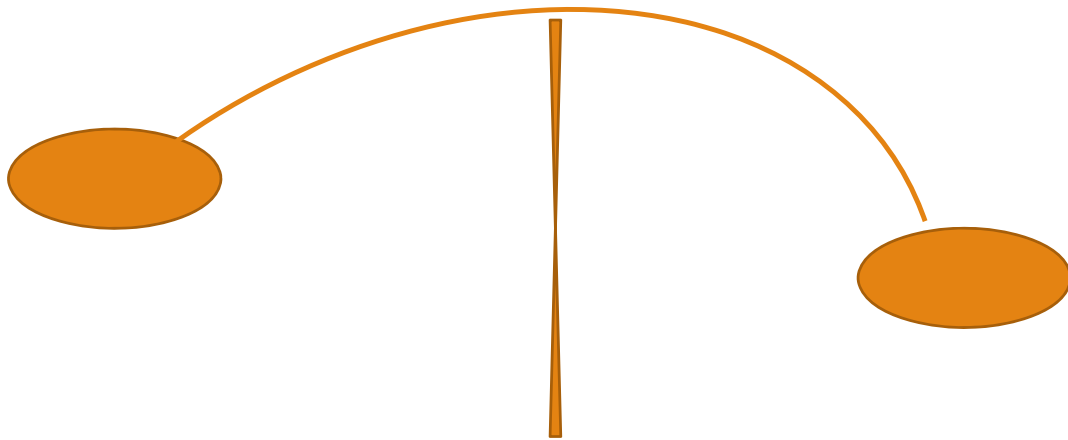
THANK YOU !

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