

Competing on Culture: Academia's New Strategic Imperative

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October 11, 2008

Numerous Studies – Similar Message

- Women found their departmental climates to be:
 - Less collegial/more contentious
 - Less cooperative/more competitive
 - Less conciliatory/more aggressive
 - Seeking individual advantage over collective good
 - Less cohesive/more fragmented

- Women feel:
 - Less integrated/more isolated
 - Less comfortable sharing their views in meetings
 - Reluctant to raise concerns for fear of retribution
 - Less valued

Numerous Studies – Similar Message

- Both men and women say that their job satisfaction is influenced by the institutional leadership and mentoring, but only as mediated by the two key academic processes: 1) access to internal academic resources (including research-supportive workloads) and 2) internal relational supports from a collegial and inclusive immediate work environment.
- Women's job satisfaction derived more from their perceptions of internal relational supports [**being valued, trust, feedback, opinion sought, welcomed and included**] than the academic resources they received.
- Men's job satisfaction resulted equally from their perceptions of internal academic resources and internal relational supports received.

Numerous Studies – Similar Messages

- Departmental climate is important to male and female faculty members, but may have an even greater impact on improving job satisfaction and reducing intentions to quit of female faculty.

- Female faculty members are not inherently dissatisfied with their jobs, but rather...they value departmental climate [more]... When they experience negative climates they are more likely to experience lower job satisfaction and consider going elsewhere.

- Females more likely to:
 - Value connections with others in the workplace
 - Be more aware of and place more value on the quality of interactions



*The Collaborative on Academic
Careers in Higher Education*

A Joint Initiative to Improve
the Quality of Faculty Work/Life



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Key components of faculty satisfaction (and ultimately success) are:

- Clarity surrounding...
 - Tenure process, criteria, standards, body of evidence
 - Expectations for scholarship, teaching, advising, collegueship, campus citizenship

 - Reasonable and consistent performance expectations

 - A climate, culture supporting great work – collegiality

 - Quality of life on the job and off

 - Workload equity

 - Professional development and support
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COACHE Survey of Tenure-Track Faculty Job Satisfaction ©

A diagnostic management tool to aid in recruiting and retaining top junior faculty by examining the key components of their work life, including...

- Importance and effectiveness of policies (32)
 - Tenure clarity, reasonableness of expectations (19)
 - Work load, work environment (20)
 - Climate, culture, collegiality (16)
 - Global satisfaction (7)
 - Best and worst aspects of the institution (2)
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Sample

- 56 Universities
 - 6,000+ faculty
 - STEM faculty = 1,809
 - STEM women = 587 (32%)
 - STEM men = 1,222 (68%)
 - Other faculty = 4,260
 - Other women = 2,138 (50%)
 - Other men = 2,122 (50%)
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Nature of Work and Climate Matter Most

Dependent variable: Global satisfaction

Variable	Coefficient
Constant	0.115*
Nature of work composite	0.395*
Climate composite	0.373*
Tenure clarity composite	0.117*
Work-family composite	0.074*
Compensation	0.053*
Policy effectiveness	0.043*
Adjusted R ²	0.529

* Significant

Race/Gender Controls: Yes

STEM Faculty at Universities

Dependent variable: Global satisfaction

	Univ STEM Fac	Univ STEM WOM	Univ STEM Men
Constant	-0.141	0.098	-0.227
Nature of work	0.418*	0.428*	0.410*
Climate	0.382*	0.384*	0.381*
Tenure clarity	0.110*	0.045	0.143*
Work-family	0.089*	0.118*	0.074*
Compensation	0.070*	0.050	0.080
Policy effective	0.051*	0.045	0.053
Adjusted R ²	0.563	0.514	0.587

* Significant

Race/Gender Controls: Yes

Climate Dimensions

Fairness of evaluation by immediate supervisor

Interest senior faculty take in your professional development

Your opportunities to collaborate with senior colleagues

Quality of *professional* interaction with *senior* colleagues

Quality of *personal* interaction with *senior* colleagues

Quality of *professional* interaction with *junior* colleagues

Quality of *personal* interaction with *junior* colleagues

How well you 'fit' (e.g., your sense of belonging) in your department

Intellectual vitality of the senior colleagues in your department

Fairness of junior faculty treatment within your department

A closer look at climate variables

Dependent variable: Global satisfaction

Variable	STEM Women	STEM Men
Fairness of evaluation by immediate supervisor	0.071	0.065*
Interest senior faculty take in your professional development	0.021	0.043
Opportunities to collaborate with senior faculty	0.022	0.003
Interactions with colleagues	0.010	-0.006
Sense of 'fit'	0.130*	0.153*
Intellectual vitality of senior faculty	0.037	0.061*
Departmental (fair) treatment of junior faculty	0.086*	0.088*
Adjusted R ²	0.530	0.597

Note: Included controls for race, gender and academic area. Other cluster composites also included in the regression.

* Significant

Sense of “fit” correlation coefficients

	STEM Women	STEM Men
Professional and personal interactions with colleagues	.621 (1)	.606 (1)
Interest senior faculty take in your professional development	.583 (2)	.581 (3)
Departmental fair treatment of junior faculty	.537 (3)	.600 (2)
Fairness with which immediate supervisor evaluates your work	.498 (4)	.563 (4)
Opportunities to collaborate with senior colleagues	.441 (5)	.468 (6)
Intellectual vitality of the senior faculty in your department	.429 (6)	.536 (5)

STEM Women v. STEM Men Significant Differences – Climate

Of the 10 Climate factors, STEM women were less satisfied than STEM men with 7, significantly less so with 3.

	STEM Women	STEM Men	Net Dif
Fair treatment of junior faculty in department	3.69	3.88	.19**
Sense of 'fit'	3.63	3.83	.20**
Opportunities to collaborate with senior colleagues	3.29	3.52	.23**

Unpacking Sense of 'Fit'

Anecdotally speaking...

- Autonomy (chosen) v. isolation (not chosen)
 - Don't invite women to participate
 - Invite, but ignore
 - Invite, but belittle or discount views

 - Critical mass matters
 - It can be men or women or both, but having other junior colleagues, "a cadre or peers" helps a lot with sense of 'fit.'
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STEM Women v. STEM Men Significant Differences – Work-Family

	STEM Women	STEM Men	Net Dif
My institution does what it can to make <i>having</i> a child and the tenure-track compatible.	2.77	2.89	.12
My institution does what it can to make <i>raising</i> a child and the tenure-track compatible.	2.54	2.80	.26***
My departmental colleagues do what they can to make <i>having</i> a child and the tenure-track compatible.	3.41	3.41	0
My departmental colleagues do what they can to make <i>raising</i> a child and the tenure-track compatible.	3.33	3.41	.08
How satisfied are you with the balance between professional time and personal or family time?	2.54	2.86	.32***

Improve the experiences of STEM women

Focus on Fit

- Be honest about department culture/numbers/success rates prior to hire
 - Orient to university, school, and department
 - Ensure
 - Connections/networks/mentors (create pull and push)
 - Collaborations with senior faculty
 - Consistent messages (put in writing)
 - Chair development around establishing inclusive culture
 - Involve senior faculty (frame and re-frame)
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