



**UM PACE**

The University of Montana–Missoula

*Partnership for Comprehensive Equity*

# Retaining Faculty at The University of Montana-Missoula



## A guidebook for chairs and senior faculty

The University of Montana is privileged to have some of the finest faculty in the nation. From Guggenheim Awards and Pulitzer Prizes to National Science Foundation career grants and Carnegie Foundation Awards for the Advancement of Teaching, our faculty are routinely recognized for their contributions to pedagogy and fields of research and creative activity. This guide has been developed by UM's Partnership for Comprehensive Equity (PACE) as a tool to help chairs and senior faculty support the success of these invaluable members of their departments. It aims to be a source of new ideas in the areas of department management and culture that builds upon current practices.

PACE is an initiative to recruit and retain women in the science faculty at UM funded by a National Science Foundation ADVANCE grant. Through

work with ADVANCE universities across the nation, PACE has collected research on issues related to retaining female faculty members and faculty of color. Throughout this document, we have included some of this re-

“Faculty today are a new breed determined more than ever to strike a sustainable balance between working and private lives....Attending to quality-of-life issues has the potential to contribute stability to the workplace” (Schiebinger et al, 2008).

search to highlight the broad ranges of experience in academe and ideas for sustaining a supportive work environment at UM. Our analysis of the 2004/2008 PACE Climate Survey results for UM science faculty supports the need for greater retention efforts. We welcome your comments and additions to this guidebook, which will be made available on an ongoing basis in an electronic format.

## THE CHALLENGE: RETAINING FACULTY WITH NEW PRIORITIES

Because the lines between faculty members' work and home lives are often quite blurred, life satisfaction in academe is tied to happiness at work (Sorcinelli & Near, 1989). New faculty, both men and women, are increasingly interested in work-life balance.

- On average, faculty complete their Ph.D.s at age 33 (Hoffer, et al. 2007). This simple fact leads more women than men to choose to forgo having multiple children and increases stress for those involved in childrearing. From an analysis of the 1979 to 1999 Survey of Doctorate Recipients (SDR) of 4400 faculty members in the UC system, Mason and Goulden found that 38% of women faculty reported having fewer children than they wanted, compared with 18% of men (Mason and Goulden, 2003).  

“Organizational cultures that glorify employees who work as if they had no personal-life needs or responsibilities silence personal concerns and make it difficult to recognize or admit the costs of over-work” (Rapoport, et. al., 2002).
- Men in the latest generation of PhDs report having more in common with their female peers than with men of previous generations. In addition, men between age 21 and 40 in a nationwide survey in 2000 reported that “having a work schedule which allows for family time ranks as their most important priority.” (Cintron, 2003).

Helping faculty members balance their professional and personal lives can significantly support job satisfaction.

## UM SUPPORT FOR WORK-LIFE BALANCE

In recent years, UM has developed new policies and resources to support faculty work-life balance. Some of these are described below.

### **Spousal/partner employment opportunities**

Two recent studies found between 32 and 36% of all academics are members of academic couples or partnerships (Schiebinger et al., 2008). Recognizing that spousal/partner employment can result in improved retention of faculty and opportunities for employing highly qualified partners, UM has created a Spousal/Partner Employment Opportunity and Accommodation policy, available at <http://www.umt.edu/Policies/100-AcademicAffairs/FacultyWork-Life.aspx>.

“Supporting dual careers opens another avenue by which universities can compete for the best and brightest and enhance competitive excellence” (Schiebinger et al., 2008).

### **Flexible work options**

See <http://www.umt.edu/Policies/100-AcademicAffairs/FacultyWork-Life.aspx> for policies on:

- Tenure clock extension - UM allows requests for extension of the tenure clock for FMLA-related reasons.
- Temporary reduction in FTE - may be used to address FMLA issues.

UM also allows tenure-track faculty to be hired at or permanently transfer to part-time positions of at least 0.5 FTE with approval.

### **Websites**

UM has a new work-life resources web page, available at <http://www.umt.edu/hrs/qualityworklife>, and a new diversity homepage, available at <http://connect.umt.edu/diversity>.

## **Modification of faculty duties**

UM now offers a modified duties procedure for any “primary caregiver” who is a tenure-track or tenured faculty member experiencing the birth, adoption, or foster care placement of a child under the age of six or caring for an invalid or disabled primary family member. Under this procedure, faculty may be released from teaching, research, and/or service for one semester. As stated in the 2009 UFA contract, “The Administration shall be responsible for funding the faculty modified duties policy and each accommodation is subject to review and final approval by the Provost.” Participants can elect to receive a one-time tenure-clock extension of one year and a deferral of their annual evaluation by one year. As this procedure is part of the 2009 UFA contract, it cannot be denied by a department.

Faculty who anticipate needing to modify their duties should contact HRS to assess their eligibility and to make a plan for modified duties at least four months prior to the birth, adoption or placement of a child or the start of the modified duties semester. Please note, the CBA states that no faculty shall experience reprisal for exercising the modified duties option.

## **Child care**

Child care is currently available on campus on a limited basis for children ages 2-5 through the ASUM Child Care program. The Wellness program also offers a referral service for child care in Missoula (see <http://www.montana.edu/wellness/welltlc.html>). A new child care program for faculty and staff is in development. Watch the Quality Work Life website for more details (<http://www.umt.edu/hrs/qualityworklife/>).

## **Elder care**

UM Wellness’ Life Connection Program offers referrals for elder care services (see <http://www.montana.edu/wellness/welltlc.html>). Other in-town elder services are available on the Quality Work Life website. Modification of duties may also be used for primary caregivers of an invalid or disabled primary family member.

## MENTORING

New faculty members need mutually agreeable relationships with senior colleagues to provide information about professional development, teaching techniques and resources, and practices of the University and department. Mentoring can be both formal and informal, but should be part of a department's standard operating procedures. A few aspects of mentoring to consider include:

- Offer new hires information on skills such as time management, teaching, syllabus preparation, grant writing and submission, advising, networking, student evaluation, and preparing for annual reviews.
- Encourage faculty to attend the Office of the Provost's New Faculty Orientation Sessions throughout the year.
- Provide a faculty handbook.
- Isolation is often identified as a central problem for faculty of color. Having multiple mentors from both within and outside a department can help address this issue.
- Invite conversations about the requirements for achieving tenure.
- Direct new faculty to the Faculty Development Office if they have questions about campus-wide policies and programs to support their career development.

### **Mentoring on teaching**

- Help new faculty prepare for teaching, one of the most pressing concerns when they arrive on campus. Sample syllabi and information on grading, course enrollment procedures, deadlines, and academic regulations can be sent to faculty before the academic year begins.
- Share resources for teaching, advising, and assessment that are available on the Provost's web page at <http://www.umt.edu/provost>.

## Mentoring on teaching (cont.)

- Encourage faculty to observe each other's teaching and to share syllabi.
- Explain the student evaluation process and the way these evaluations are presented in Individual Performance Records reviewed by the Faculty Evaluation Committee.
- Describe support for online course design and development, which is available through UM's Extended Learning Services (XLS). UMLearn Technical Support helps faculty teaching on-line, blended classes, or courses with electronic supplements and Information Technology provides support for hardware, Smart Classrooms, web sites, computer labs, and video conferencing equipment.

## Mentoring on service

- Help new faculty choose service responsibilities that make the best use of their time.
- Provide clear guidance on service standards and expectations in the department. Be alert to ensure that female and minority faculty are not asked to do more service than other faculty.
- Encourage committee work that allows pre-tenure faculty to gain new knowledge about the workings of the university or to meet senior colleagues and possible mentors.

"Service responsibilities are seen as a significant source of both sexism (women receive more of the assignments) and career roadblocks (the service work doesn't count for tenure)" (Jaschik, 2008).

## Mentoring on research

Ideas for supporting scholarship and creative activities include:

- Negotiate start-up funds to provide the resources that each individual needs to be successful.
- Offer constructive and consistent advice on research progress to pre-tenure faculty. Ann E. Austin writes, “Beyond concerns about changing expectations, often due to shifts in department chairs, deans, or faculty review committees, early career faculty members in a number of studies report that feedback they receive is often unclear, unfocused, and insufficient. Explicit conversations about what work the early career colleague is doing, its quality, and its relevance to institutional and departmental expectations often do not occur or may be conducted with very general language” (Austin, 2003).
- Provide advice up front on establishing a research salary in departments where this is a possibility.
- Promote professional relationships between graduate students and new faculty, perhaps asking new faculty to teach at least one graduate class in their specialty.
- Encourage the efforts of faculty to develop and maintain professional contacts at other universities.
- Support mid-career faculty in their efforts to pursue new areas of research.

“Department chairs play a key role in helping new faculty determine what is a ‘rule,’ whether formal or informal, and what is just one person’s interpretation of policy” (Bensimon, et al., 2000).



## Mentoring on research (cont.)

- Open avenues of communication. One UM full professor routinely asks for brief input from new hires on a current article or teaching challenge related to their strengths. This initiates a connection and opens the door for future mentoring.
- Facilitate scholarly connections among department members throughout the year. Host research forums, offer to review articles, proposals and reports, and suggest collaborators from both within and outside the university.
- Celebrate successes. Help foster a work atmosphere that is supportive of individual's achievements.
- "The goal for department chairs is to help new faculty establish a regular schedule for writing, and perhaps the best advice that chairs can give new faculty is to be more conscious of time management. Just as they are able to schedule appointments to advise students or to meet with a colleague, they should also make writing appointments that are treated with the same seriousness as one might treat an appointment with another human being" (Bensimon, et al., 2000).
- For new faculty, provide guidance on representing research and publication activity on vita and Individual Performance Records.
- Offer clear information up front on the types of publications which meet the department's unit standards.

"It's really important when you're writing your IPR...to make sure that you explain the context of your achievements....You need to shine a light on the things that are important" (Dean Stephen Kalm, Promotion and Tenure Session, 11/20/09).

## DEPARTMENT CLIMATE: Is your work environment positive for the diverse faculty you have recruited?

Chairs and senior faculty can significantly impact the work climate for diverse faculty. The following data reveals some of the different perspectives of members of academic departments:

- “Of the 8,500 pre-tenure faculty members that Coache has surveyed, 17 percent of those in underrepresented minority groups said a lack of diversity was one of the two worst aspects about working at their institutions, surpassed only by compensation, cited by 19 percent.” (Gallagher & Trower, 2009).
- “Minority professors in majority academic settings often must struggle against the presumption that they are incompetent....Princeton historian Nell Painter agrees: ‘Intellectually, any woman and any black person must prove that she or he is not dumb....The phrase ‘qualified white man’ simply does not exist’” (Moody, 2004). Joann Moody notes that this environment leads to increased vulnerability in minority faculty, who become weary from protesting inequalities and may feel powerless due to their prevalence (Moody, 2004).
- Linda Babcock and Sara Laschever compiled research findings illustrating that women of all ages are less likely to negotiate for what they want in the workplace (Babcock & Laschever, 2003).
- Of the 7,582 faculty at universities in the 2005-08 COACHE survey, females reported significantly less satisfaction than males on 5 climate measures: “the fairness with which their immediate supervisors evaluate their work; the interest tenured faculty take in their professional development; their opportunities to collaborate with tenured faculty; their professional interactions with tenured faculty; their sense of ‘fit’ in their departments” (COACHE, 2008).

## **Making your department more employee friendly**

- Support and lead on the use of family friendly policies. Written policies alone do not support faculty; faculty must feel that using policies will not harm their careers.
- Discuss policies such as modified duties and extension of the tenure clock up front with all faculty before they are needed.
- Make decisions as transparent as possible. This promotes both collegiality and confidence in administration.
- Develop clear procedures for distributing department funds and ensure that funds are shared equitably (e.g. travel or information technology funding).
- Encourage and foster diversity and broad inclusion at social events.
- Offer avenues and procedures to faculty for seeking help and resolving conflicts.
- Collect data on your department to assess its practices. Examples include:
  - ▶ Courseload distribution (Are new faculty being offered the same level of courses to teach as senior faculty?), class size allocations, and timing of classes
  - ▶ Years to tenure and promotion (Does this vary by gender or race?)
  - ▶ Salary inversion and receipt of merits (Are some faculty not pursuing merit raises and is there room for supporting their work?)
  - ▶ Service and advising loads by gender, seniority, and race
  - ▶ Funding levels

## DAY-TO-DAY INTERACTIONS

### Scheduling and use of time

- Do not schedule regular meetings outside normal work hours, as this can create professional disadvantages for those who cannot attend. One manager in Rapoport et al.'s workplace study, told her supervisor, "Sure, you can say it's OK that I don't attend because I have to pick up Jason at day care. But if you go on and hold the meeting anyway, what does that say about my contribution? And what do I do with decisions that are made that I may disagree with?" (Rapoport, et. al, 2002).
- Make time commitments predictable; schedule meetings as far in advance as possible and do not change times at the last minute.
- Examine the way faculty are asked to use their time. Do routines, practices and reporting structures facilitate the effective use of each individual's time?

### Participation

- Examine meeting culture. Are there members of the department who are routinely silent, absent, or ignored? Would varied meeting formats facilitate broader participation? Inclusive formats can include small groups, written comments, and exercises that request suggestions and prioritization from each faculty member.
- Use electronic communication to disseminate information, saving meeting time for building department community and discussing broader issues. Maxine Jacobson writes, "Thinking precisely of time together as serving a collaborative purpose is one way to help reposition and prioritize topics appropriate for faculty groups....save faculty meetings for topics that clarify, unite, and build a stronger, more congruent educational organization" (Jacobson, 2009).

## Collegiality

- Set a tone of collegiality. Small gestures, such as acknowledging colleagues' achievements (e.g., honors, publications, the end of extensive service on committees) or celebrating joint accomplishments can promote respect among department members.
- Model and encourage civility in all communication.
- Nominate department members for national and campus awards and recognitions or distribute relevant award and grant applications to faculty.
- Work to actively prevent faculty members from becoming marginalized; give everyone a voice in the department.
- Promote the notion of a department identity. Faculty members can feel that they are in competition with each other for salaries, productivity and professional status. By including all faculty members in discussions about common causes (e.g., department funding, teaching loads), chairs may be able to minimize infighting.
- Ask pre-tenure faculty for suggestions when inviting guest speakers to campus. In departments where outside reviewers are required for tenure evaluation, these speakers may be valuable contacts for both you and your pre-tenure colleagues.

"These new entrants to the academy also perceive that a sense of isolation and competition seems to characterize the lives of academics, rather than the experiences of community and connection which they say they seek" (Austin, 2003).

## BIBLIOGRAPHY

- Austin, A.E. 2003. Creating a bridge to the future: Preparing new faculty to face changing expectations in a shifting context. *Review of Higher Education*, 26: 2, 119-144.
- Babcock, L. & S. Laschever. 2003. *Women don't ask: Negotiation and the gender divide*. Princeton, NJ: Princeton University Press.
- Bensimon, E., K. Ward, and K. Sanders. 2000. *The department chair's role in developing new faculty into teachers and scholars*. Anker Publishing.
- Cintron, L. 2003. Attitudes towards work and family balance across generational groupings. Paper presented at the annual meeting of the American Sociological Association, Aug. 16, 2003. Atlanta, GA. Available at: [www.allacademic.com/meta/p106954\\_index.html](http://www.allacademic.com/meta/p106954_index.html).
- COACHE (Collaborative on Academic Careers in Higher Education). 2008. *Highlights Report 2008*. Cambridge, MA: Author.
- Gallagher, A. & C.A. Trower. 2009. The demand for diversity: The third in a series on what assistant professors want and need to be successful in academe. *The Chronicle of Higher Education*, February 4, 2009. Available at: [chronicle.com/jobs/news/2009/02/2009020401c.htm](http://chronicle.com/jobs/news/2009/02/2009020401c.htm)
- Hoffer, T.B., M. Hess, V. Welch, & K. Williams. 2007. *Doctorate recipients from United States universities summary report 2006: Survey of Earned Doctorates*. NORC at the University of Chicago, 2007. Available at: [www.norc.org/NR/rdonlyres/C22A3F40-0BA2-4993-A6D3-5E65939EEDC3/0/06SRRevised.pdf](http://www.norc.org/NR/rdonlyres/C22A3F40-0BA2-4993-A6D3-5E65939EEDC3/0/06SRRevised.pdf)
- Jacobson, M. 2009. The faculty meeting: Practicing social justice-oriented group work. *Social Work with Groups*, 32: 177-192.
- Jaschik, S. 2008. "'Quite desperation' of academic women. *Inside Higher Ed*. June 12, 2008. Available at: [www.insidehighered.com/news/2008/06/12/women](http://www.insidehighered.com/news/2008/06/12/women).
- Mason, M.A., & M. Goulden. 2003. *Marriage and Baby Blues: Re-defining gender equity*. Paper presented at the "Mommies" and "Daddies" on the "Fast Track": Success of Parents in Demanding Professions Conference at the University of Pennsylvania. Oct 23, 2003. Available at: [ucfamilyedge.berkeley.edu/marriagebabyblues.pdf](http://ucfamilyedge.berkeley.edu/marriagebabyblues.pdf)

## **Bibliography (cont.) and Additional Resources**

- Moody, J. 2004. *Faculty Diversity: Problems and Solutions*. New York: RoutledgeFalmer.
- Promotion and Tenure Session, UM (11/20/09), Available at: [www.umt.edu/provost/facultyinfo/newfacultyorientation.html](http://www.umt.edu/provost/facultyinfo/newfacultyorientation.html)
- Rapoport, R., L. Bailyn, J. Fletcher, & B. Pruitt. 2002. *Beyond work-family balance: Advancing gender equity and workplace performance*. San Francisco, CA: Jossey-Bass.
- Schiebinger, L., A.D. Henderson, & S.K. Gilmartin. 2008. *Dual-career academic couples: What universities need to know*. Michelle R. Clayman Institute for Gender Research, Stanford University. Available at: [www.stanford.edu/group/gender/ResearchPrograms/DualCareer/DualCareerFinal.pdf](http://www.stanford.edu/group/gender/ResearchPrograms/DualCareer/DualCareerFinal.pdf)
- Sorcinelli, M.D. & J.P. Near. 1989. Relations between work and life away from work among university faculty. *The Journal of Higher Education*, Vol. 60 (1), Jan-Feb 1989, 59-81.

## **Additional Resources**

- ADVANCE, Earth Institute at Columbia University. "Evidence of unconscious bias in academic settings." Available at: [www.earthinstitute.columbia.edu/advance/documents/](http://www.earthinstitute.columbia.edu/advance/documents/)
- "Experiencing Michigan: Accounts by faculty from underrepresented minorities." The 2006 Executive Summary of interviews with 26 faculty of color at the University of Michigan. Available at: [www.advance.rackham.umich.edu/ncid/NCIDqualstudyreport\\_final.pdf](http://www.advance.rackham.umich.edu/ncid/NCIDqualstudyreport_final.pdf)
- Feibelman, P.J. 1993. *A Ph.D. is not enough! A guide to survival in science*. Reading: Addison-Wesley Publishing Company.
- Gender Equity Project at Hunter College-CUNY. *Grant writing tips*, available at: [www.hunter.cuny.edu/genderequity/equityMaterials/grant\\_booklet\\_9\\_06\\_07.pdf](http://www.hunter.cuny.edu/genderequity/equityMaterials/grant_booklet_9_06_07.pdf)
- Stone, D. 2009. "How your grant proposal compares." *The Chronicle of Higher Education*, July 29, 2009. Available at: [chronicle.com/article/How-Your-Grant-Proposal/47471/?utm\\_source=pm&utm\\_medium=en](http://chronicle.com/article/How-Your-Grant-Proposal/47471/?utm_source=pm&utm_medium=en)
- UW-Madison, Office of the Provost. *Mentoring relationships*. Available at: [provost.wisc.edu/women/roles.html](http://provost.wisc.edu/women/roles.html)



This material is based upon work supported by the National Science Foundation under Grant No. SBE-0245094. Any opinions, findings, conclusions, or recommendations expressed are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

Copyright © 2010, The University of Montana, Missoula, MT 59812

Please submit comments, additions, or corrections to this text to Amy Kinch, Program Manager, Project PACE, and Dan Pletscher, Retention Director, Program PACE; 334 Corbin Hall, The University of Montana; Missoula, MT 59812. (406)243-5897.



The University of  
**Montana**