

Interdisciplinary Networking Committees

A Seminar for Mentors

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4:10 pm STEPS 102



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Building
Community
Beyond
Academic
Departments

advance

ADVANCING WOMEN IN
SCIENCE & ENGINEERING
AT LEHIGH UNIVERSITY



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STRUCTURE OF INTERDISCIPLINARY NETWORKING COMMITTEE PROGRAM

Goals:

- To provide helpful advice about developing relationships across campus and externally.
- To provide insight on career development at Lehigh.
- To offer a more robust networking program to replace the previous University Mentoring Program.
- To complement existing college and department mentoring programs.

STRUCTURE OF INTERDISCIPLINARY NETWORKING COMMITTEE PROGRAM

Voluntary but intentional:

- All new pre-tenure faculty are invited to participate.
- This year, pre-tenure faculty new in AY 2010-11 are also invited to participate.
- Participants include faculty from all colleges: interdisciplinary and those focused in one discipline.

Three-member networking committees:

- A member of the home department, someone with related research interests.
- Someone from a different department whose work aligns with the new faculty member's research interests if possible.
- A third member, from the home or a different department, also with related research interests if possible.

WHAT IS KNOWN: THE VIEWS OF LEHIGH STEM FACULTY

Who are STEM faculty?

NSF considers the following Lehigh departments as STEM:

- All RCEAS Departments
- Biological Sciences
- Chemistry
- EES
- Mathematics
- Physics
- Psychology
- Sociology/
Anthropology
- Economics

WHAT IS KNOWN: THE VIEWS OF LEHIGH STEM FACULTY

Sources of Information:

- **Retention interviews** with 20 Lehigh STEM women faculty conducted by STEM faculty on ADVANCE Leadership Team
- **Focus groups** conducted by ADVANCE social science team with pre-tenure and tenured women and pre-tenure men STEM faculty
- **Survey** of women and men STEM faculty conducted by ADVANCE. (Spring '11, 63% response rate, complete data from 25 women, 84 men)

MAJOR CONCERNS OF STEM FACULTY

1. The Work Environment

- Concerns about teaching environment, especially that students treat women faculty with less respect than men faculty
- Concerns about equity in distribution of resources for research
- Feelings of isolation when a solo woman and/or only person in a field in department

MAJOR CONCERNS OF STEM FACULTY

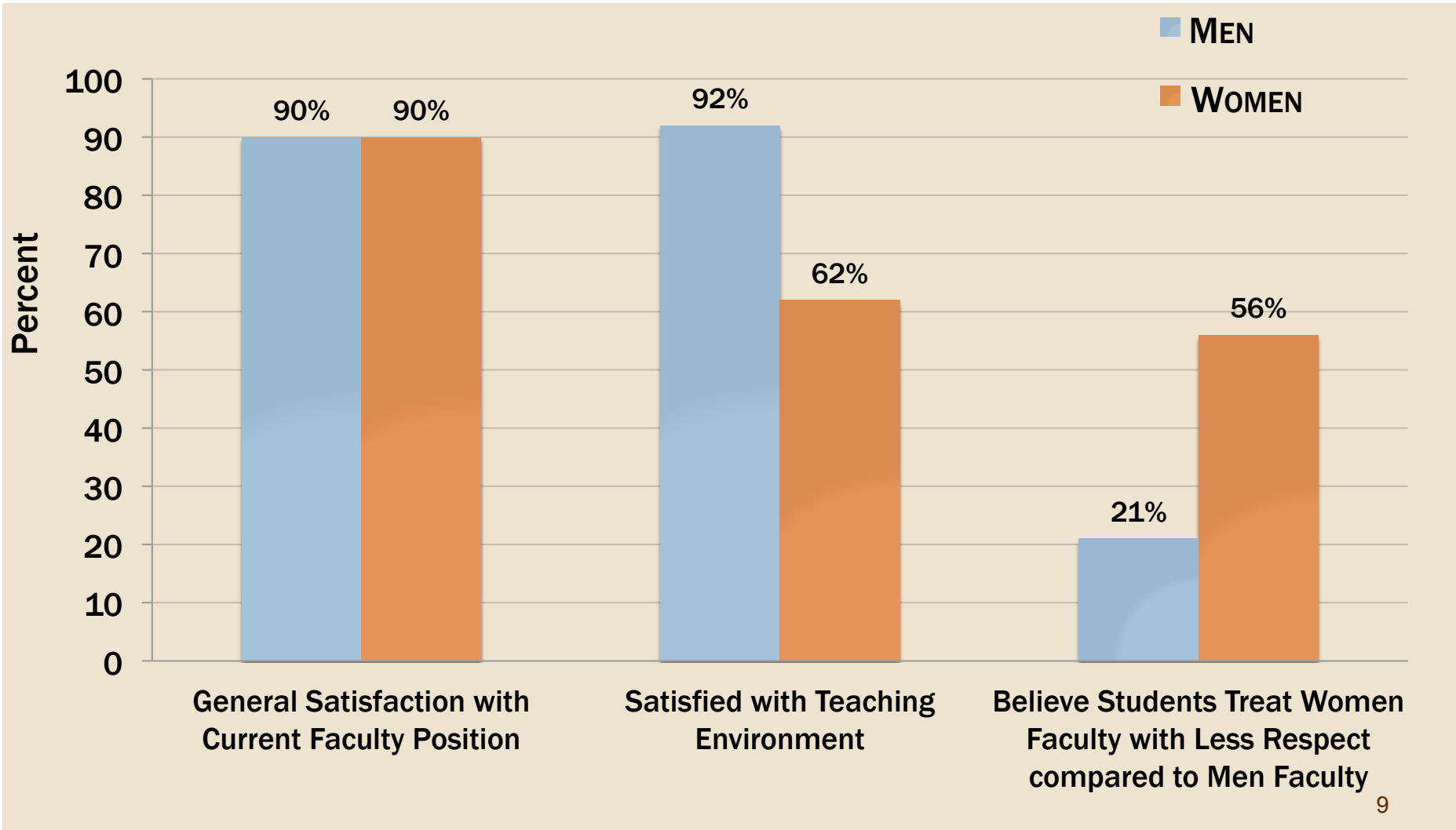
2. Challenges for Men and Women, especially those with Dual Career Families, in Negotiating Work/Life Balance

MAJOR CONCERNS OF STEM FACULTY

3. Research Career Mentoring

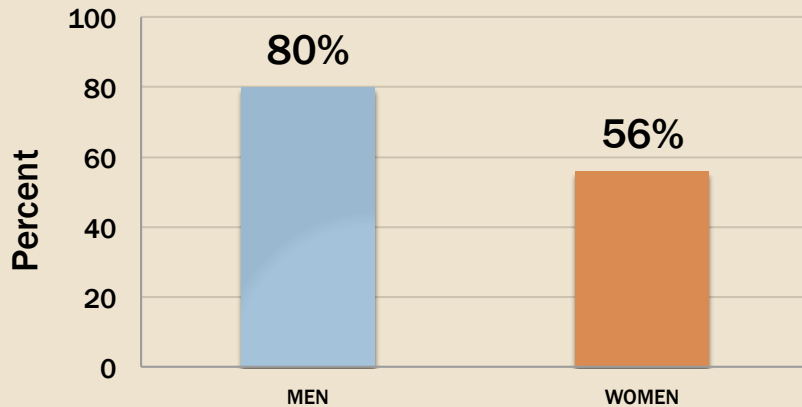
- Need better and more consistent advice on whether to do collaborative or individual research; interdisciplinary or disciplinary research
- Faculty express need for assistance in building networks: can be difficult to find collaborators at Lehigh
- Lack of communication about how interdisciplinary, collaborative research is evaluated. Such research is seen as a risk.

SELECTED RESULTS: GENDER DIFFERENCES IN SATISFACTION WITH TEACHING ENVIRONMENT

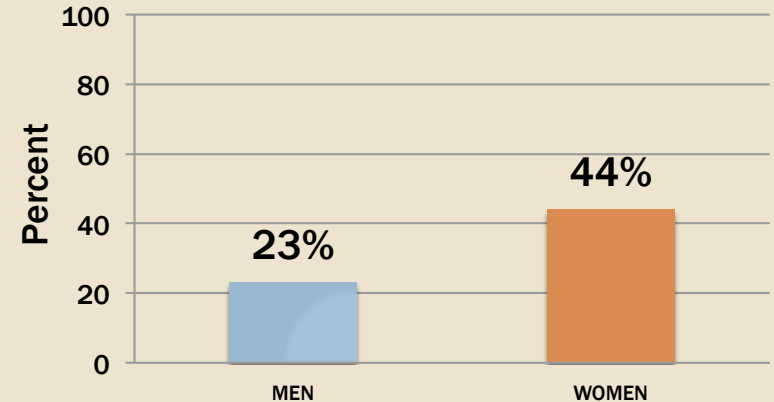


SELECTED RESULTS: GENDER DIFFERENCES IN SATISFACTION WITH RESEARCH ENVIRONMENT

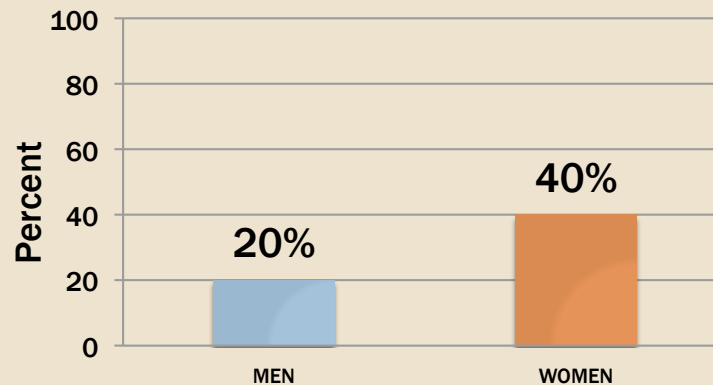
Satisfied with Resources for Research



Resources for Research are NOT Fairly Distributed



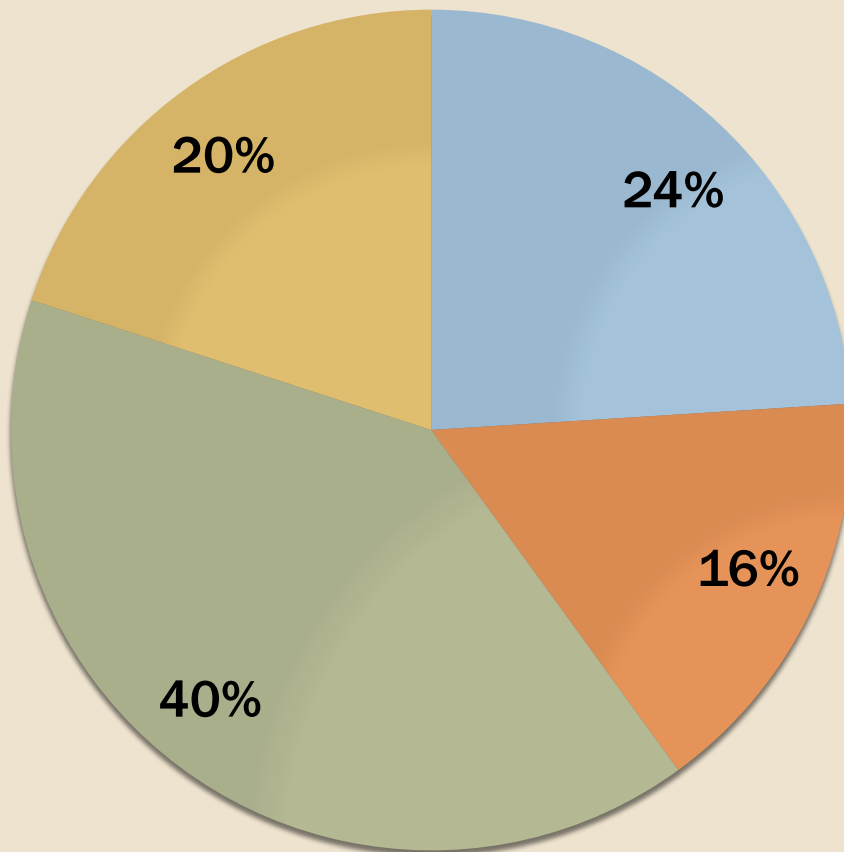
Feel Isolated in Department



SELECTED RESULTS: WORK-LIFE BALANCE

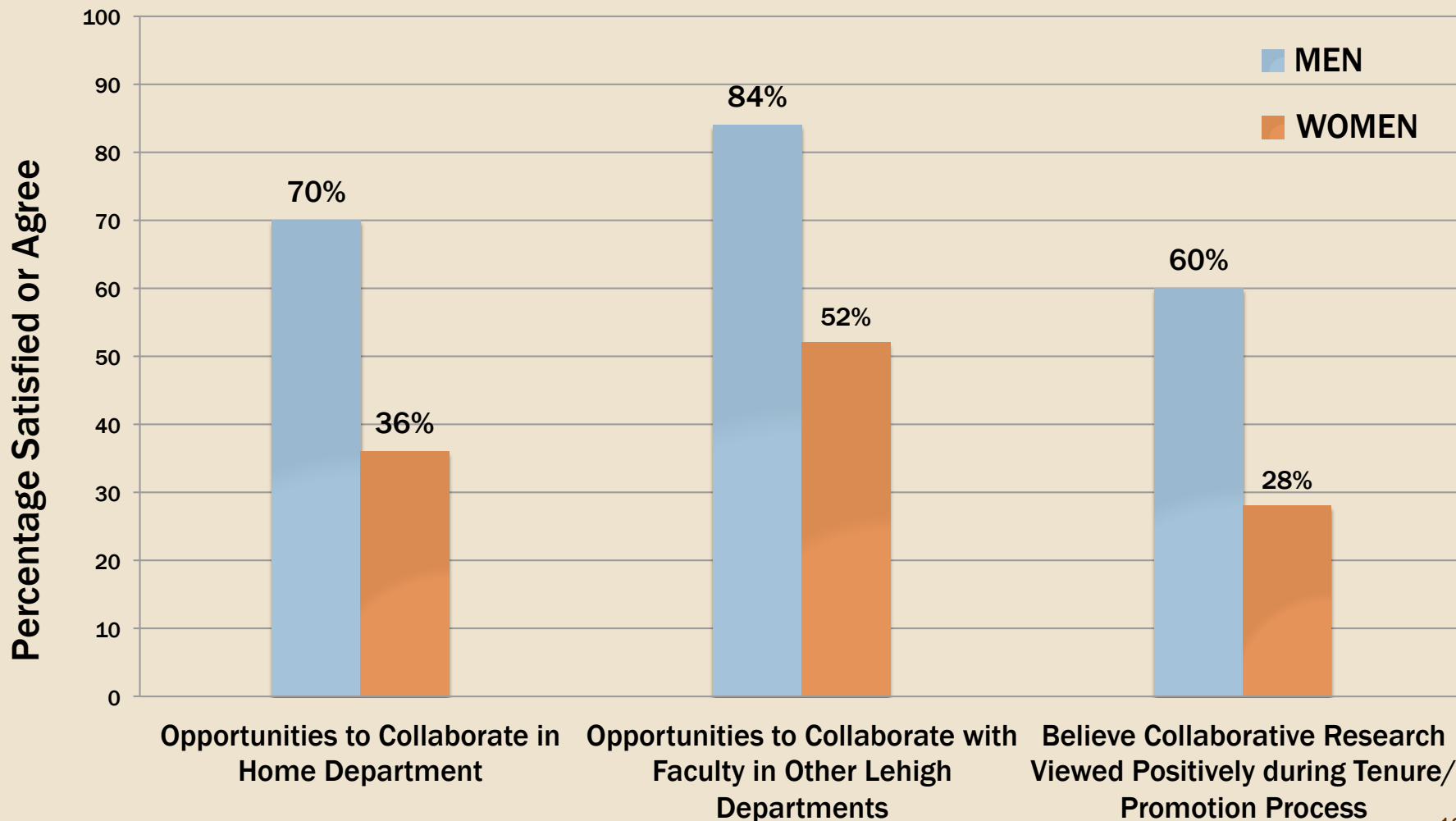
- Lack of communication and support by senior faculty of work/life balance policies such as tenure extension
- Child care options not adequate
- These issues were raised strongly by younger men faculty
- Higher work life stress is related to lower satisfaction with the faculty position and more consideration of leaving Lehigh

SELECTED RESULTS: HOW DO FACULTY DO RESEARCH?



- Alone and within Discipline
- Alone and Interdisciplinary
- Collaborative within Discipline
- Collaborative and Interdisciplinary

SELECTED RESULTS: GENDER DIFFERENCES IN COLLABORATION



QUOTES FROM SPRING '11 SURVEY

“This institution allows a senior researcher when working with a junior researcher to take all credit for the results.” (Tenured man)

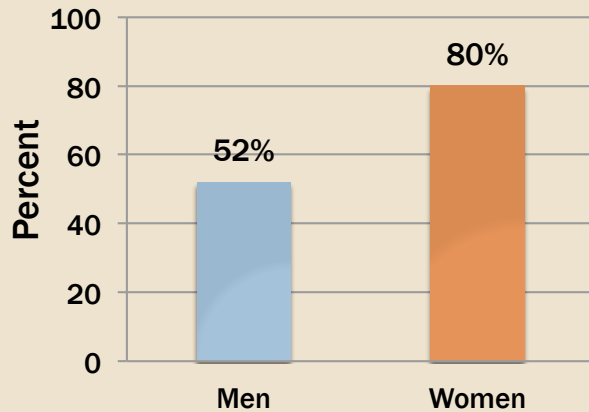
“The major push for interdisciplinary research has made me wonder if the bulk of my research, which is quite disciplinary, may not be valued by the university.” (Untenured man)

“Gender bias from one or two colleagues. Stress and depression and wasted time that it generates in me.” (Untenured woman)

“Too much service and teaching while simultaneously being expected to compete as a researcher internationally, edit journals, and write books while also having a spouse and children.” (Tenured man)

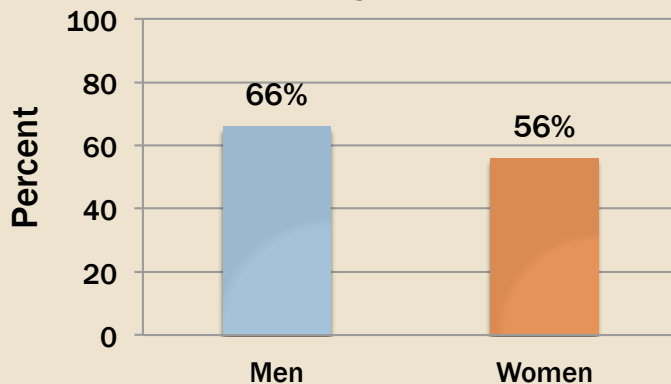
SELECTED RESULTS: GENDER DIFFERENCES ABOUT MENTORING

Have or Had a Mentor

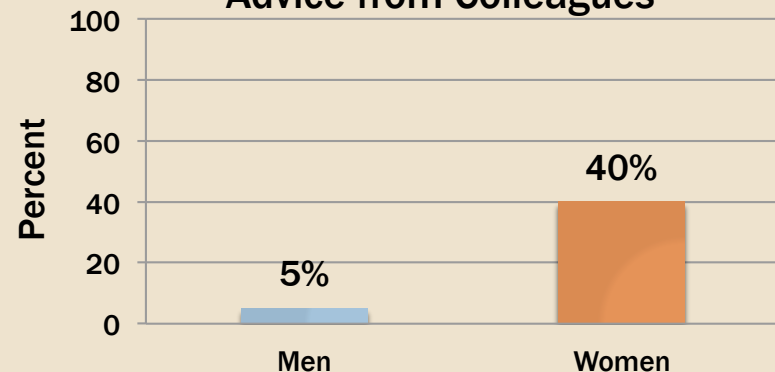


- Their mentors sometimes, but not frequently, assist with scholarship, facilitate networking, and advise on careers.
- Views of department chairs as mentors are mixed – some are seen as very helpful, informed, and supportive – some are seen as needing more training.

Appropriate Mentoring in Home Department



Believe Men are More Likely than Women to Receive Helpful Career Advice from Colleagues



BEST PRACTICES OF NETWORKING/MENTORING PROGRAMS

- Formal programs give pre-tenure faculty ready access to senior faculty who can help them.
- Establish a “contract” between pre-tenure and tenured faculty establishing ground rules that assist with long-term accountability, mutual respect, and success.
 - Recognition that not all mentoring relationships will work out
 - Graceful exit clause
 - Can be individualized: how often to meet, topics for discussion
 - Encourage honesty and confidentiality
- Mentoring for new faculty can be important recruitment tool.
- Recognition of and explicit support for mentoring *network*: encourage multi-directional, multi-person mentor teams and relationships.

EXAMPLES OF WAYS SENIOR FACULTY CAN ASSIST PRE-TENURE FACULTY

- Introduce faculty member to other colleagues on campus who may be helpful in research and teaching.
- Give insights on living in the Lehigh Valley region—restaurants, community organizations, sports, other ways to relax and have fun.
- Listen to concerns; look for ways to help without breaching confidentiality.

EXAMPLES OF WAYS SENIOR FACULTY CAN ASSIST PRE-TENURE FACULTY

- Provide guidance on research activities such as venues for publication, funding.
- Assist in making contact with funding program officers.
- Provide information on Lehigh policies (website, contact persons).
- Be ready to give advice on mentoring undergraduates and graduate students.

CONCRETE STEPS FORWARD

- Lunch or cup of coffee a couple times per semester
 - with entire networking team if possible
- Accompany new faculty to Faculty Research Forum Events:
 - October 10 & November 7
 - More in Spring '12
- Stay engaged as networking team at least through tenure decision

Advice or ideas from your own experiences as mentors? protégés?