

Associate Professors and Gendered Barriers to Advancement Executive Summary

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During the 2008-2009 year, the Joint Administration-Massachusetts Society of Professors (MSP) Work-Life Committee designed a campus-wide study to shed light on the ways in which faculty at the University of Massachusetts, Amherst negotiate the boundaries between work and life. The MSP, the Provost's Office, and the Office of Faculty Development funded the study. The study included a survey of all faculty, who were not serving in administrative roles, and focus groups with associate professors, assistant professors, and lecturers. This report provides a summary of central findings regarding associate professors, particularly in terms of the gendered barriers to advancement among this group.

Key findings from this report include:

- By cohort, women are less likely to be promoted than men and take longer to achieve promotions. Serving as Undergraduate Program Director appears to lengthen women's (but not men's) time to promotion.
- Associate men spend approximately 7.5 hours more a week on their research, while Associate women spend approximately 8 hours more a week on teaching, advising, and particularly service. These findings are also true for STEM Associate faculty.
- While many Associate men and women have children, women are much more likely to serve as their children's primary caregiver and spend significantly more time each week on housework and carework. As a result, Associate women's combined carework, paid work, and housework totals 102 hours/week, compared to 90 hours/week for Associate men.
- Associate men perceive greater support for their professional goals and for work-life balance from the university.

Recommendations requiring financial investment include:

- (1) *Hire Additional Faculty.* The current strategy of attracting more students and encouraging more grant activity, while postponing even replacement faculty searches, will negatively affect the productivity and morale of the faculty. When possible, faculty-student ratios need to be brought down to earlier levels, and lost faculty should be replaced.
- (2) *Reduced Workload for Faculty with Care Responsibilities.* Faculty members with intense caregiving responsibilities should have the option of a reduced workload, without loss of status. Almost all faculty - not just parents - face these demands at some point.
- (3) *Mentoring Support.* Faculty members, especially women Associates, should receive mentoring or have access to workshops regarding how to achieve promotion to Full. Programs like Mellon Mutual Mentoring should be expanded and supported by the university.

Recommendations requiring cultural change include:

- (4) *Equally Distribute Teaching, Service, and Mentoring among the Faculty, and Value all of these Efforts in Making Promotion and Tenure Decisions.* Deans and department chairs/heads need to examine teaching, advising, mentoring and service responsibilities to ensure that all faculty pull their weight and should review their expectations in these areas with faculty. Women should not carry disproportionate service burdens.
- (5) *Recognize Care-Related Gaps on Vitas as Acceptable.* One of the greatest difficulties for faculty with care responsibilities is that, particularly pre-tenure, they are often judged by the continuity of their intellectual contributions. Having review committees and administrators making hiring and promotion decisions take into account the timing of care responsibilities would have the effect of diversifying the professoriate and would reduce the likelihood that these short-term responsibilities will derail academic careers.
- (6) *Voice Greater Support for Work-Life Balance.* Faculty called for greater leadership at UMass regarding work-life balance, including statements about the importance of work-life balance for the long-run health of the institution and its faculty, staff, and students. Including statements about the value of balanced lives in faculty job advertisements would likely strengthen the pools of applicants as well as faculty perception of support for these policies.