From PhD to Professor:
Choices, supports, & structures

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Main message…

A better PhD to Professor path is possible with better…

Enabling structures

Supportive environments

Recognising also our personal choices,
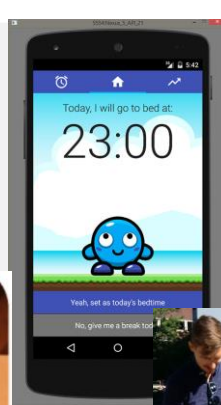
Empowered, enabled to craft

our own version of what is our good academic life

Acknowledging: diversity of genders and gendered experiences, limitations of the literature around gender

My PhD to Professor

And the stories we tell

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Academia / research

Positive Psychology
Coaching Psychology MSc

Ubicomp
eHealth/mHealth

Participatory
Design

Various development
Academic Leadership

Human Computer
Interaction

Nurse/
midwife

Computer
Science PhD
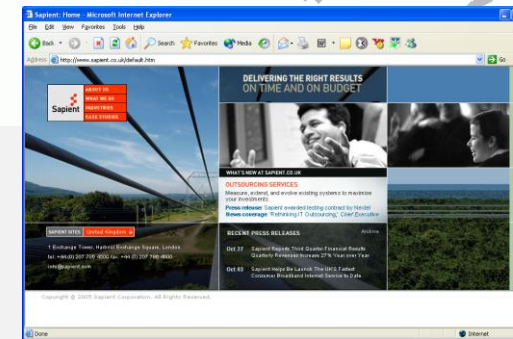
UX
Consultant

Successful professor by what 'counts' in academia

H-Index

Publications

Promotion

Awards

Grants

Invited talks

Projects

Advisory Boards

PhD Students

Senior community roles

Successful professor by what 'counts' in academia

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...ry Boards

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Geraldine Fitzpatrick

PROFESSOR · HEAD OF INSTITUTE · HEAD OF GROUP

I am a Full Professor (B.Inf.Tech (Hons), PhD in Computer Science and Electrical Engineering, MAPPCP), and head of the Human Computer Interaction Group since 2009. I was head of the Institute of Design and Assessment of Technology 2011-2017 until institutes were restructured. I am an ACM Distinguished Scientist and ACM Distinguished Speaker. I am a trained facilitor/coach, and have a Masters in Applied Positive Psychology and Coaching Practice, with a focus on positive organisations/leadership. I also host a podcast series called 'Changing Academic Life'

Professional Narrative hides Complex intersections of identity & experiences

Context dependent … relevance, prevalence, salience?

From research to industry to academia

Qualitative/design Situated research

Inherit a group & projects

New to lecturing

Imposter

Non-Austrian bg New to the culture

HCI

Language differences

Satellite building

Woman

New to leading big projects

Different humour, ways of communicating

1st gen higher ed

Mental health/stress situations

Personality

Token woman

Opportunities

Challenges

'Systemic issues, international

Challenges for women in CS & academia

Lack of diversity in computing, leaky pipeline

Gender bias in **evaluations & hiring**

judging **CVs** during recruitment, **reference** letter language

teaching evaluations

peer **review/publication** decisions, self-citations

Women more **interrupted**, spoken over, more often in meetings [many studies!]

Workload allocation "Female professors 'pay price' for academic **citizenship**" [Grove, 2016]

Challenges for women in CS & academia

Imposter 'syndrome'

2/3 of women scholars deal with imposter syndrome [Vaughn et al, 2019]

Women, particularly underrepresented minority women – and early career academics feel like imposters in fields that value brilliance [Muradoglu et al, 2021]

Women don't **self promote** as much as men [Exley & Kessler 2019]

less likely to apply for promotions etc; don't negotiate job offers [Riley Bowles 2014]

self promotion is riskier for women than men – double std [Chamorro-Premuzic 2021]

Underrepresented at most senior levels [Whitford 2020]

COVID amplifying the issues

Impacting women & caregivers more than men; early career more than later career; uneven impacts

'The **disproportionate impact** of the pandemic on women and caregivers in academia' [Skinner et al, 2021] [Lerchenmüller et al, 2921] [King & Frederickson, 2021] [Bell & Fong, 2021]

Gender gaps in productivity and publishing – larger for junior researchers

Fewer women publishing articles and manuscripts

Fewer women publishing as first authors, last authors, sole authors

'Women Leaders took on even **more invisible work** during the pandemic' [Cooper 2021] [Oleschuk, 2020] [Crabtree et al, 2021]

Family & household care responsibilities – remote work & schooling

Care @work

Zoom fatigue disproportionately affecting women and new hires [Shockley et al, 2021]

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Different issues at different career stages

The imposter can accompany throughout!

Post doc, early career *Precarious short term contracts*

Tenure track, pre-tenure

Post-tenure
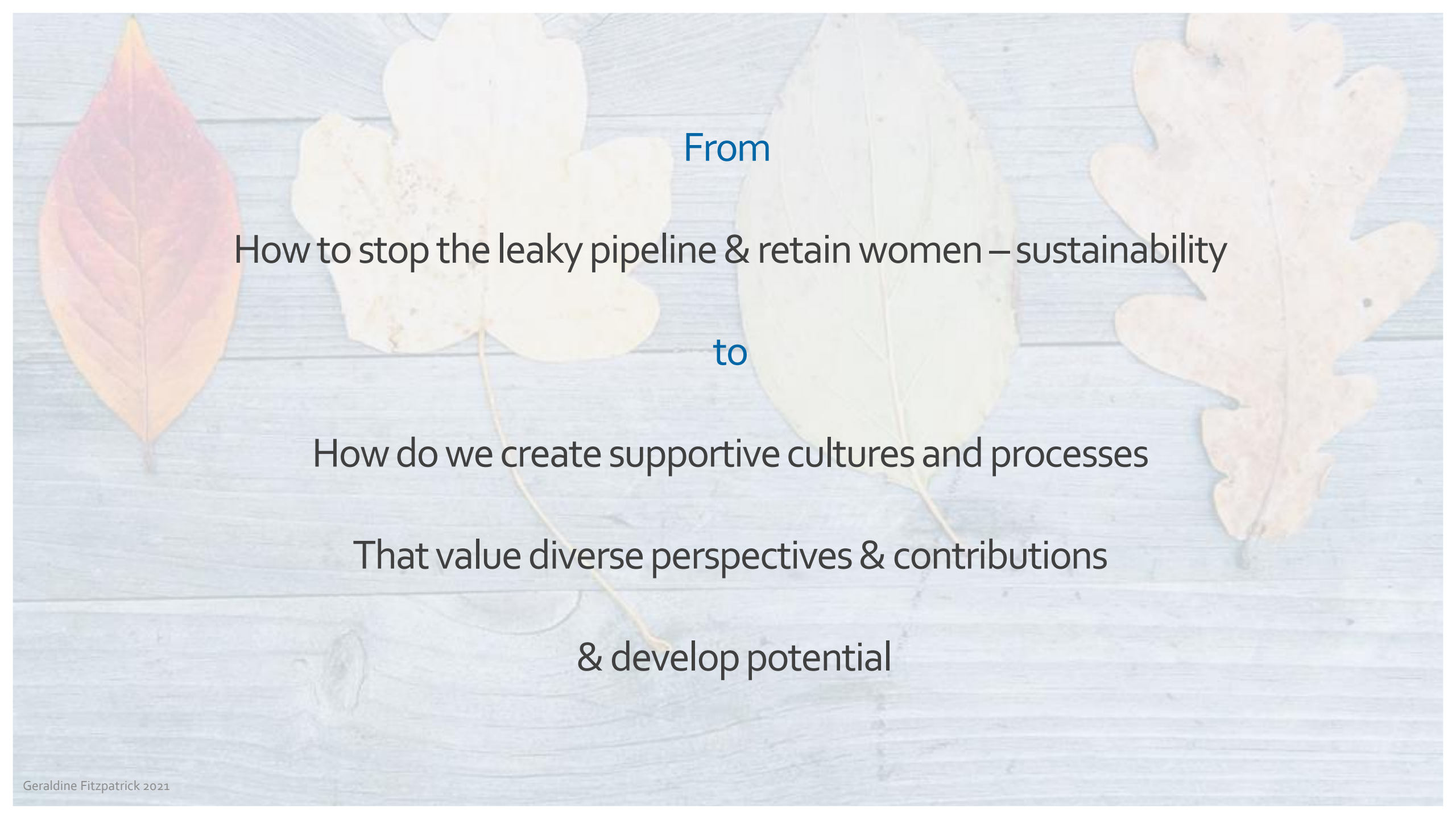
Context matters:
family, culture, geography,
relocations, funding,
research area …

Mid-career

Later career

Reframing the challenge

Generative & critical for solving challenging problems

From

How to stop the leaky pipeline & retain women – sustainability

to

How do we create supportive cultures and processes

That value diverse perspectives & contributions

& develop potential

Moving beyond retaining / diversity

Diversity necessary but not sufficient

Diversity

Having a **seat** at the table

Retain/keep

Inclusion

Having a **voice** at the table

Equity

Having a voice that is **heard and valued** – all equally

Diversity in academia / research …

"We understand that
scientific **excellence**

depends on **creativity**,
that creativity emerges from **diversity**,

and that the advantages of diversity are realized
through **inclusion**"

[Asai 2019]

Diversifying our understanding of what diversity matters matter…

Gender AND …

Research topics

Applied or not

Theory, Methods

Disciplinary background

Technical skill areas

Tools, Platforms

Experience

Ways of thinking

etc

Brainstorm

Values

Strengths

Relative teaching/research

Previous institutions

Cultural background

Ethnic background

Communication style

(Dis)abilities

etc

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Multi-dimensional responses

AND challenges – whole systems approach

Systems & structures – changing research culture

Towards diversity

Initiatives as encouraging trends

DORA Dec. on Research Assessment; The metric tide report; Leiden Manifesto; Nuffield Council 2015 Report; Dutch Research Council Recognition-Reward: Room for everyone's talent', Athena Swan
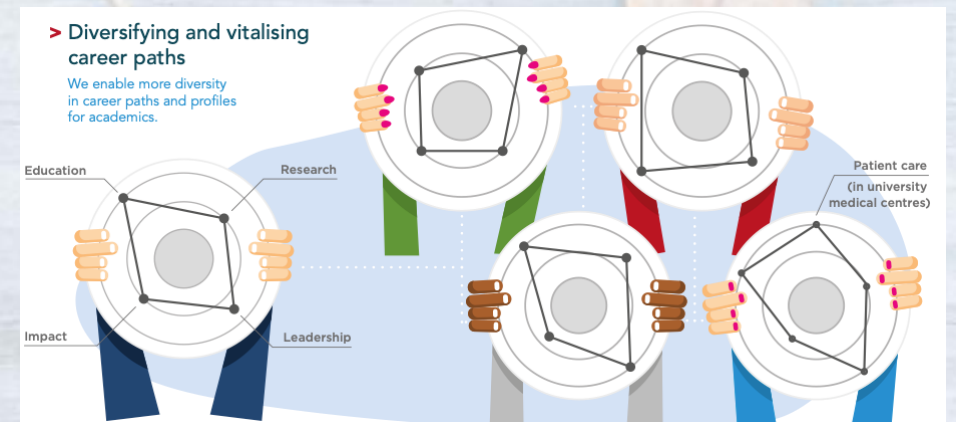
Recognition and reward structures

Different career paths, Different contributions

Practical **examples**

Narrative CVs – beyond the h-index

Glasgow example: collegiality [podcast]

Broaden notions of diversity

> Diversifying and vitalising career paths

We enable more diversity in career paths and profiles for academics.

Education   Research   Patient care (in university medical centres)

Impact   Leadership

Image: Recognition-Reward: Room for everyone's talent

Systems & structures – changing research culture Post COVID

Things to think about ...

COVID-contextualization of metrics

Revisit tenure clocks

Re-evaluate metric indicators

Invite COVID impact statements

Revisit faculty practices

Re-distribute service roles – eg waive service for those who home-schooled

Additional support – teaching relief, admin help, proposals etc

Peer/professional

Fast track reviewing/publications for women

Supportive structures & culture change

revisit 'implicit bias' training initiatives - towards an A-B-C model of actionable strategies

Awareness

Cognitive inclusion

Self awareness

Empathy, perspective taking

Pause between stimulus-response

If-then strategies

Behaviour

Habits of inclusion

Recognising, valuing diverse differences

Curiosity, Deep listening

Practicing new habits

Micro-affirmations

Culture

Culture of inclusion

Supportive structures,

policies, processes,

reward systems

Small wins

Supportive research culture – empowering enabling local practices

Deliberate practices for inclusion & equity

Rethinking meeting/discussion cultures – Psychological safety

Making it safe to speak up, have a heard valued voice, civil collegiality

Setting everyday expectations

Hours of work, flexibility, meeting times etc

Making invisible work visible and accountable

Sharing the load around

Promoting autonomy, trust

Supportive culture – empowering, enabling great work

Example evidence base – Managing for Trust

Compared with people at low-trust companies, people at high-trust companies report: 74% less stress, 106% more energy at work, 50% higher productivity, 13% fewer sick days, 76% more engagement, 29% more satisfaction with their lives, 40% less burnout.

[Zak, P. The Neuroscience of trust, HBR, 2017]

Strategies:

Recognise excellence
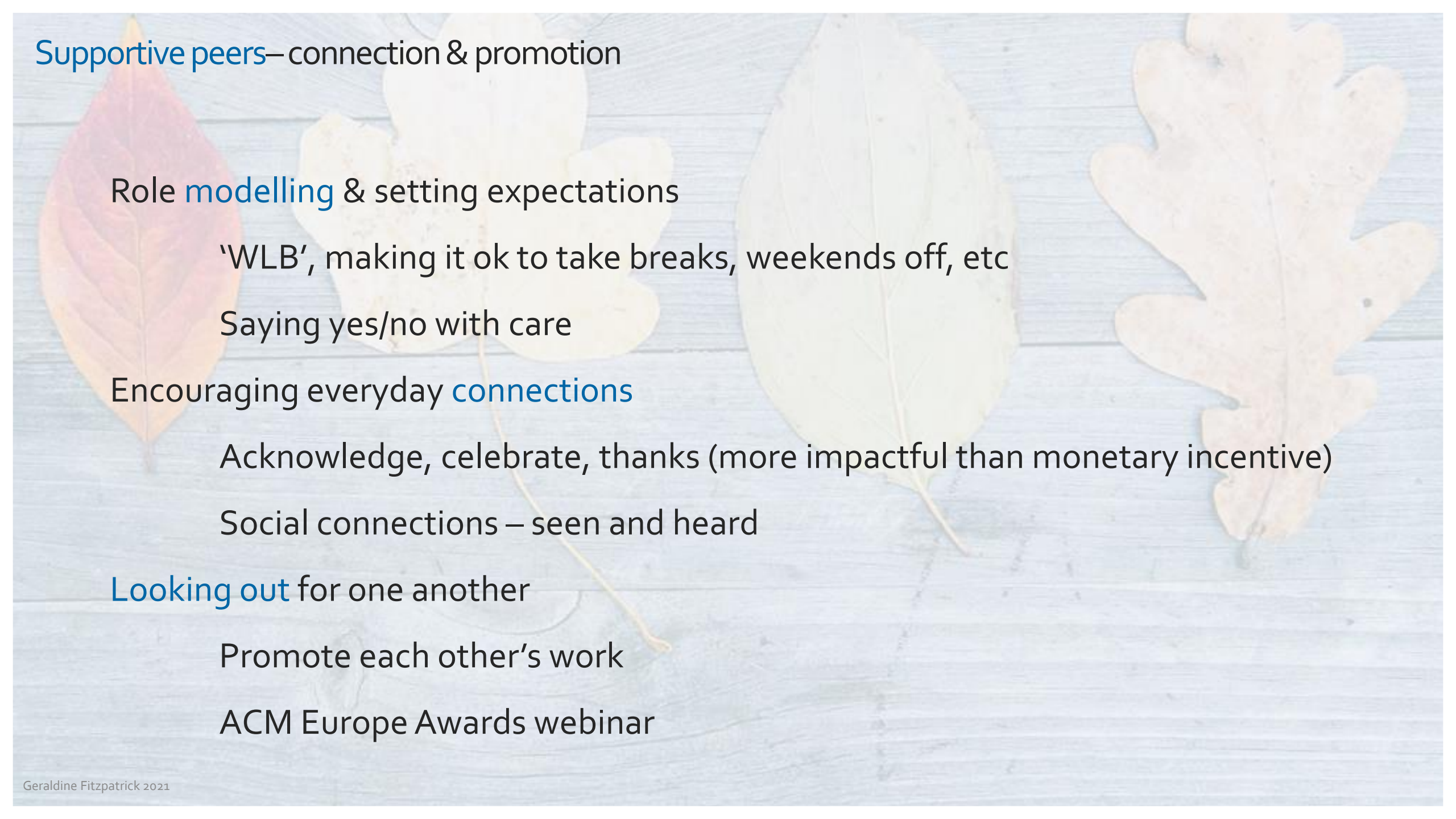
Give people discretion in how they do their work

Enable job crafting

Share information broadly

Intentionally build relationships

Facilitate whole person growth

Show vulnerability

Supportive peers – connection & promotion

Role modelling & setting expectations

'WLB', making it ok to take breaks, weekends off, etc

Saying yes/no with care

Encouraging everyday connections

Acknowledge, celebrate, thanks (more impactful than monetary incentive)

Social connections – seen and heard

Looking out for one another

Promote each other's work

ACM Europe Awards webinar

Personal **choices** – YOUR good academic life … aligning values & career choices

Permission & support – every choice has a tradeoff, a price and a prize

Negotiating

external requirements & 'should' expectations

& what is important for you - defining/owning your unique academic identity

Red thread of your core **values**, what **drives** your work,

What **difference** you want to make,

What you uniquely bring to it, your individual strengths & **superpowers**

Making authentic choices that honour **all areas** of your life

Personal choices – YOUR good academic life

There are good role models - share stories, see that there are alternatives

Katherine Isbister on finding your fit, being productive 8-5 and praising yourself

Ali Black on doing academia differently...caring, connecting & becoming

Evan Peck on making choices, accepting trade-offs, and liberal arts as a great middle way

Podcast series www.changingacademiclife.com

Successful by what drives me, the difference I want to make in the world

Geraldine Fitzpatrick

PROFESSOR   HEAD OF RESEARCH UNIT

What drives me: I focus on people-centred perspectives in complex environments, with an emphasis on enabling positive growth and development and doing more of what is working well. I have expressed this as women-centred midwifery practice in my clinical life as a midwife, as human-centred technology research and teaching in my academic life as a computer scientist, and as facilitating the crafting of a good academic life and of good academic leadership in my professional development work as a facilitator/coach/consultant.

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PhD Students

Senior community roles

Wrapping up...

Main message…

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Supportive environments

Recognising also our personal choices,

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Thank you