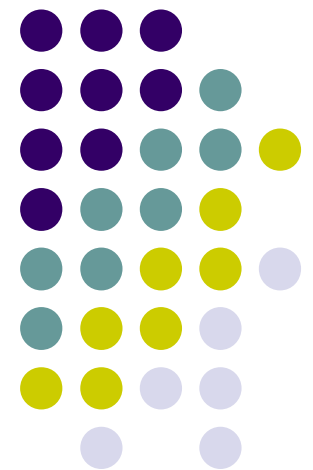


Gen X Meets Theory X: What New Scholars Want

National Center for Collective
Bargaining

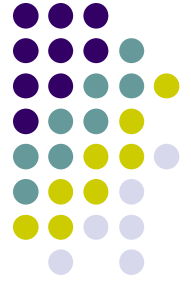
Cathy A. Trower, Ph.D.





19 Key Job Factors

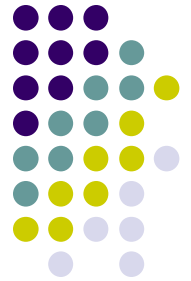
Opportunity to work independently	Flexibility of work schedule
Opportunity to work collaboratively	Quality of the institution
Opportunity to work with leader in field	Quality of the department
Opportunity for recognition in field	Geographic location
Content of courses you'll teach	Compensation package
Level of students you'll teach	Job security
Quality of students you'll teach	Match of research interests
Number of courses/preps	Time for family/personal
Institutional support for research	Employment opportunities for spouse/partner
Content of courses you'll teach	



Top 10 Factors Overall

1. Institutional support for my research
2. **Time** for family/personal obligations
3. Quality of department
4. Number of courses/preps (teaching load)
5. **Flexibility** of work schedule
6. Opportunity for collaboration
7. Content of courses I will teach
8. Opportunity to work independently
9. Geographic location of institution
10. Quality of the institution

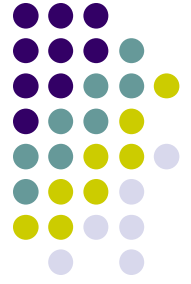
Importance to Students of Color



In making job choices, students of color placed significantly more importance than white students on:

1. Having institutional support for my research
2. Match between my research interests and those of others in my department
3. Opportunity to work with a leader in my field
4. Job security

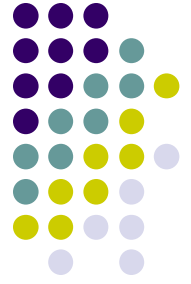
Importance to Female Students



In making job choices, female students placed significantly more importance than male students on:

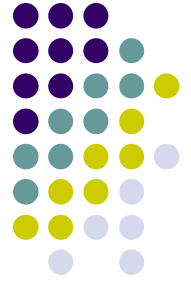
1. Flexibility of my work schedule
2. Time for family/personal obligations
3. Employment opportunities for my spouse/partner
4. Teaching load
5. Geographic location

Importance to Male Students



In making job choices, male students placed significantly more importance than female students on:

1. Opportunity for recognition
2. Quality of the department
3. Quality of the institution
4. Opportunity to work with a leader in my field
5. Level and quality of students



Who Is Gen X?

- Born between 1965 and 1980.
- Skeptical.
- Believe parents suffered VDD – vacation deficit disorder.

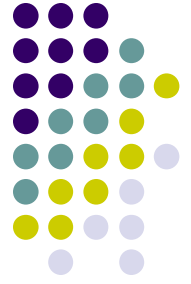
- “Give me balance now, not when I’m 65.”
- “If they can’t understand that I want a kick-ass career and a kick-ass life, then I don’t want to work here.”
- “Why does it matter when I come and go, as long as I get the work done?”

- Willing to work hard but wants to decide when, where, and how.

Lancaster & Stillman (2002). *When Generations Collide*.
NY: HarperCollins Publishing Inc.

<u>Traditionalist</u> 1900-1945	<u>Boomer</u> 1946-1964	<u>Gen X</u> 1965-1980
Chain of command	Change of command	Self-command Collaborate
Build a legacy	Build a stellar career	Build a portable career
Satisfaction of a job well-done	Money, title, recognition, corner office	Freedom
If we give in to demands for flexibility, who will do the work?	I can't believe the nerve of those X'ers – they want it all!	I'll go where I can find the lifestyle I'm seeking.
Job changing carries a stigma.	Job changing puts you behind.	Job changing is necessary.
If I'm not yelling at you, you're doing fine.	Feedback once a year; well-documented.	Sorry to interrupt again, but how am I doing?

Gen X Faculty



Embedded

Confidentiality = candor = quality

Merit determined empirically and objective

Darwinian tenure process is good/competition improves individual performance

Research is an independent process; centered around disciplines

Emergent

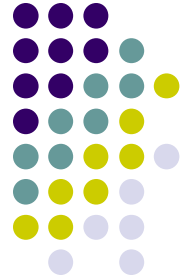
Transparency ensures equity

Merit socially constructed; subjective; contextual

Cooperation and collaboration are better for community and collegiality

Research may be collaborative; centered around a problem

Gen X Faculty



Embedded

Quality and quantity of research matter most; heaviest weight

Serious scholars choose work over all else

Faculty thrive on autonomy

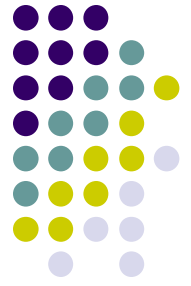
Emergent

Teaching, advising, service to the campus and community matter also

What people do outside of work matters also; dual careers/families happen

Faculty have a collective responsibility

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



- Clarity
 - Tenure process, criteria, standards, body of evidence
 - Expectations for scholarship, teaching, advising, collegueship, campus citizenship
- Reasonable performance expectations
- Consistency of expectations and messages
- Climate, culture, and collegiality
- Quality of life on the job and off
- Workload equity
- Professional development and support