

2 What Are Your Own Campus' Strengths and Opportunities

Before the session gets underway, take 5 minutes (or so) and make notes in response to the following question. Then turn to someone and discuss your response.

What does your institution do related to *sharing* and *utilizing* data about faculty departures? About retention actions? What are your institution's blind spots, or areas in need of improvement?

As you sit at your tables, discuss:

What does your institution do to make sense of **faculty departures**?

What about **retention actions**?

What are your institution's **blind spots** in these areas?

Exit, Voice & Equity

Collaborating to Measure the Causes & Costs of Faculty Turnover



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HOW TO APPROACH THE “PROBLEM”

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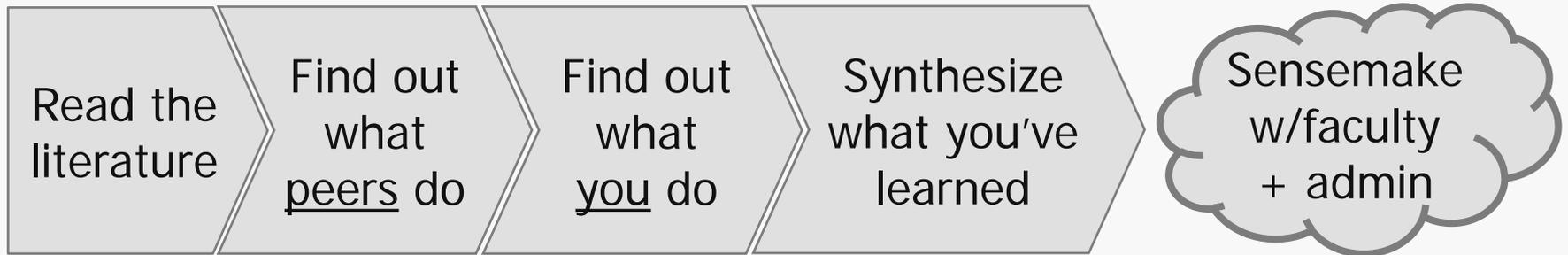
Why do we care about faculty turnover?

Material, reputational, psychological costs

“So many people are involved, diverting energy from scholarship and instruction when a vacancy occurs. *These are real costs in terms of efficiency and productivity.*”

...and setbacks for **equity** are disproportionate (in exits *and* retentions).

Collaborative research towards improving practice



What does the literature tell us about why faculty leave?

Culture of counteroffer sends faculty packing

Half-way out (O'Meara et al., 2015)

Gender and rank play roles in outside offers

Who's looking? (O'Meara et al., 2016)

True reasons don't match campus narratives

To heaven to hell (O'Meara et al., 2014)

What does the literature tell us about why faculty leave?

	% discussing as primary reason	
	<i>Admin</i>	<i>Faculty Leavers</i>
Better opportunity	37%	8%
Location and family	29%	8%
Work environment + fit	25%	69%
Writing on the wall (failure)	10%	15%

What did interviews with peers and colleagues tell us?

University	Finding
Illinois	Departure triggers: “Counter-offer culture”; lack of appreciation for work; frustration with bureaucracy. Retention triggers: Support for research; dual-career offers.
Michigan	59% had been considering leaving for less than a year; 90% cited having been very happy at Michigan (44%) or neutral; 46% were potentially receptive to requests to stay.
Minnesota	Only 35% of departing faculty received a counteroffer when leaving... but 49% had received a counteroffer at some point during their tenure at UMN.
Penn State	Dissatisfaction with diversity aligned with high rate of departure among faculty of color
Virginia Tech	Majority of faculty considering departure had begun at VT in the past five years

What gaps appear in research and practice?

Research

- Large-scale studies stopped at “intent”
... but “intent” and “exit” are quite different.
- Few reliable quant. studies of actual departures
... none also include retentions.

Practice

- No peer comparisons beyond basic #'s, if that
 - No sharing of instruments, idiosyncratic designs
 - Assumption that much is beyond one's control
 - Few conversations about improving practice
- = **Few links** between research + practice.

Questions to answer in the process of discovery

What is the scale of faculty flight?

What are the reasons why faculty leave?

Why are faculty exits so important to [institution type]?

What activities could these data inform?

What value can exit surveys provide that climate surveys cannot?

What methodological challenges might we face?

What concerns might be raised by others?

What are the proper phases of such an undertaking?

Who is best suited to carry out this research?

WHAT ABOUT LIBERAL ARTS COLLEGES?



Hamilton



What is the view from small liberal arts colleges?

Conversations with over twenty chief academic officers provide context.

- Steady if low faculty turnover of 1-3% per year
- Almost entirely pre-tenure or shortly post-tenure
- Little or no formal study of issues
 - Due to low numbers, episodic nature of issue

What is the view from small liberal arts colleges?

Understanding of departures based entirely on exit meetings:

- From informal conversations to formal interviews
- Occasional pre-exit conversations lead to retentions; most departing
- Usually conversations with CAO; some removed to HR
- Vary from informative exchanges to avoidance of some issues
 - Depends on personalities, relationships

3 Do We Measure All the Ways We Value Faculty?

Discuss the following topic with at least two people at your table:

How, if at all, is your institution collecting data about institutional investment in faculty and faculty members' contribution or value to the institution?

- For *investment*, consider start-up, teaching releases, leaves, etc.
- For *contribution*, consider not just awards and honorifics, grants earned, and research productivity, but also teaching excellence, service leadership, and other factors describing what might be thought of as "return on investment," or "faculty replacement value".

BENEFITS OF A SYSTEM-WIDE APPROACH

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Why do a retention & exit survey at the system level?

To inform decision-making and reporting...

- **Validate anecdotes:**

What is the role of salary, partner accommodation, institutional ranking?

- **Generate data for key stakeholders:**

Board of Regents, state government (Governor and Legislature), system leaders (President, Chancellors, Faculty Senate)

- **Support efforts to diversify the faculty:**

What can we show about the retention and exit data through differences by gender, race/ethnicity, and discipline?

What is the best way to do a retention & exit survey?

Stakeholders and consultation...

- **Consult key stakeholders:**
Faculty Senate and their role in shared governance as well as Academic Administration
- **Work through an advisory committee:**
We built a group to regularize and standardize data keeping, to shape scope of the survey, and to advise on available data
- **Prioritize populations that might be surveyed:**
Should we survey those turned down for tenure?
Those who retired? Those on term contracts (lecturers, health science clinical faculty)?

Building community through a Roundtable Conversation

We brought system-wide stakeholders together with representatives from external peers for a day-long roundtable in June 2016.

- **Research-based discussions:**

Attendees responded most positively to hearing from researchers who could inform them about research on faculty mobility.

- **Data-driven conversations:**

Wanted to understand the preliminary data and what it showed about the reasons for departure and retention.

- **Cross-institution communications:**

Roundtable facilitated rich conversations among competitor institutions.

WHAT CAN BE ACCOMPLISHED?

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Collaborative research towards improving practice

Read the literature

Find out what peers do

Find out what you do

Synthesize what you've learned

Sensemake w/faculty + admin

shared understanding of goals/value?

Enlist advisory group(s)

Define scope

Test capacity

Design tool

Pilot

Synthesize phases 1+2

Sensemake w/faculty + admin

worth it?

Routinize + Scale

Questions to answer in the process of discovery

What is the scale of faculty flight?

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What we learned without a survey: Taxonomies

To develop a shared view of faculty, check your assumptions:

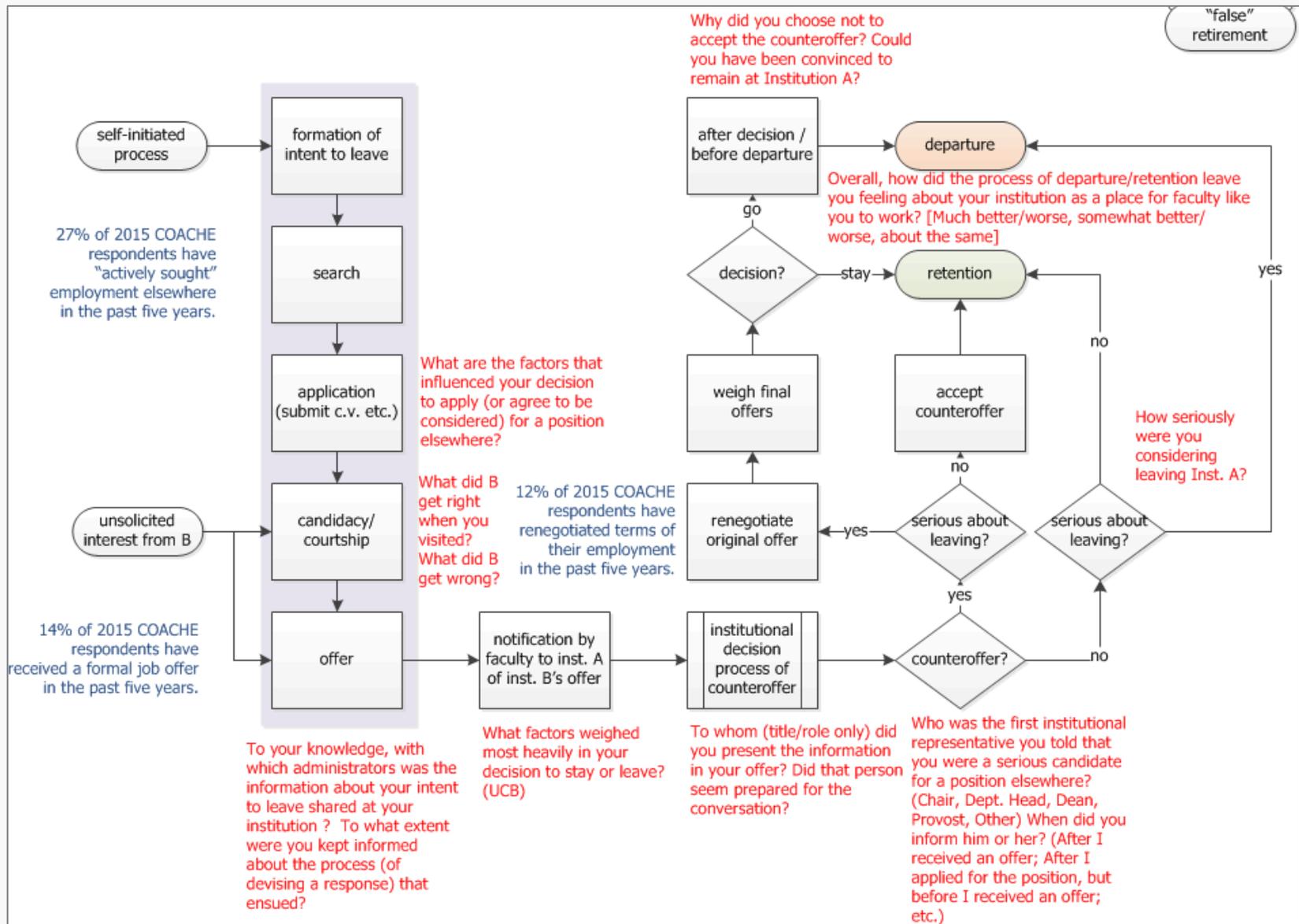
What are the types of...

- *Appointments*
- *Employment status*
- *Separations*

... and poll faculty and admins about which faculty should be included in the study.

		Must be included	Prefer to be included	OK to include later	Must <u>not</u> be included	I don't know
APPOINTMENT TYPES						
1.1	Full-time; tenure-stream; assistant, associate, full professors	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2	Other full-time senate (i.e. voting) faculty (e.g., lecturers with sec. of empl.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3	Clinical faculty in health sciences disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4	Clinical faculty in other professions (e.g., education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5	Others (Please describe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EMPLOYMENT STATUS						
2.1	Left the institution the prior academic year (July - June)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2	Recently arrived at a UC campus from a competing institution (the "poached")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3	Renegotiated terms of UC employment within past year (the "retentions")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4	Others (Please describe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SEPARATION TYPES						
3.1	Voluntary resignations at all ranks	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2	Involuntary separations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3	Retirements who go on to continued full-time employment in the academy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2	"Natural" retirements, that is, who have left comparable employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3	Others (Please describe)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional comments (you may continue on additional pages):						

What we learned without a survey: Mapping the Stages



What we learned from the survey

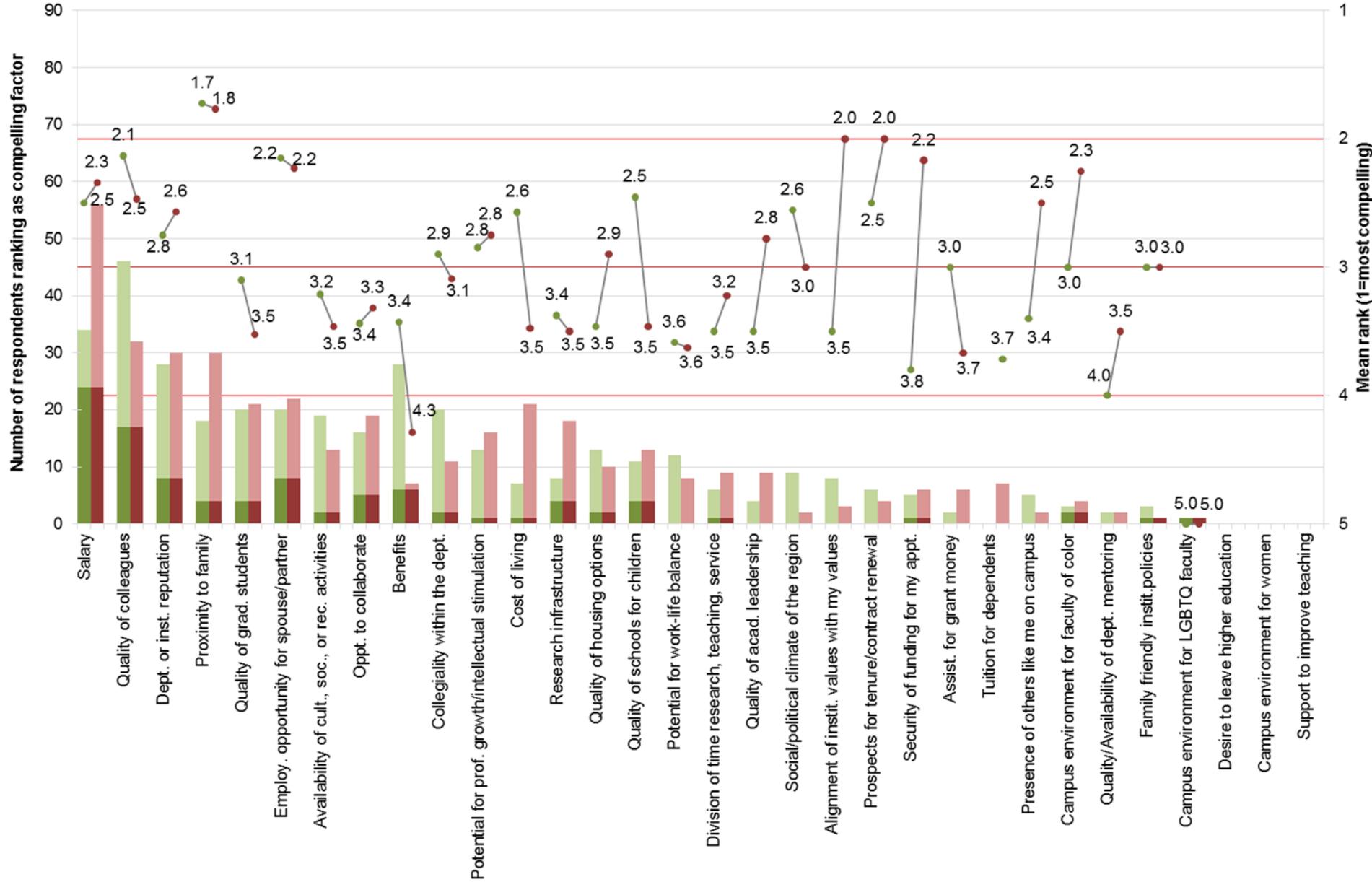
- The search
- The nature of the offer
- Weighing the factors
- Spouses and partners
- The counteroffer
- Transition
- Work environment



Key Finding #1

Salary is important, but is only one of several factors that faculty consider in their decisions to stay or leave.

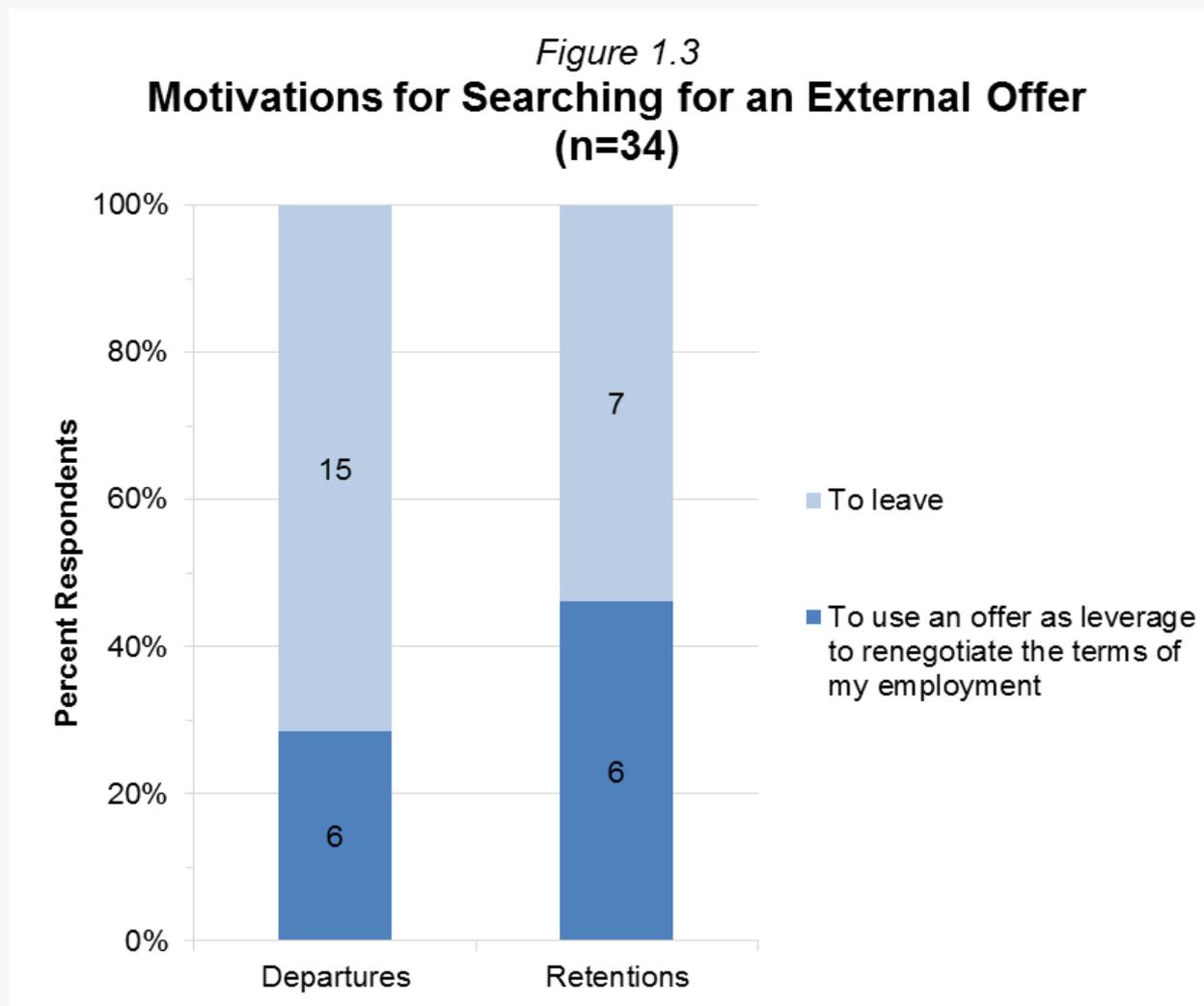
Compelling Factors to Stay/Accept & Mean Rank of Factor



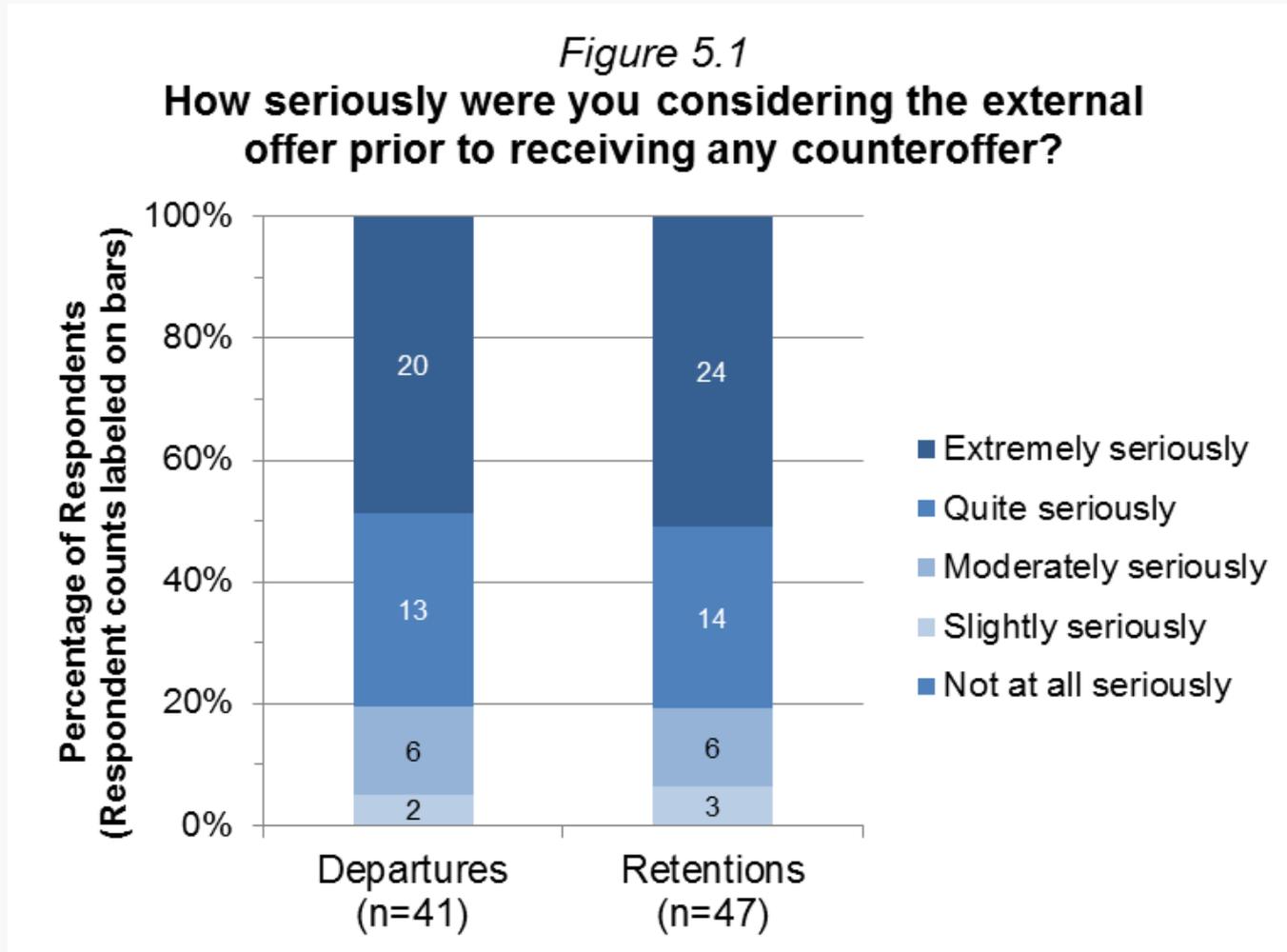
Key Finding #2

Institutions should take *all* external offers seriously.

Half of those who searched for an offer just to renegotiate a better deal at home decided to accept the outside offer.



Most departures and retentions seriously considered accepting their external offers.



Key Finding #3

Institutions have a *home field advantage* for retaining dual-career couples.

Importance of Factors in Overall Decision (p. 12)

■ Not ranked ■ Secondary factor ■ Primary factor

Proximity to family (Ranked 40 times)



Employment opportunity for my spouse/partner (Ranked 32 times)



Sample includes 42 departures and 49 retentions; 29 women and 62 men

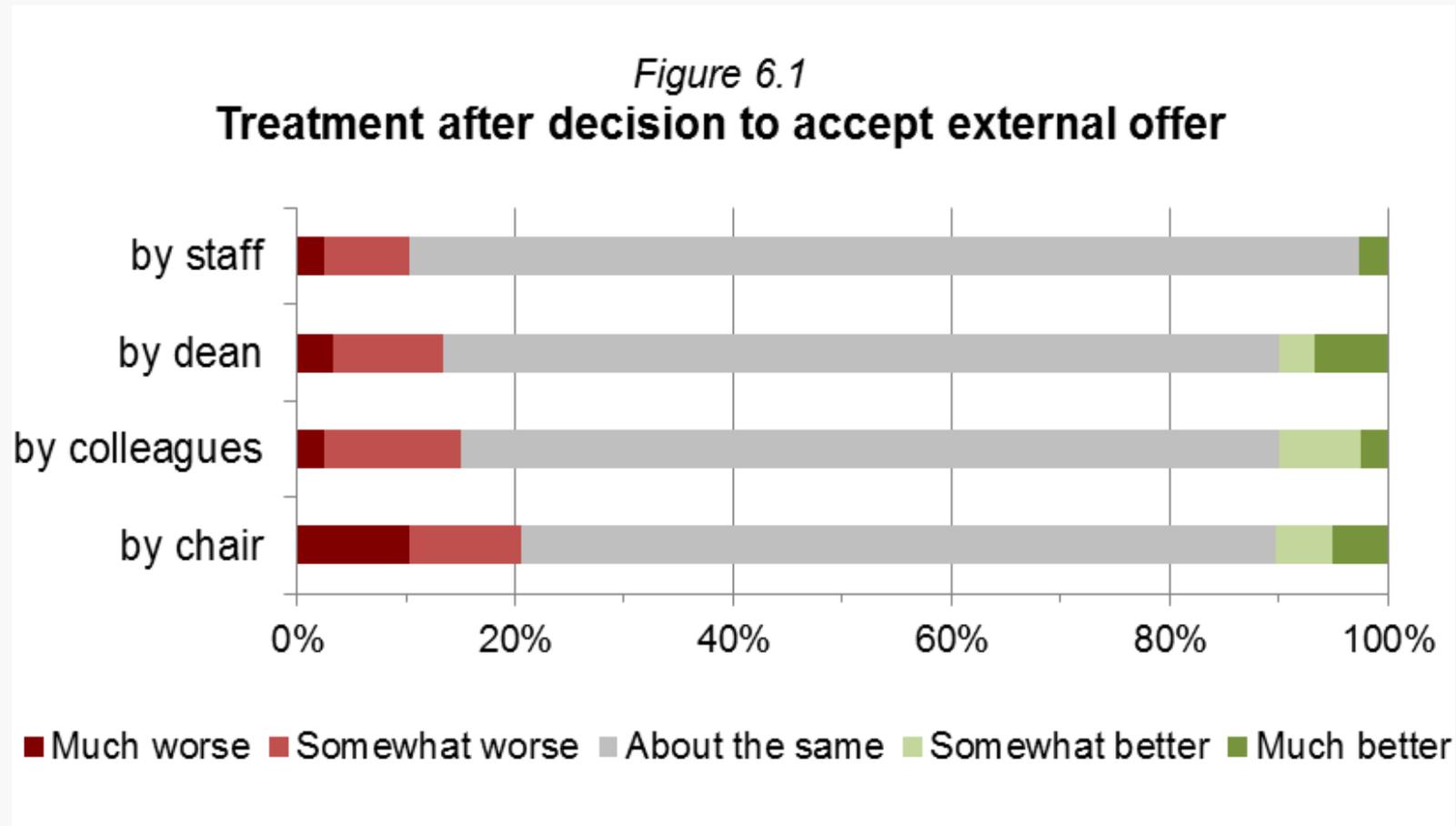
““ The counteroffer was handled well, though a tenure-track job for my spouse would have meant I would have stayed here for the foreseeable future. As it is, I will likely have to go back on the market as we continue to search for dual positions.””

Key Finding #4

Institutions should value faculty members with transparent processes, thoughtful and clear responses during negotiations, and a smooth transition for those who accept an outside offer.

“ I think the most disheartening part was the sense that [my institution] was trying to do only the minimum necessary to retain me. I have heard this from many other colleagues with their retention situations. While I decided to stay, it leaves a very bad taste, and increases the chances that I will consider other offers in the future. ”

About 20% of departures said their dept. chair treated them worse after they decided to leave.



Further Research

- Institutional-level comparisons
- Associating *factors* with *costs*
- Analysis:
 - of under-represented minorities and women
 - by discipline
 - of intersections thereof
- Identifying what works, where, and why

LIBERAL ARTS COLLEGE THEMES



Hamilton

What is the view from small liberal arts colleges?

While anecdotal in nature, some interesting themes.

- Departures either:
 - change of work (admin, graduate students, etc.)
 - Unavoidable, even welcomed
 - like-for-like (similar faculty position)
 - Considered “failure” of institution

What is the view from small liberal arts colleges?

Departures for similar positions at other institutions reflected a failing of home work environment.

- Putative primary causes:
 - dual-career issues
 - community for minority race/ethnicities
 - dysfunction among colleagues/ within home dept

What is the view from small liberal arts colleges?

Differences among institutions segregated in expected and less expected ways.

- Institutional experience of departures varied:
 - rural / urban
 - institutional identity

What is the view from small liberal arts colleges?

Moving to evidence-based understanding of patterns has challenges.

- Hampered by small numbers
- Aggregating with similar institutions considered to hold promise of greater understanding

What is the view from small liberal arts colleges?

Moving to evidence-based understanding of patterns has potential.

- Considered important, and of value:
 - Better understanding home institution environment
 - learning of successful approaches of other institutions
 - sharing best practices

4 Who Cares and Why?

Consider the governance and power structures of your campus. Who needs to be involved in efforts on faculty exit and retention? Whom would you like to have involved – who are your potential allies? Who needs to lead?

What are the obstacles to new efforts in this area and how might they be managed? Who might feel threatened by what the data suggest?

Write down three venues where a dialog on improving faculty exit and retention processes might work on your campus (e.g., committee or task force, professional development program, board retreat).

QUESTIONS & FEEDBACK

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