OR
HOW I
LEARNED
TO STOP
WORRYING
AND LOVE THE
FACULTY

The Collaborative on Academic Careers in Higher Education

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Western Academic Leadership Forum
Anchorage, Alaska
April 24, 2009
Overview

What challenges do we face?

What do new faculty want?

What can (or must) we do?
Questions from job prospects

What issues about working at your institution do faculty prospects most often ask about?

What do you most hope they will not ask about?
Challenges: Faculty Labor Market

Underrepresented groups, *still* underrepresented

Competition with industry

Cost of turnover ("leavers")

Hidden cost of rancor ("stayers")

Commitment to institution and academic career

Boomer retirements

Generational clash points
Deploy

Report

Convene

Survey

Implement

Buy-in

Share
Benchmarks for Early-Career Faculty Retention and Success

- Tenure Practices
- Expectations: Clarity
- ... and Reasonableness
- Nature of the Work
- Research
- Teaching

- Work and Home
  - Culture and Climate
  - Compensation/Benefits
  - Global Satisfaction
Selected results
Policies and Practices

Formal mentoring
Informal mentoring
Periodic, formal performance reviews
Written summary of performance reviews
Professional assistance in obtaining external grants
Professional assistance for improving teaching
Travel funds to present papers or conduct research
Paid or unpaid research leave
Paid or unpaid personal leave
Upper limits on committee assignments
Upper limits on teaching obligations
Peer reviews of teaching or research
Financial assistance with housing
Childcare
Stop-the-clock for parental or other family reasons
Spousal/partner hiring program
Policies and Practices

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# The Public Advantage

## [All tenure]

- Number of hours you work in an average week
- Way you spend your time as a faculty member (same)
- Professional assistance in obtaining external grants

## Balance between work and home

- Colleagues respectful of efforts to balance work/home
- Colleagues’ support for **having and raising** kids
- Spousal/Partner hiring

## [All but one climate and culture]

## [No significant differences in global satisfaction]
## The Private Advantage

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<td>Number of courses and of students</td>
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<td>Upper limits on teaching and on committee obligations</td>
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<td>Quality of students (undergraduate and graduate)</td>
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<td>Time to conduct research</td>
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| Intellectual vitality of tenured colleagues |
Benchmark Correlation with Global Satisfaction

Climate

Compensation

(Pearson’s correlation coefficient)
The Critical Role of the Chair

“Presidents and their chief academic subordinates concede that much of the structure of academic policy is determined in the individual departments... Academic ‘policy’ is the accretion of hundreds of largely autonomous actions taken for different reasons, at different times, under different conditions, by different people in the college.”

Leadership

Focus attention

Use data

Engage colleagues at all levels (incl. chairs, sr. fac., board)

Don’t accept the status quo—it, too, has costs

Ask questions

Clarify

Use carrots and sticks

Hold schools and departments accountable

Garner resources
Political readiness is crucial

“Data don’t just get up and walk around by themselves. If they don’t align with some higher will, they’ll just sit there. Those data are impotent, and they only become potent when somebody in charge wants something to happen.”

- Trower & Honan (2002)