

2012 Geoscience Department Heads and Chairs Meeting
American Geophysical Union "The Meeting"
December 2, 2012

RETENTION OF FACULTY IN TODAY'S ACADEMIC ENVIRONMENT.....

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Experience:

Chair of EPS Department at UNM for
~4 years

President, UNM Faculty Senate, 2.5 years

Chair, UNM Committee on Governance,
2 years

Past President, GSA



**“Brand-New”
Faculty Hires vs.
“Old Timers”
(maybe even
good, long
friends)**

**[Job “market” in
geoscience
Education is or
Seems to be
Improving!]**



ACADEMIC DUTY



DONALD KENNEDY

“An interesting story is the one where the young Alexander the Great (356-323 BC) met Diogenes, then a very old man. The powerful young conqueror, being solicitous of the old philosopher, asked what, if anything he could do for him. Diogenes replied, “Stand out of my sunshine”; to which he added, as Alexander took his leave, “If I were not Alexander, I would be Diogenes.””

“Until relatively recently, most research about job satisfaction was completed in the industrial sector, with attempts often made to adapt findings to higher education. Given the impending shortage of prospective faculty to fill the numerous vacancies that will exist by 2000, **the topics of job satisfaction for faculty, recruitment, and retention must be given priority attention.** Further, the faculty of the future must reflect the diversity of the population to be served by colleges and universities; consequently, immediate actions must be taken to ensure that the faculty position is attractive to women and minorities alike.”

ED355859 1992-09-00 Faculty Job Satisfaction: Women and Minorities in Peril. ERIC Digest.
ERIC Development Team, www.eric.ed.gov

New Faculty Hires-----a Checklist for the Head/Chair

*Acting as a broker

Immediately introduce the new faculty member to each departmental colleague and then, throughout the year, help newcomers make substantive scholarly connections within and outside the department.

Merely making casual introductions is insufficient.



***Prepare members of the department for the new hire's arrival in several ways.**

Prior to every new faculty member's arrival.....

Department as a whole meet with dean

Decide how the newcomer(s) is welcomed, professionally supported, introduced to networks and key players, etc.

Chair and dean should lead discussion on how diversifying the faculty will enhance the excellence of the department and its value to students and the campus.

Department chair's responsibility to be on guard and to preempt any negativity associated with unintended gender bias and group bias. Rise above it (!) and address ways to reduce complex dynamics for those in solo situations.

There is nothing wrong with these reminders; they are necessary for tremendously busy departmental members. Their attention to collegiality and equity should be revived in a tactful but effective manner, prior to the new hire's arrival.

- **Disarm those who may be opposed to the new hire.**

“Very few faculty appointment decisions are unanimous,” observes University of Washington Physics Professor Marjorie Olmstead.

“Don't assume that the opposition will evaporate overnight.”

Take pro-active steps to turn around those likely to undermine the new hire or at least work to neutralize their power (conversation with Professor Olmstead, 2009).

•Protect junior faculty---in particular NIs and URM (under represented minority) ---from excessive teaching, advising, and service assignments.

This is the responsibility of provosts, deans, and chairs.

A chronic overtaxing predictably occurs when faculty from underrepresented groups are asked to serve as the “diversity” member for numerous campus-wide or department communities.

Prevent an overload not only of committee work but also of student advising.

Help early-stage colleagues wisely choose committee assignments and leadership positions that will enhance their standing among their colleagues and boost their career advancement.

*** Assign short-term (one-semester) allies to new faculty hires.**

The chair could ask appropriate senior faculty to make a point of offering specific help along these lines:

“Do you know much about how the grant process works? I'd be glad to discuss this over lunch. I myself used to be overwhelmed by it.”

Or

“I taught that course last year. Would you like to discuss it? I can dig up my old notes and exams. Feel free to ignore them if they don't help.”

*** Double-check to see if equipment and space are ready for the newcomer's arrival.**

Several weeks prior to the new faculty member's arrival, find out if their office or clinical space, computer, lab and other equipment and staff are ready. Make sure that all promises made to the new hire during the earlier hiring process are kept. If any of the equipment or support promised fails to materialize or is being delayed, then the chair or a designated senior faculty member should immediately and apologetically inform the newcomer prior to his or her arrival. What should be avoided is a lapse or omission that might be construed by either an international or domestic colleague as a confusing or insulting slight which is cultural or personal in nature.

*** Ensure that professional-development workshops are being offered every year.**

[These should be] for early-stage faculty (including adjunct, term, tenure-track, research-only, clinical, and so on).

*** Assign courses carefully to early-stagers and newcomers.**

For all new full-time hires, the department and its chair should do their best to arrange a reduced teaching load during the newcomers' first year and also ensure that the courses to be taught are ones that are very familiar.

These steps will help newcomers avoid a frenetic launch of their careers (Sorcinelli at the UMass-Amherst website).

***Supply a newcomer with essential information about departmental operations months before their arrival on campus.**

Details about course load, anticipated class size, academic level and preparation of students, and expectations regarding office hours.

Other duties (as clinical-care provider or museum director, for instance) should obviously be spelled out.

Sample course syllabi should be sent, together with sample book lists or case studies that the newcomer may wish to review, plus email addresses of faculty who have taught the course and are willing to chat with the newcomer.

Access to campus teaching/learning platforms, such as Blackboard, and a schedule of system tutorials should be provided.

- **Introduce and warmly promote the new faculty member to students (at the very beginning of the semester).**

The chair or a designated senior faculty member should visit each newcomer's classes on the first day of the semester, to briefly and enthusiastically explain to students why the department is so pleased about its new addition.

This courtesy visit will help students better appreciate the authority of each new faculty member, especially those whose intellectual abilities may be doubted by students unaccustomed to having instructor from underrepresented groups.

Underscore to the dean and faculty colleagues how valuable the newcomer is to the department.

Perform these courtesies for all newcomers; start a new department-friendly tradition for everyone. (I am pleased to learn that a senior history professor at Berkeley on the first day of a new lecture class introduces each of his teaching assistants to the students, generously underscores each assistant's qualifications and scholarly interests, and then admonishes students to “do everything these TAs tell you to do.”)

*** Supply a newcomer with essential information about departmental operations months before their arrival on campus.**

Texts and case studies previously used in courses and phone numbers or emails for publisher's representatives should be sent to assist the newcomer in selecting course materials. Student advising responsibilities should be outlined, and faculty should be told how student affairs and academic advising staff can support them in their teaching and advising roles. Finally, newcomers should receive a copy of current personnel handbooks. (Bensimon, Ward, and Sanders in their 2000 book provide abundant details and checklists for department chair wishing to be more effective as faculty developers.) One caveat: a chair should demystify various tasks but avoid micro-managing the newcomer.

ACADEMIC DUTY



DONALD KENNEDY

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FACULTY RETENTION TOOLKIT
Abbie Robinson-Armstrong, Ph.D.
Vice President for Intercultural Affairs
Derenda King, Ed.D.
Intercultural Affairs Associate
Loyola Marymount University

PHASE ONE: Development and Review *Faculty Retention Toolkit*

- 1.The Benefits of a Diverse Faculty: A Review of the Literature
- 2.Creating and Maintaining an Inclusive Climate Where all Faculty can Succeed
- 3.The Role of the Department Chair
- 4.Supporting and Retaining Pre-Tenure Faculty
- 5.Mentoring Pre-Tenure Faculty
- 6.Survival Strategies for Pre-Tenure Faculty
- 7.Supporting and Retaining Post-Tenure Faculty
- 8.Flexible and Accommodating Faculty Retention Policies and Programs

Some “useful” search phrases..... besides “Far Side Faculty cartoons”

- **Benefits of Faculty Diversity**
- Diversifying the Faculty
- Educational Benefits of Diversity
- Valuing Diversity in Faculty
- Educational Value of Diversity
- Importance of Faculty Diversity
- Diverse Faculty
- Faculty Recruitment
- **Faculty Retention**
- Inclusive Curriculum
- Diverse Curriculum
- Enhancing Department Climate
- Academic Climate
- **Improving Campus Climate**
- Diversity and Campus Climate
- **Role of the Department Chair**
- Strategies for Chairs
- Department Chair Leadership
- Department Chair Leadership
- Mentoring Junior Faculty
- Mentoring Faculty of Color
- **Mentoring Diverse Faculty**
- Mentoring New Faculty
- Strategies for Effective Faculty Mentoring
- **Survival Strategies for Junior Faculty**
- Supporting Pre-Tenure Faculty
- **Retaining Pre-Tenure Faculty**
- Supporting Post-Tenure Faculty
- **Retaining Post-Tenure Faculty**
- Faculty Development
- Post-Tenure Faculty Development
- Work-life Balance Programs
- **Policies and Benefits that Impact Faculty Retention**



BY JENNIFER REESE

CAN

In an era of diminishing job security and shrinking education budgets nationwide, university administra-

TENURE

tions across the United States have cast a critical eye on the once sacrosanct institution of tenure.

SURVIVE

ILLUSTRATION BY BRAD HOLLAND

Existing Faculty Colleagues (pre-Tenure, Associate Profs, Full Profs)

Potential “issues”:

Salary
Teaching Load
Laboratory Space
Research Support
Salary
Colleagues
Personal relations
Quality of life
Mid-life crisis
Instrumentation
Work load concerns
Salary



The Many Shades of Gray

Colleague X.....

Voices concerns about their
“place” in the department

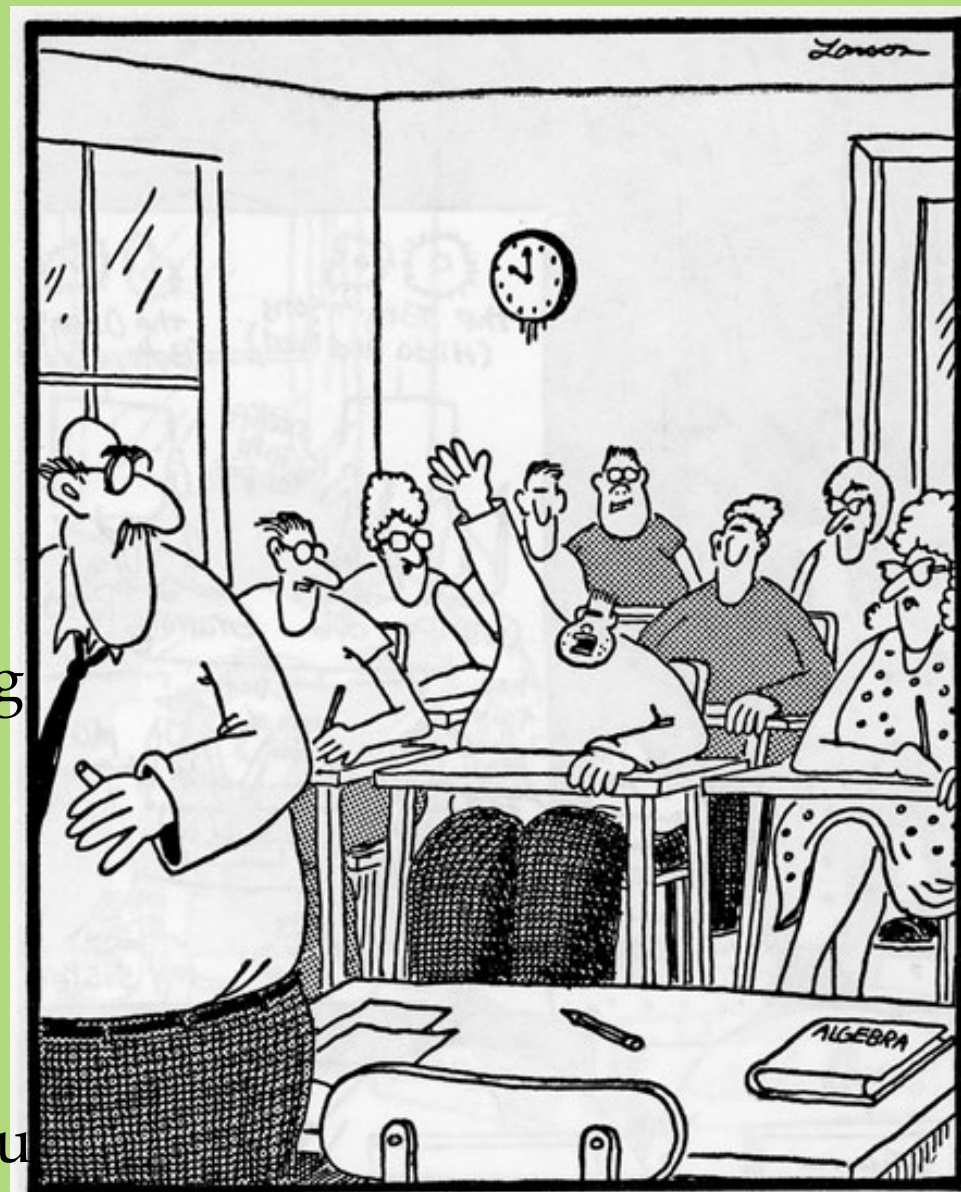
Voices STRONG concerns about
their “place” in the Department
Voices concerns to other
colleagues, yet never says a thing
to you

Decides to look for a job
elsewhere, does not inform you

Decides to look for a job
elsewhere , informs you

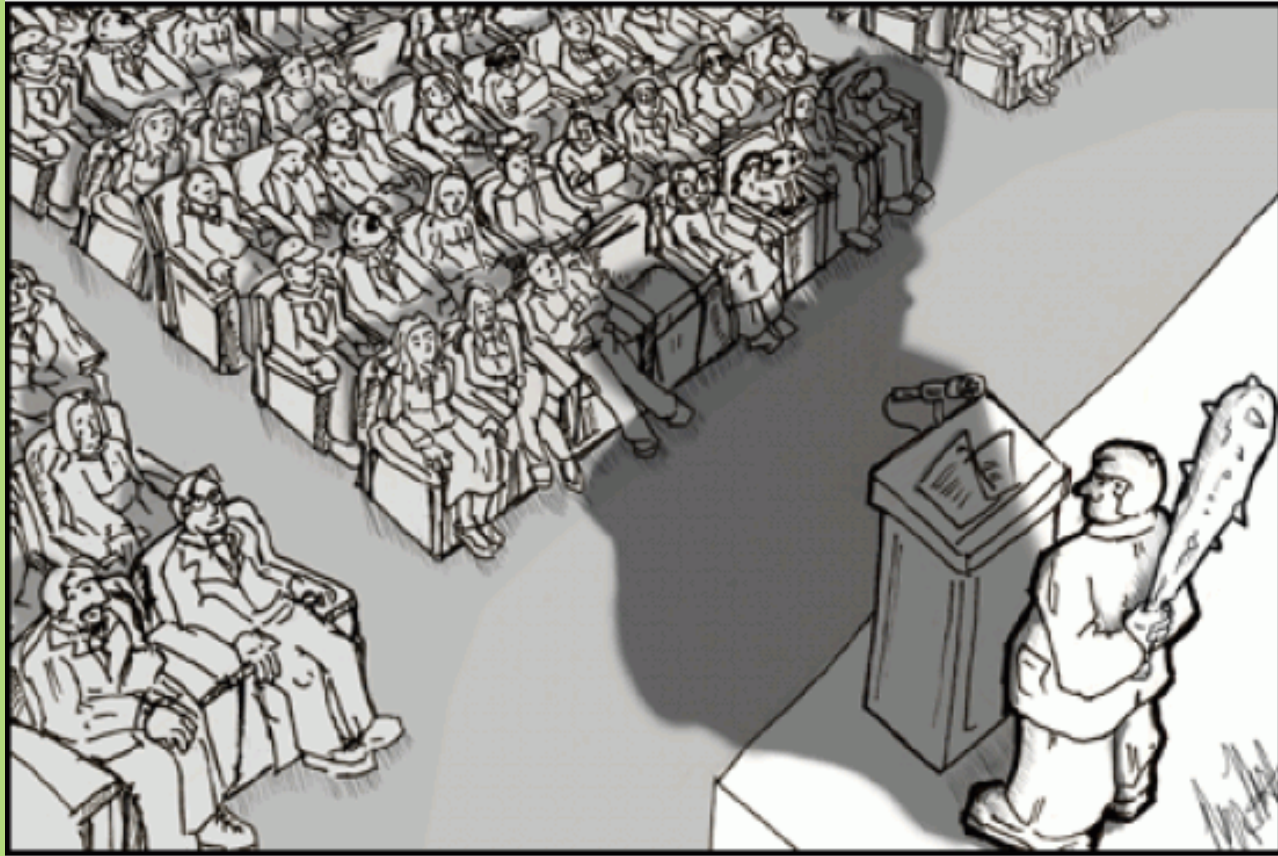
Gets a job offer and then tells you
about the offer

Gets a job offer and then informs
you that she/he is leaving



“Mr. Osborne, may I be excused? My brain is full.”

What do
you
do ??????
??



"Dean addressing the school's faculty meeting:
'Faculty governance is the essence of my administration!'"

Options:

Emergency meeting of the Full Professors?

Emergency meeting with the Associate Chairs?

Emergency meeting with the Dean?

Emergency meeting with your best friend (maybe dog)?

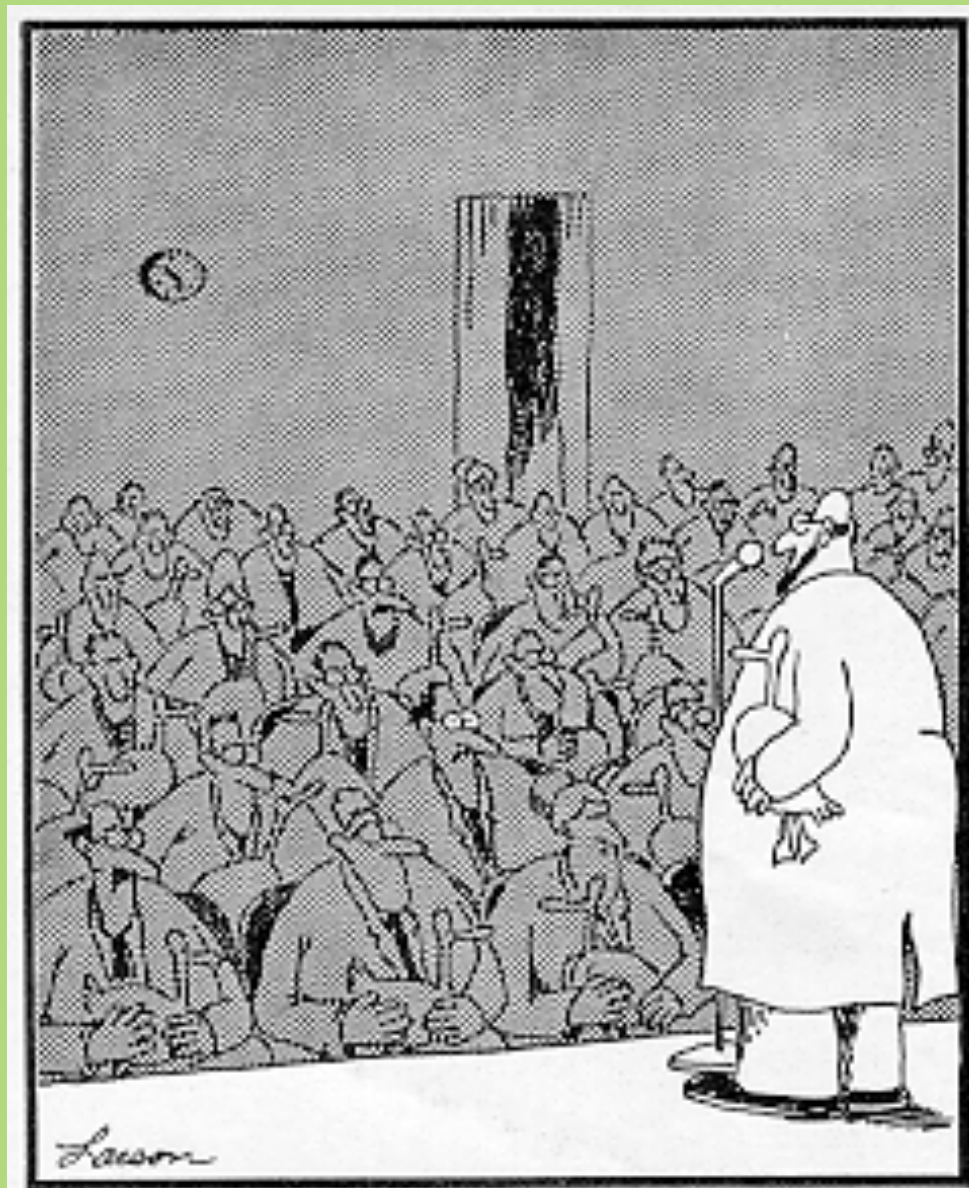
Sometimes, the answers are simple, obvious, clear-cut

e.g.

“Would not this place be wonderful if Professor X left!!!!

Or.....

“It would be a disaster to the Department if Professor X left!!!!



Suddenly, Professor Liebowitz realizes he has come to the seminar without his duck.

Other times, no answer is perfect

Let's see if all of the concerns of Professor X can be met

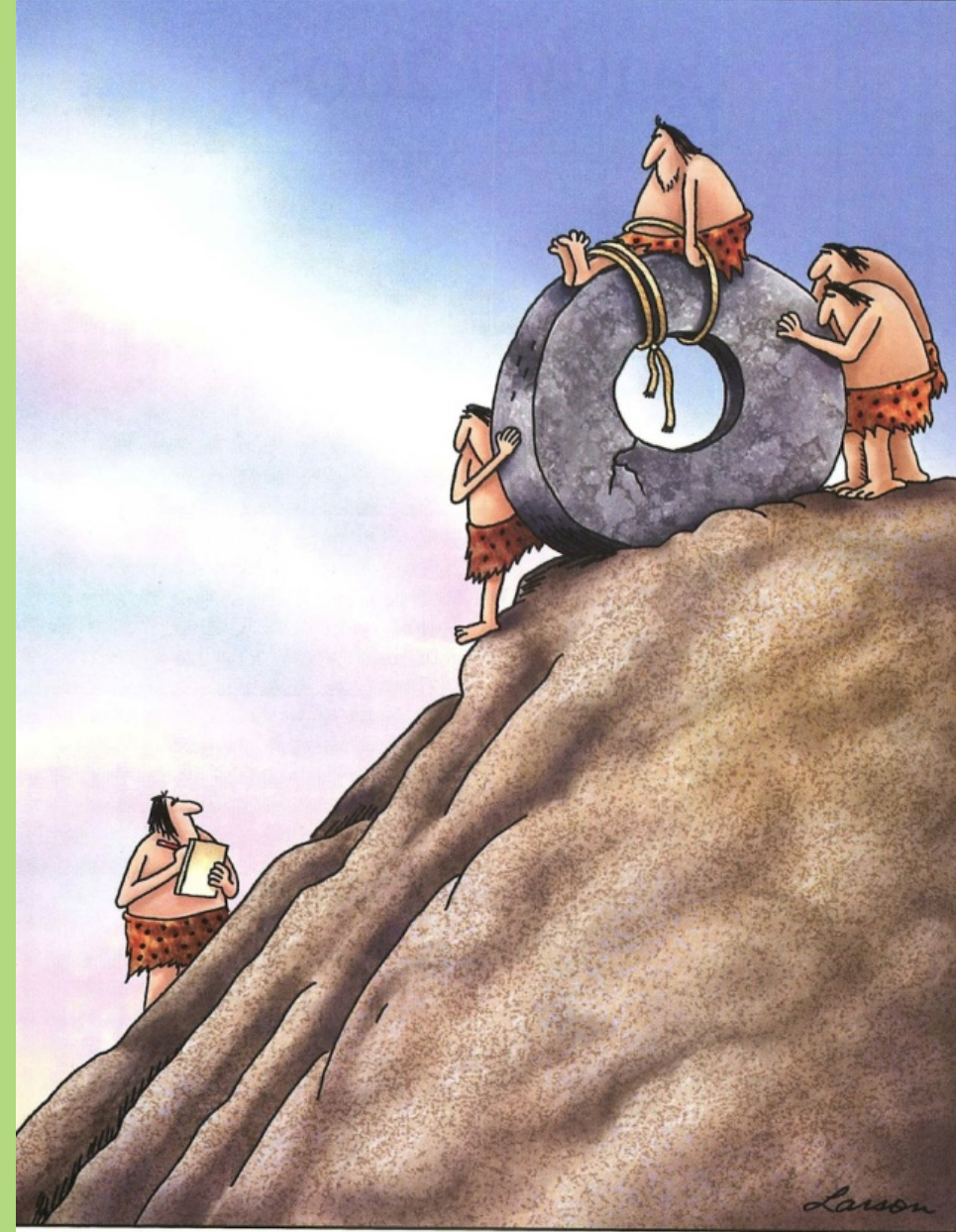
Let's see if at least some of the concerns of Professor X can be met

If we do meet all/some of the concerns of Professor X, then what are the repercussions?

To what extent is support from outside of the Department needed to address some/all of the concerns of Professor X?

Will these efforts be beneficial to the Department? (e.g., Prof Z threatens to leave over salary issues —

Department's entire salary increase for next two years is given to Prof Z, then Prof Z leaves anyway after two years. — this is true).



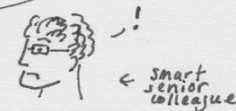
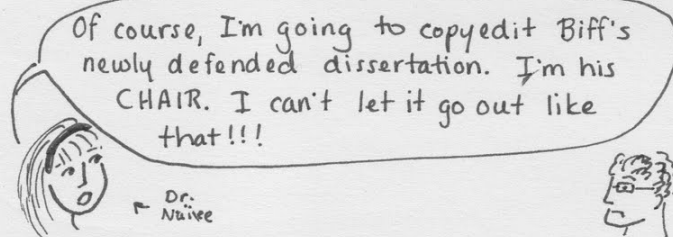
Early experiments in transportation

All things considered, hope for a supportive Administration!

Newbie Faculty Mistakes

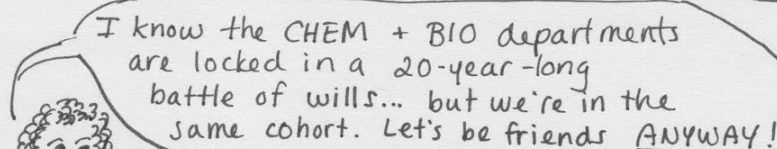
1.

Thinking that it's ALWAYS a good choice to "help" students

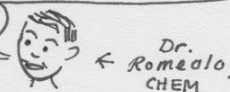


2.

Making friends in the "wrong" department's

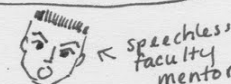
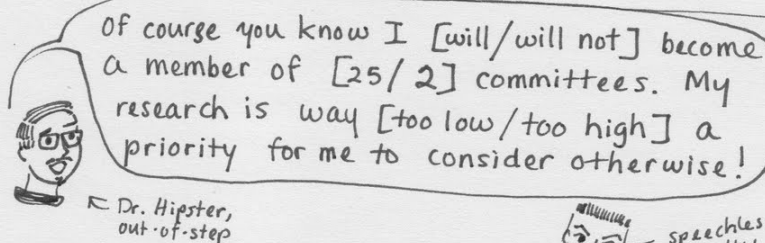


Okay! It's a PACT!



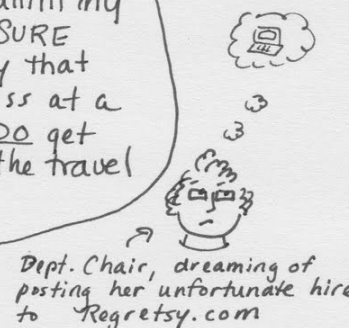
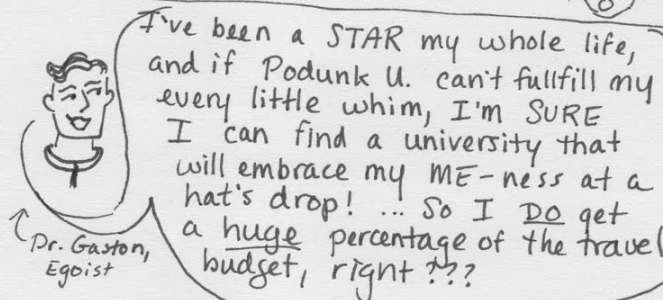
3.

a. Being too eager or
b. too reluctant to join committees



4

Displaying open arrogance everywhere, to everybody

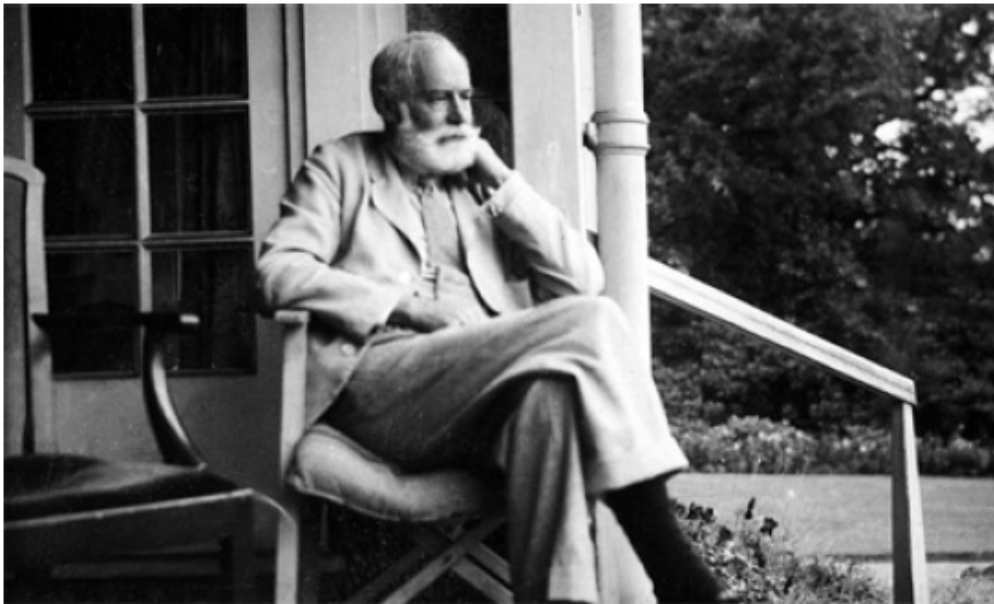


Comment is free, but facts are sacred

To celebrate the centenary of the Guardian and his 50th anniversary as editor, CP Scott wrote 'A Hundred Years' in 1921. The essay's famous sentence 'Comment is free, but facts are sacred' has endured as the ultimate statement of values for a free press and continues to underpin the traditions of the Guardian newspaper today

guardian.co.uk, Thursday 28 November 2002 19.01 EST

A [larger](#) | [smaller](#)



CP Scott: Comment is free, but facts are sacred

A hundred years is a long time; it is a long time even in the life of a newspaper, and to look back on it is to take in not only a vast development in the thing itself, but a great slice in the life of the nation, in the progress

And Never Forget!!!!!!!