



# Deans Diversity Conversation: Faculty Satisfaction, Climate, and Retention

Presented to IUB Executive Deans, June 10, 2021

# Overview

- What is the COACHE survey and what can we learn from it?
- How are we doing relative to our peers?
  - URM
  - Women
- Why do people leave?
- What factors matter most to those who stay?
- Common themes
  - Recognition
  - Service
  - Leadership development
- Strategies to address these themes



# Introduction of COACHE

# Two COACHE Surveys

- The **COACHE Faculty Job Satisfaction Survey** and **Faculty and Retention & Exit Survey** were developed and managed by the Collaborative on Academic Careers in Higher Education (COACHE), Harvard University <https://coache.gse.harvard.edu>. The COACHE team gathers data directly from IUB faculty
  - Job Satisfaction Survey: began in 2005; comparable questions in 2013, 2016, and 2019; 2019 Response rate: overall 43%
  - 2019 also included a set of questions focused on climate
  - Retention & Exit Survey: 2016-2019, three-year data combined in one report; response rate: overall 49%
- All responses are anonymous and strictly confidential.



# Benchmarks: Compare with Peers

## Strengths compared with peers

- **Personal & Family Policies** (#1 among peers, top 30% of all institutions)
- **Health & Retirement Benefits** (#1 among peers, top 30% of all institutions)
- Facilities & Work Resources
- Leadership: Senior
- Leadership: Faculty
- Governance: Productivity

## About the same as peer average

- Governance: Trust
- Governance: Shared Sense of Purpose
- Governance: Understanding the Issue at Hand
- Governance: Adaptability
- Nature of Work: Research
- Nature of Work: Teaching
- Interdisciplinary Work
- Collaboration
- Mentoring
- Tenure Policies
- Promotion to Full
- Leadership: Departmental
- Departmental Quality

## Weaknesses compared with peers

- Tenure Expectations: Clarity
- Leadership: Divisional
- Departmental Collegiality
- Departmental Engagement
- Nature of Work: Service
- **Appreciation & Recognition** (#5 among peers, bottom 30% of all institutions)



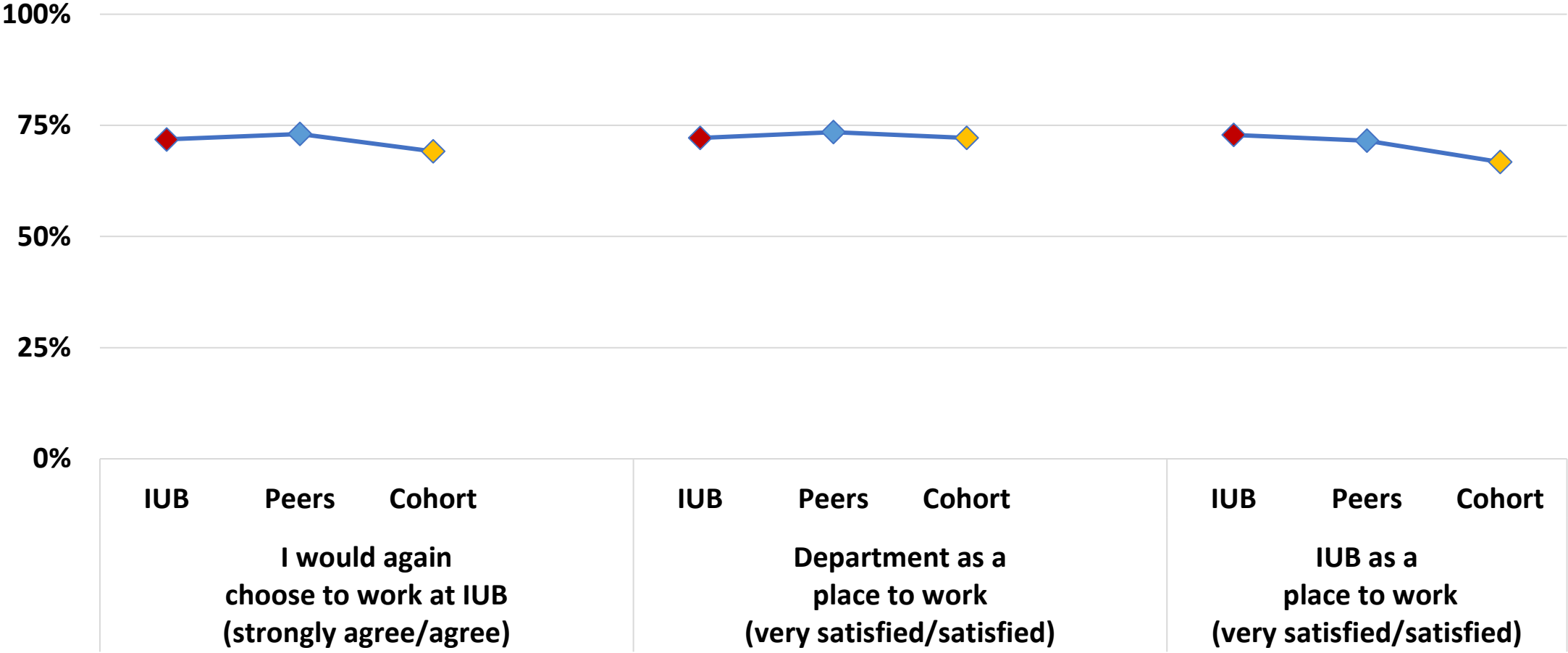
# Benchmarks: Demographic Groups

- 2019 results show no significant difference between women and men at the benchmark level
- Compared to their White colleagues, our faculty of color were less satisfied in these areas:
  - Promotion to full
  - Departmental collegiality
- In addition to the above two areas, our underrepresented minority faculty (Black, Hispanic, and other) were also less satisfied with
  - Nature of work: service
  - Collaboration

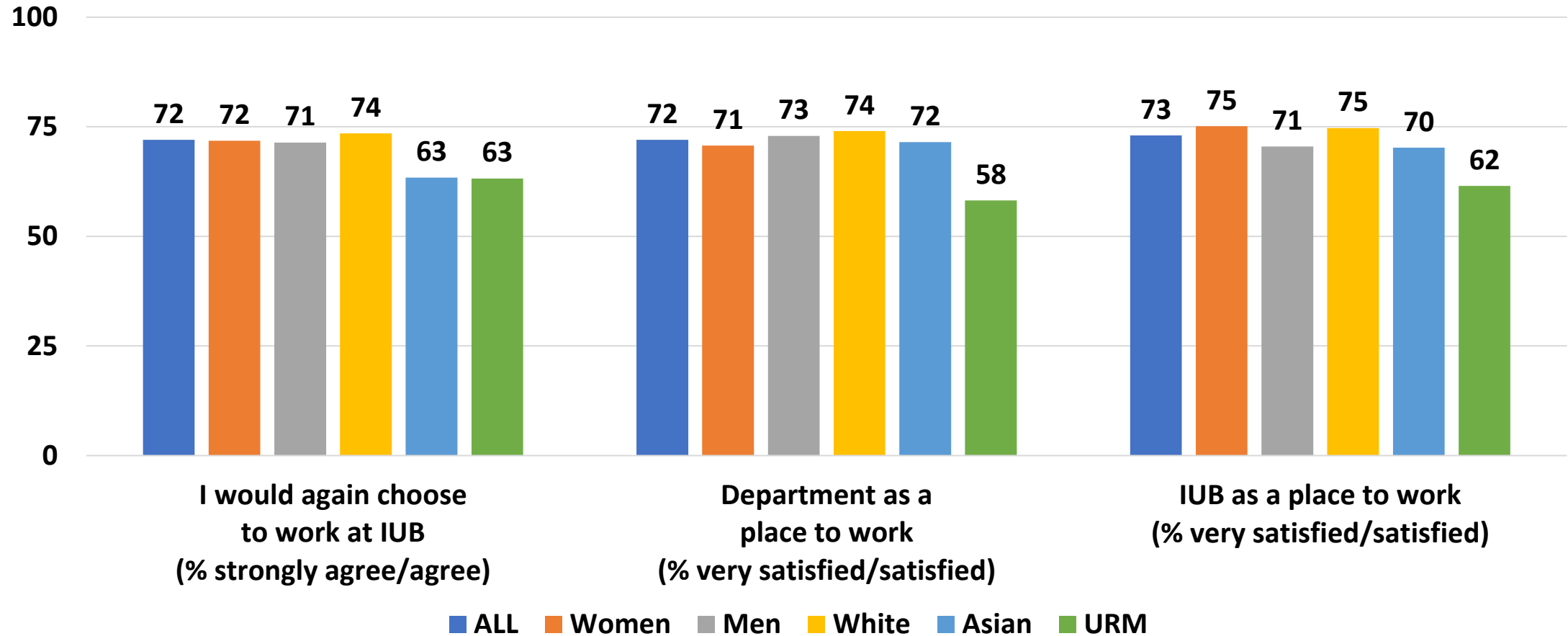




# Global Satisfaction: IUB vs. Peers 2019



# Global Satisfaction: IUB 2019





# Inside Global Satisfaction: Areas of Focus

- The following areas show differences between demographic groups and/or represent areas where IUB peers receive higher ratings
  - Recognition
    - Women and minority faculty were less satisfied with the recognition they received for work and from others
  - Service Equity
    - More women and minority faculty perceived less equity in distribution of committee assignments and advising responsibilities, as well as how equitably additional service work is compensated
  - Leadership development
    - From 2016 to 2021, women and faculty of color became leaders at the department chair level and assistant/associate deans. However, women and faculty of color remain underrepresented among higher-level administrators (Deans, Vice Provost, Vice Presidents).
- These are also areas where interventions can have a meaningful impact



# Global Summary of Retention & Exit

- The population includes all those, between 2016-2019, 1) who left IUB for another job, 2) those who had an outside offer but were retained (as reported by deans) and 3) those who were at risk of leaving and were given a pre-emptive retention (as reported by deans).
- Themes include: the search for a new position; the nature of the outside offer; the factors that weigh into a decision to depart or stay; the influence of spouses' and partners' careers; the counteroffer process; the transition to a new institution.
- General findings:
  - Overall, 57% of the 181 faculty members included in this study left IUB and 43% were retained; in the whole COACHE R&E cohort, 59% left.
  - IU has a similar probability of retaining women who are at risk of leaving (46%) to that of the whole cohort (43%).
  - Within the risk group at IU, we have a similar likelihood of retaining men (49%) and women (46%).
  - IU does a better job at retaining faculty of color who are at risk of leaving (58%) than does the peer cohort (39%).



Areas of focus

**What contributes to faculty  
decisions to Stay or Leave?**

# Quotes from the Surveys

*From the **Job Satisfaction Survey**: What is the number one thing your institution can do to improve the workplace for faculty?*

The number one thing is to provide better opportunities for spousal hires. Let's be realistic here; we live in Bloomington, not a big city, not the East/West Coast, but in the middle of the Midwest.

Bloomington is a tough place to live generally, given its size and isolation, and it can be especially unfriendly to people who aren't students and aren't parents. There are resources for both, but people who are in between are left on their own. I felt really alone here a lot of the time.



# Quotes from the Surveys

*For the **Retention & Exit Survey**, "What factors weigh most heavily on the decision to stay or to accept the outside offer?"*

*[comment from a faculty member who **left** IUB] Personal factors were most significant. Bloomington can be a lonely place. I wasn't able to attract my partner to move with me to Indiana and I found it difficult to meet young colleagues; most older colleagues had families. I didn't like the lifestyle (very few groceries or shopping in walking distance). I felt remote from urban life and my friends and family. All that made it easier to feel stagnant intellectually.*

*[comment from a faculty member who **stayed** at IUB as result of retention efforts] 1. Salary 2. Support for tenure process 3. Personal factors related to location (e.g. proximity to extended family, work and schooling opportunities for immediate family) 4. Prestige of institution and faculty colleagues 5. campus facilitated opportunities to extend research agenda (e.g., potential coworkers, funding, availability of graduate students, etc.)*





# Working at IUB: Best Aspects (Top 4)

All	Women	Men		White	Asian	URM
37%	33%	40%	Quality of colleagues	39%	33%	26%
19%	19%	19%	Academic freedom	19%	21%	16%
15%	13%	18%	Cost of living	15%	14%	18%
13%	16%	11%	Support of colleagues	13%	9%	14%
12%	11%	13%	Quality of graduate students	13%	7%	12%
7%	7%	8%	Support for research/creative work	6%	19%	9%

Faculty were asked to identify the **two (and only two) best aspects** of working at IUB out of 25.

The following 19 aspects did not make top 4 for any demographic group:

- 1st
- 2nd
- 3rd
- 4th

- Assistance for grant proposals
- Childcare policies
- Commute
- Compensation
- Diversity
- Geographic location
- Manageable pressure to perform
- My sense of fit here
- Opportunities to collaborate with colleagues
- Presence of others like me
- Protections from service/assignments
- Quality of undergraduate students
- Quality of facilities
- Quality of leadership
- Support for teaching
- Support for professional development
- Spousal/partner hiring program
- Teaching load
- Tenure/promotion clarity or requirements



# Working at IUB : Worst Aspects (Top 4)

All	Women	Men		White	Asian	URM
25%	22%	27%	Compensation	25%	26%	18%
16%	14%	18%	Geographic location	14%	32%	18%
14%	17%	12%	Too much service/too many assignments	14%	16%	14%
13%	16%	9%	Lack of diversity	11%	7%	25%
10%	8%	12%	Quality of leadership	10%	5%	13%
6%	5%	7%	Quality of graduate students	5%	16%	5%

Faculty were asked to identify the **two (and only two) worst aspects** of working at IUB out of 25.

The following 19 aspects did not make top 4 for any demographic group:

- |  |  |   |  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #005596; margin-right: 5px;"></span> 1st</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #663399; margin-right: 5px;"></span> 2nd</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #336633; margin-right: 5px;"></span> 3rd</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #CC6633; margin-right: 5px;"></span> 4th</li> </ul> | <ul style="list-style-type: none"> <li>• Academic freedom</li> <li>• Absence of others like me</li> <li>• Childcare policies</li> <li>• Commute</li> <li>• Cost of living</li> <li>• Lack of assistance for grant proposals</li> <li>• Lack of support for research/creative work</li> <li>• Lack of support for teaching</li> </ul> | <ul style="list-style-type: none"> <li>• Lack of support for professional development</li> <li>• My lack of fit here</li> <li>• Opportunities to collaborate with colleagues</li> <li>• Quality of colleagues</li> <li>• Support of colleagues</li> <li>• Quality of undergraduate students</li> <li>• Quality of facilities</li> </ul> | <ul style="list-style-type: none"> <li>• Spousal/partner hiring program (or lack)</li> <li>• Teaching load</li> <li>• Tenure/promotion clarity or requirements</li> <li>• Unrelenting pressure to perform</li> </ul> |
|--|--|---|--|



# Summary of “Push”/ “Pull” Factors

## “Push” factors

- **Social/political climate of region \***
- **Potential for work-life balance \***
- **Employment opportunity for spouse/partner \***
  
- Salary
- Potential intellectual growth
- Department or institutional reputation

## Factors behind retention

- **Collegiality of department \*\***
- **Proximity to family \*\***
- **Cost of Living \*\***
  
- Salary
- Potential for work-life balance
- Quality and quantity of research infrastructure
- Department or institutional reputation

\* These factors were listed more often as reasons to leave by IU faculty than faculty at peer institutions

\*\* These factors were listed much more as reasons to stay by IU faculty than faculty at peer institutions

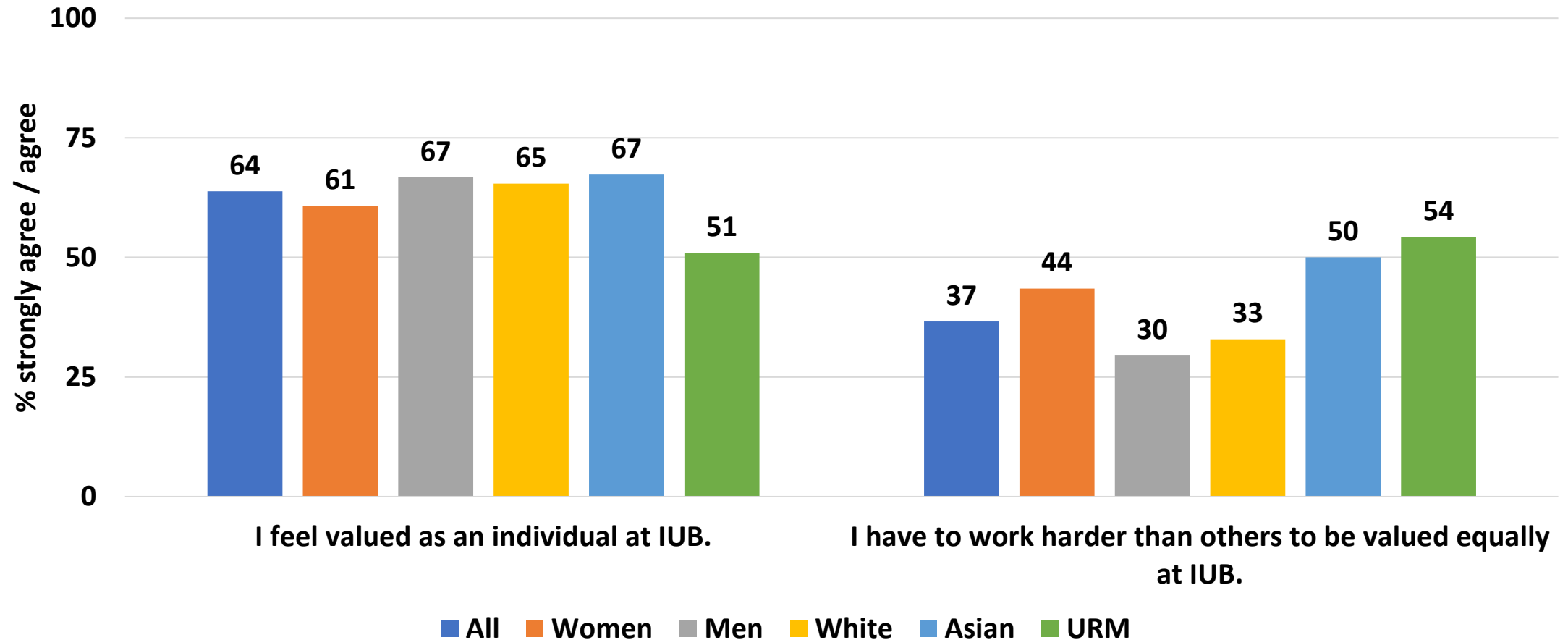
Among the “push” factors, potential for work-life balance and employment opportunity for spouse have less than 25% reporting. All the other factors have 25% or more.



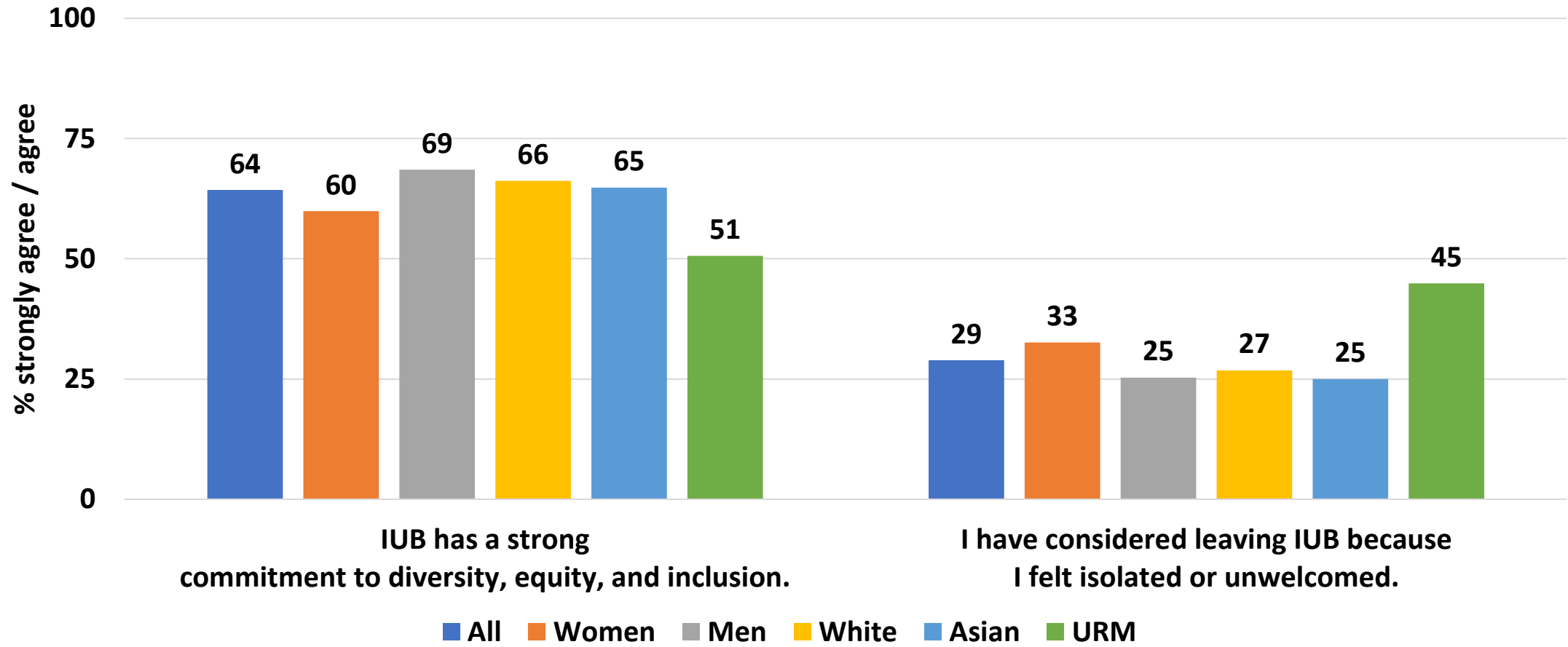


# Campus Climate

# Campus Climate: Feeling Valued



# Campus Climate: Commitment to Diversity, Considered Leaving



**Strategies to move forward**

# Retention – Begins at Home

- Before the hiring effort – Are you projecting your commitment to diversity, equity, inclusion?
- Onboarding – mentoring, mapping expectations, welcoming the new hire into the unit/department/program community
- Building a relationship – regular 1-on-1 meetings, opportunities to engage socially, lunches with leadership
- Community building – Faculty & Staff Councils, on- and off-campus networks and organizations



# Retention – The Long Game

- Professional Development & Networking – writing groups, NCFDD, IAS
- Attention to service loads – especially for junior faculty
- Recognition – highlight their scholarly achievements, feature their expertise
- Leadership Development – identify opportunities, recognize equity “service” as “leadership”



# Selected Readings

## Faculty Retention and Departure

Jayakumar, U. M., Howard, T. C., Allen, W. R., & Han, J. C. (2009). Racial privilege in the professoriate: An exploration of campus climate, retention, and satisfaction. *The Journal of Higher Education*, 80(5), 538-563.

Kaminski, D., & Geisler, C. (2012). Survival analysis of faculty retention in science and engineering by gender. *Science*, 335(6070), 864-866.

O'Meara, K. (2015). Half-way out: How requiring outside offers to raise salaries influences faculty retention and organizational commitment. *Research in Higher Education*, 56(3), 279-298.

O'Meara, K., Louder, A., & Campbell, C. M. (2014). To Heaven or Hell: Sensemaking about Why Faculty Leave. *The Journal of Higher Education*, 85(5), 603-632.

O'Meara, K., Niehaus, E., Bennett, J. (2016). Left unsaid: The role of psychological contracts in faculty careers and departure. *Review of Higher Education*, 39(2), 269- 297.

Xu, Y. J. (2008). Gender disparity in STEM disciplines: A study of faculty attrition and turnover intentions. *Research in Higher Education*, 49(7), 607-624.



# Moving forward: Pause for discussion

Questions or comments?

Please feel free to ask us about:

recognition

service equity

leadership development

Or any other topics that are helpful to address as a group

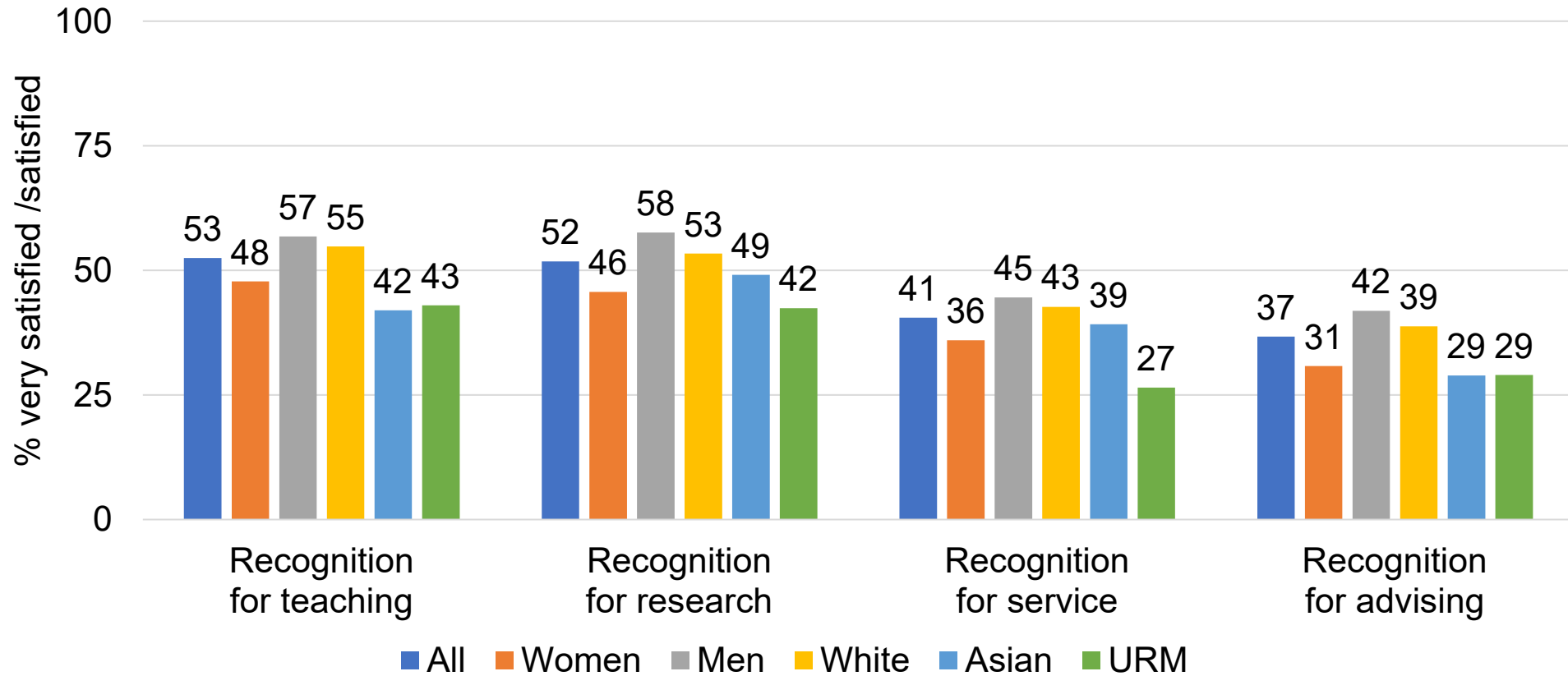




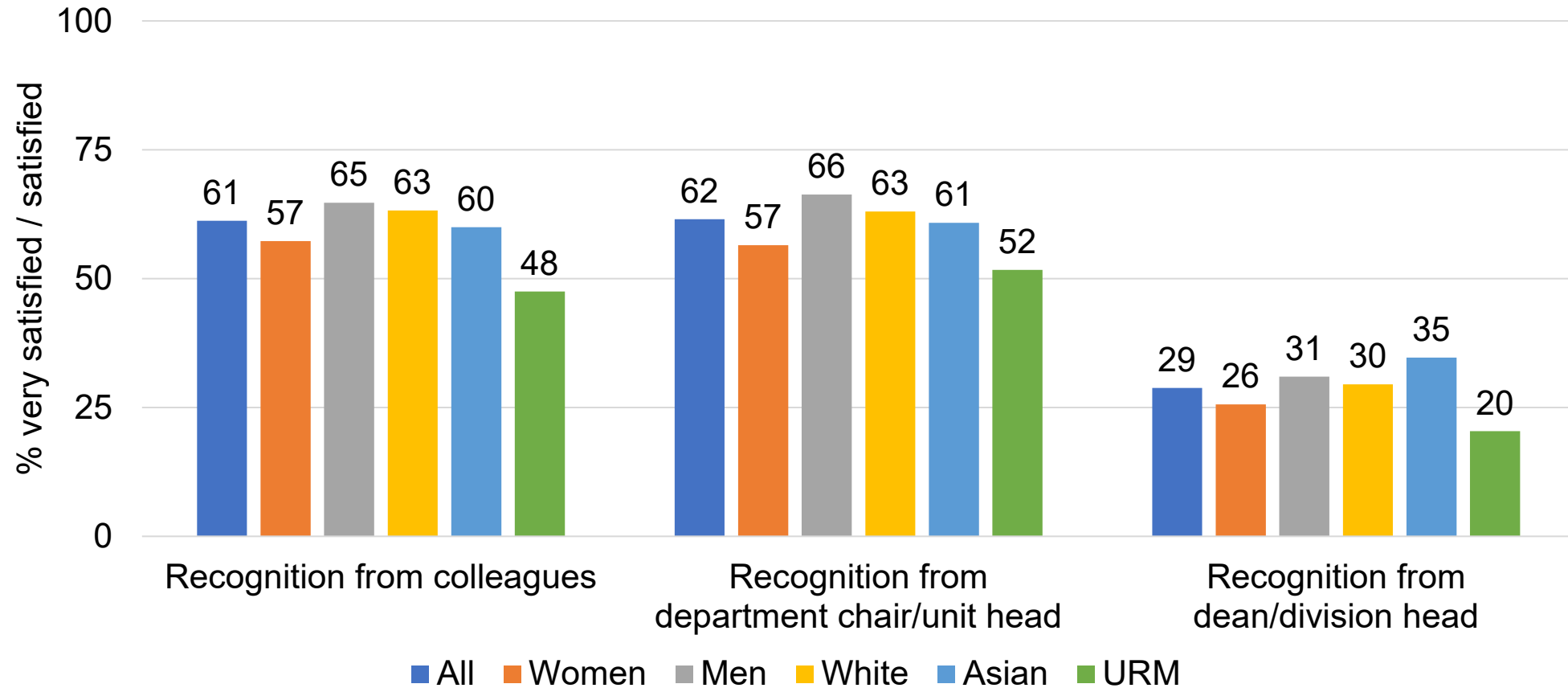


# Recognition

# Recognition Received for Work



# Recognition Received from Others



# Quotes from the Surveys

Settling on some clear, consistent, and reasonable expectations for research productivity relative to the real, constant, and important demands of teaching and service. stated differently, developing a clear recognition of the real need for high quality teaching, service, and research efforts in order for the institution to succeed, and therefore creating systems of recognition, promotion, and compensation that encourage all faculty to contribute meaningfully and substantially in all three areas.

Recognize scholarship that does not fit within preordained boxes or is not easily measured. Creativity and originality matters even if the data driven university doesn't always pick it up on its radar screen.

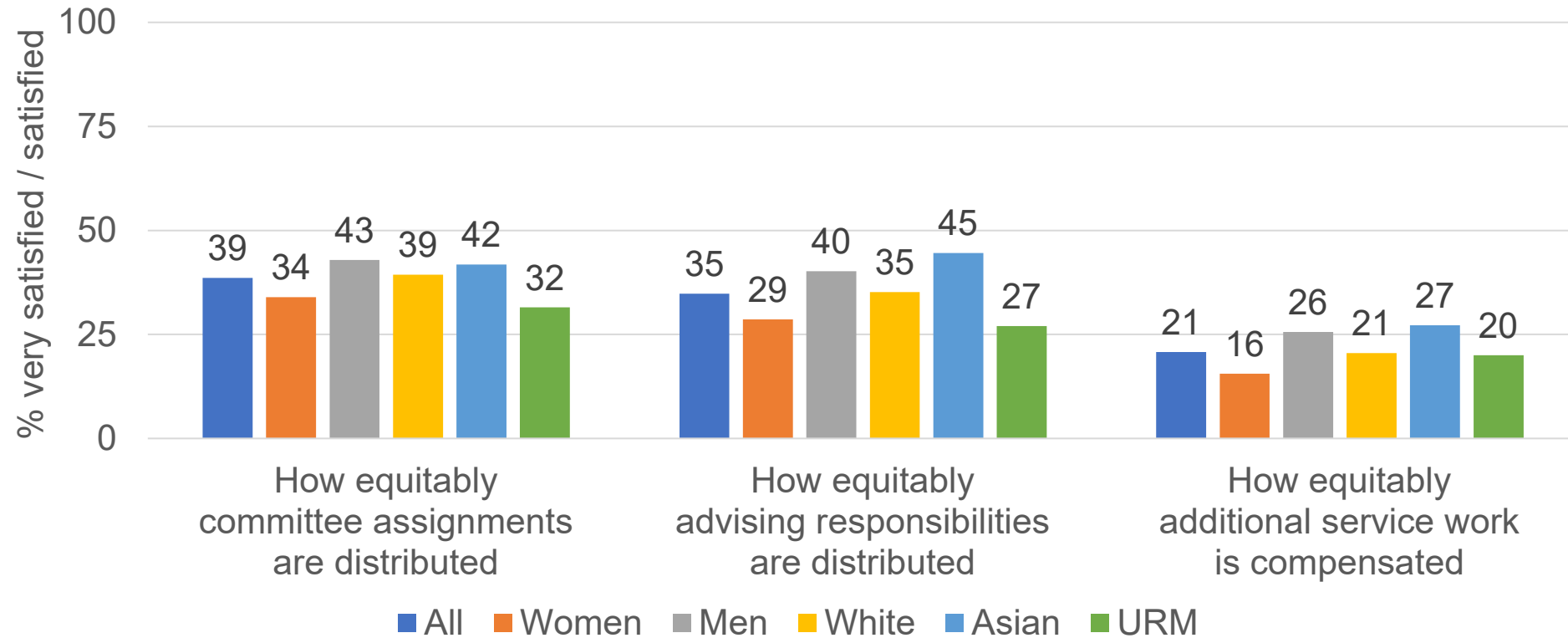
The institution has improved recognition and support for outreach activities in recent years but they could and should do more.

There could be more support and understanding for the interdisciplinarity and type of work done in my department by the Dean, as well as more recognition and rewards for its teaching and research successes.



# Service equity

# Service Equity



# Quotes from the Surveys

Some faculty perform extraordinary amounts of service at many levels. Despite being a focus in the strategic planning process, no system for coordinating and making service work legible, for purposes of balancing service assignments across levels (department, school, campus) has been developed. Service assignments are made in an ad-hoc way at different times by different leaders without coordination. Even full professors find it hard to regulate their yes and no responses.

Provide a more equitable distribution of service burdens and rewards (funding, sponsoring for distinguished professorships, etc.).

Clear recognition for quality service (e.g. high quality teaching evaluations, taking on student research mentoring, number of students asking for letters of recommendations, etc) in promotion statues for non-tenure track faculty.

I would seek ways to compensate and/or recognize the disproportionate level of service that faculty of color undertake at this institution to push the institution's diversity, equity, and inclusion mission. it would also be great to have more white faculty step up to do this work and/or learn how to do it well.



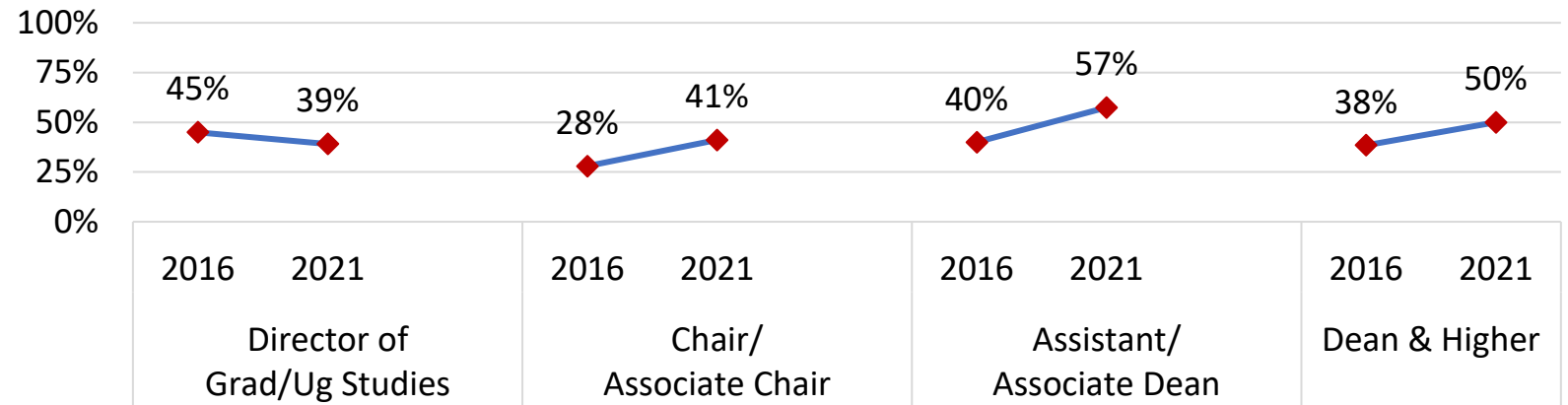
# Leadership Development



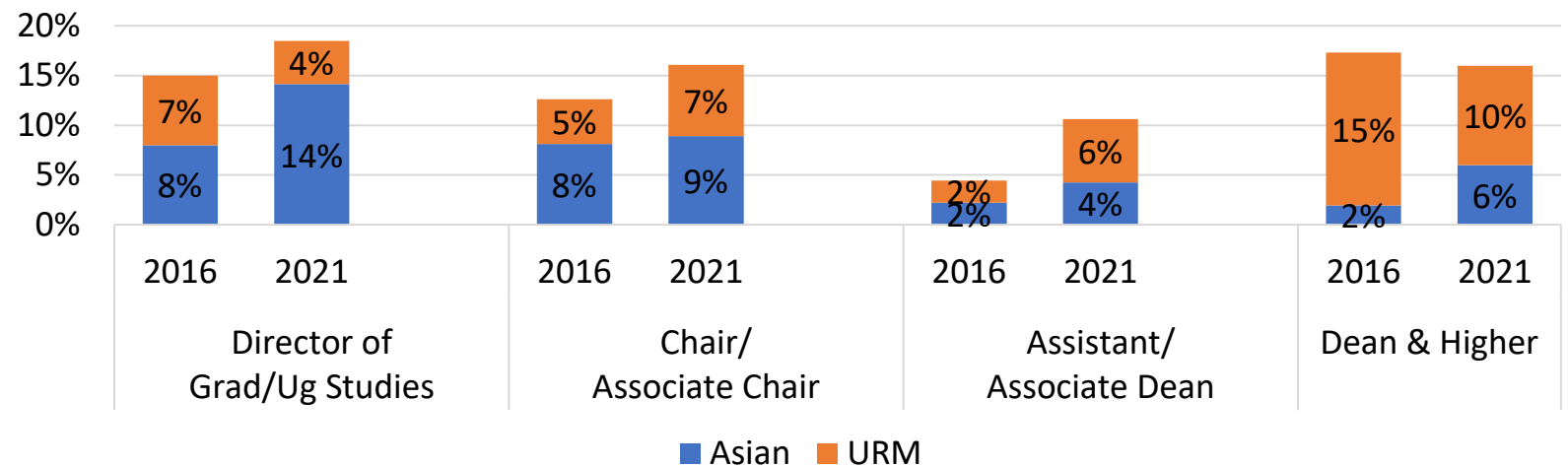
# Leaders at IUB: 2016 vs. 2021

Data source: spring 2016 and 2021 census (academic appointees)

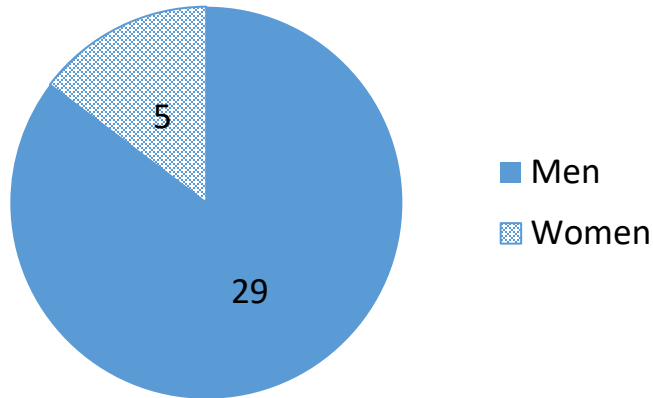
### Women



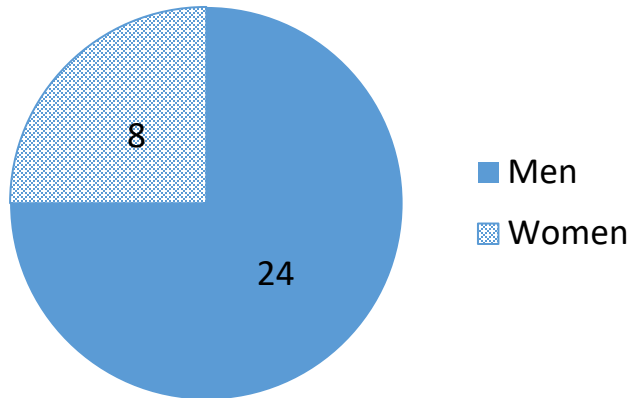
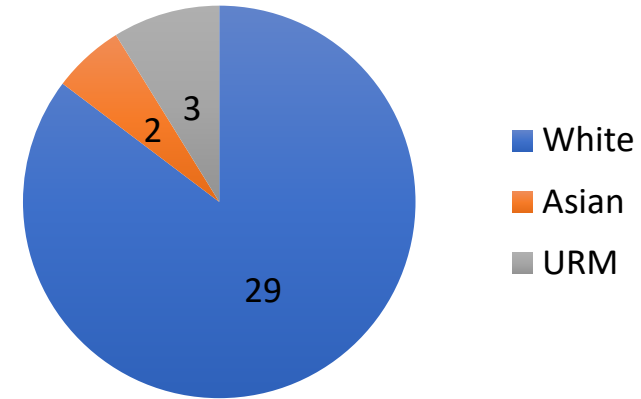
### Faculty of color



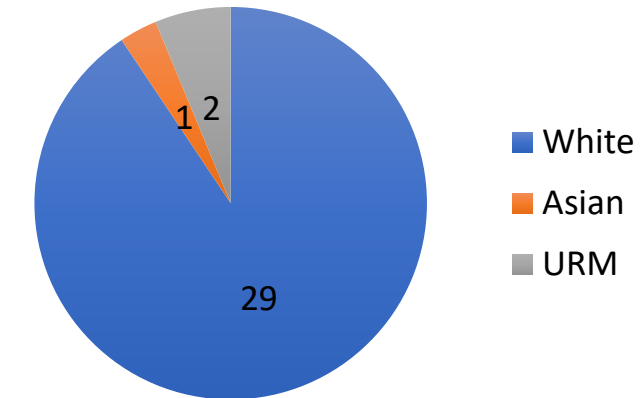
# Higher-level administrators: 2016 vs. 2021



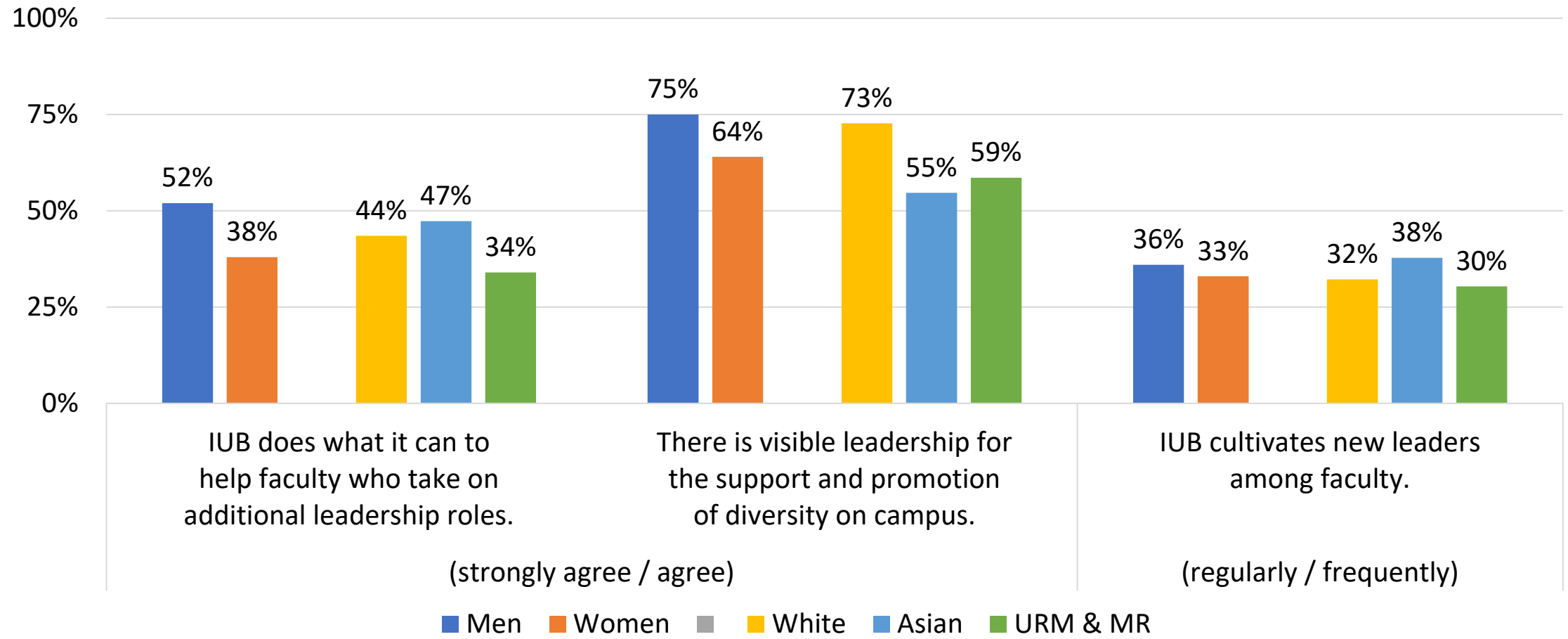
**2016**



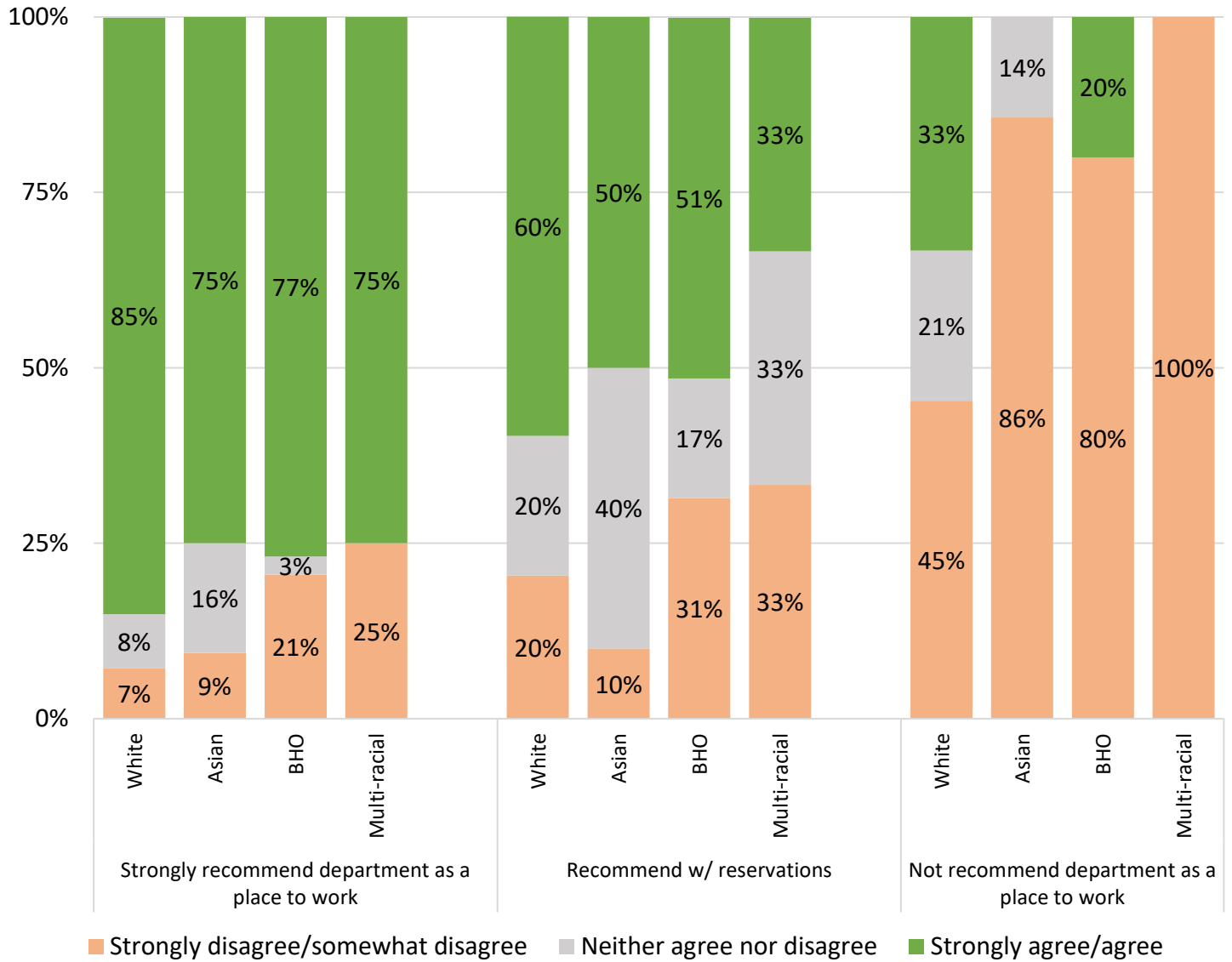
**2021**



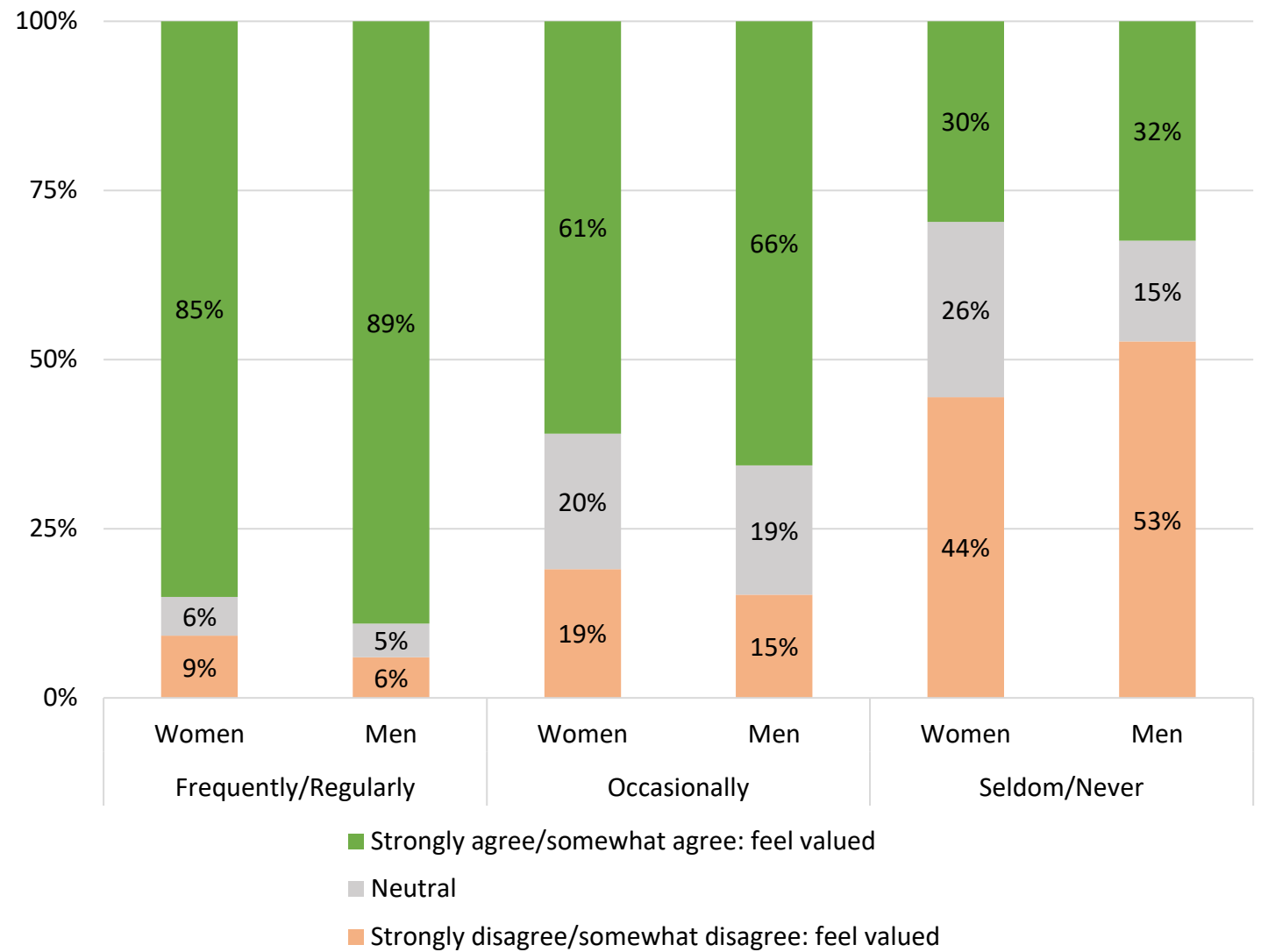
# Leadership items by gender and race



Recommend department as a place to work and visible leadership for diversity



# Cultivating leadership and feel valued



# Quotes from Surveys

Faculty comments on “one thing your institution can do to improve the workplace”:

I feel that the institution could better compensate people for administrative/leadership roles (e.g., more course release, research support, support mechanisms like workshops for administrators and chairs, better mentoring). not necessarily financial compensation, but for some admin positions, this might be on the table as well. financial compensation continues to reduce, and limited non-financial support is provided to those in chair positions. the institution could be more mindful of how reports and onerous tasks impact both research and teaching responsibilities.

More diversity, more women in leadership, more support for single faculty members who do not feel like they belong here



# Quotes from Surveys

## Faculty comments related to action taking preemptively to retain faculty:

Being appointed head has resulted in a boost in pay, and the addition of responsibilities. Overall, I have enjoyed moving into this leadership position, however I have not received any additional support in the work, while I still retain all of my original responsibilities in addition to these new ones. This has created a fair bit of stress.

I took on an additional major service role this year. I was able to do some because it offers a relatively robust compensation package that includes course releases and summer salary. Had these not been available, I would have declined. My time is too valuable to accept a service obligation of this magnitude without compensation.



# Selected Faculty Hiring Resources

Univ. of Washington DEI Glossary - <https://epi.washington.edu/edi-glossary>

Univ. of Michigan Recommended DEI Readings - <https://advance.umich.edu/stride-readings/>

Univ. of Michigan Faculty Recruitment Resources - <https://advance.umich.edu/stride/>

UCLA Faculty Search Committee Resources - <https://equity.ucla.edu/programs-resources/faculty-search-process/resources-on-contributions-to-equity-diversity-and-inclusion-edi/>

Purdue NSF Bias Video - <https://www.youtube.com/watch?v=JqqTLjdo9i8&feature=youtu.be>





# IUB Resources

**Vice Provost for Diversity & Inclusion:** Unit diversity plans, reports, community resources, faculty hiring workshops, URM faculty and staff networks, strategic hiring and retention, student diversity leadership – <https://ovpdi.indiana.edu/> (John Nieto-Phillips, Vice Provost; Acting VP Lem Watson, 2021-22)

**Vice Provost for Faculty & Academic Affairs:** Hiring guidelines and policies, dual career opportunities, tenure & promotion, faculty development, scholarly writing groups, faculty success program, new faculty orientation – <https://vpfaa.indiana.edu/> (Eliza Pavalko, Vice Provost)

**Vice President for Diversity, Equity, and Multicultural Affairs:** Antiracist Initiatives, Diversity Education, Cultural Centers and Programs, Academic Support, Community Engagement – <https://diversity.iu.edu/> (James Wimbush, Vice President; Lem Watson, Associate Vice President)

**Office of Institutional Equity:** Title IX training, and discrimination & harassment training, accessibility and ADA compliance, Affirmative Action and Equal Opportunity, general search guidelines, required language – <https://equity.iu.edu/> (Emily Springston, Director)



# Selected DEIJ Readings

