

research **dialogue**

issue no. 86 december 2005



TIAA-CREF institute

tiaa-crefinstitute.org

**FACULTY RECRUITMENT AND RETENTION:
CONCERNS OF EARLY AND MID-CAREER FACULTY**

Carroll-Ann Trotman, *University of North Carolina, Chapel Hill*
Betsy E. Brown, *University of North Carolina*

For many higher education institutions, the recruitment and retention of faculty are major concerns. In this article, we present preliminary results from Phase I of an ongoing research project that aims to investigate factors that are important to the recruitment and retention of early and mid-career faculty at the University of North Carolina (UNC). In Phase I of the project, in-depth telephone interviews were conducted with a sample of faculty from the 16 UNC campuses and responses were collected on a variety of factors that may be important to the recruitment and retention of faculty. Most of the themes emerging from the interviews echo those identified in other research studies.

in this issue

Executive Summary	.2
Introduction	.2
Analysis of Interviews with Early and Mid-Career Faculty at UNC Institutions	.3
Concluding Remarks	.9
About the Authors	.10

>>> EXECUTIVE SUMMARY

The University of North Carolina (UNC) system is developing strategies for faculty recruitment and retention. As a first step, this project explored the expectations, perceptions, and concerns of early and mid-career faculty within the UNC system on issues related to faculty recruitment and retention in order to identify the broad range of factors perceived as supportive of or as barriers to the recruitment and retention of faculty. The research method involved in-depth interviews with a sample of recently hired and recently tenured faculty members at the 16 UNC campuses.

The results were compiled from the responses of faculty to questions about salary, benefits (health insurance and retirement), professional development, quality of life (including family support and job location), the tenure and promotion process, and campus diversity. Highlights of the findings include:

- Frustration was expressed with poor pay raises and issues of salary compression.
- Retirement benefits were found to be adequate but not health insurance benefits.
- There was limited support expressed for professional development and sabbaticals.
- Campus location and environment were viewed positively by a large number of faculty, who cited many advantages to their campus setting.
- Tenure guidelines and expectations were reported to be unclear, and faculty felt the need for support and more follow-up on their progress, and felt tenure expectations were a “moving target.”
- The majority of faculty were dissatisfied with efforts to enhance diversity by their institutions and perceived major weaknesses in several areas. Conversely, other faculty were satisfied with efforts on their campuses or felt that substantial improvements had occurred.

>>> INTRODUCTION

For the University of North Carolina (UNC), as for other higher education institutions and systems, the recruitment and retention of faculty are major concerns. Analyses conducted in 2000 projected that UNC’s 16 campuses will need to hire approximately 10,000 faculty members by 2010 to replace retiring faculty and meet projected enrollment growth (Brown, 2002). This fact compels UNC campuses to ensure that they are sufficiently competitive to recruit talented faculty and to retain and develop the skills of currently employed faculty. In light of this challenge, the UNC system is developing strategies for faculty recruitment and retention. An ongoing research project addressing these issues and strategies, supported by the TIAA-CREF Institute and the UNC Office of the President, forms the basis for this paper.

The objective of the project is to explore the expectations, perceptions, and concerns of early and mid-

career faculty within the UNC system on issues related to faculty recruitment and retention. The specific aims are to identify the broad range of factors perceived as supportive of or as barriers to the recruitment and retention of faculty at the 16 campuses within the UNC system; to identify similarities and differences in the expectations, perceptions, and concerns among individuals from different types of campuses at different stages in their careers and with different types of appointments; and to use this information to guide the development of University policies and a legislative agenda. Research methods include interviews with recently hired and recently tenured faculty members and the administration of a survey targeted to issues raised in the interviews.

Research has documented that sources of satisfaction and stress, both personal and professional, among early and mid-career faculty will likely be very different from those of their more senior colleagues. Data

exists to support the finding that current faculty are dissatisfied with and have concerns about their academic work life and environment (Rice et al., 2000; Austin, 2002; Trotman et al., 2002). For example, Rice et al. (2000) found three concerns for tenure-track early-career faculty: 1) a lack of a comprehensible tenure system (particularly with regard to feedback, evaluation, and the tenure process); 2) a lack of community or a culture of collegiality (faculty isolation in a competitive environment); and 3) a lack of an integrated life (both the ability to balance a variety of work responsibilities and to balance work and personal or family responsibilities).

In order to develop strategies to address faculty recruitment and retention, it is important to understand how the needs and perceptions of early and mid-career faculty may differ from those of senior faculty and how policies and interventions can be balanced to meet the needs of faculty in different age cohorts. UNC has already conducted research about the needs and concerns of senior faculty. In conjunction with the Associated New American Colleges and the University of Minnesota, UNC administered a survey in fall 2003 to faculty 50 years and older to gather their perceptions of the late career stage, retirement aspirations and plans, and issues important for their professional development. The results of the senior faculty survey, supported by the TIAA-CREF Institute and participating institutions, created the profile of a stable cadre of experienced faculty who were largely satisfied with their career choices and were motivated by a strong desire to continue their academic work and contribute to their institutions (Berberet et al., 2005).

This paper reports preliminary analysis from Phase I of the research project, based on interviews conducted with recently hired and recently tenured faculty members at UNC institutions. Phase II of the project will involve a survey of tenure-track faculty members to determine how widespread concerns identified in the interviews are across UNC institutions and demographic and disciplinary groups of faculty. Although the authors had initially proposed developing their own survey as part of the project, UNC institutions have decided to participate in a national survey of tenure-track faculty developed by the Coalition on Academic Careers in Higher Education (COACHE), a project of the Harvard Graduate School Education.

COACHE grew out of Harvard's Study of New Scholars, which included a pilot survey administered to faculty at selected research and liberal arts colleges (www.coache.org). The COACHE survey is designed to measure job satisfaction among tenure-track faculty members and addresses the same concerns as those identified by this project as influencing the recruitment and retention of new faculty. Participation in the COACHE survey will allow UNC institutions to view their results in the context of responses from faculty nationally and at peer institutions.

>>> ANALYSIS OF INTERVIEWS WITH EARLY AND MID-CAREER FACULTY AT UNC INSTITUTIONS

In Phase I of the research project, which began in January 2004 and was completed in October 2004, "in-depth telephone interviews" (IDIs) were conducted with a sample of faculty from the 16 UNC campuses. Interviews were conducted with faculty from seven groups, selected based on the six Carnegie classifications represented by UNC institutions: specialized (1), baccalaureate-general (2), baccalaureate-liberal arts (1), master's comprehensive (7), doctoral/research intensive (3), and doctoral/research extensive (2). An additional "professional" classification was created which included faculty from the health-related professional schools at UNC campuses such as medicine, dentistry, veterinary medicine, and nursing. These groupings were deemed necessary to ensure that the diverse nature of UNC campuses and the differences in culture and environment at each campus that impact faculty experiences were not lost.

The interviews in Phase I were conducted by a social scientist with experience and skill in focused discussions in both academic and corporate research settings. The interviews were scripted to elicit open-ended discussion, a format used in social science research to measure complex qualitative issues such as individual opinions (Bennett et al., 1999). The areas explored were modeled on those identified by Rice et al. (2000) and included but were not limited to the following:

A. THE FACULTY RECRUITMENT AND RETENTION PROCESS

- Reasons for choosing an academic career
- Reasons for choosing a position at the faculty member's current institution
- The institution's interest in and support for teaching, research, and public service
- Required time-commitment to meet expectations
- Economic benefits and hurdles
- Benefits (health, retirement, other)
- Quality of life, job location, and family support
- Observations on diversity and the importance of diversity to education

B. FACULTY RETENTION AND SUCCESS

- Tenure and promotion processes
- Economic benefits and hurdles
- Required time-commitment to meet expectations
- Quality of institutional support
- Role of colleagues and senior administrators

Interviews were conducted with faculty in two employment tracks: (1) early-career full-time tenure-track faculty employed at their institution for fewer than seven years and (2) mid-career full-time tenured faculty who have been tenured for fewer than five years. These career tracks were selected for the following reasons. Track 1, the early-career full-time tenure-track faculty, provided information germane mainly to recruitment factors. Track 2, the mid-career tenured faculty, clarified current factors related mainly to the tenure process and faculty retention. Attitudes and issues of importance to non-tenure-track faculty will be drawn from the results of focus groups and questionnaires conducted as part of a comprehensive study of non-tenure-track faculty issues in 2001 (www.northcarolina.edu/content.php/aa/reports/ntt_faculty/index.htm).

Eligible tenure-track and tenured faculty members from the campuses in each of the seven institutional groups were identified and, from these lists, faculty

members were initially selected at random for contact to participate in the IDIs. Attempts were then made to balance the interview subjects in each group, roughly equally, by gender and race. This meant that ethnic minority and female faculty were overrepresented in the interview groups compared to the population from which they were selected. Approximately ten IDIs were conducted within each of the seven groups. Each IDI was taped for later review and transcription, and the content and topics of the interviews were collated and assembled for further analysis.

The results included in this paper were compiled from the responses of faculty interviewed in the study to the questions about the following:

- I. Salaries
- II. Benefits (health insurance and retirement)
- III. Professional development
- IV. Quality of life (including family support and job location)
- V. The tenure and promotion process
- VI. Campus diversity

The respondents included faculty from both historically white and historically minority-serving institutions. Because the research project attempted to fully protect the identity of those interviewed, the gender and majority or minority status of respondents can be determined only if identified through their responses. However, the total population of those interviewed was 61% female and 39% male. White faculty members made up 63% of those interviewed, while 22% were African American, 7% Asian, and 7% Hispanic.

The preliminary analysis below uses selected quotations from interviews with tenure-track and tenured faculty members, in an attempt to capture directly the perceptions of faculty and to demonstrate the richness of their responses to a variety of issues and concerns. A comprehensive list of quotations is provided in the Appendix. Responses are organized by topical area and, within each topic, by areas of dissatisfaction and areas of satisfaction identified in the interviews. Interviewees are identified as either tenure-track or tenured faculty members. Where references were made in the interviews to specific states, institutions,

schools, or departments, “X” has been substituted for the specific reference, and explanatory notes have been included for clarity.

I. SALARIES

Faculty expressed frustration with poor pay raises and issues of salary compression. Many felt the need to supplement their salaries, for example, by teaching in the summer.

Areas of Dissatisfaction

1. Salary Compression and Lack of Pay Raises

[Tenure track] Where I fault the system, though, with regard to our pay is the fact that we haven’t gotten raises for a long, long time. And that is very hard on personal morale and obviously the cost of things continues to rise.

[Tenured] ... My own salary has been cut, I didn’t think they could do that to me, but they did that by forcing me to renegotiate from an 11-month contract to a 9-month contract. And I really have no recourse for appeal on that. And so, I feel very insulted by the environment and the administration...

2. Need to Supplement Salary

[Tenure track] ... The one thing that I have been able to do, which was really a sacrifice, and that was summer teaching. I have taught every summer and cannot afford not to teach in the summer... I consider my summer salary as part of my yearly salary.

[Tenured] None of us got a raise last year, none of the professors. So what I do is, I opt to teach in the summer. I find other ways, I work through X [program] so I do a lot of their trainings because that’s what I did in X [another state] and I earn money through X.

Areas of Satisfaction

1. Adequate Salary or Personal Finances

[Tenured] My wife has a job at X University, we have no children and I had relatively wealthy parents, you know, who paid for my college education and so forth, so I have no outstanding loans and that sort of thing. Because of this social position, I really could care less.

2. Salary Equity Adjustments

[Tenured] I’ve had some significant salary adjustments in the past to get up to those levels because my

salary had fallen behind. Now a lot of that is a function of what’s being done in the School of X, and I know that there are other faculty members on campus that can’t say the same thing. But our salaries are kept relatively competitive and our starting salaries for new hires are competitive.

II. BENEFITS (HEALTH INSURANCE AND RETIREMENT)

Faculty found the health insurance benefits offered by the state of North Carolina were inadequate, including a lack of same-sex partner benefits. Most felt that the retirement benefits were adequate.

Areas of Dissatisfaction

1. Inadequate Health Benefits

[Tenure track] I just think our health benefit is 100% totally inadequate. And I do believe there will come a time, if the benefit keeps going down, where you will have people leaving academic positions here because of it.

[Tenured] It causes some faculty to think about perhaps leaving and I know it had an impact on some of the faculty that we were recruiting.

2. Retirement Benefits

[Tenure track] ... I wouldn’t mind having a bigger pension. I mean when I was working in X [another state] for a bank, the pension was actually better, significantly I would say.

Areas of Satisfaction

1. Satisfaction with Retirement Benefits

[Tenure track] ... The retirement is fine, it’s not great. It gives us okay options.

[Tenured] ... When I started looking at retirement because it was so awful in our department, I started meeting with TIAA-CREF, which was about three years ago. And since that time, they taught me how to put my extra money in. So if I get any extra money, I invest it ... my retirement now, with the advice of TIAA-CREF is getting better, but it’s still not what I would like it to be...

III. SUPPORT FOR PROFESSIONAL DEVELOPMENT

Most faculty members noted that they had limited support for professional development; sabbaticals were possible in some departments but not all.

Areas of Dissatisfaction

1. Limited Support for Professional Development

[Tenure track] We get \$500 of travel money a year. What this means is that you have two choices: You can either pay out of pocket and have been smart enough to negotiate a salary that will cover that adequately for your comfort, which I feel I did. Or you get grants that will pay for it. I'm fortunate that that's the case... I can tell you that \$500/year doesn't touch a single event for a conference or continuing education.

2. Limited Opportunities for Sabbaticals or Other Leaves

[Tenure track] ... Sabbaticals for non-tenured folks are nonexistent.

[Tenured] If I wanted to take a year instead of a semester, the Deans have always said that would be fine, none of my chairs have ever agreed to that because it's a small department and I'm too important and...

Areas of Satisfaction

1. Availability of Sabbaticals

[Tenure track] Sabbaticals are granted fairly easily in my department. I think it's fine.

[Tenured] I did get a sabbatical and I actually started getting my health back on this sabbatical. Now I say health, it wasn't like I was sick, I just hadn't exercised for seven years and I was tired at the end of each day.

IV. QUALITY OF LIFE AND ENVIRONMENT, INCLUDING LOCATION AND FAMILY SUPPORT

Campus location and environment were viewed positively by a large number of the respondents, who cited many advantages to their campus settings. The North Carolina climate was seen as an attraction for many faculty, and most found their colleagues supportive and the academic environment pleasant. At the smaller universities within the system, the opportunity for developing new programs was seen as a positive for recruitment. The Research Triangle Park, in particular, was seen as a recruitment advantage because of the critical mass of universities and companies in the area, which was viewed as being excellent for collaborative activities, and because of the excellent reputation of the faculty and universities in the area. (Because of the similarity of most comments on campus location and environment, quotations on these topics have not been included below.) Many faculty

reported that they needed more information about the campus area and were particularly challenged in attempting to balance work and family responsibilities.

Areas of Dissatisfaction

1. Lack of Information on University Community and Life

[Tenure track] We sort of showed up, and you're new to the world or whatever and we have this one-day orientation. But that orientation is on like the dumbest of things, like how to not have a filing cabinet fall over on you. But they don't talk to you at all about potentials of the community...

2. Ability to Balance Work and Family Life

[Tenure track] ... I have a passion and desire to do this research and so it's the kind of thing that I literally come home from my job and actually start my job kind of thing. And that's just not a good scenario, to be honest.

[Tenured] I'm divorced and so I always thought I'd be married again by now, but I never had time to date even...

3. Lack of Information or Confusion about University Policies

[Tenure track] Family Medical Leave ... that's something the university just responds to, doesn't initiate. The university certainly isn't proactive on that.

4. Availability of Daycare Facilities and Support for Family Responsibilities

[Tenure track] There is no, there's absolutely no infrastructure at all for anything like daycare or any kind of release time or even anybody to point you in the right direction.

[Tenured] I know the daycare directors [are] very careful but I mean you really need to be on it, you know, the day you get proof [of a pregnancy]. And everyone who's here knows that. So you go from the doctor to the childcare place with the letter from the doctor. But you know, if you were new to campus or you know you didn't realize, you know, how it works, and it's very, very expensive and it's not subsidized.

Areas of Satisfaction

1. Flexible Work Schedules Alleviating Work-Family Issues

[Tenure track] ... Obviously the academic schedule is a

very nice one in that, because of the flexibility day-to-day as well as, you know, sort of summer blocks and things, there is the potential for... interface with the children.

[Tenured] Yeah, when you figure we're on a nine month contract and school ends, we're done May 5th, I guess, and we don't start until somewhere, August 20 or something, it's almost four months, so that's pretty good. And with spring break and Christmas break and everything else, yeah, plenty of time to take a vacation.

2. Availability of Daycare Facilities

[Tenure track] I feel pretty good about all of the daycare/childcare/preschool and now after-school care that I've been able to have. I have paid pretty top dollar for it...

V. THE TENURE AND PROMOTION PROCESS

No other issue is more important to most tenure-track faculty members than the tenure and promotion process. Many faculty reported being unclear about guidelines and expectations for tenure, felt the need for support and more follow-up on their progress, and felt tenure expectations were a "moving target."

Areas of Dissatisfaction

1. Unclear and Ambiguous Guidelines for Tenure

[Tenure track] ... I asked here when I came what exactly are the metrics or the criteria for promotion and tenure... That was almost five years ago, and I'm still waiting for an answer... and I haven't seen any clear criteria for promotion and tenure.

[Tenured] I was so confused [about the tenure process] that I went outside of the North Carolina system to choose a mentor in academia who could start teaching me what it would be like if I decided to stay... It was so confusing. And by that time, I was beginning to see the troubled nature of this School of X.

2. Tenure as a Moving Target

[Tenure track] ... I had a vague general sense, but I have to tell you that [if] I would go up for tenure next year at X, I'm still not sure what the expectations are because they're in flux. And no one seems to really know. The department's expectations are different from the schools; the school's are different from the college; the college is different from the university. So

nobody knows, at X, no one knows what the expectations are... I would say that there are probably three targets [for tenure], department, school, and university. I think the targets are fixed in place. I think the expectation of which target you are expected to hit has changed. I think for a long time my particular department felt that the department was the only one you really had to hit. I always geared my career more towards what the school wanted. And I think that was a really wise choice ...

[Tenured] Since I've been tenured, there has been a lot of turnover at the university. The dean, provost, the chancellor and... the expectations have gone way up.

3. Reliance on Alternate Sources for Information about the Tenure Process

[Tenure track] ... The grapevine does a very good job of telling me exactly what's needed... what's written on paper, well actually we don't have anything written on paper.

[Tenured] I have a dean who's incredibly autocratic, and everything is under his control, and he tells you when you're going up. And he told me when I was going up and then next they wanted my package. I had no idea what went in a package... so I just informed him he'd have it in a week and then went and I had actually a friend on the faculty who'd gone up the year before and said, "Could I see yours?"

4. Lack of Feedback to Faculty on Progress Toward Meeting Tenure Criteria

[Tenure track] ... It's very hard for me, although I'm getting very positive feedback and everything, but still I haven't heard that word that "yes, this is enough" or "when you do this that would be enough." I haven't heard that so this is quite worrying for me.

[Tenured] I did not understand to even ask for released time because tenure had never been explained to me in terms of how you actually do it; the action of it had never been explained to me.

5. Internal Politics and Competition among Faculty

[Tenure track] My reappointment was made into a very political issue about senior faculty. Debates that they've had amongst one another for 30 years of "I don't like you and I see you aligning with X and I worry that even if you retire, he'll just replace you and so I'm going to politically vote against this person."

And it was actually kind of messy in that the dean just got so frustrated and upset with all our faculty that they were playing these kinds of games. But at the same time, you can't for sure know if somebody is making it because they really believe somebody is capable, or if they're doing it for another reason.

[Tenured] There are some problems among faculty and how people tend to treat and view each other. It's not as competitive as other places I've been, but there is, I think, some need for better dialogue and better ways of addressing potential competition among faculty.

6. Disconnect Between the Tenure Process and Other Faculty Work

[Tenure track] ... We just had this document about teaching loads or whatever, time distribution, and it was said that you should spend 60% of your time teaching, 20% of your time on research and 20% of your time on service. Well that is not, if you look at the tenure package, what the university evaluates you on. And so there's a total disconnect between what I'm supposed to be doing.

[Tenured] The process was incredibly time consuming and that was the one thing I think was problematic, was trying to fit in writing the letters, getting everything together at the same time while you're carrying a full load of trying to do all the other things that you had to do.

7. Losses in the Pipeline to Tenure

[Tenured] ... That [not getting tenure] happened to a lot of people. In fact I counted how many people left by the third year, third or fourth year—26 people had gone through that department...

Areas of Satisfaction

1. Clear Guidelines and a Transparent Tenure Process

[Tenure track] I think in this particular college there's a fairly transparent and supportive administration such that if there are issues that need to be dealt with, they seem to make you aware of them pretty quickly and then provide you the opportunity to find your way around to improve things, or if there are a series of marks that one needs to hit, they're relatively visible from the moment you get here.

[Tenured] I felt like I was well prepared, you know, there was a discussion of what did it take to get

tenure... I've had good chairs since I've been here, everyone was very clear in terms of, you know... "You should be looking at this number of publications and external grants."

2. Protection and Guidance by the Department Chair

[Tenure track] I guess one of the things is having the chair protecting you more because he was keenly aware of what I needed to do and made sure I had the time.

[Tenured] I think it was a smooth process, and I will give my department head tons of credit in that regard. Because she, from the get-go, was very up front, you know our annual evaluations were extremely helpful in telling us where we were, what we needed to do, encouraging us to do the things that we needed to do. She set up a mentor program in the department where we would be mentored by tenured faculty who would help us along the process as well.

3. Benefits of Having a Head Start on the Tenure Process

[Tenure track] If I had come to X in the year 2000 directly from graduate school and without a little bit of a trajectory already underway, it [the prospect of tenure] would've been extremely hard. And I think that's recognized in the hiring. I don't know anyone who has been hired in the last few years who has not been somewhere else first...

[Tenured] I was in X [another state] for five years, so I had myself established in the field, so I can attract some grants and get everything going. I was here as an assistant professor for only one year and the next year I was promoted to, changed title to associate without tenure, so that's two years ago? So I think I had plenty of time to prepare for myself and all that stuff.

3. Importance of Institutional Policies and Collegial Support

[Tenure track] You have to have someone in a senior position who, I mean, they don't even have to be an advocate. A senior faculty was an advocate for me as much as he could. He came in the last two years of my time here, just before I went up for tenure. But the fact that he knows how to evaluate my work in line with what our area is [is] helpful. There were senior people in the department who were looking at my work suspiciously saying, "You know, this isn't like my work at all."

[Tenured] I had two children before tenure, and one of the things that was a major concern for me was the lack of maternity policy here when I started. This is one in place now where that's being applied [the maternity policy]... and so my junior colleagues who are coming through who are looking at having kids before tenure, I feel like they at least know the rules. That's something that's only been in place for a couple years here.

VI. CAMPUS DIVERSITY

Very important to UNC's recruitment and retention effort is the challenge of recruiting diverse faculty, including faculty of color, in sufficient numbers to maintain diversity among the 16 campuses and ensure students a quality education provided by the best and most diverse faculty it can recruit and retain. The recruitment and retention of a diverse faculty is impacted by their perceptions of diversity as reflected in the realities of student and faculty numbers and of attitudes toward diversity among their colleagues and campus leaders. Because this issue came up often in early interviews, the researchers added a question to the interview protocol about campus diversity and the importance of diversity to education. When asked for their observations and experiences related to campus diversity, the majority of respondents was dissatisfied with efforts to enhance diversity by their institutions and perceived major weaknesses in several areas. Conversely, other faculty were satisfied with diversity on their campuses or felt that substantial improvements had occurred. A more detailed discussion of this topic is available in Brown and Trotman (2004).

>>> CONCLUDING REMARKS

Most of the themes emerging from the interviews excerpted above are not specific to campuses within the University of North Carolina. In fact, they echo the themes identified in similar research by Rice et al. (2000) and other researchers. However, the problems of salary and health insurance benefits are particularly acute at UNC institutions, because of several years of small or no salary increases for state employees, including faculty, and because of higher co-pays, deductibles, and premiums for family health insurance benefits.

The UNC Board of Governors, the Office of the President, and UNC campuses have taken several measures in the past decade in an attempt to address policies and practices that impact the ability to recruit and retain faculty. These measures include the following:

Management Flexibility for Personnel Decisions

The UNC Board of Governors has delegated a number of personnel actions to the chancellors and campus Boards of Trustees, including the ability to set salaries and approve salary increases for most employees after a review of campus personnel policies. This allows institutions to be more responsive and more flexible in hiring new faculty and making efforts to retain faculty who have been recruited by other institutions.

Serious Illness and Disability Leave for Faculty

Until 2001, only half of UNC campuses had written sick leave and disability policies for faculty. UNC faculty now have at least 60 days of paid leave for serious illness, disability, or dependent care (including maternity/paternity leave), with campus options for more extended leave.

Stopping the Tenure Clock Policies

Until 2004, not all UNC campuses had written policies for stopping the tenure clock for childbirth or other personal reasons, and many faculty and department chairs were not aware of the existing policies. Chief academic officers have been asked to develop and publicize these policies, particularly in conjunction with their Serious Illness and Disability Leave policies. Most include options for stopping the clock for tenure whether or not the faculty member takes leave; at some campuses the assumption is that the tenure clock will be stopped in all cases unless faculty member requests otherwise.

Guidelines for Faculty Reassigned Time

Sabbatical leave is not among the types of leave approved by the state for UNC employees. Many campuses provide faculty opportunities for research and other leave, but others do not or have not been consistent in the granting of leave. Guidelines are being developed for reassigned time (read "sabbatical") for research and other activities related to the faculty member's responsibilities.

Part-Time Tenure-Track and Tenured Appointments

The UNC Office of the President is developing guide-

lines for temporary or permanent part-time appointments for tenure-track and tenured faculty. While such appointments are not impossible under current policies, very few faculty choose them, and campuses want to ensure that faculty with such appointments be treated fairly during annual, tenure, and promotion reviews.

Health Insurance Options

In 2005, UNC requested permission to pilot its own health insurance program within the state healthcare system. The goal is, using the same resources currently allocated for health insurance for UNC employees, to develop more flexible and cost-effective healthcare options, including a variety of PPO and other plans and a greater emphasis on wellness. The request was not approved in the 2005 legislative session, but UNC will continue its effort to provide more satisfactory health insurance options for faculty and other employees.

Through these and other efforts, the UNC has addressed some of the issues raised in the interviews conducted in Part I of this research project. More aggressive efforts to inform faculty members and department chairs about new or improved policies may allay some faculty concerns identified in the interviews. The results of the COACHE survey, it is hoped, will reinforce the issues already identified, identify additional issues related to job satisfaction, and point toward additional ways to discuss and address concerns affecting faculty recruitment and retention.

>>> ABOUT THE AUTHORS

Betsy E. Brown is Associate Vice President for Academic Affairs at the University of North Carolina and TIAA-CREF Institute Fellow.

Carroll-Ann Trotman is Associate Professor of Orthodontics at the University of North Carolina at Chapel Hill and TIAA-CREF Institute Fellow.

>>> REFERENCES

- Austin, Anne E. 2002. "Creating a Bridge to the Future: Preparing New Faculty to Face Changing Expectations in a Shifting Context," *Review of Higher Education*, 26 (2): 119-144.
- Bennett, M. Elizabeth and J. F. Camilla Tulloch. 1999. "Understanding Orthodontic Treatment Satisfaction from Patients' Perspective: A Qualitative Approach." *Clinical Orthodontic Research*, 2: 53-61.
- Berberet, Jerry, Carole J. Bland, Betsy E. Brown, and Kelly R. Risbey. 2005. "Late Career Faculty Perceptions: Implications for Retirement Planning and Policymaking," TIAA-CREF Institute *Research Dialogue*, issue no. 84.
- Brown, Betsy E. 2002. "Recruiting and Retaining the Next Generation of Faculty: A System-Wide Approach" in *Proceedings, Keeping Our Faculties: Addressing the Recruitment and Retention of Faculty of Color*, Minneapolis, MN: University of Minnesota, pp. 111-113.
- Brown, Betsy E. and Carroll-Ann Trotman. 2004. "Developing Best Practices: Responding to the Concerns of Early and Mid-Career Faculty," available on the TIAA-CREF Institute web site at: http://www.tiaa-crefinstitute.org/research/grants/docs/prog2_BBrown_Paper.pdf.
- Rice, R. Eugene, Mary Deane Sorcinelli, and Anne E. Austin. 2000. *Heeding New Voices: Academic Careers for a New Generation*. New Pathways: Faculty Careers and Employment for the 21st century. Working Paper Series, Inquiry # 7. Washington, DC: American Association of Higher Education.
- Trotman, Carroll-Ann, M. Elizabeth Bennett, Nicole Scheffler, and J. F. Camilla Tulloch. 2002. "Faculty Recruitment, Retention, and Success in Dental Academia." *American Journal of Orthodontics & Dentofacial Orthopedics*, 122:2-8.
- Trower, Cathy A. 2002. "Can Colleges Competitively Recruit Faculty without the Prospect of Tenure?" in *The Questions of Tenure*, ed. Richard P. Chait. Cambridge, MA: Harvard University Press, pp. 182-220.

TIAA-CREF institute

730 Third Avenue
New York, NY 10017-3206
Tel 800.842.2733 ext 6363
tiaa-crefinstitute.org



FINANCIAL SERVICES
FOR THE GREATER GOOD™

© 2005 TIAA-CREF Institute