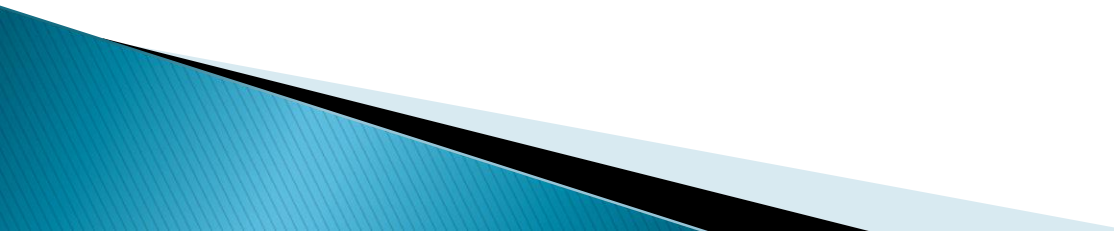


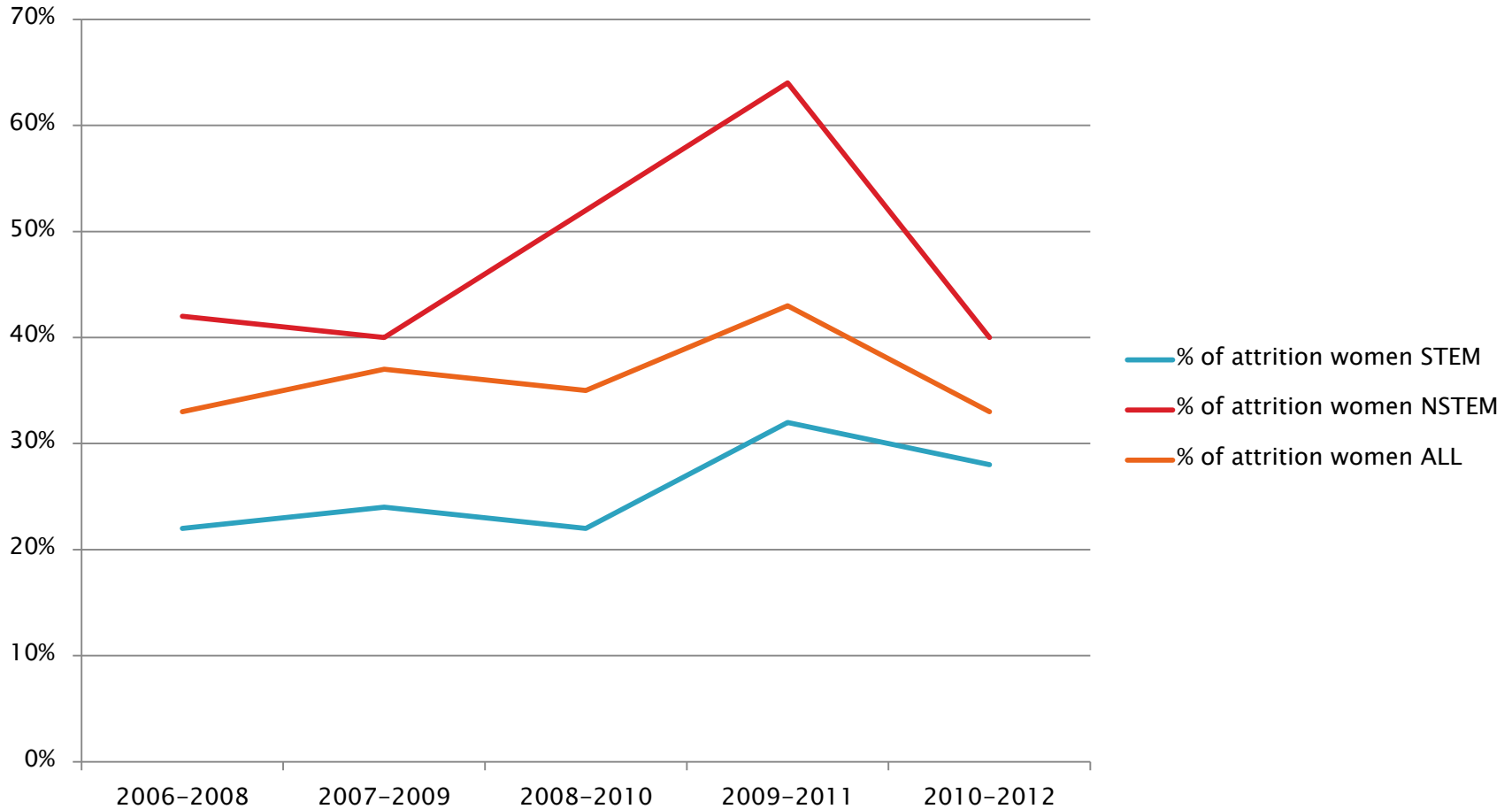
Talking about Leaving: Exit Interviews with NDSU Faculty

Dana Britton
Director, Center for Women and Work
Professor of Labor Studies and Employment Relations
Rutgers University

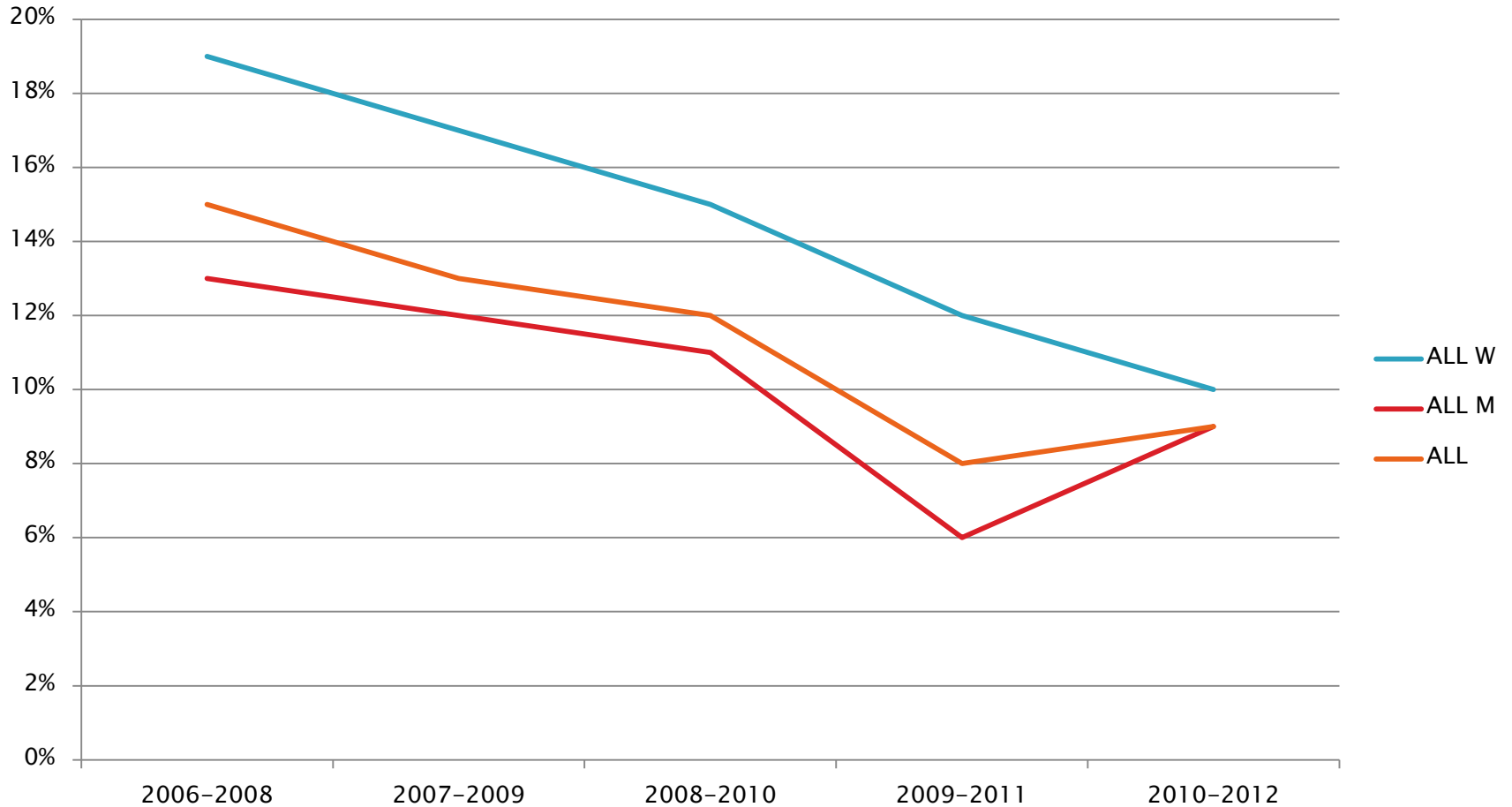
Outline

- ▶ Context
 - ▶ Results of past studies
 - ▶ Sample and Methodology
 - ▶ Findings
 - ▶ Implications
- 

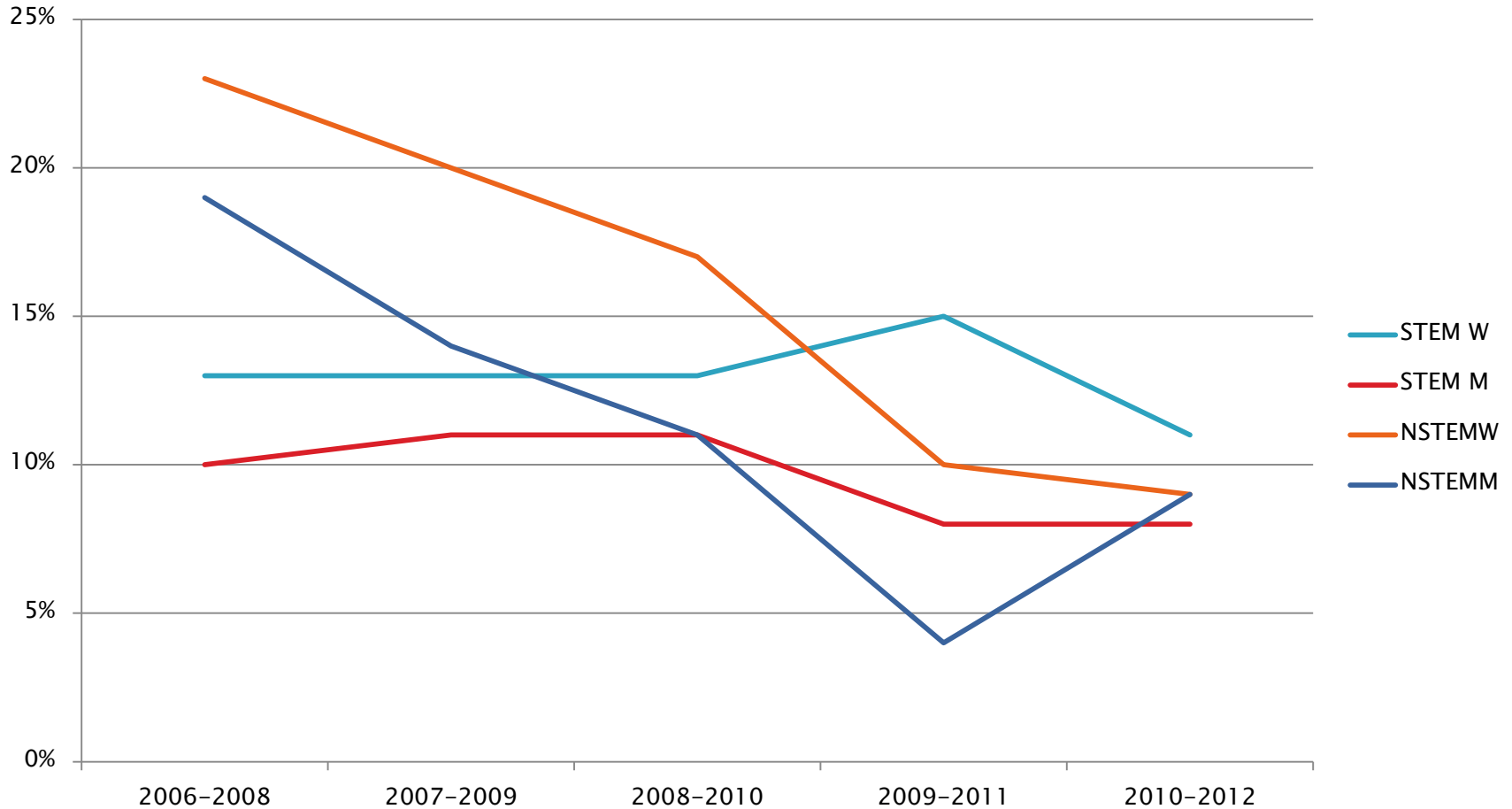
Women as % of total attrition



Attrition rates as % of faculty



Attrition rates as % of faculty



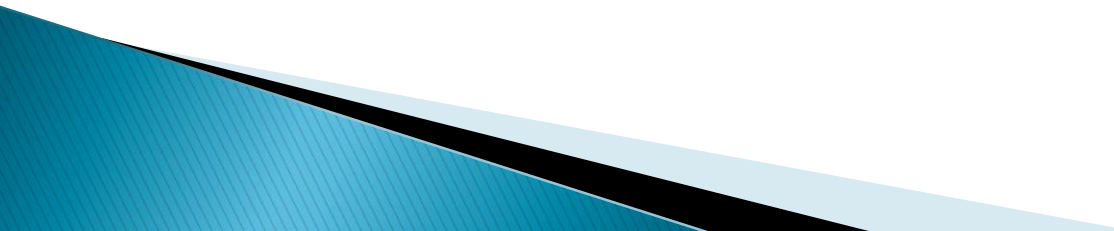
Predictors of attrition

- ▶ Piercy et al. (2005): “ Faculty stay where morale is high; where they feel mentored; where they experience a sense of community; autonomy, and intellectual challenge; where institutional support is clear and pervasive; where they make a decent living, where the definition of scholarship is sufficiently broad to encompass their teaching and scholarship; and where they feel they have a voice and a chance to be part of the leadership” (p. 64).

Possible predictors of attrition

- ▶ Resources
 - Salary
 - University funding
 - ▶ Work/life
 - Partner accommodation
 - Work/family balance support
 - ▶ Research support and tenure/promotion
 - Research focus
 - Mentoring
 - ▶ Department and campus climate
- 

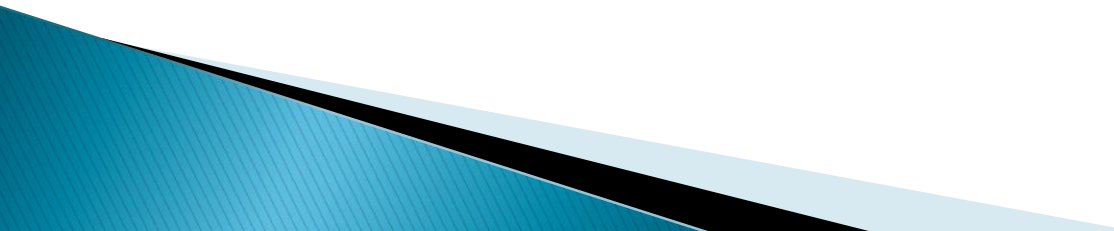
Methodology

- ▶ Pool identified as tenured or tenure track faculty who left NDSU due to non-retirement, non-death, non-tenure denial, non-disciplinary reasons
 - ▶ 2010–2012
- 

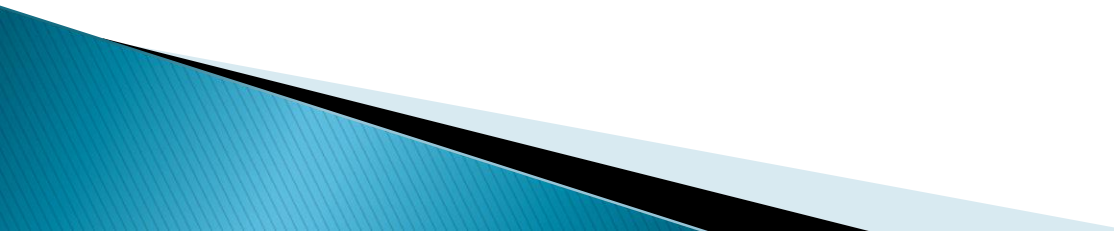
Interview pool

		Pool	Pool %
SEX	Male	25	54%
	Female	21	46%
STEM	STEM	25	54%
	Non STEM	21	46%
RANK	Professor	5	11%
	Associate Professor	4	9%
	Assistant Professor	35	76%
	Associate Dean	1	2%
YEAR LEFT	2009	1	2%
	2010	11	24%
	2011	13	28%
	2012	16	35%
	2013	5	11%
COLLEGE	Agriculture	7	15%
	Arts, Humanities, and Social Sciences	10	22%
	Business and Pharmacy	3	7%
	Engineering & Architecture	11	24%
	Human Development & Education	7	15%
	Science & Math	8	17%

Methodology

- ▶ Email contact/interview request
 - ▶ Outside interviewer
 - ▶ Phone interviews
 - ▶ No recording or transcription
 - ▶ Aggregate level reporting
- 

Methodology

- ▶ Interviews conducted between 7/2013 – 9/2013
 - ▶ 20 minutes – 90 minutes
- 

Final pool

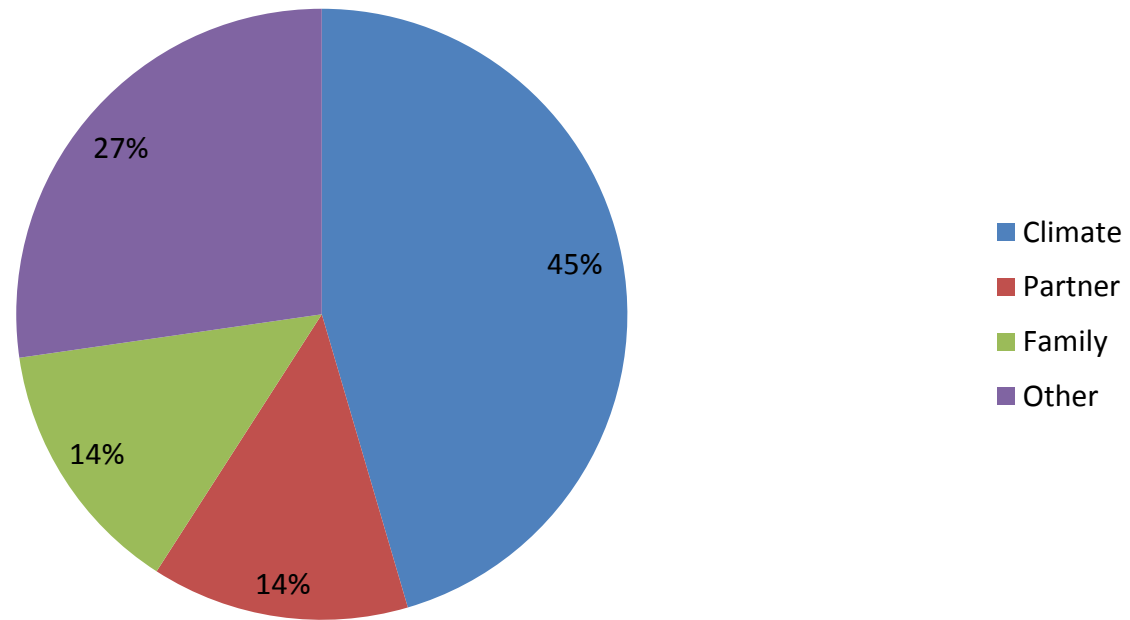
		Pool	Sample	Pool %	Sample %	Difference
SEX	Male	25	11	54%	50%	-4%
	Female	21	11	46%	50%	4%
STEM	STEM	25	11	54%	50%	-4%
	Non STEM	21	11	46%	50%	4%
RANK	Professor	5	3	11%	14%	3%
	Associate Professor	4	2	9%	9%	0%
	Assistant Professor	35	16	76%	73%	-3%
	Associate Dean	1	0	2%	0%	-2%
YEAR LEFT	2009	1	0	2%	0%	-2%
	2010	11	4	24%	18%	-6%
	2011	13	6	28%	27%	-1%
	2012	16	9	35%	41%	6%
	2013	5	3	11%	14%	3%
COLLEGE	Agriculture	7	3	15%	14%	-2%
	Arts, Humanities, and Social Sciences	10	5	22%	23%	1%
	Business and Pharmacy	3	2	7%	9%	2%
	Engineering & Architecture	11	3	24%	14%	-10%
	Human Development & Education	7	5	15%	23%	8%
	Science & Math	8	4	17%	18%	1%

Findings

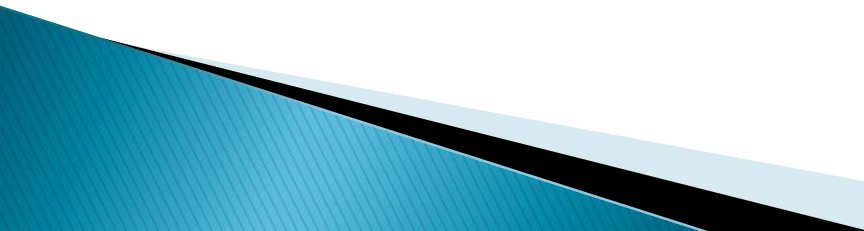
- ▶ Caveat: reporting and internal confidentiality
- ▶ Reasons for coming to NDSU – needed a job, from the area/PhD from NDSU, spousal accommodation
- ▶ Positives about NDSU
 - Good colleagues, community environment, good resources, good students
 - One third would have remained
- ▶ 50% voluntarily described themselves as on track for tenure/promotion

Findings

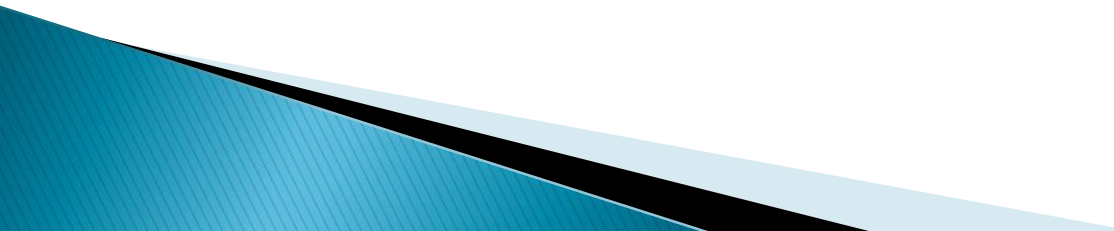
Primary reason for exit



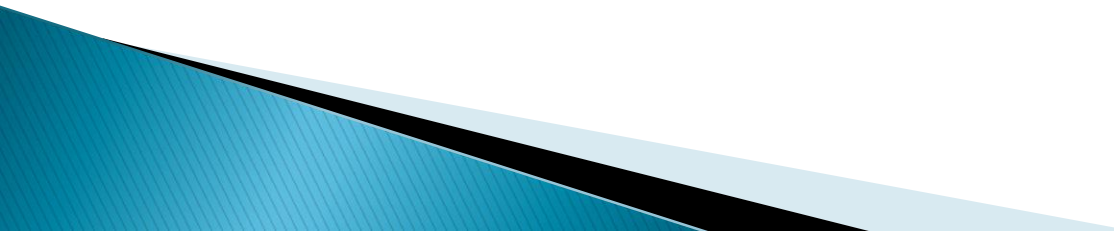
Findings

- ▶ Partner – partner accommodations
 - ▶ Family – divorce, move to be nearer to family
 - ▶ Other
 - ▶ Climate – identified as the primary reason for exit by 10 (45%) of faculty
 - ▶ Identified as a secondary reason by an additional 7 faculty
 - ▶ 77% of faculty identified climate as a primary or secondary factor
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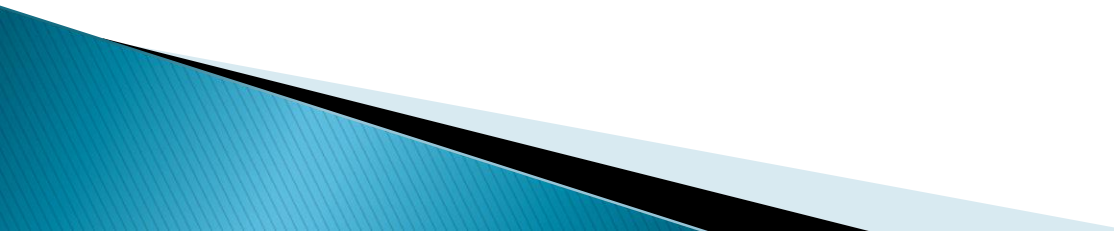
Findings

- ▶ 9 women and 8 men identified climate as a primary or secondary factor
 - ▶ For women, this was more likely to take the form of sexism and gender based harassment (though not all cases for women)
 - ▶ Sources of toxic climate ranged from staff/administrative assistants, to colleagues, to chairs, Deans, and Provost (colleagues and chairs most common)
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Findings

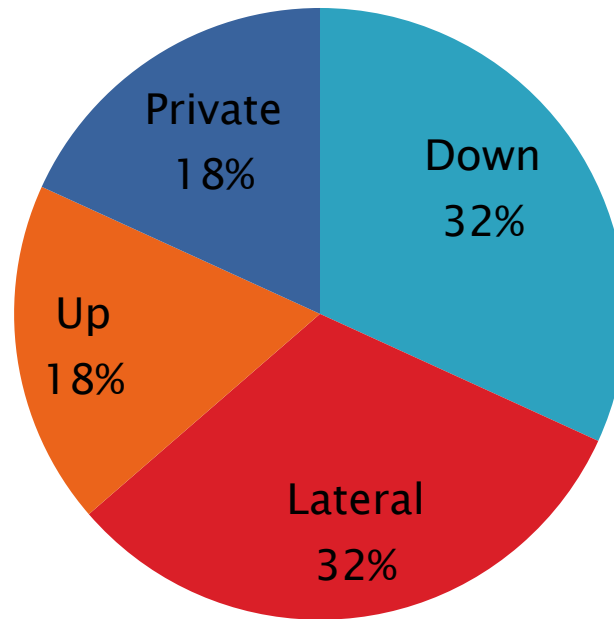
- ▶ Other negative factors
 - ▶ Resources, particularly research support (library, labs, salary, university wide resources)
 - ▶ Negative perception of upper administration (particularly child care center and NIH decisions)
- 

Process of leaving

- ▶ Very little discussion of counteroffers
 - ▶ Designated administrative remedies not helpful
 - ▶ Many tried to discuss issues with chairs and deans
 - ▶ Designated equal opportunity structure not helpful
- 

Findings

Direction of move



Findings

- ▶ Moves down – temporary positions, research/soft money positions, no spousal accommodations, higher teaching loads
- ▶ Positives about new positions
 - More resources (startup, lab space)
 - More positive work environment (collaborators, collegial department, respect, good mentors)

Implications

- Partner accommodations
- Interventions to address toxic climates

Implications

- ▶ Formal structures to address collegiality – e.g., Dean’s Fellows for Advancing Collegiality at CWRU (http://www.portal.advance.vt.edu/Advance_2008_PI_Mtg/Garverick_Case_Advancing_Collegiality.pdf)
- ▶ A group of informal leaders to generate ideas to advance collegiality in their Department and/or school
- ▶ Build awareness of relevant organizational dynamics, leadership opportunities, communication skills, unconscious bias
- ▶ Appointed as Dean’s Fellows
- ▶ Meet and present ideas to Chairs, Dean and College

CWRU Dean's Fellows

▶ Collegiality Focus

- Focus not on gender issues specifically, but on an issue with which all can relate
- Collegiality affects collaboration, research quality, faculty attraction & retention
- Women are the canary in the coal mine

CWRU Dean's Fellows

- ▶ Foster Greater Faculty Interaction & Build Intellectual Community
 - Interdepartmental Seminars
 - Faculty Lounge
 - Faculty Recognition Program
- ▶ Build Intellectual Community—Strike a Humanistic Tone
 - “Last Lecture” Series
- ▶ Lay Foundation for Collaborative Research
 - Track, Reward Joint Research
- ▶ Faculty Engagement, Retention
 - Formalize Junior Faculty Mentoring
 - Help Faculty Build Research Capacity
 - Improve Infrastructure
- ▶ Accountability
 - Engineering Ombudsperson
- ▶ Improve Communication between Faculty & Administration
 - “Town Hall” Meetings

Implications

- ▶ Training for chairs and deans to foster more productive department climates and deal with bullying
 - ▶ Mechanisms for dealing with conflict (e.g., ombudspersons)
 - ▶ Effective accountability mechanisms (carrots and sticks)
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