Faculty Retention and Recruitment 2013-2014

Analysis of Recent Data (7/1/2013-6/30/2014)

& Comparison with Previous Years
What are the primary metrics?

• How many tenured or tenure track faculty members received external offers?
• What percentage of our counter-offers were successful in retaining faculty with offers?
• How many tenure and tenure faculty does UNC recruit from other universities?
Numbers of External Offers

2002-2003: 75
2003-2004: 69
2004-2005: 32
2005-2006: 48
2006-2007: 58
2007-2008: 26
2009-2010: 87
2010-2011: 110
2011-2012: 78
2012-2013: 76
2013-2014: 56

Average: 47
<table>
<thead>
<tr>
<th>Year Period</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>30%</td>
</tr>
<tr>
<td>2003-2004</td>
<td>62%</td>
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<tr>
<td>2004-2005</td>
<td>68%</td>
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<tr>
<td>2005-2006</td>
<td>53%</td>
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<tr>
<td>2006-2007</td>
<td>72%</td>
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<tr>
<td>2007-2008</td>
<td>69%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>50%</td>
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<tr>
<td>2010-2011</td>
<td>61%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>69%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>37%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>64%</td>
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</tbody>
</table>

**Average**: 65%
How many tenured and tenure-track faculty did we lose to external offers?

- In 2007-2008, we lost 33 faculty, 8 due to failed retentions.
- In 2009-2010, we lost 58 faculty, 29 due to failed retentions.
- In 2010-2011, we lost 78 faculty, 46 due to failed retentions.
- In 2011-2012, we lost 35 faculty, including 10 due to failed retentions.
- In 2012-2013, we lost 48 faculty, including 15 due to failed retentions.
- In 2013-2014, we lost 20 faculty, including 8 due to failed retentions.

*A failed retention is a faculty member who got a counter offer and left anyway.*
Counter Offers

Of the 56 who got external offers this year, UNC gave 44 (44/56 = 79%) of them counter offers.

Of those 44 we gave counter offers to, 36 (36/44 = 82%) decided to remain at UNC.

0 decided to stay even with no counter offer.
Major competitors – Making more than 2 external tenure or tenure track offers to UNC faculty

**2011-2012:**
- Vanderbilt (5 offers)
- Duke (4 offers)
- Miami (3 offers)
- Pittsburgh (3 offers)
- Ohio State (3 offers)

**2012-2013:**
- Duke (4 offers)
- Vanderbilt (4 offers)
- Ohio State (4 offers)
- South Carolina (3 offers)
- NCSU (3 offers)

**2013-2014:**
- Duke (3 offers)
- Pittsburgh (3 offers)
- U of Washington (4 offers)
Recruitments of Faculty to UNC
(7/1/13-6/30/14)

Tenured Faculty: 16 hires
(5 Associate Professors and 11 Full Professors)

Tenure Track Faculty: 93 hires
(81 Assistant Professors and 12 Associate Professors)

Fixed Term Faculty (Full Time): 68 hires

TOTAL: 177 hires of Faculty (Of these 109 tenured and T-T Faculty hired)
# Recruitments of 16 Tenured Faculty to UNC – At Associate and Full Professor Rank

**Previous University**

(7/1/13-6/30/14)

<table>
<thead>
<tr>
<th>New Hampshire</th>
<th>Duke</th>
</tr>
</thead>
<tbody>
<tr>
<td>U Mass – Amherst</td>
<td>MUSC</td>
</tr>
<tr>
<td>Northern Illinois Univ.</td>
<td>Texas – Austin</td>
</tr>
<tr>
<td>Indiana</td>
<td>Penn State</td>
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<tr>
<td>Ohio State</td>
<td>Washington U St. Louis</td>
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<tr>
<td>UCLA</td>
<td>Harvard</td>
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<tr>
<td>Sheffield</td>
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<tr>
<td>Medical College of Wisconsin</td>
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<tr>
<td>Michigan</td>
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<tr>
<td>Johns Hopkins</td>
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</table>
Retention and Recruitment Lessons
(7/1/13-6/30/14)

1. UNC exists within a competitive academic market
2. External offers to our faculty were down over previous years
3. When faculty members got external offers, they were less likely to leave UNC this year than last year
4. Counter offers work and are often successful in retaining faculty members with external offers
5. Carolina actively hires tenured and tenure track faculty from other universities
6. Annual tracking of retentions and recruitments is necessary to take the pulse of UNC’s faculty
Quality Enhancement Plan

“Improving Learning in the Sciences: Readiness for Science and Health Professional Careers”

Presented to:

UNC-Chapel Hill Faculty Council
September 19, 2014

Ron Strauss, Executive Vice Provost and Chief International Officer
Background

• Carolina’s 2016 reaccreditation from the *Southern Association of Colleges and Schools (SACS)* requires two major self-study documents:

  – **Compliance Certification:** Numerous reports documenting Carolina’s compliance with standards related to all aspects of the University’s mission and operations

  – **Quality Enhancement Plan:** Proposal for a 5-year implementation of new initiatives addressing a well-defined and focused topic/issue that:

    • Makes a major, measurable *improvement of student learning* at the University
    • Is aligned with the University’s mission and strategic priorities.
QEP Selection

SACS requires that the QEP topic:

1. Evolves from the University’s planning and evaluation processes
2. Identifies areas in which student learning could be enhanced
3. Involves broad-based campus participation
1. Planning and Evaluation Efforts that Inform the QEP Choice

• 2011 Academic Plan
• 2013 21st Century Vision Committees
  – Access and Completion
  – Models of Undergraduate Education
• Retention Working Group
• Transfer Student Working Group
• Our Time, Our Future (UNC System strategic plan)
2. To identify areas in which student learning could be enhanced

- Senior and alumni surveys
- General Education curriculum reviews
- Analyses of transfer, first generation, low income, underrepresented minority success
- Longitudinal studies of student progression, course-taking patterns, selections of majors
- Outcomes of “flipped” science class experiments
- Results of national studies on STEM graduates
What we learned (examples):

• Increased **interest in STEM** fields at Carolina over the past decade: 60% increase in intended or declared majors in STEM.

• Noted **transfer student** obstacles to completing STEM majors at Carolina

• Early findings that **course redesign** positively impacts achievement of URM and first generation students in large gateway science courses

• Alumni and graduating seniors reported weaknesses in **quantitative skills** relative to other learning outcomes of their education at Carolina

• STEM majors are less likely to **study abroad** than any other group

• Students who enter with STEM majors could benefit from advising that helps them explore **related career paths** (e.g., public health, allied health)
3. Involvement of Campus Constituents

Groups consulted:

- Deans Council
- Chancellor’s Advisory Committee (students)
- Student Government Association representatives
- Faculty Executive Committee
- Academic support services staff (advising, retention, counseling)
- Provost’s Senior Staff
- College of Arts & Sciences faculty and administration
- SACS Leadership Team
QEP Steering Committee

Co-Chairs:
Leslie Parise, Professor and Chair, School of Medicine
Kevin Guskiewicz, Senior Associate Dean, College of Arts & Sciences, Natural Sciences & Mathematics

Abigail Panter (College of Arts and Sciences)  Bruce Cairns (Medicine and Chair of the Faculty)
Peter Mucha (Applied Sciences)  Jan Yopp (Dean, Summer School and JOMC)
Kelly Hogan (Biology)  Mike Crimmins (Chemistry)
Pat Parker (Communication Studies)  Kevin Jeffay (Computer Science)
Cedric Bright (Medicine)  Cary Levine (Art)
Anna Maria Siega Riz (Public Health)  Jane Thrailkill (English)
Adam Persky (Pharmacy)  • Stephen Barber (Committee Staff, Office of the Provost)
Andrew Powell (Student Body President)  • Ron Strauss (Liaison, Office of the Provost)
Emil Kang (Executive Director of the Arts)  • Lynn Williford (Institutional Research, SACS Liaison)
Examples of Possible QEP Initiatives

- Expand **course redesigns** in entry-level and gateway courses.
- Equip **science and math help centers** with STEM advisors, tutors and learning specialists.
- Increase **low income and first-generation students’ success** in STEM with advising, academic support, and faculty-mentored research and internship experiences.
- Build student **critical thinking and written/oral communication skills** in the sciences with support from the humanities and social sciences.
- Improve **junior transfer** success in STEM courses and majors with tailored academic support services.
- Increase science-based **Study Abroad, global internships** and research.
More Examples

• Organize cohort-based post-baccalaureate program leading to health professions.

• Enhance advising about alternative to Medicine STEM majors and careers.

• Promote undergraduate interactions between Arts and STEM disciplines (STEAM).

• Expand pipeline programs modeled on the Chancellor’s Science Scholars and the Millennial Scholars.

• Explore science courses across two summer sessions (10 weeks).

• Add First Year Seminars with STEM themes.
Timeline

Provost's charge to QEP Steering Committee  Sept 2014
Select initiatives  Jan 2015
Implementation plan and budget to Provost  Mar 2015
Draft QEP to Faculty Council  April 2015
Design student learning outcomes assessments  June 2015
QEP update to Faculty Council  Sept 2015
Submit QEP to SACS  Jan 2016
Present to SACS Visiting Team  April 2016
Begin QEP implementation  May 2016
QEP 5-Year Impact Report to SACS  Mar 2022
Discussion