Report of the
Faculty Retention Task Force 2015
Submitted by
Charlene Alexander, Ph.D.
Associate Provost for Diversity

Committee Members:

Dr. Ramon Avila, George & Frances Ball Distinguished Professor, Department of Marketing
Ms. Dee Dee Batteast, Assistant Professor of Acting, Department of Theatre and Dance
Dr. Lindsey Blom, Associate Professor of Sport and Exercise Psychology, School of Kinesiology
Dr. Rebecca Brey, Professor of Community Health Education, Department of Physiology and Health Science
Dr. Lori Byers, Associate Dean, College of Communication, Information, and Media
Dr. Ione DeOllos, Associate Professor of Sociology, Department of Sociology
Dr. Maria Hernandez Finch, Assistant Professor of Educational Psychology, Department of Educational Psychology
Dr. Jagdish Khubchandani, Associate Professor of Community Health Education, Department of Physiology and Health Science
Dr. William Knight, Assistant Provost of Institutional Effectiveness
Dr. Laurie Mullen, Associate Dean of Teacher Education, Teachers College
Dr. James Ruebel, Dean, Honors College
Dr. Leslie Smith, Professor of Landscape Architecture, College of Architecture and Planning

Report of the Faculty Retention Task Force
2015

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Executive Summary and Recommendations

Provost Terry King charged this Task Force with the responsibility of making recommendations to address faculty retention at Ball State University. The charge of the Task Force was to:

1. Review the literature on faculty retention and examine factors identified as contributing to the retention of a high quality faculty.
2. Review available survey data on faculty retention.
3. Develop a set of recommendations and action items related to the retention of a high quality faculty.

In October, 2014, 12 faculty and administrators accepted the invitation to serve on the Faculty Retention Task Force. Following a lengthy process of literature and data reviews, faculty and administrative interviews and data analysis, the following recommendations for faculty retention are presented. (The list of recommendations and suggestions on how to meet those recommendations is provided in Appendix A.)

The Faculty Retention Task Force Recommendations:

Recommendation #1
Establish a process for Chairs and Deans to immediately identify outstanding faculty. This process should include a needs assessment of what is valued and needed by faculty, followed by resource allocation to those faculty members.

Recommendation #2
Provide a clear message of faculty teaching, research and service expectations and guidelines for promotion and tenure. This must be communicated by the President, Provost, Deans and Department Chairs.

Recommendation #3
Identify how faculty work can have a positive impact on the Muncie community. Faculty members who are engaged and invested in the community are more likely to stay.

Recommendation #4
Review merit salary policies.

Recommendation #5
Deans and Department Chairs need to clearly communicate that faculty are valued and promote opportunities to celebrate faculty accomplishments.

Recommendation #6
Identify ways to encourage and support department, college and university level leadership development among faculty.

Recommendation #7
Identify ways to support faculty professional growth.

Recommendation #8
Provide more opportunities for meaningful faculty-student interactions outside the classroom that create a sense of "community" and "belonging" for both groups.

Recommendation #9
Provide ongoing training for Department Chairs, since they have a critical role in the retention of faculty.

Recommendation #10
Provide more funding for professional travel.

Recommendation #11
Implement family-friendly policies – i.e. paid paternity and maternity leave, meaningful employment for spouses/partners.

Recommendation #12
Create an environment conducive to balance between teaching, scholarship, and service.

Recommendation #13
Provide competitive salaries.

Faculty Retention Task Force Report

Introduction

During the 2014 – 2015 academic year, the Task Force met several times to fulfill the charge of the committee. One charge of the Task Force was to review available survey data on faculty retention. Task Force members reviewed the Collaborative on Academic Careers in Higher Education (COACHE) Report, which focused on Tenure-Track Faculty Job Satisfaction at Ball State University (2010-2011). In addition, Task Force members reviewed and discussed data from the New Tenure-Track Assistant Professor Success Study, completed by the Office for Institutional Effectiveness in 2014. (A summary of the New Tenure-Track Assistant Professor Success Study is located in Appendix B.)

Another charge of the Task Force was to review the literature on faculty retention and examine factors identified as contributing to the retention of a high quality faculty. Staff members in the Office of Institutional Diversity conducted a review of the professional literature relating to faculty retention and selected approximately 20 peer-reviewed journal articles for review by the Task Force. Each member of the Task Force participated in the literature review by reading 1-3 articles, completing a written summary of the articles, and presenting their findings during Task Force meetings. During the discussion of the literature review, Task Force members recognized that faculty and university administrators seemed to have different perspectives of faculty retention. Consequently, the themes from the literature review were organized based on the perspectives of 1) the faculty and 2) university administrators. The results of the literature review and discussion among Task Force members provided a basis for the development of interview questions and recommendations for faculty retention efforts at Ball State University.

Review of the Literature

Themes identified from the literature reviewed that contribute to and/or hinder faculty retention include:

Summary of Faculty Retention Articles
Reviewed by the Faculty Retention Task Force, Office of the Provost
Ball State University

Major Themes from Literature Review: Faculty Retention Factors:	Faculty Perspective:	Administrator Perspective:
Employment Setting-Academia	Enjoy teaching bright students Ability to continue scholarship agenda initiated in graduate school Flexibility/opportunity for self-determination Satisfaction – affects intention to stay	Faculty – prized possession Reason for our existence
Social Support/ Institutional Climate	Department interactions – most important Faculty are socialized for success or failure Cross-discipline collaboration is important University appreciate the need for fulfilling personal lives Time away from institution when needed with assured re-entry Stopping the tenure clock policies Moving to part-time for a defined period when needed Reward senior faculty for mentoring junior faculty Clear criteria for P&T Time, encouragement, and rewards for professional interests	Create survival coalitions Exit interviews that address institutional climate Cross-discipline collaboration Mentoring – before arrival and on-campus Excessive/token committee work Leadership opportunities Trivialized scholarship Guidance about workplace or P&T Boyer Model – broadly defined scholarship Guidance for scholarship agenda
Successful Scholarship Agenda	Cross-discipline collaboration	Boyer Model – broadly defined scholarship Guidance for scholarship agenda
Diversity	Problems – poor mentorship and retention efforts, disparities in P&T, cultural homogeneity Solutions – ensure all faculty have access to needed resources for success, cross-cultural power dynamics, stress management skills Minority faculty – value effecting societal change, careful not to overwhelm with activities not important for P&T Promote recruitment diverse faculty by providing support for grant writing, funding for development, travel and graduate students, supportive family policies Perception subtle or overt messages of inclusion Discrimination/profiling still exists in the academy	Examine P&T data by college for diverse faculty retention Mechanism for complaints to be heard and acted on Employer Resource Group (ERG) to provide networking strategies in university culture, encourage new faculty participation in decision-making University support of faculty partner and spouse careers, regular salary increases, lower teaching loads for new faculty Undervalue scholarship, over-reliance on minorities for committees, work life balance

Reasons for Faculty Resignation	Problems with chair, lack of support, scholarship difficulties, changed expectations Major considerations: problems w/administrators/politics & unpleasant work environment Not able to use full potential, not heard, not paid well, not valued – leave because of stress, dissatisfaction, frustration Reputation of department, lack of appreciation, lack of career advancement opportunities Poor environment fit (only 25% of administrators perceived this to be the reason)	Promotion potential, job variety, resources, institutional & dept. reputation, relationship w/colleagues, overtly expressed recognition and appreciation Heaven – leaving for a better position or Hell – would not be successful, so he/she left, gave more weight to family or better opportunities than did faculty Administrators gave more weight to better opportunities or for family than did faculty
Reasons for Faculty Retention	Good work environment & colleagues, location, strong program/department, have tenure, like students University attracts strong students – institutional reputation Healthy work environment – faculty belong & achieve Faculty overlook lack of compensation if strong training & development opportunities exist and the role of the Department Chair is positive Successful scholarship agenda	Institutional quality, work load, institutional support, career outlook, compensation
Challenges for Faculty Retention		Fiscal constraints, faculty work load, impact of technology on how faculty teach, faculty development, senior faculty development, faculty evaluations, motivating faculty
Mentoring Programs	Lack of mentoring – not a significant factor for faculty resignation For retained faculty, mentoring viewed as generally effective For faculty who resigned & faculty who were retained, both supported formal mentoring.	Mentoring programs – hire to retire 3-5 year structured mentoring program to increase scholarly activity No mentoring – high turnover, poor performance, high recruitment costs
Faculty Retention Efforts		On-campus faculty development programs, mentoring programs, workload flexibility, use off-campus faculty development programs
Outside Offers to Raise Salaries	Does not lead to a sense of job security	Looking leads to leaving, waiting for outside offer before raising salary does not help with retention, fumbling the counter offer leads to leaving

Interviews

In addition to the review of faculty retention literature, Task Force members recognized that it would be helpful to gather information from different segments of the Ball State community. Initially, four groups were identified for data collection. However, upon further analysis, the committee determined that data also should be collected from a fifth group, Department Chairs. Thus, this report is based on interviews from the following five groups: 1) College Deans, 2) Former Faculty (who left voluntarily), 3) Pre-Tenure Faculty, 4) Tenured Faculty and 5) Department Chairs. During the Spring Semester 2015, Task Force members submitted faculty names to Dr. Alexander and Dr. William Knight, Assistant Provost of Institutional Effectiveness and created interview questions for each group. (A list of the interview questions is provided in Appendix B.)

Drs. Alexander and Knight contacted each of the suggested faculty members and administrators to determine their willingness and ability to participate in the interview process. A total of 39 one-on-one interviews were conducted by Drs. Alexander and Knight during March, April and July 2015. Interviewers were conducted with College Deans (7), Former Faculty (7), Pre-Tenure Faculty (10), Tenured Faculty (11), and Department Chairs (4). Some interviews were digitally recorded with complete transcripts and some interviews were recorded with notes from the interviewers.

Interview Summaries

In addition to the review of the professional literature, the analysis and resulting summaries of the interviews of Deans, Former Faculty, Pre-Tenure Faculty, Tenured Faculty, and Department Chairs, provided the basis for the recommendations of the Faculty Retention Task Force. In addition to the Summaries of the Interview Themes located in Appendix D, a brief summary of each interview group is provided below.

Seven College Deans were interviewed. The Deans indicated that if faculty are supported and valued, they are more likely to stay. In addition, administrators need to identify and provide resources of value to the individual faculty member. Overall, it is better to be proactive to retain, rather than deal with a counter offer. As a group, the Deans believe that faculty members who leave Ball State University cite job-related, personal, or family issues. The Deans indicated that successful faculty members have a balance in their professional and personal lives. If a faculty member receives a job offer from another institution, the Deans contact the Provost, create a competitive package, and talk with the faculty member. The Deans articulated that Department Chairs are critical to the successful retention of faculty members.

Seven Former Faculty (who left voluntarily) were interviewed. This group cited collegiality, research, teaching, and enjoyment of working with students as positive experiences during their employment at Ball State University. Concerns expressed included high research expectations, high promotion and tenure expectations, faculty turnover, isolation, and boredom with classes. Problems with research was the most common reason for leaving the university, followed by personal issues. Former faculty listed no paid maternity leave, issues with the Department Chair, no equity among faculty, and gender issues as frustrations with Ball State University.

As a group, the 10 Pre-Tenure Faculty are very happy with Ball State University and the Muncie community. They enjoy teaching and their students and value collegiality, support for their professional aspirations, and specifically, President Ferguson. Pre-Tenure Faculty are a goal-oriented group and see themselves achieving promotion, tenure, "master teacher status", administrative positions, and prominence in their field of study (through textbook writing and research projects). They wish that Ball State University had more interest in the Muncie community, research, family-friendly policies, and spousal hires.

The Tenured Faculty (11 were interviewed) like the teaching/research balance at Ball State University. They like their students and colleagues and have the autonomy to make a positive impact and do good work. They are dissatisfied with the increased faculty workload over the years, the Muncie community, salary inversion,

travel support, and lack of graduate assistants. They are concerned about the perceived focus on quantity, not quality of scholarship for merit salary raises and low faculty morale. However, they like all levels of Ball State University administration, especially President Ferguson. Their advice for effective faculty retention includes: highlight the positives of Muncie, hire effective teachers and researchers, be proactive with faculty retention and have a plan, and build a collegial and supportive work environment.

Four Department Chairs were interviewed and believe that faculty members are retained due to a good working environment in the Department and spousal employment. Faculty members leave because they receive an "amazing offer" – money, location, resources, teaching load, etc. – that Ball State University cannot match. Successful faculty members strike a balance between teaching, research, and service, feel engaged in the Muncie community, and see themselves as part of the Department. The Department Chairs believe that Department Chair training is critical, since it is one of the hardest jobs on campus. Effective training should address faculty and staff evaluation and supervision, conflict resolution, and provide on-going mentoring for Department Chairs. The most important component of faculty retention is the overall social structure of the Department. Mentoring programs, collaboration, inclusivity, teaching loads that foster a productive research agenda and satisfying personal life, spousal employment, load flexibility, more travel money, and salary increases were cited as factors that will help retain faculty members.

Development of Recommendations & Data Analysis

Interview notes and transcripts were analyzed using the qualitative thematic procedures. The Office of Institutional Effectiveness (OIE) staff analyzed the responses of the first four interview groups (College Deans, Former Faculty, Pre-Tenure Faculty, and Tenured Faculty) and identified themes, and created a framework for each group interviewed. The Office of Institutional Diversity (OID) further identified codes, themes, and predominant takeaways. (A Summary of Interview Themes is provided in Appendix D.) Based on the themes and the review of the professional literature, 13 recommendations were developed by members of the Task Force.

The Task Force met during early Summer 2015 to discuss the themes and draft recommendations. Each Task Force member identified selected 1-2 recommendations to edit and/or revise and develop suggestions for implementing each recommendation.

The recommendations and suggestions developed by each committee member were shared on June 29, 2015 with Provost King. It became clear from our discussion that data needed to be collected from a sample of Department Chairs. Consequently, four representative department chairs were identified and interviewed in July 2015. Given the small number of Department Chairs interviewed (4), the OID compiled all of the interview responses and identified themes from those interviews. In an effort to protect the confidentiality of the Department Chair who participated in the interviews, the data presented is less detailed than the data of the other four interview groups. The results of the Department Chair interviews were incorporated into the final list of recommendations and suggestions.

Summary

In August, 2011, the Office of Institutional Effectiveness conducted the New Tenure Track Assistant Professor Success Study. Results indicate that for second year pre-tenure faculty, retention at Ball State University has improved from the 2001 cohort (85%) to the 2013 cohort (89-100%). For fourth year faculty, the retention rates were 74% for the 2001 cohort and 90% for the 2010 cohort. For eighth year faculty, retention rates were lower, with 52% for the 2001 cohort and 61% for the 2006 cohort. OIE analysis states that it is important to note that rates of promotion from assistant to associate professor have varied. Additionally, rates of promotion from associate professor to professor have also varied. Further, retention, promotion, and tenure rates do not systematically vary in favor of one gender or by race. The number of instructional faculty has remained

relatively stable from 2012 to 2015. Asian/Pacific Islanders comprised the largest number of diverse faculty (74), followed by Hispanic faculty (27), and African American faculty (22). (Tables of Current Faculty Demographics from the Ball State University Fact Book 2014-15 are provided in Appendix E.)

While faculty retention at Ball State University has improved, each group of professionals we interviewed identified concerns and ways the institution can improve faculty retention. We hope that these recommendations are received with the intention with which they were developed, that is to strengthen and support faculty development and achievement and professional growth at Ball State University.

Appendix A

Faculty Retention Task Force Recommendations and Suggestions for President Ferguson & Provost King

Recommendation #1
Establish a process for Chairs and Deans to immediately identify outstanding faculty. This process should include a needs assessment of what is valued and needed by faculty, followed by resource allocation to those faculty members.
- A developmental approach to faculty support is recommended since faculty members need different types and levels of support.
- Recognize that outstanding faculty are a diverse group including both pre-tenure and tenured faculty
- On-going assessment of faculty needs is vital to retaining outstanding faculty members. This assessment should be part of the annual review of the department chair.
- Provide ongoing support to outstanding faculty rather than reacting with a counter offer after the faculty member has obtained a job offer.
- Department Chairs and College Deans need to be flexible and open to meeting the needs of outstanding faculty members.

Recommendation #2
Provide a clear message of faculty teaching, research and service expectations and guidelines for promotion and tenure. This must be communicated by the President, Provost, Deans and Department Chairs.
- Within the guidelines for faculty teaching, research and service, faculty could be empowered as entrepreneurs and have more autonomy in designing their personalized "mix" of teaching, research and service throughout their careers.
- Provide support, infrastructure, policy development, and training to department chairs, P & T committees, and deans to create an entrepreneurial environment that supports faculty retention.
- Continue to recognize various forms of scholarship in progress toward tenure and promotion documents, paying special attention to diversity scholarship.
- P&T committees need to consider how much time it takes to engage in innovative research and teaching.
- Identify incentives that could be offered routinely to encourage innovation and increased research productivity among greater numbers of faculty.
- Improve efficiency and cooperation among faculty to promote increased entrepreneurial risk taking.

Recommendation #3
Identify how faculty work can have a positive impact on the Muncie community. Faculty members who are engaged and invested in the community are more likely to stay.
- Incentivize community involvement in the P&T and Performance Appraisal (Merit/Market) processes.
- Administration should clearly and broadly affirm BSU's commitment to the *Boyer Model –The Scholarship of Community and Civic Engagement, including (but not limited to) initiatives that assist and improve:
  - K-12 School systems and adult/continuing education.
  - Physical Environment Enhancements (design, beautification, historic preservation, neighborhood renewal, etc.).

- ▶ Planning and Infrastructure Improvements (public transportations, waste management, water quality, etc.).
- ▶ Environmental quality/resource conservation.
- ▶ Health, Wellness and Fitness.
- ▶ Economic Development.
- ▶ Social/Cultural Justice Issues.

Recommendation #4
Review merit salary policies. Do we value/reward quality of scholarship or quantity of scholarship? Merit salary decisions will have implications long-term for the quality of scholarship produced.
- ▶ State clear and individualized expectations within each discipline/college.
- ▶ Acknowledge the unique differences between pre-tenure and tenured faculty.
- ▶ Clearly define expectations for pre-tenure faculty.
- ▶ Provide incentives for publications in tier 1 journals or significant research contributions in the faculty member's profession.

Recommendation #5
Deans and department chairs need to clearly communicate that faculty are valued and promote opportunities to celebrate faculty accomplishments.
- ▶ Host a Dean's event at the beginning of the year where faculty and the Dean can interact casually.
- ▶ Include programing during beginning of the year meet and greet events to review faculty summer accomplishments and future projects.
- ▶ Establish an incentive program to identify outstanding teaching performance. For example, recognize outstanding teaching with additional travel support.
- ▶ Provide more opportunities for faculty to interact with the Associate Dean(s), such as Salary and Merit workshops.

Recommendation #6
Identify ways to encourage and support department, college and university level leadership development among faculty.
- ▶ Host panel presentations consisting of department chairs, college deans, and the provost to discuss the role of the administrator and examine how administrators help the university fulfill their missions and offer strategies for obtaining administrative posts.
- ▶ Identify faculty interested in administrative positions.
- ▶ Support professional development opportunities for faculty interested in leadership positions.

Recommendation #7
Identify ways to support faculty professional growth.
- ▶ Have workshops for pre-tenure line faculty on how to navigate through the tenure process.
- ▶ Have a workshop led by faculty that sit on editorial boards that inform tenure line faculty what reviewers look for in the publication review process.
- ▶ Have a workshop led by outstanding research faculty that addresses how to start a research stream and maintain research productivity throughout one's career.

- ▶ Have a workshop led by outstanding teaching faculty that explains best practices of effective classroom teachers.
- ▶ Provide support for changes in research direction and a variety of scholarship opportunities.

Recommendation #8

Provide more opportunities for meaningful faculty-student interactions outside the classroom that create a sense of "community" and "belonging" for both groups.

- ▶ Continued support for immersive learning activities and recognition of these opportunities in Merit, Tenure, and Promotion.
- ▶ Increase student travel funding to conferences and to conduct off-site research with faculty to support on-site, in the field mentoring.
- ▶ Recognition for effective student mentoring (more than just advising), for example Ph.D. Pathways mentoring.
- ▶ Encourage faculty interaction with students in and outside the classroom.
- ▶ Provide funds for programs (students and faculty) to attend team building events/workshops as well as to have occasional informal gatherings and banquets.

Recommendation #9

Provide ongoing training for Department Chairs, since they have a critical role in the retention of faculty.
Topics Addressed During Training:

- ▶ Budget training — how to manage budgets and resources that are critical for the recruitment and retention of faculty.
- ▶ Creating a positive department culture — an environment where faculty feel supported, valued and appreciated.
- ▶ Working with administration to gain resources — When faculty feel that they are not valued within the college and university, they will leave.
- ▶ Training on mentoring of new faculty.
- ▶ Supporting faculty research.
- ▶ Ensuring that all faculty feel welcomed and a part of the "team."
- ▶ Training on alumni relations, communication, and assistance with development.

Recommendation #10

Provide more funding for professional travel.

- ▶ More resources need to be allocated for faculty travel (and also for student travel since more students coauthor manuscripts with faculty).
- ▶ If resources are not available in the general budget, the administration should create a fundraising initiative or "National Reputation Capital Campaign" to support efforts that increase the national visibility of Ball State while supporting, faculty and student travel to national and international conferences.
- ▶ Faculty could be encouraged to donate to the fund and help raise money for the fund.

Recommendation #11

Implement family-friendly policies – i.e. paid paternity and maternity leave, meaningful employment for spouses/partners.

- ▶ Paid parental and improved maternity leave.

- ▶ Provide a temporary pool for employees on FMLA and provide a stipend to faculty who agree to cover a significant number of classes for colleagues on FMLA.
- ▶ Clarify university policy for Stopping the Tenure Clock.
- ▶ Provide nursing stations on campus.
- ▶ Meaningful employment for spouses.
- ▶ Support for international faculty (visas).
- ▶ Promote residing in Muncie.
- ▶ Support for tuition options for dependents.
- ▶ Promoting a work-life balance from the top down.
- ▶ Employment and work hour flexibility, including family-friendly options for course and meeting scheduling.
- ▶ Policies for time away from institution and guaranteed re-entry.

Recommendation #12
Create an environment conducive to balance between teaching, scholarship, and service.
- ▶ Provide clear research and teaching expectations to gain and/or maintain balance.
- ▶ Research faculty, especially pre-tenure faculty, should be given lighter teaching loads to achieve research requirements.
- ▶ Provide high quality graduate assistants to support faculty/student research collaborations.
- ▶ Reduce administrative work required of pre-tenure faculty to maintain balance between teaching, research and service.

Recommendation #13
Provide competitive salaries.
- ▶ In addition to salary, the value of other benefits can be considered, including:
- ▶ Retirement – employer contribution %, number of years to be vested, etc.
- ▶ Health insurance – premiums, deductible, co-pays, level of coverage
- ▶ Summer Teaching
- ▶ Overload Pay
- ▶ Travel Support
- ▶ Other Types of Support – i.e. assessment grants, training stipends
- ▶ Grant Support – internal grants, support for external grants, SUBMIT funds
- ▶ GAs or student employees to provide teaching and research assistance

Appendix B

New Tenure-Track Assistant Professor Success Study
Office of Institutional Effectiveness, August 2011
Major Findings

- Rates of retention, promotion, and tenure were tracked for cohorts of new tenure-track assistant professors beginning in 2001. This represents 400 individuals in the 2001 through 2013 cohorts.
- Across the 13 cohorts, the percentage of faculty members retained each year was as follows: 94% at year 2, 87% at year 3, 79% at year 4, 71% at year 5, 66% at year 6, 62% at year 7, 56% at year 8, 52% at year 9, 53% at year 10, 56% at year 10, 51% at year 12, and 44% at year 13.
- Retention has improved (e.g., 85% to <u>second</u> year for the 2001 cohort vs. 89%-100% for more recent cohorts, 74% to <u>fourth</u> year for 2001 cohort vs. 90% for 2010 cohort, 52% to <u>eighth</u> year for 2001 cohort vs. 61% for 2006 cohort).
- Rates of promotion to associate professor (among those retained) have varied (e.g., 6% by <u>fifth</u> year for 2007 cohort vs. 25% for 2008 cohort).
- Rates of promotion to professor (among those retained) have varied (e.g., 4% by <u>tenth</u> year for 2001 cohort vs. 10% for 2002 cohort).
- Tenure rates (among those retained) have varied (e.g., 32% by <u>eighth</u> year for 2005 cohort vs. 66% for 2003 cohort).
- Retention, promotion, and tenure rates do not systematically vary in favor of one gender.
- Retention, promotion, and tenure rates do not systematically vary in favor of Caucasians vs. underrepresented faculty members, although small numbers of underrepresented faculty members inflate the magnitude of rates.

Appendix C

Interview Questions – Deans, Former Faculty, Pre-Tenure Faculty, Tenured Faculty, and Department Chairs

<u>Deans</u>:
1. Tell me about a time when you successfully retained a faculty member.
2. Tell me about a time when you were not successful in retaining a faculty member.
3. What factors are associated with tenure and tenure-track faculty decisions to leave?
4. Provide a specific example of how you actively create a supportive environment for the faculty in your college.
5. In addition to money, what else would have helps with a faculty members' decision to stay at Ball State University?
6. What is the profile of a successful faculty member at Ball State University?
7. Does your college have a structured procedure for someone who is planning to leave the university?
8. Based upon the current vision and direction of Ball State University, do you see a positive future for your professional development and success of your faculty?
9. Is there anything else about faculty retention that you would like us to know?
10. Is there someone else who we might interview?

<u>Former Faculty</u>:
1. What attracted you to Ball State University?
2. Were your expectations realized?
3. What led to your decision to leave the University?
4. What would have led to a decision for you to stay at the University?
5. Did you work with your chair and Dean on a counter offer?
6. Did you interact with the department chair about your decision to leave?
7. In what ways do you feel your work was understood and appreciated by your peers and administrators?
8. Are there aspects of what you determine to be successful that differed from the institution's understanding of success?
9. How effective was the support system surrounding your success?
10. How did your experience with students relate to your decision to leave Ball State University?
11. I wished Ball State University would have been more interested in...
12. My department did a good job...
13. I would have liked to see my department offer more...
14. My college did a good job of...
15. I would have liked to see my college offer more...
16. Ball State University did a great job of retaining faculty by...

Pre-Tenure Faculty:

1. How did you learn about Ball State University?
2. What attracted you to Ball State University?
3. Have your expectations been realized? Please explain.
4. Do you have an assigned mentor who you meet with? What was the impact of that mentoring relationship and what topics did you discuss?
5. What contributes to your overall satisfaction as a faculty member here at Ball State University?
6. What is the goal for you as an academician at Ball State University?
7. Where do you see yourself in the next 10 years in your career?
8. In what ways are you satisfied as a faculty member at Ball State University?
9. I wish Ball State University would be more interested in...
10. My department does a good job of...
11. I would like to see my department offer more...
12. My college does a good job of...
13. I would like to see my college offer more...
14. Ball State University does a great job of retaining faculty by...
15. Based upon the current vision and direction at Ball State, do you see a positive future for your professional development and success?
16. What advice would you give someone who is deciding to take a job at Ball State University?

Tenured Faculty:

1. What contributes to your overall satisfaction as a faculty member here at Ball State University?
2. In what ways are you dissatisfied as a faculty member at Ball State University?
3. Have you served as a formal mentor? What makes these relationships successful?
4. I wish Ball State University would be more interested in...
5. My department does a good job of...
6. I would like to see my department offer more...
7. My college does a good job of...
8. I would like to see my college offer more...
9. Ball State University does a great job of retaining faculty by...
10. Based upon the current vision and direction of Ball State, do you see a positive future for your professional development and success?
11. What advice would you give someone who is deciding to take a job at Ball State University?

Department Chairs:

1. Tell me about a time when you successfully retained a faculty member.
2. Tell me about a time when you were not successful in retaining a faculty member.
3. What do you see as the factors that are associated with pre-tenure and tenured faculty decisions to leave?
4. Provide a specific example of how you actively create a supportive environment for the faculty in your department.
5. In addition to money, what else would have helped with a faculty member's decision to stay at Ball State University?
6. What is the profile of a successful faculty member at Ball State University?
7. Does your department have a structured procedure for someone who is planning to leave the University?
8. Based upon the current vision and direction at Ball State, do you see a positive future for the professional development and success of your faculty?
9. Were you satisfied with the departmental chairperson training that you received?
10. What would be your recommendation for future departmental chairperson training?

Appendix D

Summary of Interview Themes - Deans, Former Faculty, Pre-Tenure Faculty, Tenured Faculty, & Department Chairs

Deans (n = 7)

Question	Codes	Themes	Predominant Takeaways
Tell about a time when you successfully retained a faculty member.	Matched offer from another university & provided travel, teaching changes – high performers & may eventually leave (4) Offer at another institution – reason – partner/spouse @ another institution (1) Never gone through the process (1)		Supported (4) ID & share resources of value to faculty member (2) Appreciated (2) Support of Provost (2) Better to be proactive than retain (2) Let faculty know they are valued (1)
Tell about a time when you were not successful in retaining a faculty member.	Offer from another institution (6)		Cannot match teaching load/research support/great offer/BSU training ground (7) Offered meaningful spousal employment (6) Better match for research focus (3) Family in area of offering institution (2) High teaching expectations/loads (2) Doing all research in Dept. (1) Lack of child care (1) Left academia (1) Communicate expectations (1) Summer stipends (1) Salary (1) Benefits (1)

Question	Codes	Themes	Predominant Takeaways
What factors are associated with tenure track faculty & tenure track faculty decisions to leave?	Muncie –small town/not welcoming to minority faculty/sell Ball State instead & can work in your favor (get away from big city life) (4) Not producing enough scholarship/insufficient P & T progress/not meeting expectations (3) Grown apart in professional interests (1) Each situation is different (1) Not related to university (1) Children suited better elsewhere (1) Religion (1) Not supported (1) <u>Dr. Knight:</u> Personal/family issues Lack of talent Lack of networking Promotion at other institutions Departmental concerns (being taken advantage of) Insufficient community support (personal) Self-awareness of failure Finances GAs were a component of a competing offer Institutional fit-type Movement outside of academe	Personal- Family Personal-Professional Finances Community (Muncie)	Deans often told us that they typically can meet salary offers, but faculty members decide to leave because they want to work in a research-extensive environment (lower teaching loads, grant support, GAs, etc.) or for family issues (employment of trailing spouses or partners, issues re children). It is important that Deans show that they want to keep people.
Specific example of how you actively create a supportive environment for the faculty in your college.	Financial support for travel/conferences/resources (6) Support/collegiality (5) Support for teaching (iLearn)/special pre-tenure leaves/New Faculty Academy (5) Reviews/Feedback (4th and 7th year) (4) Research support (RDS-writing communities) (4) Paired mentors (2) Social opportunities- lunches, discussions, informal drop-ins (3) Reduction in teaching load the first years (2) <u>Dr. Knight:</u> Remediation for struggling members Realistic expectations of faculty	Collaboration Feedback Support for research Support for travel Support for teaching Mentorship	Deans told us about the importance of providing very detailed feedback; helping faculty members balance, teaching, research, service, and life; and providing support structures (mentoring, travel support, reduced teaching loads, GAs). OID Themes: College good @ retaining faculty (2) Work/Life Balance (2) Some faculty have difficulty meeting expectations (1) Need research support (1) Adequate starting salary (1) Online teaching (1)

Question	Codes	Themes	Predominant Takeaways
In addition to money, what else would have helped with a faculty member's decision to stay at Ball State University?	Dr. Knight: Opportunities for professional growth outside of BSU Strong department support Pro-active with offers before they are courted by another institution Redistribution of load depending on the interest of the faculty member Benefits Seminars	Spousal support Growth opportunities OUTSIDE of BSU Enhanced working environment	OID Themes: Spousal accommodation/employment (3) Equitable resources for professional travel (2) Warm environments/collegiality (2) Muncie Community – Qual of Life (2) Commute to Indy (2) Green card support (1) Teaching load reduction (1) Leave to focus on research projects (2) Higher salary (2) Build program (2) Research intensive doctoral program (1) Innovative/exciting projects/research interests (1) Burris role needs to be clarified (1) Guaranteed summer stipends (1)
What is the profile of a successful faculty member at Ball State University?	Balance in professional work (teaching, research or creative scholarly, service) (5) Balance between personal/professional life (4) Good colleague/shares/meets expectations (4) Persistence/tolerance for risk (3) Initiator/self-starter (2) Comfortable with Muncie (1) Dr. Knight: Well-rounded Willingness to be innovative and creative	Balanced Motivated Persistent	Deans told us that successful faculty members balance their time effectively, are self-starters, seek and accept feedback, have a successful family situation, and feel comfortable in the community. OID Themes: Enjoys teaching/students (5) High quality research (5) Time management (2) Create & follow plan for P & T (1) Ask for assistance (1) "Rock Stars" & "Good Core" (1)
Does your college have a structured procedure for someone who is planning to leave the university?	OID Themes: Contact Provost/create competitive package (5) Meet with faculty & determine reason (5) Proactive/supportive culture so faculty do not look for another job (5) Chair knows first (3) Troubled about counter-offer process (3) Faculty left – 2 cases cited	Customized for the faculty member	Deans told us that there is typically a conversation with the chair and dean where faculty members are asked what it would take for them to stay. Deans say counteroffers are typically made. There is lack of clarity about the need for faculty members to have another offer in hand before any accommodation is considered.

Question	Codes	Themes	Predominant Takeaways
Do you see a positive future for professional development and success for faculty?	Likes collaboration/creativity w/colleagues (2) Need more travel $ (2) Need higher salaries (2) Faculty development (1) Tolerance for risk-taking (1) Wait & see – 100K grants (1) Wait & see – new President (1) Open to other forms of scholarship (1) New faculty workshop (1) Proud of high level of faculty retention in college (1) Likes Immersive Learning (1) Work with students (1) Ball State – financially stable (1)	New – President, New Faculty Academy, 100K grants Needs – Travel $, higher salary, faculty development Strengths – collaborating w/students & colleagues, financially stable, immersive learning, risk taking	
Anything else about Faculty Retention you would like us to know?	Bias – perpetuate same profile/need diversity (4) Dept. Chair – critical for retention, good relationship with faculty (2) Dept. Culture – supports new faculty (1) Faculty – big investment – care for him/her – hate to lose him/her (1)		

Former Tenured or Tenure-Track Faculty members (n = 7)

Question	Codes	Themes	Predominant Takeaways
What attracted you to Ball State?	Balance between teaching & research (3) Small town/geographical location (2) Reputation of institution/program (2) Colleagues in department (1) Grants office (1) Size of institution (1) Good fit (1) Family close by (1) Needed to find a job (1) Liked chair (1) Liked vision (1)	Demographics Position Opportunities	Former faculty members told us that getting a job offer, the reputation of the faculty/program/ department, the balance of teaching/research/ service, and knowledge of the University and the community were reasons they were attracted to Ball State. Dr. Knight: People in the department Clear expectations Grant office sponsored programs office Mid-size university Location Immediacy of the job, location, reputation Enthusiasm of the department Opportunity for tenure Recognized program
Were your expectations realized?	Collegial (2) Increased research expectation (2) Enjoyed research (1) Enjoyed teaching & students (1) Bored with same teaching assignment (1) Low quality graduate students (1) Vague P & T criteria (1) Lots of turnover in Department (1) No fit for faculty/isolated (1) Initiated exit interview with Dean (1) Strong program built by former faculty (1)	Initially Yes- 2 Yes- 3 No- 3 OID #s: Yes (2) Initially Yes (4) No (1)	Most former faculty members told us that there expectations were realized, at least at first. Some spoke about a strong sense of isolation and some discussed changes in and ambiguity over the University's expectations for them. Dr. Knight: Hard time recruiting high quality doctoral students Reputation was realized Research expectation was not realized No- felt like an outsider

Question	Codes	Themes	Predominant Takeaways
What led to your decision to leave the University?	Money/changed overload pay (1) Change/Difficulties w/Department Chair (1) College priorities changed (more research & less teaching) (1) Single in Muncie (1) Changing P & T requirements (1) Colleague was a bully (1) Wanted more time for research; load did not allow (1) Not part of team (1) Family/health issues – hard to get back on track (1) Not supported in change in research direction (1)	Finances Muncie community Leadership	Former faculty members told us that high teaching loads, low salaries, difficulties of life in Muncie, difficulties with faculty colleagues/ chairs/deans, and lack of inclusion/support were their reasons for leaving.
What would have led to a decision for you to stay at the University?	No negative interactions with Chair (2) Kept overload teaching to compensate for low salary – would not have looked (1) Opportunity to learn & grow (1) Support of new initiatives for undergraduates (1) Stop the bully – meeting was not helpful (1) Research support (not sure if Ball State could match) (1) Research is valued (1) Longer time frame for publications (1) Did not feel part of the team (1) Muncie community a better fit (1) Mentality – want a raise, get a job offer – nothing could make me stay (1) Discrimination in Muncie – not BSU (1) Reduced work load (1)	Additional opportunities Nothing Department changes	Former faculty members told us that addressing factors that led them to feel isolated/not supported, increasing salaries, addressing changing expectations or ambiguities about expectations, dealing with difficult people, and addressing difficulties associated with living in Muncie were the things that may have caused them to stay.

Question	Codes	Themes	Predominant Takeaways
Did you work with your chair and Dean on a counter offer?	Deans: No one offered/could not match offer – reduced teaching load (5) No reason to negotiate – wanted to leave the new Chair (1) No, but proposed full time faculty position for partner/spouse (1) Department Chair: Yes (nothing could make me stay/felt pressure to turn in resignation, light discussion) (4) No (did not feel comfortable discussing, BSU could not match) (2) Yes, left on good terms (1)	100% No	
In what ways did you feel that your work was understood and appreciated by your peers/ administrators?	Respect from peers & department (5) Recognized research work w/students (2) P & T member acknowledged very heavy teaching load – no time for research (1) No mechanism for tangible appreciation - $ (1) Felt appreciated by faculty in first few years (1) Collegiality of faculty (1) Awards (1) Dean's Respect (1)	Recognition	Many former faculty members told us that they did feel appreciated, at least at the beginning. Some discussed lack of appreciation for their teaching or research. Dr. Knight: Several awards and accolades Research was recognized and appreciated. Appreciated but not formally recognized. Kudos Felt appreciated

Question	Codes	Themes	Predominant Takeaways
What aspects differ from your understanding of success & the institution's understanding of success?	Expectations differed (4) Examples: too many rules, regulations for research, study abroad not supported, changed over time, especially implied expectations, research – off track in implementation and practice, won awards, but faculty member had a different definition than college & department, felt in line with institution, not department Same expectations/clearly defined (3)	Expectations for scholarship Additional opportunities	Former faculty members told us about changing expectations on the part of the department, college, or University. Dr. Knight: Not a lot of faith in the faculty BSU made it difficult to do research Alternative learning opportunities that are supported by the colleges (study abroad, immersive learning) Unstable expectations- didn't expect that BSU has the same value on research, but the implementation and practice are viewed differently Didn't know how the department defined success.
How effective was the support-system surrounding your success?	Supportive Areas: SPA – could be more helpful – not experienced (2) Faculty – but changed over time (1) College leadership–but changed over time (1) Teaching (1) Building Better Communities (1) Administration–President & Provost (1) Dr. Knight: Office of sponsored programs was helpful BSU lacks knowledge on how to obtain grants Sponsored programs office was supportive Faculty was supportive at department level but not necessarily at the college level Upper administration was supportive		Some former faculty members told us about strong support from faculty colleagues, SPA, BBC, and individual administrators; some discussed low travel support (e.g., $500/faculty member/year) as lack of support. Non-Supportive Areas: Large faculty turnover (1) Did not have mentor – but other faculty members did (1) Research – mediocre support (1) Poor travel support – cannot publish & keep up with field (1) College & Department – off on a limb by myself (2) Was not part of the team (1)
How did your experience with students relate to your decision to leave BSU?	Much lower level of knowledge here at BSU than at other institutions. Through a study abroad program, reconnected with students but then when she came back, she missed that contact. Thoroughly enjoyed students- was upset to leave them Not at all Enjoyed the students immensely	Not at all.	Most former faculty members said their experiences with students were great and did not contribute to their decisions to leave. OID: Loved students – diverse, worked on projects, felt bad leaving the students (5) Lower quality of graduate students – hard to do research (1) Wanted to spend time with undergraduates & masters level (1) Mixed experiences (some wonderful, some micro-aggression) (1)

Question	Codes	Question	Codes
I wish Ball State University would be more interested in:	My research (2) Paying higher faculty salaries (1) Teaching and learning (1) Collegiality (1) Supporting junior faculty (1)		
My department does a good job of:	Advising/majors/student centered (4) Good people/collegial (2) Collaboration (1) Publications (1) Worked very hard (1) Autonomy in the classroom (1) Other – new chair pushed for things faculty did not want (1)	**I would like to see my department offer more:**	Undergraduate research opportunities/support/training/intellectual development (3) Varied teaching opportunities (1) Support for my research with students – got the grant $, but chair interfered (1) Immersive Learning experiences (1) Support & respect for all programs (1) University policy – paid parental leave (1) Support for junior faculty (1)
My college did a good job of:	Funding assistance for research/travel (2) Little interaction (1) Supportive resource people (1) Coordinate work across departments (1) Investing in technology (1)	**I would have liked to see my college offer more:**	Opportunities for collaboration across departments/research colloquiums (people are too busy trying to survive) (3) At a loss & do not know/no interaction (1) More funding for conference travel (1) More off campus experience for undergraduate & masters level students (1) More community involvement for students (1) More research support – tangible & intangible (1) More females in departments (1) Equally balanced treatment of faculty members (1)
Ball State did a great job of retaining faculty by:	Retain people who are loyalists & fit into culture/pick & choose who they want & ignore the rest (2) Flexibility (1) Good work-life balance (1) Great institution (1) Clear expectations & goals (1) Competitive – not extremely high salaries (1) Rewarding certain types of faculty – nepotism (1) Collegial (1)		Other issues: new chair tainted experience, faculty are not rewarded enough – except at the beginning of the year, hard to come up with an answer, not successful because of research, Ball Sate does what it can within restrictions – other issues were too hard for faculty member to overcome.

Pre-Tenure Faculty (n = 10)

Question	Codes	Themes	Predominant Takeaways
How did you learn about Ball State University?	Website/listserve/career center (6) Graduate advisor (3) Participated in BSU summer programming (1) Dr. Knight: Career center where obtained PhD Came to a camp in HS- received all degrees from BSU Website or chronicle Networking Listserve	Website Networking	
What attracted you to Ball State University?	Good program (2) Size, blend of students (2) University size, Muncie (2) Good "fit" department/institution/teaching & research (2) Want to be expert in area (1) Recommendation from graduate school mentors (1) A faculty position (1)	Lifestyle Demographics Department	Pre-tenured faculty members told us that the reputation of the faculty/ program/department, living in a smaller city, being offered the job, a sense of fit, and existing ties to the University or the community were the things that attracted them to Ball State. Dr. Knight: Lifestyle Teaching Excellence Reputation/collaboration with the faculty in the department Ties to Muncie community, particular college Immersive learning 1:1 correlation in teaching (music ed)

Question	Codes	Themes	Predominant Takeaways
Have your expectations been realized?	Not Expected: Knew there would be a teaching expectation, but didn't expect it to be so extensive (2) Medical insurance is a disappointment (1) Yes, but feels like the college is in an identity crisis right now (1) Yes/No- the atmosphere feels stagnant. Not really a part of the department (1) P & T – nebulous (1) Challenge – know future direction (1) No collaboration (1) Other: Campus is better than expected	Unrealistic expectations of time Better- 1 (Campus) Yes-7 (4) No- 5 (2) Yes & No (6) Expected: Department (4) Lots of support & opportunities (4) Program (2) Students (2) Administration (1) Collegiality (1) Demanding job (1)	Most pre-tenured faculty members told us that their expectations have been realized and that they are happy here. Some discussed the difficulties of balancing teaching/research/ service. Several noted the no one ever said no to anything they wanted to do. Expected: Teaching excellence/resources (6) Expectation for research isn't relative to field (3) Yes- had to scale back ideas in research due to teaching and service Yes- autonomy in the possible that was sought out initially Yes- 100% (2) Somewhat- still fairly new, takes time
Do you have a mentor? What is the impact of that relationship and what do you discuss?	Yes- everything and anything. Great relationship. Yes- P & T strategy Yes. Teaching, research, has become a research partner Yes, but difficult to reach since he is in phase-retirement Yes- balancing teaching, research, and service. Good to have contacts outside the department as well Yes- very well versed in university policies - P & T Yes, but identifies mentors at previous school where graduate degree was earned Yes, time management Yes, knowing a familiar face - P &T Thinks so, but nothing formal where they have met. Does rely on others in the department	Yes- 100% (7) Yes, but not effective (2) Tenure process Research Personal	All pre-tenured faculty members told us they have a mentor. Some are formal assigned mentors and others are individuals with whom they developed relationships. Most discussions concerned navigating the promotion and tenure process. Relationships were generally very good. They were sometimes more social than professional.

Question	Codes	Themes	Predominant Takeaways
What is the impact of the mentoring relationship?	Can discuss anything/ask ?s/makes time (2) Did not meet frequently (2) Informal mentoring, too (2) Met a lot first year/semester (1) Met on an as-needed basis (1) Mentor is a research partner (1) Mentor is hard to contact (1) Chair served as a mentor (1) Need contacts outside the department (1)		
What topics did you discuss with your mentor?	Promotion & Tenure (4) Time management/getting it all done (4) Make me feel comfortable/social support/open/friendly (3) Program issues (1) Administration (1) Committees (1) Policies & Procedures (1) Work-life balance (1) Teaching (1) Research (1) Balancing expectations in teaching, research, and service (1) Social connections/navigate personalities in department & college (1)		
What contributes to your overall satisfaction as a faculty member here at BSU?	Great Students – positive feedback (3) Ability to do interesting and creative work, being supported in work (3) BSU is financially stable, leadership in the new president (2) Great department chair (2) Balancing teaching and research is a struggle (2) Comfortable atmosphere, feeling like a contributing member (1) Receiving grants (1) Speak my mind (1) Each day is different (1) Like people in the community (1) Travel support (1) Technology (1) Flexible schedule/young children (1)	Students Supportive environment Leadership	Pre-tenured faculty members told us that collegiality, relationships (with fellow faculty members, administrators, students, people in the community), being supported in doing interesting and creative work, and autonomy were the factors that contribute to their satisfaction. Dr. Knight: Caring support staff Outstanding students Online search Congeniality Independence & time

Question	Codes	Themes	Predominant Takeaways
What is the goal for you as an academician at BSU?	Promotion (3) & Tenure (4) Push self/take risks/build program so don't want to leave (4) Established teacher/growing as a teacher (3) Write textbooks (3) Impact students/close to students (3) Administrative work (2) Make an impact in the Muncie community (2) Project (1) Being in experts (1) Balance between teaching, research & service (1) Expert in research/high quality (takes away from family time) (1) Leadership in professional organizations (1) Raise profile of Ball State (1)	Promotion/Tenure Leadership Teaching Scholarship Collaborate (1) Good work-life balance (1)	Pre-tenured faculty members told us that receiving tenure and being promoted, expanding their research agenda, and making a difference with students and in the community were their academic goals. High quality research, publishing in top journals, tenure Tenure and promotion, growing as a researcher and teacher, staying close to students ILS- pushing and taking risks, administrative role
Where do you see yourself in the next 10 years in your career?	Full professor (3) Department Chair/Administration (2) Partner/Spouse has a job in area (2) Good publication record (1) Good relationship with industry (1) Continue Research 1). Work with great colleagues (1) Happy, healthy, vibrant community member & engagement (1) More teaching & less research - not ideal (1) Doing more of what I want to do (1) International work (1) Tenured at Ball State (1) Connect Ball State work with community (1)	Scholar Tenured Leadership	Pre-tenured faculty members told us that they see themselves continuing their research agendas, being promoted to full professor, perhaps moving into administration, spending more time in their areas of greatest interest, and perhaps leaving for other opportunities. Dr. Knight: Continuing research (2) Write a book Here and tenured Community engagement, bridge between university and community May need to leave due to husband finishing his education (Ph.D.) and needing to find a position

Question	Codes	Themes	Predominant Takeaways
In what ways are you satisfied as a faculty member at BSU?	Colleagues collegial/collaborative/supportive (4) Feels supported/no one tells me no (2) Program – good atmosphere (2) Likes President's view of Entrepreneurship (1) Community-based projects/positive impact on community (1) Good mentor/lots of good experiences (1) Great administrative staff (1) Has autonomy, but it is lonely (1) Teaching load is fair (1) Good resources -- travel, technology, facilities (1) Lots of opportunities (1) Likes the students/friendly atmosphere (1) Inclusive for spouses/partners (1)	Opportunities Students Supportive environment Autonomy	Pre-tenured faculty members told us that they are most satisfied as a result of relationships (with faculty colleagues, mentors, others), having opportunities to do interesting work, and with having considerable autonomy. Dr. Knight: Opportunities to take risks Feeling supported in the things I want to do Great administrative staff Lots of autonomy/opportunities
I wish Ball State University would be more interested in:	Muncie community engagement (2) Research at a higher level (1) Protecting faculty time – want to do high quality research (1) Administrative viewpoint – democracy/shared governance (1) Reduce teaching & service if it expects high level of research (1) The Arts (1) Funding students, not just student athletes (1) Living out social justice (1) Work-life balance/family-friendly policies (1) Spouse hired (1)		
My department does a good job of:	Helpful/collegial colleagues/mentoring (5) Training/preparing student professionals (3) Communication (1) Administrative staff (1)	I would like to see my department offer more:	Communication between faculty about successful teaching & research (4) Protective of time of junior faculty (2) Teaching skill training for faculty (1) International opportunities (1) Consistency in required course work of different programs (1) More recognition for service (1) Online graduate classes – more interactive (1)

Question	Codes	Themes	Predominant Takeaways
My college does a good job of:	Not much experience at that level (3) Supportive Dean – for fellowships, etc. (3) Recognizing research (2) Promote & bring in speakers/classes/workshops (2) Sharing funding opportunities (1) Mentoring & being student-centered (1) Change agent in Indiana (1)	**I would like to see my college offer more:**	Cross disciplinary collaboration (2) Teaching skill training for faculty (1) International opportunities (1) Protection of faculty time/differential workload policy (1) Direct, clear communication (1) Less red tape for travel (1) Travel money (1) Not sure – moving to a new college (1) More interaction with the Dean (1)
Ball State does a good job of retaining faculty by:	Helping faculty members – support them/autonomy (3) Diversity programming/welcoming & embrace faculty (2) Financially stable university (1) Providing career development opportunities (1) Having creative & enthusiastic students (1) Good things to say about administration (1) Positive relationships – genuinely caring for others (1) Differs from department & college (1) Environment – feels better after meeting others on campus (1) *other issues – education for children in Muncie, maternity/parental leave, spousal employment		
Based on the current vision & direction at Ball State, do you see a positive future for your professional development & success?	Supports more research (2) Wants to collaborate (1) Departments have the opportunity to participate (1) "Off on the wrong foot with President Gora" (1) Best thing – President Ferguson is interested in the arts (1) Need more travel $ (1) Exciting strategic plan – give President Ferguson space to figure it out & then see the vision (1) Discussed work-life balance (1) Seems to be concerned about faculty – would like to discuss P & T concerns with him (1) Likes immersive learning programs (1) Would stay if job opportunity for partner/spouse (1)	Yes (7) Too soon to tell (2)	

Question	Codes	Themes	Predominant Takeaways
What advice would you give someone who is deciding to take a job at Ball State University?	Good place to work/be productive/very happy (3) Understand expectations/ask questions – different from large research institutions/need to balance (3) Reach out to community for mentoring (2) Focus on your own work/structure time & research (2) Great students/friendly people (2) Depends on college/department (1) Difficult to fail if you feel safe/if not, build up armor (1) Contact offices you want to work with (1) Research collaborations are valued (1) Do not give P & T on teaching & service (1) Need to get started with your research (1) Stay connected with your contacts (1) Spirited discussion & critical thinking environment (1) Don't take criticism personally (1) Embrace diversity (1) Immersive learning requires a reduced teaching load (1) Find your people (1) Live in Muncie/be positive about Muncie (1) Think long-term/good fit (1)		

Tenured Faculty (n = 11)

Question	Codes	Themes	Predominant Takeaways
What contributes to your overall satisfaction as a faculty member here at Ball State University?	Autonomy/ability to pursue interests/try something new & supported (4) Good relationships with students – engaged & provide satisfaction (4) Ball State (good niche, size, & a lot happening) (4) Collegiality/fitting in/cohesiveness (3) Good relationships with colleagues (2) Balance between teaching & research (2) Positive impact/doing a valuable job (2) Enjoyment of teaching (2) Enjoyment of research (2) Good leadership – Dept & College – Dean knows everyone (2) Enjoyment of service (1) Outstanding Department (1) Never bored/positively challenged (1) Never experienced discrimination (1) New College of Health (1) Facilities (1) Fortunate – pay & promotion (1) Spouse/partner – work satisfaction (1) Short commute (1) Positive when hired, but that has changed (1) Loves Muncie (1) Community engagement & outreach (1)	Balance between teaching, research & service Colleagues Students Supportive environment Facilities	Tenured faculty members told us factors contributing to their satisfaction include feeling valued, feeling that their work is supported, recognition, good experiences with students, collegiality, relationships, and resources. Dr. Knight: Supportive of research and teaching Relationships with peers and students Administrative support Colleagues in the college "The mentality of publish and prosper versus publish and perish allows you to still focus on students and then take your scholarship into the learning environment." Leadership Balance between teaching and research Feeling valued Rewarded and valued Administration is accessible Good relationship between the faculty and members and students

Question	Codes	Themes	Predominant Takeaways
In what ways are you dissatisfied as a faculty member at Ball State University?	Increased workload/high expectations – new initiatives result in less time with colleagues & being collegial, more administrative tasks, less time mentoring, more bureaucracy (4) Muncie Community – small town/isolating for single faculty w/no partner/kids & BSU needs to be proactive (4) Faculty are underpaid (2) Less support (no GA) (2) Low funding for travel (2) University culture (dissatisfied at the university, college, & department level) (2) Hard to have work-life balance (2) Coddling students – breeds mediocrity (2) More collaboration across departments/feels isolated (2) Post-tenure review – 1 supports it & 1 against it Not sure if academia is the right fit (1) Administration changes – Dean/Department (1) Need GA help with research (1) Females – more service & less tangible rewards (1) Directive administration (1) Disconnect between expectations & support (1) Hard to do everything required for P & T (1) Health insurance (single people lose out – cafeteria of benefits) (1) Unfair P & T standards – related to dept. politics (1) Limited technology capabilities (1) Dr. Knight: Getting an MFA program would help with the workload Greater efforts to socialize, interact, and collaborate across departments Cafeteria benefits approach Administrative tone	Administrative tasks Lack of infrastructure with new initiatives Increase in workload Travel funds Benefits	Tenured faculty members told us that factors contributing to their sense of dissatisfaction include bureaucracy/increase in administrative tasks, workload increases and corresponding work-life balance issues, unhappiness with various policies and requirements, low travel funding, lack of graduate assistant resources, and dissatisfaction with life in Muncie. Dr. Knight: Larger classes Unfair P & T practices, hard to have a robust research agenda when you cannot travel, New initiatives don't have internal infrastructure to support them., More GA resources Communicating expectations regarding new initiatives Disconnect between P & T University has to figure out what its identity is. Research institute or liberal arts institute Increased workload Compensation is not commensurate with the workload Increase in paperwork With midterm deficiencies- taking onus off the student and placing it on the instructor "our university does really reward people who are self-interested"

Question	Codes	Themes	Predominant Takeaways
Have you served as a formal mentor? What makes these relationships successful?	Culture of collaboration (3) Give specific advice (3) Intentional engagement – need to be interested in helping & willing to take advice (3) Familiar w/campus resources/being a safety net/department politics (3) Go over P & T process (3) Writing papers/research (1) Connect with colleague (1) Open to new ideas/energizing for both parties (1) Good communication/personal interest in faculty member (1) Mixed results – should be assigned and encouraged to reach out before campus arrival (1)	Yes-5 No-4 Common interests Reciprocal relationships Yes (5) Informal (2) No (1) Unsure (1)	More than ½ of the tenured faculty members interviewed served in formal mentor roles and nearly all served in informal mentor roles. It is important to match people effectively (common interests, personality). Both parties need to be willing to invest time and effort. Dr. Knight: No- common research interests are important Yes- reciprocal relationship Yes- "you've got to be intentional with engagement", good communication, familiarity with campus resources Yes- willing to invest time and effort, be willing to take advice Not formally- Yes- giving junior faculty clear expectations Yes- match based on personality rather than disciplinary expertise
I wish BSU would be more interested in…	Merit – quantity, not quality, "dumbing down" standards (2) Salary inversion (1) Students – lower expectations (1) Provide travel support (1) Spousal hires (1) Faculty morale (1) Support for the Arts (1) Immersive Learning (1) Scholarship of Teaching & Learning SoTL (1) Cross-disciplinary opportunities (1)	Quality of research Travel support Spousal support Salary inversion Immersive learning	The quality of research as well as teaching Academic standards applied to students More support for research More attention to web sites Dr. Knight:

Question	Codes	Themes	Predominant Takeaways
My department does a good job of...	Inclusive – support & collaboration (3) Supporting research & faculty interests (2) Working on curriculum – reflects industry (2) Outstanding department (1) Keeping up with technology & facilities (1) Not discriminating against faculty (1) Quality of students (1) Hiring & retaining faculty (1) Chair has good vision (1) Proactive (1) Engaged & accessible (1) Travel funding & anything requested (1) Collegiality (1)	Keeping current Supportive environment	Many tenured faculty members discussed collegiality and a supportive environment in their departments. Dr. Knight: Supporting interests of the faculty member Supporting one another Staying on top of the latest trends in the industry
I would like to see my department offer more...	Support for research/scholarship (time, not teaching every day) (3) Support for teaching (GAs) (3) Update curriculum/too busy responding to administrative demands (2) Opportunities to be successful (1) Salary inversion (1) More transparency for resource allocation (1) Hire & retain tenure-track faculty (faculty left before tenure decision) (1) Expand doctoral programs (1) Opportunities to discussion vision of Department (1) Evaluation of peers (process not rigorous) (1)	Resources and transparency in resources Scholarship support Expansion of programs Collaboration	

Question	Codes	Themes	Predominant Takeaways
My college does a good job of...	Supporting faculty academic activities (stand up for faculty) (4) Good Dean (supported by Dean & accessible Dean) (3) Interdisciplinary collaboration (2) Student learning/academic rigor (2) Assessment (1) Good department chairs (1) Excellent facilities (1) Fairly evaluating faculty – P & T (1) Hear faculty complaints (1) Faculty development initiatives (1) Good compensation (1) Share information (1) Encouraging scholarship (1)	Supporting faculty Encouraging scholarship and academic rigor	Many tenured faculty members discussed support and encouragement within their colleges.
I would like to see my college offer more...	Some concern about the new College of Health (P & T process) (3) More information sharing between departments/research collaboration (3) Support of faculty academic activities (1) Do not know what college does (1) Mentoring for all groups, not just the majority (1) Address salary inversion (1) Travel support (1) Concern that quality of college leadership is declining (1) Funding for staffing facilities to allow more student access (1) Sees department not as productive (scholarship) as others in college (1) No suggestions (1) Need to prepare students more for the digital world (1) Need to more focused message for recruiting students (1) Promoting collegiality (1)	Travel support Collaboration Leadership quality	Dr. Knight: Quality in leadership Prioritizing fundraising More emphasis and science in some of the other areas More information sharing to bridge disconnect between departments Collected, focused message for recruiting students Promoting collegiality, promoting interdisciplinary teaching and research

Question	Codes	Themes	Predominant Takeaways
BSU does a great job of retaining faculty by…	Support (research & faculty development & Sponsored Programs Office) (8) Did not know/not publicized/Department is a revolving door (3) Provided a great work environment – positioning for success (2) Give faculty a higher salary (1) Fair in P & T (1) Technology (1) Travel $ (1) Poor job market (1) Good relationships with administrators (1) P & T – women have left due to unfair treatment (1) Good benefits (1) Job security (1) Had not thought about leaving (1)	Positioning faculty for success Supportive work environment	Many tenured faculty members discussed support and a good work environment. Dr. Knight: Faculty development opportunities Reasonably good resources We don't; people stay because of the state of the job market Expressing an interest and supporting faculty member research Supporting faculty Saying "yes" "The university has done a good job with answering with yes or let's see how we can make that happen when we ask for things that aren't the traditional model."
Based upon the current vision and direction of BSU, do you see a positive future for your professional development and success?	Like President/his style – faculty centered – do things with faculty support (4) Suggestion – support initiatives for a unique approach to student learning/innovation (2) Wait & see/time will tell (2) Likes new ideas/vision (1) Favorable impression – Dept meeting (1) Seems like a continuation of Gora' policies (1) Missed State of the University (1) President does not matter – will continue to work hard (1) Dr. Knight: I don't know what the vision is. "the thing that is exciting right now is I think there's a much more faculty-centric approach coming out of the administration building, and I like that.	Not sure Yes	All tenured faculty members interviewed said they either see a positive direction for their professional development and success at BSU based upon the University's vision and direction or they were unsure. Many discussed having a positive impression of President Ferguson.

Question	Codes	Themes	Predominant Takeaways
What advice would you give someone who is deciding to take a faculty job at BSU?	Muncie – safe, inexpensive, good place to raise a family, short commute (6) Need to be effective teacher & researcher – more emphasis on teacher/scholar model (4) Will support good faculty/welcome to new ideas/not a lot of restrictions/want success (4) Friendly environment/collegial (4) Need to be proactive & have a plan (2) Likes current vision/more research focus (1) Be prepared for rapid change (1) Complaining is not productive (1) Sense of humor/good attitude (1) Good university (1) No service in early stage of career (1) Work hard & do your best (1) Not an abundance of resources (1) Can be difficult to make connections – single & childless (1) Get it in writing – understand the value system of the institution (1)	Rapid changes Be careful with your time Supportive environment Muncie can be challenging Muncie can be a great place for families	Tenured faculty members said the advice they would give to someone deciding whether to take a faculty job at BSU included balancing teaching/research/service/personal life and various ideas about both the benefits and disadvantages of living in Muncie. Dr. Knight: Be highly effective in teaching and in research New ideas are welcome Right now the emphasis is on teaching, but that will probably change with new college Great place to be a teacher/scholar Many opportunities and increasing emphasis and support on scholarship Think carefully about taking this position, it is very demanding and the pay is not great Relationships with fellow faculty members are great Don't wait for someone to tell you to do something This can be a difficult place for certain groups of people (sexual orientation, unmarried, childless) to make connections

Department Chairs (n = 4)

Question	Themes
Tell about a time when you successfully retained a faculty member	Culture/collegiality/good working environment Employment for partner/spouse 2nd choice during initial hire
Tell me about a time when you were not successful in retaining a faculty member.	No employment options for partner/spouse Difficult to maintain a 3/3 teaching load, the research requirement, & graduate advising "Amazing offer" from another institution–money, location, resources, etc.
What do you see as the factors that are associated with tenure and tenure track faculty decisions to leave?	Spouse/partner employment Better fit in another institution – i.e., liberal arts college, R1 institution Want to be closer to home region High teaching load – offer would have reduced teaching load Money and more time to do research, teaching, and service Community – faculty members want to live in a metro area – may live in Indy, but do not feel connected to Muncie Ball State needs a clear mission – needs to match teaching load with research support
Provide a specific example of how you actively create a supportive environment for the faculty in your department.	Collaborative, collegial, inclusive, open door policy Assign classes people want to teach Assign mentors Work with lifestyles – i.e., Indy commute, young children, etc. Inspire faculty to do good things Provide professional-social opportunities
In addition to money, what else would have helped with a faculty member's decision to stay at Ball State University?	Flexibility of load Spouse/partner employment Start up funds/internal support Travel support (2) Reduced teaching schedule/minimum course preps (2) Muncie community – not a desirable place to live
What is the profile of a successful faculty member at Ball State University?	Develop balance & hit all three areas – need to teach well & do research Strong teaching & research agenda Collegiality Communicate well – relate well to students (3)
Does your department have a structured procedure for someone who is planning to leave the university?	Keep faculty happy/elicit support of Dean so they don't leave (3) No structured plan (2)

Question	Themes
Based upon the current vision and direction at Ball State, do you see a positive future for the professional development and success of your faculty?	Very positive (4) Increased travel money is good (2) Faculty Academy President Ferguson listens and is proactive/responds quickly Budget/economy is positive
Were you satisfied with the departmental chairperson training that you received?	Not helpful (3) Difficult to train chairs, but fine Better now Thoughts: Hard to train for chair/unique issues Attended a training program for chairs at another university – very helpful Relies on administrative coordinator for Banner, computer issues – not sure how to check things
What would be your recommendation for future departmental chairperson training?	Faculty & staff evaluation Staff supervision Student conflict resolution Do cover budget issues well Mentor faculty Practical things/cultural things – how do you get trained on that? Need intentional and enthusiastic mentoring Likes meetings with the other chairs as a source of support & information

Appendix E

Current Faculty Demographics

BALL STATE UNIVERSITY	FACT BOOK 2014-15		
All Full-Time Employees – *As of November 1 For Each Academic Year*			
Category	2012-13	2013-14	2014-15
Instruction/Research/Public Service Faculty			
Tenured	446	435	443
On Tenure Track	208	213	202
Non-Tenure Track	295	313	339
Total	**949**	**961**	**984**
Primarily Research Faculty			
Tenured	0	0	0
On Tenure Track	0	0	0
Non-Tenure Track	0	0	0
Total	**0**	**0**	**0**
Primarily Public Service Faculty			
Tenured	0	0	0
On Tenure Track	0	0	0
Non-Tenure Track	0	0	0
Total	**0**	**0**	**0**
Staff and Service Employees			
Administrative Staff	234	238	224
Professional Staff	457	507	533
Technical/Paraprofessional Staff	268	259	255
Clerical/Secretarial	418	421	420
Skilled Crafts	120	120	118
Service/Maintenance	416	448	460
Total All Employees	**2,862**	**2,954**	**2,994**

Note: Full-time faculty with less than nine-month appointments are not included in these counts.
Source: Office of Institutional Effectiveness

BALL STATE UNIVERSITY

FACT BOOK 2014-15

Instructional Faculty by Race and Ethnicity - As of November 1 For Each Academic Year

Rank	Ethnicity	Applied Sciences and Technology	Architecture and Planning	College of Business	Communication, Info, and Media	Fine Arts	Sciences and Humanities	Teachers College	Academic Affairs	University Total
Professor	Asian/Pacific Islander	0	2	4	0	2	10	0	0	18
	American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0
	Black, Non-Hispanic	0	1	0	0	0	1	2	0	4
	Hispanic	0	0	2	0	0	1	1	0	4
	Non-Resident Alien	0	0	0	0	0	0	0	0	0
	Two or More Races	0	0	1	0	0	2	0	0	3
	White, Non-Hispanic	9	16	17	15	17	77	25	0	176
	Unknown	0	0	0	0	0	0	0	0	0
	Professor Total	9	19	24	15	19	91	28	0	205
Associate	Asian/Pacific Islander	2	0	4	0	2	15	2	0	25
	American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0
	Black, Non-Hispanic	0	1	2	1	0	2	1	0	7
	Hispanic	0	1	0	1	0	4	0	0	6
	Non-Resident Alien	0	0	0	0	0	0	0	0	0
	Two or More Races	1	0	0	0	1	0	0	0	2
	White, Non-Hispanic	23	17	13	11	41	77	23	0	205
	Unknown	0	0	0	0	0	1	0	0	1
	Associate Total	26	19	19	13	44	99	26	0	246
Assistant	Asian/Pacific Islander	3	0	5	1	0	11	3	2	25
	American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0
	Black, Non-Hispanic	0	0	0	0	1	3	3	0	7
	Hispanic	0	0	1	0	0	9	1	0	11
	Non-Resident Alien	4	1	1	3	0	5	2	0	16
	Two or More Races	0	0	1	0	0	2	1	0	4
	White, Non-Hispanic	25	4	22	12	44	101	34	3	245
	Unknown	0	0	0	0	0	0	0	0	0
	Assistant Total	32	5	30	16	45	131	44	5	308
Instructor	Asian/Pacific Islander	1	2	1	0	1	1	0	0	6
	American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0
	Black, Non-Hispanic	0	0	1	1	0	0	2	0	4
	Hispanic	0	0	0	1	0	3	1	1	6
	Non-Resident Alien	0	0	0	0	1	2	0	0	3
	Two or More Races	1	1	0	0	1	1	0	0	4
	White, Non-Hispanic	57	8	13	30	11	53	20	10	202
	Unknown	0	0	0	0	0	0	0	0	0
	Instructor Total	59	11	15	32	14	60	23	11	225
Not Ranked	Asian/Pacific Islander	0	0	0	0	0	0	0	0	0
	American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0
	Black, Non-Hispanic	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0
	Non-Resident Alien	0	0	0	0	0	0	0	0	0
	Two or More Races	0	0	0	0	0	0	0	0	0
	White, Non-Hispanic	0	0	0	0	0	0	0	0	0
	Unknown	0	0	0	0	0	0	0	0	0
	Not Ranked Total	0	0	0	0	0	0	0	0	0
All Ranks	Asian/Pacific Islander	6	4	14	1	5	37	5	2	74
	American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0
	Black, Non-Hispanic	0	2	3	2	1	6	8	0	22
	Hispanic	0	1	3	2	0	17	3	1	27
	Non-Resident Alien	4	1	1	3	1	7	2	0	19
	Two or More Races	2	1	2	0	2	5	1	0	13
	White, Non-Hispanic	114	45	65	68	113	308	102	13	828
	Unknown	0	0	0	0	0	1	0	0	1
	All Ranks Total	126	54	88	76	122	381	121	16	984