2016

Faculty retention becoming a serious issue

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Recommended Citation
Romero, Aldemaro Jr., "Faculty retention becoming a serious issue" (2016). CUNY Academic Works.
https://academicworks.cuny.edu/bb_pubs/937

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In the last few years we have heard a lot of dis- cussion about the importance of moving colleges and universities to retain students, to increase grad- uation rates and to reduce the burden of student debt.

However, with all of the problems that are affecting institutions of higher education we are now witnessing another crisis: one that is increasing the number of faculty members leaving their education in higher education altogether. This is a problem because institutional faculty turnover increases the cost of hiring and retaining good faculty while disrupting long-term plans by academic units. The problem is made especially acute when students are in the middle of their studies.

The article published earlier this year, the study surveyed life scientists in the U.S. The authors found that aca- demics are less likely to relocate in the U.S. when their children are in high school. The study also shows the quality of the peer environment in that institution, as well as funding opportunities, are important factors when making decisions about moving among schools.

Although the study was conducted only among life scientists, many of the responses seem to be applicable to at least most top universities. These findings are consistent with what we hear in the halls of colleges and universities all the time. In academia, as in many other areas of life, we expect faculty to emphasize the educational life of their kids and to be as least disruptive as possible. This also explains another result of the study, and that is most faculty members either just before their oldest child started high school or just after their youngest child finished high school. This makes sense because according to a number of studies high school is usually the time when potential disruptions to the social networks of children are the greatest.

This may also be a very important factor for educators. They need to be more sensitive to issues such as family leave and income inequality. According to a study by the American Association of University Professors, women in the U.S. earn on average 10 percent less than their male counterparts. Other studies show that women are often less than half as likely as men to offer more equitable financial packages and better instru- ments that provide better start-up funds for their research careers. Women, also. being more in charge of managing the increasing needs of the students, find that they are more likely to offer more equitable.