For the University of Virginia to ensure its place among leading public and private universities worldwide, we must invest strategically in the quality of our faculty. The Faculty Working Group’s recommendations on faculty recruitment, retention, and development are predicated on our desire to build upon the University’s existing strengths and to prepare the faculty as a whole to lead the University into a new era. To do this successfully, we need to attract the very best faculty while we encourage and develop the ones we currently have, even as many retire. Doing so will be our best course for ensuring the quality of the student experience inside and outside of the classroom, as well as assuring the University’s standing as a center of excellence in research, teaching, and public service.

The Faculty Working Group recommends three “Big Next Steps” aimed at attracting, keeping, and developing faculty during a period of profound generational change. These steps are proposed, mindful of several imminent challenges. These include:

- Approximately 35% of existing U.Va. faculty will retire by 2020.¹
- Other institutions have actively targeted some U.Va. faculty, attracting them with greater research resources, and higher salaries.²
- Competition for hiring new faculty and retaining existing faculty will be fierce, as all universities must replace retiring baby boomers. Historically, declined U.Va. offers have been primarily attributable to salary, research support, and dual careers.³
- Due to technology and globalization, higher education is changing rapidly, which will require faculty to continue to develop throughout their careers as never before.

These challenges will test the University to identify the strengths we will build on and the new strengths we will pursue. Throughout this process, we urge the University’s leadership to consider that an engaged and committed faculty of the highest quality will be essential to achieving our institutional priorities.

Three Big Next Steps

While several University departments already hire and develop their faculty strategically, the working group sees an opportunity to adopt the following “big next steps” University-wide:

1. Declare excellence, diversity, honor and respect, and engagement with students and community as values that will define the next generation of faculty and advance U.Va.

2. Change our institutional practice from “episodic hiring” to “continual recruiting.”

3. Foster a University culture that encourages our faculty’s career-long development.

¹ John Simon, Report to External Affairs Committee, Board of Visitors, November 19, 2012.
² Exiting Faculty Report, University of Virginia, 2002-2009
³ Faculty Recruitment Retention, University of Virginia, 2003-2009
#1 – Declare excellence, diversity, honor and respect, and engagement with students and community as values that will define the next generation of faculty and advance U.Va.

Today, the University of Virginia stands as a premier public research university, which is also known for the high quality of its student experience. U.Va.’s distinction has been driven by faculty who excel at research and teaching. Our faculty have been committed to the ideals of honor and diversity. They have led by serving their chosen disciplines, the University, the Commonwealth, and the public good. The Faculty Working Group supports continuing to hire, retain, and develop, a diverse faculty whose excellence serves this core mission.

To bridge between the current and the next generation of University faculty, we recommend declaring a set of guiding values – excellence, diversity, honor and respect, and engagement with students and community – that provides continuity with the past and sound guidance for U.Va.’s distinction in the future. These values are emblematic of the University’s mission and guiding principles. Internally, these values unite faculty across Grounds with a common purpose, while externally communicating what U.Va. faculty stand for. In practical terms, these values can be advertised in job announcements and assist search committees with strategic faculty hiring. These values should be touchstones during annual peer review conversations and aid decision-making in promotion and tenure committees. Together, these values will lead the next generation of faculty at the University.

As the University’s mission and priorities become more defined through the current strategic planning efforts, other values may also emerge. For now, we recommend attracting and developing faculty – tenured, tenure-track, research, and general faculty – who are committed to:

- **Excellence.** We seek and encourage faculty who will advance the University’s core missions in teaching, research, and service. The University’s culture will support faculty excellence through strategic hiring and faculty development, including peer review.

- **Diversity.** For the University to live up to its high standard of excellence, we must continue to recruit and embrace a faculty drawn from the world’s diversely talented minds.

- **Honor and respect.** Our student experience is distinguished by learning in a self-governing community based on trust, collegiality, and honor. Faculty at the University must support and model how to live in a community of honor and respect.

- **Student engagement.** To educate students who will become lifelong learners, leaders, innovators, public servants, and global citizens, faculty must engage students in all aspects of their scholarship. In addition to teaching, this can include activities such as research, interdisciplinary studies, community service, and entrepreneurial efforts.

- **Community engagement.** As part of our public mission, we expect faculty to collaborate internally and with constituencies beyond the University. U.Va. values faculty who are sensitive and responsive to the changing context of higher education, and who serve their disciplines, the citizens of the Commonwealth, and the public good.
To attract a new generation of scholars, the Faculty Working Group recommends a University-wide change in recruitment strategy. While hiring freezes for the last several years have led to limited, episodic hiring efforts, the competition for faculty in the next 5-10 years will best be met with an institutional practice that we call “continual recruiting.” This approach would make the competitiveness of U.Va. offers a strategic imperative, while also improving the recruitment process before, during, and after a formal search.

- **Offer competitive packages.** We support President Sullivan’s request to make funding for faculty a strategic imperative.\(^4\) Provost’s office data collected from candidates who turn down offers and from U.Va. faculty who leave, as well as the recent Faculty Senate survey, consistently cite: 1) competitiveness of salaries; 2) research support – e.g., travel funds, grant writing support, bridge and innovation grants, and book-doctor funds; and 3) benefits – e.g., college tuition waivers, domestic partner benefits, employment for dual career couples, and affordable child care. U.Va. must be competitive with our peer institutions in these areas if we are to attract and retain the best faculty.

- **Cultivate the next generation.** Look for strategic hires rather than simply replacing faculty who leave. Start early by forming professional networks and connecting with colleagues, especially minority colleagues. Actively seek out outstanding graduate students who are completing degrees at other institutions. Scout at conferences and in research publications for outstanding junior and senior scholars. Cultivate interest in U.Va. by inviting long-range candidates to Grounds to give papers or participate in research. Hire across ranks. Post ads that attract a wide and diverse pool of potential talent.

- **Improve formal searches.** Give recruiting the same careful attention we give to promotion and tenure. Increase the lead time on hiring lines so hires can be done more strategically. Form search committees with outside members, such as faculty colleagues, alumni, members of school foundations. Stop wasting time continually reinventing processes by increasing the continuity of search committee membership and sharing best practices across departments and schools, such as effective job advertising, choosing candidates, conducting interviews, and arranging visits. Centralize some recruitment support, such as logistics and databases, and streamline administrative costs. Provide candidates with concierge-like services throughout the recruitment process, such as lists of trusted real estate agents, local daycare centers, churches/temples/synagogues, community centers, K12 schools, lists of university related and area clubs, groups, and activity centers.

- **Recruit to retain.** Think of faculty recruitment as an ongoing effort that does not end at the hire. Invest in, mentor and support current faculty to ensure retention. Stay aware of current faculty’s competitive options and preempt “poaching” with supportive departmental and University cultures, and attractive salary, research support, and benefits packages.

---

\(^4\) President Sullivan, Remarks to the Board of Visitors, November 8, 2012.
The Faculty Working Group envisions a University culture that does not only focus on testing tenure-track faculty at the gates of promotion and tenure, but that nurtures and develops all faculty – tenured, tenure-track, research, teaching, and general – throughout their careers. Developing faculty in this way should protect the University’s investment in recruiting by encouraging a deeper faculty commitment to excellence in the University’s core mission of teaching, research, and service. More engaged and long-standing faculty will benefit students both inside and outside the classroom, and will lead to productive research that benefits the public good.

Therefore, we recommend several methods for enriching faculty development, and consequently their satisfaction, productivity, and excellence in their chosen fields and the life of the University:

- **Cultivate faculty growth and recognition.** Focus not only on the growth of our students, but also on innovative faculty development from junior to senior to retired faculty. Maximize faculty strengths and create flexibility as interests and strengths change through increasingly long careers. Help all faculty – regardless of track – feel that they are respected and valued as part of a supportive, collaborative culture unique to U.Va. Consult with department chairs to learn what helps faculty thrive and adopt these as best practices. Find ways to recognize, reward, and support faculty achievement at all levels, e.g., create chairs and special titles for junior faculty that encourage them to stay.

- **Enrich mentoring and peer review.** Share examples of successful mentoring and peer review across the University, as in the Faculty Working Group’s panel featuring the best practices used in Drama, Politics, Physics, and McIntire. Support faculty mentoring in which new, established, and retired faculty mentor each other on teaching, research, and departmental administration and leadership, e.g. Leadership in Academic Matters (LAM). Ensure that peer review preserves collegiality and fits the U.Va. culture of trust, honor, and respect. Employ annual peer review as a constructive means of helping faculty identify strengths and weaknesses so that they can expand their existing strengths, build greater strength in areas of less success, and develop new areas of interest and expertise.

- **Start a Faculty Development Initiative.** Begin a new University-wide initiative intended to enhance the development of our faculty through the changing stages and phases of an academic career. Staff the initiative with two to three faculty/administrators, whom would respond not only to needs and requests emerging from individual faculty, but also address ongoing structural barriers to interdisciplinary work and propose new collaborations, mentoring relationships, and infrastructural resources. Develop greater assistance for grant writing. Partner with the Teaching Resource Center to expand its outreach. Set up a University-wide database of research and teaching interests, promote faculty networking, and facilitate cross-school and cross-disciplinary collaboration. If successful, the Faculty Development Initiative could become the Office of Faculty Development.
Other Good Ideas

- **Explore career “lattice” model.** Help new and established faculty establish, refine, or expand their effectiveness in teaching and research, using the concept of a career “lattice” rather than the unidirectional career ladder. Include flexibility in required teaching, research, and service for individual faculty who want the latitude to work outside their standard department or school assignments.

- **Explore different faculty appointments models.** Establish a variety of tracks for hiring that match strengths and interests: teaching, research, scholarship, clinical, etc., with the expectations of each of these tracks made clear from the start. Each track can lead to tenure. Regard all tracks as equally valid and respected.

- **Assist faculty with reputation development.** Learn from industry about personal growth and branding, for individual career development and to build the U.Va. brand.

- **Increase faculty-alumni engagement.** Make alumni visits and host alumni panels during innovative J-term courses, such as Siva Vaidhyanathan’s media panel at the Yale Club in New York. Track U.Va. Ph.D. alumni for recruiting. Network with alumni concerning prospective job candidates. Build relationships with alumni who may become donors.

- **Share opportunities for community outreach.** Collect and advertise events, such as local science fair judging and U.Va.’s Day of Caring, and programming at places such as Open Grounds.

A Final Quote from Our Forum

“Everyone at U.Va. should collaborate. It is part of our public mission, and the collegial culture we create is an economic value in its own right.”