

Good afternoon. We thank you for setting aside part of your time so that we could speak with you about faculty recruitment and retention today.

The University's recent success in recruitment, in the person of Mike Hogan, is a great example of how our university can successfully attract an outstanding academic scholar and administrator to join our team. We are delighted and excited by his willingness to share with us his experience, enthusiasm and wisdom. We look forward to his leadership.

But his hiring also points out larger issues facing faculty recruitment and retention for this university today. We are lucky to have hired him while the current pension plan is in place—and it does not appear that we will be able to offer most faculty members the kind of market-competitive salary we offered our incoming president.

Will a less than competitive salary, or lesser benefits, be counterbalanced by the academic and professional advantages of coming to a great university? That is the question we should focus on now—exacerbated by the very real dangers posed by our university's fiscal crisis. Even within the national context of nearly universal fiscal instability, our budgetary situation puts us at a disadvantage for recruitment and retention of the very best faculty. How should we deal with this problem?

To answer the question, we have to determine what it is that attracts faculty members to jobs in a public land-grant university, and then see how we measure up in terms of offering what top-notch faculty members want.

So: what do faculty members want?

The University

- 1) An outstanding administration and board who value the faculty and understand and support shared governance
- 2) Inspiring vision for the University on the part of our leaders
- 3) Support from all levels of the University for outstanding initiatives
- 4) Colleagues who excel at the core mission of our university, whether it be centered on research or on teaching
- 5) A diversity of thought and scholarly interests
- 6) A wealth of student inspiration, imagination, and creativity

7) A workplace where we do not have to worry about whether we can afford to retire or whether our medical treatment will be covered

### The Career

- 1) Freedom to do the research and teaching we love and have trained ourselves for, reasonably unencumbered by institutional bureaucratic restraints;
- 2) The resources we need to do our research and teaching: a great library and great librarians, a "nimble" IT system, competent and accessible staff support, etc.
- 3) Opportunities to provide academic leadership of all sorts, whether in the classroom, the laboratory, or in the campus Senate
- 4) Respect and recognition for intellectual achievement and outstanding teaching
- 5) Rewards for impact on students and on our scholarly professions
- 6) Shelter from uncertainty in business, confidence to succeed
- 7) Encouragement to patent, create startups, and transfer transformative ideas to industry, our state, and nation
- 8) A platform that gives the work we do here national visibility and credit.

The University will come under a number of competing stresses as we move forward through the current crisis. Health benefits, pension plans, income levels, and financial practices may be reviewed. Undoubtedly, our practices will come under even more scrutiny as every expenditure and resource usage will become scrutinized. Enrollments will (and are) changing in response to the crises; on the Urbana campus, where I teach, the Engineering College (and others) have seen an unprecedented rise in undergraduate enrollment, while other Colleges have seen a decrease.

The University must not allow itself to rest on its laurels. We need a clear plan of action that engages faculty, administration, and the board in a team response that provides a solid plan for recruitment and retention.

Let me share a story that came from one of my colleagues: a professor went into his Dean to tell him that he was leaving for a position at another university. The Dean asked what could be done to keep him in his present position. The faculty member replied, "It's too late now, If you had made a

stronger effort to reward and value me before, I wouldn't even have looked for another job." The lesson here is that it is better, and often cheaper, to reward and value key faculty before they start looking, than to try to match counteroffers after they have already gone out on the market.

If we are going to be successful in recruitment and retention during a time of scarce resources, we need to protect and nurture three general aspects of our mission, in spite of budget cuts and the changing dynamics of student enrollment. We must keep control of the balance between faculty and students in our campuses; providing a rich nurturing environment that encourages excellence in pursuit of our mission and the best educational opportunities for our students.

1) Our reputation rests on our superb record of providing the opportunity for a world-class undergraduate and graduate education at the same time that we lead the nation, and the world, in the cutting-edge research we do. These two central missions are intertwined, and they must remain so. We must find innovative ways to keep our class sizes from growing, so that students can participate fully in their own educational experience and so that faculty members can do their best teaching and research. We must seek ways to hire faculty, balance enrollments, and seek new solutions—and find ways to do so within our budget constraints. In every case, we need faculty leadership and government to help steer a path that maintains our spirit of excellence.

2) The University should resist any attempt to make faculty careers mundane, or to turn faculty into "employees." We have one of the best faculty in the world. There is a degree of trust in having those faculty engage in governance of their own environment; but to some extent, that is why these faculty were chosen to be here in the first place. Faculty will recruit the best faculty and will keep their best colleagues if they are given a chance to help determine the future of the university. The University cannot afford the drop in morale that becomes inevitable when it turns precious faculty positions into clerks who spend as much time filling out forms and time sheets as they do teaching or engaging in scholarship.

3) Ultimately, the decision every recruitee or faculty looking for jobs elsewhere makes is whether they would be better served in this academic community or another. Only if we (as faculty, administration, and board) act as a team, can we best respond to these needs of faculty and make our campus the most desirable location for this nation's best scholars. Teamwork is needed to solve the difficult decisions implied by challenges to enrollment, pensions, health, earnings, supportive infrastructure, and

partner/spouse employment It is this teamwork—across disciplines, and across the administrative divide—that best illustrates the spirit of shared governance. And it is the daily re-enactment of shared governance in practice that will maintain the morale of current faculty members and make others want to work with us.

In summary, I would like to thank you for this opportunity to talk to you about a faculty concern; that we need a plan of action that engages faculty, administration, and the board in a team response to faculty recruitment and retention.

Thank you

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