



Development and Implementation of a Faculty Exit Interview Model



Erica C. Teixeira DDS, MS, PhD | ELAM Institutional Action Project – Class of 2022

Background

Faculty turnover is higher in the health professions compared to other academic units, impacting patient care and clinical outcomes. According to the American Dental Education Association (ADEA), the main reason for turnover in academic dentistry is retirement. That differs from academic medicine where separation is mostly due to changing institutions. In addition, turnover can be costly for the institution.

HOW CAN EXIT INTERVIEW HELP

- Identify the reasons for separation
- Characteristics of the work environment
- Management of the organization and
- Understand the impact of turnover

Goals

Even though exit interview has been used for over 50 years, academic institutions struggle in recognizing and implementing an effective model.

Short-term goals

- Evaluate turnover trends in the College of Dentistry (COD) in the past 5-10 years
- Assess current exit processes utilized in different units throughout the University
- Create an exit interview model

Long-term goals

- Present, pilot, and implement this model in the College of Dentistry.

Approach

Gather information on the exit process currently utilized at our institution and specifically the COD (completed).

Assess turnover rates and identify trends at the COD in the past 10 years, based on gender and reason for separation (completed).

Identify core concepts of the interview model (completed).

Develop a survey to be used as part of this model for faculty either leaving for another institution and other reasons or for retirement (completed).

Pilot an implementation model at the COD (partially completed).

Present proposal at the Executive Committee Meeting for feedback (in progress).

Present proposal and data at Faculty retreat for feedback (in progress).

Collegiate leadership approval for complete implementation at the College (in progress).

Workshop/Presentation to other units and development of the exit model toolkit (future plans).

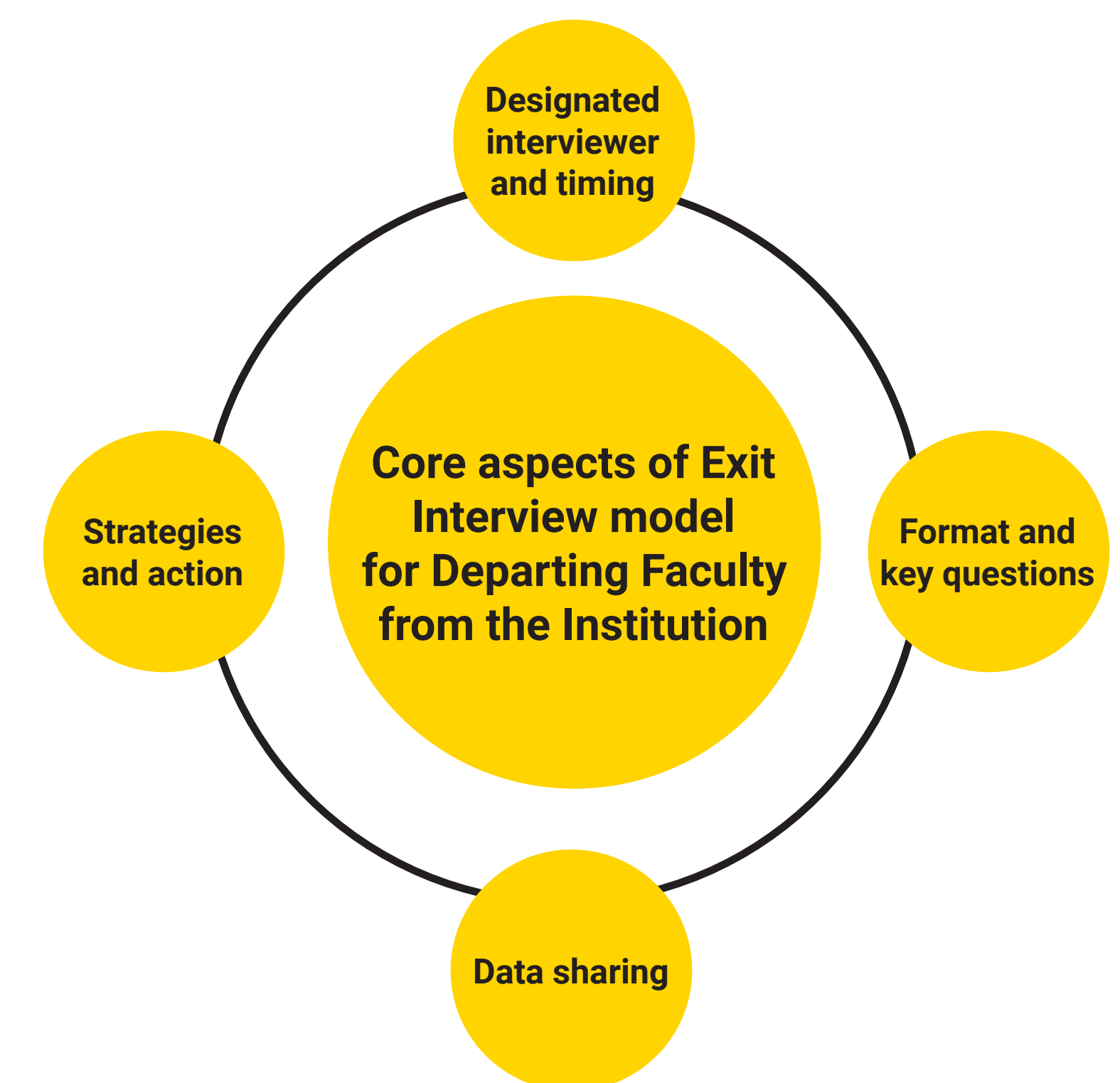
Results

Faculty turnover rate trend (voluntary+ retired/other) has gone up in the past 5 years, reaching a high of 13% in 2021. Data showed that 61% of voluntary turnover were female. In addition, over 44% of the current faculty are eligible for retirement (55 years or older).

The proposed exit model has four core aspects, as shown below. It introduces an exit survey template in a structured manner for either faculty leaving for other institutions or faculty retiring; and a 10-step process.

10-Step Process for Departing Faculty

- 1 Process starts at the Office of Executive Dean or Associate Dean for Faculty
- 2 Faculty is contacted by email to schedule and complete their interview between 1-2 months before resignation date. Faculty can select a designated interview officer to conduct the interview: HR representative, DEO, Dean for Faculty, and/or Dean of College.
- 3 The face-to-face, semi-structured interview begins with an explanation that responses will be shared with higher administration in a collective manner. But the faculty can elect to have portions of the interview be kept confidential.
- 4 The interview consists of structured and unstructured questions (see template/form suggestion), and lasts 30-45 minutes.
- 5 The designated interview officer uses the template form to type notes as the faculty is answering them.
- 6 A yearly summary is created and submitted to the Office of the Dean.
- 7 Themes and trends are identified every year based on this model and the online faculty resignation survey sent out by the Office of the Provost.
- 8 Aggregate information is shared with administrators and faculty by the office of the provost.
- 9 Recommendations and improvements are made based on the feedback.
- 10 Programmatic strategies that have occurred as a direct result of the exit interviews are published in local media (i.e., The Dental Link, Iowa Now).



Summary

The exit interview model allows departing faculty to provide honest feedback to the institution and for the latter to emphasize the importance of receiving feedback, continuing long-term ambassadorship. The data and information collected from this model (face-to-face interview and an online faculty resignation survey) help identify true primary reasons for separation which can impact strategic thinking and engagement of those staying at the institution.

Acknowledgments

To the University of Iowa and the College of Dentistry & Dental Clinics for the support.

To Associate Provost for Faculty and ELUM Lois J. Geist for the collaboration and for always being available.

To Mrs. Angela Bell for the collaboration and Mr. Sean Hesler

To Dean Stanford, Dean Emeritus David Johnsen, Associate Executive Dean Galen Schneider, and Associate Dean Scott Arneson.

Abstract 2022 ELAM (Executive Leadership in Academic Medicine) Institutional Action Project

Project Title: Development and Implementation of a Faculty Exit Interview Model

Name and Institution: Erica C. Teixeira, DDS, MS, PhD, Departmental Executive Officer (Chair) at The University of Iowa-College of Dentistry & Dental Clinics

Collaborators and Mentors: Lois Geist, Angela Bell, Scott Arneson, Galen Schneider

Sponsor: David Johnsen & Clark Stanford

Topic Category: Administration & Faculty Affairs

Background, Significance of project: Faculty turnover is higher in the health professions compared to other academic units, impacting patient care and clinical outcomes. According to the American Dental Education Association (ADEA), the main reason for turnover in academic dentistry is retirement. That differs from academic medicine where separation is mostly due to changing institutions. In addition, turnover can be costly for the institution. Exit interview can help identify the reasons for separation, characteristics of the work environment, management of the organization and the impact of turnover. Even though exit interview has been used for over 50 years, academic institutions struggle in recognizing and implementing an effective model.

Goals/Objectives: To evaluate the turnover trends in the College of Dentistry (COD) in the past 5-10 years, to assess current exit processes utilized in different units throughout the University, and to create an exit interview model. Long-term goals are to present, pilot, and implement this model in the College of Dentistry.

Approach/Methods:

- Gather information on the exit process currently utilized at our institution and specifically the COD (completed).
- Assess turnover rates and identify trends at the COD in the past 10 years, based on gender and reason for separation (completed).
- Identify core concepts of the interview model (completed).
- Develop a survey to be used as part of this model for faculty either leaving for another institution and other reasons or for retirement (completed).
- Pilot an implementation model at the COD (partially completed).
- Present proposal at the Executive Committee Meeting for feedback (in progress).
- Present proposal and data at Faculty retreat for feedback (in progress).
- Collegiate leadership approval for complete implementation at the College (in progress).
- Workshop/Presentation to other units and development of the exit model toolkit (future plans).

Outcomes/results: Faculty turnover rate trend (voluntary+ retired/other) has gone up in the past 5 years, reaching a high of 13% in 2021. Data showed that 61% of voluntary turnover were female. In addition, over 44% of the current faculty are eligible for retirement (55 years or older). The proposed exit model has four core aspects: the process of determining the designated interviewer and time of the interview; format of the interview and key questions; data sharing; and strategies and action. It introduces an exit survey template in a structured manner for either faculty leaving for other institutions or faculty retiring, by exploring key questions such as primary reason for separation.

Summary/Conclusions: The exit interview model allows departing faculty to provide honest feedback to the institution and for the latter to emphasize the importance of receiving feedback, continuing long-term ambassadorship. The data and information collected from this model (face-to-face interview and an online faculty resignation survey) can identify primary reasons for separation which can impact strategic thinking and engagement of those staying at the institution.

