A PILOT REPORT FROM
THE COLLABORATIVE ON
ACADEMIC CAREERS IN
HIGHER EDUCATION (COACHE)

# Faculty Retention & Exit Survey: Pilot Study Briefing


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# EXECUTIVE SUMMARY

The Collaborative on Academic Careers in Higher Education (COACHE), in partnership with a state university system, has developed a pilot version of the first multi-institutional survey of faculty departure. We administered the online questionnaire in March and April, 2016, to a total eligible population of 85 departing faculty and 103 retained faculty. The overall response rate, after data cleaning, was 51%. This summary synthesizes overall findings from the survey and highlights the most prominent results from each section of the survey.

## KEY FINDINGS

*Salary is important, but is only one of several factors that faculty consider to be compelling in their decision to stay or leave.* Respondents noted a range of factors that would compel them to stay at their home institution or to accept an external offer, including the quality of their colleagues and research support. University leaders should think beyond base salary when preparing counteroffers and consider the full range of retention tools at their disposal.

*Institutions should take all external offers seriously.* Of the respondents who searched for outside offers primarily as leverage to renegotiate the terms of their employment, half decided to leave. Policies (tacit or otherwise) that require written offers to renegotiate salary pose a retention risk. University stakeholders would be wise to assume that faculty who present an external offer could be convinced to accept it.

*Institutions have a home field advantage for retaining dual-career couples.* Retentions were nearly twice as likely as departures to have a spouse employed at the same institution. Finding two satisfactory jobs in a new location is likely difficult, so universities might increase the likelihood of retention by ensuring that both partners are satisfied with their career options. Otherwise, these faculty are likely to reengage their search for employment elsewhere soon in the future.

*Institutions should value faculty members with transparent processes, thoughtful and clear responses during negotiation, and a smooth transition for those who choose to accept an external offer.* Faculty read their institutions' responses in the counteroffer phase as a signal of their own value to the institution and appreciated when communication was timely and clear. Also, supporting departing faculty in their transition process ensures they leave with a positive impression of the institution.

## REPORT HIGHLIGHTS

### The Search

Most respondents considered leaving their institutions for only a year or less and almost half never actively searched for a position. Additionally, a representative from another institution initiated conversations about a job offer with 83% of retained faculty and 69% of departures. These results suggest that there is a window of opportunity to consider faculty as preemptive retention candidates and to deter their consideration of external opportunities.

Of the faculty who actively searched for a position, 35% sought an external offer to use as leverage to renegotiate the terms of their employment. Half of these respondents actually accepted their external offers and left their home institutions. Institutional policies may require faculty to have a written offer in hand in order to renegotiate, but they may actually encourage serious consideration of those offers, as well. These results align with findings by O'Meara (2015) that such expectations have the effect of pushing faculty into the job market and weakening their loyalty to their home institution.

**The Nature of the Offer**

Departing faculty received offers with higher base salaries and additional compensation than their retained faculty colleagues. However, 25% of these faculty left to accept offers with increases in base salary of less than $6,000. This finding aligns with other results in this survey—and much preceding literature—that decisions to leave or stay cannot be reduced to salary alone.

**Weighing the Factors**

The decision whether to stay or to accept an external offer is multifaceted. Salary was the most often cited "compelling factor" in respondents' decisions, though some faculty indicated it was a secondary consideration. Also, 43% of the respondents who cited salary as a compelling factor reported that it was *both* a reason to stay at their home institution and a reason to accept the external offer. Respondents also cited the quality of their colleagues, department or institutional reputation, proximity to family, and the quality of graduate students as compelling factors to both leave and stay. Female faculty were more likely than were men to cite employment opportunities for a spouse or partner as a primary factor in their overall decision. Overall, salary appears to be an important factor in the consideration of outside offers, but other resources, spousal career supports, and the overall work environment appear to be compelling reasons to remain at the home institution.

**Spouse and Partner Career**

The results of this pilot study affirm that spousal career issues are important to a subset of faculty. Approximately 60% of married or partnered respondents reported that their spouse's or partner's career was related to their consideration of an external offer. Compared to departures, about twice as many retained faculty received an offer first and the partner attempted to find employment later. Furthermore, 37% of employed partners were faculty members at an academic institution; 25% of partners were employed at the same institution as the respondent, either in an academic or non-academic role. A partner's career needs and aspirations complicate the cultivation of an external offer. Even if a faculty member was not able to accept an external offer because it did not include an adequate solution for his or her partner, he or she may reengage a search or seriously consider another offer in the near future. Therefore, addressing the "two-body problem" could be a very successful long-term retention strategy.

**The Counteroffer**

Approximately 80% of both departing and retained faculty either "quite seriously" or "extremely seriously" considered accepting their external offers. This finding suggests that it is risky to assume that faculty are seeking counteroffers to renegotiate their terms of employment, that is, without serious intentions to leave. Additionally, departing faculty were less likely than retentions to report that their counteroffers met or exceeded the compensation and resources in their external offers. Base salary, research support, and supplemental salary were the most common counteroffer components. Research support, including equipment, infrastructure, and graduate student support, may be effective non-salary tools to entice faculty to stay. Finally, 75% of faculty communicated to their department chairs first that they had an external offer. Open-ended responses reinforce that respondents were satisfied with the retention process when department chairs and deans worked together efficiently and with transparent communication.

## The Transition

After a faculty member has accepted an external offer, institutions have the opportunity to make their transition smooth and to ensure that they leave with an overall positive experience of the campus. The overwhelming majority of departing faculty were treated no differently by their department chair, dean, colleagues, and other staff after they announced their decision to leave. A meaningful minority of respondents (21%) reported being treated somewhat or much worse by their department chairs. In addition to treatment by others during the transition period, respondents emphasized the importance of transitioning their research portfolios, including equipment and graduate students.

## Work Environment

Given the attention that workplace climate has received in recent months, this survey asked respondents to indicate any experience they may have had with identity-based discrimination and the process for reporting those experiences. Approximately 20% of respondents (15% of departures and 28% of retentions) reported that they had some experience of "discrimination or a hostile work environment" on campus related gender/gender identity, race/ethnicity, national origin, marital status, sexual orientation, age, or religion. However, a hostile work environment was rarely cited as a compelling factor in the decision to leave or stay. Four respondents ranked "Campus environment for faculty of color" as a top five compelling reason to accept an external offer. Of the respondents who reported an experience with discrimination, over half reported it to a dean or department chair.

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## PREFACE

COACHE, in partnership with a state university system, has developed a pilot version of the first multi-institutional survey of faculty retention and departure. When COACHE analysts first examined the literature and university practices in faculty exit surveys in 2014, we concluded with a surprise: the scholarship of faculty departure and the institutional practices in place had not effectively partnered in the management of retention and exit. There was also no systematic, multi-institutional effort underway to collaborate in research design or data analysis to develop a common understanding of faculty mobility. It seemed plausible, therefore, that universities were poised to make significant improvements in faculty exit management through a sustained commitment to applied research.

In finding a partnership with one another, COACHE and this university system had two aims in common. Each sought (a) to standardize, as much as possible across many institutions, the data collected and stored about faculty upon their departure; and (b) to understand the causes and patterns of faculty mobility.

Together, we have been developing the data capacity and a pilot survey to capture the experiences of faculty who face the prospect of leaving their universities. While administrative databases capture some of the costs of faculty exit and retention, the survey ties these data to important aspects of the exit and retention process, including:

- the factors influencing faculty decisions to stay or to accept external offers;
- the duration, progression, and observations of the job search and transition; and
- the qualities and importance of external offers and counteroffers.

With the guidance of subject matter experts and an advisory group of campus administrators, COACHE created the *Faculty Retention and Exit Survey* for full-time faculty who, in the 2014-15 academic year, had been involved in a retention or voluntary separation action. Across six campuses, we invited all faculty members who had an offer to work elsewhere to take part in this pilot, regardless of their decision to stay or leave.

The survey's themes span the search for a new position; the nature of the external offer; the factors that weigh into a decision to depart or stay; the influence of spouses' and partners' careers; the counteroffer process; the transition to a new institution; the work environment; and of course, the demographics of our population.

We administered the questionnaire online in March and April, 2016, to a total eligible population of 85 faculty who had left ("departures") and 103 faculty who had stayed ("retentions"). This report discusses our initial findings, implications for institutional leaders, and future data opportunities.

With a sharable, adaptive, and validated survey instrument to replace the scattered efforts of universities to date, COACHE and its system partner intend to use the data to understand how to succeed at retention actions, how to prevent retention cases in the first place, and how to make smarter investments in faculty development and success. In addition, we have learned that there is value in simply asking faculty about their experiences: doing so imparts a sense, even as faculty are leaving, that their university cares about them.

# 1: THE SEARCH

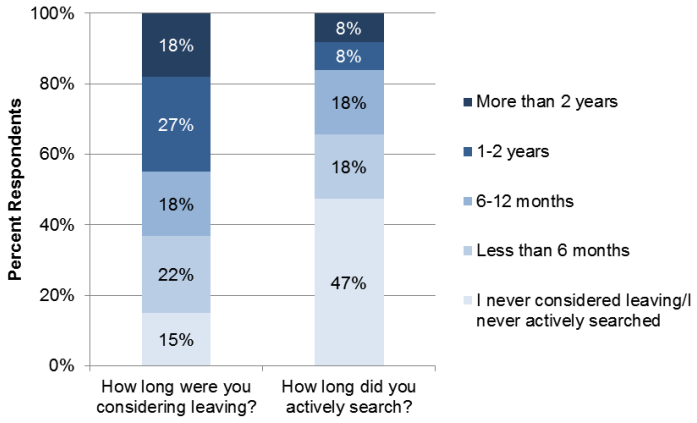
## Purpose

We know from COACHE surveys that 27% of faculty actively sought employment elsewhere in the preceding five years. Past research (O'Meara, 2015) also shows that some institutions unwittingly push their faculty into searches when an external offer is the only leverage faculty have to renegotiate the terms of their employment.

This survey theme explores the period of time that faculty were considering leaving and, then, actively searching for a new opportunity. We aim to define the window of opportunity an institution may have to intervene (e.g., with a preemptive retention action) before faculty have received an external offer. These survey questions also examine whether renegotiation was the primary motivation for the search, and the outcomes of that strategy. Did they receive a counteroffer or not? Did they stay or did they leave?

## Data highlights

*Figure 1.1*
**Length of Time Respondents Considered Leaving and Actively Searched for an External Offer (n=88)**




The first items about the search process ask how long, prior to receiving an offer, the respondent was *considering leaving* and *actively searching* for a new position. Results (Figure 1.1) show that 45% of respondents were considering leaving for a year or longer, suggesting an extended period when they may have been receptive to a preemptive retention action. Additionally, nearly half (47%) of respondents reported that they *never actively searched* for a new position.

How is it, then, that faculty are introduced to outside opportunities? Overall, 76% of respondents reported that a representative from another institution first contacted them about an external position. In most of these instances, a representative contacted them and asked them to apply to an advertised position, though some respondents indicated that they were offered a job without submitting application materials. As shown in Figure 1.2, proportionately more departures (28%) than retained faculty (6%) began with an application to a vacant, advertised position. Furthermore, over 40% of all respondents reported that, in the past three years, they applied to only one position. Therefore, many faculty are not casting a wide net for a new position. As one respondent who received multiple requests to apply to outside positions remarked, "In my case, I only followed up invites to apply twice, during threshold promotions, and otherwise never did because of family constraints… (and) kids to take care of."

*Figure 1.2*
**Who initiated contact? (n=88)**

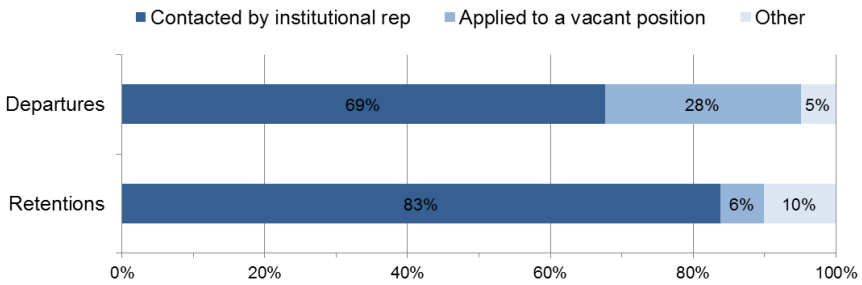
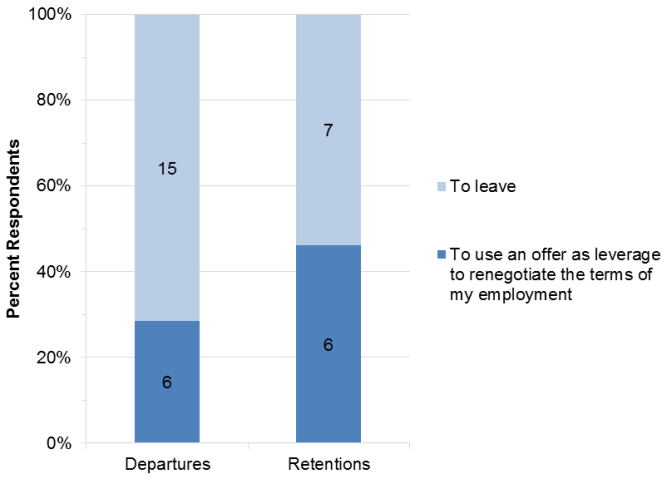


*Figure 1.3*
**Motivations for Searching for an External Offer (n=34)**




In the COACHE Faculty Job Satisfaction Survey, more than three-fourths of tenure-stream university faculty report that a counteroffer is necessary to renegotiate their existing contracts. In this Faculty Retention & Exit Survey, 30% of respondents cited leveraging an offer as a negotiating tactic as their *primary motivation* for initiating a search. However, a faculty member's intention of using an external offer as leverage in negotiation does not always signify a low risk of departure. Nearly one in three departures are professors who originally sought an offer only to help renegotiate the terms of their employment (see Figure 1.3). Instead, these faculty found an offer too appealing to refuse. From another perspective on the data, half of the faculty who claimed that the outside offer was sought as leverage in negotiations ended up leaving the institution.

This finding aligns with O'Meara's (2015) qualitative case study of a faculty at an institution that required external offers to initiate negotiations. At that institution, faculty reported that the process of obtaining an external offer weakened their commitment to the institution and led them to consider accepting the offer. O'Meara notes that faculty in this position "wanted a similar kind of courting they received from the competing side," and "[w]hen faculty had even a hint they would not get this, they moved in the direction of the other offer" (p. 291).

## Concluding thoughts

Most faculty in our study considered leaving their institutions for less than a year or not at all, but for a substantive minority, the intent to leave developed for a year or longer. When the outside opportunity appeared, it usually came from contact initiated by the interested institution—and rarely as a result of a blind application. These findings encourage us to explore further how faculty are recruited for new opportunities. Future analysis of the tools of "opportunistic recruitment" (i.e., "poaching") of faculty could lead us to define the leading indicators that faculty are receptive to outside offers.

We found also that half of those who searched for an outside offer as leverage to renegotiate the terms of their current employment ended up leaving the institution. This finding has greater implications for practice. Provosts, deans, and chairs should examine why faculty believe they need an outside offer to renegotiate. Is it official policy, an unspoken rule, or myth? A culture where faculty cannot (or believe they cannot) ask for additional support without another offer, cultivates opportunities to test the market—pushing faculty into the market even if they have no desire to be there. Furthermore, having a hard offer in hand results in an institution trying to match or beat concrete terms. (Lessons from research on loss aversion are pertinent here.) Allowing faculty to ask for new supports before they have an outside offer shifts the dynamics of the discussion. Rather than matching an offer line for line, faculty and administrators may frame the discussion around a broader set of issues. Finally, the finding that nearly half of the faculty in our population seek new positions to gain negotiation leverage invites examination of how well, or how poorly, the institution handles the counteroffer. Can these data help academic leaders better predict the seriousness of their faculty's intentions to leave, and if a counteroffer is necessary, just how far they need to go in adjusting the conditions of their employment?

**Questions to consider**

- What are the indicators that another institution is trying to poach a faculty member from your institution?
- How might such indicators help administrators deploy pre-emptive strategies for retention?
- What indicators can help administrators determine whether or not to extend a counteroffer to a faculty member who is likely only using an external offer to renegotiate the terms of their employment?
- If "actively searching" candidates who apply for advertised positions are in the minority, then what can we do to better understand the processes by which faculty and potential employers become acquainted with each other? How does this play out?

## 2: THE NATURE OF THE OFFER

### Purpose

The literature and findings from universities' own exit surveys suggest that while salary and start-up packages are assumed to be one of the most motivating factors for departure, matched or exceeded compensation may not fully explain faculty reasons for departure. This section of the survey collects information about the external offer that respondents were most seriously considering. This information includes the title or position of the offer, compensation details, and the value and permissible uses of any startup package.

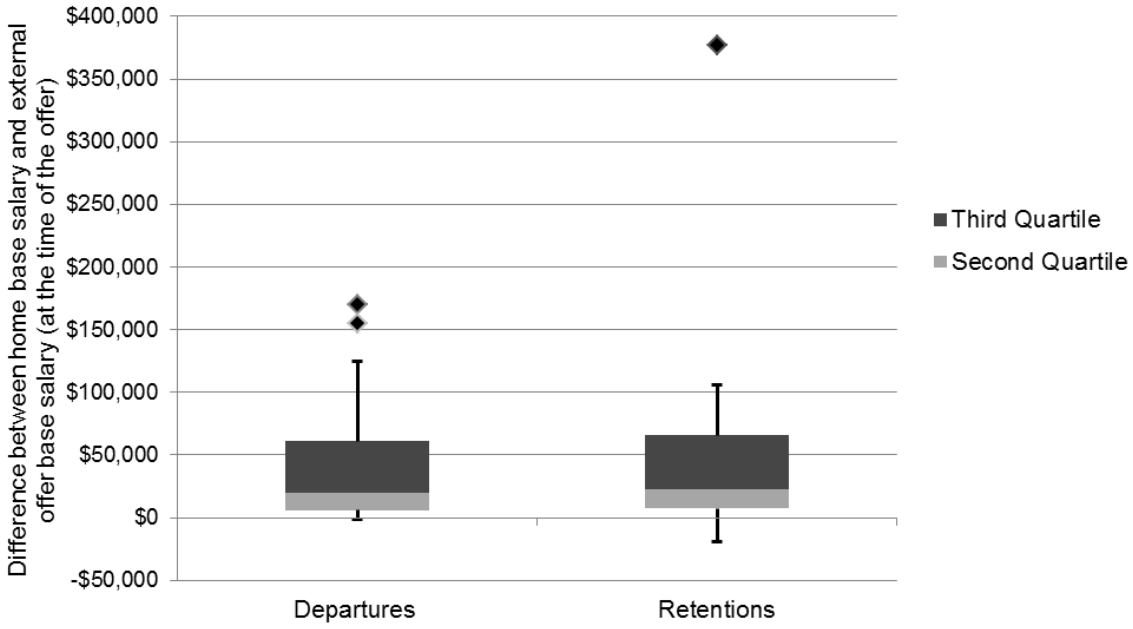
### Data highlights

*Promotion in rank.* Of the 88 respondents who received external offers for ladder-rank faculty positions, 91% were offered positions at the same rank they held at the pilot campus. Only three assistant professors and five associate professors were offered promotions in rank. Additionally, the offers of 25% of faculty included an administrative appointment, such as a department or divisional leadership position or director of a research center. In the words of one respondent, "The salary was competitive and the endowed chair was also compelling."

*Base salary.* Overall, departing faculty received more lucrative external offers than retained faculty. The median base salary in respondents' external offers was approximately $5,000 higher for departing faculty than retained faculty. However, there is little difference between departures and retentions in the net difference between the base salaries of their external offers and home base salaries. As shown in Figure 2.1, the median increase in in the offer versus home base salaries was $19,950 for departing faculty and $22,350 for retained faculty. Approximately 25% of departures accepted external offers with less than a $6,000 increase in base salary.

*Figure 2.1*

**Difference between home base salary and external offer base salary (at the time of the offer), by Departure and Retention Status (n=56)**



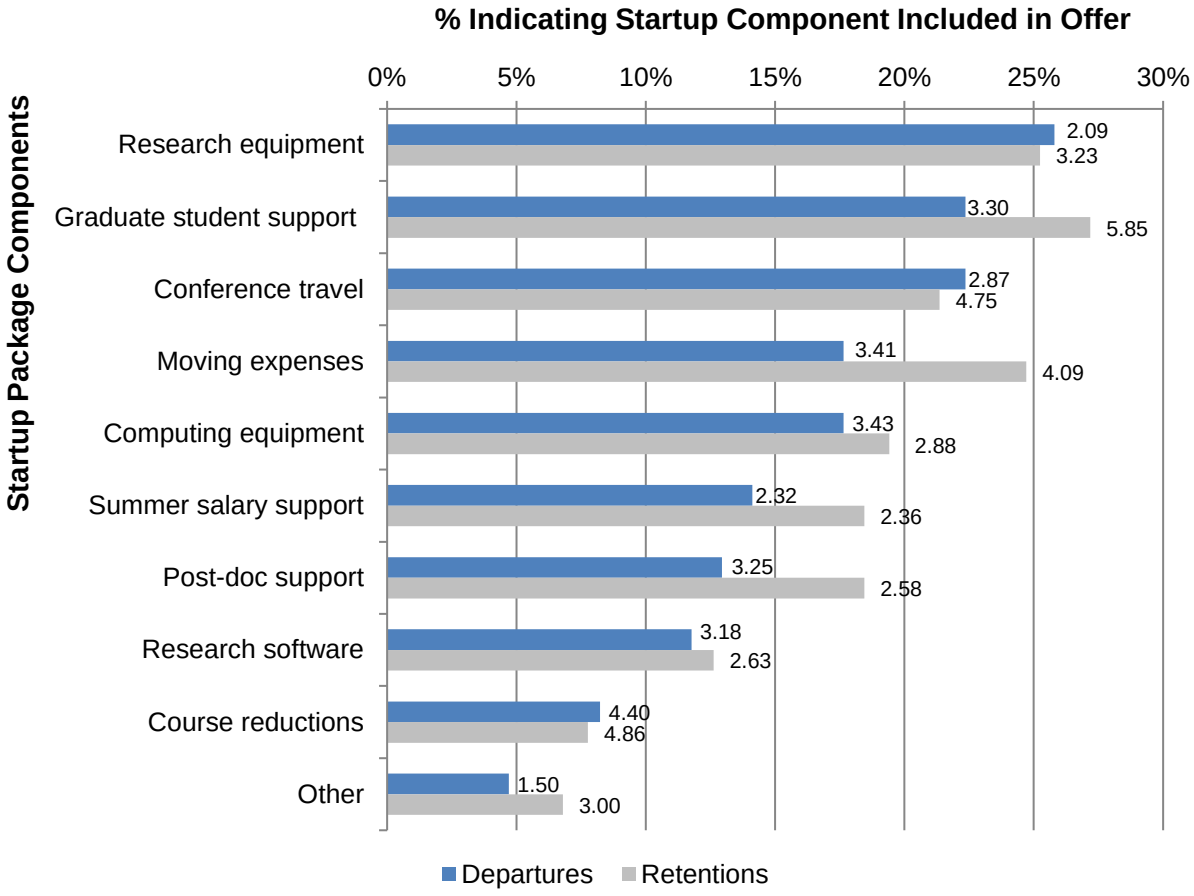
There are some limitations to the calculations informing these findings. Many respondents chose to withhold their home or offer base salaries. When possible, we imputed the base salary from pilot campus administrative data, but not all institutions provided annual salary data to COACHE. In total, we were able to compare home and external offer base salaries for 56 respondents. Improved reporting from participating institutions will make our analysis more complete—and will allow us to shorten the survey.

We noted some differences between male and female faculty regarding their external offers. The median base salary offer for men was 30% higher than the median salary offered to women. However, the median increase from home base salary to the offered base salary was higher for female faculty than for male faculty; women were offered a median increase of $34,500 while men were offered a median increase of $25,500. A gender gap in offered base salary persists when the analysis accounts for a higher proportion of men working in STEM disciplines. Despite these differences, in this sample, we found no statistically significant difference between the proportions of male and female faculty who decided to accept an external offer.

*Figure 2.2*

**Components of start-up offers (frequency) and their relative importance (mean rank)**

*(n=85; 1 = Most important component of start-up)*



*Additional compensation.* In addition to observed differences in base salary, the median external offer for departing faculty included $5,000 in additional compensation (e.g. summer compensation, administrative stipends, additional negotiated/incentive compensation, etc.). By comparison, retained faculty were offered a median value of $3,500 in other compensation.

*Startup package.* The vast majority of respondents reported that their external offers contained startup packages (85% of departing faculty and 91% of retained faculty). Overall, departing and retained faculty indicated similar permissible uses of the startup funds included in their external offers. Among both groups, research equipment and graduate student support were the most frequently included components. These components were also rated as the two most "important" components (see Figure 2.2). For example, one professor noted the inclusion of salary for three Ph.D. students and a post-doc. Four departing faculty ranked "Other" as an important component of their startup package (a mean ranking of 1.5). In these instances, several respondents reported that they were given unrestricted use of startup funds.

Differences in startup package values between departures and retentions can largely be attributed to a greater number of STEM faculty in the sample who were retained. The median startup package value for retained faculty was $940,000 while the median value for departing faculty was $190,000. Further research could test the hypothesis that large startup offers signal faculty desirability (e.g., by performance, by discipline) and that pilot campuses were more successful in retaining those faculty. However, incomplete administrative data from the pilot campuses regarding the population's academic area prevents a more complete analysis of startup package value by discipline.

**Concluding thoughts**

Though departing faculty report receiving offers with higher base salaries and additional compensation than their retained faculty colleagues, 25% of these faculty decided to leave to take offers with a minimal increase in base salary. This finding confirms our data elsewhere—and much preceding literature—that decisions to leave or stay are multifaceted and cannot be reduced to salary alone. For example, one professor's remark that she "was paid less than [her] colleagues and wanted a salary boost" shows how compensation is not just a paycheck, but a symbol of equity and appreciation. Small adjustments may solve the perception of inequity. Additionally, cost of living factors may provide nuance to a faculty member's comparison of salary figures. If peer institutions can recruit a university's faculty with minimal increases in base salary, then with careful attention to the other factors that faculty cite as important to their decision-making, institutions might improve their retention processes and results--possibly, even, with limited financial investment.

**Questions to consider**

- When a faculty member receives an external offer, how do academic leaders on your campus assess its competitiveness, particularly when base salary seems comparable to the faculty member's current contract?

- What types of investments in research equipment and graduate student support could academic leaders make over the course of a faculty member's career to diminish the attractiveness of external offers that attempt to lure faculty away with large startup packages with these components?

## 3: WEIGHING THE FACTORS

### Purpose

While many aspects of this survey focus on the *process* of retention and departure, this section gets to the heart of the matter: why faculty stay or leave. For this population, our intent was to measure the relative weight of factors at a specific moment in respondents' decision-making process. By asking faculty to think back to the time when they had an outside offer in hand, but before any counteroffer, we can compare departures and retentions on the factors they found attractive about the offer and what they valued about their home institutions.

The questions ask faculty to write about the circumstances of their decision, and then to rank the factors compelling them to remain at their institutions against those compelling them to accept the external offer. The factors listed in the instrument are drawn from a number of existing surveys and from relevant scholarly literature. Finally, respondents sort all factors that they had ranked into either primary or secondary considerations in their overall decision to stay or leave. The results help a university see its strengths for retaining and liabilities for losing faculty.

### Data highlights

Figure 3.1 captures the number of respondents who ranked a factor and its average rank, both as an incentive to remain at (green) and to leave (red) the home institution. The darker portions of each bar represent respondents who ranked the factor as compelling in both "staying" and "leaving" directions. The dots above the bars show the average ranking (on a scale of 1 to 5) with "1" being the most compelling factor.

Overall, respondents' rankings of compelling factors to remain or leave reveal that few factors can be distinctly categorized as either pushing respondents away from the university or pulling them toward a new opportunity. In many cases, a single respondent ranked the same factors as *both* a compelling reason to stay at the university and to accept the external offer. For example, *Salary* was often ranked as a top five reason to remain *and* a top five reason to accept the external offer, sometimes by the same respondent.

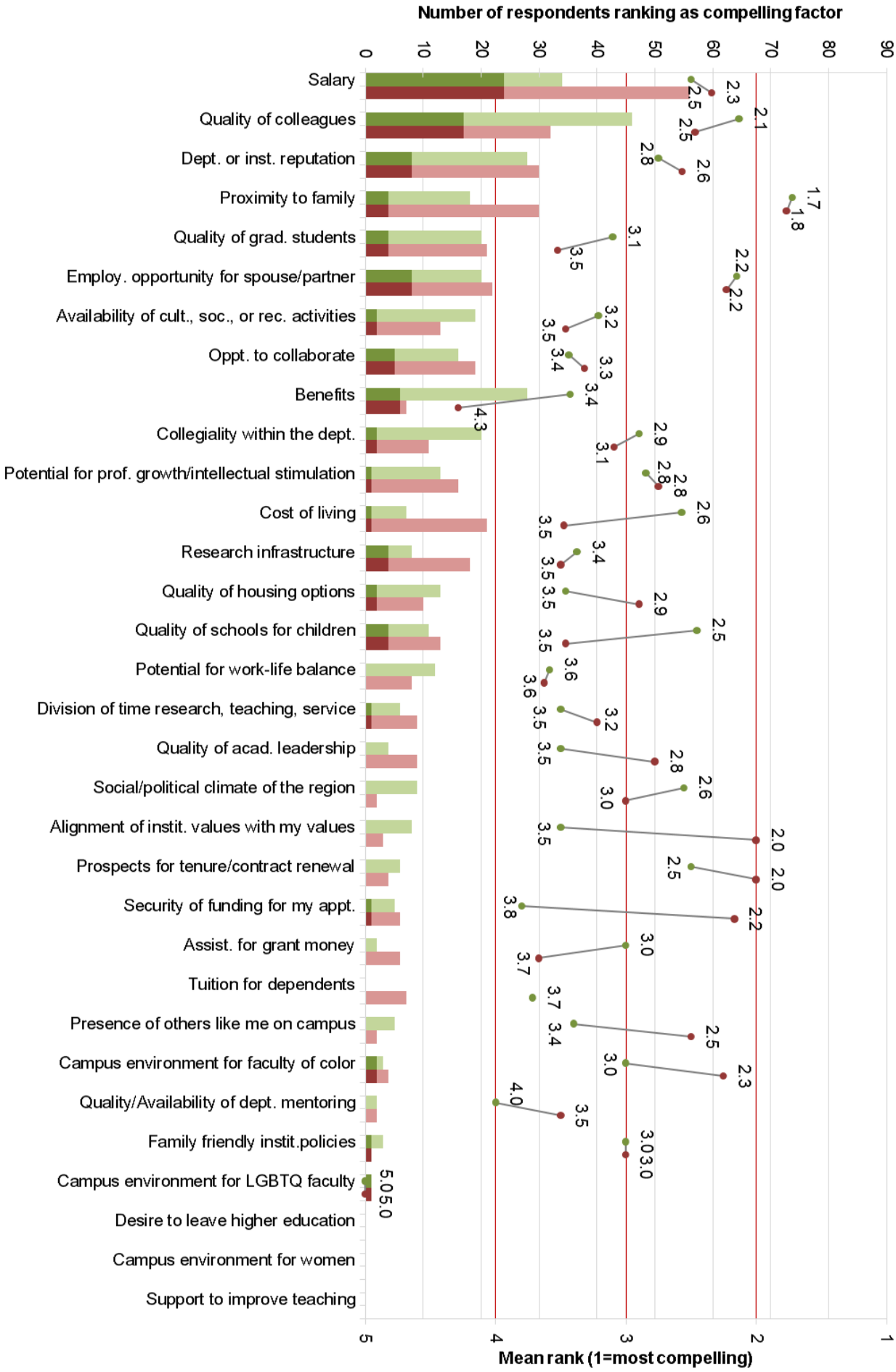
The items ranked most frequently as compelling factors were *Salary* (73% of faculty), the *Quality of colleagues* (67%), *Departmental or institutional reputation* (55%), *Proximity to family* (48%), and *Quality of graduate students* (41%). The sixth most common factor chosen was *Employment opportunity for spouse or partner* (37%).

**Salary** was ranked most frequently as a compelling factor in the decision to stay or leave. Nearly two-thirds (62%) of faculty selected salary as a compelling reason to accept the external offer. Yet, 37% chose salary as a compelling reason to *stay* at their home institutions. Of the respondents that ranked salary as either a reason to stay or accept the offer, 27% selected salary as a compelling factor in both directions. Furthermore, 38% of respondents did not rank salary at all.

The average ranking of salary was slightly better as a compelling quality of their home institution (2.3) than as a compelling quality of the external offer (2.5). One professor wrote, "Salary was an important factor. Making $110K as a full professor 15 years post tenure was not helping ends meet in [the region]." Another described salary in the context of fairness and equity—and lessons learned from observation:

*Figure 3.1*

**Compelling factors (1) to remain at institution and (2) to accept external offer**




**GREEN** = # times ranked as a compelling factor to stay at institution. **RED** = # times ranked as a compelling factor to accept offer.
The **darker portions** of each bar represent respondents who ranked the factor as compelling in both "staying" and "leaving" directions.
The dots above the bars show the average ranks of the dimension for "staying" and for "leaving".

> "I was productive in terms of research, successful in securing extramural funding, and doing a great deal of service, yet there seemed to be no effort to reward that. Meanwhile I saw less productive colleagues who did less service securing raises and other resources by getting outside offers."

Relatedly, **cost of living** was ranked by 31% of faculty, who 3-to-1 identified it as a compelling factor in accepting the offer (3.5 average rank) versus staying put (2.6 average rank). Five faculty mentioned unaffordable housing, especially near their campuses. **Benefits** were also selected by 31% of faculty, but predominately as a reason to remain at the home institution—4 times more often than it was ranked as a reason to leave. Also, the difference between average rankings (3.4 to remain, 4.3 to leave) suggests that respondents have a favorable view of the benefits offered by their home institutions.

The second most common response was **quality of colleagues**, with rankings of 2.1 to remain and 2.5 to accept the offer. More faculty selected quality of colleagues as a compelling factor to remain (50%) at the home institution than as a compelling reason to accept the external offer (35%). As one professor explained, "The climate of the department [at my institution] was awful…. colleagues were regularly trying to sabotage one another. There was little sense of community."

The **reputation of the department or the institution** was nearly as popular and compelling a factor to stay (cited by 31% of faculty for an average rank of 2.8) as it was to leave (cited by 33%, with a 2.6 rank). A rueful faculty member illustrated the role of prestige in retention actions: "It required an endowed chair offer from an institution that is higher ranked than [my previous institution] to change my standing at home."

Nearly half of our respondents rated **proximity to family** as a factor in their decisions. While 33% ranked it as a reason to leave, 20% reported such family considerations as a reason to remain at their home institutions. Proximity to family was by far the highest-ranking factor among both groups (1.7 among retentions; 1.8 among departures), so that when it is in the mix, it is the dominant consideration whether to stay *or* to leave. As discussed below (Table 3.1), proportionately more departures than retentions indicated that proximity to family was a primary factor in their overall decision-making process.

**Quality of graduate students** was flagged as a reason to remain by 21% (3.1 average rank) of faculty and as a compelling reason to accept the offer by 23% (3.5 average rank). "The student quality at [private university] is very high and was an attraction," explained one respondent. Another elaborated, "[My decision weighed on] whether the graduate supervision expectations at [my university] would be sustainable without additional staff support."

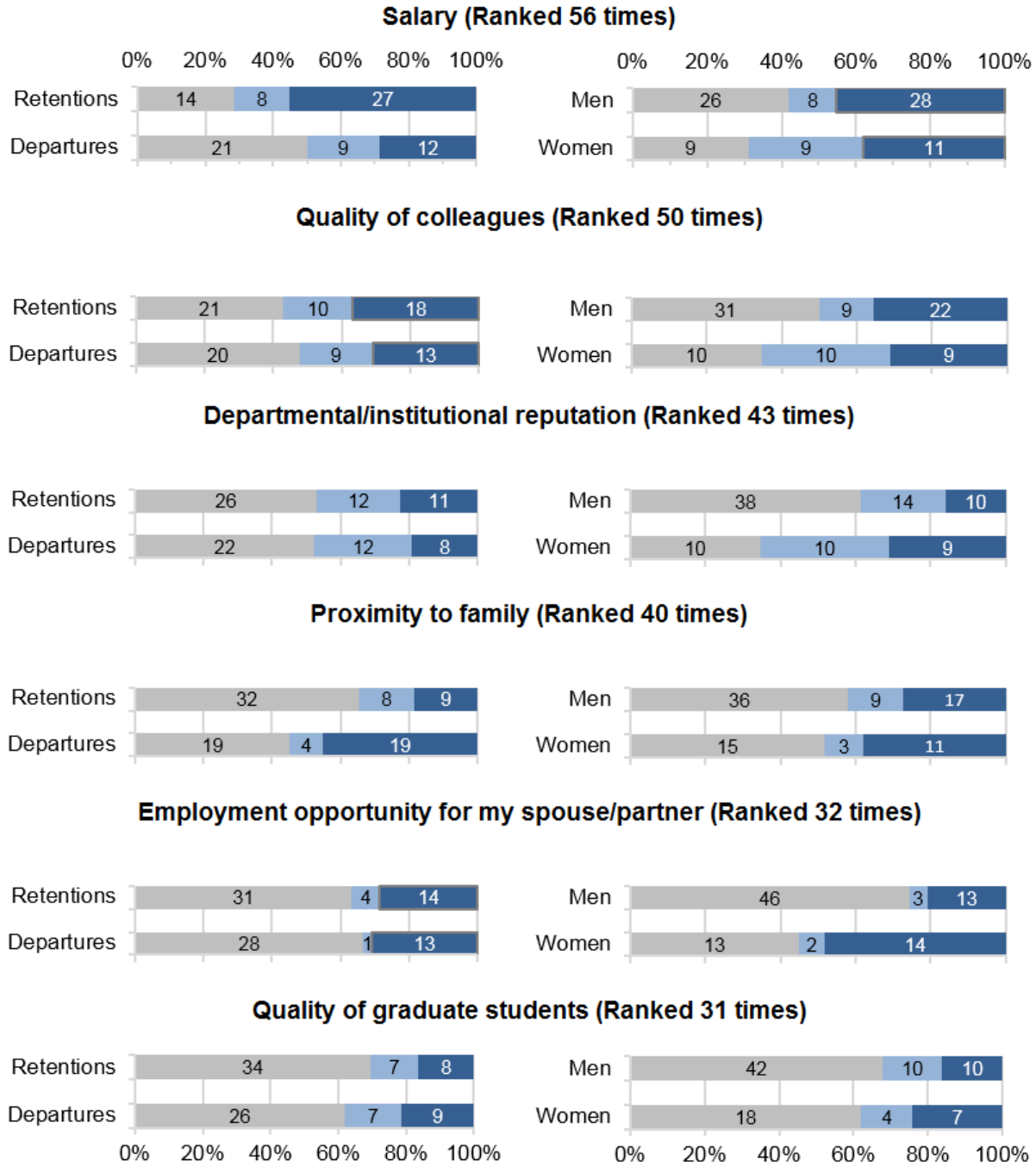
For those who ranked **employment opportunities for a spouse or partner** as a factor compelling them to stay or to accept the offer, only proximity to family, above, was ranked higher. It was equally compelling as a reason to stay (2.2 average rank) and as a reason to go (2.2).

After respondents ranked the factors compelling them to remain at their university and those compelling them to accept the external offer, they categorized those factors into "primary" and "secondary factors in their overall decision-making process. For the six most frequently-ranked factors discussed above, there are a few substantive subgroup differences in the percentages of respondents categorizing those factors as "primary" in their overall decision. As shown in Figure 3.2, 55% of retentions rated salary as a primary factor, compared to 29% of departing faculty, suggesting that, for some departing faculty, additional compensation could not have convinced them to stay.

*Figure 3.2*

**Primary, secondary, and non-factors in your overall decision-making process**

For the six most frequently-ranked factors, this figure shows the percentage of respondents who selected each as primary, secondary, and not at all, by departure/retention status and by gender.




*Sample includes 42 departures and 49 retentions; 29 women and 62 men

About equal proportions of retained faculty and departing faculty cited employment opportunities for a spouse or partner as primary. However, compared to 18% of retentions, 45% of departures rated proximity to family as a primary factor in their decisions. There were differences by gender, too: 37% of women and 27% of men rated proximity to family as a primary factor; and 48% of women cited employment opportunities for a spouse or partner as primary, compared to 21% of men. This was the largest observed difference between women and men. Finally, women were more likely to indicate that departmental or institutional reputation was primary in their overall decision (31% of women, 16% of men).

A second possible strategy concerns proximity to family, which was more frequently rated as a compelling reason to accept an external offer and was rated as the overall most important factor (a mean rank of 1.7 to stay and 1.8 to accept the offer). Since departures were more likely to rate *Proximity to family* as a primary factor in their overall decision, institutional leaders may too easily assume that that faculty who want to move to be closer to family are beyond retention. However, institutions may consider investing in elder-care programs/facilities, an accommodation for shorter work weeks to facilitate visiting family, or relocation services for faculty parents. Such efforts may be less expensive than investments in startup packages, particularly for STEM faculty, and may be more effective retention tools than base salary increases.

**Concluding thoughts**

These results confirm the primacy of salary as a factor in decisions to stay or accept an outside offer. However, over half (57%) of respondents dubbed it a "secondary" factor or did not rank it at all as a compelling factor in their decisions. Among the respondents who indicated that salary was a primary consideration, many said that salary was, in fact, a compelling reason to *stay* at their institutions.

Therefore, other factors are at play—and offer university administrators alternatives to retain their teacher-scholars. Our findings suggest that benefits packages, if as competitive as they are at our pilot institutions, can be "sticky" tools of retaining faculty. That the quality of colleagues matters so much suggests that intellectual rigor and collegiality are not just worthy values in their own right, but have a connection to the bottom line. A survey respondent exemplifies this lesson:

> "I… have learned from this to put more effort myself into mentoring junior faculty in my department. It is those junior faculty that ultimately make this an exciting place to be. I've since chaired two junior faculty recruitments in areas I don't work myself, but that interest me intellectually."

The value and importance of *quality* extends to graduate students, too. Whether as a preemptive maneuver or baked into a counteroffer, graduate student funding seems capable of retaining desirable faculty. On such measures beyond salary, the pilot campuses might have a competitive edge in the marketplace of faculty.

When respondents wrote about their decision-making processes, they described how many factors interacted with each other. Therefore, when a chair, dean or provost approaches a retention action solely as an issue of finance, she or he unnecessarily limits the range of tools capable of retaining someone. Understanding the other factors that faculty consider can give administrators a variety of pathways to approach a potential faculty departure.

**Questions to consider**

*For practice:*

- When a faculty member receives an outside offer, how well do you understand the complexities of their decision?

- How can your Chairs, Deans, and others (i.e. What systems are in place to collect this data?) work with you to assemble a better portfolio of information, not just about the counter offer, but all of the factors a faculty member weighs in this process?

- When family factors (e.g. spousal employment, quality of schools for children, elder care services, etc.) are part of the decision, how do you ensure that faculty are aware of the family policies and programs available to them locally (EAP, elder care services for aging parents, etc.)?

- When faculty are considering leaving for a department with a stronger reputation, how are they defining departmental/institutional reputation?

*For research:*

- Are certain factors in the decision making process more commonly linked to other factors?

- What factors most explain the differences between faculty who leave and those who choose to stay? Are there differences in the types or importance of factors by demographic characteristics (e.g. gender, race, family status, discipline, age, etc.)?

## 4: SPOUSE AND PARTNER CAREER

### Purpose

Our review of institutional exit surveys revealed some concern about what universities can do to accommodate the career needs of spouses and partners. Indeed, O'Meara, Lounder and Campbell (2014) found that administrators and colleagues of leavers often discuss family as a primary issue (and one over which they have little control) among the reasons why faculty leave. However, that study also found that the departing faculty themselves are less likely to discuss family matters as primary reasons to leave. So, how much do spousal considerations matter?

This section of the survey explores how married or partnered respondents' consideration of an external offer related to their spouses' or partners' careers. We learned in *Weighing the Factors* that faculty often cite employment opportunities for a spouse or partner among the compelling factors to stay and to leave. We also noted gender differences. What more can we learn about the circumstances of dual-career couples?

### Data highlights

The vast majority of respondents (77%) reported that they were married or in a civil union, and an additional 10% indicated that they were living with a partner but unmarried. Fewer than 10% of respondents indicated that they had never been married and 4% reported that they were divorced or separated. There were no meaningful differences in marital status between departures and retained faculty. However, retentions were almost twice as likely to have a spouse or partner employed at the same institution.

For the married or partnered faculty, the processes of retention and departure are complicated by the career trajectories of spouses—the so-called "two-body problem." In this study, nearly all partners (91%) were employed at the time of the search.

*Figure 4.1*

**Spouse/partner employment situation differs between departures and retentions**

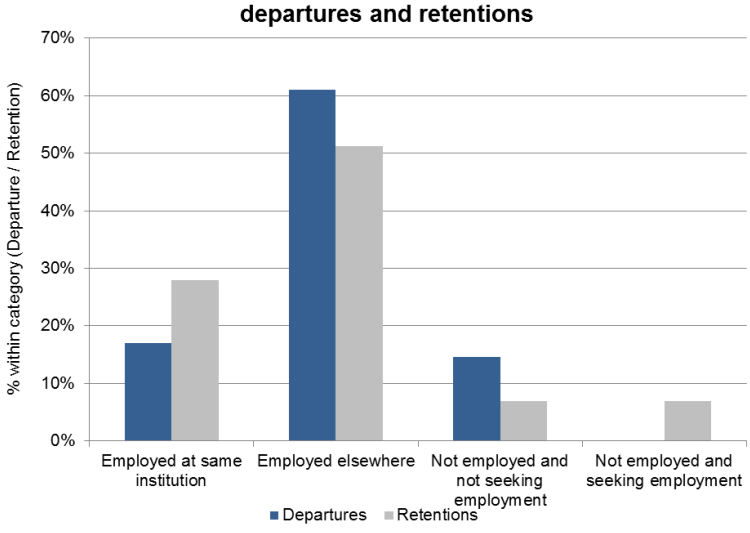



Figure 4.1 shows the differences between departures and retentions in the employment situations of the partner. The majority of partners were employed with another organization at the time the respondent received the external offer. Only three respondents indicated that their partners were unemployed and seeking employment. A greater proportion of men (18%) than women (3%) had partners who were unemployed and not seeking employment.

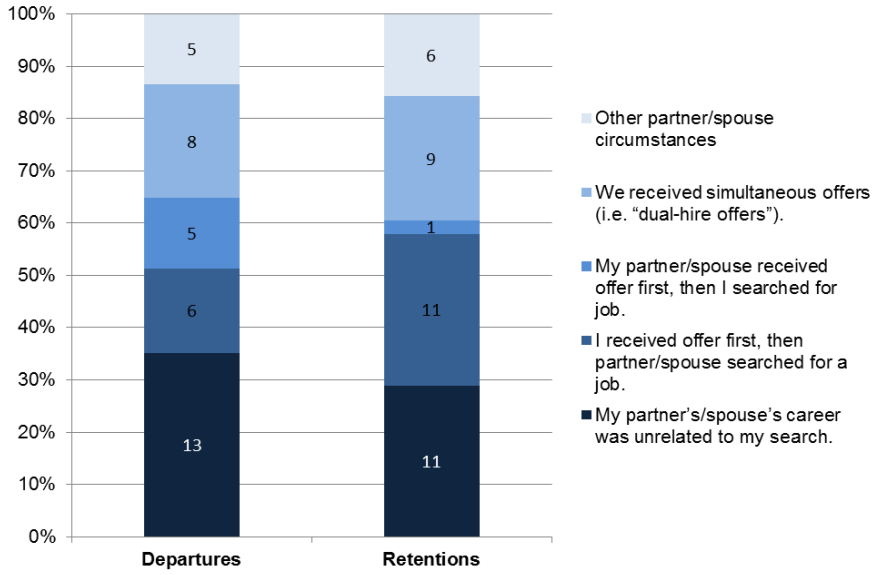
The results of this survey indicate that 37% of employed partners were faculty members at an academic institution. Additionally, 25% of spouses were employed in some capacity at the same institution as the respondent. In open-ended responses, respondents described the importance of their spouses' or partners' careers on their own decision to stay or accept the external offer, particularly when both partners are

academics. One such departing faculty member wrote, "We would have stayed—even with a less good [*sic*] package—had we been able to work out something for my spouse. We ended up feeling that [my institution] didn't take seriously the needs of two career/two academic families." Another respondent noted, "I had a very positive experience with my department. My only negative experience at [my institution] was in relation to the hiring of my husband. They advertise a dual partner program, but this program is clearly ineffective."

Compared to departures, about twice as many retained faculty received their offer first, that is, before their partners (see Figure 4.2). Among faculty whose search began after their partners had procured an offer, five of six left the institution.

*Figure 4.2*

**Relationship between partner's/spouse's career and respondent's search / external offer**




Even when accommodated, the dual-career situation can be imperfect, as expressed by a retained professor: "The counteroffer was handled well, though a tenure-track job for my spouse would have meant I would have stayed here for the foreseeable future. As it is, I will likely have to go back on the market as we continue to search for dual positions."

This perspective shades the results in *Weighing the Factors*, as this respondent suggests that searching for two satisfactory positions in a new location is so challenging. However, while it may appear that the short-term circumstances favor institutions attempting to retain the faculty member, the enlightened chair, dean, or provost will continue beyond the retention action to engage the professor in finding a more suitable resolution to her or his dual career issues.

**Concluding thoughts**

The results of this pilot study affirm that spousal career issues are important to a subset of faculty. Approximately 60% of married or partnered respondents reported that their partner's career was related to their consideration of an external offer. The case study mentioned earlier (O'Meara et al., 2014) yielded a conclusion that the spousal career "problem" is not as primary in the minds of departing faculty as chairs and deans might assume. Our data suggest that such a finding could occur if one speaks only with those who left; those who stayed, after all, have a well-informed opinion about the importance of spousal accommodations. This distinction highlights the value of including both departures and retentions in a faculty exit study.

To be sure, a partner's career needs and aspirations complicate the cultivation of an external offer. Even if a faculty member was not able to accept an external offer because it did not include an adequate solution for his or her partner, he or she may reengage a search or seriously consider another offer in the future. Therefore, addressing the "two-body problem" could be a very successful long-term retention strategy. Also, because all of the departing female faculty who ranked "employment opportunities for a spouse or

partner*"* marked it as a *primary* factor in their overall decision, spousal hiring programs could be an especially worthwhile investment in retaining and valuing female faculty on campus. Furthermore, listening to the voices of former *and* retained faculty might inform future policy. One respondent suggested, for example, that universities "should develop a policy and fund a [spousal hire system] from a central source… they should see such an appointment as a bonus…"

The faculty member who accepts an external offer reaps most of the benefits, while "trailing" spouses assume greater risk as they search for a new opportunity. Institutions play to their comparative advantage in the faculty labor market when they allay that risk: by ensuring that the partners of their most desirable faculty have positions that are stable and aligned with their professional qualifications and aspirations. Under these circumstances, the couple will be hard-pressed to find an equally satisfying alternative in the dual-career marketplace.

**Questions to consider**

- What dual-hire processes or accommodations are currently practiced at your institution? How often are they effective at recruiting and retaining the most desirable faculty?

- What processes or indicators exist to discover that a faculty member's spouse is going on the market, particularly if he or she is employed at another institution?

- What structures and policies are in place at your institution to ensure communication across departments and divisions when spousal hiring is part of the retention equation? How do you measure its effectiveness? How might activities be sustained, rather than punctuated only upon the presentation of an external offer?

- How can colleges and universities improve relationships with other regional partners (both academic and non-academic) to improve the likelihood of finding employment opportunities for spouses?

## 5: THE COUNTEROFFER

### Purpose

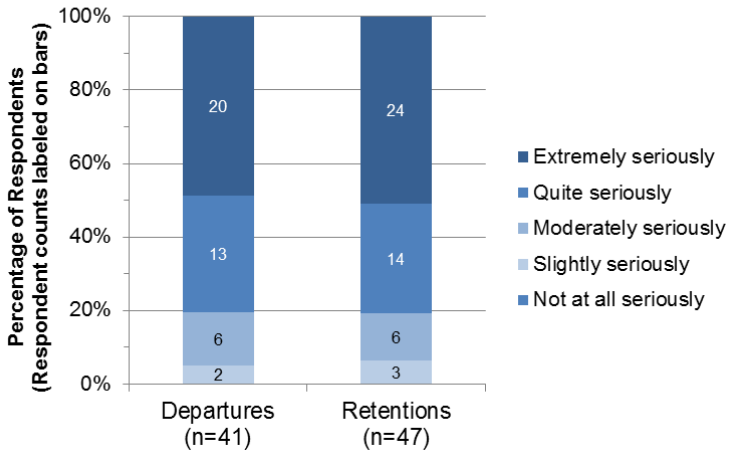
Once the faculty member has an offer on the table, the institution has the option to make a counteroffer. This section of the survey asks respondents to describe whether or not they sought a counteroffer, what the counteroffer included if they received one, and their satisfaction with the counteroffer process. Understanding the shape of successful counteroffers could help institutions refine their retention processes and equip deans and chairs with the information and tools necessary to efficiently respond to outside offers.

### Data highlights

We first asked respondents to indicate how seriously they were considering the external offer before they received any counteroffer. We expected to find that those "playing the field" for leverage back at home would be less serious about accepting their external offers. As shown in Figure 5.1, however, there is virtually no difference in the level of seriousness with which departures and retentions were considering the offer. This, in fact, is a promising indication that counteroffers can be used as a retention tool, since similar proportions of the respondents who were *most* serious about their external offers decided to stay at their home institutions. These results also expose as misguided any assumption that faculty with offers in hand may be unserious about leaving; such assumptions would have a greater than 80% chance of being wrong. In fact, while faculty might have cultivated an external offer with "staying" in mind, they are just as likely to accept the offer.

*Figure 5.1*

**How seriously were you considering the external offer prior to receiving any counteroffer?**



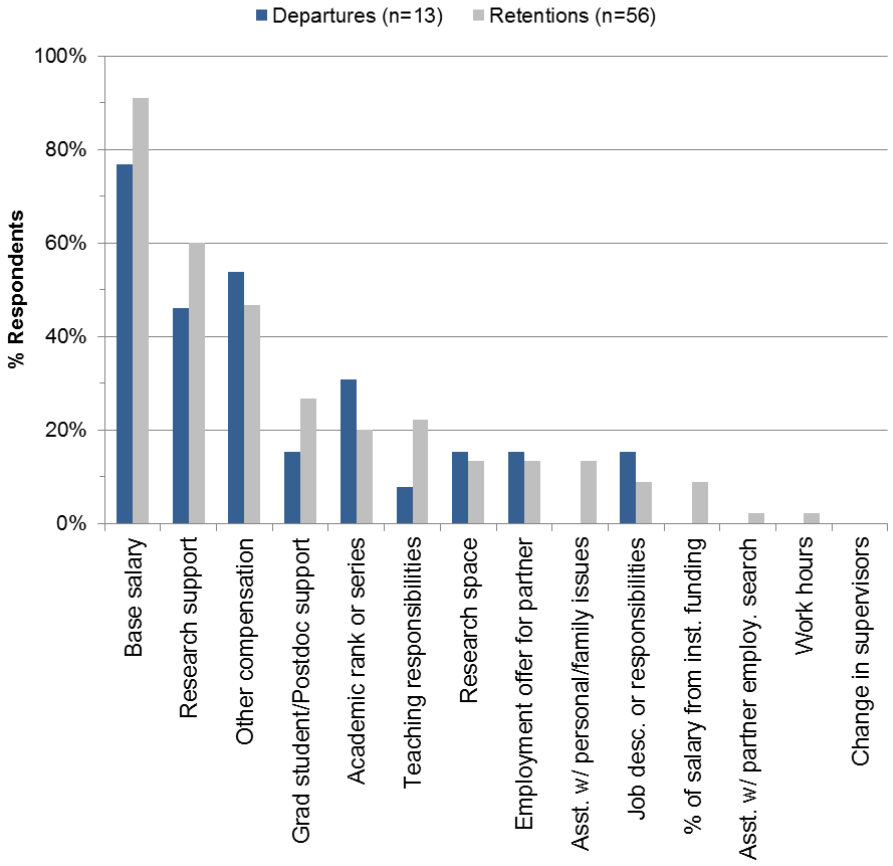

Approximately half of departing faculty indicated that they did not seek and did not receive a counteroffer. No retained faculty fit this category, which is unsurprising given that seeking a counteroffer is a primary way that participating institutions identified retentions for the eligible survey population. Therefore, the population likely does not include faculty who received external offers, but turned them down without seeking a counteroffer.

While similar percentages of men (59%) and women (54%) sought and received a counteroffer, there was a gender difference in the number of counteroffers proffered to those who did not seek one. The numbers of respondents are small: six men (12%), but only two women (5%) received a counteroffer when they did not seek one.

The survey also asked respondents to what extent did the compensation and resources provided in the counteroffer match the external offer. The survey results indicate a positive association between retentions and competitiveness of the counteroffer. On a 1-5 scale with 1 representing "not at all" and 5

representing "exceeded the external offer" the mean response was 2.42 for departures (n=12) and 3.05 for retentions (n=42).

*Figure 5.2*
**What proposed changes were included in the counteroffer?**




The strength of a counteroffer is a primary tool to retain faculty, but the components of that counteroffer can be diverse, not focused exclusively on base salary. Base salary, research support, and supplemental salary were the three most common components of the counteroffers respondents received (see Figure 5.2). A higher percentage of retained faculty (91%) than departing faculty (77%) indicated that base salary was part of their counteroffer. Additionally, 60% of retained faculty reported that their counteroffers included research support such as equipment and infrastructure, compared to 46% of departures. There was also a discrepancy between the number of retentions (27%) and departures (15%) who reported graduate student or postdoc support as part of their counteroffers. One departure wrote, "The inability to hire a postdoc at [Institution] was disappointing as this was a clear advantage of my external offer." Graduate student support may be a particularly effective retention tool since those funds benefit the faculty members' work and improve the graduate student experience. Investments in graduate student or postdoc support and research equipment or infrastructure may have the added benefit of being more fungible than base salary, since promotion processes and timelines may limit significant salary increases in the short-term.

Respondents also provided some insight into the processes by which they informed their home institution about their external offer and, eventually, received (or did not receive) a counteroffer. Three of four faculty in this study reported that they first told their department chair about the outside offer. This finding reinforces the importance of department chairs as communication managers throughout the retention process—and raises questions about how they are counseled to perform this important duty. When asked to comment about how the offer was handled, the most satisfied respondents talked about transparency, expediency, and honesty. A retained faculty member wrote, "My department head negotiated my counter-offer with the dean, based on extensive discussions that my chair and I had. The counter-offer came quickly, and I appreciated that." When faculty were dissatisfied, they reported that the process was drawn out with scant communication. Faculty also were less satisfied when the communication between chairs and deans was disjointed. One respondent received a counteroffer at the end of the day he/she was expected to make a decision on the outside offer and attributed this breakdown to disorganization in the dean's office.

This experience reflects the importance of a coordinated approach to retention efforts, which might require training for department chairs and deans who are new to counteroffer and negotiating procedures. Though a smooth counteroffer process is important to these respondents, the median time between presenting an external offer and receiving a counteroffer was 30 days for both retentions and departures--suggesting time, within reason, may not be as meaningful a factor if communication is clear and transparent.

**Concluding thoughts**

When institutions want to make a serious effort at retaining faculty with an outside offer, principles and people matter. Faculty feel best about negotiations when they believe that the institution is taking seriously their needs, such as additional research support or a job opportunity for their spouse. Additionally, transparency about terms and the process matter. The chair is the linchpin between faculty and the institution and must advocate on behalf of faculty while balancing the needs of the department, the division, and the institution. While this is a difficult line to walk, striking a balance between these competing needs may be the difference between a successful retention and a departure.

**Questions to consider**

*For practice:*

- What training do chairs receive to prepare them for negotiating when faculty receive outside offers?
- How might chairs of larger departments with more frequent faculty turnover share expertise with chairs of smaller departments that may be navigating the retention process for the first time in many years?
- When multiple faculty are seeking counteroffers and retention funds are limited, what processes exist to prioritize those funds? How does this process ensure that counteroffers are made equitably?

*For research:*

- How do male and female faculty experience the counteroffer and negotiation process? Will preliminary trends that men who do not seek a counteroffer actually receive one at a higher rate than female faculty remain constant as more respondents and institutions are included in future survey administrations?

## 6: THE TRANSITION

### Purpose

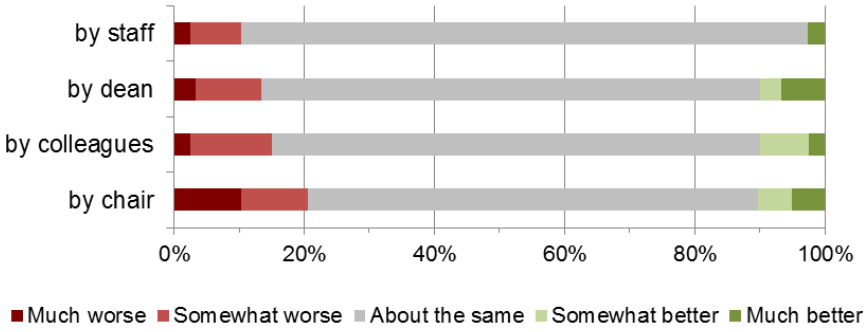
For faculty who accepted positions elsewhere, the survey explores their experiences during the transition out of their institutions—experiences that only this population of faculty have had. Their impressions and their treatment by those around them can have long-term and far-reaching effects. Will colleagues continue to collaborate with each other? Will former faculty still recommend their advisees to apply to graduate programs or faculty positions there? Even when a faculty member leaves under suboptimal circumstances, the institution has the opportunity to repair relationships during the transition period.

Adaptive branching in the survey limited the response set to departures (n=41). Four items ask respondents to describe how they were treated, after accepting the external offer, by their colleagues, the chair, the dean, and administrative/support staff. Respondents were also offered the opportunity to describe, in their own words, how the institution supported them and how they wish they had been supported during the transition.

### Data highlights

The overwhelming majority of departing faculty were treated no differently by their department chair, dean, colleagues, and other staff after they announced their decision to leave. Averaging the responses for each of these employee types, 85% of respondents reported that employees treated them about the same, somewhat better, or much better after they decided to accept the external offer. However, there were some differences in treatment by staff, departmental colleagues, chairs, and deans when respondents reported that they were treated somewhat or much worse after their decision (see Figure 6.1).

*Figure 6.1*
**Treatment after decision to accept external offer**




*Treatment by chairs.* A meaningful minority reported being treated somewhat or much worse (21%) by their department chairs. Two different faculty mentioned how helpful an adjunct or courtesy appointment would have been, but found their requests rejected. "My Chair and Dean were completely useless," offered a third respondent. Another explained a fraught battle over the official termination date. The "experience was horribly stressful," such that the professor felt "like I was being punished, and my chair and dean were very unsupportive."

However, lessons can be learned from the majority of professors who were treated kindly by their chairs. "My chairman was very gracious with the move," reported one respondent. "He did not quibble over the movement of equipment that I had purchased with NIH grants. He has supported a continuing adjunct appointment so I can wind down my activities at [my former institution] and continue with my current graduate students." In a statement that underscores the importance of maintaining constructive relationships, one faculty member gushed: "In fact, I still work closely with both colleagues and staff due to grants, students I left there, etc. My department, the college and Sponsored Programs Administration have been and continue to be as friendly and supportive as they were when I was there."

*Treatment by deans.* Deans fared somewhat better, with 13% reporting that they were treated worse than before their intent to leave was made known. When asked what more the institution could have done, one respondent offered, "I was surprised that the dean [of my school] made no effort to ask why I was leaving or attempt to convince me to stay, even if it would not have changed my mind."

*Treatment by colleagues.* 15% of respondents indicated that they were treated worse by their faculty colleagues. These relationships can be complicated. "While some of my colleagues were supportive and expressed regret at seeing me go," explained one respondent, "others seemed happy about my departure as this hurt what they saw as the other camp in the department." For another, "communication was reduced to minimum, and colder interactions (understandably)," but this was not cause for ill will because he was treated "overall very professionally." Most faculty, however, left with their relationships intact. As one respondent succinctly wrote: "Support was incredible - still very close with colleagues."

*Treatment by staff.* Administrative/support staff were most likely to treat the faculty the same or better, with only 10% reporting worse treatment after announcing their decision to leave. One respondent noted, "The admin staff were great with working with me to close out everything (email account, benefits, IRBs, etc.)." In the experience of another, department staff were "extremely supportive in helping with student and grant paperwork and change of institution."

In addition to treatment by others during the transition period, departing faculty provided open-text responses detailing the extent to which their home institution was supportive during their transition. These comments reveal patterns about issues that matter most to faculty as they move to new institutions.

The most prominent theme in these responses is support for managing research portfolios in the transition. Several faculty praised their institutions for giving them adjunct appointments to allow them to wind down existing studies and supervise graduate students. One respondent wrote, "The department was helpful for me shutting my lab, transitioning my grants to other colleagues, and finding appropriate research homes for a grad student and technician."

Other cases required some negotiation about the transition of lab equipment and supplies associated with research. Support for grant transfers seems to be particularly important during this transition period. Below are some representative examples of related comments shared by faculty:

> "I left nearly $500K in research funds at [Institution] and continue to employ graduate students there on a project that didn't make sense to relocate. But the university has made this far more difficult than it needs to be at every step."
>
> "I still have grad students at [Institution]. I wish the department had offered me a courtesy appointment to help keep the connection with the department."
>
> "Contract and Grants transfer was a nightmare."

**Concluding thoughts**

The transition from one institution to another receives little attention in the literature on faculty departures and in existing institutional surveys. Some might argue that the attention this phase receives is limited because the faculty member has already made the decision. If there is no turning back, then why should an institution extend any extra effort?

The justification for an ethic of care during the transition is twofold. First, the effects of a poor transition are not just felt by the faculty member. Collaborators on research projects and graduate students will

continue to have relationships with that person. When institutions make these processes difficult, they not only create difficulties for the departing faculty, they hamstring faculty and graduate students who remain at their institution. The mentoring/advising relationships between faculty and their graduate students are critical to graduate student success.

Further, disciplines are small communities. When faculty leave on poor terms, it can be damaging to the reputation of the department or the institution. Will faculty be willing to encourage undergraduate students to apply to a graduate program or to recommend their graduate students for faculty positions when they feel they have been mistreated during a transition period? For now, the data is not robust enough to draw any hard conclusions but intuitively, it simply makes sense to put structures in place that simplify the transition process.

Future institution-level analysis will reveal where—which campuses, which disciplines—deans, colleagues, and chairs are making life more difficult for faculty on their way out. Such reports will also identify what the best divisions and departments do to leave faculty feeling positive about their institutions.

**Questions to consider**

*For practice:*

- What existing structures do grants administration offices have in place to assist with the closing or transference of grants when faculty leave the institution?

- How are graduate students supported when their advisors/mentors leave the institution?

- What interventions in policy or practice can help change chairs', deans', and faculty colleagues' behaviors toward faculty on the way out?

*For research:*

- Are subgroup members treated differently according to their gender, race/ethnicity, rank, or other characteristics? As the dataset grows from additional institutions and subsequent survey administrations, it will be possible to investigate transition experiences by such categories.

## 7: WORK ENVIRONMENT

### Purpose

Our reviews of institutional practice found several examples of university exit surveys that included items related to faculty experiences with discrimination. The questions are salient because research by others (e.g., O'Meara et al., 2014) has found that women, faculty of color, and LGBTQ faculty seek out better work environments and "fit" for people like them.

We sought to use data about this topic to help institutions understand how respondents perceive processes for reporting discrimination and any cultural or structural barriers to reporting it. Therefore, we asked, "Prior to your decision to stay or leave [your institution], did you personally experience discrimination or a hostile work environment you perceived to be based upon any of the following factors?" Those who admitted to such an experience then answered subsequent questions about their decision to report or not to report the circumstances, and then about their perception of how the institution handled the report.

### Data highlights

Approximately 20% of respondents (15% of departures and 28% of retentions) reported that they had some experience of "discrimination or a hostile work environment" on campus related to their gender/gender identity (n=11, 13%); race/ethnicity (n=10, 11%); national origin (n=5, 6%); marital status (n=4, 5%); and sexual orientation, age, or religion (each n=1, 1%). No one reported discrimination or hostile work environment due to disability. Some respondents reported discriminatory or hostile environments for more than one dimension (e.g., gender and race).

Of the 19 respondents who indicated experiences of discriminatory environments, 10 reported it to someone on campus. Half of these respondents reported their experience(s) to a dean or chair. We asked for elaboration from respondents who chose not to report the behavior. When asked why they did not report their experiences, one respondent replied, "Within normal range [of discriminatory behavior] in academia from my experience." Another wrote, "Because we live in a sexist world." Others made the decision based upon prior experience: "The one time I did report it, it was not handled well. Therefore, I did not report in future."

These comments, while few in number, suggest concerns about how reports of discriminatory behavior or hostile work environments are treated on campus (and, perhaps, in the academy as a whole).

### Concluding thoughts

A hostile work environment was rarely cited earlier in our survey as a factor in the decision to leave or stay. In Section 3, *Weighing the Factors*, four respondents ranked "Campus environment for faculty of color" as a top five compelling reason to accept an external offer; there were 30 faculty of color who responded to our survey. Similarly, one respondent ranked "Campus environment for LGBTQ faculty" and no one ranked "Campus environment for women." As we found here, most of those experiencing discriminatory behavior are still employees of their institutions; 8 out of 10 who reported were retentions.

In the current social and political climate, higher education leaders need to be especially sensitive to experiences of bias and discrimination among faculty, staff, and students. It is possible that campus hostility to women, faculty of color, and LGBTQ faculty did not factor highly into respondents' decisions to stay and leave. Yet, it's also possible that these faculty have little optimism that another institution will be more hospitable or have cultures less prone to identity-based discrimination.

Other surveys of workplace climate may be more revealing about the trends and patterns of discrimination, but these initial views raise some critical issues. When underrepresented faculty present an outside offer, deans and chairs may want to ask the hard question: Is there something about the campus climate that is making you feel unwelcome? Although the faculty member may not feel free to be candid, that the question is asked sends a signal that the dean or chair cares. And if an honest response is tendered, the institution may get a better sense of the real costs of an unwelcoming environment. More importantly, it may be the path to a successful retention.

**Questions to consider**

*For practice:*

- How do the data concerning experiences with discrimination in this pilot survey compare to previous internal or national climate surveys conducted on campus? What efforts are currently underway to recruit and retain a diverse faculty?

- What indicators exist to alert deans and department chairs that an experience with discrimination may be part of a faculty member's calculus in deciding to leave or stay?

- Because the majority of faculty respondents reporting discrimination were retained, how might deans and department chairs invest in improving climate issues to ensure that those faculty do not return to the job market in near future?

*For research:*

- What relationships exist between experiences with discrimination and the factors that compel respondents to either accept or turn down an external offer?

# APPENDIX A: DEMOGRAPHIC TABLES

| | | Population | | | | Respondents | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | *Departures* | | *Retentions* | | *Departures* | | *Retentions* | |
| | | *N* | *%* | *N* | *%* | *n* | *%* | *n* | *%* |
| **Total** | | **85** | **45%** | **103** | **55%** | **42** | **44%** | **54** | **56%** |
| Gender | Female | 29 | 34% | 38 | 37% | 19 | 45% | 19 | 35% |
| | Male | 56 | 66% | 65 | 63% | 23 | 55% | 35 | 65% |
| Race/Ethnicity | White (non-Hispanic) | 51 | 65% | 56 | 68% | 30 | 71% | 35 | 66% |
| | Underrepresented Minority | 12 | 15% | 11 | 13% | 5 | 12% | 9 | 17% |
| | Asian/Asian American | 13 | 17% | 13 | 16% | 5 | 12% | 8 | 15% |
| | Other | 2 | 3% | 2 | 2% | 2 | 5% | 1 | 2% |
| Race/Ethnicity (Binary) | White (non-Hispanic) | 51 | 65% | 56 | 68% | 30 | 71% | 35 | 66% |
| | Faculty of Color | 27 | 35% | 26 | 32% | 12 | 29% | 18 | 34% |
| Year of birth | before 1970 | 9 | 32% | 17 | 41% | 9 | 32% | 17 | 43% |
| | 1970 to 1980 | 14 | 50% | 20 | 49% | 14 | 50% | 19 | 48% |
| | after 1980 | 5 | 18% | 4 | 10% | 5 | 18% | 4 | 10% |
| Year of terminal degree | before 1990 | 3 | 9% | 7 | 16% | 3 | 9% | 7 | 16% |
| | 1991 to 2000 | 10 | 29% | 14 | 31% | 10 | 29% | 14 | 32% |
| | 2001 to 2010 | 17 | 49% | 21 | 47% | 17 | 49% | 20 | 45% |
| | after 2010 | 5 | 14% | 3 | 7% | 5 | 14% | 3 | 7% |
| Academic title at hire | Ladder (or Professorial Series) | 38 | 93% | 48 | 98% | 38 | 93% | 47 | 98% |
| | In Residence | 0 | - | 1 | 2% | 0 | - | 1 | 2% |
| | Lecturer | 1 | 2% | 0 | - | 1 | 2% | 0 | - |
| | Other | 2 | 5% | 0 | - | 2 | 5% | 0 | - |
| Rank at hire | Professor | 9 | 25% | 3 | 6% | 9 | 25% | 3 | 7% |
| | Associate Professor | 3 | 8% | 2 | 4% | 3 | 8% | 2 | 4% |
| | Assistant Professor | 24 | 67% | 42 | 89% | 24 | 67% | 41 | 89% |
| Year of appointment to full prof. | before 2000 | 0 | 0% | 2 | 9% | 0 | 0% | 2 | 9% |
| | between 2000 and 2010 | 6 | 50% | 8 | 35% | 6 | 50% | 8 | 36% |
| | after 2010 | 6 | 50% | 13 | 57% | 6 | 50% | 12 | 55% |

*Continued from previous page*

| | | Population | | | | Respondents | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | *Departures* | | *Retentions* | | *Departures* | | *Retentions* | |
| | | *N* | *%* | *N* | *%* | *n* | *%* | *n* | *%* |
| **Total** | | **85** | **45%** | **103** | **55%** | **42** | **44%** | **54** | **56%** |
| Year of appointment to associate | before 2000 | 0 | - | 5 | 19% | 0 | - | 5 | 45% |
| | between 2000 and 2010 | 7 | 54% | 15 | 58% | 0 | - | 0 | - |
| | after 2010 | 6 | 46% | 6 | 23% | 6 | 100% | 6 | 55% |
| Year of appointment to assistant | before 2000 | 1 | 6% | 8 | 32% | 1 | 6% | 8 | 32% |
| | between 2000 and 2010 | 13 | 72% | 13 | 52% | 13 | 72% | 13 | 52% |
| | after 2010 | 4 | 22% | 4 | 16% | 4 | 22% | 4 | 16% |
| Tenure status at time of offer | Not tenured, not on tenure track | 12 | 14% | 3 | 4% | 5 | 12% | 1 | 3% |
| | Not tenured, on tenure track | 21 | 25% | 10 | 15% | 13 | 31% | 4 | 10% |
| | Tenured | 52 | 61% | 54 | 81% | 24 | 57% | 35 | 88% |
| Rank at time of offer | Assistant | 34 | 40% | 20 | 19% | 18 | 43% | 6 | 11% |
| | Associate | 20 | 24% | 32 | 31% | 9 | 21% | 23 | 43% |
| | Full | 31 | 36% | 50 | 49% | 15 | 36% | 25 | 46% |
| | Lecturer, Senior | 0 | - | 1 | 1% | 0 | - | 0 | - |
| | Humanities | 6 | 7% | 13 | 13% | 3 | 7% | 6 | 11% |
| Academic Area | Social Sciences | 15 | 18% | 32 | 31% | 11 | 26% | 19 | 35% |
| | Physical Sciences | 5 | 6% | 14 | 14% | 2 | 5% | 6 | 11% |
| | Biological Sciences | 8 | 9% | 8 | 8% | 3 | 7% | 8 | 15% |
| | Visual & Performing Arts | 2 | 2% | 3 | 3% | 0 | 0% | 1 | 2% |
| | Engineering, Math, Comp Sci, Stats | 17 | 20% | 9 | 9% | 7 | 17% | 4 | 7% |
| | Health & Human Ecology | 7 | 8% | 2 | 2% | 1 | 2% | 1 | 2% |
| | Agriculture/Natural Resources/Env. Sci. | 3 | 4% | 2 | 2% | 2 | 5% | 2 | 4% |
| | Business | 6 | 7% | 3 | 3% | 4 | 10% | 1 | 2% |
| | Education | 5 | 6% | 4 | 4% | 5 | 12% | 2 | 4% |
| | Medical Schools & Health Professions | 8 | 9% | 11 | 11% | 3 | 7% | 4 | 7% |
| | Other Professions | 3 | 4% | 2 | 2% | 1 | 2% | 0 | 0% |

Note on missing data: Not all demographic variables include all eligible participants or survey respondents due to incomplete population file data (from the pilot institutions) and item-level nonresponse (from the respondents).

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## APPENDIX C: INSTRUMENTATION SUMMARY

Following is an abbreviated version of the pilot *Faculty Retention & Exit Survey*. (The complete instrument is available upon request.) The question identifiers ("**ref #**") skip in sequence and do not indicate the quantity of variables in this survey. The survey "**path**" signifies where adaptive branching will deliver a different survey to departures (D) or retentions (R). Responses to certain questions also may lead participants into additional paths (e.g., spouse and partner careers) or skip patterns.

| ref # | path | item description |
|---|---|---|
| Q0 | D | Describe the circumstances of your departure from [Institution A]. |
| Q12 | | In the [2014-15] academic year, did you receive an external job offer? |
| Q20 | | Choose the description of the opportunity you were considering in your decision to stay or leave [Institution A]. |
| Q30 | D | The organization where you are now employed |
| Q30 | R | The organization whose offer you were most seriously considering |
| | | THE SEARCH |
| Q40 | | Prior to your receiving the offer/opportunity to work elsewhere, for approximately how long were you considering leaving [Institution A]? |
| Q60 | | Prior to your receiving the offer, for approximately how long were you actively searching for a new position (e.g. submitting applications, talking to potential employers, formally interviewing, etc.)? |
| Q70 | | Primary motivation for initiating a search for a job offer |
| Q80 | | Number of external positions applied to in the three years beginning July 2012 to June 2015 (including positions for which you were invited to apply) |
| Q90 | | External job offers received during the 2014-2015 academic year at [Institution A] |
| Q90 | | External job offers received during the last three academic years |
| Q50 | | How was communication first initiated between you and a representative from the offering institution? |
| | | THE NATURE OF THE OFFER |
| Q160 | | Months included in base salary at [Institution A] at the time external offer was received |
| Q170 | | Base salary at [Institution A] at the time external offer was received |
| | | Other compensation from [Institution A] (e.g. summer comp, admin stipend, addt'l negotiated/incentive comp) |
| | | Income from other sources (e.g. independent consulting, speaker fees, etc.) |
| Q180 | | Total value of employment or startup package, excluding salary, when first hired at [Institution A] |
| Q150 | | Academic rank included in the external offer |
| Q155 | | Administrative titles included in the external offer |
| Q190 | | Months included in base salary of the external offer |
| Q200 | | Base salary at [Institution A] at the time external offer was received |
| | | Other comp. from primary employer (e.g. summer comp, admin stipend, addt'l neg./incent. comp) |
| | | Expected income from other sources (e.g. independent consulting, speaker fees, etc.) |
| Q210 | | Did the offer include a start-up package? |
| Q220A | | Total dollar value of startup package, excluding salary |
| Q220B | | Permissible uses of startup funds, rank order according to uses that were most important to you |
| | | WEIGHING THE FACTORS |
| Q360 | | Think back to the time you received the external offer, but before any counteroffer was (or was not) made. At that time, what factors were weighing most heavily on your consideration of whether to stay at {Institution A} or accept the external offer? |
| Q370 | | Rank up to five factors that you just described were compelling you to stay at [Institution A]. |
| Q375 | | Rank up to five factors that you just described were compelling you to accept the external offer. |
| Q380 | | Now sort these reasons into *primary* and *secondary* factors in your overall decision-making process. |
| | | SPOUSE & PARTNER CAREER |
| Q110 | | What was your marital status at the time you received your external job offer? |
| Q140 | | Which of the following most closely describes how your partner's or spouse's career was related to your external offer? |

| | | |
|---|---|---|
| Q120 | | Spouse's/partner's employment status at the time external offer was received |
| Q130 | | Spouse's/partner's t type of position at the time external offer was received |
| | | THE COUNTEROFFER |
| Q240 | | How did [Institution A] first learn about your job offer? |
| Q250 | | Prior to a counteroffer (if made) from [Institution A], how seriously were you considering accepting the outside offer? |
| Q260 | | Most accurate statement about counter-offers from [Institution A]? (Sought/Made, Sought/Not Made, etc.) |
| Q270 | | Days from the day [Institution] learned of external offer to day you learned you would not receive counteroffer |
| Q280 | | Why do you suspect you did not receive a counteroffer from [Institution A]? |
| Q290 | | Once you learned that you would not receive a counteroffer from [Institution A], how seriously were you considering accepting the outside offer? |
| Q310 | | Days from the day [Institution] learned of external offer to day an official counteroffer was received |
| Q315 | | Mark all of the proposed changes included in the counteroffer from [Institution A] |
| Q320 | | Extent to which compensation and resources provided in counteroffer matched external offer |
| Q325 | | Please provide any additional details about how the counteroffer compared to your external offer. |
| Q326 | | Please share any comments about the way that your counteroffer (or lack thereof) was handled: |
| Q330 | D | What could [Institution A] have changed to convince you to stay? Please select your top choice below. |
| Q340 | | Satisfaction with efforts made by [Institution A] to retain you at the time those efforts were possible. |
| Q350 | | If a candidate for a faculty position asked you about your department at [Institution A], would you {strongly recommend; recommend with reservations; not recommend} your department as a place to work. |
| Q390 | | Additional comments related to your decision to stay at [Institution A] or to accept an external offer. |
| | | THE TRANSITION |
| Q400 | D | How were you treated by the following people at [Institution A] after your decision to accept the external offer? {Colleagues in your department; Your department chair; Your dean; Staff and administrative support} |
| Q410 | D | In what ways, if any, was [Institution A] supportive of you during your transition? |
| Q420 | D | How could [Institution A] have better supported you, if at all, during your transition? |
| | | WORK ENVIRONMENT |
| Q430 | | Prior to your decision to stay or leave [Institution A], did you personally experience discrimination or a hostile work environment you perceived to be based upon any of the following factors? {Race or ethnicity; Sexual orientation; Gender or gender identity; Disability; Marital status; Age; National origin; Religion; Other} |
| Q440 | | To whom, if anyone, did you report this experience of discrimination |
| Q450 | | Why did you choose not to report your experience(s)? |
| Q460 | | Satisfaction with the overall response to your report(s) of an experience of discrimination |
| | | DEMOGRAPHICS |
| Q470 | | What is your gender/gender identity? |
| Q480 | | What is your race and/or ethnic identity? |
| Q490 | | In what year were you born? |
| Q500 | | What is your citizenship status in the U.S.? |
| Q510 | | Which term best describes your sexual orientation? |
| Q620 | | In what year did you earn your terminal degree? |
| Q520 | | What was your academic title when you started working for [Institution A]? |
| Q530 | | What was your faculty rank when you started working for [Institution A]? |
| Q540 | | During which year were you appointed to each rank at [Institution A]? {Assistant; Associate; Full Professor} |
| Q570 | D | What was your academic title at the time you left [Institution A]? |
| Q580 | D | What was your faculty rank at the time you left [Institution A]? |
| Q585 | D | For how long in total were you employed at [Institution A]? |
| Q590 | R | What is your current academic title at [Institution A]? |
| Q600 | R | What is your current faculty rank at [Institution A]? |
| Q615 | | What is your current tenure status at [Institution A]? |
| Q620 | | What suggestions do you have to improve this survey or the invitations to participate? |

## ABOUT COACHE

The Collaborative on Academic Careers in Higher Education (COACHE) is a research-practice partnership bringing together faculty and academic leaders who believe that the search for best practices begins with sound data--data that make the recruitment and management of faculty talent, and their own leadership, more effective. COACHE, based at the Harvard Graduate School of Education, enrolled its first cohort of institutional partners in the 2005-06 academic year.

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