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GRADUATE SCHOOL
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Faculty Retention & Exit Survey
Quantitative Report [Excerpt]

University of California Riverside

2016-17 | 2017-18 | 2018-19

COACHE Faculty Retention & Exit Survey: Quantitative Report [Excerpt]

Weighing the Factors

What Compels Faculty to Stay? What Compels Them to Leave?

Before examining what only the faculty eligible for *this* study can teach us—that is, the *costs* and *conduct* of retention and departure—we begin at the heart of the matter: what are the *causes*? The short answer to this question is, "It's complicated," because figuring out *how* to ask the question is complicated.

Our flagship study, the COACHE Faculty Job Satisfaction Survey, recruits hundreds or even thousands of faculty at each university who tell us their satisfiers, dissatisfiers, and the strength of their connection to their institutions. With an analytic power that comes with such a robust dataset, that study can determine the relative predictive strengths of a complex array of factors that coalesce to form an intent to leave or to stay at your institution.

The COACHE Faculty Retention & Exit Study, however, sacrifices that analytical power to hear the voices of those few who have actually left or had a serious opportunity to leave. We know from prior research that humans are not very good at unlocking the real reasons for such a decision; we expect to get a reconstruction. To manage retrospective sensemaking as best we can, we have taken great care to ask the right questions about these push/pull factors, in the right order, and about the right moment in their thought process.

The Survey Items

Early in the instrument, respondents are asked:

> *Think back to the time you received the outside 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 {instxt} or accept the outside offer?*

Faculty enter their responses in their own words; we do not prejudice them with a "check all that apply" list of likely reasons. Not until that comment is submitted do we present respondents with three questions in sequence:

> *From the list below, please rank <u>the top factors that you described were compelling you to stay</u> at {instxt}.*

> *Now we would like you to consider <u>compelling factors to accept the outside offer</u>.*

> *Below are the factors that you identified as compelling in your decision to stay at {instxt} or accept the outside offer. Please now indicate whether you consider these reasons to be primary or secondary factors in your overall decision-making process.*

Together, these four survey items produce the rich (even if redacted) comments and visualizations in this report. These qualitative and quantitative data reward rumination; time spent unpacking the results will help you to better prepare your colleagues for those times when a faculty member, letter in hand, knocks on their doors. The data challenge academic leaders who wish to retain their faculty to look beyond salary levers, to interrogate the nuances in faculty's feelings about their institutions, their colleagues, and their careers.

Why we ask about "compelling factors" at *this* moment

This sequence we use is based upon items from a number of existing surveys and from relevant scholarly literature. In many institutions' exit surveys, however, the list of factors is framed in terms of satisfaction. We

decided that knowing the importance of factors in respondents' decision-making processes is more valuable than knowing their satisfaction with various workplace characteristics. After all, the COACHE Faculty Job Satisfaction Survey already accomplishes that task.

In our pilot study, we realized that this question could ask faculty to recollect their feelings at any number of points along the steps in the departure (or retention) process. For example, we could ask faculty to tell us about the "factors" they were weighing after a counteroffer was made. While that moment is closer to the point of actual decision, it is not a moment that is universally shared; many departures and retentions never receive or even seek a counteroffer.

We found evidence of a better approach in a former study by the University of California at Berkeley, which associated the question with the point after outside offer is received, but before any counteroffer is made. At this moment, both "stayers" and "leavers" can answer the same question, which was "What factors weighed most heavily on your decision to stay or leave?" While this question helps identify factors in play, it does not indicate whether the home institution or the recruiting institution is superior on a given factor. Also, Berkeley's drop-down menu of choices were too limiting and perhaps even frustrating for respondents.

Ultimately, we combined and improved upon the methods used by Berkeley and by Matier (1990), who asked such questions using a "degree of enticement scale," which allowed for a relative comparison of varying factors.

Why we ask about *these* factors

There are factors that faculty think will push them out the door, and those that actually do. O'Meara and her colleagues (2014) found that faculty who *intended* to leave reported they would leave for more prestigious departments and better pay. The faculty who *actually* left were more likely to cite work environment than any other factor, even when they appeared to be "moving up" to an institution with greater pay and department prestige.

Work environment is a predictor of people actually leaving an institution. Johnsrud and Heck (1994) identified that quality of life issues, such as geographic location and cost of living, were influential reasons for leaving, along with tenure pressures and poor relationships within the department. Though prestige of the new department or institution is included in only a few institutional surveys that we found, it is discussed by Weiler (1985) and O'Meara, Lounder and Campbell (2014).

O'Meara and her colleagues (2013) also found that broken (and often implicit) expectations regarding the quality of personal relationships and support in the faculty member's department contributed to professors' intent to leave. Several other studies included survey items related to the quality of professional relationships in the department as well as satisfaction with the intellectual environment, governance, quality of students, and opportunities for leadership (Johnsrud & Heck, 1994; Matier, 1990; O'Meara, Lounder et al., 2014; Smart, 1990; Weiler, 1985).

Promotion, review, and tenure items are generally reported as salient in the literature, which focuses on the perceived likelihood of earning tenure and on the quality of promotion and review processes (Johnsrud & Heck, 1994; O'Meara et al., 2014). Jayakumar, Howard, Allen, and Han (2009) found that dissatisfaction with promotion and review processes was an especially salient motivator to leave for faculty of color. Their work and other equity-minded research instructs us to include factors that, while less frequently cited overall, could be more important to smaller populations of interest.

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The "Weighing the Factors" visualizations

Frequencies

Stacked bar charts combine the results of the staying, leaving, and primary/secondary factors described above. They indicate how frequently respondents selected:

- (in blue) a factor compelling them to stay at your institution;

- (in gold/brown) a factor compelling them to accept the outside offer; and

- (in green) a factor both compelling them to stay and to leave

The chart is designed to allow easy identification of the proportion of faculty who did not select each factor (in grey). The intensity of the colors describes whether the factor was a primary or secondary factor. Only the top 15 factors are listed.
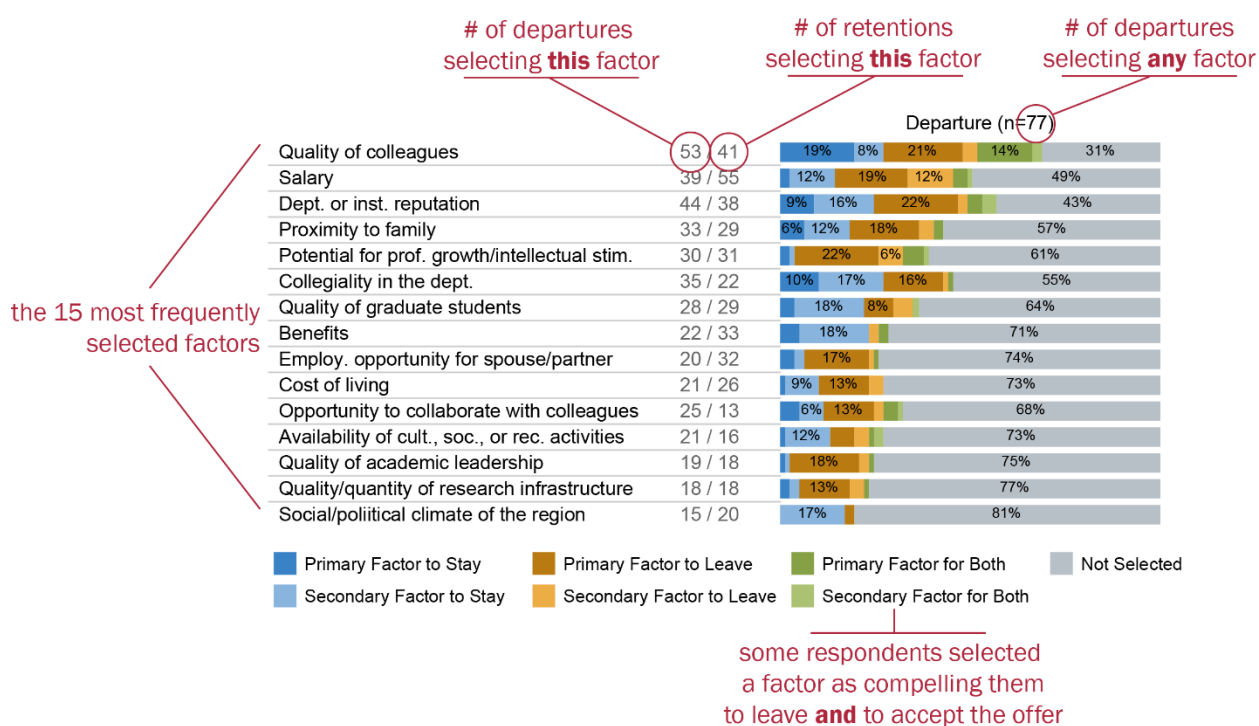
When sufficient numbers permit, we can distinguish between the responses from your departures and your retentions. Even larger numbers of respondents allow disaggregation by gender, race, tenure status and discipline (broadly defined).

Comparing "Your Institution" and the "Cohort" factors suggests your university's competitive advantages and disadvantages in recruiting and retaining faculty.

Rank (Most compelling to least compelling)

This report also provides heat maps displaying in still finer detail which of the selected factors were *most compelling* your faculty to remain at your institution and to accept the outside offer. This data visualization does

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not emphasize the frequency with which a factor was selected, but uses colors (darker is more compelling) to convey how much a particular factor matters *when it is selected.*

As with the prior "weighing the factors" charts, results are shown for departures, retentions, women, men, and other demographic subgroups when there are at least five respondents in that category.

Questions to consider

- 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, tenure status, discipline)? Consider differences both between groups (e.g., men vs. women) and within groups beyond your university (e.g., your institution's women vs. the cohort's women)

- How can your chairs, deans, and others work with you to assemble a better portfolio of information, not just about the counteroffer, but about all of the factors a faculty member weighs in this process?

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

Top factors compelling faculty to stay/leave: All Respondents (n=23)

The top 15 factors for all respondents are shown. Factors are ordered (descending) by the total number of respondents who cited them.

			Departure (n=12)	Retention (n=11)
Your Institution	Proximity to family	6 / 8	17% 25% 8% 50%	9% 18% 18% 27% 27%
	Quality of colleagues	6 / 7	17% 17% 8% 8% 50%	9% 18% 9% 27% 36%
	Salary	6 / 7	8% 8% 25% 8% 50%	9% 45% 9% 36%
	Collegiality in the dept.	7 / 5	25% 25% 8% 42%	18% 18% 9% 55%
	Potential for prof. growth/intellectual stim.	7 / 5	33% 25% 42%	27% 18% 55%
	Dept. or inst. reputation	5 / 4	33% 8% 58%	36% 64%
	Social/poliitical climate of the region	4 / 5	33% 67%	9% 36% 55%
	Benefits	4 / 4	8% 17% 8% 67%	36% 64%
	Employ. opportunity for spouse/partner	3 / 5	17% 8% 75%	36% 9% 55%
	Other	4 / 4	8% 17% 8% 67%	18% 9% 9% 64%
	Opportunity to collaborate with colleagues	5 / 2	8% 8% 25% 58%	9% 9% 82%
	Quality of graduate students	4 / 3	25% 8% 67%	18% 9% 73%
	Alignment of inst. values with my values	3 / 3	8% 8% 8% 75%	9% 9% 9% 73%
	Availability of cult., soc., or rec. activities	2 / 3	8% 8% 83%	18% 9% 73%
	Potential for work-life balance	5 / 0	8% 33% 58%	100%
Cohort	Proximity to family	201 / 75	9% 19% 60%	16% 8% 7% 62%
	Quality of colleagues	279 / 103	13% 13% 15% 8% 44%	17% 7% 9% 8% 10% 47%
	Salary	294 / 148	11% 26% 12% 41%	14% 19% 12% 26% 24%
	Collegiality in the dept.	187 / 56	7% 9% 15% 63%	10% 7% 7% 71%
	Potential for prof. growth/intellectual stim.	209 / 74	24% 58%	6% 15% 8% 6% 62%
	Dept. or inst. reputation	233 / 107	12% 14% 9% 53%	9% 7% 12% 19% 45%
	Social/poliitical climate of the region	90 / 41	7% 82%	9% 79%
	Benefits	121 / 55	13% 76%	15% 72%
	Employ. opportunity for spouse/partner	142 / 66	14% 72%	15% 8% 66%
	Other	74 / 35	6% 85%	8% 82%
	Opportunity to collaborate with colleagues	132 / 38	8% 8% 74%	6% 81%
	Quality of graduate students	118 / 66	11% 76%	9% 10% 8% 66%
	Alignment of inst. values with my values	100 / 35	10% 80%	7% 82%
	Availability of cult., soc., or rec. activities	150 / 49	9% 10% 70%	12% 75%
	Potential for work-life balance	143 / 47	7% 12% 71%	9% 7% 76%

0% 20% 40% 60% 80% 100%   0% 20% 40% 60% 80% 100%

% of Respondents   % of Respondents

Legend:
- Primary Factor to Stay
- Primary Factor to Leave
- Primary Factor for Both
- Not Selected
- Secondary Factor to Stay
- Secondary Factor to Leave
- Secondary Factor for Both

Top factors compelling faculty to stay/leave: Women (n=10)

The top 15 factors specific to this group are shown. Factors are ordered (descending) by the total number of respondents who cited them.

	Factor	Ratio	Departure (n=5)	Retention (n=5)
Your Institution	Proximity to family	3 / 4	20% / 40% / 40%	20% / 40% / 20% / 20%
	Quality of colleagues	3 / 4	20% / 20% / 20% / 40%	20% / 40% / 20% / 20%
	Potential for prof. growth/intellectual stim.	3 / 3	40% / 20% / 40%	40% / 20% / 40%
	Salary	3 / 3	60% / 40%	60% / 40%
	Collegiality in the dept.	3 / 2	40% / 20% / 40%	20% / 20% / 60%
	Employ. opportunity for spouse/partner	2 / 3	20% / 20% / 60%	40% / 20% / 40%
	Social/poliitical climate of the region	2 / 3	40% / 60%	20% / 40% / 40%
	Benefits	3 / 1	20% / 20% / 20% / 40%	20% / 80%
	Opportunity to collaborate with colleagues	2 / 2	20% / 20% / 60%	20% / 20% / 60%
	Quality of graduate students	3 / 1	60% / 40%	20% / 80%
	Alignment of inst. values with my values	2 / 1	20% / 20% / 60%	20% / 80%
	Dept. or inst. reputation	1 / 2	20% / 80%	40% / 60%
	Other	1 / 2	20% / 80%	20% / 20% / 60%
	Potential for work-life balance	3 / 0	20% / 40% / 40%	100%
	Quality of academic leadership	2 / 1	40% / 60%	20% / 80%
Cohort	Proximity to family	103 / 36	11% / 22% / 55%	20% / 9% / 9% / 56%
	Quality of colleagues	127 / 46	15% / 12% / 18% / 44%	16% / 9% / 10% / 9% / 12% / 44%
	Potential for prof. growth/intellectual stim.	111 / 35	32% / 51%	9% / 20% / 9% / 57%
	Salary	128 / 56	8% / 31% / 11% / 44%	16% / 21% / 12% / 16% / 32%
	Collegiality in the dept.	79 / 23	7% / 17% / 65%	7% / 6% / 11% / 72%
	Employ. opportunity for spouse/partner	73 / 31	16% / 68%	18% / 7% / 62%
	Social/poliitical climate of the region	46 / 20	7% / 80%	13% / 76%
	Benefits	53 / 27	13% / 77%	22% / 67%
	Opportunity to collaborate with colleagues	61 / 16	8% / 8% / 73%	6% / 80%
	Quality of graduate students	54 / 29	12% / 76%	10% / 11% / 9% / 65%
	Alignment of inst. values with my values	45 / 13	11% / 80%	9% / 84%
	Dept. or inst. reputation	103 / 49	12% / 15% / 7% / 55%	9% / 13% / 26% / 7% / 40%
	Other	35 / 18	85%	10% / 6% / 78%
	Potential for work-life balance	75 / 21	7% / 18% / 67%	9% / 6% / 6% / 74%
	Quality of academic leadership	61 / 19	20% / 73%	6% / 7% / 7% / 77%

% of Respondents

Legend:
- Primary Factor to Stay
- Secondary Factor to Stay
- Primary Factor to Leave
- Secondary Factor to Leave
- Primary Factor for Both
- Secondary Factor for Both
- Not Selected

Top factors compelling faculty to stay/leave: Men (n=12)

The top 15 factors specific to this group are shown. Factors are ordered (descending) by the total number of respondents who cited them.

	Factor	Count	Departure (n=6)	Retention (n=6)
Your Institution	Collegiality in the dept.	4 / 3	50% / 17% / 33%	17% / 33% / 50%
	Proximity to family	3 / 4	17% / 17% / 17% / 50%	33% / 33% / 33%
	Salary	3 / 4	17% / 17% / 17% / 50%	17% / 33% / 17% / 33%
	Potential for prof. growth/intellectual stim.	4 / 2	33% / 33% / 33%	17% / 17% / 67%
	Dept. or inst. reputation	3 / 2	50% / 50%	33% / 67%
	Other	3 / 2	33% / 17% / 50%	17% / 17% / 67%
	Quality of colleagues	2 / 3	17% / 17% / 67%	17% / 33% / 50%
	Benefits	1 / 3	17% / 83%	50% / 50%
	Social/political climate of the region	2 / 2	33% / 67%	33% / 67%
	Alignment of inst. values with my values	1 / 2	17% / 83%	17% / 17% / 67%
	Availability of cult., soc., or rec. activities	1 / 2	17% / 83%	17% / 17% / 67%
	Employ. opportunity for spouse/partner	1 / 2	17% / 83%	33% / 67%
	Opportunity to collaborate with colleagues	3 / 0	17% / 33% / 50%	100%
	Quality of schools for children	2 / 0	33% / 67%	100%
	Quality/quantity of research infrastructure	2 / 0	33% / 67%	100%
Cohort	Collegiality in the dept.	103 / 33	7% / 12% / 13% / 60%	13% / 8% / 71%
	Proximity to family	95 / 38	8% / 17% / 63%	13% / 7% / 6% / 66%
	Salary	157 / 90	14% / 22% / 14% / 39%	13% / 19% / 11% / 32% / 20%
	Potential for prof. growth/intellectual stim.	93 / 38	17% / 64%	12% / 7% / 8% / 66%
	Dept. or inst. reputation	126 / 57	13% / 14% / 10% / 51%	12% / 12% / 14% / 49%
	Other	37 / 17	7% / 86%	85%
	Quality of colleagues	146 / 57	12% / 13% / 13% / 10% / 43%	19% / 8% / 8% / 8% / 49%
	Benefits	62 / 27	12% / 76%	11% / 76%
	Social/political climate of the region	41 / 19	7% / 84%	83%
	Alignment of inst. values with my values	53 / 21	10% / 79%	11% / 81%
	Availability of cult., soc., or rec. activities	75 / 27	9% / 10% / 7% / 71%	14% / 76%
	Employ. opportunity for spouse/partner	67 / 33	12% / 74%	13% / 8% / 71%
	Opportunity to collaborate with colleagues	68 / 22	7% / 8% / 74%	6% / 80%
	Quality of schools for children	45 / 27	83%	13% / 76%
	Quality/quantity of research infrastructure	68 / 30	10% / 74%	7% / 73%

% of Respondents

Legend:
- Primary Factor to Stay
- Primary Factor to Leave
- Primary Factor for Both
- Not Selected
- Secondary Factor to Stay
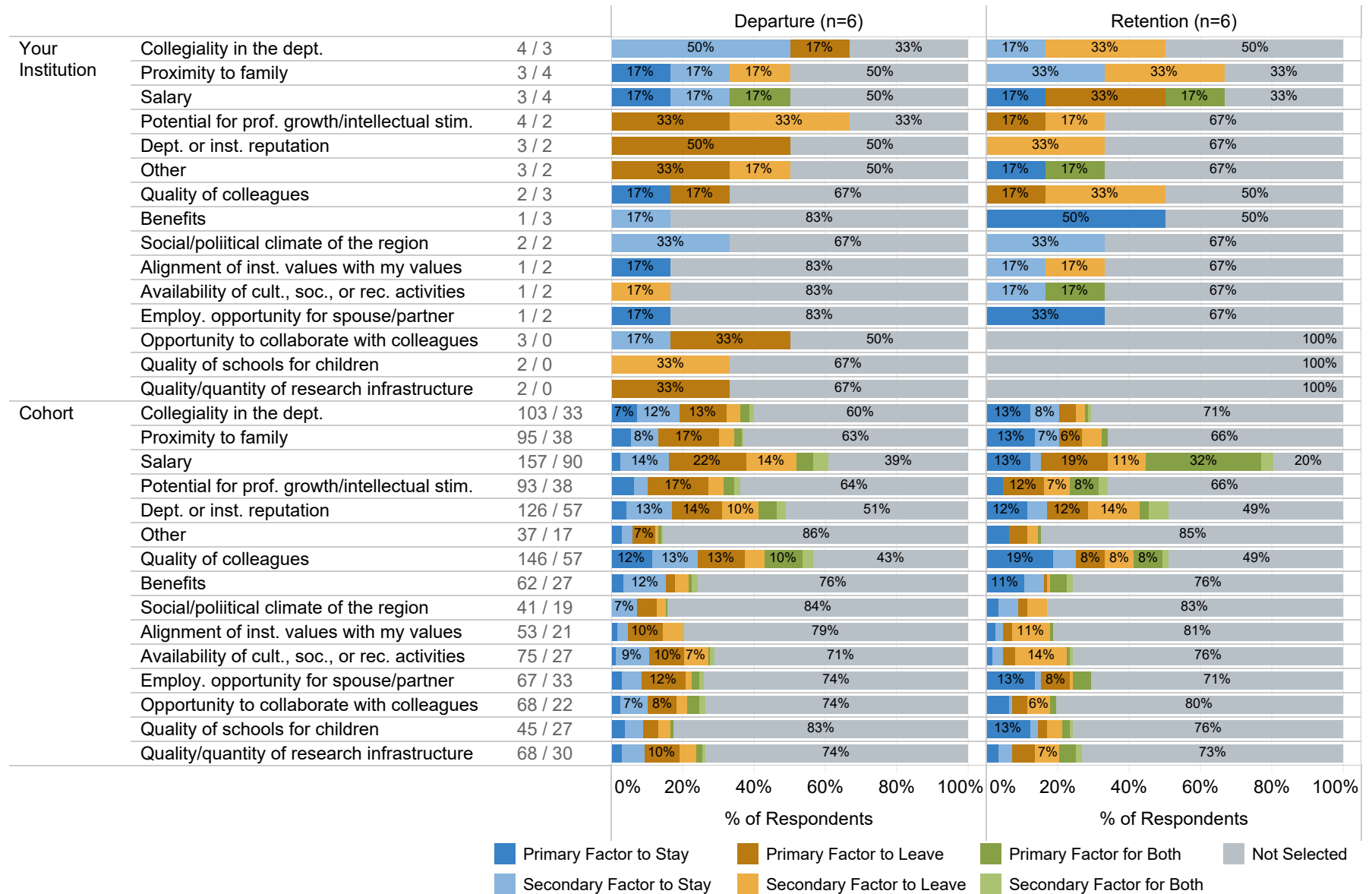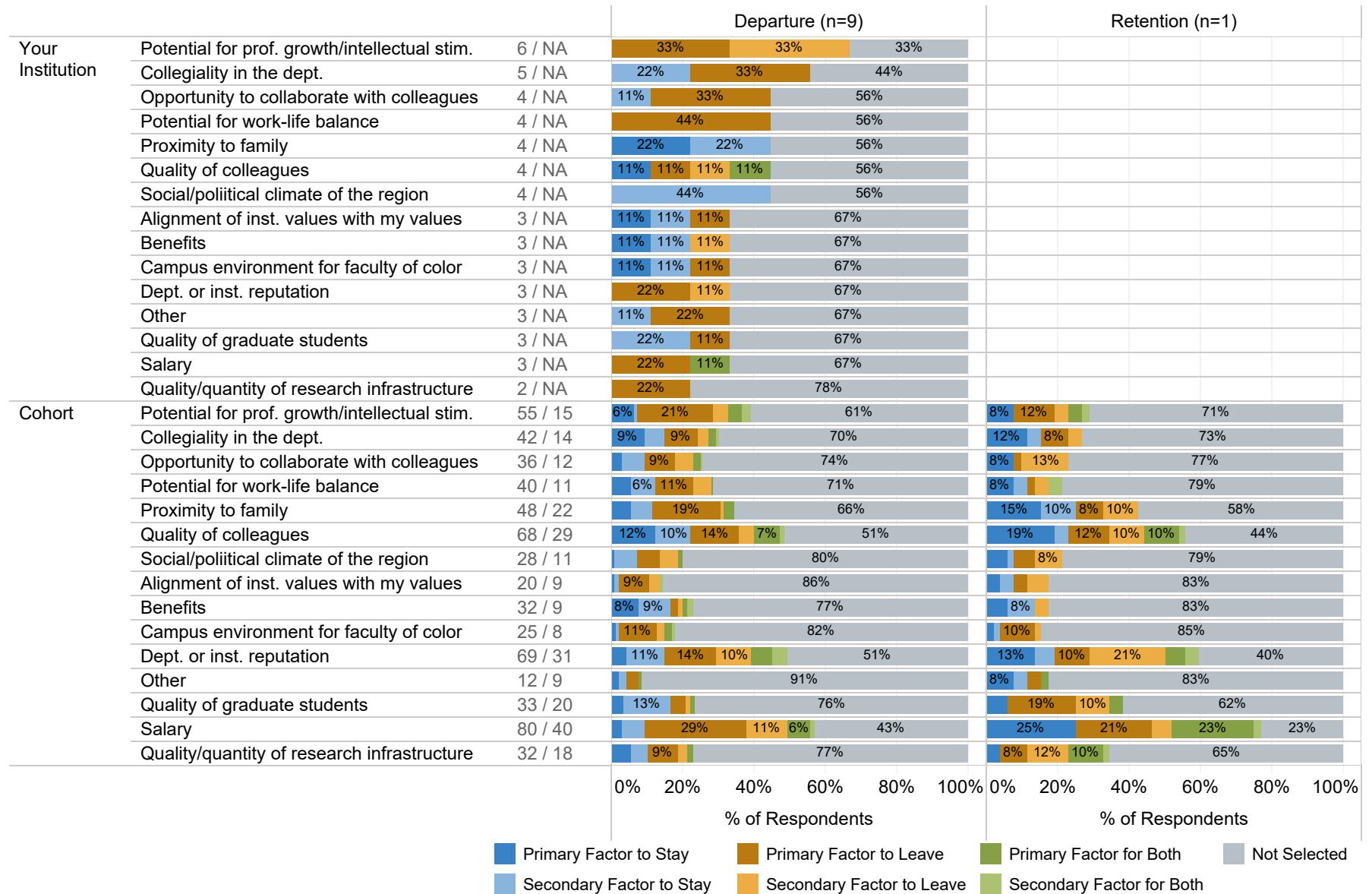- Secondary Factor to Leave
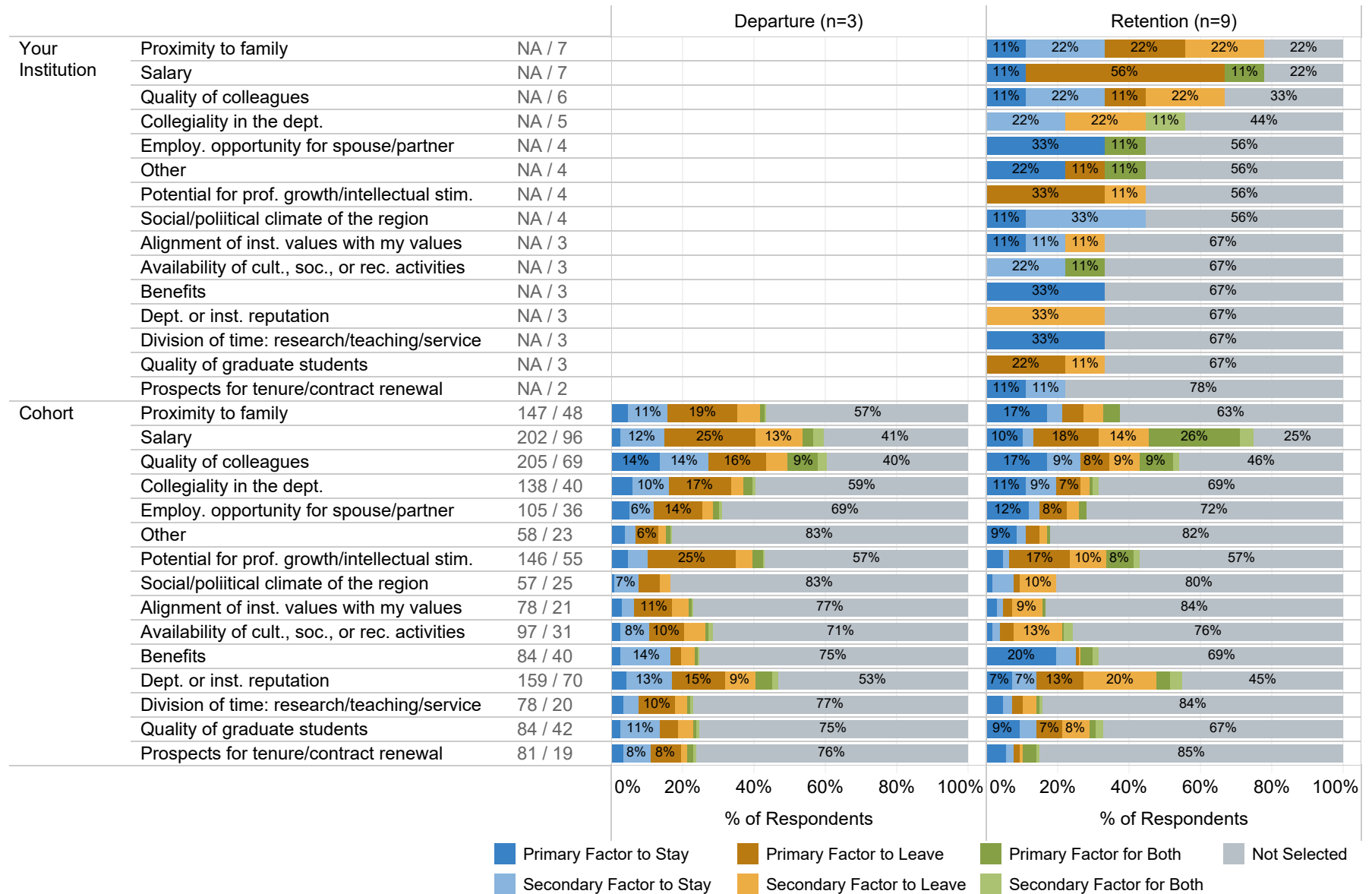- Secondary Factor for Both

Top factors compelling faculty to stay/leave: Faculty of Color (n=10)

The top 15 factors specific to this group are shown. Factors are ordered (descending) by the total number of respondents who cited them.

	Factor	Stay/Leave	Departure (n=9)	Retention (n=1)
Your Institution	Potential for prof. growth/intellectual stim.	6 / NA	33% / 33% / 33%	
	Collegiality in the dept.	5 / NA	22% / 33% / 44%	
	Opportunity to collaborate with colleagues	4 / NA	11% / 33% / 56%	
	Potential for work-life balance	4 / NA	44% / 56%	
	Proximity to family	4 / NA	22% / 22% / 56%	
	Quality of colleagues	4 / NA	11% / 11% / 11% / 11% / 56%	
	Social/poliitical climate of the region	4 / NA	44% / 56%	
	Alignment of inst. values with my values	3 / NA	11% / 11% / 11% / 67%	
	Benefits	3 / NA	11% / 11% / 11% / 67%	
	Campus environment for faculty of color	3 / NA	11% / 11% / 11% / 67%	
	Dept. or inst. reputation	3 / NA	22% / 11% / 67%	
	Other	3 / NA	11% / 22% / 67%	
	Quality of graduate students	3 / NA	22% / 11% / 67%	
	Salary	3 / NA	22% / 11% / 67%	
	Quality/quantity of research infrastructure	2 / NA	22% / 78%	
Cohort	Potential for prof. growth/intellectual stim.	55 / 15	6% / 21% / 61%	8% / 12% / 71%
	Collegiality in the dept.	42 / 14	9% / 9% / 70%	12% / 8% / 73%
	Opportunity to collaborate with colleagues	36 / 12	9% / 74%	8% / 13% / 77%
	Potential for work-life balance	40 / 11	6% / 11% / 71%	8% / 79%
	Proximity to family	48 / 22	19% / 66%	15% / 10% / 8% / 10% / 58%
	Quality of colleagues	68 / 29	12% / 10% / 14% / 7% / 51%	19% / 12% / 10% / 10% / 44%
	Social/poliitical climate of the region	28 / 11	80%	8% / 79%
	Alignment of inst. values with my values	20 / 9	9% / 86%	83%
	Benefits	32 / 9	8% / 9% / 77%	8% / 83%
	Campus environment for faculty of color	25 / 8	11% / 82%	10% / 85%
	Dept. or inst. reputation	69 / 31	11% / 14% / 10% / 51%	13% / 10% / 21% / 40%
	Other	12 / 9	91%	8% / 83%
	Quality of graduate students	33 / 20	13% / 76%	19% / 10% / 62%
	Salary	80 / 40	29% / 11% / 6% / 43%	25% / 21% / 23% / 23%
	Quality/quantity of research infrastructure	32 / 18	9% / 77%	8% / 12% / 10% / 65%

% of Respondents

Legend:
- Primary Factor to Stay
- Primary Factor to Leave
- Primary Factor for Both
- Not Selected
- Secondary Factor to Stay
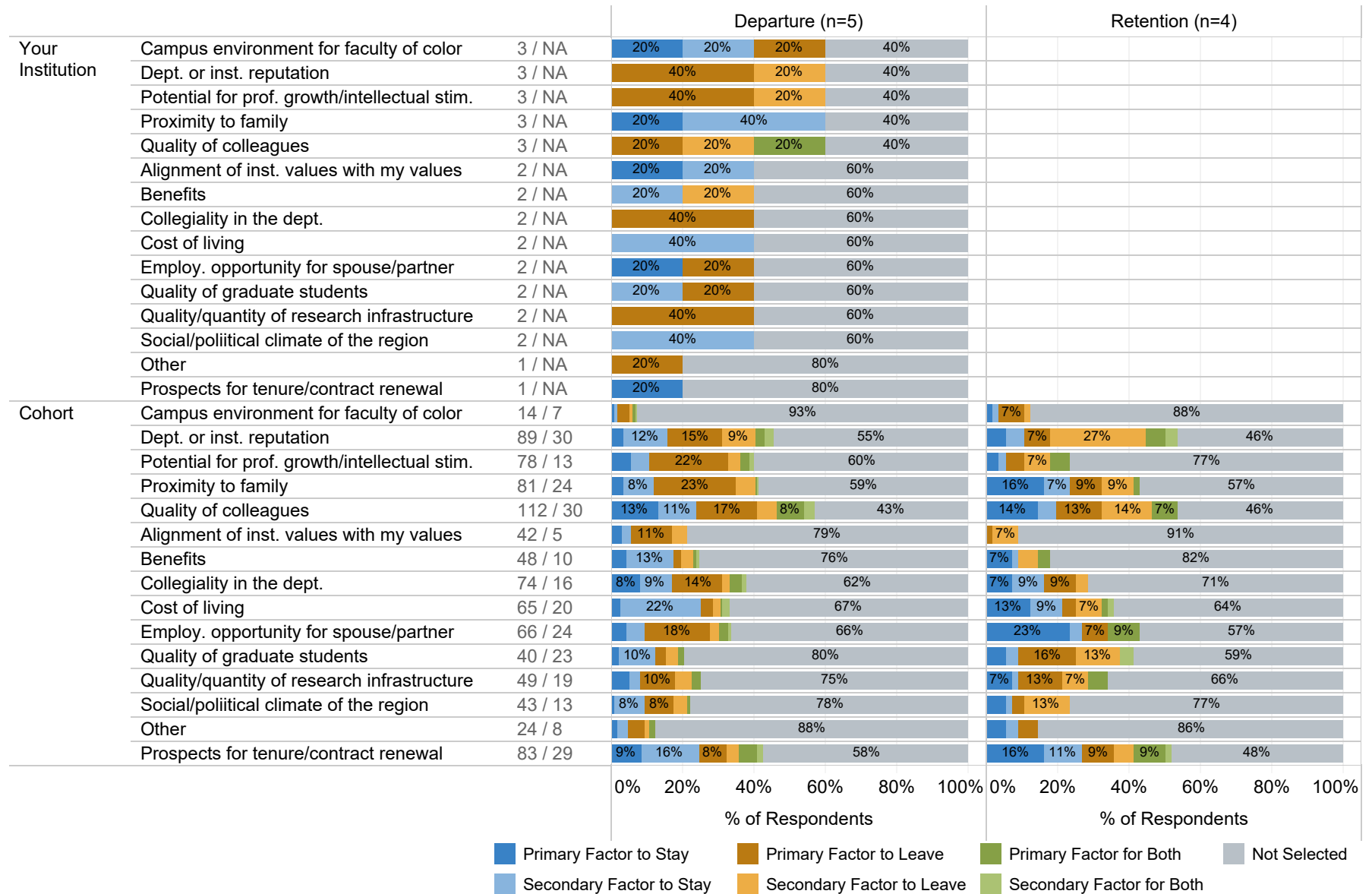- Secondary Factor to Leave
- Secondary Factor for Both

Top factors compelling faculty to stay/leave: White, non-Hispanic (n=12)

The top 15 factors specific to this group are shown. Factors are ordered (descending) by the total number of respondents who cited them.
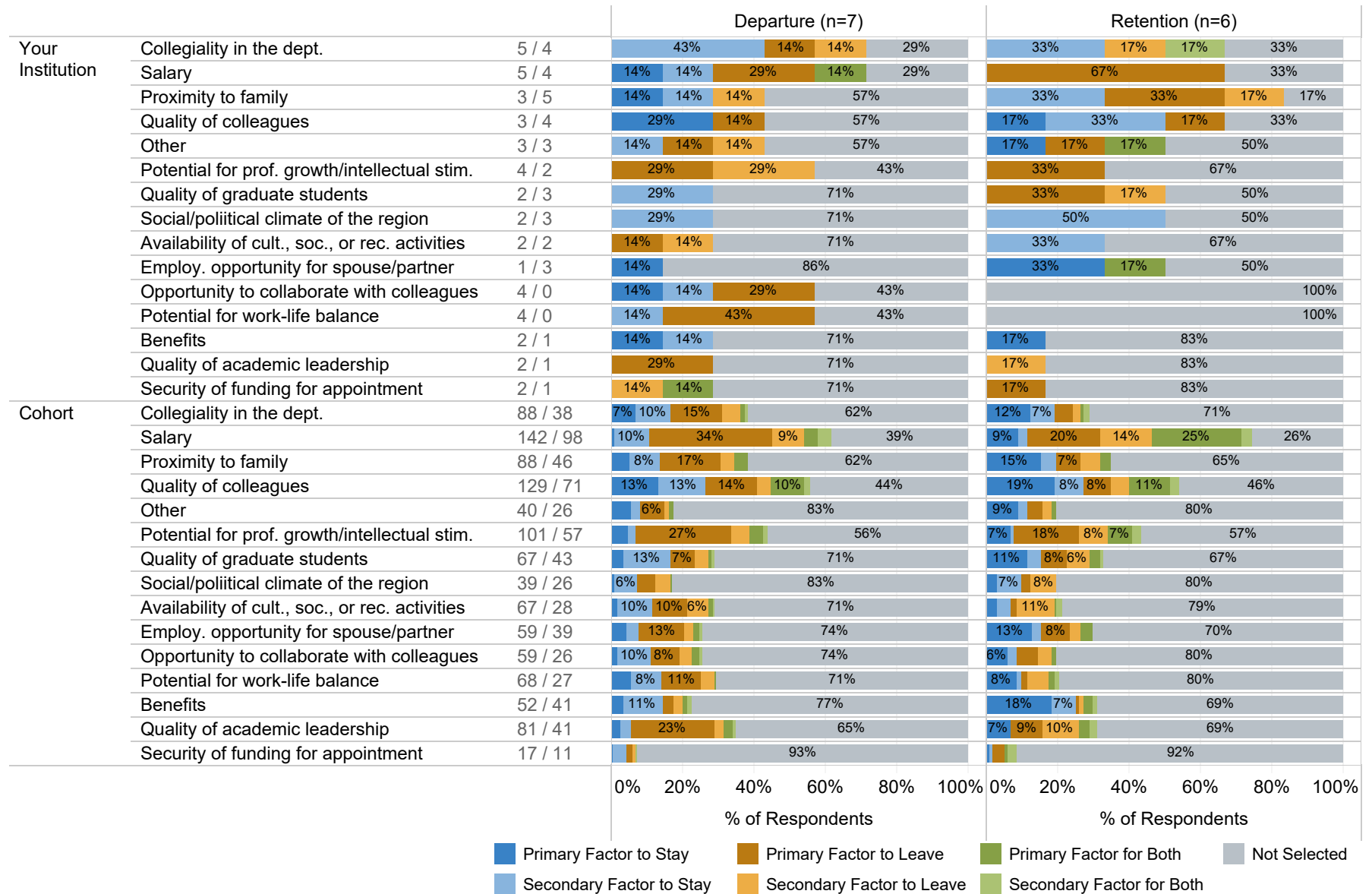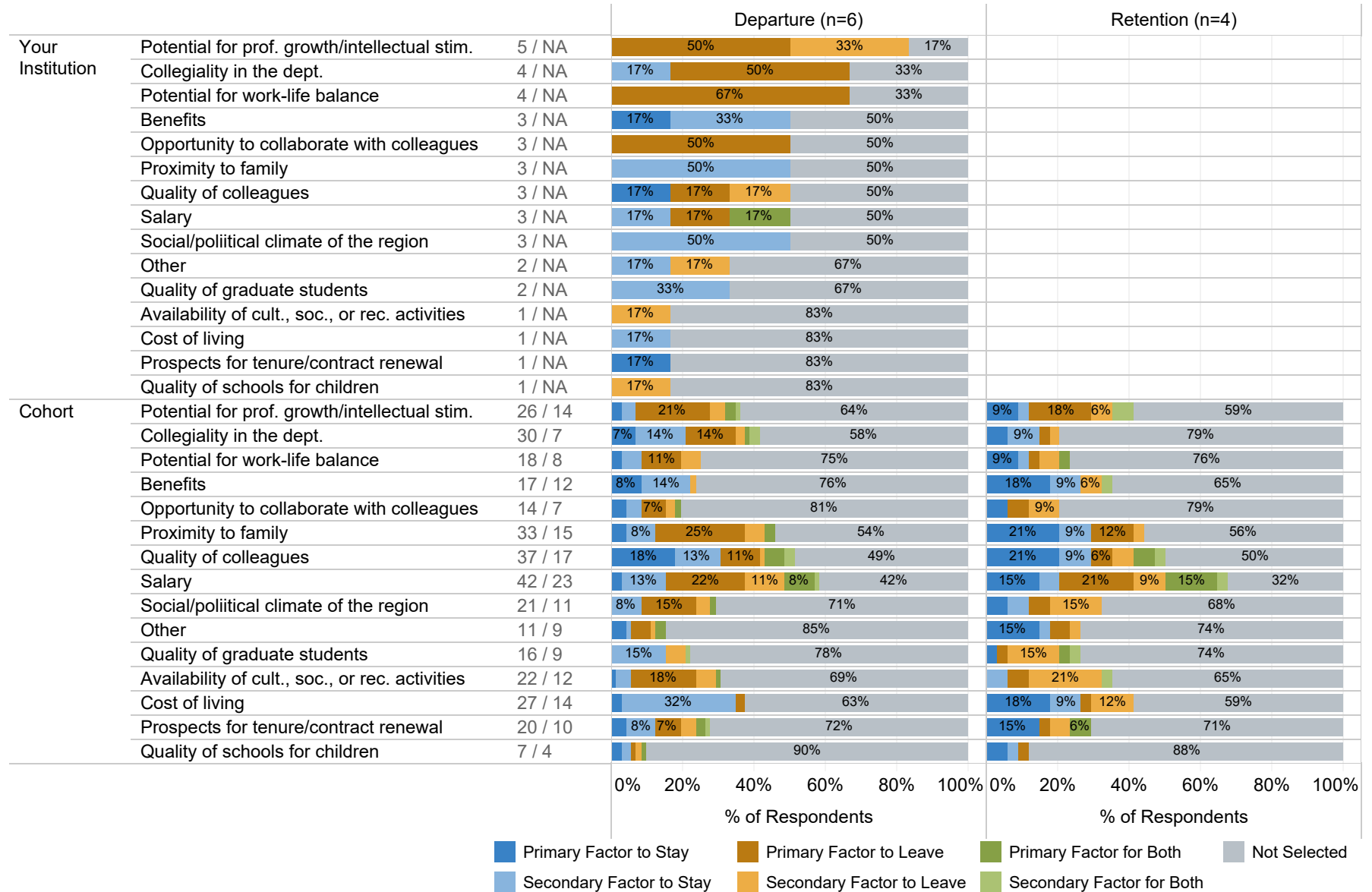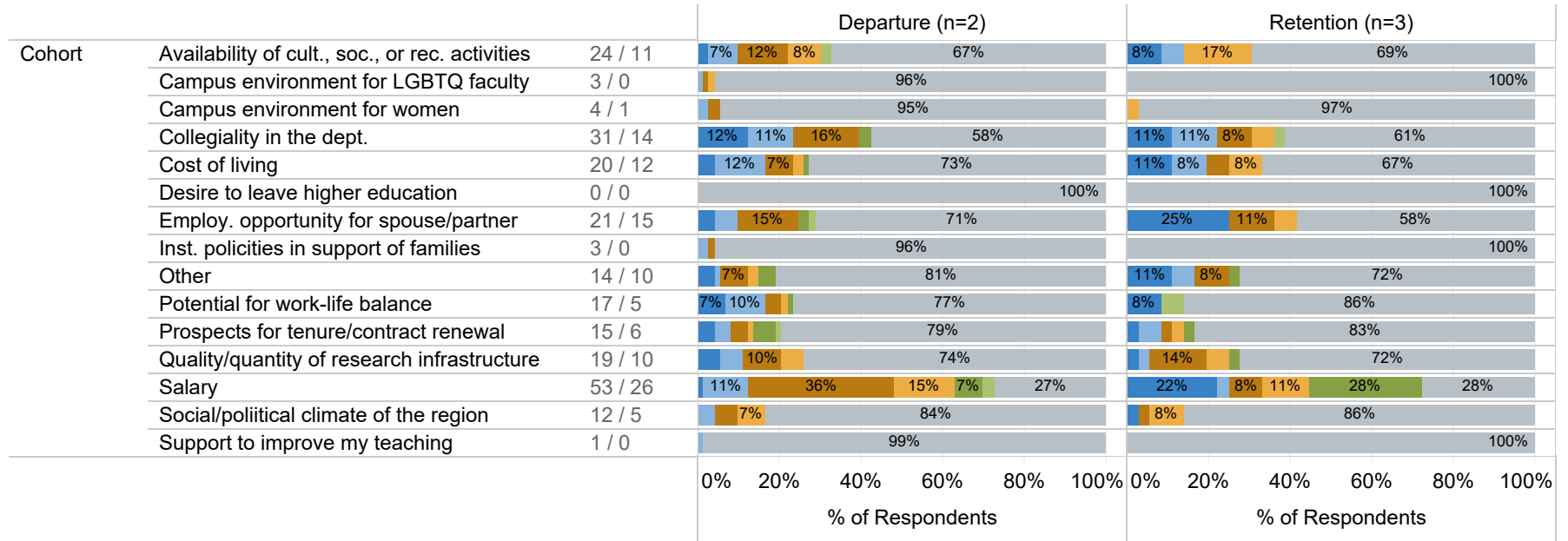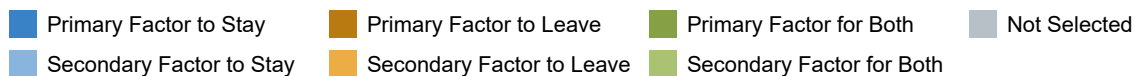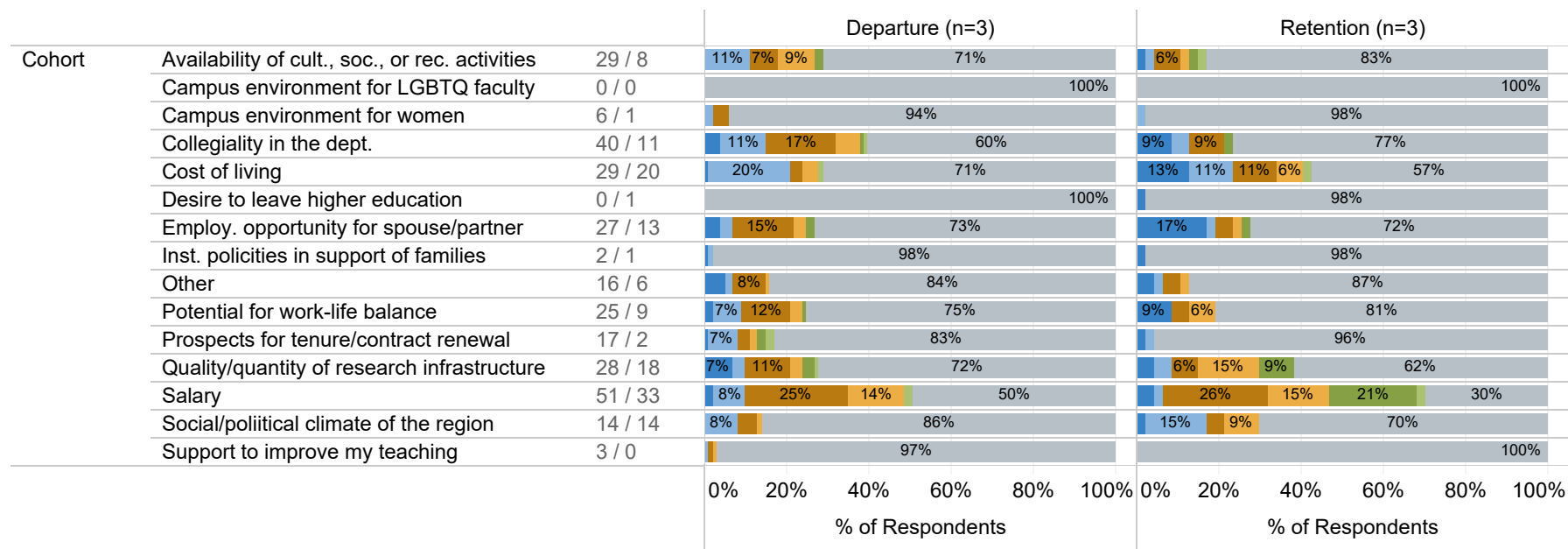
	Factor		Departure (n=3)	Retention (n=9)
Your Institution	Proximity to family	NA / 7		11% 22% 22% 22% 22%
	Salary	NA / 7		11% 56% 11% 22%
	Quality of colleagues	NA / 6		11% 22% 11% 22% 33%
	Collegiality in the dept.	NA / 5		22% 22% 11% 44%
	Employ. opportunity for spouse/partner	NA / 4		33% 11% 56%
	Other	NA / 4		22% 11% 11% 56%
	Potential for prof. growth/intellectual stim.	NA / 4		33% 11% 56%
	Social/poliitical climate of the region	NA / 4		11% 33% 56%
	Alignment of inst. values with my values	NA / 3		11% 11% 11% 67%
	Availability of cult., soc., or rec. activities	NA / 3		22% 11% 67%
	Benefits	NA / 3		33% 67%
	Dept. or inst. reputation	NA / 3		33% 67%
	Division of time: research/teaching/service	NA / 3		33% 67%
	Quality of graduate students	NA / 3		22% 11% 67%
	Prospects for tenure/contract renewal	NA / 2		11% 11% 78%
Cohort	Proximity to family	147 / 48	11% 19% 57%	17% 63%
	Salary	202 / 96	12% 25% 13% 41%	10% 18% 14% 26% 25%
	Quality of colleagues	205 / 69	14% 14% 16% 9% 40%	17% 9% 8% 9% 9% 46%
	Collegiality in the dept.	138 / 40	10% 17% 59%	11% 9% 7% 69%
	Employ. opportunity for spouse/partner	105 / 36	6% 14% 69%	12% 8% 72%
	Other	58 / 23	6% 83%	9% 82%
	Potential for prof. growth/intellectual stim.	146 / 55	25% 57%	17% 10% 8% 57%
	Social/poliitical climate of the region	57 / 25	7% 83%	10% 80%
	Alignment of inst. values with my values	78 / 21	11% 77%	9% 84%
	Availability of cult., soc., or rec. activities	97 / 31	8% 10% 71%	13% 76%
	Benefits	84 / 40	14% 75%	20% 69%
	Dept. or inst. reputation	159 / 70	13% 15% 9% 53%	7% 7% 13% 20% 45%
	Division of time: research/teaching/service	78 / 20	10% 77%	84%
	Quality of graduate students	84 / 42	11% 75%	9% 7% 8% 67%
	Prospects for tenure/contract renewal	81 / 19	8% 8% 76%	85%

% of Respondents

Legend:
- Primary Factor to Stay
- Primary Factor to Leave
- Primary Factor for Both
- Not Selected
- Secondary Factor to Stay
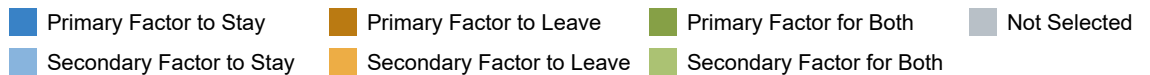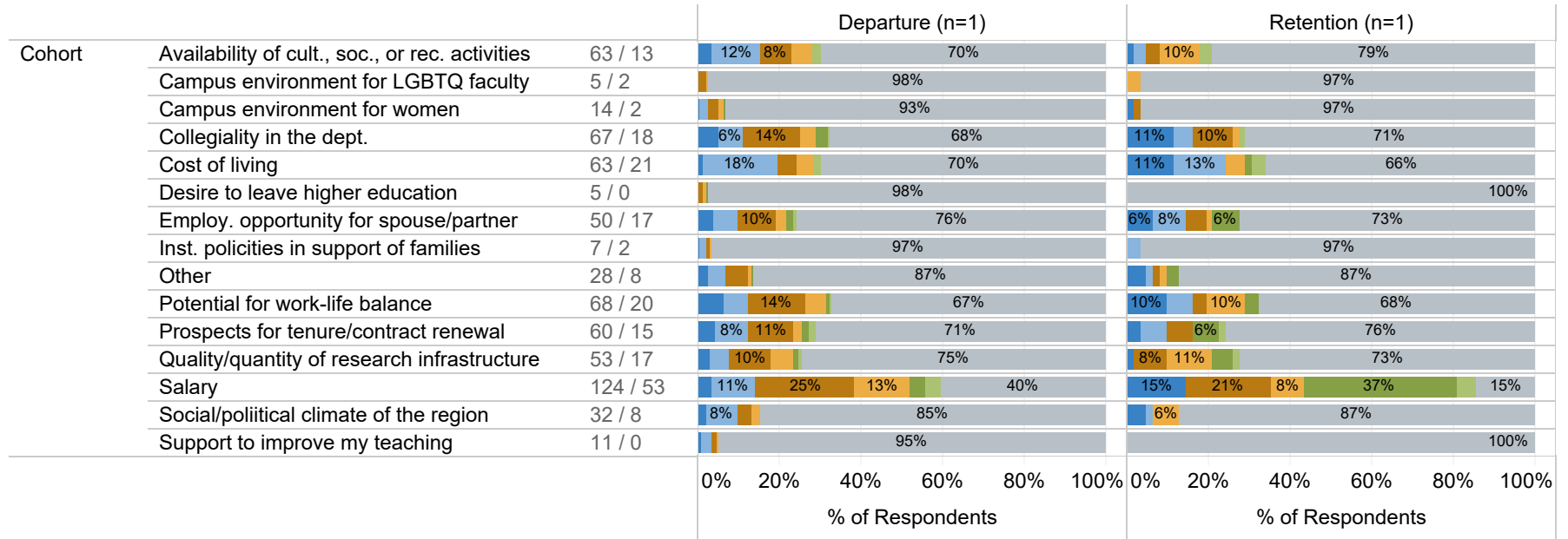- Secondary Factor to Leave
- Secondary Factor for Both

Top factors compelling faculty to stay/leave: Pre-tenure (n=9)

The top 15 factors specific to this group are shown. Factors are ordered (descending) by the total number of respondents who cited them.

	Factor	N	Departure (n=5)	Retention (n=4)
Your Institution	Campus environment for faculty of color	3 / NA	20% / 20% / 20% / 40%	
	Dept. or inst. reputation	3 / NA	40% / 20% / 40%	
	Potential for prof. growth/intellectual stim.	3 / NA	40% / 20% / 40%	
	Proximity to family	3 / NA	20% / 40% / 40%	
	Quality of colleagues	3 / NA	20% / 20% / 20% / 40%	
	Alignment of inst. values with my values	2 / NA	20% / 20% / 60%	
	Benefits	2 / NA	20% / 20% / 60%	
	Collegiality in the dept.	2 / NA	40% / 60%	
	Cost of living	2 / NA	40% / 60%	
	Employ. opportunity for spouse/partner	2 / NA	20% / 20% / 60%	
	Quality of graduate students	2 / NA	20% / 20% / 60%	
	Quality/quantity of research infrastructure	2 / NA	40% / 60%	
	Social/political climate of the region	2 / NA	40% / 60%	
	Other	1 / NA	20% / 80%	
	Prospects for tenure/contract renewal	1 / NA	20% / 80%	
Cohort	Campus environment for faculty of color	14 / 7	93%	7% / 88%
	Dept. or inst. reputation	89 / 30	12% / 15% / 9% / 55%	7% / 27% / 46%
	Potential for prof. growth/intellectual stim.	78 / 13	22% / 60%	7% / 77%
	Proximity to family	81 / 24	8% / 23% / 59%	16% / 7% / 9% / 9% / 57%
	Quality of colleagues	112 / 30	13% / 11% / 17% / 8% / 43%	14% / 13% / 14% / 7% / 46%
	Alignment of inst. values with my values	42 / 5	11% / 79%	7% / 91%
	Benefits	48 / 10	13% / 76%	7% / 82%
	Collegiality in the dept.	74 / 16	8% / 9% / 14% / 62%	7% / 9% / 9% / 71%
	Cost of living	65 / 20	22% / 67%	13% / 9% / 7% / 64%
	Employ. opportunity for spouse/partner	66 / 24	18% / 66%	23% / 7% / 9% / 57%
	Quality of graduate students	40 / 23	10% / 80%	16% / 13% / 59%
	Quality/quantity of research infrastructure	49 / 19	10% / 75%	7% / 13% / 7% / 66%
	Social/political climate of the region	43 / 13	8% / 8% / 78%	13% / 77%
	Other	24 / 8	88%	86%
	Prospects for tenure/contract renewal	83 / 29	9% / 16% / 8% / 58%	16% / 11% / 9% / 9% / 48%

% of Respondents

Legend:
- Primary Factor to Stay
- Primary Factor to Leave
- Primary Factor for Both
- Not Selected
- Secondary Factor to Stay
- Secondary Factor to Leave
- Secondary Factor for Both

Top factors compelling faculty to stay/leave: Tenured (n=13)

The top 15 factors specific to this group are shown. Factors are ordered (descending) by the total number of respondents who cited them.

Group	Factor	n	Departure (n=7)	Retention (n=6)
Your Institution	Collegiality in the dept.	5 / 4	43%, 14%, 14%, 29%	33%, 17%, 17%, 33%
	Salary	5 / 4	14%, 14%, 29%, 14%, 29%	67%, 33%
	Proximity to family	3 / 5	14%, 14%, 14%, 57%	33%, 33%, 17%, 17%
	Quality of colleagues	3 / 4	29%, 14%, 57%	17%, 33%, 17%, 33%
	Other	3 / 3	14%, 14%, 14%, 57%	17%, 17%, 17%, 50%
	Potential for prof. growth/intellectual stim.	4 / 2	29%, 29%, 43%	33%, 67%
	Quality of graduate students	2 / 3	29%, 71%	33%, 17%, 50%
	Social/poliitical climate of the region	2 / 3	29%, 71%	50%, 50%
	Availability of cult., soc., or rec. activities	2 / 2	14%, 14%, 71%	33%, 67%
	Employ. opportunity for spouse/partner	1 / 3	14%, 86%	33%, 17%, 50%
	Opportunity to collaborate with colleagues	4 / 0	14%, 14%, 29%, 43%	100%
	Potential for work-life balance	4 / 0	14%, 43%, 43%	100%
	Benefits	2 / 1	14%, 14%, 71%	17%, 83%
	Quality of academic leadership	2 / 1	29%, 71%	17%, 83%
	Security of funding for appointment	2 / 1	14%, 14%, 71%	17%, 83%
Cohort	Collegiality in the dept.	88 / 38	7%, 10%, 15%, 62%	12%, 7%, 71%
	Salary	142 / 98	10%, 34%, 9%, 39%	9%, 20%, 14%, 25%, 26%
	Proximity to family	88 / 46	8%, 17%, 62%	15%, 7%, 65%
	Quality of colleagues	129 / 71	13%, 13%, 14%, 10%, 44%	19%, 8%, 8%, 11%, 46%
	Other	40 / 26	6%, 83%	9%, 80%
	Potential for prof. growth/intellectual stim.	101 / 57	27%, 56%	7%, 18%, 8%, 7%, 57%
	Quality of graduate students	67 / 43	13%, 7%, 71%	11%, 8%, 6%, 67%
	Social/poliitical climate of the region	39 / 26	6%, 83%	7%, 8%, 80%
	Availability of cult., soc., or rec. activities	67 / 28	10%, 10%, 6%, 71%	11%, 79%
	Employ. opportunity for spouse/partner	59 / 39	13%, 74%	13%, 8%, 70%
	Opportunity to collaborate with colleagues	59 / 26	10%, 8%, 74%	6%, 80%
	Potential for work-life balance	68 / 27	8%, 11%, 71%	8%, 80%
	Benefits	52 / 41	11%, 77%	18%, 7%, 69%
	Quality of academic leadership	81 / 41	23%, 65%	7%, 9%, 10%, 69%
	Security of funding for appointment	17 / 11	93%	92%

% of Respondents

Legend:
- Primary Factor to Stay
- Primary Factor to Leave
- Primary Factor for Both
- Not Selected
- Secondary Factor to Stay
- Secondary Factor to Leave
- Secondary Factor for Both

Top factors compelling faculty to stay/leave: Humanities (n=10)

The top 15 factors specific to this group are shown. Factors are ordered (descending) by the total number of respondents who cited them.

			Departure (n=6)	Retention (n=4)
Your Institution	Potential for prof. growth/intellectual stim.	5 / NA	50% 33% 17%	
	Collegiality in the dept.	4 / NA	17% 50% 33%	
	Potential for work-life balance	4 / NA	67% 33%	
	Benefits	3 / NA	17% 33% 50%	
	Opportunity to collaborate with colleagues	3 / NA	50% 50%	
	Proximity to family	3 / NA	50% 50%	
	Quality of colleagues	3 / NA	17% 17% 17% 50%	
	Salary	3 / NA	17% 17% 17% 50%	
	Social/poliitical climate of the region	3 / NA	50% 50%	
	Other	2 / NA	17% 17% 67%	
	Quality of graduate students	2 / NA	33% 67%	
	Availability of cult., soc., or rec. activities	1 / NA	17% 83%	
	Cost of living	1 / NA	17% 83%	
	Prospects for tenure/contract renewal	1 / NA	17% 83%	
	Quality of schools for children	1 / NA	17% 83%	
Cohort	Potential for prof. growth/intellectual stim.	26 / 14	21% 64%	9% 18% 6% 59%
	Collegiality in the dept.	30 / 7	7% 14% 14% 58%	9% 79%
	Potential for work-life balance	18 / 8	11% 75%	9% 76%
	Benefits	17 / 12	8% 14% 76%	18% 9% 6% 65%
	Opportunity to collaborate with colleagues	14 / 7	7% 81%	9% 79%
	Proximity to family	33 / 15	8% 25% 54%	21% 9% 12% 56%
	Quality of colleagues	37 / 17	18% 13% 11% 49%	21% 9% 6% 50%
	Salary	42 / 23	13% 22% 11% 8% 42%	15% 21% 9% 15% 32%
	Social/poliitical climate of the region	21 / 11	8% 15% 71%	15% 68%
	Other	11 / 9	85%	15% 74%
	Quality of graduate students	16 / 9	15% 78%	15% 74%
	Availability of cult., soc., or rec. activities	22 / 12	18% 69%	21% 65%
	Cost of living	27 / 14	32% 63%	18% 9% 12% 59%
	Prospects for tenure/contract renewal	20 / 10	8% 7% 72%	15% 6% 71%
	Quality of schools for children	7 / 4	90%	88%

% of Respondents   % of Respondents

Legend:
- Primary Factor to Stay
- Primary Factor to Leave
- Primary Factor for Both
- Not Selected
- Secondary Factor to Stay
- Secondary Factor to Leave
- Secondary Factor for Both

Top factors compelling faculty to stay/leave: Social Sciences (n=5)

The top 15 factors specific to this group are shown. Factors are ordered (descending) by the total number of respondents who cited them.

Cohort			Departure (n=2)	Retention (n=3)
	Availability of cult., soc., or rec. activities	24 / 11	7% 12% 8% 67%	8% 17% 69%
	Campus environment for LGBTQ faculty	3 / 0	96%	100%
	Campus environment for women	4 / 1	95%	97%
	Collegiality in the dept.	31 / 14	12% 11% 16% 58%	11% 11% 8% 61%
	Cost of living	20 / 12	12% 7% 73%	11% 8% 8% 67%
	Desire to leave higher education	0 / 0	100%	100%
	Employ. opportunity for spouse/partner	21 / 15	15% 71%	25% 11% 58%
	Inst. policies in support of families	3 / 0	96%	100%
	Other	14 / 10	7% 81%	11% 8% 72%
	Potential for work-life balance	17 / 5	7% 10% 77%	8% 86%
	Prospects for tenure/contract renewal	15 / 6	79%	83%
	Quality/quantity of research infrastructure	19 / 10	10% 74%	14% 72%
	Salary	53 / 26	11% 36% 15% 7% 27%	22% 8% 11% 28% 28%
	Social/poliitical climate of the region	12 / 5	7% 84%	8% 86%
	Support to improve my teaching	1 / 0	99%	100%

% of Respondents — % of Respondents

Legend:
- Primary Factor to Stay
- Primary Factor to Leave
- Primary Factor for Both
- Not Selected
- Secondary Factor to Stay
- Secondary Factor to Leave
- Secondary Factor for Both

Top factors compelling faculty to stay/leave: STEM (n=6)

The top 15 factors specific to this group are shown. Factors are ordered (descending) by the total number of respondents who cited them.

Cohort			Departure (n=3)	Retention (n=3)
	Availability of cult., soc., or rec. activities	29 / 8	11% 7% 9% 71%	6% 83%
	Campus environment for LGBTQ faculty	0 / 0	100%	100%
	Campus environment for women	6 / 1	94%	98%
	Collegiality in the dept.	40 / 11	11% 17% 60%	9% 9% 77%
	Cost of living	29 / 20	20% 71%	13% 11% 11% 6% 57%
	Desire to leave higher education	0 / 1	100%	98%
	Employ. opportunity for spouse/partner	27 / 13	15% 73%	17% 72%
	Inst. policies in support of families	2 / 1	98%	98%
	Other	16 / 6	8% 84%	87%
	Potential for work-life balance	25 / 9	7% 12% 75%	9% 6% 81%
	Prospects for tenure/contract renewal	17 / 2	7% 83%	96%
	Quality/quantity of research infrastructure	28 / 18	7% 11% 72%	6% 15% 9% 62%
	Salary	51 / 33	8% 25% 14% 50%	26% 15% 21% 30%
	Social/poliitical climate of the region	14 / 14	8% 86%	15% 9% 70%
	Support to improve my teaching	3 / 0	97%	100%

% of Respondents

Legend:
- Primary Factor to Stay
- Primary Factor to Leave
- Primary Factor for Both
- Not Selected
- Secondary Factor to Stay
- Secondary Factor to Leave
- Secondary Factor for Both

Top factors compelling faculty to stay/leave: Professions & Other (n=2)

The top 15 factors specific to this group are shown. Factors are ordered (descending) by the total number of respondents who cited them.

			Departure (n=1)	Retention (n=1)
Cohort	Availability of cult., soc., or rec. activities	63 / 13	12% 8% 70%	10% 79%
	Campus environment for LGBTQ faculty	5 / 2	98%	97%
	Campus environment for women	14 / 2	93%	97%
	Collegiality in the dept.	67 / 18	6% 14% 68%	11% 10% 71%
	Cost of living	63 / 21	18% 70%	11% 13% 66%
	Desire to leave higher education	5 / 0	98%	100%
	Employ. opportunity for spouse/partner	50 / 17	10% 76%	6% 8% 6% 73%
	Inst. policies in support of families	7 / 2	97%	97%
	Other	28 / 8	87%	87%
	Potential for work-life balance	68 / 20	14% 67%	10% 10% 68%
	Prospects for tenure/contract renewal	60 / 15	8% 11% 71%	6% 76%
	Quality/quantity of research infrastructure	53 / 17	10% 75%	8% 11% 73%
	Salary	124 / 53	11% 25% 13% 40%	15% 21% 8% 37% 15%
	Social/poliitical climate of the region	32 / 8	8% 85%	6% 87%
	Support to improve my teaching	11 / 0	95%	100%

% of Respondents   % of Respondents

Legend:
- Primary Factor to Stay
- Primary Factor to Leave
- Primary Factor for Both
- Not Selected
- Secondary Factor to Stay
- Secondary Factor to Leave
- Secondary Factor for Both

Average rank of factors compelling faculty to stay/leave: All Respondents (n=23)

1.0 ▢ 5.0

The top 15 factors for all respondents are shown. Factors are ordered (descending) by the total number of respondents who cited them University of California, Riverside
Factors are ranked from 1-5; 1 is the most compelling factor. More compelling factors are darker.

		Departure (n=12)		Retention (n=11)	
		Factor to Stay	Factor to Leave	Factor to Stay	Factor to Leave
Your Institution	Proximity to family	2.2	4.0	2.7	2.6
	Quality of colleagues	3.3	2.5	1.7	1.8
	Salary	2.3	2.0	2.0	2.0
	Collegiality in the dept.	2.7	3.0	4.0	3.7
	Potential for prof. growth/intellectual stim.		1.9		3.4
	Dept. or inst. reputation		2.6		2.0
	Social/poliitical climate of the region	2.0		3.0	
	Benefits	2.0	2.0	2.5	
	Employ. opportunity for spouse/partner	1.5	2.0	1.2	2.0
	Other	1.0	2.0	2.3	2.7
	Opportunity to collaborate with colleagues	3.5	4.0		5.0
	Quality of graduate students	3.7	4.0		4.0
	Alignment of inst. values with my values	3.5	3.0	1.5	1.0
	Availability of cult., soc., or rec. activities		3.5	3.7	4.0
	Potential for work-life balance	2.0	4.3		
Cohort	Proximity to family	2.1	2.3	2.7	2.7
	Quality of colleagues	2.0	2.6	2.2	3.0
	Salary	2.9	2.6	2.0	2.1
	Collegiality in the dept.	2.6	2.9	3.3	3.1
	Potential for prof. growth/intellectual stim.	3.3	2.6	2.9	2.3
	Dept. or inst. reputation	2.4	2.9	2.8	2.6
	Social/poliitical climate of the region	2.9	3.2	3.5	3.6
	Benefits	2.6	3.2	3.1	3.2
	Employ. opportunity for spouse/partner	2.4	2.2	2.1	2.3
	Other	2.2	2.8	2.5	2.4
	Opportunity to collaborate with colleagues	3.3	3.4	2.9	3.7
	Quality of graduate students	3.5	3.8	3.4	3.3
	Alignment of inst. values with my values	3.8	3.3	3.1	3.2
	Availability of cult., soc., or rec. activities	2.9	3.5	3.3	3.6
	Potential for work-life balance	3.0	3.0	3.4	3.6

Average rank of factors compelling faculty to stay/leave: By Gender (n=22)

1.0 ▢ ▨ ▨ ▨ 5.0

The top 15 factors for women are shown, with men's rankings for comparison. Factors are ordered (descending) by the total number of respondents who cited them. Factors are ranked from 1-5; 1 is the most compelling factor. More compelling factors are darker.

		Female				Male			
		Departure (n=5)		Retention (n=5)		Departure (n=6)		Retention (n=6)	
		Factor to Stay	Factor to Leave	Factor to Stay	Factor to Leave	Factor to Stay	Factor to Leave	Factor to Stay	Factor to Leave
Your Institution	Proximity to family	2.3		4.0	1.7	2.0	4.0	2.0	4.0
	Quality of colleagues	3.0	4.0	1.7	2.0	4.0	1.0		1.7
	Potential for prof. growth/intellectual stim.		1.3		3.0		2.3		4.0
	Salary		2.0		2.7	2.3	2.0	2.0	1.3
	Collegiality in the dept.		3.0	4.0	5.0	2.7	3.0	4.0	3.0
	Employ. opportunity for spouse/partner	1.0	2.0	1.3	2.0	2.0		1.0	
	Social/poliitical climate of the region	3.0		2.7		1.0		3.5	
	Benefits	2.0	2.0	4.0		2.0		2.0	
	Opportunity to collaborate with colleagues	4.0	3.0		5.0	3.0	4.5		
	Quality of graduate students	3.7			3.0				4.5
	Alignment of inst. values with my values	2.0	3.0	2.0		5.0		1.0	1.0
	Dept. or inst. reputation		5.0		1.5		2.0		2.5
	Other	1.0		1.0	2.0		2.0	3.0	3.0
	Potential for work-life balance	2.0	5.0				3.5		
	Quality of academic leadership		3.0		5.0		2.0		
Cohort	Proximity to family	1.9	2.3	2.7	3.2	2.3	2.2	2.6	2.2
	Quality of colleagues	1.9	2.5	2.0	3.1	2.0	2.7	2.3	3.0
	Potential for prof. growth/intellectual stim.	2.9	2.6	2.5	2.3	3.6	2.6	3.1	2.4
	Salary	2.6	2.6	2.3	2.2	3.0	2.6	1.8	2.1
	Collegiality in the dept.	2.7	3.1	3.3	3.4	2.4	2.9	3.4	2.8
	Employ. opportunity for spouse/partner	2.3	2.1	2.1	2.5	2.5	2.2	1.9	2.2
	Social/poliitical climate of the region	2.7	3.2	3.3	3.8	3.0	3.1	3.4	3.2
	Benefits	2.7	2.6	2.9	2.8	2.7	3.5	3.2	3.3
	Opportunity to collaborate with colleagues	3.6	3.7	3.5	3.6	2.9	3.2	2.4	3.8
	Quality of graduate students	3.6	4.3	2.9	3.4	3.4	3.4	3.7	3.3
	Alignment of inst. values with my values	3.3	3.1	3.0	2.5	4.2	3.4	3.3	3.3
	Dept. or inst. reputation	2.3	3.0	2.6	2.2	2.4	2.7	2.9	2.9
	Other	2.2	3.1	2.7	2.3	2.1	2.7	2.2	2.5
	Potential for work-life balance	2.9	2.9	3.2	3.1	3.1	3.0	3.6	4.2
	Quality of academic leadership	2.9	2.2	2.9	2.9	2.7	2.6	2.8	2.7

Average rank of factors compelling faculty to stay/leave: By Race (n=22)

The top 15 factors for Faculty of Color are shown, with White, non-Hispanic rankings for comparison. Factors are ordered (descending) by the total number of respondents who cited them.
Factors are ranked from 1-5; 1 is the most compelling factor. More compelling factors are darker.

1.0 — 5.0

| | | Faculty of Color | | | | White, non-Hispanic | | | |
| | | Departure (n=9) | | Retention (n=1) | | Departure (n=3) | | Retention (n=9) | |
		Factor to Stay	Factor to Leave	Factor to Stay	Factor to Leave	Factor to Stay	Factor to Leave	Factor to Stay	Factor to Leave
Your Institution	Potential for prof. growth/intellectual stim.		1.5						3.3
	Collegiality in the dept.	2.5	2.7					4.0	3.7
	Opportunity to collaborate with colleagues	3.0	4.0						5.0
	Proximity to family	2.0						2.7	2.5
	Quality of colleagues	3.0	3.0					1.7	1.7
	Social/poliitical climate of the region	2.0						3.3	
	Benefits	2.0	2.0					2.0	
	Dept. or inst. reputation		3.3						2.3
	Potential for work-life balance		4.3						
	Alignment of inst. values with my values	3.5	3.0					1.5	1.0
	Campus environment for faculty of color	4.0	4.0						
	Employ. opportunity for spouse/partner	2.0	2.0					1.3	2.0
	Other	1.0	1.5					2.3	2.7
	Quality of graduate students	4.0	4.0						4.0
	Salary	5.0	2.3					2.0	2.0
Cohort	Potential for prof. growth/intellectual stim.	3.3	3.0	2.1	2.9	3.3	2.4	3.3	2.3
	Collegiality in the dept.	2.4	3.3	3.1	3.8	2.6	2.8	3.4	3.0
	Opportunity to collaborate with colleagues	3.1	3.0	3.0	3.9	3.3	3.6	2.7	3.6
	Proximity to family	2.1	2.2	2.5	2.9	2.0	2.3	2.8	2.7
	Quality of colleagues	2.0	2.5	2.3	2.8	2.0	2.6	2.2	3.1
	Social/poliitical climate of the region	2.7	2.9	2.3	3.4	3.0	3.3	3.6	3.7
	Benefits	2.6	3.0	3.9	3.0	2.7	3.3	3.0	3.1
	Dept. or inst. reputation	2.4	2.6	3.3	2.1	2.4	3.0	2.6	2.8
	Potential for work-life balance	3.1	3.0	4.0	4.0	2.9	3.0	3.2	3.4
	Alignment of inst. values with my values	4.3	3.4	3.8	2.2	3.7	3.3	2.9	3.5
	Campus environment for faculty of color	2.4	2.8	4.5	3.3		2.5	2.0	
	Employ. opportunity for spouse/partner	2.3	2.0	2.2	2.6	2.4	2.3	1.9	2.2
	Other	1.7	2.7	3.0	3.5	2.2	3.0	2.3	2.3
	Quality of graduate students	3.8	3.7	2.6	3.3	3.3	3.8	3.7	3.3
	Salary	3.0	2.5	1.9	2.1	2.7	2.7	2.0	2.2

Average rank of factors compelling faculty to stay/leave: By Tenure Status (n=22)

The top 15 factors for all respondents are shown. Factors are ordered (descending) by the total number of respondents who cited them.
Factors are ranked from 1-5; 1 is the most compelling factor. More compelling factors are darker.

1.0 [ ] 5.0

		Pre-tenure				Tenured			
		Departure (n=5)		Retention (n=4)		Departure (n=7)		Retention (n=6)	
		Factor to Stay	Factor to Leave	Factor to Stay	Factor to Leave	Factor to Stay	Factor to Leave	Factor to Stay	Factor to Leave
Your Institution	Proximity to family	2.3				2.0	4.0	2.0	1.7
	Quality of colleagues	3.0	3.0			3.5	1.0	1.7	2.0
	Salary		1.0			2.3	2.3		2.3
	Collegiality in the dept.		2.5			2.7	3.5	4.0	3.5
	Potential for prof. growth/intellectual stim.		1.3				2.3		2.0
	Dept. or inst. reputation		3.3				1.5		2.0
	Social/poliitical climate of the region	1.0				3.0		3.3	
	Benefits	2.0	2.0			2.0		2.0	
	Employ. opportunity for spouse/partner	2.0	2.0			1.0		1.3	2.0
	Other		2.0			1.0	2.0	3.0	2.7
	Opportunity to collaborate with colleagues		3.0			3.5	4.5		
	Quality of graduate students	4.0	4.0			3.5			4.0
	Alignment of inst. values with my values	3.5					3.0	1.0	
	Availability of cult., soc., or rec. activities						3.5	3.0	
	Potential for work-life balance		5.0			2.0	4.0		
Cohort	Proximity to family	2.1	2.2	2.8	2.7	2.0	2.4	2.6	2.7
	Quality of colleagues	1.9	2.4	2.4	3.1	2.0	2.7	2.1	3.0
	Salary	2.9	2.9	2.1	2.3	2.8	2.4	1.8	2.1
	Collegiality in the dept.	2.6	3.1	3.6	3.1	2.5	2.7	3.3	3.1
	Potential for prof. growth/intellectual stim.	3.1	2.6	2.3	2.7	3.4	2.6	3.0	2.3
	Dept. or inst. reputation	2.4	2.8	2.5	2.5	2.4	2.9	2.8	2.6
	Social/poliitical climate of the region	2.6	2.8	2.3	3.7	3.0	3.5	3.7	3.5
	Benefits	2.9	2.9	2.6	2.4	2.6	3.3	3.2	3.6
	Employ. opportunity for spouse/partner	2.4	2.2	1.8	2.3	2.3	2.1	2.1	2.3
	Other	2.4	3.4	2.9	3.3	1.9	2.7	2.4	2.3
	Opportunity to collaborate with colleagues	3.1	3.1	3.5	3.8	3.4	3.7	2.8	3.6
	Quality of graduate students	3.7	3.9	4.0	3.2	3.3	3.8	3.2	3.4
	Alignment of inst. values with my values	3.3	3.0		2.6	4.0	3.6	3.0	3.5
	Availability of cult., soc., or rec. activities	2.8	3.2	2.6	3.4	2.8	3.6	3.6	3.8
	Potential for work-life balance	2.9	3.0	3.5	4.3	2.8	2.9	3.4	3.4

Average rank of factors compelling faculty to stay/leave: By Academic Area (n=23)

The top 15 factors for all respondents are shown. Factors are ordered (descending) by the total number of respondents who cited them.
Factors are ranked from 1-5; 1 is the most compelling factor. More compelling factors are darker.

Legend: 1.0 ▢▢▢▢ 5.0

| | | Humanities | | | | Social Sciences | | | | STEM | | | | Professions & Other | | | |
| | | Departure (n=6) | | Retention (n=4) | | Departure (n=2) | | Retention (n=3) | | Departure (n=3) | | Retention (n=3) | | Departure (n=1) | | Retention (n=1) | |
		Factor to St..	Factor to ..	Factor to St..	Factor to Le..	Factor to ..	Factor to Le..	Factor to St..	Factor to Le..	Factor to St..	Factor to Le..	Factor to St..	Factor to ..	Factor to St..	Factor to Le..	Factor to ..	Factor to Le..
Your Institution	Proximity to family	3.0															
	Quality of colleagues	3.0	3.0														
	Salary	3.0	3.0														
	Collegiality in the dept.	3.0	2.7														
	Potential for prof. growth/intellectual stim.		2.0														
	Dept. or inst. reputation		2.0														
	Social/poliitical climate of the region	2.3															
	Benefits	2.0															
	Employ. opportunity for spouse/partner		2.0														
	Other	1.0	3.0														
	Opportunity to collaborate with colleagues		4.0														
	Quality of graduate students	4.0															
	Alignment of inst. values with my values		3.0														
	Availability of cult., soc., or rec. activities		5.0														
	Potential for work-life balance		4.3														
Cohort	Proximity to family	2.4	2.2	2.8	3.0	1.9	2.2	2.1	2.8	2.6	2.0	2.8	2.3	1.9	2.5	2.6	2.9
	Quality of colleagues	2.1	2.3	2.0	3.3	1.6	2.9	2.9	3.0	1.9	2.4	2.0	3.7	2.1	2.7	2.1	2.7
	Salary	2.2	2.4	1.6	2.2	3.2	2.4	2.1	1.9	2.8	3.0	1.6	2.3	3.0	2.7	2.1	2.1
	Collegiality in the dept.	2.4	3.0	3.2	5.0	2.4	2.5	3.0	3.0	2.5	3.1	3.3	2.4	2.8	3.1	3.3	3.0
	Potential for prof. growth/intellectual stim.	3.5	2.6	3.7	1.9	2.8	3.0	2.5	2.3	3.4	2.5	2.3	2.8	3.4	2.5	2.7	2.1
	Dept. or inst. reputation	2.2	2.9	2.0	3.0	2.6	2.9	3.6	2.3	2.0	3.1	2.4	2.1	2.6	2.7	2.8	2.8
	Social/poliitical climate of the region	2.7	2.9	2.8	3.6	3.7	3.1	1.0	3.8	2.6	3.2	3.9	3.5	2.8	3.5	4.0	3.8
	Benefits	2.8	3.0	2.7	3.0	2.5	2.6	3.1	3.5	2.8	4.0	3.2	3.3	2.6	3.3	3.1	3.2
	Employ. opportunity for spouse/partner	2.3	2.3	1.7	2.6	2.6	1.9	1.6	2.7	2.3	2.0	2.0	2.8	2.3	2.3	2.4	2.0
	Other	1.9	2.7	2.4	3.0	2.4	3.0	2.9	2.0	2.6	2.6	3.3	2.2	1.9	2.8	2.3	2.3
	Opportunity to collaborate with colleagues	2.0	3.9	2.0	3.6	3.8	4.0	3.0	4.3	3.4	3.5	3.2	3.0	3.0	3.1	2.9	4.0
	Quality of graduate students	3.8	3.6	3.3	3.1	3.8	4.3	3.3	2.9	3.0	3.7	3.0	3.7	3.4	3.9	3.8	3.4
	Alignment of inst. values with my values	3.7	3.9	3.5	2.8	4.7	2.8	2.0	4.0	4.4	3.4	1.0	4.3	3.3	3.2	3.7	2.8
	Availability of cult., soc., or rec. activities	3.6	3.6	3.3	2.7	3.4	3.7	2.6	3.8	3.2	3.2	3.3	3.7	2.5	3.5	4.0	4.2
	Potential for work-life balance	2.2	3.0	3.8	3.5	2.8	3.4	4.0	3.0	2.6	2.9	3.8	3.6	3.4	3.1	3.2	3.9

Appendix

The chief aim of the COACHE Faculty Retention and Exit Study is to assess, in both a qualitative and quantitative way, the causes, costs and conduct of faculty retention actions and turnover. Even before the results are delivered, we believe that participation challenges provosts, deans, and chairs to reflect critically on their retention practices.

With data from this study, academic leaders can understand the comparative experiences of full-time faculty who receive outside offers and then use those data to prompt informed discussions about the best ways to improve faculty retention efforts. We believe that, by acting on the data, presidents, provosts, deans, chairs and faculty leaders will make the academy a more attractive and equitable place for talented scholars and teachers to work.

The primary tool of this study is a web-based survey designed after extensive literature reviews, themes from focus group discussions, feedback from senior administrators in academic affairs, and a pilot study with a large public university system. Throughout the process of development, administration, and reporting, COACHE received assistance from an advisory group of academic leaders who provided critical feedback.

While there are many faculty surveys, the COACHE Faculty Retention and Exit Survey is unique in that it was designed expressly to provide a national, comparative perspective on the issues affecting faculty mobility at research universities.

Eligible population

All eligible subjects at participating institutions were invited to complete the survey. Eligibility was determined according to the following criteria:

Appointment types

- Full-time; tenure-stream; assistant, associate and full professors
- (Optional) Full-time; non-tenure-track; multi-year appointment faculty (e.g., "senate" or "voting" faculty)

Employment status

- Was employed at institution in the prior academic year (July–June), but was no longer employed by the institution at the start of the academic year in which the survey was administered (the "**departures**").
- Renegotiated terms of employment in the prior year (July–June) as a result of an outside offer (the "**retentions**")
- Received preemptive retention actions (the "**preemptives**") in the prior year (July–June) without presenting an outside offer, if known.

Separation types

- Voluntary resignations
- Retirements who go on to continued full-time employment in the academy (if known)

Additional exclusions

- Faculty in their terminal year after being denied tenure
- Involuntary separations (including confidentially negotiated settlements and tenure denials)
- Senior administrators, e.g., Dean, Assistant Dean, Associate Provost (but chairs may be included)
- "Natural" retirements, that is, who are not engaged in comparable employment elsewhere
- Faculty who were retained or departed prior to July 1 of the most recently completed academic year, even if their official separation date may be within the eligible range.

Administration

Subjects first received a message about the survey from a senior administrator (e.g., provost, vice provost) at their institution. They subsequently received an email from COACHE inviting them to complete the survey. Over the course of the survey administration period, several automated reminders were sent to those who had not completed the survey.

Participants accessed a secure web server through their own unique link provided by COACHE and, agreeing to an informed consent statement, responded to a series of multiple-choice and open-ended questions.

Reporting/Analysis

Cohort

Within the quantitative report, comparisons between your institution and the "cohort" provide context for your results in the broader faculty labor market. The cohort consists of faculty in the eligible sample from institutions that have participated in the study in any of the past three years. For reports delivered in 2019, these include:

Auburn University	University of Cincinnati
Clemson University	University of Massachusetts Amherst
Columbia University	University of Minnesota - Twin Cities
Florida State University	University of Missouri - Columbia
Indiana University Bloomington	University of Missouri - Kansas City
Iowa State University	University of Nebraska Kearney
Massachusetts Institute of Technology	University of Nebraska Lincoln
Tufts University	University of Nebraska Omaha
University of Arkansas	University of Rochester
University of California Davis	University of South Carolina
University of California Irvine	University of Tennessee - Knoxville
University of California Los Angeles	University of Texas at Austin
University of California Merced	University of Texas at San Antonio
University of California Riverside	Virginia Commonwealth University
University of California San Diego	Virginia Polytechnic Institute and State University
University of California Santa Barbara	

Comparative analysis

For most analyses, results are disaggregated by employment status (i.e., retention or departure), gender, race/ethnicity, tenure status, and broad disciplinary categories. However, results are omitted whenever a subgroup includes fewer than five respondents.

Gender

Although this COACHE survey invites respondents to a provide a non-binary gender identification if applicable, we have not achieved an analytic sample size large enough to report by non-binary categories in this institutional report. While participants with non-binary gender identifications are included in all other analyses, any results by gender include faculty in identifying as "Women" and "Men".

Faculty of color

For purposes of reporting by race/ethnicity, respondents are grouped into two broad categories: "White, non-Hispanic" and "Faculty of Color" (sometimes labeled "Faculty of Color or Other"), a group including all respondents identified by the partner institution or self-identifying in the survey with a race or ethnicity other than White, non-Hispanic. In broader analyses than this institutional report provides, COACHE intends to more finely and accurately group faculty by their racial-ethnic identity.

Tenure status

Disaggregation by tenure status includes two groups, "pre-tenure" and "tenured". Some institutions included full-time, non-tenure-track faculty in their survey population. For the purposes of reporting, those faculty are included in aggregate analysis, but not in comparisons by tenure status.

Academic Area

When the analytic sample size permits, respondent data are clustered into four broad disciplinary categories of Humanities, Social Sciences, STEM, and Other Discipline (also labeled "Professions & Other"). These aggregations are derived from the "academic area" supplied by partner institutions in their population files. We formed these groups as follows:

Reporting Group	*Academic Area*
Humanities	Humanities Visual & Performing Arlots
Social Sciences	Social Sciences
STEM	Biological Sciences Physical Sciences Engineering, Computer Science, Mathematics, Statistics Interdisciplinary Department/Division - STEM
Other Discipline	Health & Human Ecology Agriculture, Natural Resources, Environmental Science Business Education Medical Schools & Health Professions Other Professions (e.g. Law, Journalism) Interdisciplinary Department/Division - Non-STEM

Additional information

Any requests for additional details, questions and comments about this report should be directed to COACHE at coache@gse.harvard.edu or (617) 495-5285.

Compilation of factors contributing to leaving per freehand comments [paraphrased in some cases to protect the identity of the individual per IRB and research agreement with Collaborative On Academic Careers in Higher Education]

1) A feeling of not being appreciated, demonstrated by an academic personnel review resulting in a negative merit, compounded by policy during salary programs that discretionary funds were only given to those who had a normal merit advance in previous cycle, and lack of teaching releases to allow focus on research
2) Opportunity to make a bigger difference somewhere else
3) Location and quality of other university
4) Lowest 9-month salary in the department and unable to manage on that salary
5) Insufficient salary and teaching releases
6) Lack of a partner hire, salary and location
7) Lack of spousal hire and toxic department
8) Insufficient effort to neutralize discriminatory treatment
9) Style and quality of life (preferred city)
10) Long commute
11) Insufficient leadership opportunities
12) Resources not made available to me
13) Lack of a counter offer

Negotiation Process

5 responses from leavers [paraphrased in some cases to protect the identity of the individual per IRB and research agreement with Collaborative On Academic Careers in Higher Education]

1) 4 leavers very unsatisfied with discussions/negotiations
2) 1 leaver felt was very professional

7 responses from those retained [paraphrased in some cases to protect the identity of the individual per IRB and research agreement with Collaborative On Academic Careers in Higher Education]

1) Process very stressful. Would like automatic spousal hire process
2) Time taken too long
3) Slow
4) Very quick and professional
5) Salary increase helped with managing work/life balance
6) Handled very well
7) No complaints

Terms in negotiations [paraphrased in some cases to protect the identity of the individual per IRB and research agreement with Collaborative On Academic Careers in Higher Education]

4 responses from leavers

1) Counteroffer was felt not to be serious [VPAP comment: but expectation was for a promotion as part of the process, which was turned down]. Additional funds offered did not equal start up at new university
2) Original counteroffer exceeded recruiting university, but in the end greater offer from other university
3) Greater support for housing given at recruiting institution
4) Very consistent

4 responses from those retained

1) Counteroffer matched
2) Counteroffer matched and same for partner
3) Counteroffer included partner hire
4) Counteroffer did not match new set-up package, but was substantial in support of a Center plus there was the promise of an Endowed Chair

The Transition (9 responses) [paraphrased in some cases to protect the identity of the individual per IRB and research agreement with Collaborative On Academic Careers in Higher Education]

All but two responses said nice things about farewell receptions/parties, helpful staff, support of transfer of grants etc. One said there was continuing discrimination and another said "none".

Compilation of factors contributing to retention per freehand comments. [paraphrased in some cases to protect the identity of the individual per IRB and research agreement with Collaborative On Academic Careers in Higher Education]

1) Spousal hire, increased salary and research funds
2) Spousal hire
3) Good collaborators and grad students, increased salary, investment by UCR in research area
4) UCR demonstrated that I was important to the university by the counteroffer
5) California's liberal political climate and diversity of UCR students

Preemptive Retentions [paraphrased in some cases to protect the identity of the individual per IRB and research agreement with Collaborative On Academic Careers in Higher Education]

1) Made me more likely to stay
2) Increased salary and recognition now difficult to match
3) Increased support enabled expansion of my research and demonstrated institutional commitment
4) Changes helped me remain