



collaborative on academic
careers in higher education

Faculty Retention & Exit Survey Quantitative Report

University of California Riverside

2016-17 | 2017-18 | 2018-19

© Copyright 2019, The President & Fellows of Harvard College. All rights reserved.

Direct inquiries, feedback, and requests for reprint to:
The Collaborative on Academic Careers in Higher Education (COACHE)
Harvard Graduate School of Education
8 Story Street, Suite 550
Cambridge, MA 02138

Email: coache@gse.harvard.edu
Web: <http://coache.gse.harvard.edu>
Voice: 617-495-5285
Fax: 617-496-9350

Table of Contents

Introduction	1
The Collaborative on Academic Careers in Higher Education (COACHE)	1
The COACHE Faculty Retention & Exit Study	1
Structure of this report	1
How might these data be used?.....	2
Origin of this COACHE study.....	2
Goals of the study.....	3
A final reminder of the particular value of an exit survey	3
1. The Analytic Sample	5
1.1 Demographic characteristics	6
1.2 Institutional persistence	8
1.3 Grants from external sources	9
1.4 Academic Analytics.....	9
1.5 Missing data	10
1.6 Response rates	11
2. Weighing the Factors	15
2.1 [See Text Response Report]	
2.2 Primary and secondary factors in the decision to stay or leave.....	18
2.3 Average rank of factors compelling faculty to stay or leave	29
3. Spouses & Partners	35
3.1 Marital status and spousal/partner employment.....	36
3.2 Role of spouse/partner career in search and outside offer	39
3.3 Employment status of spouses/partners	45
3.4 Type of positions held by spouses/partners.....	51
4. The Search	57
4.1 Time spent considering leaving/spent searching.....	58
4.2 Ultimate motivation for the search	64
4.3 Applications sent and offers received.....	67
4.4 Initial contact between your faculty and offering institution	70

5. The Negotiation Process	77
5.1 Your institution's first notification of outside offer	78
5.2 Seriousness with which faculty viewed the outside offer	84
5.3 Number of days from notification to counteroffer	90
5.4 [See Text Response Report]	
6. The Negotiation Terms	95
6.1 Origin of outside offers.....	96
6.2 Rank, tenure and title: Pre-offer vs. Offer	98
6.3 Compensation: Pre-offer vs. Offer vs. Counteroffer	102
6.4 Permissible uses of startup funds in outside offer	114
6.5 Counteroffers sought and counteroffers received.....	121
6.6 Your counteroffer: Proposed changes	127
6.7 Your counteroffer: Extent to which it matched outside offer	133
6.8 [See Text Response Report]	
6.9 [See Text Response Report]	
7. The Transition.....	139
7.1 Treatment of faculty after departure intentions are known	140
7.2 [See Text Reponse Report]	
8. Overall Impressions	147
8.1 The top change to convince faculty to stay.....	148
8.2 Satisfaction with retention efforts	154
8.3 Recommendation of department as a place to work.....	160
8.4 [See Text Response Report]	
Appendix	163
Brief summary of the COACHE Faculty Retention & Exit Study	163
Eligible population	163
Administration	164
Reporting/Analysis	164
References	166
How to contact COACHE.....	167

Introduction

The Collaborative on Academic Careers in Higher Education (COACHE)

COACHE, a research-practice partnership at the Harvard Graduate School of Education, is dedicated to the discovery of and insight into the postsecondary faculty experience. Partnering with COACHE, academic leaders at more than 250 colleges, universities, community colleges and systems are using our data to improve the quality of work life and professional fulfillment for faculty and the recruitment, development, promotion and retention of a talented and diverse professoriate.

The COACHE Faculty Retention & Exit Study

A tenure line faculty appointment is one of the few career choices remaining where an individual can expect to remain with the same institution for the duration of his or her career. So, when faculty explore the possibility of leaving, it raises questions about what might have gone wrong.

The COACHE Faculty Retention and Exit Study is working with university partners to standardize the data collected and stored about faculty who receive outside offers, then to identify patterns in the *causes*, *costs*, and *conduct* of faculty mobility. More than 30 institutions have joined COACHE in this effort.

The primary tool of this study is an online survey instrument whose themes span the search for a new position; the nature of the outside 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; and of course, the demographics of our population.

This report provides you with the opportunity to understand your institution's relative strengths and opportunities for improvement in the retention of faculty compared with other research universities across the country. We hope that this report will help shine a light on the challenges your faculty face so that we can make the academy a more welcoming and equitable place to work.

Structure of this report

COACHE has completed aggregation of all data from this study's survey administrations in the academic years 2016-17, 2017-18, and 2018-19. Upon the review and advice of our advisory group, these results are being shared in two parts:

- a. The *Text Response Report* contains qualitative data for your institution alone. Although comments in that report are redacted, they are candid and illuminating. As indicated in that report's preface, the report of text responses requires your careful review and additional treatment before you share its contents with anyone else.
- b. This *Quantitative Report* contains visualizations and data tables for your institution with comparisons to the entire cohort of over 30 research universities participating in the study. While it still merits a careful review to avoid any deductive disclosure of respondent identities, this report is intended for broader dissemination.

Each report completes the other. You may note that the numbering in the *Table of Contents* appears to skip items in its sequence. This is to emphasize that important questions are answered in the companion report.

How might these data be used?

Many examples of the utility of exit data emerged in the earlier phases of our research. Some benefits redound to a system or consortium of universities, while others are realized by individual campuses. Knowledge gained from analysis of faculty departures and retentions in this report could help by:

- Suggesting improvements to department chair training in anticipating faculty intent to leave and in handling negotiations;
- Identifying more quickly than could a single institution any resignation patterns with respect to disciplinary cultures, gender, or underrepresented status;
- Finding out if competitors in the faculty labor market are offering particular inducements that make a difference in successfully “poaching” one’s faculty;
- Educating deans about the efficacy of “home field advantage” in preemptive retention actions and counteroffers;
- Giving budget officers the basis for projections about where new hiring opportunities should be made available;
- Providing fundable propositions for interactions with foundations (e.g., NSF ADVANCE);
- Creating compelling cases to donors in the name of retaining the best and brightest talent, for example, by endowing chairs, funding a lab school for children of faculty, allowing more teaching on recall, or subsidizing faculty housing;
- Revealing whether or not universities are effectively carrying out their missions; and
- Offering sound research—colored with poignant anecdotes—in support of appropriations requests to the state legislature.

Origin of this COACHE study

In 2013, COACHE launched an exploratory study of faculty turnover as a “proof of concept” to gauge the merit of a sustained inquiry. That study—a literature review and an analysis of institutional exit surveys—concluded that the scholarship of faculty mobility and the exit interview and survey practices in place were not partnered in an effective management of the faculty resource. Despite half a century of research on the subject, most universities had not yet routinized data collection about departures, nor had they developed systems for identifying, negotiating with, retaining or supporting the transition of faculty with an intent to leave.

The gap between research and practice presented COACHE with an opportunity to help university leaders make significant improvements in their approach to faculty retention. With an investment supplemented by financial and advisory assistance from the University of California (UC) Office of the President, COACHE launched a pilot study—the Academic Workforce Mobility Project—in 2015. The first multi-institutional Faculty Retention & Exit Survey resulted from deeper consultation of the literature, engagement of scholars on the professoriate, and oversight from an advisory board of academic leaders across the UC System.

The data aggregated in this report were collected after the pilot, beginning with the Faculty Retention & Exit Survey administered in early 2017 and continuing subsequently in Fall 2017 and Fall 2018.

Goals of the study

During the pilot study, our interviews, meetings and roundtables with academic leaders revealed local, state, and national contexts for their interest in gathering faculty departure and retention data. Most described the importance of these data in terms of the costs of even a single faculty member's departure (see Kaminski & Geisler, 2012), often expressed in terms of (a) investment in the search, hiring, and development of the faculty member; and (b) the contributions that person makes to the institution, now no longer to be realized.

In addition to these concerns is the low morale departments suffer when they lose faculty stars and good colleagues, not to mention the loss of national reputation to academic programs, which might subsequently be ranked lower as a result of the loss.

Most importantly, beyond lost investment and contributions, we at COACHE describe the problem of departures as a matter of equity. Do some groups leave for reasons different than—or even as a result of—other groups? Might knowing the answer help us address their concerns?

We asked academic administrators to articulate the outcomes that would lead them to agree, upon this report delivery, that this effort was worthwhile. Their replies are summarized into five goals below, each increasing by degree in the time and resources it will be required to achieve them.

- a. An improved, validated survey instrument to replace current or past protocols
- b. An accurate understanding of the reasons why faculty choose to leave
- c. An accurate understanding of the reasons why faculty who receive outside offers choose to stay
- d. A clearer understanding of how to succeed at retention actions
- e. A clearer understanding of how to prevent retention cases in the first place

Therefore, an ambitious (but not unattainable) outcome of a sustained and pervasive commitment to this work could be a positive impact on the rate of departures and/or fewer retention requests, while identifying and eliminating any troubling inequities in the course of retention and departure routines.

A final reminder of the particular value of an exit survey

There is, in fact, much that can be accomplished by a study of faculty who have left that cannot be learned from a survey of faculty who are still *in situ* (using, e.g., a measure of intent to leave).

- Faculty who *intend* to leave report they would leave for more prestigious departments and better pay, but those who *actually* leave report more diverse factors, especially work environment (O'Meara, 2014).
- The “horse’s mouth” also provides incontrovertible evidence against myths, for example, that actual reasons for departure are more quickly developed and less resource-driven than most in the academic community assume, or that the most retention activity may not be in the sciences, but in other disciplines, because “you need to find a lot more money to move a scientist.”
- In our studies of other universities’ exit surveys, interviewees described the “the intrinsic value in engaging people as they leave.” The word “respect” was often uttered; faculty want to be heard.
- Only from those who have left can we learn how, and how effectively, an institution receives and responds to an individual’s expression of an intent to leave. Are chairs, deans, and colleagues responding appropriately? What damage is done or care taken by these agents throughout the stages of separation? Ultimately, what can we learn from those who leave their faculty feeling *better* about their former employer?

This page intentionally left blank

1. The Analytic Sample

When the team at COACHE began developing the research design of the Faculty Retention and Exit Study, we quickly discovered the great variability in institutional capacity for collecting data about faculty who receive outside offers. To be sure, we had some knowledge of the extent to which our university partners were (or were not) gathering, sharing and utilizing information about faculty departures. Retention actions, however—that is, efforts to keep someone who has an outside offer in hand—were almost universally in provosts’ data blind spot. A few of our partners had robust platforms for managing such departure and retention data, but many had never compiled the data centrally; provosts believed such information, if stored at all, was forever squirreled away in the warrens of associate deans’ filing cabinets.

The opportunity to marshal that knowledge is why, even though the primary instrument of this study is a questionnaire, we consider this a *data* project, not merely a survey. Without a single response, COACHE can help academic leaders learn a great deal just by curating the data that their institutions already have—or could have with a small effort.

From your data alone, you can begin to see which schools, colleges and divisions have the highest rates of outside offers, and which quarters are having the most success with their retention actions. Perhaps there are concerning differences in the number and quality of counteroffers by gender or race, or lessons to learn about the levers that are more effective for faculty in one discipline versus another.

Beyond the “win/loss” ratios of retentions and departures, administrative data can shed light on the institutional *investments* made in faculty. How much time and treasure were diverted in establishing, developing, and rewarding faculty who departed? Considerations could include startup funds, teaching releases, and leaves that will never be recouped because a faculty member left soon after the time or money was spent.

Such data collection routines are also an opportunity to take into account the *contributions* that a faculty member made during their time at your institution. You can consider not just awards and honorifics, grants earned, and research productivity, but also teaching excellence, service leadership, and other factors describing what the neoliberal university might think of as “return on investment,” or “faculty replacement value”.

This section of the Quantitative Report offers some of the data that participating universities provided to us in advance of survey administration. Looking for patterns in the cleaned, aggregated, and comparative administrative data can help academic leaders raise questions about the “business as usual” processes and protocols of faculty retention and departure. You might ask, “What can be learned without a survey?”

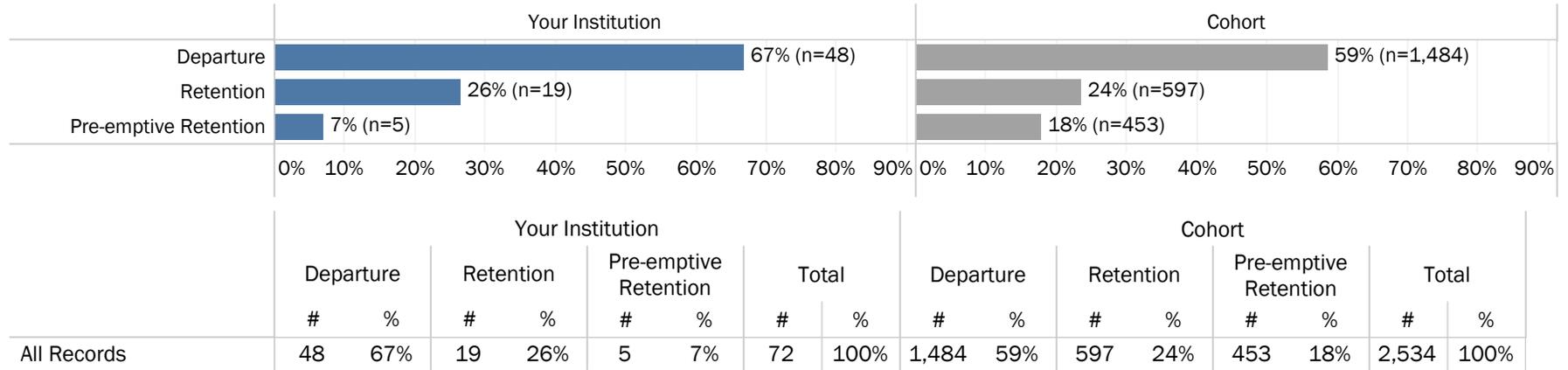
Questions to consider

- Is your institution doing all it can to gather, share, and use information about faculty departures? What about retention actions?
- Are you losing your most productive scholars or your best teachers or faculty who serve with distinction in leadership roles? What about their contributions to the diversity and success of your institution?
- Compared to faculty at other universities, how soon into their tenure at your institution are faculty seeking outside offers?

1.1 Demographic characteristics

What are the general demographic characteristics of the eligible faculty population?

a. Overall



b. by Gender

	Your Institution							Cohort								
	Departure		Retention		Pre-emptive Retention		Total		Departure		Retention		Pre-emptive Retention		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Female	22	46%	7	37%	2	40%	31	43%	526	35%	217	36%	196	43%	939	37%
Male	25	52%	12	63%	3	60%	40	56%	756	51%	326	55%	244	54%	1,326	52%
Gender Other/Unknown	1	2%	0	0%	0	0%	1	1%	202	14%	54	9%	13	3%	269	11%
Grand Total	48	100%	19	100%	5	100%	72	100%	1,484	100%	597	100%	453	100%	2,534	100%

1.1 Demographic characteristics (cont.)

What are the general demographic characteristics of the eligible faculty population?

c. by Race/Ethnicity

	Your Institution								Cohort							
	Departure		Retention		Pre-emptive Retention		Total		Departure		Retention		Pre-emptive Retention		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Faculty of color and other	27	56%	5	26%	2	40%	34	47%	447	30%	168	28%	148	33%	763	30%
White, non-Hispanic	20	42%	13	68%	3	60%	36	50%	808	54%	294	49%	271	60%	1,373	54%
Race/Ethnicity Unknown	1	2%	1	5%	0	0%	2	3%	229	15%	135	23%	34	8%	398	16%
Grand Total	48	100%	19	100%	5	100%	72	100%	1,484	100%	597	100%	453	100%	2,534	100%

d. by Tenure Status

	Your Institution								Cohort							
	Departure		Retention		Pre-emptive Retention		Total		Departure		Retention		Pre-emptive Retention		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Pre-Tenure	19	40%	4	21%	1	20%	24	33%	521	35%	140	23%	112	25%	773	31%
Tenured	29	60%	14	74%	3	60%	46	64%	559	38%	384	64%	293	65%	1,236	49%
Tenure Status Unknown	0	0%	1	5%	1	20%	2	3%	404	27%	73	12%	48	11%	525	21%
Grand Total	48	100%	19	100%	5	100%	72	100%	1,484	100%	597	100%	453	100%	2,534	100%

1.1 Demographic characteristics (cont.)

What are the general demographic characteristics of the eligible faculty population?

e. by Discipline

	Your Institution								Cohort							
	Departure		Retention		Pre-emptive Retention		Total		Departure		Retention		Pre-emptive Retention		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Humanities	14	29%	5	26%	0	0%	19	26%	179	12%	80	13%	78	17%	337	13%
Social Sciences	7	15%	4	21%	1	20%	12	17%	154	10%	96	16%	66	15%	316	12%
STEM	16	33%	7	37%	4	80%	27	38%	353	24%	172	29%	110	24%	635	25%
Professions & Other	11	23%	3	16%	0	0%	14	19%	695	47%	202	34%	182	40%	1,079	43%
Discipline Unknown	0	0%	0	0%	0	0%	0	0%	103	7%	47	8%	17	4%	167	7%
Grand Total	48	100%	19	100%	5	100%	72	100%	1,484	100%	597	100%	453	100%	2,534	100%

1.2 Institutional persistence

How many years had eligible faculty spent at your institution at the point of retention or departure? (*Available only to institutions who provided **yearhire** to COACHE.*)

	Your Institution						Cohort					
	Valid n	Mean	Median	Min	Max	SD	Valid n	Mean	Median	Min	Max	SD
Departure	48	8.2	7	1	28	5.78	1,015	8.2	6	0	33	6.07
Retention	19	11.7	12	2	26	7.26	445	10.7	10	1	35	6.69
Pre-emptive Retention	5	8.4	7	2	15	5.13	371	11.0	10	1	45	7.59
Grand Total	72	9.1	7.5	1	28	6.28	1,831	9.4	8	0	45	6.69

1.3 Grants from external sources

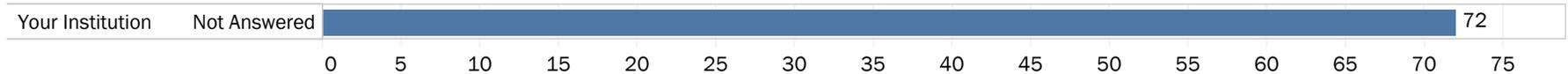
What was the number and total value of grants received by the eligible population in the five years prior to this survey? (*Available only to institutions who provided `grants_number` and `grants_value` to COACHE.*)

	Valid n	Sum	Mean	Your Institution			
				Median	Min	Max	SD
Number of Grants	20	55	2.8	2	0	15	3.80
Value of Grants	20	\$26,679,244	\$1,333,962	\$99,999	\$0	\$6,808,016	\$2,205,209

1.4 Academic Analytics

What were the Academic Analytics profiles of eligible faculty? (*Available only to institutions who provided `aa_quintile` and `aa_fspi` to COACHE.*)

a. `aa_quintile`



b. `aa_fspi`

	Your Institution					
	Valid n	Mean	Median	Min	Max	SD
Departure	0	-	-	-	-	-
Retention	0	-	-	-	-	-
Pre-emptive Retention	0	-	-	-	-	-

1.5 Missing data

What data was requested by COACHE, but was not provided in your institution's population file?

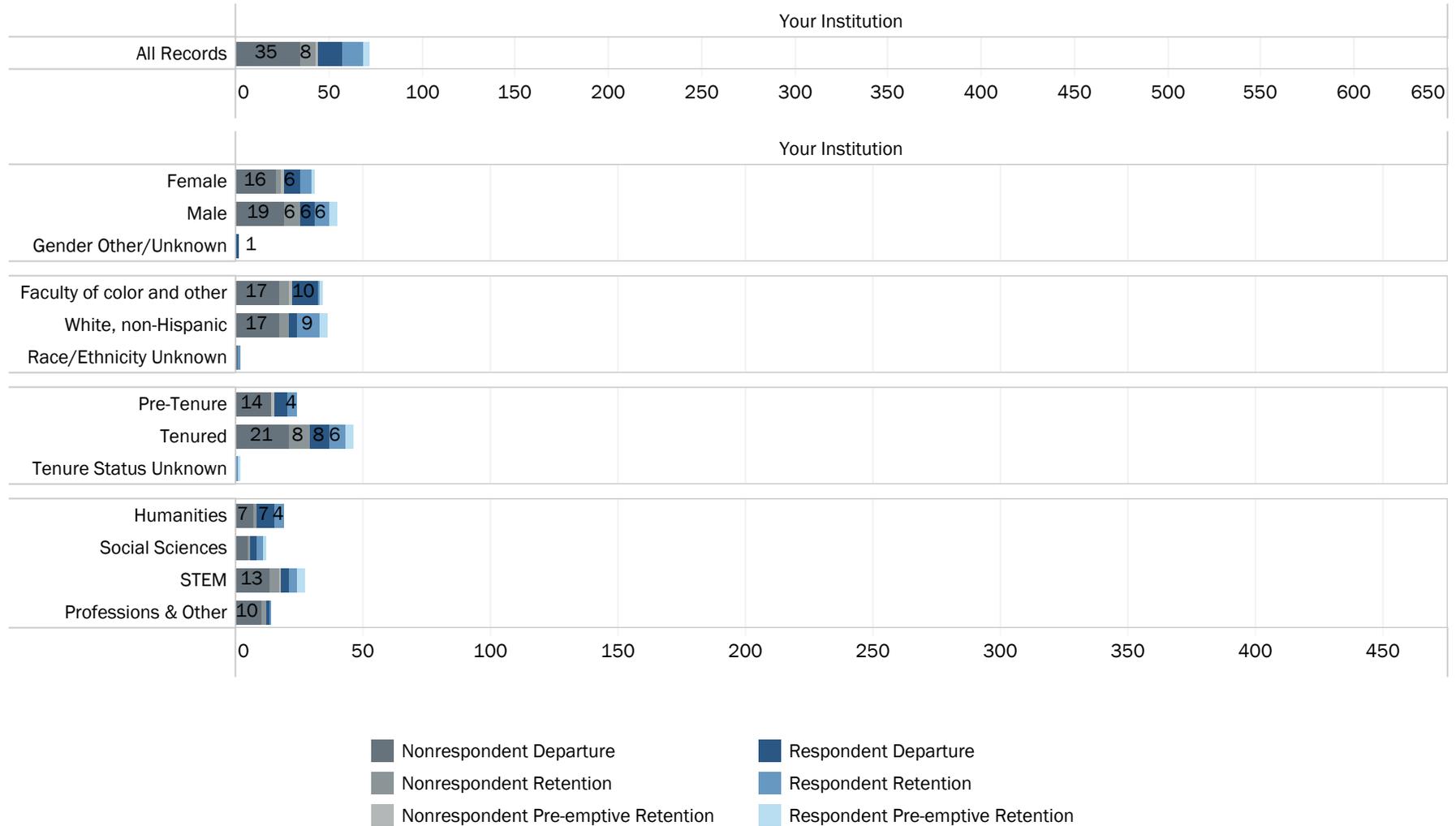
Your Institution	Valid n	72
Missing Gender	0	
Missing Gender %	0%	
Missing Race/Ethnicity	2	
Missing Race/Ethnicity %	3%	
Missing Tenure Status	2	
Missing Tenure Status %	3%	
Missing Discipline	0	
Missing Discipline %	0%	
Missing apptyear	0	
Missing apptyear %	0%	

Missing grants_number	52
Missing grants_number %	72%
Missing grants_value	52
Missing grants_value %	72%
Missing aa_quintile	72
Missing aa_quintile %	100%
Missing aa_fspi	72
Missing aa_fspi %	100%

1.6 Response rates

What are the population and respondent characteristics of your university and of the comparison cohort?

a. Respondent Counts



Note: Demographic data are "Unknown" when missing from an institution's population file *and* not provided by respondents.

1.6 Response rates (cont.)

What are the population and respondent characteristics of your university and of the comparison cohort?

b. Overall

	Your Institution					Cohort				
	#	%	# Respondents	% Respondents	Response Rate	#	%	# Respondents	% Respondents	Response Rate
Departure	48	67%	13	46%	27%	1,484	59%	576	58%	39%
Retention	19	26%	11	39%	58%	597	24%	213	21%	36%
Pre-emptive Retention	5	7%	4	14%	80%	453	18%	210	21%	46%
Grand Total	72	100%	28	100%	39%	2,534	100%	999	100%	39%

c. by Gender

	Your Institution					Cohort				
	#	%	# Respondents	% Respondents	Response Rate	#	%	# Respondents	% Respondents	Response Rate
Female	31	43%	12	43%	39%	939	37%	449	45%	48%
Male	40	56%	15	54%	38%	1,326	52%	524	52%	40%
Gender Other/Unknown	1	1%	1	4%	100%	269	11%	26	3%	10%
Grand Total	72	100%	28	100%	39%	2,534	100%	999	100%	39%

d. by Race/Ethnicity

	Your Institution					Cohort				
	#	%	# Respondents	% Respondents	Response Rate	#	%	# Respondents	% Respondents	Response Rate
Faculty of color and other	34	47%	12	43%	35%	763	30%	282	28%	37%
White, non-Hispanic	36	50%	15	54%	42%	1,373	54%	671	67%	49%
Race/Ethnicity Unknown	2	3%	1	4%	50%	398	16%	46	5%	12%
Grand Total	72	100%	28	100%	39%	2,534	100%	999	100%	39%

1.6 Response rates (cont.)

What are the population and respondent characteristics of your university and of the comparison cohort?

e. by Tenure Status

	Your Institution					Cohort				
	#	%	# Respon- dents	% Respon- dents	Response Rate	#	%	# Respon- dents	% Respon- dents	Response Rate
Pre-Tenure	24	33%	9	32%	38%	773	31%	342	34%	44%
Tenured	46	64%	17	61%	37%	1,236	49%	517	52%	42%
Tenure Status Unknown	2	3%	2	7%	100%	525	21%	140	14%	27%
Grand Total	72	100%	28	100%	39%	2,534	100%	999	100%	39%

f. by Discipline

	Your Institution					Cohort				
	#	%	# Respon- dents	% Respon- dents	Response Rate	#	%	# Respon- dents	% Respon- dents	Response Rate
Humanities	19	26%	11	39%	58%	337	13%	151	15%	45%
Social Sciences	12	17%	6	21%	50%	316	12%	152	15%	48%
STEM	27	38%	9	32%	33%	635	25%	215	22%	34%
Professions & Other	14	19%	2	7%	14%	1,079	43%	400	40%	37%
Discipline Unknown	0	0%	0	0%		167	7%	81	8%	49%
Grand Total	72	100%	28	100%	39%	2,534	100%	999	100%	39%

This page intentionally left blank

2. 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.

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 {institution} 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 the top factors that you described were compelling you to stay at {institution}.

Now we would like you to consider compelling factors to accept the outside offer.

Below are the factors that you identified as compelling in your decision to stay at {institution} 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 these reports. 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, we believe, 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 (2016) 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.

“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 other colors describes whether the factor was a primary or secondary factor. Only the top 15 factors are listed.

When sufficient numbers of respondents 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 not emphasize the frequency with which a factor was selected (although counts for each cell are shown in grey), 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 a category.

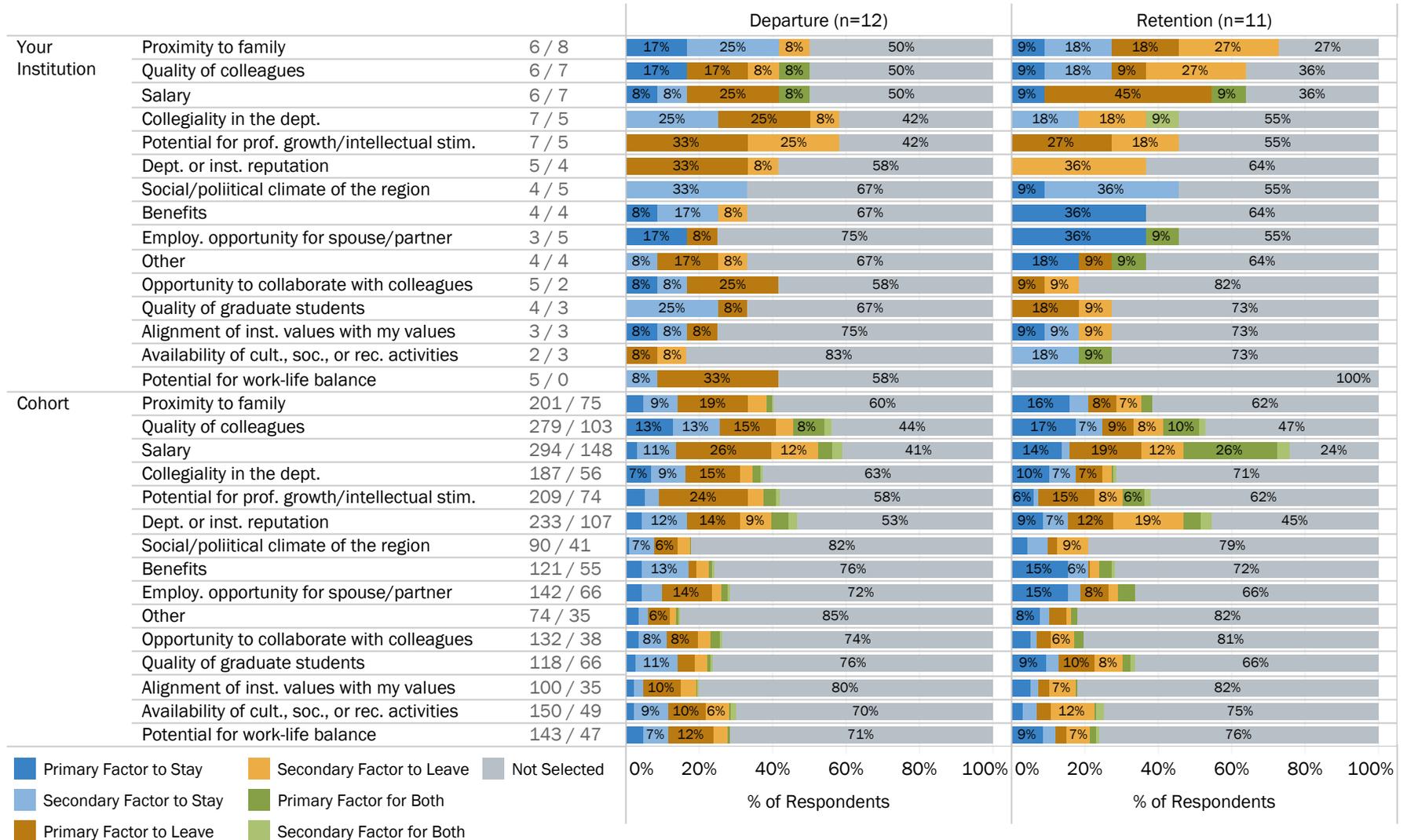
Questions to consider

- What factors most explain the differences between faculty who leave and those who choose to stay?
- Are there differences in the frequency 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? Could you derive a checklist to help chairs and deans in their encounters with faculty who are considering departure?

2.2 Primary and secondary factors in the decision to stay or leave

Factors compelling faculty to remain at your institution and to accept the outside offer were selected and assigned to “primary” and “secondary” categories.

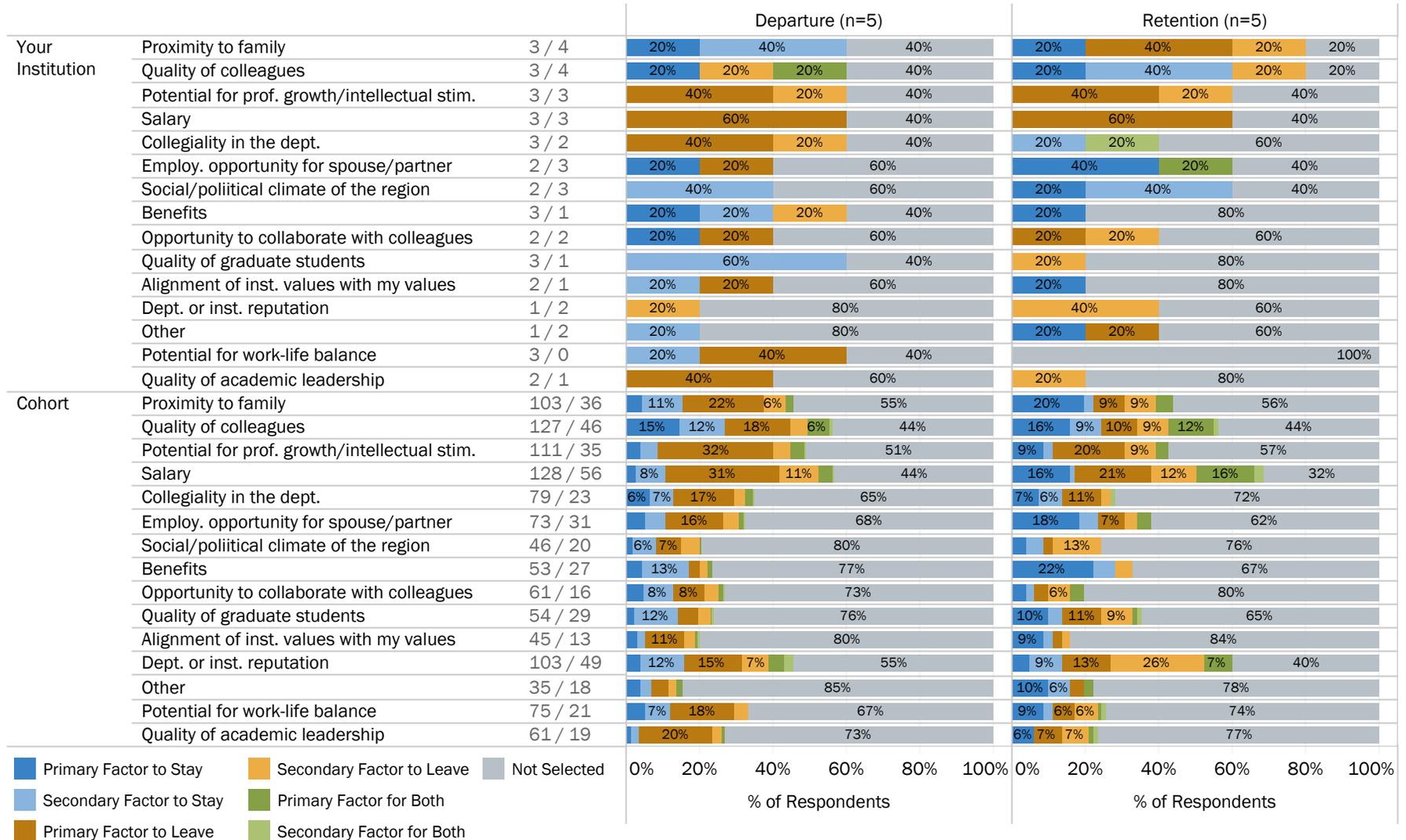
a. Overall (n=23). The top 15 factors for all respondents are shown in descending order by the total number of respondents who cited them.



2.2 Primary and secondary factors in the decision to stay or leave (cont.)

Factors compelling faculty to remain at your institution and to accept the outside offer were selected and assigned to “primary” and “secondary” categories.

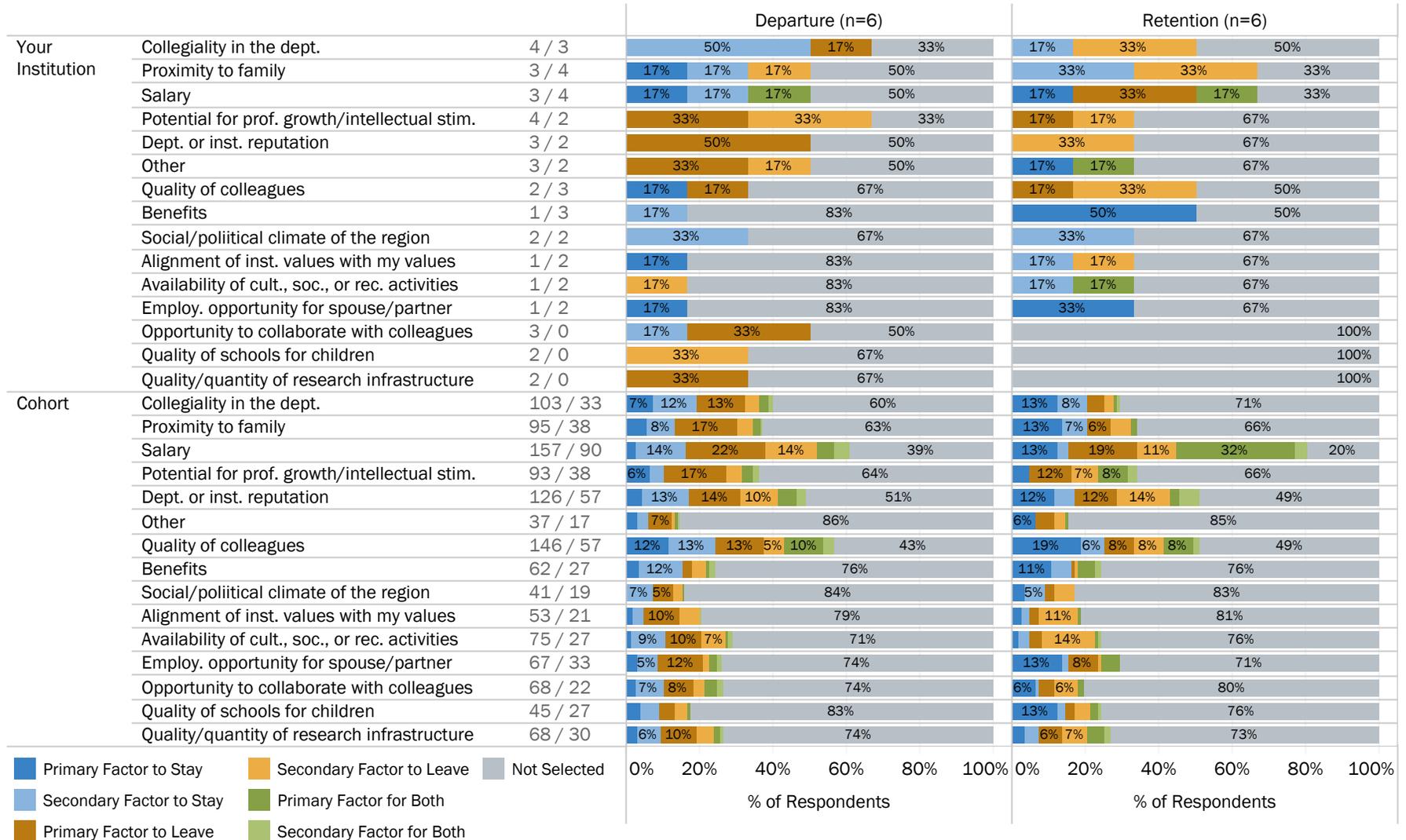
b. Female (n=10). The top 15 factors for this group are shown in descending order by the total number of respondents who cited them.



2.2 Primary and secondary factors in the decision to stay or leave (cont.)

Factors compelling faculty to remain at your institution and to accept the outside offer were selected and assigned to “primary” and “secondary” categories.

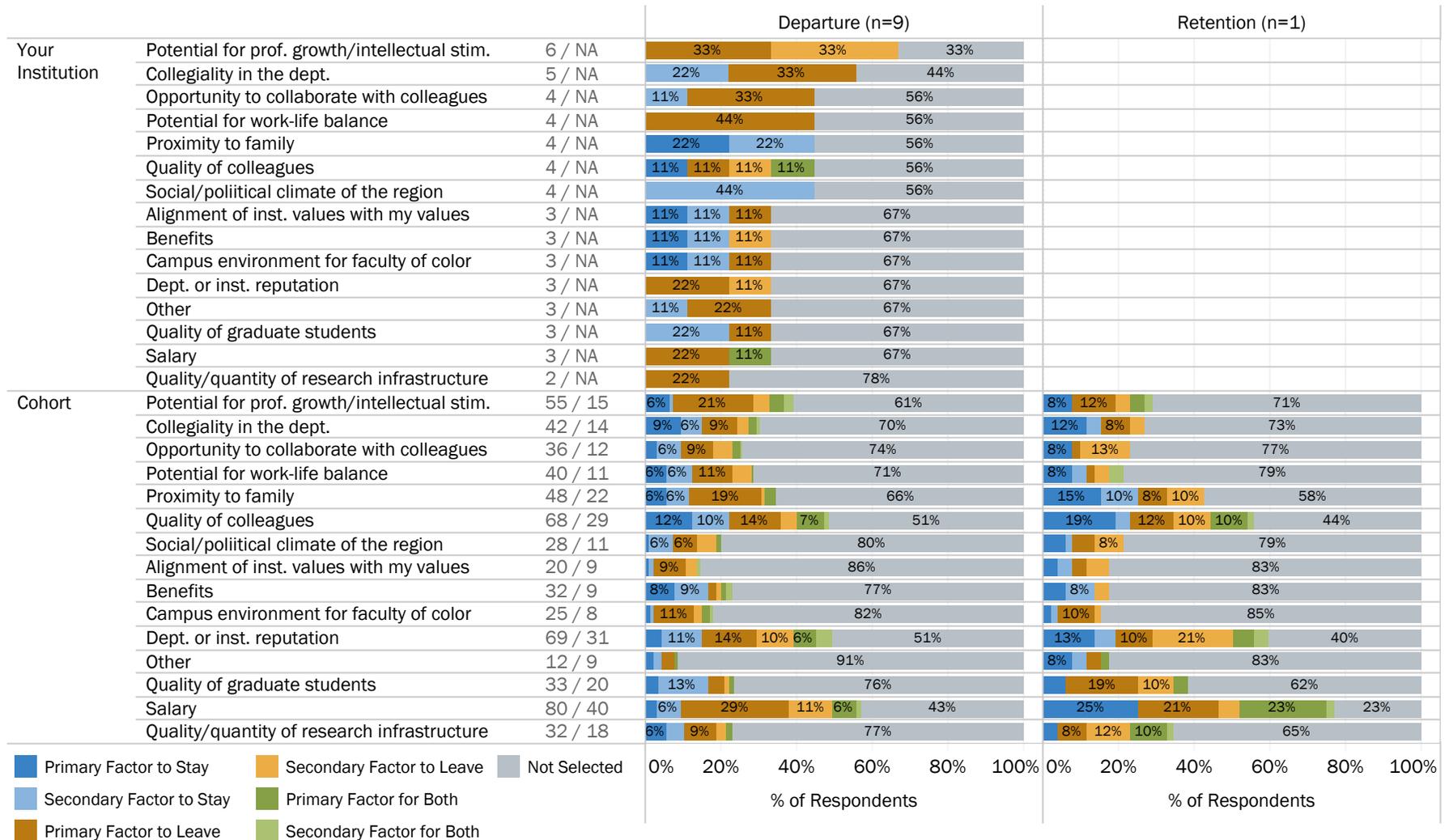
c. Male (n=12). The top 15 factors for this group are shown in descending order by the total number of respondents who cited them.



2.2 Primary and secondary factors in the decision to stay or leave (cont.)

Factors compelling faculty to remain at your institution and to accept the outside offer were selected and assigned to “primary” and “secondary” categories.

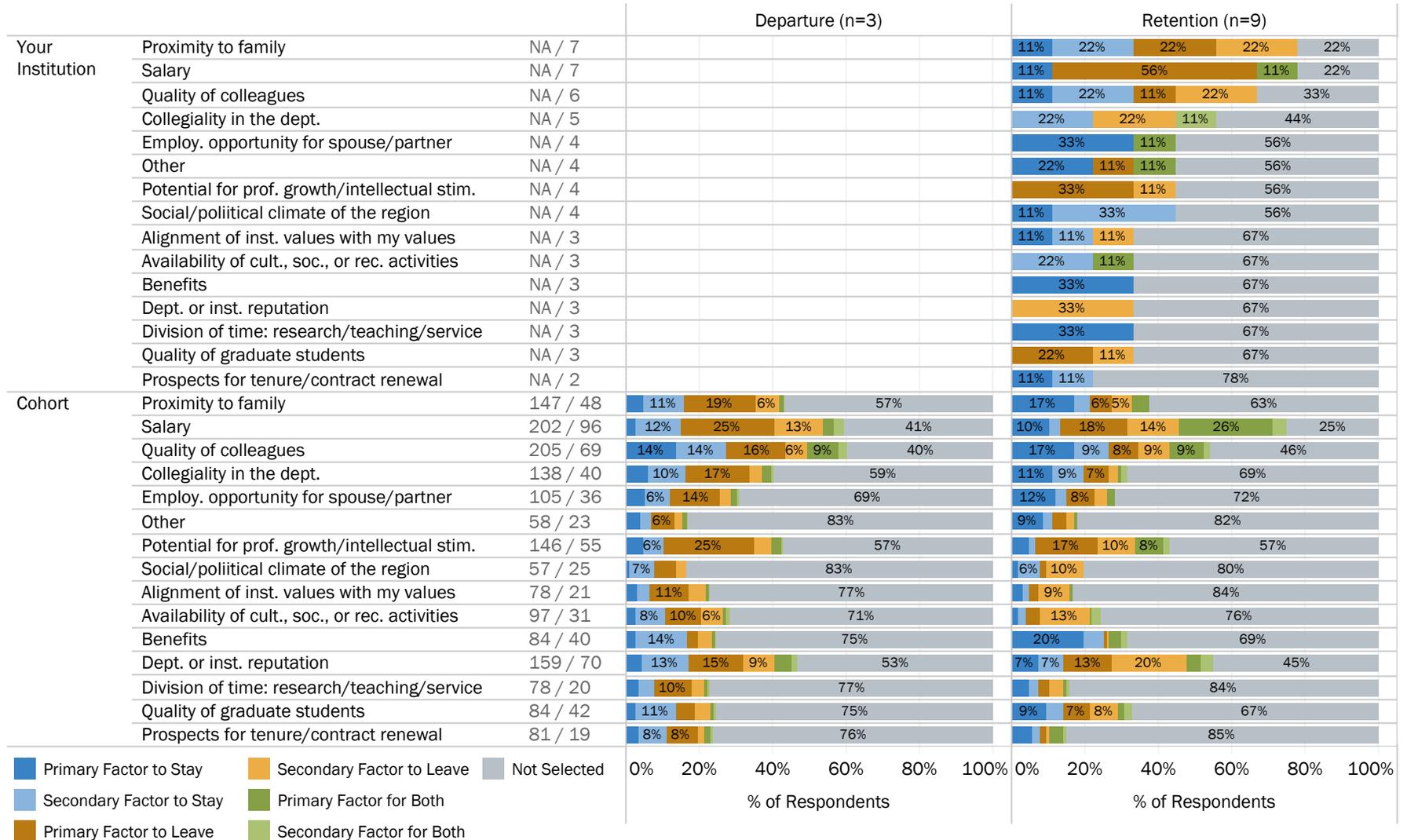
d. Faculty of color and other (n=10). The top 15 factors for this group are shown in descending order by the total number of respondents who cited them.



2.2 Primary and secondary factors in the decision to stay or leave (cont.)

Factors compelling faculty to remain at your institution and to accept the outside offer were selected and assigned to “primary” and “secondary” categories.

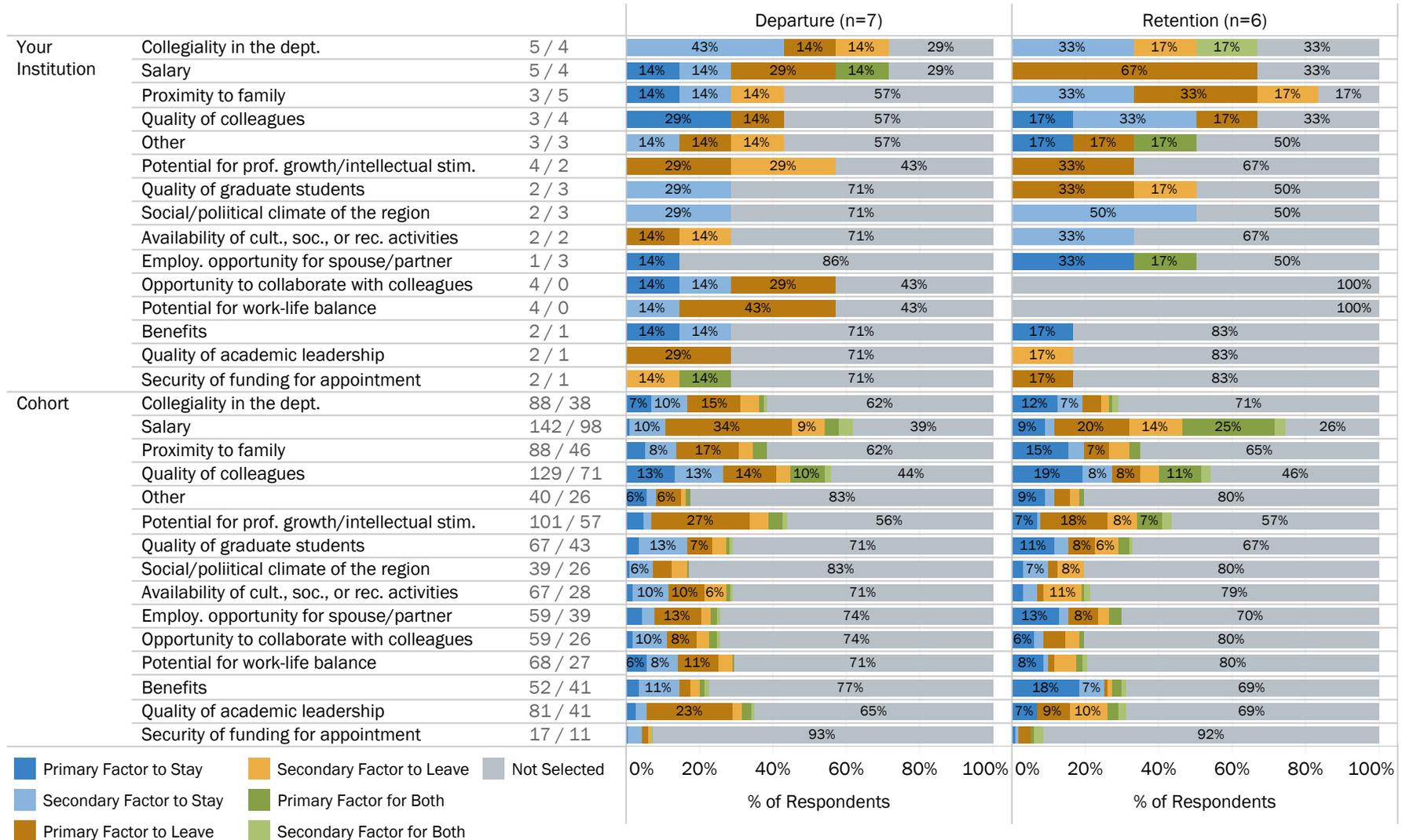
e. **White, non-Hispanic (n=12).** The top 15 factors for this group are shown in descending order by the total respondents who cited them.



2.2 Primary and secondary factors in the decision to stay or leave (cont.)

Factors compelling faculty to remain at your institution and to accept the outside offer were selected and assigned to “primary” and “secondary” categories.

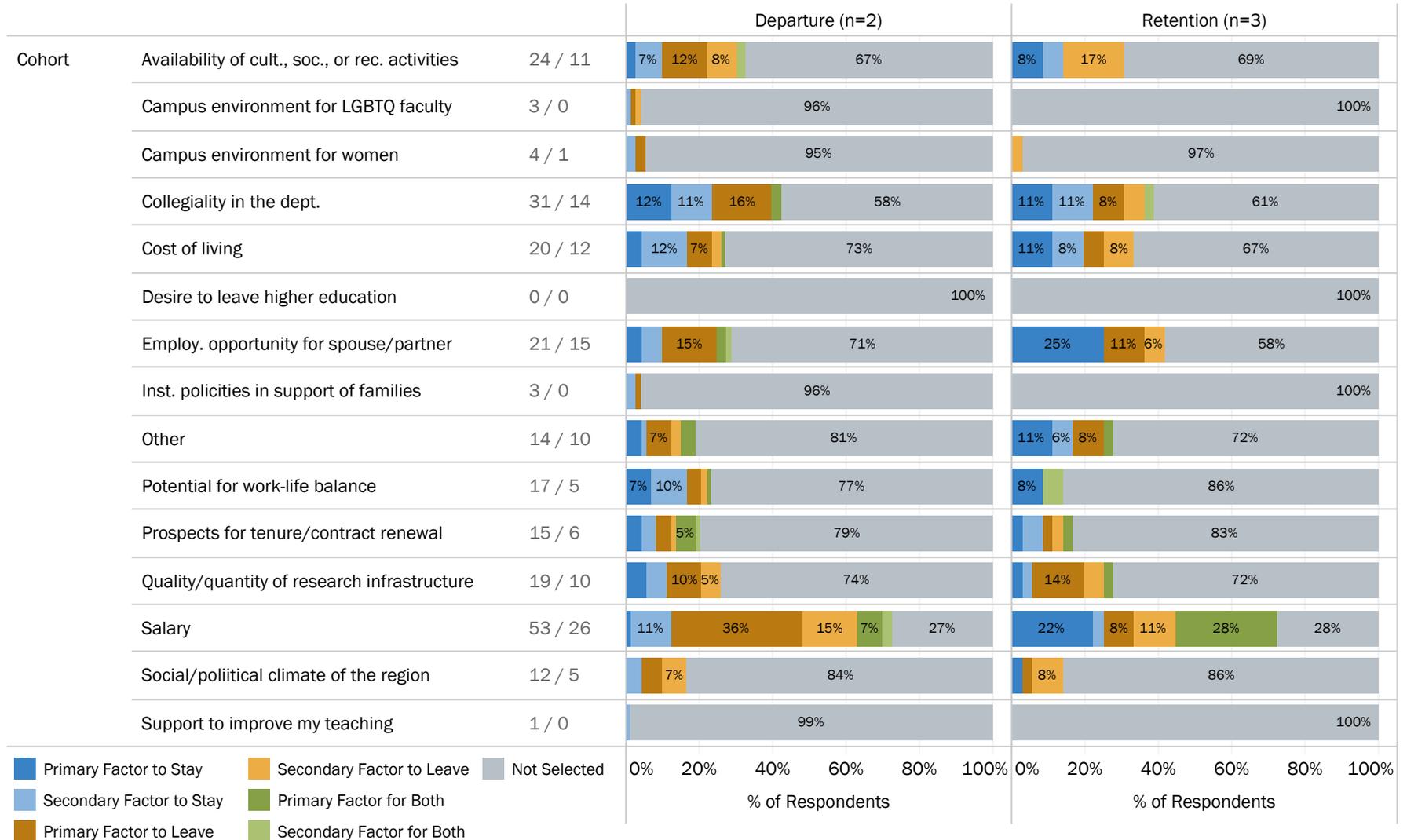
g. Tenured (n=13). The top 15 factors for this group are shown in descending order by the total number of respondents who cited them.



2.2 Primary and secondary factors in the decision to stay or leave (cont.)

Factors compelling faculty to remain at your institution and to accept the outside offer were selected and assigned to “primary” and “secondary” categories.

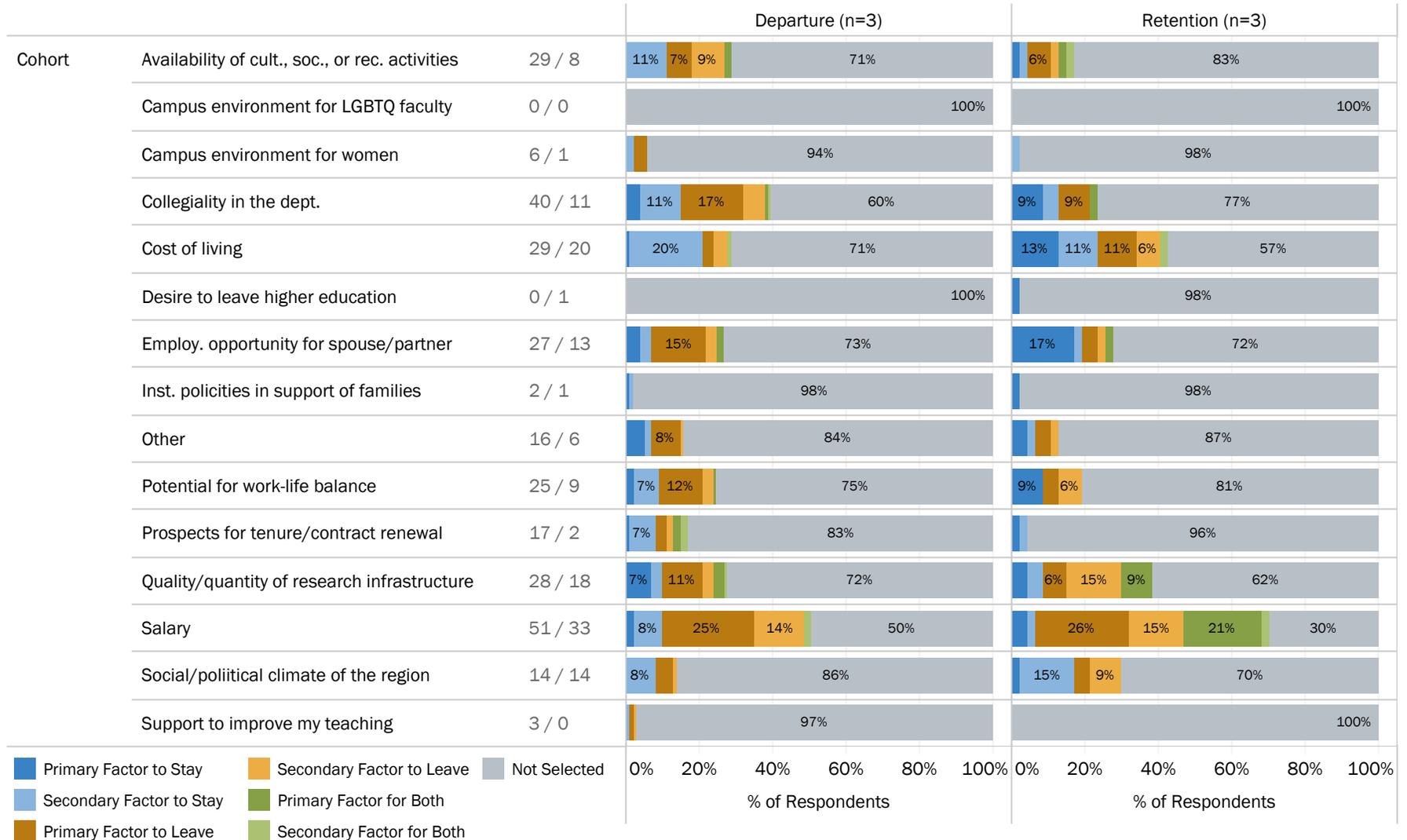
i. Social Sciences (n=5). The top 15 factors for this group are shown in descending order by the total number of respondents who cited them.



2.2 Primary and secondary factors in the decision to stay or leave (cont.)

Factors compelling faculty to remain at your institution and to accept the outside offer were selected and assigned to “primary” and “secondary” categories.

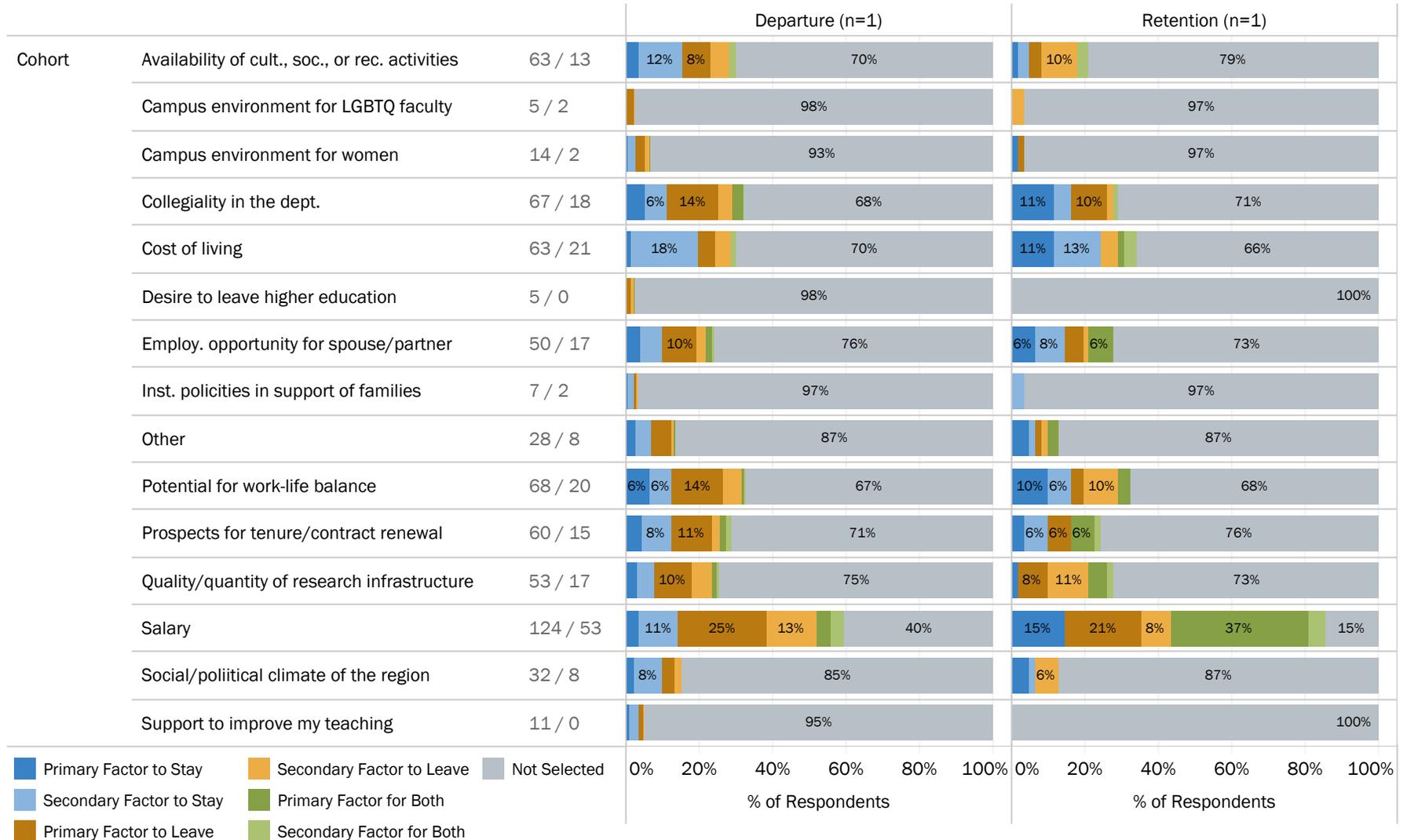
j. STEM (n=6). The top 15 factors for this group are shown in descending order by the total number of respondents who cited them.



2.2 Primary and secondary factors in the decision to stay or leave (cont.)

Factors compelling faculty to remain at your institution and to accept the outside offer were selected and assigned to “primary” and “secondary” categories.

k. Professions & Other (n=2). The top 15 factors for this group are shown in descending order by the total respondents who cited them.



2.3 Average rank of factors compelling faculty to stay or leave

Factors compelling faculty to remain at your institution and to accept the outside offer were selected and ranked, with 1 (dark blue) being most compelling.

a. Overall (n=23)

			Departure (n=12)		Retention (n=11)		1.0	5.0
			Stay	Leave	Stay	Leave		
Your Institution	Proximity to family	5 / 1 3 / 5	2.2	4.0	2.7	2.6		
	Quality of colleagues	3 / 4 3 / 4	3.3	2.5	1.7	1.8		
	Salary	3 / 4 2 / 6	2.3	2.0	2.0	2.0		
	Collegiality in the dept.	3 / 4 3 / 3	2.7	3.0	4.0	3.7		
	Potential for prof. growth/intellectual stim.	0 / 7 0 / 5	-	1.9	-	3.4		
	Dept. or inst. reputation	0 / 5 0 / 4	-	2.6	-	2.0		
	Social/political climate of the region	4 / 0 5 / 0	2.0	-	3.0	-		
	Benefits	3 / 1 4 / 0	2.0	2.0	2.5	-		
	Employ. opportunity for spouse/partner	2 / 1 5 / 1	1.5	2.0	1.2	2.0		
	Other	1 / 3 3 / 3	1.0	2.0	2.3	2.7		
	Opportunity to collaborate with colleagues	2 / 3 0 / 2	3.5	4.0	-	5.0		
	Quality of graduate students	3 / 1 0 / 3	3.7	4.0	-	4.0		
	Alignment of inst. values with my values	2 / 1 2 / 1	3.5	3.0	1.5	1.0		
	Availability of cult., soc., or rec. activities	0 / 2 3 / 1	-	3.5	3.7	4.0		
	Potential for work-life balance	1 / 4 0 / 0	2.0	4.3	-	-		
Cohort	Proximity to family	82 / 130 47 / 34	2.1	2.3	2.7	2.7		
	Quality of colleagues	178 / 152 70 / 55	2.0	2.6	2.2	3.0		
	Salary	101 / 227 87 / 117	2.9	2.6	2.0	2.1		
	Collegiality in the dept.	96 / 107 37 / 22	2.6	2.9	3.3	3.1		
	Potential for prof. growth/intellectual stim.	67 / 164 29 / 60	3.3	2.6	2.9	2.3		
	Dept. or inst. reputation	119 / 150 45 / 77	2.4	2.9	2.8	2.6		
	Social/political climate of the region	40 / 52 19 / 22	2.9	3.2	3.5	3.6		
	Benefits	93 / 37 49 / 14	2.6	3.2	3.1	3.2		
	Employ. opportunity for spouse/partner	61 / 94 46 / 29	2.4	2.2	2.1	2.3		
	Other	37 / 47 23 / 18	2.2	2.8	2.5	2.4		
	Opportunity to collaborate with colleagues	73 / 76 18 / 25	3.3	3.4	2.9	3.7		
	Quality of graduate students	78 / 48 32 / 41	3.5	3.8	3.4	3.3		
	Alignment of inst. values with my values	29 / 76 15 / 21	3.8	3.3	3.1	3.2		
	Availability of cult., soc., or rec. activities	67 / 93 18 / 36	2.9	3.5	3.3	3.6		
	Potential for work-life balance	63 / 85 28 / 24	3.0	3.0	3.4	3.6		

2.3 Average rank of factors compelling faculty to stay or leave (cont.)

Factors compelling faculty to remain at your institution and to accept the outside offer were selected and ranked, with 1 (dark blue) being most compelling. The top factors for women are shown, with men's rankings for comparison.

b. by Gender (n=22)

		Female (n=10)		Male (n=12)	
		Stay	Leave	Stay	Leave
Your Institution	Proximity to family	2.8	1.7	2.0	4.0
	Quality of colleagues	2.2	3.3	4.0	1.5
	Potential for prof. growth/intellectual stim.	-	2.2	-	2.8
	Salary	-	2.3	2.2	1.5
	Collegiality in the dept.	4.0	3.5	3.0	3.0
	Employ. opportunity for spouse/partner	1.3	2.0	1.3	-
	Social/political climate of the region	2.8	-	2.3	-
	Benefits	2.7	2.0	2.0	-
	Opportunity to collaborate with colleagues	4.0	4.3	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	3.0	1.0
	Dept. or inst. reputation	-	2.7	-	2.2
	Other	1.0	2.0	3.0	2.4
	Potential for work-life balance	2.0	5.0	-	3.5
Quality of academic leadership	-	3.7	-	2.0	
Cohort	Proximity to family	2.2	2.5	2.4	2.2
	Quality of colleagues	2.0	2.7	2.1	2.8
	Potential for prof. growth/intellectual stim.	2.8	2.5	3.4	2.5
	Salary	2.5	2.5	2.4	2.4
	Collegiality in the dept.	2.9	3.1	2.7	2.9
	Employ. opportunity for spouse/partner	2.2	2.2	2.2	2.2
	Social/political climate of the region	2.9	3.4	3.1	3.2
	Benefits	2.8	2.7	2.9	3.5
	Opportunity to collaborate with colleagues	3.6	3.7	2.8	3.4
	Quality of graduate students	3.4	3.9	3.5	3.3
	Alignment of inst. values with my values	3.2	3.1	4.0	3.4
	Dept. or inst. reputation	2.4	2.7	2.6	2.8
	Other	2.4	2.9	2.2	2.6
	Potential for work-life balance	2.9	3.0	3.2	3.3
Quality of academic leadership	2.9	2.3	2.7	2.6	



2.3 Average rank of factors compelling faculty to stay or leave (cont.)

Factors compelling faculty to remain at your institution and to accept the outside offer were selected and ranked, with 1 (dark blue) being most compelling. The top factors for Faculty of Color are shown, with White, non-Hispanic rankings for comparison.

c. by Race/Ethnicity (n=22)

		Faculty of color and other (n=10)		White, non-Hispanic (n=12)	
		Stay	Leave	Stay	Leave
Your Institution	Potential for prof. growth/intellectual stim.	-	1.9	-	3.4
	Collegiality in the dept.	2.5	2.7	3.8	3.8
	Opportunity to collaborate with colleagues	3.0	4.3	4.0	5.0
	Proximity to family	2.0	3.0	2.8	2.8
	Quality of colleagues	3.0	2.8	2.3	1.5
	Social/political climate of the region	2.0	-	3.3	-
	Benefits	2.7	2.0	2.0	-
	Dept. or inst. reputation	-	2.8	-	2.0
	Potential for work-life balance	-	4.3	2.0	-
	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	1.5	2.0	1.2	2.0
	Other	1.0	1.5	2.3	2.8
	Quality of graduate students	4.0	4.0	3.0	4.0
Salary	5.0	2.3	1.5	1.9	
Cohort	Potential for prof. growth/intellectual stim.	3.0	3.0	3.3	2.4
	Collegiality in the dept.	2.5	3.4	2.9	2.9
	Opportunity to collaborate with colleagues	3.1	3.2	3.2	3.6
	Proximity to family	2.2	2.3	2.3	2.4
	Quality of colleagues	2.1	2.6	2.0	2.7
	Social/political climate of the region	2.6	3.0	3.1	3.4
	Benefits	2.9	3.0	2.8	3.2
	Dept. or inst. reputation	2.7	2.4	2.4	2.9
	Potential for work-life balance	3.3	3.1	3.0	3.1
	Alignment of inst. values with my values	4.0	3.1	3.5	3.3
	Campus environment for faculty of color	2.9	2.9	2.0	2.5
	Employ. opportunity for spouse/partner	2.2	2.1	2.2	2.3
	Other	2.5	3.0	2.2	2.8
	Quality of graduate students	3.6	3.4	3.4	3.6
Salary	2.4	2.4	2.4	2.5	



2.3 Average rank of factors compelling faculty to stay or leave (cont.)

Factors compelling faculty to remain at your institution and to accept the outside offer were selected and ranked, with 1 (dark blue) being most compelling. The top factors overall are shown.

d. by Tenure Status (n=22)

		Pre-tenure (n=9)		Tenured (n=13)		
		Stay	Leave	Stay	Leave	1.0  5.0
Your Institution	Proximity to family	2.3	4.0	2.0	2.3	
	Quality of colleagues	3.0	2.3	2.4	1.5	
	Salary	2.0	1.5	2.3	2.3	
	Collegiality in the dept.	-	3.0	3.3	3.5	
	Potential for prof. growth/intellectual stim.	-	2.6	-	2.2	
	Dept. or inst. reputation	-	2.8	-	1.7	
	Social/political climate of the region	1.3	-	3.2	-	
	Benefits	2.5	2.0	2.0	-	
	Employ. opportunity for spouse/partner	1.3	2.0	1.3	2.0	
	Other	-	2.0	2.3	2.4	
	Opportunity to collaborate with colleagues	-	4.0	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	1.0	1.0	3.0	
	Availability of cult., soc., or rec. activities	5.0	4.0	3.0	3.5	
Potential for work-life balance	-	5.0	2.0	4.0		
Cohort	Proximity to family	2.3	2.2	2.3	2.5	
	Quality of colleagues	2.0	2.5	2.0	2.8	
	Salary	2.5	2.7	2.3	2.3	
	Collegiality in the dept.	2.8	3.1	2.8	2.8	
	Potential for prof. growth/intellectual stim.	3.0	2.6	3.2	2.5	
	Dept. or inst. reputation	2.5	2.7	2.5	2.8	
	Social/political climate of the region	2.6	3.1	3.3	3.5	
	Benefits	2.8	2.8	2.9	3.4	
	Employ. opportunity for spouse/partner	2.1	2.2	2.2	2.2	
	Other	2.6	3.4	2.1	2.5	
	Opportunity to collaborate with colleagues	3.2	3.3	3.2	3.7	
	Quality of graduate students	3.8	3.5	3.3	3.6	
	Alignment of inst. values with my values	3.3	2.9	3.5	3.6	
	Availability of cult., soc., or rec. activities	2.8	3.3	3.0	3.7	
Potential for work-life balance	3.1	3.2	3.0	3.1		

2.3 Average rank of factors compelling faculty to stay or leave (cont.)

Factors compelling faculty to remain at your institution and to accept the outside offer were selected and ranked, with 1 (dark blue) being most compelling. The top factors overall are shown.

e. by Discipline (n=23)



		Humanities (n=10)		Social Sciences (n=5)		STEM (n=6)		Professions & Other (n=2)	
		Stay	Leave	Stay	Leave	Stay	Leave	Stay	Leave
Your Institution	Proximity to family	3.0	3.0	-	3.0	1.5	2.7		
	Quality of colleagues	3.0	2.5	2.0	1.0	3.0	2.0		
	Salary	2.7	2.3	2.0	1.5	1.0	2.0		
	Collegiality in the dept.	3.0	2.8	-	4.0	3.5	5.0		
	Potential for prof. growth/intellectual stim.	-	2.9	-	-	-	2.0		
	Dept. or inst. reputation	-	2.0	-	2.0	-	2.0		
	Social/political climate of the region	2.4	-	3.0	-	2.7	-		
	Benefits	2.2	-	3.0	-	2.0	-		
	Employ. opportunity for spouse/partner	1.0	2.0	1.0	2.0	1.5	-		
	Other	1.0	2.0	-	-	5.0	2.7		
	Opportunity to collaborate with colleagues	-	4.4	4.0	-	3.0	-		
	Quality of graduate students	4.0	-	3.0	3.5	-	4.5		
	Alignment of inst. values with my values	2.0	2.0	-	-	3.0	-		
	Availability of cult., soc., or rec. activities	-	5.0	5.0	3.0	3.0	-		
	Potential for work-life balance	-	4.3	2.0	-	-	-		
Cohort	Proximity to family	2.6	2.3	2.0	2.3	2.7	2.1	2.1	2.6
	Quality of colleagues	2.1	2.6	2.0	2.9	1.9	2.7	2.1	2.7
	Salary	2.0	2.3	2.6	2.2	2.2	2.7	2.6	2.5
	Collegiality in the dept.	2.6	3.2	2.6	2.7	2.8	3.0	2.9	3.1
	Potential for prof. growth/intellectual stim.	3.6	2.4	2.7	2.8	3.2	2.6	3.2	2.5
	Dept. or inst. reputation	2.2	2.9	2.9	2.6	2.1	2.8	2.6	2.7
	Social/political climate of the region	2.7	3.1	3.0	3.3	3.3	3.3	3.0	3.6
	Benefits	2.8	3.0	2.8	2.8	2.9	3.8	2.8	3.3
	Employ. opportunity for spouse/partner	1.9	2.4	2.1	2.1	2.2	2.1	2.3	2.2
	Other	2.1	2.8	2.6	2.7	2.8	2.4	2.0	2.7
	Opportunity to collaborate with colleagues	2.0	3.8	3.6	4.1	3.3	3.4	3.0	3.3
	Quality of graduate students	3.7	3.3	3.7	3.5	3.0	3.7	3.5	3.7
	Alignment of inst. values with my values	3.6	3.4	3.6	3.0	3.4	3.6	3.4	3.2
	Availability of cult., soc., or rec. activities	3.5	3.3	3.1	3.7	3.2	3.3	2.6	3.7
	Potential for work-life balance	2.9	3.1	3.2	3.3	2.9	3.0	3.3	3.2

This page intentionally left blank

3. Spouses & Partners

Since the publication of *The Two Body Problem* in 2004, scholars and administrators have been searching for the most effective approaches to what universities can do to accommodate the career needs of spouses and partners. Indeed, our review of institutional exit surveys revealed that dual-career academic couples are a universal concern. While O’Meara, Louder and Campbell (2014) found that administrators and leavers’ colleagues often believe family to be a primary issue (and one over which they have little control) among the reasons why faculty leave, their study revealed that the departing faculty themselves are less likely to discuss family matters as primary reasons to leave. So, how much do spousal factors matter?

In our pilot study, we learned that faculty often cite employment opportunities for a spouse or partner among the compelling factors both to stay *and* to leave. We observed then that, if it is so difficult to *recruit* a dual-career couple, then universities must enjoy some “home-field advantage” in *retaining* them. To be sure, a partner’s career needs and aspirations complicate the cultivation of an outside offer. Even if a faculty member was not able to accept an outside offer because it did not include an adequate solution for his or her partner, he or she may begin a new search or seriously consider another offer in the very near future.

Therefore, routinely addressing this “problem” of current faculty, not just prospects, could be a very successful long-term retention strategy. The enlightened chair, dean, or provost will continue beyond the retention action to engage faculty in finding a more suitable resolution to their dual career issues. By ensuring that the partners of their most desirable faculty have positions that are stable and aligned with their professional qualifications and aspirations, institutions leverage their comparative advantage in the faculty labor market. Under such care, the couple will be hard-pressed to find an equally satisfying alternative in the dual-career marketplace.

This module of the survey explores how married or partnered respondents’ consideration of an outside offer might have taken into account their spouses’ or partners’ careers. The survey asks whether the faculty member or his/her spouse received the outside offer first, then investigates the type of employment held by spouses and partners. Are they academics, administrators, or employed outside of higher education?

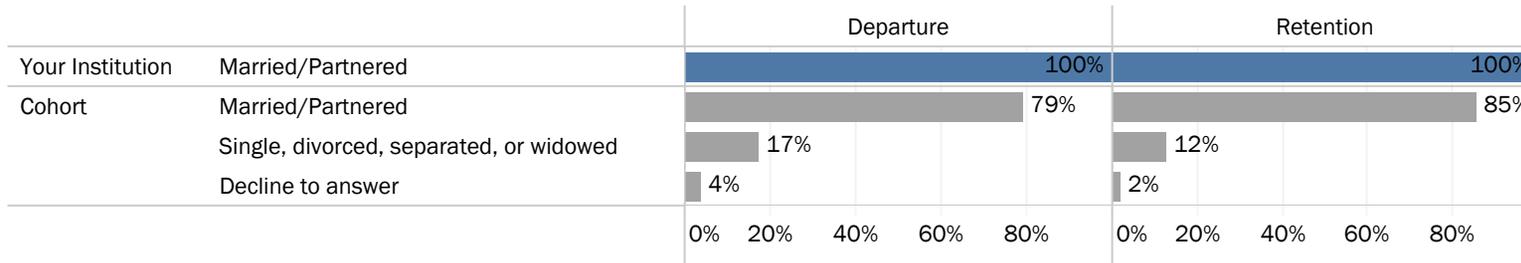
Questions to consider

- What dual-hire processes or accommodations are currently practiced at your institution? How do they vary across units, and what might be learned from the more successful units?
- How might chairs and deans at your institution be instructed to see such accommodations as tools for both recruitment *and* retention? How might their attention be sustained, rather than punctuated only upon the presentation of an outside offer?
- What processes or indicators might discover when a faculty member’s spouse/partner is going on the market, particularly if he or she is employed at another institution?
- How can your institution ensure communication across departments and divisions when spousal hiring is part of the retention equation? How could you measure the effectiveness of such processes?
- Which relationships with regional partners—whether academic, nonprofit, public sector or industry—can be explored to improve the likelihood of finding employment opportunities for spouses?

3.1 Marital status and spousal/partner employment

What was your marital status at the time you received your outside job offer?

a. Overall (n=19)



		Departure		Retention	
		#	%	#	%
Your Institution	Married/Partnered	11	100%	8	100%
Cohort	Married/Partnered	382	79%	165	85%
	Single, divorced, separated, or widowed	82	17%	24	12%
	Decline to answer	19	4%	4	2%

3.1 Marital status and spousal/partner employment (cont.)

What was your marital status at the time you received your outside job offer?

b. by Gender (n=19)

		Female		Male	
		#	%	#	%
Your Institution	Married/Partnered	5	100%	14	100%
Cohort	Married/Partnered	231	75%	308	86%
	Single, divorced, separated, or widowed	63	21%	41	11%
	Decline to answer	12	4%	8	2%

c. by Race/Ethnicity (n=19)

		Faculty of color and other		White, non-Hispanic	
		#	%	#	%
Your Institution	Married/Partnered			15	100%
Cohort	Married/Partnered	144	75%	376	83%
	Single, divorced, separated, or widowed	38	20%	67	15%
	Decline to answer	11	6%	10	2%

3.1 Marital status and spousal/partner employment (cont.)

What was your marital status at the time you received your outside job offer?

d. by Tenure Status (n=19)

		Pre-tenure		Tenured	
		#	%	#	%
Your Institution	Married/Partnered			17	100%
Cohort	Married/Partnered	185	74%	301	86%
	Single, divorced, separated, or widowed	54	22%	40	11%
	Decline to answer	12	5%	8	2%

e. by Discipline (n=19)

		Humanities		Social Sciences		STEM		Professions & Other	
		#	%	#	%	#	%	#	%
Your Instituti..	Married/Partnered					8	100%	6	100%
Cohort	Married/Partnered	83	77%	86	80%	119	83%	207	81%
	Single, divorced, separated, or widowed	19	18%	18	17%	21	15%	43	17%
	Decline to answer	6	6%	4	4%	4	3%	7	3%

3.2 Role of spouse/partner career in search and outside offer

What is the relationship between partner/spouse careers and faculties' searches/outside offers?

a. Overall (n=19)



3.2 Role of spouse/partner career in search and outside offer (cont.)

What is the relationship between partner/spouse careers and faculties' searches/outside offers?

a. Overall (n=19)

		Departure		Retention	
		#	%	#	%
Your Institution	Unrelated to my search for a new position	1	9%	1	13%
	Received an offer first, then my partner/spouse searched for a job to move with me	4	36%	1	13%
	Partner/spouse secured a job elsewhere first, then I searched for a new position	3	27%	1	13%
	Partner/spouse and I received simultaneous offers (i.e. 'dual-hire offers')	3	27%	5	63%
Cohort	Unrelated to my search for a new position	132	35%	75	46%
	Received an offer first, then my partner/spouse searched for a job to move with me	118	31%	39	24%
	Partner/spouse secured a job elsewhere first, then I searched for a new position	28	7%	3	2%
	Partner/spouse and I received simultaneous offers (i.e. 'dual-hire offers')	79	21%	37	23%
	Other partner/spouse circumstances	13	3%	6	4%
	Decline to answer	7	2%	3	2%

3.2 Role of spouse/partner career in search and outside offer (cont.)

What is the relationship between partner/spouse careers and faculties' searches/outside offers?

b. by Gender (n=19)

		Female		Male	
		#	%	#	%
Your Institution	Unrelated to my search for a new position	0	0%	2	14%
	Received an offer first, then my partner/spouse searched for a job to move with me	1	20%	4	29%
	Partner/spouse secured a job elsewhere first, then I searched for a new position	1	20%	3	21%
	Partner/spouse and I received simultaneous offers (i.e. 'dual-hire offers')	3	60%	5	36%
Cohort	Unrelated to my search for a new position	67	29%	137	45%
	Received an offer first, then my partner/spouse searched for a job to move with me	74	32%	80	26%
	Partner/spouse secured a job elsewhere first, then I searched for a new position	14	6%	17	6%
	Partner/spouse and I received simultaneous offers (i.e. 'dual-hire offers')	60	26%	55	18%
	Other partner/spouse circumstances	10	4%	9	3%
	Decline to answer	4	2%	6	2%

3.2 Role of spouse/partner career in search and outside offer (cont.)

What is the relationship between partner/spouse careers and faculties' searches/outside offers?

c. by Race/Ethnicity (n=19)

		Faculty of color and other		White, non-Hispanic	
		#	%	#	%
Your Institution	Unrelated to my search for a new position			1	7%
	Received an offer first, then my partner/spouse searched for a job to move with me			5	33%
	Partner/spouse secured a job elsewhere first, then I searched for a new position			3	20%
	Partner/spouse and I received simultaneous offers (i.e. 'dual-hire offers')			6	40%
Cohort	Unrelated to my search for a new position	47	33%	148	40%
	Received an offer first, then my partner/spouse searched for a job to move with me	47	33%	104	28%
	Partner/spouse secured a job elsewhere first, then I searched for a new position	7	5%	24	6%
	Partner/spouse and I received simultaneous offers (i.e. 'dual-hire offers')	34	24%	74	20%
	Other partner/spouse circumstances	4	3%	15	4%
	Decline to answer	4	3%	6	2%

3.2 Role of spouse/partner career in search and outside offer (cont.)

What is the relationship between partner/spouse careers and faculties' searches/outside offers?

d. by Tenure Status (n=19)

		Pre-tenure		Tenured	
		#	%	#	%
Your Institution	Unrelated to my search for a new position			2	12%
	Received an offer first, then my partner/spouse searched for a job to move with me			5	29%
	Partner/spouse secured a job elsewhere first, then I searched for a new position			3	18%
	Partner/spouse and I received simultaneous offers (i.e. 'dual-hire offers')			7	41%
Cohort	Unrelated to my search for a new position	60	33%	121	40%
	Received an offer first, then my partner/spouse searched for a job to move with me	62	34%	78	26%
	Partner/spouse secured a job elsewhere first, then I searched for a new position	17	9%	9	3%
	Partner/spouse and I received simultaneous offers (i.e. 'dual-hire offers')	37	20%	72	24%
	Other partner/spouse circumstances	3	2%	12	4%
	Decline to answer	3	2%	7	2%

3.2 Role of spouse/partner career in search and outside offer (cont.)

What is the relationship between partner/spouse careers and faculties' searches/outside offers?

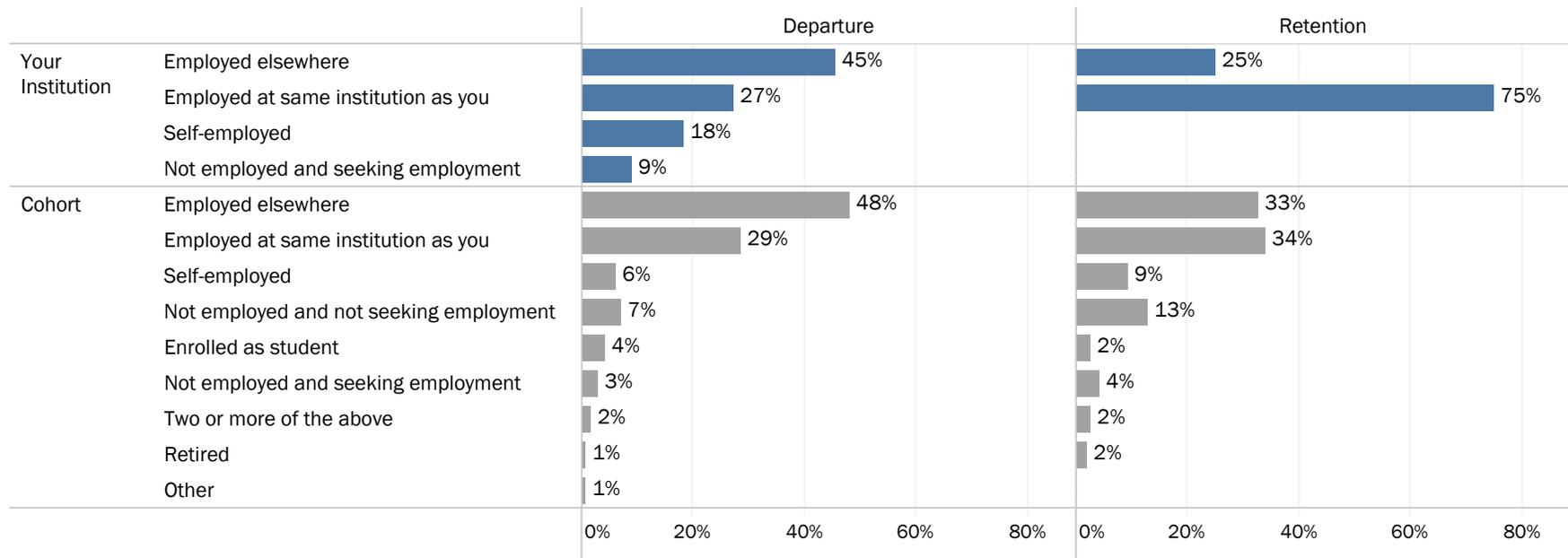
e. by Discipline (n=19)

		Humanities		Social Sciences		STEM		Professions & Other	
		#	%	#	%	#	%	#	%
Your Institution	Unrelated to my search for a new position					1	13%	0	0%
	Received an offer first, then my partner/spouse searched for a job to move with me					3	38%	2	33%
	Partner/spouse secured a job elsewhere first, then I searched for a new position					1	13%	1	17%
	Partner/spouse and I received simultaneous offers (i.e. 'dual-hire offers')					3	38%	3	50%
Cohort	Unrelated to my search for a new position	24	29%	24	28%	43	36%	99	48%
	Received an offer first, then my partner/spouse searched for a job to move with me	31	38%	28	33%	35	30%	42	20%
	Partner/spouse secured a job elsewhere first, then I searched for a new position	8	10%	1	1%	9	8%	12	6%
	Partner/spouse and I received simultaneous offers (i.e. 'dual-hire offers')	15	18%	29	34%	23	19%	41	20%
	Other partner/spouse circumstances	3	4%	1	1%	3	3%	10	5%
	Decline to answer	1	1%	3	3%	5	4%	1	0%

3.3 Employment status of spouses/partners

What was the employment status of the spouses/partners of departures and retentions at the time of the outside offer?

a. Overall (n=19)



3.3 Employment status of spouses/partners (cont.)

What was the employment status of the spouses/partners of departures and retentions at the time of the outside offer?

a. Overall (n=19)

		Departure		Retention	
		#	%	#	%
Your Institution	Employed elsewhere	5	45%	2	25%
	Employed at same institution as you	3	27%	6	75%
	Self-employed	2	18%	0	0%
	Not employed and seeking employment	1	9%	0	0%
Cohort	Employed elsewhere	181	48%	53	33%
	Employed at same institution as you	108	29%	55	34%
	Not employed and not seeking employment	27	7%	21	13%
	Self-employed	23	6%	15	9%
	Enrolled as student	16	4%	4	2%
	Not employed and seeking employment	11	3%	7	4%
	Two or more of the above	6	2%	4	2%
	Retired	3	1%	3	2%
Other	2	1%	0	0%	

3.3 Employment status of spouses/partners (cont.)

What was the employment status of the spouses/partners of departures and retentions at the time of the outside offer?

b. by Gender (n=19)

		Female		Male	
		#	%	#	%
Your Institution	Employed elsewhere	1	20%	6	43%
	Employed at same institution as you	3	60%	6	43%
	Self-employed	1	20%	1	7%
	Not employed and seeking employment	0	0%	1	7%
Cohort	Employed elsewhere	102	44%	129	43%
	Employed at same institution as you	90	39%	71	24%
	Not employed and not seeking employment	5	2%	41	14%
	Self-employed	15	6%	23	8%
	Enrolled as student	3	1%	17	6%
	Not employed and seeking employment	7	3%	11	4%
	Two or more of the above	4	2%	6	2%
	Retired	5	2%	1	0%
Other	0	0%	2	1%	

3.3 Employment status of spouses/partners (cont.)

What was the employment status of the spouses/partners of departures and retentions at the time of the outside offer?

c. by Race/Ethnicity (n=19)

		Faculty of color and other		White, non-Hispanic	
		#	%	#	%
Your Institution	Employed elsewhere			6	40%
	Employed at same institution as you			7	47%
	Self-employed			1	7%
	Not employed and seeking employment			1	7%
Cohort	Employed elsewhere	66	47%	155	42%
	Employed at same institution as you	38	27%	118	32%
	Not employed and not seeking employment	11	8%	33	9%
	Self-employed	5	4%	33	9%
	Enrolled as student	8	6%	11	3%
	Not employed and seeking employment	9	6%	8	2%
	Two or more of the above	2	1%	8	2%
	Retired	1	1%	5	1%
	Other	0	0%	2	1%

3.3 Employment status of spouses/partners (cont.)

What was the employment status of the spouses/partners of departures and retentions at the time of the outside offer?

d. by Tenure Status (n=19)

		Pre-tenure		Tenured	
		#	%	#	%
Your Institution	Employed elsewhere			6	35%
	Employed at same institution as you			8	47%
	Self-employed			2	12%
	Not employed and seeking employment			1	6%
Cohort	Employed elsewhere	81	44%	121	41%
	Employed at same institution as you	53	29%	95	32%
	Not employed and not seeking employment	11	6%	29	10%
	Self-employed	12	7%	24	8%
	Enrolled as student	12	7%	8	3%
	Not employed and seeking employment	9	5%	7	2%
	Two or more of the above	4	2%	5	2%
	Retired	0	0%	6	2%
	Other	1	1%	1	0%

3.3 Employment status of spouses/partners (cont.)

What was the employment status of the spouses/partners of departures and retentions at the time of the outside offer?

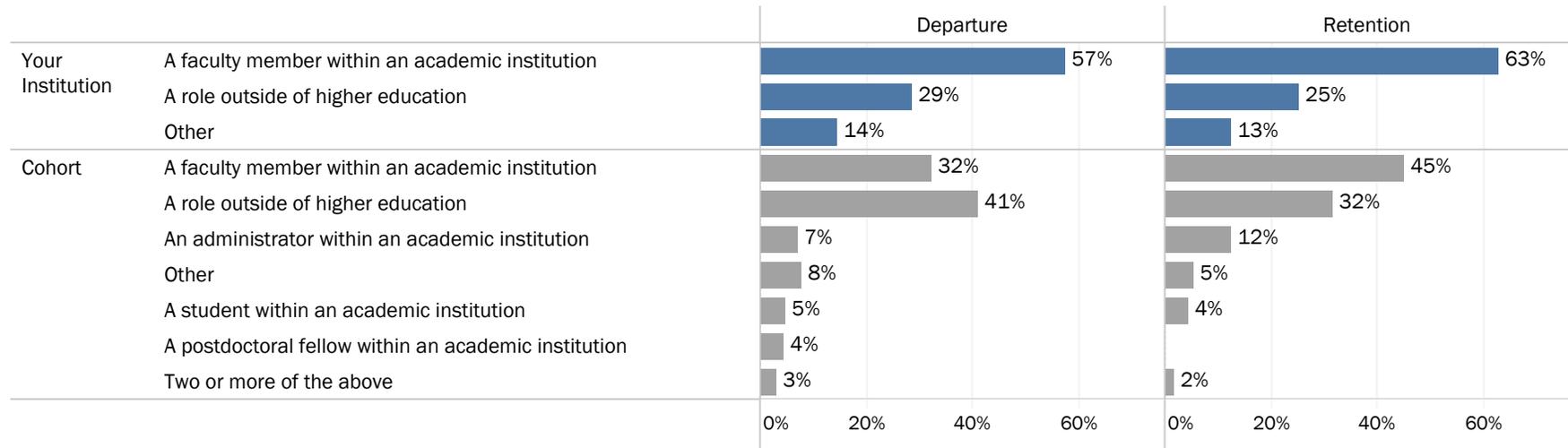
e. by Discipline (n=19)

		Humanities		Social Sciences		STEM		Professions & Other	
		#	%	#	%	#	%	#	%
Your Institution	Employed elsewhere					5	63%	1	17%
	Employed at same institution as you					3	38%	3	50%
	Self-employed					0	0%	1	17%
	Not employed and seeking employment					0	0%	1	17%
Cohort	Employed elsewhere	33	40%	32	38%	50	43%	100	49%
	Employed at same institution as you	22	27%	30	35%	42	36%	51	25%
	Not employed and not seeking employment	2	2%	3	4%	13	11%	26	13%
	Self-employed	10	12%	7	8%	7	6%	10	5%
	Enrolled as student	5	6%	9	11%	2	2%	3	1%
	Not employed and seeking employment	5	6%	3	4%	2	2%	7	3%
	Two or more of the above	3	4%	0	0%	0	0%	5	2%
	Retired	2	2%	1	1%	1	1%	1	0%
Other	1	1%	0	0%	0	0%	1	0%	

3.4 Type of positions held by spouses/partners

What positions did the spouses/partners of departures and retentions hold at the time of the outside offer?

a. Overall (n=15)



3.4 Type of positions held by spouses/partners (cont.)

What positions did the spouses/partners of departures and retentions hold at the time of the outside offer?

a. Overall (n=15)

		Departure		Retention	
		#	%	#	%
Your Institution	A faculty member within an academic institution	4	57%	5	63%
	A role outside of higher education	2	29%	2	25%
	Other	1	14%	1	13%
Cohort	A faculty member within an academic institution	96	32%	51	45%
	A role outside of higher education	122	41%	36	32%
	Other	23	8%	6	5%
	An administrator within an academic institution	21	7%	14	12%
	A student within an academic institution	14	5%	5	4%
	A postdoctoral fellow within an academic institution	13	4%	0	0%
	Two or more of the above	9	3%	2	2%

3.4 Type of positions held by spouses/partners (cont.)

What positions did the spouses/partners of departures and retentions hold at the time of the outside offer?

b. by Gender (n=15)

		Female		Male	
		#	%	#	%
Your Institution	A faculty member within an academic institution			6	50%
	A role outside of higher education			4	33%
	Other			2	17%
Cohort	A faculty member within an academic institution	86	46%	60	28%
	A role outside of higher education	63	33%	92	42%
	Other	18	10%	11	5%
	An administrator within an academic institution	12	6%	23	11%
	A student within an academic institution	3	2%	16	7%
	A postdoctoral fellow within an academic institution	4	2%	8	4%
	Two or more of the above	3	2%	8	4%

3.4 Type of positions held by spouses/partners (cont.)

What positions did the spouses/partners of departures and retentions hold at the time of the outside offer?

c. by Race/Ethnicity (n=15)

		Faculty of color and other		White, non-Hispanic	
		#	%	#	%
Your Institution	A faculty member within an academic institution			7	58%
	A role outside of higher education			3	25%
	Other			2	17%
Cohort	A faculty member within an academic institution	39	35%	100	36%
	A role outside of higher education	44	40%	106	38%
	A student within an academic institution	8	7%	10	4%
	An administrator within an academic institution	7	6%	26	9%
	Other	7	6%	22	8%
	A postdoctoral fellow within an academic institution	2	2%	10	4%
	Two or more of the above	4	4%	7	2%

3.4 Type of positions held by spouses/partners (cont.)

What positions did the spouses/partners of departures and retentions hold at the time of the outside offer?

d. by Tenure Status (n=15)

		Pre-tenure		Tenured	
		#	%	#	%
Your Institution	A faculty member within an academic institution			8	57%
	A role outside of higher education			4	29%
	Other			2	14%
Cohort	A faculty member within an academic institution	50	35%	83	37%
	A role outside of higher education	54	38%	81	36%
	A student within an academic institution	12	8%	6	3%
	An administrator within an academic institution	11	8%	21	9%
	A postdoctoral fellow within an academic institution	6	4%	5	2%
	Two or more of the above	2	1%	8	4%
	Other	7	5%	20	9%

3.4 Type of positions held by spouses/partners (cont.)

What positions did the spouses/partners of departures and retentions hold at the time of the outside offer?

e. by Discipline (n=15)

		Humanities		Social Sciences		STEM		Professions & Other	
		#	%	#	%	#	%	#	%
Your Institution	A faculty member within an academic institution					3	38%		
	A role outside of higher education					3	38%		
	Other					2	25%		
Cohort	A faculty member within an academic institution	23	37%	30	42%	30	33%	50	34%
	An administrator within an academic institution	4	6%	8	11%	9	10%	12	8%
	A postdoctoral fellow within an academic institution	3	5%	0	0%	4	4%	6	4%
	A student within an academic institution	4	6%	9	13%	1	1%	3	2%
	A role outside of higher education	23	37%	19	27%	36	40%	65	44%
	Two or more of the above	4	6%	1	1%	4	4%	2	1%
	Other	1	2%	4	6%	7	8%	11	7%

4. The Search

We know from the COACHE Faculty Job Satisfaction Study that roughly one in four faculty respondents to *that* survey actively sought employment elsewhere in the preceding five years. Other research (O’Meara, 2015) offers a hint as to why: universities, expecting written proof of a faculty member’s marketability, effectively push their faculty into searches when an external offer is the only leverage faculty have to renegotiate the terms of their employment. COACHE’s data confirm: more than three-fourths of tenure-stream university faculty report that an outside offer is necessary to renegotiate their existing circumstances. At the institution in O’Meara’s study (2015), 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 noted 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).

The Faculty Retention and Exit Study aims to define the window of opportunity an institution may have to intervene (e.g., with a preemptive retention action) before faculty have received an outside offer. The survey interrogates the period when faculty were considering leaving and, then, actively searching for a new opportunity. The survey counts the number of applications and the number of offers, then asks who initiated contact about the outside position. (Pilot study results told us that more faculty who receive outside offers were initially contacted by the offering institution, although pre-tenure faculty were more likely than tenured faculty to submit a “cold” application.)

These survey questions also examine whether renegotiation was the primary motivation for the search, and the outcomes of that strategy. Provosts, deans, and chairs can use these data to prompt an examination of 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, giving the institution more flexibility.

Questions to consider

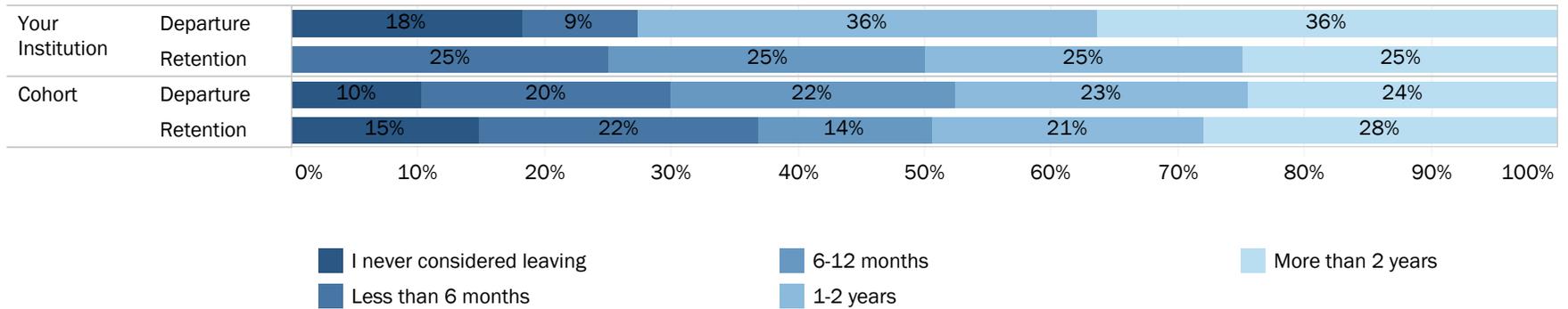
- What are the indicators that another institution is trying to poach a faculty member from your institution? How might such indicators help administrators deploy pre-emptive strategies for retention?
- What indicators can help administrators determine whether or not to extend a counteroffer to a faculty member who is likely only using an external offer to renegotiate the terms of their employment? How might we help these administrators check their own biases in these determinations?
- 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?

4.1 Time spent considering leaving/spent searching

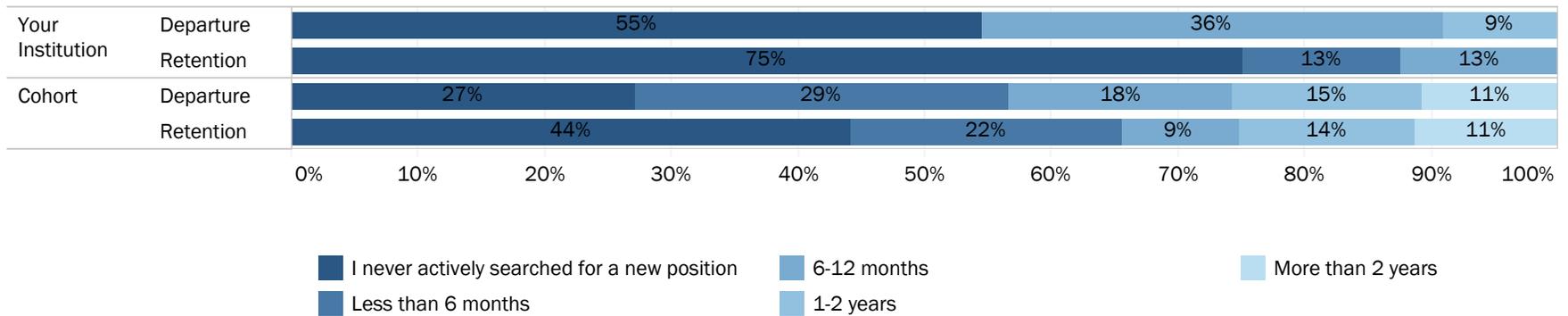
Prior to your receiving the offer/opportunity to work elsewhere, for approximately how long were you [considering leaving] [actively searching for a new position (e.g. submitting applications, talking to potential employers, formally interviewing, etc.)]?

a. Overall

Time spent considering leaving (n=19)



Time spent searching for a new position (n=19)



4.1 Time spent considering leaving/spent searching (cont.)

Prior to your receiving the offer/opportunity to work elsewhere, for approximately how long were you [considering leaving] [actively searching for a new position (e.g. submitting applications, talking to potential employers, formally interviewing, etc.)]?

a. Overall

Time spent considering leaving (n=19)

		Departure		Retention	
		#	%	#	%
Your Institution	Less than 6 months	1	9%	2	25%
	6-12 months	0	0%	2	25%
	1-2 years	4	36%	2	25%
	More than 2 years	4	36%	2	25%
	I never considered leaving	2	18%	0	0%
Cohort	Less than 6 months	93	20%	40	22%
	6-12 months	105	22%	25	14%
	1-2 years	109	23%	39	21%
	More than 2 years	115	24%	51	28%
	I never considered leaving	48	10%	27	15%

Time spent searching for a new position (n=19)

		#	%	#	%
Your Institution	Less than 6 months	0	0%	1	13%
	6-12 months	4	36%	1	13%
	1-2 years	1	9%	0	0%
	I never actively searched for a new position	6	55%	6	75%
Cohort	Less than 6 months	139	29%	40	22%
	6-12 months	84	18%	17	9%
	1-2 years	71	15%	26	14%
	More than 2 years	51	11%	21	11%
	I never actively searched for a new position	129	27%	82	44%

4.1 Time spent considering leaving/spent searching (cont.)

Prior to your receiving the offer/opportunity to work elsewhere, for approximately how long were you [considering leaving] [actively searching for a new position (e.g. submitting applications, talking to potential employers, formally interviewing, etc.)]?

b. by Gender

Time spent considering leaving (n=19)

		Female		Male	
		#	%	#	%
Your Institution	Less than 6 months	1	20%	2	14%
	6-12 months	1	20%	1	7%
	1-2 years	2	40%	4	29%
	More than 2 years	0	0%	6	43%
	I never considered leaving	1	20%	1	7%
Cohort	Less than 6 months	67	23%	62	18%
	6-12 months	55	19%	72	21%
	1-2 years	66	22%	78	23%
	More than 2 years	75	26%	90	26%
	I never considered leaving	31	11%	43	12%

Time spent searching for a new position (n=19)

		#	%	#	%
Your Institution	Less than 6 months	1	20%	0	0%
	6-12 months	1	20%	4	29%
	1-2 years	0	0%	1	7%
	I never actively searched for a new position	3	60%	9	64%
Cohort	Less than 6 months	82	27%	91	26%
	6-12 months	47	16%	52	15%
	1-2 years	41	14%	54	16%
	More than 2 years	32	11%	39	11%
	I never actively searched for a new position	97	32%	112	32%

4.1 Time spent considering leaving/spent searching (cont.)

Prior to your receiving the offer/opportunity to work elsewhere, for approximately how long were you [considering leaving] [actively searching for a new position (e.g. submitting applications, talking to potential employers, formally interviewing, etc.)]?

c. by Race/Ethnicity

Time spent considering leaving (n=19)

		Faculty of color and other		White, non-Hispanic	
		#	%	#	%
Your Institution	Less than 6 months			3	20%
	6-12 months			1	7%
	1-2 years			4	27%
	More than 2 years			6	40%
	I never considered leaving			1	7%
Cohort	Less than 6 months	35	19%	93	21%
	6-12 months	38	21%	87	20%
	1-2 years	39	21%	101	23%
	More than 2 years	43	24%	116	26%
	I never considered leaving	27	15%	43	10%

Time spent searching for a new position (n=19)

		#	%	#	%
Your Institution	Less than 6 months			1	7%
	6-12 months			3	20%
	1-2 years			1	7%
	I never actively searched for a new position			10	67%
Cohort	Less than 6 months	53	28%	118	27%
	6-12 months	32	17%	65	15%
	1-2 years	26	14%	65	15%
	More than 2 years	18	10%	50	11%
	I never actively searched for a new position	57	31%	146	33%

4.1 Time spent considering leaving/spent searching (cont.)

Prior to your receiving the offer/opportunity to work elsewhere, for approximately how long were you [considering leaving] [actively searching for a new position (e.g. submitting applications, talking to potential employers, formally interviewing, etc.)]?

d. by Tenure Status

Time spent considering leaving (n=19)

		Pre-tenure		Tenured	
		#	%	#	%
Your Institution	Less than 6 months			2	12%
	6-12 months			2	12%
	1-2 years			5	29%
	More than 2 years			6	35%
	I never considered leaving			2	12%
Cohort	Less than 6 months	57	24%	66	20%
	6-12 months	53	22%	58	17%
	1-2 years	56	23%	71	21%
	More than 2 years	48	20%	99	29%
	I never considered leaving	28	12%	42	13%

Time spent searching for a new position (n=19)

		#	%	#	%
Your Institution	Less than 6 months			1	6%
	6-12 months			4	24%
	1-2 years			1	6%
	I never actively searched for a new position			11	65%
Cohort	Less than 6 months	83	34%	76	22%
	6-12 months	45	18%	41	12%
	1-2 years	30	12%	49	14%
	More than 2 years	20	8%	43	13%
	I never actively searched for a new position	67	27%	130	38%

4.1 Time spent considering leaving/spent searching (cont.)

Prior to your receiving the offer/opportunity to work elsewhere, for approximately how long were you [considering leaving] [actively searching for a new position (e.g. submitting applications, talking to potential employers, formally interviewing, etc.)]?

e. by Discipline

Time spent considering leaving (n=19)

		Humanities		Social Sciences		STEM		Professions & Other	
		#	%	#	%	#	%	#	%
Your Institution	Less than 6 months					1	13%	1	17%
	6-12 months					1	13%	1	17%
	1-2 years					2	25%	3	50%
	More than 2 years					4	50%	0	0%
	I never considered leaving					0	0%	1	17%
Cohort	Less than 6 months	16	16%	33	32%	23	17%	54	21%
	6-12 months	12	12%	17	17%	32	24%	56	22%
	1-2 years	36	35%	18	18%	27	20%	53	21%
	More than 2 years	30	29%	23	23%	31	23%	63	25%
	I never considered leaving	9	9%	11	11%	23	17%	27	11%

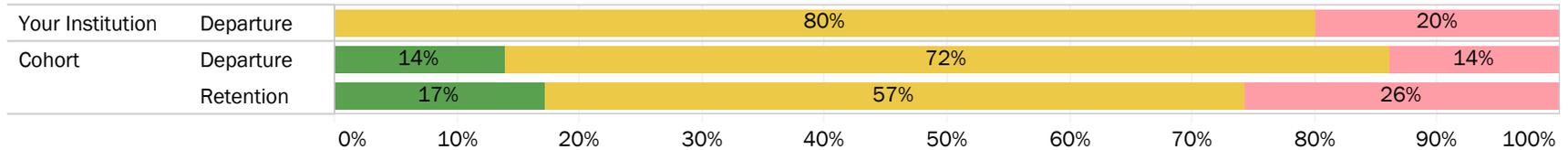
Time spent searching for a new position (n=19)

		#	%	#	%	#	%	#	%
Your Institution	Less than 6 months					1	13%	0	0%
	6-12 months					2	25%	2	33%
	1-2 years					0	0%	1	17%
	I never actively searched for a new position					5	63%	3	50%
Cohort	Less than 6 months	28	27%	33	31%	33	24%	69	27%
	6-12 months	14	13%	13	12%	23	17%	42	17%
	1-2 years	26	25%	7	7%	16	12%	36	14%
	More than 2 years	15	14%	10	10%	17	12%	23	9%
	I never actively searched for a new position	22	21%	42	40%	48	35%	84	33%

4.2 Ultimate motivation for the search

What was your primary motivation for initiating a search for a job offer?

a. Overall (n=7)



- I did not initiate a search for a job offer
- To leave
- To use an offer as leverage to renegotiate the terms of my employment

		Departure		Retention	
		#	%	#	%
Your Institution	To use an offer as leverage to renegotiate the terms of my employment	0	0%		
	To leave	4	80%		
	I did not initiate a search for a job offer	1	20%		
Cohort	To use an offer as leverage to renegotiate the terms of my employment	43	14%	16	17%
	To leave	224	72%	53	57%
	I did not initiate a search for a job offer	43	14%	24	26%

4.2 Ultimate motivation for the search (cont.)

What was your primary motivation for initiating a search for a job offer?

b. by Gender (n=7)

		Female		Male	
		#	%	#	%
Your Institution	To use an offer as leverage to renegotiate the terms of my employment			1	20%
	To leave			3	60%
	I did not initiate a search for a job offer			1	20%
Cohort	To use an offer as leverage to renegotiate the terms of my employment	28	16%	31	15%
	To leave	123	68%	145	68%
	I did not initiate a search for a job offer	29	16%	36	17%

c. by Race/Ethnicity (n=7)

		Faculty of color and other		White, non-Hispanic	
		#	%	#	%
Your Institution	To use an offer as leverage to renegotiate the terms of my employment			1	20%
	To leave			3	60%
	I did not initiate a search for a job offer			1	20%
Cohort	To use an offer as leverage to renegotiate the terms of my employment	26	22%	33	12%
	To leave	73	61%	189	71%
	I did not initiate a search for a job offer	20	17%	43	16%

4.2 Ultimate motivation for the search (cont.)

What was your primary motivation for initiating a search for a job offer?

d. by Tenure Status (n=7)

		Pre-tenure		Tenured	
		#	%	#	%
Your Institution	To use an offer as leverage to renegotiate the terms of my employment			1	17%
	To leave			4	67%
	I did not initiate a search for a job offer			1	17%
Cohort	To use an offer as leverage to renegotiate the terms of my employment	30	19%	25	13%
	To leave	109	68%	125	65%
	I did not initiate a search for a job offer	21	13%	41	21%

e. by Discipline (n=7)

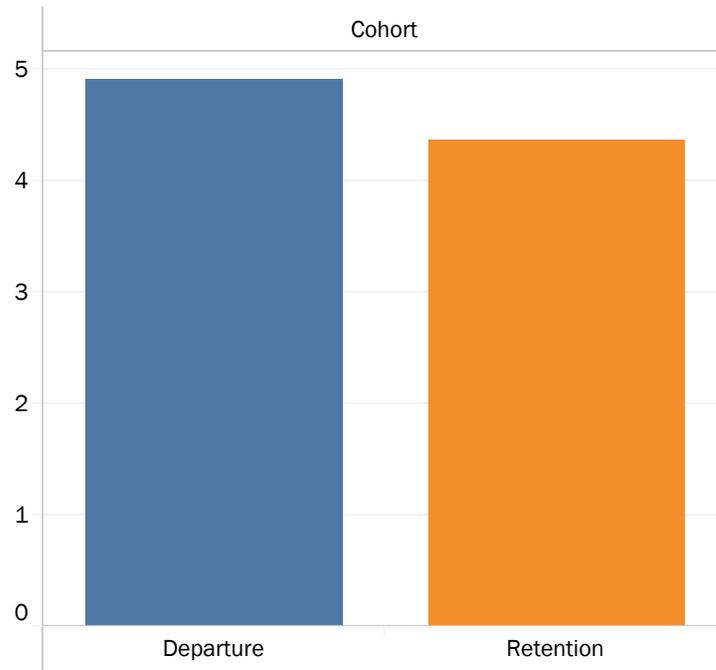
		Humanities		Social Sciences		STEM		Professions & Other	
		#	%	#	%	#	%	#	%
Cohort	To use an offer as leverage to renegotiate the terms of my employment	14	20%	13	22%	10	12%	17	11%
	To leave	47	67%	33	57%	56	68%	116	74%
	I did not initiate a search for a job offer	9	13%	12	21%	16	20%	23	15%

4.3 Applications sent and offers received

While at your institution, to how many external positions did you apply in the three years prior to the current academic year? How many job offers did you receive during your most recent academic year at your institution?

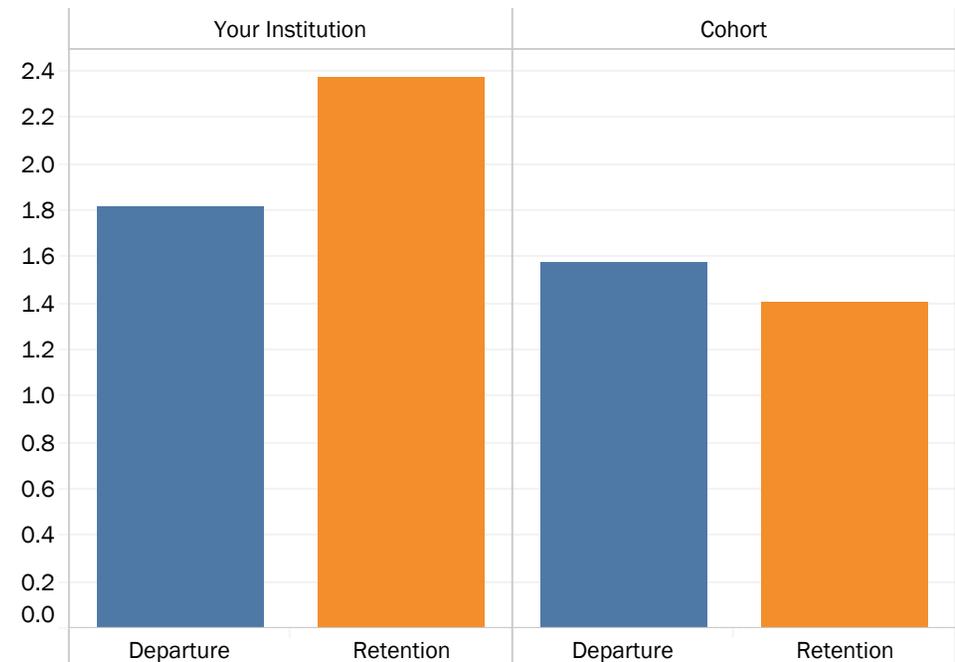
a. Overall

Average number of positions applied (n=6)



Cohort	Departure		Retention	
	Mean	SD	Mean	SD
Cohort	4.9	5.02	4.3	3.73

Average number of offers received (n=19)



Group	Your Institution		Cohort	
	Mean	SD	Mean	SD
Your Institution	1.8	0.98	2.4	1.30
Cohort	1.6	0.93	1.4	0.78

4.3 Applications sent and offers received (cont.)

While at your institution, to how many external positions did you apply in the three years prior to the current academic year? How many job offers did you receive during your most recent academic year at your institution?

External positions applied

b. by Gender (n=6)

	Female		Male	
	Mean	SD	Mean	SD
Cohort	4.4	4.78	5.3	4.83

c. by Race/Ethnicity (n=6)

	Faculty of color and other		White, non-Hispanic	
	Mean	SD	Mean	SD
Cohort	4.8	4.51	4.8	4.87

d. by Tenure Status (n=6)

	Pre-tenure		Tenured	
	Mean	SD	Mean	SD
Your Institution			2.6	0.89
Cohort	5.2	4.92	4.0	3.82

External job offers received

b. by Gender (n=19)

	Female		Male	
	Mean	SD	Mean	SD
Your Institution	2.2	1.30	2.0	1.11
Cohort	1.4	0.74	1.6	0.99

c. by Race/Ethnicity (n=19)

	Faculty of color and other		White, non-Hispanic	
	Mean	SD	Mean	SD
Your Institution	2.5	1.29	1.9	1.10
Cohort	1.6	0.88	1.5	0.91

d. by Tenure Status (n=19)

	Pre-tenure		Tenured	
	Mean	SD	Mean	SD
Your Institution	2.5	2.12	2.0	1.06
Cohort	1.5	0.86	1.5	0.89

4.3 Applications sent and offers received (cont.)

While at your institution, to how many external positions did you apply in the three years prior to the current academic year? How many job offers did you receive during your most recent academic year at your institution?

External positions applied

e. by Discipline (n=6)

	Humanities		Social Sciences		STEM		Professions & Other	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Cohort	4.8	5.20	5.5	5.28	4.6	4.51	4.6	4.71

External job offers received

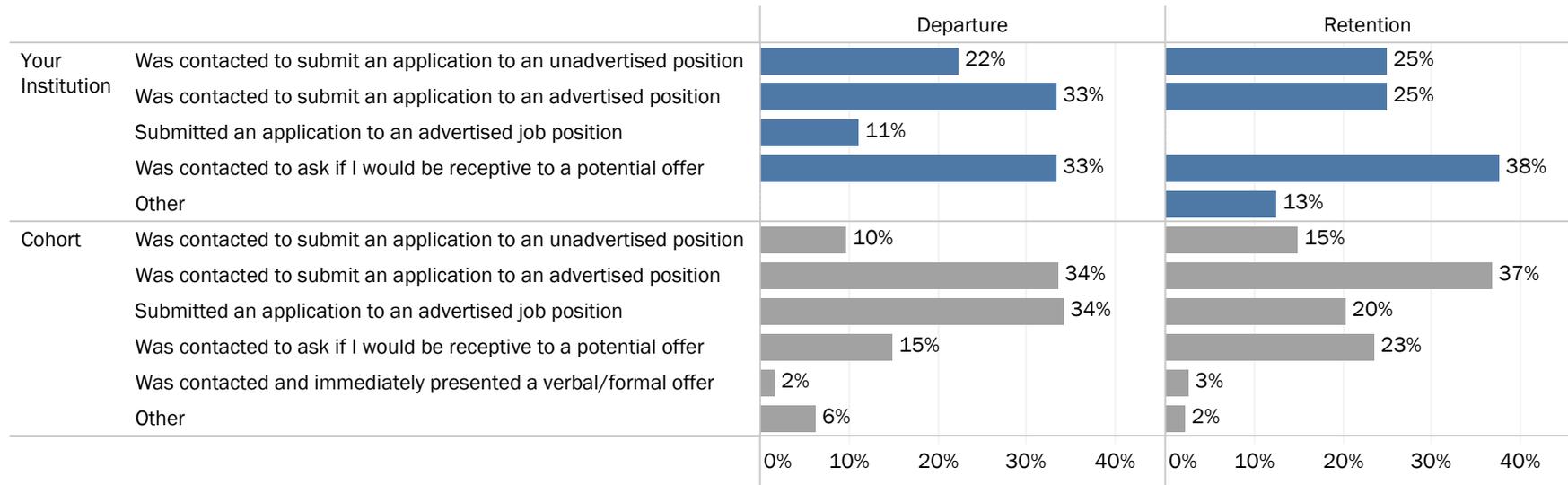
e. by Discipline (n=19)

	Humanities		Social Sciences		STEM		Professions & Other	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Your Institution					2.4	1.30	2.0	1.10
Cohort	1.3	0.55	1.4	0.74	1.6	1.01	1.7	1.01

4.4 Initial contact between your faculty and offering institution

Concerning the most recent job offer you received, how was communication first initiated between you and the representative from that institution?

a. Overall (n=17)



4.4 Initial contact between your faculty and offering institution (cont.)

Concerning the most recent job offer you received, how was communication first initiated between you and the representative from that institution?

a. Overall (n=17)

		Departure		Retention	
		#	%	#	%
Your Institution	Was contacted to submit an application to an unadvertised position	2	22%	2	25%
	Was contacted to submit an application to an advertised position	3	33%	2	25%
	Submitted an application to an advertised job position	1	11%	0	0%
	Was contacted to ask if I would be receptive to a potential offer	3	33%	3	38%
	Other	0	0%	1	13%
Cohort	Was contacted to submit an application to an unadvertised position	45	10%	28	15%
	Was contacted to submit an application to an advertised position	156	34%	69	37%
	Submitted an application to an advertised job position	158	34%	38	20%
	Was contacted to ask if I would be receptive to a potential offer	69	15%	44	23%
	Was contacted and immediately presented a verbal/formal offer	7	2%	5	3%
	Other	29	6%	4	2%

4.4 Initial contact between your faculty and offering institution (cont.)

Concerning the most recent job offer you received, how was communication first initiated between you and the representative from that institution?

b. by Gender (n=17)

		Female		Male	
		#	%	#	%
Your Institution	Was contacted to submit an application to an unadvertised position	2	40%	2	17%
	Was contacted to submit an application to an advertised position	1	20%	4	33%
	Submitted an application to an advertised job position	0	0%	1	8%
	Was contacted to ask if I would be receptive to a potential offer	2	40%	4	33%
	Other	0	0%	1	8%
Cohort	Was contacted to submit an application to an unadvertised position	30	10%	40	12%
	Was contacted to submit an application to an advertised position	107	36%	115	33%
	Submitted an application to an advertised job position	88	30%	105	31%
	Was contacted to ask if I would be receptive to a potential offer	50	17%	63	18%
	Was contacted and immediately presented a verbal/formal offer	4	1%	6	2%
	Other	17	6%	15	4%

4.4 Initial contact between your faculty and offering institution (cont.)

Concerning the most recent job offer you received, how was communication first initiated between you and the representative from that institution?

c. by Race/Ethnicity (n=17)

		Faculty of color and other		White, non-Hispanic	
		#	%	#	%
Your Institution	Was contacted to submit an application to an unadvertised position			3	21%
	Was contacted to submit an application to an advertised position			5	36%
	Submitted an application to an advertised job position			1	7%
	Was contacted to ask if I would be receptive to a potential offer			4	29%
	Other			1	7%
Cohort	Was contacted to submit an application to an unadvertised position	18	10%	49	11%
	Was contacted to submit an application to an advertised position	65	36%	153	35%
	Submitted an application to an advertised job position	58	32%	129	29%
	Was contacted to ask if I would be receptive to a potential offer	30	16%	78	18%
	Was contacted and immediately presented a verbal/formal offer	6	3%	4	1%
	Other	6	3%	27	6%

4.4 Initial contact between your faculty and offering institution (cont.)

Concerning the most recent job offer you received, how was communication first initiated between you and the representative from that institution?

d. by Tenure Status (n=17)

		Pre-tenure		Tenured	
		#	%	#	%
Your Institution	Was contacted to submit an application to an unadvertised position			3	20%
	Was contacted to submit an application to an advertised position			5	33%
	Submitted an application to an advertised job position			1	7%
	Was contacted to ask if I would be receptive to a potential offer			5	33%
	Other			1	7%
Cohort	Was contacted to submit an application to an unadvertised position	23	10%	41	12%
	Was contacted to submit an application to an advertised position	79	33%	128	38%
	Submitted an application to an advertised job position	96	40%	71	21%
	Was contacted to ask if I would be receptive to a potential offer	32	13%	74	22%
	Was contacted and immediately presented a verbal/formal offer	1	0%	8	2%
	Other	8	3%	19	6%

4.4 Initial contact between your faculty and offering institution (cont.)

Concerning the most recent job offer you received, how was communication first initiated between you and the representative from that institution?

e. by Discipline (n=17)

		Humanities		Social Sciences		STEM		Professions & Other	
		#	%	#	%	#	%	#	%
Your Institution	Was contacted to submit an application to an unadvertised position					3	38%	1	17%
	Was contacted to submit an application to an advertised position					3	38%	2	33%
	Submitted an application to an advertised job position					0	0%	1	17%
	Was contacted to ask if I would be receptive to a potential offer					2	25%	2	33%
	Other					0	0%	0	0%
Cohort	Was contacted to submit an application to an unadvertised position	13	12%	11	11%	15	11%	29	12%
	Was contacted to submit an application to an advertised position	30	29%	48	46%	41	29%	86	34%
	Submitted an application to an advertised job position	44	42%	24	23%	39	28%	71	28%
	Was contacted to ask if I would be receptive to a potential offer	12	11%	16	15%	32	23%	46	18%
	Was contacted and immediately presented a verbal/formal offer	2	2%	1	1%	5	4%	3	1%
	Other	4	4%	4	4%	7	5%	15	6%

This page intentionally left blank

5. The Negotiation Process

Our research design seeks to shed light not just on the causes, but on the conduct of retention and departure processes. Even though the causes may sometimes be beyond a chair's or dean's control, their processes of notification and negotiation deserve scrutiny because such “unscripted interactions” (Ridgeway & Correll, 2004) in “foggy climates” (Lennartz & O'Meara, 2018) are circumstances where inequities thrive. Counting on instinct, chairs and deans introduce variability in how faculty are treated during the process and how equitably resources are distributed. These should be issues of great concern.

The report organizes these items into two categories: the process and the terms. Timeliness and transparency in these processes can have an impact on how faculty feel about the home institution. How the process is conducted sends a signal about whether deans and chairs care. Such a signal is not trivial: our pilot study suggested that faculty feel best about negotiations when they believe that the institution is taking their needs seriously. The signal can be the difference between an untimely departure and a successful retention, especially in negotiations where the outside offer and counteroffer are not so far apart.

With an eye toward helping administrators refine retention intervention strategies, this section continues the inquiry into conduct by investigating the most frequent communication channels used by faculty who are considering outside offers. They might use these data to learn whether there is a relationship between the communication channel (chair, dean, colleague), the institution's overall handling of the process, and the outcome (departure, retention).

Understanding the conduct of successful counteroffers—and of those where someone “dropped the ball”—could help provosts refine their expectations of retention processes and equip deans and chairs with the information and tools necessary to respond efficiently to outside offers. Balancing the needs of the department, the division, and the institution can be a difficult line to walk. Does your institution prepare your chairs to do it?

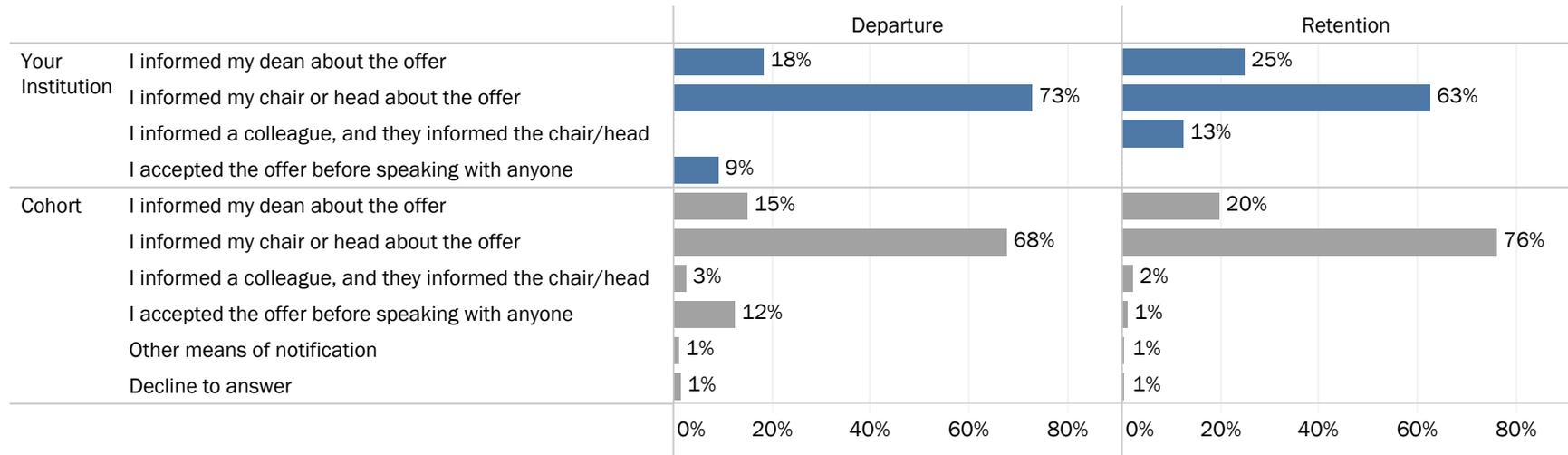
Questions to consider

- 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?
- Are there differences between men and women, white faculty and faculty of color in how they are treated (or how they are perceived they are treated)?
- What institutional mechanisms can be put in place to ensure equitable negotiation processes?

5.1 Your institution's first notification of outside offer

How did your institution first learn about the job offer?

a. Overall (n=19)



5.1 Your institution's first notification of outside offer (cont.)

How did your institution first learn about the job offer?

a. Overall (n=19)

		Departure		Retention	
		#	%	#	%
Your Institution	I informed my chair or head about the offer	8	73%	5	63%
	I informed my dean about the offer	2	18%	2	25%
	I informed a colleague, and they informed the chair/head	0	0%	1	13%
	I accepted the offer before speaking with anyone	1	9%	0	0%
Cohort	I informed my chair or head about the offer	312	68%	142	76%
	I informed my dean about the offer	70	15%	37	20%
	I informed a colleague, and they informed the chair/head	12	3%	4	2%
	I accepted the offer before speaking with anyone	57	12%	2	1%
	Other means of notification	5	1%	1	1%
	Decline to answer	6	1%	1	1%

5.1 Your institution's first notification of outside offer (cont.)

How did your institution first learn about the job offer?

b. by Gender (n=19)

		Female		Male	
		#	%	#	%
Your Institution	I informed my chair or head about the offer	3	60%	10	71%
	I informed my dean about the offer	2	40%	2	14%
	I informed a colleague, and they informed the chair/head	0	0%	1	7%
	I accepted the offer before speaking with anyone	0	0%	1	7%
Cohort	I informed my chair or head about the offer	206	70%	242	70%
	I informed my dean about the offer	48	16%	59	17%
	I informed a colleague, and they informed the chair/head	7	2%	9	3%
	I accepted the offer before speaking with anyone	27	9%	30	9%
	Other means of notification	1	0%	5	1%
	Decline to answer	5	2%	2	1%

5.1 Your institution's first notification of outside offer (cont.)

How did your institution first learn about the job offer?

c. by Race/Ethnicity (n=19)

		Faculty of color and other		White, non-Hispanic	
		#	%	#	%
Your Institution	I informed my chair or head about the offer			10	67%
	I informed my dean about the offer			3	20%
	I informed a colleague, and they informed the chair/head			1	7%
	I accepted the offer before speaking with anyone			1	7%
Cohort	I informed my chair or head about the offer	119	64%	317	72%
	I informed my dean about the offer	32	17%	71	16%
	I informed a colleague, and they informed the chair/head	9	5%	7	2%
	I accepted the offer before speaking with anyone	22	12%	36	8%
	Other means of notification	1	1%	5	1%
	Decline to answer	3	2%	4	1%

5.1 Your institution's first notification of outside offer (cont.)

How did your institution first learn about the job offer?

d. by Tenure Status (n=19)

		Pre-tenure		Tenured	
		#	%	#	%
Your Institution	I informed my chair or head about the offer			11	65%
	I informed my dean about the offer			4	24%
	I informed a colleague, and they informed the chair/head			1	6%
	I accepted the offer before speaking with anyone			1	6%
Cohort	I informed my chair or head about the offer	188	77%	217	65%
	I informed my dean about the offer	20	8%	80	24%
	I informed a colleague, and they informed the chair/head	5	2%	10	3%
	I accepted the offer before speaking with anyone	27	11%	21	6%
	Other means of notification	3	1%	2	1%
	Decline to answer	2	1%	4	1%

5.1 Your institution's first notification of outside offer (cont.)

How did your institution first learn about the job offer?

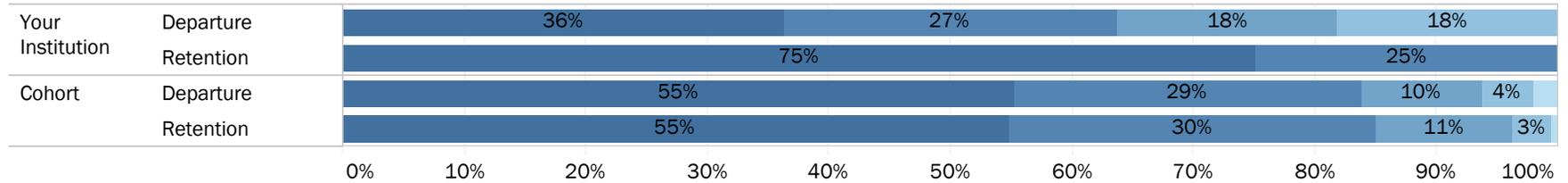
e. by Discipline (n=19)

		Humanities		Social Sciences		STEM		Professions & Other	
		#	%	#	%	#	%	#	%
Your Institution	I informed my chair or head about the offer					6	75%	3	50%
	I informed my dean about the offer					1	13%	3	50%
	I informed a colleague, and they informed the chair/head					0	0%	0	0%
	I accepted the offer before speaking with anyone					1	13%	0	0%
Cohort	I informed my chair or head about the offer	78	74%	85	81%	105	75%	148	61%
	I informed my dean about the offer	14	13%	13	12%	17	12%	55	23%
	I informed a colleague, and they informed the chair/head	2	2%	2	2%	4	3%	7	3%
	I accepted the offer before speaking with anyone	9	8%	3	3%	12	9%	29	12%
	Other means of notification	2	2%	0	0%	1	1%	1	0%
	Decline to answer	1	1%	2	2%	1	1%	1	0%

5.2 Seriousness with which faculty viewed the outside offer

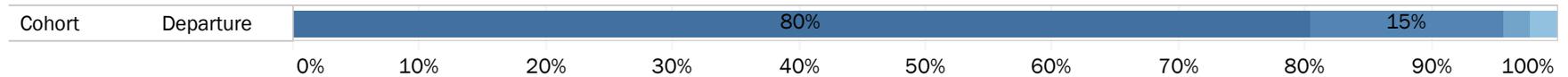
How seriously were faculty considering accepting their outside offers?

a. Overall (n=19)



Once you learned that you would not receive a counteroffer, how seriously were you considering accepting the job offer you received? (Asked only of departures who reported that they did not receive a counteroffer.)

a. Overall (n=1)



Extremely seriously
 Quite seriously
 Moderately seriously
 Slightly seriously
 Not at all seriously

* Response scale: *Not at all seriously, Slightly seriously, Moderately seriously, Quite seriously, Extremely seriously.* Categories with no responses are not displayed.

5.2 Seriousness with which faculty viewed the outside offer (cont.)

How seriously were faculty considering accepting their outside offers?

a. Overall (n=19)

		Departure		Retention				Departure		Retention	
		#	%	#	%			Mean	SD	Mean	SD
Your Institution	Slightly seriously	2	18%	0	0%	Your Institution Cohort		3.8	1.17	4.8	0.46
	Moderately seriously	2	18%	0	0%						
	Quite seriously	3	27%	2	25%						
	Extremely seriously	4	36%	6	75%						
Cohort	Not at all seriously	9	2%	1	1%						
	Slightly seriously	19	4%	6	3%						
	Moderately seriously	44	10%	21	11%						
	Quite seriously	127	29%	56	30%						
	Extremely seriously	245	55%	102	55%						

Once you learned that you would not receive a counteroffer, how seriously were you considering accepting the job offer you received? (Asked only of departures who reported that they did not receive a counteroffer.)

a. Overall (n=1)

		Departure		Departure	
		#	%	Mean	SD
Cohort	Slightly seriously	1	2%	Cohort	4.7
	Moderately seriously	1	2%		
	Quite seriously	7	15%		
	Extremely seriously	37	80%		

* Response scale: *Not at all seriously, Slightly seriously, Moderately seriously, Quite seriously, Extremely seriously.* Categories with no responses are not displayed.

5.2 Seriousness with which faculty viewed the outside offer (cont.)

How seriously were faculty considering accepting their outside offers?

b. by Gender (n=19)

		Female		Male	
		#	%	#	%
Your Institution	Slightly seriously	0	0%	2	14%
	Moderately seriously	1	20%	1	7%
	Quite seriously	2	40%	3	21%
	Extremely seriously	2	40%	8	57%
Cohort	Not at all seriously	4	1%	6	2%
	Slightly seriously	9	3%	15	4%
	Moderately seriously	33	12%	32	9%
	Quite seriously	74	26%	105	31%
	Extremely seriously	165	58%	179	53%

Once you learned that you would not receive a counteroffer, how seriously were you considering accepting the job offer you received? (Asked only of departures who reported that they did not receive a counteroffer.)

b. by Gender (n=1)

		Female		Male	
		#	%	#	%
Cohort	Slightly seriously	1	5%	0	0%
	Moderately seriously	0	0%	1	4%
	Quite seriously	4	18%	3	13%
	Extremely seriously	17	77%	20	83%

* Response scale: *Not at all seriously, Slightly seriously, Moderately seriously, Quite seriously, Extremely seriously.* Categories with no responses are not displayed.

5.2 Seriousness with which faculty viewed the outside offer (cont.)

How seriously were faculty considering accepting their outside offers?

c. by Race/Ethnicity (n=19)

		Faculty of color and other		White, non-Hispanic	
		#	%	#	%
Your Institution	Slightly seriously			1	7%
	Moderately seriously			2	13%
	Quite seriously			3	20%
	Extremely seriously			9	60%
Cohort	Not at all seriously	5	3%	5	1%
	Slightly seriously	11	6%	13	3%
	Moderately seriously	20	11%	43	10%
	Quite seriously	56	31%	119	28%
	Extremely seriously	86	48%	249	58%

Once you learned that you would not receive a counteroffer, how seriously were you considering accepting the job offer you received? (Asked only of departures who reported that they did not receive a counteroffer.)

c. by Race/Ethnicity (n=1)

		Faculty of color and other		White, non-Hispanic	
		#	%	#	%
Cohort	Slightly seriously	0	0%	1	4%
	Moderately seriously	0	0%	1	4%
	Quite seriously	1	6%	6	22%
	Extremely seriously	17	94%	19	70%

* Response scale: *Not at all seriously, Slightly seriously, Moderately seriously, Quite seriously, Extremely seriously.* Categories with no responses are not displayed.

5.2 Seriousness with which faculty viewed the outside offer (cont.)

How seriously were faculty considering accepting their outside offers?

d. by Tenure Status (n=19)

		Pre-tenure		Tenured	
		#	%	#	%
Your Institution	Slightly seriously			2	12%
	Moderately seriously			2	12%
	Quite seriously			3	18%
	Extremely seriously			10	59%
Cohort	Not at all seriously	4	2%	5	2%
	Slightly seriously	11	5%	12	4%
	Moderately seriously	27	11%	32	10%
	Quite seriously	63	27%	99	30%
	Extremely seriously	132	56%	177	54%

Once you learned that you would not receive a counteroffer, how seriously were you considering accepting the job offer you received? (Asked only of departures who reported that they did not receive a counteroffer.)

d. by Tenure Status (n=1)

		Pre-tenure		Tenured	
		#	%	#	%
Cohort	Moderately seriously	1	7%	0	0%
	Quite seriously	2	13%	2	10%
	Extremely seriously	12	80%	18	90%

* Response scale: *Not at all seriously, Slightly seriously, Moderately seriously, Quite seriously, Extremely seriously.* Categories with no responses are not displayed.

5.2 Seriousness with which faculty viewed the outside offer (cont.)

How serious were faculty about accepting their outside offers?

e. by Discipline (n=19)

		Humanities		Social Sciences		STEM		Professions & Other	
		#	%	#	%	#	%	#	%
Your Institution	Slightly seriously					0	0%	0	0%
	Moderately seriously					1	13%	1	17%
	Quite seriously					1	13%	2	33%
	Extremely seriously					6	75%	3	50%
Cohort	Not at all seriously	0	0%	2	2%	2	1%	6	3%
	Slightly seriously	4	4%	3	3%	3	2%	13	6%
	Moderately seriously	10	10%	14	13%	9	7%	27	11%
	Quite seriously	27	27%	33	32%	44	32%	62	26%
	Extremely seriously	60	59%	52	50%	79	58%	127	54%

Once you learned that you would not receive a counteroffer, how seriously were you considering accepting the job offer you received? (Asked only of departures who reported that they did not receive a counteroffer.)

e. by Discipline (n=1)

		Social Sciences		STEM		Professions & Other	
		#	%	#	%	#	%
Cohort	Moderately seriously	0	0%	0	0%	1	5%
	Quite seriously	1	9%	1	11%	5	23%
	Extremely seriously	10	91%	8	89%	16	73%

* Response scale: *Not at all seriously, Slightly seriously, Moderately seriously, Quite seriously, Extremely seriously*. Categories with no responses are not displayed.

5.3 Number of days from notification to counteroffer

Approximately how many days transpired from the day your institution learned of your outside offer to the day that you [received an official (e.g. written) counteroffer] [learned that you would not receive an official counteroffer]?

How long does it take your institution to deliver a counteroffer or news that none is forthcoming?

Average number of days from notification to counteroffer

a. Overall (n=9)

	Departure						Retention					
	Count	Median	Min	Max	Mean	SD	Count	Median	Min	Max	Mean	SD
Your Institution	2	60.0	30	90	60.0	42.43	7	60.0	25	75	50.0	18.48
Cohort	106	14.0	0	999	36.1	111.56	155	15.0	0	150	23.8	27.52

Average number of days from notification to the news that no counteroffer is forthcoming

a. Overall (n=1)

	Departure					
	Count	Median	Min	Max	Mean	SD
Cohort	45	6.0	0	365	26.4	64.75

5.3 Number of days from notification to counteroffer (cont.)

Approximately how many days transpired from the day your institution learned of your outside offer to the day that you [received an official (e.g. written) counteroffer] [learned that you would not receive an official counteroffer]?

How long does it take your institution to deliver a counteroffer or news that none is forthcoming?

Average number of days from notification to counteroffer

b. by Gender (n=9)

	Female						Male					
	Count	Median	Min	Max	Mean	SD	Count	Median	Min	Max	Mean	SD
Your Institution	2	50.0	25	75	50.0	35.36	7	60.0	30	90	52.9	21.38
Cohort	116	14.0	0	270	26.9	37.72	142	14.0	0	999	30.8	94.78

Average number of days from notification to the news that no counteroffer is forthcoming

b. by Gender (n=1)

	Female						Male					
	Count	Median	Min	Max	Mean	SD	Count	Median	Min	Max	Mean	SD
Cohort	21	7.0	0	365	34.8	84.99	24	5.0	0	180	19.0	40.21

5.3 Number of days from notification to counteroffer (cont.)

Approximately how many days transpired from the day your institution learned of your outside offer to the day that you [received an official (e.g. written) counteroffer] [learned that you would not receive an official counteroffer]?

How long does it take your institution to deliver a counteroffer or news that none is forthcoming?

Average number of days from notification to counteroffer

c. by Race/Ethnicity (n=9)

	Faculty of color and other						White, non-Hispanic					
	Count	Median	Min	Max	Mean	SD	Count	Median	Min	Max	Mean	SD
Your Institution							8	60.0	30	90	55.6	21.29
Cohort	63	14.0	1	500	31.4	66.17	184	14.0	0	999	27.4	79.11

Average number of days from notification to the news that no counteroffer is forthcoming

c. by Race/Ethnicity (n=1)

	Faculty of color and other						White, non-Hispanic					
	Count	Median	Min	Max	Mean	SD	Count	Median	Min	Max	Mean	SD
Cohort	18	6.0	0	180	17.7	41.59	26	6.5	0	365	33.4	77.92

5.3 Number of days from notification to counteroffer (cont.)

Approximately how many days transpired from the day your institution learned of your outside offer to the day that you [received an official (e.g. written) counteroffer] [learned that you would not receive an official counteroffer]?

How long does it take your institution to deliver a counteroffer or news that none is forthcoming?

Average number of days from notification to counteroffer

d. by Tenure Status (n=9)

	Pre-tenure						Tenured					
	Count	Median	Min	Max	Mean	SD	Count	Median	Min	Max	Mean	SD
Your Institution							9	60.0	25	90	52.2	22.38
Cohort	86	9.5	0	999	28.5	108.86	165	14.0	0	500	28.1	48.89

Average number of days from notification to the news that no counteroffer is forthcoming

d. by Tenure Status (n=1)

	Pre-tenure						Tenured					
	Count	Median	Min	Max	Mean	SD	Count	Median	Min	Max	Mean	SD
Cohort	15	5.0	0	365	43.7	99.77	19	10.0	0	180	27.1	43.38

5.3 Number of days from notification to counteroffer (cont.)

Approximately how many days transpired from the day your institution learned of your outside offer to the day that you [received an official (e.g. written) counteroffer] [learned that you would not receive an official counteroffer]?

How long does it take your institution to deliver a counteroffer or news that none is forthcoming?

Average number of days from notification to counteroffer

e. by Discipline (n=9)

	Humanities			Social Sciences			STEM			Professions & Other		
	Count	Min	Max	Count	Min	Max	Count	Min	Max	Count	Min	Max
Your Institution							5	30	90			
Cohort	48	0	120	52	0	500	58	0	150	82	0	200
	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD
Your Institution							60	59.0	24.60			
Cohort	10	17.5	24.04	14	30.0	76.36	20	30.4	30.98	14	25.6	34.71

Average number of days from notification to the news that no counteroffer is forthcoming

e. by Discipline (n=1)

	Social Sciences			STEM			Professions & Other		
	Count	Min	Max	Count	Min	Max	Count	Min	Max
Cohort	10	0	180	9	1	365	22	0	180
	Median	Mean	SD	Median	Mean	SD	Median	Mean	SD
Cohort	7.0	33.1	58.38	14.0	52.2	117.78	3.5	15.7	39.20

6. The Negotiation Terms

O'Meara and her co-authors (2014) describe the habit of college administrators to describe faculty departures in terms of “heaven” (they went to a better place than here) or “hell” (they weren't good enough for here). Gathering systematic information about the direction of the move (or potential move) extends O'Meara's study by revealing in greater detail whether the campus community's sensemaking is accurate. The administrative and respondent data we collect about the origins of the offer provide institutions with a clearer picture of their place in the faculty labor market, including specific information about their greatest threats. This knowledge can help the institution prepare thoughtful questions or data points for deans, chairs, and faculty about the comparative strengths of their workplace.

The literature on the professoriate and our observations of universities' own exit surveys suggest that while higher salary and refreshed start-up packages are appealing components of outside offers, other factors are often at play, so that matching or exceeding compensation may not be a sufficient or necessary response to stave off a departure. This COACHE study looks below the letterhead at components of the outside offer, including rank, tenure status, and title, at the value and permissible uses of any startup package, and at how the monetary value of the offers compared to their compensation and resources at home.

Learning from literature about differences in who negotiates and about who is rewarded and who is punished for doing so, we also delve into whether or not respondents sought a counteroffer, what the counteroffer included if they received one, and the extent to which changes proposed in a counteroffer (if sought and if received) matched up. These results may help us understand how counteroffers differ between those who stay (i.e., for whom the counteroffer was effective) and those who leave (i.e., for whom it was not compelling). Given signals from the literature that inequities may exist, differences in the quality of counteroffer package may differ by gender, race, tenure status and discipline.

There are some limitations to the calculations of salary and total compensation within these findings. Many respondents chose to withhold their home institutions' or outside offers' base salaries. When possible, we imputed the base salary from campus administrative data, but not all institutions provided such data to COACHE.

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 state?
- What types of investments (e.g., in graduate student support, in travel that strengthens research networks and know-how) could academic leaders make over the course of a faculty member's career to diminish the attractiveness of outside offers that attempt to lure faculty away with large startup packages comprised of these components?
- When multiple faculty are seeking counteroffers and retention funds are limited, what processes exist to prioritize those funds? How does this process ensure that resources are allocated equitably (and not just to those who ask)?

6.1 Origin of outside offers

Where are the most serious outside offers originating? (Top 20 institutions)

Your institution

	Departure		Retention	
	#	%	#	%
University of California Los Angeles	2	5%	0	0%
Stanford University	4	10%	0	0%
University of Virginia	0	0%	1	5%
University of Texas at Austin	0	0%	2	9%
Arizona State University	1	2%	0	0%
Vanderbilt University	1	2%	0	0%
Duke University	1	2%	0	0%
University of Wisconsin Madison	1	2%	1	5%
University of Southern California	1	2%	0	0%
Massachusetts Institute of Technology	1	2%	0	0%
Brown University	2	5%	0	0%
Georgetown University	1	2%	0	0%
Columbia University	1	2%	0	0%
Amazon	1	2%	0	0%
Weill Cornell Medical College	1	2%	0	0%
University of Houston	1	2%	0	0%
University of California San Francisco	1	2%	0	0%
University of Arizona	0	0%	1	5%
Johns Hopkins University	0	0%	1	5%
Australian National University	0	0%	1	5%
Grand Total	42	100%	22	100%

6.1 Origin of outside offers (cont.)

Where are the most serious outside offers originating? (Top 20 institutions)

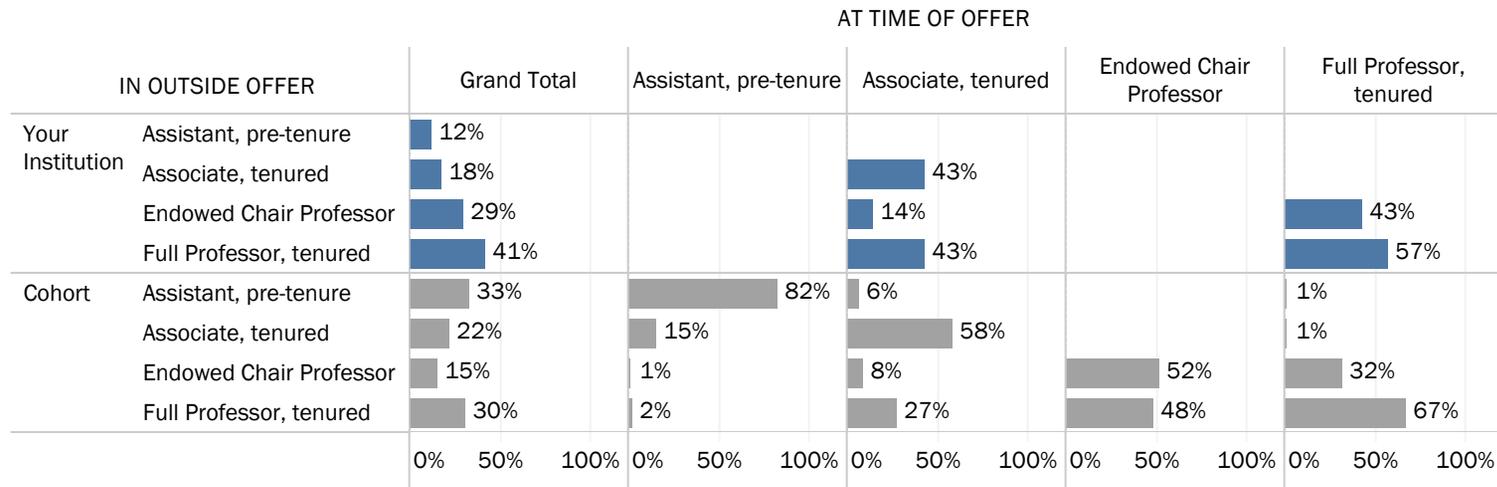
Cohort

	Departure		Retention	
	#	%	#	%
University of Texas at Austin	9	2%	6	4%
University of Virginia	12	2%	3	2%
Vanderbilt University	9	2%	3	2%
Cornell University	9	2%	5	3%
University of Georgia	7	1%	1	1%
University of Florida	7	1%	2	1%
Texas A&M University	8	1%	1	1%
University of Pittsburgh	7	1%	3	2%
North Carolina State University	7	1%	0	0%
Michigan State University	7	1%	1	1%
University of Alabama	5	1%	1	1%
Pennsylvania State University	4	1%	2	1%
Washington University in St. Louis	4	1%	3	2%
Northwestern University	4	1%	4	2%
Arizona State University	5	1%	4	2%
University of California Riverside	5	1%	1	1%
University of Pennsylvania	4	1%	3	2%
Georgia Institute of Technology	4	1%	2	1%
University of California Los Angeles	8	1%	0	0%
New York University	5	1%	1	1%
Grand Total	565	100%	167	100%

6.2 Rank, tenure and title: Pre-offer vs. Offer

What academic rank/tenure did you have at your institution at the time you received an outside offer?
 What academic rank/tenure was offered to you in the outside offer you received?
 Which of the following administrative titles, if any, were included in the outside offer?

Comparison of rank/tenure status at your institution vs. in the outside offer (n=17)



6.2 Rank, tenure and title: Pre-offer vs. Offer (cont.)

What academic rank/tenure did you have at your institution at the time you received an outside offer?

What academic rank/tenure was offered to you in the outside offer you received?

Which of the following administrative titles, if any, were included in the outside offer?

Comparison of rank/tenure status at your institution vs. in the outside offer (n=17)

		AT TIME OF OFFER									
		Grand Total		Assistant, pre-tenure		Associate, tenured		Endowed Chair Professor		Full Professor, tenured	
IN OUTSIDE OFFER		#	%	#	%	#	%	#	%	#	%
Your Institution	Assistant, pre-tenure	2	12%			0	0%			0	0%
	Associate, tenured	3	18%			3	43%			0	0%
	Endowed Chair Professor	5	29%			1	14%			3	43%
	Full Professor, tenured	7	41%			3	43%			4	57%
Cohort	Assistant, pre-tenure	159	33%	150	82%	8	6%	0	0%	1	1%
	Associate, tenured	105	22%	28	15%	76	58%	0	0%	1	1%
	Endowed Chair Professor	73	15%	1	1%	11	8%	16	52%	45	32%
	Full Professor, tenured	147	30%	3	2%	35	27%	15	48%	94	67%

6.2 Rank, tenure and title: Pre-offer vs. Offer (cont.)

What academic rank/tenure did you have at your institution at the time you received an outside offer?

What academic rank/tenure was offered to you in the outside offer you received?

Which of the following administrative titles, if any, were included in the outside offer?

Administrative appointments included in the outside offers, by faculty rank/tenure status at the time of offer (n=18)

IN OUTSIDE OFFER		AT TIME OF OFFER				
		Grand Total	Assistant, pre-tenure	Associate, tenured	Endowed Chair Professor	Full Professor, tenured
Your Institution	Center or Program Director	11%				13%
	Dean, Associate Dean, Assistant Dean, Vice Dean, Division Chief	6%				13%
	Department Chair/Head, Associate or Assistant Chair/Head	17%				25%
	I was not offered an administrative title	61%		86%		50%
	Other administrative title	6%		14%		
Cohort	Center or Program Director	11%	6%	13%	17%	17%
	Dean, Associate Dean, Assistant Dean, Vice Dean, Division Chief	7%	2%	3%	10%	16%
	Department Chair/Head, Associate or Assistant Chair/Head	9%	2%	8%	23%	19%
	I was not offered an administrative title	70%	88%	72%	50%	46%
	Other administrative title	2%	2%	4%		1%
	Provost, Associate Provost, Assistant Provost, Vice Provost, etc.	0%				1%
		0% 100%	0% 100%	0% 100%	0% 100%	0% 100%

6.2 Rank, tenure and title: Pre-offer vs. Offer (cont.)

What academic rank/tenure did you have at your institution at the time you received an outside offer?

What academic rank/tenure was offered to you in the outside offer you received?

Which of the following administrative titles, if any, were included in the outside offer?

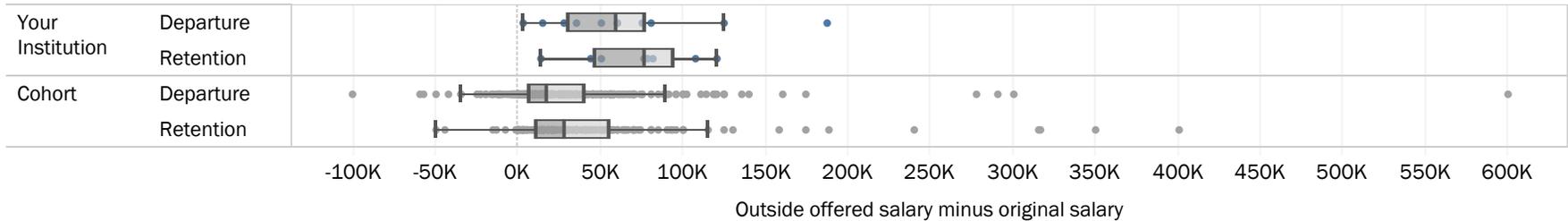
Administrative appointments included in the outside offers, by faculty rank/tenure status at the time of offer (n=18)

		AT TIME OF OFFER									
		Grand Total		Assistant, pre-tenure		Associate, tenured		Endowed Chair Professor		Full Professor, tenured	
		#	%	#	%	#	%	#	%	#	%
IN OUTSIDE OFFER											
Your Institution	Center or Program Director	2	11%			0	0%			1	13%
	Dean, Associate Dean, Assistant Dean, Vice Dean, Division Chief	1	6%			0	0%			1	13%
	Department Chair/Head, Associate or Assistant Chair/Head	3	17%			0	0%			2	25%
	I was not offered an administrative title	11	61%			6	86%			4	50%
	Other administrative title	1	6%			1	14%			0	0%
Cohort	Center or Program Director	61	11%	12	6%	19	13%	5	17%	25	17%
	Dean, Associate Dean, Assistant Dean, Vice Dean, Division Chief	36	7%	5	2%	5	3%	3	10%	23	16%
	Department Chair/Head, Associate or Assistant Chair/Head	50	9%	4	2%	12	8%	7	23%	27	19%
	I was not offered an administrative title	377	70%	188	88%	108	72%	15	50%	66	46%
	Other administrative title	12	2%	4	2%	6	4%	0	0%	2	1%
	Provost, Associate Provost, Assistant Provost, Vice Provost, etc.	2	0%	0	0%	0	0%	0	0%	2	1%

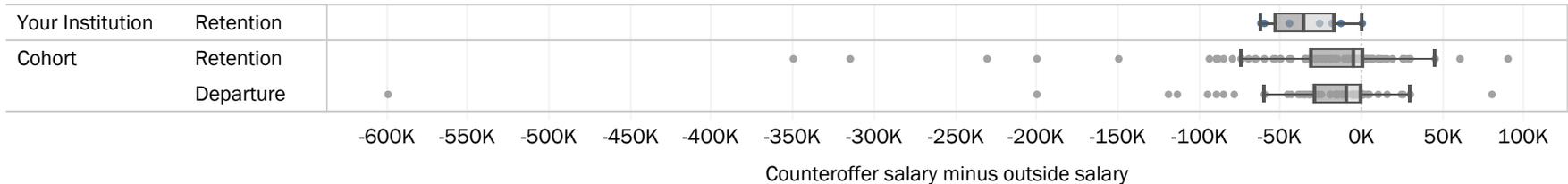
6.3 Compensation: Pre-offer vs. Offer vs. Counteroffer

a. Overall

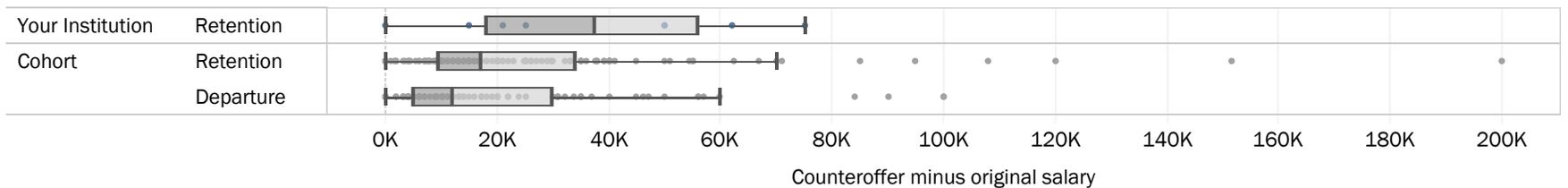
1) Difference between base salary at your institution (i.e., original salary) and in your outside offer [offer - original] (n=19)



2) Difference between base salary in your outside offer and in your counteroffer (if any) [counteroffer - offer] (n=11)



3) Difference between base salary at your institution (i.e., original salary) and in your counteroffer [counteroffer - original] (n=11)



6.3 Compensation: Pre-offer vs. Offer vs. Counteroffer (cont.)

a. Overall

1) Difference between base salary at your institution (i.e., original salary) and in your outside offer [offer - original] (n=19)

	Departure			Retention		
	Mean	SD	Median	Mean	SD	Median
Your Institution	65,100	52,666	60,000	71,100	34,645	76,900
Cohort	29,811	49,771	18,000	44,213	62,666	29,000

	Min	Max	Q1	Q3	Min	Max	Q1	Q3
	Your Institution	2,500	186,600	31,000	77,500	13,000	120,000	48,500
Cohort	-101,000	600,000	7,000	40,092	-50,000	400,000	11,300	55,500

2) Difference between base salary in your outside offer and in your counteroffer (if any) [counteroffer - offer] (n=11)

	Departure			Retention		
	Mean	SD	Median	Mean	SD	Median
Your Institution				-33,850	22,806	-35,450
Cohort	-24,309	70,641	-8,500	-21,728	55,476	-4,500

	Min	Max	Q1	Q3	Min	Max	Q1	Q3
	Your Institution					-62,900	0	-48,750
Cohort	-600,000	80,000	-28,750	0	-350,000	90,000	-30,125	1,250

6.3 Compensation: Pre-offer vs. Offer vs. Counteroffer (cont.)

a. Overall

3) Difference between base salary at your institution (i.e., original salary) and in your counteroffer [counteroffer - original] (n=11)

	Departure			Retention		
	Mean	SD	Median	Mean	SD	Median
Your Institution				37,250	25,819	37,500
Cohort	19,891	22,253	12,000	25,243	28,229	17,000

	Min	Max	Q1	Q3	Min	Max	Q1	Q3
	Your Institution					0	75,000	19,475
Cohort	0	100,000	5,000	30,000	0	200,000	9,597	34,000

6.3 Compensation: Pre-offer vs. Offer vs. Counteroffer (cont.)

1) Difference between base salary at your institution (i.e., original salary) and in your outside offer [offer - original]

a. Female (n=5)

	Mean	SD	Median	Min	Max	Q1	Q3
Your Institution	66,100	54,818	81,000	2,500	125,000	15,000	107,000
Cohort	29,525	39,772	19,750	-45,000	350,000	8,750	38,500

b. Male (n=14)

	Mean	SD	Median	Min	Max	Q1	Q3
Your Institution	68,171	43,208	60,000	13,000	186,600	45,500	77,350
Cohort	37,741	63,950	24,000	-101,000	600,000	6,000	50,500

c. Faculty of color and other (n=4)

	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	32,877	42,114	20,000	-101,000	300,000	9,000	49,600

d. White, non-Hispanic (n=15)

	Mean	SD	Median	Min	Max	Q1	Q3
Your Institution	70,393	46,343	60,000	2,500	186,600	47,000	79,400
Cohort	33,389	56,515	20,000	-60,000	600,000	7,000	44,500

6.3 Compensation: Pre-offer vs. Offer vs. Counteroffer (cont.)

1) Difference between base salary at your institution (i.e., original salary) and in your outside offer [offer - original] (cont.)

e. Pre-tenure (n=2)

	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	22,363	52,887	13,000	-101,000	600,000	5,000	25,000

f. Tenured (n=17)

	Mean	SD	Median	Min	Max	Q1	Q3
Your Institution	74,553	42,189	75,000	13,000	186,600	50,000	81,000
Cohort	44,886	57,195	32,815	-58,000	400,000	13,750	57,250

g. Humanities & Arts (n=1)

	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	21,631	22,978	15,000	-23,000	92,000	7,000	33,000

h. Social Sciences (n=4)

	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	31,874	29,662	24,500	-43,000	119,000	10,250	46,000

6.3 Compensation: Pre-offer vs. Offer vs. Counteroffer (cont.)

1) Difference between base salary at your institution (i.e., original salary) and in your outside offer [offer - original] (cont.)

i. STEM (n=8)

	Mean	SD	Median	Min	Max	Q1	Q3
Your Institution	76,675	50,010	75,500	13,000	186,600	56,000	78,600
Cohort	39,148	45,378	28,000	-16,900	290,000	13,000	56,500

j. Professions & Other (n=6)

	Mean	SD	Median	Min	Max	Q1	Q3
Your Institution	55,750	49,763	42,500	2,500	125,000	20,000	92,750
Cohort	36,823	74,282	18,000	-101,000	600,000	5,000	40,500

6.3 Compensation: Pre-offer vs. Offer vs. Counteroffer (cont.)

2) Difference between base salary in your outside offer and in your counteroffer (if any) [counteroffer - offer]

a. Female (n=2)

	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	-18,214	49,643	-5,000	-350,000	60,000	-17,500	0

b. Male (n=9)

	Mean	SD	Median	Min	Max	Q1	Q3
Your Institution	-28,978	22,776	-25,900	-62,900	0	-45,000	-13,000
Cohort	-26,292	69,966	-8,500	-600,000	90,000	-35,000	0

c. Faculty of color and other (n=2)

	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	-17,816	43,077	-1,000	-200,000	60,000	-25,000	0

d. White, non-Hispanic (n=9)

	Mean	SD	Median	Min	Max	Q1	Q3
Your Institution	-35,644	22,001	-45,000	-62,900	0	-50,000	-19,000
Cohort	-23,458	63,786	-7,000	-600,000	90,000	-32,500	0

6.3 Compensation: Pre-offer vs. Offer vs. Counteroffer (cont.)

2) Difference between base salary in your outside offer and in your counteroffer (if any) [counteroffer - offer] (cont.)

e. Pre-tenure (n=None)

	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	-16,107	74,007	-3,200	-600,000	60,000	-10,000	0

f. Tenured (n=11)

	Mean	SD	Median	Min	Max	Q1	Q3
Your Institution	-33,255	22,733	-45,000	-62,900	0	-47,500	-16,000
Cohort	-27,833	56,128	-11,750	-350,000	90,000	-36,125	0

g. Humanities & Arts (n=None)

	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	-6,002	22,273	0	-93,700	26,000	-9,500	1,500

h. Social Sciences (n=3)

	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	-11,734	23,974	-4,000	-114,000	25,000	-15,000	0

6.3 Compensation: Pre-offer vs. Offer vs. Counteroffer (cont.)

2) Difference between base salary in your outside offer and in your counteroffer (if any) [counteroffer - offer] (cont.)

i. STEM (n=6)

	Mean	SD	Median	Min	Max	Q1	Q3
Your Institution	-37,633	21,376	-35,450	-62,900	-13,000	-56,250	-20,725
Cohort	-27,462	34,011	-20,000	-150,000	28,000	-46,750	0

j. Professions & Other (n=2)

	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	-37,180	104,877	-5,000	-600,000	90,000	-30,000	2,859

6.3 Compensation: Pre-offer vs. Offer vs. Counteroffer (cont.)

3) Difference between base salary at your institution (i.e., original salary) and in your counteroffer [counteroffer - original]

a. Female (n=2)

	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	21,129	21,955	14,500	0	120,000	7,325	29,450

b. Male (n=9)

	Mean	SD	Median	Min	Max	Q1	Q3
Your Institution	34,444	30,474	25,000	0	80,000	14,900	50,100
Cohort	24,867	28,836	16,000	0	200,000	7,553	33,163

c. Faculty of color and other (n=2)

	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	23,405	25,203	16,500	0	120,000	7,934	30,000

d. White, non-Hispanic (n=9)

	Mean	SD	Median	Min	Max	Q1	Q3
Your Institution	27,889	25,367	21,000	0	75,000	14,900	50,000
Cohort	22,790	26,856	14,000	0	200,000	7,000	31,750

6.3 Compensation: Pre-offer vs. Offer vs. Counteroffer (cont.)

3) Difference between base salary at your institution (i.e., original salary) and in your counteroffer [counteroffer - original] (cont.)

e. Pre-tenure (n=None)

	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	12,802	16,288	9,000	0	120,000	4,112	16,000

f. Tenured (n=11)

	Mean	SD	Median	Min	Max	Q1	Q3
Your Institution	35,727	28,898	25,000	0	80,000	14,950	56,050
Cohort	29,107	29,167	21,500	0	200,000	10,000	38,000

g. Humanities & Arts (n=None)

	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	18,035	18,158	12,479	0	95,000	8,250	20,000

h. Social Sciences (n=3)

	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	23,808	20,686	18,000	0	90,000	7,000	35,000

6.3 Compensation: Pre-offer vs. Offer vs. Counteroffer (cont.)

3) Difference between base salary at your institution (i.e., original salary) and in your counteroffer [counteroffer - original] (cont.)

i. STEM (n=6)

	Mean	SD	Median	Min	Max	Q1	Q3
Your Institution	21,000	16,595	18,000	0	50,100	14,925	24,000
Cohort	22,928	26,180	16,500	0	151,689	8,900	32,738

j. Professions & Other (n=2)

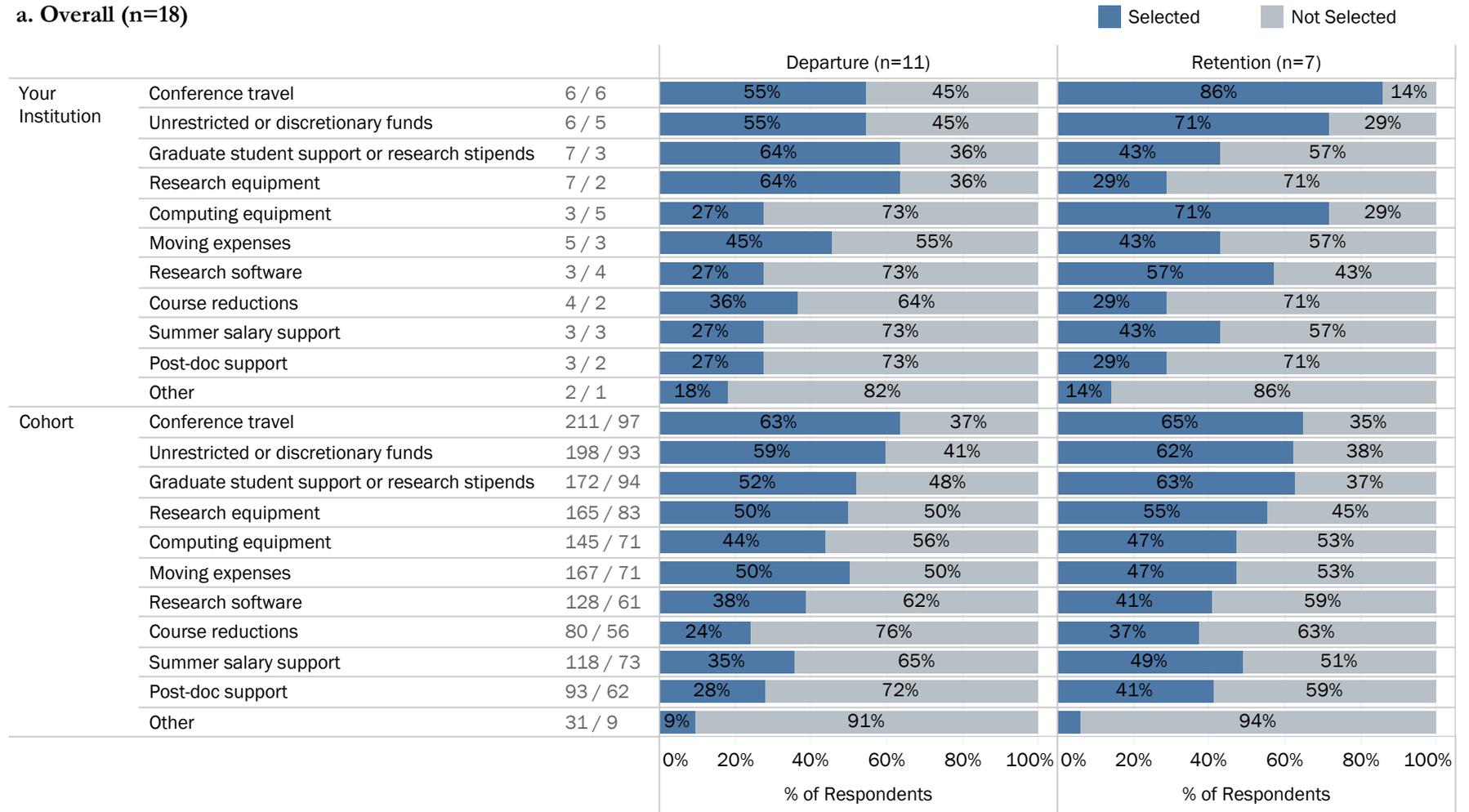
	Mean	SD	Median	Min	Max	Q1	Q3
Cohort	27,752	33,376	16,000	0	200,000	7,000	36,000

6.4 Permissible uses of startup funds in outside offer

Select the permissible uses of your outside offer’s startup funds. Rank order them according to uses that were most *important* to you, where “1” corresponds to the most important use of startup funds.

What permissible uses are most frequently included?

a. Overall (n=18)



6.4 Permissible uses of startup funds in outside offer (cont.)

Select the permissible uses of your outside offer’s startup funds. Rank order them according to uses that were most *important* to you, where “1” corresponds to the most important use of startup funds.

What permissible uses are most frequently included? What permissible uses are ranked most important? [1.0 (dark blue) = most important]

a. Overall (cont., n=18)

			Departure (n=11)	Retention (n=7)
Your Institution	Conference travel	6 / 6	3.3	3.8
	Unrestricted or discretionary funds	6 / 5	3.0	3.8
	Graduate student support or research stipends	7 / 3	3.3	1.7
	Research equipment	7 / 2	3.3	3.5
	Computing equipment	3 / 5	3.3	3.0
	Moving expenses	5 / 3	3.0	4.7
	Research software	3 / 4	6.0	5.8
	Course reductions	4 / 2	4.3	5.0
	Summer salary support	3 / 3	4.0	3.3
	Post-doc support	3 / 2	6.7	5.0
	Other	2 / 1	5.0	4.0
Cohort	Conference travel	211 / 97	3.2	3.8
	Unrestricted or discretionary funds	198 / 93	3.5	2.9
	Graduate student support or research stipends	172 / 94	3.0	3.0
	Research equipment	165 / 83	2.5	3.0
	Computing equipment	145 / 71	3.6	4.8
	Moving expenses	167 / 71	3.8	5.0
	Research software	128 / 61	3.9	5.3
	Course reductions	80 / 56	4.3	4.9
	Summer salary support	118 / 73	3.9	4.1
	Post-doc support	93 / 62	4.0	3.7
Other	31 / 9	2.7	1.9	



6.4 Permissible uses of startup funds in outside offer (cont.)

Select the permissible uses of your outside offer’s startup funds. Rank order them according to uses that were most *important* to you, where “1” corresponds to the most important use of startup funds.

What permissible uses are most frequently included? What permissible uses are ranked most important? [1.0 (dark blue) = most important]

a. Overall (cont., n=18)

		Departure			Retention		
		#	%	Mean Rank	#	%	Mean Rank
Your Institution	Research equipment	7	64%	3.3	2	29%	3.5
	Research software	3	27%	6.0	4	57%	5.8
	Computing equipment	3	27%	3.3	5	71%	3.0
	Conference travel	6	55%	3.3	6	86%	3.8
	Course reductions	4	36%	4.3	2	29%	5.0
	Graduate student support or research stipends	7	64%	3.3	3	43%	1.7
	Summer salary support	3	27%	4.0	3	43%	3.3
	Post-doc support	3	27%	6.7	2	29%	5.0
	Moving expenses	5	45%	3.0	3	43%	4.7
	Unrestricted or discretionary funds	6	55%	3.0	5	71%	3.8
	Other	2	18%	5.0	1	14%	4.0
Total		11	100%	3.8	7	100%	3.9
Cohort	Research equipment	165	50%	2.5	83	55%	3.0
	Research software	128	38%	3.9	61	41%	5.3
	Computing equipment	145	44%	3.6	71	47%	4.8
	Conference travel	211	63%	3.2	97	65%	3.8
	Course reductions	80	24%	4.3	56	37%	4.9
	Graduate student support or research stipends	172	52%	3.0	94	63%	3.0
	Summer salary support	118	35%	3.9	73	49%	4.1
	Post-doc support	93	28%	4.0	62	41%	3.7
	Moving expenses	167	50%	3.8	71	47%	5.0
	Unrestricted or discretionary funds	198	59%	3.5	93	62%	2.9
	Other	31	9%	2.7	9	6%	1.9
Total		333	100%	3.5	150	100%	3.9

6.4 Permissible uses of startup funds in outside offer (cont.)

Select the permissible uses of your outside offer’s startup funds. Rank order them according to uses that were most *important* to you, where “1” corresponds to the most important use of startup funds.

What permissible uses are most frequently included? What permissible uses are ranked most important? [1.0 = most important]

b. by Gender (n=17)

		Female			Male		
		#	%	Mean Rank	#	%	Mean Rank
Your Institution	Research equipment	3	38%	4.0	6	67%	3.0
	Research software	4	50%	6.0	3	33%	5.7
	Computing equipment	4	50%	4.5	4	44%	1.8
	Conference travel	6	75%	4.0	6	67%	3.2
	Course reductions	3	38%	3.3	2	22%	7.5
	Graduate student support or research stipends	6	75%	2.5	4	44%	3.3
	Summer salary support	2	25%	6.0	4	44%	2.5
	Post-doc support	2	25%	4.0	3	33%	7.3
	Moving expenses	3	38%	2.0	5	56%	4.6
	Unrestricted or discretionary funds	4	50%	3.0	6	67%	4.0
	Other	2	25%	2.5	1	11%	9.0
Total		8	100%	3.7	9	100%	4.0
Cohort	Research equipment	111	50%	2.8	135	52%	2.5
	Research software	85	38%	4.6	102	40%	4.2
	Computing equipment	99	45%	3.8	114	44%	4.1
	Conference travel	148	67%	3.3	157	61%	3.5
	Course reductions	57	26%	4.1	77	30%	4.9
	Graduate student support or research stipends	110	50%	2.8	155	60%	3.1
	Summer salary support	72	33%	3.8	117	45%	4.1
	Post-doc support	67	30%	3.9	87	34%	3.9
	Moving expenses	98	44%	3.9	138	53%	4.4
	Unrestricted or discretionary funds	140	63%	3.3	147	57%	3.4
	Other	15	7%	2.5	25	10%	2.5
Total		221	100%	3.5	258	100%	3.7

6.4 Permissible uses of startup funds in outside offer (cont.)

Select the permissible uses of your outside offer’s startup funds. Rank order them according to uses that were most *important* to you, where “1” corresponds to the most important use of startup funds.

What permissible uses are most frequently included? What permissible uses are ranked most important? [1.0 = most important]

c. by Race/Ethnicity (n=18)

		Faculty of color and others			White, non-Hispanic		
		#	%	Mean Rank	#	%	Mean Rank
Your Institution	Research equipment	5	56%	3.8	4	44%	2.8
	Research software	3	33%	6.0	4	44%	5.8
	Computing equipment	4	44%	3.5	4	44%	2.8
	Conference travel	6	67%	4.0	6	67%	3.2
	Course reductions	4	44%	4.3	2	22%	5.0
	Graduate student support or research stipends	5	56%	3.8	5	56%	1.8
	Summer salary support	2	22%	4.5	4	44%	3.3
	Post-doc support	3	33%	6.7	2	22%	5.0
	Moving expenses	5	56%	3.2	3	33%	4.3
	Unrestricted or discretionary funds	6	67%	2.7	5	56%	4.2
	Other	2	22%	5.0	1	11%	4.0
Total		9	100%	4.0	9	100%	3.6
Cohort	Research equipment	71	49%	3.0	164	51%	2.4
	Research software	51	35%	4.2	126	39%	4.4
	Computing equipment	61	42%	3.9	140	44%	3.9
	Conference travel	94	65%	2.9	199	62%	3.5
	Course reductions	43	30%	4.3	85	27%	4.6
	Graduate student support or research stipends	71	49%	3.1	182	57%	2.9
	Summer salary support	57	39%	3.7	122	38%	4.1
	Post-doc support	37	26%	4.6	111	35%	3.6
	Moving expenses	77	53%	3.9	151	47%	4.3
	Unrestricted or discretionary funds	80	55%	3.4	197	62%	3.3
	Other	10	7%	2.3	29	9%	2.6
Total		145	100%	3.6	320	100%	3.6

6.4 Permissible uses of startup funds in outside offer (cont.)

Select the permissible uses of your outside offer’s startup funds. Rank order them according to uses that were most *important* to you, where “1” corresponds to the most important use of startup funds.

What permissible uses are most frequently included? What permissible uses are ranked most important? [1.0 = most important]

d. by Tenure Status (n=18)

		Pre-Tenure			Tenured		
		#	%	Mean Rank	#	%	Mean Rank
Your Institution	Research equipment	2	25%	2.0	7	70%	3.7
	Research software	2	25%	2.5	5	50%	7.2
	Computing equipment	4	50%	2.5	4	40%	3.8
	Conference travel	4	50%	3.8	8	80%	3.5
	Course reductions	2	25%	1.5	4	40%	6.0
	Graduate student support or research stipends	2	25%	2.0	8	80%	3.0
	Summer salary support	0	0%	-	6	60%	3.7
	Post-doc support	1	13%	3.0	4	40%	6.8
	Moving expenses	3	38%	2.7	5	50%	4.2
	Unrestricted or discretionary funds	4	50%	2.3	7	70%	4.0
	Other	1	13%	1.0	2	20%	6.5
Total		8	100%	2.5	10	100%	4.4
Cohort	Research equipment	95	53%	2.9	136	50%	2.6
	Research software	77	43%	3.9	100	37%	4.8
	Computing equipment	86	48%	3.5	118	43%	4.3
	Conference travel	127	71%	3.1	161	59%	3.6
	Course reductions	55	31%	4.2	79	29%	4.8
	Graduate student support or research stipends	90	51%	3.2	162	59%	3.0
	Summer salary support	67	38%	4.1	114	42%	3.9
	Post-doc support	44	25%	5.1	104	38%	3.4
	Moving expenses	87	49%	4.0	132	48%	4.4
	Unrestricted or discretionary funds	97	54%	3.6	178	65%	3.2
	Other	14	8%	1.5	21	8%	2.9
Total		178	100%	3.6	273	100%	3.7

6.4 Permissible uses of startup funds in outside offer (cont.)

Select the permissible uses of your outside offer’s startup funds. Rank order them according to uses that were most *important* to you, where “1” corresponds to the most important use of startup funds.

What permissible uses are most frequently included? What permissible uses are ranked most important? [1.0 = most important]

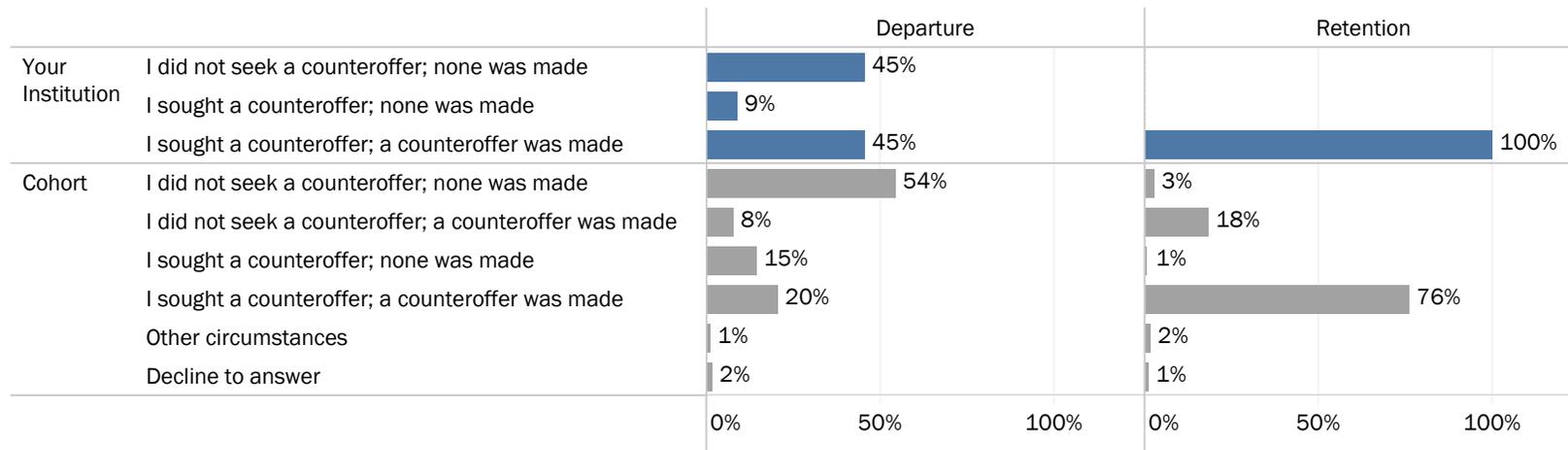
e. by Discipline (n=18)

		Humanities			Social Sciences			STEM			Professions & Other		
		#	%	Mean Rank	#	%	Mean Rank	#	%	Mean Rank	#	%	Mean Rank
Your Institution	Research equipment	3	43%	4.3				4	67%	3.5			
	Research software	2	29%	7.5				2	33%	6.5			
	Computing equipment	4	57%	2.8				1	17%	2.0			
	Conference travel	5	71%	3.2				4	67%	3.3			
	Course reductions	3	43%	5.0				1	17%	9.0			
	Graduate student support or research stipends	3	43%	5.0				4	67%	1.8			
	Summer salary support	2	29%	4.5				4	67%	3.3			
	Post-doc support	2	29%	8.5				2	33%	5.5			
	Moving expenses	5	71%	3.2				2	33%	4.5			
	Unrestricted or discretionary funds	3	43%	4.3				5	83%	2.6			
	Other	2	29%	5.0				0	0%	-			
Total		7	100%	4.4	3	100%	2.3	6	100%	3.6	2	100%	3.9
Cohort	Research equipment	23	32%	3.3	38	45%	2.9	77	64%	2.4	91	53%	2.7
	Research software	15	21%	3.5	40	47%	4.2	46	38%	5.3	73	42%	4.1
	Computing equipment	34	47%	3.0	43	51%	3.5	54	45%	4.9	70	41%	3.9
	Conference travel	51	71%	2.3	60	71%	3.1	73	60%	4.5	100	58%	3.4
	Course reductions	16	22%	3.1	28	33%	3.4	39	32%	5.8	44	26%	4.5
	Graduate student support or research stipends	17	24%	2.9	47	55%	3.5	89	74%	2.7	94	55%	2.9
	Summer salary support	20	28%	3.0	32	38%	4.2	66	55%	4.2	59	34%	3.9
	Post-doc support	7	10%	4.3	18	21%	5.0	68	56%	3.3	49	28%	4.0
	Moving expenses	35	49%	2.7	34	40%	4.2	69	57%	5.3	83	48%	3.7
	Unrestricted or discretionary funds	32	44%	2.7	51	60%	3.4	82	68%	3.5	107	62%	3.3
	Other	12	17%	1.7	5	6%	4.2	5	4%	3.4	13	8%	2.4
Total		72	100%	2.8	85	100%	3.6	121	100%	4.0	172	100%	3.5

6.5 Counteroffers sought and counteroffers received

How do those who seek counteroffers compare to those who receive them?

a. Overall (n=19)



6.5 Counteroffers sought and counteroffers received (cont.)

How do those who seek counteroffers compare to those who receive them?

a. Overall (n=19)

		Departure		Retention	
		#	%	#	%
Your Institution	I did not seek a counteroffer; none was made	5	45%	0	0%
	I sought a counteroffer; none was made	1	9%	0	0%
	I sought a counteroffer; a counteroffer was made	5	45%	8	100%
Cohort	I did not seek a counteroffer; none was made	251	54%	5	3%
	I did not seek a counteroffer; a counteroffer was made	36	8%	34	18%
	I sought a counteroffer; none was made	68	15%	1	1%
	I sought a counteroffer; a counteroffer was made	94	20%	142	76%
	Other circumstances	5	1%	3	2%
	Decline to answer	8	2%	2	1%

6.5 Counteroffers sought and counteroffers received (cont.)

How do those who seek counteroffers compare to those who receive them?

b. by Gender (n=19)

		Female		Male	
		#	%	#	%
Your Institution	I did not seek a counteroffer; none was made	2	40%	3	21%
	I sought a counteroffer; none was made	1	20%	0	0%
	I sought a counteroffer; a counteroffer was made	2	40%	11	79%
Cohort	I did not seek a counteroffer; none was made	121	41%	132	38%
	I did not seek a counteroffer; a counteroffer was made	28	10%	41	12%
	I sought a counteroffer; none was made	36	12%	33	10%
	I sought a counteroffer; a counteroffer was made	106	36%	127	37%
	Other circumstances	0	0%	8	2%
	Decline to answer	3	1%	6	2%

6.5 Counteroffers sought and counteroffers received (cont.)

How do those who seek counteroffers compare to those who receive them?

c. by Race/Ethnicity (n=19)

		Faculty of color and other		White, non-Hispanic	
		#	%	#	%
Your Institution	I did not seek a counteroffer; none was made			4	27%
	I sought a counteroffer; none was made			1	7%
	I sought a counteroffer; a counteroffer was made			10	67%
Cohort	I did not seek a counteroffer; none was made	78	42%	174	40%
	I did not seek a counteroffer; a counteroffer was made	14	8%	51	12%
	I sought a counteroffer; none was made	25	13%	42	10%
	I sought a counteroffer; a counteroffer was made	64	34%	161	37%
	Other circumstances	0	0%	8	2%
	Decline to answer	5	3%	4	1%

6.5 Counteroffers sought and counteroffers received (cont.)

How do those who seek counteroffers compare to those who receive them?

d. by Tenure Status (n=19)

		Pre-tenure		Tenured	
		#	%	#	%
Your Institution	I did not seek a counteroffer; none was made			4	24%
	I sought a counteroffer; none was made			0	0%
	I sought a counteroffer; a counteroffer was made			13	76%
Cohort	I did not seek a counteroffer; none was made	112	46%	103	31%
	I did not seek a counteroffer; a counteroffer was made	22	9%	42	13%
	I sought a counteroffer; none was made	25	10%	29	9%
	I sought a counteroffer; a counteroffer was made	77	31%	153	46%
	Other circumstances	4	2%	4	1%
	Decline to answer	5	2%	3	1%

6.5 Counteroffers sought and counteroffers received (cont.)

How do those who seek counteroffers compare to those who receive them?

e. by Discipline (n=19)

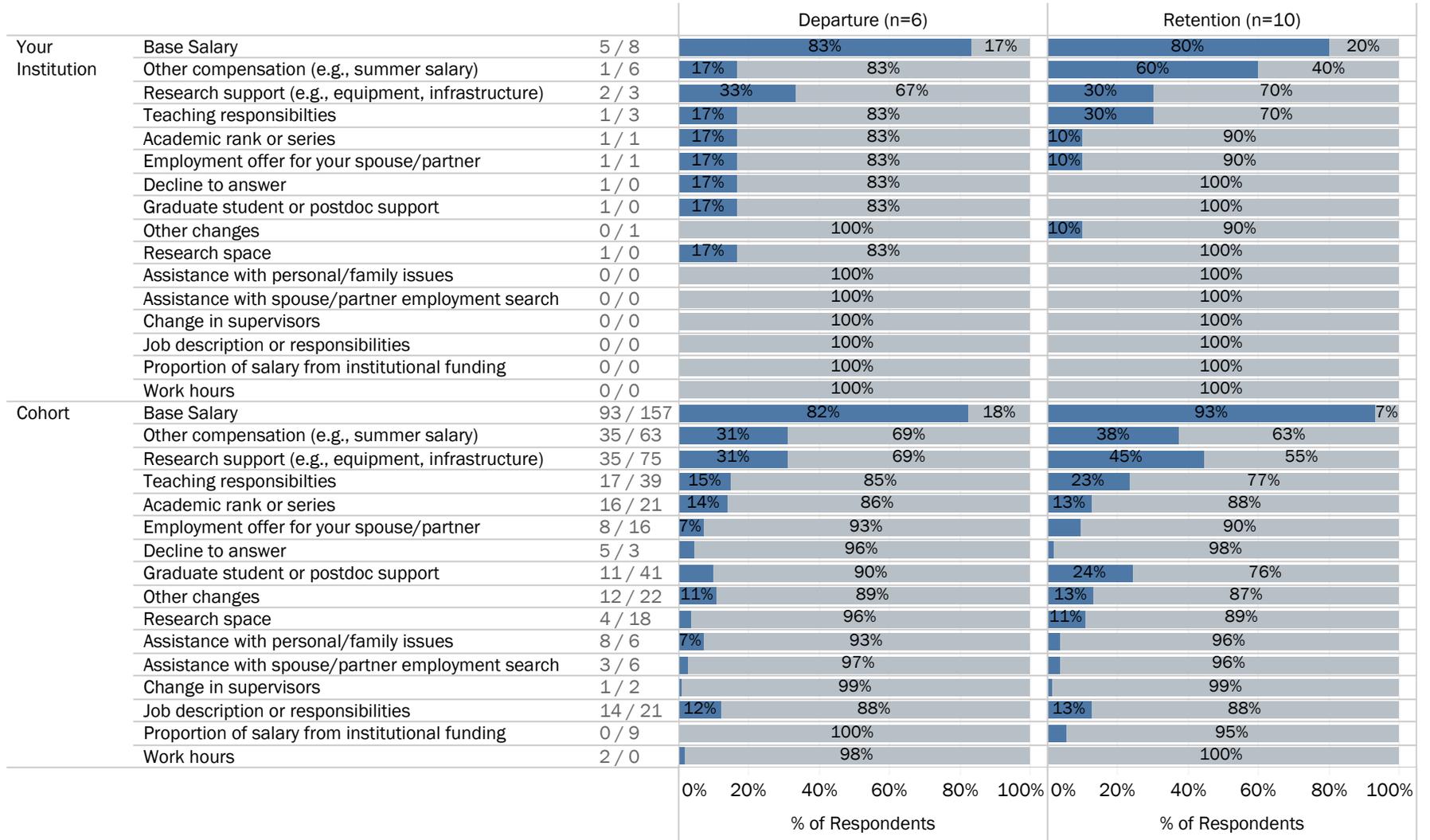
		Humanities		Social Sciences		STEM		Professions & Other	
		#	%	#	%	#	%	#	%
Your Institution	I did not seek a counteroffer; none was made					2	25%	3	50%
	I sought a counteroffer; none was made					0	0%	1	17%
	I sought a counteroffer; a counteroffer was made					6	75%	2	33%
Cohort	I did not seek a counteroffer; none was made	36	34%	29	28%	52	37%	113	47%
	I did not seek a counteroffer; a counteroffer was made	8	8%	10	10%	14	10%	35	15%
	I sought a counteroffer; none was made	4	4%	15	14%	13	9%	33	14%
	I sought a counteroffer; a counteroffer was made	53	50%	50	48%	56	40%	56	23%
	Other circumstances	3	3%	0	0%	2	1%	3	1%
	Decline to answer	2	2%	1	1%	3	2%	1	0%

6.6 Your counteroffer: Proposed changes

Please mark all of the proposed changes included in the counteroffer from your institution.

a. Overall (n=16)

Selected Not Selected



6.6 Your counteroffer: Proposed changes (cont.)

Please mark all of the proposed changes included in the counteroffer from your institution.

a. Overall (cont., n=16)

		Departure		Retention	
		#	%	#	%
Your Institution	Base Salary	5	83%	8	80%
	Other compensation (e.g., summer salary)	1	17%	6	60%
	Job description or responsibilities	0	0%	0	0%
	Academic rank or series	1	17%	1	10%
	Research space	1	17%	0	0%
	Research support (e.g., equipment, infrastructure)	2	33%	3	30%
	Graduate student or postdoc support	1	17%	0	0%
	Teaching responsibilities	1	17%	3	30%
	Work hours	0	0%	0	0%
	Proportion of salary from institutional funding	0	0%	0	0%
	Change in supervisors	0	0%	0	0%
	Assistance with personal/family issues	0	0%	0	0%
	Employment offer for your spouse/partner	1	17%	1	10%
	Assistance with spouse/partner employment search	0	0%	0	0%
	Other changes	0	0%	1	10%
	Decline to answer	1	17%	0	0%
Total		6	100%	10	100%
Cohort	Base Salary	93	82%	157	93%
	Other compensation (e.g., summer salary)	35	31%	63	38%
	Job description or responsibilities	14	12%	21	13%
	Academic rank or series	16	14%	21	13%
	Research space	4	4%	18	11%
	Research support (e.g., equipment, infrastructure)	35	31%	75	45%
	Graduate student or postdoc support	11	10%	41	24%
	Teaching responsibilities	17	15%	39	23%
	Work hours	2	2%	0	0%
	Proportion of salary from institutional funding	0	0%	9	5%
	Change in supervisors	1	1%	2	1%
	Assistance with personal/family issues	8	7%	6	4%
	Employment offer for your spouse/partner	8	7%	16	10%
	Assistance with spouse/partner employment search	3	3%	6	4%
	Other changes	12	11%	22	13%
	Decline to answer	5	4%	3	2%
Total		113	100%	168	100%

6.6 Your counteroffer: Proposed changes (cont.)

Please mark all of the proposed changes included in the counteroffer from your institution.

b. by Gender (n=15)

		Female		Male	
		#	%	#	%
Your Institution	Base Salary	7	88%	6	86%
	Other compensation (e.g., summer salary)	4	50%	3	43%
	Job description or responsibilities	0	0%	0	0%
	Academic rank or series	0	0%	2	29%
	Research space	0	0%	1	14%
	Research support (e.g., equipment, infrastructure)	2	25%	3	43%
	Graduate student or postdoc support	0	0%	1	14%
	Teaching responsibilities	3	38%	1	14%
	Work hours	0	0%	0	0%
	Proportion of salary from institutional funding	0	0%	0	0%
	Change in supervisors	0	0%	0	0%
	Assistance with personal/family issues	0	0%	0	0%
	Employment offer for your spouse/partner	2	25%	0	0%
	Assistance with spouse/partner employment search	0	0%	0	0%
	Other changes	1	13%	0	0%
	Decline to answer	0	0%	0	0%
	Total		8	100%	7
Cohort	Base Salary	109	91%	140	88%
	Other compensation (e.g., summer salary)	44	37%	53	33%
	Job description or responsibilities	10	8%	24	15%
	Academic rank or series	15	13%	22	14%
	Research space	13	11%	9	6%
	Research support (e.g., equipment, infrastructure)	50	42%	60	38%
	Graduate student or postdoc support	25	21%	27	17%
	Teaching responsibilities	32	27%	24	15%
	Work hours	0	0%	2	1%
	Proportion of salary from institutional funding	3	3%	6	4%
	Change in supervisors	1	1%	2	1%
	Assistance with personal/family issues	7	6%	7	4%
	Employment offer for your spouse/partner	9	8%	15	9%
	Assistance with spouse/partner employment search	5	4%	4	3%
	Other changes	15	13%	18	11%
	Decline to answer	4	3%	4	3%
	Total		120	100%	159

6.6 Your counteroffer: Proposed changes (cont.)

Please mark all of the proposed changes included in the counteroffer from your institution.

c. by Race/Ethnicity (n=16)

		Faculty of color and others		White, non-Hispanic	
		#	%	#	%
Your Institution	Base Salary	4	80%	9	82%
	Other compensation (e.g., summer salary)	1	20%	6	55%
	Job description or responsibilities	0	0%	0	0%
	Academic rank or series	1	20%	1	9%
	Research space	0	0%	1	9%
	Research support (e.g., equipment, infrastructure)	1	20%	4	36%
	Graduate student or postdoc support	0	0%	1	9%
	Teaching responsibilities	1	20%	3	27%
	Work hours	0	0%	0	0%
	Proportion of salary from institutional funding	0	0%	0	0%
	Change in supervisors	0	0%	0	0%
	Assistance with personal/family issues	0	0%	0	0%
	Employment offer for your spouse/partner	2	40%	0	0%
	Assistance with spouse/partner employment search	0	0%	0	0%
	Other changes	0	0%	1	9%
	Decline to answer	1	20%	0	0%
Total		5	100%	11	100%
Cohort	Base Salary	62	94%	175	87%
	Other compensation (e.g., summer salary)	29	44%	64	32%
	Job description or responsibilities	8	12%	24	12%
	Academic rank or series	7	11%	29	14%
	Research space	3	5%	16	8%
	Research support (e.g., equipment, infrastructure)	25	38%	80	40%
	Graduate student or postdoc support	13	20%	38	19%
	Teaching responsibilities	17	26%	36	18%
	Work hours	0	0%	2	1%
	Proportion of salary from institutional funding	3	5%	4	2%
	Change in supervisors	0	0%	2	1%
	Assistance with personal/family issues	5	8%	9	4%
	Employment offer for your spouse/partner	9	14%	14	7%
	Assistance with spouse/partner employment search	3	5%	6	3%
	Other changes	8	12%	24	12%
	Decline to answer	2	3%	6	3%
Total		66	100%	201	100%

6.6 Your counteroffer: Proposed changes (cont.)

Please mark all of the proposed changes included in the counteroffer from your institution.

d. by Tenure Status (n=15)

		Pre-Tenure		Tenured	
		#	%	#	%
Your Institution	Base Salary	5	71%	7	88%
	Other compensation (e.g., summer salary)	2	29%	5	63%
	Job description or responsibilities	0	0%	0	0%
	Academic rank or series	2	29%	0	0%
	Research space	0	0%	1	13%
	Research support (e.g., equipment, infrastructure)	2	29%	3	38%
	Graduate student or postdoc support	0	0%	1	13%
	Teaching responsibilities	1	14%	3	38%
	Work hours	0	0%	0	0%
	Proportion of salary from institutional funding	0	0%	0	0%
	Change in supervisors	0	0%	0	0%
	Assistance with personal/family issues	0	0%	0	0%
	Employment offer for your spouse/partner	2	29%	0	0%
	Assistance with spouse/partner employment search	0	0%	0	0%
	Other changes	0	0%	1	13%
	Decline to answer	1	14%	0	0%
Total		7	100%	8	100%
Cohort	Base Salary	78	91%	163	88%
	Other compensation (e.g., summer salary)	37	43%	61	33%
	Job description or responsibilities	6	7%	24	13%
	Academic rank or series	13	15%	22	12%
	Research space	4	5%	17	9%
	Research support (e.g., equipment, infrastructure)	34	40%	74	40%
	Graduate student or postdoc support	21	24%	29	16%
	Teaching responsibilities	20	23%	34	18%
	Work hours	0	0%	2	1%
	Proportion of salary from institutional funding	1	1%	8	4%
	Change in supervisors	1	1%	2	1%
	Assistance with personal/family issues	5	6%	8	4%
	Employment offer for your spouse/partner	12	14%	12	6%

6.6 Your counteroffer: Proposed changes (cont.)

Please mark all of the proposed changes included in the counteroffer from your institution.

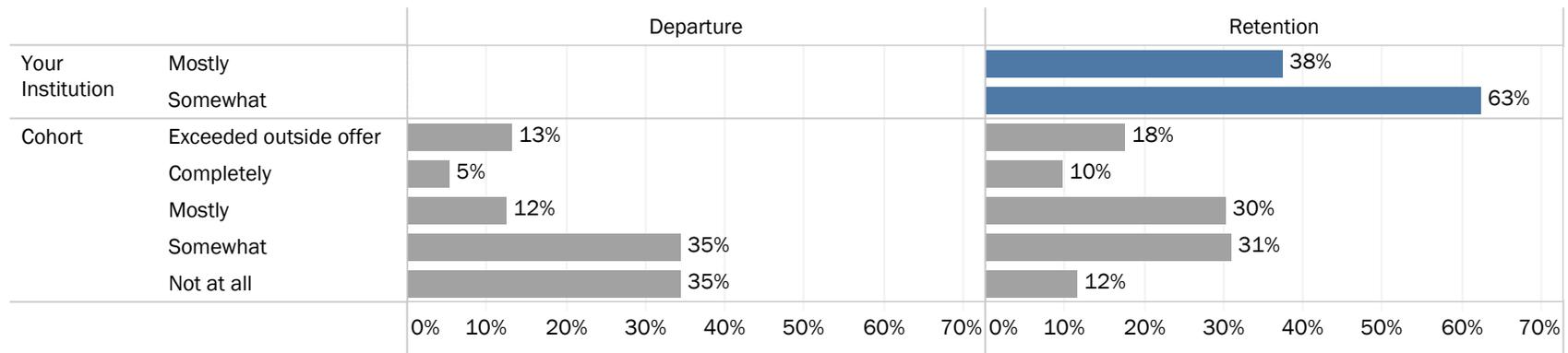
e. by Discipline (n=16)

		Humanities		Social Sciences		STEM		Professions & Other	
		#	%	#	%	#	%	#	%
Your Institution	Base Salary	5	83%			5	100%		
	Other compensation (e.g., summer salary)	1	17%			3	60%		
	Job description or responsibilities	0	0%			0	0%		
	Academic rank or series	0	0%			1	20%		
	Research space	0	0%			1	20%		
	Research support (e.g., equipment, infrastructure)	3	50%			1	20%		
	Graduate student or postdoc support	0	0%			1	20%		
	Teaching responsibilities	2	33%			1	20%		
	Work hours	0	0%			0	0%		
	Proportion of salary from institutional funding	0	0%			0	0%		
	Change in supervisors	0	0%			0	0%		
	Assistance with personal/family issues	0	0%			0	0%		
	Employment offer for your spouse/partner	2	33%			0	0%		
	Assistance with spouse/partner employment search	0	0%			0	0%		
	Other changes	0	0%			0	0%		
	Decline to answer	0	0%			0	0%		
Total		6	100%	4	100%	5	100%	1	100%
Cohort	Base Salary	47	94%	52	93%	57	88%	75	84%
	Other compensation (e.g., summer salary)	21	42%	22	39%	17	26%	30	34%
	Job description or responsibilities	6	12%	3	5%	5	8%	20	22%
	Academic rank or series	7	14%	9	16%	9	14%	11	12%
	Research space	2	4%	4	7%	9	14%	6	7%
	Research support (e.g., equipment, infrastructure)	19	38%	32	57%	27	42%	23	26%
	Graduate student or postdoc support	8	16%	9	16%	18	28%	12	13%
	Teaching responsibilities	10	20%	22	39%	10	15%	13	15%
	Work hours	1	2%	1	2%	0	0%	0	0%
	Proportion of salary from institutional funding	0	0%	0	0%	3	5%	6	7%
	Change in supervisors	0	0%	0	0%	0	0%	3	3%
	Assistance with personal/family issues	2	4%	2	4%	3	5%	7	8%
	Employment offer for your spouse/partner	6	12%	5	9%	4	6%	6	7%
	Assistance with spouse/partner employment search	5	10%	0	0%	1	2%	2	2%
	Other changes	5	10%	4	7%	8	12%	15	17%
	Decline to answer	2	4%	1	2%	1	2%	4	4%
Total		50	100%	56	100%	65	100%	89	100%

6.7 Your counteroffer: Extent to which it matched outside offer

To what extent did the compensation and resources provided in the counteroffer you received match your outside offer?

a. Overall (n=11)



6.7 Your counteroffer: Extent to which it matched outside offer (cont.)

To what extent did the compensation and resources provided in the counteroffer you received match your outside offer?

a. Overall (n=11)

	Departure		Retention	
	Mean	SD	Mean	SD
Your Institution			2.4	0.52
Cohort	2.3	1.35	2.9	1.25

		Departure		Retention	
		#	%	#	%
Your Institution	Mostly			3	38%
	Somewhat			5	63%
	Not at all			0	0%
Cohort	Exceeded outside offer	15	13%	29	18%
	Completely	6	5%	16	10%
	Mostly	14	12%	50	30%
	Somewhat	39	35%	51	31%
	Not at all	39	35%	19	12%

6.7 Your counteroffer: Extent to which it matched outside offer (cont.)

To what extent did the compensation and resources provided in the counteroffer you received match your outside offer?

b. by Gender (n=11)

	Female		Male	
	Mean	SD	Mean	SD
Your Institution			2.0	0.71
Cohort	2.7	1.36	2.6	1.30

		Female		Male	
		#	%	#	%
Your Institution	Mostly			2	22%
	Somewhat			5	56%
	Not at all			2	22%
Cohort	Exceeded outside offer	21	17%	23	15%
	Completely	10	8%	12	8%
	Mostly	31	25%	33	22%
	Somewhat	34	28%	56	37%
	Not at all	26	21%	29	19%

6.7 Your counteroffer: Extent to which it matched outside offer (cont.)

To what extent did the compensation and resources provided in the counteroffer you received match your outside offer?

c. by Race/Ethnicity (n=11)

	Faculty of color and other		White, non-Hispanic	
	Mean	SD	Mean	SD
Your Institution			2.0	0.71
Cohort	2.9	1.42	2.6	1.31

		Faculty of color and other		White, non-Hispanic	
		#	%	#	%
Your Institution	Mostly			2	22%
	Somewhat			5	56%
	Not at all			2	22%
Cohort	Exceeded outside offer	16	23%	28	14%
	Completely	5	7%	16	8%
	Mostly	16	23%	43	22%
	Somewhat	20	29%	66	34%
	Not at all	12	17%	42	22%

6.7 Your counteroffer: Extent to which it matched outside offer (cont.)

To what extent did the compensation and resources provided in the counteroffer you received match your outside offer?

d. by Tenure Status (n=11)

	Pre-tenure		Tenured	
	Mean	SD	Mean	SD
Your Institution			2.1	0.70
Cohort	2.8	1.46	2.6	1.21

		Pre-tenure		Tenured	
		#	%	#	%
Your Institution	Mostly			3	27%
	Somewhat			6	55%
	Not at all			2	18%
Cohort	Exceeded outside offer	21	23%	20	11%
	Completely	7	8%	13	7%
	Mostly	19	21%	44	25%
	Somewhat	24	26%	66	38%
	Not at all	20	22%	33	19%

6.7 Your counteroffer: Extent to which it matched outside offer (cont.)

To what extent did the compensation and resources provided in the counteroffer you received match your outside offer?

e. by Discipline (n=11)

	Humanities		Social Sciences		STEM		Professions & Other	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Your Institution					1.8	0.41		
Cohort	3.1	1.50	2.6	1.22	2.5	1.05	2.7	1.42

		Humanities		Social Sciences		STEM		Professions & Other	
		#	%	#	%	#	%	#	%
Your Institution	Mostly					0	0%		
	Somewhat					5	83%		
	Not at all					1	17%		
Cohort	Exceeded outside offer	16	30%	6	11%	4	6%	16	19%
	Completely	4	8%	6	11%	6	10%	6	7%
	Mostly	11	21%	14	25%	15	24%	20	24%
	Somewhat	13	25%	20	35%	30	48%	21	25%
	Not at all	9	17%	11	19%	8	13%	21	25%

7. The Transition

The period of transition out of one's institution receives little attention in the literature on faculty departures and in existing institutional surveys. Some might argue that attention 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?

How faculty are treated in transition matters because disciplines are relatively small communities. The final impressions of faculty and 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.

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. The survey asks how departing faculty were treated by colleagues, chairs, deans, and administrative staff. It asks how the institution was supportive and what it could have done better. Often, discussion of pragmatic issues like equipment transfer and grant management arise in the comments we receive. Many faculty in the pilot study mentioned the importance of tending to their graduate students, for example, who can become collateral damage in a badly managed departure.

Institution-level analysis may 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

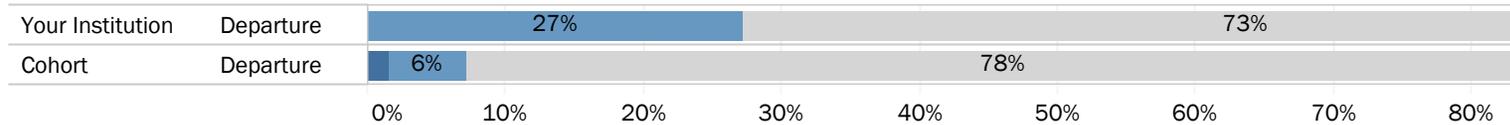
- What existing structures do grants administration offices have in place to assist with the closing or transference of grants when faculty leave the institution?
- How are graduate students supported when their advisors/mentors leave the institution?
- What interventions in policy or practice can help change chairs', deans', and faculty colleagues' behaviors toward faculty on the way out?

7.1 Treatment of faculty after departure intentions are known

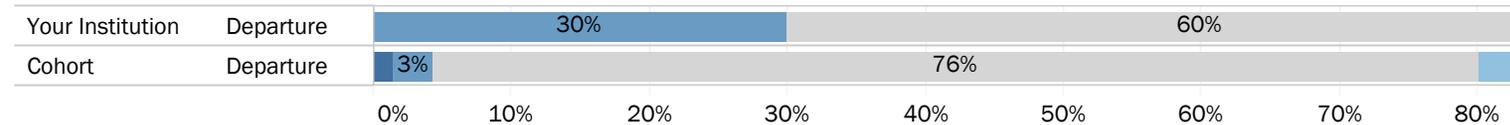
How were you treated by the following people at your institution after your decision to accept the outside offer (compared to how beforehand)?

a. Overall

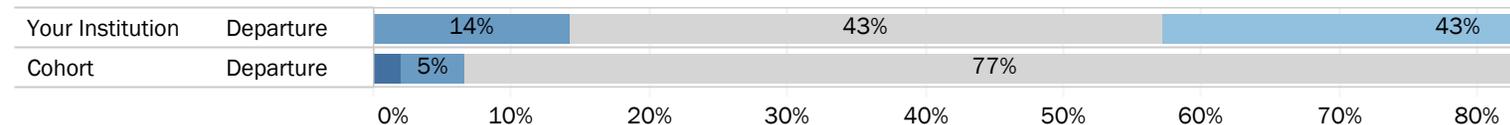
Colleagues (n=11)



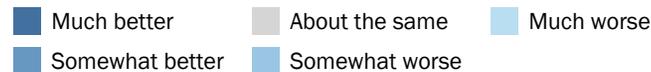
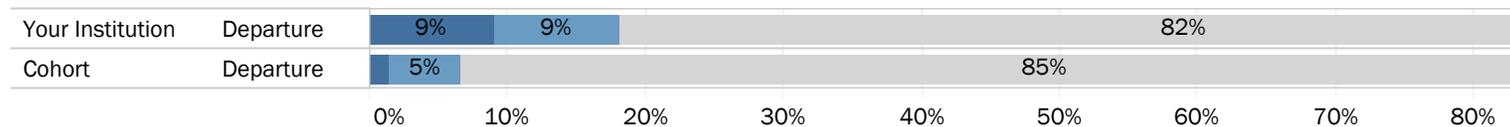
Department Chair (n=10)



Dean (n=7)



Staff & Admin Support (n=11)



7.1 Treatment of faculty after departure intentions are known (cont.)

How were you treated by the following people at your institution after your decision to accept the outside offer (compared to how you were treated beforehand)?

a. Overall

	Colleagues (n=11)		Department Chair (n=10)		Dean (n=7)		Staff & Admin Support (n=11)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Your Institution	3.3	0.47	3.1	0.88	2.7	0.76	3.3	0.65
Cohort	2.9	0.65	2.7	0.75	2.8	0.74	3.0	0.56

		Colleagues		Department Chair		Dean		Staff & Admin Support	
		#	%	#	%	#	%	#	%
Your Institution	Much worse	0	0%	1	10%	0	0%	0	0%
	Somewhat worse	0	0%	0	0%	3	43%	0	0%
	About the same	8	73%	6	60%	3	43%	9	82%
	Somewhat better	3	27%	3	30%	1	14%	1	9%
	Much better	0	0%	0	0%	0	0%	1	9%
Cohort	Much worse	24	5%	47	11%	33	10%	17	4%
	Somewhat worse	42	9%	35	9%	24	7%	20	5%
	About the same	345	78%	311	76%	266	77%	368	85%
	Somewhat better	25	6%	12	3%	16	5%	23	5%
	Much better	7	2%	6	1%	7	2%	6	1%

*Response scales in Section 7.1: *Much worse, Somewhat worse, About the same, Somewhat better, Much better, Decline to answer*. Categories with no responses are not displayed.

7.1 Treatment of faculty after departure intentions are known (cont.)

How were you treated by the following people at your institution after your decision to accept the outside offer (compared to how you beforehand)?

b. by Gender

	Colleagues (n=11)				Department Chair (n=10)				Dean (n=7)				Staff & Admin :	
	Female		Male		Female		Male		Female		Male		Female	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Your Institution			3.3	0.46			3.0	0.93			3.0	0.71		
Cohort	2.8	0.62	2.9	0.66	2.7	0.73	2.8	0.77	2.8	0.71	2.8	0.77	2.9	0.53

		Colleagues				Department Chair				Dean				Staff & A	
		Female		Male		Female		Male		Female		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Your Institution	Much worse			0	0%			1	13%			0	0%		
	Somewhat worse			0	0%			0	0%			1	20%		
	About the same			6	75%			5	63%			3	60%		
	Somewhat better			2	25%			2	25%			1	20%		
	Much better			0	0%			0	0%			0	0%		
Cohort	Much worse	10	5%	13	6%	22	11%	24	12%	13	8%	19	11%	7	3%
	Somewhat worse	29	14%	12	5%	24	12%	11	5%	16	10%	8	5%	13	6%
	About the same	155	75%	187	82%	144	73%	162	78%	127	76%	135	78%	173	85%
	Somewhat better	13	6%	11	5%	6	3%	6	3%	9	5%	7	4%	8	4%
	Much better	1	0%	6	3%	1	1%	5	2%	3	2%	4	2%	2	1%

7.1 Treatment of faculty after departure intentions are known (cont.)

How were you treated by the following people at your institution after your decision to accept the outside offer (compared to how you were treated beforehand)?

c. by Race/Ethnicity

	Colleagues (n=11)				Department Chair (n=10)				Dean (n=7)				Staff & Admin Support (n=11)			
	Faculty of color and other		White, non-Hispanic		Faculty of color and other		White, non-Hispanic		Faculty of color and other		White, non-Hispanic		Faculty of color and other		White, non-Hispanic	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Your Institution			3.3	0.46			3.0	1.00			2.7	0.82			3.1	0.35
Cohort	2.9	0.64	2.9	0.65	2.7	0.83	2.8	0.72	2.9	0.75	2.8	0.74	2.9	0.62	3.0	0.53

		Colleagues				Department Chair				Dean				Staff & Admin Support			
		Faculty of color and other		White, non-Hispanic		Faculty of color and other		White, non-Hispanic		Faculty of color and other		White, non-Hispanic		Faculty of color and other		White, non-Hispanic	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Your Institution	Much worse			0	0%			1	14%			0	0%			0	0%
	Somewhat worse			0	0%			0	0%			3	50%			0	0%
	About the same			6	75%			4	57%			2	33%			7	88%
	Somewhat better			2	25%			2	29%			1	17%			1	13%
	Much better			0	0%			0	0%			0	0%			0	0%
Cohort	Much worse	8	6%	16	5%	18	15%	28	10%	7	7%	25	10%	7	6%	10	3%
	Somewhat worse	10	8%	30	10%	12	10%	23	8%	12	12%	11	5%	3	2%	16	5%
	About the same	100	79%	240	78%	81	69%	224	78%	75	74%	187	78%	105	86%	256	84%
	Somewhat better	7	6%	17	6%	6	5%	6	2%	3	3%	13	5%	4	3%	19	6%
	Much better	1	1%	6	2%	1	1%	5	2%	4	4%	3	1%	3	2%	3	1%

7.1 Treatment of faculty after departure intentions are known (cont.)

How were you treated by the following people at your institution after your decision to accept the outside offer (compared to how you were treated beforehand)?

d. by Tenure Status

	Colleagues (n=11)				Department Chair (n=10)				Dean (n=7)				Staff & Admin Support (n=11)			
	Pre-tenure		Tenured		Pre-tenure		Tenured		Pre-tenure		Tenured		Pre-tenure		Tenured	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Your Institution			3.2	0.44			3.0	0.93			2.8	0.75			3.3	0.71
Cohort	2.8	0.69	2.9	0.60	2.7	0.80	2.8	0.71	2.8	0.73	2.8	0.76	3.0	0.54	3.0	0.59

		Colleagues				Department Chair				Dean				Staff & Admin Support			
		Pre-tenure		Tenured		Pre-tenure		Tenured		Pre-tenure		Tenured		Pre-tenure		Tenured	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Your Institution	Much worse			0	0%			1	13%			0	0%			0	0%
	Somewhat worse			0	0%			0	0%			2	33%			0	0%
	About the same			7	78%			5	63%			3	50%			7	78%
	Somewhat better			2	22%			2	25%			1	17%			1	11%
	Much better			0	0%			0	0%			0	0%			1	11%
Cohort	Much worse	12	7%	9	4%	23	13%	18	10%	13	9%	16	9%	7	4%	9	5%
	Somewhat worse	25	14%	13	6%	16	9%	14	8%	9	7%	13	8%	6	3%	7	4%
	About the same	132	73%	164	82%	128	73%	138	78%	105	77%	132	76%	151	86%	170	85%
	Somewhat better	11	6%	12	6%	6	3%	5	3%	8	6%	7	4%	10	6%	10	5%
	Much better	2	1%	3	1%	3	2%	2	1%	2	1%	5	3%	2	1%	4	2%

7.1 Treatment of faculty after departure intentions are known (cont.)

How were you treated by the following people at your institution after your decision to accept the outside offer (compared to how you were treated beforehand)?

e. by Discipline

	Colleagues (n=11)				Department Chair (n=10)		Dean (n=7)		Staff & Admin Support (n=11)			
	Your Institution		Cohort		Cohort		Cohort		Your Institution		Cohort	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Humanities			2.9	0.60	2.9	0.69	2.9	0.74			3.0	0.32
Social Sciences			2.7	0.67	2.6	0.74	3.0	0.59			2.9	0.59
STEM			3.0	0.62	2.9	0.67	2.8	0.65			3.0	0.62
Professions & Other	3.2	0.45	2.9	0.65	2.6	0.79	2.7	0.82	3.0	0.00	2.9	0.60

Cohort		Colleagues				Department Chair				Dean				Staff & Admin Support			
		Humanities		Social Sciences		Humanities		Social Sciences		Humanities		Social Sciences		Humanities		Social Sciences	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
	Much worse	3	4%	5	8%	5	8%	9	15%	4	7%	2	4%	0	0%	4	6%
	Somewhat worse	6	9%	12	18%	3	5%	6	10%	5	9%	3	6%	1	2%	4	6%
	About the same	52	78%	46	70%	52	80%	46	75%	41	72%	43	83%	62	94%	53	83%
	Somewhat better	6	9%	3	5%	4	6%	0	0%	6	11%	3	6%	2	3%	3	5%
	Much better	0	0%	0	0%	1	2%	0	0%	1	2%	1	2%	1	2%	0	0%

7.1 Treatment of faculty after departure intentions are known (cont.)

How were you treated by the following people at your institution after your decision to accept the outside offer (compared to how you were treated beforehand)?

e. by Discipline (cont.)

		Colleagues				Department Chair				Dean				Staff & Admin Support			
		STEM		Professions & Other		STEM		Professions & Other		STEM		Professions & Other		STEM		Professions & Other	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Your Institution	Somewhat worse			0	0%										0	0%	
	About the same			4	80%									5	100%		
	Somewhat better			1	20%									0	0%		
Cohort	Much worse	4	4%	11	6%	5	6%	25	15%	6	9%	19	14%	3	3%	10	6%
	Somewhat worse	6	6%	13	7%	5	6%	18	11%	2	3%	9	7%	4	5%	10	6%
	About the same	75	81%	144	80%	70	83%	118	71%	60	86%	100	74%	72	82%	148	83%
	Somewhat better	6	6%	9	5%	1	1%	5	3%	1	1%	4	3%	6	7%	8	4%
	Much better	2	2%	3	2%	3	4%	1	1%	1	1%	3	2%	3	3%	2	1%

8. Overall Impressions

This COACHE survey concludes with broad questions about the overall impression faculty have about their institutions (or former institutions). What “one thing” could have convinced them to stay? (The response choices map largely to the COACHE Faculty Job Satisfaction Survey, thereby allowing for a comparison across data sources for partners engaged in both studies.) Were faculty satisfied with efforts to retain them? And would they recommend their departments as places to work?

These items shed the nuance cultivated in prior questions (see “Weighing the Factors” above) in favor of simpler terms. The data can be used to identify whether “leavers” have a favorable impression of their home institution. Indeed, as our pilot results have shown, even those “successfully” retained may harbor opinions either positive or negative toward their faculty colleagues or administration.

Such data can be usefully deployed in communication about these results to broader university populations, whether deans, chairs, or the faculty of the whole.

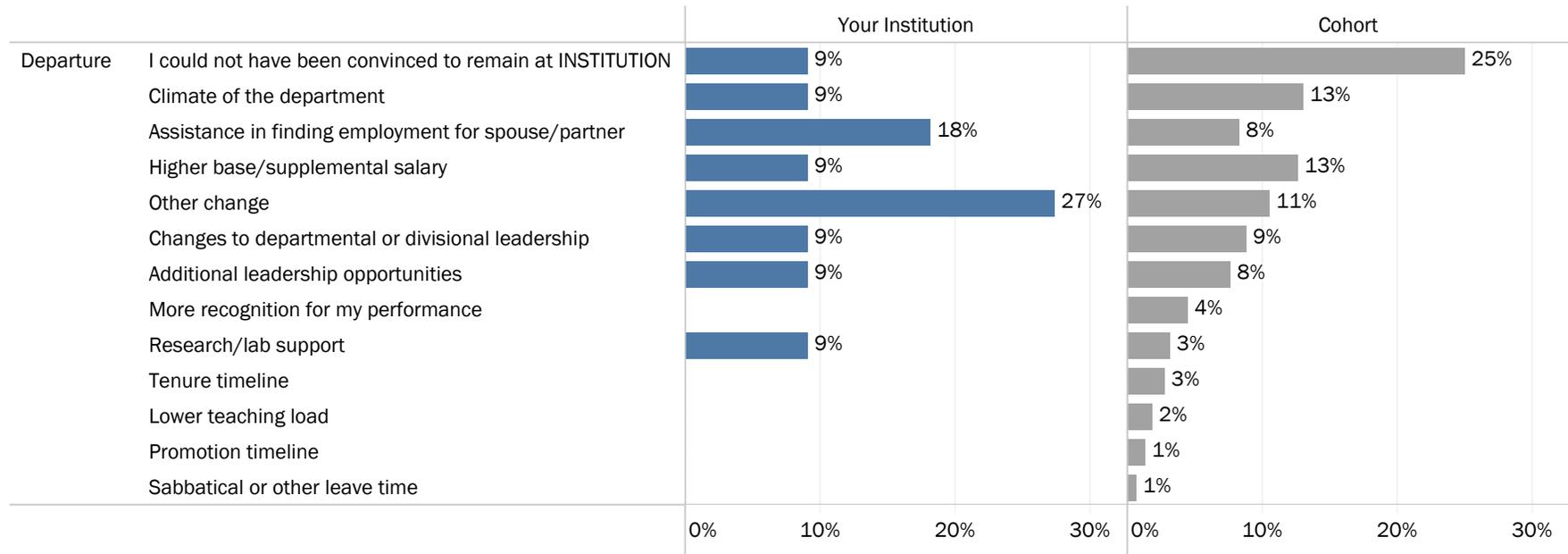
Questions to consider

- Who should receive this information? Who is the best “messenger” for specific recipient groups or for certain messages?
- Are there times where senior leadership must be engaged and other times where their presence can inhibit dialogue? What type of “power” will most effectively generate engagement?
- What is the bottom-line message you believe these data convey? Is there one sentiment or piece of information that you want your faculty to remember from your communication? How might the message be interpreted, or mis-interpreted?
- Are there certain institutional events or initiatives that you might leverage to inform the timing of your communications? How might the channel you select, the location you host a meeting in, or the technology you utilize to house information affect accessibility?
- How will you solicit feedback, and what kind of feedback do you want to receive? What strategies might you use to ensure that marginalized voices are given safe means for sharing their perspectives?

8.1 The top change to convince faculty to stay

What could your institution have changed to convince you to stay? Perhaps there were many things, but please select your top choice below.

a. Overall (n=11)



8.1 The top change to convince faculty to stay (cont.)

What could your institution have changed to convince you to stay? Perhaps there were many things, but please select your top choice below.

a. Overall (n=11)

	Departure			
	Your Institution		Cohort	
	#	%	#	%
I could not have been convinced to remain at INSTITUTION	1	9%	111	24%
Climate of the department	1	9%	58	13%
Higher base/supplemental salary	1	9%	56	12%
Other change	3	27%	47	10%
Changes to departmental or divisional leadership	1	9%	39	8%
Assistance in finding employment for spouse/partner	2	18%	37	8%
Additional leadership opportunities	1	9%	34	7%
More recognition for my performance	0	0%	20	4%
Decline to answer	0	0%	16	3%
Research/lab support	1	9%	14	3%
Tenure timeline	0	0%	12	3%
Lower teaching load	0	0%	8	2%
Promotion timeline	0	0%	6	1%
Sabbatical or other leave time	0	0%	3	1%

8.1 The top change to convince faculty to stay (cont.)

What could your institution have changed to convince you to stay? Perhaps there were many things, but please select your top choice below.

b. by Gender (n=11)

	Your Institution		Cohort			
	Male		Female		Male	
	#	%	#	%	#	%
I could not have been convinced to remain at INSTITUTION	1	13%	53	25%	58	24%
Climate of the department	1	13%	35	16%	22	9%
Higher base/supplemental salary	1	13%	21	10%	34	14%
Other change	3	38%	24	11%	23	10%
Assistance in finding employment for spouse/partner	1	13%	20	9%	17	7%
Additional leadership opportunities	0	0%	13	6%	21	9%
Changes to departmental or divisional leadership	0	0%	16	7%	18	8%
More recognition for my performance	0	0%	10	5%	10	4%
Decline to answer	0	0%	9	4%	7	3%
Research/lab support	1	13%	4	2%	10	4%
Tenure timeline	0	0%	5	2%	7	3%
Lower teaching load	0	0%	4	2%	4	2%
Promotion timeline	0	0%	1	0%	5	2%
Sabbatical or other leave time	0	0%	1	0%	2	1%

8.1 The top change to convince faculty to stay (cont.)

What could your institution have changed to convince you to stay? Perhaps there were many things, but please select your top choice below.

c. by Race/Ethnicity (n=11)

	Faculty of color and other Cohort		White, non-Hispanic			
	#	%	Your Institution		Cohort	
			#	%	#	%
I could not have been convinced to remain at INSTITUTION	36	26%	1	13%	75	24%
Climate of the department	17	13%	1	13%	40	13%
Higher base/supplemental salary	14	10%	0	0%	39	12%
Other change	10	7%	3	38%	37	12%
Assistance in finding employment for spouse/partner	13	10%	1	13%	23	7%
Changes to departmental or divisional leadership	8	6%	0	0%	28	9%
Additional leadership opportunities	16	12%	1	13%	17	5%
More recognition for my performance	8	6%	0	0%	12	4%
Decline to answer	4	3%	0	0%	12	4%
Research/lab support	3	2%	1	13%	11	3%
Tenure timeline	2	1%	0	0%	10	3%
Lower teaching load	3	2%	0	0%	5	2%
Promotion timeline	1	1%	0	0%	5	2%
Sabbatical or other leave time	1	1%	0	0%	2	1%

8.1 The top change to convince faculty to stay (cont.)

What could your institution have changed to convince you to stay? Perhaps there were many things, but please select your top choice below.

d. by Tenure Status (n=11)

	Pre-tenure Cohort		Tenured			
	#	%	Your Institution		Cohort	
			#	%	#	%
I could not have been convinced to remain at INSTITUTION	59	31%	1	11%	39	19%
Higher base/supplemental salary	17	9%	1	11%	32	15%
Climate of the department	28	15%	1	11%	21	10%
Assistance in finding employment for spouse/partner	21	11%	1	11%	16	8%
Other change	14	7%	3	33%	20	10%
Changes to departmental or divisional leadership	17	9%	0	0%	17	8%
Additional leadership opportunities	4	2%	1	11%	27	13%
More recognition for my performance	9	5%	0	0%	7	3%
Decline to answer	7	4%	0	0%	9	4%
Research/lab support	3	2%	1	11%	10	5%
Lower teaching load	3	2%	0	0%	4	2%
Tenure timeline	7	4%	0	0%	0	0%
Promotion timeline	1	1%	0	0%	3	1%
Sabbatical or other leave time	1	1%	0	0%	2	1%

8.1 The top change to convince faculty to stay (cont.)

What could your institution have changed to convince you to stay? Perhaps there were many things, but please select your top choice below.

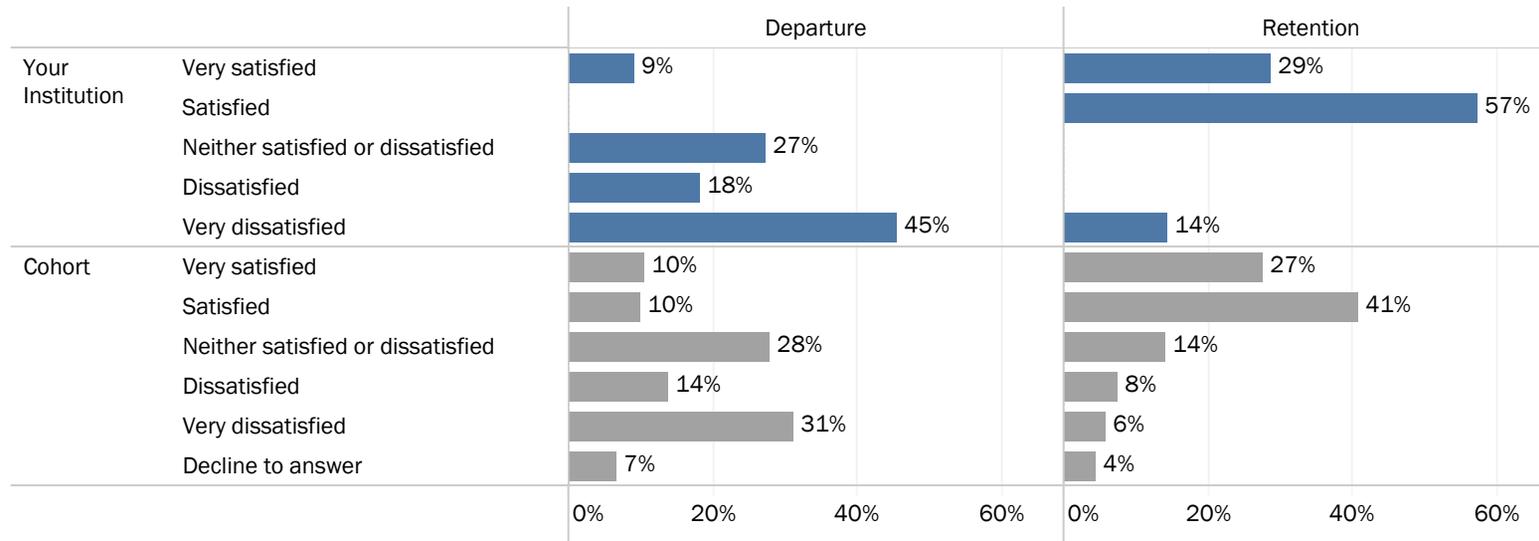
e. by Discipline (n=11)

	Humanities		Social Sciences		STEM		Professions & Other			
	Cohort		Cohort		Cohort		Your Institution		Cohort	
	#	%	#	%	#	%	#	%	#	%
I could not have been convinced to remain at INSTITUTION	25	36%	13	19%	22	23%	0	0%	42	23%
Climate of the department	4	6%	13	19%	13	14%	1	20%	24	13%
Other change	5	7%	5	7%	9	9%	1	20%	27	15%
Higher base/supplemental salary	9	13%	15	21%	7	7%	0	0%	13	7%
Assistance in finding employment for spouse/partner	10	14%	5	7%	6	6%	1	20%	14	8%
Changes to departmental or divisional leadership	3	4%	4	6%	9	9%	1	20%	19	10%
Additional leadership opportunities	3	4%	3	4%	12	13%	1	20%	15	8%
More recognition for my performance	1	1%	5	7%	4	4%	0	0%	8	4%
Research/lab support	1	1%	2	3%	7	7%	0	0%	4	2%
Decline to answer	3	4%	2	3%	3	3%	0	0%	7	4%
Tenure timeline	1	1%	2	3%	1	1%	0	0%	7	4%
Promotion timeline	1	1%	0	0%	2	2%	0	0%	3	2%
Lower teaching load	0	0%	1	1%	1	1%	0	0%	3	2%
Sabbatical or other leave time	3	4%	0	0%	0	0%	0	0%	0	0%

8.2 Satisfaction with retention efforts

Please rate your level of satisfaction or dissatisfaction with efforts made by your institution to retain you at the time those efforts were possible.

a. Overall (n=18)



8.2 Satisfaction with retention efforts (cont.)

Please rate your level of satisfaction or dissatisfaction with efforts made by your institution to retain you at the time those efforts were possible.

a. Overall (n=18)

	Departure		Retention	
	Mean	SD	Mean	SD
Your Institution	2.1	1.30	3.9	1.35
Cohort	2.5	1.34	3.8	1.13

a. Overall (n=18)

		Departure		Retention	
		#	%	#	%
Your Institution	Very satisfied	1	9%	2	29%
	Satisfied	0	0%	4	57%
	Neither satisfied or dissatisfied	3	27%	0	0%
	Dissatisfied	2	18%	0	0%
	Very dissatisfied	5	45%	1	14%
Cohort	Very satisfied	48	10%	51	27%
	Satisfied	46	10%	76	41%
	Neither satisfied or dissatisfied	128	28%	26	14%
	Dissatisfied	64	14%	14	8%
	Very dissatisfied	144	31%	11	6%
	Decline to answer	31	7%	8	4%

8.2 Satisfaction with retention efforts (cont.)

Please rate your level of satisfaction or dissatisfaction with efforts made by your institution to retain you at the time those efforts were possible.

b. by Gender (n=18)

	Female		Male	
	Mean	SD	Mean	SD
Your Institution			2.7	1.64
Cohort	2.9	1.44	2.9	1.38

b. by Gender (n=18)

		Female		Male	
		#	%	#	%
Your Institution	Very satisfied			2	14%
	Satisfied			4	29%
	Neither satisfied or dissatisfied			2	14%
	Dissatisfied			0	0%
	Very dissatisfied			6	43%
Cohort	Very satisfied	48	16%	51	15%
	Satisfied	51	17%	71	21%
	Neither satisfied or dissatisfied	61	21%	90	26%
	Dissatisfied	41	14%	37	11%
	Very dissatisfied	72	24%	79	23%
	Decline to answer	21	7%	18	5%

8.2 Satisfaction with retention efforts (cont.)

Please rate your level of satisfaction or dissatisfaction with efforts made by your institution to retain you at the time those efforts were possible.

c. by Race/Ethnicity (n=18)

	Faculty of color and other		White, non-Hispanic	
	Mean	SD	Mean	SD
Your Institution			2.6	1.45
Cohort	2.7	1.39	2.9	1.42

c. by Race/Ethnicity (n=18)

		Faculty of color and other		White, non-Hispanic	
		#	%	#	%
Your Institution	Very satisfied			1	7%
	Satisfied			4	29%
	Neither satisfied or dissatisfied			2	14%
	Dissatisfied			2	14%
	Very dissatisfied			5	36%
Cohort	Very satisfied	25	13%	71	16%
	Satisfied	24	13%	92	21%
	Neither satisfied or dissatisfied	50	27%	100	23%
	Dissatisfied	23	12%	51	12%
	Very dissatisfied	49	26%	102	23%
	Decline to answer	15	8%	23	5%

8.2 Satisfaction with retention efforts (cont.)

Please rate your level of satisfaction or dissatisfaction with efforts made by your institution to retain you at the time those efforts were possible.

d. by Tenure Status (n=18)

	Pre-tenure		Tenured	
	Mean	SD	Mean	SD
Your Institution			2.8	1.64
Cohort	2.9	1.46	3.0	1.38

d. by Tenure Status (n=18)

		Pre-tenure		Tenured	
		#	%	#	%
Your Institution	Very satisfied			3	19%
	Satisfied			4	25%
	Neither satisfied or dissatisfied			2	13%
	Dissatisfied			1	6%
	Very dissatisfied			6	38%
Cohort	Very satisfied	42	17%	50	15%
	Satisfied	41	17%	79	24%
	Neither satisfied or dissatisfied	55	22%	73	22%
	Dissatisfied	27	11%	44	13%
	Very dissatisfied	62	25%	70	21%
	Decline to answer	18	7%	16	5%

8.2 Satisfaction with retention efforts (cont.)

Please rate your level of satisfaction or dissatisfaction with efforts made by your institution to retain you at the time those efforts were possible.

e. by Discipline (n=18)

	Humanities		Social Sciences		STEM		Professions & Other	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Your Institution					3.0	1.53	2.3	1.51
Cohort	3.0	1.39	3.1	1.53	2.9	1.38	2.8	1.39

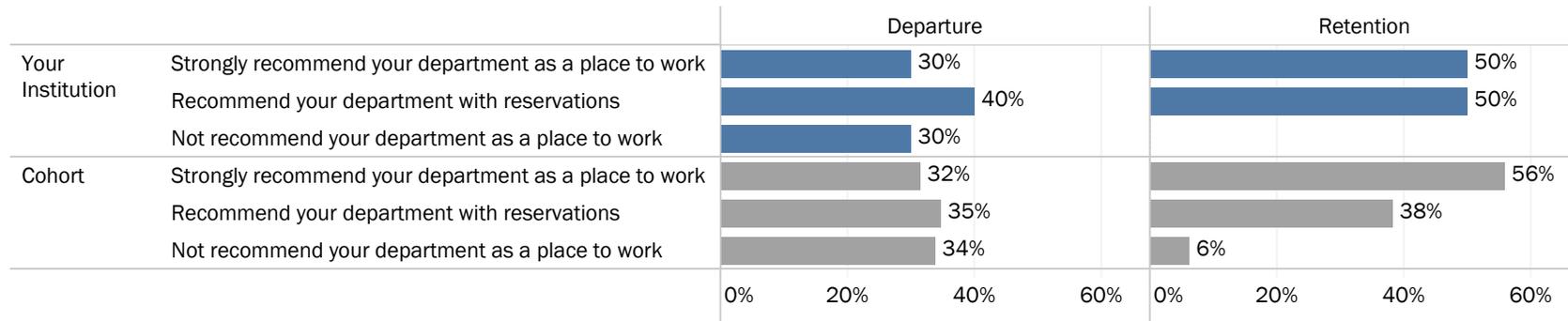
e. by Discipline (n=18)

		Humanities		Social Sciences		STEM		Professions & Other	
		#	%	#	%	#	%	#	%
Your Institution	Very satisfied					1	14%	1	17%
	Satisfied					2	29%	0	0%
	Neither satisfied or dissatisfied					2	29%	1	17%
	Dissatisfied					0	0%	2	33%
	Very dissatisfied					2	29%	2	33%
Cohort	Very satisfied	18	17%	24	23%	21	15%	30	12%
	Satisfied	20	19%	20	19%	27	19%	46	19%
	Neither satisfied or dissatisfied	24	23%	18	17%	34	24%	67	28%
	Dissatisfied	16	15%	11	10%	20	14%	20	8%
	Very dissatisfied	20	19%	26	25%	29	21%	66	27%
	Decline to answer	7	7%	6	6%	9	6%	12	5%

8.3 Recommendation of department as a place to work

If a candidate for a faculty position asked you about your department at your institution as a place to work, would you...

a. Overall (n=16)



	Recommendation	Departure		Retention	
		#	%	#	%
Your Institution	Strongly recommend your department as a place to work	3	30%	3	50%
	Recommend your department with reservations	4	40%	3	50%
	Not recommend your department as a place to work	3	30%	0	0%
Cohort	Strongly recommend your department as a place to work	138	32%	99	56%
	Recommend your department with reservations	152	35%	68	38%
	Not recommend your department as a place to work	148	34%	11	6%

8.3 Recommendation of department as a place to work (cont.)

If a candidate for a faculty position asked you about your department at your institution as a place to work, would you...

b. by Gender (n=16)

		Female		Male	
		#	%	#	%
Your Institution	Strongly recommend your department as a place to work	1	33%	5	38%
	Recommend your department with reservations	1	33%	6	46%
	Not recommend your department as a place to work	1	33%	2	15%
Cohort	Strongly recommend your department as a place to work	94	34%	143	43%
	Recommend your department with reservations	113	41%	104	31%
	Not recommend your department as a place to work	70	25%	85	26%

c. by Race/Ethnicity (n=16)

		Faculty of color and other		White, non-Hispanic	
		#	%	#	%
Your Institution	Strongly recommend your department as a place to work			5	36%
	Recommend your department with reservations			7	50%
	Not recommend your department as a place to work			2	14%
Cohort	Strongly recommend your department as a place to work	71	40%	157	38%
	Recommend your department with reservations	58	33%	151	36%
	Not recommend your department as a place to work	47	27%	110	26%

8.3 Recommendation of department as a place to work (cont.)

If a candidate for a faculty position asked you about your department at your institution as a place to work, would you...

d. by Tenure Status (n=16)

		Pre-tenure		Tenured	
		#	%	#	%
Your Institution	Strongly recommend your department as a place to work			6	43%
	Recommend your department with reservations			6	43%
	Not recommend your department as a place to work			2	14%
Cohort	Strongly recommend your department as a place to work	85	36%	135	43%
	Recommend your department with reservations	89	37%	105	34%
	Not recommend your department as a place to work	64	27%	73	23%

e. by Discipline (n=16)

		Humanities		Social Sciences		STEM		Professions & Other	
		#	%	#	%	#	%	#	%
Your Institution	Strongly recommend your department as a place to work					2	29%	1	20%
	Recommend your department with reservations					4	57%	2	40%
	Not recommend your department as a place to work					1	14%	2	40%
Cohort	Strongly recommend your department as a place to work	37	36%	45	45%	56	42%	76	33%
	Recommend your department with reservations	46	45%	29	29%	50	37%	76	33%
	Not recommend your department as a place to work	19	19%	25	25%	28	21%	77	34%

Appendix

Brief summary of the COACHE Faculty Retention & Exit Study

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, our instrument is unique in that it was designed expressly to provide a national, comparative perspective on the issues affecting faculty mobility at research universities. Yet, COACHE results are never comprehensive; as in our other studies, we encourage our university partners to extend their sense-making efforts locally with interviews, focus groups, and other means of collective analysis.

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—typically about six weeks—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 & State Univ.
University of California Santa Barbara	

Comparative analysis

For most analyses, results are disaggregated by employment status (i.e., retention or departure), which we label “Overall”, and then separately by gender, race/ethnicity, tenure status, and broad disciplinary categories. However, results are omitted whenever a subgroup includes fewer than five respondents. Note that the *n* of respondents may change from subgroup to subgroup depending on the availability of their demographic data. In addition, *n* may appear to change within a group. This typically occurs when we are reporting both the mean and the frequency of responses to a Likert-scale item. So, one analysis excludes “Decline to answer” from its calculation, while another includes such “missing data” in its reporting.

Gender

Although this COACHE survey invites respondents to 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 or imputed by COACHE researchers. We formed these groups as follows:

<i>Reporting Group</i>	<i>Academic Area</i>
Humanities	Humanities Visual & Performing Arts
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

References

The following works were cited in this report or are relevant to the present line of inquiry.

- Daly, C. J., & Dee, J. R. (2006). Greener pastures: Faculty turnover intent in urban public universities. *The Journal of Higher Education, 77*(5), 776-803.
- Jayakumar, U. M., Howard, T. C., Allen, W. R., & Han, J. C. (2009). Racial privilege in the professoriate: An exploration of campus climate, retention, and satisfaction. *The Journal of Higher Education, 80*(5), 538-563.
- Johnsrud, L. K., & Heck, R. H. (1994). A university's faculty: identifying who will leave and who will stay. *Journal for Higher Education Management, 10*(1), 71-84.
- Johnsrud, L. K., & Rosser, V. J. (2002). Faculty members' morale and their intention to leave: A multilevel explanation. *The Journal of Higher Education, 73*(4), 518-542.
- Kaminski, D., & Geisler, C. (2012). Survival analysis of faculty retention in science and engineering by gender. *Science, 335*(6070), 864-866.
- Lennartz, C. & O'Meara, K. (2018). Navigating a foggy climate: women associate professors' sense of agency and work environment experiences. In *Success After Tenure: Supporting Mid-Career Faculty*, Baker, V. (Ed.), 285-310. Sterling, VA: Stylus.
- Matier, M. W. (1990). Retaining faculty: A tale of two campuses. *Research in Higher Education, 31*(1), 39-60.
- O'Meara, K. (2015). Half-way out: How requiring outside offers to raise salaries influences faculty retention and organizational commitment. *Research in Higher Education, 56*(3), 279-298.
- O'Meara, K., Lounder, A., & Campbell, C. M. (2014). To Heaven or Hell: Sensemaking about Why Faculty Leave. *The Journal of Higher Education, 85*(5), 603-632.
- O'Meara, K., Niehaus, E., Bennett, J. (2016). Left unsaid: The role of psychological contracts in faculty careers and departure. *Review of Higher Education, 39*(2), 269- 297.
- Ridgeway, C., & Correll, S. (2004). Unpacking the gender system: a theoretical perspective on gender beliefs and social relations. *Gender & Society, 18*(4), 510-531.
- Rosser, V. J., & Townsend, B. K. (2006). Determining public 2-year college faculty's intent to leave: An empirical model. *The Journal of Higher Education, 77*(1), 124-147.
- Smart, J. C. (1990). A causal model of faculty turnover intentions. *Research in Higher Education, 31*(5), 405-424.

- Xu, Y. J. (2008). Gender disparity in STEM disciplines: A study of faculty attrition and turnover intentions. *Research in Higher Education, 49*(7), 607-624.
- Weiler, W. C. (1985). Why do faculty members leave a university? *Research in Higher Education, 23*(3), 270-278.
- Wolf-Wendel, L., Rice, S., & Twombly, S. (2003). *The two-body problem: dual-career-couple hiring policies in higher education*. Baltimore: Johns Hopkins University Press.
- Zhou, Y., & Volkwein, J. F. (2004). Examining the influences on faculty departure intentions: A comparison of tenured versus nontenured faculty at research universities using NSOPF-99. *Research in Higher Education, 45*(2), 139-176.

How to contact COACHE

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.



collaborative on academic
careers in higher education

