

**Exit Interview Study
University of Michigan
ADVANCE Program
May 2016**

INTRODUCTION

At the request of the Office of the Provost, the ADVANCE Program completed its fifth exit interview data collection as part of an ongoing assessment of issues that may affect faculty at the university and contribute to their decisions to leave. The first exit study was conducted in 2008, and subsequent data collections were conducted in 2011, 2012, 2013, and 2014. This report summarizes aggregate responses from the 2011-2014 data collections.

The 2011-2014 data collections were initiated by contacting tenure-track faculty from all UM schools and colleges who recently left UM voluntarily to learn about their reasons for leaving and the factors they considered in those decisions. The studies drew on faculty who voluntarily left between September 1, 2009, and June 1, 2014. The total sample of faculty meeting these eligibility requirements was 215, and 110 of these faculty agreed to participate (51% response rate).

Data collection for this report occurred between July 2011 and December 2014. Because all of the participants had already left the University of Michigan, the study involved interviews with the faculty on the telephone conducted by trained interviewers. Interviews were confidential, and interviewers were selected who had no direct or indirect relationship with the faculty member with whom they talked or her/his previous UM departmental affiliation. Notes were taken of the interviews, and, when permission was granted, interviews were also audio-recorded. All interview notes were de-identified to preserve the confidentiality of the participants. The codebook developed for previous exit interview qualitative analyses was revised for this study to accommodate new questions and themes of responses from this sample of faculty not represented in the earlier samples. A subsample of interviews was then coded by two ADVANCE staff members, using the revised coding scheme, who obtained an acceptable inter-rater reliability of 0.90 or above. One of the coders then coded all of the remaining interviews.

SAMPLE AND DATA ANALYSIS STRATEGY

Generally faculty are surveyed within a year of their leaving UM; sample sizes were larger in the first two years of the study because they included faculty who had left the university after a year or more. Of the 110 faculty interviewed over the four-year period, 35 interviews were collected in 2011, 44 in 2012, 15 in 2013, and 16 in 2014. Forty-five percent of the faculty interviewed were female, and 24% were faculty of color¹. Most were associate or full professors (69%) at the time that they left the university, and the remaining 31% were assistant professors. One-third of respondents were from the Medical School (34%) or one of the smaller colleges/schools within the university (38%); fewer previously held appointments in the College of Engineering (9%) or the College of Literature, Science, and the Arts (19%). These percentages are similar to the pool from which the study respondents were recruited² (that is, those faculty who voluntarily left the university between September 1, 2009, and June 1, 2014).

The interviews asked about the circumstances under which faculty chose to leave UM, the factors they considered in their decisions, how their current situations compare to their UM positions, and their assessments of various aspects of their experience at UM. We report frequencies and rates by coding category in the appended tables, overall and by gender, race-ethnicity, rank, and college/school. Faculty members' responses to a question could be coded for multiple themes; thus, percentages in the tables may not sum to 100% in every category. We examined statistically significant differences in experiences and perspectives between female and male faculty and between tenured and untenured faculty. When

¹ Of the 26 faculty of color, 14 identified as Asian/Asian American, and 12 identified as underrepresented minorities. Comparisons were made by race/ethnicity (comparing Asian/Asian American and underrepresented minority respondents); however, these comparisons revealed fewer significant differences than would be expected by chance alone and are not reported.

² Of the 215 faculty invited to participate in this study, 39% were female, and 29% were faculty of color. Two-thirds were senior faculty (associate or full professors), and 35% were assistant professors at the time they left the university. Thirty-seven percent were from the Medical School, 35% from one of the smaller colleges/schools, 18% from the College of LSA, and 9% from the College of Engineering.

asked about factors they considered in their decision to leave UM, junior faculty (assistant professors) and senior faculty (associate and full professors) were asked to respond to slightly different follow up questions; these follow up questions reflected the different expectations and responsibilities experienced by junior and senior faculty. For these follow up questions, we also compared responses between male and female faculty at the junior and senior levels separately. In addition, even though the number of faculty of color (i.e., African Americans, Hispanic Americans, Asians/Asian Americans) is small, we compared their responses to those of the white faculty.

In the results discussed below, any references to group differences refer exclusively to differences found to be statistically different using t-tests for continuous variables and the chi square test of significance for categorical variables ($p \leq 0.05$ —that is, differences or effects that would have occurred by chance at or less than 5 percent of the time, which is a generally accepted standard of statistical significance in social science research). When they occur, we also report trends ($p \leq 0.10$) as they indicate differences of a magnitude that might be significant with larger samples. All findings at the trend level are noted to be trends to differentiate them from those findings that are statistically significant.

CONSIDERATIONS AFFECTING STUDYING EXIT INTERVIEW RESPONSES

We describe faculty members' views of their motives and experiences, as they reported them to us. We recognize that the process of making any decision, particularly an important, life-changing decision, is complex, and psychologists have demonstrated a range of factors that are likely to affect how people experience their decisions. For example, we know that people in the middle of a decision report how they are weighing various factors somewhat differently than they do once the decision is made (when the motivation to justify the decision is much stronger). We emphasize that, in this study, we can only describe what individuals report to us about the key factors that motivated them and their feelings about both Michigan and their new environment. Viewed in light of the social science literature on normal decision-making processes, it may be that the respondents view their current environment more positively, and look back on the Michigan environment somewhat more negatively, than they did during the course of their decision-making process. That said, they did choose to leave UM, so in the course of their deliberations the attractive features of the new environment and the negative features of the old did move them to leave.

Finally, discussing this issue with someone still identified with UM may well have had additional effects—for some it may have offered an opportunity to “unload” some negative feelings, and for others it may have offered a chance to provide an account of the reasons to leave, despite positive feelings about UM. In any case, we recognize that people are normally strongly motivated to justify decisions they have made and that this motivation inevitably affects these results in ways we cannot assess directly.

CONSIDERING A MOVE

New job consideration. Most faculty (94%) left UM for another academic position, and the remaining 6% moved to industry, private practice, or the government (see Table 1). Two-thirds of faculty (67%) were recruited by another institution(s), and one-quarter (27%) reported that they actively pursued other positions; few (5%) indicated that they both were actively searching and were recruited by other institutions.

Nearly all of these faculty (89%) discussed the offer they received from their current institution with people at the University of Michigan (see Table 2). Specifically, half of them discussed the offer with their department chair (52%) and/or dean (47%), and 40% discussed the offer with other colleagues. Junior faculty were less likely than senior faculty to discuss the offer with their UM department chair.

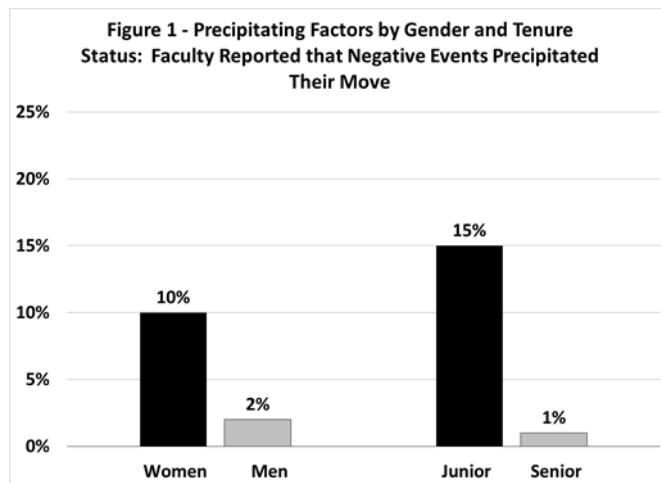
Faculty were asked several questions about the advice they sought while deciding to leave (see Table 3). Two-thirds or more of the interviewees sought advice from colleagues at UM (71%) and/or colleagues at other institutions (65%). Fewer sought advice from family and friends (31%) and/or from their UM department chair (29%). Faculty of color were less likely than white faculty to seek advice from colleagues and mentors at UM, and junior faculty were less likely than senior colleagues to seek advice from their department chair. Eleven percent did not seek advice from anyone. Of those who did seek advice from others, most indicated that the advice was helpful (85%) and others were supportive of their move (84%).

More specifically, 55% of respondents who sought advice were advised that the move would be good for their careers (see Table 4); senior faculty were more likely to report this (trend). In addition, 17% were told that it would be good for their personal lives, and 16% received advice that was generally supportive, but that raised some concerns about their decision to leave UM. Slightly fewer (14%) were advised that the situation at UM was bad enough to warrant the move; junior faculty and women (a trend) were more likely to report this. Finally, two faculty members (2%) were advised that the move would be detrimental to their careers. One-quarter of the faculty (25%) reported that, when they sought advice from colleagues at UM, these colleagues wanted them to stay at UM.

More than half of the faculty (62%) reported that they had been considering leaving UM for fewer than two years, and thirty-six percent had been considering leaving for two years or more; two faculty members (2%) were not sure about the time period (see Table 5).

Precipitating factors. Faculty were asked if there was a specific point at which they knew they wanted to leave the university. Thirty-six percent of the faculty reported that they decided to leave UM while negotiating with their current institution, and more (45%) indicated that the decision was made gradually over time, and they could not identify a specific point at which they made the decision to leave (see Table 6). For a few faculty, the turning point was related to experiences as a faculty member at UM. Eight faculty (7%) reported that an event related to promotion (e.g., tenure process, being passed over for a leadership position) precipitated their desire to leave UM. Seven faculty (6%) raised issues regarding structural changes in the department (such as change in the composition of the faculty, new research focus for department, turnover in leadership), and six participants (5%) reported that a particular or series of negative event(s) precipitated their move (e.g., negative interaction(s) with a colleague, experience of bias or discrimination).

Women were more likely than men (trend), and junior faculty were more likely than senior faculty, to describe negative events at UM as decisive (see Figure 1). Junior faculty were significantly less likely to report that they decided to leave during negotiations with their current institution.



Compared to their white colleagues, faculty of color were more likely to report that they decided to leave UM while negotiating with their current institution, and were less likely to indicate that the decision was made gradually over time; there was a trend for faculty of color to be more likely to identify a promotion-related event as decisive.

Half of the faculty (50%) indicated that they were happy at UM (see Table 7) and would have liked to stay. One-quarter (26%) reported that, although not entirely happy at UM, they could have been persuaded to stay. The remaining 24% of interviewees indicated that they were not happy at UM and were not interested in staying under any circumstances. Female faculty and junior faculty were less likely than their counterparts to report that they were happy at the University of Michigan.

COUNTER OFFERS & ENCOURAGEMENTS TO STAY AT UM

Counter offers. More than one-third of the faculty (39%; N=42) reported receiving a counter offer from UM, and there was a trend for faculty of color to have been more likely than white faculty to report this. Half (48%; N=52) did not receive a counter offer, and 14% (N=15) reported that UM expressed an interest in developing a counter offer, but the faculty member indicated that a counter was not necessary or welcomed (e.g., faculty member knew UM could not match the offer or they did not want to stay at UM under any circumstances).

When asked why they did not accept the counter offer, nearly one-third (31%; N=13) of those who received them indicated that they would not, or could not, have stayed at UM under any circumstances. Some reported that they did not accept the counter offer because it did not adequately address opportunities for their partner (24%; N=10) and/or came too late (12%; N=5); see Table 8. However, most (60%; N=25) reported that UM was unable, or unwilling, to match the offer they received.

Faculty who received counter offers from UM were asked to describe who was involved in developing the offers. Of these faculty, half reported that the chair of their UM department (52%; N=22), their dean (52%; N=22), and/or another administrator (48%; N=20) was involved (see Table 9). Four faculty (10%) reported that another faculty member participated in developing the counter offer. There was a trend for female faculty to be more likely than male faculty to report that their dean was involved in developing their counter offer. Faculty of color were more likely than white faculty to indicate that their chair was involved, and there was a trend for them to be less likely to indicate that other administrators were involved.

These faculty also reported on the substance of their counter offers. Two-thirds or more indicated that their counter offers included a salary increase (76%; N=32) and more research-related resources (64%; N=27); see Table 10. Fewer faculty (14%, N=6, in each case) reported that they were offered a reduction in teaching and/or a new position, such as a leadership position or a joint appointment, or one reported that the counter offer included support for more students (2%).

Faculty who received counter offers were also asked if these offers could have been improved to have retained them; 62% (N=26) agreed this was the case. Of these, more than one-third would have appreciated assistance with dual career needs (42%; N=11) or an increase (or larger increase) in salary (38%; N=10); see Table 11. Fewer reported that the counter offer could have been improved with a reduction in teaching (15%; N=4), more research-related resources (12%; N=3), another position of some kind (e.g., joint appointment, 12%; N=3), appointment to a leadership position (12%; N=3), additional support for students (8%, N=2), tenure (8%, N=2), or tuition reimbursement for family members (8%; N=2). There was a trend for male faculty to have been more likely than female faculty to identify a reduced teaching load as a way to improve their counter offer.

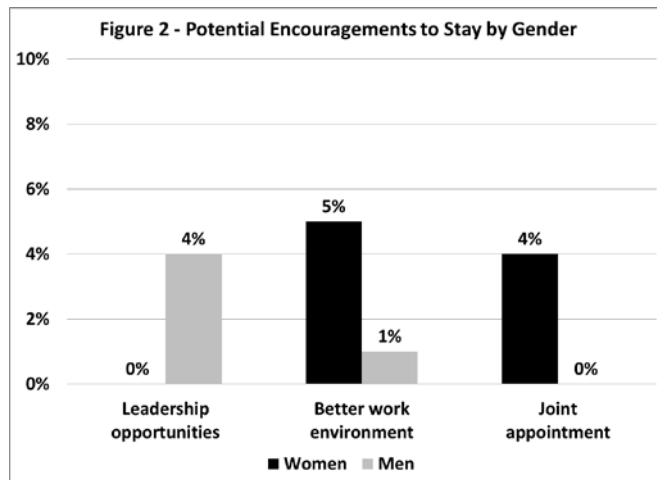
Three-quarters of the faculty who received a counter offer reported that the offer was made in a timely manner (74%; N=31); see Table 12. When asked for suggestions of ways to improve the counter offer development process, one-quarter of faculty (24%; N=10) suggested that administrators should improve communication with faculty and increase transparency about the process (in terms of timeline and how decisions are made), and 20% (N=8) indicated that the counter offers should be prepared in a more timely manner; see Table 13. Six faculty (15%) wished department and university administrators would pursue pre-emptive retentions more frequently, as opposed to requiring faculty to solicit outside offers in order to receive a counter offer (junior faculty were more likely than senior faculty to suggest this). Four (10%) wished the counter offer would have better components (e.g., larger increase for research, salary), three (7%) wished the counter offer process would address dual career concerns, and two (5%) would have preferred higher level administrators involved in the negotiations. Thirty-two percent of these faculty (N=13) had no suggestions.

Among the 61% of faculty who did not receive counter offers, more than half (57%; N=37) reported that a counter offer might have encouraged them to stay; see Table 14. When asked what the counter offer, if developed, would have needed to include, one-third of respondents identified higher salary (32%; N=12), tenure/promotion (32%; N=12), and/or a leadership opportunity (30%; N=11) as important components. Fewer indicated that a counter offer would have needed to include more support for research (19%; N=7), more flexibility in workload (11%; N=4), or an opportunity for their partner (8%; N=3). Junior faculty were more likely than senior faculty to report that the counter offer, if developed, would have needed to include tenure/promotion, and less likely to identify an opportunity for leadership or a new appointment (the latter was a trend).

Potential encouragements to stay. When asked what else, if anything, would have encouraged them to stay at UM, half of the respondents (49%; N=53) said there was nothing more that the university could

have done; see Table 15. Fourteen respondents (13%) reported that better support for research might have changed their decisions. Twelve (11%) indicated that improved leadership and administrative supports and eleven (10%) indicated more recognition of and appreciation for their contributions by department colleagues would have been encouraging. Eight faculty (7%) noted that a better work environment might have made a difference for them. Seven faculty (6%) commented that a leadership opportunity would have encouraged them to stay. Six faculty each (6% in both cases) noted that additional time and/or support for tenure and better opportunities for their partner might have made a difference. Five faculty each (5% in both cases) indicated that a pre-emptive retention offer or the resolution of joint appointment issues would have encouraged them to stay. Four respondents (4%) identified higher salary, and one faculty member (1% in both cases) would have appreciated tuition support for children and assistance with cost of living expenses.

Compared to their male colleagues, women were less likely to report that leadership opportunities would have made a difference, and were more likely to indicate that a better working environment or resolution of joint appointment issues would have encouraged them to stay (see Figure 2). Faculty of color were more likely than white faculty to report that better support for research might have changed their decision. Senior faculty were more likely than junior faculty to report that nothing would have encouraged them to stay. There was also a trend for junior faculty to be more likely than their senior colleagues to indicate that a better departmental climate might have changed their decision, although the rates for both groups were very low.



We compared the responses of those who reported that they had received counter offers with those who did not in three areas: what would have encouraged them to stay; the most important factors they considered in their decisions to leave; and recommendations for changes to UM's policies and procedures (discussed later in this report). Among the more than fifty comparisons made, there were four significant differences. Faculty who did not receive a counter offer were more likely to report unsupportive work environments as the most important factor in their decision to leave; they were also more likely to suggest improvements in mentoring activities, but were less likely to identify the need for improvements in recruitment process. On the other hand, faculty who received a counter were more likely to point to higher quality or better fit in their new position as the most important factor.

REASONS FOR LEAVING

Faculty were asked what factors they considered in their decisions to leave UM. Responses focused on improving their own career opportunities, improving the situations for their partners and/or families, as well as specific negatives about UM and/or positives about their new institution.

Job satisfaction and career opportunities. Across the 110 interviews, diverse factors associated with improved career opportunities in their new positions were identified 104 times. These included leadership opportunities (28%; N=31) and better prospects for research (26%; N=29); see Table 16. Some faculty identified additional opportunities for collaborations (16%; N=18) and an increase in salary (10%; N=11) as factors. Seven faculty (6%) received a promotion in rank, and five identified issues related to teaching, including teaching load and value given to teaching (5%); three (3%) noted the greater prestige of their current department. Senior faculty, compared to junior faculty, were more likely to cite leadership opportunities in their positions as a factor in their decision to leave (see Figure 3a on the next page).

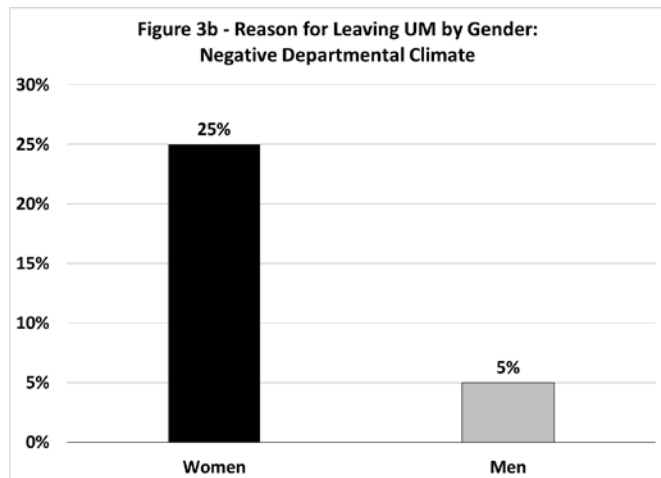
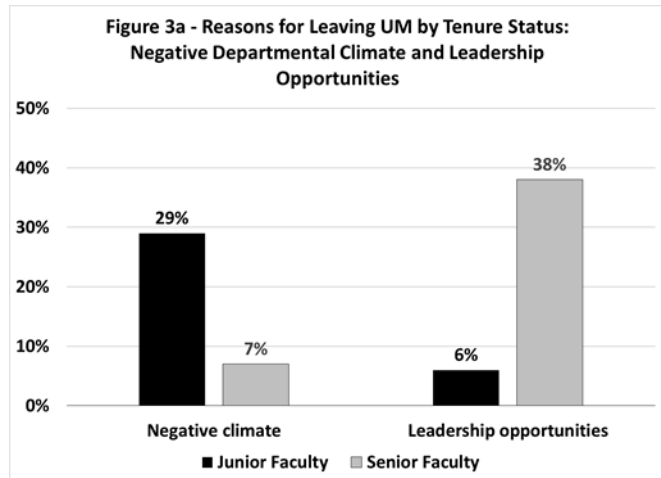
Family/partner issues. Issues related to their families and partners' employment situations that factored into their decisions to leave UM were noted 22 times by the faculty. Thirteen faculty (12%) reported that their new situations afford improved career opportunities for their partners, and three faculty (3%) cited inadequate efforts on the part of UM to find satisfactory positions for their partner as a factor in their decision to leave; see Table 16. Six faculty members (5%) reported that their partner and/or another family member was not happy living in Ann Arbor.

Negatives about UM. Negative factors about their UM positions were mentioned 90 times. Seventeen percent of faculty (N=19) mentioned a lack of resources for research; see Table 16. Fewer identified concerns about the department or university leadership (16%; N=18), negative work environment (14%; N=15), insufficient counter offer (11%; N=12), lack of clarity and fairness of the tenure process (7%; N=8), worries about achieving tenure (6%; N=7), lifestyle or workload at UM (6%; N=7), and dissatisfaction with joint appointment expectations and responsibilities or teaching responsibilities at UM (2%; N=2) as factors in their decision to leave.

Women and junior faculty were more likely than men and senior faculty to be concerned about a negative climate (see Figures 3a and 3b); junior faculty were also more likely to have considered the lack of research-related resources at UM (trend). In addition, faculty of color were more likely than white faculty to cite their dissatisfaction with teaching as a factor that contributed to their decision (including dissatisfaction with what they were asked to teach, criteria for evaluating their teaching, and lack of flexibility in teaching schedule).

Other Positives about new position. Faculty mentioned particular positives about their new positions 24 times. Twenty percent of faculty (N=22) reported that the geographic location was better, and two (2%) preferred their new position in a non-academic setting (see Table 16).

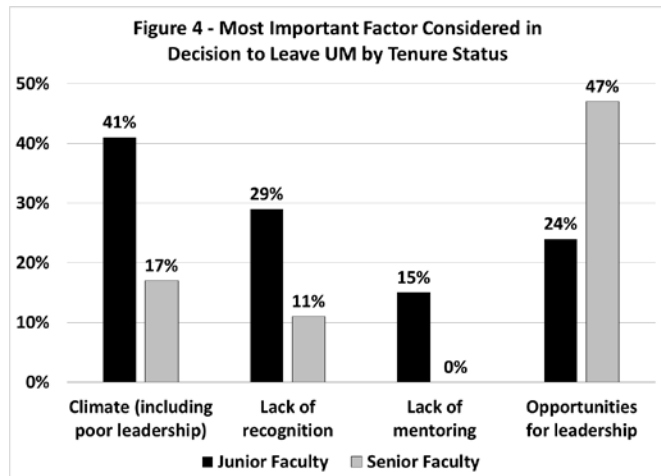
Factors specific to junior faculty. Faculty who were assistant professors when they left the university were asked about specific factors that may have figured into their decisions to leave. These included: setting expectations; mentoring and/or professional development; evaluation of performance; recognition of contributions in the department; and fostering a collegial environment. Nearly half of the junior faculty reported that the lack of a collegial environment and insufficient mentoring and/or professional development opportunities (41%; N=14 in both cases) were factors in their decisions to leave (see Table 17). More than one-third indicated that a lack of recognition of their contributions by department colleagues (38%; N=13) and how their unit set expectations (35%; N=12) were factors that contributed to their decisions to leave. Twenty-six percent of junior faculty (N=9) reported that they considered how their unit evaluated their performance. Among junior faculty, female faculty were more likely than male faculty to identify setting expectations as a reason for leaving; they were also more likely (trend) to identify the lack of recognition of their contributions by department colleagues as a factor.



Factors specific to senior faculty. Senior faculty (those who left the university at the associate and full professor levels) were specifically asked about each of the following as possible factors in their decisions to leave: opportunities for leadership; opportunities to have an impact or voice in decisions; recognition of contributions in their departments; and fostering a collegial environment. Half or more of the senior faculty considered insufficient opportunities for leadership (59%; N=44) and the desire to have a greater impact or voice in departmental decision-making (47%; N=35) in their decisions (see Table 17). One-third indicated that the lack of a collegial environment and of recognition of their contributions to the department by colleagues were factors (32%; N=24 in both cases). Senior women were more likely than senior men to report that fostering a collegial environment, recognition of their contributions by department members, and opportunities to have an impact or voice were factors in their decisions (the latter was a trend).

Most important factor considered. All faculty were asked to assess which one or two factors were most important in their decision to leave. Nearly half (40%; N=44) reported a promotion to a higher level position at their new institution (including a leadership position) was the most influential factor; see Table 18. One-quarter or more mentioned personal or family considerations (32%; N=35), a higher quality and/or better fit with their new institution (26%; N=29), and the work environment and climate (25%; N=27). Fewer identified the geographic location of their new institution (20%; N=22), lack of recognition of and appreciation for their contributions at UM (16%; N=18), or salary and other financial resources (14%; N=15) as important factors. Finally, few mentioned that the type of work they are doing at their new institution (10%; N=11), lack of mentoring at UM (5%; N=5), poor quality of UM's counter offer (4%; N=4), recruitment efforts by their current institution (3%; N=3), or tuition support for family members at their new institution (3%; N=3) were key factors for them.

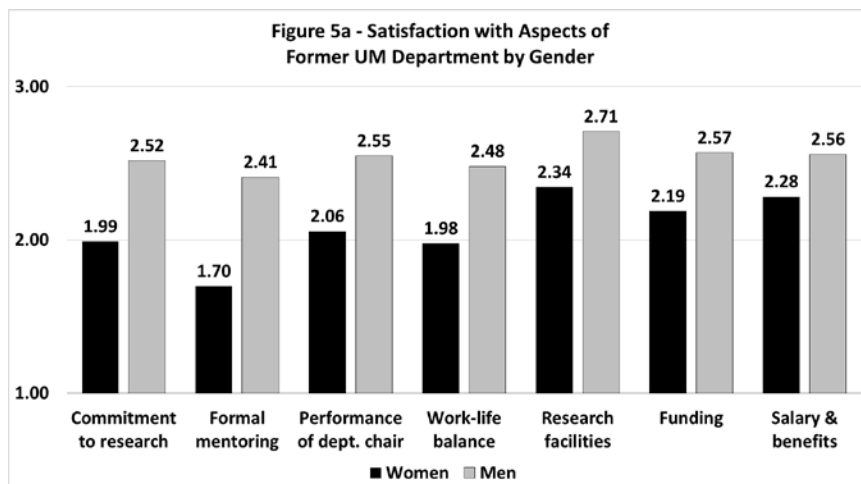
Women and junior faculty were more likely their counterparts to cite the climate, including poor leadership, as the most important factor in their decision. Junior faculty were also more likely to identify the lack of recognition of and appreciation for their contributions and a lack of mentoring at UM, and senior faculty were more likely to cite opportunities for leadership at their new institution as an important factor (see Figure 4).



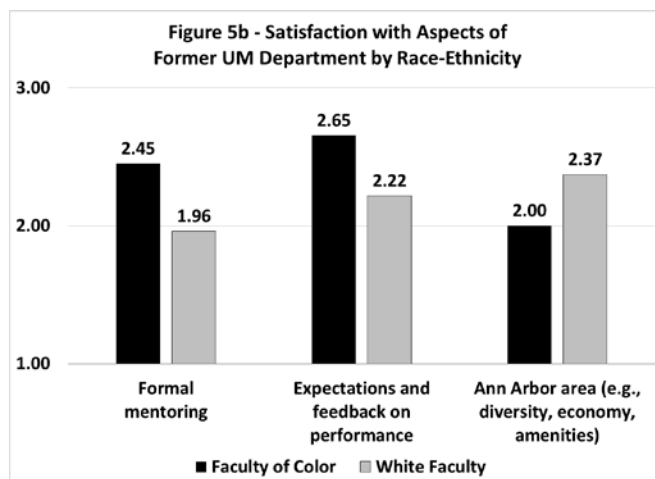
SATISFACTION WITH THE UNIVERSITY OF MICHIGAN

Satisfaction with experience at UM. Faculty were asked to rate their satisfaction with various aspects of their experience at UM (e.g., salary and benefits, quality of graduate students, performance of their department chair) on a three-point scale, ranging from a low of one for 'not at all satisfied' to a high of three for 'very satisfied.' Based on meaning ratings, the most highly rated aspects were quality of undergraduate students at UM (mean of 2.67), treatment by department colleagues (2.66), kinds of courses they were asked to teach (2.64), and teaching load (2.62). Also highly rated were informal mentoring (2.57), space and facilities (2.54), nature and amount of service they were asked to provide (2.53), and research support services (2.53); see Table 19. Two-thirds of faculty, on average, were very satisfied with these aspects. Opportunities for formal mentoring at UM (2.08), the performance of their dean (2.07), and opportunities for their partner (1.91) received the least positive average ratings; 30%, 26%, and 46% of respondents, respectively, were not at all satisfied with these aspects of their experience.

Women reported less satisfaction than men with their UM department’s research space and facilities, funding, salary and benefits, commitment to their area of research, collaboration opportunities, formal and informal mentoring they received, departmental expectations and feedback on their performance, how they were treated by department colleagues, performance of their department chair, and support for work-life balance (see Figure 5a). There was also a trend for women to be less satisfied with research support services.



Faculty of color were more satisfied than white faculty with the formal mentoring they received and departmental expectations and feedback on their performance. They were less satisfied with the quality of undergraduate students and with the Ann Arbor area (e.g., diversity, local economy, amenities); see Figure 5b.



There was a trend for junior faculty to be more satisfied than senior faculty with the opportunities for their partner.

Best and worst aspects of UM department.

Faculty were also asked to describe the best and worst features of their former UM department. Most interviewees (81%; N=88) reported that their colleagues were the best aspect (see Table 20). One-quarter or more described the research conducted in their former departments (37%; N=40), the university in general (34%; N=37, such as availability of resources and diversity of disciplines represented across campus), and students (28%; N=30) as strengths. In addition, some respondents indicated that the departmental leadership at UM (20%; N=22), resources and administrative supports (16%; N=17), mentoring (15%; N=16), and the work environment and climate of their UM department (14%; N=15) were positive features.

When asked to identify the worst features of their UM departments, interviewees most frequently cited the departmental leadership (28%; N=31) and specific faculty colleagues or a general lack of collegiality (28%; N=30). Several faculty respondents described administrative and bureaucratic issues (18%; N=20), resources and administrative supports (17%; N=18), departmental climate (16%; N=17), and poor research fit (15%; N=16) as worst features of their former UM department. Ten percent of faculty members (N=11) reported no worst features.

There was a trend for women to be more likely than men to cite faculty mentoring and support as the worst feature of their former UM department. Compared to senior faculty, junior faculty were more likely to report that mentoring was the best feature of their former department (trend); they were also more likely to identify the negative climate as the worst feature of their former UM department.

Initial concerns. When asked if they had any concerns when they initially accepted their position at UM, more than half (60%; N=65) reported that they did (see Table 21). Of these faculty, more than one-third

(38%; N=25) reported that they were concerned about being successful in their research, teaching, and career progression. Fewer recalled concerns about their new colleagues or the climate in the department (22%; N=14), fitting in with their department in terms of research focus and level of productivity (17%; N=11), or about the geographic location of UM (17%; N=11). Sixty-six percent of faculty (N=43) reported that one or more of their initial concerns were realized (and there was a trend for female faculty to have been more likely to report this); 31% (N=20) indicated this was not the case.

Recommend UM and UM Department to others. Faculty were asked whether or not they would encourage others to take a job at the University of Michigan in general, and in their former department in particular (see Tables 22-24). All but three of the responding interviewees (97%; N=106) indicated that they would recommend that others take a job at UM. More than half (60%; N=62) of these faculty described UM as a generally good university, and 44% (N=46) identified it as a good place to conduct research in particular. One-quarter indicated they would recommend UM due to its accomplished faculty representing a wide range of disciplines (25%, N=26) and prestigious reputation (20%, N=21). Fewer faculty reported that they would recommend UM because of its location in Ann Arbor (15%; N=16), positive and supportive work climate (13%; N=13), average teaching load (11%; N=11), or leadership (2%; N=2). Female faculty and senior faculty were less likely than men and junior faculty, respectively, to recommend UM because of its accomplished faculty representing a wide range of disciplines. Faculty of color were less likely than white faculty to recommend UM because of its reputation and perceived prestige or because it is a generally good university (the latter was a trend).

Most responding faculty (81%; N=88) indicated that they would encourage others to take a position in their former UM departments. Forty-seven percent of these faculty (N=41) described their departments as generally good places to work, and one-third noted that their colleagues were generally supportive and collegial (33%, N=29) and that their departments were good places to conduct research (30%; N=26). Fewer reported that they would recommend their former UM department because of its positive and supportive climate (14%; N=12), departmental leadership (13%; N=11), supportive environment for junior faculty (9%; N=8), students and teaching load (8%; N=7), or because of the balance between clinical care and research (6%; N=5).

Of those who indicated they would not encourage others to take a position in their departments, half or more expressed concerns about the lack of support for research and scholarly professional development (61%; N=11) or a negative departmental climate (56%; N=10); slightly fewer (39%; N=7) described experiences with poor leadership.

Women were less likely than men to recommend accepting a position in their former UM department because they think the leadership is good, and faculty of color were less likely to recommend their former UM department because their colleagues were generally supportive and collegial. Junior faculty were less likely than senior faculty to recommend taking a job at their former UM department. However, when junior faculty recommended their former department, they were more likely than their senior colleagues to do so because they think it is a good place for junior people to gain skills.

Opportunities to develop and thrive as a scholar. Faculty in 2012, 2013, and 2014 were also asked to describe how UM helped them develop and thrive as a scholar, and how the university could improve in these areas. More than half of the respondents reported that their faculty colleagues were inspiring and that collaborations were productive (61%; N=46) and that the university facilitated their research activities through funding, equipment, and other research-related resources (55%; N=42); see Table 25. Thirty-nine percent of faculty (N=30) described mentoring, both formal and informal, as helpful to them developing and thriving as a scholar. Fewer identified students and teaching opportunities (14%; N=11), protected time for junior faculty (11%; N=8), and flexible workload (5%; N=4). Eight percent (N=6) reported that the university did not help them develop and thrive as a scholar.

One-third of the 2012, 2013, and 2014 faculty sample (34%; N=26) reported that the university could not improve on existing efforts to help faculty develop and thrive as scholars (see Table 25). The remaining faculty did have suggestions. Some indicated that UM should improve mentoring of faculty (18%; N=14) and provide more and better resources for research (17%; N=13). Fewer commented that the university

needs to focus efforts on fostering opportunities for research collaborations (12%; N=9), better protecting junior faculty members' time (9%; N=7), or encouraging more reasonable workloads for faculty (4%; N=3). Senior faculty were more likely than junior faculty to report that the university could have done better in helping them thrive by providing more and better resources and funding for research (trend).

SATISFACTION WITH CURRENT POSITION

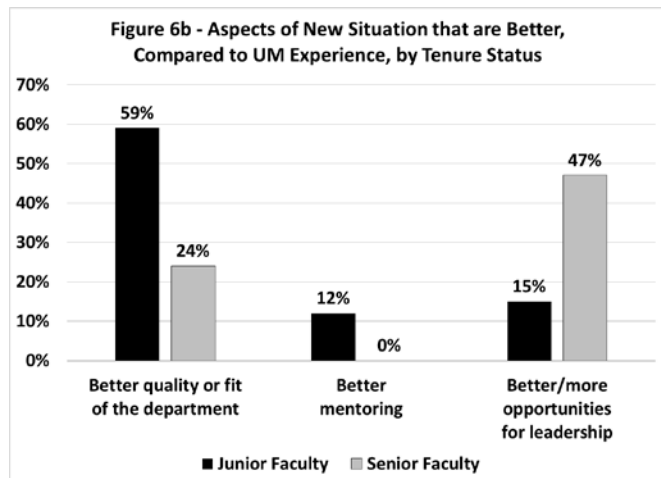
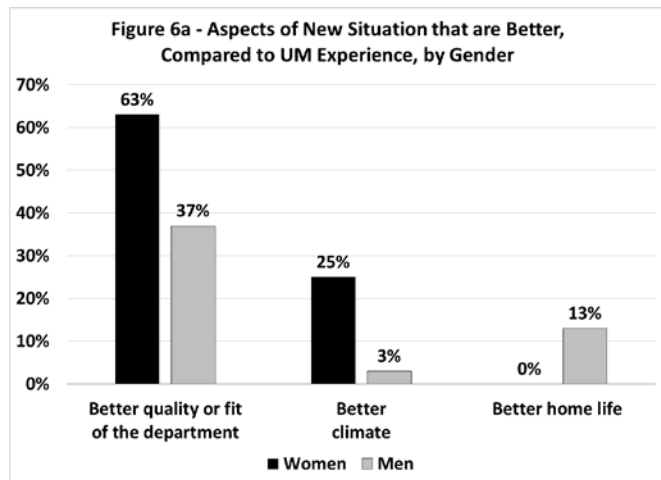
Overall assessment of the new position. Faculty were asked whether or not the move was good for their careers and personal lives. Three-quarters of faculty (74%; N=80) indicated that it was, in general, a good professional move (see Table 26); 13% (N=14) reported that it was not, and an identical proportion were, at the time of the interview, unsure. Junior faculty were less likely than senior faculty to report that the move was good on a professional level. Nearly all faculty (88%; N=95) reported that their move was a good one on a personal level; six faculty members reported that it was not, and seven were unsure (6% in both cases).

What is better and worse. Faculty also provided information about what they found to be better and worse about their new position, compared to their UM positions (see Table 27). Faculty (48%; N=52) were most likely to identify the availability of research resources, collaborators, and research fit as better at their current institution. One-quarter or more described the leadership opportunities (37%; N=40), quality of the department overall (35%; N=38), geographic location of their current institution (30%; N=32), salary and other financial resources (27%; N=29), and quality of students and teaching load (21%; N=23) as being better now. Very few respondents (3%; N=3) reported that they cannot compare their current situation to their position at UM.

When asked what is worse about their current situation in comparison to their experience at UM, one-third identified research productivity and/or opportunities (33%; N=36) or the quality of or fit with the new department overall (29%; N=31) as worse. Fewer reported the same for the geographic location of their current institution (20%; N=22), students and teaching load expectations (19%; N=20), administrative supports (16%; N=17), salary (11%; N=12), and national reputation of their current institution (9%; N=10). A few respondents reported that nothing about their current situation is worse (6%; N=7), it is too soon to make an assessment (6%; N=7), or that they found it difficult to compare their current and former departments (8%; N=9).

Women were more likely than men to report that the quality or fit of the department overall and the climate are better at their current institution, and were less likely to describe their home life as better; see Figure 6a. In addition, male faculty were more likely to report that their salary at their current institution is worse.

There was a trend for faculty of color to be more likely to describe their home life as better at their current institution, compared to white faculty.



Compared to senior faculty, junior faculty were more likely to report that their current department provides better mentoring and is a better fit overall; they were less likely than their senior colleagues to report having more leadership opportunities (see Figure 6b). In addition, junior faculty were more likely to report that the research-related resources are worse at their current institution and that their current institution is less prestigious than UM (trend); senior faculty were more likely to report that nothing is worse (trend).

SUGGESTIONS FOR IMPROVED POLICIES AND PROCEDURES

Finally, faculty were asked if there were any particular university or departmental practices or policies that they thought should be changed or implemented to improve the situation for faculty at UM (see Table 28). Sixteen percent of interviewees (N=17) said that they had no suggestions; a similar percentage suggested that the expectations and criteria for successful tenure and promotion should be made clearer and more transparent (15%; N=16). Fourteen faculty (13% in each case) recommended changes in leadership or improvements in mentoring processes, including the feedback on performance and orienting incoming junior and senior faculty to the university. Other suggestions included: increasing administrative accountability and transparency (11%; N=12), improving the work environment and climate (10%; N=11), addressing dual career needs (9%; N=10), streamlining administrative or bureaucratic systems (9%; N=10), offering better resources and salaries (8%; N=9), and retaining faculty with pre-emptive retention offers (8%; N=9).

Junior faculty were more likely to describe needed improvements to the climate and morale than senior faculty. They were also more likely to suggest improvements to the tenure system, and were less likely to identify a need for more administrative accountability and transparency (trend).

EXIT INTERVIEW STUDY: IMPLICATIONS OF FINDINGS

The findings reported here may be considered indications of potential areas of problems for faculty remaining at UM, as well as factors that move faculty to leave. Many of the experiences cited by faculty as motivating their departure from UM are consistent across gender, race-ethnicity, and tenure status (e.g., research support and leadership opportunities). Expansion of and equitable access to supports for research, funding, and opportunities for advancement are logical institutional responses to these concerns.

Some factors, such as department climate, mentoring, and the quality of departmental leadership appear from these data to be especially important for women, faculty of color, and junior faculty. Efforts to improve the climate and provide better mentorship and administrative transparency may be particularly instrumental in retaining these faculty. In addition, it appears that dissatisfaction with their teaching and the quality of undergraduate students at UM, as well as with the Ann Arbor area (including degree of diversity) coupled with reports that their home life is better at the current institution, were important factors for faculty of color in particular, suggesting that, at least in some instances, it may be easier to be a person of color both within and outside the classroom in the new communities.

Finally, quite a few faculty reported that, from their perspective, outside offers were not fully countered by UM—or counter offers were too slow in coming to be effective. This impression may differ importantly from those of their deans. It is possible that the difference in the felt experience lies in real differences (for example, when chairs do not actually bring cases forward to deans). To the extent that the faculty who exit accurately perceived the absence of a counter offer, perhaps a logical institutional response would be to ensure that all layers of decision-makers understand that external offers need to be considered seriously, and they must assess the relative costs of losing faculty (and hiring others to replace them) rather than fully countering. To the extent that the perception is based on a sense that the counter offer was slow and grudging, though it was actually a “full” offer, it may be important to alter that perception by altering the process (speed, courtesy, and expression of importance to UM) of countering rather than the actual content of it.

UM Faculty Exit Interview Study

Table 1: Initial Impetus for Job Change

	male faculty (N=61)	female faculty (N=49)	white faculty (N=84)	faculty of color (N=26)	junior faculty (N=34)	senior faculty (N=76)	COE faculty (N=10)	LSA faculty (N=21)	MED faculty (N=37)	other faculty (N=42)	total (N=110)	%
recruited by other institution(s)	42	32	54	20	19	55	6	13	24	31	74	67%
faculty member pursue other position(s)	14	16	24	6	13	17	3	7	11	9	30	27%
both	5	0	5	0	2	3	0	1	2	2	5	5%
prefer not to answer	0	1	1	0	0	1	1	0	0	0	1	1%
											total (N=110)	
faculty now at another university	57	46	79	24	30	73	9	20	32	42	103	94%
faculty now in private sector, industry, government	4	3	5	2	4	3	1	1	5	0	7	6%

Table 2: Discussion about Offer with UM

	male faculty (N=60)	female faculty (N=49)	white faculty (N=83)	faculty of color (N=26)	junior faculty (N=33)	senior faculty (N=76)	COE faculty (N=10)	LSA faculty (N=20)	MED faculty (N=37)	other faculty (N=42)	total (N=109)	%
no one	9	3	11	1	5	7	0	1	6	5	12	11%
											total (N=97)	
chair	29	21	36	14	10	40	6	17	14	13	50	52%
colleagues	22	17	29	10	12	27	5	9	13	12	39	40%
dean	21	25	35	11	10	36	2	5	12	27	46	47%

UM Faculty Exit Interview Study

Table 3: Advice

	male faculty (N=59)	female faculty (N=49)	white faculty (N=83)	faculty of color (N=25)	junior faculty (N=33)	senior faculty (N=75)	COE faculty (N=10)	LSA faculty (N=21)	MED faculty (N=36)	other faculty (N=41)	total (N=108)	%
who they sought out for advice												
no one	6	6	11	1	2	10	1	1	5	5	12	11%
											total (N=96)	
chair	16	12	23	5	5	23	3	8	7	10	28	29%
colleagues at UM	35	33	55	13	22	46	6	15	19	28	68	71%
other colleagues	34	28	46	16	23	39	5	12	23	22	62	65%
other family and friends	16	14	24	6	11	19	2	5	9	14	30	31%
											total (N=94)	
was advice helpful												
yes	43	37	58	22	29	51	7	14	27	32	80	85%
no	4	4	8	0	1	7	2	3	1	2	8	9%
unclear	5	1	5	1	0	6	0	2	3	1	6	6%
											total (N=94)	
was advice supportive of move												
yes	42	37	59	20	28	51	5	15	27	32	79	84%
no	4	3	5	2	2	5	3	2	1	1	7	7%
unclear	5	3	7	1	1	7	1	3	2	2	8	9%

Table 4: Advice Received

	male faculty (N=52)	female faculty (N=43)	white faculty (N=72)	faculty of color (N=23)	junior faculty (N=31)	senior faculty (N=64)	COE faculty (N=9)	LSA faculty (N=20)	MED faculty (N=30)	other faculty (N=36)	total (N=95)	%
others advised that it was a good career move	30	22	38	14	13	39	4	8	22	18	52	55%
others advised that it was a good personal move	11	5	13	3	7	9	1	4	5	6	16	17%
others advised that it was a bad career move	1	1	2	0	1	1	0	1	0	1	2	2%
others advised that it was a bad personal move	0	0	0	0	0	0	0	0	0	0	0	0%
others advised that the situation at UM was bad enough to warrant the move	4	9	11	2	8	5	0	2	3	8	13	14%
others' advice was generally supportive, but challenged part of the decision	7	8	12	3	3	12	2	6	2	5	15	16%
others at UM wanted them to stay	12	12	20	4	5	19	4	10	2	8	24	25%

UM Faculty Exit Interview Study

Table 5: How Long Faculty Thought about Leaving UM

	male faculty (N=61)	female faculty (N=49)	white faculty (N=84)	faculty of color (N=26)	junior faculty (N=34)	senior faculty (N=76)	COE faculty (N=10)	LSA faculty (N=21)	MED faculty (N=37)	other faculty (N=42)	total (N=110)	%
was not looking for thinking of leaving	16	12	19	9	7	21	2	7	7	12	28	25%
less than 6 months	6	3	7	2	7	2	1	1	2	5	9	8%
6 months to 1 year	10	10	13	7	7	13	1	3	12	4	20	18%
1 year to 2 years	4	7	10	1	3	8	1	2	2	6	11	10%
more than 2 years	25	15	33	7	10	30	4	8	14	14	40	36%
not sure	0	2	2	0	0	2	1	0	0	1	2	2%

Table 6: Point at which Faculty Wanted to Leave

	male faculty (N=61)	female faculty (N=49)	white faculty (N=84)	faculty of color (N=26)	junior faculty (N=34)	senior faculty (N=76)	COE faculty (N=10)	LSA faculty (N=21)	MED faculty (N=37)	other faculty (N=42)	total (N=110)	%
during negotiations	26	14	26	14	7	33	5	8	12	15	40	36%
negative events at UM	1	5	6	0	5	1	0	2	3	1	6	5%
promotion-related event	6	2	4	4	4	4	0	3	4	1	8	7%
structural change in department	3	4	7	0	1	6	2	1	0	4	7	6%
none/ was gradual	24	25	42	7	19	30	3	8	17	21	49	45%

Table 7: Satisfaction with Position at UM

	male faculty (N=61)	female faculty (N=49)	white faculty (N=84)	faculty of color (N=26)	junior faculty (N=34)	senior faculty (N=76)	COE faculty (N=10)	LSA faculty (N=21)	MED faculty (N=37)	other faculty (N=42)	total (N=110)	%
not happy at UM; wanted to leave	11	15	21	5	14	12	0	4	9	13	26	24%
not happy at UM; could have been persuaded to stay	13	16	20	9	10	19	3	7	11	8	29	26%
happy at UM; wanted to stay	37	18	43	12	10	45	7	10	17	21	55	50%

UM Faculty Exit Interview Study

Table 8: Reason for Not Accepting Counter Offer

	male faculty (N=23)	female faculty (N=19)	white faculty (N=28)	faculty of color (N=14)	junior faculty (N=11)	senior faculty (N=31)	COE faculty (N=7)	LSA faculty (N=9)	MED faculty (N=10)	other faculty (N=16)	total (N=42)	%
UM didn't/couldn't match offer	13	12	16	9	8	17	4	5	8	8	25	60%
inadequate opportunity for spouse	5	5	6	4	1	9	1	5	1	3	10	24%
came too late	2	3	3	2	1	4	0	1	1	3	5	12%
wouldn't/couldn't stay	7	6	9	4	3	10	3	2	1	7	13	31%

Table 9: Who was involved in developing counter offer?

	male faculty (N=23)	female faculty (N=19)	white faculty (N=28)	faculty of color (N=14)	junior faculty (N=11)	senior faculty (N=31)	COE faculty (N=7)	LSA faculty (N=9)	MED faculty (N=10)	other faculty (N=16)	total (N=42)	%
chair	13	9	11	11	6	16	7	5	6	4	22	52%
dean	9	13	14	8	6	16	3	4	2	13	22	52%
other administrator	12	8	16	4	5	15	2	4	6	8	20	48%
other faculty	3	1	3	1	2	2	1	1	1	1	4	10%

Table 10: What Counter Offer Included

	male faculty (N=23)	female faculty (N=19)	white faculty (N=28)	faculty of color (N=14)	junior faculty (N=11)	senior faculty (N=31)	COE faculty (N=7)	LSA faculty (N=9)	MED faculty (N=10)	other faculty (N=16)	total (N=42)	%
increase in salary	19	13	22	10	8	24	5	7	7	13	32	76%
reduction in teaching	5	1	5	1	1	5	2	2	0	2	6	14%
more resources	16	11	17	10	5	22	5	7	7	8	27	64%
new position of some kind	4	2	3	3	3	3	0	1	2	3	6	14%
more students	0	1	1	0	0	1	0	0	0	1	1	2%

UM Faculty Exit Interview Study

Table 11: How could counter offer have been improved?

	male faculty (N=14)	female faculty (N=12)	white faculty (N=18)	faculty of color (N=8)	junior faculty (N=9)	senior faculty (N=17)	COE faculty (N=5)	LSA faculty (N=6)	MED faculty (N=6)	other faculty (N=9)	total (N=26)	%
increase in salary	5	5	7	3	4	6	1	3	3	3	10	38%
reduction in teaching	4	0	2	2	1	3	0	3	0	1	4	15%
more resources	2	1	1	2	0	3	1	0	2	0	3	12%
new position of some kind	1	2	3	0	1	2	0	1	1	1	3	12%
leadership position	1	2	3	0	0	3	0	1	2	0	3	12%
more students	2	0	1	1	2	0	1	0	0	1	2	8%
tenure	1	1	1	1	2	0	1	0	0	1	2	8%
tuition for families	2	0	2	0	0	2	0	1	0	1	2	8%
offer of assistance with dual career placement	6	5	6	5	4	7	2	3	2	4	11	42%

Table 12: Was counter offer developed in a timely manner?

	male faculty (N=23)	female faculty (N=19)	white faculty (N=28)	faculty of color (N=14)	junior faculty (N=11)	senior faculty (N=31)	COE faculty (N=7)	LSA faculty (N=9)	MED faculty (N=10)	other faculty (N=16)	total (N=42)	%
yes	16	15	20	11	8	23	6	7	5	13	31	74%
no	7	4	8	3	3	8	1	2	5	3	11	26%

Table 13: Suggestions for Improving Counter Offer Process

	male faculty (N=22)	female faculty (N=19)	white faculty (N=27)	faculty of color (N=14)	junior faculty (N=11)	senior faculty (N=30)	COE faculty (N=7)	LSA faculty (N=8)	MED faculty (N=10)	other faculty (N=16)	total (N=41)	%
none	5	8	8	5	3	10	2	1	2	8	13	32%
more timely	6	2	5	3	2	6	1	1	4	2	8	20%
include more/ other people	0	2	2	0	1	1	1	0	1	0	2	5%
better content	4	0	2	2	1	3	1	1	1	1	4	10%
pursue pre-emptive retentions	4	2	4	2	4	2	0	1	3	2	6	15%
improved communication during counter offer process	5	5	8	2	3	7	2	2	2	4	10	24%
address dual career concerns	1	2	1	2	0	3	0	3	0	0	3	7%

UM Faculty Exit Interview Study

Table 14: Would counter offer have encouraged faculty to stay if they had received one?

	male faculty (N=36)	female faculty (N=29)	white faculty (N=53)	faculty of color (N=12)	junior faculty (N=23)	senior faculty (N=42)	COE faculty (N=3)	LSA faculty (N=12)	MED faculty (N=24)	other faculty (N=26)	total (N=65)	%
counter offer would/ may have encouraged them to stay	18	19	31	6	13	24	2	8	12	15	37	57%
what counter offer would have needed to include:	(N=37)											
leadership opportunity	7	4	9	2	1	10	0	2	5	4	11	30%
promotion or tenure	6	6	11	1	8	4	1	2	5	4	12	32%
salary or financial resources	7	5	11	1	2	10	0	1	6	5	12	32%
opportunity for partner	1	2	2	1	1	2	0	1	0	2	3	8%
more flexibility	2	2	3	1	2	2	0	2	1	1	4	11%
support for research	5	2	5	2	4	3	0	1	5	1	7	19%
doesn't know	0	3	3	0	0	3	1	0	1	1	3	8%

Table 15: What would have encouraged them to stay at UM?

	male faculty (N=60)	female faculty (N=48)	white faculty (N=82)	faculty of color (N=26)	junior faculty (N=33)	senior faculty (N=75)	COE faculty (N=10)	LSA faculty (N=21)	MED faculty (N=36)	other faculty (N=41)	total (N=108)	%
nothing	28	25	41	12	11	42	6	9	18	20	53	49%
some/better opportunity for partner	5	1	5	1	2	4	1	2	0	3	6	6%
better leadership/administrative support	5	7	9	3	5	7	1	2	4	5	12	11%
better support for research	9	5	7	7	6	8	2	3	4	5	14	13%
more salary	2	2	2	2	0	4	0	3	0	1	4	4%
leadership opportunities	7	0	6	1	1	6	0	0	5	2	7	6%
more time/ support for tenure	4	2	4	2	6	0	0	3	1	2	6	6%
more recognition/appreciation	6	5	8	3	3	8	0	4	2	5	11	10%
better climate	1	7	6	2	5	3	1	1	2	4	8	7%
joint appointment issues addressed	0	5	4	1	2	3	0	0	2	3	5	5%
tuition support for children	1	0	0	1	0	1	0	1	0	0	1	1%
assistance with cost of living expenses	0	1	1	0	0	1	0	0	0	1	1	1%
pre-emptive retention offer	4	1	3	2	0	5	0	3	1	1	5	5%

UM Faculty Exit Interview Study

Table 16: Factors Considered in Decision to Leave UM

	male faculty (N=61)	female faculty (N=49)	white faculty (N=84)	faculty of color (N=26)	junior faculty (N=34)	senior faculty (N=76)	COE faculty (N=10)	LSA faculty (N=21)	MED faculty (N=37)	other faculty (N=42)	total (N=110)	%
Improved career opportunities												
salary	6	5	9	2	4	7	1	1	5	4	11	10%
prospects for research	15	14	23	6	9	20	5	3	11	10	29	26%
collaboration opportunities	10	8	13	5	8	10	5	0	6	7	18	16%
teaching	4	1	4	1	2	3	0	1	1	3	5	5%
more prestigious department	1	2	3	0	1	2	0	0	0	3	3	3%
promotion	5	2	7	0	3	4	0	2	3	2	7	6%
leadership opportunities	18	13	25	6	2	29	0	4	19	8	31	28%
Family/partner issues												
better career opportunities for partner	6	7	11	2	3	10	2	3	2	6	13	12%
inadequate effort by UM to find satisfactory position for partner	2	1	2	1	0	3	0	3	0	0	3	3%
partner (or other family member) not happy in Ann Arbor	5	1	4	2	1	5	1	2	2	1	6	5%
Negatives about UM												
not happy at UM	3	12	12	3	10	5	0	2	6	7	15	14%
problems with department/university leadership	9	9	15	3	6	12	1	2	6	9	18	16%
difficulty of joint appointment	1	1	1	1	0	2	0	0	2	0	2	2%
insufficient counter offer	8	4	9	3	4	8	1	3	4	4	12	11%
did not like UM lifestyle	3	4	5	2	2	5	0	4	2	1	7	6%
expectations about teaching	1	1	0	2	0	2	0	2	0	0	2	2%
resources	9	10	12	7	9	10	1	2	9	7	19	17%
worried about achieving tenure at UM	3	4	6	1	6	1	0	2	1	4	7	6%
tenure process unclear/unfair at UM	5	3	5	3	6	2	0	2	3	3	8	7%
Positives about new position												
location of new job better than Ann Arbor	14	8	15	7	6	16	1	5	5	11	22	20%
non-academic job	1	1	2	0	2	0	1	1	0	0	2	2%

UM Faculty Exit Interview Study

Table 17: Specific Factors Considered in Decision to Leave UM

	male faculty (N=17)	female faculty (N=17)	white faculty (N=26)	faculty of color (N=8)	COE faculty (N=3)	LSA faculty (N=5)	MED faculty (N=9)	other faculty (N=17)	total (N=34)	%
specific factors: junior faculty										
setting expectations	2	10	11	1	0	3	5	4	12	35%
mentoring/professional development	5	9	12	2	0	3	5	6	14	41%
evaluation of performance	3	6	8	1	1	2	4	2	9	26%
recognizing contributions in the department	4	9	12	1	1	1	4	7	13	38%
fostering a collegial environment	5	9	12	2	0	0	5	9	14	41%
	male faculty (N=44)	female faculty (N=31)	white faculty (N=58)	faculty of color (N=17)	COE faculty (N=7)	LSA faculty (N=15)	MED faculty (N=28)	other faculty (N=25)	total (N=75)	%
specific factors: senior faculty										
opportunities for leadership	25	19	35	9	2	4	23	15	44	59%
opportunities to have impact, voice	17	18	25	10	3	5	13	14	35	47%
recognizing contributions in the department	10	14	16	8	1	3	10	10	24	32%
fostering a collegial environment	8	16	18	6	2	6	6	10	24	32%

Table 18: Most Important Factor Considered

	male faculty (N=61)	female faculty (N=49)	white faculty (N=84)	faculty of color (N=26)	junior faculty (N=34)	senior faculty (N=76)	COE faculty (N=10)	LSA faculty (N=21)	MED faculty (N=37)	other faculty (N=42)	total (N=110)	%
personal or family considerations	17	18	30	5	9	26	5	9	6	15	35	32%
higher quality/ better fit of current institution	15	14	22	7	10	19	5	3	10	11	29	26%
climate	10	17	20	7	14	13	1	5	9	12	27	25%
type of work	6	5	7	4	4	7	2	3	3	3	11	10%
salary/ financial resources	9	6	11	4	6	9	2	2	8	3	15	14%
promotion	26	18	32	12	8	36	2	6	18	18	44	40%
geographic location of new institution	14	8	17	5	5	17	5	4	3	10	22	20%
quality of counter offer	4	0	3	1	0	4	1	2	1	0	4	4%
tuition reimbursement for family	3	0	2	1	0	3	0	2	1	0	3	3%
recruitment efforts by current institution	2	1	3	0	0	3	1	2	0	0	3	3%
lack of recognition/appreciation by University / colleagues	7	11	12	6	10	8	1	2	7	8	18	16%
mentoring	2	3	5	0	5	0	0	1	3	1	5	5%

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Table 19: Job Satisfaction

	not at all satisfied	somewhat satisfied	very satisfied	mean	sd
research space and facilities	8%	28%	63%	2.54	0.66
research support services	11%	25%	64%	2.53	0.69
funding	13%	34%	53%	2.40	0.71
departmental commitment to area of research	17%	37%	46%	2.28	0.74
collaborations	14%	32%	54%	2.40	0.72
teaching load	4%	30%	66%	2.62	0.56
kinds of courses asked to teach	4%	28%	68%	2.64	0.56
quality of undergraduates	0%	32%	68%	2.67	0.47
quality of graduate students	4%	43%	53%	2.48	0.57
nature/ amount of service	5%	36%	59%	2.53	0.58
formal mentoring	30%	30%	39%	2.08	0.81
informal mentoring	8%	26%	66%	2.57	0.64
clarity of expectations/ feedback	20%	28%	52%	2.32	0.78
treatment by department	6%	22%	72%	2.66	0.58
performance of chair	18%	31%	51%	2.32	0.76
performance of dean	26%	39%	35%	2.07	0.78
salary/ benefits	6%	43%	51%	2.44	0.60
work/ life balance	15%	45%	40%	2.25	0.70
opportunities for partner	46%	16%	38%	1.91	0.92
location of UM	17%	38%	45%	2.28	0.74

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Table 20: Best and Worst Features of UM Department

	male faculty (N=61)	female faculty (N=48)	white faculty (N=83)	faculty of color (N=26)	junior faculty (N=34)	senior faculty (N=75)	COE faculty (N=10)	LSA faculty (N=21)	MED faculty (N=37)	other faculty (N=41)	total (N=109)	%
best features:												
colleagues	52	36	69	19	28	60	10	16	27	35	88	81%
research	26	14	30	10	13	27	1	9	14	16	40	37%
size or prestige	3	3	5	1	2	4	0	2	3	1	6	6%
clinical care	3	4	7	0	3	4	0	1	6	0	7	6%
students	16	14	21	9	8	22	2	8	3	17	30	28%
resources/ administrative support	11	6	14	3	8	9	4	4	3	6	17	16%
UM in general	18	19	28	9	13	24	3	9	11	14	37	34%
climate	11	4	9	6	6	9	1	2	6	6	15	14%
leadership	15	7	18	4	5	17	1	5	7	9	22	20%
teaching	4	1	5	0	2	3	0	1	1	3	5	5%
mentoring	7	9	13	3	8	8	3	3	4	6	16	15%
worst features:												
leadership	15	16	24	7	11	20	3	3	13	12	31	28%
climate	9	8	12	5	10	7	2	6	3	6	17	16%
resources/ administrative support	11	7	14	4	4	14	2	4	7	5	18	17%
research fit	7	9	13	3	7	9	1	1	4	10	16	15%
teaching load	8	4	9	3	6	6	1	1	2	8	12	11%
lack of collegiality	18	12	24	6	10	20	4	5	5	16	30	28%
administrative / bureaucratic issues	9	11	18	2	5	15	2	5	5	8	20	18%
research and service workload	6	5	9	2	3	8	0	3	4	4	11	10%
UM in general	5	2	4	3	0	7	0	1	6	0	7	6%
mentoring	1	5	4	2	3	3	0	1	3	2	6	6%
patient care	0	1	1	0	1	0	0	0	1	0	1	1%
lack of flexibility in tenure process	0	2	2	0	2	0	0	1	1	0	2	2%
none	9	2	10	1	2	9	1	4	3	3	11	10%

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Table 21: Did faculty member have concerns before accepting their position at UM?

	male faculty (N=61)	female faculty (N=48)	white faculty (N=83)	faculty of color (N=26)	junior faculty (N=34)	senior faculty (N=75)	COE faculty (N=10)	LSA faculty (N=21)	MED faculty (N=37)	other faculty (N=41)	total (N=109)	%
no	28	16	36	8	16	28	5	8	14	17	44	40%
yes/ yes and no	33	32	47	18	18	47	5	13	23	24	65	60%
If yes, what were they?	(N=65)											
departmental leadership	1	2	2	1	2	1	0	0	1	2	3	5%
faculty/ climate	7	7	11	3	4	10	1	1	5	7	14	22%
productivity	7	4	8	3	2	9	0	2	5	4	11	17%
location	6	5	7	4	4	7	2	1	3	5	11	17%
being successful	11	14	17	8	5	20	1	4	11	9	25	38%
teaching load	1	0	1	0	0	1	0	1	0	0	1	2%
tuition support for family	1	0	1	0	0	1	0	1	0	0	1	2%
salary	2	4	5	1	1	5	1	0	3	2	6	9%
dual career issues	5	2	6	1	3	4	0	6	0	1	7	11%
If yes, were they realized?	(N=65)											
no	13	7	12	8	4	16	1	2	8	9	20	31%
yes/ or yes and no	18	25	33	10	14	29	4	11	14	14	43	66%
not clear	2	0	2	0	0	2	0	0	1	1	2	3%

Table 22: Would faculty recommend UM in general and/or their UM department?

	male faculty (N=61)	female faculty (N=48)	white faculty (N=83)	faculty of color (N=26)	junior faculty (N=34)	senior faculty (N=75)	COE faculty (N=10)	LSA faculty (N=21)	MED faculty (N=37)	other faculty (N=41)	total (N=109)	%
UM												
no	2	1	2	1	2	1	0	2	0	1	3	3%
yes	59	47	81	25	32	74	10	19	37	40	106	97%
department												
no	9	12	17	4	11	10	0	3	6	12	21	19%
yes	52	36	66	22	23	65	10	18	31	29	88	81%

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Table 23: Reasons to Recommend or Not Recommend Working at UM

	male faculty (N=59)	female faculty (N=45)	white faculty (N=79)	faculty of color (N=25)	junior faculty (N=31)	senior faculty (N=73)	COE faculty (N=10)	LSA faculty (N=19)	MED faculty (N=35)	other faculty (N=40)	total (N=104)	%
reasons to recommend:												
UM is a good place to conduct research	28	18	37	9	15	31	1	8	18	19	46	44%
UM is prestigious	12	9	20	1	4	17	1	2	6	12	21	20%
UM has a positive climate	10	3	10	3	3	10	0	3	5	5	13	13%
UM has good teaching	8	3	9	2	2	9	1	3	1	6	11	11%
Ann Arbor is a good location	10	6	13	3	6	10	1	1	9	5	16	15%
UM is, in general, a good school	32	30	51	11	20	42	9	10	19	24	62	60%
UM has excellent faculty	19	7	21	5	12	14	1	4	11	10	26	25%
UM has good leadership	1	1	2	0	0	2	1	0	1	0	2	2%

Table 24: Reasons to Recommend or Not Recommend Working in UM Department

	male faculty (N=52)	female faculty (N=36)	white faculty (N=66)	faculty of color (N=22)	junior faculty (N=23)	senior faculty (N=65)	COE faculty (N=10)	LSA faculty (N=18)	MED faculty (N=31)	other faculty (N=29)	total (N=88)	%
reasons to recommend:												
former department is a good place for junior faculty to learn	6	2	5	3	5	3	3	2	1	2	8	9%
former department is a good place to do research	17	9	22	4	6	20	0	9	10	7	26	30%
former department provides good clinical care/ has a good balance between research and clinical care	3	2	5	0	1	4	0	0	5	0	5	6%
former department has a positive climate	10	2	10	2	4	8	2	3	2	5	12	14%
Ann Arbor is a good location	1	2	3	0	1	2	0	0	2	1	3	3%
former department is a generally good department	24	17	32	9	10	31	4	6	15	16	41	47%
former department has good colleagues	18	11	26	3	9	20	3	5	8	13	29	33%
former department has good leadership	10	1	8	3	2	9	2	1	6	2	11	13%
former department has good students / teaching	2	5	6	1	0	7	1	2	0	4	7	8%
											total (N=18)	
reasons not to recommend:												
former department has a negative climate	3	7	9	1	5	5	0	1	1	8	10	56%
former department is a bad place to conduct research or develop as a scholar	4	7	8	3	6	5	0	1	3	7	11	61%
former department has bad leadership	4	3	7	0	4	3	0	1	1	5	7	39%

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Table 25: Opportunities to develop as a scholar at UM

	male faculty (N=44)	female faculty (N=32)	white faculty (N=56)	faculty of color (N=20)	junior faculty (N=21)	senior faculty (N=55)	COE faculty (N=4)	LSA faculty (N=16)	MED faculty (N=26)	other faculty (N=30)	total (N=76)	%
support/mentorship	18	12	21	9	9	21	1	7	8	14	30	39%
resources	21	21	32	10	9	33	2	12	13	15	42	55%
relationships with colleagues and fostering collaborations	26	20	35	11	11	35	3	11	13	19	46	61%
relationships with students	6	5	6	5	2	9	3	3	1	4	11	14%
protected time for junior faculty	6	2	6	2	3	5	0	3	2	3	8	11%
reasonable workload	3	1	3	1	1	3	1	1	1	1	4	5%
nothing	4	2	5	1	0	6	0	0	3	3	6	8%
how could UM have done better												
better support/mentorship	6	8	11	3	5	9	1	2	5	6	14	18%
better resources	9	4	9	4	1	12	0	1	7	5	13	17%
better relationship with colleagues and fostering collaboration	4	5	8	1	4	5	1	1	3	4	9	12%
better protected time for junior faculty	4	3	5	2	3	4	0	3	0	4	7	9%
reasonable workload	2	1	2	1	1	2	1	1	0	1	3	4%
nothing	15	11	17	9	8	18	1	6	9	10	26	34%

Table 26: Was this a good move?

	male faculty (N=60)	female faculty (N=48)	white faculty (N=82)	faculty of color (N=26)	junior faculty (N=34)	senior faculty (N=74)	COE faculty (N=10)	LSA faculty (N=21)	MED faculty (N=37)	other faculty (N=40)	total (N=108)	%
professionally												
no	9	5	11	3	9	5	1	5	2	6	14	13%
yes/ or yes and no	45	35	64	16	19	61	7	12	33	28	80	74%
don't know yet	6	8	7	7	6	8	2	4	2	6	14	13%
personally												
no	5	1	5	1	3	3	0	1	3	2	6	6%
yes/ or yes and no	52	43	71	24	29	66	10	19	34	32	95	88%
not sure	3	4	6	1	2	5	0	1	0	6	7	6%

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Table 27: How Current Situation Compares to Experiences at UM

	male faculty (N=60)	female faculty (N=48)	white faculty (N=82)	faculty of color (N=26)	junior faculty (N=34)	senior faculty (N=74)	COE faculty (N=10)	LSA faculty (N=21)	MED faculty (N=37)	other faculty (N=40)	total (N=108)	%
what's better:												
salary/resources	15	14	25	4	6	23	3	8	14	4	29	27%
research	22	30	38	14	18	34	4	9	18	21	52	48%
teaching/ students	14	9	16	7	10	13	5	6	4	8	23	21%
climate	2	12	13	1	7	7	1	4	5	4	14	13%
work/life balance; child care; lifestyle	3	7	9	1	4	6	1	2	2	5	10	9%
department overall	19	19	32	6	20	18	6	5	10	17	38	35%
administrative issues	1	4	5	0	2	3	0	1	3	1	5	5%
better for partner	5	4	8	1	1	8	2	2	3	2	9	8%
home life	8	0	4	4	5	3	0	2	1	5	8	7%
geography	18	14	23	9	8	24	2	11	5	14	32	30%
workload	4	2	5	1	0	6	0	1	4	1	6	6%
opportunities for leadership / impact	22	18	33	7	5	35	1	7	20	12	40	37%
mentoring	2	2	3	1	4	0	0	0	2	2	4	4%
prestige / national visibility	2	2	4	0	2	2	2	0	1	1	4	4%
can't compare	2	1	2	1	0	3	0	1	1	1	3	3%
what's worse:												
salary/resources	10	2	8	4	4	8	2	2	4	4	12	11%
research	18	18	25	11	16	20	2	7	15	12	36	33%
teaching/ students	10	10	17	3	7	13	0	6	6	8	20	19%
climate	4	2	5	1	2	4	1	0	2	3	6	6%
work/life balance; child care; lifestyle	2	1	3	0	2	1	0	0	2	1	3	3%
department overall	19	12	22	9	10	21	0	11	8	12	31	29%
administrative issues	8	9	15	2	5	12	0	4	4	9	17	16%
miss colleagues	1	2	1	2	0	3	0	1	2	0	3	3%
geography	14	8	19	3	9	13	2	2	9	9	22	20%
workload	3	1	4	0	1	3	1	0	2	1	4	4%
miss family/ friends	3	4	5	2	3	4	0	1	2	4	7	6%
mentoring	1	2	3	0	2	1	0	0	0	3	3	3%
prestige / national visibility	5	5	8	2	6	4	0	3	2	5	10	9%
nothing	6	1	6	1	0	7	0	2	5	0	7	6%
other/ can't compare	5	4	7	2	3	6	2	3	2	2	9	8%
too soon to tell	5	2	7	0	2	5	1	1	3	2	7	6%

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Table 28: Suggestions for New and/or Improved UM Policies and Procedures

	male faculty (N=61)	female faculty (N=48)	white faculty (N=83)	faculty of color (N=26)	junior faculty (N=34)	senior faculty (N=75)	COE faculty (N=10)	LSA faculty (N=21)	MED faculty (N=37)	other faculty (N=41)	total (N=109)	%
general issues:												
leadership	7	7	10	4	6	8	2	0	4	8	14	13%
administrative accountability/transparency	6	6	7	5	1	11	2	3	4	3	12	11%
process for dispute resolution	2	2	3	1	2	2	0	1	2	1	4	4%
mentoring	5	9	13	1	4	10	1	0	7	6	14	13%
tenure system (transparency, flexibility)	6	10	10	6	9	7	0	3	6	7	16	15%
resources/salaries	5	4	8	1	1	8	0	2	6	1	9	8%
morale/climate	8	3	7	4	7	4	0	2	4	5	11	10%
better counter offers	1	2	3	0	1	2	2	0	0	1	3	3%
pre-emptive retention	5	4	7	2	3	6	1	2	2	4	9	8%
teaching (load/team-teaching)	3	1	3	1	2	2	0	1	1	2	4	4%
workload	2	4	5	1	2	4	1	0	2	3	6	6%
partner/dual career issues	8	2	9	1	1	9	0	5	3	2	10	9%
work-family balance	2	3	5	0	1	4	0	1	3	1	5	5%
better physical space	0	2	2	0	1	1	0	0	0	2	2	2%
administrative/ bureaucratic issues	6	4	6	4	4	6	2	3	3	2	10	9%
none	10	7	14	3	3	14	3	3	3	8	17	16%
issues specific to some groups:												
support for clinical track	0	1	1	0	1	0	0	0	1	0	1	1%
interdisciplinary issues/working across units	5	3	6	2	3	5	1	2	2	3	8	7%
foster international collaborations	2	0	1	1	0	2	0	1	1	0	2	2%
issues specific to junior faculty:												
climate	0	2	2	0	2	0	0	0	1	1	2	2%
workload/mentoring/support	2	2	2	2	2	2	0	0	2	2	4	4%