Study of Faculty Attrition at UW-Madison: Combined Results 2006 – 2008

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Background

In the spring semester of 2007, University of Wisconsin-Madison (UW-Madison) Vice Provost Laurie Beth Clark approached the Women in Science and Engineering Leadership Institute (WISELI) staff about conducting a research study of faculty attrition at UW-Madison. This request came after a report was disseminated in 2006 that provided some of the reasons why a sample of female faculty in the fields of science and engineering left UW-Madison.[i] Using similar methodology, a study of both female and male faculty members who left between the fall of 2006 and summer of 2007 was conducted and disseminated in the spring of 2008. This report, *Results of the 2006-2007 Study of Faculty Attrition at UW-Madison*, was used as the template for the next year's study of "leavers'" during 2007-2008. This study was conducted at the request of current Vice Provost, Steve Stern. Not only was he interested in why faculty leave, but he also requested information about the experiences of faculty who retire. Results from the studies of two cohorts of faculty, including a portion of the retiree study, are described herein.

Methodology

The names of 48 faculty members who left UW-Madison between September 1, 2006 and August 31, 2007 were provided to me in the fall of 2007. From these names, 42 former faculty were eligible[ii] for participation in the study;[iii] contact information was found for 35 of the possible participants. An email invitation, which described the study and included a link to the Provost's memo about the study,[iv] was sent to 31 former faculty members; mailed invitations were sent to the other four faculty. From these invitations sixteen individuals agreed to be interviewed for a participation rate of 46%.

The names of the faculty members who left UW-Madison between September 1, 2007 and August 31, 2008 were provided to me in the fall of 2008. From this list, 45 former faculty were eligible for inclusion in the study; contact information was found for 42 of them. An email invitation, which described the study and included a link to the Provost's memo about the study,[v] was also sent to these former faculty members. From these invitations, fifteen individuals agreed to participate, yielding a participation rate of 33%. Unlike the previous year's study in which all of the participants were interviewed, eligible faculty had the option of participating in an interview or completing a survey based on the interview questions. The survey option was developed to determine if data could be collected systematically, while still answering the research question: *Why do faculty leave UW-Madison?* Nine faculty members completed the survey between July 10 and August 5, 2009, while interviews were conducted with the remaining six.

In the same year, a study of faculty retirement[vi] was conducted. A list of names of faculty members whose retirement from UW-Madison was effective between September 1, 2007 and August 31, 2008 was provided in the fall of 2008. From these names, 63 former faculty were eligible for inclusion in the study; contact information was found for 60 of them. An email invitation, which described the study and included a link to the Provost's memo about the study,[vii] was sent to these former faculty members. From these invitations, twenty individuals agreed to be interviewed for a participation rate of 33%. From this group, four faculty retired from the UW-Madison, but took full-time faculty and/or administrator

positions in postsecondary education institutions. The interviews from these faculty, who are more similar to "leavers" than "retirees" are included in this combined report.

Interviews were conducted with the 26 faculty members using a standardized interview protocol (See Appendix A). Each participant was emailed an Informed Consent form that they signed and returned. All interviewed participants agreed to be audio taped. The taped interviews were transcribed into an electronic version of the text, which was inserted into ATLAS.ti, a software program used to organize, sort and code qualitative data. The interview data was then analyzed using traditional qualitative methods—portions of the text were coded, aggregated, and summarized into overarching themes. Survey responses were aggregated with these themes to identify the primary and secondary reasons why faculty members left, which were then weighted based on their relative importance to each participant. Ultimately, the results reported herein are a combination of data derived from both the interviews and the survey responses, and from years 2006-2007 and 2007-2008.

<u>Population and Sample</u>
The characteristics of the population of "all who resigned" were broadly similar to those of the study participants in years 2006-2008 (Table 1). The racial/ethnic composition and general mix of tenured and untenured faculty were proportionately similar in both groups. At the same time, the group of study participants included a higher proportion of female faculty than the leaver group overall. Also, the group of participants was slightly overrepresented by associate professors and those in the Biological Sciences division. The results in this report are from 36% of the population.

		Study Participants (n=35)	All Who Resigned (n=97)
Gender	**Male**	**20** (57%)	**66** (68%)
	Female	**15** (43%)	**31** (32%)
Race/Ethnicity	**Faculty of Color**	**6** (17%)	**19** (20%)
Rank	**Assistant Professor**	**14** (40%)	**47** (48%)
	Associate Professor	**10** (29%)	**21** (22%)
	Full Professor	**11** (31%)	**29** (30%)
Division	**Biological Sciences**	**14** (40%)	**29** (30%)
	Physical Sciences	**2** (6%)	**11** (11%)
	Social Studies	**12** (34%)	**39** (40%)
	Arts & Humanities	**7** (20%)	**18** (19%)

Table 1: Demographics of study participants (n=35) as compared to all UW-Madison faculty who resigned (n=97), 2006-2008.

Table 2 identifies where the faculty went after leaving UW-Madison. More often than not, faculty who left UW-Madison did so to take a tenured or tenure-track position at another major research university classified as "Very High" or "High" using the Carnegie Basic system for institutional classification.[viii] Approximately 14% of the people who left the university moved out of academe altogether.

		Study Participants (2006-2008)
Currently at an institution of higher education?	**Yes**	**30** (86%)
	No	**5** (14%)
Current title or position	**Assistant Professor**	**8** (23%)
	Associate Professor	**6** (17%)
	Full Professor	**13** (37%)
	Industry/ Private Practice	**3** (9%)
	Government/ Staff Position	**5** (14%)
	Unknown	**0** (0%)
Carnegie classification of current institution, Basic	**Research University- Very High**	**19** (70%)
	Research University- High	**2** (7%)
	Specialty/Medical	**2** (7%)
	Master's Level University	**1** (3%)
	Baccalaureate/ Arts & Sciences	**2** (7%)
	International University	**1** (3%)

Table 2: Current position and institution type for study participants (n=35).

Findings

It is impossible to capture all that was discussed in the many hours spent with the faculty participants and the corresponding analyses of the data. Not surprisingly, however, while each participant's situation was different from that of others, a number of themes emerged to provide a greater understanding of the factors that affect faculty members' decisions to

leave UW-Madison. Once identified, the themes were categorized and weighted based on whether they were primary reasons or secondary factors for leaving. Underlying categories were used to explicate the overarching themes. From this process, four sections emerged as critical areas of concern and are described in detail in the following subsections.

The themes that emerged from the 2007-2008 participants who completed the surveys and interviews were similar to those from the sample of faculty who left in 2006-2007, yet the themes themselves were weighted differently. For example, the 2007-2008 cohort was more likely to cite family or personal issues as primary reasons for leaving as compared to those who left in the previous academic year. They also cited budgetary or financial issues less frequently as factors in their decisions. In general, the majority of the participants had a positive experience at UW-Madison and spoke highly of their colleagues and students, while about one-third of the participants had negative experiences and accordingly, provided justification for their decision to leave. Regardless, each of the participants noted that there is never one sole reason that explains one's decision to leave; many factors contribute to this life-altering choice. With this caveat in mind, the multiple reasons for faculty attrition in the 2006-2007 and 2007-2008 cohorts include:

  ➢ **Balancing Professional and Personal Lives,** *as reflected in*
    o Respecting the Needs of their Immediate or Extended Family
    o Consideration of the Faculty Lifestyle
  ➢ **Issues with Tenure and Promotion,** *as reflected in*
    o Ineffective Mentoring
    o Positions Misaligned with Tenure and Promotion Criteria
    o Research not Supported or Understood
  ➢ **Climate Issues,** *as reflected in*
    o Research Environment
    o Lack of Collegiality
    o Experiencing Discrimination, Harassment and other Behaviors
    o Lack of Recognition and Overall Morale
  ➢ **Financial Issues,** *as reflected in*
    o General Budgetary issues
    o The Financial Relationship between the State and the University
    o Salaries, Lack of Raises, and Salary Compression

The following sections provide greater explanation about each of these areas and are explicated using the stories of the individuals themselves.

Balancing Professional and Personal Lives
Over half of the faculty participants talked about the need to balance their personal and professional lives, which caused them to make choices based on their immediate or extended family's needs or their own. Of the fifteen participants in the 2007-2008 cohort, eight identified this theme as a primary reason for leaving UW-Madison, which is similar in proportion to the 2006-2007 cohort.

Respecting the Needs of their Immediate or Extended Family

Four participants in the 2007-2008 cohort wanted to be closer to extended family and especially, aging parents. When positions availed themselves, the faculty members had a difficult time justifying *not* considering them, despite their fondness for UW-Madison. For example, Robert[ix] took a position at his alma mater because it is closer to his family and is also an institution that his children will attend college. Peter took a position that both advanced his career (his area of expertise is ranked 9th in the nation at his new institution, as compared to 31st at UW-Madison) and moved him within two hours of his extended family (from 9 hours while at UW-Madison).

Both Ben and Mark explained the importance of respecting the needs of their immediate family and in particular, each of their spouse's. Ben's wife felt isolated in Madison and wanted to be closer to her family. This, along with the financial state of UW-Madison, provided him with ample justification to seek another job. Mark's wife was also unhappy in Madison and was unable to find meaningful work. She was originally from another country and he noted that she never felt comfortable in Madison. He looked for a position on one of the coasts and he and his wife are extremely happy there.

Both Carolyn and Cathy looked for other positions due to employment needs of their spouses. Carolyn's husband had been looking for work in his field for a number of years. Approximately a year and a half before leaving, Carolyn approached her department chair and told him that she would look for another job if her husband was unable to find work in Madison. The discussion of this follows:

> *I mean I really thought the University could have supported me more and they didn't…I realize there are difficulties with two faculty member families. But it wasn't a faculty job.*

> Interviewer: So can you tell me about how was it handled? About the negotiations, how did it come up?

> *So when I was interviewing for the job, I was told that there is no program to help spouses find jobs. After I got [to UW-Madison] I was told a different story. And then I was told it was too late because I was already there and he didn't qualify for these programs…I felt like the chair and the talks with the Dean or over at the [college/school] really didn't take me seriously because, a year and a half before I left I said, 'My husband can't find a job and I will leave if he cannot find a job.' I've really kept my chair very informed of this throughout the entire year and a half…And then when I gave my notice, everybody acted surprised! They said, 'What can we do for you?' I said, 'I've been begging you. I've been in your office once a month begging for something to happen.' So I just felt like there was just no support there.*

This faculty member felt a lack of communication about dual-career hiring and ultimately, felt as if her requests went unheeded.

Consideration of the Faculty Lifestyle

Four of the 2007-2008 participants were in committed relationships with other faculty members (two of whom were also at UW-Madison). The two whose spouses were faculty members elsewhere had contributing factors besides the long-distance relationship. Barbara was not completely happy with her position and "didn't see anything getting better in her

lab." She noted that she preferred the other position because it allowed her more "private time" with her spouse. Tamara was one of the only women in her department and saw other females "not going up for tenure." In her sixth year, she decided to not even try and sought a position near her husband.

Cathy's husband had his own business for the majority of the time she was at UW-Madison, but when he received an offer somewhere else, she started looking. The job she chose was not a faculty position. After fifteen years, she decided that the faculty lifestyle is not what she wanted. Now in her current position, she appreciates the hours and the lack of stress in her life around financial issues and continuing her lab:

> *There were some frustrations with budget cuts and every time you write a grant they tax more and more of it to try and pay for everything else. So those things start to add up as being frustrations. [My current job] offers a lot more money, and it was kind of like, hmm, 'I could work an 8 to 5 job, get paid a lot more and not have the headache of waking up every day hoping I'm going to have the grants funded to pay for the people to work in my lab.'*

Having her husband find work and not being in academe was an ideal situation for her.

Elizabeth, after being at UW-Madison for six years, questioned:

> *I wasn't really sure I wanted to be a tenured faculty member at UW-Madison or anywhere for that matter. Given what I had seen, given the department that I was in... I wasn't sure I wanted to be a tenured faculty member in that [school/college] in that [department].*

For her, the ideal position did come along and she left before trying to obtain tenure.

Both Luke and Elizabeth thought that Madison is family-friendly, but not single friendly. Luke explains:

> *I was always aware that I wasn't alone in being a single person, a single faculty member who struggled to meet people in Madison. What amazed me about it is that the university never seems to notice this. And it's not that I wanted the university to set-up singles meetings or something that, but rather that I felt that the university's focus on family issues was so completely pervasive that it made a bad situation worse… The pressure – when they're trying to recruit you as a junior faculty member, one of the first things they tell you is, 'Oh it's a great place to raise a family.' And of course the sort of sub-text that no one says is, 'It's a crappy place to start one but if you've got one, you're in great shape.' But I just felt, as a single faculty member, not only did I feel isolated and alone, but I also felt that the university was basically once again reasserting domestic norms of the region that made me feel once again like a bit more of a freak.*

Elizabeth concurs:

> *And Madison, even though it doesn't seem like it should be a tough place, it is. And it's a very, it's a great town. It's a wonderful Midwestern town, but it's also a very family-oriented town. And that becomes very difficult for faculty who are still single. Because it's just tough...All of your colleagues are married and most of them have kids. So they've got their own thing going on. So there's really very little opportunity for you to interact with colleagues your own age outside of the office socially*

because they have families…I mean they have other responsibilities. That can be tough. And maybe that is something that really, that should be brought up as well. If the UW can do anything about that, I mean clearly. But for me, I think that that is a factor.

Jessica noted, "I was planning to have a child and was attracted by job offer at school nearer to my extended family. I was also attracted by parental leave policy at another school, which offered a semester of full pay for both me and my partner" (who is also a UW-Madison professor). Anthony arrived at UW-Madison as a spousal hire, with his wife initially receiving the appointment. When his wife received an "outstanding offer" at another institution, he again moved with her.

Although these previous sections highlight many negatives, the participants did cite many positive attributes about UW-Madison as an institution, and its faculty, staff and students in particular. Some noted that they miss the high quality research, phenomenal students, and the "intellectual playmates" they encountered there.

Issues with Tenure and Promotion
Similar to the previous year's cohort, approximately 60% of the 2007-2008 participants stated they were either "Somewhat" or "Not at all" satisfied with the tenure and promotion process when asked about this area in particular. When asked to explain any feelings of dissatisfaction, they described the inadequate or ineffective mentoring they received, not receiving enough support for their research, and the misalignment between their positions and how they were evaluated for tenure.

Ineffective Mentoring
Lack of effective mentoring proved to be detrimental to junior faculty who were not receiving the kind of support they needed to be successful. Ian felt this as extreme stress to the pint of "breaking":

> *[Leaving] is very much a direct result of the lack of support. So I think it was really both what I perceived as personal grievances with me, which really kind of questioned if I would get a fair shake for tenure. And then mismanagement of junior faculty to the point of incompetence from the chair. To really set us all up for failure….[The department] would keep pushing us to see just how much we could bleed for the department and still get tenure. We all felt that way at various times. That they are going to keep pushing us and piling more on until we just what? Break?*

Ian attributes his struggle with the tenure process to ineffective mentoring. He describes his experience in advocating for a colleague, and the role of other faculty in the department:

> *I felt that there should be instilled in departments that if you hire someone, your job is to get that person tenure, to be that person's advocate. And if you're not doing that, it's your failing… Like for [Colleague Name], I was advocating for her, and not making senior faculty happy because I was saying that part of her failure was their fault, their really poor mentoring. And they hired her—she was a strategic hire, and that's in the strategic hiring program. So, if they were going to do that, then they needed to be working with her and bringing her to the point where she would get tenure at the university. And they just felt like, 'Well, we've given her a break by bringing her into this fantastic department, and now it's sink or swim for her.' And departments shouldn't be able to get away with that. I think annual review letters of probationary faculty should be reviewed by someone. Mine were*

just shocking. My wife was a manager and she would say, 'Wow, if we took a tone, even approaching this, it would mean that the person is about to get fired,' which was exactly the case. I mean they were trying to get rid of me.

Paul overheard his mentoring committee discuss him at a meeting during his first year, in which they said that he was not going to get tenure. A number of issues plagued him (as described below) and he indeed was not tenured. He chose to leave in his sixth year before going up for review. Paul reflects back on how the negative statement he heard affected him:

These are the people that are supposed to mentor me to make tenure in 6 or 7 years. Well for one of them to make a comment that I wasn't going to make tenure… I took that into consideration but it wasn't a driving reason why I did not make tenure….But I thought that was pretty early for someone to start making such comments.

Interviewer: So from that point on, that was in the back of your mind?

Always been there… I mean I looked at my abilities and not to say that I am self-serving, but I'm a good scientist…I do things and make sure that what I do, I do it well.

Carolyn's committee quickly dissolved due to a faculty member who caused dissension among the group:

They had a mentoring committee for me, which was one of the very appealing aspects when I took the job, that there was this mentoring committee. But then there was somebody on the mentoring committee that should not have been on the mentoring committee. And nobody wanted to…not only should they have protected me against this person, which they didn't, but then they stuck him on my mentoring committee because he basically forced his way on and nobody would stand up to him. And then the mentoring committee completely broke down because nobody wanted to deal with him, nobody wanted to meet with him. So it went from trying to schedule mentoring meetings to when he couldn't make the meetings to finally just not having meetings.

As described, many of the faculty members left before even going up for tenure, yet they spent a significant amount of time at the UW-Madison before doing so, often between four to six years. Ineffective mentoring played a significant role in their leaving, yet they felt unable to address this issue.

<u>Research not Supported or Understood</u>
Both Erik and Cathy had heavy teaching loads and were directors of undergraduate programs, which affected the amount of research they were able to conduct in 6+ years. In the first meeting of Maria's mentoring committee, a member said that she would not get tenure with the research she conducted. She found this perplexing given that she had presented this research during the hiring process. She explained this:

At my first mentoring committee meeting, I was told that my research is not valuable. And [this type of research] is not something that they would encourage me to do because it wouldn't lead to my tenure at the university.

Interviewer: So they hired you knowing …

That I did this type of research before I came [here]?! [laughing]

Interviewer: So you came here with the understanding that you would continue this research?

Yeah!

Paul, Carolyn and Luke described how their research was generally not supported during their years at the University, which for them, created feelings of professional isolation. Paul was one of two tenure-track faculty members in his department conducting "basic science" research amongst fifteen other departmental members who were mostly clinical faculty. Paul described his experience:

> *I did get initial financial support from the department in terms of start-up funding, but after that, support was mostly limited to faculty that were in [practitioner research]… it didn't seem like they quite understood some of the challenges that researchers face, the types of support that I needed. Not necessarily the monetary support, although that's important. But there's a concern about lack of focus on the basic science aspect of the department. So, at times I felt isolated…I just didn't have the type of colleagues that I could relate to in terms of the type of work I was doing.*

Carolyn felt that her research, which she described as "mainstream," was different enough to warrant seeking support outside of campus:

> *And you know the big [reason I left] was that I didn't have the support for my research that I needed as a junior faculty person… I couldn't find mentorship for grants. I couldn't find co-investigators on grants. I had to search outside the university [for mentorship and collaborators] and that's something, particularly junior faculty members, shouldn't be doing.*

Luke reported that his feelings of isolation grew when he recognized that his research methodology was beginning to look "different" as compared to others in the department:

> *I found the department getting less appealing…I was increasingly aware that there was no way that I would be hired in the department right now doing the type of work I do. If I were coming out of grad school, there's no way they would even look at my application just because I don't do the right type of work. And that sort of depressed me.*

Barbara received mixed messages about what was valued in her department:

> *My tenure and promotion committee met, but the procedures and expectations were unclear, as I was with a group that was not highly regarded in the department and did work that was deemed to bring in a lot of money, but not to be of high research quality by some of the faculty – it was 'too applied.' So, I felt I had to meet the requirements of two jobs.*

Tori came to the department as a spousal hire and was a tenured professor at her previous institution. After arriving at UW-Madison, however, her department still needed to put her up for tenure, which she achieved successfully. Despite this, Tori found the promotion system "ridiculous":

I couldn't deal with [the model of rewards] here it. The counting up of articles that people have published—I found it gross and ridiculous…I find it much more complicated how you weigh people's value, and if someone is an incredible teacher and doesn't publish twenty-three articles in seven years, it doesn't mean that they're worth nothing. And if they're a good colleague, then that also makes a difference in life. So, yeah, I wasn't happy with the kind of evaluation system here, although I did well.

For these faculty members, the evaluation system for tenure preview proved to be problematic and misaligned with the type of research they conducted. Further description of this issue is described next.

Positions Misaligned with Tenure and Promotion Criteria
Many of the faculty interviewed had split appointments. Ian was hired with a split appointment of 75% extension and 25% research. Despite this appointment, he was expected to teach, and as mentioned previously, he received very poor performance reviews during the time he was at UW-Madison:

In my department, you're still expected to teach one class per year, which I didn't have a problem with, but if you have 50 percent teaching appointment, you're expected to each two classes per year. So, I thought that was totally inequitable. It was the equivalent of having a 25 percent overload teaching appointment.

Interviewer: And how was that addressed in your department?

It wasn't addressed. I was just told, 'Tough. That's the way it is. That's how we do it.'… And I consistently got either the best or the second best teaching reviews in the department every year that I was there and taught. But yet, there was no reward for me for teaching because I didn't have a teaching appointment. And I got very negative performance reviews the whole time I was there, every year, even though I was publishing a lot. Some years, I published as much as all the full professors in the department combined. I was publishing like four or five papers a year. I was getting, say three hundred thousand in grants, again as much as all of the full professors combined. And what they could nail me on was they kept saying that I didn't have an adequate extension program, and they insisted on defining extension extremely narrowly, more so than other departments did…And I just didn't have any other options but to leave.

Peter had a split appointment that was also predominantly based in extension:

I did not anticipate the research component would be weighted so disproportionately toward grant dollars and research publications. I did not feel there were clear expectations of what was required to achieve tenure for my position and this was often communicated as, 'each case is different.' My original mentor committee chair retired soon after my arrival and I was not really mentored—only meeting once a year with my mentor and committee.

When asked to identify some of the more negative aspects of UW-Madison, a survey respondent noted:

> *I do feel that for folks with a majority appointment in extension that the tenure process is unfair and divisional committee members are not evenly balanced to appreciate what a strong extension program is comprised of.*

For faculty with heavy teaching loads, no teaching opportunities, or extensive outreach activities, they found that their position expectations and standards for tenure were misaligned. Erik explained his experience when his service to the State came in conflict with criteria used for tenure in his department:

> *At almost every other campus in the country where someone's doing this, that person is getting credit towards their extension duties. [The tenure process and criteria] are not rewarding the things that [the University and department] are actually wanting…They didn't even want to acknowledge that maybe they just have a different standard. They just insisted that this was the way the university was. I just kept saying, 'How is that possible?' People get tenure who do very different things, that don't do analytical research whatsoever and they're going to get tenure for scholarly contributions – the metrics are based upon what people say the metrics should be…"'s defined by the people in that field. And at some point, the divisional committee wants to know that and be educated about that. They're not, they don't just want to say, we only believe in one model. They want to understand what it is that someone should be contributing in a program area and if they're doing that at a level of excellence then that should be rewarded.*

He continued:

> *But I think there was this real big disconnect with the tenure system in general…The people that are sitting there on divisional committees now for example, got tenure with 2 or 3 journal articles in the same time they're expecting us in the same journals to have 12 or 13…And that's a pretty big disconnect. Because this isn't like inflation. It hasn't gotten necessarily any easier to make good contributions. I'm not saying we should have only had 2 or 3 papers. You know, technology changed our product. I get that, that's fine. But it was really kind of this you know, holier than thou attitude that was quite offensive…. This idea that you have to do something that we couldn't necessarily do ourselves, because we couldn't even run the stats packages that you're running today.*

Paul, who was discussed earlier, had ample time to conduct his research but was not offered teaching opportunities through his department. Yet, he was told that for tenure, he would be evaluated on his teaching.

> *In terms of the university, it would have been helpful to know how the teaching aspect works for people who are not part of an academic department, a basic science department. For those who are not part of a basic science department, we need to know how to meet our teaching requirements or at least provide means for which we'll be successful at our teaching requirement. I was told I was 100% research and so most of my focus was on research. And then I find out later that the teaching activities that I had were not sufficient. Somebody should have told me…this is the way you need to go about making sure that you have enough teaching activity.*

Sam described being "used up" and feeling tired all of the time with the amount of service work he was required to do because of his appointment. He noted that no one took any action to help him when he pointed this out. For these faculty members, the natural "breaking point" to end the cycle was when they chose to leave.

For the faculty members described previously, criteria for tenure evaluation was often consistent with their appointment at hire, or they changed mid-stream. This inconsistency was too much for them to continue wt the UW-Madison and be successful.

Climate Issues
The exit interviews are important because they allow former faculty members to share their experiences and perceptions of UW-Madison in a way that they have not been able to do so otherwise. Often, as seen in the previous two sections, a number of faculty members shared experiences that can be similarly categorized (i.e., work-life balance and tenure). Others have unique experiences that can only be grouped thematically into the overarching category of *climate issues*. The next few examples provided by individual faculty fit the current, working definition of climate that was in use by the Provost's Office at UW-Madison during the time of the interviews:

> [Climate is] the atmosphere or ambience of an organization as perceived by its members. An organization's climate is reflected in its structures, policies, and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the quality of personal interactions.

Research Environment
Daniel became increasingly aware that the department was not a good fit for him after his research began to evolve. Housed in the medical school, he was in a mostly clinical department, yet he conducted basic research and soon found himself feeling completely "out of place." He began to interact more with faculty and staff in other departments and research centers because they were professionally compatible. When he requested a move to another department because of these tensions, his colleagues fought against his move and put up logistical barriers, including requiring him to keep his research grants in the original department. He felt that there was no one in central administration to help him and thus he looked for a new position instead. His spouse, who was a practicing doctor in the medical school, left as well. Daniel describes this:

> *She was an associate professor doing really well. They actually lost both of us…there was no central—I don't know how you fix this, but at UW, there was no central go-to person that says, 'Here's this guy who's got advocates across five departments. You've got that kind of guy, and then you've got his wife, who's got a tremendous amount of support on campus. So, there's got to be a way to keep these guys, and they're basically free.' I have an R01. I got a $450,000 start up package to move me [to my new institution], where UW could have had me for free if they just simply put the dots together and had some way to keep me that was independent of some bottom-up departmental. I don't really know what the mechanism would be, but there was no mechanism.*

He did receive an offer from another institution and when asked, "what would it have taken to get you to stay at UW?' he responded, "just a job—not a higher salary or anything—just a job."

Lack of Collegiality
Ian too felt that the department put up roadblocks to his success. He was especially discouraged to find that the department chair was unhelpful and in fact, contributed greatly

to the climate issues he experienced. Ultimately, he felt that he had "no avenues to redress" the "hostile" department chair. As an assistant professor, he felt especially vulnerable:

> *I think for assistant professors, the idea is that no matter what you do, you're going to get screwed. Because even if I had gone up for tenure, they're going to get you at some point. Your position is so tenuous—not having tenure—that no matter what you do, you can't piss off your department chair. I was trying not to do anything more like going directly to the dean and talking to him, because they're going to get you eventually. So, there is no protection out there, and there has to be. I don't know what it would be…So, for certain cases, completely removing the tenure decision from the department [was needed]. I mean, departments and chairs can do things that should make them be removed from the tenure decision.*

Ian also tried to move with the help and support of other department chairs, but the Dean would not approve the transfer. Ultimately, Ian found it easier to take a new position at another institution, where he is now a tenured professor.

Tori felt that the chair treated her "like everyone else" but felt very isolated from her colleagues in a "cold and bureaucratic" department and school. She explains:

> *It was just the whole way that faculty and students interacted, the whole way the department was set up. I found this place incredibly cold and bureaucratic and impersonal. Yeah, I just felt that people in general were not very good to each other.*

She continues:

> *The school is made up of a large number of very gifted individuals who almost never interact with each other. And so, I would say that for people who have a very strong personal agenda of what they want to get done, it's probably a rather good place to work because there's not very much interference. For someone like me, who thrives on lots of personal contact, it was a very difficult place to work. People are very, very busy with any number of things… and that means that they're not very available for any collegial interaction. The building is also designed so that students are never on the same floor that faculty offices are. So, there's not very much crossing of paths, and I think that really is fine with some people. It really was not fine with me.*

> Interviewer: So, you felt very isolated professionally and I'm guessing personally, too? There was no interaction outside of—

> *Right, I think it's a very isolating place. I'm very interested in working across disciplines, and that's completely impossible. And certainly if I wanted to do something with someone in another discipline, that was terribly hard to arrange. I came from a small place, so my expectations were very, very different, and probably, my needs were very, very well formed. You know, I wasn't that young when I came here…I had already been teaching for a long time and had a sense of what institutions were like, and this one was so different. It was very hard for me, I think, at that point to make an adjustment.*

Ultimately, Tori moved back into her previous position while her partner stayed at UW-Madison. When asked what is different about her current position, she notes that she has

"an open door to her dean," and as a faculty member, she feels "well-treated and valued" at her current institution as compared to UW-Madison:

> *[At UW-Madison], I always thought that faculty was treated as enemies, like this institution was so divided up and that people…sort of saw faculty as not particularly desirable. They wanted to get them any way they could. I came from a place where the faculty were seen as what the university depended on. If the faculty weren't loved, no one was loved—there was no university. And so, they bent over backwards to treat us really well.*

Not everyone felt a negative climate in their department or at UW-Madison overall. One of the survey respondents notes, "We had a wonderful department chair who was supportive of my needs within his abilities and also was a great mentor." Chris described UW-Madison as "egalitarian" and had many other positive comments about his former institution:

> *And UW has a strong sense of egalitarianism. It has a strong sense of wanting to do the right thing. I think it treats people very fairly. I think as an institution it bends over backwards to make sure that it's being fair to all parties in whatever goes on, whether it's a student complaint or faculty development. You know, I was just really impressed with colleagues that have sat on these P&T committees for a number of years evaluating a number of different kind of faculty how genuinely interested they were in the person, even though they're not in their same department or whatever, and it was a real pleasure to associate yourself with people like that. And so, I would say that among lots of positive qualities that I could recount, given a long enough time period, that is one that is, I think, quite notable and UW should be proud of it, even if they don't even recognize it themselves because they're in the middle of it and that kind of thing.*

Experiencing Discrimination, Harassment and other Behaviors
One of the interview/survey questions was designed to elicit experiences of discrimination based on personal attributes. The responses to this question complement the qualitative data gleaned from the interviews. Many of the 2007-2008 survey respondents noted "Family Status- Responsibilities" as a factor. Some of the faculty members noted "Age" and "Marital Status" (see Table 3).

	Yes (2006-2007)	Yes (2007-2008)
Age	3	3
Gender	3	0
Sexual Orientation	0	0
Marital status	3	3
Family status/responsibilities	2	6
Race	2	0
Ethnicity	3	0
Disability status	1	0
Religious beliefs	0	1

Table 3: Responses to the question: *Is there anything about you personally that may have been a factor in your experience at or decision to leave the UW?* for 2006-2007 and 2007-2008 cohorts.

Indeed, a number of the highlighted themes came out as the areas in which the participants were the least satisfied.

Experiencing discrimination, harassment, and other behaviors was identified by some of the participants as they described behaviors by departmental members or others that made them feel uncomfortable and in extreme cases, in "unsafe" and "stressful" environments. Two faculty listed this as the primary reason that they left UW-Madison.

Erik, who was located in a primarily female department, described how he and his male colleagues heard male-bashing jokes. Erik also noted that his mentor said she "did not know how to mentor a male." As seen in previous discussions, lack of quality mentoring did affect his chances for tenure. Once he was told to "get the hell out" of the department, he made his decision to leave. Other male colleagues followed. According to Erik, another faculty said, "that he didn't want to be the only man left."

Dawn provided her perceptions of how women of color feel on campus:

> *Madison is kind of known as a place where if you're a woman of color, you're not going to do well. And it's a terrible thing, but the way they put is that, 'Oh, you know, women of color leave a lot. You should look at some numbers, a lot of them leave.' And usually the department says, 'Oh they weren't happy here." What they mean is that Madison isn't a great town. People don't want to live here because it's so white. But that's not really true.*

> Interviewer: What is the truth?

> *I think some of the departments are very racist. So, take [department name] for example. A friend of mine wrote a really great book from a wonderful press and her department didn't give her tenure because they didn't like the book. And it was on race, ethnicity, and feminism…She went to [another institution] and got tenure there. This happened a lot. I mean a lot of people I know, women of color I knew didn't get tenure, had a hard time at Madison and went out and got jobs at better places.*

Two other faculty members felt that their ethnicity and race played a part in how people treated them. Both were born in other countries but had been in the United States for many years. They provided examples of how they perceived both racism and ageism due to their appearance. They did not file any legal suits but wondered if people treated them differently because of the way they looked and their accents.

Other examples of discrimination were cases of sexual harassment as observed and described by some of the participants. Besides experiencing this directly in the department, they explained how they were very disappointed in campus administration's handling of the situation. For them, both the departmental and campus climates were perceived as negative. When asked about the most favorable and least favorable aspects of her department, Maya responded:

> *Um, not so favorable…no women in positions of power. The men in positions of power would bad-mouth some of the women who were higher-up. Call them names in front of people…There was no support system for the women, young women. Good things? Hmm, this place sucked.*

She goes on to explain the effects of a person who had been harassing her and other women:

He created a work environment that was very uncomfortable. Ultimately when I started going to people, asking what to do, it was basically, 'Don't talk about it. Just suck it up and act like everything's fine.' And that was what my chair said, and mentoring committee and everyone just said, 'You know, we can't change this person. You just need to learn how to deal with environments that aren't always going to be great.'

Thomas, who was in a department where a harassment suit had been brought against one of his colleagues, spent a majority of the time explaining how he was disappointed in the Dean of his college/school and other UW-Madison administrators at how they handled the situation. He noted:

I would never have believed that they would convene a panel, not tell us who was interviewed, come up with factually incorrect information, not give us a chance to even look it over before the dean accepted it. And I would not have ever believed everybody would fall in line and say now we support this report without ever hearing the other side of the story. It was an unbelievable sequence of events... Ultimately a settlement was reached. Ultimately I left. Ultimately the other faculty member left. But it was the most bizarre sequence of events I've ever seen. I would never have believed that somebody accused of sexual harassment would be placed in charge of somebody they were accused of harassing.

Ultimately he left, but not without feeling that UW-Madison was "schizophrenic" due to the contradiction in the values they espoused and in their practice. He admits he had an "idealistic" view of the institution and reports that he will never return to academe because of his experience at UW-Madison.

Climate issues were listed as primary or secondary reasons for leaving by over half of the respondents. For these participants, there was a critical incident, a series of events, or some other primary factor that caused them to think about leaving. This next section provides examples of some of the other factors that intensified faculty member's desire to leave.

Lack of Recognition and Overall Morale
Elliott, a full professor who had been at UW-Madison for over a decade, explained that being nationally known served to be a detriment for him in his department. Once he was established as an "expert" in his field, he was sought out both in the country and internationally for his cutting edge research. Yet, he failed to receive any local recognition for the strides and contributions he had made in his field. His department chair, who was also senior, was unable to support him, nor did Elliot feel that he tried to. Elliot admits he did not consider leaving until he was offered with an endowed chair position and his salary was doubled.

Some faculty, although in the "retiree" list, are more similar to the faculty who left mid- or early-career. Victoria retired and took another position due to a number of factors about her discipline and how it affected the department culture:

I felt that the department became increasingly polarized and factionalized, that this in some ways reflects what's going on in the profession at large... I think, partly because the culture changed, there is less respect for different types of work. [In the past], there was more sense of you did something that you thought was very good, you thought other people doing it were doing good work. But there

was, as there is in the whole profession, a tendency not to be enthusiastic about types of work that weren't one's method. And I felt it was really unfortunate. There were types of competition that were unfortunate. I felt that-and I'm preceding this with "I felt,' I think most people would agree— that there was a kind of competition for graduate students, which was really pernicious. I know some students still pressured by it. I mean, I always felt very strongly that you had to let them make their own choice, and this was not healthy in a lot of ways.

Cameron also took a position at another institution and described why he chose to leave:

The stress level was too high. I couldn't stay at UW. And my stress level has gone way down, even though I'm chair of a big department. I feel much less stressed. But I feel good about it. I feel that the world is a better place for what I did at Wisconsin, and in the end, I wouldn't give that up for anything.

For Luke, the "mass exodus" of his colleagues caused him to think about his department, and his place in it, in the future:

What worries me is, I don't think [the University] could have done much at that point to keep me. And, so I don't want to lie about it and suggest that these are the things that determined it. They were just things that made me feel a lot more sour about it… so many of my friends were leaving from my department…there was a good chance that they were going to go made the whole idea of my staying even less appealing. And it seems like the people who weren't likely to leave because they had great contracts, good salaries, good positions in my department were exactly the people I didn't necessarily want to stick around for. Whereas the people who I could see that were likely to go on the market in the next few years were the ones I really do like a lot. And I just thought, this department may become a very lonely place for me five years from now.

As described in the section above, climate was a significant factor in faculty members' choices to leave. For some, the issues were subtle and covert, while others were blatant and ongoing. Regardless, the interactions between people influenced these participants greatly.

Financial Issues
The 2006-2007 cohort of faculty participants identified financial issues more often than the 2007-2008 group of "leavers." In particular, two areas of concern identified by the previous year's cohort included salary compression and the financial state of UW-Madison and its ties to Wisconsin. Approximately half of the participants the 2007-2008 year identified a financial issue when asked about leaving, but they rarely identified it as the primary factor or even secondary factor for leaving. Rather, financial issues were mentioned when asked, "What are the worst aspects of UW-Madison?" The responses to this question included overall financial and budgetary concerns, the financial relationship between the state and UW-Madison, and salaries.

General Budgetary Issues
Tori identified a number of ways in which general budgetary issues were experienced on a daily basis.

I felt I was being nickel and dimed in these really unpleasant ways. And so, if I wanted to invite a speaker, and in order to get the honorarium fee, I've got to scrounge. That's fine. Then I need to

take the speaker out to dinner. Well, there's a maximum I can do, and the state won't pay for the wine at the meal. So, I've to get receipts or pay for the wine myself. And of course, the meal has a maximum of X amount per person. At a certain point, you feel so petty, that sort of thing. So, making that more flexible and liberating the funds so that they could be used in a way that was quicker and easier—that's something that is not likely to be possible, but it was a source of continued aggravation to me.

She also compared her current situation with the budget at UW:

Not having a large enough research expense budget was something really problematic. And I think I had something like $3,000 a year in research money. At [current institution], I have about sixteen thousand. So, it's a big difference. It allows me to travel, to go to conferences, to pay a research assistant if I need to, to pay for a translation of one of my books, that sort of thing. I think my professional profile has changed dramatically in two years, partly because of that… Finding ways of supporting faculty research that are not only through the fall competition, which has a very limited budget. When I was on that committee, we used to try to figure out ways that we could get WARF to change the funding formula for the research competition. And instead of 3%, go to 4% on the yield, things like that. Anything like that that would generate more money for the faculty that would be more welcome and I think quite useful.

A few of the participants discussed the inability to attract or retain graduate students as a critical issue. Mark noted:

That was one of my biggest complaints about the university. Was that I needed to build a graduate program because that's what the department does. But there was virtually no money to do so… I ended up with a strategy of trying to find diamonds in the rough.

The participants also talked about the need for more support for graduate students. One person wrote the following response to a survey question:

The worst aspect about UW—apart from research funds and salary and general departmental budgetary shortfalls—was the fact that we didn't have enough money to make offers to be competitive in recruiting graduate students (although many of the students were terrific).

Another faculty member concurs and noted, "A strong well-supported graduate program is essential to recruiting and retaining strong research faculty." The faculty who found this to be a concern sought out positions where graduate students and others were supported at an appropriate level and for their full graduate careers. They also went to institutions in which they had more resources and the ability to chose how to spend funds.

The Financial Relationship between the State and the University
The financial relationship between the state and the University was cited as a critical factor for almost half of the 2006-2007 participants when making their decision to leave. Ben, described how the "constant budget crisis" had caused a decline in morale for both himself and his department. Cathy noted, "constant budget frustrations…and it seemed like the last probably 5 years [she] was there, it was more on the forefront." Mark concurs and described how his spouse was "completely set against Madison and just constantly worrying about the

financial crises" and how he just got "really tired of it." Mark noted that he chose to leave for a privately funded institution intentionally to decrease this anxiety.

The faculty participants were acutely aware of the many ways in which scarcity of resources affected others at UW-Madison. For example, a few discussed how staff members, both classified and unclassified, were bearing a greater burden of departmental work. In various offices and departments, people were "let go," which meant that staff members had other responsibilities added to their positions. Similar to faculty, they too were not receiving raises.

Brad reflected on how UW-Madison has handled the lack of funding and delayed passage of the state budget. He described how these situations affect faculty, especially in regards to salaries:

> *I think Madison as a university has done an extraordinary job with the resources that they've been given… I realize that they were under deep structural constraints in the state, but when I was there they had, I think there was only one year of merit increases. And there were either two years of a freeze and one year of [raises] just across the board. So, by the time I was put up for tenure, my salary was not at all competitive with what new people were getting on the junior faculty market.*

This next section delves more deeply into the issue of salary compression.

Salaries, Lack of Raises and Salary Compression
Lack of salary raises and in particular, salary compression was identified as another concern for many participants in the 2006-2007 cohort. Salary compression "exists when employees with more organizational seniority and experience receive lower salaries relative to new hires."[x] Figure 1, which depicts the average salaries of study participants, all faculty "leavers," and UW-Madison faculty overall from 2006-2007, suggests the perception of compression in associate professors' salaries is warranted, as their average salaries ($66,400) are less than all faculty "leavers" ($73,200) and the faculty overall ($76,500) for that particular year.
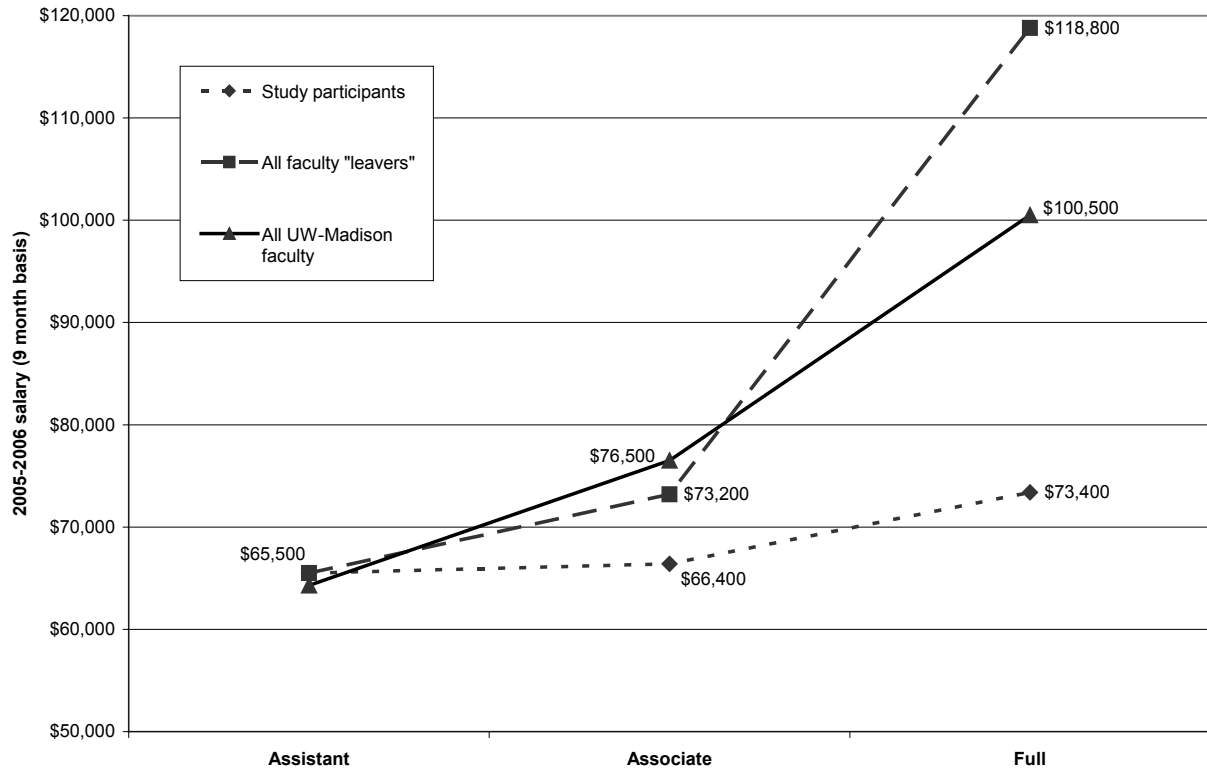
Figure 1: Salary comparison between UW-Madison faculty overall, all faculty "leavers" and 2006-2007 study participants.

Several study participants described demoralizing effect of these compensation practices. Brad explains:

> *My starting salary at Wisconsin was $50K even. My salary the year before I was tenured was $54-something. The letter that I got after getting tenured put my salary at $60-something and that same year they made an offer to a new assistant professor without competing offers at I think $69 or maybe $70 right. I mean that's 15% less than what you're giving to somebody who's a new Assistant. I understand the need to match other people's offers, but when you start giving offers like that to people who don't have competing offers, you're not going to create a particularly favorable attitude among those faculty members who feel like they would have options elsewhere.*

Luke had a similar experience:

> *My department voted to hire new people, they basically had to follow market logic, but of course there was tremendous salary compression for people that had already been hired. So, by the time I came up for tenure, I was already being paid substantially less than some of the first-year, incoming assistant professors…[the department chair] took me in his office and said, 'I want to talk about salary with you.' What's there to talk about? I know what the university's going to do… it's going to give me the minimum possible raise for tenure.*

Study participants described other efforts to address these salary disparities. They consistently reported that their department chair or "common knowledge" within the department informed them that seeking outside offers was the only means to redress salary compression. Mark built his career at UW-Madison with this in mind:

> *I realized this less than six months into my time at Wisconsin….The only way to get a market salary after you've been hired, is to get an outside offer….So that I knew, I had a plan quite honestly. That I would take the third year off to finish my book. I would finish my book, get my tenure. And then I would work my damndest to get an outside offer, even before I was ready to leave….It had nothing to do with leaving at the time. And I know there are some departments that actually encourage this…it's encouraged by the way the entire system is set up.*

> Interviewer: You knew that at some point you were going to do that but at that third year, you weren't interested in leaving?

> *No.*

> Interviewer: You were happy?

> *Yes, before I was truly interested in leaving…And that I was going to have to [seek outside offers] and of course once you do that, the risk of leaving increases even if you didn't think about it.*

Brad felt like he was "dared" to apply for other positions:

> *I don't know what the solution is given Madison's resource problems….you essentially feel like you're dared to go out on the job market. And I think that that's a hard position to dare people to go out on the job market and then not expect them to be enamored of the places where they go interview.*

Dawn approached her department after marrying another faculty member. She described what happened when asking for help:

> *He said there was nothing he could do for me. [My chair] actually told me to go on the market before they could make a retention package for me or a partner hire package for my husband.*

> Interviewer: He said to go out and get other offers and then he could help you?

> *Yes, exactly.*

> Interviewer: And you went and did that and then…

> *Then the other offers were much better!*

She goes on to explain her thoughts when after applying for other positions:

> *Since I went to Madison, half of my friends left. They could not afford to stay, the lack of raises was awful. The fact that you knew to get a raise you'd have to go on the market meant that when you go on the market you're going to have to sell yourself, which means you're halfway imagining yourself*

somewhere else anyway. So, the fact there was no such thing as preemptive retention really hurts UW. I know many people would have stayed if they just could have gotten some money. Like, the cost of living's going up a certain amount and your salary is not going up at all…And that's when I got five outside offers. And that's when it was pretty clear I was going to leave.

One faculty member called the policy of seeking outside offers "perverse" and was appalled that it was an accepted practice at UW-Madison.

As opposed to the 2006-2007 study, salaries and salary compression were rarely mentioned by the 2007-2008 participants and wanting a higher salary was never indicated as the primary reason why people left. Some participants did, however, mention disparities when describing their current positions. For example, one survey respondent wrote:

> *The salaries were startlingly low; UW matched my salary from [previous institution] but the cost of living in Madison was way higher than I had been led to expect and given the loss of my research budget and the augmented travel costs to travel from Madison for professional and personal reasons, I came out considerably behind financially. The salary on promotion to associate was not a substantial bump (my current salary is 40% higher than what I was receiving when I left UW).*

Another respondent wrote:

> *Very low raises—sometimes no raises—is terrible for morale and for junior faculty. Deans were unresponsive to needs of talented, successful advanced junior faculty—they were too busy focusing on most senior faculty.*

Similar to the previous year, the practice of getting outside offers was described. Anthony was told:

> *'You know the only way to get anything here is to go on the market.' And this was increasingly depressing and demoralizing because in a way none of us really wanted to be put through that. And if the compression had been less dramatic, the motivation for going on the market would have been correspondingly less high.*
>
> Interviewer: Do you remember from whom you got that message? Was it colleagues, your department chair, the dean's office?
>
> *Colleagues, the department chair, and I don't think in so many words it ever came from the dean's office because I think that no dean would want to say that explicitly, but that was the impression that one got in conversation. And it could have been something like this—a dean saying, 'We appreciate the fact that the salaries are low, but the pot that we have for regular salary increases is one half of a percent, whereas the pot that we have for retention is much higher.' That doesn't tell you go out and get an offer, but it sure suggests it. So, I think that that's probably what I recall.*

One of the survey respondents provided insight and in this leaver's perspective, the formula for retention:

> *Four of the colleagues that I was closest to decided to leave at the beginning of my second year there, which was a significant factor in my decision to accept the outside offer. The main recruiting factor*

for me was the colleagues I would have at UW. Retention is recruitment and retaining one helps retain others: if these colleagues had not been leaving, my decision to leave would have been much more difficult. The fact that people have to get outside offers to get an increase in their salary creates an incentive to leave: once you put one foot out the door, it's easy for the rest of the body to follow.

In general, salary issues appear to be of most concern to the associate or full professors who were interviewed, as opposed to the assistant faculty, whose concerns were more likely to be research and tenure-focused.

Summary

In summary, the two cohorts of faculty, thirty-five participants in this combined research report, shared some common experiences, yet made decisions based on their own unique situations. The commonalities are found in the overarching categories and sub-themes:

- ➤ **Balancing Professional and Personal Lives,** *as reflected in*
  - o Respecting the Needs of their Immediate or Extended Family
  - o Lack of Institutional Family-friendly Policies
- ➤ **Issues with Tenure and Promotion,** *as reflected in*
  - o Ineffective Mentoring
  - o Positions Misaligned with Tenure and Promotion Criteria
  - o Research not Supported or Understood
- ➤ **Climate Issues,** *as reflected in*
  - o Research Environment
  - o Lack of Collegiality
  - o Experiencing Discrimination, Harassment and other Behaviors
  - o Lack of Recognition and Overall Morale
- ➤ **Financial Issues,** *as reflected in*
  - o General Budgetary issues
  - o The Financial Relationship between the State and the University
  - o Salaries, Lack of Raises and Salary Compression

Many of the participants in this study knew they were unhappy or were considering leaving for at least a year before doing so. On average, the length between consideration and leaving was 2.35 years with a range of one to four years. The individuals who agreed to participate in the study hoped that their stories would initiate change and perhaps help faculty who are considering leaving. Recommendations and policy changes instigated by the administration and faculty members themselves could easily be implemented during any of those critical years for current or future faculty who are considering departure. Some of the recommendations noted in previous reports include:

- ➤ **Provide Assistant Professors with an environment that is encouraging and leads to their success.**
  - o Delineate the criteria by which Assistant Professors will be evaluated for tenure.

- Make sure that new faculty's job positions are aligned with the criteria that will be used to evaluate them, especially when given responsibilities outside the norm or when they have joint appointments/departments.
- Ensure that new faculty's research agenda at the time of hire will lead to tenure.
- Provide new faculty with mentors and committees that are going to enhance their progress, not impede it.
- Decrease their teaching and service responsibilities as a means to jumpstart and sustain their research progress at critical points in their pre-tenure years.
- Communicate with divisional committees about cutting-edge research, methodologies, and areas of study to inform members of changes and growth in disciplines.

➢ **Provide Associate and Full Professors with an environment that encourages their retention and success.**
- Develop and put into practice creative incentives to support faculty, such as: nominating faculty for awards, providing course buy-outs, providing extra TA or RA support during critical times, recognizing them publicly, allowing them a sabbatical leave, decreasing service or other departmental responsibilities.
- Provide raises to ensure salary equity within departments and as a preventive attrition measure.
- Treat faculty work equally, despite differences in research, teaching, service and outreach/extension responsibilities.
- Highlight the local, national, and international success of faculty.

➢ **Address University and Department Climate Issues**
- Ensure that sexual harassment and discrimination are handled appropriately and quickly. Provide a safe environment for the victims.
- Understand the essential role that department chairs play in creating successful environments for faculty. Ensure that department chairs are capable of performing this critical position and are effective once in the position.

➢ **Understand the Important Need for Balance in the Professional and Personal Lives of Faculty**
- Create and communicate dual-career programs that are available to new and continuing faculty.
- Identify conventions, practices and policies that privilege traditional family norms and values within the University or departments. Ensure that no faculty members are isolated or excluded due to these practices.

At the same time, not every faculty member felt that 100% retention should be the goal of UW-Madison administration. Approximately 25% of the participants described how the perfect combination of opportunity and dissatisfaction caused them to leave, and had no regrets about doing so. Despite individual differences seen among these faculty members,

general suggestions from the participants themselves are essential for a dialogue about changing the traditions, practices and policies at UW-Madison to retain a greater number of faculty members.

Appendix A: Faculty Attrition Study Interview Protocol

1. Describe your experience in your former department/center/institute. Best things, worst things.
2. Describe your experience at UW-Madison, overall. Best things, worst things.
3. How satisfied were you with the following aspects of UW-Madison?

	Very Satisfied	Somewhat satisfied	Not at all satisfied*	Doesn't Apply
a. Orientation to the UW	❏	❏	❏	❏
b. Orientation to your department	❏	❏	❏	❏
c. Tenure & promotion mentoring committee	❏	❏	❏	❏
d. Evaluations from mentoring committee	❏	❏	❏	❏
e. Collegiality of others in department	❏	❏	❏	❏
f. Your department chair	❏	❏	❏	❏
g. Benefits	❏	❏	❏	❏
h. Salary	❏	❏	❏	❏
i. Treatment of you (fairly, equitably)	❏	❏	❏	❏
j. Support of your research interests/field	❏	❏	❏	❏
k. Informal mentoring and guidance	❏	❏	❏	❏
l. Resources to perform your job	❏	❏	❏	❏
m. Connectedness to others (isolated?)	❏	❏	❏	❏
n. Balance between work and home	❏	❏	❏	❏
o. Opportunities for spouse/partner	❏	❏	❏	❏
Other:	❏	❏	❏	❏

*Responses of "Not at all satisfied" require further explanation:

4. Why did you leave/retire from the UW? What are the primary reasons? Secondary reasons?

Questions 5-8 are asked of people who left mid-career.

5. In your opinion, is there anything about you personally, that may have been a factor in your experience at or decision to leave the UW? For example,

Personal Attributes:	Yes	No	Explanation
a. Age	❏	❏	
b. Gender	❏	❏	
c. Sexual orientation	❏	❏	
d. Marital status	❏	❏	
e. Family status/responsibilities	❏	❏	
f. Race	❏	❏	
g. Ethnicity	❏	❏	
h. Disability	❏	❏	
i. Religion	❏	❏	
Other:	❏	❏	

6. At what point did you know that you were unhappy or wanted to leave?

7. Were you encouraged to leave by someone at the UW? Did another institution or company approach you and encourage you to apply for a different position? Please explain.
8. Did you talk to anyone about your desire or decision to leave? What was his/her response?
9. Did you have any concerns when you originally accepted the position at UW? If yes, what were they? Were these concerns realized?
10. What types of things could the UW have done to improve your experience? What could your department have done?
11. Would you recommend others to apply to or accept a job at the UW? In your department? Why or why not?
12. What are you currently doing? Where are you currently working?
13. What is different in your current job as compared to the one you had at UW?
14. If I were to ask someone in your department about why you left, what would s/he say?

Endnotes

[i] O'Connell, K., Pribbenow, C.M., & Benting, D. (2006). *The climate at the University of Wisconsin – Madison: Begins sunny and warm, ends chilly.* Madison, WI: The Women in Science and Engineering Leadership Institute.

[ii] Six faculty were not contacted at the request of the Provost's office.

[iii] This study was approved by the Social & Behavioral Sciences Institutional Review Board, SE-2007-0242.

[iv] http://www.provost.wisc.edu/memos/exit.html

[v] http://www.provost.wisc.edu/memos/exit.html

[vi] This study was approved by the Social & Behavioral Sciences Institutional Review Board, SE-2007-0242, and was modified and re-approved to include retirees as subjects in subsequent years.

[vii] http://www.provost.wisc.edu/memos/exit.html

[viii] http://classifications.carnegiefoundation.org/lookup_listings/institution.php; The Carnegie Foundation for the Advancement of Teaching Institutional Classification System.

[ix] Pseudonyms are used to maintain anonymity.

[x] Mooney, C.J. (1991). Eight professors at FIU file age-bias grievance to protest 'salary-compression' practice. *The Chronicle of Higher Education, 37*(27), p. A17.