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Factors influencing faculty retention: A study of job satisfaction and the role of the department chairperson as they relate to faculty members' decisions to remain at Michigan State University

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FACTORS INFLUENCING FACULTY RETENTION:

A STUDY OF JOB SATISFACTION AND THE ROLE OF THE DEPARTMENT

CHAIRPERSON AS THEY RELATE TO FACULTY MEMBERS' DECISIONS

TO REMAIN AT MICHIGAN STATE UNIVERSITY

By

Robert Wayne Nienhuis

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ABSTRACT

FACTORS INFLUENCING FACULTY RETENTION:
A STUDY OF JOB SATISFACTION AND THE ROLE OF THE DEPARTMENT
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Several recent publications have drawn attention to the projected demand for new faculty by the beginning of the next century. The large cohort of faculty members hired during the boom years of the 1950s and 1960s are approaching retirement. At the same time, the pool of new faculty members is quite a bit smaller than the number of retirees. All of this points to the potential for a "seller's market" where the faculty member may well be able to sell his or her services to the university making the most attractive offer.

The purpose of this study was to identify the elements, especially those related to job satisfaction and the role of the department chairperson, which influence faculty members' decisions to remain at Michigan State University when offered another job opportunity. If higher education is entering a time when campus raids and bidding wars will become the more common, it is imperative that institutions be informed of those elements which are most likely to result in the retention of faculty.

The data for this study come from interviews conducted with twenty-five faculty members at Michigan State University who had received offers from other institutions and chose to remain. In addition, nine department chairpersons who had

had conversations with faculty members about outside job offers were also interviewed.

Additional data were derived from a survey of all 2,051 faculty members at Michigan State University. The survey instrument explored numerous areas of faculty mobility but two sets of questions focusing on job satisfaction and reasons to leave an institution were particularly important to this study on retention. Conducted during the spring of 1991, the survey achieved a response rate of approximately 51%.

The results of the study indicate that several elements of job satisfaction, including collegial relationships and work recognition, are influential elements in faculty retention. Somewhat important are promotion and tenure potential and job variety. Evidence from this study suggests that the role of department chairperson is less important to faculty retention than often thought. Recommendations for institutional policy and practice are included in the discussion of the results.

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CHAPTER I

INTRODUCTION

OVERVIEW

A recent article in the *Chronicle of Higher Education*
stated that, in the next twenty-five years, the majority of
faculty members in U.S. colleges and universities will have
to be replaced (Watkins 1986). Bowen and Schuster sound a
similar note when they estimate that approximately one-half
million academic appointments will have to be made between
now and the year 2010 (Bowen and Schuster 1986). With the
current U.S. faculty numbering about 680,000, including
460,000 full-time and 220,000 part-time faculty members in
some 3,100 institutions, Bowen and Schuster estimate that
nearly three-fourths of current faculty members will need to
be replaced in the next quarter century.

One of the ways of addressing this need for faculty is
through the recruitment of high quality young men and women
to academic careers. However, the rapidly growing need for
faculty, coupled with the relatively small pool of
replacements and the lengthy time it takes to prepare for a
career in higher education, will inevitably direct more and
more attention to faculty already in place. We can expect to
see an increasing emphasis on attempts to entice faculty
already employed at one institution into leaving that
position to accept a position at another institution or
organization. In addition, it is reasonable to expect that
this upcoming need for additional faculty, along with the
fact that over 61% of present higher education faculty are

under the age of fifty (Bowen and Sosa 1989, 17), will cause
faculty raids and faculty turnover to become more and more
prevalent and may turn the academic marketplace into a
"seller's market" where many academics can sell their
services to the highest bidder.

In the next twenty-five years, institutions of higher
education will have to work hard at retaining those faculty
already in place, not only because of the demands of the
academic marketplace but for several other reasons as well.
First, the recruitment process for new faculty is an
expensive one (DuVall 1976). Obviously there are the direct
expenses involved in advertising the faculty opening, travel
costs to bring prospective faculty in for interviews, and
moving expenses to relocate the newly-hired faculty member.
But there are also a number of indirect expenses including
time faculty members must spend as members of the search
committee in reviewing applications, checking references, and
engaging in interviews; time which could be spent doing
research or working with students.

Second, in a "seller's market", quality faculty will be
in high demand. Each time an institution loses one of its
faculty they face the prospect that the replacement faculty
member will be one of lesser quality. In such a case, there
is a potential for loss of prestige that affects the entire
institution as well as the department and each of its
members. In extreme cases, this may result in additional
faculty losses causing an even greater loss of prestige.

Finally, the retention of current faculty is imperative
if an institution wants to build stable departments and

programs which will be capable of excellence in scholarly work and quality in classroom teaching. A department facing constant upheaval due to faculty departures will find it very difficult to be productive in its scholarly, instructional, and service pursuits.

It must be recognized at the outset that, despite an institution's best efforts to retain faculty, some will still leave. Why this is so cannot always be determined but Hall (1977), building on earlier studies of faculty retention and turnover, provides some preliminary answers as to why faculty leave.

1. A perception on the part of the faculty member that tenure will not be granted.

2. A belief that the opportunities for professional advancement are better at another institution than at the present one.

3. The offering of a better salary, research support, travel funds, and the availability of student assistants at another institution.

4. A variety of personal reasons: spousal career opportunities, proximity to other family members, good schools for one's children, and a different pace of life in a new community.

5. The relationship with, and perceived attitudes of, the unit administrator.

PURPOSE OF THE STUDY

While the retention of faculty will not directly address the coming faculty shortage, it may actually help many

institutions lessen the impact of the shortage being prophesied. It is imperative, therefore, that administrators be as knowledgeable as possible concerning the elements which impact faculty retention. There are many elements that faculty members consider when faced with a decision to leave or remain at their current institution, and not all of them are equally influential nor are they equally relevant.

As a group, professors have been characterized as 'mobile' (Brown 1967). This is due, at least in part, to the fact that academics frequently tend to identify more strongly with their field or discipline than with a particular institution. The result of this loyalty to the discipline is academic careers built among institutions as well as within institutions (Rosenfeld and Jones 1986). While a willingness to move may be necessary in the building of an academic career (Rosenfeld and Jones 1986), too much mobility can be seen as indicative of instability and a lack of commitment and actually exert a negative influence on career development (Brown 1967).

The majority of studies on faculty mobility have focused on those faculty members who have already left a particular institution. Beginning with the study by Caplow and McGee (1958), a study recently replicated (Burke 1988), a basic understanding was established which maintains that full professors are less mobile than assistant professors, but more mobile than associate professors. In addition, Caplow and McGee argue that "the 'push' of academic migration is stronger than the 'pull'" (p. 80). In other words, faculty members are more likely to seek out and respond to outside

offers because of dissatisfaction with their present employment situation than they are to be enticed to leave simply by the opportunities of a new workplace (Matier 1988).

According to Caplow and McGee, job satisfaction is a critical issue in faculty retention. Those faculty members who are satisfied with their job--the courses they teach, the support they receive, and the potential for advancement they perceive--will be less likely to leave their institution when presented with another job offer than a dissatisfied faculty member. It stands to reason, then, that an attempt to increase faculty retention must begin by identifying those factors which influence job satisfaction

The purpose of this study is to identify those elements which influence faculty members' decisions to remain at Michigan State University when offered another job opportunity. Two questions form the basis for this study. First, what are the major elements of job satisfaction which influence faculty members to remain at their present university when given a job offer by another institution or organization? Second, what is the role of the department chairperson in a faculty member's decision to stay in his or her present position?

There are many reasons for job satisfaction including achievement, recognition, responsibility, growth, and other matters associated with the motivation of the individual in his or her job. Of course, there are other reasons why an individual may choose to reject an outside offer and remain in his or her current job. Some faculty members may decide to remain because the timing of the job offer is poor in

relation to their career development. Other faculty may
reject an offer because of their age (nearing retirement),
the age of a child (about to graduate from high school), to
defer to the career development of a spouse, or to remain
proximate to other family members. Still other faculty may
choose to stay because the present institution is more
prestigious than the calling institution, because of
significant relationships built between the faculty member
and his or her colleagues, or because the offering
institution is located in a geographical area that is not
appealing to the faculty member. It is not practical for us
to try to rule out all the competing factors that go into a
decision to leave or stay in order to isolate the single
factor of job satisfaction. We will, however, seek to be
alert to these competing issues as we attempt to determine
the role of job satisfaction in faculty retention.

To focus on the role of the department chairperson in
faculty retention is not to imply the lack of significance of
a spouse's opinion, the value of collegial perspectives, or
the appeal of the department chairperson from the offering
institution. It does imply, however, that when and how a
unit administrator responds to the news of a faculty member's
offer will have a great deal of effect on whether or not the
faculty member decides to remain at Michigan State
University.

IMPORTANCE OF THE STUDY

This study will be of particular interest and importance
to college and university administrators who are responsible

for retaining faculty in a time of increasing competition.
By identifying those variables of job satisfaction which are
perceived to be most important to faculty members,
administrators will be able to better understand what faculty
members value and what will best aid in the retention of
those faculty members who have received job offers from other
institutions and organizations.

This study will also be of direct value to department
chairpersons and unit administrators, those individuals most
directly involved in faculty retention. By avoiding those
mistakes which alienate and offend faculty with job offers,
and by emphasizing those qualities and efforts which make
potentially mobile faculty want to remain in the present
position, the administrator will keep his or her faculty and
create a more positive environment in the department/unit.

Finally, this study will be of interest to those who are
concerned with advancing the study of faculty, and faculty-
administrator relationships, in higher education. Little is
known of why faculty choose to accept or reject job offers
and even less is known of the role of the department
chairperson/unit administrator in a faculty member's decision
to stay or go. This study will begin to address these
deficiencies and hopefully lead the way for more and varied
studies on these themes.

CHAPTER II

LITERATURE REVIEW

To lay an adequate foundation for the study being undertaken, it is necessary to examine four separate, yet related, areas pertaining to faculty. The four areas of review include: 1) Faculty retention; 2) Job satisfaction, with special attention to issues of work environment, faculty vitality, compensation and responses to job dissatisfaction; 3) Academic careers, including a discussion of faculty mobility; and 4) The department chairperson.

FACULTY RETENTION

Two years after Caplow and McGee (1958) published their work on faculty mobility, a study essentially focused on those faculty members who decided to leave their academic institutions, Stecklein and Lathrop (1960) undertook an inquiry designed to study all faculty members considering coming to, or leaving, the University of Minnesota during a one year period. Included in their study were new faculty hires, individuals who declined jobs offered to them, faculty members who left the University of Minnesota for positions elsewhere, and faculty who received job offers from other institutions but declined to move.

As Stecklein and Lathrop state it,

> Obviously it is to the university's advantage to be able to identify as many as possible of the factors which enter into faculty decisions to stay or not to stay at Minnesota. An understanding of the enticements proffered to Minnesota faculty members, and of the features of the university which are currently most (and least) influential in holding faculty members, will

guide the institution in strengthening its defenses
against outside offers and in determining the best ways
of counterbalancing offers when they occur (1960, 58).

Stecklein and Lathrop found that two factors, improved
salary and better professional opportunities, were the
primary attractions in job offers made to Minnesota faculty.
When focusing on retention, the one factor that kept faculty
at Minnesota was the professional opportunities available to
faculty. Interestingly, it was the "younger faculty members
stressing the importance of professional opportunity, and
individuals in their late 40's stressing personal or family
considerations" (p. 75).

Stecklein and Lathrop did find that the issue of salary
was a factor in decisions to leave or remain at the
University of Minnesota. For example, for faculty under the
age of 50, salary was seen to be a more important enticement
to leave than for those over 50. At the same time, faculty
who turned down offers from outside institutions would
frequently discount the importance of salary in their
decision-making process but it was a salary increase that was
most frequently offered in an effort to cause the faculty
member to remain at Minnesota.

Flowers and Hughes (1973) contend that "the fact that an
employee stays on a payroll is meaningless; the company must
also know *why* he stays there" (p. 50). Their answer, in a
word, is 'inertia.' In the physical sciences, the concept of
inertia is used to explain that, unless acted upon by some
force, a body will remain as it is. When applied to
business, Flowers and Hughes state that inertia will cause

employees to "remain with a company until some force causes them to leave" (p. 50).

This inertia, according to Flowers and Hughes, is caused by four factors, two internal to the company and two external to it. Inside the company there are the issues of job satisfaction and the company environment. Job satisfaction elements include achievement, recognition, responsibility, and growth. The company environment draws together such items as work rules, facilities, wages, and benefits. When we begin to look outside the company we must deal with the employee's perceived job opportunities in other institutions and nonwork factors such as financial responsibilities, family ties, friendships, and community contacts.

While many would say that the reasons to leave an organization and the reasons to remain are essentially opposites, Flowers and Hughes argue that they are really quite different. A decision to remain in or leave an organization, according to Flowers and Hughes, is based on the interplay between job satisfaction and environmental pressure; that individuals will leave only when they are both dissatisfied with their job and have little or no environmental pressure to remain where they are.

In the end, employers must not concern themselves with discovering why people leave but instead must focus on learning why people remain. By reinforcing the reasons for employees staying, and avoiding the reasons people leave, employers and managers can begin to influence their retention rates. According to Flowers and Hughes, "Companies can do this by providing conditions compatible with employees'

values for working and living" (p.51).

Implicit within the discussion of job retention, yet quite distinct from it, is the issue of organizational commitment. While numerous studies have explored organizational commitment in both the industrial and public sectors (see Neumann and Finaly-Neumann (1990) for an excellent summary of research in organizational commitment), little is known about faculty commitment to their university. Even one of the more recent and complete studies of faculty work and careers (Finkelstein 1984) omits discussion of this topic. The reason is clear: little research on faculty commitment to the university has been conducted.

Recently, two studies (Harshbarger 1989; Neumann and Finaly-Neumann 1990) have attempted to address this issue. Both studies begin with the same definition of organizational commitment: "the relative strength of an individual's identification with and involvement in a particular organization, which includes three components: (1) the acceptance of organizational goals and values, (2) a willingness to exert effort on behalf of the organization, and (3) a desire to maintain membership in the organization (Mowday, Porter, and Steers 1982, 27). Neumann and Finaly-Neumann then explore the power of support and reward determinants on faculty commitment while Harshbarger seeks to identify those factors which would differentiate highly committed faculty from their less committed counterparts.

Two of the findings from the Neumann and Finaly-Neumann study are of particular interest. First, faculty commitment to the university will vary across the career of the faculty

member. University commitment reaches its highest point
among senior faculty while little difference is to be found
between those faculty who are in the early stage of their
career and those faculty at mid-career. This seems to be in
harmony with the results of studies on the potential for job
changes (Baldwin 1979; Baldwin and Blackburn 1981;
Finkelstein 1984) where senior faculty are the least likely
to change jobs and where maximum change potential is found at
the pre-tenure stage (early career), at the point prior to
promotion to full professor, and at the point just following
that promotion (both of which are mid-career stage).

Neumann and Finaly-Neumann also found that rewards (pay
equity) are more important determinants of commitment in the
physical sciences and support (from colleagues and chair as
well as the intrinsic aspects of the job) is a more
noticeable predictor of commitment in the social sciences.
The result is a call for employing differing strategies for
increasing faculty commitment to their university. In the
physical sciences, emphasis must be placed on the
establishment of clear equity criteria for rewarding faculty
members. In the social sciences, however, faculty commitment
will be enhanced by stressing the challenge and meaning in
the work while also providing a supportive environment with
friendly colleagues and an understanding chairperson.

In a result that parallels a part of what Neumann and
Finaly-Neumann found, Harshbarger (1989) notes that
"respondents at the rank of associate professor had
significantly lower levels of institutional commitment than
did their colleagues" (p. 40). Surmising that assistant

professors are filled with the hope and promise of advancement and opportunity, and full professors are content in the realization of their aspirations, Harshbarger wonders if associate professors are unsettled due to the stressful process of obtaining tenure and the opportunities which now confront the tenured associate professor. Acknowledging that a sector of the faculty is at risk, he suggests the establishing of clear criteria for promotion and tenure decisions, as well as the provision of rewards for teaching and service excellence, as means of increasing the commitment levels of associate professors.

Other issues that Harshbarger notes as influencing the commitment of a university's faculty are: 'academic freedom', the freedom to pursue one's own academic priorities; a sense of belonging and of unity, of being appreciated; congruence between the values of the university and the personal values of the faculty member; and a perception of basic fairness and justice in issues of pay, resource distribution, opportunity, and overall treatment.

In the end, however, Harshbarger echoes a perspective heard several times before (Baldwin 1979; Baldwin and Blackburn 1981; Finkelstein 1984; Neumann and Finaly-Neumann 1990) when he says, "I urge institutions to pay particular attention to the transitional period in individual faculty advancement to maintain the bonds between individual and institution" (p. 43).

JOB SATISFACTION

Research on job satisfaction has produced an interesting debate in recent years. Until approximately 1959, job satisfaction was viewed as primarily a one-dimension factor. Essentially, it was believed that any job-related item would elicit either a positive or negative response on the part of the worker; that any job-related item could be either a source of job satisfaction or of job dissatisfaction.

In the last thirty years, however, this thinking has been called into question by the work of Herzberg, Mausner, and Snyderman (1959). They argue that, rather than being one-dimensional, job satisfaction is multi-dimensional. Those items which are said to contribute to job satisfaction are almost always separate from those which contribute to job dissatisfaction. While the normal assumption might be that the opposite of job satisfaction is job dissatisfaction, Herzberg and his associates contend that the opposite of job satisfaction is an absence of job satisfaction and that the opposite of job dissatisfaction is not job satisfaction but no job dissatisfaction (Herzberg 1968).

According to Herzberg, job satisfaction is the result of a variety of "intrinsic factors" or "motivators", items which are essentially related to the content of the work. For the educator, these items might include contact with students in the classroom, achievement in one's research and scholarship, and a sense of challenge and excitement in doing one's job. On the other hand, job dissatisfaction results when "extrinsic factors" or "hygiene factors" fail to meet the worker's expectations or needs. These factors, primarily

related to the context of the job, might include salary and fringe benefits, workplace conditions, and administrative relationships.

Research involving the Herzberg framework as applied to higher education has tended to support the two-factor theory. Hill (1987), in a study involving over one thousand higher education faculty at 20 institutions in Pennsylvania, found that Herzberg's theory of job satisfaction/dissatisfaction could be accurately applied to institutions of higher education. Baldwin (1985) has shown that intrinsic and extrinsic factors will affect faculty vitality and that, while the extrinsic factors are important, the intrinsic factors tend to be of greater importance and value. Bowen and Schuster (1986) also stress the importance of intrinsic rewards.

Given our discussion of the intrinsic and extrinsic factors which influence job satisfaction and job dissatisfaction, we will do well to look at several of these issues more carefully.

Work Environment. In a study of the academic workplace, Austin and Gamson (1983) noted those factors that impacted the morale of faculty. Lowered faculty morale, they suggest, is the result of such things as a reduced level of involvement in institutional decision-making and declining autonomy. Among their suggested remedies, increased collaboration between faculty and administrators and increased sensitivity on the part of administrators for the institution's "culture".

Faculty place great value on the "intrinsic reward

system" and will even accept significant compensation inequity because of it (Bowen and Schuster 1986). However, the work environment is undergoing tremendous change (Bowen and Schuster 1986; Bowen and Sosa 1989) and while that change is often necessary and possibly even desirable, it may take away from the perceived quality of the workplace and even cause stress (Seldin 1987).

Recent research seems to indicate that academics suffer from relatively high levels of stress in their jobs. In a survey of some 2,000 faculty members at 17 colleges, Melendez and de Guzman (1983) reported that approximately 62% admitted to experiencing moderate or severe job stress.

In an attempt to summarize the literature concerning stress-producing factors in the academic world, Seldin (1987) notes the following six primary causes:

--- Inadequate participation in institutional planning and governance
--- Too many tasks, too little time
--- Low pay and poor working conditions
--- Inadequate faculty recognition and reward
--- Unrealized career expectations and goals
--- Unsatisfactory interactions with students, colleagues, and department chairpersons

Quick (1987) recommends four preventive actions which institutions can take to aid in reducing the impact of stress on faculty members: participative management, flexible work schedules, career development, and social support.

Faculty Vitality. Faculty development programs, until very recently, have primarily focused on the faculty

member in the early stage of his or her career. In the last several years, however, research has begun to recognize the very different needs of the mid-career (tenured, with from ten to twenty years experience) and late-career (approaching retirement) faculty from those of the early-career faculty member (Baldwin 1984). Clark and Corcoran (1989) put forth the argument that a faculty member's career begins in graduate school and continues, in identifiable stages, through pre-tenure, promotions, post-tenure, mid-career, and late-career phases with each of these phases presenting different challenges for professional development.

Schuster, while commending the commitment of today's faculty, also expresses concern that "developments in recent years have harmed rather than helped the faculty, have made their jobs more difficult" (in Schuster, Wheeler, and Associates 1990, 7). He then goes on to identify several conditions or "megatrends" which negatively affect the faculty work environment, depress faculty morale, and demand correction:

--- Deteriorating work conditions

--- Inadequate compensation

--- A tightened academic labor market and reduced career mobility

--- Conflicting expectations and demands

--- Compressed career ladders

One remedy which may reinvigorate the faculty, and also positively impact faculty retention, is allowing faculty to redesign their jobs at certain points in their careers. Many professors, having achieved the highest academic status and

facing another twenty years of academic life, come to the
point of career reassessment (Baldwin and Blackburn 1981).
In a later study, Baldwin (1990) notes that many faculty
will, on occasion, wish to make a significant change in their
careers. He goes on to suggest several steps a college or
university might consider taking in an effort to revitalize
its faculty and enhance their potential for retention:

--- Fostering diversified academic careers

--- Encouraging career planning by faculty

--- Facilitating faculty collaboration, risk-taking,
and role change

--- Flexible employment of academic personnel policies

--- Recognizing and rewarding professors' achievements

--- Training deans and department chairpersons to work
as faculty developers

In the end, neither faculty vitality nor faculty
retention can be accomplished by a mass-production effort.
Attention must be paid to the differing needs of the
individual faculty member. "Academic life is too specialized
and too fragile to compose a simple formula that will
guarantee dynamic careers for professors in general" (Baldwin
1990, 178).

Compensation. Conventional wisdom says that faculty
compensation has a direct effect on faculty retention,
although there are no studies that can either prove or
disprove that assumption. Some inferences have been made,
however, between compensation and faculty retention (Bowen
and Schuster 1986; Bowen and Sosa 1989).

Hansen (in Bowen and Schuster 1986, Chapter 6) presents

a comparative study of faculty salaries in the period between 1970 and 1985. In that 15 year span, he notes, the Consumer Price Index rose 166% while faculty salaries increased by only 124%; at the same time, salaries in other areas were rising with, and sometimes even exceeding, the Consumer Price Index. In 1982, when faculty salaries were compared with the salaries of 15 other professions, both the mean and the median of faculty salaries were ranked tenth out of sixteen.

Bowen and Sosa (1989, Chapter 8) looked at faculty salaries in 1984 and compared them to salaries in 1961. When the increase in the Consumer Price Index is factored into the equation, faculty salaries showed a 0% gain while other workers' salaries increased by 22%. They also note that, in the years between 1971 and 1984, faculty salaries declined by 18.7%, relative to the Consumer Price Index, while salaries in other areas showed a 1.8% increase.

It should come as little surprise, given these inequities, that there has been growing competition between the academic world and the non-academic world for the services of faculty members in recent years. The result has been salary inequity, salary compression, and salary dispersion (Bowen and Schuster 1986).

Salary inequity is the difference between salaries paid to faculty and salaries paid to persons with similar credentials in the non-academic workplace (i.e., government and industry). As academic institutions have attempted to address this inequity by raising the salary of the newly-hired faculty member, the result has been salary compression.

Salary compression results when the compensation package

offered new faculty members increases at a faster rate than does the compensation for experienced, in-place faculty. The consequence of salary compression is a compacted salary differential within the academic ranks of a department and/or discipline. For example, the high cost of hiring new business faculty forces compensation for assistant professors to rise faster than compensation for associate and full professors, resulting in a compacted compensation schedule and less difference between the salary of an incoming assistant professor and a veteran full professor.

Salary dispersion occurs when faculty in similar rank but different disciplines are given differing compensation depending on whether or not their field is in high demand. Business faculty assistant professors, for example, are generally accorded significantly higher compensation than assistant professors in the humanities.

In reporting on the effect of these changes on faculty, Bowen and Schuster (1986) state that faculty feel under-valued. While the voluntary attrition of faculty is not large, when tenured faculty do leave academe, poor compensation and poor working conditions are the generally-stated reasons. And Ehrenberg, Kasper, and Rees (1989) suggest that compensation issues, especially salary dispersion, have their greatest impact on faculty movement from one academic institution to another.

To remedy the situation, Bowen and Schuster (1986) recommend a compensation package that is adequate enough to compete with the non-academic sector and varied enough across the ranks to encourage advancement and retention. Bowen and

Sosa (1989) build on that base and suggest that other incentives such as research support, child care, spousal employment assistance, and workload modification might help to reduce the differences between compensation in the academic and non-academic world.

Responses to Job Dissatisfaction. Employees who are dissatisfied with their jobs can respond in a number of ways. They can find a different, and hopefully better, job and quit (exit). They can choose to remain in their present job and work to better the situation (voice). They can stay where they are and accept things as they are (loyalty). Or they can direct their primary energies and attention elsewhere while doing nothing about their work situation (neglect).

Credit for this delineation of possible responses to job dissatisfaction goes, in large part, to Albert O. Hirschman and his seminal work, *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations and States* (1970). It was Hirschman's contention that organizational performance is "subject to deterioration for unspecified, random causes" (1970, 4) leading to a decline in the quality of the organization's product or service. Expressions of dissatisfaction concerning this deterioration can be a means by which management learns of its problems and begins the process of correcting its faults. Though Hirschman's design was originally focused on organizational responses to decline, they are also helpful in understanding how individuals may respond when things are not going well.

One response to dissatisfaction is exit. Exit refers to

leaving an organization by quitting, transferring, searching for a different job within the organization, or talking about quitting. The decision to exit, when made by an employee, is usually based on the belief that the situation is unlikely to improve. Hirschman views the exit option as "uniquely powerful" in its ability to provide a "wonderful concentration of the mind" on the abandoned employer (1970, 21).

Voice, a second response to job dissatisfaction, describes actively and constructively trying to improve conditions through discussing problems with a supervisor or co-workers, taking action to solve problems, suggesting solutions, seeking assistance for an outside agency such as a union, or whistle-blowing. The exercise of voice, though relatively new in organizations, is a basic and familiar part of the political system, where it is referred to as "interest articulation" (Hirschman 1970, 30). While voice may become more effective with an increase in volume, it is also possible to overdo the use of voice and become so harassing as to actually hinder the effort to change.

According to Hirschman, voice is the only option an employee has when the option of exit is not available. It is also possible to use voice as an alternative to exit, provided one perceives the prospects for the use of voice to be effective and substantial. In either case, however, exit and voice are viewed as standing in inverse relation to one another so that the more likely one is to choose the exit option, the less likely he or she is to voice complaints.

Loyalty, the third of Hirschman's categories, means

passively but optimistically waiting for conditions to
improve. The loyal employee hopes things will get better,
gives public and private support to the organization, and
practices good citizenship within the organization.
Hirschman is careful not to confuse loyalty with faith.
Loyalty is reasoned calculation for it is rooted in the
belief that "an individual member can remain loyal without
being influential himself, but hardly without the expectation
that *someone* will act or *something* will happen to improve
matters" (Hirschman 1970, 78). Loyalty, then, is Hirschman's
explanation why those who have an alternative choose to
remain in hopes of improving the organization.

Hirschman's model is really quite simple and is put into
diagrammatic form in Figure 1.

Loyalty ———→ Voice (while staying)

Dissatisfaction ←——→ No Loyalty ——→ Exit (in silence)

Remain--Exit ———→ Voice
Not an Option ——→ Neglect
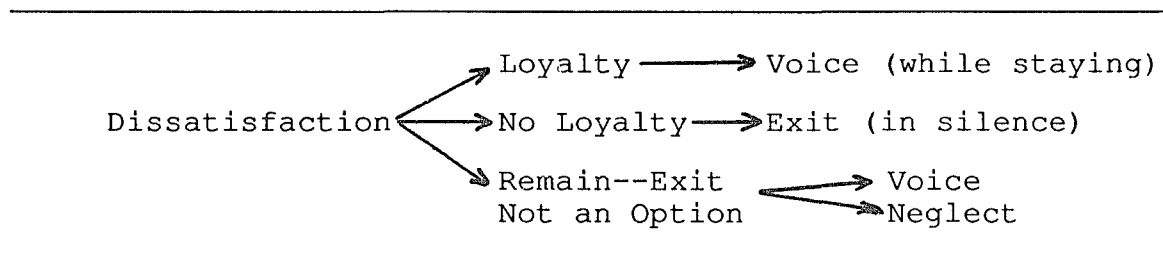
Figure 1. Hirschman's Model for Response to Dissatisfaction

In a subsequent study, Rusbult, Zembrodt and Gunn (1982)
add a factor to Hirschman's model, the option of neglect. In
a study of romantic involvements, neglect was the term
Rusbult and her associates chose to give to generally
inattentive behavior such as staying away or a lack of
caring. In an organizational context, neglectful behavior
can be seen in such employee behaviors as lateness,

absenteeism, use of company time for personal business, increased error rates, and psychological inattention.

Shortly after the publication of Hirschman's book, two British scholars took him to task for very different reasons. Barry (1974) observed that Hirschman has collapsed two separate choices into one thereby making his model (see Figure 1) more simple than it actually is. Barry argues that there is a choice between exit and loyalty and an additional choice between voice and silence. Barry's version of the model is seen in Figure 2.
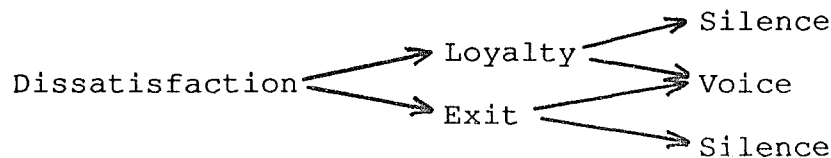
Figure 2. Barry's Amended Version of Hirschman's Model

The second British scholar commends Hirschman's work as an "elegant and attractive piece of writing" (Birch 1975, 73) but then argues that it suffers from a lack of attention to the possibility of retaliation. One reason someone may choose to remain in the organization, but to remain silent, according to Birch, is the likelihood of retaliation. He goes on to suggest that in many situations voice is only feasible if it is either preceded or quickly followed by exit as a means of thwarting potential retaliation. In short, the opportunity to exit may encourage voice because it reduces the potential for retaliation. It is an interesting argument, well illustrated by numerous anecdotes, but it does

not take away from the value of Hirschman's model.

While Hirschman has his critics, he also has his supporters. Farrell (1982) used multidimensional scaling to explore the usefulness of the exit-voice-loyalty-neglect model for understanding responses to job dissatisfaction. What Farrell found was that these four responses to dissatisfying situations were conceptually and empirically distinguishable, even though the boundaries between them may be imprecise. What they do, according to Farrell, is provide a useful set of categories for thinking about how people respond to dissatisfaction.

Whithey and Cooper (1989) built on Farrell's work and set out to understand what predicts each of the responses to a dissatisfying job. Two longitudinal studies were conducted to discover when dissatisfied employees will respond with exit, voice, loyalty, or neglect. Their results can be summarized as follows:

1) Exit was exercised most frequently when there was a low cost in leaving, when there was little hope of change, and when the options were more attractive than remaining.

2) Voice appears to be the most difficult response to predict due, in part, to the fact that it depends upon another to respond to one's voice.

3) Loyalty is viewed as both an attitude and a behavior. Behaviorally, loyalists were concerned with the efficacy of their responses; attitudinally, loyalty looked more like entrapment than it did commitment.

4) Neglect was essentially the result when people

perceived the costs of voice to be too high, the
possibility of success too remote, or the potential
for exit too difficult.

Whithey and Cooper conclude by affirming Hirschman's
model as a "promising framework" (1980, 538) for studying
choices in job dissatisfaction.

ACADEMIC CAREERS

The study of academic careers can follow one of two
basic tracks. On the first track, which focuses on the
individual, it is becoming increasingly apparent that
differences in career outcomes are related to differences in
gender (Rosenfeld 1981), the prestige of the doctoral-
granting institution (Rosenfeld and Jones 1986), and in the
quality of the doctoral mentors (Long and McGinnis 1985).
These individual differences serve to sort faculty members
into different labor markets and to set them upon fairly
well-defined career courses.

The second track looks at academic organizations rather
than at the individual. By directing attention to the
differences among academic departments (Smelser and Content
1980) and the differences among universities and colleges
(Clark 1987), and the ways these academic organizations have
of providing opportunities for and rewarding faculty members,
stress is laid upon the relationship between the academic
organization, the academic labor market, and the academic
career. According to this line of thinking, careers are
inextricably woven into the fabric of the organization.

While acknowledging the validity of studying the faculty

member as an individual, this study seeks to understand the academic career in relation to the academic organization. In an attempt to do so, we will break the academic career into three separate parts and look at each individually. The three parts of the academic career that we will focus on here are: Beginning the academic career, Mobility during the academic career, and Ending the academic career.

Beginning the Academic Career. It was Caplow and McGee (1958) who first put forth the idea that a faculty member's academic career actually began in graduate school and not when accepting his or her first academic position. In their study of the academic marketplace, they discovered that the key factors in hiring decisions were the prestige of the candidate's graduate department and the prominence of his or her sponsors. Subsequent studies (Crane 1970; Long and McGinnis 1981) have supported Caplow and McGee's conclusions.

Generally, those academic institutions that reside at the pinnacle of the prestige hierarchy will recruit their new faculty from one another (Cartter 1976; Smelser and Content 1980; Youn 1988). In the same way, those institutions in the first level down from the pinnacle will tend to recruit from their own level or from above. This leads to the generalization that, at least among the more prestigious academic institutions, initial employment is determined by where an individual received the Ph.D.

We understand, therefore, that entry into the academic career is dependent upon two factors: the chosen field of specialty and the prestige of the institution that granted the doctorate. Once employed as a faculty member, however,

the rules for promotion and mobility become more normative across universities.

Mobility During the Academic Career. After the first job, an individual's academic prestige[1] is largely determined by the status of the prior position and the number of publications in the prior six years (Allison and Long 1987). Gone is the clout exerted by the doctoral-granting institution and the quality of the mentor. Scholarly accomplishments, especially the number of articles published in the leading journals of the field, become the primary measure of competency.

Allison and Long (1987) show that the number of faculty members moving to less prestigious institutions is greater than the number moving to institutions of higher prestige, likely due to both the greater number of opportunities at less prestigious institutions and the difficulty of getting into a more prestigious institution because of their research

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[1] In the academic labor market, prestige has become a commodity to be bartered and exchanged. Both the academic institution and the faculty member seek to emphasize their prestige and maximize its value (Caplow and McGee 1958; Long, Allison and McGinnis 1979; Smelser and Content 1980). Initially, individual prestige is based on the one's faculty mentor and on the department which grants the doctorate. These prestige elements become extremely influential in determining the new Ph.D.'s first place of employment but are quickly replaced by scholarly productivity in subsequent job searches.

Institutional prestige is determined, in part, by the ranking given by the Carnegie Classification (1985). Additional institutional prestige is rooted in research productivity. The research university is able to provide its faculty with better research support, more research opportunities and lighter teaching loads. Since research is the most highly valued activity in academe, these institutions generally have high prestige (Rosenfeld and Jones 1986) and work to maintain that prestige by hiring productive scholars for its faculty ranks.

expectations for both incoming and continuing faculty members. It is also interesting to note that faculty members employed in research universities tend to move less frequently than those employed in institutions devoted primarily to teaching (Youn and Zelterman 1988). One possible explanation for this lack of mobility is the difficulty of moving one's research. Laboratory set-ups can be extremely difficult to dismantle and reassemble, with a significant loss of research time resulting; and research already underway may be lost, or at least seriously delayed, by a move. Teaching faculty, on the other hand, would appear to be much more mobile.

When we turn our attention to academic rank, Allison and Long (1987) suggest that promotion is likely to be associated with locational mobility and that, at least among academic scientists, it is unusual for a faculty member to take a lower rank when moving to another institution. Approximately two-thirds of assistant professors were granted associate ranking when moving to another institution while half of the associate professors became full professors when accepting a position at a different institution (Allison and Long 1987). What is true for men may not be equally true for women, however. Rosenfeld and Jones (1986) found that women would frequently be reduced in rank, or shifted into a nontenure-track position, while men were usually granted promotions when moving to another institution.

Based on a national study involving nearly 300 scientists, it appears that rank promotion is not impacted very significantly by either the prestige of the doctorate

nor the prestige of prior jobs (Allison and Long 1987) but
whether or not the academic is employed in a tenure-track
position may be influenced by the prestige of the doctoral
institution (Rosenfeld and Jones 1986). More influential in
rank promotion is the research productivity of the individual
with citations being more significant than just the number of
articles published (Allison and Long 1987). If a faculty
member is seriously determined to gain promotion it is best
to move from a more prestigious institution to one of lower
prestige for, in doing so, the potential for promotion is
increased over three and one-half times (Allison and Long
1987).

Roger Baldwin (1979; 1981) has creatively sought to link
theories of adult development with phases of career
development of faculty. He identifies five career stages for
the academic:

1. Assistant professors in the first three years of
    full-time college teaching
2. Assistant professors with more than three years of
    college teaching
3. Associate professors
4. Full professors more than five years from retirement
5. Full professors within five years of retirement

Among other findings, Baldwin discovered that the
greatest amount of consideration concerning job changes
occurred most often at two career stages:

1. The experienced assistant professor stage (Stage 2)
2. The continuing full professor stage (Stage 4)

According to Baldwin, this is because the experienced

assistant professor is approaching tenure review and he or she must consider the alternatives if not given tenure. It may be possible for this individual to negotiate tenure with another institution which has offered him or her a job, thus making that new job seem more attractive. The continuing full professor, on the other hand, is facing another twenty years in the profession. The challenges offered by a move to a new position may be "just what the doctor ordered" to revive a flagging career.

Two recent studies seem to indicate that for women and dual career couples the pattern of mobility may vary considerably. In Burke's study (1988) nearly 20% of the resignations and appointments were influenced by the issue of spouse employment. These spouses seeking employment may be part of an academic couple or they may be seeking employment outside of academe, but it is clear that their needs are an issue in faculty career decision-making. Indeed, Burke seems to suggest that some academic moves may actually be to a lesser position (in prestige, salary, etc.) in order to accommodate a spouse's employment needs.

Rosenfeld and Jones (1987) found that women are more likely to move to institutions located in urban areas. They contend that, when the job market tightens, mobility for women academics will be restricted and may force women to accept jobs of lessened prestige in an effort to remain in the urban areas.

Ending the Academic Career. Not all academic careers end with the faculty member retiring from his or her position at the university, some leave academia before

reaching retirement. Bowen and Sosa (1989) provide a helpful discussion of the three types of ways faculty members end their academic careers: death, retirement, and voluntary or involuntary decisions to pursue another type of employment--what Bowen and Sosa have termed "quits" (p. 20). Generally, once an individual leaves academia, he or she will find it virtually impossible to return (Rosenfeld and Jones 1987).

There is not much that we can, or need, to say concerning the first type of ending to an academic career. The mortality rate of faculty members is relatively low for those under 35 and increases moderately over the ensuing years (Bowen and Sosa 1989, 24-25).

Similarly, retirement is a non-existent option until we look at those faculty members in the 45-49 age bracket. From that point on, the retirement rate increases dramatically until it is assumed that all faculty over the age of 69 will leave academe via the retirement route (Bowen and Sosa 1989, 23). Bowen and Sosa (1989, 23) are quick to point out a limitation in their analysis of the retirement data: their information did not distinguish between those faculty who retire from academia completely and those faculty who retire from one institution and then accept an appointment at another institution. It may well be that an interesting study could be done of those faculty who retire from one institution only to move to another institution to develop a "second career."

Quits, according to Bowen and Sosa (1989, 21-23), refers to those faculty who choose to leave academia, whether voluntarily or involuntarily, for a career in a nonacademic

context. "Decisions by faculty members to leave teaching
altogether are influenced not only by opportunities in non-
academic fields, but also by those created--or closed off--by
academic institutions themselves" (Bowen and Sosa 1989,
154). "Voluntary quits," then, are those faculty members who
decide to leave academe for personal, financial or family
reasons, because of a lack of job opportunities in their
field, or because of a disillusionment with the profession.
While "involuntary quits" refers to faculty who leave because
of failing to attain tenure or who fail to be reappointed at
their institution. It is almost a statement of the obvious
to say that an individual institution, and academe in
general, will be well served by seeking to keep the quit rate
as low as possible.

THE DEPARTMENT CHAIRPERSON

We will begin with a look at the role of the department
chairperson. Then, because the chairperson appears to hold
such a critical place in faculty satisfaction and retention,
we will look at those interpersonal skills deemed necessary
for the effective chairperson.

The Role of the Department Chairperson. Early
studies of the role of the department chairperson tended to
be anecdotal musings of former chairpersons (Peterson 1976).
In more recent years, however, the role, function, and
evaluation of the department chairperson has begun to receive
the careful attention and study it deserves (Atwell and Green
1981; Bennett 1983; Bennett and Figuli 1990; Booth 1982;
Hirokawa and others 1989; Knight and Holen 1985; Lee 1985;

Singleton 1987; Tucker 1981).

The role of the department chairperson is one of growing importance. The trend toward decentralized decision-making that has been adopted in many academic institutions has resulted in an estimated 80% of all administrative decisions being made at the departmental level (Roach 1976). In 1981, J. W. Peltason, then the President of the American Council on Education, wrote in the forward to Tucker's (1981) book on the academic chairperson that "an institution can run for a long time with an inept president but not for long with inept chairpersons" (p. xi). The satisfaction of faculty members, the general morale in the department, and even the productivity of individual faculty have all been linked to the leadership provided by the chairperson of the department (Coltrin and Glueck 1977; Glueck and Thorp 1974; Madron, Craig and Mendel 1976).

In addition, the number of specific roles established for the chairperson seems almost unlimited, with estimates ranging from ten to in excess of 40 (Peterson 1976; Tucker 1981). Robert Jeffrey, a dean who also served ten years as a department chairperson, says that the "chairperson of a department is literally the lifeblood of an academic institution" (1985, 15). He then goes on to enumerate the role and powers of an ideal chairperson.

> The ideal chair is one who (1) efficiently conducts the department's business; (2) solves departmental problems without consistently submitting them to the dean's office for solution; (3) provides concise, accurate data to support all requests and recommendations; (4) has a vision for the department that is consistent with the mission of the college; and (5) provides intellectual leadership that creates a proper environment in which faculty members may teach

and conduct research. (15-16)

Clearly, the role of department chairperson is a daunting one. The multitude of tasks demanded of the chairperson has resulted in considerable ambiguity concerning the role this vital administrator is expected to play. (Booth 1982; Ehrle 1975; Heimler 1967; Smart 1976). In addition, competing demands from administration and faculty create constant tension for the chairperson (Bennett 1983).

Given the importance and complexity of the role, it should be a point of major concern that many, perhaps most, department chairpersons are apparently ill-prepared for their role, having been chosen from the ranks of the faculty and often being selected on the basis of their abilities as teachers and researchers (Lee 1985; McKeachie 1968; Miles 1983; Tucker 1981). Then, after assuming the position of chairperson, training may or may not be available, leaving most new chairpersons to learn their role through an informal, trial and error process and through communication with peers, staff, and superiors (Stanton-Spicer and Spicer 1987; Tucker 1981).

Glueck and Thorp (1974) summarized the literature on administrative role definitions by identifying 5 roles for the department administrator: 1) resource person (assisting in the provision of space, funds, equipment, etc.); 2) coordinator (a communication function designed to maximize productivity); 3) manager (planning, organizing, and directing the department's activities); 4) technical consultant (making one's expertise available to the department); and 5) trouble-shooter (conflict resolution).

Administrators who chose to function in either the 'resource person' or 'coordinator' role, or some combination of the two, were most acceptable to the faculty and resulted in a heightened sense of satisfaction on the part of the faculty with the administrator. Least acceptable of the five roles was that of 'troubleshooter.'

It is clear that no matter how one chooses to look at the role of the department chairperson, it is a complex and demanding role. As Roach (1976, 14-15) points out,

> [t]he successful department chairperson must: (a) possess certain personal qualities such as openness, integrity, objectivity; (b) be able to administer the departmental program; (c) possess and use certain job skills and certain human relation skills; and (d) at the same time maintain high professional competence....The department chairperson's responsibilities encompass everything that he does and everything that he should have done to carry out the department's activities in helping the school to achieve its objectives."

What is needed is some help in the identification and explication of those critical skills which enhance the leader's effectiveness.

Interpersonal Skills. The department chairperson must realize that he or she is, in a very real respect, a human resource manager. This demands a basic belief in human potential, a commitment to human rights and equity, and an emphasis on process and quality of life as well as on outcome and productivity. In essence, we could say that the department chairperson must be concerned with two things: communication and affirmation.

It has been estimated that 75% of a chairperson's time is spent in communication with fellow faculty members, students, higher-level administrators, and others (Roach

1976). Similarly, Dill (1984) reports that department heads spend only 25% of their time alone and over 40% of their time in meetings, most of which are initiated by others. Eble (1990b) goes so far as to say that the ability to communicate is "the single most important skill necessary to being an outstanding department chairperson" (p. 23).

While we typically think of communication in traditional terms, an oral or written exchange, it must be viewed in a broader context.

> It can be the act of walking to someone's office rather than always having them come to yours, of removing barriers to access--the secretary to be approached, the anteroom to wait in, the telephone voice asking, "Who is calling, please?" It can be showing up for some faculty or student activity out of both honest interest and a sensed need to lend support. It can be pats on the back . . .and the picking up of people who have stumbled (Eble 1990b, 26).

In a national study of department chairpersons of large public universities, Whitson and Hubert (1982) found that the chairperson was the most influential person in decisions concerning personnel, faculty selection and evaluation, discipline and dismissal of faculty, and salary and budget items. In many of these tasks, the chairperson is called upon to work with one or more faculty members, and possibly with one or more administrators, to arrive at a decision.

Lunsford (1970) encourages the chairperson to spend time building channels of communication and support. These channels, he notes, must include opportunities for frequent, informal communication. He goes on to suggest that the chairperson teach a class as a means of maintaining communication with students or that the chairperson use

faculty task forces to deal with some administrative problems
and thereby maintain contact with faculty members. In a
similar vein, Stringer (1977) supports the use of special
"assistant to the chair" personnel, drawn from the faculty,
to provide input on major policy areas and to engage in a
variety of informal contacts with the chairperson.

Dill (1976) calls upon department chairpersons to build
a "reservoir of mutual trust" (pp. 16-17) with faculty
members in order to gain their cooperation and participation.
This trust can best be built by providing faculty members
opportunities to input and influence departmental decisions,
by using every feasible means of communication (i.e., regular
faculty meetings; bulletin boards; routing slips;
newsletters; etc.) to keep faculty informed, and by publicly
acknowledging the achievements and contributions of faculty
members.

Hoshmand and Hoshmand (1988) put forward a humanistic
orientation to academic human resource management. A
humanistic orientation places value on elements such as
empowerment, the actualization of human potential, and the
promotion of growth and self-esteem. To effect this type of
orientation, a department chairperson will need to
communicate a valuing of others' experiences, a tolerance for
uncertainty, and an honoring of others' perspectives in the
quest for understanding. Gone will be the dismissal of
complaints, negative labeling and punitive reaction towards
individuals who complain or undermine participation.

Perhaps at no point are effective communication and
interpersonal skills more essential for the department

chairperson than at the point of faculty development.
Department chairpersons are finding a growing emphasis being
placed upon the role of faculty development (Hirokawa and
others 1989; Hoshmand and Hoshmand 1988; Lee 1985;
McLaughlin, Montgomery, and Malpass 1975; Vavrus, Grady, and
Creswell 1988). In fact, Roach (1976) has gone so far as to
say that "good chairpersons are those who gain satisfaction
from helping colleagues grow" (p. 19).

In an attempt to portray the ways that the department
chairperson can fulfill his or her responsibilities in
faculty development, Tucker describes three possible role
models (pp. 94-96). The "caretaker" chairperson acknowledges
the need for faculty development but believes that the
responsibility for that development lies with the faculty
member, not the chairperson. As a "caretaker," the
chairperson manages the administrative tasks and responds to
faculty members who seek assistance in their professional
development.

The "broker" chairperson seeks to match the individual
faculty member's career objectives with institutional and
community resources. This type of chairperson seeks to
facilitate an individual's growth but does not get personally
involved, choosing referrals to outside resources over direct
assistance. In contrast, the "developer" chairperson takes a
very active role in faculty development. Varied programs
help faculty members increase their knowledge and skills in
ways that complement departmental goals, with the additional
benefit of increasing individual competencies.

The role a department chairperson chooses to assume may

be influenced by his or her personality, the makeup of the
department, and institutional constraints. In any event,
Tucker stresses the dual nature of faculty development: the
development of the individual faculty member and the
development of the department.

Boice (1986) places a great deal of emphasis on the role
of the department chairperson in faculty development when he
suggests that the chairperson should address the problem of
mid-career, disillusioned faculty members. By engaging these
persons in significant activities and productive
conversation, the chairperson may be able to take these less-
productive faculty members and reengage them in their faculty
role.

While some might tend to downplay an emphasis on the
chairperson's interpersonal skills, Solmon and Tierney's
(1977) national study of administrative job satisfaction
discovered that, when interpersonal behaviors were
emphasized, satisfaction levels rose. And, as Hoshmand and
Hoshmand (1988) note, "collegial recognition and credit for
contributions represent a motivational approach different
than regulation with extrinsic contingencies" (p. 25).

The same can be said for the chairperson as a developer
of faculty. Hoyt and Spangler (1979) studied chairpersons at
four universities and found that faculty development, faculty
morale, and faculty work loads were all positive influences
on the relationship between the chairperson and the faculty.
In addition, Coltrin and Glueck (1977) and Glueck and Thorp
(1974) report that the satisfaction of research faculty and
their chairperson is directly linked to the chairperson's

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communication skills (accuracy, completeness, and frequency)
and his or her interest in the faculty member's work and
attempts to recognize and reward that work. Finally, Madron,
Craig, and Mendel (1976) found that the morale of a
department is influenced by the amount of consideration shown
to faculty members by the chairperson. That is, the greater
the consideration, the higher the morale.

While we want to be careful about over-generalizing on
the basis of these studies, we do need to acknowledge the
critical role of the department chairperson's interpersonal
skills and the importance of the chairperson's involvement in
faculty development. Both appear to be important in
determining the chairperson's and faculty members'
satisfaction.

SUMMARY

In their seminal study on faculty mobility, Caplow and
McGee (1958) argue that "the 'push' of academic migration is
stronger than the 'pull'"(80). In other words, faculty
members are more likely to seek out and respond to outside
offers because of dissatisfaction with their present
employment situation than they are to be enticed to leave
simply by the lure of greener pastures (Matier 1988).

Caplow and McGee also argue that job satisfaction is a
critical issue in faculty retention. Those faculty members
who are satisfied with their job -- the courses they teach,
the support they receive for their research and other work,
and the potential for advancement they perceive, etc. -- will
be less likely to leave their institution when presented with

another job offer than will dissatisfied faculty members. It stands to reason, then, that an attempt to increase faculty retention must begin by identifying those factors which influence job satisfaction.

At the conclusion of the Herzberg (1968) study, five factors were identified as being strong influencers of job satisfaction: achievement, recognition, work itself, responsibility, and advancement. These items became known as "satisfiers." At the same time, an entirely different set of factors were identified as being "dissatisfiers," strong determinants of job dissatisfaction: company policy and administration, supervision, salary, interpersonal relations and working conditions. Herzberg chose to call the satisfier elements "motivators" since they tended to serve to motivate the employee to high quality performance and effort. The dissatisfier elements were termed "hygiene factors," a term borrowed from the medical world where hygiene means 'preventative and environmental', because these factors describe the work environment and essentially prevent job dissatisfaction while exerting little influence on positive job attitudes.

More recently, Matier (1990) identified 33 separate items which influence faculty members' decisions to stay in their present positions. These items were then grouped into three categories: tangible benefits (cash salary, teaching/research load, etc.), intangible benefits (reputation of institution and department, etc.), and nonwork-related benefits (geography, proximity to family and friends, etc.). Matier's tangible benefits are similar to

Herzberg's hygiene factors and his intangible benefits generally correspond to Herzberg's motivating factors.

The question can therefore be raised: What is it that makes faculty members satisfied in their job, thus reducing the likelihood of an exit to join another institution? If the elements of job satisfaction can be determined, an institution wanting to heighten the job satisfaction of its faculty members, and also increase the retention rate, will know how better to do so.

Of equal interest is the role of the department chairperson/unit administrator in this process. Herzberg, Mausner and Snyderman (1959) found that the supervisor was often a point of focus when an employee was dissatisfied but he or she was seldom mentioned when the employee was content. The exception, however, was the frequent mention of the supervisor as the source of recognition and affirmation for successful work. They also noted that "it is likely that a successful supervisor was often instrumental in structuring the work so that his subordinates *could* realize their ability for creative achievement" (135).

This being the case, it may be that the two most important tasks of the supervisor are to commend employees for the successful completion of their work and to plan and organize the work in such a way that the employees will be able to be creative and successful in doing it. But, do all department chairpersons conduct themselves in a similar fashion, regardless of the kind of department or discipline they represent? Biglan (1973a) would answer, No. Department chairpersons will tend to view their task differently, and

demonstrate considerable variance in emphases, depending on the type of department and/or discipline in which they find themselves.

While faculty members value the concept of academic freedom, most will also acknowledge that there is a measure of supervisory control exercised by the department chairperson. Given this supervisory relationship, and since most faculty members will, at some point, bring a job offer to the attention of the department chairperson, questions focusing on the role of the department chairperson in faculty retention naturally arise.

It is these two issues, the determination of job satisfaction elements that lead to a decision to remain and the role of the department chairperson in that decision, that are the focus of this study.

CHAPTER III

METHODOLOGY

Scholars of higher education recently have been given to pessimistic and ominous predictions concerning the future of the academic marketplace (Bowen and Schuster, 1986). Increasing rates of retirement are expected to intersect with declining entries into college and university teaching to create a shortage of new faculty members. A reasonable expectation, therefore, is an increasing emphasis on attempts to entice faculty already employed at one institution into leaving that position to accept a position at another institution or organization.

As the market for faculty shifts into a seller's market, a university will have to work harder to retain its faculty members when they receive job offers from other institutions and organizations. The purpose of this study is to identify those elements, especially those related to job satisfaction and the role of the department chairperson, which influence faculty members' decisions to remain at Michigan State University when offered another job opportunity.

RESEARCH QUESTIONS

Two research questions guided this study:

Research Question #1:

What are the major factors which influence faculty members to remain at their present university when given a job offer by another institution or organization? While acknowledging that there are many influences which come into

play when a faculty member is making a decision to stay or leave, we are particularly interested in identifying those influences which the institution can affect.

Research Question #2:

What is the influence of academic leadership, and particularly the department chairperson/unit administrator, in faculty members' decisions to stay in their present position? How a department chairperson responds to the news of a faculty member's offer may play a part in whether or not the faculty member accepts or rejects the new offer.

DESIGN

Studies of faculty retention have been done in two ways. One way is to interview faculty members who had received and accepted job offers from another institution and ask what it would have taken for them to remain at their previous institution. The other way is to seek out faculty members who have received and rejected external job offers to discover the reasons for their decision to remain in their present institution. The latter approach was used in this study.

INSTRUMENTATION, POPULATION AND SAMPLING

The primary large-scale information-gathering device in this study was a survey instrument, the Faculty Mobility Survey (see Appendix A), developed by a research team headed by Dr. Kathryn Moore and Dr. Philip Gardner. The questionnaire, consisting of approximately seventy-five items, looked at academic appointment and general job

satisfaction; the likelihood of leaving for another job; salary and benefits; dual career opportunities and constraints; issues of concern at Michigan State University; and demographic information.

Not all of the items were equally relevant to this particular study. However, there were two key parts to the survey. In Part I, Question 8, respondents were asked to use a 5-point Likert scale to indicate how satisfied or dissatisfied they felt about each of thirty-one aspects of their job at Michigan State University. The other critical element of the survey was Part II, Question 3. This question was modeled after, and modified from, Matier's (1990) survey and contained a list of forty-four factors that might be taken into account when deciding to leave the university. Faculty were again asked to use a 5-point Likert scale to indicate the relative degree of importance each factor could have in making a decision to leave the institution.

The population for the survey portion of the study consisted of all tenured, tenure-stream, and specialist faculty members at Michigan State University, a Carnegie classification Research I institution located in East Lansing, Michigan. Labels giving the name, position, and campus address of each faculty member were provided by the Office of the Assistant Provost for Academic Human Resources. After removing the names of those faculty members who were not available during the survey period, the final population consisted of 2,051 faculty members distributed across fourteen colleges and seventy-nine departments in the University.

On the last page of the survey sent to each faculty member was a form which allowed them to indicate a desire to participate in a follow-up study on faculty mobility. Those faculty members who had received a job offer within the past two years, and who were willing to participate in a decision study on job offers, were asked to complete the form and return it in a separate envelope.

In addition, a letter was sent to all seventy-nine department chairpersons at Michigan State University. This letter asked whether they had engaged in a conversation with one or more of their faculty members concerning outside job offers within the previous two years. Those chairpersons who had been part of such a conversation, and who were willing to talk about it, were asked to return a response-device included with the letter indicating their willingness to participate and on which they were to write their name, department and telephone number. The result was two self-identifying samples, one of faculty and a second of department chairpersons who had direct involvement with external job offers and were willing to talk about the decision-making process involving those offers. No attempt was made to match a faculty member with his or her department chairperson or vice versa.

DATA COLLECTION

Survey. With respect to the Faculty Mobility Survey, a three-stage mailing process (Dillman 1978) was used in an attempt to maximize participation and assure accurate results. The first mailing went out between March 4 and

March 8, 1991 and was sent to a total of 2,051 faculty members at Michigan State University. This mailing consisted of a cover letter signed by Dr. Kathryn Moore, Professor of Educational Administration, Dr. Philip Gardner, Research Administrator for the Collegiate Employment Research Institute, and Dr. Linda Forrest, Professor of Counseling, Educational Psychology, and Special Education (see Appendix B), a copy of the questionnaire, and a preaddressed return envelope for use in returning the completed questionnaire via the campus mail system.

A record of all names and addresses of faculty being surveyed was made and an identification number was assigned to each. This identification number was then placed on the bottom of the second-to-the-last page of the questionnaire and utilized for follow-up purposes. Access to this record book was controlled to maintain the confidentiality of participants.

A follow-up postcard (see Appendix C), signed by the investigators, was mailed to all faculty on April 10, 1991. A second letter (see Appendix D) and another copy of the questionnaire were sent to all nonrespondents on April 30, 1991. Finally, personal notes to select faculty colleagues were sent out between May 20 and 24, 1991. These notes were written and signed by either Dr. Moore, Dr. Gardner, or Dr. Forrest.

Uniform procedures were established and followed pertaining to the handling of return questionnaires. All questionnaires were returned to the Collegiate Employment Research Institute, a neutral site which conducts numerous

surveys every year and is well-equipped to deal with a study of this size. When a new batch of questionnaires was delivered to the Institute, one of the Project Directors would check to make sure the last page of the survey form had been removed. This page was used by those willing to participate further in the study of on faculty mobility and asked them to include their name and address. In those instances where the form had been completed and left attached to the survey, it was removed by the Project Director to protect the confidentiality of the faculty member. The date of the receipt of the questionnaire was then recorded beside the respondent's name in the record book.

A usable response of 50.6% was achieved. Table 1 provides a distribution of the faculty at the University as a whole and of the faculty who participated in the survey. Table 2 shows the distribution of respondents by college. The distribution of the survey respondents, when compared to the distribution of all faculty members in the university indicates that the survey results have a high degree of validity. The distribution of respondents by college also indicates a high degree of validity. As a result, we can say that the results of this survey of the faculty of Michigan State University are valid due to the representative number of faculty that chose to participate in the survey.

The coding and entering of the data provided by the questionnaires was carried out between June and September, 1991. Three experienced student employees from the Collegiate Employment Research Institute, working under the direction of Dr. Gardner, were employed to do data entry.

All work was done in space and on equipment provided by the
Research Institute.

Table 1. Distribution of Faculty

	% of University Population	% of Sample
Rank:		
Professor	54.1	54.6
Associate Professor	27.1	25.1
Assistant Professor	14.9	16.6
Specialist	3.9	3.6
Gender:		
Male	77.7	76.0
Female	22.3	24.0
Race:		
African-American	4.2	3.3
White	89.0	90.2
All Others	6.7	6.5
Status:		
Tenured	80.3	78.8
Years at University:		
$\leq$ 10 years	33.6	36.5
11-19 years	27.2	28.3
$\geq$ 20 years	39.2	35.2

Table 2. Survey Response Rate by College

College (Primary Appointment)	Usable Responses #	%	% of College Faculty
Agriculture and Natural Resources	172	16.8	60
Arts and Letters	128	12.5	39
Business	60	5.9	43
Communication Arts	39	3.8	59
Education	95	9.3	63
Engineering	57	5.6	42
Human Ecology	33	3.2	57
Human Medicine	64	6.3	46
James Madison	8	0.8	32
Natural Science	134	13.1	41
Nursing	12	1.2	54
Osteopathic Medicine	42	4.1	51
Social Science	111	10.8	50
Urban Affairs	3	0.3	--
Veterinary Medicine	42	4.1	51
Non-College Faculty	9	0.9	69
Other	15	1.3	44

Faculty Interviews. A total of 202 of the faculty members completing the survey indicated the receipt of one or more job offers in the period between September 1, 1989 and March 1, 1991. Of this number, thirty-nine (19%) faculty members returned the form indicating a willingness to participate further in the study. All faculty members who returned the participation form were sent a letter (see Appendix E) inviting their participation in an interview and informing them of the fact that some of the data from the survey and interviews would be used in a dissertation. The

letter, signed by Dr. Kathryn Moore, was followed by a
telephone call by the interviewer to arrange a time for the
interview.

Of the thirty-nine faculty members who indicated an
initial willingness to participate further, twenty-five (64%)
were actually interviewed as a part of the study. The
remaining fourteen faculty members either declined
participation when contacted by the researcher or were
dropped from the study because, despite numerous attempts to
contact them, they were unavailable. Of those who chose not
to participate, four cited a lack of time for the interview,
two suggested that there had been a mistake because they had
not indicated a willingness to participate further, and three
denied having received job offers in the previous two years.
Of the interviewees, eight (17%) were female and seventeen
(68%) were male. Table 3 provides the distribution of
interview participants by faculty rank.

Table 3. Interviewees by Faculty Rank

Faculty Rank	Interviewees	
	#	%
Professor	11	44
Associate Professor	6	24
Assistant Professor	8	32

A semi-structured protocol was developed to guide the
interviews with faculty members (see Appendix F). By using a
semi-structured interview, one can be confident of getting
comparable data from numerous subjects (Bogdan and Biklen

1982). Also, the use of a semi-structured interview protocol allows the interviewer to maintain control over the general direction of the interview while allowing the interviewees to tell their stories in their own words. The use of semi-structured interviews has been successfully employed in several national studies of institutional leaders, most notably the Institutional Leadership Project, a five-year longitudinal study of leaders in institutions of higher education, conducted as part of the National Center for Postsecondary Governance and Finance (Birnbaum, Bensimon and Neumann 1989; Neumann in press).

All of the interviews, with one exception, were conducted in the campus office of the interviewee. It was felt that, by interviewing the faculty member in his or her own office, there would be a greater sense of comfort which would allow for a better interview (Hammersley and Atkinson 1989). The singular exception to this practice came at the request of the interviewee who found it more convenient, because of campus responsibilities near the interviewer's office, to meet there.

Before conducting the interview, the interview protocol was pretested. Three interviews were conducted with faculty members not included in the interview sample. These interviews resulted in minor changes in some of the questions to enhance their clarity and constructive comments to the interviewer concerning the manner of conducting the interviews.

At the time of the telephone call to arrange for an interview, the interviewee was reminded of the purpose of the

requested interview, assured of confidentiality in the interview and report process, and asked to give forty-five minutes to an hour for the interview. The majority of the faculty interviews took place between May 31 and June 14, 1991. Schedule conflicts caused six interviews to be delayed with all faculty interviews concluded by July 17, 1991.

Upon arriving for the interview, the interviewer reviewed the purpose of the study and the interview and asked the faculty member to read and sign a waiver form (see Appendix G) before beginning. While the waiver gave the interviewer the right to audio-tape the interview, it was explained that, during the pretesting of the interview protocol, a decision was made to eliminate audio-taping in favor of interviewer note-taking. When the form had been signed and returned to the interviewer, the conversation would begin.

Each interview began at the same point: with a request to the interviewee to describe in detail his or her most recent job offer from another institution or organization. From that point on, however, each interview was shaped by the comments of the interviewee and the questions of the interviewer. The majority of the interviews were conducted within the forty-five to sixty minute time-frame. Several of the interviews took between one and one and one-half hours while two of the interviews extended to nearly two hours in length. Only one interview failed to take forty-five minutes.

After the interview, a brief thank-you note was written by the interviewer and sent, via campus mail, to the faculty

member who had been interviewed. Also, as soon as possible after the completion of the interview, the field notes of the conversation were transcribed by the interviewer into a more complete record of the interview. The transcription of the interview was coded, and kept in a secure area along with the field notes, in order to ensure confidentiality.

Department Chairperson Interviews. In late May, 1991, a letter was sent to all seventy-nine department chairpersons at Michigan State University (see Appendix H). Signed by Dr. Kathryn Moore, Professor of Educational Administration, this letter was designed to identify department chairpersons who had conversations with one or more of their faculty members concerning outside job offers. Those who had engaged in such a conversation were asked to self-identify by means of a response device included with the letter. All department chairpersons who were willing to be interviewed were instructed to return this form to the office of the interviewer.

Nine department chairpersons, eight men and one woman, indicated having job offer conversations with faculty members in their departments and a willingness to be interviewed concerning those conversations. No attempt was made to pair interviewed faculty with their department chairpersons.

Interviews with the department chairpersons were conducted in a semi-structured format similar to that used with faculty members (see Appendix I). All of the interviews took place in the offices of the department chairpersons. Most of the interviews were completed within the forty-five to sixty minute time requested; none of the interviews went

longer than one hour and twenty minutes. All of the interviews with department chairpersons took place between June 24 and July 11, 1991.

Upon receipt of a department chairperson's willingness to participate in an interview, a telephone call was made to arrange a time for the interview. Upon arriving for the interview, the interviewer reviewed the purpose of the study and the interview and asked the department chairperson to read and sign a waiver form (see Appendix J). While the waiver called for an audio-tape to be made of the interview, it was explained that an earlier decision had been made against such taping in lieu of note-taking by the interviewer. When the form had been signed and returned to the interviewer, the conversation would begin.

Each interview began at the same point: with a request to the interviewee to describe in detail the most recent conversation with a faculty member who had received an outside job offer. From that point on, however, each interview was shaped by the comments of the interviewee and the questions of the interviewer. After the interview, a brief thank-you note was written by the interviewer and sent, via campus mail, to the department chairperson who had been interviewed. Also, as soon as possible after the completion of the interview, the field notes of the conversation were transcribed by the interviewer into a more complete record of the interview. The transcription of the interview was coded, and kept in a secure area along with the field notes, in order to ensure confidentiality.

ANALYSIS OF INTERVIEW DATA

Faculty member interviews were analyzed with special attention being paid to the job offer and the offering institution, issues relating to academic life and job satisfaction, nonwork factors which may be influential in making a decision to leave or stay, and interaction about the job offer between the faculty member and his or her chairperson.

Discussion concerning the job offer and the offering institution focused on the institution extending the new offer, the details of the job and how they compared to the present job, and the financial packages of the new and current jobs. A preliminary glimpse into the issue of job satisfaction was found in questions which focused on the attractive features of the job offer and those factors which led to a rejection of the offer.

Academic life and job satisfaction issues, as well as nonwork factors, were focused on research question #1, which asked about the major factors which influence a decision to remain at the present institution. Academic life and job satisfaction issues revolved around perceived potential for promotion, job variety, institutional resources, institutional and departmental reputation, colleagues, and recognition for one's work while nonwork factors included the influence of climate and geography, children and/or parents, and spouse or significant other. Conventional wisdom would indicate that satisfied faculty are more inclined to remain at their present institution while their dissatisfied colleagues will be more inclined to leave. Variations on

this normal expectation will be examined to determine if there are additional factors, other than job satisfaction, which cause faculty members to remain at their present institution.

Discussion about the interaction between the faculty member and his or her chairperson concerning the job offer relates specifically to research question #2, the influence of the department chairperson in a faculty member's decision to remain at Michigan State University. When the faculty member informed the chairperson of the offer and the response of the administrator, as well as the contents of MSU's counter-offer, were the essential contents of this area. In an attempt to maintain a balanced perspective, department chairpersons were also interviewed concerning their interaction with faculty members from their departments who had received job offers. No attempt was made to interview the respective chairpersons of the faculty members interviewed.

ANALYSIS OF SURVEY DATA

The core of this study is the interviews with individual faculty members. In addition, material having to do with job satisfaction and reasons to leave an institution, elements of the Faculty Mobility Survey, have also been used. No attempt was made to link specific surveys with interviewed faculty.

In analyzing the data from the survey, the sample was limited to faculty holding academic rank in one of the colleges and does not include specialists or those few

faculty who do not have academic appointment in a college. Initial analysis involved the development of a general understanding of job satisfaction and the reasons to leave an institution through the use of means and distributions.

Once a basic understanding began to emerge from the data, addition analysis was done to determine if there were variations due to rank (full, associate or assistant professor), gender (male or female), group (whether the position called for 50% or more time given to instruction, research, extension, administration, or a balance), interest in leaving (want to leave, not sure or want to remain) or college.

Where appropriate, the Statistical Package for the Social Sciences (SPSS) was used to generate frequency distributions, factor analyses and ANOVAs.

LIMITATIONS

Dillman (1978) notes that there are general limitations to the mail questionnaire approach to survey research. Among the general limits he points out are the difficulty of answering questions without the presence of an interviewer to clarify responses and the limited success in avoiding item nonresponse.

Hammersley and Atkinson (1989) call attention to some limitations to the interviewing process. The simple presence of the interviewer may hinder the free expression of the interviewee. Similarly, the researcher must guard against verbal and nonverbal cues of assent or disagreement being given to the interviewee since these could serve to influence

his or her future responses. Finally, especially in those instances where the interview is not being recorded, attention lapses on the part of the interviewer may result in incomplete notes and observations.

One limitation of this particular study is its focus on faculty mobility at a Research I institution, as defined by the Carnegie Foundation for the Advancement of Teaching (1987). Because there is such a great difference between a Research I university and a Liberal Arts II college, this study cannot be generalized to any university or college but is most useful for Research I universities.

Secondly, this study is particularly focused on faculty who received a job offer from an outside institution or organization and chose to remain at Michigan State University. The results are limited, therefore, in that the study does not include faculty who have received job offers and have chosen to leave the university. Their input concerning what it would have taken to keep them at Michigan State University has not been added to the data. This limitation, though recognized early in the process, could not be eliminated due to financial and time constraints placed upon the study.

A final limitation of the study has to do with the self-identifying nature of the faculty and department chairperson interviewees rather than a more scientific sampling of the population. This self-identifying component limits the study to those faculty members and department chairpersons who are willing to surrender an hour to talk about something that took place in their recent past.

CHAPTER IV

RESULTS

Several questions in the survey were designed to elicit
the willingness of faculty members to move to a new position.
Just over half of the faculty members (56%) indicated an
intention to remain at the university. Of the remaining
number, 23% were interested in leaving and another 21% were
uncertain as to their intentions.

When asked to assess their situation at MSU and the job
market in their particular field, faculty members were then
asked to note the actions they might take in the next two
years. The largest number planned to remain at MSU (49%)
while another 11% said they planned to retire. An interest
in taking a similar position at another university was
indicated by 23% and the remaining 17% said that they would
be willing to explore new job opportunities but were
unwilling to commit to leaving the university.

No matter how the question is asked, nearly one-quarter
(23%) of the faculty at Michigan State University are
actively desirous of leaving. With another 17-21% being
uncertain but open to the possibility of leaving MSU for
another position, it is conceivable that over 40% of the
faculty members at Michigan State University could leave over
the next two years. Clearly, faculty retention is of
critical importance.

The purpose of this study is to identify those elements,
especially those related to job satisfaction and the
department chairperson, which influence faculty members'

decisions to remain at Michigan State University when offered another job opportunity. A survey of the regular faculty of Michigan State University, plus interviews with some faculty members who had received job offers, provided the data for this study.

JOB SATISFACTION AT MSU

Overall job satisfaction among faculty members at Michigan State University is high with 74.9% of the faculty reporting that they were "somewhat" to "very satisfied" with their job. While over half of the faculty members in each of the colleges are satisfied with their job, the most satisfied faculty members can be found in the Colleges of Agriculture and Natural Resources (82.3%), Education (81.3%) and Natural Science (80.7%).

Two of the colleges registered a fairly high number of faculty members who said that they were somewhat to very dissatisfied with their job. One-fifth (20.5%) of the faculty members in the College of Veterinary Medicine and nearly one-third (30.4%) of the College of Arts and Letters faculty are unhappy in their jobs. (It should be noted that 66.7% of faculty in the College of Veterinary Medicine and 57.6% of faculty in the College of Arts and Letters report being satisfied with their job). The lowest percentage of dissatisfied faculty (7.8%; 76.5% satisfied) is found in the College of Engineering.

In addition to an overall job satisfaction rating, faculty members were also asked to rate an additional thirty aspects of the work environment which influence one's

satisfaction with the job. Those aspects which received the highest job satisfaction ratings (percent reporting somewhat to very satisfied) included:

The authority I have to make decisions about content and methods in the courses I teach	92.5
My job security	86.9
My benefits, generally	78.3
The authority I have to make decisions about what courses I teach	77.5
Quality of graduate students whom I have taught here	72.3

Those aspects which received the lowest job satisfaction ratings (percent reporting somewhat to very dissatisfied) included:

Time available to work on scholarship and research	51.9
Relationship between administration and faculty at Michigan State University	51.2
Availability of support services (including clerical support)	44.4
Quality of chief administrative officers at Michigan State University	43.9
Research assistance that I receive	40.9

Factor analysis of thirty aspects of job satisfaction provided six broad areas of grouping: institutional quality, work load, institutional support, instruction, career outlook and compensation. Table 4 shows the latent factors and related information and Appendix K provides the factor loading for each variable. Faculty members are generally satisfied with instruction, career outlook and compensation while greater dissatisfaction is evidenced for institutional quality, work load and institutional support.

Table 4. Latent Factors for Job Satisfaction

Latent Factors	% Variance Explained	Cronbach's Alpha	Mean
Inst. Quality	26.2	.787	3.10
Work Load	8.1	.808	3.21
Inst. Support	7.1	.696	3.16
Instruction	5.2	.690	3.79
Career Outlook	4.8	.661	3.72
Compensation			3.73

Table 5 depicts job satisfaction levels across various faculty characteristics. Comparisons using ANOVA procedures found differing levels of job satisfaction according to academic rank, gender, group and interest in leaving. An additional ANOVA explored differences by the college of a faculty member's primary appointment (see Table 6).

Institutional Quality. Significant differences were discovered for gender ($F=6.062$), group ($F=2.891$), and interest in leaving ($F=60.872$). Those most satisfied with the institutional quality of MSU included women, faculty members with administrative and extension appointments, and faculty who had no desire to leave the institution. Dissatisfaction with the quality of the institution was seen in those faculty members most committed to leaving. Among the colleges, faculty members in the Colleges of Human Ecology, Agriculture and Education were most satisfied with the institutional quality while those in Social Science and Arts and Letters were least satisfied ($F=4.462$).

Table 5. Levels of Job Satisfaction with Relation to Selected Faculty Characteristics
(Means)

Characteristic	Institutional Quality	Work Load	Institutional Support	Instruction	Career Outlook	Compensation
Overall	3.10	3.21	3.16	3.79	3.72	3.73
Rank:						
Professor	3.10	3.46	3.23	3.89	3.98	3.76
Associate	3.08	2.87	2.94	3.69	3.54	3.62
Assistant	3.11	2.93	3.26	3.57	3.49	3.80
Gender:						
Male	3.07	3.36	3.26	3.82	3.49	3.74
Female	3.19	2.65	2.95	3.67	3.81	3.69
Group:						
Instruction	3.00	2.99	2.99	3.79	3.50	3.53
Research	2.10	4.01	3.47	3.80	4.02	3.76
Extension	3.27	3.02	3.03	3.72	3.56	3.98
Administration	3.35	2.99	3.32	3.89	3.91	3.99
Balance	3.08	3.18	3.14	3.76	3.75	3.77
Interest in Leaving:						
Want to go	2.67	2.75	2.75	3.49	3.28	3.36
Unsure	2.94	2.94	3.03	3.67	3.48	3.50
Want to stay	3.33	3.50	3.38	3.95	4.01	3.97

Table 6. Levels of Job Satisfaction with Relation to Individual Colleges (Means)

College	Institutional Quality	Work Load	Institutional Support	Instruction	Career Outlook	Compensation
Agriculture	3.30	3.38	3.29	3.95	3.98	3.98
Arts & Letters	2.86	2.95	2.69	3.72	3.61	3.29
Business	3.01	3.44	3.35	3.69	3.75	3.72
Communication Arts and Science	3.18	3.35	3.54	3.96	3.86	3.47
Education	3.26	3.42	3.36	3.91	3.73	3.70
Engineering	3.07	3.19	3.20	3.72	3.74	4.06
Human Ecology	3.57	2.77	3.07	3.98	3.73	3.97
Medicine[1]	3.06	3.10	3.05	3.64	3.51	3.93
Natural Science	3.01	3.35	3.35	3.70	3.78	3.69
Social Science[2]	2.91	3.10	3.04	3.73	3.51	3.48
Veterinary Medicine	3.01	3.07	2.68	3.53	3.20	4.11

[1] Includes Colleges of Human Medicine, Osteopathic Medicine and Nursing.

[2] Includes College of Social Science, James Madison College and Urban Affairs Programs.

Work Load. The faculty members most satisfied with their work load were those whose load included a 50% or more allocation to research. The most dissatisfied faculty members in relationship to work load were associate professors, women, those whose primary responsibilities were either instruction or administration, and those wanting to leave (rank: $F=14.425$; gender: $F=35.023$; group: $F=24.480$; and interest in leaving: $F=41.094$). Faculty members in the Colleges of Business, Education, Communication Arts and Sciences, Natural Science and Agriculture were the most satisfied with their work load. Faculty members in Human Ecology and Arts and Letters were the least satisfied ($F=2.782$).

Institutional Support. Full professors and assistant professors found themselves satisfied with the level of institutional support, in contrast to their dissatisfied associate professor colleagues ($F=4.524$). At the same time, men, faculty members with research appointments, and faculty members planning on remaining were much more satisfied with the level of institutional support than were female faculty members, those with teaching appointments and those wanting to leave (gender: $F=4.349$; group: $F=4.499$; interest in leaving: $F=29.444$). Satisfaction with institutional support was highest in the Colleges of Communication Arts and Sciences, Business, Education and Natural Science and lowest in the Colleges of Veterinary Medicine and Arts and Letters ($F=5.178$).

Instruction. The highest general level of job satisfaction is found in the area of instruction (mean=3.79).

Greatest satisfaction levels are found among full professors (F=6.221) and faculty members planning on remaining at Michigan State (F=27.406). The faculty members in the Colleges of Human Ecology, Communication Arts and Sciences and Agriculture are the most satisfied with the instructional dimension while the faculty members in the College of Veterinary Medicine are the least satisfied (F=2.564).

Career Outlook. Faculty members at Michigan State University are, in the main, generally satisfied with their career potential. As might be expected, full professors (i.e., those who have already achieved tenure) expressed a high degree of satisfaction in this area (F=11.136). At the same time, faculty members who intend to stay in their present position are also very satisfied with their career potential (F=48.338). Dissatisfaction in the area of career potential exists for women (F=8.319), faculty members with primary teaching and extension assignments (F=6.380) and, not surprisingly, those wanting to leave the university. Nearly all of the colleges have high levels of faculty satisfaction concerning career outlook. The single exception is the College of Veterinary Medicine where faculty members report the lowest level of job satisfaction (F=3.512).

Compensation. Although salary and benefits can be a frequent topic of discussion, and complaining, among faculty members, most MSU faculty members appear to be generally satisfied with compensation levels. While the difference was not significant, assistant professors report the highest level of compensation satisfaction. Only faculty members with teaching appointments and those wanting to leave had

significantly lower job satisfaction levels (F=4.469 and F=3.943, respectively). The highest levels of compensation satisfaction among the colleges were found in the Colleges of Veterinary Medicine, Engineering and Agriculture. Faculty members in the College of Arts and Letters, along with those in the Colleges of Communication Arts and Sciences and Social Science, were the least satisfied with their compensation (F=6.328).

While faculty members may, in general, be satisfied with their jobs at Michigan State University, it must be recognized that not all faculty members are equally happy or taken with the idea of remaining. Women, faculty members holding appointments with a primary emphasis in teaching and, to a slightly lesser extent, associate professors all tend to be less satisfied with their jobs. Of course, those faculty members who are desirous of leaving are consistently less satisfied with their job at Michigan State University.

THE PROCESS OF MENTAL ACCOUNTING

Many of us have been told, when facing a particularly important decision, to take a piece of paper, draw a line down the middle from top to bottom, and label one side, 'reasons for,' and the other side, 'reasons against.' Having deliberately thought through and recorded the reasons why one should and should not do something, the conventional wisdom is that the right decision will be obvious. Would that decision-making were that easy!

As anyone who has been through a particularly difficult decision will be quick to tell, a simple listing of the

pluses and minuses of the options is seldom sufficient to bring one to the point of a decision. While evaluating the pros and cons of a decision may be helpful, there are many intangible factors, shadings of the pros and cons, that must be factored into the equation when making an important decision. This process of "mental accounting" (Bazerman, Loewenstein and White 1992) is clearly seen in the following account from an interview with a professor at Michigan State University.

> One year, I received three offers from three very different institutions. Two of them were fairly easy to turn down but the third was a different story. I very nearly left MSU with that offer.

> It began when I received a letter from the director of the program inviting me to apply for a particular position. It was a position virtually identical to the one I hold at MSU and I was going to write a routine letter declining further consideration. A few days after receiving the letter, however, the director called me to talk about the position. By the time we ended our conversation, I was more than a little interested.

> At their request, I sent my Vitae and, not long after, received a telephone call inviting me and my wife to fly out for an interview. They flew us out for a full week and really gave us the royal treatment. Every detail was cared for: I met with both students and faculty in the department, I saw various elements of the program in action, and I met with the dean. In addition, they arranged for a realtor to take us around and show us housing in the area and they provided us considerable information about schools, shopping, and vacations in the area. They were very well organized; they had really done their homework. We came back very impressed and quite excited.

> Two weeks later they called me with an offer. It included, among other things, a 15% salary increase, free tuition for my children, assistance in securing a teaching position for my wife, and a considerable operating budget for my program. In addition, the position involved less teaching than I do at MSU.

> There were three factors that made this job offer

particularly appealing. First, the department has an outstanding faculty; some of the finest in the country in this field. Second, they have outstanding facilities. There is absolutely no comparison to MSU's facilities. Finally, their concern for a quality program is seen in their tremendous scholarship program.

There were several reasons why I decided to stay at MSU. Colleagues, for instance, were very important. Several of my good friends on the faculty came to me and expressed their hope that I would stay here. Letters were written to the president, the provost, and the dean encouraging my retention. I was humbled by the swell of support that came from colleagues and the community (I have been very involved in community activities) urging me to remain at MSU.

Even more important to me were family considerations. My wife has a very good teaching position in the area, a position she enjoys very much. She was willing to make the move but she was not very excited about the difficulty of starting over in a school district.

None of our children, and we have three, wanted to make the move. Our son was entering his senior year in high school. I think that the senior year is very important and I didn't particularly want to deny him his final year with his friends. Our middle daughter, who was 14 at the time, made it very clear that she didn't want to leave -- in fact, she told us she wasn't going to leave her friends. She was very emotional about the issue and that made it difficult to even talk with her about it. It got to the point where we never talked about the possible move at dinner time because it was too unpleasant an issue to raise over a family meal. Our youngest daughter, still in elementary school, didn't have much to say about the whole thing. I think she kind of let her older siblings carry the ball.

We also had to admit, as we considered the impact of a move on our children, that we were really quite happy with the East Lansing schools. We feel our kids are really getting a pretty good education, though we definitely are paying for it with our high taxes. Though the taxes would be lower at the new location, the schools are still quite modern. We just did not find them to be very impressive in terms of the caliber of education.

There was another family factor -- my wife's parents. My wife is originally from the area and her parents are still living nearby. They had very mixed emotions, and so did we, about our moving out of the area. They finally agreed that they would 'try it' if we decided to

go. That would have been a hard separation, especially
for my wife, because her parents are getting older and
moving away from them at this time in their lives would
be very traumatic.

You know, there is something else and I feel a little
embarrassed saying it, I like the four seasons of
Michigan. I am not sure that I could be happy in a one-
season environment. And I have a hobby here which I very
much enjoy and which is heavily impacted by the changing
seasons. I don't know how I would keep my hobby if I
were to move to a non-changing climate. I suppose I
would make adjustments but the idea was not very
appealing.

In the end, however, I decided to turn down the offer.
The decision was based, in part, on the fact that MSU
matched the offer I had been given. More importantly,
though, was the fact that MSU addressed my concerns about
the program here. That doesn't mean that I ignored all
of the issues I just told you about. Not at all. We
agreed that we could adapt to almost any situation. It's
just that when you are in a secure position, you tend to
look more carefully and ask more questions before you
make your decision.

It is clear, as this account illustrates, that a major
decision such as a change of job takes into account a number
of different factors. The pluses of the new job are arrayed
against the minuses of the present working situation. This,
in turn, is multiplied by the opportunities a new job and
community provide which is then divided by the amount of
trauma a move would cause the family members. And the
equation, in this instance at least, came out in favor of
Michigan State University.

Interviews with faculty members at Michigan State
University revealed a number of factors which influenced a
decision to remain at MSU when given the opportunity to work
elsewhere. Of the interview participants in this study,
nineteen (76%) indicated the receipt of a formal, written job

offer from another institution or organization. The six
(24%) remaining participants who had not received an offer
did engage in significant conversation, usually including a
site visit, with another institution or organization before
withdrawing from further consideration. Interview questions
focused on retention features of the present employer, the
influence of non-work factors in the decision to accept or
reject an outside offer, interaction with and the response of
the faculty member's department chairperson, and the job
offer and the offering institution.

RETENTION ISSUES/ACADEMIC LIFE AT MSU

Potential for Promotion and Tenure. When moving
from one institution to another, Allison and Long (1987)
discovered that some two-thirds of assistant professors
receive a promotion to associate professor in the move. At
the same time, approximately one-half of the associate
professors moving to a new institution also receive a
promotion to full professor. Of the six assistant and five
associate professors interviewed at Michigan State
University, only one, an assistant professor, was offered a
promotion as an enticement to move.

When these eleven faculty members were asked whether or
not the perceived potential for promotion at Michigan State
was a factor in deciding to stay, most responded in the
affirmative. As one assistant professor put it, "In talking
with my chairperson about the job offer and what MSU had to
offer me in the future, we did talk about the issues of
promotion and tenure. It was, and is, the perception of my

department chair, and I agree with him, that I will receive a promotion and tenure in due time. That perception was a factor in my staying at Michigan State."

An associate professor was equally confident. "I am not insecure about attaining full professorship. It is my goal. Why I want to do so is another story. Becoming a full professor makes no real difference, it simply gives you more prestige in the eyes of others."

Some indicated that the issue of promotion and tenure was not a concern at Michigan State University. As one associate professor said, "Promotion and tenure are not very big issues in my college. They are very selective in the hiring process here, that is where the real decision is made, and when you are hired it is assumed that you will be able to gain your promotions and tenure in the normal order of things."

Another associate professor casts a bit of a different light on the promotion and tenure process, and raises an issue of concern. "I am not worried about promotion at this place. The promotion and tenure process is very weak at MSU--and especially in this college. I know of a faculty member in this department who falsified some data when presenting the requested materials for promotion and tenure review and was still given tenure and a promotion in rank."

Only one faculty member, an assistant professor, seems to be apprehensive about the issue of promotion and tenure. "I am very uneasy about this. I have been here for four years but I have been in a tenure-stream appointment for less than a year. Now that I am in the tenure stream, nothing is

being provided me to help get tenure. I still have a very heavy teaching load and that takes away from research time. I am going to need a joint appointment with another department in order to get tenure here, in fact, they need to OK my papers for reappointment, but I am finding that it is very difficult to access other departments here."

It is difficult to accurately assess the degree of importance that the perceived potential for promotion and tenure play in a decision to remain at Michigan State. For nearly all of those who are still in the process of promotion and tenure, there is a high degree of confidence about being able to advance to the next rank and to attain tenure along the way.

Job Variety. Schuster (Schuster, Wheeler and Associates 1990) calls for allowing a faculty member to redesign his or her job at certain points in a career. In a similar vein, Baldwin (1990) writes that some faculty will, on occasion, want to make changes in the direction of a career.

Most of the faculty interviewed indicated that their present job contained a fair measure of variety and that the variety of the job was a factor in staying at Michigan State University. Several had been contacted about positions that were largely administrative. At that point, the varied nature of the present position was clearly more appealing than the more structured administrative position.

A senior professor in one of the medical schools put it very succinctly. "I like teaching. I also have a clinical practice which I enjoy. The offered position, which was more

administrative, would have kept me from those things which I really enjoy."

Another professor, reflecting upon three separate administrative position offers in less than two years, said, "As a full professor, I get to set a lot of my own research agenda and teaching schedule. I like the variety of my job. I enjoy teaching and working with students and I like to do research. The loss of the variety that naturally comes with a move into administration does cause me some concern."

Not everyone, however, shrinks away from the administrative aspect. One assistant professor came "with a joint appointment in the department and an institute. It results in a slightly lighter teaching load and a slightly heavier administrative load. I found it an attractive job when I was hired and I still find it attractive."

And at least one associate professor believes the potential for a new mix to be very important for his future at Michigan State. "My current position contains research, administration, and service. I would like to have the opportunity to do some teaching in coming years. I have talked about my desire with those above me and it appears that some teaching will be able to be arranged. That change is very important to me."

For some, job variety stretches beyond courses taught to include the beginning of new projects. A professor says, "The most interesting factor for me in the past ten years was the starting of the Center. It has given me a new outlook and revitalized my professional life." An associate professor sounds a similar note. "I like involvement in big

projects; they are the things that keep me here right now.
the most exciting thing I am doing right now is my work in a
Center. This is an interdisciplinary project that includes
education, research, and community service."

Several chairpersons also mentioned the value of job
variety as a factor in retention. One chairperson's comments
are indicative of the others. "There is a good working
environment in this unit. Faculty members have the freedom
to be creative in shaping their professional career. We work
hard at helping faculty members design their job to take
advantage of their professional interests and expertise, and
to allow for future changes."

Does a potential for variety in one's job make a faculty
member more likely to stay? It would appear so. Only two
faculty members said that job variety was not influential in
their decision to stay. More supportive of variety in the
job, however, is the comment of this long-term faculty
member. "I came to MSU with an undefined position. I stay
because I am able to define my own interests and roles. I
tend to stay because of the university. If I get bored, the
institution finds a way to recapture my interest and tap my
ability--whether to care for an administrative task or to
teach a course I enjoy."

Institutional Resources. An educational institution
is comprised of many things. Classrooms, faculty, a library,
offices and support staff, research laboratories and
supplies, and financial support for research and teaching all
combine to make an educational institution what it is. Do
these serve as factors in a decision to remain at the

employing institution? Faculty members and department chairpersons were asked what role these various institutional factors played in a decision to stay at Michigan State University.

For the most part, while acknowledging that one or more of these items did cross their mind, most faculty members did not find these to be very crucial issues. As one professor said, "Sure, these issues do play a part in the decision -- but they are not definitive."

Administrators, however, see the issue differently. Of the nine department chairpersons interviewed, every one included institutional resources as an element to be included in counter-offer negotiations. Financial support to cover travel and long-distance telephone calls, technical support and research assistants, and "bridging money" to support a faculty member's research during a dry spell in outside funding were all mentioned as important elements of an institution's resources which play a part in retention.

When looking at the responses of the faculty members to see if one area was viewed as being more important than another, it is clear that everyone has his or her own priority. A couple of faculty members spoke of a general dissatisfaction with all of the institutional resources. "If these play a part in the decision," remarked an assistant professor, "it is only in a negative way. There is no money here for anything. Offices, labs, library, classrooms -- they are all lacking. Our department is in terrible physical shape. And I don't see it getting any better in the near future."

Another assistant professor was equally negative. "Frankly, institutional resources are a real disincentive for my staying here. My office situation is deplorable and provides absolutely no incentive to stay. I need research facilities but I don't have any and it doesn't look like I'm going to get any soon. I could really use a research assistant but there isn't any money so I don't have one. About the only good I can say is that the library and classroom facilities are adequate."

In sharp contrast to the two assistant professors is the associate professor who quickly admits that "all of this is important and crucial in decision making. Michigan State is excellent in these areas, at least they have been until all of the fiscal changes began to be imposed."

Unlike these three faculty members, most of those interviewed felt that one area stood out from the others in importance but that it was not a major factor in a decision to remain. However, there does not appear to be any special reason for singling out a particular item other than its importance to the individual faculty member. For some, a loss of secretarial support is a major source of dissatisfaction. For others, a lack of institutional support for the upgrading of research facilities is seen as critical. For still others, meager in-house financial support for research results in discontent with the institution.

While institutional factors such as these may play a part in the decision to remain, it appears to be a minor part at best. For most faculty members, only one or two areas are viewed as important, and then not in a decisive way. While

institutional resources such as office and research facilities, libraries and classrooms, instructional and research support systems cannot be ignored, they also cannot be expected to carry the load of retaining faculty who have received a job offer from another institution.

Institutional and Departmental Reputation. Faculty members were asked whether or not their link with Michigan State University, or their affiliation with their particular department, influenced their decision to remain at the university. Most faculty members indicated that neither the reputation of the university nor the reputation of the department were major factors in their deciding to stay at Michigan State. While faculty members were not asked concerning the influence of their particular college's reputation in the decision, three did say that it was a factor in staying.

At the institutional level, only seven of the faculty members interviewed said that the university's reputation was a factor in staying. For one professor, the issue of loyalty to Michigan State, and his perception of the university's reputation, is rooted in the fact that MSU is his alma mater -- three times over! "It (MSU's reputation) was definitely a major motivator in my staying here. I have three degrees from MSU. I have been on the faculty at MSU for 21 years. I virtually bleed green and white. I care a great deal about this university and I guess that is why I continue to be here."

There are other reasons for one's loyalty to the university. An associate professor pointed out MSU's

research status as an influencing factor, but then followed
that comment with a caveat. "I really want to stay at a
major research institution. I just think I fit best in this
kind of place. However, if the right kind of position or
opportunity arises at a less prestigious institution, I will
consider it."

Another associate professor pointed to MSU's landgrant
status as a key point in staying. "The landgrant status was
essential in seeing the Center realized. Despite all of its
problems, this is really a pretty happy place to be. R-cubed
(the institution's effort to rebalance, refocus, and
revitalize) was tough on all of us; and to have some people
leave is hard. But this a laid back place where I can do
what I want because there is little or no tradition,
especially in my area. The vision here is one of innovation
and 'go for it.'"

As positive as these faculty members are, there are more
than twice as many who said that Michigan State's reputation
was not a factor in their decision to remain. While many
faculty members did not elaborate on their reasons why this
was so, two comments seem to represent the majority of the
feelings articulated.

An assistant professor expressed the concern that "MSU
does not have very high standards for its students. They let
in too many students with marginal academic records and they
pass students who do less than quality work. Frankly, they
seem to be more concerned about how their 'semi-pro' athletic
teams are run than they are about their academic output."

At the other end of the professorial spectrum, a

professor with many years of experience at Michigan State said, "I worry a lot about MSU's deterioration. We simply do not have the national reputation we once had. We may be productive but it is not like it used to be. We are not on the cutting-edge."

Of the faculty members interviewed, 28% acknowledged that Michigan State's reputation was a factor in their decision to stay while 44% said that their department's reputation was an issue in remaining. Six of the eleven who cited the department's reputation as a factor noted that their unit was at or near the top of the scale in national prestige and rank. As one professor said, "We may not be the fastest growing program in the country but we definitely get the better students. Our department is the best in the state and one of the best in the country. That is a sufficient reason for staying right where I am."

The other comment that surfaced on more than one occasion when talking with faculty members about their department's reputation had to do with departmental colleagues. This became a critical issue and will be explored more fully below.

When explaining why their department's reputation was not a factor in retention, some faculty members mentioned a decline in their department's output and prestige. An assistant professor remarked, "This was one of the top departments in my field only twenty years ago. But not any more; things have really changed. This department is not strong in comparison to other similar departments in the Big Ten."

And one professor sounded as if she had simply grown beyond her department. "The department is not that important to me any more. I have gone beyond in terms of contacts with colleagues; I now have colleagues across the nation."

Even though no question concerning the reputation of the college, and the college's influence in a decision to remain at MSU, was not asked, a few faculty thought it important enough to raise the issue themselves. "The college's reputation," said an associate professor, "was a very real factor in my decision to remain. This college is very unique; there are not many like it in the country. Because of my attraction to this college, I suspect that my next move will be more likely due to a desire for a new community than a desire for a new work place."

New administration in the college seems to offer new hope for at least one professor. "I haven't been too impressed with MSU's reputation, nor with my own department's. Neither were much of a factor in my staying here. Like most people in my unit, I tend to identify most with my discipline. But we have a new dean and I do feel better about the college. I think there is a problem here: most faculty have no contact with the administration. It is easy to feel antipathy and easy to get turned off by 'the system'. There is no sense of community here, although the new dean is doing better. It is easy to become myopic as a faculty member, wanting the college to do for you but not wanting to give anything back. I'm encouraged by what I see happening in the college and I would like to be a part of making this a better college in which to work."

Of the three reputations--university, college, and department--only one, the department, seems to play a consistently important role in faculty retention. But even this is not overwhelmingly significant since less than half of the faculty members interviewed indicated that it was a factor in their decision to stay at Michigan State. Similarly, none of the department chairpersons felt that university, college, or departmental reputations are a factor in faculty retention.

Colleagues. Nearly two-thirds of the faculty members and 56% of the department chairpersons interviewed said that one's relationship with colleagues was a factor in deciding to remain at MSU. As they talked about those relationships, faculty members began to suggest several kinds of collegial relationships.

First, there is the 'affirming colleague'. Several faculty members spoke of colleagues who stopped by to express their personal hope that their friend would stay at MSU. An associate professor readily acknowledged that the comments of colleagues were "very influential" in a decision to stay at MSU. "When my colleagues heard that I was considering a move, many came by and told me that they wanted me to stay. They would say things like, 'I sure wouldn't want you to leave us.' and 'We will really miss you if you leave.' It made me feel really good to have them say those things and it made me want to stay."

Second, there is the 'professional colleague'. This colleague is highly regarded for his or her professional competency and the invigorating environment that results from

that kind of relationship. An assistant professor noted the difference that this type of colleague made in his decision to stay at MSU. "We have a solid group of faculty in this department. They are all world-class; much better than those at the other institution. I probably spend about one hour a day talking 'shop' with my colleagues. Those are stimulating conversations and I would hate to give them up."

This same theme surfaced in the interview with a full professor. "Most of the faculty in this department are at the top of the field in this discipline. We have great philosophical discussions. We may have differences of opinion, and we even get into some pretty heated arguments, but we don't hold grudges against one another and we always respect one another. We have a good atmosphere for sharing ideas and working together. Its a friendly competitive atmosphere where we do not try to get ahead at the expense of our colleagues."

The third type of colleague is what we might call the 'working colleague'. "I have been leading a research team since 1986," said one professor. "We meet on a weekly basis and have developed a solid working relationship as colleagues. It is an interdisciplinary team and a real joy to work with. In a way, that team keeps me going. We provide our own set of rewards for one another. This team was extremely influential in my decision to stay at MSU. Not only could I not bear the idea of leaving them, I couldn't imagine doing my work without them at my side."

Yet not everyone is so enamored with their colleagues. A female associate professor in a predominately male

department was very frank in her response. "My male
colleagues try to denigrate me; they try to make me
invisible. And if I assert myself and make myself visible, I
am seen as being confrontational. I didn't stay here because
of my colleagues; I stayed here despite my colleagues!"

Another female faculty member talks about both attitudes
and office location as factors in a lack of colleagality. "I
am the only faculty member in my department whose office is
located on this side of the building. (Note: this faculty
member's office is located on a different level of the
building than the other faculty members in the department.
The office is in a very unsightly, difficult to locate,
poorly ventilated area of the building.) I go to the faculty
gatherings but I really don't have much interaction with my
colleagues. I don't dislike anyone, and I believe that I
could learn from them, but I just don't see them on a regular
basis. And, historically, my area of specialization has not
been liked in this department."

The relationship a faculty member has with his or her
colleagues can be a primary influence in a decision to remain
at the university when offered a job elsewhere. In all
likelihood, while it is nice to have friends express their
desire for a colleague to stay, it is more valuable to have
professional and working relationships with colleagues if one
is to predict the potential for a faculty member to remain.
When speaking of the relationship with her colleagues, an
associate professor said, "I do not want to break my ties
with my colleagues. I came here with a strong commitment to
'live it through' for a while and I intend to stick to that

commitment. I have a strong sense of responsibility to my
colleagues."

Recognition. Everyone likes to feel appreciated.
Even faculty members enjoy being told that they are doing
good work, that their efforts are appreciated. If the
members of the faculty that were interviewed in this study
are any indication, there is a woeful lack of recognition for
faculty excellence at Michigan State University.

Of course, the most obvious form of faculty recognition
comes in salary. Whether or not one considers MSU's salary
levels to be "a joke" as does one professor, it must be
recognized that salary does not always provide adequate
recognition nor does it guarantee faculty contentment. "The
major reward here is salary," said a professor. "It is
merit-based which makes the salary levels quite varied in my
department. The best people here are paid as well as
anywhere in the country. People don't expect to hear 'nice
job' from the chairperson, they expect their paycheck to get
larger. But at some point, salary is not as satisfying."

That, of course, raises the question, What, then, is a
satisfying reward?

Alan Blinder (1990), an economist at the Brookings
Institution, when asked if productivity can be raised by
changing the way employees are paid, said, "It appears that
changing the way workers are *treated* may boost productivity
more than changing the way they are *paid*" (p. 13, emphasis
his).

Michigan State University has, for some time, recognized
the contributions of various faculty members with awards such

as the Teacher-Scholar Award or appointment as University Distinguished Professor. In addition, some of the colleges also provide this type of award to their faculty. A few of the faculty members who were interviewed had received one or more of these university recognitions.

"I received one of the university awards a couple of years ago," said an associate professor. "Teaching is real hard for me. I get real fearful. It is nice to know that others think I do it well. But awards like that must not be taken too seriously. They are not a sign that you've arrived. They feel great but there is always more to do."

In what would appear to be a confirmation of Blinder's assertion, the most frequently mentioned recognition desired by the faculty members, and the one most frequently missing, was affirmation by the department chairperson. While interviews with nine department chairpersons found all nine of them acknowledging their primary role to be, as one chairperson said, "to serve as the champion of my faculty," when asked to explain how they work out their role, their answers referred to everything but affirmation. Chairpersons spoke of being open and available to talk with faculty, of assisting them in their professional development, and of providing them the necessary resources to enable them to do their work. Only one chairperson, however, spoke of the importance of affirmation. "It's not just money that keeps people at MSU, it's encouragement. Recognition is essential; faculty need to feel that they are making a contribution."

With only one out of nine department chairpersons noting

the importance of recognition, and if affirmation is really
as important as faculty members say it is, then it is not
surprising that faculty members are irritated. Even college
deans seem to do a better job at recognizing the
contributions of faculty members than do department
chairpersons. One professor was very vocal in expressing his
disgust with the lack of recognition by his chairperson.
However, his tone changed completely when he began to speak
of his dean. "I have had no recognition from my chair but I
have, on several occasions, been asked by my dean to serve on
some ad hoc committees. Those committees are a lot of work
but being asked does make you feel appreciated."

An assistant professor reflects on his relationship with
the dean with gratitude. "The dean approved my recent
sabbatical and helped to arrange my appointment as a visiting
scholar an another institution. In addition, the dean has
invited me to participate in an upcoming seminar. When the
dean asks you to do something like that, it really makes you
feel appreciated and valued."

But what about recognition by the chairperson? Faculty
members were quick to point out the lack of appreciation from
the chairperson to his or her faculty members. As one
assistant professor put it. "I am not sure if one develops
an ability, or if it is innate, but the chair must have an
awareness of the little things, morale and the power of the
group come to mind. There is a big difference between a bar
of iron, where the molecules are in diverse array, and a
magnet, where the molecules are all aligned. Our chair
cannot get us lined up. I have never had the chair sit in on

one of my classes, he has never offered to assist me in the design of a course, he has never volunteered to help me become a better teacher or researcher. He doesn't criticize and he doesn't compliment; it's like I'm being ignored."

While a few faculty members were quick to complain about the failures on the part of the chairperson, others were more forgiving. An associate professor acknowledged that his chairperson is "not very quick to offer recognition or affirmation because it is just not his style." He went on to explain that "you basically have to be self-affirming to work here."

One junior faculty member, an assistant professor just a couple of years out of graduate school, found his chairperson and his dean to be very supportive and affirming. "The chair has been very supportive to me. I get an annual review, complete with written as well as oral comments. And the dean sends a personal note when you apply for, and when you receive, a grant. When I finally decided to reject the outside offer and stay at Michigan State, I sent a note to the dean thanking him for his work on my behalf. Imagine my surprise when, a week or so later, I received a letter from him thanking me for my letter of thanks to him. I was pretty impressed!"

A woman faculty member looks at her chairperson and says, "My chair is OK in the area of affirmation, he just doesn't know how to deal with women faculty members. I don't think that he is necessarily comfortable with the differences between himself and the women on his faculty.

"For example, I was recently interviewed on national

television. On the day of the interview, I mentioned to the chair that I was going to be on such-and-such a show tonight. What was his response? 'Oh, is that right?' The next day, he spent 15 minutes in a faculty meeting showing a video of one of the children of a faculty member but never even mentioned my appearance on national TV. If one of the male faculty had been on, he would have been lauded. The guy is just insensitive to women.

"Interestingly, in my annual evaluation, he gives me lots of 'atta girls' and, at times, he can also affirm me in public. He just seems to have a hard time doing it consistently."

In the end, perhaps the issue of recognition by the chairperson needs to be viewed more graciously by the faculty members. This professor seems to offer a new perspective when he says, "I've had three chairpersons and all have handled the issue of faculty recognition differently. My first chair was really good at the personal touch. He would jot personal notes and always read the papers his faculty wrote. He would never criticize you in public or try to embarrass you; if he did criticize you in private he did it without making you angry or wanting to get revenge. My second chair was not very good at giving faculty strokes. He was, however, very supportive about nominating his faculty for various awards and recognitions. The current chair is relatively new in the job and it is too early to be able to tell how he will do in this area. My initial impression is that he will probably not be very good at it."

Does recognition make a difference? It certainly does.

But it doesn't have to be a big deal; it doesn't require a great deal of money. A professor who has been here over twenty years spoke of the university practice of rewarding institutional longevity with the presentation of a service pin by the provost. "Frankly," he said, "the pin you receive is nothing; but the minute it takes to present it at the dinner is everything."

NON-WORK FACTORS.

Climate and Geography. None of the faculty members who were interviewed indicated that the geography and/or climate of the area were a factor in their decision to remain at Michigan State University. It is likely that most of them would agree with the assistant professor who said candidly, "Living in East Lansing or, for that matter, living in Michigan, is not a big deal."

A few faculty members spoke of liking the Midwest or of enjoying the four seasons. One faculty member said that the area is attractive because the "climate here is similar to the climate where I grew up. I've lived on the west coast and warm climates are not attractive to me." Two faculty members said that the area and climate are suited to their hobbies and one faculty member said that the climate is helpful to his spouse who suffers with allergies.

Only one professor said that the climate and geography were negative factors to retention. "I've never really liked it here--especially during the long and cloudy winters. I find it rather depressing to be here. There is nothing inspiring--no lakes, no hills, nothing."

In the end, however, climate and geography will not serve to keep someone in place. Even one of the faculty members who spoke of the climate being important to the pursuit of his hobby admitted that, had he taken the job that was being offered, he would have simply altered his hobby to accommodate the climate of his new home.

Children and/or Parents. Concern for the well-being of one's children, and a sense of responsibility for one's parents, can become factors in a decision concerning a job offer. Faculty members were asked to discuss the influence of their children and their parents in the decision making process.

Children appear to be a factor in the decision as they grow older. Several faculty members with children not yet in school indicated that their children were simply "too young" to be a part of the decision equation. However, as children approach the teenage years, their input becomes more necessary and their wishes become more influential.

Four faculty members, all full professors, spoke about their children and the influence they had in the final decision. Two of them had children entering their senior year in high school and a move would have forced them to enter a new school in their final year. One spoke of the impact that had on the decision. "Our son was getting ready for his senior year in high school when we were in the midst of the decision-making process. When we had moved here several years ago, he had been elected a class officer and our move prevented him from serving. I didn't really want to deny him his senior year."

"It is important not to move during my child's senior year," said the other professor. "I can move a year from now with minimal impact on the family. Why disrupt her life in this crucial year?"

But it is not just children in their senior year who play a part in the decision. "Our children were fifteen and twelve when we were confronted with the possibility of a move," said one faculty member. "The younger child said the move was 'OK' but he was clearly not pushing the idea. Our older child, on the other hand, made it very clear that there was no joy at the idea of leaving."

The idea of a move is significant in the mind and life of a child. One faculty member spoke of his fourteen year old daughter. "She made it very clear that she didn't want to leave her friends. It was a very emotional issue for her and that made it very hard to talk about. We eventually had to agree as a family that we would not talk about the position or the move at meal times. For a while, meals were becoming extremely emotional times and it was hurting our family. It helped a lot to know that, when we sat down to dinner, we could talk about our day in a calm and civilized fashion. We then set other times for talking about the possible move."

Perhaps no one provided a better perspective than this professor. "Family is a high priority for me. The kids were not too inclined toward a move, especially the one just heading into high school. I know several individuals who moved without the support of the children--and they had devastating results. I didn't want to experience that in my

family."

As children head into college, however, their influence in the decision drops precipitously. Several faculty members with children in college said that the children had no influence at all in their decision. At the same time, none of the faculty members whose children were independent felt a need to have their agreement on the move.

Parents did not seem to have much of an influence on the decision, either. One faculty member said that the issue of parents did arise, but it was not influential. "My wife and I both have elderly parents in this state. This was not a major factor but it did make us think about what it means to leave them."

A few faculty members did acknowledge that their parents would like them closer but it appears that both parents and children had reconciled to the fact that they would likely be separated by many miles because no one said that parents were a factor in the decision. Whether one looks at adult children or at parents, it appears that one faculty member's comments ring true for many. "Family considerations are not really a factor in the decision. I can always call or fly to see members of my family."

When asked whether there were any others who influenced the decision, only two faculty members had a response. One professor again raised the issue of colleagues and the positive impact they had on his decision to remain. The other faculty member made reference to a particular ethnic group and its "pull" to the new institution, a pull which was apparently more than off-set by other issues resulting in a

decision to stay at Michigan State University.

Spouse or Significant Other. Nearly two-thirds of the faculty members interviewed indicated that the influence of a spouse or significant other was a factor in the decision to remain.

Most frequently, the career of the spouse was the issue. "Did my spouse influence my decision? Definitely!", said one professor. "My spouse teaches in one of the local school districts and was very opposed to the idea of leaving." Another faculty member also pointed to the career of the spouse as an anchor when considering a move. "My spouse has a very good position in the area. The position is a good fit and any possible move will have to be sensitive to both of our careers."

In at least two instances, one of the interviewees has a spouse also employed at Michigan State. This type of dual-career couple, the academic couple, makes the move even more difficult. "My spouse is also a tenured associate professor at the university. We have always had dual-career moves; we've been successful on three separate occasions in creating positions for one or both of us. We will not move to the disadvantage of either of our careers nor will we make independent moves and establish a commuter marriage. Either we both move or neither of us moves."

Another partner in a dual-career, academic marriage was equally firm. "We have no intention of compromising on where we want to be--we both want to be in academic jobs. Within that, there are certain criteria that must be met. For example, we are not willing to consider a commuting

marriage."

On occasion, spousal income becomes a factor. "My
spouse makes a good income as a teacher in a local school
district. Any move will need a salary to offset that income
loss--or the new institution will need to provide assistance
in securing comparable position for my spouse. We don't want
to take an economic beating in a move."

Sometimes, however, it is not a spouse's career or a
spouse's income that keeps a faculty member here; sometimes
it is a lack of interest in moving. "My wife is a major
factor in my decision to stay," said one associate professor.
"She was basically indifferent to the idea of a move. She
does work but she is in a fairly mobile career so that wasn't
really the issue. She just didn't want to move."

At the same time, a spouse's willingness to move can
make a faculty member more prone to consider an outside
offer. "My wife's input in all of this was very important,"
remarked an assistant professor. "If she had not wanted to
go, I wouldn't have even gone for the interview. Even
thought it would have disrupted some of her own plans and
studies, she was very supportive of the idea of a move. Once
we decided to stay, I should add, she was equally supportive
of that decision."

When trying to understand whose career dominates the
decision-making, the answer seems to be 'it depends'. A
female faculty member said, "We clearly have a dual-career
marriage. My husband's career was not the number one factor
in my turning down the offer--it was about number three. He
could have handled the move. If I were to receive a really

great offer, my husband's job would not be a reason for me to say no."

Another female faculty member told a different story. "My husband feels like it is his turn, and I think that he is right. I would leave MSU tomorrow if he were able to secure a position to his liking elsewhere."

"I would have given in to the administrative line," said a male faculty member, "if she had wanted to be an administrative wife. But, in the end, she didn't. My wife has her own career and her own agenda--and this was not the time to move. So I turned down the offer."

Another male faculty member found his wife quite willing to relocate despite her very successful business. "My wife has a custom business which depends heavily on referrals for its success. I did not want to interrupt her business--it has been quite successful--but she assured me that she would be willing to restart her business in a new location if I decided that I wanted the job."

Marriage, as many are quick to point out, involves a great deal of give-and-take. Consideration of a move, especially for dual-career couples, certainly calls for that kind of interchange. People who are married or involved in committed relationships are in nearly complete agreement: the input of a spouse or significant other is a major factor in a decision to stay or leave.

Spouses with jobs in the community, and spouses with jobs at the university, apparently find it very difficult to move. At the same time, spouses with high paying jobs may find that the sheer economics of the move make it virtually

impossible. Still, most of the faculty members interviewed noted that, even if the spouse was not particularly inclined to a move, if the decision were made to accept the new job, they would willingly move with their spouse.

JOB OFFER AND OFFERING INSTITUTION.

Allison and Long (1987) show that the proportion of faculty members who move to less prestigious institutions following their first academic job is much higher than the proportion of those faculty members who move to more prestigious institutions. Youn and Zelterman (1988) suggest that faculty tend to move down the prestige ladder as they move to their second and following positions.

Although a couple of the faculty members interviewed indicated that the particular unit they were being invited to join was a better unit than the one they would be leaving, all of those interviewed indicated that the institution which offered them a position was either "smaller and less prestigious" or a "comparable institution" in terms of institutional prestige. None of the faculty members interviewed had received and turned down offers from that top tier of highly prestigious research institutions.

For a faculty member to pursue a position at another institution, there must be some attraction, a "pull", which draws them into the consideration of that position. When faculty members were asked "What factors were attractive about the job offer?", their answers were predictably diverse. Some "pull" issues did emerge, however, which made an offer particularly attractive.

Many faculty members, like this full professor, noted multiple items. "There were several factors which made the job offer appealing. First, there is the issue of climate. I've never really liked it here, what with the clouds and long winters and everything. It is depressing to be here physically; there are no lakes, no mountains, nothing inspiring. But there, well, I would be able to see the mountains and be only a short drive from the ocean. Geographically, it has it all. Second, I was attracted to the caliber of faculty and students at the school. It is much higher than what you will find here. Finally, I feel as if I've been here forever. My first job in academe was at Michigan State University and, with the exception of one year as a distinguished professor at another institution, I've been here all the time. Perhaps it is time for me to leave."

For this associate professor, the combination of challenge and impact were "pulls" to a new institution. "The position which they offered had two attractive features. I was drawn by the opportunity to shape something from the bottom up. As the founding director of the center, it would represent my ideas and my input. At the same time, I was attracted by the opportunity to impact a university in the recruitment and retention of minority students. This is an issue which is very important to me and very much in line with some of my current research. It seemed like a good fit."

Cross-discipline opportunities attracted the attention of one professor. "I really liked the bigger position that they were offering me. I also found the administrative

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authority to be an extreme challenge. Equally important was
the fact that the university offered many interdisciplinary
opportunities. In fact, faculty are expected to be working
in an interdisciplinary manner whenever possible. I find
those kinds of opportunities to be very limited at Michigan
State."

Money, both actual salary and support, along with the
opportunity to begin something new, served to "pull" one full
professor into exploring a new position at another
institution. "The offer contained a very generous financial
package. Not only did they offer me a sizable salary
increase, they were also going to provide me a renovated
laboratory, a full-time technician, and ample secretarial
support. Those were not insignificant financial commitments.
I also felt that there was a significant increase in
prestige. While it is more prestigious to be at MSU than at
the offering institution, it is more prestigious to start and
"father" a new doctoral program there that it is to be a
faculty member here. Finally, to accept the offer would have
moved us closer to family and to familiar and enjoyable
terrain."

Other faculty mentioned such "pulls" as: the research
emphasis of the offering institution, a job offer for my
spouse, better facilities as an aid to research, an
opportunity to direct a unit as the chairperson of the unit,
and the chance to collaborate with faculty in my area.

When department chairpersons are asked why they think a
faculty member chose to leave Michigan State, despite efforts
to retain him or her, they tended to suggest three "pulls."

Always first on the list was the opportunity to become the
chairperson of a department or the head of a unit. This
advancement opportunity was viewed by the department
chairperson as a powerful "pull" away from MSU. Second was
the desire to move to a different climate or geographical
region, either for health reasons or because that particular
region was more conducive to the faculty member's research
program. Finally, department chairpersons spoke of the lure
of moving to a region where family members, especially
parents, were located. All three of these reasons, according
to the department chairpersons interviewed, are powerful
factors which make retention, if not virtually impossible, at
least very, very difficult.

In their discussion of faculty mobility, Caplow and
McGee (1958) make the point that the "push" of academic job-
changing is a more powerful influence than is the "pull."
Faculty members, they contend, are more likely to consider a
job change because of dissatisfaction with their present
employment than they are to be lured away by a particularly
attractive offer.

No specific question was asked having to do with the
"pushes" which faculty members perceived in their decision-
making process, though the issue is certainly embedded in the
overall interview. Still, interviewees did make mention of
several issues that served as a "push" away from the
university.

One professor cites the issue of salary as a "push." "A
constant factor which makes me unsettled about staying at
Michigan State University is the low salary level. And there

is an almost complete absence of a merit system here. There
are some high school teachers in well-to-do suburbs that are
paid $10,000 more than me. I deserve better; I am the second
best known person in my field between the two coasts and the
issue of salary will cause me to continue to pursue inquiries
from other places."

Another professor mentions the issue of recognition.
"Michigan State does not recognize the quality of my unit.
We are looked upon by the administration as simply a service
to the university and the community. We have more access to
the public than anyone here except for athletics. This is
especially obvious when you see the inadequacy of our
facilities and the limited amount of scholarship monies
available to our students."

The departmental administration, according to an
associate professor, may well be pushing people out the door.
"The problem here is that, while we have several really good
faculty members, the department is in chaos. We are in a
time of transition in our leadership and the department is
desperately in need of better leadership. As we seek new
departmental leadership, he or she will have to deal with a
department that has become inbred, which limits needed
different views of the world. Frankly, it is hard to work
here if you didn't grow up in the department. If things
don't change soon, we may lose the bulk of our younger
faculty -- and I will leave, too."

And an assistant professor points to the department
chairperson as a key element in keeping people. "If I am
going to stay here for the long term, I need to feel the

support of my chairperson. At times I feel as if I have that support but there are many times when I don't think that I do."

Matier (1988) suggests that, in many situations, there may be pushing and pulling on the part of both the offering and employing institution. For example, while the perceived low level of one's salary may constitute a push toward a new job, the collegiality and collaboration which one experiences in his or her work might be considered a pull to remain. In the same way, a generous financial package from the offering institution may be considered a pull to leave for a new position, but the raised teaching load of the offering institution may be a push for the faculty member to remain at his or her present institution.

All of the faculty interviewed had decided to refuse the offer made to them by an outside institution or organization. When asked "What led to your rejection of the offer?", approximately one quarter of the faculty responded with answers that reflected both "push" elements (negative features from the offering institution) and "pull" elements (positive features of remaining at MSU). Over one half, however, gave "pull" answers, indicating that there were factors at MSU that made them want to stay.

An associate professor said, "I didn't want to lose my sabbatical. It was coming up quickly and I knew that if I left MSU now, I would have to start the sabbatical clock all over at my new institution."

Another associate professor notes, "I have excellent colleagues at Michigan State, people with whom I can

collaborate on research. I have just gotten funding for a project that includes collaborative research with several of my colleagues. I just don't think that it is fair for me to leave now. Besides, I think that collaborative research is fun. I have also received an independent research grant that is not transferable to another institution. Finally, the teaching load is a bit lighter at MSU than it would be at the offering institution."

Institutional response became the "pull" for one professor. "Quite simply, it is the fact that MSU matched the other institution's offer and they addressed all of the concerns I had about the program here."

Reputation and variety combined to keep at least one assistant professor at Michigan State. "My unit is among the top five, and is probably in the top two or three, of comparable units nationwide. That is almost sufficient in itself when it comes to another offer. The other factor that caused me to reject the job offer is the variety of my job at MSU. I was hired in mid-year. The person I replaced had a joint appointment in the unit and also in an institute. I was hired as a direct replacement and now hold a similar joint appointment. I really like the variety it offers me. And the fact that it results in a lighter teaching load doesn't hurt, either."

Even geographical location can serve to "pull" a faculty member back from an attractive offer, as this associate professor indicates. "I really didn't want to move to a big city. I like East Lansing. I like the ease of access to work, shopping, and the like. I think I have more free time

in a world like East Lansing than I ever would in a major
city. Just think of all the time you waste commuting, or
just getting somewhere, when you live in a major metropolitan
area. And besides, there are lots of good cultural
opportunities here. I don't need to go somewhere else."

While the "pull" to stay at Michigan State appears to be
a major influence when considering an offer to work at
another institution, sometimes the "push" of the offering
institution leads to a rejection of the offer. About one out
of four of the faculty members interviewed indicated that
they chose to reject the offer that had been made to them
because of factors related to the offering institution.

"I just wasn't convinced," said an associate professor,
"that there were going to be sufficient institutional
resources to allow me to begin something new. I believe they
wanted the center; I believe it could have been important and
valuable. I just didn't want to have to fight a constant
battle with the administration over funding."

One professor cited inadequate spousal employment as a
negative factor in the offering institutions provisions. "My
spouse is also a professor at Michigan State. When I was
being interviewed for the offered position, my spouse was
also being considered for a position there. When I received
my offer, a position was also offered to my spouse. However,
every time my spouse received a communication from them
following the presentation of the offer, they changed the
job. Ultimately, their failure to find my spouse a suitable
position led to my rejection of their offer."

Finally, a full professor who had been offered the

position of department chairperson, boiled it down to the issues of money and control. "Actually, there were several reasons that led to my rejection of the offer. First, the salary offer was too low. It didn't make up for the hassles of relocating and wasn't competitive. Second, they wanted me to become the department chairperson but there were too many people telling me what the department needed to be and do. I didn't feel I would really be able to develop the department as I saw fit. Third, the state's economy was poor and, as a result, state funding for higher education was minimal and declining. The result was the potential for significant downsizing. I didn't find the idea of my first task as the new department chairperson to be that of downsizing the department to be a very attractive idea. So, here I am."

What this discussion of the various pushes and pulls of decision making points out is the complexity of the process. Seldom, if ever, are there one or two issues; more frequently, it is a combination of pushes and pulls, operating in both directions, which inform a faculty member's decision.

INTERACTION WITH THE CHAIRPERSON

Informing of the Job Offer. Faculty members were nearly evenly split when asked, Are faculty in your department encouraged to discuss job offers with the department chairperson? When the department chairpersons were asked the same question, only four of nine (44%) indicated that they made explicit requests to their faculty members to report job offers to them. Two of the

chairpersons said that they made the request as a part of the annual review process with each faculty member. The other two said that, at least once per year, the request was presented in a faculty meeting.

One of the department chairpersons who requests that faculty members report all job offers received, and who sports a perfect retention record over the past two years, adds two other items concerning notification. "In our faculty meetings, I will state my desire to be informed of all job offers. More effective, however, in getting faculty to talk with me about offers is our history. Faculty who have kept me informed tell how hard we work to keep people and how beneficial it can be to keep the chair informed. And in case someone thinks that they can jump past the chair and go directly to the dean, I simply say that, unless things go through the proper channels, their counter-offer and/or reappointment may not be supported by the department."

For those that are encouraged to discuss job offers, it is always preferred that the chairperson be informed of the offer as early in the process as possible. It did not come as a surprise, then, to discover that two-thirds of the faculty members interviewed did, at some point in the process, discuss their job offer with chairperson of their department. For some, this communication is, as one professor said, "merely a matter of courtesy." For others, however, the communication has a very different purpose. A full professor comments, "I always give a copy of correspondence concerning potential jobs to the chair. I do so from the initial contact. I think it makes sense for

several reasons. First, it shows my marketability; second, it allows me to get input on jobs and on my career; and third, it keeps my chair from being surprised in case of being contacted for a reference." Table 7 reveals that assistant professors tend to be slightly more inclined to talk to the chairperson than either associate or full professors.

Table 7. Did You Discuss Your Job Offer with
Your Chairperson? (By Academic Rank)

	Ass't Prof	Assoc Prof	Prof	Total
Yes	6 (75%)	4 (66%)	7 (64%)	17
No	2 (25%)	2 (34%)	4 (36%)	8

When asked for reasons why they failed to discuss the job offer with the chairperson, several faculty members mentioned the lack of encouragement to do so. One professor, however, was very blunt in his response. "Why should I talk to my chairperson about a possible job? I don't respect him; nothing he can say will make any difference. My time is too valuable to waste it in meaningless conversation just to be 'nice'."

A few of the faculty members chose not to inform the department chairperson of the offer because faculty colleagues had already done so. At least one professor felt a colleague's comment to the chairperson to be far superior to a personal mention of the offer. "I didn't talk to the chairperson because I knew of two of my colleagues who told him of my offer. Actually, I think it was better that way.

If I had talked with him, I would have simply told him of the offer. But when my colleagues talked to him, they told him why he ought to work hard to keep me here. I think that is important."

While most of the faculty members interviewed did discuss the job offer with their chairperson, fifty percent of the female faculty members interviewed decided not to discuss the matter with their chairperson (see Table 8). This stands in contrast to the male faculty members, seventy-six percent of whom did discuss their job offer with the department chairperson.

Table 8. Did You Discuss Your Job Offer with
Your Chairperson? (By Gender)

	Male	Female	Totals
Yes	13 (76%)	4 (50%)	17
No	4 (24%)	4 (50%)	8

One female faculty member, an assistant professor, said, "I didn't think that there was anything to be gained from talking to my department chair. He is not very supportive of his faculty--and especially not of his female faculty. If you know ahead of time that he isn't going to fight for you there is little to be gained in going in to talk of a job offer you have received."

Another female faculty member, this one an associate professor, admitted, "No, I haven't really told him (her department chairperson). He knows I can move--that I am a

woman with national visibility. As a tenured associate
professor, I believe I am very mobile. But he doesn't like
being put in a position of having to offer another person
advice so I just haven't gone to him to tell him of my offer.
It will just make him uncomfortable."

The timing of the conversation between faculty member
and department chairperson was pretty evenly split with about
half of the conversations taking place early in the
deliberations and the other half occurring at about the mid-
point of the process. Faculty members who talked to the
chairperson early in the process usually are referring to a
time near the initial contact. Those talking in the middle
of the process usually made mention of a conversation
occurring at about the time of a site visit and interview.
As Table 9 shows, only two of the notifications came after a
decision to remain had already been made.

Table 9. When Did You Discuss Your Job Offer
with Your Chairperson? (By Academic Rank)

	Ass't Prof	Assoc Prof	Prof	Total
Early	4	1	3	8
Middle	2	1	4	7
Late	–	2	–	2

Table 10 shows the timing of the notification of the
chairperson of a faculty member's job offer according to the
gender of the faculty member.

Table 10. When Did You Discuss Your Job Offer
with Your Chairperson? (By Gender)

	Male	Female	Total
Early	6	2	8
Middle	6	1	7
Late	1	1	2

There is no clear pattern which emerges concerning the timing of the notification of the chairperson by the faculty member. Most faculty members inform the chairperson before a decision is made to accept or reject the offer. Several faculty members did, however, discuss the method and timing of their notification.

Among the early notifiers, one associate professor found that the chairperson had already learned of the job offer from others in the department. "About one week after receiving the offer I went in to inform the chair. As we began to talk together it was obvious that he already knew of my offer. Other faculty members in the department had told him of the inquiry. I guess that, when colleagues know you have an offer and they want you to stay, they will pass the word up the line to try to make that happen."

Other faculty members tend to use the notification of an outside offer as a way of showing their marketability. "I always write a memo to the chairperson and send it, along with a copy of the letter, soon after I receive it." said one assistant professor. "It is my way of showing my marketability and, hopefully, a means of gaining a 'market

adjustment' in my salary. I never pose the offer as a
threat. I don't think that is proper. I just want to keep
my chairperson informed as to my marketability."

A full professor sounded a similar note. "I always give
a copy of correspondence concerning potential jobs to the
chair. I do so from the initial contact. I think it makes
sense for several reasons. First, it shows my marketability;
second, it allows me to get input on jobs and on my career;
and third, it prevents my supervisors from being surprised if
they are contacted for references."

Several of the faculty who informed the chairperson of
their offer early in the process expressed thoughts similar
to an assistant professor's comment regarding the courtesy of
an early notification. "When the letter of invitation
arrived I went immediately to my chair. I just felt it was
the fair thing to do. I kept her informed every step of the
way; I didn't want to go behind her back."

Among those who informed the chairperson somewhere along
the midpoint of the process, this professor's comments are
typical. "When it became definite that I would be going to
look at the job, I went in and talked to the chair about the
offer. I hadn't done it earlier because I wasn't sure if I
was even interested. I receive a fair amount of inquiries
about jobs and I don't go running to the chair with each one
because I am not going to pursue most of them. If things get
serious, however, then I do talk with my chair."

Finally, this associate professor discusses the
rationale for a late notification of the chairperson of an
outside offer. "I wanted to be able to make up my mind free

of competing factors. My chairperson has made it clear that
he does not want to lose good people and that he will do what
he can to prevent their departure. I didn't want to have to
deal with two offers, the new job offer and a counter-offer
from my unit, so I didn't talk with my chair until after I
had made a decision to reject the other offer. Then, since
there wasn't really anything to discuss, I simply told him
that I had received an offer but that I had already turned it
down. He was pleased."

While most of the faculty members who had received
outside offers chose to discuss those offers with their
department chairperson, not all of them were pleased with the
outcome of those conversations. Table 11 shows the level of
satisfaction with the conversation by faculty rank while
Table 12 shows it according to gender.

Table 11. Were You Satisfied with the Response of Your
Department Chairperson? (By Academic Rank)

	Ass't Prof	Assoc Prof	Prof	Total
Yes	2	2	5	9
No	4	2	2	8

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Table 12.   Were You Satisfied with the Response of Your
            Department Chairperson? (By Gender)

	Male	Female	Total
Yes	8	1	9
No	4	4	8

The two assistant professors who felt satisfied with the response of their chairperson when informed of the job offers spoke of the strong support they received during the time of decision-making. "I informed the chair of the job offer when I sought permission to go to the interview. He was concerned that I might be pressing for tenure too early and encouraged me to not be too hasty in a decision, that tenure would come in another two to three years but that it was too early to try for tenure at this time. He was very vocal in his support of me and of my ability to receive tenure in due time."

"I can't say enough about how my chair backed me," said the other assistant professor. "She supported me 110%. She made me feel good; she made me feel wanted. She made it evident from day one that, if at all possible, MSU would not let me go. And when push came to shove, she made good on her word. Her support was a major factor in my decision to remain at MSU."

Despite these glowing testimonials, two-thirds of the assistant professors interviewed said they were dissatisfied with the response from their chairperson when informed of the

outside job offer. Most dissatisfied were two female assistant professors.

"My chair has a reputation of not fighting for his faculty," said one of the faculty members. "I didn't expect him to do much in an attempt to keep me here but I did expect him to say or do something. As it turned out, he didn't do anything at all. I believe that the chair is responsible, in large part, for fostering a sense of unity among the members of a department. It is not happening in our department and, as long as the chair refuses to fight for his faculty, it will never happen."

The second assistant professor was even more critical of the response of the chairperson. "When I told my chair of the offer, she didn't even consider it a threat. She couldn't understand leaving a Big 10 institution for a smaller one. (What she didn't understand is that it was not a big deal to me!) She said she knew someone at the offering school who has a relatively heavy teaching load and she didn't think that it would be any better for me. I didn't say anything at the time but in my head I said, 'I'm out of here! If they give me an offer, I'm gone. You have no idea of who I am and what I need to work best.' Given her response to me this time, I doubt very much that I will tell her of another job offer."

Among the associate professors who were satisfied with the response of the chairperson, one admitted that there was not much for the chairperson to respond to since the decision to reject the outside offer was made before the conversation with the chairperson. Naturally, the fact that the

chairperson was pleased with the faculty member's decision was a satisfying response.

The other associate professor's situation was also one which focused away from the chairperson directly. "The chair became aware, as we talked, that my concerns were really more at the college level than they were at the departmental level. As a result, he told me that I would really have to see the dean, something I already knew. I appreciated his candor and his willingness to refer me to the one person who could really address my concerns."

The dissatisfied associate professors, all women, again spoke of a lack of support from the department chairperson. "When I told my chair of the job offer, he said that he would support me in whatever I chose to do, that he would not get in the way of my personal and professional growth. Now, at first, that sounds like a supportive statement. But it's not! What he was saying is that I can do whatever I want, that he will not help me to make a decision nor will he try to persuade me to stay. I really felt, when I left that meeting, that he didn't care if I stayed or left."

More obvious was the statement of the chairperson to another associate professor. "'You can stay or you can leave. You need to do what is right for you. If you stay, that's fine; and if you decide to leave, we'll just find another faculty member to take your place.' He never made any attempt to encourage my retention--and that really hurt me."

Full professors, who tended to be more satisfied with the response of the department chairperson, frequently spoke

of a more collegial conversation with the chairperson than did the assistant and associate professors interviewed.

As one professor said, "I went to talk to my chair just before leaving for the interview. I talked with him as one faculty member to another, not as a faculty member to the chair. When we were nearly done he said, 'Go and look at this position; but know that we will do everything we can to keep you here.' Was I satisfied with his response? Yes. Do I think he could have done anything better? Probably, he could have been a bit more personal. Still, I was satisfied with his response."

Another professor also spoke of being valued by the chairperson as he left for an interview. "Shortly before I left for my interview the chair told me that he did not want me to leave. He also told me that he valued me and that he wanted me to stay. Those words were ringing in my ears as I boarded the plane for my interview. I don't know how he could have done a better job of making me feel wanted here. He is one of the better guys I've ever met."

"What can I do to help you?" asked one chairperson when informed of a faculty member's job offer. "What would you like from me? If you want the job, I do my best to help you get it. If you don't want it, I'll do my best to encourage your staying." That open response, according to this professor, was very satisfying because it was expressive of total support, no matter which way the decision would go. This professor said, "I do not know how the chair could have responded better."

But at least one professor was disturbed by the

chairperson's response. "When I went to tell her of my offer, I received a most unexpected response, 'We will not stand in your way, we want what is best for you and your family.' I was astonished. My interpretation of her comment was: They don't give a damn whether I say or leave. Later on, the dean and the provost worked hard to keep me here but my chair never seemed to be that interested or concerned."

Counter-offers. Ten out of the twenty-five faculty members interviewed indicated that they had received a counter-offer from the university after informing their department chairperson of the receipt of a job offer from another institution. Of the fifteen faculty members that did not receive a counter-offer, the two most frequently cited reasons were one, that the faculty member had decided to reject the offer prior to presenting it to the chairperson making a counter-offer unnecessary (N=7), and two, that the faculty member declined the presentation of a counter-offer in order to not cloud the decision-making process (N=5).

It is frequently the case that, for a lesser institution to attract a productive faculty member from a more prestigious institution, there will have to be the offer of a higher salary (Caplow and McGee 1958). At the same time, salary increases are not always noted in the paycheck of the faculty member. More and more job offers contain what Bowen and Sosa have called "disguised forms of salary" (1989, p. 151), a term used to refer to inducements such as early promotion, reduced teaching loads, and generous research allowances for laboratory set-up and technicians. And while faculty members frequently discount salary raises as a factor

in the decision-making process, it is a salary increase that
is the most frequently offered inducement to get a faculty
member to remain in his or her present position (Stecklein
and Lathrop 1960).

As we have already seen, faculty members at Michigan
State University who have received a job offer from another
institution seldom mention a salary increase as one of the
attractive features about the new job. Still, interviews
with these faculty members reveal that, whenever the
discussion with the offering institution gets to the point of
the presentation of an actual offer, complete with salary and
benefits package, an increase in salary is always included.
And when a counter-offer is presented by Michigan State
University, the department chairpersons note that the
offering institution's salary increase is nearly always
matched and the "disguised forms of salary" are frequently
matched as well.

Typical was the experience of this assistant professor.
"When Michigan State presented their counter-offer, it was
extremely attractive. They matched the salary being offered
in the new position, an increase of $5,000 over my present
salary, and they offered me $25,000 over the next two years
for research equipment. In addition, I now have a letter
from the Associate Provost promising 'every effort to find a
suitable laboratory,' an item which is extremely important to
me."

While the presentation of a counter-offer may take some
time, it is possible, when necessary, for the university to
move very quickly. One professor was presented with a

counter-offer over the course of a weekend. "The offer contained an $8,000 salary increase plus considerable money to operate a first-rate program. When I received my offer, I notified the dean who, in turn, notified the Office of the Provost. I received the offer on Saturday afternoon and, on the following Monday, I received a counter-offer from MSU. They agreed to match the salary offer (although I assured the dean that salary was not the issue), doubled the available scholarship monies, and significantly increased the operating funds for the program which I direct. All the decisions were really made on the weekend; it's amazing how fast the bureaucracy can move when it wants to.

Department chairpersons and faculty members spoke of counter-offers which, in addition to matching offered salary increases, also provided for additional laboratory equipment and technical support, secured new computers, or allowed for a change of job emphasis. The department chairpersons were quick to point out that, while a faculty member's promotion and/or tenure review might be moved up by as much as one year because of an outside job offer, no faculty member would be granted automatic promotion in rank or tenure without an adequate record of professional accomplishments. With the counter-offer being so apparently lucrative, the next logical question is whether or not the faculty member being interviewed, or any of his or her colleagues, has ever solicited an outside offer in an attempt to better their position at MSU.

To a person, every faculty member interviewed denied ever seeking an outside offer for that purpose. While many

were content to answer the question with a simple "no," others spoke of values and principles. As one associate professor said, "No, I have never solicited an outside offer in an attempt to better my own package at MSU. That is against my principles. I want to be rewarded on the basis of merit and performance, not pressure. If I feel a raise is inadequate, I will go to the dean and we will talk about it. If I want to leave, I will leave. If I need more money, I will go and justify the need to the administration. If I am going to accept an offer, nothing MSU does or can offer will make me stay."

While denying ever having used an outside offer to better their own position, most of the faculty members interviewed did indicate that it was a fairly accepted practice and that they knew someone who had used just such an offer for that purpose. When asked what value an outside job offer might have, the most frequently given answer was a salary increase. Two other answers heard often were reduced teaching loads and additional support monies (i.e., graduate/research assistants and laboratory/research funding).

Obtaining a job offer from another institution can be a boon to one's salary and support levels. While it may not secure a promotion or tenure, it may get one a change in teaching load or removed from a committee assignment. One wonders, therefore, whether or not the system is being abused, or at least is open to being abused.

Several department chairpersons and faculty members were quick to point out that "you can only go to this well a

couple of times." In other words, the faculty member who attempts to manipulate the system and increase his or her salary by securing outside job offers can only do so one or two times before the administration refuses to issue a counter-offer and, when no counter-offer is put forward, it is time to accept a new position. As one department chairperson said, "I think that common sense will prevail; most faculty members are bright enough to know that you can only 'cry, Wolf' so many times. If you get a job offer and want to play the counter-offer game, you have to be prepared to go to the new institution."

THE DEPARTMENT CHAIRPERSON

Role. When asked how they perceived their role as department chairperson, terms such as facilitator, socio-emotional healer, and faculty advocate were used to try to give definition to what all agreed was a very complex role.

All of the chairpersons interviewed indicated that a large part of their job was to represent and serve the faculty. "I think of myself as champion for my faculty," said one department chairperson. "I work to provide them professional opportunities to do their best work." Another chairperson painted a similar picture. "My job is to create a structure which allows for maximum productivity by the faculty. I also try to assist them by garnering the resources they need to do their job."

Several of the chairpersons agreed that they were forced to walk a rather difficult road. One chairperson said, "I am a go-between, a spokesperson for both sides. I must

represent the views and needs of faculty to the administration and, at the same time, the views and needs of the administration to my faculty colleagues." "I identify with both the faculty and the administration," said another chairperson, "although I think I identify somewhat more with the faculty side."

While department chairpersons may still see themselves as being faculty members in the department, there is little evidence that the faculty members in the department continue to see the chairperson as a fellow faculty member and colleague. With the perhaps singular exception of the senior faculty members in a department, men and women who, because of tenure or status, view the department chairperson as a peer, faculty members generally see the chairperson as a member of the administration.

Possibly in an attempt to counter this perception, two-thirds of the department chairperson indicated that they spent a good deal of time with their faculty members. For some, informal time with faculty ranked as a high priority. The academic version of MBWA (Management By Walking Around) seems to be a stroll through the department and includes a greeting in the hall, a brief exchange in a faculty member's office, or a quick update on a faculty member's research as the chairperson pokes a head into the laboratory. An open door policy concerning faculty and informal coffees and dinners also serve to keep chairperson and faculty connected.

In a more formal vein, chairpersons mentioned the annual review process. This session usually involves both an evaluation of the previous year's efforts and a planning for

the coming year. In addition to providing the necessary data to guide decisions on pay raises and promotion and tenure decisions, this annual session allows the chairperson an opportunity to learn of a faculty member's aspirations and needs as well as his or her frustrations.

When it comes to faculty members with job offers, the department chairpersons evidence a strong commitment to do what is best for the individual faculty member. "Sometimes you just have to bite your tongue," said one department chairperson, "and not do what is best for you and the department but instead do what is best for the faculty member." Frequently, that means responding to the news of a faculty member's job offer, not with an affirming statement, but with one which probes the faculty member's interests and goals.

"When a faculty member comes to me with a job offer," reports one chairperson, "we will look at the job together. Because we will have talked before about such things as career goals, I can ask questions like: If the offer is not consistent with your goals, why would you consider it? and, If the offer is consistent with your goals, why not go for it?"

Another chairperson is more direct. "I usually say something like, 'Congratulations. I am happy that you have this opportunity and I am glad that you have decided to talk with me about it. Are you giving information to me to try to retain you or are you notifying me of your leaving? If you want me to try to retain you, I will talk to your colleagues and to the dean on your behalf. I will not promise you that

either your colleagues or the dean will act to retain you but
I will gladly present your case to them."

These department chairpersons, and most of the others
that were interviewed, feel that this type of open response
is best for the faculty member. Seldom, if ever, did one of
the department chairpersons interviewed respond to a faculty
member's announcement of a job offer with a direct
affirmation of the faculty member and a statement to the
effect that every effort will be made to retain that person.

Decision-making. While many would assume that the
department chairperson wields enormous power in the
institution, the department chairpersons would be quick to
correct that impression. While decisions concerning which
faculty members are encouraged to remain and which ones will
be allowed to leave rest primarily with the chairperson,
decisions having to do with the allocation of resources tend
to be shared between the chairperson and the college dean
with virtually all money issues coming under the dean's
umbrella.

"I just don't have the kind of resources to 'shuffle
around' that I once used to," said one chairperson. "I may
be able to lighten a faculty member's teaching load or
provide a larger laboratory but access to operating money is
very limited and requires me to go to the dean.

Most of the department chairpersons were satisfied with
their dean's responses to faculty financial issues. "If a
faculty member comes to me with an outside offer which
includes a significant salary increase or a sizable jump in
research support, I go to the dean and we work out a

response. If I am convinced of the value of this faculty member, I present my case to the dean and, in every instance thus far, I have been given the resources I need to retain that faculty member."

Still, even when things go smoothly, not being able to really control the resources in the department does cause some frustration to the chairperson. "I control probably 40% of the resources that faculty members want when we are trying to retain or reward them. The other 60% are under the control of the dean. But, while that may seem pretty good on the surface, you need to understand how it works in real life. In my 40% are things like teaching load, office space, and some support staff, mostly secretarial. In the dean's 60% are salary, research support, and assistantships. Now, which one of us has the real power and punch? Not me, that's for sure."

When asked what other suggestions they might make concerning faculty retention, two chairpersons had a simple, and perhaps simplistic, response: keep the faculty happy. Another chairperson noted that low-cost, symbolic acts of appreciation would be appreciated by the faculty members more than bigger paychecks. Perhaps those two ideas can work synergistically; as faculty are appreciated they become happy in their job and the happier they are, the more they feel appreciated for what they do.

THE DIFFICULTY OF THE DECISION TO REMAIN OR LEAVE

Not every reason to leave an institution is equally valid; some reasons to leave are more influential than

others. Forty-four possible reasons for leaving were
included in the MSU Faculty Mobility Survey. Faculty members
were asked to indicate the relative degree of importance (1 =
"not an important reason to leave" to 5 = "extremely
important reason to leave") each reason could have in making
a decision to remain or leave. Those items which were deemed
to be the most important reasons to leave (percent reporting
fairly to extremely important reason to leave) included:

Base salary	79.3
Research opportunities	78.9
Reputation of department	73.4
Appreciation for my work	73.1
Career advancement opportunities	72.9

A factor analysis with varimax rotation was done on the
forty-four items in the 'reasons to leave' portion of the
survey. The result was seven categories of reasons to leave
including: institutional commitment, institutional
reputation, community attractiveness, work load,
compensation, research support and career outlook. Table 13
shows the latent factors and related information and Appendix
L provides the factor loading for each variable.

Table 13. Latent Factors for Reasons to Leave a Job

Latent Factors	% Variance Explained	Cronbach's Alpha	Mean
Institutional Commitment	36.0	.862	2.51
Community Attraction	7.2	.831	2.53
Institutional Reputation	6.4	.870	3.08
Career Outlook	4.3	.834	3.17
Work Load	3.5	.750	2.80
Research Support	3.4	.794	3.02
Compensation	2.9	.791	3.18

The use of ANOVA to compare rank, gender, group and interest in leaving of the latent factors for reasons to leave a job produced few significant differences. Rank (F=5.896) and interest in leaving (F=5.467) are important when considering **community attractiveness**. Assistant professors and those wanting to leave find the area around Michigan State University to be deficient. Rank is also a factor in **work load** (F=5.534). Both assistant and associate professors find work load to be a valid reason to leave. Finally, rank is a significant factor in both **research support** (F=4.969) and **career outlook** (F=32.016). The availability of research support and the issue of one's career are important matters to assistant professors with associate professors sharing their concern for careers.

Acknowledging the difficulties involved in deciding to remain or leave, is there anything to be gained by a faculty member's decision-making activity? At least one department

chairperson believes there is, and he actively encourages the faculty members in his department to look at other good job offers.

"They may find a position that is much better than the position they have here. It may be more suited to their interests or their abilities; it may pay more; it may offer a better chance for advancement into administration. Even if they doubt they will take the position I may still encourage them to go and look. Sometimes I think it may be time for a career change or maybe someone needs to be freed from some job irritations which have hindered his or her work.

"In the end, I believe that faculty members who go to look at other job opportunities will find MSU to be among the best institutions in the country. At the same time, I think that having your faculty get outside offers are pretty good PR for this program -- it shows that our faculty are productive and marketable.

"I also realize that there is some risk in all of this. There may be faculty who receive an offer that is so good that MSU is simply unable to counter it. In other words, we may lose a few good faculty members. It is my experience, however, that we really gain a more satisfied group of faculty members by allowing, and even encouraging, these kinds of opportunities."

One of the positive outcomes of allowing faculty members to explore new job opportunities is the potential for a recommitment to the university. The faculty member who receives a job offer and makes a conscious decision to remain, for whatever combination of reasons, often returns

with renewed vigor and enthusiasm for the job.

One faculty member, an assistant professor, told of receiving a job offer from an institution in his home state. There were numerous "pluses" in the offer including a significant pay raise, research support, the familiarity of a home state and proximity to family for the faculty member and his spouse. MSU countered with numerous pluses of its own and, in the end, this individual chose to remain in his present institution.

As a result of exploring the job offer, however, this particular faculty member returned to MSU with a new enthusiasm for his job and a renewed commitment to make MSU his home for some time to come. When asked if he anticipated leaving MSU in the next five years, he responded, "No, I expect to stay. I really like it here and the way my chairperson handled my job offer and the MSU counter-offer really made me feel wanted. I am very much committed to staying here for the indefinite future. In fact, my wife and I are in the process of buying a home in the area and we are beginning the process of settling into the area. We are definitely here for a while."

Another faculty member, a full professor, discussed a similar recommitment that resulted from an outside job offer. After recounting the job offer and the offering institution, this faculty member responded to my query about the potential for leaving MSU in the next five years.

"No, I can't imagine leaving the university at any point in the near future. There were a lot of attractive features in the job offer; but MSU made it very difficult to leave. I

really believe that the people here want me to stay and I now know that I really want to stay. We like this community; we like the schools for our children; we like mid-Michigan and what it has to offer for recreation; and I have a new optimism about my future at this university. It will take a lot to get me to leave MSU right now."

CHAPTER V

DISCUSSION AND CONCLUSIONS

Universities like Michigan State must begin to give more attention to retaining its current faculty. It has been the basic purpose of this study to identify those elements, especially those related to job satisfaction and the role of the department chairperson, which influence faculty members' decisions to remain at Michigan State University when offered another job opportunity.

Two basic questions have guided this study. First, what are the major factors which influence faculty members to remain at their present university when given a job offer by another institution or organization? And second, what is the influence of academic leadership, and particularly the department chairperson/unit administrator, in faculty members' decisions to stay in their present position?

The results of the survey of faculty members at Michigan State University on issues having to do with job satisfaction and reasons to leave the institution, as well as the interviews with faculty members who had received job offers and decided to remain at Michigan State, are included in the previous chapter. This chapter discusses and interprets those research findings. The first section will address retention factors related to job satisfaction. In the second section we will look at the department chairperson and his or her role in faculty retention. The third section will examine the influence of two unrelated retention factors, the counter-offer and the spouse/significant other. Finally, we

spouse/significant other. Finally, we will conclude with two sections of recommendations, the first for institutional policy and practice and the second for further research.

The Issue of Job Dissatisfaction

Dissatisfied faculty members, according to Hirschman, can either exit the institution by way of retirement or by accepting a new, and hopefully better, position elsewhere or they can stay where they are. In the event that they choose to remain, their choices range from becoming a voice for change to quiet acceptance and loyalty to indifference and neglect of institutional efforts.

Because of the sample chosen for this study, it is not possible to address the issue of exit as an option for job dissatisfaction. We do note, however, that a personal preference for exit may be hindered by family considerations or other factors outside of the institution.

Several of the faculty members who were interviewed indicated strong dissatisfaction with their job, the university in general, the department in particular, or some combination of all three. All of these faculty members were strongly desirous of leaving but were, for various reasons, prevented from doing so. Their response to this forced retention was either voice or neglect, in no instance did loyalty result from the inability to leave.

On the other hand, those faculty members who were not particularly dissatisfied and were not looking to leave when presented with the possibility of a new position at another institution, responded to their decision to stay with strong

statements of loyalty. While things may not be perfect and completely to their liking at the present institution, they are better than the unknowns of a new institution. As a result, the decision to remain did not bring with it a call for change as much as an affirmation of what is and was. Neglect seemed to be the preferred option only to those who were already practicing it when confronted with the decision to move.

It appears, therefore, that Hirschman's responses to job dissatisfaction have some relationship to the results of this study. Dissatisfied faculty members who are denied the option of exit, will either work to better the situation (voice) or redirect their energies elsewhere (neglect). Satisfied faculty members who decline to move will likely become even more loyal to the present institution following a decision to remain. This study found little evidence to suggest that the dissatisfied faculty member who is unable to leave will become a loyal member of the institutional team.

Retention Factors Related to Job Satisfaction

When combining the faculty survey with the faculty interviews, six issues were identified as being factors in job satisfaction and, therefore, related to the retaining of faculty members. Two of them, institutional resources and institutional reputation, are not terribly influential in a decision to remain or leave. Issues of promotion and tenure and job variety are somewhat important while colleagues and recognition or affirmation for one's work are of considerable importance.

Institutional resources, the 'nuts and bolts' of education like classrooms, library, teaching and research assistance, and secretarial support, will not keep a faculty member at Michigan State. Every educational institution has to provide these basic elements of the educational enterprise. Although several of the faculty members did make disparaging comments about MSU's institutional resources, no one said that better classrooms or additional secretarial support would keep them here. It would appear that institutional resources, if significantly lacking, may be a push to cause a faculty member to pursue another job opportunity but it is unlikely that institutional resources, by themselves, will keep a faculty member in place.

The issue of institutional reputation, while of limited influence in retention decisions, may be more important in decisions to leave. No faculty member in this study received a job offer from an institution which he or she considered more prestigious than Michigan State University. Had one received such an offer it is assumed that the offer would be accepted in an effort to enhance one's own prestige and value.

The reputation of one's department is more important than the reputation of the college, which is more important than the reputation of the university. But none of these exert an overwhelming influence, possibly due to the fact that many faculty members tend to identify more strongly with their discipline than they do with their institution. While Michigan State University dare not allow its reputation to decline, it must not presume that a strong institutional

reputation will retain faculty members with other job offers. More influential will be the departmental reputation and, relatedly, the reputation of and interaction with one's colleagues.

While the potential for promotion and tenure can be an influence in faculty retention, some unsettling questions have been raised in this area. Several faculty members spoke of the assurances of future promotion and/or tenure by department administrators and faculty colleagues as a real influence in their decision to remain at MSU. None of these faculty members were being offered a promotion as a part of their outside job offer, nor were they being given promotion via the MSU counter-offer. Rather, as they talked with others in the department, especially the chairperson, they were being given strong messages of assurance concerning their future potential for promotion and tenure, messages which did not go unnoticed.

There are, however, some concerns about the promotion and tenure process that surfaced as a result of these interviews. Some faculty members view the process of promotion and tenure at Michigan State University as an almost automatic progression. Two reasons for this opinion seem to dominate the thinking. On the one hand, some feel that the faculty selection process in their department and/or college is so rigorous that only the best candidates survive. The selection process, in this instance, weeds out those candidates unlikely to be strong scholars and leads to the hiring of only those with exemplary records of teaching and research, or the potential for such. The struggle, in this

kind of environment, is getting in the door. Once in, a faculty member is almost assured of an orderly progression through the ranks of promotion and tenure.

A second reason for the confidence of some faculty members concerning the promotion and tenure process is a perception of a nonrigorous review and the standards for tenure which exist across the campus. It is possible that the high tenuring rate at MSU (80% plus) is due, not to a rigorous faculty selection process, but to casual promotion and tenure requirements. Since Michigan State has decentralized its promotion and tenure process, strong university-wide standards and requirements for promotion and tenure do not exist, creating confusion and misunderstanding among some faculty members.

A few faculty members also expressed concern about the lack of time and resources to produce the kind of scholarship necessary for promotion and tenure. Heavy teaching loads restrict a faculty member's time to engage in research and writing and a lack of the necessary resources for productive scholarship make faculty members anxious about their ability to be promoted or tenured. Since the potential for promotion and tenure does influence a faculty member's decision to stay or leave an institution, these kinds of hindrances must not be allowed to continue.

In the realm of job variety, not everyone wants to follow the path from faculty member to administrator. Although several of the faculty members interviewed had been offered administrative positions, and though they indicated that among the attractions of the job was the possibility of

heading a department or unit, one of the factors which led to
the decision to remain at MSU was the varied nature of their
present faculty position and the possibility for job variety
in the future. The job of the typical faculty member is
quite varied and may include undergraduate and graduate
teaching; involvement in clinical practice or other outreach
efforts; opportunities to select, mentor and collaborate with
doctoral students and post-doctoral fellows on research
topics of one's own choosing; and participation in
institutional and disciplinary service efforts through
membership on committees and task forces. Administration, as
seen by many of the faculty members, was a severe limitation
on this variety.

But opportunities to redesign one's career and emphasis
was also seen as being important. As a faculty member
progresses through his or her career, there may come a time
when a developing and teaching a new course or engaging in a
new field of research may be the necessary prescription to
revive a flagging career. Knowing that these efforts at
rejuvenation will be encouraged and supported by one's
institution and administrators may influence a faculty member
to remain rather than leave when offered a new position.

Most influential among the various job satisfaction
factors, however, are those having to do with colleagues and
recognition. As we saw in our earlier discussion of
colleagues, three types of collegial relationships can become
influential in a decision to remain at the university. Each
of the three types, 'affirming colleagues,' 'professional
colleagues' and 'working colleagues,' are strong forces for

retention with those who spoke of a working collegiality
seeming to evidence a heightened sense of commitment to
remaining with their colleagues at the university than the
others.

When faculty members are encouraged and supported in
collaborative efforts (and these efforts do not have to be
limited to research but can also include teaching and
outreach), they appear to have a much stronger reason to
remain. An important element in this collaboration seems to
be reducing the barriers to interdisciplinary efforts and
encouraging faculty members to reach across traditional
departmental boundaries to bring together a team of persons
with different kinds of expertise to address issues and
topics of mutual concern. Once engaged in a collaborative
effort, faculty members find themselves with a heightened
sense of enthusiasm for the job and a growing sense of
responsibility to the team, both elements which raise the
potential of retention when confronted with a job offer.

The other major factor in job satisfaction and faculty
retention is that of recognition and affirmation. Many
faculty spoke of a desire to have an occasional word or note
of recognition and affirmation by a colleague, the department
chairperson or the college dean.

To acknowledge and affirm the exemplary work of an
employee is not a new concept, industry has long recognized
this as an important element in job satisfaction. What may
be new, however, is the high level of importance this seems
to be accorded by the professional educational community.
Whereas faculty members may have once been expected to draw

their satisfaction from the intrinsic sense of well-being that comes from teaching a good class or having a paper accepted for publication, it is now becoming apparent that, like other workers, faculty members also need the compliment and pat-on-the-back from a supervisor/department chairperson.

The major problem seems to be that, among many department chairpersons, the value of and ability to affirm and commend is either unknown or unpracticed. Faculty members spoke of department chairpersons who seemed unable to compliment members of the department, perhaps because of an inability to see the value of such an enterprise or perhaps because of an uncomfortableness in doing so. Short notes and public compliments take little time but are extremely effective in making faculty feel appreciated and valued and may well make a faculty member less likely to be attracted by an outside job offer.

The high value placed on colleagues and affirmation for one's work seems to be somewhat discordant with Herzberg's contention that job satisfaction is linked more to intrinsic factors and job dissatisfaction is more frequently associated with extrinsic factors. Both collegiality and work affirmation are extrinsic factors in that they are essentially related to the context of the job. Herzberg would tell us that a lack of collegiality and work affirmation may make faculty members unhappy in their position but the presence of either or both of them would not necessarily make the faculty member satisfied in the job. This study, however, seems to show that extrinsic factors may well play a part in a faculty member's job satisfaction, and

an important part at that.

The overall job satisfaction among faculty members at
Michigan State University is quite high. At the same time,
there are several specific issues of job satisfaction which,
if left unattended, could lower the level of job satisfaction
and result in difficulties when seeking to retain faculty
members with job offers from other institutions and
organizations. Some suggestions to assist the institution in
addressing these needs will be found at the end of this
chapter.

The Department Chairperson and Faculty Retention

For the most part, the department chairperson is
perceived as being extremely powerful in influencing a
faculty member's decision to remain in his or her present
position when considering an outside job offer. And the
perception is accurate -- to a point.

It is the department chairperson who creates the
environment in which the faculty member spends most of his or
her time; it is the department chairperson who is, or should
be, among the first to learn of a faculty member's outside
offer; it is the department chairperson who serves as liaison
between faculty member and higher administration in the
determination and presentation of the counter-offer; and it
is the department chairperson who will have to live with and
respond to the final decision of the faculty member to either
remain at or leave Michigan State University.

Yet the ability of the department chairperson to impact
a faculty member's decision is decidedly limited. While he

or she may be able to exercise some control over such factors as work load (e.g., release from teaching in order to pursue a research agenda), office space, and teaching assignments, the really influential items are often under someone else's control. None of the chairpersons had control over salary or support money allocations; none were able to reduce a faculty member's teaching load to zero in order to allow for a focus on research. Thus, while the department chairperson may be seen as being very important in retention, that is probably not an accurate depiction of reality.

It should be noted that it is neither expected nor desirable that the department chairperson to work equally hard to retain all of the faculty members in his or her unit. Some faculty, upon receipt of a job offer, ought not be discouraged from accepting that offer and, in some instances, should actually be encouraged by the department chairperson to accept the offer. It may be that there is a better "fit" between the faculty member and the offering institution, or that the new institution is able to provide better research facilities or advancement potential to the faculty member, or that the relationship between the faculty member and the present institution is simply not good for either party. Whatever the case, the department chairperson ought not be expected to retain every faculty member who comes with an outside job offer.

Still, with that caveat, several areas of involvement by the department chairperson seem to be of critical importance if faculty retention is the desired goal. First, is the creation of a positive climate in the department. Faculty

members spoke positively of the new department chairperson who, soon after taking office, would stop by the lab to inquire of a faculty member's research or would take the time to ask about a class being taught. Unfortunately, while many department chairpersons begin this practice and express a desire to continue it, the press of administrative duties often prevents them from doing so on a continuing basis. Still, the creation of climate is essentially the responsibility of the department chairperson and familiarity with one's faculty and their interests is an essential part of creating that climate.

When discussing the departmental climate, one of the areas which cannot be ignored is the general discontent of female faculty members. In general, female faculty members are slower to go to the department chairperson with a job offer, are less content with the response of the chairperson, and feel that they are being treated differently than their male colleagues. This has resulted in a growing dissatisfaction on the part of some of the female faculty members at Michigan State University. While MSU says all the right things about gender equality, these women say, the university talks a much better game than it plays.

A second area of involvement, and one closely related to the creation of departmental climate, is one having to do with the role of outside offers in faculty compensation. Little or no agreement seems to exist at the university concerning the place of outside offers in determining faculty pay. Some department chairpersons are very encouraging of faculty members obtaining job offers as a means of enhancing

their compensation while others decry this practice.

The argument for the practice runs something like this. If the department chairpersons encourages his or her faculty members to secure outside job offers it raises the prestige of the department because it shows the worth of the members of the department and it gives the chairperson clout when seeking pay raises for faculty members in the department. On the other hand, some department chairpersons discourage the solicitation of outside offers for purposes of salary enhancement because it drains the available resources and may limit the ability of a chairperson to reward productive faculty members who did not obtain a job offer.

If pay raises and work load adjustments are accorded solely on the basis of one's ability to secure one or more outside job offers per year, then it is reasonable to assume that productive, contributing faculty members who, for whatever reason, are unable to get an offer will soon be outpaced by their more marketable colleagues. This could have an extremely deleterious effect on the departmental climate and the morale of the faculty. It is incumbent upon the department chairperson to develop and implement a system of evaluation and reward that rests, not upon a faculty member's ability to secure job offers, but upon the value of his or her contributions to the department and the university.

The initial response to a faculty member's announcement of a job offer is the third critical point for the department chairperson. Generally, department chairpersons want to assist the growth and development of their faculty members.

Thus, when a faculty member comes with news of a job offer, the chairperson may respond by asking questions about the faculty member's career goals or his or her interest in this particular position. In so doing, the chairperson hopes to be perceived as open and supportive but, in many instances, is seen as being unconcerned and uninterested in the faculty member's response to the job offer.

What many faculty members want to hear, when they inform the department chairperson of an offer, is that they are valued and wanted and that every effort will be made to retain them in the department and at the university. In stead, what they often hear is that the chairperson wants what is best for the faculty member and that he or she will not stand in their way as they explore this opportunity. It is not hard to see how, despite the best of intentions on the part of the department chairperson, this message can be perceived by the faculty member as a lack of interest in retention by the chairperson.

Other Retention Issues

During the course of this study, two additional issues surfaced as being important elements of faculty job satisfaction and retention. The first has to do with the counter-offer given to faculty members who receive a job offer from another institution. According to the faculty members interviewed, Michigan State University appears to have a good record of timely and successful counter-offers. It is essential, for the success of future retention efforts, that MSU continue to act swiftly and reasonably when faculty

members receive outside offers. A delay in the presentation of a counter-offer may well be perceived by the faculty member as a lack of desire on the part of the university to retain the faculty member.

The second issue has to do with the increasingly important topic of employment for the spouse or significant other of a faculty member. For some time it has been recognized that spousal employment is an important part of faculty recruitment. Now we can also see that a spouse's job may well be a major factor in keeping a faculty member in his or her job. While a few of the faculty members had spouses who also held academic jobs at the university, most of them did not. Still, the disruption of a spouse's career or asking one's significant other to leave one job in the hopes of finding another just as acceptable is a powerful retention issue. Michigan State University must be attentive to this issue which, though not directly a university focus, may be highly influential in faculty retention.

Recommendations for Institutional Policy and Practice

The discussion of the results of this study has raised several issues which call for a response in either institutional policy or institutional practice. Many of the recommendations which follow are a union of job satisfaction and department chairperson factors. Two of them, however, focus more directly on the institution as a whole and will address some broader issues.

Department chairpersons are drawn, almost exclusively, from the ranks of the faculty and may or may not have

administrative experience. As a result, it will be to the advantage of the university, the department chairperson and the faculty if more time in spent in preparing department chairpersons for their work as leaders and managers. A good faculty member does not necessarily make a good department chairperson and the time and effort spent in training may well make the difference between retaining and losing faculty.

Department chairpersons need assistance in knowing how to create an environment which will maximize the productivity of the faculty and enhance their collegiality. The department does not have to become "one big happy family" but it should be a place where people enjoy working and being, where everyone is contributing and where each person is valued. Communication skills (both written and oral), a short course in managing organizational change, and training to foster a sensitivity to gender issues and concerns would be excellent places to begin the learning.

Much immediate benefit could be realized by working with the department chairperson on how to respond to the faculty member who comes with news of an outside job offer. While not wanting to tell another person what he or she should do, the chairperson could learn how to be both affirming and open when responding to the news of a job offer. This is a critical time to affirm, not alienate, a faculty member.

Which raises another area of faculty retention relating directly to department chairpersons and the creation of the departmental climate: the affirming of departmental faculty. Department chairpersons need to be made aware of the value of

affirmation and recognition in general, and they then need to
be informed how to provide them. There are assorted reasons
for recognition (a new publication, exceptional student
feedback on a course presentation, or appointment to a select
committee) and there are different methods of affirmation (a
handwritten note, a telephone call, or public recognition).
If department chairpersons can be alerted to the value of
affirmation, and if they can be taught how to provide that
affirmation, then the faculty members will be much less
likely to be attracted elsewhere because of not feeling
valued or appreciated at Michigan State.

It would also be valuable to assist department
chairpersons in the how-to of faculty development. Junior
faculty need direction and feedback from the chairperson on a
regular basis if they are to make regular and satisfactory
advancement through the promotion and tenure process. Senior
faculty members need the input of the department chairperson
if they are to continue to make a contribution to the
department. Help in personnel assessment, developing and
monitoring improvement plans for individual faculty members,
and staff motivation would be extremely beneficial for the
department chairperson.

Finally, because job variety and collegiality are such
powerful factors in faculty retention, the department
chairperson needs to be equipped to work effectively with
faculty in these areas. Department chairpersons must be
helped to see how faculty careers might take different turns
and focus on different elements over the lifespan of the
individual faculty member. In addition, they must be

encouraged to help faculty members look afresh at their career to see how a shift in job emphasis might serve to reenergize an individual's work.

Faculty members will also need the encouragement and support of their department chairperson if they are to successfully engage in cooperative and interdisciplinary efforts at research, instruction or outreach. Since this kind of cooperation creates a certain amount of administrative confusion, university administrators can be valuable resources in providing information to department chairpersons concerning proper accounting and reporting procedures for shared and interdepartmental endeavors.

The department chairperson clearly plays a role in faculty retention. Long before a faculty member comes with word of a job offer, the department chairperson has created a departmental climate which will either encourage or discourage retention. Then, how the chairperson responds to the news of the job offer and the type of counter-offer that is presented will have an immediate impact on retention. Finally, on-going efforts at faculty development and job redesign as well as work collaboration will serve to create a work environment from which departure is undesired.

The university, however, can also do some things which enhance the potential for faculty retention. Since a spouse's career can be a significant impediment to relocation, one relatively simple step the university can take to would be to assist the spouse or significant other of a faculty member in obtaining suitable employment. This is already being done as a part of faculty recruitment but it is

not well organized nor is it a service available to others in the university academic community. This service would also have another effect which could also have a positive impact on faculty retention--the faculty member and his or her spouse or significant other would be appreciative of the university's efforts in obtaining a job and this heightened sense of loyalty would also encourage a decision to remain when given an opportunity to leave.

On a larger scale, the issue of promotion and tenure of faculty members needs to be addressed. With the potential for promotion and tenure a strong incentive for remaining, it will be to the university's advantage to address the concerns which have been raised regarding this issue.

On the one hand, a set of university guidelines establishing the standards for promotion and tenure could be developed and circulated to the colleges and departments. They could then, in turn, shape their specific promotion and tenure requirements in the light of the institutional guidelines. The end result will be a written set of expectations for faculty members going through the process of promotion and tenure, guidelines which a faculty member could use to measure his or her progress toward the goal.

At the same time, colleges and departments need to make sure that their expectations surrounding promotion and tenure are sufficiently broad. Since the institutional mission includes knowledge dissemination (instruction) and knowledge application (service and outreach) as well as knowledge generation (research), it is only appropriate that all three aspects of the institutional mission be rewarded.

Departments, especially, must make sure that methods of
measurement and evaluation are in place which will allow
faculty members to be rewarded and promoted for excellence in
instruction and outreach in addition to research.

Recommendations for Further Research

The present study has attempted to identify elements,
especially those relating to job satisfaction and the
department chairperson, which influence a faculty member's
decision to remain at Michigan State University when offered
a job elsewhere. This section will recommend some additional
topics for further research. Several recommendations come
from the limitations which were a part of this study and the
final recommendations arise from the study itself.

There should be a study of faculty retention at
different types of higher education institutions. Michigan
State University is a Research I institution, a specific kind
of university. There are many other kinds of higher
education institutions, public and private, two-year and
four-year. Are the issues of faculty retention similar at
Doctoral I and Liberal Arts II institutions?

The present study has focused on faculty members who had
received a job offer from another institution and chose to
remain at Michigan State. But there are some former faculty
members who had received a job offer and chose to accept that
offer. If any efforts were made to retain these former
faculty members, they were clearly not successful. It would
be helpful to know what factors would have had to be present
for those faculty members to have remained at MSU.

Over two hundred faculty members indicated the receipt
of a job offer during our specified time-frame but less than
forty indicated a willingness to be interviewed and, in the
end, only twenty-five actually consented to participate. It
is impossible to know the kinds of comments and perspectives
these other faculty members might bring to this discussion
had they consented to participate. By allowing people to
self-select, we may have missed some important elements
concerning faculty retention. Subsequent studies on faculty
retention ought to look at ways of including more faculty
members who have received job offers.

One important recommendation for further research
involves the treatment of women faculty members by the
department chairperson. This study suggests that women seem
dissatisfied with their treatment by the university system,
that they are much less pleased with the treatment they are
receiving from the chairperson, and that they are possibly
being treated differentially by the chairperson. From an
institutional equity perspective, this study seems to be very
important. Does the system tilt in favor of the male faculty
member? Are women with job offers being treated differently
than their male counterparts? If women are indeed being
treated differently, it is imperative that the institution
begin an aggressive program to train and sensitize department
chairpersons to this issue. Failure to treat women faculty
members equitably will lead to immense difficulties in the
retention of these women when presented opportunities to
leave.

The department chairperson is the focus of the second

recommendation for further research. While the chairperson does control resources, we have seen that the really influential resources in faculty retention appear to be controlled by the college dean. Further study needs to be done on the role of the department chairperson. Included in that study are questions having to do with the perceived role of the chairperson by both faculty members and deans. While many would view the position of department chairperson as being powerful and influential, is that an accurate perception? Since the department chairperson appears to be an important part of the faculty retention equation, additional study should be conducted on how to best influence faculty members to remain once the chairperson is made aware of a possible departure.

A third recommendation has to do with the issue of the role of the outside offer in enhancing one's overall compensation and support package at the home institution. While nearly all of the faculty members interviewed denied ever having used an outside offer to better their package at MSU, most of them acknowledged that the practice did take place and that they knew at least one faculty member who had used an outside offer to enhance his or her position. Department chairpersons also acknowledged the practice and at least one chairperson said that it may become necessary, in the near future, to secure an outside offer in order to receive a pay raise. How wide-spread is the practice of using an offer to better one's overall package at home? And how do administrators view this practice? If this is to become the *modus operandi* for some institutions, it is likely

that many faculty members who are not able to secure outside job offers on a regular basis, but who are quality faculty members in their own right, will become extremely dissatisfied and prone to leave the institution when given the opportunity to do so. At the same time, should this practice become the procedure for higher education in general, it will undoubtedly become a costly and time-consuming process to hire a new faculty member because an institution will never be able to know for sure if an applicant is seriously interested in the job or if he or she is simply trying to enhance their package at the home institution.

A final recommendation for further research has to do with the issue of collegiality. We have, in the course of this study, identified three types of colleagues which may influence a faculty member's decision to remain in their present job. Are all three of these colleague-types equally influential in the decision-making process? If one is more influential than the others, why is that so? Are these collegial-types discipline specific? Are they gender specific? Does a faculty member tend to have different types of collegial relationships over the course of the academic career?

This study has identified several elements which can be influential in retaining faculty members who receive job offers from other institutions and organizations. In addition, recommendations for further study have been suggested to continue to enlarge the body of knowledge regarding faculty retention. One thing is certain in all of

this: Faculty retention is an on-going process of creating an environment which fosters collegiality and in which every person feels valued.

APPENDICES

APPENDIX A

FACULTY MOBILITY SURVEY INSTRUMENT

FACULTY MOBILITY SURVEY
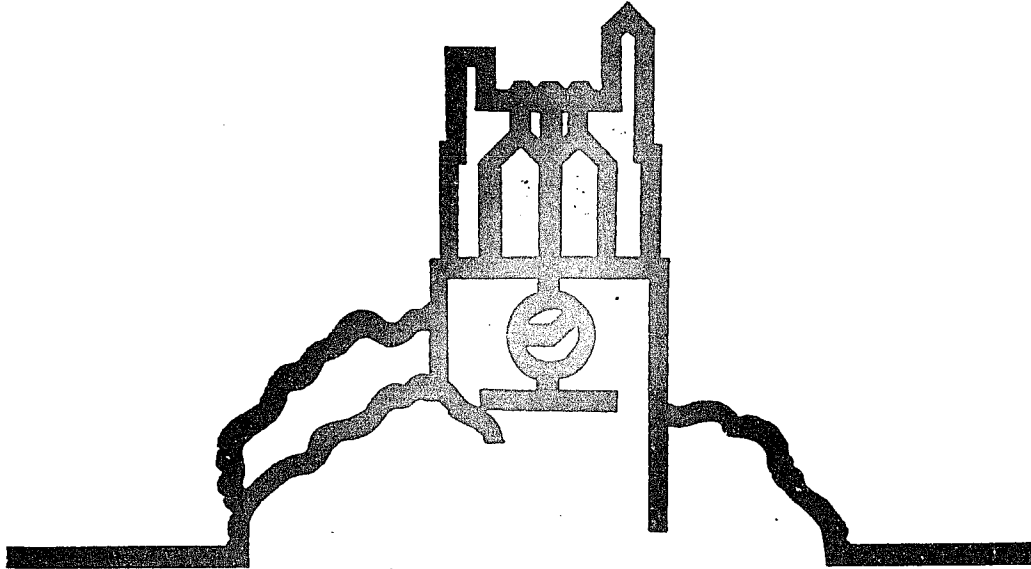
Thank you for taking the time to complete the Faculty Mobility Study. This study explores faculty career choices in a dramatically changing environment. The information gained from this effort will be used in understanding the career challenges facing faculty.

Your participation in this study is voluntary. You may choose not to participate at all or terminate your involvement at any time. You have the right to refuse to answer any question. However, we would appreciate it if you could answer all questions in order to minimize the amount of missing information that makes it difficult to analyze data.

The entire survey will take about 30 minutes to complete. All your responses will be kept strictly confidential. If you have any questions about this project, please contact Dr. Kathryn Moore at 355-2395, Dr. Philip Gardner at 355-2211 or Dr. Linda Forrest at 355-8502. Please return your survey by March 25, 1991 to:

Collegiate Employment Research Institute
113 Student Services Building
Michigan State University
East Lansing, MI 48824

The return of the completed survey constitutes your informed and voluntary consent to participate in this research.

PART I. Questions in this section concern your academic appointment and the general level of job satisfaction you experience in your current position.

1. What is your current academic rank at Michigan State University?   (PLEASE CIRCLE ONE NUMBER)

Professor	1
Associate Professor	2
Assistant Professor	3
Instructor	4
Specialist	5
Other:_____	6

    (Please Specify)

2. In what year did you achieve your current rank? 19_____

3. In what year did you begin your employment as a faculty member at Michigan State University? 19_____

4. What is your current tenure status at Michigan State University? (PLEASE CIRCLE ONE NUMBER)

Not in tenure system	1
In tenure system but not tenured	2
Tenured	3

    In what year did you achieve tenure at Michigan State University? 19_____

5. In which college or unit is your primary appointment? (PLEASE CHECK ONE)

_____a. Agriculture and Natural Resources	_____i. James Madison
_____b. Arts and Letters	_____j. Natural Science
_____c. Business	_____k. Nursing
_____d. Communication Arts	_____l. Osteopathic Medicine
_____e. Education	_____m. Social Science
_____f. Engineering	_____n. Urban Affairs
_____g. Human Ecology	_____o. Veterinary Medicine
_____h. Human Medicine	_____p. Non-College Faculty
	_____q. Other:_____

6. Do you currently hold a joint appointment? Yes_____ No_____ If yes, in what other department/school/ non-departmentally organized college do you hold an appointment(s)? _____

7. At how many other institutions have you held academic appointment at the level of assistant professor or above? _____Institutions

    In what year did you hold your first academic appointment? _____year

1

8. How satisfied or dissatisfied do *you personally* feel about each of the following aspects of your job at Michigan State University? (PLEASE CIRCLE ONE NUMBER FOR EACH ITEM)

	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable
My work load	1	2	3	4	5	8
My job security	1	2	3	4	5	8
The authority I have to make decisions about what courses I teach	1	2	3	4	5	8
The authority I have to make decisions about content and methods in the courses I teach	1	2	3	4	5	8
The authority I have to make decisions about other (noninstructional) aspects of my job	1	2	3	4	5	8
Time available to work on scholarship and research	1	2	3	4	5	8
The mix of teaching, research, administration, and service (as applicable) that I am required to do	1	2	3	4	5	8
Opportunity for my advancement in rank at Michigan State University	1	2	3	4	5	8
Time available for working with students as an advisor, mentor, etc.	1	2	3	4	5	8
Availability of support services (including clerical support)	1	2	3	4	5	8
Availability of equipment (personal computers, etc.)	1	2	3	4	5	8
Freedom to do outside consulting	1	2	3	4	5	8
My salary	1	2	3	4	5	8
My benefits, generally	1	2	3	4	5	8
Overall reputation of Michigan State University	1	2	3	4	5	8
Institutional mission to carry out teaching, research, and public service	1	2	3	4	5	8
Quality of leadership in my department/program	1	2	3	4	5	8
Quality of chief administrative officers at Michigan State University	1	2	3	4	5	8
Quality of my colleagues in my department/program	1	2	3	4	5	8
Quality of graduate students whom I have taught here	1	2	3	4	5	8

8. Continued

	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable
Quality of undergraduate students whom I have taught here	1	2	3	4	5	8
Teaching assistance that I receive	1	2	3	4	5	8
Research assistance that I receive	1	2	3	4	5	8
Opportunities for professional growth and development offered by my academic unit	1	2	3	4	5	8
Cooperation offered by support staff at Michigan State University	1	2	3	4	5	8
Quality of faculty leadership (e.g., Academic Senate) at Michigan State University	1	2	3	4	5	8
Relationship between administration and faculty at Michigan State University	1	2	3	4	5	8
Interdepartmental cooperation at Michigan State University	1	2	3	4	5	8
Spirit of cooperation among faculty at Michigan State University	1	2	3	4	5	8
Quality of my research facilities and support	1	2	3	4	5	8
My job here, overall	1	2	3	4	5	8

9. Please estimate the percentage of your total working hours that you spent on each of the following activities during the 1990 Fall Term. (PLEASE GIVE YOUR BEST ESTIMATES IF NOT SURE: IF NONE, ENTER "0")

Note: The percentages you provide should sum to 100% of the total time you spent on professional activities.   Percent

Teaching (preparing courses; developing new curricula; teaching; grading papers.)   _____

Research and Scholarship (planning for and conducting research; preparing for and giving performances and exhibitions in the fine arts; preparing or reviewing articles or books; preparing for and attending professional meetings or conferences; seeking outside funding, including proposal writing.)   _____

Advising Students (advising undergraduate and graduate students; working with student organizations.)   _____

Professional Development (taking courses; pursuing an advanced degree or participating in other practices to remain current in your discipline.)   _____

Service and Extension (preparing and giving speeches that build upon your professional expertise; providing of technical assistance, policy analysis, program evaluation, medical or veterinary services, psychological counseling and therapy; consulting outside with or without remuneration.)   _____

Administration and Governance (participating in faculty goverance; participating in departmental or institutional committees and task forces; managing and coordinating programs or personnel.)   _____

Other (PLEASE SPECIFY):_____

Please be sure that your percentages total: *100%*

3

10. Indicate how satisfied you are with these facets of your life at this time.
(PLEASE CIRCLE ONE NUMBER FOR EACH ITEM)

	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable
Life in general, outside of work	1	2	3	4	5	8
Healthful lifestyle	1	2	3	4	5	8
Family life	1	2	3	4	5	8
Amount of time for leisure activities	1	2	3	4	5	8
General level of happiness	1	2	3	4	5	8
Level of physical activity	1	2	3	4	5	8
Degree of physical fitness	1	2	3	4	5	8
Geographical area where you live	1	2	3	4	5	8
Climate where you live	1	2	3	4	5	8
Ability to cope with stress	1	2	3	4	5	8
Social life	1	2	3	4	5	8
Overall health status	1	2	3	4	5	8

PART II. In this section, we ask you to consider the likelihood of leaving your current position to do something else.

1a. If you had the opportunity to restructure your current position, would you want to do more, less, or about the same amount of each of the following? (PLEASE CIRCLE ONE NUMBER FOR EACH ITEM)

	Much Less	Somewhat Less	Same Amount As I Now Do	Somewhat More	Much More
Teaching	1	2	3	4	5
Research and Scholarship	1	2	3	4	5
Advising Students	1	2	3	4	5
Professional Development	1	2	3	4	5
Service/Extension	1	2	3	4	5
Administration and Governance	1	2	3	4	5

1b. If you were to leave this job to accept another position, would you want to do more, less, or about the same amount of each of the following as you currently do? (PLEASE CIRCLE ONE NUMBER FOR EACH ITEM)

	Much Less	Somewhat Less	Same Amount As I Now Do	Somewhat More	Much More
Teaching	1	2	3	4	5
Research and Scholarship	1	2	3	4	5
Advising Students	1	2	3	4	5
Professional Development	1	2	3	4	5
Service/Extension	1	2	3	4	5
Administration and Governance	1	2	3	4	5

2. Given your situation at Michigan State University and the job market in your field, how likely are you to take these actions within the next two years:

	Very Unlikely	Somewhat Unlikely	Neutral	Somewhat Likely	Very Likely
a. Seek a new position at Michigan State University	1	2	3	4	5
b. Look for a position at another institution	1	2	3	4	5
c. Resign my current position for a similar position at another institution	1	2	3	4	5
d. Resign my position to retire	1 ·	2	3	4	5
e. Resign my position to return to school as a student	1	2	3	4	5
f. Resign my position for other reasons including career change, child rearing, providing dependent care, etc.	1	2	3	4	5
g. Accept employment at a(n):					
* doctoral granting university or college	1	2	3	4	5
* other 4-year university or college	1	2	3	4	5
* 2-year postsecondary institution	1	2	3	4	5
* elementary or secondary school	1	2	3	4	5
* hospital or other health care organization	1	2	3	4	5
*consulting, self-owned business, freelancing	1	2	3	4	5
*private sector for-profit business or industry	1	2	3	4	5
* foundation or other nonprofit organization	1	2	3	4	5
* federal government (including military)	1	2	3	4	5
* state or local government	1	2	3	4	5

3. Faculty consider many factors when weighing an opportunity to leave an institution like Michigan State University. Listed below are factors that you may contemplate in deciding to leave the university. Indicate the relative degree of importance each factor could have in making your decision.

	Not An Important Reason At All To Leave	Somewhat Important Reason To Leave	Fairly Important Reason To Leave	Very Important Reason To Leave	Extremely Important Reason To Leave
Reputation of institution	1	2	3	4	5
Service Load	1	2	3	4	5
Availability of internal research funds	1	2	3	4	5
Congeniality of colleagues	1	2	3	4	5
Job Security/tenure	1	2	3	4	5
Rapport with departmental leadership	1	2	3	4	5
Promotion in rank	1	2	3	4	5
Career advancement opportunities	1	2	3	4	5
Reputation of associates	1	2	3	4	5
Base salary	1	2	3	4	5
Research load	1	2	3	4	5
Benefit package	1	2	3	4	5
Administrative load	1	2	3	4	5
Research opportunities	1	2	3	4	5
Teaching load	1	2	3	4	5
Teaching assignments and/or opportunities	1	2	3	4	5
Rapport with university leadership	1	2	3	4	5
Availability of internal research funds	1	2	3	4	5
Reputation of department	1	2	3	4	5
Institutional mission/philosophy	1	2	3	4	5
Influence in department	1	2	3	4	5
Competence of colleagues	1	2	3	4	5
Secretarial support	1	2	3	4	5
Receipt of merit pay	1	2	3	4	5
Influence in college	1	2	3	4	5

3. (reasons to leave continued)

	Not An Important Reason At All To Leave	Somewhat Important Reason To Leave	Fairly Important Reason To Leave	Very Important Reason To Leave	Extremely Important Reason To Leave
Library facilities	1	2	3	4	5
Laboratory/research facilities	1	2	3	4	5
Office facilities		1	2	3	4
Reduced tuition for family	1	2	3	4	5
Rapport with college leadership	1	2	3	4	5
Emphasis on publishing	1	2	3	4	5
Sabbatical, leave, travel, and study policies	1	2	3	4	5
Consulting opportunities	1	2	3	4	5
Spouse's career opportunities	1	2	3	4	5
Geographic considerations	1	2	3	4	5
Cultural, recreational, and social opportunities	1	2	3	4	5
Climate of region	1	2	3	4	5
Housing costs	1	2	3	4	5
Proximity of extended family	1	2	3	4	5
Extensive and/or close network of friends living locally	1	2	3	4	5
Loyalty to institution	1	2	3	4	5
Loyalty to department/program	1	2	3	4	5
Appreciation for my work	1	2	3	4	5
Influence in institution	1	2	3	4	5

4.   Are you seriously considering or actively seeking a job change? (PLEASE CIRCLE ONE)

              Yes   No   Maybe

5.   Have you received an actual job offer(s) in writing from another institution or organization in the period between September 1, 1989 and March 1, 1991? (PLEASE CIRCLE ONE NUMBER)

Yes, I have received one offer	1
Yes, I have received more than one offer	2
No, I have not received any offers	3 (Please go to Part III, Question 1)

6.   Who initiated the contact that resulted in this offer? (PLEASE CIRCLE ONE NUMBER)

I made the first contact	1
The other institution made the first contact	2

7.   With whom did you discuss the job offer(s) you received? (PLEASE CIRCLE ALL THAT APPLY)

Colleagues(s) in your department/unit‘	1
Colleagues(s) outside of your department/unit	2
The chairperson/administrator of your department/unit	3
The chairperson/administrator of another department/unit	4
The dean or other senior administrator in your college	5
The provost or other senior administrators in the university	6
Others not associated with Michigan State University	7

8.   How much did your department chairperson/unit administrator influence the decision on your most recent offer? (PLEASE CIRCLE ONE NUMBER)

Strongly Influenced Me To Leave	Slightly Influenced Me To Leave	Had No Impact On My Decision	Slightly Influenced Me To Stay	Strongly Influenced Me To Stay
1	2	3	4	5

9.   At this time, have you accepted a job offer from another organization or institution?(PLEASE CIRCLE ONE NUMBER)

Yes, accepted an offer	1
Am still considering offer(s)	2
No, rejected offer(s)	3

PART III. These questions deal with your perceptions of salary levels and benefits received at Michigan State University as compared to other institutions you are familiar with.

1.   Do you believe your current salary, when compared with the salaries of peers in your field at Michigan State University, to be: (PLEASE CIRCLE ONE NUMBER)

Much lower than the average	1
Somewhat lower than average	2
About average	3
Somewhat higher than average	4
Much higher than the average	5

2. Do you believe your current salary, when compared nationally with the salaries of peers in your field, to be: (PLEASE CIRCLE ONE NUMBER)

Much lower than the average	1
Somewhat lower than average	2
About average	3
Somewhat higher than average	4
Much higher than the average	5

3. Have you had your salary adjusted for market conditions during the middle of the year? Yes_____ No_____

4. What percentage of your salary would another institution have to offer for you to consider leaving Michigan State University? _____ Percent

5. Is it a practice in your department to solicit a job offer from another institution for the purpose of:

a. enhancing salary	Yes_____	No_____
b. receiving a promotion	Yes_____	No_____
c. enhancing support	Yes_____	No_____

6. How likely is it that you could obtain a position at another institution that is as good or better than your present position at Michigan State University? (PLEASE CIRCLE ONE NUMBER)

Very unlikely	1
Unlikely	2
Likely	3
Very likely	4

7. Considering all the factors that can influence your employment, how interested are you in leaving or remaining at Michigan State University? (PLEASE CIRCLE ONE NUMBER)

Very Interested In Leaving For Another Position	Somewhat Interested In Leaving For Another Position	About Equally Interested in Leaving And Staying	Somewhat Interested In Remaining In Present Position	Very Interested in Remaining In Present Position
1	2	3	4	5

If you are married or in a committed relationship, please complete PART IV; otherwise please continue with PART V.

PART IV. This section examines career commitment and employment opportunities and constraints faced in dual career situations.

1. What is your partner's last completed degree? (PLEASE CIRCLE ONE)

High School   MA/MS   Ph.D.   Professional (MD, RN, LLD, DVM)   Other

2. Is your partner presently employed outside the home?   Yes_____ No_____

3. Is your partner employed by Michigan State University? Yes_____ No_____

If your partner does not work at Michigan State University, how many miles apart are your jobs? _____ miles.

9

4. Are you currently living with your partner? Yes_____ No _____

    If you currently live together, would you be willing to consider living apart to get the jobs you both desire? _____ yes _____no

    If you are currently living apart, how far apart do you live? _____ miles

5. What is your partner's current occupation?_____

    How many years of career experience does your partner have?_____ years

6. What is your partner's current job title? _____

    How long has your partner been in his/her current position?_____years?

7. How do you compare your stage of career development with that of your partner's career?

My Career is Substantially Ahead	My Career is Somewhat Ahead	Both Careers at Same Stages	Partner's Career is Somewhat Ahead	Partner's Career is Substantially Ahead
1	2	3	4	5

8. In the world of work there are differences in a career's status based on a number of variables, such as power, social prestige, salary, etc. How would you evaluate the status of both your career and your partner's career? (PLEASE CIRCLE ONE.)

My Career: Very Low Status   Fairly Low Status   Medium Status

                      Fairly High Status   Very High Status

Partner's Career: Very Low Status   Fairly Low Status   Medium Status

                      Fairly High Status   Very High Status

9. Couples generally make decisions about whose career will take priority. Which statement below best describes the career priority in your relationship? (PLEASE CIRCLE ONE)

    a. Partner's career is the sole important career in the relationship.

    b. Both careers are important but partner's career is primary.

    c. Both careers are considered equal.

    d. Both careers are important but my career is primary.

    e. My career is the sole important career in the relationship.

10. On the following scale, what priority do you give to your career and your relationship/family? (PLEASE CIRCLE ONE)

Family Relationship Top Priority		Equal Priority		Career Top Priority
1	2	3	4	5

11. Which priority do you believe your partner would give to his/her career and your relationship/family? (PLEASE CIRCLE ONE)

Family Relationship Top Priority		Equal Priority		Career Top Priority
1	2	3	4	5

12. Considering all the factors that can influence your partner's employment, how interested is your partner in leaving or remaining in his/her present position? (PLEASE CIRCLE ONE)

Very Interested in Leaving for Another Position	Somewhat Interested in Leaving for Another Position	About Equally Interested in Leaving and Remaining	Somewhat Interested in Remaining in Present Position	Very Interested in Remaining in Present Position
1	2	3	4	5

13. To what extent do you take into account your children and their interests in making decisions about your job?

Little or no extent		Moderate extent		Great Extent	Not Applicable
1	2	3	4	5	9

14. If you and your partner are employed full-time (or in school) and one of you had to stay home (for example, to care for a sick child or wait for a repair person), who is more likely to remain at home?

Definitely Me	Usually Me	Equally Likely	Usually Partner	Definitely Partner
1	2	3	4	5

15. Do either of your careers restrict the locations where employment may be available? (PLEASE CIRCLE ONE)

Mine	Partner	Both	Neither

16. In making a final decision about leaving or staying, how free (based on your individual desires) or constrained (based on job, family or relationship factors that you may not be able to control) do you believe your decision would be?

Totally Free	Fairly Free		Fairly Constrained	Totally Constrained
1	2	3	4	5

17 a. Estimate the number of job openings in your discipline this year that would be appropriate for you based on your level and experience?_____ number _____ don't know

   b. Estimate the number of job openings your partner would find this year that would be appropriate for him or her based on level and experience? _____ number _____ don't know

18. At this time, how mobile do you consider you and your partner to be?

Neither of Us Mobile	Partner More Mobile Than I Am	I Am More Mobile Than Partner	Both Equally Mobile
1	2	3	4

19. If you and your partner were to begin a job search, what strategy would you likely use? (PLEASE CIRCLE ONE)

   a. I would look first and receive a job offer(s), then my partner would look.

   b. Partner would look first and receive a job offer(s), then I would look.

   c. We would both look independently at the same time.

   d. Apply to jobs as a couple

Could you briefly detail the reasoning behind your preferred strategy._____

_____

_____

PART V. A number of issues are of concern to the faculty at Michigan State University. Please indicate the extent to which you agree or disagree with each of the following statements.
(PLEASE CIRCLE ONE NUMBER FOR EACH STATEMENT)

	Strongly Disagree	Somewhat Disagree	Neither Agree Or Disagree	Somewhat Agree	Strongly Agree
A. General Issues:					
It is important for faculty to participate in governing their institutions.	1	2	3	4	5
Faculty promotions should be based at least in part on formal evaluations by students.	1	2	3	4	5
Teaching effectiveness should be the primary criterion for promotion and tenure of faculty.	1	2	3	4	5
Service/Extension should be an equivalent criterion with teaching and/or research for promotion and tenure of faculty.	1	2	3	4	5
Research/publications should be the primary criterion for promotion and tenure of faculty.	1	2	3	4	5
Faculty should be free to present in class any idea they consider relevant.	1	2	3	4	5
Private consulting in areas directly related to a faculty member's field or research or teaching should be restricted.	1	2	3	4	5
B. Institutional Issues:					
The administrative function is taking an increasingly heavy share of available resources.	1	2	3	4	5
The university's landgrant mission is emphasized in my academic unit's overall objectives.	1	2	3	4	5
The university's landgrant mission receives appropriate emphasis in overall university objectives.	1	2	3	4	5
Service/Extension should carry more weight in promotion and tenure decisions	1	2	3	4	5
Research should be rewarded more than teaching.	1	2	3	4	5
Research should be rewarded more than public service	1	2	3	4	5
Female faculty members are treated fairly.	1	2	3	4	5
Faculty who are members of racial or ethnic minorities are treated fairly.	1	2	3	4	5

C. How important do you think the following should be in determining faculty rewards:

	Not Very Important	Somewhat Important	Fairly Important	Very Important	Extremely Important
1. Tenure					
Teaching	1	2	3	4	5
Research/Scholarship	1	2	3	4	5
Advising	1	2	3	4	5
Service/Extension	1	2	3	4	5
Administration/Goverance	1	2	3	4	5
2. Promotion in Rank					
Teaching	1	2	3	4	5
Research/Scholarship	1	2	3	4	5
Advising	1	2	3	4	5
Service/Extension	1	2	3	4	5
Administration/Goverance	1	2	3	4	5
3. Merit Increases					
Teaching	1	2	3	4	5
Research/Scholarship	1	2	3	4	5
Advising	1	2	3	4	5
Service/Extension	1	2	3	4	5
Administration/Goverance	1	2	3	4	5

D. As you look toward 1995, do you perceive Michigan State University will be: (PLEASE CIRCLE ONE NUMBER)

Much Worse Off	Somewhat Worse Off	About The Same As Today	Somewhat Better Off	Much Better Off
1	2	3	4	5

PART VI. Demographic Information

1. In what year were you born? 19 ____
2. What is your sex? Male ____ Female ____ (PLEASE CHECK ONE)
3. Which best describes you? (PLEASE CIRCLE ONE NUMBER)

African American	1	Mexican-American/Chicano	5
American Indian	2	Foreign National	6
Asian-American or Pacific Islander	3	Caucasian/White	7
Hispanic-American	4	Other (Please Specify)_____	

4.   What is your current marital status? (PLEASE CIRCLE ONE NUMBER)

Single, never married	1	Divorced	4
Married/Cohabitating	2	Widowed	5
Separated	3		

5.   If you have children, How many do you have?_____ What are their ages?_____

6.   Are you a university distinguished professor or do you hold an endowed chair?

                No   1

                Yes   2   In what year did you receive this appointment? 19____

7.   Which of the following have you received (PLEASE CIRCLE ALL THAT APPLY)

A university-level excellence award at Michigan State University	1
A college-level excellence award at Michigan State University	2
A department-level excellence award at Michigan State University	3
A similar excellence award at another institution	4

8.   Do you currently have an administrative assignment (program coordinator, department chair, assistant or associate chair, etc ? Yes_____ No_____

We have tried to be comprehensive in addressing employment issues in this survey. However, we may not have addressed all the factors pertinent to your decision to remain at Michigan State University. We invite you to use use the following space to elaborate on those issues that are most pressing concerning your career and the environment in which you work.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for participating in this survey. If you desire an executive summary of the survey's results, please mail a card separately from the survey to the Collegiate Employment Research Institute. We invite your comments concerning this survey.

FACULTY MOBILITY STUDY

Thank you for completing the Faculty Mobility Study. There are several issues that we were not able to cover in great detail. We are interested in learning more about the decision process involved in accepting and rejecting job offers extended from other institutions and the job market obstacles faced by dual career couples. If you have received a job offer within the last two years or if you are involved in a dual career relationship, we invite you to participate in these follow-up studies by completing the information below.

Yes, I would like to participate in the decision study on job offers:

Name:_____

Address:_____

Campus Phone:_____

Yes, I would like to participate in the dual career follow-up study:

Name: _____

Address:_____

Campus Phone: _____

Please return this form in a separate campus mail envelope. If you include it with your survey, one of the principal investigators will separate it from your survey upon its receipt. Thanks again. Please return to:

**Collegiate Employment Research Institute
113 Student Services Building
Michigan State University
East Lansing, MI 48824**

APPENDIX B

SURVEY COVER LETTER

Dear Colleague:

The decade of the 1990's is projected to be a period of increasing change for faculty members. At institutions like Michigan State University, faculty members are likely to be considering a variety of career options. Yet, little is known, in a comprehensive way, about what these options might be or what factors faculty members take into consideration in reaching their decisions.

The Faculty Mobility Survey has been designed to explore the various issues faculty members like you consider when making personal career choices. Additionally, information is being collected on departmental and university characteristics, policies and procedures that affect you and your work at MSU.

You are invited to participate in this special study. Your participation is very important to establishing a baseline for understanding faculty mobility and future profiles of the faculty. The questionnaire takes about 30 minutes to complete.

You decision to participate is voluntary. All responses will be completely confidential in accordance with the provisions of the Family Educational Rights and Privacy Acts of 1976. Only the principal investigators and their research assistant will have access to identifiers. Identifiers will be destroyed upon completion of the follow-up inquiries. Only aggregate results will be reported. All results will be treated in strict confidence -- neither your name nor information that could identify you will ever appear in study reports. You have the right to discontinue your participation at any time and to refuse to respond to any question.

The number identifier is used to maintain our mailing list. Because we have a limited budget, we would like to keep reminders and follow-ups to a minimum. Your understanding of this situation is appreciated. When the study is completed, we will make summaries available to every college and department and to interested faculty members.

Please complete the Faculty Mobility Survey by March 25, 1991. In appreciate for your participation, an executive summary will be sent to all participants who express a desire to receive the summary. Please return your survey to the Collegiate Employment Research Institute, 113 Student Services Building, through campus mail. If you have any questions, please contact one of us at the numbers listed below.

Thank you for your time in support of this project.

Sincerely,

Kathryn Moore, Ph.D.	Phil Gardner, Ph.D.	Linda Forrest, Ph.D.
Professor	Research Administrator	Professor
Educational	Collegiate Employment	Counseling, Ed.
Administration	Research Institute	Psych, & Spec. Ed.
355-2395	355-2211	355-8502

APPENDIX C

POSTCARD REMINDER

POSTCARD REMINDER

As you may be aware, we are involved in a study that examines the career aspirations and satisfaction of faculty in the highly changing environment of higher education. The information that is obtained will not only serve scholarly interests but also will provide an opportunity to inform administrators about your concerns as a member of the faculty. To insure a representative response, your assistance would be greatly appreciated. Please take a few minutes to complete the survey you received a few weeks ago and return it to the Collegiate Employment Research Institute, 113 Student Services Building. In the event that you cannot find your survey, please call the Institute (355-2211) for another copy. Thank you for your help.

K. Moore, Ph.D., P. Gardner, Ph.D., and L. Forrest, Ph.D.

APPENDIX D

SURVEY FOLLOW-UP LETTER

Dear Colleague:

Several weeks ago we invited you to participate in a study on faculty careers. We are writing you again in the hope that you will complete the enclosed survey. We realize that you may have received a number of surveys over the last few months. However, we believe our survey will actively engage your interest. The project's central objective is to determine the career concerns faculty members have in these times of change. We seek your assistance in developing an accurate profile of faculty concerns at Michigan State University.

Your response is also needed because at this time, we do not have an adequate response from your college at your professorial level or from women faculty members. We hope you will take this opportunity to complete this survey that deals with issues pertinent to all members of the faculty.

All responses will be completely confidential. No results will be reported that could identify individual faculty members. Since your participation is voluntary, you have the right to discontinue your participation at any time and refuse to respond to any question. If you would like a copy of the survey results, please send us a separate card with your name and campus address.

Please complete the survey by May 15, 1991. You can return the survey in campus mail to the Collegiate Employment Research Institute, 113 Student Services Building. If you have any questions, please contact one of us at the numbers listed below.

Thank you for your time in support of this project. If you have already returned the survey, we thank you and apologize for any inconvenience we may have caused you.

Sincerely,

Kathryn Moore, Professor, Education Administration. 355-2395
Phil Gardner, Research Administrator, CERI. 355-2211
Linda Forrest, Asc. Professor, Counseling, Ed. Psych &
    Special Ed. 355-8502

APPENDIX E

FACULTY INTERVIEW INVITATION

Dear Colleague:

Several weeks ago the Faculty Mobility Survey was
distributed to all tenured and tenure-stream faculty at
Michigan State University. The survey collected information
on policies and procedures affecting academic work at MSU
while also seeking to explore the various issues faculty
members consider when making personal career choices. The
response has been highly favorable; thank you for taking the
time to complete and return the survey.

On the final page of the survey, you indicated that you
had received a job offer within the last two years and that
you would be willing to participate in a more detailed study
of the process involved in accepting or rejecting outside job
offers. This letter is to invite your participation in an
interview concerning that process. The interview should take
about 45 minutes to an hour.

The faculty survey, as well as these interviews, are
being conducted under the auspices of the faculty rewards
project, sponsored by the W. K. Kellogg Foundation, and the
Collegiate Employment Research Institute of Michigan State
University. In addition, some of the data from the surveys
and interviews will be used in the dissertation of Robert
Nienhuis, a doctoral candidate in Educational Administration.

Your decision to participate in the interview is
voluntary. All responses will be completely confidential in
accordance with the provisions of the Family Educational
Rights and Privacy Acts of 1976. Neither your name nor
information that could identify you will ever appear in study
reports.

Bob Nienhuis will be contacting you in the next several
days to arrange a time for the interview.   If you have any
questions, please feel free to contact me at 355-2395.
Sincerely,

Kathryn M. Moore, Ph.D.
Professor, Educational Administration

APPENDIX F

FACULTY INTERVIEW PROTOCOL

FACULTY RETENTION INTERVIEW PROTOCOL
Faculty Version

Introduction

As you know from my letter, follow-up call and consent
form, I am conducting a study of factors influencing faculty
retention at Michigan State University. You have indicated
receipt of a job offer from an outside
institution/organization within the past two years, an offer
which you rejected in deciding to remain at MSU. I would
like to talk with you about that decision.
This interview will consist of open-ended questions about
that offer and how you came to the decision to remain in your
present position. If you are ready, let's begin by
discussing the job offer you received.

A. The outside job offer

1. Please describe in detail your most recent job offer
   from another institution or organization. (If more than
   one, the one most interesting to you.)

   Probes:
       a. What is the name of the offering
          institution/organization?

       b. What was the job your were being offered?

       c. Who initiated the contact with the other
          institution/organization?

       d. How does the offering institution compare with MSU?
          (i.e., AAU? Landgrant? Division I? etc.; also,
          quality & prestige)

       e. How did the offering department compare with your
          department at MSU? (i.e., size and prestige)

       f. Was there a promotion involved in the job offer?

       g. Were you offered a salary increase? How great?

       h. Was tenure a negotiated item?

       i. Did the job offer involve a change in your teaching
          load? In what ways?

       j. Did the job offer involve a change in your research
          load? In what ways?

       k. Did the job offer involve a change in your service
          load? In what ways?

2. What factors were attractive about the job offer?

3. What led to your rejection of the offer?

B. The department chair

1. Are faculty in your department encouraged to discuss job offers with the department chairperson?

   a. How is this encouragement made known?

   b. At what point in the process are you encouraged to talk with your chair?

   c. Did you discuss your job offer with your chair? When?

   d. What was the response of your department chair when informed of your job offer?

   e. Do you know of faculty members in your department who have not told the chairperson of a job offer?

      --Why do you think they failed to inform him/her of the offer?

2. After informing the department chairperson of the job offer, did you receive a counter-offer from MSU?

   a. What, specifically, did that counter-offer contain?

   b. Do faculty members ever solicit outside offers in an attempt to better their position at MSU?

   c. Have you ever solicited an outside offer for that purpose?

3. What role, if any, does an outside job offer play in negotiating a faculty member's responsibilities at MSU?

   Probes:
      a. greater variety in classes taught
      b. reduced teaching load
      c. release time for public service
      d. provision of additional graduate/research assistants

4. What role, if any, does an outside job offer play in obtaining...

   a. a salary raise?

   b. a better office?

   c. enhanced laboratory facilities?

5. Did your perception of the job your department chairperson was doing have any influence on your decision to remain? Please explain.

6. Were you satisfied with the response of your department chairperson?

   a. Why or why not?

   b. How could that response have been improved?

C. Academic life at MSU

1. Did your perceived potential for promotion become a factor in deciding to stay?
   --Would the potential of failing to achieve tenure or to secure a promotion make an offer more attractive to you?

2. How influential was the possibility of variety in your job when deciding to stay?

3. Was MSU's reputation a factor in your decision?

4. Was your department's reputation a factor in your decision?

5. How influential was your relationship with your colleagues in deciding to remain at MSU?

6. Please describe recognition you have received from your chairperson and/or dean for your efforts in teaching, research and/or service?

   a. Is this recognition a factor when deciding whether or not to remain at MSU?

   b. Are past achievements, whether recognized or not, influential in deciding to remain when considering a job offer?

7. There are often a variety of institutional factors that come into play when trying to decide whether or not to remain at an institution. What role did...

    a. office facilities play in your decision to remain at MSU?

    b. research facilities play in your decision to remain at MSU?

    c. library facilities play in your decision to remain at MSU?

    d. classroom facilities play in your decision to remain at MSU?

    e. MSU's support for instruction play in your decision to remain at MSU?

    f. MSU's support for research play in your decision to remain at MSU?

D. Personal factors in a decision

1. Were climate and geography a factor in your decision to remain at MSU?

    a. Are the climate and geography of central Michigan to your liking?

    b. Were the climate and geography of the offering institution not to your liking?

2. Did others influence your decision?

    a. Did your spouse/significant other?

        1) In what way did he/she influence your decision?

        2) To what extent did he/she influence your decision?

    b. Did your children?

        1) In what way did they influence your decision?

        2) To what extent did they influence your decision?

        3) Do they live with you?

c. Did your parents?

    1) In what way did they influence your decision?

    2) To what extent did they influence your decision?

    3) Do they live with you?

d. Were there others who influenced your decision?

    1) Who were they?

    2) In what way did they influence your decision?

    3) To what extent did they influence your decision?

3. Did proximity to family members become an issue in your decision-making?

a. Do you have family members living near you now?

    1) What is their relationship to you?

    2) How many miles separate you?

b. Do you have family members living near the offering institution?

    1) What is their relationship to you?

    2) How many miles separate you?

E. Other

1. Do you anticipate leaving MSU in the next 5 years?

a. (If no) Why not?

b. (If yes) What would it take to keep you here?

2. Is there anything else you would like to say about the issue of faculty retention at MSU?

Thank your for your time and help.

APPENDIX G

FACULTY CONSENT FORM

FACULTY CONSENT FORM

I agree to participate in the study on Faculty Mobility and
Retention at Michigan State University. I understand that
the faculty survey and these interviews are being conducted
under the auspices of the faculty rewards project, sponsored
by the W. K. Kellogg Foundation, and the Collegiate
Employment Research Institute of Michigan State.

The purposes and procedures of this research have been
explained to me and I understand that I will be expected to:

1. Be interviewed concerning outside job offers that I
   have received in the past two years and the process by
   which I came to reject those offers in favor of
   remaining at Michigan State University.

2. Permit the researcher to tape record and transcribe
   our interview to insure that we will have an accurate
   record of our conversation.

I also understand that:

1. Data collected will be used in Robert Nienhuis'
   doctoral dissertation and may also be used in
   articles, presentations, and instruction.

2. All data collected will be kept confidential and
   reported without any individual identification.

3. I may withdraw from the study at any time without
   recrimination.

Signature_____ Date_____

APPENDIX H

CHAIRPERSON INTERVIEW INVITATION

Dear Colleague:

Several weeks ago we distributed the Faculty Mobility Survey to all tenured and tenure-stream faculty at Michigan State University. The response has been highly favorable. The survey collected information on policies and procedures affecting academic work at MSU while also seeking to explore the various issues faculty members consider when making personal career choices.

One of my doctoral students, Bob Nienhuis, is using a portion of the Faculty Mobility Survey in his dissertation on faculty retention. In addition, he is interviewing a group of faculty members who have received job offers from outside institutions and organizations. He is studying the factors that influence faculty retention at an institution such as MSU.

As a further part of his study, he would like to interview department chairs who have had recent experience with faculty members considering job offers. If, within the past two years, you have had occasion to meet with one or more of your faculty to discuss a job offer, and you would be willing to be interviewed concerning the issues surrounding faculty retention, please return the attached note. You will not be expected to disclose the identity of any faculty member and no attempt will be made to match faculty members and department chairpersons being interviewed. The interview should take about 45 minutes to an hour.

Your decision to participate is voluntary. All responses will be completely confidential in accordance with the provision of the Family Educational Rights and Privacy Acts of 1976. Neither your name nor information that could identify you will ever appear in study reports.

You can return the response notice to Bob Nienhuis, 426 Erickson Hall, via campus mail. If you have any questions, please feel free to contact me at 355-2395.

Sincerely,

Kathryn M. Moore, Ph.D.
Professor, Educational Administration

FACULTY MOBILITY AND RETENTION STUDY
Department Chair Response

Yes, I have had one or more conversations with faculty members in my department over the past two years concerning job offers they have received from other institutions and organizations. I am willing to be interviewed by Bob Nienhuis concerning those conversations and the issues surrounding faculty retention.

NAME_____ PHONE_____

DEPARTMENT_____

Return to: Bob Nienhuis, 426 Erickson Hall

APPENDIX I

CHAIRPERSON INTERVIEW PROTOCOL

FACULTY RETENTION INTERVIEW PROTOCOL
Department Chair Version

Introduction

As you know, I am conducting a study of factors influencing faculty retention at Michigan State University. You have indicated that, within the past two years, you have had occasion to meet with one or more of your faculty to discuss a job offer which they have received. I would like to talk with you about those conversations.

The interview will consist of open-ended questions about those conversations and how you tend to handle faculty members with outside job offers. I would ask you to be specific in your comments but, beyond the rank of the individuals, I am not interested in knowing the name, or any other identifier, of the persons you are talking about (we can refer to them as Assistant Professor X or Professor Z). If you are ready, let's begin by focusing on the most recent conversation.

A. **Faculty and outside offers**

   1. Please describe in detail the most recent conversation with a faculty member who had received an outside job offer. (If there has been more than one, choose the one you found most interesting.)

      Probes:
      - a. Who initiated the conversation, you or the faculty member?

      - b. At what point in the process were you made aware of the offer?

      - c. What was your response upon hearing of the offer?

      - d. How did the details of the job offer compare with the present job?

      - e. Was the offer accepted or rejected? Why?

   2. Approximately how many faculty members in your department have come to you with outside job offers in the past two years?

      - a. How many chose to remain at MSU?
      - b. How many chose to leave?

B. Responding to faculty with outside offers

1. How do you view your role as department chair? What role do you fill as head of the faculty in your department?

   Probes:
   a. Is your greatest concern for the person? for the department? for your personal advancement?

   b. How knowledgeable do you perceive yourself to be about the individual faculty member and what he or she values?

   c. Are you a faculty advocate? an administration advocate? a discipline advocate?

2. Do you encourage faculty members to discuss outside job offers with you?

   a. How is this encouragement made known to the faculty?

   b. At what point in the process are faculty members encouraged to discuss the job offer with you?

   c. Do faculty members ever fail to inform you of a job offer? Why or why not?

   d. Do faculty members ever inform you of a job offer at a point when it is too late for you to do anything about it? Why or why not?

3. As a department chairperson, are you equally committed to retaining all faculty members who receive outside job offers?

   a. Who decides which faculty members will be encouraged to remain and which ones will be allowed to leave?

   b. How are those faculty members you want to retain encouraged to stay?

   c. Why do some faculty members you would like to retain still decide to leave?

4. Do you seek to influence a faculty member's decision to stay or leave?

   a. If yes, how is this influence exerted?

   b. If no, why is no attempt made?

C. Responding with a counter-offer

1. Do you, as department chairperson, have the authority to respond to a job offer received by one of the faculty by making a counter-offer?

    a. Under what circumstances do you make such a counter-offer?

    b. What do those counter-offers contain?

2. In your experience, what kinds of things do faculty members want to negotiate?

    a. Can an outside job offer cause you to renegotiate a faculty member's responsibilities? (i.e., teaching load, number of advisees, etc.)

    b. Will an outside job offer ever cause a faculty member to be considered for a promotion earlier than usual?

    c. Are faculty members able to use an outside job offer to negotiate...

        1.)   a salary raise?

        2.)   a better office?

        3.)   enhanced laboratory facilities?

3. As department chair, do you have control over those factors which might influence a faculty member to remain in his or her position?

    a. If not, who does?

    b. If you do, when do you choose to use them?

6. Do faculty members ever solicit outside offers in an attempt to better their position at Michigan State University?

    --Is this practice encouraged?

7. Do higher-level administrators (dean and/or provost) get involved in seeking to influence a faculty member's decision to stay?

    a. At what point would they get involved?

    b. Who would initiate that involvement?

D. Other

  1. Why do you believe faculty members seek outside job
     offers?

     --Why do you believe faculty members remain at MSU when
       given outside job offers?

  2. Would a faculty member's failure to advance in rank
     cause him or her to be more attracted to a new job?

     --What can be done to aid a faculty member's
       advancement?

  2. Does a faculty member's perception of how well the
     department chairperson is doing his/her job influence a
     decision to leave or remain?
     Why/why not?

  3. Are you, as department chairperson, satisfied with the
     responses of faculty members with outside job offers?
     Why/why not?

     --How can those responses be improved?

  4. Is there anything else you would like to say about the
     issue of faculty retention at MSU?

Thank you for your time and help.

APPENDIX J

CHAIRPERSON CONSENT FORM

DEPARTMENT CHAIRPERSON CONSENT FORM

I agree to participate in the study on Faculty Mobility and
Retention at Michigan State University. I understand that
the faculty survey and these interviews are being conducted
under the auspices of the faculty rewards project, sponsored
by the W. K. Kellogg Foundation, and the Collegiate
Employment Research Institute of Michigan State.

The purposes and procedures of this research have been
explained to me and I understand that I will be expected to:

1. Be interviewed concerning discussions I have had with
   members of my department during the past two years
   concerning outside job offers they have received and
   the issues surrounding faculty retention.

2. Permit the researcher to tape record and transcribe
   our interview to insure that we will have an accurate
   record of our conversation.

I also understand that:

1. Data collected will be used in Robert Nienhuis'
   doctoral dissertation and may also be used in
   articles, presentations, and instruction.

2. All data collected will be kept confidential and
   reported without any individual identification.

3. I may withdraw from the study at any time without
   recrimination.

Signature_____ Date_____

APPENDIX K

TABLE 14: JOB SATISFACTION FACTOR LOADINGS

Appendix K

Table 14. Factor Loadings for Latent Characteristics of Job Satisfaction

	Institutional Quality	Work Assignment	Support Services	Teaching/ Instruction	Career Outlook
% Variance Explained	26.2	8.1	7.1	5.2	4.8
Reputation of MSU	.5994				
Institutional Mission	.6282				
Chief Administrative Officers	.7005				
Faculty Leadership	.6584				
Faculty-Administration Relations	.7663				
Faculty Cooperation	.5842				
Cronbach's Alpha = .787					
Work Load: General		.7218			
Time for Research/Scholarship		.8100			
Mix of Duties (Instruction, Research, Administration and Service)		.7315			
Time to Work with Students		.6258			
Cronbach's Alpha = .808					
Availability of Support Services			.6210		
Availability of Equipment			.6395		
Research Assistance			.6025		
Cooperation of Support Staff			.5446		
Quality of Research Facilities			.6239		
Cronbach's Alpha = .696					

Table 14 (cont'd).

	Institutional Quality	Work Assignment	Support Services	Teaching/ Instruction	Career Outlook
Content of Classes				.7700	
Ability to Select Classes to Teach				.7107	
Teaching Assistance				.5917	
Quality of Graduate Students				.6022	
Quality of Undergraduate Students				.4960	
Cronbach's Alpha = .690					
Job Security					.5427
Ability to Make Non-instructional Decisions About the Job					.5939
Advancement Opportunity					.5439
Opportunities for Professional Growth					.4970
Departmental Leadership					.6000
Cronbach's Alpha = .661					

APPENDIX L

TABLE 15: REASONS TO LEAVE FACTOR LOADINGS

Table 15. Factor Loadings for Latent Characteristics of Reasons to Leave the University

	Institutional Commitment	Institutional Reputation	Community Attraction	Work Load	Compen- sation	Research Support	Career Outlook
% Variance Explained	36.0	6.4	7.2	3.5	2.9	3.4	4.3
Rapport with Univ. Leadership	.72589						
Influence in College	.68051						
Rapport with College Leaders	.79385						
Influence in Institution	.73580						
Loyalty	.54714						
Institutional Mission	.52290						
Influence in Dept.	.54447						
Cronbach's Alpha = .8620							
Reputation of MSU		.75085					
Reputation of Associates		.68647					
Reputation of Department		.75222					
Competence of Colleagues		.66160					
Congeniality of Colleagues		.41963					
Cronbach's Alpha = .8701							
Geographic Considerations			.87260				
Cultural/Social Opportunities			.81508				
Climate			.81437				
Housing Costs			.65086				
Family & Friends			.53649				
Spousal Career			.50339				
Cronbach's Alpha = .8307							

Table 15 (cont'd).

	Institutional Commitment	Institutional Reputation	Community Attraction	Work Load	Compen- sation	Research Support	Career Outlook
Service Load				.61541			
Administrative Load				.68734			
Publishing				.44060			
Teaching Load/Assign.				.57422			
Research Load				.54108			
Cronbach's Alpha = .7498							
Salary					.69629		
Benefits					.40481		
Merit Pay					.71847		
Cronbach's Alpha = .7905							
External Fund Availability						.79107	
Library Facilities						.45078	
Research Facilities						.68107	
Research Opportunities/ Internal Fund Availability						.75849	
Cronbach's Alpha = .7936							
Job Security (Tenure)							.62771
Departmental Leadership							.53889
Promotion							.79473
Career Advancement							.69814
Appreciation for Work							.57422
Cronbach's Alpha = .8338							

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