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South Dakota State University

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PREDICTORS OF FACULTY RETENTION AND TURNOVER INTENT IN STATE
SYSTEM INSTITUTIONS: AN INSTITUTION'S WORK ENVIRONMENT
(ORGANIZATIONAL STRUCTURE) IMPACTS ON FACULTY GENDER
COMPOSITION AND INTENTION TO LEAVE OR STAY

By

JOYCE EDUFUL

A dissertation submitted in partial fulfillment of the requirements for the

Doctor of Philosophy

Major in Sociology

South Dakota State University

2021

UMI Number:

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DISSERTATION ACCEPTANCE PAGE

Joyce Eduful

This dissertation is approved as a creditable and independent investigation by a candidate for the Doctor of Philosophy degree and is acceptable for meeting the dissertation requirements for this degree. Acceptance of this does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

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TABLE OF CONTENTS

Chapter	Page
List of Figures.....	ix
List of Tables.....	x
Abstract.....	xiii
Chapter 1: Introduction and Background.....	1
Background and Problem Statement.....	2
Statement of Purpose.....	11
Significance of the Study.....	13
Organization of the Paper.....	15
Chapter 2: Literature Review and Theoretical Framework.....	16
Factors that influence faculty intentions to leave or stay with their institutions in academia.....	16
Faculty Job satisfaction.....	16
Faculty workload and work-life balance.....	20
Faculty productivity and performance expectations.....	24
Institutional commitment and support.....	28
The Theoretical Framework.....	31
Expectancy theory.....	32
Gender equity.....	35
The proposed Model and Conceptual Framework.....	37
Conceptualization of Expectancy and Gender Equity Constructs.....	42
Chapter 3: Research Methodology.....	44
Research Questions and Hypotheses.....	44
Overarching Research question.....	44
Broad question.....	44
Specific questions.....	44

Hypotheses.....	45
1. Workload and Work-life Balance.....	45
2. Institutional commitment and support.....	45
3. Faculty work performance and productivity.....	46
4. Personal Characteristics.....	46
Data.....	47
Unit of Analysis and Response rates.....	48
Survey Instrument, Validity, and Reliability.....	49
Study Ethical Considerations.....	50
Measurement and Variable definitions.....	51
Analytical Methods.....	59
Chapter 4: Study Results_ for all Institutions.....	61
Descriptive Results for the Study.....	61
Institution One Descriptive.....	62
Faculty intention to leave by Academic Rank.....	65
Predictor Variables Descriptive Results.....	66
Institution Two Descriptive.....	68
Faculty intention to leave by Academic Rank.....	71
Predictor Variables Descriptive Results.....	72
Institution Three Descriptive.....	74
Faculty intention to leave by Academic Rank.....	77
Predictor Variables Descriptive Results.....	78
Institution Four Descriptive.....	80
Faculty intention to leave by Academic Rank.....	84
Predictor Variables Descriptive Results.....	85
Institution Five Descriptive.....	87
Faculty intention to leave by Academic Rank.....	91
Predictor Variables Descriptive Results.....	92

Institution Six Descriptive	94
Faculty intention to leave by Academic Rank.....	98
Predictor Variables Descriptive Results.....	99
Comparative Institutional Analysis.....	101
Model Results _ for all Institutions.....	105
Institutional Binary Results.....	105
Model One.....	107
Model Two.....	107
Integrated Gender Lens Construct of the Institutional Aggregate Analysis and Hypotheses Testing.....	121
Correlation Analysis and Hypothesis Testing.....	125
Hypotheses Testing Results.....	128
1. Workload and Work-life Balance.....	128
2. Institutional commitment and support.....	131
3. Faculty performance and productivity.....	134
4. Demographic indicators and intention to leave.....	136
Summary of Hypotheses Testing.....	138
Chapter 5: Discussion.....	141
Descriptive Findings.....	142
Demographic Characteristics and Impact of Faculty Turnover Intentions.....	145
Integrated Gender Lens Concerning Faculty Turnover Intentions.....	147
Faculty Workload and Work-life Balance.....	148
Faculty Performance and Productivity.....	150
Institutional Commitment and Support.....	153
Conclusion.....	159
Chapter 6: Implications, Limitations, and Conclusions.....	161
Practical Implications for Institutional Policies and Practice.....	161
Turnover Intentions Implications.....	161

Faculty performance and productivity implications.....	163
Implications for Institutional Commitment and Support.....	166
Limitations and Implications for Future Research.....	168
Conclusions.....	171
References.....	174
Appendix _A_ Retention and Turnover Intent Survey Instrument.....	183
Appendix B_ Institutional Descriptive statistics.....	202

LIST OF FIGURES

Figure	Page
Figure 1: Theoretical Framework.....	38
Figure 2: The Conceptual Model of Faculty Retention and Turnover Intentions.....	41
Figure 3.1: Institution one. Applied to Other Jobs By Gender.....	65
Figure 3.2: Institution one. Faculty Intention to Leave By Academic Rank.....	66
Figure 3.3. Institution Two. Applied to Other Jobs By Gender.....	71
Figure 3.4: Institution Two. Faculty Intention to Leave By Academic Rank.....	72
Figure 3.5: Institution Three. Applied to Other Jobs By Gender.....	77
Figure 3.6: Institution Three. Faculty Intention to Leave By Academic Rank.....	78
Figure 3.7: Institution Four. Applied to Other Jobs By Gender.....	84
Figure 3.8: Institution Four. Faculty Intention to Leave By Academic Rank.....	85
Figure 3.9: Institution five. Applied to Other Jobs By Gender.....	91
Figure 3.10: Institution Five. Faculty Intention to Leave By Academic Rank.....	92
Figure 3.11: Institution six. Applied to Other Jobs By Gender.....	98
Figure 3.12: Institution Six. Faculty Intention to Leave By Academic Rank.....	99

LIST OF TABLES

Table	Page
Table 1: Variable Definitions.....	53
Table 2-1a: Institution one _Faculty Characteristics and Intention to Leave.....	62
Table 2-2b: Institution Two _Faculty Characteristics and Intention to Leave.....	68
Table 2-3c: Institution Three _Faculty Characteristics and Intention to Leave.....	74
Table 2-4d: Institution Four _Faculty Characteristics and Intention to Leave.....	81
Table 2-5e: Institution Five _Faculty Characteristics and Intention to Leave.....	87
Table 2-6f: Institution Six _Faculty Characteristics and Intention to Leave.....	95
Table 3a: Logistic Regression Model Predicting Faculty Intention to Leave, Applied to Other Jobs Based on Aggregate Values of Faculty Workload and Worklife Balance (Odds Ratio with Significant Values).....	109
Table 3b: Logistic Regression Model Predicting Faculty Intention to Leave, Applied to Other Jobs Based on Aggregate Values of Faculty Performance and Productivity (Odds Ratio with Significant Values).....	113
Table 3c: Logistic Regression Model Predicting Faculty Intention to Leave, Applied to Other Jobs Based on Aggregate Values of Institutional Commitment and Support (Odds Ratio with Significant Values).....	116
Table 3d: Logistic Regression Model Predicting Faculty Intention to Leave, Applied to Other Jobs Based on Aggregate Values of Faculty Characteristics (Odds Ratio with Significant Values).....	119
Table 4a: Mean Comparison of Institutional Gender Composition Used to Test the Hypothesis.....	123
Table 4b: Results of Correlation Analysis Between Intention to Leave and Applied to Other Jobs and the Integrated Gender Lens Theory Constructs.....	136

LIST OF TABLES

Table 5a: Independent-Samples T-Test of Workload Impacts on Faculty and their Intention to Leave by Gender.....	128
Table 5b: Result of Correlation Analysis Between Workload and Faculty Intention to Leave.....	129
Table 5c: Independent-samples T-Test of Family Interference Impact on faculty members by Gender.....	130
Table 5d: Independent-samples T-Test of Service and Teaching workload Impact on Faculty Intention to Leave.....	130
Table 5e: Result of Correlation Analysis Between resource support and Faculty Intention to Leave.....	132
Table 5f: Result of Correlation Analysis Between leave policy and Faculty Intention to Leave.....	133
Table 5g: Result of Correlation Analysis Between Career Advancement and Promotion and Faculty Intention to Leave.....	133
Table 5h: Result of Correlation Analysis Between research and teaching resource support and Faculty Intention to Leave.....	134
Table 5i: Independent-samples T-Test of Research productivity impact on faculty intention to leave by gender.....	135
Table 5j: Result of Correlation Analysis between support for faculty development and Intention to Leave.....	135
Table 5k: Result of Correlation Analysis between Teaching Productivity and Intention to Leave.....	136
Table 5l: Result of Correlation Analysis between Faculty rank position and Intention to Leave.....	136
Table 5m: Independent-samples T-Test of faculty intention to leave by gender.....	137

LIST OF TABLES

Table 5n: Result of Correlation Analysis between faculty characteristics and Intention to Leave.....	138
Table 5o: Summary of Hypotheses Test and Results.....	139
Table 6: Gender Difference and Relationship with Head of Department.....	144
Table 7: Faculty Responses to Open-ended Survey Question 8.a. Section 2. “What factors have led you considering another job?”.....	156
Table 4c: Integrated Gender Lens Index Items Used to Test the Hypothesis.....	202
Table 2-1: Institution One Descriptive Statistics and Cronbach Alpha.....	204
Table 2-2: Institution Two Descriptive Statistic and Cronbach Alpha.....	209
Table 2-3: Institution Three Descriptive Statistic and Cronbach Alpha.....	214
Table 2-4: Institution Four Descriptive Statistic and Cronbach Alpha.....	219
Table 2-5: Institution Five Descriptive Statistic and Cronbach Alpha.....	225
Table 2-6: Institution Six Descriptive Statistic and Cronbach Alpha.....	230

ABSTRACT

PREDICTORS OF FACULTY RETENTION AND TURNOVER INTENT IN STATE
SYSTEM INSTITUTIONS: AN INSTITUTION'S WORK ENVIRONMENT
(ORGANIZATIONAL STRUCTURE) IMPACTS ON FACULTY GENDER
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Retaining high-quality and competent faculty members requires academic institutions authorities to understand the institutional factors that determine faculty retention and turnover intent to help implement sound policies and practices to maintain these faculty members in academia. This research examined the institutional work dimensions related to faculty job satisfaction and intention to leave or stay, particularly in state system institutions. Survey data were garnered as part of the National Science Foundation (NSF) ADVANCE PLAN-IHE grant project and were administered through various institutions' representatives of the NSF ADVANCE PLAN-IHE grant program and were commissioned to work with their provosts to distribute the survey to faculty members. The study focused on all faculty members (including full faculty, associate faculty, assistant faculty, lecturers, and instructors) across six institutions in one higher education system in the Midwest. The study adopts an integrative approach based on the expectancy and gender equity (integrated gender lens) theoretical framework and demographic variables to examine the impact of institutional work dimensions on faculty job satisfaction and intention to leave or stay.

Binary logistic regression and Pearson correlation were used to identify and model the relationships between predictor variables and the faculty intention to leave. The models were used to illustrate the positive and negative association and the direct and indirect effects of the faculty demographic characteristics, workload and work-life balance, faculty performance and productivity, and institutional commitment and support variables on the faculty turnover intent. The study found that the top strongest predictors of faculty intention to leave were faculty workload and work-life balance variables. Institutional budget cuts, Discrimination (Prejudice, racism, and sexism), teaching load, pressure to deliver more in terms of teaching were significant and positively related to the intention to leave, indicating a high faculty intention to leave. Faculty advancement and promotion variables also had the most substantial adverse effect on the intention to leave. Criteria for promotion decision are clear, someone encourages my development, adequate support for faculty development, were also significant and negatively associated with the intention to leave, suggesting fewer faculty members' intention to leave. Resource variables were not too strong in predicting faculty intention to leave.

The models proposed in this study indicate that model one (Intention to leave) was more effective in modeling the relationship between the institutional factors and faculty intention to leave than model two (Applied to other jobs). Although this study is limited by the availability of actual faculty turnover data, it invariably provides insights into faculty turnover rates and factors that influence faculty intentions to leave or stay. The study also offers academic institutions the understanding of the work environment's impact and other associated determinants on the faculty members' work-life balance, productivity and performance, and the institution's reputation.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

The extent to which faculty members take action about their dissatisfaction and decide to leave their institutions is an empirical question (Johnsrud and Rosser 2002), which has generated a series of studies directed toward understanding why faculty members leave their institutions (Johnsrud and Heck 1994; Smart 1990; Johnsrud and Rosser 2002). It is essential and beneficial for institutions to clearly understand the specific reasons or factors associated with the faculty member's intention to leave or stay. Understanding factors that contribute to faculty retention and turnover will help an institution implement sound policies to retain quality and competent faculty members in academia. Hence, this study explores the factors that influence faculty members' intention to leave or stay with their institutions. This research study is designed to examine the institutional work dimensions related to faculty job satisfaction and faculty intention to leave or remain, particularly in state system institutions. The study employs a combination of expectancy and gender equity (integrated gender lens) theory and demographic variables to examine the impact institutional work dimensions have on male and female faculty job satisfaction and intention to leave or stay across a state system with six institutions.

Data for this study was obtained through a census survey sent to all faculty members across six institutions in one higher education system in the Midwest. The total faculty population was 1156 of the six institutions comprising full professors, associate professors, assistant professors, instructors, and lecturers. Since there were only six institutions within the statewide education system and the intention was to examine the

institution's organizational structures and compare those structural elements' impact on faculty departure intention among the six institutions, the population was not sampled. A descriptive statistical analysis of the structural variables' impact on faculty intention to leave will be conducted to ascertain the effect of the percentage level on the intention. Logistic regression models will be employed to examine the relationship between the dependent variable (Thought about moving to a different institution and whether faculty members have applied to other jobs) and the independent variables of the work dimensions (the constructs of expectancy theory and the integrated gender lens theory) and demographics variables). Since the study will be examining the departure intent rates by gender composition, an independent sample t-test will also be employed to determine whether the mean values of the intention to leave may differ by groups of faculty members based on male and female.

Background and problem statement.

This study focuses on a state system with six academic institutions and the impact of the institutional structural element's influence on faculty members' intention to leave or stay at those institutions. Since the study focuses on academic institutions and how systems within the institutions are organized and structured to achieve institutional overarching goals, there is the need to differentiate institutions from organizations as distinct entities. Whereas organization setups are seen as actors, institutions are seen as the rules (North 1990). Institutions establish working rules and norms for expectations of which those involved refer to about what actions are required, prohibited, or permitted (Ostrom 2011). Rules govern institutions define rights of access, use, and allocation of resources, and which rules affect who and to what extent (Schlager and Ostrom 1992).

Ostrom (Ostrom and Hess 2007, Schlager and Ostrom 1992) identified three levels of institutions. The operational level reflects the rules of everyday, practical activities, decision-making, and problem-solving processes for individuals or small collectivities (Schlager and Ostrom 1992). Rules at the policy/collective level define the strategies, norms, and rules accessible to individuals performing specific roles defined by the group (as well as specifying who is assigned to fill these roles) (McGinnis and Ostrom 2014). At the constitutional level, rules appoint authority at the highest level, exert influence over the broadest scale, and define who is or should be empowered in collective and operational-level decisions (McGinnis and Ostrom 2014, Ostrom 2011). State system institutions fall under the rules at the constitutional level, where institutional policies, legislations, and operational regulations are centralized at the highest level of authority—adding layers of constraints to policy implementation at the operational level.

State systems of higher education are often under financial pressure and decreasing state budgets. The continuous reduction of financial support for higher education has led to implementing cost-savings measures among public higher education institutions (Jaeger and Eagan 2011). These cost-saving measures have promoted reliance on contingent faculty instruction. Contingent faculty are defined as non-tenure-track, part-time faculty, and instructors who lack full faculty status. There is also increasing dependence on graduate assistants as well as postdoctoral researchers (Jaeger and Eagan 2011). Faculty (both tenured and non-tenure-track) morale is likely to suffer under the contingent faculty system condition when the institution's resources are insufficient to promote faculty productivity.

Lack of faculty morale will lead to departure intention (Johnsrud and Rosser 2002), or turnover, and diminish institutional effectiveness when programs cannot be offered, or projects cannot be completed for lack of resources or faculty turnover (Dee 2004). The challenging financial constraints in state systems of higher education may disrupt institutional structures, resulting in increasing pressure for faculty and a threat to the traditional features of academic life (Finkestein et al. 1998). State systems of higher education demand higher expectations of faculty productivity in research, teaching, advising, and service responsibilities. Faculty members are expected to publish more and get more research grants linked to their tenure and promotion and the academic program (Vesilind 2000). The demand for scholarly productivity appears to play a significant role in shaping faculty intention to leave one institution for another. Ryan et al. (2012) found that scholarly productivity, as a predictor of faculty tenure and promotion, increased the likelihood that a faculty member had considered moving to another institution. Faculty members are also responsible for student learning outcomes as measured in teaching assessment programs to ensure both students and faculty success, which was promoted in 1980 (Finkestein et al. 1998). The faculty instruction assessment provides essential feedback about the quality of the professor's teaching performance and a direct or indirect measure of overall student learning outcomes (Basow and Montgomery 2005).

The state institutions' top-down management style in this study relegates faculty to a more secondary role, which distorts the communication flow between management and faculty. Administrators see faculty participation in institutional governance as less valuable. Simultaneously, faculty members also feel their contribution to shaping the vital academic policies at the institutional level is not beneficial (Johnsrud and Rosser

2002). Kissler (1997) found, during financial crises in the 1970s, 80s, and 90s, faculty participation in institutional budget decisions increased, but their morale declined, and later blamed the authorities even though the situation was beyond the leaders' control. At the beginning of the 1990s, financial turmoil affected many institutions, which made them financially inadequate to support many tenured positions, and many institutions lost quality and competent faculty members. The economic crises led to a decline in faculty members' salaries at most public and private institutions (Ehrenberg 2002). The decline in salary may not accord the public institutions the financial strength to retain quality and top faculty members, which may eventually lead to faculty departure intent. According to Ehrenberg (2002), in the fall of 1978, professors at public research and doctoral-granting institutions' average salary were 91% of the average salary of professors at private doctorate-granting institutions; the ratio was reduced to 79% in 1993 and had remained ever since.

The decline in salary has also exacerbated a gender wage gap and inequalities in academia. According to the Association of University Professors (AAUP) faculty compensation national annual survey report of 2018-19, which examine the changes in the faculty wage gap with particular attention to gender equity, found that the proportion of full female professors increased from 22.1% between 2008-90 to 28.5% in 2018-19. While female faculty comprise slightly over 51% of the faculty roles, they were in non-tenured positions. Similarly, within the same timeframe, the number of female assistant professors dropped by 3.8%, while female associate professors also fell by 0.6% (Curtis 2019); this indicates that women faculty members are leaving or are in a more unstable position.

The percentage difference suggests that more women are not in tenure-track faculty positions over those ten years, and fewer of them are being tenured, and that is why the empirical question of why women are leaving academia more than men becomes salient.

Faculty turnover rates could be a result of low pay and inflexible work expectations in academia. For example, the AAUP survey findings also show that the average salary of women faculty for all ranks in 2008-09 was \$71,016, about 80.5% of that of their male counterparts (\$88,277), and in 2018-19, women's average salary was \$87,973, about 81.5% of male faculty average salary (\$107,981). In context, the wage gap shows slow progress towards gender equity in academia and how nationally, women are paid less and are also underrepresented in tenured positions. Hence, low salary and structural work dimensions can easily shape faculty members' ultimate intent to leave, especially in a state system institution where implicit bias may be prevalent (Ambrose et al. 2005).

Although some degree of turnover is inevitable and perhaps desirable, high rates of faculty turnover can be costly to an institution's reputation and the quality of instruction (Daly et al. 2006; Rosser 2004; Johnsrud and Rosser 2002; Smart 1990). Those who leave are often high performers and quality faculty members and usually are not satisfied with their experience with the institution (Johnsrud and Rosser 2002). The departure of top-performing faculty typically leaves a huge vacuum, and it sometimes becomes challenging to get a replacement. For example, departing faculty members go with their grants and even sometimes their graduate students. Faculty departure disrupts course offerings and puts more pressure on the academic department, which results in heavier workloads for the remaining faculty members, which may affect their morale.

Costs of recruiting replacement based on finance, time, and human resources can affect the institution's operations (Daly et al. 2006). Studies have differentiated between actual turnover and the intent to leave the institution (Johnsrud and Rosser 2002). Research on actual turnover becomes difficult, especially when tracking down faculty who have left their institutions for another. Studies have also shown that intent to stay or move from one's institution or organization to another is a good proxy indicator for actual turnover (Johnsrud and Rosser 2002; Steers et al. 1979).

Intent to leave refers to the possibility of faculty members to decide to terminate their job offer with an institution, and intention to stay is also the degree to which a faculty member plans to maintain his/her appointment with an institution (Daly et al. 2006). Faculty turnover and retention in higher learning institutions play a pivotal role in an academic institution's survival and compel universities to put in considerable effort and expense to hire quality faculty for the institution's growth (Ambrose et al. 2005). Potential and existing faculty members may stay or leave within a short period after taking a position, depending on how well the institution is committed to retaining them. Faculty turnover, in a way, can be a blessing but, at the same time, can threaten the reputation of an institution. Institutional success depends on the quality of its employees. Academic institutions go to a considerable extent and effort to hire quality faculty to help promote the institution's reputation (Ambrose et al. 2005). Studies have shown that a well-established research institution typically records approximately 2-10% of turnover per year, whereas retention rates may be high (Ambrose et al. 2005).

The National Study of Postsecondary Faculty (NSOPF-99) conducted by the National Center for Educational Statistics (NCES) in 1999 found that about 57% of

faculty who worked in post-secondary institutions as of fall 1998 were in full-time positions and between the fall of 1997 and 1998 almost 8% of these full-time faculty members had left their posts. The turnover constitutes 5.5% of faculty members who left their positions for various other reasons, and 2.2% was as a result of retirement (NCES 2001). Zhou and Volkwein's (2003) study also indicates that a U.S. Department of Education, NCES, NSOPF-1998 "Institution Survey" reveals that about 50% of full-time instructional faculty members who left their institutions were on term-contract while 29% were on tenure-track and less than 14% were tenured. The survey showed that non-tenured faculty turnover was higher than tenured.

To some extent, faculty mobility is accepted and approved by the academic profession since it affords faculty members some levels of professional achievement and brings innovation to an institution (Zhou and Volkwein 2003). Each year faculty members voluntarily consider new employment opportunities outside their institution except for those who have some social ties in their current location and those who are deeply rooted by tenure or nearing retirement. Though tenure is a way to provide sufficient job security to faculty members and make academia attractive and more rewarding, there are several factors that "push" faculty members out of academia (Zhou and Volkwein 2003). Higher-income positions without publication expectations may make non-academic employment attractive to non-tenured faculty who are not being treated fairly in academia (Johnsrud and Heck 1994; Zhou and Volkwein 2003; Smart 1990). Some leave because they are denied tenure. After all, they have low research or teaching productivity. Institutional policies and practices can also contribute to high faculty turnover (Zhou and Volkwein 2003). For example, the NCES (2001) report

indicates that from 1993- 1998, about 40% of all academic institutions decided to replace about 22% of full-time faculty with part-time.

In a study comparing the perceptions of those faculty members who had actually departed and those who had remained in one institution, Johnsrud and Heck (1994) found that demographic variables and perceptual variables about work-life in the institution were significant among faculty members who stayed and those who left. Both individual and contextual variables predicted faculty turnover. Their results found that women were more likely to leave than men (Johnsrud and Heck 1994). Smart (1990) also model four key sets of casual variables of faculty turnover intent in a sequential order based on individual and institutional characteristics (conceptualized as teaching time, research time, career age, and marital status), contextual, work environment measures (reflected in engagement in governance, research productivity, and salary), dimensions of faculty job satisfaction (based on faculty career satisfaction, salary satisfaction, and institutional satisfaction), and intention to leave career institution (faculty departure intent). These variables are said to be the key casual effect of faculty turnover in academia.

Studies have also identified other “push and pull” factors that are significantly related to faculty members’ intended departure (Zhou and Volkwein 2003; Matier 1990). The push-pull concepts are the internal and external forces consciously or unconsciously created by the faculty member’s current working environment and outside opportunities, both academic institutions and other private sectors that provide attractive packages to faculty members to leave their current institution (Zhou and Volkwein 2003; Putten and Wimsatt 1998). Matier (1990) employed a push-pull simile to explain how faculty members depart from their incumbent institution. For instance, an external job market

providing options for an attractive salary and benefits and opportunity for advancement to job seekers may pull faculty members from their institution, especially if they are not satisfied with their current position (Matier 1990). The internal factors include autonomy, wages, fringe benefits, facilities, work rules, personal and institutional reputation (Johnsrud and Heck 1994; Smart 1990; Zhou and Volkwein 2003; Daly and Dee 2006). Other external factors that may push or pull faculty members out or into their current institution and directly affect their intention to leave are teaching opportunities, research opportunities, family ties, financial consideration, spouse job, community relations, friendship, and quality of life (Zhou and Volkwein 2003; Matier 1990; Flowers and Hughes 1973).

Faculty members compare the accrue benefits of staying in the incumbent institution to the departure benefits and decide which works best for them. The external factors either intensify or weaken faculty members' intentions to leave (Zhou and Volkwein 2003). Matier (1990) concluded that though both push and pull factors are significant in an individual's decision-making process, the internal push is more effective than the external pull in an individual's decision. Without strong internal impulses to entice individuals to consider external offers seriously, attractive external pulls usually are not sufficient in and of themselves to force faculty members out (Matier1990).

Statement of Purpose

Faculty members play a critical role in the quality of an institution's programs and student's success, and their satisfaction will have a significant impact on the quality of service they deliver (Daschew et al. 2016). Though faculty mobility may present an excellent opportunity for professional innovation and bring new dynamism to an academic department, the cost of faculty turnover may be high and are likely to cause dysfunction in an institution's activities (Trevor et al. 1997). Faculty professional success and career interest may determine faculty attrition or retention in academia. Faculty members may lose interest when they are not successful in their academic careers in research and teaching productivity. For example, Palmer and Patton's (1981) study found that faculty members with fewer publications who rated themselves as less successful were more likely to have departure intentions than other faculty members. These factors are critical to the institutional understanding of how faculty members can be retained to contribute meaningfully to the institution's reputation.

It is important to note that an institution's favorable policies and practices promote higher retention rates, and unfavorable policies and procedures also promote a higher turnover rate. Knowing that tenure protects faculty members' integrity in academia and provides them the freedom to teach, do research, and be involved in external activities will allow institutions to be more committed to faculty career advancement. Hence, the purpose of this research is to examine the impact of institutional work dimensions on faculty job satisfaction and how those structural variables influence faculty intentions to leave or stay, and the implications for institutional policies and practices in state system institutions by employing a combination of expectancy and gender equity (integrated

gender lens) theory. Previous research on faculty turnover and retention rates has identified faculty job satisfaction, faculty workload, work-life balance, faculty productivity and performance expectation, and institutional support that influence faculty retention and departure intentions (Daly and Dee 2006; Zhou and Volkwein 2003; Smart 1990). These structural components will be delved into more detail, as they are relevant to this study. The research questions developed below are primarily focused on answering questions about faculty job satisfaction:

Broad question:

What institutional structural factors influence, by gender, job satisfaction leading to faculty retention and departure intention across the state system institutions?

Specific questions:

- What institutional factors directly or indirectly influence and motivate faculty departure intentions in state system institutions?
- What are the potential implications of faculty job satisfaction to institutional retention and turnover rates in the state system of higher education?
- What is the general level of departure intention among faculty members across the different institutions?
- Do high institutional expectations play a role in determining faculty intent to leave or stay with their institution within the state system institutions?
- Do faculty members with higher numbers of journal publications tend to have higher job satisfaction and are less likely to leave their institutions?
- Do tenured and non-tenured faculty members show similar or different patterns of intent to leave across the various institutions?

- To what extent is an institutional commitment to faculty career advancement related to their job satisfaction and faculty turnover and retention rates?
- What can the institutions do to improve the high-quality faculty member's retention rates on their campuses?

Significance of the Study

State systems institutions and faculties provide states of the art and cutting-edge education for students worldwide and are an essential resource for the state and nation and occupy a strategically important place in modern society (Jaeger and Eagan 2011; Bowen and Schuster 1986). Faculty members promote a nation's economic growth and cultural development through their teaching, research, and service (Bowen and Schuster 1986). For that matter, institutions are tasked to ensure that an adequate number of talented, well-trained, high-quality, socially responsible, and highly motivated faculties are maintained in academia (Bowen and Schuster 1986). Faculty turnover plays a critical role in an academic institution's planning and management (Zhou and Volkwein 2003). The benefits of keeping high-quality faculty members may compel academic institutions to examine and understand the key institutional factors that affect faculty job satisfaction and lead to their departure and retention intentions. However, extensive study has been done on faculty job satisfaction concerning their intention to leave or stay with their institution (Zhou and Volkwein 2003; Hom et al. 1992; Post et al. 2009; Smart 1990). There are limited empirical studies on institutional structural variables' impact on faculty intention to leave or stay in the state system institutions, particularly studies that employ gender equity to examine faculty job satisfaction. Therefore, this study utilizes the

expectancy and gender equity framework to discuss how institutional structural components can predict faculty intentions to leave or stay with their institutions in state system institutions.

The conceptual model of faculty retention and turnover intentions show how the impact of;

- Faculty workload and work-life balance (workload allocation, source of work stressors, department climate, and family interference)
- Faculty work performance and productivity (research productivity, teaching productivity, year at current institution, and faculty advancement and promotion)
- Institutional commitment and support (resource and employee benefits) and demographic characteristics (age, gender, marital status, family size, academic rank, and salary) relate to faculty job satisfaction and ultimately influence their departure or retention intentions.

This study represents the first attempt within the state institutions to examine faculty departure intentions. It uncovers key institutional predictors of faculty job satisfaction expectations critical to the different gender composition's intentions to leave or stay within the state institutions. The results of this study will inform institutional policy practices and promote the awareness of the need for retention programs and equitable organizational structures in academia to help maintain high-quality faculty members. The study results and recommendations can help guide policy implementation at the institutional or departmental and promote a healthy campus climate. The results will also provide empirical support to state institutions when designing faculty workload

assignments policy. Scholars, campus system executives, institutional researchers, and planners can also use the results when making institutional or departmental policies.

Organization of the Paper

This dissertation consists of six chapters and is structured in the following sections as follows:

1. **Chapter one (Introduction)** includes the study's background, the purpose of the study, the study's significance, and the research questions posed in the study.
2. **Chapter two (Literature Review)** provides a review of studies related to faculty job satisfaction and their intentions to leave or stay with their institutions and relevant to this study. Additionally, the theoretical framework for examining institutional structural components' impact is also included in chapter two.
3. **Chapter three (Research Methodology)** discusses the research methods and data employed in the study, such as the unit of analysis and response rates, validity and reliability, measurement and variable definitions, and a brief discussion of statistical methods used in the study for descriptive statistics and hypothesis-testing.
4. **Chapter four (All institutional results)** presents the institutional descriptive findings, study model results and highlights the study's hypothesis-testing outcomes.
5. **Chapter five (Discussion)** discusses the study findings.
6. **Chapter six (Implication, limitations, and conclusion)** discusses the study's implications, limitations, and conclusions.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

The literature is drawn from several empirical studies of faculty job satisfaction and their turnover intent. It also provides a better perspective of understanding faculty members' expectations of institutional structures and answering the research questions in this study. Faculty members play a substantial role in academic institutions by creating and maintaining a competitive advantage for an institution, and their job satisfaction and career advancement must be a priority to the institution. Vanderberg and Nelson (1999) report that most studies have suggested that turnover intention is primarily driven by faculty dissatisfaction with their work environments and the organization's values, such as the work structure, the organization itself, colleagues, or the individuals themselves who are poor performers. There are various elements of an institution's organizational structures that may influence faculty turnover intent in academia, and the literature looks at some of these factors in more detail as they relate to the study.

Factors that influence faculty intentions to leave or stay with their institutions in academia

Faculty Job satisfaction

Faculty job satisfaction is one of the key attitudinal factors that influence faculty turnover (Hom et al. 1992; Zhou and Volkwein 2003; Post et al. 2009). Zhou and Volkwein (2003) examined the relationship between faculty job satisfaction and intent to leave and found job satisfaction as a significant predictor of institutional outcome and faculty retention and turnover intent. Several studies have also examined the relationship between faculty job satisfaction and intention to leave (Volkwein and Parmley 2000;

Moore and Gardner 1992; Smart 1990). Moore and Gardner (1992) assert that faculty job satisfaction reflects how well they have adjusted their career aspirations and expected success to the internal institutional factors. These career aspirations allow faculty members to have some level of job satisfaction and inner peace. Faculty members feel successful when they are more satisfied, and a successful faculty is a satisfied faculty. When faculty members are not happy with their job experience, they end up leaving for another job (Zhou and Volkwein 2003). Lack of faculty job satisfaction can also mean a conflict of interest between faculty personal goals and expectations and institutional /departmental standards requirements. Conversely, low faculty job satisfaction can also mean institutional problems that may push high-quality and successful faculty members to pursue other institutions' opportunities (Bucklin et al. 2014).

Studies have also linked job dissatisfaction with turnover intent (Post et al. 2009). Post et al. (2009) found that faculty work overload leads to resentment and is positively associated with intentions to leave their institutions for another. Studies have shown that faculty job satisfaction is a multidimensional component of institutional factors related to intrinsic and extrinsic work dimensional factors that can lead to faculty fulfillment or dissatisfaction (Herzberg 1966; Volkwein and Parmley 2000; Zhou and Volkwein 2003). Herzberg's (1966) two-factor theory draws attention to the key intrinsic and extrinsic job content factors that are of importance to employee satisfaction. The intrinsic variables Herzberg talked about are employee autonomy, feelings of achievement, and recognition, and the extrinsic variables are physical working conditions, pay, and job security. Volkwein and Parmley (2000) conducted a study to understand the intrinsic and extrinsic dimensions of administrators' job satisfaction based on private and public universities'

perspectives. Their study found that the administrator's job satisfaction was based on the extrinsic rewards, and the more the administrator's extrinsic needs are satisfied, the more the intent to stay.

The extrinsic aspect of job satisfaction components they mentioned reflected one's attitude toward salary and benefits, opportunities for advancement, and job security, which confirms Herzberg's (1966) two-factor theory of job satisfaction (Volkwein and Parmley 2000). Although administrators and faculty members have different positions and very different evaluation and reward systems, the extrinsic need that influences administrators' intention to stay also relates to extrinsic faculty needs such as promotion, pay, advancement, and pay equity, which are critical components determining faculty departure intent. Bozeman and Gaughan (2011) mentioned that few scholars question whether faculty job satisfaction relates to pay and perceptions of pay equity in the face of numerous studies. Concerning the pay perception and pay equity, studies have also shown that faculty job satisfaction that relates to their departure intent is attributed to rewards and compensation (Moore and Gardner 1992; Schuster and Wheeler 1990).

For example, Schuster and Wheeler (1990) assert that compensation is one of the leading factors contributing to faculty leaving their institution to another or leaving academia completely. Moore and Gardner (1992) also listed salary as the top reason why faculty leave their institutions. According to Bozeman and Gaughan (2011), the distinction between intrinsic and extrinsic is neither simple nor straightforward to examine. For example, a faculty member attaining a grant may gain job satisfaction from just the grant's intrinsic value and the research goal attached to the grant. Thus, the extrinsic value of the award or pay increase related to receiving a grant may accord a

faculty member job satisfaction – others may also gain job satisfaction from some combination of the intrinsic and the extrinsic rewards (Bozeman and Gaughan 2011). Comparably, studies have shown that perception in pay equity and expectations of pay relating to productivity and performance is of more important to employees (Erez and Isen 2002; Whitehouse 2001)

However, Herzberg's (1966) two-factor theory of job satisfaction gives a perspective of how institutional work dimensions are structured and influence faculty retention and turnover intention. For example, a faculty member may find his/her intrinsic job satisfaction in attaining grants, and another may find fulfillment in their work autonomy (Bozeman and Gaughan 2011). Volkwein et al. (1997) also argue that job satisfaction measures one's overall feelings in relations to his/her work, and it is possible for one to be satisfied in a particular area of their job (e.g., salary) and be very dissatisfied with the poor communication between administrators and faculty. Faculty members are sometimes dissatisfied with their institutions because of their perception of administrators' ineffectiveness, poor communication among faculty and administration, and lack of influence in institutional decision-making (Johnsrud and Rosser 2002; Boyer et al. 1994). Boyer et al. (1994) argue that, though faculty members may love their job and be dedicated to what they do, discontent with their institutions may serve as a hindrance to their satisfaction with their collegial relationships, intellectual lives, and even the courses they teach, leaving them to wonder if they would be more satisfied elsewhere.

The institutional climate has been found to exert a negative influence on employee job satisfaction (Volkwein et al. 1997; Boyer et al. 1994; Olsen 1993). The

institutional structural composition aspect of faculty work elements of teaching/advising, research, and service is also a critical determinate of faculty job satisfaction (Bozeman and Gaughan 2011). Faculty work stresses are rooted in these three essential work contents. Work overload in these three categories significantly impacted faculty work productivity and career satisfaction (August et al. 2004). Faculty productivity also determines one's promotion and tenure. Even though all faculty job assignments are composed of research, teaching, and service, there is evidence that faculty have very different work responsibilities, and female faculty members are found to do more service compared to their male counterparts (Bozeman and Gaughan 2011). Female faculty members' work productivity is also more impacted by work overload due to other family responsibilities (O'Meara et al. 2018). Tang and Talpade (1999) examined 110 faculty and staff in a single university and found no significant difference between faculty and staff in pay satisfaction but did notice a considerable difference between male and female faculty pay satisfaction. For example, they found that male faculty members were likely to be satisfied with their pay (Mean = 27.93) than female faculty (Mean = 21.98), while female faculties were satisfied with their co-workers (Mean = 46.39) than male faculty (Mean = 33.91).

Faculty workload and work-life balance

Faculty work-life and workload have been significant turnover intentions in academia (Post et al. 2009; Bailyn 1993; O'Meara et al. 2018; Frone et al. 1997). Post et al. (2009) found that work overload is connected to work dissatisfaction and is positively associated with employee intentions to leave their organization. Academic work is very complex despite all its benefits; it also poses tremendous psychological strain to faculty

members. The lack of ability to limit one's work and the tendency of work overload makes it particularly challenging for faculty members to find satisfactory integration of their work and their private life (Bailyn 1993, p.51). Zhou and Volkwein (2003) found that both tenured and non-tenured faculty members with more service responsibilities were less satisfied with their workload, including female faculty and those who spend more hours on service each week. Post et al. (2009) conducted a study to examine the direct and indirect effects of family interference with work (FIW) and work interference with family (WIF) on engineers and scientists' employee turnover in an organization. Their results show that family interference increases employee work dissatisfaction and strengthens the intention of leaving one's organization to another. Their study concludes that work dissatisfaction is associated with turnover intention (Post et al. 2009).

Understanding the implications of the work-life conflict for turnover intentions will go a long way to sustain institutional growth and retain quality employees since faculty members are the keys to its success and reputation. Work overload perceptions are bound to happen when employees are anxious about getting work done, as family responsibilities hinder their ability to get their job done (Frone et al. 1997; O'Meara et al. 2017)). For example, if faculty members are supposed to take time off to take care of their sick child and feel there is more work to be done, they may be worried about meeting deadlines after returning from their leave, thus increasing the perceived pressure of work overload (Post et al. 2009). Frone et al. (1997) also suggest that the outcome of FIW does not only impact work outcomes but is implicitly or explicitly associated with work overload, which leads to faculty work dissatisfaction. When faculty members perceive or experience work overload, they are more likely to consider leaving their

institution for another or move to non-academic-related positions. Therefore, work overload leads to turnover intentions.

Academic structures reward work prioritization and assume little responsibility for home and family activities, and it becomes a challenge for faculty members to cope with the stress. Since women have more difficulty in the work-life balance due to societal gender roles, combining family and personal life with academic work is challenging for female faculty members. Jacobs (2004) noted that women bear more burden of parenting than men, and the long hours of academic life sometimes create more challenge for some women and have lessened the progress of women entering academia and their chances of advancing in academia. The presumption of working more than 40 hours a week in academia assumes hardworking male professors who have wives at home to take care of household responsibilities (Valian 2005). Bailyn (1993) argues that a faculty member's time is critical because there is not enough of it to do all the things their job requires: teaching/advising, research, and institutional/professional service, which becomes impossible for faculty to manage academic workload and keep other aspects of their lives. Bailyn's (1993) study indicates that faculty members' median workload at a large technical university was approximately 60 hours per week, and about 10% of faculty members spent close to 75 hours a week on professional work.

O'Meara et al. (2017) conducted a study on 111 research university professors to examine how they spent their work time by employing time-diary methods to track the professor's daily activities on campus. Their results indicate that women had more workload in terms of internal service and are unlikely to refuse frequent service requests. Studies have shown that female faculty spend most of their work time on teaching and

service activities and less time on research than their male counterparts (O'Meara et al. 2017; Ryan et al. 2012). As such, female faculty lag behind their male counterparts in terms of salary, rank, and publications (Curtis 2019). Winslow (2010) also noted that women with heavy workloads and service responsibilities report more stress than men. While these expected perceptions of women's role suggest that women cannot refuse service requests because "it is a woman's job," they may also be overburdened and vulnerable to lack of work productivity. Work-life balance is likely to promote turnover intent because faculty job satisfaction affects one's intentions to leave or stay with an institution (Rosser 2004).

Faculty members' early years in their academic career life cycle are likely to be the most difficult ones during the pre-tenure probationary period (Tower et al. 2015). According to Tower et al. (2015), these faculty members are supposed to meet high institutional expectations. However, the stressed couple with the inability to demonstrate high productivity in the three expectation domains in teaching/advising, research, and service responsibilities may be enormous. Since academic work demands a high-quality performance of faculty work productivity, there needs to be a greater in-depth understanding of institutional factors that influence faculty work satisfaction to promote faculty retention and institutional reputation (Rosser 2004).

Faculty productivity and performance expectations

Academic institutions create systems to evaluate faculty members' performance, which has a significant implication for their tenure and promotion. These assessments are used to assess faculty members' productivity in research, teaching/advising, and service activities for faculty promotion and tenure decisions (Boring 2015). The academic career trajectory also requires faculty members to secure their position and survive the tenure and promotion process (Menges and Exum 1983). These requirements determine one's standing and fate in an academic profession, as well as whether one remains at a particular institution or not. In recent times the requests for faculty performance accountability and productivity have resulted in growing pressure on faculty work (Mamiseishvili and Rosser 2011). Faculty productivity has proven to be either positively or negatively related to retention and turnover intent (Ryan et al. 2012; Mamiseishvili and Rosser 2011).

According to Ryan et al. (2012), the actual performance of faculty member's productivity outcome is the achievement in research publications of various types (i.e., journal articles, books, book chapters) during a specific timeframe. Research performance is also attributed to the extent to which faculty members feel their work and role are valued by their department and institution and their colleagues (Ryan et al. 2012). Many institutions emphasize research during tenure and promotion decisions, even in those that profess teaching as their priority. This dilemma may significantly impact junior faculty's overall performance if the majority of their time is placed on research instead of other performance areas (Wilke 1979). High demand for scholarly productivity also appears to play a significant role in shaping faculty intention to leave one institution for

another. Ryan et al. (2012) found that scholarly productivity was a predictor of the likelihood that a faculty member had considered going to another institution. Layzell (1999), on the other hand, argued that the evaluation of one specific aspect of faculty productivity might result in an unfair judgment of faculty performance. In an attempt to assess one's performance, Bailyn (2003) also questioned the requirement for the number of published articles as a yardstick to evaluate one's performance and contribution to the university's reputation. The pressure and demand to publish in academia may certainly not be ideal for quality and creative work to measure faculty performance.

Increased expectations for faculty performance responsibility raises questions concerning the growing pressures of performance expectations and how these affect faculty members' job experiences and departure intentions (Mamiseishvili and Rosser 2011). High expectations put more pressure on faculty members, and negatively affect their overall performance, impinging on their tenure and promotion, particularly for female faculty (Ryan et al. 2012). The adverse effects of faculty meeting all the academic and institutional requirements can result in "role strain" or organizational stress, which is seen as chronic stressors associated with the expectations of particular social roles (Tower et al. 2015). Although faculty members' work time is "self-imposed," they are restricted by a set of institutional and professional expectations (Winslow 2010; Jacobs and Winslow 2004). Faculty members may find it challenging to balance their time and efforts to achieve assigned responsibilities due to increased work expectations (Jacobs and Winslow 2004, p.106). High expectations put more pressure on faculty and negatively affect their overall performance due to the lack of work-life balance.

Lack of work-life balance will lead to a high level of faculty departure intent, and turnover intent decreases as faculty performance increases. However, Trevor et al. (1997) assert that the relationship between employee performance and voluntary turnover is curvilinear, in that low and high performers demonstrate higher turnover intent than average performers. Zimmerman and Todd's (2009) meta-analytic results also indicate that poor performers are more likely to leave even after controlling for job satisfaction turnover intentions, and good performers were slightly more likely to intend to leave after controlling for job satisfaction. Both studies concluded that employees with low performance are less satisfied with their jobs and are more likely to leave the organization (Zimmerman and Todd 2009; Trevor et al. 1997). Contrary to the linear relationship between the low performers and their voluntary turnover, other studies have mentioned that linear relationships may not adequately capture the nature of the association, and more exploration is needed to address the potential issues of moderating effects and nonlinearity to help examine the relationship (Williams and Livingstone 1994).

Though faculty performance evaluation is key for academic institutions to determine the overall faculty performance, the relationship between their job satisfaction and the likely intent to leave is more critical (Zimmerman and Todd 2009). Viswesvaran (2002) found that organizational and supervisor's perspectives on employee quality of job performance matter most in shaping an employee's departure intention. Faculty productivity and performance measurement have always been a challenge in academia because some academic outcomes, such as student mentoring, are hard to quantify (Hopkins 1990). In academia, faculty members' performance is measured by their productivity in the three main areas of teaching/advising, research, and service, but the

problem is that these activities are not weighted equally. An increase in one aspect of productivity or doing well in a low weighted work expectation may hurt faculty overall performance. Though some aspects of faculty academic productivity can easily be quantified (Laryzell 1999), capturing its totality may not be possible due to the intangibility of some types of faculty productivity, such as other service activities (Hopkins 1990).

Faculty members who spend most of their time on low weighted activities may be vulnerable in higher weighted assignments, especially when evaluating faculty productivity and without controlling for other faculty members' responsibilities (Laryzell 1999). Studies have shown that women faculty in STEM and non-STEM disciplines spend more time on service activities and undergraduate teaching and mentoring, while male faculty time is mostly spent on research activities (O'Meara et al. 2018; Guarino and Borden 2017; Winslow 2010). Most of the institutional housekeeping activities that women perform do not count towards the academic reward system (O'Meara et al. 2018). Institutional housekeeping activities are the unrecognized labor work that women do to improve the institution's reputation and aesthetics. According to Winslow (2010), women with heavier service workloads report more stress than men, while men who spend a more significant part of their time on research also report higher workload satisfaction. Addressing the discrepancies of workload allocation and faculty productivity and performance measurement will improve faculty job satisfaction. Institutions are likely to realize an increase in turnover when they fail to support faculty work-life balance as one's job satisfaction is tied to the intention to leave or stay with an institution (Rosser 2004). In a meta-analysis study by Kossek et al. (2011) drawing on 115 samples, 85 studies also

confirm that employee work-life support is central to an individual's experience of work-family conflicts. It must be noted that the faculty member's job satisfaction is tied to how well the institution is committed to retaining them by promoting the interest of faculty members in academia.

Institutional commitment and support

Institutional support is the confidence faculty members have in the institutional leadership and systems of governance and the extent to which the university protects (advocates for) faculty interests (Johnsrud and Rosser 2002). Supporting faculty's interest means that the administration must work hand in hand with faculty members to initiate changes that support the advancement of faculty members and affect the overall academic core system. When there is a lack of institutional support, communication within the institution declines, and the administration does not see the importance of faculty member's input in institutional governance. Conversely, faculty members also feel their contributions to shaping the vital academic policies at the institutional level are not essential (Johnsrud and Rosser 2002). Higher levels of institutional commitment can significantly influence faculty job satisfaction and promote their intention to remain with the institution. Thatcher et al. (2002) reported that employees are less likely to change jobs when they are also committed to an employer because they desire to stay with their organization. Faculty members in academia face challenges in meeting institutional expectations and resource availability to support their career advancement and lack of institutional support in any form will demoralize faculty members' career aspirations. Calisir et al. (2011) reported a significant relationship between organizational commitment, job satisfaction, and employee intention to quit. They found that

institutional job stress and employee role ambiguity exert adverse indirect effects on employee retention or departure. Johnsrud and Heck (1998) also tested a structural model of faculty work-life based on institutional support, professional success, and quality of life and found that these three elements are the key factors that determine faculty turnover.

More and Gardner (1992) examined 44 possible structural variables that impacted faculty member's intention for leaving Michigan State University and found that the top four reasons were lack of research opportunities, lack of research funds, departmental leadership, and the reputation of the department. Joo (2010) also found that organizational support accounted for 40% of employee turnover intention. The department heads and departmental support role was seen as an essential aspect of faculty career success (August and Waltman 2004). Good department heads encourage faculty and treat people with respect and in an inclusive, fair, responsive, and consistent way. Williams et al. (2006) found that male departmental chairs would give higher recommendations to their male counterparts than women, and women with the same performance level as men tend to receive lower evaluations. August and Waltman (2004) also indicated that female faculty generally report less access to departmental resources, such as start-up equipment and graduate student cooperation, compared to their male counterparts. They perceive their academic departments to be chilly climates and challenging. They also believe that they are not being treated fairly regarding support and approval from their superiors and are given less information about the tenure process. The lack of resources and departmental support lowers female faculty morale, creating a sense of lack of belonging to their department and the institution as a whole. Gender bias

on the part of some department chairs also affects faculty promotion and leads to faculty departure.

Working conditions and resources available for faculty members to accomplish their assigned tasks are seen as institutional support by faculty members and indicate how appreciated they feel at their institutions (Johnsrud and Rosser 2002). These institutional support services that promote faculty members' quality of work-life are teaching and research supports, graduate assistants, technological support, and office support. When these supports are perceived as inadequate or inequitably distributed, faculty morale will be diminished and affect their performance and turnover rate. Sources of support can differ considerably by institution, department, or even by an individual faculty member, and such perceived imbalances can be demoralizing (Johnsrud and Rosser 2002). Morale is the level of well-being that an individual or group experiences regarding their work-life (Johnsrud and Rosser 2002).

Villablanca et al. (2013) also pointed out that work-life policies in academic institutions are essential and must be incorporated into an institution's culture for faculty to be aware of them and open to using them. According to Schuster and Finkelstein (2006), academic institutions are now seeing more females entering the academic workforce, experiencing an aging senior faculty population, and managing new faculty's changing priorities. The support of faculty work-life will require a restructuring of institutional family policies and practices to accommodate the needs of these faculty members' private lives. The National Science Foundation (NSF), in 2001, promoted and began the ADVANCE Institutional Transformation Awards intending to promote data-driven systemic organizational change (Tower 2015). The NSF's goal was to ensure that

institutions adopt a systemic change approach to promote faculty work-life balance. Both the institution and faculty members benefit from the balance of their professional and private lives. The promotion of work-life balance policies and systematic change, based on policies such as paid parental leave, leave for family illness, provisions for childcare, and extended care, may enhance faculty job satisfaction and encourage faculty members to stay, particularly female faculty members.

The Theoretical Framework

This study focuses on institutional structural dimensions, faculty job satisfaction, and intention to leave or stay. It examines the predictors of faculty retention and departure intention among faculty members in state system institutions. The theoretical framework that guides the present study is derived from the expectancy theory perspective by Daly and Dee (2006) and gender equity (integrated gender lens) by Bailyn (2003) with complementary concepts from the vast literature on business organizations and higher education. Early studies on faculty turnover mostly focused on motivations and intentions to leave (Steers 1979; Ferris 1977), but recent scholarships on turnover have drawn attention to the organizational and structural impact on work-related attitudes (Johnsrud and Rosser 2002; Daly and Dee 2006; Dee 2004). The expectancy theory has been used over the years to examine individual behavioral intentions (motivation) to participate in a system (Chen and Hoshower 2003) and has been identified as one of the most promising conceptualizations of individual motivation (Ferris 1977). The present study uses the expectancy framework with the corresponding gender equity (integrated gender lens) to examine the institutional state system's structural dimensions on the dynamics of faculty job satisfaction and their intentions to leave or stay with their

institutions. For this study, the expectancy theory will be used to identify and define the structural variables, and the integrated gender lens will also be used to operationalize the expectancy theory based on faculty job satisfaction.

Expectancy theory

Daly and Dee (2006) examined work environment and the relationship between work environment variables, job satisfaction, organizational commitment, and turnover intentions of urban university faculty and draws heavily on the work of Price (1977) and Price and Mueller (1986), who developed a model to study intent to stay based on expectancy theory. Vroom (1964) initially developed expectancy theory and has been used as a theoretical foundation for several organizational behavior and management accounting, psychology, and higher education studies (Dee 2004; Chen and Hoshower 2003; Snead and Harrell 1994; Harrell et al. 1984). Expectancy theory posits that organizational members have certain expectations and values for the structural dimensions of work, and if the organization meets those expectations, they will continue to remain loyal to the organization (Dee 2004). Studies on turnover intention suggest that expectancy theory provides an appropriate framework for investigating turnover and retention in organizations and has been successfully utilized in faculty departure intention in academia (Mamiseishvili and Rosser 2011; Ryan et al. 2009; Dee 2004; Daly and Dee 2006; Snead and Harrell 1994). The expectancy models are cognitive explanations of human action and see the individual as a reasoning being who perceives what is going on in his/her environment and takes action (Chen and Hoshower 2003). Expectancy theory was rooted in the theory of reason action (TRA), which was first proposed by Ajzen and Fishbein (1980) and has been used to predict human intention and actual behavior in a

variety of contexts. Ajzen and Fishbein's (1980) model is supported by attitudinal variables (beliefs and norms) and actual behavioral variables (action). They believe that individual practical actions are mediated through behavioral intentions or intention to perform a specific action behavior (Chen and Hoshower 2003).

The measurement of a particular behavioral intention, which is the motivation, is the appropriate predictor of the intention. Studies based on expectancy theory have provided more insight into faculty members' expectations of their work environment as a critical variable that affects their satisfaction and intention to leave or stay (Mamiseishvili and Rosser 2011; Johnsrud and Rosser 2002; Smart 1990). These expectations, and demographic factors, make the theory a useful framework to apply to this study. According to Daly and Dee (2006), studies based on intent to leave or stay are usually rooted in expectancy theory (Vroom 1964), and these studies have developed a series of causal models examining factors that influence the intentions (Price 1977; Smart 1990; Johnsrud and Rosser 2002). Smart's (1990) causal model examined several faculty work environment variables' impacts on intent to leave and found that environmental work variables are directly associated with faculty job satisfaction and exert an indirect effect on faculty intent to leave. Price's (1977) model suggests that individual perceptions of the work environment (organizational structure) and the external factors (family consideration, availability outside job opportunity) explain their intention to stay or leave an institution.

Matier (1990) also found that the internal and external environmental factor's impact on individual final departure intent is critical, and individuals with a low perception about their internal and external environment have the highest intention rates.

Price and Mueller's (1986) study draws on several institutional data sets and found that the perception of work environments indirectly affects individual intention to stay or leave based on their job satisfaction and commitment. Daly and Dee (2006) model contain elements of employee turnover models derived from organizational theorist, organizational culture, psychological and external factors associated with faculty turnover intention and behavior. Their framework is comprised of three sets of variables: structural variables (autonomy, communication, distributive justice, workload, and role conflict), external environmental variables (job opportunity and kinship responsibility), psychological variables (job satisfaction and organizational commitment), plus control variables (gender, race, marital status, academic rank, year at current institution, and year in the profession) and the dependent variable which is the intent to stay.

The study findings indicate that four structural variables (Autonomy, communication openness, distributive justice, and role conflict) had the highest significant effects on faculty intention to stay. Job satisfaction and organizational commitment were also positively associated with faculty intent to stay. Daly and Dee (2006) tested their model using data from a survey of random full-time instructional faculty (N=1500) employed at 15 randomly selected urban public universities in the United States. Daly and Dee (2006) did not consider the gender-integrated aspect of an institutional work environment that promotes faculty job satisfaction, leading to faculty retention or departure intention. They used Price's (1977) model of work environment construct and tested the relationship between the institutional context and faculty intention to stay. The academic arena has evolved in recent times, and one may ask whether Daly and Dee's (2006) model can be used to examine faculty job satisfaction and

intent to leave or stay without modifying the model. Consequently, this study introduces gender equity (integrated gender lens) in addition to expectancy theory to examine the institutional structural variables on gender composition in state system institutions.

Gender equity

Bailyn's (2003) study describes an academic career aspect that makes it difficult for faculty members to handle their personal responsibilities and women faculty's status in science at the Massachusetts Institute of Technology (MIT). The study also defines three fundamental elements of gender equity based on an integrated gender lens (*equality, fairness, and integration*) and examines the reasons behind prevalent gender inequalities in academia. The integrated gender lens examines gender acceptance and impact across the three-domain of gender equity. The equality pertains to how faculty members, particularly female faculty, are given equal access to opportunities at the institution to advance their careers. Fairness examines how well the institution moves beyond only equal opportunities and helps faculty members meet expectations and personal needs for academic success. Integration investigates institutional commitment towards faculty members and how well their private lives are recognized and incorporated into institutional activities. The meaning of equity embedded in the legal structure, which relates equity with equality, goes beyond the borders of equality but promotes equal access to opportunity, equal pay, and freedom from harassment. The literal meaning of equating equity with equality ignores these essential aspects of equity. Gender equity means the institution is aware of people's lives outside their work, paying equal attention, and committing to faculty members' academic and private lives—the integration helps eliminate any explicit and implicit biases inherent within institutional systems. Gender

equity also examines organizational work processes through the integrated gender lens by looking at the taken-for-granted and implicit institutional organizational structure and practices entrenched in academia.

The lack of these (*equality, fairness, and integration*), essential components of equity at the MIT School of Science, engineered Bailyn's (2003) study after the publication of the report: "*A Study on the Status of Women Faculty in Science at MIT*" that brought attention to gender inequalities in academic institutions. The integrated gender lens was used in Wenneras and Wold's (2010) study to examine an award of fellowships by the Swedish Academy of Medicine. Their study analyzed scholarship committee decision criteria for awarding grant applications. Their study found that female faculty had to demonstrate stronger credentials to be considered for an award and pointed out how the award criteria were not objective. Their analyses also revealed that the award criteria were biased negatively towards a particular group of applicants, with several women in that group and few men. Their study suggests an integrated gender lens offers the appropriate framework for investigating the medical research council criteria for awarding grant applicants.

Bailyn (2003) proposed that to achieve gender equity, academic structures, work practices, and cultural definitions of competence and success should be commensurate with the overall institutional system. Equity allows faculty members to meet the requirement for academic demand and, at the same time, provide for their individual private needs. Adopting an integrated gender lens means that an educational structural system takes an individual's academic outside life into account and accommodates work-life balance practices and policies that do not penalize individuals who work in the

system. Thus, gender equity means the institution is aware of people's lives outside their work, paying equal attention and commitment to faculty members' academic and private lives. This integration helps to eliminate any explicit and implicit biases inherent within institutional systems. Bailyn's (2003) study utilizes a qualitative approach based on individual female faculty members' stories to strengthen the research.

The study concludes that based on the report, university presidents who converge to deliberate on gender equity decided and agreed as one of their main goals to ensure that no faculty member is disadvantaged regardless of if they have family or not. They decided to extend the model to students to have a better life and pave the way for them into the academic profession. Though the report brought many changes in MIT, some aspects of academic work's gendered nature-such as evaluation criteria, the timing of tenure, and performance expectation-favor men more than women. These are the key challenges that breed inequities in academia that impact female faculty career development. Without the initiative of integrating faculty members' needs into the institution's structural system, the institution stands at a high risk of losing its highly competent and quality faculty members.

The proposed Model and Conceptual Framework

Despite the extant scholarly literature on faculty departure intent and the importance of faculty retention in academia (Johnsrud and Rosser 2002; Smart 1009; Daly and Dee 2006; Zhou and Volkwein 2004), there is little understanding of how expectancy and gender equity variables interact to predict faculty intention to leave or stay. Figure 2 shows the predictive model proposed in the present study. It modifies the Daly and Dee (2006) model by including a broad array of structural variables based on

the literature and concentrating more on internal factors than external factors. Studies have shown that although both internal and external environmental factors play a critical role in faculty members' intentions decision process, the internal factors are more dominant in faculty final intent decision than external forces (Matier 1990). Therefore, the current study concentrates on the internal variables. The internal variables based on the institutional structural dimension are identified under the expectancy framework (workload and work-life balance, institutional commitment, and faculty performance and productivity), and complementing with demographic characteristics which are measured by the integrated gender lens constructs (equality, fairness, and integration) of faculty job satisfaction.

Figure 1. Theoretical framework

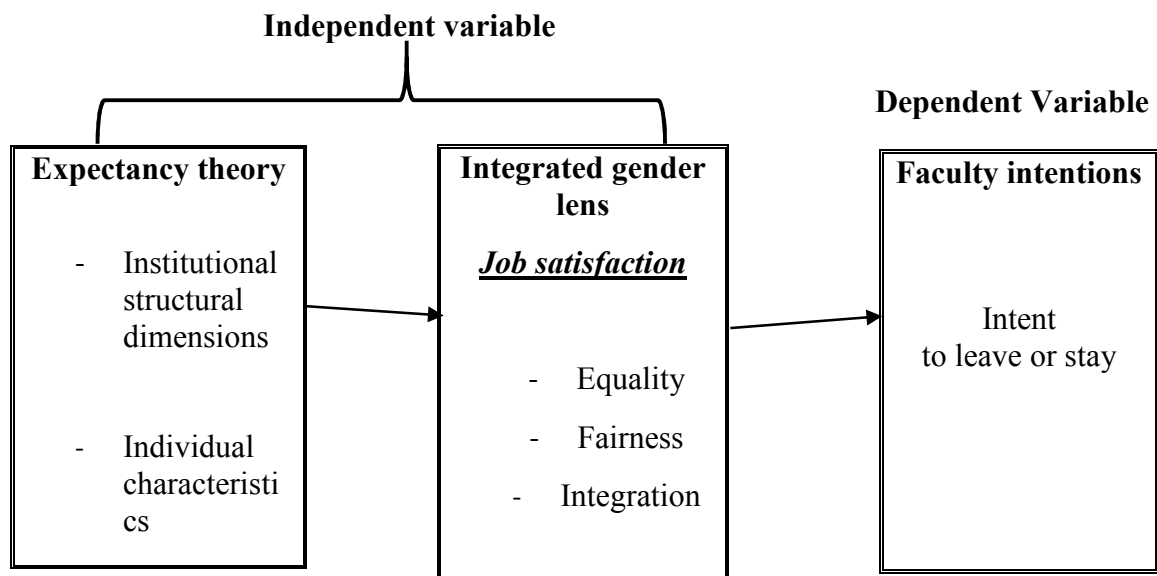


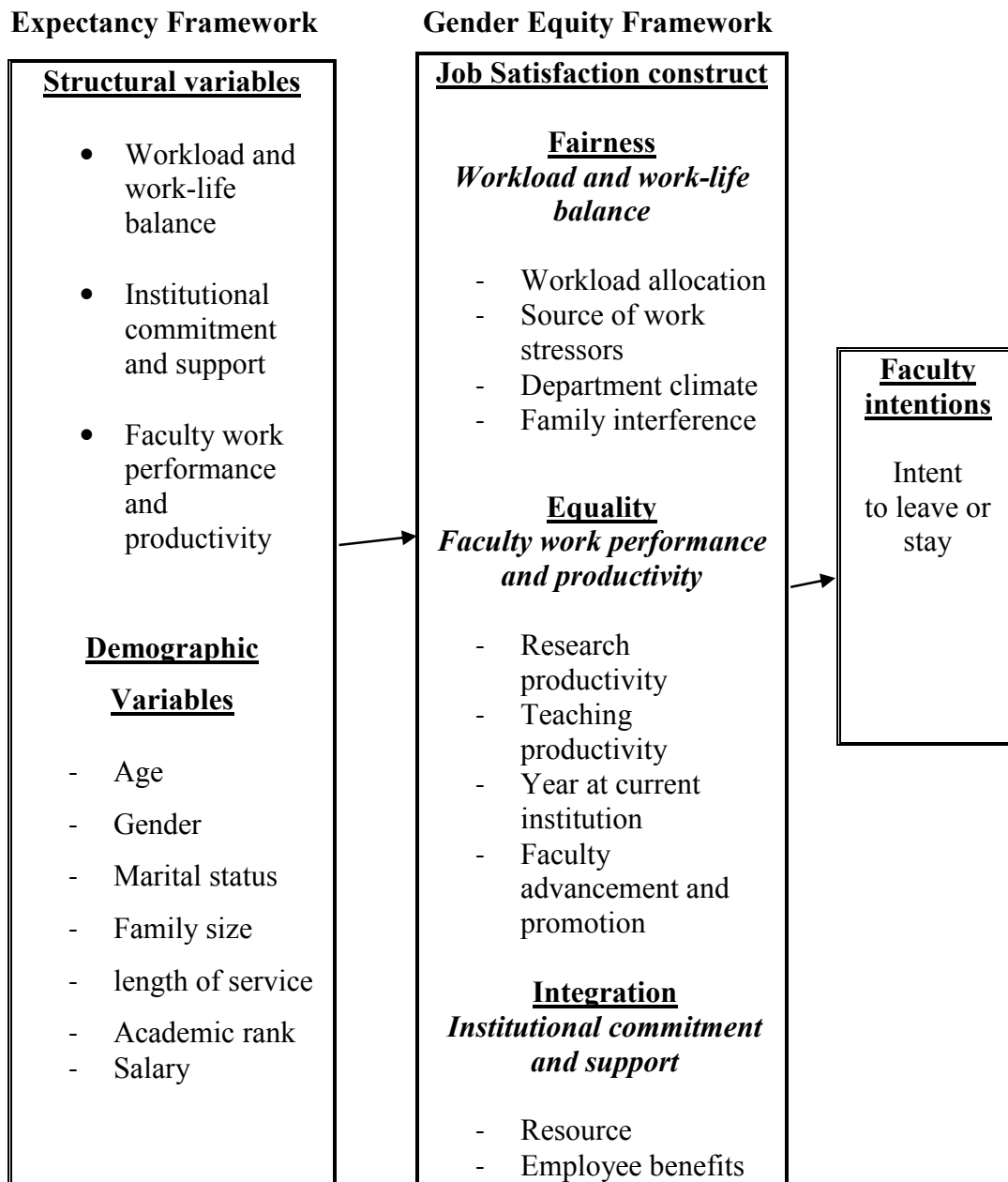
Figure 1. above gives an understanding of the theoretical perspective employ in this study, and a holistic conceptual explanation follows in figure 2. Expectancy theory

identifies the institutional structural variables that are of importance to faculty retention and turnover intention. Thus, faculty members have certain expectations of the institutional work composition's structural property (Dee 2004). When faculty members are satisfied with their expectations, they are likely to exhibit higher levels of intent to stay than intention to leave. For example, a faculty member hoping to be promoted from associate professor to full professor finds out he/she has been denied after several years will be demoralized and might decide to leave the institution. The expectancy framework suggests ways to address questions about which work conditions and environmental features which are significant to faculty expectancies and values that influence their job satisfaction (Daly and Dee 2006). The expectancy framework identifies three fundamental structural variables based on the literature (workload and work-life balance, institutional commitment and support, faculty work performance and productivity) in collaboration with demographic variables such as age, marital status, family size, gender, year of service, and academic rank, which are pertinent to faculty job satisfaction to examine faculty retention and turnover intention through the measurement of the integrated gender lens constructs of equality, fairness, and integration.

Since faculty job satisfaction determines their overall departure or retention intent, and the study is to examine the effect of the structural variable on faculty gender composition, and their expectations of job satisfaction, the gender equity framework will be utilized to measure faculty job satisfaction based on their intention to leave or stay. As explained in the preceding discussion, gender equity is rooted in the integrated gender lens framework and defined under three primary constructs: equality, fairness, and integration (figure 1). The integrated gender lens examines gender acceptance and impact

across the three-domain of gender equity. Equality pertains to how faculty members, particularly female faculty, are given equal access to opportunities at the institution to advance their careers. Fairness examines how well the institution moves beyond only equal opportunities and helps faculty members meet expectations and personal needs for academic success. Integration investigates institutional commitment towards faculty members and how well their private lives are recognized and incorporated into institutional activities. These three constructs must work together to achieve gender equity and promote faculty job satisfaction, which leads to an intention to stay.

Figure 2. The Conceptual Model of Faculty Retention and Turnover Intentions



Conceptualization of Expectancy and Gender Equity Constructs

The study measurement proposed here comprises the internal forces of institutional structural variables and gender equity constructs, which measure faculty members' job satisfaction and are regarded as the significant reasons for faculty members' retention and departure intentions. Several institutional factors influence faculty decisions to leave or stay with their current institution. Three primary domains of structural elements are conceptualized as workload and work-life balance, institutional commitment and support, and faculty work performance and productivity, including demographic variables, under the expectancy theory, which are hypothesized to influence faculty members' job satisfaction, which leads to their decision to leave or stay and. The workload and work-life balance are measured under the fairness construct of the integrated gender lens as workload allocation, source of faculty stress, department climate, and family interference of the expectancy framework based on the survey instrument.

The institutional commitment reflects support for faculty members' work assignments in resources, professional development, faculty salary, and employment benefits such as family leave policies, childcare programs, and employee assistance programs based on the integration construct. Faculty members are more likely to exhibit high levels of intent to stay when these individual needs are integrated into institutional activities (Bailyn 2003).

Faculty work performance and productivity are conceptualized under equality based on research productivity, teaching productivity, year at current institution,

promotion, and advancement. Studies have shown that faculty productivity measurement relates to the outcome of faculty work produced based on the number of publications, hours per week teaching, and journal reviews (Mamiseishvili and Rosser 2011). However, other studies have pointed out that measuring faculty productivity is complicated since no fixed method is available to provide a consistent estimate of faculty productivity in the three areas of faculty work assignments (Layzell, 1999). This study focuses on the variables mentioned above for the study measurement. Mamiseishvili and Rosser (2011) found in their research that faculty members who were more productive in undergraduate and service activities had significantly lower job satisfaction.

The demographic variables are faculty personal characteristics such as age, gender, marital status, family size, length of service, and academic rank that determines one's stage in his/her career and how satisfied with their current state. Faculty members' intentions to leave or stay with their institution will depend on how satisfied they are based on the above expectations of whether they have been met or not. Therefore, the proposed study examines the influence of the above variables on faculty retention and departure intentions.

CHAPTER THREE

RESEARCH METHODOLOGY

Research Questions and Hypotheses

Expectancy theory highlights the importance of faculty expectations of the institutional structural component. The gender equity framework (*equality, fairness, and integration*) also measures faculty expectations of these institutional structural elements that influence faculty job satisfaction and lead to an intention to stay or leave. Based on the above conceptual framework, the study answers the research questions below:

Overarching Research questions

Broad question:

What institutional structural factors influence, by gender, job satisfaction leading to faculty retention and departure intention across the state system institutions?

Specific questions:

- What institutional factors directly or indirectly influence and motivate faculty departure intentions in state system institutions?
- What are the potential implications of faculty job satisfaction to institutional retention and turnover rates in the state system of higher education?
- What is the general level of departure intention among faculty members across the different institutions?
- Do high institutional expectations play a role in determining faculty intent to leave or stay with their institution within the state system institutions?
- Do faculty members with higher numbers of journal publications tend to have higher job satisfaction and are less likely to leave their institutions?

- Do tenured and non-tenured faculty members show similar or different patterns of intent to leave across the various institutions?
- To what extent is an institutional commitment to faculty career advancement related to their job satisfaction and faculty turnover and retention rates?
- What can the institutions do to improve the high-quality faculty member's retention rates on their campuses?

The following hypotheses are derived from the above research questions to test how the expectancy variables (institutional work dimensions) combined with the gender equity (integrated gender lens) theory (faculty job satisfaction) are aligned with faculty member's intention to leave or stay. These constructs are presented in figure 2.

Hypotheses:

1. Workload and Work-life Balance

H1a: Female faculty with substantial workload assignments have stronger intentions to leave than male faculty.

H1b: Workload dissatisfaction is directly and positively associated with faculty turnover intentions.

H1c: Faculty members who perceive a high level of family interference with their work are more likely to leave than male faculty.

H1d: Faculty members with a high percentage of teaching and service workload have a stronger intention to leave than those with no intention to leave.

2. Institutional commitment and support

H2a: An institution's inadequate resource support for faculty work flexibility indicates a higher level of faculty turnover intention.

H2b: Faculty members who are less satisfied with the family leave policies their institutions provide indicate stronger intentions to leave.

H2c: Faculty members who are less satisfied with their career advancement and promotion indicate more intention to leave.

H2d: Faculty members who are less satisfied with research and teaching resources indicate more intention to leave.

3. Faculty work performance and productivity

H3a: Male faculty members with higher research productivity tend to have a higher level of job satisfaction and are less likely to leave their institutions than female faculty.

H3b: Faculty members who perceive their institutions to be less supportive of their development have stronger intentions to leave.

H3c: Faculty members who have a higher level of teaching productivity have stronger intentions to leave.

H3d: There is a significant impact of a faculty member's academic rank on turnover intention in the state system institutions.

4. Personal Characteristics

H3a: Female faculty members are more likely to express an intent to leave than male faculty.

H3b: Faculty members' intention to leave or stay will vary by their marital status.

H3c: Departments give more opportunities to female faculty than male faculty.

H3d: Faculty members with children under 18 years are more likely to leave.

Data

This study's target population was all six institutions' faculty members in a Midwest state higher education system. The system institutions include both baccalaureate and graduate granting institutions. The data was gathered in the fall of 2019 to examine faculty experience with the institution's structural components. The study population was 1156 (including instructors, lecturers, assistant professors, associate professors, and full professors) across the six-state system institutions, and the survey gathered information regarding faculty workplace engagement, department climate, faculty work-life balance, and demographic characteristics. The survey instrument designed for this study was based on Fox (2010), Daly and Dee (2006), Johnsrud and Rosser (2002), Dee (2004), and Smart (1990). The study used a web-based survey program to administer the data collection process. According to Dillman et al. (2014), web-based surveys allow researchers to reach a dispersed target and geographical location.

A pilot test of the survey was carried out with a convenience sample of ten faculty members who provided valuable input to the final survey questions before sending it out to the institutional provosts for distribution. The questionnaire was sent to the various institutions uniformly designed to appear the same to all faculty members. A random sampling method was not possible since it was a challenge to obtain lists of names and email addresses of faculty members from the various institution's provosts. However, we went for a sample of the whole population as it was within the system through the provosts. Since population sampling was not possible, the method resulted in the use of census data collection, which allowed every member of the population to respond.

Census enables researchers to reach the population parameter directly (Dillman et al. 2014). The data collected as part of the National Science Foundation (NSF) ADVANCE PLAN-IHE grant project was administered through the various institution's representatives for the NSF ADVANCE PLAN-IHE grant program and were commissioned to work with their provosts to distribute the survey to faculty members. The survey link was sent to faculty members through email, and respondents were contacted two times. The second email with the survey link followed after two weeks, and that boosted the response rates. Studies have shown that multiple contacts improve survey response rates (Dillman et al. 2014). We could not send a third wave of the survey because the semester was nearing the Thanksgiving holiday.

Unit of Analysis and Response rates

The individual faculty members were the unit of analysis. The survey yielded a total response rate of 511 (44.2%) out of the total population of 1156. Survey response rates are critical for a research study (Dillman et al. 2014), as it impacts the final analysis of the data and helps researchers confidently generalize the sample results to the whole population under investigation. The total faculty population breakdown is as follows: For institution one, the total faculty population was 468, and 148 faculty members (31.62%) completed the survey. For institution two, the total faculty population was 72, and 40 (55.55%) faculty members completed the survey. For institution three, the total faculty population was 87, with 60 (68.97%) completion. For institution four, the total faculty population was 115, and 41 (35.65%) faculty members completed the survey. 146 (50.69.31%) faculty members also completed the questionnaire out of 288 total faculty population for institution five. Institution six had a total faculty population of 126, with

76 (60.32%) completed responses. Hence, the study's sample size is 511 at the individual level, and the sample size at the institutional level is six. The institutional faculty population is based on a statewide system faculty salary lists for the 2019-2020 academic year. The faculty population used for this study may differ from the institution's faculty population posted on the individual institution's web page; this is because the statewide system faculty salary lists do not include administrative faculty members and faculty population variations each academic year.

Survey Instrument, Validity, and Reliability

When constructing the survey instrument, thorough literature on faculty departure intention was reviewed to understand the factors influencing faculty members' decision to stay or leave their institution. Based on the literature, four potential institutional environmental domains (workplace engagement, department climate, work-life balance, and demographic characteristics) were identified, which guided the survey design. Expectancy theory was used to construct the questions and measure the institution's structural elements' impact on faculty intentions based on the gender equity theory. Additionally, to ensure the instrument captures all the structural elements, an "other" category and open-ended questions were included in the survey instrument, allowing faculty members to provide additional information, gather more in-depth data, and ensure the validity of measurement. Validity is the degree to which an instrument measures what is intended to measure (Chambliss and Schutt 2018). In a research study, there are different ways to test the quality of a measurement. Construct validity is more appropriate for this study, and therefore, the study utilizes the construct validity of items to measure the quality of the survey instrument. Construct validity is the degree to which the items

selected for measuring the variable can accurately be based on the theoretical construct (Trochim 2001).

Additionally, Cronbach's alpha was used to measure and test the grouped scale items' theoretical constructs' reliability. The Cronbach alpha coefficient measures a survey instrument's internal consistency (reliability) with Likert scales (Dillman et al. 2014; Chambliss and Schutt 2018). A coefficient of reliability between 0.6 – 0.7 indicates a generally acceptable level of reliability. Therefore, a Cronbach alpha of 0.6 was used to determine the reliability of theoretical constructs. The variability is the distribution of response to each item and was examined by running the frequency test. Another validity measure that applies to the survey questions and the meaning of the expectancy and gender equity framework employ in this study is face validity. When looking at the survey questions, one can quickly determine if a logical relationship exists between the variable and the intended measure (Chambliss and Schutt 2018); that is, it should be easy to determine the questions that are measuring the theoretical constructs. The survey instrument was constructed to reflect the theory's overall meaning relating to faculty members' intention to leave or stay.

Study Ethical Considerations

The proposed study went through the appropriate institutional review board (IRB) procedure for approval. IRB reviewed the survey questions and granted permission for the proposed research to be conducted. Faculty members were assured that their responses are strictly confidential and that no one will be linked to the data by their title, name, or any other identifying items when the data and analysis are presented. Respondents were made aware that participation in the study and completion of the

survey was voluntary and that they may decide to withdraw from the study at any time without consequence. Since the survey was administrated online, the completion of the questionnaire implied respondents' consent. Faculty members were also asked to skip any question they feel uncomfortable answering and answer the next question. Faculty members' anonymity was also protected, and all information or identifiable items associated with faculty identity were eliminated when cleaning the data. The data will be kept safe and will not be made available to unauthorized individuals.

Measurement and Variable definitions

This study proposes a theoretical model of faculty expectation and gender integration influence on faculty retention and turnover intention. It tests the model with the faculty survey data collected in the fall of 2019 on the academic institutional structure impact on faculty turnover rate in Midwest state system institutions. The study identified four structural factors (i.e., workload and work-life balance, Institutional commitment and support, faculty work performance and productivity) and personal characteristics (i.e., age, gender, marital status, family size, salary, and academic rank) based on the expectancy framework that affects faculty job satisfaction and eventually leads to their intention to leave or stay. Faculty expectation was measured through the gender equity constructs of fairness (i.e., workload allocation, source of work stressors, department climate, and family interference), equality (i.e., research productivity, teaching productivity, year at current institution, and advancement and promotion), and integration (i.e., resource, and employee benefits). Based on faculty expectations, the survey questions were designed to incorporate the expectancy theory elements and each gender equity construct component.

A scale was used to measure each of the components of gender equity. A five-point Likert scale ranging from (1) strongly disagree (negative response) to (5) strongly agree (positive response) was created to reflect the responses to each statement for the independent variables. Faculty were also asked to indicate the percentage amount of their workload allocated to teaching, research, and service for the workload independent variable. The dependent variable "intention to leave" and "applied to other jobs" is captured by sections 2 of questions 7 and 8 in the survey. Faculty were asked to indicate, in the past year, if they have thought about moving to a different institution or changing jobs and whether they have applied to other jobs. Thus, a dichotomous variable of Yes (1) and No (0) was created for the intention to leave.

Faculty Workload and Work-life Balance are operationalized through fairness, which examines how well the institution moves beyond only equal opportunities and helps faculty members meet expectations and personal needs for academic success. Based on the gender equity idea, the faculty workload and work-life balance are measured by whether faculty work dimensions are structured such that faculty members are able to meet expectations and are satisfied with their job. For example, how workload is allocated for faculty members to meet standards expectations, what are the sources of work stressors that put much pressure on faculty work-life balance, what are the departmental elements that ensure faculty members career success, and measures put in place to ensure less family interference on faculty workload.

Faculty performance and productivity are also conceptualized based on the equality concept of gender equity. Equality relates to how faculty members, particularly female faculty, are given equal access to opportunities at the institution to advance their careers

and influence their job satisfaction. It is measured by how faculty productivity expectations based on publications and teaching performance affect their departure intention and whether they agree or disagree about the criteria for advancement and promotion decision. For example, are female faculty members given equal access to research opportunities and funding to perform well in research productivity? Does their department value faculty members' teaching performance?

Institutional commitment and support are conceptualized under the integration construct of the integrated gender lens. Integration examines institutional commitment towards faculty members and how well their private lives are recognized and incorporated into institutional activities. Integration is measured by whether faculty members agree or disagree about the resources their institutions provide for them to fulfill their duties and whether the institution provides adequate support for their advancement.

Faculty demographic characteristics are measured based on faculty age, rank, family size, marital status, gender, salary, and how these variables may influence their intentions to leave or stay.

Table 1. Variable Definitions

Variable names	Variable Definitions
Independent Variables	
<i>Faculty Workload and Work-life Balance</i>	Fairness
<ul style="list-style-type: none"> • Workload allocation 	Percent of workload allocated to teaching and research.

	<p>Faculty were asked to indicate the percentage of their workload allocated to their work assignment. Section 1. Q4. See Appendix A.</p> <p>Faculty were asked to indicate the level of their agreement and disagreement concerning their challenges in delivering work assignments ranging from 1-5. One was coded strongly disagree, and five strongly agree in ascending order.</p> <p>(1) Strongly disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly Agree</p> <p>Statement examples, Statement 1. example: <i>“I feel pressured by my department to deliver more in terms of research.”</i> Statement 2. example: <i>“I feel pressured by my department to deliver more in terms of teaching.”</i> See section 2. Q4. Appendix A.</p>
<ul style="list-style-type: none"> Source of work stressors 	<p>It measured whether work and non-work-related activities are a source of stress to faculty members with a four-point scale (ranging from 1-4). One, being "not at all" (low impact) and four, is "very extensive" (high impact). A five-item measure based on the source of work stress due to increased work responsibilities, institutional budget cuts, teaching load, racial discrimination, and self-imposed high expectations were identified. See section 3. Q7. Appendix A.</p>

<ul style="list-style-type: none"> • Department climate 	<p>Eight statement items measured the overall perception about faculty department climate influence on their work and advancement.</p> <p>Faculty were asked to indicate the level of their agreement and disagreement about their department climate ranging from 1-5. One was coded strongly disagree, and five strongly agree in ascending order.</p> <p>(1) Strongly disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly Agree</p> <p>Statement 3. Example: <i>“I feel a sense of belonging in my department.”</i></p> <p>See section 2. Q4. Appendix A.</p>
<ul style="list-style-type: none"> • Family interference 	<p>A single-item reflecting the magnitude of family interference to faculty work. Faculty were asked to indicate how much their family responsibilities interfere with their work. A four-level measure (ranging from 1-4) of faculty family interference was coded as:</p> <p>Not at all = 1 Very little = 2 Somewhat = 3 A great deal = 4</p> <p>See section 3.Q6. Appendix A.</p>
<p><i>Faculty performance and productivity</i></p>	<p>Equality</p>
<ul style="list-style-type: none"> • Research productivity 	<p>Measure faculty journal publications published—a four-item measure of the total number of journal publications published by faculty members in the past three years.</p> <p>Faculty were asked to indicate how many of the following publications they have published; Journal articles, books,</p>

	<p>chapters in an edited volume, and conference proceedings.</p> <p>See section 2. Q3. Appendix A.</p>
<ul style="list-style-type: none"> • Teaching productivity 	<p>Teaching productivity also measured the number of courses faculty teach each academic year (fall and spring semester)</p> <p>A two-item measure requested faculty to indicate the number of undergraduate and graduate courses they typically teach each academic year. See section 1. Q3. Appendix A.</p>
<ul style="list-style-type: none"> • Year at current institution 	<p>A single-item measure asked faculty to indicate how many years they have completed working at their institution. See section 1. Q5. Appendix A.</p>
<ul style="list-style-type: none"> • Faculty advancement and promotion 	<p>Three items of statements were used to measure faculty development and promotion. Each item ranged in value from 1 to 5.(1 indicating Strongly disagree, and 5, strongly agree). Faculty were asked to indicate whether they agree or disagree with the item statement item.</p> <p>The statement reflecting faculty agreement or disagreement are;</p> <p>Survey question: Section 1. Q.10a. The criteria for advancement and promotion decisions are clear at this institution.</p> <p>Q.10f. There is someone at my institution who encourages my development.</p> <p>Q.10c. There is adequate support for faculty development.</p> <p>Response value code:</p> <ol style="list-style-type: none"> 1) Strongly disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly Agree

<i>Institutional commitment and support</i>	Integration
<ul style="list-style-type: none"> • Resource 	<p>A six-item measure of institutional support faculty receives to execute their work assignments fully. Faculty were asked to indicate whether they agree or disagree with the statements. Items value ranging from 1-5, in ascending order. Specific items included were: “My institution provides adequate startup packages that allow me to execute duties fully,” “My institution provides enough teaching support such as textbooks, software, laptops, for me to fulfill my teaching duties,” “ My institution provides adequate space for my research,” “My institution provides adequate equipment (such as software, computer) for my research,” “My institution provides enough funding for my research,” and “My institution provides adequate support for my development.”</p> <p>All items were coded as:</p> <ol style="list-style-type: none"> (1) Strongly disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly Agree. See section 1. Q.9a. Appendix A
<ul style="list-style-type: none"> • Employee benefits/Paid leave policies needed 	<p>Q.3 Requested faculty to check all that apply to what paid leave policies they feel are needed in their institution. Specific items included were:</p> <p>paid leave for family care, paid leave for maternal leave for birth or adoption, paid parental leave for birth or adoption for both parents, paid leave for extended family care.</p> <p>Q.5b also indicates a one-time measure based on faculty satisfaction about the availability of childcare programs at</p>

	their institution, which ranged in value from 1 = “Very satisfied,” 2 = “Satisfied,” 3 = “Marginally satisfied,” 4 = “Not satisfied,” and 5 = “Not applicable.”
<i>Demographic Characteristics</i>	
<ul style="list-style-type: none"> • Salary 	The faculty gross annual institutional salary was coded based on twelve categories ranging from 1 = less than \$40,000 to 12 = \$200,000- \$249,999. The annual gross salary reported was based on the Nine-month, eleven-month, and twelve-month academic year. Respondent responses were predominately Nine-month. See section 4. Q.2. Appendix A.
<ul style="list-style-type: none"> • Age 	Faculty were asked to report the year they were born. See section 4.Q.4. Appendix A.
<ul style="list-style-type: none"> • Gender 	Faculty gender was coded: 1 = Male, 2 = Female, 3 = Transgender, 4 = other,
<ul style="list-style-type: none"> • Marital status 	Faculty were asked to identify their marital status and were coded as married, single, divorced, widowed, unmarried, living with a partner, and others. See section 3.Q.1. Appendix A.
<ul style="list-style-type: none"> • Family size 	Faculty were asked to indicate how many kids they have who are under 18 or above 18. See section 3. Q.5b. Appendix A.
<ul style="list-style-type: none"> • Academic rank 	Faculty were asked to report their current academic rank. See section 1. Q.1. Appendix A.
Dependent variable	
<ul style="list-style-type: none"> • Intention to leave • Applied to other jobs 	A single item, reflecting faculty members’ intentions to move out or changing jobs. Faculty members were asked to indicate if they have thought about moving to a different institution or changing jobs in the past year. Respondents

	were coded such that Yes = 1, and No = 0. See section 2. Q.7. Appendix A.
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Note: Some of the different statements measuring fairness, equality, and integration can be combined, and the sum of each individual mean item will be used to represent and measure each element of the equity theory. See appendix A. for the survey instrument.

Analytical Methods

Different statistical analyses were conducted, including preliminary descriptive analysis to determine the differences in the structural components' influence on faculty intention to leave or stay with their institution. All the analyses were conducted using the STATA software package. Data were screened to examine any abnormal responses and missing data for deletion. Descriptive statistics such as frequency, mean, minimum, maximum, range, and standard deviation were computed on each variable and summarized in percentages and frequencies. As stated above, a Cronbach alpha coefficient was used to test the scale's reliability to measure the gender equity constructs. Any Cronbach alpha coefficient score above 0.7 suggests that instrument items in the index are correlated and measuring the same things; however, scale reliability below 0.7 is often found in most social science literature (Kemp 2000; Vogt 1999). Therefore, the scaled reliability of each index used in this study is measured using the Cronbach alpha value of 0.6 and above.

The study hypotheses were tested for statistical significance. A p-value less than α -level of .05 was used to test the significance level for rejecting the null hypothesis. Some of the predictor variables may have a significant positive or negative influence on the faculty's intention to leave, and other variables may not have a significant effect at all. Various measures of the relationship's strength (positive and negative) between the

independent and dependent variables were employed. Pearson correlation coefficient test was conducted to measure the strength and direction between the gender equity constructs (independent variables) and the intention to leave or stay and applied to other jobs (dependent variable). The Pearson correlation was used for variables measured at the interval level. The t-test was also employed to compare the means of faculty gender composition and test the hypotheses.

The dependent variable chosen for this study is a categorical variable (dichotomous) of Yes (1) and No (0) based on faculty response to their intention to leave or stay and whether they have applied to other jobs. Hence, a binary logistic regression model was also utilized to analyze the relationship between the independent and the dependent variables to determine how the institutional structural component affects faculty intention to leave. Logistic regression is an extension of the regression model that allows researchers to predict categorical variables based on predictor variables (Field et al. 2012). Logistic regression has been used in studies of the faculty work environment, job satisfaction, and intention to leave their institution (Nantsupawat et al. 2017; Ryan et al. 2012). These studies model the relationship between the faculty's institutional environment and their intent to leave and found that work environment variables were the key predictors of faculty decision to move to another institution (Ryan et al. 2012). This study examined how the gender equity constructs of fairness, equality, and integration, including demographic characteristics, influence faculty job satisfaction and predict their intention to leave or stay with the logistic model's help. The descriptive exercise results identified a large number of measures that did exert or did not exert a significant impact on faculty intention to leave.

CHAPTER FOUR

STUDY RESULTS FOR ALL INSTITUTIONS

This chapter presents the summary results obtained from the descriptive statistics, t-test, and binary regression for all the institutions. The frequencies and percentages of the descriptive statistics' findings central to the study provide a general understanding of institutional factors attributed to faculty members' departure and retention intent. The continuous variables such as age, income, and other interval variables are best summarized using the mean and standard deviation. The means are used to determine the variables' average and the standard deviation provides more detailed information about the variables and how the data is centered or spread out around the mean. The researcher used a t-test to determine whether the mean value of the intention to leave and applied to other jobs differ by groups of the faculty gender composition and test the hypotheses of the intention to leave. The binary model was used to test the significance level and compare the structural variables' impact based on faculty intention to leave and whether they have applied to other jobs.

Descriptive Results for the Study

The study attempts to compare the institutional structure's impact on faculty members' job satisfaction and provide more detailed information in answering the research questions using descriptive statistic methods. The combined data indicate a response rate of 529 (45.76%) out of 1156 total faculty population for all institutions. The data were analyzed based on the individual institution's level to provide a better perspective of what institutional structures impact the different faculty gender composition and their intention to leave across the six institutions.

Institution One Descriptive

Table 2-1a below summarizes faculty characteristics and distribution of faculty rank status and their intention to leave for institution one. Institution one is a large university and offers a wide range of baccalaureate programs and is dedicated to graduate education through doctoral-granting departments and gives high priority to research and award both graduate and doctoral degrees each year. The university research expenditure is close to \$68 million, with more graduates and undergraduates' students engaged in research. The university setting is rural and has more than 11,500 student enrollments with a total faculty population of 543 as of 2020. The data result for institution one shows a faculty response rate of 148, of which 49.58% were female and 47.90% male, indicating that the number of female faculty who responded to the survey were slightly more than the male faculty and the average age of the faculty members was 47.36. About 72.36% of these faculty were married, and 90.24% have between one to three dependents under 18 years old. More than half of the faculty members were not tenure (50.68%), and less than 50% are tenured.

Table 2-1a *Institution one* _Faculty Characteristics and Intention to Leave.

<i>Demographic characteristics</i>	<i>N</i>					<i>F</i>	<i>%</i>
Salary							
Less than \$40,000						6	5%
From \$40,000 up to \$49,999						5	4.17%
From \$50,000 up to \$59,999						10	8.33%
From \$60,000 up to \$69,999						19	15.83%
From \$70,000 up to \$79,999						25	20.83%
From \$80,000 up to \$89,999						17	14.17%
From \$90,000 up to \$99,999						9	7.50%
From \$100,000 up to \$124,999						16	13.33%

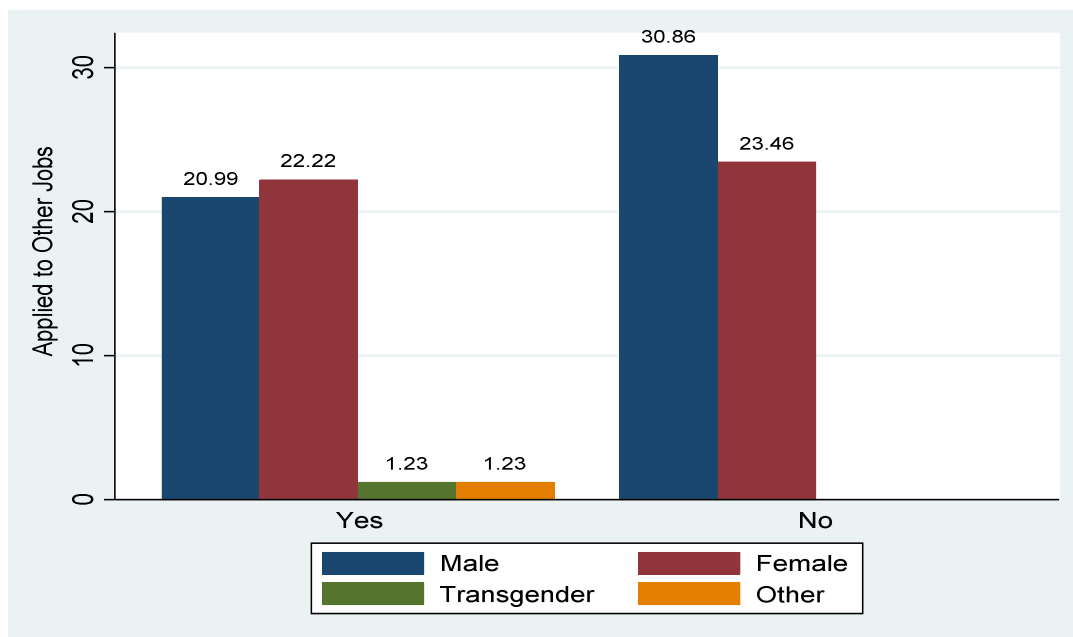
From \$125,000 up to \$149,999						10	8.33%
From \$150,000 up to 199,999						2	1.67%
From \$250,000 or more						1	0.83%
Total N	120						
Gross annual institutional salary is based on:							
Nine-month academic calendar year						87	71.31%
Eleven-month academic calendar year						1	0.82%
Twelve-month academic calendar year						32	26.23%
Other						2	1.64%
Total N	122						
		Min	Max	Mean	SD		
Age	112	28	71	47.36	11.53		
Gender							
Male						57	47.90%
Female						59	49.58%
Transgender						1	0.84%
other						2	1.68%
Total N	119						
Marital status							
Married						89	72.36%
Single						20	16.26%
Divorced						4	3.25%
Widowed						2	1.63%
Living with a partner						3	2.44%
Other						5	4.07%
Total N	123						
		Min	Max	Mean	SD		
Family size							
Kids under 18	41	1	6	2.15	1.13		
Kids above 18	1	1	1	1			100%
Academic rank							
Full professor						34	22.97%
Associate professor						39	26.35%

Assistant professor						31	20.95 %
Lecturer						21	14.19 %
Instructor						23	15.54 %
Total N	148						
Intention to leave							
Yes						93	71.54 %
No						37	28.46 %
	130						
Gender Intention to Leave							
		<i>F</i>	<i>%</i>			<i>F</i>	<i>%</i>
Male	No	15	12.61 %		Yes	42	35.29 %
Female	No	21	17.65 %		Yes	38	31.93 %
Transgender	No	0	0		Yes	1	0.84%
other	No	1	0.84%		Yes	1	0.84%
Total N	119						

The results in table 2-1a above indicate a broader range of faculty pay structure, of which 20.83% of faculty gross annual salary ranges from \$70,000 up to \$79,999. About 33.33% of faculty members were paid less than \$70,000, while 66.66% were paid above \$70,000. The difference in pay structure means that faculty members whose annual salary falls within the \$70,00 and above were associate and full professors, and tenured professors tend to have higher salaries than non-tenured. 71.54% of the faculty members intend to leave, and 28.46% do not have plans to leave. Male faculty (35.29%) are more likely to have an intention to leave than their female (31.93%) colleagues (**table 2-1a**), but the female faculty who have applied (22.22%) to different institutions were more than their male (20.99%) counterparts. See figure 3.1. The figure below represents only the

faculty members who have indicated their intention to leave and taking action by applying to other jobs.

Figure 3.1: Institution one. Applied to Other Jobs By Gender

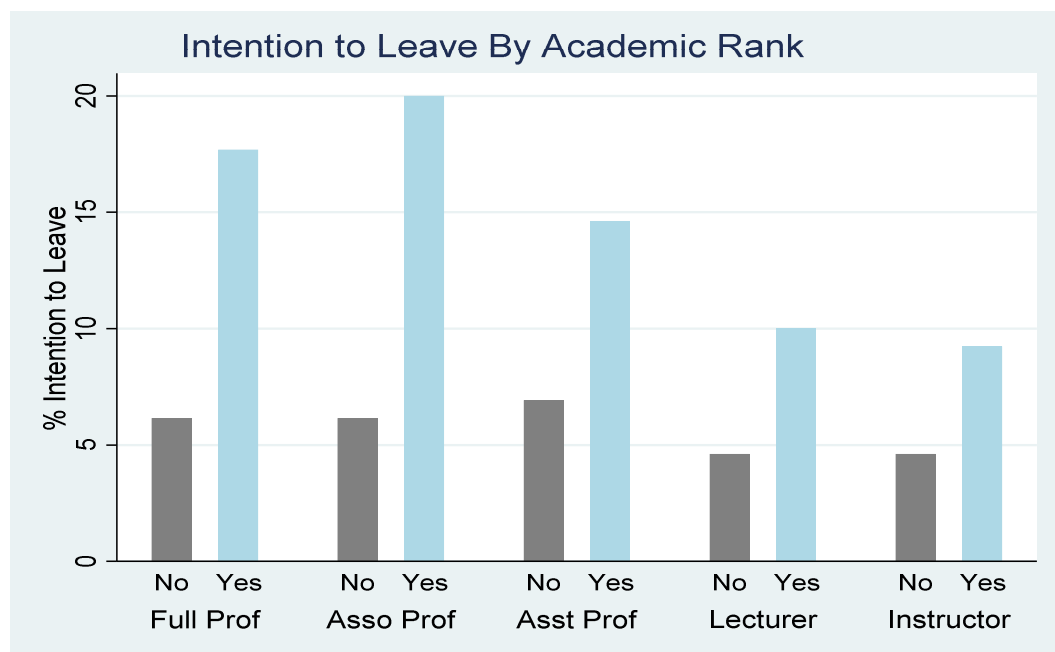


Source: Author's survey.

Faculty intention to leave by Academic Rank

As shown in figure 3.2 below, although all faculty members have a high intention to leave, the more senior faculty are more likely to leave. Associate professors are more likely to leave (20%) than full professors (17.7%). The faculty who have just started their careers also have a higher intention to leave (14.62%). The results also show that about 4.62% of lecturers and instructors had indicated they do not intend to leave, while the majority of the lecturers (10%) have shown a high intent to leave. See figure 3.2.

Figure 3.2: Institution one. Faculty Intention to Leave By Academic Rank



Source: Author's survey

Predictor Variables Descriptive Results

Table 2-1 in Appendix B. also displays the descriptive results for variables employed in measuring the three constructs (fairness, equality, and integration) of the integrated gender lens. The first construct asked faculty members to indicate the level of agreement or disagreement regarding their institutional workload assignment. The results show that the majority (31.54%) of faculty members feel pressure to deliver more in terms of research, while 43.08% feel pressure to deliver more in terms of teaching. 37.60% of faculty members indicated that institutional budget cuts were a significant source of work stress. Increased work responsibilities (40.80%), teaching load (43.20%), and self-imposed high expectations (44%) were somewhat stressful to faculty members. 38.46% of faculty agree that their department and other faculty members value their

teaching, and 33.08% also have a sense of belonging to their department. The department climate means that though faculty may have a heavy workload assignment, they might be complacent with their department. See table 2-1 Appendix B. Equality construct also measured faculty work productivity and performance. Further analyses indicate that the majority (74.66%) of the faculty members have published between one to three journal articles. The publication's journal type published by faculty ranged from one to twenty-one with a mean value of 3.63 and a standard deviation of 4.82.

The average conference proceedings published by faculty members were 4.53, and the minimum and the maximum number of conference proceedings ranged from one to thirty-nine with a standard deviation of 7.96. The maximum number of undergraduate courses taught by faculty each academic year was 11, while the minimum is one. Faculty members also disagreed (32.33%) with adequate support for their development. See Appendix B. Integration construct looked at how satisfied faculty members are based on the institutional support to their career development and whether they agree or disagree with resources their institutions provide for their work assignment. As far as resources are concerned, faculty members agree (43.70%) that their institution offers enough teaching support to fulfill their teaching assignment, but they neither agree nor disagree (32.09%) with funding for research support. Faculty also disagree (28.15%) with adequate support for their development, and about 52.07% of them want to see paid leave for family care implemented in their institution.

Institution Two Descriptive

Institution two is a small university and offers a full range of baccalaureate programs and is committed to student education through the liberal arts and professional education. The university emphasizes teaching and learning and less emphasis on research. The university setting is suburban and houses over 3500 students with approximately 80 faculty members. Faculty characteristics and their intention to leave for institution two are presented in table **1-2b** below for this study. The response rate for institution two was 40, representing 40% of male, 54.29% female, and 5.72% transgender and others, indicating a high turnout response rate of female faculty. More than half of the faculty were married (75%), and the majority of them had two kids (61.54%) under 18 years of age. The average age of these faculty members is 48.97, with a standard deviation of 10.12, which indicates that half of the faculty members are young, and about half of them are nearing retirement.

Table 2-2b _Institution *Two* _Faculty Characteristics and Intention to Leave

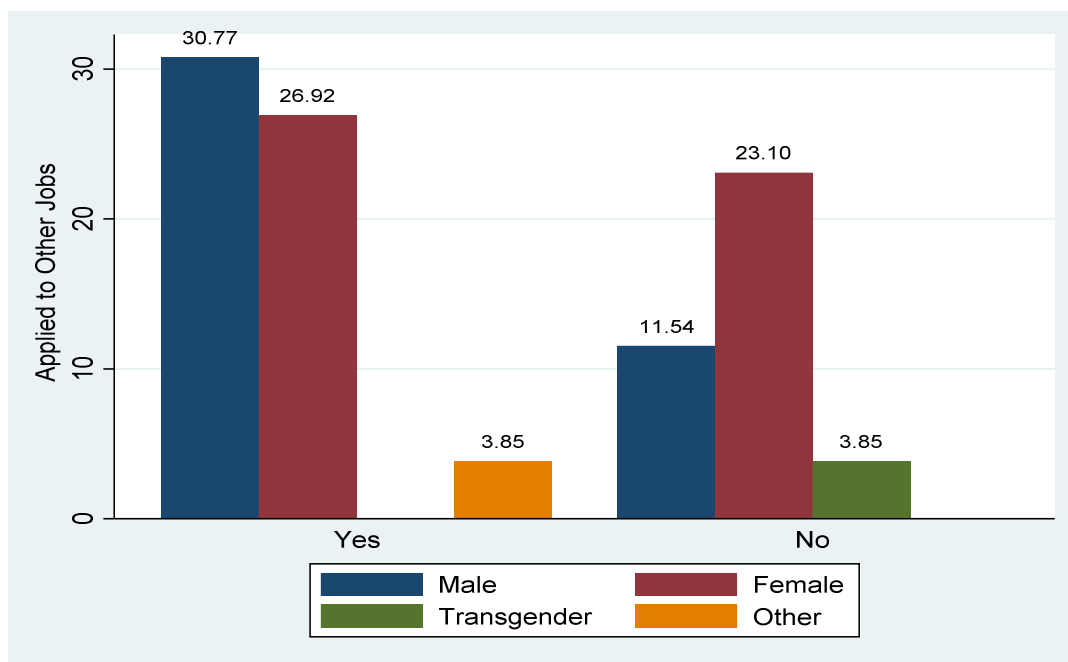
<i>Demographic characteristics</i>	<i>N</i>					<i>F</i>	<i>%</i>
Salary							
Less than \$40,000						2	6.25%
From \$40,000 up to \$49,999						4	12.50%
From \$50,000 up to \$59,999						13	40.63%
From \$60,000 up to \$69,999						2	6.25%
From \$70,000 up to \$79,999						5	15.63%
From \$80,000 up to \$89,999						2	6.25%
From \$90,000 up to \$99,999						4	12.50%
Total N	32						
Gross annual institutional salary is based on:							
Nine-month academic calendar year						28	80%

Eleven-month academic calendar year						1	2.86%
Twelve-month academic calendar year						5	14.29%
Other						1	2.86%
Total N	35						
		Min	Max	Mean	SD		
Age	31	30	68	48.97	10.12		
Gender							
Male						14	40%
Female						19	54.29%
Transgender						1	2.86%
other						1	2.86%
Total N	35						
Marital status							
Married						27	75%
Single						4	11.11%
Divorced						1	2.78%
Widowed						2	5.56%
Living with a partner						1	2.78%
Other						1	2.78%
Total N	36						
Family size		Min	Max	Mean	SD		
Kids under 18	13	1	4	2.15	0.80		
Kids above 18	4	1	2	1.75	0.5		
Academic rank							
Full professor						14	35%
Associate professor						6	15%
Assistant professor						14	35%
Instructor						6	15%
Total N	40						
Intention to leave							
Yes						28	75.68%
No						9	24.32%
N	37						

Gender Intention to Leave	F		%		F		%	
	No	F	%	Yes	F	%		
Male	No	3	8.57%	Yes	11	31.43%		
Female	No	6	17.14%	Yes	13	37.14%		
Transgender	No	0	0	Yes	1	2.86%		
other	No	0	0	Yes	1	2.86%		
Total N		35						

The results show that half (50%) of the faculty members are tenured, while half (50%) are not tenured. The majority of faculty members' annual gross salary (59.38%) is below \$60,000, and only 34.38% of faculty yearly salary ranges from \$70,000 and above with a nine-month contract for all faculty members. The differences in pay range may be due to a termed agreement and faculty members' non-tenured status. 75.68% of faculty intends to leave, while only 24.32% have no intention to leave. Female faculty members are more likely to leave (37.14%) than their male counterparts (31.43), but the male faculty who have applied to other jobs have the highest percentage (30.77%) than the female faculty (26.92%). See figure 3.3. The figure below shows only the faculties who have indicated their intention to leave and have taken action to apply for other jobs.

Figure 3.3. Institution Two. Applied to Other Jobs By Gender

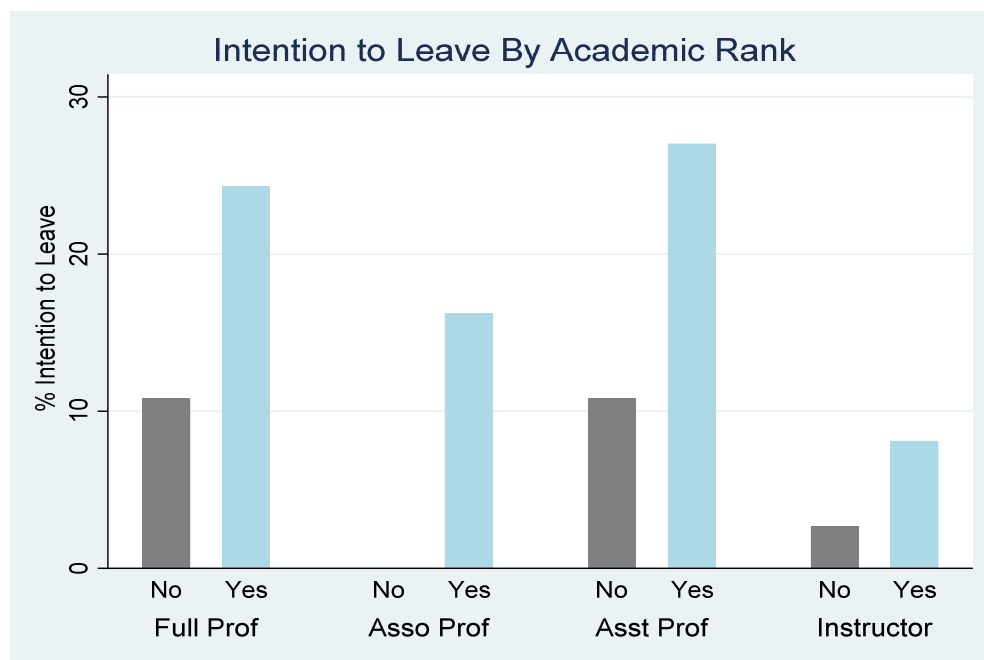


Source: Author's survey

Faculty intention to leave by Academic Rank

Non-tenured faculty are more likely to leave than tenured faculty. Figure 3.4 below shows the differences in percentage values by faculty academic rank and their intention to leave. Among the non-tenured faculty, assistant professors have the most decisive (27.02%) intention to leave than the full (23.32%) and associate (16.22%) professors. 11.74% of assistant professors have no intention to change jobs, similar to 11.76% of full professors. 16.22% of associate professors responded yes to their intention to leave but non have no intent to stay. The results show that 8.11% of instructors responded yes to their intention to leave, and 2.70% of them have no intention to leave. See figure 3.4 below.

Figure 3.4: Institution Two. Faculty Intention to Leave By Academic Rank



Source: Author's survey

Predictor Variables Descriptive Results

Table 2-2 of Institution two in Appendix B provides additional detailed information about the study variables measurement. The results show that faculty members disagree that they feel pressure to deliver more in terms of research (29.73%) but agree that they feel pressure to deliver more in terms of teaching (34.14%). The mean percentage of faculty teaching workload is 77.69, with a standard deviation of 12.02, for which the minimum and the maximum percentage workload ranges from 40% to 100%. The mean workload percentage indicates a heavy teaching workload assignment for faculty members. Table 2-2 in Appendix B also indicate that increased work responsibilities (43.24%) and teaching load (29.73%) has been an extensive source of stress for faculty and self-imposed high expectation (40.54%), as well as an institutional

budget cut (40.54%), are somewhat a source of stress. Faculty members also feel they have a good relationship with their head of department (43.24%) and a sense of belonging (52.78%) to their department. These variables are under the fairness construct of the integrated gender lens for the workload and work-life balance measurement.

The results in table 2-2, Appendix B, also highlight the equality construct of faculty work productivity and performance values. The mean value of the Journal type of publications published by faculty members is 1.42, with a standard deviation of 1.61. The further analysis not presented in table 2-2 shows that most faculty members had published one to two journal articles (94.73%), and the average conference proceeding is 1.25 with a standard deviation of 0.58, and 93.75% have also published more than one conference. The maximum number of undergraduate courses taught by faculty each academic year was sixteen, and the minimum is two with a mean value of 7.47 and a standard deviation of 3.41. The mean value of graduate courses teach each academic year is 2.6, with a 2.07 standard deviation of which the number of courses taught ranges from one to six. Faculty also disagree (31.58%) with adequate support for their development. For the resource section of the integrated construct, 64.10% of faculty members agree that their institution provides enough teaching support to help them fulfill their teaching duties, while 35.14% strongly disagree about enough funding for their research. Faculty members were asked what paid family leave policies they feel are needed in their institution, and the majority (55%) of the faculty wanted to see paid leave for family care policy implemented at their institution. See table 2-2 of Institution two in Appendix B.

Institution Three Descriptive

Table 2-3c below presents the third institution's faculty characteristics and percentages of intentions to leave. Institution three is a small university and offers a full range of baccalaureate and more than twelve graduate programs with high priority to teaching and less emphasis on research. The university is committed to graduate education through doctoral-granting departments and awards more graduate degrees each year in four or more disciplines than other degrees. The university setting is rural, with a total enrolment of 3,186 and approximately 87 faculty members. The data results for the study indicates a total response rate of 60, and table 2-3c below show 61% were males while 36.17% were females, for which 74.51% of them were married, and out of the nineteen faculty members who responded of having kids under eighteen-year-old, 88.95% of them have more than two kids under eighteen. The mean value of faculty members who have kids under eighteen years old is 1.89, with a standard deviation of 1.15, and the minimum and maximum weight range from one and five, respectively.

Table 2-3c_ Institution *Three* _Faculty Characteristics and Intention to Leave

<i>Demographic characteristics</i>	<i>N</i>					<i>F</i>	<i>%</i>
Salary							
Less than \$40,000						5	10.64 %
From \$50,000 up to \$59,999						10	21.28 %
From \$60,000 up to \$69,999						7	14.89 %
From \$70,000 up to \$79,999						5	10.64 %
From \$80,000 up to \$89,999						6	12.77 %
From \$90,000 up to \$99,999						3	6.38%
From \$100,000 up to \$124,999						10	21.28 %

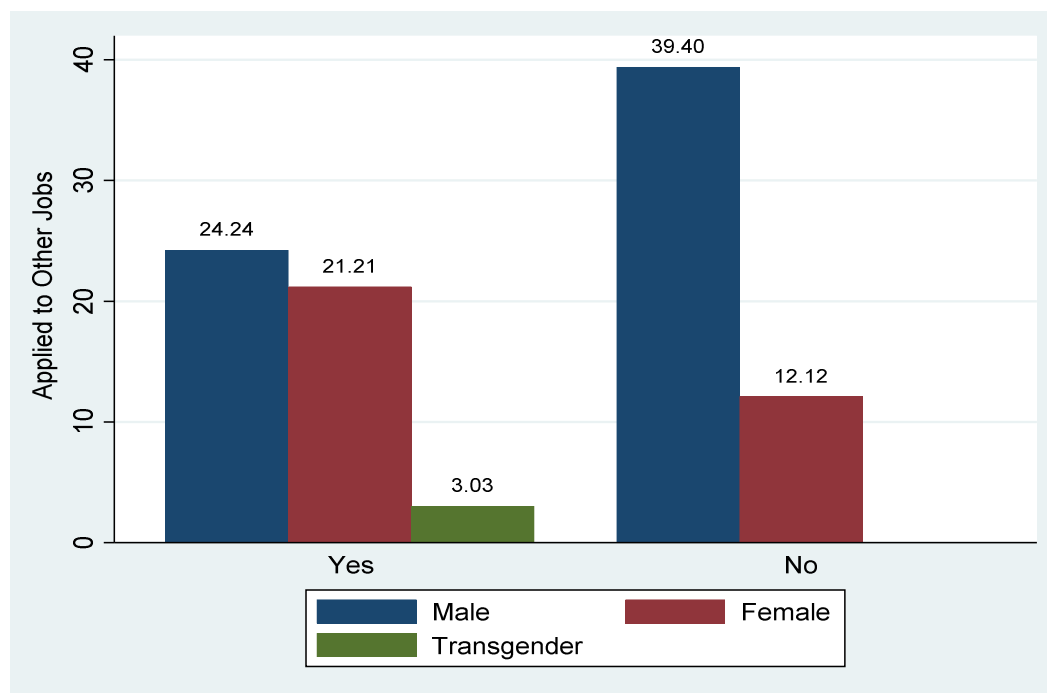
From \$125,000 up to \$149,999						1	2.13%
Total N	47						
Gross annual institutional salary is based on:							
Nine-month academic calendar year						35	74.47%
Eleven-month academic calendar year						1	2.13%
Twelve-month academic calendar year						8	17.02%
Other						3	6.38%
Total N	47						
		Min	Max	Mean	SD		
Age	41	27	70	51.68	11.66		
Gender							
Male						29	61.70%
Female						17	36.17%
Transgender						1	2.13%
Total N	47						
Marital status							
Married						38	74.51%
Single						5	9.8%
Divorced						1	1.96%
Widowed						3	5.88%
Living with a partner						3	5.88%
Other						1	1.96%
Total N							
		Min	Max	Mean	SD		
Family size							
Kids under 18	19	1	5	1.89	1.15		
Kids above 18	2	1	3	2	1.41		
Academic rank							
Full professor						16	26.67%
Associate professor						16	26.67%
Assistant professor						14	23.33%
Instructor						14	23.33%

Total N		60					
Intention to leave							
Yes						37	71.15%
No						15	28.85%
N						52	
Gender Intention to Leave							
		F	%			F	%
Male	No	8	27.59%		Yes	21	72.41%
Female	No	6	20.69%		Yes	11	37.93%
Transgender	No	0	0		Yes	1	3.45%
Total N		29					

The average age of faculty from the data was 51.68%, which means that majority of the faculty are older. The youngest among them was 27 years, and the oldest was 70 years, with a standard deviation of 11.66. Over half of the faculty members are tenured, and less than half of them are not tenured. The results show that 26.67% of faculty are full professors, 26.67% associate professors, 23.33% are assistant professors, and 23.33% are instructors. The data results indicate that 21.28% of faculty members' gross annual salary ranges from \$50,000 up to \$59,999 and \$100,000 up to \$124,999, respectively. The salary variation may reflect differences in academic rank and tenure status. 14.89% of the faculty members also receive \$60,000 up to \$69,999. From the table above, 71.15% of faculty indicated that they intend to leave, and only 28.85% have not intended to leave. The gender composition of faculty intention to leave in table 2-3c shows that male faculty have the strongest (72.41%) intention to leave than their female (37.93%) colleagues. Male faculty have also applied to other jobs (24.24%) than the female faculty (21.21%), but the percentage of male faculties who do not intend to leave (39.40%) were

more than those who have indicated their departure intent. See figure 3.5 below. It must be noted that the results presented in figure 3.5 below represent only the faculty members who have indicated their intention to leave and have applied to other institutions or other jobs.

Figure 3.5: Institution Three. Applied to Other Jobs By Gender



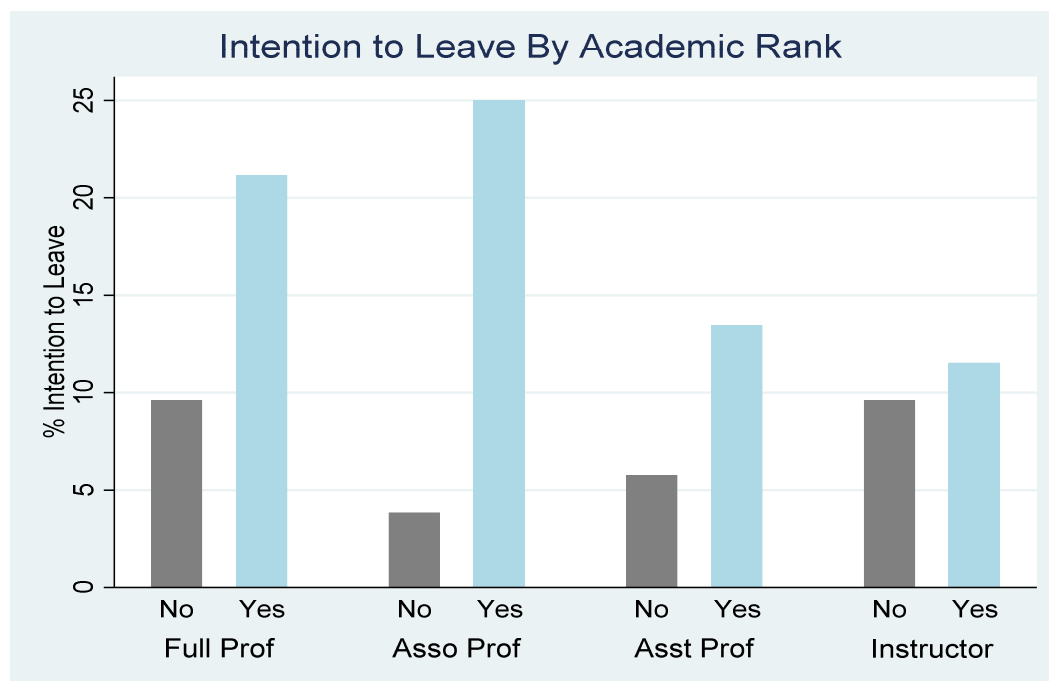
Source: Author's survey

Faculty intention to leave by Academic Rank

Figure 3.6 shows the differences in percentage value by faculty academic rank status and their intention to leave. The results show that the faculty who are most senior (associate professors with 25%) are more likely to look for opportunities elsewhere than faculty who have just started their career (assistant professors with 13.46% intention to leave). Only 5.77% of assistant professors do not intend to leave, and 21.15% of full professors are also likely to change jobs or move to a different institution. While 11.54%

of instructors are willing to change careers, 9.62% are more likely to stay. See figure 3.6 below.

Figure 3.6: Institution Three. Faculty Intention to Leave By Academic Rank



Source: Author's survey

Predictor Variables Descriptive Results

Table 2-3 in Appendix B presents the institution's three descriptive results employed in this study. Faculty members were asked to indicate how much they agree or disagree with their institution's workload assignment. The results show that faculty disagree (42.31%) they feel pressure to deliver more in terms of research; however, most faculty members feel pressure to deliver more in terms of teaching (36.54%) and advising students (40.38%). Faculty members were also asked to indicate the percentage of their workload assignment under the fairness construct. The data results show an average value of 69.66% of faculty workload allocated to teaching with a standard deviation of 17.11 and the minimum and maximum value ranging from one to a hundred. The mean value of

69.66 may indicate a heavy teaching workload assignment on faculty members. Increased work responsibilities (45.83%) were somewhat a source of stress to faculty members, as well as self-imposed high expectations (58.33%) and teaching load (50%). Faculty members also indicated that institutional budget cuts (35.42%) were an extensive work stress source.

Faculty members were asked to indicate the extent to which they agree or disagree with their department climate, and 44.23% of faculty members agree that they have a good relationship with their head of department, while 39.22% agree they have a sense of belonging to their department. The data results indicate that 50% of the faculty members agree that their colleagues and the department value their teaching, which indicates an adequate agreement level. The results suggest that the department climate is favorable and comfortable to some extent. The equality construct of the integrated gender lens also presents the perception of faculty performance and productivity and its effect on turnover intention. The results in table 2-3 also show that the mean value of journal type of publications published by faculty members is 1.77, with a standard deviation of 1.51 and a minimum and maximum values of one and seven. Further analysis indicates that while 63.64% of faculty members have published only one journal, 36.38% have also published two to seven journals. The average value of the faculty conference proceedings was 2.74, with a standard deviation of 4.17, and the highest conference proceeding was 16 while the lowest was one.

The mean value of undergraduate courses taught by faculty members each academic year was 6.68, and a standard deviation of 2.94 with the maximum value of 16 courses taught each academic year, and the lowest was one. The mean value of the

graduate courses taught each academic year was 2.42, with a standard deviation of 1.80, and six being the highest number of graduate courses taught. Faculty members agree (37.04%) that someone at the institution encourages their development, while 33.33% disagree that there is adequate support for faculty development. Regarding the institutional commitment and support under the integration construct of the integrated gender lens, faculty members agree (56.36%) that there was enough teaching support to execute their teaching duties. They also agree (34.55%) that their institution provides an adequate startup package for them but neither agree nor disagree (34.55%) that their institution offers enough research funding. Faculty members were asked to indicate what paid family leave policies they feel are needed in their institution, and 46.67% opted for paid leave for family care while 40% also wants to see paid leave for maternal leave for birth or adoption implemented in their institution. See table 2-3 in Appendix B.

Institution Four Descriptive

Table 2-4d below also summarizes faculty characteristics and their intention to leave for institution four. This institution is a small and liberal arts university that offers a full range of baccalaureate programs, undergraduate certificates and committed to graduate education through various master's programs and prioritizes teaching. The setting is rural, with more than 3,800 student enrollment and a faculty population of 115. The study's total faculty response rate was 41, and the data results indicate that over half (52.63%) of the faculty members who responded to the survey were female and 44.74% male. The majority of the faculty members were married (73.68) and only 13.16% were single. Further analysis shows that ten faculty members who responded to having kids

under eighteen years old, 70% of them have two kids under eighteen while 20% also have three kids under eighteen.

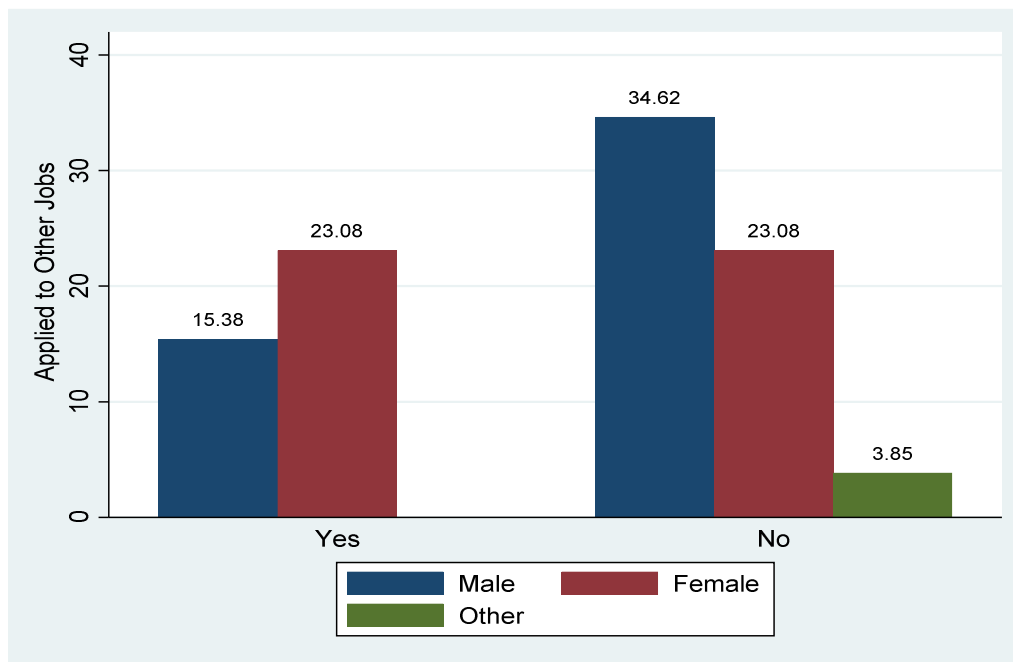
Table 2-4d_Institution *Four* _Faculty Characteristics and Intention to Leave

<i>Demographic characteristics</i>	<i>N</i>					<i>F</i>	<i>%</i>
Salary							
Less than \$40,000						7	18.92 %
From \$40,000 up to \$49,999						1	2.70%
From \$50,000 up to \$59,999						13	35.14 %
From \$60,000 up to \$69,999						7	18.92 %
From \$70,000 up to \$79,999						5	13.51 %
From \$80,000 up to \$89,999						1	2.70%
From \$90,000 up to \$99,999						2	5.41%
From \$100,000 up to \$124,999						1	2.70%
Total N	37						
Gross annual institutional salary is based on:							
Nine-month academic calendar year						26	70.27 %
Ten-month academic calendar year						2	5.41%
Eleven-month academic calendar year						1	2.70%
Twelve-month academic calendar year						6	16.22 %
Other						2	5.41%
Total N	37						
		Mi	Max	Mea	SD		
		n		n			
Age	35	29	71	52.77	11.78		
Gender							
Male						17	44.74 %
Female						20	52.63 %
other						1	2.63%
Total N	38						

Marital status							
Married						28	73.68%
Single						5	13.16%
Divorced						4	10.53%
Living with a partner						1	2.63%
Total N	38						
Family size		Min	Max	Mean	SD		
Kids under 18	10	1	3	2.1	0.57		
Kids above 18	1	1	1	1			
Academic rank							
Full professor						8	19.51%
Associate professor						10	24.39%
Assistant professor						11	26.83%
Instructor						12	29.27%
Total N	41						
Intention to leave							
Yes						26	66.67%
No						13	33.33%
	130						
Gender Intention to Leave							
		F	%			F	%
Male	No	4	10.53%		Yes	13	34.21%
Female	No	8	21.05%		Yes	12	31.58%
Other	No	0	0		Yes	1	2.63%
Total N	38						

The average age of faculty members was 52.77, and a standard deviation of 11.78 with minimum and maximum age of 29 and 71, respectively. Though the age distribution is evenly spread, most faculty members (60.01%) are above 50 years, indicating more older faculty members than younger faculty. 26.83% of faculty members were assistant professors, 29.27% instructors, 24.39% associate professors, and 19.51% full professors. The rank distribution means that more than half (56.1%) of the faculty members were non-tenured, and less than half (43.9) are tenured, of which 70.27% of them are on a nine-month contract. 35.14% of these faculty members' gross annual salary range from \$50,000 up to \$59,999, and 18.92% from \$60,000 up to \$69,999, while 18.92 gross annual salary is less than \$40,000. The salary distribution means that half (56.76%) of the faculty members receive less than \$70,000 in gross annual salary. The data results show that 66.67% of faculty members had indicated they intend to leave while 33.33% have no plan to change jobs or move to a different institution. The faculty gender composition also shows that 34.21% of male faculty have the strongest intention to move to a different institution or change jobs compared to 31.58% to their female colleague. See table 2-4d. However, 23.08% of female faculty have applied to other jobs than their male counterparts (15.38%), and 34.62% of male faculty have not applied to other jobs compared to 23.08% of female faculty. See figure 3.7 below. The figure below shows only the faculty members who indicated they have applied to other institutions or other jobs.

Figure 3.7: Institution Four. Applied to Other Jobs By Gender

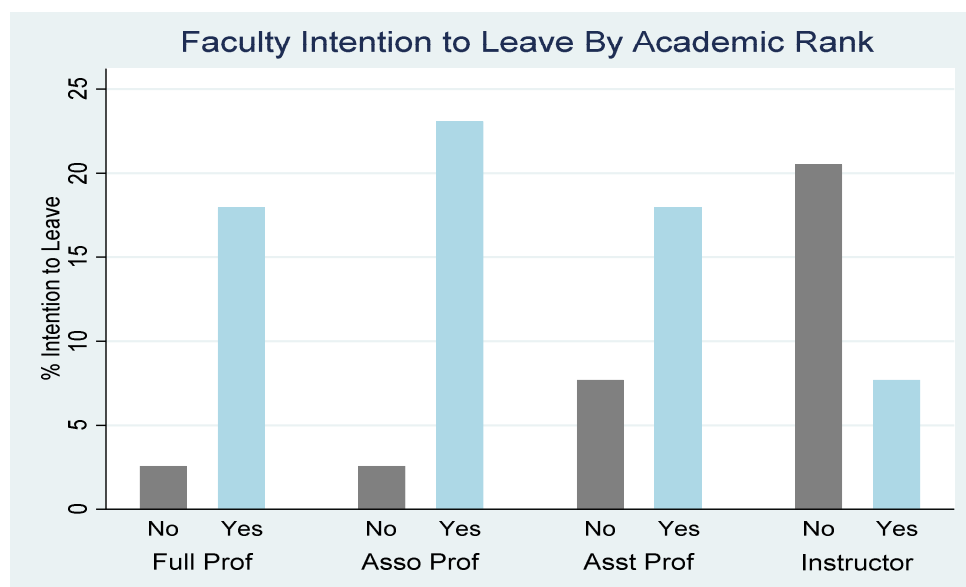


Source: Author's survey

Faculty intention to leave by Academic Rank

Figure 3.8 exhibits the summary analysis of faculty academic rank and their departure intention for institution four. The study identified that 23.08% of associate professors have the highest intent to leave than other professors, and only 2.56% are willing to stay. The majority of full and assistant professors (35.90%) also have the most decisive intention to leave, while only 10.25% of them have no plans to move or change jobs. 20.51% of instructors have also not decided to go, but 7.70% are more likely to leave.

Figure 3.8: Institution Four. Faculty Intention to Leave By Academic Rank



Source: Author's survey

Predictor Variables Descriptive Results

Table 2-4 of Institution four in Appendix B also provides additional descriptive information about the study analysis's predictor variables. The results indicate that faculty members agree that they feel pressure (30.77%) to deliver more in terms of advising students, but neither agree nor disagree (28.21%) they are more pressured to deliver more in terms of teaching while 30.77% of them also disagreed they feel pressure to deliver more in terms of research. The average percentage of workload allocated to teaching was 74.43 with a standard deviation of 18.43, and the minimum and maximum percentage of teaching workload was 20% to 100%, indicating a heavy teaching workload assignment. Regarding the faculty work stressors, the data results show that 38.89% of faculty indicated that self-imposed high expectations and institutional budget cuts (39.47%) had been an extensive source of stress to them during the past years. Teaching workload

(40.54%) and increased work responsibilities (47.22%) were also somewhat a source of stress to faculty members. 39.47% of faculty members agree they have a good relationship with their head of department, while 38.46% agree they have a sense of belonging to the department. Half (50%) of the faculty neither agree nor disagree that their department promotes gender equality. The above results measured faculty workload and work-life balance under the fairness construct of the integrated gender lens.

The results show that thirteen faculty members had published only one journal article under faculty performance and productivity while twelve of them have published one conference proceedings. The mean value of undergraduate courses taught by faculty members each academic year is 6.12, with a standard deviation of 3.09, and the minimum and the maximum number of courses taught is one and twelve, respectively. The average value of graduate courses taught each academic year was 1.8 and a standard deviation of 0.79, meaning that faculty members teach more undergraduate courses than graduate courses. Faculty members were asked to indicate the extent to which they agree or disagree with statements regarding their promotion and advancement at their institution. The results show that 47.50% of faculty agree that criteria for promotion decisions are clear at their institution, and 37.50% disagree with adequate support for faculty development, while 27.50% also agree that someone at their institution encourages their development.

Regarding the institutional commitment and support faculty members receive from their institution under the integration construct, faculty members were asked to indicate how much they agree or disagree concerning their institution's resources to execute their duties. About half of the faculty disagree (51.22%) that their institution

provides an adequate startup package for them, while 56.10% agreed to their institution's teaching support for their teaching duties, and 31.50% neither agree nor disagree their institution provides enough funding for research. Faculty members were also asked to indicate what paid family leave policies they feel are needed in their institution. The majority (43.90%) of the faculty wanted to see paid leave for family care implemented in their institution. See table 2-4 in Appendix B.

Institution Five Descriptive

Institution five is an above-average public and a small university and offers a full range of baccalaureate programs, committed to graduate education through masters and doctoral-granting programs, and prioritizes research. They award more graduate and about 30 doctoral degrees annually in four or more disciplines. The university setting is rural and situated in a small community of the midwestern region and has more than 9,900 total student enrollments with a faculty population of 437 as of 2021. Table 2-5e below highlights Institution five's faculty characteristics and their intention to leave for the study, and the total response rate was 146, of which 51.26% of the respondents were female and 47.06% male. 81.2% of these faculty members were married, and 11.57% were single.

Table 2-5e_ Institution *Five* _Faculty Characteristics and Intention to Leave

<i>Demographic characteristics</i>	<i>N</i>					<i>F</i>	<i>%</i>
Salary							
Less than \$40,000						6	5.17%
From \$40,000 up to \$49,999						16	13.79 %
From \$50,000 up to \$59,999						13	11.21 %
From \$60,000 up to \$69,999						20	17.24 %

From \$70,000 up to \$79,999						20	17.24
From \$80,000 up to \$89,999						12	10.34%
From \$90,000 up to \$99,999						6	5.17%
From \$100,000 up to \$124,999						9	7.76%
From \$125,000 up to \$149,999						11	9.48%
From \$150,000 up to 199,999						2	1.72%
From \$250,000 or more						1	0.86%
Total N	116						
Gross annual institutional salary is based on:							
Nine-month academic calendar year						67	56.78
Ten-month academic calendar year						14	11.86%
Eleven-month academic calendar year						8	6.78%
Twelve-month academic calendar year						25	21.19%
Other						4	3.39%
Total N	118						
		Min	Max	Mean	SD		
Age	105	29	71	48.75	11.06		
Gender							
Male						56	47.06%
Female						61	51.26
other						2	1.68%
Total N	119						
Marital status							
Married						99	81.82
Single						14	11.57%
Divorced						3	2.48%
Widowed						2	1.65%
Living with a partner						2	1.65%
Other						1	0.83%
Total N	121						
Family size							
Kids under 18	55	1	4	1.90	0.90		

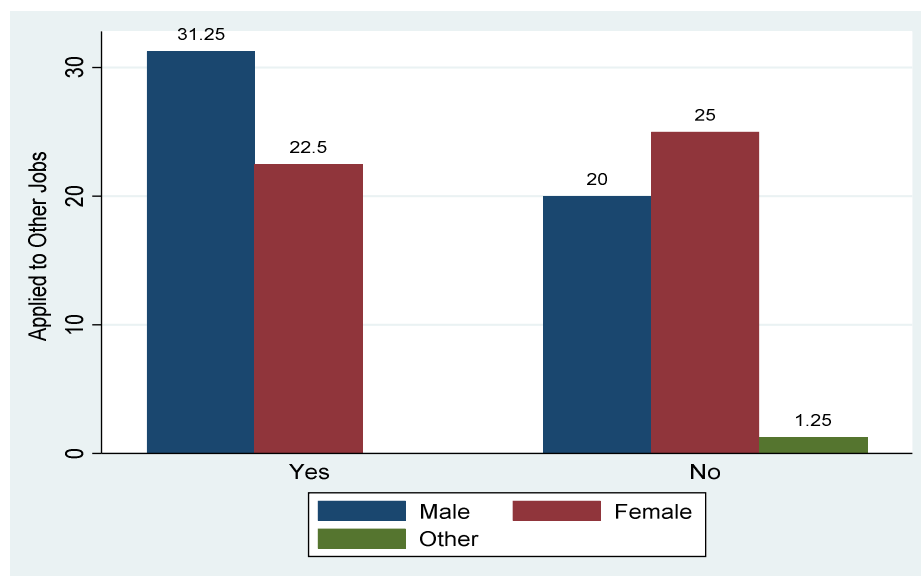
Kids above 18	7	1	2	1.43	0.53		
Academic rank							
Full professor						27	18.49%
Associate professor						32	21.92%
Assistant professor						40	27.40%
Lecturer						8	5.48%
Instructor						39	26.71%
Total N	146						
Intention to leave							
Yes						88	70.40%
No						37	29.60%
	125						
Gender Intention to Leave		F	%			F	%
Male	No	14	11.86%		Yes	41	34.75%
Female	No	22	18.64%		Yes	39	33.05%
Other	No	1	0.85%		Yes	1	0.85%
Total N		118					

Additional analysis indicates that 40% of the faculty have one kid under eighteen years, 36.36% have two kids under eighteen, and 23.63% also have three to four kids under eighteen, meaning most of the faculty members are engaged in household responsibilities. The respondents' mean age is 48.75, with a standard deviation of 11.06, and the youngest among them was 29, and the oldest was 71, indicating that the age distribution is evenly spread.

The data results show that 40% of the faculty were assistant professors, 26.71% instructors, 21.92% associate professors, and 18.49% full professors. The academic

faculty rank indicates that many faculty members are not tenured (69.59), and only 40% are tenured. 56.78% of these faculty are on a nine-month academic calendar year contract, 21.19% on a twelve-month academic calendar year contract, and 11.86% on a ten-month academic calendar year contract. About 47.41% of the faculty's gross annual salary is below \$70,000, while 13.79% of the faculty members' gross yearly salary ranges from \$40,000 up to \$49,999. Regarding faculty intentions to leave, 70.40% of faculty have intended to move to a different institution or change jobs, and only 29.60% have no intention to leave. The faculty gender composition results show that 74.75% of the male faculty have the most vital intention to change jobs than the female faculty of 33.05%. The results also indicate that 18.64% of female faculty have no intention to leave than their male colleagues (11.86%). The male faculty (31.25%) have also applied to other jobs more than females (22.50%). 25% of females have not applied to other employment than 20% of the male faculty. See figure 3.9 below. Figure 3.9 shows only the faculty members who indicated they had taken action to seek employment elsewhere or in other institutions.

Figure 3.9: Institution five. Applied to Other Jobs By Gender

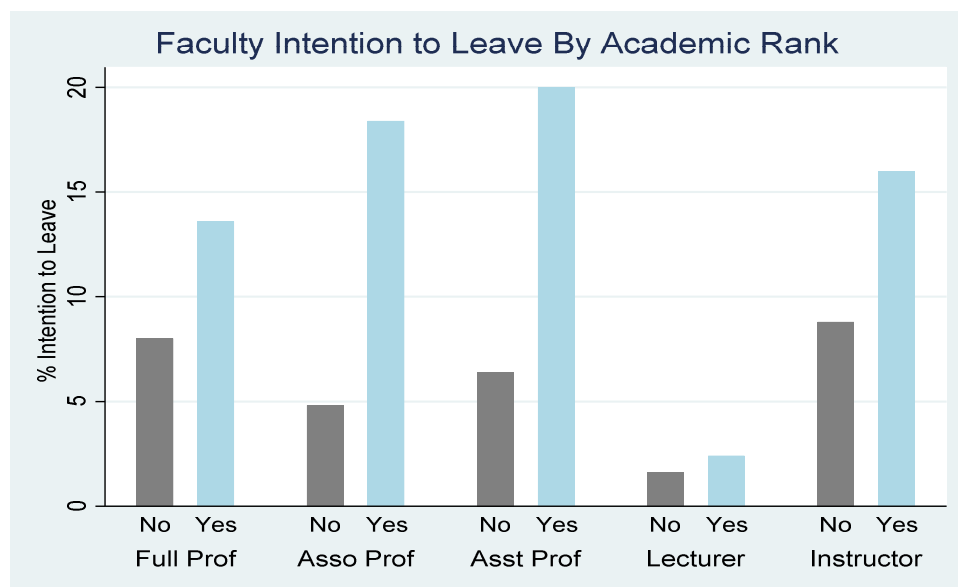


Source: Author's survey

Faculty intention to leave by Academic Rank

Figure 3.10 for institution five also details the difference in percentage value of faculty academic rank and intention to leave. Among the non-tenured faculty, the faculty who have just started their career as assistant professors have the highest intention (20%) to leave than the faculty who are tenured, full professors (13.6%), and associate professors (18.4%). The majority of instructors (16%) also have the highest departure intent than lecturers (2.4%). 6.4% of assistant professors have no departure intent than 4.8% of associate professors and 8% of full professors. The data results indicate a high faculty turnover intention. See figure 3.10 below.

Figure 3.10: Institution Five. Faculty Intention to Leave By Academic Rank



Source: Author's survey

Predictor Variables Descriptive Results

Table 2-5 of Institution five in Appendix B summarizes additional information about the structural variables that influence faculty members' intention to leave and the extent to which they agree or disagree with the variables' impact. The first section of the descriptive results, which measure faculty workload and work-life balance under the fairness construct, indicate that 31.20% of faculty members agree that they feel pressured to deliver more in terms of teaching, and 34.68% neither agree nor disagree that they are pressured to deliver more in terms of research. The mean value of faculty percentage of workload allocation to teaching was 61.63 with a standard deviation of 26.33, and the minimum percentage was one while the maximum was a hundred percent. The average percentage of workload allocated to research was also 28.03 and a standard deviation of 16.61. The lowest percentage was one, and the highest was ninety-five.

It is also apparent, as shown by the results in table 2-5 in Appendix B, that increased work responsibility (37.70%), self-imposed high expectations (45.08%), institutional budget cuts (37.19%), and teaching load (34.43%) were somewhat a source of stress to faculty members. Faculty members were asked to indicate how much they agree or disagree regarding their department climate. The results show that 37.60% of faculty members strongly agree that they have a good relationship with their head of the department, and 33.60% agree they have a sense of belonging to their department. 36% of faculty members strongly disagree that their department gives more opportunities to male faculty than females. 36.29% also disagree that their department offers more opportunities for female faculty than male faculty. The majority of the faculty agree (47.20%) that their colleague and the department value their teaching. Faculty performance and productivity under the equality construct of the integrated gender lens also indicated by the results in table 2-5 in Appendix B show that the mean journal type of publications published by faculty members was 2.6 with a standard deviation of 3.86 and a minimum and maximum values of one and twenty-three number of journal type of publications respectively.

The additional analysis of the number of journal types of publications published by faculty members not presented in table 2-5 shows that out of the 80 faculty members who responded to the journal type of publications published question, 90% of them have published between one to five journal articles, and only 10% have published six to twenty-three journal articles. The conference proceeding average value was also 3.88 and a standard deviation of 8.40 with a minimum and maximum values of one and forty-eight number of conference proceedings published. Again about 85.29% of the respondents

have published between one to six conference proceedings. Faculty members were also asked to indicate the number of undergraduate and graduate courses taught each academic year, and the mean value of the undergraduate courses was 4.54 with a standard deviation of 2.8 with a minimum number of one and a maximum number of courses being twelve.

The mean for the graduate courses was 2.84 and a standard deviation of 2.28, with the lowest number of courses being one and the highest being eleven. Faculty members also agree (35.11%) that criteria for promotion decisions are clear at their institution and that someone encourages their development (40.91%) as well as adequate support for faculty development (28.79%). Regarding the institutional support and commitment, the results show that faculty members agree that there was enough teaching support(40.88%) to execute their duties but neither agree nor disagree (32.59%) that there was enough research funding. The majority of the faculty also disagree (27.21) that there was adequate support for their development. Faculty were asked to indicate what paid family leave policies they feel are needed in their institution, and more than half of them (55.48%) showed they want to see paid leave for maternal leave for birth or adoption implemented at their institution, and the majority (53.42%) of them also opted for paid leave for family care. See table 2-5 in Appendix B.

Institution Six Descriptive

Table 2-6f institution six below exhibits detailed information about faculty characteristics and their intention to leave. Institution six is also a small to medium university and offers a wide array of baccalaureate programs, master's and doctoral degrees, and committed to graduate education through the doctorate. It gives high priority

to research and award several masters and over 20 postgraduate degrees each year. The university is situated in the metropolitan hub of the midwestern vicinity and has more than 2,500 total student enrollments with a faculty population of 175 as of 2021. The total faculty response rate was 76, and the data indicates that 75.38% were males while 21.54% were females, of which 77.61% are married and 14.93% single. The table below shows a mean value of 2.27 with a standard deviation of 0.98 of faculty members having kids under eighteen. The mean value indicates that the twenty-two faculty members who responded to having kids under eighteen years old, almost all of them have kids between one to four.

Table 2-6f_ Institution Six _Faculty Characteristics and Intention to Leave

<i>Demographic characteristics</i>	<i>N</i>				<i>F</i>	<i>%</i>
Salary						
Less than \$40,000					4	6.15%
From \$40,000 up to \$49,999					3	4.62%
From \$50,000 up to \$59,999					3	4.62%
From \$60,000 up to \$69,999					8	12.31 %
From \$70,000 up to \$79,999					11	16.92 %
From \$80,000 up to \$89,999					13	20%
From \$90,000 up to \$99,999					9	13.85 %
From \$100,000 up to \$124,999					10	15.38 %
From \$150,000 up to 199,999					4	6.15%
Total N	65					
Gross annual institutional salary is based on:						
Nine-month academic calendar year					52	80%
Ten-month academic calendar year					1	1.54%
Twelve-month academic calendar year					11	16.92 %
Other					1	1.54%
Total N	65					

		Min	Max	Mean	SD		
Age	58	33	82	50.39	11.73		
Gender							
Male						49	75.38%
Female						14	21.54%
other						2	3.08%
Total N	65						
Marital status							
Married						52	77.61%
Single						10	14.93%
Divorced						1	1.49%
Living with a partner						3	4.48%
Other						1	1.49%
Total N	67						
Family size		Min	Max	Mean	SD		
Kids under 18	22	1	4	2.27	0.98		
Kids above 18	4	1	2	1.25	0.5		
Academic rank							
Full professor						16	21.05%
Associate professor						23	30.26%
Assistant professor						19	25%
Lecturer						11	14.47%
Instructor						7	9.21%
Total N	76						
Intention to leave							
Yes						40	59.70%
No						27	40.30%
	67						
Gender Intention to Leave		F	%			F	%
Male	No	20	30.77%		Yes	29	44.62%

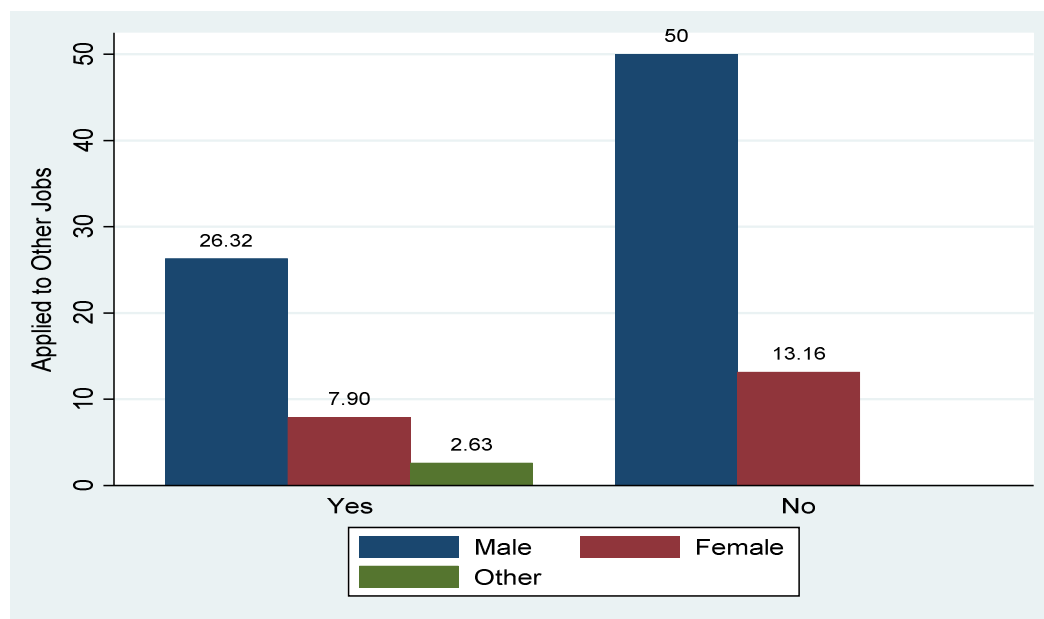
Female	No	6	9.23%		Yes	8	12.31%
Other	No	1	1.54%		Yes	1	1.54%
Total N		65					

The results in table 2-6f above show a respondents' mean age of 50.39 and a standard deviation of 11.73 with a minimum age of 33 and the maximum age of 82 years, which indicates that most of these faculty members are old. 30.26% of these faculty were associate professors, 25% assistant professors, 21.05% full professors, and 14.47% lecturers. The faculty rank distribution indicates that most faculty members are tenured, and less than half are non-tenured, of which 80% are on a nine-month academic calendar year contract and 16.92% on a twelve-month academic calendar year contract. The data results show that about 20% of faculty gross annual salary ranges from \$80,000 up to \$89,999, and 16.92% also ranges from \$70,000 up to \$79,999, while 15.38% are within \$100,000 up to \$124,999. The gross faculty salary level is evenly distributed, meaning that the institution has a good pay structure. Regarding the faculty intention to leave, 59.70% of faculty indicated they intend to leave, and 40.30% also indicated no, to their departure intent.

The faculty gender composition also shows that 44.62% of male faculty are more likely to move to another institution than female faculty (12.31%); however, since only 21.54% of the faculty population constitute females and more than half of them intend to leave, it can be said that female faculty are more likely to leave than their male colleagues. 30.77% of the male faculty have no intention to leave than 9.23% of the females (see table 2-6f). Figure 3.11 of institution six displays the initiative other faculty members have taken to seek employment elsewhere. The results indicate that male

faculty (26.32%) have applied to other jobs more than female faculty (7.90). While 50% of the male faculty have not applied to other jobs, 13.16% of females have not also taken action by applying to other jobs. The results in figure 3.11 apply to only the faculty members who indicated they are searching for jobs in different institutions.

Figure 3.11: Institution six. Applied to Other Jobs By Gender

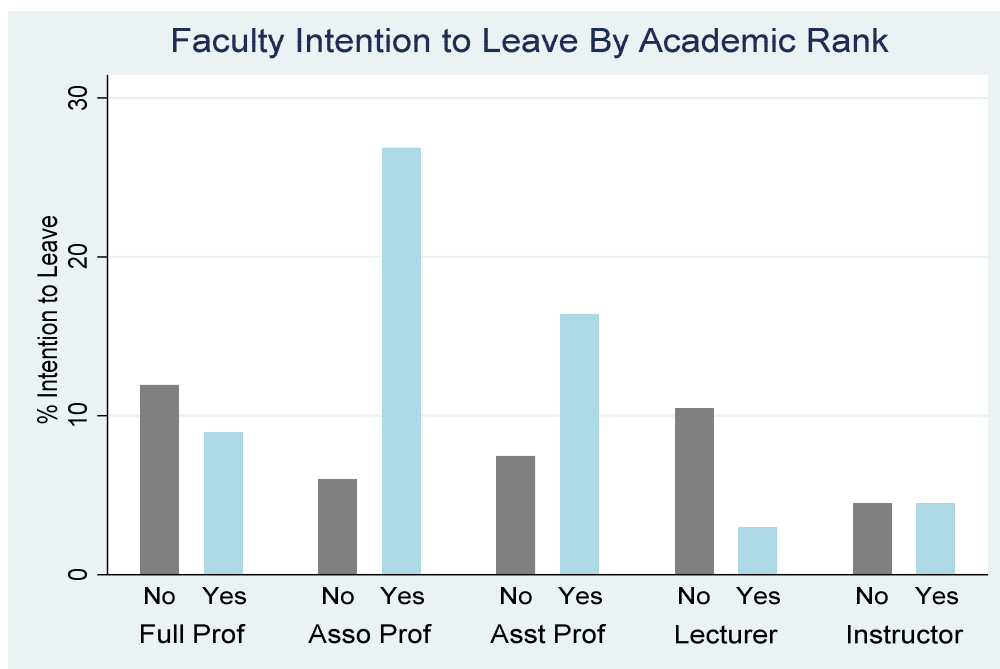


Source: Author's survey

Faculty intention to leave by Academic Rank

Figure 3.12 below for institution six highlights the differences in percentage values of academic faculty rank and their intention to leave. It is shown from the figure below that 26.87% of associate professors have the strongest intention to change jobs or move to another institution than the other professors, and only 5.97% do not have any departure intention. 16.42% of assistant professors are also more likely to leave than full professors (8.96%), while 11.94% of full professors and 10.45% of lecturers do not intend to leave. However, only 2.98% of lecturers have expressed their intention to change jobs. See figure 3.12 below.

Figure 3.12: Institution Six. Faculty Intention to Leave By Academic Rank



Source: Author's survey

Predictor Variables Descriptive Results

The data results in table 2-6 Appendix B, for institution six, also present additional descriptive information about the predictor variables employed in the study that influence faculty turnover intent. The variables measuring faculty workload and work-life balance under the fairness construct show that 31.82% of faculty members agree that they feel pressure to deliver more in terms of research, while 33.33% also feel pressure to deliver more in terms of teaching. The mean value of the percentage of workload allocated to research was 30.93 with a standard deviation of 18.97, and the lowest percentage of faculty workload assigned to research was five, and the highest was a hundred. The mean value for teaching workload was 57.32 and a standard deviation of 24.98, indicating that average faculty work is slightly higher. The lowest and the most

increased workload percentage was one and a hundred, respectively. Increased work responsibilities (46.27%), teaching load (46.97%), self-imposed high expectations (50.75%), and institutional budget cuts (44.78%) were somewhat a source of stress to faculty. Faculty members were asked to indicate their level of agreement or disagreement with the impact of their department climate. The results show that faculty members agree that they have a good relationship with their head of department (40.91%), their teaching is valued by their department (51.52%), but neither agree nor disagree that their department promotes gender equality (40.91%). The department climate may be a sign of a conducive working environment.

Regarding the faculty performance and productivity under the equality construct's integrated gender lens, faculty members were asked to indicate the number of publications published. About (92.3%) of the faculty members stated that they had published one to four journal articles. However, the majority (71.15%) had published only one journal article, and the mean value was 1.96, with a standard deviation of 2.07. The mean value of chapters in edited volume was 1.2, and a standard deviation of 0.77, meaning that not many had a chapter in an edited volume. The average value for conference proceedings was also 2.47 with a standard deviation of 4.12 and a minimum and maximum proceedings of one and twenty-four. Mean value for graduate (1.72) and undergraduate (3.81) courses taught each academic year with a standard deviation of 1.24 and 2.32, respectively. Faculty members also agree that criteria for promotion decisions are clear (35.71%) and that someone in the institution encourages their development (44.29%), but they neither agree nor disagree that there is adequate support for faculty development (45.71%).

Under the institutional commitment and support of the integrated construct, faculty members agree that there was enough teaching support (51.39%) and adequate space for research (37.50%) for them to execute their teaching duties (51.39%), but they disagree that there was enough funding for research (34.72%). They also neither agree nor disagree with the adequate equipment for research (30.56%). Faculty members were asked to indicate what paid family leave policies they feel are needed in their institution, and the majority (43.42%) indicated they required paid leave for maternal leave for birth or adoption and paid leave for family care (40.79%) in their institution.

Comparative Institutional Analysis

This study did a detailed descriptive analysis of the various institution's faculty survey data to help draw comparative differences across the institutions based on institutional structural impact on faculty job satisfaction and departure intention. The study included a large number of variables in the analyses. It was categorized under the integrated gender lens based on faculty workload and work-life balance, faculty performance and productivity, and institutional commitment and support that may deter or promote faculty intention to leave. The analysis provided several interesting trends and differences of faculty job satisfaction and intention to leave across the institutions and is discussed here.

One major interesting trend was that the majority of all faculty members across the institutions have the strongest (69.33%) intention to leave, but male faculty members (56.47%), on average, are more likely to leave than female faculty (43.53%). Though senior professors in almost all six institutions are more likely to leave, the analysis shows that senior faculties working in certain smaller institutions whose primary focus is

teaching have the highest departure intention compared to their colleagues in other smaller institutions. For example, figure 3.4 indicates that most full professors (23.32%) in institution two have the highest intention to leave compared to 21.15% (figure 3.6) of full professors in institution three who indicated yes to their intention to leave.

While 25% (figure 3.6) of associate professors in institution three said yes to their intention to leave, only 16.22% (figure 3.4) of associate professors in institution two said yes, they intend to leave. Both institution two and three places less emphasis on research and more focus on teaching, but the majority, 36.54% (table 2-3 appendix B) of faculty members in institution three, agree that they feel pressure to deliver more in terms of teaching than 35.14% of institution two (table 2-2 appendix B). These institution's student enrollment is similar. However, 40.63% (table 2-2b) of faculty members in institution two gross annual salaries range between \$50,000 to \$59,999, while 21.28% of faculty members in institution three gross yearly wages are also within the same range (table 2-3c). More male faculties (72.41%) in institution three indicated yes (table 2-3c) they want to leave compared to 31.43% of males who said they intend to leave in institution two (table 2-2b). While 37.93% (table 2-3c) of female faculty in institution three said yes, they intend to leave, 37.14% (table 2-2b) female faculty in institution two also indicated yes of their departure intention. More female faculty (26.92%) in institution two have applied to other jobs than 22.22% of females in institution three (figures 3.3 and 3.1).

It is also apparent that some non-tenured faculties in larger or medium universities whose primary focus is on research are more likely to leave than their colleagues in other institutions, likewise non-tenured professors in other smaller institutions. For example,

27.40% (table 2-5e) of assistant professors in institution five are more likely to have the higher intention of leaving, but 20% (figure 3.10) indicated yes, they intend to leave compared to only 16.42% of their colleagues in institution six who said yes they want to leave (figure 3.12). Both institutions five and six emphasize research but are keen on teaching as well. The research and teaching demand on faculty may increase much strain on faculty members, especially junior faculties. 31.82% of faculty members in institution six agree that they feel pressure to deliver more in terms of research compared to 25% of their colleagues in institution five (tables 2-6 and 2-5 appendix B). However, the majority (70.40%) of faculties in institution five are more likely to leave than 59.70% of faculties in institution six especially, non-tenured faculties in institution five (table 2-5e and table 2-6f). Again, 33.33% of institution six faculty members feel pressure to teach more than 31.20% of institution five faculties (table 2-6 and table 2-5, appendix B).

The analysis also shows that more males in both institutions, five (34.75%) and six (44.62%), have the highest intention to leave compared to their female counterparts in both institutions, five (33.05%) and six (12.31%). See table 2-6f and table 2-5e. Institution five has the highest student enrollment and is situated in a small rural community, while institution six is urban with much lower student enrollment. Additionally, institution five's faculty member's gross annual salary is much lower than the other five institutions. For instance, 20% of faculty members in institution six receives \$80,000 to \$89,000 annually while 17.24% of faculties at institution five gross annual salary ranges between \$70,000 to \$79,000. See table 2-6f and table 2-5e. These differences may pressure junior faculties who are now developing their careers at institution five and compel them to leave.

It was also found that more senior faculties in institution one (the largest university) are more likely to leave similarly to the other two research focus institutions (institutions five and six). For example, while 20% of associate professors at institution one indicated yes they intend to leave, 26.87% and 18.4% of associate professors also said yes they intend to move out from institutions six and five, respectively. See figures 3.2, 3.10, and 3.12. These institutions may have some similarities, especially institutions one and five with high student enrollment numbers and increased demand for research and teaching. Institution four is also a smaller and non-research institution whose primary focus is teaching, similar to institutions two and three. The analysis shows that 26.83% of assistant professors and 29.27% of instructors are more likely to leave, but 23.08% of associated professors indicated yes they intend to leave, similar to 25% and associate professors in institution three (table 2-4d and figure 3.6). More females (23.08%) in institution four have applied to other jobs than 21.21% of female faculty in institution three (figure 3.7 and figure 3.5). The comparative institutional analysis has provided some compelling insights into institutional faculty turnover and retention intention across institutions.

MODEL RESULTS FOR ALL INSTITUTIONS

Institutional Binary Results

When determining the relationship between variables, mostly a dependent variable and a set of explanatory variables, we usually employ logistic regression models (e.g., multiple regression) to investigate the linear relationship between continuous interval (dependent) variables and several explanatory variables. However, behavioral or socio-economic variables are often categorical (dependent), and as such, one cannot carry out a multiple linear regression when the dependent variable is categorical. The multiple linear regression model's assumptions cannot be met if we are interested in modeling how the behavioral categorical (e.g., respondents' intentions) variable relates to other continuous or categorical explanatory variables like age or income (Berry 1993). Therefore, the multiple linear regression model or ordinary least squares estimation (OLS) cannot be applied. The logistic model is usually used when the dependent variable can take on two values. As a result, this study employed a binary logistic regression model given the dependent variables' dichotomous nature to determine factors influencing faculty members' intention to leave or stay.

Binary logistic regression presumes a situation in which the observed outcome for the dependent variable can have only two possible outcomes, either “yes” or “no.” or “win” or “loss” (Field et al. 2012). It allows the researcher to utilize regression models to predict the probability of a particular categorical response for a given set of explanatory variables, and when the predictor variable is categorical, the Odds ratio becomes easy to explain. This study's logistic regression model is based on the Odds ratio, representing the probability of a faculty member leaving compared with the likelihood of not quitting.

In this case, the dependent variable for this study's multivariate analysis is faculty intent based on their intention to leave and whether they have applied to other jobs. Faculty intention to leave was defined in relation to the explanatory variables of faculty expectations using an integrated gender lens constructs (fairness, equality, and integration), which are interpreted as workload and work-life balance, faculty performance and productivity, and institutional commitment and support to determine the relationship between the two models employed in this study, “intention to leave,” “applied to other jobs” and the institutional structural composition as well as the demographic variables. The logistic regression model predicts the logit of the outcome variable (intention to leave and applied to other jobs) from the explanatory variable of faculty workload and work-life balance, faculty performance and productivity, and institutional commitment and support, which explains the integrated gender lens constructs.

The logistic regression is the value of the Odds ratio, and it is the exponential of the coefficient (B), which is the indicator of variation in the Odds following from a unit change in the predictor variable (Field et al. 2012). The Odds ratio means that the likelihood of $Y=1$ and the likelihood that $Y \neq 1$; thus, $\text{Odds } Y = P(Y=1)/1-P(Y \neq 1)$. The log Odds is the Logit Y , which can be expanded as $\text{Logit}(Y) = \alpha + \sum \beta_1 X_1 + \sum \beta_2 X_2 + \dots + \sum \beta_n X_n + \epsilon_i$, (where Y is the dependent variable, which is the Odds of $Y=1$ predict the likelihood of a faulty member intent to leave or have applied to other jobs). Therefore, 1 = leave intent and 0 = not intent to leave; and 1 = applied to other jobs, and 0 = have not applied to other jobs. α = intercept; β_1, \dots, β_n = coefficients of the independent variables; X_1, \dots, X_n = the independent variables. The \ln is the natural log of α , which is

the intercept of B1, B2, B3....., is the coefficient of the independent variable, and ϵ_i is the error term (Field et al. 2012; Van et al. 2016; Berry and Feldman 1985). P (p) is the probability of the intent to leave action taken to seek other jobs. Therefore, P is the probability that a faculty member intend to stay and 1-P is the probability that a faculty member intent to leave for model one. Also, for model two, P is the probability that a faculty member has applied to other jobs, while 1-P is the probability that a faculty member has not applied to other jobs.

Hence, the linear function for modeling faculty intent to leave and whether they have applied to other jobs in this study is presented below:

Model one = logit (Intention to leave) = $\ln (P/1-P) = \alpha + \beta_1$ workload and worklife balance + β_2 performance and productivity, + β_3 institutional commitment and support + β_5 age + β_6 gender+ β_7 academic rank + β_8 level of institutional salary + β_9 marital status+ dependent under 18 + ϵ_i (Field et al. 2012).

Model two = logit (Applied to other jobs) = $\ln (P/1-P) = \alpha + \beta_1$ workload and work-life balance + β_2 performance and productivity, + β_3 institutional commitment and support + β_5 age + β_6 gender+ β_7 academic rank + β_8 level of institutional salary + β_9 marital status + dependent under 18 + ϵ_i (Field et al. 2012).

The measure used to evaluate the binary logit model's overall significance was the log-likelihood (Field et al. 2012; Berry and Feldman 1985). As mentioned early, the study will only interpret the $\exp (B)$, results which is the Odds ratio, instead of the coefficient (B's), for a better understand and easy interpretation of the logistic regression output. The Odds ratio is defined as the relative odds of Y (that is, intention to leave or applied to other jobs) when X's (explanatory) value (e.g., faculty performance and

productivity variable) increases by one unit. For example, the regression model output can be interpreted as a unit change in an explanatory variable, say, pressure for faculty members to deliver more in terms of teaching will increase the log Odds of intention to leave or not leave by a certain value.

For a predictive model to be employed, it was convenient to combine the institutional data for the analysis since all the institutions are under one umbrella of a governing state system board and controls all decisions regarding the six public institutions' policies and practices. The universities exhibit certain similarities based on programs offered and the number of faculties. Hence, it was deemed suitable to combine the data since similar survey instruments were administered across the institutions, and some universities recorded low response rates. It was essential to integrate the institutional data to help model faculty intent and action to determining factors that influence faculty job satisfaction and test the relationship between them. The tables below provide some compelling aggregate predictive model results of faculty intention to leave (model one) and whether they have applied to other jobs (model two), and a general perspective of faculty turnover intent in state system institutions. The models' results show the significant values in parentheses and the odds ratio in front of the parentheses. However, standard errors were not included in the table but were explained in the text for some significant values.

Table 3a. Logistic Regression Model Predicting Faculty Intention to Leave, Applied to Other Jobs Based on Aggregate Values of Faculty Workload and Worklife Balance (Odds Ratio with Significant Values)

Predictor Variables	Institutional Aggregate (Intention to leave) Model 1	Institutional Aggregate (Applied to other jobs) Model 2
<i>Faculty Workload and Work-life Balance</i>	Fairness	
<i>constant</i>	.039*	0.088
Workload allocation_ 5-point scale		
Pressure to deliver more in terms of research	1.19 (.075)	0.87(.18)
Pressure to deliver more in terms of teaching	1.39 (.004)**	1.29(.044)*
Pressure to deliver more in terms of advising students	1.01 (.86)	1.09(.42)
<i>Fit model</i>		
<i>Log-Likelihood</i>	-261.86087	-208.1313
<i>Number of obs</i>	444	306
<i>Prob > chi2</i>	.0001***	.0583*
<i>Pseudo R2</i>	0.0399	0.0176
<i>Constant</i>	.000***	0.001***
Source of work stressors_ 5-point scale		
Increased work responsibilities	1.01 (.91)	1.08 (.62)
Self-imposed high expectations	1.02 (.89)	1.36(.030)*
Institutional budget cuts	1.61(.000)***	1.07(.59)
Discrimination (prejudice, racism, and sexism)	3.03(.000)***	1.39(.026)*
Teaching load	1.98(.000)***	1.02(.88)
<i>Fit model</i>		
<i>Log-Likelihood</i>	-216.17125	-198.94125
<i>Number of obs</i>	432	298
<i>Prob > chi2</i>	.0000***	0.0108**
<i>Pseudo R2</i>	0.1870	0.0361
<i>Constant</i>	.000***	.037*

Department climate _ 5-point scale		
A good relationship with head of department	0.72(.039)*	0.82(.134)
Sense of belonging	0.65(.004)***	0.93(.54)
More opportunities for male faculty	1.11 (.45)	1.32(.043)*
More opportunities for female faculty	0.76 (.038)*	0.79(.064)
Low female faculty salary	0.96(.69)	0.96(.73)
Teaching valued by faculty and department	0.70(.028)*	0.79(.083)
Department promotes gender equality	0.87 (.37)	0.99(.95)
Family interference	1.27(.089)	0.91(.52)
<i>Fit model</i>		
<i>Log-Likelihood</i>	-221.86653	-189.98421
<i>Number of obs</i>	427	294
<i>Prob > chi2</i>	.0000***	0.0006***
<i>Pseudo R2</i>	0.1572	0.0672

A significance level of coefficients = * Significant less than 0.05 level, ** Significant less than 0.01 level, and *Significant less than 0.001.**

Table 3a above presents the binary logistic regression model's one and two results of faculty members who intended to leave and those who have applied to other jobs. The models show the Odds ratio and their significance. The two models were significant with chi-square values of .00 (model one) and .05 (model two), respectively, for the workload allocation variables. The models also proved significant for the source of work stressors variables with chi-square values of .00 (model one) and .01 (model two). Likewise, department climate also showing chi-square values of .00 (model one) and .00 (model two). The chi-square values indicate that the models are significant and improve our ability to predict the

likelihood of faculty members' intention to leave and action to seek new opportunities; however, model one is highly significant than model two.

The results indicate from the first model that of the workload allocation, only the pressure to deliver more in terms of teaching was significant ($p = .004$) and positively associated (odds ratio(b)= 1.39) with the “intention to leave” with a standard error of 0.16. This result means that the odds of faculty members who reported pressure to deliver more in terms of teaching are 39% more likely to leave than those who do not plan to go. The pressure to deliver more in terms of research ($b = 1.19$, $SE = 0.12$, $p = .075$) was not significant but positively associated with the intention to leave. The source of work stressors also shows that institutional budget cut was significant and positively related to the intention to leave ($b = 1.61$; $SE = 0.21$; $p = .000$), suggesting that the odd of faculty members who indicated that institutional budget cut was sources of work stressor to them are 61% more likely to leave than those who do not intend to leave. The positive association means that institutional budget cuts are the most critical variable in predicting faculty intention to leave.

Moreover, discrimination (prejudice, racism, and sexism) was also statistically significant and positively related to the intention to leave ($b = 3.03$; $SE = 0.83$; $p = .000$). This result also indicates that those faculty members who reported that discrimination is a source of work stressors are 3.03 (odd ratio = 3.03) times to leave than those who have no intention to leave. The teaching load also shows a positive and significant ($b= 1.98$; $SE = 0.31$; $p = .000$) association to the turnover intention, suggesting that faculty members who see teaching load as a

source of work stressors are more likely to leave by about 98% (odd ratio = 1.98) compared to those faculties who do not have plans to leave. It was also observed from model one table 3a that regarding the department climate variables, sense of belonging negatively influenced intention to leave but was significant at ($p = .004$), with $b = 0.65$ and a $SE = 0.1$. This result means those faculty members who agree that they have a sense of belonging were about 35% (odds ratio = 0.65) less likely to leave than those who intend to leave.

Model two table 3a also indicated a significant positive relationship between the pressure to deliver more in terms of teaching and applied to other jobs ($b = 1.29$, $SE = 0.16$, $p = .044$), suggesting that 29% (odd ratio = 1.29) of faculty members have applied to other jobs compared to those faculty members who have not applied to other jobs. For the source of work stressors variables, only self-imposed high expectations and discrimination were significant and positively related to applied other jobs. The variable self-imposed high expectations significantly and positively influenced the applied to other jobs ($b = 1.36$; $SE = 0.19$; $p = .030$), while discrimination was also positively associated to applied to other jobs ($b = 1.39$; $SE = 0.20$; $p = .026$). The results indicate that when faculty members self-imposed high expectations, stressors increase by one unit, the odds of applying to other jobs also increase by about 1.36 (odd ratio = 1.36) times than those who have not applied to other jobs. Likewise, the discrimination's association with the applied to other jobs will also increase by about 1.39 (odd ratio = 1.39) times. Model two results of the department climate also indicated that only the variable more opportunities for male faculty were significant and positively related

to the applied to other jobs ($b = 1.32$; $SE = 0.18$; $p = .043$), suggesting that the odds of faculty members applying to other jobs are 32% more than faculties who have not applied to other jobs.

The model results output in table 3a above has provided some significant relationship between the faculty workload and work-life balance and the two models proposed in the study, “intention to leave” and “applied to other jobs.” The results show that the workload allocation was significant and positively related to model one and model two. It was also apparent from the model results that the sources of work stressors variables were more significant and positively associated with the intention to leave than the applied to other jobs. Finally, the department climate variables were also more significant but negatively related to the intention to leave than the applied to other jobs. Overall, the faculty workload and work-life balance have indicated a strong association with the intention to leaving than applied to other jobs.

Table 3b. Logistic Regression Model Predicting Faculty Intention to Leave, Applied to Other Jobs Based on Aggregate Values of Faculty Performance and Productivity (Odds Ratio with Significant Values)

Predictor Variables	Institutional Aggregate (Intention to leave) Model 1	Institutional Aggregate (Applied to other jobs) Model 2
<i>Faculty performance and productivity</i>	Equality	
<i>Constant</i>	.321	.570
Teaching productivity		
Undergraduate courses teach each academic year	1.19 (.036)*	0.95(.46)
Graduate courses teach each academic year	0.99(.99)	0.84(.25)
<i>Fit model</i>		

<i>Log-Likelihood</i>	-107.70601	-91.779094
<i>Number of obs</i>	189	136
<i>Prob > chi2</i>	.0821	.3631
<i>Pseudo R2</i>	0.0227	0.0109
Constant	.000***	0.000***
Advancement and promotion_5-point scale		
Criteria for promotion decision are clear	0.72(.005)***	0.75 (.008)***
Someone encourages my development	0.50(.000)***	0.72(.003)***
Adequate support for faculty development	0.56(.000)***	0.93(.59)
Years at current institution	0.98(.28)	0.97(.10)
Fit model		
<i>Log-Likelihood</i>	-209.48391	-197.45347
<i>Number of obs</i>	439	302
<i>Prob > chi2</i>	.0000***	.0001***
<i>Pseudo R2</i>	0.2267	0.0560

A significance level of coefficients = * Significant less than 0.05 level, ** Significant less than 0.01 level, and ***Significant less than 0.001.

Table 3b above also presented the binary model output results of the faculty performance and productivity for the intention to leave (model one) and applied to other jobs (model two). The chi-square for the two models under the performance and productivity were significant at .0000 (model one) and .0001 (model two), respectively, providing a measure of how well the models fit the data. The teaching productivity results from model one show that only the undergraduate courses taught each academic year were significant and positively associated with the turnover intent. This result means that those faculty members who reported teaching undergraduate courses each academic year were more likely to leave by about 19% (odds ratio = 1.19) with a significant value ($p = .036$, $SE = 0.09$) than

those who do not intend to leave. In relative odds, an increase in undergraduate courses taught each academic year increased the odds of a faculty member's intention to leave by 1.19 times.

The advancement and promotion variables also showed a significant and adverse association between the criteria for promotion decision are clear, and the intention to leave indicating that when criteria for promotion decision are clear in the various institutions, the likelihood of faculty members wanting to leave is less by about 28% (odd ratio = 0.72), with a significant level at ($p = .005$) and a standard error of (0.08). This result means that an increase in the transparency of promotion decisions will decrease the odds of faculty intention to leave by 28% than those who intend to leave. Moreover, faculty members who reported adequate support for their development were less likely to intent to leave by about 44% ($b = 0.56$) and a statistically significant level of ($p = .000$) with a standard error of (0.07). The result indicates that when support for faculty members' development increases by one unit, the odds of the intention to leave decrease by 44%. Someone encourages my development variable was also significant but negatively influenced the intention to leave ($b = 0.50$; $SE = 0.07$; $p = .000$). The negative association indicates that the odd of a faculty member intending to leave is 50% (odd ratio = 0.50) less likely than those who intend to leave.

Model two, which predicts the relationship between faculty performance and productivity and whether faculty members have applied to other jobs, did not show any significant association between the teaching productivity and applied to

other jobs. The advancement and promotion results indicate that faculty members who stated that criteria for promotion decisions are clear at their institutions are less likely to apply to other jobs. This variable was significant and negatively associated with the applied to other jobs by about 25% ($b = 0.75$, $SE = 0.08$, $p = .008$). The result indicates that when there is transparency in promotion decision criteria, the odds of faculty members applying to other jobs decreases by about 25% from those who have applied to other jobs. The variable, someone encourages my development significantly and negatively influenced applied to other jobs by about 28% (odd ratio = 0.72) with a significant level of ($p = .003$) and standard error of 0.08. This result indicates that an increase in faculty development encouragement will decrease faculty members' tendency to apply to other jobs by 28%.

The model results discussed above in table 3b for faculty performance and productivity indicate that model one, which is the intention to leave, is preferred over model two, which is applied to other jobs because performance and productivity have a strong influence on faculty turnover intention.

Table 3c. Logistic Regression Model Predicting Faculty Intention to Leave, Applied to Other Jobs Based on Aggregate Values of Institutional Commitment and Support (Odds Ratio with Significant Values)

Predictor Variables	Institutional Aggregate (Intention to leave) Model 1	Institutional Aggregate (Applied to other jobs) Model 2
<i>Institutional commitment and support</i>	Integration	
<i>Constant</i>	.000***	.009***
Resource_ Five-point scale		
Adequate startup package	0.80(.055)*	1.02(.84)

Enough teaching support	0.91(.50)	0.82(.14)
Adequate space for research	1.06(.61)	0.83(.14)
Adequate equipment for research	0.91(.51)	0.98(.87)
Enough funding for research	0.89(.46)	1.21(.21)
Adequate support for development	0.51(.000)***	0.83(.19)
<i>Fit model</i>		
<i>Log-Likelihood</i>	-225.71133	-200.68364
<i>Number of obs</i>	438	299
<i>Prob > chi2</i>	.0000***	.0453*
<i>Pseudo R2</i>	0.1682	0.0311
<i>Constant</i>	.000***	.214
Paid family leave needed		
Paid leave for family care	1.31(.30)	0.92(.77)
Paid leave for maternal leave for birth or adoption	0.89(.68)	1.38(.30)
Paid parental leave for birth or adoption for both parents	1.23(.47)	1.15(.64)
Paid leave for extended family care	1.0(.98)	0.96(.88)
<i>Fit model</i>		
<i>Log-Likelihood</i>	-275.87759	-212.84212
<i>Number of obs</i>	450	309
<i>Prob > chi2</i>	.5559	.6593
<i>Pseudo R2</i>	0.0054	0.0056

A significance level of coefficients = * Significant less than 0.05 level, ** Significant less than 0.01 level, and *Significant less than 0.001.**

Table 3c above also presented the binary logistic regression model results of the institutional support and commitment predicting faculty intention to leave or applied to other jobs. The chi-square was statistically significant for both model one (.0000) and model two (.0453) of the resources provided to faculties, respectively, indicating a measure of goodness model fit. In model one, only the

adequate startup package and adequate support for development of the resource variables were significant. The predictor variable adequate startup package was significant and negatively associated with the intention to leave ($b = 0.80$, $SE = 0.10$, $p = .055$). Therefore, all other things being equal, the provision of a startup package was an important factor in promoting retention rate. The negative association means that an increase in the provision of a startup package for a faculty member decreases the likelihood of a faculty member's intention to leave by about 20% (odds ratio = 0.80). It is an indication that the startup package is an important factor in retaining faculty members.

Adequate support for development was significant and negatively associated with the intention to leave ($b = 0.51$, $SE = 0.07$, $p = .000$). The results indicate that a change in faculty development support decreases the log odds a faculty member intends to leave by about 49% (odds ratio = 0.51) than faculties who do not intend to leave. Regarding the paid family leave policy needed, even though the variables were not significant most of them were positively related to the intention to leave. For example, paid parental leave for birth or adoption for both parents was positively associated with the intention to leave but was not significant in model one ($b = 1.23$, $SE = 0.35$, $p = .47$). The results mean that there is a possibility for faculty members who are receptive to paid family leave policies to have a higher intention to leave when strong paid leave policies are not in place in the institutions.

Model two was not significant for all the predictor variables in both resources and paid family leave needed though some of the variables were

positively related to the applied to other jobs. For instance, adequate startup package was non-significant but positively associated with the applied to other jobs ($b = 1.02$ SE = 0.12, $p = .84$). This result indicates that a unit change (can be positive or negative) in the startup package provision promotes the likelihood of a faculty member applying to other jobs by 2% than those who did not apply to other jobs. Also, the coefficient for birth or adoption for both parents ($b = 1.15$, SE = 0.35, $p = .64$) indicates nonsignificant and positive association to the applied to other jobs meaning faculty members' receptiveness towards some paid family leave policies.

The model's findings in table 3c have provided the significant difference between model one (intention to leave) and model two (applied to other jobs) for the institutional commitment and support composition. The analysis shows that though most of the institutional commitment and support variables were not significant, they were positively related to the intention to leave and are more substantial in determining faculty retention and turnover intention than applied to other jobs. The results suggest that adequate resources and additional support for faculty members will promote faculty intention to stay.

Table 3d. Logistic Regression Model Predicting Faculty Intention to Leave, Applied to Other Jobs Based on Aggregate Values of Faculty Characteristics (Odds Ratio with Significant Values)

<i>Demographic characteristics</i>	Institutional Aggregate (Intention to leave) Model 1	Institutional Aggregate (Applied to other jobs) Model 2
<i>Demographic characteristics</i>		
<i>Constant</i>	.475	.512
Age	1.03(.25)	1.02(.59)

Gender	0.63(.21)	0.79(.57)
Academic rank	0.99(.95)	1.13(.54)
Level of institutional salary	0.99(.96)	1.02(.91)
Institutional salary based	0.67 (.006)***	0.96(.82)
Marital status	0.79 (.25)	2.95(.25)
Kids under 18 years old	1.04 (.83)	0.84(.39)
<i>Fit model</i>		
<i>Log-Likelihood</i>	-77.625496	-67.8269
<i>Number of obs</i>	143	102
<i>Prob > chi2</i>	.0468*	.6119
<i>Pseudo R2</i>	0.0841	0.0382

A significance level of coefficients = * Significant less than 0.05 level, ** Significant less than 0.01 level, and ***Significant less than 0.001.

Table 3d above also shows the binary logistic regression model results of the faculty members' demographic characteristics in this study. It can be observed from model one results that almost all the demographic attributes are not significant and negatively associated with the intention to leave. This result is an indication that faculty demographic factors are not determinate of faculty intention to leave. The only significant variable is the faculty gross institutional salary based on (academic calendar year) but was negatively associated with the intention to leave (b = 0.67; SE = 0.10; p = .006). This result means that a change in institutional faculty salary based on academic calendar year decreases the likelihood of a faculty member seeking employment opportunities elsewhere by about 33% (odds ratio = 0.67). Model one result also shows that the variable age was positively associated with the intention to leave though it was not significant (b = 1.03, SE = 0.03, p = .25). The result means that an additional year in a faculty member's age increases the log odds of a faculty member's intention to leave by about 1.03 (odds ratio = 1.03) times, suggesting that when holding all other things

constant, faculty age is an essential factor influencing factors in faculty's decision to leave.

Model two was not significant in all the demographic variables though most of them were positively related to the applied to other jobs. Table 3d above summarizes the model output results for model two. The analysis of the binary logistic regression results above in table 3d has shown some differences between the two models. The results suggest that both models can be influential determinants of faculty retention and turnover intention.

Integrated Gender Lens Construct of the Institutional Aggregate Analysis and Hypotheses Testing

In order to test the hypotheses, it is salient to analyze how the average value of the combined integrated gender lens constructs (variables) varies among the faculty gender composition. The results will help demonstrate the theory's validity in explaining faculty work expectations and job satisfaction, and their departure intent. A Pearson correlation and T-test was carried out to test the hypothesis of the relationship between the institutional factors that influence faculty job satisfaction and their intent to leave and the significant difference between the mean value of the integrated gender lens constructs among the faculty gender composition and their intention to move out and whether they have applied to other jobs.

Since the study examines the impact of institutional factors on the different gender compositions and the likelihood of their departure intent, a two-sample t-test was appropriate to test the mean difference between the males and the females. For this

analysis, indexes were developed for the integrated gender lens corresponding variables (faculty workload and work-life balance, faculty performance and productivity, and institutional commitment and support) to test the hypothesis. Sixteen items of the faculty workload and work-life balance were collapsed into three variables (workload allocation, sources of work stressors, and department climate). Nine statements of the faculty performance and productivity were also collapsed into three variables (research productivity, teaching productivity, and faculty advancement and promotion). And ten items of the institutional commitment and support were also combined into two variables (resources and paid family leave policy). See table 4a below. Table 4c, in appendix B, provides a detailed breakdown of the variables with their Cronbach alpha.

Table 4a: Mean Comparison of Institutional Gender Composition Used to Test the Hypothesis

Combined Variables	Gender Mean and SD Difference			
	Male		Female	
Variables	Mean	SD	Mean	SD
Fairness				
Workload allocation	3.06	0.84	3.05	0.91
Source of work stressors	2.21	0.60	2.25	0.60
Department climate	2.96	0.45	3.10	0.43
Average mean and standard deviation	2.74	0.63	2.80	0.65
Equality				
Research productivity	3.35	5.38	1.66	1.65
Faculty advancement and promotion	3.03	0.95	2.97	0.84
Undergrad courses teach each academic year	4.73	2.85	5.26	3.17
Graduate courses teach each academic year	2.15	1.42	2.66	2.24
Average mean and standard deviation	3.32	2.65	3.14	1.98
Integration				
Resource	2.97	0.90	2.92	0.82
Paid family Leave policy needed	0.45	0.40	0.62	0.40
Average mean and standard deviation	1.71	0.65	1.77	0.61

Table 4a indicates the mean values of the institutional factors' impact on gender composition. It can be observed that the female faculty recorded the highest mean score of (2.8) and a standard deviation of 0.65 of the fairness constructs compared to the average mean value of (2.74) and a standard deviation of 0.63 of the males. These results

show that female faculties are more overwhelmed by the institutional workload and work-life balance than male faculty. The value of the standard deviations, which is less than one, indicates the non-dispersion of the data points. The fairness construct results support previous studies that found workload and work-life balance as strong predictors of female job dissatisfaction in academia (O'Meara et al. 2018; Post et al. 2009). The equality construct's average scores suggest that male faculty performed (3.32) more in terms of research and are highly productive compared to female faculty mean score (3.14). The standard deviation of 2.65 for males and 1.98 for females indicates a broader dispersion of data.

The equality construct also resonates with Ryan et al.'s (2012) study that found that faculty productivity and performance are a predictor of the likelihood that a faculty member had considered leaving for another institution. The last construct also shows the average mean score (1.77) for females and (1.71) for males, with a standard deviation of 0.61 and 0.65, respectively. The integrated construct result means that female faculty favor paid leave policies than their male counterparts, and they might even be at a disadvantage of not getting enough resources to execute their duties. The rationale for performing this analysis is to ascertain how the integrated gender lens constructs' average value varies among the two faculty groups and determine the impact of the institutional structure on the different groups. The overall results suggest that female faculty, in general, might be more impacted by institutional factors than their male counterparts.

Correlation Analysis and Hypothesis Testing

This study's hypotheses were formulated after reviewing the literature and similar studies outside the academic institution. Considering that the population of this study consisting of different categories of groups whose departure intentions might differ, the study tries to model the relationship between the groups' intention to leave and factors that influence the intention using T-test for independent-sample and Pearson correlation to test the hypotheses and the differences. The Pearson correlation coefficient will determine the strength and the direction of the linear relationship between the independent variable (institutional factors) and dependent variables (intention to leave and applied to other jobs). The correlation coefficient range from -1 to 1 with a confident interval (CI) of 95%. If the test results include zero in the CI, it indicates no correlation, and the p-value will be less than 0.05. However, if the coefficient value is significantly different from zero, there is a significant relationship between the dependent and the independent variables. On the other hand, if the test results show that the correlation coefficient is not different from zero, we conclude that the correlation coefficient is not significant since there is not enough evidence to conclude a significant relationship between independent and dependent variables. The T-test will test the mean significant difference among the groups as stated above. Analysis of the correlation and hypotheses are discussed below.

Table 4b: Results of Correlation Analysis Between Intention to Leave and Applied to Other Jobs and the Integrated Gender Lens Theory Constructs.

Combined variables	Intention to Leave			Applied to Other Jobs		
	N	Pearson correlation	P-value	N	Pearson correlation	P-value
Fairness						
Workload allocation	447	0.204	0.0000	308	0.097	0.0880
Source of work stressors	436	0.397	0.0000	299	0.189	0.0010
Department climate	449	-0.279	0.0000	308	-0.181	0.0014
Equality						
Research productivity	336	-0.034	0.532	237	0.072	0.2716
Undergrad courses teach each academic year	401	0.105	0.036	278	0.097	0.1074
Graduate courses teach each academic year	229	-0.062	0.346	161	0.052	0.5128
Faculty advancement and promotion	449	-0.492	0.0000	308	-0.257	0.0000
Integration						
Resource for faculty members	448	-0.399	0.0000	307	-0.1564	0.0060
Leave policy needed	450	0.067	0.151	309	0.0688	0.2279

*Note: *p<0.05.*

Table 4b provides the correlation (r) results and the significant value between the integrated gender lens constructs (independent variables) and the dependent variables:

(1). intention to leave and (2) applied to other jobs). The results suggest that all the fairness constructs were significantly and positively correlated with the intent to leave at a significance level of $p < 0.05$ except the department climate, which was negatively

related to the intention to leave. The coefficient values indicate a moderate positive linear relationship with the intent to leave. Regarding the applied to other jobs, only the source of work stressors and the department climate were statistically significant, with the source of work stressors having a small positive relationship with the applied to other jobs. The fairness construct results is an indication that faculty members intention to leave are influence by institutional factors. Table 4b also shows the Pearson correlation coefficients results between the equality construct, intention to leave, and the applied to other jobs. From the results, only the faculty advancement and promotion were statistically significant at a significance level of $p < 0.05$ in terms of the intention to leave and applied to other jobs but were negatively associated with both models.

The undergrad courses taught each academic year were also significantly and positively correlated with the intention to leave but a weak relationship. The other equality variables, research productivity, and graduate courses taught each academic year were insignificant and negatively associated with the intention to leave. The strength of the relationship of the research productivity and graduate courses taught each academic year with the applied to other jobs was a weak positive relationship with the Pearson coefficient of 0.072 and 0.052, respectively, as shown in table 4b above. The integration construct also indicates that the resource was statistically significant but negatively related to the intention and applied to other jobs. The correlation results presented show several significant and moderate relationships between the integrated gender lens and the overall faculty intention, confirming the model results discussed above, indicating that the institutional structures hugely influence faculty job satisfaction and intention to leave.

Hypotheses Testing Results

In Chapter Three, several hypotheses were made regarding each predicting variable's relationship with faculty job satisfaction and their intention to leave. This section summarizes the results of the hypotheses testing. The results are computed using the T-test and the Pearson correlation.

1. Workload and Work-life Balance

The hypotheses measured the impact of faculty workload and work-life balance on faculty members and their intention to leave using a t-test among the gender composition. Hypothesis **1a**: states that female faculty with substantial workload assignments have stronger intentions to leave than male faculty. A simple independent t-test was implemented to test this specific hypothesis, and Table (5a) demonstrates the obtained results from the mean difference between the males and females.

Table 5a. Independent-Samples T-Test of Workload Impacts on Faculty and their Intention to Leave by Gender

Independent Samples T-test				
	N	Mean	Standard Deviation	Standard Error Mean
Male	221	3.063348	.8372689	.0563208
Female	189	3.047619	.9073976	.0660035
T = .182	p = .855	df = 408	95% CI diff = -.154	
.185				

P = < 0.05, **p<0.01; *p<0.001.*

The t-test results above in table 5a show no significant difference between the two groups indicating $t(.182) = 408$; $p = .855$. The result shows that male faculty demonstrated scores on workload impact similar to female faculty, which indicates a

small variability in gender. Male faculty recorded $M = 3.063$, $SD = .837$ compared to female faculty with $M = 3.048$, $SD = .907$. Both groups rated their experience of workload impact as 3.06 and 3.05, respectively, indicating an agreement of workload impact on both genders' intention to leave. Therefore, the hypothesis is not accepted.

Hypothesis **1b**: also states that workload dissatisfaction is directly and positively associated with faculty turnover intentions. The relationship between workload dissatisfaction and intention to leave was measured using Pearson r correlation analysis, and table (5b) demonstrates the obtained results from the correlation between the independent variable (faculty workload) and the dependent variable (turnover intention).

Table 5b. Result of Correlation Analysis Between Workload and Faculty Intention to Leave

Hypothesis	Dependent variable	N	Pearson Correlation	P-value
1b	Intention to Leave	447	0.2047***	0.0000

P = < 0.05, **p<0.01; *p<0.001.*

As shown in table 5b, the correlation was statistically significant and positive. The test result shows that the associations between workload and faculty intention ($r = .205$) are statistically significant at $p = 0.0000$ but not too strong. Therefore, hypothesis 1b is supported.

Hypothesis **1c**: states that female faculty members who perceive a high level of family interference with their work are more likely to leave than male faculty. This analysis failed to reveal a significant difference between the two groups, $t(351) = 410$; $p = .725$.

Table 5c. Independent-samples T-Test of Family Interference Impact on faculty members by Gender

Independent Samples T-test				
	N	Mean	Standard Deviation	Standard Error Mean
Male	222	2.288288	.9063615	.060831
Female	190	2.257895	.8368597	.0607122
T =	.351	p = .725	df = 410	95% CI diff = -.139 .200

P = < 0.05, **p<0.01; *p<0.001.*

The sample means displayed in table 5c above show that males and females had quite similar scores. There was no difference in the two groups' family interference impact on their work. The male faculty with M = 2.288, SD = .906 compared to the female faculty with M = 2.259, SD = .837. While the means scores showed that both groups slightly agreed on family interference in their work which was positive, this result did not support the hypothesis that there was a difference between males and females.

Table 5d. Independent-samples T-Test of Service and Teaching workload Impact on Faculty Intention to Leave.

Independent Samples T-Test				
	N	Mean	Standard Deviation	Standard Error Mean
No Intention	126	40.94444	24.78606	2.208118
Strong Intention	302	34.23179	20.02264	1.152174
T =	2.939	p = .0035	df = 426	95% CI diff = 2.225 11.201

P = < 0.05, **p<0.01; *p<0.001.*

Hypothesis **1d** assumes that faculty members with a high percentage of teaching and service workload have a stronger intention to leave than those with no intention to leave. The Independent-samples t-test showed a significant difference between the faculty members who have no intention to leave and those with strong intention to leave, $t(2.939) = 426$; $p = .0035$. The sample means displayed in Table 5d show that faculty members who have no intention to leave scored significantly higher on the impact of service and teaching workload than those who have strong intention to leave. Those with no intention scored $M = 40.944$, $SD = 24.786$ compared with the $M = 34.232$, $SD = 20.02264$ of those with strong intention. Therefore, this hypothesis is accepted.

2. Institutional commitment and support

Institutional commitment and support reflect support for faculty members' work assignments in terms of resources, professional development, and employment benefits such as family leave policies, childcare programs, and employee assistance programs based on the integration construct. Faculty members are more likely to exhibit high intents to stay when these individual needs are integrated into institutional activities (Bailyn 2003). Four hypotheses were proposed to test the relationship between institutional support and faculty job satisfaction and intention to leave. The relationship was examined using Pearson correlation to test the following four hypotheses:

H2a: An institution's inadequate resource support for faculty work flexibility indicates a higher level of faculty turnover intention.

H2b: Faculty members who are less satisfied with the family leave policies their institutions provide indicate stronger intentions to leave.

H2c: Faculty members who are less satisfied with their career advancement and promotion indicate more intention to leave.

H2d: Faculty members who are less satisfied with research and teaching resources indicate more intention to leave.

Hypothesis **2a**: states that an institution's inadequate resource support for faculty work flexibility indicates a higher level of faculty turnover intention. This hypothesis was measured using Pearson r analysis. The result in table **5e** shows that the association between resource support and faculty intention to leave was statistically significant ($p = 0.0000$), but a moderate negative relationship to the intention to leave, $r = -0.399$, which means that inadequate resource supports does not determine faculty intention to leave and vice versa. Hence, this hypothesis is accepted. The correlation model only reveals a relationship between variables but does not give a definite reason for a relationship between two variables. Though this hypothesis's result is significant, the relationship might be due to an unobserved variable causing the association, indicating a spurious relationship.

Table 5e. Result of Correlation Analysis Between resource support and Faculty Intention to Leave

Hypothesis	Dependent variable	N	Pearson Correlation	P-value
2a	Intention to Leave	448	-0.3995***	0.0000

P = < 0.05, **p<0.01; *p<0.001.*

Hypothesis **2b**: also state that faculty members who are less satisfied with the family leave policies their institutions provide indicate stronger intentions to leave.

Table 5f. Result of Correlation Analysis Between leave policy and Faculty Intention to Leave

Hypothesis	Dependent variable	N	Pearson Correlation	P-value
2b	Intention to Leave	450	0.0678	0.1511

P = < 0.05, **p<0.01; *p<0.001.*

The relationship between family leave policy and intention to leave was measured using Pearson r correlation analysis. The result in table 2b indicates an insignificant ($r = 0.067$; $p = 0.151$) and a very positively weak relationship between the family leave policy and faculty intention, and therefore hypothesis 2b is not accepted.

Hypothesis **2c**: states that faculty members who are less satisfied with their career advancement and promotion will indicate more intention to leave.

Table 5g. Result of Correlation Analysis Between Career Advancement and Promotion and Faculty Intention to Leave

Hypothesis	Dependent variable	N	Pearson Correlation	P-value
2c	Intention to Leave	449	-0.4921***	0.0000

P = < 0.05, **p<0.01; *p<0.001.*

As shown in table 5g, the result of the correlation between faculty career advancement and promotion and intention to leave was statistically significant ($r = -0.192$; $p = 0.0000$) and moderately negative, and therefore, research Hypothesis 2c is accepted.

Hypothesis **2d**: presume that faculty members who are less satisfied with research and teaching resources support indicate more intention to leave.

Table 5h. Result of Correlation Analysis Between research and teaching resource support and Faculty Intention to Leave

Hypothesis	Dependent variable	N	Pearson Correlation	P-value
2d	Intention to Leave	448	-0.3290***	0.0000

P = < 0.05, **p<0.01; *p<0.001.*

Table 5h shows the correlation between research and teaching resource support and intention to leave. The relationship was found to be negative ($r = -0.329$; $p = 0.0000$) but statistically significant. Thus, hypothesis 2d is supported. The negative relationship means a third unobserved variable might be attributed to the association.

3. Faculty performance and productivity

Faculty performance and productivity are measured by how faculty productivity expectations affect their departure intention, and hypotheses 3a to 3d are tested using t-test and Pearson correlation based on the relationship between faculty performance and intention to leave.

Hypothesis **3a**: states that male faculty members with higher research productivity tend to have a higher level of job satisfaction and are less likely to leave their institutions than female faculty. This hypothesis was tested using an independent samples t-test, and results are displayed in table 5i. The analysis revealed a statistically significant difference between the two genders, $t(3.519) = 309$; $p = 0.0005$. The sample means show that males mean (M) = 3.351, $SD = 5.381$, compared to females, mean (M) = 1.663, $SD = 1.652$. The means of 3.4 for males and 1.7 respectively, indicating research productivity impact on male faculty intention to stay or leave is different from their female counterparts, and therefore, hypothesis 3a is accepted.

Table 5i. Independent-samples T-Test of Research productivity impact on faculty intention to leave by gender.

Independent Samples T-Test				
	N	Mean	Standard Deviation	Standard Error Mean
Male	176	3.351326	5.381257	.4056275
Female	135	1.662963	1.65236	.1422125
T =	3.5192	p = 0.0005	df = 309	95% CI diff = 0.744
	2.632			

P = < 0.05, **p<0.01; *p<0.001.*

Hypothesis 3b: states that faculty members who perceive their institutions to be less supportive of their development have stronger intentions to leave. A simple correlation test was utilized to test this hypothesis, and the results obtained are displayed in table 5j, demonstrating a statistically significant and moderately negative association between support for faculty development and intention to leave ($r = -0.4156$, $p = 0.000$); thus, hypothesis 3b is supported.

Table 5j. Result of Correlation Analysis between support for faculty development and Intention to Leave

Hypothesis	Dependent variable	N	Pearson Correlation	P-value
3b	Intention to Leave	448	-0.4156***	0.0000

P = < 0.05, **p<0.01; *p<0.001.*

Hypothesis 3c: also presume that faculty members who have a higher level of teaching productivity have stronger intentions to leave and was tested using Pearson r . The results in table 5k suggest a statistically insignificant (0.259) and positively weak $r = 0.053$ association between faculty teaching productivity and intention to leave. This hypothesis is, therefore, not supported.

Table 5k. Result of Correlation Analysis between Teaching Productivity and Intention to Leave

Hypothesis	Dependent variable	N	Pearson Correlation	P-value
3c	Intention to Leave	441	0.0538	0.2596

P = < 0.05, **p<0.01; *p<0.001.*

Hypothesis 3d: also states that there is a significant impact of a faculty member's academic rank on turnover intention in the state system institutions. This hypothesis was also tested using Pearson correlation analysis. The correlation results in table 5l show a significant negative relationship between the academic rank and the intention to leave with Pearson's $r = -0.1133$, ($p = 0.016$). This result indicates that the hypothesis is supported.

Table 5l. Result of Correlation Analysis between Faculty rank position and Intention to Leave.

Hypothesis	Dependent variable	N	Pearson Correlation	P-value
3d	Intention to Leave	450	-0.1133**	0.0162

P = < 0.05, **p<0.01; *p<0.001.*

4. Demographic indicators and intention to leave

The relationship between faculty characteristics and intention to leave was examined by testing the following hypotheses:

H4a: states that female faculty members are more likely to express an intent to leave than male faculty

H4b: Faculty members' intention to leave or stay will vary by their marital status.

H4c: Departments give more opportunities to female faculty than male faculty.

H4d: Faculty members with children under 18 years are more likely to leave.

The first hypothesis (4a) was measured using a t-test, and the other three hypotheses were also tested using Pearson correlation r analysis. Hypothesis **4a**: states that female faculty members are more likely to express an intent to leave than male faculty. This hypothesis was tested using an independent samples t-test, and the result of the sample means are displayed in table 5m, $t(1.5904) = 409$; $p = 0.1125$. The analysis revealed no significant difference between the two groups. The mean for males were $M = 0.710$, $SD = 0.455$, and for females were $M = 0.637$, $SD = 0.482$. This result did not support the hypothesis that there were female/male differences in the genders' intention to leave.

Table 5m. Independent-samples T-Test of faculty intention to leave by gender.

Independent Samples T-Test				
	N	Mean	Standard Deviation	Standard Error Mean
Male	221	.7104072	.454603	.0305799
Female	190	.6368421	.4821804	.034981
T =	1.5904	p = 0.1125	df = 409	95% CI diff = -0.0174 0.1645

*** $P < 0.05$, ** $p < 0.01$; *** $p < 0.001$.**

Hypotheses 4b, 4c, and 4d were tested using Pearson r analysis. The results in table 5n show the correlation analysis between marital status and intention to leave for hypothesis 4b was not statistically significant ($r = -0.064$, $p = 0.183$). Additionally, no significant correlation was found between gender and intention to leave ($r = -0.088$; $p = 0.077$) for H4c. Similarly, the data rejected hypothesis 4d, all things being equal faculty

with kids under 18 years old was not found to be significantly related to faculty departure intentions, and therefore hypothesis 4b, 4c, and 4d were not supported.

Table 5n. Result of Correlation Analysis between faculty characteristics and Intention to Leave.

Hypotheses	Dependent variable	N	Pearson Correlation	P-value
4b	Intention to Leave	435	-0.0639	0.1832
4c	Gender	407	-0.0878	0.0770
4d	Intention to Leave	160	0.0138	0.8626

P = < 0.05, **p<0.01; *p<0.001.*

Summary of Hypotheses Testing

This section tested the differences and the relationship between the institutional structures and how they influence faculty intention to leave based on the study research questions. The analysis provided several significant and intuitive results on the institutional factors' impact on faculty job satisfaction and the intention to leave. Of sixteen hypotheses tested, eight hypotheses were supported, highlighting the theoretical significance of variables affecting faculty intention to leave, which is best understood from the integrated gender lens perspective. Table 5O below summarizes all the hypotheses tested based on the research questions.

Table 50: Summary of Hypotheses Test and Results

Hypotheses	<i>P-Value</i>	<i>R/T</i>	Strength of Association	Results Accepted /Rejected
<i>Workload and Work-life Balance</i>				
<i>H1a:</i> Female faculty with substantial workload assignments have stronger intentions to leave than male faculty.	0.855	0.182	NA	Rejected
<i>H1b:</i> Workload dissatisfaction is directly and positively associated with faculty turnover intentions.	0.0000	0.2047	Weak	Accepted
<i>H1c:</i> Faculty members who perceive a high level of family interference with their work are more likely to leave than male faculty.	0.725	0.351	NA	Rejected
<i>H1d:</i> Faculty members with a high workload of teaching and service have a stronger intention to leave than those with a low workload of teaching and service.	0.0035	2.939	NA	Accepted
<i>Institutional commitment and support</i>				
<i>H2a:</i> An institution's inadequate resource support for faculty work flexibility indicates a higher level of faculty turnover intention.	0.0000	-0.3995	Moderately Negative	Accepted
<i>H2b:</i> Faculty members who are less satisfied with the family leave policies their institutions provide indicate stronger intentions to leave.	0.1511	0.0678	Very Weak	Rejected
<i>H2c:</i> Faculty members who are less satisfied with their career advancement and promotion indicate more intention to leave.	0.0000	-0.4921	Moderately Negative	Accepted
<i>H2d:</i> Faculty members who are less satisfied with research and teaching resources indicate more intention to leave.	0.0000	-0.3290	Moderately Negative	Accepted

<i>Faculty work performance and productivity</i>				
<i>H3a:</i> Male faculty members with higher research productivity tend to have a higher level of job satisfaction and are less likely to leave their institutions than female faculty.	0.0005	3.5192	NA	Accepted
<i>H3b:</i> Faculty members who perceive their institutions to be less supportive of their development have stronger intentions to leave.	0.0000	-0.4156	Moderately Negative	Accepted
<i>H3c:</i> Faculty members who have a higher level of teaching productivity have stronger intentions to leave	0.2596	0.0538	Very Weak	Rejected
<i>H3d:</i> There is a significant impact of a faculty member's academic rank on turnover intention in the state system institutions.	0.0162	-0.1133	Very Weak	Accepted
<i>Demographic Characteristics</i>				
<i>H4a:</i> Female faculty members are more likely to express an intent to leave than male faculty.	0.1125	1.5904	NA	Rejected
<i>H4b:</i> Faculty members' intention to leave or stay will vary by their marital status.	0.1832	-0.063	Negative	Rejected
<i>H4c:</i> Departments give more opportunities to female faculty than male faculty.	0.0770	-0.0878	Negative	Rejected
<i>H4d:</i> Faculty members with children under 18 years are more likely to leave.	0.8626	0.0138	Very Weak	Rejected

Note: R/T = Pearson correlation and T-test

CHAPTER FIVE

DISCUSSION

This study's primary purpose was to explore the institutional factors that impact faculty members' job satisfaction based on their expectations and how that leads to faculty retention or departure intent in state system institutions. The study adopts an expectancy approach in defining faculty job satisfaction expectations and an integrated gender lens in examining how these expectations are influenced by the institutional factors that lead to faculty turnover intentions. The present study analyzed data collected from faculty members of state system institutions of higher education in 2019 to determine institutional factors' impact on retention and turnover intent.

The data garnered in this study indicate the importance of understanding the institutional forces crucial to faculty job satisfaction and faculty retention. Three key themes (workload and work-life balance, institutional commitment and support, and faculty performance and productivity), including faculty demographic variables (gender, age, rank, gross annual salary, marital status, and faculty with kids), were examined through the integrated gender lens constructs of fairness, equality, and integration and how they influence faculty turnover intent. The study results suggest that this framework is a useful tool for examining faculty job satisfaction expectations related to institutional factors (Bailyn 2003; Daly and Dee 2006; Mamiseishvili and Rosser 2011).

This chapter discusses the research findings in relation to the previous studies. The first discussion focused on summarizing the institutions' descriptive results about the factors that influence faculty retention or turnover intent. The chapter also discusses the model results and the relationship between the institutional factors and faculty intention

to leave based on the hypotheses results with the previous studies. The descriptive summarizes the significant findings from the six institutions, and the results highlight the significant dominant determinant effects of faculty intention to leave. The main findings confirmed that most faculty members have the strongest (69.33%) intention to leave based on the individual institution's results. The faculty turnover intent also confirms with studies that show that turnover rates vary between 4% to 54% among all institutions (Scott et al. 2008; Salt et al. 2008). Employees' general attitude and sentiments towards their job satisfaction without reference to any specific aspect of that job is deemed as a turnover contributing factor (Brewer et al. 2012; Post et al. 2009; Griffeth 2000). Faculty turnover causes a shortage of faculty members and a lack of quality instruction, affecting the departments and the institution.

Descriptive Findings

This study's descriptive analysis shows that, on average, male faculty members (56.47%) are more likely to leave than female faculty (43.53%) when holding institutional size and number of faculty constant. The findings detail the different faculty gender composition's job satisfaction and other demographic variables discussed in this study relative to the intention to leave. Lee et al. (2006) support the argument that some demographic attributes predict the different faculty gender composition's intent to stay or leave, such as age, the number of kids one has, and tenure, that is, a person's number of years with his/her institutions.

The analysis also showed that, in general, faculty members agreed that there was enough teaching support for their teaching assignment. However, the overall descriptive results indicate that support for general faculty development was not adequate. See

Appendix B. The implication of this finding suggests that faculty development relates to their job satisfaction, and they will exhibit an intent to leave if support for their general development is not sufficient. It was also observed from the institutional descriptive results that, on average, faculty members across the six institutions indicated that institutional budget cuts were somewhat extensive (40.84%) and extensive (37.50%) work stress source for them. Institutional budget cuts hugely affect faculty job satisfaction and lead to turnover intent. The economic crises in the 1990s led to the decline in salaries of faculty members employed at most public institutions from 91% to 79% in 1993, which forced most of the top faculty members to leave academia (Ehrenberg 2002).

The findings also showed that almost all faculty members across the six institutions agreed that they feel pressure to deliver more in terms of teaching. Although all the institutions' faculty members agreed that there was enough teaching support for them to execute their duty, on average, 35.86% of all the institutions' faculty members reported they feel pressure to deliver more in terms of teaching except institution four, who said they neither agree nor disagree (28.21%). The result may indicate that faculty members are more likely to leave when overwhelmed with heavy workload assignments. Other studies have found similar results by explaining it in relation to the heavy workload activities and institutional housekeeping jobs women perform in academia, leading to more stress and turnover intent than ever before (O'Meara et al. 2018; Winslow 2010; Xu 2008).

The analysis of the institutional descriptive results showed that faculty members agree (on average 41.28%) they have a good relationship with their head of department.

Studies have shown that department heads' role and departmental support are essential aspects of faculty career success (August and Waltman 2004). Further analyses indicate that of the 133 faculty members who reported they strongly agree they have a good relationship with their head of department, 57.89% were male compared to 42.11% of females. See table 6 below. This result resonates with the study conducted by August and Waltman (2004), which found that female faculty generally report less access to departmental support and resources such as start-up equipment compared to their male counterparts. They perceive their academic departments to be chilly climates and challenging. They also believe that they are not being treated fairly regarding support and approval from their superiors. The lack of resources and departmental support lowers female faculty morale, creating a sense of lack of belonging to their department and the institution as a whole.

Table 6: Gender Difference and Relationship with Head of Department.

Good relationship with head of department	Gender		Total
	Male	Female	
Strongly Disagree	17	12	29
Disagree	15	15	30
Neither Agree nor Dis	29	25	54
Agree	83	80	163
Strongly Agree	77	56	133
Total	221	188	409

Finally, the analysis reveals that more than half of the faculty members (assistant professors, lecturers, and instructors) were non-tenured (52.84%), and less than half (47.16%) of the overall faculty population were tenured (associate and full professors). This result can be explained by the fact that the majority of lecturers and instructors and

female faculty who participated in this study are on term-contract and may not be tenured. In sum, the study's descriptive findings provided an insight into the critical institutional factors that are of importance to faculty job satisfaction (Zhou and Volkwein 2003; Post et al. 2009). The various internal forces that operate as a critical determinant of faculty turnover intent may also be an essential tool for institutional retention policies and practices. Although descriptive in nature, this study's findings indicate the importance of building an integrated theory combining the elements of different faculty job satisfaction approaches to understand faculty turnover intent phenomena better.

Demographic Characteristics and Impact of Faculty Turnover Intentions

The findings provided some interesting perspectives of the relationship between faculty demographic characteristics and turnover intent. The results showed that several demographic factors were not correlated or indicated no difference in predicting faculty turnover intent. Most of these findings are comparable, and others not relative with some of the previous studies in the literature. The model results showed that institutional faculty salary-based (academic calendar year) was significant but negatively related to the intention to leave, suggesting that about more than 90% of all faculty salary are based on a nine-month academic calendar year and have no relation to their departure intent. However, academic rank, level of institutional faculty salary, and marital status were all related to the applied to other jobs, meaning that these demographic factors may significantly impact faculties job satisfaction and influence them to leave their institutions. The number of children under eighteen faculty has also was related to the intention to leave. For example, a study conducted by Khatri et al.(2001) showed a

negative correlation between turnover intention and three different specific demographic attributes such as gender, age, and income level.

On the other hand, Lee et al. (2006) also argued that some demographic factors are predictors of employee turnover, such as age, number of children, tenure (number of years with their university), and gender. The model results also showed that though age was not statistically significant, it was positively related to faculty intention to leave and applied to other jobs suggesting that age is a factor in predicting faculty turnover. This finding might result from the younger faculty population starting their career (27-50 years = 52.34% of the faculty population). Confirming with Smart's (1990) study which found that faculty career age has a significant direct effect on faculty intention to leave, but it was negatively influenced, indicating that younger faculty (both tenured and non-tenured) are more likely to be motivated to quit. Also, the NSOPF-93 study found that when full-time faculty are younger, they are more likely to move to another full-time job outside academia (Zhou and Volkwein 2003).

The hypotheses related to the impact of the demographic attributes on faculty turnover intent indicate that gender and intention to leave were not significant.

Hypothesis **H4a** states that female faculty members are more likely to express an intent to leave than male faculty. The analysis showed no significant difference between the two groups, indicating that both genders might have similar departure intent (Table 5o).

Certain studies also hold that no significant relationship exists between gender and turnover intention in the same way that the current research implied (Khatri et al. 2001).

However, Smart (1990) points out that tenured men have a stronger intention to leave than tenured women. This finding does not apply to all faculty groups and cannot be

justified based on the overall faculty intention to leave. Zhou and Volkwein (2003) also argued that all other things being equal, female faculty and minority faculty believe that they are treated less fairly and are more likely to leave than their male counterparts. In general, the literature findings suggest that faculty members are more likely to leave when their expectations are not met and are not satisfied with their job if there is opportunity outside (Ryan et al. 2012; Daly and Dee 2006; Zhou and Volkwein 2003).

The hypotheses results also showed that marital status was not significant and negatively associated with the intention to leave. This result means that faculty marital status has no association with their intention to leave; as was observed in Smart's (1990) study, faculty marital status did not have a significant direct or indirect influence on faculty. It was also observed that departments giving female faculty more opportunities than their male counterparts was not significant, suggesting that faculty members are given equal opportunities. The hypothesis relating to faculty members with children under eighteen years having more tendency to leave was also not significant, indicating that faculty members with kids under eighteen or many kids do not have any bearing with their decision to leave. This finding resonates with Lee et al.'s (2006) study, which also found that the number of children does not influence faculty departure intent.

Integrated Gender Lens Concerning Faculty Turnover Intentions

This study employed an integrative approach to integrated gender lens theory to understand the critical institutional factors that impact faculty job satisfaction that leads to departure intent and what institutional retention strategies to implement to enhance faculty retention rates. This concept of integrated gender lens relates to the idea of how institutional expectations are structured to incorporate individuals' job satisfaction needs

into the overall organizational system to promote a higher retention rate (Bailyn 2003). According to the integrated gender lens, institutional structures, work practices, and cultural definitions of competencies and success must be guided by three key factors: equality, fairness, and integration to promote faculty retention. The results showed that faculty intention to stay or leave is influenced by the three constructs of the integrated gender lens and other demographics attributes. Hence, the study presents the discussion results of the institutional factors' impacts on faculty departure intent.

Faculty Workload and Work-life Balance

Workload and work-life balance were examined through the fairness construct of the integrated gender lens. In this study, several fairness constructs' variables were significant and correlated to the departure intent, indicating that faculty members will leave when they are not satisfied with the institutional structure's workload and work-life balance. Other variables were not related to the intention to leave, suggesting faculty retention regardless of the fairness construct's impact. The analysis indicated that the variable composition “workload and work-life balance,” which comprises faculty workload allocation, source of work stressors, and department climate, were highly significant and correlated to the faculty departure intent. See table 4b. Also, further analysis of the model results showed that faculty members who reported they feel pressure to deliver more in terms of teaching have the strongest intention to leave.

The results were both significant and positively related in the two models discussed in table 3a. Hypothesis 1b also showed a positive and statistically significant relationship between workload and faculty intention ($r = .205$; $p = 0.0000$). See table 5b. Hypothesis 1d, which states that faculty members with a high percentage of teaching and

service workload have a stronger intention to leave than those with no intention to leave, was also significant at $t(2.939) = 426; p = .0035$. The implication here may be that the more faculty members are overburdened with the teaching and service workload, the more they are likely to leave their institutions. The findings are notable as they reflect in the previous studies. Post et al. (2009) found that work overload is associated with work dissatisfaction and was positively related to employee intentions to leave their organization. The lack of ability to limit one's work and the tendency of work overload makes it particularly challenging for faculty members to find satisfactory integration of their work and their private life (Bailyn 1993, p.51). The hypotheses testing (H1a) did not see any differences between the gender composition concerning the impact of workload and faculty intention to leave, indicating that both males and females who intend to leave their institutions have similar preferences (table 5a). The result is not surprising since most male faculty members in the various institutions recorded the highest intention to leave from the descriptive analyses. This result contradicts studies that found that female faculty spend most of their work time on service and teaching activities and less time on research than their male counterparts (O'Meara et al. 2017; Ryan et al. 2012).

The analysis also indicated that the source of work stressors variables were significant predictors of faculty job satisfaction and departure intent. Table 3a of the model results showed that institutional budget cuts ($b = 1.61; p = 0.000$), teaching load ($b = 1.98; p = 0.000$), and discrimination ($b = 3.03; p = 0.000$) were the strongest predictors of faculty intention to leave. Effects of these variables were positively related to the intention to leave, and that is to say that those faculty members who perceive their work assignments to be more stressful are more likely to seek opportunities elsewhere.

These findings are highly consistent with Barnes et al.'s (1998) study, which examined stress-related factors associated with faculty intention to leave academia. The study found that faculty reward based on salary, institutional budget committee, and frustration due to time commitment was the major predictive factors responsible for faculty departure intention. Work stressors are useful in predicting faculty intent to change institutions or careers. It will be difficult for higher education to attract outstanding scholars or maintain the existing faculty at a high-performance level without combating stress-related problems in the academic work environment (Barnes et al. 1998).

It was also interesting to see that though the department climate composite was significant, most of the variables were negatively associated with the departure intention, indicating that faculty members are more likely to stay provided the department environment is encouraging. Faculty members reported they have a sense of belonging ($b = 0.65; p = 0.004$) and a good relationship with their department heads ($b = 0.72; p = 0.039$). Studies have also shown that department heads and departmental support are essential for faculty career success (August and Waltman 2004). Good department heads encourage faculty and treat people with respect and in an inclusive, fair, responsive, and consistent way. On the other hand, Barnes et al.'s (1998) study did not find a relationship between the faculty members' sense of community and intention to leave.

Faculty Performance and Productivity

Faculty performance and productivity related to the equality construct of the integrated gender lens. In this study, the performance and productivity composite were tested through research productivity, teaching productivity (Undergrad courses teach each academic year, Graduate courses teach each academic year), and faculty advancement

and promotion to examine their predictive power and relationship with the intention to leave for the correlation and hypotheses testing. It should be noted that the teaching productivity measured faculty teaching performance based on graduate and undergraduate courses taught each academic year. However, it could also be responded from two different premises: more teaching could mean a heavy teaching load or high teaching productivity.

The study indicates that few of the equality constructs were statistically significant and negatively associated with the faculty intention to leave. Table 4b showed that faculty advancement and promotion were statistically significant and negatively (model one = $r = -0.492$; $p = 0.000$, Model two = $r = -0.257$; $p = 0.0000$), associated with the faculty intention to leave for the two models proposed in this study. The result confirms the individual variables' binary analysis results under the faculty advancement and promotion (table 3b). Hence, these particular findings confirm the theoretical importance of an equitable institutional system in relation to faculty retention, as reported in earlier studies (Bailyn 2003), indicating that faculty members are more likely to stay when institutional systems are more favorable. However, rigid systems and increased expectations of performance responsibility raise questions about the growing pressures of performance expectations and how these affect faculty members' job experiences and departure intentions (Mamiseishvili and Rosser 2011).

The correlation results in table 4b demonstrated a significant weak positive relationship ($r = 0.105$; $p = 0.036$) between the undergraduate courses taught each academic year and the intention to leave; moreover, the model result also showed a positive and significant effect on the departure intent ($b = 1.19$; $p = 0.036$), see table 3b.

However, the faculty's graduate courses taught each academic year were not significant and negatively related to the departure intent, while research productivity was also not significant ($r = -0.034$; $p = 0.532$). The result indicates that the overall teaching productivity is not significant, as supported by hypothesis **3c**, that faculty members who have a higher level of teaching productivity have stronger intentions to leave (table 5k). On the one hand, Daly and Dee (2006) found that teaching productivity reduces faculty members' satisfaction with job autonomy and directly weakens their intention to leave. The direct effect is much more influential.

The correlation results did not find much association between equality constructs and the intention to leave, indicating that faculty performance and productivity do not determine faculty decision to leave. However, the mean difference in faculty gender composition related to the performance and productivity indicate that male faculty recorded the highest average mean of 3.32 compared to the female of 3.14. This average difference means that male faculty reported being more productive than their female counterparts. Table 4a summarizes these findings. The mean difference is also supported by hypothesis H3a, which states that male faculty members with higher research productivity tend to have a higher level of job satisfaction and are less likely to leave their institutions than female faculty with a significant value of ($p = 0.0005$). Previous studies investigated the same issue and found similar results to the current study (Smart 1990).

Moreover, according to Ryan et al. (2012), the actual outcome of faculty member's productivity performance is the achievement in research publications of various types (i.e., journal articles, books, book chapters). Research performance is also

attributed to how faculty members feel their work and role are valued by their department and institution and their colleagues (Ryan et al. 2012). Studies have reported that those employees who perceived themselves as less productive are less satisfied with their jobs and have the highest tendency to leave the organization (Zimmerman and Todd 2009; Trevor et al. 1997). Regarding the analysis, it was denoted from the results that female faculty reported lower research productivity, which may impact their job satisfaction and lead to departure intent. In assessing faculty performance, Bailyn (2003) questioned whether published articles' requirement is the highest standard to evaluate the overall faculty performance.

Institutional Commitment and Support

The final construct of the integrated gender lens relates to institutional commitment towards faculty members and how their expectations and private lives are recognized by the institution and integrated into the institutional system. The integration constructs investigated the institutional commitment and support that influence the faculty members' turnover intention regarding resources to support faculty members and paid family leave policies for the correlation and hypothesis testing. Six variables were tested under the resources, and four variables under the paid family leave policies showing in table 3c under the logistic regression model. Table 3c showed that support for faculty development was significant and inversely related to the turnover intention but was not substantial in applied to other jobs model.

Teaching support and funding for research showed no effect on the intention to leave; however, adequate space for research did positively impact the turnover intention but was not significant. The results indicate that most faculty members reported having

enough teaching support from their institutions, suggesting an inverse relation to the intention to leave. The result corresponds with the idea that faculty members are more productive when there are adequate resources available to accomplish their assigned tasks (Johnsrud and Rosser 2002). More and Gardner (1992) found that the most critical structural variables that influence faculty members' intention to leave their institutions are lack of research opportunities, lack of research funds, departmental leadership, and reputation. Faculty members who are highly integrated into the institution's activities are likely to perceive their institution as supportive and may have a stronger intention to stay. Adequate startup package was also found to be significant ($b = 0.80$; $p = 0.055$) but negatively related to the intention to leave from the model output, indicating that a faculty member who received an adequate startup package is more likely to stay. Organizational support of any kind accounts for 40% of employee turnover intention (Joo 2010).

The result from integration constructs on institutional commitment and support for the paid leave for family policies faculty members expect to see in their institutions, paid leave for family care, paid parental leave for birth or adoption for both parents, and paid leave for extended family care, were not significant but positively related to the intention to leave (table 3c). The correlation analysis also supports these results; even though the composite variable for the paid family leave policies needed was insignificant ($r = 0.067$; $p = 0.151$), it was weakly related to the intention to leave. The positive relation to the intention to leave indicates the need for these policies to maintain faculty members. In this study, the analysis revealed that most faculty members have kids under

eighteen years and are more likely to leave if these policies are not in place to ensure faculty job satisfaction.

The lack of policies or ineffectiveness of policies supporting faculty welfare is a critical issue in most universities. A crucial aspect of institutional commitment and support, which is viewed through the result of the study by Ernst-Kossek et al. (2010), explained that institutions aiming to attract and retain highly, and competent faculty members must incorporate policies and practices that are geared toward structural and relational support for work, family, and personal life. This structural work-life support policy enables faculties to control their work environment or location. These supportive policies change institutional human resources policies and incorporate a layer of policy and practices that enhance flexibility and support faculties to combine their job and private activities. The structural support includes; reduce workloads for mothers and caregivers, work-from-home and virtual arrangements to enable nursing mothers to have enough time for their newborn babies, and job redesign that favors flexible work schedules.

In addition to the above analysis, the qualitative results resonated with the study's findings and provided a great insight into factors that have led faculty members to consider other jobs. Table7 below details faculty members' responses to the open-ended questions of their intentions to leave.

**Table 7. Faculty Responses to Open-ended Survey Question 8.a. Section 2.
“What factors have led you considering another job?”**

Themes	Faculty Responses
Workload and Work-life balance	<p>“Expectations are high, and things keep getting piled on for workload even though your workload doesn't reflect it, and there is NO TIME to complete all that needs to be done because there isn't the right people in the right locations - meaning we need more workers than admin.”</p> <p>“Inequity in workload across our multiple sites (class sizes are smaller at other sites, but the same workload is given, and the main campus faculty/coordinators develop most of the materials for teaching).”</p> <p>“We are asked to do more and more with less and less time, resources, and motivation. I have seriously considered leaving my school to go work in the industry. The single biggest contributing factor to my unhealthy work situation is the lack of clear expectations.”</p> <p>“The unrealistic expectations for research while upholding the service requirements to keep the department and University functioning at a foundational level.”</p> <p>“The workload here is too high, there are very few resources, and there is a general climate of anti-intellectualism.”</p> <p>“High research expectations when considered along with teaching load, programs I'm involved in were under-appreciated.”</p> <p>“The overwhelming service expectations with no clear differentiation on what is required.” “There is a lot of pressure to increase research output, but not much resources provided.”</p> <p>“The expectations of how I do my job are not specific in my workload document; therefore, I am not sure what I will be evaluated on in terms of our standard documents. Faculty who have less qualifications in education are given easier workloads and allowed to teach courses they are not qualified to teach, and yet they hold equal rank.”</p>

<p>Lack of institutional commitment and support</p>	<p>“University support to faculty need focus on new faculty and high productive (external funding funded) faculty, especially for GRA, technician and laboratory space.”</p> <p>“As a faculty member at a satellite campus, I feel somewhat lack of support from my department and a total and complete lack of support and respect from the institution.”</p> <p>“No time to focus on your track - if you are a teacher, you need time to set up plans, grade, do research to make lectures relevant, conduct field trips, etc. Instead, you are overloaded with other requests.”</p> <p>“ No resources - no money basically to make education more than just a lecture.”</p> <p>“Overall, there just isn't enough support to aid what faculty need.”</p> <p>“We DESPERATELY need childcare on campus as well as better parental leave policies. I took two maternity leaves while at my institution and had completely different experiences (both negative) with each one. Developing consistent policies that are communicated to everyone in the state system institutions is vital to keeping our faculty and staff at our state institutions.”</p> <p>“I took maternity leave last spring semester, and it was a pain. I ended up doing all of the work for my 12 credits I was teaching that semester (3 fewer because I taught 18 credits in the fall semester while being pregnant). I very much got the feeling that having a baby was frowned upon, and I wasn't being a "good steward of my students." There should be better mechanisms in place for women to actually take time off work to have a child. I believe the institution should be better "stewards of their students" by having policies/money to have someone take over for someone who needs time off (under FMLA). All the research shows the importance of that bond between mother and child in the beginning for the baby's nutritional, emotional, and physical well-being. I wish that my institution valued me as a mother in addition to me as an employee. This should go the same for fathers. A few of the men in my department have become fathers recently, and they were back teaching their classes very shortly afterward (like within a few days). I wish my institution valued that family bonding after a child is born through policy.”</p> <p>“Institutional support to do our basic job requirements is decreasing. The amount of work required is increasing, and the physical limitations of the workplace are completely inadequate. I will likely not be here next year.”</p>
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	<p>“My institution offers health care, but it is very stressful that out-of-state medical services are not covered. I can't afford to go to Mayo, for example.”</p>
<p>Faculty productivity and Lack of advancement</p>	<p>“I think our tenure and promotion process here in my institution is terrible. There is no clarity as to what counts as research consistently. Some departments expect two publications per year, while others expect only 1 per year, but then you hear of faculty getting promoted with one single publication in six years. So, are their presentations counting? If so, how much? It would be nice to have a system of 2 presentations at the state/regional level count as one publication, and one national presentation counts as one publication. For those in the arts/music, then X number of performances or shows count as a publication. I think it should be clearly spelled out in the Standards Document. I also think that major reports for accreditation should count as research, especially when they're data-driven. I also think starting new programs, specializations, or certificates should be counted as publications rather than as services. Yes, they are service, but they're also extremely time-consuming, just like research, and also focus on data from within the program. Boyer's model should be followed for all the institutions.”</p> <p>“There is no time to actually practice your expertise to bring more real-world expertise into the classroom.”</p> <p>“Senior faculty mentorship is lacking. Failure by the head/superior to be straightforward in their conversation. Lack of transparency in the tenure and promotion process. Head not delivering on contractual obligations.”</p> <p>“Lack of opportunity to move forward in my career.”</p> <p>“The inability to retain diverse faculty and students is another factor as well as the advantages that male faculty get over female faculty (less service, lighter teaching loads, preferment for higher-paying positions). I'd also really like to work somewhere with an adequate library for the research I do. Also, I'd like to work in a department that has more faculty members to pick up service work. Every time someone leaves, the line is not renewed, and we end up with more and more service work. I do way more than 10% service work.”</p>

Conclusion

Following the investigation into the issues associated with the general retention and turnover intention, the study focused on faculty turnover intention based on faculty job satisfaction and its motivating factors. This chapter presented the findings of the detailed discussion of those variables' contribution within the study's theoretical framework. The study sought to highlight turnover intention determinants among faculty members in four key domain areas (demographic characteristics, workload and work-life balance, faculty performance and productivity, and institutional commitment and support). Thus, this chapter presented the data result collected through a survey and analyzed using STATA statistical software package with the descriptive discussion.

The results showed that most of the faculty members in the state system institution have a strong intention to leave, with males having the highest intention to leave. In general, the study found that faculty members agreed that they feel pressured to deliver more in terms of teaching but, support for faculty development was not adequate. Moreover, the study indicated that several of the demographic variables were not significant, but few were related to the intention to leave. For example, age and faculty members with kids under eighteen years were positively associated with the intent to leave. It was found that female faculty average means ($M = 2.80$) for the workload and work-life balance was slightly higher than their male counterparts ($M = 2.74$), whereas male faculty average means value ($M = 3.32$) for performance and productivity was higher than their female counterparts ($M = 3.14$). For the institutional commitment and support, female faculty recorded an average mean value of 1.77 compared to the male faculty of 1.71, indicating the need for more institutional support for female faculty.

The results also showed that the fairness construct of the workload and work-life balance was statistically significant and positively related to the intention to leave except the department climate for both models. Two of the equality constructs of the performance and productivity were significant, and only the undergraduate courses taught each academic year were weakly associated with the intention to leave ($r = 0.105$; $p = 0.036$). The study supported eight of the hypotheses out of the sixteen hypotheses tested, most of which were supported by the previous studies discussed in this study— additionally, the qualitative results through more light on the institutional factors that influence faculty job satisfaction. What is more, faculty members in the state system institutions were shown from the results to exhibit a similar pattern of turnover intent. Therefore, the analysis results above confirm the high importance of the institutional factors as the main determinants of turnover intention and the need for an integrated gender lens to promote faculty retention rate.

CHAPTER SIX

IMPLICATIONS, LIMITATIONS, AND CONCLUSIONS

Given the findings and results of this study, it can be stated that faculty expectations and institutional structural factors can profoundly impact faculty decisions either to stay or to leave. This study includes a variety of internal variables in the analysis. It is the first of its kind using an integrative theory of the expectancy and integrated gender lens to test the institutional variables' impact on faculty turnover intentions. The study employed current and the most representative state system faculty data conducted in fall 2019 to study faculty and their intention to leave across six state system institutions. The study findings provide perspective on institutional factors that affect faculty job satisfaction and important messages for institutional policies and practices to promote gender equity in academia. The study is valuable for institutional policy making and highlights several policies related insights and practices that institutions can take to improve their institutional structural arrangements and retention strategy to retain quality faculty members.

Practical Implications for Institutional Policies and Practice

Turnover Intentions Implications

Though the study findings concluded that descriptive findings alone are not adequate in studying faculty turnover patterns and retention intention, the descriptive analyses provided some interesting findings that academic institutions must pay attention to for faculty retention policy purposes. The descriptive results indicate that almost 70% of the faculty members intend to leave their institutions overall. The key contributive

factor of faculty retention and turnover intention is the institutional structural work arrangement and how they affect faculty job satisfaction. The expectancy and the integrated gender lens theories highlight the vital aspect of incorporating faculty expectations into the overall pursuits of the institution's goal. While several studies establish that women and minority faculty report higher intentions to leave, this study is the other way round, the descriptive findings indicate that male faculty have the strongest intention to leave than their female counterparts.

The qualitative data analysis suggests that most female faculty are less likely to leave their institutions because they have established strong ties in the community (such as family rooted in the area, spouse's job, kids like their schools and friends) and find it challenging to relocate. Ambrose et al. (2005) found that most of the faculty they interviewed who expressed dissatisfaction with their jobs due to the institution's internal benefits were less likely to leave because of other external benefits (ties) such as children settle in a good school or nice neighborhood, spouse/ partner happy in their career, and sense of community belongingness. They noted that while most of these faculties were senior and highly productive and successful in their profession, others disconnected from their departments and solely focused on their work. These external benefits might have been why most dissatisfied female faculties in the present study are more likely to remain. The study also found that demographic variables do not substantially impact faculty intention to leave, but rather their effects were hugely mediated by intervening structural variables such as workload and work-life balance (table 3a of the model output). The lack of expectations in these areas pushes faculty away from their current institution rather than the demographic factors. These faculty attrition variables imply

that state system institutions must pay critical attention to faculty job work structural arrangement to ensure high faculty performance and job satisfaction.

The study revealed that about 52.34% of the faculty members are between the ages of 27 and 50 years, and more than half of these faculty members are non-tenured and may exhibit a higher intention to leave. The recent financial constraints have forced state system institutions to adapt the contingent faculty system, replacing full-time tenured positions with a non-track faculty position (Jaeger and Eagan 2011). There is also a growing dependence on graduate assistants as well as postdoctoral researchers. This system might save the institutions money and cut down costs but at the expense of increasing turnover rate and possible low-quality instruction. Institutions that hire a substantial amount of non-tenured faculty must be primed for a higher faculty departure. Academic institutions trying to maintain higher performers and quality faculty must endeavor to reduce the faculty contingent system and initiate retention policies that ensure high-quality faculty members' retention. On the other hand, a tenured system helps maintain high-quality faculty and tenured faculty are less likely to leave their current institutions. The findings of this study provide support and insight for a tenure system and retention policies.

Faculty performance and productivity implications

Following the results and findings regarding the faculty performance and productivity, specific implications can be drawn from the study results for institutional policy decisions. This study found faculty members who are more burden with teaching load and undergraduate courses taught each academic year are more likely to leave. These faculties are both tenured and non-tenured, and the result can be bad news for the

institutions since productive faculty members are valuable assets to the institutions. High-performing faculty members' retention is crucial for promoting the quality of academic instructions/programs and the institution's reputation. Since about 60% of the institutions' revenue comes from undergraduate programs and courses offered, academic administrators should ensure that faculties have the requisite teaching equipment and are less burdened with a heavy course load that affects faculty quality of performance and forces them to leave.

The study also discovered that female faculty were more involved in undergraduate courses taught each academic year ($M = 5.26$) than their male counterpart ($M = 4.73$), but male faculty were more productive on average ($M = 3.32$) than the female faculty ($M = 3.14$), table 4a. These results suggest the issue of equality surrounding performance and productivity expectations. Here, there may not be equal access to female faculty opportunities to engage in research-related activities, especially if all their time is being spent on undergraduate teaching and non-research-related activities. The institution must examine the lack of attention to those implicit biases that play out in allocating workload assignments to allow female faculty members to progress in their careers. Barrett and Barrett (2011) noted that the complexity of higher education and the academic workload for female faculty members must be well managed to ensure the right path for their career advancement. Academic institutions must also reduce teaching load, heavy student advising, and committee work for faculty at the early stage of their career, especially female faculty, to allow them to do meaningful work and advance in their career (Baldwin 1990).

Many studies in the past found that scholarly productivity is a significant predictor of determining faculty performance and productivity and the likelihood that a faculty member had considered staying or moving to another institution and that male faculty members were more productive in terms of research than female faculty (Ryan et al. 2012). In line with the previous studies, this study found that male faculty members with higher research productivity tend to have a higher level of job satisfaction and are less likely to leave their institutions than female faculty. However, the analysis denoted that female faculty reported lower research productivity, impacting their job satisfaction and departure intent. Academic administrators should realize the particular stress female faculty go through from work and home and adopt appropriate structural policies and practices to eradicate gender inequalities on campus to help female faculty overcome the work challenges and family responsibilities. Evaluating one specific aspect of faculty productivity might result in an unfair judgment of faculty performance (Layzell 1999). The lack of attention to the overall faculty performance, especially female faculties, might result in a high female faculty turnover rate. Previous studies have found that female faculty are more likely to report a lack of fair treatment compared to their male counterparts in their institutions (Zhou and Volkwein 2003). Academic institutions should also recognize that female faculty's productivity, performance, satisfaction, and morale are critical to their career development and the institution.

In this study, the variable composition faculty advancement and promotion was a significant factor but negatively related to the intention to leave ($r = -0.492$; $p = 0.0000$) in table 4b. The result implies faculty unlikeliness to leave, and institutions should not be complacent because faculty members who agree with the support of their advancement

and promotion in their institutions have no intention to leave. Table 3b presents the three variables contributing to faculty advancement and promotion's negative association to their turnover intent: Adequate support for faculty development ($p = 0.000$), criteria for promotion decision are clear ($p = 0.005$), and someone encourages my development ($p = 0.000$) were the strongest predictors against the intention to leave in the model. However, institutions can create a suitable institutional framework to improve faculty job satisfaction and career advancement to reduce the institutions' actual turnover rates and promote faculty retention.

Implications for Institutional Commitment and Support

The importance of institutional commitment and support for faculty career advancement cannot be overemphasized. Previous studies found a significant correlation between institutional support variables and turnover rate in academia (Calisir et al. 2011; Joo 2010). However, the critical institutional variables that influence faculty turnover intent are seen in the areas of lack of research funding, lack of research opportunities, and department support (More and Gardner 1992). This study also found that the aggregate institutional support for faculties in terms of resources was significant but negatively related to the intention to leave, suggesting that faculty members who agree their institutions support them in terms of resources to execute their assigned duties are more likely to stay (table 4b). However, most individual resource variables were not significant and might either positively or negatively affect faculty turnover intent, and critical attention must be given to the institutional commitment and support to ensure faculty productivity and performance. To retain quality, faculties state systems institutions should improve resource availability such as teaching support, adequate space for

research, sufficient research equipment, and enough funding for research to enable faculties to execute their duties and improve retention rate. Since many institutions emphasize research as the critical measure of faculty members' quality performance and a benchmark for tenure and promotion decisions, institutions must do well to provide all the necessary resources to support faculty research productivity to enhance faculty career advancement.

Many studies in the past have not paid much attention to the family leave policies regarding faculty turnover intentions in academia. This lack of implicit attention may stem from the assumption that the unpaid family and medical leave act (FMLA) policy exists and that faculty members' lack of job satisfaction is motivated by intrinsic and extrinsic structural variables. However, this study examined some family leave policies and found no significant value in the variables but were all positively (paid leave for family care to the faculty, paid parental leave for birth or adoption for both parents, paid leave for extended family care) related intention to leave (table 3c). The positive relationship between the family leave policies needed and the intention to leave confirms the importance of the family leave policies needed across the institutions, as stated in one of the faculty members response below:

“We DESPERATELY need childcare on campus as well as better parental leave policies. I took two maternity leaves while at my institution and had completely different experiences (both negative) with each one. Developing consistent policies that are communicated to everyone in the state system institutions is vital to keeping our faculty and staff at our state institutions.”

When faculty members perceived the institution's support for their development as inadequate or inequitably distributed, their morale diminished, affecting their performance and turnover intent. Academic institutions should implement proper family

leave policies system to increase faculty members' job satisfaction. Moreover, the study also found that female faculty mean value ($M = 0.62$) for the family leave policies needed was high compared to their male counterparts ($M = 0.45$), suggesting the high priority female faculty place on family leave policies and the need for institutional responsiveness to these family leave policies. In general, university administrators must do well to provide appropriate and adequate resources and commitment support, which guarantees faculty members job satisfaction, distinguishes each gender composition's needs, and supports them accordingly.

Limitations and Implications for Future Research

Any research study is bound to encounter some challenges which could affect the quality of data gathered. The primary limitation of this study was the non-sampling method used for the data collection. Since it was challenging to obtain lists of names and e-mail addresses of faculty members drawing of the population sample was not possible, resulting in the census approach for the data collection. Though the census allows researchers to directly assess the population parameters (Dillman et al. 3014), they raise concerns about social science studies' viability since targeting the entire population for research might be costly and time-consuming. Though the target population for this study was clustered within a set state system location, future studies would benefit from using a random sample to approximate the data within the standard margin of error. A more in-depth understanding of faculty departure intent will be gained through open-ended questions based on qualitative and quantitative data in this type of research.

Though this study captures a wide range of potential structural variables important to faculty retention and departure intent, the study cannot study the actual faculty turnover. Therefore, faculty turnover cannot be justified based on the study's findings or faculty departure intent. However, studies have shown that substantial faculty turnover and turnover intent may be related to some extent (Johnsrud and Rosser 2002; Steers et al. 1979). Therefore, future studies may broaden the scope by examining the actual faculty turnover based on those who have left their institutions. The study employed a simple binary logistic regression to identify and model the relationship among the institutional structural variables associations with the faculty's overall turnover intent within the state system institutions. Future studies can replicate or adopt different models and expand understanding of the relationship between faculty departure intent and the institutional factors.

This research also presents a strong foundation for additional future studies that could demonstrate a bigger sample in addition to more internal and external pull variables, which would be sufficient to detect solid significant associations between the variables under investigation. The qualitative responses also provided several structural themes in leadership, administrative governance, personal life, salary and working conditions, departmental environment, high standards expectation, and lack of support are among the most likely variables that emerged. Further studies should seek to collect more information in these critical areas to understand better the key institutional factors influencing faculty departure intent and turnover rate for institutional policies on faculty retention. Another interesting area to look at is faculty spouse accommodation which is a big challenge for faculty members whose spouses are also instructors and lecturers who

find it challenging to leave due to their spouses' tenured or tenure track positions in the rural institutions compared to other lecturers or instructors in a similar situation in urban institutions. This study's results also have several implications for future research on faculty promotion and retention, but the analysis of the equality constructs did not provide enough measures of the faculty promotion and advancement. It will be interesting for future studies to further explore the faculty promotion and advancement related to the tenure system as a critical institutional factor of faculty retention- since any academic institutions are now limiting the faculty tenure system and replacing it with adjunct and part-time faculty members.

The survey distribution was in the institutional provosts' care, which was difficult for the survey administrators to control the survey distribution and impacted response rates. As stated earlier, we were only able to request the second wave of the survey from the provosts, and the third wave was not possible since we were approaching the Thanksgiving holidays. Future studies should seek alternative ways to collect institutional faculty data and also be able to control the survey administration that will allow for several follow-ups to increase the response rate. The mode of the data collected was through an online medium (survey). According to Dillman et al. (2014), it is appropriate that a survey link with a personalized email be sent to each respondent instead of sending it to a mass email. However, due to institutional privacy and confidentiality policy, faculty members were reached through the various campus provosts.

Conclusions

Academic institution's success and reputation depend on the retention of high-quality faculty members. Though academic institutions try to recruit the best and quality faculty members as much as possible, they are always not successful at retaining them (Ambrose et al. 2005). This study's findings provided insight that can be very useful to inform institutional policies and practices and promote the awareness of the need for retention programs and equitable organizational structures in academic institutions. Dissatisfaction with one's job, career advancement, and institution can result in turnover intent. While faculty members find their satisfaction in their capabilities in contributing to the institutions' success, they also face numerous expectations of their time to accomplish several institutional assigned duties in research, teaching and advising, and service activities (Bailyn 1993). This study focused on institutional factors in relation to faculty job satisfaction as significant predictors of faculty turnover intent.

The literature review points out several factors that impact faculty job satisfaction and are also important to academic institutions in their quest to hire and retain high-quality faculty members. The key elements of faculty expectations of institutional structures identified in this study are faculty workload and work-life balance, faculty productivity and performance, institutional commitment and support, and personal characteristics and how they relate to faculty job satisfaction, which in the end, influence their decision to leave or stay. The study adopts an integrative approach based on the expectancy and gender equity framework to examine how faculty expectations of institutional structural components influence their job satisfaction and lead to their

retention or departure intent. The study focused on both tenured and non-tenured faculty members in six-state system institutions.

Binary logistic regression and Pearson correlation were used to identify and model the relationships between predictor variables and the faculty intention to leave. The models were used to illustrate the positive and negative association and the direct and indirect effects of the faculty demographic characteristics, workload and work-life balance, faculty performance and productivity, and institutional commitment and support variables on the faculty turnover intent. Based on the descriptive analysis, the study found that more than half of the faculty members have intended to leave. The study found that the top strongest predictors of faculty intention to leave were faculty workload and work-life balance variables. Institutional budget cuts, Discrimination (Prejudice, racism, and sexism), teaching load, pressure to deliver more in terms of teaching were significant and positively related to the intention to leave, indicating a high faculty intention to leave. Faculty advancement and promotion variables also had the most substantial adverse effect on the intention to leave. Criteria for promotion decision are clear, someone encourages my development, adequate support for faculty development, were also significant and negatively associated with the intention to leave, suggesting fewer faculty members' intention to leave. Resource variables were not too strong in predicting faculty intention to leave.

The models proposed in this study indicate that model one (Intention to leave) was more effective in modeling the relationship between the institutional factors and faculty intention to leave than model two (Applied to other jobs). Studying and understanding faculty job satisfaction provides insight into factors that influence faculty

intentions to leave or stay. Academic institutions will benefit directly from this research, as they will become aware of the institutional determinants that affect faculty members' turnover intention. Invariably, this study will improve different educational organizations' understanding of the work environment's impact and other associated determinants on the faculty members' work-life balance, productivity and performance, and institutional reputation.

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Appendix _A_ Retention and Turnover Intent Survey Instrument

This survey is being conducted as part of the National Science Foundation (NSF) funded ADVANCE PLAN-IHE grant project to understand the organizational structure impact on faculty turnover and retention rates in the South Dakota Board of Regent (SDBOR) system. As a faculty member of the SDBOR institutions, you are kindly invited to participate in this retention and turnover rate survey. We realize that your time is valuable and have attempted to keep the requested information as brief as possible. It will take approximately fifteen minutes of your time to complete the survey. Your participation in this project is voluntary, and you may decide to withdraw from the study at any time without consequence. Your responses are strictly confidential, and you will not be linked to the data by your title, name, or any other identifying items when the data and analysis are presented. But your confidentiality is only as secure as your equipment; no guarantees can be made regarding the interception of data sent via the Internet. There are no direct benefits to you for participating in this study, but the study will help inform policy decision-making in the SDBOR system. The completion of the questionnaire implies your consent.

SECTION I – WORKPLACE ENGAGEMENT

1. What is your current academic rank?

- Full professor
- Associate professor
- Assistant professor
- Lecturer
- Instructor

2. Are you considered a full-time employee of your institution for at least nine months of the academic calendar year?

Yes

No

Other, please specify:

3. How many of the following courses do you typically teach each academic year (fall and spring semesters)?

Undergraduate

Graduate

4. What percent of your workload is allocated to the following?

Teaching _____%

Research _____%

Service _____%

Extension _____%

Other _____%

5. How many years have you completed working at this institution? *Please specify.*

Years

6. How knowledgeable do you feel you are about the South Dakota Board of Regent (SDBOR) system and institutional policies?

Very knowledgeable

Knowledgeable

Somewhat knowledgeable

Not at all knowledgeable

7. During the past year, have you taken advantage of any professional development opportunities provided by this institution?

- Yes, *Skip to question 8*
- No, *Skip to question 9*
- Not eligible, *Skip to question 9*
- Not available, *Skip to question 9*
- Not aware of any, *Skip to question 9*

8. In what areas have you pursued professional development opportunities?

- Teaching
- Supervisory/Mentoring skills
- Leadership
- Communication
- Research
- Wellness

Other, please specify:

9. Please indicate **how much you agree or disagree with each statement regarding the resources that your institution Currently provides for faculty.**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My institution provides adequate startup packages the allow new faculty to fully execute duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My institution provides enough teaching support such as textbooks, software, laptops, to faculty to fulfill their teaching duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My institution provides adequate private space for advising students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My institution provides adequate space for research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My institution provides adequate equipment (such as software, computer) for research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My institution provides enough funding for research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. a. Please indicate how much you agree or disagree with each statement regarding the resources that your institution provides for you to execute your duties as a faculty member.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My institution provides adequate startup packages the allowed me to fully execute my duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My institution provides enough teaching support such as textbooks, software, laptops, for me to fulfill my teaching duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My institution provides adequate space for my research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My institution provides adequate equipment (such as software, computer) for my research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My institution provides enough funding for my research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My institution provides adequate support for my development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Below are some statements about your institution. Please indicate the extent to which you agree or disagree with each of the statements below.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The criteria for advancement and promotion decisions are clear at this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty are sufficiently involved in Campus decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is adequate support for faculty development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women faculty are treated fairly at this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My service is valued by my institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is someone at my institution who encourages my development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel secure with my position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This institution has effective hiring practices and policies that increase faculty diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My research is valued by my institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrators consider faculty concerns when making policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty here respect each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is relative equity of job benefits in my institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2 – DEPARTMENT CLIMATE

1. What type of department are you employed in? *Check all that apply.*

Doctoral granting program

Master's granting program

Bachelor's granting program

Other academic units (specify)-----

2. In what discipline area are you employed in?

Biological Sciences

Business

Computational sciences

Communication/Journalism

Education

Engineering

Fine arts

Health sciences

Information Technology

Law

Liberal Arts and Humanities

Natural sciences

Physical sciences

Social sciences

Other, please specify:

3. *In the past three years*, how many of the following types of publications have you published?

- Articles in academic or professional journals
- Books, manuals, or monographs
- Chapters in edited volumes
- Extension publications
- Conference proceedings
- Other (e.g., Patents, computer software products)

4. For each statement, please indicate how much you agree or disagree with regards to your department.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel pressured by my department to deliver more in terms of research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel pressured by my department to deliver more in terms of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel pressured by my department to deliver more in terms of advising students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good relationship with my head of department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel a sense of belonging in my department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My department gives more opportunity to male faculty than female faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My department gives more opportunity to female faculty than male faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My teaching is valued by faculty in my department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Female faculty salaries are lower than their male counterparts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My department promotes gender equality among faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Does your department head walk you through the faculty annual evaluation process?

Yes

No

6. How transparent is your department in terms of tenure and promotion decision-making?

Very transparent

Transparent

Somewhat transparent

Not transparent

Don't know

7. *In the past year*, have you thought about moving to a different institution or changing jobs?

Yes, *Skip to question 8*

No, *Skip to question 8b*

8. Have you applied to other jobs?

Yes, *Skip to question 8a*

No *Skip to question 8b*

8.a What factors have led you considering another job? *Please explain.*

8.b. What factors are keeping you at your institution? *Please explain.*

SECTION 3 – WORKLIFE BALANCE

1. My institution provides employee assistance programs for faculty members and their dependents.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

2. What employee assistance does your institution provide for faculty members and their dependents? *Please check all that apply.*

- Medical examination
- Health education
- Fitness facilities
- Retirement planning
- Stress management counseling
- Crisis management counseling
- Don't know
- Other, please specify:

3. What paid family leave policies do you feel are needed in your institution? *Please check all that apply.*

- Paid leave for family care
- Paid leave for maternal leave for birth or adoption
- Paid parental leave for birth or adoption for both parents
- Paid leave for extended family care
- Other, please specify:

4. Marital status:

- Married
- Single
- Separated
- In a civil union
- Divorced
- Widowed
- Unmarried, living with a partner
- Other, please specify:

5. Do you currently have any dependents living with you who are under 18 years or older?

- Yes, *Skip to question 5a*
- No: *Skip to question 6*
- Other, *please specify*

5. a. How many children do you have in the following age ranges?

- Under 18 years old, *Skip to question 5b*
- 18 years and older: *Skip to question 6.*

5.b. How satisfied are you with the availability of childcare programs at this institution?

- Very satisfied
- satisfied
- Marginally satisfied
- Not satisfied
- Not applicable

6. How much would you say your family responsibilities interfere with your work?

- Not at all
- Very little
- Somewhat
- A great deal

7. Please indicate the extent to which each of the following has been a source of stress for you during the past year.

	Not at all	Somewhat	Extensive	Very extensive
Managing family responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review/promotion process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discrimination (e.g., prejudice, racism, sexism)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committee work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research and publishing demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lack of personal time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-imposed high expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased work responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional budget cuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 4 – DEMOGRAPHIC CHARACTERISTICS

1. What is your gender?

Male

Female

Transgender

Other, please specify:

2. What is the level of your gross annual institutional salary? *Please select from the dropdown menu.*

Less than \$40,000
From \$40,000 up to \$49,999
From \$50,000 up to \$59,999
From \$60,000 up to \$69,999
From \$70,000 up to \$79,999
From \$80,000 up to \$89,999
From \$90,000 up to \$99,999
From \$100,000 up to \$124,999
From \$125,000 up to \$149,999
From \$150,000 up to \$199,999
From \$200,000 up to \$249,999
From \$249,999 or more

2. a. My gross annual institutional salary reported above is based on; Please mark one.

- Nine-month academic calendar year
- Ten-month academic calendar year
- Eleven-month academic calendar year
- Twelve-month academic calendar year
- Other, please specify:

3. Please indicate your institution.

- Institution one
- Institution two
- Institution three
- Institution four
- Institution five
- Institution six

4. What year were you born

Thank you for taking the time to take the survey. Please use the space below for any additional comments about this survey and your institutional structures.

Appendix B _ Institutional Descriptive statistics

Table 4c: Integrated Gender Lens index Items Used to Test the Hypothesis

Variables	Items	Alpha
	<i>Workload and Worklife balance</i>	
Workload Allocation	Pressure to deliver more in terms of research. Pressure to deliver more in terms of teaching Pressure to deliver more in terms of advising students	.65
Sources of Work Stressors	Increased work responsibilities Self-imposed high expectations Institutional budget cuts Discrimination (prejudice, racism, and sexism) Teaching load	.66
Department Climate	A good relationship with head of department Sense of belonging. More opportunities for male faculty More opportunities for female faculty Low female faculty salary Teaching valued by faculty and department Department promotes gender equality. Family interference	.73
	<i>Faculty performance and productivity</i>	

Research Productivity	Journal type of publications published. Book type of publications published. Chapters in an edited volume Conference proceeding	
Teaching Productivity	Undergraduate courses teach each academic year. Graduate courses teach each academic year	
Faculty Advancement and Promotion	Criteria for promotion decisions are clear. Someone encourages my development. Adequate support for faculty development	.61
	<i>Institutional Commitment and Support</i>	
Resource	Adequate startup package Enough teaching support. Adequate space for research Adequate equipment for research Enough funding for research Adequate support for development	.84
Paid Family Leave Needed	Paid leave for family care Paid leave for maternal leave for birth or adoption Paid parental leave for birth or adoption for both parents. Paid leave for extended family care	.85

Table 2-1: Institution One Descriptive Statistics and Cronbach Alpha

Variables							alpha
<i>Faculty Workload and Work-life Balance</i>							
Workload allocation_ five-point scale	N	SD	DA	NADA	A	SA	
Pressure to deliver more in terms of research	130	7.69% (10)	12.31% (16)	28.46% (37)	31.54% (41)	20% (26)	
Pressure to deliver more in terms of teaching	130	0.77% (1)	19.23% (25)	24.62% (32)	43.08% (56)	12.31% (16)	
Pressure to deliver more in terms of advising	129	8.53% (11)	30.23% (39)	38.76% (50)	18.60% (24)	3.88% (5)	
							0.63
	N	Min	Max	Mean	SD		
Percentage of research workload	105	0	80	27.95	21.35		
Percentage of teaching workload	136	5	100	59.62	27.30		
							0.65
Source of work stressors_ four-point scale		NATAL	SW	EXT	VEXT		
Increased work responsibilities	125	12% (15)	40.80% (51)	32% (40)	15.20% (19)		
Self-imposed high expectations	125	9.60% (12)	44% (55)	31.20% (39)	15.20% (19)		
Institutional budget cuts	125	7.20% (9)	28% (35)	27.20% (34)	37.60% (47)		

<i>Institutional commitment and support</i>						
Resource	N	SD	DA	NADA	A	SA
Adequate startup package	136	20.59% (28)	23.53% (32)	26.47% (36)	22.79% (31)	6.62% (9)
Enough teaching support	135	6.67% (9)	16.30% (22)	17.04% (23)	43.70% (59)	16.30% (22)
Adequate space for research	134	6.72% (9)	14.18% (19)	35.82% (48)	31.34% (42)	11.94% (16)
Adequate equipment for research	132	12.88% (17)	18.94% (25)	31.06% (41)	25% (33)	12.12% (16)
Enough funding for research	134	23.13% (31)	31.34% (42)	32.09% (43)	7.46% (10)	5.97% (8)
Adequate support for development	135	19.26% (26)	28.15% (38)	23.70% (32)	23.70% (32)	5.19% (7)
						0.83
Paid family leave needed		F	%			
Paid leave for family care	148	77	52.03%			
Paid leave for maternal leave for birth or adoption	148	64	43.24%			
Paid parental leave for birth or adoption for both parents	148	74	50%			
Paid leave for extended family care	148	59	39.86%			
						0.77
<i>Demographic characteristics</i>						
	N	Min	Max	Mean	SD	
Age	112	28	71	47.36	11.53	

Gender	F	%				
Male	57	47.90%				
Female	59	49.58%				
Transgender	1	0.84%				
other	2	1.68%				
Academic rank						
Full professor	34	22.97%				
Associate professor	39	26.35%				
Assistant professor	31	20.95%				
Lecturer	21	14.19%				
Instructor	23	15.54%				
<i>Dependent variable</i>						
Intention to leave						
Yes	93	71.54%				
No	37	28.46%				

Table 2-2: Institution Two Descriptive Statistic and Cronbach Alpha

Variables							alpha
<i>Faculty Workload and Work-life Balance</i>							
Workload allocation	N	SD	DA	NADA	A	SA	
Pressure to deliver more in terms of research	37	8.11% (3)	29.73% (11)	21.62% (8)	21.62% (8)	18.92% (7)	
Pressure to deliver more in terms of teaching	37	5.41% (2)	27.03% (10)	18.92% (7)	35.14% (13)	13.51% (5)	
Pressure to deliver more in terms of advising	36	19.44% (7)	33.33% (12)	27.78% (10)	13.89% (5)	5.56% (2)	
							0.74
	N	Min	Max	Mean	SD		
Percentage of research workload	35	2	40	11.34	7.62		
Percentage of teaching workload	39	40	100	77.69	12.02		
							0.60
Source of work stressors_ four-point scale		NATAL	SW	EXT	VEXT		
Increased work responsibilities	37	16.22% (6)	21.62% (8)	43.24% (16)	18.92% (7)		
Self-imposed high expectations	37	8.11% (3)	40.54% (15)	29.73% (11)	21.62% (8)		
Institutional budget cuts	37	21.62% (8)	40.54% (15)	10.81% (4)	27.03% (10)		

<i>Institutional commitment and support</i>						
Resource	N	SD	DA	NADA	A	SA
Adequate startup package	39	30.77% (12)	12.82% (5)	28.21% (11)	25.64% (10)	2.56% (1)
Enough teaching support	39	10.26% (4)	5.13% (2)	12.82% (5)	64.10% (25)	7.69% (2)
Adequate space for research	37	10.81% (4)	10.81% (4)	21.62% (8)	48.65% (18)	8.11% (3)
Adequate equipment for research	37	8.11% (3)	18.93% (7)	24.32% (9)	43.24% (16)	5.41% (2)
Enough funding for research	37	35.14% (13)	24.32% (9)	24.32% (9)	13.51% (5)	2.70% (1)
Adequate support for development	38	26.32% (10)	36.84% (14)	18.42% (7)	15.79% (6)	2.63% (1)
						0.84
Paid family leave needed		F	%			
Paid leave for family care	40	22	55%			
Paid leave for maternal leave for birth or adoption	40	17	42.50%			
Paid parental leave for birth or adoption for both parents	40	21	52.50%			
Paid leave for extended family care	40	16	40%			
						0.77
<i>Demographic characteristics</i>						
	N	Min	Max	Mean	SD	
Age	31	30	68	48.97	10.12	

Table 2-3: Institution Three Descriptive Statistic and Cronbach Alpha

Variables							alpha
<i>Faculty Workload and Work-life Balance</i>							
Workload allocation	N	SD	DA	NADA	A	SA	
Pressure to deliver more in terms of research	52	9.62% (5)	42.31% (22)	19.23% (10)	23.08% (12)	5.77% (3)	
Pressure to deliver more in terms of teaching	52	3.85% (2)	25% (13)	25% (13)	36.54% (19)	9.62% (5)	
Pressure to deliver more in terms of advising	52	5.77% (3)	21.15% (11)	21.15% (11)	40.38% (21)	11.54% (6)	
							0.70
	N	Min	Max	Mean	SD		
Percentage of research workload	48	5	50	17.19	9.89		
Percentage of teaching workload	58	1	100	69.66	17.11		
							0.53
Source of work stressors_ four-point scale		NATAL	SW	EXT	VEXT		
Increased work responsibilities	48	31.25% (15)	45.83% (22)	16.67% (8)	6.25% (3)		
Self-imposed high expectations	48	8.33% (4)	58.33% (28)	20.83% (10)	12.50% (6)		
Institutional budget cuts	48	12.50%	31.25%	35.42%	20.83%		

		(6)	(15)	(17)	(10)		
Discrimination	48	68.75% (33)	25% (12)	4.17% (2)	2.08% (1)		
Teaching load	48	18.75% (9)	50% (24)	22.93% (11)	8.33% (4)		
							0.64
Department climate	N	SD	DA	NADA	A	SA	
Good relationship with head of department	52	1.92% (1)	1.92% (1)	19.23% (10)	44.23% (23)	32.69% (17)	
Sense of belonging	51	9.50% (5)	13.73% (7)	11.76% (6)	39.22% (20)	25.49% (13)	
More opportunities to male faculty	52	26.92% (14)	21.15% (11)	28.85% (15)	11.54% (6)	11.54% (6)	
More opportunities to female faculty	52	28.85% (15)	34.62% (18)	30.77% (16)	1.92% (1)	3.85% (2)	
Low female faculty salary	51	15.69% (8)	19.61% (10)	33.33% (17)	11.76% (6)	19.61% (10)	
Teaching valued by department	52	5.77% (3)	5.77% (3)	23.08% (12)	50% (26)	15.38% (8)	
Department promotes gender equality	52	7.69% (4)	7.69% (4)	36.54% (19)	34.62% (18)	13.46% (7)	
		NATAL	VL	SW	AGD		
Family interference	51	21.57%	49.02%	23.53%	5.88%		

		(11)	(25)	(12)	(3)		
							0.80
<i>Faculty performance and productivity</i>							
Research productivity	N	Min	Max	Mean	SD		
Journal type of publications published	22	1	7	1.77	1.51		
Book type of publications published	5	1	1	1	0		
Chapters in edited volume	9	1	3	1.44	0.73		
Conference proceeding	23	1	16	2.74	4.17		
							0.54
Teaching productivity							
Undergraduate courses teach each academic year	57	1	16	6.68	2.94		
Graduate courses teach each academic year	21	1	6	2.42	1.80		
Faculty advancement and promotion	N	SD	DA	NADA	A	SA	
Criteria for promotion decision are clear	54	12.96% (7)	24.07% (13)	22.22% (12)	35.19% (19)	5.56% (3)	
Someone encourages my development	54	5.56% (3)	25.93% (14)	12.96% (7)	37.04% (20)	18.52% (10)	
Adequate support for faculty development	54	22.22% (12)	33.33% (18)	22.22% (12)	18.52% (10)	2.70% (2)	

	N	Min	Max	Mean	SD		
Years at current institution	58	1	40	12.16	9.32		
							0.67
<i>Institutional commitment and support</i>							
Resource	N	SD	DA	NADA	A	SA	
Adequate startup package	55	14.55% (8)	21.82% (12)	21.82% (12)	34.55% (19)	7.27% (4)	
Enough teaching support	55	3.64% (2)	9.09% (5)	16.36% (9)	56.36% (31)	14.55% (8)	
Adequate space for research	54	12.96% (7)	7.41% (4)	27.78% (15)	37.04% (20)	14.81% (8)	
Adequate equipment for research	55	10.91% (6)	5.45% (3)	34.55% (19)	34.55% (19)	14.55% (8)	
Enough funding for research	55	29.09% (16)	18.18% (10)	34.55% (19)	10.91% (6)	7.27% (4)	
Adequate support for development	55	23.64% (13)	27.27% (15)	27.27% (15)	14.55% (8)	7.27% (4)	
							0.90
Paid family leave needed		F	%				
Paid leave for family care	60	28	46.67%				
Paid leave for maternal leave for birth or adoption	60	24	40%				
Paid parental leave for birth or adoption for both parents	60	24	40%				

Paid leave for extended family care	60	20	33.33%				
							0.82
<i>Demographic characteristics</i>							
	N	Min	Max	Mean	SD		
Age	41	27	70	51.68	11.66		
Gender		F	%				
Male	47	29	61.70				
Female	47	17	36.17				
Transgender	47	1	2.13				
other							
Academic rank							
Full professor	60	16	26.67%				
Associate professor	60	16	26.67%				
Assistant professor	60	14	23.33%				
Lecturer							
Instructor	60	14	23.33%				
<i>Dependent variable</i>							
Intention to leave							
Yes	52	37	71.15%				
No	52	15	28.85%				

Table 2-4: Institution Four Descriptive Statistic and Cronbach Alpha

Variables							alpha
<i>Faculty Workload and Work-life Balance</i>							
Workload allocation	N	SD	DA	NADA	A	SA	
Pressure to deliver more in terms of research	39	20.51% (8)	30.77% (12)	28.21% (11)	20.51% (8)		
Pressure to deliver more in terms of teaching	39	15.38% (6)	25.64% (10)	28.21% (11)	25.64% (10)	5.13% (2)	
Pressure to deliver more in terms of advising	39	12.82% (5)	20.51% (8)	17.95% (7)	30.77% (12)	17.95% (7)	
							0.67
	N	Min	Max	Mean	SD		
Percentage of research workload	33	1	25	9.03	4.28		
Percentage of teaching workload	38	20	100	74.61	18.43		
Source of work stressors_ four-point scale		NATA L	SW	EXT	VEXT		
Increased work responsibilities	36	16.67% (6)	47.22% (17)	16.67% (6)	19.44% (7)		
Self-imposed high expectations	36	11.11% (4)	33.33% (8)	38.89% (14)	16.67% (6)		

			(12)				
Institutional budget cuts	38	10.53% (4)	15.79% (6)	39.47% (15)	34.21% (13)		
Discrimination	37	70.27% (26)	18.92% (7)	5.41% (2)	5.41% (2)		
Teaching load	37	18.92% (7)	40.54% (15)	24.32% (9)	16.22% (6)		
							0.66
Department climate	N	SD	DA	NADA	A	SA	
Good relationship with head of department	38	5.26% (2)	10.53% (4)	10.53% (4)	39.47% (15)	34.21% (13)	
Sense of belonging	39	5.13% (2)	25.64% (10)	7.69% (3)	38.46% (15)	23.08% (9)	
More opportunities to male faculty	38	21.05% (8)	23.68% (9)	28.95% (11)	18.42% (7)	7.89% (3)	
More opportunities to female faculty	38	31.58% (12)	31.58% (12)	31.58% (12)	5.26% (2)		
Low female faculty salary	38	13.16% (5)	13.16% (5)	60.53% (23)	5.26% (2)	7.89% (3)	
Teaching valued by department	39	5.13% (2)	12.82% (5)	25.64% (10)	35.90% (14)	20.51% (8)	

Department promotes gender equality	38	5.26% (2)	7.89% (3)	50% (19)	23.68% (9)	13.16% (5)	
		NATA L	VL	SW	AGD		
Family interference	38	23.68% (9)	23.68% (9)	44.74% (17)	7.89% (3)		
							0.73
<i>Faculty performance and productivity</i>							
Research productivity	N	Min	Max	Mean	SD		
Journal type of publications published	13	1	1	1	0		
Book type of publications published	2	1	1	1	0		
Chapters in edited volume	3	1	1	1	0		
Conference proceeding	12	1	1	1	0		
Teaching productivity							
Undergraduate courses teach each academic year	41	1	12	6.12	3.09		
Graduate courses teach each academic year	10	1	3	1.8	0.79		
Faculty advancement and promotion	N	SD	DA	NADA	A	SA	

Criteria for promotion decision are clear	40	2.5% (1)	20% (8)	17.50% (7)	47.50% (19)	12.50% (5)	
Someone encourages my development	40	12.50% (5)	27.50% (11)	27.50% (11)	27.50% (11)	5% (2)	
Adequate support for faculty development	40	20% (8)	37.50% (15)	35% (14)	7.50% (3)		
	N	Min	Max	Mean	SD		
Years at current institution	41	1	27	9.78	8.07		
<i>Institutional commitment and support</i>							
Resource	N	SD	DA	NADA	A	SA	
Adequate startup package	41	17.07% (7)	51.22% (21)	17.07% (7)	14.63% (6)		
Enough teaching support	41	4.88% (2)	19.51% (8)	17.07% (7)	56.10% (23)	2.44% (1)	
Adequate space for research	41	4.88% (2)	26.83% (11)	39.02% (16)	24.39% (10)	4.88% (2)	
Adequate equipment for research	40	12.50% (5)	25% (10)	37.50% (15)	22.50% (9)	2.50% (1)	
Enough funding for research	41	36.59% (15)	26.83% (11)	31.71% (13)	4.88% (2)		

Adequate support for development	41	31.71% (13)	29.27 % (12)	31.71% (13)	7.32% (3)		
							0.68
Paid family leave needed		F	%				
Paid leave for family care	41	18	43.90 %				
Paid leave for maternal leave for birth or adoption	41	16	39.02				
Paid parental leave for birth or adoption for both parents	41	16	39.02				
Paid leave for extended family care	41	16	39.02				
							0.88
<i>Demographic characteristics</i>							
	N	Min	Max	Mean	SD		
Age	35	29	71	52.77	11.78		
Gender		F	%				
Male		17	44.74				
Female		20	52.63				
Transgender							
other		1	2.63				
Academic rank							
Full professor	41	8	19.51 %				
Associate professor		10	24.39				

Table 2-5: Institution Five Descriptive Statistic and Cronbach Alpha

Variables							alpha
<i>Faculty Workload and Work-life Balance</i>							
Workload allocation	N	SD	DA	NADA	A	SA	
Pressure to deliver more in terms of research	124	11.29% (14)	22.58% (28)	34.68% (43)	25% (31)	6.45% (8)	
Pressure to deliver more in terms of teaching	125	8.80% (11)	21.60% (27)	26.40% (33)	31.20% (39)	12% (15)	
Pressure to deliver more in terms of advising	124	14.54% (18)	28.23% (35)	32.26% (40)	16.13% (20)	8.87% (11)	
							0.63
	N	Min	Max	Mean	SD		
Percentage of research workload	96	1	95	28.03	16.61		
Percentage of teaching workload	139	1	100	61.63	26.33		
							0.52
Source of work stressors_ four-point scale		NATAL	SW	EXT	VEXT		
Increased work responsibilities	122	21.31% (26)	37.70% (46)	27.05% (33)	13.93% (17)		
Self-imposed high expectations	122	14.75% (18)	45.08% (55)	27.87% (34)	12.30% (15)		
Institutional budget cuts	121	24.79% (30)	37.19% (45)	23.14% (28)	14.88% (18)		

Discrimination (e.g., prejudice, racism, & sexism)	122	74.59% (91)	18.85% (23)	2.46% (5)	4.10% (5)		
Teaching load	122	26.23% (32)	34.43% (42)	25.41% (31)	13.93% (17)		
							0.61
Department climate	N	SD	DA	NADA	A	SA	
Good relationship with head of department	125	8.80% (11)	9.60% (12)	12% (15)	32% (40)	37.60% (47)	
Sense of belonging	125	12% (15)	15.20% (19)	11.20% (14)	33.60% (42)	28% (35)	
More opportunities to male faculty	125	36% (45)	32% (40)	18.40% (23)	8.80% (11)	4.80% (6)	
More opportunities to female faculty	124	30.65% (38)	36.29% (45)	20.97% (26)	7.26% (9)	4.84% (6)	
Low female faculty salary	124	21.77% (27)	16.94% (21)	36.29% (45)	16.94% (21)	8.06% (10)	
Teaching valued by department	125	4.80% (6)	13.60% (17)	14.40% (18)	47.20% (59)	20% (25)	
Department promotes gender equality	125	4.80% (6)	8% (10)	24.80% (31)	32% (40)	30.40% (38)	
		NATAL	VL	SW	AGD		
Family interference	122	22.95% (28)	41.80% (51)	29.51% (36)	5.74% (7)		
							0.74
<i>Faculty performance and productivity</i>							

<i>Demographic characteristics</i>					
	N	Min	Max	Mean	SD
Age	105	29	71	48.75	11.06
Gender		F	%		
Male	119	56	47.06%		
Female	119	61	51.26%		
Transgender	119				
other	119	2	1.68%		
Academic rank					
Full professor	146	27	18.49%		
Associate professor	146	32	21.92%		
Assistant professor	146	40	27.40%		
Lecturer	146	8	5.48%		
Instructor	146	39	26.71%		
Independent variable					
Intention to leave					
Yes	125	88	70.40%		
No	125	37	29.60%		

Table 2-6: Institution Six Descriptive Statistic and Cronbach Alpha

Variables							alpha
<i>Faculty Workload and Work-life Balance</i>							
Workload allocation	N	SD	DA	NADA	A	SA	
Pressure to deliver more in terms of research	66	12.12% (8)	27.27% (18)	18.18% (12)	31.82% (21)	10.61% (7)	
Pressure to deliver more in terms of teaching	66	7.58% (5)	25.76% (17)	25.76% (17)	33.33% (22)	7.58% (5)	
Pressure to deliver more in terms of advising	66	12.12% (8)	25.76% (17)	30.30% (20)	22.73% (15)	9.09% (6)	
							0.73
	N	Min	Max	Mean	SD		
Percentage of research workload	59	5	100	30.93	18.97		
Percentage of teaching workload	73	1	100	57.32	24.98		
Source of work stressors_ four-point scale		NATAL	SW	EXT	VEXT		
Increased work responsibilities	67	19.40% (13)	46.27% (31)	23.88% (16)	10.45% (7)		
Self-imposed high expectations	67	16.42% (11)	50.75% (34)	17.91% (12)	14.93% (10)		
Institutional budget cuts	67	25.37% (17)	44.78% (35)	14.93% (10)	14.93% (10)		
Discrimination	67	97.10% (53)	13.43% (9)	4.48% (3)	2.99% (2)		

Teaching load	66	9.09% (6)	46.97% (31)	25.76% (17)	18.18% (12)		
							0.71
Department climate	N	SD	DA	NADA	A	SA	
Good relationship with head of department	66	4.55% (3)	6.06% (4)	10.61% (7)	40.91% (27)	37.88% (25)	
Sense of belonging	66	7.58% (5)	12.12% (8)	18.18% (12)	28.79% (19)	33.33% (22)	
More opportunities to male faculty	66	31.82% (21)	28.79% (19)	31.82% (21)	6.06% (4)	1.52% (1)	
More opportunities to female faculty	66	28.79% (19)	33.33% (22)	30.30% (20)	6.06% (4)	1.52% (1)	
Low female faculty salary	66	16.67% (11)	22.73% (15)	40.91% (27)	9.09% (6)	10.61% (7)	
Teaching valued by department	66	4.55% (3)	9.09% (6)	16.67% (11)	51.52% (34)	18.18% (12)	
Department promotes gender equality	66	1.52% (1)	4.55% (3)	40.91% (27)	31.82% (21)	21.21% (14)	
		NATA L	VL	SW	AGD		
Family interference	67	13.43% (43)	53.73% (36)	25.37% (17)	7.46% (5)		
							0.69
<i>Faculty performance and productivity</i>							
Research productivity	N	Min	Max	Mean	SD		
Journal type of publications published	52	1	10	1.96	2.07		

Book type of publications published	8	1	2	1.25	0.46		
Chapters in edited volume	15	1	4	1.2	0.77		
Conference proceeding	36	1	24	2.47	4.12		
							0.62
Teaching productivity							
Undergraduate courses teach each academic year	72	1	10	3.81	2.32		
Graduate courses teach each academic year	43	1	7	1.72	1.24		
Faculty advancement and promotion	N	SD	DA	NADA	A	SA	
Criteria for promotion decision are clear	70	8.57% (6)	31.43% (22)	22.86% (16)	35.71% (25)	1.43% (1)	
Someone encourages my development	70	7.14% (5)	22.86% (16)	15.71% (11)	44.29% (31)	10% (7)	
Adequate support for faculty development	70	4.29% (3)	25.71% (18)	45.71% (32)	24.29% (17)	0	
	N	Min	Max	Mean	SD		
Years at current institution	73	1	35	9.84	8.75		
<i>Institutional commitment and support</i>							
Resource	N	SD	DA	NADA	A	SA	
Adequate startup package	72	19.44% (14)	23.61% (17)	34.72% (25)	19.44% (14)	2.78% (9)	

Enough teaching support	72	5.56% (4)	19.44% (14)	19.44% (14)	51.39% (37)	4.17% (3)	
Adequate space for research	72	22.22% (16)	8.33% (6)	27.78% (20)	37.50% (27)	4.17% (3)	
Adequate equipment for research	72	11.11% (8)	26.39% (19)	30.56% (22)	27.78% (20)	4.17% (3)	
Enough funding for research	72	23.61% (17)	34.72% (25)	34.72% (25)	6.94% (5)	0	
Adequate support for development	72	9.72% (7)	34.72% (25)	27.78% (20)	26.39% (19)	1.39% (1)	
							0.78
Paid family leave needed		F	%				
Paid leave for family care	76	31	40.79%				
Paid leave for maternal leave for birth or adoption	76	33	43.42%				
Paid parental leave for birth or adoption for both parents	76	31	40.79%				
Paid leave for extended family care	76	25	32.89%				
							0.84
<i>Demographic characteristics</i>							
	N	Min	Max	Mean	SD		
Age	58	33	82	50.40	11.73		
Gender		F	%				
Male	65	49	75.38%				
Female	65	14	21.54%				
Transgender							

other		2	3.08%				
Academic rank							
Full professor	76	16	21.05%				
Associate professor		23	30.26%				
Assistant professor		19	25%				
Lecturer		11	14.47%				
Instructor		7	9.21%				
<i>Independent variable</i>							
Intention to leave							
Yes	67	40	59.70%				
No		27	40.30%				
<p>* SD = Strongly Disagree; DA = Disagree; NADA = Neither Agree nor Disagree; A = Agree; SA = Strongly Agree</p> <p>* NATAL = Not at all; SW = Somewhat; EXT = Extensive; VEXT = Very Extensive</p> <p>* NATAL = Not at all; VL = Very Little; SW = Somewhat; AGD = A Great Deal. The codes explanation applies to all the six institutional descriptive tables</p>							