



THE UNIVERSITY  
OF ARIZONA

Faculty Retention with Equity Lens  
**FIVE YEAR REVIEW**

Office of the Provost

Faculty Affairs



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## SECTION I: EXECUTIVE SUMMARY

Hiring and retaining the best faculty is one of the highest priorities for the University of Arizona. Understanding faculty trends can provide important insights to help retain faculty and shed light on how the university is fulfilling its mission to educate and innovate. This report presents a five-year summary of faculty hiring, departure, and retention data. An equity lens is used to examine data for differences by underrepresented minority (URM) groups, in order to better examine how trends may vary among faculty track, rank and by demographics. The goal of this report is to inform future practices and initiatives aimed to improve faculty retention.

Highlights include:

- There is steady growth of faculty headcount in the past ten years, but FTE increases are not proportionate to this growth, which prompts questions about hiring of positions less than 1.0 FTE, and also about workload distribution.
- Initiation of career-track faculty in 2019 proportionately decreased the number of adjunct faculty and is associated with ensuring benefits, annual employment stability and promotion pathways. However, there has not been growth in multi-year contracts in 10 years.
- Hiring of tenure-track faculty decreased to 11% of all faculty hiring in 2021.
- Retirement of tenure-track faculty slightly increased in 2021.
- Retention of faculty was at 75.4% in the past five years.
- Hiring, retention and departure trends vary for female faculty and underrepresented race/ethnic groups and requires consideration particularly for retention of female faculty and Black faculty.

### Recommendations

Prioritizing faculty recruitment and retention efforts should be a comprehensive process from the beginning of the faculty career lifespan at all institutional, department, and college levels.

Recommendations based on data include:

- Explore career-track positions that could be moved into multi-year contracts.
- Ensure that candidate pools for hiring within fields are diverse.
- Monitor hiring, retention, and departure trends at the department level, in addition to college and university levels.
- Establish high quality mentoring and retention initiatives at department and college levels with particular emphasis on creating inclusive environments.
- Monitor workload and service commitments over time to ensure that distribution of workload is equitable, particularly for teaching, mentoring, and service commitments (O'Meara, 2016; O'Meara, et al., 2021).

## Key Takeaways from Data

### Faculty Headcount and National Comparison

See Table 1 & Graphs 1-3

- **There has been a steady growth of the total number of faculty from 2011 to 2021.** As of January 2022, there are 3,686 faculty.
  - **FTE does not have the same growth rate as total headcount.**
  - Despite steady growth tenure-track faculty, there is a slight decrease in their percentage representation of among all faculty.
  - **Initiation of career-track in 2019 is associated with the decrease of the percentage of adjunct faculty.**
    - **Little to no change in the multi-year contracts (3%) for career-track.**
- Fewer women and URM<sup>1</sup> at higher faculty ranks is similar to national trends.
- Compared to national trends, UA has lower representation of African American faculty, higher representation of Latinx faculty, and higher representation of Native American faculty (only at the assistant professor level).

### 2016-2021 Faculty Hiring

See Graphs 4 & 5

- Hiring of total number of faculty dropped in 2020 and 2021.
- **Tenure track faculty hiring dropped to 11% (2021) from a high of 24% in 2017.**
- Hiring trend for females has slightly increased in the past three years.
- Hiring trends for URM faculty increased in 2018-2020, yet dropped by 4 percentage points in 2021.

### 2016-2021 Faculty Departures

See Graphs 6-8, Appendix B

- **Retirement of tenure-track faculty rose slightly in 2021, but was still lower than 2016.**
- Departures of Latinx faculty rose in 2020 (13.2%) and 2021 (13.9%).
- Departures of Black faculty rose in 2020 (3.4%) and dropped in 2021(2.4%).
- Departures of females rose in 2020 (51.4%) and dropped in 2021 (46.7%).
- Exit surveys/interviews indicate 40% were recruited away, many would recommend university but not their department, lack of mentoring, as well as isolation, microaggressions, and non-inclusive environments.

### 2016-2021 Faculty Retention

See Graph 9

- **75.4% retention overall for all faculty in the past five years.**
- Highest retention rate is for Native American faculty at 78.1%.
- Lowest retention rate is for African American/Black faculty at 73.7%.
- Female faculty have a retention rate of 74.3%, lower than male faculty (76.3%).

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<sup>1</sup>The 'URM' grouping is captured by UAnalytics looking at each individual's self-identified ethnicity field from UAccess Employee: (1) Hispanic/Latino, (2) American Indian/Alaskan Native, (3) Native Hawaiian/Other Pacific Islander or (3) Black/African American.

## SECTION II: CURRENT INSTITUTIONAL FACULTY RETENTION EFFORTS AND RECCOMENDATIONS

### Institutional Retention Efforts

A brief summary of key efforts, for more information go to: [facultyaffairs.arizona.edu](http://facultyaffairs.arizona.edu)

- A Salary Equity Study was performed in [\(2020\)](#) for tenure track faculty and it is scheduled one for career-track faculty in 2022.
- Equity centered resources have developed:
  - Talking Race Series
  - HSI Centering Servingness Webinar Series [2020-2021](#).
  - HSI Initiatives: [Faculty Seed Grants](#), [Culturally Responsive Curriculum Development Institute](#).
  - Faculty across campus have access to the [National Center for Faculty Development & Diversity](#).
- The [MENTOR Institute](#) was launched in 2022.
- Faculty Spotlights.
- Strategic New Faculty Onboarding.
- Increased number of [faculty awards](#):

### Practices for Equity

The Faculty Affairs team has developed unprecedented practices that foster faculty advancement and equity:

- [Unprecedented reports](#) that further data transparency, inform leadership, and include best practices recommendations for stakeholders involved in faculty advancement.
- New [Recruitment and Hiring Practices](#).
- [Trainings for Promotion Review Committees](#) considering unconscious bias and inclusive scholarship.
- Wide range of [trainings for Promotion for Candidates](#) for focus on tracks and ranks.
- Added inclusive excellence to all university level award considerations.
- Additional Funding for the [Strategic Priorities Faculty Initiative \(SPFI\)](#) from UArizona President
  - \$175,000 for 2020-2021 and \$500,00 for 2021-2022
- Additional [professional development resources](#) with [equity focus](#)
- Accountability for administrators – [360 survey input and metrics and 5-year review](#) handbook
- Climate
  - [Our Best Work Environment Speaker Series](#)
  - Climate Survey for all employees: planned 2021-2022
  - [Bias Education and Support Team](#) (BEST)

### Faculty Review & Promotion Updates

#### Promotion Review Updates

- Mentoring represented in research and teaching
- Teaching portfolio
- Racial and COVID19 pandemic statement, and indication of consideration of systemic barriers

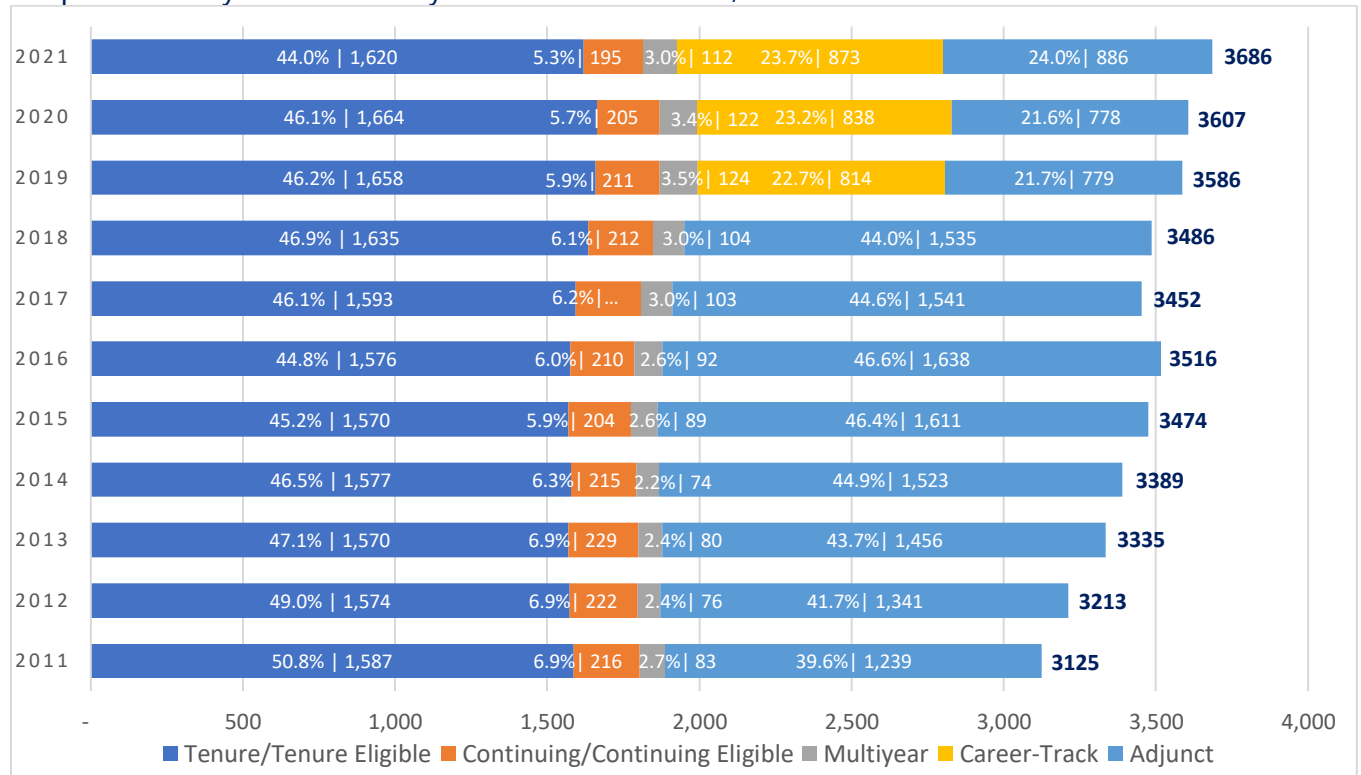
- Mentoring matrix in teaching
- Mentee representation in co-authorship in research
- Re-envisioned service portfolio with new title and more options for including material

#### **Annual Review Updates**

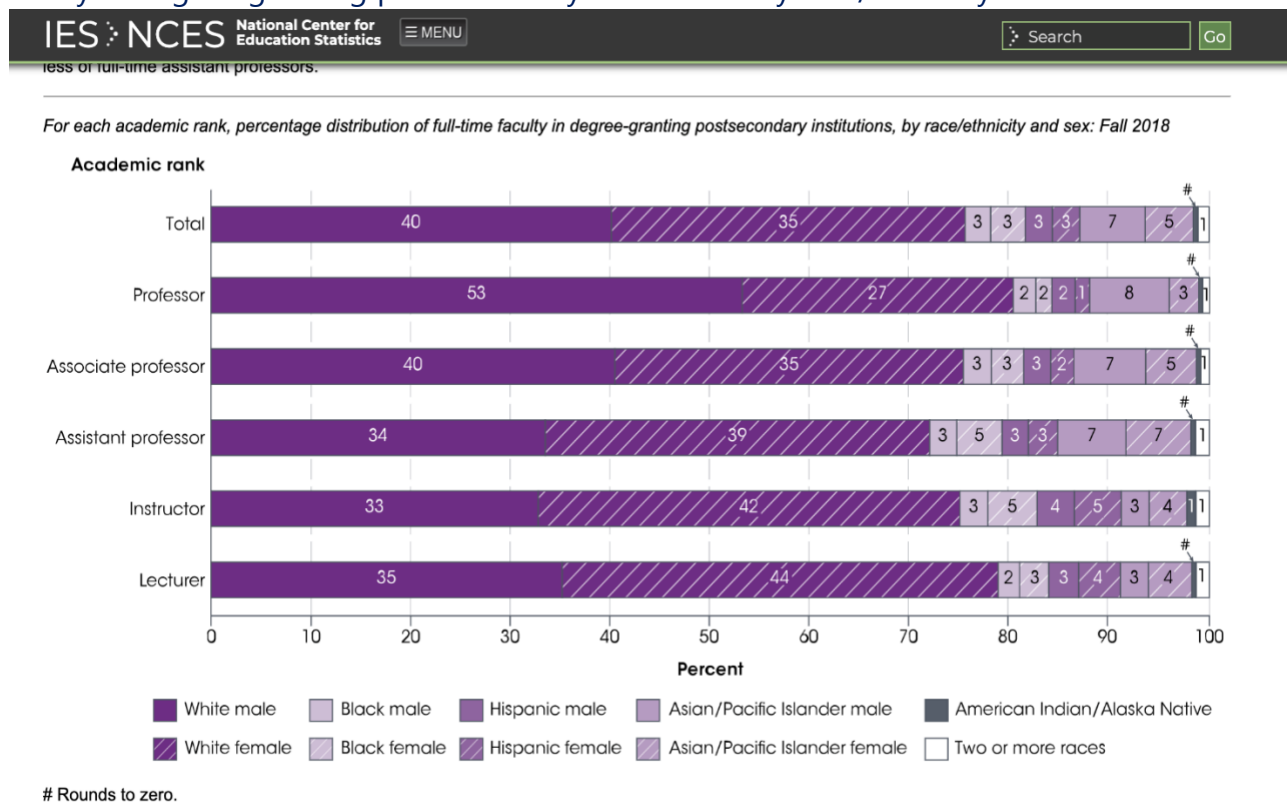
- TCEs revised to SCS to reduce bias
- Annual Review Policy Changes underway –Spring 2022
- Changes underway to UAVitae to streamline, and better represent mentoring and service and community-based activity

# SECTION III: GRAPHS

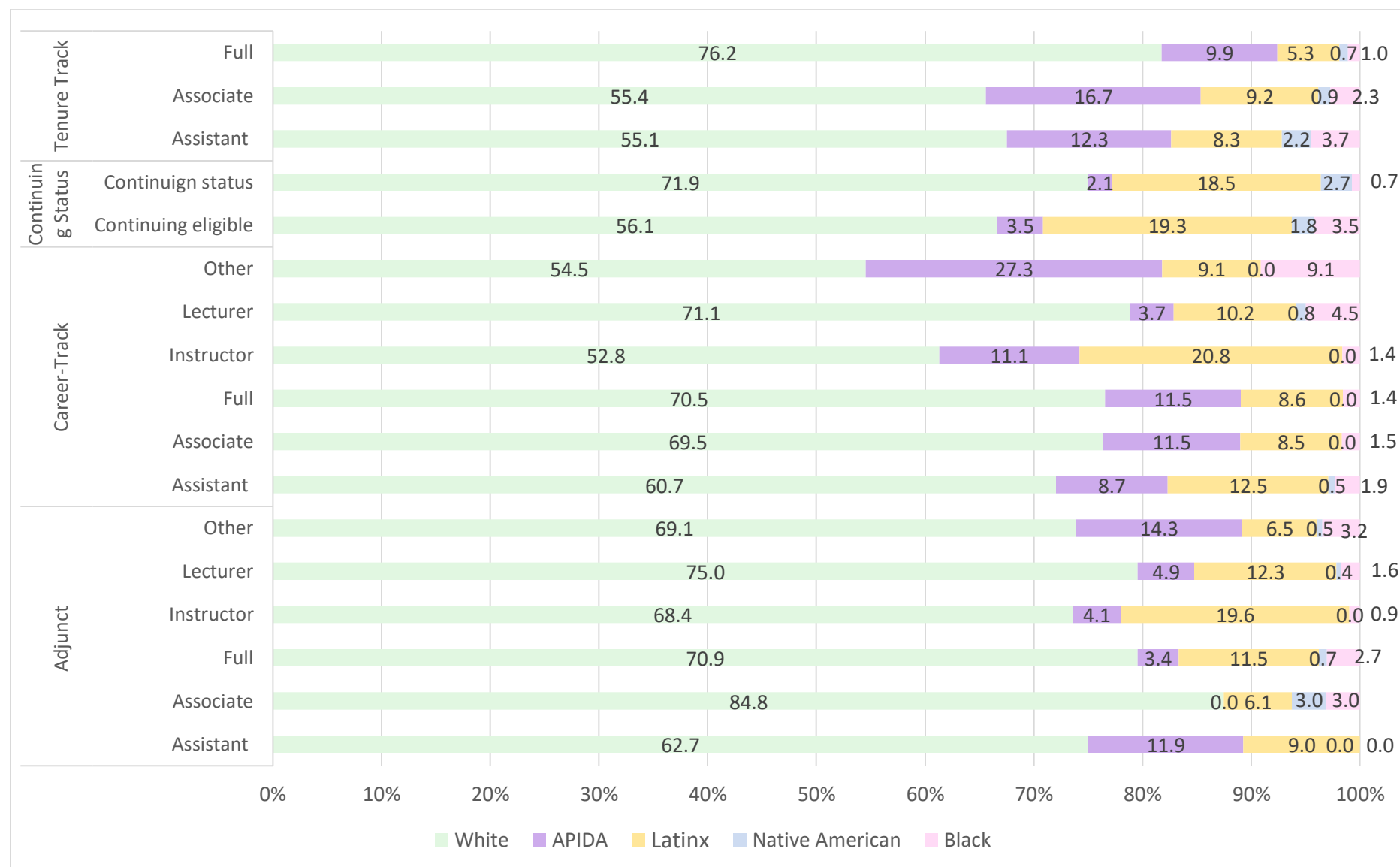
Graph 1. Faculty Headcount by Track Over 10 Years, 2011-2021



Graph 2. National Center for Education Statistics. Percentage Distribution of full-time faculty in degree-granting postsecondary institutions by race/ethnicity and sex.

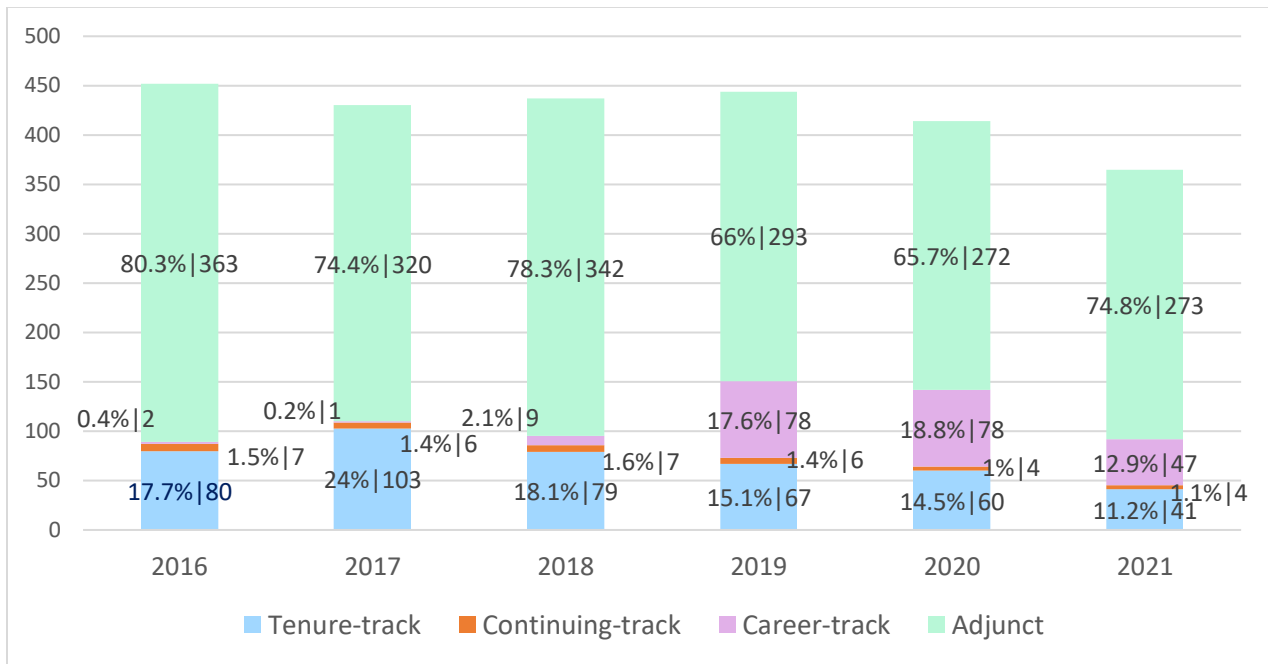


Graph 3. Academic Rank Percentage Distribution by Race/Ethnicity (%) (as of Jan, 2022).

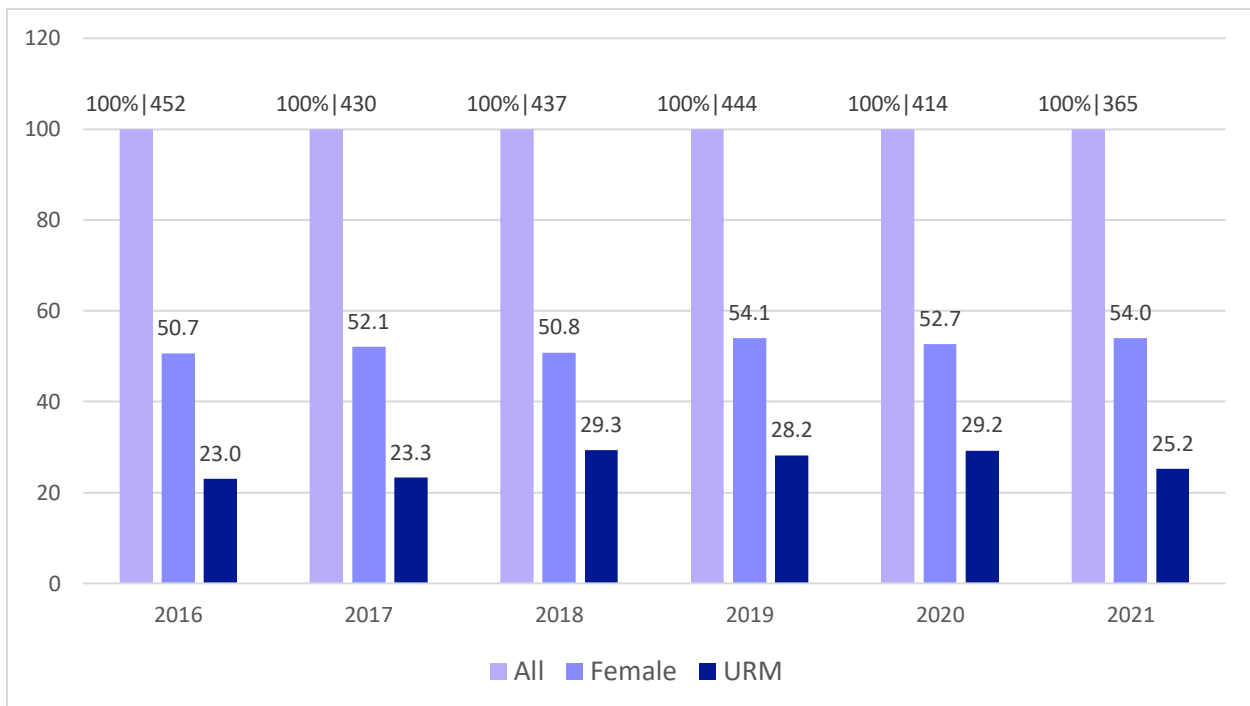




Graph 4. Faculty Hiring by Track, 2016-2021.



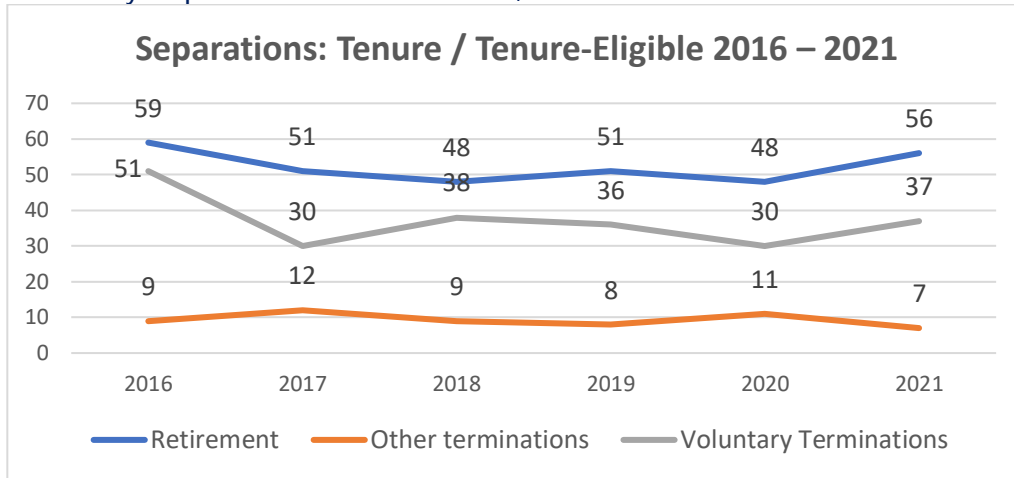
Graph 5. Faculty Hires: Female and Underrepresented (URM<sup>2</sup>) Faculty (%). All Tracks, 2016-2021.



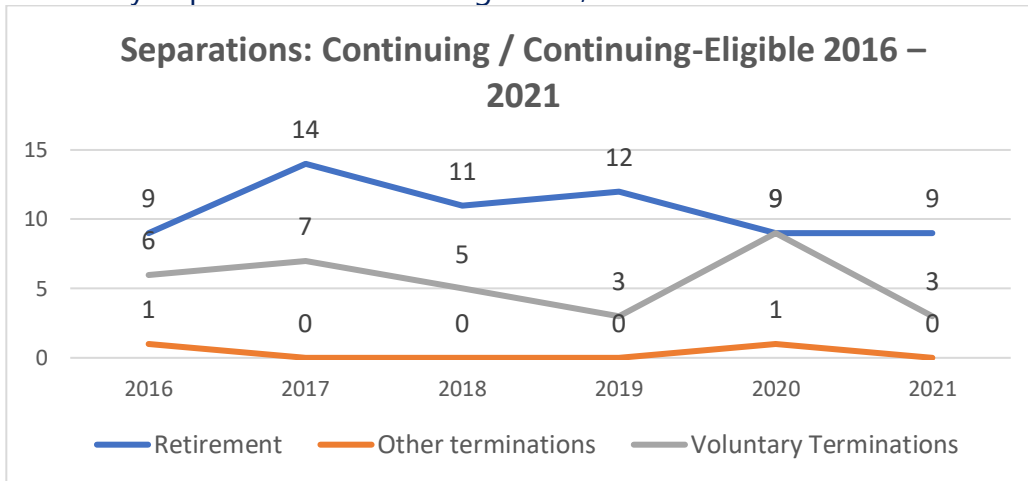
<sup>2</sup> The 'URM' grouping is captured by UAnalytics looking at each individual's self-identified ethnicity field from UAccess Employee: (1) Hispanic/Latino, (2) American Indian/Alaskan Native, (3) Native Hawaiian/Other Pacific Islander or (3) Black/African American.

## Trends in Departures by Track

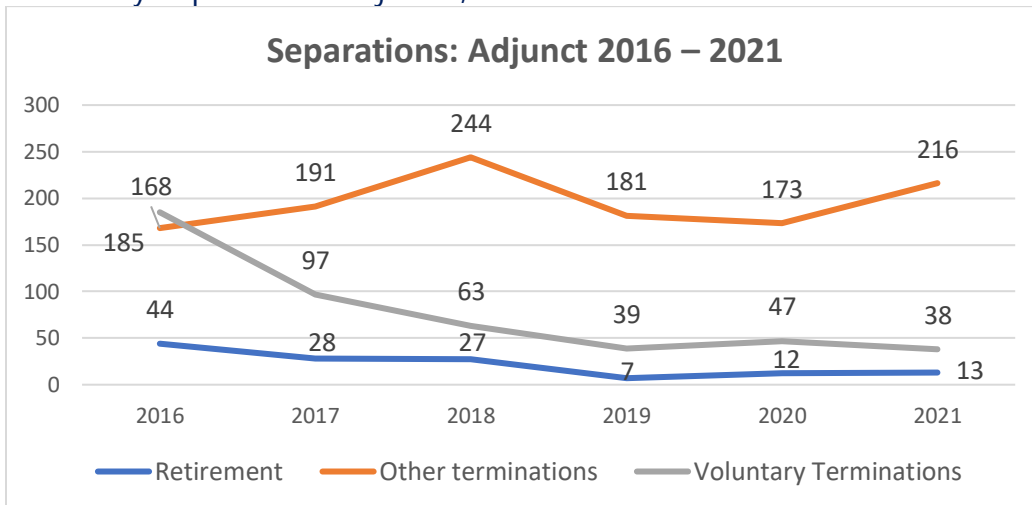
Graph 6A. Faculty Separations: Tenure-Track, 2016-2021



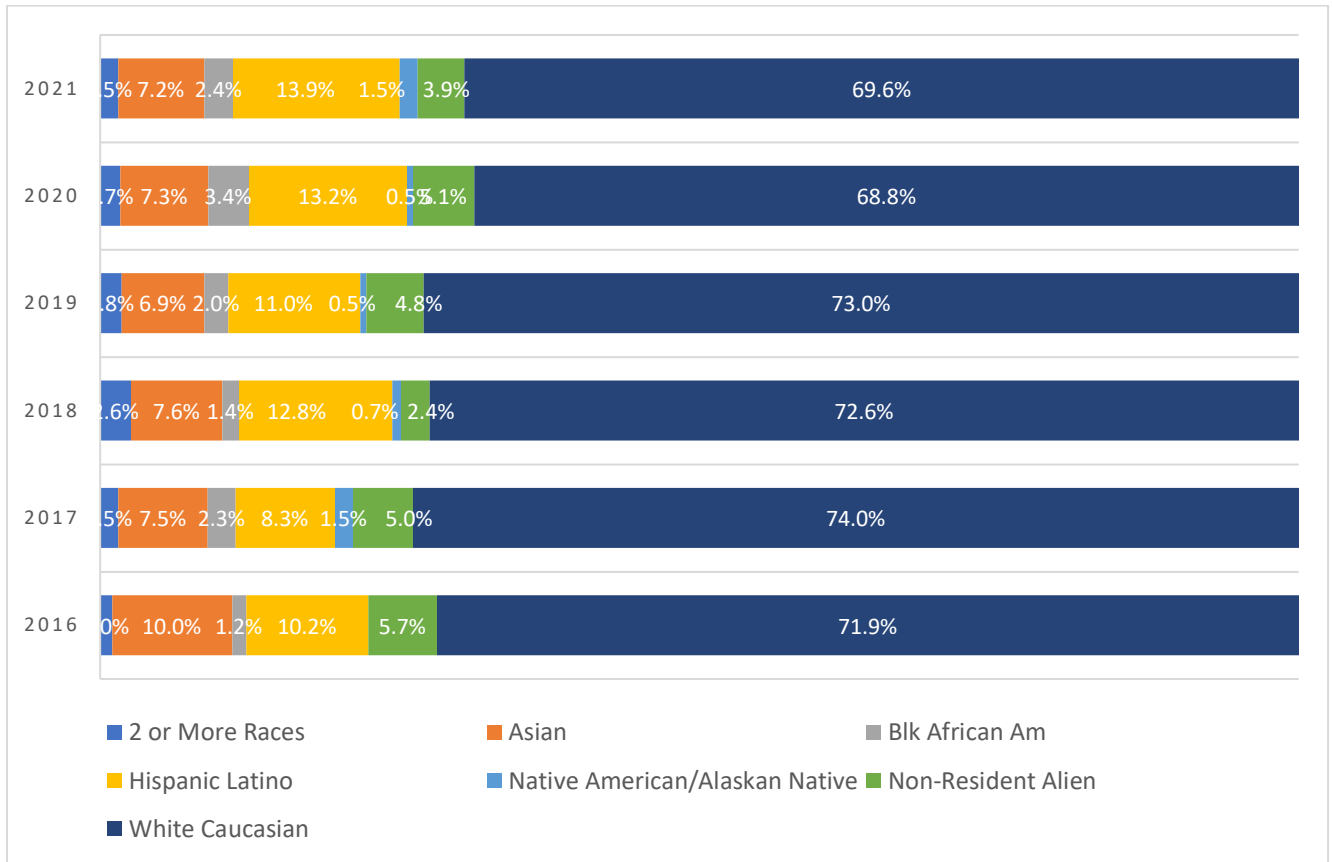
Graph 6B. Faculty Separations: Continuing-Track, 2016-2021



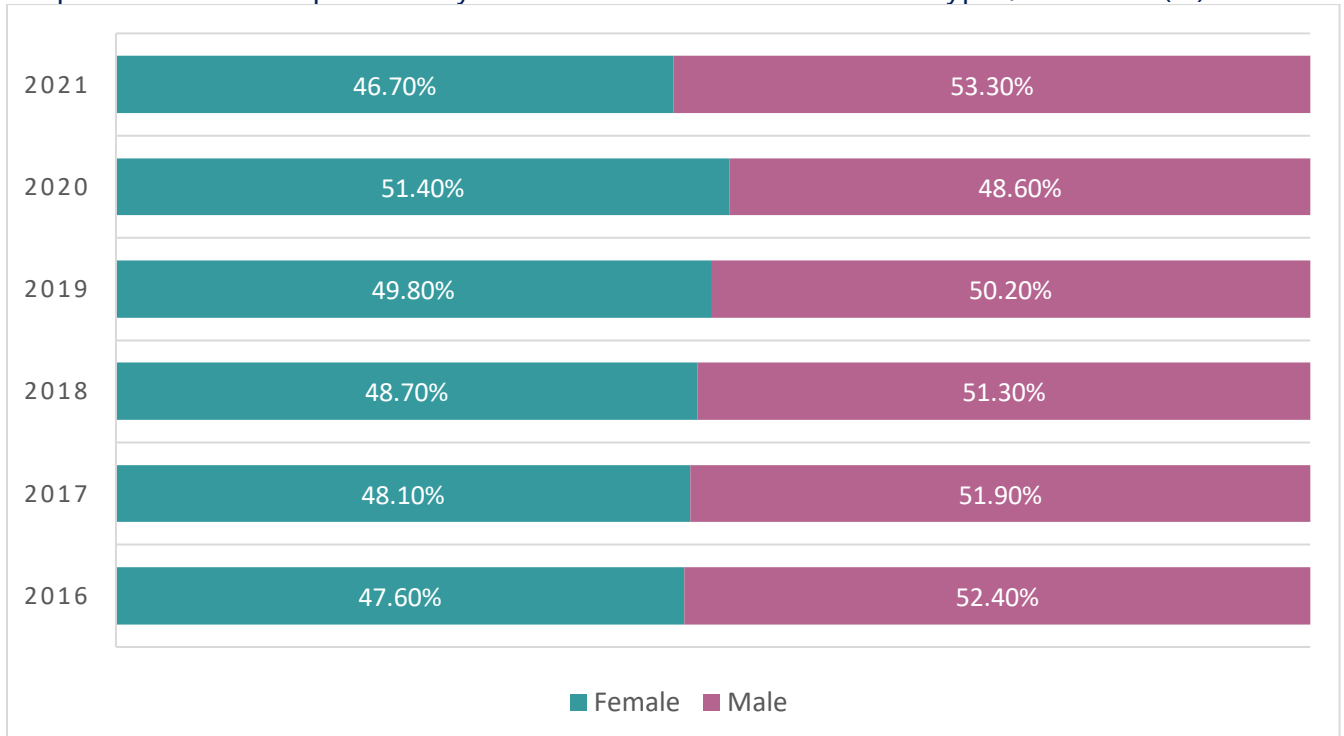
Graph 6C. Faculty Separations: Adjuncts, 2016-2021



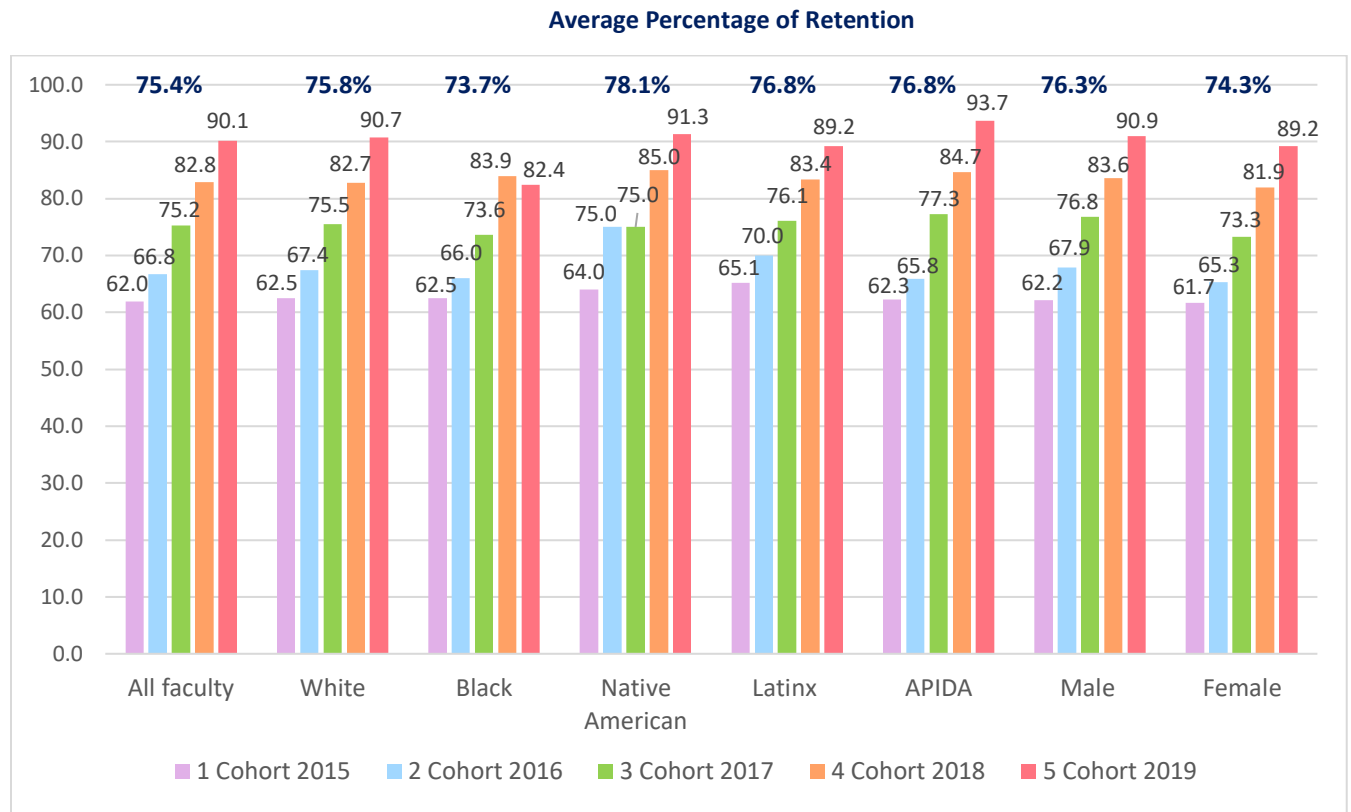
Graph 7. Trends in Departures by Race/Ethnicity | All Termination Types/All Ranks (%), 2016-2021.



Graph 8. Trends in Departures by Sex 2016-2021. All Termination Types/All Ranks (%)



Graph 9. Average Retention Rate in Percentage Points by Race/Ethnicity and Sex for Cohort Groups 2015/2020 – 2019/2020 (%).



Cohorts were created based on all faculty who were employed in the cohort year. The retention rate for each cohort is based on their percentage of retention in the year 2020.

Table 1: Faculty Headcount and FTE over 10 Years, 2011-2020

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>FTE</b>	2,300.21	2,366.78	2,383.43	2,432.86	2,551.40	2,444.76	2,465.94	2,499.38	2,520.80	2,620.37
<b>Headcount</b>	2,763.00	2,887.00	2,972.00	3,067.00	3,117.00	3,058.00	3,091.00	3,133.00	3,184.00	3,408.00

# APPENDIXES

## Appendix A. Data

Faculty demographics are self-reported in UAccess Employee and collected during the annual fall workforce snapshot each academic year. Inconsistencies in archival UArizona data representation needs to be addressed:

- (1) Sex is only represented as a binary
- (2) Race/Ethnicity can now be represented with more than one category
- (3) As information is being updated on a regular basis the numbers continue to shift as new data is shared.

There are two types of demographic data available in UAnalytics:

- ***Integrated Postsecondary Education Data System (IPEDS) data***
  - IPEDS race/ethnicity categories effectively pushes each individual into just one reporting category.
  - IPEDS data was used for this report.
- ***Inclusive data***
  - Since Fall of 2020, inclusive data is available in response to an evolving national and campus conversation about inequities in higher education. Using this data classification, faculty is counted once in every race/ethnicity category that they identify themselves as in UAccess Employee, therefore, the total counts exceed the overall total headcount.
  - This type of data was not used for this report analyses given current inconsistencies in faculty title and track entries.

## Appendix B. Exit Survey & Interview Summary

Starting Spring 2020, a systemic process to collect exit data was implemented in by Faculty Affairs and the team consolidated a Faculty Exit Survey that facilitates access to exit interviews. This survey is active an [accessible through this hyperlink](#). Exit interviews can be requested at [facultyaffairs@email.arizona.edu](mailto:facultyaffairs@email.arizona.edu).

While some faculty do participate in the exit interviews, limitations on the collection of qualitative data from exit interviews represent a long-lasting challenge. Given this issue, data collection has been intermittent and access to data from past faculty exit interviews was not available.

Throughout Fiscal Year 2020 (July 1<sup>st</sup>, 2019–June 30<sup>th</sup>, 2020), 30 faculty completed the exit survey and 15 exit interviews were conducted. They correspond to 10.9% of faculty voluntarily terminations during FY2020.

### Exit Survey and Interview Insights

- Survey (N=30)
  - 40% recruited – 37% pursued employment
  - 27% left for more advancement, better leadership or better working conditions
  - Many indicated not having resources they needed to perform their job
  - 47% indicated that a specific incident prompted decision to leave
  - 62% said were not recommend dept as a good place to work
  - 70% would recommend UArizona as a good place to work
- Interview Findings (N=15)
  - Lack of quality mentoring opportunities
  - Lack of accountability with college level leadership
  - Non-inclusive environments
  - Bias and microaggressions (from leadership, staff, faculty, and students)
    - Both on- and off campus
  - Isolation



## Faculty Affairs Mission

Our mission in Faculty Affairs is to cultivate and connect institutional structures for faculty advancement across the career lifespan in alignment with the overarching mission and role of the University of Arizona. We take an ecosystem equity approach that considers (1) recruitment, (2) professional advancement, (3) retention, and (4) policies. Our work is grounded in an affirming, transparent, and inclusive approach to supporting faculty. You can find more details and information on each key area of our work:

- [Equity](#)
- [Recruitment](#)
- [Professional Advancement](#)
- [Retention](#)

## Faculty Affairs Vision

We aspire to maintain high levels of accountability, efficiency, and transparency in all areas of Faculty Affairs. We adhere to the fundamental values of our land grant institution and R1 status. We believe that a humanistic approach to faculty activity will foster excellence, equity, and impact. We aim to promote understanding of the role and contributions of faculty in teaching, research, service, extension, creative activity, and clinical work.

## ACKNOWLEDGEMENTS

This report was initiated by Dr. Andrea Romero, Vice Provost for Faculty Affairs in an effort to better understand hiring, retention, and separation patterns at the University of Arizona. Thank you to the team in UAIR, especially Ravneet Chadha and Ashley Hurand for making accessible faculty data disaggregated by sex, race / ethnicity, and across faculty types. A detailed report of this nature could not be possible without the team in UAIR. Dr. Adrián Arroyo Pérez, Associate Director for Faculty Programs led the writing of this report, with support from Dr. Judy Marquez Kiyama, Associate Vice Provost for Faculty Development and Dr. Andrea Romero, Vice Provost for Faculty Affairs. Dr. Judy Marquez Kiyama, Associate Vice Provost for Faculty Development is supported by funding from Strategic Initiatives 3.1B.

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