Faculty Retention with Equity Lens: Five Year Review

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Vice Provost for Faculty Affairs
Faculty Affairs Mission and Vision

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**

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.
University of Arizona Faculty Affairs Equity Strategies

It is important to acknowledge that there are still gaps in diverse representation, access and inclusion at each stage of the faculty career. We describe here the goals for each stage to improve equity and then a list of current tactics to help reach the goal. https://facultyaffairs.arizona.edu/about

1. Recruitment Stage
   Creating targeted diverse recruitment efforts
   - Faculty Affairs Search Committee Guidelines and Mandatory Training for all search committee members
   - Consultation for recruitment with Deans, Department Heads, and Search Chairs
   - Strategic Priorities Faculty Initiative for Hiring
   - Strategic Priorities Faculty Initiative for Recruitment
   - HBCU Liaison
   - Transparent faculty data and reports on representation, equity, hiring, departures, and exit survey findings to raise awareness

2. Professional Advancement Stage
   Ensuring a culture to enable a high-performing academic enterprise
   - Promotion Opportunities for all tracks
   - Equity based changes to promotion dossier templates
   - Promotion workshops for all candidates, department heads, and administrators
   - Leadership Programs (ALI, HSI, ILC, Faculty Fellows)
   - National Center for Faculty Development and Diversity membership and resources
   - Faculty Development Promotion Communities Mentoring Program
   - Faculty Affinity Groups
   - HSI Seed Grants

3. Retention Stage
   Building affirming environments and anti-oppressive structures for faculty advancement
   - Multi-year contracts for CT
   - Salary Equity Review
   - University Faculty Awards
   - Bias Education & Support Team
   - Integration of implicit bias, equity and inclusivity in all Faculty Affairs workshops
   - HSI Servingness Series, Talking Race Series, Caregiver Series, Our Best Work Environment Speaker Series
   - Culturally Responsive Curriculum Development Institute
   - Annual climate survey
   - Heritage Month Faculty Spotlights
   - Campus wide Mentoring Training and Mentoring Institute for inclusive mentoring of faculty and graduate students

Senior Leader Support, Policies, Support of Administrators at all levels
Systemic Approach to Shifts

- Promotion Tenure
- Innovation Work Group
- WICHE strategies
- Modified External Reviewer
- Cover Letters

Visible messaging,
Communication, Prioritizing Funds for DEI and equity initiatives (SPFI), Regular Meetings with Affinity Groups and Community Councils, Using Data & Reports, holding units accountable to equity goals

- Native Training, Racism Training, Using Data & Reports, Inclusive Excellence in Annual Reviews
- Consultations, Use of unit level Data & Reports, Inclusive Excellence in Annual Reviews
- Search Committee Trainings, Promotion Review Workshops, Search Committee Training
- Consultations, Use of Unit level Data & Reports, Inclusive Excellence in Annual Reviews, Promotion Review Workshop Training, Search Committee Training
- Search Committee Trainings, Promotion Review Workshops, Culturally Responsive Curriculum Institute, Mentoring training,
Key Takeaways

• Steady growth of faculty total numbers over the past 10 years with currently 3,860 faculty in Jan. 2022
  • FTE does not have the same growth rate as total headcount

• Initiation of career-track in 2019 and reduction of adjuncts
  • Better stability, benefits, and promotion pathways
  • Not much change in multi-year contracts (3%)

• Comparable to national diverse representation
  • Fewer female in tenure-track compared to contingent faculty
  • Fewer URM at higher ranks
  • Lower than national diverse representation for African American faculty
  • Higher representation of Latinx faculty than national comparisons and Native American at Assistant professor level
Key Takeaways - Hiring

• Hiring of faculty overall has dropped in 2020 and 2021

• Tenure track faculty hiring dropped to 11% (2021) from high of 24% in 2017

• Hiring trend for females has increased in the past three years

• Hiring trend for URM increased in 2018-2020, and dropped in 2021
Key Takeaways- Departures

- 75.4% retention over all for faculty in past 5 years
  - Lowest retention rate is for Black faculty and highest with Native American
- Retirement of TT faculty rose in 2021, but still lower than 2016
- Departures of Latino faculty rose in 2020 & 2021
- Departures of Black faculty rose in 2020
- Departures of females rose in 2020, but fell again in 2021
Key Takeaways - Retention

• Why are departures happening?
  • 40% recruited away
  • Positive about UA, but not department
  • Lack of mentoring, non-inclusive environments, bias and microaggressions, isolation

• Faculty burnout and inequities in workload needs to be explored

• Despite higher enrollment of undergrad and graduate students, faculty have maintained high research with little change in total FTE on campus
Faculty Data
Faculty Headcount by Track Over 10 Years, 2011-2021

<table>
<thead>
<tr>
<th>Year</th>
<th>Tenure/Tenure Eligible</th>
<th>Continuing/Continuing Eligible</th>
<th>Multyear</th>
<th>Career-Track</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>44.0%</td>
<td>1,620</td>
<td>5.3%</td>
<td>195</td>
<td>3.0%</td>
</tr>
<tr>
<td>2020</td>
<td>46.1%</td>
<td>1,664</td>
<td>5.7%</td>
<td>205</td>
<td>3.4%</td>
</tr>
<tr>
<td>2019</td>
<td>46.2%</td>
<td>1,658</td>
<td>5.9%</td>
<td>211</td>
<td>3.5%</td>
</tr>
<tr>
<td>2018</td>
<td>46.9%</td>
<td>1,635</td>
<td>6.1%</td>
<td>212</td>
<td>3.0%</td>
</tr>
<tr>
<td>2017</td>
<td>46.1%</td>
<td>1,593</td>
<td>6.2%</td>
<td>215</td>
<td>3.0%</td>
</tr>
<tr>
<td>2016</td>
<td>44.8%</td>
<td>1,576</td>
<td>6.0%</td>
<td>210</td>
<td>2.6%</td>
</tr>
<tr>
<td>2015</td>
<td>45.2%</td>
<td>1,570</td>
<td>5.9%</td>
<td>204</td>
<td>2.6%</td>
</tr>
<tr>
<td>2014</td>
<td>46.5%</td>
<td>1,577</td>
<td>6.3%</td>
<td>215</td>
<td>2.2%</td>
</tr>
<tr>
<td>2013</td>
<td>47.1%</td>
<td>1,570</td>
<td>6.9%</td>
<td>229</td>
<td>2.4%</td>
</tr>
<tr>
<td>2012</td>
<td>49.0%</td>
<td>1,574</td>
<td>6.9%</td>
<td>222</td>
<td>2.4%</td>
</tr>
<tr>
<td>2011</td>
<td>50.8%</td>
<td>1,587</td>
<td>6.9%</td>
<td>216</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

- Tenure/Tenure Eligible
- Continuing/Continuing Eligible
- Multyear
- Career-Track
- Adjunct
For each academic rank, percentage distribution of full-time faculty in degree-granting postsecondary institutions, by race/ethnicity and sex: Fall 2018

<table>
<thead>
<tr>
<th>Academic rank</th>
<th># of faculty members</th>
<th>White male</th>
<th>Black male</th>
<th>Hispanic male</th>
<th>Asian/Pacific Islander male</th>
<th>American Indian/Alaska Native</th>
<th>White female</th>
<th>Black female</th>
<th>Hispanic female</th>
<th>Asian/Pacific Islander female</th>
<th>Two or more races</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>40</td>
<td>35</td>
<td>7</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>53</td>
<td>27</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate professor</td>
<td>40</td>
<td>35</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant professor</td>
<td>34</td>
<td>39</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>33</td>
<td>42</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>35</td>
<td>44</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Rounds to zero.
# Academic rank percentage distribution by race/ethnicity (current as of Jan 26, 2022)

<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>Full</th>
<th>Associate</th>
<th>Assistant</th>
<th>Other</th>
<th>Lecturer</th>
<th>Instructor</th>
<th>Full</th>
<th>Associate</th>
<th>Assistant</th>
<th>Tenure Track</th>
<th>Career-Track</th>
<th>Continuing status</th>
<th>Continuing eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>76.2</td>
<td>55.4</td>
<td>55.1</td>
<td>54.5</td>
<td>71.1</td>
<td>52.8</td>
<td>70.5</td>
<td>69.5</td>
<td>60.7</td>
<td>100%</td>
<td>100%</td>
<td>0.7</td>
<td>0.7</td>
</tr>
<tr>
<td>APIDA</td>
<td></td>
<td>16.7</td>
<td>12.3</td>
<td>27.3</td>
<td>3.7</td>
<td>11.1</td>
<td>11.5</td>
<td>11.5</td>
<td>8.7</td>
<td>99.9</td>
<td>99.9</td>
<td>2.3</td>
<td>1.4</td>
</tr>
<tr>
<td>Latinx</td>
<td></td>
<td>9.2</td>
<td>8.3</td>
<td>9.1</td>
<td>10.2</td>
<td>20.8</td>
<td>8.6</td>
<td>8.5</td>
<td>12.5</td>
<td>99.9</td>
<td>99.9</td>
<td>2.7</td>
<td>1.5</td>
</tr>
<tr>
<td>Native American</td>
<td></td>
<td>0.9</td>
<td>2.2</td>
<td>0.0</td>
<td>0.8</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.5</td>
<td>99.9</td>
<td>99.9</td>
<td>1.9</td>
<td>1.5</td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td>2.3</td>
<td>3.5</td>
<td>9.1</td>
<td>4.9</td>
<td>4.1</td>
<td>3.4</td>
<td>6.1</td>
<td>11.9</td>
<td>99.9</td>
<td>99.9</td>
<td>5.3</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Legend:
- White
- APIDA
- Latinx
- Native American
- Black
Faculty Demographics by Sex (%)  2017-2021 IPEDS data
Hiring
Faculty Hiring 2016-2021

<table>
<thead>
<tr>
<th>Year</th>
<th>Tenure-track</th>
<th>Continuing-track</th>
<th>Career-track</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>17.7% (80)</td>
<td>0.4% (2)</td>
<td></td>
<td>80.3% (363)</td>
</tr>
<tr>
<td>2017</td>
<td>24% (103)</td>
<td>0.2% (1)</td>
<td></td>
<td>74.4% (320)</td>
</tr>
<tr>
<td>2018</td>
<td>18.1% (79)</td>
<td>2.1% (9)</td>
<td></td>
<td>78.3% (342)</td>
</tr>
<tr>
<td>2019</td>
<td>15.1% (67)</td>
<td>1.6% (7)</td>
<td>17.6% (78)</td>
<td>66% (293)</td>
</tr>
<tr>
<td>2020</td>
<td>14.5% (60)</td>
<td>1.4% (6)</td>
<td>18.8% (78)</td>
<td>65.7% (272)</td>
</tr>
<tr>
<td>2021</td>
<td>11.2% (41)</td>
<td>1.1% (4)</td>
<td></td>
<td>74.8% (273)</td>
</tr>
</tbody>
</table>

- Tenure-track
- Continuing-track
- Career-track
- Adjunct
Faculty Hires: Female and Underrepresented Faculty (%) 2016-2021

<table>
<thead>
<tr>
<th>Year</th>
<th>All</th>
<th>Female</th>
<th>URM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>100%</td>
<td>50.7%</td>
<td>23.0%</td>
</tr>
<tr>
<td>2017</td>
<td>100%</td>
<td>52.1%</td>
<td>23.3%</td>
</tr>
<tr>
<td>2018</td>
<td>100%</td>
<td>50.8%</td>
<td>29.3%</td>
</tr>
<tr>
<td>2019</td>
<td>100%</td>
<td>54.1%</td>
<td>28.2%</td>
</tr>
<tr>
<td>2020</td>
<td>100%</td>
<td>52.7%</td>
<td>29.2%</td>
</tr>
<tr>
<td>2021</td>
<td>100%</td>
<td>54.0%</td>
<td>25.2%</td>
</tr>
</tbody>
</table>
Retention
### Retention rates

#### Average Percentage of Retention

<table>
<thead>
<tr>
<th>Cohort</th>
<th>All faculty</th>
<th>White</th>
<th>Black</th>
<th>Native American</th>
<th>Latinx</th>
<th>APIDA</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>75.4%</td>
<td>75.2%</td>
<td>75.5%</td>
<td>75.0%</td>
<td>70.0%</td>
<td>84.7%</td>
<td>83.6%</td>
<td>73.3%</td>
</tr>
<tr>
<td>2016</td>
<td>75.8%</td>
<td>82.8%</td>
<td>82.7%</td>
<td>83.0%</td>
<td>83.4%</td>
<td>84.7%</td>
<td>83.6%</td>
<td>73.0%</td>
</tr>
<tr>
<td>2017</td>
<td>73.7%</td>
<td>90.1%</td>
<td>90.7%</td>
<td>91.3%</td>
<td>77.3%</td>
<td>76.8%</td>
<td>83.6%</td>
<td>73.3%</td>
</tr>
<tr>
<td>2018</td>
<td>78.1%</td>
<td>75.2%</td>
<td>75.5%</td>
<td>75.0%</td>
<td>70.0%</td>
<td>84.7%</td>
<td>83.6%</td>
<td>73.3%</td>
</tr>
<tr>
<td>2019</td>
<td>76.8%</td>
<td>75.8%</td>
<td>73.7%</td>
<td>76.8%</td>
<td>76.8%</td>
<td>93.7%</td>
<td>83.6%</td>
<td>81.9%</td>
</tr>
</tbody>
</table>

**Note:** The retention rates are calculated for different cohorts and demographic groups. The chart shows the average percentage of retention for each group over the years.
Patterns of Departures
Trends in Departures by Track

Career-track faculty had limited data.
Trends in Departures by race/ethnicity 2016-2021
All termination types/all ranks

<table>
<thead>
<tr>
<th>Year</th>
<th>2 or More Races</th>
<th>Asian</th>
<th>Blk African Am</th>
<th>Hispanic Latino</th>
<th>Native American/Alaskan Native</th>
<th>Non-Resident Alien</th>
<th>White Caucasian</th>
<th>Total Departures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>10.0%</td>
<td>1.2%</td>
<td>10.2%</td>
<td>5.7%</td>
<td></td>
<td></td>
<td></td>
<td>71.9%</td>
</tr>
<tr>
<td>2017</td>
<td>7.5%</td>
<td>2.3%</td>
<td>8.3%</td>
<td>1.5%</td>
<td>5.0%</td>
<td></td>
<td></td>
<td>74.0%</td>
</tr>
<tr>
<td>2018</td>
<td>7.6%</td>
<td>1.4%</td>
<td>12.8%</td>
<td>0.7%</td>
<td>2.4%</td>
<td></td>
<td></td>
<td>72.6%</td>
</tr>
<tr>
<td>2019</td>
<td>6.9%</td>
<td>2.0%</td>
<td>11.0%</td>
<td>0.5%</td>
<td>4.8%</td>
<td></td>
<td></td>
<td>73.0%</td>
</tr>
<tr>
<td>2020</td>
<td>7.3%</td>
<td>3.4%</td>
<td>13.2%</td>
<td>0.5%</td>
<td>5.1%</td>
<td></td>
<td></td>
<td>68.8%</td>
</tr>
<tr>
<td>2021</td>
<td>7.2%</td>
<td>2.4%</td>
<td>13.9%</td>
<td>1.5%</td>
<td>3.9%</td>
<td></td>
<td></td>
<td>69.6%</td>
</tr>
</tbody>
</table>
Trends in Departures by sex 2016-2021.
All termination types/all ranks

<table>
<thead>
<tr>
<th>Year</th>
<th>Female (%)</th>
<th>Male (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>47.60%</td>
<td>52.40%</td>
</tr>
<tr>
<td>2017</td>
<td>48.10%</td>
<td>51.90%</td>
</tr>
<tr>
<td>2018</td>
<td>48.70%</td>
<td>51.30%</td>
</tr>
<tr>
<td>2019</td>
<td>49.80%</td>
<td>50.20%</td>
</tr>
<tr>
<td>2020</td>
<td>51.40%</td>
<td>48.60%</td>
</tr>
<tr>
<td>2021</td>
<td>46.70%</td>
<td>53.30%</td>
</tr>
</tbody>
</table>
Exit Surveys & Interviews 2019-2020

• 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
FTE has not increased at the same rate as the number of faculty.

- **Research expenditures** dipped in 2014 and have **steadily risen** since 2017.
  - 17th out of 83 peers

- **Undergrad enrollment has risen steadily** with dips in main campus and increases with on-line enrollment since 2017.
  - UA is 13th out 16 peers on student-faculty ratios
  - 19th out of 83 peers

- **Graduate enrollment has risen steadily** with significant dips in main campus since 2017 and increases with on-line

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### All faculty counts per year per UAccess

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>2,300</td>
<td>2,366</td>
<td>2,383</td>
<td>2,432</td>
<td>2,551</td>
<td>2,444</td>
<td>2,465</td>
<td>2,499</td>
<td>2,520</td>
<td>2,620</td>
</tr>
<tr>
<td>Headcount</td>
<td>2,763</td>
<td>2,887</td>
<td>2,972</td>
<td>3,067</td>
<td>3,117</td>
<td>3,058</td>
<td>3,091</td>
<td>3,133</td>
<td>3,184</td>
<td>3,408</td>
</tr>
</tbody>
</table>
Trends vary by Group

- Latinx Faculty
  - Higher representation compared to national data
  - More adjunct than tenure-track

- Native American Faculty
  - Majority are tenure-track or continuing status track
  - Highest retention rates
  - Many colleges with zero or one

- Black Faculty
  - Underrepresented compared to national data
  - Lowest retention rate
  - Majority are tenure-track
  - Many colleges with zero or one

- APIDA Faculty
  - Majority are tenure-track
  - High retention rates
  - Representation on par with national trends

- Few multi-year contracts for URM
Current Retention Efforts
Retention Efforts
https://facultyaffairs.arizona.edu/about-faculty-resources

- Salary Equity Study 2020 & 2022
- Talking Race Series & HSI Centering Servingness Series 2020-21
- HSI Initiatives – Seed Grants, Culturally Responsive Curriculum Institute
- National Center for Faculty Development & Diversity:
  https://facultyaffairs.arizona.edu/content/national-center-faculty-development-diversity
- MENTOR Institute Programs
- Faculty Spotlights
- Strategic New Faculty Onboarding
- Increased number of faculty awards
  - Early Career Scholar
  - Teaching awards for all tracks
  - Innovation & Entrepreneurship award
  - Spring 2022: Mentoring Awards
Equity Practices

• Transparency in Faculty Reports and Data
  • https://facultyaffairs.arizona.edu/faculty-reports-and-data
  • Equity gap, career-track, our best work environment, SPFI report, COVID-19, etc.

• New Recruitment and Hiring Practices
  • https://facultyaffairs.arizona.edu/about-recruitment
  • Mandatory training for all, consistent resources, matrices, template

• Trainings for Promotion Review Committees considering unconscious bias and inclusive scholarship
  • https://facultyaffairs.arizona.edu/promotion-workshops

• Wide range of trainings for Promotion for Candidates for focus on tracks and ranks
  • https://facultyaffairs.arizona.edu/promotion-workshop

• Added inclusive excellence to all university level award considerations.
Equity Practices

• Additional Funding for SPFI from President
  • $175,000 for 2020-2021 and $500,00 for 2021-2022

• More professional development resources with equity focus
  • https://facultyaffairs.arizona.edu/about-faculty-resources
  • https://facultyaffairs.arizona.edu/resources

• Accountability for administrators – 360 survey input and metrics and 5 year review handbook

• MENTOR Institute – beginning Fall 2021
The Faculty Affairs Team

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