

Conclusion 1: We're generally losing highly productive faculty that contribute to our mission.

Departing faculty were generally evaluated positively by their heads (see table below). Additionally, a majority of the faculty respondents were very satisfied with their progress made towards tenure or promotion.

Heads' Assessments of Departing Faculty (N=83)

	Effectiveness			
	N/A	Not at All Effective	Somewhat Effective	Very Effective
Undergraduate teaching	14	3	16	50
Graduate-level teaching	3	5	18	57
Productivity & quality of research/creative works	1	7	28	47
Leadership in department	13	14	26	30
Community, business, or interdisciplinary collaborations	7	10	30	46
Collegial contributor to the culture of your department*	5	3	6	10

*Asked starting in summer 2016.

Conclusion 2: Efforts to foster collegiality, recognition, professional development and mentoring are important considerations for increasing faculty retention.

Many respondents were dissatisfied with the value placed on their scholarly area, opportunities for advancement and professional development, and collegiality. These factors were cited by a sizeable number of respondents as having major impacts on their decision to leave. Efforts to foster collegiality and create opportunities to engage faculty are important considerations for increasing faculty retention. As the COACHE survey results show, the U of A is behind its COACHE peers and cohort in recognizing contributions of faculty. Efforts to better recognize faculty members' contributions and achievements could help increase retention by making faculty feel valued. Additionally, mentoring and professional development can increase productivity, sense of fit, and retention.

Conclusion 3: Resources matter for retention, and resources matter more than salary. Resources to support research/creative endeavors had the second highest percentage of faculty indicating that it had a major impact on their decision to leave, consistent with the COACHE findings of dissatisfaction with support for research and creative endeavors. Salary was indicated as having a major impact on their decision to leave by 19% of respondents. While salary clearly matters, other resources are just as, if not more, important for faculty retention.

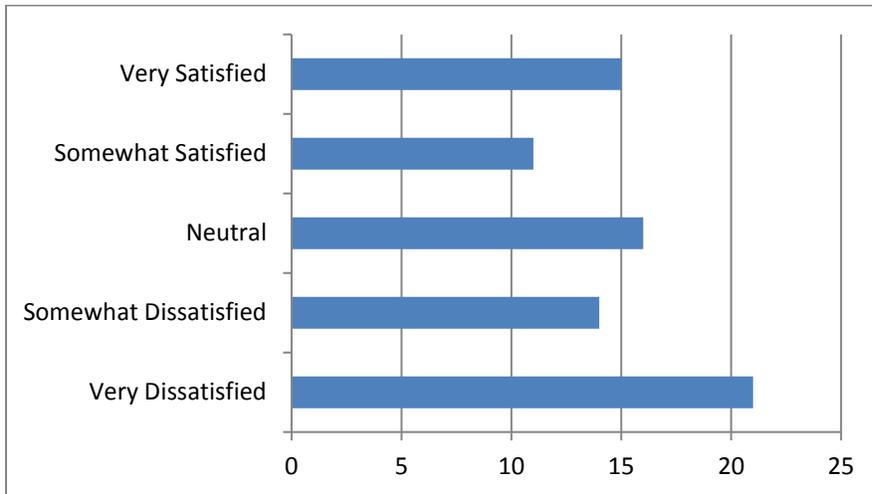
Conclusion 4: Leadership is a core area of concern. Departmental leadership, college-level leadership, and participation and influence in decision-making were all cited by about a third of respondents as having a major impact on their decision to leave. Additionally, upper administration and University leadership were cited as having a major impact by 25% of the respondents. Perceptions of poor leadership are consistent with the COACHE findings. One avenue to increase satisfaction with leadership may be to increase faculty members' ability to participate in and influence decision-making.

Research shows that faculty who do not intend to leave but go on the market often end up leaving because they discover new opportunities, the counter-offer process was poorly handled, and/or their university couldn't compete on the market [O'Meara (2015) *Res High Educ* 56].

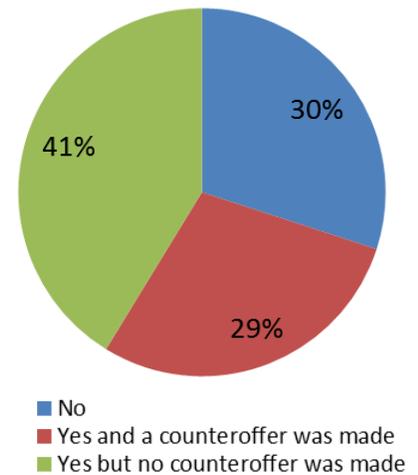
Conclusion 5: Challenging bias and discrimination is important for retaining women and faculty of color. While bias or discrimination had some impact or a major impact on the decision to leave for 23% of all respondents, 36% of women and 50% of faculty of color indicated that it had some impact or a major impact on their decision to leave.

Conclusion 6: Less than a third of faculty were given a counteroffer, and “very dissatisfied” was the most common response to how the U of A handled their possible retention. Therefore, the retention process is a key area for improvement that could increase faculty retention. Nearly a third of faculty were not approached by their head or another administrator to ask what could be done to retain them. Using the subgroup in which we have ratings of impact and effectiveness from heads, analyses reveal there were no significant differences in ratings for those who were not approached compared to those who were. Only 29% received a counteroffer. Such factors are difficult to gauge, for, as one faculty put it, “I indicated that I would not consider a counteroffer.”

How satisfied were you with how the UA handled your possible retention? (N=77)



Did your head or another UA administrator ask you what could be done to retain you? (N=80)



Making a counteroffer is generally in the institution’s economic and academic interest and should be a priority for proven faculty, as hiring and training new faculty is expensive and risky, and losing prestigious faculty can decrease a department’s reputation and effectiveness (Simmons 2012, “Counter-Offer Confidential” *Inside Higher Ed*). It is also sometimes the case that administrators mistakenly conclude individuals’ motivations and plans (Simmons 2012), so it important to always approach valued faculty to see if a retention is possible. Furthermore, it is best to get a clear idea of the faculty member’s priorities so as to not focus solely on salary. Other factors may matter just as much or more. Overall, the results and comments suggest that key strategies that could improve the retention process would be to:

- Approach faculty early – don’t wait until it’s too late. The earlier, the better, even before they go on the market if it appears they might be considering it or appear dissatisfied with their situation.
- Don’t focus on just the salary. Explicitly ask what other factors could help retain the faculty member.
- Make another counteroffer if possible.
- Make the faculty member feel valued and important throughout the process.
- Don’t make assumptions, such as assuming they’ll definitely leave.
- As one faculty member stated when asked how to better support faculty: “More mentoring and a clear step-by-step path to tenure. I didn't have any meetings in my two years regarding the tenure process.” To retain faculty, heads need to maintain close contact with them, offer feedback and address their needs before their dissatisfaction leads to departure.

All Factors in Descending Order by % Faculty Citing as Having a Major Impact on their Decision to Leave

	Impact on Decision to Leave			
	N/A	No Impact	Some Impact	Major Impact
Value placed on your scholarly area(s) in your dept or the University	3	34%	23%	39%
Other resources to support your research/creative endeavors	7	26%	31%	35%
Department/unit leadership	4	35%	25%	35%
Participation and influence in decision-making	3	36%	30%	30%
College-level leadership	8	38%	21%	30%
Opportunities for advancement and/or professional development	8	36%	25%	29%
Collegiality	2	48%	21%	29%
Upper administration and/or University leadership	8	30%	35%	25%
Job opportunities for your spouse/partner	26	32%	9%	25%
Salary	1	27%	52%	19%
Your ability to balance research, teaching, and service expectations	4	51%	29%	16%
Support for obtaining and/or managing grants	15	40%	27%	14%
Faculty mentoring	15	47%	19%	14%
Quality and number of graduate student assistants	15	37%	31%	13%
Your progress towards achieving tenure or promotion at UA	12	57%	14%	13%
UA being free of discrimination, bias, or harassment	13	60%	12%	12%
Match between the job description and actual job expectations	3	64%	21%	11%
Salary equity within your department/unit	7	45%	36%	10%
Amount of time you spent on teaching	1	60%	29%	9%
Equity in teaching assignments/workloads across faculty in your unit	10	56%	22%	9%
Opportunities for collaboration with other UA faculty	3	58%	30%	8%
Value and rewards given to good teaching in your department/unit	5	61%	25%	8%
Support for personal or family commitments	10	58%	21%	8%
Childcare resources	35	36%	16%	3%
Your influence over which courses you taught	7	73%	17%	1%

Note: Percentages in all tables below may not add up to 100% as N/As are included in the denominators.

A survey was conducted in the summers of 2014, 2015, and 2016 of TT faculty who were voluntarily leaving the University (excluded retirees and those denied tenure), which will now be conducted on an annual basis to track changes over time. At least part of the survey was filled out by 89 faculty, while 4 opted to do an interview instead of the survey. We surveyed department heads to identify departing faculty and rate their effectiveness and impact in undergraduate teaching, graduate teaching, scholarly productivity, departmental leadership, collaborations, and being a collegial contributor to the department. Other departing faculty members were identified using UAnalytics.

The survey focused on the reasons why people were leaving. Faculty were asked to assess their satisfaction and the impact that each had on their decision to leave for 25 factors about the University of Arizona. Existing literature has identified these 25 factors as important for faculty turnover.

Of the respondents, 38% were women, 16% were minorities, and 11% were under-represented minorities. 45% were assistant professors, 30% were associates, and 25% were full professors. 23% were recruited by other institutions and were not actively seeking jobs.