Report to the University of Texas at Tyler Faculty Senate
From the *ad hoc* Committee on Faculty Retention

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In June, 2014, the Office of Strategic Initiatives of the University of Texas System released a report of the 5-year retention of the 2007 cohort of tenured/tenure-track faculty for all UT academic institutions (Appendix A). The report indicated that UT-Tyler's retention of this cohort was the lowest of the eight UT academic components retaining only 57% of newly hired Tenure/Tenure Track faculty and 43% of newly tenured faculty. After receiving this report, the 2014 UT Tyler Faculty Senate encouraged the 2015 Senate to explore the possible causes. Dr. Lance Williams, President of the 2015 Faculty Senate, formed an *ad hoc* committee, chaired by Dr. John Lamb (College of Education and Psychology), with volunteer committee members Dr. David Beams (College of Engineering) , Dr. James Koukl (College of Arts and Sciences) and Dr. Vivek Pandey (College of Business and Technology) . The *ad hoc* committee developed and implemented a mixed-methods study to determine what may have caused this low rate of faculty retention and whether or not these causes may be reflected - in the perceptions of current faculty

Methodology

Our committee began with a single goal. This goal was to study why our institution fails to retain faculty and how future retention could be improved. . In order to accomplish our goal, we designed a mixed-methods approach to studying the perceptions of both non-retained faculty and current faculty. Our intent was to identify themes that may have caused faculty to leave and whether or not these themes persist with our current faculty. Our committee identified a population of 150 non-retained faculty who have departed UT-Tyler since September 1, 2007. Our committee then attempted to determine e-mail contact information for each of these non-retained faculty. We were successful in locating contact information for70 individuals. These non-retained faculty then received an e-mail requesting voluntary participation in our UT Tyler Faculty Retention Survey for Non-Retained Faculty. This survey sought to obtain both quantitative and qualitative data (See Appendix B). Forty-six non-retained faculty accessed the survey with 41 fully completing all 12 items.

Following the end of the survey of non-retained faculty, our committee surveyed current faculty using an aligned UT Tyler Faculty Retention Survey for Current Faculty (See Appendix C). Full-time faculty were asked by e-mail to participate in this survey. Ninety-five current faculty members accessed the survey with 82 completing all 12 items. Our committee then analyzed these data from both surveys for both quantitative and qualitative themes that would help identify any causes for UT Tyler's low faculty retention and possible solutions to improve the situation.

The quantitative analysis was descriptive. No inferential statistics were conducted as the goal of this committee and its analysis was to identify themes and areas of concern. The descriptive results allowed this committee to make observations and imply results that can be useful in addressing the unsatisfactory faculty retention at UT Tyler. We used qualitative analysis to help triangulate emerging themes found in the descriptive analysis. Our qualitative analysis consisted of coding written responses and themed categorization at three levels to identify our committee's final five overarching themes prevalent in participant perceptions.

The first level of coding began by coding 404 written responses based on 28 original codes. These 28 codes were derivatives of five primary themed areas: Teaching, Research, Service, University, and College. Many participant comments addressed several themes and were coded accordingly. After the initial coding, the 28 codes were analyzed based on frequency. The most frequently used initial code was College Administration (54 comments) followed by Tenure-Promotion Expectations (37 comments).

Using the code frequencies, six themes were identified: Location/Culture, Students, Faculty, Administration, Expectations, and Support. Comments were then grouped by these six themes, and the committee reviewed and identified the five final, overarching themes evident in these qualitative data: Research, Communication, Pay, Collegiality, and Students.

Participants

Names of 150 non-retained faculty were obtained from Human Resources. Three of these individuals were known to be deceased; two died while serving at UT-Tyler and one passed away shortly after leaving UT-Tyler. The ranks of the remaining individuals are shown in Table 1.

Table 1: Non-Retained Faculty Rank Distribution from Overall Population Starting in 2007

Rank	Number
Professor and Chair	3
Professor	4
Research Professor	1
Associate Professor[1]	12
Assistant Professor	49
Senior Lecturer	14
Lecturer	12
Clinical Instructor	28
Teaching Associate	1
Visiting Faculty[2]	23
Total:	147

(1) Includes one individual with title of Associate Professor and Associate Dean
(2) Includes ranks of Visiting Lecturer, Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor.

Slightly less than half (69 out of 147) of these non-retained faculty were tenured/tenure-track faculty members. Of these, over two-thirds (49 out of 69) were untenured Assistant Professors. The non-retained faculty college distribution indicated some very interesting trends (see Table 2).

Table 2: Non-Retained Faculty College Distribution from Overall Population Starting in 2007

College	Number	Pct. Total[1]	Tenured/ Tenure Track	Pct. Tenured/ Tenure Track[2]
Arts and Sciences	58	39%	28	48%
Business and Technology[3]	19	13%	10	53%
Education and Psychology	10	7%	4	40%
Engineering and Computer Science[4]	17	12%	16	94%
Nursing and Health Sciences[5]	42	29%	10	24%
Pharmacy	1	< 1%	1	100%
Total:	147		69	47%

(1) This column gives the fraction that former faculty of a given college represent among the entire body of former faculty. Figures are rounded to the nearest percent.
(2) This column gives the fraction of the former faculty of a college who were tenured or on tenure track. Figures are rounded to the nearest percent.
(3) Includes Human Resource Development. Does not include former faculty in Computer Science. The official termination date of one member of the Computer Science faculty was Aug. 10, 2014, at approximately the same time that Computer Science was transferred from the College of Engineering and Computer Science (renamed College of Engineering) to the College of Business and Technology.
(4) Includes former faculty in Computer Science and former faculty in the College of Engineering (successor to the College of Engineering and Computer Science). Also includes Construction Management.
(5) Includes Kinesiology.

The percentage of tenured/tenure-track faculty among former faculty is lowest in the College of Nursing and Health Sciences. This appears to be due to a large contingent of Clinical Instructors in this College. The percentage of tenured/tenure-track faculty among former faculty in Engineering and Computer Science (now the College of Engineering) is twice the University average of 47%. The departments within this college showing the greatest attrition were Civil Engineering (6 former faculty), Mechanical Engineering (5 former faculty), and Computer Science (4 former faculty). The least attrition was among Electrical Engineering and Construction Management (1 former faculty member each).   Over half of the tenured/tenure-track faculty of this college were replaced during the period covered by this survey.

Contact information was located for as many of the non-retained faculty as possible, but reliable contact information on some former faculty was unavailable. As a result, the survey was sent to 70 former faculty members. Forty-six responses were received to the survey, giving a response rate of 65.7% (representing 31.3% of the total population of 147 non-retained faculty members).. Colleges were represented among the survey participants as documented in Table 3 below.   Participation in the survey of current faculty is also included in Table 3.

Table 3: College Distribution From Non-Retained and Current Faculty Survey Results

College	Non-Retained Faculty			Current Faculty	
	Number	Pct. Total[1]	Rate of Participation [2]	Number	Pct. Total[3]
Arts and Sciences	17	37%	29%	31	33%
Business and Technology [4]	11	24%	58%	14	15%
Education and Psychology	3	6%	30%	17	18%
Engineering and Computer Science [5]	9	20%	53%	8	8%
Nursing and Health Sciences	5	11%	12%	20	21%
Pharmacy	0	0%	0%	2	2%
University College	-	-	-	0	0%
Prefer not to identify	1	2%	-	3	3%
Total:	46			95	100%

(1) This column gives the representation of each college among the survey participants. Figures are rounded to the nearest percent.
(2) This column gives the percent rate of participation as the ratio of survey respondents of a given college to the number of former faculty from that college. Figures are rounded to the nearest percent.
(3) This column reflects the percentage of survey participants who identified themselves as members of a specific college.
(4) Current Faculty results include Computer Science
(5) Current Faculty results do not include Computer Science

Although the College of Arts and Sciences produced the greatest number of responses for non-retained faculty, the College of Business and Technology had the greatest rate of participation with 11 respondents out of a possible 19 participants. Engineering and Computer Sciences was almost as well-represented with 9 responses received from 17 possible respondents. However, these observations may be influenced by self-selection of survey respondents.

The survey of non-retained and current faculty did not ask respondents to indicate their rank so that anonymity might be maintained. Participants were asked for their total years of service at UT-Tyler. Almost three-fourths (72%) of non-retained faculty left before the end of six years of service, with 37% departing between two and three years of service. Approximately 45% of the current faculty respondents had been with UT-Tyler for 7 years or longer.

Quantitative Results

Examining the length of service at UT Tyler for non-retained faculty indicates that a large number leave within the first few years of arriving at UT Tyler. As shown in Figure 1 below, 7% left during their first year, another 37% had left during their second or third years, while an additional 28% were gone by their

sixth year. In total, 33 of the total of 46 survey respondents had departed within 6 years of arriving at UTT. As we shall see later, denial of tenure or promotion was not the primary driving factor.

Figure 1: Non-Retained Faculty Tend to Leave Within the First 6 Years
of Employment.
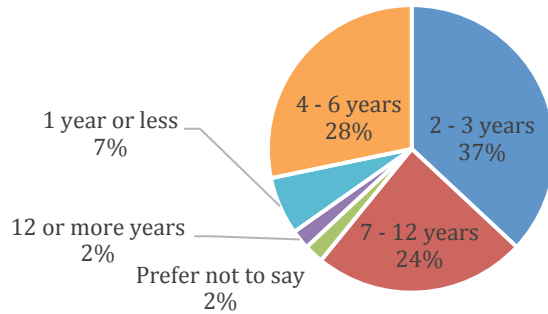
An examination of the reasons for leaving cited by non-retained faculty suggests that most (67%) had left voluntarily, with only a small number reporting denial of tenure (9%) or promotion (4%) as being the driver in their decision to leave. As we can note from figure 2 below, low pay was the most cited reason for leaving. Another popular reason seems to have been conflict with college administration. It is important to note here that the survey distinguished college administration from university administration. Some participants listed more than one factor, making the sum of the percentages for the individual factors greater than 100%.

Figure 2: Faculty Pay and Conflict with College Administration were
the Primary Reasons for Leaving UT Tyler.
(% of non-retained faculty citing this reason, n = 46)
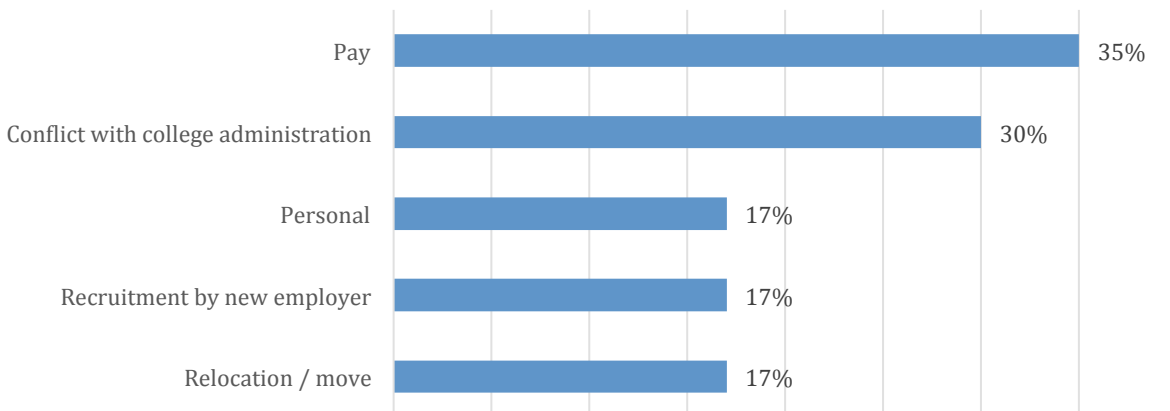
The questionnaire also surveyed respondents about their satisfaction with various aspects of their employment at UT Tyler. Items were queried on a 5 point scale ranging from 1 (very satisfied) to 5 (very dissatisfied). Figures 4 and 5 below highlight the five most satisfactory aspects as reported by non-retained and current faculty.

Figure 3: Non-Retained faculty expressed the greatest satisfaction with colleagues and their duties in teaching.
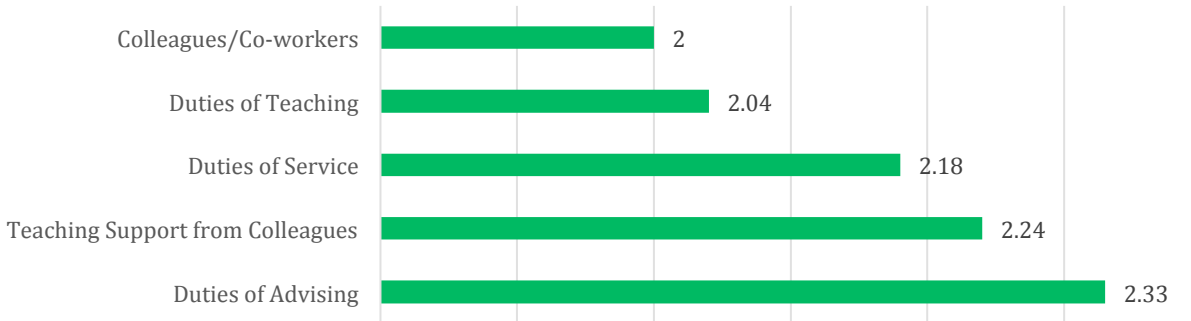(n = 46 , lower scores depict greater satisfaction)

Category	Score
Colleagues/Co-workers	2
Duties of Teaching	2.04
Duties of Service	2.18
Teaching Support from Colleagues	2.24
Duties of Advising	2.33

Figure 4: Current faculty also expressed the greatest satisfaction with colleagues and teaching duties.
(n = 95, lower scores depict greater satisfaction)

Category	Score
Colleagues/Co-workers	1.71
Duties of Teaching	1.89
Teaching support from colleagues	1.99
College administration	2.26
Duties of Service	2.27

As one can note from examining Figures 3 and 4, there is a considerable degree of overlap. Both groups express some degree of satisfaction with their interaction with colleagues and with their teaching and service responsibilities. The current faculty express satisfaction with their college administration. This may be at odds with the second most common reason for leaving cited by non-retained faculty, which was "conflict with college administration." One may interpret this contradiction in a positive light, indicating that relations may have improved in this aspect.

Now we turn our attention to items in our survey with the highest scores. High scores are indicative of greater dissatisfaction. Figure 5 displays items with highest scores from the non-retained faculty while Figure 6 covers current faculty. Only items with average scores above the neutral value of 3.0 in the satisfaction/dissatisfaction scale are shown in these charts.

Figure 5: Non-retained faculty expressed greatest dissatisfaction with
research support, college administration, and university administration.
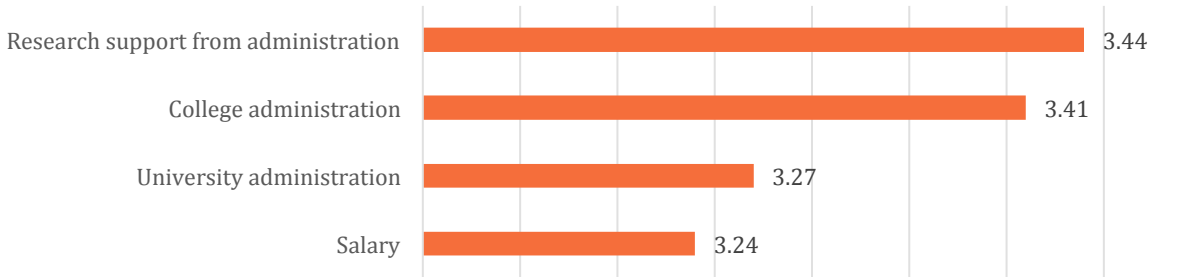(n = 46 , higher scores depict greater dissatisfaction)

Research support from administration	3.44
College administration	3.41
University administration	3.27
Salary	3.24

Figure 5: Current faculty expressed greatest dissatisfaction with
university administration, research support, and salary.
(n = 95, higher scores depict greater dissatisfaction)

Univeristy administration	3.24
Research support from administration	3.19
Salary	3.07

Some common themes emerge. Both groups express a high level of dissatisfaction with salary, research support, and University administration. As we had noted in our observations earlier, the non-retained faculty were dissatisfied with college administration, but it does not appear to be a problem for the current faculty. In fact, the satisfaction score for college administration from the current faculty averages 2.26 (not shown in the above charts), which is below the neutral score of 3. Things do appear to have gotten better with this aspect of one's employment at UT Tyler.

Qualitative Results

Our committee sought to understand faculty retention through both quantitative and qualitative measures. The quantitative results indicated non-retained faculty may have left UT Tyler because of pay and conflict with college administration. These data also indicated non-retained faculty were most satisfied with UT Tyler colleagues and teaching duties. Our analysis of the qualitative data found themes that supported these assertions and provided insight towards improving our current challenges in retaining faculty.

The qualitative data provided evidence to better understand the conflict with college administration. The data strongly suggested better communication could have improved our retention of good faculty. Our committee identified a theme of communication as having contributed to faculty not being retained. This communication theme indicated non-retained faculty believed a clear vision and mission to accomplish that vision was not evident in the communication between administration and faculty. One non-retained faculty member stated,

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"The University needs to decide what its vision/mission is (teaching or research) and articulate that to potential new hires, and then stick to it. Everyone can't put 100% into teaching and 100% into research, and it should be clear what the priority really is."

UT Tyler has grown since its inception in the early 1970s. The institute has moved from an upper division college to a 4-year university offering master's level post-graduate work in most content areas with a few doctoral programs. These doctoral programs to not categorize us as a doctoral university or as the more commonly referenced Tier 1 University. Many non-retained faculty communicated this sentiment with one stating,

"The key is determining who (*sic*) UT Tyler is. It is not and probably will not be a Tier 1 research school. It was built on teaching and now is trying to morph...maybe way too fast. With the growth in enrollment, maybe having some faculty who teach a 3-4 with some scholarship is not bad and for those that can generate (with proper administrative support) the funding to support multiple graduate students, then maybe a 1-2 is appropriate. To push research dollar generation at all costs and no real relief from teaching and service is not a healthy situation for anyone."

This belief was articulated further by another non-retained faculty member who stated,

"If [UT Tyler] really wants to become a research focused university, that requires a 15-20 year plan and significant investment in the infrastructure and programs to support that aspiration. It cannot happen overnight just because the administration wants it to."

Having a clear vision and mission was found to be important by non-retained faculty. Many non-retained faculty believed the inconsistency in communicated expectations played a role in their not staying at UT Tyler. As many believed UT Tyler could not become a Tier 1 University, there were some that believed this could be accomplished with a more gradual change. One non-retained faculty member stated,

"The administration needs to be realistic about the long term vision for the university. Shifting from a teaching focused university that fulfills the regional needs, to a research focused university, requires either a significant monetary investment or a significant time investment; probably both. It also requires the support of the faculty. That support requires a trust between faculty and administration that hasn't existed for quite a long time."

Our committee found non-retained faculty desired administration to have a consistent message of gradual change that does not hinder the essence of who UT Tyler is and can be. Many non-retained faculty desired a consistent message and a plan to cater to and support faculty with strengths in either teaching or research or both. One non-retained faculty stated,

"I really felt like we were torn between trying to be a teaching institution (teaching three or four classes a semester, including many lab sections) and a research institution (writing 5-6 proposals a year, having 4-5 graduate students, a quarter to a half million dollars in grant money at any given time), and trying to accomplish both really was not sustainable for me. I would have been fine with either, but doing both, and doing both well, was really difficult."

UT Tyler's move towards becoming a stronger research institute was found to have mixed reviews as some faculty believed "pursuing agendas to improve research arena … a right direction for UT Tyler." Non-retained faculty additionally tended to note that this transition cannot be accomplished without significant changes to research support. Our committee found research support as a strong theme throughout the qualitative analysis confirming the quantitative evidence indicated this as contributing to UT Tyler's difficulty in retaining faculty.

One non-retained faculty member summarized his/her difficulties with research support by stating,

> "Being experimental, I require equipment and students etc. However, the university did not have any funding (I do not consider $10K that I was given for research as funding). I can appreciate the drive for increasing funding through grants and proposal writing. However, when requesting this funding of large government institutions (i.e NSF), I had a hard time showing support and commitment by my university. This was disappointing. Therefore, I prefer to not have the push by administrators demanding research funding, while at the same time, there is no support given. ...So, either let me teach classes and obtain tenure based on my teaching..., or provide support in start up packages so that additional funding can be obtained. The old saying that it takes money to make money is true, and is applicable to the university."

Non-retained faculty were also found to believe support could be obtained through student assistants, reduced teaching loads, reduced service requirements, and appropriate start-up funding and/or equipment as indicated by the previous comment. One non-retained faculty member believed support in the area of teaching could have helped them find more success at UT Tyler by stating; "Simply having a grader or lab TA's would have made a world of difference for me."

Another non-retained faculty member illustrated that administration can best support its faculty amid the growing research requirements through funds aimed to assist research endeavors, especially those of junior faculty. This faculty member stated,

> "Provide university funds (including travel to conferences, graduate student stipends and equipment) to assist junior research track faculty in developing their research and scholarship goals."

Our committee found that the evolving vision of UT Tyler created an environment that was not conducive to retaining faculty. These non-retained faculty members believed the changes associated with research production and expectations could not be accomplished without proper financial support from administration and appropriate teaching and service loads conducive to being a more productive researcher. The following comments by one non-retained faculty member illustrated these beliefs.

> "The requirements from the Dean for research were constantly changing and going up with no release for teaching and service. When we started it was submit 1-2 grants per year and teach 3-3 or 3-2. In the end, the requirement was 6-10 proposals, support 4-6 graduate students, and still teach a 3-2. The research requirements were approaching what many of our peers at Tier 1 research schools were expected to do. Again, rapid change in requirements with no relief. If not making the research numbers, teaching a 4-3 as was the case at times did not matter."

As non-retained faculty shared their concerns about the changing research climate and lack of support, comments addressing faculty salary were consistent. As the quantitative analysis indicated, non-retained faculty rated pay as their number one reason for leaving and their fourth element of dissatisfaction with UT Tyler. One non-retained faculty member summarized their concern by stating, "Salary compression and lagging salaries are a big issue at UT Tyler. Good faculty are going to be lured away to other parts of the country where pay is higher."

An argument can be made that non-retained faculty found higher salaries at competing institutes to incentivize their leaving UT Tyler amid concerns and dissatisfaction with inconsistent communication of expectations and lack of appropriate support. One non-retained faculty member stated, "The increased research component seemed a bit silly given the lack of reduction in teaching and the extreme lack of compensation."

Our committee found themes that were more positive than the concerns over pay, research support, and inconsistent research expectations. Like the quantitative data, qualitative results indicated non-retained faculty were pleased with and found satisfaction in the collegial nature of UT Tyler faculty and positive experiences with its students.

Faculty and students at UT Tyler were found to consume the majority of beliefs regarding element non-retained faculty liked most about UT Tyler. One non-retained faculty member stated,

> "I got to teach with the most wonderful people. The other professors would do anything that they could to help with courses. Many professors would invite other faculty to do research. Many opportunities were given to faculty to participate in service projects."

UT Tyler faculty were consistently described as "wonderful," "supportive," "positive," and above all "pleasant to work with." Non-retained faculty members additionally described UT Tyler students using very similar adjectives describing students as "committed, hard-working, intelligent, [and] wonderful." Student service was found to highlight much of the positive experiences of non-retained faculty citing the relationships with students that highlight the importance and benefit of teaching. One non-retained faculty member stated,

> "Most rewarding for me has been the multiple [students] who got out of the program and left to successfully finish graduate degrees and get employment. It is great that from time to time I heard back from [previous students] with positive feedback about their experiences in my classroom."

UT Tyler faculty and students had a lasting impression on non-retained faculty. These perceptions illustrate the greatest strength UT Tyler provides to both its faculty and students. The strengths of UT Tyler center on its faculty and students as indicated by non-retained faculty.

Discussions and Recommendations

Our committee was asked by the UT Tyler Faculty Senate to help answer the question, "Why does UT Tyler trail all other universities in the UT System in faculty retention?" Our committee understands, as does the Faculty Senate, that it is unrealistic to expect to retain all faculty members. Faculty turnover is a product of many variables. There are variables causing the non-retention of faculty that are controlled by UT Tyler and variables out of the control of our institute. Our committee sought to determine which variables governed the non-retention of our faculty and how our institute can positively affect these variables so a greater percentage of our faculty are retained.

We used a mixed methods approach to collect data, analyze that data and determine trends and themes that could best help inform the UT Tyler faculty and administration seeking to retain effective faculty. Our committee believed the best way to determine causes to this poor retention was to obtain the perceptions of non-retained faculty. The results of our data collection and analysis demonstrate four primary conclusions related to these perceptions of non-retained faculty. These conclusions are stated in the past tense as they reflect the views of faculty no longer employed at UT Tyler.

1. UT Tyler lacked a clear and consistent vision to maximize faculty retention.
2. UT Tyler lacked appropriate support to meet the growing research demand so to maximize faculty retention.
3. UT Tyler lacked competitive faculty salaries and compensation to maximize faculty retention.
4. UT Tyler had collegial faculty and excellent students that left a lasting, positive impression on faculty not retained.

Firstly, non-retained faculty expressed significant reaction towards UT Tyler's lack of a clear and consistent vision. Faculty perceived a shift in the teaching-focused UT Tyler of the past to one focused primarily on research. Expectations in teaching loads, service responsibilities, publishing research, and acquiring external funding were all cited as expectations that either increased during employment or were never clearly articulated. The inconsistency or undocumented vision was found to stem from college administration. Non-retained faculty desired better communication from administration as to the specific expectations regarding teaching, research, and service, in addition to expressing a lack of balanced expectations of these components of employment. The results indicated a vision valuing strong teaching coupled with moderate research productivity could have aided in better retention.

Our committee recommends UT Tyler seek to define a broad vision that encompasses the many disciplines of this great regional university and aligns with the goals and expectations of its faculty. Our committee recommends specific visions and expectations be defined by each individual university department in a manner that both aligns with the university vision and is specific to the unique nature of each department's faculty. Our committee found these data demonstrated a need for a clear and consistently communicated vision in order to better retain its faculty. It should be noted that these visions and subsequently defined expectations adhere to a balance of duties that allow for faculty to excel in areas they are most proficiently apt.

Secondly, non-retained faculty described UT Tyler as lacking appropriate support designed to assist and aid faculty in accomplishing research expectations. Many of the faculty might have been retained had they received adequate support through start-up funding, space allocation, reduced teaching loads, student assistants, and assistance/guidance in acquiring external funding. Many of the non-retained faculty provided perceptions suggesting that if appropriate balancing of teaching, research, and service duties had been provided, they might have been more productive in addressing the increased research agenda. Junior, tenure-track faculty were found to have been affected the most by this lack of support. These data indicated a probable toxic environment that if not addressed could be detrimental to retaining faculty at UT Tyler.

Our committee recommends UT Tyler establish clear, departmental policies and infrastructure to support faculty, especially tenure-track faculty. These policies and infrastructure could include but are not limited to start-up funds, research space/labs, student research assistants, teacher aids, library resources, grant writing professional development, and/or grant identification research assistance. Our committee contends that if research support is not immediately addressed, faculty retention will not improve, especially with junior faculty.

Thirdly, non-retained faculty perceived UT Tyler's faculty compensation to be a disincentive to remain at UT Tyler. Faculty both expressed dissatisfaction with their salaries in addition to recommending salary improvements in retention efforts. Improved salary in another institute was an incentive for faculty to leave UT Tyler. Improving salary competitiveness was strongly recommended by non-retained faculty.

Our committee recommends UT Tyler continue its efforts to improve faculty salaries. Clear guidelines for increasing salaries to competitive levels and reducing compression and inversion are also recommended by this committee. Our committee additionally provided some longitudinal salary analysis continued by the chair of this committee. Appendix D provides results from a moderate analysis of fair distribution of salary funding at UT Tyler and descriptive analysis related to salary increases.

Finally, non-retained faculty found UT Tyler faculty and students to be exceptional. Nearly all comments regarding faculty and students were positive and their ratings showed their pleasure with working with these important entities. UT Tyler's teaching and collegial culture was thus found to have an impressive impact on faculty, but this impact was not strong enough to retain these faculty.

Our committee recommends UT Tyler highlight and foster the evident collegial environment and continue to recruit and foster a student population conducive to the vision of this university. Encouraging collegiality could help dissuade faculty from leaving UT Tyler and thus improve our faculty retention.
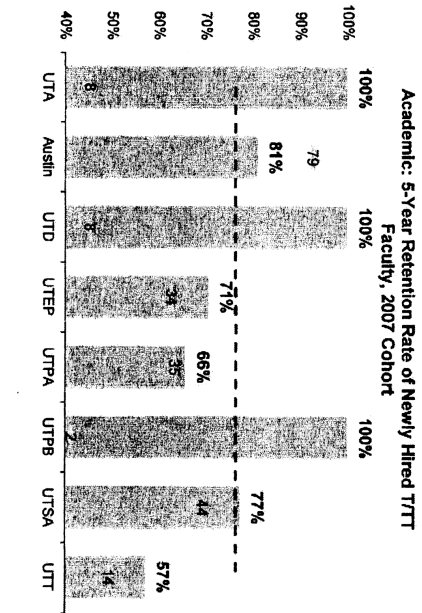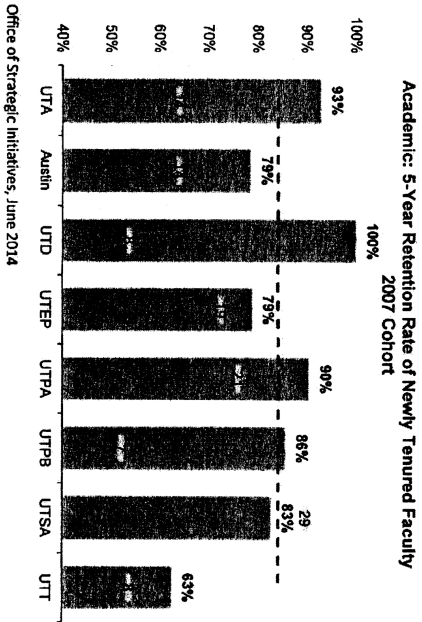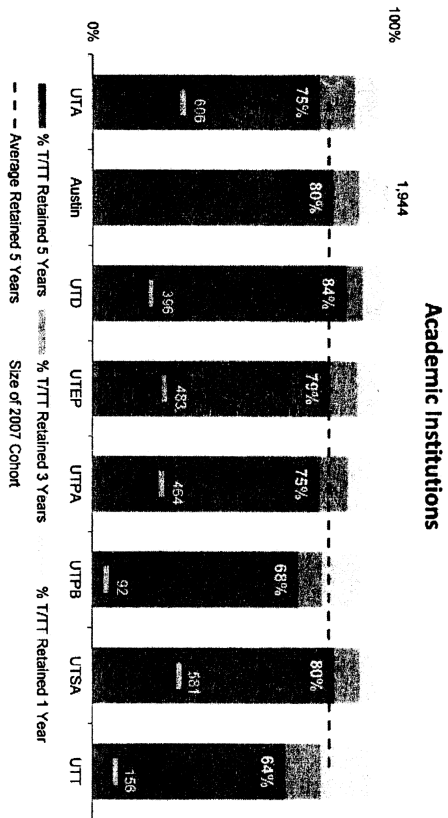
Conclusions

Our committee answered the question as to why faculty may not have been retained. We found that a clear vision, especially a vision for the state of research at UT Tyler, contributed to faculty leaving. We additionally found that a lack in infrastructure support aligned with the growing demand on research may have also contributed to UT Tyler's poor faculty retention. Faculty compensation became a driving reason faculty may have not been retained. However, collegial faculty and the student population were not found to have contributed to retention issues.

Our committee will complete this report by recommending the UT Tyler faculty senate and administration work collaboratively to improve the current state of faculty retention. Knowing and defining who UT Tyler is and could be is important. UT Tyler must define who they are and know how others define who they are when undertaking this endeavor to retain good faculty. Chancellor William H. McRaven recently shared his definition of who UT Tyler is in an interview with Inside Higher Ed. We must decide if that is who we believe we are.

"If all of [the UT System institutes] could be research institutions, I think that would be a good thing. They are not all going to be research institutions, because that's not how they are designed. When you look at Tyler and [*sic*], they are going to be focused on regional issues as opposed to being research institutions."

Appendix A

The University of Texas System
5-Year Retention of Tenured/Tenure-Track Faculty by Institution

Academic Institutions

	UTA	Austin	UTD	UTEP	UTPA	UTPB	UTSA	UTT
% Retained	75%	80%	84%	79%	75%	68%	80%	64%
Size of 2007 Cohort	606	1,944	396	483	464	92	581	158

— % T/TT Retained 5 Years
— % T/TT Retained 3 Years
— % T/TT Retained 1 Year
- - - Average Retained 5 Years
Size of 2007 Cohort

Academic: 5-Year Retention Rate of Newly Tenured Faculty
2007 Cohort

	UTA	Austin	UTD	UTEP	UTPA	UTPB	UTSA	UTT
	93%	79%	100%	79%	90%	86%	83% / 29	63%

Academic: 5-Year Retention Rate of Newly Hired T/TT
Faculty, 2007 Cohort

	UTA	Austin	UTD	UTEP	UTPA	UTPB	UTSA	UTT
	100% / 8	81% / 79	100% / 8	71% / 34	66% / 35	100% / 7	77% / 44	57% / 14

Office of Strategic Initiatives, June 2014

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Appendix B

UT Tyler Faculty Retention Survey for Non-Retained Faculty

You are receiving this survey because you were a faculty member at the University of Texas at Tyler (UT Tyler) and left within the last 8 years. We are an *ad hoc* Faculty Senate Sub-committee investigating faculty retention. We ask that you voluntarily complete this survey to help UT Tyler retain and attract excellent faculty. As a faculty member who left UT Tyler, we would ask you to share your insights honestly and accurately. This survey should take about 15-20 minutes to complete. Your responses are anonymous and strictly confidential.

Sincerely, John Lamb, Chair

David Beams

Jim Koukl

Vivek Pandey

Q1 Please indicate the primary college you were last employed at UT Tyler.

- ❍ College of Arts and Science
- ❍ College of Business and Technology
- ❍ College of Education and Psychology
- ❍ College of Engineering
- ❍ College of Nursing and Health Sciences
- ❍ Prefer not to indicate

Q2 Please indicate the closest number of years you were employed at UT Tyler before leaving.

- ❍ 1 year
- ❍ 2-3 years
- ❍ 4-6 years
- ❍ 7-12 years
- ❍ Greater than 12 years
- ❍ Prefer not to indicate

Q3 Check which best describes your feeling about the following aspects of your employment. This information will be kept confidential in that you are not required to put your name on the form.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not Applicable
Colleagues/Co-Workers	○	○	○	○	○	○
College Administration (Chair, Director, Dean, etc)	○	○	○	○	○	○
Duties of Teaching	○	○	○	○	○	○
Duties of Research	○	○	○	○	○	○
Duties of Service	○	○	○	○	○	○
Duties of Advising	○	○	○	○	○	○
Faculty Evaluation Methods/Procedures	○	○	○	○	○	○
Faculty Governance	○	○	○	○	○	○
Research Support from Administration	○	○	○	○	○	○
Research Support from Colleagues	○	○	○	○	○	○
Salary	○	○	○	○	○	○
Teaching Support from Colleagues	○	○	○	○	○	○
Teaching Support from Administration	○	○	○	○	○	○
University Administration (President, Vice President, Director, etc)	○	○	○	○	○	○
Overall, as a place	○	○	○	○	○	○

to work						

Q4 What is the reason for leaving UT Tyler? (Check all that apply)

- ❑ Voluntarily
- ❑ Involuntarily
- ❑ Commute
- ❑ Conflict with Colleague/Co-Worker
- ❑ Conflict with College Administration (Chair, Director, Dean, etc)
- ❑ Conflict with University Administration (President, Vice President, Director, etc)
- ❑ Closure of program/department
- ❑ Denied Contract Renewal
- ❑ Denied Tenure
- ❑ Denied Promotion
- ❑ Family reasons
- ❑ Job expectations
- ❑ Not challenging
- ❑ Pay
- ❑ Personal reasons
- ❑ Recruited by a new academic employer
- ❑ Recruited by a new non-academic employer
- ❑ Relocation/Move
- ❑ Return to school
- ❑ Sought new academic position
- ❑ Sought new non-academic position
- ❑ Working conditions
- ❑ Other _____

Q5 How long did you think or plan to leave UT Tyler?

- ❍ One month or less
- ❍ One to five months
- ❍ More than five months

Q6 What did you like most about your job/position regarding teaching, research, and service?

Q7 What did you like least about your job/position regarding teaching, research, and service?

Q8 What would you do to improve the working conditions for other UT Tyler faculty?

Q9 What might UT Tyler do to improve faculty retention and recruitment?

Q10 Do you feel your job was important for UT Tyler's mission?

- ❍ Very Important
- ❍ Somewhat Important
- ❍ Not At All Important

Q11 What would your recommendation of UT Tyler be to a friend as a university to work for?

- ❍ Excellent
- ❍ Good
- ❍ Fair
- ❍ Poor

Q12 Please provide any information you believe relevant to UT Tyler retention and recruitment not addressed in this survey. Thank you for your time.

Appendix C

UT Tyler Retention Survey for Current Faculty

You are receiving this survey because you are currently a faculty member at the University of Texas at Tyler (UT Tyler). We are an *ad hoc* Faculty Senate Sub-committee investigating faculty retention. We ask that you voluntarily complete this survey to help UT Tyler retain and attract excellent faculty. As a current faculty member, we would ask you to share your insights honestly and accurately. This survey should take about 15-20 minutes to complete. Your responses are anonymous and strictly confidential.

Sincerely,

John Lamb, Chair

David Beams

Jim Koukl

Vivek Pandey

Q1 Please indicate the primary college you are currently employed at UT Tyler.

- ○ College of Arts and Science
- ○ College of Business and Technology
- ○ College of Education and Psychology
- ○ College of Engineering
- ○ College of Nursing and Health Sciences
- ○ College of Pharmacy
- ○ University College
- ○ Prefer not to indicate

Q2 Please indicate the closest number of years you have been employed at UT Tyler.

- ○ 1 year
- ○ 2-3 years
- ○ 4-6 years
- ○ 7-12 years
- ○ Greater than 12 years
- ○ Prefer not to indicate

Q3 Check which best describes your feelings about the following aspects of your employment. This information will be kept confidential in that you are not required to put your name on the form.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not Applicable
Colleagues/Co-Workers	❍	❍	❍	❍	❍	❍
College Administration (Chair, Director, Dean, etc)	❍	❍	❍	❍	❍	❍
Duties of Teaching	❍	❍	❍	❍	❍	❍
Duties of Research	❍	❍	❍	❍	❍	❍
Duties of Service	❍	❍	❍	❍	❍	❍
Duties of Advising	❍	❍	❍	❍	❍	❍
Faculty Evaluation Methods/Procedures	❍	❍	❍	❍	❍	❍
Faculty Governance	❍	❍	❍	❍	❍	❍
Research Support from Administration	❍	❍	❍	❍	❍	❍
Research Support from Colleagues	❍	❍	❍	❍	❍	❍
Salary	❍	❍	❍	❍	❍	❍
Teaching Support from Colleagues	❍	❍	❍	❍	❍	❍
Teaching Support from Administration	❍	❍	❍	❍	❍	❍
University Administration (President, Vice President, Director, etc)	❍	❍	❍	❍	❍	❍
Overall, as a place	❍	❍	❍	❍	❍	❍

to work						

Q4 For this question, please think of Faculty who have recently left UT Tyler. Please rate how likely each of the following reasons for leaving UT Tyler might have contributed to these faculty leaving UT Tyler. Please use a scale of 0-10, with 10 being Very Likely.

_____ Voluntarily
_____ Involuntarily
_____ Commute
_____ Conflict with Colleague/Co-Worker
_____ Conflict with College Administration (Chair, Director, Dean, etc)
_____ Conflict with University Administration (President, Vice President, Director, etc)
_____ Closure of program/department
_____ Denied Contract Renewal
_____ Denied Tenure
_____ Denied Promotion
_____ Family reasons
_____ Job expectations
_____ Not challenging
_____ Pay
_____ Personal reasons
_____ Recruited by a new academic employer
_____ Recruited by a new non-academic employer
_____ Relocation/Move
_____ Return to school
_____ Sought new academic position
_____ Sought new non-academic position
_____ Working conditions
_____ Other

Q5 Why did you choose to become a Faculty Member at UT Tyler?

Q6 What do you like most about your job/position regarding teaching, research, and service?

Q7 What do you like least about your job/position regarding teaching, research, and service?

Q8 What would you do to improve the working conditions for other UT Tyler faculty?

Q9 What might UT Tyler do to improve faculty retention and recruitment?

Q10 Do you feel your job is important for UT Tyler's mission?

- ○ Very Important
- ○ Somewhat Important
- ○ Not At All Important

Q11 What would your recommendation of working for UT Tyler be to a friend?

- ○ Excellent
- ○ Good
- ○ Fair
- ○ Poor

Q12 Please provide any information you believe relevant to UT Tyler retention and recruitment not addressed in this survey. Thank you for your time.

Appendix D

Update on Faculty Salaries-February 18, 2015

Report done by John Lamb, Ph.D.

The 2012-2013 Ad-Hoc committee investigated Faculty salary fairness. The analysis found the following results:

We have conducted a Repeated Measures Analysis of Covariance with salaries from 2008-2012 for faculty, staff, and administration personnel who remained in these categories during all five years of this analysis. Within each category, the lowest and highest 5% of salaries were removed to control for outliers leaving 180 faculty members, 179 staff members, and 39 administration members in the analysis… Because salaries for these three categories are traditionally unequal, the 2008 salary for each of the personnel categories was used as a covariate to control for any initial variance between the groups. The results indicated no difference between the growth rates of salaries for the faculty and staff. However, the growth rate of administration salaries during this 5 year period was found to be significantly higher than that of both the faculty and staff (see figure 1). These results indicated that when money was available for baseline salary increases, it was disproportionately distributed.

Figure 1:

Estimated Marginal Mean Salaries of Personnel Employed 2008-2012
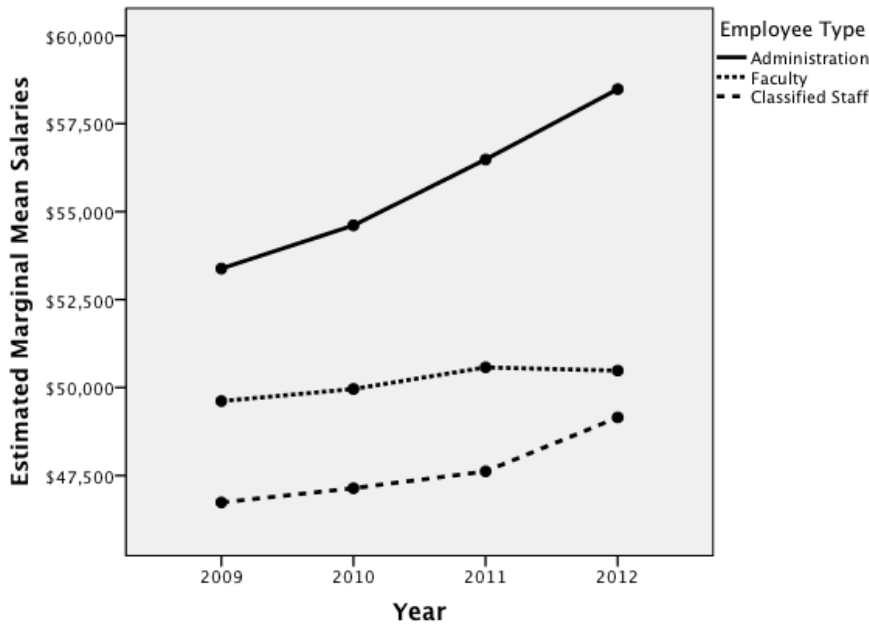
Covariates appearing in the model are evaluated at the following values: 2008 Salary = 48167.8268

The same methods were implemented with faculty who were employed at UT Tyler each of the five academic years from 2009-2013 by Dr. Lamb in 2014. A repeated Measures ANCOVA was again implemented and the highest and lowest 5% for each of the three groups were removed to reduce the impact of salary outliers. Again, the results indicated the Administration salary raises were significantly higher than both Faculty and Classified Staff (p < 0.001).

Estimated Marginal Mean Salaries of Personnel Employed 2009–2013
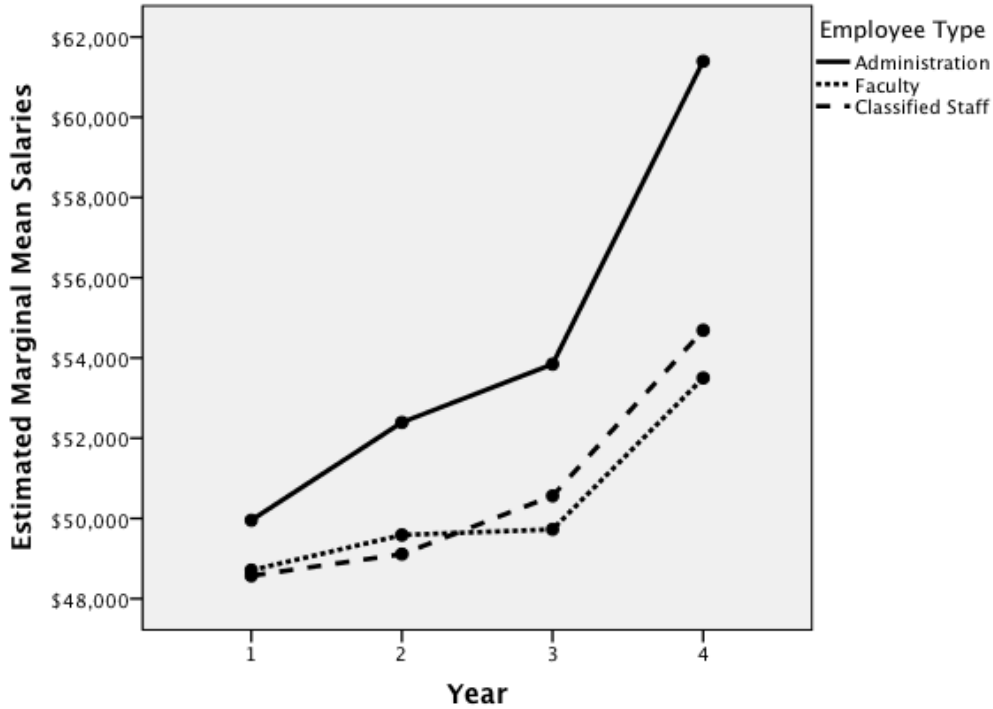
Covariates appearing in the model are evaluated at the following values: 2009 Salary = 48210.8082

The analysis regarding fairness indicated one group receiving disproportionate increases in salary raises. This analysis of data did not extrapolate the findings to indicate how money could have fairly been distributed, but further analysis did show the Faculty and Classified Staff, who received raises, averaged an increase of 8.33% while the Administration, who received raises, averaged an increase of 11.35%.

A third year of analysis was conducted using the 2014-15 data. Similar to the Ad-Hoc committee in 2012-13 and the work I did last year 2013-14, I analyzed the faculty salaries regarding fairness and again the Administration received a significantly disproportionate amount of salary increase over Classified Staff and Faculty.

Estimated Marginal Means of MEASURE_1
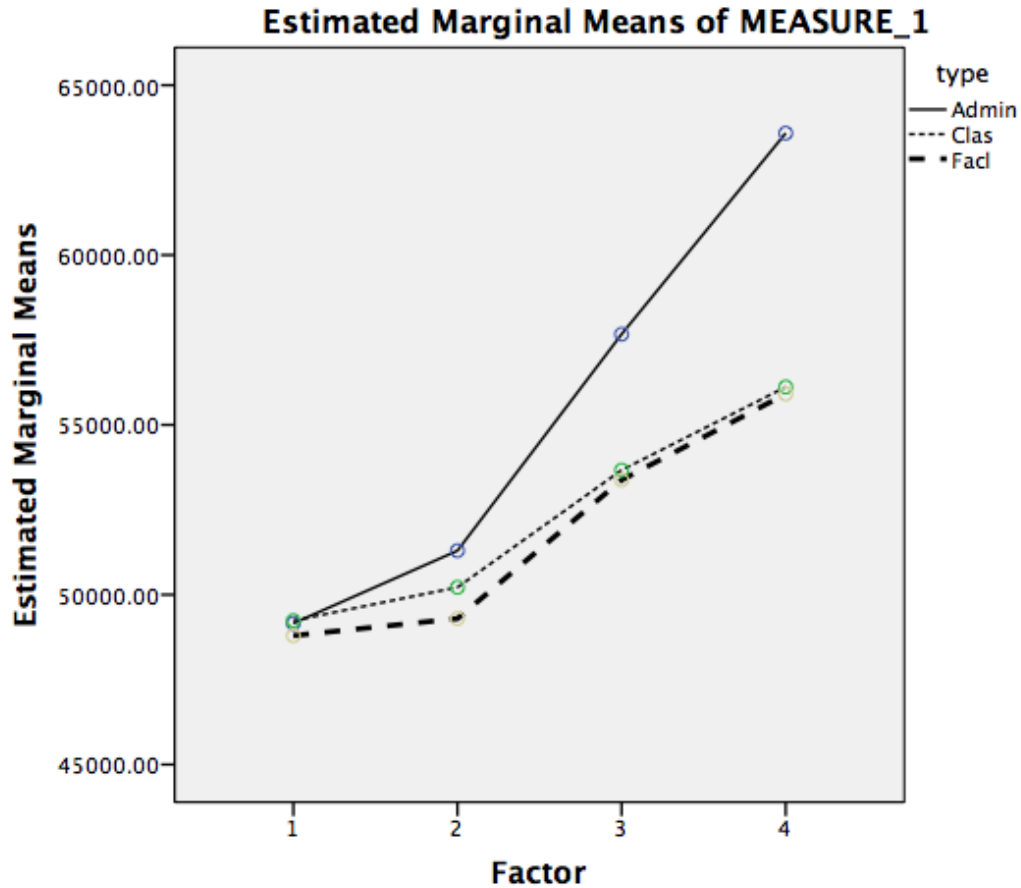
Covariates appearing in the model are evaluated at the following values: yr2010 = 48485.9143

These data were presented to administration following each year's analysis except for the current analysis. Even with Faculty merit raises and market adjustments over the last two years, the administration still receives disproportional salary increases each year. This creates a culture lacking in fairness and illustrates how faculty concerns are sometimes overlooked despite overt communication by faculty.

In addition to these data, analysis was conducted to determine the average percent change, average dollar increase in salary, and the maximum salary increase that occurred over three years for administration, classified staff, and faculty. The tables below show faculty received the lowest average percent change based on the data provided to the researcher. The faculty also received the lowest average dollar amount increase in two out of the three years analyzed but did have some of the highest individual salary increases out of all three units.

Average Percent Increase Between Academic Years[1]

Row Labels	2011 to 2012	2012 to 2013	2013 to 2014
Administration	2.99%	10.11%	9.93%
Classified Staff	3.91%	9.06%	9.65%
Faculty	2.35%	8.02%	5.26%
Grand Total	**3.05%**	**8.68%**	**7.94%**

(1) Data for each academic year is based on salary rates at the beginning of the academic year

Average Dollar Increase Between Academic Years[1]

Row Labels	2011 to 2012	2012 to 2013	2013 to 2014
Administration	$2,488.03	$7,599.41	$7,848.65
Classified Staff	$1,238.03	$3,049.45	$2,809.62
Faculty	$722.09	$4,470.27	$2,724.95
Grand Total	**$1,115.00**	**$4,198.70**	**$3,331.78**

(1) Data for each academic year is based on salary rates at the beginning of the academic year

Maximum Dollar Increase Between Academic Years[1]

Row Labels	2011 to 2012	2012 to 2013	2013 to 2014
Administration	$40,081.00	$80,926.00	$75,000.00
Classified Staff	$9,000.00	$15,500.00	$18,648.00
Faculty	$22,500.00	$45,000.00	$45,810.00
Grand Total	**$40,081.00**	**$80,926.00**	**$75,000.00**

(1) Data for each academic year is based on salary rates at the beginning of the academic year