Summary of Quantitative Findings

- University of Arizona faculty salaries are below the national average (see Table 3.7)
- Hiring of female faculty has resulted in increased numbers over the last six years (see Chart 3.1)
- Hiring of faculty of color has remained essentially stagnant (see Chart 3.2)
- The following are based upon self-reported data:
  - Women and men work approximately the same number of hours but men report spending a higher percentage of their time on research while women report spending it on teaching and service (see Table I-1)
  - Male faculty are more likely to believe that everyone is treated fairly and that their research is valued (see Tables I-11, I-13, I-15, I-17)
  - Female faculty are more likely to be stressed over work load demands and subtle discrimination (See Tables I-45, I-46, I-47, I-48, I-50, I-51)
  - Faculty of color are less likely to believe that creating a multicultural campus is an institutional priority (See Table I-23)
  - Compared to faculty at peer institutions, UA faculty are less likely to believe that it is an institutional priority to hire more women and faculty of color (See Table I-53)
  - Participants in the qualitative portion of the project appear to replicate faculty views on the national survey

Qualitative Data

Following are the categories (with illustrative quotations) that emerged from analysis of the transcriptions. The data were analyzed via the constant-comparative method that is a procedure utilized widely in qualitative studies. The method “involves comparing one segment of data with another to determine similarities and differences…The overall object of the analysis is to seek patterns in the data” (Merriam, 1998, p.18). Moving beyond basic description, the challenge is to construct categories or themes that capture some recurring pattern that cuts across “the preponderance” of the data (Taylor & Bodan, 1984, p. 139). In other words, there was an
intensive analysis period when tentative findings were substantiated, revised, and reconfigured (Merriam, 1998).

It should be highlighted that the analysis indicated no distinctive differences between those faculty who were randomly selected to participate in the process, and those who were invited or elected to participate on their own as a part of membership in a discussion group. Stated simply, the same supports, hindrances, and ideas for change were offered irrespective of whether or not the faculty were randomly selected. However, important and unique differences did emerge with respect to academic rank, academic discipline, gender, race/ethnicity, sexual orientation, and disability. For example, assistant professors were the most likely to identify the promotion and tenure process as extremely stressful as compared to their higher ranked colleagues. Faculty of color far more often noted issues of feeling marginalized and isolated than did white faculty.

The thematic categories for two of the three main questions in the protocol (i.e., Supports, and Impediments) are presented in this section of the report, accompanied by supporting data from the HERI survey. In addition, differences across gender, race/ethnicity, academic rank, academic discipline, and type of discussion group (faculty with disabilities, lesbian/gay/bisexual faculty, and administrators) are highlighted. Where possible, the type of individual faculty who made the comment associated with each theme is indicated. If there was any question, however, that faculty anonymity might be at risk, the indicator was not included. The last section of the report focuses on the final question, changes, and includes a specific Action Agenda for a New Millennium, developed from the findings of this Project.

**Supports of Faculty Work Life**

Faculty were asked to describe what factors, policies, programs, and individuals support their work at the University of Arizona. As a follow-up question, faculty were occasionally asked to identify what facilitates their success and/or what they like about the institution. A number of faculty noted the importance of autonomy and flexibility in their professional lives that allows faculty to creatively define their own priorities.

“I like the ability to pursue my own academic goals, my own research agenda. I like the flexibility and the independence that goes with academic life. I like teaching. I
really like doing research. I think it’s a lot of fun. So the mix and combination is intellectually exciting” (female associate professor).

The supports identified by faculty that facilitate their career progression can be broadly categorized as: A) collegial support; B) administrative support; C) institutional support; D) community and family support; and E) personal support. At times, these supports were a specific aspect of the institution (e.g., tenure clock stoppage policy), while at other times the supports were located off-campus and either loosely or not at all affiliated with the institution (e.g., colleagues within professional organizations).

Collegial Support

What stood out first and foremost for faculty was having a sense of collegial support and on-campus community, including the importance of being mentored. Some faculty mentioned specific individuals who have been instrumental in supporting them while others pointed to their department as a whole. The type of support ranged from being able to discuss student issues to being invited to collaborate on research and grant projects.

“It’s the people around you, the colleagues around you who actively support you on a day-to-day personal level and on some very direct levels such as immediate involvement in research and ongoing research projects”(male assistant professor).

“In my department, we’re like family. People tend to be of like mind and work together. I think we are collaborative to some extent but also have similar ideas about the values of research and teaching. When we vote on something, there are very few outliers. We sort of speak with the same voice” (female full professor).

“I have a congenial department. This climate of collegiality has been a very important factor. People make an effort to make it possible for each other to do their work. I know it isn’t true of all departments but I think we’ve been blessed” (female faculty of color).

For some faculty, the importance of developing relationships is what they point to as the element that has allowed them to remain at the institution. Other faculty highlight collaborations across and outside of the institution that have given them personal and professional affirmation.

“A good sense of collegiality and purpose. I think it’s something that evolves and blossoms and it’s an incredible aspect of the supports necessary to survive”
(male assistant professor).

“I was able to make linkages, professional linkages and coalitions with other people on campus, especially women in Women’s Studies and also with people in the profession not on this campus. Having both local and national connections is important not just professionally but personally. When I get down and depressed, I go beyond this university to people in my field” (female faculty of color).

“We’ve developed a collegial relationship that has gone on for 15 years and this group of people works closely with each other with similar interests and research and teaching. I think that fact has been what has allowed me to stay here and not go totally out of my mind.”

Mentors

The role of mentors and mentoring was noted frequently as a support. While the faculty seemed to derive personal meaning from these relationships, perhaps more importantly, mentors were often the ones who assisted faculty with understanding and negotiating the university system including involving them in research and grant opportunities. Sometimes mentor relationships were a structured part of the departments, but more often than not, these relationships evolved informally.

“Coming here as a junior faculty member there were two people who helped me negotiate with the dean. They would tell me what to ask for and then they helped me get settled in. I depended on their trust and honesty” (female full professor).

“I’ve certainly found that there have been a number of individuals who have been very interested in trying to form collaborations and mentor me” (male assistant professor).

“We had a group of women in the college that got together on a regular basis and that’s where I learned about the politics of the university. This group really mentored me though, not always personally, but we talked about what needed to be done. How to make your teaching and scholarship life mesh. Just the kind of things that make life a little bit easier in the university”(female faculty of color).

Administrative Support

A number of department chairs, assistant deans, deans, and administrators were named as those providing specific supports to individual faculty. The people credited with facilitating faculty careers did so through both practical and personal venues such as providing mentorship
to new faculty, reducing new faculty teaching loads, providing start-up money and laboratory space for research, helping faculty balance teaching and research with committee responsibilities, and finding travel money to support conference attendance. Most importantly, faculty viewed these individuals as someone they trusted and in whom they could confide. Moreover, these leaders were seen as managing resources, policies, and programs equitably.

“Two deans in our college were not only sensitive to the issues but truly pro women. One of them was a man but he’s totally a feminist. It makes a helluva difference to the climate and work life” (female faculty of color).

“[My chair’s] view of the world is trying to make things happen for you. This gives you a sense of confidence and security” (female full professor).

“I had support from the beginning. I have to point her out as an individual who has been crucial in allowing support for gay and lesbian issues, including support for me personally” (female assistant professor).

One of the individuals that faculty mentioned by name quite frequently was President Peter Likins. Faculty appear to view his leadership as instrumental in facilitating the creation of a more positive and equitable campus. In fact, several faculty commented that they decided to participate in the Millennium Project because they felt that Dr. Likins would take the findings seriously.

“Our new president has been a breath of fresh air and I really feel like he’s arguing for us and fighting for what matters most” (female associate professor).

“In all my years here, he’s been the best and he’s made me feel the most positive about being a faculty” (female full professor).

“President Likins demonstrates his care and commitment through practice. His advocacy and writing to the newspaper and publicly arguing for us. Sometimes he’ll write a handwritten note. He’ll say he doesn’t have time to write a long letter now but he just wanted to let you know he received this and he’ll get back to you. And he does!”

“I feel more connected to him than my own dean” (female faculty).
Institutional Support

Women faculty often commented on the importance of the Association for Women Faculty (AWF). This organization has served to connect them with other women across campus, and just as significantly, even if faculty had not been involved in on-going attendance or committee participation, they feel that the AWF is an advocacy group on campus for women’s issues and other diversity-related concerns. Other women faculty noted that the Women’s Studies Department has given them collegial connections and affirmation of their scholarship. Also, the existence of Lesbian, Gay, and Bisexual Studies was identified as providing support to gay and lesbian faculty.

“The support I got from AWF was the most wonderful part of my being here because I felt connected in a way that I didn’t really feel in my department. There are a lot of people who had been here a long time and had established their reputation and networks. If it were not for that kind of support over time from AWF, I would have felt professionally isolated” (female faculty).

“My ties with Women’s Studies are so strong because there is a community of women and scholars with whom I share something in common. Whereas sometimes your own department can be very hostile especially if you’re doing feminist research and teaching” (female faculty of color).

“LGB Studies has been a tremendous source of life here for me. When I first got the job here, ‘I’m going to where, Arizona? Exiled to Siberia?’ It was a way for me to stay connected to an outside world because I came here from [a more diverse city] so I felt like I had just fallen off the edge of the earth” (female assistant professor).

Students

While not necessarily a specific support, faculty identified students as an important element of why they enjoyed working at the institution.

“The multicultural nature of the students. I love it. I come from the all white Midwest and I love it and I look at my class and I go, ‘Yes, I am so glad to be here and to be part of this and to learn from the various people’” (female faculty).

“That’s the joy of a public university, you get students that are amazingly marvelous” (female faculty).

“I would add that the quality of students, particularly graduate students, is something that is a real plus for me’”(female faculty).
Policies and Programs as a Source of Support

Faculty mentioned a number of specific programmatic supports that have facilitated their success at the institution. These include the child care leave and tenure clock policy that can be enacted upon the birth or adoption of a child as well as the alternate duty policy. Other faculty also noted the sick child care program as being of critical and practical importance to their careers.

Child Care Leave/Tenure Clock

“The fact that it has also applied to adoption is tremendously important to me” (female faculty).

“The sick child care leave has been my favorite benefit because I have a thirteen year old daughter and for the last 9 years I’ve been a single parent” (female associate professor).

“Stopping the tenure clock if you have a baby during those tenure years or the idea of alternate duties instead of the need to be a teacher every semester is very significant. The university has invested something in you and it makes good sense to try and keep you and accommodate your family needs because in the long term it will have tremendous payback in loyalty” (female faculty).

Unfortunately, some faculty do not feel that they can utilize these policies. They described doing so as negatively impacting their chances for promotion and tenure. Similarly, the fact that men are eligible for the program but are perceived not to take it stereotypes for faculty the issue of childcare as a female issue.

“Men are eligible for it. They don’t take it. They choose not to take it and then look down upon a colleague that takes it because she’s a woman” (female faculty).

“The tenure clock extension rule was designed to allow someone to continue teaching and it says explicitly that no additional scholarship expectations are put on that person for having this extra year. But how that is interpreted out there in the trenches is not clear to me. We’ve had two women who’ve given birth and neither of them is comfortable invoking this tenure clock extension. Both of them feel like it will be held against them. It’s still in the corridors that maybe you are not devoted and as committed as true scholars.”
“I did see some data recently that it’s only slightly more women than men that are taking advantage of that rule, so there are a fair number of men who are doing it. I know that there definitely are grumblings and cynical, whispered comments about the men who invoke it. I think it’s a good thing that men are doing it. I prefer to believe that they’re doing it because they really want to be an involved father and they don’t want to be absent and down here at the office and the library all day, all weekend long.”

**Spouse/Partner Hires**

For a few faculty, having their spouse or partner hired or being hired as a spouse or partner was the key for them in being able to work at the University of Arizona. Without this joint hire, each faculty who mentioned it indicated that they would be unable to contribute their scholarly expertise to the institution. This process is used on occasion across the institution but there are faculty detractors. Some faculty believe the practice should be curbed significantly or stopped all together. Certainly, there is recognition by all parties involved that dual hires are a complicated and delicate matter, the effects of which can have a lasting impact on the department as well as the institution since it restricts the freedom to hire additional positions.
“I did entertain the idea to the provost that my wife would certainly be interested in a position here and they made it happen in six weeks so I felt very good about that. I still do. She’s now a full professor. I think there has been a lot of support here for both of us” (male faculty).

“UA has retention problems, recruitment problems, terrible salaries. If they want to maximize what they’ve got, they have to figure out how to make spousal hires be treated fairly and be seen as the resources that they are. I think administrators would love to do that. I think it’s faculty who are annoyed. There are a lot of faculty here with Ph.D. spouses who don’t have jobs. They forget, oh yeah, you won all these awards. You’ve been on your own as academic. It’s not the fact that you were married to an academic and then decided to get a PHD. They lose sight of all that stuff.”

**New Hire Support**

Faculty noted the importance of having teaching schedules and work loads arranged to best support them as new faculty.

“When I first came in, they didn’t just dump everything on me. They let me ease in. My teaching assignments started out relatively light and I was given some startup funds to start my own research projects. I didn’t have any advisees to start off with. I’ve accumulated those now over time so you learn as you go. So, they eased me in rather than just dropping me in” (male associate professor).

“My department head, when I was first hired, managed to stagger my schedule with my husband who was also a faculty member so that he would teach on alternate days. So if our child got sick one of us would always help out and that was tremendously helpful” (female faculty).

**Interdisciplinary Opportunities**

Working across departments and creating interdisciplinary opportunities may be the single best liked research and teaching option on campus. Thus, this concept may also hold the greatest potential for forging new collaborations and colleagues in order to improve the campus climate. Interdisciplinary opportunities were mentioned by nearly every faculty group as maximizing and facilitating scholarly activities. For some, this also created part of the interdisciplinary strength that existed within their own department.

“I think the interdisciplinary spaces on campus have made a big difference for me as a scholar and as a teacher here at the university. They’ve been the avenues for me to
explore intellectual ideas outside the range of my department. They’ve also given me the opportunity to meet people around the university that I wouldn’t have had a chance to meet otherwise and then to create informal groups that support my writing and my research or a chance to exchange ideas” (female associate professor).

“It’s helped me attract grants that I don’t think that I would have gotten at another university, plus I’ve met a lot of people across the university and that has allowed me to escape what sometimes feels claustrophobic when you’re just in one department. I thrive in an environment where there are an array of voices” (female full professor).

In contrast, a number of faculty also highlighted the inherent challenges to working in an interdisciplinary format, including time demands and not having the support of the department(s) or the institution. These faculty wished that interdisciplinary programs and courses were more centrally integrated into the institutional system.

“It’s like interdisciplinary heaven and I’m interconnected with all these other departments but it could easily turn into interdisciplinary hell because, if I wanted to, I could go to four different faculty meetings”(female associate professor).

“A lot of scholars want to bring different ideas and disciplines together. I think the university gives a lot of lip service to interdisciplinarity but there aren’t enough structures that really help people put together a career” (female faculty of color).

“People complain that you’re not publishing in your own discipline or that you’re not doing research that is related to your own discipline. I think that there is a disconnect between the discourse and lip service on campus about multi-disciplinary projects and that fact that you end up being punished when you actually engage in this kind of research” (female faculty).

**Resources as a Source of Support**

Another category embedded in institutional supports that faculty viewed as supporting their efforts was resources. Faculty identified specific administrative and monetary resources that the institution provides although these varied dramatically (as we will see later) by individual, department, and college. For instance, a number of faculty appreciated the teaching support they receive from the University Teaching Center, while others gave credit to the library for supporting their research needs. Moreover, faculty who were given or able to obtain research, technology, travel, and summer support monies felt that these monetary resources were especially helpful in allowing them to develop a successful career at the institution.
Teaching Support

“The teaching seminar series in the spring was excellent. Those sorts of activities are great and I think that especially for the faculty member that’s having some problems teaching, those types of things can help” (male associate professor).

“The Teaching Improvement Grant is great because if you develop a new course from scratch, it takes a lot of work. But what I’m concerned about is the teaching grant is now only for technology, only if it’s connected to computers. So, if you’re innovative in some non-technology way, forget it, you don’t get money” (female associate professor).

“I want to commend my department. I feel quite supported in research as well as teaching. My department has a policy that even if you’re not up for a particular sabbatical, if you apply for and get any kind of fellowship or grant you take it” (female assistant professor).

Research Support

“We should also recognize the library. We are not using laboratories so we really rely on the library for our research work in the humanities. I think the library staff are very supportive” (female associate professor).

“The UA Community Partnership Grants is tremendously important because a lot of the work that I do has service oriented components and it’s difficult to accomplish that unless you get a little bit of budget help” (female faculty).

“As an assistant professor, I found the junior faculty sabbatical program through my college, particularly valuable” (female associate professor).

Technological Support

“The library has been very proactive and technologically, at the cutting edge, I think” (male assistant professor).

“The university in general supports, at least in our department, computers. Those types of things are invaluable when it comes to trying to disseminate research findings. You know, you’re not trying to scramble around, ‘who’s got a printer and can do this in color? Can you collate this for me quickly?’”(male assistant professor).

Travel Support
“I want to emphasize the importance of programs like small grants because I noticed recently that they are cutting the money that they give in small grants. For many of us, I’m in Humanities, there’s hardly any national grants. So, the internal grants especially when I was an assistant professor were crucial for allowing me to travel” (female associate professor).

“There are a couple of different funds for teaching and for research including the international travel fund. I’ve gotten several awards to present papers at international conferences. I would say that the most positive support that’s available is for traveling abroad and for providing seed money for conducting new projects and new research avenues” (female full professor).

**Community and Family Support**

External to the institution, many faculty mentioned the support that they receive from husbands, wives, and partners; from children; from churches and synagogues; and from other personal and professional community connections both local and global. These connections beyond the borders of the campus provide faculty with renewal opportunities and encouragement. The resultant outcome is that faculty are then better able to contribute effectively as members of the UA community.

“Most of my other support is outside of the university” (female faculty).

“My husband. He’s also an academic so we support each other that way. We collaborate on things and with the family responsibilities” (female faculty).

“What kept me going is being a mother. I had a life outside the university and this has been very important. I can go home and say, ‘Well, so what difference does it make. The institution can blow up and I’ll still be here’” (female faculty of color).

For other faculty, their reason for the staying at the institution was also closely connected with the Tucson community and the physical geography of the southwest location.

“I also like the community. I like the desert. It’s a whole package and although I had, as recently as last year, an opportunity to leave, I think still that this is a good university. I think at a certain point you say, this is part of your life, who you are and what you do and it’s not necessarily that easy to leave” (male full professor).

“What I like are the mountains and the hiking and there’s no winter and I can make a difference in students’ lives. I can make a difference in the Tucson community and money isn’t that big of a deal” (female faculty).
However, some faculty of color noted that their involvement with the local community was out of necessity due to the lack of diversity on campus.

“I find myself needing to participate in the community because it’s so limited on campus” (female faculty of color).

“I’m very active in the community and they’ve been a real source of support as an Hispanic. They’ve made me feel comfortable in the environment” (faculty of color).

**Personal Support**

The last category that emerged from the factors that faculty identified as supports to their career was personal resilience. A number of women faculty and faculty of color credited their ability to remain at the institution as due to sheer personal determination, resilience, perseverance, fortitude, drive, and chutzpah. Somehow, women faculty and faculty of color found it within themselves to learn how to negotiate the system and “play the male game,” ask for what they need, say “no” in creating boundaries, and they developed “a thick skin.” In fact, many appear to draw strength from faculty work life autonomy in being able to pursue their own goals and aspirations. The struggle for survival at the institution was characterized as “thriving behind enemy lines” and coming to peace with living and working in “the valley of despair.” Some noted, however, that they “would not fight at all costs” and that they were not willing to compromise their integrity for the sake of a job. To them, there was an important distinction between serving the institution and being authentic and true to one’s self.

Moreover, many female faculty and faculty of color would begin their sentences with, “I am the only…(woman, person of color, gay/lesbian faculty, etc.,) in my department but I have survived.” In particular, some women of color noted that they derived personal satisfaction and motivation from being successful despite being the “token minority” and in spite of the gender and racial barriers.

“We’ve created a culture where only the most resilient women reside. It’s a culture in which any man can survive if they’re even average but it takes an extremely, incredibly resilient, tenacious woman to survive in the environment” (female faculty)

“I will find a way to survive. But I’m not going to sell my soul in order to eat what’s on the plate that they feed me. We must decide what means the most to us in our lives”(female faculty).
“I’m just a tougher, older broad than I used to be. I’m not sure that the environment is any safer for women.”

“You have to raise hell if you want any equity” (female full professor).

“Competition is part of the background. You can’t let it stop you. You just have to pick your battles very carefully. I am younger than most of the children of most of the men in my department. They’re going to behave like they do so I just have to play their game” (female faculty).

Women and faculty of color stressed that being assertive about one’s needs and interests can come at the price of losing colleagues, or even being penalized in the promotion and tenure process.

“It’s a catch 22 situation. If you don’t fight for the things that you need you don’t get them but if you do fight for the things that you need, you are classified as a troublemaker and subjected to isolation treatment. I’ve decided to pay the price to pursue my own aspirations.”

Some male faculty also commented on having to “pull themselves up by their bootstraps.” In these cases, though, the tone was relatively different from that of women faculty. Men appeared to be able to allow problems to roll off them more easily, whereas women were less likely to disengage their feelings from the process or their commitment to the well-being of the institution.
“I can’t say that the atmosphere has been very good for teaching or research, to be honest. It’s not a complaint but actually it doesn’t affect me very much because I have given up the idea of changing the situation and so I do what I want” (male associate professor).

“Although it may come at a cost, I’m teaching the courses I want to teach. Every year I get a satisfactory which is the lowest of the grades on the annual review. But you know, I don’t care. As long as I’m being left alone and I’m doing what I’m doing as well as I can” (male full professor).

In addition, some faculty liked the autonomy they have while highlighting that this might be an opportunity of mixed value. In the end, those faculty who know how to work the system seem to be better off than those who do not.

“I feel free. I like the autonomy. Nobody is telling me to do one thing or the other. It’s up to me, but that’s sometimes the hardest thing” (female associate professor).

“A lot of autonomy goes hand in hand with not having a lot of university support so you’re out there hanging on your own. It’s got good and bad to it (male faculty of color).

“I knew how to work the system but for people who don’t know how to work the system it can be very difficult” (female faculty).

**Summary of Supports**

As highlighted above, faculty identified a variety of elements that support their work and their contributions to the institutional community including people, policies and procedures, resources, and individual perseverance. Most important of these to faculty was experiencing a sense of collegiality and community including the opportunity for mentoring. Other tangible supports such as research monies, laboratory space, technology, travel, teaching resources, and leaders who manage competently and fairly were significant factors. Specific programs and organizations were also noted as facilitating a successful faculty work life including the opportunity to work on interdisciplinary projects. For other faculty, their personal determination was key to their success at the institution.