Impediments to Faculty Success

It should come as no surprise that many of the same set of factors which faculty identified as supporting their success are also many of the same factors that impede or inhibit their success, especially if they are missing, lacking, or inequitably applied. As also might be expected, salary issues got a significant amount of discussion time from faculty. Faculty complained of salaries being low, but more important to them were issues of inequitable salaries and the limited options available to them to improve their salary (i.e., applying for positions at other institutions and utilizing this as leverage with the administration to secure retention funds.) Many faculty felt that applying to other institutions was an inappropriate and unethical use of time and resources.

Highlighted below are the issues faculty noted as preventing the realization of their full potential as scholars and teachers at the institution. Compensation and advancement issues (e.g., salary, retirement, and merit pay) are presented first since these topics were addressed in every faculty discussion forum. Other thematic categories are presented according to the tripartite roles and responsibilities of faculty work life: research, service, and teaching. In other words, with the exception of the first section on compensation, the order of the categories should not inadvertently imply priority or significance.

The research, service, and teaching topics are followed by other thematic categories that emerged directly from the data such as hiring and retention issues, institutional leadership, time management and life balance issues, and empowerment issues. Specific descriptions of the campus climate and incidents of discrimination conclude this section on impediments to faculty work life.

Compensation and Advancement Issues

Salary

The HERI data showed significant differences with regard to faculty attitudes about compensation among faculty of color and white faculty.
• Faculty of color are substantially less satisfied than are white faculty with salary and fringe benefits (see Table I-44).
• Full professors are the most pleased with salary and fringe benefits (see Table I-44).

However, salary concerns are not isolated to faculty of color. In the course of the focus groups and discussions, both male and female faculty shared experiences and explicit examples of salary disparity. While numerous salary studies have indicated over the years, discrepancies based on gender and some redress has been provided, salary discrimination is not just an individual anomaly. Faculty feel strongly that it is pervasive, insidious, and sometimes intentional.

“I think a lot of our male colleagues, senior male colleagues and administrators, think there’s not a problem. But when you start comparing salaries they speak for themselves” (female full professor).

“Across the university, one cannot say faculty are treated fairly when adjunct salaries range from $2,500 to $10,000, depending on your college or department. Faculty salaries across colleges are also highly disparate. Raises of $2,000 for obtaining tenure are laughable, especially if you are in a low-paying field such as social sciences or humanities.”

“One of the things that we found was that a department head would make an offer to two assistant professors. One’s a woman, one’s a man. The man generally would negotiate. Even if it’s just a $1,000 more the head would agree. The woman, generally as a pattern, would say, ‘Okay, that sounds like a reasonable offer’ and they would accept without negotiating higher. Then over the course of time, 5 or 6 years, they’d separate and the gap becomes wider because everything is based on percentages. The system cries for a consistent tracking of salaries but instead the administration fights about who is going to do it” (male full professor).

They were also well aware that compared nationally, faculty salaries in Arizona are well below average. This issue tends to particularly impact faculty at the associate and full levels whose salaries are compressed due to inflation.

“Our system, university wide, reflects a great amount of compression in salaries and disparities among people who are similarly situated” (male faculty of color).

“I received student loans and now I have to pay them back. I can’t fully enjoy my new position because the salary is so low and half of it goes to student loans” (female faculty of color).
“You’re providing better inducements to get people in the door and in the middle you tend to get trapped and pressed. I faced an issue this year of hiring a new assistant professor at essentially the same level as a very recently hired associate professor. That’s not right from the salary structure viewpoint but basically to get this person in the door, it’s now essentially the same salary. You can understand compression as it evolves over a period of half a dozen years but when it happens in two years? You know you have a problem” (male full professor).

Salary alone was not always blamed with respect to losing scholars to other institutions as evidenced by the quotations below.

“Faculty flight has to do with the entire resource issue. It’s not just salary. Salary is one part of resources. It’s travel money, TAs, teaching load, research support” (female faculty).

“There is a mass exodus from this department. We keep losing people. That’s not good for anyone including the students. I think the salaries are the critical issues but the system does not support or reinforce them staying” (faculty of color).

A large source of contention for faculty was the necessity of having to apply to other institutions in order to get any redress with respect to low salaries. This approach was especially antithetical to women faculty who expressed anger and depression over the situation.

“The dean suggested that what faculty need to do if they want to get a salary increase is to show that they have a higher offer from a better institution” (female faculty).

“That’s a hard climate to work in where the university isn’t doing anything to make you feel they want you to stay. It’s this attitude of we’ll pay you as little as we can. If you can prove someone else can pay you more, we might pay you more” (female faculty of color).
“All of us wanted to teach and become professors for a certain reasons. You want to do the research or to do the things that really excite us. If I have to spend my time worried about how much [of a] raise I’m gonna get, I shouldn’t be in this business, right? So, I don’t want to spend time on job applications. I would rather do my research and interact with my research colleagues, and with students” (male faculty).

“It shouldn’t be dog eat dog. That doesn’t create a supportive environment. It’s a real impediment to productivity. If you want your salary increased, you have to compete elsewhere and come back and say, look I’ve got a bigger job offer, keep me. That is a huge disincentive to remain here and frankly, it sucks.”

The process of soliciting other jobs offers to negotiate a raise in one’s salary caused great frustration for many faculty who felt that this significantly distracted from faculty productivity, institutional effectiveness, and student learning. Indeed, faculty voiced loudly their refusal to play such a game.

“Why is this person making 20 thousand more a year than this person? They have the same publication record. They have the same grant record. They could have essentially the same track record and yet there’s this huge inequity in salary. It’s like the Wild West approach and it’s been built in. It’s because this guy was very active and always going out and seeking job offers, bringing them back to the department head and the department head had to match those offers. The other one has been too busy doing his job. I’m not going to play that game” (male faculty).

“I have not gone and looked for outside offers and I don’t want to play that game. Why do I want to waste my time and the ethics of dealing with whomever else I would be applying to. And all the people I would be asking to write letters. I think a lot of other women share the view that this is a very masculine strategy for achieving success. I think this strategy is a major source of demoralization for women in the university” (female faculty).

“I thought I was getting a good offer when I came here and now I’ve discovered that there are people doing the same job, have the same stature, and are making $20,000 more than me. Every time I go to the dean she says I have no money. The only people who ever seem to get that adjustment are people who go and get an outside job offer. I really don’t want to play that game. It’s unjust and unethical” (female full professor).

Faculty also shared a concern that salaries are not equitably distributed by campus leaders and administrators. Instead, individual negotiation was the system for determining monetary compensation. As highlighted earlier, one faculty described this practice as likened to living in “the Wild West.”
“When it comes to faculty salaries there are a lot of things happening underground between the department head and the dean” (male faculty of color).

“The lack of salary structure and the kind of individual initiative based salary negotiating actually do magnify gender and ethnicity related inequities. We need to maintain the flexibility to be able to respond with a counter offer in a retention case of a faculty member who is being raided by someplace else. But, at the same time I think we need to keep in perspective the bigger picture of the consequences for faculty morale” (male full professor).

Many fear that this situation leads not only to salary disparity, but that it exponentially harms the careers of women faculty and faculty of color.

“Many female faculty don't understand the salary negotiation process. They expect it will be fair until they later learn otherwise. So there continues to be a disparity between male and female faculty in salaries because women are less likely to ask for more and so far there is still no systematic record keeping to even be able to compare these disparities” (female faculty).

“I’ve been told I was discriminated against in my negotiations as a female in my department. I suspect the tension seems to be in our college between the divisions and the dean and administration, so that I’ve been highly supported by my colleagues and peers, but they didn’t have the leverage to negotiate my salary beyond their level of department” (female assistant professor).

“When I was hired right out of my fellowship and there was a male who was hired right out of fellowship, we both started at the same time and his salary was $15,000 more than mine. When I asked I was told, ‘Well, he came and negotiated.’ He happened to have actually worked with this guy at a different institution and they were buddies” (female assistant professor).

It further appears that discretion in monetary rewards is not the only issue with respect to resources and compensation. Faculty pointed out that while base salaries may seem relatively equal, various financial perks in the department from bonuses to consulting opportunities are more frequently distributed to male faculty.

“The problem is that although our state salaries are published, there is this incentive system or a bonus. The inequities in salary are hidden. Overtly men and women get the same on paper, but I know darned well that’s not the case since the deans and chairs distribute other incentives and bonuses.”
In contrast to the above statements, one faculty member felt strongly that white males were the ones being treated inequitably at the institution.

“In my department and I think in our whole college, women are doing very well. They’re not going to the library and copying down everybody’s salaries. They’re above the average in my department, and minorities, too. It’s been a little more difficult path for the white male” (male full professor).

Other salary issues raised by faculty concerned having to self-support themselves with grants. This was particularly true for research faculty who also had to deal with the challenge of equalizing the salaries of those they hired with their own monies.

“I’m director of two centers and I don’t get additional compensation. In fact, I pay 40% of my salary. The drive for resources is a real strain” (female faculty).

“It really came home to me when they hired an Associate Director for the project at a higher level than my salary even though they are funded out of my grant (female full professor).

Further, female faculty who took on the role of department chair emphasized that while they returned to their original faculty salaries, some male faculty were allowed to keep their salary at the chair level even though they were no longer doing the work.

“When I left the department head role and went to a nine-month position, there were three women who did that at the same time. We all got screwed royally. What was so appalling about it was that there were males stepping down at the same time. The men are all still earning their 12-month salaries” (female full professor).

Retirement Concerns

Closely connected to salary concerns were issues regarding retirement. There was recognition by the faculty that salary inequities over time fundamentally impact the timing and security of one’s financial future. For example, even a $1,000 difference in salary over the thirty-year career span of a faculty member creates an enormous differential in retirement payments.
“We have these 1% and 2% raises and it terribly erodes your future. You can never get ahead let alone even keep up with the cost of living. I still have ten or more years to go and after all these years of hard work retirement looks bleak” (female full professor).

“I make about ten thousand less than the median of women. I think I’ve been cheated, literally, in terms of my retirement.” (female full professor).

“I walked into my accountant at age 52 and I said, ‘Get me out of here. I don’t care how poor I am. Get me out of here by 58.’ That’s it. I know a toxic environment when I see one and I’m not stupid enough to stick around and live in it.”

“I wanted to talk about salary which is one of the reasons I’m retiring. There is no sense in continuing to strive for getting promotion when it isn’t recognized. I could make more money by retiring now and coming back next year and teaching a course. I could negotiate for a higher rate” (female associate professor).

**Merit Pay and Annual Review**

Faculty were equally dissatisfied with the merit pay and annual review system. They expressed harsh criticisms of the legislature and the apparent lack of legislative understanding about appropriate levels of support for higher education institutions and faculty work. The small percentage allocated for faculty salary increases seemed unworthy to faculty of the time and effort spent on distributing it.
“The legislature allocates a two percent merit raise, the president’s office skims money off and then it differentially goes to the colleges based on overall college merit. Then, within the college it differentially goes to departments based on the vice dean’s notion of meritorious departments. So you start with a 2% pocket of money coming out of the legislature but by the time it filters into your college it might only be 1 1/2% and by the time it filters down to your department it could be 1%” (female faculty).

“The dean has money to allocate based on merit. What they end up doing, at least in our college, is they essentially give everyone the same amount. It isn’t merit. It’s basically wanting to minimize political conflict. When I looked at what I have done compared to peers, even in large departments, in terms of external grants, in terms of organizational change that required tremendous work plus now being director of another research center and I’m getting a 2% raise, the same raise as those white men who are not doing as much with the community, with research grants and contracts, with working across colleges. It tells me a lot about the values of the institution. It isn’t merit pay” (female faculty).

“Somebody has to have leadership here to say, okay, you’re doing all of this, therefore you deserve a higher merit raise compared to this other guy who’s going into his office, writing his papers and leaving. Women of color tend to always be the ones doing the extra work, advising, mentoring, and we never get recognition. So in merit pay there has to be some real consideration and the administrators have to have the guts to take the heat from faculty” (faculty of color).

While faculty were interested in a revised and standardized system for determining merit pay, they were not in favor of across the board merit increases.

“When I joined the department for the first six or eight years, every merit raise was across the board because the department chair said, ‘oh, it’s just a couple hundred dollars difference. Why do we have to spend time and come up with an equation so that we can distribute this small pool of money?’ Of course, I was young. I was naïve. I was inexperienced. But after a while I said, wait a minute, 2% of a large amount is still a lot of real money so if you’re the lowest on the totem pole you always earn less and get further behind” (female faculty).

“It leads to bad morale on the faculty. If only we had a proper system whereby you got regular raises but as it is we have to fill in this rag sheet. There’s never anything that comes out of it. You get penalized for doing badly but you get nothing if you’re doing well.”

Faculty also expressed concerns about the objectivity of the annual reviews. The potential for problems seem to reside both within the review committee as well as how faculty learn the system for completing the forms. Some faculty even accused others of “not being honest” and of “coming up with lies that deviate from the truth.”
“In our department everybody looks at the activity report of each and every faculty. In the department we have all kinds of personal conflicts going on, so when people see personal conflicts what kind of evaluation can you expect? The whole problem is that the evaluation system is so subjective. I mean there is no objective scheme to do the evaluation” (male faculty of color).

“I think there’s some objective portion of reviewing a faculty member’s CV but there’s also a subjective part. Is this person somebody who I would give merit? Do they have the personality that in the long term is going to benefit me and the department? The opportunity to discriminate is very real” (male assistant professor).

“The criteria are not clear and it’s also dependent on who’s reviewing the packet. It depends on the committee. It could be a committee of three. Sometimes it’s not very objective” (female faculty of color).

Women faculty were especially concerned about the tendency of male faculty to inflate or exaggerate the claims of their own productivity. Faculty felt that due to both socialization and individual cultural backgrounds women faculty and faculty of color were more likely to be humble about their accomplishments rather than self-proclaiming. The outcome of such a situation is that the annual review process ends up solidifying the scholarly pursuits of men, while keeping tenuous the careers of women and faculty of color.

“I saw today what I have seen on a regular basis, which is that men can get away with stretching the truth, not documenting things” (female associate professor).

“A faculty member in my department does just enough to get all the points in annual review. He’s got the point process down. If they ask about journals and there’s something in a newsletter here and something in a newsletter there, he puts it all down under publications and no one challenges him”(female faculty of color).

“The problem is how do you know what they expect of you, how to present yourself. Sometimes I feel myself at a disadvantage. Faculty said, ‘Well there’s a gender difference.’ Women tend to be modest especially from the culture I come from, the Asian culture. We won’t brag a lot. I mean you’re doing tons of things but you’ll probably only present a very small portion of the things that you’re doing. You can try to teach me how to document things on paper, but still I print the straight facts while others add things to make it look fabulous” (female faculty of color).

**Promotion and Tenure**
Intricately related to salary, merit pay, and annual review are concerns regarding promotion and tenure, and ultimately job security. When asked about job security and promotion and tenure issues in the HERI survey, responses indicated that:

- Less than 10% of assistant professors feel very satisfied with their job security as compared to nearly half of all full professors (see Table I-38).
- While variation does exist across academic rank, overall, women tend to feel less secure in their positions than do men faculty (see Table I-38).
- Faculty of color at the assistant and full ranks feel less assured about their job security than do white faculty (see Table I-39). However, white assistant professors are the least likely to feel very satisfied with their job security.

In the focus and discussion groups, faculty were especially articulate about the fact that while teaching and service were supposedly valued in the institutional process, in the end, research grants and publications matter most for promotion and tenure. This was particularly frustrating for faculty who enjoy teaching and working with students.

“We still have not moved sufficiently beyond the notion that tenure is about research and publication for your peers. Teaching is marginally considered. Educational outreach is a check-mark. Service is a quick glance.”

“The university claims to espouse teaching, but it is not rewarded. Where are large class sizes rewarded? Where are quantities of undergraduates considered in promotion and tenure? The simple fact is that RESEARCH, research, research, and gaining external funds are rewarded in the promotion and tenure process.”

“The associate level is not protected at all. We can’t get any work done because we’re all doing service. We can’t get any research done. In the annual review and the P&T process I just got clobbered. They didn’t even care about all the service I’d been doing forever” (female faculty).

“When I went through orientation there was a lot of discussion about improving teaching and increasing student interaction. However, when asked bluntly if these activities were rewarded in the P&T process, it was acknowledged that it was still not the case” (assistant professor).
Some senior level faculty acknowledged that they believe the tenure and promotion process is harder than it used to be. Many place the blame on increasing pressure to secure external funding.

“The pressure to get tenure is phenomenal compared to the pressure I had when I came here. We were expected to do research and I had some really good publications and grants, but I don’t think it’s like it was” (male associate professor).

“Times have changed with respect to resources and requirements for promotion and tenure. Senior colleagues tell of how they went up through the ranks and how their salaries increased, or how they were promoted. They would be sitting at home one day, somebody would call them and would inform them that they’d gotten tenure, that a small group of people had gotten together and made this decision.”

“If I were to go through the system today at the point that I was twenty years ago, I’m just not sure I would have made it. It’s just become a lot more competitive, a lot more difficult. I’m amazed at what we ask assistant professors to do. It doesn’t make any sense to me and I think in many ways we’re killing our future” (female faculty).

“I’m concerned we are losing good faculty. There are some very talented young faculty but the hurdles are so darned high. It’s harder now. I’m not sure I’d be accepted on the faculty now” (male full professor).

Other faculty viewed as problematic the tenure pressures that can curb new knowledge and innovation.

“The pressure on new faculty is often an inhibitor. Many new faculty have fresh ideas, new uses for technology, creative ideas to share. However, when this is not seen as contributing to their success in gaining tenure, then those efforts to be ‘cutting edge’ are discouraged.”

The promotion and tenure process was described by faculty as needing a major-overhaul not just a “Band-Aid” approach to fixing it. While none of the faculty actually called for dismantling the tenure system, many described a revised process that seemed very dissimilar to the current one. There was some sentiment that the definition of scholarship itself should be re-conceptualized. One faculty member stated, “if academic excellence doesn't include time for students, then we ought to be just another research lab and forget this university business.”
“There is a subversion of the policy. We have actually a very nice set of criteria for promotion, for annual performance reviews. It’s a wonderful document, the expectations are very clear but the implementation of them by faculty peer review is not according to the standards.”

“The tenure and promotion process is a mystery to me. Nobody sits down and talks to me. You have to really go out and ask for it. If you ask, you have to know to ask the right question so that’s always a mystery. I’ve been trying not to think about it too much because I’m so busy but I know down the road it’s going to be a problem” (female faculty of color).

“I think that the whole process is demeaning and does not lend itself to productivity OR to academic excellence.”

“I can think of situations where phenomenal excellence in the classroom with moderate research was rejected. In a sense, the research that the school is choosing to support in the midst of scarce resources today is the wrong model. To some extent, we should permit our research agendas to be informed by the profession that we’re training our students for. Yet, the majority of faculty look down upon it. The net result is that a lot of research that is done is predictably irrelevant.”

Just as in the annual performance reviews, faculty criticized the promotion and tenure process as being fundamentally inequitable, favoring male faculty over female faculty.

“Unfortunately, academe is geared toward finding criticism in others' work. What peer reviewer says this paper is perfect as it stands? The tendency to focus on what people can improve on leads to a culture that lacks positive reinforcement. This is very isolating and discouraging to the young faculty member. Add to that the tendency for male faculty to be more comfortable talking with, mentoring, and supporting other males, and it compounds the difficulties for women and minorities.”

“I have not pursued a tenure-track career. I have a friend who spent six years at two different institutions, never receiving tenure. Who needs that kind of lifestyle? What self-respecting, intelligent person would subject their career to the whims of a discipline that has primarily male scholars who run in their own circles?”
“It’s not really what did you do in this last 3 year period that we’ll evaluate you on but rather, we raised our kids together. This is definitely a kind of old buddy system. It’s more of, we’ve known each other a long time and so I’m going to give you the benefit of the doubt that the new people don’t necessarily get.”

**Scholarly Agendas and Research**

**Value of Faculty Work and Scholarship**

An affiliated but discrete issue from the promotion and tenure process was support of faculty scholarly agendas and research. The HERI study shows that some faculty felt their scholarship was not valued in their department. In fact:

- Between 20 and 30 percent of all faculty feel that their research is not valued in the department (see Table I-17).
- About one-third of all faculty of color feel their research is not valued by their department (see Table I-18).

Further, among the focus and discussion group respondents, faculty often reinforced these findings. This was especially true for those faculty who work closely with the local community through educational and social service organizations. For other faculty, they were distressed that the type of work and intellectual activities that gives their careers meaning is misunderstood and therefore dismissed. In contrast, faculty for whom their research and/or teaching pursuits aligned with the department’s priorities seemed to benefit in everything from salary increases to reduced service loads. As one faculty member stated, “if you or your program somehow fits with the agenda then there’s money.” Faculty who find themselves out of alignment with department leaders’ priorities seem to reap just the opposite, including on occasion the wrath and disdain of their colleagues.

“There’s a lot of value choices by leadership. There’s a hot-shot researcher and he’s treated very well. He has very little teaching. He gets a real nice salary. And he doesn’t have his share of dog work in the department” (male associate professor).

“The new chairman decided that they didn’t like [this disciplinary focus]. Students dried up and support for the whole project dried up. When I did complain the
chairman told me to go elsewhere. I mean, literally, he said consider your options elsewhere” (male faculty).

“There’s this old proverb of nobody’s a prophet in their own land. I’m a very successful person in my field and get invited regularly to speak, but people here don’t even care. It’s very isolating” (female faculty of color).

Of significant concern to women faculty and faculty of color was the seeming dismissal of their work if it related to multicultural or feminist issues. Indeed, the value of diversity related scholarship at the institution still seems to be in question.

“Some of the reviewers for promotion are not aware of certain specialty presses. The same manuscript that was [initially] accepted by African World Press, which is very respected, at least in my field, was turned down because somebody saw my dossier and implied that all black people support each other and publish each other’s work. So I sent this same manuscript out to [another press] which accepted it and that is what facilitated the positive decision on my promotion.”

“There have been some real battles over the substance of scholarship and in particular radical feminist scholarship has come under fire.”

“Research related to gender and feminism is dismissed by other faculty. This is another subtle way that prejudices emerge. When you present to your department and are attacked, rather than being provided with constructive criticism, it is not a warm and fuzzy feeling” (female faculty).

“They were told by the dean’s office that there wouldn’t be much support for them because their research is not valued. They were told that they should change their field. That’s a terribly sexist thing to be told. He’s a very bright person so for him to not be sensitive and aware that these are sexist remarks shocked me. It’s a classic in the field of feminism. I was just so perturbed that it has caused me sleepless nights as I try to figure out how do we get out from under this?”

**Research**

Even though not all faculty members’ scholarly agendas are positively affirmed by colleagues or acknowledged by institutional policies and practices, faculty clearly love the research they are undertaking. The HERI data show some significant differences between women and men and between ranks, but over half of all faculty are satisfied with opportunities for scholarship.
• Nearly 80% of men are satisfied to some extent with opportunities for scholarly pursuits as compared to only about two-thirds of women faculty (see Table I-37).
• Associate faculty tend to be the most unsatisfied with opportunities for scholarly pursuits (see Table I-37).

Many spoke with great passion and enthusiasm about their scholarly activities. Obviously, having the time and laboratory or studio space to focus on their projects were also important support issues for faculty including getting the equipment necessary to complete their work. Others complained about the high percentage of over-head costs the institution takes as a part of grant procurement. There was also concern about the lack of support in the form of graduate assistants. Most notable, however, were the pressures faculty felt to secure new grants and the efforts it took to try to balance one’s research agenda with the rest of the demands of faculty work life.

“I have to bring in my own dollars or I’ve gotta figure out my own ways of doing everything. There’s nobody to go to and ask for anything. If I don’t have a grant, I don’t get anything I need. If I don’t have a grant, I can’t support students” (female faculty of color).

“It doesn’t matter how many publications you have, it doesn’t matter how you’re viewed in the field, it doesn’t matter if your teaching is going well, nothing else matters if you don’t have grants” (female faculty).

“There's no graduate support, no graduate assistance. If you ever see a grad assistant in the department they’re teaching. They’re not working with professors. There’s nobody to help you to write budgets for grants” (female full professor).

“My colleagues are incredibly hard workers. They are loved by their students and they do great research but they’re in fields that don’t bring lots of money into the campus. They’ve been told that they are going to be evaluated on the basis of research monies they bring in.”

“What’s valued here is getting research grants and anything else is superfluous and a waste of your time. I was just offered the opportunity to edit a very prestigious journal. This is something that another institution would be competing to get and even offering lots of money in order to get it. Yet, we can’t get support for it here” (female faculty).
The emphasis on bringing in research monies has lead to an individualistic and entrepreneurial mind-set within the faculty.

“Each faculty member is an individual profit/loss center. I get a statement every month as an individual and whether I am in the red or in the black. So, each individual faculty person is an individual economic unit in the college” (male full professor).

“Today, if you want to pursue some interests that can’t bring in potential megabucks you have to forget about it. It seems to have unintended consequences of making us less scholarly than we should be. To me a true scholar is an individual who probably knows a fair amount about a number of fields beside his own narrow interests” (male full professor).

“There is a different expectation on the part of today’s generation, younger faculty are expected to be highly entrepreneurial” (male faculty).

“Your prestige in this university is about each department pushing against other departments. People are acting not as faculty but more as what is the best business deal we can get” (male associate professor).

Faculty are struggling with the pressures to meet expectations but they are also distraught over the potentially compromising situations in which they find themselves. The HERI survey shows that these pressures lead to great stress for many faculty.

- Women faculty on the whole experience more stress due to research and publishing demands than men faculty (see Table I-47). Forty percent of female faculty consider research and publishing demands as an extensive source of stress, including over 65% of female assistant professors who share this worry.

- Even at the full professor rank, over 80% of the women report research and publishing demands are a source of stress, compared to about 55% of their male colleagues. (see Table I-47).

There are no guidelines for dealing with the ethical or academic integrity issues of balancing one’s responsibilities to grantees and to the demands of the institution. Others believe the pressures to find external funding are eroding the values and mission of the institution.

“I’m doing teaching and not getting paid for anything. For a whole class, I have to take my own time. This is not legal because we’re being paid to research from the federal grant. So we have to work 60 hours prorated instead of 40 hours per week. There's no grant money for teaching” (female faculty of color).
“There is a developing environment which puts a lot of pressure on the younger people to do things that help the institution even though those things pose obstacles to the individual’s career development. For example, taking people who are on federal research career development awards and asking them to teach fairly high teaching loads.”

“I sacrifice academic excellence because in order to bring in a steady flow of money you have to accept the projects and make decisions not to pursue certain areas of theoretical or scientific interest to me because they’re long shots.”

Finally, one of the results of pressure to secure funds is that at times the money becomes more highly prized than the individual themselves.

“The bottom line is that institutional climate reflects the elitist, research-centered, grant grabbing focus of a top research university.”

“The department chair stood up in front of the whole department meeting and congratulated her for receiving her grant but he was very sorry that he would have no space to give her, despite signing off on the grant with space. It got to the point in order for her to get an office for her work that she had threaten to return the money. He only cared about the money not supporting the faculty” (female faculty).

**Resource and Bureaucratic Issues**

There was a general sense from the faculty that being successful in their responsibilities as members of the university community is significantly hampered by the lack of operating funds and expenditures necessary to support their teaching and research. Faculty identified the lack of resources as including travel money, computer and technological support, and administrative assistance. Faculty felt that over the years these resources have continued to dwindle and are becoming increasingly scarce.

“I’ve taken money out of my own pocket to buy stuff for the lab or to attend conferences. I’m not complaining terribly, I can afford to do this, but the younger faculty can’t afford it” (male full professor).

“I had to go to Kinko’s to run things off because our machines here weren’t strong enough.”

“It surprised me when I came to the campus that the classrooms may have chalkboards but they may not even have chalk.”
“You cannot imagine how humiliating it was to be constantly given the short end of the stick such as using computer equipment passed down to you after 5 years of use by the department secretary” (female faculty).

“We’re fortunate here to have three real good administrative assistants but in industry I had somebody devoted to me 100% of the time and that’s a little bit different. I’ve just been keeping track since January of my time. I’m averaging 66 1/2 hours a week so there’s an awful lot of work” (male assistant professor).

Additional concerns highlighted by faculty were parking issues, bureaucratic issues regarding securing equipment, space, and getting approval for collaborations, and dealing with intellectual property issues.

“One of the biggest frustrations here is the parking issue. The university missed the boat on that issue many years ago hoping that they could partner with the city of Tucson in construction of parking facilities. They sat with their heads in the sand for too long as the cost for building these facilities escalated and I think that’s an issue we’re having to grapple with.”

“It’s very, very, very difficult to be competitive because the way the university takes their operating costs, it mushrooms incredibly. I brought three grants with me and I went to [an administrative leader] and said you’ve got to cut me a deal on overhead or I won’t be able to maintain this collaboration with other universities” (female full professor).
“From my point of view I shouldn’t have to think about it for several months. I ordered that a month and a half ago, why isn’t it here? So, I spend an afternoon on the phone going through the department, the university, how far did it get? What happened? Is it sitting on somebody’s desk with a post it note? It’s a complete waste of time” (male faculty).

“I was recruited to do consultation work and they’ll pay me supplemental income. All I need is a lousy signature but I am so afraid to go to the administration and ask permission. This is a very good collaboration. It’s good for the department. It’s good for myself. It’s good for everybody. I am afraid they will kick up a fuss, go to Human Resources, check everything, make sure it’s legal, and by the time they find it’s legal it would be five months down the road and they don’t want me anymore, so why should I bother” (female faculty).

“I have real concerns about intellectual property and technology transfer. It is a continual frustration with the university’s lack of providing an effective, competitive way that allows individuals who have ideas to profit from them by being able to work through the university system so it’s a win-win situation. I literally have had faculty say to me, I had a great idea here that I can think of patenting but frankly with all the hassles I would get within the university I left it alone. That is a lose-lose choice” (male full professor).

Faculty were gravely concerned about the distribution of resources by campus leaders such as the department chairs, assistant deans, and deans. The consensus was that those who are favored by individuals in positions of power are most likely to receive additional perks and benefits. Indeed, the process for allocating resources was viewed as “secretive” and “subjective.”

“It’s a mystery. Monies go to secret spaces and pay for different things. I try to understand the budget so we don’t lose it and nobody can explain where the money is coming from or where the money is going. There are these secrets about how money is managed. It’s very disturbing” (female faculty).

“I am clueless about how resources are allocated. I think it’s a very subjective process.”

“Resources are allocated in my department and college by secret deal. There are no transparent criteria for allocation of state resources” (male full professor).

The scarcity of resources combined with an inconsistent allocation process has created a climate of competitiveness and individuality on the campus. One faculty member described it as “fighting over a few crumbs on the table.” As noted earlier, many faculty believe that remaining
employed at the institution is predicated on embracing an entrepreneurial attitude and engaging in entrepreneurial behavior. While there is the understanding that money alone cannot solve all the problems at the institution, faculty noted that the lack of resources has eroded the sense of collaboration and community spirit they used to experience at the institution. This has resulted in personal angst and the loss of educational perspective.

“To survive you have to adopt an attitude of being very much out for yourself in trying to gather resources. I think that develops two things. One is a kind of cynicism about any real common purpose at the university. The second is a justifiable reluctance to become involved in those things that our department considers citizenship such as committee work and taking teaching any more seriously than what you need to get by with because the correct perception is that it is not going to pay off” (male full professor).

“When I first came fifteen years ago there was money to do joint recruiting. Even five years ago there was a little more money and more collaboration across campus. Now you have to fight for your program” (female full professor).

“One of my concerns today with resource reduction is that it tends to promote a kind of independent entrepreneurship among younger faculty which undermines the understanding and sense of mission in the department” (male faculty).

“I think if you’re entrepreneurial on this campus you can do anything. I’ve never failed to get really anything that I’ve really wanted. But you have to have that personality and you have to be in a department where you’re not punished for it” (female full professor).

“I’m depressed from the angst that I experience about the culture of the university. I was hired to do a job, to teach a subject. I’m hampered daily by the administration from doing that because I’m told I have to beat the bushes for graduates students. Get our own funds. It’s this whole idea that we have to become a model of a corporation. The idea of liberalizing, humanizing, and educating is so low on the institutional agenda that it pains me” (female faculty).

**Service**

Just as faculty felt that salary and resources were inadequately supporting their careers, service demands were viewed as a significant impediment to faculty effectiveness. The HERI data show that:

- Women faculty are far more likely than their male colleagues to report committee work as a source of stress, especially at the associate and full professor ranks (see Table I-46).
Women are twice as likely as men to report committee work as an extensive stress factor, which includes four out of every 10 female associate and full professors (see Table I-46).

Moreover, the qualitative findings echo these findings. On the whole, women faculty and faculty of color felt they were unduly carrying the burden of service duties in their departments and colleges. The burdens are greatest in small departments and in departments where there are few women or faculty of color. Women and faculty of color complained of the “double-bind” in which they were placed; if they are to have their voices and perspectives included in faculty governance issues then their only choice is to attend additional meetings.

“People of color, and women, especially a woman of color gets put on every damn committee” (female full professor).

“We finally have one minority-voting member. The problem is that if want to get representation, we have so few minority faculty then it becomes a terrible burden on them” (female faculty).

“It’s the female faculty and now it’s the associates who do all the service. There is no protection, you’re just given everything” (female associate faculty).

“Women are definitely asked to be on a lot of committees for gender balance. So, we end up having to do a lot of committee work. And students come to see me a lot and they say, ‘Can I talk to you.’ They come and sit down and get comfortable. It may not be the traditional model for success that the university typically rewards but I think that it’s so important in students’ lives. It can make the difference for them going on to graduate school” (female faculty).

It was apparent that faculty feel that if women faculty and faculty of color do not significantly invest themselves in service activities then they are more likely than their colleagues to be penalized in the long run.

“Women are penalized more than men. At the junior level, for example, the men won’t do the work well so we can’t ask him because he won’t do it. It doesn’t penalize him whereas if a woman doesn’t do it, there’s a different meaning to that. It does get penalized” (female associate professor).

“I think if you want to get the same reward, I have to work as a minority faculty member five to ten times harder than the other person has to work” (male faculty of color).
Furthermore, faculty consider the extra time it takes to advise and assist students as part of their service to the institution. These feelings were shared by gay and lesbian faculty who find themselves being sought out by gay and lesbian students as safe places to discuss academic and personal issues. Some faculty stated that their responsibilities to the local community were an integral aspect of their service duties that in the final analysis of annual reviews and the promotion process are not validated by the institution. Indeed, for some faculty, collaborations with the local community are not a matter of choice but are the scholarly activities appropriate for their discipline.

“Sometimes I look at my white, straight male colleagues over in the [other] department and I am just astonished at how little work they do, because students aren’t seeking them out, because they serve on one committee a year. They hold one office hour a week. I must spend 15 hours a week talking to students outside of class. I mean that certainly comes out of my hide” (female assistant professor).

“Women, but it also applies to gays and lesbians, and people of color, have an extra load because we’re making up for the years of not being here, so to speak. Our invisibility or non-existence in the institution for many years is having to be made up for by us. Adequate assessment of the real extended work load is critical” (female faculty).

“… I’m a woman. I’m a minority. I’m in the sciences. That is overwhelming and yet I like to be in all these groups. So it’s kind of a catch 22” (female faculty of color).

“Outreach and public service is our work. This is not just good citizenship and community relations, it is applied research which is in itself a creative activity. I know that women tend to do more of this work and the administration says they’re rewarding you for it but I can’t see a lot of truth to that” (female full professor).

Assistant professors were especially concerned about their ability to balance the demands of their positions and their relative inability to say “no” to service obligations. Some felt that they had no guidance regarding their service loads even in the midst of preparing for tenure and promotion.

“Service is not heavily stressed in a formalized sense, but yet the responsibilities are always in your face. The division chair is always coming, ‘I have one more responsibility, one more grant committee. How about if you spend one more weekend doing this?’ How can I say, ‘no?’” (female assistant professor).
As a junior faculty member, one of the assistants to the VP pulled me aside and said, ‘Don’t do a lot of service because the female professors get called on for doing extra service all the time.’ But there’s no way you can say no to your head when you’re a junior faculty, you just can’t. This is a major problem” (female faculty).

“Committee service and students take a huge amount of time because we have very active students. They are very motivated and in a lot of professional organizations. You can get wrapped up with all of that and do very well with the students but not get promoted. I’ve seen people do that. There needs to be some kind of rudder to help you steer back onto course” (male assistant professor).

Teaching, Students, and Curricular Issues

Teaching

A variety of concerns were raised with respect to teaching, students, and curricular issues. Specifically, faculty were troubled about: the lack of value of teaching as compared to research and publications, as demonstrated in both the HERI data and the qualitative data; the lack of teaching assistants; the large class sizes; and not getting credit for working with students on independent studies; to name just a few. In fact, the HERI data show:

- Just slightly more than one out of ten faculty felt that being rewarded for good teaching was “very descriptive” of the institution (see Table I-6).
- At the associate level, faculty of color are much more likely than their white colleagues to believe teaching is valued (see Table I-7).
- Male faculty at the assistant and associate level are more likely than female faculty to feel extensively stressed about their teaching load, even though the overall gender difference is not significant when controlling for academic rank and number of hours per week spent teaching and advising students (see Table I-48).

Overall, both men and women faculty enjoy their teaching and learning interactions with students, but struggle with the amount of time necessary to be an instructor of excellence when they do not feel that there are rewards for doing so at the institution. Faculty saw a direct relationship between the amount of time and energy they direct toward teaching and the lack of monetary compensation they receive. In the end, it appears that student learning inevitably suffers.