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.
“We’re really doing a lot more with a lot less. It does get into the curriculum because how can you spend the time on the courses that is necessary when you’re doing all this other stuff. We’ve lost a lot of TAs. I’ve had to reduce the amount of assignments in my classroom because I can’t do all that grading myself and still do everything else. So there is a direct impact on what we’re giving to the students” (female faculty).

“The students I advise complain bitterly about the quality of teaching. Frankly, the promotion and tenure process talks about teaching being important but it rewards the research. It rewards the grants” (male associate professor).

“A terrible researcher won’t go anywhere but historically a terrible teacher can still get there as long as they have the research grants” (male associate professor).

“You get no credit as a department or an individual for doing independent studies” (female faculty).

“I probably wouldn’t have come here if I had known what was going to happen. I wanted to teach, to teach and perform and work with students and increasingly this is becoming less of a role for somebody here on the faculty. You have to do more research and more research. I probably would have opted for a smaller school where I would have had more student contact” (male full professor).

Faculty further expressed that there are differences in terms of what is acceptable for male and female instructors. Many faculty lamented the fact that teaching is not more highly valued at the institution.

“If you’re good at it you get expected to do more teaching. If you’re not good at it there’s this idea that we’ll protect students from these really horrible teachers, which are most often men. So there is sort of an incentive to be a poor teacher. There’s a reward for incompetence” (female faculty).

“I keep being told you really don’t need to spend this much time working with students. We have a faculty member, a man, a white male in our department who really thinks that the only thing that you should count toward merit is publications. Not teaching or service. I think for many women, teaching is an interpersonal connection that we value and the lack of university rewards is a difficult barrier to fight against all the time”(female faculty of color).

“There is a great deal of disdain for the burden that undergraduates bring. If you teach undergraduates, spend any time in the field doing anything other than research, like supervising student teachers, that’s a tremendous waste of time. They don’t give me credit for doing that. It’s just some extra thing I have to do. It’s not about the number of undergraduates for whom the light bulbs have turned on and they become productive
individuals and good representatives of our university and proud alumni about the place they got their degree and what they learned” (female faculty).

**Student-Centered Research University**

The phrase “student-centered research university” is being promoted on the campus as a new directive for focusing on teaching. When considering the value the university places on this concept and how this concept is operationalized, the HERI findings show:

- Between one-fifth and one-fourth of all faculty believe that developing a sense of community among students and faculty is a low priority for the institution (see Table I-19).

- Female faculty are far less likely than male faculty to feel that creating a student-faculty learning community is espoused by the institution. While women believe it is less likely, their views are more varied than their male colleagues (see Table I-19).

- Over 40% of faculty of color at the assistant and associate professor ranks rate the creation of a community among students and faculty as a low institutional priority (see Table I-20).

In general, while faculty were positive about the phrase and overall concept, they did not feel it accurately represented the realities of faculty and student life. Faculty did think the notion is a great idea if it creates momentum among faculty and does not remain just rhetoric. Many faculty were skeptical, though, that the tenure and promotion process would ever change dramatically enough to truly support the excellence of teaching. Therefore, faculty felt that the new phrase actually lends itself to a kind of institutional identity crisis since it is not clear to faculty what the institution is trying to become.

“What does that actually mean, student-centered? How can you support those faculty who really care about teaching and service instead of just going through the motions and really getting fixated on their research to the exclusion of everything else. That has to not just be talked about in front of the legislature and in front of the press. There has to be some teeth in it” (female faculty).

“Now we’re a student-centered university? Ha, it’s totally schizophrenic” (female faculty of color).
“This campus isn't even close to being student-centered. And it is stressful to try to overcome cynicism in conversations with the elitist faculty. All this said, however, I recognize and applaud the efforts of those who truly care about students.”

“My dean said to me, teaching is a disqualifier but it’s not a qualifier. If you’re a bad teacher then that can certainly hurt you. If you’re an adequate teacher to an outstanding teacher we don’t really care. The question at the end of the day is, where are your articles? Where did they get placed and so on? So I think your student-centered teaching has very little impact in terms of external rewards” (female associate professor).

“I think students after the first year figure out very well that it’s not student-centered. They can never get the classes they want. When they get them it’s not what they wanted because that’s not what’s in the schedule of classes anyway. When they get to the professors they’re overworked. They’re not student-centered. We do have an identity crisis” (female assistant professors).

**Students**

Despite the fact that faculty had many positive things to say about students, they readily discussed the challenges of working with them. Among those challenges, the HERI data highlight:

- The majority of faculty (nearly 80%) do not feel that students are well-prepared academically. This was especially true for male assistant professors where nine out of ten indicated that students do not have the academic preparation appropriate for the university (see Table I-8).
- Women faculty report more stress associated with students than do men faculty and this is particularly significant at the full professor level (see Table I-49).
- 68% of female full professors reported that students are a source of stress, while 42% of male full professors report students are a source of stress (see Table 49).

Further, undergraduate students’ expectations do not appear to be congruent with faculty expectations. Faculty noted experiences where students do not complete readings or homework and yet still expect to successfully pass courses.

“Students have an unclear expectation of requirements. They say, are you kidding? I don’t have that kind of time. I want my degree. You mean you want me to spend more time reading. You want me to spend more time writing?” (female assistant professor).
“Going to the library and having to open some indexes they think is a waste of time. They say, I can’t believe you’re having us walk over to the library” (female faculty).

“I go into class and students just read newspapers in your face. It’s frustrating” (female faculty of color).

“This kid wrote, ‘You make me work so hard in this class’ and this was from an honors student. ‘I have to honestly say I never had to work in the rest of my classes at the U of A.’ I am stunned at how often that shows up. How they complain about the teaching and the teaching isn’t very good but it’s a kind of an agreement between student and teacher that you don’t really have to work very hard.”

A number of faculty felt that undergraduate students are not well-prepared academically. This creates an extra challenge for faculty who may have to individualize or slow-down instruction. Some complained that this distracted from the learning of other students and that it kept faculty from their scholarly pursuits. A few faculty felt strongly that their primary role at the institution as instructors should be to provide the additional support required by under prepared students.

“I’ve had students come in and tell me they don’t know how to calculate a mean. How can you do what you’re supposed to do in the classroom when you have students that need a lot of remedial work?” (female associate professor)

“Because of the open enrollment policy there’s a lot of students that come in here that really don’t belong. This doesn’t make our life very easy to have students in our classes that just are not interested in learning and there’s a huge dropout rate. Many don’t graduate because they never should have really come in the first place” (female full professor).

“There’s a huge variety. The best students could compete in the Ivy League schools but the poor ones are really down at the bottom. So when you’re teaching you have to be able to teach across a huge breadth of preparation and this makes our life harder.”

“Each of us cares about supporting students. We feel we have students who can’t write well but we don’t pull our hair out. We try to do something about it by finding help for them or we help them ourselves. We talked about that today at a meeting. How do we help our students? It’s not a matter of ‘these are awful students, we have to get rid of them’ but it’s ‘how do we help the students that we have? How do we keep them and help them achieve in specific ways?’ This is a theory of education that we all live and espouse.”
Faculty bemoaned and centered complaints on the teaching evaluation forms. Faculty did not believe that they adequately assess student learning nor the instructional effectiveness of the faculty. Some faculty believed that the teaching evaluation process results in motivating instructors to get high scores on the forms rather than measuring students’ intellectual growth and development.
“The regular student evaluation form, in my opinion, has resulted in a dumbing down of courses and what we teach the students. If you have a professor who has high standards and wants to put a lot of material in the course, unless he’s really a superstar he can very often get poor evaluations because of this. ‘Too much homework and students knock him down’” (male full professor).

“I have colleagues who practically just do a final. They are not meeting the learning challenges but they score very nicely on evaluations” (female faculty).

“Students piss and moan about the work load. Some students just hated me. So I got tired one semester and dropped back to two books and softened up on stuff. Commensurate with the reduction in work and no change in anything else my score went up significantly” (female faculty).

“My main gripe is the teaching evaluation. Every semester we have to give out these forms to students to say what they like and don’t like. The questions that are asked are just horrible questions from the point of view of my subject. They seemed designed for engineers. ‘How much could you do on the basis of what you’ve learned?’ They’re imposed on us and we have no choice. The questions are made up by people who know nothing whatever about our subject. When we try to make proper questions they suddenly get abolished with no input from us.”

There was a general sentiment on behalf of women faculty that male faculty have more latitude than female faculty in terms of classroom management. Female faculty believe strongly that this effects teaching evaluations. Other faculty noted struggling with how to safe guard the rights of all their students in class, including their own well-being.

“It’s gender related. Some of my male colleagues can tolerate being a bad teacher for themselves and just ignore the negative feedback you get from students. They’re more willing to say no. I’ve had students who cry in my office and I know my male colleagues just don’t and won’t deal with that” (female faculty).

“I felt discrimination in my undergraduate classes. A few students made pretty nasty comments about my accent and used it as an excuse. That was pretty offensive because I put everything that I say on transparencies and I overdo it because I want to make sure that everybody understands me. Everything that I say is also on the board and most students do not find my accent to be an issue. I also use a microphone. It shouldn’t be a problem but I feel they were discriminating against me.”
“There are gender issues in teacher ratings. Studies have shown that women as a group get lower teacher ratings. Some techniques that men use we can’t use or the students think we’re a bitch. Men can do stuff that will embarrass students and they’ll be seen like the big man for doing that but we absolutely can’t” (female faculty).

“I have been the subject of just plain old sexism from students. There were a lot of evaluations that compared me physically to these men on the faculty, these very tall men” (female full professor).

“I’ve had homophobic comments made in class and put on my student evaluations. I’ve had Christian fundamentalists rant at me. How do you create a safe learning environment for everyone?”

Assistant professors, in particular, expressed how much pressure they feel free from students to change or increase their grades. Apparently, in reaction to campus wide concerns about grade inflation issues on campus, the administration has created some guidelines for courses and programs. In general, however, faculty think that these approaches are more problematic than helpful.

“We have a lot more students who are complaining about grades. There’s a lot of pressure for grade inflation. [Our department] has a reputation for being tough. Is it that our expectations are too high or is it that students’ expectations are so incredibly low. I prefer to raise the low expectations but how do I do that? We need a university wide discussion about expectations” (female faculty).

“The administration told graduate assistants they were going to be denied classes if they gave too many ‘A’s’” (female assistant professor).

“I was called to task for the numbers of ‘A’s’ that I had given students. I was informed that if I don’t change my grading policy that it’s going to affect my tenure” (female faculty).

“Our field is competency based and so a lot of grading is criteria referenced rather than on a curve. I would have a real problem if somebody were nailing me because I didn’t give enough ‘C’s’” (female assistant professor).

**Student Advising**

As indicated earlier in the section on service, women and faculty of color believe that they spend more time interacting with and advising students than do their colleagues. Rather than just formal advising for programmatic direction, students approach the faculty whom they
feel they can trust to discuss a range of topics such as career counseling and even personal issues. More often than not, the faculty who are most willing to spend the extra time and energy on student issues and concerns tend to be women and faculty of color.

“I find myself mentoring an inordinate number of students. I realize that I have come to be for these students somebody who will have a more understanding perspective on their problems, who will give them personalized attention. They assume because I am a woman of color I will be able to identify with some of their struggle. So I just don’t see other Latino women students, I see the Native American students. I see the students with disabilities. I see African American students, all coming to me. It’s an activity that I personally find rewarding but it does not translate in any way into the kinds of recognition of the service that I provide to the university” (female faculty of color).

“One of the most common complaints I have heard from minority faculty is that everybody gives them these students to counsel and to deal with and then when it comes time for them to do their promotion or tenure, they find they don’t have enough done. It’s quite a difficult thing for them to resolve because they want to help but at the same time they are sacrificing their own career” (faculty of color).

“I try to teach important things about research to whoever comes in. Maybe in the future if they have an African American student come into their labs they’ll say, ‘I’ll take you into my lab. Even if you’re not recommended by the good old boy. I’ll take a chance on you.’ That’s my hope” (female faculty of color).

“I inherited many of the students that were difficult for my senior colleagues to work with or the students felt intimidated by, but who feel very comfortable with a junior faculty, particularly a woman” (female faculty).

Faculty noted that not all faculty will work with all types of students and there was concern that graduate as well as undergraduate students are not being appropriately mentored. Women faculty expressed a concern that male faculty may not only be reluctant to provide advising and mentoring to female students but that some faculty intentionally misdirect women students.

“This place really has a gold mine of very talented people. There are some incredibly bright residents but we don’t support them. That’s the bottom line. We don’t support them” (female full professor).

“Many faculty currently only want to work with Ph.D. students on their projects, not Masters students. Those faculty who do work with other students sometimes sacrifice other things. An option would be to give more resources to those faculty who work with a wide variety of students” (female faculty).
“We’ve been examining the stories of graduate students and things have not changed. Some of these young women get nothing from their male faculty in their majors. They’re distress level is intense. The University of Arizona is probably more patriarchal than other places” (female associate professor).

“One of the male full professors, he does not like the woman he’s working with. He has not given her good advice. She’s failed her comprehensive exams. She happens to be my research assistant so I know the quality of who she is. She was misdirected, misguided by him and he lied about it today and made her look much worse than she actually was” (female associate professor).

**Curricular Issues**

The HERI survey asked faculty members to respond to a number of items concerning goals and priorities for undergraduate education. Faculty indications of agreement or disagreement with a variety of statements were analyzed across gender and race/ethnicity. The results follow below.

- Both men and women faculty feel that a university education should develop students’ ability to think clearly (98% agreed this is essential or very important) and about two-thirds of all faculty agreed that it is at least somewhat important to teach the classic works of Western civilization (see Appendix H).
- Overall men agreed less often than did women faculty that students should enhance their knowledge of and appreciation for other racial/ethnic groups (see Table I-4).
- Over 80% of faculty of color and white faculty believe that promoting the intellectual development of students is a high or highest institutional priority (see Table I-22).
- Forty-five percent of all white faculty and 37% of all faculty of color believe that teaching students how to change society is a low priority at the institution (see Table I-24).

Not only are there differences in what particular faculty value vis à vis teaching and the purpose of undergraduate education, but three different types of curricular issues emerged from the focus groups and discussions. First, faculty noted that interdisciplinary courses and programs were not always well supported. Not only was this an issue for faculty in the tenure and
promotion process, but there was often difficulty in getting approval to offer interdisciplinary courses.

Second, knowledge and intellectual inquiry considered to be on the margins of traditional academe (such as feminist scholarship, gay and lesbian studies, and ethnic issues) were often derided as inappropriate or unimportant. This included efforts to diversify the curriculum. In addition, faculty were still upset over a relatively recent occurrence on campus concerning the handling of course syllabi and the recommendation that faculty include warning labels on material that some students might find objectionable. Faculty stated that this violated academic freedom and fundamentally undermined the learning experience of students.

Third, recent changes in the undergraduate general education curriculum were not fully favored. There were concerns that faculty were not collaborating and presenting the material in a coherent fashion as was originally intended.

“There are things that I have to always battle for. For example, interdisciplinary courses and non-Western courses. Whenever my course rotation comes around, I never have enough TAs or graders, even though European or American courses always seem to have enough TAs and graders” (female faculty).

“We don’t even pay much lip service to the third critical component, which is the practical world. Those things shape our value system. We’ve placed a couple of students as interns but my peers see no value.”

“I was told explicitly by the chair that gender has no place in our core curriculum. First of all, it’s not rigorous, second of all it’s not something our students are interested in, and thirdly it’s not considered academic” (female faculty).

“It may be accepted within another department but there’s no way I’m going to teach gay and lesbian studies courses in my department. The department won’t approve it.”
“It was a huge homophobia and misogyny related issue with a Women’ Studies course and a lesbian book. The University’s response was completely over reactive. Putting warning labels on courses to let students know whether or not there would be some objectionable material. Having your narrow perspective on the world challenged is what a university education is all about.”

“There was no consultation with the people most directly affected on campus. They get a complaint from one isolated student and decide to make policy based on that without consulting. That lack of consultation and kind of knee jerk reaction is the most likely way to push people out of here. That’s why people leave. We got to the point where we were making jokes about putting up a sign at the entrance to campus, ‘Caution, do not enter. You may be required to think.’ You cannot anticipate what somebody’s gonna find objectionable. If we were to not teach what people find objectionable we eliminate all learning.”

**Undergraduate Curriculum Change**

While significant amounts of time and energy have been contributed by faculty and administrators over the last few years to change the undergraduate general education curriculum, many faculty do not appear to be satisfied with the result.

“The new general education program seems to diminish the previous diversity requirement. They wanted to get back to basics and so they made the Race, Class, and Gender course optional now. There’s really no incentive to try and get new courses of that kind approved if it’s just going to be optional” (female faculty).

“I spent a fair amount of time learning some [material] to add to these honors freshman courses. But many of the researchers would just teach their ideas and own research, which is so narrowly focused. So the curriculum does not gel” (male associate professor).

“I tend to get a bit cynical about the relationship between what you’re putting in which is countless hours and the kinds of feedback that you’re getting from the students. The reason for this is probably because the courses are not part of a major. They’re not a department and so they’re not perceived by the students as counting for anything. I think the whole effect of this is to create a feeling of frustration and resistance on the part of the students and a feeling of frustration on the part of the faculty as well” (female associate professor).
“Originally, we got together and did a wonderful job of putting together freshman [course] and now it’s been farmed out to departments x, y, z and a to teach. They all have several sections and these people don’t even talk to each other. I think this is really sad. I think there’s no expectation from either the university or all the departments to follow through on this in terms of quality teaching” (male faculty).

**Hiring and Retaining Faculty**

**Recruitment and Hiring**

Faculty had much to say about the hiring and retention of faculty. There appears to be dissonance between what faculty expected at the time of hire and what actually transpired after they agreed to work at the institution. For many women, salary negotiation was especially problematic. Many believed that at a public institution they would be treated honestly and equitably. When they later became aware that faculty received different levels of compensation and benefits depending on individual negotiations, they felt betrayed and trapped with little to no recourse.

“In my recruitment process the picture painted was beautiful. I was gonna be given research support and reduced clinical load. Within three months of my getting here it all went away. Nothing that was in my contract was ever given to me” (female assistant professor).

“I came tenured but now realize I didn’t negotiate enough for a higher salary. It seems to be clear gender discrimination. I didn’t have data to support my case” (female full professor).

“I competed against 100 people to get this job, unfortunately, I was a little naive. They promised me everything and haven’t done it. I tend to be a little bit quiet. I thought maybe I’m just not out-going enough. But a little over a year ago, a new male hire got a significantly different start up package than I did. He’s more out-going. He got a post doc to work in his lab immediately. He’s had people in the department help him write papers already. People have gotten him money for research. Nobody made any kind of attempt like that for me” (female faculty).

Faculty shared experiences of being asked explicitly discriminating questions in the hiring process with respect to families, children, partners, and age. It seems these questions were not always asked with malicious intent, but the potential for impacting hiring decisions still seemed very real to the candidates at the time. Other concerns offered by faculty addressed
whether it was safe for gay and lesbian faculty to be honest about themselves in the hiring process. Faculty also questioned the motivation behind departmental leaders’ hiring decisions.

“I think a lot of our male colleagues, senior male colleagues, and administrators think there’s not a problem but it’s subtle. People do and say things like ask about kids and family. It’s not our concern. I reminded [him] of that. You could get in trouble if you keep saying this” (female full professor).

“I know she was not hired because she’s an ‘out’ lesbian. That was a factor in what was going on even when it was quite explicit that she was the best candidate. It was explained in terms of problems of collegiality.”

“It’s very frustrating that I cannot make a difference in the department. I would like to move the department in the right direction. I would like to have the best people hired. We have positions. We have resources and this is a really good university. We have the potential to be among the top 10. But we’re hiring second rate or third rate faculty because our department head is afraid of bringing in somebody who is better than he is.”

Those faculty who are not alumni of the University of Arizona raised issues about the appropriateness of hiring recent graduates of the institution rather than conducting external searches that could bring in outside knowledge and perspectives.

“It’s too isolated and the normative behavior is not progressive. I think they have to continue to do outside searches. I think they should not be hiring their own. Our department is one half UA grads.”

“There’s a lot of searches that are closed on a national basis and they just focus on internal hires. We get very little new blood coming in. We get so many people who were trained here that it’s a serious component of the static environment. We don’t have people who have seen the bigger world. We have people who have these weird relationships with management because they once were students to these people. I would really like to see that frowned upon.”

**Spousal and Partner Hires**

Faculty who were jointly hired with their spouse or partner usually had positive comments about this process. Some faculty did feel, however, that information about their options as a couple including their salary and benefits were not always clearly presented. In contrast, other faculty expressed doubts about the equity and fairness of the process of dual hires. Indeed, views varied significantly as to whether or not the institution should have a policy.
“The university did say that there was a partner benefit program which we thought would be a very useful program. It turned out to be access to a fax machine and a typewriter. That was not supportive in any sense” (male faculty).

“Some folks have in fact gone into their recruitment process negotiating for at least the amount of money additional to their salaries to cover their domestic partners’ health care benefits. That is not something that would ever have occurred for me to do and that’s my naiveté. But somebody on campus here could have advised me of the possible options” (male faculty of color).

“When I first came there was a nepotism policy such that you didn’t have spouses working in the university. Never mind the same department. That was a very unfair policy. But now we have a real spouse problem. Our spousal pairs are almost always senior men and junior women. Those junior women have not competed the same way for their job as those of us in the free market.”

“I think it compromises an organization when you have spouses within the same unit, within the same department.”

**Role of Numbers**

Faculty who had been at the institution for the last decade or so felt that the number of women faculty had significantly improved. While women are still not fifty percent of the total faculty and female representation varies greatly depending on the department and college, women faculty believed that the mere increase in their numbers has played a critical role in improving the campus climate.
“Continuing to hire more women makes a huge difference. I’ve seen the percentage of women in my department go from 10% to 25% and it just makes a huge difference. Just in the last two or three years, I had the experience of running into a couple of women in the hallway at the same time and having a conversation with them. Psychologically it makes a huge difference” (female full professor).

“It’s tremendously morale-enhancing and I think the day to day climate might be less stressful for women. There is a greater concern in the department for quality of experiences and interactions with each other and with the students” (female associate professor).

“There are eight of us in the tenured faculty and it’s made an enormous difference in the atmosphere and the climate. We’ve reached a critical mass. The stupid, snide comments by male colleagues have diminished markedly” (female full professor).

“Being in a department with a lot of women, there is an understanding of the politics of higher education” (female faculty of color).

**Hiring Diverse Faculty**

Faculty questioned the priority that exists within the institution for hiring faculty of color and women faculty in trying to further diversify the campus. For example, with respect to hiring more women faculty and administrators, the results from the HERI survey indicate:

- Only 7% of men and 4% of women feel that hiring more women faculty and administrators is of highest institutional priority (see Table I-21).
- Full professors are more likely to feel that hiring more women faculty and administrators is a priority than their junior colleagues (see Table I-21).

Further, the qualitative data showed that faculty identified outright resistance as well as apathetic indulgence as preventing progress.

“I’m one of three Latino faculty in the whole college. It’s not a priority and I’m the one trying to bring it to their attention. I can even feel very liberal faculty getting irritated with me. They get mad at me for bringing that up. Like how dare you. This is not something to consider. For them it’s not a priority at all (faculty of color).

“On the last reaccredidation report, the examiners questioned us, ‘Don’t you know where you are? Can’t you find some way to reflect the participation of the larger community in the university?’ There’s a huge Hispanic population here. There are 21
Indian nations in this state and we’re not doing a very good job with recruitment or retention” (male faculty).

“Female students tell me that they wished there were more women faculty. That this would actually make them feel more comfortable with the environment. Unfortunately, we don’t have minorities. We don’t have any Black or Hispanic faculty. I know students would feel much more comfortable if there were more diverse faculty.”

“The hiring of a Native American had been on the priority list for years and years and it was just ignored because a noisy group of white people wanted something else.”

Faculty understood the problem of diversifying the faculty ranks as partially due to being able to offer competitive salaries, but also to an environment that does not support their remaining at the institution. Male faculty, in general, tended to focus on diversity as an issue of numbers. In fact, the concept of employment discrimination was understood by one faculty member as the unequal number of men and women. In contrast, female faculty focused more often on the campus climate issues that effect faculty recruitment and retention.

“I would say that the university has become more diverse in terms of gender. And the student body has become more ethnically diverse. But for ethnically diverse faculty, there hasn’t been much change in 20 years. I saw some figures recently and I think that ethnic diversity is still an issue for faculty and the administration” (male full professor).

“There is an awareness of the desirability for increasing the diversity of the faculty, but how do you identify the individuals and attract them? We have less of a problem for women faculty members but for minority candidates. The typical scenario is that an individual has a wide range of different places and we just can’t compete with salary and other resources” (male professor).

“We need to reconsider our hiring processes. We have a huge Hispanic population and we’re turning out Mexican-American students here. But why don’t we seem to have many faculty from that group. Why do we have to go to Chile to find faculty?” (male faculty of color).
“When we asked why aren’t there more women faculty members, why aren’t there more women department heads, why aren’t there more women deans, why aren’t there more women vice-presidents, they used to say to us, ‘Well there just aren’t enough women in the pipeline, yet.’ Well, now the stats are in. Fifty per cent of practically every major are female. But we still don’t have very many women faculty members, very many women deans, and very many women presidents of universities. Why not? Because they got stuck in the pipeline. Nothing has changed.”

“It’s been my perception that even when you focus on diverse hiring there’s still this culture that says but we’re not going to listen to you or make any changes. Female faculty place more value on collegiality. They don’t like pitting one person against the other and having to compete with your own colleagues for resources within the college. What I see now is, well we’ll have you here, you can be guests in this house but you have to obey the house rules” (female full professor).

The hiring and recruitment of diverse faculty and students also appears to be more rhetoric than reality. Indeed, some areas of the institution appear to be apathetic.

“In the departments I hear a lot of resentment about the idea of hiring people of color. I don’t think there’s any belief like, oh it’s good for students to see a diverse faculty or it’s good for education” (female faculty).

“My take on the college is that it’s not necessarily hostility toward diversity but that we don’t really care. It’s not a priority” (female faculty).

“Why in a period of 24 years haven’t we been able to find another Mexican American faculty member? We probably have had a hundred opportunities. If there is discrimination it’s not overt. Yet, the outcome is pretty much the same. You look at teaching loads or teaching assignments or what is valued in the profession, in the field. Then you begin to see a pattern of what’s important” (male full professor).

“The absence of African Americans bothered me 20 years ago and it still bothers me” (female faculty).

**Faculty Retention**

Faculty believed that the loss of faculty to other institutions was not strictly due to low salaries, but to additional issues such as heavy teaching loads, lack of mentoring, lack of follow-through on promises given at the time of hire such as start-up resources for research, and a climate that is not conducive to supporting new members of the campus community.
“It’s the quality of existence from day to day. What I’ve heard from many people is that by the time they’re ready to leave, more money isn’t going to make any difference” (female faculty).

“I got an e-mail from one of the young faculty who left. I said, ‘how do you feel about leaving?’ She said, ‘I’m very, very relieved.’ She said she couldn’t put up with the patriarchy anymore.”

“There were two young gay professors that were literally squeezed out by the three people that run our department. Not the department head. He’s ineffectual. My God, the list of people who have gone, it’s like a list of the big people in the field. It had entirely to do with them being high achievers. High achievers do not succeed. If you dare achieve beyond the three people that really run the department. That’s it. You’re marked.”

“We lost a lot of people over the years. We continue to have a revolving door at full professor level and assistant professor level. We have always been able to recruit and stay at the level of top ten but the department is pretty ruthless. I don’t think there is much mentoring at all” (male full professor).

“We’ve lost some of the most important women in the country in their fields and the dean did nothing to keep them. He gets along so poorly with assertive women and is openly hateful about women in this college anytime anybody crosses him.”

Faculty felt it was imperative for the future of the institution to understand exactly why faculty are leaving and not just rely on speculation or the hearsay of department chairs and deans. Furthermore, it appears that applying to other institutions to increase one’s salary is not a reliable game to play since the outcome may vary from individual to individual.

“We need to know why they don’t make it or what caused them to leave. I know one year we had 3 women faculty, 3 young women faculty untenured who left all at the same time” (female faculty).

“You lose colleagues in various ways. Some of our colleagues become brain dead because if they don’t go consult they won’t make it otherwise. We’re losing the effective productivity of faculty because the legislature won’t improve salaries, because of the workload, and paperwork. We have a real crisis not only from the standpoint of people we can’t attract or people that go away, but also from the people who remain who are trying to pull it together but are burnt out” (male full professor).
“A friend is trying to drag me into doing an exit interview with the president but I just don’t know if I’ve got the strength. It’s not going to make any difference. It’s just going to go into a toilet somewhere and sneak under the rug like everything else. I don’t know if I can relive that much unhappiness again.”

“We had a great woman of color in our department. She was tenure-able. She’s one of the premier people in our field and they let her go. She went into the dean and said, ‘I have an offer from [another institution].’ The dean said, ‘Oh that’s great. I wish you great things. Good luck.’ That’s it. No counter offer” (female faculty).

**Retention of Faculty of Color**

Faculty clearly observed a relationship between trying to retain faculty of color and trying to recruit and retain students of color. In other words, the faculty saw one issue as very dependent on the other in terms of creating a community of scholars and learners with both similar and diverse interests and backgrounds. Faculty and administrative differences over what constitutes “appropriate” research also appears to impact the retention of faculty of color, particularly with respect to multicultural and diversity related scholarship.

“A lot of women faculty of color are treated differently and have difficulty in surviving here. We have very high turnover. Nothing has changed from fifteen, twenty years ago” (female faculty).

“We had a wonderful woman, an African American woman, who came. She left because she felt there was so much under the table discrimination here and in Tucson.”

“I was disillusioned about how my department treated African American faculty. There was an African American faculty member who recently left, whose research was belittled by both the school and the department because she was interested in research pertaining to racial issues. I was just shocked to hear the feedback that she would get on her research and she ended up leaving and going to another university” (female faculty).

“I think that if I was not white I would be experiencing probably greater difficulties than I do right now. I imagine if I was a black woman professor and cared about teaching I would not be valued or rewarded. I’d also have a million black students lining up to see me because I’m the only black female professor.”
“After you recruit and get your ethnic individual or female in then there is no support system to help them survive. So, it’s one thing to recruit but if you’re really committed to diversity you have to have some mechanism to help them, to retain them” (female associate professor).

Faculty of color were quite articulate about the challenges they face in trying to survive at the institution. They noted time and again how isolated and lonely they feel as the only person of color in their department, program, or college.

“Moving here as a new person of color it is really hard to develop a sense of community. As a black woman, I do feel more isolated because I don’t even know where the black people are” (female faculty of color).

“The other issue is advancement and professional development among the faculty. It’s not just enough to have a minority faculty being hired but how about the efforts to retain them in their role and providing opportunity to grow further” (male faculty of color).

“I’ve seen faculty of color come and maybe after 2 or 3 years leave. I notice who goes to lunch with whom. The older established white faculty, you know, it’s hard to break into their little group. You need some social and personal interaction to survive. Until you reach a critical point of enough faculty diversity you don’t end up being included, you just feel kind of lost. We’re all supposed to be able to work in our little areas and be self-sufficient but life isn’t really quite like that. You need to be able to talk to people about what you’re going through at your institution.”

**Faculty Mentoring**

Having a faculty mentor provided some new faculty with the support necessary to successfully transition into the institutional system by helping faculty identify strategies for balancing their tripartite responsibilities of research, teaching, and service, including negotiation of their promotion and tenure process. For those faculty who have not had a mentor, the path to career success has been much more difficult. Thus, providing mentoring for new faculty seems a critical element in faculty retention. On the other hand, senior level faculty expressed that continuing to have guidance and direction in balancing one’s career is an important feature no matter what your academic rank. Of course, it was noted by faculty that establishing a supportive working relationship with a mentor is not always an easy task to accomplish.