

“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.

“We had no mentoring. None at all. I was green. I knew so little about how this thing worked. I thought if I played well and taught well that that would be enough. Nobody told me different until my seventh year when I almost lost the job. I didn’t even hear the word mentoring around our building until a few years ago” (male full professor).

“I don’t have a mentor and that hasn’t been emphasized at all. I think it’s probably a good idea that I should have one. Right now I would say there is no mentoring program” (male assistant professor).

“As I moved into a senior role there are very few mentoring supports for what a senior faculty person should do or how to do it or how to change direction from being the racehorse to being supportive to others” (female full professor).

“I’ve always been told, you’re senior so you don’t need mentoring. I tend not to agree with that but I eventually just let it pass because I found that I was considered irritating by continuing to ask for mentoring.”

“In my college we were required to have a mentor. At some point my chair said, ‘So and so is your mentor.’ I said, ‘Excuse me, that’s the person I’d like the least. Could we please change that?’ The guy was a schmuck. It would have been a waste of my time. I felt very uncomfortable because he had already checked with this guy and so my switching meant that everybody involved knew about it.”

In turn, providing mentorship for faculty of color is viewed as a necessary support for retaining them at the institution especially with respect to the promotion and tenure process.

“There are subtle things. Two people may have the same knowledge but they organize the materials differently and that makes a difference. Faculty of color need to be able to network. They need advice, what to prepare for and how” (male faculty of color).

“In the search for federal grants it’s important to have a track record and being somebody with that track record can be quite daunting if you don’t have strong mentoring. I think women of color and other minorities do not get mentored in a style that is absolutely critical for being successful in science” (female faculty).

Institutional Leadership

For the most part, leaders on campus were highly criticized by the faculty as creating significant impediments to faculty work life. A few leaders were singled out as especially good and effective, but the vast majority of complaints faculty had about the institution were focused on the power and decision making of department chairs, vice deans and deans, and other upper-

level administrators. Faculty had multiple examples of leaders that were, in their words, incompetent, abusive, double-dealing, poor managers, and power hungry. Faculty of color, in particular, raised concern about relationships with leaders in the HERI survey.

- About one-fourth of all faculty of color are not satisfied with their relationships with administrators (see Table I-44).
- Nearly 60% of white faculty feel satisfied or very satisfied with their relationships with administrators (see Table I-44).

At times during the focus and discussion groups, the individual leaders themselves were blamed for their behavior, while at others, the system was blamed for providing little training, support, or intervention.

“For years we had a chair who was loved dearly, but he never managed to put things into the catalogue. He was really screwing the students because he was incompetent. So, they make us work harder because of their incompetence and this has a direct impact on the students” (female full professor).

“The Peter Principle operates excessively. People are always hired into positions where they are totally inept. We tend in the sciences to hire people who have a very active and vigorous research program that is well supported. It’s not doing them a favor because there’s an implicit assumption that because they’re great researchers they’ll be great administrators and it simply doesn’t hold water. So we end up putting people in positions because of a curriculum vita, which isn’t reflective of their ability to work with people” (male associate professor).

“My department head is not a good manager. He’ll take the path of least resistance. If you really go in and stomp your feet about something and raise holy hell then you’ll get some action. He prefers to avoid conflict. Our dean is not a good manager. He’s off promoting himself” (female faculty).

“One of the problems with our dean is that I think he’s afraid to ask for anything because he thinks that will show he doesn’t know how to control the college.”

“Not everybody is meant to be an administrator. If you’re going to put somebody as a department head they ought to be helped. Like, excuse me, you need to have your people skills enhanced, or, if you haven’t gone through hiring someone, then you need to learn how to do it. We spend so much time in committees, wouldn’t it be nice if we successfully taught people how to conduct meetings?”

Expanding who takes on the role of leadership in the institution was presented as a challenge due to inadequate supports and a system that emphasizes hierarchy and authority over shared governance and collaboration. Without dramatic changes, the “color and gender of power” is likely to remain the same.

“Department chairs are not appreciated. They’re certainly not compensated at our college for anything that they do. Their work is ridiculous. Their loads are ridiculous. They end up doing all kinds of busy work. There’s no time for leadership or thinking about where a department ought to go. I have refused to take on that role because I think it’s a very destructive place to be. Department chairs and administrators can only give faculty support if they feel supported themselves” (female faculty of color).

“Out of all the departments [in this college], there are no women heads. The distribution of women and minorities across the campus is limited as you go up the ranks. That’s an increasing problem and concern. That affects who’s invited into the conversation and who makes these very key decisions” (female faculty).

“There are equity issues in my profession between men and women. It is a female dominated profession but men are the directors. Men are the folks that have a quicker rise to the top and don’t suffer glass ceilings. It really does happen” (male faculty).

“The dean doesn’t know how to deal with women who are strong. He has lost every female chair that he ever had.”

The seemingly arbitrary use of power by leaders and mysterious decision making processes that deny faculty information and grievance recourse produced anger and tears in the interviews and discussions with faculty. The discretion of leaders as to whether or not to implement campus programs and policies was especially taxing for women.

“If the department chair hates your guts, no matter what you do you are dead meat. You can use that as a direct quote. They’re very powerful. They’re dictators.”

“It’s punitive. It’s painful and it’s hoarding of knowledge. It’s hoarding of information and maybe you’ll get this information or maybe they won’t give it to you”(female faculty of color).

“There is the perception that a lot of decision-making goes on behind closed doors. You don’t know why the decisions came out that way or why people were hired or not hired. So it leaves this air of distrust, uncertainty, a kind of mystery, you’re skeptical” (female associate professor).

“Deans and directors and the full professors are male. There are very few full professors that are female. So while Pete Likins can come in and have a perfectly good attitude and an expectation that things will change, I feel that it’s this middle management group that won’t and don’t have to change” (female faculty).

“We talked about how positive the president was but I feel that a big blockage in many colleges is the deans or assistant or associate deans. I don’t feel that they’re very accountable. You feel like you have no recourse because you can’t fight those deans. The upper administrators, the vice-presidents will say it is up to the deans. So you start wondering who makes the decisions in the university” (female faculty).

Accountability and Intervention

Faculty were greatly concerned that campus leaders who continue to be problematic for the institution are not removed. Faculty were especially distraught by the dissonance they perceived coming from the upper administrator who claims to take faculty concerns seriously and yet allows some leaders to remain in their positions at the institution. This situation can detrimentally and substantially impact the career success of faculty.

“Some administrators and deans are evaluated and have gotten very undesirable feedback from faculty but the university has retained them and they continue to work in the institution when they have extremely low ratings. I think that creates real problems for faculty advancement” (male faculty of color).

“Even when they’re horrible you can’t get rid of them. They’re not fire-able” (female associate professor).

“There has not been a chair in our department for longer than two years so you can imagine what it’s like to go through the tenure process. Two of these people were recruited nationally and resigned under protest because they could not work with our dean” (female faculty).

“Every place I go across the university, we’re not quite the laughing stock but everybody’s saying, ‘so how’s your dean?’ It just amazes me that this should have been allowed to continue. The university administration has to assume responsibility for what’s happening in this college.”

“People file harassment complaints against somebody and the next thing they know that person that was charged is appointed to be the chair of the committee that writes the harassment guidelines for the college. It’s going to take more than just bringing in new attitudes. It’s going to be appointing the right people. It’s going to be putting people on notice that they’re going to be scrutinized for their behavior regarding these issues and following through on that.”

Faculty felt that many of the issues being discussed in the Millennium Project have been addressed over the years by various faculty committees but have never been implemented. Still others felt that the leadership and administration were more likely to be resistant to change than to consider innovation.

“I think that one of the impediments for me is all the task forces I’ve been on. Then years later somebody says, ‘why don’t we learn about this?’ Well, hell, we learned about it about 10 years ago and nobody paid any attention to it. It’s on a shelf somewhere. What happened to that? Why did I spend time doing that? That’s one of the things that has hindered my feeling better about this place” (male full professor).

“I hear a lot of ‘no’s. I don’t hear a lot of people saying, ‘oh, here’s an idea, let’s explore it. Let’s see what we can do with it.’ Rather, the first thing I generally hear is, ‘no you can’t do that’” (female faculty of color).

“I feel like this institution is just one big dysfunctional family. The deans and directors are dysfunctional children. If this were my dysfunctional child, I’d get this child help. I would be saying, I’m going to give you some boundaries and if you insist on regularly crossing these boundaries then you’re going to lose your job because it’s not to be tolerated” (female associate professor).

“This fatigue factor sets in and when the situation doesn’t get any better and you’ve been complaining and complaining and complaining, then you look like the one that’s the problem.”

“The university investigated the complaints but the response was, well, your management is incompetent and they do bad things but they do it to both the men and women and therefore it’s not a gender issue that we can take any action on. The findings miss the boat that this type of behavior could have a disparate impact on the people who are functioning as tokens in their organization.”

Faculty Governance

One strategy for rectifying faculty concerns about institutional leadership is to more fully involve them in decision-making processes. Unfortunately, faculty stated that compared to other institutions, they do not believe that there is true faculty governance on the campus. To some female faculty, the discretion of leaders to abide by faculty governance rules and procedures seemed incongruent depending on the gender-related nature of the issue.

“This is not a place that has faculty governance. They don’t ask faculty opinion on anything. We don’t have a voice. Boy, that never happened at [previous institution]. The dean was the chair of the faculty, not somebody who could make decisions on their own” (female faculty).

“People still get tenured and promoted over the summer when nobody’s here. Mostly male administrators make the decisions under the guise that this is a situation in which they have to hire these people or promote them and give them the money because they’ve been given another job offer. There’s no faculty input” (female faculty).

“Deans have incredible power. They have direct budget lines so the provost can make them make the difficult decisions. The Board of Regents is saying we want more faculty governance but the way their policy is written it gives the power to the old line, authoritarian, administrative white male system. The Board of Regent’s policy and the faculty handbook are vague” (female faculty).

“I come from a culture where democracy is not always the priority so when I came here I thought I came to a democratic country. But I find that there is nothing as undemocratic as this university. People tell you one thing and do another. Everything is spelled out in the books and yet the administration does exactly what they want” (female faculty of color).

“We asked a question about a decision that’s been made at the dean’s level. Now it’s seen as insubordination and the department will be punished.”

“In selecting a new hire or the chair, you vote. What was the vote for? The dean chose the one with the lesser vote. That happened in trying to find a new faculty. The recommendation was a woman and they invited the other person who was a man” (female associate professor).

Work Life Issues

Time Management/Life Balance

The idea of “equal pay for equal work” is a widely accepted principle of fairness. Numerous university self-studies suggest that for equal work, female faculty members are underpaid. One of the common criticisms to these consistent findings is that the workload is different. The 1998-99 HERI survey offers a unique opportunity to test the difference in gender workload, because measurements are made on a comprehensive set of possible activities for a faculty member. In a first approximation (T-Test), the sample average workload difference is used to compare the two groups. But a difference observed between the two groups may be due to some other sources of variation such as rank or discipline, because the nature of the activities in the different groups raises different expectations. As a consequence, the second order approximation (Factorial ANOVA) analysis controls for these other variables. The prospect of the conclusions being confounded by another variable in the HERI data is reduced. The following analysis constitutes a good testimony of why we should control for variables with a confounding potential.

- On average, male faculty members report working about 2.5 more hours than their female counterparts. This difference is statistically significant ($p = .04$). (see table I-1)
- When rank and discipline differences between the two groups are taken into account, the male faculty’s reported 2.5 extra work hours above, is reduced to 1.5 hours, which is no longer statistically significant ($p = .13$).

- In other words, when rank and discipline are controlled, male and female faculty report working about the same number of hours each week but how these hours are distributed differ dramatically when examining instruction, administration, research, and consulting.
- **Instructional Hours:** The 1/2 of an hour of additional instruction that females report vanishes when adjustments for rank and discipline are made. (As highlighted earlier, however, teaching load data indicate that overall women faculty have a heavier regular and independent study load—see Table 3-9.)
- **Research and Creative Activities:** The overall average 3 hours ($p = .00$) of extra work reported by a male faculty when compared to a female faculty, is a statistically significant difference. This difference is reduced to 2.6 hours and remains statistically significant ($p = .02$), when adjusted for rank and discipline variables. This gap constitutes the main source of gender difference with respect to work load.
- **Consulting and Public Service:** The rather narrow and non-significant 1/2 of an extra hour more work reported by males is enhanced to a statistically significant full hour ($p = .02$) when controlled for rank and discipline.
- **Number of Publications:** Male faculty members as compared to female report producing more publications within the last two years ($p = .00$). However, when controlling for rank, discipline, and hours of research, publications for female faculty slightly jumps ahead by a statistically non-significant of .16 more publications within the two years.
- The analysis indicates that male faculty report working 7/10th of an hour more than female counterparts in an **outside freelance** capacity, and 4 hours less per week in **household duties**.

Given the previous findings, it is clear that there are competing demands for all faculty time. Balancing them creates considerable stress for most faculty. In addition, HERI results show:

- 22% of male full professors indicated that time pressures are “not at all” a source of stress, as compared to 1.7% of female full professors (see Table I-50).

- Women faculty report more extensive stress than do male faculty due to lack of time to accomplish all their responsibilities and tasks (see Table I-50). This finding holds true even after accounting for whether or not faculty have children and controlling for self-reported number of hours worked.

In order to meet their responsibilities, faculty stated that they frequently give up time with family and children, lack social connections with friends, are prevented from pursuing hobbies and outside interests, and on occasion suffer health problems due to succumbing to the constant performance pressures. Professionally, the situation meant that faculty rarely felt they could give their fullest to any particular task or project, including teaching. So, while their own expectations were high for excellence, the day-to-day realities of making choices for where to put time and energy limited their ability to always produce quality results.

“I’m concerned about the younger faculty and I look at that also from a perspective as if I had my career to do over again, would I have survived?”(male full professor).

“My own stress is caused from balancing teaching, writing, graduate studies, and family requirements. There never seems to be enough time to do them all right!”

”I have worked an average of probably seventy-five hours a week, for the majority of the time, and the only time I take vacation is when they tell me I’m going to lose it” (female assistant professor).

“When I have a free two hours between classes I can choose between updating lecture notes for the upcoming class, reading the latest journal article, writing a handout for students, analyzing data from some research project, or revising an article I’m preparing for publication. Too often the students suffers.”

“I feel guilty all the time. You feel guilty you’re not writing enough papers, and then you feel guilty you’re not giving enough time to the students in your teaching and you feel guilty you’re not giving time to your children which they need. So, I think I’m constantly struggling with the guilty feeling. Always I’m doing the best I can do but it’s still feels not enough” (female faculty of color).

Evidently, the time demands of on-going responsibilities often preclude opportunities for advancing new initiatives. More than once, faculty noted that they are so busy “trying to keep their heads above water” that attending to issues of diversity or multiculturalism was near to impossible.

“Everybody is trying to juggle so many balls and keep everything together. There is no interest in diversity because of that. They might be interested if they were calm and able to survive themselves and didn’t have these other overwhelming problems. There is no interest in mentoring. There is no interest in sharing resources with anyone who doesn’t have something to offer you back. If I let you use my equipment what equipment have you got that I can use? If I let you use my contacts what contacts do you have that I can use? I think it’s really important for us to look at the whole perspective and try to see what is realistic in terms of what we can get people to do to support us when they’re so busy trying to support and survive themselves” (faculty of color).

“Noontime discussions and those sort of enriching, enhancing things get chucked out because you have to give a class tomorrow and you have to turn in your grants or you have to get your paper done or whatever. It’s those kinds of things that are good for your soul and make you a better professional. Unfortunately, they rank real low on the bottom of the list” (female faculty).

“There is always a push to start new initiatives and there isn’t support to even continue things that are your everyday job. It’s always a struggle to keep up. I’m tired right now. I used to be very, very active on campus. I’ve had to stop because I feel eaten up.”

Some faculty mentioned their inability to be effective role models to graduate students with respect to balancing teaching with the other demands of faculty life.

“I’ve had graduate students who say I don’t want to go into academia because I can see how crazy you are and I don’t want to be like that? It’s very difficult to work in these conditions and then encourage others here that this is a good career” (female full professor).

Many more women than male faculty addressed the additional demands of trying to balance faculty responsibilities with individual responsibilities. As men spoke they tended to primarily focus on their campus lives. For women, the essence of their lives and careers seemed to ebb and flow more fluidly between the institutional and personal realms. Thus, the dynamic interaction of these worlds depended on female faculty’s ability to balance the multiple responsibilities of home life with their individual motivations and goals for professional success. Women did not necessarily grieve the sacrifices that they had to make to do this, but they did take verbally to task individuals and/or institutional policies that seemed intent on inhibiting their

endeavors and ambitions. On the other hand, female faculty did query why it seems that women are usually the ones to have to make the difficult choices between family and career.

“Our meetings typically start around six and finish around seven. The response when I said something was, ‘Well, you don’t have to show up but if you don’t show up we will talk about you.’ So, I’m watching the clock and I’m really wanting to go home. The fact is as different people get up and leave, they are the ones who are talked about. It’s really terrible. They either get assigned to some task that they may not want or they get abused and talked about such as questioning why are they in this department at all” (female assistant professor).

“Many of us have parental responsibilities. We have spousal responsibilities. We may have parents that we have to take care of. We have the heavier load of students because it’s hard for us to say no because we remember what it was like. We have the same pressures to publish, to serve on committees. No wonder there is no room for us to provide time and energy for additional leadership”(female faculty of color).

“To get to be an associate professor with tenure you are so worn down that you need at least a year to regroup and then you make the choice. Will I continue to work at this pace for the next 8 years or 6 years to become a full professor or will I take some time to reflect on what I’ve done, to look at quality of life indicators? I had to say my daughter’s life and my sanity are worth more than my promotion to full professor. I’ve always been a good teacher and I’ve always had an excellent service record. It’s just that my research record has dropped because I made the decision that I’m not going to sacrifice myself and my family to get to the next level” (female associate professor).

Male faculty were just as likely to mention the balancing demands of teaching, research and service, but far less likely to directly address what this meant to their home life. In doing so, it appeared that a wife or partner must be managing the household.

“The chair proceeded to tell me that when he was an associate professor he worked sixty to ninety hours a week. I said, ‘Wow, it would be nice to have a wife.’ He said, ‘Fifty hours a week doesn’t cut it’” (female faculty).

“I have young kids and there are probably two to three days a week where I leave before they get up and I get back after they’ve gone to bed” (male assistant professor).

“All the male faculty usually are here five days a week, ten hours a day and most are in here at least one day on the weekend” (male assistant professor).

Campus Climate

In addition to what has been articulated earlier in this document, faculty perspectives on campus climate took a variety of forms. Within the interviews, focus groups, and discussion groups, faculty shared their sentiments about the treatment and acceptance of various individuals and groups as a part of the campus community; they made specific comments about the physical nature of the campus; they told heart-breaking stories of experiences of discrimination both overt and subtle; they singled-out examples of leadership and policies that create a negative work environment; and they expressed their belief in the critical historical juncture in which the institution is poised to either truly improve itself or face a new millennium as a disjointed and disconnected learning community.

In the following section, nine specific aspects of campus climate will be examined that characterize the institution and that emerged directly from the faculty dialogues: perspectives on the environment; incivility, animosity, and humiliation; the physical environment; multicultural and diversity issues; isolation and stress; competition; buying into competition; replicating traditional gender roles; and empowerment issues.

It should be kept in mind that campus climate is not just about “warm and fuzzy” or “hurt” feelings. Instead, it is the lived experiences of faculty lives, which in turns, impacts the academic excellence pursuits of the entire institutional community.

Perspectives on the Environment

Faculty were asked to rank on the HERI survey a variety of statements about institutional and individual priorities. These items were analyzed to investigate for significant differences across gender and race/ethnicity.

- Over 80 percent of the entire faculty believe that enhancing the institution’s national image is of a high or highest institutional priority (see Appendix H).
- Over three-fourths of the faculty feel that increasing or maintaining institutional prestige is a high or highest institutional priority (see Appendix H).
- About half of female faculty consider it a very important or essential priority to raise a family, but over 70% of male faculty share this priority (see Table I-36).
- While about one-third to one-half of all faculty do not consider it a priority to influence the political structure, influencing social values is much more important to them (see Tables I-25 & I-27).

- About 50% of women faculty and approximately one-fourth of men faculty feel that it is an essential or very important personal priority to influence social values (see Table I-27).
- More than three-fourths of respondents indicated that they were satisfied or very satisfied with their autonomy and independence (see Table I-41).
- Faculty of color are less satisfied with the autonomy and independence of their position than are their white colleagues (see Table I-41).
- Women are more likely than men to think it is important to obtain recognition from their colleagues (see Table I-34).
- Faculty of color are less likely than their white counterparts to be satisfied or very satisfied with the competency of their colleagues (see Table I-43).
- Satisfaction with professional relationships seems to decrease as faculty of color move up in the academic ranks where over 15% of faculty of color who are full professors are not satisfied with their collegial relationships (see Table I-42).

During discussions with faculty, they showed concern about the lack of community and *esprit de corps* on the campus. There was common agreed that a negative work environment impacts all members of the institution. Indeed, the faculty described a pervasive negative attitude on campus as an institutional crisis. Given that faculty pointed to a sense of collegial community as one of the primary factors that supports their work at the institution, their distress over the fragmentation of community seems a very real threat to faculty productivity and retention.

“We don’t have a sense of overall purpose other than to know that we should do our job as well as we can. There’s no *esprit*. If you called a general faculty meeting of the university, nobody would come. It’s the culture of the university” (male associate professor).

“You have a ticking time bomb, as far as I’m concerned, with regard to maintaining a real spirit of caring at this institution. I have spent time investing in the institution. I’m proud to be at U of A. So it hurts like hell to see what we’re doing to ourselves now” (male full professor).

“I think the climate of the university needs to be more humanitarian and to encourage people to collaborate and be more productive. I really don’t see it happening

anytime soon because whenever money is tight people do not think of others, they think of themselves” (female faculty of color).

“I find it very difficult to tell young women that this is a place they should come be employed and feel like they would have a chance for success” (female associate professor).

“The crisis in my opinion is not that I am not rewarded but the crisis to me is the future” (male associate professor).

Incivility, Animosity and Humiliation

An overarching theme that was raised by the faculty was the seeming acceptance and toleration of behavior that most people would deem lewd, obnoxious, caustic, and just plain mean. Many faculty complained that hostile individuals usually got what they wanted. Rather than being ostracized from the group for their lack of collaboration and community spirit, they were more likely to be rewarded for being aggressively self-centered. Faculty asked the question of themselves, “is this the kind of role-modeling we want to provide to students?”

“Ironically, bad teachers and hostile individuals are rewarded. They are kept away from teaching, from students, and no one wants them on a committee” (female associate professor).

“I am tired and sick to death of the internal bickering that goes on and the jealousies. You can have a little issue come up on email and you’ll get 45 pages of people responding. To me, people are way too petty. In the overall picture of life what difference does it make?”

“Who wants to go to work everyday with people who are so angry and explosive and display that all the time. Yet, those are the people who get the ear of everyone. Their anger is a weapon that they use to frighten everybody and then we’re all engaged in keeping that angry person quiet” (female faculty).

“There has been and still continues the ability for somebody who is a bully, not a good negotiator but a bully, to get their way because the university backs off and is scared. Men tend to bully more than women. They tend to carry out threats more even if they’re cutting off their nose to spite their face they will file a lawsuit much faster. So that makes it harder for women” (female full professor).

“I have heard around campus that people feel bullied by their supervisors. This may be more of a staff issue than a faculty issue but it creates the climate. If we don’t address it then we’ve created a climate in which bullying is okay” (female faculty).

Physical Environment

Another finding that emerged from the data were faculty concerns about the physical environment of the campus including building construction.

“It’s interesting how Speedway [Boulevard] is a divider on campus. Speedway could be a canyon or a river given the amount of activity or collaboration that does not cross that boundary” (male faculty of color).

Previous research studies and literature has indicated that person-environment interactions are greatly impacted by the physical structure of the institution. This proposition tends to ring true for faculty at the University of Arizona. They were significantly distressed by how the physical climate effects student learning and campus members’ overall well-being. As might be expected, faculty with disabilities were acutely aware of any physical access challenges.

“My concern is for the organic whole. What the construction does to the day. The poor students. Oh my God, the poor students. Just the noise. There is no logic to having this building going up and that going up, all at the same time. This used to be a very beautiful campus, very tranquil and calm during the day. There should have been a strategy about timing these things. How can you have a congenial climate? Where was faculty input?” (female faculty of color).

“Somebody did not anticipate that the renovation was going to create more access issues for the disabled” (male faculty with disability).

“The Integrative Learning Center decisions with regard to accessibility for disabled students, faculty and staff seem to be ignored. One of the focal points of the building is a set of stairs that will architecturally talk about community and building community, however the stairs are unable to be accessed by those who are in wheelchairs or differently-abled in other ways.”

“One of the things that has been difficult is that this is the third time I’m moving since I’ve been here. That’s been a pain in the bum. So I’ve had to go to three labs while they’re tearing apart another one. Recently they tried relocating me and some other people into the basement of the building but when they planned out the construction of the laboratories they didn’t put in any money for furniture” (male assistant professor).

“There are impediments physically, like parking is an issue. Directions, maps, signs, things like that are barriers to the general public and to a new employee.”

Faculty highlighted the inherent contradiction of garnering new resources for the institution for buildings while continuing to allow salaries to be well below the national average. One faculty member felt that the salary inequities on campus could be easily reconciled if only the resources were focused on people rather than construction.

“So much money goes to that building and you’re worrying if you’ll be in anyway compensated. The cost of the sink in that building would equalize compensation for faculty.”

“The university has an ‘edifice complex.’ We’re willing to have lots of money put into structures but rarely do we put money into personnel where it really needs to go” (female faculty).

Faculty also complained about walking (or wheeling--in the case of wheel chairs) long distances between their offices and their classrooms and the lack of accessible office, lab, and studio space. All these factors seem to affect the development of a learning community on campus.

“There are departments where ten and twelve faculty are in different spots. How do you build collegial relationships?” (male assistant professor).

“One of the biggest problems that we have as a department is that we’re spread out over the entire campus. We were just talking about this that it would be nice if we were in a somewhat contiguous space. It’s like someone said, I can’t bump into you in the hallway if we don’t have a hallway.”

“I think it’s even more difficult for the students than it is for the professors. The student offices are in three or four different buildings, so you don’t have any common place for the students to interact. Higher, formalized intellectual levels are stymied when there is not additional informal interaction. That’s where real knowledge production comes from” (male faculty).

Multicultural and Diversity Issues

In some parts of the institution it appears that there is direct resistance to diversity and even a denial of any sort of conflict related to diversity issues. The HERI findings show:

- Both genders do not believe that there is a lot of racial conflict on campus, but they differ sharply in the degree of their beliefs. This finding is most apparent for full professors, where 74.5% disagree strongly (see Table I-9).
- Faculty of color are significantly more likely than white faculty to agree that there are racial tensions. However, the primary difference seems to exist within the full professor rank where over two-thirds of white faculty strongly disagree that there is a lot of racial conflict (see Table I-10).
- About one-fifth of all faculty of color believe that creating a multicultural environment on campus is a low institutional priority (see Table I-23).
- Two-thirds of female faculty, compared to less than half of male faculty, consider helping others and promoting racial understanding an essential or very important priority (see Table I-28 & I-30).