



**2023-24 University of Arizona  
Career Track Faculty Needs  
Survey Report**

January 2025

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# 1. Executive Summary

## Background

In March 2023, the Chair of the Faculty, Dr. Leila Hudson, solicited Career-track (CT) volunteers to serve on a new general faculty committee, the CT Faculty Needs ad hoc committee. Co-chaired by Kristin Little and Romi Carrell Wittman, the 9-member committee represented 8 colleges across campus.

The committee conducted a survey to gather information and insights about CT faculty working conditions here at the University of Arizona (U of A). An early draft of the survey was sent to Vice Provost Dr. Andrea Romero in May 2023. The committee incorporated the Vice Provost's feedback and finalized the survey to ensure it would capture the most relevant data available. The development process continued through Fall 2023, and the survey was distributed via Qualtrics in December 2023 and again in January and February of 2024. Ultimately, Qualtrics responses were obtained from the roughly 1192 CT faculty at the university. However, accounting for missing data and blank responses, approximately 690 complete responses were obtained<sup>1</sup>. Respondents could take the survey only once and could skip questions.

Over Summer and Fall 2024, the committee analyzed the survey results. Two working groups were formed: one to analyze the quantitative data, and the other the qualitative data. The committee completed its analysis in November 2024.

## Summary

The narratives that emerged from the survey paint a complex picture of CT faculty academic life and revealed the many professional challenges facing CT faculty. While these faculty members are crucial to the university's mission—teaching undergraduate classes, supporting research, and keeping academic departments running—they feel undervalued and overworked. Many report doing the equivalent of multiple jobs, with service commitments that far exceed their contracted hours.

Compensation is at the top of CT faculty issues. Faculty spoke candidly about salaries that have not kept pace with inflation, creating a constant state of financial stress. In addition, CT faculty reported that they dislike that they contribute equally or more than their Tenure-track peers while receiving less recognition and support.

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<sup>1</sup> Across the survey, sample sizes ranged from 615 to 691 because some participants skipped or did not answer questions.

Most CT faculty have been at the university for ten years or fewer, with many holding advanced degrees—55% with PhDs and 29% with master's degrees. Yet despite their qualifications, they face significant hurdles. Over 60% worry about job security, and more than half take on additional work outside their primary role.

The emotional toll is significant. Individual morale is low, with only 14.3% reporting high job satisfaction. Many feel caught in a system that simultaneously depends on them and marginalizes their contributions.

The timing is significant. With a new university president, Dr. Suresh Garimella, there is an opportunity to reimagine support for CT faculty. By truly supporting the CT faculty members, the institution can honor its commitment to education, research, and human potential.

### Summary of Recommendations

The committee's recommendations are both practical and transformative: multi-year contracts, salary parity, clearer workload guidelines, improved professional development opportunities, and more transparent governance.

- Review CT faculty salaries with an eye toward parity with TT faculty and higher cost of living
- Increase the number of CT faculty with multi-year contracts
- Develop a process to review and adjust workload allocations to reflect actual time spent
- Establish clear, university-wide guidelines for CT faculty service expectations, including standardized guidelines to measure service load
- Create CT-specific guidelines for faculty governance rights not only at the level of the university, but in each respective college, department, and unit
- Strengthen Academic Freedom policies to include CT faculty
- Create opportunities for CT faculty to participate on College and University-level committees
- Implement professional development and increased sabbatical opportunities for CT faculty
- Ensure CT faculty participation in decision-making by enacting transparent structures of shared governance at all levels of the University

A complete, more detailed recommendations list can be found in the Conclusion section.

## 2. Demographic Data

(Survey Section 6)

### OVERVIEW

The demographic data from survey respondents captured length of employment, job title, highest degree, college affiliation, and gender of CT faculty respondents.

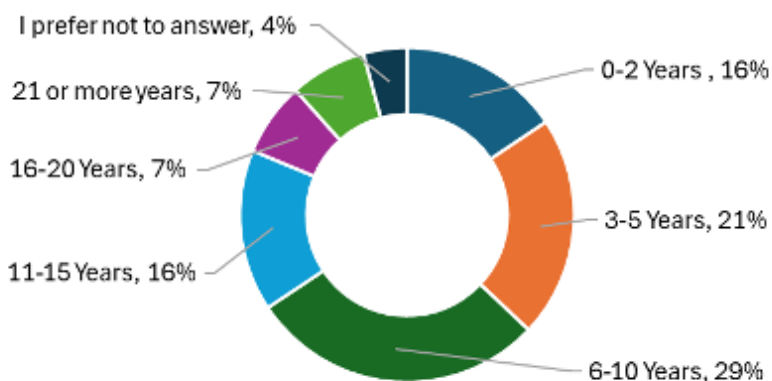
### Key findings

- There is a good balance of new and experienced faculty
- Six different CT job titles were reported; Professor of Practice is the most common title
- The majority of faculty have been at the U of A for 10 years or fewer

### Years worked at the University of Arizona

Nearly 40% of faculty respondents has worked at the U of A for 5 years or fewer. The most frequent length of employment is faculty with 6–10 years (29%). The majority of faculty have been here 10 years or fewer (66%). There is a small stable long-term faculty base past 11 years (33%).

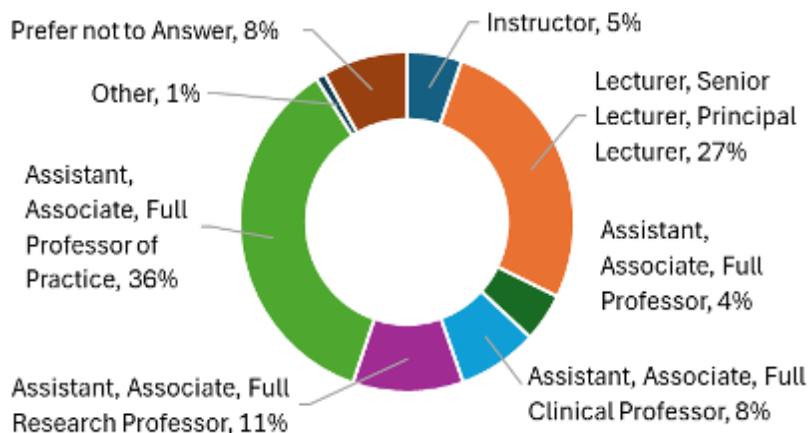
How long have you worked at UArizona?



### Job Title

Six different job titles were reported and these are reflected in Chart 2. The most common title of those surveyed is Professor of Practice (36%). The next most common title is the Lecturer rank followed Research Professor, Clinical Professor, and Full Professor. Few respondents identified as Instructors. Refer to Appendix C for the breakdown of respondent college appointments.

What is your job title?



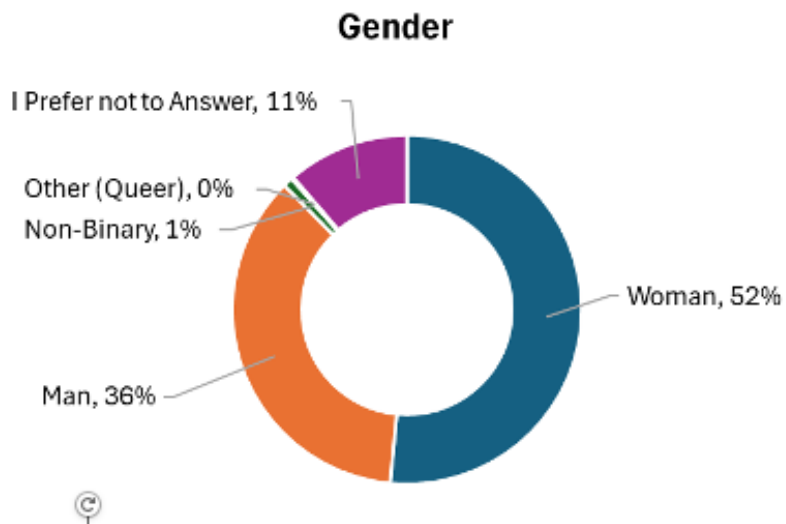
### Education

While 55% of respondents reported having a PhD, 29% reported holding master’s degrees. About 11% of respondents indicated “other” and 5% preferred not to answer.

### Demographics

Just over half of faculty respondents (52%) identified as women, while 36% identified as men. One percent of respondents identified as Non-Binary.

A very small percentage of respondents identified as Other/Queer (.2%).



### 3. Workload & Job Security

(Survey Section 2)

#### OVERVIEW

CT faculty responses regarding workload and job security indicate a challenging environment for faculty, one that is characterized by high workloads, concerns about job security, financial stress, and perceived inequities between the two tracks. Calls for improved recognition, compensation, and support are prevalent throughout responses.

Overall, the responses paint a picture of faculty members stretched thin, and often working well beyond a standard 40-hour work week to meet all of their responsibilities.

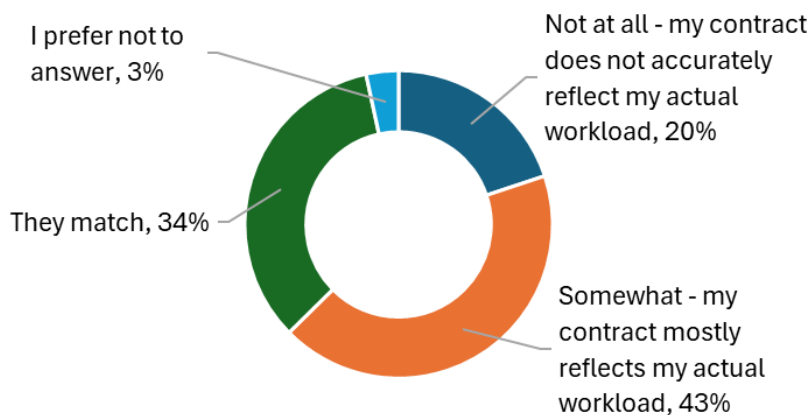
#### Key findings:

- High workloads exceeding contracted hours
- Significant job security concerns
- Financial stress necessitating additional employment
- Perceived inequities between the CT and TT

#### Workload Distribution

As shown in Chart Q2.2, 34% considered that the contracted workload matched the actual workloads. About 43% indicated that the contracted and actual workload somewhat matched and 20% reported that their contracted workload does not reflect actual workload. A small percentage decline to answer (3%).

**Q2.2: How well does your contracted workload reflect your actual workload?**



Despite these figures, qualitative responses overwhelmingly indicate actual workloads exceed contracted workloads, particularly in teaching and service. Many faculty members reported that they work beyond a standard 40-hour work week to meet all responsibilities.

As one respondent notes: "I spend 60 hours per week on teaching and one hour on service." Another states: "My teaching load requires 100% of a full time (40 hour) workweek but is only allocated as 60%."

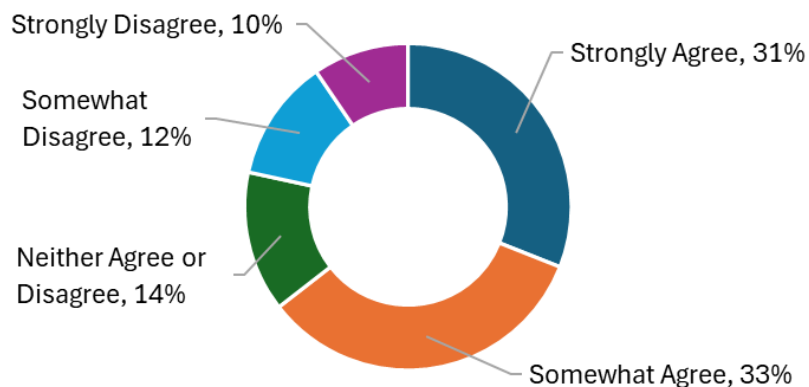
Service commitments are also frequently cited as exceeding contracted allocations. Respondents describe being asked or expected to take on service roles beyond what is officially recognized in their workload.

One faculty member explains: *"Service is distributed subjectively, they claim that we shouldn't count hours, yet we are paid by hours."*

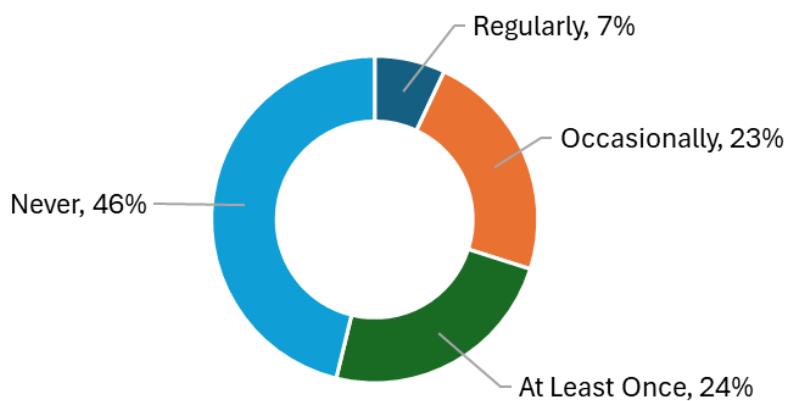
Regarding workload, the following themes emerged as sources of dissatisfaction:

1. Increased class sizes and student loads without corresponding adjustments to workload allocations
2. Administrative duties that are not properly accounted for in employment contracts
3. Expectations to conduct research or scholarly activities without time officially allocated in contractual workloads
4. Lack of clarity or consistency in how contractual workloads are determined and the standards upon which their performance will be measured
5. Pressure to take on additional service roles beyond contractual workloads in order to be viewed as a "good citizen" of the department

**Q2.3: I worry about my job security.**



**Q2.4: Have you applied to work elsewhere?**



**Job Security**

More than 60% of respondents said they worry about their job security, and more than 53% indicated they have applied to work elsewhere. (See charts Q2.3 and Q2.4)



### Additional Jobs to Make Ends Meet

Many respondents (31%) reported taking on supplemental jobs, with some working 20-40 hours per week outside of their primary role. This includes freelance work, teaching overload and summer courses over and above their contracted workload, and other outside consulting. Many highlighted the need for extra income to cover living expenses and debts, stating that U of A salaries have not kept pace with inflation. (See chart Q2.5)

One respondent expressed:

*"UA policy is very restrictive and yet they furlough and mismanage resources placing us at high risk. We're also underpaid. As a single parent, I've started a small side business and am renting rooms out in my house to make ends meet. This is not sustainable, and I've had to seek mental health support to manage the financial stress and job insecurity."*

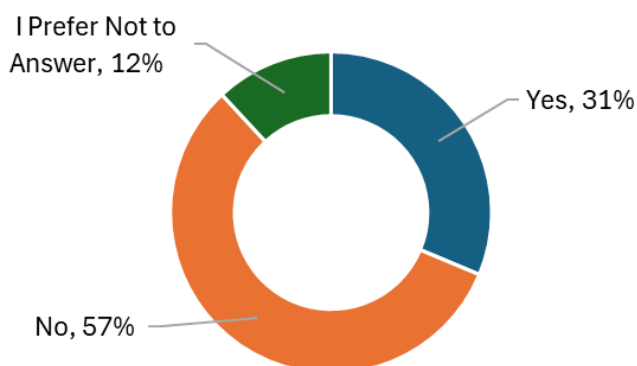
Another participant shared:

*"To make ends meet (but still never getting ahead), I've had to work three jobs for years: full-time at UA, half-time somewhere else, and very part-time yet somewhere else. Believe it or not, there are lecturers who work even more outside hours than I do."*

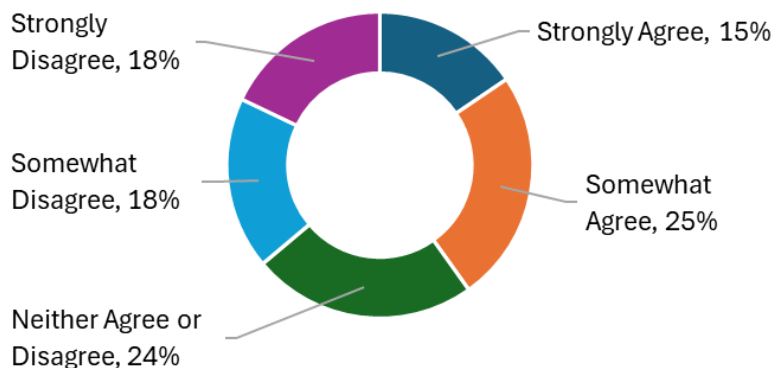
### CT Overload

A significant portion of survey participants (36%) reported that their current workload is not fair when compared to their TT colleagues. CT faculty feel overburdened and undervalued, oftentimes serving in administrative roles that normally would be completed by staff. One respondent said, *"I'm doing the equivalent of three different jobs."* (See chart Q2.6)

### Q2.5: Do you work additional jobs to make ends meet?



### Q2.6: I believe my current workload is fair compared to my tenure-track colleagues.



Many reported being overwhelmed by service commitments, which are often not a part of their contracts.

One respondent shared:

*"I feel like the logistics of running a large class (100+ students) is not taken into account when comparing teaching loads and research."*

These service commitments are seen as excessive, particularly when compared to tenure-track faculty who are not expected to fulfill the same amount of service. In addition, many respondents cited frustration with the pay disparities between the two tracks.

Regarding the lack of parity between the two tracks, one respondent said:

*"I and my colleagues should be paid at least twice as much as we are now."*

### **Lack of Support**

Lack of professional development opportunities, service overload, lack of institutional support, and an overall feeling of invisibility also emerged as common themes.

Several respondents pointed out the absence of opportunities for sabbaticals or research leave.

*"Career-track faculty should have some regular means of taking research leave or sabbaticals,"* said one respondent, stressing the importance of such opportunities to refresh course materials or pursue research.

Many felt that Career-track contributions are not recognized in relation to their Tenure-track colleagues. Some commented that CT faculty roles and expectations are not as clearly defined as those of TT faculty.

## 4. CT Promotions, Performance Review, Pay Raises

(Survey Section 3)

### OVERVIEW

Responses regarding how the University can improve conditions for CT faculty indicate a desire for adequate compensation, job security, clearer paths for advancement, reasonable workloads, collegial respect, and professional development opportunities.

Key findings:

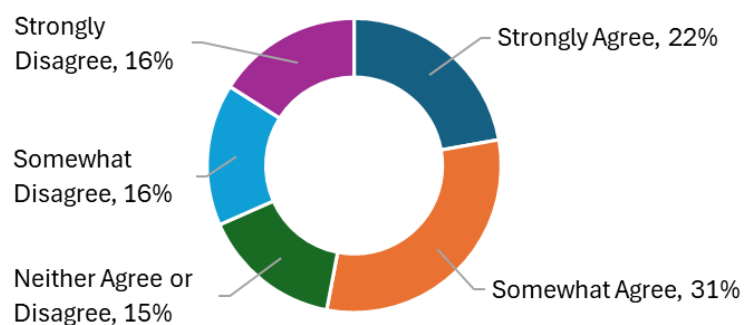
- Salaries do not reflect workload, do not keep up with cost-of-living, and are not commensurate with comparable academic positions at peer institutions.
- Some units do not provide clear guidelines for evaluation and promotion.
- Workload is not reasonable, in terms of the number of students taught, the number of classes taught per term, and service expectations.
- Job security is a concern.
- CT faculty feel that their teaching and research efforts are not valued.
- CT faculty want additional opportunities for continuing professional development, access to academic research opportunities, administrative positions, and release time for professional development.

### Promotion and Review Policies

#### Clear Promotion Policy

Some 53% of respondents somewhat agree to strongly agree (hereafter agree) that there is a clearly articulated CT promotion policy within their college or Department, while 32% somewhat disagree to strongly disagree (hereafter disagree). (See *Chart Q3.1*)

**Q3.1: There is a clearly articulated career-track promotion policy within my college or Department.**



### Performance Review Criteria

In addition, 55% agreed that their annual performance review criteria are clear and achievable, with 29% disagreeing. However, only 37% agreed that administrators in their college/departments are transparent when making decisions about promotion, compensation, and contracts. (See Chart Q3.2)

Many CT faculty indicated they are pleased that a formal process with guidelines for promotion from Assistant to Associate to Full CT faculty was in place, and that there is a formal process of track change from lecturer to Professor of Practice. Comments include appreciation for promotion workshops and other resources that are in place to help people navigate the promotion and review process.

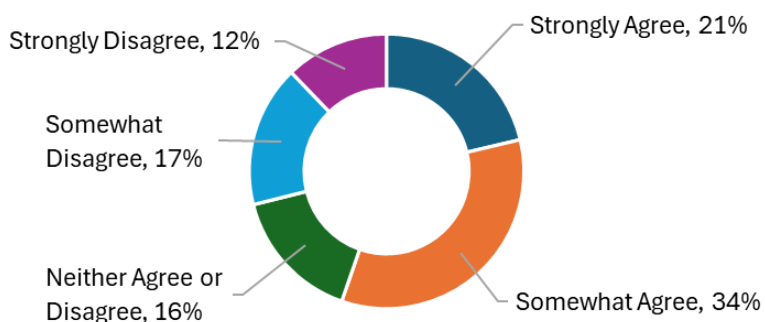
One faculty member noted, *“I think UA respects and values its CT faculty. I think the career-advancement and promotion process is fantastic. I am happy to see the university move away from 'lecturers' to CT faculty as many of us do much more here than lecture.”* Another noted, *“Guidelines for promotion is wonderful to have...for Career-Track faculty.”*

### Alignment and Transparency

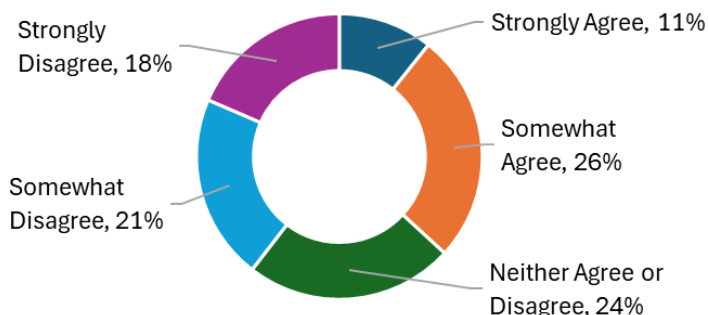
However, one of the most common comments from faculty in this domain was the promotion process itself not being completely aligned to what CT faculty members do, and that the process of how and when people should go up for promotion does not appear to be clear across all units in the same manner and with the same level of transparency.

For example, one faculty comment reflected a common sentiment that the CT promotion process still looks very much like a tenure-track review process, despite the different roles and expectations for CT faculty:

### **Q3.2: Annual performance review criteria are clear and achievable.**



### **Q3.3: Administrators in my College/Department are transparent when making decisions about promotion, compensation, and contracts.**



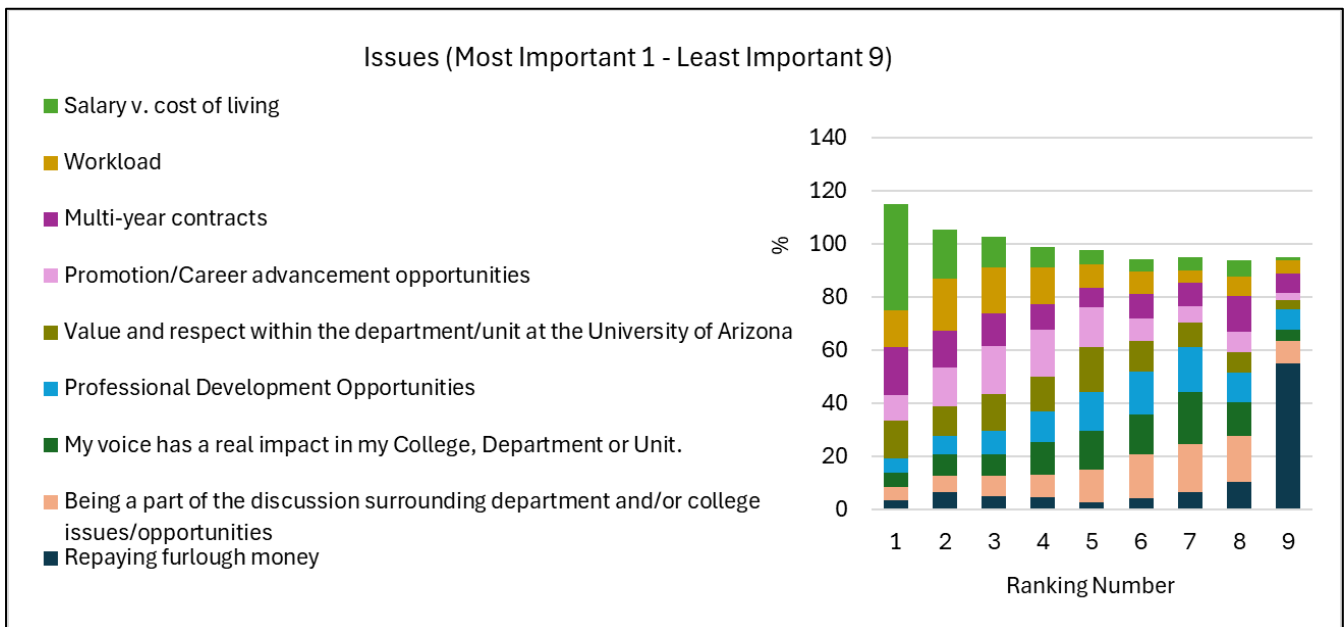
*“Career track faculty are supposed to go through a promotion process that is similar to tenure promotion even though our work may not fit neatly into the same criteria for review. The process should be modified to be more flexible.”*

Another faculty member reported that the process appears to not be followed consistently and transparently across all units on campus:

*“The current systems have a big range of variations among colleges/department, lots of arbitrary and confusions interpreted by individuals. On a smaller scale, a suggestion made by many faculty that applies to both tracks is to align departmental annual reviews with the promotion criteria, which will ultimately streamline the promotion process.”*

### Importance of Issues

The survey asked CT faculty to rank on a 1-9 scale (1= Most Important to 9 = Least important) nine issues, ranging from salary to workload to their voice being part of committee and other work. Refer to the summary chart below as well as the 9 individual graphs on the following pages, which break out each issue individually.



Issues ranked as the Most Important = 1 to the Least Important = 9

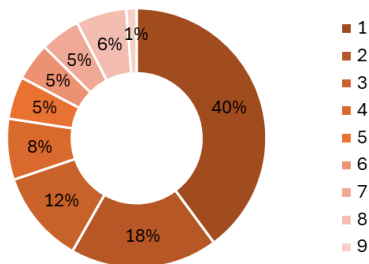
**CT faculty rated the following as the most important issues.**

- **Salary v. cost of living** – 70% ranked this issue as 1, 2, or 3
- **Workload** – 51% ranked this issue as 1, 2, or 3
- **Multi-year contracts** – 44% ranked this as 1, 2, or 3
- **Promotion/career advancement opportunities** – 42% ranked this as 1, 2, or 3
- **Value and respect within the department/unit**– 39% ranked this as a 1, 2, or 3.

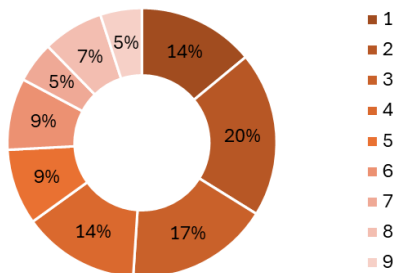
**Most Important Issues to CT Faculty**

*Issues ranked as the Most Important = 1 to the Least Important = 9.*

**Salary v. cost of living**



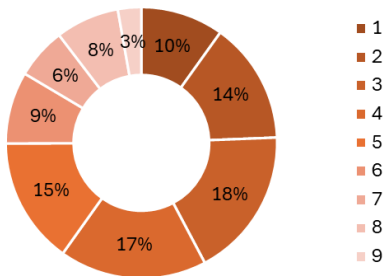
**Workload**



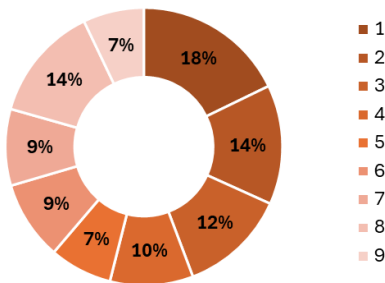
**Salary v. cost of living** – 70% ranked this issue as 1, 2, or 3

**Workload** – 51% ranked this issue as 1, 2, or 3

**Promotion/Career advancement opportunities**



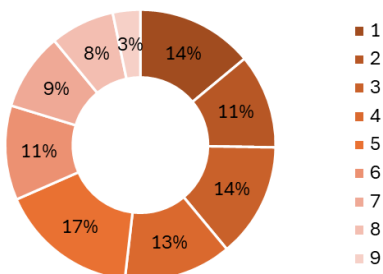
**Multi-year contracts**



**Multi-year contracts** – 44% ranked this as 1, 2, or 3

**Promotion/career advancement opportunities** – 42% ranked this as 1, 2, or 3

**Value and respect within the department/unit at the University of Arizona**

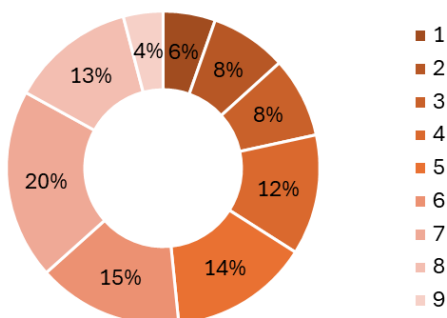


**Value and respect within the department/unit at the University of Arizona** – 39% ranked this as a 1, 2, or 3.

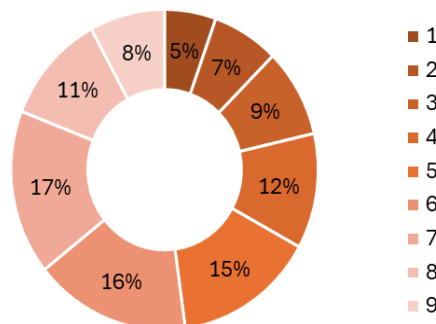
The following issues were not ranked as important as the five issues previously mentioned.

*Issues ranked as the Most Important = 1 to the Least Important = 9*

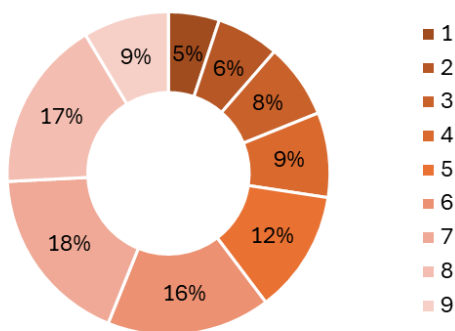
**My voice has a real impact in my College, Department or Unit.**



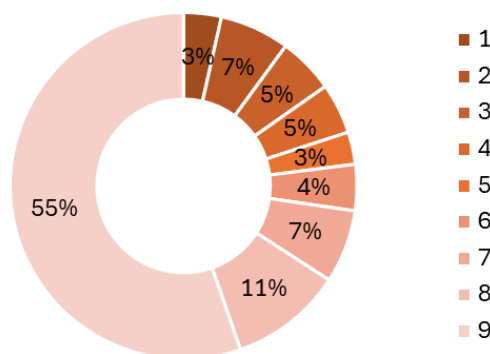
**Professional Development Opportunities**



**Being a part of the discussion surrounding department and/or college issues/opportunities**



**Repaying furlough money**



- **My voice has a real impact in my college, department or unit** - 22% ranked this issue as 1, 2, or 3
- **Professional development opportunities** - 21% ranked this issue as 1, 2, or 3
- **Being part of the discussing surrounding department and/or college issues** – 19% ranked this issue as 1, 2, or 3
- **Repaying furlough money** - 15% ranked this issue as 1, 2, or 3

**Open-ended Responses**

These findings largely mirror the open-ended responses. The most commonly mentioned issues concerned salary and workload. Below are some responses to the open-ended questions.

### Inflation/Cost of Living Concerns

One noted: *“Inflation isn't going away, and using merit raises isn't sufficient to keep up with cost-of-living when people need to pay for shelter, food, healthcare, childcare, and so much else. The price of living in Tucson has gone up considerably since 2020, and UA salaries for CT-Faculty HAVE NOT.”*

Another noted, *“(I'm) So tired of having to work other jobs to get by when I spend so much energy and care on teaching.”*

### Salary Equity

Other faculty comments pertain to salary equity in relation to tenure track faculty, in terms of how much they are paid for the work they are contributing (such as high teaching loads).

One faculty member noted, *“At my previous institution I would have been awarded overage pay for extra work. Here it seems to be a hidden expectation for raises and promotion that is not provided for in the workload.”*

Another stated that there should be a *“Higher base salary especially if CT faculty are doing the same or more work in comparison to TT faculty.”*

### Workload

One faculty member wrote, *“Equity among Professors of Practice within units. Input from faculty should be asked for before making teaching assignments.”*

### Job Security

Faculty asked for longer contracts, more security within those contracts, and further advance notice concerning appointment renewal.

One faculty member noted, *“Every time I speak up about inequity, I do so knowing that my supervisor could just let me go when my contract is set to be renewed, despite a history of strong performance reviews, merit-raises, etc. This is scary, especially when your leaders act hostile (instead of receptively) when equity concerns are raised.”*

Regarding workload and nonrenewal fears, one faculty member stated, *“I think many CT faculty (quietly, reluctantly) agree to take on more work than their FTE reflects because they are concerned about job security since there is no tenure.”*



## 5. Recognition, Support, and Professional Development

(Survey section 1)

### OVERVIEW

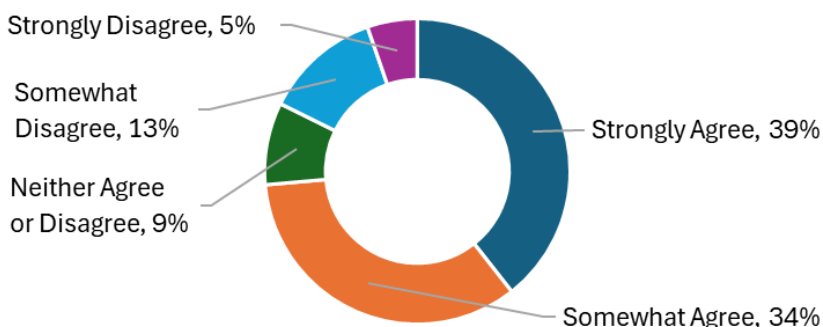
CT faculty responses regarding recognition, support, and professional development indicate a pervasive climate of inequitable access to these resources, and thus a constrained ability to succeed and thrive. Much of the feedback identifies systemic prioritization of Tenure-track faculty. Also, there is a perceived lack of support from deans but a greater sense of support from department heads.

In general, most CT faculty respondents feel unsupported, undervalued, and excluded by their deans and College. Discrepancies in workloads, and professional development opportunities between CT and TT faculty are highlighted. A minority of Colleges offer more supportive, valuing, and inclusive environments for CT faculty, but in general CT faculty feel their jobs and contributions are not understood or recognized. Additionally, there are a variety of awards, leadership positions, and professional development resources, which are not available to CT faculty. In general, the greater perceived valuation of tenure-track faculty is borne out by a host of college-level decisions and structures that maintain a hierarchical imbalance.

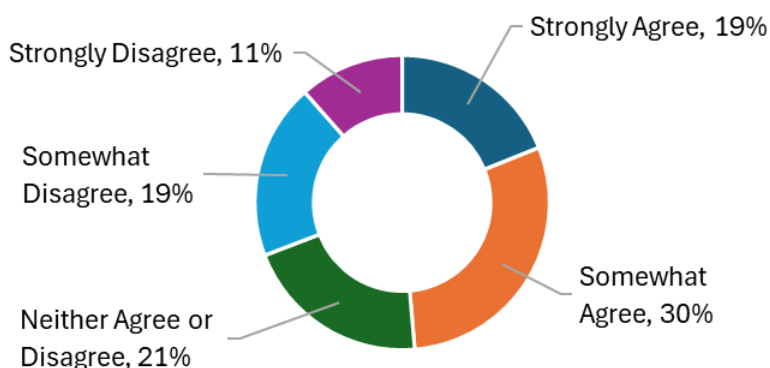
### Key findings:

1. Pervasive lack of support in areas that allow CT faculty to succeed and grow
2. CT faculty and their work go unseen and undervalued
3. CT faculty are treated as support staff for more valued personnel
4. Difficulty of accessing professional development
5. Inequities in the support structures available to CT versus tenure-track faculty

**Q1.1: As career-track faculty, I feel comfortable contributing new ideas and opinions within my department.**



**Q1.2: As career-track faculty, I feel comfortable contributing new ideas and opinions within my college.**



## Contributing Ideas

CT faculty feel more able to contribute ideas and opinions at the department level than at the college level. (See charts Q1.1 and Q1.2)

While 73% of CT faculty strongly or somewhat agreed that they felt comfortable contributing new ideas and opinions within their department, only about 50% felt the same level of comfort about contributing at the college level.

One respondent noted that:

*“Our dean does not seem to understand that non-tenured, career track faculty feel vulnerable to speak up in some situations.”*

## Resources and Support

While 60% CT faculty respondents strongly or somewhat agree that they have access to the resources and support they need to accomplish their job duties, almost 30% somewhat or strongly disagreed with that assessment. (See chart Q1.3)

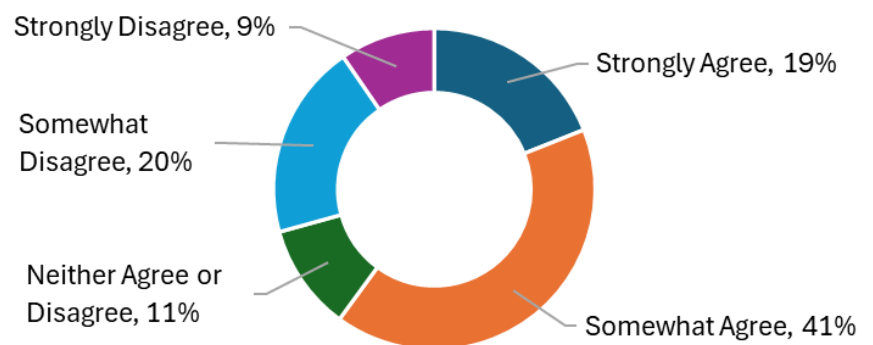
## Prioritizing Tenure-Track Faculty

Almost half of participants do not feel that professional development opportunities, awards, and recognition are fairly distributed across all faculty ranks. According to survey results, shown in chart 1.4 at right, 48% feel that there is inequity; 33% of respondents, on the other hand, strongly or somewhat agree that the distribution is fair. The remaining 19% neither agreed nor disagreed.

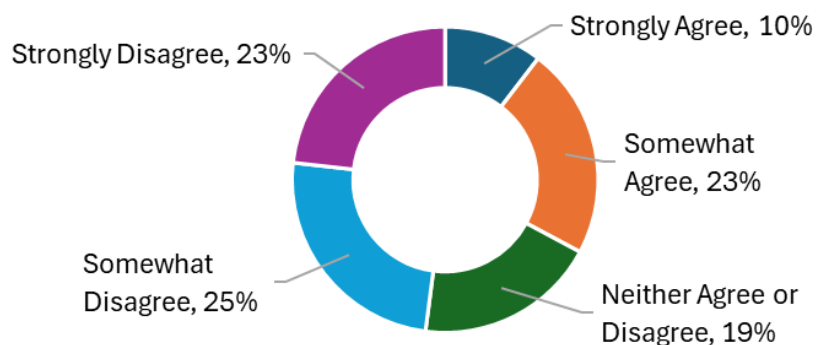
One respondent noted that:

*“[i]n our department, there seems to be a general expectation of CT faculty doing more with less and being used as fill-ins for tenured or tenure-track faculty.”*

**Q1.3: As career-track faculty, I believe resources and support are available if I need help accomplishing my job duties.**



**Q1.4: As career-track faculty, I believe professional development opportunities, awards, and recognition are distributed fairly across all faculty members.**



This suggests that CT faculty are asked to take on more departmental tasks than TT faculty, further limiting their ability to pursue opportunities for professional development, awards, and more.

Another noted that:

*“In some cases, a TT faculty member appears to have been selected for a position/role/opportunity simply because they are TT, even when there are stronger, more-qualified CT faculty for that position.”*

The balance between valuing CT and TT faculty varies across colleges. It is possible that preferential treatment of TT faculty (as the quote suggests) may crowd out CT opportunities for professional development, awards, and recognition.

*“The Dean realizes that the college could not meet its undergraduate teaching requirement without career track faculty. Without career track faculty, tenure track faculty would have to engage in more teaching and have less time for externally funded research.”*

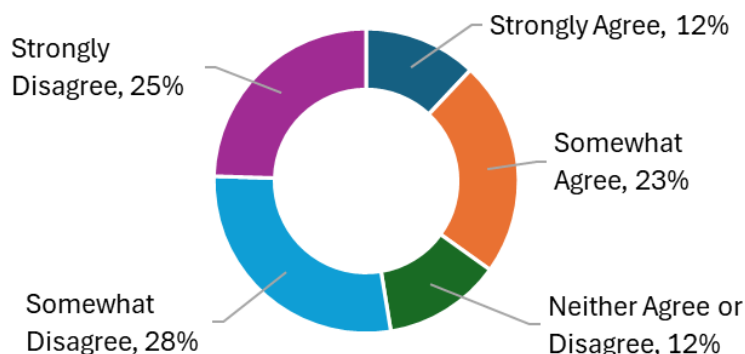
### Merit Raise Process

The data suggest significant lack of clarity about merit raises among respondents. Over half (53%) of respondents reported they did not understand merit raises while just above a third (35%) reported they understand the criteria and process for receiving merit raises. (See chart Q1.5)

As one respondent put it,

*“[w]hile my department head treats me with kindness and respect at the same level as the tenured faculty, the work-load disparity and compensation disparity does create a lot of challenges when you are trying to teach and research at the level of tenure track, but you are not getting the same advantages and compensation. So, while emotionally I feel valued the same as tenure-track, it can be hard when the real disparities in our privilege and how that impacts my long-term career prospects isn't as acknowledged.”*

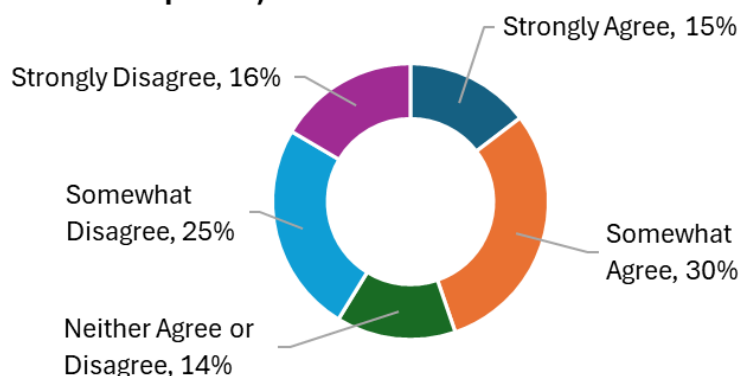
**Q1.5: As career-track faculty, I understand the criteria and process for receiving merit raises.**



## Support for Professional Development

Respondents were split on the question of whether they have the administrative and financial support needed for promotion and general professional development. (See chart Q1.6) Forty five percent of respondents strongly agreed or somewhat agreed with the statement, while an almost equal percentage – 41% – somewhat disagreed or strongly disagreed. The remaining 14% offered a neutral response. (See chart 1.6)

### Q1.6: I have the support (e.g., administrative and financial support) I need for my professional development (e.g., promotion and general development).



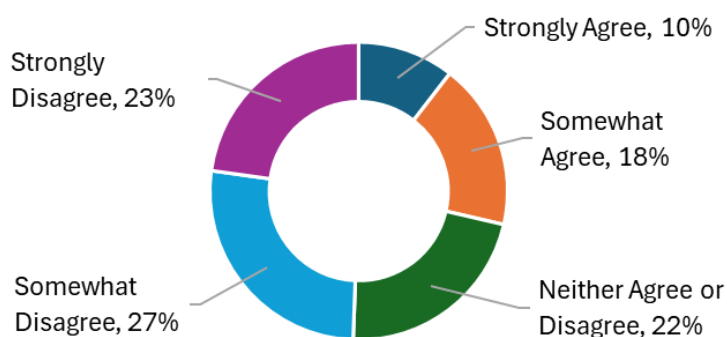
Survey comments indicated that lack of support can also result from workload changes which put additional burden on faculty in ways that limit their ability to pursue professional development: *“The Dean of our college has slowly been undermining the career-track faculty and increasing our teaching responsibilities without adjusting our other responsibilities.”*

The teaching-intensiveness of many CT workload distributions impacts the perceived need for professional development in departments and colleges that prioritize research over teaching, as described by these two respondents:

*“My department head is strongly focused on and biased towards research. He has little interest in instruction and thus career-track faculty who are primarily instructors.”*

*“Although [the] Department Chair is mostly supportive[,] a new policy for distribution of \$\$ for conferences/ professional development clearly favors faculty doing research (tenure track) as you have limited ability to request department funds for conference attendance without a presentation. CT faculty don't have the development of research into presentations in our workloads and therefore have limited access to these funds.”*

### Q1.7: I believe my tenure-track colleagues understand the roles and rights of my position as a career-track faculty member.



### Respect for Career-Track

Respondents feel that they and their work are, in general, valued by their TT colleague but not fully understood. Further, respondents feel that they are devalued by non-inclusion in decision making by university leadership.

While a majority believe that their tenure-track colleagues value their work within the university, respondents shared that most of their TT colleagues do not fully understand CT faculty's roles and rights within the university.

As shown in chart 1.8, less than half of the 46% of respondents agreed that their TT colleagues value them as faculty, while 37% of respondents felt that their TT colleagues do not value them as faculty.

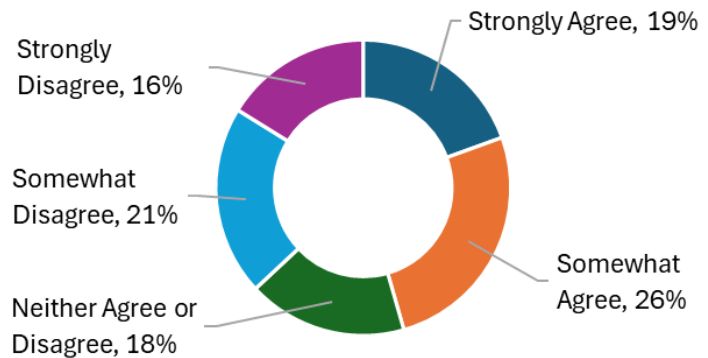
### Inclusion in Decision-Making

As shown below, half of respondents feel that University leadership excludes and devalues CT faculty in decision-making. The other half of respondents were split. Half felt valued and respected through inclusion in decision making, and half answered neutrally. Of the respondents, only 6% of respondents felt strongly that they are respected, valued, and included, whereas 21% were only somewhat in agreement. (See chart Q1.9)

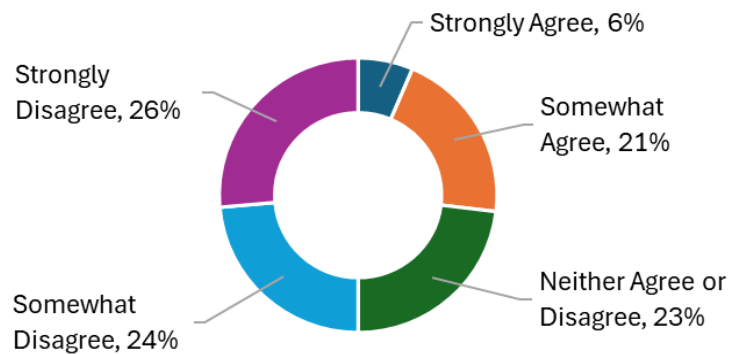
### Dean Recognition and Support

Faculty are close to evenly divided about whether they feel they have their dean's recognition and support. There is a

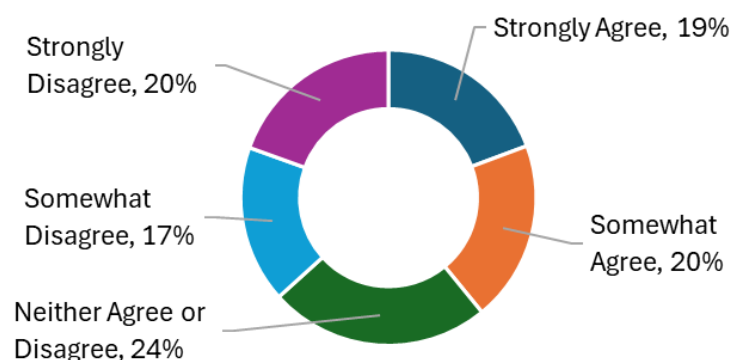
### Q1.8: I believe my tenure-track colleagues value me as a career-track faculty member.



### Q1.9: University leadership respects and values career-track faculty by including them in decision-making efforts.



### Q1.10: The Dean of my college recognizes the contributions of career-track faculty and supports their needs.



substantial (24%) neutral group, suggesting that about one quarter of respondents are unsure or unclear about having their dean's support. This illustrates other findings in this report that the CT experience is highly dependent on the college in which they are appointed. (See chart Q1.10)

Some CT faculty indicated that they feel they are treated as support staff for more valued personnel:

*“The Dean of my College only recognizes his marketing team, his vice-deans, and faculty who get awards. There is not a single award within my college or department solely for career-track faculty.”*

In other cases, the Dean may not have a clear channel through which to recognize CT faculty:

*“I feel that my dean is very appreciative of the work I do but has very little idea what that is or how to evaluate it.”*

## 6. Faculty Governance

(Survey section 4)

### OVERVIEW

There are pervasive concerns with regard to faculty governance, fear of retaliation, and instructional autonomy. This indicates that these areas need to be addressed.

### Key Findings

- Over half of surveyed CT faculty reported they could participate in faculty governance, while a smaller segment, roughly one-fifth of respondents, felt they were not able to participate (See chart Q4.1)
- Approximately half of CT faculty reported they fear retaliation when voicing their opinions
- CT Faculty are roughly evenly divided about whether they have as much latitude as tenure-track faculty concerning academic freedom and instructional autonomy
- Some 70% of CT faculty respondents have not participated in hiring committees for administrative level positions.

### CT Faculty Participation in Faculty Governance

Overall, the results indicate that a small majority of faculty (56%) believe they are able to participate in faculty governance while 20% believe they are not able to participate. Nearly one-quarter (24%) of faculty who answered neither agreed nor disagreed that they could participate in faculty governance. (See chart Q4.1)

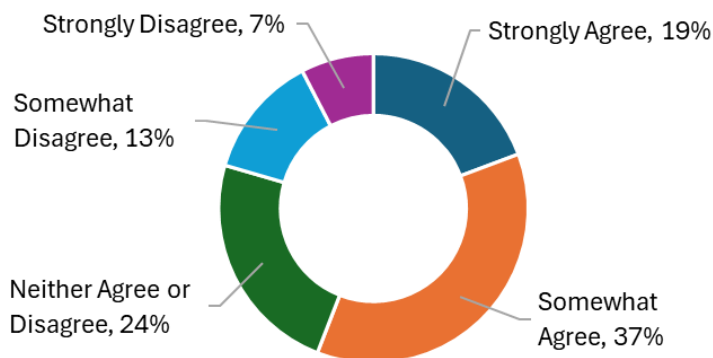
### CT Faculty Fears of Retaliation

Overall, CT faculty are roughly evenly divided about whether they fear retaliation. (See chart Q4.2)

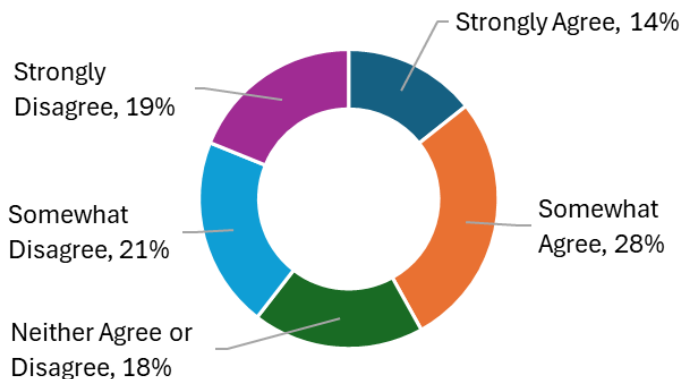
### CT Faculty Instructional Autonomy

Overall, a higher percentage of CT faculty (49%) feel they have equal instructional autonomy and academic freedom as their

**Q4.1: As career-track faculty, I am able to participate in faculty governance.**



**Q4.2: As career-track faculty, I can openly voice alternative ideas and concerns without fear of reprisal or retaliation.**

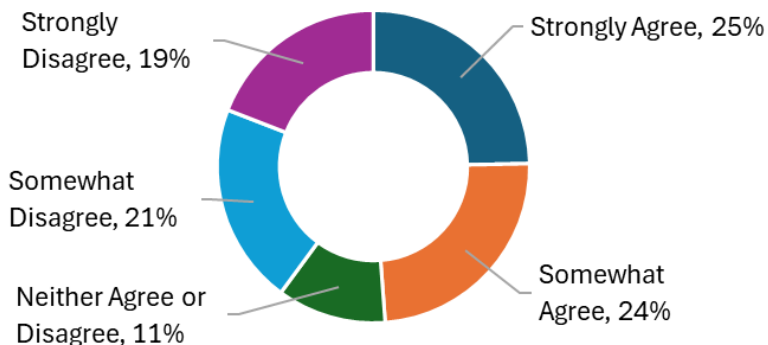


tenure-track colleagues, but a significant percentage (40%) feel they do not. 11% of respondents declined to answer. (See chart Q4.3)

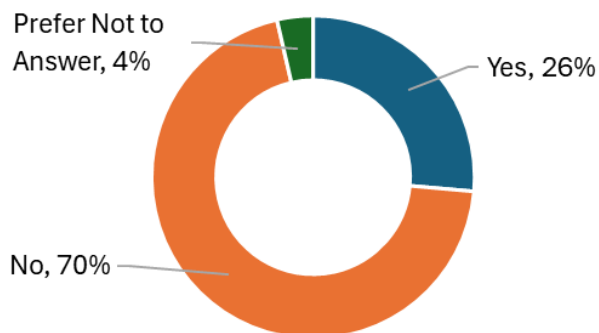
### Participation in Administrative-level Hiring Committees

Just above one-quarter of CT faculty respondents indicated they have participated in hiring committees for administrative positions. The vast majority of respondents (70%) indicated they were not involved in hiring committees. (See chart Q4.4)

### Q4.3: As career-track faculty, I believe I have just as much instructional autonomy and academic freedom as my tenure-track colleagues.



### Q4.4: As career-track faculty, I have participated in hiring committees for administrative level positions, such as deans, assistant deans, department chair, etc.





## 7. General Experience

(Survey section 5)

### OVERVIEW

The two questions in section 5 addressed the issues of respondents’ “individual morale” (Question 5.1) and their thoughts on whether U of A provides a “diverse and inclusive academic culture” (Question 5.2).

Some key findings:

- Nearly 40% of respondents noted their individual morale as between 1 and 5. (See chart 5.1)
- Only 14.3% of respondents noted morale in the top two positions of 9 and 10.
- The greatest number of respondents in any one category chose 7 out of 10 on the individual morale scale (18.4%).
- A majority of respondents feel that U of A offers a “diverse and inclusive academic culture,” though just over 25% disagree with this sentiment.

Over half of respondents, 54.5%, agreed (either “strongly” or “somewhat”) that U of A “promotes a diverse and inclusive academic culture.” Yet just over a quarter of respondents, 25.5%, disagreed with that statement, with 7% of respondents noting they “strongly disagree” with that statement.

Twenty percent of respondents neither agreed nor disagreed with the statement.

### What is the U of A doing right when it comes to supporting CT faculty?

Most responses to this question indicate that CT faculty feel supported by the University especially regarding promotion pathways and resources. Many respondents feel valued and included,

### Q5.1: On a scale of 1-10, I would rate my individual morale as a Career-Track Faculty at UArizona as:

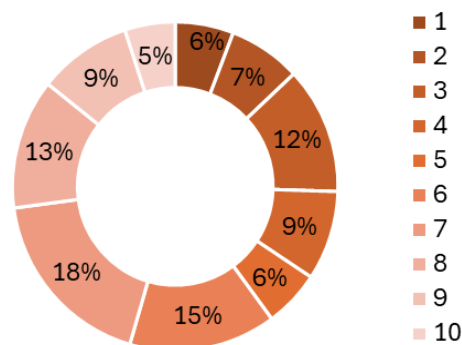
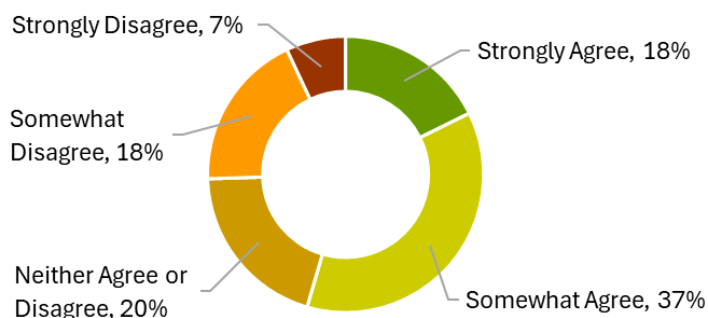


Figure 5.1: Highest morale = 10; Lowest morale = 1)

### Q5.2: I believe UArizona promotes a diverse and inclusive academic culture.



especially with roles in shared governance. The responses focused on salary, feeling valued, and workload.

## 1. Supported/Unsupported

### ○ *Supported:*

- Promotion is one of the stronger areas where many respondents (16.60%) felt the U of A is supporting CT faculty. One participant acknowledged: *“Promotion workshops and standardizing promotion practices across colleges, promoting [the] promotion of career track faculty.”*
- Resource availability is another strong area where participants (5.98%) felt that the U of A is supportive. One respondent stated: *“There are a variety of workshops and other resources available.”*
- Mentorship: several participants (4.40%) expressed that the U of A supports CT faculty with mentorship opportunities. One respondent noted: *“Providing mentorship with senior faculty to incoming faculty members.”*
- Transparency: Some respondents (0.32%) felt that the U of A is supportive of CT faculty by being transparent.

### ○ *Unsupported:*

- Salary: Some respondents (2.30%) stated that the U of A is *not* supportive of CT faculty due to low salaries.

One respondent explained: *“Trying to find ways to wiggle out of cost-of-living wage increases, putting the work of arguing for it on the shoulders of career track faculty. Honestly, the term career track is disingenuous. We are adjuncts and are treated with as little respect as the title comes with.”*

## 2. Valued/Unvalued

### ○ *Valued:*

- Multi-year Contracts: Many participants (4.70%) felt that offering CT Faculty multi-year contracts is a positive step toward valuing CT Faculty. One respondent noted: *“They are discussing ways to support career-track faculty and have offered 3-year contracts to some faculty members.”*
- U of A Values CT Faculty: Some respondents (4.07%) felt the U of A values CT Faculty. One participant expressed: *“There is a lot of discussion around supporting career-track faculty and effort to treat us with respect and communicate our value.”*

- Titles for CT Faculty: Several respondents (2.00%) felt that creating titles for CT Faculty shows the value that the U of A has for this group. One respondent wrote: *“The university is trying to formalize the definition of the career-track position and to give opportunity to faculty members that do not care about being tenured.”*
  - *Unvalued*:
    - Inequity with Tenure-track: Several responses (0.33%) indicate that some CT faculty *do not* feel valued. One respondent explained that they feel they are: *“constantly having to fight to protect [career-track] long term viability from threats within the university.”* Another states: *“They do not know what a Career-track faculty does.”*

### 3. Inclusivity/Lack of Inclusivity

- *Inclusivity*:
  - Roles in Shared Governance: Many participants (10.00%) noted that they feel included at the U of A due to the increase in opportunities for CT Faculty to participate in shared governance. One respondent says: *“Seeking input and including us in more governance.”*
  - CT Faculty Needs Committee & Survey: Several respondents (5.33%) felt that the creation of this committee and this survey are a step in the right direction regarding the inclusion of CT Faculty. A respondent believes that: *“This Faculty Senate committee is a good step.”* Another expresses: *“This survey is a good start. I think UA talks the talk, but it doesn’t always translate into walking the walk at the unit, department, or college levels.”*
  - Voting Rights: A few participants (0.34%) view voting rights for CT Faculty as a positive step in inclusivity. One participant stated: *“Trying to change the culture, to be more inclusive for CT faculty (voting rights, etc.).”*
- *Lack of Inclusivity*:
  - Little Visibility: Some participants (0.32%) felt that the U of A could do better at including CT Faculty and bringing visibility to this cohort.

### 4. What is UA Doing Right?

- A number of participants (18.00%) indicated that the U of A is doing nothing right. One respondent wrote:
 

*“No, the burnout rate is very high. The amount of work continues to increase without a similar pay increase.”*

Another summarizes:

*“Very little. I struggle to find anything to list. In my case, it took me 5 years to get some equitable treatment within my Department. The biggest issue is not listed above which is my college prohibits partial research appointments.”*

## 8. Conclusion

The CT Faculty Needs survey responses overwhelmingly highlight concerns about inequitable workloads, lack of institutional support, and compensation disparities compared to tenure-track colleagues. The need for better professional development opportunities, recognition, and fair pay is a consistent theme throughout the feedback.

### Key Themes

The committee identified three key areas affecting CT Faculty:

1. Recognition, support and professional development
2. Workload and job security
3. Faculty governance

### Recommendations

The CT Faculty Needs committee has several recommendations to address the above issues:

#### Workload and Job Security

- Bring CT faculty salaries into parity with TT faculty
- Ensure academic freedom for CT faculty
- Grant Cost of Living Adjustments to bring CT faculty up to living wages
- Review and adjust workload allocations to reflect actual time spent, to include reduced class sizes and workload
- Establish clear, university-wide guidelines for CT faculty service expectations, including standardized guidelines to measure service load
- Improve job security for CT faculty via tools such as multi-year contracts. Develop clear policies surrounding multi-year contracts and ensure that Deans as well as faculty are familiar with these policies.

#### Recognition, Support, and Professional Development

- Enhance College and department-level recognition of CT faculty contributions and provide more opportunities for professional development, research venues, administrative positions, sabbatical leave, and transition to tenure-track.
- Faculty Affairs should work with deans across Colleges to establish consistent communication with CT faculty regarding annual performance reviews, promotion, and contracts.
- Implement professional development and increased sabbatical opportunities for CT faculty.

## Faculty Governance

- Ensure CT faculty participation in decision-making by enacting transparent structures of shared governance at all levels of the University.
- Create career-track-specific guidelines for governance rights not only at the level of the university, but in each respective college, department, and unit.

While the committee recognizes that it may be impossible to address every area of need at this time, it is clear that improving the working conditions of CT employees is necessary and should be viewed as a priority initiative for our institution. CT faculty are an integral part of the workforce at the university and without their contributions, we could not serve our students appropriately nor could we conduct valuable research and complete vital projects as easily.

The appointment of our new university President, Dr. Suresh Garimella, presents an opportunity to revisit the university's current realities while planning our path for the future. With this in mind, the committee asks that this report also be shared broadly with different leadership groups across campus. CT faculty needs should be at the forefront of all upcoming strategic planning conversations, at all levels (department, college, and campus). The needs are complex and will require coordinated and comprehensive attention if we are to hope for significant changes.

Finally, the committee asks that our campus leaders think about our university's purpose, mission, and values statements as they consider the needs of our CT faculty. By listening to, responding to, including, and supporting CT faculty, we are honoring these commitments and we demonstrate that we will work together to ensure a successful and harmonious campus.

# APPENDICES

## **Appendix A: List of CT Faculty committee members**

### Co-Chairs:

- Kristin Little, Principal Lecturer, College of Social and Behavioral Sciences
- Romi Carrell Wittman, Associate Professor of Practice, College of Applied Science and Technology

### Committee Members:

- Kathryn Alexander, Associate Professor of Practice, The Honors College
- Kevin Cassell, Lecturer, Eller College of Management
- Meg Cota, Assistant Professor of Practice, Education Policy Studies and Practice
- Linan Jiang, Associate Research Professor, Aerospace and Mechanical Engineering
- William Neumann, Professor of Practice, Eller College of Management
- Timothy Ottusch, Associate Professor of Practice, Human Development and Family Science
- Jamey Rogers, Senior Lecturer, Dept. of English
- Suzanne Thompson, Assistant Professor of Practice, Russian/Slavic Studies
- Anne Titelbaum, Associate Professor, Basic Medical Sciences, College of Medicine-Phoenix

### Special Recognition:

- Katharine Zeiders, Professor, Norton School of Family and Consumer Sciences
- Stefanie Martinez-Fuentes, Postdoctoral Scholar, Norton School of Family and Consumer Sciences



## Appendix B: CT Faculty Needs Survey

# UA Career Track Faculty Needs Survey

BACKGROUND Thank you for taking the time to complete the Career-Track Faculty Needs survey! This survey was created by the General Faculty Career-Track Faculty Needs Committee of the UA Faculty Senate, a committee appointed by Chair of the Faculty, Leila Hudson. The survey questions are to assess current and emerging climate factors for Career-Track\* faculty at UA. **All answers are anonymous.** We recommend that you refrain from including any information that could be used to identify you or others; for example, telling a story that is specific enough that someone could recognize the people involved. If you're not comfortable answering any of the questions, you may skip that question or select 'I prefer not to answer.' The survey has six sections. Given that your responses are anonymous, you must complete the survey in one sitting. (No saving and returning to it.) The Career-Track Faculty Needs Senate committee will analyze the aggregate data then prepare a report for Faculty Senate and the University at large in late Spring-early Summer 2024. **Thank you for your participation!**

*\*Career-track faculty at the University of Arizona are members of the faculty whose Notice of Appointment incorporates the ABOR Conditions of Faculty Service (ABOR-PM 6-201, et seq.) who are off the tenure-track and not eligible for tenure or continuing status. A faculty member generally needs to be benefits-eligible to be considered career track. For more information on this topic, visit [https://facultyaffairs.arizona.edu/sites/default/files/4.19.2021.Career-TrackHarmonization\\_Guidelines.pdf](https://facultyaffairs.arizona.edu/sites/default/files/4.19.2021.Career-TrackHarmonization_Guidelines.pdf)*

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## CT Faculty Needs Survey

### SECTION 1 Section 1: CAREER-TRACK FACULTY RECOGNITION, SUPPORT & PROFESSIONAL DEVELOPMENT

**Q1.1 Q1.1 As career-track faculty, I feel comfortable contributing new ideas and opinions within my department:**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

**Q1.2 Q1.2 As career-track faculty, I feel comfortable contributing new ideas and opinions within my college:**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

**Q1.3 Q1.3 As career-track faculty, I believe resources and support are available if I need help accomplishing my job duties.**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither Agree nor Disagree (3)
- Somewhat Disagree (4)
- Strongly Disagree (5)

**Q1.4 Q1.4 As career-track faculty, I believe professional development opportunities, awards, and recognition are distributed fairly across all faculty members.**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither Agree nor Disagree (3)
- Somewhat Disagree (4)
- Strongly Disagree (5)

**Q1.5 Q1.5 As career-track faculty, I understand the criteria and process for receiving merit raises.**

- Strongly Agree (1)
  - Somewhat Agree (2)
  - Neither Agree nor Disagree (3)
  - Somewhat Disagree (4)
  - Strongly Disagree (5)
- 

**Q1.6 Q1.6 I have the support (e.g., administrative and financial support) I need for my professional development (e.g., promotion and general development).**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither Agree nor Disagree (3)
- Somewhat Disagree (4)
- Strongly Disagree (5)

**Q1.7 Q1.7 I believe my tenure-track colleagues understand the roles and rights of my position as a career-track faculty member.**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither Agree nor Disagree (3)
- Somewhat Disagree (4)
- Strongly Disagree (5)

**Q1.8 Q1.8 I believe my tenure-track colleagues value me as a career-track faculty member.**

- Strongly Agree (1)
  - Somewhat Agree (2)
  - Neither Agree nor Disagree (3)
  - Somewhat Disagree (4)
  - Strongly Disagree (5)
- 

**Q1.9 Q1.9 University leadership respects and values career-track faculty by including them in decision-making efforts.**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither Agree nor Disagree (3)
- Somewhat Disagree (4)
- Strongly Disagree (5)

**Q1.10 Q1.10 The Dean of my college recognizes the contributions of career-track faculty and supports their needs.**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither Agree nor Disagree (3)
- Somewhat Disagree (4)
- Strongly Disagree (5)

**Q1.10 Short Answer 1.10 - *Short Answer* If you wish, below you may expand on your answer to the question 'The Dean of My college recognizes the contributions of career-track faculty and supports their needs.'**

**Q1.11 Q1.11 My Department Head recognizes the contributions of career-track faculty and supports their needs.**

- Strongly Agree (1)
  - Somewhat Agree (2)
  - Neither Agree nor Disagree (3)
  - Somewhat Disagree (4)
  - Strongly Disagree (5)
- 

**Q1.11 Short Answer Q1.11 - *Short Answer* If you wish, below you may expand on your answer to the question 'Department Head recognizes the contributions of career-track faculty and supports their needs.'**

**Section 2: WORKLOAD Section 2: WORKLOAD & JOB SECURITY**

**Q2.1 Q2.1 What is your workload distribution? (e.g., your contracted work breakdown, Teaching-Research-Service-Administration.) For example, 80% teaching, 20% service, etc.**

- Teaching % (4) \_\_\_\_\_
- Service % (5) \_\_\_\_\_
- Research % (6) \_\_\_\_\_
- Administration % (7) \_\_\_\_\_
- Other % (8) \_\_\_\_\_
- I don't know (9) \_\_\_\_\_

**Q2.2 Q2.2 How well does your *contracted workload* reflect your *actual workload*? (This is in reference to the workload breakdown specified in your contract.) For example, some faculty feel that they are required to perform more service and/or administrative duties than are reflected in their contract.**

- Not at all - *my contract does not accurately reflect my actual workload* (1)
- Somewhat - *my contract mostly reflects my actual workload* (2)
- They match (3)
- I prefer not to answer (4)

**Q2.2 Short Answer Q2.2 - *Short Answer* If you answered 'Not at all' or 'Somewhat', please describe how your contracted workload *differs* from your actual workload.**

**Q2.3 Q2.3 I worry about my job security.**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

**Q2.4 Q2.4 Have you applied to work elsewhere?**

- Regularly (1)
- Occasionally (2)
- At least once (3)
- Never (4)

**Q2.5 Q2.5 Do you work additional jobs to make ends meet?**

- Yes (1)
- No (2)
- I prefer not to answer (3)

**2.5 Q2.5 - Short Answer** If you answered 'YES,' how many additional hours do you work each week at this supplemental job (whether at UA or elsewhere)?

**2.6 Q2.6 I believe my current workload is fair compared to my tenure-track colleagues.**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

**Q2.6 - Short Answer Q2.6 - Short Answer** If you would like to elaborate on question 2.6, "I believe my current workload is fair compared to my tenure-track colleagues," please do so below.

**Q2.7 Q2.7 The criteria/process for awarding multi-year contracts is clear to me.**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

**Q2.8 Q2.8 If you have a multi-year contract, what is its length?**

- Two years (1)
- Three years (2)
- Other (Type your response) (3) \_\_\_\_\_

**Section 3 Section 3: CAREER-TRACK PROMOTIONS, PERFORMANCE REVIEWS & PAY RAISES**

**Q3.1 Q3.1 There is a clearly articulated career-track promotion policy within my college or Department.**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)



**Q3.2 Q3.2 Annual performance review criteria are clear and achievable.**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

**Q3.3 Q3.3 Administrators in my college/Department are transparent when making decisions about promotion, compensation, and contracts.**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

**Q3.4 Q3.4 Please RANK the following issues in order of importance to you, with 1=Most Important, 9=Least Important.**

- \_\_\_\_\_ Being a part of the discussion surrounding department and/or college issues/opportunities (1)
- \_\_\_\_\_ Multi-year contracts (4)
- \_\_\_\_\_ My voice has a real impact in my College, Department or Unit. (2)
- \_\_\_\_\_ Professional Development Opportunities (3)
- \_\_\_\_\_ Promotion/Career advancement opportunities (5)
- \_\_\_\_\_ Salary v. cost of living (6)
- \_\_\_\_\_ Repaying furlough money (7)
- \_\_\_\_\_ Value and respect within the department/unit at the University of Arizona (8)
- \_\_\_\_\_ Workload (9)

**Q3.5 Q3.5 - Short Answer What is UArizona doing right when it comes to supporting career-track faculty?**

**Q3.6 Q3.6 - Short Answer How can UArizona improve conditions for career-track faculty?**

**Q3.7 Q3.7 - Short Answer What issues would you like the Career-Track Faculty Needs Senate Committee to address moving forward?**

**Section 4 Section 4: FACULTY GOVERNANCE**

**Q4.1 Q4.1 As career-track faculty, I am able to participate in faculty governance.**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

**Q4.2 Q4.2 As career-track faculty, I can openly voice alternative ideas and concerns without fear of reprisal or retaliation.**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)
- I prefer not to answer (6)

**Q4.3 Q4.3 As career-track faculty, I believe I have just as much instructional autonomy and academic freedom as my tenure-track colleagues.**

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

**Q4.4 Q4.4 As career-track faculty, I have participated in hiring committees for administrative level positions, such as deans, assistant deans, department chair, etc.**

- Yes (1)
- No (2)
- Prefer Not to Answer (3)

**Section 5 Section 5: YOUR GENERAL EXPERIENCE AS UARIZONA FACULTY**

**Q5.1 Q5.1 On a scale of 1-10, I would rate my individual morale\* as a Career-Track Faculty at UArizona as:** *\*in this survey, INDIVIDUAL MORALE is defined as your overall attitude, satisfaction, and outlook in your job/employment as faculty at UArizona.*



**Q5.2 Q5.2 I believe UArizona promotes a diverse and inclusive academic culture.** *\*for the purposes of this survey, a diverse and inclusive academic culture is defined as an environment that stresses mutual respect, effective relationships, clear communication, explicit understandings about expectations, and critical self-reflection.*

- Strongly Agree (1)
- Somewhat Agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

**Section 6 Section 6: DEMOGRAPHIC DATA**

**Q6.1 Q6.1 How long have you worked at UArizona?**

- 0-2 years (1)
  - 3-5 years (2)
  - 6-10 years (3)
  - 11-15 years (8)
  - 16-20 years (9)
  - 21 or more years (4)
  - I prefer not to answer (5)
- 

**Q6.2 Q6.2 What is your job title?**

- Instructor (1)
- Lecturer, Senior Lecturer, or Principal Lecturer (2)
- Assistant, Associate or Full Professor (3)
- Assistant, Associate or Full Clinical Professor (4)
- Assistant, Associate or Full Research Professor (5)
- Assistant, Associate or Full Professor of Practice (6)
- I prefer not to answer (9)
- Other (10)

**Q6.3 Q6.3 What is your highest degree?**

- PhD (1)
  - Masters (2)
  - I prefer not to answer (5)
  - Other (4)
-

**Q6.4 Q6.4 In which college is your PRIMARY appointment? (select one)**

- College of Agriculture, Life, & Environmental Sciences (1)
- College of Applied Science and Technology (2)
- College of Architecture, Planning & Landscape Architecture (3)
- College of Education (4)
- College of Engineering (5)
- College of Fine Arts (6)
- Graduate College (7)
- W.A. Franke Honors College (8)
- College of Humanities (9)
- James E. Rogers College of Law (10)
- Eller College of Management (11)
- College of Medicine-Phoenix (12)
- College of Medicine-Tucson (13)
- College of Nursing (14)
- James C. Wyant College of Optional Sciences (15)
- College of Pharmacy (16)
- Mel & Enid Zuckerman College of Public Health (17)
- College of Science (18)
- College of Social & Behavioral Sciences (19)
- College of Veterinary Medicine (20)
- I prefer not to answer (21)

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**Q6.5 Q6.5 Please check the box that applies to you:**

- Woman (1)
- Man (2)
- Transgender / Trans woman (3)
- Transgender / Trans man (4)
- Non-binary (5)
- Other (6) \_\_\_\_\_
- I prefer not to answer (7)

## Appendix C: CT Faculty Needs Survey

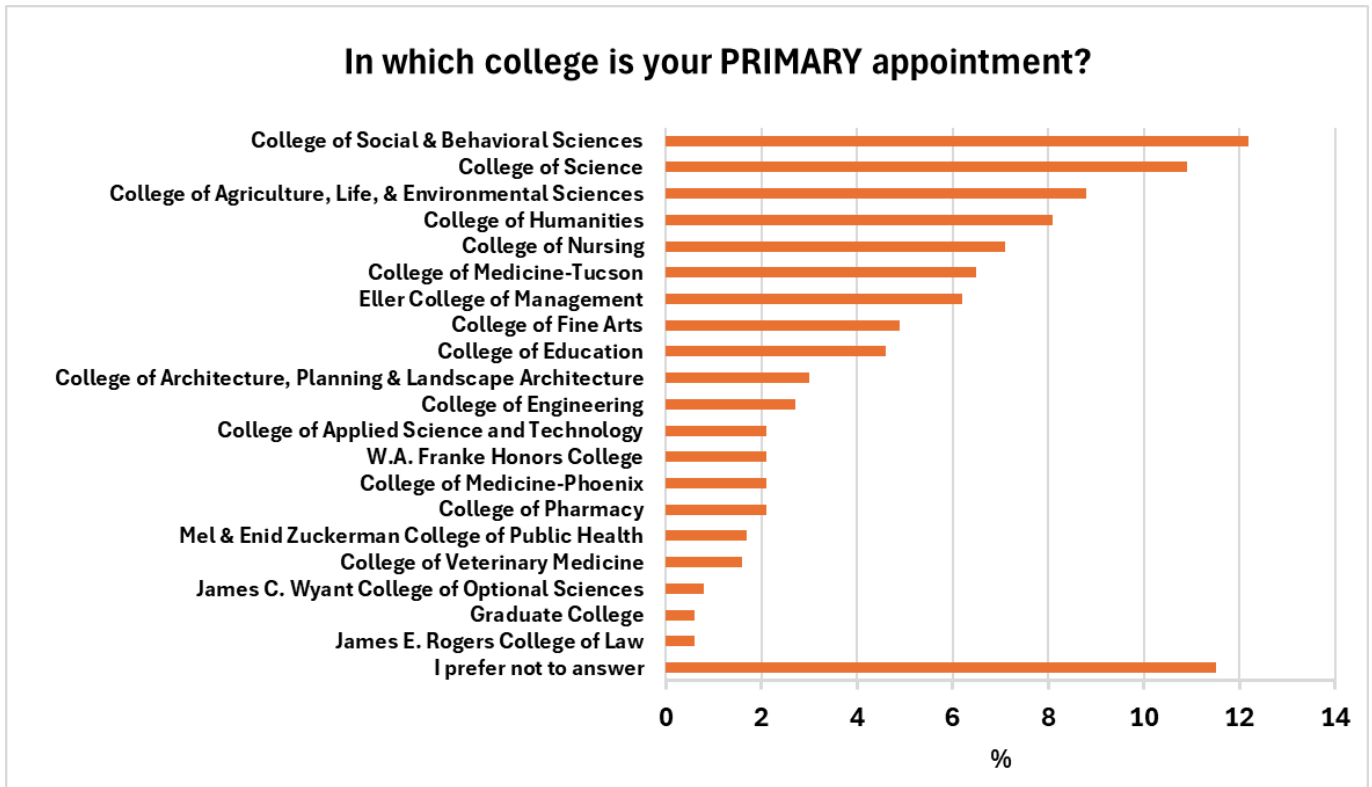


Figure 6.2: Survey participant distribution among colleges based on primary appointments.