ONLINE APPENDICES

Online Appendix A: A Mixed Methods Approach

Online Appendix B: Interviewee Selection and Survey Sampling

Online Appendix C: Survey Results: Tables and Figures

Online Appendix A: A Mixed Methods Approach

This online Appendix A describes our research methodology used in four research papers in the 2024 AEA Papers and Proceedings, namely Arico et al. (2024) "Teaching-Track Economists in Canada, the United Kingdom, and the United States;" Arico et al. (2024) "Teaching-Track Economists in the United Kingdom;" Emerson and Hoyt (2024) "Teaching-Track Faculty at US National Universities;" and Murdock and Cohen (2024), "Teaching-Track Economists – A Canadian Perspective."

Overview of Our Mixed-Methods Approach

This project makes use of a mixed-methods approach, combining in-depth interviews with teaching-track economists in Canada, the United Kingdom, and the United States, as well as a large-scale electronic survey sent to teaching-track economists across the three countries. Creswell and Poth (2018) explain that qualitative analysis is especially useful to explore an unknown landscape, to gain an in-depth understanding of experiences, and to complement survey analysis for topics that elude meaningful quantitative measurement. Further, qualitative results helped us in the design of more meaningful and less ambiguous survey questions. We describe this mixed-methods approach in this section, devoting more discussion to qualitative analysis, which is uncommon in economics.

Qualitative Research Approach: Interviews

Interview participants from Canada, the United Kingdom, and the United States were recruited through email solicitation. We used a purposive sampling design to identify teaching-track economists at various institution types with a known use of teaching-track economists. Purposive sampling is a common recruitment approach in qualitative research. Participants are chosen for their experience and knowledge about the research matter and their willingness and ability to talk about it in a reflective way (Palinkas et al. 2015). In contrast to quantitative analysis of survey data, in our qualitative analysis appropriate *representation* – a variety of interviewees to capture differing views – rather than *representativeness* – the sample proportions of types of interviewees match the population proportions – is critical (Palinkas et al. 2015). See Appendix B for more information on recruitment, sample saturation and representation.

Our interviews were semi-structured, following an interview guide with common relatable questions but allow interviewees to freely expand on themes within the given structure. All interviews were performed and recorded in Zoom, lasting 45 to 60 minutes. The interview guide was collaboratively produced by the research team with particular care taken in addressing jargon and the specific educational settings. This approach allows us to gather information which is comparable across individual experiences both within and across countries. Knott et al. (2022) gives an overview of semi-structured interviews as a technique in research.

Qualitative Research Approach: Thematic Template Analysis on Interview Data

A non-economist, non-teaching track, expert analyzed interview transcripts using thematic template analysis (Braun and Clarke 2006; King 2004) and the software package NVivo. The use of a researcher well-versed in qualitative technique, but neither an economist nor in a teaching-track position, is intended to reduce confirmation bias stemming from the experiences and perceptions of the research team. In conversation with the research team, including both teaching- and research-track academics from the three countries, the expert identified overarching themes through reflection and interpretation of the text.

Template analysis is a method within thematic analysis where the researchers create an initial template to organise interview responses through *a priori* themes based on the interview guide. For example, a theme in our context might be ‘the importance of academic networks’. Codes are identified to capture smaller ideas contributing to a larger theme. For example, codes such as ‘attending conferences’ and ‘connecting with teaching-track economists from other universities’ may contribute to the above mentioned theme of ‘the importance of academic networks’. Themes in the template are validated or adjusted by coding a sample of interview scripts. The finalised template is used to code all interviews.

In conversation with the research team, the expert then interprets and summarises findings by reflection on the code patterns and overarching themes in relation to the interview guide and research questions.

The choice of template analysis offers two crucial advantages for our research purposes: (i) it allows for flexibility and adaptability through a holistic approach to forming themes and codes simultaneously, rather than one at time, which enabled us to embrace the differences in

experiences of a heterogeneous group of respondents, yet (ii) it provides a hierarchical framework, where themes and codes are directly related to the research questions and the interview guide. Template analysis is well-established approach in research exploring workplace topics (Brooks et al., 2015).

Qualitative Research Approach: The Use of Key Themes

Themes identified in our qualitative analysis are used to inform areas of emphasis in the subsequent electronic survey sent to teaching-focused faculty in Canada, the United Kingdom, and the United States. Considering the under-researched field of teaching-track economists, open responses are valuable when designing a survey from scratch as they provide an idea about the breath of possible responses to a particular research question.

Furthermore, the identified themes themselves are significant findings. These offer another lens through which to view the experience of teaching-track economists. Results from both quantitative and qualitative research can be used to validify findings from either method. The results from the textual analysis can also provide depth to the survey information by allowing us to better understand how survey responses may manifest itself in the experience of teaching-track economists. Finally, findings from the qualitative research can provide understanding in areas where quantitative data is missing.

Each theme summarises a large body of textual evidence. When communicating these themes in our write-up we draw on quotes which represent the body of text related to a specific theme. We typically choose one or two quotes to evidence a particular theme. The carefully chosen quote(s) represent(s) and exemplify(ies) the essence of the identified theme in question.

In the research papers we edit all quotes from the transcripts with ellipses and shorter phrases in square brackets to remove the natural repetition and extraneous words that occur with spoken, impromptu replies. We report our findings from the qualitative analysis alongside our survey results.

Qualitative Research Approach: An Alternative

There is an emerging literature on the use of machine learning techniques in textual analysis (see for example Roberts et al. (2014) or Fernandez et al. (2021)), where text is analysed

using an unsupervised algorithm to find common themes based on some quantifiable measure of word roots featured in the text. Such techniques are mostly applied to free text answers in surveys (see Roberts et al., 2014) as well as to analyse published text (i.e. Fernandez et al., 2021). We followed a more traditional approach to qualitative thematic analysis where we draw on human coding. The reasons for this are threefold: (1) we deal with complex interview conversations which are arguably less structured than written text, (2) we consider the unresearched topic and require interpretation beyond the actual wording used in the text, and (3) our main aim is not to establish themes depending on quantifiable use of wording. In fact, even if a theme is reported by a minority, this may characterise an important dimension of the lived experience of teaching-track academics which is useful for our survey design as well as the interpretation of our overall findings.

Online Appendix B: Interviewee Selection and Survey Sampling

This online Appendix B describes the recruitment of teaching-track economists in Canada, the UK and the US for our project. It separately describes the selection of interviewees and the sampling for the survey. However, first, it offers further details on the definition of teaching-track economists. It should be read alongside the 2024 AEA Papers and Proceedings, namely Arico et al. (2024) "The Status of Teaching Track Positions in Economics: An International Comparison;" Arico et al. (2024) "Teaching-Track Economists in the United Kingdom;" Emerson and Hoyt (2024) "Teaching-Track Economists in the United States;" and Murdock and Cohen (2024), "Teaching-Track Economists: A Canadian Perspective."

Defining Teaching-Track Economists

Our research on teaching-track economists focuses on full-time, regular faculty members in positions with a heavier focus on teaching than those in traditional research-track positions. All our participants are from institutions where an alternative track with a relatively heavier research focus exists. This definition excludes:

- Economists employed at institutions with a stronger teaching focus, but without a dedicated teaching-focused pathway (such as many "post-92" institutions in the United Kingdom and many liberal arts colleges in the United States).
- Economists in non-career-track roles, which are not regular faculty members, such as visiting faculty, post-docs, or emeriti.
- Economists teaching on a course-by-course basis, which may be referred to as sessional instructors.
- Faculty with part-time status.
- Graduate students.

Those excluded in this study may have job profiles similar to those under investigation in this research. Their contractual arrangements and experiences are certainly of importance and worth researching but are beyond the scope of this research project.

Two Recruitment Approaches: One for the Interviews and One for the Survey

The recruitment process for this study took place in two stages. In the first stage, in March/April 2023, we identified teaching-track economists to participate in one-on-one interviews using a targeted pre-survey. In the second stage, in July/August 2023, we invited a wider list of economists to respond to a comprehensive online survey. The recruitment approach taken by each country is explained below.

For all countries we designed a short pre-survey which was sent out to potential interviewees. The pre-survey collected basic demographics such as gender, country, degree, years of teaching experience and a few main job characteristics such as courses taught, course format, class size, work time allocation, criteria for evaluation, and criteria for promotion.

As discussed in online Appendix A, our sample is purposive and not aimed to be complete/ representative but instead to well-represent the variety of teaching-track economists in our target group. An aim for the qualitative analysis is to have enough interviews to achieve *saturation* in terms of the themes mentioned by interviewees. In general, saturation is when further data gathering adds little insight for the research question (Charmaz, 2014). Based on the content of the interviews, the research team is confident that they achieved a point of saturation during the process.

To assure that interviewees could speak candidly and without presuming the interviewer already knew much of what they may say, we appropriately matched interviewers and interviewees to assure that the interviewer was from a different institution to the interviewee and had limited professional connections to each other.

Respondents were anonymous when completing the comprehensive survey. Using Qualtrics, the same survey was sent to respondents in all three countries with some survey flow logic included to direct respondents to some country-specific questions. The survey includes a variety of question types including Likert scale, multiple choice, mark all that apply, and open ended.

UK Participant Recruitment: Interviews

We used our pre-existing knowledge of teaching-track economists in the UK in addition to a search of public economics departments' websites. An invitation for the pre-survey was sent to 112 potential participants. Some invitees forwarded the email further to other teaching-focused economists in their departments, which means that the actual reach is likely to be higher. We received 44 full responses. Two respondents returned the pre-survey but did not want to be interviewed, 5 respondents returned the pre-survey but were not invited to interviews as we already had many interviews and a good spread from those institutions. In the end we completed 36 interviews with teaching-track economists from 20 universities.

Our interviewees were to 48 percent male and 96 percent had a PhD. On average they have been working for 10.2 years in a position with a primary focus on teaching and their experience in such positions ranges from 2 to over 31 years. All interviews were conducted by the six interviewers from the UK research team.

UK Participant Recruitment: Survey

For the survey in July/August 2023, our target population were economists employed in economics departments (these may be within business schools) on a contract with a focus on teaching where an alternative track with a relatively stronger focus on research also exists.

We started from a list of economics departments as published by the Economics Network (https://economicsnetwork.ac.uk/about/supporters). To identify the universities with teaching-track economists, we conducted an in-depth examination of publicly available information, including checking economics department websites, faculty members' profiles. We also drew on personal knowledge and contacts. We identified 249 teach-track economists from 38 universities to fall into our target group and reached out to them with an invitation to our research study. The economists we reached out to came from Russell group university (63 percent), Pre-92 Non-Russell group universities (35 percent) and Post-92 institutions (2 percent).

Eighty-nine economists responded to the survey, which yields a response rate of 36 percent. The survey is anonymous so we cannot know which universities are represented, but we asked participants which type of universities they work at. 71 percent of respondents self-classify

to be economists at Russell group universities, 21 percent come from Pre-92 non-Russell group universities, 3 percent from Post-92 and 3 percent were unsure. Compared to our identified target population, our survey sample is roughly representative with a slight over-representation of Russell-group universities.

US Participant Recruitment: Interviews

For the first stage, in which we perform one-on-one interviews, we identified a set of U.S. universities employing full-time teaching-track economists at different ranks or career stages (e.g., assistant, associate, and full teaching professor). Having identified 15 R1 institutions (6 private, 9 public) with faculty at three or more ranks, we emailed the 143 teaching-track faculty at these institutions requesting that they complete a short, Qualtrics survey to identify potential interviewees. A total of 28 faculty completed the survey (19.6 percent) with 20 expressing willingness to participate in an interview. Seventeen U.S. teaching-track economists (70.6 percent male, 29.4 percent female) were subsequently interviewed via Zoom. The interviews were recorded, transcribed, and subjected to thematic analysis along with the interviewees from the UK and Canada.

US Participant Recruitment: Survey

In the second stage, we identified the population of U.S. teaching-track faculty through searches of economics department online faculty directories starting from a listing of public and private universities drawn from US News and World Report 2022 rankings. We collected email addresses for all faculty with titles that suggested they may serve in a teaching-track role including variations on teaching professor, clinical professor, and lecturer. A total of 935 faculty members were identified at 110 public and 95 private universities, attempting to restrict to full-time faculty members. Our list is inclusive of public and private national universities in the U.S. and award a range of economics degrees including bachelors, masters, and doctoral degrees.[1] Email solicitations were sent to all 935 faculty and a total of 215 complete responses were received for a response rate of 23 percent. Although our intent was to identify full-time faculty on the department websites, internal checks in the survey instrument determined that 23

[1] Liberal arts colleges are excluded give the scope of this project. We plan to survey teaching-track faculty at these types of US institutions in the next phase of data collection.

respondents were in part-time positions. In our final analysis we only included the 192 full-time, teaching-track faculty members of whom 53.6 percent are male, 43.8 percent female, and 2.6 percent other categories. Full-time respondents were from public (59.4 percent) and private (40.6 percent) universities, the majority of which were R1 (78.6 percent).

Canadian Participant Recruitment: Interviews

To identify willing participants for in-depth one-on-one interviews, we did a targeted pre-survey in March/April 2023. We identified 45 economists believed to be full-time teaching-track faculty members in Canada to invite. We created this list using our pre-existing knowledge of teaching-track economists in Canada and from what we could glean from public economics department websites for eight well-known, English-speaking Canadian universities: University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Queen's University, University of Toronto, University of Victoria, and York University. It was not intended as a comprehensive list. Of those 45, 30 completed the pre-survey for a response rate of 66.7 percent. Of those 30, 27 agreed to complete a one-on-one interview via Zoom. Of these, we completed 24 interviews at 7 institutions[2] during April/May 2023. Eleven of these interviews were conducted by members of our research team from the United Kingdom because the Canadian authors of this paper have, or have had, these economists as departmental colleagues and/or had other significant previous professional interactions with them. We sought to ensure that the interviewees could speak candidly and without presuming the interviewer already knew much of what they might say.

Canadian Participant Recruitment: Survey

For the survey in July/August 2023, we defined a target population. We started with a comprehensive list of all universities in Canada.[3] We restricted our target population to English-speaking universities with at least 7,000 undergraduate students and at least 1,000 graduate

[2] The seven institutions are: the University of Alberta, the University of Calgary, Queen's University, University of British Columbia (including participants from the two economics departments on two campuses), University of Toronto (including participants from the two economics departments on two campuses), University of Victoria, and York University.

[3] Universities Canada provides an annual list of universities and enrolments, both undergraduate and graduate, at each: we used the Fall 2022 data (the most recent available) at https://www.univcan.ca/universities/facts-and-stats/enrolment-by-university/ retrieved on June 30, 2023.

students, yielding 29 universities. Nearly all universities in Canada are public, and the few private ones, which often have a religious affiliation, are far too small to meet our enrolment criteria.

To identify the universities with teaching-track economists, in June/July 2023, we conducted an in-depth examination of publicly available information, including checking economics department websites, faculty members' profiles and C.V.s, and faculty members' self-maintained public websites and profiles (e.g. LinkedIn). For universities where it was unclear if they had teaching-track economists, we directly contacted those departments via e-mail to confirm. There were nine institutions that would have met our inclusion criteria but had no teaching-track economists.[4] In several cases we were told that the universities were seeking to introduce a teaching-track, but the faculty unions were blocking this. At 20 universities and 22 economics departments[5] – some universities have more than one campus and more than one economics department – we identified 77 teach-track economists.[6] Excluding two faculty members just hired (appointment starts July 1, 2023), this leaves 75. We invited 73 teaching-track economists in Canada to complete the comprehensive survey.[7] We received 32 completed surveys for a response rate of 43.8 percent. The survey is anonymous so we cannot know which universities are represented. We dropped the one survey respondent who indicated being part-time. Hence, our analysis sample has 31 observations.

Canadian Survey Sample Representativeness

Using data gathered for the entire target population, we checked the representativeness of our sample. In late August 2023, for all 22 economics departmental websites at the 20 included

[4] From largest to smallest, these are the nine universities without teaching-track economists: University of Ottawa, Western University, Toronto Metropolitan University, University of Guelph, University of Saskatchewan, Brock University, Memorial University of Newfoundland, University of Windsor, and University of New Brunswick.

[5] In alphabetical order, this includes 22 economics departments: Carleton University, Concordia University, Dalhousie University, University of Manitoba, McGill University, McMaster University, Queen's University, Simon Fraser University, Thompson Rivers University, Trent University, University of Alberta, University of British Columbia (Okanagan Campus), University of British Columbia (Vancouver Campus), University of Calgary, University of Regina, University of Toronto (Downtown Campus), University of Toronto (UTM Campus), University of Victoria, University of Waterloo, University of Winnipeg, Wilfrid Laurier University, and York University.

[6] We also excluded people at least one university on part-time contracts, which we only learned from the Zoom interviews. However, some department websites do not distinguish between full and part-time, so we cannot be sure that this population includes only people with full-time contracts.

[7] 73 is less than 75 because this excludes one of the authors of this manuscript who is in the population. It also excludes one other person who did not wish to be invited to complete the survey.

universities, we counted the total number of regular faculty members.[8] We identify which of these are teaching-track economists to compute the percent on in the teaching track. The total population of interest is 79 teaching-track economists (including four not invited to complete the comprehensive survey)[9], with appointments starting before July 1, 2023, at 20 Canadian universities. Across the 22 economics departments: the mean and median number of faculty members is 29.5 with a standard deviation of 12.1, a minimum of 6, and a maximum of 52. The mean number of teaching-track economists is 4.0, the median is 3.5, the standard deviation is 2.5, the minimum is 1 and the maximum is 11. The mean percentage in the teaching-track is 14.8, the median is 14.0, the standard deviation is 9.0, the minimum is 3.2, and the maximum is 42.9 (although the second highest is only 23.8).

For the target population of 79 faculty members, 46 percent appear female.[10] In the sample of 32 survey respondents, 50 percent self-identify as female.[11] For the target population of 79, on average they are in an economics department where 17.8 percent of faculty members are on the teaching track (median of 17.2 percent) with a standard deviation of 9.3 percentage points.[12] For the sample of 30 survey respondents who answered the question about the percent of faculty members belonging to the teaching track[13], the mean is 16.6 percent, the median is 15 percent, and the standard deviation is 13.5 percentage points.[14] Hence, based on the known observables of the target population, the sample in the survey is highly representative.

[8] This excludes sessional instructors, adjunct professors, visiting professors, post-docs, and emeriti professors.

[9] At four different institutions, we found four additional teaching track faculty members, who are not new hires, in departments where we had thought we invited all teaching-track members. These are cases where the departmental website has been updated since our original search in June/July 2023.

[10] This is based on a combination of public photos, names, pronouns used in profiles, and other public information. It is not necessarily equal to how a person would self-identify in our anonymous survey and is simply used to do a rough check of sample representativeness.

[11] While both the sample and population include a non-zero number of faculty members identifying as nonbinary, we choose to simply report the fraction identifying as female to protect anonymity.

[12] This uses 79 teaching-track economists, not 22 economics departments, as the relevant unit of observation.

[13] The exact wording of the survey question is: “To the best of your knowledge, what percentage of economics faculty members in your department are in a full- time, teaching-focused position or have a teaching-focused contract?”

[14] This includes one outlier (80 percent), and without it, the sample mean, median, and standard deviation are 14.4, 15, and 6.4, respectively. This outlier is a response error: the maximum possible value in the target population is 42.9 percent.

Online Appendix C: Survey Results: Tables and Figures

Table C.1 supports the sex distribution of the survey respondents reported in Section I.

Table C.1. Sex Distribution of the Survey Respondents

	Percentage			
	Canada	United Kingdom	United States	Overall
Female	48.39	39.26	43.75	43.00
Male	45.16	58.33	53.65	54.07
Nonbinary, transgender male, transgender female, prefer to self-describe, or prefer not to answer	6.45	2.38	2.60	2.93
Number of observations	31	84	192	307

Table C.2 supports the educational achievement of the survey respondents reported in Section I.

Table C.2. Educational Achievement of the Survey Respondents

	Percentage			
	Canada	United Kingdom	United States	Overall
PhD in economics (or dual PhD including one in economics)	87.10	88.10	86.98	87.30
PhD in another discipline	0	8.33	3.13	4.23
Master's degree	12.90	3.57	9.90	8.47
Number of observations	31	84	192	307

Table C.3 supports Figure 1.

Table C.3. Percent Teaching-Track Economists

	Percentage (standard error)			P-value		
	CA	UK	US	CA - UK	CA - US	UK - US
Percentage of economics faculty members in department in a teaching-focused position	16.79 (2.55)	31.43 (2.10)	26.33 (1.42)	0.0000	0.0020	0.0461
Number of observations	29	75	188			

Notes: The survey asks: "To the best of your knowledge, what percentage of economics faculty members in your department are in a fulltime, teaching-focused position or have a teaching-focused contract?" P-values are for two-tailed tests of differences in means, not assuming equal variances.

Table C.4 supports Table 1. Table C.4 reports on all offered categories – whereas Table 1 shows select categories – and Table C.4 also gives standard errors and the results of statistical tests.

Table C.4. Perceived Departmental Motivations for Hire

"When you were hired for your current position, to the best of your knowledge, which of the following, if any, were the department's motivation(s) for hiring you? Please check all that apply to you."	Percent (standard error)			P-value		
	CA	UK	US	CA-UK	CA-US	UK-US
Unsure	6.5 (4.4)	7.1 (2.8)	2.1 (1.0)	0.8971	0.1631	0.0385
Teach specific courses	77.4 (7.5)	69.0 (5.0)	83.9 (2.7)	0.3785	0.3766	0.0052
Develop new courses	38.7 (8.7)	29.8 (5.0)	30.2 (3.3)	0.3621	0.3439	0.9407
Share specific real-world expertise or content I have acquired	22.6 (7.5)	10.7 (3.4)	8.3 (2.0)	0.1028	0.0155	0.5260
Increase number of students majoring in economics	3.2 (3.2)	9.5 (3.2)	17.2 (2.7)	0.2645	0.0448	0.0995
Serve in an administrative role (e.g., director of undergraduate programs)	12.9 (6.0)	21.4 (4.5)	16.7 (2.7)	0.3024	0.5972	0.3446
Improve teaching quality	61.3 (8.7)	50.0 (5.5)	39.6 (3.5)	0.2817	0.0233	0.1075
Support department efforts to promote diversity, equity, and inclusion	12.9 (6.0)	14.3 (3.8)	4.2 (1.4)	0.8492	0.0455	0.0028
Improve knowledge of education pedagogy in department	25.8 (7.9)	23.8 (4.6)	8.9 (2.1)	0.8248	0.0055	0.0008
Specific training or accreditations I possess	6.5 (4.4)	6.0 (2.6)	5.7 (1.7)	0.9209	0.8734	0.9418
Increase the number of staff members with a teaching focus to reduce research staff teaching load	29.0 (8.2)	32.1 (5.1)	28.1 (3.2)	0.7496	0.9171	0.5000
Cover teaching needs given growing enrollments	51.6 (9.0)	50.0 (5.5)	47.4 (3.6)	0.8780	0.6628	0.6903
Replace some temporary staff or graduate students with faculty members for more continuity	19.4 (7.1)	6.0 (2.6)	9.4 (2.1)	0.0301	0.0962	0.3438
Other	3.2 (3.2)	2.4 (1.7)	10.9 (2.3)	0.8009	0.1815	0.0180
Number of observations	31	84	192			

Notes: The first three columns of results report the percents with standard errors in parentheses. P-values are for two-tailed tests of differences in proportions.

Table C.5 supports Table 2, Table 3, and Figure 3.

Table C.5. Percentage Time Allocations and Percent Weights in Promotion Decisions

	Mean (standard error)		
	CA	UK	US
Panel A: "Approximately what fraction of your time is allocated to the following areas? (Your answers should sum to 100.)"			
Teaching	60.7	48.6	63.3
	(3.2)	(1.8)	(1.3)
Pedagogical research/scholarship	9.1	10.6	4.5
	(1.3)	(0.9)	(0.4)
Economic research/scholarship	4.6	11.3	7.4
	(1.4)	(1.3)	(0.9)
Service/citizenship (e.g., committee work, mentoring colleagues, etc.)	11.6	9.6	11.4
	(1.5)	(1.0)	(0.5)
Administrative/managerial (e.g., serving as Director of Undergraduate Studies or other leadership roles)	10.1	19.8	10.1
	(2.5)	(1.4)	(1.1)
Other, including pedagogical development, and professional development	3.6	2.4	3.3
	(0.8)	(0.6)	(0.5)
Number of observations	31	84	192
Panel B: "To the best of your knowledge, what is the approximate weight of each of the following factors in the promotion decision if you can be or have been promoted? (Your answers should sum to 100)."			
Teaching	62.4	34.2	66.3
	(3.0)	(1.9)	(1.7)
Pedagogical research/scholarship	10.2	18.6	3.3
	(1.6)	(1.6)	(0.5)
Economic research/scholarship	4.8	12.2	4.5
	(2.4)	(1.5)	(0.7)
Service/citizenship (e.g., committee work, mentoring colleagues, etc.)	11.5	14.5	12.0
	(1.7)	(1.5)	(0.8)
Administrative/managerial (e.g., serving as Director of Undergraduate Studies or other leadership roles)	5.3	21.6	8.0
	(1.4)	(1.7)	(1.1)
Other, including pedagogical development, and professional development	5.8	3.6	3.6
	(2.0)	(0.8)	(0.9)
Number of observations	30	83	166
Panel C: Difference between Panels A and B			
Teaching	-1.3	14.3	-3.0
	(3.5)	(2.2)	(1.8)
Pedagogical research/scholarship	-1.8	-8.2	1.0
	(1.6)	(1.6)	(0.5)
Economic research/scholarship	-0.3	-0.8	2.9
	(2.7)	(1.6)	(0.8)
Service/citizenship	-0.2	-4.8	-0.7
	(1.9)	(1.5)	(0.8)
Administrative/managerial	5.1	-1.6	2.2
	(2.3)	(1.7)	(1.2)
Other	-2.1	-1.2	-0.1
	(1.9)	(0.8)	(0.9)
Number of observations	30	83	166

Notes: The three columns of results report the means with standard errors in parentheses. For Panel C, for Canada, only the difference for administrative/managerial is statistically significant, and at a 5% level. For Panel C, for the UK, the differences for teaching, pedagogical research/scholarship, and service/citizenship, are all statistically significant at the 1% level. For Panel C, for the US, only pedagogical research/scholarship, economic research/ scholarship, and administrative/managerial are statistically significant at either a 1%, 5%, or 10% level. The noticeably smaller sample size for the US sample in Panel B and Panel C is because those panels exclude people with no opportunity to be promoted.

Tables C.6 and C.7 support the results discussed in text in Section II, Part B.

Table C.6. Total Students

	Mean (standard error)			P-value		
	CA	UK	US	CA - UK	CA - US	UK - US
"What is the approximate total number of students you teach in a typical academic year?"	980 (118)	507 (29)	653 (43)	0.0005	0.0130	0.0054
Number of observations	30	81	186			

Note: P-values are for two-tailed tests of differences in means, not assuming equal variances.

Table C.7. Percentage Time Teaching at Various Levels

"What percentage of your teaching time is spent teaching at each level? (Your answers should sum to 100.)"	Mean Percentage		
	CA	UK	US
First year undergraduate	34.4	31.6	34.2
Second year undergraduate	25.1	26.9	24.4
Upper year undergraduate	37.2	25.1	33.5
Graduate level - Master's	2.9	15.6	7.1
Graduate level - PhD	0.3	1.5	0.9
Number of observations	31	84	192

Table C.8 supports the results discussed in text in Part C of Section II and Figure 2.

Table C.8. Achievable Tenure/Equivalent or Achievable Promotions

	Percentage (standard error)			P-value		
	CA	UK	US	CA - UK	CA - US	UK - US
Panel A: Percentage saying tenure or its equivalent is achievable in their current teaching-focused position	96.8 (3.2)	85.7 (3.8)	12.0 (2.3)	0.0965	0.0000	0.0000
Number of observations	31	84	192			
Panel B: Percent saying they either have had or have opportunities to be promoted in their current teaching-focused position	96.8 (3.2)	98.8 (1.2)	86.4 (2.5)	0.4588	0.1008	0.0014
Have already been promoted	41.9 (8.9)	48.8 (5.5)	53.9 (3.6)	0.5122	0.2150	0.4339
Have future opportunity to be promoted	54.8 (8.9)	50.0 (5.5)	32.5 (3.4)	0.6450	0.0158	0.0057
Number of observations	31	84	191			

Notes: For Panel A, the survey asks: "At your current institution, which best describes the highest level of employment security achievable given your current full-time academic appointment?" Table shows percent selecting "Tenure or its equivalent, which assures continued employment similar to those in traditional research-focused positions (e.g., Senior Lecturer with Security of Employment)" with standard errors. For Panel B, the survey asks: "Which applies to you in your current position?" Figure 2 in the main text shows percent selecting either "I have had opportunities to be promoted to a higher title/rank at my current institution and have been promoted" or "I have opportunities to be promoted to a higher title/rank at my current institution, but have not yet been promoted." P-values are for two-tailed tests of differences in proportions.

Tables C.9 and C.10 support the results from Likert-scale survey questions discussed in-text in various parts of Section II.

Table C.9. Summary of Reported Results from Likert-Scale Questions (Combining Agree and Strongly Agree)

	Percent Agree or Strongly Agree (standard error)			P-value		
	CA	UK	US	CA - UK	CA - US	UK - US
Panel A: "As a teaching-focused faculty member, the requirements for renewal of contract or tenure promotion are clear."	61.3 (8.7)	50.0 (5.5)	53.6 (3.6)	0.2817	0.4275	0.5768
Number of observations	31	84	192			
Panel B: "When departmental leadership changes, I worry about the impact on my position."	41.9 (8.9)	52.4 (5.4)	51.6 (3.6)	0.3202	0.3199	0.9004
Number of observations	31	84	192			
Panel C: "My financial compensation is adequate/ appropriate relative to my workload."	54.8 (8.9)	39.3 (5.3)	54.2 (3.6)	0.1355	0.9481	0.0227
Number of observations	31	84	190			
Panel D: "I network with teaching-focused faculty from other institutions."	48.4 (9.0)	67.5 (5.1)	38.4 (3.6)	0.0614	0.2921	0.0000
Number of observations	31	83	185			
Panel E: "Overall, I am satisfied with my job."	90.3 (5.3)	77.4 (4.6)	79.6 (2.9)	0.1174	0.1567	0.6804
Number of observations	31	84	191			

Notes: For numerous questions, the survey asks level of agreement on a 1 to 5 Likert-scale with a proposed statement. For each, it is the percent selecting Agree (4) or Strongly Agree (5) with standard errors in parentheses.

Table C.10 reports the same results as Table C.9 *except* it reports only the percent who strongly agree.

Table C.10. Summary of Reported Results from Likert-Scale Questions (Strongly Agree Only)

	Percent **Strongly Agree** (standard error)			P-value		
	CA	UK	US	CA - UK	CA - US	UK - US
Panel A: "As a teaching-focused faculty member, the requirements for renewal of contract or tenure promotion are clear."	16.1 (6.6)	9.5 (3.2)	9.9 (3.2)	0.3209	0.2988	0.9237
Number of observations	31	84	192			
Panel B: "When departmental leadership changes, I worry about the impact on my position."	6.5 (4.4)	10.7 (3.4)	12.5 (2.4)	0.4904	0.3302	0.6740
Number of observations	31	84	192			
Panel C: "My financial compensation is adequate/ appropriate relative to my workload."	16.1 (6.6)	3.4 (2.0)	18.9 (2.8)	0.0188	0.7082	0.0008
Number of observations	31	84	190			
Panel D: "I network with teaching-focused faculty from other institutions."	9.7 (5.3)	25.3 (4.8)	8.6 (2.1)	0.0687	0.8515	0.0003
Number of observations	31	83	185			
Panel E: "Overall, I am satisfied with my job."	45.2 (8.9)	22.6 (4.6)	30.4 (3.3)	0.0177	0.1026	0.1875
Number of observations	31	84	191			

Notes: For numerous questions, the survey asks level of agreement on a 1 to 5 Likert-scale with a proposed statement. For each, it is the percent selecting Agree (4) or Strongly Agree (5) with standard errors in parentheses.

Table C.11 and Figure C.1 supports the years of experience of the survey respondents reported in the text in Part D of Section II.

Table C.11. Total Years in Teaching-Focused Career

	Mean (standard error)			P-value		
	CA	UK	US	CA - UK	CA - US	UK - US
Years in teaching-focused career	11.2 (1.3)	7.7 (0.7)	13.8 (0.6)	0.0182	0.0663	0.0000
Number of observations	31	83	192			

Notes: The survey asks: "How many years in total have you been working in a position with a clear teaching focus?" P-values are for two-tailed tests of differences in means, not assuming equal variances.

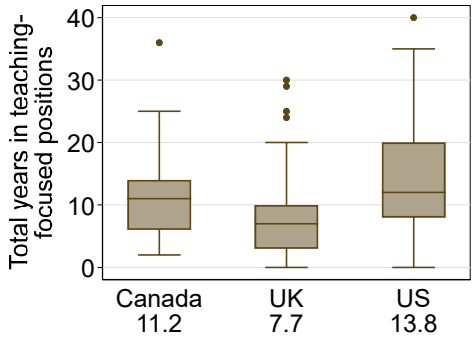

Figure C.1. Total Years in Teaching-Focused Career

Table C.12 supports the results discussed in text in Part D of Section II.

Table C.12. Tenure or its Equivalent

	Percent		
Categorical survey questions:	CA	UK	US
Panel A: All survey respondents			
"I have tenure or its equivalent" [percent]	51.6	75.0	8.9
"I do not yet have tenure or its equivalent, but can be promoted and gain tenure (or the equivalent)." [percent]	45.2	10.7	3.1
N/A [percent]	3.2	14.3	88.0
Number of observations	31	84	192
Panel B: Conditional on being in a position where tenure or its equivalent is possible			
"I have tenure or its equivalent" [percent]	53.3	87.5	73.9
"I do not yet have tenure or its equivalent, but can be promoted and gain tenure (or the equivalent)." [percent]	46.7	12.5	26.1
Number of observations	30	72	23

Notes: Question 18 in the survey asks: "At your current institution, which best describes the highest level of employment security achievable given your current full-time academic appointment?" If the respondent selects "Tenure or its equivalent, which assures continued employment similar to those in traditional research-focused positions (e.g., Senior Lecturer with Security of Employment)," then Question 19 asks: "Which ONE of the following statements is true regarding your current position?" There two possible answers to Question 19 are shown above. N/A means not applicable because Question 19 is not shown to respondents for whom it is not relevant. CA abbreviates Canada. UK abbreviates the United Kingdom. US abbreviates the United States.

Table C.13 and Figure C.2 support the results discussed in text in Part D of Section II.

Table C.13. Weekly Work Hours

	Mean (standard error)			P-value		
	CA	UK	US	CA - UK	CA - US	UK - US
"Approximately how many hours do you work per week in a typical week?"	51.9 (2.2)	47.2 (1.2)	45.6 (0.8)	0.0719	0.0117	0.2713
Number of observations	31	84	191			

Notes: Reports means with standard errors in parentheses. P-values are for two-tailed tests of differences in means, not assuming equal variances.

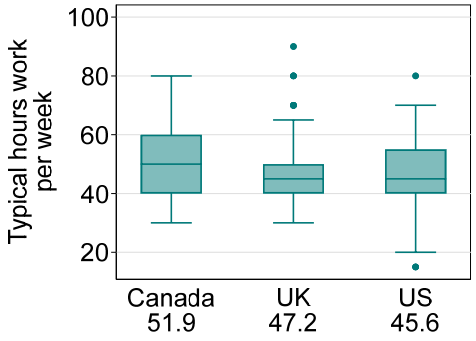

Figure C.2.

Hours worked in a typical week

Table C.14 supports the results discussed in text in Part D of Section II and Figure 4.

Table C.14. Cross-Country Comparisons in Reported Annual Salary

	Mean (Standard Error)			P-value		
	CA	UK	US	CA - UK	CA - US	UK - US
Annual salary, in local currency	$133,033 CAD (4,078)	£54,689 (1,531)	$111,879 USD (2,380)	-	-	-
Annual salary, purchasing power parity USD	108,157 (3,316)	80,425 (2,252)	111,879 (2,380)	0.0000	0.3653	0.0000
Annual salary, nominal exchange rate USD	98,445 (3,018)	68,908 (1,929)	111,879 (2,380)	0.0000	0.0008	0.0000
Number of observations	30	80	179			

Notes: Question 47 in the survey asks: "What is the unit of measure of your current annual salary?" with choices of British pounds, Canadian dollars, or US dollars. Question 48 asks: "What is your current annual salary?" The PPP conversion factors – 1.23 and 0.68 for Canada and the UK, respectively – are from the World Bank for the year 2022 (https://data.worldbank.org/indicator/PA.NUS.PPP). The nominal exchange rates are for September 1, 2023 and are 0.74 and 1.26 for Canada and the UK, respectively. P-values are for two-tailed tests of differences in means, not assuming equal variances.

REFERENCES

Arico, Fabio, Alvin Birdi, Avi Cohen, Caroline Elliott, Tisha Emerson, Gail Hoyt, Cloda Jenkins, Ashley Lait, Jennifer Murdock, and Christian Spielmann. 2024. "Teaching-Track Economists in Canada, the United Kingdom, and the United States." *American Economic Review Papers and Proceedings*, forthcoming.

Braun, Virginia, and Victoria Clarke. 2006. "Using Thematic Analysis in Psychology." *Qualitative Research in Psychology* 3 (2): 77-101.

Brooks, Joanna, Serena McCluskey, Emma Turley, and Nigel King. 2015. "The Utility of Template Analysis in Qualitative Psychology Research." *Qualitative Research in Psychology* 12 (2): 202-222.

Charmaz, Kathy. 2014. "Constructing Grounded Theory: A Practical Guide through Qualitative Analysis." Second Edition, London: Sage.

Creswell, John and Cheryl Poth. 2017. "Qualitative Inquiry and Research Design: Choosing Among Five Approaches." Fourth Edition, US: Sage.

Fernandez, Jose, Erin Yetter, and Kim Holder. 2021. "What do economic education scholars study? Insights from machine learning." *The Journal of Economic Education* 52 (2): 156-172.

King, Nigel. 2004. "Using Templates in the Thematic Analysis of Text', In *Essential Guide to Qualitative Methods in Organizational Research*, edited by Catherine Cassell and Gillian Symon, 257-270. London, UK: Sage.

Knott, Eleanor, Aliya Hamid Rao, Kate Summers, and Chana Teeger. 2022. "Interviews in the Social Sciences." *Nature Reviews Methods Primers* 73 (2): 1-15.

Palinkas, Lawrence, Sarah Horwitz, Carla Green, Jennifer Wisdom, Naihua Duan, and Kimberly Hoagwood. 2015. "Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research." *Administration and Policy in Mental Health and Mental Health Services Research* 42 (5): 533-44.

Roberts, Margaret., Brandon Stewart, Dustin Tingley, Christopher Lucas, Jetson Leder-Luis, Shana Kushner Gadarian, Bethany Albertson, David Rand. 2014. "Structural Topic Models for Open-Ended Survey Responses." *American Journal of Political Science* 58 (4): 1064-1082.