

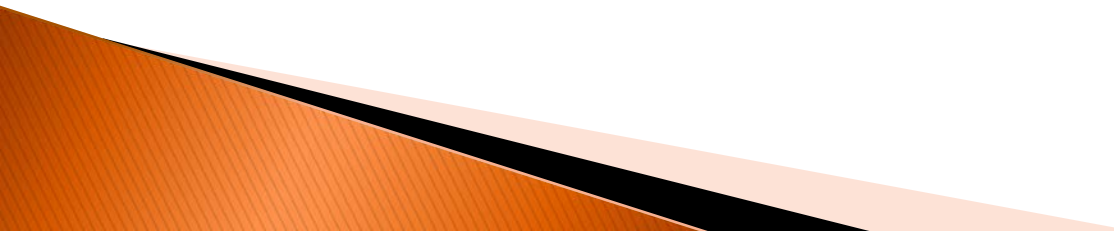
“WE POWER ORANGE”

Preliminary results of the Spring 2013 Faculty Senate Survey of Non-Tenure Track Faculty at Oregon State University

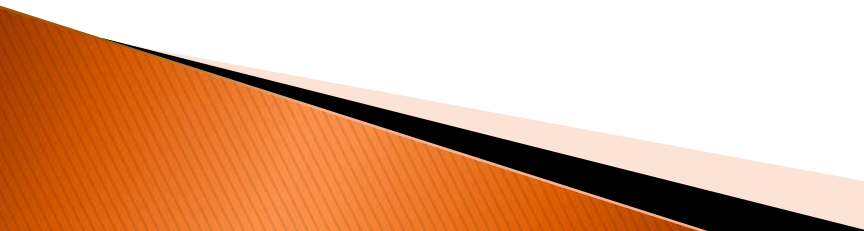
Ad-Hoc NTT Survey Committee

Lori A. Cramer	Sociology Program, School of Public Policy
Armelle Denis	World Languages and Cultures Program, School of Language, Culture and Society
Kathleen Stanley	Political Science and Sociology Programs, School of Public Policy
Evan Gottlieb	English Program, School of Writing, Literature, and Film

Background

- ▶ January 2013 – faculty from OSU–AAUP met with President Ed Ray
 - ▶ Anecdotal concerns of NTT faculty were shared; no systematic assessment known
 - ▶ Members of the OSU–AAUP chapter and the Faculty Status Committee were appointed to conduct an online survey of all NTT faculty at OSU
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Context

- ▶ At OSU, the non-tenure track (NTT) faculty includes instructional faculty, research faculty, and professional faculty
 - ▶ NTT faculty are 68% of all faculty at OSU
 - ▶ Goals: to document issues and concerns and to provide baseline information
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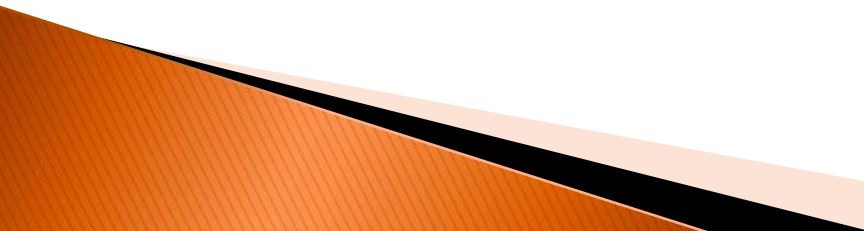
Methods

Survey Population

- ▶ Working w/Faculty Senate Office, E-mail addresses were obtained for all NTT faculty members.

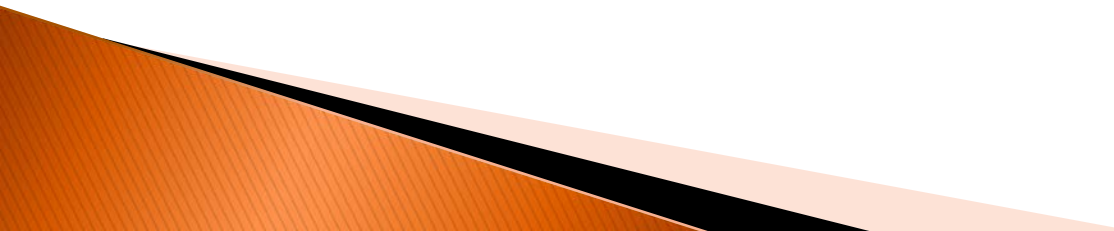
 - ▶ Invitations were sent to:
 - 606 NTT instructional faculty members, Instructors and Senior Instructors;

 - 1490 NTT professional faculty employed in academic support, student support, and administrative support units;

 - 675 NTT research faculty, employed as Faculty Research Assistants, Senior Faculty Research Assistants and Faculty Research Associates.
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Methods

Survey Questionnaire

- ▶ Three different versions of the survey.
 - ▶ Quantitative + qualitative information (follow-up questions + final open-ended questions yielded over **100 pages of data**)
 - ▶ Five drafts; pilot tested with each group
 - ▶ Input solicited from the OSU Survey Research Center and Faculty Senate Executive Comm.
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Methods


Data Collection

- ▶ Finalized in April 2013.
- ▶ Administered May 9, 2013 – June 8, 2013 using Qualtrics

	Instructional Faculty	Professional Faculty	Research Faculty	Total	Completion Rate (of those who looked at it)
Initial Mailing	606	1490	675	2771	
Completed	289	683	290	1262	
Response Rate	0.48	0.46	0.43	0.46	0.97

Results: Summary


Analyzed for general themes; no unit-level analysis (**not designed to assess particular colleges, schools, or programs**)

- 1. Job Insecurity** – A substantive proportion of NTT faculty (particularly instructors and research faculty) experience job insecurity. Standard one-year contracts offer little assurance of long-term employment and funding uncertainties compound this problem for research faculty.
 - 2. Workloads** – A third of all NTT faculty members work over 40 hours per week and additional duties such as service are often assigned which are not reflected in position descriptions or salaries.
 - 3. Lack of uniform standards** – There appear to be few institution-wide standards and little internal coherence regarding expectations and compensation. This, along with a lack of transparency, fosters a sense of inequity among NTT faculty.
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Results: Summary cont.

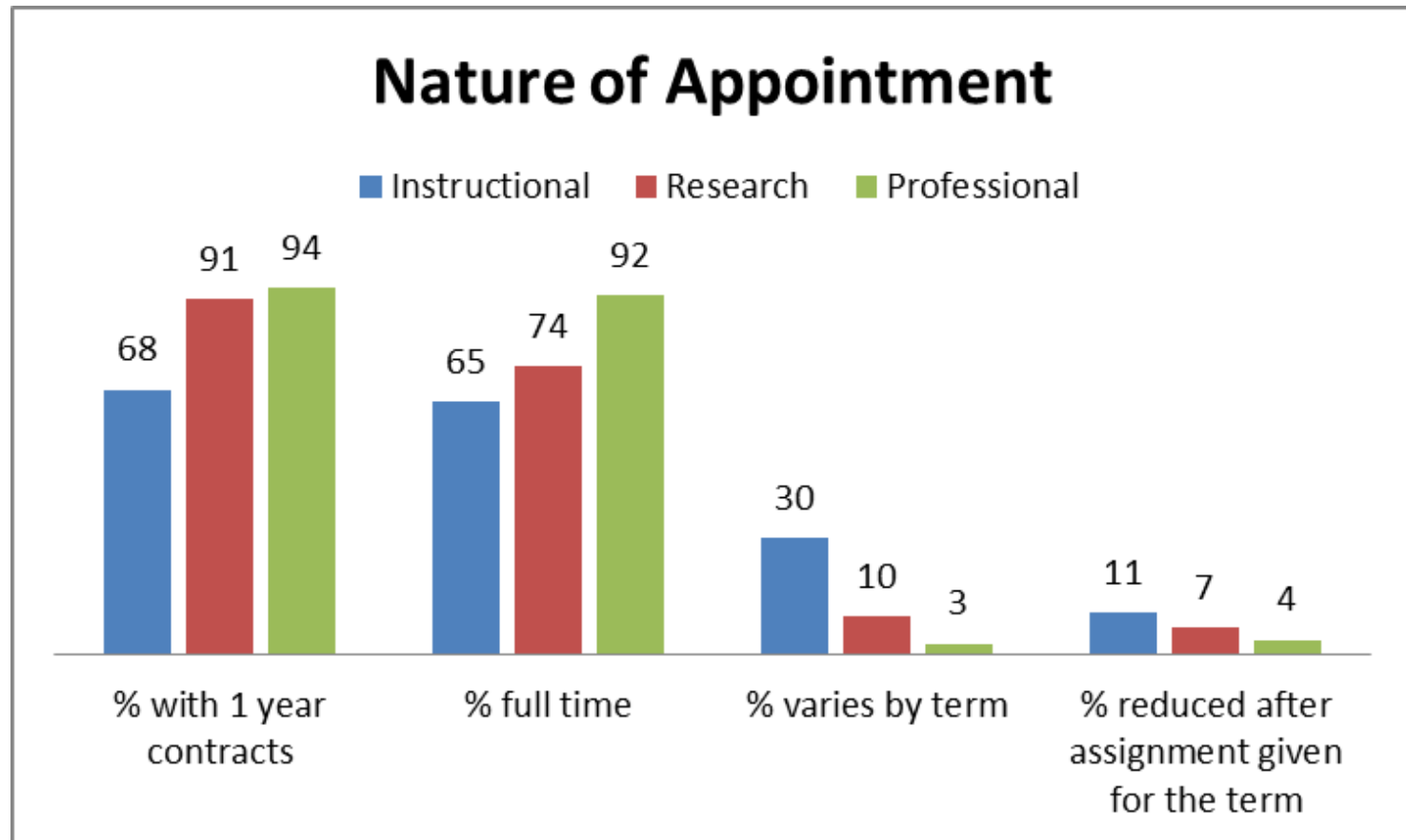
4. **Professional Development Limited** – Prospects for professional growth are limited and inconsistent. Support for professional development (funding especially) is insufficient.

 5. **Opportunities for Promotion Limited** – Advancement within the institution is difficult as years of service are rarely taken into account to determine wages and appointments. Opportunities for promotion are uneven and limited, even for those NTT faculty who qualify for promotion according to university guidelines.

 6. **Limits to Shared Governance** – NTT faculty, particularly instructors and research faculty, often lack the ability to meaningfully participate in their unit's governance.
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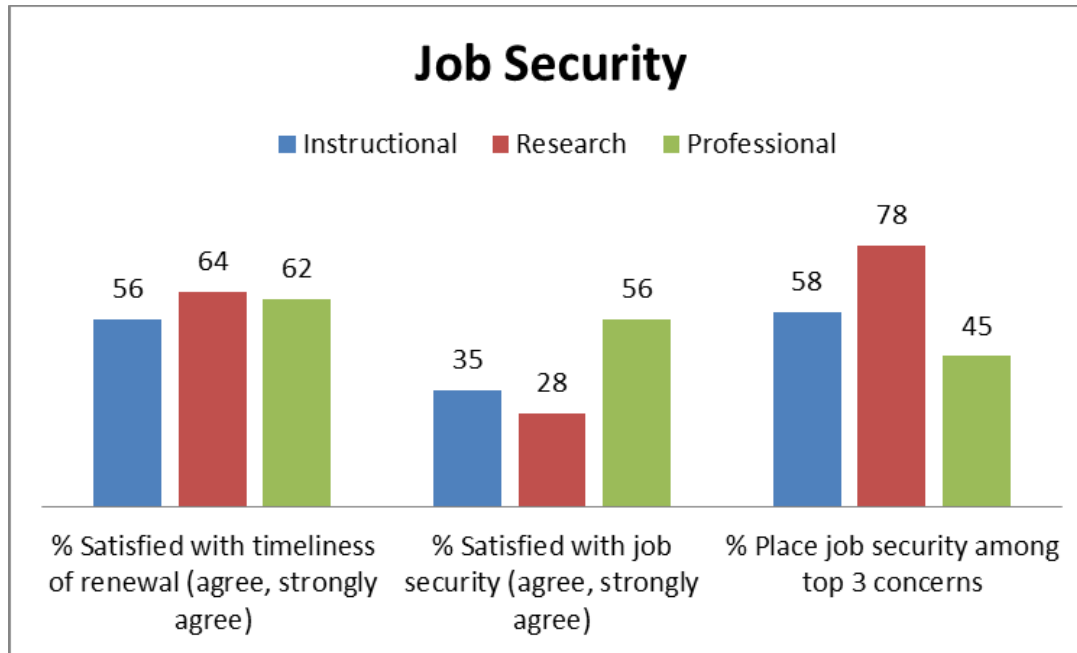
Results

Economic Vulnerability



Results

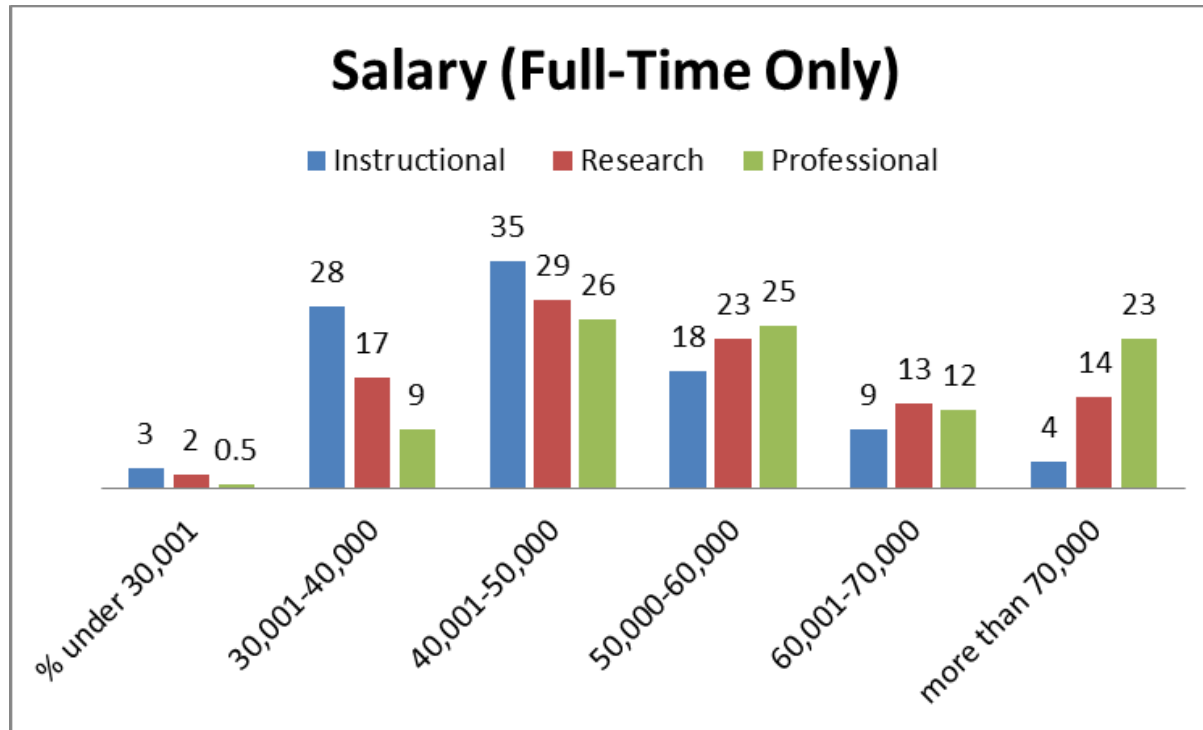
Economic Vulnerability



Right now, my appointment ends in 3 weeks, and I expect another 6-month appointment to be approved soon. It's such a close call that every FRA in the office is job-hunting and productivity is suffering as a result.

Results

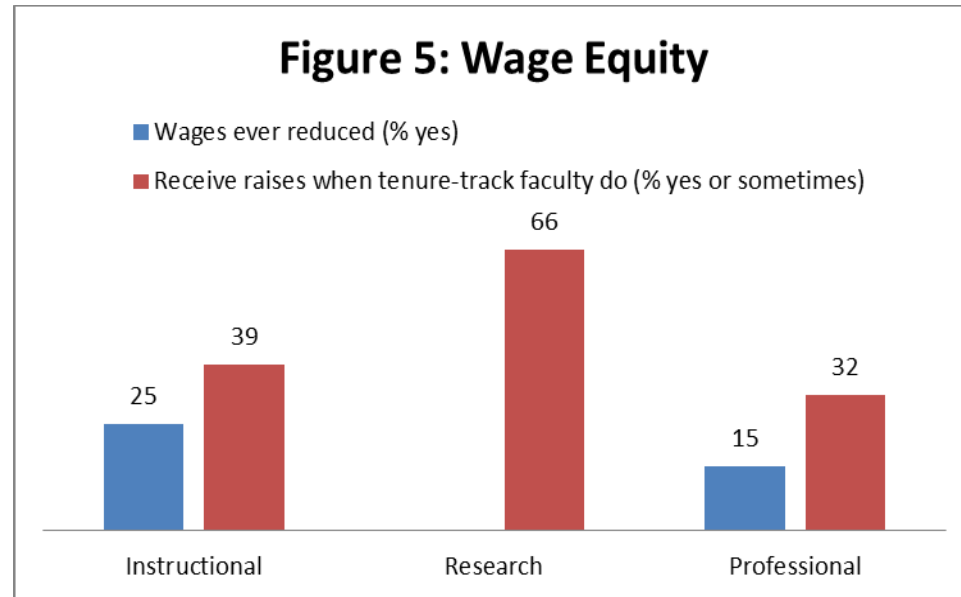
Economic Vulnerability



I'm looking for a second job because after 33 + years, I'm making less than 50,000 and with costs of everything from gas to groceries going up I can't make it anymore.

Results

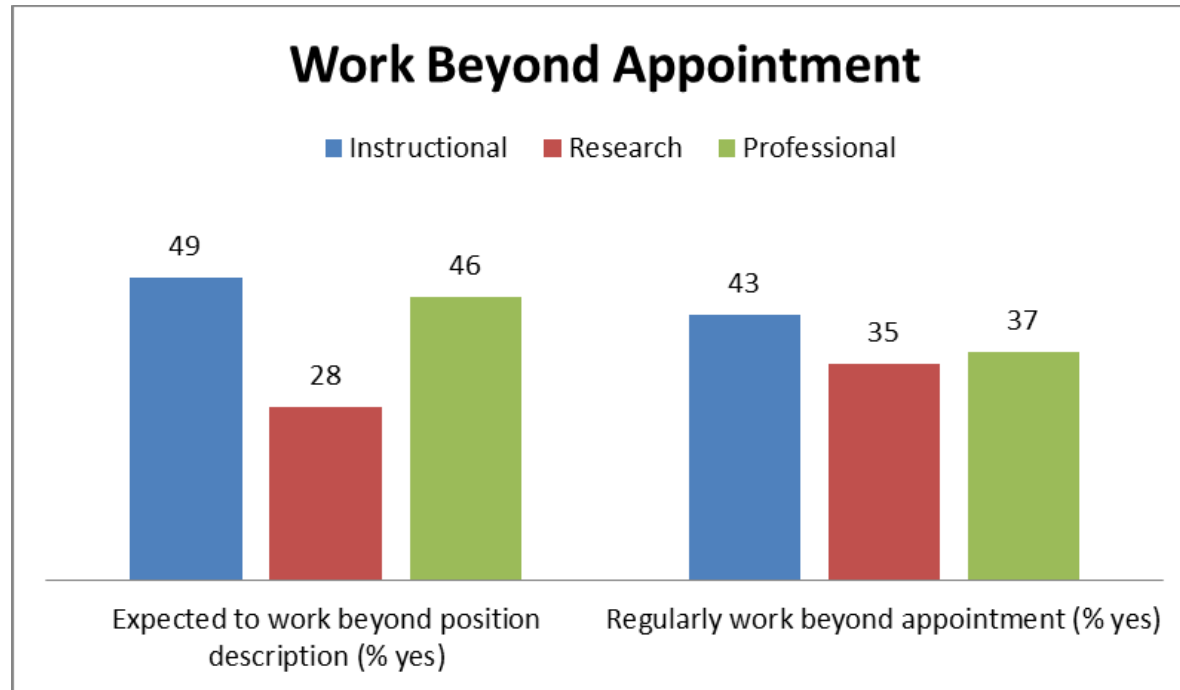
Economic Vulnerability



It is well known that instructors are given variable wages but the reasons behind how wages are determined are unclear and seemingly not uniform. (...) An evaluation of how wages and raises are determined and applied needs to happen. Something systematic should be in place. At this point there seem to be highly subjective decisions being made.

Results

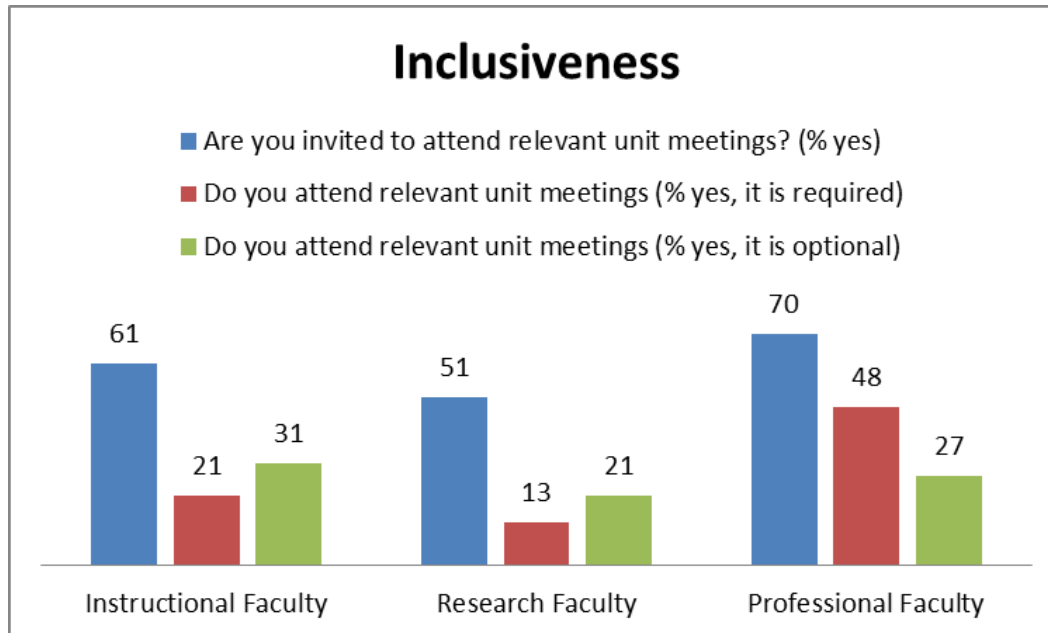
Working Conditions and Climate



I'm asked to be on committees and participate in other service activities which are not a part of my contract, and because I'm year-to-year it's expected that I will say yes.

Results

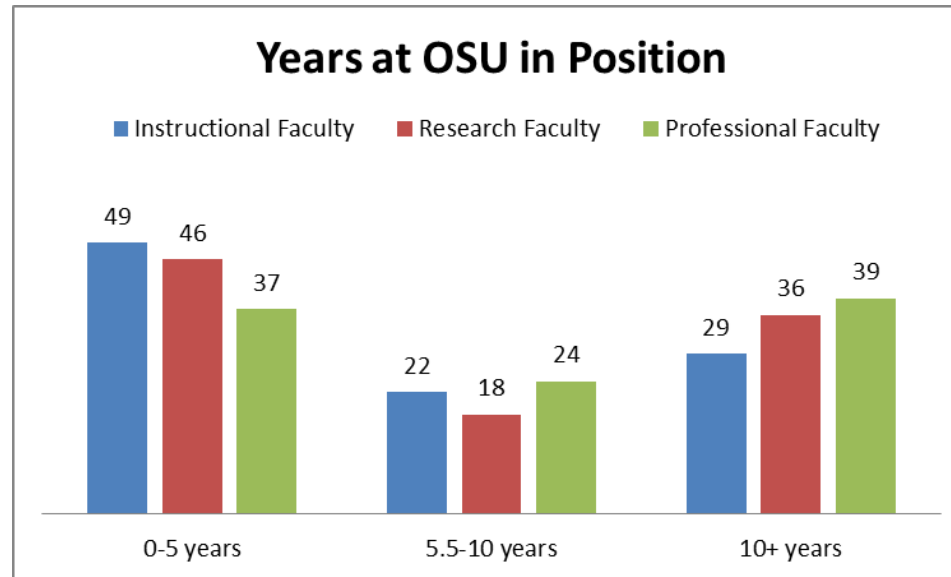
Working Conditions and Climate



I believe to some extent my input is not given as much value as that of other faculty members. I know other fixed term instructors who simply attend meetings but say nothing because they do not feel validated and/or are uncertain of their position (...).

Results

Working Conditions and Climate



- 23% of instructors agree that their years of services have been reflected in their pay
- 25% of instructors agree that their seniority plays a role on whether or not they are reappointed each year
- numbers are slightly higher for research and professional faculty, but at most one third in each category agree that their seniority counts.

Results

Working Conditions and Climate

I think my department is one of the better ones when it comes to how instructors are treated, but instructors are still a second class (...) It also would seem reasonable that we could be given more job security. I think it's completely beyond the pale that professionals who have been teaching for more than 10 years can't rely on anything more than a one year contract. Also, the pay – particularly for folks who have been around for a long time – isn't as much as it should be. We can make up for this with overload, but overload is never a sure bet.

Recommendations

1. Focus on addressing NTT faculty issues

- creation of a standing committee
- determine best practices to govern NTT faculty employment
- mandatory annual reporting by Directors/Deans (demographic characteristics, conditions of employment)

2. Correct salary /benefit inequities

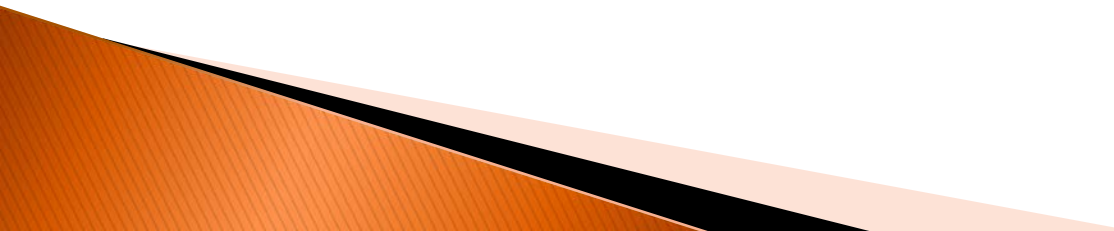
- Compression raises, equal distribution of future raises
- Pay should reflect experience and years of service
- End the practice of setting FTE at less than .5 to avoid providing health insurance and other benefits ~~[alternatively, anyone that work at OSU should have benefits]~~

Recommendations

3. Adequate institutional support

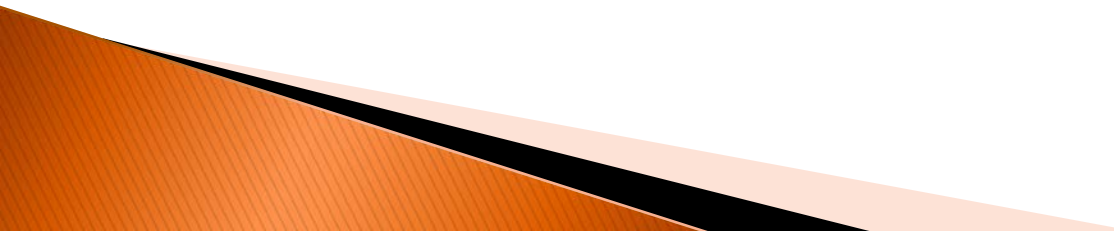
- **increase** professional development **funds & opportunities**
- **offer adequate** infrastructure resources to support work

4. Enhance job security

- **mandatory multi-year / extended fixed term** contracts after four years of continuous service
 - timely renewal or non-renewal
 - “bridge” funding for research faculty between grants
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Recommendations cont.

5. Develop and utilize a progressive career path for NTT faculty

- Create consistent position descriptions
 - Annual reviews of all NTT faculty
 - Facilitate promotions by increasing institutional support
 - Provide support for dossier preparation
 - Ensure consideration for promotion in a timely manner
 - Make greater use of tenure lines for long-term instructors or create career track
 - Revise promotion process
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Recommendations

6. Include NTT faculty in governance and decision making at all levels

- participate in policies and practices related to employment

7. Climate

- Foster a climate of genuine respect for all faculty
- Public recognition of contributions made by NTT faculty
- Regular monitoring to assess progress towards **this** goals

Final Comments

According to our mission statement, OSU's core values are accountability, diversity, integrity, respect, and social responsibility.

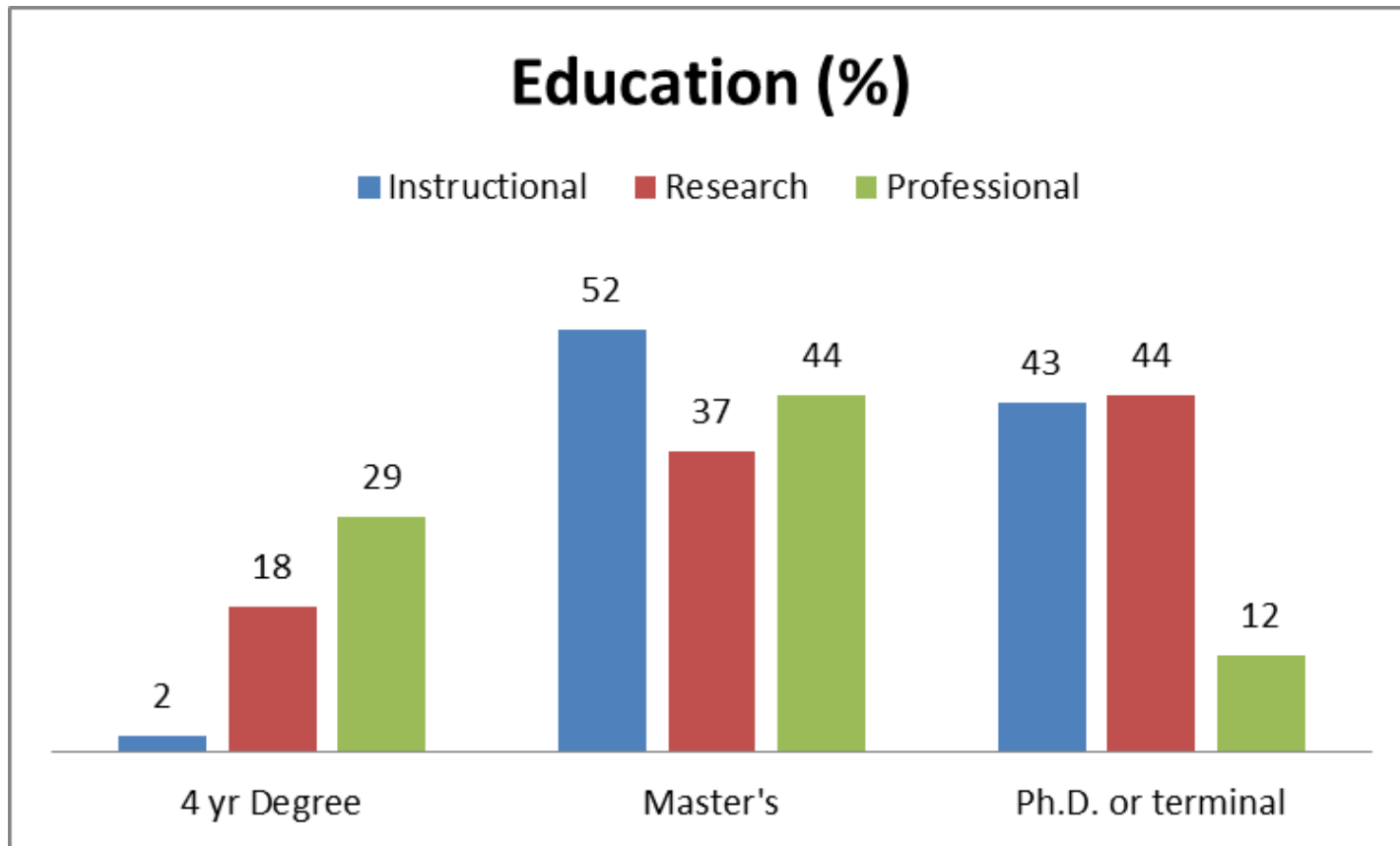
Adherence to these values requires us to actively address the concerns and issues of NTT faculty who are vital to the OSU mission.

Thank you on behalf of NTT faculty.

Questions?



Results



Results

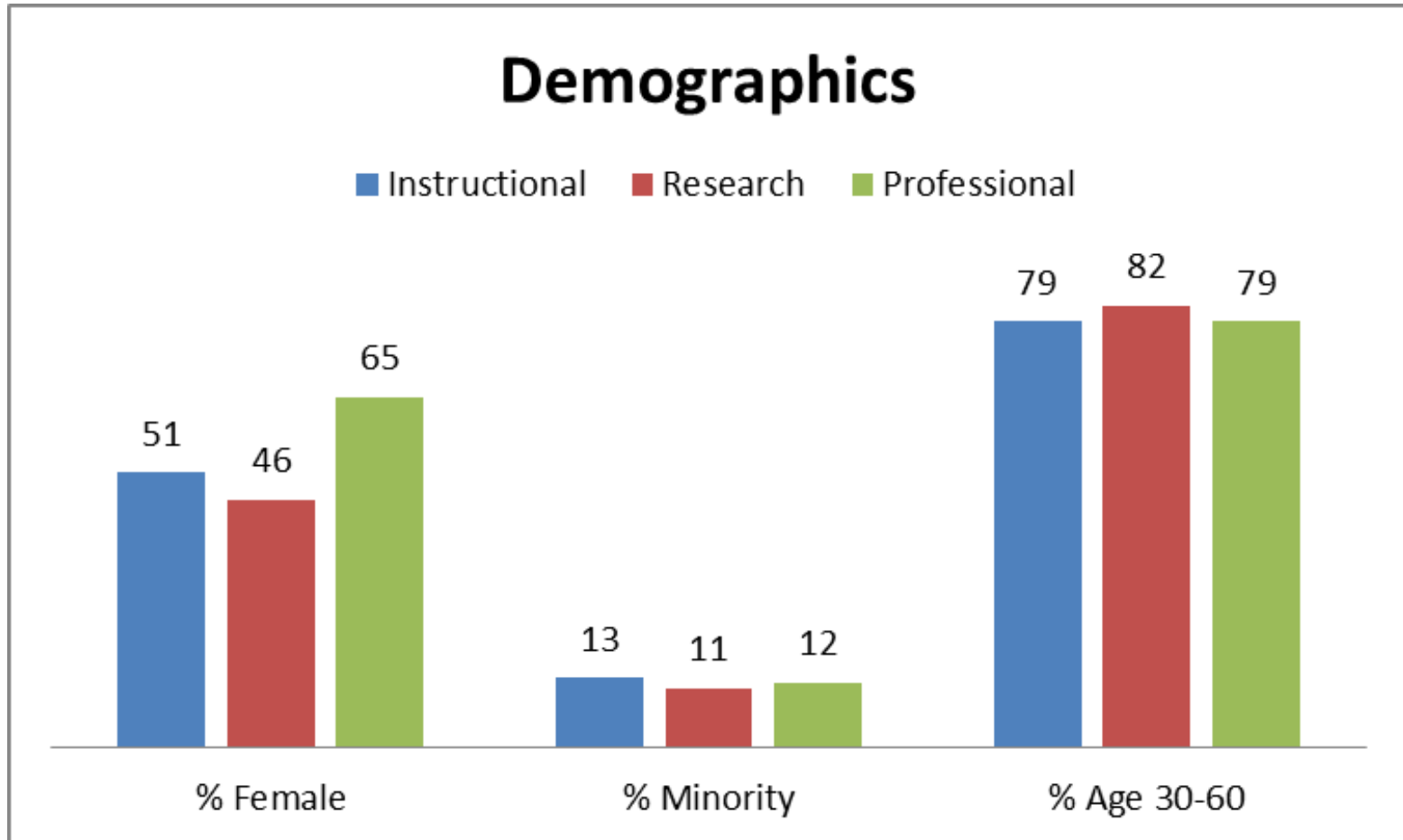


Table 2: Level of agreement with the following statements

	Instructional Faculty (% Agree/Strongly Agree)	Research Faculty (% Agree/Strongly Agree)	Professional Faculty (% Agree/Strongly Agree)
1. I am satisfied with the distribution of my assignments within the year.	67	76	72
2. I am satisfied with the timeliness of my notice of renewal or non-renewal.	56	64	62
3. I feel comfortable initiating conversations with my Director/Chair/Unit Head regarding promotion and contract length.	49	51	55
4. I feel comfortable negotiating with my Director/Chair/Unit Head regarding promotion and contract length.	35	38	41
5. I am satisfied with the level of my job security.	35	28	56
6. My years of service have been reflected in my pay.	23	N/A	32
7. My years of service have an impact on whether or not I am reappointed to my position each year.	25	33	N/A
8. OSU and/or my academic unit provide me opportunities for professional development (e.g., attend conferences, participate in workshops).	55	38	74
9. OSU and/or my academic unit makes funding available to me for professional development (e.g., attend conferences, participate in workshops).	42	14	60
10. I am adequately supplied with infrastructure resources to support my work (e.g., office space, technical/clerical support).	59	69	59
11. I feel that I am respected by my colleagues.	57	71	79
12. I have a voice in department decisions.	37	28	64

Table 3: Top 3 issues / concerns

Please rank your top three issues/concerns from the following (numbers reflect % of respondents ranking the item as one of their top three concerns):	Instructional Faculty	Research Faculty	Professional Faculty
Job Security	58	78	45
Overall Work Climate	29	31	41
Salary/Benefits	62	59	63
Collegiality	12	15	16
Transparency of Governance	16	9	18
Support for professional development	17	26	17
Opportunities for advancement	39	45	38
Level of compensation	48	26	40
Other	11	5	10

Table 4: Ability to negotiate salary

When you first began teaching at OSU, which, to the best of your knowledge, describes how your salary was determined?	Instructional	Research	Professional
	(%)	(%)	(%)
Not negotiable: new faculty in my unit were all paid the same rate.	23	5	11
Not negotiable: new faculty in my unit were paid at a rate that varied, based upon qualifications.	23	12	21
Not negotiable: new research faculty in my unit were paid based on available grant resources and minimal hiring requirements of OSU	N/A	20	N/A
Negotiated: based on my qualifications and a department salary range known to me.	6	13	19
Negotiated: based on my qualifications. I was unaware of any set department salary range.	12	26	28
Don't know	25	25	20
Other	11	0	0