

**“WE POWER ORANGE”<sup>1</sup>**

**Results of the Spring 2013 Faculty Senate Survey of Non-Tenure Track Faculty at OSU**

**A preliminary report by the OSU-AAUP and the Faculty Status Committee**

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<sup>1</sup> The title of this report, “We Power Orange” is taken from a comment made by a survey respondent.

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## EXECUTIVE SUMMARY

This report summarizes the findings of a university-wide survey of non-tenure track (NTT) faculty members at OSU. The survey was initiated after a conversation between President Ray and members of the OSU Chapter of the AAUP (American Association of University Professors) in early January 2013 in which it was agreed that no known systematic assessment of opinions and concerns of NTT faculty at OSU existed. Members of the OSU-AAUP Chapter and representatives from the Faculty Status Committee of the Faculty Senate were then appointed to conduct a survey of all NTT faculty members at OSU (instructional, research, and professional faculty). The survey was conducted online between May 9 and June 8, 2013; out of 2,771 faculty members solicited, 1,262 completed the survey for an overall response rate of 46 percent.

Analysis of the abundant quantitative and qualitative data collected with this survey reveals some issues common to many NTT faculty members. The conditions of employment for NTT faculty vary widely across campus. While progressive policies and practices are sometimes in place, the following issues appear as significant concerns for NTT faculty at OSU:

- A substantial proportion of NTT faculty members are concerned about job security. Standard one-year contracts offer little assurance of long-term employment, funding uncertainties for research faculty and fluctuating enrollments for courses taught by instructors compound this problem.
- NTT faculty often find themselves in economically vulnerable situations due to a combination of relatively low salaries, fixed-term contracts, and general inability to negotiate the terms of their employment; instructional and research faculty appear to be particularly affected.
- There are apparently few university-wide standards and little internal coherence regarding expectations and compensation. This, along with a general lack of transparency, fosters a sense of inequity among many NTT faculty.
- Prospects for professional growth are limited. Support for professional development is unevenly distributed and funding is often inadequate or unavailable.
- Advancement within the university is difficult as years of service are rarely taken into account in determining salaries and appointments. Promotion, while formally available, often remains out of reach due to a lack of funding and established paths to promotion at the unit level. This seems to be especially true for instructional faculty.
- Many NTT faculty members do not participate in decision-making at the unit level and in faculty governance.

As a university, OSU affirms its commitment to the core values of accountability, diversity, integrity, respect, and social responsibility. Our results suggest that these values are inconsistently applied in the employment of NTT faculty, a group that is central to the fulfillment of the university's mission. Adherence to these values requires concerted action to ensure that our practices as a university align with our stated values. The report concludes with specific recommendations for action to facilitate that alignment.

## **Acknowledgements**

We would like to thank the leadership of the Faculty Senate and the OSU chapter of the American Association of University Professors for their support and encouragement in this endeavor. We gratefully acknowledge the assistance of Vickie Nunnemaker, Ric Peavyhouse, and Jon Dorbolo in helping us to design and implement the survey; we couldn't have done it without you. A special note of gratitude to President Ed Ray for starting us on this path. To all the non-tenure track faculty who took the time to complete the survey, it is our hope that we have accurately reflected your concerns. Thank you for all you do to "power orange."

## INTRODUCTION

Abundant evidence confirms the increased reliance of American higher education institutions on non-tenure track faculty to perform essential academic functions, from teaching courses and conducting research to providing student support services (Shuster and Finkelstein, 2006). More than half of all instructional staff in higher education hold fixed-term appointments (AAUP, 2010; Schuster & Finkelstein, 2006). Oregon State University is no exception, as the non-tenure track (NTT) comprises approximately 68% of all OSU faculty.<sup>2</sup>

On January 9, 2013, a group of faculty from the OSU Chapter of the AAUP (American Association of University Professors) met with President Ed Ray as part of his open invitation for small group conversations. During the discussion, anecdotal concerns of NTT faculty expressed to members of OSU-AAUP were shared; however, it was agreed among those present that no known systematic assessment of opinions and concerns of NTT faculty at OSU existed. With consent of President Ray and the Faculty Senate Executive Committee, members of the OSU-AAUP chapter and representatives from the Faculty Status Committee of the Faculty Senate were appointed to conduct an online survey of all NTT faculty members at OSU.

This report summarizes the findings of a university-wide survey of all NTT faculty conducted in the Spring of 2013. It is important to note that this was not an attempt at a comprehensive assessment of NTT faculty issues, perceptions, behavior, or role at OSU. Rather, it was a first attempt to provide baseline information on general issues facing NTT faculty as a whole at OSU; thus further research will be needed to obtain more detailed information from subgroups within this population. The authors of this report will work closely with appropriate groups designated by the OSU Faculty Senate and OSU-AAUP to identify further analyses and recommendations.

## METHODS

The NTT Survey Committee conducted a review of literature of related surveys conducted at other universities. Based on that review, an initial draft of the survey instrument was compiled in late January 2013. In an attempt to capture the variations and specificities of NTT positions at OSU, it was determined that three different versions of the survey would be created: one for instructional, one for professional and one for research faculty, with the majority of questions common to all groups. After five iterations of the draft surveys, the Survey Committee pilot-tested the three versions in March 2013 with representatives from instructional, professional, and research faculty, and edited the survey based on the feedback received. Feedback was also obtained from the OSU Survey Research Center. Refined versions of the NTT surveys were presented to the Faculty Senate Executive Committee in late March 2013. We finalized the survey in April 2013. The survey was then disseminated to all full and part-time

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<sup>2</sup> Based on information from the OSU Institutional Research website: <http://oregonstate.edu/admin/aa/ir/faculty-and-staff-reports>

NTT faculty members at OSU between May 9 and June 8, 2013 using the Qualtrics online program. Two reminders were e-mailed 10 and 20 days after initial notices were sent (Appendix C).

### *The Survey Population*

Contact information was obtained through the Faculty Senate office and Human Resource offices.<sup>3</sup> This survey polled 2771 NTT faculty members in a variety of positions:

- 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 Faculty Research Assistants, Senior Faculty Research Assistants, Research Associate, Research Associate (Post Doc), Professor (Senior Research) or Senior Research Professor, Associate Professor (Senior Research) or Research Associate Professor, Assistant Professor (Senior Research or Research Assistant).

### *The Survey Questionnaire*

Each version of the questionnaire contained between 45 and 50 questions. Both quantitative and qualitative data were collected. Respondents were asked to provide basic demographic information (age, gender, ethnicity, etc.) and information about their employment (how long they have worked at OSU, their FTE, earnings, contract length, etc.). Participants were also asked to evaluate their experiences at OSU around issues of respect, communication, and inclusion. Some questions utilized a Likert scale in which respondents could indicate degrees of agreement or disagreement with various statements. Other questions asked respondents to rank issues in terms of their relative importance. Throughout the survey process there were opportunities for participants to add comments and clarification. Concluding the survey were two open-ended questions, inviting respondents to identify what they would change at OSU, and to mention any issue(s) they felt still needed to be addressed. Copies of the all three versions of the survey and quantitative summary responses can be found in Appendix A.

### *Data Collection*

Data were collected using the online Qualtrics platform.<sup>4</sup> All respondents were given individual access codes which prevented anyone from filling out the survey more than once. Participants were assured that their responses would be both anonymous and confidential. The individual access codes were used only to ensure the integrity of the survey. Individual responses cannot be linked to the identities of participants through their email addresses. Only the survey committee members have had access to the data and all data will be reported in such a way that connections cannot be made between particular

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<sup>3</sup> Numerous attempts were made to ensure all potential NTT faculty were included; however, given the shifting nature of some NTT positions, we cannot guarantee that all potential respondents were contacted. Follow-up studies should address this potential issue.

<sup>4</sup> OSU provides a campus-wide license for the Qualtrics Survey Program (<http://oregonstate.edu/main/online-services/qualtrics>) that is available to all faculty, staff and students. Qualtrics is an industry leading web-based survey system that offers a robust capability for building and distributing surveys and supports sophisticated data analysis tools.

faculty members and their responses. Where comments are included in this report, identifiable details have been edited out to ensure anonymity.

A total of 2,771 questionnaires were sent out. Two were dropped due to non-qualifying status.<sup>5</sup> A total of 1,262 surveys were completed, yielding a 46 percent overall response rate. Response rates were comparable between the three component groups.

**Table 1: Response Rates**

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

In the social sciences, a response rate of 30 percent is generally considered to be very good (Dillman et al., 2009). Our results have exceeded that rate, which increases the reliability and validity of the data, especially since data are based on the full population and not a random sample. No non-response bias check was completed; therefore, we cannot know how the results might be different had more people responded. However, the fact that nearly half of all potential NTT faculty opted to participate clearly indicates a desire to voice their perspective. Furthermore, 97% of those respondents who opened the survey, completed it.<sup>6</sup>

## RESULTS

Statistical results (frequencies, percentages) are presented and analyzed, along with sample open-ended comments illustrating the impact of the phenomena observed on faculty members, in their own voices. Comments collected in follow-up questions (“if yes, please explain”) and in the two final open-ended questions amounted to well over 100 pages of data, with impressively long and detailed narratives. The qualitative information, exceptional in its breadth and depth, provides crucial context to interpret the quantitative results and present a fuller picture of NTT experience at OSU.

<sup>5</sup> When potential respondents entered the survey link, the first questions (the screening question): “We recognize that some tenure/tenure-track faculty members may also have some portion of their appointment in a fixed term capacity (e.g., Director). This survey is intended for OSU employees who are solely fixed term, non-tenure track faculty members. Which of the following would you consider your primary appointment?” Response options included: 1) Tenure/tenure track Faculty, with an academic appointment, 2) Tenure/tenure-track Faculty, with a fixed term appointment, 3) Instructional Faculty (online or on campus), 4) Research Faculty, and 5) Professional Faculty. If selected, 3, 4, or 5 then directed to the appropriate survey. If they selected 1 or 2, respondents then received a thank you message, but did not proceed to the survey.

<sup>6</sup> The completion rate is particularly high given the length of the survey (45-50 questions) and amount of time necessary for completion.

In our analysis, we have chosen not to identify specific units or colleges. We did collect respondents' affiliation, results are summarized here for general information and full results can found in Appendix A<sup>7</sup>:

- NTT professional faculty respondents worked in all colleges, Student Affairs employs the most (13%) followed by Agricultural Sciences (9% of respondents), but 35% worked in units not specifically offered as options<sup>8</sup>, in offices such as Finance and Administration, Information Services, International Programs, E-campus, OSU Libraries, OSU Press, Outreach and Engagement, University Relations and Marketing, HR, Admissions, Conference Services, and the Office of the President (non-exhaustive list);
- 40% of NTT research faculty respondents worked for the College of Ag, 15% for the College of Earth, Ocean and Atmospheric Sciences, 13% for Forestry, 9% for the College of Science, 6% for Engineering; the rest in smaller numbers came from Public Health and Human Sciences, the Research Office, Veterinary Medicine and Pharmacy;
- NTT instructional faculty respondents were employed primarily by Liberal Arts (24% of respondents), Health and Human Sciences (15%), Science (12%), INTO (12%) and Agriculture (9%); the rest in smaller numbers came from Business, Education, Engineering, Forestry, Pharmacy and Veterinary Medicine.

The selected findings are categorized into three broad sections: economic vulnerability, general working conditions, and demographics. The results will be presented for all NTT faculty where comparable data are available with substantively significant information discussed. Complete quantitative results for all three respondent groups can be found in Appendix A.<sup>9</sup> Appendix B includes all open-ended responses to the final open-ended question, with redactions to maintain anonymity.

## **A. ECONOMIC VULNERABILITY**

In this survey, economic vulnerability was addressed through questions about 1) the nature of the appointment, 2) level of compensation (salaries and benefits), and 3) the need to supplement pay.

**1. The nature of the appointment.** The nature of the appointment refers to contractual conditions between OSU and a faculty member. Respondents were initially asked to indicate their contract length.

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<sup>7</sup> The authors are awaiting information from the Institutional Research Office on number of employees in each unit to assess representativeness of responses across units.

<sup>8</sup> This study was intended to assess general perspectives of NTT faculty, not as an assessment of particular units; therefore, the relatively large number of respondents indicating 'other' does not alter the results or recommendations made in this report.

<sup>9</sup> Many open-ended responses are specific to a NTT group and risk violating aspects of confidentiality; therefore, they are not present in Appendix A.



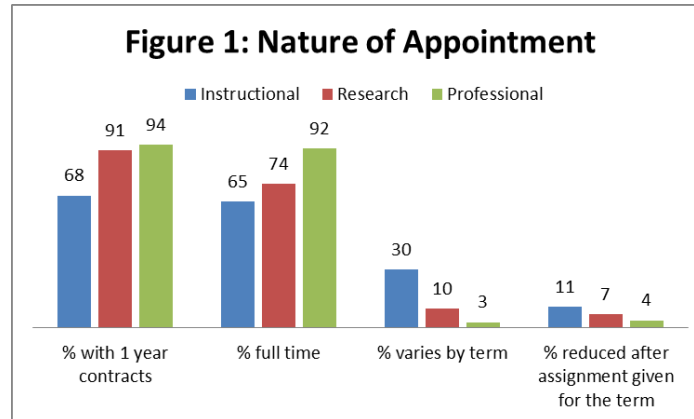


Figure 1 illustrates the percentage of respondents who had one year contracts: 94% of professional faculty, 91% of research faculty, and 68% of instructional faculty. Of the 32% of instructors who were not on one-year contracts, 5% did not know the terms of their contract, 7% had two-year or longer contracts, and 20% had only term-by-term contracts (Appendix A). It appears that a vast majority (91%) of NTT research faculty was on a 12-month appointment, but this number includes 39% of respondents whose year-long contract is in fact conditional, dependent upon availability of funding (“12 month or until exhaustion of the grant/contract”) (Appendix A).

Figure 1 also shows that 92% of professional faculty members were full-time, as were 74% of research faculty and 65% of instructors. It thus appears that NTT professional faculty appointments have much stability, but that research faculty, and instructional faculty appointments in particular, vary more, with more part-time workers and more term-by-term variations. 30% of instructors stated that their contracts varied from term to term, which includes 20% with term contracts as well as those affected by a sudden reduction of appointment. While late changes in assignments do not seem to be the norm institution-wide, 11% of instructional faculty had been given short notice of a reduction in their appointment at least once in the past five years, as had 7% of research faculty and 4% of professional faculty.

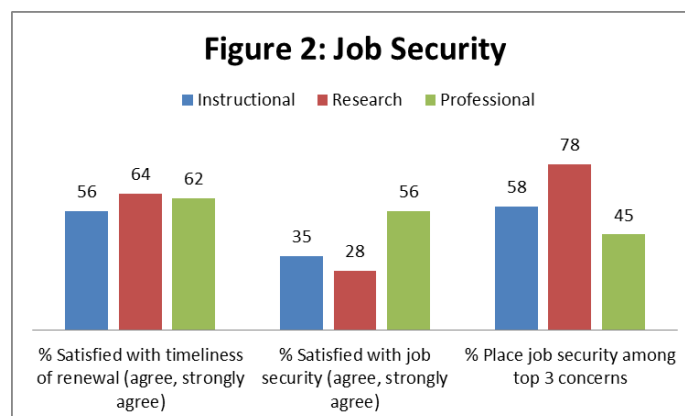
As part of a series of questions related to job satisfaction, two questions specifically related to the nature of the appointment: respondents were asked on a scale of 1 (strongly agree) to 5 (strongly disagree) to indicate their level of satisfaction with the timeliness of their appointment renewal or non-renewal and their satisfaction on job security. Results to all Likert scale questions are presented here in Table 2 and will be referred to again later in this report.

**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

Majorities of all categories of NTT faculty expressed satisfaction with the timeliness of their appointment renewal (Figure 2); however, instructors were slightly less satisfied (with 56% expressing satisfaction vs. 64% of research faculty and 62% of professional faculty). Job security clearly appears problematic: while 56% of professional faculty members agreed or strongly agreed with the statement “I am satisfied with the level of my job security,” only 28% of research faculty and 35% of instructors agreed.



When respondents were asked to rank a series of work place issues, job security consistently appeared in the top three placements, with 78% of research faculty and 58% of instructors placing job security among their top three concerns (Table 3).

**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

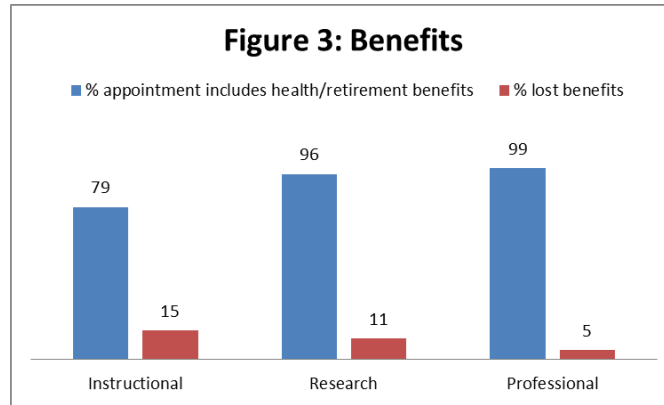
In sum, significant proportions of NTT research and instructional faculty feel uncertain that their jobs and revenues are secure. It appears that NTT research faculty members, as their employment often depends on soft money, feel particularly vulnerable. As one respondent wrote: *"I'm given nominal "12 month" appointments, but if the grant money runs out, so does my appointment."* While there seems to be some acceptance that it is in the nature of research, funding uncertainties are certainly taking a toll, as this anecdote illustrates:

*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.*

Likewise, term-by-term variations in instructors' employment leave many of them economically insecure (*"The weeks before the term begins are often spent obsessively checking enrollment numbers to make sure that I'll be employed."*) It is worth noting too that the standard one-year contract most NTT faculty members sign up falls short of providing assurance of long-term employment. While at the unit level, informal agreements may exist to retain NTT faculty members, contractual obligations towards NTT faculty members rarely exceed one year.

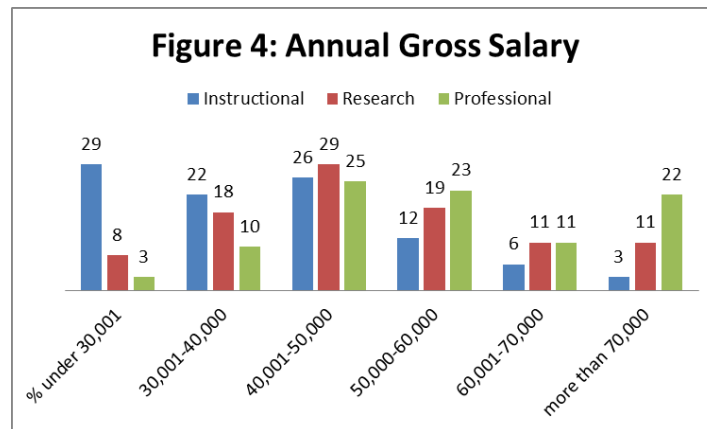
**2. Level of Compensation.** Another key component of overall economic vulnerability centers on levels of compensation. To address that, respondents were asked a series of questions related to salaries and benefits; their responses are summarized in Figure 3. The vast majority of research and professional faculty receive health/retirement benefits (96% and 99%, respectively). However, only 79% of instructors indicate receiving health/retirement benefits.<sup>10</sup> When asked if they had ever lost benefits for which they previously qualified, 15% of instructors, 11% of research faculty and 5% of professional faculty indicated a loss of benefits. Compared to professional and research faculty, instructors were thus less likely to receive benefits, and more likely to have lost benefits in the past.

<sup>10</sup> Recall 35% of instructors are part-time which affects benefits.



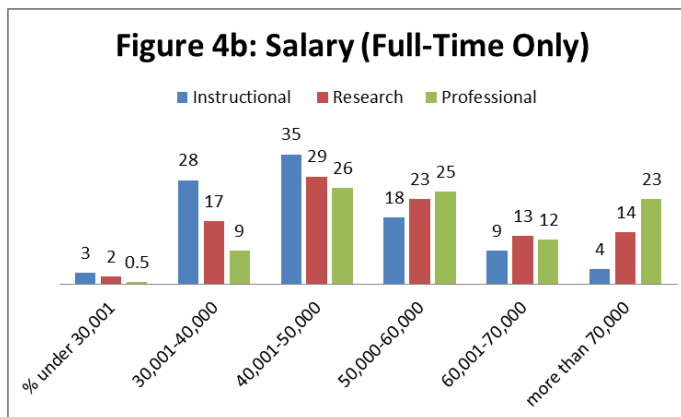
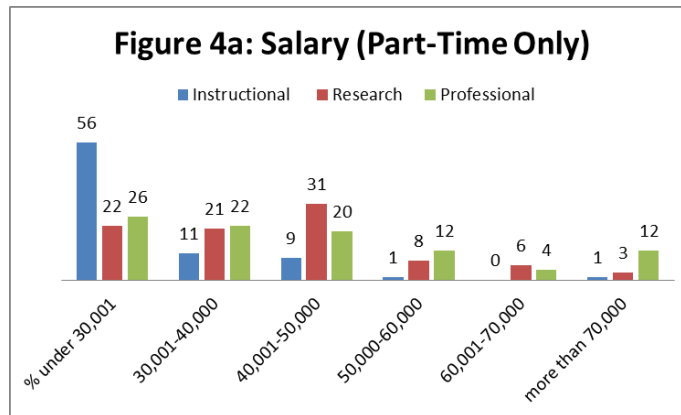
Salary and benefits emerge as significant concerns for all categories of NTT faculty at OSU: 59% of research faculty, 62% of instructors and 63% of professional faculty place it among their top three concerns (Table 3).

There is a range of annual gross salaries among respondents within each occupational category as well as between groups. As indicated in Figure 4, over half the NTT instructors at OSU make under \$40,000, 77% make under \$50,000 per year.<sup>11</sup> Salaries tend to be slightly higher for NTT research faculty, and higher still for NTT professional faculty. The diversity of positions included in this category makes comparisons difficult however, as it appears from the salary distribution that while a majority of NTT professional faculty makes between \$30,000 and \$60,000 annually, the category also includes a significant proportion of high-wage earners (22% above \$70,000).



Figures 4a and 4b respectively present annual gross salaries for part-time and full-time workers. As expected, part-time faculty members make significantly less money; again it appears instructional faculty are the lowest-paid, with wages somewhat higher for research faculty and professional faculty. It is worth noting however that OSU seems to rely on an important contingent of part-time instructors with minimal appointments and wages under \$30,000 per year.

<sup>11</sup> While the survey asked respondents to reflect on their annual pay, some NTT may have been referring to 9 or 12 month appointments.



Open-ended comments reveal some frustration with low wages, as they do not correlate with educational achievements (“*all those degrees I got...*”) and sometimes appear in contradiction with core institutional values:

*We must support teaching faculty in being paid equitably: not everyone can teach well and those who are effective teachers must be valued. Pay scales indicate what is valued, and right now, despite all the rhetoric, OSU's valuing of teaching is clearly in need of improvement.*

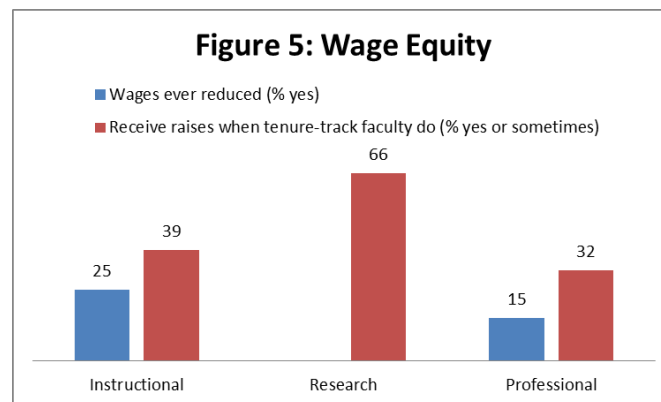
The opacity of OSU compensation practices (“*[M]any of us have felt for some time (...) that our salary scale is not transparent*”) as well as lack of equitable standards are also identified as issues:

*FTE and pay per course credit hours jump all over the place from department/college to department/college. This not only affects pay, but the fluctuating FTE affects insurance benefits. You don't ever know what your pay or benefits will be term-to-term.*

*It is well known that instructors are given variable wages but the reasons behind how wages are determined are unclear and seemingly not uniform. Some instructors make more than others but it is not clear how raises were earned or how wages were determined, even by those who do make the higher wages. (...)*

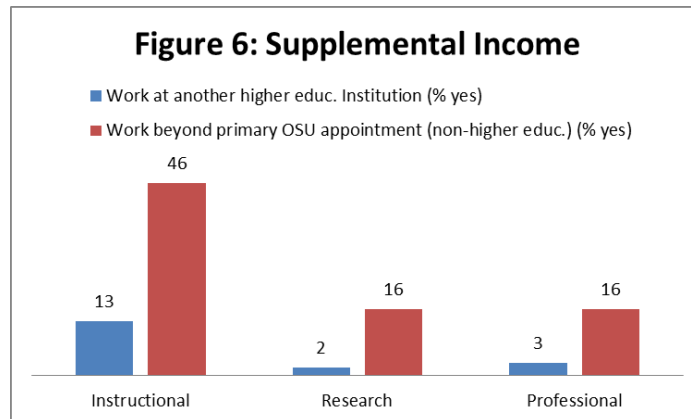
*An evaluation of how wages and raises are determined and applied needs to happen. Something systematic should be in place. At this point there seem to be highly subjective decisions being made.*

As this last comment highlights, an issue connected to level of compensation is salary equity, especially in relation to the tenure model. Due to the unique position of research faculty (often dependent on grants and contracts), they were not asked if their salaries had ever been reduced. But as indicated in Figure 5, 25% of instructors and 15% of professional faculty had seen their salaries reduced in the previous five years.



When asked to explain, respondents specifically mentioned the impact of mandatory furloughs in AY 2009-10, increases in faculty contributions towards health insurance premiums, and changes in E-campus pay policies from salaries based on student enrollments to a flat rate. While pay cuts are uncommon, pay raises are rarer for NTT faculty than they are for tenured or tenure-track faculty members, particularly for professional and instructional faculty. While two thirds of research faculty stated they received raises along with their tenure-track colleagues, only 32% of NTT professional faculty and 39% of instructors did. NTT faculty members are not systematically included in merit raises and there is no progressive wage scale rewarding seniority, contributing to very serious salary compression issues.

**3. The need to supplement pay.** Figure 6 indicates that instructors are more likely than other categories of NTT faculty to seek additional employment, with 46% holding another job beyond their primary appointment at OSU (whether at OSU or elsewhere), and 13% working at another higher education institution.

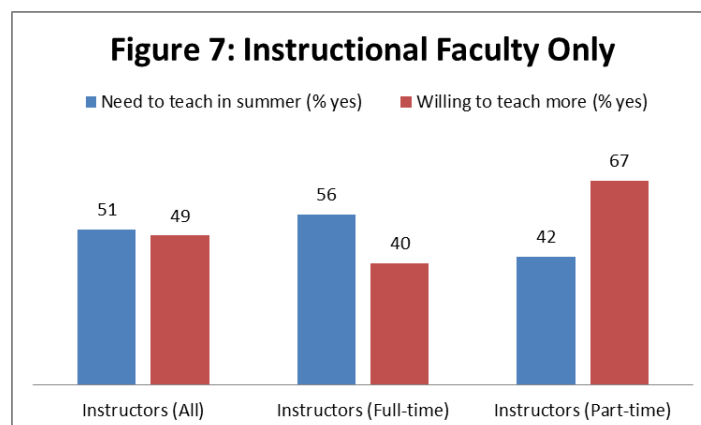


As evidenced by open-ended comments, motivations in seeking additional employment vary somewhat, but many more respondents made mention of economic necessity than any other reason, and some comments reflect a very strong sense of unfairness and great economic distress:

*I have to work several odds and end jobs to just pay my standard bills. For working [...] hazardous conditions and constant overtime that's unpaid/not reimbursed, I feel like I am getting screwed.*

*I always try to get at least two classes or I cannot live through the summer. I never get a full class load, so I live on credit cards, outside contracts when I can get them, and always have to defer my student loan. In the last eight years, because of interest deferments, my student loan payments have gone from \$650.00/month to \$878.00/month. The hole just keeps getting bigger.*

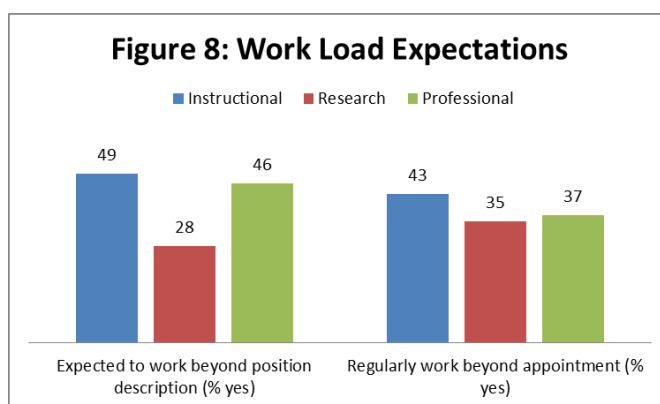
NTT instructor appointments are typically for the nine months of the academic year, and 56% of full-time instructors said they needed to teach in the summer (Figure 7), writing for instance: “*I teach at [local community college] to supplement my income and to keep my feet in the loop so I have some, even if very little, income in the summer.*” Meanwhile, 67% of part-time instructors want to teach more, constituting a large labor pool of underemployed academic workers.



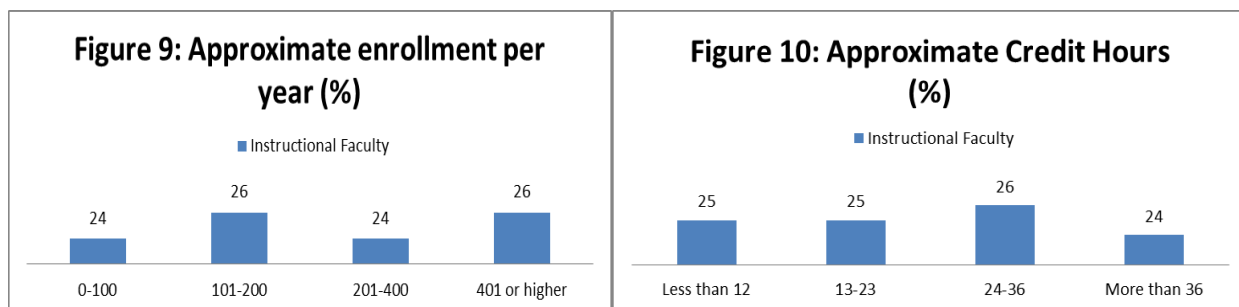
## B. GENERAL WORKING CONDITIONS

This section contains results to a series of questions designed to assess working conditions for NTT faculty at OSU, questions related to workload, work climate, and opportunities for professional development. Statistical results to those questions, as well as the qualitative data collected in follow-up questions, contribute precious information to our understanding of NTT professional life at OSU and the issues confronting them.

**1. Workload (NTT Combined).** Because of the different nature of duties assigned to each category of NTT faculty, separate questions were developed for instructional, research and professional faculty to assess actual workloads. All three versions of the survey also contained questions, asking respondents whether they were expected to spend time on work not specifically in their position description, and whether they did spend time on extra duties, whose results are presented in Figure 8, and to which we will refer through this section as appropriate.



**1a. Workload (Instructional Faculty).** Figures 9 and 10 show that a quarter of instructional faculty respondents teach over 400 students per year or teach more than 36 credits per year (i.e. 4 three-credit classes per term over 9 months or 3 classes every term including summer).<sup>12</sup>



On top of teaching and all pertaining duties, NTT instructors often work beyond their position description: 49 % said they were expected to do so, 43% said they regularly engaged in work beyond their appointment (Figure 8). Instructors perform service activities for their unit, their college, the

<sup>12</sup> Respondents were asked to give approximations and the information provided may be higher or lower and can be verified with future research based on official course enrollments.



whole institution, and professional organizations, including such tasks as committee work, outreach, supervising lower-division instructional programs, advising and mentoring students, organizing events, attending student performances, grant-writing, networking with alumni and industry leaders... Adequate compensation for service appears inconsistent and problematic: some NTT instructors receive some compensation (for instance, one course down per year, 10 % FTE...), but it appears from open-ended comments that many do not:

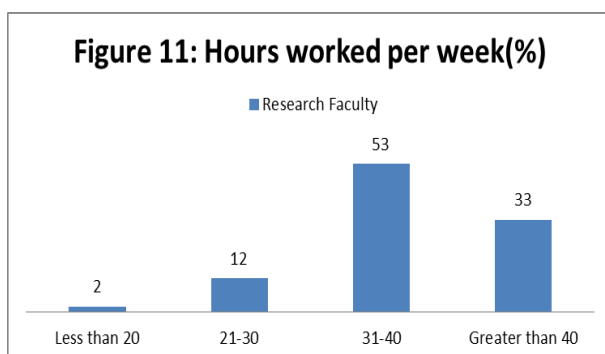
*For 8 years my position was a fixed term by term appointment and my job description was simply teaching. In 2011-12 I became a full time fixed term instructor and my job description then included .1 FTE of service. But prior to my appointment as a full time instructor, I was "asked" to serve on committees and help with various Department activities, even though there was no formal means of recognizing and rewarding this activity.*

Comments also include criticism of the boilerplate language used in position descriptions, with for instance the standard clause "and other duties as assigned," which creates, in the words of one respondent, "an annoyingly undefined and unclear area." Additionally: *"I am told that "service is encouraged" but not compensated. The implication is it improves the likelihood of a contract in the next AY. However, despite a high number of "volunteer" hours (my term, not OSU's), my hours have decreased since last year."* Other comments reveal a high level of frustration with the pressures applied to NTT faculty to perform service activities for little to no compensation:

*I'm assuming this is the case for everyone who is non-tenure track. 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.*

Workload thus emerges as a significant concern among NTT instructional faculty, but it appears that the negative effects are compounded, for instructors particularly, by problematic / inadequate compensation. This combination of economic vulnerability with heavy workloads is an important source of dissatisfaction among NTT instructional faculty, fostering a sense of social injustice at OSU. We refer you to open-ended comments included in Appendix B.

#### **1b. Workload (Research Faculty).**

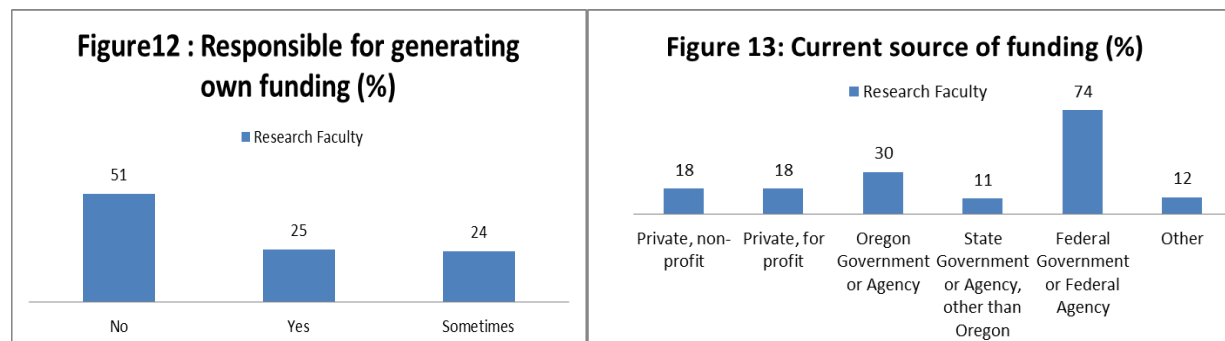


One third of respondents among research faculty work over 40 hours a week, a result consistent with answers illustrated in Figure 8, where 35% of research faculty respondents stated that they “regularly engaged in work beyond their position description.” Qualitative responses to the follow-up questions reveal the wide diversity of activities done by research faculty members beyond their position descriptions: committee work (on university-wide + unit level committees, also student graduate committees), grant-writing, student advising, outreach... Extra duties are often taken on willingly, being seen as valuable and important:

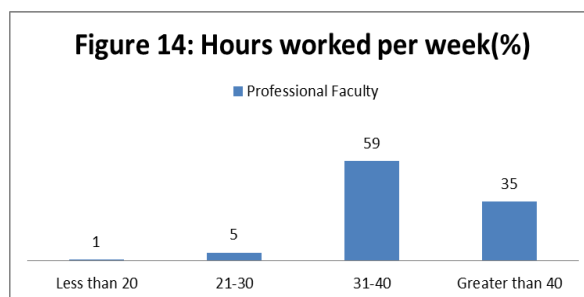
*I engage in far more service than my PD describes and FTE supports, but it is because of my desire and willingness to contribute.*

*Participation in departmental and college activities is a necessary part of functioning in academia, even when no funds flow to me from this institution (i.e. I power orange).*

Compensation for extra duties is not consistent between units and colleges and discrepancies between PD and actual duties performed are common. In the euphemistic words of one respondent: “*My position description is not as thorough as it should be.*” In addition, open-ended responses reveal the significant pressures applied to non-tenured research faculty, including pressure to do independent scholarship even when not supported, and expectations that NTT research faculty will raise / participate in raising their own funding. Those can significantly add to NTT research faculty workloads, especially as many appear dependent on a mixture of grants that may be difficult to maintain, given the prevalence of (increasingly unreliable) federal funding (Figures 12 and 13).



**1c. Workload (Professional Faculty).** Consistent with other categories of NTT faculty, one-third of professional faculty work over 40 hours a week (Figure 14).



Close to half of NTT professional faculty respondents (46 %) are expected to do work beyond their position description (Figure 8): committee work, outreach, coordination, conferences... Comments reveal a prevalent attitude of “*We do what needs to be done*” with some enthusiastically taking on extra work, which they feel is part of their broader mission and of being a good team player. But other open-ended responses reflect some frustration with overwork, and depict situations whereby pressure is applied on NTT professional faculty to take on more work:

*Position Description can't possibly cover everything that we need to do (or we are asked to do). 5% of "Other duties to be assigned" can become 30%, while nothing is taken off my plate. Short staffed, expectation for higher production, etc. all lead to extra work, required or not required by PD.*

*Such obligations are not listed by specific names in my PD, however I am expected to participate on behalf of my department or unit. (...) There is a subtle expectation that one will nearly always say "yes" to such requests.*

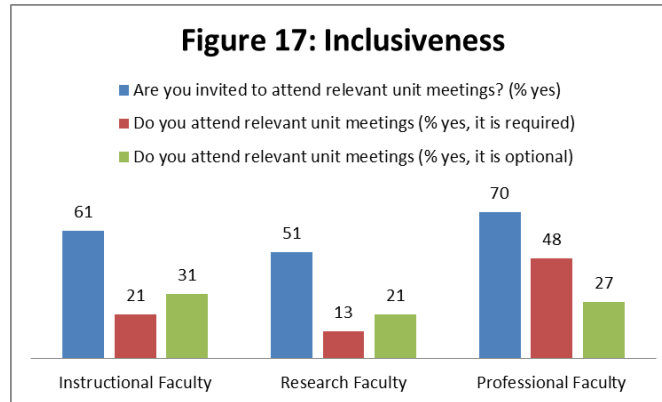
While those quotes do not reflect general practices regarding professional faculty, especially as the category subsumes a variety of positions at different hierarchical levels, they nevertheless echo sentiments expressed by other NTT faculty and highlight a need for an equitable definition of expectations and compensation practices.

## **2. Work Climate**

**2a. Collegiality / inclusiveness.** A majority of respondents in all three categories feel respected by their colleagues (Table 2, number 11): 79% of professional faculty and 71% of research faculty, although only 57% of instructors share this feeling. One instructor expressed it thus: “*We are encouraged/required to attend [unit meetings] when possible, and while I am allowed to share at meetings, I feel disrespected by the other faculty.*” However, collegiality rarely appears as a major concern: only 12% of instructors, 16% of research and 17% of professional faculty ranked it among their top three concerns. Some professional faculty nevertheless expressed a sense that their work was not appropriately valued:

*While expected to do almost all the things tenure-track and tenured (. . .) faculty do, it seems many tenured/tenure-track do not understand what professional faculty are. I have often felt that my position is considered by tenure-track/tenured faculty as a glorified classified position.*

As for having a voice in their unit’s decisions, it appears that NTT professional faculty feel significantly more included, as 64% say they have a voice in department decisions, whereas only 37% of instructors and 28% of NTT research faculty do (Table 2, number 12). As Figure 17 shows, 70% of professional faculty, 61 % of instructional faculty, but only 51% of research faculty were invited to relevant unit meetings. Participation is much more likely to be required of professional faculty, who consequently appear better integrated in unit governance, whereas it seems that only half of instructors and barely one third of research faculty attend relevant unit meetings.



In open-ended comments, NTT research faculty and instructors often express a sense of disenfranchisement, feeling “*invited, but not really welcome*”:

*It is of concern to me that instructors are usually not welcome in the department meetings. I feel like this is a divisive policy and that it leaves the instructors uninformed about the department.*

*I have been asked to serve on committees and attend department meetings and functions but 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 within the committee.*

*Many meetings (and let me add here, opportunities) appear to be designed only for tenure/TT faculty, adding to the impression that non-T/TT faculty are not worth investing in. I have been left out of many of these meetings and opportunities, and not even informed of them directly. Sometimes I learn about them in roundabout ways, and always feel a little sad to have been left out.*

Respondents describe a culture in which non-tenured faculty's right and ability to participate in departmental decisions are tenuous at best, raising questions about the governance processes in place at OSU. Some practices at the unit level directly contribute to the disenfranchisement of NTT faculty:

*Faculty Research Assistants & Sr. Faculty Research Assistants are considered a unit not individuals. While faculty meetings are open we are not actively invited nor is our input requested. When votes do come up we have a collective vote of "1" which means that my current vote in the department is only worth 1/12th of a vote.*

**2b. Relationship to Institutional Hierarchy.** Results and open-ended comments to questions regarding initial salary determination and further salary negotiations highlight the asymmetry in relationships between NTT faculty and their hierarchical superiors (unit heads and college deans). As illustrated in Table 4, 47% of NTT professional faculty negotiated their initial salaries, 39% of NTT research faculty did,

but only 18% of instructors. Among those who did negotiate, it is noteworthy that few possessed crucial information such as the salary range for the unit (19% of professional, 13% of research, 6% of instructional faculty did). The fact that a quarter of NTT research faculty and instructors and a fifth of NTT professional faculty do not know how their initial salary was determined is also significant, revealing if nothing else a certain lack of transparency in hiring and compensation practices.

**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

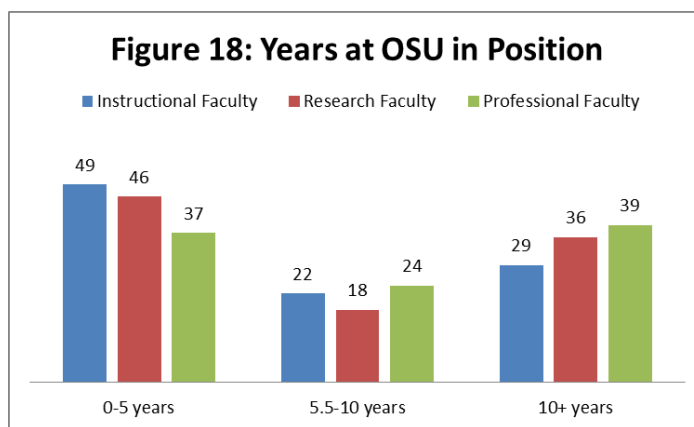
About half of all respondents feel comfortable initiating conversations with their unit head regarding promotion and contract length (55% of professional, 51% of research, 49% of instructors) but all felt rather less comfortable entering actual negotiations: 41% of professional, 38% of research, and 35% of instructional faculty felt comfortable negotiating (Table 2, numbers 3 and 4). Those results corroborate observations made earlier about expectations that NTT faculty will perform extra work without additional compensation: NTT faculty members are at a structural disadvantage in discussions about the terms of their employment.

### **3. Professional opportunities**

**3a. Opportunities for Professional Development.** Respondents were asked their level of agreement to several statements, including “OSU or unit provides opportunities for professional development” and “OSU or unit makes funding available to me for professional development.” Results are presented in Table 2. There appear to be generally more opportunities than actual financial support for professional development, and support for professional development seems more available to NTT professional

faculty than to instructors and NTT research faculty. NTT research faculty members are least likely to agree that OSU and their unit provide opportunities for professional development (38% agree) and funding (only 14% agree). Such support is particularly crucial for research faculty, who were more likely to rank opportunities for professional development in their top three concerns (26% of NTT research faculty did vs. 17% of NTT professional faculty and instructors both), probably because this category typically includes younger and more upwardly mobile professionals.

**3b. Professional advancement and accruing seniority.** Terms like “contingent” contribute to the myth that NTT faculty are temporary workers without long-term commitment to the institution. However, as Figure 18 shows, more than half of all NTT have been in their position over five years (that is the case for 63% of professional faculty, 54% of research faculty and 51% of instructors). For reference, NTT instructional and research faculty are eligible for promotion after four years of full-time service or equivalent. Although long-term retention seems higher for professional faculty and lower for instructional faculty, significant numbers of all categories of NTT faculty have served a decade or more at OSU. Thus, NTT faculty, while treated as part of a flexible workforce, in fact often have deeper ties with the institution built over years of service: while they are peripheral to OSU, OSU is at the center of their professional lives.



40% of instructors, 39% of professional and 45% of research faculty place opportunities for professional advancement among their top three concerns (Table 3). The survey contained no specific question about promotion, limiting analysis of this result. But other data exist to assess whether or not a career path is available to NTT faculty at OSU, and measure in particular whether or not NTT faculty members are accruing seniority benefits, in terms of wages and job appointment. Only 23% of instructors agree or strongly agree that their years of services have been reflected in their pay, and only a quarter of them agree or strongly agree that their seniority plays a role on whether or not they are reappointed each year. Numbers are slightly higher for NTT research and professional faculty, but at most one third in each category agree that their seniority counts (Table 2).

It thus appears that for most NTT faculty, years of service have limited impact. Merit raises are rarer for NTT faculty, as seen above in Figure 5 on salary equity, and some long-serving NTT faculty members receive the same salaries as (or even occasionally lower salaries than) new NTT hires. Frustrations on this issue express themselves forcefully in open-ended comments:

*After more than a decade of teaching at OSU, with 5+ years of continuous full-time service, I am earning exactly the same as the new person they hired this last September. The experience I have accumulated is not recognized, the commitment I made to this institution is not reciprocal.*

*At one point I was offered a slight raise, as it seemed my salary was out of alignment with what new hires were being offered. This should not have happened! Our varying years of teaching experience do not seem to affect salary, as it might in another setting.*

Lack of recognition of NTT faculty members' years at OSU particularly affects NTT instructional and research faculty, as attested by open-ended comments. NTT research faculty members, whose employment is conditional on funding, expressed resentment over a perceived lack of commitment from the institution:

*(...) deans have never stepped up in 27 years to cover my salary or assure me of a modicum of security when I did not have grant funding. In other words, I have never had any security for myself or my staff, all of whom work on the same grants as me. I would like to build a buffer and soft tenure system for each person based predominantly on years of service within my unit (on my continuous grants). I have requested this buffer from my College for a decade with little result. With a few exceptions in the past, when the money ends my college and the University will likely feel no responsibility to retain me or my staff.*

*Note that when I received my contract it said 12 month or until exhaustion of the grant/contract. I asked that the conditional statement be removed since I had several years of grant funding lined up. I remember feeling hurt that my direct supervisor (Assoc Dean) was so insensitive to me after my longtime service to OSU. The conditionality drove in the reality that I am allowed to be at OSU only as long as I have money to pay myself. Oh my. I have no idea what my next annual contract (...) will state.*

### C. General Demographics

Demographic information is included here for information, but no demographic data have been used to isolate specific groups for analysis. Such analysis may be beneficial and shed light on the intersectionality of professional status as NTT with other variable such as gender, race, and age.

**Table 5: Demographic information**

	Instructional Faculty	Research Faculty	Professional Faculty
<b>Gender (numbers / %)</b>			
Male TOTAL n = 419 / 37.4%	103 42%	134 49%	182 30%

Female TOTAL n = 644 / 57.4%	126 51%	127 46%	391 65%
Prefer not to answer <sup>13</sup> TOTAL n = 58 / 5.2%	18 7%	13 5%	27 4%
<b>Age (%)</b>	<b>Instructional faculty</b>	<b>Research faculty</b>	<b>Professional faculty</b>
Under 30	4	7	6
31-40	30	33	23
41-50	22	24	26
51-60	27	25	30
over 60	9	7	10
Prefer not to answer	8	4	5
<b>Education (%)</b>			
HS or GED	0	0	5
2 year associates or trade school	0	0	7
4 year college degree	2	18	29
Masters Degree	52	37	44
Ph.D.	38	44	8
Other terminal degree	5	0	4
Prefer not to answer	4	1	5
<b>Do you consider yourself a member of a minority group defined by: (%)</b>			
Yes, check all that apply	13	11	12
Race	5	5	7
Ethnicity	6	6	7
Ability	1	0	2
Sexuality	4	3	7
Religion	7	4	6
Other	3	7	5
No, none of the above	66	73	65
Prefer not to answer	13	7	9

To summarize significant demographic data presented in Table 5:

- NTT faculty tends to be feminized, with over 57% of women among respondents: this is particularly true of professional faculty (65% of professional faculty members are women), although less markedly so of NTT instructional faculty (with 51% of women for 42% of men and 7% who prefer not to answer), and NTT research faculty appears more evenly split;
- NTT faculty are not new entrants on the job market: NTT workers under 30 represent very small minorities (4% of instructional faculty, 7% of research faculty and 6% of professional faculty),

<sup>13</sup> The “transgender” option is left out of this chart as the number of respondents was not high enough to maintain anonymity.



and the largest age group for both research and instructional faculty is 31-40; professional faculty seems older: a full two-thirds of professional faculty members are above 40;

- Levels of educational achievement are particularly high among research and instructional faculty: 90% of instructors and 81% of research faculty have a Master's degree or above (and 52% of professional faculty do), 44% of research faculty and 38% of instructors hold a Ph.D.; although finer analysis of data would be necessary, it appears that educational achievements do not coincide with higher wages;
- The data on minority status show that between 11% and 14% of NTT faculty belong to a minority and appear to be in line with data on faculty as a whole (for reference, the latest data available from the office of Institutional Research in its 2008-2009 Faculty Report identified 10% of the whole faculty as ethnic / racial minorities).

## **CONCLUSIONS**

This report attempted to capture baseline information about NTT faculty and their perceptions of working conditions at OSU. Included are all categories of NTT faculty: instructional, research and professional. NTT faculty are employed in such a wide range of positions that it can be difficult to draw specific conclusions. More detailed analysis will be necessary to understand the institutional processes that contribute to the specific circumstances for different groups of NTT faculty (professional / research / instructional faculty, part-time vs. full-time, online instructors, Extension faculty, faculty in different colleges, women, and so on). As indicated before, results have not been analyzed by college or unit, although the data does suggest that the concerns identified in this report are not applicable to the same degree to all NTT faculty.

It is clear that NTT faculty members are proud of their contributions to OSU and value their association with the university. They generally report good relationships based on respect and collegiality with their co-workers and supervisors. They enjoy the work that they do as teachers, researchers, and support staff. The dissatisfaction expressed in this survey stems primarily, and to varying degrees, from the feeling shared by many NTT faculty that they are not fully appreciated at OSU, a university that they value and to which they have committed themselves. The data indicates a number of issues that are common to substantial numbers of NTT faculty in all three subgroups. These are either systemic, or at least so widespread as to warrant immediate attention:

- A substantial proportion of NTT faculty members are concerned about job security. Standard one-year contracts offer little assurance of long-term employment and funding uncertainties for research faculty and fluctuating enrollments for courses taught by instructors compound this problem.

- NTT faculty often find themselves in economically vulnerable situations due to a combination of relatively low salaries, fixed-term contracts, and general inability to negotiate the terms of their employment; instructors and research faculty appear to be particularly affected.
- There are apparently few university-wide standards and little internal coherence regarding expectations and compensation. This, along with a general lack of transparency, fosters a sense of inequity among many NTT faculty.
- Prospects for professional growth are limited. Support for professional development is unevenly distributed and funding is often inadequate or unavailable.
- Advancement within the university is difficult as years of service are rarely taken into account in determining salaries and appointments. Promotion, while formally available, often remains out of reach due to a lack of funding and established paths to promotion at the unit level. This seems to be especially true for instructors.
- Many NTT faculty members do not participate in decision-making at the unit level and in faculty governance.

Recent initiatives such as the expansion of the rank system for NTT instructional and research faculty, changes to the salary structure for professional faculty, and increased attention in some units to NTT promotion are all encouraging signs of a growing awareness of and commitment to social justice at OSU. Our conclusions and the following recommendations are thus in line with OSU's core values of respect and social responsibility, stating that "we contribute to society's intellectual, cultural, spiritual, and economic progress and well-being to the maximum possible extent." Our conclusions and recommendations also echo statements made in the recently circulated draft of the OSU Strategic Plan, Phase III, which will guide university policy until 2018:

*At Oregon State, we are grounded in an academic community characterized by respect for the dignity of each person; innovation and creativity; integrated and transformative learning environments; equitable and inclusive practices; passion for our world and a commitment to improve its condition; and a collaborative environment where partnerships are nurtured and cherished.*

As Oregon State University affirms its core values and ethical commitment to "becoming a great place to work, learn and flourish," it promises to "create and sustain healthy environments that enable community members to live productive, balanced and engaged lives" (draft of OSU Strategic Plan, Phase III, Introduction). To that end, we encourage concerted action so that those goals can be effectively achieved for NTT faculty.

## RECOMMENDATIONS

Besides identifying issues affecting NTT faculty, this survey also revealed the deep commitment of NTT faculty to the core missions of providing quality education, research, and administrative support services to OSU and the larger community. OSU must uphold its side of the bargain and commit to retaining NTT faculty members who have demonstrated competence in their position, and take steps to ensure a climate of respect, inclusiveness, and equity within this institution. Given that NTT faculty are so crucial in providing quality undergraduate instruction and student support services, we also believe that improving NTT faculty working conditions will contribute substantially to improving students' first-year experiences and increasing retention rates.

These recommendations are respectfully offered as starting points for a renewed dialogue which, based on the results of this survey, we feel it is important to engage.

- **Focus on addressing NTT faculty issues.** Initial data collection about NTT faculty, in the form of this survey, has received support from key OSU administrators, first and foremost President Dr. Ray. It is our hope that this survey will prompt key stakeholders (administrators at all institutional levels, as well as the Faculty Senate) to actively address issues confronting NTT faculty members, by continuing data collection and analysis about NTT faculty and by crafting policies to correct inequities at OSU.
- **Include NTT faculty members in routine meetings and planning efforts at the unit level and encourage their participation in faculty governance** so that NTT faculty members are better able to contribute their expertise, ideas, and observations, and so that they are informed and have a voice in decisions affecting their work.
- **Increase job security, especially for long-term NTT faculty members.** The Modern Language Association recommends that NTT faculty members "be hired on three-year contracts with full benefits; (...) past six years, they should be given longer (five- or six-year) contracts" ("Professional Employment Practices" 2). Current practices at OSU fall far short of that ideal and we support the establishment of multiyear appointments. OSU currently has procedures and policies in place to initiate extended fixed term contracts but it appears that at present, only a handful of NTT faculty members have multiyear contracts.<sup>14</sup> We thus specifically recommend that NTT faculty eligible for extended fixed term contracts be with all due diligence considered for multi-year contracts. We also encourage exploring ways to ensure some measure of job security for NTT faculty members with several years of service, something along the line of a system of "soft tenure" as suggested by one respondent to the Research faculty survey, which would guarantee minimum employment (and benefits) to long-serving NTT faculty members and cushion them against the effects of loss of funding or class cancellations.

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<sup>14</sup> Information shared at Faculty Status Committee meeting on February 21, 2014 showed that only two units on campus granted extended fixed term contracts to NTT faculty: Business Services Operations and the Office of the President.

- **Develop standard practices for writing position descriptions which more accurately reflect expectations and duties and explicitly take into account service activities performed by NTT faculty members.** This survey found a sometimes surprisingly casual attitude toward defining actual employee responsibilities, with boilerplate position descriptions in wide use, allowing additional duties to be added to NTT faculty workloads for little to no extra compensation, and leaving NTT faculty members at a structural disadvantage in negotiating the exact terms of their employment. It is particularly important that the full range of duties performed by NTT faculty be adequately recognized and compensated, service especially, which “not only contributes to more fair and equitable compensation, but also encourages their authentic commitment as members of the campus community by demonstrating that their involvement and time are valued the same as other faculty members” (Delphi).
- **Strive towards equity in pay based on workload and qualifications,** consistent with AAUP recommendations about compensation for contingent appointments (AAUP 2003). We recommend concerted efforts to raise salaries for NTT faculty members to the standards of comparable institutions within the region, and to identify egregious discrepancies in salaries within this institution.
- **Reward seniority.** NTT faculty members should be able to accrue seniority just like TT faculty, i.e. be included for consideration whenever merit raises are granted, and be considered for full-time vacancies and tenure-track positions for which they qualify alongside external applicants.
- **Continue efforts to recruit and support minority and women faculty members.**
- **Facilitate promotion of NTT faculty members by increasing institutional support.** This survey found wide discrepancies in practices governing the evaluation and promotion of NTT faculty members. While policies are in place establishing a three-rank system for NTT instructional and research faculty, and the ranks of Senior Instructor and Senior Research Assistant have existed for a long time, we find that NTT faculty members too often lack the effective right to be promoted for lack of administrative support. We suggest:
  - **At the unit level, institute annual reviews and provide support in dossier preparation.** MLA recommendation: “NTT faculty members should be reviewed annually with regard to salary levels and opportunities for professional advancement and promotion. Evaluations should be conducted in accordance with established, written criteria for departmental review, and departments should establish procedures for appeal or grievance in the event that an NTT faculty member alleges substantial violations of such criteria” (“Professional Employment Practices” 3).
  - **At the college level, develop mechanisms to ensure that NTT faculty members are considered for promotion in a timely manner.** The Criteria for the Promotion of

Instructors and Research Assistants, revised in April 2013, state that promotion within those ranks “may be considered after four years of full-time service” or, for part-time faculty members, “after accumulating the equivalent of four years of full-time service” (Faculty Handbook).

- **Create tenure lines for instructors.** OSU policies make provisions for tenure-track instructors, a position carrying expectations of scholarship, but which appears significantly underused. In order to recruit and retain excellent instructors, we suggest the creation of tenure lines specifically for instructors, and recommend that qualified NTT instructors be eligible for consideration for tenure-track instructor positions.
- **Develop a progressive career path for NTT faculty members,** with faculty mentoring, access to professional development funds, and access to advancement opportunities. Supporting NTT faculty members’ intellectual and academic engagement is not only vital to the instructional mission of OSU, it also directly contributes to our goal of creating healthier communities by providing opportunities for professionally fulfilling and economically stable lives.

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## “WE POWER ORANGE”<sup>1</sup>

### Appendix A: Survey and Quantitative Results<sup>2</sup>

#### Pgs. 1-10: Instructional Faculty Results

#### Pgs. 11-19: Research Faculty Results

#### Pgs. 21-29: Professional Faculty Results

#### Instructional Faculty Survey

Your participation in this online survey is completely anonymous. No information you share electronically can be traced to you or the computer you used nor can you be traced to or by any responses you provide. Depending upon the depth of your responses, participation time varies from 10 minutes to 20 minutes. Survey participation is completely voluntary. You may stop answering questions and exit the survey at any time for any reason. Data will be kept stored in the online survey site’s databank. Dr. Lori A. Cramer will have primary access to the raw data. If you have questions, please contact Dr. Cramer at [lcramer@oregonstate.edu](mailto:lcramer@oregonstate.edu).

**There will be a space for your comments at the end of the survey.**

#### 1. How many years have you taught at least one term at OSU?

#### 2. Is your appointment solely to offer online courses?

- ☒ No (246)(89%)
- ☐ Yes (30)(11%)
- ☐ Prefer not to answer (0)(0%)

#### 3. Occasionally, instructors teach for multiple institutions. Do you also teach at another higher education institution?

- ☒ No (237)(86%)
- ☐ Yes (36)(13%)
- ☐ Prefer not to answer (3)(1%)

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<sup>1</sup> A **preliminary report** by the OSU-AAUP and the Faculty Status Committee.

<sup>2</sup> Due to the nature of the questions, respondents often personalized their comments to ‘other’ or ‘please explain’. Therefore, reporting them here would risk violating anonymity. Where appropriate, comments are mentioned in the body of the report to provide additional context to the quantitative data.

4. For this academic year, in which OSU academic unit did you teach the *majority* of your classes?

- ☐ College of Agricultural Sciences (24)(9%)
- ☐ College of Business (17)(6%)
- ☐ College of Earth, Ocean & Atmospheric Sciences (9)(3%)
- ☐ College of Education (11)(4%)
- ☐ College of Engineering (12)(4%)
- ☐ INTO OSU (33)(12%)
- ☐ College of Forestry (9)(3%)
- ☐ Graduate School (0)(0%)
- ☐ College of Public Health & Human Science (41)(15%)
- ☐ College of Liberal Arts (66)(24%)
- ☐ College of Pharmacy (4)(1%)
- ☐ College of Science (32)(12%)
- ☐ University Honors College (1)(0%)
- ☐ College of Veterinary Medicine (3)(1%)
- ☐ Other (11)(4%)

4a. If you answered "Other," please explain:

5. For this academic year, how many course credit hours did you teach at OSU?

N/A

6. Since Fall 2012, what is the approximate total enrollment of all of your courses?

N/A

7. If provided the opportunity, would you choose to teach additional credit hours/courses at OSU?

- ☐ No (133)(51%)
- ☐ Yes (130)(49%)

7a. If you answered yes, please explain:

8. What level of courses do you teach (check all that apply):

- ☐ Below 100-level (18)(7%)
- ☐ 100-level (84)(32%)
- ☐ 200-level (101)(39%)
- ☐ 300-level (134)(51%)
- ☐ 400-level (112)(43%)
- ☐ 500-level (70)(27%)
- ☐ 600-level (10)(4%)
- ☐ Other (32)(12%)

8a. Please specify "other":

9. Is your appointment full time?

- ☒ No (93)(35%)
- ☒ Yes (171)(65%)

10. Does your appointment vary per term?

- ☒ No (184)(70%)
- ☒ Yes (79)(30%)

11. Does your appointment include health/retirement benefits?

- ☒ No (56)(21%)
- ☒ Yes (208)(79%)

12. While at OSU have you ever lost health/retirement benefits for which you previously qualified?

- ☒ No (224)(85%)
- ☒ Yes (38)(15%)

13. As part of your appointment, are you *expected* to spend time on non-teaching, departmental or institutional work (e.g. committees, advising) which are not specifically in your position description?



- No (133)(51%)
- Yes (128)(49%)

13a. If you answered yes, please explain:

14. As part of your appointment, are you *allowed* to spend time on non-teaching, departmental or institutional work (e.g. committees, advising) which are not specifically in your position description?

- No (51)(20%)
- Yes (203)(80%)

14a. If you answered yes, please explain:

15. Do you regularly engage in work for the University that is not reflected in your appointment?

- No (146)(57%)
- Yes (110)(43%)

15a. If you answered yes, please explain:

16. In the past five years, have you ever been given a teaching assignment at OSU with less than a month to prepare for the beginning of the term?

- No (149)(58%)
- Yes (107)(42%)

16a. If you answered yes, please explain:

17. In the past five years, have you been told that your services would not be required (or would be reduced) at OSU for a particular term after you had been given a teaching assignment for that term?

- No (230)(89%)
- Yes (27)(11%)

17a. If you answered yes, please explain:

18. What is your contract length?

- Term-by-term (52)(20%)
- One year (176)(68%)
- Two year (15)(6%)
- Three year (2)(1%)
- More than three year (0)(0%)
- Don't know (12)(5%)

19. Do instructors in your academic unit receive regular performance/annual reviews?

- No (49)(24%)
- Yes (158)(76%)

20. What is your annual gross pay for this academic year for teaching at OSU?

- 0 to \$10,000 (17)(7%)
- \$10,001 to \$20,000 (30)(12%)
- \$20,001 to \$30,000 (25)(10%)
- \$30,001 to \$40,000 (57)(22%)
- \$40,001 to \$50,000 (66)(26%)
- \$50,001 to \$60,000 (31)(12%)
- \$60,001 to \$70,000 (15)(6%)
- Over \$70,000 (8)(3%)
- Don't know (1)(0%)
- Prefer not to answer (7)(3%)

21. Has your gross pay ever been reduced?

- No (189)(75%)
- Yes (63)(25%)

21a. If you answered yes, please explain:

22. Do you teach overload or in the summer to supplement your pay?

- No (125)(49%)

- Yes (131)(51%)

32. If you answered yes, please explain:

23. Do you work at OSU (beyond your primary appointment) or elsewhere to supplement your pay?

- No (139)(54%)
- Yes (117)(46%)

23a. If you answered yes, please explain:

24. Do you receive raises when tenure-track faculty receive raises?

- No (94)(61%)
- Yes (14)(9%)
- Sometimes (47)(30%)
- Don't Know

25. Are instructors in your academic unit eligible for merit raises?

- No (44)(45%)
- Yes (54)(55%)
- Don't Know

26. When you first began teaching at OSU, which, to the best of your knowledge, describes how your salary was determined?

- Not negotiable: teaching faculty in my unit were all paid the same rate (59)(23%)
- Not negotiable: teaching faculty in my unit were paid at a rate that varied, based upon qualifications (59)(23%)
- Negotiated: based on my qualifications and a department salary range known to me (14)(6%)
- Negotiated: based on my qualifications. I was unaware of any set department salary range (31)(12%)
- Other (28)(11%)
- Don't know (63)(25%)

26a. If you answered "Other," please explain:

**27. Please select the answer that best reflects your agreement or disagreement with the statement:**

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer not to answer	Total
1	I am satisfied with the distribution of my teaching assignments within the year.	32	73	18	19	10	3	155
2	I am satisfied with the timeliness of my notice of renewal or non-renewal.	35	55	28	27	10	1	156
3	I feel comfortable initiating conversations with my Director/Chair/Unit Head regarding promotion and contract length.	39	35	31	27	22	2	156
4	I feel comfortable negotiating with my Director/Chair/Unit Head regarding promotion and contract length.	21	30	36	42	25	2	156
5	I am satisfied with the level of my job security.	12	36	26	41	40	1	156
6	My years of service have been reflected in my pay.	7	20	41	33	54	1	156
7	My years of service have an impact on whether or not I am reappointed to my position each year.	10	32	66	16	18	12	154
8	OSU and/or my academic unit provides me opportunities for professional development (e.g., attend conferences,	25	54	30	20	24	3	156

	participate in workshops).							
9	OSU and/or my academic unit makes funding available to me for professional development (e.g., attend conferences, participate in workshops).	19	42	23	27	42	3	156
10	I am adequately supplied with infrastructure resources to support my work (e.g., office space, technical/clerical support).	38	49	23	29	16	1	156
11	I feel that I am respected by my colleagues.	38	53	40	13	11	1	156
12	I have a voice in department decisions.	16	43	26	32	36	3	156

28. Please rank your top three issues/concerns from the following:

2	Job Security
5	Overall Work Climate
1	Salary/Benefits
8	Collegiality
7	Transparency of Governance
6	Support for professional development
4	Opportunities for advancement
3	Level of compensation
9	Other

28a. If "Other" is in your top three, please explain:

29. Are you invited to attend relevant unit meetings?

- No (29)(12%)
- Sometimes (63)(25%)
- Yes (148)(59%)
- Prefer not to answer (9)(4%)

29a. If you answered "Sometimes," please explain

30. Do you attend relevant unit meetings?

- Yes, it is required (51)(21%)
- Yes, it is optional (75)(30%)
- Sometimes (72)(29%)
- No (42)(17%)
- Prefer not to answer (8)(3%)

30a. If you answered "Sometimes," please explain:

31. What is your gender?

- Male (103)(42%)
- Female (126)(51%)
- Transgender (0)(0%)
- Prefer not to answer (18)(7%)

32. What is your age?

- Under 30 (10)(4%)
- 31-40 (74)(30%)
- 41-50 (55)(22%)
- 51-60 (66)(27%)
- Over 60 (23)(9%)
- Prefer not to answer (19)(8%)

33. What is your highest level of education?

- High school diploma or GED (0)(0%)

- 2-year associates degree or trade school (0)(0%)
- 4-year college degree (4)(2%)
- Masters Degree (127)(52%)
- Ph.D. (93)(38%)
- Other terminal Degree (e.g., MD, JD) (13)(5%)
- Prefer not to answer (9)(4%)

34. Do you consider yourself a member of a minority group defined by the following?

- ☐ Yes [check all that apply] (30)(13%)
- ☐ Race (12)(5%)
- ☐ Ethnicity (15)(6%)
- ☐ Ability (2)(1%)
- ☐ Sexuality (10)(4%)
- ☐ Religion (16)(7%)
- ☐ Other (8)(3%)
- ☐ No, none of the above (157)(66%)
- ☐ Prefer not to answer (32)(13%)

34a. If you answered "Other," please specify:

34b. If yes, do you perceive that you have been treated negatively due to your minority group status?

- No (92)(87%)
- Yes (please explain) (14)(13%)

34c. If you answered yes, please explain:

35. If you were able to change anything about the conditions for instructors at OSU, what would you change? (See Appendix B)

36. Please describe any issues you would like to mention about your appointment that were not addressed in this survey? (TBD)



## Appendix A2: Quantitative Survey Results

### Research Faculty Survey

Your participation in this online survey is completely anonymous. No information you share electronically can be traced to you or the computer you used nor can you be traced to or by any responses you provide. Depending upon the depth of your responses, participation time varies from 10 minutes to 20 minutes. Survey participation is completely voluntary. You may stop answering questions and exit the survey at any time for any reason. Data will be kept stored in the online survey site's databank. Dr. Lori A. Cramer will have primary access to the raw data. If you have questions, please contact Dr. Cramer at [lcramer@oregonstate.edu](mailto:lcramer@oregonstate.edu).

**There will be a space for your comments at the end of the survey.**

#### 1. Which of the following describes your job classification?

- ☐ Clinical Faculty (1)(0%)
- ☐ Faculty Research Assistant (98)(345)
- ☐ Senior Faculty Research Assistant (72)(25%)
- ☐ Research Associate (29)(10%)
- ☐ Research Associate (Post Doc) (35)(12%)
- ☐ Professor (Senior Research) or Senior Research Professor (8)(3%)
- ☐ Associate Professor (Senior Research) or Research Associate Professor (8)(3%)
- ☐ Assistant Professor (Senior Research) or Research Assistant Professor (31)(11%)
- ☐ Other (Please explain) (5)(2%)
- ☐ Prefer not to answer (0)(0%)

#### 1a. If you answered "Other," please explain:

2. How many years have you been a research faculty member at OSU (excluding interruptions)?  
9.6 years

#### 3. Occasionally, employees work for multiple institutions. Do you also work at another higher education institution?

- ☐ No (279)(98%)
- ☐ Yes (6)(2%)
- ☐ Prefer not to answer (0)(0%)

4. For this academic year, in which OSU unit are you affiliated? [*check your primary affiliation for this academic year?*]

- ☐ College of Agricultural Sciences (115)(40%)
- ☐ College of Business (0)(0%)
- ☐ College of Earth, Ocean & Atmospheric Sciences (43)(15%)
- ☐ College of Education (0)(0%)
- ☐ College of Engineering (17)(6%)
- ☐ INTO OSU (0)(0%)
- ☐ College of Forestry (38)(13%)
- ☐ Graduate School (0)(0%)
- ☐ College of Public Health & Human Science (10)(4%)
- ☐ College of Liberal Arts (1)(0%)
- ☐ College of Pharmacy (4)(1%)
- ☐ Research Office (9)(3%)
- ☐ College of Science (26)(9%)
- ☐ University Honors College (0)(0%)
- ☐ College of Veterinary Medicine (6)(2%)
- ☐ Other (15)(5%)

4a. If you answered "Other," please explain:

5. For this academic year, how many hours of work did you average per week at OSU?

N/A

6. Is your appointment full time?

- ☐ No (73)(26%)
- ☐ Yes (210)(74%)

7. Does your appointment vary per term?

- ☐ No (255)(90%)
- ☐ Yes (29)(10%)

8. Does your appointment include health/retirement benefits?

- ☐ No (10)(4%)
- ☐ Yes (271)(96%)

9. While at OSU have you ever lost health/retirement benefits for which you previously qualified?

- ☐ No (251)(89%)
- ☐ Yes (31)(11%)

10. As part of your appointment, are you *expected* to spend time on non-research, departmental or institutional work (e.g. committees, advising) which are not specifically in your position description?

- ☐ No (202)(72%)
- ☐ Yes (80)(28%)

10a. If you answered yes, please explain:

11. As part of your appointment, are you *allowed* to spend time on non-research, departmental or institutional work (e.g. committees, advising) which are not specifically in your position description?

- ☐ No (58)(21%)
- ☐ Yes (214)(79%)

11a. If you answered yes, please explain:

12. Do you regularly engage in work that is not reflected in your appointment?

- ☐ No (182)(65%)
- ☐ Yes (96)(35%)

12a. If you answered yes, please explain:

13. In the past five years, have you been told that your services would not be required (or would be reduced) at OSU for a particular term after you had been given a research assignment for that term?

- ☐ No (262)(93%)

- Yes (19)(7%)

13a. If you answered yes, please explain:

14. Which of the following best describes your current research contract?

- Term-by-term (2)(1%)
- 9 month (8)(3%)
- 12 month (89)(32%)
- 12 month or until exhaustion of the grant/contract (108)(39%)
- More than 12 months, as long as funding is available (58)(21%)
- Other (14)(5%)

14a. If you answered "Other," please explain:

15. What is your current source of funding (check all that apply):

- ☐ Private, non-profit (51)(18%)
- ☐ Private, for profit (50)(18%)
- ☐ Oregon Government or Agency (83)(30%)
- ☐ State Government or Agency, other than Oregon (31)(11%)
- ☐ Federal Government or Federal Agency (205)(74%)
- ☐ Other (Please explain) (33)(12%)

15a. If you answered "Other," please explain:

16. Are you responsible for generating your own research funding?

- No (140)(51%)
- Yes (69)(25%)
- Sometimes (66)(24%)

17. What is your typical annual gross pay for research at OSU?

- 0 to \$10,000 (2)(1%)
- \$10,001 to \$20,000 (6)(2%)
- \$20,001 to \$30,000 (14)(5%)

- \$30,001 to \$40,000 (51)(18%)
- \$40,001 to \$50,000 (82)(29%)
- \$50,001 to \$60,000 (54)(19%)
- \$60,001 to \$70,000 (31)(11%)
- Over \$70,000 (31)(11%)
- Don't know (2)(1%)
- Prefer not to answer (6)(2%)

18. Do you work at OSU (beyond your primary appointment) or elsewhere to supplement your pay?

- No (235)(84%)
- Yes (44)(16%)

18a. If you answered yes, please explain:

19. Do you receive raises when tenure-track faculty receive raises?

- No (59)(34%)
- Yes (48)(27%)
- Sometimes (69)(39%)
- Don't Know

20. When you first began working at your current position, which, to the best of your knowledge, describes how your salary was determined?

- Not negotiable: new research faculty in my unit were all paid the same rate (15)(5%)
- Not negotiable: new research faculty in my unit were paid at a rate that varied, based upon qualifications (32)(12%)
- Not negotiable: new research faculty in my unit were paid based on available grant resources and minimal hiring requirements of OSU (54)(20%)
- Negotiated: based on my qualifications and a department salary range known to me (35)(13%)
- Negotiated: based on my qualifications. I was unaware of any set department salary range (71)(26%)
- Don't know (69)(25%)

21. Please select the answer that best reflects your agreement or disagreement with the statement:

#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer not to answer	Total Responses
1	I am satisfied with the distribution of my assignments throughout this academic year.	67	139	40	18	3	4	271
2	I am satisfied with the timeliness of my notice of renewal or non-renewal.	52	122	56	21	12	7	270
3	I feel comfortable initiating conversations with my Unit Head regarding promotion and contract length.	46	92	67	44	19	3	271
4	I feel comfortable negotiating with my Unit Head regarding promotion and contract length.	40	62	83	60	24	3	272
5	I am satisfied with the level of my job security.	20	55	60	66	68	3	272
6	My years of service have an impact on whether or not I am reappointed to my position each year.	12	76	81	39	49	12	269
7	I am adequately supplied with infrastructure resources to support my work (e.g., office/lab space, technical/clerical support).	72	117	33	32	18	0	272

8	OSU provides me opportunities for professional development (e.g., attend conferences, participate in workshops) beyond what is provided by research grants.	34	68	60	47	58	5	272
9	OSU makes funding available to me for professional development (e.g., attend conferences, participate in workshops) beyond what is provided by research grants.	11	26	67	65	93	9	271
10	I am satisfied with the funding opportunities at OSU.	7	40	110	60	44	8	269
11	I feel that I am respected by my colleagues.	50	142	48	21	9	2	272
12	I have a voice in department decisions.	18	57	82	57	45	13	272

22. Please rank your top three issues/concerns from the following:

1	Job security
4	Overall work climate
2	Salary/benefits
7	Collegiality
8	Transparency of governance
5	Support for professional development
3	Opportunities for advancement



6	Level of compensation
9	Other

23. Are you invited to attend relevant unit meetings?

- ☐ No (55)(20%)
- ☐ Sometimes (69)(25%)
- ☐ Yes (138)(51%)
- ☐ Prefer not to answer (9)(3%)

23a. If you answered "Sometimes," please explain:

24. Do you attend relevant unit meetings?

- ☐ Yes, it is required (36)(16%)
- ☐ Yes, it is optional (56)(21%)
- ☐ Sometimes (96)(35%)
- ☐ No (74)(27%)
- ☐ Prefer not to answer (9)(3%)

25. What is your gender?

- ☐ Male (134)(49%)
- ☐ Female (127)(46%)
- ☐ Transgender (0)(0%)
- ☐ Prefer not to answer (13)(5%)

26. What is your age?

- ☐ Under 30 (20)(7%)
- ☐ 31-40 (91)(33%)
- ☐ 41-50 (66)(24%)
- ☐ 51-60 (68)(25%)
- ☐ Over 60 (19)(7%)
- ☐ Prefer not to answer (10)(4%)

27. What is your highest level of education?

- ☒ High school diploma or GED (0)(0%)
- ☒ 2-year associates degree or trade school (1)(0%)
- ☒ 4-year college degree (50)(18%)
- ☒ Master's Degree (101)(37%)
- ☒ Ph.D. (120)(44%)
- ☒ Other terminal degree (e.g., MD, JD) (1)(0%)
- ☒ Prefer not to answer (2)(1%)

28. Do you consider yourself a member of a minority group defined by the following?

- ☐ Yes [check all that apply] (29)(11%)
- ☐ Race (14)(5%)
- ☐ Ethnicity (17)(6%)
- ☐ Ability (1)(0%)
- ☐ Sexuality (8)(3%)
- ☐ Religion (11)(4%)
- ☐ Other (19)(7%)
- ☐ No, none of the above (196)(73%)
- ☐ Prefer not to answer (20)(7%)

28a. If you answered "Other," please specify:

28b. If yes, do you perceive that you have been treated negatively due to your minority group status?

- ☒ No (103)(86%)
- ☒ Yes (Please explain) (17)(14%)

28c. If you answered yes, please explain:

29. If you were able to change anything about the conditions for research faculty at OSU, what would you change? (See Appendix B)

30. Please describe any issues you would like to mention about your appointment that were not addressed in this survey? (See Appendix B)

## Appendix A3: Survey Results

### Professional Faculty Survey

Your participation in this online survey is completely anonymous. No information you share electronically can be traced to you or the computer you used nor can you be traced to or by any responses you provide. Depending upon the depth of your responses, participation time varies from 10 minutes to 20 minutes. Survey participation is completely voluntary. You may stop answering questions and exit the survey at any time for any reason. Data will be kept stored in the online survey site's databank. Dr. Lori A. Cramer will have primary access to the raw data. If you have questions, please contact Dr. Cramer at [lcramer@oregonstate.edu](mailto:lcramer@oregonstate.edu).

**There will be a space for your comments at the end of the survey.**

1. How many years have you worked at Oregon State University (excluding interruptions)? 10 years.

2. Occasionally, employees work for multiple institutions. Do you work at another higher education institution?

- Yes (18)(3%)
- No (649)(97%)
- Prefer not to answer (1)(0%)

3. For this academic year, in which OSU unit are you primarily affiliated?

- Academic Affairs (41)(6%)
- College of Agricultural Sciences (59)(9%)
- College of Business (25)(4%)
- College of Earth, Ocean & Atmospheric Sciences (20)(3%)
- College of Education (10)(2%)
- College of Engineering (26)(4%)
- INTO OSU (6)(1%)
- College of Forestry (26)(4%)
- Graduate School (5)(1%)
- College of Public Health & Human Science (26)(4%)
- College of Liberal Arts (23)(4%)
- College of Pharmacy (12)(2%)

- Research Office (25)(4%)
- Student Affairs (87)(13%)
- College of Science (15)(2%)
- University Honors College (1)(0%)
- College of Veterinary Medicine (16)(2%)
- Other (231)(35%)

3a. If you answered "Other," please explain:

4. On the average, how many hours are you required to work in a week at OSU? TBD

5. Is your appointment full time?

- No (51)(8%)
- Yes (609)(92%)

6. Does your appointment vary per term?

- No (639)(97%)
- Yes (19)(3%)

7. Does your appointment include health/retirement benefits?

- No (8)(1%)
- Yes (650)(99%)

8. While at OSU have you ever lost health/retirement benefits for which you previously qualified?

- No (628)(95%)
- Yes (30)(5%)

9. As part of your appointment, are you *expected* to spend time on extra departmental or institutional work (e.g. committees, work groups, advising student groups) which are not specifically in your position description?

- No (351)(54%)
- Yes (296)(46%)

9a. If you answered yes, please explain:

10. As part of your appointment, are you *allowed* to spend time on non-teaching, departmental or institutional work (e.g. committees, work groups, advising student groups) which are not specifically in your position description?

- ☐ No (79)(12%)
- ☐ Yes (554)(88%)

10a. If you answered yes, please explain:

11. Do you regularly engage in work that is not reflected in your appointment?

- ☐ No (403)(63%)
- ☐ Yes (232)(37%)

11a. If you answered yes, please explain:

12. Are you able to take on work, such as teaching, for which you qualify for overload pay or professional development funds?

- ☐ No (472)(77%)
- ☐ Yes (140)(23%)

12a. If you answered yes, please explain:

13. In the past five years, have you been given a significant project assignment at OSU with less notice than you need to be successful?

- ☐ No (479)(77%)
- ☐ Yes (141)(23%)

13a. If you answered yes, please explain:

14. In the past five years, have you been told that your services would not be required (or would be reduced) at OSU for a particular term after you had been given a contract for that term?

- ☐ No (601)(96%)
- ☐ Yes (22)(4%)

14a. If you answered yes, please explain:

15. What is your contract length?

- Term-by-term (2)(0%)
- 9 month (20)(3%)
- One year (587)(94%)
- Two year (2)(0%)
- Three year (3)(0%)
- More than three years (1)(0%)
- Don't know (11)(2%)

16. Do professional faculty in your academic unit receive regular performance/annual reviews?

- No (126)(20%)
- Yes (497)(80%)

17. What is your typical annual gross pay at OSU?

- 0 to \$10,000 (1)(0%)
- \$10,001 to \$20,000 (6)(1%)
- \$20,001 to \$30,000 (10)(2%)
- \$30,001 to \$40,000 (63)(10%)
- \$40,001 to \$50,000 (157)(25%)
- \$50,001 to \$60,000 (146)(23%)
- \$60,001 to \$70,000 (71)(11%)
- Over \$70,000 (140)(22%)
- Don't know (0)(0%)
- Prefer not to answer (29)(5%)

18. Has your salary ever been reduced?

- No (521)(85%)
- Yes (95)(15%)

18a. If you answered yes, please explain:

19. Do you work elsewhere (in addition to your current appointment) to supplement your pay?

- ☒ No (520)(84%)
- ☒ Yes (100)(16%)

19a. If you answered yes, please explain:

20. Do you receive raises when tenure-track faculty receive raises?

- ☒ No (237)(38%)
- ☒ Yes (42)(7%)
- ☒ Sometimes (154)(25%)
- ☒ Don't Know (187)(30%)

21. When you first began working at your current position, which, to the best of your knowledge, describes how your salary was determined?

- ☒ Not negotiable: new professional faculty in my unit were all paid the same rate. (68)(11%)
- ☒ Not negotiable: new professional faculty in my unit were paid at a rate that varied, based upon qualifications. (130)(21%)
- ☒ Negotiated: based on my qualifications and a department salary range known to me. (120)(19%)
- ☒ Negotiated: based on my qualifications. I was unaware of any set department salary range. (176)(28%)
- ☒ Don't know (124)(20%)

22. In your position at OSU, do you supervise other people?

- ☒ No (142)(23%)
- ☒ Yes (476)(77%)

22a. If yes, check all that apply:

- ☐ Students (356)(75%)
- ☐ Classified employees (277)(58%)

☐ Faculty/Research employees (159)(33%)

23. Please select the answer that best reflects your agreement or disagreement with the statement:



#	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Prefer not to answer	Total
1	I am satisfied with the distribution of my assignments throughout this academic year.	110	323	100	50	16	5	604
2	I am satisfied with the timeliness of my notice of renewal or non-renewal.	122	253	137	58	21	12	603
3	I feel comfortable initiating conversations with my Director/Chair/Unit Head regarding promotion and contract length.	138	191	125	84	52	14	604
4	I feel comfortable negotiating with my Director/Chair/Unit Head regarding promotion and contract length.	93	155	155	116	70	15	604
5	I am satisfied with the level of my job security.	100	239	105	99	54	7	604
6	My years of service have been reflected in my pay.	43	149	154	131	110	17	604
7	OSU provides me opportunities for professional development (e.g., attend conferences, participate in workshops).	181	268	78	51	25	2	605
8	OSU makes funding available to me for professional development (e.g., attend conferences, participate in workshops).	140	223	105	89	43	5	605
9	I am adequately supplied with infrastructure resources to support my work (e.g., office space, technical/clerical support)	126	230	57 102	100	45	2	605

24. Please rank your top three issues/concerns from the following:

2	Job security
3	Overall work climate
1	Salary/benefits
8	Collegiality
6	Transparency of governance
7	Support for professional development
5	Opportunities for advancement
4	Level of compensation
9	Other

24a. If you answered "Other," please explain:

25. Are you invited to attend relevant unit meetings?

- ☐ No (27)(4%)
- ☐ Sometimes (143)(24%)
- ☐ Yes (13)(2%)
- ☐ Prefer not to answer (421)(70%)

25a. If you answered "Sometimes," please explain:

26. Do you attend relevant unit meetings?

- ☐ Yes, it is required (284)(47%)
- ☐ Yes, it is optional (175)(29%)
- ☐ Sometimes (102)(17%)
- ☐ No (26)(4%)
- ☐ Prefer not to answer (14)(2%)

26a. If you answered "Sometimes," please explain:

27. What is your gender?

- ☐ Male (182)(30%)

- ☒ Female (391)(65%)
- ☒ Transgender (1)(0%)
- ☒ Prefer not to answer (26)(4%)

28. What is your age?

- ☒ Under 30 (38)(6%)
- ☒ 31-40 (139)(23%)
- ☒ 41-50 (156)(26%)
- ☒ 51-60 (178)(30%)
- ☒ Over 60 (60)(10%)
- ☒ Prefer not to answer (30)(5%)

29. What is your highest level of education?

- ☒ High school diploma or GED (30)(5%)
- ☒ 2-year associates degree or trade school (39)(7%)
- ☒ 4-year college degree (172)(29%)
- ☒ Master's Degree (262)(44%)
- ☒ Ph.D. (46)(8%)
- ☒ Other terminal degree (e.g., MD, JD) (22)(4%)
- ☒ Prefer not to answer (29)(5%)

30. Do you consider yourself a member of a minority group defined by the following? (check all that apply)

- ☐ Yes [check all that apply] (68)(12%)
- ☐ Race (40)(7%)
- ☐ Ethnicity (41)(7%)
- ☐ Ability (14)(2%)
- ☐ Sexuality (41)(7%)
- ☐ Religion (36)(6%)
- ☐ Other (Please specify) (31)(5%)
- ☐ No, none of the above (381)(65%)

☐ Prefer not to answer (55)(9%)

30a. If you answered "Other," please specify

30b. If yes, do you perceive that you have been treated negatively due to your minority group status?

☒ No (245)(15%)

☒ Yes (Please explain) (43)(15%)

30c. If you answered yes, please explain:

31. If you were able to change anything about the conditions for professional faculty at OSU, what would you change?

32. Please describe any issues you would like to mention about your appointment that were not addressed in this survey?

## **“WE POWER ORANGE”<sup>1</sup>**

### **Appendix B: Qualitative Results**

There were two open-ended questions at the end of the survey. One asked respondents to comment on changes they would like to see at OSU related to their employment and the other asked for comments on any issues that they felt had not been addressed elsewhere in the survey. The responses to the first of these questions are found in Appendix and are reproduced verbatim. They have been edited and parts have occasionally been redacted to preserve anonymity. Mention of specific programs, individual administrators, personal histories, and the like have been omitted. A few comments could not be sufficiently edited and have been excluded altogether.

#### **If you could change anything about the conditions for (instructional faculty, research faculty, professional faculty) at OSU, what would you change?**

There were a total of 294 responses to the question, 100 from instructors, 96 from research faculty, and 98 from professional faculty. All three groups touched on similar issues although specifics vary a bit from one group to another. Many respondents mentioned multiple issues. In order to analyze the data, responses for each faculty group were organized according to the issue mentioned first in the comments. The presumption is that the first issue mentioned is the one of greatest concern to the respondent.

Comments have been grouped into a number of common themes: Positive Comments, Respect, Salary, Job Security, Opportunities for Advancement, Work Load, University Policies, Institutional Support, and Communication/Transparency. The two most important issues for instructors were salary (32%) and job security (13%). The two most important issues for research faculty were job security (30%) and opportunities for advancement (19%). The most important issues for professional faculty were salary (29%) followed by respect, job security, and university policies (each at 13%).

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<sup>1</sup> A preliminary report by the OSU-AAUP and the Faculty Status Committee

## **Appendix B**

**Pgs. 2-12: Instructional Faculty Comments**

**Pgs. 13-22: Research Faculty Comments**

**Pgs. 23-30: Professional Faculty Results**

### **Appendix B1**

**Instructors - Q43 - If you were able to change anything about the conditions for instructors at OSU, what would you change**

#### **Positive Comments (n=3)**

No complaints at all about the [College of X]. OSU is a great place to teach. My boss, [XX], and my big boss, [XX], are helpful, supportive, and committed to the excellence of OSU.

I am treated quite well. No complaints other than those that full-time faculty would mention.

My position has been wonderful so far, but I imagine there are many positions that are created and removed based on short term needs. I wish more departments could create stable sources of revenue as the department of [XX] has been able to do to support their projects and improvements.

#### **Respect (n=10)**

I would like to see more respect from the tenure track faculty.

The culture in institutions of higher learning that tenured faculty are a privileged class among others who share their responsibilities.

That they were not treated as second class citizens

Instructors are the work horses of the institution, the ones actually doing the educating.. They need to be viewed in the same light as tenure-track faculty in regards to the work they do.

As was noted in the e-mail regarding this survey, "Fixed term instructors, research and professional faculty members are a vital parts of the OSU community." We should be treated as such, but we are likely to be treated as expendable. Tenure should be available to us but with different criteria. Obviously we do not have the time (nor is it part of our position description) to do research. Tenure then would be based upon our performance as Instructors.

Additionally, Instructors who are long-term members of their unit should be considered for raises at the same rate as the tenure-line faculty. Instructors already start at a significantly lower salary, but then are penalized for not doing research by not being eligible for raises that go to tenure-line faculty. As an example would be the recent round of Compression raises that did not include Instructors. Chances are good that Instructor salaries are even more compressed than tenure-line faculty salaries.

I think it's important to remember that land grant institutions were charged with educating residents of the state. In my unit, it is almost entirely Instructors and GTAs who teach the undergraduate curriculum. Our tenure line faculty teach one undergraduate course a year. The burden then of educating the masses is left to Instructors. If this is the standard, then they should at least be recognized for their contributions by providing job security and financial equality.

Improve colleagues' level of respect and value

I would try to change the fact that we are often looked down upon, by TT faculty and administration, while we do the bulk of the teaching in 1st and 2nd year courses, and do a very good job of it.

I have provided a professional product to the University for many years, I want to be treated professionally in return. The situation of teaching instructors at OSU is an abusive situation. I have taught here 23 years and remain one of the highest reviewed teachers on campus, but have never been offered a promotion, a merit pay raise, or even been recognized by my colleagues for the quality of the work I provide - often teaching over 900 students per academic year. I love what I do at OSU, despite being in a teaching position I still publish, yet it is frustrating to be constantly teaching every term and have no financial or insurance security term-to-term. I do massive amounts of teaching and student contact hours, am asked to participate across the campus in non-teaching and non-compensated activities, yet don't know what my income will be next term or if I will be insured. My colleagues can afford to live at a level of financial and health security well beyond my means, while I'm asked to do a work load often more encompassing than tenure track colleagues. It sucks...but it's the only game in town.

Treat them with more equality. Ego should be left at the door! For instructors who stick around, better wages, vacation pay and/or better summer appointments to be able to make ends meet. Especially for single householders like myself who do not have a partner at OSU earning income. Unfair that someone can come in with a PhD and earn more than I do in the first year, when I have given [XX] years to OSU. Also, I came to OSU because I was accepted into a PhD program and needed to teach in a different program to pay the bills. I was told by Grad Office I couldn't do both, so had to drop PhD program as I would have no money to live on. Ended up just teaching at OSU and felt stuck because I couldn't afford to leave. I feel ripped off. I do love what I do, I devote hours of unpaid time to my students, and I have chosen to stay, but better pay and respect would make it more worthwhile. I don't even attend department gatherings anymore because I feel that I get snubbed so often it is embarrassing and makes me feel bad about myself. I would also like to be able to develop professionally, but when would I ever find the time or money to do that? So, I feel that all my career goals have been washed down the toilet and now I am nearing [retirement age], there is no chance of recovery. At best, I see myself trying to keep my job until I am at least 75 just so that I don't end up on the street.

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, relative to the research faculty. It would be more appropriate if the culture would change so that instructors were treated as faculty who choose a different emphasis in their careers, rather than inferiors to the research faculty. 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.

### Salary (n=32)

OVERALL SALARY INCREASE IN RELATION TO TENURE TRACK FACULTY. INSTRUCTORS ARE SEVERELY UNDERVALUED BY OSU IN TERMS OF SALARY

Adequate compensation structures which reflect teaching experience, educational attainment, and extramural research. I have [XX] of teaching experience, a Ph.D. [XX] and regularly publish in scholarly journals, yet my pay is the same as other instructional and professional (non-instructional, non-tenure track) employees. I supply my own computer, share an office, and do not receive adequate support to attend professional conferences. I feel like I positively contribute to my department, school, university, community, and state, yet have NO opportunity for job security, advancement, etc.

The salary. It is far too low and while other faculty are getting raises year after year, we get nothing. For part time instructors we should go back to the earlier system when we could raise the cap and be paid per student. After all, why limit us when we do not have the same on- campus and committee responsibilities as regular faculty? Year after year I receive excellent evaluations but what does that matter? No one says anything to me and I have never had a bonus or merit increase in [XX] years.

The instructors in our unit need better pay and job security.

I would like to standardized pay based on merit and service across our college.

Salary. I'm a senior instructor teaching 3000+ students/year. My salary is less than 75% what first year tenure-track faculty are compensated (less than 50% what the tenured faculty in my department make), and I have a year to year appointment. My course brings in about \$1.5M in tuition dollars/year, yet my salary and appointment are significantly lesser than the "faculty" I work with.

Compensation for work done and level of contribution rather than having a ph.d. Or not

I would like to see equal pay for equal work. Instructors in my department routinely work more than 40 hours a week with 18 contact hours and grading. There is no life/work balance with this type of work. Our letter of appointment assumes we can complete our work in this time, but that is never the case. So, I would reduce the contact hours for instructors in my department.

Salary, decreased teaching load/student caps

more pay to reflect the importance of our contribution to the students and OSU

Increase pay. I have to work another job to support me and my child because my full-time job at OSU does not pay enough.

equitable pay and teaching loads

More clarity on contracts and set rates for teaching loads.

First, I would work on changing the supervisors' corporation mentality back to an academic one. I believe in keeping it academic and within a team. Simple to change from 'I' and 'you' back to 'WE'. Secondly, instructors in [XXX] are extremely overloaded without any kind of financial or FTE



compensation. Quite a few [XXX] instructors make less money than the graduate workers. I would definitely revisit whatever policy is causing this inequality. Lastly, I would show more appreciation. It is crucial that instructors feel appreciated instead of being left out in the cold.

The salary structure is based upon lecture hours taught, not the number of students in the course. This is nowhere near fair: The amount of time/work it takes to run a course with 600 students is far more than what's needed to teach a course with 30 students, but the pay is often the same either way. Particularly with the huge numbers of (poorly prepared) students flooding in the gates of OSU, this is a rip-off to both the instructors and the students. Either hire more instructors and cut our class sizes, or pay us on a per-student basis.

Pay equity. Transparency (of pay for example.)

Pay and parking. For part time instructors who are in and out, the parking situation at OSU is very expensive and still hard to find parking.

Equity in pay and benefits.

Increase the salary

Personally, I negotiated a low rate of pay when I first joined OSU. Now all pay increases (cost of living or promotion) are percentages which means those who negotiated a higher initial salary, get paid more for every pay increase. I work as hard as anyone else and would like to see pay raises be equivalent and not based on percentage of base pay. Either that, or bring all field faculty salaries into a comparable range. It's very disheartening to hear that full professors who make a much higher base pay have been given increases across the board, while those of us who dedicate our lives to the university without campus amenities are dismissed because of lack of funding. Then, to give campus faculty the opportunity to earn more income with outside contracts and making it a conflict of interest for field faculty to do the same is clearly discriminatory and unfair. Faculty is faculty and on campus or off campus should not determine opportunities or benefits.

I would allow for merit and equitable increases in salary and status for all faculty. I am fortunate that I am eligible for social security to help me survive the last round of budget cuts. But I would hope that no younger instructor will teach for [XX] years with outstanding student evaluations and substantial international publications and still earn the salaries that OSU now pays its instructors. Perhaps you are aware that OSU is on the Human Services Resource list for 2008 at one of the top ten employers in the state whose employees are paid so little they need to draw food stamps. In terms of [my unit], I would also like to see teachers rewarded for mentoring other teachers--we could afford a very large cutback of [XXX], who ARE earning substantial salaries and benefits. Of course I am biased, but I think it is the teaching that counts and that is what we need to support.

Higher pay for everyone! After working in the private sector for 30+ years then returning to academia, I realize the huge gap in compensation for value delivered.

More transparency with salary ranges and more help for [XXX] faculty with promotion and tenure.

Slightly higher salaries.

I would like to see a salary schedule. This would help keep talented people from looking for better pay elsewhere.

Pay and sense of being respected

better compensation for "adjuncts"

That we be paid relative to our experience in the subject we are teaching.

compensation and respect

Increased pay.

More transparency regarding pay and potential pay raises.

higher pay

### **Job Security (n=13)**

More certainty about future; more information about how salaries are determined; more feedback on whether I'm meeting department expectations.

Avoiding term by term contracts.

more job security. Instructors are thrown away casually. Recognition of time involved in course development. More TA support. I have lost considerable TA support that was offered to my predecessor, with no increased compensation.

contract length

A much longer contract. I have a year to year contract, and that makes me very nervous and does not promote job security.

term to term contracts

The annual contract renewals. I would make it at a minimum 3 year contracts so that people who require permanent residency can apply and receive their green cards in a reasonable amount of time as it requires 3-6 for some country's citizens to receive it.

Stable employment versus yearly contracts, maybe not necessarily tenure for online positions, but something more stable.

I believe everything needs to be changed. Instructors should be hired on contracts long enough to support some job security (2-3 years, at least), with a guaranteed course load specified in the contract. We should receive regular reviews and raises. I understand the department's need for flexibility, but the anxiety of not knowing whether or not one has a job in a month can be overwhelming. When friends ask me to describe my job, I tell them that living like this is unsustainable. My immediate supervisors

have been kind to me, but the overall climate that demands that departments add and cancel classes at the last minute in order to maximize revenue creates a culture in which instructors do not feel like valued human beings. Instead, I feel like an expendable part--a "processor" of students, rather than a teacher. Finally, I have consciously made my courses easier in recent terms. If students have to work too hard, they're likely to give negative course evaluations, which I fear could jeopardize my re-appointment.

length of contract and salary level

Job security, wages (regular merit and performance based raises and overall level of compensation), respect for the position from "leaders" and colleagues, opportunity to advance/promote and clarification on what is required in order to do so, opportunity & support for professional development~each of these could be a sub-header of "respect for the position...."

After a certain amount of time 1 year contracts should be changed to 2 year rolling contracts. Also on 1 year contracts we serve at the discretion of the chair (only). I'd feel more comfortable if this decision was made by a committee, not a single person.

Job security, and consistent FTE appointment.

### **Opportunities for Advancement (n=11)**

Tenure

A tiered, merit based, system for advancement that includes degrees of security. Ideally I'd like there to be tenured teaching faculty positions for departments requiring full-time teaching positions.

Make the instructor position tenure-track

Provide better definition of the process of advancement from instructor to senior instructor. Create an additional step beyond senior instructor for the most distinguished non-tenured instructional faculty.

1) Titles should be changed from junior instructor/instructor/senior instructor to Assistant Teaching/Associate Teaching/Full Teaching Professor to reinforce the fact that we are part of our departmental/unit faculty. This would still allow for differentiation from the Assistant Professor/Associate/Full (Research) Professor positions. 2) I was told when I joined the faculty in my department that the only available position contracts were year-to-year renewal contracts. This is fine for new teaching faculty positions, but at some point the contract duration should be increased to improve job security and to reflect the value of the individual's contributions within the unit. It is unacceptable to allow someone to dedicate their careers, have excellent departmental/unit reviews and not reward them with increased job security. 3) More opportunities for salary increases...currently they only seem available during the one-time change from instructor to senior instructor promotion.

I would open more tenure-track positions for those who do not wish to be instructors.

opportunities for tenure/professor advancement that do not follow the traditional research model

As an off campus [XXX] instructor there is a separation between tenured (usually hired at least five years ago) and non-tenured-- in salary as well as rewards for work and opportunities for advancement. Steps are being made to address that on paper, but the actual time and mentoring for instructors to work towards advancement are limited, or not yet developed and programmed.

Increased opportunities for advancement, beyond Senior Instructor.

Staff development opportunities, need evaluation of job performance, more consistent support service (clerical, etc.)

make it possible to convert to another rank (instructor to professorial track, for example) without the need for a full national search. let instructors always serve and vote on P&T committees. ensure that instructors are not held to the same performance expectations as tenure-track faculty while getting paid less (same job=same pay).

### **Workload (n=9)**

In [XXX] --end instructor involvement in new student testing and registration--these duties can be done by administrators, leaving instructors free to prepare for their classes.

Specifically here in [XXX], workload (teaching hours) and salary. I would go so far as to say our workload is affecting our health and well being. We often wonder how this can be and whether OSU [XXX] is truly aware of instructors' situation (I have been here almost [XX] years.)

The workload. OSU created a separate, but unequal, category for [XXX] instructors so that it could require them to work longer hours even though the work tends to be far more labor-intensive than in other disciplines [XXX]. It's as if OSU said, "You're not low enough, so let's create a separate category that will allow us to exploit you more so we can make more money." It's lower pay for more work. Whether it's technically legal or not, it's unfair.

The workload is very high. The transparency of the decisions affecting us is very low.

### **THE FTE AND BENEFITS.**

lower the number of courses taught per term. Three courses, with a full load of graduate student advising, service to the university, college and community and required committees is too much.

The opportunity to teach more classes. In many ways I, as a part time instructor, believe it is to my department's unwillingness (because of budget constraints) to pay for benefits).

I would reduce teaching load. Three classes a term should be full time. I am a much better teacher, and can provide much better more individualized instruction when I have 60 students each term than when I have 90. I see the places where I can provide more, but just don't have the time if I'm going to proportion time equally among my classes.

The teaching hours that are expected. 18 hours of instruction per week is too high in order to do a quality job and not get burned out. Also, for there to be more time to plan between terms. You can't take vacation and be expected to plan during your vacation. Planning is work!!!

### **University Policies (n=10)**

being informed timely about the teaching load; being sure that when offered to teach the section - it will not get cancelled shortly before it is supposed to start; being able to negotiate salary for upper division courses; having access to benefits; job security

Provide a basic level of support and standards. Each unit appears to have different policies, procedures, and methods of interaction based on tenure-track faculty interests with little or no regard to needs of instructional staff. It feels as if I exist between the cracks.

The last several years have seemed very chaotic. No one has seemed to know where the university or my department is headed, which of course means that I have no idea if I'll be employed by OSU from term to term. Sometimes I've not been sure who is in charge.. I believe that having the number of courses I taught cut back dramatically had very little if anything to do with my actual job performance, and if and when I lose the little bit of teaching that remains, I doubt that it will have anything at all to do with my job performance. If I were God, I would shift the focus at OSU and all other public universities strongly to teaching, institute a strong program of teacher evaluation, and base hiring, promotion, and retention much more strongly on teaching. But I doubt that even God could move universities very far in that direction.

Better orientation to the university campus and activities. Opportunities for part-time employees to buy into health/dental insurance. Better access to the academic community - any sense of connection to other Instructors couldn't hurt. Better orientation to academic policies, especially available services, e.g. exam proctoring, and contact information to direct students to mental health services, writing assistance, academic integrity policies, etc.

Maybe better resources for connecting with units or schools that need an Instructor to fill 1 or 2 classes. I might be a good instructor theory or methods classes in other units, but I have to submit my CV to each unit and follow up to see if there are any openings. Plus, schedules change at the last minute. A central database for units to match available Instructors with course needs would be useful.

Option to be paid over 12 months instead of 9 months when offered a 1-year contract.

working hours, offices, and salary

We need a union

the cost of health benefits. the respect at the university overall for the critical work instructors do at OSU. Not everyone is as well-treated or respected as I am.

I would like to be able to receive benefits, or to choose benefits. My husband also works in the OUS and we are hoping to be able to take advantage of the tuition break when our children start college. Since he is the only one who is currently receiving benefits, it is my understanding that we will only get a tuition break for one child at a time. I would like to see this change, especially since I also work for OUS.

### Institutional Support (n=10)

I don't have a computer to work on except my own personal one which I must lug around everyday. I can't leave it at work because my office is communal and insecure. People have been known to lose personal items. I'm provided one computer which I must share w [X] other office mates which means that no one uses it out of politeness to someone who might need it to print. Half of my office mates complain about their personal computer breaking down. To fix the problem, they would need to buy their own! That's bullshit. Instructors in my dept don't get opportunities to teach over the summer or are given no indication on the status of their next year appointment since it is based on need. This is a situation ripe for a union and chronicle article. Most job contracts at other institutions are worked out by the fall term of the academic year before. And please don't tell that [the administration] wants to do merit raises. That would make all of the complaints even worse, when there are issues that impact everyone. Merit pay is a way of focusing on an individual's teaching without helping the overall climate and betterment of the entire community. I'd consider quitting if this is the solution to the above problems

It would be nice if instructors in my unit were eligible for tenure and sabbaticals. There is wide variation in how fixed term faculty are dealt with between units.

gain access to opportunities and mentoring currently received by tenure track faculty.

I believe that those of us who teach [off campus] courses, but live and work off campus, are not well integrated into the faculty world of OSU. We get no support for equipment, e.g. computers, are not subject to benefits, etc.. (I cannot remember ever being asked if I wanted a computer) . While I get notice of online support, I do not have an on campus "mentor" who can advise me how to gain on campus support for my needs as an off campus person, i.e., my department chair is a fine person but has inherited me and, I am sure, has more than enough to do for [his/her] on campus faculty. There is so much I learned over the years by wandering down the hall and chatting with other faculty about how they are getting things done. I would suggest that [XXX] create mentors who help set up Skype type communication with off campus instructors on a regular basis, as colleagues, advisors, and helpers about what is happening on the "online campus".

I would like to be recognized and rewarded for my considerable professional work and publications. Because no part of my appointment is for research, my research/writing is largely ignored, and this is true for many instructors in the department. I've heard tenured faculty justify this by claiming that our jobs don't depend on our publications, but to be doing our research and writing on top of all the work our jobs depend on (twelve courses per year, as compared to four or five for tenured faculty) -- that makes it even more challenging, and our accomplishments should be noted. I'd also like to see better teachers get recognized and rewarded. Some of us work very hard and are good at our jobs; others don't work as hard and aren't as good. It's frustrating for everyone to be lumped together like a homogenous mass when there is such variation in how we approach our jobs and the results we achieve. In [XX] full years at OSU, I've never even been observed in the classroom.

Professional development

More training in teaching methods

Classrooms. My classes are usually pretty large (>150) and the classrooms I teach in are sometimes hard to teach in for such a large size. [XX]

I have no office, no phone, no place to meet and work with students or interact with faculty in my department. My "office hours" are immediately following my lectures. I have lost benefits for me and my family and have to work 2 jobs (and its accompanying workload) to get the same pay as tenured faculty with out the support. I respect and feel I have the support of my dept. head, who is exceptional. [S/he] keeps an eye out for me and attempts, to the best of [his/her] ability, to help. I want to advise students, serve on committees, provide service to University and have access to much needed resources. However I am not allowed. Theses are just some of the things I would change. Thank you for the opportunity to comment.

In the [XX] Dept. we need more space. Some people have no office space, and many have to share offices (4-5 people). For job security, it would be great to have a 5-yr appointment instead of a 1 yr. contract. And lastly, I would like to receive benefits after teaching at OSU for [XX] years.

### **Communication/Transparency (n=2)**

I would like more clarity; I think the lack of clarity I have about job expectations and future plans is likely a function of my off-standard hours on campus.

Increased communication w/ unit leadership about expecatations.

## Appendix B2

### Research Faculty – Q42 - If you were able to change anything about the conditions for research faculty at OSU, what would you change?

#### Positive (n=4)

Nothing, I'm very satisfied with my position.

Nothing. I'm happy with my work, work culture and supervisors.

Nothing.

My position is great but I also recognize it is very unique. It is unique and wonderful due to the nature of the work as well as my boss.

#### Respect (n=7)

change the dominant culture of tenure-track that relegates us to second class citizenship

The perception that they aren't "as good at" research/the academic life as tenured faculty

We are low on the hierarchical ladder at OSU. A lot of the time that can be a good thing because we aren't required to do a lot of the department and committee work tenure faculty are required to do and are left to do our research. Sometimes it would be nice to be valued for our part in the bigger picture of the university. There is a lot that research associates can offer to a department or college. This resource seems to be poorly utilized.

Collegiality as perceived by tenured/tenure-track faculty. We all do the same job and have the same objectives. Sometimes we research faculty are much more productive and known in our fields than the T/TT.

The notion that non tenure track faculty are second class citizens and deserve less respect. Very often non tenure track faculty have to work harder to bring in more research dollars to pay a portion of their salary that is not covered by the unit. The lack of job security requires individuals to maintain a level of teaching and research activity that not all tenure track faculty have to maintain especially once they acquire tenure.

I do not feel a part of the OSU community at all. As soon as funding for our research program is lost, I am gone, regardless of years of service for OSU, the department, and the PI, or of the amount of money and/or recognition my work contributed to the same. I do not feel that the administration cares one bit for employees of my status.

I'd like us to be acknowledged more explicitly as making a dynamic and valuable contribution to the research and infrastructure of OSU. All of us are working hard to support ourselves and our staff with grants--if we can do so, it shows that we have a certain caliber to our work.

#### Salary (n=14)



some institutional salary support

Pay and Job security are the major concerns for every professional scientist that I know. The environment of cost minimization in government financed research and development will surely undermine the position of the United States in the coming years relative to other developed nations.

Guidelines or schedule for salary increases. Preferential consideration when applying for other OSU jobs if funding runs out.

Better pay and greater autonomy

Reward for contribution. Give deserving non-tenure track research faculty tenure track positions. There are research faculty who also teach, advise students, serve on committees, lead, are doing all things tenure track (should) be doing. Ditch the dead wood tenured faculty and given the high-accomplishing non-tenure track faculty the tenure track jobs instead. Stop doing international faculty searches and giving giant start-up packages, only to have those faculty leave for greener pastures in a few years. You have talented, productive people right here, who could do even more if they had job security.

Research faculty compensation needs to be reviewed across departments/units. There is a huge disparity in salary from one research faculty to another. Research faculty serve an important role in the success of their tenure-tracked supervisors via support for publication and instruction. Compensation needs to better reflect this dependency

More opportunities for advancement and pay increases. I received a 10% pay raise [XX] years ago when I was promoted to Senior Faculty Research Assistant. I've won [a university award] and I still make less than 50K. I've devoted [XX] years of my life to OSU and I think I'll have to work two jobs to make ends meet and that makes me sad. I started at a salary of [XXX] not realizing I could negotiate and I've never caught up. Our department secretary that has been here less than [XX] years makes more money than I do. Don't get me wrong, I love my job and I wouldn't trade it for anything else and I do feel that I contribute to leading edge [XXX] research and that makes me proud in a way that money can't. I think that OSU takes better care of the classified staff than they do the people that are working hard to make this university a top tier research institute.

I would allow research faculty to give themselves salary raises as their grants allow.

OSU support via bridge funding between grants, more opportunities for training

Having bridging funds for when outside funding sources are not available.

Make step increases in salary for qualified employees routine.

Provide institutional support to cover gaps between grants.

Salary

Compensation raises have been non existent for the past 32 years. The salaries for SFRA and SRA is the most inequitable in the university. There is a definite hierarchy at the university that serves the tenure track faculty position, often over other concerns, even the students.

### **Job Security/Funding (n=29)**

The general level of funding and support for research needs to be increased but that is an issue goes well beyond OSU.

Make certain that people hired in these positions understand the expectations and limitations of the hirings. I have always realized that my job could be terminated at any time because of lack of funding. However, I have worked with my supervisor to insure funding, and we have developed new projects to maintain my employment. I have also felt comfortable asking for pay increases when they were available and asking for opportunities for professional development. I believe that one of the keys is being able to communicate needs/desires/expectations/problems of the job with my supervisor so that the workload is manageable, pay is sufficient, and obligations are met.

More university support for small expenditures related to performing my job. For example, increased availability of small grants for technology equipment, small travel grants, etc.

A sense of support that the University is trying to find, promote, initiate, funding opportunities for more research. The pool of available funds seems smaller and smaller, and pursuit is largely individual, rather than fostered by the college.

A little more transparency into funding that supports more position would be appreciated.

Indirectly, I would like to see more public and governmental support for research in general.

More (i.e., some) opportunities for continued work given successful job performance

Job security, compensation, integration with the department, in that order.

Would like more job security.

It would be wonderful if there was some way to have "bridge" type funding for those longer term research faculty. Often there can be one or two months between grants and contracts, and it makes job security and benefits nerve-racking.

The most important thing to me is the continuation of federal funding. Without that, I have no job. Other than that, I need to have adequate office space. Space in my department is tight and I was nearly moved to another building last year, which I strongly opposed. Fortunately, the move never materialized and I remain close to the facilities and students that are part of the research.

More stable funding, perhaps from an endowment.

more job security. not knowing if you're going to have a job from one year to the next is a nailbiting experience, EVERY YEAR.

ANYTHING? I'd roll the clock back to the day when the federales gave us wads of cash and said, "Go forth and do good work." The competitive grant process is tasteless.

Better job security

job security...

Have more job stability

Increased job security

Longer term contracts. If you are unable to find work at OSU within 6 months of losing a job there, you won't lose the benefits from the Tier you were hired at if you are rehired more than 6 months later. It can mean loss of quite a bit of retirement. At least it would be better if you wouldn't lose what you already put into the system, even if future contributions were at a lower tier rate.

At least 0.5 FTE committed from the OSU, so that there is a sense and security for me to continue as a professional especially in this environment, when getting federal grants are becoming more difficult. Having not to worry about end of my affiliation with OSU ends up with the ending of external support will provide a security and sense of belongingness to the University where I work, and tell me that University does recognize my value as a professional. It will bring independence and self-dignity and better working conditions for me, so that I can try some more challenging ideas. Having that economic security will make me less miserable and reduce some of the personal workload at home, because I will have more money to purchase services.

Increased opportunities for funding, more say in departmental matters, more cohesion with department (we need to all be in one building on campus, not spread out over 4-5 places)

We need more job security and methods to help bridge grant funding. If we are facing a funding shortfall or termination because a grant ran out, we have no established network to find new positions or to add to our skill bases to apply for some jobs - it's easy to become pigeonholed too quickly.

I don't know how, but I would provide long-term job security. Planning one's life around a 12-month contract is unnerving, and it is difficult to feel comfortable settling down in a town where your job is intended to be permanent, but there is no documentation of such. It's also difficult to make decisions about starting a family in that scenario.

1. Change the climate and the context, starting with security and pay. 2. Allow fixed-term research faculty to pay themselves a risk premium, which may be a higher pay rate than tenured faculty or other University (State, centrally, formula) funded faculty and staff. Fixed-Term Faculty have less security and often a restricted amount of time to earn income based on the timing of the grants they generate or work on. At the same time, many of these fixed-term faculty attract and secure the funding to pay themselves, other fixed-term faculty, students, staff, and the University (through overheads, multiplier and spillover effects). If a fixed-term individual's (PIs) grant can support the higher pay (and many can), this risk premium could add 30% to a paycheck. Of course, when the money runs out, there is no job. Individuals can make these decisions for themselves (PIs, with the fixed-term faculty on their grants), balancing the time and funds available in a grant much like a small business. The question asked pertains to research faculty, but the answer could influence pay for other fixed-term faculty. For example,

different pay decisions affect those not on grants, such as instructors, who are often poorly paid and mostly women. 3. Create security for fixed-term faculty who have served many years continuously (or more or less continuously) by establishing a soft "tenure" system of scaled central support. [XXX] does this type of thing but it could be better institutionalized and governed more democratically. The University of Arizona years ago converted its senior research faculty to "regular" faculty and brought down the divide between the classes. That change enabled many careers to develop and grow that otherwise would have been kept down. One Auburn University Dept offered some of its fixed-term faculty "tenure" (they called it this but perhaps it was central support) after 20 years of service. OSU tenured its extension agents. Great and fair things are possible with an open mind and willingness to change. Central support could be scaled from 10% to 50%, depending on various metrics (e.g., years served, grants brought in, overhead paid, student outcomes, service hours, etc). I suggest 50% as the top amount, for both this scenario and for changing tenure altogether. 4. Using the discussion on fixed-term faculty to drive a larger discussion on whether full tenure should be the main model for this university going forward. I suggest it is not. The modern university has changed. The growing research footprint at universities especially has changed the landscape. Many other change agents are at work in our dynamic environment. Plus, most non-tenured/fixed-term jobs are held by women, in a far higher proportion than tenured jobs. (The classified staff designation also could be revisited). OSU needs to look at this entire situation. Maybe half tenure would work better, for all faculty.

Due to the limited number of tenure-track appointments, create mechanisms that would increase job security for those of us in Research Associate, instructor and other positions. Not something as secure as tenure with a life-long appointment, but something where departments/colleges/provosts could contribute, say, 0.25 FTE of a salary for duties performed by that person. This could be teaching, service on committees, etc.

I would appreciate a little job protection from OSU directly, not my college. My supervisor can fire me at any time for any reason and simply say "I ran out of money" instead of whatever the real reason is, so I am completely unprotected from my supervisor. I have witnessed it happen to at least three other FRAs in this college (not my lab) and the dean of our college deemed it within the boundaries of the PI's jurisdiction. Salary increases are sporadic and low, promotions occur once every five years and require many documents and a 12-month review process by committee. So it's possible to be nominated for a promotion after five hard years of work only to not receive it because a 12-month appt ran out before the review process completed. With all the additional overhead going to OSU from the proposals my lab wins, it's unbelievable we FRAs don't have more support from the university. I am essentially a fixed-price fixed-term mercenary hired to execute OSU research to the best of my abilities as long as it works for OSU which is determined by my college and ultimately my supervisor. There is no negotiation, there is acceptance of these facts or there is the door. So let me phrase this question a little differently for you - if I'm good at my job, excel in all facets, further the boundaries of technology and research in my lab, and am respected amongst my peers as a hard worker and good scientist, what incentives do you give me to stay?

Stable funding, professional development opportunities could be improved.

I would create a talent pool where research faculty could land in between allocations of soft money, getting paid at their most recent pay rate for 3-6 months from a College-level fund. It would create a bridge increasing job security and an opportunity for similar faculty/programs to pick up talented locals rather than recruiting from outside the University system when they have openings. We lose talented

people every year because they can't stand the job security situation. A world-class research institution needs mid-level managers, mentors, and research coordinators who choose to make it their career.

Stability of the position and more open communication between professorial faculty and fixed-term faculty

### **Opportunities for Advancement (n=18)**

1) Another promotion level for Faculty Research Assistants (currently there is only one step up). 2) Implementation of a campus-wide "FTE Marketplace" to alert PI's with short-term work needs to the availability of Research Faculty who are working less than full time. 3) A competitive funding pool for travel to conferences or professional development opportunities related to our professions.

The conditions research faculty work under at OSU vary. If research associates are to be treated as postdocs or on a track towards a research professor position career development must be considered by the university much more seriously. If they are to be treated as technicians, then a mechanism for them to be moved to more permanent positions with more consistent salary scales is necessary.

Ability for advancement

Two things: the fact that there is only one promotion that a Faculty Research Assistant can obtain (to Senior FRA), and the deplorable "laboratory" conditions in which much of [XXX] works (e.g. xxx,xxx,xxx).

More opportunities for FRAs to be promoted. So instead of the current system where you can only be promoted from FRA to SFRA, I would like to see at least a 3 tier system, eg FRA I, FRA II, FRA III.

Encourage more internal searches. If there are qualified people already employed at OSU that have available FTE, it would be nice to be given some priority in filling it out. Having multiple part-time employees seems wasteful in terms of resources and space.

Refocus the non-tenure path on the professional experience and trajectory. This position should institutionalize the ability to grow and develop as a young professional in a positive way. There are too many roadblocks in place by which navigating around or over distracts from my productivity and success. Many of those roadblocks are built by TT faculty, others by the OSU institutional structure. Those roadblocks include a variety of small funds available for research and travel, research exposure to intra- and inter-departmental environments, and a pervasive laissez faire attitude about non-tenure track scholars research success and professional development by faculty at the departmental and college level.

Opportunities for professional development and growth should be an OSU policy, and provided by all OSU colleges to research faculty irrespective of funding source. There should be a mechanism to allow a young scientist to teach and write grant proposals, should they so desire. This should not be left to the discretion of the college dean.

Professional development funding for skill specific training. Many faculty members could benefit from courses offered at other institutions and bring those skill sets back to OSU and strengthen their departments.

Opportunity to transition to tenure track other than applying for open positions like any outside candidate.

I would make wages, raises, and promotions a more transparent process and somehow less grant-dependent. I have worked here for [X] years and only found out last year that I could be promoted if my supervisor put me up for it, however they do not want to because it comes with a mandatory raise that the grant cannot afford and keep me employed. The benefits (leave, retirement, insurance, etc.) are one of the major reasons I do not seek employment elsewhere where both take home wages may be higher.

A large portion of my job is field-based and unpredictable, which is fine; however this limits my ability to take classes to advance my professional standing. I greatly appreciate the Staff Fee Privileges (Tuition Reduction), however I am unable to use this benefit due to my irregular schedule. I would like to be able to use this benefit for ONLINE classes.

More opportunities for advancement

1) More options for professional development, especially software work shops and conference funds 2) OSU starting pay for FRA's seems 15-20,00/yr lower than other universities once hired at a rate, it is hard to get promotion until qualified for SFRA even though skills and experience are expanding 3) There should be more research positions between FRA and tenured positions, more advancement through mentorship rather than the old school phd route (aka hazing and weeding out process), especially for women who would like to balance their family and career goals.

More opportunities for advancement. We only have Faculty Research Assistant (FRA) and Senior FRA. At UC Davis they had ~7 levels of advancement. If I cannot advance in my position I will go somewhere else where I will be compensated for my talent and hard work.

I recently received promotion to [XXX]. This came about only at my instigation and the process that was required to evaluate my fitness for promotion was developed from scratch. I would very much like to see OSU more thoroughly define the promotion infrastructure for Faculty Research Assistants and establish a culture wherein Faculty Research Assistants receive the support that they need to know of promotion possibilities and the procedure for evaluation therein.

More opportunity for professional development. I am able to attend conferences and workshops because I pushed, not because I was offered the chance or encouraged to seek out opportunities. My supervisors could be much more proactive in encouraging development of staff, rather than focus on themselves and on students.

Create and regularly announce clear, well-defined opportunities for professional development for FRAs. Faculty Research Assistants, appointed at 1.0 FTE, are FULL-TIME employees and should be regarded and treated just like other full-time individuals, regardless of age and experience. If there are unoccupied offices sitting empty for months and months - we should be equally considered for this workspace granted we have qualifying evidence of need for such space.

### **Workload (n=2)**

As salaried faculty I often work 50-60 hrs a week during the busy part of the year, usually June to October. The rest of the year I work 40-45 hours a week and any time off I take I use vacation hours.

Therefore I do not feel I am being compensated for the extra work hours I work. I would suggest there be a way to accrue comp time.

Have official FTE reflect reality.

### **University Policies (n=11)**

I would change job descriptions to reflect service time, and that if grant funded that portion be covered by OSU. It would also be good to see some internal funding opportunities for research assistants.

I think we should have union representation

Institute best practice policies for nontenure track faculty consistently across departments and units to ensure yearly performance appraisals, to recognize and reward excellence in nontenure track faculty and to remind search committees for tenure track positions not to discriminate against people with nonlinear career trajectories. To ensure consistent access of nontenure track faculty in all departments to career advancement opportunities. To institute multiyear contracts for long-term employees with high levels of expertise.

The terms of the appointment are continually disappointing. I would leave the position, except I am committed to being in Corvallis for other reasons.

I believe the answer to this really is Department/College Dependent--perhaps more importantly, Principle Investigator (supervisor) dependent.

This is specific to [XXX] only--the positions were not carried out as described when I was hired. See previous comments.

abolish tenure for all faculty

Make the interactions between various campus agencies more efficient, such as the IRB, IACUC and business centers. Increase salary and benefit support, with more timely salary increases and set minimums for increase over a specific length of time. Make contract renewals occur in a more timely fashion, with greater transparency. More funding for professional development that is not necessarily related to class or teaching development. A requirement that research faculty play some role (even advisory) in departmental decisions. Support of interdepartmental collaborations, perhaps with small research grants. Temporary support of research faculty that lose positions due to unexpected changes in research funding. Requirements of all faculty for service within their unit or to the University, (i.e. less unequal distribution of such activities). Anonymous or semi-anonymous grievance process, or better methods of dealing with ineffective or inefficient workers

I would like better maternity care coverage, more and flexible maternity leave, on-site day care included in benefits

### **Institutional Support (n=7)**

The grant application process should be streamlined and totally electronic.

Institutional support for infrastructure so that everything works as it is supposed to.

Office space availability and attitude toward Faculty Research Assistants. For the seven years that I worked on-campus (I now work remotely and telecommute), I shared a "bull-pen" style office with seven graduate students. We were not allowed to have a phone in our office, even to share. My job description at the time required quite a lot of phone use to coordinate field crews, to correspond with other governmental agencies, and to conduct phone interviews for hiring. Report writing was also a major part of my job description. It was difficult to carry out many of these duties in a professional manner under the office conditions I was given. It would have meant a lot to be viewed by my department as a professional and as a more permanent part of the department, rather than a temporary entity (such as a graduate student). I was referred to as a technician by more than one professor, which was a bit of an insult given my education, experience, and tenure (in terms of years of service) with the department.

the maintenance level of the facilities could greatly improve!

I would like to see funding given for basic maintenance of teaching and research laboratories instead of the current university president's rush to building new buildings.

Increased departmental administrative grant budget support

More office space. Every faculty member at OSU should have an office space of some kind, even if it is shared. Also, there should be more opportunities for advancement and promotion, such as the creation of salary tiers based on experience and the length of time at OSU.

#### **Communication and Transparency (n=4)**

More interaction among different research units across campus, especially those doing similar types of research

More communication within the department

Transparency, fairness, a Dean that actually cares about more than just \$ (referring to xxx)..... Communications, and support staff, and the biggest issue is funding, we should have the FTE to successfully run the facility without worrying about whether we brought in enough projects. The Tenure faculty does not worry about it, and they come and go as they please, so in turn, we don't always depend on their participation in day to day activities. most of the time they are out of touch as to what is actually going on day to day.

Break down fiefdom mentality that impedes transparency - clear expectation and knowledge of per diem, meal allowances, professional development opportunities, and an expectation of service in departmental, college, and university committees and structures.



### **Appendix B3**

#### **Professional Faculty – Q47 – If you were able to change anything about the conditions for professional faculty at OSU, what would you change?**

##### **Positive (n=5)**

I like that OSU is bringing in the new Job Classification process for Professional Faculty for consistency

I am quite satisfied with the conditions of my employment, although I work on an equal basis with another professional faculty member and do not receive the same salary. In every other way, I appreciate the collegiality of my environment and the freedom to work at the pace of my own choosing.

I can't think of anything, which is shocking. But...

As I work in fairly isolated circumstances and have no issues myself I can not really say

not sure, free chocolate I guess.

##### **Respect (n=13)**

length of contract rankism (professional faculty are often treated as second class citizens by tenured faculty)

Recognition for professional faculty by other faculty on campus and in compensation.

The degree to which they are counted in the accreditation process. Many professional faculty are INTEGRAL to the success of a program, perhaps even more than some tenured faculty.

I would like to see the number of professional faculty positions grow at least at the same rate as professors/teaching faculty. We have been downsizing our programs and services every year since I began this position. It's a bit disheartening and doesn't send a message that this work is valued.

The profound lack of respect shown by supervisory personnel to their subordinates and peers creates severe morale problems

There is a idea that flows around that professional faculty do not carry the capability to make decisions or judgements on academic related issues because they are not tenure-track or PhDs.

Professional faculty are between a rock and a hard place: tenured faculty on one side and bargaining unit on the other. Without tenure or representation, believe we often are forgotten or somewhat abused by the administration.

Create a culture that values the human capital. Create a civil culture.

I would make sure that the professional stays clearly defined--particularly as it reflects leadership on campus. I am a program lead, supervise staff, and bring in grants/external funds. I'm not sure that the

campus makes the importance of this clear to tenure-track faculty. Related to this, I would ask that there be some form of long-term contract that reflects funding and professionalism as well.

I would elevate the level of respect that should be given to professional faculty. Somewhere along the way professional faculty became second class citizens because they don't (for the most part) have advanced level degrees. Our lack of having PhD behind our names does not make us inferior to the academic faculty nor does it make us less efficient, intelligent or capable. The support given to academic faculty by professional faculty should be appreciated and acknowledged. I'm tired of the air of entitlement that academic faculty take around me and those I work with. It's demeaning.

Overall, I think the work that professional faculty does is not seen on par as the work that teaching faculty does. I think the pay disparities are very high when you start to look at student affairs. In my office, we're all in the same boat with no teaching faculty, so it doesn't seem like much of a problem within our office. I know that would probably change if I left this area to work in one of the colleges.

Respect and appreciation, as a group, for the work that is done and the contributions being made for the good of the University

It was humiliating to be first invited to participate in the [XXX], and then to later be uninvited--told I was not welcome after all. It was tacky, insulting, and unnecessary to be treated that way.

### **Salary (n=28)**

More salary increases and more room for advancement.

Salary and raise equity. My unit is primarily classified, with the professional faculty in more responsible positions and critical positions. However, the professional faculty get raises sporadically, and at a lower rate than the classified staff.

Need for systematic step increases in salary structure.

Salary.

More clearly enunciate pay levels and pay ranges

Salary increase

Typically we are the last to get pay raises. SEIU employees have it bargained and the teaching faculty receive raises based on a number of issues such as equity but it seems that professional faculty are not treated the same and will only get raises as the last group; and if there is no money then we are just expected to deal with it. Also it seems like my department wants to pay everyone the same regardless of experience or time on the job. New employees with no experience make just as much or nearly as much as those who have been on the job longer or have more experience or education.

Level of compensation within the university - needs to be the same.

Compensation of pay equal to my level of skill and others at my skill.

Frozen or delayed pay increases is the only thing I would like to see changed.

I would like to see an evening out of pay range. There is a HUGE difference between units. For example Assistant Director pay is a huge difference regardless of qualifications, supervision, etc. it just depends on the unit you are in.

Transparency of salary structure and increases.

Need a salary scale that is known and tied to market salaries

Better salary

Increased pay...don't feel as if I'm being adequately acknowledged and compensated for having a graduate degree and a level of experience in my field - my salary is nearly the same salary I was earning at a local social services non-profit nearly 10 years ago.

It should be standardized pay not based on what the unit can afford.

Overall I'm satisfied. The only thing I can think of is more realistic compensation. Within it, the staff is expected to perform at a high level with a broad range of skills and responsibilities. I don't think the pay reflects this adequately. OSU must compete for its talent on a national scale, not just a Willamette Valley scale.

More opportunities for merit raises!

More aggressive compensation package, including pay and vacation to reflect that we are here 12 months consecutively and do not get any of the academic breaks.

how salary compression works and that I have to get another job offer to be considered for a raise in my unit.

I would like to see supervisors be able to award compensation and multi-year contracts based on performance. This would require performance evaluations and contract renewal be part of the same conversation.

I would love to receive a competitive salary compared to my peers in other Oregon colleges!

I think the current changes that are happening around a salary structure for professional faculty will be very positive. That said, it has been very frustrating to see how slow this process has been. While other professionals (academic, tenure track faculty) have been allowed salary adjustments and raises, we've been waiting and waiting for this process to wrap up and it keeps getting dragged out. It makes professional faculty feel significantly less respected than other types of faculty.

Pay level

Equal pay for equal jobs across colleges. The wealthier colleges pay their professional faculty more than the less wealthy colleges for the same job.

A fair compensation system. Salary should be based on job duties, similar to the classified system. It should not be based on how much money a department or college has.

Increase the salary

Even playing field for salary for similar positions. I know there is a initiative underway for this already.

### **Job Security (n=13)**

I feel like too much of my time is taken up trying to find funding for next year or justifying my position. I almost wish that my department would say that they don't need or want to pay me, or want to pay for a reduced FTE, rather than the dog & pony show every year, and the stress every year.

2 or 3 year rolling contracts, rather than 1 year fixed term.

Yearly Appointments for Professional Faculty - not knowing if you have a job from year-to-year is a little fearsome

(1) Provide multi-year contracts. If OSU really values professional employees then show them so by an investment of more than one year. Rarely can salary be adjusted much but this seems like a very reasonable request to me. (2) Provide for some type of sabbatical program at least every 5 years. Most of these positions are high burnout and this would really show a desire to keep people long term and that they are valued.

Longer term contracts from one year to two years. However, a unit not satisfied with an employee's performance should have the ability to terminate the contract earlier as needed effective immediately.

a status similar to tenure would be welcome.

I would want the conditions to allow for a more stable working environment. Under current conditions most are on a year to year contract, and this causes a great deal of anxiety because you can be let go for no reason at all.

The job insecurity with annual renewal of contracts

Longer contracts.

Fix-term renewals....we should be at-will there isn't a need for an annual contract. It is actually less beneficial to the institution and doesn't provide fixed-term employees with any additional sense of security. If anything it creates an opposite effect because people worry about their job security every renewal period.

We have no job security whatsoever and though I feel secure with current leadership, that could change at any time. It would be great for professional faculty to have sabbaticals. It doesn't need to be a year long; it could be 1-3 months.

I would give longer contracts to long time employees.

term of contract

Offer longer contracts if performance warrants it. Offer ability to donate earned leave time to others if desired i.e. if someone I know is sick and doesn't have the time to cover their whole need.

### **Opportunities for Advancement (n=5)**

Opportunities to "graduate" to tenure track.

A clearer progression path.

Promotional opportunities for people at the Instructor level - it just seems that there aren't any... Job security for people at the Instructor level - are one year contracts all that are available?

Opportunities for advancement. Unless one changes jobs it's nearly impossible to earn more money, take on new tasks or responsibilities (and be compensated for it). Promotions simply do not occur and makes one wonder why he/she should work so hard if opportunities don't exist for those performing above and beyond.

The opportunity for promotion or some type of advancement

### **Work Load (n=4)**

Less work load

Additional staff at all levels to address the increase in the number of students. Additional instructional faculty has been added over the last several years and additional compensation provided while professional faculty positions supporting students have remained the same or been cut.

Need to stop being dumped on with student performance expectations without adequate funding - our own salary funding, not enough other salaried employees in the unit to do the task, not enough GTA/student staff monies. We know what programs will work, and we want to undertake them, but it is impossible to do more with less when productivity is already quite high. Doing more with less = unfunded mandate = 50+ hour weeks and high stress to eke out only slightly above average results.

Workload. I generally put in 50 to 55 hours a week and still do not get projects completed. In other departments there are usually 2 to 3 staff doing the workload that I have. My performance is often compared to the other departments without acknowledgement that they have larger staff.

### **University Policies (n=19)**

More consistency with job titles. One college will call a position Office Manager, another will say assistant and others will have the same job as an OS2. Doesn't make any sense.

OSU would have a policy of providing annual anonymous feedback to supervisors about their performance. This would help me as a supervisor and an employee.

Timely annual reviews performed by my supervisor, who is also my director. Opportunity for a performance based merit increase of salary. My predecessor was paid substantially more for being half as productive.

That Professional Faculty don't have the title Faculty in their title and that their pay is similar across all OUS institutions and that we are eligible for spot raises etc.

One would be compensation time. During certain times of the year my job requires me to work well over 60 hours week and weekends. It's impossible to be compensated for that time in any way. Taking "flex" or "comp" time just doesn't always work. Another item is the pay. As a University we tout that college graduates earn more on average than non-college graduates. I am college graduate and don't feel I make what I am worth. More value needs to be placed on pay equity.

I would like to get paid additional to teach.

Comp time for overtime hours worked. Flexibility in scheduling as long as services for students are provided.

Ability to be aware of or be provided teaching opportunities.

I would have professional faculty "protected" in some manner such that they are not arbitrarily "released from service" based on non-quantifiable issues. Additionally, I would require that ALL professional faculty at OSU undergo a "360 Evaluation" in which their employees and customers have the opportunity to voice concerns and/or praise. While my position undergoes this review, my supervisor's does not, thus I've not had any opportunity in which to voice issues. Meanwhile, my supervisor has received both merit and equity raises that I do not feel were justified based on [his/her] level of supervision, experience, knowledge and engagement.

More equality/uniformity in position titles and salaries.

I would remove them from Faculty Senate representation, remove the "Faculty" from the title and create a "Staff Assembly".

I would dump the fixed-term contract and go to at-will employment. I believe the employment contract unnecessarily adds administrative cost to the university, boost complexity, diverts personnel hours from more important tasks, and on a personal level makes me feel no more job security than if my employment were at-will. I would also get creative about how the university deals with some of it's nagging issues. For example, try combining issues to tackle the problems more effectively. If parking is an issue and your faculty has to participate fitness/health activities for your benefit plans then incentivize your alternative commuters. If the community at-large is getting fatigued from the recent growth, and you want to push for the "first-year experience" then incentivize. There are ways to do these things that push the carrot down the proverbial road, but boost the win-factor now.

I think much of their success depends on the environment they work in. I would include behavioral standards in all faculty job descriptions (including additional standards for supervisors and administrators) and have that included in their evaluation as part of the minimum standards they must meet.

Ability to bargain collectively, particularly re: wages and benefits.

More central source of information on contract negotiating rights for professional faculty.

I would equalize the disequity in pay and promotion based on gender and ethnicity  
Equality in promotion and advantages given by waivers.

I'm not sure what I would change. I know that there is a meeting to support people of color when they arrive and it seems very secretive, which is strange why it would need to be since studies show that people of color at a PWI need support, so why is it kept under wraps?

Unionize.

#### **Institutional Support (n=4)**

--allow us to take sabbaticals for professional development opportunities (ie attending summer leadership program at [XXX])

More training for managers/supervisors.

\$ for workshops and professional development.

Haven't been in this position long enough to identify need for changes. Could use a bigger cube, but not a big issue.

#### **Communication/Transparency (n=7)**

more networking opportunities

Greater openness by leadership to sharing ideas for the university.

More input regarding big planning decisions.

Invite professional faculty to faculty meetings.

I would seriously consider having minimum expectations around diversity-related professional development for senior leaders and supervisors so that they may pick up on climate issues.

A support network outside my unit where I could meet peers and grow personally and professionally. OSU does not do a good job of welcoming or initiating new employees, and moving can be difficult. There needs to be a more concerted effort to engage and welcome new employees and respect diversity. That does not happen here at the institutional level.

The way that information and communication is dealt with here at the University.

## **“WE POWER ORANGE”**

### **Appendix C: Reminder Notices**

Hello,

Recently we sent you an invitation to participate in an on-line survey of fixed term, non-tenure track faculty at OSU. **Thank you if you have already completed the survey!** If you experienced technical problems trying to complete the survey, **please** let me know and a new link will be created for you.

The survey is sponsored by the Faculty Senate and the American Association of University Professors (AAUP) with the support of the OSU administration. We are seeking input from all OSU faculty members who are unclassified and not on a tenure-track. This includes faculty who work as instructors, research faculty, and professional faculty – on campus and off campus. The survey is an effort to ascertain the range of circumstances under which fixed term faculty work at OSU. **Your experiences and opinions matter!**

Responses are **anonymous and confidential**. Survey results will be reported in a summary format in which individuals cannot be identified. A final report will be presented to the Faculty Senate and made available on the Faculty Senate and AAUP websites.

If you have not filled out the survey, we ask that you take a few minutes to do so now.

Thanks for your participation.

***Lori A. Cramer, Ph.D.***

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## **Final Reminder!**

Recently we sent you an invitation to participate in an on-line survey. This survey is sponsored by the Faculty Senate and the American Association of University Professors (AAUP) with the support of the OSU administration. We are seeking input from all OSU faculty members who are unclassified and **not on a tenure-track** (e.g., fixed-term) – on campus and off campus. Fixed-term faculty are important to the future of OSU and we want to know more about your experiences and perspectives. **If the results are to accurately reflect the views of fixed-term faculty, every response matters!**

**Responses are anonymous and confidential.** Survey results will be reported in a summary format in which individuals cannot be identified. A final report will be prepared over the summer to be presented to the Faculty Senate and will be made available on the Faculty Senate and AAUP websites.

If you have not done so, **please** take a few minutes to complete this important survey.

**Thank you!**

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