

University of Oregon Nontenure-Track Instructional Faculty Survey--Winter Term, 2003.

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INTRODUCTION.

The Nontenure-track Instructional Faculty Committee commissioned a survey to examine the workload and work environment of nontenure-track instructional faculty (NTTIF) at the University of Oregon. This report summarizes the methodology and results of a web-based survey of 161 NTTIF and a comparison group of 135 tenured and tenure-track faculty (TTF) conducted in late February and early March 2003

METHODOLOGY.

PREVIOUS RESEARCH.

In 2000, the Oregon Survey Research Laboratory (OSRL) conducted two surveys of instructional faculty at the University of Oregon--a mail survey (n=312) and a telephone survey (n=260). The executive reports from both surveys are included in the deliverables.

The mail survey was sent to all tenure-related instructional faculty¹ and covered a broad range of topics, including faculty compensation, job satisfaction, workload and working conditions. Because of funding limitations, OSRL was unable to execute the recommended follow-up mailings, which contributed to a low response rate (46%) for the mail survey. As a result, the results of the mail survey cannot be considered to be representative of instructional faculty at the University of Oregon.

The telephone survey was an abbreviated version of the mail survey, and was focused on issues of compensation. More specifically, the telephone survey addressed the UO faculty's opinions regarding the University Senate Budget Committee's "White Paper" and their evaluation of seven principles related to faculty compensation and five issues associated with the determination of raises.

INSTRUMENT.

To assure that the results of this survey were valid and reliable, the survey instrument was adapted from a survey used by the Ohio Conference of the American Association of University Professors. Questions were reviewed by the NTTIF Committee and were modified to meet the specific needs of this project.

In general terms, the survey was designed to collect data on issues associated with faculty workload and working environment at the University of Oregon, with special attention to potential areas of substantive difference between NTTIF and TTF. Thirteen questions were excluded from TTF version because they were not applicable to the employment of TTF. As a result of this decision, the NTTIF included fifty-seven questions, while the TTF survey included forty-four questions. Copies of each survey can be included in the deliverables.

The survey instrument included questions on the following topics:

¹ While the survey did not include NTTIF, it did include "some regular instructors employed at .50 FTE or higher for more than two years in degree granting units" (Gwartney, Patricia. "Report on the University of Oregon Instructional Faculty Mail Survey". March 2000).

- General characteristics of teaching assignments at the University of Oregon.
- Characteristics of the respondent's most recent term teaching at the University of Oregon.
- Salary and income information.
- Contract and appointment information.
- Health insurance information.
- Satisfaction with office facilities and resources.
- Satisfaction with benefits.
- Evaluation of professional development benefits.
- Evaluation of teaching environment.
- Inclusion in departmental and university business.
- Demographic characteristics.

SAMPLE.

The sample for this survey was taken from a list of all NTTIF and TTF faculty employed by the University of Oregon. This list was divided into separate lists for NTTIF (N=364) and TTF and Senior Instructors (N=556). An invitation to participate was sent to the full NTTIF list. A random sample (n=360) of TTF was selected and sent an invitation to participate.

The response rate for NTTIF was 44.2% (n=161). The response rate for the TTF survey was 37.5% (n=135). Unfortunately, because of the low response rates and sample sizes² for both groups, the results of this survey cannot be regarded as representative of the population. Despite this fact, the results provide useful information on NTTIF at the University of Oregon.

DATA COLLECTION.

Data collection began on February 17, 2003 for the NTTIF survey. The TTF version was sent into the field on February 24, 2003. Each survey was in the field for approximately two weeks.

The survey was administered by Lee LaTour, Marketing Coordinator for the Erb Memorial Union at the University of Oregon, using a custom-designed web-based survey software package. It should be noted that LaTour volunteered her labor, software, and facilities free of charge to this research project.

Respondents were sent an invitation to participate via e-mail. The introduction included an explanation of the research project, a guarantee of confidentiality, directions for

² The NTTIF sample slightly missed the needed number of interviews (n=187) to be considered representative.

accessing and completing the survey, and contact information in case the respondent had any questions.

The e-mail included a link to a webpage where the respondent could enter the survey. To access the survey, the respondent entered his or her email address into a designated field. If the address entered matched an address on the sample list, the respondent was allowed to enter the survey. Once the respondent accessed the survey, his or her e-mail address was removed from the list. To assure the respondent's anonymity, the e-mail address was not connected to the data.

Because of the type of login employed in this survey, it was not possible for respondents to complete the survey over multiple visits. If a respondent was unable to complete the survey for any reason, the invitation directed him or her to contact Lee LaTour. After notification that the respondent was unable to complete the survey, LaTour reactivated their email address and sent another invitation via e-mail. However, it was not possible to recover the data from the questions the respondent had already answered because no identifying information had been recorded in the database. As such, the respondent was required to redo the entire survey.

Respondents whose e-mail addresses remained on the list were sent one reminder email approximately ten days after the initial invitation.

In at least forty cases, respondents either experienced problems accessing or completing the survey because of technological incompatibilities, or were uncomfortable completing the survey online. These respondents were provided paper copies of the survey and pre-addressed envelopes (with no information that could be linked to the respondent) to return the survey via campus mail. Lee LaTour entered the paper surveys into a database using the web survey software.

SURVEY RESULTS.

The presentation of survey results is organized around the twelve topical areas identified earlier.

BANNER TABLES.

The Oregon Survey Research Laboratory (OSRL) donated their Banner Table software to this research project. The resulting ninety crosstabulation tables and instructions for reading these tables are included in the deliverables.

These tables will allow the reader to explore a variety of relationships in the data set. A table has been generated for every survey question. Each table includes several "stub" variables to facilitate comparisons between groups. These "stub" variables include:

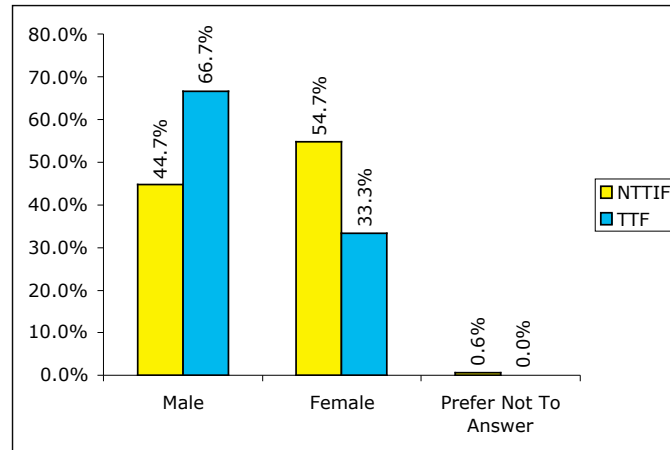
- NTTIF/TTF classification.
- Years at the University of Oregon (separated by NTTIF/TTF classification)
- NTTIF/TTF comparisons within three categories of years at the University of Oregon.
- Unit where the respondent teaches at the University of Oregon (separated by NTTIF/TTF classification).
- NTTIF/TTF comparisons within nine University of Oregon academic units (Humanities, Natural Sciences, Social Sciences, College of Education, Lundquist College of Business, the School of Allied Arts and Architecture, the School of Journalism and Communication, the School of Music, and other academic units).
- Sex (separated by NTTIF/TTF classification).
- NTTIF/TTF comparisons for male and female faculty.
- Age of respondent (separated by NTTIF/TTF classification).
- NTTIF/TTF comparisons within three age categorizations (21 to 40 years, 41 to 50 years, 61 years or older).
- Credit hours taught per year (separated by NTTIF/TTF classification).
- NTTIF/TTF comparisons within three categories of credit hours taught per year at the University of Oregon (1 to 16 credit hours, 17 to 31 credit hours, over 32 credit hours).

While there is considerable interest in issues associated with race and ethnicity, this was not included as a “stub” variable. Because of the racial/ethnic distribution of the sample (84.1% White), including this variable might provide information that could be used to identify an individual respondent, which would violate the guarantee of anonymity.

DEMOGRAPHIC CHARACTERISTICS OF NTTIF AND TTF.

Sex: Female faculty accounted for 54.7% of NTTIF respondents (n=88; see Figure 1 and Banner Table 1) and 33.3% of TTF respondents (n=45). Male faculty accounted for 44.7% of NTTIF respondents (n=72) and 66.7% of TTF respondents (n=90).

Figure 1. Respondent's Sex.



Race/Ethnicity: The majority of both NTTIF and TTF reported their race as White (NTTIF: 85.1%, n=137; TTF: 83.0%, n=112; see Figure 2). A small percentage of all respondents identified themselves as Asian (3.0%, n=9), Black (0.7%, n=2), Native American (0.7%, n=2), and “other” (4.4%, n=13; see Figure 3). Twenty-one respondents (NTTIF: 6.2%, n=10; TTF: 8.1%, n=11) declined to provide information on their race/ethnicity.

Figure 2. Respondent's Race/Ethnicity (White/Non-White).

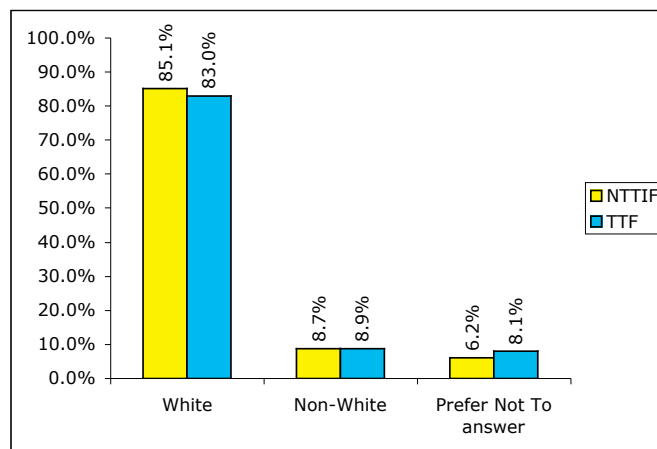
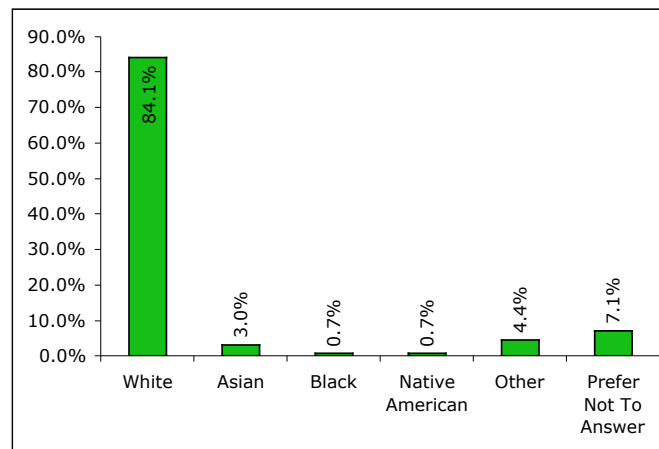


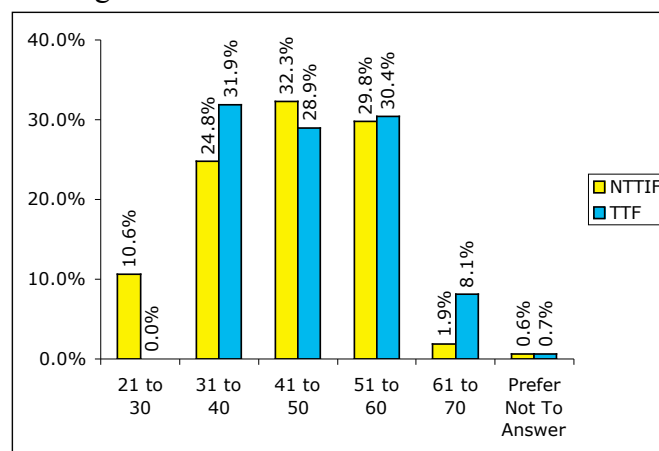
Figure 3. Respondent's Race/Ethnicity.



Hispanic/Latino ancestry was asked as a separate question, and only one respondent (0.3%) identified as Hispanic/Latino. Nine respondents (3.0%) declined to answer this question.

Age: Faculty between the ages of 41 and 50 accounted for the largest percentage of NTTIF respondents (32.3%, n=52; see Figure 4 and Banner Tables 2 and 3), followed closely by the 51 to 60 years of age category (29.8%, n=48). Faculty between the ages of 31 and 40 constituted the largest percentage of TTF respondents (31.9%, n=43), followed closely by the 51 to 60 years of age category (30.4%, n=41). No TTF respondents fell in the 21 to 30 years of age category, while 10.6% (n=17) of NTTIF respondents fell in this category.

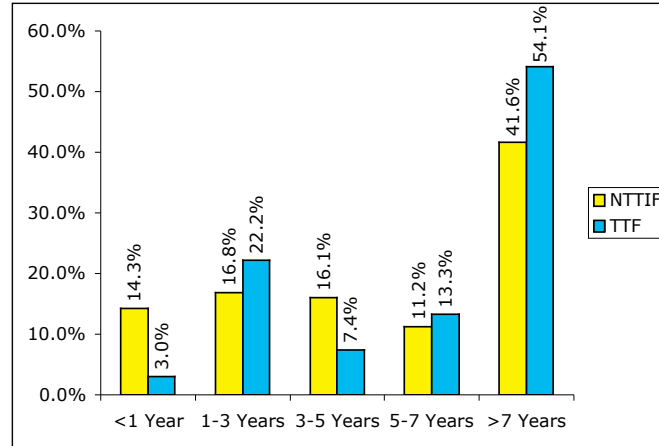
Figure 4. Respondent's Age.



Years at the University of Oregon: Faculty who have taught at the University of Oregon for more than seven years were the largest category of both NTTIF respondents (41.6%, n=67; see Figure 5 and Banner Tables 4 and 5) and TTF respondents (54.1%, n=73). The second largest category of TTF were faculty members who had taught one year or more, but less than three years (22.2%, n=30). While it was the second smallest category of

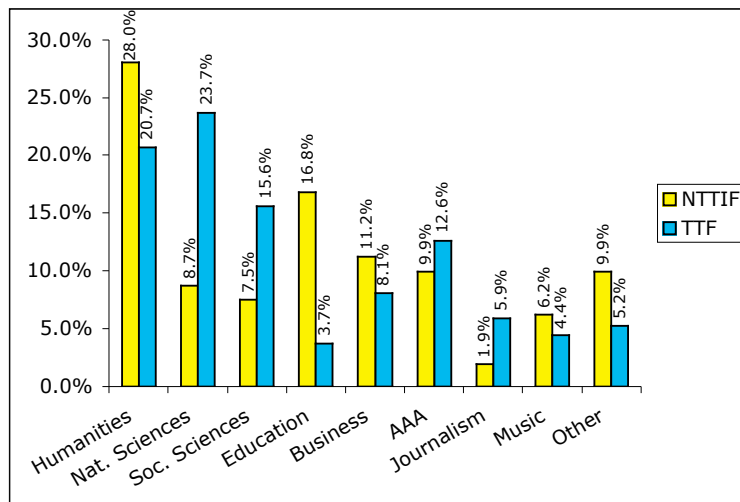
NTTIF respondents, it should be noted that 14.3% of NTTIF respondents (n=23) had taught at the University of Oregon for less than a year, compared to 3.0% of TTF respondents (n=4).

Figure 5. Years at the University of Oregon.



Academic Unit: The largest percentage of NTTIF respondents were affiliated with the College of Arts Sciences, with 28.0% from the Humanities (n=45; see Figure 6 and Banner Table 6), 8.7% from the Natural Sciences (n=14), and 7.5% from the Social Sciences (n=12). The College of Arts and Sciences also accounted for the largest percentage of TTF respondents--20.7% from the Humanities (n=28), 23.7% from the Natural Sciences (n=32), and 15.6% from the Social Sciences (n=21). With regards to the College of Education, 16.8% of NTTIF respondents (n=27) were affiliated with this department, compared to only 3.7% of TTF respondents (n=5).

Figure 6. Academic Unit at the University of Oregon.

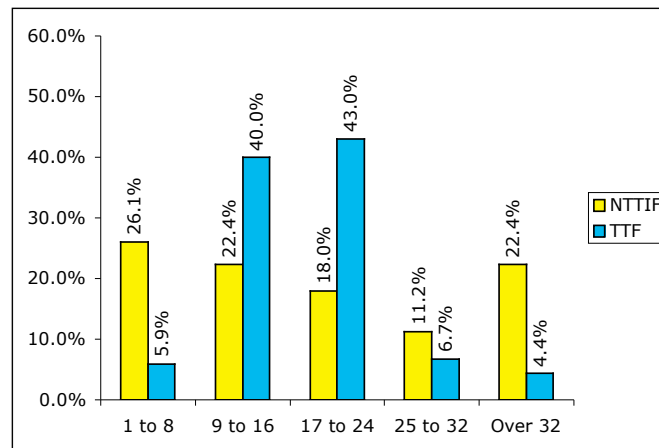


GENERAL CHARACTERISTICS OF TEACHING ASSIGNMENTS

Average Number of Credit Hours Taught Per Year.

All respondents were asked, “On the average, how many credit hours do you teach in a year at the University of Oregon?” The differences between the distributions for NTTIF and TTF are considerable (see Figure 7 and Banner Tables 7 and 8). The majority of TTF respondents fall in two categories--17 to 24 credit hours per year (43.0%, n=58) and 9 to 16 credit hours (40.0%, n=54). Only 17% of TTF respondents fall in the other categories. On the other hand, the distribution of NTTIF respondent has less variation. The percentage point difference between the largest category (1 to 8 credit hours, 26.1%, n=42) and the smallest category (25 to 32 credit hours, 11.2%, n=18) is 14.9%, while the difference for TTF is 38.6%.

Figure 7. Average Number of Credit Hours Taught Per Term.



The general pattern of this distribution holds true even after accounting effects of sex (see Figures 8 and 9). The majority of both male TTF and female TTF respondents fall in the categories of 9 to 16 credit hours and 17 to 24 credit hours. It is interesting to note that a larger percentage of female TTF teach 17 to 24 credit hours per year (55.6%, n=25) compared to male TTF (36.7%, n=33), while a larger percentage of male TTF teach 9 to 16 credit hours per year (50.0%, n=45) compared to female TTF (20.0%, n=9). With regards to NTTIF respondents, a larger percentage of female NTTIF teach over 32 credit hours per year (26.1%, n=23) compared to male NTTIF (18.1%, n=13).

Figure 8. Average Number of Credit Hours Taught Per Term--Male Faculty Only.

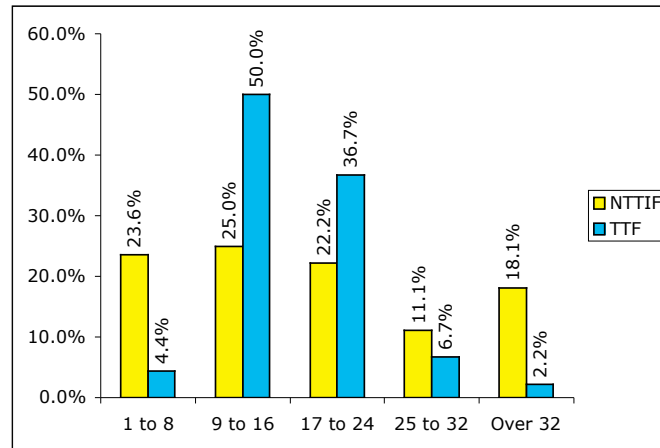
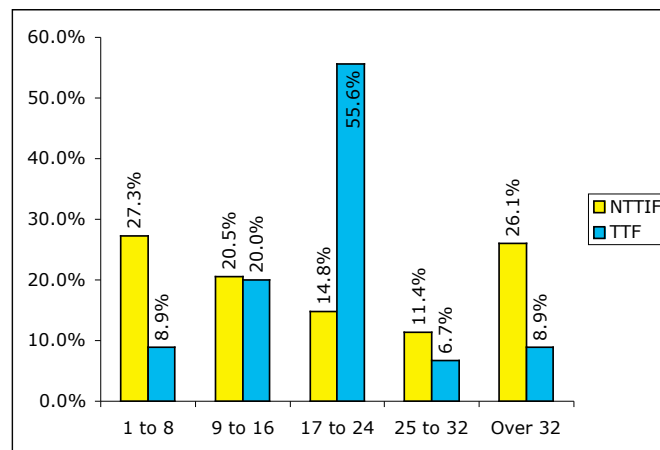


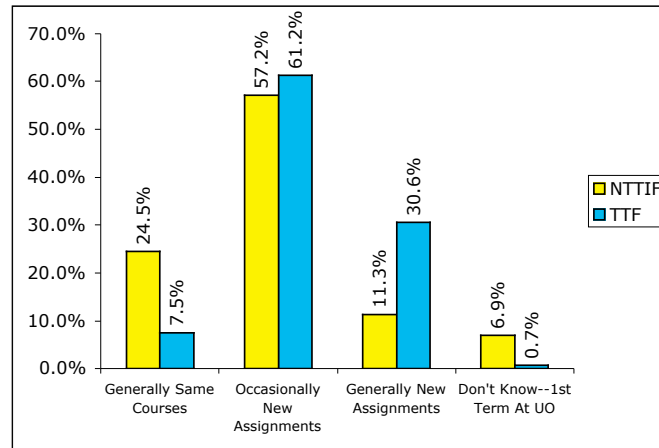
Figure 9. Average Number of Credit Hours Taught Per Term--Female Faculty Only.



Respondent Generally Teaches Same/New Courses.

All respondents were asked to select one of four statements to describe their most recent course assignments at the University of Oregon. A larger percentage of NTTIF stated that they generally teach the same courses (24.5%, n=39; see Figure 10 and Banner Table 9) compared the percentage of TTF (7.5%, n=10). A larger percentage of TTF replied that they are generally given new teaching assignments (30.6%, n=41) compared to the percentage of NTTIF (11.3%, n=18).

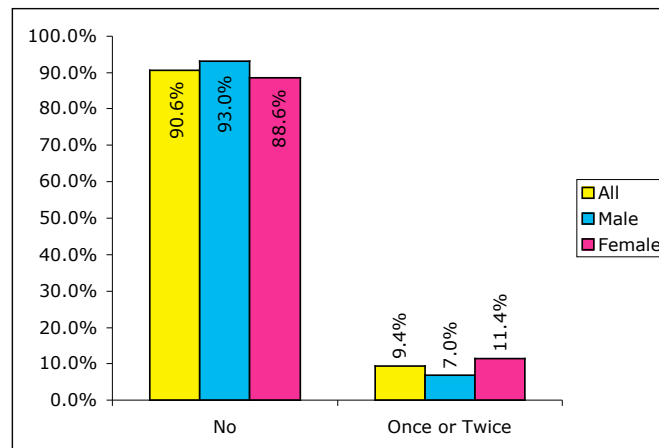
Figure 10. Respondent Generally Teaches the Same/New Courses.



Frequency of Teaching Outside Area of Expertise.

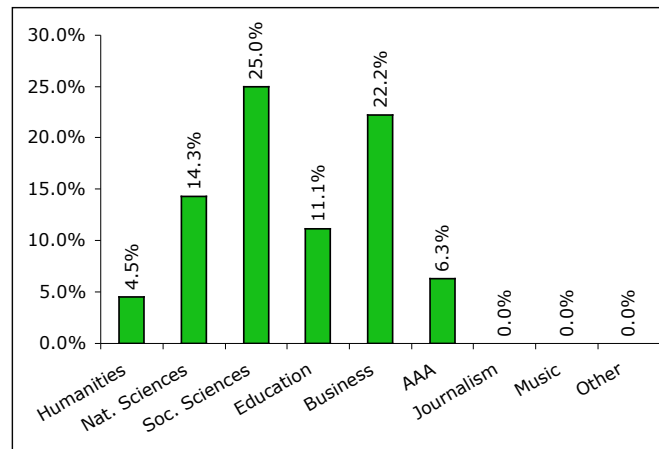
NTTIF were asked, “In the past five years, have you ever been given a teaching assignment outside your area of expertise?” On the whole, 9.4% (n=15) of NTTIF answered that they had taught outside the area of expertise (see Figure 11 and Banner Table 10). A smaller percentage of male NTTIF had taught outside their area of expertise (7.0%, n=5) compared to the percentage of female NTTIF (11.4%, n=10).

Figure 11. Frequency of Teaching Outside Area of Expertise.



Several differences were noted when the percentage of NTTIF who have taught outside their area of expertise was analyzed across academic unit (see Figure 12). The Social Sciences and the Lundquist College of Business had the largest percentage of NTTIF reporting that they had taught outside their area of expertise (Social Sciences: 25.0%, n=3; Business: 22.2%, n=4). No NTTIF in the Journalism School, School of Music and other academic units reported being asked to teach outside their area of expertise in the past five years.

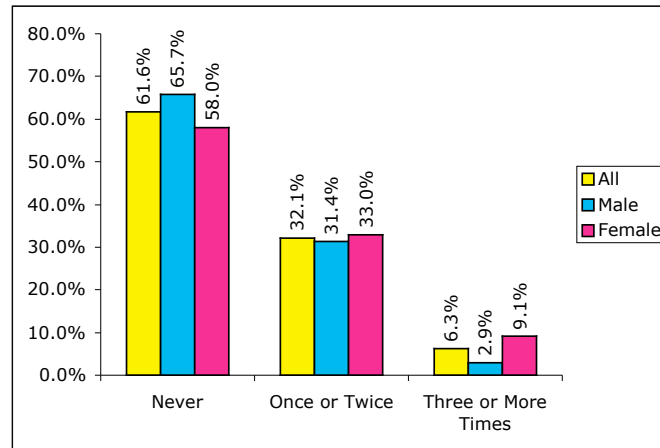
Figure 12. Percentage of NTTIF Who Have Taught Outside Their Areas of Expertise in the Past Five Years by Academic Unit.



Frequency of Receiving a Teaching Assignment on Short Notice.

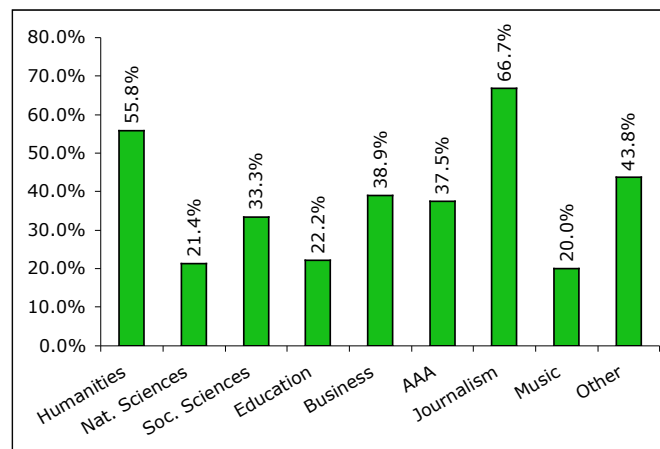
NTTIF were asked, “In the past five years, have you ever been given a teaching assignment within a month of the beginning of classes?” On the whole, 61.6% (n=98; see Figure 13 and Banner Table 11) of NTTIF have not been given a teaching assignment on short notice in the past five years, while 32.1% (n=51) had been given an assignment on short notice “once or twice”, and 6.3% (n=10) had this happen “three or more times”. The general pattern holds for male NTTIF and female NTTIF, though a larger percentage of female NTTIF fall in the “three or more” category (9.1%; n=8) compared to the percentage of male NTTIF (2.9%, n=2).

Figure 13. Frequency of Receiving a Teaching Assignment on Short Notice.



Several differences were observed when the percentage of NTTIF who have received a teaching assignment on short notice was analyzed across academic unit (see Figure 14). The Humanities and the School of Journalism and Communication had the highest percentage of NTTIF reporting that they had received a teaching assignment on short notice (Humanities: 55.8%, n=24; Business: 66.7%, n=2).

Figure 14. Percentage of NTTIF Who Have Received a Teaching Assignment on Short Notice by Academic Unit.



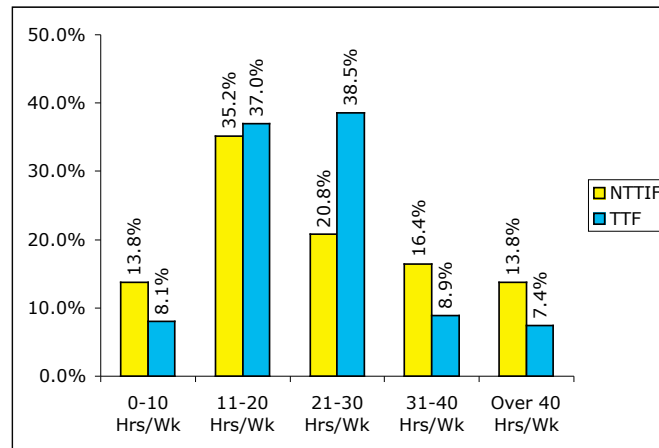
CHARACTERISTICS OF LAST TERM TEACHING AT THE UNIVERSITY OF OREGON

For each of the following eight items, respondents were given the following instructions. “If you are not teaching this term, please answer questions 5 through 12 for the last term you taught at the University of Oregon.”

Hours Spent on Instruction-Related Activities.

All respondents were asked, “How many hours a week do you spend in instruction-related activities (such as lecture preparation, lectures, and office hours) at the University of Oregon?” A larger percentage of NTTIF spent over 40 hours a week on instruction related activities (13.8%, n=22; see Figure 15 and Banner Tables 12 and 13) compared to the percentage of TTF (7.4%, n=10). A larger percentage of NTTIF also spent less 20 hours or less on instruction-related activities (49.0%, n=78) compared to the percentage of TTF (45.2%, n=61). A larger percentage of TTF spent between 21 to 40 hours on instruction-related activities (47.4%, n=64) compared to the percentage of NTTIF (37.1%, n=59).

Figure 15. Hours Per Week Spent on Instruction-Related Activities.



This pattern was similar for both male faculty and female faculty (see Figures 16 and 17). The percentage of NTTIF in the over 40 hours and under 20 hours categories were larger than the percentages of TTF, and the percentage of TTF in the 21 to 40 hours category was larger than the percentage of NTTIF.

Figure 16. Hours Per Week Spent on Instruction-Related Activities--Male Faculty Only.

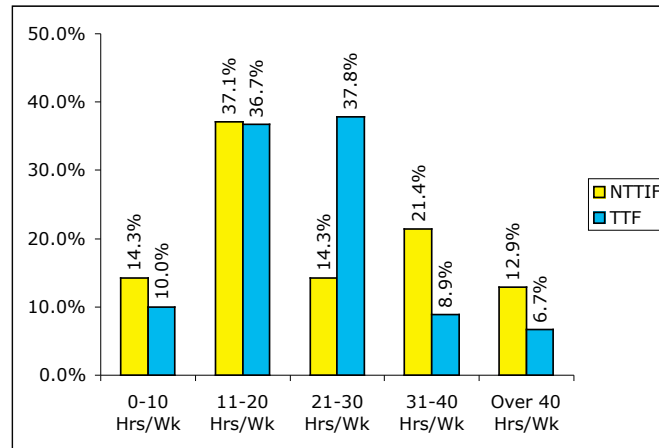
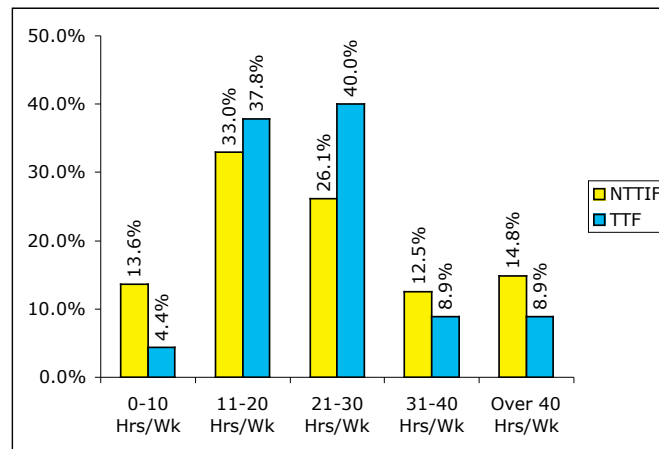
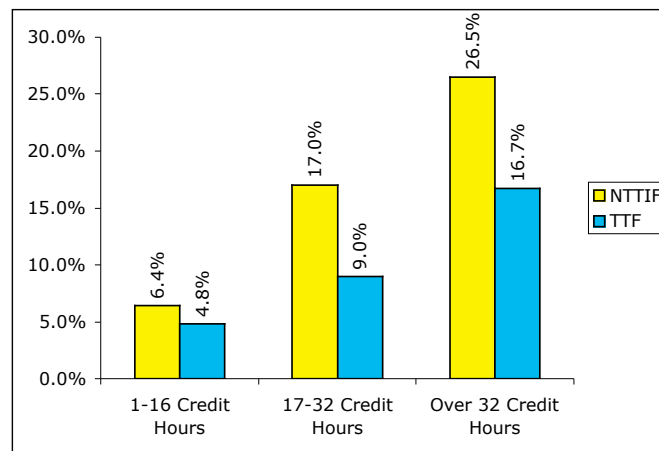


Figure 17. Hours Per Week Spent on Instruction-Related Activities--Female Faculty Only.



When hours spent on instruction-related activities was analyzed by years at the University of Oregon, an interesting pattern arises in the over 40 hours a week category (see Figure 18). For faculty with less than three years experience at the University of Oregon, there is little difference between the percentages of NTTIF (10.0%, n=5) and TTF (8.8%, n=3) in the over 40 hours category. For faculty with between three and seven years experience at the University of Oregon, 4.7% of NTTIF (n=2) fell in the over 40 hours category, compared to 17.9% of TTF (n=5). For faculty with seven or more years of experience at the University of Oregon, 22.7% of NTTIF (n=15) fell in the over 40 hours category, compared to 2.7% of TTF (n=2).

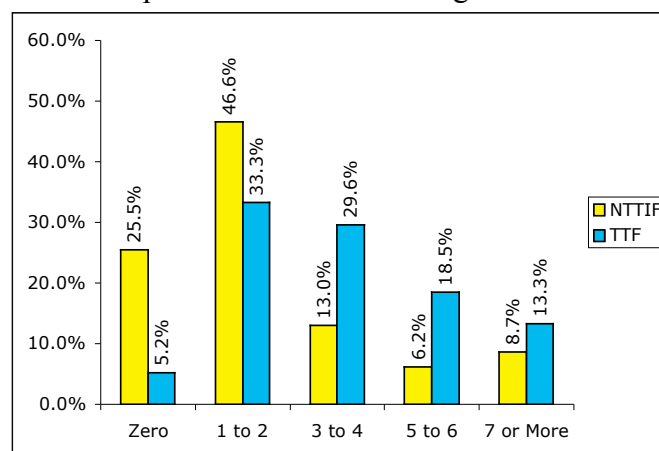
Figure 18. Percentage of Faculty Who Spent Over 40 Hours a Week on Instruction-Related Activities by Years at the University of Oregon.



Hours Spent on Student Advising.

All respondents were asked, “How many hours per week do/did you spend on student advising not related to your class?” There were several notable differences between NTTIF and TTF (see Figure 18 and Banner Table 14). Larger percentages of NTTIF were in the zero hours (25.5%, n=41) and 1 to 2 hours (46.6%, n=75) categories compared to the percentages of TTF (zero hours: 5.2%, n=7; 1 to 2 hours: 33.3%, n=75). The percentages of TTF in the other categories (3 to 4 hours: 29.6%, n=40; 5 to 6 hours: 18.5%, n=25; 7 or more hours: 13.3%, n=18) were greater than the percentage of NTTIF (3 to 4 hours: 13.0%, n=21; 5 to 6 hours: 6.2%, n=10; 7 or more hours: 8.7%, n=14).

Figure 18. Hours Per Week Spent on Student Advising.



This pattern was similar for both male faculty and female faculty (see Figures 19 and 20). The percentage of NTTIF in the zero hours and 1 to 2 hours categories were larger than TTF, and the percentage of TTF in the 3 to 4 hours, 5 to 6 hours, and 7 or more hours categories was larger than the percentage of NTTIF.

Figure 19. Hours Per Week Spent on Student Advising--Male Faculty Only.

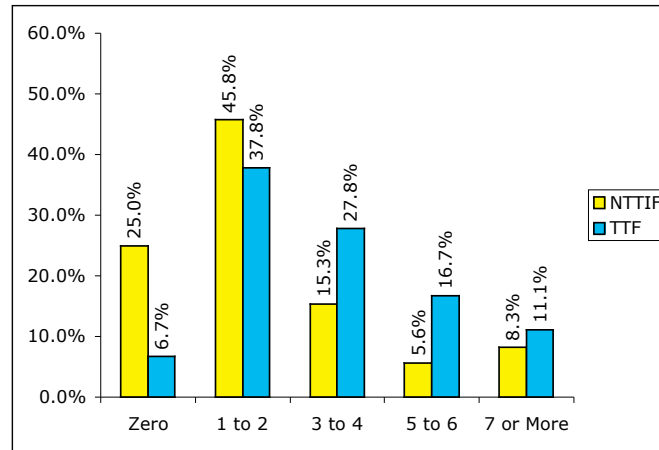
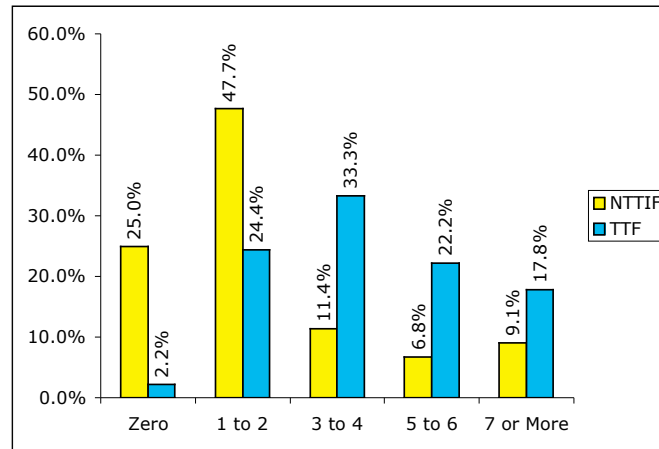


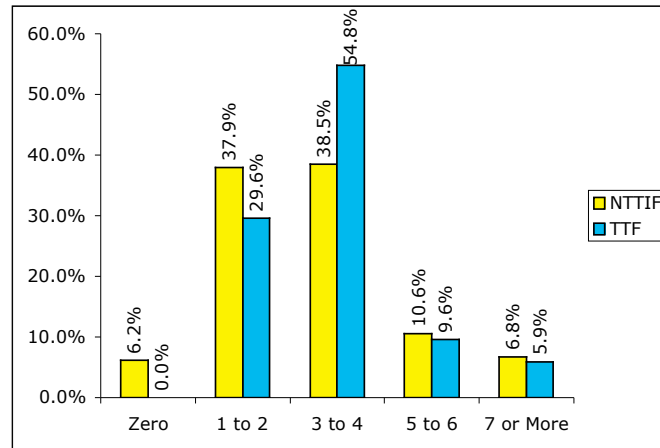
Figure 20. Hours Per Week Spent on Student Advising--Female Faculty Only.



Hours Spent on Office Hours.

All respondents were asked, “How many hours per week do/did you hold office hours?” The differences between NTTIF and TTF were relatively minor (see Figure 21 and Banner Table 15). Larger percentages of NTTIF were in the zero hours (6.2%, n=10) and 1 to 2 hours (37.9%, n=61) categories compared to the percentages of TTF (zero hours: n=0; 1 to 2 hours: 29.6%, n=40). The percentage of TTF in the 3 to 4 hours category (54.8%, n=74) compared to NTTIF (38.5%, n=62). The differences between NTTIF and TTF in the 5 to 6 hours and 7 or more hours categories were very small (5 to 6 hours: 1.0% difference; 7 or more hours: 0.9% difference).

Figure 21. Hours Per Week Spent on Office Hours.



This pattern was similar for both male faculty and female faculty (see Figures 22 and 23), with one notable difference. The percentage of male NTTIF who held 7 or more office hours per week (11.1%, n=8) was larger than the percentage of female NTTIF in this category (4.4%, n=4).

Figure 22. Hours Per Week Spent on Office Hours--Male Faculty Only.

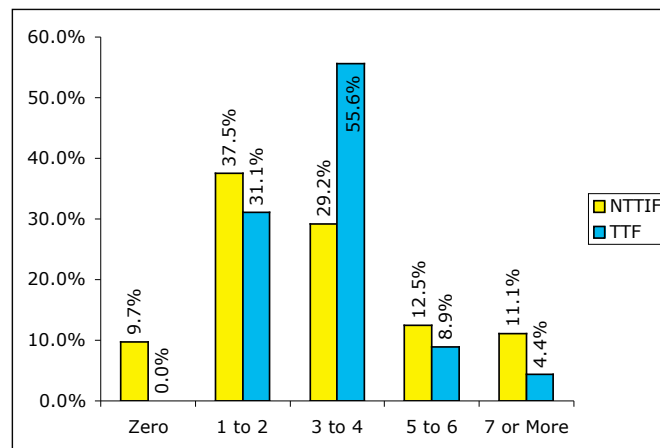
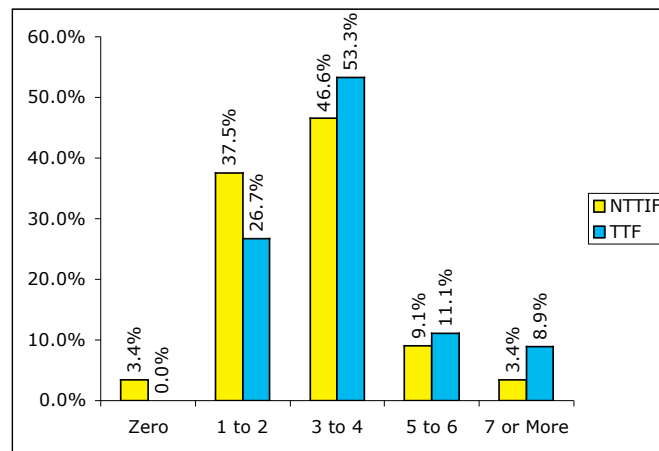


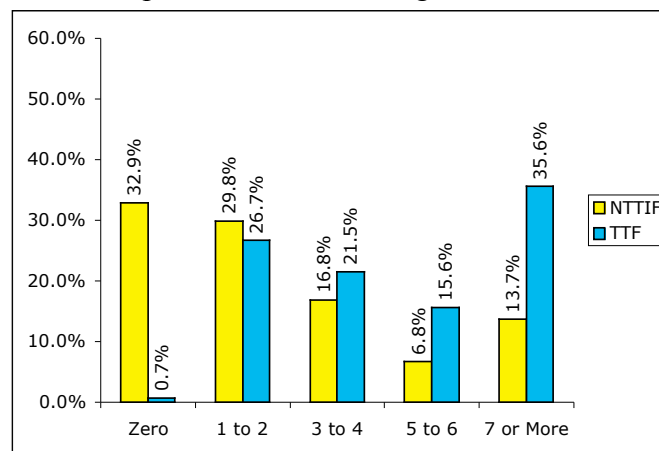
Figure 23. Hours Per Week Spent on Office Hours--Female Faculty Only.



Hours Spent on Non-Teaching Activities.

All respondents were asked, “How many hours per week do/did you spend on non-teaching, departmental or institutional work (e.g. committees, etc.)?” There were several notable differences between NTTIF and TTF (see Figure 24 and Banner Table 16). A larger percentage of NTTIF were in the zero hours category (32.9%, n=53) compared to the percentage of TTF (0.7%, n=1). A larger percentage of TTF were in the 7 or more hours category (35.6%, n=48) compared to the percentage of NTTIF (13.7%, n=22).

Figure 24. Hours Per Week Spent on Non-Teaching Activities.



This pattern was similar for both male faculty and female faculty (see Figures 25 and 26). The percentage NTTIF in the zero hours category were larger than the percentage of TTF, and the percentage of TTF in the 7 or more hours categories was larger than the percentage of NTTIF.

Figure 25. Hours Per Week Spent on Non-Teaching Activities--Male Faculty Only.

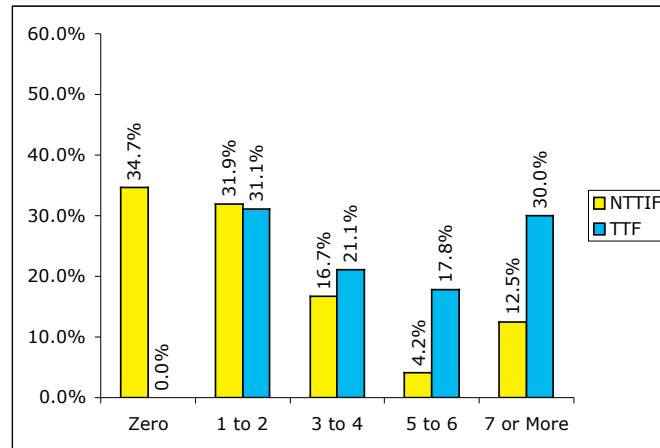
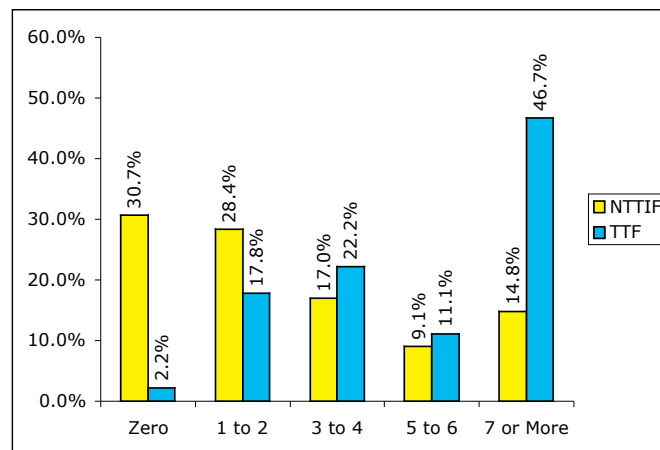
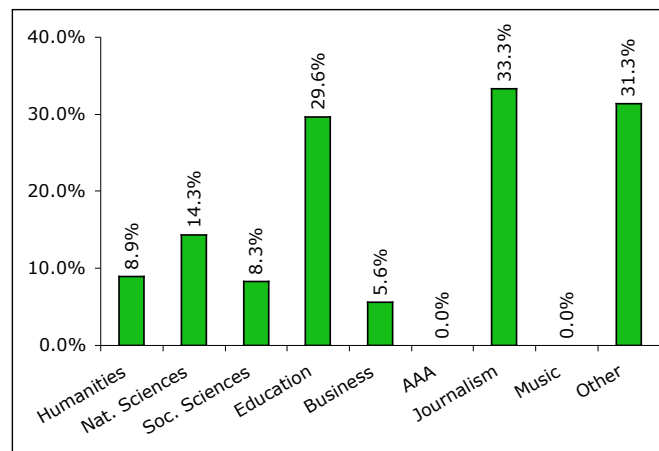


Figure 26. Hours Per Week Spent on Non-Teaching Activities--Female Faculty Only.



Several differences were observed when the percentage of NTTIF who spent seven or more hours per week on non-teaching activities was analyzed across academic unit (see Figure 27). The School of Journalism and Communication (33.3%, n=1) had the highest percentage of NTTIF reporting that they spent 7 or more hours on non-teaching activities, followed by other academic unit (31.3%, n=5) and the College of Education (29.6%, n=8).

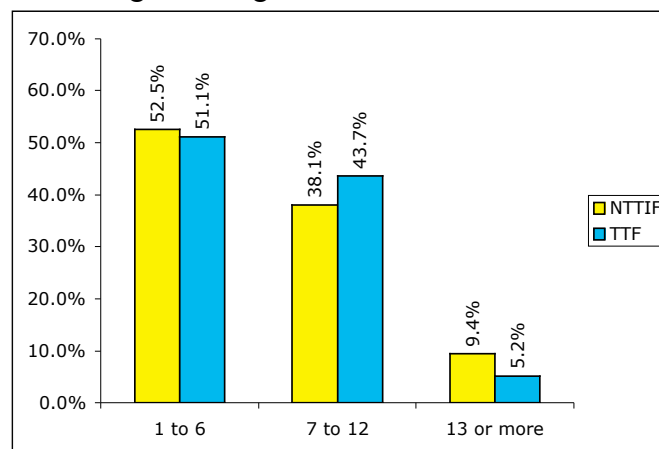
Figure 27. Percentage of NTTIF Who Spent Seven or More Hours Per Week on Non-Teaching Activities By Academic Unit.



Credit Hours Taught During Most Recent Term.

All respondents were asked, “What is the total number of credit hours you are/were teaching this term?” The differences between NTTIF and TTF were minor (see Figure 28 and Banner Tables 17 and 18). A slightly larger percentage of NTTIF taught 13 or more credit hours (9.4%, n=15) compared to the percentage of TTF (5.2%, n=7). A slightly larger percentage of TTF taught between 7 and 12 credit hours (43.7%, n=59) compared to the percentage of NTTIF (38.1%, n=61).

Figure 28. Credit Hours Taught During Most Recent Term.



While there were considerable differences between male TTF and female TTF, the general pattern for NTTIF was similar for male faculty and female faculty (see Figures 29 and 30). The differences between male NTTIF and male TTF were minor. There were some noteworthy differences between female NTTIF and female TTF. There was very little difference between these groups in terms of the percentage that taught 13 or more

credit hours (NTTIF: 10.2%, n=9; TTF: 8.9%, n=4). A larger percentage of female TTF taught between 7 and 12 credit hours (55.6%, n=25) compared to the percentage of female NTTIF (42.0%, n=37). A larger percentage of female NTTIF taught between 1 and 6 credit hours (47.7%, n=42) compared to the percentage of female TTF (35.6%, n=16).

Figure 29. Credit Hours Taught During Most Recent Term--Male Faculty Only.

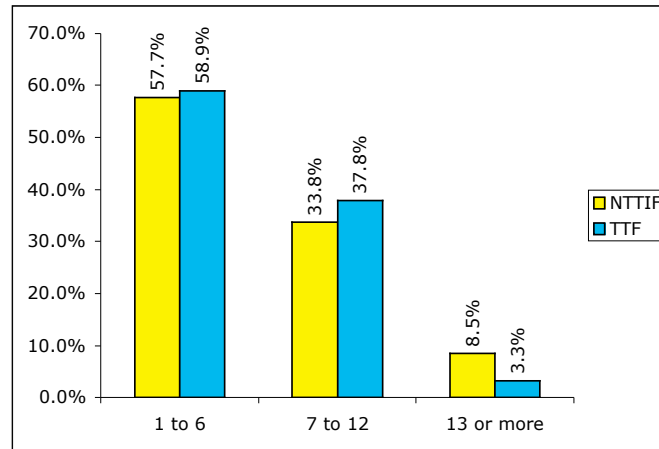
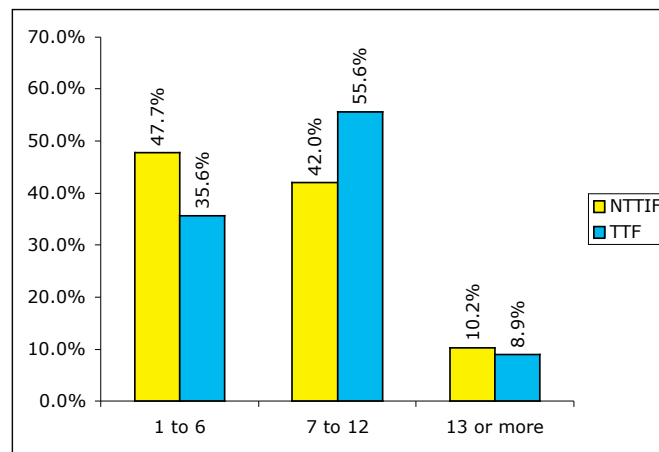


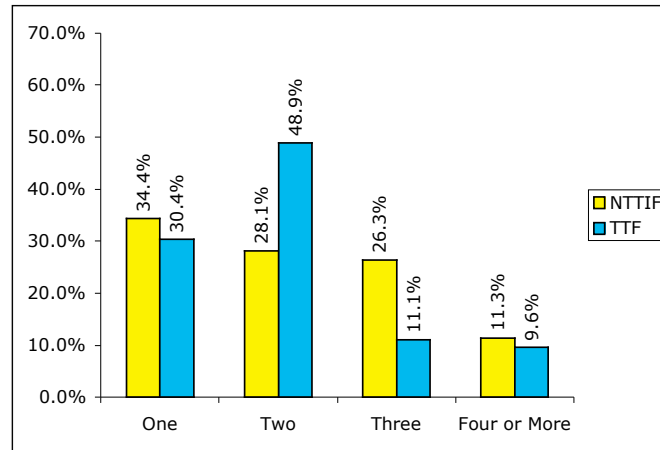
Figure 30. Credit Hours Taught During Most Recent Term--Female Faculty Only.



Courses Taught During Most Recent Term.

All respondents were asked, “What is the total number of courses you are/were teaching?” There were several noteworthy differences between NTTIF and TTF (see Figure 31 and Banner Tables 19 and 20). A larger percentage of NTTIF taught three courses (26.3%, n=42) compared to the percentage of TTF (11.1%, n=15). A larger percentage of TTF taught two courses (48.9%, n=66) compared to the percentage NTTIF (28.1%, n=45). The differences between NTTIF and TTF in terms of one course taught (NTTIF: 24.4%, n=55; TTF: 30.4%, n=41) and four or more courses taught (NTTIF: 11.3%, n=18; TTF: 9.6%, n=13) were minor.

Figure 31. Courses Taught During Most Recent Term.



The differences between male NTTIF and male TTF follow the same pattern as above (see Figures 32). The differences between female NTTIF and female TTF are slightly different (see Figure 33). A larger percentage of female TTF taught four or more courses (13.3%, n=6) compared to the percentage of female NTTIF (9.1%, n=8). When male NTTIF are compared to female NTTIF, a larger percentage of male NTTIF taught one course (42.3%, n=30; female NTTIF: 27.3%, n=24) and four or more courses (14.1%, n=10; female NTTIF: 9.1%, n=8).

Figure 32. Courses Taught During Most Recent Term--Male Faculty Only.

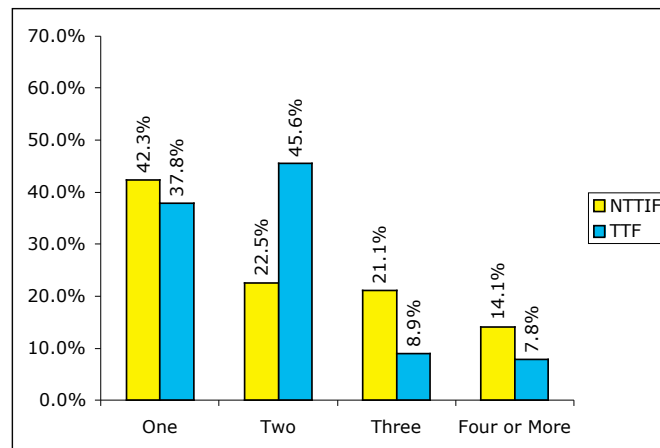
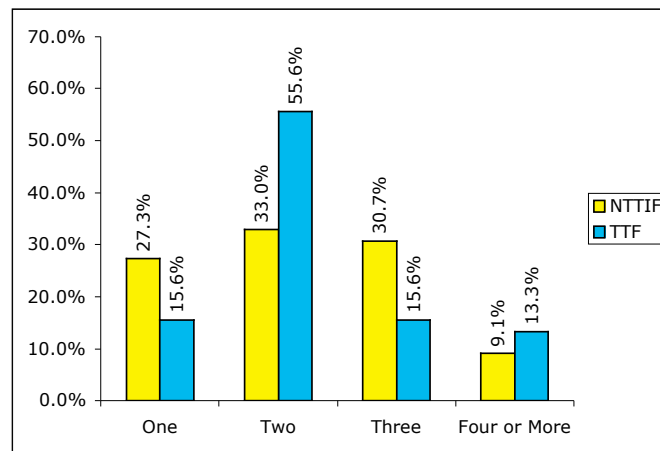


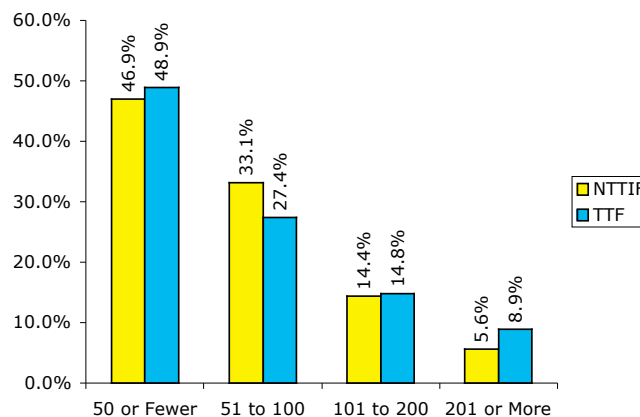
Figure 33. Courses Taught During Most Recent Term--Female Faculty Only.



Students Taught During Most Recent Term.

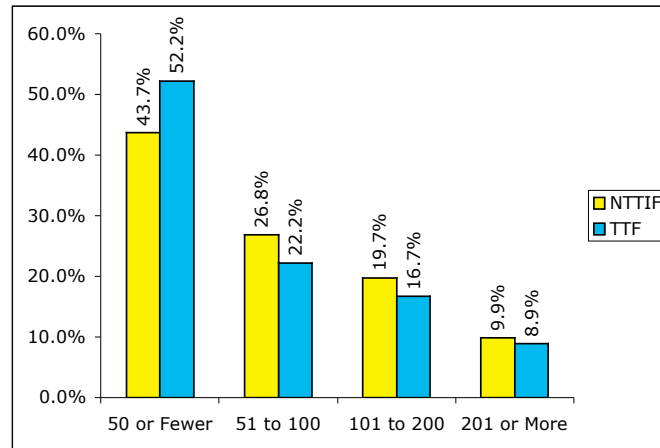
All respondents were asked, “What is the total number of students enrolled in the classes you are/were teaching?” The differences between NTTIF and TTF were minor (see Figure 34 and Banner Tables 21 and 22). A slightly larger percentage of NTTIF taught between 51 and 100 students (33.1%, n=53) compared to the percentage of TTF (27.4%, n=37). A slightly larger percentage of TTF taught 201 or more students (8.9%, n=12) compared to the percentage NTTIF (5.6%, n=9).

Figure 34. Students Taught During Most Recent Term.



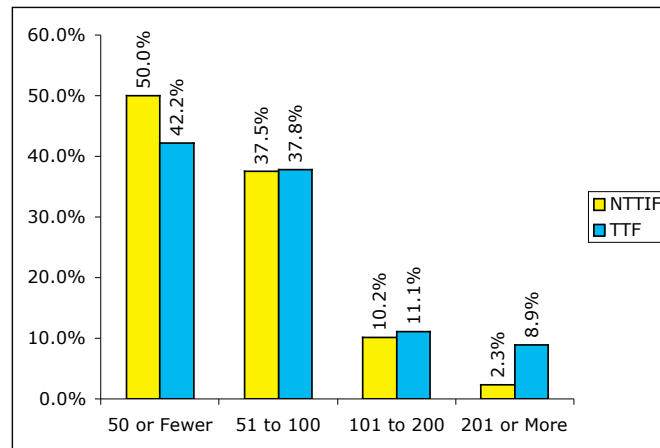
A larger percentage of male TTF taught 50 or fewer students (52.2%, n=47; see Figure 35) compared to the percentage of male NTTIF (43.7%, n=31). Larger percentages of male NTTIF fell into each of the other three categories compared to the percentages of male TTF.

Figure 35. Students Taught During Most Recent Term--Male Faculty Only.



Unlike male NTTIF, a larger percentage of female NTTIF taught 50 or fewer students (50.0%, n=44; see Figure 36) compared to the percentage of female TTF (42.2%, n=19). A larger percentage of female TTF taught 201 or more students (8.9%, n=4) compared to the percentage female NTTIF (2.3%, n=2).

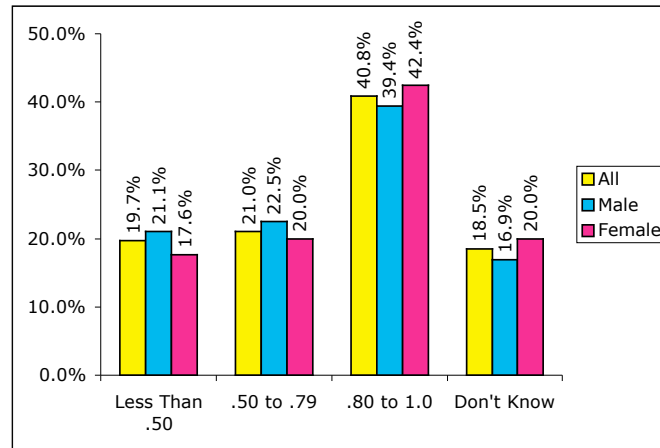
Figure 36. Students Taught During Most Recent Term--Female Faculty Only.



FTE.

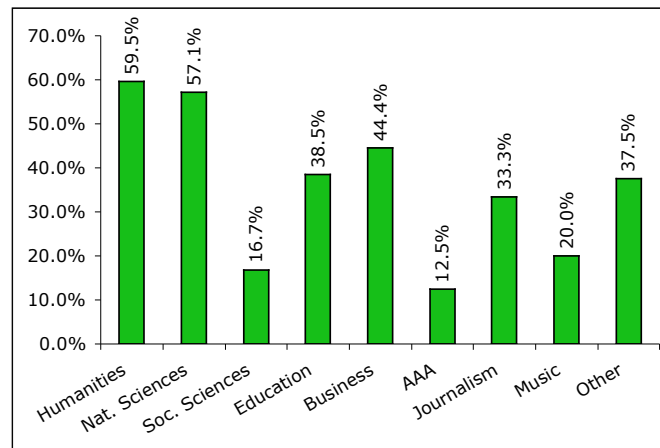
NTTIF were asked, “What is/was your FTE?” The largest percentage of NTTIF reported having an FTE that fell between .80 and 1.0 (40.8%, n=64; see Figure 37). A substantial percentage of NTTIF reported that they did not know their FTE (18.5%, n=29). The differences between male NTTIF and female NTTIF were minor.

Figure 37. FTE.



Several differences noted when FTE was analyzed across academic unit (see Figure 38). The units with the largest percentages of NTTIF reporting that their FTE was between .80 and 1.0 were the Humanities (59.5%, n=25), the Natural Sciences (57.1%, n=8), and the Lundquist College of Business (44.4%, n=8). The units with the lowest percentages of NTTIF reporting that their FTE was between .80 and 1.0 were the School of Allied Arts and Architecture (12.5%, n=2) and the Social Sciences (16.7%, n=2).

Figure 38. Percentage of NTTIF Reporting an FTE Between 0.8 and 1.0 By Academic Unit.

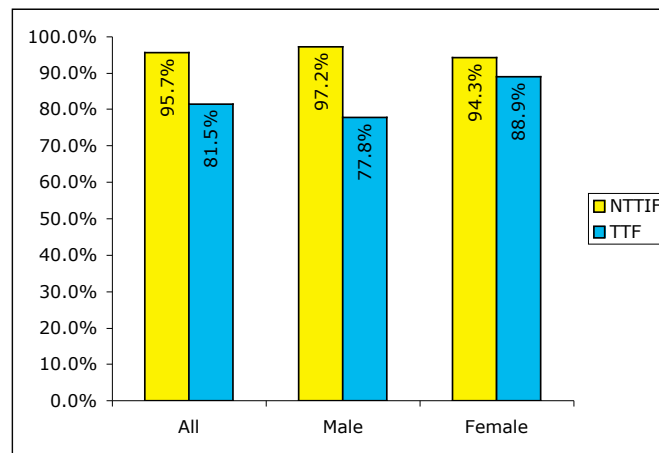


Was the Respondent Teaching During Winter Term 2003?

All respondents were asked, “Are you teaching this term (Winter 2003) at the UO?” A larger percentage of NTTIF reported that they were teaching winter term 2003 (95.7, n=154; see Figure 39 and Banner Table 23) compared to the percentage of TTF (81.5%, n=110). This pattern was consistent across the sexes, though the gap between male

NTTIF and male TTF (19.4%) was considerably larger than the gap between female NTTIF and female TTF (5.4%).

Figure 39. Percentage of Respondents Teaching During Winter Term 2003.



SALARY AND INCOME INFORMATION.

Income from the University of Oregon.

Three questions were asked to ascertain the amount of income the respondent received from the University of Oregon. These questions were not designed to overlap, but rather to obtain income information in a usable form from these groups within the study.

Item 1 (asked of NTTIF only): “If you have a term-by-term contract, what is your typical gross pay for a term of teaching?”

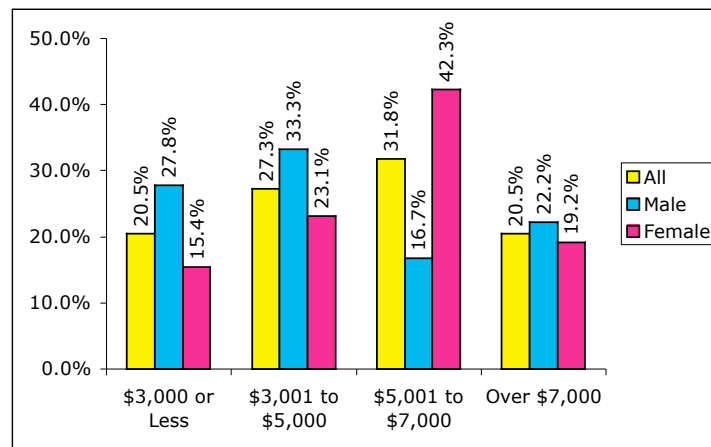
Item 2 (asked of NTTIF only): “If you have a yearly/9-month or greater contract, what is your typical annual gross pay for teaching at the UO?”

Item 3 (asked of TTF only): “What is your typical annual gross pay from your UO employment?”

For NTTIF with a term-by-term contract, the largest percentage of NTTIF made between \$5,001 and \$7,000 per term (31.8%, n=14; see Figure 40 and Banner Tables 24 through 28), while two categories (\$3,000 or less and over \$7,000) contained 20.5% (n=9) of NTTIF each.

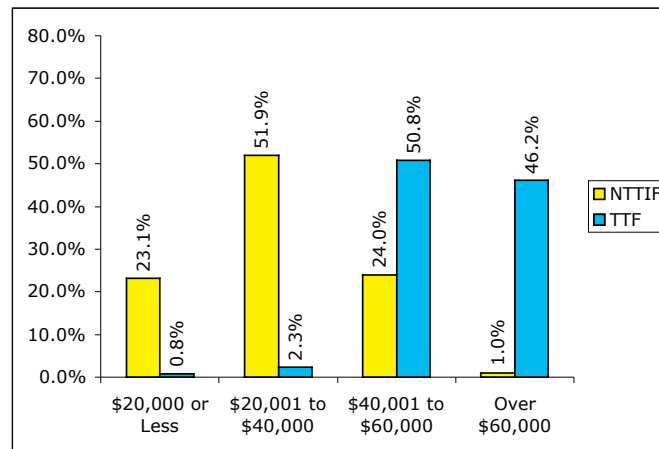
There were several notable differences by sex (see Figure 40). The percentage of male NTTIF who earned \$3,000 or less (27.8%, n=5) and \$3,001 to \$5,000 (33.3%, n=6) was larger than the percentage of female NTTIF (\$3,000 or less: 15.4%, n=4; \$3,001 to \$5,000: 23.1%, n=6). A larger percentage of female NTTIF earned between \$5,001 and \$7,000 (42.3%, n=11) compared to the percentage of male NTTIF (16.7%, n=3).

Figure 40. Income From the University of Oregon for NTTIF on Term-by-Term Contracts.



The data from the questions for TTF and NTTIF on 9-month or greater contracts were merged for the purpose of comparison (see Figure 41). There were dramatic differences between NTTIF and TTF in terms of income from the University of Oregon. The majority of NTTIF (75.0%, n=78) reported income of \$40,000 or less, with 23.1% (n=24) reporting \$20,000 or less as their earnings from the University of Oregon. On the other hand, 97.0% of TTF earn \$40,001 or more (n=128), and 46.2% (n=61) earn \$60,001 or more from the University of Oregon.

Figure 41. Income From the University of Oregon for TTF and NTTIF on 9-Month or Longer Contracts.



This pattern was consistent for male faculty and female faculty (see Figures 42 and 43). The majority of male and female NTTIF earn \$40,000 or less (male NTTIF: 73.5%, n=36; female NTTIF: 76.0%, n=41). Only one male NTTIF (2.0%) reported earning over \$60,000, while no female NTTIF reported this income level.

Figure 42. Income From the University of Oregon for TTF and NTTIF on 9-Month or Longer Contracts--Male Faculty Only.

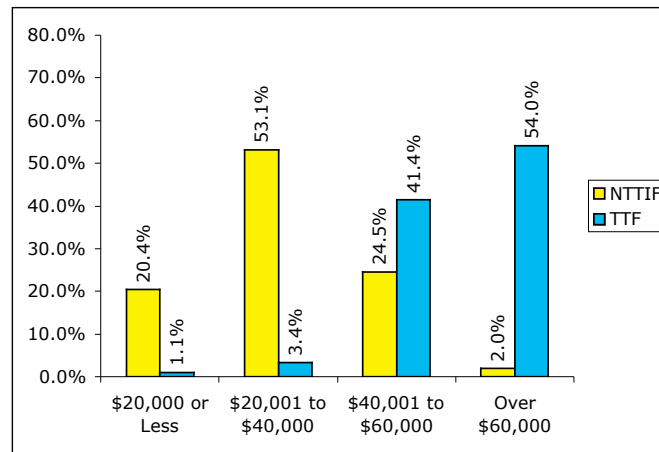
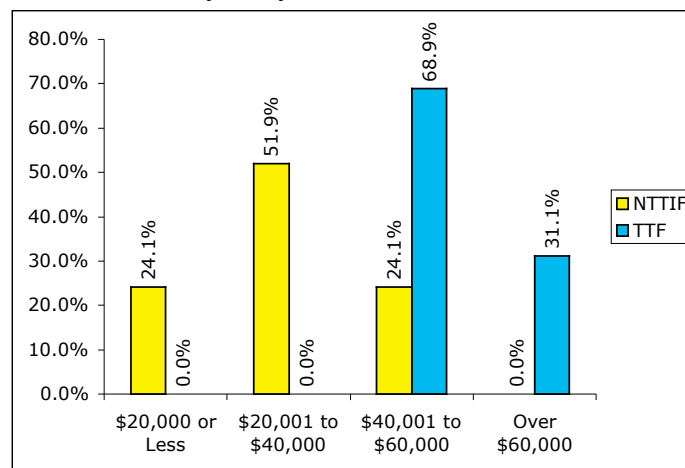


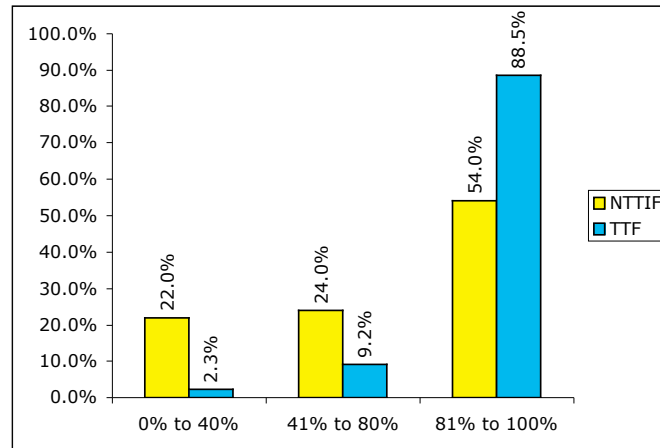
Figure 43. Income From the University of Oregon for TTF and NTTIF on 9-Month or Longer Contracts--Female Faculty Only.



Percentage of Personal Income from the University of Oregon.

All respondents were asked, “What percentage of your personal yearly income typically comes from your UO employment?” There were several notable differences between NTTIF and TTF (see Figure 44 and Banner Tables 29 and 30). A larger percentage of TTF received between 81% and 100% of their personal income from the University of Oregon (88.5%, n=115) compared to the percentage of NTTIF (54.0%, n=81). A larger percentage of NTTIF received 0% to 40% (22.0%, n=33) and 41% to 80% (24.0%, n=36) of their personal income from the University of Oregon compared to the percentage of TTF (0% to 40%: 2.3%, n=3; 41% to 80%: 9.2%, n=12).

Figure 44. Percentage of Personal Income from the University of Oregon.



This pattern was similar for both males and females (see Figures 45 and 46). A larger percentage of TTF receive 81% and 100% of their personal income from the University of Oregon compared to the percentage of NTTIF. There was a noteworthy difference between male NTTIF and female NTTIF. A larger percentage of female NTTIF receive 81% to 100% of their personal income from the University of Oregon (60.2%, n=50) compared to the percentage of male NTTIF (47.0%, n=31).

Figure 45. Percentage of Personal Income from the University of Oregon--Male Faculty Only.

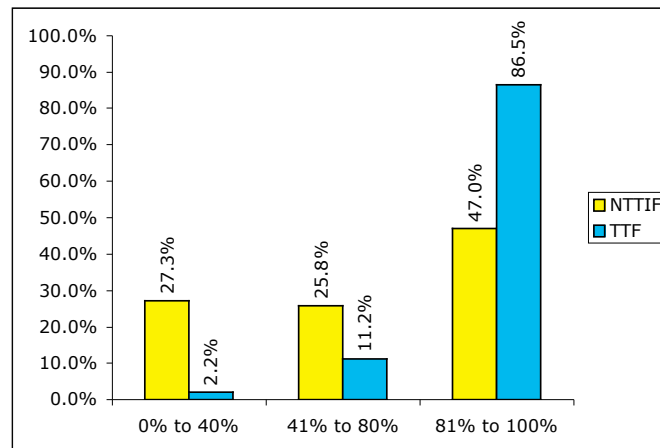
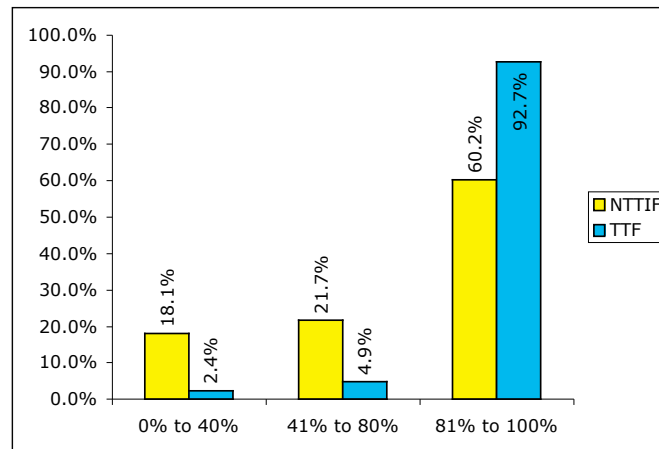
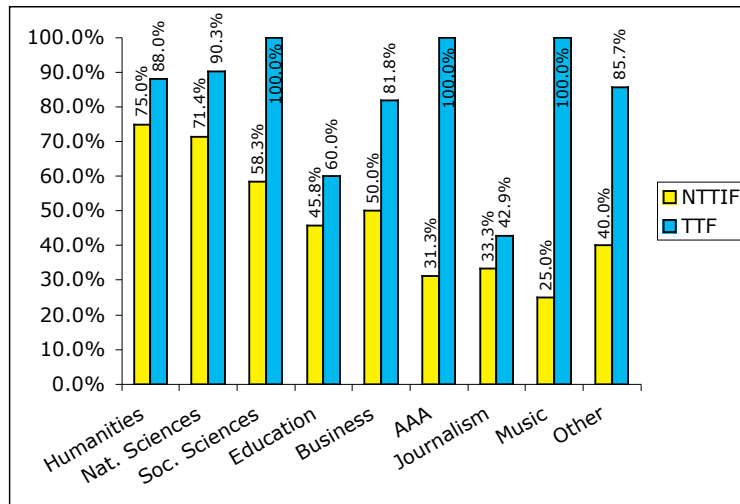


Figure 46. Percentage of Personal Income from the University of Oregon--Female Faculty Only.



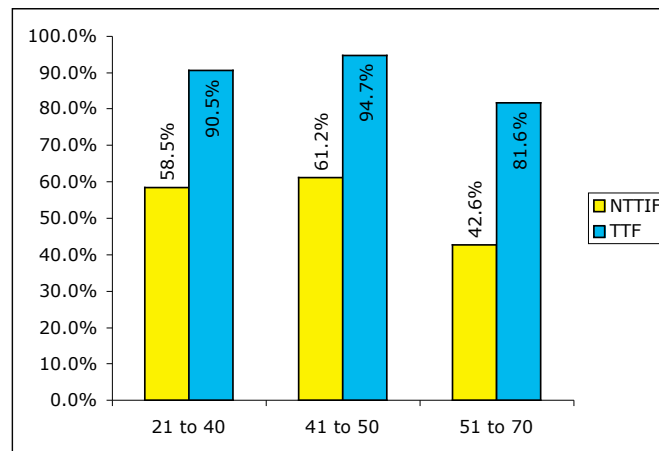
Several differences were noted when the percentage of personal income from the University of Oregon was analyzed across academic unit (see Figure 47). The units with the largest percentages of NTTIF reporting that they received 81% to 100% of their personal income from the University of Oregon were the Humanities (75.0%, n=30), the Natural Sciences (71.4%, n=10), and the Social Sciences (58.3%, n=7). The units with the lowest percentages of NTTIF reporting that they received 81% to 100% of their personal income from the University of Oregon were the School of Music (25.0%, n=2) and the School of Allied Arts and Architecture (31.3%, n=5). The largest gaps between the percentage of NTTIF and TTF who receive 81% to 100% of their personal income from the University of Oregon were the School of Music (75.0% difference) and the School of Allied Arts and Architecture (68.7%).

Figure 47. Percentage of NTTIF and TTF Who Receive 81% to 100% of Their Personal Income from the University of Oregon By Academic Unit.



There were also several noteworthy differences across age categories (see Figure 48). In each of the three age categorizations, a larger percentage of TTF receive 81% to 100% of their personal income from the University of Oregon compared to the percentage of NTTIF. A larger percentage of NTTIF ages 21 to 40 (58.5%, n=31) and 41 to 50 (61.2%, n=30) receive 81% to 100% of their personal income from the University of Oregon compared to the percentage of NTTIF ages 51 to 70 (42.6%, n=20). The largest gap between the percentage of NTTIF and TTF who receive 81% and 100% of their personal income from the University of Oregon were for faculty ages 51 to 70 (39%).

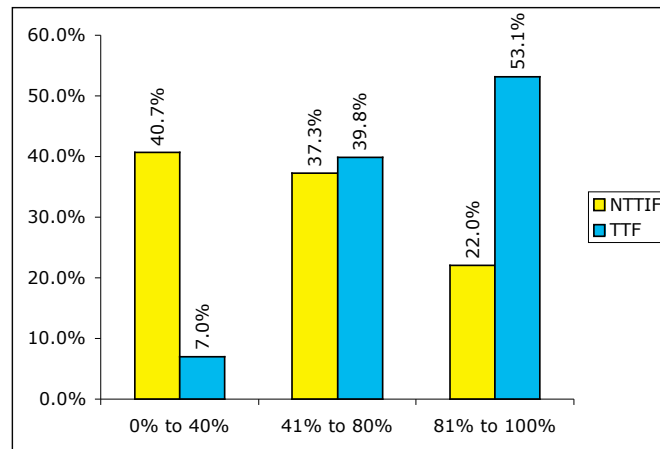
Figure 48. Percentage of NTTIF and TTF Who Receive 81% to 100% of Their Personal Income from the University of Oregon by Age.



Percentage of Household Income from the University of Oregon.

All respondents were asked, “What percentage of your yearly total household income typically comes from your UO employment?” There were several notable differences between NTTIF and TTF (see Figure 49 and Banner Tables 31 and 32). A larger percentage of TTF receive between 81% and 100% of their household income from the University of Oregon (53.1%, n=68) compared to the percentage of NTTIF (22.0%, n=33). A larger percentage of NTTIF receive 0% to 40% (40.7%, n=61) of their personal income from the University of Oregon compared to the percentage of TTF (7.0%, n=9). The percentage of NTTIF (37.3%, n=56) and TTF (39.8%, n=51) who receive 41% to 80% of their household income from the University of Oregon were roughly the same.

Figure 49. Percentage of Household Income from the University of Oregon.



This pattern was similar for both male faculty and female faculty (see Figures 50 and 51). A larger percentage of TTF receive 81% and 100% of their household income from the University of Oregon compared to the percentage of NTTIF, while a larger percentage of NTTIF receive 0% to 40% of their household income from the University of Oregon compared to the percentage of TTF. There was a noteworthy difference between male NTTIF and female NTTIF. A larger percentage of female NTTIF receive 0% to 40% of their household income from the University of Oregon (44.6%, n=29) compared to the percentage of male NTTIF (38.1%, n=32).

Figure 50. Percentage of Household Income from the University of Oregon--Male Faculty Only.

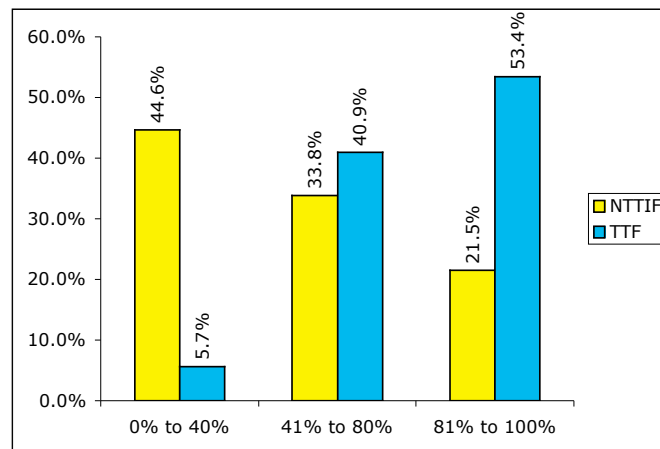
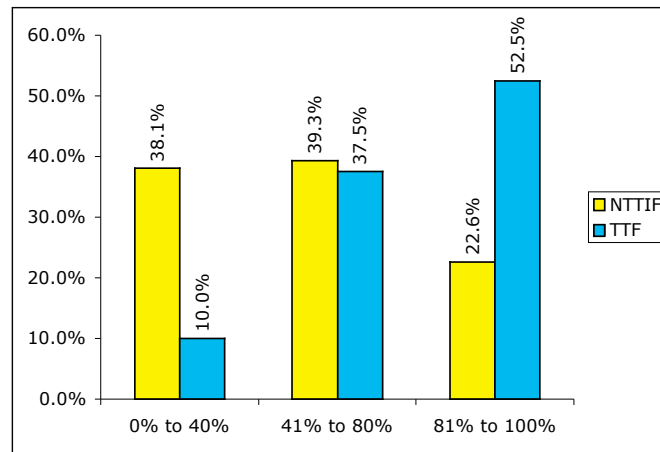
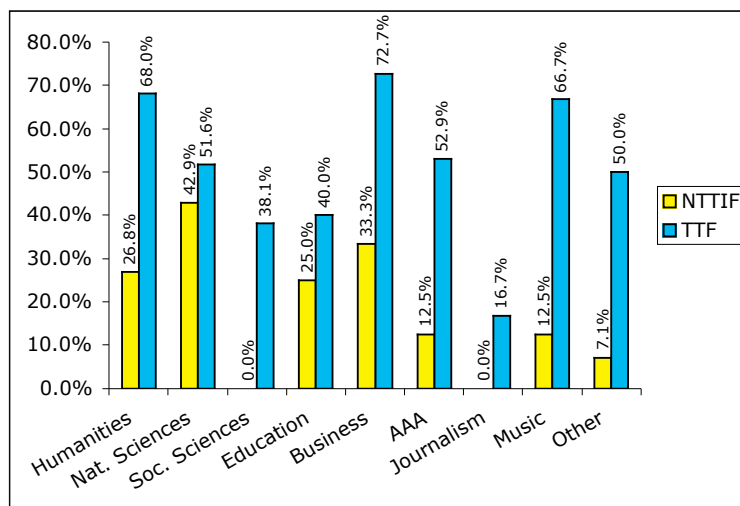


Figure 51. Percentage of Household Income from the University of Oregon--Female Faculty Only.



Several differences were observed when the percentage of household income from the University of Oregon was analyzed across academic unit (see Figure 52). The units with the largest percentages of NTTIF reporting that they received 81% to 100% of their personal income from the University of Oregon were the Natural Sciences (42.9%, n=6), and the Lundquist College of Business (33.3%, n=6). The units with the lowest percentages of NTTIF reporting that they received 81% to 100% of their household income from the University of Oregon were the Social Sciences and the School of Journalism and Communication (n=0 for each). The largest gaps between the percentage of NTTIF and TTF who receive 81% to 100% of their household income from the University of Oregon were the School of Music (54.2% difference) and other academic unit (42.9%).

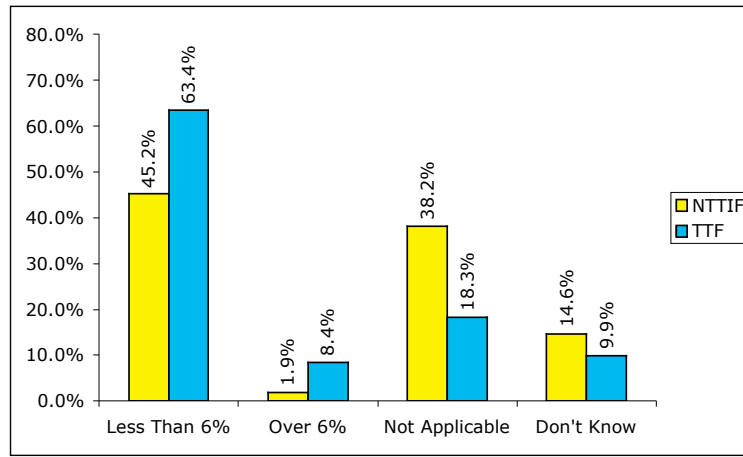
Figure 52. Percentage of NTTIF and TTF Who Receive 81% to 100% of Their Household Income from the University of Oregon By Academic Unit.



Percentage of Raise in Base Salary from Previous Year.

All respondents were asked, “If you received a salary increase last year, what was the percentage increase in your base salary over the previous year?” There were several notable differences between NTTIF and TTF (see Figure 53 and Banner Tables 33 and 34). A larger percentage of NTTIF responded that the question was not applicable (38.2%, n=60) compared to the percentage of TTF (18.3, n=18). A larger percentage of TTF received a raise of less than 6% (63.4%, n=83) and over 6% (8.4%, n=11) compared to the percentage of NTTIF (Less than 6%: 45.2%, n=71; Over 6%: 1.9%, n=3).

Figure 53. Percentage of Raise in Base Salary from Previous Year.



There were several noteworthy differences between male NTTIF and male TTF (see Figure 54). The overall gap between NTTIF and TTF who received a raise (of either less than 6% or over 6%) was 24.7% (see Figure 53), while the gap between male NTTIF and male TTF was considerably larger (38.2%). On the other hand, the gap for female NTTIF and female TTF was minor (6.5%; see Figure 55). Also, 20.3% (n=14) of male NTTIF did not know the percentage of their raise, compared to 10.3% of female NTTIF (10.3%, n=9).

Figure 54. Percentage of Raise in Base Salary from Previous Year--Male Faculty Only.

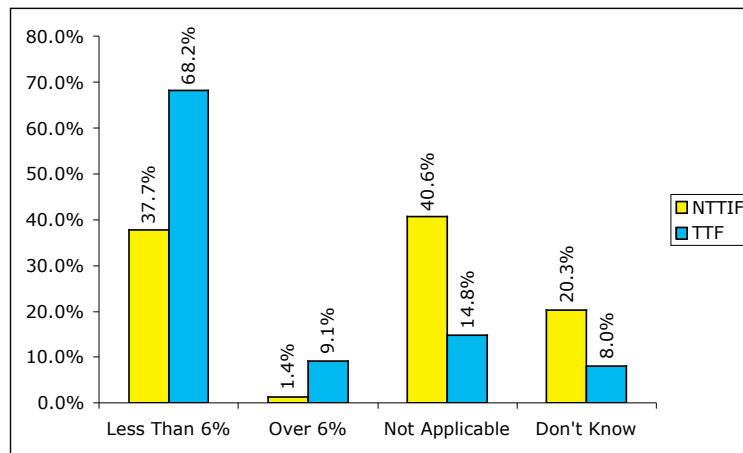
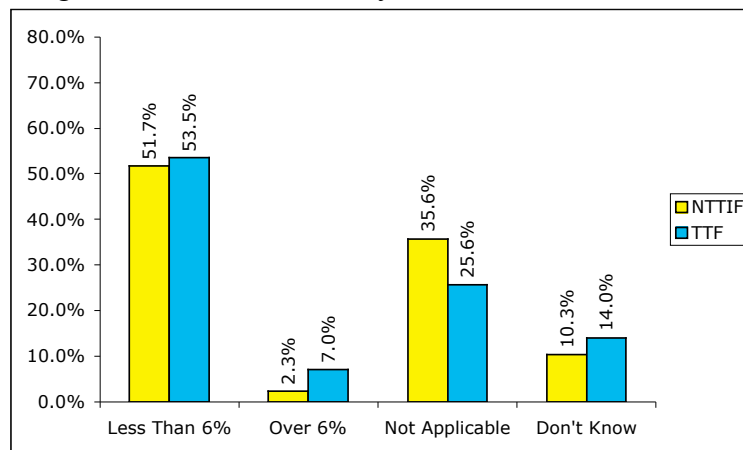


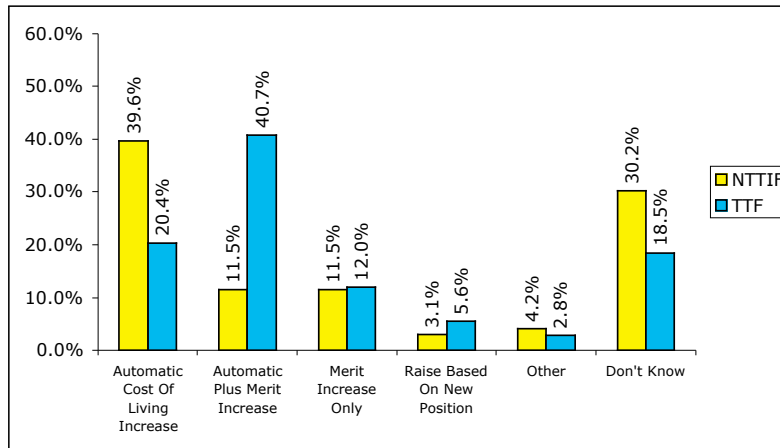
Figure 55. Percentage of Raise in Base Salary from Previous Year--Female Faculty Only.



How Raise was Determined.

All respondents were asked, “If you received a salary increase last year, which of the following best describes how that increase was determined?” There were several noteworthy differences between NTTIF and TTF (see Figure 56 and Banner Table 35). A larger percentage of NTTIF received an automatic cost of living increase only (39.6%, n=38) compared to the percentage of TTF (20.4%, n=22). A larger percentage of TTF received an automatic cost living increase plus a merit increase (40.7%, n=44) compared to the percentage of NTTIF (11.5%, n=11). The percentages of NTTIF (11.5%, n=1) and TTF (12.0%, n=13) who received a merit increase only were roughly the same.

Figure 56. How Raise was Determined.



While the same general pattern for automatic cost of living increases and automatic plus merit increases was consistent for male faculty and female faculty, there were several details that are worthy of mention (see Figures 57 and 58). The gap between male NTTIF and male TTF in terms of an automatic plus merit increase (33.6%) was considerably larger than the gap between female NTTIF and female TTF (21.7%). While a larger percentage of male TTF received a merit increase only (14.5%, n=11) compared to the percentage of male NTTIF (9.8%, n=4), the opposite was true in the comparison of female NTTIF (12.7%, n=7) and female TTF (6.3%, n=2).

Figure 57. How Raise was Determined--Male Faculty Only.

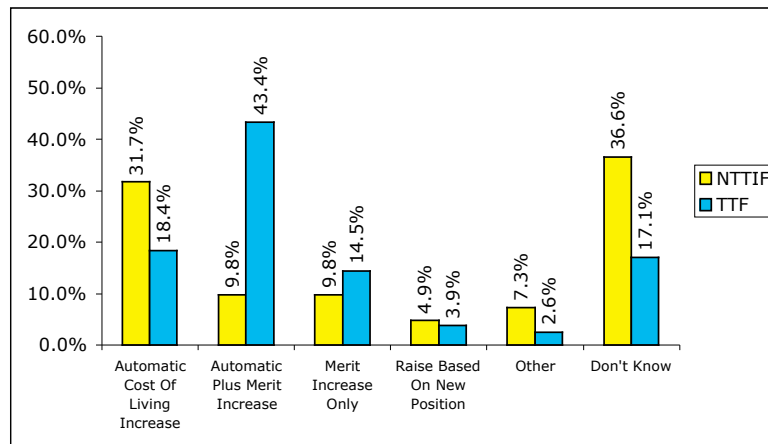
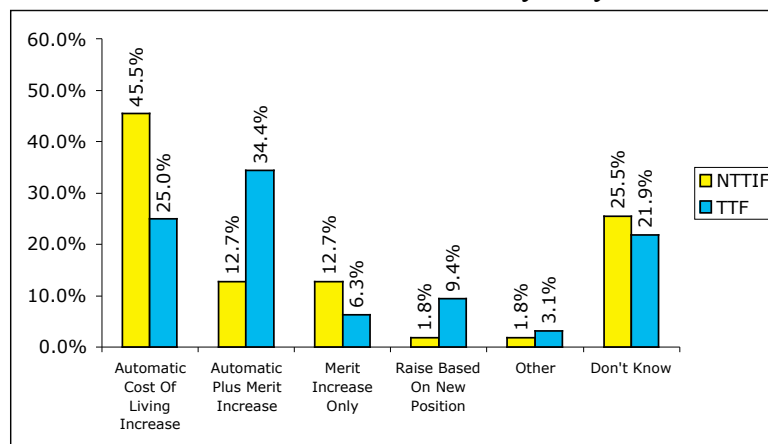


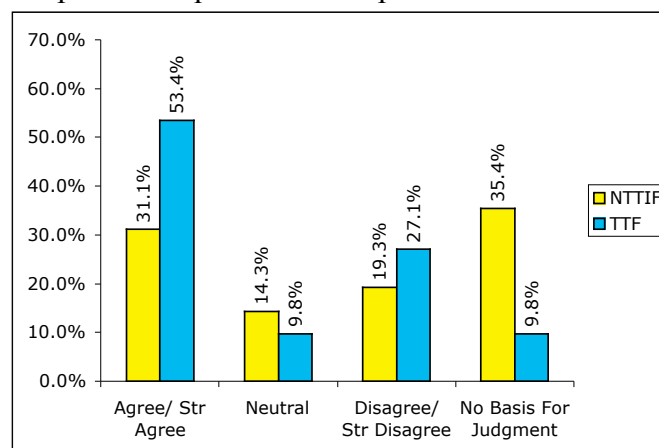
Figure 58. How Raise was Determined--Female Faculty Only.



Salary Compares to Equals in the Department.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “My salary compares favorably with the salaries of other (fixed term faculty/faculty) in my department with more or less equal qualifications (e.g. degree and years employed).” There were several noteworthy differences between NTTIF and TTF (see Figure 59 and Banner Tables 36 and 37). A larger percentage of TTF strongly agreed or agreed with the statement (53.4%, n=71) compared to the percentage of NTTIF (31.1%, n=50). Also, a larger percentage of TTF strongly disagreed or disagreed with the statement (27.1%, n=36) compared to the percentage of NTTIF (19.3%, n=57). The largest percentage of NTTIF (35.4%, n=57) responded that they did not have a basis for judgment.

Figure 59. Salary Compares to Equals in the Department.



This pattern was consistent for male faculty and female faculty, though there are several noteworthy differences (see Figures 60 and 61). The percentages of male NTTIF and male TTF in the neutral (NTTIF: 9.7%, n=7; TTF: 11.2%, n=10) and strongly disagree or

disagree categories (NTTIF: 20.8%, n=15; TTF: 23.6%, n=21) are roughly the same. The gaps between female NTTIF and female TTF are considerably larger. A larger percentage of female NTTIF selected the neutral category (18.2%, n=16) compared to the percentage of female TTF. A larger percentage of female TTF strongly disagreed or disagreed with the statement (34.1%, n=15) compared to the percentage of female NTTIF (18.2%, n=16).

Figure 60. Salary Compares to Equals in the Department--Male Faculty Only.

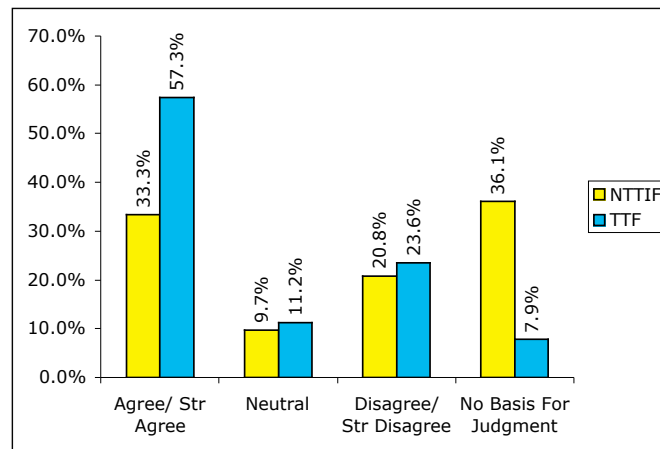
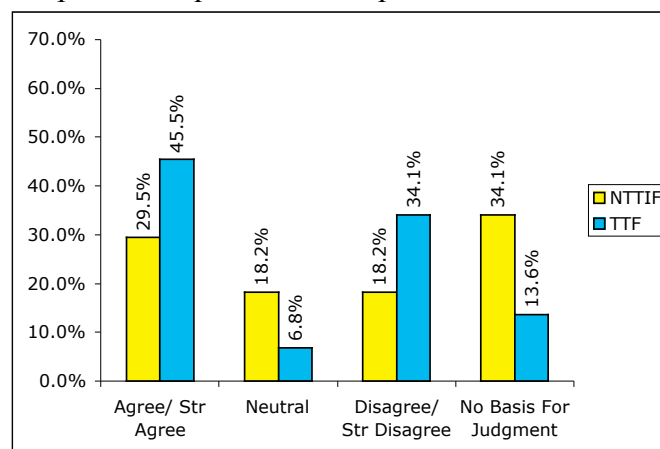


Figure 61. Salary Compares to Equals in the Department--Female Faculty Only.

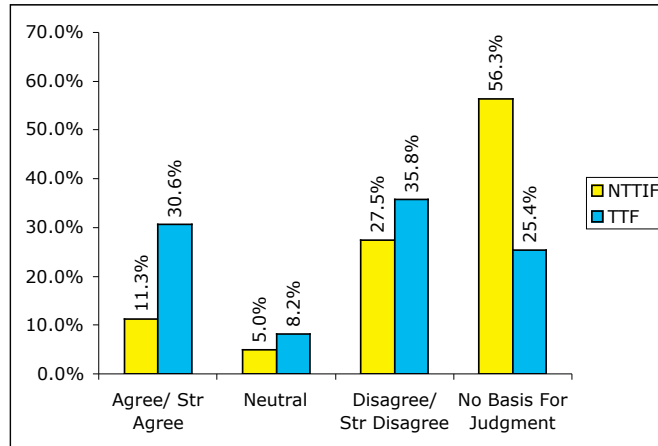


Salary Compares to Equals Outside the Department.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “My salary compares favorably with the salaries of other (fixed term faculty/faculty) with more or less equal qualifications (e.g. degree and years employed) in other departments at the UO.” There were several noteworthy differences between NTTIF and TTF (see Figure 62 and Banner Tables 38 and 39). A larger percentage of TTF strongly agreed or agreed with the statement (30.6%, n=41) compared to the percentage of NTTIF (11.3%, n=18). Also, a larger

percentage of TTF strongly disagreed or disagreed with the statement (35.8%, n=34) compared to the percentage of NTTIF (27.5%, n=44). The largest percentage of NTTIF (56.3%, n=90) responded that they did not have a basis for judgment. A considerable percentage of TTF also selected the no basis for judgment category (25.4%, n=34).

Figure 62. Salary Compares to Equals Outside the Department.



This pattern was consistent for male faculty and female faculty, though there was a noteworthy difference between male NTTIF and female NTTIF (see Figures 62 and 63). A slightly larger percentage of female NTTIF strongly disagreed or disagreed with the statement (30.7%, n=27) compared to the percentage of male NTTIF (23.9%, n=17)

Figure 63. Salary Compares to Equals Outside the Department--Male Faculty Only.

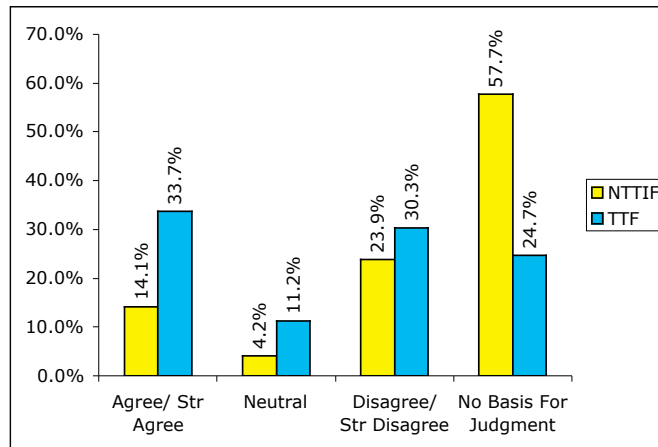
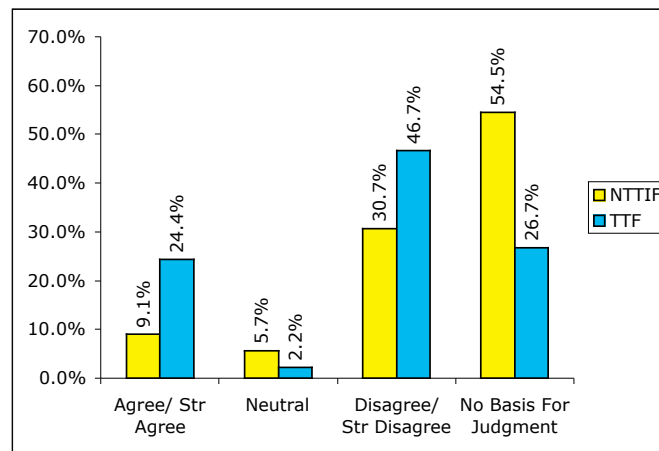


Figure 64. Salary Compares to Equals Outside the Department--Female Faculty Only.

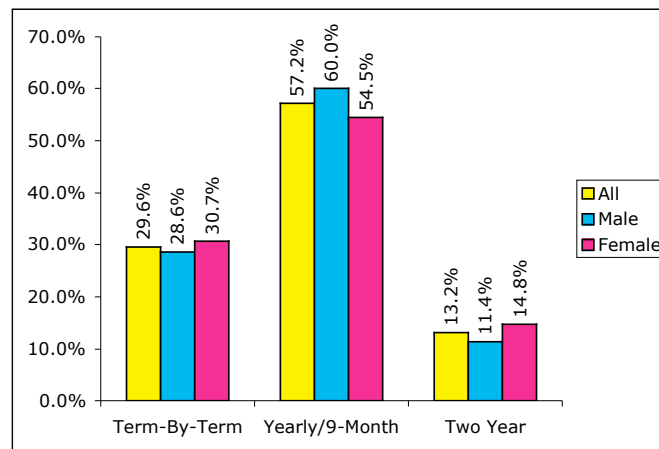


CONTRACT AND APPOINTMENT INFORMATION.

Contract Length.

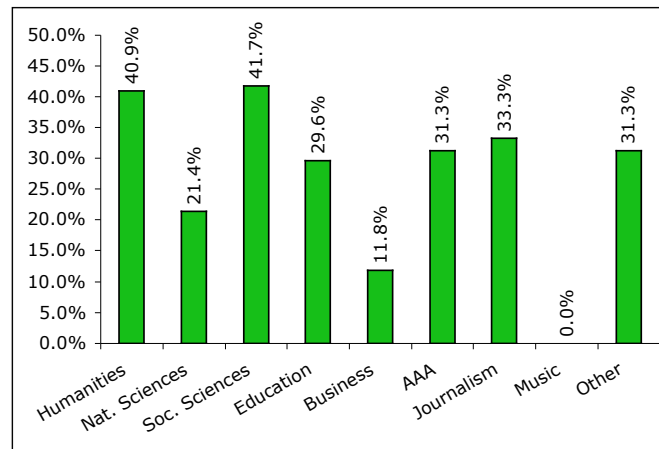
NTTIF were asked, “What is your contract length?” On the whole, 57.2% (n=91) of NTTIF had yearly or 9-month contracts (see Figure 65 and Banner Table 40), while 29.6% of NTTIF had term-by-term contracts. A small percentage (13.2%, n=21) had two-year contracts. This general pattern holds for male NTTIF and female NTTIF.

Figure 65. NTTIF Contract Length.



Several differences noted when the percentage of term-by-term contracts was analyzed across academic unit (see Figure 66). The units with the largest percentages of NTTIF on term-by-term contracts were the Social Sciences (41.7%, n=5), and the Humanities (40.9%, n=18). The units with the lowest percentages of NTTIF on term-by-term contracts were the School of Music (0.0%) and the Lundquist College of Business (11.8%, n=2).

Figure 66. Percentage of NTTIF on Term-By-Term Contracts By Academic Unit.

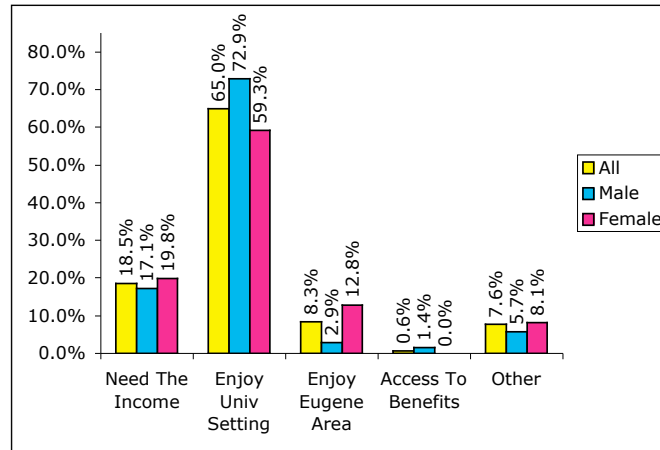


Reason for Teaching at the University of Oregon.

NTTIF were asked, “What best describes your primary reason for teaching at the UO?” On the whole, 65.0% (n=102; see Figure 67 and Banner Tables 41 and 42) of NTTIF responded that they enjoyed the stimulation of teaching in a university setting, while 18.5% (n=29) responded that they needed the income. A small percentage (8.3%, n=13) responded that they enjoyed the Eugene area and teaching at the UO allowed them to reside in Eugene.

Several notable differences were observed between male NTTIF and female NTTIF. A larger percentage of male NTTIF responded that they enjoyed the stimulation of teaching in a university setting (72.9%, n=51) compared to the percentage of female NTTIF (59.3%, n=51). A larger percentage of female NTTIF responded that they enjoyed the Eugene area and teaching at the UO allowed them to reside in Eugene (12.8%, n=11) compared to the percentage of male NTTIF (2.9%, n=2).

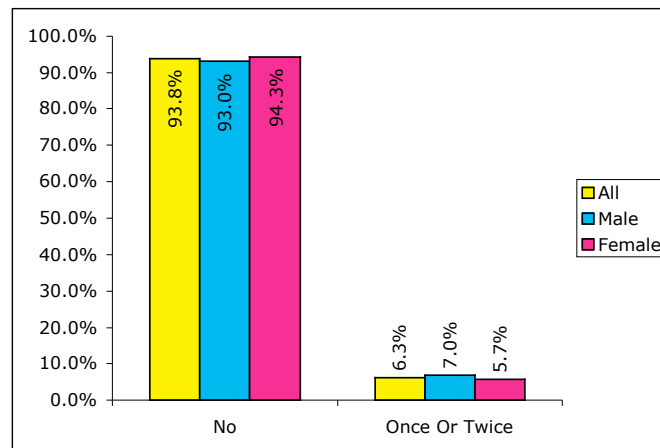
Figure 67. NTTIF Reason for Teaching at the University of Oregon.



Respondent Ever Told Their Services Not Needed.

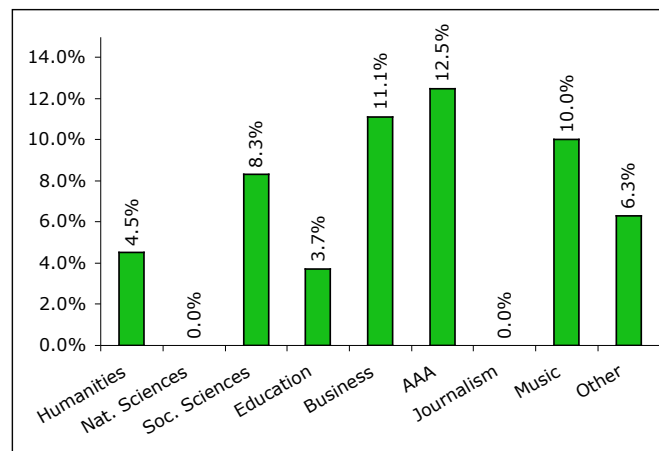
NTTIF were asked, “In the past five years, have you ever been told that your services would not be required at the UO for a particular term after you had been given a teaching assignment for that term?” On the whole, 6.3% (n=10; see Figure 68 and Banner Table 43) of NTTIF had been told that their services were not needed in the past five years. This pattern was consistent for male NTTIF and female NTTIF.

Figure 68. NTTIF Told Their Services Were Not Needed (In Past Five Years).



Several differences were observed when the percentage of NTTIF who had been told that their services were not needed was analyzed across academic unit (see Figure 69). The units with the largest percentages of NTTIF who had been told that their services were not needed were the School of Allied Arts and Architecture (12.5%, n=2) and the Lundquist College of Business (11.1%, n=12). The units with the lowest percentages of NTTIF who had been told that their services were not needed were the Natural Sciences and the School of Journalism and Communication (0.0% for both).

Figure 69. Percentage of NTTIF Told Their Services Were Not Needed By Academic Unit.

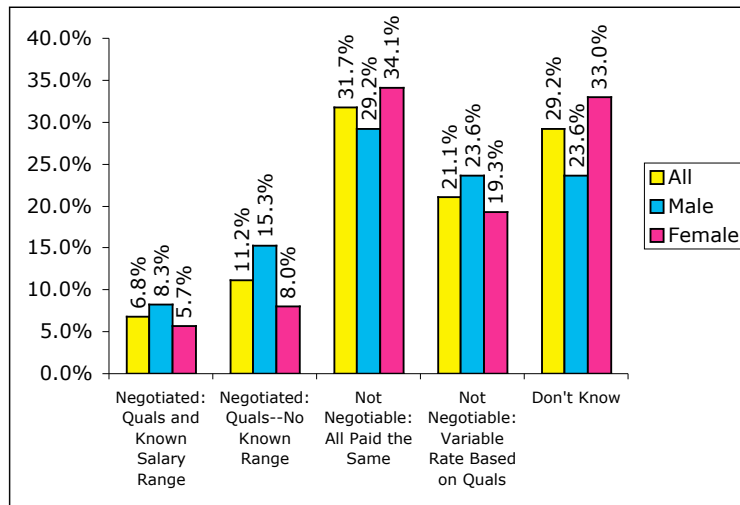


Determination of Respondent's Initial Salary.

NTTIF were asked, “When you first began teaching at the UO, which, to the best of your knowledge, describes how your salary was determined?” On the whole, 31.7% (n=51; see Figure 70 and Banner Table 44) of NTTIF responded that their initial salary was not negotiable and that all NTTIF were paid the same, and 21.1% (n=34) of NTTIF responded that their initial salary was not negotiable and that NTTIF were paid on a variable rate based on qualifications. However, the second largest category of NTTIF responses fell in the “don’t know” category (29.2%, n=47).

Several noteworthy differences were observed between male NTTIF and female NTTIF. A larger percentage of male NTTIF responded that their initial salary was negotiated and based on their qualifications without a known departmental salary range (15.3%, n=11) compared to the percentage of female NTTIF (8.0%, n=7). A larger percentage of female NTTIF selected “don’t know” as their response (33.0%, n=29) compared to the percentage of male NTTIF (23.6%, n=17).

Figure 70. Determination of Initial Salary for NTTIF.

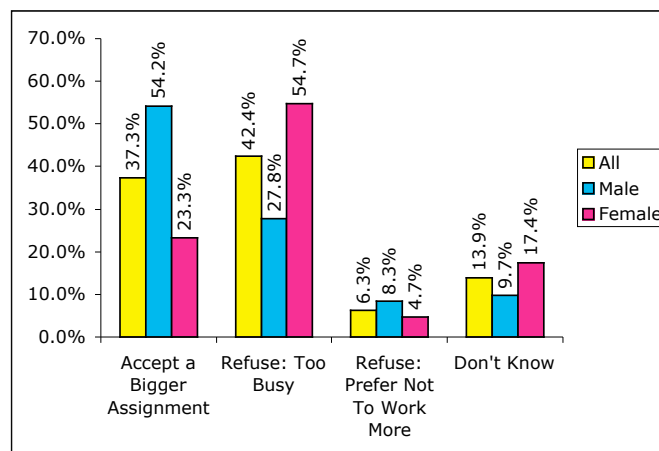


Offer of More Work.

NTTIF were asked, “If you were offered more teaching at the UO, what would be your response?” On the whole, 42.4% (n=67; see Figure 71 and Banner Tables 45 and 46) of NTTIF would refuse the additional work because they are already too busy, while 37.3% (n=59) would accept a bigger assignment. A small percentage (6.3%, n=10) would refuse the additional work because they prefer not to work more.

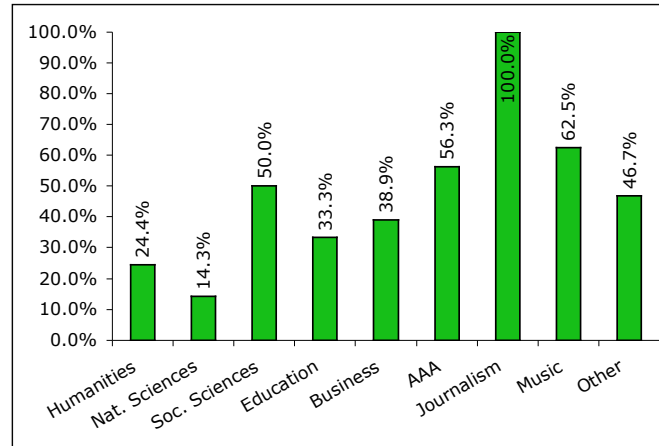
Several dramatic differences were observed between male NTTIF and female NTTIF. A larger percentage of male NTTIF would accept a bigger assignment (54.2%, n=39) compared to the percentage of female NTTIF (23.3%, n=20). A larger percentage of female NTTIF would refuse a bigger assignment because they are already too busy (54.7%, n=47) compared to the percentage of male NTTIF.

Figure 71. Offer of More Work to NTTIF.



Several differences were noted when the percentage of NTTIF who would accept a bigger assignment was analyzed across academic unit (see Figure 72). The units with the largest percentages of NTTIF who would accept a bigger assignment were the School of Journalism and Communication (100.0%, n=3) and the School of Music (62.5%, n=5). The units with the lowest percentages of NTTIF who would accept a bigger assignment were the Natural Sciences (14.3%, n=2) and the Humanities (24.4%, n=11).

Figure 72. Percentage of NTTIF Who Would Accept a Bigger Assignment By Academic Unit.

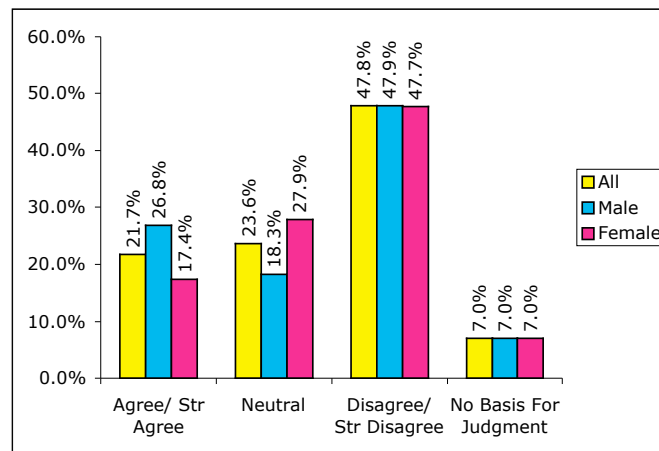


Satisfaction With Job Security.

NTTIF were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I am satisfied with my level of job security.” On the whole, 21.7% (n=34; see Figure 73 and Banner Tables 47 and 48) of NTTIF strongly agreed or agreed with the statement, 23.6% (n=37) selected the neutral category, and 47.8% (n=75) strongly disagreed or disagreed with the statement. A small percentage (7.0%, n=11) responded that they had no basis for judgment.

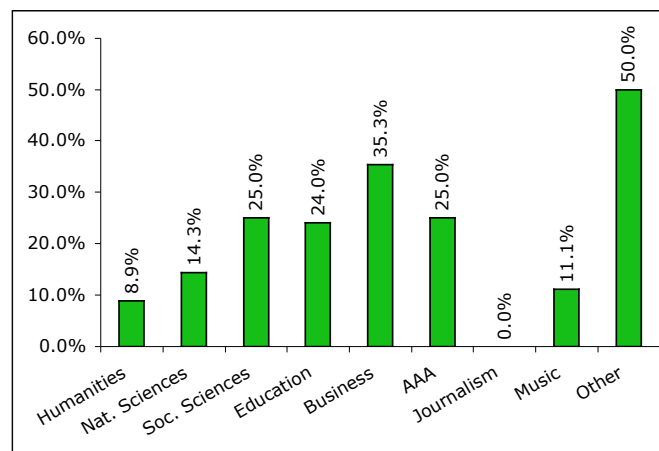
While the percentages of male NTTIF and female NTTIF were almost identical for responses of strongly disagree and disagree (Male NTTIF: 47.9%, n=34; Female NTTIF: 47.7%, n=41) and no basis for judgment (Male NTTIF: 7.0%, n=5; Female NTTIF: 7.0%, n=6), differences were observed in the other categories. A larger percentage of male NTTIF strongly agreed or agreed with the statement (26.8%, n=19) compared to the percentage of female NTTIF (17.4%, n=15). A larger percentage of female NTTIF selected the neutral category (27.9%, n=24) compared to the percentage of male NTTIF (18.3%, n=13).

Figure 73. NTTIF Satisfaction with Job Security.



Several noteworthy differences were observed when the percentage of NTTIF who strongly agreed or agreed with the statement on job security was analyzed across academic unit (see Figure 74). The units with the largest percentages of NTTIF who strongly agreed or agreed with the statement were other academic units (50.0%, n=8) and the Lundquist College of Business (35.3%, n=6). The units with the lowest percentages of NTTIF who strongly agreed or agreed with the statement were the School of Journalism and Communication (n=0) and the Humanities (8.9%, n=4).

Figure 74. Percentage of NTTIF Who Strongly Agreed or Agreed with the Job Security Statement By Academic Unit.

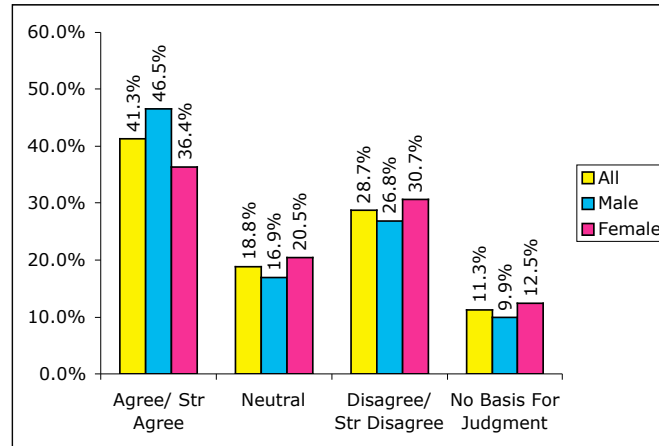


Satisfaction With the Timeliness of Contract Renewal.

NTTIF were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I am satisfied with the timeliness of my contract renewal.” On the whole, 41.3% (n=66; see Figure 75 and Banner Tables 49 and 50) of NTTIF strongly agreed or agreed with the statement, 18.8% (n=30) selected the neutral category,

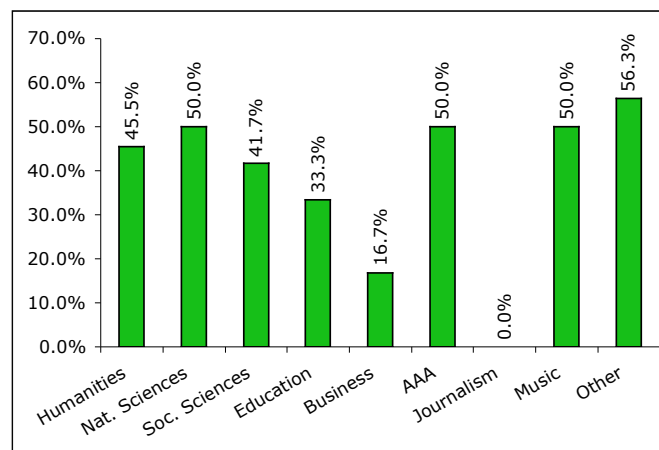
and 28.7% (n=46) strongly disagreed or disagreed with the statement. A small percentage (11.3%, n=18) responded that they had no basis for judgment. A larger percentage of male NTTIF strongly agreed or agreed with the statement (46.5%, n=33) compared to the percentage of female NTTIF (36.4%, n=32).

Figure 75. NTTIF Satisfaction With the Timeliness of Contract Renewal.



Several noteworthy differences were observed when the percentage of NTTIF who strongly agreed or agreed with the statement on timeliness of contract was analyzed across academic unit (see Figure 76). The units with the largest percentage of NTTIF who strongly agreed or agreed with the statement were other academic units (56.3%, n=9), while 50.0% of NTTIF in three other units--the Natural Sciences (n=7), the School of Allied Arts and Architecture (n=8), and the School of Music (n=5) strongly agreed or agreed. The units with the lowest percentages of NTTIF who strongly agreed or agreed with the statement were the School of Journalism and Communication (n=0) and the Lundquist College of Business (16.7%, n=3).

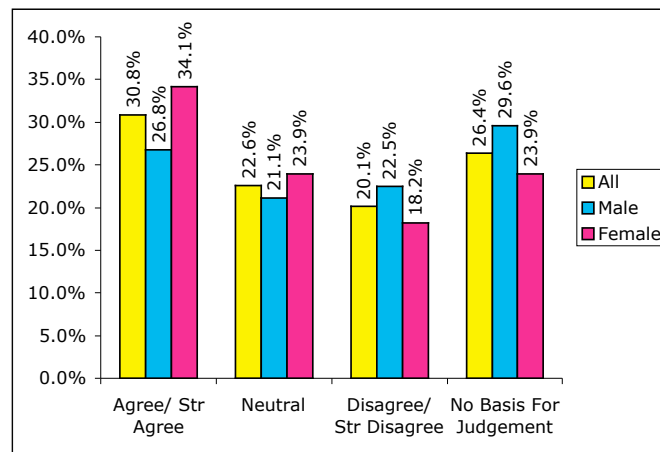
Figure 76. Percentage of NTTIF Who Strongly Agreed or Agreed with the Timeliness of Contract Renewal Statement By Academic Unit.



Service Recognized in Reappointment.

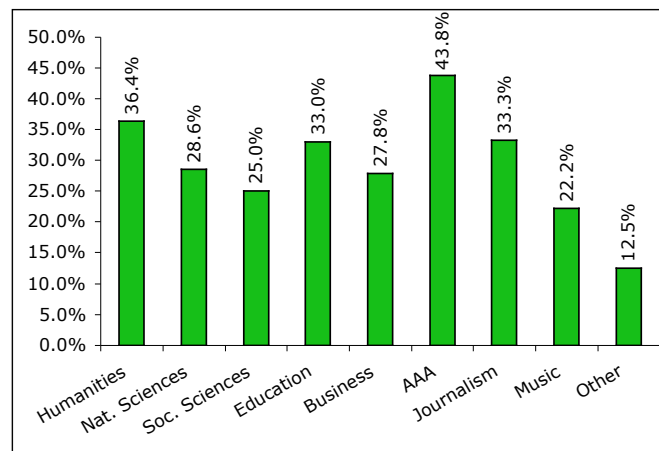
NTTIF were asked to select the answer that best reflects their agreement or disagreement with the following statement, “My years of service have been recognized in my reappointment.” On the whole, 30.8% (n=49; see Figure 77 and Banner Tables 51 and 52) of NTTIF strongly agreed or agreed with the statement, 22.6% (n=36) selected the neutral category, and 20.1% (n=32) strongly disagreed or disagreed with the statement. A considerable percentage (26.4%, n=42) responded that they had no basis for judgment. While there were some differences between male NTTIF and female NTTIF, none of the gaps were larger than 10.0%.

Figure 77. NTTIF Service Recognized in Reappointment.



There were several noteworthy differences observed when the percentage of NTTIF who strongly agreed or agreed with the statement on recognition of service by reappointment was analyzed across academic unit (see Figure 78). The units with the largest percentages of NTTIF who strongly agreed or agreed with the statement were the School of Allied Arts and Architecture (43.8%, n=7) and the Humanities (36.4%, n=16). The units with the lowest percentages of NTTIF who strongly agreed or agreed with the statement were other academic units (12.5%, n=2) and the School of Music (22.2%, n=2).

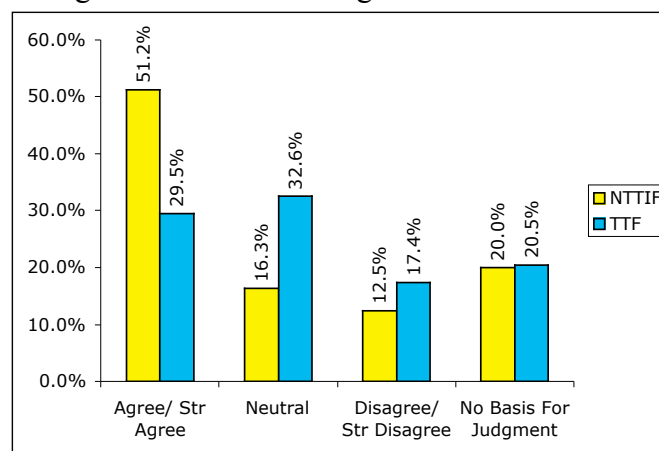
Figure 78. Percentage of NTTIF Who Strongly Agreed or Agreed with the Recognition of Service By Reappointment Statement By Academic Unit.



Service Recognized in Course Assignments.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “My years of service have been recognized in my course assignments.” There were several noteworthy differences between NTTIF and TTF (see Figure 79 and Banner Tables 53 and 54). A larger percentage of NTTIF strongly agreed or agreed with the statement (51.2%, n=82) compared to the percentage of TTF (29.5%, n=39). A larger percentage of TTF selected the neutral category (32.5%, n=43) compared to the percentage of NTTIF (16.3%, n=26).

Figure 79. Service Recognized in Course Assignments.



This pattern was similar for both male faculty and female faculty (see Figures 80 and 81). A larger percentage of NTTIF strongly agreed and agreed with the statement on recognition of service in course assignments compared to TTF, and a larger percentage of TTF selected the neutral category compared to the percentage of NTTIF. There were several noteworthy differences between male NTTIF and female NTTIF. A larger

percentage of male NTTIF selected the neutral category (21.1%, n=15) compared to the percentage of female NTTIF (12.5%, n=11). A larger percentage of female NTTIF strongly disagree and disagree (17.0%, n=15) compared to the percentage of male NTTIF (7.0%, n=5).

Figure 80. Service Recognized in Course Assignments--Male Faculty Only.

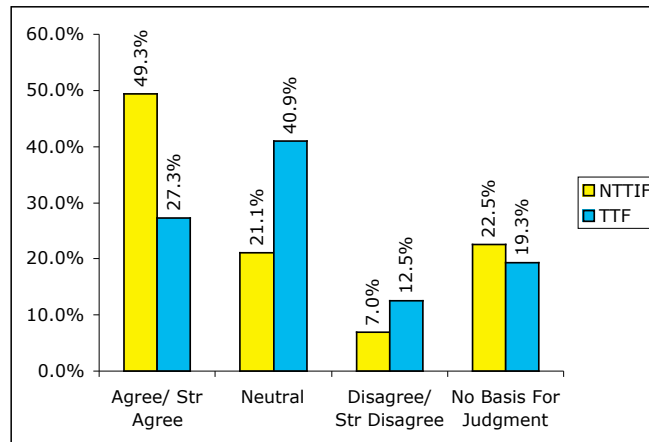
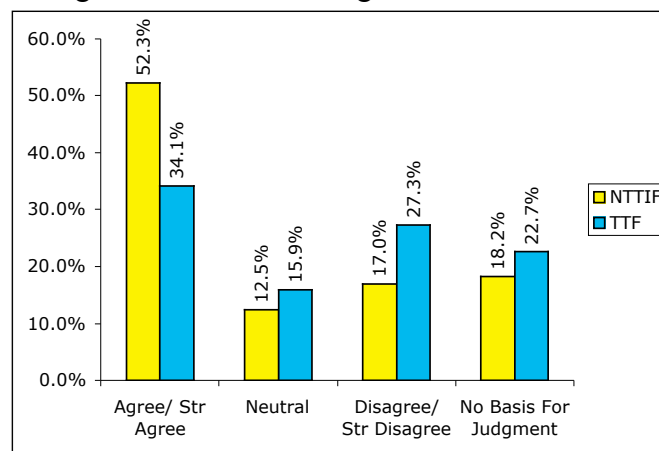


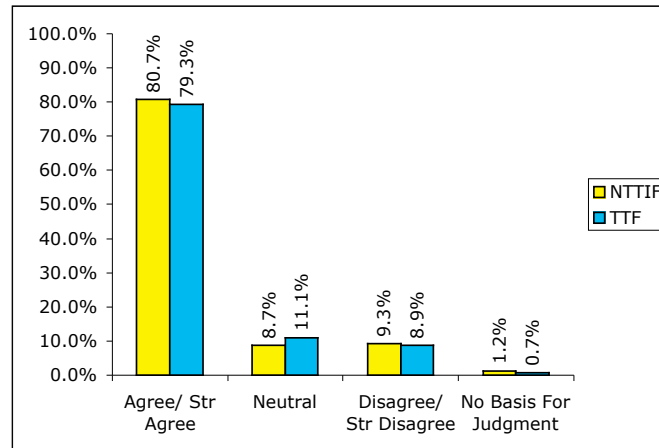
Figure 81. Service Recognized in Course Assignments--Female Faculty Only.



Satisfaction with Distribution of Teaching Assignments.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I am satisfied with the distribution of teaching assignments within the year.” The distributions for NTTIF and TTF were almost identical (see Figure 82 and Banner Tables 55 and 56). The majority of NTTIF and TTF strongly agreed or agreed with the statement (NTTIF: 80.7%, n=130; TTF: 79.3%, n=107).

Figure 82. Satisfaction with Distribution of Teaching Assignments.



There were some noteworthy differences for male faculty and female faculty (see Figures 83 and 84). The distributions for male NTTIF and male TTF were similar. A larger percentage of male TTF strongly agreed or agreed (88.9%, n=80) compared to the percentage of male NTTIF (81.9%, n=59). The distribution of female faculty was considerably different. A larger percentage of female NTTIF strongly agreed or agreed with the statement (79.5%, n=70) compared to the percentage of female TTF (60.0%, n=27). A larger percentage of female TTF strongly disagreed and disagreed (20.0%, n=9) or selected the neutral category (17.8%, n=8) compared to the percentages of female NTTIF in these categories (Strongly disagree or disagree: 12.5%, n=11; Neutral: 5.7%, n=5).

Figure 83. Satisfaction with Distribution of Teaching Assignments --Male Faculty Only.

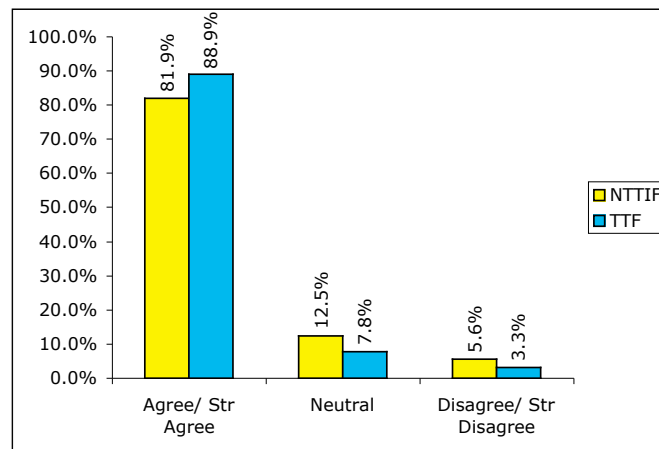
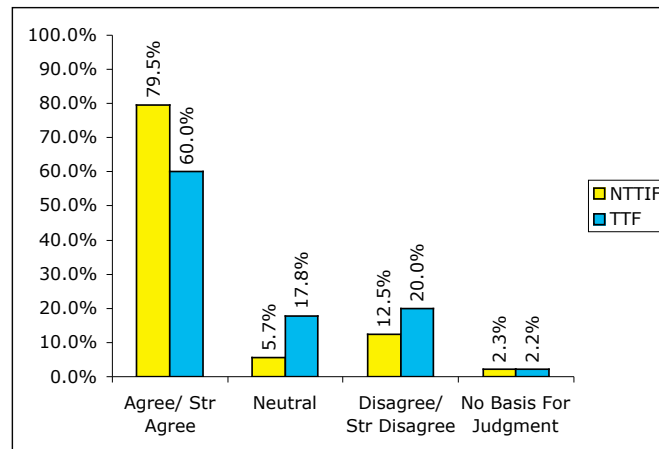


Figure 84. Satisfaction with Distribution of Teaching Assignments --Female Faculty Only.

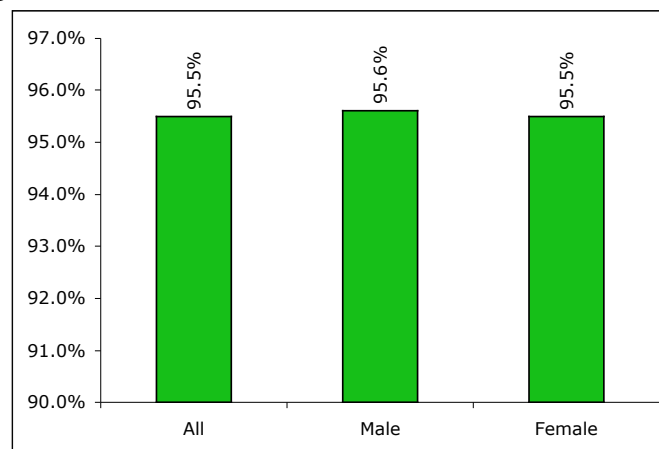


HEALTH INSURANCE INFORMATION.

Status of Health Insurance.

All respondents were asked, “Which best describes your situation regarding health insurance?” No TTF reported having no health insurance coverage (see Figure 85 and Banner Tables 57 and 58), and the majority reported having coverage provided by the University of Oregon. There was no difference between male TTF and female TTF in terms of having health insurance coverage through the University of Oregon.

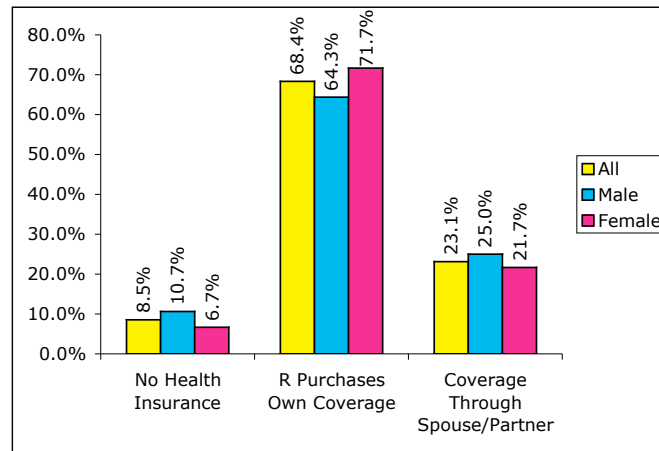
Figure 85. Percentage of TTF with Health Insurance Coverage Provided By the University of Oregon.



On the whole, 8.9% (n=10; see Figure 86) of NTTIF had no health insurance coverage, 68.4% (n=80) purchase coverage themselves, and 23.1% (n=27) have health insurance coverage through their spouses or partners. While the distributions are similar for male

NTTIF and female NTTIF, a larger percentage of male NTTIF had no insurance coverage (10.7%, n=6) compared to the percentage of female NTTIF (6.7%, n=4).

Figure 86. Status of Health Insurance for NTTIF.



Several differences were observed when the percentage of NTTIF who did not have health insurance coverage was analyzed across years at the University of Oregon and age of the respondent (see Figures 87 and 88). A larger percentage of NTTIF who have between three and seven years of experience at the University of Oregon did not have health insurance coverage (17.1%, n=6) compared to NTTIF with less than three years (5.9%, n=2) and NTTIF with more than seven years at the University of Oregon 4.2%, n=2). A larger percentage of NTTIF ages 21 to 40 do not have health insurance coverage (22.2%, n=8) compared to NTTIF ages 41 to 50 (5.1%, n=2) and NTTIF ages 51 to 70 (n=0).

Figure 87. Percentage of NTTIF Without Health Insurance Coverage By Years at the University of Oregon.

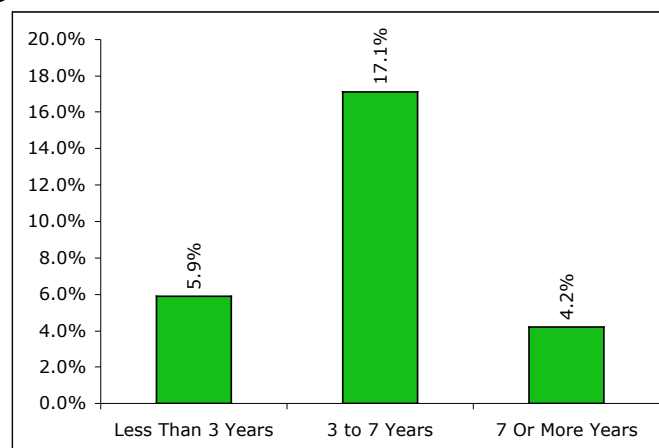
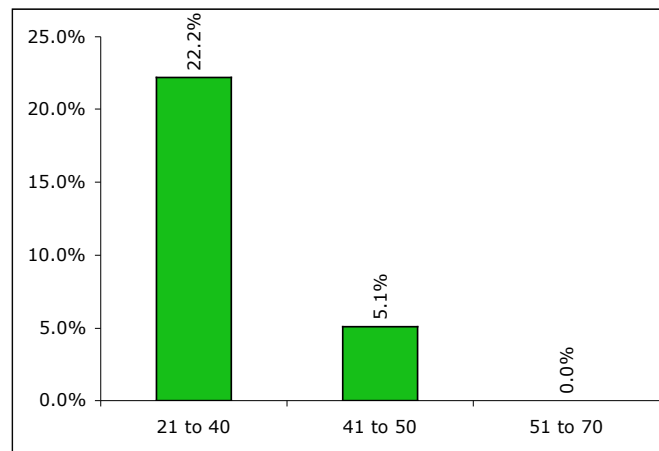


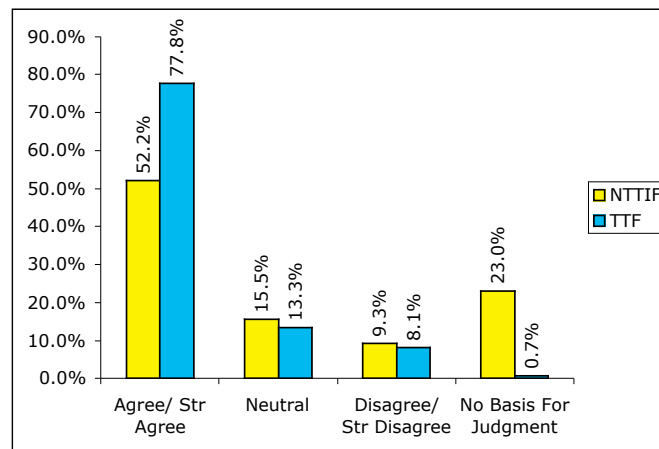
Figure 88. Percentage of NTTIF Without Health Insurance Coverage By Age.



Satisfaction With Access to Health Insurance Benefits.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I am satisfied with my access to UO health insurance benefits.” There were several noteworthy differences between NTTIF and TTF (see Figure 89 and Banner Tables 59 and 60). A larger percentage of TTF strongly agreed and agreed with the statement (77.8%, n=105) compared to the percentage of NTTIF (52.2%, n=84). A larger percentage of NTTIF responded that they had no basis for judgment (23.0%, n=37) compared to the percentage of TTF (0.7%, n=1).

Figure 89. Satisfaction With Access to Health Insurance Benefits.



This pattern was similar for both male faculty and female faculty (see Figures 90 and 91). A larger percentage of TTF strongly agreed or agreed with the statement about health insurance access compared to the percentage of NTTIF, and a larger percentage of NTTIF responded that they had no basis for judgment compared to the percentage of TTF.

Figure 90. Satisfaction With Access to Health Insurance Benefits--Male Faculty Only.

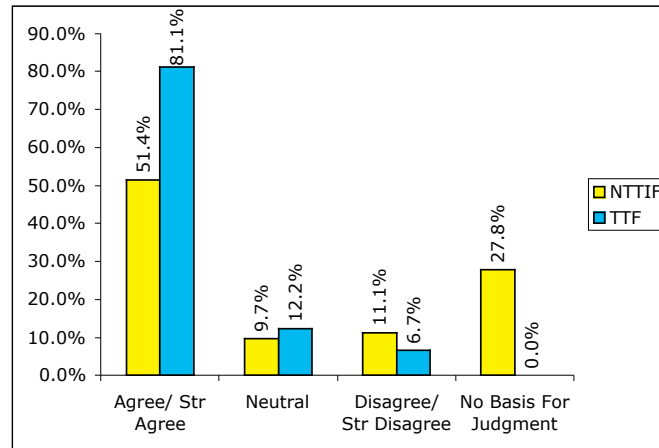
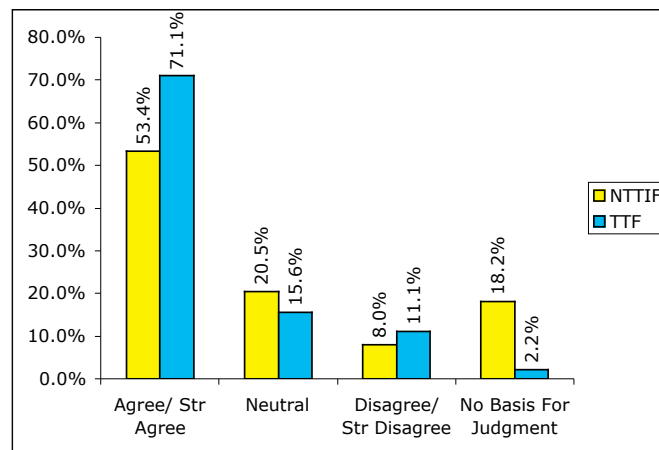
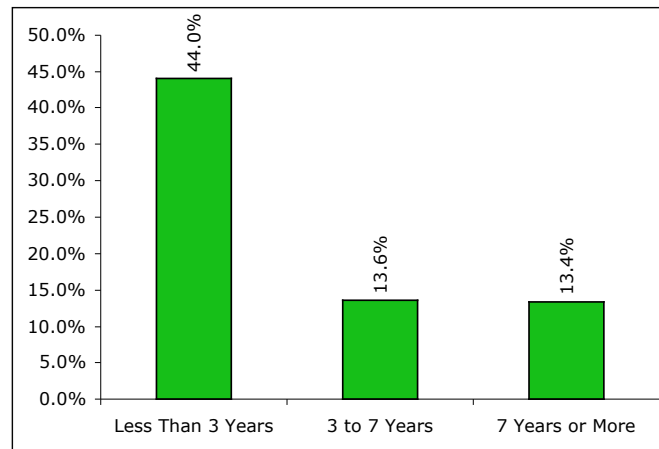


Figure 91. Satisfaction With Access to Health Insurance Benefits--Female Faculty Only.



There was a notable difference observed when the percentage of NTTIF who responded that they had no basis for judgment was analyzed across years at the University of Oregon (see Figures 92). A larger percentage of NTTIF with less than three years experience at the University of Oregon (44.0%, n=22) compared to NTTIF with between three and seven years experience (13.6%, n=6) and more than seven years experience at the University of Oregon (13.4%, n=9).

Figure 92. Percentage of NTTIF Who Had No Basis For Judgment For the Statement on Satisfaction With Health Insurance Access By Years at the University of Oregon.

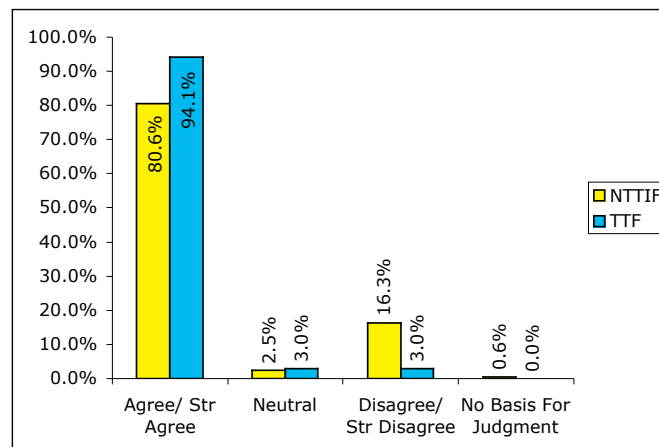


ACCESS TO OFFICE FACILITIES AND TEACHING RESOURCES.

Adequacy of Computer Access.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I have adequate access to a computer.” While the distributions for NTTIF and TTF are similar, there are some notable differences (see Figure 93 and Banner Tables 61 and 62). A larger percentage of TTF strongly agreed and agreed with the statement (94.1%, n=127) compared to the percentage of NTTIF (80.6%, n=129). A larger percentage of NTTIF strongly disagreed or disagreed with the statement (16.3%, n=26) compared to the percentage of TTF (3.0%, n=4).

Figure 93. Adequacy of Computer Access.



This pattern was similar for both males and females (see Figures 94 and 95). A larger percentage of TTF strongly agreed or agreed with the statement about health insurance access compared to the percentage of NTTIF, and a larger percentage of NTTIF strongly disagreed or disagreed compared to the percentage of TTF.

Figure 94. Adequacy of Computer Access--Male Faculty Only.

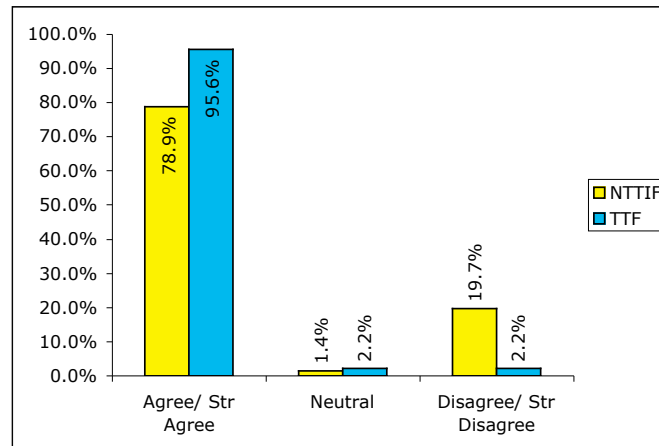
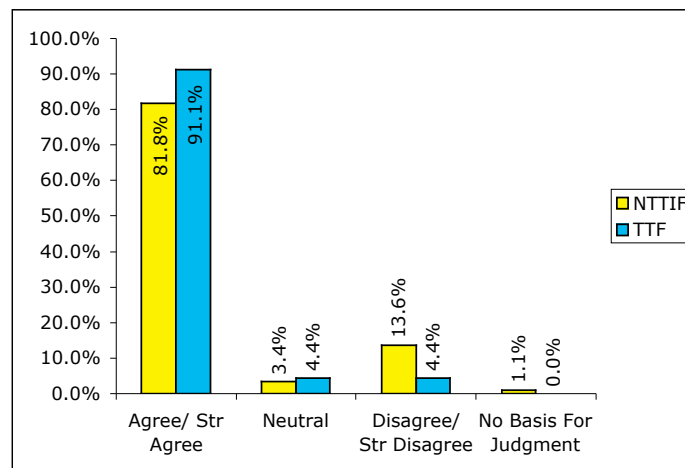
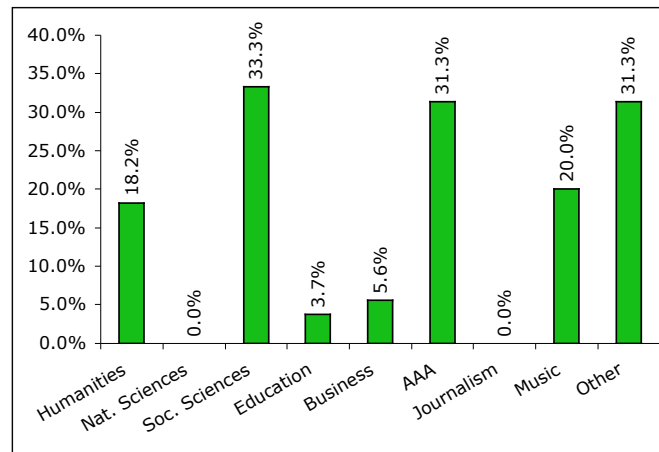


Figure 95. Adequacy of Computer Access--Female Faculty Only.



Several differences were observed when the percentage of NTTIF who strongly disagreed or disagreed with the statement about adequacy of computer access was analyzed across academic unit (see Figure 96). The units with the largest percentages of NTTIF who strongly disagreed or disagreed with the statement were the Social Sciences (33.3%, n=4), the School of Allied Arts and Architecture (31.3%, n=5), and other academic units (31.3%, n=5). The units with the lowest percentages of NTTIF who strongly disagreed or disagreed with the statement were the Natural Sciences and the School of Journalism and Communication (n=0 for each).

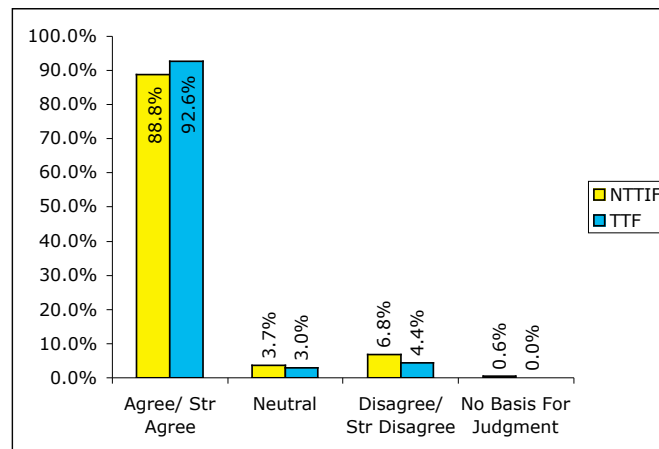
Figure 96. Percentage of NTTIF Who Strongly Disagreed or Disagreed with the Computer Access Statement By Academic Unit.



Adequacy of Photocopier Access.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I have adequate access to a photocopying facilities.” The distributions for NTTIF and TTF were similar (see Figure 97 and Banner Tables 63 and 64). The majority of NTTIF and TTF strongly agreed or agreed with the statement (NTTIF: 88.6%, n=143; TTF: 92.6%, n=125).

Figure 97. Adequacy of Photocopier Access.



This pattern was similar for both male faculty and female faculty (see Figures 98 and 99). The majority of NTTIF and TTF strongly agreed or agreed with the statement.

Figure 98. Adequacy of Photocopier Access--Male Faculty Only.

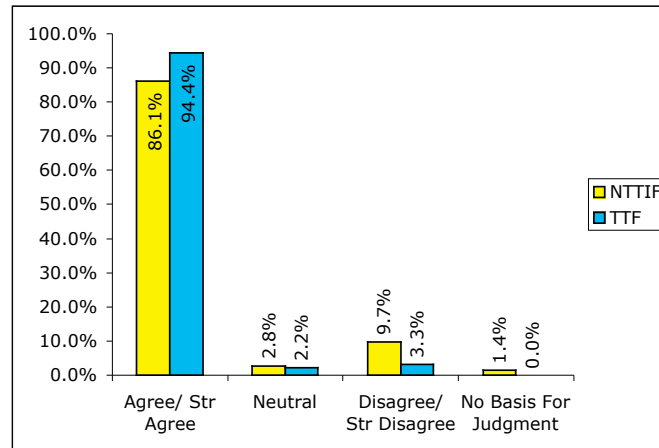
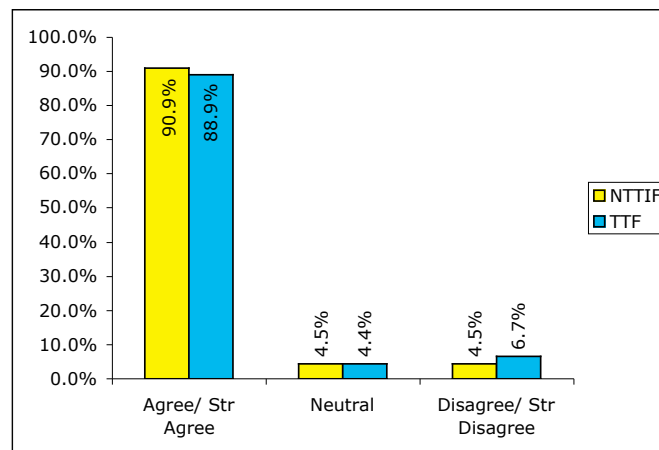


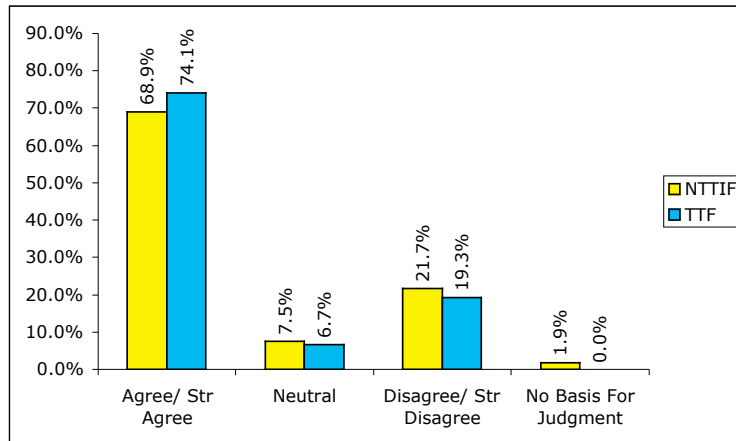
Figure 99. Adequacy of Photocopier Access--Female Faculty Only.



Adequacy of Office Space.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I have adequate office space.” The distributions for NTTIF and TTF were similar (see Figure 100 and Banner Tables 65 and 66). The majority of NTTIF and TTF strongly agreed or agreed with the statement (NTTIF: 68.9%, n=111; TTF: 74.1%, n=100).

Figure 100. Adequacy of Office Space.



This pattern was similar for both males and females (see Figures 101 and 102). The majority of NTTIF and TTF strongly agreed or agreed with the statement on adequacy of office space.

Figure 101. Adequacy of Office Space--Male Faculty Only.

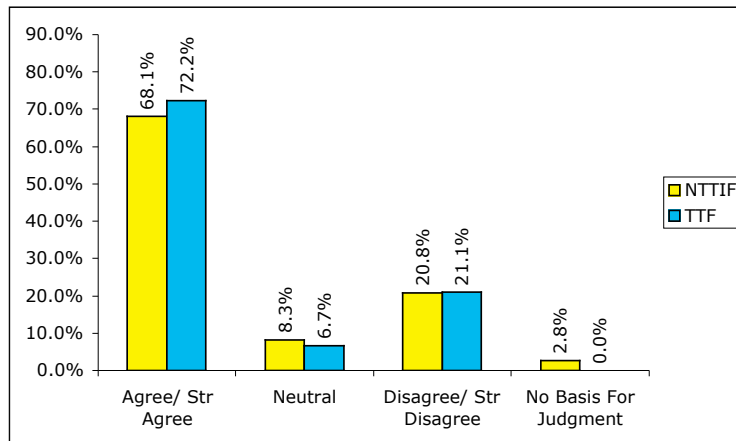
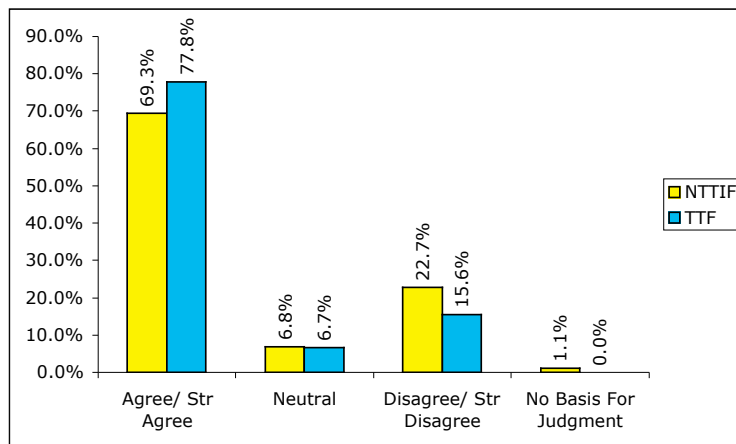
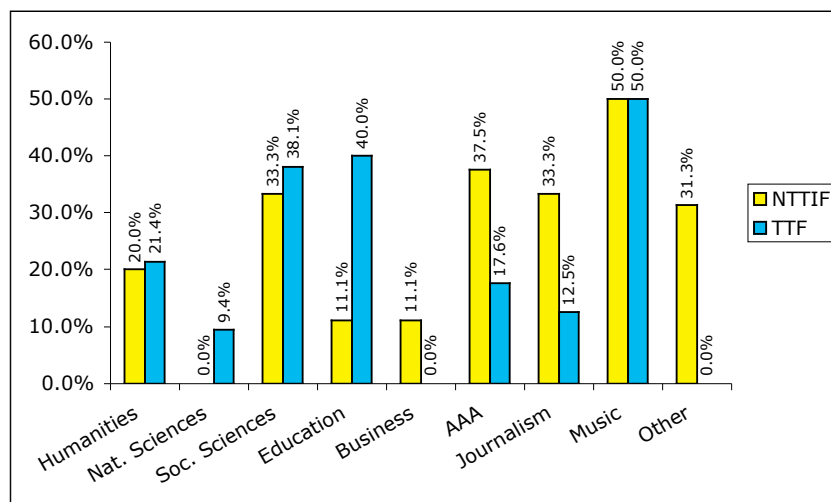


Figure 102. Adequacy of Office Space--Female Faculty Only.



Several differences were observed when the percentage of NTTIF and TTF who strongly disagreed or disagreed with the statement about adequacy of office space was analyzed across academic unit (see Figure 96). In four units, the percentage of NTTIF who strongly disagreed or disagreed with the statement was larger than the percentage of TTF (other academic units=31.3% greater; the School of Journalism and Communication=20.8%; the School of Allied Arts and Architecture=19.9% greater; and the Lundquist College of Business=11.1% greater). In three units, the percentage of TTF who strongly disagreed or disagreed with the statement was greater than the percentage of NTTIF (College of Education=28.9% greater; the Natural Sciences=9.4%; and the Social Sciences=4.8%). The percentages of NTTIF and TTF who strongly disagreed or disagreed in the two remaining units were almost identical (Humanities=1.4% difference; the School of Music=0.0% difference).

Figure 103. Percentage Who Strongly Disagreed or Disagreed with the Office Space Statement By Academic Unit.

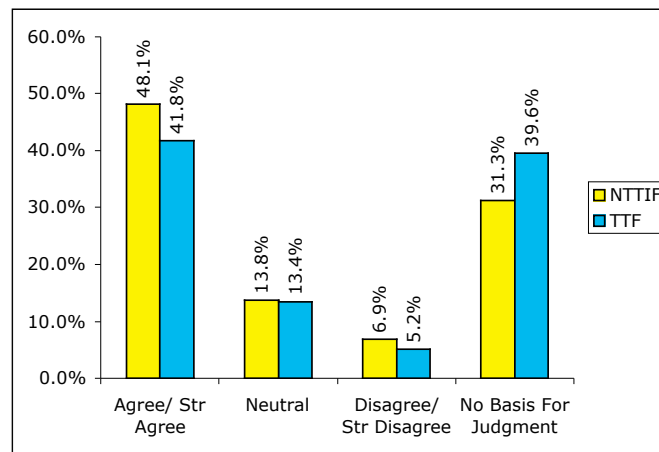


SATISFACTION WITH BENEFITS.

Satisfaction With Course-Taking Privileges.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I am satisfied with my access to UO course-taking privileges (reduced tuition program).” The distributions for NTTIF and TTF were similar (see Figure 104 and Banner Tables 67 and 68). A slightly larger percentage of NTTIF strongly agreed or agreed with the statement (48.1%, n=77) compared to the percentage of TTF (41.8%, n=56). A slightly larger percentage of TTF responded that they had no basis for judgment (39.6%, n=53) compared to the percentage of NTTIF (31.3%, n=50).

Figure 104. Satisfaction with Course-Taking Privileges.



This pattern was similar for both male faculty and female faculty (see Figures 105 and 106). There were several noteworthy differences between male NTTIF and female NTTIF. A larger percentage of female NTTIF strongly agreed or agreed with the statement on course-taking privileges (52.3%, n=46) compared to the percentage of male NTTIF (43.7%, n=31). A larger percentage of male NTTIF respondent that they had no basis for judgment (33.8%, n=24) compared to the percentage of female NTTIF (28.4%, n=25).

Figure 105. Satisfaction with Course-Taking Privileges--Male Faculty Only.

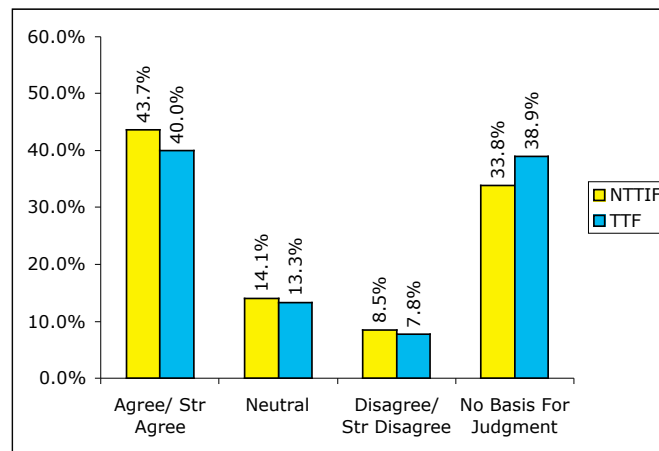
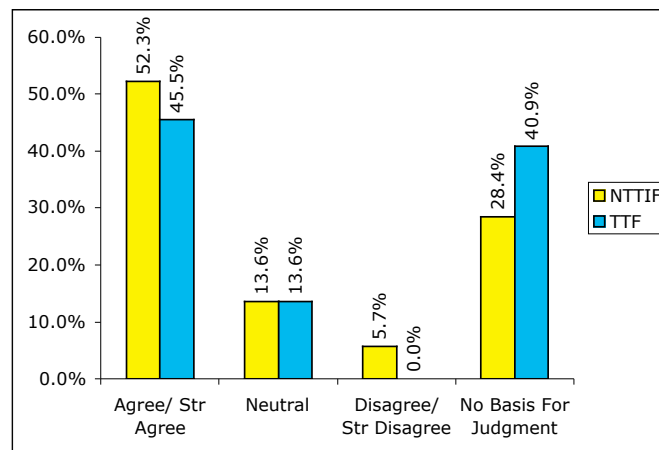


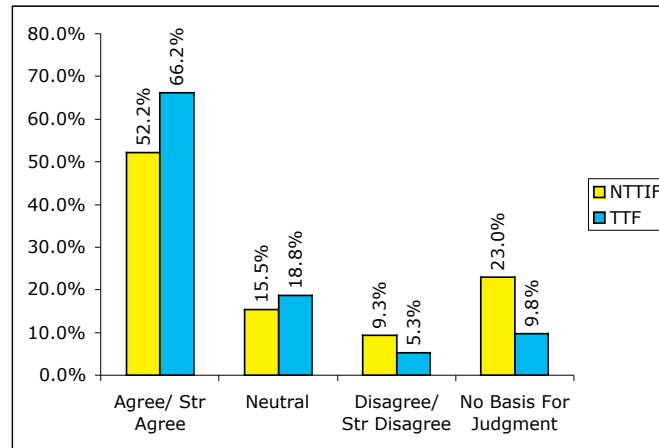
Figure 106. Satisfaction with Course-Taking Privileges--Female Faculty Only.



Satisfaction With Access to Retirement Benefits.

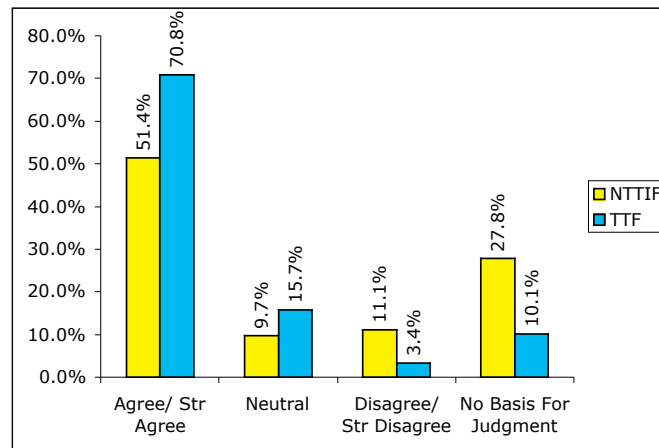
All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I am satisfied with my access to UO-related retirement benefits.” There were several noteworthy differences between NTTIF and TTF (see Figure 107 and Banner Tables 69 and 70). A larger percentage of TTF strongly agreed or agreed with the statement (66.2%, n=88) compared to the percentage of NTTIF (52.2%, n=84). A larger percentage of NTTIF responded that they had no basis for judgment (23.0%, n=37) compared to the percentage of TTF (9.8%, n=13).

Figure 107. Satisfaction with Access to Retirement Benefits.



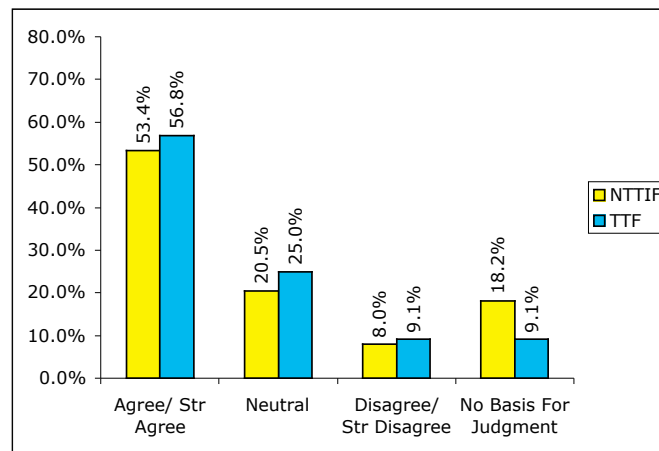
While the general pattern for male faculty and female faculty was the same as the aggregate data, there were several noteworthy differences between male NTTIF and male TTF (see Figure 108). A larger percentage of male TTF strongly agreed or agreed with the statement about access to retirement benefits (70.8%, n=63) compared to the percentage of male NTTIF (51.4%, n=37). A larger percentage of male NTTIF strongly disagreed or disagreed (11.1%, n=8) compared to the percentage of male TTF (3.4%, n=3).

Figure 108. Satisfaction with Access to Retirement Benefits --Male Faculty Only.



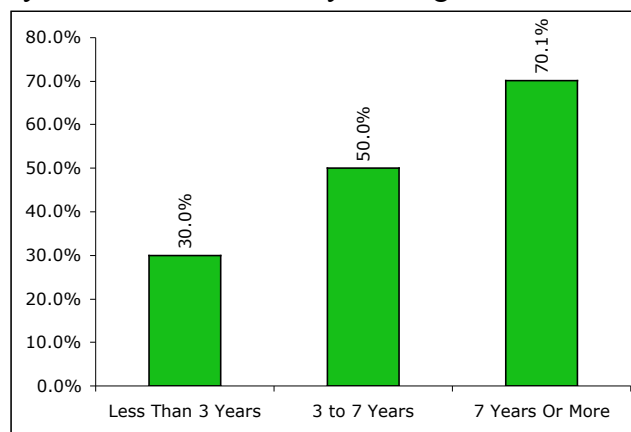
There were also several notable differences between female NTTIF and female TTF, as well as between female NTTIF and male NTTIF (see Figure 109). Unlike male NTTIF and male TTF, there was very little difference between female NTTIF and female TTF who strongly agreed or agreed with the statement on retirement benefits (Female NTTIF: 53.4%, n=47; Female TTF: 56.8%, n=25). Also, a larger percentage of female NTTIF selected the neutral category (20.5%) compared to the percentage of male NTTIF (9.7%, n=7).

Figure 109. Satisfaction with Access to Retirement Benefits --Female Faculty Only.



There was a noteworthy difference observed when the percentage of NTTIF who strongly agreed or agreed with the statement about access to retirement benefits was analyzed across years at the University of Oregon (see Figure 110). A larger percentage of NTTIF with more than seven years experience at the University of Oregon strongly agreed or agreed with the statement (70.1%, n=47) compared to NTTIF with less than three years experience (30.0%, n=15) and NTTIF with between three and seven years experience (50.0%, n=22).

Figure 110. Percentage Who Strongly Agreed or Agreed with the Access to Retirement Benefits Statement By Years at the University of Oregon.



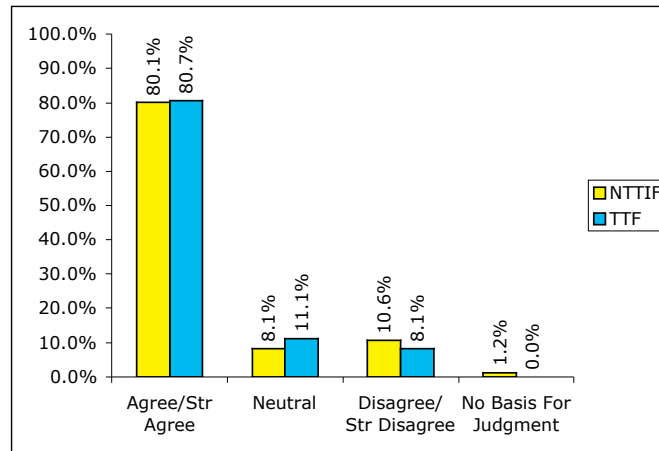
EVALUATION OF TEACHING ENVIRONMENT.

Evaluation of Teaching Freedom.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I am free to develop my courses and teach them as I choose.” The distributions for NTTIF and TTF were similar (see Figure 111

and Banner Tables 71 and 72). The majority of NTTIF and TTF strongly agreed or agreed with the statement (NTTIF: 80.1%, n=129; TTF: 80.7%, n=109).

Figure 111. Evaluation of Teaching Freedom.



This pattern was similar for both male faculty and female faculty (see Figures 112 and 113). The majority of NTTIF and TTF strongly agreed or agreed with the statement on teaching freedom.

Figure 112. Evaluation of Teaching Freedom--Male Faculty Only.

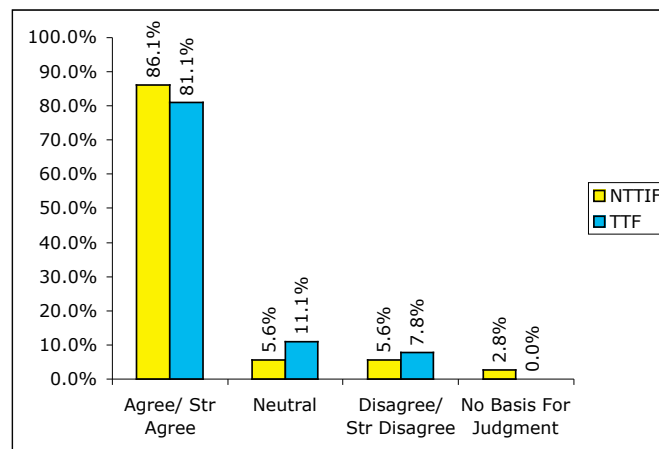
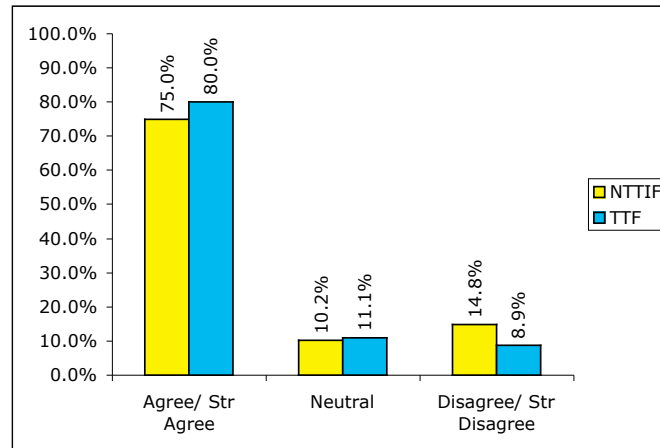


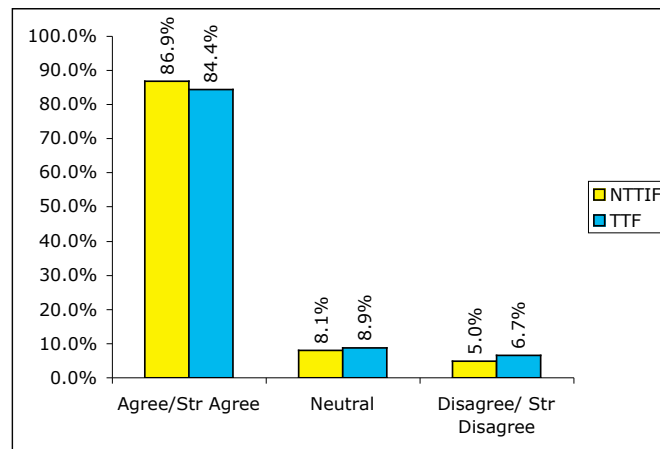
Figure 113. Evaluation of Teaching Freedom--Female Faculty Only.



Evaluation of Grading Freedom.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I am free to assign grades as I choose.” The distributions for NTTIF and TTF were almost identical (see Figure 114 and Banner Tables 73 and 74). The majority of NTTIF and TTF strongly agreed or agreed with the statement (NTTIF: 86.9%, n=139; TTF: 84.4%, n=114).

Figure 114. Evaluation of Grading Freedom.



This pattern was similar for both male faculty and female faculty (see Figures 115 and 116). The majority of NTTIF and TTF strongly agreed or agreed with the statement on grading freedom.

Figure 115. Evaluation of Grading Freedom--Male Faculty Only.

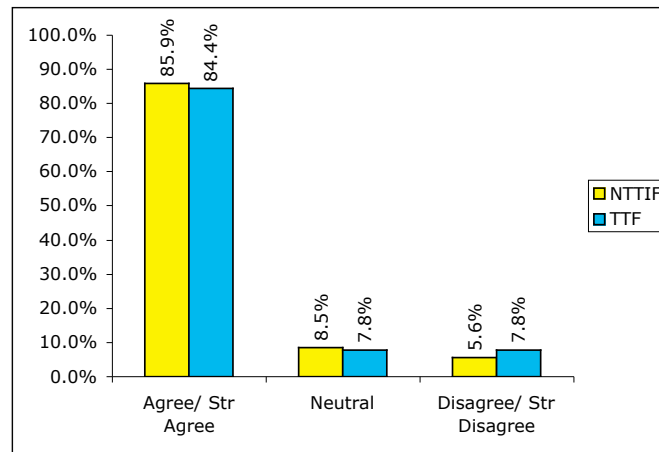
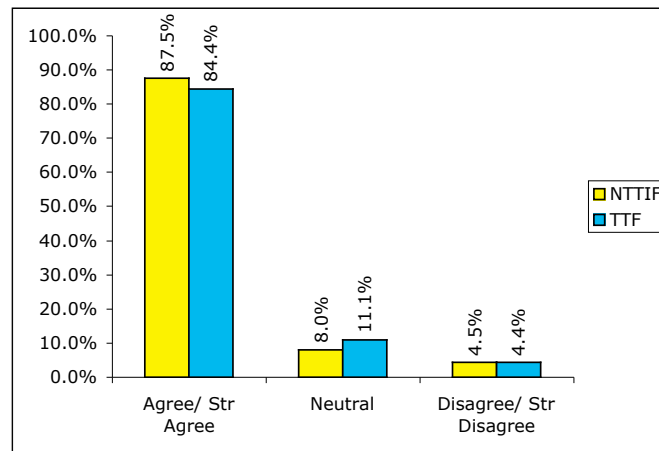


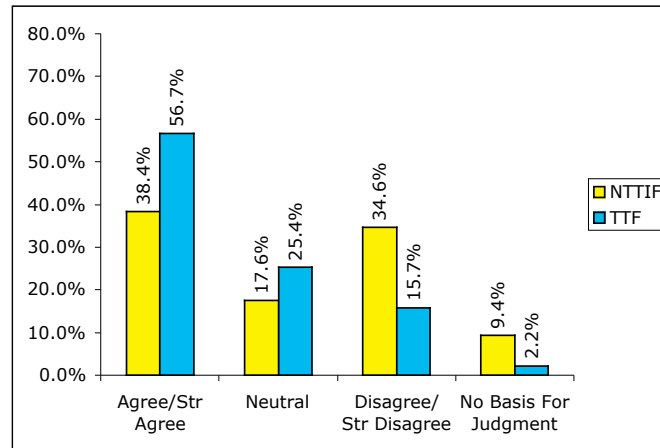
Figure 116. Evaluation of Grading Freedom--Female Faculty Only.



Evaluation of Encouragement to Develop New Courses.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I am encouraged to develop new courses.” There were several noteworthy differences between NTTIF and TTF (see Figure 117 and Banner Tables 75 and 76). A larger percentage of NTTIF strongly disagreed or disagreed with the statement (34.6%, n=55) compared to the percentage of TTF (15.7%, n=21). A larger percentage of TTF strongly agreed or agreed (56.7%, n=76) or selected the neutral category (25.4%, n=34) compared to the percentages of NTTIF (Strongly agreed or agreed: 38.4%, n=61; Neutral: 17.6%, n=28).

Figure 117. Evaluation of Encouragement to Develop New Courses.



This pattern was similar for both male faculty and female faculty, though there were several noteworthy differences (see Figures 118 and 119). In terms of respondents who strongly agreed or agreed with the statement on encouragement to develop new courses, the gap between female NTTIF and female TTF (29.5%) was larger than the gap between male NTTIF and male TTF (12.2%). A larger percentage of female NTTIF selected the neutral category (21.6%, n=19) compared to the percentage of male NTTIF (12.9%, n=9).

Figure 118. Evaluation of Encouragement to Develop New Courses--Male Faculty Only.

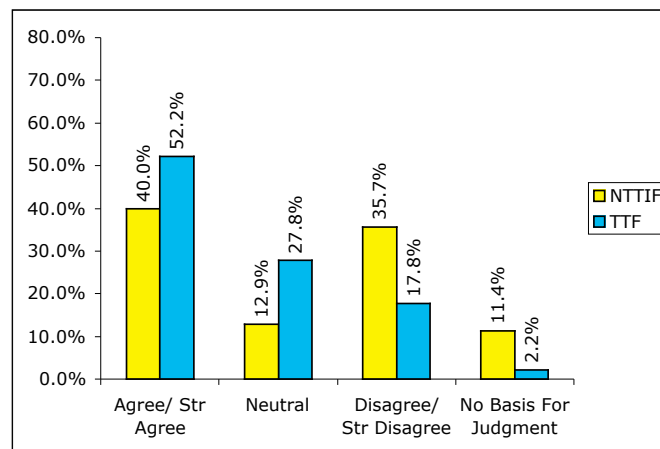
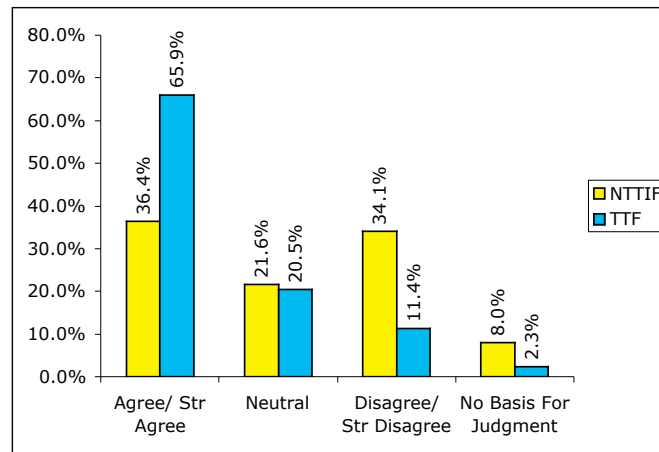
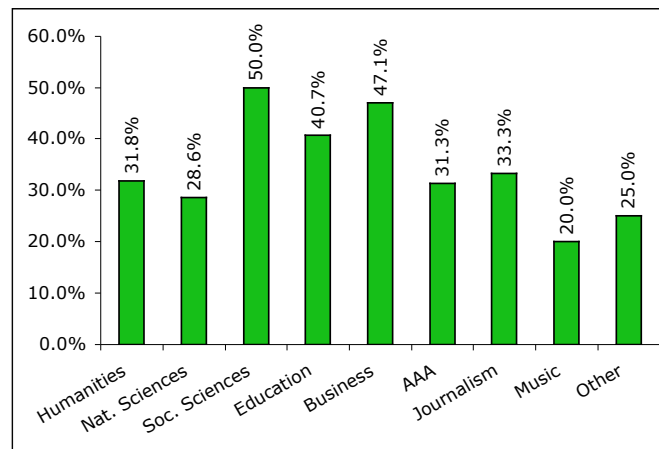


Figure 119. Evaluation of Encouragement to Develop New Courses--Female Faculty Only.



Several noteworthy differences were observed when the percentage of NTTIF who strongly disagreed or disagreed with the statement about encouragement to develop new course was analyzed across academic unit (see Figure 120). The units with the largest percentages of NTTIF who strongly disagreed or disagreed were the Social Sciences (50.0%, n=6) and the Lundquist College of Business (47.1%, n=47.1). The units with the lowest percentage of NTTIF who strongly disagreed or disagreed were the School of Music (20.0%, n=2) and other academic units (25.0%, n=4).

Figure 120. Percentage Who Strongly Disagreed or Disagreed with the Statement on Encouragement to Develop New Classes By Academic Unit.

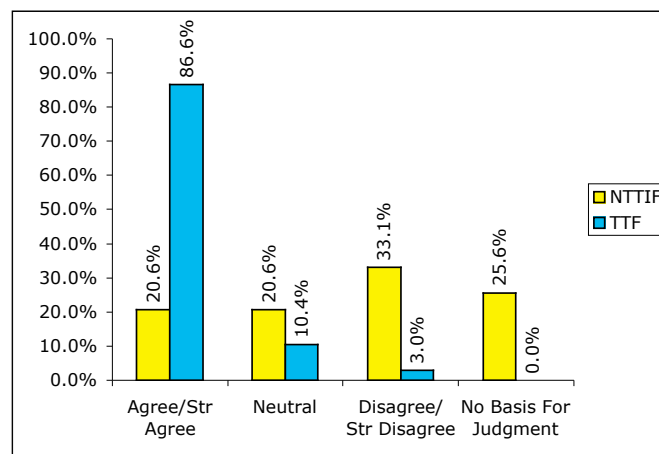


EVALUATION OF PROFESSIONAL DEVELOPMENT BENEFITS.

Respondent Encouraged to do Research.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I am encouraged to do research by my department chair or dean.” There were dramatic differences between NTTIF and TTF (see Figure 121 and Banner Tables 77 and 78). A larger percentage of TTF strongly agreed or agreed with the statement (86.6%, n=116) compared to the percentage of NTTIF (20.6%, n=33). A larger percentage of NTTIF strongly disagreed or disagreed with the statement (33.1%, n=53) compared to the percentage of TTF (3.0%, n=4).

Figure 121. Evaluation of Encouragement to do Research.



This pattern was similar for both male faculty and female faculty (see Figures 122 and 123). A larger percentage of TTF strongly agreed or agreed with the statement compared to the percentage of NTTIF, and a larger percentage of NTTIF strongly disagreed or disagreed with the statement compared to the percentage of TTF.

Figure 122. Evaluation of Encouragement to do Research--Male Faculty Only.

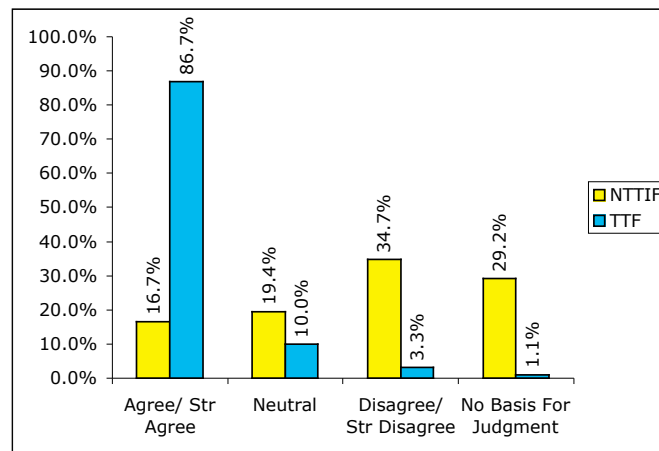
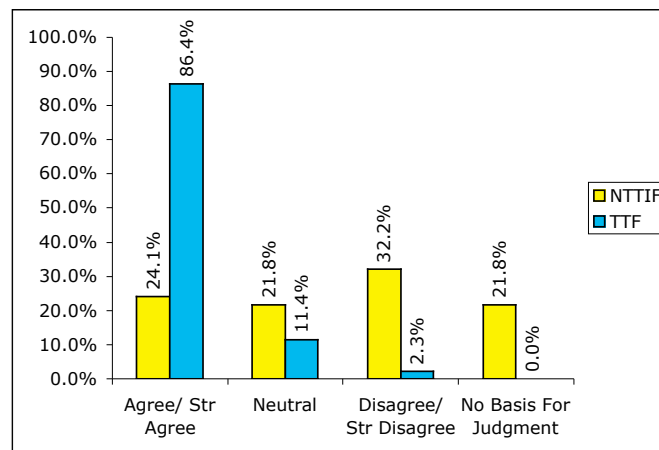
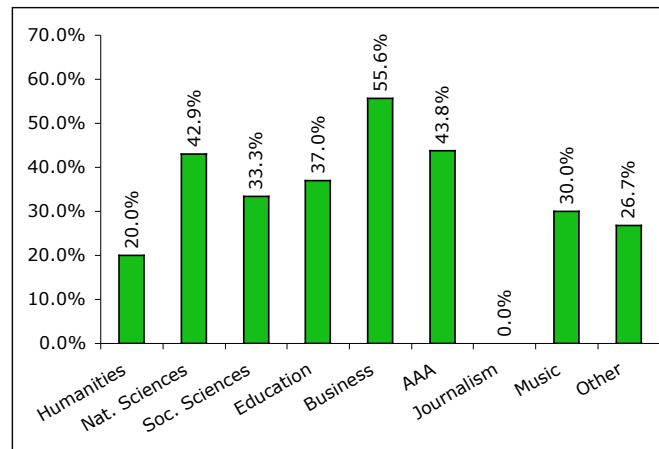


Figure 123. Evaluation of Encouragement to do Research--Female Faculty Only.



Several noteworthy differences were observed when the percentage of NTTIF who strongly disagreed or disagreed with the statement about encouragement to do research was analyzed across academic unit (see Figure 124). The units with the largest percentages of NTTIF who strongly disagreed or disagreed were the Lundquist College of Business (55.6%, n=10), the School of Allied Arts and Architecture (43.8%, n=7), and the Natural Sciences (42.9%, n=6). The units with the lowest percentage of NTTIF who strongly disagreed or disagreed were the School of Journalism and Communication (n=0) and the Humanities (20.0%, n=9).

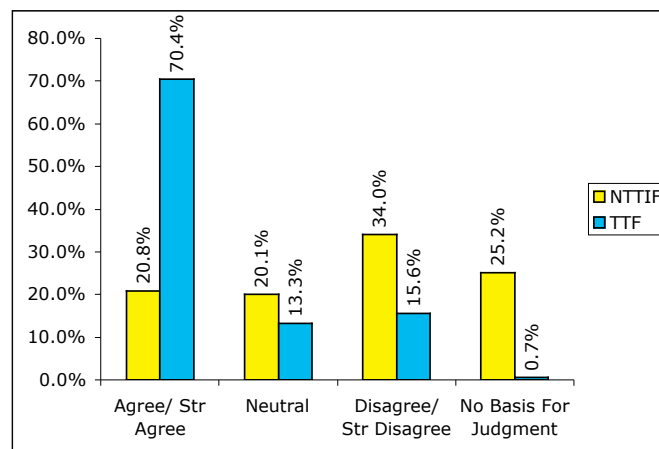
Figure 124. Percentage Who Strongly Disagreed or Disagreed with the Statement on Encouragement to do Research By Academic Unit.



Evaluation of Availability of Research Resources.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “Research resources are available to me.” There were dramatic differences between NTTIF and TTF (see Figure 125 and Banner Tables 79 and 80). A larger percentage of TTF strongly agreed or agreed with the statement (70.4%, n=95) compared to the percentage of NTTIF (20.8%, n=33). A larger percentage of NTTIF strongly disagreed or disagreed with the statement (34.0%, n=54) compared to the percentage of TTF (15.6%, n=21).

Figure 125. Evaluation of Availability of Research Resources.



This pattern was similar for both male faculty and female faculty (see Figures 126 and 127). A larger percentage of TTF strongly agreed or agreed with the statement compared to the percentage of NTTIF, and a larger percentage of NTTIF strongly disagreed or disagreed with the statement compared to the percentage of TTF. There was a

noteworthy difference in terms of respondents who selected the neutral category. While there was almost no difference between male NTTIF and male TTF who selected the neutral category (Male NTTIF: 18.3%, n=13; Male TTF: 17.8%, n=16), a larger percentage of female NTTIF selected the neutral category (20.7%, n=18) compared to the percentage of female TTF (4.4%, n=2).

Figure 126. Evaluation of Availability of Research Resources--Male Faculty Only.

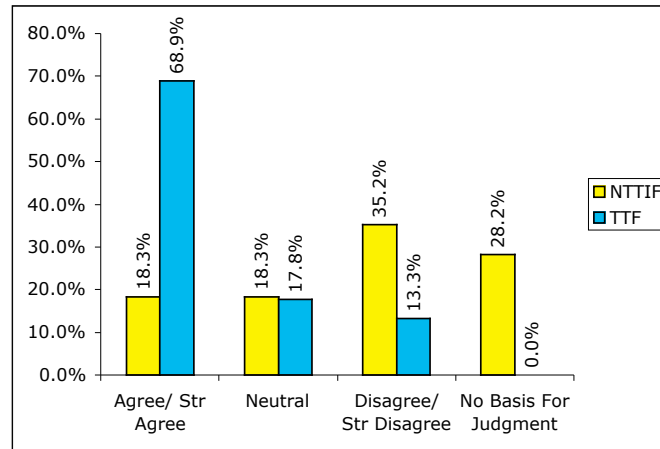
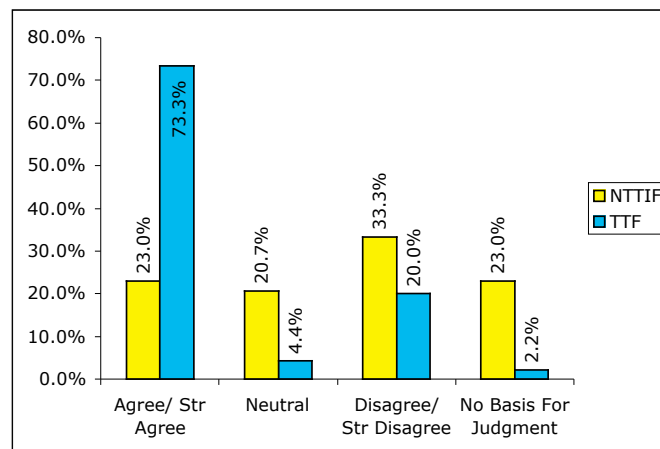
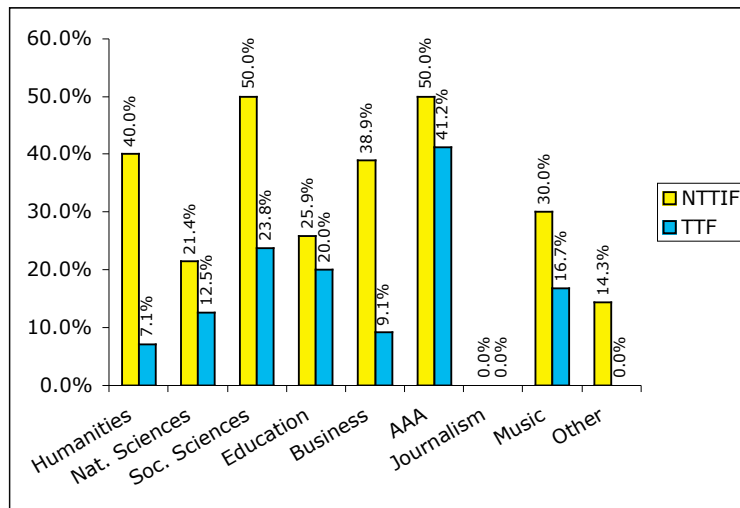


Figure 127. Evaluation of Availability of Research Resources--Female Faculty Only.



Several differences were observed when the percentage of NTTIF and TTF who strongly disagreed or disagreed with the statement about research resources available to the respondent was analyzed across academic unit (see Figure 128). The units with the largest percentages of NTTIF who strongly disagreed or disagreed were the Social Sciences (50.0%, n=10) and the School of Allied Arts and Architecture (50.0%, n=8). The units with the lowest percentage of NTTIF who strongly disagreed or disagreed were the School of Journalism and Communication (n=0) and other academic units (14.3%, n=2). The largest gaps between NTTIF and TTF within academic unit were in the Humanities (32.9%) and the Lundquist College of Business (29.8%).

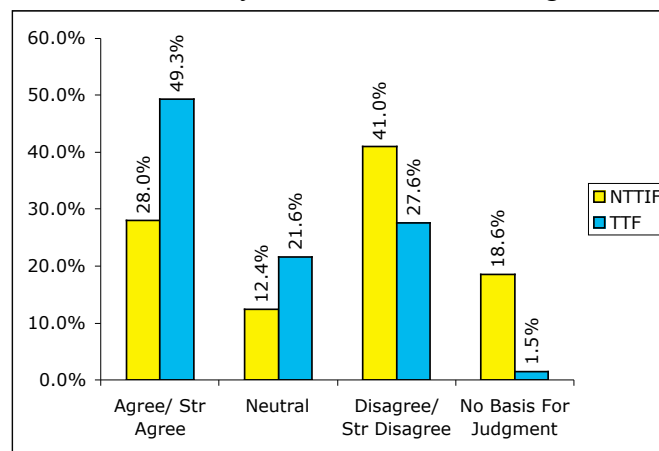
Figure 128. Percentage Who Strongly Disagreed or Disagreed with the Statement on the Availability of Research Resources By Academic Unit.



Evaluation of Availability of Conference Funding.

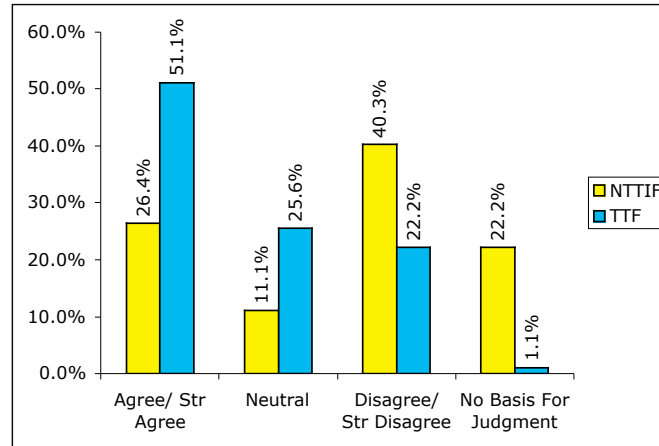
All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “Funding is available for me to attend professional conferences.” There were several differences between NTTIF and TTF (see Figure 129 and Banner Tables 81 and 82). A larger percentage of TTF strongly agreed or agreed with the statement (49.3%, n=66) or selected the neutral category (21.6%, n=29) compared to the percentages of NTTIF (Strongly agreed or agreed: 28.0%, n=45; Neutral: 12.4%, n=20). A larger percentage of NTTIF strongly disagreed or disagreed with the statement (41.0%, n=66) or responded that they had no basis for judgment (18.6%, n=30) compared to the percentages of TTF (Strongly disagreed or disagreed: 27.6%, n=37; No basis for judgment: 1.5%, n=2).

Figure 129. Evaluation of Availability of Conference Funding.



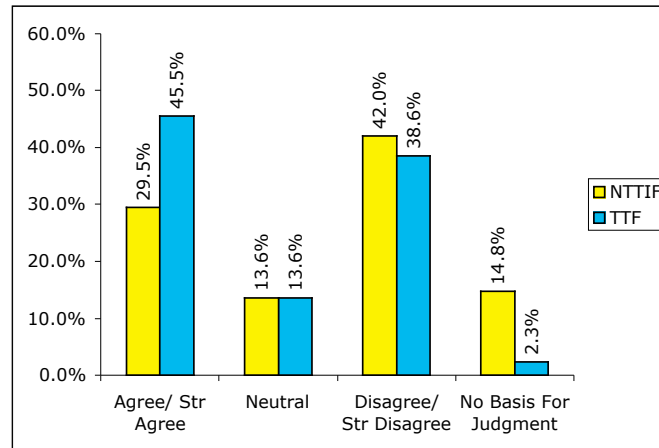
This pattern was similar for both male NTTIF and male TTF (see Figure 126). A larger percentage of TTF strongly agreed or agreed with the statement (51.1%, n=46) or selected the neutral category (25.6%, n=23) compared to the percentage of NTTIF (Strongly agreed or agreed: 26.4%, n=19; Neutral: 11.1%, n=8), and a larger percentage of NTTIF strongly disagreed or disagreed (40.3%, n=29) or responded that they had no basis for judgment (22.2%, n=16) compared to the percentage of TTF (Strongly disagreed or disagreed: 22.2%, n=20; No basis for judgment: 1.1%, n=1).

Figure 130. Evaluation of Availability of Conference Funding --Male Faculty Only.



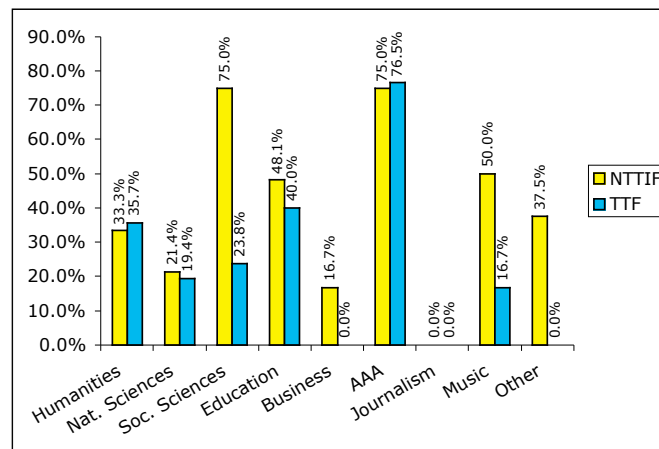
There were several noteworthy differences from the overall distribution for female NTTIF and female TTF. Two differences were consistent with the overall distribution--a larger percentage of female TTF strongly agreed or agreed with the statement (45.5%, n=20) compared to the percentage of female NTTIF (29.5%, n=26), and a larger percentage of female NTTIF responded that they had no basis for judgment (14.8%, n=13) compared to the percentage of female TTF (2.3%, n=2.3%). Unlike male faculty, female NTTIF and female TTF were very similar in terms of the percentage who strongly disagreed or disagreed (Female NTTIF: 42.0%, n=13; Female TTF: 38.6%, n=17) and the percentage who selected the neutral category (Female NTTIF: 13.6%, n=12; Female TTF: 13.6%, n=6).

Figure 131. Evaluation of Availability of Conference Funding --Female Faculty Only.



There were several noteworthy differences observed when the percentage of NTTIF and TTF who strongly disagreed or disagreed with the statement about conference funding available to the respondent was analyzed across academic unit (see Figure 128). The units with the largest percentages of NTTIF who strongly disagreed or disagreed were the Social Sciences (75.0%, n=9) and the School of Allied Arts and Architecture (75.0%, n=12). The units with the lowest percentage of NTTIF who strongly disagreed or disagreed were the School of Journalism and Communication (n=0) and Lundquist College of Business (16.7%, n=3). The largest gaps between NTTIF and TTF within academic unit were in the Social Sciences (51.2%) and other academic units (37.5%)

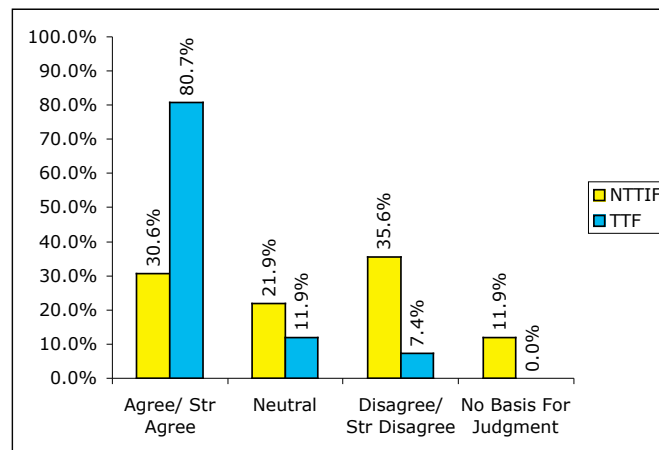
Figure 128. Percentage Who Strongly Disagreed or Disagreed with the Statement on the Availability of Conference Funding By Academic Unit.



Inclusion in Department Decisions.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I have a say in department decisions.” There were several noteworthy differences between NTTIF and TTF (see Figure 129 and Banner Tables 83 and 84). A larger percentage of TTF strongly agreed or agreed with the statement (80.7%, n=109) compared to the percentage of NTTIF (30.6%, n=49). A larger percentage of NTTIF strongly disagreed or disagreed with the statement (35.6%, n=57) or selected the neutral category (21.9%, n=35) compared to the percentage of TTF (Strongly disagreed or disagreed: 7.4%, n=10; Neutral: 11.9%, n=16).

Figure 129. Inclusion in Department Decisions.



This pattern was similar for both male faculty and female faculty (see Figures 130 and 131). A larger percentage of TTF strongly agreed or agreed with the statement compared to the percentage of NTTIF, and a larger percentage of NTTIF strongly disagreed or disagreed or selected the neutral category compared to the percentage of TTF.

Figure 130. Inclusion in Department Decisions--Male Faculty Only.

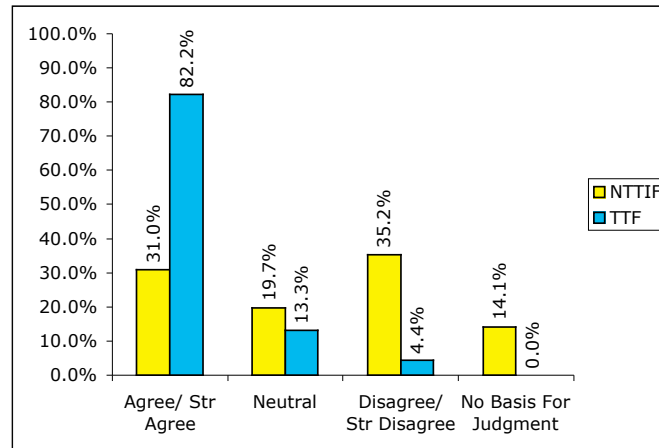
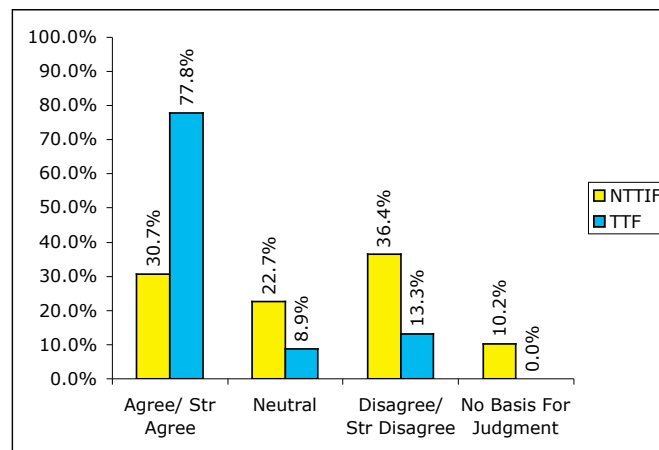
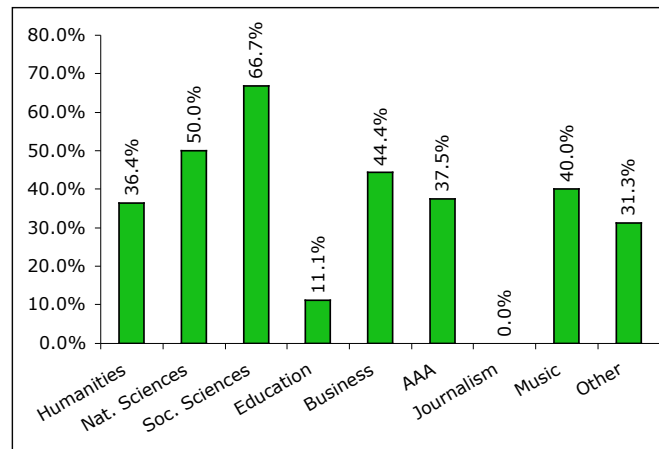


Figure 131. Inclusion in Department Decisions--Female Faculty Only.



Several differences were observed when the percentage of NTTIF who strongly disagreed or disagreed with the statement about inclusion in department decisions was analyzed across academic unit (see Figure 132). The units with the largest percentages of NTTIF who strongly disagreed or disagreed were the Social Sciences (66.7%, n=8) and the Natural Sciences (50%, n=7). The units with the lowest percentage of NTTIF who strongly disagreed or disagreed were the School of Journalism and Communication (n=0) and the College of Education (11.1%, n=3).

Figure 132. Percentage Who Strongly Disagreed or Disagreed with the Statement on Inclusion in Department Decisions By Academic Unit.

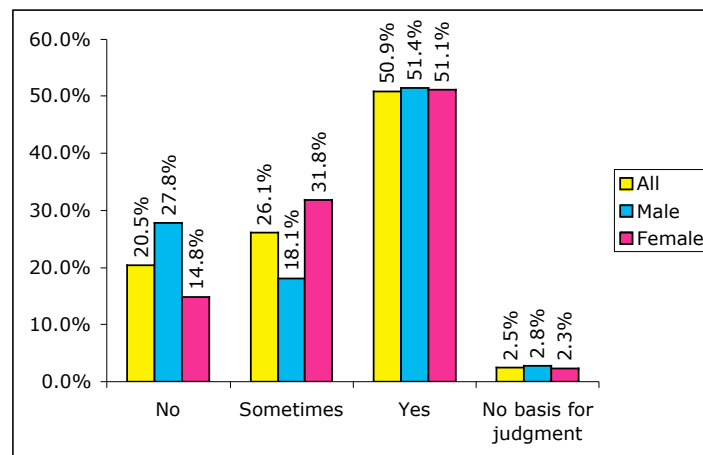


Respondent Invited to Department Meetings

NTTIF were asked to select the answer that best reflects their relationship to the statement, “I am invited to attend department meetings.”

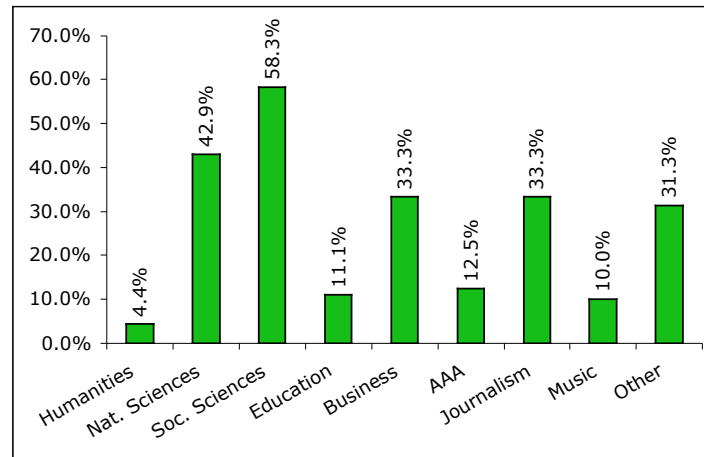
On the whole, 50.9% (n=82; see Figure 133 and Banner Table 85) of NTTIF were invited to department meetings, 26.1% (n=42) were invited sometimes, and 20.5% (n=33) were not invited to department meetings. The distributions for male NTTIF and female NTTIF were similar with two notable differences. A larger percentage of male NTTIF were not invited to department meetings (27.8%, n=20) compared to the percentage of female NTTIF (14.8%, n=13). A larger percentage of female NTTIF were invited to department meetings sometimes (31.8%, n=28) compared to the percentage of male NTTIF (18.1%, n=13).

Figure 133. NTTIF Invited to Department Meetings.



There were several noteworthy differences observed when the percentage of NTTIF who were not invited to department meetings was analyzed across academic unit (see Figure 134). The units with the largest percentages of NTTIF who were not invited to department meetings were the Social Sciences (58.3%, n=7) and the Natural Sciences (42.9%, n=6). The units with the lowest percentage of NTTIF who were not invited to department meetings were the Humanities (4.4%, n=2) and the School of Music (10.0%, n=1)

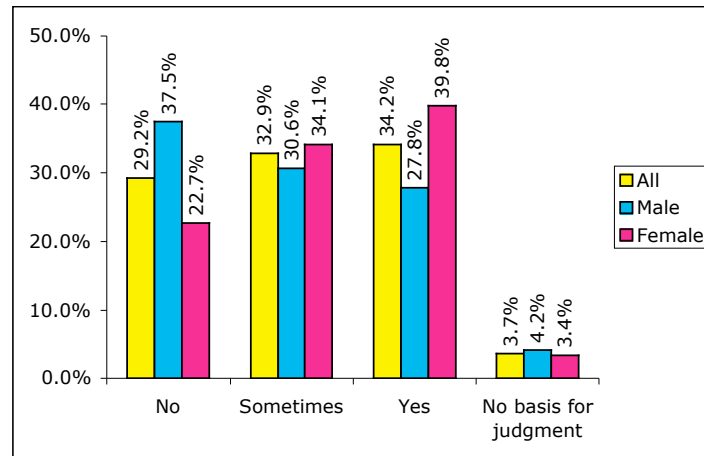
Figure 134. Percentage of NTTIF Who Were Not Invited to Department Meetings By Academic Unit.



Respondent Attends Department Meetings

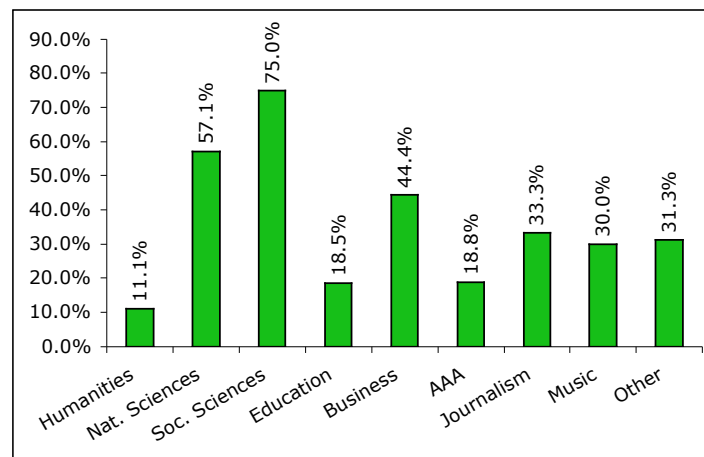
NTTIF were asked to select the answer that best reflects their relationship to the statement, “I attend department meetings.” On the whole, 34.2% (n=55; see Figure 135 and Banner Table 86) of NTTIF attended department meetings, 32.9% (n=53) attended sometimes, and 29.2% (n=47) did not attend department meetings. A larger percentage of male NTTIF did not attend department meetings (37.5%, n=27) compared to the percentage of female NTTIF (22.7%)

Figure 135. NTTIF Attends Department Meetings.



Several differences were observed when the percentage of NTTIF who did not attend department meetings was analyzed across academic unit (see Figure 136). The units with the largest percentages of NTTIF who were not invited to department meetings were the Social Sciences (75.0%, n=9) and the Natural Sciences (57.1%, n=8). The units with the lowest percentage of NTTIF who were not invited to department meetings were the Humanities (11.1%, n=25), the College of Education (18.5%, n=5), and the School of Allied Arts and Architecture (18.8%%, n=3).

Figure 136. Percentage of NTTIF Who Did Not Attend Department Meetings By Academic Unit.

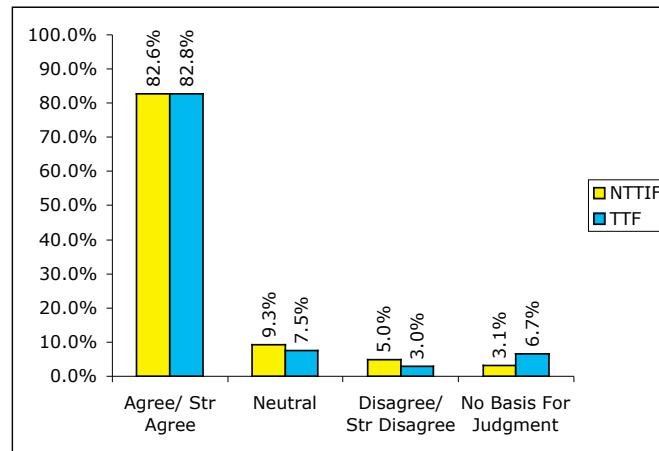


Access to Department Chair.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I have ready access to my department chair.” The distributions for NTTIF and TTF were similar (see Figure 137 and Banner Tables 87

and 88). The majority of NTTIF and TTF strongly agreed or agreed with the statement (NTTIF: 82.6%, n=133; TTF: 82.8%, n=111).

Figure 137. Access to Department Chair.



This pattern was similar for both males and females (see Figures 138 and 139). The majority of NTTIF and TTF strongly agreed or agreed with the statement.

Figure 138. Access to Department Chair--Male Faculty Only.

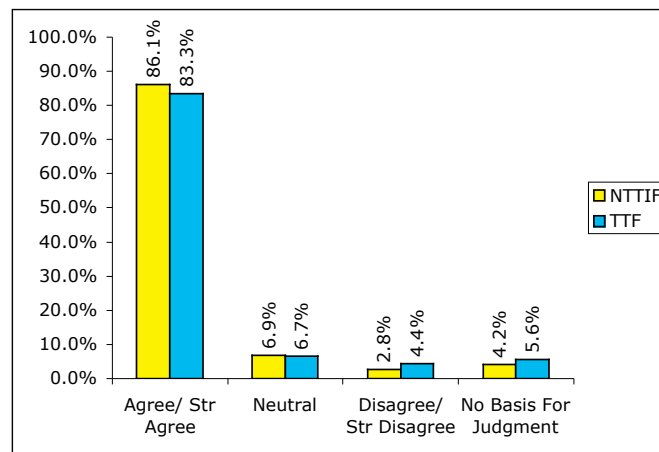
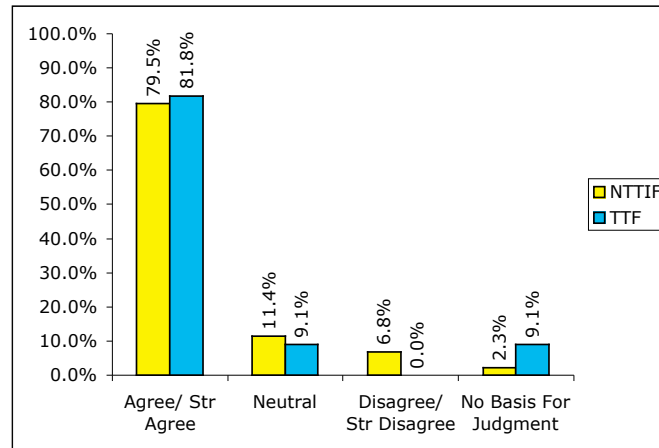


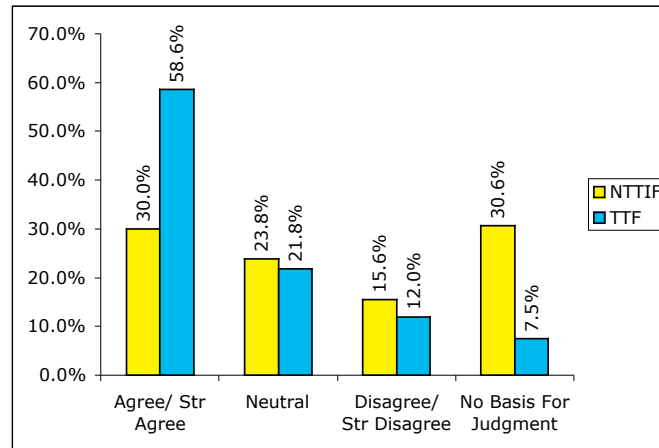
Figure 139. Access to Department Chair--Female Faculty Only.



Access to Dean.

All respondents were asked to select the answer that best reflects their agreement or disagreement with the following statement, “I have ready access to my dean.” There were several noteworthy differences between NTTIF and TTF (see Figure 140 and Banner Tables 89 and 90). A larger percentage of TTF strongly agreed or agreed with the statement (58.6%, n=78) compared to the percentage of NTTIF (30.0%, n=48). A larger percentage of NTTIF responded that they had no basis for judgment (30.6%, n=49) compared to the percentage of TTF (7.5%, n=10). While slightly larger percentages of NTTIF strongly disagreed or disagreed (15.6%, n=25) or selected the neutral category (23.8%, n=38), the differences between TTF (Strongly disagreed or disagreed: 12.0%, n=16; Neutral: 21.8%, n=29) and NTTIF in these categories were minor.

Figure 140. Access to Dean.



This pattern was similar for both males and females (see Figures 141 and 142). Larger percentages of TTF strongly agreed or agreed with the statement on access to their dean compared to the percentages of NTTIF, and larger percentages of NTTIF responded that they had no basis for judgment compared to the percentages of TTF. For male NTTIF and male TTF, the percentages of respondents who strongly disagreed or disagreed (NTTIF: 11.1%, n=8; TTF: 11.2%, n=10) and who selected the neutral category (NTTIF: 20.8%, n=15; TTF: 21.3%, n=19) were almost identical. For female NTTIF and female TTF, the differences in the percentages of respondents who strongly disagreed or disagreed (NTTIF: 19.5%, n=17; TTF: 13.6%, n=6) and who selected the neutral category (NTTIF: 25.3%, n=22; TTF: 22.7%, n=10) were slightly more pronounced.

Figure 141. Access to Dean--Male Faculty Only.

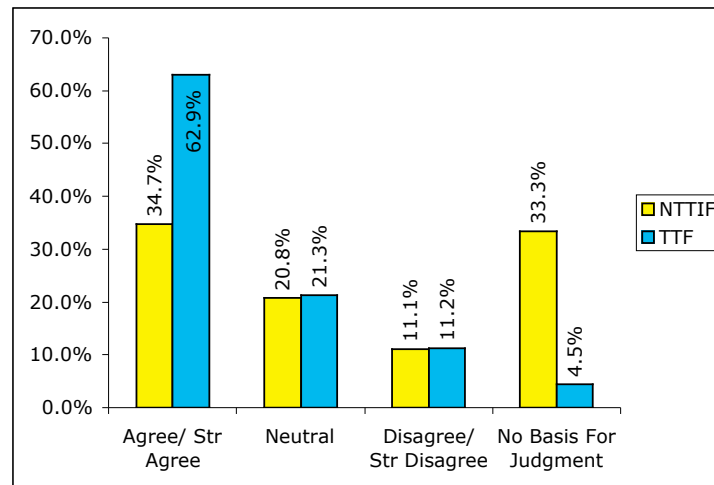
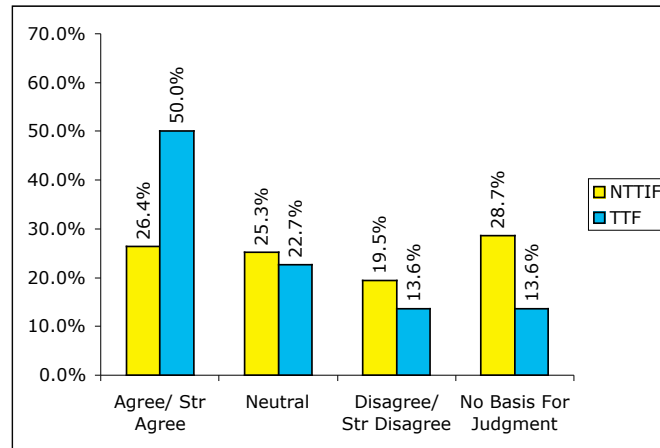
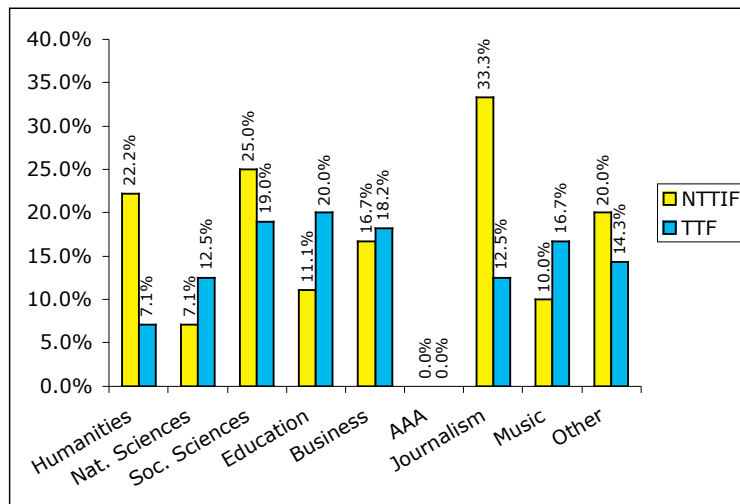


Figure 142. Access to Dean--Female Faculty Only.



Several differences were observed when the percentage of NTTIF and TTF who strongly disagreed or disagreed with the statement about accessibility of their dean was analyzed across academic unit (see Figure 143). The units with the largest percentages of NTTIF who strongly disagreed or disagreed were the School of Journalism and Communication (33.3%, n=1) and the Social Sciences (25.0%, n=3). The units with the lowest percentage of NTTIF who strongly disagreed or disagreed were the School of Allied Arts and Architecture (n=0) and the Natural Sciences (7.1%, n=1). The largest gaps between NTTIF and TTF within academic unit were in the School of Journalism and Communication (20.8%) and the Humanities (15.1%).

Figure 143. Percentage Who Strongly Disagreed or Disagreed with the Statement on the Accessibility of their Dean By Academic Unit.



CONCLUSION.

The purpose of this report was to provide a comprehensive review of the results of the survey conducted for the Nontenure-track Instructional Faculty Committee at the University of Oregon. The preceding sections contain preliminary analyses of each survey item, and these analyses indicate that there are areas of considerable difference between NTTIF and TTF at the University of Oregon. Additional analysis and cautious interpretation is needed in order to determine the nature and meaning of these differences.

RECOMMENDATIONS FOR FUTURE RESEARCH.

The preliminary results indicate that a continuing research effort would be beneficial in understanding the work of NTTIF at the University of Oregon. Several research strategies could generate valuable data on the work and the experiences of NTTIF at the University of Oregon. A brief discussion of two potential research strategies follows.

Method One: Survey.

I would recommend that the Nontenure-track Instructional Faculty Committee conduct additional surveys of NTTIF and TTF at the University of Oregon. I would recommend several changes in the instrument, sampling strategy, and data collection process from those used in this study.

- While the internet-based mode of survey administration proved to be very useful in this survey, I would recommend the development of concurrent mail-out survey for respondents who, for whatever reason, do not wish to take the survey online.
- In this study, a random sample of TTF was used. This contributed to the low response rate for TTF. In the future, I would recommend conducting a census of University of Oregon faculty.
- This survey was in the field for a relatively short period of time (approximately two weeks for each instrument). I would recommend that the field period be extended in any future surveys in order to increase the response rate.
- This survey was put into the field in towards the end of Winter Term 2003. It is possible that the busy schedules of faculty contributed to the low response rate. I would recommend that any future surveys enter the field in the first three weeks of any given term.
- While the agree/disagree statement-based items may be appealing from a questionnaire development standpoint, these types of survey questions slightly complicate the data analysis process. I would recommend

transforming these items into questions with answer categories that reflect the actual phenomena or condition being measured.

- The comments provided by the respondents (see following section) indicate that there may have been some vital areas of NTTIF work that may have been missed by this survey instrument. I would recommend conducting at several focus groups to gather data on pertinent issues for NTTIF from different departments across campus. This information, while valuable on its own, should be transformed into future survey questions.

Method Two: In-Depth Interviews and Participant-Observation.

Qualitative research methods can be used to gather valuable on the work and experiences of NTTIF that cannot be obtained through surveys. Interviews and observation would provide rich details about the daily lives of NTTIF, as well as important stories about their experiences at the University of Oregon and beyond.

A qualitative research endeavor could be structured as a three-term set of courses offered through several departments. Students (graduate and undergraduate) could develop the specifics of the research design (in conjunction with the NTTIF committee and departmental advisors), gather the data, and present the results. Insofar as this is an issue that spans numerous disciplines, the opportunities for presentations and conferences and publications are probably quite good.