

**UO Faculty Attitudes Survey  
Ci3 Instrument**

CATI ON

C: Faculty Attitudes Survey; January - February, 2000

Q:HELLO

T:

Hello, this is \_\_\_\_\_ calling from the University of Oregon Survey Research Laboratory. The University Senate, Faculty Advisory Council, and U of O Administration has asked us to conduct a 5-minute, random-sample survey about faculty members' salary, raises, workload, and job satisfaction. I want to assure you that your answers are completely confidential and voluntary. No one will ever be able to connect your answers to your name or department. Do you have any questions about the survey before we begin?

1 NO QUESTIONS OR QUESTIONS ANSWERED  
HAS QUESTIONS ---> REFER TO INTERVIEWER INSTRUCTIONS

T14:

Hello, this is \_\_\_\_\_ calling from the University of Oregon Survey Research Laboratory. I would like to continue a survey we began earlier.

I:

Key 1

Q:COOPERAT

T:

We appreciate your cooperation. (I'd like to begin the survey now.)

1 OK  
CTRL/END NO, SCHEDULE CALLBACK OR REFUSED

I:

Key 1

Q:SATISF

T:

First, how satisfied are you with your job at the University of Oregon overall, (are you) very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

PROBE: (Are you) very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

1 VERY SATISFIED  
2 SOMEWHAT SATISFIED  
3 NOT VERY SATISFIED  
4 NOT AT ALL SATISFIED

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

Key 1-4, 7-9

QAL NOQAL

Q:WHITEPA1

T:

Have you heard about the "White Paper" that the University Senate Budget Committee sent to the faculty in mid-December?

PROBE: The University Senate has a Budget Committee. That committee prepared a 6-page document entitled "A Call for Sustained Competitive Equity in Instructional Faculty Compensation" and mailed it to all faculty in mid-December. It is also posted on the Senate's World Wide Web site. (Have you heard about this document?)

- 1 YES
- 2 NO (SKIPTO PRIN1)

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

```
cmdi AcadTtl "AcadTtl" 1
cmdi OrgTitle "OrgTitle" 1
cmdi Oversmpl "Oversmpl" 1
cmdi DBsex "DBsex" 1
cmdi DBethnic "DBethnic" 1
cmdi DBRank "DBRank" 1
cmdi DBTenure "DBTenure" 1
cmdi RecNum "RecordNumber"
Key 1,2, 7-9
if (ans > 1) skipto PRIN1
```

Q:WHITEPA2

T:

Did you read the White Paper, did you skim it, or did you not read it?

- 1 READ IT
- 2 SKIMMED IT
- 3 DID NOT READ IT

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

Key 1-3, 7-9

Q:PRIN1

T:

The next questions are about faculty compensation. When I say "compensation," please think of salary and benefits combined. Various U of O faculty groups have met to discuss how to raise faculty compensation. They arrived at seven principles that could shape compensation goals. I will read you these seven principles, and for each one, please tell me if you think it is very important, somewhat important, or not important. The first one is:

Average faculty compensation should be raised to the level of comparable universities, and maintained there.

PROBE: (Do you think this is) very important, somewhat important, or not important (as a principle to shape faculty compensation goals)?

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT IMPORTANT

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

Key 1-3, 7-9

Q:PRIN2

T:

(The next one is) Faculty who perform their duties in a satisfactory manner should receive regular cost-of-living raises that are linked to Oregon's actual cost-of-living increases.

PROBE: (Do you think this is) very important, somewhat important, or not important (as a principle to shape faculty compensation goals)?

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT IMPORTANT

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

Key 1-3, 7-9

Q:PRIN3

T:

(The next one is) Faculty who perform their duties in a meritorious manner should be rewarded with periodic merit increases that reflect their contributions to the University and the state.

PROBE: (Do you think this is) very important, somewhat important, or not important (as a principle to shape faculty compensation goals)?

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT IMPORTANT

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

Key 1-3, 7-9

Q:PRIN4

T:

(The next one is) Merit increases for some faculty should not come at the expense of others, such as inadequate cost of living raises.

PROBE: (Do you think this is) very important, somewhat important, or not important (as a principle to shape faculty compensation goals)?

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT IMPORTANT

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

Key 1-3, 7-9

Q:PRIN5

T:

(The next one is) Raises in faculty compensation should preferentially go to those whose salaries are compressed.

PROBE: Compression refers to the erosion of salaries as a factor that distinguishes faculty ranks; (for example, in some departments, in order to attract new faculty, assistant professors receive nearly the same salary as full professors).

PROBE: (Do you think this is) very important, somewhat important, or not important (as a principle to shape faculty compensation goals)?

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT IMPORTANT

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

Key 1-3, 7-9

Q:PRIN6

T:

(The next one is) Raises in faculty compensation should preferentially go to those whose salaries are inequitable.

PROBE: For "inequitable," please think of differences in faculty compensation that are due to gender bias, market forces, disciplinary area, and similar factors (not related to compression).

PROBE: (Do you think this is) very important, somewhat important, or not important (as a principle to shape faculty compensation goals)?

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT IMPORTANT

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

Key 1-3, 7-9

Q:PRIN7

T:

(The last one is) Raises should be distributed to a vast majority of instructional faculty.

PROBE: (Do you think this is) very important, somewhat important, or not important (as a principle to shape faculty compensation goals)?

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT IMPORTANT

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

Key 1-3, 7-9

Q:CRIT1

T:

In the future, the following five criteria will potentially be used to determine raises for U of O faculty whose work is

satisfactory. For each one, please tell me if you think it should be very important, somewhat important, or not important. The first one is:

Across-the-board cost-of-living raises that are linked to Oregon's actual cost-of-living increases.

PROBE: (Do you think this should be) very important, somewhat important, or not important (in determining raises).

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT IMPORTANT

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

Key 1-3, 7-9

jump1 = 0

if (ans = 1) jump1 = 1

Q:CRIT2

T:

Merit increases, based on faculty excellence in performing their duties.

PROBE: (Do you think this should be) very important, somewhat important, or not important (in determining raises).

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT IMPORTANT

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

Key 1-3, 7-9

if (ans = 1) jump1 = jump1 + 1

Q:CRIT3

T:

Preferential increases to redress salary compression.

PROBE: Compression refers to the erosion of salaries as a factor that distinguishes faculty ranks; (for example, in some departments, in order to attract new faculty, assistant professors receive nearly the same salary as full professors).

PROBE: (Do you think this should be) very important,

somewhat important, or not important (in determining raises).

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT IMPORTANT

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

Key 1-3, 7-9

if (ans = 1) jump1 = jump1 + 1

Q:CRIT4

T:

Preferential increases to redress other inequities.

PROBE: For "other inequities," please think of differences in faculty compensation that are due to gender bias, market forces, disciplinary area, and similar factors (not related to compression).

PROBE: (Do you think this should be) very important, somewhat important, or not important (in determining raises).

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT IMPORTANT

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

Key 1-3, 7-9

if (ans = 1) jump1 = jump1 + 1

Q:CRIT5

T:

Creating minimum salary floors by rank and department.

PROBE: "Salary floors" means faculty salaries stay above a certain level.

PROBE: (Do you think this should be) very important, somewhat important, or not important (in determining raises).

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT IMPORTANT

- 7 REFUSED

8 DON'T KNOW

9 NO ANSWER

I:

Key 1-3, 7-9

if (ans = 1) jump1 = jump1 + 1

Q:RANK1

T:

In the previous five questions, you said that \_\_\_\_\_  
are "very important." Which \*one\* do you think is most  
important?

PROBE FROM HIGHLIGHTED LIST, ENTER NUMBER

7 REFUSED

8 DON'T KNOW

9 NO ANSWER

I:

if (jump1 < 2) skipto YEARS

IF (CRIT1 = 1) SHOW "1 COST OF LIVING RAISES" 8 5 24 GRN

IF (CRIT2 = 1) SHOW "2 MERIT INCREASES" 9 5 18 GRN

IF (CRIT3 = 1) SHOW "3 RAISES TO REDUCE COMPRESSION" 10 5 31 GRN

IF (CRIT4 = 1) SHOW "4 RAISES TO REDUCE OTHER INEQUITIES" 11 5 36 GRN

IF (CRIT5 = 1) SHOW "5 SALARY FLOORS" 12 5 17 GRN

Key 1-5, 7-9

if (ans > 5) skipto YEARS

Q:RANK2

T:

Which one do you think is second most important?

PROBE FROM HIGHLIGHTED LIST, ENTER NUMBER

7 REFUSED

8 DON'T KNOW

9 NO ANSWER

I:

if (jump1 = 2) skipto YEARS

IF (CRIT1 = 1) SHOW "1 COST OF LIVING RAISES" 6 5 24 GRN



IF (CRIT2 = 1) SHOW "2 MERIT INCREASES" 7 5 18 GRN  
 IF (CRIT3 = 1) SHOW "3 RAISES TO REDUCE COMPRESSION" 8 5 31 GRN  
 IF (CRIT4 = 1) SHOW "4 RAISES TO REDUCE OTHER INEQUITIES" 9 5 36 GRN  
 IF (CRIT5 = 1) SHOW "5 SALARY FLOORS" 10 5 17 GRN  
 IF (RANK1 = 1) SHOW " " 6 5 24  
 IF (RANK1 = 2) SHOW " " 7 5 18  
 IF (RANK1 = 3) SHOW " " 8 5 31  
 IF (RANK1 = 4) SHOW " " 9 5 36  
 IF (RANK1 = 5) SHOW " " 10 5 17  
 Key 1-5, 7-9  
 if (ans > 5) skipto YEARS

Q:RANK3

T:

Which do you think is third most important?

PROBE FROM HIGHLIGHTED LIST, ENTER NUMBER

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

if (jump1 = 3) skipto YEARS  
 IF (CRIT1 = 1) SHOW "1 COST OF LIVING RAISES" 5 5 24 GRN  
 IF (CRIT2 = 1) SHOW "2 MERIT INCREASES" 6 5 18 GRN  
 IF (CRIT3 = 1) SHOW "3 RAISES TO REDUCE COMPRESSION" 7 5 31 GRN  
 IF (CRIT4 = 1) SHOW "4 RAISES TO REDUCE OTHER INEQUITIES" 8 5 36 GRN  
 IF (CRIT5 = 1) SHOW "5 SALARY FLOORS" 9 5 17 GRN  
 IF (RANK1 = 1) SHOW " " 5 5 24  
 IF (RANK1 = 2) SHOW " " 6 5 18  
 IF (RANK1 = 3) SHOW " " 7 5 31  
 IF (RANK1 = 4) SHOW " " 8 5 36  
 IF (RANK1 = 5) SHOW " " 9 5 17  
 IF (RANK2 = 1) SHOW " " 5 5 24  
 IF (RANK2 = 2) SHOW " " 6 5 18  
 IF (RANK2 = 3) SHOW " " 7 5 31  
 IF (RANK2 = 4) SHOW " " 8 5 36  
 IF (RANK2 = 5) SHOW " " 9 5 17  
 Key 1-5, 7-9

Q:YEARS

T:

I need to end the survey by asking a few questions about you, to help interpret the survey's results. In what year did you first begin employment at the U of O as a faculty member?

ENTER YEAR

9997 REFUSED  
9998 DON'T KNOW  
9999 NO ANSWER

I:

num 1900 9999 4 0 8 4

IF (ans > 2000)

IF (ans < 9997) reask

endif

Q:DISCIP

T:

What school or college are you in?

IF COLLEGE OF ARTS & SCIENCES, PROBE: Are you in the Natural Sciences,  
Social Sciences, or Humanities?

1 NATURAL SCIENCES IN THE COLLEGE OF ARTS & SCIENCES  
2 SOCIAL SCIENCES IN THE COLLEGE OF ARTS & SCIENCES  
3 HUMANITIES IN THE COLLEGE OF ARTS & SCIENCES  
4 ARCHITECTURE AND ALLIED ARTS  
5 BUSINESS  
6 EDUCATION  
7 JOURNALISM & COMMUNICATION  
8 LAW  
9 MUSIC  
10 OTHER

97 REFUSED  
98 DON'T KNOW  
99 NO ANSWER

I:

num 1 99 2 0 22 10

IF (ANS > 10)

IF (ANS < 97) REASK

endif

Q:TENURE

T:

Are you tenured, tenure-track, or not in a tenure related position?

1 TENURED  
2 TENURE-TRACK  
3 NOT IN A TENURE-RELATED POSITION

7 REFUSED  
8 DON'T KNOW  
9 NO ANSWER

I:  
Key 1-3, 7-9

Q:ACADRANK

T:  
What is your current academic rank?

PROBE FROM ANSWER CATEGORIES

1 PROFESSOR  
2 ASSOCIATE PROFESSOR  
3 ASSISTANT PROFESSOR  
4 SENIOR INSTRUCTOR  
5 INSTRUCTOR  
6 OTHER

7 REFUSED  
8 DON'T KNOW  
9 NO ANSWER

I:  
Key 1-9

Q:ADMIN

T:  
Do you hold an administrative appointment concurrent with your faculty appointment (such as department head, dean, assistant or associate dean, laboratory or center director, etc.)?

1 YES  
2 NO

7 REFUSED  
8 DON'T KNOW  
9 NO ANSWER

I:  
Key 1,2, 7-9

Q:SEX

T:  
(This may sound silly but) Are you male or female?

1 MALE  
2 FEMALE

7 REFUSED  
8 DON'T KNOW  
9 NO ANSWER

I:  
Key 1,2, 7-9

Q:RACE

T:  
What is your race or ethnicity?

- 1 WHITE/CAUCASIAN
- 2 BLACK/AFRICAN AMERICAN
- 3 LATINO/HISPANIC AMERICAN
- 4 ASIAN/PACIFIC ISLANDER
- 5 AMERICAN INDIAN/ALEUT/ESKIMO
- 6 MIXED RACE/ETHNICITY

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

Key 1-9

Q:MAIL

T:

Did you also return the campus mail survey (on these same topics) that was recently sent to you?

- 1 YES
- 2 NO
- 3 DID NOT RECEIVE

- 7 REFUSED
- 8 DON'T KNOW
- 9 NO ANSWER

I:

Key 1-3, 7-9

Q:ENDING

T:

That is the end of the survey! On behalf of the University of Oregon, I thank you sincerely for your time and opinions on these questions. Good-bye.

INTERVIEWERS: ENTER COMMENTS  
TYPE EXACT RESPONSE BELOW

I:

opn 13 5 22 60 m n

Q:INTID

T:

ENTER YOUR INTERVIEWER ID NUMBER

I:

num 1 600 3 0 20 10

CPL

DISPOS = 26

ENDQUEST

Q:NOQAL

T:

We are only interviewing teaching faculty at the University of Oregon. I am sorry to have bothered you.

ENTER "1"  
I:  
KEY 1  
DISPOS = 22