Attachment B
Results from the Initial Survey of Off-OSU Campus Faculty
(Conducted by the 2006-07 Faculty Status Committee)

Group 1: Professorial faculty located at the Bend OSU Campus, EOU, or OHSU

1. I feel as an off-campus faculty member that I am fairly represented in University governance.

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Explanation:

- We have no faculty senate representative.
- I believe as faculty, I am fairly represented. I do not believe the branch is fairly represented. The branch needs to operate differently in some areas and the OSU governance structure doesn’t recognize this.
- Our representation is limited to one faculty member in my department who has never talked to me about my professorial needs or my department needs (i.e. tenure, promotion, research, etc.)
- I don’t understand University governance well enough to know if I’m represented well or not.
- OSU-Cascades need its own faculty senate appointment unit – failing that, faculty here are disenfranchised.
- It might be useful to have our faculty rep. report at our faculty meetings regularly with relevant updates.
- I don’t have any specific reasons, I just feel disconnected. (One non-related issue is that Portland faculty are not allowed to join the OSU credit union!)
- Since I’ve never been based on the OSU campus, I don’t feel a strong tie to the university at all, and really don’t know if I’m fairly represented or not.
2. I feel that I have adequate opportunity to participate in University governance?

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Explanation:
- We are never invited or elected to committee’s on the main campus. We need to participate more in our own depts..also.
- There are lots of opportunities to participate if an individual wants to get involved.
- The distance and danger of travel limits access- using technology is minimally acceptable as those on the branch campus are the only ones on a screen rather than in person.
- It seems most of the governance happens in Corvallis, which is not convenient to participate in because of our location.
- I have not ever been asked/provided the opportunity to participate.
- Example: I did not receive the e-mail from my Dept. chair that went to teaching faculty, asking for input for performance evaluation of the Dept. Chair and also some of the other non-teaching faculty. I'm not even sure what else we miss; there was an e-mail from Corvallis recently regarding committee participation, but perhaps I felt those would not be appropriate opportunities for someone in my position/on my campus.
- Being based in Portland, it’s difficult to find the time to drive for 3 hours round trip to attend meetings on the Corvallis campus. If I was more interested in University governance, I might find the time, but I'm not that interested.

Suggestions for improvement:
- Invite us to committees on campus. Come over and see this campus. Invite us to present the programs on this campus to faculty senate.
- Shared responsibility for travel. A shuttle for communication and travel between campuses. Allowances for being on a branch campus.
- Is there a branch campus governance body?
- Not really; it seems difficult to participate from this distance.
3. I feel as an off-campus faculty member that P&T is more difficult to achieve than for an on-campus faculty member.

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Explanation:
- We need to be reviewed by our home dept. and it is hard to get a faculty member over to Bend, and thus more problems.
- I think there are trade offs- some things make it more difficult (e.g. lack of scholarly peer group) but some things make it less difficult (e.g. fewer university initiated distractions such as committees, meetings, events). Tenure is difficult and stressful. People at the branch think it is more stressful than if on the main campus, but it is just as stressful there too (where I earned tenure).
- So much…For starters, lack of on-site support for research, lack of mentors, heavy teaching/advising load, start-up duties not considered, administrative duties heavier than main campus-same rank. Peers absent within same department, travel heavier, etc, etc.
- This is my observation of my tenure-track colleagues. As a fixed-term instructor, I feel that my representation and job status/permanence are marginal. I am valued by my colleagues at the branch campus but have little connection to Corvallis.
- Not applicable to my position.
- The standard “3 legged stool” leading to promotion and tenure (teaching, research, service) is severely complicated at OSU-Cascades by the additional, unavoidable responsibilities of heavy advising loads and program development and administration and local faculty governance.
- I am very concerned that the standards for both teaching and research are higher for the branch than the main campus. In addition, the distance puts relationships at a disadvantage.
- I'm not sure how to answer this question. I'm not in a tenure track position. My position is unique; I'm the only research assistant on the Portland campus of College of Pharmacy. Although I have a Master's degree and years of health care management/administration experience, I am pigeon-holed into my current role. I've been told that, if I were in Corvallis, I might be able to broaden my work (e.g. I'm qualified to be an instructor, at least, in some of the health care management courses). I feel that I'm kind of "out of sight, out of mind" here with regard to opportunities to expand my role in areas of my expertise. For non-teaching faculty, there really is no avenue for promotion, and I've been told (to my face) that I will likely only get raises when there is money "left over" from raises to teaching faculty.
- Not applicable since I'm professional faculty. However, I don't think it's any more or less difficult for our faculty to achieve promotion and tenure. The problem is with being able to RETAIN the faculty we have due to budgetary problems with the university for the last 8 years. In the last 10 years, our department has only had ONE faculty member stay long enough to even go up for promotion. The rest
of the faculty left for more money at other universities or in pharmaceutical companies.

Group 2: Professorial faculty located at experiment stations and county extension offices.

1. I feel as an off-campus faculty member that I am fairly represented in University governance.

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Explanations:
- Some governance decisions do not take into account off-campus staff and circumstances except where the university stands to gain monetarily. For instance off-campus stations are now considered on-campus so the full indirect cost rate (46%) that previously applied to on-campus proposals apply to off-campus too. There are a lot of other issues affecting off-campus faculty that are never accommodated by on-campus deliberations.
- Extension has representation on Faculty Senate. Faculty at off-campus locations are adequately represented IF they pay the expenses necessary to participate in on-campus meetings. The time and money required for long distance travel and communications often are prohibitive for off-campus faculty to fully participate in on-campus committees, especially at levels above the Department.
- I am not really aware of any activity related to University governance other than Faculty Senate, which I don’t follow very closely.
- Couldn’t tell you HOW I was represented at the University governance level.
- I feel that I could bring an issue to the Faculty Senate just as any other faculty member. I feel that I have equal access in that regard. However, my personal experience is that once inside the faculty governance process, Extension faculty issues are not treated appropriately. I hesitate to say unfairly, because I don’t think it is an intentional slight, but a huge cultural blinder, that hinders effective representation of Extension faculty in university governance. Today, campus based faculty are largely academicians unaware of what it means to work at a Land Grant institution. Few, could tell you that OSU was established as a Land Grant institution to extend applied, research based, information into communities, and that the county Extension offices were established to fulfill that mission. Yet, campus-based academicians are in charge of writing P&T guidelines and managing faculty governance procedures that impact Extension faculty. It’s sad, but understandable, that OSU faculty governance is ineffective for off-campus faculty. Well, “become a faculty senate member” you say. You mean drive six hours round-trip for a meeting with senators, the majority of whom don’t know or care about off-campus issues? That’s not effective time management. (See: question 3 about whether it is more difficult to get P&T if you’re located off-campus.)
- I find it hard to tell if our collective voice is heard or heeded.
- It’s a problem of distance and difficulty in participating in the many “corridor” conversations that form the background of many formal meetings.
- I believe that in many instances we have been fairly represented, by Extension leaders, department heads or program leaders. When it is above that level I do not believe that the admin understands our mission, job description or our value.
- I could run for faculty senate.
- We have faculty senate representatives, but the problem is in attending. The meetings are all on campus which does not lend itself to having County Extension faculty participate unless they travel to campus. Meetings should be held by Polycom in order for us to better participate.
- The fact we have off campus representation and representatives from the Forest Science Department gives me confidence my needs are represented.
- I’m not aware of any way in which I am represented, specifically as an off-campus faculty member, by University governance. As an off campus faculty member, I’m faced with different issues than my on-campus colleagues, but because of our “minority” status, I don’t think our issues get much attention.
- This really depends on who is representing Extension on faculty senate. You have to know that you need to pay attention. We don’t really tell junior faculty this, or how it works or why it might be important to them.
- The on campus faculty do not understand what we do in our county programs nor how we do it. Our programs are not nice little well kept classrooms, with students who come to us. We conduct education at summer camp with homesick youth and sleep-walkers after midnight. We conduct education on the weekends after working 8-5 M-F, 2 night meetings and still work on Saturday and Sunday. The problem is that the lack of understanding also creates a lack of a method that the university can understand and evaluate our work against the work of a professor or researcher that works in their ‘sterile environment’.
- I have no reason not to have faith in the people representing off-campus faculty. I have never experienced a situation in which I thought my input would not be received and well-considered in matters of University governance. However I am not always aware of the specific opportunities/arenas for providing that input. Distance is always an issue. The strong pull of community responsibilities keeps me more focused on my two counties than on campus-based activities. Proximity to campus typically means natural (ready) access to information and events related to governance.
- There’s only one off-campus member I know of on Faculty Senate. From what I hear, it seems that on-campus faculty members don’t know or respect what Extension Faculty do.
- I think I’m represented as well as any other group—but I don’t think we have much say.
- Off-campus faculty have representation in the OSU faculty senate.
2. I feel that I have adequate opportunity to participate in University governance.

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Explanations:
- Being far away from campus automatically reduces our opportunity to participate. Traveling to campus costs money which we do not have. Video conferencing could help but the service is not always available and a pain to request for. University authorities should meet regularly with off-campus faculty to discuss matters that concern off-campus localities.
- Distance to Campus is an obstacle to participating.
- As noted above, participation comes at considerable expense to the off-campus faculty. No funds are available for this work. All “operations” funding for all faculty members is typically derived from extramural research or extension grants. On-campus faculty simply allocate time to participate in governance activities. Off-campus faculty must also allocate dollars for mileage, lodging and food. Expending these funds from research and/or extension grants is not appropriate if the trip to Corvallis was primarily for purposes unrelated to the grant activity.
- I am not aware of potential opportunities to participate, so cannot respond.
- Wouldn’t know HOW to participate in University governance.
- Again, I have adequate opportunity to drive six hours to participate in a process that has little relevance to my professional well-being. If you disagree, do you have suggestions for improvement? I will note in fairness that the recently revised P&T guidelines reflect hard work and good thinking between campus and Extension. I hope this is the beginning of a closer working relationship.
- Anyone can volunteer for committees or faculty senate, since generally most people would rather do their work than serve on committees.
- *I can participate in anything that I can afford to travel to campus to attend.*
- I could contact faculty senate members if necessary
- Similar reasons as above. We have opportunities, but the travel requirements make it prohibitive for us to commit the time.
- I have been given the opportunity to participate but have not elected to participate because of travel distance issues.
- I have seen invitations to participate but the logistics of participating make it difficult.
- Same comment as 1.
- The lack of time and distance is always a factor. To participate in a 2 hour meeting take up 4 hours of travel time. I have asked about how meeting are being held and committee chairs have told me “because most are on campus, we meet face to face.”
- Being off campus (almost four hours away) poses obvious time and travel constraints that sometimes (especially in the winter months over mountain passes) seem insurmountable. If you sit on a committee or want to attend an on-campus meeting on a regular basis there are certainly ways to do that.
(conference calls, video streaming or video conferencing, polycom etc) but they are not always very satisfying and can sometimes be more frustrating than they are useful.
- But it is too far to travel (would take 3 days total including travel). Most people involved in OSU government are from West side of state.
- It is fairly easy for off-campus faculty to get a seat on the faculty senate.

**Suggestions for Improvement:**
- Use of Polycom for meetings.
- I really don’t. Funds are obviously limited for University governance and for all other activities for which full participation is invited by the University, the colleges, and the departments. I doubt that allocation of travel funds to off-campus faculty is a wise use of scarce resources, and I don’t feel that existing statewide video links are an effective substitute for on-site participation.
- If there is an off campus representative, have them get in touch with off campus staff. Don’t just send out a form-email. Have them VISIT off site locations
- It’s a tough problem, because of the distance. Polycom and other long distance communication devices help some, but it’s not the same as being there. Yet, to show up in person is costly, both in time (10 hours of driving) and money (gas and lodging). I'd be happy if there were a sympathetic on-campus person that could represent our issues to our colleagues face-to-face on a regular basis.
- Administrators on campus and our representatives need to help off campus folks understand the on campus culture. We are so far away and so busy it is easy not to pay attention.
- POLY-COM and make it a requirement for every committee that has off camps staff to use it, NO options!

3. I feel, as an off-campus faculty member, that promotion and/or tenure (P&T) is more difficult to achieve than for an on-campus faculty member.

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Explanations:
- On-campus faculty have students to do their research and to write manuscripts. Off-campus faculty have to do the research and writing themselves which makes it difficult to match on-campus productivity. But we are held to the same standards and required to have the same number of publications for P&T. Lots of on-campus research can be basic and a lot of publications can be produced in a very short period of time. Off-campus research is usually applied and aims to solve e.g. growers’ problems. The results come in slow and take at least two or more years to get tangible results and that means a period of two or three years when no paper can be published. By time the paper is written, it will be 4 or 5 years from the start of the experiment. Many reviewers particularly on-campus faculty, fail to realize this situation and usually try to use this reality negatively.
There are a lot of areas that need to be addressed for P&T to be fair to off-campus faculty.

- There is a disconnect between on campus and off campus scholarly expectations. Scholarship should not be limited to how many journal articles are published. OSU had been in the forefront of expanding the definition of scholarship and for awhile, it seemed to be more equitable. The pendulum of current administrators seems to be swinging back to the “publish or parish” mentality.

- Off-campus faculty have fewer readily-available resources to support their research and extension mission. Because of their locations and the fewer numbers of total faculty at each location (the “unit” for funding purposes), they also face additional requirements for expending relatively higher amounts of extramural funding to maintain and operate their facility, and to make capital purchases and to maintain the unit’s inventories of vehicles and field equipment. Offcampus faculty also are necessarily immersed in an environment much more conducive to day-to-day interactions with the target audiences. While this is part of their mission, it also has the greater potential (compared to on-campus faculty) to disrupt the anticipated daily research and extension programming. These calls and drop-in visits by clientele also can impose high levels of pressure to diversify the research environment to the point that it may sometimes start to lack the focus and achievement of scholarly contributions necessary for favorable promotion and/or tenure decisions. It is my perception that on-campus faculty have a generally lower level of recognition, or interest, in additional challenges faced by off-campus faculty. These thoughts become particularly apparent during committee discussions at the time off-campus faculty are being reviewed for promotion and/or tenure.

- I feel like on- and off-campus faculty are evaluated in a similar, appropriate manor.

- Can be kept out of the loop on many issues such as funding opportunities. Obviously can’t get to as many seminars and there doesn’t seem to be any effort to web cast or videoconference them to off site locations. Also, many potential collaborators outside my department seem to have a ‘Cascade curtain’ attitude – if it happens on the other side of the Cascades then it is too far away and not worth worrying about, yet for us, we are expected to collaborate with campus. All these things make it harder to succeed when you are off campus.

- Anyone who has to ask that question has no business representing me in university governance. I have worked both on-campus and off-campus and it is harder to achieve P&T when you are off-campus. Duh. Let’s take the example of “going to faculty senate meetings.” If I’m a campus faculty, I can work a normal day except for the walk across campus and couple hours at the meeting. For me, this same meeting requires three hours of driving to get to it, a couple hours at the meeting, and a three hour return trip that gets me home after 8pm. Now, who has more time to teach and publish scholarly work? Thank you for surveying my views on this matter.

- Despite our best efforts, Extension scholarship is not readily understood, accepted and appreciated by the research academy. The article in the refereed...
journal remains the gold standard of scholarship, with most other forms a distant second.

- IT’S PARTLY A PROBLEM OF DISTANCE AND DIFFICULTY IN PARTICIPATING IN THE MANY “CORRIDOR” CONVERSATIONS THAT FORM THE BACKGROUND OF MANY FORMAL MEETINGS. THERE ARE ALSO DIFFERENT EXPECTATIONS OF ON-CAMPUS AND OFF-CAMPUS FACULTY FOR PROMOTION AND TENURE. ON-CAMPUS FACULTY OFTEN FAIL TO UNDERSTAND THE DIFFICULTIES OF OBTAINING GOOD GRADUATE STUDENTS FOR RESEARCH PROJECTS, TEACHING AND BUILDING COLLEGIATE RELATIONSHIPS FOR OFFCAMPUS FACULTY.

- The promotion and tenure guidelines are the same, however, our job descriptions are not the same. The “new” interpretation of scholarship that moves away from the previously accepted matrix of scholarship, focuses on double blind peer reviewed published articles is a step back for Extension. We have all recognized that we must do scholarship and scholarship does make us better faculty, however, not valuing the various types of scholarship that is more important to our work is causing Extension faculty to deviate from their real work and “do scholarship” which many of us have said we don’t have to do. This is narrow-minded and moves the OSU Academy backwards toward the dark ages. This loss of foresight will cost OSU if it continues into the future. Not only in the loss of quality faculty that don’t receive tenure, but also in the loss of desire of those that have tenure to even try to be promoted. It is my understanding that last year around 6% of the decisions of promotion and tenure, campus wide, were negative. The percent for Extension was 19%. If this is the case then Extension Administration did not do their jobs of representing the good work we did, or the rules were changed without the faculty knowing that they were changed or the OSU central administration did not adequately understand the value presented in the dossier.

- I do not believe it to be more difficult but there might be more education needed by on campus faculty members of the kind of positions off campus faculty hold

- Our expectations for P&T do not adequately represent our job expectations. In particular, the amount of scholarly achievements. Almost all Extension County faculty have only 15% of time in their position descriptions to put towards scholarly work. This is a proper amount; the problem is that P&T does not do a very good job on evaluating us based on this small amount of scholarly expectations.

- Although the standards are high, I think there are opportunities available for off-campus faculty to meet expectations for P&T. In some ways being off campus makes it more difficult, for example access to library services and statistical consultation seems more cumbersome. We need our extension specialist staff to provide support for P&T related scholarly accomplishments.

- There are several factors, in my eyes, that make P&T more difficult to obtain. First and foremost is the isolation from colleagues. This works against us in two ways – we don’t have easily accessible collaborators (which limits grant and publication opportunities) and it’s more difficult to develop a rapport with the colleagues in our department (who will eventually vote on our P&T). Out of sight,
out of mind. Second, it is more difficult to attract, fund, and supervise grad students, which also affects productivity. Third, everyone at our station is expected to respond in an extension capacity, even though many of don’t have extension FTE. (However, we also don’t have as heavy committee assignments as on-campus faculty, typically, so that may balance out). But the isolation from colleagues is a huge issue. There also seems to be a basic apathy about off-campus faculty within our department – no one seems particularly curious about what we do or why it might be important. The onus is really on us to make them appreciate what we do and care (something I don’t think I’ve succeeded at yet).

- I think the newly proposed guidelines from the Faculty Senate committee are getting at some of this issue. Partly it is the culture. There is a greater emphasis on the scholarship of national publishing in the last few years in particular. If an agent develops a method in a county, dissemination and adoption to other counties – not necessarily the nation- should be good enough. It has improved the field of practice in Oregon, which after all is where we are employed. As long as Extension work has a large component of client meetings and education programs, having time to write and publish will be difficult. County staff must first meet local needs for the community to continue to value and fund them. Local folks don’t value published articles. This sets up a real dilemma (1) if I don’t meet county needs we don’t get funding and I’m out a job (2) if I don’t publish and meet the P & T guidelines I’m out a job. No win!

- Please see questions #1, The P&T system is comparing apples and oranges. The majority of the work that 4-H agents do is management, there is NO place in the process or on the position description for management. I can assure you that if all the ‘conflict’ that is handled at the county level got to the campus level things would change. The reality is that it does not get that far because of dedicated 4-H agents and support staff that work to make situations go away at the lowest level. This effort is very time consuming, and receives no value in the PT process. The on campus faculty don’t have to manage the same level of conflict. They are not dealing with the same level of rules, regulations and parent involvement. The level of preparation is also very different. A professor that teaches the same class term after term, has ‘new’ students, so they can use the same material. In 4-H we may have the same youth attend a Leadership Retreat for 5 years in a row. If we had the same material for 5 years, we would have no one attend the retreat. We are forced to make new programs, agendas and offer material in a ‘new’ format every year.

- I have heard my peers suggest otherwise, but I found the P&T process welldefined and easy to maneuver. In fact, in some ways, there are more opportunities for creative scholarship in our off-campus community settings i.e. more “natural laboratories.” That said, I have recently concluded that doing good randomized, controlled trials in community environments far from campus is almost impossible---and scholarship could be negatively affected by that reality. I envision on-campus faculty have more success or an easier time with scholarship (research projects, publications) because of access to students for data entry and analysis capabilities as well as greater opportunity to partner and team with peers. On-campus resources such as the library are just one example
of what’s available on-campus—and much harder to access from a distance. And finally, a small but significant illustration, the benefit of “a peer review” i.e discussion of an idea over lunch is undeniable. Off-campus folks are sometimes very isolated from others in their field and have limited opportunity to dialogue about issues. Off-campus faculty experience more of a balancing act…at least in my mind. They prepare and deliver educational curriculums/materials on a vast range of topics in sometimes difficult-to-reach rural settings. They balance being a community educator with a constant push for grant acquisition and grant management in order to keep Extension budgets whole. They must be must be (year-round) responsive to sometimes unrelenting queries from constituents. I found the P & T process quite manageable but recognize that for some other off-campus faculty it can be/will be very hard—for all the reasons identified above and more.

- The majority of faculty members at our location have been denied promotion from associate to full professor. My assumption is that the percentage is much higher here than it is on campus.

- It is very difficult since Extension faculty merged into colleges, especially in the area of scholarship. The Extension mandate is for teaching; I feel adding the mandate to publish has made it very difficult for Extension faculty. Also, I have seen vitaees be approved all up the line and then turned down by the provost. What is the point of the approval process if this is what happens?

- It depends on the Extension position. My experience in the College of Ag has been good, but some Extension faculty have more difficulty than others. In Ag it’s easier—we have more access to research tools needed.

- I do not know the level of ease or difficulty for on-campus faculty to attain tenure. I only know that it was not easy to attain P&T, but I did it.

*Other Comments:*
Respondent said the biggest inequity he sees (his issue) is with salary: that some new employees make as much as longtime faculty when they begin. He sees this as an issue for all faculty, not just off-campus, that longtime faculty members are not treated fairly. His feeling is that “nobody cares” about this issue in University administration.
Group 3: Non-professorial faculty at Bend OSU Campus, EOU and OHSU

1. I feel as an off-campus faculty member that I am fairly represented in University governance.

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Explanation:
- I’m not aware of any representation for the Bend Campus and as professional faculty, I’m not sure the professional faculty representative is even aware of the staff in Bend. I certainly never receive any communication from that person.
- I don’t know for sure, but suspect that our needs are not strongly represented as we are “out of sight, out of mind” on many issues. Also since we have a separate budget, our needs seem not to be considered the responsibility of Corvallis and yet we are held to so many of the same criteria as far as tenure and promotion and programmatic requirements in our departments.
- I really have no way to gauge this.

2. I feel that I have adequate opportunity to participate in University governance?

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Explanation:
- I see e-mails about committee opportunities, etc but feel that they are more directed towards (or appropriate for) Corvallis campus faculty.
- This depends on how much time I want to invest driving to Corvallis.
- I’m not aware of any representation for the Bend Campus and as professional faculty, I’m not sure the professional faculty representative is even aware of the staff in Bend. I certainly never receive any communication from that person. In my four years working for Cascades, I have seen the Senate leadership come over once per year for a check in visit. I’m not sure that is an effective way for OSU-Cascades to participate in University decision-making.

Suggestions for Improvement:
- The faculty of OSU-Cascades should have their own representative to the Senate.
- If we are to be adequately represented then there needs to be more “release time” made available from regular faculty duties for travel to the main campus.
- Perhaps there should be specific opportunities/positions/roles developed for off-campus faculty representation.
3. I feel as an off-campus faculty member that P&T is more difficult to achieve than for an on-campus faculty member.

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<th>Strongly Agree</th>
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</tbody>
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Explanation:
- The nature of our campus (travel time/budget) limits the opportunities for participation in many of the professional development activities available on the main campus. Of course the choice to work in Bend is ours and that fact alone limits the promotion opportunities, at least for Professional Faculty.
- While I am not tenure track, I have been a full time instructor for 5 years. Many of my colleagues are going up for tenure and some have had serious difficulties with the process. They are trying to build programs, create community collaborations, teach, do their research, and at the same time have no office support staff or onsite colleagues with whom to do research and to go to for support. Additionally, in some programs, the department chair has changed and the new chair in Corvallis is unwilling to honor the agreement that faculty members had made previously regarding the “value” of program development, etc. vs. # of articles in peer-reviewed journals needed for tenure.
- I am non-teaching faculty and am not eligible for tenure so can’t really speak to this.
Group 4: Non-Professorial Faculty located at experiment stations and county extension offices

1. I feel as an off-campus faculty member that I am fairly represented in University governance.

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<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td>0</td>
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<td>7</td>
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</table>

Explanation:

- I am not on the tenure track. I perceive tenure faculty are represented fairly.
- I’m not sure how much representation there is for professional faculty, specifically for the off-campus professional (administrative, office manager) faculty.
- “Professional” faculty 400 miles from Corvallis like me have no connection to campus.
- Most faculty issues do not apply to me.
- It is difficult to find off-campus faculty that are able to regularly attend campus meetings. The meetings that I’ve been to also tend to focus on issues that only affect on-campus faculty. Off-campus faculty find the meetings a drag because there is a lot of discussion that doesn’t matter to us at all.
- While efforts are being made to gain a bit more feedback from Cascades campus, the fact that we are not there all the time simply means that we are not on the radar unless one of us continues to be a squeaky wheel. While there is one Cascades faculty on faculty senate, he is ultimately representing his college, not our campus, which often has very different needs than the main campus. Because of the affiliation by department, if the needs of Cascades Campus do not parallel the needs of departments on the main campus, the issues common to all the colleges represented over here due to student and faculty issues in Bend are lost. Creating an avenue for off-campus representation in addition to and independent of college representation may help to alleviate this issue.
- I’m really not sure.
- As stated I am neutral but institutionally I feel like NWREC is an outpost in the empire from which resources are drawn but not enough is given back. Compared to Corvallis facilities our equipment is crap.
- No representation has occurred for FRA’s that I am aware of. Most of the focus is on tenure faculty with real rank… I don’t think that off campus faculty with real rank are represented very well either—they are away from the activities and meetings, usually don’t belong to the senate or get appointed to committees…probably due to time available for off campus activities including travel time.
- I get a lot of email notifications, but don’t really feel a part of campus because I don’t work there.
- I am an instructor in citizen involvement which is a stand-alone program contracted by Washington County to OSU. The former Community Resource and
Development program was most closely related to the educational and advising work that I do.

- Very few of the Faculty Senate communications I see address the needs of off-campus faculty, particularly professional faculty.
- I am as fairly represented as I want to be. I feel disconnected from the University, but have done little to change that.

2. I feel that I have adequate opportunity to participate in University governance?

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<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<td>1</td>
<td>7</td>
<td>4</td>
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Explanation:

- As a fixed term non faculty member I do not feel I have adequate opportunity to participate in University governance.
- Not sure, I believe my supervisor would support my participation in Faculty Senate but it would cost a lot for travel and it would be difficult to fit into my already full job job description.
- "Professional" faculty 400 miles from Corvallis like me have no connection to campus.
- I receive ballots and I can vote, but I do not have opinions on the issues.
- I feel like the most important decisions take place in face-to-face meetings at OSU. It costs $80 in mileage to make a trip to campus, not to mention a 90-minute drive each way (and I'm much closer to campus than many faculty). It’s not like I can just pop on over for a faculty senate meeting or an impromptu gathering with administration. I would be willing to tune in to a webcast if I knew that the topics covered would be relevant to me.
- Again, I recognize that efforts are being made. However, 2 visits per year to Cascades do not create adequate opportunity to participate in University governance. Please keep in mind as well that to participate in person as a Cascades faculty involves a minimum 7 hour commitment for a 1 hour meeting (6 hour Round trip plus the meeting). This is not a effective use of our time when we are already stretched thin due to each person essentially carry the workload equivalent to that of an entire department in Corvallis (see below). So the ability to participate is weakened in that sense as well.
- It would be a great inconvenience to travel to Corvallis, just to participate
- From where I work is a 3 hour round trip drive. I would spend more time driving than in a meeting.
- There is no way that I would be given permission to be involved in off station meetings or conferences, partly due to work load and partly due to status. If you disagree, do you have suggestions for improvement? Unfortunately, I have no suggestions because I have not been involved in the current process.
- I’m not sure what opportunities are provided to on campus versus off campus faculty.
I have not been involved in University governance issues although there may well have been opportunities to do so. I have been primarily focused on program delivery.
I receive information on committees and Faculty Senate elections like everyone else!
Distance to campus makes active participation in committee activities difficult, logistically.
I have neither the time nor inclination to do this. It does not seem important to my work.

Suggestions for Improvement:
- Balanced representation and opportunity for non-tenure faculty.
- Stream at least some meetings over the web. Encourage pertinent committees to seek out off-campus faculty to serve, and facilitate their involvement through discussion by email and conference call.
- Possibly having governance meetings in teleconference facilities and creating a culture that accepts teleconferencing as a norm so that off campus faculty could participate without having to commit so much time to the meeting?
- Not really, because I don’t care for remote electronic hook ups.

3. I feel as an off-campus faculty member that P&T is more difficult to achieve than for an on-campus faculty member.

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<tr>
<th>Strongly Disagree</th>
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<th>Agree</th>
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<td>4</td>
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Explanation:
- I feel the promotion part of the PROF review, although challenging to find the time to complete the mountain of paperwork required, is straightforward and not more difficult for an off-campus faculty member.
- There is no opportunity for promotion at our county level, unless my position was upgraded. Beyond that, I would need to move to campus to further my promotion opportunities. It is something I consider. It’s been difficult to obtain information about how merit raises are formulated, and while I receive feedback that I am considered one of the top office managers for Extension, I did not feel it was reflected in the last merit raise.
- “Professional” faculty 400 miles from Corvallis like me have no connection to campus.
- Since my position is funded with US Forest Service research money which decreases each year, I fail to see how I could get a salary increase or promotion. That is not to say I do not want an increase, I am just pessimistic about that possibility.
- My job in Extension is so different from a typical on-campus position, and it has felt like the P&T process for Extension is being stuffed into the existing model, rather than a new model being created that encompasses the unique things we do. “Research” and “Scholarship” can’t have one-size-fits-all definitions. The scale, timeline, purpose, mode of sharing, and type of validation are different. In Extension, we are forced to serve two masters: incorporating scholarship and obtaining funding for our own positions, offices, and programs. I don’t mind doing both, but I’d like some recognition for it and to be given the time to do it all. Actually, you can’t lump all off-campus faculty together, either.

- I am not in a tenure track position, but I have attended faculty meetings to hear the frustrations and spoke with faculty with regards to this survey. As mentioned previously, most departments at Cascades are represented by one or two faculty only. The faculty are expected to perform all the functions of an entire department in Corvallis without any support staff. As a result, much of their non-teaching time is spent on non-research, program leadership responsibilities such as: □ Category 2 proposals and approvals – can be a significant issue given so many classes for some of our programs are new to OSU □ Course Scheduling □ Student Advising □ Adjunct hiring - again a significant load that changes quarterly because the small number of tenure track faculty currently hired cannot cover the teaching load of all the courses that need to be offered at Cascades. □ Internship development □ Website maintenance □ Program outreach and marketing □ Graduation Audits □ Prospective student advising □ University service (another consideration for P & T) takes significantly more time and commitment than a home campus counterpart to participate in service activities due to the 6 hour RT commute that eliminates the possibility of doing anything else during that time,. Again, only one or two people for each program are on this campus to fulfill these program leadership and administrative responsibilities. As a result, there is little to no time left to meet the major component of P & T considerations: research. Given these factors, it is difficult to believe that the effort that goes into P&T is similar for home campus faculty and off-campus faculty.

- There are fewer models to follow and information is more difficult to obtain. The year I was eligible for promotion, it was suggested that I hold off because it wouldn’t look good to submit too many applications.

- This is much more dependent on a person’s immediate supervisor and their own work ethic.

- Money, support, and support infrastructure are almost non-existent for promotion in off campus situations. Also, as an FRA, if promotion is not succored by your supervisor, there is no way that can occur.

- I don’t think it matters, but I’m not sure?

- Promotion and tenure are not a high priority for me; of greater importance is working directly with citizens in areas on which I place high value and benefit. My long-term satisfaction comes from working with citizens in land use, transportation and livability issues and assisting them to understand public policy processes and how to be more effective in presenting their needs and perspectives.
- I have achieved promotion already, and received good guidance from Department colleagues.
- Although tenure is not applicable to professional faculty, I do feel that promotion and professional development is more limited because of the difficulty of serving on university committees, etc.
- I have never been on campus, so cannot compare, but I have not been unhappy with my promotion opportunities. My position is not eligible for tenure.