

Faculty Affairs Briefing

BACKGROUND

The excellence of OSU rests on having exceptional teachers and scholars who can attract, inspire, and retain students; fuel innovation and entrepreneurship; and increase our reputation and reach. As an R1 (Carnegie very high research activity) land grant university, OSU offers educational opportunities enriched by the research and scholarship of faculty, who design the curricula and provide the foundation for the university's creative work, innovation, and engagement.

This briefing highlights some of OSU's ongoing efforts to build and support an outstanding faculty, particularly through the Office of Faculty Affairs (OFA) and its collaborative relationships with key university partners. It provides an overview of OSU's faculty, recent efforts around faculty development and advancement, and special initiatives and projects. The briefing concludes with faculty-focused opportunities and threats facing OSU.

OFFICE OF FACULTY AFFAIRS

The [Office of Faculty Affairs](#) is led by the vice provost for faculty affairs (VPFA), Rick Settersten. OFA ensures university-level success in the following areas: (1) programs to strengthen and diversify OSU's faculty, including the recruitment, retention, and advancement of tenured and tenure-track faculty, non-tenure track academic (teaching and research) faculty, and professional faculty; (2) programs and initiatives to develop and support academic leaders (e.g., department heads, school directors, and deans); (3) implementation of the university's strategic plan; (4) leadership of strategies related to internationalization and global engagement, with the VPFA serving as the university's senior international officer (SIO); and (5) faculty labor relations, faculty personnel matters and approvals, and university policies and standards. OFA develops and provides guidance to the academic colleges and their units, working particularly closely with University Human Resources (UHR), the Research Office (RO), the Office of Institutional Diversity (OID), and the Office of Equal Opportunity and Access (EOA).

OSU FACULTY PROFILE

OSU has nearly 5,000 academic¹ and professional² faculty members located throughout the state. The current (FY2022)³ headcount of faculty is split evenly across these two larger groups (50%

¹ *Academic faculty* includes tenured and tenure-track ranked faculty as well as non-tenure track teaching and research academic faculty. Academic faculty in tenured or tenure-track positions are defined as professorial faculty and include titles of Professor, Associate Professor, and Assistant Professor. Non-tenure track academic faculty members with significant responsibility for research are defined as Professors (Senior Research). Non-tenure track academic faculty members with significant responsibility for non-traditional education or community outcomes are defined as Professors of Practice. The clinical track classification is for faculty who are engaged almost entirely in clinical practice and teaching. Professors (Senior Research), Professors of Practice and Professors on the clinical track hold non-tenured positions that have standard promotional ranks (e.g., assistant, associate, full). Academic faculty in non-tenure track positions also include titles of Instructor, Senior Instructor, Research Associate, Senior Research Associate (new promotional rank), Faculty Research Assistant, Senior Faculty Research Assistant, and Lecturer. (Note: Post-doctoral scholars are not included in the distribution below.)

² *Professional faculty* includes all non-classified employees who are working in academic, student, or other administrative and support positions. Examples of professional faculty positions include academic advisors, student conduct officers, managers, directors, and most administrators.

³ Data are based on the annual November snapshot performed by the Office of Institutional Research. For example, FY2022 data are from November 2021.

academic, 50% professional). Tenured or tenure-track faculty comprise 37% of the academic body and 18% of the combined body. (By FTE rather than headcount, these figures are 41% and 20%, respectively.) Non-tenure track (“fixed term”) academic faculty comprise 63% of the academic body and 32% of the combined body. Among academic faculty, the split between tenured/tenure-track and non-tenure-track has consistently hovered around 40%/60%⁴

A breakdown of the tenured and tenure-track faculty by academic college and rank appears in Appendix Figures 1 and 2, respectively. The colleges of Agricultural Sciences and Engineering have the largest shares of tenured and tenure-track faculty at approximately 20% each. At the assistant, associate, and professor ranks, there is variation by college. Overall, assistant professors make up nearly 21% of the tenured and tenure-track faculty population, associate professors approximately 39%, and professors just over 40%.

Non-tenure-track academic faculty continue to make up a similar distribution across the academic colleges – with about half being teaching faculty (e.g., instructors), a little more than one third being research-focused, and the remainder in clinical or professor-of-practice tracks. Also, approximately half of professional faculty are found in academic colleges and the other half in administrative, support, and service units, such as Student Affairs.

Among the faculty at large (academic and professional), data from November 2021 show that approximately 54% identify as female, 46% as male, and less than 1% within other gender categories. By faculty type, 59% of professional faculty, 52% of non-tenure track faculty, and about 37% of tenured and tenure-track faculty identify as female.

Self-reported data from 2021 on race and ethnicity reveal that faculty of color⁵ represent approximately 20% of tenured and tenure-track faculty, 11% of non-tenure track faculty, and 13% of professional faculty. These percentages have been slowly increasing over the past several years but reinforce our need to continue dedicated efforts to diversify the faculty.

TRENDS IN TENURED/TENURE-TRACK FACULTY RECRUITMENT AND RETENTION

Final data on new tenured and tenure-track faculty will not be available until November, but preliminary data indicate 31 new tenure track hires for FY2022, reinforcing a decline since 2018 due to budget constraints and hiring freezes during a period of economic retrenchment and the pandemic (demonstrated in last year’s briefing). These preliminary data also reinforce a trend toward increasing proportions of female tenure-track faculty, with between 45-50% of new hires identifying as female during the most recent five-year period (FY2017-22) compared to 35-42% during the prior five-year period (FY2012-16).

The Office of the Provost has maintained a faculty diversity hiring initiative since 1984 and a spousal (dual career) hiring initiative associated with new academic faculty hires since 2011. Both initiatives provide supplemental funds for a limited duration to colleges and units to support recruitment and diversity. These funds are in full use, and commitments made in AY22-23 (supplemented by additional funds on a selective basis) facilitated two additional tenure-track diversity hires and seven dual career hires, five tenure-track, one a clinical professor, one a senior instructor, and all instrumental to securing lead hires.

⁴ For data analyzed since 2016.

⁵ “Faculty of color” includes faculty who self-identify in a race or ethnicity category that falls under American Indian/Alaska Native; Asian; Black/African-American; Hispanic; Native Hawaiian or Pacific Islander; or two or more race categories in the Regulatory Race classification.

Given the national discourse around the “Great Resignation” and concerns about the retention of faculty at OSU, a workgroup of leaders of OFA, UHR, and OID is currently gathering and analyzing data on turnover from 2017-September 2022. This year, we will produce a special report regarding these data, as it is important to comprehend distinct types of loss, how these patterns have changed over time, how they vary for different subgroups of employee types (e.g., job classes, fixed-term versus tenure-track) and by employee identities (e.g., gender, race/ethnicity). Differential losses are likely to reflect distinct factors and demand unique institutional responses. This report will also include benchmarking OSU’s trends against trends from other Research 1 land grant institutions and higher education market data. The high-level story thus far is one of cautious optimism: for both academic and professional faculty, aggregate turnover fell (retention increased) during the pandemic and, although turnover has been increasing since 2021, it has not yet reached pre-pandemic levels. Both broad trends and specific stories will matter. To complement these analyses, we are also compiling community climate data from multiple sources – including a new exit survey, launched in June 2022, which is sent to employees who voluntarily leave OSU so that we can better understand the circumstances of their departure – as well as data from the spring 2022 employee community climate survey, bias response process, EOA, and the Ombuds office.

The university continues to work toward strengthening the onboarding experience of new employees. UHR has amplified efforts focused on making OSU an employer of choice through improvement in recruitment which is currently focused on revamping job announcements, utilizing tools to identify top candidates, and sending targeted recruitment messages. In addition, UHR is working alongside University Information and Technology (UIT) to implement a new system that will improve visibility and the overall experience of the onboarding process for both new employees and the employing unit. UHR has also been offering additional guidance relative to work-life balance strategies, an updated new hire orientation program, and more. OFA is an active partner in many of these initiatives.

FACULTY ADVANCEMENT

Tenure-track faculty receive annual reviews, a thorough mid-term review to assess progress toward tenure and provide timely and pointed guidance, and a rigorous and multilayered final review initiated by the unit at the end of the probationary period (i.e., when the faculty member must either be granted tenure or given a letter of non-renewal). (For more information, [Promotion and Tenure Guidelines](#) are detailed in the [Faculty Handbook](#).) Under extenuating circumstances, a faculty member may request an extension to the tenure clock. For example, a one-year extension is granted for leave taken under the Family Medical Leave Act that extends for three months or more. An automatic one-year Covid-19 extension, which has been extended to June 2023, is also available to address immediate and longer-term disruptions in research and teaching. The promotions of Tenure-track Instructors, Courtesy Faculty, Research Associates, and Faculty Research Assistants are subject to similar process, although there are some differences in assessment and decision-making pathways and timetables.

In Spring 2022, 179 members of faculty were reviewed and promoted effective July 1 (for those on 12-month contracts) or September 1 (for those on 9-month contracts), including: 30 to (full) professor, 58 to associate professor, 54 to senior instructor, and 35 to other clinical and research ranks. Of these faculty promotions, 42 OSU faculty earned tenure.

Faculty development has been a key focus of attention; progress in that realm is described in the section on special initiatives and projects, below.

AWARDS AND ENDOWED POSITIONS

Faculty excellence is reflected through both internal and external recognition. OSU faculty have been honored with many highly competitive awards, including National Science Foundation (NSF) CAREER awardees; Fulbright scholars; American Association for the Advancement of Science (AAAS) Fellows; and honorary doctorates.

A record nine OSU faculty have received [Fulbright U.S. Scholar Program](#) awards for the 2022-23 academic year, earning OSU a distinction as a “top producing” university. For reference, each year only about 20 universities nationally in the research institution category attain that recognition. Oregon State’s [nine honorees](#) are Jerri Bartholomew, who will do fish parasitology work in Spain; Randy Bell, science education, Vietnam; Kelly Biedenweg, social science, Chile; John Dilles, green-energy metals, Australia; Stephen Good, water resources, Chile; Robert Hughes, freshwater bioassessment, Brazil; Greg Rorrer, sustainable energy, Austria; Melissa Santala, materials science, Israel; and Bogdan Strimbu, forest modeling, Romania.

Another form of faculty recognition and financial support comes in the form of endowments from the OSU Foundation. Endowed positions honor and support faculty who are nationally known as scholars, educators, researchers, and leaders in their fields. As of January 2022, OSU had 167 endowed faculty positions. The [“Provost’s Faculty Match”](#) initiative, from July 1-December 31, 2021, resulted in donors committing \$13.8 million to establish 15 new endowed faculty positions across seven colleges: in Forestry (two) and Business (its first); professorships in Agricultural Sciences (two) and Business; a fellowship in Forestry; and faculty scholars in Engineering, Education (its first), Science, Veterinary Medicine, and one to be determined.

OSU named Professors Michael Freitag (Biochemistry and Biophysics), Kathryn Higley (Nuclear Science and Engineering), and Brent Steel (Public Policy) as its [2022 University Distinguished Professors](#), the highest academic honor the university bestows on faculty members for national and international distinction in scholarship, research and creative work, teaching and mentoring, and public engagement and service.

EMPLOYEE AND LABOR RELATIONS

Employee and Labor Relations (ELR) and OFA work in close partnership to provide service to the academic units through offering advice, guidance and direction to academic faculty, professional faculty, graduate assistants, supervisors, and administrators on a wide range of employee relations and labor relations matters. As background, the university has relationships with four Unions: (1) the academic faculty union, United Academics of Oregon State University (UAOSU), (2) the graduate assistant union, the Coalition of Graduate Employees (CGE), (3) the classified staff union, the Service Employees International Union (SEIU), and (4) the sworn officers union, the Oregon State University Public Safety Association (OSUPSA). Throughout FY2022, ELR regularly met these unions to bargain on topics related to impacts of the COVID-19 on working conditions and safety concerns. We focus on UAOSU here.

Implementation efforts of the terms and conditions of the inaugural contract (ratified June 2020) with the academic faculty union, UAOSU, have continued through ongoing training and guidance to academic faculty and employing units. In Fall 2021, the University and the faculty union reached an agreement on merit increases for FY2021, FY2022, and FY2023. These ongoing discussions have been integral to building a positive relationship with the faculty union and navigating discussions about the working conditions of the faculty. The OSU professional faculty workforce, who are our second largest employment group and the only group that is not unionized, have been working

under the [continuous employment model](#) with much success.⁶ ELR has been proactively working with employing units and professional faculty employees on understanding the new policies that support this population.

INTERNATIONALIZATION AND GLOBAL ENGAGEMENT

Beginning in AY20-21, OSU's efforts related to the [Internationalization and Global Engagement Strategy](#) have been stewarded by OFA. A full briefing on this topic will be provided again in January 2023. For faculty affairs, we simply underscore that the IGE strategy has guided our actions and tactics as we strive to improve underlying support for global activity, build connections between globally engaged faculty, celebrate faculty international successes, and promote a culture of inclusion for faculty. Three advancements are noteworthy: (1) on global engagement compliance, federal reporting guidelines and increased scrutiny have been identified as a barrier for faculty to engaging in global research activity. The Global Engagement Compliance Committee has remained active in staying apprised of developments, communicating, and responding appropriately to support faculty engaged in international activity; (2) on our ability to hire employees located internationally, OSU has over the past two years seen an increasing number of requests for employees who would like to work for OSU from locations outside of Oregon or the country. For international employees, this is complex process involving multiple considerations, additional costs, and risk, for which we have been working steadily to build out comprehensive internal processes. The new Flexible Work Arrangement Agreement was designed in part to account for employees in remote locations. OSU is currently in the process of seeking an external vendor to provide consultation and support for hires based outside the US; finally, (3) the [Faculty Internationalization Grant](#), for which OFA provides up to \$5,000 toward the support of projects conducted by academic and professional faculty to advance the university's internationalization and global engagement. These opportunities will be offered quarterly. Six proposals were funded in the summer cycle.

POLICY HIGHLIGHTS

The University Policy and Standards Program in OFA is responsible for developing, maintaining, and archiving university policies and standards, which are electronically published, updated, and maintained in the University Policy and Standards Manual (UPSM). The University Policy and Standards Specialist works with responsible executives and their offices (often collectively called "policy stewards") to draft, revise, review, and communicate university policies and standards. University policies and standards generally govern university functions that have been delegated to the President. Non-interim policies must be approved by the President and reviewed and endorsed by the Executive Policy and Standards Committee; and should undergo a broad vetting process, including a public notice period.

For several years, the policy program has been working with policy stewards and university leaders to revise or retire the legacy policies inherited in 2014 from the Oregon University System. Of the 56 legacy policies identified, 35 have been revised or retired. The remaining 21 are in process with a goal of completing most of these by the end of 2022 or early in 2023. In addition to legacy policies, this year will see policy work in the areas of campus safety, human resources (including comprehensive background checks for employees and volunteers), intellectual property, academic freedom, and university records. Additionally, the policy program is working with OID to develop an "equity lens" through which each new policy will be reviewed and vetted. A large-scale

⁶"Continuous employment" has a specific start date and no pre-set end date. The model generally provides advance notice if employment is ended due to performance issues, reorganization, redeployment of funds, or lack of funding.

benchmarking project will commence in 2023 so that the university may ensure that its policy manual is in step with peers.

TRANSITION TO THE NEXT STRATEGIC PLAN

OFA is charged with leading the implementation of the university's strategic plan. Steadfast implementation of SP4.0 will continue, alongside the development of SP5.0. With 15 months left on SP4.0, the implementation team is critically analyzing progress and prioritizing actions and tactics for the remainder of the plan. At this time, we anticipate a very strong close out. Most tactics have been completed or are expected to be completed. Average completion progress across the 20 actions is now around 75%. All actions are at least halfway finished and 94% of projects planned have been started. Anything crucial but not completed will be carried forward. A full briefing on strategic plan implementation will be provided for the Board of Trustees in January 2023.

The Provost's Office is now solidifying plans for the yearlong process of developing SP5.0. Foundational discussions are underway, starting with a retreat of the Provost's Council of Dean's and the Provost's Senior Leadership Team in early September. These foundational discussions will continue with a landscape analysis of emerging trends in higher education with an expanded group of senior leaders on October 19 and with the Board of Trustees at its retreat on October 25. Between then and a first full draft of SP5.0, which will be provided for the Board at the June 2023 meeting, members of the Provost's team will work collaboratively with the consulting firm AKA Strategy on a series of engagement sessions with stakeholder groups and the campus community, and lead a steering committee, which will be composed soon, to work iteratively on the draft of the plan. The final draft will be provided to the Board for its approval at the October 2023 meeting and launched in January 2024.

SPECIAL INITIATIVES AND PROJECTS FOR FY2022

The Office of the Provost continues to prioritize special initiatives and projects that address strategic actions specified in SP4.0, including the commitment to attract and retain a diverse, world-class faculty and to support and mentor mid-level and senior academic leadership.

1. COVID-19 pandemic accommodations

In January 2021, the Office of the Provost established a [Covid-19 workgroup](#) to consider the differential impacts of the pandemic on faculty and mitigate impacts through the development of guidance, mentorship, and related policies and practices. The workgroup's activities included a national review of emerging literature and data, as well as an OSU-specific survey of academic faculty, developed in consultation with OSU's Survey Research Center and conducted late Spring 2021, to anticipate longer-term impacts on career trajectories, promotion and tenure timelines, and faculty development.

Progress: A final report of the Covid-19 workgroup was received in summer 2022. OFA is now considering its recommendations, some of which pertain to the long-term effects of Covid-19 on faculty performance. In the meantime, the university has continued to create policies and guidance for mitigating the effects of Covid-19, including the: (1) automatic tenure clock extension (now offered through June 2023); (2) optional inclusion of a one-page insert into the P&T dossier in which a candidate can explain how Covid-19 affected their research, teaching, and other responsibilities; (3) optional (rather than mandatory) use of teaching evaluation scores in annual evaluation reports and P&T dossiers for courses through winter quarter 2022; (4) guidance to evaluators and reviewers concerning the use of Covid-19 Impact Statements and related accommodations in

tenure and promotion files; and (5) guidance for the use of these statements in the periodic reviews, mid-term reviews, and post-tenure reviews of faculty.

2. Strategies for building and diversifying the OSU professoriate

The excellence of our university, and of the future of the professoriate, rests on strengthening our recruitment strategies and hiring procedures to enhance diversity across all disciplines and particularly in the STEM fields. This has been an ongoing challenge at all universities across the nation, including OSU, and was called out as a special initiative in last year's briefing.

Progress: The university has over the last few years been building a more comprehensive and systematic approach to "talent management," one that tends to all phases of the employee lifecycle, from talent acquisition (workforce planning, recruitment, and onboarding) to talent development (performance management, training and development, and career development and retention). Dedicated attention to these issues includes best practices for seeking a diverse applicant pool and strategic proactive recruitment. Key components to enhance the diversity of talent pools include upstream recruitment, connections with post-doctoral opportunities, and search committee preparation and evaluation, with rigorous attention to unintended biases.

The Oregon State ADVANCE program, launched in 2014, contributed foundational cultural competency education to faculty and administrators at OSU, especially in STEM disciplines. The ADVANCE seminar, in particular, was instrumental in prompting the university to envision more comprehensive equity education efforts and fostering organizational change through leadership development. The university is now building on the vision and accomplishments of the ADVANCE seminar and, in partnership with OFA, the Office of Institutional Diversity is developing additional DEI faculty and leadership development programming. This is an intentional effort to sustain the progress created by the ADVANCE seminar and to further scale diversity, equity, and inclusion education for university faculty and leaders.

The shift will facilitate the expansion of OID's portfolio of foundational learning opportunities, growing its programming in multiple and more flexible formats that will serve a significantly wider segment of OSU community. These opportunities are closely aligned with SP 4.0, OSU's Diversity Strategic Plan, and the university's new Managerial Competencies Framework. To increase OID's capacity for diversity education initiatives for faculty and leaders, OID is adding an assistant director for diversity, equity and inclusion Education (1.0 FTE) and a program budget to expand and scale those initiatives. In collaboration with the director, the Office of Faculty Affairs, and other university partners, the assistant director will play a central role in developing an organizing framework for career-long DEI learning and structural integration of equitable practices. OID will offer a comprehensive and on-demand suite of development opportunities to support that framework. This program will raise the consciousness, competence, and motivation of faculty and leaders and advance inclusive excellence.

For the last several years, OSU has participated in the Southern Regional Education Board (SREB) Institute for Teaching and Mentoring, which provides scholars with the strategies necessary to survive the rigors of graduate school, earn the doctoral degree and succeed as members of the professoriate. The OSU Pre-Doctoral Scholars program launched in August 2021 to develop pathways to the Oregon State for emerging scholars whose research focuses on advancing diversity, equity, and inclusion. Supported by the Jackson Family Fund, the Office of Institutional Diversity and Faculty Affairs, four scholars were recruited through SREB (representing Purdue University, Cornell University, North Carolina State University and Morgan State University) spent a week at OSU with faculty mentors exploring laboratories and traveling across the state to visit university experiment stations. One member of the initial PDSP cohort is now beginning an

appointment as a tenure-track faculty member in the colleges of Education and Agricultural Sciences. Our next cohort of pre-doctoral scholars will be selected this fall for a March 2023 visit.

Beyond the pre-doctoral phase, OFA will build out a Provost's Postdoctoral Diversity Scholars program (our first commitment was made this year as part of a major research grant on children's environmental health). We will also re-envision and build resources for existing and new hiring initiatives related to diversity and faculty excellence. Together, this suite of programs will span the full spectrum of career advancement, from predoctoral scholars to tenured faculty.

During AY2021-22, the President and Provost's Leadership Council on Diversity, Equity and Inclusion (PPLC) developed a [comprehensive strategy to support the retention and success of employees of color](#) at the university. Driven by national and university data demonstrating the importance of prioritizing culturally responsive and equitable retention efforts, and informed by extensive engagement with university stakeholders, the strategy aims to create working environments where all can succeed. Implementation of the strategy is underway and will continue this academic year. Many of these strategies will also result in improvements that will aid the retention and success of all employees.

Finally, OFA and UHR are currently working to further define the parameters of a new Professor of Teaching professorial category and create an implementation plan for an anticipated launch in AY2023-24. We will be engaging with units to determine needs associated with the work of this category, while Employee and Labor Relations will engage with the faculty union.

3. Assess and revise, as appropriate, standards and procedures governing faculty promotion and tenure

OSU's processes and procedures related to promotion, tenure, and professional development are central to ensuring the success and excellence of our faculty. OSU's Faculty Handbook has not been significantly updated since before the establishment of an independent Board of Trustees and an academic faculty union.

Progress: To manage the handbook revisions, a core committee was established in AY2021-22 composed of leadership of the Faculty Senate (including the current and past president of the faculty senate and the chair of the senate's standing committee on P&T) and administrators from the Office of Faculty Affairs. This core committee also includes one staff member from each of these two divisions, both of whom have long institutional memories. We are working together to navigate these revisions. This core group engages a wide range of stakeholders in the process, especially those with central expertise related to the issue at hand. Some revisions are straightforward and factual (e.g., service minimums regarding eligibility for promotion specified in the CBA; the addition of a gender-neutral "emerit" option alongside emeritus and emerita, which was approved by the faculty senate past spring). Others are more immediate and require specialized knowledge – such as engagement with the Senate's Advancement of Teaching Committee and the university Center for Teaching and Learning to recommend how the new senate-approved Student Learning Experiences (SLEs) instrument should be interpreted and used in annual reviews and P&T dossiers. Other P&T changes range from clarifying frequently asked technical questions, to incorporating COVID accommodations, establishing promotion criteria for new ranks, addressing matters related to Innovation and Entrepreneurship ("I&E") and other broader criteria and processes, including expectations related to DEI in both annual reviews and P&T. Promotion criteria (for ranks of Research Associate, three specific types of Instructor [PAC, ESL, ALS]), Lecturer, and Faculty Research Assistant) and I&E language are now before the senate for their review and vote by the new year. We anticipate that this comprehensive revision will be completed by the end of the AY22-23 academic year.

P&T revisions are also being guided by the recommendations of the “[Promotion and Tenure – Innovation and Entrepreneurship](#)” (PTIE) consortium, a coalition of more than 65 universities to improve P&T processes in higher education nationally. OSU faculty have been key organizers of this consortium, and OSU has been the key sponsor of its conferences, alongside the National Science Foundation (NSF).

Plans are underway in UIT and OFA to launch a faculty-facing university-wide CRM which will streamline and integrate many types of faculty data and functions, including promotion and tenure workflow and annual reviews, and result in significant efficiency and cost-savings. Faculty reporting on research Conflicts of Interest (COI) are now managed as part of the Cayuse system, but plans are underway to expand the system to other types of COI and eventually cover conflicts of commitment. These, too, might eventually become part of the faculty-facing CRM.

4. Faculty development efforts

For the last several years, the university has been prioritizing leadership development and mentoring efforts for senior and mid-level leaders and sharing information on best practices for leadership training and executive onboarding. The intent is to offer well-organized leadership training and development workshops and programs for new academic leaders, provide continuing education for current leaders, and develop the pipeline of academic leaders.

Progress: Since 2019, OFA has sponsored the [Academic Leadership Academy](#) (ALA) in addition to the university’s larger ongoing signature [Academic Leadership Workshop Series](#) designed for mid-level leadership. OFA traditionally hosts new faculty orientation, P&T workshops, and at least three workshops per year for academic faculty, professional faculty, and department chairs/school heads/associate deans. With the return to campus in fall 2021, OFA also instituted weekly (and later biweekly) online lunchtime meetings throughout the year for chairs, heads, and associate deans with duties in academic and faculty affairs, to provide support and guidance with changing pandemic conditions and to build community among these leaders.

The annual Academic Leadership Summit, held since 2018 at the start of each academic year, provides both training and networking opportunities for leadership at all levels in the university. This year’s summit focused on “Developing Great Leaders: Elevating the Practice of Management and Supervision” with OSU’s new [Managerial Competencies Framework](#) as its centerpiece. Over 100 university leaders participated.

In April, the offices of the Provost and President collaborated with Carol Cartwright, of AGB, to sponsor two workshops – one for senior leaders and the executive committee of the faculty senate, and the other for chairs, heads, and associate deans – to increase understanding of effective shared governance among university leaders.

The [Provost Fellows Program](#) has since 2018 been offered to develop leadership skills for tenured faculty by creating opportunities for them to help lead strategic initiatives at the university level. The current (January-December 2022) Provost Fellow, Matt Johnston, Associate Professor of Electrical Engineering and Computer Science, has focused his efforts on identifying and implementing programming to increase National Institutes of Health (NIH) funding opportunities sought by OSU research faculty. Part of his work involves faculty development, as he developed a workshop series in coordination with the Research Office aimed at educating interested faculty about NIH - it’s mission, funding structure, and proposal and award processes. This four-part series was piloted in Summer 2022 with faculty from five colleges and will run again in Fall 2022. Kathy

Gunter, Professor of Kinesiology, and an Extension Specialist in Family Community Health, has been chosen as the 2022-23 Fellow and will be engaged in university-level work related to promotion and tenure reform and strategic planning.

Last year, OSU launched its first [Public Voices Fellowship program](#), facilitated in partnership with the [OpEd Project](#). The fellowship offers an opportunity for faculty to receive training, engage with a prestigious network of journalists, and be a part of a professional development cohort centering around public impact and media communications. Twenty-four fellows participated in this program, which resulted in each fellow publishing at least two op-eds, many in high-visibility news outlets. A new cohort of 19 faculty are participating in a second cohort, which began September 2022.

The Research Office has, with the support of the Provost's Office, designed and launched an intensive "Research Impacts and Advancement (RIA) Academy." Comprised of 10 workshops, the goal is to provide faculty a structured opportunity to the develop knowledge, skills, practices, and relationships needed to successfully lead large transdisciplinary proposals and funded solutions-focused research programs. The initial cohort of 10 fellows were selected in September 2022 for a two-year program with an optional third year of open competition seed funding. An additional cohort of 10 "Biohealth Valley Fellows" will also join the academy, supported by a grant from the Wayne & Gladys Valley Foundation. These fellows will advance the university's success in the realm of "biohealth," broadly defined, as NIH recognizes the need to consider health as an entire ecosystem to solve the world's biggest health issues."

Our ongoing membership in the National Center for Faculty Diversity and Development ([NCFDD](#)) provides important resources for all academic faculty. The OFA offers matching support to colleges to enroll pre-tenure faculty in NCFDD's Faculty Success Program. This year, 20 faculty participated. In addition, as a pilot, three tenured faculty members recently enrolled in NCFDD's new Post-tenure Pathfinders Program to determine whether the university might invest in this program as well.

In connection with the comprehensive Talent Management Initiative, the university has over the past year continued to enhance learning and development opportunities for faculty and staff through the online training portal, which includes access to a curated learning library. In addition, the OSU [Managerial Competencies Framework](#) model and will guide future manager training and assessment. An implementation team and advisory committee are now being charged to oversee applications of the framework throughout the university.

OPPORTUNITIES AND THREATS

The following opportunity and threat continue be present in the state of faculty affairs:

OPPORTUNITY: The post-pandemic era has created new possibilities for the work lives of faculty that could foster their success and satisfaction.

Strategies/Actions

- The university will soon be charging two groups: First, a University Work Task Force, which will be more operational in focus and intended to positively impact work at OSU. Its focus will be evaluating the benefits of extending new, remote, and hybrid work modes to deliver the university's mission; assessing the opportunities and risks associated with the evolving work modality landscape; and offering recommendations for changes in policies, practices, training, and professional development to support the emergence of new modes of work.
- The second is a multi-year Future of University Work Project, which will be focused on investigating bigger and longer-range questions about the evolution of work in higher

education and its implications for employee responsibilities, the role of technology in the workplace, and workplace and workforce design, as examples. It will undertake applied research activities and commission “white papers” on particular topics of interest.

THREAT: There is increasing competition for the recruitment and retention of exceptional and diverse faculty.

Strategies/Actions

- Build hiring programs and implement more aggressive recruitment and hiring strategies and practices, ranging from pre-doctoral and post-doctoral fellowships to pre-tenure and tenured faculty initiatives focused on diversity and faculty excellence and dual career supports (described earlier)
- Implement the new Managerial Competencies Framework (described earlier) to improve the practice of management and supervision among leaders, from department chairs to senior leaders. Target training opportunities to unit heads, in particular, as their skills are central to determining the success of units and the productivity, satisfaction, and retention of faculty, staff, and graduate employees.
- Continue to strengthen onboarding efforts as new faculty and leaders are hired; foster the mentoring of junior faculty; expand opportunities to cultivate career development of all faculty.
- The university will soon reconstitute and recharge a Pay Equity Working Group to evaluate ways to address pay equity for academic and professional faculty.
- Continue to review changes and adjustments to academic practices initiated during the pandemic to support faculty productivity and excellence.
- Continue to foster a culture of care for faculty (the summer flex program and quiet week are good examples of recent developments meant to reflect this), demonstrated by actions that reinforce our university’s core values; intentionally promote community and a sense of belonging in our practices and policies.

APPENDIX

Figure 1: Percentage of tenured and tenure-track faculty by college/unit, FY2022^{Error! Bookmark not defined.,7}

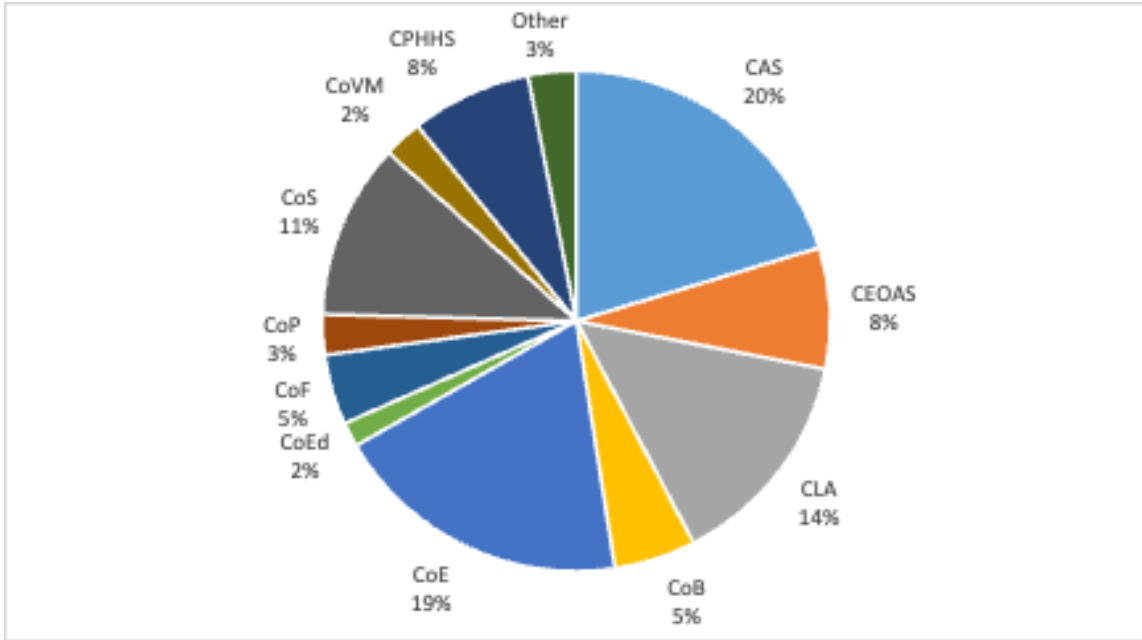
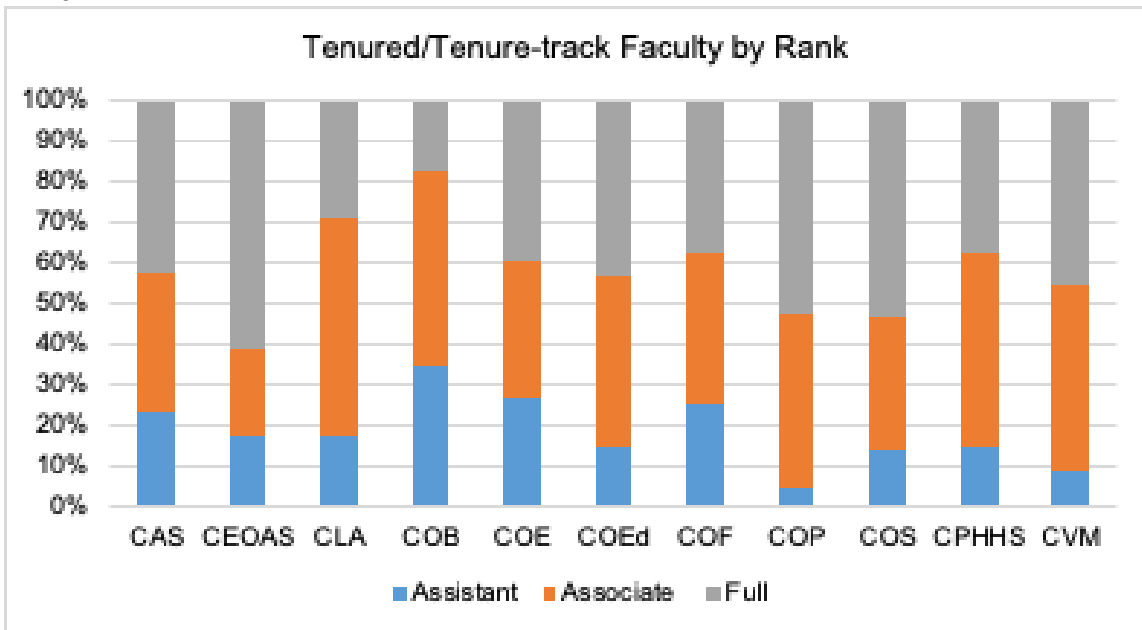


Figure 2: Percentage of tenured and tenure-track faculty by rank and academic college, FY2022^{Error! Bookmark not defined.}



⁷ Figure 1: "Other" includes tenured and tenure-track University Librarians and tenured or tenure-track faculty with a majority FTE in Research Centers and Institutes.