

## Faculty Affairs Briefing

### BACKGROUND

The excellence of OSU rests on having exceptional teachers and scholars who can attract, inspire, and retain students; teach students effectively; deliver the highest quality research and engagement; 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.

This briefing highlights some of OSU's ongoing efforts to build and support an outstanding body of academic faculty and leaders, particularly through the [Office of Faculty Affairs](#) (OFA) and its collaborative relationships with university partners. OFA, which is led by the vice provost for faculty affairs (Rick Settersten), oversees initiatives and programs to strengthen and diversify OSU's faculty (including the recruitment, retention, and advancement of tenured and tenure-track faculty as well as non-tenure track teaching and research faculty) and to develop and support academic leaders (e.g., department chairs, school heads, associate deans, deans). OFA also partners on faculty personnel matters, promotes shared governance practices, and oversees university policies and standards. In addition to the Faculty Senate, key central administrative partners in the domain of faculty affairs include the University Human Resources (UHR), and the Research Office (RO), Office of Institutional Diversity (OID), Office of Equal Opportunity and Access (EOA), and Office of General Counsel (OGC). Other partners in providing faculty development or services include the Center for Teaching and Learning (CTL), Ecampus, the Graduate School, Academic Affairs, and Student Affairs. These are described in Appendix Table 1.

This briefing is organized into three primary sections devoted to (1) composition and trends of the faculty body, (2) faculty advancement, and (3) faculty and leader development. It also provides highlights on employee and labor relations and university policies, as well as a few opportunities and threats.

### THE OSU ACADEMIC FACULTY BODY: COMPOSITION AND TRENDS

Current (FY23)<sup>1</sup> data show a headcount of 4,891 academic<sup>2</sup> and professional<sup>3</sup> faculty members located throughout the state (up 3.9% from last year), with each of the two groups generally contributing half to the whole body.

<sup>1</sup> Data are based on the annual November snapshot performed by the Office of Institutional Research. For example, FY23 data are from November 2022.

<sup>2</sup> *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 (TTT) positions are defined as professorial faculty and include titles of Professor, Associate Professor, and Assistant Professor. Non-tenure track (NTT) academic faculty members with significant responsibility for research are defined as Professors Senior Research; those with significant responsibility for non-traditional education or community outcomes are defined as Professors of Practice; those who are engaged almost entirely in clinical practice and teaching are Clinical Professors. The Professor of Teaching position is being implemented this fall. These NTT modified professorial positions have standard promotional ranks (e.g., assistant, associate, full). Other common academic faculty in NTT positions include Instructor, Research Associate, and Faculty Research Assistant, each of which have two promotable senior-level ranks. Post-doctoral scholars are not included in the distribution below.

<sup>3</sup> *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.

Here, the focus is on the 2,469 academic faculty. Tenured or tenure-track (TTT) faculty comprise 38% of the academic faculty and non-tenure track (NTT) faculty comprise 62% of the academic faculty. (By FTE, these figures are 42% and 58%, respectively.) The ratio of TTT to NTT faculty, whether by headcount or FTE, has consistently hovered around a 40%/60% split since 2016, plus or minus a few percentage points.

A breakdown of the TTT 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 TTT faculty at approximately 20% each. At the assistant, associate, and professor ranks, there is variation by college. Overall, assistant professors make up 20% of the TTT faculty, and associate professors and professors are roughly equal at about 40% each.

NTT academic faculty continue to make up a similar distribution across the academic colleges – with about half focused on teaching (e.g., Instructors), a little more than one third focused on research, and the remainder in clinical or professor-of-practice tracks. In the combined body, approximately 53% identify as female, 47% as male, and less than 1% as other gender categories. By academic faculty type, about 38% of TTT faculty and 51% of NTT faculty identify as female.

Self-reported data from 2022 on race and ethnicity reveal that academic faculty of color<sup>4</sup> represent approximately 21% of TTT faculty and 11% of NTT faculty. These percentages have been increasing gradually the past several years.

### **Trends in Tenured/Tenure-Track Faculty Recruitment and Retention**

Final data on new tenured and tenure-track (TTT) faculty will not be available until November, but preliminary data indicate 29 new TTT hires for FY23, reinforcing a decline since 2018 due to budget constraints and hiring freezes during a period of economic retrenchment and the pandemic. Women constitute 62% of these new TTT hires, amplifying a recent trend toward higher proportions of female TTT faculty, where between 45-50% of new hires during the prior five years (FY17-22) were women, and 35-42% for the five-year period before that (FY12-16).

Last year's briefing summarized preliminary analyses of the retention of faculty from 2017 through September 2022. Given national discourse about the "Great Resignation" during the pandemic, a workgroup of leaders began analyzing preliminary data on turnover, also benchmarking OSU's trends against other institutions and higher education market data. Data have now been analyzed through December 2022, and they reinforce the cautious optimism of the prior briefing, as actual turnover has been lower than projected. For academic faculty, aggregate turnover actually fell (retention increased) during the pandemic (to a low point of 5% in 2020) and, although turnover has been increasing slightly since 2021 (rates for 2022 were 7.8%), it still has not even reached pre-pandemic levels (2017-19, which were as high as 10%). Comparator data from the College and University Professional Association for Human Resources (CUPA) show that the turnover percentage of OSU's academic faculty is lower than the average turnover across all comparison groups (R1; Land Grant; Aspirational; and Pacific Coast Region institutions).

As one might expect, there are variations by gender and race-ethnicity. There was an increase in turnover among women academic faculty compared to men (in 2022, the rates were 10.5% and

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<sup>4</sup> "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.

5.6% respectively, compared to 7.2% and 7.6% in 2021). Across all racial-ethnic groups, the largest percentage of overall turnover came from those employees who identified as white, which is to be expected as 70% of all employees identify in this manner. Therefore, the more appropriate metric is within-group turnover. In 2022, for example, academic faculty identifying as white had a within-group turnover rate of 6.0%, with Asian (6.5%), Hispanic (9.8%), Black or African American (8.3%), or as having two or more races (17.5%) at successively higher rates.

It is important to keep in mind for some groups that the number of faculty is small. In these cases, the departure of faculty can have an outsized impact on a small community. Turnover can also be the result of career opportunities and growth and is not necessarily or automatically attributable to concerns about climate. To complement these analyses, a University Community Climate Work Group met over the last year to coordinate and leverage community climate information collected by multiple OSU units. A summary report from this group is forthcoming in fall term 2023.

### **Strategies for Building and Diversifying the Professoriate**

OSU has maintained an academic faculty hiring initiative to support diversity and equity work since 1984 and a dual career hiring initiative since 2011. Both initiatives provide supplemental funds for a limited duration to colleges and units to support recruitment. These funds are in full use, and commitments made in AY22-23 (supplemented by additional funds on a selective basis) facilitated two tenure-track hires and seven dual career hires.

To better recruit faculty of color, university leaders are leveraging OSU memberships in the Southern Regional Education Board (SREB) and the Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), attending their annual fall conferences to build awareness of OSU and actively recruit for graduate programs, postdoctoral programs, and academic faculty appointments. OSU is committed to being the lead sponsor of the annual SACNAS meeting, to be held in Portland this October. The SACNAS conference is the largest multidisciplinary and multicultural STEM diversity event in the country. Among other activities associated with the conference, OSU is hosting a reception entitled, “Future faculty: Learn about and prepare for upcoming faculty opportunities at Oregon State University.”

The [OSU Future Faculty Pathways program](#) (previously the Pre-Doctoral Scholars program) was launched in August 2021 to develop pathways to OSU for talented emerging scholars who demonstrate a commitment to advancing diversity, equity, and inclusion in higher education. The program is supported by the Jackson Family Fund and the offices of Institutional Diversity and Faculty Affairs. In March 2023, the university hosted a second cohort of four scholars from North Carolina State University, Purdue University, University of Nevada Las Vegas, and University of Toronto. These scholars, who were recruited through SREB, were paired with an OSU faculty mentor in their research field (Applied Economics, Psychology, STEM Education, Mathematics) who served as a liaison to the unit and created opportunities to engage with leadership and faculty, cultural affinity groups, and research facilities, including a trip to the Hatfield Marine Science Center in Newport, Oregon. Further program development will be introduced in the coming year in pursuit of the program’s goals to support and recruit the next generation of talented and diverse faculty. For the AY23-24 cycle, recruitment will occur through both SACNAS and SREB.

Beyond the pre-doctoral phase, the Provost’s Office plans in the years to come to build up a Postdoctoral Scholars program with diversity and equity goals in mind. Three commitments have been made thus far. Together, this suite of programs will span the full spectrum of career advancement, from predoctoral scholars to tenured faculty.

During AY22-23, the President and Provost's Leadership Council on Diversity, Equity, and Inclusion (PPLC) advanced a comprehensive strategy to improve the retention and success of employees of color at the university. The Council identified four priorities for implementation, currently underway. They include providing a more supportive onboarding experience, increasing capacity for equitable supervision, increasing opportunities for mentorship, and advancing the foundations for more equitable community livability. Although these priorities are designed to positively impact employees of color, they will improve the experiences of all employees.

The university's new strategic plan will place a premium on faculty excellence in both teaching and research, for which all colleges will set specific goals. To leverage college efforts, the Provost's Office will launch a new hiring initiative associated with the new plan, with recruiting outstanding and diverse faculty in the first four hallmark areas (climate science and solutions; clean energy technology and solutions; robotics; integrated health and biotechnology) as the key goal. The university will also launch a campaign supporting faculty professional development in course design, teaching, and assessment, and increase awards and recognition for distinguished teaching alongside efforts to increase the number of faculty recognized by national scientific and scholarly societies. The university is beginning to work with college deans to develop more strategic hiring practices that will meet the needs of colleges and the goals of the ambitious new goals of the strategic plan with respect to teaching and research success.

## **FACULTY ADVANCEMENT**

Tenure-track faculty receive annual reviews, a thorough mid-term review, and a rigorous and multilayered final review at the end of the probationary period (OSU's [Promotion and Tenure Guidelines](#) are detailed in a [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 of three months or more. Through June 2023, faculty on the tenure track were offered an automatic one-year Covid-19 extension, although extensions related to Covid-19 can still be considered after June 2023 via an "extenuating circumstances" petition. There were many other accommodations offered to faculty during the pandemic, including allowing faculty the option of not sharing their teaching evaluations with evaluation committees (this option was available through winter 2022). The university is continuing to offer candidates the option of including a one-page Covid-19 Impact Statement in their P&T dossier to explain the pandemic's effect on their research, teaching, and service.

In Spring 2022, 168 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: 29 to (full) professor, 31 to associate professor, 82 to senior instructor, and 26 to other clinical and research ranks. Of these faculty promotions, 25 OSU faculty earned tenure.

The university is continuing to revise and update processes and procedures related to promotion and tenure. Last year, OSU approved promotional criteria for several of the newly approved or existing ranks, and which rested on a rigorous set of engagements with academic leaders, faculty, and the senate. These were: Research Associates; Instructors of PAC (Physical Activity Courses), ESL (English as a Second Language) and ALS (Academic Learning Services); and Professor Senior Research. This year, the university will address criteria for Professors of Teaching, Professors of Extension and Lecturers, as well as Instructors (general) and Faculty Research Assistants.

Also approved last year were adjustments to OSU's promotion and tenure (P&T) guidelines to better recognize teaching, scholarship, and service related to Innovation and Entrepreneurship.

These efforts were anchored in the recommendations of the “[Promotion and Tenure – Innovation and Entrepreneurship](#)” (PTIE) consortium, a coalition of more than 65 universities organized to improve P&T processes in higher education nationally, led by OSU faculty and supported by the National Science Foundation. Similarly, work is underway to clarify DEI expectations in P&T as well as to create a tool to aid planning and reporting in annual reviews and P&T dossiers, which is likely to be considered by the faculty senate this fall.

A pilot project is underway that eliminates the need for external letters for the promotions of Instructors, Research Associates, and Faculty Research Assistants. This reduces barriers to advancement and reduces burden on administrators and reviewers. OSU will collect data and reevaluate this decision at the conclusion of the AY23-24 promotion cycle.

A top priority in the year ahead is to complete a thorough revision of the content of the faculty handbook online and to restructure it in ways that are more user-friendly and easier to update.

The university has been studying the psychometric integrity of a revised instrument for collecting student course and teaching quality feedback. The instrument—called Student Learning Experiences (SLE)—is structured with subscales on (1) inclusivity, (2) teaching, and (3) mentoring. The analysis confirms the instrument’s qualities as sound. We are now exploring whether CollegeNet (the current vendor) can automatically generate an overall score and three sub-scores in its automated reporting to faculty and supervisors. In the meantime, key scores from the former instrument to evaluate teaching (known as eSET) will continue to be gathered, not only because these two items appear to provide unique information relative to the SLE but also because those who are midstream in their promotional timetables will have these as continuous metrics.

The work of the [Faculty Senate](#) is inherently focused on faculty advancement and central to shared governance across the university. The Executive Committee (EC) of the Faculty Senate and the Faculty Senate president and president-elect are key partners with central administration on academic governance matters. The EC meets weekly with the provost or his delegate(s), and the Senate President and President-Elect meet monthly with the provost and vice provosts of academic affairs and faculty affairs.

**Awards and Endowed Positions**

Faculty excellence is reflected through both internal and external recognition. Current OSU faculty have been awarded many prestigious and highly prestigious awards, including 23 honorees in 2022 and 2023 thus far. Of special note are the National Science Foundation (NSF) CAREER awards, which provide evidence of the quality of our junior faculty, and the American Association for the Advancement of Science (AAAS) Fellows for senior faculty, which is one of the nation’s highest scientific recognitions. The table below shows a select set of the most prestigious and highly prestigious awards that have been bestowed on current OSU faculty in the last five years.

Award	# Awards from 2018-2023
National Science Foundation (NSF) CAREER	24
Fulbright	17
American Association for the Advancement of Science (AAAS) Fellow	11
National Academy of Engineering	2
American Academy of Arts and Sciences (AAA&S)	1

Source: *Academic Analytics*.



The university is developing a strategy to increase the number and tracking of nominations of OSU academic faculty for prestigious and highly prestigious awards.

OSU continues to have consistent and strong participation in the [Fulbright Visiting Scholars program](#). For the 2023-24 academic year, OSU will host seven scholars from Czech Republic, India, Indonesia, South Africa, Spain, Vietnam, and Zambia. Two Oregon State faculty members will be traveling as a Fulbright Visiting Scholars: Brian Sidlauskas (Brazil) and Brent Steel (Canada).

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 May 2023, OSU had [181 endowed faculty positions](#), an increase of 14 positions since January 2022.

OSU named Professors Emily Ho (Nutrition) and Yanyun Zhao (Food Science and Technology), as its [2023 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.

In addition, the University recognized faculty as part of the 2023 [University Day Awards, with several awards focused on the impact of academic faculty through research, teaching, and mentorship](#). The 2023 [OSU Authors and Editors Recognition Series](#) spanned three successive evenings during winter term and featured talks on 12 of the 71 submissions of books by 67 OSU faculty published in 2021 or 2022.

## **FACULTY AND LEADER DEVELOPMENT**

The university is 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.

The Academic Leadership Academy established in 2019 constitutes a portfolio of ongoing workshops for faculty and university leaders, many offered by Zoom or with a Zoom alternative, to better reach faculty across the state. Last year offerings included a new year-long faculty orientation of online sessions and an in-person reception; P&T webinars for faculty, administrators, and chairs; and online workshops for academic faculty, including a new workshop on “Thriving Mid-Career.” Monthly Zoom meetings, quarterly in-person meetings and receptions were offered to department chairs, school heads, and associate deans to provide support, build community, troubleshoot emerging or pressing issues, and have in-depth discussions on topics they chose. The provost similarly hosted a quarterly meeting of these leaders, plus center and institute directors, to share topics of relevance from the standpoint of central administration. Support for new or recent unit heads was also provided through peer mentoring leadership dinners, where former administrators facilitated two groups of leaders for a series of dinners to discuss leadership challenges and create community.

The New Academic Faculty Academy (NAFA), a comprehensive and interactive year-long orientation program for full-time tenure-track and fixed-term academic faculty, was launched this fall. These sessions will acquaint new faculty with key university resources and supports, introduce

them to leaders and support units, connect them with a network of peers and a variety of professional development opportunities tailored around their needs.

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, from department chairs to the provost and president. This year's summit, which was attended by over 100 leaders, focused on "Fostering Research Productivity and Student Readiness at OSU." The theme was chosen to prepare university leadership for the ambitious research and student success goals ahead in the university's next strategic plan.

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 AY22-23 Provost Fellow was Kathy Gunter, Professor of Kinesiology and an Extension Specialist in Family Community Health. Dr. Gunter assisted OFA in ongoing work related to revising P&T processes and criteria, and the development of the new text to clarify DEI expectations and tool to aid DEI planning and reporting, as noted earlier. The AY23-24 Fellow is Seri Robinson, Associate Professor of Wood Anatomy in the Department of Wood Science and Engineering in the College of Forestry. Dr. Robinson will work with Academic Affairs on initiatives to elevate undergraduate student success and degree completion.

Last September OSU launched its second cohort of faculty participating in the [Public Voices Fellowship program](#), a national initiative facilitated in partnership with the [Op Ed Project](#). The fellowship offers an opportunity for faculty to receive training, engage with a network of journalists, and be a part of a professional development cohort focused on public impact and media communications. Eighteen faculty participated as fellows in the second cohort, with many [publishing at least two op-eds](#) and in over 40 high-visibility news outlets.

The university's ongoing membership in the [National Center for Faculty Diversity and Development](#) (NCFDD) provides important resources for all academic faculty. OFA offers matching support to colleges to enroll pre-tenure faculty in NCFDD's Faculty Success Program, a 12-week series of trainings, accountability calls, and/or individual coaching sessions that help early career faculty set and meet goals related to research and writing productivity and maintain a healthy work-life balance, all in the context of a supportive community. This year, 22 faculty participated.

The [Center for Teaching and Learning](#) (CTL) offered many opportunities for faculty development last year, including a Quality Teaching campaign to highlight teaching-related innovations across campus, a [Celebrating Quality Teaching event](#) with a keynote address by the Bressler Senior Teaching Award winner Dr. Dwaine Plaza, a [CTL Fellows program](#), a faculty learning community on Resilient Teaching, a book club on Inclusive Teaching. With the emergence of ChatGPT and other AI technology, CTL compiled key [resources for faculty on the use of AI tools in teaching and learning](#) and held a faculty workshop on "The Crisis, Promise, and Potential of AI in the Classroom" to launch the new academic year.

Building on the legacies of the ADVANCE seminar, OID recently hired a new assistant director for DEI Education, who is 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.

The Research Office also saw the first cohort of fellows through the new [Research Advancement Academy](#) (RAA). Focused on early and mid-career faculty, the RAA supports 20 Fellows each year,

over a two- to three-year period, to develop research ideas into a large, transdisciplinary, and solutions-oriented research enterprise. In AY22-23, 19 Fellows began implementing their seed fund plans with ongoing coaching and support from ORA, 10 of whom were supported in the area of “biohealth sciences” through the Wayne & Gladys Valley Foundation. In October 2023, a second cohort of 20 Fellows will be invited into the program. Early successes from the first RAA cohort include: 9 proposals over \$1M submitted, including a \$10M international collaborative proposal; planning for 10 additional proposals over \$1M; planning for 3 submissions over \$4M; 14 fellows connected with new academic partners and 13 with new external partners in industry, private and public sectors; and 13 fellows have explored new research directions or new funders.

The [Managerial Competencies Framework](#) (MCF), launched last year, is guiding manager training and assessment. An implementation team and advisory committee were established to oversee applications of the framework throughout the university. During this first year of implementation, the team developed recommendations, which are in discussion. Plans are already underway to embed these competencies in position descriptions, job announcements, workplans and expectations of managers and supervisors, and assessments. The university also updated its [Core Curriculum for OSU Managers and Supervisors](#) and created new [Mentoring Program Resources](#) as well as a new [Search Committee Training](#) to help chairs and members conduct successful faculty searches.

OSU’s [Learning and Development Programs](#) expanded online trainings, including the curated [LinkedIn Learning](#) library of over 18,000 expert-led courses and videos spanning business, technology, and creative skills

## EMPLOYEE AND LABOR RELATIONS

OSU’s academic faculty union, United Academics of Oregon State University (UAOSU), represents approximately 2,600 academic faculty. The inaugural contract, ratified in June 2020, expires at the end of June 2024. The university and UAOSU will begin meeting Fall 2023 to bargain the next contract, and we anticipate those discussions will extend throughout much of AY23-24.

## POLICY HIGHLIGHTS

In AY22-23, significant strides were made in advancing the university's policy program, including the revision and enhancement of three policies that have a particular bearing on faculty: academic freedom, freedom of speech, and intellectual property. The updated policies on academic freedom and freedom of speech underscore our unwavering dedication to upholding the principles of open dialogue and the pursuit of knowledge, and an inclusive campus community that values the exchange of ideas. These policies are anticipated in final form in fall 2023. Because academic freedom is the cornerstone of faculty research and teaching, this policy was also moved through and approved by the faculty senate with a nearly unanimous vote. The revised policy on intellectual property reflects a balanced approach that aligns with the evolving landscape of research and collaboration. Through extensive consultation with faculty, researchers, and legal experts, the policy clarifies ownership rights, incentivizes knowledge dissemination, and streamlines revenue distribution. This, in turn, enriches our research ecosystem and ensures the responsible and equitable management of intellectual assets. Last year, revisions to a number of policies crucial to tenure-track faculty, including Sabbaticals, Emeritus, and Tenure Relinquishment were completed.

## OPPORTUNITIES AND THREATS

One opportunity and threat were raised last year, and both remain salient today and will be amplified in the university’s next strategic plan, which places a premium on faculty excellence.



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

*Strategies/Actions*

- Last year, the university signaled plans to develop a Future of University Work Program (FUWP). These efforts were delayed and will be resumed this academic year. The intention is to understand how OSU employees' and managers' expectations regarding work roles have changed in the post-pandemic era (e.g., work location, workspaces, technology use and integration, work hours, synchronicity of work, collaboration), and to understand how other institutions of higher education nationally are responding to new expectations. The university will consider how these results might be integrated, and equitably integrated, into work policies and practices at OSU.

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

*Strategies/Actions*

- Develop a coherent and comprehensive program of faculty development that is responsive to the needs of OSU faculty. To this end, OFA is planning to conduct a full-scale faculty and leadership development needs assessment this fall.
- Continue building hiring programs and implementing more aggressive recruitment and hiring strategies and practices, ranging from pre-doctoral and post-doctoral fellowships and dual career supports.
- Continue implementing programs to improve the practice of management and supervision among leaders, from department chairs to senior leaders.
- Continue fostering a culture of care and belonging for faculty.

In addition:

*OPPORTUNITY AND THREAT: The goals associated with the university's next strategic plan will ratchet up expectations and needs with regard to faculty excellence, particularly in teaching and research.*

*Strategies/Actions*

- Build the skills of faculty in course design, teaching, and assessment.
- Launch a faculty excellence hiring initiative aligned with the research priorities of the strategic plan and underscored by work related to diversity, equity and inclusion in research and teaching.
- Leaders will need to make routine hires in units and colleges with these goals in mind, and orient and channel the efforts of existing faculty in these directions as well.
- Deans and unit leaders will need to actively project and monitor the mix of faculty of different types to meet sizable new demands in both teaching and research. These needs can be met through tenured/tenure-track positions as well as an increasing variety of non-tenure-track academic positions. As faculty complexity grows, and as the distribution of faculty shifts, leaders will need to anticipate and monitor any effects on the cultures of colleges and units and the experiences of faculty and students.
- As demands increase, leaders will also need to continuously assess faculty workloads and the resources faculty need to ensure their success.

- Hiring will be at a scale the university has not yet known, which will bring challenges to operations. Hiring will need to be done with both short- and long-term needs in mind – and require Deans and unit leaders to co-develop annual staffing plans, phased over time, that are sensitive to cashflow. Strain will be felt most acutely in the early years.

## APPENDIX

### Table 1. Key Contributors and Partners in the Domain of Faculty Affairs

#### Office of Faculty Affairs

The Office of Faculty Affairs offers university-level programs to build and support an outstanding and diverse academic faculty and to develop and support academic leaders; partners on faculty personnel matters; promotes shared governance practices; and oversees university policies and standards.

#### Academic Affairs

The Office of Academic Affairs collaborates across campus to provide faculty with opportunities in curriculum planning, education effectiveness, and high impact teaching.

#### Center for Teaching and Learning (CTL)

The Center for Teaching and Learning provides expertise and support to help faculty be effective and efficient university educators, providing pedagogical fundamentals and the latest innovation in teaching.

#### Ecampus

As OSU's provider of online learning, Ecampus supports faculty in the design, development, and delivery of excellent online and hybrid courses through a comprehensive suite faculty development and training.

#### OSU Faculty Senate

The Faculty Senate represents the entire faculty of Oregon State University and has both the authority and responsibility to act for and on behalf of Faculty in all matters related to its mission.

#### The Graduate School

The Graduate School is academic home for over 95 distinct graduate academic programs and facilitates tremendous opportunities for research and career development through impactful programs and services.

#### Office of Institutional Diversity

The Office of Institutional Diversity plans, leads and implements in collaboration with university partners, institutional change actions and initiatives to advance diversity, equity, and inclusion throughout all facets of Oregon State University.

#### Research Office

The Research Office brings together holistic resources and activities to support individual faculty member research and innovation, while maximizing the impact of research across the university, through the State of Oregon and beyond.

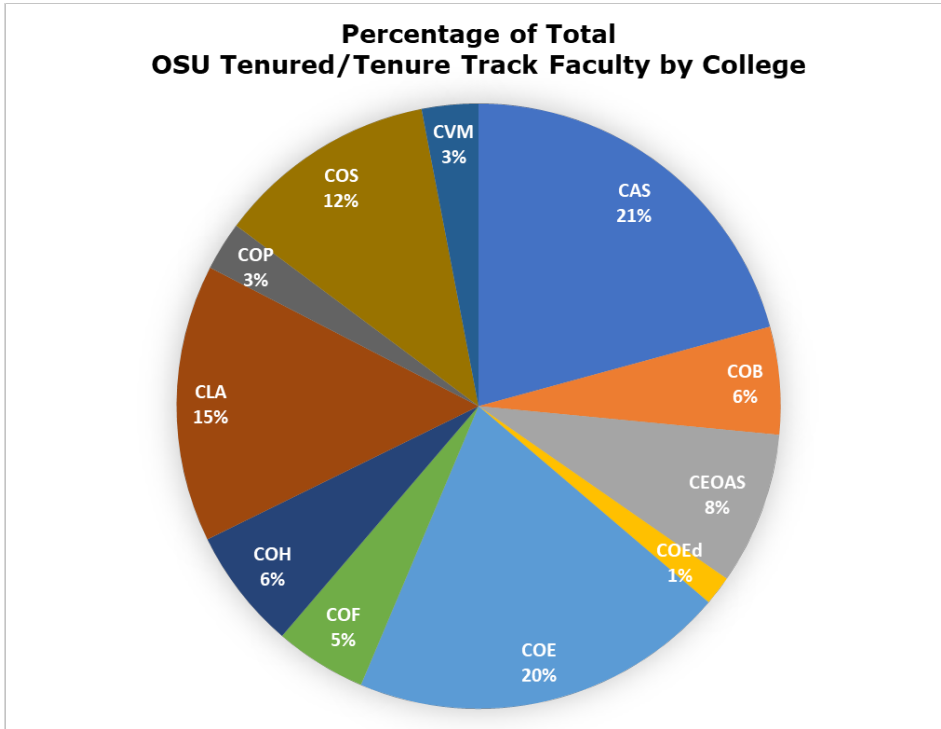
#### Student Affairs

Through a student-centered approach, the Division of Student Affairs partners with OSU faculty to support students in their learning and in their connection to the OSU community.

#### University Human Resources

University Human Resources supports faculty members' transition to OSU, provides critical trainings, and promotes the ongoing development of a workplace culture supportive of personal and family life.

**Figure 1:** Percentage of tenured and tenure-track faculty by college/unit, FY2023 Error! Bookmark not defined.



**Figure 2:** Percentage of tenured and tenure-track faculty by rank and academic college, FY2023 Error! Bookmark not defined.

