

Faculty Affairs Briefing

BACKGROUND

The excellence of OSU, and the success of Strategic Plan 4.0, rests on having exceptional teachers and scholars who can attract and inspire 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 provides an update on OSU's ongoing efforts to build and support an outstanding faculty. It describes changes to the Office of Faculty Affairs (OFA) and our collaborative partnership with University Human Resources (UHR). It provides an overview of OSU's faculty, recent efforts around faculty development and advancement, and special initiatives and projects, including assessments of the current and future impacts of Covid-19 on faculty and potential accommodations. The briefing concludes with faculty-focused opportunities and threats facing OSU.

OFFICE OF FACULTY AFFAIRS

The [Office of Faculty Affairs](#) (OFA) is led by the Vice Provost (VPFA). Professor Susan Capalbo (Applied Economics) served in this role for the last five years, and on August 1, University Distinguished Professor Rick Settersten (Human Development and Family Sciences) assumed the position. Leaders reporting to the VPFA include the Associate Vice Provost and Assistant Vice President for Employee and Labor Relations (Heather Horn, whose dual role in OFA and University Human Resources, UHR, was recently expanded) and the Associate Vice Provost for Faculty Development (Professor Bob Mason, Integrative Biology, was recently appointed to this role).

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 international strategies and global engagement, with the VPFA serving as the university's senior international officer (SIO); and (5) academic policies and procedures, faculty personnel matters and approvals, and faculty labor relations. Recently responsibilities and reporting related to university libraries were moved to the portfolio of the Vice Provost for Academic Affairs.

OFA develops and provides guidance to the academic colleges and other units, working closely with UHR, the Research Office (RO), the Office of Institutional Diversity (OID), and the Office of Equal Opportunity and Access (EOA) on these efforts. Examples of collaboration include the university's Talent Management Initiative; workshops and [Communities of Practice](#) co-sponsored with the Center for Teaching and Learning (CTL); best practices for recruitment and retention of a more diverse faculty in conjunction with the President and Provost's Leadership Council (PPLC) for Equity, Inclusion, and Social Justice and with OID; and executive leadership onboarding in collaboration with the Office of the President.

OSU FACULTY PROFILE

Oregon State University employs nearly 5,000 academic and professional faculty located throughout the state. The *academic faculty* include 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.)

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.

The current (FY2021)¹ distribution of faculty in these respective groups is:

- Academic faculty (~51%)
 - Tenured/tenure-track faculty (~19%)
 - Non-tenure track academic faculty (~32%)
- Professional faculty (~49%)

A breakdown of the tenured and tenure-track faculty by academic college and rank appears in 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 approximately one quarter of the tenured and tenure-track faculty population, associate professors a little more than one third, and professors approximately 40%.

In analyses not shown in the figures, non-tenure track academic faculty 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.

¹ Data are based on the annual November snapshot performed by the Office of Institutional Research. For example, FY2021 data are from November 2020.

Figure 1: Percentage of tenured and tenure-track faculty by college/unit, FY2021^{1,2}

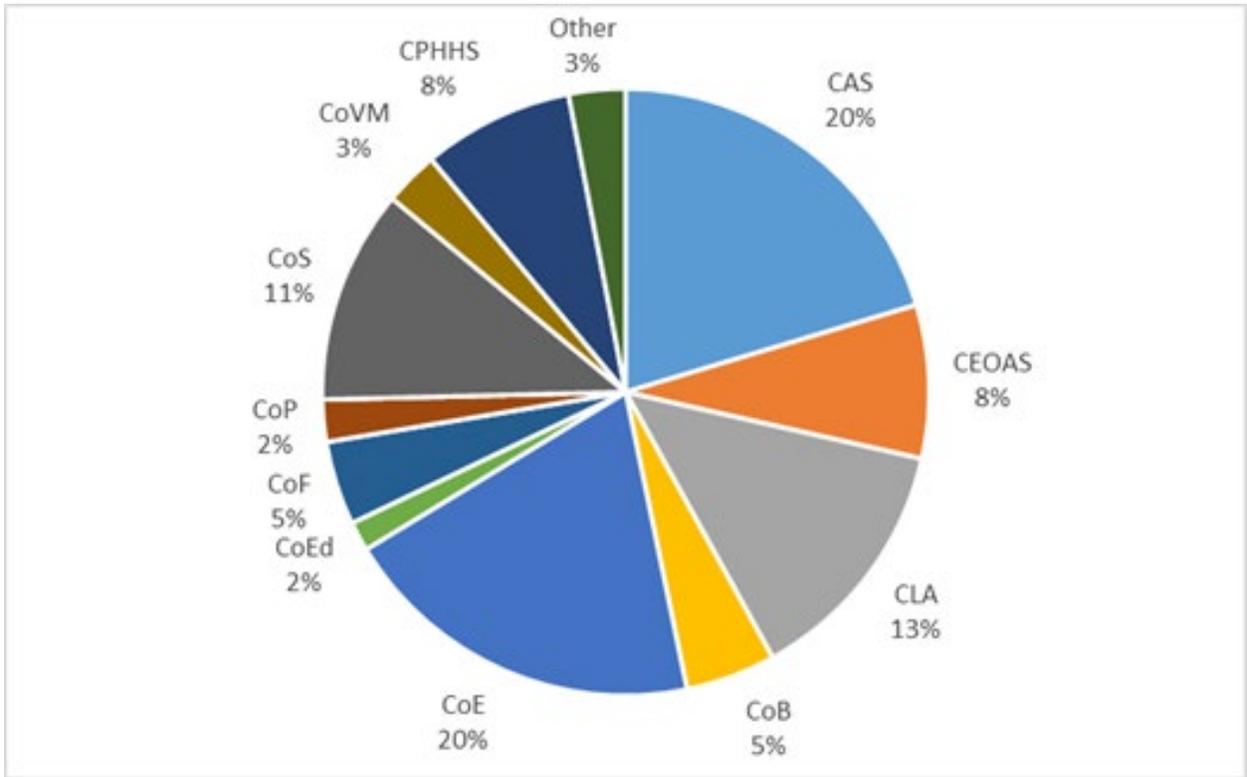
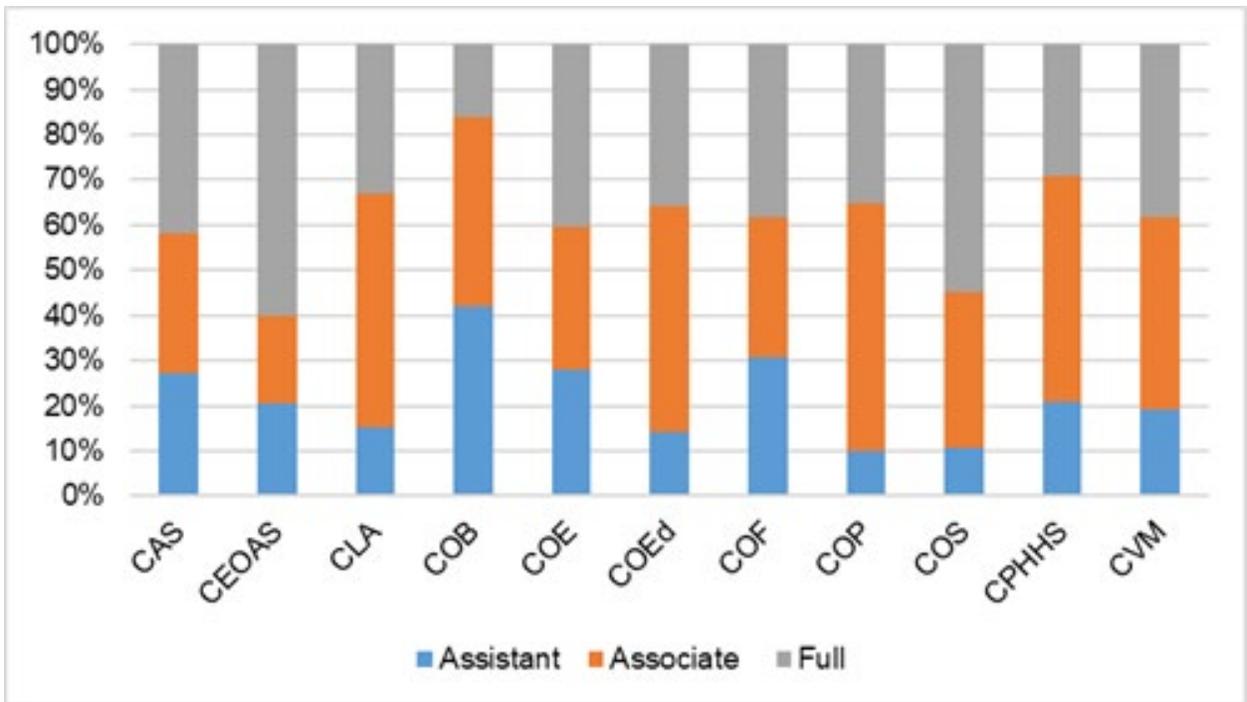


Figure 2: Percentage of tenured and tenure-track faculty by rank and academic college, FY2021¹



² 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.

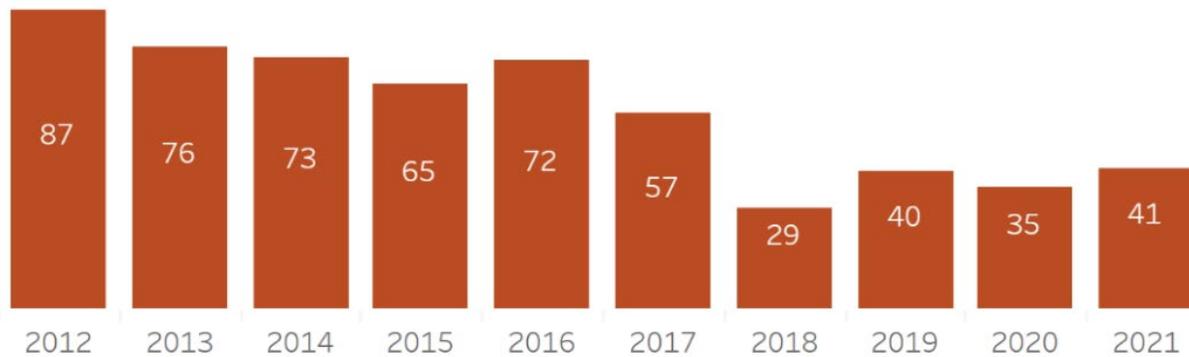
Among the faculty at large, data from November 2020 show that approximately 52% identify as female, 48% as male, and less than 1% within other gender categories. By faculty type, 60% of professional faculty, 50% of non-tenure track faculty, and about 36% of tenured and tenure-track faculty identify as female.

By self-reported race and ethnicity, faculty of color³ represent approximately 19% of tenured and tenure-track faculty, 12% of non-tenure track faculty, and 13% of professional faculty. While these numbers have been slowly increasing over the past several years, this portrait reinforces our need to continue dedicated efforts to diversify the faculty.

TRENDS IN TENURED/TENURE-TRACK FACULTY RECRUITMENT

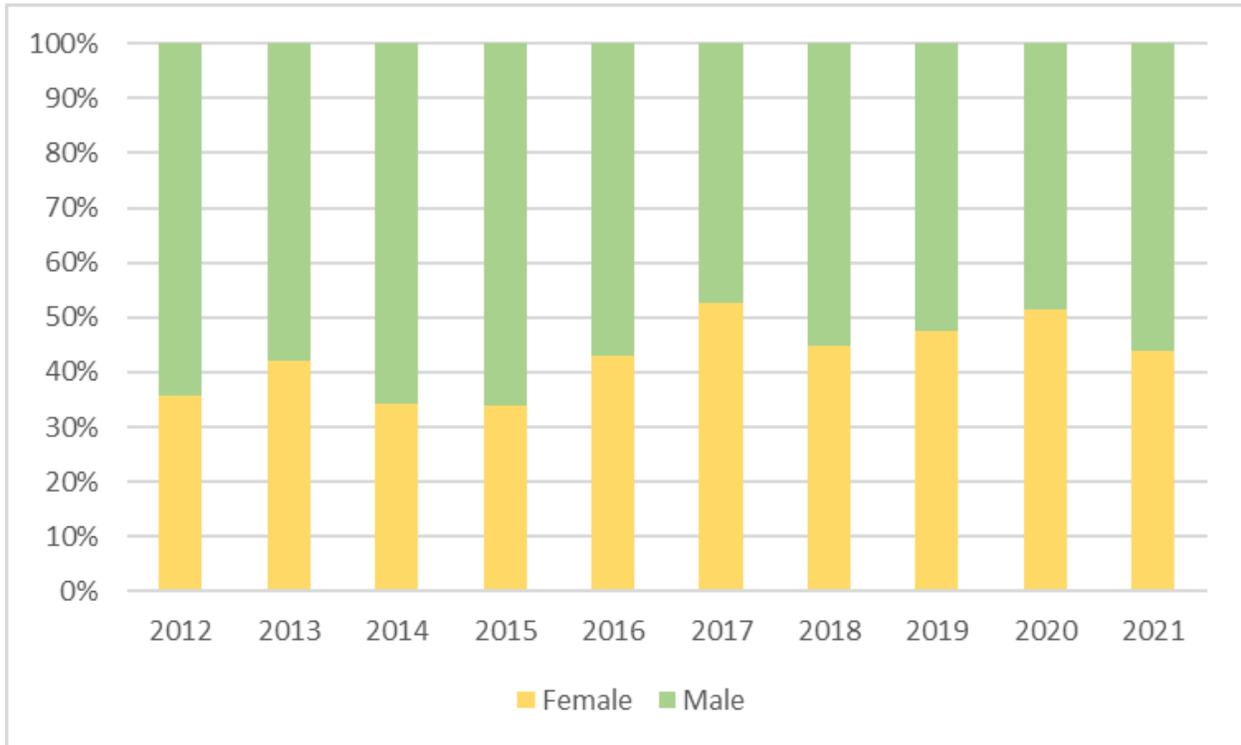
As shown in Figure 3, the number of new hires of tenured and tenure-track faculty has decreased over the past five years, which partly reflects the increase in other non-tenure track categories, such as the professor-of-practice and instructor ranks, as well as budget constraints and hiring freezes. At the same time, the gender distribution of these new hires has slightly increased for female faculty, with between 45-50% of new hires identifying as female during the most recent five-year period (2017-21) compared to 35-42% during the prior five-year period (2012-16).

Figure 3: Number of tenured and tenure-track faculty new hires (FY2012-21)¹



³ “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.

Figure 4: Gender distribution of tenured and tenure-track faculty new hires over the past decade (FY2012-21)⁴



AWARDS AND ENDOWED POSITIONS

Faculty excellence is reflected through both internal and external recognition. OSU faculty have been honored with many highly competitive awards since 2012 (Table 1). Notable examples are the National Science Foundation (NSF) CAREER awardees, a significant marker of excellence among junior faculty; Fulbright scholars, who are recognized for international scholarship and engagement with academics and professionals worldwide; and American Association for the Advancement of Science (AAAS) Fellows, who are elected annually by the AAAS Council for scientifically or socially distinguished contributions to science.

Table 1: Highly prestigious awards, 2012-21 (selection).

Award	# Awards 2012-21
National Science Foundation CAREER	46
Fulbright Scholars (through 2020)	29
American Association for the Advancement of Science (AAAS) Fellow	18
Guggenheim Fellow	2
National Academy of Engineering	2
Sloan Research Fellow	1

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. OSU currently has more than 150

⁴ Data are based on analysis using Institutional Research fiscal year trends.

endowed faculty funds. A special “[Provost’s Faculty Match](#)” initiative, from July 1-December 31, 2021, is also meant to stimulate new gifts to support outstanding faculty.

EMPLOYEE AND LABOR RELATIONS

Employee and Labor Relations (ELR) in OFA has been providing an enhanced service to our academic units, 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.

The inaugural contract with the academic faculty union, United Academics of Oregon State University (UAOSU), was ratified in June 2020. The parties have met frequently to address implementation efforts of new provisions of the agreement (e.g., temporary salary reduction program) and sensitive situations that might be resolved before becoming formal grievances. ELR has provided ongoing training and guidance to academic faculty and employing units regarding the new contract and employee relations. UAOSU and ELR have also met frequently to address workplace matters related to the Covid-19 pandemic, including the transition to off-site remote work, performance expectations, benefits coverage, and the transition back to on-site work. Along the way, agreements have been reached when it was determined to be in the best interest of employees, supervisors, and those we serve, the students. 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 through the pandemic.

In April 2021, with greater financial certainty, the university returned to bargain with UAOSU on merit-based increases for the remaining three years of the contract. As we near completion of this bargaining effort, we are offering our largest university asset – our faculty – compensation increases and rewarding outstanding accomplishment.

Spring 2021 was also a turning point for the OSU professional faculty workforce, who are our second largest employment group. OFA, UHR, and the Faculty Senate worked together to establish a continuous employment model that further supports this employee population through improved recruitment and retention efforts. Previous employment contracts included a finite end date and, hence, an employee would wait each year to receive confirmation of reemployment for the next year. Now, a professional faculty member continues to work in their employment capacity until or unless a situation arises that requires the position to be ended for reasons such as poor performance, lack of funding, or reorganization. When this happens, an employee will receive advance notice. Both professional faculty and supervisors across OSU were engaged in this process and supported transition to the continuous employment model, which is common at many peer institutions.

Graduate Assistants at OSU are also a population represented by a union and are the third largest employee population. The parties have a four-year agreement that concludes June 30, 2024. The university met regularly with this group through the pandemic to address workplace matters similar to those of faculty, also reinforcing the appropriate boundaries between the employment expectations and academic pursuits of graduate students.

FACULTY DEVELOPMENT, RETENTION, AND 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 2023, is also available to address immediate and longer-term disruptions in research and teaching. The promotions of Tenure-track Instructors, Courtesy Faculty, Research Associate, and Faculty Research Assistant are subject to similar process, although there are some differences in assessment and decision-making pathways and timetables.

The number of cases reviewed for promotion and/or indefinite tenure varies each year. The total number of cases reviewed in AY2021 was 208, far exceeding the average of 144 annually over the past five years. Since 2016, 256 dossiers have been reviewed by the University Promotion and Tenure Committee for indefinite tenure. Of these cases, 9 faculty have been denied indefinite tenure at the university level.

The Office of the Provost has maintained a faculty diversity initiative since 1984 and a spousal (dual career) 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. The faculty diversity initiative supported two hires in AY2021 (amid the hiring freeze) and 14 hires over the past 10 years. In AY2021, 11 out of 17 dual career hires supported a female “leading hire,” many positioned in the STEM disciplines. Feedback on the dual career hiring program suggests that it has made a tremendous difference in attracting tenure-line faculty to Corvallis.

Most colleges and academic research units have diversity plans that demonstrate the value of and commitment to diversity and inclusivity in their recruitment and hiring decisions. Mentorship and advancement are critical component of these plans. Our 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 junior faculty in NCFDD faculty success programs. OFA is partnering with the President and Provost’s Leadership Council (PPLC) and OID to support OSU’s strategic goal to improve retention, advancement, and tenure rates of faculty from underrepresented communities.

Under the guidance of a senior advisory committee, the university has continued to actively develop a comprehensive talent management system in support of SP4.0. Over the past year, the university has enhanced learning and development opportunities for faculty and staff through the introduction of an initial training portal for all employees that includes access to a new online learning library, customized to highlight OSU-curated collections of courses. New in-house courses have been offered on conducting difficult but crucial conversations and on leading change to support diversity, equity, and inclusion. An OSU managerial competencies framework model guides future manager training and assessment, including senior executives who report to the president and provost. Current pilot programs are underway to strengthen and support the performance management process for professional faculty and to develop approaches workforce planning and career development.

INTERNATIONALIZATION AND GLOBAL ENGAGEMENT

Beginning in AY20-21, OSU’s internationalization and global engagement efforts—articulated in OSU’s 2020 [Internationalization and Global Engagement Strategic Plan](#)—have been overseen by the Office of Faculty Affairs. In August 2020, the Senior Advisor for Global Affairs (Kendra Sharp) began reporting to the Vice Provost for Faculty Affairs. With Kendra Sharp’s departure later in the year, the VPFA began serving as the University’s senior international officer (SIO). The VPFA is

supported in his SIO role by a Global Affairs Associate (Julianna Betjemann), a new position added in August 2021, as well as other staff in the office. The international and global engagement briefing will be presented to the Board of Trustees in January 2022.

SPECIAL INITIATIVES AND PROJECTS FOR FY2021

The Office of the Provost continues to prioritize special initiatives and projects first identified in FY2020 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

The pandemic has had extraordinary impacts on faculty, especially women and other underrepresented groups, and on researchers whose work relies on human subjects, travel, and other factors. In response, the Office of the Provost established a [Covid-19 workgroup](#) in January 2021 to uncover, measure, and communicate the impacts of the pandemic on academic faculty – including differential impacts associated with disciplinary fields, race, gender, and other factors – and mitigate impacts through the development of guidance, mentorship, and related policies and practices that can be feasibly and readily implemented.

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. These data are currently being analyzed. In the meantime, the university has already developed policies and guidance for mitigating the effects of Covid-19 over the next 1-2 years, including the: (1) automatic tenure clock extension noted earlier; (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 taught during the pandemic; (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.

This phase of the workgroup will continue through the fall of 2021, as survey results are compiled, impacts are assessed, and responses are developed. In conducting this work, we hope to add to the national knowledge base and conversation about faculty most impacted by the pandemic. This work is also aligned with our role as an institutional partner in the National Academies of Sciences, Engineering, and Medicine (NASEM) Action Collaborative Network, where another key point of collaboration is to address and prevent sexual harassment.

It is also noteworthy that, during the pandemic, the university established a Culture of Care Advisory Group to focus on fostering a culture of care at OSU. The group will continue its work in the year ahead as we work to increase on-site teaching and other activities.

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 for women in the STEM fields. This has been an ongoing challenge at all universities across our nation, including OSU, and was called out as a special initiative in last year's briefing.

Progress: In response to the budgetary disruption caused by the ongoing pandemic, the university instituted a hiring freeze in April 2020 through July 2021. Exceptions required unit approval (by a Dean or VP), followed by approval from the Provost and the Vice President for Finance and Administration. This obviously impeded our ability to grow our faculty, let alone its diversity. But it also prompted units to critically examine their faculty needs and diversity goals.

Led by the OFA, in collaboration with UHR and OID, OSU continues to explore and implement best practices for recruiting diverse faculty. The university has increased focus on assessing and strengthening the internal infrastructure for recruiting and advancing diverse faculty and launched targeted recruitment efforts. The launch of the Talent Management Initiative is a major advance in our processes and infrastructure that draws from 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.

With an eye to strengthening the effectiveness of existing resources, we will be critically evaluating two long-standing recruitment programs in the Office of the Provost – the [Dual Career Hiring Initiative](#) and the [Tenured Faculty Diversity Initiative](#) – as well as the next phase of the [ADVANCE](#) program, which promotes faculty and leadership development with special attention to topics related to diversity and inclusion. Coming out of the pandemic, it is the university's hope to support additional hiring to recruit excellent faculty from a diversity of backgrounds, mentor diverse students, and contribute to SP4.0 and our diversity, equity, and inclusion vision.

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. OSU will again have a presence at the Institute in April 2022 and will continue these important networking opportunities.

In 2021, OSU piloted the [Pre-Doctoral Scholars Program](#), a partnership between the OFA and OID intended to increase the presence of DEI-committed scholars on campus, create opportunities for scholars to meet with OSU faculty engaged in similar areas of research, and introduce scholars to the OSU community. Four scholars were invited to campus in August 2021 for a 5-day orientation to OSU, and the opportunity for mentoring a visiting scholar was open to all academic colleges and OSU-Cascades. Two of the scholars visited several extension research offices, and two spent time on the Corvallis campus and visited the Portland Center. All four scholars visited and toured Hatfield Marine Sciences Center. The program ended with a reception at the President's Residence.

OFA is working with the Faculty Senate on a proposed new faculty rank: Professor of Teaching, the first new academic rank in many years. This non-tenure track rank is proposed to recognize and support those current and future instructors who conduct scholarship in the pedagogy of teaching, but not to the same extent as a tenure-track faculty member. It shares some of the attributes and rationale of Professor of Practice, which was the former newest faculty rank. The proposed rank was enthusiastically endorsed by the Faculty Senate in a vote this past June. Work this year will focus on defining the positions and employment aspects of the new rank, which will diversify the composition of our faculty.

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. This initiative establishes a process to

systematically review the advancement guidelines, standards, and procedures at the college and university levels for alignment with the university's strategic goals. Two primary areas of focus have emerged for FY2021: a review of P&T guidelines for unintended biases that may inhibit the quest to diversify the composition of our faculty and to enhance the guidelines to better acknowledge and value faculty contributions in the area of Innovation and Entrepreneurship (I&E).

Progress: While progress has been slowed by Covid-related disruptions and the bandwidth of faculty and leadership, there are some tangible results. OFA has charged an I&E review committee to undertake an assessment and provide recommendations that address changes to the P&T guidelines and incentive structures at the college and unit levels. A key outcome is to develop best practices and a road map to augment the P&T guidelines. In September 2020, OSU hosted an NSF-supported summit, "[Innovation and Entrepreneurship: A Seismic Shift in Promotion and Tenure](#)," at which a coalition of 65 universities unanimously approved of a set of recommendations. The recommendations highlight the value and inclusion of innovation and entrepreneurial achievements as additional components in P&T decisions for higher education nationally. Focus now turns to developing best practices and a road map to augment P&T guidelines at research universities. The Innovation and Entrepreneurship P&T review committee has finished its report and will present its recommendations in Fall to both OFA and the Executive Committee of the Faculty Senate. OFA will work with Faculty Senate to revise the P&T Guidelines to reflect any changes adopted from the committee's recommendations. It is hoped that this work will impact P&T criteria across the nation to reflect and recognize the changing nature of how scholarship is defined and measured in academe.

Planning is underway to not only rigorously review and extensively revise P&T guidelines in ways that provide greater clarity on processes and eliminate potential biases, but also to review the entire Faculty Handbook for outdated material and to update any relevant points that might have shifted in response to bargaining with UAOSU. This planning will be led by OFA in collaboration with Faculty Senate leadership, with input from other key stakeholders and staff who are centrally involved in the P&T process.

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. In 2019, OFA formalized these efforts in an [Academic Leadership Academy](#) (ALA) in addition to the university's larger ongoing signature [Academic Leadership Workshop Series](#) designed for mid-level leadership. 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: The annual Academic Leadership Summit held at the start of each academic year provides networking opportunities for leadership at all levels in the university. This year's summit focused on leadership through the pandemic and social unrest. Other workshops, including sessions devoted to equal opportunity and access and to faculty employment in today's environment, were held virtually throughout the year.

The [Provost Fellows Program](#) is designed to develop leadership skills for tenured faculty by creating opportunities for them to help lead strategic initiatives at the university level. Tenured faculty seeking leadership opportunities and training may propose ideas that support ongoing initiatives. In some cases, the project is proposed by university leadership and the Fellow takes a leadership role in implementing its design and conduct. Thus, these faculty are seeking ongoing

leadership opportunities that may not be available in their own department or college. The Provost Fellows program has supported five fellows since its inception in 2018, with the programs' sixth fellow beginning in January 2022. Some of the Fellows have indeed subsequently taken on leadership positions in college or University administration. This program will be studied as to its effectiveness with the recent appointment of both a new VPFA and AVPFA.

This year, OSU also 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 faculty across the institution participated in the program this year.

Professional Faculty are also offered development opportunities and workshops. Three workshops were held for professional faculty during AY2021. Topics included the TRACE-OSU project (149 participants), anti-racism (280 participants), and confronting systemic whiteness (83 participants).

OID and RO serve as key partners in developing curriculum and workshops for inclusive leadership programs and supporting and championing underrepresented faculty as they prepare for leadership at the senior levels of the institution.

5. Adapting SP4.0 implementation and beginning to envision SP5.0

OFA is charged with leading the implementation of the university's strategic plan. OFA has continued to refine efforts to integrate, streamline, and track targets and progress related to SP4.0's actions. OFA is also tracking how SP4 implementation relates to accreditation core themes and indicators of achievement.

Progress: SP4.0 has been at the center of decision-making during the pandemic era, which has brought opportunities to accelerate some actions, tactics, and projects, but has also inevitably delayed or disrupted others. As we proactively anticipate and respond to changing pandemic conditions, and resume onsite teaching and research, we will be immersed in discussions about adapting SP4.0 and envisioning and building a foundation for the development of SP5.0. The latest strategic plan update will be presented to the Board of Trustees in January 2022.

OPPORTUNITIES AND THREATS

OPPORTUNITY: The pandemic era has created new possibilities for the work lives of faculty, fueled by new modes of communication and collaboration, that could foster their success and satisfaction.

Strategies/Actions

- The university will establish a Future of University Work Taskforce, which will help envision the roles, expectations, and assessments of faculty and other OSU employees in a post-pandemic world where there is greater opportunity for flexible and remote work
- Anticipate how disciplines, their priorities and emphases, and the nature of collaboration are changing – and how these changes might transform the teaching, research, outreach, engagement, and partnerships among faculty
- As we provide and refine guidance on the remote and flexible work of faculty, be sure to prioritize the needs of students alongside those of faculty and programs, as well as address equity, labor, and legal issues
- Continue to build upon OSU's agility and recent experience to support a culture of care for faculty in the face of uncertainty and change

THREAT: The pandemic era has increased demands on faculty time, and factors both external and internal to the university have challenged the teaching performance and research productivity of faculty.

Strategies/Actions:

- Engage university faculty and unit and college leadership in discussion of the forthcoming results of the Covid-19 Workgroup, which examined the responses of universities nationally and conducted a local survey to assess and anticipate the long-term effects of the pandemic on the productivity of OSU faculty
- Continue to review changes and adjustments to academic practices initiated during the pandemic to support faculty productivity and excellence
- Develop policies and guidance to mitigate Covid-19-related impacts, particularly with respect to annual reviews, promotion, and tenure
- Work in partnership with the Executive Committee of the Faculty Senate to understand and respond to evolving needs and concerns of faculty
- In collaboration with the Office of Audit, Risk and Compliance and Research Office, continue to address the compliance burdens faculty must manage in addition to conducting research, managing staff, and teaching and mentoring students
- Continue to invest in communities of practice, faculty success programs, and time management webinars and workshops for junior and mid-level faculty

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

Strategies/Actions

- Evaluate and improve existing programs for faculty recruitment (e.g., dual career; tenured faculty diversity initiative) and identify or build resources to increase these and other recruitment efforts (e.g., excellence hires that reflect the university's strategic plan)
- Guided by the new Talent Management Framework:
 - Implement more aggressive recruitment and hiring strategies and practices, including efforts to increase the diversity pipeline
 - Deepen onboarding efforts as new faculty and leaders are hired
 - Foster the mentoring of junior faculty
 - Expand opportunities to cultivate career development of all faculty
 - Target training opportunities and provide greater guidance to unit heads
- Create a Pay Equity Working Group to evaluate ways to address pay equity for academic and professional faculty
- Collaborate on the development of a new faculty rank and promotional track in the year ahead – Professor of Teaching (Assistant, Associate, and Professor)
- Explore options to increase support for postdocs and visiting international faculty
- Build resources to foster the international research of faculty