

Faculty Affairs Briefing

BACKGROUND

Outstanding faculty attract, educate and inspire outstanding students, fuel innovation and entrepreneurship, and enhance the reputation and reach of the institution. As an R1 (Carnegie very high research activity) land grant university, OSU offers educational opportunities that are enriched by the research and scholarship endeavors of our faculty. The faculty are the intellectual architects of the curricula and the foundation for our research, discovery, innovation and engagement.

As noted in Strategic Plan 4.0 (SP4.0), Oregon State is committed to continue to attract and support a diverse, world-class faculty who are exceptional teachers and scholars. Fostering the development of all faculty and staff is fundamental to our culture of belonging.

This briefing provides an update on the composition of the faculty and ongoing efforts to build and support an outstanding faculty. Based on the commitments articulated in SP4.0, it describes special initiatives for FY2020 aimed at advancing faculty excellence and diversity and building a cohort of innovative leaders. The report concludes with faculty-focused opportunities and threats facing the institution.

OFFICE OF FACULTY AFFAIRS

The Office of Faculty Affairs (OFA), led by the Senior Vice Provost (SVP), provides oversight of the following functional areas: faculty and leadership development, onboarding, and mentorship; university-level promotion and tenure; faculty recruitment and advancement; academic policies and procedures; and academic labor relations and faculty personnel matters.

OFA develops and provides guidance to the academic colleges and other units regarding the recruitment and advancement of tenured/tenure-track faculty, fixed-term academic (teaching and research) faculty, and professional faculty. OFA works closely with the Research Office (RO), Human Resources (HR), the Office of Institutional Diversity (OID), and Equal Opportunity and Access (EOA). Examples of collaboration include teaching workshops and curriculum design co-sponsored with the Center for Teaching and Learning (CTL); best practices for recruitment and retention of professional faculty in conjunction with the President and Provost's Leadership Council for Equity, Inclusion and Social Justice (PPLC) and OID; and executive leadership onboarding and training with HR.

OSU FACULTY

Oregon State employs nearly 5,000 academic and professional faculty located throughout the state. The academic faculty include faculty of rank who are tenured or tenure-track as well as fixed term (non-tenured) teaching and research faculty. Academic faculty in tenured or tenure-track positions are defined as professorial faculty and include titles of Professor, Associate Professor, and Assistant Professor.

Fixed term academic faculty members with significant responsibility for research are defined as professors (senior research). Fixed term 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 are ranked, non-tenured positions.

Academic faculty in non-tenured, fixed-term positions also include titles of Instructor, Senior Instructor, Research Associate, Faculty Research Assistant, Senior Faculty Research Assistant, and Lecturer.

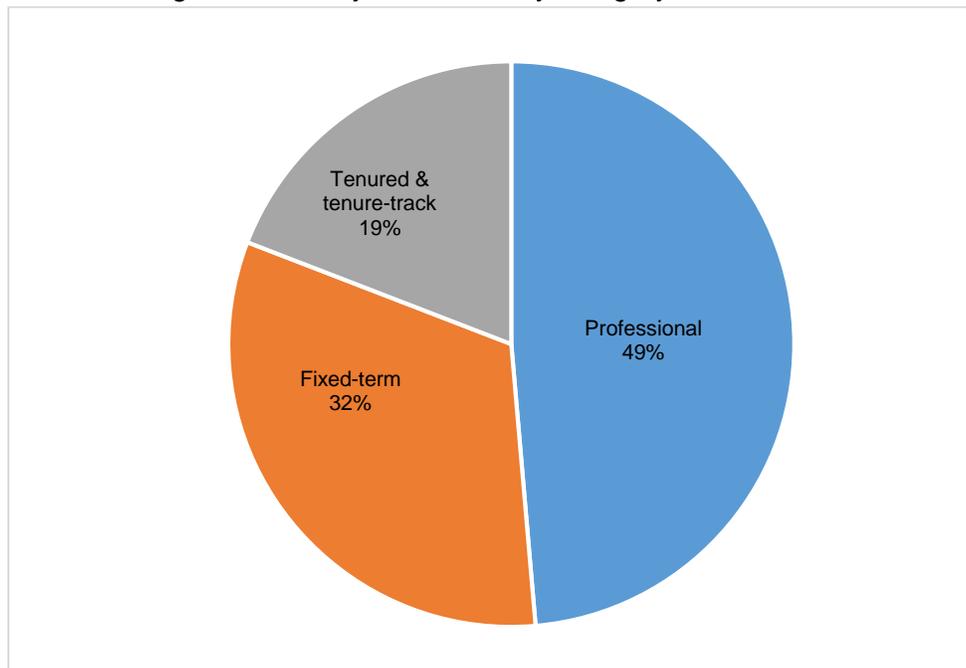
Professional faculty include all nonclassified employees who are working in an academic, student or other administrative support position with professional titles. Examples of professional faculty positions include academic advisors, student conduct officers, and executive assistants. Most professional faculty have one-year contracts that are renewed annually.

For Academic Year (AY) 2018-19, the number of faculty in these respective groups are:

- Academic faculty (2,513, 51%)
 - Tenured/tenure-track faculty (936, 19%)
 - Fixed-term faculty (1,577, 32%)
- Professional faculty (2,379, 49%)

Over the past five years, the proportion of academic to professional faculty has remained fairly constant with an approximately 50/50 split between academic and professional faculty (Figure 1¹).

Figure 1: Faculty headcount by category, AY 2018-19



¹ Data source, figures 1, 2, & 3: Institutional Analytics & Research November 2018 snapshot, faculty headcount; professional faculty includes administrators with full-time administrative appointments

The tenured and tenure-track faculty are distributed throughout 11 academic colleges, as well as libraries and other units² (Figure 2). The distribution within each college by rank varies (Figure 3).

Figure 2: Percentage of tenured and tenure-track faculty by college/unit, AY 2018-19 (N=936)³

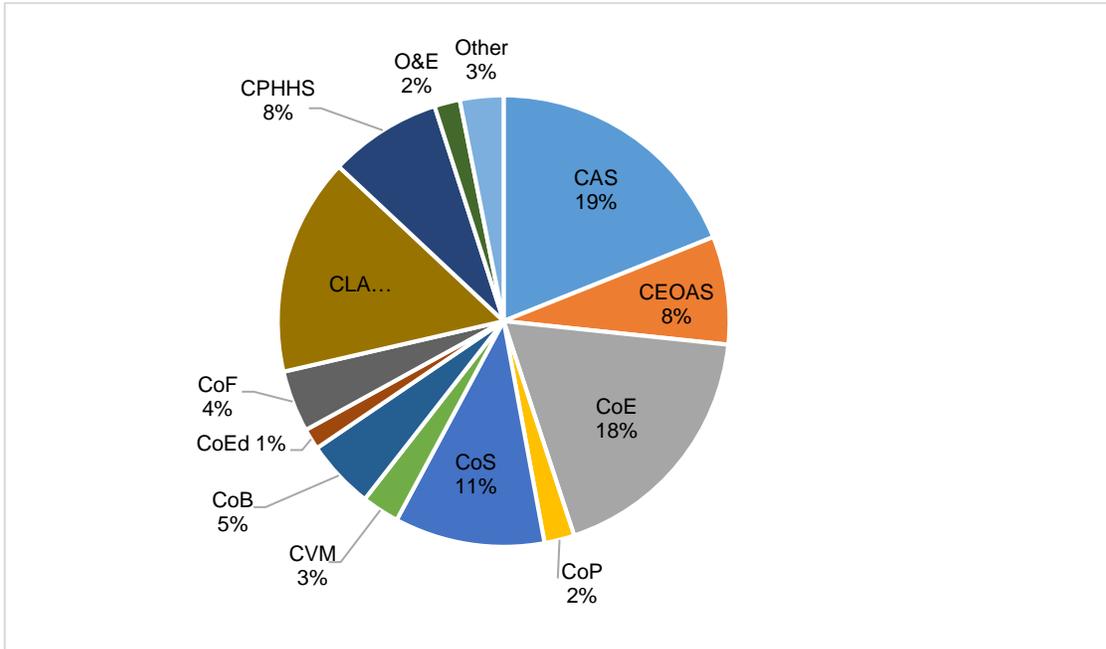
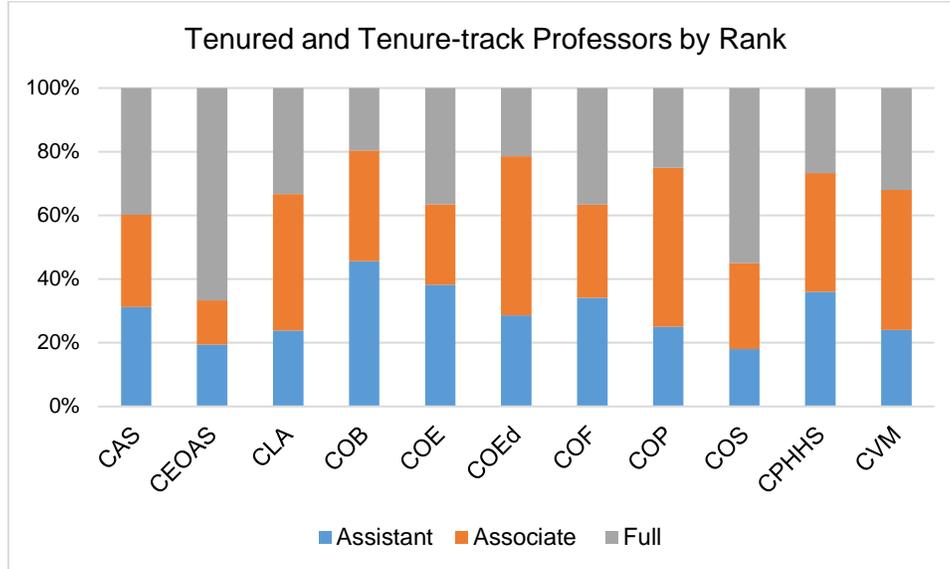


Figure 3: Percentage of tenured and tenure-track faculty by rank and college, AY 2018-19

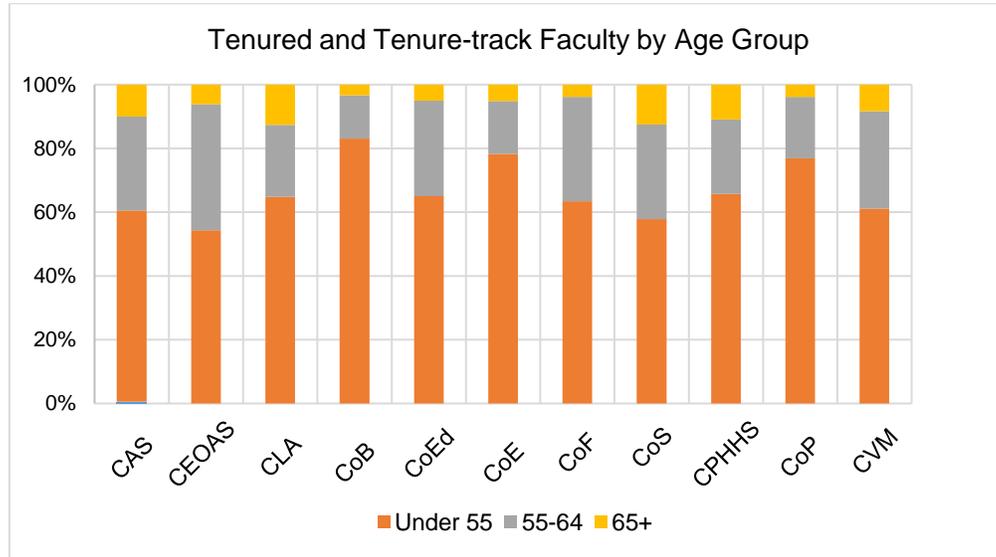


² Abbreviations for the colleges and other units, include: College of Agricultural Sciences (CAS) College of Earth, Ocean, and Atmospheric Sciences (CEOAS), College of Liberal Arts (CLA), College of Business (CoB), College of Engineering (CoE), College of Education (CoEd), College of Forestry (CoF), College of Pharmacy (CoP), College of Science (CoS), College of Public Health and Human Sciences (CPHHS), College of Veterinary Medicine (CVM), Outreach and Engagement (O&E), Other (Libraries, Research Centers and Institutes)

³ Figures 2, 7, Table 1: Outreach and Engagement and Other (Libraries, Research Centers and Institutes) includes faculty with split appointments who have a tenure home in a college, as well as tenured and tenure-track University Librarians

Many academic colleges are expected to experience substantial turnover in tenured/tenure track faculty from retirements over the next decade (Figure 4). This presents an opportunity to attract and advance a more diverse, world-class faculty, and a challenge to maintain continuity of research and educational programs, and mentorship for younger faculty. With such anticipated turnover and the changing landscape for the professoriate in the twenty-first century, developing more intentional and robust recruitment and advancement processes is ever more critical.

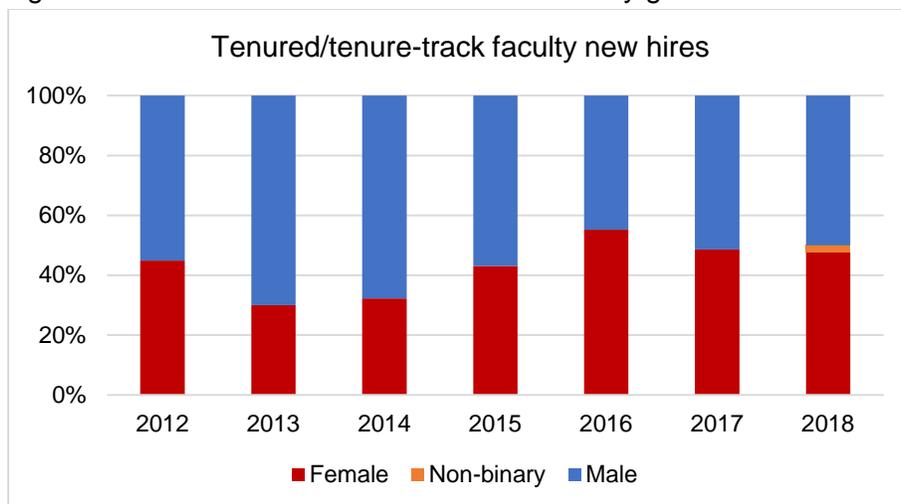
Figure 4: Age-distribution of tenured and tenure-track faculty by academic college⁴



TRENDS IN DIVERSITY AND ADVANCEMENT

The rates of new hires of tenure-track faculty by gender over the past seven years are shown in Figure 5 below.

Figure 5: Tenured and Tenure-track new hires by gender 2014-2018^{5,6}



⁴ Data source, Figure 4: Institutional Research November 2017, faculty headcount

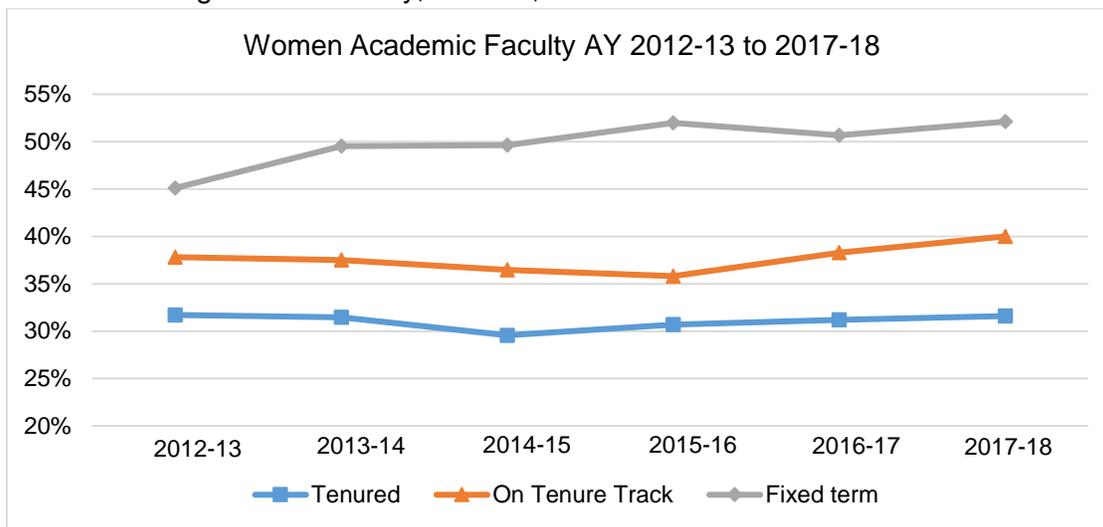
⁵ Data source, Figure 5: Human Resources; faculty hired during calendar year

⁶ Non-binary gender data was not collected prior to 2018 and is not included in Figure 8 to protect privacy

The hiring rates for female faculty in the last three years have equaled or exceeded 50 percent which will translate into a greater gender balance among academic faculty.

Since 2012-13, there have been modest gains in the percentages of women in the academic ranks. (Figure 6). In 2017-18, women on the tenure track ranks reached an all time high and accounted for 40% of the faculty in that group. This translates to 120 faculty members.

Figure 6: Percentage female faculty, tenured, tenure-track and fixed term 2012-13 to 2017-18⁷



An important national concern is the low numbers of women faculty in science, technology, engineering and math (STEM) disciplines. The numbers and percentages of tenured/tenure-track women in the STEM colleges are shown in Table 1 (yellow shaded) and Figure 7. The distribution of these faculty by rank is shown in Figure 8.

Table 1: Tenured and tenure-track faculty by college/unit ^{3,8,9}

AY 2018-19			
College	Total	Number of Women	Percent Women
Agricultural Sciences*	178	60	34%
Business	46	18	39%
Earth, Ocean, and Atmospheric Sciences*	72	16	22%
Education	14	11	79%
Engineering*	170	39	23%
Forestry*	41	10	24%
Liberal Arts	149	72	48%

⁷ Data source, Figures 6: IPEDS, November 2017 full-time academic faculty

⁸ Data source, Table 1, Figure 7: Institutional Analytics & Research November 2018 faculty headcount

⁹ Table 1, Figure 7: Faculty in Pharmacy and Vet Med are not reflected in the STEM data presented. While these are often considered to be STEM faculty in practical terms, they are not defined as STEM disciplines by the federal government.

Pharmacy	20	7	35%
Public Health and Human Sciences	75	38	51%
Science*	127	43	34%
Veterinary Medicine	25	14	56%
Outreach & Engagement	17	5	29%
Other (Libraries, Research Programs)	29	19	66%
*STEM Colleges Subtotal	588	168	29%
TOTAL	936	338	36%

Figure 7: Tenured and Tenure-track faculty by college/unit and gender^{5,9}

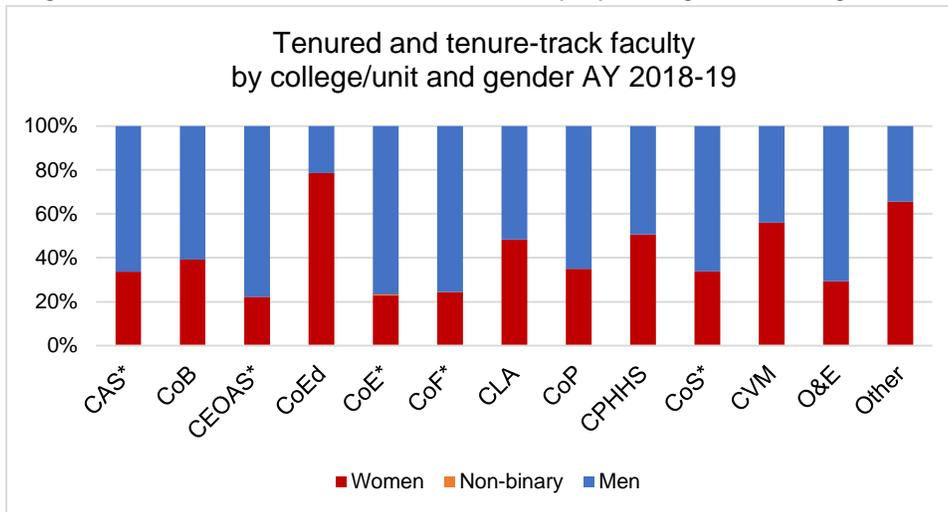
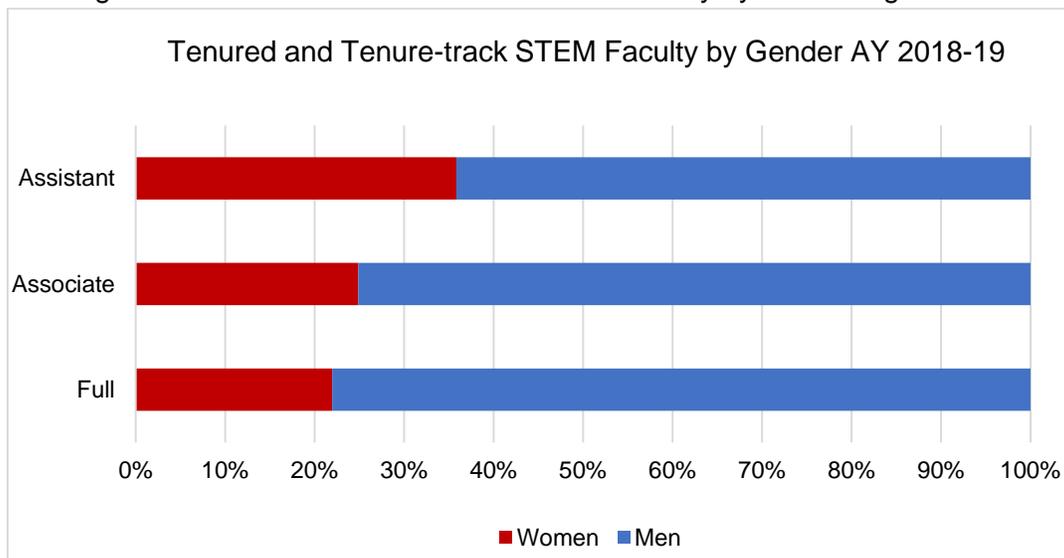
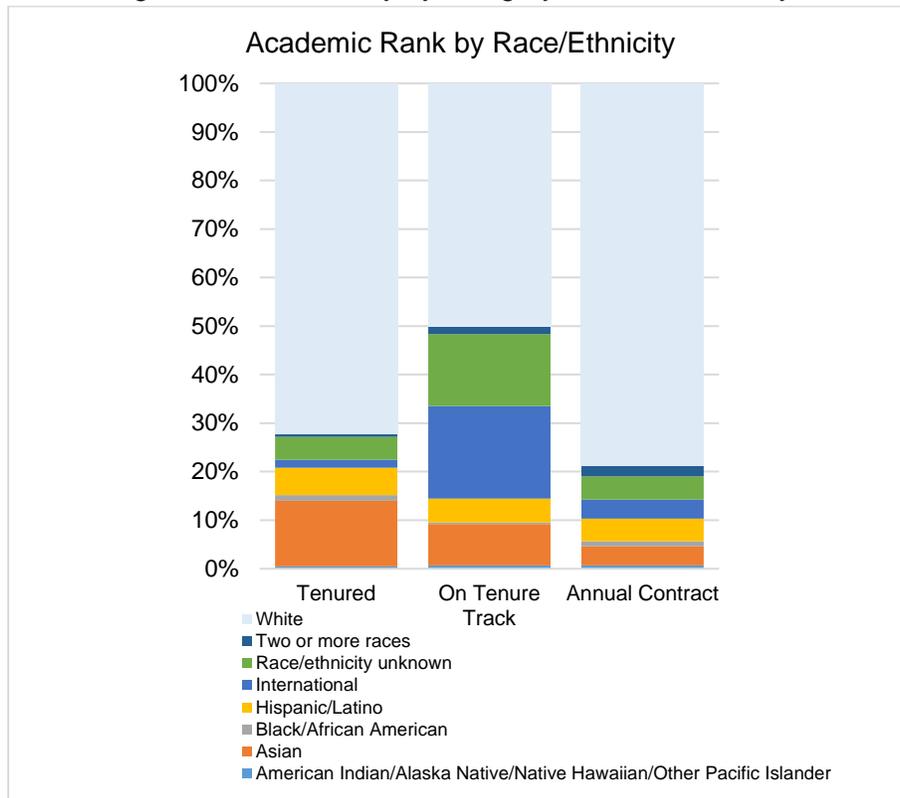


Figure 8: Tenured and Tenure-track STEM faculty by rank and gender^{3,6,8}



The racial and ethnic diversity profile for the faculty is shown in Figure 9. While we have comparatively few faculty of color, the diversity is highest among the more junior (tenure-track) cohort. The percentages of Black/African American and American Indian/Alaska Native/Native Hawaiian/Other Pacific Islander faculty remain very low.

Figure 9: OSU Faculty by category and race/ethnicity¹⁰



RETENTION AND ADVANCEMENT

Tenure-track faculty receive periodic annual reviews, a mid-term review, and a review at the end of the probationary period (i.e., the period in which the faculty member must either be granted tenure or be given a letter of non-renewal). The primary intent of the mid-term review is to evaluate progress toward indefinite tenure so that timely guidance can be extended to the faculty member. Under extenuating circumstances, a faculty member can request that the probationary period (or “tenure clock”) be extended. For example, a one-year extension is granted for leave taken under the Family Medical Leave Act that extends for three months or more.

The multi-layer review process of a faculty member’s promotion and tenure (P&T) case is done during the final year of the probationary period and is initiated by the unit. Dossiers are assembled by the candidate with assistance from the supervisor. The dossier is sent out for external evaluation by six to eight outside leaders in the field. These evaluations are incorporated into the dossier.

¹⁰ Data source, Figure 9: IPEDS November 2017 full-time academic faculty; categories as defined by US Dept of Education

Independent internal reviews are conducted by the department/school P&T committee, the department/school head, the college P&T committee and the dean. Once these reviews are completed, the dossier is forwarded to the University P&T Committee, chaired by the SVP, for review. The University P&T Committee makes a recommendation to the Provost and Executive Vice President, who makes the final decision. Faculty not approved for promotion or tenure by the Provost and Executive Vice President may appeal to the President. Extenuating circumstances, procedural irregularities that were not considered by the Provost and Executive Vice President, and factual errors in the evaluations are grounds for appeal.

Instructor, Courtesy Faculty, and Faculty Research Assistant promotions go through a similar process, but the final decision is made by the dean rather than the Provost and Executive Vice President.

While the number of cases reviewed for promotion and indefinite tenure vary per year, the average total number of cases reviewed annually over the past five years is 130. Since 2015, 226 dossiers have been reviewed by the University P&T committee for indefinite tenure. Of these cases, 7 faculty have been denied indefinite tenure at the University level.

Since 1984, the Provost's Office has maintained a faculty diversity initiative. Since 2011, a spousal (dual career) initiative associated with new academic faculty hires has been in place. Both provide supplemental funds for a limited duration to colleges and units to support recruitment and diversity. The faculty diversity initiative has assisted in 18 hires over the past 10 years. In 2018, 9 out of 15 dual career hires supported a female "leading hire," many located in the STEM disciplines. Feedback regarding the dual career hiring program suggests that it has made a tremendous difference in attracting tenure-line faculty to Corvallis who might otherwise seek employment at institutions with greater opportunities for professional employment for faculty partners.

Many colleges also have diversity plans that demonstrate the value of diversity in their recruitment and hiring decisions. For example, since 2014 the number of women among the College of Engineering's tenured or tenure-track faculty has more than doubled. According to the American Society for Engineering Education, the College ranks second nationally among land-grant universities for percentage of tenured or tenure-track faculty who are women and third among the nation's public R1 institutions.

AWARDS AND ENDOWED POSITIONS

Faculty excellence is reflected through both internal and external recognition. OSU faculty have been awarded many highly competitive awards (Table 2). Notable are the National Science Foundation (NSF) CAREER awards, which provide evidence of the quality of our junior faculty, and the Fulbright Awards and American Association for the Advancement of Science (AAAS) Fellow membership for more senior faculty. Fulbright Awards recognize international scholarship and opportunities to engage with academics and professionals worldwide. AAAS Fellowship is an honor accorded to distinguished persons who are members of the Association. Fellows are elected annually by the AAAS Council for "efforts on behalf of the advancement of science or its applications [which] are scientifically or socially distinguished."

Table 2: Highly prestigious awards 2009-2019

Award	# Awards 2009-2019
National Science Foundation CAREER	43
Fulbright	30
American Association for the Advancement of Science (AAAS)	16
Guggenheim	1
MacArthur	1
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. Currently over 100 OSU faculty members are supported by endowed funds.¹¹

SPECIAL INITIATIVES AND PROJECTS

The Provost’s Office is prioritizing four special initiatives and projects in FY2020 that address strategic actions in SP4.0, including our commitment to attract and retain a diverse, world-class faculty and to support and mentor mid-level and senior academic leadership. The four initiatives are:

1. Create a commission on the 21st century professoriate.

One of the strategic actions for SP4.0 is to continue attracting and supporting a diverse, world-class faculty. Lower enrollment numbers, stagnant public funding, increased competition for research grants, increased administrative demands associated with federal regulations and a shift in student body demographics are nationwide trends pressuring many colleges and their faculty today. The Commission will be charged by the Provost in early 2020 to characterize core competencies and skills for the professoriate that will leverage our strengths and commitment to inclusive excellence, explore the suitability of the institutions and processes for recruitment and advancement of a changing professoriate, and address the critical role of the professoriate in shaping curriculum and partnerships to support the workforce of the future. The Commission will be selected from a cross section of the institution’s faculty and leadership and will reflect the R1 public land grant teaching, research and outreach missions. Engagement will be ongoing through a series of conversations and reports throughout the year.

2. Review our recruitment strategy and hiring procedures to enhance diversity across all disciplines and for women in the STEM fields.

Despite decades of efforts and programs designed to increase racial, ethnic and gender diversity among the faculty, like most campuses, OSU has seen too little progress. African

¹¹ <https://www.osufoundation.org/s/359/foundation/index.aspx?sid=359&qid=34&pgid=5096>

American, Hispanic and Native American tenure-track faculty numbers have remained stagnant, and growth of women in STEM colleges has been mixed. This second initiative, led by the Office of Faculty Affairs in collaboration with HR and OID, addresses diversity of the faculty and explores best practices for ensuring a more inclusive talent pool for new hires within our signature areas and in our STEM disciplines. Key components to enhance the diversity of talent pools will include upstream recruitment, connections with post-doc opportunities, search committee preparation, candidate evaluation alternatives and pre-tenure-track appointments.

Our current recruitment strategies at the college and unit levels will be reviewed for unintended biases and limitations of talent pool. In addition, the initiative will explore the outcomes and impact of our long-standing dual career/spousal accommodation support and tenured faculty diversity initiative for effectiveness.

3. *Assess and revise, as appropriate, standards and procedures governing faculty promotion, tenuring, and professional development.*

Critical to the retention, promotion and advancement of a more diverse faculty are the institution's processes and procedures. This initiative establishes a process to systematically review the advancement guidelines, standards and procedures at the college and university levels for alignment with our strategic goals and with best practices to recruit and promote a diverse faculty. SP4.0 calls out as a strategic action for 2019-2023 the need to "strengthen our support system for innovation and entrepreneurship".

A primary area of focus for FY2020 will be assessment of P&T guidelines through the evolving lens of innovation and entrepreneurship (I&E). OFA will create and charge an innovation and entrepreneurship P&T review committee to undertake this assessment and provide recommendations that address changes to the guidelines and incentive structures at the college and unit levels, and within the Research Office. The assessment will be input into an NSF-supported summit, "Innovation and Entrepreneurship Summit: A Seismic Shift in Promotion and Tenure" targeted for Spring 2020. The summit will convene higher education faculty leaders to discuss the value and inclusion of innovation and entrepreneurial achievements as additional components in P&T decisions for higher education nationally. A key outcome is to develop best practices and a road map to augment P&T guidelines. The RO is a key partner in the first-year activities for this initiative.

4. *Create the Academic Leadership Academy*

At the start of FY2019, the Provost's Office began earnest discussions regarding the importance of leadership development and mentoring efforts for senior and mid-level leadership and sharing information on best practices for leadership training and executive onboarding. As the University's signature leadership training and mentorship academy designed for mid-level leadership, the Academic Leadership Academy (ALA) has the following goals: to create 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 responsibility for the ALA resides with the SVP and has the direct involvement and support of the Provost and senior leadership. This effort draws upon the leadership workshops and trainings that have been part of the Provost's Office since 2010.

Efforts are currently underway to build out the ALA. The annual Academic Leadership Summit held at the start of each academic year has provided networking opportunities for leadership at all levels in the university. The recently launched Provost Fellows program is designed to address critical strategic initiatives at the university level and develop leadership skills for tenured faculty. The Fellows have a unique opportunity to participate in senior leadership meetings and focus on a strategic project of critical importance to the university. An advisory council of internal and external leaders will provide input into the structure, content and outcomes of the ALA. Opportunities for external funding from the nonprofit community and donor support will also be pursued.

OTHER INITIATIVES UNDERWAY

Other efforts underway in the OFA include the faculty development and mentorship workshops for assistant and associate professors and instructors, and efforts to better understand and prevent sexual harassment in the academy. The university will participate in the National Academies' *Action Collaborative for Preventing Sexual Harassment*. The purpose of the Action Collaborative is to bring together leaders from academic institutions to work toward targeted, collective action on addressing and preventing sexual harassment. In addition, the SVP provides leadership for the OSU ADVANCE program, which was launched with funding from the NSF and has transitioned to the Provost's Office. This program serves as a catalyst to explore structural inequities at OSU and to break down barriers to the advancement of women and people of color.

OPPORTUNITIES AND THREATS

THREAT: Lack of clarity regarding the role of the professoriate at a 21st Century research active institution

Strategies/Actions

- Quantify the role of research-active faculty in student success and retention
- Develop metrics to reflect faculty excellence
- Share best practices and track progress in building a diverse, world-class faculty
- Develop compelling and uniquely OSU narratives for how we achieve distinction in teaching, research, and outreach

THREAT: Increased competition for diverse, world-class faculty

Strategies/Actions

- Create a compelling case(s) for “why OSU” and feature on social media
- Explore options to build better support for startup funds for STEM faculty
- Develop aggressive recruitment and hiring practices including upstream recruitment (pipeline development and networking with Southern Regional Education Board (SREB)/Institute for Teaching and Mentoring)
- Increase support for diversity initiatives and dual career/spousal accommodation support
- Increase support for post docs and visiting international faculty

- Participate in the National Academies' *Action Collaborative* to address climate concerns in STEM disciplines
- Allow for greater flexibility of position descriptions and advancement opportunities
- Celebrate and reward the accomplishments of our faculty

THREAT: Increasing demands on faculty time

Strategies/Actions:

- Increase support and coordination to address the ever-increasing compliance burdens faculty now have to manage in addition to conducting the research, managing staff and mentoring students
- Assess needs and develop a plan to enhance faculty wellness. Concerted efforts are needed around wellness promotion and programs that ultimately impacts the success/retention of faculty and the students they serve
- Invest in mentorship, “boot camps” and time management webinars and workshops for junior and mid-level faculty
- Streamline hiring and retention of research and teaching personnel and undergraduate students (working with HR to implement a strategic talent management plan)
- Provide faculty development and promotional opportunities for professional faculty that recognizes their contributions to the mission of the university