Faculty Development Bootcamp 1: Faculty Advancement
Getting Oriented and Building Momentum

Dr. Joe McGuire

Associate Dean for Faculty Advancement
College of Engineering
Oregon State University
Today’s Agenda

• **1:00pm-1:40pm**: Welcome and Introduction
• **1:40pm-2:40pm**: Faculty Advancement in COE, Position Descriptions, Promotion and Tenure
• **2:40pm-3pm**: Break and Informal Discussion
• **3pm-3:40pm**: Faculty Panel—*Engaging your first three years*
• **3:40pm-4:50pm**: Interactive Session—*Representing your awesome professional self*
• **4:50pm-5pm**: Wrap-up and Homework
• **5pm-6:30pm**: Social
Strategic Plan 2015-2020

Creating a better future
On May 1\textsuperscript{st}, 2015, the College of Engineering celebrated the adoption of Creating a better future — A strategic plan for the Oregon State University College of Engineering 2015-2020. The plan is framed around four strategic goals:

- Become a recognized model as an inclusive and collaborative community.
- Provide a transformational educational experience that produces graduates who drive change throughout their lives.
- Lead research and innovation to drive breakthroughs that change the world.
- Establish the College of Engineering as the partner of choice for industry, government, and academia.
“Enhancing diversity of the OSU community is essential to attain excellence in our educational, scholarly, and outreach endeavors and to prepare our students to succeed in a globally connected world. Diversity is central to the university’s institutional mission and goals. Indeed OSU cannot be a premier land grant university without seeking the value of diversity and committing to equity and inclusion.” (OSU Strategic Plan 3.0)
Definitions

• **Diversity** is a quality attribute of a population, representing the range of responses of its members to the request to self-identify as belonging to selected categories of social groups (some of the categories themselves are socially constructed, e.g., race, ability, gender, while others are not, e.g., age, national origin). Informally, the term diversity is sometimes used to reflect the breadth of lived experiences in a population.

• **Equity** refers to ensuring equal opportunity for success, e.g., by providing the resources that would be needed by any individual in a community in order for that individual to be successful. Equity is promoted by implementation of practices informed by awareness of the range of cultural heritage, social identity and lived experience, etc., present in a community.
Definitions

• **Inclusion** ensures that each member in a community is valued for the contribution they bring to the community. In an inclusive community, each member is respected and heard, and the voice of each is reflective of that individual’s true self.

• **Social Justice** is served by recognizing the role that power, oppression, and privilege have in societal and organizational structures, policies and practices. Education and training on issues surrounding social justice provide the foundation for understanding the need for college leadership to stay diligent in the design and implementation of practices that are equitable and inclusive.
Social Justice Education Initiative

for all Oregon State University faculty and staff

The SJEI consists of an interactive, workshop-based curriculum that invites all OSU faculty and staff (including graduate students) to begin, or continue, their social justice and equity journey. This program is an important component of Oregon State’s ongoing institutional mission to infuse equity and inclusion into every aspect of the university’s work.

The SJEI curriculum is organized into two four-hour live workshops:

- **Session One** addresses the historical and current social context, connecting for the two, and why social justice matters. This session focuses on locating each of our individual identities within this broader social context.
- **Session Two** is aimed at developing awareness and building skills. Topics covered include zones of safety, implicit bias, micro-aggressions, and cross-cultural communication.

*Sessions One and Two are sequential but should not be taken on the same day. Both sessions will be offered repeatedly throughout the term at no cost and include breakfast or lunch.*

Registration for SJEI workshops is now open and available via the Oregon State Professional Development registration system: [http://oregonstate.edu/training/course_list.php?cat_id=46](http://oregonstate.edu/training/course_list.php?cat_id=46)

The courses are listed under Academic Affairs/Social Justice Education Initiative/Session One and Session Two.

_For more information, please contact:_

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The SJEI is a professional development program for all Oregon State faculty and staff aimed at building knowledge about equity and inclusion, and developing intercultural competencies.
Institutional Context
OSU’s Search Advocate Program

- Initiated in 2007
- Two part workshop series
- Enhances integrity, effectiveness, and diversity in the university’s hiring practices
- Featured in *The Chronicle of Higher Education* (McMurtrie, 2016)
Institutional Context

History of Immersion Faculty Development

Difference, Power, and Discrimination Program
Curricular Transformation

ADVANCE Seminar
Institutional Transformation

Theory of Systems of Oppression
ADVANCE at the NSF

The goal of the National Science Foundation’s (NSF) ADVANCE program is to increase the representation and advancement of women in academic science and engineering careers, thereby developing a more diverse science and engineering workforce.
Objectives

**Recruitment & Promotion**
Influence Academic Recruitment and promotion policies and practices to assure equitable, inclusive, and just advancement.

**Institutional Climate**
Contribute to an institutional climate that reflects a shared value for equity, inclusion, and justice.

**Awareness & Action**
Provoke faculty and administrators' personal awareness of difference, power, and discrimination in the academy and action that contribute to equitable, inclusive, and just treatment.
Introduction to the Office of the Associate Dean for Faculty Advancement

The associate dean for faculty advancement provides leadership and support for implementation of new and revised practices to promote a more inclusive, equitable workplace in COE – for professorial faculty, professional faculty and staff, students, everyone.
Goal #1 – Building a more inclusive, collaborative community

The College has committed to becoming recognized as a national model of inclusivity and collaboration as evidenced by, among other things, a community of faculty, students, and staff that is increasingly more inclusive, collaborative, diverse, and centered on student success.

We are meeting this commitment by revision and implementation of practices on three fronts:

• Recruitment
• Professional Development
• Promotion and Tenure
• Other (…so four fronts I guess)
Goal #1 – Building a more inclusive, collaborative community

Recruitment – revising our faculty search practices to include advocacy of the search process itself and reflect best practices:

• All search chairs complete search advocate training.
• All search committees include a search advocate from outside the hiring unit.
• PDs and advertisements are written in an inclusive fashion.
• Screening criteria are written in an inclusive fashion, recognizing there may be multiple ways to meet a qualification.
• The demographic impact of candidate down-selection is monitored to ensure even-handed screening.
Goal #1 – Building a more inclusive, collaborative community

**Professional Development** – promoting inclusive, equitable and just practices in our COE mission-specific activities, and building capacity in COE to take ownership of our own learning around these issues:

- Delivery of faculty development workshops both new and revised
- Building and empowering a change team, going to work on team- and individually-selected action items in the coming year.
# The Change Team

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<thead>
<tr>
<th>Unit</th>
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<tbody>
<tr>
<td>CBEE</td>
<td>Bothwell, Michelle</td>
<td>Assoc Prof</td>
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<td></td>
<td>Fu, Elain</td>
<td>Asst Prof</td>
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<td>CCE</td>
<td>Barbosa, Andre</td>
<td>Asst Prof</td>
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<td></td>
<td>Brown, Shane</td>
<td>Assoc Prof</td>
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<td></td>
<td>Carson, Johanna</td>
<td>Public Information Specialist</td>
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<td></td>
<td>Nave-Abele, Janice</td>
<td>Academic Advisor</td>
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<td>Trejo, David</td>
<td>Prof</td>
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<td>COE</td>
<td>McGuire, Joe</td>
<td>Assoc Dean Faculty Advancement</td>
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<td></td>
<td>Paja, Scott</td>
<td>Dir – Leadership and Professional Dev</td>
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<td></td>
<td>Tran, Thuy</td>
<td>Dir – Marketing and Communications</td>
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<td></td>
<td>Zigler, Andrea</td>
<td>Assistant to the Assoc Dean for Research</td>
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<td>EECS</td>
<td>Akkaraju, Padmaja</td>
<td>Coordinator – Online CS Program</td>
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<td></td>
<td>Cotilla-Sanchez, Eduardo</td>
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<td>McGrath, Kevin</td>
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<td>Tadepalli, Prasad</td>
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<td>MIME</td>
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<td>Paulenova, Alena</td>
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Goal #1 – Building a more inclusive, collaborative community

Promotion and Tenure – implementing practices that are clearly aligned with COE core values and goals as laid out in the Strategic Plan:

Academia has institutionalized a number of barriers to collaboration, and these are especially apparent to untenured faculty. Establishing independence as a researcher is often prioritized over accomplishing great things together, and this can result in new faculty being hesitant to collaborate with senior faculty or get involved in interdisciplinary projects.

Pursuit of excellence in all we do, generation of scholarship and quality work remain very important, but COE leadership recognizes there are multiple ways of measuring excellence beyond the traditional metrics (peer-reviewed publications/year, research expenditures/year, etc.) and believes the greatest pressures faculty should ever feel are those that they place on themselves.
Goal #1 – Building a more inclusive, collaborative community

**Promotion and Tenure** – implementing practices that are clearly aligned with COE core values and goals as laid out in the Strategic Plan:

Until now, practices used to evaluate faculty research and teaching accomplishments have not aligned well with either the OSU P&T Guidelines or the COE Strategic Plan. This misalignment not only makes it difficult to ensure a fair and proper evaluation, but also limits our ability to guide faculty energy in ways that best serve our mission-specific activities and help meet performance goals laid out in the Strategic Plan.

So we are bringing our practices into better alignment with OSU Guidelines and the COE Strategic Plan.
Goal #1 – Building a more inclusive, collaborative community

Other – the fourth front:

Folks from every sector of our faculty and staff have found the office of the associate dean for faculty advancement as a safe venue for discussing their experiences, and exploring options for avoiding or otherwise mitigating work-related inequities. These interactions have helped leadership to envision, develop and resource infrastructure and communication needs to ensure all COE employees remain a part of our culture change process.
Goal #1 – Building a more inclusive, collaborative community

Other – the fourth front:

Example:
OSU has no family leave policy beyond the unpaid, job-protected leave provided by FMLA and the Oregon Family Leave Act. So COE worked with legal counsel and HR to determine the kinds of things that could be done in advance of adoption of any formal policy, to ensure more equitable management of current faculty concerns surrounding the need for parental leave. We were able to find mechanisms by which a faculty member – at any career stage – could secure about 12 weeks away from campus without significant interruption in pay, and without introduction of any legal or HR-related impediments. Two such arrangements were made last year, in each case in partnership with the faculty member’s unit head, and avoiding entirely the prior practice of borrowing against future sick leave.
Promotion to the rank of Associate Professor is based upon evidence of the candidate's:

- demonstrated effectiveness in teaching, advising, service, and other assigned duties;
- achievement in scholarship and creative activity that establishes the individual as a significant contributor to the field or profession, with potential for distinction;
- appropriate balance of institutional and professional service.
Strategic Plan Goal II: 
Provide a transformational educational experience that produces graduates who drive change throughout their lives.

The OSU Guidelines state that activities that provide evidence of commitment to effective teaching include:

- **contribution in curricular development, including collaborative courses and programs;**
- **innovation in teaching strategies, including the incorporation of new technologies and approaches to learning;** and
- **documented study of curricular and pedagogical issues, and incorporation of this information into the classroom.**
Strategic Plan Goal III:
Lead research and innovation to drive breakthroughs that change the world.

The OSU Guidelines state that:

...in consideration for promotion and tenure, scholarship and creative activity are not merely to be enumerated but are to be carefully, objectively, and rigorously evaluated by professional peers, including ones external to the university... scholarship and creative activity derive from many activities, including but not limited to:

- research contributing to a body of knowledge;
- development of new technologies, materials, methods, or educational approaches;
- integration of knowledge or technology leading to new interpretations or applications...
Promotion and Tenure

Tenure will usually accompany a promotion, but the decision on tenure is made independently of the decision on promotion:

- Tenure will be granted to faculty members whose character, achievements, and potential for effective long-term performance warrant the institution's reciprocal long-term commitment.

- In judging the suitability of a candidate for indefinite tenure, it is appropriate to consider collegiality, professional integrity, and willingness to accept and cooperate in assignments.
Position Descriptions

• Three sections:
  • Teaching, Advising, and Student Success (50%)
  • Research and Scholarship (40%)
  • Service (10%)

From the OSU P&T Guidelines:

Reviewers base their recommendations on carefully prepared dossiers that document and evaluate the accomplishments of each candidate measured relative to the duties of each individual as enumerated in their position description.

let’s look at some example PDs...
The P&T Dossier

Elements entirely under your control:
• Candidate’s Statement + Vita

Elements not entirely under your control:
• 6-8 External Review letters (see the sample request letter)
• Student Committee letter
• Peer teaching evaluation letter
• School P&T committee letter*
• School Head letter*
• COE Faculty Status Committee letter*
• Dean’s letter*

* requires a formal recommendation in favor of or against promotion and tenure

September 26, 2017
The Candidate’s Statement

A Candidate’s Statement is a 3-page narrative that:

• lays out your mission,
• identifies the goals (major milestones) that you need to meet in order to accomplish your mission, and
• describes the achievement (evidence) demonstrating that you are in fact meeting those goals, i.e., showing you are in fact completing the steps necessary to meet your goals.
Developing Your Candidate’s Statement

Step 1: What is your mission?
  • Think Big! *(see the examples provided)*

Step 2: What goals must be met?
  • Think in terms of specific, measurable, realistic milestones that must be reached in order to accomplish your mission.

Step 3: How will you secure what you need?
  • Think about what steps you will need to take in order to meet any particular goal.

*How might you integrate inclusive, equitable, and just practices along the way?*