

Appendix D: Faculty Status

Interviewed: Cheryl Middleton, Faculty Status Committee

Interviewer: Jane Nichols, Member, Committee on Committees

Date of Interview: Not Known

Responses/Discussion of the assessment guide questions:

1. Yes, the Standing Rules clearly reflect the Faculty Status Committee's work, and the co-chair does not foresee changes at this time. In the past, the Committee looked at being part of the Faculty Economic Welfare and Retirement Committee, but concluded that the work calls for a separate committee so it can effectively focus on academic freedom, shared governance, and appointments (and other concerns as outlined in the Standing Rules). The current process where the Faculty Status partners or collaborates with other committees, as needed, meets this need.
2. Yes, the Committee's actions and functions as discussed in the annual reports align with the Standing Rules. For example, this year they looked at the growth of administrative vs. faculty positions at OSU and continued work on the fixed-term faculty survey.
3. The Committee's annual reports reflect its work and issues that have come before it. They follow up as needed, and take appropriate actions and initiatives as discussed in the reports. An example, in addition to the one cited above, is their efforts to implement the New Senior Instructor II and Professor of Practice Positions.
4. This committee has not had student members, although the committee would welcome a student member. Thus far, student membership seems relevant only if, for example, a graduate student was interested in learning about faculty governance and higher education administration.
5. For the phase ending in 2013, this committee has supported Goal 2: Provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant universities in the country. This committee works to ensure that faculty rights are protected by addressing concerns about "policies and processes relevant to academic freedom, shared governance, appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, termination, and procedures for review, appeals, and other grievances associated with employment." When faculty concerns in these areas are addressed, a positive working environment is fostered. In turn, this supports faculty as they create an excellent teaching and learning environment for student success.
6. By paying attention to issues being raised and changes needed in policies and procedures that govern faculty, this committee adds value to the university and to faculty governance. The committee's work to address inequities, such as gaps that came about as a result of University or other changes, and to address outdated policies, keeps the University on par with higher education.

The committee further promotes faculty governance by both identifying and addressing issues related to faculty status and offers a way to bring issues to the whole Faculty Senate, as well as collaborates with other Faculty Senate committees to address these issues. A current example is the work the committee has been undertaking on non-tenure track faculty recommendations.

This committee benefits from passionate, committed members and strong leadership—all who care about the issues that come before them.

7. Not applicable, the committee adds value.
8. Yes, from the perspective that the Faculty Status Committee works to create equitable and fair policies for faculty to operate in. Moreover the committee gives all faculty; including teaching and research faculty, professional faculty, instructors, courtesy appointees and adjuncts, a voice for bringing up issues. Any faculty can communicate directly with the committee or through the Faculty Senate President about a Faculty Status policy concern and this committee will learn how other institutions

approach similar issues and indicate where OSU's/OUS's policies differ and offer recommendations for changes.