

## Results

### CFAES Survey of Junior Faculty, Instructors, and Lecturers

A total of 194 individuals were identified as assistant professor (clinical and tenure-track), associated faculty, lecturers, or instructors within the OSU HR data base. The survey was designed to gather information on the experience of junior faculty and affiliated positions and consisted of Likert-type questions and open ended questions. Out of the 194 e-mail invitees, 105 started the survey and 99 responded to all items on the survey.

The majority of those who responded identified as assistant professor, tenure-track. The next highest category was lecturer followed by instructor, assistant professor, clinical and associated faculty. Years of service ranged from less than one year to 39 years. The average years of service is 8.20.

*Frequency Table Position Title*

	Frequency	Percent	Valid Percent	Cumulative Percent
Assistant Professor, Tenure Track	58	55.8	56.3	56.3
Assistant Professor, Clinical	6	5.8	5.8	62.1
Lecturer	26	25.0	25.2	87.4
Affiliated Faculty	3	2.9	2.9	90.3
Instructor	10	9.6	9.7	100.0
Total	103	99.0	100.0	
Missing System	1	1.0		
Total	104	100.0		

*Table 1 Title of respondents*

### Respondent Demographics

Demographic questions asked individuals to identify their (if they felt comfortable) race/ethnicity; sex; sexual orientation, and whether they identified as a person with a disability. Demographic questions help in determining aspects of diversity within junior

faculty and affiliated positions. The majority of respondents, (across all positions) indicated that they do not identify as an individual with a disability. The majority of respondents identified as heterosexual with approximately 7% identifying as sexual minority (gay, lesbian, bisexual, pansexual) 11% preferred not to answer.

*Frequency Table Sex*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	45	43.3	47.4	47.4
	Female	42	40.4	44.2	91.6
	Prefer not to answer	8	7.7	8.4	100.0
	Total	95	91.3	100.0	
Missing	System	9	8.7		
Total		104	100.0		

*Table 2 Sex of respondents*

*Frequency Table Race/Ethnicity*

		Frequency	Percent	Valid Percent	Cumulative Percent
	African American/Black	1	1.0	1.1	1.1
	African	1	1.0	1.1	2.2
	Asian American	6	5.8	6.5	8.7
	Latinx/Hispanic	8	7.7	8.7	17.4
	White/Caucasian	66	63.5	71.7	89.1
	Prefer not to answer	10	9.6	10.9	100.0
	Total	92	88.5	100.0	
Missing	System	12	11.5		
Total		104	100.0		

*Table 3 Race/ethnicity of respondents*

The survey was designed with display logic based on how individuals responded to the question about position. Those respondents who indicated assistant professor, tenure track were asked questions related to promotion and tenure while those who responded differently did not have questions on promotion and tenure. All were asked questions

related to perceived support within the department or unit with regard to being successful in their position as well as opportunities for professional development and mentoring.

The following section provides an overview of responses based on how individuals identified by position. With regard to being provided with clear expectations from the department chair related to promotion and tenure the majority of respondents who identified as assistant professor, tenure-track indicated that they received clear expectations from the department chair regarding promotion and tenure.

*Frequency Table Clear expectations from department chair about P & T*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	13.5	25.9	25.9
	Agree	23	22.1	42.6	68.5
	Disagree	14	13.5	25.9	94.4
	Strongly Disagree	3	2.9	5.6	100.0
	Total	54	51.9	100.0	
Missing	System	50	48.1		
Total		104	100.0		

*Table 4 Received clear expectations for P & T from department chair*

For those who are not on the tenure-track they were asked about receiving clear expectations from the department chair on being successful in their role within the department. Eighty percent of those who responded indicated that they felt they were given clear expectations by the department chair on how to be successful.

*Frequency Table Clear expectations from department chair for overall success*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	11.5	27.3	27.3
	Agree	23	22.1	52.3	79.5
	Disagree	8	7.7	18.2	97.7
	Strongly Disagree	1	1.0	2.3	100.0
	Total	44	42.3	100.0	
Missing	System	60	57.7		
Total		104	100.0		

*Table 5 Received clear expectations from department chair for overall success non-tenure*

Those who identified being on the tenure-track were asked about opportunities to engage with senior faculty regarding promotion and tenure within the department. A significant majority, 88.9% indicated that they have the opportunity to engage with senior faculty within their department.

*Frequency Table Engagement with senior faculty about P & T within department*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	13.5	25.9	25.9
	Agree	34	32.7	63.0	88.9
	Disagree	6	5.8	11.1	100.0
	Total	54	51.9	100.0	
Missing	System	50	48.1		
Total		104	100.0		

*Table 6 Opportunity to engage with senior faculty regarding P & T*

For those respondents who are not in tenure-track positions they were asked about opportunities to engage with senior faculty on how to be successful in the department. Seventy-three percent indicated that they agreed to having access to senior faculty for the purpose of discussing success strategies.

*Frequency Table Engagement with senior faculty regarding overall success*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	9.6	22.7	22.7
	Agree	22	21.2	50.0	72.7
	Disagree	10	9.6	22.7	95.5
	Strongly Disagree	2	1.9	4.5	100.0
	Total	44	42.3	100.0	
Missing	System	60	57.7		
Total		104	100.0		

*Table 7 Opportunity to engage with senior staff on overall success*

All respondents were asked about their perception of access to resources to be successful in their role within the college. Ninety-six percent agreed that since starting in CFAES they had access to resources to aid in their success.

*Frequency Table Access to Resources*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	20	19.2	19.8	19.8
	Agree	77	74.0	76.2	96.0
	Disagree	4	3.8	4.0	100.0
	Total	101	97.1	100.0	
Missing	System	3	2.9		
Total		104	100.0		

*Table 8 Access to resources to aid in success*

All respondents were asked about perceived access to and support of professional development. Seventy-seven percent indicated agreement regarding access to and support for professional development.

*Frequency Table Access to professional development*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	17	16.3	17.9	17.9
	Agree	56	53.8	58.9	76.8
	Disagree	17	16.3	17.9	94.7
	Strongly Disagree	5	4.8	5.3	100.0
	Total	95	91.3	100.0	
Missing	System	9	8.7		
Total		104	100.0		

*Table 9 Access to professional development opportunities*

The final Likert-type question asked if the department had a mentoring program or structure that was effective. Forty-six percent indicated disagreement regarding a mentoring program or structure.

*Frequency Table Mentoring program*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	17	16.3	18.1	18.1
	Agree	29	27.9	30.9	48.9
	Disagree	34	32.7	36.2	85.1
	Strongly Disagree	14	13.5	14.9	100.0
	Total	94	90.4	100.0	
Missing	System	10	9.6		
Total		104	100.0		

*Table 10 Does the department have a mentoring program*

In addition to the Likert-type questions there were three open ended questions.

1. What additional resources do you need to be successful as you engage in the promotion and tenure process.
2. How can the Dean's office best support junior faculty?
3. Please share anything else that you would like regarding your experience in your department as a junior faculty.

Broad themes from each open ended question are provided below. Full responses for each theme are included in the appendix.

The themes are not listed in order of importance.

- Onboarding for new faculty
  - Many of the respondents indicated the need to have information important to getting started as a new faculty member. Examples include policy and procedures, working with fiscal, ordering, Carmen requirements for getting IDs, how to reserve meeting space and what training was essential.
- Promotion and tenure process
  - Although a majority indicated receiving explicit direction on promotion and tenure there were numerous comments related to needing additional information that was not readily available.
- Mentoring
  - Although a majority of respondents indicated that their department had a mentoring or formal structure to assist junior faculty many comments indicated that there is a sense of inconsistency regarding mentoring across departments.
- Desire for collaboration, engagement, and connectedness
- Technology, lab and teaching space
- Access to and support of graduate students
- Positive supports (compliments to the department and or college in supporting new faculty)

- Communication from college leadership and funding
- Departmental leadership
- Compensation, appreciation, and professional development
- Other-statements that did not neatly fit under one of the other themes

# Appendix A

The following are responses taken as written in the survey and **have not been altered**.

**Mentoring:**

- Again, I think a structured mentorship program for junior faculty would be a great help, especially a program that partnered junior and senior faculty across the college. My experience will be very different from that of someone in a different department, and I'd appreciate the opportunity to have an outside perspective on my role and activities.
- Establish a more structured mentoring process so that junior faculty can meet senior faculty outside of their department. Especially as a woman, I would like to be able to network with others who have been successful navigating the promotion and tenure process.
- Definitely pair them with a caring tenured faculty member. (Caring is key.) Also continue seminars, etc detailing "how" to be successful... and specifically detailing "what" is required (not just in the Guidelines... but what those guidelines REALLY mean to the committee. You could also pair them with a 4th year (who has an 8-0 vote)... who could peer-guide them a bit. (another point of contact / real life experience)
- Definitely have a mentoring program.
- I feel very strongly that a mentoring program for junior faculty is needed in the college. Although I have attended a number of sessions on promotion and tenure, you find that with teaching, research and scholarly activities, one does get bombarded at times, hence, it is easy to lose sight of the information you acquired from a few sessions. So, having someone who has been through the process (preferably from a field that is somewhat related to the junior faculty's) would certainly offer a repository of support, guidance and direction amid the 'chaos'.
- Help establish a formal mentoring program.

- Formal mentoring of junior faculty. Better explanation of requirements and demands. Lighter teaching loads if expectations are kept the same.
- (1) Peer mentoring meetings for CFAES faculty-staff (coordinated by SAC?).
- A structured mentoring program in the department or college would be a great resource. I have informal mentors in the department and great relationships with senior faculty in the department and college, but I think a more formalized mentoring structure would be helpful.
- Mentoring by someone at Assoc. Professor or higher would have been welcomed in my career.
- There is no formal mentoring process. If it was not for the efforts above and beyond what is required for a few individuals I would be years behind in the process.
- To be mentored by multiple senior faculty members
- We also have no formal mentoring process for junior faculty. You can see out this type of mentor within the division but its on you to initiate and then the mentor may not have given much thought to how to guide junior faculty members toward success.

### **Onboarding**

- The on boarding process or to be more exact the lack there of a process and introducing us to procedures, campus and how to do things here has been baptism by fire
- It would be great to have a handbook, either paper or on line, that would give clear instructions on things like setting up the class in Carmen, posting final grades, requirements for getting IDs, reserving spaces larger than the classroom when needed, getting OSU internet service, setting up parking, and etc. I know

that some of these things can be found on line, but it would be nice if they were consolidated into a new instructor handbook.

- For example, a check list of what I have to do as a new faculty was inexistent, I did not know which trainings I needed to take, which documents I needed to prepare, which projects I had to prepare (e.g. Hatch project) or even what the acronyms of our college mean. I understand that it may be from a departmental dominion but perhaps, from the college some things may be push forward
- Depending on the subject mater you have to do a lot of digging on your own to find current and useful information.
- The only thing I found challenging at all was the lack of orientation for someone in the lecturer role my first year. I navigated it well, I think but I would have liked to have been oriented to the University and the College.
- When I started in September, I didn't have a meeting with my dept chair until early the next year. And even in that meeting I was not told about the P&T documents, the importance of putting information into RiV, I was not told about EEETs, peer-teaching evaluations, etc. I was not told that there was a difference in timing of when performance review occurred (June-May) with my supervisor and when annual reviews (Jan-Dec) occurred with my dept chair. I was not aware that Sept-Dec of that year constituted my first P&T year. (Not) Having the appropriate # of EEETs and peer-teaching evals may impact my P&T process. I had disengaged mentors/coaches my first two years; guidelines for those folks' roles are not clear. The mentor I have now is great. The mentoring system is only as good as the mentor.
- But it would have been nice to have expectations clearly outlined at the start so I can know what I need to be aiming for. I feel like I'm doing a lot of stumbling around in the dark and accidentally finding information I need to know.

- It will be useful to understand more the structure of the university and the college and know who does what. I think at the departmental level it is somehow clear who do you go with questions about human resources or finances or teaching. And though there are many different trainings that one can attend to learn this it will be nice to have a quick reference or quick guide for this at the beginning. Maybe there is an effect of so many different transitions in the administration, particularly at the college level
- The handbook listed above would be great.
- Roles, Expectations, Resources could be provided in written form. Don't misunderstand me. I thoroughly enjoy my teaching experience here.
- (2) Suggested guidelines (NOT POLICY) from CFAES to departments. There needs to be a communication structure/hierarchy, but these should be thought put into how issues will be resolved. If all issues have to go through a single person (e.g. Department chair, dept academic affairs chair), things get back logged. What are the procedures for addressing concerns?
- These might be comments directed more at the University at large, but I found orientation into Ohio State very frustrating. There are so many things new faculty have to learn, but no central place to find help/ resources on these topics-- aside from asking for help from department admin staff. I think there could be much better resources devoted to orient faculty to get up to speed on some of the key services, such as PI portal, erequests and purchasing dos and don'ts, etravel, hiring guidelines, etc. These would be great resources to compile (if they already exist) and give to new faculty coming in. I am based in Wooster, so just stopping by someone's office was often not an option for me.
- Provide some type of onboarding!

## Promotion and Tenure

- Not much guidance is provided as to expectations, or feedback on teaching effectiveness. (also goes with onboarding)
- Our tenure and promotion process is very unclear.
- I realize that evaluation of faculty for tenure is sometimes more of an art than a science, and that concrete guidance might be unhelpful, but I would like to see greater clarity on what the profiles of successful tenure applications look like. That might include data on number of papers published, publication rates, grant capture success and teaching performance. Such data could be collated anonymously but would, I think, provide us with greater clarity as to whether we're on the right track. We will apparently be paired with a case-manager for our tenure review but our School lacks a formal mentoring process. I would like to see that developed.
- Training and support for transferring data from RIV to Vitae and entering/recording dossier material in Vitae. Although probably most importantly is clarification and/or a final decision on the platform for entering dossier material that stays in place for longer than 1-2 years.
- Also, at least as starting faculty, I think the expectations are not that clear yet. Maybe it is that I have not been long enough to figure those things out. It could also be the nature of the department where faculty have different type of appointments, and the process is somehow personalized. Though this is good, in terms that evaluations are probably fair and will probably put different weight in different aspects of scholarship for each person, it makes it hard for a new faculty to try to find the right balance. I
- We do not know any clear expectations from the department and college for the promotion and tenure. I understand that there is no clear role or standards for this, but it would be better for us to know any general expectations.

- Access to example documents. Formulation of a professional development and achievement plan with input from superiors/evaluators.
- Although my department has been very supportive, there are no central (College or University) guidelines that provide clear instruction about what is required/ not required, especially in regards to the narrative fields and extension. This lack of clarity has collectively resulted in many hours of unnecessary and wasted time by myself and senior faculty in my department. , The 'just ask other faculty that recently went up for review to see their dossier' needs to be seriously addressed. Providing guidance here would be a great first step.
- Direct support with RIV and developing the Vita for promotion. Staff assigned to assist in these endeavors would be a big help.
- Clear guidelines on expectations for Promotion and Tenure. Substantial information on expectations in respect to teaching, research and extension. Not relying on words like "scholarly" to explain the P&T process
- A more "standardized" process! OSU Extension has long had a promotion and tenure process completely unlike any other department in the College, and it's been a moving target with substantive changes occurring almost annually. Also, it would be very helpful if our promotion packets were evaluated by Extension personnel who actually have some knowledge of the work they are evaluating. For example, 4-H educators should not be evaluating AgNR educators and vice versa.
- Clear guidance. Leadership in my unit is lacking and my tenure document is vague. I would love to have a minimal checklist so I'm confident I'm at least hitting the bare minimums required of me.
- More direct interaction with department P&T committees and mentors/coaches to help ensure consistency of expectations.

- The P&T committee make up at the time of my first year review had a couple of strong personalities that, I have heard, sought to "send a strong message" - the letter they crafted was heavy on criticism, not at all constructive, and barely supportive. It had a negative impact and left me feeling disenfranchised and disheartened. The composition of the committee has since changed, and this year's letter was supportive, encouraging, and appropriate in delivering constructive feedback - honest assessment that didn't feel like punitive criticism.
- Our tenure and promotion process is very unclear. I also feel that several of the members of the P&T committee are more concerned about making superficial editorial comments of the dossier rather than providing substantive and strategic feedback for how to build successful teaching, research and outreach programs.
- Everything from our evaluations to promotion and tenure involves Extension personnel who do not work in each others program areas. This translates into people standing in judgment with little to no knowledge of what others are actually doing. One size does not fit all in Extension! It would be very helpful and productive if we returned to a support system where those who share program expertise are involved with annual evaluations as well as the promotion and tenure process
- I realize that evaluation of faculty for tenure is sometimes more of an art than a science, and that concrete guidance might be unhelpful, but I would like to see greater clarity on what the profiles of successful tenure applications look like. That might include data on number of papers published, publication rates, grant capture success and teaching performance. Such data could be collated anonymously but would, I think, provide us with greater clarity as to whether we're on the right track. We will apparently be paired with a case-manager for our tenure review but our School lacks a formal mentoring process. I would like to see that developed.

- Training and support for transferring data from RIV to Vitae and entering/recording dossier material in Vitae. Although probably most importantly is clarification and/or a final decision on the platform for entering dossier material that stays in place for longer than 1-2 years.
- Also, at least as starting faculty, I think the expectations are not that clear yet. Maybe it is that I have not been long enough to figure those things out. It could also be the nature of the department where faculty have different type of appointments, and the process is somehow personalized. Though this is good, in terms that evaluations are probably fair and will probably put different weight in different aspects of scholarship for each person, it makes it hard for a new faculty to try to find the right balance
- We do not know any clear expectations from the department and college for the promotion and tenure. I understand that there is no clear role or standards for this, but it would be better for us to know any general expectations.
- Access to example documents. Formulation of a professional development and achievement plan with input from superiors/evaluators.
- Overall, my experience with the college has been very positive and supportive. After just going through 4th year review, I am dumbfounded by the lack of guidance by the University and CFAES regarding what is needed in one's dossier. Although my department has been very supportive, there are no central (College or University) guidelines that provide clear instruction about what is required/ not required, especially in regards to the narrative fields and extension. This lack of clarity has collectively resulted in many hours of unnecessary and wasted time by myself and senior faculty in my department. , The 'just ask other faculty that recently went up for review to see their dossier' needs to be seriously addressed. Providing guidance here would be a great first step.

- Direct support with RIV and developing the Vita for promotion. Staff assigned to assist in these endeavors would be a big help.
- Clear guidelines on expectations for Promotion and Tenure. Substantial information on expectations in respect to teaching, research and extension. Not relying on words like "scholarly" to explain the P&T process
- The logistics of the tenure process is clear though actual expectations in productivity/output are less so.
- A more "standardized" process! OSU Extension has long had a promotion and tenure process completely unlike any other department in the College, and it's been a moving target with substantive changes occurring almost annually. Also, it would be very helpful if our promotion packets were evaluated by Extension personnel who actually have some knowledge of the work they are evaluating. For example, 4-H educators should not be evaluating AgNR educators and vice versa.
- Clear guidance. Leadership in my unit is lacking and my tenure document is vague. I would love to have a minimal checklist so I'm confident I'm at least hitting the bare minimums required of me.
- We (my Extension department) were offered numerous trainings, seminars, coaching, during our 6-year P&T process. These were generally very helpful. The main disconnect: variation on what the committee saw as "required" from year to year. This were generally small items: e.g., "what" constitutes a creative work (definition would change some years). or "what" constituted "curriculum" (again, seemed like a moving target at times). BUT overall, I had a lot of support.
- More direct interaction with department P&T committees and mentors/coaches to help ensure consistency of expectations.

- Opportunities for junior faculty to apply for funding to support a teaching release within their final year before going up for tenure
- Better definitions of what is expected for outreach and extension portions of tenure requirements.
- I think that at SENR there's a lot of centralization in the promotion and tenure committee in the chair of the committee, who has an inordinate amount of power in deciding about when individual dossiers are ready to be submitted for promotion and tenure. I think decisions in this body should be made in more of a collegiate manner. This is not an attack on the person who chairs the committee. She is really good with junior faculty, but she acts almost as the lone referee when reviewing the dossiers earlier in the process.
- Senior faculty do not guide us in general, however they will decide in our tenure decision. Most of the new hires had to take responsibility of teaching within the first semester of arrival, which does not help to establish a research program, despite the appointment is 80 % research and 20 % teaching.
- Clear goals for tenure and promotion. This strongly applies to outreach and extension expectations. Maybe designate someone as outreach and extension head and have them meet with new faculty members to come up with a game plan of what needs there are to fill and what can be done. At minimum get the new faculty on outreach and extension radars put them on listservs, etc.

### **Collaboration/Engagement/Connectedness**

- It would be nice to have more collaboration with senior faculty who would view it as a team effort instead of a threat.
- Opportunities to meet senior faculty across the college and university that could be potential collaborators.

- Provide monthly events to encourage collaboration with other junior faculty, and possibly college specific training (some of this already exists).
- Continue to share grant, extension, etc. opportunities.
- It would be nice if senior administration in the College made greater efforts to visit with junior faculty. Giving us a platform to promote our research, teaching and vision to those higher up would be welcome
- Opportunities for junior faculty to apply for funding to support a teaching release within their final year before going up for tenure. Leadership training opportunities.
- I think, the Dean's office will help junior faculty immensely making sure that the opportunities to get better acquainted with CFAES are equally available for all junior faculty in the OSU campuses. Also, that those resources are focused in helping us to understand how a good faculty citizen of our college should be, from the college perspective.
- Provide more opportunities to highlight the work junior faculty are doing, and help ensure the SEEDS grants support junior faculty.
- A teaching community or support for lecturers not on tenure track.
- Maybe it is an good idea to encourage senior faculty members to give opportunities to junior faculty members at university or college level, like suggested by Dr. David Allis in his article "On being an advisor to today's junior scientists" published in PNAS earlier this year.
- By working to create more widespread cross-pollination between departments; particularly between Extension and other departments. There was once a strong move for Extension educators to become involved with other departments through courtesy appointments. This has completely disappeared from our radar. I believe such appointments would provide more opportunities for Extension

educators to become involved with outreach efforts across departments and for faculty in other departments to become involved with Extension.

- While I feel very supported by my colleagues, many junior faculty in my school have a disproportionately high service load relative to many other junior colleagues I have interacted with across the university. Policies to either protect faculty from excessive service or resources to allow them to regain the time needed to stay on track with teaching and research would be a nice improvement.
- Stability and transparency.
- I am a Wooster faculty, and the interaction with colleagues in the main campus is essential. I think that it may be worth it to explore the possibility of having a shuttle between Wooster and Columbus. The cost of parking for students in main campus is really high. Staying is not really affordable for many people. The driving is tiring at times, and in some cases convincing colleagues to come to Wooster is not that easy given the commitments that colleagues have with undergraduates. Cornell University has a daily shuttle service between Ithaca campus and the Geneva experimental station that is almost at a similar distance of that between Wooster and Columbus. It is really convenient for faculty, students and USDA scientist. people in the shuttle may review papers, finish presentations or even rest. It may be more productive than the driving. Perhaps, a comprehensive training of how to use our intercampus communication equipment would be useful, I have learned on the road.
- Faculty governance is important, but there is a clear disconnect among faculty and staff. I do not believe the issue is intentional, and could be resolved with COMMUNICATION (expectations, changes in policy/protocol, timely responses/action to student related issues, etc.).
- It is hard to deny a senior faculty's request to be the co-corresponding author when the faculty member did collaborate with you but did not do that much work. I

wanted to keep good relationship and peaceful atmosphere in the department. However, after four years as an Assistant Professor, I am suggested by many people inside and outside of OSU to be more independent because most of my publications with two co-corresponding authors.

- I was very clear about who I was a scientist when I interviewed and now feel that is not at all what was wanted here. I am not a traditionally trained animal scientist and I have been told many times that is who I need to be if I am going to survive here. First, I don't want to just survive, I want to thrive here. Second, while I may not have trained as a traditional animal scientist I have learned since coming here that I can speak in that world effectively. With a little time and any type of role models I know I can grow in that area too. But, it is very difficult to come to work everyday and have people point out what you lack instead of helping you grow. I can say without a doubt this has been one of the most challenging experiences I have ever had to deal with, and while I never expected easy, I also never expected to feel like I do not belong here.
- Being in Wooster is very isolating. Everything is set up for Columbus and the branch campuses are an afterthought. It's very frustrating to want to go to meetings and lectures only to find out they're in Columbus at 8AM with no ability to teleconference. There's a lot more internal conflict than I was expecting. Being here for less than a year it seems like people expect you to take sides in major department conflicts (such as voting out the department head).
- I've had an unusual position in an emerging field (religion and ecology), so few colleagues share my particular focus or interests, though I have a lot of overlap with others in several areas. But because my focus has not been mainstream or typical, my role continues to be creative and emerging. I have recently realized that I should probably create an advisory team for my religion-environment focus, so that I can gain additional peer support.

- I feel as if the divide between tenured faculty and others has greatly grown since I have been in this position. I have asked for mentoring and been told our faculty is not structured in such a way as to facilitate this.

### **Positive Supports**

- The monthly seminar series was very helpful and I think worthwhile. The workshops on grant writing, teaching and related areas are also very helpful.
- More events like the first Tuesday and have successful professors share their experiences with junior faculties.
- In my experience, the department and colleagues are very supportive
- A fantastic resource are the first Mondays/Tuesdays initiative. It is a really valuable resource that encourage to our college to continue. I have learned many things through those meetings
- Overall I've felt very welcomed by a lot of faculty and staff in the department and people have been helpful and willing to answer questions and offer advice. There's just been a lot of times where I feel like I don't know what questions to ask or who to address them to.
- It is a fun experience
- My TIU is wonderful - full of excellent and supportive faculty who truly seek to help out others.
- I think my department has a very good culture of engaging junior faculty in different activities with senior faculty members that help a lot. Mentoring committee is great, and departmental chair and associate chair are always on top of things, and willing to help as needed. Thus, I have very positive experience being part of the department, and enjoy being here.

- While I am new to OSU, I do not, given my tenure in academics as a faculty member in two previous institutions, consider myself a junior faculty member. I appreciate the opportunity and encouragement to respond as a term contract lecturer. What I can say is that my department chair, program director and colleagues have been supportive and welcoming. Questions are for the most part, answered quickly when I have them. Colleagues take the time to let me know they value my new role in the unit and my chair has been extremely supportive in every way.
- The First Monday/ Tuesday program is fantastic. I find it is incredibly helpful and a great avenue for asking questions when I do not know who the right person to ask would be.
- These few months have been great in the Department. It seems people are collaborating and working well with each other. It also seems that communication is good and open. Senior faculty appear to be open for conversation and for helping when one has questions.
- I am glad that I am one of only a few that have recently been hired. The low turnover has been encouraging.
- The grant development office is incredibly useful and helpful
  - I think that we strongly need additional people in the grant support unit. It is a wonderful resource but it is clear that may be insufficient for the the number of faculty that we are.
- I am enjoying my position at a junior faculty member very much and since I did my Ph.D. and was staff at OSU, I have a lot of experience with the OSU system, giving me a leg up
- I appreciate the OSU Extension P&T Committee providing an annual review with valuable critical feedback. It helps prepare the candidate for the 4th and 6th year dossier submissions.

- My experiences have been positive. RIV mentors and coaches have all been helpful.
- So far it seems good, as it has provided some opportunities for training and to start thinking about promotion and tenure, but also other aspects of scholarship. It would be nice if more new faculty attended these events, in order to promote more interactions with faculty. It might be good to have more opportunity to talk to each other (the new faculty) and not only discuss about our research and teaching, but also about some of our challenges and how each of us is approaching this.
- Workshops are always good and have been helpful
- I really appreciate the support from my department. Probably, our department support for junior faculty is OK compared to other departments.
- Resources are not a limiting factor.
- I really appreciate the support from my department. Probably, our department support for junior faculty is OK compared to other departments.
- I enjoy my job. I really wish that lecturers had the same rights (i.e. voting rights) as tenure-track faculty though

## Technology/Lab/Teaching Space

- There are not enough tools for video classrooms teaching, what makes our time to go to teach very inefficient (teach 55 min, drive at least 3 hours)
- More lab space and Phytotron resources
- Improved technology resources. Why aren't we switched to Windows 10 yet? It hinders ability to purchase some types of computers that we could really use. Better video link options for faculty that need to teach from Wooster, especially classes taught outside of CFAES buildings.
- A software system that works well. RiV has been a punishment--too onerous and time consuming, filled with bugs, not intuitive, and asking ambiguous/impossible questions. Given the issues with the new system, I am really not looking forward to dealing with it.
- Facilities for research and shared lab space have been difficult at best; although there has been recent progress in the area of facilities. I want to make sure it is known that I do not have a fund to repair or maintain what has been put into place in Wooster.
- Additionally, video linked rooms from Columbus to Wooster are either lacking or have technical difficulties. I have experienced both.
- Shared lab space can either be great or not great and I have experienced the latter. The person I am assigned to share a lab with and I are very different scientist and people, which I respect, but figuring out how to grow in the environment has not been a productive use of my time and avoiding the environment is also not useful.
- A particular issue that I want to address is respect the centralization of computing resources. I understand that today we need to make sure that the university data has to be well protected. However, in many cases faculty needs

are not even addressed by IT department. For example, if I want to acquire a High Performance Computing (HPC) equipment to address my current and future needs of data processing "in house" and hooked to OSU network to not depend of the Ohio Super Computer Center (OSC), well... it is not impossible, but complex. (I have heard that a colleague in SENR prefers to do analyses outside of OSU just to be productive). With genomics the production of data is astronomical (well, maybe better called genomics) and it requires infrastructure for processing and storage. Today, simple I do not see a synergy (in our college) between IT and Faculty to join efforts and have HPC beyond OSC, mostly used by Chemistry and Mathematics departments. This lack of synergy maybe the result of several factors, perhaps the main one is the lack of communication and understanding among actors, and our college may work as a mediator. Even MCIC has issues to connect already acquired equipment. I see that MCIC maybe the focal point in our college to have a synergy and build infrastructure needed, additional computing power, data storage, construction of capabilities and human resources in current techniques. It would help our college to excel.

- More facilities to carry out the research.
- My lab space if being moved after a little over 1 year. I kind of see it being moved again within the next 5 years. Neither of these moves are an ideal situation for me to run a functional lab and achieve what I feel is required for tenure.
- Lobby for a better E-mail program. Coming from an institution that uses Google for their E-mail needs I can say that Outlook stinks. I'm constantly losing messages and it's a daily fight to keep my inbox under the size limit so I can continue to use it.
- Planning and transparency. Don't give faculty space you know will be taken away in 1-2 years. We know space is an issue at every university but don't make vague space promises to new faculty to recruit them then take it away. Lab set ups takes months to create functional labs with space specific SOPs and safety procedures.

Every time you move us we have to do all those forms over again on top of weeks packing and unpacking. Having access to all available graduate classes in Wooster so that our students don't need to spend an entire year in Columbus taking classes would be nice too.

## **Students**

- It is not my specific case, but from other junior faculty colleagues I have heard that attracting graduate students is really complicated. In the department we are evaluating to have a recruitment event; however, that has some costs. Perhaps, from the college level some help may be provided.
- Information on student assistantship, scholarship, fellowship. Information about faculty center and other resources related with reserach and outreach.
- Funding for students. Major improvements in facilities, most are terribly outdated and or in bad condition
- Cheaper access to grad students. faster and easier way to order products. Less time in administrative things (paperwork)
- However, still in reality it is very difficult to support one student with one grant (not possible even with some of federal grants) because salary and tuition are too expensive. It means that if I want to have one student, I have to have 2-3 grants to support the one student for 2 or 3 years. Then, one student may need to have 2-3 projects to do. However, most students do not want to have multiple projects. Then, the problem is that there is no one to conduct the other projects. I have been doing experiments by myself but do not have time to do anymore..
- Another problem in Wooster is that graduate students usually stay in Columbus in the first year to finish the course work and do their research in Wooster from the second year. However, for MS students, 1 year for research is not enough to finish the research.

- Also, if I have a industry grant, the project usually needs to start very soon when it is awarded. When awarded and if I hire a student for the project, the student is not available the first year because he/she will be staying in Columbus for coursework. If I ask the sponsor to start the project one year later, they won't approve it. Therefore, I think we really need a good class system that students can take in Wooster. We have 2-3 classes rooms but those are not enough.
- Access to and funding for graduate students to help support my 30% research appointment.
- Wooster needs good designated graduate housing and a functional fitness center. We need to make facilities on par with offerings at Columbus (on a much smaller scale of course). Would love to see Wooster work with an outside developer to construct a graduate apartment housing complex with campus fitness facilities.

### **Communication from College Leadership and Funding**

- To be honest, I'm not sure what I should be expecting from the Dean's office. I attended one of the "First Tuesday" events and found it to be incredibly frustrating - it assumed a huge amount of prior knowledge I didn't have about details related to P&T and record-keeping and was absolutely not geared to be helpful to new faculty.
- Keep us informed
- I would appreciate better communication of what the Dean views as the new priorities for the College. So far I have received only forwarded syntheses that were originally targeting external audiences (stakeholders) and were necessarily narrow in focus. Unless I have missed it, I have not seen an internal communication of the directions the Dean sees as important, even though she has been here for a while now.
- I think that the Dean's office can help lecturers by emphasizing the importance of teaching within the college.

- I am not sure what are the dean's office responsibilities, and how I will get support. There is a lack of communication (too many newsletter, but not direct communication). very little input from ourselves in any type of decisions making process
  - Funding
    - Create more internal funding programs exclusively for junior faculty
    - Keep investing in infrastructure. If a department doesn't have enough room to fit all of their faculty build them more space or don't hire more faculty.
    - Wooster needs good designated graduate housing and a functional fitness center. We need to make facilities on par with offerings at Columbus (on a much smaller scale of course). Would love to see Wooster work with an outside developer to construct a graduate apartment housing complex with campus fitness facilities.
    - A small grant for lecturers only?

### **Departmental Leadership**

- Allowing Lecturer's to sign contracts earlier would reduce the stress on these individuals and allow them to better prepare for their teaching requirements.
- As a Lecturer, my department has not followed through with peer evaluations because I am not working toward tenure. Now that there are 3 lecturers in the department we have our own support
- There needs to be continuity in Departmental Leadership for the next several years. We have several faculty hires that desperately need to be made, in addition to multiple retirements that will happen with older faculty in the near future. We need clear leadership from a Chair who is interested in being the Chair, and has the time and focus to complete these searches. We need a Chair to provide

leadership in terms of facility improvements and construction of new animal facilities that are needed to replace barns that are literally falling down. This facility planning process needs to be open to the PIs that will be using the facilities for teaching and research, as the buildings should be built with animal care in mind as well as to meet industry standards. These facilities should NOT be planned without the input and advice from agricultural architects and engineers. There needs to be clear decision making in terms of who is supervising farm managers and holding them accountable to doing their jobs. This Department has been asleep at the wheel in terms of direct supervision of farm management and placing consequences on them for failing to provide proper animal care, record keeping, husbandry, etc. A decision needs to be made on the financial costs (feed costs) of research projects that will be passed down to PIs. There is too much confusion as to the direction of this issue. This should be done in an equitable and fair manner for ALL species if implemented.

- We have no leadership in our department and the desire to change is non-existent. We have based our ability to function as an exclusive department by allowing senior faculty to be the only voice in the decisions being made that impact the department. There is not the desire or interest for every voice to be heard
- My experience has been somewhat chaotic with regard to department expectations, considering our department has been lead by three different individuals in the 3 full years I've been employed. That being said, I've appreciated the support each has provided and am confident that our current department chair will help me navigate the P&T process over the next few years.
- Again, I can only respond from my perspective as a lecturer on a renewable term contract here. I found the opportunity to participate in the Price Chair TLA grant process to be empowering and inspiring. I might suggest that some system is put in place to make term lecturers more fully aware of teaching

support within the college and within the university. I found out about a number of opportunities and participated in them, but I can fully understand how someone who is less 'seasoned' in academics or less tenacious might easily miss them.

- Enforce expectations on diversity and inclusion and keep the department chair accountable for policy (written or spoken) that allows all members of the department to have an integral part for change. Enforce the expectation that we cannot continue to allow exclusion of people of color or women simply because that is what this department has traditionally done.

### **Compensation/Appreciation/Professional Development**

- I have taught EVERYTHING that I was asked - even created a new course. I have never been offered a raise - even a cost of living wage increase. I have taught upwards of 8-9 classes to HELP and it is never acknowledged. I work more than a full time professor and again, no monetary compensation. WHY can I not even have a discussion of getting a raise? Seriously??? And there is Urban Meyer making MILLIONS. If people like me - with a PHD no less - don't teach, we don't have graduates. What is more important?
- You can help us have a voice. For me this is all faculty, sometimes I think we all forget to listen. I hope everyone's ideas and opinions are heard regardless of rank, and currently I do not think we do this well as a group. I come with new ideas and things I want to do here, but I also hope I am open minded enough to hear people with years experience beyond my own. As a whole we need trust and respect and I think that is truly missing right now in our department from both sides of the equation. Change is hard, but it is harder when it feels like your thoughts are not respected. I am not assertive and I do not need to be right all the time. I am realizing this personality tends to get walked on or looked past. I always considered this as being polite but I need to strengthen in this area if I am going to make it in this environment. I think all of us are dealing with some type of

challenge in the way of professional development. I hope there will be opportunities and events, and that time doing these items will be looked upon as useful, where we can grow our skill set. I also think good mentors are hard to come by. Maybe because those folks are too busy to do it, but someone I can talk with and actually wants to talk to me would be idea. Someone who realizes I am not them but see the value in what I bring to the table and helps me develop my strengths and work hard to improve me weaknesses.

- Give ALL faculty raises!!!
- None of us was educated to be faculty but we can get and we are eager to get educated for that. Resources that are helping faculty to write better grant proposals, be better teachers, mentors, make more efficient the use of our time and how to engage with society are really valuable, and they exist, just make them equally accessible. Not only for junior faculty, also, pertaining training for students and staff. Supporting our graduate students is also fundamental in our success. Graduate students in on-campus housing need better conditions. As possible an equally access to some resources, such as psychological help or immigration advising.
- Some of the opportunities available in Columbus are not streamed to Wooster or are held during my class times. Encouraging more recording of opportunities would be helpful.
- Providing opportunities for professional development, and supporting new initiatives.
- Or separate the duties of a lecturer from those of a faculty member. Meaning I teach ALOT but am still responsible for outreach and research (in more than a supporting role) With my teaching lode there is no time for this except for the three months when I am not paid. I have already dedicated my time in 3

Maymesters without supplemental pay and just am not willing to do this anymore. This zaps any positive moral I may have.

## **Other**

- Higher start up funds would have made it easier to get research going. Travel grants for pre-tenure faculty to attend and participate in conferences or professional events would ease the strain on tight budgets.
- More information on the Hatch process.
- Research is required, but no time is given to write grants for funding. I have been on a teaching overload since I was hired, but am still expected to compete with others for funding that are teaching at 1/2 to 2/3 of the contact hours that I have.
- I have been very displeased with the business office both at my departmental level and CFAES level. I spend inordinate amounts of time dealing with business processes and prodding people to do their jobs. very frustrating. There are also regular errors made- e.g., charges to incorrect accounts-- that people typically do not take the initiative to fix. More often than not I find myself being the one who has to prod others until things get taken care of
- I strive to be much better than the minimum but I have no idea where the bar is set. Better access to competent stable employees and students. It has been difficult recruiting students and my technician left for a better position in a different university.
- Better help to reach companies interested in testing their products.
- Resources to help manage and have healthy relationships with personnel.
- The same resources need to be available to us at the county level as those faculty on campus.

- The library support (outside the college) has not fully met my expectations (based on the previous institutions I have worked at). For example, I have limited immediate access to journals I need (and have to request stuff, which takes time; the journals are not obscure). I received very little support when I was trying to locate a dataset for my research (and ended up using the library system of my previous institution). There are great individuals, but also not-so-great ones.
- By show support and respect to this position and the abilities that are represent for the areas of instruction being taught. Especially as an instructor of a course unique to ATI. Share with areas related to subject mater what is being taught both in departments and extension trough out the college. Because the subject I instruct is only offered one semester, I feel like a second class citizen when am I not employed to teach. It makes me feel irrelevant when I am not included in or at least told about up coming events in the college that relate to my subject mater.
- Somewhat tangential but on-going debates over the future and management of Waterman Farm are concerning. I would like to see a clear management board elected preferably involving representation from all College departments and including junior faculty
- I am an instructor in CSM. Most of the effort, time, energy and attention is paid to Ag related programs as we are housed in an Ag related college. Frustrating at times. Unfortunately, the CSM program does not have a strong voice on the faculty side, consequently, we are never sure how our program is represented in a faculty lead organization.
- The department and CFAES provide a lot of support, but the faculty are all rather extended in research, teaching and Extension responsibilities.
- All the other farms have a budget but because I was place on the poultry farm there is no budget to maintain pig infrastructure in Wooster.

- Enable the Chair to do his job effectively and efficiently. Clarify animal facility and herd manager oversight. Move the process forward to fix our failing and obsolete buildings.
- more resources invested in business office personnel and more accountability among those individuals.