

# SEATTLEU

*Are universities diversifying promotion processes and criteria? If so, how?*

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# A Presentation by the SU ADVANCE Advisory Board “Multi-Paths” Subcommittee

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# Overview of the Talk:

- NSF ADVANCE grants and the SU ADVANCE Program
- Higher education in the 21<sup>st</sup> century
- First Question: How are institutions broadening definitions of scholarship?
- Second Question: How are institutions creating multiple paths to promotion?
  - Overview
  - Case Studies
- Third Question: How are institutions reducing inequities between tenure-track and contract faculty?
- Take-home messages and Q&A

# *O'Brien and Jacoby NSF ADVANCE-IT Grant Proposal: "What Counts as Success?"*



## **Four-step collaborative transformation program:**

- 1) Gathering and communicating perceptions regarding expectations for promotion;
- 2) Developing and implementing revisions to promotion guidelines that reflect our comprehensive educational goals;
- 3) Communication of the changing higher education climate for broader recognition of multiple contributions;
- 4) Formal education and mentoring toward better aligning these goals with the expectations and procedures for promotion.

# The Changing Climate of Higher Education:

- Future academic workplace will mostly operate without tenure.
  - Non-tenured majority engaged primarily in teaching.
- Radical shift in the functions of tenured faculty.
  - A large portion of tenured faculty focused on revenue production (i.e., grants).
  - Remaining fraction of a fraction performs most of the service for everyone else.
- Academics need to reconsider the idea that tenure/promotion is a merit badge only for research scholars. Why not do so now?
- A strong case for peer scrutiny of the tenure system.

The Faculty of the Future: Leaner, Meaner, More Innovative, Less Secure. 2009. *The Chronicle of Higher Education*.

Less is More. 2018. *Inside Higher Education*.

# Current academic culture needs to be problematized:

- “There’s a strong connection between excellence, rigor and pain... You know you’ve got it right if you’re suffering a little bit and stressed. If you’re not at that point, then you’re probably not working hard enough.”
- Faculty feel they must be “triathletes,” excelling in teaching, research and service at all times.
- 52% of associate profs say they are unable to balance the teaching, research, and service activities expected of them, let alone balance work with life outside work.

The Faculty of the Future: Leaner, Meaner, More Innovative, Less Secure. 2009. *The Chronicle of Higher Education*.

Less is More. 2018. *Inside Higher Education*.

# Existing Scholarly Research:

- Stress and inequality in the academy, exacerbated by over-reliance on faculty service but over-rewarding of faculty research.
- Scholarship: interpretations of what exactly this is are variable but each institution accepts their own definition as rigorous “fact.”
- Service: poorly defined, poorly quantified, not valued and yet, it is what institutions of higher education depend upon.
- Women faculty/faculty of color do more service and mentoring across academia.
- Intense pressure nation-wide to diversify faculty – embodied diversity, diversity of scholarship, and diversity of pedagogy – but without diversifying infrastructure, reward systems, and/or support.
- Recent article by Alperin et al. (2018) highlighted that work performed by faculty has significant public implications but this work is usually considered “service” by institutions, which don’t give it weight in review, tenure, and promotion policies.

# *First Question: How are institutions broadening definitions of scholarship?*

- Does not always need to be discovery-based – indeed, that’s not always what is needed, by an institution and by a discipline.
- Universities that are teaching-focused provide good settings for research into pedagogy, teaching, learning, etc.
- Scholarly and creative work can be understood to be intellectual work whose significance is **validated by peers** and that is **communicated**.
- Institutions then need to develop methods and documentation for assessing and evaluating broader definitions of scholarship.
- Encouraging multiple forms of scholarship has been shown to increase research and teaching output.



# Broadening definitions of scholarship: Background

- During the expansion of higher education in the 1950s, research became central. An increasingly narrow definition on what constitutes “scholarship” also became enculturated.
- A movement in the 1990s began to push back against both a definition of scholarship as only discovery-based and on the R1 model.
  - Most commonly cited scholar here is Boyer and his *Scholarship Reconsidered* (1990).
- This movement was an effort to (1) decrease faculty “triathlete” stress, (2) bring institutional policies in line with institutional missions, and (3) develop more nimble responses to the challenges facing institutions of higher ed.
  - Scholarship today often needs to be applied, interdisciplinary, demand-driven, and responsive to communities. Grants increasingly look for this type of research. Institutional policies sometimes reward it – but sometimes don’t.

# Broadening definitions of scholarship: What does this look like?

## **Scholarship of Discovery**

- Peer-reviewed grants
- Research projects
- White papers/reports
- Peer-reviewed journal articles
- Peer-reviewed book chapters
- Peer-reviewed books
- Peer-reviewed presentations at conferences
- Performances
- Exhibits
- Collaborative scholarly activities with peers

## **Scholarship of Integration**

- Professional development workshops
- Literature reviews
- Peer-reviewed journal articles
- Peer-reviewed book chapters
- Peer-reviewed books
- Peer-reviewed presentations at conferences
- Collaborative scholarly activities with peers

# Broadening definitions of scholarship: What does this look like?

## **Scholarship of Application**

- Grants from industry.
- Consulting activities in academia or industry that directly relate to intellectual work.
- Support or development of community activities that link with academic discipline.
- Formal development and/or oversight of internships/partnerships for students.
- Development of centers for study or service.
- Media contributions.
- Social media contributions.

## **Scholarship of Teaching**

- Projects funded by external or internal grants to support instructional activities.
- Development of courses and curricula (with documentation and peer-review).
- Innovative teaching materials, methods, and strategies (with documentation and peer-review).
- Research aimed at pedagogical practice and theory presented at professional conferences.
- Research aimed at pedagogical practice and theory published in peer-reviewed journals.
- Peer-reviewed publication of textbooks or teaching materials.

# Broadening definitions of scholarship: What does this look like?

## **Scholarship of Engagement/Public Scholarship**

- Participatory research methodologies such as participatory action research.
- Research asked for by a community.
- Research that is conducted in collaboration with community partnerships at all stages, including research question development, planning, fieldwork, dissemination, etc.
- Produces materials that help identify community assets and resources.
- Produces community-approved publications.
- Produces community-approved, public-facing presentations.

## *Second Question: How are institutions creating multiple paths to promotion?*

- Emphasis on picking a track across the **traditional Holy Trinity**.
- For example, a service track vs. a research track vs. a teaching track.
- Must then develop methods and documentation for evaluating and assessing scholarly output in these areas.
- All three areas are beset with biases, but **rigorous service evaluation is the most neglected**.
- Most “multi-tracks” policies require demonstrated “excellence” in the chosen track, but also that the individual “meets expectations” in the other two.
- Original emphasis in American academia on the “teacher-scholar” has recently shifted to a research-heavy R1 model.
  - Role of campus leadership in aligning the reward system and mission.
  - Rewards should not only prioritize prestige-associated outcomes but also faculty contributions that have direct impacts on students and institutional function.

We reviewed policies around review, tenure, and promotion at a sample of American institutions of higher education.

- We supplemented this review with conversations with faculty who actually worked at these same institutions.
- Jesuit universities were intentionally over-sampled, given similar struggles between mission statements on the one hand and faculty reward structures on the other.
- Community colleges were not included, since their review policies are different.

# Institutions Contacted

*An asterisk indicates use as case study in this presentation.*

- Fairfield Univ
- Fordham Univ
- Georgetown Univ
- Gonzaga Univ
- Loyola Univ - New Orleans
- Marquette Univ
- Xavier Univ
- College of the Holy Cross
- Santa Clara Univ
- Loyola Marymount Univ
- Univ of San Francisco
- Brandeis Univ
- Rutgers Univ
- Bucknell Univ
- North Dakota State Univ
- Northeastern Univ
- Ohio State Univ
- Michigan State Univ
- Univ of Wisconsin – Madison
- Univ of Michigan
- Missouri Univ of Science & Technology
- Rowan Univ
- UC Davis
- UC Riverside
- UC San Diego
- UC Irvine
- Univ of San Diego
- USC
- CA Polytechnic State Univ
- Iowa State Univ
- Kansas State Univ
- Univ of Houston
- Purdue Univ\*
- Valparaiso Univ
- Rose-Hulman Institute of Technology
- Univ of Colorado
- Univ of Northern Colorado
- Colorado State Univ
- Univ of North Carolina – Chapel Hill
- Univ of North Carolina – Charlotte
- Mississippi State University\*
- Virginia Commonwealth Univ\*
- Virginia Tech
- Univ of Arkansas
- Louisiana Tech Univ\*
- Western Carolina Univ\*
- East Carolina Univ\*
- Florida Atlantic Univ
- Embry-Riddle Aeronautical Univ
- Oregon State Univ
- Portland State Univ
- Univ of British Columbia\*

# Mississippi State University



- From their policy guidelines:
  - *Professor: A faculty member who has met the criteria for associate professor, who has consistently demonstrated an ability to perform at a satisfactory level in teaching, research and/or creative achievement, and service, and who excels in at least two of these areas. Based upon the criteria established in the departmental promotion and tenure documents, a professor must have a national and/or international reputation within his/her profession, area of expertise, or discipline.*
- **Commentary:**
  - Theoretically, teaching and service could be the "two out of three."
  - Practically, promotion to full professor appears to always be based on research and service or teaching and research.
  - National recognition is important across all three categories when committees are assessing quality, impact.

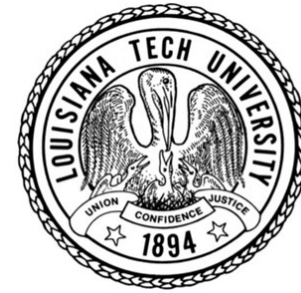


# Virginia Commonwealth University



- From their policy guidelines:
  - *Appointment or promotion to professor requires a minimum rating of excellent in either scholarship or teaching and a rating of very good in the other of these two categories. Candidates also must achieve a minimum rating of very good in service. Candidates must be effective researchers and teachers and demonstrate a pattern of distinguished accomplishment in scholarship that indicates achievement of a national or international reputation in their discipline.*
- **Commentary:**
  - Permanent, non-tenure-track “term faculty” who are evaluated on teaching and service and administration.
  - The name "term faculty" only appears in internal documents.
  - Examples of successful administrators (Associate Deans) who are term faculty at the rank of a professor.
  - Similar to clinical professors but the designation of "term professor" is hidden by admin so it does not create "second class citizens” among faculty.

# Louisiana Tech University



- From their policy guidelines:
  - *Each faculty member is expected to demonstrate high levels of competence in the three main areas of faculty activity: (i) teaching, (ii) research & scholarly activities, and (iii) service. The relative emphasis on each of the three areas will vary from faculty member to faculty member. These emphases are initially defined in the appointment letter and refined in planning sessions and subsequent evaluations of the faculty member as determined by the Director and the Dean.*
- **Commentary:**
  - Research still seems to be key: “Faculty should not expect outstanding performance in teaching and service to compensate for substandard accomplishments in research and scholarly activities.”
  - Somewhat flexible in allowing service and leadership to have more impact on promotion.

# Purdue University



- From their policy guidelines:
  - *To be considered for promotion, a tenured or tenure track faculty member should contribute to all mission areas appropriate to their position (in most cases, contributing to all three areas of discovery, learning and engagement)... They should also have demonstrated excellence and scholarly productivity in at least one of these areas – discovery, learning and engagement – with the understanding that, ordinarily, strength would be apparent in more than one.*
  - *Faculty members are eligible for promotion and/or tenure based on the scholarship of teaching and learning. Those seeking nomination primarily on the basis of teaching excellence must have accomplishment in the scholarship of teaching and learning.*
  - *Faculty members are eligible for promotion and/or tenure based on the scholarship of engagement. Note that the scholarship of engagement is distinguished from industrial projects, service work, community volunteer work, or the good citizenship responsibilities of academia.*

# Purdue University



- **Commentary:**
  - P&T documents were modified in 2015 to explicitly allow promotion/tenure on the primary basis of the scholarship of teaching, research, or the scholarship of engagement.
  - About 10% of their P&T cases each year are on the primary basis of the scholarship of engagement, and expanding that number is a priority of the provost.
  - “Scholarly engagement is purpose-driven work for a specific community or group that may be a local or global community or group.”
  - "Faculty seeking promotion for engagement activities should provide a record of scholarly engagement-related publications and evidence of national/international visibility. "

# Colorado State University

- From their provost’s P&T guidelines:
  - *It is essential that candidates be evaluated against their written position descriptions and effort distributions. Although these may be modified slightly year by year, we do not have a “one size fits all” philosophy in our faculty, and our evaluations should reflect that in a careful and individualized way.*
  - *The distribution of your efforts may be altered to accommodate changes in department, College, and University policies and goals.*

| Rating<br>(Select one rating for each category)   | Instruction, Advising, & Mentoring<br>Effort Distribution: <u>50</u> %<br>(Next year expected: XX%) | Research, Scholarship, & Creative Activity<br>Effort Distribution: <u>40</u> %<br>(Next year expected: XX%) | University/ Professional/ Public Service & Outreach<br>Effort Distribution: <u>10</u> %<br>(Next year expected: XX%) | Overall Evaluation<br>(100% of Effort) |
|---|---|---|--|--|
| Superior<br>Exceeds Expectations<br>Meets Expectations<br>Below Expectations<br>Unsatisfactory  |   |   |  |  |
| Summary Comments (include comments for each category):<br>A. Teaching and Undergraduate Advising:<br>B. Service and Outreach:<br>C. Graduate Student Advising:<br>D. Publications and Presentations:<br>E. Proposals/Contract and Grant Activity:<br>Summary and Conclusions: |   |   |  |  |



- **Commentary:**
  - In the absence of cultural change, faculty are reluctant to drastically modify their percentages of teaching, service, and research when they go up for full professor.

# East Carolina University



- ECU is a Carnegie Engaged Institution and has embraced the elective Carnegie classification of Community Engaged Scholarship.
- According to the Carnegie Foundation, the classification for Community Engagement is an elective classification, meaning that it is based on voluntary participation by institutions. The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments. The classification is not an award. It is an evidence-based documentation of institutional practice.

# East Carolina University



- *ECU's Office of Community Engagement and Research, established in 2007... enriches and prepares students, faculty, and staff of ECU to support a thriving future for eastern North Carolina and the world around us. CER reinforces the enduring values of the University's commitment to maximize student success, serve the public, and lead regional transformation.*
- This office has sponsored many faculty who conducted research of engaged scholarship and went on to successful tenure and promotion.

- In 2006-2007, the WCU faculty senate approved a major change to its P&T processes by adopting the Boyer model of scholarship.
- *Scholarship includes the creation and synthesis of knowledge; the creation of new approaches to understanding and explaining phenomena; the development of new insights; the critical appraisal of the past; artistic creation, performance, and contributions; and the application of knowledge and expertise to address needs in society and in the profession. . . . Applied scholarship should not be confused with service . . . . Therefore, it must be disseminated in a medium that can be evaluated by others.*



# Western Carolina University



- The Boyer model appears on the first page of the WCU's campus-wide template for tenure and promotion documents.
- The lead faculty of the Boyer model at WCU created a detailed rubric for colleges to gauge their current and aspirational levels of Boyer implementation.
- Scholars at WCU have published their experience, saying it is critical to align scholarship expectations with institutional mission and that it should not just be a policy change, but also a cultural change.
- As tenure portfolios and deliberations are confidential, an exact number of "Boyer faculty" at WCU is not known.
- Peer review processes for non-traditional scholarship modes have also proven difficult to assess and implement. Moreover, it was noted that assessment of the model lacks consistency across the WCU campus at the level of department.

## Third Question: How are institutions reducing inequities between tenure-track and contract faculty?

- 1-year contracts rather than piecemeal semester/quarterly teaching gigs, creating full-time NTT, not part-time NTT.
- 3-year and 5-year contracts, based on time at institution and merit.
- Salary increases linked to time at institution and merit.
- Creation of “Teaching Professor,” “Clinical Professor,” “Community-Engaged Professor,” etc. titles and tracks for contract NTT faculty, with the possibility of promotion from Assistant to Associate to Full, without tenure.
- Allocation of “professional development” funds for contract faculty.
- Note that all of the above are happening NOW at Seattle University, using the existing Georgetown model, supported by the Provost’s Office.

# Take-Home Messages:

- *The current model pursued by many institutions of higher education is rife with inequity and experienced stress.*
  - *The focus here is on inequity and stress experienced by faculty.*
  - *Research shows, however, that this then affects student experiences.*
- *Institutions have been exceedingly reluctant to affect cultural change around the Holy Trinity of research-teaching-service.*
- *By contrast, a rich conversation has emerged around what exactly constitutes scholarship, aka research.*