Promotion and Tenure: Continuing to Evolve Systems of Academic Reward & Advancement

Transforming Institutions Workshop
June 16, 2021

Workshop Facilitators:

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Overview of Workshop

Section 1: Welcome and Introductions

Section 2: Landscape of Faculty Work

Section 3: Concepts for Evaluating the Full Range of Faculty Work

Section 4: Breakout Discussions

Section 5: Wrap Up

🔇 Please remember to place your microphone on mute if you are not speaking.

💬 Chat Feature
You can type questions and comments into the "chat" box and/or use the "raise your hand" feature if you have a question.
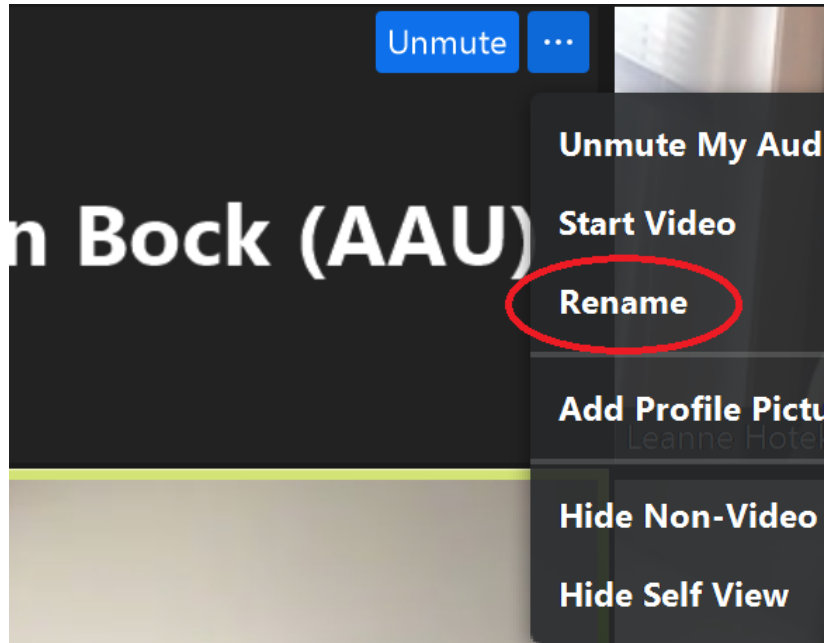
❓ Technology Questions
Please contact Emily.miller@aau.edu or message Emily Miller in the chat for technology questions or issues.

💬 Closed Captioning is available during the webinar.
Click the "Live Transcript/CC" icon at the bottom of your zoom screen to access.

Zoom Virtual Meeting Information

Changing Your Display Name

To make it easier for colleagues to recognize who is speaking and which institution they are from, we ask each of you to follow these 3 steps to include your institution as part of your display name:

1. Click the "Participants" button at the bottom of your zoom screen

2. Find your name on the list and hover over it for more options

3. Choose the "rename" option and add your institution behind you name in parentheses
   - Example: Ryan Bock (AAU)

Zoom Carousel: Saying hello & Motivation to join us

Two Carousel Rides (10 mins. each)

Starting the Conversation
- The person born furthest away from Washington DC goes first.
- Introduce yourself to the group and respond to the discussion prompt.
- Pass it along to another group member.

Discussion Prompt
- Name, Role & Affiliation
- What motivated you to attend this workshop?

Section 2: Landscape of Faculty Work

Ann Austin | Michigan State University

Societal Eco-System impacting Academic Work

Critical societal problems (e.g., health, water, food security, democratic society)

Interest in Open Science and Growing Public Skepticism of Academe

Growing recognition of importance of diversity, equity, and inclusion

Need to prepare next generation of scientists and researchers across fields

Need to prepare citizens who understand democratic processes

AI and Big Data

Shifting gender roles

Increased societal attention to work/life balance and work-related flexibility

Impacts of Changing Eco-System on Academic Work

Recognition of the importance of all institutional missions: education, research, broader impacts on society

<u>Changing nature of research</u>

- Need for both basic/fundamental and applied/implementation research
- Range of scholarly outputs; articles, software, IP, artistic creations, …
- Importance of both deep disciplinary-based work and multi/interdisciplinary work
- More collaboration and teamwork

<u>Changing nature of teaching</u>

- Increasing institutional commitment to student success
- Expectation to use evidence-based practices (e.g., mentoring, active learning)
- Diverse students/changing workforce needs require array of learning experiences
- Opportunities and implications related to technology, AI, and data analytics

<u>Importance of increasing the diversity of the faculty</u>

- Greater array of faculty appointment types
- Need for diverse faculty to support student body
- Interest in flexible approaches to faculty career success

Policy Implications for Higher Education Institutions

Recognize the importance of the full array of institutional missions

Better align institutional policies and practices with the full array of institutional missions

Recognize and support more diverse faculty career paths

Emphasize and value quality, creativity, and impact

This requires changing the evaluation and reward systems to recognize diverse faculty career paths and high quality, creative, impactful work across the institutional missions.

What is it that we value?

- What are our values, what do we value, how do we value it
- Three (sometimes implicit and sometimes competitive) values within the academy that do not necessarily map to role:
  - **Discovery/truth**
  - **Public impact and service**
  - **Sustaining the organization**

Academic Departments

The department is the primary unit in which faculty members see themselves as having the greatest influence, and the space in which they can create change if desired.

Collective responsibility for achieving multiple missions.

Powerful and have significant structures of influence.

Getting faculty buy-in to departmental efforts to change evaluation is often difficult because of the lack of any good alternative models.

Reform in evaluation is one essential ingredient in creating institutional cultures that allow a more meaningful and deliberate balance between teaching and research, specifically when it provides fair and equitable measures of effectiveness as well as actionable guidance.

More holistic approaches to evaluation. address limitations associated with traditional student evaluations and peer observations, diminish biases that can emerge when only student ratings are used, and give expanded perspectives and useful feedback to faculty members across all domains or scholarly work.

Reform in evaluation can bring recognition to the wide array of work that is involved in effective education and research.

Evaluating Teaching Effectiveness

- **National Academies Collaborations with Partner Organizations**
    - Recognizing and Evaluating Science Teaching in Higher Education Workshop & Report (Sept 2019)
    - National Dialogue on Transforming STEM Teaching Evaluation in Higher EducationVirtual Workshop (Jan 2021)

National & International Dialogue on Academic Reward Structures

Research & Scholarship

- HIBAR Alliance

- Public Access to Research Data / Open Science (e.g., AAU APLU – Accelerating Public Access to Research Data)

- DORA

- Patents and commercialization

- TOME

Public & Societal Impact Research

- PTIE.org - Promotion and Tenure in Innovation and Entrepreneurialism Project (Oregon State Led Coalition; funded by NSF I-Corps)

- APLU - Public Impact Research

- Review Committee on Community Engaged Scholarship by the University of Minnesota

- *Coordinated Reform and Local Solutions: Transforming the University Systems of Reward and Professional Advancement* (Risien & Nilson, 2018)

- *Understanding faculty and student perceptions about reward and advancement : survey of four STEM departments at research intensive universities*

- UK's: Reimagining Academic Assessment: stories of innovation and change

Teaching & Learning

- National Dialogue on Transforming STEM Teaching Evaluation in Higher Education

- HHMI ie3 Learning Communities

- ASCN Working Group: Aligning Incentives with Systemic Change

- AAU STEM & PhD Education Initiatives

- pd|hub

- Advancing Teaching

DEI Work

- https://www.insidehighered.com/news/2021/05/14/iupui-creates-path-promotion-and-tenure-based-dei-work

Linking it all Together

- NASEM – Re-envisioning Promotion and Advancement for STEM Faculty: Aligning Incentives with Values (Heavily support by those interested in **Science Communication**)

- NASEM - Promotion, Tenure, and Advancement through the Lens of 2020: The Next Normal

- Room for Everyone's Talent

Section 3: Concepts for Evaluating the Full Range of Faculty Work

Julie Risien | Oregon State University

Process for Evaluation: Implications & Translation of Lessons from other Domains

"Broadening the Bar"
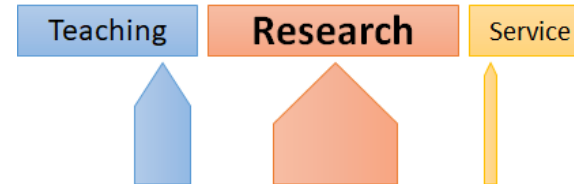
Career connectedness and identity expression

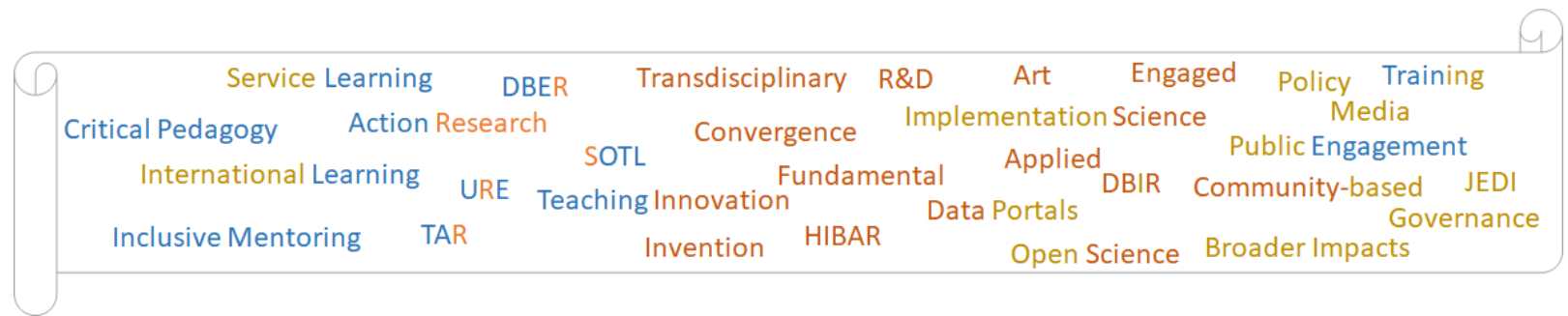Measurement: Balancing use of metrics and demonstration of evidence of impact

Enhancing the validity of advancement process
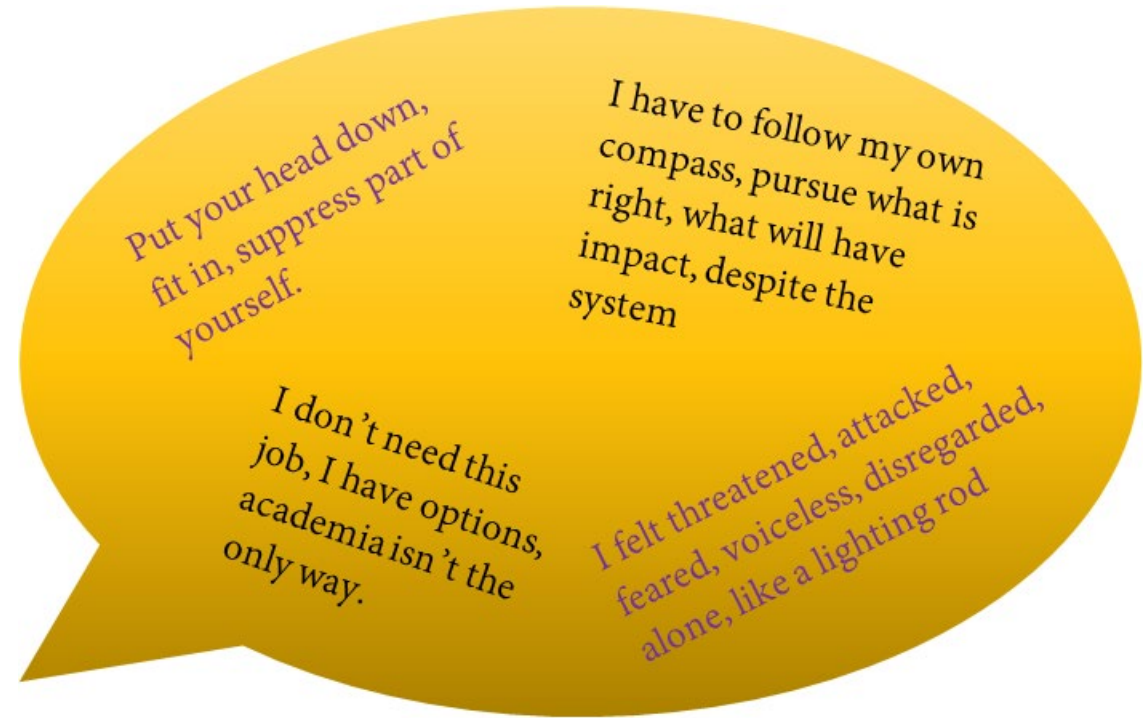
What Does "Broadening the Bar" Look Like?

The Buckets

Teaching · Research · Service

Evolving Expressions of Scholarship for Social Impact

Service Learning · DBER · Transdisciplinary · R&D · Art · Engaged · Policy · Training · Critical Pedagogy · Action Research · Convergence · Implementation Science · Media · International Learning · SOTL · Fundamental · Applied · Public Engagement · URE · Teaching Innovation · DBIR · Community-based · JEDI · Inclusive Mentoring · TAR · Invention · HIBAR · Data Portals · Open Science · Broader Impacts · Governance

Career Connectedness and Identity Expression

Put your head down, fit in, suppress part of yourself.

I have to follow my own compass, pursue what is right, what will have impact, despite the system

I don't need this job, I have options, academia isn't the only way.

I felt threatened, attacked, feared, voiceless, disregarded, alone, like a lighting rod

Early analysis themes from a study of the lived experiences of tenured scientists who are minoritized. **We have work to do!**

Measurement: Balancing Metrics and Evidence

Metrics are generally

- Simple (indicators)
- Comparable
- Easy to access
- Quantitative
- Retrospective

AND

- Incomplete
- Misleading/abstract
- Homogenous
- Weaponized?

Evidence is generally

- Complex (contextualized stories)
- Heterogeneous
- Qualitative
- Retrospective *and* prospective

AND

- Difficult to assemble
- Subject to bias
- Difficult to compare
- Weaponized?

Enhancing Validity of Process

Common approaches
Trainings about bias
Strong role for formal mentors
Transparency and adaptation (ex/ Annual reviews, 3yr position update, individualized approach to external review, specific strengths-based measures)

Radical Proposal: "Process Advocate"
Trained Advocate, with no disciplinary stake in outcomes
Enhancing validity and transparency in process
Monitoring coherence between policy, practice, and process
Build understanding about implicit bias and call out explicit bias
Facilitate use of broad evidence in assessments
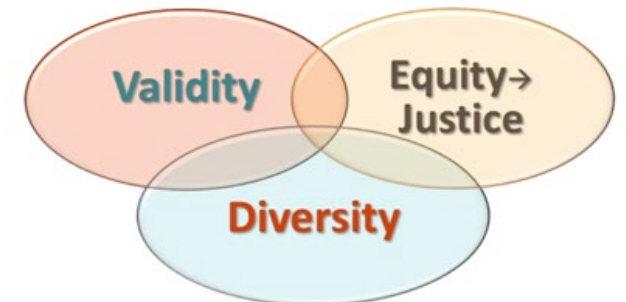
Section 4: Breakout Discussions

Breakout 1: Broadening the Bar

- How might broadening the bar impact inclusion?

- How has the bar been broadened in the teaching and learning space?

- What are the risks of adjusting (or abolishing) the buckets?

- How would you describe this concept to traditionalists (gatekeepers or protectionists)?

Breakout 2 : Connectedness and Identity Expression

- If we support early career faculty and graduate trainees to authentically express their full selves along their academic path...*What can be gained? What may be lost? What does it matter?*

- In what ways do power, privilege, and white credentialing show up in the teaching and learning space?

- In what ways have we succeeded in breaking this pattern in the teaching and learning space?

- What structural barriers exist that would prevent this shift in mindset? How might we address these?

Breakout 3: Measurement, Metrics, Evidence

- How have we, in the teaching and learning space, moved beyond easy (but flawed) metrics to use of evidence?

- What are the characteristics of meaningful measures that we have prioritized?

- How do we manage the use of metrics with more comprehensive evidence impact?

- What are the risks for bias in both and how should it be managed?

Breakout 4: Enhancing Validity of Process

- Conceptually, what about this is helpful, what is concerning?

- Structurally, what type of implementation is possible; what will be the critical challenges?

- Socially, how can such a program be introduced, socialized, piloted, and normalized?

- What are other pathways for improving validity of process for the purposes of inclusion?

Breakout Room Logistics

PLEASE PRESS THE 'JOIN MEETING ROOM' BUTTON

EACH GROUP WILL HAVE A FACILITATOR

YOU HAVE 40 MINUTES

YOU WILL RECEIVE A WARNING AT 5 MINUTES AND 60 SECONDS.

FEEL FREE TO CAPTURE NOTES & IDEAS

EACH GROUP WILL REPORT OUT MAIN THEMES & INNOVATIVE IDEAS
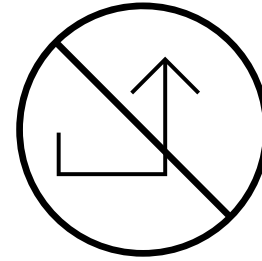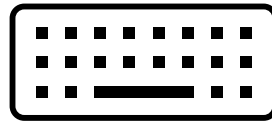
Breakout Rooms
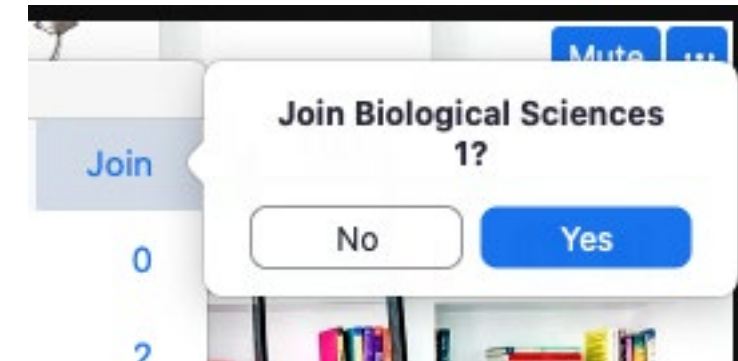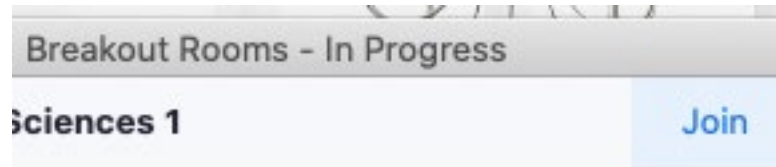
Breakout 1: "Broadening the Bar" (Ann)
Breakout 2: Career connectedness and identity expression (Kacy)
Breakout 3: Balancing metrics and evidence of impact (Emily)
Breakout 4: Enhancing the validity of advancement (Julie)

Wrap Up – Chat Reflections

How can we lead and bolster efforts to evolve the system of reward and advancement that improve the impact of higher education?

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