

PERCEIVED BARRIERS TO FACULTY ADVANCEMENT ASSESSMENT

ADMINISTRATORS AND FACULTY RESULTS

Provost Faculty Fellows

May 2022

PURPOSE

The *Perceived Barriers to Faculty Advancement Assessment* was designed to

- ❖ identify barriers experienced by tenured/tenure-faculty as they make progress towards attaining tenure and promotion and
- ❖ inform and advance efforts to support faculty success in the tenure and promotion processes.

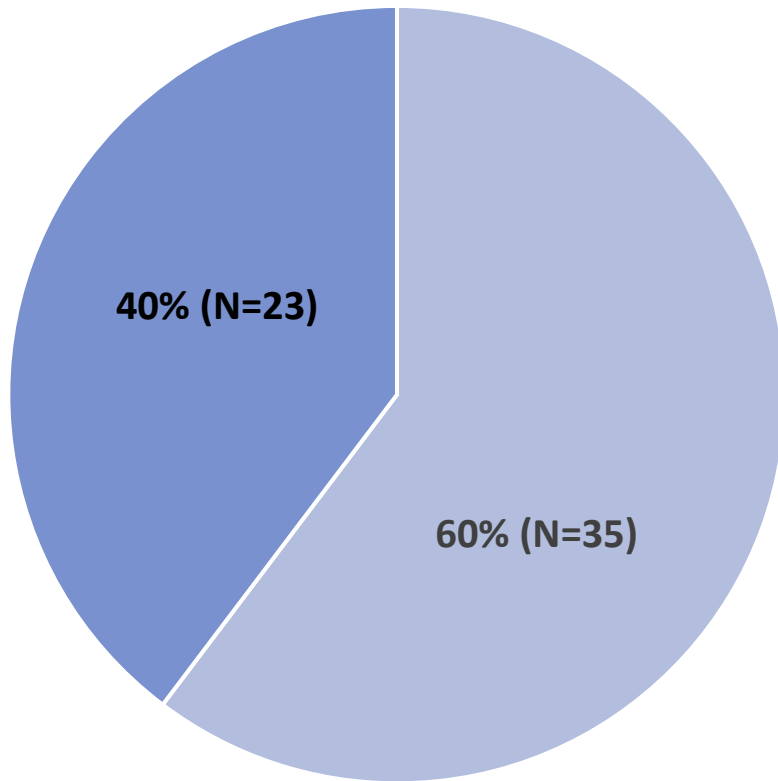
METHODS

- ❖ A mixed-methods approach was used for the assessment.
- ❖ A survey was conducted with administrators (e.g., deans, department chairs **N=58**) and tenured and tenure-faculty (**N=489**) using the same assessment tools for comparison purposes.
- ❖ Items included in the survey were collected from a series of polls conducted with tenure-track faculty at other peer institutions. Items were answered using the following scale: “Not a barrier (1)”, “Marginal Barrier (2)”, “Moderate Barrier (3)”, “Significant Barrier (4), and “Not Applicable (5)”.
- ❖ Focus groups conducted with administrators (**N=4**) and tenured and tenure-faculty (**N=23**) included the same open-ended questions on perceived barriers regarding teaching, research, service, and outreach and engagement.
- ❖ An external party transcribed the focus groups data, and the analysis of the qualitative data was supported by the Office of Planning and Assessment.

Administrators and Faculty Survey Results

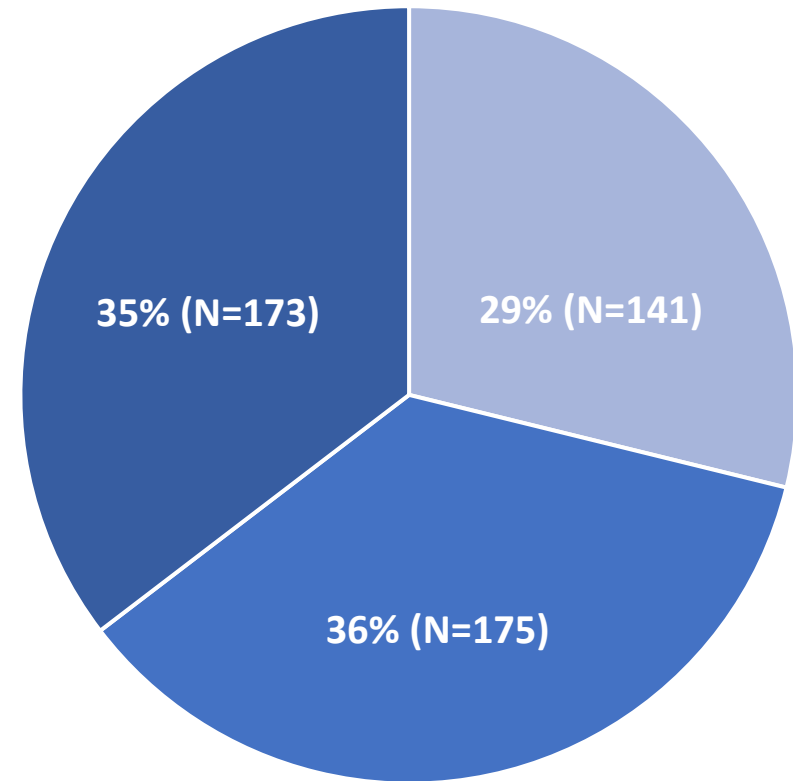
Administrators Current Position (N=58)

■ Dept Chair/Assoc Chair ■ Dean/Assoc Dean



Faculty Current Rank (N=489)

■ Asst Prof ■ Assoc Prof ■ Full Prof



Moderate to Significant Barriers for Faculty Seeking Tenure and Promotion



- Relative value placed on research or creative activity versus teaching effectiveness (52%)

- Consistent execution of department tenure and promotion policies over time (53.1%)
- Evaluating faculty beyond stated tenure and promotion guidelines (55.3%)

Admin

Faculty

- Clarity of department guidelines about promotion and tenure criteria (67.2%)
- Collegiality in consideration of tenure and promotion (58.6%)
- Dept. faculty voting objectively on candidate's research productivity or creative activity (62.1%)
- Evaluating faculty members beyond the stated promotion and tenure guidelines (60.4%)

- Clarity of department guidelines about promotion and tenure criteria (53.1%)
- Collegiality in consideration of tenure and promotion (52.9%)
- Availability of high-quality/relevant professional development opportunities (54.3%)
- Administrative assignments (68.3%)
- Availability of other departmental funds for research / creative activities (63.6%)
- Relative weight of external reviewers in tenure and promotion (74%)

Admin

Faculty



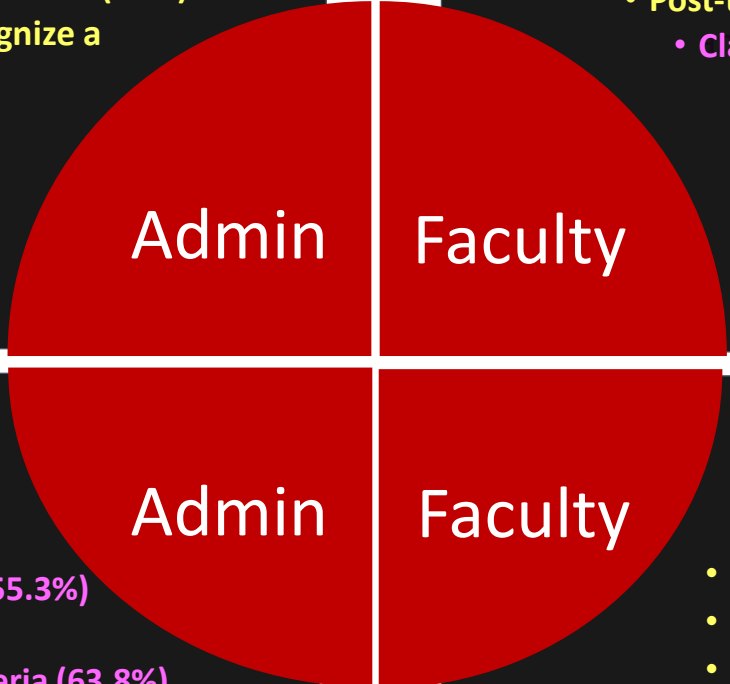
Not Barriers to Marginal Barriers for Faculty Seeking Tenure and Promotion

Moderate to Significant Barriers for Faculty Seeking Promotion



- Mentoring for those seeking promotion to full professor (52%)
- Flexible & inclusive “paths to professor” that recognize a broader range of contributions (57.8%)
- Post-tenure and promotion burnout (52.3%)

- Mentoring for those seeking promotion to full professor (56.9%)
- Flexible & inclusive “paths to professor” that recognize a broader range of contributions (52.6%)
- Post-tenure and promotion burnout (66%)
 - Clarity of dept. guidelines about promotion criteria (62.6%)
 - Faculty member's service load (54.9%)
 - Clarity of college guidelines about promotion criteria (63.1%)
- Consistent execution of dept. promotion policies over time (59.4%)
- Faculty administrative assignments (51%)



- Faculty career planning towards promotion (57.4%)
- Faculty administrative assignments (58.7%)
- Evaluating faculty beyond the stated promotion guidelines (57.3%)
- Clarity of dept. guidelines about promotion criteria (55.3%)
- Faculty member's service load (57.4%)
- Clarity of college guidelines regarding promotion criteria (63.8%)
- Dept. faculty voting objectively on candidate’s research productivity or creative activity (61.7%)
- Faculty understanding of the requirements to be promoted (63.9%)
- Clarity of university guidelines regarding promotion criteria (66%)
- Relative value of research/creative activity vs teaching effectiveness (55.3%)
- Support tailored to new research opportunities for assoc. professors (61.7%)
- Relevance of the post-tenure review (65.2%)

- Faculty career planning towards promotion (73.3%)
- Faculty administrative assignments (51%)
- Evaluating faculty beyond the stated promotion guidelines (55.3%)
- Use of "family-friendly" policies (84.3%)
- Faculty member's teaching load (64.6%)
- Collegiality in consideration of promotion (61.7%)



Not Barriers to Marginal Barriers for Faculty Seeking Promotion

Yellow: Same barrier same perceived level / Pink: Same barrier different perceived level

Administrators and Faculty Focus Groups Results

Perceived Barriers for Faculty Seeking Tenure & Promotion

Administrators	<ul style="list-style-type: none"> ➤ Lack of Mentorship ➤ Types of Research-Traditional or Flexible ➤ Traditional Academic Calendar ➤ Infrastructure challenges and support for grants 	<ul style="list-style-type: none"> ➤ Teaching Workload ➤ Teaching as a “Check Box” 	<ul style="list-style-type: none"> ➤ Service Overload 	<ul style="list-style-type: none"> ➤ Reward Structure
	Research	Teaching	Service	Outreach and Engagement
Faculty	<ul style="list-style-type: none"> ➤ Expectations and Guidelines ➤ Service & Teaching load impact on research ➤ Clarity of Department’s Guidelines for T&P 	<ul style="list-style-type: none"> ➤ Expectations and Guidelines ➤ Teaching Metrics ➤ Teaching Load ➤ Teaching Undervalued 	<ul style="list-style-type: none"> ➤ Expectations and Guidelines ➤ Service Workload ➤ Service Undervalued 	<ul style="list-style-type: none"> ➤ Expectations and Guidelines ➤ O&E Workload ➤ O&E Undervalued

Perceived Barriers for Faculty Seeking Promotion

Administrators	<ul style="list-style-type: none"> ➤ Research Expectations ➤ Sustained Culture ➤ Independent vs. Collaborative ➤ Quantity vs. Quality 	<ul style="list-style-type: none"> ➤ Graduate Students load ➤ Teaching Undervalued ➤ Teaching Innovation 	<ul style="list-style-type: none"> ➤ External vs. Internal ➤ Professional Service and “Being Known” ➤ Administrative Service 	<ul style="list-style-type: none"> ➤ Combined with Service
	Research	Teaching	Service	Outreach and Engagement
Faculty	<ul style="list-style-type: none"> ➤ Expectations and Guidelines ➤ Publications vs. Money ➤ Research Workload 	<ul style="list-style-type: none"> ➤ Graduate and Doctoral Students load ➤ “Doesn't Matter” ➤ Student Evaluations 	<ul style="list-style-type: none"> ➤ Service Workload ➤ Expectations and Guidelines 	<ul style="list-style-type: none"> ➤ Expectations and Guidelines ➤ No Benefit ➤ O&E Undervalued ➤ O&E Time

Recommendations

(These have been shared with Provost Hendrick.

Please consult with him, Dr. Higgins, and Dr. Trejos-Castillo prior to any department- or college-level implementation.)

UNIVERSITY-LEVEL

- ❖ Advance efforts to increase faculty sense of belonging and inclusiveness and to reduce gender and race/ethnicity biases.
- ❖ Convene a university-wide tenure and promotion outreach and engagement committee with representatives from all colleges to insert language and examples on tenure and promotion guidelines and to develop sample dossiers.
- ❖ Develop appropriate guidelines for alternative and inclusive pathways to promotion as they may apply to departments, colleges, and disciplines.
- ❖ Review the Faculty Success (Digital Measures) reporting system to assess accuracy in tracking the value and weight of research, teaching, service, and outreach and engagement activities to inform annual faculty reviews and tenure and promotion evaluations and documentation.

Review Faculty Success (Digital Measures)

- ❖ Only one college does **not** have the Outreach & Engagement survey questions embedded in its annual faculty report.
- ❖ Every report included all components of the service section of Faculty Success.
- ❖ The dropdown question, however, regarding if a scholarly activity involved in O&E (pictured below) is **not** captured on any report.

Does this activity involve Outreach, Engagement, or Engaged Scholarship? (select from drop-down menu) ?

Outreach

Engagement

Engaged Scholarship

DEPARTMENT/COLLEGE/UNIVERSITY-LEVEL

- ❖ Develop, advance, and support formal mentoring opportunities and foster continued guidance for faculty seeking tenure and promotion and promotion at the unit (department/college) and university levels.
- ❖ Encourage deans and department chairs to
 - ❖ discuss promotion to full professor along with securing tenure and promotion as the goal when hiring new faculty,
 - ❖ evaluate and adjust teaching, service, and outreach and engagement loads to support faculty advancement through tenure and promotion processes,
 - ❖ review/revise faculty annual review procedures to properly evaluate faculty service, outreach and engagement, and administrative activities, and
 - ❖ review/revise promotion and tenure and promotion procedures for clarification purposes and add examples to the existing guidelines.

Questions

Summary of Significant Barriers Identified by Administrators

Perceived Barriers for Faculty Seeking Tenure & Promotion

Clarity of department guidelines regarding tenure and promotion criteria

Evaluating faculty members beyond the stated tenure and promotion guidelines

Collegiality in consideration of tenure and promotion

Department faculty voting objectively on candidate's research productivity or creative activity

Relative value placed on research or creative activity versus teaching effectiveness

Summary of Significant Barriers Identified by Administrators

Perceived Barriers for Faculty Seeking Promotion

Faculty member's career planning towards promotion

Faculty member's understanding of the requirements to be promoted

Faculty member's service load

Faculty member's administrative assignments

Clarity of department guidelines regarding promotion criteria

Evaluating faculty members beyond the stated promotion guidelines

Department faculty voting objectively on candidate's research productivity or creative activity

Clarity of college guidelines regarding promotion criteria

Clarity of university guidelines regarding promotion criteria

Relative value placed on research or creative activity versus teaching effectiveness

Flexible and inclusive "paths to professor" that recognize a broader range of contributions

Mentoring for those seeking promotion to full professor

Post-promotion and -tenure burnout

Relevance of the post-tenure review

Support tailored to the new research opportunities afforded to associate professors

Summary of Significant Barriers Identified by Faculty

Perceived Barriers for Faculty Seeking Tenure & Promotion

Clarity of department guidelines regarding tenure and promotion

Consistent execution of department tenure and promotion policies over time

Evaluating faculty beyond stated tenure and promotion guidelines

Perceived Barriers for Faculty Seeking Promotion

Faculty member's service load

Faculty member's administrative assignments

Post tenure and promotion burnout

Clarity of department guidelines regarding promotion criteria

Consistent execution of dept promotion policies over time

Clarity of college guidelines regarding promotion criteria

Flexible and inclusive “paths to professor” that recognize a broader range of contributions

Mentoring for those seeking promotion to full professor
