



SAINT LOUIS
UNIVERSITY™
— EST. 1818 —

NSF ADVANCE Partnership Grant

Differential Worth Across Faculty Careers:

Aligning Faculty Advancement with Mission Values

Faculty Activities Inventory

Consider some of the activities that you engage in as a faculty member that you are good at and enjoy beyond traditional research.

1) Do these activities contribute to:

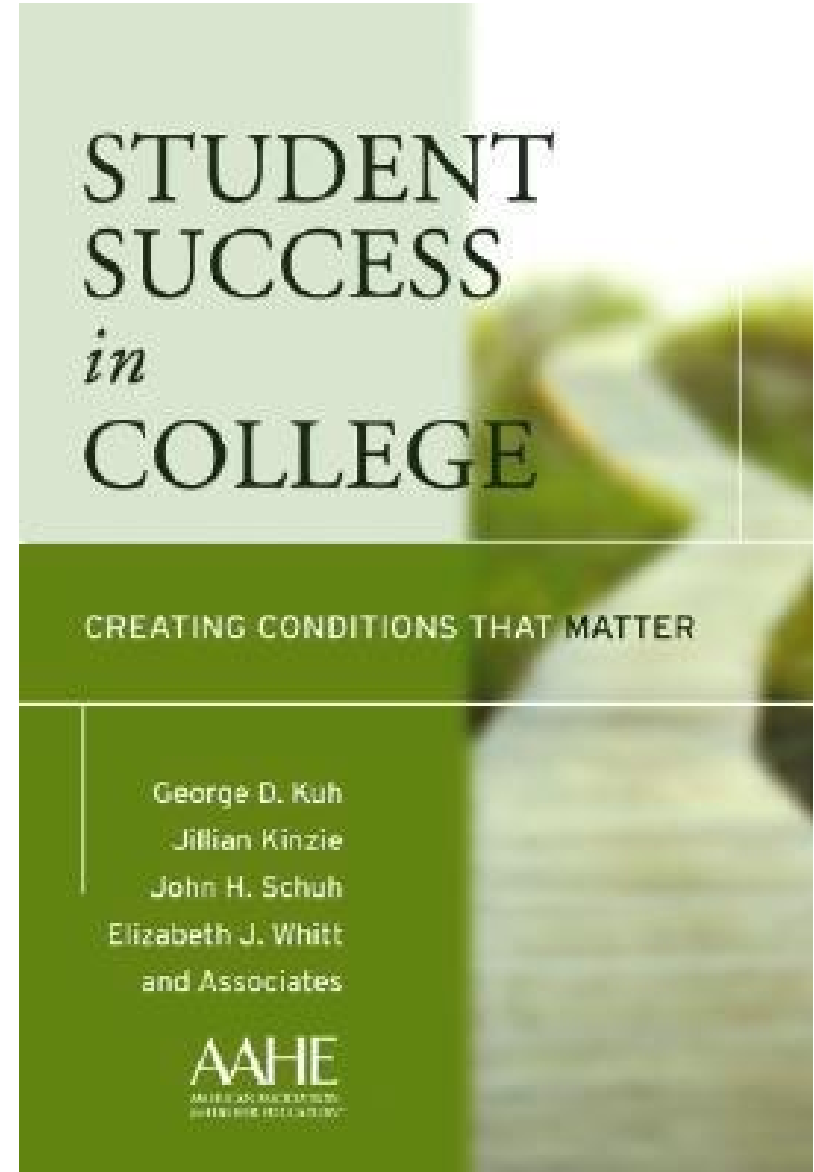
- Student success?
- University functioning?
- University reputation and mission?
- Broader communities?
- Public interest?

2) Do they count toward tenure and promotion?

3) Where do you put them on your CV?

National Trends in Higher Ed:

- Student success is greater in mission-focused universities.
- University reputation is enhanced through faculty contributions to mission-focused activities.
- Faculty satisfaction is greater in mission-focused universities IF faculty perceive the university to be living its mission.
- Faculty activities that contribute to directly to student and institutional success do not count toward advancement.
- These mission-focused activities are disproportionately undertaken by women and faculty of color.





Under-Valued Faculty Activities:



Undervalued scholarship: applied, public-focused; teaching-related



Community engaged research



Faculty administrative leadership (institution building)



Diversity and inclusion work



Women faculty and faculty of color are over-represented in all of these activities.


Diversity, Equity, and Inclusion:



Recognizing and rewarding comprehensive faculty careers acknowledges and corrects for long-standing barriers to advancement for women, faculty of color, and faculty centrally engaged in mission-focused activities.



This is especially relevant as universities increasingly embrace a DEI mission without critically examining the ways in which women and faculty of color are expected to do the heavy lifting of integrating that mission through ongoing contributions that don't count toward advancement.



Multi-dimensional Participatory Action Research Model,

What beliefs and practices stand in the way of recognizing and valuing an inclusive, comprehensive range of faculty activities?

Re-visioning the Professoriate:

- Critically examine taken-for-granted ideals regarding faculty careers and what counts.
- Broaden and complicate our understanding of what counts by reimagining the “impact factor.”
- Develop practices, policies, and capacities for recognizing encouraging and evaluating comprehensive faculty careers.

Goals of SU ADVANCE: Reimagining the Professoriate

- Alignment of our educational mission with the realities of what is actually happening, and the recognition systems that are used to evaluate faculty.
- Reimagined professoriate in which the diversity of contributions are valued, welcomed, and celebrated for what they are—necessary for success, satisfaction, and sustainability of the university.
- Through restructuring our promotion guidelines, and through the mentoring program, we will be able to effect the cultural transformation that is necessary if we are to truly be a diverse campus.

Participatory Action Research

(collective inquiry, reflection, change)



Multi-Dimensional Institutional Change Model

(structural; human resources; political; symbolic)



Collaborative Transformation

Collective Inquiry, Engagement, Reflection

- 76 in-depth faculty interviews
- Focus Groups and Survey
- Detailed comparative study of 60+ universities
- Advisory Board Discussions
- Conversations with SU Leadership
- Presentations to AJCU leadership groups
- Participation in national NSF conferences
- Visits with national consultants
- Compilation of the ADVANCE Resource Library



Seattle University took on a culture of resistance and successfully revised its promotion guidelines to count undervalued faculty contributions

I love the university mission, but it's killing me

Women and faculty of color are more likely to be engaged in these activities



Traditional metrics for advancement neither recognize nor accurately evaluate these activities

We value these activities, we just don't know how to count them

If you want to do community or applied research, go for it, but don't expect to get promoted

We value diversity work, just not as a path to promotion. Those faculty should get a plaque or something



Alignment Leads to Success and Satisfaction

- When faculty are empowered to align their roles and activities with the mission of the university the result is better faculty morale and elevated student success.
- Aligning faculty talents, contributions, and passion with a comprehensive, inclusive culture of higher education leads to positive outcomes for faculty, students, and the institution.

Our Proposed NSF Partnership:

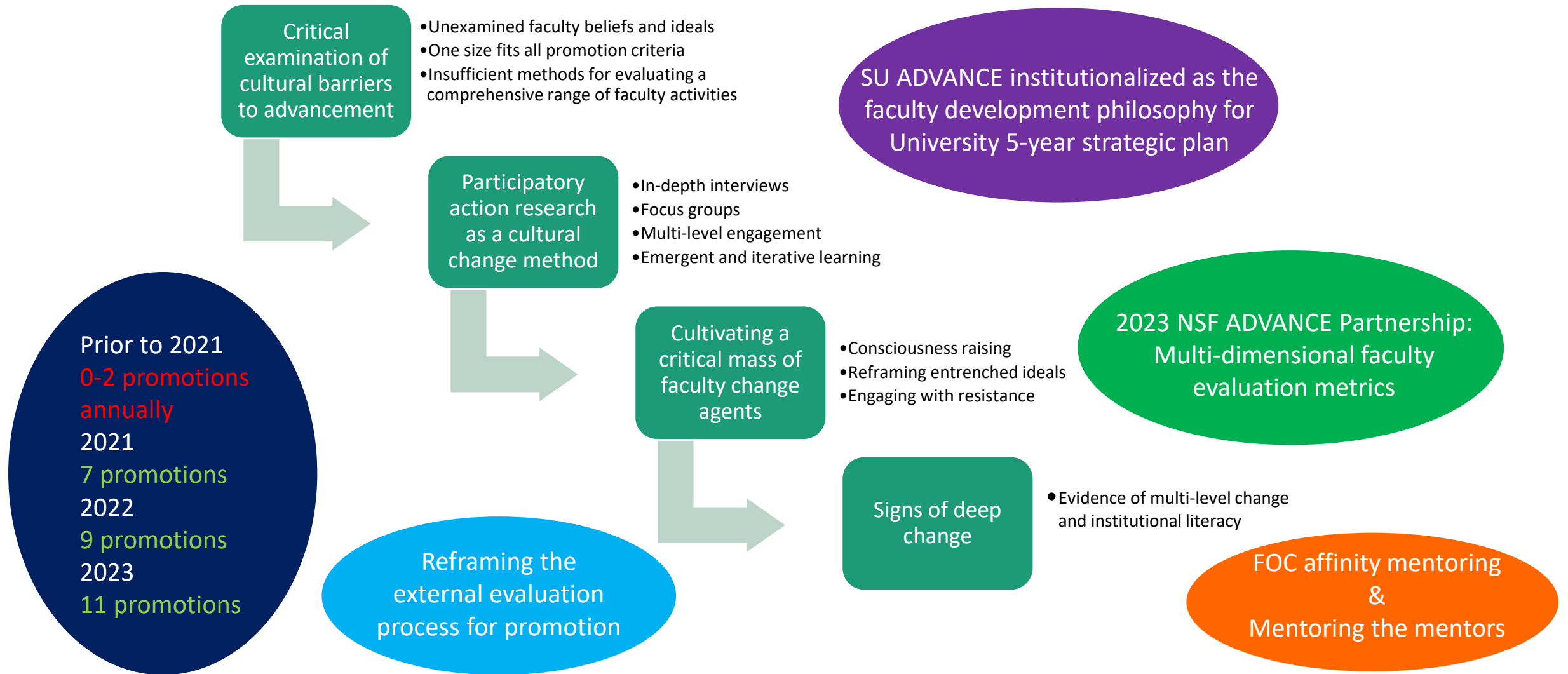
Will articulate and implement assessment processes for recognizing (“counting”) these activities toward promotion.

Will include a process of:

- (1) Multi-level strategic communication and information gathering;
- (2) Revision of promotion guidelines;
- (3) Multi-level training.



Seattle University ADVANCE-IT Experience Report: How to Effect the Cultural Changes Necessary to Support and Sustain Institutional Transformation



Re-Imagining Evaluation:



Insufficient methods for evaluating a broader range of activities.



A tendency to use “one size fits all” methods.



Over-reliance on standardized assessment tools and single-item measures.



Inexperience in differential assessment.



Inexperience in reading portfolios holistically.