

SEATTLEU

*SU ADVANCE: Unheard Voices and Unrecognized
Contributions*

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Summary of the SU Faculty Activities Inventory

- Disconnect between vibrant mission-focused faculty activities and traditional academic categories of work.
- Service is a misnomer.

Curriculum & Program Development	Student Support	Governance & Institutional Processes/ Change	Campus Leadership & Mission Integration	Colleague Mentorship & Support	Administrative Duties	Contribution to Professional Community	Community Engagement
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“I love this place but it’s eating me alive.”

“It’s good for PR but not my APR”

“I was told that it’s ok if I want to focus on students, but I shouldn’t expect to get promoted on that.”

“When I look around at the faculty who are most mission-focused...the one’s doing the service work, they’re going to retire as associate professors.”

“I can think of so many faculty and staff who have devoted their lives in service to this institution... but the question I sometimes think we have to ask is, have they been recognized sufficiently for this work?”

Goals of SU ADVANCE: Reimagining the Professoriate

- Alignment of our educational mission and systems of faculty evaluation with the realities of faculty careers and contributions.
- A 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 “holistic faculty formation” training, we will be able to effect the cultural transformation that is necessary if we are to truly be a diverse campus.

Institutional Transformation through Participatory Action Research

- ***Technical Change*** – Revised Promotion Guidelines
- ***Adaptive Change*** – Multi-level, multi-dimensional, collaborative

Revised Guidelines PAR Process

- Comparative Analysis of 60+ institutions
- Provost appointed Task Force (2+years)
- Feedback <-> Revisions

Summer 2020 Survey (N=116)

- A critical mass of faculty understand the benefits of revising guidelines to show clearer mission alignment and an emphasis on integrated faculty professional work;
- More inclusive guidelines will positively impact faculty and will enable the institution to be more inclusive;
- Concern for a strong, comprehensive faculty development and mentoring infrastructure to support the new guidelines;
- Concern about the need to train faculty administrators and evaluation committees to be able to competently interpret and apply the guidelines;
- Worry that the new guidelines will weaken traditional scholarship, will “water down” faculty portfolios, and that “just anyone” will be eligible for promotion;

June Faculty of Color Listening Session

- Faculty members often sideline their passions/talents in light of tenure and promotion demands
- Asked to contribute based on identity rather than expertise
- Lack of mentoring and mixed messages
- Recognition of bias, but poorly applied in evaluations processes
- Isolation

Next Steps – Technical Change

Revised Guidelines Reviewed by

- Task Force
- Academic Assembly
- Dean's Council
- Faculty Handbook Revision Committee
- Academic Affairs (Board of Trustees)

Next Steps – Adaptive Change

- Synergist Collaboration with Office of Diversity & Inclusion and Center for Faculty Development
- Associate Faculty of Color Cohort Development
- Faculty Holistic Development Mentoring
- Faculty Administrators Training
- Faculty Evaluation Committees Training
- Strategic Communication