University of Virginia

2016 Reforming Academic Reward Systems for Faculty

Dr. KerryAnn O'Meara, Speaker

Formative Assessment Report

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October 2016

Introduction

This report summarizes formative evaluation feedback from attendees of two workshops led by Dr. KerryAnn O'Meara on "Reforming Academic Reward Systems for Faculty." Both sessions were held on September 15, 2016, with one session offered in the morning and another session offered in the afternoon. The morning session focused on "Equity-Minded Reform in Academic Reward Systems," while the afternoon session focused on "Interrupting Bias in Assigning and Rewarding Faculty Work."

At the end of each session, attendees were asked to complete a paper evaluation form. After the event, attendees were invited by email to complete an online survey if they had not completed the paper form. A total of 30 attendees from the morning session completed an evaluation form, while 12 attendees of the afternoon session completed a separate evaluation form. On both evaluations, not all respondents answered all questions. Table A summarizes information about the attendees and respondents at each session.

Table A: Summary Statistics for Participants in "Reforming Academic Reward Systems" Workshop

	Morning Session	Afternoon Session	Total
Event attendees	42	14	45*
Total respondents	30	12	42
Response rate	71%	86%	75%

*Note: 11 participants in the morning session also attended the afternoon session.

This report is divided into three sections. Section I: Equity-Minded Reform in Academic Reward Systems summarizes feedback from participants in the morning session. Section II: Interrupting Bias in Assigning and Rewarding Faculty Work presents results from participants' feedback from the afternoon session. A final section provides recommendations for future initiatives, based on respondents' feedback on the two workshops. Sections I and II are organized into the following subsections:

- Respondent demographics
- Insights gained from the workshop
- Intended changes after attending the workshop
- Other suggestions and comments

Section I: Equity-Minded Reform in Academic Reward Systems

This section provides information about the characteristics and attitudes of respondents who participated in the morning session focused on "Equity-Minded Reform in Academic Reward Systems." Specifically, the section presents respondents' demographic characteristics, insights gained from attending the workshop, and the changes respondents anticipate making in their academic units.

Respondent Demographics

Gender
Table 1-1 presents information about respondents' gender. A total of 26 respondents reported their gender. The majority of respondents (54 percent) were female, while 42 percent of respondents were male. One respondent identified as "Other."

Table 1-1: Respondents' Gender (N=26)

| Gender	Total	Percent
Male	11	42%
Female	14	54%
Other	1	4%
Total	26	100%

Schools or Colleges
Respondents were asked to report the school(s) or college(s) with which they are associated. The majority of respondents (33 percent) are affiliated with the College of Arts and Sciences. Attendees from the School of Engineering and Applied Sciences comprised 26 percent of respondents, while 22 percent of respondents were associated with the School of Medicine. The School of Continuing and Professional Studies, Curry School of Education, and Frank Batten School of Leadership and Public Policy had lower representation, with 7 percent, 4 percent, and 4 percent of respondents, respectively. Finally, no respondents were associated with the School of Architecture, Darden School of Business, McIntire School of Commerce, or School of Law. Table 1-2 presents the proportion of respondents from each school or college, and Figure 1-1 visualizes the distribution of respondents across the university.

Table 1-2: Respondents' School or College (N=27)

School or College	Count	Percentage
School of Architecture	0	0%
College and Graduate School of Arts and Sciences	9	33%
Darden School of Business	0	0%
McIntire School of Commerce	0	0%
School of Continuing and Professional Studies	2	7%
Curry School of Education	1	4%
School of Engineering and Applied Science	7	26%
School of Law	0	0%
F. Batten School of Leadership and Public Policy	1	4%
School of Medicine	6	22%
Other	1	4%
Total	27	100%

Note: Some respondents hold appointments in more than one school or college.

Figure 1-1: Respondent Attendance, by School or College
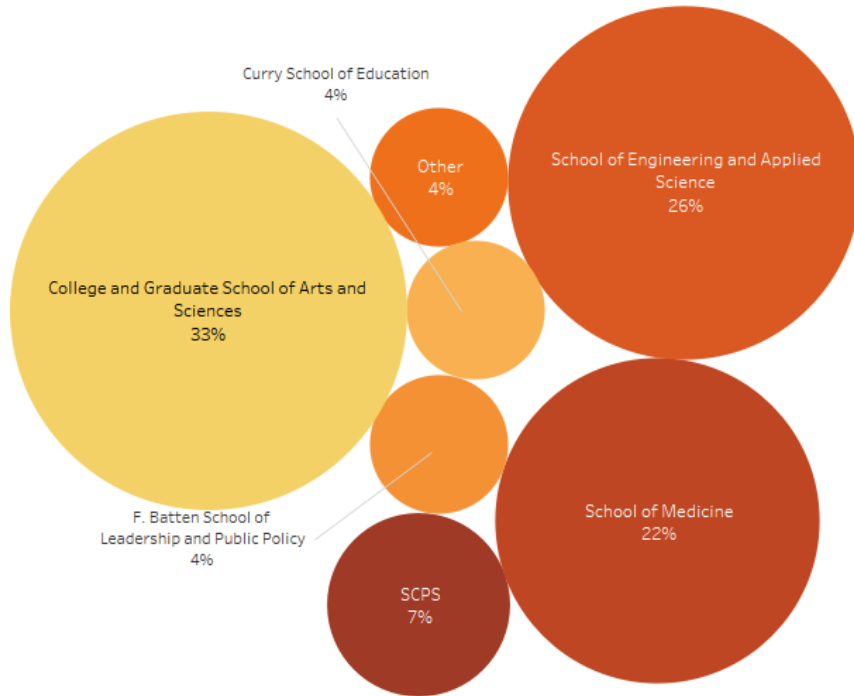
Position or Role

Respondents were asked to report their position in their department or academic unit. A majority of respondents (48 percent) were Professors, while 26 percent were Program or Center Directors, and 19 percent were Department Chairs. Four respondents (15 percent) serve as Associate Deans, and three respondents (11 percent) serve as Directors of Diversity and Inclusion (DDIs). Six respondents hold instructional positions as Associate Professors (11 percent), Assistant Professors (7 percent), or Lecturers (4 percent). Three respondents hold other positions at the university, including Vice Chair of Faculty Development and Human Resources Coordinator. Table 1-3 presents respondents' position or rank at the university.

Table 1-3: Respondent Position or Rank

Position	Count	Percentage
Department Chair	5	19%
Associate Dean	4	15%
Dean	0	0%
Dean of Diversity	1	4%
Program or Center Director	7	26%
Director of Diversity and Inclusion (College of Arts and Sciences)	3	11%
Advocate (SEAS)	0	0%
Professor	13	48%
Associate Professor	3	11%
Assistant Professor	2	7%
Lecturer	1	4%
Other	3	11%

Note: Respondents may hold multiple positions or roles.

Experience on P&T Committees

More than half of respondents (52 percent) are currently serving, and 15 percent have previously served on their department's promotion and tenure (P&T) committee. Fewer respondents (12 percent) are currently serving on their school or college P&T committee, though 35 percent of respondents have previously served on their school or college P&T committee. Most respondents (88 percent) have never served on the University/Provost P&T committee. Figure 1-2 presents respondents' experience with P&T committees at the department, school or college, and university/Provost levels.

Figure 1-2: Respondents' Experience on P&T Committees
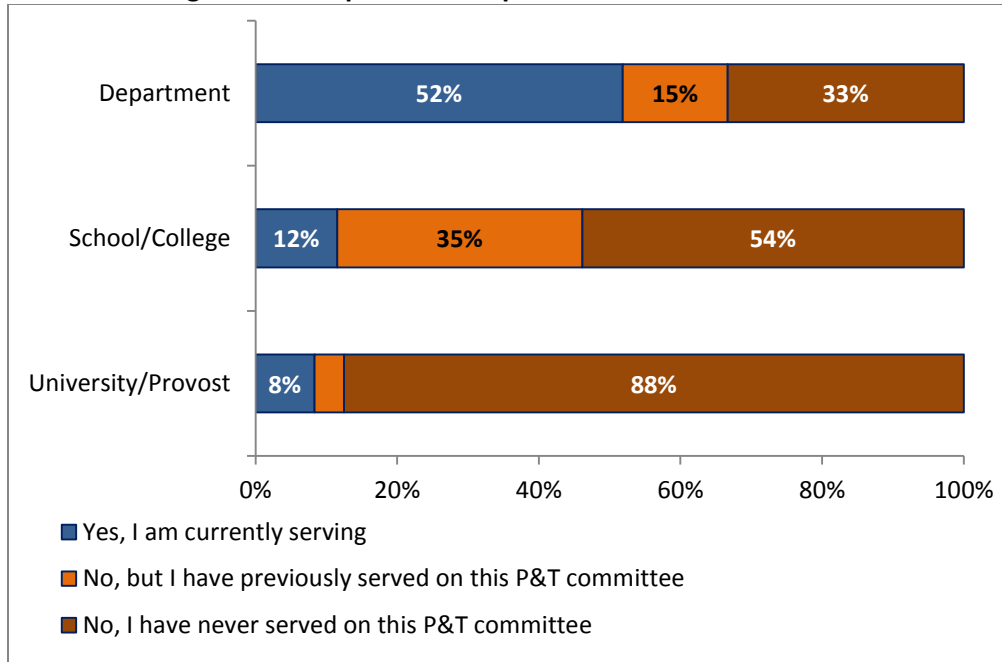
Insights Gained from Workshop

Figure 1-3 below presents respondents' agreement with statements about their participation in the workshop. Respondents reported their agreement with statements about their understanding and awareness of issues with UVa's current academic reward system, ability to identify inequitable aspects of the current reward system, and capacity to identify strategies for reforming aspects of the current system.

**Figure 1-3: Respondents' Level of Agreement with Statements about the Workshop**
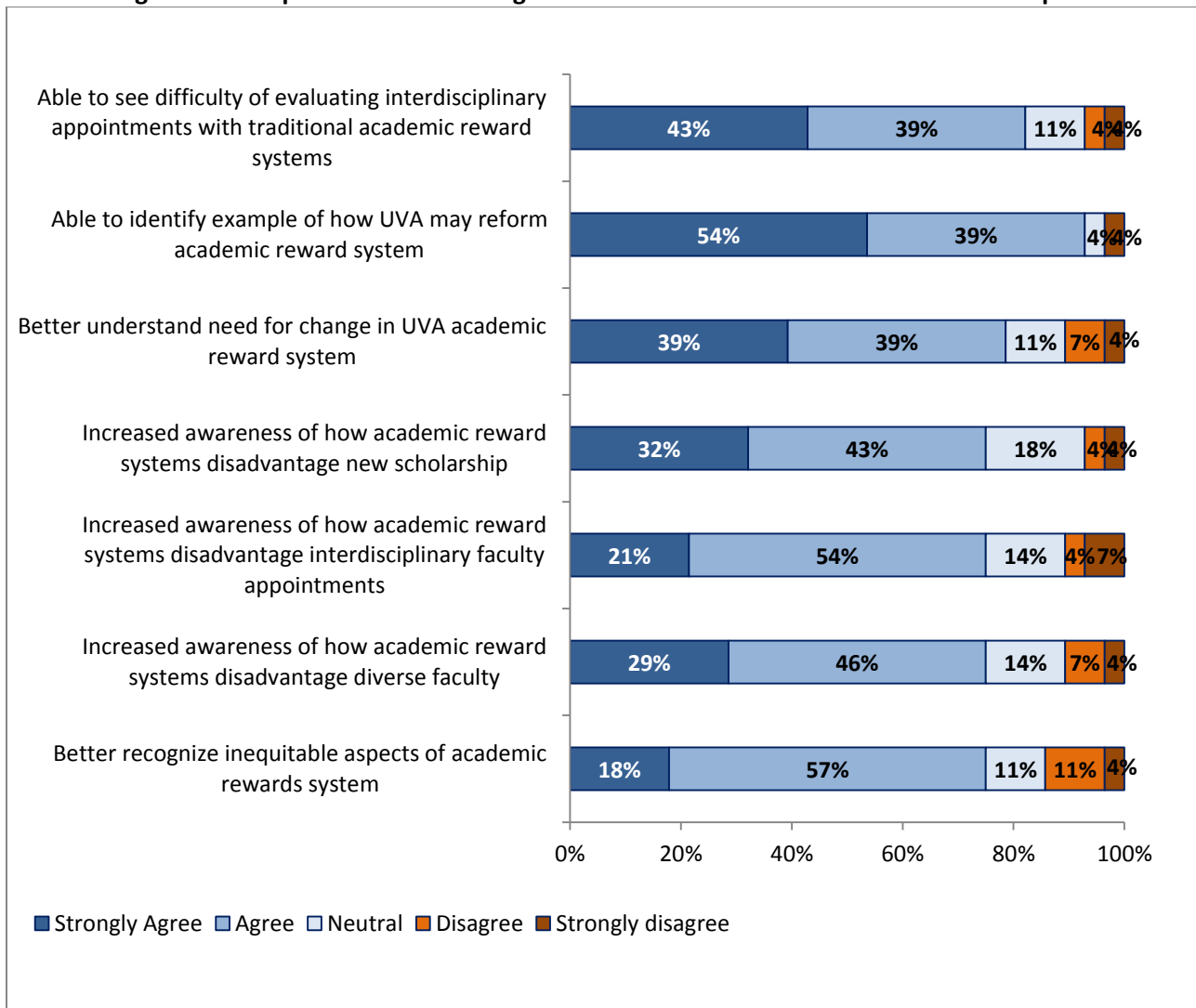
Results indicate respondents' understanding of the need to reform academic reward systems and ability to identify specific aspects of current reward systems at UVa that need reform. A majority of respondents "agreed" or "strongly agreed" that the workshop helped them better understand the need for change in the academic reward system at UVa. Almost all respondents (93 percent) agreed or strongly agreed that they are able to identify at least one concrete example of how UVa might reform its academic reward system to be more equitable.

Fewer respondents indicated their understanding of inequitable aspects of academic reward systems. Twenty-six percent of respondents were "neutral" or did not agree that they could "better recognize which aspects of the UVa academic rewards system may be inequitable" after attending the workshop. Furthermore, nearly a one-fourth of respondents did not agree that the workshop increased their awareness of how specific aspects of academic reward systems could disadvantage diverse faculty, new scholarship, and interdisciplinary appointments.

Intended Changes

Respondents were asked about intended changes they hoped to make to current academic reward systems, based on the information they obtained from attending the workshop. A majority of respondents (88 percent) indicated that they would work with their academic unit to change their P&T policy to be more equitable. Respondents largely indicated that they would share their knowledge of academic reward system inequity with their unit (85 percent) and that they identified specific aspects of academic reward systems at UVa that they would like to change (84 percent). Fewer respondents agreed that they would share what they learned (73 percent) and make changes (77 percent) to traditional promotion and tenure policies that may not be suitable for interdisciplinary appointments or diverse scholarship.

Figure 1-4: Respondents' Intended Changes after Workshop
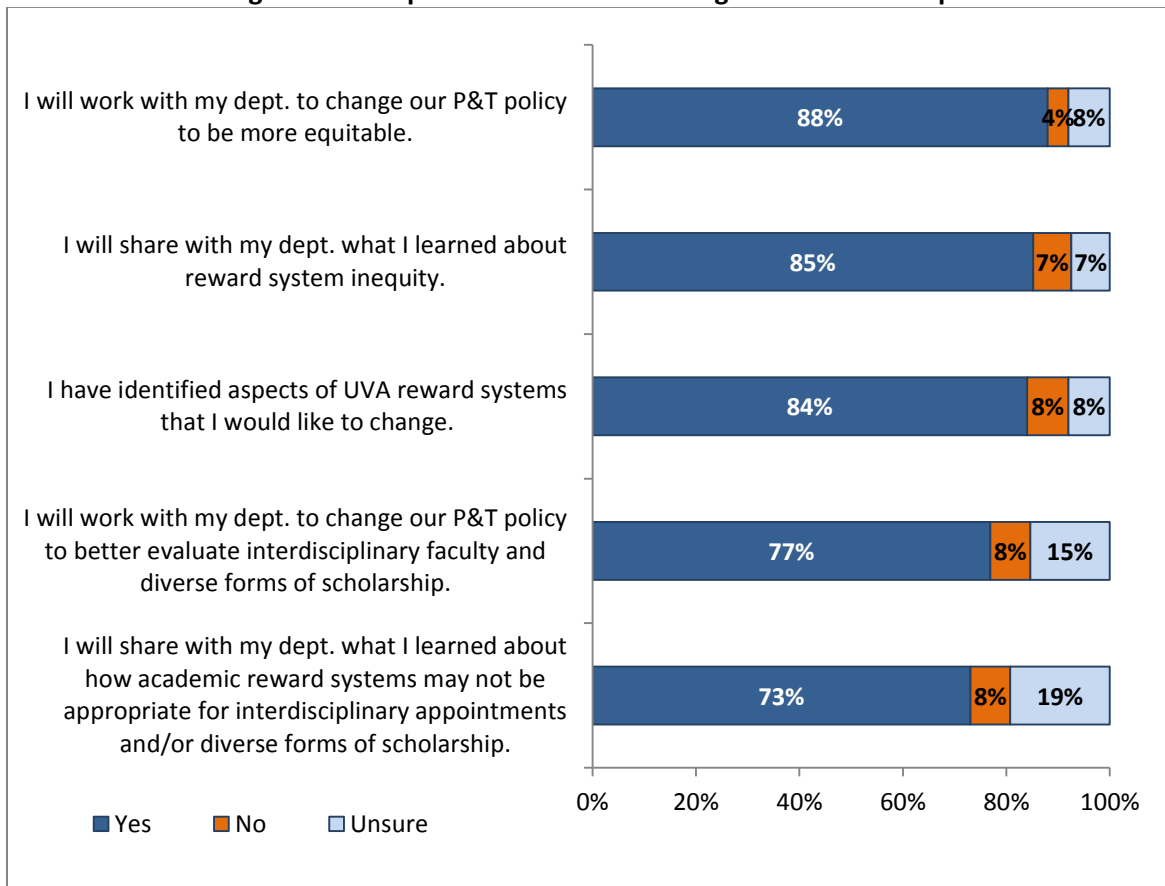
Most respondents expressed some sense of hope that the workshop and similar UVa CHARGE initiatives would lead to greater levels of diversity among the faculty and more equitable academic reward systems at the university. A greater proportion of respondents expressed a sense of hope that UVa CHARGE initiatives would lead to greater diversity (68 percent), compared to 57 percent of respondents who expressed hope that initiatives would contribute to more equitable reward systems at UVa. Figure 5 presents respondents' level of hope for improving diversity and academic reward systems.

Figure 1-5: Respondents' Hope for Improving UVa's Climate for Diversity
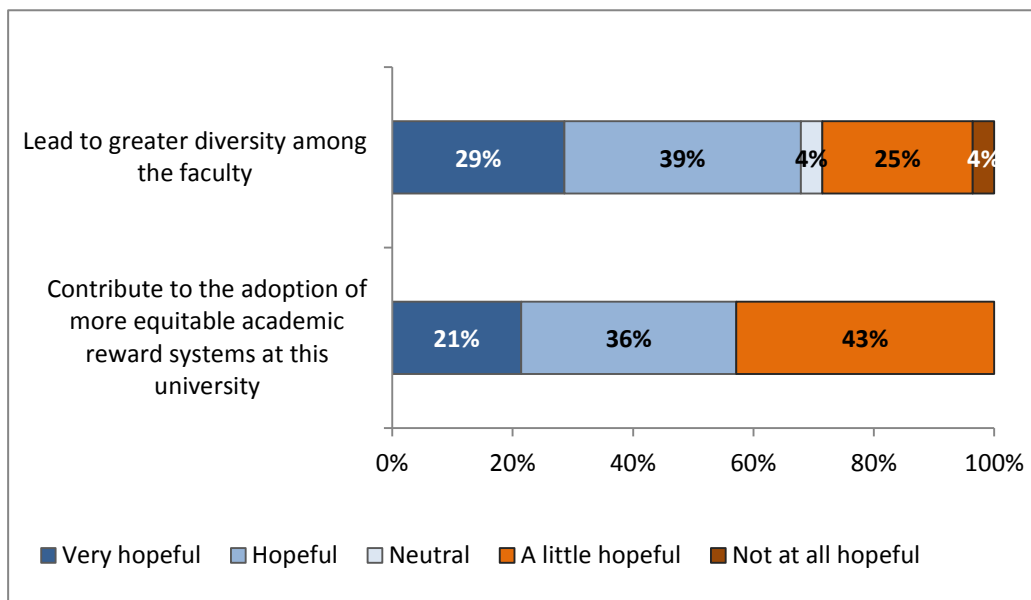
Other Suggestions and Comments

Respondents were asked to provide examples of specific aspects of their academic unit's promotion and tenure policies that they would like to change to be more equitable. Fifteen respondents provided qualitative feedback about their desired changes, and the following themes emerged from their responses. Please note that some respondents provided comments that addressed more than one theme.

Table 1-5: Respondents' Suggestions for Creating More Equitable P&T Policies

Theme	Count	Example
More consideration of service	3	In the School of Medicine, we are still trying to figure out how to reward service when it comes to promotion, especially for non-tenure track faculty.
Expand definition of scholarship	3	Broader definition of scholarship.
Plan to update P&T policy	3	Department P&T policy dates to 1999. As the last remaining faculty Full Professor, except newly promoted Chair, I will take the responsibility to lead the revision of this document.
Greater transparency	2	Transparency; Clear criteria of review and merit raise
Acceptance of non-traditional timelines for P&T	2	Letter to reviewers should include explanation of additional years for tenure due to allowed delays (parental leave, disability, etc.)

Theme	Count	Example
Support for interdisciplinary activities	2	In annual activity reports we do not ask individual faculty to list interdisciplinary activities, but we ask this question at the unit-level. This seems a very easy fix to convey that we value interdisciplinary and collaborative work.
Awareness of bias	1	The way in which we interpret external letters of recommendation likely adds a lot of bias to the assessment of our faculty members, and we need to be much more aware when we read, interpret, and discuss the letters.
Greater diversity in pipeline of faculty ranks	1	Pipeline Development

Specific aspects of UVa's promotion and tenure policies that respondents would like to improve include broadening the definition of scholarship, improving the consideration of service, and increasing the levels of transparency and clarity in the review process. Respondents also expressed the desire to improve support for interdisciplinary activities, accept non-traditional career timelines, and increase awareness of bias and support for diversity.

In addition to providing feedback on the evaluation forms, respondents' discussion during the workshop reiterated these themes. Respondents frequently mentioned the desire to increase transparency surrounding the P&T process, increase levels of diversity among faculty, and improve the definitions of scholarship and service. Furthermore, respondents particularly expressed interest in using Memoranda of Understanding (MOUs) as a specific strategy to improve clarity and transparency in the P&T review process. Specifically, participants supported the use of MOUs to outline expectations for the P&T process of interdisciplinary faculty. Respondents largely agreed that using MOUs would support equity in the P&T process, and requested examples of MOUs from Dr. O'Meara to incorporate into current departmental processes.

Section II: Interrupting Bias in Assigning and Rewarding Faculty Work

The following section summarizes the attitudes and characteristics of respondents who participated in the afternoon session, "Interrupting Bias in Assigning and Rewarding Faculty Work." Out of 14 attendees, 12 participants responded to formative evaluations.

Respondent Demographics
Gender
The majority (80%) of participants at the afternoon workshop were women. Only two respondents identified as male. Table 2-1 summarizes the gender of respondents.

Table 2-1: Respondents' Gender (N=10)

Gender	Total	Percent
Male	2	20%
Female	8	80%
Total	10	100%

Schools or Colleges
Respondents were asked to report the school(s) or college(s) with which they are associated. The School of Engineering and Applied Science had the greatest proportion (36 percent) of respondents, while the College and Graduate School of Arts and Sciences had the second largest contingent of respondents (27 percent). Two respondents represented the School of Medicine, and one respondent was associated with the School of Continuing and Professional Studies. Table 2-2 summarizes information about respondents' schools and colleges.

Table 2-2: Respondents' School or College (N=27)

School or College	Count	Percentage
School of Architecture	0	0%
College and Graduate School of Arts and Sciences	3	27%
Darden School of Business	0	0%
McIntire School of Commerce	0	0%
School of Continuing and Professional Studies	1	9%
Curry School of Education	0	0%
School of Engineering and Applied Science	4	36%
School of Law	0	0%
F. Batten School of Leadership and Public Policy	0	0%
School of Medicine	2	18%
Other	0	0%
Total	11	100%

Note: Some respondents hold appointments in more than one school or college.

Position or Role
Respondents reported their position or rank in their department or academic unit. Six respondents (55 percent, n=6) were Professors, and 27 percent of respondents (n=3) serve as Lecturers. Multiple respondents held administrative roles, including Associate Dean (27 percent, n=3), Department Chair (9 percent, n=1), Program or Center Director (9 percent, n=1), and DDI (9 percent, n=1). Two respondents reported other roles at the university, including Vice Chair and HR Director.

**Table 2-3: Respondent Position or Rank**

Position	Count	Percentage
Department Chair	1	9%
Associate Dean	3	27%
Dean	0	0%
Dean of Diversity	0	0%
Program or Center Director	1	9%
DDI (College of Arts and Sciences)	1	9%
Advocate (SEAS)	0	0%
Professor	6	55%
Associate Professor	0	0%
Assistant Professor	0	0%
Lecturer	3	27%
Other	2	18%

Note: Respondents may hold multiple positions or roles.

Experience with P&T Committees

The majority of respondents (70 percent) are currently serving on their department's P&T committee. One-third of respondents are currently serving on their school or college P&T committee, and one-third of respondents have previously served on their school or college committee. No respondents had ever served on the University/Provost P&T committee. Figure 2-1 presents respondents' experience on P&T committees at the department, school/college, and university/Provost levels.

Figure 2-1: Respondents' Experience on P&T Committees
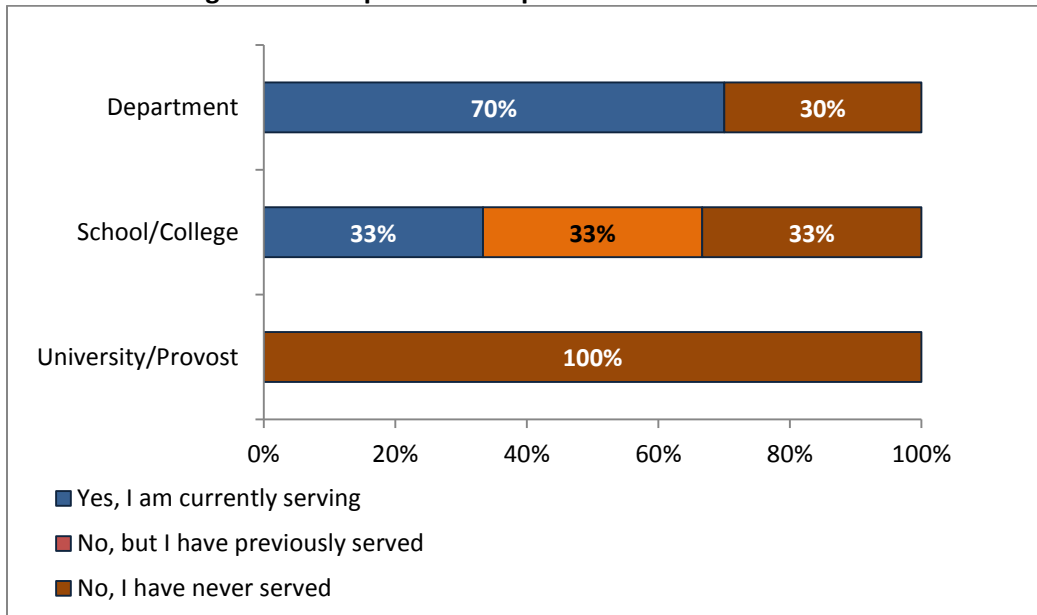
Insights Gained from Workshop

Overall, respondents expressed strong confidence in their understanding of the role of bias in creating workload inequity. More than 50 percent of respondents strongly agreed that they "learned factors that contribute to workload inequity" after attending the workshop. Sixty-four percent of respondents strongly agreed and 27 percent agreed that they were able to identify at least one strategy to address workload inequity. Fewer respondents expressed strong confidence in their ability to recognize implicit bias and the conditions in which bias can emerge. Figure 2-2 presents respondents' level of agreement with statements related to implicit bias and workload inequity.

Figure 2-2: Respondents' Level of Agreement with Statements about the Workshop
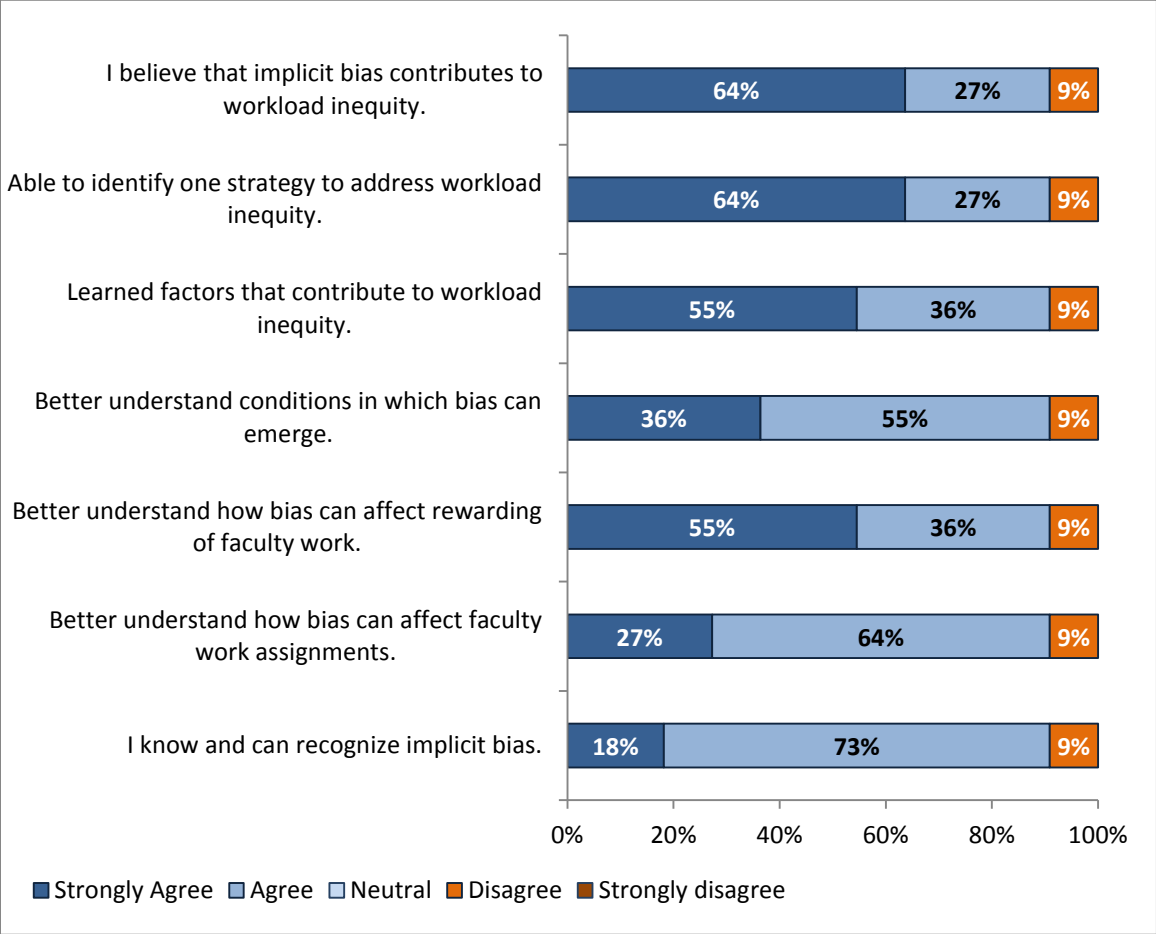
Intended Changes

Based on their experience in the workshop, respondents were asked about changes they intended to make in their department. The majority of respondents agreed that they will share with their departments what they learned about workload inequity (82 percent), that they will work with their department to change how workloads are rewarded (80 percent), and that they will work with their department to change how workload assignments are made (80 percent). Respondents were split in their agreement with the statement "I have identified aspects of workload inequity that I would like to change." Fifty percent indicated that they had identified aspects, while 20 percent did not identify aspects and 30 percent indicated that they were "unsure." Figure 2-3 presents respondents' intended changes after participating in the afternoon workshop.

Figure 2-3: Respondents' Intended Changes after Workshop
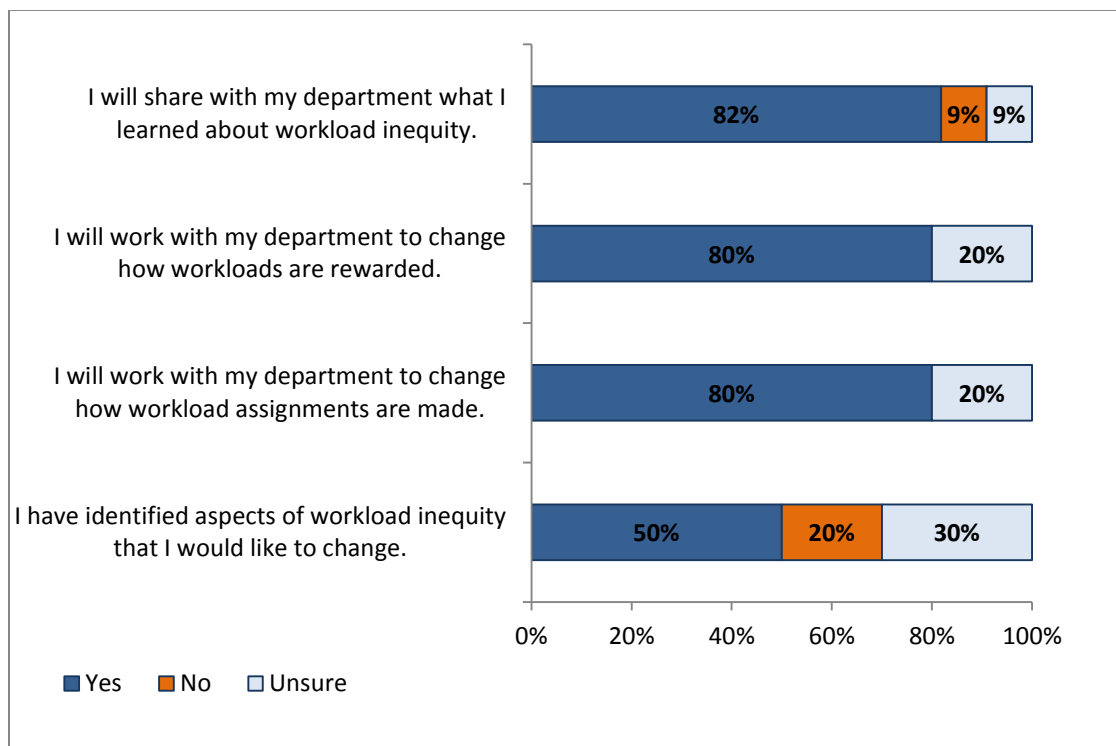
Other Suggestions and Comments

Respondents were asked about specific aspects of their department's workload assignment system they believe need to change to be more equitable. Seven respondents provided feedback about changes they would like to make to improve workload inequity. Though similar to the morning session, new themes emerged in participants' comments. Please note that some respondents provided comments that addressed more than one theme.

Table 2-4: Respondents' Suggestions for Improving Equity in Workload Assignments

Theme	Count	Example
Greater transparency and clarity	4	Help update and make more transparent our reward system.
Update policies and practices	3	Peer review activity reports, valuing diversity.
Need for more female and URM faculty	2	Greater service load is carried by female faculty and URM. Need to hire more female faculty and URM professors.
Equitable assignment of service, teaching	2	Workload must be defined and then monitored; Review committee assignments and equity; Discuss with senior leadership re:equity strategies for assignments and teaching balance

To make workload assignments and reward systems more equitable, respondents suggested more transparent and clear reward systems, the need for more female and URM faculty at UVa, and a more equitable assignment of teaching and service responsibilities. Specifically, respondents noted the need for more diversity in their departments and a more careful review of assignments and activities to promote equity.

In addition to providing feedback on the evaluation form, participants in the workshop observed common equity challenges they face in their discussion of workload assignments. For instance, they reiterated the need for greater transparency and proposed collecting data and creating dashboards to make workload assignments more transparent. Specifically, participants advocated for greater transparency in the assignment of service, as service assignments are often vulnerable to bias that leads to workload inequity. Participants noted that women and underrepresented minority faculty members are disproportionately assigned service tasks, and displaying service assignments on a publicly available dashboard is a strategy that could address this inequity.

Section III: Recommendations

After attending the September 15 workshops and reviewing participants' responses, the formative evaluation team offers the following recommendations:

- Respondents identified several concrete strategies to improve academic reward systems at UVa. The University may further explore how P&T processes can be more transparent, provide clearer criteria for evaluating service, and offer more understanding of non-traditional timelines or career trajectories. Similarly, future efforts to improve academic reward systems at UVa should identify strategies to diminish bias and increase support and understanding for interdisciplinary faculty work.

- To make reward systems more transparent, respondents proposed creating dashboards to publicly display workload assignments. Specifically, participants advocated for collecting data and producing dashboards that show faculty service assignments.

- Efforts to reform academic reward systems at UVa should incorporate Memoranda of Understanding (MOUs) in the P&T process. Participants in the workshop expressed interest in using MOUs to increase clarity and transparency in the review process, especially for interdisciplinary hires, and requested examples of MOUs from event speaker Dr. O'Meara as models for future efforts.

- Respondents indicate that they would benefit from more information and training about inequity in academic reward systems. Although most respondents demonstrated that they understood how academic reward systems can be inequitable, fewer participants responded affirmatively to statements about understanding inequity than to statements related to other learning outcomes. Specifically, respondents would benefit from more training on the disadvantages of traditional academic reward systems for new scholarship, diverse faculty, and interdisciplinary faculty appointments.

- Respondents might benefit from additional training on how traditional reward systems are not conducive to interdisciplinary appointments. In indicating prospective changes that respondents would make after attending the workshop, a greater proportion of respondents did not agree that they would make changes to P&T policies to be more conducive in evaluating interdisciplinary appointments and diverse forms of scholarship than disagreed with any other statement.

- Future initiatives that address workload inequity should consider strategies to increase transparency in the assignment of work. Particularly, participants observed inequity in the assignment of service, especially among female and underrepresented minority faculty members. To address inequitable service loads, participants proposed creating a dashboard that publicly displays data on service assignments.

- Finally, very few participants were currently serving or had ever served on the promotion & tenure committee at the University or Provost's Office level. We recommend that current and future members of these committees receive training and resources regarding academic reward

systems and how bias may affect the evaluation of faculty work—especially among female, underrepresented minority, and interdisciplinary faculty members.