Consent

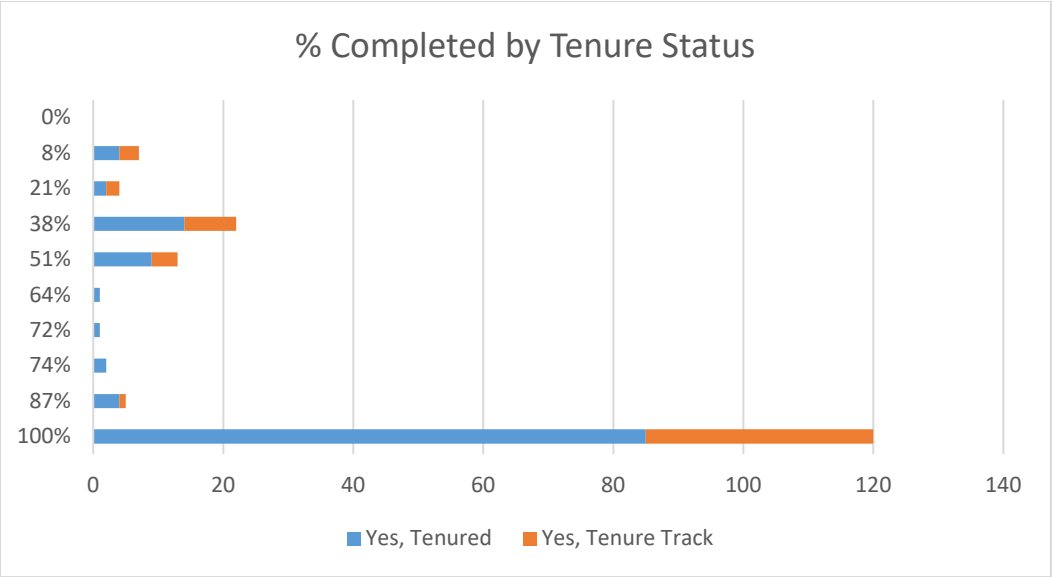
196 individuals started with the survey with 187 respondents agreeing to the consent statement and another 9 disagreeing with it. For those 9, the survey concluded leaving 187 participants.

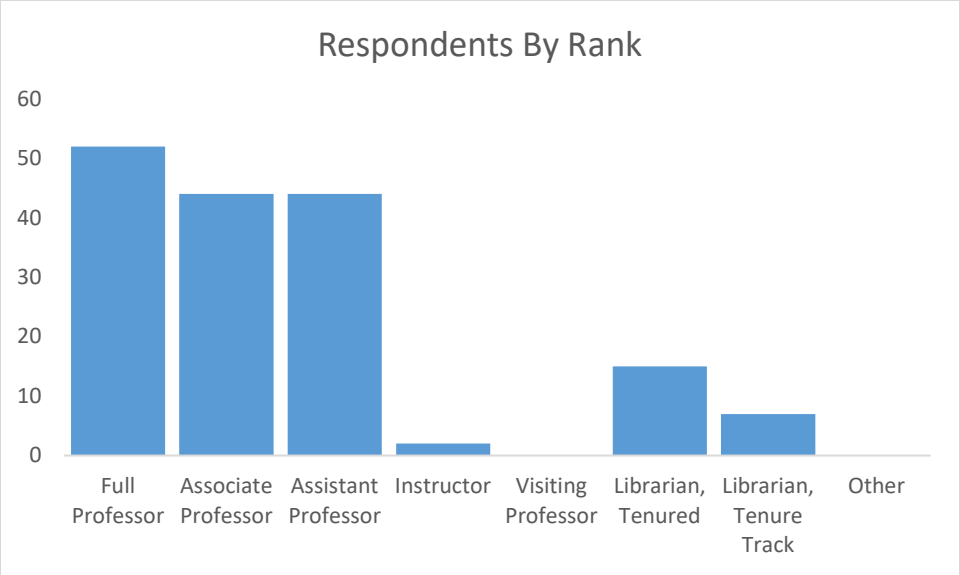
Rate of Survey Completion

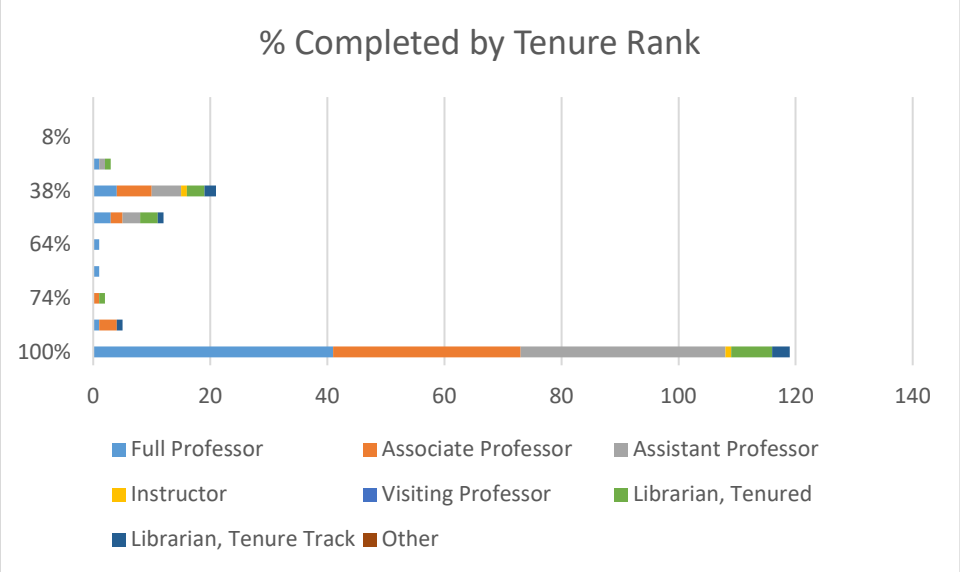
Of the 187 participants, 7 indicated that they were neither tenured nor tenure track which concluded the survey for them, leaving 180 participants. Another 5 participants did not answer any further questions after agreeing to the consent statement. Those were not considered meaningful responses and removed from the results leaving a total of 175 responses that were analyzed.

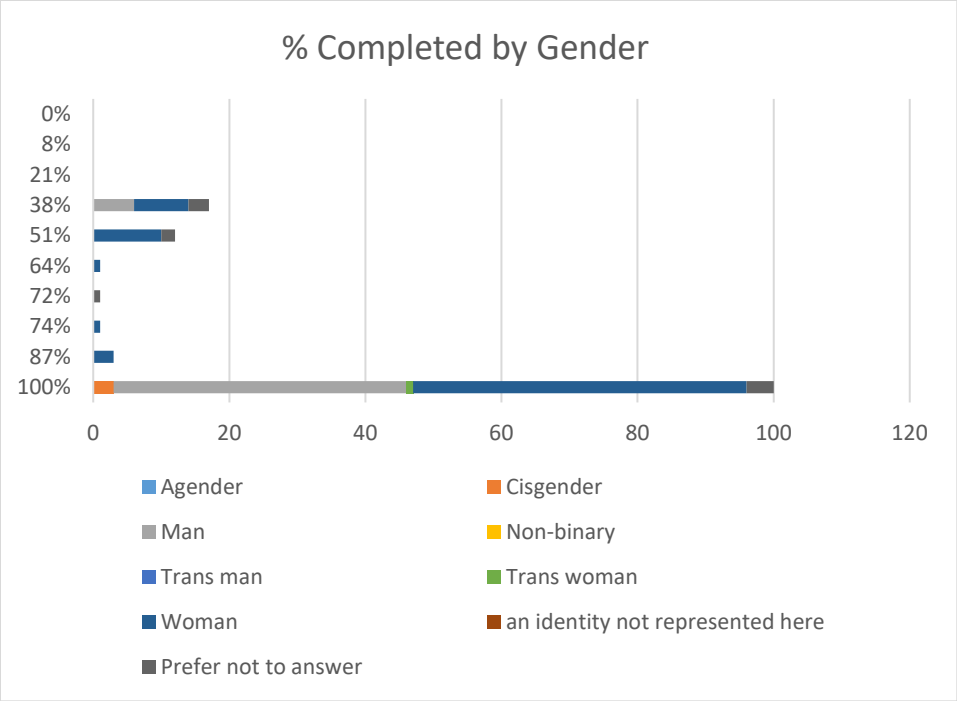
Of those 175, 120 completed 100% of the survey.

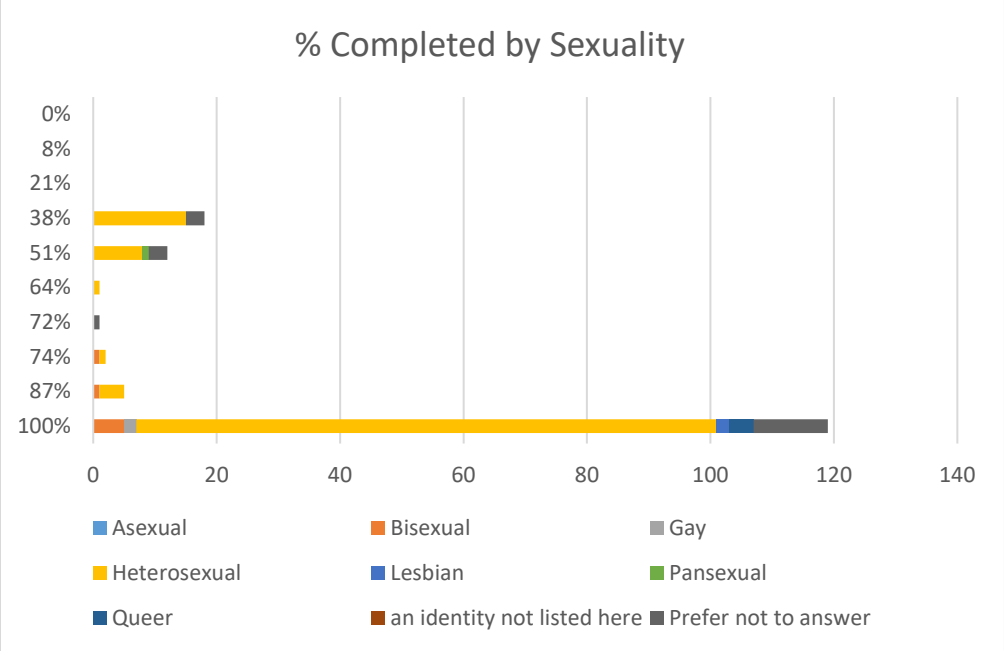
The following charts illustrates the breakdown of completed by tenure status, rank, gender, sexuality, race/ethnicity, and age.

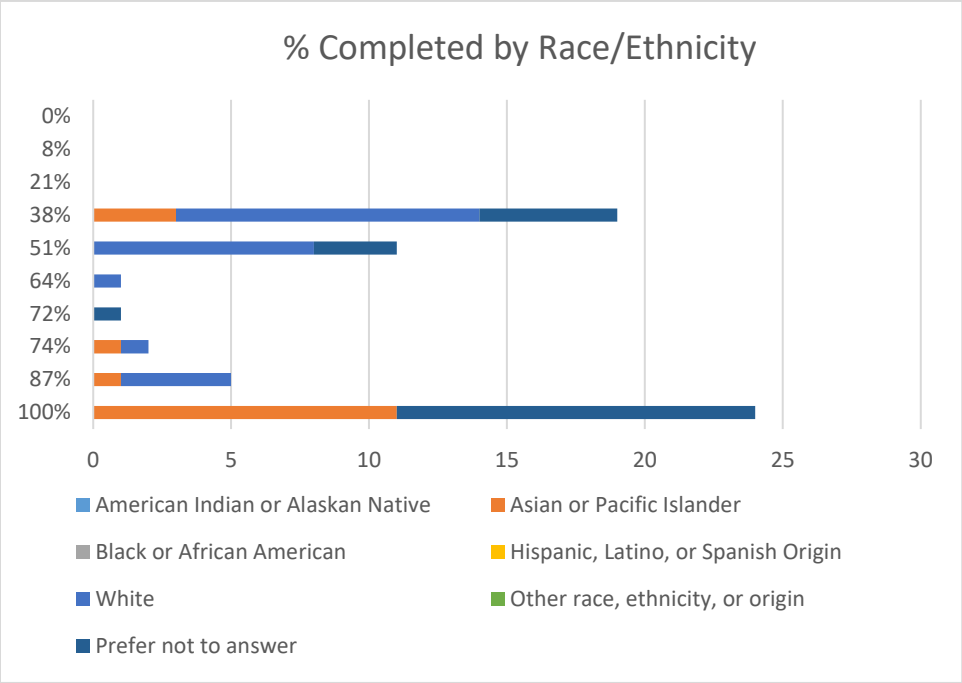



Respondents By Rank
60
50
40
30
20
10
0
Full Professor
Associate Professor
Assistant Professor
Instructor
Visiting Professor
Librarian, Tenured
Librarian, Tenure Track
Other


% Completed by Tenure Rank
8%
38%
64%
74%
100%
0
20
40
60
80
100
120
140
Full Professor
Associate Professor
Assistant Professor
Instructor
Visiting Professor
Librarian, Tenured
Librarian, Tenure Track
Other


% Completed by Gender
0%
8%
21%
38%
51%
64%
72%
74%
87%
100%
0
20
40
60
80
100
120
Agender
Cisgender
Man
Non-binary
Trans man
Trans woman
Woman
an identity not represented here
Prefer not to answer

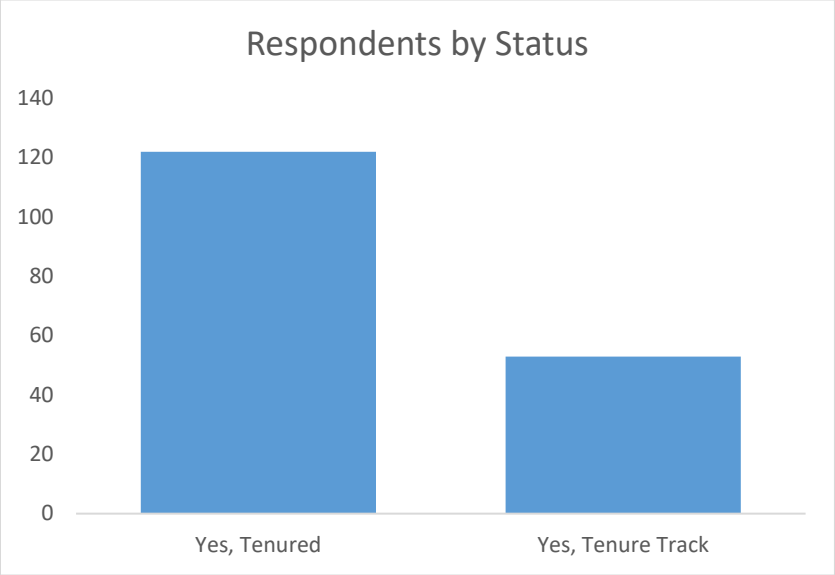

% Completed by Sexuality
0%
8%
21%
38%
51%
64%
72%
74%
87%
100%
0
20
40
60
80
100
120
140
Asexual
Bisexual
Gay
Heterosexual
Lesbian
Pansexual
Queer
an identity not listed here
Prefer not to answer

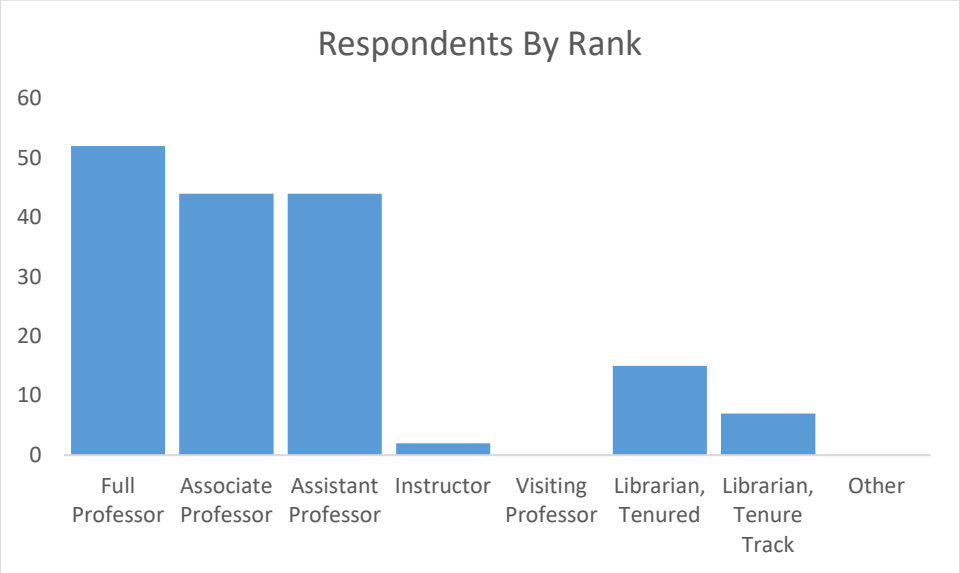


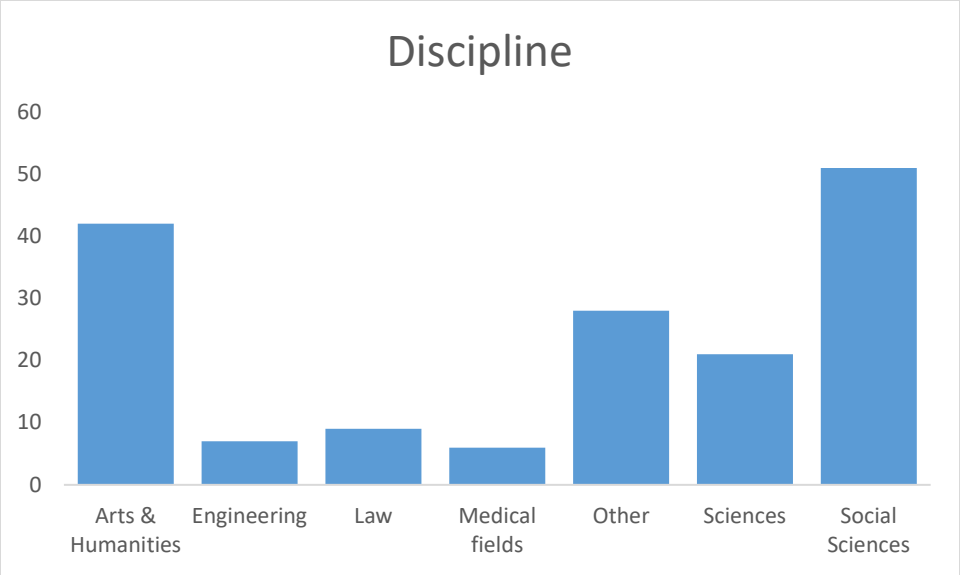
To Add: Department / Discipline

Respondents by Demographics, without percent complete

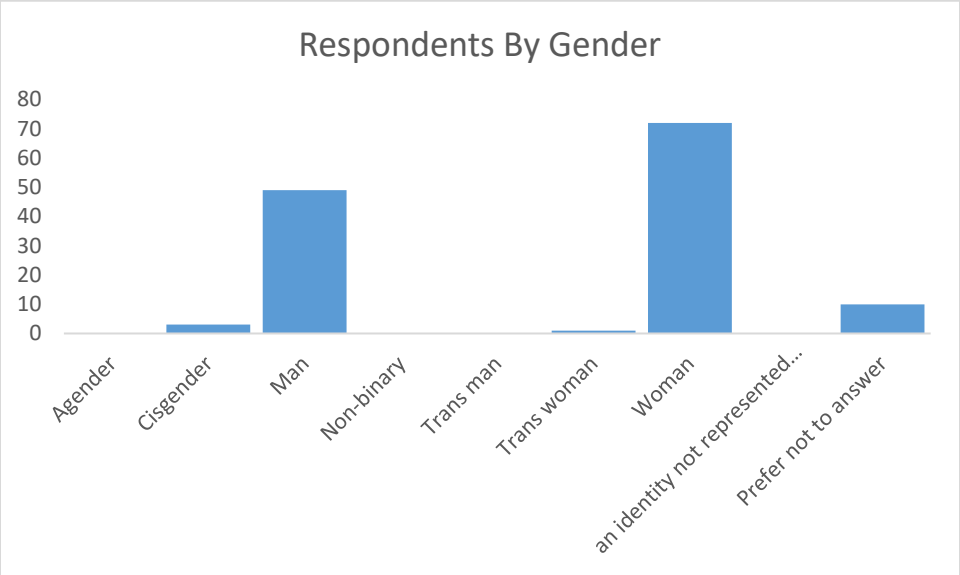
Describe methodology for identifying multiple choice options

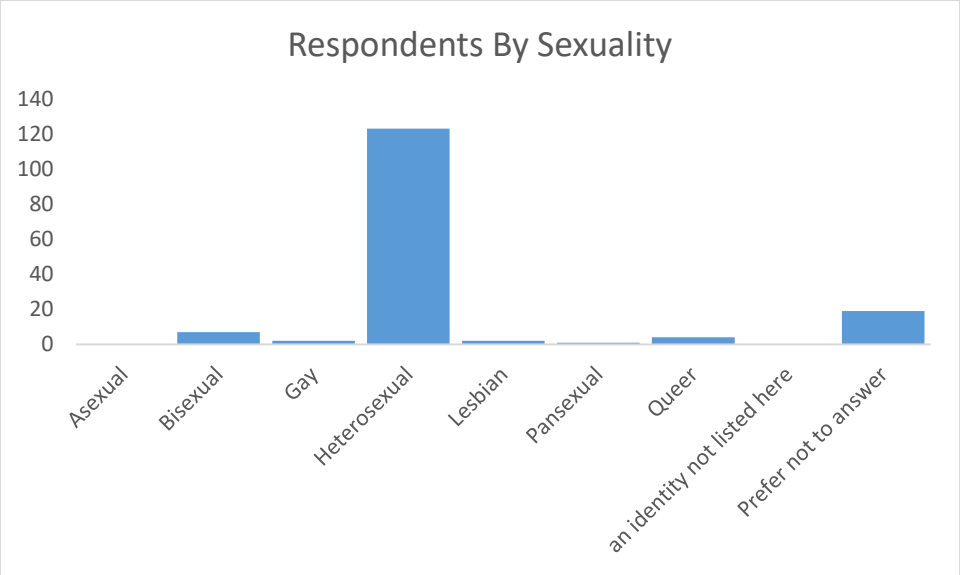






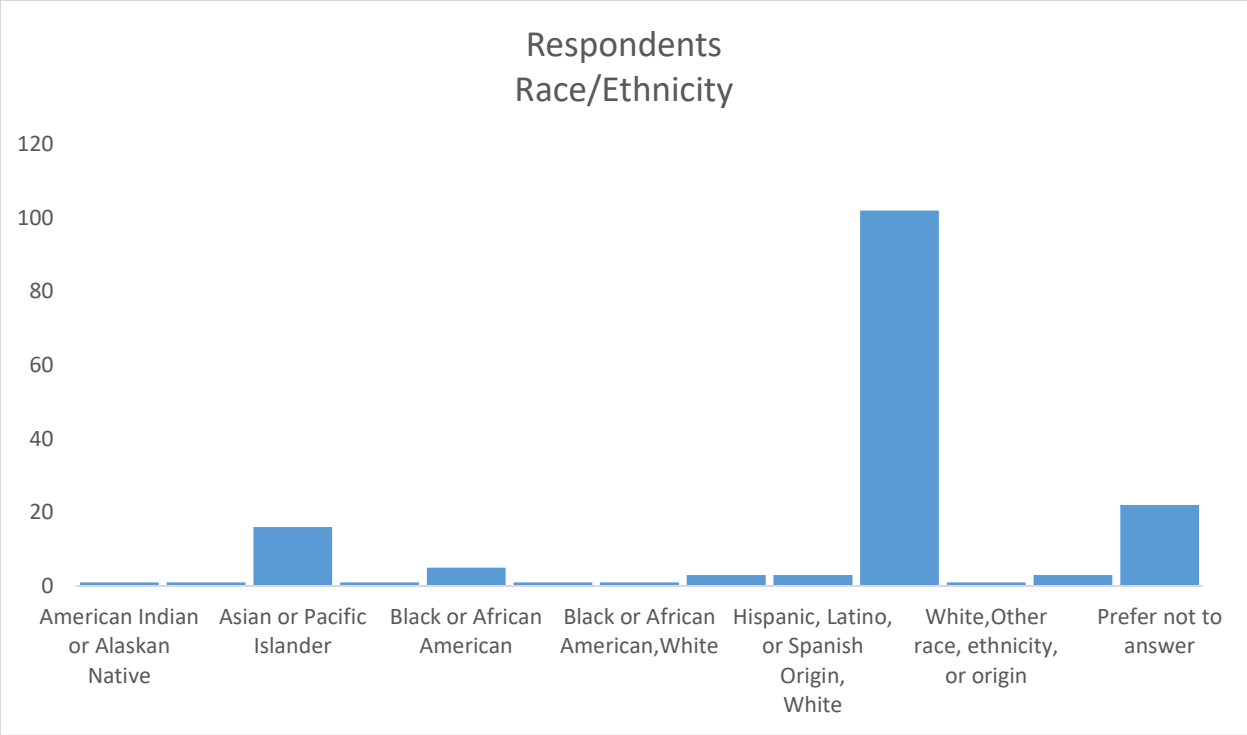
We also asked for name of department which in hindsight not sure how we are planning to analyze or what conclusions we would draw from that rather than from discipline.

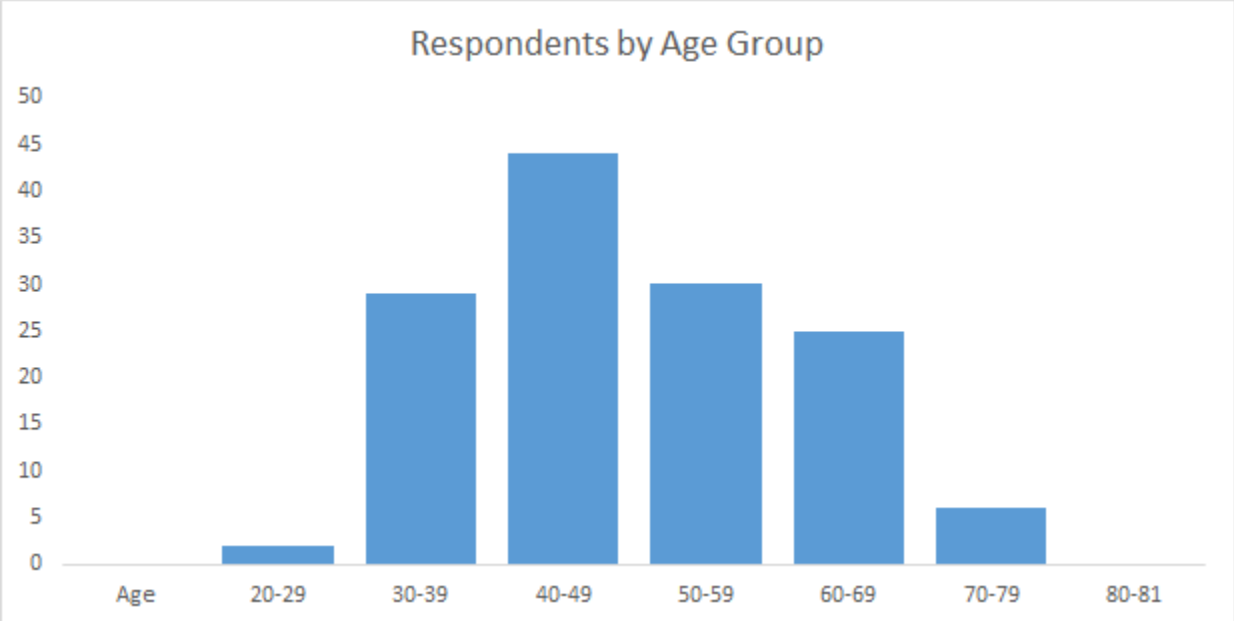




Respondents by Race/ Ethnicity.

When asked about their race, ethnicity, and origin, 160 participants responded. Participants were asked to choose from a set of options and indicate all that applied. The majority (102 or 64%) selected White as their only race. Another 4 selected White and one or more other races including Black or African American; American Indian or Alaskan Native; Hispanic, Latino, or Spanish Origin; and Other race, ethnicity, origin. The next largest group of responses was Prefer not to answer (22 or 13.8%) followed by Asian or Pacific Islander (16 or 10%). A total of 7 or 4.4% selected Black or African American with 1 those also selecting Prefer not to answer and 1 other being mentioned above as having also selected White. Four individuals selected Other race, ethnicity, or origin and each provided comments specifying which race, ethnicity or origin. Those responses included Jewish (2), Middle Eastern (1), and Pennsylvanian (1).


Respondents
Race/Ethnicity
120
100
80
60
40
20
0
American Indian or Alaskan Native
Asian or Pacific Islander
Black or African American
Black or African American,White
Hispanic, Latino, or Spanish Origin, White
White,Other race, ethnicity, or origin
Prefer not to answer


Respondents by Age Group
50
45
40
35
30
25
20
15
10
5
0
Age
20-29
30-39
40-49
50-59
60-69
70-79
80-81

Values in Promotion & Tenure Reviews

Respondents were asked a series of questions on how the values of diversity, inclusion, equity, and openness were incorporated into promotion and tenure reviews. A brief definition of each value was provided at the beginning of this section.

The first two questions in this series used a five-point likert scale to examine how much value was currently placed on, and how much value respondents felt should be placed on, scholarly output related to these values.

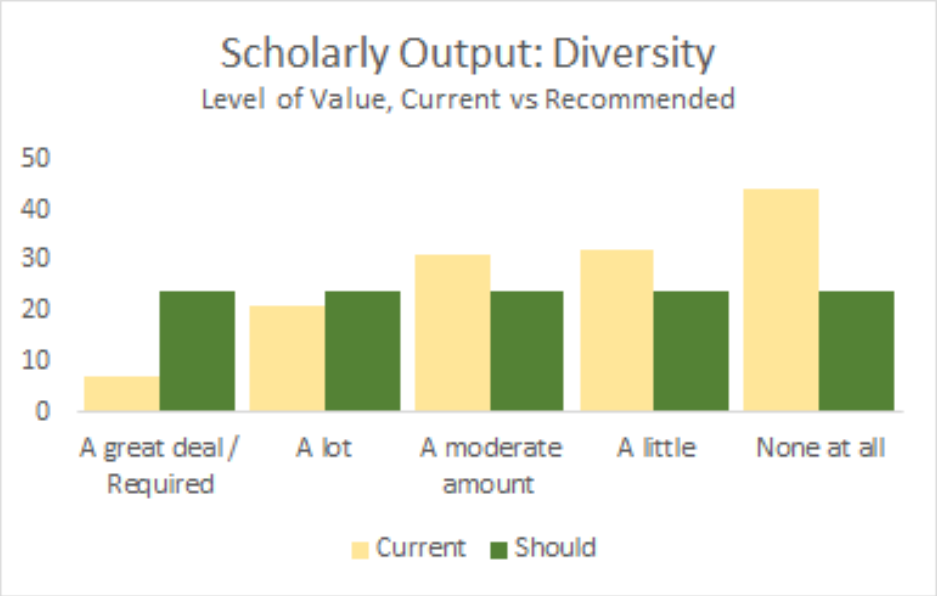
How much value, if any, does your current promotion and tenure system place on **scholarly output** related to the following values?

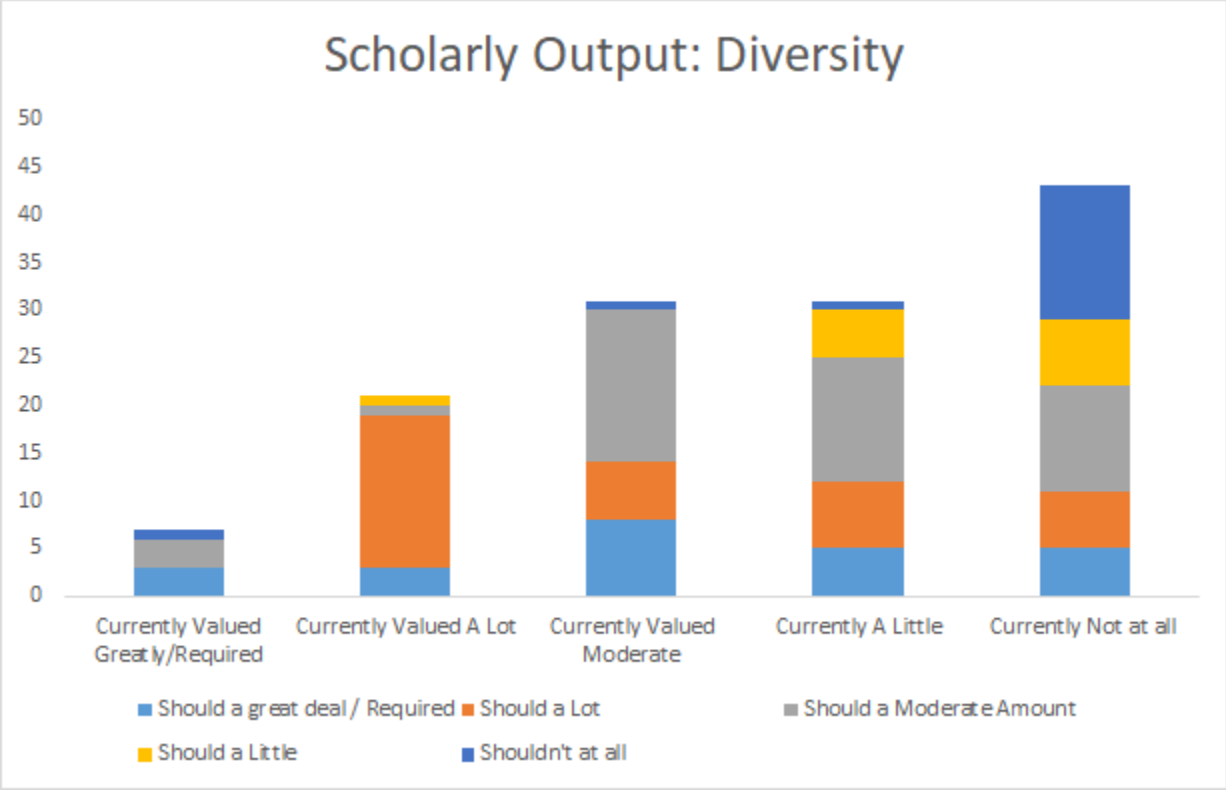
	A great deal / Required	A lot	A moderate amout	A little	None at all
Diversity	○	○	○	○	○
Inclusion	○	○	○	○	○
Equity	○	○	○	○	○
Openness	○	○	○	○	○

How much value, if any, do you think your promotion and tenure system **SHOULD** place on **scholarly output** related to the following values?

	A great deal /Required	A lot	A moderate amount	A little	None at all
Diversity	○	○	○	○	○
Inclusion	○	○	○	○	○
Equity	○	○	○	○	○
Openness	○	○	○	○	○

Diversity commitments often focus on building and maintaining populations of various social identities and personal characteristics who work, study, or spend time together in shared spaces, communities, and institutions.

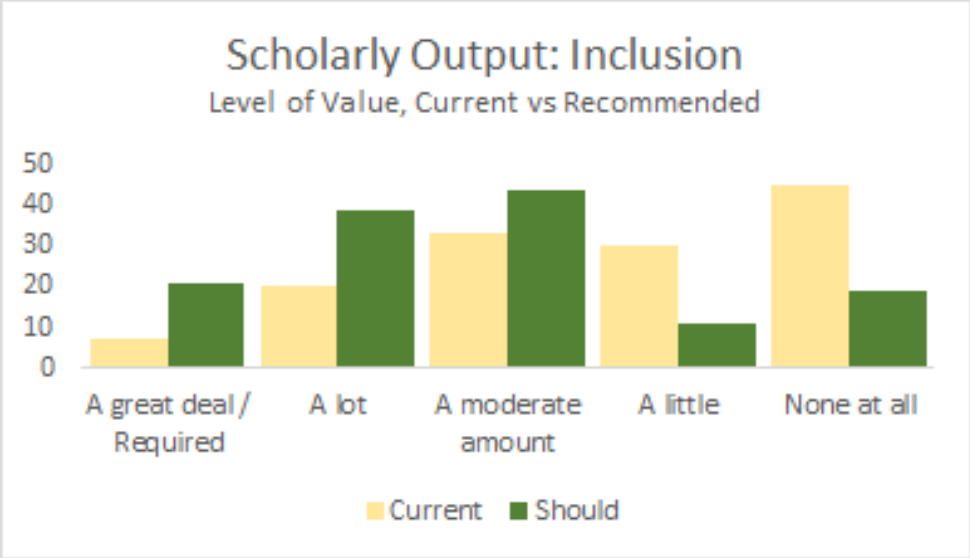

Scholarly Output: Diversity
Level of Value, Current vs Recommended
50
40
30
20
10
0
A great deal / Required
A lot
A moderate amount
A little
None at all
Current
Should

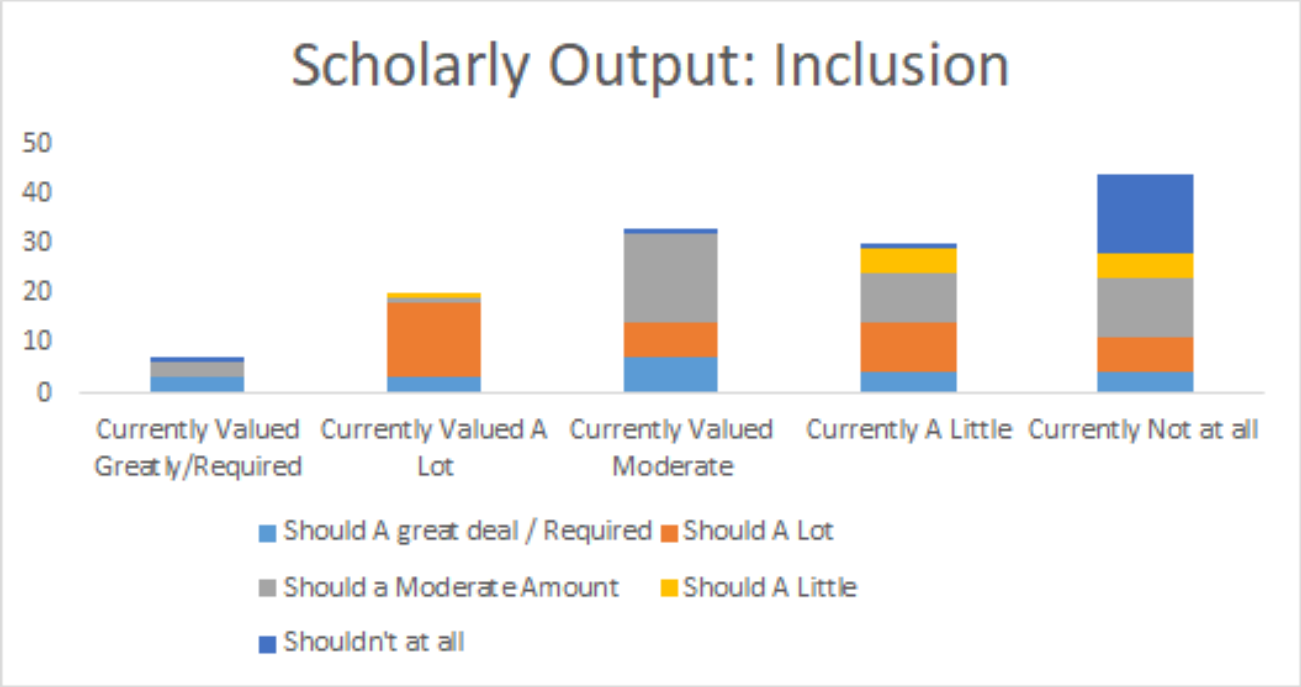

Scholarly Output: Diversity
50
45
40
35
30
25
20
15
10
5
0
Currently Valued Greatly/Required
Currently Valued A Lot
Currently Valued Moderate
Currently A Little
Currently Not at all
Should a great deal / Required
Should a Lot
Should a Moderate Amount
Should a Little
Shouldn't at all

Diversity as related to scholarly output

	Currently Valued Greatly/ Required	Currently Valued A Lot	Currently Valued Moderate	Currently A Little	Currently Not at all
Should A great deal / Required	3	3	8	5	5
Should A Lot	0	16	6	7	6
Should a Moderate Amount	3	1	16	13	11
Should A Little	0	1	0	5	7
Shouldn't at all	1	0	1	1	14

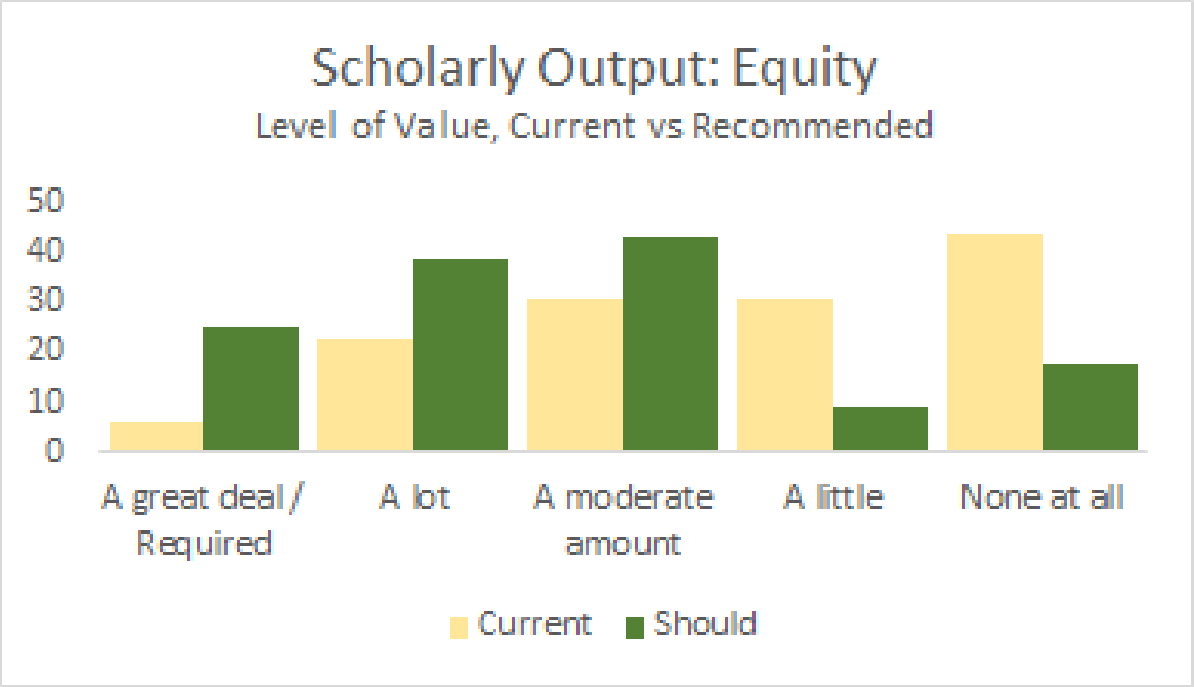
Inclusion focuses on making individuals of all social identities and personal characteristics feel welcome within those spaces, communities, and institutions.

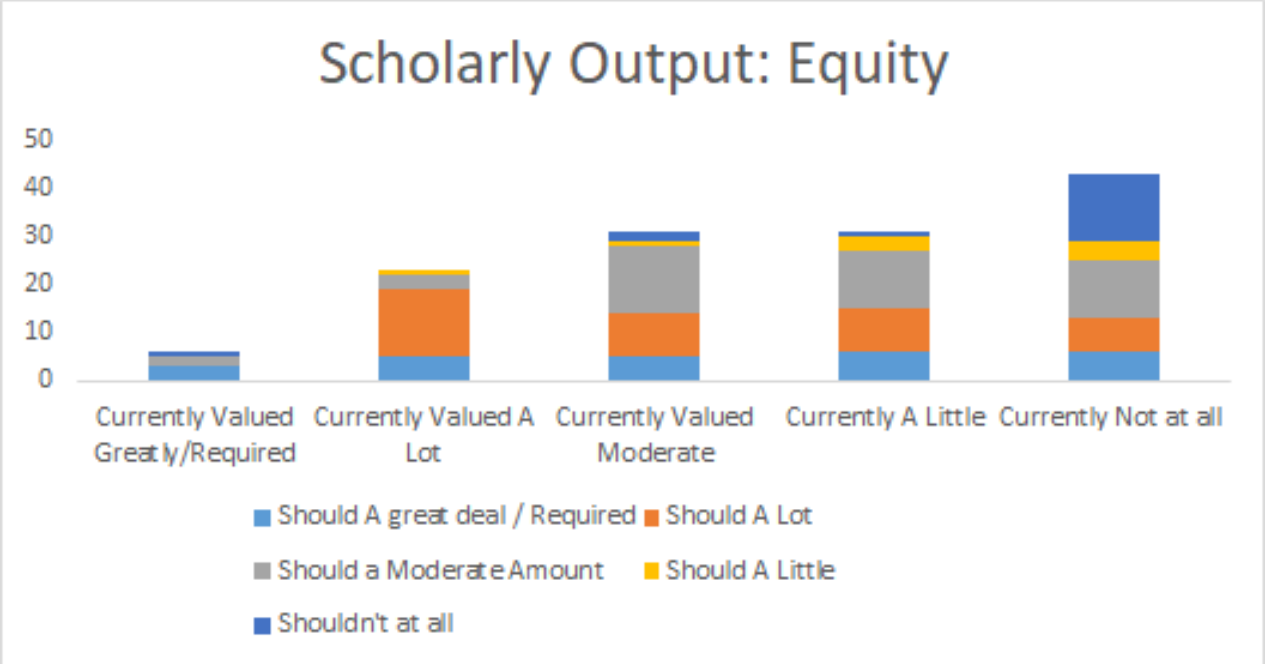




	Currently Valued Greatly/Required	Currently Valued A Lot	Currently Valued Moderate	Currently A Little	Currently Not at all
Should A great deal / Required	3	3	7	4	4
Should A Lot	0	15	7	10	7
Should a Moderate Amount	3	1	18	10	12
Should A Little	0	1	0	5	5
Shouldn't at all	1	0	1	1	16

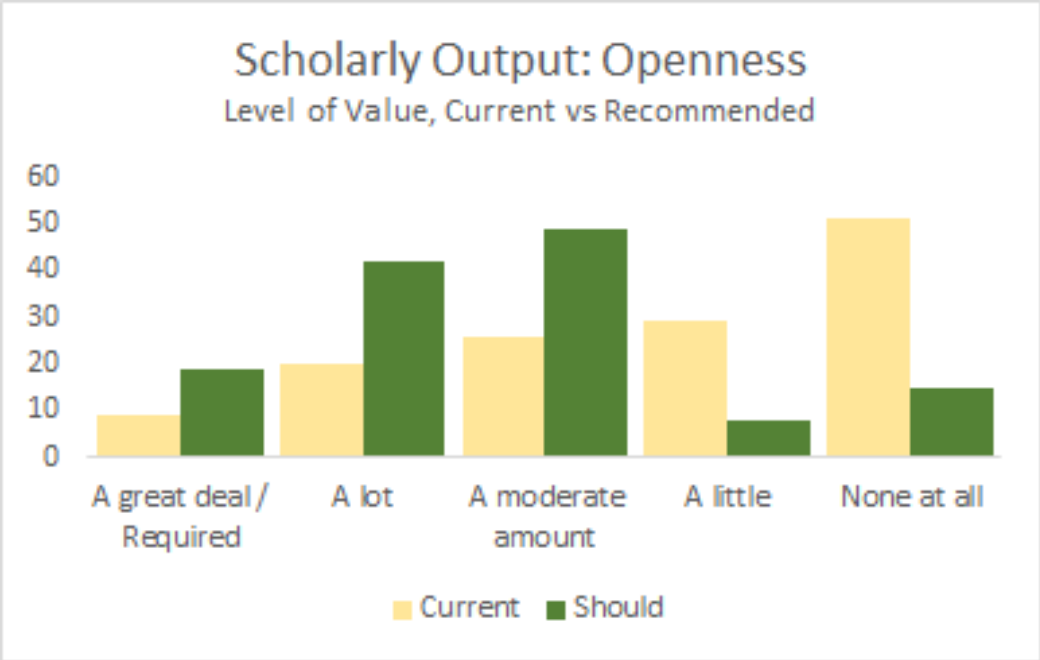
The concept of **Equity** is closely tied to fairness and is sometimes conflated with equality. While equality would assume everyone is starting from the same point with the same advantages, equity recognizes that an individual may require different approaches or services to achieve fairness and access.

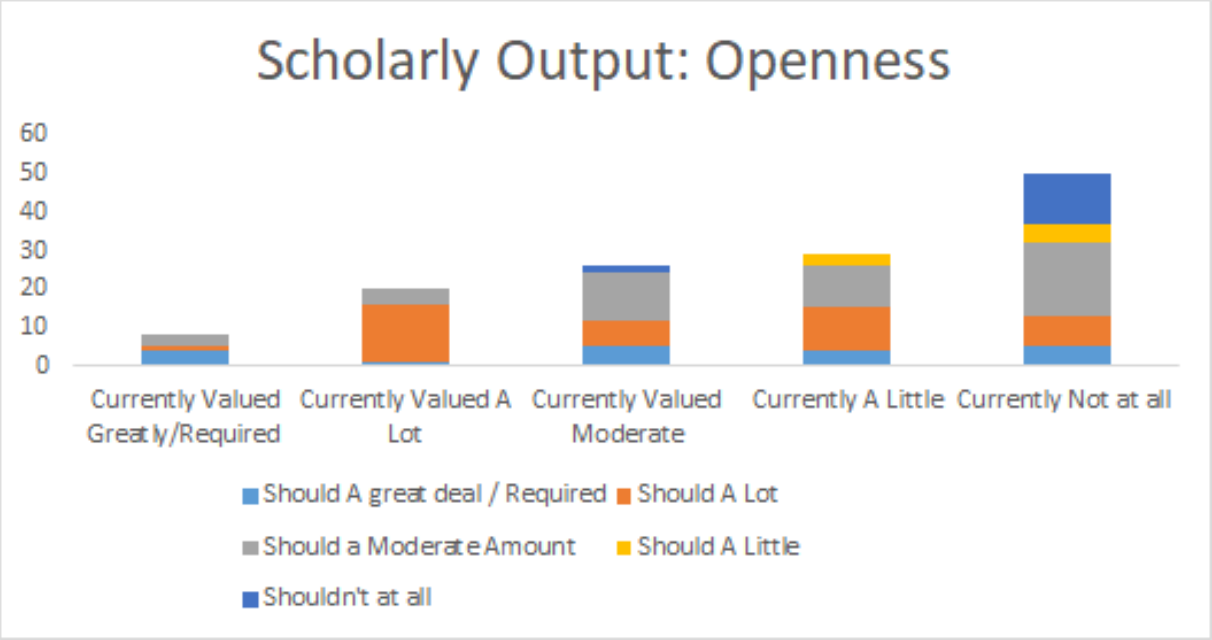

Scholarly Output: Equity
Level of Value, Current vs Recommended
50
40
30
20
10
0
A great deal / Required
A lot
A moderate amount
A little
None at all
Current
Should


Scholarly Output: Equity
50
40
30
20
10
0
Currently Valued Greatly/Required
Currently Valued A Lot
Currently Valued Moderate
Currently A Little
Currently Not at all
Should A great deal / Required
Should A Lot
Should a Moderate Amount
Should A Little
Shouldn't at all

	Currently Valued Greatly/Required	Currently Valued A Lot	Currently Valued Moderate	Currently A Little	Currently Not at all
Should A great deal / Required	3	5	5	6	6
Should A Lot	0	14	9	9	7
Should a Moderate Amount	2	3	14	12	12
Should A Little	0	1	1	3	4
Shouldn't at all	1	0	2	1	14

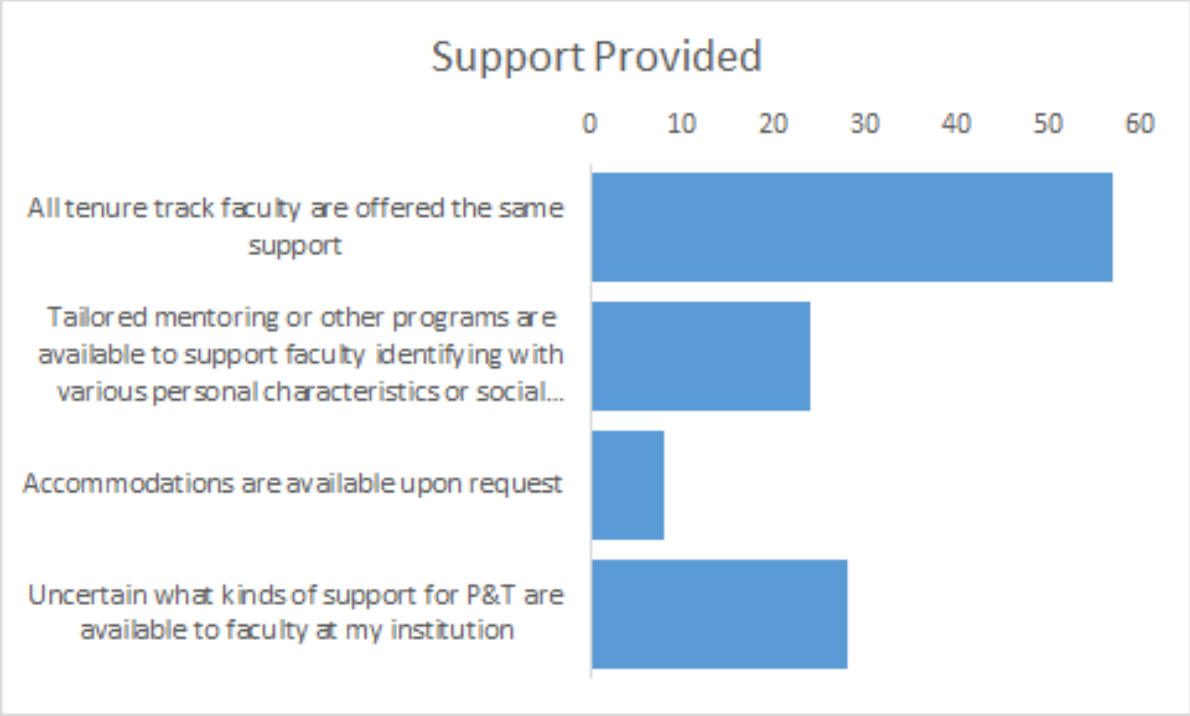
Openness, particularly as relates to open scholarship or open educational resources, is closely tied to this concept of equity of access regardless of an individual's social identities or other personal characteristics including socio-economic background or academic status.





Are individuals from traditionally underrepresented groups (e.g., racial and ethnic minorities, sexual identity or gender minorities, individuals with disabilities) given support to help them succeed in the Promotion & Tenure Process?

Participants were presented with four choices to describe the kinds of support offered to faculty at their institutions. 117 participants responded.



Comments

Are there any comments on the availability of P&T support for underrepresented groups that you'd like to share?

1. I'm not sure what you mean by "scholarly output." ANY productive scholarship is hard to come by for people who are a disadvantage, because we simply don't have the time to do the work. Work that actually addresses diversity would prob be approved, but the real issue is that unless you can pay for the time to work (childcare, etc) you won't get the work done. And most people in underrepresented groups are less likely to be able to do it. As are single parents, who should be considered here as well.
2. There is no support, really, for any group at all. The tenure and promotion process is unclear and up to this point, heavily dependent on student evaluations of faculty - which has been shown to support bias against women and minorities. So, I would say this is the "anti-support".
3. Our P&T process relies on departmental weightings to determine value of scholarship, so some departments are much more supportive of these kinds of publications than others.
4. ADVANCE program for women
5. The criteria have been extremely unclear and have changed depending on the leadership.
6. Tailored support is available for race/ethnicity but not gender, sexual orientation, etc.
7. I would like to see a P&T system that provides custom support for tenure-track minorities/people of color and women, especially around equity in course load and advising. Faculty not in this group should receive training on how they should recognize their privilege and use this to create a more equitable system with the goal of retaining non-white, male faculty.
8. Female associate professors are largely ignored when resources related to promotion are distributed. This population group provides a disproportionate amount of administrative and service support to the university when compared to men.
9. The external mentor is of signifcant value at UMBC. Many departments have mentoring components to their by-laws.
10. We consistently decline to recognize the need for specialized support, even when specific issues are brought up and support is requested.
    I should note that "scholarly output" pertaining to questions of diversity and equity is *usually* pretty far afield from our area. For exceptions, I don't think it's given substantially less weight than any other output meeting the same criteria (e.g., major journal).
11. The problem with lack of diversity is at the hiring level. Towson sometimes does not receive enough qualified applicants of all backgrounds.
12. I don't think there are programs or support in place; I feel like men tend to get more attention and support in my female-dominated field. As a cisgender white woman I recognize that I have opportunities and different experiences from my non-white, female colleagues. My understanding is that P&T support simply emphasizes meeting requirements (such as service and research) but it's disappointing how little is done to account for the different experiences people with diverse backgrounds have. Additionally, I find that women and women of color are leaned on more heavily for service -- if P&T support were truly available we would do a better

job of assessing and distributing this type of work and be more equitable in our expectations of what P&T requires.

13. All are offered the same support, but only in the sense that very little, if any, support is offered - this is the same across the board for all junior faculty though.
14. People who coddle up to higher ups are given preference.
15. Although support is equal, it is not inclusive, nor is it equitable. Outliers are expected to conform to norms of the majority and are punished for not conforming.
16. We have mentors that are assigned based on availability. I believe that my personal interests were also taken into consideration when assigning mentors. I also have individuals that have offered to help with the P&T process outside of formal mentorship.
17. Your survey questions are telling in that you completely omit religion or religious belief from your categories of "traditionally underrepresented groups." Many would argue that today's academy is very biased against religion. I'm interested in hearing a rationale for this omission.
18. In my department, I feel that specialized support is available, but I have heard several times that this is not the case in many other departments
19. We need more
20. It is an extremely high priority -- our highest priority in all hiring and promotion decisions.
21. I found the question regarding scholarly OUTPUT and the relation to values in the tenure system open to a number of different interpretations and thus hard to answer. Is it about the content of the scholarship? The process of production? Want to help but am unsure if my answers are helpful.
22. All candidates have suitable and accurate support in my opinion.
23. As an early career scholar, I would be interested in a mentorship program or events that bring together faculty from different departments and universities to provide support through the P&T process. For me, as a queer person of color, this would be especially important regarding challenges for the P&T process
24. Questions about sabotage also need to be addressed
25. I want to let you know that I didn't understand the question above about value of scholarly output related to values such as diversity and inclusion. Is scholarly output related to such values valued? YES. Is it required? NO. Faculty are given freedom to pursue their own scholarly interests.
26. things are fine in my department, but in other departments, i heard unfair treatments
27. Some underrepresented faculty have received mentoring and funding. Unclear if they asked for it or if it was automatically supplied to them.
28. No comments
29. This question needs some clarifications.
30. There is the issue of the legality of offering different kinds of support for tenure track faculty according to "personal" characteristics. I checked all the boxes because one could argue each applies for various reasons. It is notable that this is put in the passive voice. It is not specified which office or offices or positions is "offering" the support. The answer could vary considerably according to whether we are talking about department chairs, Dean's offices, or tailor made programs set up by the Provost's office. The group that probably faces the most discrimination in all this are white males.

31. I would have liked to have know 13 years ago that my institution has a membership with the National Center for Faculty Development and Diversity and the resources are available to all our faculty.
32. Emphasis is on research productivity and not community-engaged-research (already part of the institution's P&T guidelines). It's not a surprise that a lot of underrepresented faculty do work in research that has not been traditionally valued because its outputs and publication venues follow different interests.
33. Ok. Not enough. Micro aggressions and excessive service burden related to minority students still a problem
34. I do not understand the first 2 questions. We place very high value on scholarly output for all candidates. Are you asking whether we expect a different amount of output from different candidates based on their group membership?
35. The questions regarding importance are difficult to answer with a single rating scale. Service and scholarship related to diversity and inclusion are highly valued by our department, but not everyone is expected to have the same portfolio in these areas, so does that mean it's not valued if such service or scholarship are not explicitly required?
36. We should be more open to including unofficial mentoring of students/colleagues as part of P& T. Openness about the uncompensated mentoring labor undertaken by URM faculty is critical.
37. My STEM Department emphasizes the values of diversity, inclusion, equity and openess in the hiring process. During the promotion and tenure process these values usually applied in the teaching category, and not so much in scholarly work.
38. I think it's important that members of underrepresented groups aren't also shouldering the extra burden of supporting other members without some kind of compensation; otherwise, this type of work can ultimately lead to members of underrepresented groups stalling out in their own progress because they have taken on mentorship or service roles.
39. My chair doesn't seem to know how to support diverse faculty
40. Not specifically, but I did find the first questions regarding scholarly output a bit confusing. I interpreted the question to mean "Is there special consideration or evaluative merit given to research in the areas of diversity, inclusion, equity and openness?" but I'm not certain if that is the correct interpretation.
41. I don't think there's enough support for racial & ethnic minorities in tenure track positions. My department (and librarianship more generally) is overwhelmingly white, and I've seen first-hand how alienating some of our practices are.

Inclusive Culture

Respondents were then asked how much value was currently placed on, and how much value respondents felt should be placed on, creating an inclusive culture in the classroom, on committees, and in regional or national service. As with the first questions in this section, these questions were presented as a five-point likert scale.

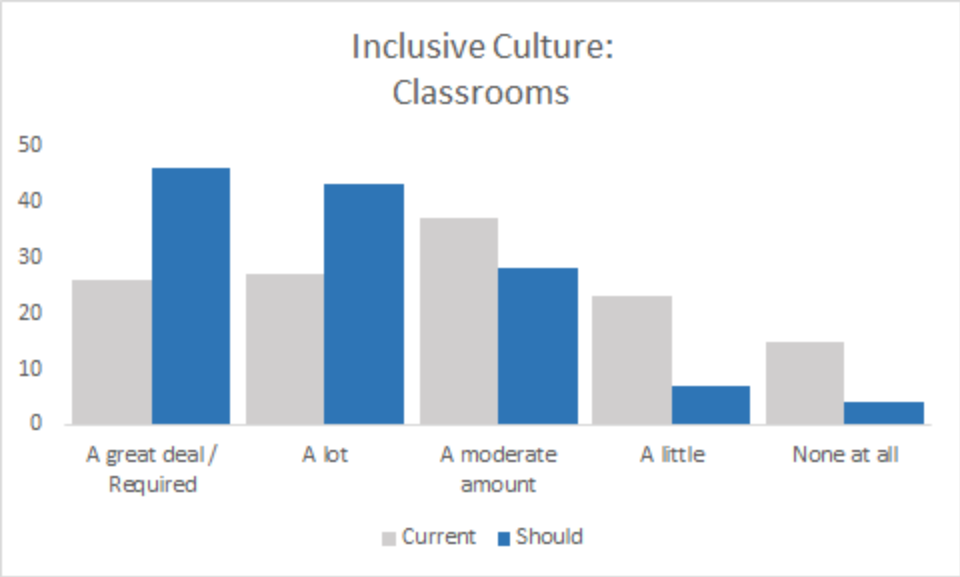
How much value do your current promotion and tenure practices place on rewarding contributions to creating an **inclusive** culture?

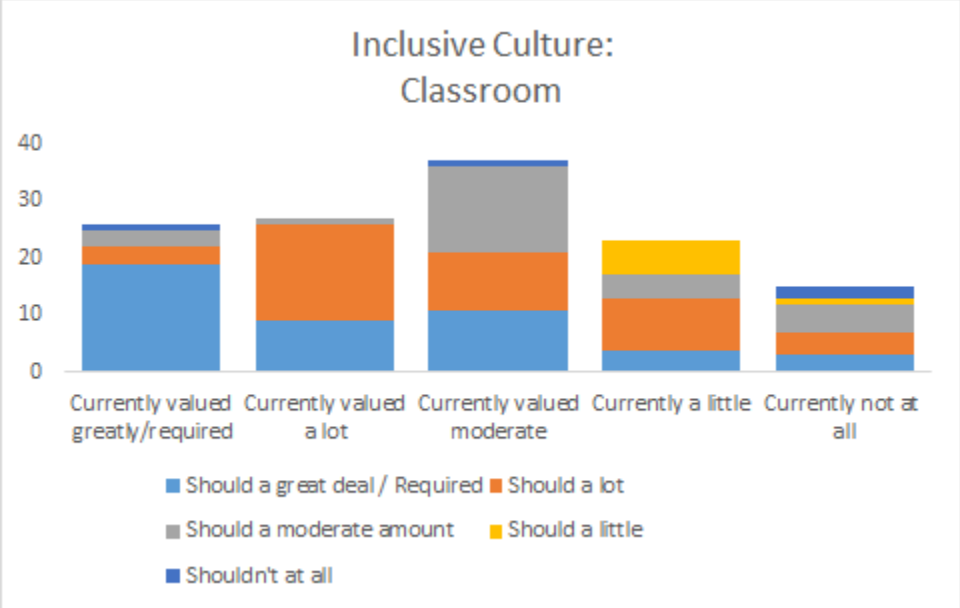
	A great deal / Required	A lot	A moderate amount	A little	None at all
In the classroom	○	○	○	○	○
In service on committees	○	○	○	○	○
In local, regional, or national service	○	○	○	○	○

How much value do you think your promotion and tenure practices **SHOULD** place on contributions to creating an **inclusive** culture?

	A great deal / Required	A lot	A moderate amount	A little	None at all
In the classroom	○	○	○	○	○
In service on committees	○	○	○	○	○
In local, regional, or national service	○	○	○	○	○

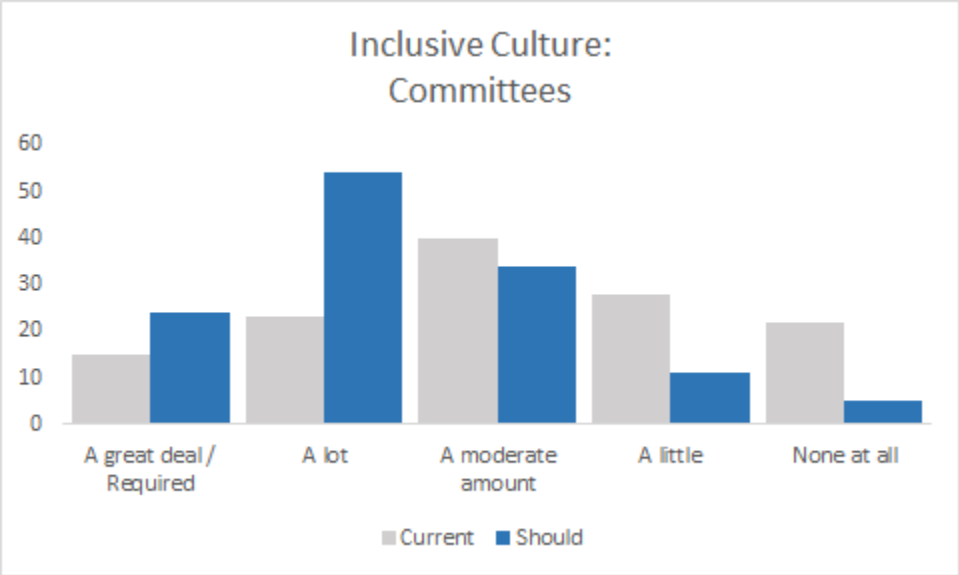
Inclusive Culture in the Classroom

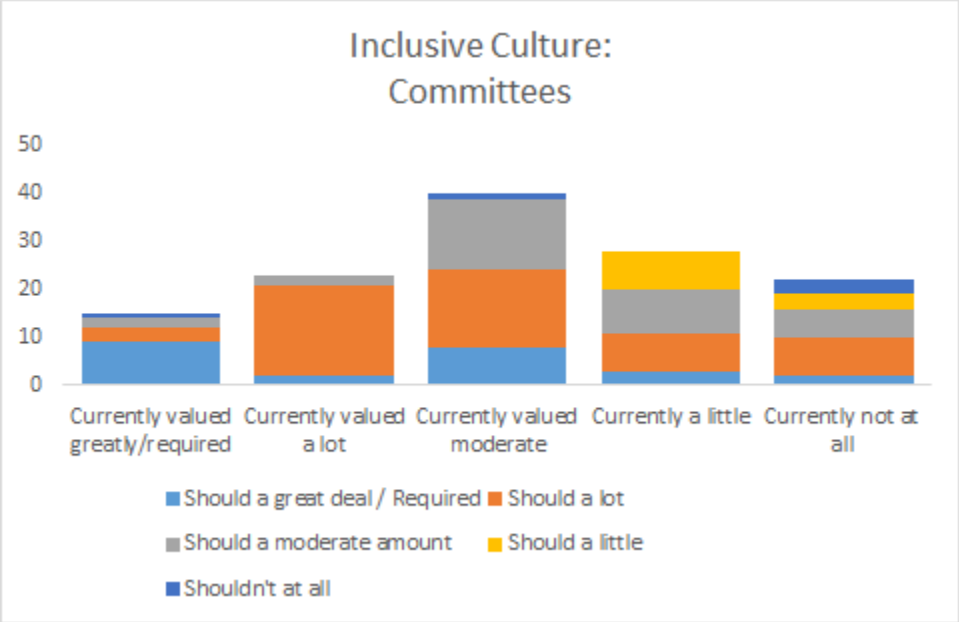




	Currently valued greatly/required	Currently valued a lot	Currently valued moderate	Currently a little	Currently not at all
Should a great deal / Required	19	9	11	4	3
Should a lot	3	17	10	9	4
Should a moderate amount	3	1	15	4	5
Should a little	0	0	0	6	1
Shouldn't at all	1	0	1	0	2

Inclusive Culture in Service on Committees

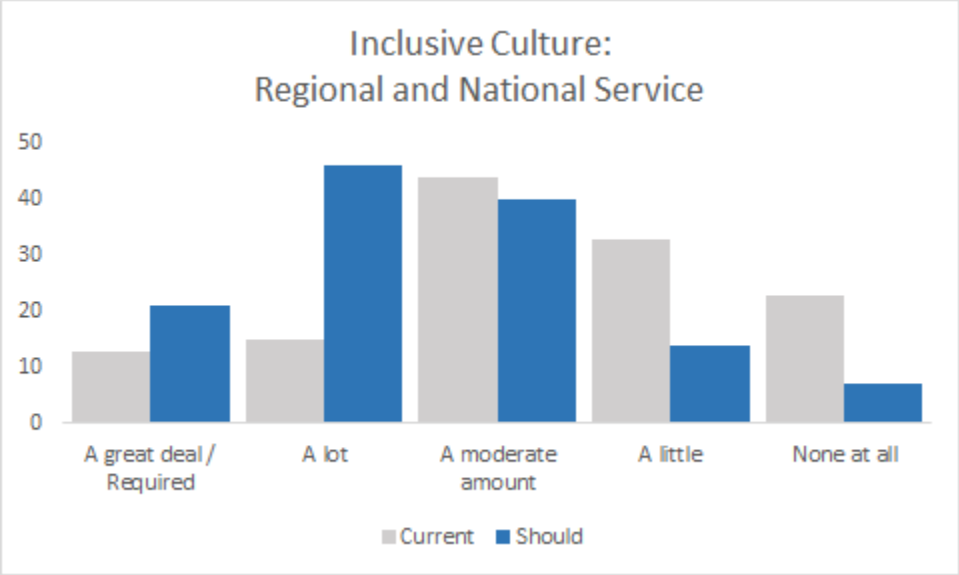


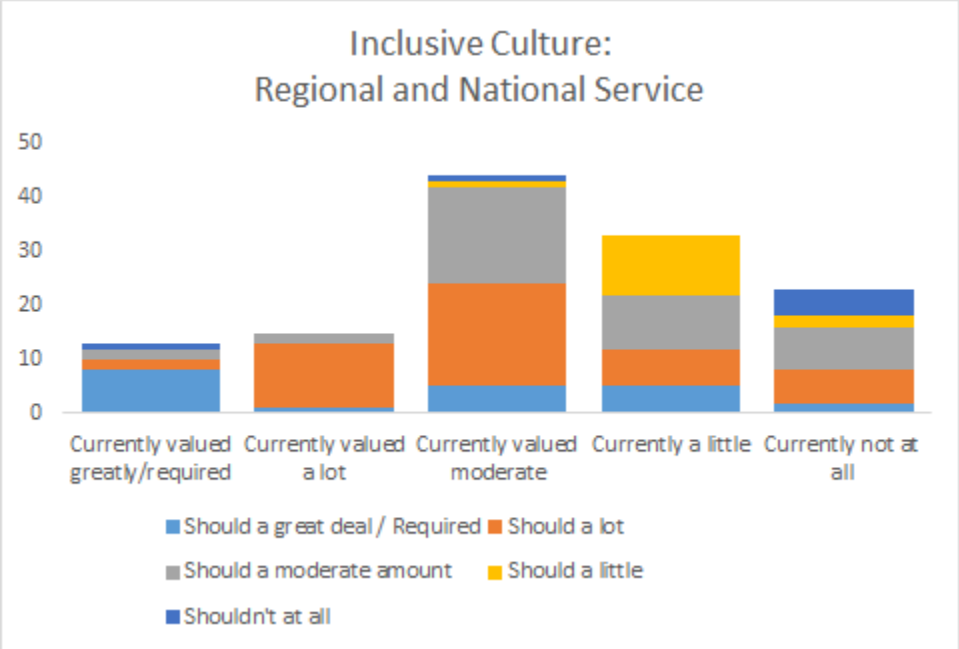


	Currently valued greatly/required	Currently valued a lot	Currently valued moderate	Currently a little	Currently not at all
Should a great deal / Required	9	2	8	3	2
Should a lot	3	19	16	8	8

Should a moderate amount	2	2	15	9	6
Should a little	0	0	0	8	3
Shouldn't at all	1	0	1	0	3

Inclusive Culture in local, regional, or national service





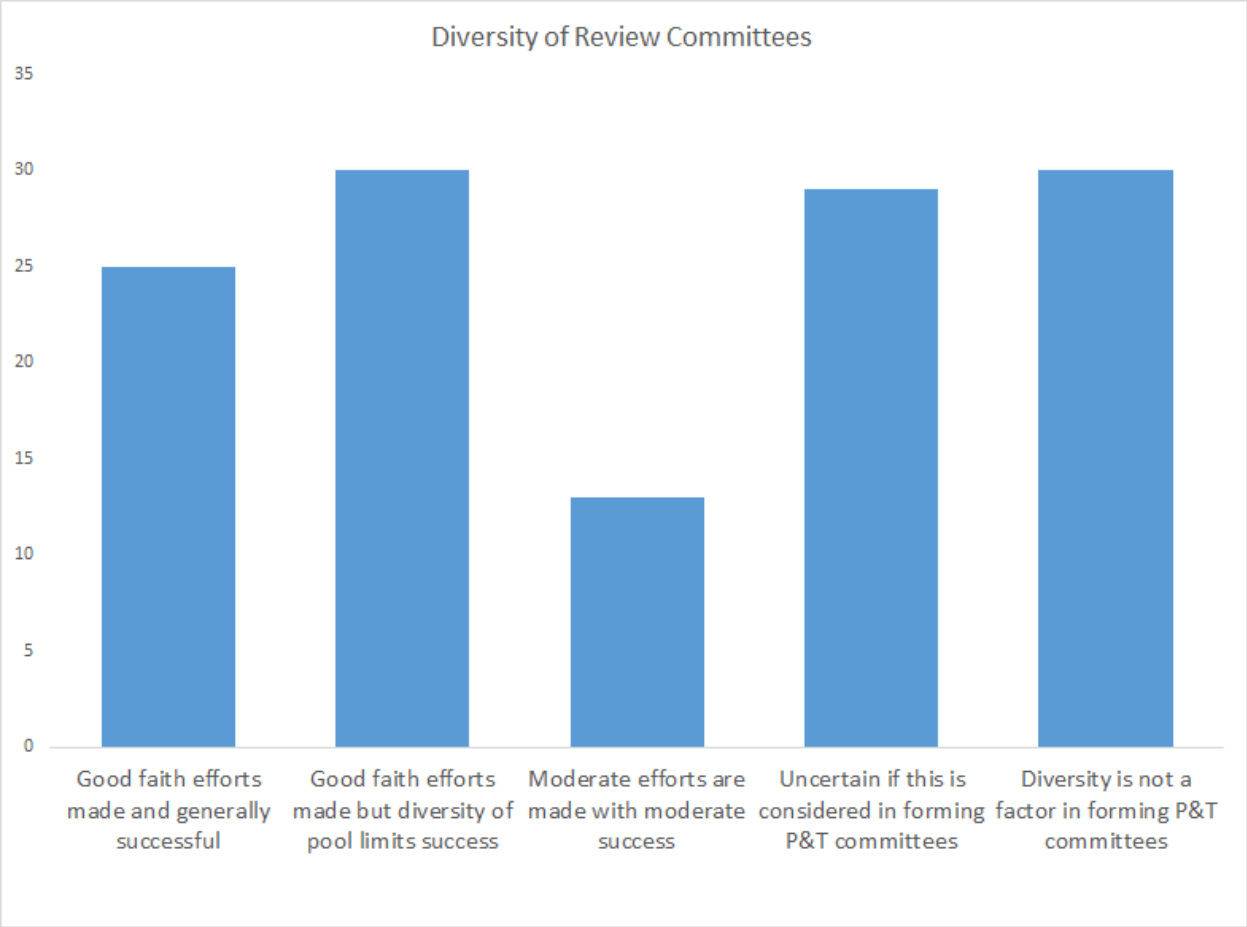
	Currently valued greatly/required	Currently valued a lot	Currently valued moderate	Currently a little	Currently not at all
Should a great deal / Required	8	1	5	5	2
Should a lot	2	12	19	7	6
Should a moderate amount	2	2	18	10	8
Should a little	0	0	1	11	2
Shouldn't at all	1	0	1	0	5

Review Committees

Are good faith efforts made to routinely populate Promotion & Tenure committees with representatives from diverse backgrounds (e.g., various social identities and personal characteristics)?

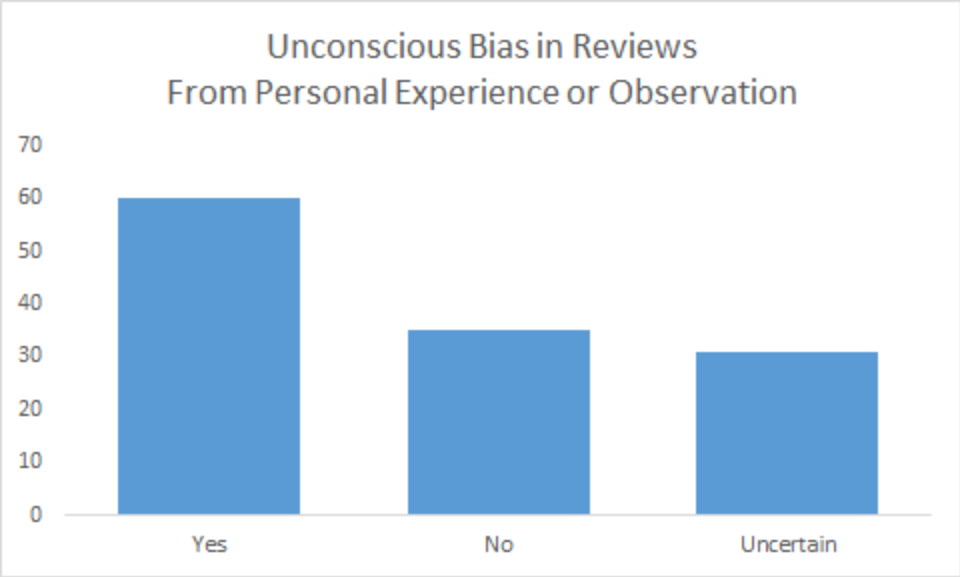
Multiple choice

127 respondents answered



Have you ever felt that unconscious bias played a role--either positively or negatively--in how you or a colleague were evaluated in a Promotion & Tenure review?

Of the 126 participants that answered this question, nearly half (60) responded yes. The remaining answers were split nearly evenly between No (35) and Uncertain (31).



Are there any comments you'd like to share on the role of diversity, inclusion, equity, and openness as relates to promotion and tenure reviews?

1. Equity is the glaring problem. Whether we get tenure depends on student evaluations, which everyone knows are biased against women and people of color. It should be a Title IX violation to use evals against faculty. And yet it happens routinely. I was bullied for years by my dean and chair about these numbers. Also, the recent attempt to make up for underpaying faculty didn't allow for all faculty to be given the back pay they deserved. Ratings on evaluation determined whether you qualified to get the pay you should have had. Because I was below the average rating in my department (which is laughably high: 4.7 or so), I didn't get it. My ratings were still way above 4, but no equity for me. Thus, this really wasn't equity pay, it was merit pay. Again, seems illegal.
2. Please see my previous comments about this. (Response ID R_8GNSllSzfiuP6kV)
3. Our college does not use a committee for promotion and tenure.
4. I think the same rules apply for everyone. You either meet the criteria or you don't.
5. Since we elect the members of our tenure and promotion committee, I cannot speak to how many of my colleagues are factoring in diversity, equity, inclusion and openness into their votes. We ensure representation for all of the colleges, but nothing else is explicitly stated on the ballot. For me, I try to vote for a mix of women and men. Sometimes, I also factor in nationality (as best as I can based on a guess using a person's last name). I have served on this committee in the past, and at that time, I know that we were not consciously addressing these issues as a group.
6. ageism can be a factor, where a person of younger than average age or time in rank is not taken seriously when it comes to promotion timeline
7. minorities are often held to less rigid requirements.

8. The challenge with this is that underrepresented groups may find themselves with more service requirements because the pool is smaller (and this should be avoided).
9. Contributions to creating an inclusive environment should be valued much more highly. More identities should be considered for support, mentorship, etc.
10. Issues of diversity equity inclusiveness and openness in scholarship may be essential in some fields and not in others. Rewarding scholarship for these elements could be important to someone's work but it may not to someone else. In and of themselves, they are not a criteria of scholarship in my opinion. If a colleague wishes to incorporate this into their scholarship they would make a case for it. In service or teaching this may have greater value and weight, but again all teaching or service may not incorporate these elements in the faculty member's actions.
11. My institution is not "snobby" about faculty research, meaning it accepts all kinds of scholarly activities.
12. I don't think enough is done to consider the different challenges and circumstances faced by educators of different backgrounds. Similarly, I don't think our administration (or at least my department) considers the challenges faculty members face to create inclusive classroom environments. At Towson, we have a very diverse student population not only based on gender and race, but also on socioeconomic status, sexual orientation, first-generation students, transfer students, etc. This requires a heavy lift from faculty attempting to make their classroom inclusive and equitable spaces; but I don't think that's acknowledged in P&T reviews. Further, I know that P&T reviews do not consider (or are not trained to consider) how faculty with differing backgrounds are treated and evaluated differently. For example, women statistically get rated lower than men on teaching evaluations -- those numbers drop further for men and women of color. I don't think this nuance is considered when reviewing student evaluations, which is an inclusion/equity/openness issue.
13. I came into my university as an adjunct, then got a contract. The male head of my division at the time executive committee that he could not imagine that I wanted a tenure-track position because I was a mother of two school-age children. I worked on contract for seven years before I joined the tenure track.
14. Candidates should be judged on their merit as opposed to coddling or gender or any other factor,
15. P&T - based on scholarship; teaching; service. These topics are great values, but in no way should they become part of the criteria or assessment variables for promotion and tenure. Scholarship: None of those topics should be included in assessment of one's scholarly work - the topics are absolutely irrelevant in judging scholarly impact; they are topics that some may choose to address, but that is all.Teaching: The factors are implicit to some degree in evaluation of teaching quality - I don't see how you can assess these independently in the area of instruction. Service: Affecting these topics is not something that can occur in most service positions - you just do the tasks. Leaders are the ones that can guide cultures/policies. Therefore, you can't use these topics as an assessment of one's level of service.
16. Diversity, inclusion, equity, and openness are tolerated in order to placate campus requirements, but are not actively embraced.
17. My supervisor and I have had regular meetings to discuss progress toward promotion and tenure, which allows us to establish relational understanding and to address issues if they arise.

My work with diversity was an important factor in my hiring and was highly valued by the organization.

18. There are also questions about diversity of scholarship - different methodologies, audiences, etc, which do need to be addressed.
19. Yes. As a Caucasian male who has experienced domestic violence, divorce and housing insecurity as a child, TB, intermittent living in Baltimore City Housing Projects, I am a statistical blip that is ignored. I have served on committees where I have heard (literally) "I'm tired of bringing these old white guys in here" and similar expressions. They are not dominant but I have not heard any rebuttal. There is a limited spectrum of what is considered diverse, as in diverse life experiences count for naught. These are not my issues - I just work to be my best and to extend a hand to those coming after me. My single mother taught me to ignore the distractions, treat everyone with respect and focus on excellence. How does that fit in your survey?
20. It is our single greatest concern in all hiring and promotion decisions.
21. I strongly believe that these are ideals to which we should aspire, but this is entirely separate from the tenure process, in my opinion. I am actually having trouble wrapping my head around what this would look like....when these questions ask about "contributions," it makes it seem as if you are suggesting that we should value articles/books from scholars who study these things more than for other topics. I fundamentally disagree with that notion. Creating an environment in which scholars from underrepresented groups feel supported and encouraged is incredibly important. But this is not facilitated by communicating that topics that study these things are more valuable, or should be considered more heavily. Perhaps I am misunderstanding, but one's scholarship should be evaluated purely on the merits of the scholarship (quality, impactful work), not on the topic.
22. Diversity should be explicitly considered when forming P&T committees. I'm glad that equity is often considered in the P&T process.
23. Microaggressions, Malek manual tactics, implicit bias, underhanded sabotage... I've seen it all
24. My department and P&T promotion are both fair,but there are racial discrimination elsewhere
25. I'm wondering how this would be judged in P&T. I can imagine certain contributions that could be proven/judged/quantified, but in general it would be hard to judge if made a required part of P&T.
26. Racial/ethnic minorities and foreigners are often looked down upon.
27. I answered the question above to say that Diversity is not a factor in P&T committees. That is because ALL tenured faculty members above the candidate's rank are included in the P&T committee. This means that our committees are as diverse as our faculty pool.
28. The question above about "are good faith efforts made to routinely populate with reps from diverse questions is in my view a clearly leading question (along the lines of "how often do you beat your wife".). Abundant efforts seem to be made to populate all university committees with reps from diverse background. However, one is not given a choice between whether these efforts are made and whether they are successful. This seems to represent implicit biases by whoever constructed this question. Also, I have heard concerns raised by URM faculty, that effortsto achieve diversity on P&T and related service committees place an excessive service burden on them compared with non-URM faculty.

29. I was not sure how to answer "Are good faith efforts made to routinely populate Promotion & Tenure committees with representatives from diverse backgrounds". Our P&T committees involve the participation of all eligible faculty.
30. Women are typically raising small children during the years they are working towards tenure. Academia can't do much about gender role problems in the home; however, the way the system is designed, women are disadvantaged. My department just lost a tenure track faculty member who was a great hire, but her productivity level couldn't keep pace with parenting three young children. Her husband; however, received tenure.
31. Prejudice can include the assumption that older "white" men are not limited by family considerations. That may be true on average, but there is nothing more prejudicial than assuming that everyone conforms to an average.
32. Efforts made to routinely populate Promotion & Tenure committees with representatives from diverse backgrounds can have a negative impact on said representatives if they are not appropriately valued for their own P&T. Minorities are defined as small subsets, which means that sampling them will likely result in oversampling and over-commitment.
33. Not every department has external committee members. As tenured faculty are not necessarily a diverse group, the emphasis is on research, and quantitity over content or context of the dossier.
34. I feel the biggest opportunity for bias comes from a student of valuations. If there's a young URM woman of coming up for tenure in an engineer in department, there are a lot of white men or Asian American man evaluating her. In a similar fashion, an African-American man coming up for tenure in chemistry or physics this is a very white and male student body evaluating him.
35. I believe that at our institution, as in most, the P&T committee consists of everyone at a specific rank in an academic unit. Efforts to create committees using alternative selection strategies would need to be approved by the faculty, as this could introduce other problems. So the university and departments need to become more diverse to ensure that P&T committees are more diverse.
36. Diversity and inclusion efforts can't just rest on the backs of URM faculty. Their service burden is already overwhelming and they cannot sit on all of the P& T committees across the university. So broad training for all faculty, and especially faculty from majority backgrounds, is imperative to share this load.
37. Every tenured faculty is a member of our promotion and tenure committee, so no consideration is made in making a diverse committee.

Open Access and Paywalls

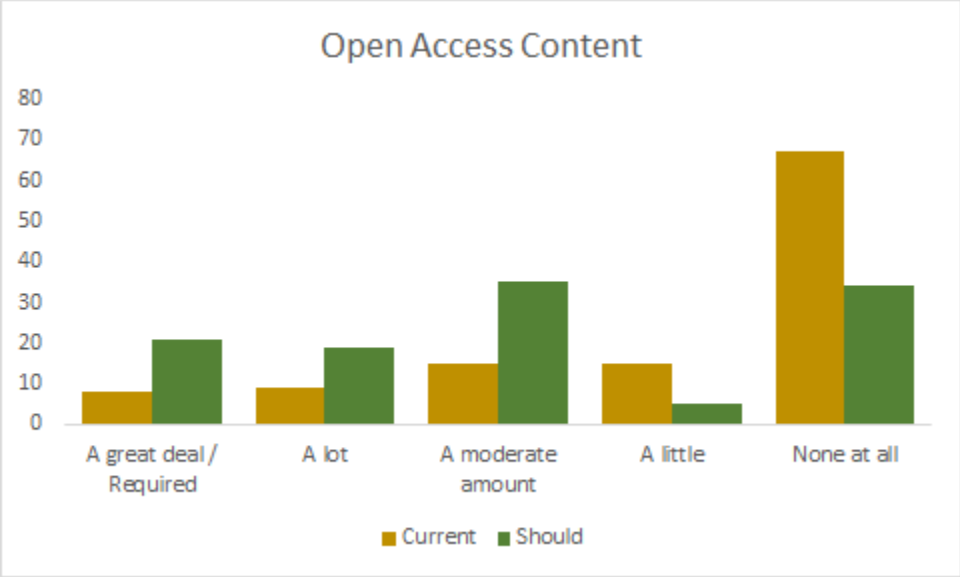
How much value, if any, does your promotion and tenure process place on whether scholarly output is made freely and openly available or if it is available as paid content?

	A great deal / Required	A lot	A moderate amount	A little	None at all
Open Access (freely available)	○	○	○	○	○
Paywalled (licensed, individually or institutionally)	○	○	○	○	○

How much value do you think **SHOULD** be placed on whether scholarly output is made freely and openly available or if it is available as paid content?

	A great deal / Required	A lot	A moderate amount	A little	None at all
Open Access (freely available)	○	○	○	○	○
Paywalled (licensed, individually or institutionally)	○	○	○	○	○

Open Access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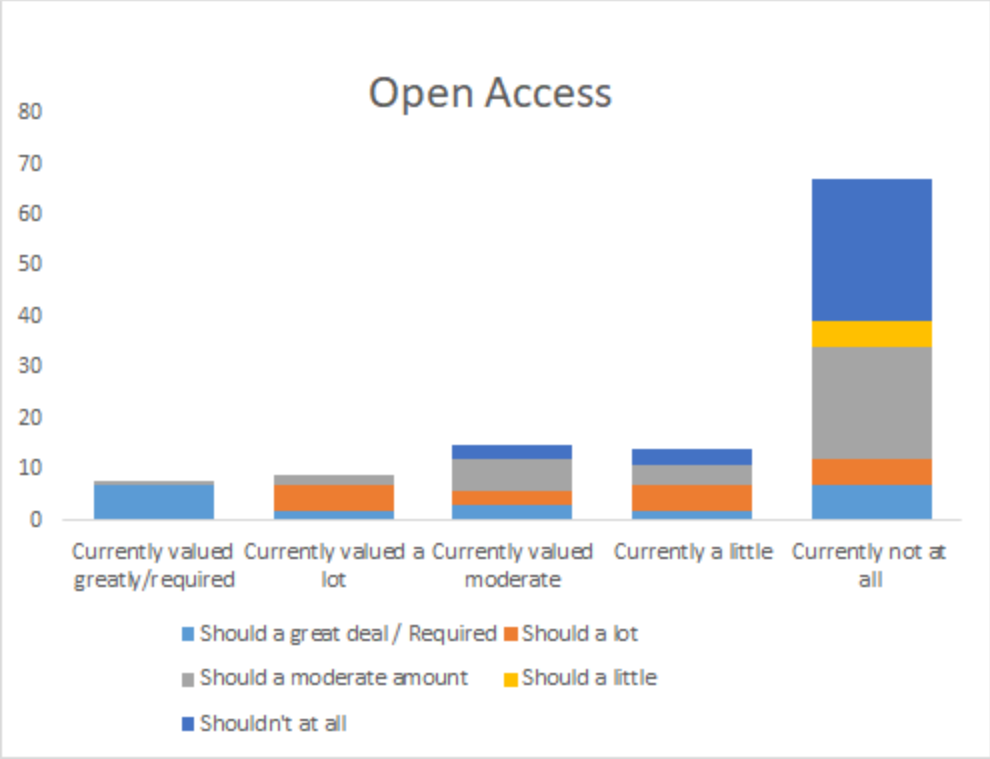
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Currently valued moderate
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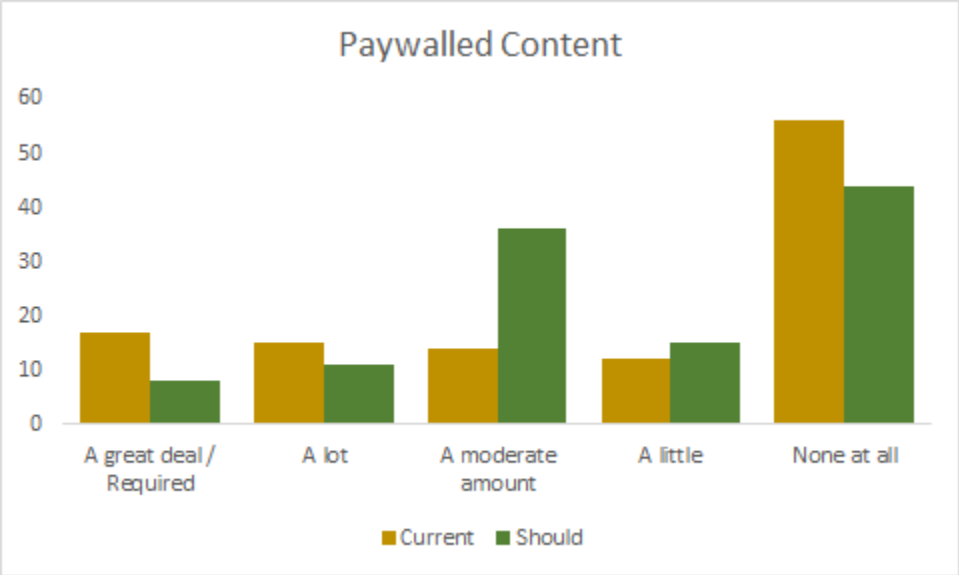
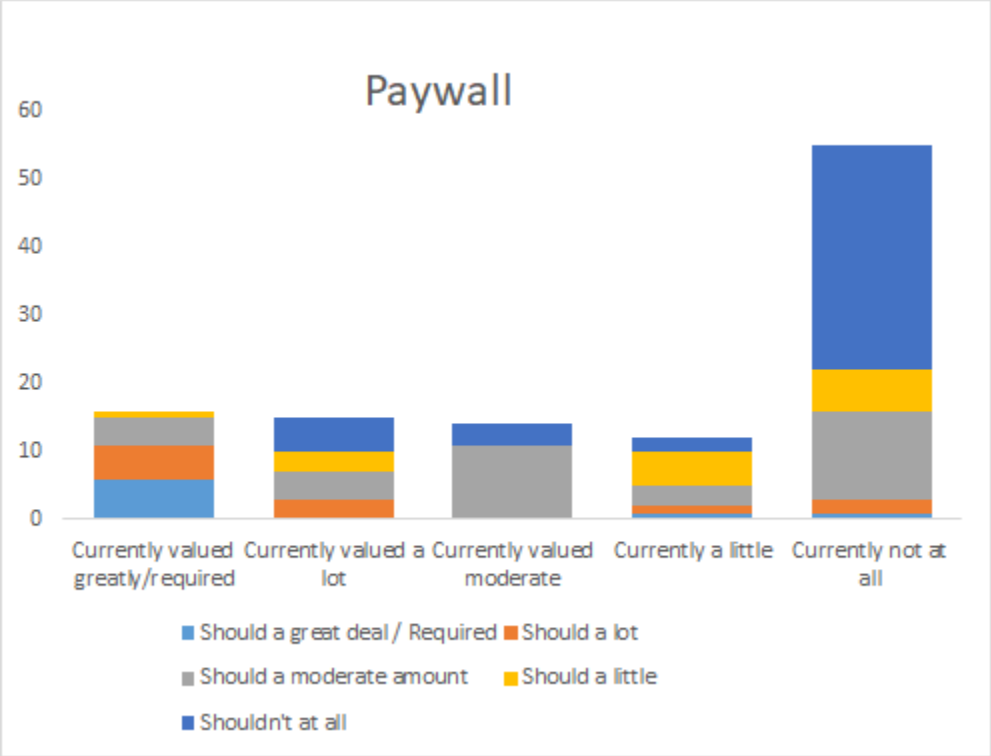
Currently not at all
Should a great deal / Required
Should a lot
Should a moderate amount
Should a little
Shouldn't at all

	Currently valued greatly/ required	Currently valued a lot	Currently valued moderate	Currently a little	Currently not at all
Should a great deal / Required	7	2	3	2	7
Should a lot	0	5	3	5	5
Should a moderate amount	1	2	6	4	22
Should a little	0	0	0	0	5
Shouldn't at all	0	0	3	3	28

Paywall





	Currently valued greatly/required	Currently valued a lot	Currently valued moderate	Currently a little	Currently not at all
Should a great deal / Required	6	0	0	1	1
Should a lot	5	3	0	1	2
Should a moderate amount	4	4	11	3	13
Should a little	1	3	0	5	6
Shouldn't at all	0	5	3	2	33

Types of Scholarly Output

(Skipping for now; also, consider cross-tabbing with Discipline)

Comments

Are there any other comments you'd like to share on types of scholarly output currently valued in your promotion and tenure system?

1. It is not valued. And, our teaching loads are so heavy, I cannot imagine having the time.
2. Scholarly output is not required. It is a community college.
3. not sure about this
4. I would note that this section was difficult to rate. Our department places emphasis on whether the scholarly piece went through a peer review process as well as who it reached (a local vs. regional vs. national vs. global audience). However, I could see an issue arise when we try to determine prestige, for open access journals are still deemed by many as not as prestigious.
5. I think there's a good amount of flexibility in our system for recognizing different types of scholarly output. Requirements for librarians are less stringent than for academic departments, so a book is not required and high quality/visibility presentations can substitute (to an extent) for peer reviewed articles.
6. I would tread lightly on the issue of open access. While I agree that information should be accessible, the costs fall on the researchers. In addition, I have experienced manipulation of journals that have both open access and subscription journals in which papers with good reviews were funneled to the open access version for consideration and were accepted or the process streamlined (and the costs incured by the researcher). I felt this took advantage of early career investigators who needed to get their publications out for tenure. In addition, the journals are also still charging exorbitant fees to libraries for access to the subscription journal.
7. Peer reviewed articles and presentations are valued highly and are required.
8. Invited talks (outside the university) and other outward-facing research presentations are valued.
9. Traditional scholarly output is valued: Peer reviewed publications, primarily. Further, while peer-reviewed conference papers are acknowledged, they are not encouraged because of how little travel funding we receive. I was flat out told in my department that it would be valuable to skip conference submissions and go straight to journal just to get publication numbers up -- this is very traditional.
10. Too much emphasis on ranked journals based on pseudo rankings
11. Scholarship is rightly assessed based on the quality of the peer-reviewed outlet - conference or journal. P&T should be based on the quality and quantity of work, not on how well one's work is publicized, available, etc. I can control my work - not how others access and use it.

12. Value of scholarly output depends on the person being evaluated.
13. Librarians at my institution are seen as multi-dementional and the value of our scholarly output reflects that. Administration and supervisory groups value creative efforts, despite publication format.
14. I feel that the scholarship of teaching and learning, which often does focus more on diversity, inclusion, etc., is not as highly valued, if counted at all.
15. What is important for promotion and tenure is not the specific types of output but that it be public, undergo a transparent process for assessing excellence / validity (preferably peer review or determinations by qualified judges), and quality over quantity.
16. Law review articles are pretty much all we care about.
17. The questions on the page two pages ago were extremely confusing, so I didn't answer them. I am also aware that standard differ for different disciplines, and I was unable to articulate that. Below I am answering for MY discipline.
18. Unbalanced during a tumultuous publishing environment
19. P&T should be mainly based on research and teaching. Too much emphasis is currently placed on teaching and service. unqualified faculty with little research accomplishment could be easily promoted and tenured in the current environment. This is a problem as these individuals will produce none or little in the next few decades.
20. Very traditional
21. We value citations to papers (regardless of their type) and also the creation of open-source software and datasets that are widely used by other researchers.
22. Some tenured faculty still reproduce hierarchy of venues based on tiers not fit.
23. This is so discipline specific. Published research articles are clearly value the most. There is not much distinction between open access or pay wall. In my field very people few people write books at least until their full professors. Also review articles are awesome often valued less than research articles. Research articles is 90% of the game - Which is OK as long as it’s balanced against other needs of the institution including attention to diversity and inclusion.
24. Open access means too many things to respond specifically, so I responded with respect to the many sham journals out there with "pay to play" publishing and shoddy or phony peer review. On the other hand, getting your work out to others is crucial, as a national reputation for scholarship is a key criterion for P&T, so if open access means that, then it is highly valued. I am not sure what a "preprint" means.
25. I think that there is too much emphasis placed on monographs.
26. There are different value scales at the university level and within the field. It seems the onus is on the faculty within the field to provide context for the university if work submitted doesn't align with "typical" academic norms (i.e. publishing)
27. The whole system is arbitrarily run and decided. It is a complete joke with no sense of a set of requirements

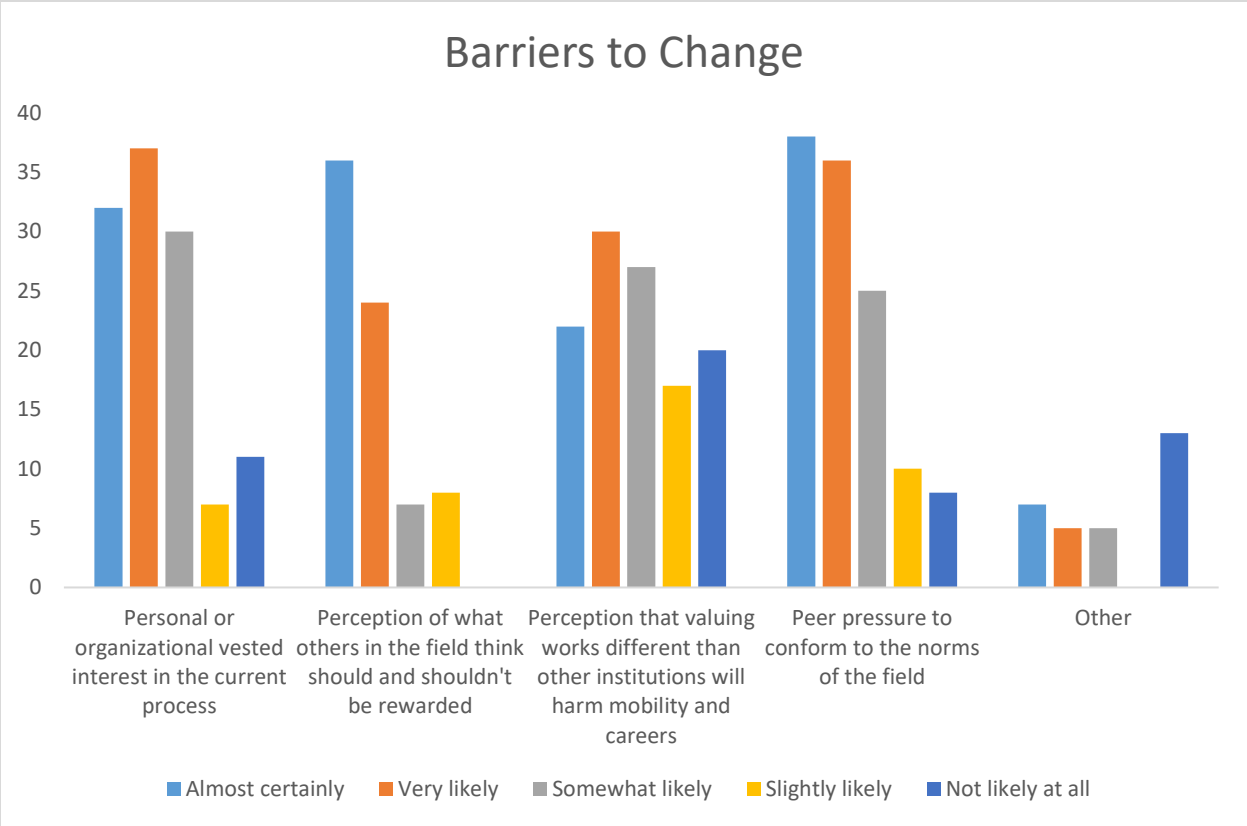
Are there any other comments you'd like to share on types of scholarly output you think SHOULD be valued in your promotion and tenure system?

1. At the community college level I think that scholarly output should be encouraged and recognized but not required for promotion and tenure.

2. I appreciate the flexibility of our system but I also wish it was a bit more demanding re: scholarly output
3. Products that serve the community. There should also be some valuation of different standards for impact - research impact as well as community impact.
4. Some of your choices are not applicable to everyone.
5. I think paywall journals should be considered in the p&t process, but not in a good way.
6. Nothing wrong with the current system
7. lear guidelines should be shared with all tenure-track faculty and clarity of the process should allow for bias detection in promotion.
8. I believe that my current institution values our contributions in all of their forms.
9. Scholarship of teaching and learning equally valued, if also peer-reviewed
10. scholarly output that has an impact - not just a citation impact factor but more broadly. There are metrics that could be used so that scholarly contribution is a vector of salient factors not just a scalar.
11. I think written and published work of very high quality should be required of all university professors.
12. Service to professional organizations such as serving on editorial boards.
13. It's still arbitrary & capricious
14. n/a
15. Bad timing. You are giving a survey during a pandemic. The focus on diversity research was different when I went through the P&T process. You would need to ask those currently up for P&T. Also, the perceptions of underrepresented faculty receiving support will vary. Just because a university formally offers support may not translate into meaningful support. Not sure what you are asking about open and free access to publications.
16. Works that bring research to the practice community
17. Involvement in committees within the National Academies
18. University-wide commitment of URM faculty and staff to URM support, recruiting, etc. Activities.
19. In my field placing order emphasis on a published articles in online open access or traditional paid media are all valuable. Again they should be balanced against other needs including teaching and efforts on diversity and inclusion and mentoring
20. entrepreneurial activities/ product development should be given more value and addressed in the mentoring process
21. I think that community-engaged or public-facing work as well as pedagogical innovation should be highly valued when candidates go up for tenure and promotion.
22. Need to break away from traditional measures/demanding only specific journals. We should all be working to make sure our scholarship if widely and freely available to all in a timely manner.
23. I think that our department has been flexible in promoting diverse forms of scholarship.

Barriers to Change

What likelihood do the below items have in presenting barriers to change in the P&T process at your institution?



Barriers to Change	Almost certainly	Very likely	Somewhat likely	Slightly likely	Not likely at all
Personal or organizational vested interest in the current process	32	37	30	7	11
Perception of what others in the field think should and shouldn't be rewarded	36	24	7	8	0
Perception that valuing works different than other institutions will harm mobility and careers	22	30	27	17	20
Peer pressure to conform to the norms of the field	38	36	25	10	8
Other	7	5	5	0	13

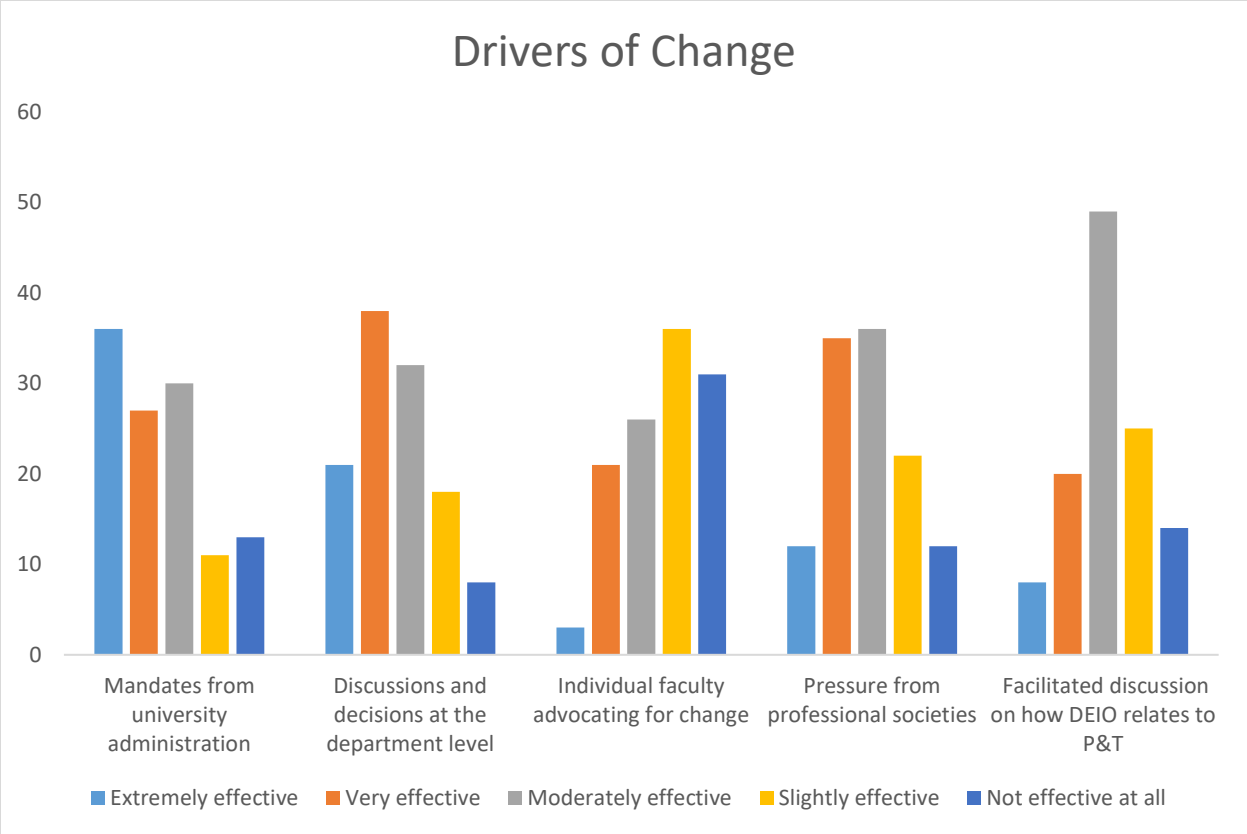
If you chose Other, please specify

1. Almost Certainly:
    a. Stuck in old ways and people seem to not want to be held accountable or rewarded based on return on investment in teaching, service, and scholarship. The standard in scholarly output is very low because the focus is teaching and to do research it is on the faculty with no support with time or resources.

    b. Status Quo
    c. Institutions are often stuck in their ways. In my department, we can't even convince leadership and P&T members to make simple decisions about benchmarks for work expectations... if we can't make these changes in our own departments, I can't imagine what a challenge institutional changes will present.
    d. This is the way we have done it before. Inertia.
2. Very likely
    a. Inertia. Too many cooks in the kitchen.
    b. perceived effort to make changes (e.g., learning new processes)
    c. Yeah I think we would face the classic false dichotomy of excellence versus diversity. Adding criteria related to the diversity would be perceived as compromising excellence, rather than being part of excellence
3. Not likely
    a. Gender roles - women more often have heavier service loads because male colleagues won't/don't do things that they don't value - often student-centered, time and energy intensive duties

Drivers of Change

How effective do you think the following processes would be at affecting change to the promotion and tenure process?



Drivers of Change	Extremely effective	Very effective	Moderately effective	Slightly effective	Not effective
Mandates from university administration	36	27	30	11	13
Discussions and decisions at the department level	21	38	32	18	8
Individual faculty advocating for change	3	21	26	36	31
Pressure from professional societies	12	35	36	22	12
Facilitated discussion on how DEIO relates to P&T	8	20	49	25	14

Last Comments

1. I'm not sure this survey applies well to my situation. My promotion and tenure decisions were made solely by administrators and didn't emphasize scholarly work at all. It is possible I shouldn't have completed the survey.
2. The standards or expectations at my current institution vary wildly from department to department. The expectations for 3, 4, or 5 level are left to each department where some are much higher than others. The faculty push back on quantifying and providing evidence of meeting criteria at 3,4, or 5 level. This introduces standards, expectations, and goal setting. The current system is very similar to "everybody wins" with those that are highly productive being pressured to produce less so the bar is not raised. The emphasis of the Delaware study and resources has been put forth with no real results of production based rewards. Low and high producers are all rewarded the same. This is a disincentive to produce and contribute
3. Reassessment of teaching evaluations and the reason for them. They are biased and it is unclear how effective they are in producing change. Some other process would be better.
4. "Individual faculty advocating for change" depends almost completely on who those faculty are. Some people are influential, some very much are not.
5. The quantification of the entire process makes it harder and harder to look at people who bring a holistic personality. So much emphasis on research.
6. quite a biased slant to the design/wording of this survey. seems preparing for a battle already - very specific ideas for P&T change, identifying barriers and how to overcome them. It is possible that some fields need to improve P&T but I am confident most don't. The topics are not related to assessing the common assessment variables for P&T. Maybe for full professors - who have greater leadership roles and impact - these may have a place.
7. Several of these categories have been tried and the climate still rewards conformity and discourages non-majority ideas.
8. Our group of librarians is open to discussing new ideas and values process evaluation.
9. how do I get a copy of the results?
10. Racial and social justice is decisive in the case of racial and other minorities.
11. This survey sort of assumes the taker thinks change is needed. I dont share that view. I dont see a bias or problem
12. No comments
13. Given that faculty are now hired at many institutions in part based on diversity and inclusion statements, it seems to me that promotion to tenure and full professor should also include considerations of contributions to diversity and inclusion. This could be one of the most important steps to continue to diversify faculty and create equity across our faculty. I have been talking about such a process at my university for the last five years without much traction. I know it’s a big ask, but I hope to find the right ways to get traction soon including by being involved in faculty senate leadership. As an older white male full prof w institutional standing, I feel I have the privilege and responsibility of being able to help make change in this area.
14. I don't get the gist of this survey. I have been involved pretty extensively in campus efforts to diversify the faculty (e.g. STRIDE, postdoctoral fellowship program for faculty diversity), but I would need examples or more information to understand what you are thinking about relative to P&T. Are you referring to specific types of required service? Or required types of scholarship?

Are you implying that diversity-focused scholarship is current considered unimportant (which couldn't be farther from the truth in my department)? Is it something about how people disseminate their work?

15. Considering the problems with travel for the foreseeable future, we must not make conference papers valuable. We need to give more resources to publishing online and to open-access venues -- using the travel money perhaps that will remain unused.
16. All P&T policies need to be clearly spelled out, including exact numbers of published items and precise expectations related to teaching and service. Vague terms lead to additional stress and confusion and open up the possibility of bias.
17. I hope it ends. What is the point?
18. Priority and rewards should be given to open access scholarship. Perhaps a category for consideration similar as mentoring or diversity efforts. Explicitly state in criteria that open scholarship is preferred and will be rewarded more highly than non-open access scholarship.