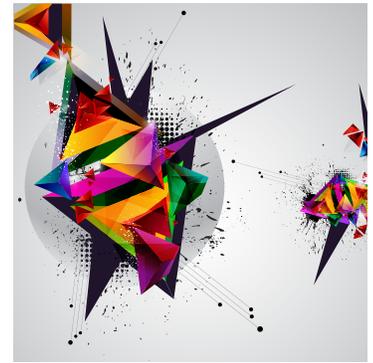


Abstract

Although faculty are an important part of collecting, analyzing, and using student learning data for improvement, significant barriers often prevent faculty from being involved in assessment work outside the classroom. One potential obstacle to faculty involvement in assessment is the misalignment between the work and faculty rewards structures. Through a multi-level sequential development mixed methods study, this paper addresses a gap in the assessment literature by describing how faculty are rewarded and recognized for assessment work outside the classroom. Stipends and course releases, food and drinks at assessment meetings, promotion and tenure consideration, and general campus exposure were the rewards most frequently described by faculty participants. Administrators seeking to improve faculty engagement in assessment work should consider creating specific policies permitting assessment work to be included in the promotion and tenure process to both recognize the importance of assessment work and reward faculty for participating in such efforts.



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How are Faculty Rewarded and Recognized for Assessment Work Outside the Classroom?

This study examines the ways in which faculty are recognized and rewarded for assessment work outside the classroom. Assessment work may include a variety of activities such as serving on program, department, college/school, or university-level assessment committees; scoring student artifacts for university-wide assessment; acting as the assessment coordinator for a department or unit; and training other faculty on assessment practices. Faculty play an integral role in collecting, analyzing, and using student learning data; yet, there are barriers to their involvement in these processes (Bresciani, 2011; Cain & Hutchings, 2015). One way to address such barriers is to tie participation to meaningful rewards for faculty. This paper builds upon existing literature by surveying campus administrators and interviewing faculty to explore how faculty are rewarded and recognized for assessment work.

Literature Review

While its roots go back as far as the 1930s, assessment began to develop as a distinct field in the mid-1980s as higher education leaders recognized the opportunity to evaluate student learning data and use it for improvement (Ewell, 2002). Assessment work addresses a myriad of topics including using data to improve student learning, (Kuh, et al., 2015), how to develop learning outcomes and match them with assessment measures (Allen, 2006; Bresciani, 2006; Driscoll & Wood, 2007), and the use of technology in assessing student learning (Light, Chen, & Ittelson, 2012; Yancey, 2009). Three specific questions emerge when considering the role of faculty in assessment in higher education: (a) Why is it important for faculty to be involved in analyzing and using student learning data? (b) How do colleges and universities include faculty in assessment work? and (c) What are the common barriers to faculty involvement in assessment activities? This literature review will answer those questions from the existing literature while noting the gaps this study addresses. Throughout this literature review and paper we use the term “faculty” to refer to full-time teaching faculty—those who may be tenure-track, tenured, or in a different type of full-time teaching

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position. As Kezar and Maxey (2014) noted, contingent and adjunct faculty are often not invited to participate in assessment work.

Why is it important for faculty to be involved in assessment work?

The American Association for Higher Education's Nine Principles of Good Practice for Assessing Student Learning declare that "Faculty play an especially important role" in campus assessment efforts, but do not delineate expectations for faculty involvement (American Association for Higher Education, 1996, para. 6). Because faculty traditionally maintain the most frequent contact with students, faculty involvement is key in utilizing program and institutional student learning data for improvement and developing program and institutional learning outcomes (Allen, 2004; Ebersole, 2009). Developing outcomes and conducting assessment work without input from faculty risks a lack of buy-in (Grunwald & Peterson, 2003). When assessment activities are perceived to be forced upon faculty by administration or external agencies, faculty may resist being involved for a variety of reasons (MacDonald, Williams, Lazowski, Horst, & Barron, 2014).

How do colleges and universities include faculty in assessment work?

Institutions can move beyond cursory involvement of faculty in reviewing student learning data. Faculty who engage in collecting, analyzing, and using student learning data with the support of assessment professionals may have more positive attitudes toward assessment (Ebersole, 2009). Faculty at institutions who employ the Boyer model may be more likely to be involved in assessment work because of its connection to the scholarship of teaching and learning (SoTL) (Boyer, 1990; Hutchings, 2010; Secret, Leisey, Lanning, Polich, & Shaub, 2011). Administrators who recognize the SoTL may also accept participating in assessment as scholarship because of their "overlapping agendas, practices, and institutional constituencies" (Hutchings, 2010, p. 11). At institutions where faculty see themselves primarily as teachers, they may connect more to assessment work because of its relationship to the classroom (Hutchings, 2010). Faculty can engage in assessment work by applying an inquiry framework to investigate questions they have about student learning (Cain & Hutchings, 2015; Smith, 2017).

Institutions also involve faculty in assessment work by offering assessment-related professional development, faculty fellowships in assessment offices, and reduced teaching loads for faculty with assessment responsibilities (Ewell, Paulson, & Kinzie, 2011; MacDonald et al., 2014).

What are common barriers to faculty involvement in assessment activities?

Assessment research literature delineates three major obstacles for faculty involvement: time, resources, and understanding of assessment (Bresciani, 2011). Faculty at different types of institutions have varying demands on their time. Those working at research intensive universities have greater expectations of scholarly production while faculty at community colleges or teaching-focused four-year universities have additional teaching and service responsibilities.

Lack of expertise in assessment and scarcity of resources can also prevent faculty involvement in assessment work. While studies suggest robust faculty development to promote faculty engagement in assessment, slashed budgets in higher education leave fewer dollars for faculty training (Grunwald & Peterson, 2003; MacDonald et al. 2014). A lack of expertise and confidence in assessment is related, in part, to poor funding of professional development for faculty and a lack of training for assessment work in doctoral programs (Bresciani, 2011).

How is Assessment Work Recognized in the Promotion and Tenure Process?

Faculty involvement in assessment work is key to ensure aligned institutional assessment processes that reflect opportunities for students to learn. However, one of the greatest fears among faculty when asked to engage in assessment work is that it will "take us

Faculty play an integral role in collecting, analyzing, and using student learning data.

away from the important work of teaching, scholarship, and service” (Crossley & Wang, 2010, p. 276). Because teaching, research, and service are emphasized (and assessment is viewed as something separate), faculty are discouraged from participating in assessment work by the existing rewards structure (MacDonald et al., 2014). Faculty only have a finite amount of time, and spending their time on the activities that are rewarded with promotion and tenure (P/T) is rational (Bresciani, 2011). Thus, Cain and Hutchings (2015) suggest promoting greater faculty involvement in assessment work by tying it to three items of importance for faculty: student learning, their research, and P/T.

Though previous research makes clear that faculty need to be involved in assessment work (Allen, 2004; American Association for Higher Education, 1996; Ebersole, 2009; Reder & Crimmins, 2018), and it is clear that assessment work can be connected to scholarship (Boyer, 1990; Hutchings, 2010; Secret et al., 2011), there has not been any exploration into how assessment work is recognized or rewarded in the P/T process. Understanding the faculty rewards system is vital as it is the system that faculty must work within to remain and advance in academia. Thus, this paper examines the ways in which faculty engaged in assessment work are rewarded and recognized with a specific focus on exploring recognition during the P/T process.

Lack of Fit with Existing Conceptual Frameworks

Having extensively searched the available literature, we approached this topic with the recognition that this work does not fit within an existing conceptual framework. In reading the literature, we found that frameworks used in assessment work only peripherally (if at all) link to faculty rewards and recognition and, more specifically, the P/T process. For example, Boyer’s Model of Scholarship (1990, 1996) positions assessment work as part of the SoTL. Although this model provides insight into how assessment endeavors can segue into scholarship, it does not explore the recognition of assessment work in P/T processes.

There has also been extensive research and theoretical development with regard to assessment culture and climate in higher education. For example, Stevenson, Finan, & Martel (2017) drew from work on assessment culture and evaluation capacity-building to create a developmental model for understanding institutional assessment capacity. This model allowed for a means “to speak faculty’s perceived truths [regarding assessment] to those with power—power to communicate genuine belief in the value of an ideal assessment culture and support forward movement with policies, recognition, and resources” (p. 44). Those with power may include those who are part of the P/T process, but the model was not created with that specifically in mind.

The impetus for this study arose from the work of the authors in various roles within the field of assessment. In our work as directors of assessment, coordinators for accreditation efforts, and as tenure-track faculty members, we have regularly encountered the issues that are clearly and extensively outlined in the literature. In addition to examining the existing literature, our regular attendance at conferences that focus on assessment and our interactions in major assessment online networks indicate that there is not yet a general understanding of rewards for faculty who engage in assessment work, nor is there a common understanding of how (if at all) this work is recognized in the P/T process. The goal of this paper was not to build upon or create a conceptual framework with regard to engaging faculty in assessment work, but to understand the state of how things are now: how are faculty being rewarded and recognized for the work they are doing?

Methods

A multilevel sequential development mixed methods approach (see Figure 1) was utilized for this study (Teddle & Tashakkori, 2009). Development uses the results from one phase of data collection and analysis to inform the following phases (Greene, Caracelli, & Graham, 1989) and improves validity of the overall findings by using holistic data triangulation to answer the research question (Turner, Cardinal, & Burton, 2017).

To understand how faculty are rewarded and recognized for assessment work, the researchers sought responses from two sample groups: department and school/college

Lack of expertise in assessment and scarcity of resources can also prevent faculty involvement in assessment work.

all of the open codes, the researchers grouped like codes into themes until agreement was reached among the researchers about the themes.

In phase three, the researchers employed document analysis to review the CVs of interviewed faculty for mentions of assessment work. After the third phase was completed, the researchers used holistic data triangulation to compare the findings from all three phases to make meta-inferences about rewards and recognition for faculty members who participate in department or school/college assessment activities (Turner, Cardinal, & Burton, 2017). IRB approval was obtained prior to data collection.

Results

Administrator Survey

Thirty-seven administrators from 28 institutions completed the survey comprised of open- and closed-ended questions. Twenty participants were senior administrators (holding the title of president, vice-president, dean, assistant/associate dean, or director), five were tenure track faculty, three were nontenure track faculty (with two specifically reporting they belonged to nontenure institutions), five were staff, and four indicated they belonged to some other unspecified classification or did not provide a response. The institutions at which participants worked were a mixture of private and public and represented all six regional accrediting bodies; 77% of respondents belong to programs, departments, or colleges that held specialized accreditation from a national or professional organization (such as ABET, CAEP, AACSB, etc.).

Seventy-five percent of respondents indicated that there were no policies or practices in place to encourage consideration of assessment work in the P/T process.

While 78% of respondents indicated that faculty complete the majority of assessment work at their institutions, 65% percent of respondents indicated that there are no tangible rewards for faculty to participate in assessment work. Among the 35% that responded affirmatively, the most common types of rewards included faculty awards for assessment work and stipends for assessment work. Table 1 outlines all responses to the question “How (if at all) are faculty compensated for assessment work?” Respondents were permitted to choose multiple types of faculty compensation.

Table 1
Responses to the Question “How (if at all) are faculty compensated for assessment work?”

Course release time	9 (25%)
Stipends/pay	11 (30.56%)
Travel funds	1 (2.78%)
Grants/contract pay	2 (5.56%)
Other	7 (19.44%)
They are not compensated because assessment work qualifies as service	18 (50%)
No compensation is provided for assessment work	16 (44.44%)
I’m not sure	1 (2.78%)

Typical responses for “Other” were awards and “it depends.” For example, one participant noted:

It depends on the college. Colleges that have graduate program officers and undergraduate program officers (faculty promoted to administrative roles) typically coordinate assessment. However, some colleges have dedicated assessment people (e.g., Education and Pharmacy), while others have faculty assigned to assessment, without formal recognition of the additional tasks required.

Another participant remarked, “It depends on the Dean if assessment work counts toward service, but even when it does—it is minimal.” Some respondents added that there were other types of rewards and recognition for assessment work, including public recognition, iPads, invitations to present their assessment work to colleagues, and certificates acknowledging assessment work.

Administrators were also asked two open-ended questions related to the use of assessment work in the P/T process. In response, 12 participants (32%) responded that assessment work was “not at all” used for P/T. Two noted that they were not sure if or how it was used for P/T. The second most common response to this question was that assessment work was most often counted/categorized as service in the P/T process, and many of the responses by administrators indicated that ‘service’ did not count much toward the P/T process. For example, one participant noted, “I count assessment work (attending assessment retreats, for example) as program service, which is a sub-category under institutional service. It is recognized, but minimally, by Deans.” Another remarked, “Not much at all. It counts as service, which doesn’t count for much at all.” Yet another participant wrote:

They [faculty] evidence their roles [in assessment work], but I do not believe that assessment carries any weight in [P/T], even though administration first said that it would/should. They have positioned it more and more as service, and service is barely counted compared to teaching and peer-reviewed top-tier publishing.

Four administrators noted that faculty members have asked for letters of recommendation from the assessment director or have included thank you notes from the assessment office in their P/T documents.

Three administrators indicated that some faculty positioned their assessment work as teaching or research. One participant noted, “Several of our faculty have published papers or posters using assessment data which count towards promotion.” Another administrator remarked, “Evidence of both teaching and service depending upon involvement. Also trying to move toward research evidence with SoTL projects.” Finally, one administrator noted that the connection of assessment to scholarship was a way to “legitimize” assessment work:

Some faculty have experienced success with scholarly publications based on their assessment work. Increasingly, departments recognize this as legitimate scholarship (SoTL). When the work is based on course-embedded assessments and faculty use findings to improve learning in a class, this can count as evidence for the quality of teaching. The University Guidelines for [P/T] and evaluations recognize the possibility that assessment might support these categories, although some departments have not fully embraced this concept.

Seventy-five percent of respondents indicated that there were no policies or practices in place to encourage consideration of assessment work in the P/T process. Of those that did indicate there were such policies or practices, administrators again noted that it was often tied to SoTL. For example, “If [faculty] publish or present on the SoTL, this counts towards promotion.” Another participant echoed that in practice, assessment work was a part of teaching or service: “[We have] emerging practices...[for example], mini course assessment reports for evidence of teaching as well as letters of recommendations from our office for being supportive/involved in assessment activities in service capacity.” Overall, administrators who oversee assessment work at department or college/school level indicated that assessment work is unlikely to be counted toward P/T or, if it is, it is considered as service, which has varying levels of importance depending on the institution type.

Faculty Interviews

Eleven faculty members were interviewed to learn more about their experiences in participating in assessment work. The faculty members interviewed represented diverse institution types from small liberal arts colleges to large land-grant universities, with nine

Overall, faculty indicated that there are very few tangible rewards for engaging in assessment work.

working at four-year institutions and two participants representing two-year institutions. Faculty participants also represented a range of academic areas including agriculture, biology, Education, fine arts, and history.

Overall, faculty indicated that there are very few tangible rewards for engaging in assessment work. For example, one faculty member said, “I can’t point to [any] tangible [rewards]. I can’t see any way, shape, or form that...that I’ve gained anything in life other than that’s just part of the job I’m expected to do.” Another said, “I don’t see that [anyone] has done anything other than, ‘Oh, you’re doing what you’re supposed to. Great!’” When faculty noted rewards for their work in assessment, the rewards fell into four categories: stipends and course releases, food and drinks, P/T consideration, and general campus exposure.

Stipends and course releases. Though many faculty who were interviewed indicated there were no rewards for assessment work, some noted they received stipends (ranging from \$250 for reviewing artifacts or participating in assessment workshops to more than \$10,000 for summer salary) or course releases (ranging from one course buyout to “a 60% release”) for their work in assessment. The faculty member receiving a \$10,000 stipend for their work as an assessment coordinator was an outlier among faculty; stipends for assessment responsibilities were much lower among the other faculty interviewed. For those that received a stipend and/or course release, it was considered a reward and a motivator for continuing to do the work, even if the amount of the stipend was incongruent with the amount of work required. One participant noted that the stipend was an incentive to stay involved, saying “One of the reasons I stayed involved in that assessment committee so long is that up until about two years ago, the chair and the vice-chair got paid summer salary [because it was a lot of work].”

Food and drinks. Faculty also described having food and drinks at assessment meetings as a reward or incentive. One participant indicated that they have assessment “data parties” that were catered and another indicated that faculty who help with assessment activities are put into a drawing for their department to receive a catered lunch. Three participants noted that at events where faculty were expected to participate in assessment work (such as data parties, “assessment day,” or peer reviews), there would be food. For example, one participant indicated that when they have an assessment day, it is the “expectation for all the faculty [to participate]...we do try to provide coffee and lunch. You know anything edible or drinkable they can give is, I think, appreciated.” Another noted, “When we do the peer review it’s a four-hour event, but we have refreshments. We have wine at the end. It’s a nice event for everybody and you sit with different departments.” Even “small” refreshments were appreciated; one participant said that at assessment meetings “there were...snacks and fizzy drinks and all that, and so it’s like anything small like that...is appreciated.”

P/T consideration. Faculty generally described assessment work as a component of their service, but the influence of service on P/T differed by participant and their institution’s culture. Like the administrators surveyed in phase one, some faculty we interviewed indicated that service was not as important as teaching and research in P/T. For example, one participant said, “It’s simply a service line item.” However, others considered their assessment work to be a more valuable or visible part of their P/T documents. One noted, “It is a very visible service. I’m going up for full professor this year and that service kind of solidified my campus obligations for that part of my work.” Another said, “If [faculty] are on the assessment committee, that’s recognized as a major committee so you don’t have to be on...one of the other major committees. So, it is recognized that way and seen as a big piece of service.” Yet another participant echoed the “big commitment” of assessment as service:

So part of my...tenure file of my institution—I mean there’s a big emphasis on service. You know it’s—it’s a teaching college but also you know there’s like—how have you contributed to the school? Having the assessment committee is a big one. It shows commitment to the institution and sort of the big—like taking on the big picture. You know working with different divisions and departments and...so it’s under service.

Three participants mentioned that they used their in-class assessment work to provide evidence of teaching effectiveness but did not include assessment work outside the classroom

Assessment work seemed to be helpful for evidence of teaching when faculty could connect assessment data to changes in the classroom.

in the P/T documentation. In particular, assessment work seemed to be helpful for evidence of teaching when faculty could connect assessment data to changes in the classroom. For example, one participant said, “I actually write about how I’ve changed my course according to the assessment for my teaching evaluations as well.” Another indicated, “[it’s] under teaching you know...obviously I’m gonna put like different types of assessments that I’ve developed for classes or that I’ve collected from my students obviously you know our evaluations are important.”

Four participants detailed how they represented assessment work as scholarship for P/T. Sometimes, doing so seemed to be relatively easy for participants, mostly because the assessment work looked like “normal” entries on a CV. For example, one participant said:

I’d use all my assessment stuff—the publications, my role in leadership roles in assessment organizations, presenting, conferences, things like that—definitely have used those in and I think they would count for others as well—that’s part of their scholarship.

Another noted, “I do have a separate section at the end [on my CV] where I put assessment conference presentations and I’ve got those two or three in there so that’s in my research section of my vita because that’s where all my presentations are.”

Other participants indicated representing assessment work as scholarship was more difficult at their institutions. One participant recalled:

I can tell you when I was going up for associate professor, we had very direct conversations about whether scholarship in teaching and learning counted as research within the department and then at the faculty and at my dean level as well. And so, I got it in writing that it counted equally to your traditional, you know, our lab science research stuff.

Another participant said:

I think that there was a portion of faculty and department chairs and some of those, including me, were able to use that work to get P/T as well...It was not an easy argument to make, but it was made successfully by several people, not just myself.

Lastly, one faculty member who had come to be well-connected to assessment work on his campus for a number of years indicated that he created a separate section for assessment work on his CV and in P/T. He recalled:

I would always squeeze it into my service. [After] about four or five years, I’m not sure, it became a separate category. That really makes it much more noticeable on your appraisal.

Later in his interview, he mentioned that he felt being involved in assessment on his campus was important to his P/T journey:

It’s always mentioned in the appraisal, and I feel like it enhanced it some. I mean, again, it’s completely immeasurable. I don’t feel like it was a nonfactor. Certainly, if I had spent that time doing more publications I’d been in a better position for raises because publications and grants is really what gets rewarded most of the time, but I feel like it’s not insignificant. It’s small, but it’s not insignificant.

General campus exposure. Two participants noted that the exposure they gained from being a part of assessment work was helpful for them in their careers beyond P/T. One participant had recently transitioned from a faculty role to an administrative one, and she noted:

I don’t know if I would have been considered for this position had I not [had] the successful experience in a campus program review. I don’t know, maybe I would have, but I think this did help—the fact that they knew that I could handle the work.

Another participant described the opportunity to connect with campus administrators through assessment work:

I thought [my work in assessment] gave me some good exposure, like the provost would know who I am and things like that. So...going up for tenure, the provost knew who I was and knew about the work I was doing. So I think it was the icing on the cake type thing.

CV Document Analysis

The 11 faculty members who were interviewed also submitted their CVs and researchers searched for mentions of assessment work in the different sections of their CVs (see Table 2). Nine of 11 participants included a reference to assessment work in the “Service” portion of their CVs and 8 of 11 participants had conducted presentations related to assessment.

Table 2
Faculty CV Content Analysis

CV Category	Experience	Publications	Presentations	Service
Total (n=11)	4	3	8	9

Only one interview participant did not list any assessment work on her vita. When asked about it, she said, “I didn’t even think of that...I’m going to put it on [my CV] now.”

Discussion

Consistent with existing literature, both administrators and faculty participants in this study acknowledged that few rewards exist to promote faculty engagement in assessment work. Administrators acknowledged the lack of rewards and incentives as a barrier to engaging faculty deeply in this work. Faculty and administrators both related a lack of faculty engagement in assessment work to a disconnection between the work and the current institutional rewards structure. However, most faculty who were interviewed had a positive outlook on assessment work (consistent with Ebersole’s 2009 findings) and included assessment work in the service section of their CVs and/or had conducted presentations about assessment.

All of the faculty interviewed discussed their work in relation to P/T, typically as a visible part of their service, which is weighed differently at different types of institutions. One participant even noted, “I could decrease or increase my service and I don’t think it would have any impact on my appraisals.” Thus, while faculty in the study indicated that service was the most common way assessment work was categorized for P/T documents (and CV analysis supported this), some felt that it wasn’t an accurate reflection of the amount of work involved. For most participants, the weight assessment work was given in the P/T process depended on the committee and that was often influenced by institutional culture and/or the amount of experience committee members themselves had with assessment. Participants felt that categorizing assessment work as service was not an adequate recognition of the amount of intellectual labor necessary to engage in and conduct assessment work. Three faculty participants were able to increase the impact of assessment work on their CVs by counting it as scholarship by presenting at conferences or publishing findings. Both administrators and faculty in this study indicated that connecting assessment work to SoTL was the most successful way to represent assessment as scholarship. This connection to SoTL also links the findings of this study to that of Boyer (1990), who advocates for the expansion of research and scholarship to include assessment, as well as to the work of Cain and Hutchings (2015), who emphasize the importance of tying assessment work to three items of importance for faculty: student learning, their research, and P/T.

Most faculty participants reported getting no monetary rewards for coordinating assessment activities. Given the amount of time involved in overseeing assessment work, participants felt monetary compensation was appropriate but not always a feasible part of

The issue of recognizing (or not) assessment work in the P/T process may reflect the institution’s assessment climate in general.

their department or university's budget. Three participants reported getting course releases or buyouts to allow them to engage in assessment work; while this was not a monetary payment, faculty viewed it as compensation for time, which was appreciated. With one exception, though, faculty who did receive compensation or course releases for participating in assessment work did not see the compensation as equivalent to the amount of time or level of responsibility required.

Participants noted that engaging in assessment work allowed them to network and get to know campus leaders, which participants saw as important exposure for future career opportunities. Two participants mentioned that they felt their work in assessment was an important consideration for getting other jobs on campus because campus administrators knew them through their involvement in assessment activities. Being publicly congratulated for assessment work or being given awards recognizing their contributions to the university was also valued. Finally, five participants mentioned that providing refreshments at assessment events was motivating and appreciated.

Faculty engaging in assessment work in this study were most motivated by and appreciative of recognition and rewards that seemed to truly value their labor.

This research builds upon previous research on the role of faculty in assessment work. There is not yet a comprehensive conceptual framework for describing the role of faculty in assessment or how institutions reward or recognize faculty for assessment work. Instead of building upon a conceptual framework that doesn't yet exist, we used current and previous literature as a basis for asking how faculty who engage in assessment work are rewarded and recognized. The results of this study indicate that the issue of recognizing (or not) assessment work in the P/T process may reflect the institution's assessment climate in general. For example, categorizing most assessment work as service did not seem to accurately reflect the work involved or the importance of the work itself. Further, most participants in this study indicated that the weight assessment work was given in the P/T process depended on institutional culture and the amount of experience committee members themselves had with assessment.

Limitations

The small sample size of the survey of campus administrators who oversee assessment work is a limitation of this study. Given the small sample size, it is unclear how representative the results are of the perceptions of college and university administrators who oversee assessment work. Additionally, four-year colleges were overrepresented in the survey sample and community colleges were underrepresented. Among interview participants, there were significantly more four-year college faculty included versus two-year faculty. Finally, the use of snowball sampling for the faculty participants may result in limitations in conclusions.

Future Research and Recommendations

There is still much to understand about the role of faculty in assessment work. This paper does not delineate rewards or recognition by institution type, but it is possible, for instance, that community colleges reward and recognize assessment work among faculty differently than universities with high research activity, and future research should examine those potential differences. There may also be differences among rewards for faculty who do assessment work in different fields. For instance, do faculty in education receive more recognition for their assessment activities, as opposed to faculty members in history or biology?

Additional research is needed to examine how and when faculty use assessment work successfully in P/T. Through the interviews in this study, it appears that there is potential to connect assessment activities to P/T (perhaps even outside of the category of service) but administrator surveys indicate institutions lack policies to guide this practice. Faculty interviews reveal that two participants successfully engaged in direct advocacy at their institutions for their assessment work to be considered as scholarship during P/T. Using the participants in this study as a model, faculty involved in assessment work can connect their contributions to teaching, research, and service during P/T to help others see the connection.

Administrators and faculty can collaborate to create rewards and incentives for engaging in assessment work that motivate faculty. Specific policies that permit and encourage

the use of the scholarship of assessment (for instance, presenting at conferences or publishing assessment-related research) in P/T is one way to tie assessment work to the current faculty rewards structure. Administrators interested in supporting faculty assessment work can also share this research with faculty and ask for feedback on how they would like to be rewarded for assessment work.

As briefly mentioned in the discussion, it seems that rewards and recognition for faculty contribution to assessment work may be linked to institutional culture. Future research should explore how institutional culture and climate and recognition of assessment work in P/T may be connected.

Conclusion

The findings from this paper address a gap in the literature regarding how faculty are recognized and rewarded for assessment work. Participants acknowledged that there are few tangible rewards for faculty who engage in assessment work. Faculty engaging in assessment work in this study were most motivated by and appreciative of recognition and rewards that seemed to truly value their labor. Faculty participants recognized that monetary compensation was not always possible; however, providing food, publicly recognizing assessment efforts, and valuing assessment contributions in the P/T process were emphasized.

AUTHORS NOTE

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