

Social media's role in tenure and promotion

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Role of social media in research

CIBER (UNIVERSITY COLLEGE LONDON) REPORT

CIBER Report, 1

- The three most popular social media tools in a research setting are those for collaborative authoring, conferencing, and scheduling meetings.
- Awareness of social media among members of the research community is high, but there is a large gap between awareness and actual use for the majority of tools.
- Researchers in business, health, the biosciences, and the arts and humanities are less likely to use social media professionally than their peers in other parts of the academy.
- Researchers under 35 are generally more likely to use at least one social media application than the over-35s.
- Age is in fact a rather poor predictor of social media use in a research context. Rogers' well-known model of technology adoption offers a far better explanation for take up: innovators and early adopters are 1.26 times more likely to use social media professionally.

CIBER Report, 2

- Researchers are using social media tools to support every phase of the research lifecycle: from identifying research opportunities to disseminating findings at the end.
- The key driver for the take up of social media is pressure exerted by peers outside of the researcher's own institution. Social media are helping to fulfill the demand for cheap, instant communication between researchers fuelled by the growth of collaborative and interdisciplinary research.
- Use of social media is usually down to personal initiative, so a clear understanding of the capabilities and benefits of these tools is essential. Time-poor researchers are still unclear about the benefits of social media and this represents a major barrier to their take up. They also have serious concerns about the authenticity of crowd sourced information.
- Social media users see informal tools as a complement to the existing system of scholarly publishing, not as a replacement. As a result, personal dissemination is on a steep upward curve, with implications for publishers especially.

Collaborative aspect of social media tools

Social media and networking technologies allow for very fast, widely-dispersed, and freely available unofficial peer reviews of research projects.

Standard criteria for tenure and promotion

Overview of tenure and promotion criteria in Canada, 1

Teaching

- Data from student evaluations – normally from all courses taught.
- Peer review of in-class teaching and course content.
- Publications and research about teaching and learning.
- Teaching awards.
- Contributions to program and curriculum development
- Sample teaching materials.
- Teaching dossier – Most of the materials noted above are common elements of a teaching dossier, a comprehensive collection of evidence of teaching contributions and effectiveness. This may also include a teaching philosophy statement, information on pedagogical strategies used inside and outside the classroom, sample student work, and evidence of professional development and mentorship. Some institutions specifically direct faculty to the comprehensive CAUT guidelines.

http://www.mtroyal.ca/cs/groups/public/documents/pdf/aptc_canada_tenurepolicies.pdf

Overview of tenure and promotion criteria in Canada, 2

Research

- Significant peer-reviewed research publications in a faculty member's field. This might include books, monographs, journal articles and book chapters.
- Participation at conferences and in meetings of professional organizations.
- Receipt of research grants.
- Review and editing responsibilities (e.g. journals, textbooks, etc.)
- Non-peer reviewed publications (e.g. policy papers).
- Letters of appraisal from colleagues.

Service

- Participation in departmental/divisional/institutional committees.
- Participation in institutional governance processes.
- Academic administrative appointments.
- Community service (where relevant to academic expertise).
- Faculty association responsibilities.

http://www.mtroyal.ca/cs/groups/public/documents/pdf/aptc_canada_tenurepolicies.pdf

University of British Columbia

<http://www.hr.ubc.ca/faculty-relations/tenure-promotion-reappointment-confirmation/tenure-promotion-reappointment-for-faculty-members/#c>

Criteria*	Appointment to Instructor II	Appointment or Promotion to Assistant Professor	Tenure	Appointment or Promotion to Associate Professor	Appointment or Promotion to Professor
Teaching**	"judged principally on performance in...teaching" 4.01 (a); "evidence of ability in teaching"; "successful teacher, and is capable of providing instruction at the various levels in his or her discipline, but it is sufficient to show potential to meet these criteria" 3.05(a) EXCEPT that "requires ...evidence of potential ability in teaching..." 3.03	"judged principally on performance in...teaching" 4.01 (a); "evidence of ability in teaching"; "successful teacher, and is capable of providing instruction at the various levels in his or her discipline, but it is sufficient to show potential to meet these criteria" 3.05(a)	"have maintained a high standard of performance in meeting the criteria [of	"evidence of successful teaching... beyond that expected of an Assistant Professor" 3.06 (a); "teaching as defined in Article 4.02"; "ability to direct graduate students" 3.06(a)	"contributions judged by the criteria set out in Article 4) are considered outstanding"; "appropriate standards of excellence"; "high quality in teaching" 3.07(a)(b)
Scholarly Activity** (i.e., research of quality and significance, or, in appropriate fields, distinguished, creative or professional work of a scholarly nature; and the dissemination of the results of that scholarly activity)	judged principally on performance in...scholarly activity 4.01 (a); "evidence of ability in...scholarly activity"; "involved in scholarly activity..., but it is sufficient to show potential to meet these criteria" 3.05(a) EXCEPT that "requires the completion, or promise of early completion, of academic qualifications and evidence of potential ability in...research" 3.03	"judged principally on performance in...scholarly activity" 4.01 (a); "normally requires completion of academic qualifications, and evidence of ability in...scholarly activity"; "involved in scholarly activity..., but it is sufficient to show potential to meet these criteria" 3.05(a)	teaching, scholarly activity and service] ... and show promise of continuing to do so" 4.01(a); "the decision to grant a tenured appointment shall take into account the interests of the Department	"evidence of... scholarly activity beyond that expected of an Assistant Professor"; "sustained and productive scholarly activity" 3.06(a)	"contributions judged by the criteria set out in Article 4) are considered outstanding"; "appropriate standards of excellence"; "have wide recognition in the field of their interest"; "sustained and productive scholarly activity, have attained distinction in their discipline" 3.07(a)(b)

Some evidence of social media as a criterion in tenure and promotion considerations

Indiana University

New Scholarly Communications. The world of scholarly and scientific publishing is undergoing revolutionary change. New forms of digital scholarly communication (e-journals, moderated websites, blogs) continue to emerge and grow. New journals emerge in interdisciplinary fields. Reviewers at all levels should consider that the best new research/creative activity may not necessarily appear in the traditional disciplinary top journals or in books published by the historically most prestigious publishing houses. Peer reviewed publications are given greater weight than those that are not. Candidates assume responsibility for providing evidence of the value of their publication outlets.

http://www.indiana.edu/~vpfaa/docs/promotion_tenure_reappointment_pt-revised-review-guidelines.pdf

Oregon State University

While the kinds of scholarship for faculty across the range of positions at the University will vary, the requirement that the significance of the scholarship be validated and be communicated to publics beyond the University will sustain a uniformly high standard. In some fields, refereed journals and monographs are the traditional media for communication and peer validation; in others, exhibitions and performances. In still other fields, emerging technologies are creating, and will continue to create, entirely new media and methods. In consideration for promotion and tenure, scholarship and creative activity are not merely to be enumerated but are to be carefully, objectively, and rigorously evaluated by professional peers, including ones external to the University.

<http://oregonstate.edu/admin/aa/faculty-handbook-promotion-and-tenure-guidelines#criteria>

University of Southern California

2.4 *Digital Scholarship*

“Digital scholarship” refers to all forms of research, analysis, and publication that are conducted in digital formats and distributed via the Internet or by other means. No single definition of digital scholarship can encompass all forms of activity. Digital scholarship can range from new ways to publish otherwise traditional texts to “born digital” multimedia and interactive works that are impossible to publish in print form. The term may also cover digital databases or repositories; platforms enabling the conduct or publication of research; the infrastructure enabling access, searching, analysis, and publication; Web 2.0 collaborations; cloud computing; meta-analyses across multiple databases; distance collaborations; and many other forms of scholarship that have been made possible by digital technologies.

http://policies.usc.edu/p4acad_stud/appointments_promotion_tenure.pdf

Victoria Commonwealth University

12. The following guidelines apply to the burgeoning area of digital scholarship and creative work:

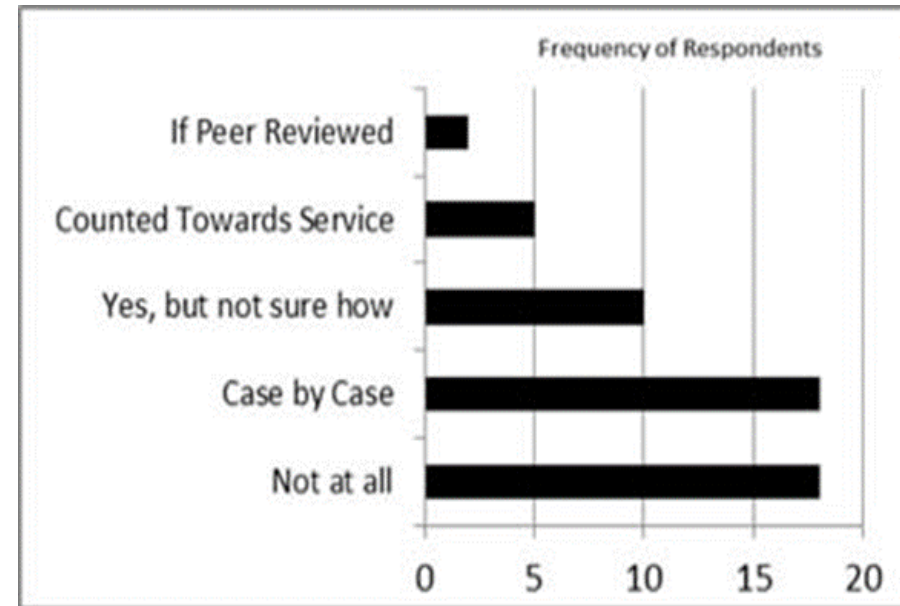
a. Digital scholarship in English studies currently takes many forms: book-length projects published exclusively electronically; journals distributed electronically without a print version; and published multi-media work with demonstrated impact on the field, such as hypertexts, content-based CD-Roms, digital scholarly editions, and databases most prominently. Scholarly or professional websites in English studies typically fall into one of the following categories: archives, electronic essays or exhibits, teaching resources, gateways, journals or webzines, and organizational sites. Other forms may develop in the future.

<http://www.has.vcu.edu/eng/documents/governance.pdf>

Attitudes towards the use of social media in tenure and promotion considerations

Gruzd et al (2010), 1

Conducted interviews with 51 attendees during the ASIS&T 2010 annual conference. Thirty-three respondents believed that social media use should be given some consideration in tenure & promotion.



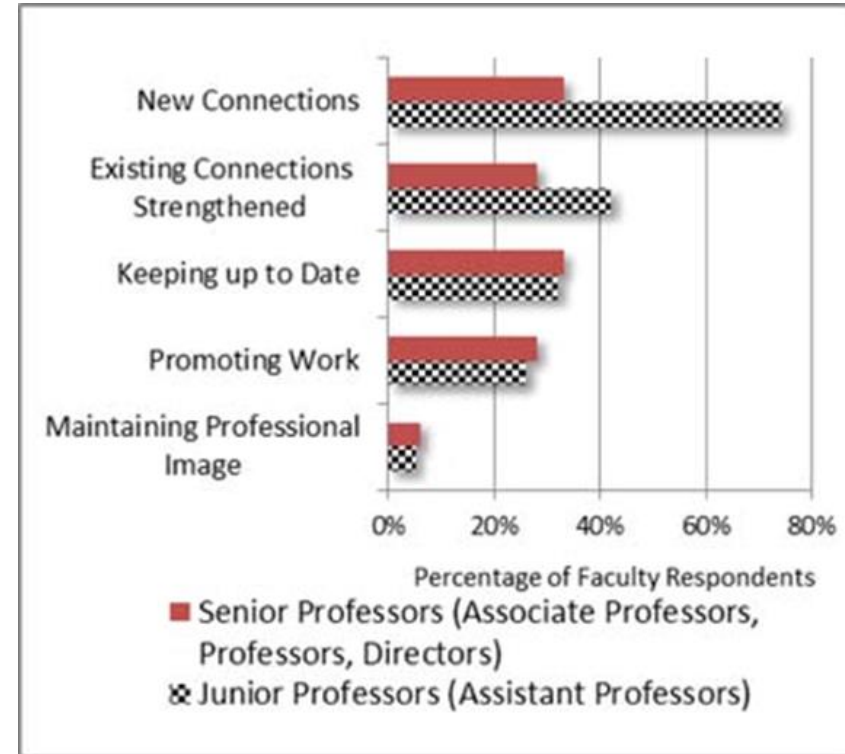
Gruzd et al (2010), 2

Indirect benefits of using social media for tenure or promotion:

- establishing new professional contacts
- maintaining existing contacts
- keeping up to date
- promoting one's work

Gruzd et al (2010), 3

Perceived benefits of using social media



Gruzd et al (2010), 4

Junior faculty members use social media more often than senior faculty members:



Institutional resistance to social media

Although the use of social media is growing amongst scholars, this use is not widely encouraged or supported by academic institutions.

This can create a conundrum wherein scholars are reluctant to use social media to disseminate or contribute to their work until their institutions support this use, while the institutions adopt a “wait and see” position until more is known about the impact of this use.

How social media could count towards tenure and promotion, 1

“When I started this blog my first year here, I did so entirely for personal reasons, never expecting that I would mention it as part of my tenure file... Soon after I started, blogging became another genre that rhetoric and composition studies scholars began exploring intently, and my blog became a vital part of my professional life. It was through a Google search that the conveners of [a lecture series at a local university] learned of my work and invited me to speak. Because [a professor at a university in another state] was a regular reader of my blog, he learned of my essay on I Am My Own Wife and asked to include it in the graduate seminar I describe above. My blog has been mentioned in Inside Higher Ed’s “Around the Web” column eight times ... It is through this blog—and the conference presentations and workshop participation I list below—that I initially explore issues and interact with peers in ways that influence the development of the essays I describe above as well as my teaching of these texts and ideas” (Highberg, 2009).

How social media could count towards tenure and promotion, 2



Disseminating your research, 1

As a scholarly researcher, I have a public intellectual duty to support initiatives that enable public access to scholarship, such as Open Access, and tools that enable public engagement with scholarship ... Different audiences and occasions require different ways of speaking, so my blog sometimes attempts to communicate complex scholarly insights in plainer, non-specialized language. Scholarly blogging, then, is not intended to replace conventional scholarly publishing, but to complement it as publicity, public engagement, and professional networking (McCutcheon, 2013)

Disseminating your research, 2



Scholars on Twitter are discussing research conferences and articles

Many academics are live tweeting from within conference sessions

Link sharing is a common use of Twitter. These links could promote impact of mentioned articles (Priem & Hemminger, 2010).

Altmetrics

What is altmetrics?

Altmetrics is “the creation and study of new metrics based on the Social Web for analyzing, and informing scholarship” (altmetrics.org).

Why the need for altmetrics?

Traditional means of measuring impact of scholarly work are no longer sufficient (altmetrics.org):

- Peer-review is slow, encourages conventionality, and fails to hold reviewers accountable. Since most papers are eventually published somewhere, peer-review fails to limit the volume of research.
- Citation counting measures are useful, but not sufficient. A work's first citation can take years. Citation measures are narrow; influential work may remain uncited. These metrics are narrow; they neglect impact outside the academy, and also ignore the context and reasons for citation.
- The Journal Impact Factor (JIF), which measures journals' average citations per article, is often incorrectly used to assess the impact of individual articles. It's troubling that the exact details of the JIF are a trade secret, and that significant gaming is relatively easy

Examples of what can be measured via altmetrics

Number of views of blog posts

Number of tweets and retweets about research findings

Number of views of datasets (e.g., via figshare.com)

Number of downloaded slides from SlideShare

Number of downloads of full-text articles via sites such as ResearchGate or Academia.edu

John Wiley & Sons' use of Almetrics

Altmetric will track social media sites like Twitter, Facebook, Google+, Pinterest, blogs, newspapers, magazines and online reference managers like Mendeley and CiteULike for mentions of scholarly articles published in the journals included in the trial.

Altmetric will create and display a score for each article measuring the quality and quantity of attention that the particular article has received. The Altmetric score is based on three main factors: the number of individuals mentioning a paper, where the mentions occurred and how often the author of each mention talks about the article.

Article level metrics are emerging as important tools to quantify how individual articles are shared, used and discussed. These are being used in conjunction with more traditional metrics focused on long-term impact of a collection of articles found in a journal based on the number of citations (Wiley, 2013).

Things to ponder

“Campus wide there's a little sensitivity toward measuring faculty output ... Altmetrics can reveal that nobody's talking about a piece of work, at least in ways that are trackable—and a lack of interest is hardly something researchers want to advertise in their tenure-and-promotion dossiers ... What are the political implications of having a bunch of stuff online that nobody has tweeted about or Facebooked or put on Mendeley?” (Howard, 2013)

Some Altmetrics tools

Impact Story

ReaderMeter

ScienceCard

Plos Impact Explorer

PaperCritic

CrowdoMeter

(<http://altmetrics.org/tools/>)

Some useful social media tools, 1

Description	General Use	Scholarship Specific
Social bookmarking	Delicious (https://delicious.com/) Digg (http://digg.com/) Diigo (https://www.diigo.com/) Google Bookmarks (https://www.google.com/bookmarks/) Reddit (http://www.reddit.com/) SiteBar (http://sitebar.org/) StumbleUpon (http://stumbleupon.com)	Bibsonomy (http://www.bibsonomy.org/) CiteULike (http://www.bibsonomy.org/)
Reference managers		Mendeley (http://www.mendeley.com/) Zotero (http://www.zotero.org/)

Some useful social media tools, 2

Description	General Use	Scholarship Specific
Microblogging	Twitter (http://twitter.com)	
Blogging	Blogger (https://www.blogger.com) Tumblr (http://tumblr.com) Wordpress (http://wordpress.com)	Research Blogging (http://researchblogging.org/)
User-edited reference	Wikipedia (http://www.wikipedia.org/)	Encyclopedia of Life (http://eol.org/) Scholarpedia (http://www.scholarpedia.org/) Citizendium (http://en.citizendium.org/)
Scholarly social media sites		Academia.edu (http://www.academia.edu/) ResearchGate (http://www.researchgate.net/)

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