

*Reimagining the “Impact
Factor”: The Ignatian Research
Paradigm*

Part 1 in an SU ADVANCE Workshop Series
for University Administrators

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Opening Remarks from the SU ADVANCE Co-PI, Jean Jacoby

- ▶ SU ADVANCE's primary goal = to re-envision the professoriate to recognize and reward a wide range of faculty activities that support a comprehensive mission-focused university.
- ▶ Brief status update:
 - ▶ The first major component of the program, the revised promotion guidelines for full professor, is in final stages of review.
 - ▶ We have also initiated the leadership development component necessary to support faculty in articulating a holistic faculty formation plan.
- ▶ This session will be the first in a three-part pilot workshop with the Deans.
- ▶ We will also conduct workshops with department chairs and promotion evaluation committees.
- ▶ This is an opportunity for a new chapter at SU that centers the deans as formative partners.
- ▶ We recognize that there are structural differences across colleges and schools. Also, some units have department chairs and others don't. We hope that these workshops will provide forums for us to explore these differences and share thoughts and reservations.

1

Naming
Contradictions &
Tensions

2

The Ignatian
Research
Paradigm

3

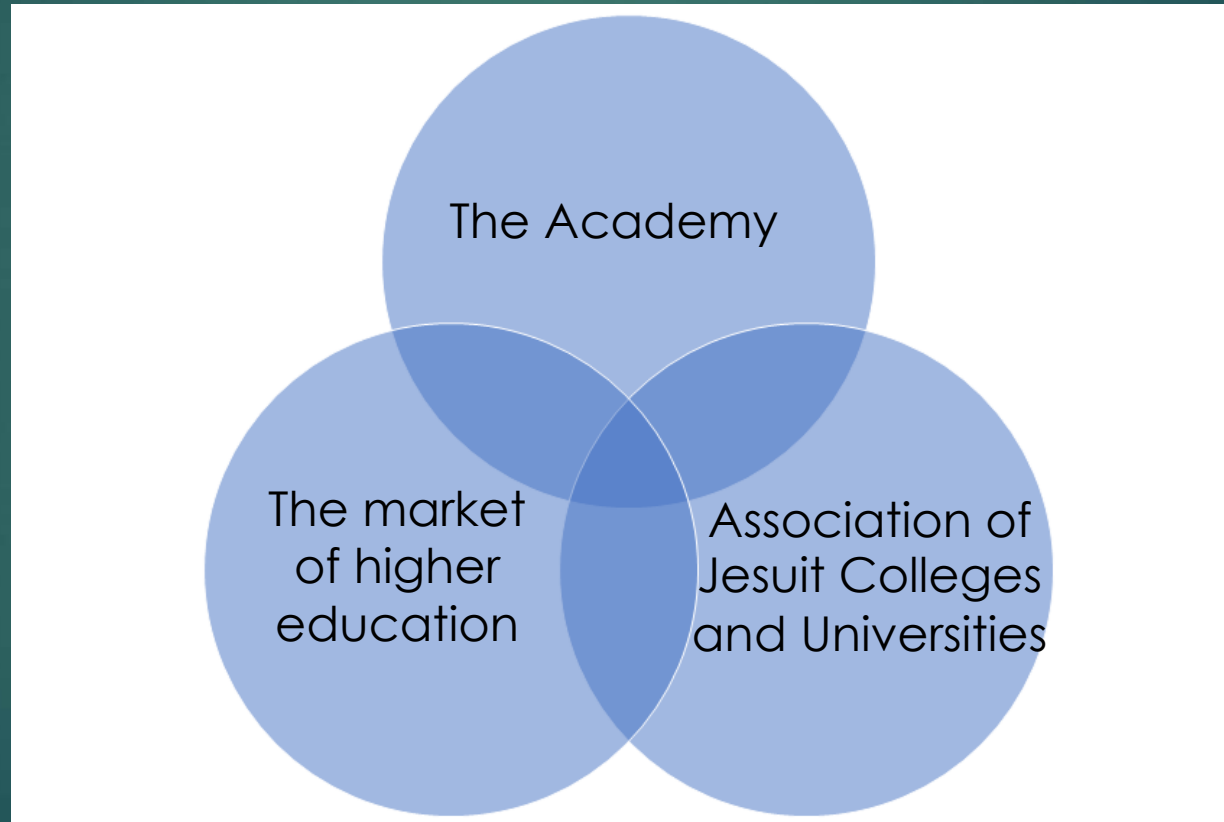
A Way Forward

Framework for our Conversation:
Kristi Lee and Jen Tilghman-Havens

Guiding Question

- ▶ How does Seattle University's Jesuit mission invite a reimagining of research and scholarship in light of our distinctive place within the academy?

“Containers” of Jesuit Higher Education



Our Jesuit Educational Mission



- ▶ What sets Jesuit Education apart is a mission that encourages **discernment about one's actions for justice in the world** ("contemplatives in action")
- ▶ Pedro Arrupe: "... **dismantling of unjust social structures** so that the weak, the oppressed, the marginalized of this world may be set free."
- ▶ Bryan Massingale 2017 address: "**a change of consciousness** is required..."

The Ignatian Pedagogical Paradigm: Teaching in the Jesuit Tradition



Context



Experience



Reflection



Action



Evaluation

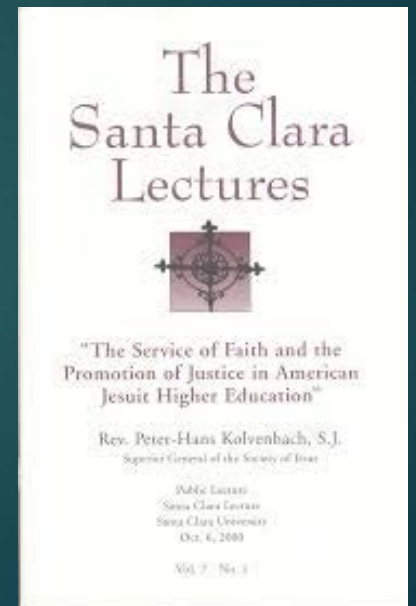
Promotio Iustitiae

SPECIAL DOCUMENT

**The Promotion of Justice in the
Universities of the Society**

"... Using our resources as academic institutions and communities to **attend to the problems and challenges of the marginalized and the poor...**"
(The Promotion of Justice in the Universities of the Society of Jesus)

"...Faculty's "research... ultimately embraces human reality in order to help make the world a more fitting place for six billion of us to inhabit. I want to affirm that university knowledge is valuable for its own sake and at the same time is knowledge that must ask itself, "**For whom? For what?**"
(Kolvenbach, 26)



Kolvenbach's Address Santa Clara 2000

A legitimate question, even if it does not sound academic, is for each professor to ask,

**“When researching and teaching,
where and with whom is my heart?”**

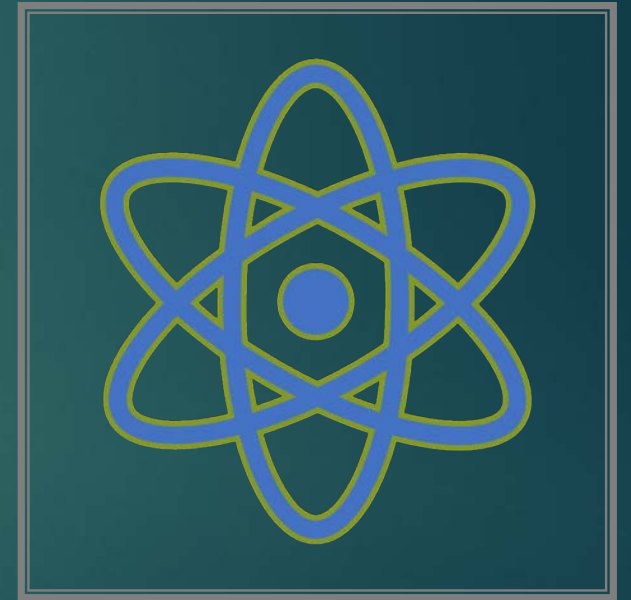
To expect our professors to make such an explicit option and speak about it is obviously not easy; it entails risks. But I do believe that this is...our defining commitment.

Life in the Academy

- ▶ Faculty as triathletes: Teaching, Research/Scholarship, Service
- ▶ Faculty life is directed by guidelines designed to evaluate the faculty role
- ▶ Privileges a white, western, male way of knowing

Traditional Faculty Research/Scholarship

- ▶ Traditional construction of research as “pure” research that was removed from everyday life and/or done in a lab
- ▶ Control variables, reduce complexity
- ▶ Outcomes=publications in peer reviewed journals with the purpose of being in “conversation” with other researchers



Measuring "Impact"

- ▶ What you count is what "counts"

"You get what you measure"

--Suzanne Erickson



Defining "Impact Factor":

$$IF_y = \frac{\text{Citations}_{y-1} + \text{Citations}_{y-2}}{\text{Publications}_{y-1} + \text{Publications}_{y-2}}$$

Journal Impact Factor = $\frac{\text{Number of citations (from all sources) in the current year to works published in the previous 2 years}}{\text{Total number of substantive* items published in the previous two years}}$

*substantive items are defined as manuscripts and reviews but not editorials, letters, news articles, perspectives, commentaries, obituaries, interviews, or tributes.

The Business of Higher Education

- The **resources** toward research are immense (time, \$\$, stress)
- The **relevancy** of Jesuit higher ed is at stake (Ivory tower, criticism of being elitist)
- Research with students is a **high-impact** practice. This could differentiate SU — recruit/retain students
- Research for the **common good** with students involved makes higher ed relevant and practical

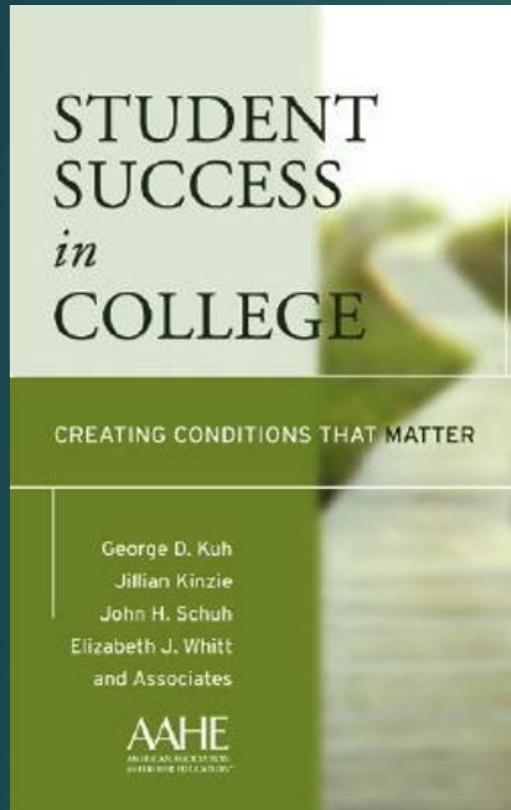
Focus on Real Impact: The Possibility of Mission-Aligned Research

In light of our strategic directions, does SU need to broaden how “impact” is considered and incentivized?

A more powerful question is: To what end are we conducting research? What kind of impact do we want to have?

Impact with whom? Impact on whom? Impact for whom?

Mission Alignment & Student Success



- 20 colleges with better than predicted student engagement and retention
- A common feature: notably smaller gap between “espoused” and “enacted” mission.

What Are the Costs of the Status Quo?

- ▶ Cognitive Dissonance: Incongruence between stated values and lived experience.
- ▶ The choice to continue doing the same thing that has always been done is not a neutral one
- ▶ Impact on integrity and sustainability as an institution
- ▶ Loss of talent, energy, resources, particularly for faculty of color and women
- ▶ Loss of our identity and uniqueness

Research Aligned with the Jesuit Mission:



Embraces rather than reduces the complexity of the world



Seeks solutions for improving the world, especially with and for the most marginalized



“Rooted in the reality of people’s experiences, is collaborative, unpacks root causes through deep analysis and then shows a way forward with a lens of respect for human dignity.” –Sean Carroll, SJ, Kino Border Initiative



Complex social problems **MUST** have interdisciplinary and collaborative work and solutions to be solved

Community-Based
Research

Sustainability and
environmental justice

Pedagogical
Research/Scholarship
of Teaching and
Learning

Research on ethical
issues

Student involvement
in research

Research on the
Jesuit Catholic
Mission

Mission- Aligned Research: Content and Methods

Notice the connections to the UAP's!

The Ignatian Research Paradigm



Context



Experience/Exploration



Reflection and Discernment



Action



Evaluation

Context:

COMMUNAL:

What are the issues related to equity, justice, inclusion, and marginalization that my field can speak to?

PERSONAL:

What skills sets and expertise do I have to bring to the community-articulated needs?

What are my particular passions and deep desires?

How does my social identity influence my potential research interest?



Exploration:

- ▶ "Where and with whom is my heart?"
- ▶ What **communities, organizations, and people** do you want to meet/learn about/talk to/collaborate with?
- ▶ What information do you need to refine the research that would flow from your personal and communal context?
 - ▶ E.g. existing studies, literature review, partnerships, community organizations, conversations with potential collaborators

The Ignatian Research Paradigm: Beyond Context and Exploration



Reflection and Discernment

What have you gathered and learned? Who have you met? What does this all mean?



Action

Planning studies, carrying out research, disseminating findings in ways that are relevant for communities.



Evaluation

What was the impact? For whom? Informs next IRP cycle. Back to Context.

Individual Barriers to Mission-Aligned Research:



- ▶ Lack of training in research methods for impact
- ▶ More challenging to do this type of research: time commitments, interdisciplinary work, admitting to not knowing.

Systemic barriers that cause misalignment between our practices and our Jesuit mission:

- ▶ Lack of robust mechanisms for evaluating non-traditional research
- ▶ Traditional faculty evaluations privilege:
 - ▶ Pure research/research of discovery
 - ▶ Solo authorship publications
 - ▶ Work within single discipline
 - ▶ Publications in academic journals as most important
 - ▶ Counting the number of publications or the impact factor



Institutional Transformation: *Mission Possible*



Predetermined Path for faculty Faculty Development, with discernment and justice at the center → Holistic Faculty Development, with discernment and justice at the center



Academy-aligned → Mission-aligned



Dominant-identity imagination → Expanded Image of professor



"Impact" as defined by citations → Impact as defined by communities, marginalized groups, students



University service as "extra" or hidden → "care of the organization" as crucial, rewarded work

Leading the Way in Reimagining the Impact Factor:

- ▶ Reimagining assessment for "impact"
- ▶ Providing training opportunities for mission-aligned research and dissemination methods
- ▶ Accompanying faculty as they discern where their greatest passion meets the world's greatest needs through creation of Holistic Faculty Development Plans
- ▶ Encouraging faculty to use the IRP as a framework for discernment and planning

Discussion & Feedback

*Facilitated by SU ADVANCE PI, Jodi
O'Brien*

THANK YOU!