

The Path Forward: Redefining culture, service and leadership

National Service and Policy Engagement Committee

Final Report

University of Michigan

May 2016

National Service and Policy Engagement Committee

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Executive Summary

At the request of President Mark Schlissel; the *National Service and Policy Engagement Committee* (NSPEC) was charged in September 2015, by Jack Hu, Vice President for Research, and Cynthia Wilbanks, Vice President for Government Relations, to recommend changes to University policy and practices in order to strengthen U-M's ability to participate in national dialogues and policy making. More engagement would give the University of Michigan a greater role in shaping the future of the Nation's research and higher education priorities.

Based on the charge, this Committee focused its attention on faculty engagement activities at the national level. This includes serving on Federal Advisory Committees (FACs), membership on the National Academies, and high-level agency appointments; e.g., NSF, NASA, OSTP. Overall, the focus of this report is to increase the outreach activities of faculty members that go beyond standard notions of "service" and place the University and its faculty more centrally in the critical debates of our day. Until a more accepted term is developed, this report will refer to "national leadership."

The University hosted two major events in 2015: the Wiesner Symposium on *Strengthening the Roles of Universities in National Science Policymaking in Education, Research, and Engagement*, and a Rackham sponsored Michigan Meeting on *Academic Engagement in Public and Political Discourse*. President Schlissel participated in both, urging a better connection between academia and public policy.

At the University of Michigan, we embrace our nearly 200-year history as a public institution with research for the public good, deeply interconnected with our beliefs and our aspirations. We consider it both a privilege and an obligation to provide thoughtful insights and important contributions towards public policy and to help solve the most complex and challenging issues confronting our society. When the best science and public policy are well aligned, the results can be awe-inspiring. (Mark Schlissel; Wiesner Symposium, March 2015)

I think that faculty on average through the generations are becoming a bit careerist and staying inside our comfort zones. [But] If we're perceived as being an ivory tower and talking to one another and being proud of our discoveries and our awards and our accomplishments and the letters after our name, I think in the long run the enterprise is going to suffer in society's eyes, and our potential for impact will diminish. (Mark Schlissel; Michigan Meeting, May 2015)

The NSPEC Committee began its work by benchmarking participation of the U-M faculty in leadership activities and augmented this information with surveys of faculty members who are active in these realms, hosted a dinner and discussion to elicit broader ideas, and informally interviewed peer schools' staff in Washington, DC. Separately, the College of Engineering held a 3-part focused discussion on 'Paths to National Leadership' (see Addendum 2) with interested faculty members and reported these results back to the department chairs.

The recommendations of this report are relevant today for enhancing Michigan's visibility at the national level. As well, this report provides a foundation for future discussions around University engagement with broader communities that would benefit from U-M expertise such as local and state governments, the private sector, and professional society/associations. This report is also meant to spur a more inclusive discussion of how both faculty members and students can become more engaged in leadership and service.

The following were the Committee's findings and recommendations:

Challenges

- U-M faculty appear to be underrepresented relative to some of our peers on FACs and the National Academies, despite our having a deep and broad faculty talent pool, and a very service-oriented mission.
- There are no systematic mechanisms to identify faculty members who participate in national leadership activities.
- The University currently lacks a common vision and strategy to advance solutions to the Nation's grand challenges.
- A few peer institutions appear to be more successful at supporting their faculty members who use their expertise to develop national research priorities.
- "Service," "leadership," "practice," and "engagement" need to be better defined, supported, and consistently rewarded by University and unit leadership, and may differ among schools and colleges.

Opportunities

- There are obvious benefits and clear examples of success for faculty participation on a national level. While some of these successes can certainly be found at U-M, a university of our breadth and scale should have a greater impact on setting the Nation's research agenda, and higher education policies and priorities.
- Michigan's stature in this realm could be greatly enhanced. Efforts to date have focused on getting faculty members into the National Academies, which while a good start, is in of itself insufficient to maximize Michigan's impact on the national scene.
- Anecdotal evidence suggests that early-career faculty members who are inclined to engage in national leadership activities find it difficult to understand where to begin.
- There should be flexibility in defining national leadership, particularly at the unit level. The Committee could not reach a consensus on whether national leadership should be considered its own category or under 'service'. Faculty members tend to be invited to be part of national leadership initiatives because of the visibility, influence and respectability of their research/scholarship.

Short-term Recommendations:

Efforts to change the culture and structure of the University surrounding national leadership should follow the steps recommended by organization theory (refer to Addendum 1): following the “diagnosis,” actions to “unfreeze” (or break down resistance), should be followed by “moving” and finally, “refreezing” (establishing new support mechanisms). Support mechanisms, at the very least, should include: (a) reward structures for merit raises, and promotion and tenure review; (b) the faculty hiring processes; and (3) faculty coaching, mentoring and training to engage in national leadership activities. In order to jumpstart a greater policy engagement, our first recommendation calls for a University office with a focus on such activities.

1. The President should champion national leadership and public engagement activity.
2. Create an Office of National and Community Engagement to coordinate national leadership and public engagement opportunities across campus.
3. Determine how much national leadership activity is taking place on our campus.
4. Develop a benchmarking strategy to understand how we compare with our peers.
5. Clear incentives should be developed to stimulate national leadership activities.
6. Increase the U-M media coverage around national leadership activities of the faculty.
7. Consider charging follow-on committees to look specifically at University engagement at the state/local/community, professional society, and student levels.
8. Offer college/school-level and University-level national leadership awards to recognize exemplars in this arena.
9. Continue holding annual events honoring those who serve.

Long-Term Recommendations:

1. Create a bold vision the University would strive to achieve for national leadership and impact, including grand challenges to address by 2030.
2. Use our convening power to tackle complex issues (in concert with the public and private sectors) by holding meetings, conferences, symposia with outputs that speak directly to government, corporate and non-governmental organization (NGO) decision makers.
3. Produce more “Michigan branded” symposia volumes and develop the apparatus to publicize and disseminate them widely, e.g., from “Academic Engagement in Public and Political Discourse” Michigan Meeting and “Strengthening the Roles of Universities in National Science Policymaking in Education, Research, and Engagement” Wiesner symposium.
4. Develop an annual leadership report for key stakeholders, e.g., the President, the Regents, donors, deans and the faculty that describes the extent of activity and the associated benefits to the University and the faculty involved.
5. Strongly encourage deans to define national leadership and service within their own communities and consider creating a separate category (i.e., not part of

- service) in annual reports for capturing this kind of activity. (See Addendum 3 for some examples.)
6. Continue and deepen outreach efforts to Members of Congress and other federal policymakers to promote identified university-wide institutional priorities and/or initiatives.
 7. Develop a community of faculty members interested in national leadership and public engagement.
 8. Encourage mid-career faculty members to pursue 1-year government policy appointments while on sabbatical or by IPA (Intergovernmental Personnel Act) to federal agencies, congressional committees, or fellowship positions.
 9. Develop mentoring programs for early-career faculty members interested in public engagement and national leadership.
 10. Charge a campus committee to look at educational programs in the public engagement/public policy space, including undergraduate and graduate courses, faculty/student mentoring, and student peer mentoring via student organizations.

Introduction

The mission of the University of Michigan is to serve the people of Michigan and the world through preeminence in creating, communicating, preserving and applying knowledge, art and academic values, and in developing leaders and citizens who will challenge the present and enrich the future.

The University of Michigan's Mission Statement is both simple and inspiring. As a world-renowned public research institution, U-M envisions itself as an organization that expects its faculty members and students to serve the State and the Nation with the understanding that sharing knowledge to benefit society is key to enriching the lives of people all over the world more broadly. While there are many ways that the University can, and should, engage with society, the *National Service and Policy Engagement Committee* (NSPEC) was formed to evaluate how successful U-M is at providing leadership in research and scholarship throughout the nation.

Based on the charge, this Committee focused its attention on faculty engagement activities at the national level. This includes serving on Federal Advisory Committees (FACs), membership on the National Academies, and high-level agency appointments; e.g., NSF, NASA, OSTP. The conclusions and recommendations of this report would be relevant to broader conceptions of engagement with critical audiences such as business, the non-profit sector and the general public. Overall, the focus of this report is to increase the outreach activities of faculty members that go beyond standard notions of "Service" and place the University and its faculty more centrally in the critical debates of our day. Until a more accepted term is developed, this report will refer to "national leadership."

The University hosted two major events in 2015: the Wiesner Symposium on *Strengthening the Roles of Universities in National Science Policymaking in Education, Research, and Engagement*, and a Rackham sponsored Michigan Meeting on *Academic Engagement in Public and Political Discourse*. President Schlissel participated in both, urging a better connection between academia and public policy.

At the University of Michigan, we embrace our nearly 200-year history as a public institution with research for the public good, deeply interconnected with our beliefs and our aspirations. We consider it both a privilege and an obligation to provide thoughtful insights and important contributions towards public policy and to help solve the most complex and challenging issues confronting our society. When the best science and public policy are well aligned, the results can be awe-inspiring. (Mark Schlissel; Wiesner Symposium, March 2015)

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long run the enterprise is going to suffer in society's eyes, and our potential for impact will diminish. (Mark Schlissel; Michigan Meeting, May 2015)

The NSPCE Committee began by benchmarking participation of the U-M faculty in these kinds of activities and augmented this information with past surveys of faculty members who are active in these realms, hosted a dinner and discussion to elicit broader ideas, and informally interviewed peer schools' staff in Washington, DC. Separately, the College of Engineering held a 3-part focused discussion on 'Paths to National Leadership' (see Addendum 2) with interested faculty and reported these results back to the department chairs.

We hope that this report will be the beginning of ongoing discussions around what it means to do "service" and provide "leadership" outside of the University to help strengthen and shape the Nation's research and higher education policies. We also hope that this report will serve as a foundation to future discussions about U-M's role in setting the agenda in a number of important and far-reaching arenas (e.g., K-12 education, global health, the environment) and we believe that many of the recommendations contained herein will be relevant to future possible committees and/or strategic discussions related to University engagement with local and state government, as well as leadership positions on professional societies and associations, and mentoring students to pursue such goals, as well.

National Service and Policy Engagement Charge

The University of Michigan, as a premier public research institution, has an obligation to serve the Nation by engaging in the national research and higher education agenda by bringing together knowledge to benefit society.

The NSPEC is charged with recommending changes to University policy and practices in order to strengthen U-M's ability to participate in national dialogues and policy making that shape the future of the Nation's research and higher education policies and priorities. This includes addressing, and providing solutions for, the grand challenges that are facing society.

The Committee was asked to deliberate and make recommendations for the following set of questions. The Committee was also given the freedom to frame its own questions consistent with the goal of increasing U-M faculty engagement in national service and policy making.

University & Leadership Engagement

1. How can U-M, in particular, its leaders, more effectively engage in driving the national research and higher education agenda? For example, should U-M develop a research and higher education vision that addresses and provides a roadmap for the Nation's grand challenges?
2. Are there any factors that limit U-M's impact in shaping the national agenda?
3. How does U-M compare to our peers in national engagement?
4. How can U-M improve its culture of national service?

Faculty Engagement

1. What barriers, if any, exist, for faculty participation in national service?
2. How can U-M effectively identify faculty members currently serving the Administration and Agency in high-level roles, Federal Advisory Committees (FACs), and professional associations and societies?
3. How can U-M better leverage the national service experience and expertise of faculty members who currently serve or have served?
4. What incentives should be adopted, if any, to encourage national service in areas such as:
 - a. Service on FACs
 - b. White House and Agency Fellowships
 - c. Leadership roles in professional associations and societies
5. How should we measure our impact on research and higher education policies?

The Committee was asked to recommend specific U-M policy changes and actions to increase the University's participation and support of the Nation's research and education policies and agenda. In addition, the Committee was asked to provide strategic recommendations on how to successfully support the U-M faculty in these roles and create mentorship and resource opportunities accordingly.

Fulfilling the Mission and Creating a Vision

The challenge for an organization as large as U-M is that it is too easy for individuals to get siloed into their own research sphere and consumed by competition among peers. For too many faculty members, responding to the expectations of their department's short-term challenges, like obtaining research grants, seeking tenure or the next promotion or professorship, and building careers and reputations, tend to lead to narrower ambitions than the vision encapsulated in our Mission Statement. The pressure to succeed in an academically competitive research environment that often interprets success primarily as producing articles published in prestigious journals and a steady influx of research dollars can unwittingly create an institutional culture where national service/leadership becomes devalued as being unintellectual and not central or even complementary to scholarly work. Because the bigger picture of serving "*the people of Michigan and the world*" can get lost, active institutional support and advocacy is necessary to ensure that the broader mission of U-M is part of the everyday culture and becomes integrated into personal and institutional goals. **That is, we must embed the University's mission in the culture of every department, school, and college, and publicly recognize faculty members and department/school/college leaders who participate, encourage, and mentor faculty members in service and leadership roles on a national scale.** By contributing to the Nation's research and higher education agenda through service and leadership, U-M will help shape the national and global affairs that impact the world we live in.

This endeavor, however, is not necessarily an easy one. In addition to the challenges of how to categorize service in faculty rewards and recognition, there is an additional challenge of how we actually define service. Through the discussions of the Committee, it is clear that academic units at U-M define and value service differently across campus. For example, an activity that is considered and supported in one unit may be considered "service," while other units, like the Ross School, may consider the same activity as "practice," separate from the typical "three-legged stool" consisting of research, education and service. In the Ross School, "practice" includes activity like consulting, board participation, and media engagement. In creating a "fourth leg," the Ross School is able to encourage and reward its faculty for engaging with industry leaders and policy makers. For other schools, the "fourth leg" could include national service and policy engagement-related activities in addition to leadership roles in professional societies and rotating through federal agency positions, for example.

It is important to note, that like Ross, there are other schools on campus that are earnestly including activities like national service and policy engagement in acknowledging faculty activity. The Ford School has "Engagements and the Practice of Public Policy" featured on its faculty activity report under "POLICY ENGAGEMENT." There is also language along these lines for the third-year review and for promotion and tenure (see Addendum 3). The College of Engineering has also started advancing their focus on this issue and is used as an example of progressive action in Addendum 2 of this report. The School of Natural Resources and Environment includes a "Media Exposure" Section under Research, and a question about "Most significant activity related to Service" under the

Service categories. Standardizing the information collected across the University would be a good first start to aggregating information about faculty engagement.

What are we talking about? Leadership, Service, Engagement or Practice?

Service and leadership in the national arena can be thought of as end members of a continuum that spans, for example, membership on an NSF proposal review panel at the service end of the continuum, and chairpersonship of a science policy advisory committee such as the President's Council of Advisors on Science and Technology (PCAST) at the leadership end of the continuum. Whether we speak of service or leadership we are speaking of the same continuum, but emphasizing different aspects of it.

We often equate service with the day-to-day tasks required to keep the engine of academia moving forward. These tasks might include membership on a curriculum committee, a search committee, or a Promotion and Tenure committee, or willingness to review manuscripts submitted to a favorite journal.

A more inclusive view of a service or leadership task is one that extends beyond the University and 'serves the citizens of Michigan and the world through preeminence in creating, communicating, preserving and applying knowledge.' While the reach of the action may be greater for tasks toward the leadership end of the continuum, the process is the same whether service and leadership are local or national except that, when it is national, the public is more likely to play a significant role in the assessment. While academia is arguably excellent at 'creating' and 'preserving' knowledge, we tend to be much less effective in 'communicating' and 'applying' knowledge beyond the obscure confines of journals and scholarly books. Our Mission Statement urges those who can successfully perform on the national stage to communicate and apply academic knowledge through the crucible of public debate and action using (1) his or her energy and talent augmented by (2) opportunities and support provided by the home institution's policies and programs, and promoted (3) through a reputation for success that is also augmented by the home institution. To elaborate on these three points further:

- Faculty members are selected for excellence in research and *potential* as teachers. The faculty in general practices service at the University end of the service—leadership continuum, but most could – and would – move further up that continuum toward leadership if skills associated with leadership were taught through workshops, illustrated by examples, and acquired from experience, and if exhibiting leadership was explicitly rewarded (or at the very least, not ignored or frowned upon). Many faculty members now perceive stepping into the public arena to propose and defend actions based upon knowledge from research and scholarship — some of which is beyond their personal experience — as unnecessary for professional success and potentially of high-risk. They are more comfortable moving up the service and

leadership continuum only after experiencing some success in a relatively safe environment and with rewards for that success.

- Faculty members will move up the service—leadership continuum toward national leadership if they have opportunities to practice leadership in the environment of University-funded grand projects such as the recent Mobility Transformation Center and Big Data initiatives. These not only offer experiences of success, but also create a sense of making a difference in an arena beyond academia. If, in addition, contributions on the high end of the service—leadership continuum are rewarded in the promotion and tenure processes, and in the professional respect accorded those who are successful, the culture of U-M will start to recognize national leadership as worthwhile and attainable.
- Faculty members are invited to national leadership positions based upon their history of leadership and scholarship success. Universities that are active in the national policy arena and do exciting and impactful things are perceived to have more faculty members who are creative and effective leaders and, thus, these universities' faculty members disproportionately populate prestigious national committees on science and technology. Some of this participation is likely unique to the characteristics of the faculty members recruited by these universities, but much is likely a product of a university's expectations for its faculty. These expectations become part of the university's culture and are likely highly resistant to change, but can be changed through determined and sustained leadership.

Keeping Up with the “The Michigans of the East and West”

Federal Advisory Committees (FACs) function as federal advisory boards to federal agencies setting the priorities and conducting the long-term strategic planning for the federal government. They typically comprise 10-30 people representing academia, business, and the government.

In a very rudimentary analysis, using 2013 data from the Federal Advisory Committees Act (FACA) database, 67 FACs were targeted to benchmark U-M faculty participation against peer institutions (See Figure 1). While U-M appears relatively competitive among other research universities, when the size and breadth of our faculty are taken into account, our position compared to our peers may appear to wane. We also evaluated how well we compare to our peers in National Academies (of Science, Engineering, and Medicine) memberships and here the story becomes more stark (See Figure 2).

Although membership in the National Academies and representation on FACs are just parts of the picture on how well U-M is participating in helping shape and drive the Nation’s research and policy agenda, these figures do

suggest that some of our peer universities have developed a culture where more of their faculty members are in positions where their expertise is used to help strengthen society. It also raises the questions of why faculty members at some universities seem to engage more in national leadership activities than faculty members at other institutions, and what can U-M adopt from these leading universities (in the national leadership arena) to improve?

While from Figure 1, U-M may seem to do well compared to Harvard and MIT, for their size, these institutions stand out and significantly outpace Michigan on a per-faculty member basis. Serving the Nation appears to be better embedded in their culture.

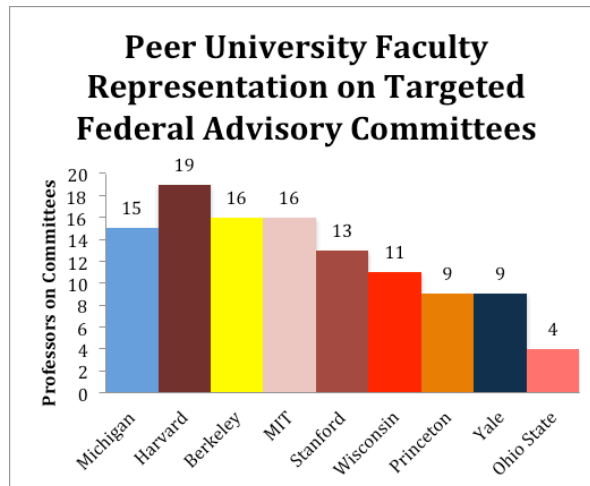


Figure 1: Peer University Faculty Representation on Targeted Federal Advisory Committees

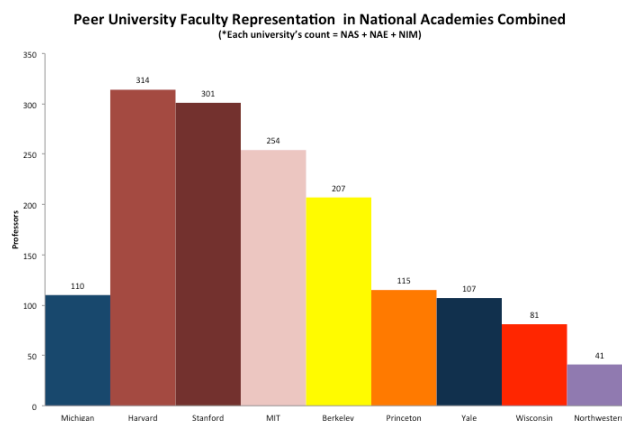


Figure 2: Peer University Faculty Representation in National Academies Combined

U-M is clearly under-represented in the National Academies compared to our smaller-sized and equal-sized peers (Figure 2).

Getting it Done: U-M Success Stories Showcasing the Importance of National Service and Policy Engagement

There are many arguments that could be made for why using the breadth of U-M's expertise to benefit the Nation is not only critical in supporting our mission to serve the people of Michigan and the world but in supporting the successful research enterprise that is the U-M. This research enterprise, in turn, drives innovation, education, and our ability to compete on a national and global level.

Recent examples of different kinds of national leadership by the U-M faculty range from creating a new national initiative to enhance U.S. leadership in manufacturing, to advising innovative research priorities in precision medicine, to holding conferences in Washington, D.C. highlighting student loan issues, to serving as advisors to the President, the NSF Director, and leading the Nation in complexity theory and winning the Medal of Science.

- **American Manufacturing Partnership (AMP).** Through the leadership of former U-M President Mary Sue Coleman, Professor Jack Hu, and Professor Sridhar Kota, who was then serving at the Office of Science and Technology Policy (OSTP), the National Network for Manufacturing Innovation (NNMI) was established. Industry, academia, federal agencies and state organizations work together to accelerate national innovation in manufacturing by investing in industrially pre-competitive technologies with broad applications to advance. The University of Michigan was named the primary partner in the [LIFT \(Lightweight Innovations for Tomorrow\)](#) NNMI institute; Michigan State also benefited by leading the Institute for Advanced Composites NNMI institute.
- **Precision Medicine Initiative.** Sachin Kheterpal, an Associate Professor of Anesthesiology, was selected to be on the Precision Medicine Initiative Working Group, an advisory committee to the NIH Director. This initiative aims to “deliver the right treatment to the right patient at the right time,” whereas most treatments have been developed for the ‘average patient.’ A research strategy that better links opportunities in the fields of genomics, medical imaging, and health information technology is currently under development. As a member of this committee, Dr. Kheterpal plays a key role in developing research opportunities and grant development strategies. As a result of his role on this working group, he is also in an excellent position to actively engage in responding to these funding opportunities.
- **Imagining America.** Julie Ellison, Professor of American Culture and English, was the founding director of Imagining America which was launched at a 1999 White House Conference initiated by the White House Millennium Council, the University

of Michigan, and the Woodrow Wilson National Fellowship Foundation. It currently comprises more than 100 college and university members and community partners and provides significant leadership to the field of engaged scholarship in higher education.

- **DC Conference: What can we learn about student loan policies from other countries?** U-M expertise can be brought to DC by hosting conferences to showcase our breadth and depth. For example, the Education Policy Initiative, through the Ford School of Public Policy, will hold a 2-day conference, June 12th-13th, in DC to provide policymakers, education practitioners and the press with cross-national perspectives on student debt and repayment. The goal is to enrich the U.S. conversation around student loans with perspectives on how other countries structure aid, borrowing and repayment.
- **Leadership Positions:** Recent examples of the highest levels of Federal service and recognition, include Professor Robert Axelrod winning the National Medal of Science, Dean Deborah Ball and Professor James Jackson serving on the National Science Board of the National Science Foundation, Professor Iain Boyd serving as the Vice-Chair of the U.S. Air Force Scientific Advisory Board, and Professor Rosina Bierbaum serving on the President's Council of Advisors on Science and Technology.

U-M faculty members who have ambitions to participate in shaping the national research agenda have also allowed U-M to leverage their expertise by influencing legislation that would impact the University's ability to educate and do research with the use of unmanned aerial systems (i.e., drones) or align space weather research at U-M with the Administration's National Space Weather Plan. Through the faculty's desire to participate in the national research agenda, U-M has been able to create champions for higher education and federal research. Through leadership like this, the U-M DC Office of Research has gained support from the Michigan Congressional delegation for major research and policy initiatives, often making them stakeholders in U-M's ability to compete for major research initiatives impacting not only this university, but the state and the nation as well.

The opportunities that come from an engaged Congressional delegation means that U-M has a seat at round table events used to identify the needs and gaps of the research community, ensures Michigan is part of the policy debate related to higher education, and means that House and Senate Committees look to the University for Congressional testimonies. In the past 12 months, U-M has provided expert testimony on issues related to connected vehicles, renewable fuel standards, health information technology, Science Technology Engineering and Mathematics (STEM) education, and cyber-security to name a few. On campus, U-M has also hosted the President's Science Advisor, the President of the National Academies, the Director of the NSF, the Federal Communications Commission (FCC) Commissioner, and Congressional members from the Michigan delegation, as well as from other states.

The U-M DC Office is regularly asked to weigh in on legislation that Members are voting on or considering, and to provide expert support as issues arise. U-M faculty members have provided significant input on Member's legislative priorities like the America COMPETES Act and appropriations.

Despite all of these ways the University is leveraging the expertise of its faculty, however, U-M could still do more.

What opportunities are we missing out on?

Faculty members who serve on FACs are helping to shape the Nation's research agenda and drive policy, and yet campus leaders often do not know who these people are. A simple search through the FACA Database indicates that over 75 U-M faculty members serve on FACs, but there are thousands more entries in the database with no identifiable information (their professional affiliation is blank and not listed in the database), which means that there are likely many more U-M faculty participating on FACs not captured by our search. What U-M does know is that there are faculty members actively involved and that these individuals have the potential to help drive the direction of U-M research to ensure that it continues to be aligned with the Nation's interest and vice versa. Also critical to this effort are faculty members who are on IPAs serving in high-level agency or advisory positions. Faculty members who hold positions at federal agencies or serve in high advisory positions are a testament to the University of Michigan's desire to serve the Nation. U-M must improve the manner in which it extracts "intelligence" from these high-performing individuals so as to bring back information that can help the University shape its research agenda and, in turn, better inform developers of national policies and agendas.

If U-M were better at leveraging faculty members that hold nationally recognized leadership roles, U-M could augment its role in assessing the gaps/needs in national research and science policy; better mentor interested early-career faculty members to create future leaders; and impact the national research and policy agenda by effectively utilizing their knowledge and expertise to benefit the greater good. Without supporting, celebrating and recognizing who the University's leaders are, U-M is missing a great opportunity to leverage its role as a world-class institution. Without nurturing the next generation to follow, U-M will not fulfill its goal to be (truly) the "Leaders and Best."

The following are the challenges and opportunities identified by the Committee:

Challenges

- U-M faculty members appear to be underrepresented relative to some of our peers on FACs and the National Academies, despite our having a deep and broad faculty talent pool, and a very service-oriented mission.
- There are no systematic mechanisms to identify faculty members who participate in national leadership activities.
- The University currently lacks a common vision and strategy to advance solutions to the Nation's grand challenges.
- A few peer institutions appear to be more successful at supporting their faculty members who use their expertise to develop national research priorities.
- "Service," "leadership," "practice," and "engagement" need to be better defined, supported, and consistently rewarded by University and unit leadership, and may differ among schools and colleges.

Opportunities

- There are obvious benefits and clear examples of success for faculty participation on a national level. While some of these successes can certainly be found at U-M, a university of our breadth and scale should have a greater impact on setting the Nation's research agenda and higher education policies and priorities.
- Michigan's stature in this realm could be greatly enhanced. Efforts to date have focused on getting faculty members into the National Academies, which while a good start, is in of itself insufficient to maximize Michigan's impact on the national scene.
- Anecdotal evidence suggests that early-career faculty members who are inclined to engage in national leadership activities find it difficult to understand where to begin.
- There should be flexibility in defining national leadership, particularly at the unit level. The Committee could not reach a consensus on whether national leadership should be considered its own category or under 'service'. Faculty members tend to be invited to be part of national leadership initiatives because of the visibility, influence and respectability of their research/scholarship.

The Path Forward

The following are recommendations that the Committee believes are critical to ensuring U-M successfully becomes the national thought and policy leaders essential to fulfilling the social obligation of the University's mission. Recommendations are broken up into short-term and long-term recommendations.

Short-term Recommendations:

Efforts to change the culture and structure of the University surrounding national leadership should follow the steps recommended by organization theory (refer to Addendum 1): following the "diagnosis," actions to "unfreeze" (or break down resistance), should be followed by "moving" and finally, "refreezing" (establishing new support mechanisms). Support mechanisms, at the very least, should include: (a) reward structures for merit raises, and promotion and tenure review; (b) the faculty hiring processes; and (3) faculty coaching, mentoring and training to engage in national leadership activities. In order to jumpstart a greater policy engagement, our first recommendation calls for a University office with a focus on such activities.

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6. Increase U-M media coverage around national leadership activities of the faculty.
7. Consider charging follow-on committees to look specifically at University engagement at the state/local/community, professional society, and student levels.
8. Offer college/school-level and University-level national leadership awards to recognize exemplars in this arena.
9. Continue to hold annual events honoring those who serve prominently in these roles.

Long-Term Recommendations:

1. Create a bold vision the University would strive to achieve for national leadership and impact, including grand challenges to address by 2030.
2. Use our convening power to tackle complex issues (in concert with the public and private sectors) by holding meetings, conferences, symposia with outputs that speak directly to government, corporate and non-governmental organization (NGO) decision makers.
3. Produce more "Michigan branded" symposia volumes and develop the apparatus to publicize and disseminate them widely, e.g., from "Academic Engagement in Public and Political Discourse" Michigan Meeting and "Strengthening the Roles

- of Universities in National Science Policymaking in Education, Research, and Engagement” Wiesner symposium.
4. Develop an annual leadership report for key stakeholders, e.g., the President, the Regents, donors, deans and the faculty that describes the extent of activity and the associated benefits to the University and the faculty involved.
 5. Strongly encourage deans to define national leadership within their own communities and consider creating a separate category (i.e., not part of service) in annual reports for capturing this kind of activity. (See Addendum 3 for some examples.)
 6. Continue and deepen outreach efforts to Members of Congress and other federal policymakers to promote identified university-wide institutional priorities and/or initiatives.
 7. Develop a community of faculty members interested in national leadership and public engagement.
 8. Encourage mid-career faculty members to pursue 1-year policy appointments while on sabbatical or by IPA (Intergovernmental Personnel Act) to federal agencies, congressional committees, or fellowship positions.
 9. Develop mentoring programs for early-career faculty members interested in public engagement and national leadership.
 10. Charge a campus committee to look at educational programs in the public engagement/public policy space, including undergraduate and graduate courses, faculty/student mentoring, and student peer mentoring via student organizations.

Conclusion

The Committee believes that in order to align the mission of U-M with faculty engagement, the University should consider the Findings and Recommendations in *The Path Forward* to identify and address barriers that may prevent the U-M from using the breadth of its knowledge to successfully benefit society.

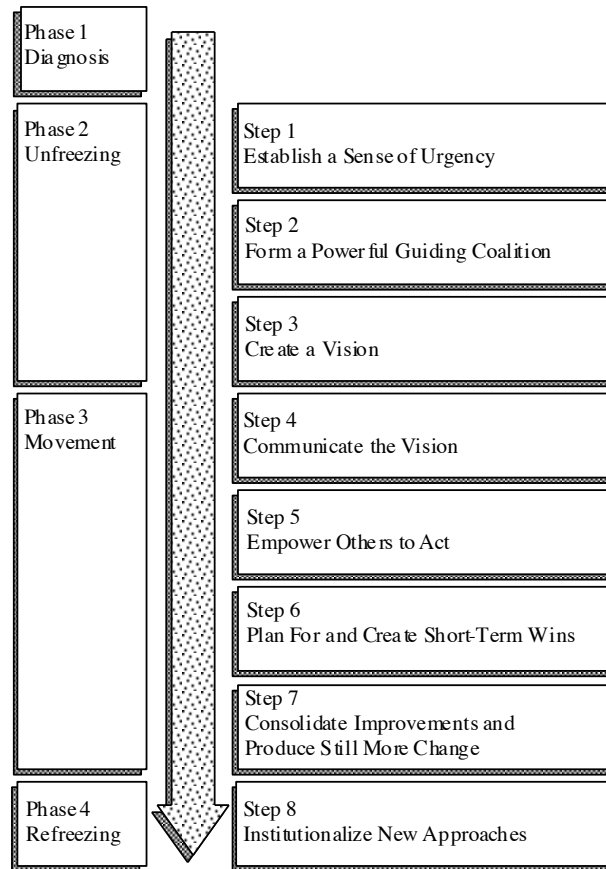
This report should be viewed as the beginning of a much larger discussion that should include activities that reach external stakeholders who could benefit from the wealth of U-M’s expertise. Future discussion should also increase awareness of the opportunities for leadership, and advance ways the University can help shape and influence the world.

Through the findings of this report, it is clear that U-M needs to create and commit itself to a vision that prioritizes how it can identify and solve some of the Nation’s greatest grand challenges, energize its faculty to want to participate and provide solutions for these grand challenges across disciplines, define the way “service” or “leadership” is valued on campus, and reward and recognize faculty members actively seeking prominent roles in the national leadership arena.

Addendum 1: Organization Change

Successful changes to the culture at the University of Michigan requires an extended and structured process. Research in such efforts encourages change in 4 stages¹ and 8 steps² as depicted in Figure 1³.

Figure 1: A Road-Map For Organizational Change



Phase One – Diagnosis: The first phase to the change process is that of diagnosis, analyzing the conditions in which change must take place and then deciding what strategic actions to take in response to critical external signals. Resultant solutions must be tailored to the distinct needs of the University and its multiple units. Possibilities include: a survey of present practices with regards to engagement; a bench-marking exercise of our peer institutions in this area; group discussions within the multiple units

¹ Lewin, K. (1947). "Group decision and social change." In T. M. Newcomb & E. L. Hartley (Eds.) *Readings in Social Psychology*. (New York: Holt, Rinehart, & Winston).

² Kotter, J. (1995) "Why transformation efforts fail," *Harvard Business Review*. March-April: 60-67.

³ Hoffman, A. (2000) *Competitive Environmental Strategy: A Guide to the Changing Business Landscape* (Washington DC: Island Press).

on campus (e.g., at Academic Program Group (APG) meetings) to determine the incentives and obstacles to change.

Phase Two – Unfreezing: Once a strategy begins to be formulated, the purpose of the second, unfreezing, phase is to prepare the University for change by breaking down resistance and habitual routines. It comprises three fundamental steps. *First, establish a sense of urgency.* No change process will ever succeed if the members of the University are not clear on why it is being done and what level of importance it holds for U-M's future. *Second, form a powerful guiding coalition.* This effort can start with one or two central proponents but success requires a sufficiently powerful core of supporters. This might include the APG, but must also consider constituents whose support is critical to the effort's success and whose resistance would likely hinder it. *Third, create a vision.* Even if all UM employees accept the need for change, it is important that they understand the goals of the initiative and their role in the process.

Phase Three – Movement: Once the foundations have been laid for effectively unfreezing the University, the actual movement, or implementation of the change plan, should be relatively easy as pockets of resistance will have been broken down. Four steps comprise the movement phase. *First, communicate the vision.* A nontrivial fraction of the University community must buy into this effort if it is to succeed. Members of the President's office as well as the individual deans must communicate the vision clearly and often, and integrating it into multiple aspects of their unit's goals and objectives. *Second, empower others to act.* Once begun, the transformation process involves all employees in its progress. Opportunities must be created to allow faculty members to share experiences, and teach others about tools, skills and resources that facilitate engagement. *Third, plan for and create short-term wins.* Nothing will help build momentum more than visible success. Short-term wins illustrate the goals the organization is striving to achieve and present clear examples that these goals are real and achievable. *Fourth, consolidate improvements and produce still more change.* An organization should not declare victory too soon. While celebrating the culmination of a series of short-term wins, faculty members may feel inclined to relax the effort and rest assured in the appearances of having cleared a major hurdle with the road to come becoming easier. This attitude can kill the momentum so hard fought for in the preceding months or years. Instead, clear signs of performance improvement should be taken as an opportunity to refine original goals, integrate them deeper into the organization and strive for further change that will firmly establish itself into the organizational culture.

Phase Four – Refreezing: Once the desired changes have been fully implemented, refreezing is the process of institutionalizing the new changes. Part of this process includes communicating to the faculty and staff how the new changes have benefited the University. This communication campaign should be every bit as prominent as the publicity efforts that kicked off the initiative. The faculty must be shown in a tangible way that they have achieved the program's objectives and what that achievement means for organizational success. The refreezing process also involves establishing the new changes into the formal rules and informal habits of the various units. In particular, these changes must be embedded in the: (1) *reward structures*; (2) *hiring processes*; (3)

faculty mentoring, coaching and professional development; and (4) organizational structure. Regardless of the speeches by the President and deans, faculty members who are inclined to engage in national leadership activities must be coached on how to perform these acts well, rewarded for success and supported by formal structures. If these four primary aspects of the University culture do not change, likely very little if anything will change.

Addendum 2: College of Engineering Leadership Workshop 11 Nov 2015

The College of Engineering (CoE), ranked 6th in the country (out of ~300), according to the Spring 2015 U.S. News and World Report, falls to 11th in the percentage of faculty who are members of the National Academy of Engineering (NAE) when ranked against top-15 peer programs. A discussion led by CoE NAE members with department chairs, associate deans, and the dean highlighted the difficulty current U-M NAE members are having identifying CoE faculty members who are recognized national leaders so they can be inducted into the NAE. This observation led to an internal dialogue as to whether the College has a culture and formal organization that supports those who wish to achieve national leadership through their public service, impactful scholarship, innovative teaching, and/or transformative technology transfer.

On November 11, 2015, the College of Engineering invited senior faculty members to participate in *Workshop: Paths to National Leadership*. This workshop sought to: (1) define several career paths that a senior faculty member might elect to pursue to make a recognized national impact; and (2) produce recommendations to improve the policies, culture and personal encouragement and support for such endeavors.

This workshop hoped to address many of the issues that the National Service and Policy Engagement Committee was charged to address and is offered here as an example of how schools can begin a discussion that will strategically identify ways to support and encourage faculty members interested in participating in national leadership roles and ways to measure success.

The following are the slides used to drive the discussion at the workshop and frame how the College of Engineering approached this issue (additional supporting documents related to this workshop can be found in Addendum 5).

Paths to National Leadership in the College of Engineering

Recommendations to enhance the College of Engineering's recognition as a National Leader in Engineering.

Process:

- A planning committee comprised of D. Chaffin (chair), J. Duderstadt, D. Atkins, A. Gallimore, G. Ulsoy, S. Pollock, K. Wise, G. Carignan, and Maureen Burns.
- Two Planning sessions involving over 30 senior faculty members
- A Workshop attended by 55 faculty members, moderated by Professor Scott DeRue of the Ross School of Business.

Output: Recommended changes and enhancement of the College's current cultural and organizational environment affecting leadership.

Major Conclusions from Workshop Planning Activities:

1. There are four "Paths" to National Leadership: important public service, impactful scholarship, innovative teaching, and/or transformative technology transfer.
2. Enhancing our National Leadership will require changes in:
 - 1) our culture,
 - 2) talent management, and
 - 3) formal organization (structures, policies, and practices).

At the Workshop the above were used to charge eight breakout/splinter sessions. Notes from these sessions were used to structure the following recommendations.

Changing our Culture and Personnel Management:

- Revise our Mission Statement to make it clear that students, faculty and staff are asked “to bring our knowledge to bear on the worlds greatest challenges”.
- Give greater consideration during annual merit reviews, and in hiring decisions, to faculty and staff engaged in National Service activities.
- Publicly acknowledge and support research and teaching programs that clearly address major societal issues.
- Have faculty members who have gained public recognition as National Leaders speak about their experiences and provide related mentoring services.
- Organize public workshops and conferences to define how engineering disciplines can address national challenges.
- Bring national leaders from business and government sectors to campus to discuss opportunities for those who wish to be engaged in programs of national importance.

On Changing our Organization:

- Develop an “Office for the Promotion of National Service” to:
 - 1) Collect and disseminate opportunities to provide national service.
 - 2) Maintain a database of faculty and alumni having an interest in and ability to provide national service, and of those who are willing to and capable of recommending others for public service positions.
 - 3) Provide discretionary funding, if needed, for faculty and staff actively engaged in important public service activities.
- Provide leaders of collaborative programs (i.e., large labs and centers) with College support to help organize nascent programs.
- Emphasize in the promotion and tenure process the importance of achieving documented impacts that bear on major societal challenges.
- Organize training sessions in “Leadership Skills”, with participation emphasized in merit reviews.

Suggested Metrics for measuring the success of suggested changes:

Numbers of:

- Media requests for interviews from UM members.
- Faculty and staff asked to serve on high-level national advisory boards and committees.
- Funding received from foundations and companies that perceive the importance of associating with our faculty and staff members.
- UM-generated spin-off companies that successfully effect high-impact areas.
- Number of PhD graduates that become faculty members at top 5 Schools.
- UM members elected to the Academies.

Draft letter of Invitation to College NAE members asking them to participate in Workshop: Paths to National Leadership.

Dear... NAE member first name:

Over the years Don Chaffin and Jim Duderstadt have discussed with the department chairs, associate deans and me the procedures used by their NAE colleagues to nominate members of our faculty for the Academy. One of the major concerns they have expressed is that the present NAE members have had a very difficult time identifying senior faculty members who are recognized national leaders. Based on this observation, one naturally wonders if we have a culture and formal organization that supports those who wish to achieve national leadership through their public service, impactful scholarship, innovative teaching, and/or transformative technology transfer. I should add that this past April at a College of Engineering faculty meeting, President Schlissel spoke of his desired to see University of Michigan faculty members more engaged in national leadership activities.

Over this past summer, a number of our senior faculty members met to discuss this matter. These meetings have resulted in a recommendation that we hold a *Paths to National Leadership Workshop* that will: 1) define several career paths that a senior faculty member might elect to pursue if interested making a recognized national impact; and 2) produce recommendations to improve the policies, culture and personal encouragement and support for such endeavors. This letter is to invite you to participate in this important Workshop.

I have enclosed the Agenda for the Workshop, which will be held on November 11. As you might note in the Agenda, there will be splinter (breakout) sessions to discuss various aspects of the problem. We hope that by your participation in these smaller groups as a recognized national leader, you will be able to facilitate the group discussion to develop recommendations regarding future changes in our formal policies, our culture, and in our personal behaviors that are necessary to assure that more of our colleagues are able to achieve national leadership influence and recognition.

The second document that is attached provides some background on this topic, and lists past faculty members at UM who have created real and lasting positive impacts on our society.

If you can participate in this Workshop, please RSVP to Maureen Burns using the following website:.....

Best wishes, and thanks for considering this request,

Dave Munson

**A Faculty Workshop on National Leadership in the
University of Michigan College of Engineering
11 November 2015**

Premises:

Throughout its history, the University of Michigan College of Engineering has had great impact and influence as a source of major advances in engineering knowledge and technology, its application, and its propagation through novel methods in engineering instruction. This capacity for such leadership at the national level determines not only the College's reputation and impact but also its quality and influence.

The national leadership of the College of Engineering is due almost entirely to the leadership by and influence achieved by members of its faculty in several areas:

Intellectual Leadership: Stimulating, defining, and leading a field in engineering;

Leadership in the Applications of Technology: Applying technology through spinoff companies and IP, consulting, and other activities;

Instructional Leadership: Developing new pedagogy or reshaping a field through textbooks, curriculum innovations, on-line courses, etc.; and

Academic Institutional Leadership: Unusual national impact as the leader of an academic program or institution.

Examples of faculty members who have contributed to the leadership of the College of Engineering through personal achievement of national leadership in these areas are provided at the end of this document. All of these paths to consequential national leadership, however, require not only talent, effort, and persistence, but a supportive environment in the College for such activities.

The purpose of this workshop is to stimulate a dialog among senior faculty members concerning:

- The importance of faculty national leadership to the College;
- The paths that lead to national leadership;
- The current barriers (including personal and cultural barriers) that may exist to such activities;
- An environment that encourages and supports such national leadership roles; and
- Strategies for enhancing the national leadership of the College faculty.

Examples of National Leadership by earlier College Faculty Members

Intellectual Leadership

Stephan Timoshenko: father of modern applied mechanics
Emmitt Leith: developer of holography (with Juris Upatnieks)
A. D. Moore: inventor of numerous instruments in electrostatics
Donald Katz: developed the process of unit operations in chemical engineering
Henry Gomberg: developed and led the Michigan Memorial Phoenix Project
Chihiro Kikuchi: developed the ruby maser

Technology Industry Leadership

Seth Bonder: pioneer in operations research and created Vector Research
Daniel Teichrow: father of Computer Aided Software Engineering (and ISDOS)
Robert Howe: led UM aerospace and created Applied Dynamics Corporation
Kip Seigel: created Conductron and KMS Fusion
Eric Aupperle: developed Merit, NSFnet, and the Internet

Pedagogical Leadership

Victor Streeter: leading engineering textbook in fluid mechanics
Gordon Van Wylen and Richard Sonntag: leading textbook in thermodynamics
Joseph Shigley: leading textbook in engineering design
Glenn Knoll: leading textbook in nuclear measurements

Academic Leadership

Mortimer Cooley: built early UM College of Engineering
G. G. Brown: developed engineering facilities on the North Campus
Charles Vest: President of MIT

Timothy Killeen: President of University of Illinois
Linda Katehi: President of University of California Davis

Workshop Agenda:

Goals of the Workshop	Don Chaffin	5 minutes
Paths to National Leadership	Jim Duderstadt	15 minutes
How might we do better	Alec Gallimore	5 minutes
Framework for College Actions	Scott DeRue	10 minutes
Splinter Sessions around national leadership issues		45 minutes
Splinter Reports		30 minutes
Reaction and Future Plans	Alec Gallimore	10 minutes
Closing Remarks	Dave Munson	5 minutes

Reception Open

Moderator: Professor Scott DeRue, Leadership Institute faculty director, Ross School of Business

Repatees: George Carignan and Maureen Burns

- Research: we have many elements already in place for national greatness
- Large center support: do we have enough support for proposing and maintaining large centers and large (many-person) research projects?
- Consistency between the departments about assessing teaching, service (internal and external), and research levels
- Culture: educating the faculty about what public service opportunities are important and seeking help and guidance for making these decisions
- Do we have infrastructure to support leadership in public service?
- Leadership training, not only for dept chairs but also for all faculty

Addendum 3: Current School Examples Encouraging and Supporting National Leadership

Ford School

POLICY ENGAGEMENT

From the faculty annual review request:

IV. Engagements with the Practice of Public Policy

Include a summary paragraph on key engagements with the practice of public policy for the past year, plans for next year, and how these activities have interacted with your teaching, research and professional/external involvements.

- A. List the major policy challenges your research and service seek to address (i.e., poverty and inequality, environmental degradation, etc.) and the questions you seek to answer or goals you hope to achieve.
- B. List any policy-relevant involvements (service to government, non-profit, or corporate policy makers at the local, national, or international level) and the intended or achieved impact.
- C. List any policy briefs, op-eds, blogs, or other materials you've written for non-academic audiences over the past year (date, title, topic, distribution venue)
- D. List any policy related presentations you've given (congressional briefings, expert declarations, training sessions, etc.) and the intended or achieved impact.
- E. Media appearances, mentions, and consultations over the past year (title, outlet, date, topic)
- F. List activities you've undertaken to prepare yourself to engage in the practice of public policy (meetings, trainings, etc.)
- G. **Looking back over your professional career, please summarize one or more examples that show how you and/or your work has had an impact on public policy practice. If you completed this section last year, please just include a brief update, as appropriate.** (While we recognize that many of you are cautious about overstating the impact of your work, this question is intended to help us gather examples about ways the Ford School has informed and improved public policy. Should we choose to write about your work for a Ford School publication, we will involve you in the process and give you an opportunity to shape, review and correct the narrative.)

From bylaws for 3rd year review:

Materials to be submitted (in electronic form as much as possible)

- A current curriculum vita

- Information about scholarship
- Statement concerning scholarship to date and future plans
- Copies of published and unpublished work
- Reviews of published work (if available)
- Information about teaching:
- Statement concerning teaching philosophy and future teaching plans
- List of courses taught (not just at the Ford School)
- Course syllabi and other materials that provide insight into the faculty member's teaching (with an emphasis on Ford School courses)
- Course evaluations
- Other teaching activities
- Information about engagement with the world of practice
- Information about Service
- Service in the Ford School, other UM units, the University
- Service in the public policy profession and/or discipline

From bylaws for promotion to tenured associate:

Engagement with the Practice of Public Policy: Although the Ford School does not expect assistant professors to compile extensive records of engagement with the practice of public policy, it is strongly interested in encouraging its faculty, particularly the tenured faculty, to have such involvement. Hence, evidence that a candidate for promotion has an interest in engagement with the world of policy and is likely to develop these activities more fully as a tenured faculty member will receive positive weight in a promotion decision. Such engagement will not substitute for the Ford School's expectations concerning research accomplishments.

and

- A statement describing the ways in which the candidate's published work and professional activities have contributed broadly to the field of public policy.

From bylaws for promotion to full professor:

Engagement with the Practice of Public Policy: The Ford School strongly encourages its faculty, particularly its tenured faculty, to become engaged with the practice of public policy. Hence, evidence of a candidate's engagement with the world of policy will receive positive weight in a promotion decision, particularly when such engagement complements the candidate's scholarly activities. Such engagement will not substitute for the Ford School's expectations concerning research accomplishments.

and

- A statement describing the ways in which the candidate's published work and professional activities have contributed broadly to the field of public policy.

Ross School

The Ross School of Business has decided to incentivize faculty to engage in national leadership by creating a fourth category in the annual review called “Practice.” It supplements the standard three categories of Research, Teaching and Service. In the words of Associate Dean for Research, Professor Wally Hopp: “The Practice section of the annual reporting system is the best summary of how we measure and evaluate external impact. It includes things like consulting, board participation, media engagements, etc. Adding this Practice section to the annual report system was a conscious effort on our part to encourage and reward faculty for engaging with industry leaders and policy makers. The extra dimension has helped us recognize a broader set of important contributions to the school than we were able to recognize previously.”

In trying to come up with a name for this section, they did not use “Impact” because that's a characteristic of all the categories of the annual review. One can have research impact, teaching impact, service impact, etc. So the school needed a noun that described a separate focus on the outside world from the teaching focus on students, the research focus on other academics, and the service focus on the institution and profession. “Practice” was the term that fit with the standard use of (albeit imperfect) term “Practitioner” to distinguish people in industry and government from “academics.” The term “Practice-Oriented Research” had already been adopted in prior conversations with the centers and institutes to refer to research aimed at practitioners rather than academics. Hence, “practice” seemed like a natural way to label the fourth performance dimension.

The school felt that a separate (fourth) category was needed because activities directed at the world of practice were being buried in the other categories. No matter what classification was given to the best practice journals, those publications were always discounted by the Executive Committee in the research category. The same thing happened with books. In the Teaching category, Executive Education teaching was always overshadowed by degree program teaching. In the Service category, service on boards, etc., was blotted out by internal school service, editorial work and other traditional service roles for academics. By putting activities like these in a new Practice category, the Executive Committee was given the freedom to score people for them. The resulting scores give the dean the ability to reward faculty members who are having a large influence on the outside world, and creates incentives for Ross faculty members to focus on influencing the world beyond academia.

School of Education

I) Notable National Service/Engagement Distinctions for School of Education Faculty (as of Fall 2015):

- 7 members of the National Academy of Education
- 1 member of the National Academy of Sciences
- 3 members of the American Academy of Arts and Sciences
- 1 National Medalist of Science
- Many other faculty members are distinguished in other national professional societies, represented on important educational commissions, boards, and panels.
- a sample of prominent national service positions across the faculty include:
- a vice president of the American Educational Research Association (also a national lobbying arm based in Washington, DC);
- a Ford Foundation Global Policy Fellow at the Institute for Higher Education Policy;
- service on the U.S. Secretary of Education's Title IX Commission on Opportunities in Athletics;
- the founding director of the National Center for Institutional Diversity, a national think-tank for bridging innovative scholarship with policy-relevant social change;
- board member of the Association of Mathematics Teacher Educators;
- member of the Certification Council of the National Board for Professional Teaching Standards; and
- several faculty members have testified in front of U.S. Senate Committees and served as expert witnesses for federal, education law suits.

II) Format of Faculty Annual Review (FAR) Report

THE UNIVERSITY OF MICHIGAN SCHOOL OF EDUCATION FACULTY ANNUAL REPORT

Reporting period: 6/1/2014 – 5/31/2015

NAME: _____

This report documents your work in research, teaching, and professional service for the current year. Eight specific components constitute the report:

1. A complete and updated curriculum vitae, highlighted to show additions during the current reporting period
2. Teaching record
3. Research record
4. **Professional service record**
5. Diversity, equity, and inclusion
6. Overall comments
7. Revised biographical sketch
8. Attachments to be included, as noted within sections 1, 2, and 3.

Three new sections have been added this year (2h in Teaching, 5, and 7). Two of these sections ask you to describe your efforts related to promoting diversity and to advancing equity and inclusion. Faculty responses will help to set collective goals and plan support

and opportunities to learn for the coming year. The third new section asks you to submit an updated biographical sketch. We will use this as your faculty profile on the SOE website. This report will be read by your program chair and the dean and it will become a part of your permanent faculty file. Please use appropriate detail but be succinct (note strict page limits). Your candid appraisal of your work is invited and will not be used as part of the reappointment, tenure, or promotion processes.

* * * 1. Highlighted curriculum vitae: Please highlight in yellow all additions to your curriculum vitae during the reporting period. This should include, listed separately:

- a) Publications that (i) were submitted for review, (ii) were formally accepted for publication or are in press, or (iii) appeared in print. Please separate these clearly into peer-reviewed journal articles, book chapters, books, refereed conference proceedings, and technical reports (see item 3b for what to include as attachments);
- b) Grants awarded as PI or co-PI, or on which you are a subcontractor, including title of project, granting agency, amount, and period of award;
- c) Presentations at conferences and as invited speaker or panelist, including title, location, and date;
- d) Editorial work;
- e) Honors and awards, including name of award and source;
- f) **Professional service, separated into program/school, university, professional organizations, in the local community, in regional, national, and international domains.**

III) The narrative prompt related to service activities on the FAR:

4. Professional service record (not to exceed 1 page): Referenced to the highlighted areas on your curriculum vitae, please comment on major areas of accomplishment or progress and any in need of development or attention in your professional service at the program/school, university, and professional organizational levels, and in local community, regional/**national**/international domains over the past year. **Identify 1–3 goals for your engagement in professional service for the coming year. If there are opportunities or support that could help you reach your goals, please describe them.**