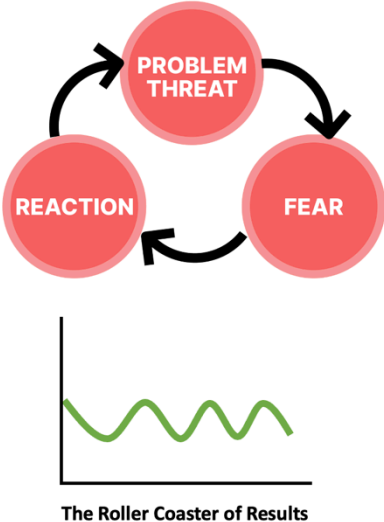
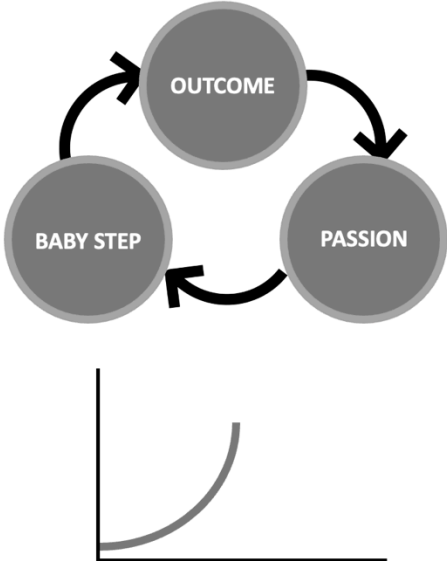
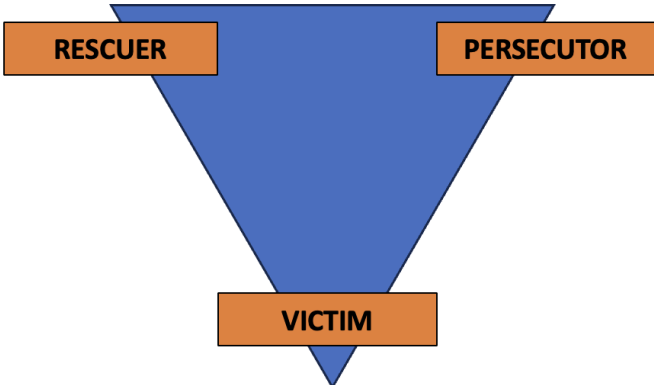
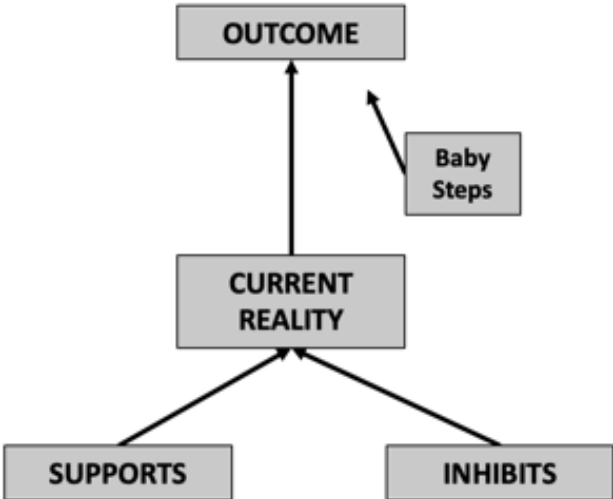


Modernizing Tenure, Promotion, Review, and Hiring to Reward Open Scholarship and Public Access

Mindset Choices

The questions:

1. Where are you putting your attention— on problems that make you reactive or on outcomes you can achieve?
2. How are you relating? Are you taking on a reactive mindset or an outcomes mindset?
3. What actions are you taking based on your mindset?

Reactive Mindset	Outcomes Mindset
Reactive Mindset: The Problem Orientation  The Roller Coaster of Results	Outcomes Mindset: The Outcome Orientation  The Growth Curve of Results
The Dreaded Drama Triangle 	Dynamic Tension Toward Your Outcome 

Based on David Emerald, *3 Vital Questions: Transforming Workplace Drama* (2019)

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Brainstorming prompts	Notes
Outcome: engaged, productive faculty who use open science/open data to practice successful, cutting-edge science and secure grant funding for their research • What rationales, language, and examples resonate positively and persuasively on my campus for ensuring faculty support and honoring shared governance?	
Current Reality • What is the current reality of faculty morale regarding grant funding and complying with open science/open data? • What other factors on my campus may affect this process? • Will generational differences affect the interest in open science/open data on my campus?	
Supports • Who leads the regular, periodic review of hiring, review, P&T policies? • How can that individual be supported in updating our policies? • What faculty members or departments are active in open scholarship? Who networks with HELIOS? • When we have our next regular review of P&T policies? How can we use that process? • How does open science/open data relate to our strategic plan/strategic priorities? • Are there Faculty Governance groups I can enlist to support this effort? • What campus wide support for open access occurred in the past? What is our campus history around “open” access/scholarship/ science/data?	
Inhibits • What concerns about compliance (complexity, cost, etc.) need to be addressed/better understood? • What new education about standards needs to occur for faculty on university-wide P&T committees? • Are there already any areas of resistance to open science/open data that need to be understood and addressed?	
First Step/Baby Step • What is the first small step I need to take to get this started? Who will lead it? • What are the likely first four or five things to be done? • Even if I do not lead this effort, what are actions in my control that will contribute to success?	

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List of potential campus leadership actions suggested by the campus network of faculty and staff involved in HELIOS

Engage Key Campus Actors

- Support your Faculty Senate/Academic Senate in its resolutions to support open scholarship/open science/open data
- Hold focus groups with early career faculty who may have more experience with open science/open data to understand how to support their aspirations
- Have appropriate individuals speak with campus-wide promotion and tenure committees so that they are informed about and understand how open science and open data may appear in a strong candidate dossier
- Identify campus champions—support and encourage their work. Empower them.
- President or Chancellor: have discussions in cabinet about open science, open data, and its implications for your campus. Build broader leadership awareness and support

Tell Success Stories and Celebrate Champions

- Make the legacy of campus support for open access and open scholarship visible and celebrated
- Create an annual day to celebrate the past work around open access/open scholarship to build visibility
- Create an award to recognize campus leaders in open scholarship/open science/open data
- Identify barriers to open science on your campus and empower a group to find a way to achieve a better outcome
- Identify and raise the profile of researchers doing open science
- Follow the graduate student and postdoc journey. Many of these are already deeply engaged in open science and open data. They are the faculty of the future

Events and Meetings

- Share success stories on campus or elsewhere
- Organize a multi-year campaign to educate and re-educate campus groups about open science and open data
- Promote meetings and townhalls to educate about open science/open data and new compliance requirements
- Include comments about open science in public remarks to campus groups (senate addresses, state of the campus addresses, foundation meetings, board meetings)

Leverage New and Existing Support Structures and Campus Relationships

- Promote the campus research repository and support for open data like research data management services
- Call upon HELIOS to create networks with other institutions where appropriate
- In collaboration with integrity and compliance officers, develop informational one-pagers of agency policies, how they overlap and how they differ, for relevant campus constituents. Start using language that helps researchers understand the benefits of public access compliance (sharing scholarly outputs with the public)
- Build alliances broader than just the libraries to carry the torch for open scholarship
- Use your grant support office to identify the foundations engaged in supporting open science and help research faculty connect with these funders

- Include open science/open data in the strategic plan, or find the places where it is implicit and make it explicit.
- Connect open science to fundraising efforts. Use open science as a pillar for a fundraising campaign.
- Review statements of responsible conduct of research to be up-to-date and include explicitly the practices of open science

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Action Plan

1. Upon return to campus, the key people to contact, including the lead for this process, are:
2. Key points to discuss with that individual include:
3. The key person for identifying the campus HELIOS network and faculty already engaged in/inclined toward open science/open data is:
4. In what ways can this process be aligned with a routine, expected cycle for updating policies and following standard shared governance procedures?
5. What is the legacy of support for “open” access, scholarship, science, and data on our campus? In what ways can we tap into this legacy to identify champions for this change?
6. What are the potential obstacles, if any, for taking these first steps?
7. What actions can I take to elevate the conversation on campus and visibly show my support for this effort to better serve our research-active and grant-securing faculty?

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