

Episode 35

01;00;00;15 - 01;00;26;21

Scott Riley

Welcome to Moving the Needle. Casual conversations about ways big and small to impact student learning. Brought to you by the Faculty Center for Teaching and Learning at the University of Maryland, Baltimore. I'm Scott Riley, 2. Let's move the needle.

Welcome back to Moving the needle, research or teaching. It's a question that many of us have heard more than once in our careers.

01;00;26;23 - 01;00;54;27

Scott Riley

Faculty are often categorized based on their primary focus. But as the landscape of education continues to develop, so too do the roles and dynamics within universities. Traditionally, research focus faculty members have borne the brunt of teaching responsibilities. However, there has been a notable shift towards incorporating more teaching focused faculty into the academic mix. This shift in faculty composition has inevitably led to distinct sets of expectations and standards for each category.

01;00;54;29 - 01;01;18;16

Scott Riley

Today, our discussion delves into the realm of teaching focused faculty and explores the pathways and prospects for those interested in this trajectory. We aim to unravel the intricacies of what it truly means to be a teaching focused faculty in the modern academic landscape and shed light on the future trajectory of this vital academic cohort. It is my pleasure to introduce our guest today, Dr. Samantha Fold.

01;01;18;18 - 01;01;43;22

Scott Riley

Dr. Fold is a clinical assistant professor at the University of Maryland School of Social Work. She's also a member of the leaders and Education Academy, or Presidential Scholars Educator Development Subcommittee. During her tenure on the committee, she's collaborated with others to explore the role teaching focused faculty play at UAB and other universities, as well as the importance of mentorship and teaching focused faculty career pathways.

01;01;43;24 - 01;01;45;12

Scott Riley

Thank you for being here today, Samantha.

01;01;45;19 - 01;01;48;02

Samantha Fuld

Yeah, I'm excited to be here. Thanks for inviting me.

01;01;48;05 - 01;02;18;28

Scott Riley

Of course. So some of the charges of the Educator Development Committee were to work on promotion guidance tools, peer observation protocols, and mentorship programs for faculty at UMB. And from my understanding, this led you all to investigate. Faculty Composition promotion pathways and professional development opportunities, not just here, but across universities throughout the U.S.. And so my first question is, what have you learned about the types of faculty here at UMB and at other schools?

01;02;19;03 - 01;03;16;23

Samantha Fuld

So I think one of the biggest learnings has been Kinect add to the diversity of faculty roles and how those roles are interpreted, what workloads look like, what requirements look like, what mentorship and promotion looks like, what structures are formalized and what are not. In general, it seems from our investigation, and I know you've been a huge part in driving that forward, it seems that most universities, most colleges we've explored graduate schools a great deal have the what might be considered the traditional tenure track faculty role that includes significant attention to research, balanced with attention to teaching and attention to scholarship.

01;03;16;25 - 01;03;52;26

Samantha Fuld

And then many, many universities also have teaching focused roles and some research specific roles. I know here at the School of Social Work at UMB where I am, we have a non tenure track contract, full faculty lines for teaching focused faculty, and then also for research focused faculty who do not engage in teaching. And it seemed as though those roles are present, though, to different extent within different university systems.

01;03;52;28 - 01;04;11;00

Scott Riley

Wonderful. So if we think about it, we can kind of I know it's a simplification, but we can say that there are two big categories of faculty that split out into a lot of more complicated one, but we can basically put them in the the research faculty category or the teaching faculty category for simplicity's sake. Would you say that's reasonable?

01;04;11;01 - 01;04;16;06

Samantha Fuld

Yeah, I think that's true, particularly in non tenure track roles.

01;04;16;09 - 01;04;28;15

Scott Riley

And so now I'm kind of curious throughout your research, what impact do those positions have at their universities? Do you see them having a lot of overlap or are they pretty separate?

01;04;28;17 - 01;05;14;04

Samantha Fuld

I do think when we're talking about teaching versus research focused faculty, what someone's job looks like and what they're doing on a day to day basis is really different. It doesn't seem to me, based on what we've explored, that there's a great deal of overlap. Though certainly many teaching focused faculty are engaged in research projects and typically it seems as though their research areas of research focus is often in service of their teaching, in service of curriculum development and in service of promoting student development, as opposed to sort of going deep into their area of knowledge or expertise, developing.

01;05;14;05 - 01;05;27;04

Samantha Fuld

You know, we're on a health care campus. They're developing new treatments, things like that. It seems as though teaching faculty when they are researching are more student and curriculum focused.

01;05;27;06 - 01;05;52;27

Scott Riley

So it sounds like we've discussed what separate about them. Right. And so the question now becomes, what's similar about the roles? And I think one thing that's important to highlight here is the the expectations of the role, right? Because like you mentioned, it's one thing for teaching focused faculty to jump into research, but it's very much focused on the service aspect of their their workload.

01;05;52;27 - 01;06;27;23

Scott Riley

Right. They're not necessarily expected to provide the same level of content towards the scholarship role, which, by the way, we we can define the faculty role in general as having three major components, right? Scholarship, teaching and service. And so if we think of the scholarship as very much the research aspect and teaching is as teaching, like you mentioned, there's definitely a lot of teaching focused faculty that I've met that are very passionate about research, but it's geared towards, like you said, curriculum design, you know, coursework, things like that.

01;06;27;25 - 01;06;35;06

Scott Riley

Whereas a traditional research faculty would be doing research to advance things in their specific field of expertise.

01;06;35;13 - 01;06;35;24

Samantha Fuld

Yes.

01;06;35;24 - 01;06;43;18

Scott Riley

And so my question now is, you know, what trends have you seen or what patterns have you seen for any overlap between the positions?

01;06;43;21 - 01;07;17;03

Samantha Fuld

You know, I think that there is overlap in the positions in that we're all working within educational institutions is where the education of students is and should be central to the mission of the organization in addition to the research component. I think these three areas that you've identified teaching service research, obviously, you know, at the School of Social Work at U and B, our workloads are very explicitly defined.

01;07;17;05 - 01;07;49;00

Samantha Fuld

So my workload as teaching focused clinical faculty is 80% teaching, 20% service. And if in the research realm, it would be the opposite, the focus would be on research. Now, in my contract, and I think that this is true for at least speaking to many colleagues and exploring what we can of many teaching roles. We've looked at many different promotion and tenure documents and different guidance, at least from our state system.

01;07;49;03 - 01;08;25;14

Samantha Fuld

It seems as though teaching roles typically are defined by requirements for teaching and service, but the expectation for scholarship, the expectation for what's often more informally and in in our setting called dissemination, continues to is certainly there for us as well. And I think that's something that becomes a little bit of a challenge in the role. Is that your time and the time that is allotted for you is not the right word, but your time is really focused on teaching.

01;08;25;14 - 01;08;56;20

Samantha Fuld

Your time is really focused on curriculum development, on service to the school, on service to depending on your depending on your field service to the community, service to your professional organizations. And in order to progress in your career scholarship, whether it is specifically to find as part of your promotion requirements or not is important in academia. That's how we sort of develop and prove our expertise.

01;08;56;22 - 01;09;47;12

Samantha Fuld

And it's, you know, an ingrained part of how we move the work forward in our field. And so I would say there is that overlap in the scholarship expectations. Implicitly, though it's not necessarily explicitly outlined in our contracts and our requirements in the same way, at least depending on the

school. And that's also what I think is interesting about the teaching focused faculty role is that as we've investigated what promotion looks like, what mentorship looks like, what roles look like for all of these different types of faculty at colleges and universities, both here in Maryland and around the country?

01;09;47;15 - 01;10;34;00

Samantha Fuld

It seems as though the expectations of tenured track faculty tend to be fairly similar across institutions, across fields, and the document that explore requirements, expectations, and even just in speaking with colleagues about what's expected, how things are framed, what promotion paths are available do seem a little bit more varied. It seems as though standards and expectation in this role haven't been maybe codified in the same way, which is also part of the reason that it's challenging to find research specifically about teaching faculty and the experiences of teaching focused faculty as well.

01;10;34;03 - 01;11;04;01

Scott Riley

100%. I agree. And this kind of brings up an interesting topic that I'd like to explore a little bit more with the with regards to promotion practices for, you know, we're talking about tenured versus contingent faculty. So we've kind of switched from talking about maybe teaching focused faculty because contingent faculty can be both research or teaching. Right? But what I'm interested here, at least from my perspective, is that many teaching focused faculty are in the contingent category, right?

01;11;04;01 - 01;11;19;19

Scott Riley

They're a non tenure track. And so with that, I'm curious, what have you discovered? What have you learned as part of the committee with regards to career pathways for teaching focused faculty and contingent faculty?

01;11;19;21 - 01;11;50;26

Samantha Fuld

I think one of the things we've learned, again, both connected to exploring the research and also connected to, I think just more qualitatively, our discussions between colleagues is that I know that when I was going into academia, I was essentially told if you want to focus on teaching, you could maybe pursue a tenure track at a small teaching college, but you're never going to.

01;11;51;03 - 01;12;21;00

Samantha Fuld

Teaching isn't going to be the emphasis of tenured work at most larger colleges or universities. Is that that is you're looking at a contingent or contractual faculty position, and that is it's on the minds of teaching faculty it quite a bit. Right? It drives what you do. It drives the decisions that you make. It influences how you can interact with your colleagues in a system where lots of folks are focused on tenure or have tenure.

01;12;21;03 - 01;12;49;29

Samantha Fuld

And so that is something that's come up in our research, is that teaching focused faculty, particular early and larger university systems like you and be where we work, those teaching roles are contingent faculty roles and what that means, at least implicitly, is often that teaching folks can feel less valued, more insecure in their jobs. Certainly that impacts our teaching.

01;12;49;29 - 01;13;29;25

Samantha Fuld

It impacts our work. One of the reasons I was so glad to be invited to participate on this subcommittee and to be invited to be part of this Leap's initiative at U. And B was that President Geral in particular was really stating that there needed to be a greater emphasis and a greater value on teaching. And I think we've all felt as part of the subcommittee that one of the ways you demonstrate that value, demonstrate that emphasis and demonstrate that importance in academia is creating pathways for better promotion pathways for tenure status or permanent status.

01;13;30;00 - 01;13;36;25

Samantha Fuld

And that does exist. There's precedent for it existing both within the university system and more nationally.

01;13;36;27 - 01;13;47;28

Scott Riley

Yeah. Wonderful. What has your committee seen from other universities with respect to evaluation metrics for promotion in those teaching focused roles and those contingent roles?

01;13;48;04 - 01;14;29;06

Samantha Fuld

I think one of the things that's really stood out in the research is the reliance on teaching evaluations as a primary metric for assessment of teaching focused faculty, which makes sense. There is also and there's a recognition that teaching evaluations, you know, a strong, strong foundation in the research demonstrating that teaching evaluation ones are subject to a great deal of bias, that needing to sort of keep teaching evaluations top of mind for for faculty can lead to pretty significant great grade inflation.

01;14;29;09 - 01;15;12;09

Samantha Fuld

There's issues with teaching evaluations. It's a primary mechanism for evaluating teaching. The other thing that we've seen a lot in the research is an emphasis on teaching observations, pure observations and observations from more senior teaching faculty and senior mentors. There are some great frameworks for that, something that's come out as particularly important, I think in a lot of that literature actually is the attention to the relationship and how teaching observations are used in the evaluation and professional development for teaching faculty.

01;15;12;11 - 01;15;58;10

Samantha Fuld

Because when there is concern that they may be, there might be an overreliance on the teaching and the teaching observation, or there's concern that it could be used in a pejorative way, I think the literature shows that potentially they're not as helpful, that really teaching observations are most helpful as a supportive professional development tool where you have the opportunity to get feedback from a mentor or from, you know, a peer, someone who sits in on your classes and doesn't often have the opportunity to see what you're doing, give you feedback, even just to reflect your strengths as well as to brainstorm some new ideas for teaching development.

01;15;58;12 - 01;16;23;17

Samantha Fuld

So I think from our exploration of the research that teaching evaluations and teaching observations have been primary ways of evaluating the teaching. Now then when it when we look at promotion pathways, I know something that's come up as a focus of our conversation and has also been what does it look like if we are being promoted? Typically there's an emphasis on teaching.

01;16;23;24 - 01;16;54;12

Samantha Fuld

There's been an emphasis on service. So what does that service look like? Is it committee participation? Is it student advising? Is it service to the community? Is it service to our professional organizations? And then there's that missing piece that is not often clearly defined as part of our roles, which is scholarship or dissemination, but is very important implicitly and implicitly in the academic system.

01;16;54;19 - 01;17;27;15

Samantha Fuld

So here at the School of Social Work, at least we do have a clear promotion pathway for teaching focused faculty. You can be an assistant clinical assistant professor, clinical associate professor of clinical, full professor, and that pathway and the promotion track looks very similar to promotion review for tenure track faculty. It involves external reviews, it involves sort of a full demonstration of what your portfolio is.

01;17;27;15 - 01;17;54;26

Samantha Fuld

And something that comes up is, you know, it's scholarship is important in that dissemination is important in that in some way, but it isn't built into our requirement, sort of our guiding documents in the same way. It's just something that we all know and that we're mentored to know is important. And that's something that came up a lot in our research, in our discussions and our exploration of these documents as well.

01;17;54;28 - 01;18;23;16

Samantha Fuld

Is that what started as necessary, what started as our job description, what stated as the pathway to promotion isn't always exactly doesn't tell you everything that you need to do to really advance, to grow your career, to get promoted. And obviously our focus is teaching faculty isn't just on promotion, it's about growth and development as educators. And the promotion piece is certainly important to professional fulfillment.

01;18;23;21 - 01;18;37;05

Samantha Fuld

Different roles that we can take on within our schools, within the universities. And so it's a key piece of, I think, what's needed to support and also to retain excellent teaching faculty.

01;18;37;08 - 01;19;02;02

Scott Riley

Yeah, I agree. And I want to I was interested when you were talking about dissemination as part of the scholarship, because I know in your research you have come across some what I would call unique methods of dissemination. One of the things that I thought was really interesting was when you were thinking about teaching focused faculty, one thing that was brought up is opportunities like this, you know, a podcast.

01;19;02;09 - 01;19;30;03

Scott Riley

What value, what impact does this have from a scholarly perspective for teaching focused faculty? And so as someone who's dug into these things, what are some other components that or other mediums that you see being valuable for teaching focused faculty to grow their career? Yeah, if podcasts are a potential avenue, what's what are some other things you've come across that some teaching focused faculty may not know to consider?

01;19;30;06 - 01;20;09;01

Samantha Fuld

Sure. Things like podcasts, things like media interviews, things like social media campaigns, even websites, apps, interactive media platforms, community work, community events, workshops, trainings. Most of those things have not traditionally been considered scholarly dissemination in academia. Typically, scholarly dissemination has focused on academic writing and peer reviewed journals, presentations at peer reviewed conferences, you know, research consortiums, things like that.

01;20;09;04 - 01;20;44;11

Samantha Fuld

But I do think when a university values teaching and values the work of educators, there's also great value in building the field. And there are so many ways you can do that. The reality is a lot of folks, unless you're publishing open access, which let's be honest, teaching faculty don't typically have large grants that will fund open access publications unless you're publishing open access when you contribute to the work, to the field.

01;20;44;11 - 01;21;08;10

Samantha Fuld

In that way, people the community more broadly isn't necessarily seeing it. A lot of folks can't pay 30 to \$50 to look at an article you've written, but they could watch a YouTube video, they could listen to a podcast. And so when you're teaching and when you're working in an area that's impactful to the community and people have access to those resources, that is meaningful dissemination.

01;21;08;16 - 01;21;39;14

Samantha Fuld

And I think the thing that's key is that as teaching focused faculty, when we are going up for promotion, when we're looking towards advancing in our careers, the onus really is on us in many ways to demonstrate to our colleagues and to our deans who are making these decisions that this is impactful, this is important, and to frame it in terms of scholarship and dissemination because it is yeah.

01;21;39;17 - 01;22;11;21

Scott Riley

And this makes me really happy because I have a new phrase based off of what you just mentioned, I'm going to latch onto this. Access contributes to meaningful dissemination and through these accessible forms of dissemination, we're impacting the communities around us and people at large in a scholarly way. I think that's a really cool concept. And so this this brings up another point that I wanted to discuss with you and what you found in the committee is these these barriers that teaching focused faculty face.

01;22;11;21 - 01;22;36;01

Scott Riley

You mentioned not having access to large grants to create open access journal articles, but with barriers in mind. What are some of the support systems or resources that you've become aware of for teaching focused faculty so that they can enhance their career, They can develop their teaching effectiveness for promotion, whether it's on the horizon or, you know, being developed.

01;22;36;03 - 01;23;25;28

Samantha Fuld

Yeah, that's a great point. You know, there are many phenomenal teaching focused education, development focused organizations and resources that exist. Obviously, the Faculty Center for

Teaching and Learning that you're involved in here at your Emby yet is one of those things. I think the key thing that we've landed on as important in our research and in our exploration as a subcommittee has been mentorship, Mentorship and guidance is a huge resource for teaching focused faculty, particularly because it seems that the landscape shape of academia and university systems has shifted back and forth a little bit.

01;23;25;28 - 01;23;53;00

Samantha Fuld

And I think throughout, you know, the past several decades, there has been more or less focus on teaching and teaching focused faculty at different points. We we seem to be in a moment where it's becoming increasingly recognized that teaching focused faculty are particularly important and particularly important for the student experience. You know, there's greater knowledge and connection within the university.

01;23;53;00 - 01;24;21;00

Samantha Fuld

There's consistency there. Teaching focused faculty tend to be, I think, most visible to and available to students. And so that really helps to enhance the student experience and mentorship and understanding how to navigate this university system. That to your point in asking about, well, what are other ways that we can define and think about scholarship in the context of teaching faculty?

01;24;21;02 - 01;24;47;20

Samantha Fuld

These aren't necessarily the traditional ways that have been set forth in academia, and so support to kind of guide us through that are important. It's a challenge sometimes because there aren't as many of those people who have been through the process already and so I know at least here at our school, we have some amazing mentors and I just want to really name that they are that mentorship.

01;24;47;21 - 01;25;07;11

Samantha Fuld

There's a lot of mentorship that's falling on them because there there aren't so many people who have sort of taken that path ahead of them. But mentorship stands out, has stood out to us, I think is as one of the biggest areas of support and support needs and resources for teaching focused faculty.

01;25;07;14 - 01;25;35;11

Scott Riley

Yeah, I 100% agree there. I'm thinking about my own personal experience as a new instructor of only two years that you would be. I would not have made it nearly as far or been as successful as I am without individuals mentoring me, which wasn't necessarily part of their job description as a teaching focused faculty. I don't think it's written anywhere that anyone needs to mentor me, so I really appreciate the outstanding mentors we have here.

01;25;35;11 - 01;26;00;25

Scott Riley

I also want to highlight another key aspect of mentorship that really supports teaching focused faculty, and that's the the aspect of advocacy. And on top of that, visibility, because if you don't have anybody who's gone through this process before advocating for you at the higher levels, it's going to be really hard for you as an individual to get that same level of impact when you're trying to advocate for yourself.

01;26;00;25 - 01;26;40;14

Samantha Fuld

Absolutely. And I'll say to that that advocacy doesn't have to fall just on more senior and more experienced teaching focused faculty. That advocacy ideally happens amongst all of our colleagues, all of our senior leaders in their recognition of the importance of teaching focused faculty. And it does again, I think it does fall on us in some ways to explain our importance and to be really open and proud about the work that we're doing so that folks know and they see it.

01;26;40;14 - 01;27;02;28

Samantha Fuld

Because especially if you're doing amazing things in the classroom, the reality is that with the exception of, you know, for us, we get a teaching observation when we start and then when we go up for promotion, which could be three, five years more, more than that, depending on the choices that you make. And when you feel like you're ready.

01;27;03;00 - 01;27;32;16

Samantha Fuld

But we're not getting teaching observations very regularly. And so that means folks don't know what's happening in our classrooms. Folks don't know necessarily about the innovative or

transformative work. We need to share that and we need to share that through dissemination. We also need to share that as we are connecting with mentors and and with folks who, to your point, can advocate with us and for us.

01;27;32;18 - 01;27;41;00

Scott Riley

And I think with all those combined efforts, there can really be a positive effect on organizational culture for teaching focused faculty.

01;27;41;04 - 01;28;19;08

Samantha Fuld

Absolutely. And it's really important because it's a it's such an important job. It's a meaningful job. I love this job and it's important to name you know, it's it's taxing, Right. Especially, I think, in the I won't even say post-pandemic world because I don't know that we could really define what that means. But there has been an unprecedented maybe that sounds cliché, but there has been there's been an unprecedented rise in mental health struggles amongst everyone, particularly amongst students.

01;28;19;10 - 01;28;57;08

Samantha Fuld

I was looking at the statistics the other day, since we're in a grad school setting and the current statistics are that up to 50% of graduate students are experiencing struggles like depression and anxiety and often the role of teaching focused faculty isn't just education, it is also mentorship. It's also advising. We take on a huge role, both formally and informally, doing that for students, and that is that's tough work right now.

01;28;57;08 - 01;29;00;12

Samantha Fuld

It's important work, but it it can be tough work.

01;29;00;14 - 01;29;28;20

Scott Riley

And I'll support you on that claim of unprecedented because in my own personal experience, I've been teaching for ten years now and the rise in student mental health issues over the past couple of years, at least from my own perspective, has skyrocketed. And like you said, one of our roles informally as teaching focused faculty is to help support students through those struggles as best we can so that they can succeed academically while they're here at UAB.

01;29;28;23 - 01;29;46;07

Scott Riley

And that's that's another thing that we we won't have time to discuss. But the kind of the invisible work or the unaccounted for work that teaching focused faculty do with students that isn't necessarily directly academic, but is a support based work that helps them succeed academically.

01;29;46;10 - 01;30;15;08

Samantha Fuld

Yeah, it's something that's really implicit in our role, and I think there's a parallel between the mentorship that we do of students or that we offer to students and the mentorship that hopefully is offered to us. Because again, going back to some of that research that we've determined as a subcommittee is one of the things that is key and central in a mentorship, in a mentorship relationship is not just expertise, but it is that relationship.

01;30;15;08 - 01;30;41;21

Samantha Fuld

It's the development of a connection, it's approachability, it's warmth. And so that's something that we need to offer for students. It's something that we also need, I think, to be successful and to succeed and to, you know, feel as though we're working within a supportive organizational culture, which ultimately helps us to thrive and continue to develop as educators.

01;30;41;24 - 01;31;01;23

Scott Riley

I can't think of anything else to add to that. This is wonderful. Samantha, I've got one more question that we kind of like to end the episodes on. It's going to be a pivot from what we've talked about before, but I always like to include it. What do you think is moving the needle? What is currently changing the landscape of teaching?

01;31;01;23 - 01;31;11;23

Scott Riley

I know we've talked a lot about, you know, teacher teaching, focused faculty promotion, support for them. But in general, what do you think is changing the landscape of teaching?

01;31;11;25 - 01;31;41;29

Samantha Fuld

I think that students are and I think that students are in a really good way where as previously, I think there was sort of this expectation that when you come to a university, you sit and you listen to a lecture from an expert and then maybe you try it out and you learn how to do it. Students are really demanding in the most positive sense, innovation in teaching in communication.

01;31;42;05 - 01;32;24;05

Samantha Fuld

They're really demanding innovation in a lot of the ways that we go about education. They're looking for a lot more experiential work. They're looking for a lot more flexibility and choice in their ability to specialize and to elevate their own niche and their own interests. And I think that's really good. I think that pushes us as educators and also gives us the space to be more innovative, which then ties back into what we've been talking about in terms of a much broader view of what scholarship is and what scholarship means.

01;32;24;07 - 01;32;52;11

Samantha Fuld

So many of the I actually had students last semester ask if they could take some of the resources that I had developed for us to use in class and build out a website so that those resources were more accessible to the community. And that was a great idea. It was a great example of dissemination and of sort of sharing the knowledge, sharing the resources, sharing the work and it really was student led and student guided.

01;32;52;11 - 01;33;15;26

Samantha Fuld

And so I think the students continue to, as they innovate, push us to innovate, which has been really great for teaching. And then I think ultimately, hopefully it will lead to maybe us pushing universities to innovate and sort of recognizing that the value in the work that we do is teaching focused faculty even more than they do at this point as well.

01;33;15;28 - 01;33;34;11

Scott Riley

Yeah, this makes me think I need to thank my students. The next time I see them. Because you're right, I haven't thought about it in a long time, but many of the times I've changed as a teacher are when the students have said explicitly This needs to change. This is not working for us. And so I've had to adapt and get better and develop myself.

01;33;34;11 - 01;33;37;12

Scott Riley

So that's that's a really great answer. Thank you, Samantha.

01;33;37;14 - 01;34;19;02

Samantha Fuld

Absolutely. And you know, I want to be clear that I do think we're valued. I think our roles exist because the university recognizes that they need great, committed, dedicated, full time teachers and in academia to, you know, the truest, the biggest, the greatest recognition of that value is creating pathways for promotion and pathways for permanent status tenure. And so I'm hoping that in the future, the landscape, not just at our university but at universities across the country, really shifts a little bit to creating some of these tenure aligned pathways for teaching faculty.

01;34;19;04 - 01;34;29;05

Scott Riley

Yeah, it'll be interesting to see how things develop because it definitely seems like that's some universities are definitely taking that position. Yeah. Thank you again, Samantha, for joining us today.

01;34;29;10 - 01;34;35;15

Samantha Fuld

Absolutely. Thanks for thanks for the conversation. This has been great.

01;34;35;18 - 01;34;49;08

Scott Riley

Thank you for joining us today. On moving the needle. Visit us at [U. Maryland edu slash FC team L](https://U.Maryland.edu/team/L) to your additional episodes leave us feedback or suggest future topics. We'd love to hear from you.