

# Aligning Incentives with Institutional Values



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## Outline

1. A brief timeline of the call to reform academic incentives.
2. “New” policy implemented in Maryland’s Department of Psychology
3. Recent work by the Council of Graduate Departments of Psychology on Values-based assessment

## Boyer's values-based approach

*“What’s really being called into question is the reward system and the key issue is this: what activities of the professoriate are most highly prized?”*

*After all, it’s futile to talk about improving the quality of teaching if, in the end, faculty are not given recognition for the time they spend with students.”*

- Ernest Boyer, *Scholarship Reconsidered*, 1990

## Boyer's values-based approach

*"What's really being called in the current system and the key issue is this: what activities professoriate are most highly prized?"*

**"reproducibility"**

**"societal impact"**

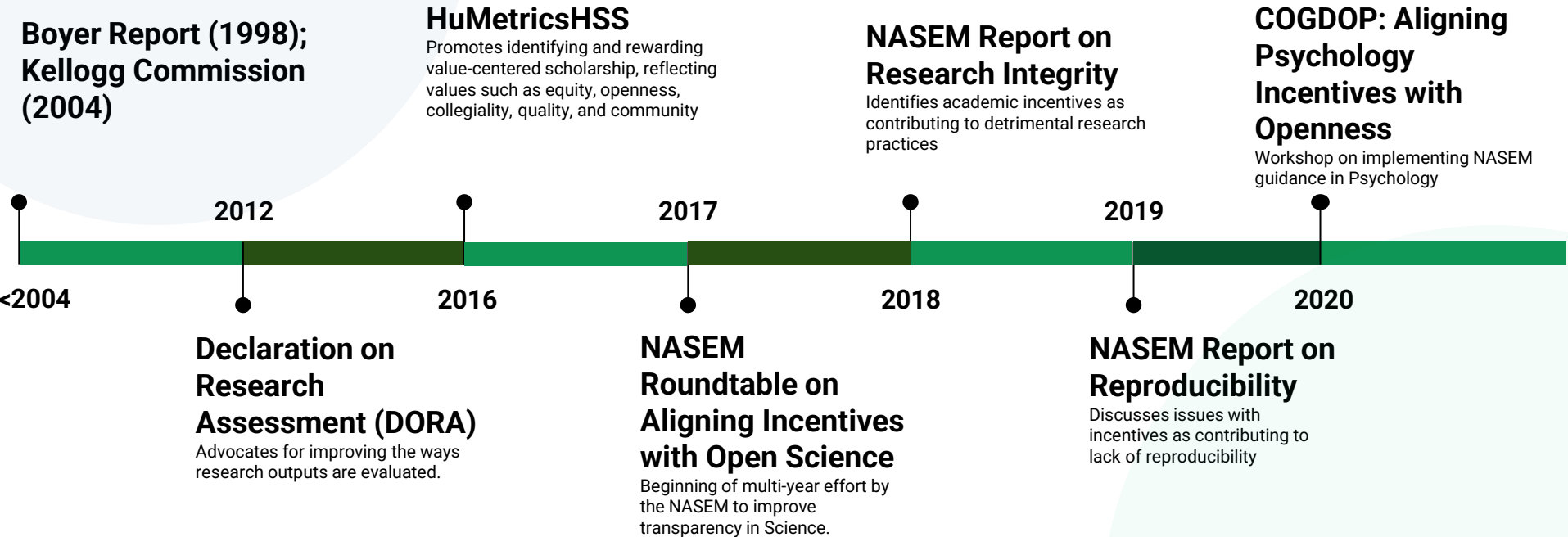
*After all, it's futile to talk about improving the quality of teaching if, in the end, faculty are not given recognition for the time they spend with students."*

**"sharing code, making data FAIR, or rigorous practices"**

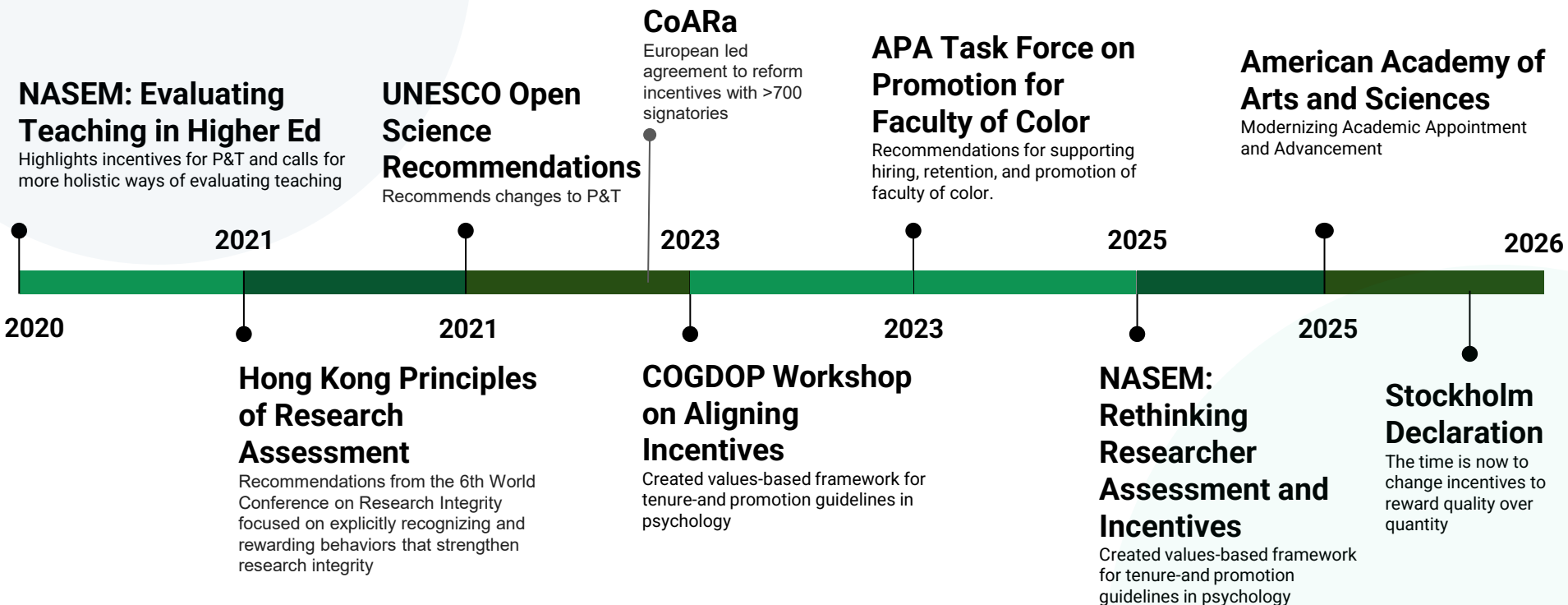
Ernest Boyer, *Scholarship Reconsidered*,

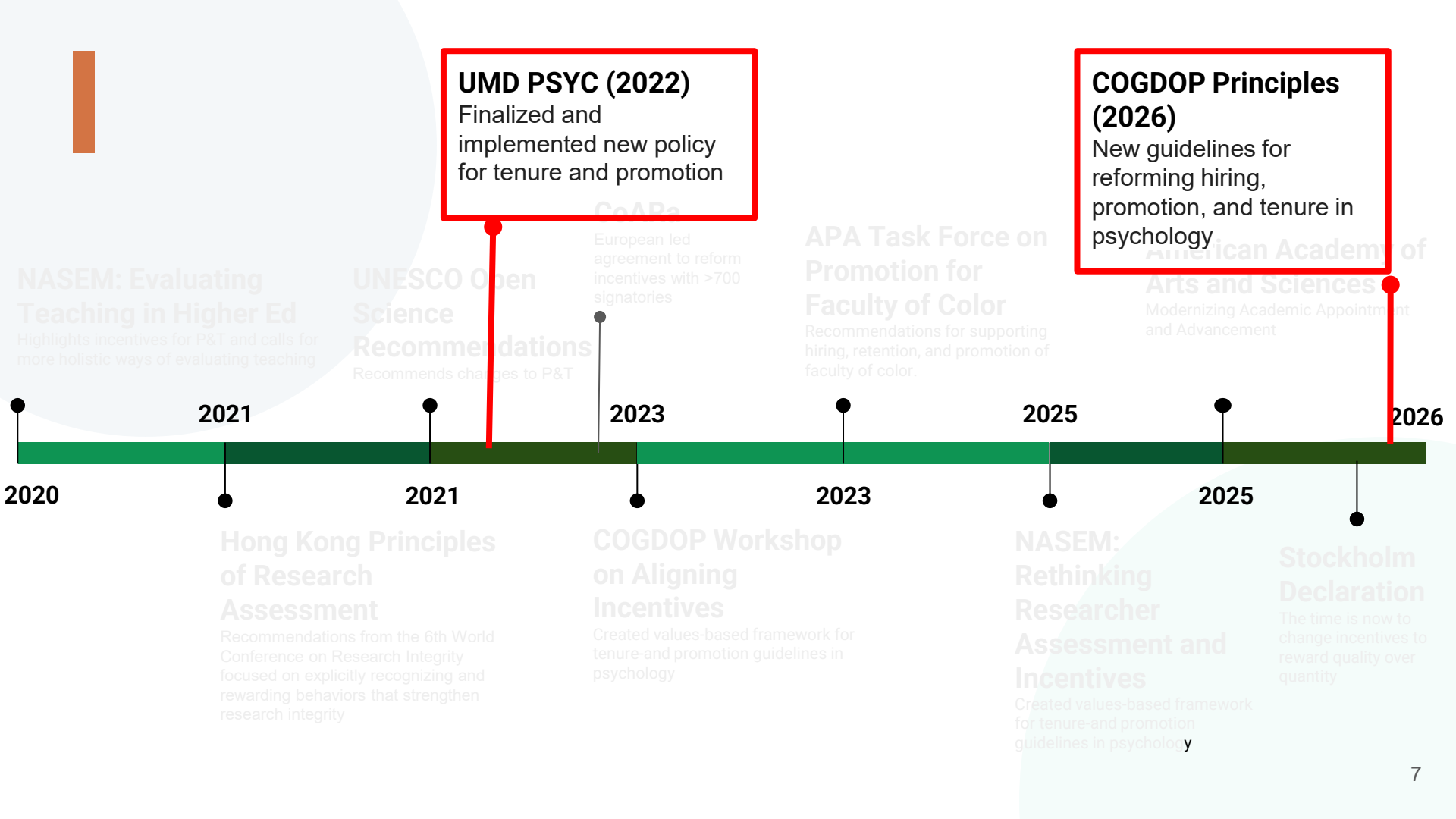
**working and sharing with the community**

# Timeline of Change Efforts



# Reform efforts accelerating





**UMD PSYC (2022)**  
 Finalized and implemented new policy for tenure and promotion

**COGDOP Principles (2026)**  
 New guidelines for reforming hiring, promotion, and tenure in psychology

**NASEM: Evaluating Teaching in Higher Ed**  
 Highlights incentives for P&T and calls for more holistic ways of evaluating teaching

**UNESCO Open Science Recommendations**  
 Recommends changes to P&T

**CoAPs**  
 European led agreement to reform incentives with >700 signatories

**APA Task Force on Promotion for Faculty of Color**  
 Recommendations for supporting hiring, retention, and promotion of faculty of color.

**American Academy of Arts and Sciences**  
 Modernizing Academic Appointment and Advancement

**Hong Kong Principles of Research Assessment**  
 Recommendations from the 6th World Conference on Research Integrity focused on explicitly recognizing and rewarding behaviors that strengthen research integrity

**COGDOP Workshop on Aligning Incentives**  
 Created values-based framework for tenure-and promotion guidelines in psychology

**NASEM: Rethinking Researcher Assessment and Incentives**  
 Created values-based framework for tenure-and promotion guidelines in psychology

**Stockholm Declaration**  
 The time is now to change incentives to reward quality over quantity

# Policy Development at U of Maryland (2017-2022)

## Why?

A need to build a more trustworthy and reproducible science

Misalignment between what university say the value and rewards

Commonly used metrics are problematic

Enable multiple pathways to tenure

## What?

Explicit recognition data sharing, pre-registration, and other **trust building activities**

Reframe policy around core mission:  
**Incentivize what we value**

Expunged reputational metrics (impact factors, citations): **Focus on substance**

Recognize and celebrate variation in faculty profiles: **Different people bring different strengths**

# Policy Development at U of Maryland

## Example criteria and values

Quality and *potential* for impact

- Evidence of adhering to standards of conducting transparent, ethically sound, and *reproducible* research; use of preregistration (**Rigor/Integrity**)
- Development of research tools, code, data, and *open sharing* of those resources (**Openness/Transparency**)
- Application of basic science for addressing real-world problems and/or *societal* needs (**Community/public impact**)
- Commitment to providing *equitable access* to scholarly research through open access (**Accessibility**)

# COGDOP Principles (2026)

- Originated from a series of workshops with department chairs interested in reforming promotion and tenure
  - Lots of desire for change
  - But, people don't know what where to start
  - Concern about doing something new (first mover problem)
  - Worry that change efforts won't be support by administrators
  
- **Consensus that an overarching statement of principles from COGDOP would provide leverage point for reform**



# Approach to Developing Principles

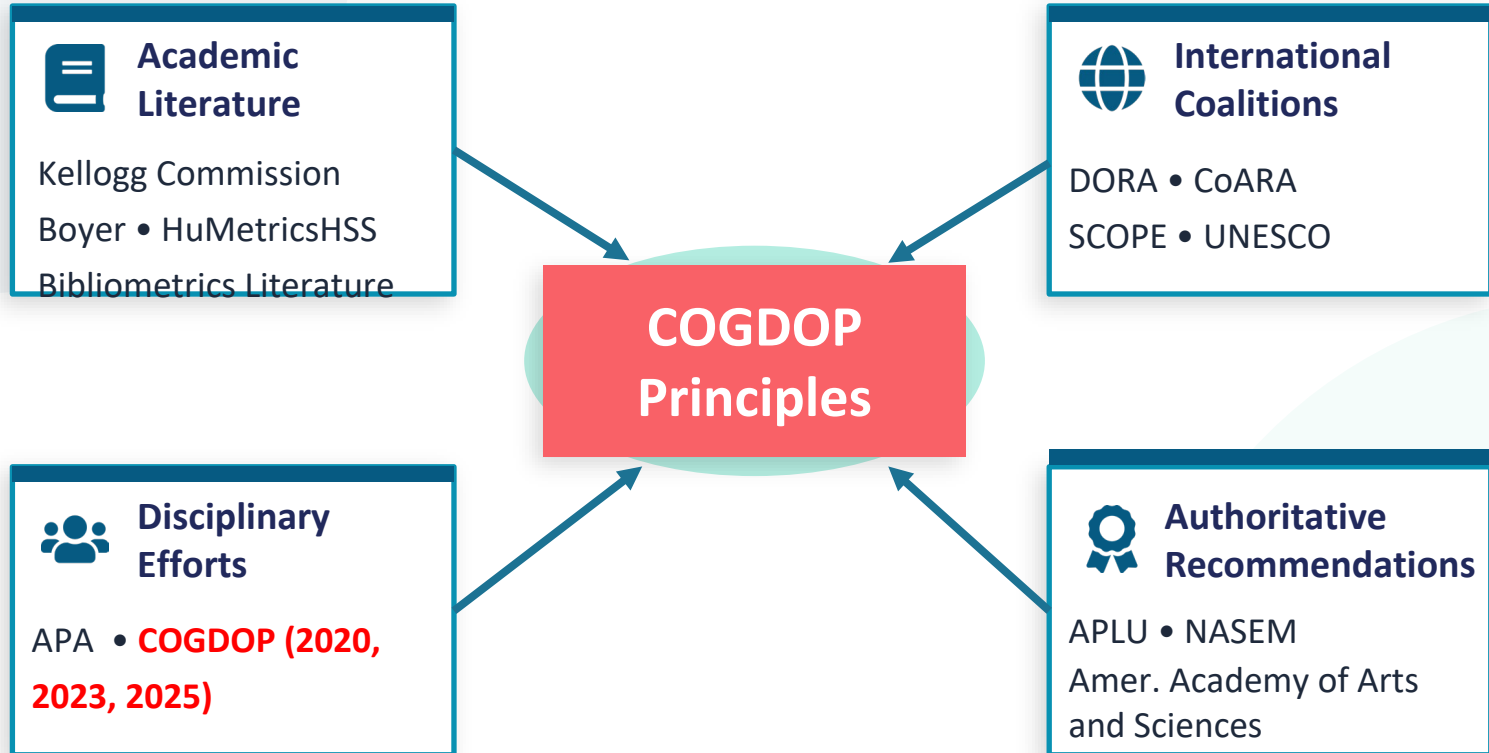
- Frame around mission and goals of science and public impact
- Build on prior COGDOP workshops (2020, 2023, 2025)
- Incorporate recommendations from NASEM, UNESCO, etc
- Align with recommendations from DORA and other orgs
- APA Task Force Report on Promotion/Tenure/Retention of Faculty of Color



Read the full document here



# Approach to Developing Principles



# Six COGDOP Principles

Read the full document here



1. **Enable Multiple Pathways to Academic Success**
2. **Reward Scholarship that Serves the Public Good (APLU)**
3. **Embrace Open Science as an Institutional Responsibility (UNESCO)**
4. **Incentivize Transparency, Reproducibility, and Integrity (NASEM)**
5. **Move Beyond Journal Based Metrics to Holistic Evaluation (DORA)**
6. **Advance Understanding of Human Variability across populations and contexts (APA)**



## Collective Action

**We all have a role to play in improving science**

**Please support the COGDOP principles**

**Interested in leading change efforts? Reach out!**

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