

# **STRIDE Workshop Tenure & Promotion Committees**

## **FIU ADVANCE Strategies and Tactics for Recruiting to Improve Diversity and Excellence**

### **Considerations for T&P Committees**

- Aim to evaluate the whole person as well as the context of their career as objectively as possible.
- Use a standard tool to evaluate candidates.
- Evaluate performance based on departmental criteria for T&P. If no criteria, immediate past precedent would apply, i.e., criteria used for most recently tenured/promoted candidates.
- Evaluate based on assignment and “load.”
- Consider the role unconscious bias might play in evaluations of T&P candidates.
- Consider the effect of cumulative disadvantage on women and minority candidates.

## True or False re: FIU's Policies and Practices

- 1) Tenure-earning faculty who take parental leave for more than 20 days are automatically granted a tenure-clock extension.
- 2) The Chair should provide an annual evaluation of faculty members during a "stop the clock" year but should take the parental leave into consideration in evaluating productivity.
- 3) Productivity of two or more candidates within a department should be evaluated based on each faculty member's assignment (i.e., the proportion of teaching, research and service required for each).
- 4) Normally, an employee should only be considered for tenure once.
- 5) The Chairperson should evaluate associate professors each year concerning their progress towards promotion to full professor.
- 6) An associate professor must get permission to apply for promotion to full.
- 7) Evidence of leadership is an important issue to consider especially in cases of promotion from associate to full professor.
- 8) An associate professor who has assumed very significant administrative responsibilities may be able to pursue promotion based on exceptional service.

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## Safety Slide



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## True or False re: FIU's Policies and Practices

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- ✓ The Chairperson should evaluate associate professors each year concerning their progress towards promotion to full professor.
- ✗ An associate professor must get permission to apply for promotion to full.
- ✓ Evidence of leadership is an important issue to consider especially in cases of promotion from associate to full professor.
- ✓ An associate professor who has assumed very significant administrative responsibilities may be able to pursue promotion based on exceptional service.



## Evaluations during Leaves

- If a tenure-earning faculty takes a parental leave or medical leave for more than 20 calendar days during the academic year, the tenure clock automatically stops unless they opt out of stopping the clock.
- IF THE CLOCK IS STOPPED for any approved leave, then the chair DOES NOT write an annual evaluation. They include a letter in the person’s file with the language on the next slide.
  - Regardless of the length of the leave, no annual evaluation is written because the clock is stopped for the entire year.
  - Any work done during that year is reported the following year.
- If a tenure-earning faculty takes a parental or medical leave and does not stop the clock, then the chair writes an annual evaluation.



## COVID Considerations for Pre-tenure faculty

### Per the UFF MOUs for AY 19-20, 20-21:

- Pre-tenure faculty were allowed to ask for a temporary pause of the tenure clock by Aug. 10, 2020 (for AY 19-20) or Oct. 16, 2020 (for AY 20-21) to consult on whether to resume the clock or stop it due to the pandemic.
- Requests to end the pause or continue to stop the clock needed to be made by Dec. 31, 2020.
  - If pause is ended, clock continues as normal; no time lost.
  - If clock is stopped, the usual stop-the-clock policies apply.
- Annual evaluations for AY 19-20 or 20-21 shall not be negatively impacted by lack of research productivity due to the pandemic.



## Evaluations during Leaves

For candidates that have stopped the clock and had a parental or medical leave of more than 20 calendar days, FIU specifies

- The annual assignment should be adjusted, as necessary, to reflect the leave and the lack of assignment for the time period.
- No annual evaluation should be conducted by the chair.
  - In lieu of an annual evaluation, the Chair must provide the faculty member with a letter stating:

*“Consistent with FIU policies regarding dependent care and medical leave, [Faculty member’s name] was officially on leave for the period of \_\_\_\_\_ and therefore no assignment, evaluation or assessment of progress toward tenure and/or promotion was conducted. Academic productivity that may have occurred during the leave period notwithstanding the absence of an assignment will be reported and recorded the following year at the end of the leave period.”*

Provost’s Memo 2016; in your handout packet



## Faculty Work While on Leave

- Faculty are permitted to work when they are on leave, but cannot be forced to work when they are on leave
  - If a faculty member wants to continue some duties while on leave (e.g. supervising graduate students), they should discuss their plans with the chair and put them in writing.
- Remember that any work done during a stop-the-clock year while on leave or not on leave is reported the following year.

## Reminder: Parental/Medical Leave Hiatus

When the chair requests letters from external evaluators:

- The request to the external evaluator should include this statement:

“Please note that at our institution we assess people’s suitability for [tenure] or [promotion] without regard to time in rank or time since degree; please assume that the individual is coming up for review for tenure and promotion at the right time for our institution and refrain from any comment about time.”

## Single Criterion

- Within your discipline, think of a criterion that sometimes excludes candidate from being tenured or promoted

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Within your discipline, think of a criterion that sometimes excludes candidate from being tenured or promoted

- Grants
- Book or book chapters versus peer-reviewed articles
- Publishing in specific journals
- Impact factor or citation count
- Collegiality

## T&P Criteria - Other Issues

- “Excellence in research, teaching and service” is too vague
- Some criterion are overly specific, e.g.,
  - Expected teaching evaluation scores
  - Number of citations – strongly influenced by subject and time
  - Impact factor
    - Citation distribution within journals is skewed
    - Can be gamed by editorial policy
    - How calculated is not open to public

**How might schemas affect the women and under-represented minorities at the level of Tenure and Promotion?**

## Conceptual Tool: Schemas

- Schemas (expectations or stereotypes) influence our judgments of others (regardless of our own group).
- All schemas influence group members' expectations about how they will be judged.
- Widely culturally shared
  - Both men and women hold them about gender.
  - Both whites and minorities hold them.
  - People are often not aware of them.
- Applied more in circumstances of:
  - Ambiguity
  - Time pressure
  - Lack of critical mass



Fiske, S. T. (2002). *Current Directions in Psychological Science*, 11(4), 123-128.  
Dovidio, J. F., & Gaertner, S. L. (1998). In J. Eberhardt & S. T. Fiske (Eds.),  
*Confronting racism: The problem and the response* (pp. 3-32). Newbury Park: Sage.

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## Schemas and Unconscious Bias

Research suggests that overt prejudice or old-fashioned bigotry has been reduced in US society

BUT...

*Research also shows that we all – regardless of the social groups we belong to – perceive and treat people differently based on their social groups (race/ethnicity, gender, sexual orientation, religion, disability).*

***We are all subject to unconscious bias.***

***[Implicit.Harvard.edu](http://Implicit.Harvard.edu)***

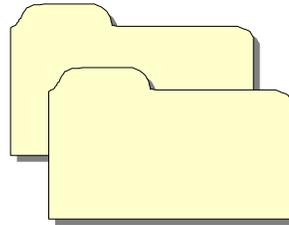
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## How might schemas affect evaluations for Tenure and Promotion?

Numerous studies show that schemas affect evaluation and performance. Especially schemas about

- Gender
- Race
- Parental status
- Sexual orientation.

### Identical Resumes



## Evaluation of Identical Resumes: Parental Status



### Four identical resumes:

- Two with female names
  - One with “Active in PTA” on one line
- Two with male names
  - One with “Active in PTA” on one line

## Parental Status: Gender Differences

When evaluating equally qualified same-gender job applicants



Fathers compared to non-fathers...

1. “Were rated as **more** committed to paid work.”
2. “Were offered **higher** starting salaries.”



Mothers compared to non-mothers:

1. “Were rated as **less** competent and **less** committed to paid work.”
2. “Were **less** likely to be recommended for hire, promotion, and management.”
3. “Were offered **lower** starting salaries”

Correll, Benard, & Paik (2007). *American J of Sociology*, 112(5), 1297-1338.

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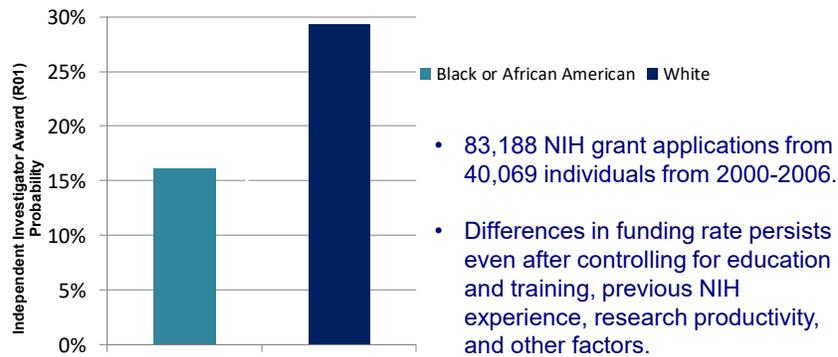
## Race and Ethnicity

- Meta-analysis of 28 hiring discrimination studies (e.g. identical resumes)
  - 55,842 applications for 26,326 positions
- Whites receive
  - 36% more callbacks than African Americans
  - 24% more callbacks than Latinos
- There was no change in bias over the past 25 years for African Americans; slight decrease for Latinos

Quillian et al. PNAS, 2017 <https://doi.org/10.1073/pnas.1706255114>

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## Race Penalty in Grant Success

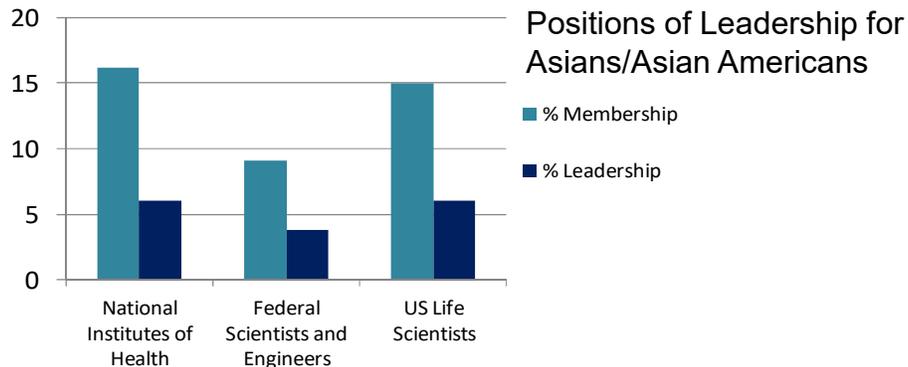


Ginther et al., (2011). *Science*, 333, 1015-1019.  
Wenneras & Wold (1997). *Nature*, 387, 341-343.

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## Consider how biased environments affect achievements

### Biased Leadership Outcomes



Mervis, J. (2005). A Glass Ceiling for Asian Scientists? *Science*, 310, 606-607.

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## Bias in Teaching Evaluations

Student evaluations are influenced by:

- Field
- Size of class
- Level of class
- Gender and race composition of the students
- Gender and race of the instructor
- Perceived age and “hotness” of instructor

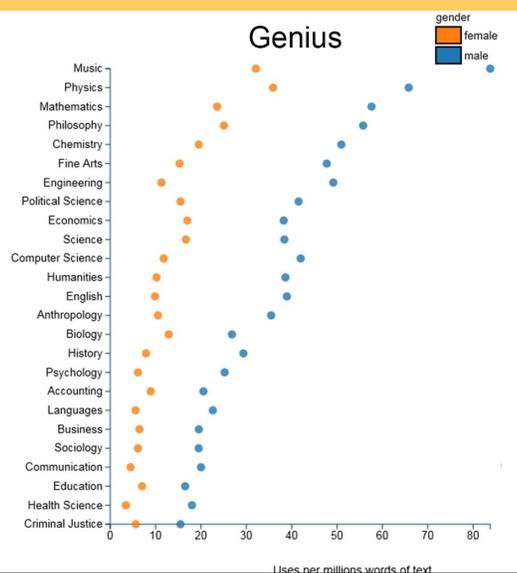
### OUTCOMES

- Women evaluated lower, esp. in male-dominated fields

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## Perceptions of Instructors

- These data were gathered from 14 million reviews on RateMyProfessor.com
- Instructors who are members of minority groups may be perceived as less credible instructors
- You can explore the data on your own at
- <http://benschmidt.org/2015/02/06/rate-my-professor>
  - Click on professor evaluation visualizations



## COVID Considerations: Teaching Evaluations

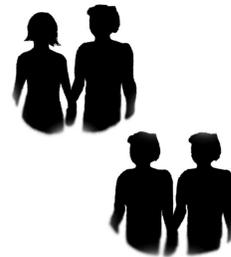
Per the UFF MOUs AY 19-20, 20-21:

- For courses shifted to remote or modified course modalities:
  - Student course evaluations shall not negatively impact annual evaluations.
  - However, they may be used to positive effect.
  - There shall be no adverse action arising from the sudden online transition of classes that were not designed for this format.

## Student Evaluation of Teaching Credibility: Sexual Identity

Instructors who are members of minority groups may be perceived as less credible instructors.

- One male instructor provided the same guest lecture to 8 sections of a communication course.
  - In half of the sections, he referred to “my partner” as Jennifer and in other half as Jason.
  - The “straight” instructor received 22% more **positive** comments than the “gay” instructor.
  - The “gay” instructor received five times as many **critical** comments as the “straight” instructor.



## Student Evaluation of Teaching Credibility: Race and Gender

A woman of color faculty member says:

**“I think the first thing is to set the tone in the first class session that you are in charge.** Don't ever let that slip, because the moment you do, because you are a person of color, you will never regain that. It's a cliché to a certain extent that if you are a person of color you have to come doubly prepared, because you get challenges in classroom settings that your peers simply won't ever get.”

A white male faculty member says:

**“Are there things I can do in the classroom because of who I am that I can get away with that other people can't? Absolutely.** Fabulous things. Oh my G-d! I can make errors, I can make mistakes, I can have a bad day, I can be disorganized. I can use terms incorrectly, which most people of color can't use, or they'd be nailed – not only by the majority students but also by the minority students.”

Chesler, Young, & Beale. (2013). Faculty identities and the challenge of diversity: Reflections on teaching in higher education. Boulder, CO: Paradigm Publishers, 57.

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## Service

Women and minority individuals do more service

- Chairs ask those who are more likely to accept/feel they must accept service roles, i.e., handle accreditation.
  - “I knew if I kept asking her, she would eventually say yes.”
- Minority and women students often seek out like-race and gender faculty as role models placing more demands on their time.
  - Unofficial, unassigned service.
- Consequences of unrecognized contribution?

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## Selecting/Contacting External Evaluators

- Current policy requires a minimum of 5 evaluators from Research 1 universities.
- For foreign evaluators: be judicious (no more than two?), include University ranking if available.
- Evaluator should “not know” the candidate.
  - Should not have collaborated on a project but can be colleagues in the field.
  - Associate Editors and Editors often have breadth to say more about one’s contribution to the field.

## Selecting/Contacting External Evaluators

- Candidate must be told who the evaluators are before they are contacted; they are permitted to add two and to veto up to two.
- Chairs should use external evaluator letter template that is on the AA website and in their packet.

## Letters of Recommendation for Postdoctoral Positions

Lamont-Doherty Earth Observatory

- 1,224 recommendation letters, 2007-2012

### RESULTS

- Tone terminology – excellent, good, or doubtful.
- Excellence words: outstanding, genius, groundbreaking research

Applicant	Excellent	Good	Doubtful
Women	15%	83%	2%
Men	24%	73%	3%

Dutt et al. (2016). Nature Geoscience.



## Bias in External Letters of Evaluation

Identical CVs sent to men and women faculty nationally;  
 Asked to evaluate the CV for (a) hiring or (b) for early tenure

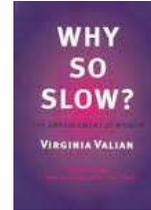
	Woman's Name	Man's Name
Hiring		More highly rated for hiring
Tenure & Promotion	Tenurable but 4 times more "concerns"	Tenurable

Steinpreis, Anders & Ritzke, 1999



## Accumulation of Advantage and Disadvantage

- Research reveals biases in evaluation (resume studies) and outcomes (e.g. awards, leadership).
- Because small advantages and disadvantages accrue, they can have significant impacts: “Mountains are molehills piled one on top of the other.” (Valian)
- Search committee members must decide how to weigh indicators that are the result of biased processes.

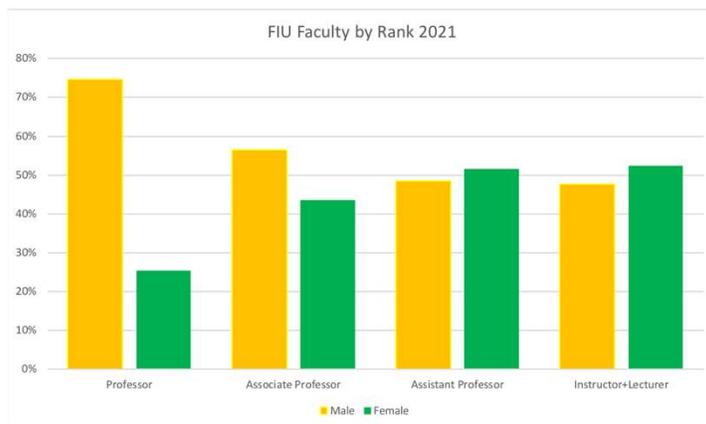


## How It Works

- Computer model of organization with 8 levels of hierarchy (Martell, Lane, & Emrich 1996).
  - initial staffing at bottom with equal numbers of men and women
  - over time, certain % are promoted to next level
  - put in bias of 1% in favor of promoting men
- After many series of promotions, top level was 65% men
  - 1% difference over time translates to 15% difference in result
- Note that this applies to any group with a bias, not just gender

## Percentage of FIU Faculty\* by Rank and Gender 2017 to 2020

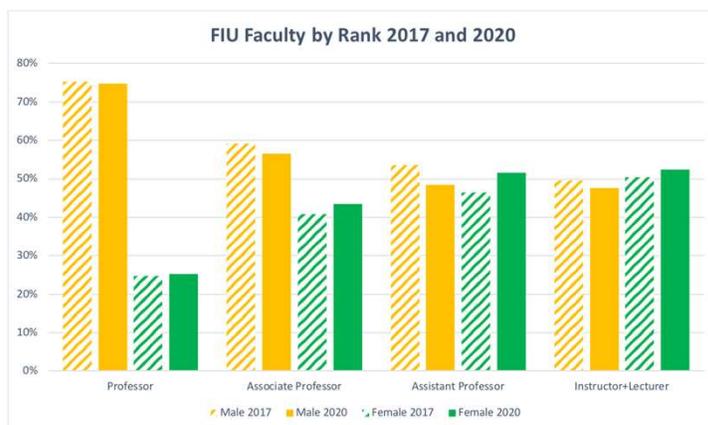
Is there a trend here?



\*Does not include Librarian ranks

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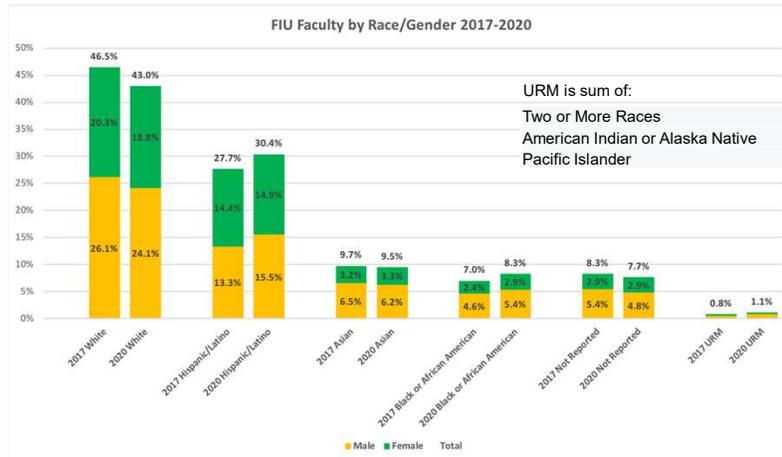
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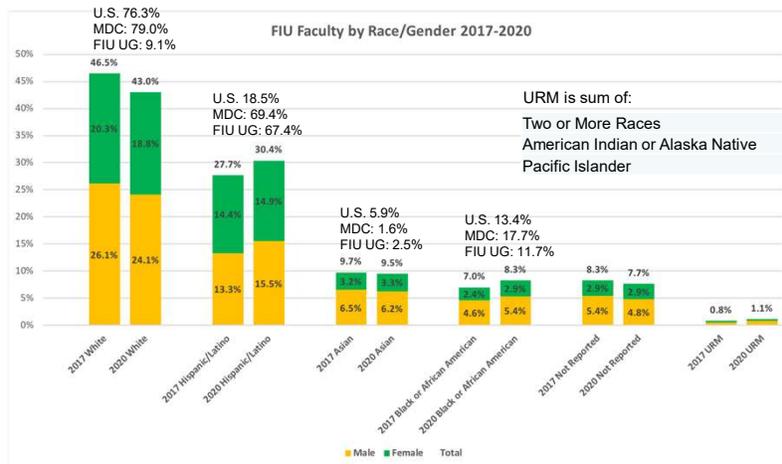
## Percentage of FIU Faculty\* by Gender and Race/Ethnicity 2017 to 2020



\*Does not include Librarian ranks

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## Percentage of FIU Faculty\* by Gender and Race/Ethnicity 2017 to 2020



\*Does not include Librarian ranks

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## Percentage of FIU Faculty who are Black or African American

- About 6.9% of faculty overall (all ranks) are Black or African American.
- About 4.8% of tenure-line (tenured and tenure-seeking) of FIU faculty are Black or African American.

Note: U.S. demographics: 13.40% are Black or African American;  
Miami-Dade demographics: 16.7%



## John and Yamila: Both Assistant Professors at the University of Professorial Dreams

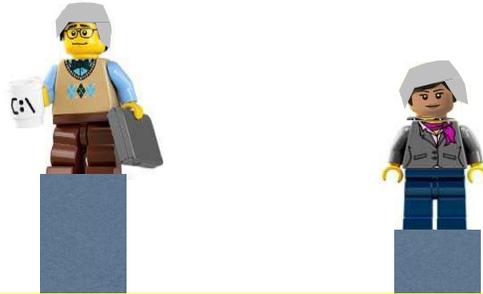


Teaching I	Assigned to small courses in his specialty.	Assigned to introductory level and required core courses.
Teaching II	Commands automatic respect of students; teaching evaluations are great.	Contends with disrespectful students; teaching evaluations are mixed.
Scholarship	Wins award – department throws reception.	Wins award – announced via email.
Service	Appointed to departmental executive committee.	Appointed to many committees.
Work-life balance	Partner is having a baby!	Having a baby(!)



## Years Later...

Successfully promoted to Full Professors...  
they achieved equal rank, but not equal standing



“Small” differences in treatment and opportunities accumulate

## Time to Promotion to Full Professor Varies

### Associate to full:

- Earliest to apply is usually 6 years after tenure.
- After 6 years, the faculty member has the right to decide whether their record is strong enough to proceed.

### Can depend on field:

- Natural Sciences – shortest
- Social and Behavioral Sciences – 2nd
- Humanities – longest

## Time to Promotion to Full Professor Varies

Can depend on Gender and Race:

- Ambiguity in terms of when to apply – “outsiders within” have less info and less confidence to go up
- Lack of specificity for promotion
- Demands for service

## Solutions: What can we do?

1. Actively work to be aware of and counteract evaluation bias

## Solutions: What can we do?

2. Discuss and define evaluation criteria in advance. Evaluate based on assignment. Use evaluation tool. See packet.

### Tenure & Promotion Candidate Evaluation Tool

Weighting of candidate's percent of assignment to research, teaching, service and administration annually and average over past years since hired or last promotion.

	Y1	Y2	Y3	Y4	Y5	Average
Research	45	45	56	56	56	52
Teaching	45	45	34	34	34	38
Service	10	10	10	10	10	10
Administrative	0	0	0	0	0	0
TOTAL	100	100	100	100	100	100

<http://go.fiu.edu/strideresources>

## Solutions: What can we do?

3. Evaluate performance based on departmental criteria for T&P.

- Should use criteria in place at time of hire unless candidate requests to use new criteria.
- If no criteria, immediate past precedent would apply, i.e., criteria used for most recently tenured/promoted candidates.

## Solutions: What can we do?

4. Consider the environment in which achievements were made.

- (e.g. criteria that are being applied, solo woman or race status, interdisciplinary area, joint appointment)

## Solutions: What can we do?

5. Time off the tenure clock for parental or medical leave should NOT be factored into an evaluation of productivity.

## CASE STUDIES

Identify the issues or concerns that are present in the case study below and propose a way to respond to them.

Gina is being considered for tenure and promotion. Her department does not have its own T&P guidelines; it uses the university T&P manual as guidelines but those do not specify criteria specific to her discipline. She gets a close but negative vote from her department and chair. Both letters indicate that she has not met the new criteria for publishing productivity. Her external letters are positive. What procedural issues should be raised at the college level about this case?

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## CASE STUDIES

Identify the issues or concerns that are present in the case study below and propose a way to respond to them.

Michael is an African-American man who is up for T&P. He received a negative vote from his department and chair. The letters cite his “poor teaching” that was based on 10 minutes of observation by a colleague and “negative student comments” that were not described or tied to specific course SPOT evaluations. His research also was described as weak. However, the departmental and chair’s letters make no reference to the many positive student comments on the evaluation, his 4.5 overall average by student ratings (5-point scale, 5= excellent) or the seven positive external letters he received from full professors at Research 1 universities. The departmental letter asserts that: “we feel he does not meet the standard of the department in the hope that a more suitably qualified candidate be presented in the future.” What concerns does this raise at the College T&P level?

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## Recap

- Use evaluation tool
  - Evaluate based on proportion of research, teaching, and service assignment
- Stop-clock years for parental or medical leave do NOT count as time in rank
- Be sensitive to how factors such as gender or race, can result in cumulative disadvantage (or advantage)
- Discuss each candidate independently, i.e. do not compare to other T&P candidates in the same department
- Do compare candidate's record to departmental T&P criteria
  - If no departmental criteria, use college or university criteria with attention to what was expected of the most recently tenured faculty member



## Building an Inclusive Climate

- **Work with colleagues to create a culture in which a diverse faculty will thrive and succeed and all faculty are evaluated fairly.**
- The FIU **ADVANCE Program** can help.

<http://advance.fiu.edu>

Phone: (305-348-3787)

E-mail: [advance@fiu.edu](mailto:advance@fiu.edu)

or

[awed@fiu.edu](mailto:awed@fiu.edu)

THANK YOU.

