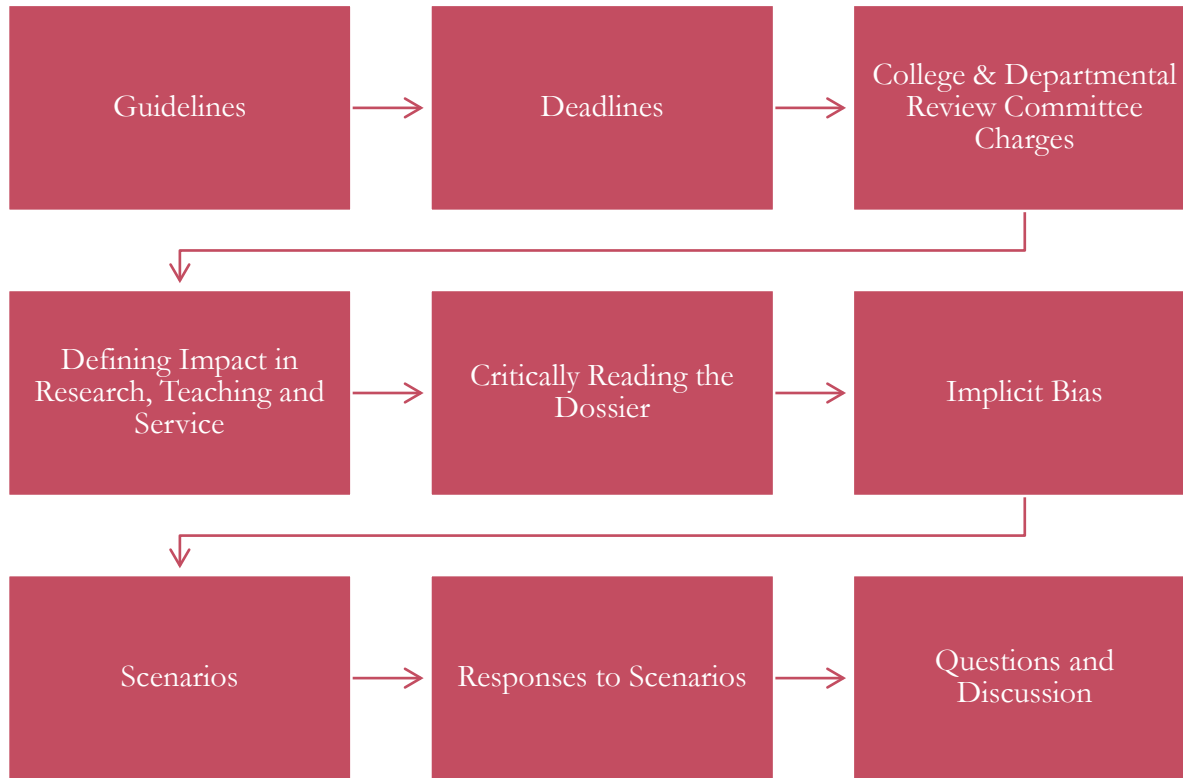


PROMOTION &
TENURE
REVIEW
WORKSHOP



Workshop Overview



CIVILITY



**SHARE QUESTIONS IN
THE CHAT**



NOT RECORDED

WORKSHOP GUIDELINES

Deadlines for 2020 Cycle



Department Review Committee Charge

Well-substantiated analyses of the **scope** (quality, productivity over time) and **IMPACT** of candidate's performance in each of the areas of responsibility (2-3 depending on the track).

Please review Faculty Evaluation Guidelines <https://www.tamug.edu/AcademicAffairs/pdf/TAMUG-Faculty-Evaluation-Guidelines-May20.pdf> (with Rubrics of impact for each dimension)

Teaching Report

- Includes evaluation of course materials; Synthetic analysis of student evaluations of teaching; Evaluation of other valuable teaching contributions

Research and/or Other Scholarly or Creative Activities Report

- Places the candidate's impact of research or other scholarship contributions in the context of the specific departmental mission, goals, expectations and criteria

Service Report

- Explains the candidate's involvement, contributions, quality and impact of their service activities

Department Review Committee Discussion Report & Recommendation

- Conveys the essence of the department review committee's discussion and vote regarding the candidate's performance and impact of their work as it relates to their suitability for eventual promotion and/or tenure
- Addresses any negative comments made by external reviewers
- Includes voting table; a mixed vote requires further explanation of both the candidate's demonstrated abilities and the committee's concerns

Quality and Implications

- Provides conceptual foundation for understanding specific questions in the discipline
- Pioneering research approach
- Advances the discipline
- Develops models/frameworks/tests that are impacting/changing the discipline and/or used by others
- Showing leadership in the discipline (research awards, keynote addresses, invited presentations at national conferences, expert contribution to national report, fellowship or other honorary recognition by national/international organizations, etc...)

Defining Impact— Research

Evidence Related to Publications/Creative work	Questions for Consideration
<p>Quality and quantity of publications or creative works</p> <p>Review of selected publications/work expected</p> <p>Scholarship of teaching and learning</p>	<ul style="list-style-type: none"> • In what way do the publications/creative work represent a cohesive body of work building toward a unique expertise or perspective contributing to the discipline? • Describe the authorship protocols within the discipline, especially relating to ordering of authors and how team members must contribute in order to be listed as a coauthor. In that context, describe whether the candidate publication record is congruent with a productive and independent research program for that career stage • What is the quality of the journals, publishers (for books), other venues (for art)? • What evidence is there that the research/scholarship is published completely and transparently regardless of results? • How would you describe the quality and impact of the research?
<p>Consistency and Trajectory</p>	<ul style="list-style-type: none"> • Does the candidate have a funding record consistent with the capacity necessary to support students and personnel for a productive research program in this discipline? • How has the grantsmanship of the candidate aligned with departmental expectations? • Have there been extenuating circumstances outside the candidate's control associated with the period under consideration? • Has funding improved with recognition of the candidate in the field? • Has the candidate been successful garnering grant renewals?

Defining Impact— Research

Defining Impact— Teaching

Quality and Implications

- Demonstrated enhancements of teaching
- Rationale for changes to courses
- Evidence that changes add value to the course(s)
- Examples: transformational/high impact learning, awards, grants, undergraduate research, curriculum redesign, student success

Quality and Implications

- **Internal**—Supports the institution's mission, sustains the institution, and expands its capacity
- **External**—Supports visibility and builds reputation within the field

**Defining
Impact—
Service**

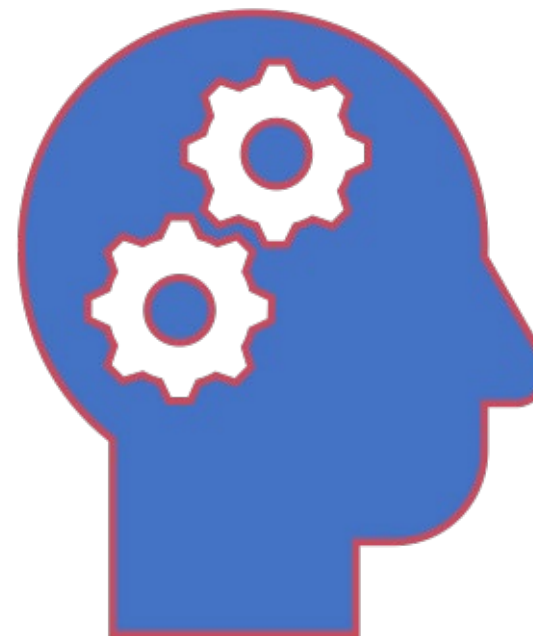
Evaluate—systematically determine merit and significance

Contextualize—analyze in terms of surrounding concepts, ideas, and perspectives

Interpret—explain the meaning of the material

Critically Reading the Dossier

IMPLICIT BIAS



Explicit & Implicit Bias

Explicit Bias

Attitudes or beliefs about a person or group we're fully aware that we hold

Implicit Bias

Attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner

Biases persists because we are exposed to stereotypes early and often.

A Few Key Characteristics of Implicit Biases

- Implicit biases are **pervasive**. Everyone possesses them, even people with avowed commitments to impartiality.
- The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that **favor our own ingroup**, though research has shown that we can still hold implicit biases against our ingroup.

(Ohio State University Kirwan Institute for the Study of Race and Ethnicity)

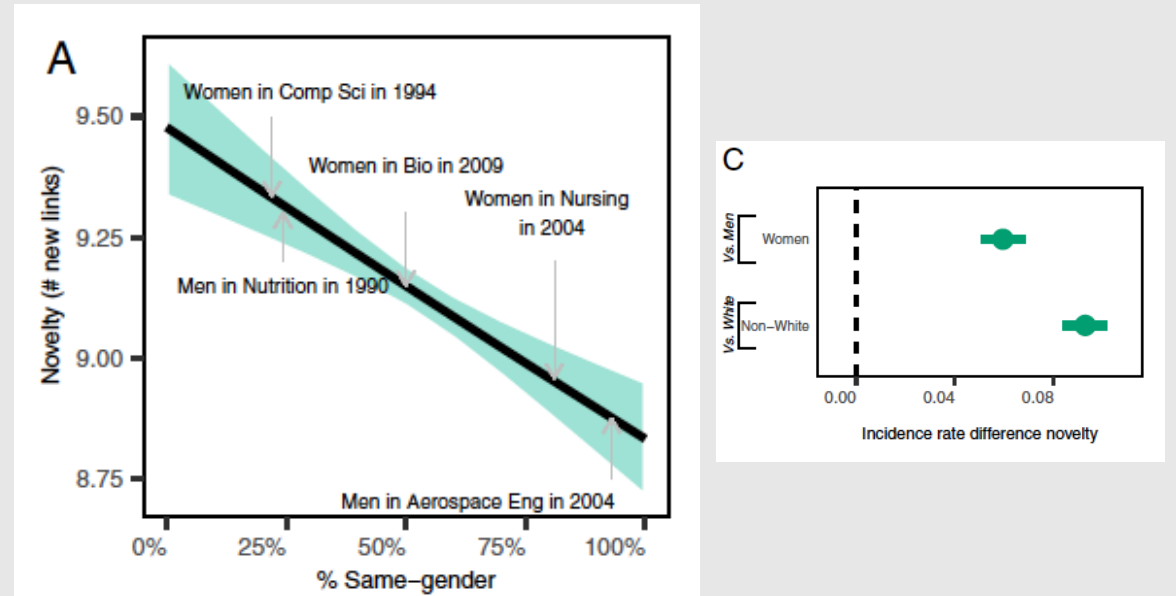
Sample Studies— Implicit Gender Bias

- Reference Letters: Recommenders used significantly **more standout adjectives** to describe male as compared to female candidates. Letters containing more standout words also included **more ability words** and **fewer grindstone words**. (Schmader et al., 2007)
- Award committees chaired by men are **more likely to award prizes to men** (Lincoln et. al. 2012)
- **Women with children are viewed to be less competent and less committed to their jobs** than women without children. **Men with children are viewed to be more committed to their jobs** than men without children (Paik, Correll and Benard 2007)

What's at stake?

- “Prior work finds a diversity paradox: **Diversity breeds innovation**, yet **underrepresented groups that diversify organizations have less successful careers within them**”.
- “analyses show that **underrepresented groups produce higher rates of scientific novelty**. However, **their novel contributions are devalued and discounted**: For example, novel contributions by gender and racial minorities are taken up by other scholars at lower rates than novel contributions by gender and racial majorities, and equally impactful contributions of gender and racial minorities are less likely to result in successful scientific careers than for majority groups

“*The Diversity–Innovation Paradox in Science*”. Proceedings of the Nat'l Academy of Science (April 2020)



- the more students' own gender is underrepresented, the more novelty they introduce
- historically underrepresented groups in science (women, non-white scholars) introduce more novelty (i.e., their incidence rate is higher)

Small Group Scenarios



BREAKOUT GROUPS



**IDENTIFY WHAT THE
REPORTS SHOULD ADDRESS**



**REPORT BACK TO DISCUSS
POTENTIAL RESPONSES**

Scenarios Tasks

Small Group Task:

- Choose a spokesperson to report out to the larger group and a scribe to document the discussion.
- Identify **one** issue that the report might address and how it might be addressed. Should it be **evaluated** using departmental and/or DOF guidelines, **contextualized** using relevant concepts, ideas, and perspectives, or **interpreted**, to explain their deeper meaning(s)? Or a combination of the three?
- If there are other issues that might be addressed, list them.

Discussion Scenario #1: Dr. Michael Williams

Dr. Michael Williams is a tenure track assistant professor in MARB who had a successful midterm review and has submitted his dossier for tenure and promotion. His dossier includes ~\$1M in research grants (>96% from NSF – 3 different programs – 50% success rate) and 4 invited lectures. He has published 12 peer-reviewed manuscripts in high impact journals (IF >3.5-4) and presently has 3 in review (minor revisions) in the discipline and has collaborated with a diverse group of leading researchers in his subfield. Nine specialists in the fields of marine chemistry and biogeochemistry evaluated the scholarship of Dr. Williams. All are very senior and accomplished scientists in their fields (two hold the recognition of distinguished professors at their respective institutions) and are at institutions that serve as either peers or aspirational peers for TAMUG. All, except one, recognize Dr. Williams' scholarship achievements overall and since joining the Galveston Campus faculty as outstanding, recommending him for promotion. One of the reviewers criticizes Dr. Williams' publication record as too weak, lacking autonomy, and suggesting that the publications “have been published in a variety of peer-reviewed journal, but not notable high ranking, journals”.

Dr. Williams' teaching also demonstrates impact as he successfully advised several graduate students and is chairing dissertation committees. His student course evaluations are at the department mean and he has positive peer teaching evaluations. In his short career, he is already the recipient of one of the top teaching awards at the university. His service includes subcommittee membership in two professional organizations, contributions to grant reviews and NSF panels, and two departmental committees.

WHAT DO YOU DO NEXT?

Discussion Scenario #2: Dr. Lisa Martin

Dr. Lisa Martin is a tenure track assistant professor in LIST who had a favorable midterm review and has submitted her dossier for tenure and promotion. She published two articles in mid-tier journals in her discipline and has a monograph in press at a respected publisher in her subfield. Dr. Martin included the manuscript's external reviewer's evaluations that noted the book advances the discipline and makes an intervention in existing methods. Her dossier also includes \$15,000 in research grant funding. Of the dossier's six external letters, four from peer institutions offer very strong, positive evaluations in support of her tenure bid. The remaining two are favorable evaluations from leading scholars in her subfield who are at liberal arts institutions.

Dr. Martin's teaching also demonstrates impact as she was recognized with a college-level teaching award and has course syllabi published on her professional organization's website. She also has strong student evaluations above the departmental average and positive peer teaching observations. Her service to the university includes four departmental committees and sponsoring a student organization related to the campus' inclusion, diversity and equity efforts.

WHAT DO YOU DO NEXT?

What Might the Reports Address?

Scenario #1: Dr. Michael Williams

- **Contextualize** the external letter critique
 - **Interpret** the positive external letters
 - **Evaluate** the dossier holistically using guideline criteria
- All levels of the P&T review disregarded the comments of this reviewer as being inconsistent with those of the leaders in the field who all recognized the clarity of Dr. Williams' contribution to the field.
 - Upon closer inspection of the impact factor of the journals, I also find the reviewer to be disingenuous since both he and Dr. Williams publish in the same journals.
 - In fact, in addition to Journal X (which has an IF > 6), Dr. Williams has a number of publications in Science and Nature/Nature Communications. So I am left to question the motivation of the reviewer to minimize Dr. Williams' record, particularly considering that his latest accepted publications (in addendum) are in Nature Scientific Reports, in research areas he developed since joining TAMUG.
 - All other reviewers suggest that Dr. Williams has had a significant and recognizable impact on his field and that it is becoming clear that he is making his mark independently from his graduate advisor.

What Might the Reports Address?

Scenario #2: Dr. Lisa Martin

Internal Review of her service

“From the day of her appointment as an assistant professor, Dr. Martin has carried a heavy service load, although no one has expected her to do so. As our Department's only African American faculty member, she has constantly found herself sought out for presentations, advice, and work related to diversity, often by well-meaning persons who did not understand that Dr. Martin has numerous other responsibilities.”

CAO Review of her service

- External reviewers were impressed with her service to the university and her profession and one of them even suggests that she has remained highly productive in scholarship with a high service burden.
- Although **her service does not seem extraordinarily heavy to me**, I agree that she has not shied from serving on significant committees and contributed to a number of activities that have had a positive impact on the university, her profession, and her community at large.
- **I agree with all levels of reviews that evaluate her service as outstanding.**



QUESTIONS?