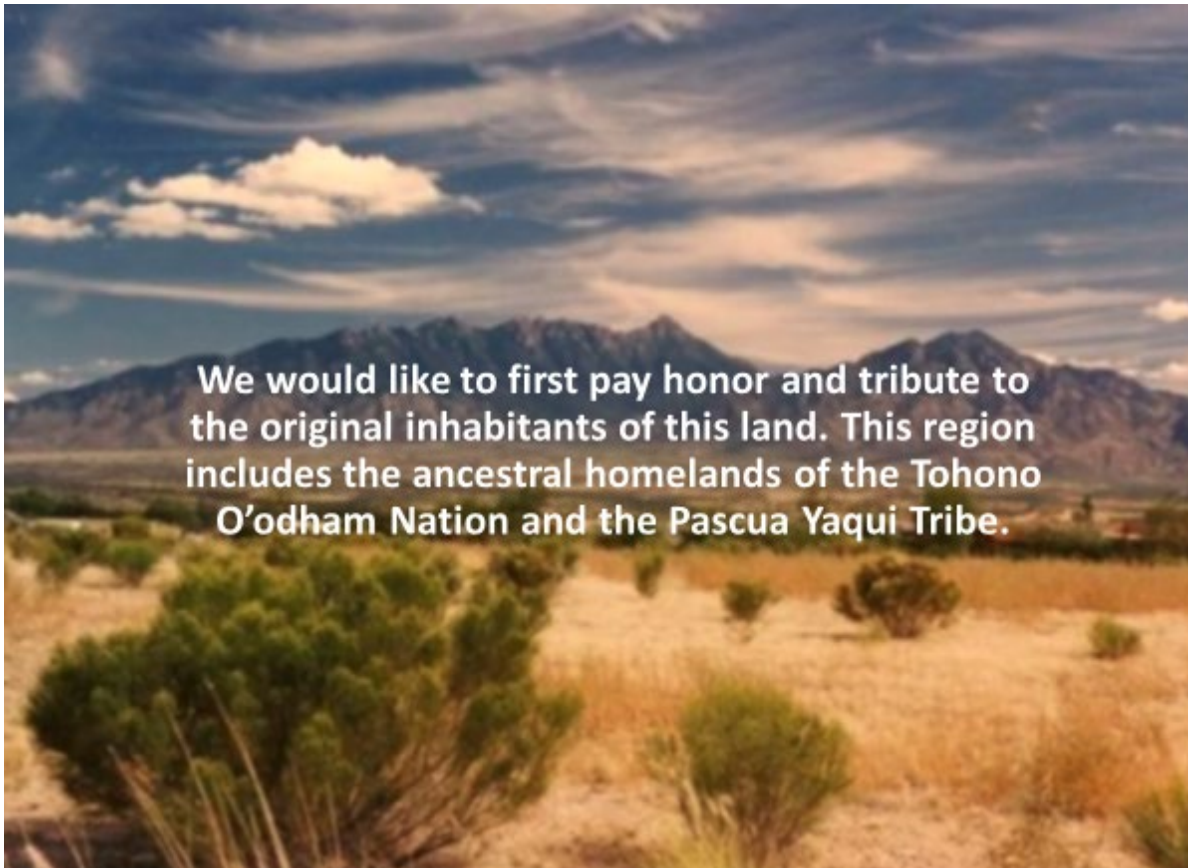# 2021 Promotion Review Process

Committee Members

We would like to first pay honor and tribute to the original inhabitants of this land. This region includes the ancestral homelands of the Tohono O'odham Nation and the Pascua Yaqui Tribe.

Agenda

- Introductions
- 2021 Updates
  - Pandemic Context
  - Pandemic Statement
  - Reviewer Letters & Pandemic
  - Review, Promotion and Tenure System
- Promotion Process
  - Review Committees
  - External Reviewers
- Promotion Dossier
- Evaluation Considerations

  - Unconscious Bias

Introductions

- **Andrea J. Romero**
  Vice Provost for Faculty Affairs

- **Asya Roberts**
  Executive Associate, Faculty Affairs

Notes for 2021-2022 Reviews

- Please be flexible and compassionate.
- Section 2A: Pandemic Statement is Required for All
- Template letters for external reviewers have been updated to consider pandemic related context for external reviewers
- No Student Course Survey (SCS) for 2020.
- Order is still the same, but numbers of sections have changed to better align with RPT.
- Mentoring matrix in teaching
- Indication of mentoring in publications

Change in Order & Titles

- Section 7 is renamed Portfolio for Leadership, Extension, Service or Innovation with expanded description and guidance for assessment.

- Section 8 GIDP Membership

- Section 9 is now peer observation and memo for Provost Award for Innovations in Teaching

- Section 10 External Letters
  - Independent external reviewers
  - Collaborator letters

- Section 11 Internal Reviews

Deadlines are Back to Normal

Faculty Affairs Resources

- For all recorded workshops and slides: https://facultyaffairs.arizona.edu/promotion-workshops

- Guide to Promotion Process and Dossier Templates: https://facultyaffairs.arizona.edu/guide-promotion-process

Promotion Policy and Faculty Affairs Resources

- University Handbook for Appointed Personnel
  - Tenure-Track
    - [Chapter 3.3](#)
  - Continuing Status
    - [Chapter 4A.3](#)

- Faculty Affairs Website Resources
- https://facultyaffairs.arizona.edu/content/about-promotion
  - Inclusive View of Scholarship
  - Guide to Promotion
  - Promotion Clock
  - Promotion Criteria
  - Continuing Status & Promotion
  - Promotion & Tenure
  - Promotion and Career-track Faculty
  - Promotion Workshops

Pandemic Context

- Additional stress, frustration, anxiety and even burnout

- Increased workload

  - Remote learning pivot and student safety

- Deterioration of work-life balance

- Fewer uninterrupted blocks of time

- Grief, loss, loneliness, illness, death

- Teaching Challenges and Additional Service

  - Extraordinary support for students and colleagues

- Research Challenges

  - Access to lab, access to human participants, slow down in lab activities or materials, loss of grad students, Loss of funding

For more info and further reading: https://facultyaffairs.arizona.edu/covid-19-context

Systemic Barriers

- Systemic influences affected the work experiences of women and BIPOC individuals during the pandemic.

- Caregiving has been a very prominent issue.

  - *Concerns about underreporting in COVID19 statements*

- UArizona COVID19 Instructor Survey Report –Spring 2020:

  - https://facultyaffairs.arizona.edu/faculty-reports-and-data

SECTION 2A: IMPACT ON CAREER PROGRESSION FROM COVID-19 (Required: 2021 and Forward)

- https://facultyaffairs.arizona.edu/covid-19-context

- The *purpose of this section is to help reviewers understand how changes implemented due to the global pandemic of COVID 19, which began in Spring 2020 may have impacted the trajectory of the candidate's work*.

  - Please provide no more than a 2 page description (single spaced) for this subsection.

  - Please note that Student Course Surveys and Peer Observations were not conducted during Spring 2020 for the majority of faculty and are not required in the promotion dossier from that semester.

COVID-19 considerations

Starting Point For The Honest Conversation

Asking The Right Questions

TEACHING

How many course(s) were transitioned to an online mode during Spring 2020?

Was completion of online-education training or attendance at teaching meetings required?

Did faculty member mentor students during Spring 2020?

RESEARCH

Was access to their research lab reduced or eliminated?

Was unspent start-up funding pulled to offset university finances?

Was there irreplaceable loss of research animals, subjects, supplies, field seasons, or travel?

Were invited seminars and/or conference presentations cancelled?

Was the research program altered to address issues related to COVID-19?

SERVICE

Did faculty member contribute to department or university initiatives related to COVID-19?

Did they contribute to public discussions, community engagement related to COVID-19?

Did the scope of service duties change during Spring 2020?

Evaluation Committees Should:
Be diverse - Include women and faculty of color.
Be informed - Understand inequality and inequity at their institutions.
Be transparent - Detail plans to promote gender equity and race parity.
Be proactive - Distribute a clear and documented procedure for (re)evaluation.
Be trained - Understand how COVID-19 differentially impacts the careers of women.

(Malisch, et al., 2020)

Additional Considerations

- Most peer institutions are instituting the same type of protocol, so it will be expected and common in dossiers sent to external reviewers.
  - Indicate systemic barriers
- Possible Positive Impacts
  - Creativity/good outcomes of teaching
  - Indicate if Service activities are COVID-19 related
  - Provide examples of publicly significant contributions

External Reviewer Changes

- The University of Arizona recognizes that the COVID19 pandemic, and related deepening of racial gaps, have taken a serious toll on faculty productivity and interrupted the career plans for many. Faculty have risen to the occasion to continue their work while managing the concomitant challenges of working at home, caring for others, and swiftly moving all of their activities online. We ask that reviewers carefully consider and comment on how the pandemic may have impacted the candidate's workload, productivity and achievements.

External Reviewer Changes

- UArizona has provided candidates an opportunity to provide a pandemic statement in order to help reviewers understand how institutional and professional changes due to the pandemic, which began in Spring 2020, may have impacted the anticipated workload distribution or trajectory of the candidate's work. On this statement we also provide an opportunity for candidates to indicate if they personally identify with the now-recognized disproportionate impacts of the pandemic that many studies have found for women and BIPOC (Black, Indigenous or People of Color) faculty. In order to provide a fair review of the quality and impact of work, we ask that you consider the vastly different circumstances that faculty have been operating under, and adapting to, during the pandemic period.

Review Promotion and Tenure System

Asya Roberts

Office of the Provost
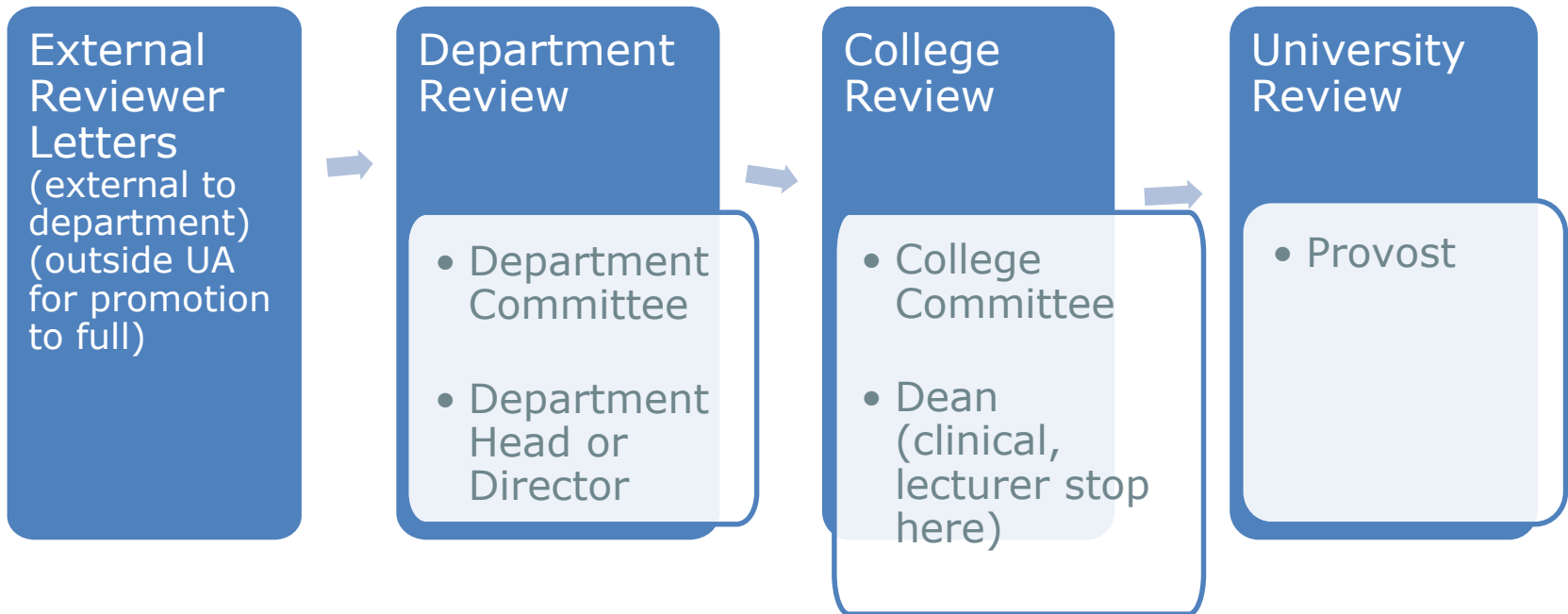
Faculty Affairs

The Promotion Review Process

The Promotion Review Process
Levels of Reviews

External Reviewer Letters →

Department Review
- Department Committee
- Department Head or Director

→

College Review
- College Committee
- Dean

→

University Review
- University Committee
- Provost
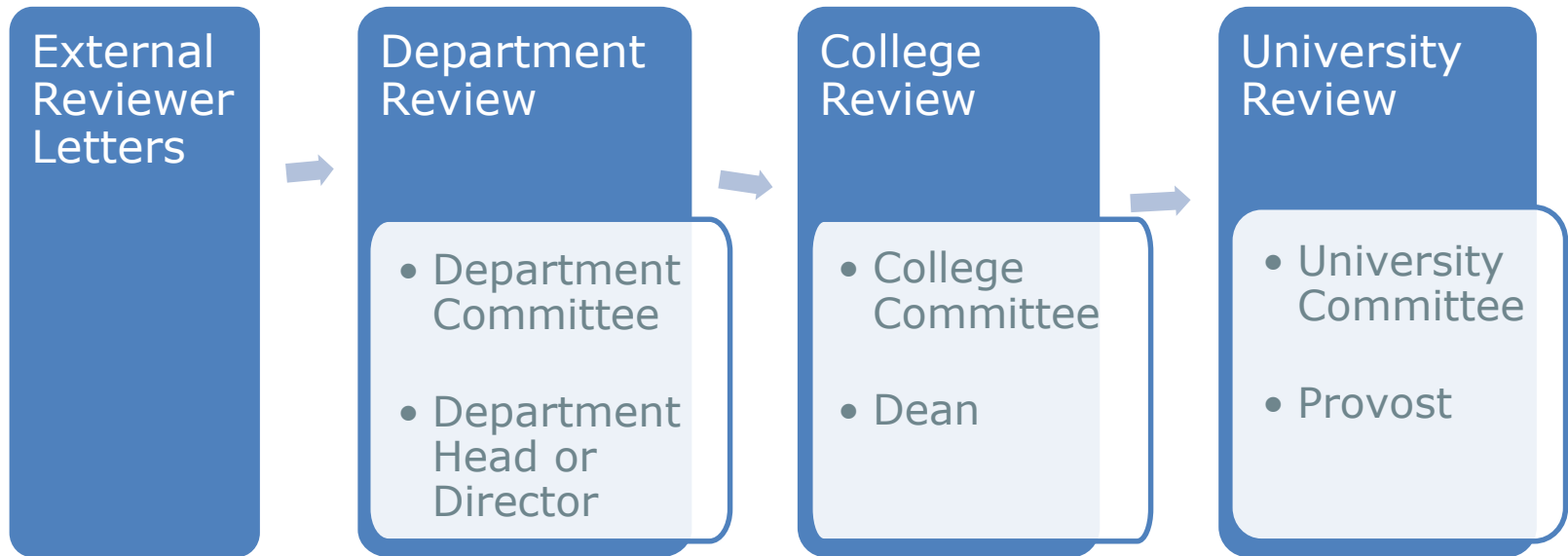
The Career-Track Review Process

Levels of Reviews

External Reviewer Letters (external to department) (outside UA for promotion to full)

→

Department Review

- Department Committee
- Department Head or Director

→

College Review

- College Committee
- Dean (clinical, lecturer stop here)

→

University Review

- Provost

Review Committees

UHAP 7.01 Professional Conduct

- Inclusive & respectful
  - Value all voices
- Integrity and established standards
  - Fairness & honesty, avoid conflict of interest
- Good stewards of university resources
- Safe environment for all who work with us
  - No discrimination, harassment, intimidation, inclusive
- Academic freedom and freedom of speech
  - Opposing views, critical thinking, scholarly rigor
- Instructional commitment
  - Curiosity, student belief in their own ability
- Commitments to research, scholarship & creative activities
  - New knowledge that challenges our thinking
- Service and outreach commitments
- http://policy.arizona.edu/sites/default/files/uploads/UHAP%207.01%20Professional%20Conduct.pdf

Protect the Process to Ensure Fair Reviews

- **Consult with your dean or the Provost's Office** on procedural variations or questions.

- Confidentiality is paramount

- **External and internal reviewers cannot be collaborators**.

- **Use Collaborator Letters** from those who are not independent.

- **Sign and date committee letters**.

- **Explain votes, recusals and abstentions**.

Confidentiality

- Confidentiality is required and imperative.
- Confidentiality is core and critical to this process.
  - NEVER reveal votes or comments shared during deliberation
  - NEVER share letters
  - NEVER reveal external reviewer identity or content of letters or recommendations
- Votes never linked with names.
- Violations of confidentiality undermine decision making and have other negative impacts on units.
- Essential to sustain trust in the process.
- Reminders about confidentiality at the beginning of committee review are necessary.

Voting and Letters

- Voting usually secret ballot
- Indicate number of votes for approval, denial or abstention, recusal,
  - Summarize reasons for recusals and abstentions,
- Letter
- Dates
- Signed by committee members
- Clear indication of decision of committee
- Identify strengths and weaknesses in each area of workload with concrete examples
  - Please describe all elements of teaching in the letter
- Summarize external reviewer recommendations and comments
- *Committee votes with split opinions should be explained, and a minority opinion should be provided*.

Conflict of Interest for Committee Members

- Committee members or administrators who have coauthored substantial publications or grants with a candidate within the last five years should recuse themselves to avoid raising questions about the independence of reviews.
    - If recusing committee members is not feasible because of the size of the department, the committee must address the concerns about conflicts of interest in its letter.
- Individuals who **serve concurrently on departmental, college and/or University promotion and tenure committees** must recuse themselves from voting on any case they provided a vote in an earlier committee.
- Review committees' assessments are to be independent of the administrators whom they advise. Standing committees normally will meet without the administrator whom they advise, as noted in UHAP.

Committee Process

- Meet without the administrator whom they advise.
- ***Deliberations, evaluations, and recommendations of committees are confidential, as well as any evaluations or recommendations that they review from other committee/administrator levels.***

External Reviewers

Independent Reviews & Collaborators

- As with the provisions used by NSF and other groups to ensure the impartiality of reviews,
  - *Committee members or administrators who have coauthored substantial publications or grants with a candidate should recuse themselves to avoid raising concerns about their impartiality.*
  - If it is found that outside reviewers are *close friends, former co-workers, mentors, mentees of the candidate,* then additional independent letters must be solicited.
- Collaborators can provide letters that describe independent contribution of candidates.
  - *Collaborators are defined as individuals who have co-authored books, articles, abstracts, or grant proposals within the **last five years or 60 months.***
  - *Collaborators also include individuals who have been a candidate's dissertation/thesis advisor, supervisor, or close coworker in a lab, department, or residency program, **even if this occurred more than five years prior to the review.***
- Questions about this matter should be directed to the Vice Provost for Faculty Affairs.

External Reviewers

*Solicited by the Department Head
or the Committee Chair.*

- External Reviewers **MUST** be **independent** and **at or above the rank** the candidate is being reviewed for promotion.

- **Only head or committee chair should contact** outside reviewers.

- **No more than half** can come from candidate's list.

- **Document the selection process**.

- **Use the required template** for requesting letters.

- Include **all** solicited letters.

- Submit brief bios of external reviewers, not CVs.

- **Experts at peer institutions**.

Peer Institutions: https://uair.arizona.edu/content/ua-peers

INSTITUTION	AAU	MED SCHOOL	PAC 12	LAND-GRANT
The University of Arizona	X	X	X	X
Arizona State University			X	
University of California, Berkeley	X		X	X
University of California, Davis	X	X		X
University of California, Los Angeles	X	X	X	
Stanford University	X	X	X	
University of Southern California	X	X	X	
University of Colorado, Boulder	X		X	
University of Florida	X	X		X
University of Illinois at Urbana-Champaign	X	X		X
University of Iowa	X	X		
University of Maryland, College Park	X			X
Michigan State University	X	X		X
University of Minnesota, Twin Cities	X	X		X
University of North Carolina at Chapel Hill	X	X		
Ohio State University	X	X		X
University of Oregon		X	X	
Oregon State University			X	X
Pennsylvania State University	X	X		X
University of Texas at Austin	X			
Texas A&M University	X			X
University of Utah		X	X	
University of Washington	X	X	X	
Washington State University			X	X
University of Wisconsin, Madison	X	X		X

Collaborator Letters

- Collaborators include
    - Very helpful if engaged in collaborative work
    - Very helpful to represent view of non-academic partners
    - Collaborators include
        - Dissertation advisors,
        - Supervisors
        - Close co-worker in lab, department, or residency program
        - Collaborators on book editing or journal editing projects
        - Co-instructors
        - Teaching Assistants
        - Former Students

External Reviewers for Career-Track Review

- *please note that units may have specific criteria noted in their promotion criteria and guidelines*

- Assistant to Associate

  - **External to unit & Internal to University of Arizona**

- Associate to Full

  - External to University of Arizona

The Promotion Dossier

Job Description
Sets the Baseline

- **Include all job descriptions and note changes.**

- Often job descriptions include **statements of duties** that are used to assess position effectiveness.

- Clock delays noted, but no need for explanation – many different reasons

SECTION 2: SUMMARY OF CANDIDATE'S WORKLOAD ASSIGNMENT

SUMMARY OF WORKLOAD ASSIGNMENT FOR:

DEPARTMENT/SCHOOL OF: FTE:

Duties for the period 2014-2015 through 2021-2022 have been distributed as follows:

Academic Year	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Teaching%								
Research, Scholarship and Creative Activity%								
Service% *Internal and External*								
Administrative Service%								
Clinical Service%								
Extension%								
Other Professional Activities%_____ *Name and see below to describe activity. (For CE and CS only.)*								
Clock Delays or Leave(s)*								
Total	100%	100%	100%	100%	100%	100%	100%	100%

Do not include percentages for years in which candidates were on leaves without pay and did not have assigned duties, but do **include percentages for years with clock delays** to recognize candidates' assigned duties. **Use an asterisk for years with delays**.

Requirements to meet departmental expectations for TEACHING:

Requirements to meet departmental expectations for *TEACHING*:

Example: 40% teaching means approximately four 3-unit courses each academic year. This should correspond to general expectations in the department/unit. Do not list specific course numbers, student names, etc.

Requirements to meet departmental expectations for *RESEARCH, SCHOLARSHIP or CREATIVE ACTIVITY*:

Example: 40% research, which means an active research program that produces publishable research and/or tools or instruments that contribute to such research and grants. Do not list research projects, grants, or any information that specifically relates to the candidate's activities, as opposed to general expectations in the department/unit.

Requirements to meet departmental expectations for *SERVICE*:

Example: 20% service, which includes service to the department/unit and university, participation or leadership in national or international scientific organizations or advisory groups, and outreach to schools and the general public. Do not list committees the candidate has served on or specific service duties.

Requirements and description for *ADMINISTRATIVE SERVICE, CLINICAL SERVICE, EXTENSION and OTHER PROFESSIONAL ACTIVITIES* (It is required for continuing-eligible and continuing status positions to include the official position description assigned during their current rank, please see note below following "Additional Pages Attached"):

*Use **Appendix A for Shared Appointments** and **Appendix C for participation in GIDPs** and other interdisciplinary units.*

CANDIDATE'S SIGNATURE	DEPARTMENT HEAD'S SIGNATURE	DATE

Additional Pages Attached

Dossier preparation for continuing-eligible or continuing status positions **REQUIRES** the official **position descriptions** assigned during current rank.

Section 3
Department and College Promotion Criteria

Set criteria for review for discipline/unit

Evaluation

- **Workload Distribution**
- **Unit Criteria for Promotion**
  - Each unit has their own unique promotion guidelines that clarify what is considered of value within their field and what is typical in terms of workload, teaching, and service at each rank.
- **College Criteria for Promotion**
- **Inclusive Scholarship**
  - The University values an inclusive view of scholarship in the ==recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching.==
  - The University ==values collaboration== among colleagues, both externally and internally, and the candidate's contributions to such collaborations will be considered in promotion reviews.
  - Depending on the assigned duties of individual candidates and the criteria of their departments and colleges, promotion reviews may consider ==original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners, including translational research, commercialization activities, and patents==.
  - https://facultyaffairs.arizona.edu/content/universitys-inclusive-view-scholarship

Publicly Engaged Scholarship

- Publicly Engaged Research and Creative Activities
- *Type 1. Research—business, industry, commodity group funded.* Sponsored research or inquiry supported through grants or contracts from businesses, industries, trade associations, or commodity groups (e.g., agricultural or natural resources groups) that generates new knowledge to address practical problems experienced by public or practitioner audiences.
- *Type 2. Research—nonprofit, foundation, government funded.* Sponsored research or inquiry supported through grants or contracts from community-based organizations, nonprofit organizations, foundations, or government agencies that generates new knowledge to address practical problems experienced by public or practitioner audiences.
- *Type 3.* Research—*unfunded or intramurally funded applied research.* Community-responsive or community-based research or inquiry that is not funded by a community partner but instead is pursued by faculty through intramural support or as financially unsupported research or inquiry.
- *Type 4. Creative activities.* Original creations of literary, fine, performing, or applied arts and other expressions or activities of creative disciplines or fields that are made available to or generated in collaboration with a public (non-university) audience.

Publicly Engaged Service

- Publicly Engaged Service
- ***Type 10. Service—technical assistance, expert testimony, and legal advice***. Provision of university-based knowledge or other scholarly advice through direct interaction with non-university clients who have requested assistance to address an issue or solve a problem.
- ***Type 11. Service—co-curricular service-learning***. Service-learning experiences that are not offered in conjunction with a credit-bearing course or academic program and do not include reflection on community practice or connections between content and the experience.
- ***Type 12. Service—patient, clinical, and diagnostic services***. Services offered to human and animal clients, with care provided by university faculty members or professional or graduate students, through hospitals, laboratories, and clinics.
- ***Type 13. Service—advisory boards and other discipline-related service***. Contributions of scholarly expertise made by faculty, staff, and students at the request of non-university audiences on an ad hoc or ongoing basis.
- Publicly Engaged Commercialized Activities
- ***Type 14. Commercialized activities***. Translation of new knowledge generated by the university to the public through the commercialization of discoveries (e.g., technology transfer, licenses, copyrights, and some forms of economic development).

Doberneck, D. M., & Schweitzer, J. H. (2012). *Disciplinary Variations in Faculty Expressions of Engaged Scholarship during Promotion and Tenure*. IARSCLE Conference.

Review of Teaching

Evaluation of Teaching Quality

Student Feedback

Peer Observation

Other evidence

Self-reflection

Learning Outcomes
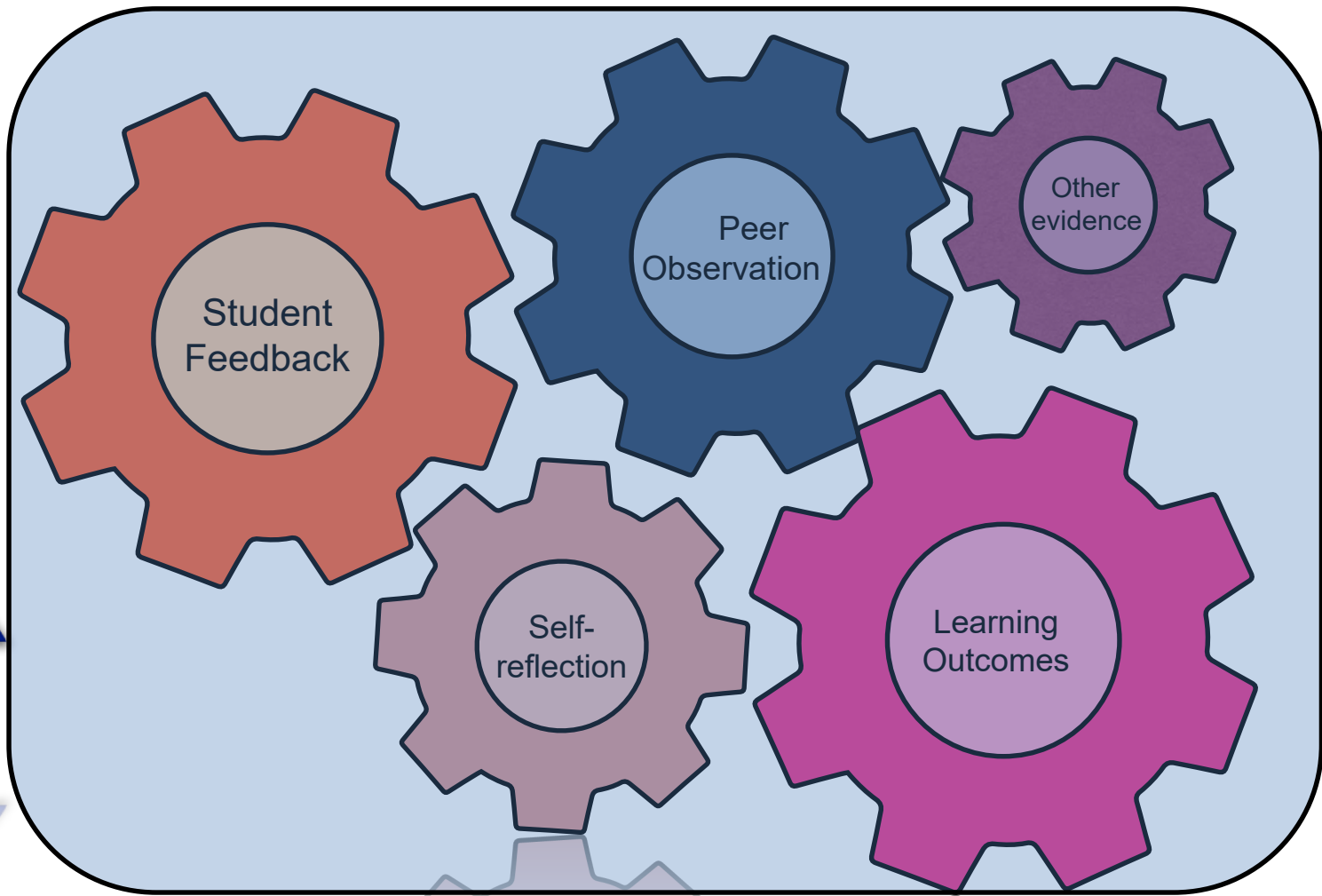
Teaching quality framework, University of Colorado

https://www.colorado.edu/teaching-quality-framework/

Holistic Evaluation of Teaching

- Best Practice focus on multiple sources of teaching quality
  - Student surveys
    - TCE reports generated by department coordinator and given to P & T Committee, candidates do NOT need to provide their TCE reports
    - Candidates may choose to summarize their TCE reports and student comments as part of their candidate statement
  - Peer observation
  - Course Materials
  - Teaching Statement (within candidate statement)
    - Evidence-based learning strategies
    - Inclusive curricula and classrooms
  - Extent of Teaching
    - Courses taught during time in rank
  - Individual Student contact
  - Instructional Innovation and Collaborations
  - Teaching Awards & Teaching Grants
  - Supporting Documentation
    - Syllabi and major assignments
    - Curricular reviews and other contributions

List of Courses

Course Name	Course Number	Format	Semester(s) Taught	Co-Taught?	Co-Teaching Percent Effort	Last Academic Year Taught	Total Number of Years Taught
(for example) Introduction to Biology	MCB 181R	InPerson	Fall and Spring	Yes	50%	2019-20	2

Section 6: The Teaching Portfolio

- **Supporting Instructional materials** (such as syllabi, slide presentations, class assignments, student project, and curricular reports) **stay at the department-level of the review**.

- **Information on Teaching and Advising will be forwarded past department**

- Document advising and mentoring.
  - New mentoring matrix will be available this year

- Link to Additional resources

OIA Consultation & Support Services

Assistance with **Peer Observations of Teaching & SCS/TCEs**

Contact:

Ingrid Novodvorsky
Director of Teaching, Learning & Assessment
Office of Instruction and Assessment
novod@arizona.edu and 520-626-4187

Rebecca Pérez
Assistant Director, Instructional Data
Office of Instruction and Assessment
rperez@email.arizona.edu and 520-626-0536

What Do TCE/SCSs Measure?

➤ Student experiences, perceptions, feelings, self-reflections on their effort and learning, self assessment on performance and expected grade, self efficacy, etc.

➤ TCEs can measure students' perceptions of instructor and course effectiveness in support of their program completion and perceived learning.

What Do TCEs NOT Measure?

➤ Student learning and grades.

➤ Research has found that the gender, ethnicity and sexual orientation of faculty can have a significant impact on student evaluations.

TCE Consultation & Support Services

Assistance **to committees and faculty** accessing & interpreting TCEs.

Consultation with heads or committees on

- Using ratings in annual and performance reviews and
- Identifying additional TCE questions to assess curricula and student support.

Contact:

Rebecca Pérez
Assistant Director, Instructional Data
Office of Instruction and Assessment

rperez@email.arizona.edu and 520-626-0536

Interpreting SCS Multiple Choice Items

strongly disagree	disagree	uncertain	agree	strongly agree
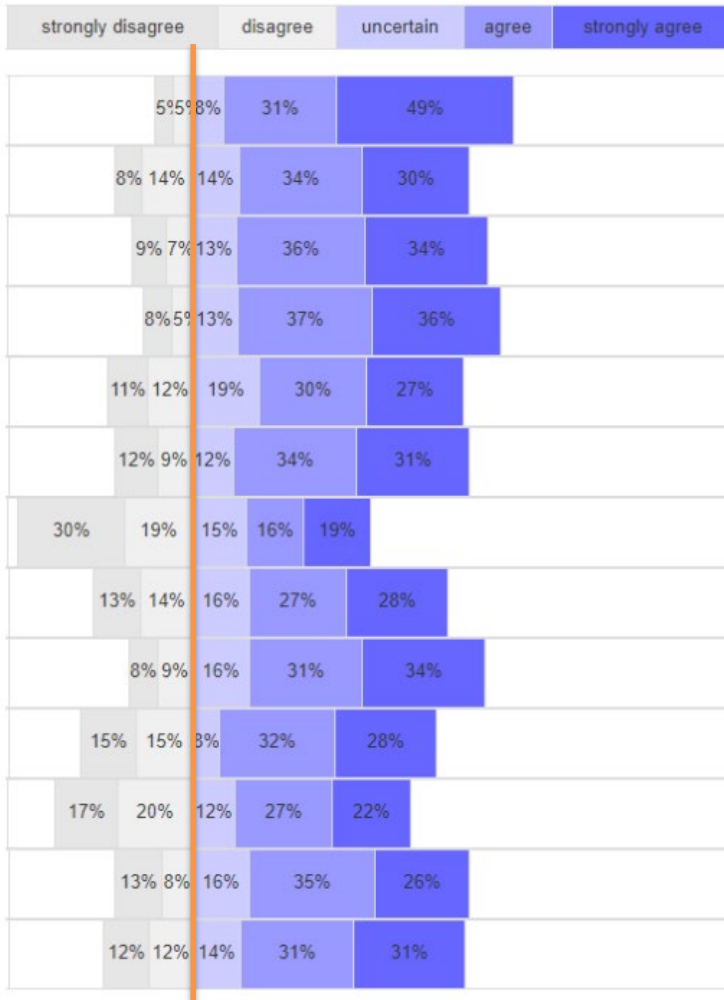
- For each item, look at the pattern of response rates

- Items with a greater proportion of strongly disagree and disagree may indicate teaching practices that can benefit from the introduction of new strategies

https://scs.arizona.edu/content/17

Interpreting SCS Results

Teaching Practice: Builds upon students' prior knowledge and experience

SCS Item: This course expanded my knowledge and skills in this subject matter.

Example Strategies:
•Visible Thinking: Illustrate how information links/connects with foundational concepts using diagrams or graphic organizers such as concept maps or mind maps. Both the instructor and students should have the opportunity to reveal their thinking to others and to discuss as a group.
•Make it relevant: Use models/contexts that make sense to students, relating to experiences they are likely to have had in their own lives. This can help facilitate the connection between new and prior knowledge.
•Encourage reflection: Have students revisit their ideas, and ask them frequently how their understanding has changed. How do new concepts/processes relate to those presented earlier in the course?

https://scs.arizona.edu/content/17

Identifying Trends in SCS/TCE Comments

http://shiny.bi.arizona.edu/

(you'll need to use VPN if you are off campus)

Nomination for Provost Award
DONE BY PEER REVIEW COMMITTEE

- Committees write a separate memo to recommend candidates for the **Provost Award for Innovations in Teaching**.

- Award criteria:

  ➢ innovative teaching strategies

  ➢ active learning strategies and other evidence-based instructional practices

  ➢ well-structured course syllabi with well-defined learning outcomes

  ➢ inclusive teaching strategies and course content to address diverse learning styles and experiences

  ➢ involvement in workshops and collaborative reforms of teaching

  ➢ strong TCE and student comments

  ➢ teaching awards, grants, and other recognized achievements in teaching

  ➢ effective mentoring and advising, including collaborations with students from diverse backgrounds.

Equity Lens for Committee Review and Discussion

Examining Implicit Bias

Even the most well-intentioned person unwillingly allows unconscious thoughts & feelings to influence apparently objective decisions.

-Dr. M. Banaji

Raise Your Own Awareness Implicit Association Test (IAT)

The IAT measures the strength of associations between concepts (e.g. Males with Career, Women with Family) and evaluations (e.g. good, bad) or stereotypes (e.g. assertive, caring).

YOU CAN TRY IT!

(https://implicit.Harvard.edu/implicit/takeatest/html)

The human brain takes in
11 million bits of information every second
but is aware of only about 40bits

persistent

accidental

mental associations

Unconscious Choices

hidden

stereotyping

blindspots

subtle

unintended

System 1

"I *really* didn't
mean to say that."

decisions

short cuts

snap judgements

Clear Evidence of Implicit Bias

- Implicit biases form a cognitive short hand system; we do not have the brain power to make every decision from ground zero.

- Implicit biases do not necessarily align with our declared beliefs, intentions or our actions.

- We are good at noticing implicit bias in others; ourselves, not so much.

Over 30 years of research

- White Resumes receive more callbacks in hiring (Bertand & Mullainathan, 2004)

- Faculty reviewers rate female applicants lower than male applicants even when their applications were identical (Moss-Racusin et al., 2012).

- Lawyers rated African American male writing with lower average score and identified more spelling and grammar errors compared to an identical application of a White male.

- Increase in female hires in orchestras when using full or partial blind auditions (Goldin & Rouse, 2000)

- Peer reviewers assumed that women had less scientific competence compared to males with same credentials and qualifications (Wenneras & World, 1997)
  - Females had to publish 3 extra papers in high impact journals or 20 extra papers in excellent but less prestigious journals.

Biases in Descriptive Words & Phrases

- Words & Phrases Matter
  - Gendered adjectives: women: caring/compassionate vs. men: successful
  - Using first names for women and minorities but using titles for men
  - Doubt raisers/negative language for underrepresented groups (although . .. .; while not the best . . .)
  - Potentially negative language ("requires only minimal supervision")
  - Faint praise ("worked hard on projects assigned")
  - Hedges ("responds well to feedback)
  - Irrelevancy (e.g. hobbies)
  - Unnecessarily invoking stereotypes

Common Cognitive Errors
to Avoid
Throughout the Hiring Process

- Expedience Bias
- Prove-It-Again (PIAs)
- Cloning

Expedience Bias

Snap judgements about the candidate and their work based on insufficient evidence.

- **Intuition**: "If it feels right, it must be true." "I trust my gut on this." "It's a good fit!"
- **Confirming**: Finding evidence that confirms one's initial or unfounded beliefs and ignores evidence that does not support those beliefs.
- **Availability**: Making a decision based on information most readily accessible (comes to mind quickly) instead of objective or evidence-based information
- **Anchoring**: Relying too heavily on first impressions instead of objective or evidence-based information

Prove-It-Again (PIA)

- PIA is a common cognitive error that asks groups stereotyped as less competent to prove themselves over and over.

- Their work and behavior may be more closely scrutinized during the search process.

- In Higher Education, groups will typically include women, people of color, individuals with disabilities, older faculty, LGBTQ faculty.

- For those surrounded by a PIA negative stereotype, "far more evidence is required for a reviewer to be certain that an individual possesses an *unexpected* attribute."

Cloning Short Cuts

- Replicating oneself by favoring someone with similar attributes, background, race, gender, status, experience, age, etc.

- Seeking safety in status quo

- People are highly motivated to feel good about themselves and to see similar others in the best possible light.

- Cloning biases are linked to protecting one's own group - *ingroup* favoritism.

- Negative perception of those who are different from you – *outgroup* behavior.

Additional Biases

- Raising the Bar for underrepresented groups

- Halo Bias: One strength becomes overall positive rating for majority group

- Negatives may be written off or ignored for majority group and overemphasized for underrepresented group

Tips: Minimizing Bias in the Review Discussions

- **Avoid snap judgements**: Slow down, question your thinking

- **Be alert to the roles** of PIAs, Stereotyping, Cloning, Raising-the-Bar, Expedience biases, and other unconscious short cuts

- **Activate egalitarian goals:** Align your behavior with your best intentions. Research shows that internal motivation to be fair can typically outperform our implicit biases

- **Take the IAT,** ask committee members to take the test

- **Maintain consistency** in the assessment and decision-making process for all promotion candidates. If you waive objective structures, so do consistently.

- **Require evidence** to back up and defend decisions from yourself and from others. Take notes.

- **Gather perspectives** from all committee members to add clarity.

- **Remain humble**

Communication Tips
Questioning one another as a matter of practice

➢ **Agree** to hold each other accountable through civil and respectful communication

➢ **Act** as a mirror for one another; e.g. Help me to understand what you meant by. . . I understood it this way . . .

➢ **Address** comments that perpetuate inequity. Consider the consequences of not speaking up.

➢ **Ask** questions to clarify misinterpretations or misunderstandings of others. Ask questions of yourself.

Review Promotion and Tenure System

Asya Roberts

Office of the Provost

Faculty Affairs

To view this training, please see the recorded video here.

Review Promotion and Tenure (RPT)

What is Review, Promotion & Tenure?

Review, Promotion & Tenure is an online system for carrying out formal faculty reviews in a shared governance context (including tenure, promotion, sabbatical leave, merit review, and any other sequential review), built to help academic institutions ensure that these processes are transparent, equitable, efficient, and well documented.

In addition, maintaining the integrity and consistency of the review process, as well as increasing the visibility of reviews to eliminate or mitigate procedural errors.

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Review Promotion and Tenure (RPT)

Why?

- A need for a document sharing and evaluation tool to conduct **online review with less paper** output.

- Maintain a **consistent and transparent process** for all types of faculty promotion reviews.

- Management or elimination of procedural errors.

- **Give back time to faculty and committee members** after training and implementation of the systems for all reviews processes.

- Most efficient system that can closely imitate **our current policies and shared governance** for promotion reviews, beginning with departments/units through to the final decision

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Review Promotion and Tenure (RPT)

Completed Items for RPT Implementation

Implementation Items Completed

- 2019-2020 - Piloted with university committee's review of dossiers for continuing status and tenure track faculty.

- 2020-2021 -Trained department, unit and college level coordinators, heads/directors and committee members to use RPT for external and internal evaluations.

  - Track transfer reviews, career-track promotions, continuing and tenure track promotions (including 3rd year retention, 6th year mandatory reviews and promotion to full)

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Review Promotion and Tenure (RPT)

What is next?

2021-2022 – Candidates will submit dossier materials directly into the RPT system.

- Departments, units, colleges and university level will continue to conduct reviews of materials in RPT.
  - Promotion workshop for **committee members** is March 25, 2021 at 10:30-12:00 pm .
  - **Direct submission process** for 2021-2022 training is April 22, 2021 at 10:00-11:30 am.
  - See the [Promotion Workshop Schedule](#) for workshop **registration** links, **recordings and materials**.

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Review Promotion and Tenure (RPT)

Agenda

- ➤ Login to RPT
- ➤ Viewing case materials.
- ➤ Downloading dossiers materials.
- ➤ Annotations.
- ➤ Committee (chair) manager tools.
- ➤ Questions and contact information.

Review Promotion and Tenure (RPT)

Login to RPT

Login using the red button: https://uavitae.arizona.edu/

WELCOME TO UA VITAE

UA Vitae is the University of Arizona's online system for faculty annual reviews.

Already have access?   **LOGIN TO UA VITAE**

Have questions? Check out **Information and Resources** below.
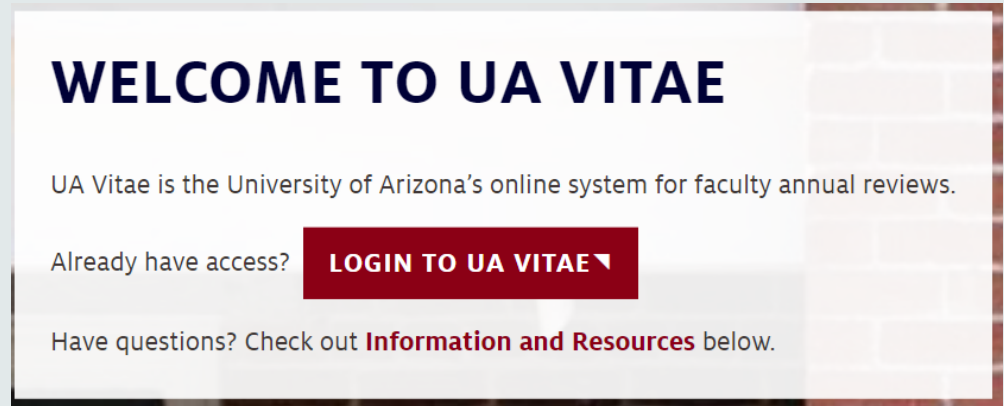
➢ Enter your **Net ID and password** to access the menu for RPT.

➢ **Google Chrome** is the preferred internet browser for the system.

Review Promotion and Tenure (RPT)

On your **first login**, you will be asked if you want to go to your **Dossier** account or to the institutional products from Interfolio.

Simply **choose The University of Arizona** to proceed.
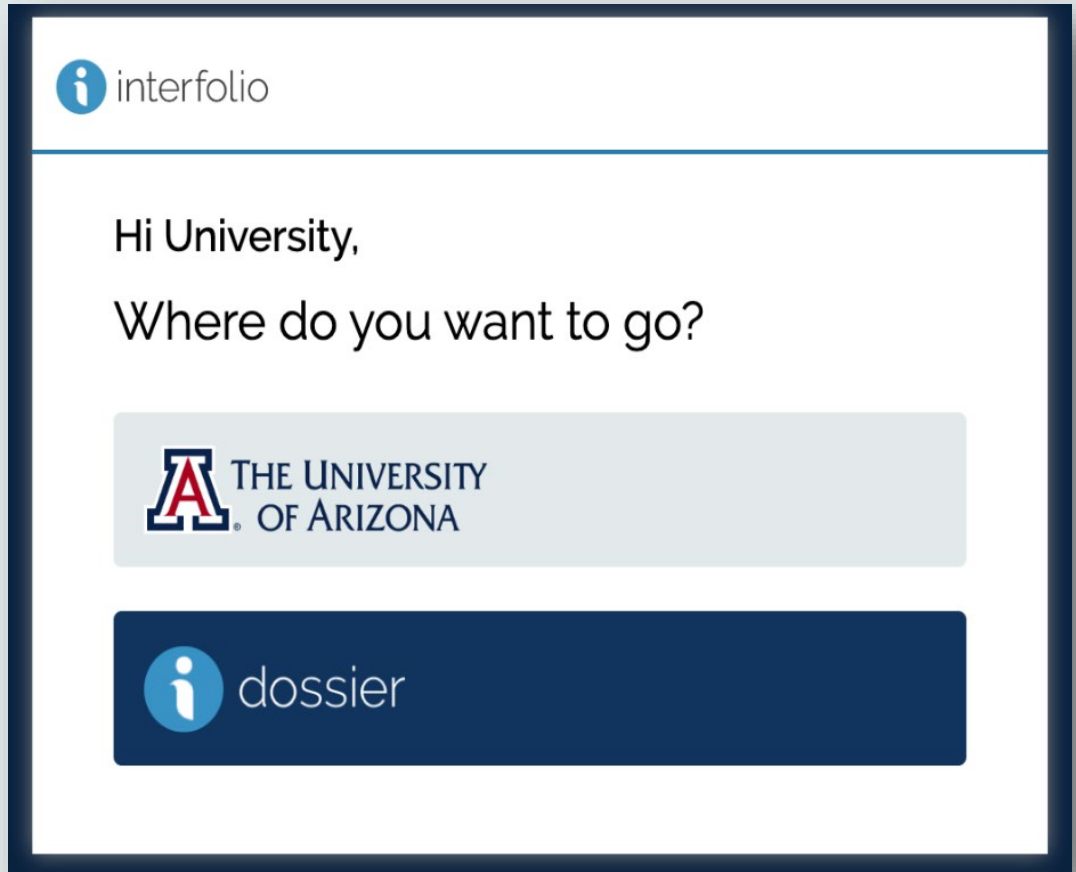
Review Promotion and Tenure (RPT)

After login, access the dossiers by selecting **Cases** on the _Review, Promotion and Tenure_ main menu in the left side panel.
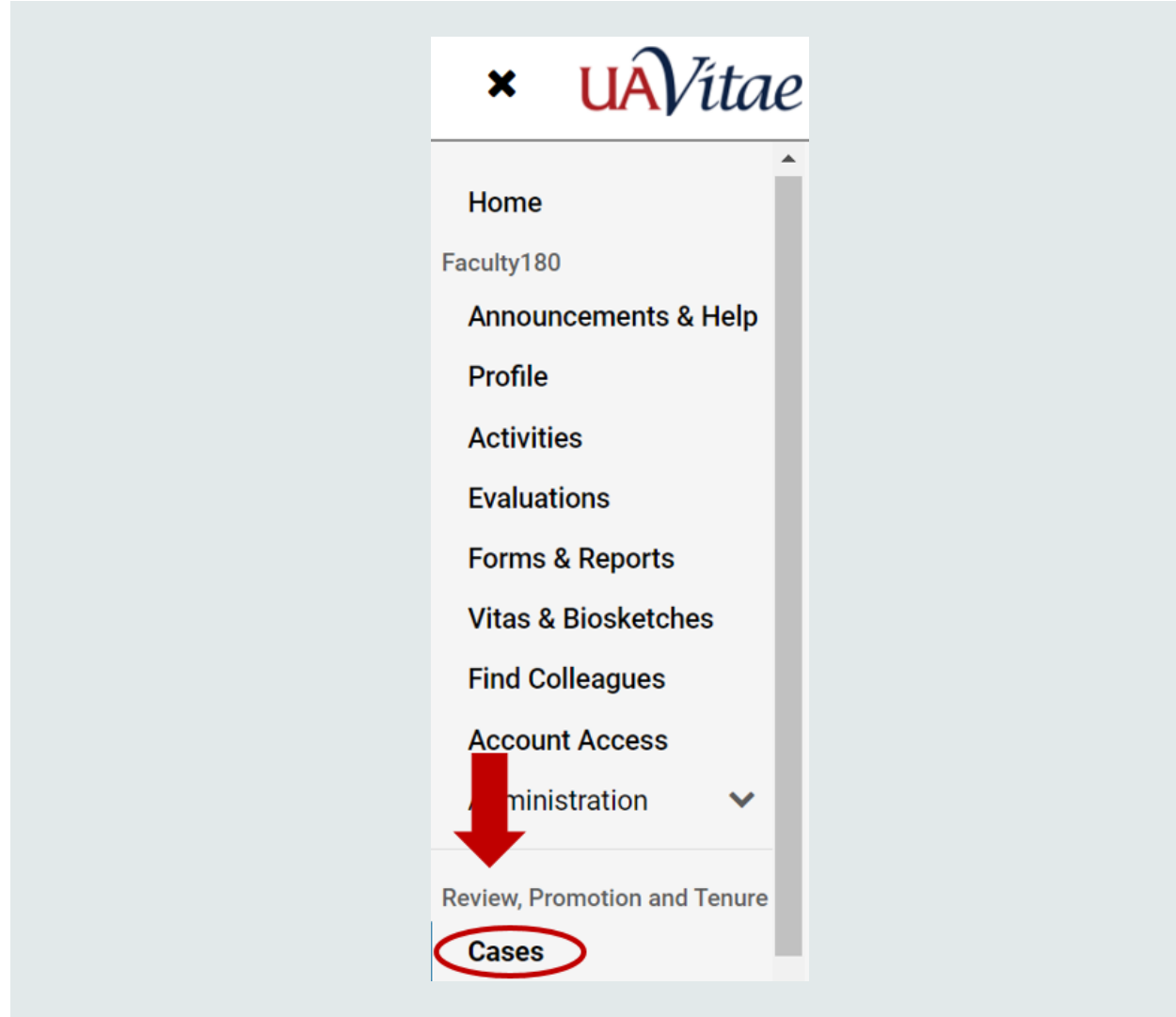
Review Promotion and Tenure (RPT)

Select the **candidate's name** to view the dossier materials.

Review Promotion and Tenure (RPT)

Case Materials are organized into two main parts:

➤ **Candidate Dossier (or Packet) UArizona Dossier Sections 1-8**

➤ Internal Sections UArizona Dossier Sections 8a-11

Review Promotion and Tenure (RPT)

Case materials are organized into two main parts:

➢ Candidate Dossier (or Packet) UArizona Dossier Sections 1-8

➢ **Internal Sections UArizona Dossier Sections 8a-11**

Internal Sections

These sections are available to committee members reviewing the case and cannot be vie
materials added to internal sections can be shared with the candidate by an administrator

> External Evaluations

> Section 7: Peer Observation and Nomination for Provost Award

> Section 9: Membership in Graduate Interdisciplinary Program - GI

> Section 10: Independent External Reviewers and Collaborator Wo

Review Promotion and Tenure (RPT)

Select **Case Details** to view instructions and requirements for your review.

Wilbur Wildcat

Unit
University of Arizona RPT Sandbox

Template
2020-2021_University Promotion Review TEST Template

Status
● Under Review by Department Committee change

Case Materials   Case Details

Reviewing as
Department Committee (Placeholder)

∨ Instructions

Please review candidate materials, external reviewer letters, finalize solicitation p
evaluation in section 11. Please include final vote count in evaluation letter.

If candidate submitted section 8, please include evaluation in section 11 report.
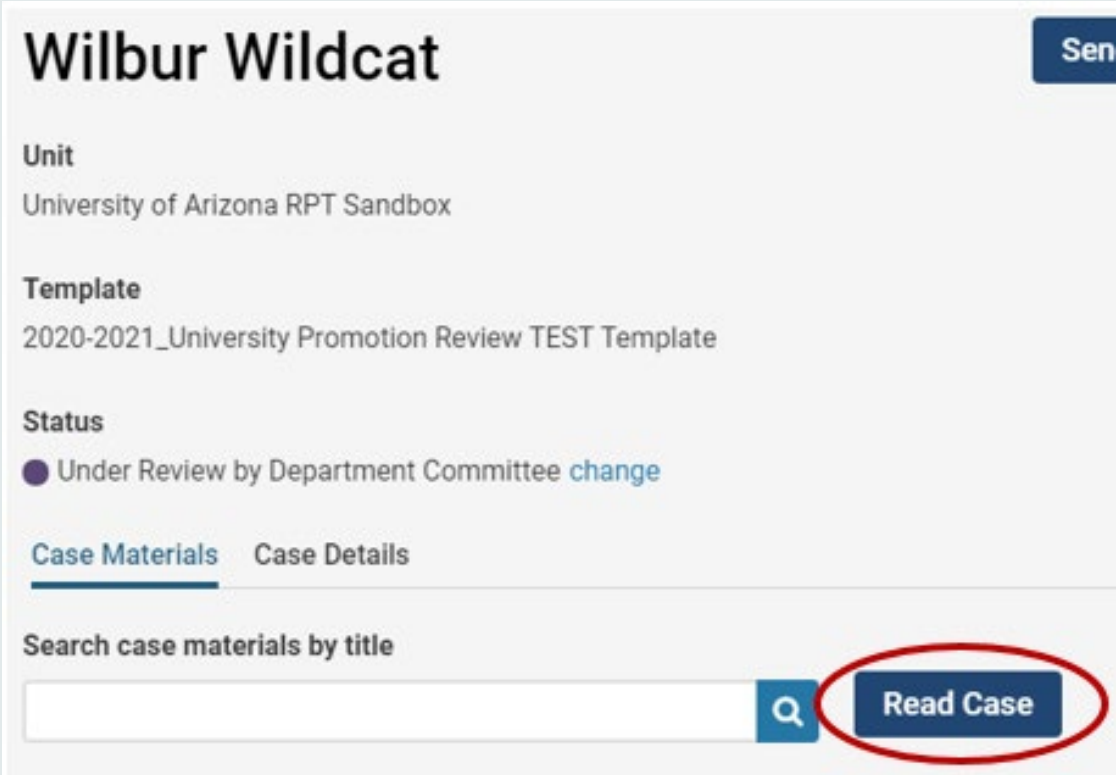
If candidate submitted section 9 and the evaluation letter from the chair of the G
department or unit committee evaluation in section 9.

Review Promotion and Tenure (RPT)

To view case materials, select **Case Materials**, then ***Read Case***.

Review Promotion and Tenure (RPT)

Read entire case materials in the viewer or **download** as a pdf file or zip folder.

Review Promotion and Tenure (RPT)

Select **download packet**, **check the box** to select the materials to download and click the button for **pdf or zip**.

Review Promotion and Tenure (RPT)

Click the **Return to Case**.
Select **Home** at the top of the main menu, in the left side panel.

Under **My Tasks**, select *Your files are ready to download* to retrieve the pdf file or zip folder.

Review Promotion and Tenure (RPT)

Click **Download** under Action.

When download is complete, the files will be in the Downloads folder of your computer.

Requested Downloads

Below is a list of materials you've requested to download. Please note that if you've requested to download a set of documents, materials might have been added to the set since you last requested the download. Please check back to make sure you have all of the relevant documents.

Name	Date Requested	Action
Your download of documents materials for Wilbur Wildcat's case is ready. University of Arizona RPT Sandbox | Promotion | 2020-2021_University Promotion Review TEST Template	March 24, 2021	Download | Remove

Review Promotion and Tenure (RPT)

Create annotations if using the RPT viewer to review case materials.

Add annotations **by selecting the note icon** on the lower right corner of the viewer.
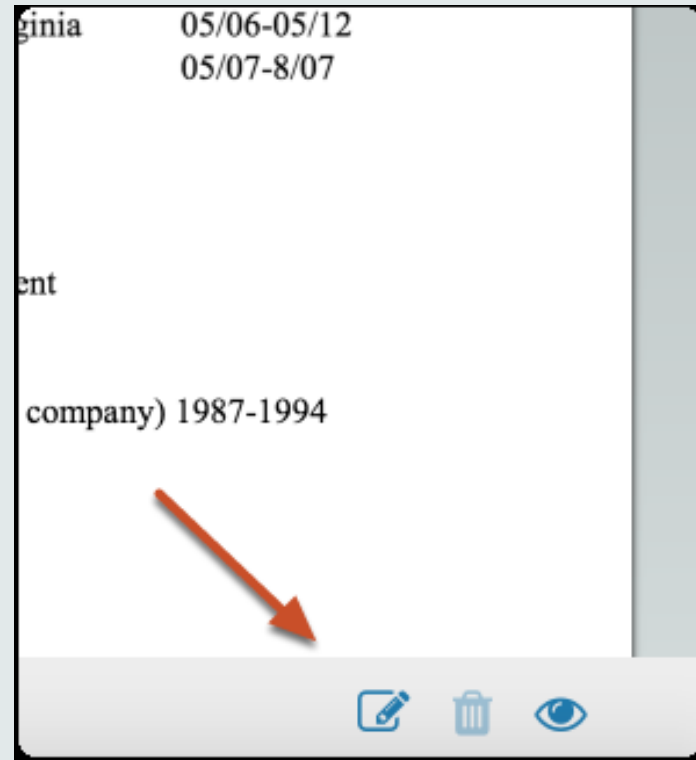
Review Promotion and Tenure (RPT)

Select the type of annotation for your note.

- ➢ **Point** adds a note with an arrow.
- ➢ **Area** adds a note about a selected area.
- ➢ **Text** adds a note about a highlighted area.
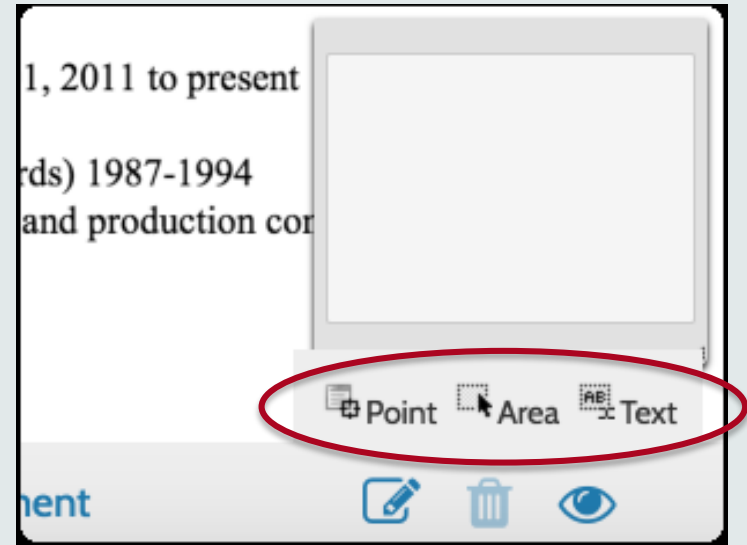
Review Promotion and Tenure (RPT)

Edit a note by clicking into the text field.

To **delete** a note, click the text field and then select the **trash** icon.
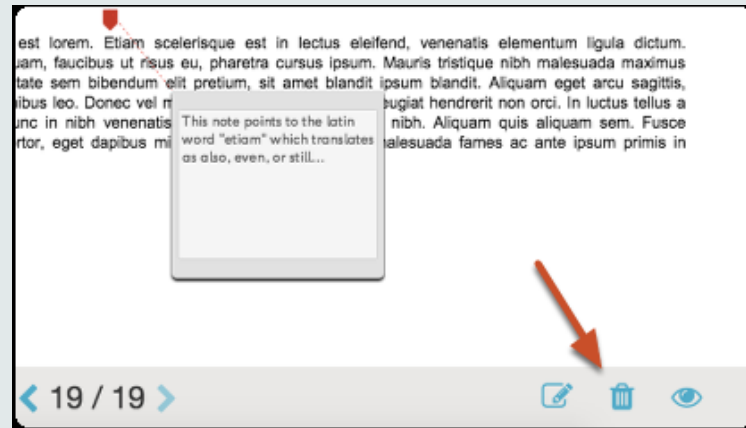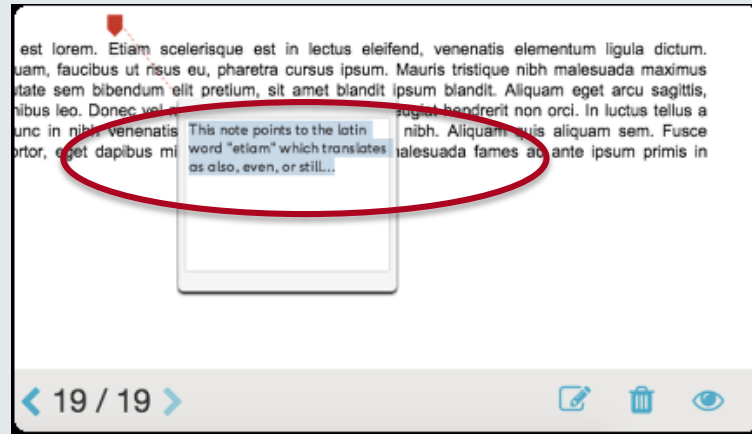
Review Promotion and Tenure (RPT)

Committee chairs (or committee managers) can upload the committee's report to a case.

Under **Case Materials**, scroll to the **Internal Sections,** find the report area and select **Add File**.

Review Promotion and Tenure (RPT)

Drag and drop or **Browse** for file on computer (file format must be MS Word or Adobe PDF). Click **Save**.

System will upload file to case.

File upload is complete when the title of the file is hyperlinked.

Questions? Contact Faculty Affairs

Additional online training for **Review, Promotion and Tenure**:
https://product-help.interfolio.com/m/33238

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