

NEW CHAIRS TWO-DAY WORKSHOP

Academic Advancement

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Vice Provost -- Academic Affairs

September 22, 2014



Roadmap: Academic advancement

- Processes and best practices for Senate faculty
 - Note – much of this was covered in my presentation in June 2014, but there are Step Plus updates!
- Voting and ballots for the Step Plus system



Part 1: The Merit and Promotion process



MY-INFO VAULT (MIV)

- MIV is mandated for all merits and promotions
- Appointments and many other actions are also being submitted through MIV
- We now have a web page devoted to MIV, including the latest enhancements made and those being planned.
 - <http://academicaffairs.ucdavis.edu/tools/miv-information/index.html>
- Please provide your input!!!

CHAIR'S RESPONSIBILITY IN THE ACADEMIC PERSONNEL PROCESS

- Liaison between faculty member & Dean/Administration
- Proactive *mentor and advocate* in career advancement of faculty
 - Meet at least annually with each faculty member (perhaps more frequently with junior faculty)
- Ensures department policies are followed in all personnel actions
- Agent for change in making personnel processes fairer and more efficient

THE ANNUAL CALL

- Issued in late spring/early summer
- Reminders about process steps
- Summarizes and links to Academic Affairs' advisories
- Due dates for actions to Deans office
- Identifies what is new from last year, and offers reminders about things to avoid
 - Make sure to read the Annual Call and discuss with your AP staff
 - Consider discussing important changes with your faculty, as well

ANNUAL CALL

Highlights for 2014-15

- Due dates for actions to Deans office have changed to increase efficiency and decrease extension requests
- Step Plus system is in effect (with a 3-year transition period) starting July 1, 2014
- Letters for Professor Step 6 are discouraged
- Clarified redelegation of advancement to Assoc 4 or 5 if candidate will have been at rank < 6 years
- New Assistant appointees should be at UC Davis approximately one year before tenure review
- Streamlining-- extramural letters for Asst Prof appointees and Academic Federation Specialists/Project Scientists

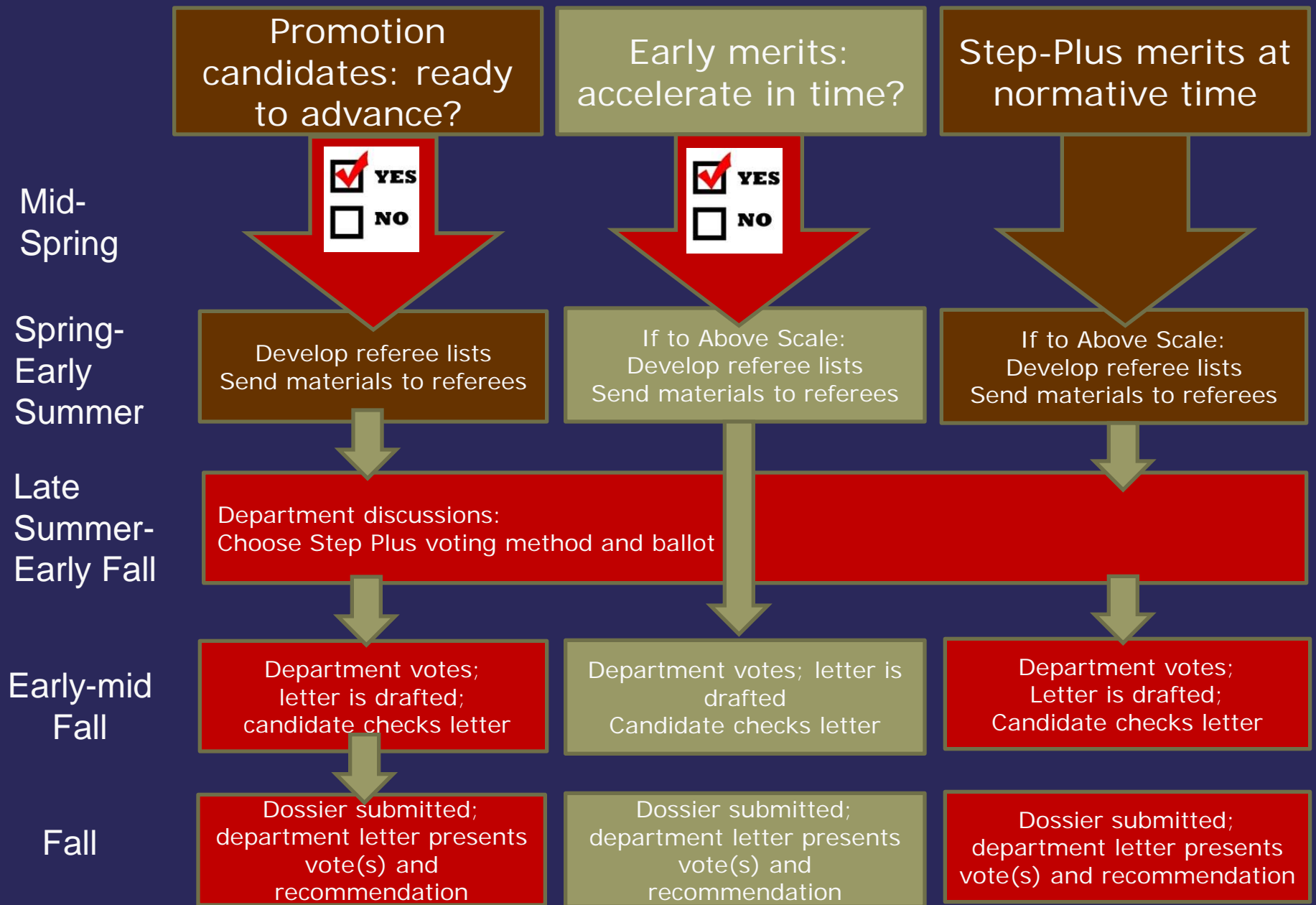
Advancement policies and practices: Resources

- **UC APM 220** describes system-wide policy for merits/promotions in the Professor series
- **APM UCD 220** describes campus implementation of APM 220 plus our procedures, checklists, and sample letters
- Voting procedures and timing of actions are changing!
- See the **Step Plus Toolkit** for information and guidance (<http://academicaffairs.ucdavis.edu/policies/step-plus/index.html>)

APM – <http://manuals.ucdavis.edu/apm/apm-toc.htm>

2014-15: New processes, new priorities

- External letters are still required for promotions and merit to Above Scale (mid-spring, early summer)
- **Step Plus**
 - During the **3-year transition**, faculty member may elect to pursue merit acceleration in time ONCE under the pre-Step Plus rules— consult with your faculty
 - Promotions to Associate and Full ranks can occur early, but are evaluated using Step Plus criteria
 - All other merit actions are reviewed in normative time using Step Plus criteria
 - **Decide on Step Plus voting method for 2014-15**



Extramural referees

- Which referees are NOT arm's-length?
 - Former mentors, mentees; collaborators; close friends or professional associates; relatives
 - Encourage referees to describe their relationship to / knowledge of the candidate below the signature block
 - When the dossier is prepared, YOU decide (and label) each extramural letter as “arm's-length” or “not arm's-length”
- Developing lists of extramural referees
 - Ask candidate to generate a list of colleagues/experts who can evaluate the work (this list may include arm's-length referees)
 - Chair generates ***a completely independent*** department list ***of arm's-length referees only***
 - *Any referee on both lists can legitimately be “claimed” for the department list*

Communication with extramural referees

- Contact potential reviewers early (late Spring, early summer)
 - at least half should be from the department list
- Provide reviewers a time frame for response & info about campus work-life policies
- Send CV, draft of candidate's statement, publications; book chapters or manuscript (only if book is very near acceptance)
 - Send publications only from the period under review
 - For merits to Above Scale, even though the whole career provides context, encourage referees to discuss recent work
 - Keep sending reminders, as needed!!!!
- Solicit **intramural letters** from Grad Dean (if candidate is a grad group chair), Center Directors, Clinic Directors, peer reviewers of teaching (for promotion)

No more letters for merit to P6: what are the implications?

- Merit to P6 requires evidence of national impact and recognition. APM 220-18b (4) describes merit advancement P6 as follows

“... involves an overall career review and will be granted on evidence of sustained and continuing excellence in each of the following three categories: (1) scholarship or creative achievement, (2) University teaching, and (3) service. Above and beyond that, great academic distinction, recognized nationally, will be required in scholarly or creative achievement or teaching.”
- *Without letters from national authorities, such impact may be harder to demonstrate*
- Our new process is likely to place more emphasis on documentation of :
 - Scholarly impact of publications (citations, etc.)
 - Invitations to speak/exhibit/perform, especially plenary addresses
 - national/international service based on scholarly/creative work

Extramural letters for merit to Above Scale

- Explain criteria for advancement in solicitation letter.

- APM 220-18b 4) also describes the criteria for advancement to Above Scale:

“Advancement ... involves an overall career review and is reserved only for the most highly distinguished faculty (1) whose work of sustained and continuing excellence has attained national and international recognition and broad acclaim reflective of its significant impact; (2) whose University teaching performance is excellent; and (3) whose service is highly meritorious...”

- Ensure that some letters are from international authorities
- Include letters, if possible, from high-level faculty in the UC system
 - Note: Not all UC campuses use the title “Distinguished Professor” for the Above-Scale rank

Work-life language: Old School

Language was historically included JUST in letters for tenure candidates who stopped the tenure clock:

*For Dr. _____, a promotion action at this time is considered within normative time because s/he has been approved to extend the tenure clock for family medical reasons, in accordance with University of California policy. This policy requires that the dossiers of individuals who have been approved for such extensions be evaluated without prejudice as if the work were done in the **normal** period of service (APM 133-17-g, -h...*

Work-life language: New School

Language that can be used in ALL requests for extramural review of UC Davis faculty:

“UC Davis encourages its faculty members to consider extensions of the (pre-tenure/review) period under circumstances that could interfere significantly with development of the qualifications necessary for (tenure/advancement). Examples of such circumstances may include birth or adoption of a child, extended illness, care of an ill family member, significant alterations in appointment.

Please note that under this policy the overall record of productivity and scholarly attainment forms the basis of your evaluation. Time since appointment is not a factor in this review.”

The candidate's statement

- 1-5 pages (longer statements may be appropriate for P6 and Above Scale)
- Should present candidate's perspective in all areas under review in language accessible to non-specialists
- Should include impact of work, stressing intellectual leadership, creativity and uniqueness of work, and identifying technical contributions,
- Should focus on the period under review
- Can discuss challenges encountered, future plans

Dossier review by candidate

- Before department faculty review, candidate checks dossier, *including redacted letters*
- Chair corrects factual errors
- Candidate may write rebuttal letter to voting faculty about issues raised in redacted letters

Departmental vote

- This year, meet to establish your Step Plus voting and ballot!
- (Stay tuned for Part 2...)
 - What action(s) will you vote on for a candidate?
 - Will you rate candidate performance in specific areas?
- Review your current voting procedures and Senate Bylaw 55
 - Consider the role that more junior faculty can play in the process—many do not fully understand the benchmarks ahead of them.
 - Revised voting procedures for Step Plus will be reviewed by CAP
- Votes are totally confidential
- Negative votes must indicate reasons on ballot (include reasons in department letter, but include positive comments, as well)
- Consider an online voting system, e.g. ASIS from the Senate

Evaluation of scholarly and creative work

Scholarly independence is no longer a key criterion for researchers, given that many research areas are highly collaborative

Evidence for *intellectual/conceptual leadership, uniqueness and creativity* should be stressed, especially in Contributions to Jointly Authored Works

Leadership should not be assumed just from authorship position. Candidate and department letter should *describe* how contributions originated or changed the course of the project.

Department letter

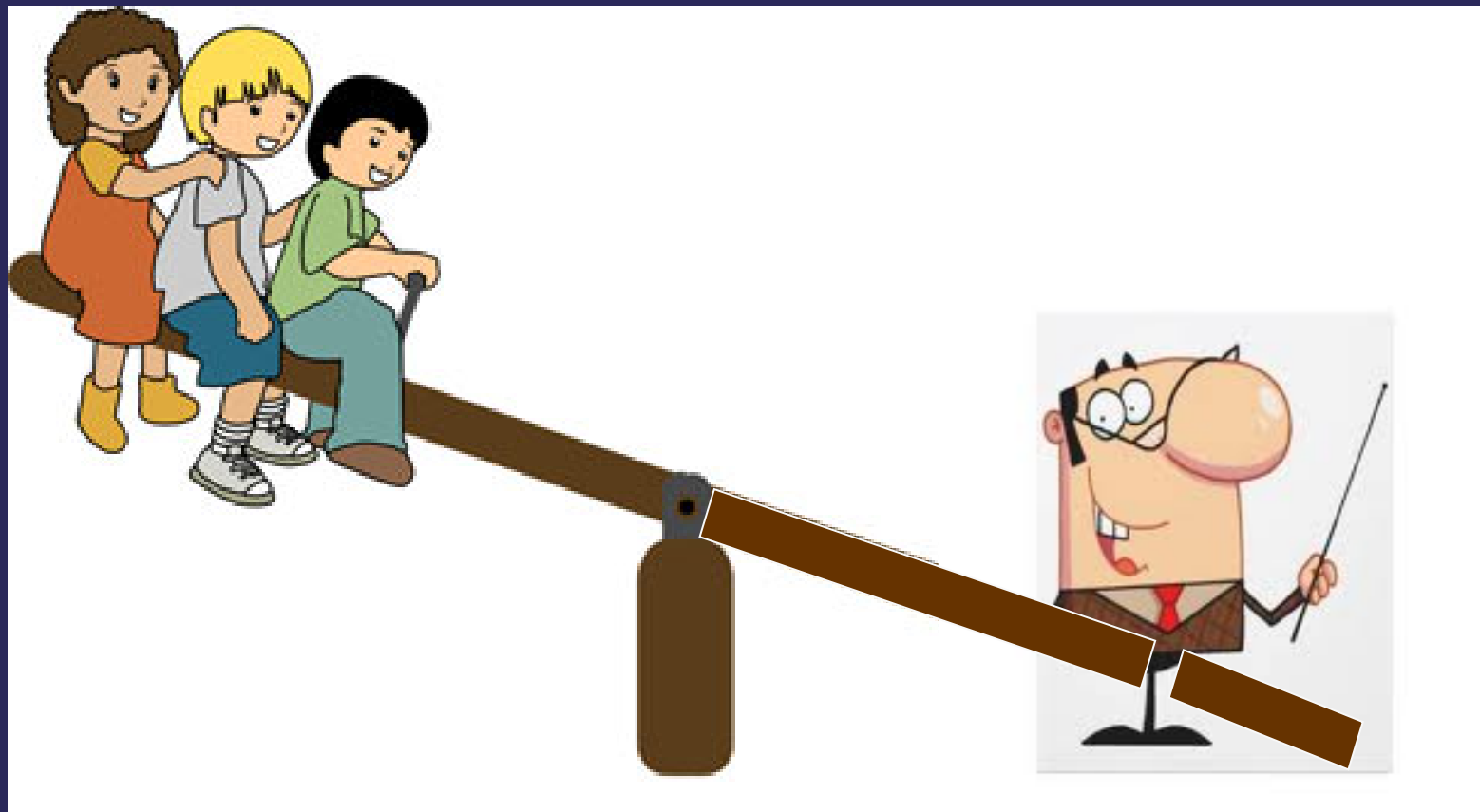
- 2 pages max for merits; up to 5 for promotions
- Evaluate, not just enumerate
- Reflects department view (not Chair's view)
- Don't duplicate candidate's statement
- Discuss *impact* of scholarly activities, innovative teaching, outreach, contributions to diversity & any extenuating circumstances
- Include language for Work-Life (WL) Program participation if appropriate; e.g.,

(<http://academicaffairs.ucdavis.edu/programs/work-life/index.html>)

Department letter (continued)

- Don't include comments about off-scales or retentions (salary should not be discussed as part of the department evaluation)
- Draft can be prepared by a department ad hoc committee, Vice Chair, or Chair
- I recommend appending all written faculty comments to the department letter, however the chair may have to exercise discretion
- Voting faculty should have opportunity to review draft and suggest changes to Chair

The UC faculty diversity imperative



Contributions to diversity as criteria for advancement

PROMOTING DIVERSITY EFFORTS RECOGNIZED IN MERITS AND PROMOTIONS, PER **UC APM 210**:

The University of California is committed to excellence and equity in every facet of its mission. Teaching, research, professional and public service contributions that promote diversity and equal opportunity are to be encouraged and given recognition in the evaluation of the candidate's qualifications. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities. Mentoring and advising of students or new faculty members are to be encouraged and given recognition in the teaching or service categories of academic personnel actions.

(1/1/06)

The department letter should address the candidate's contributions to diversity

- Strongly encourage your faculty members to provide information in the “Contributions to diversity” sections in MIV
 - Teaching
 - Service
 - Research
- Discuss these contributions in faculty meetings
- Consider rating these contributions (e.g. 1-5), along with other critical areas of faculty performance

Examples of diversity-promoting efforts

Teaching

- Modules/exercises to help under-represented students become more engaged with the topic, e.g. units that include contributions from different ethnicities/genders
- Methods/practices to foster an inclusive classroom environment
- Writing grants targeting at teaching/mentoring of diverse groups
- Use of methods that enhance learning outcomes for a diverse student body
- Mentoring students from under-represented or under-served groups

Examples of diversity-promoting efforts

Service

- Calling/encouraging admitted students from diverse backgrounds to attend UC Davis, go on to higher degrees
- Participating in outreach programs focused on under-served or under-represented groups
- Developing grant proposals to enhance diversity-building efforts

Examples of diversity-promoting efforts

Research

- Studies of gender/ethnic differences in _____ (e.g., learning methodology effectiveness, pipeline issues), with efforts to disseminate useful findings
- Making an extra effort to conduct research/creative activities in settings that will more fully engage and benefit under-served communities

Candidate reviews the dossier before it is released to the dean

- Content is not negotiable, but candidate can ask that inaccuracies be corrected
- Candidate signs disclosure statement verifying that packet is complete & factually accurate
- If candidate disagrees with statements in final version of department letter, he/she may write rebuttal letter to Dean or VP-AA (by-passing Chair); has 10 days to do so
- Do not reveal names of extramural letter writers (or describe them in the letter)
- Candidate can be considered for advancement even if faculty vote is negative

Confidential Chair's letter (optional)

- Letter is confidential from faculty
- Letter is confidential from candidate until after the action is completed
- Candidate can request a redacted copy after administrative decision (i.e., before an appeal)
- Letter still remains confidential with respect to department faculty
- Collegiality is a legitimate factor for evaluation to the extent that it demonstrably affects research, teaching or service
- Why include a Chair's letter?

What happens to the dossier next?

- This depends on whether the action is “redelegated”
- If redelegated, your Dean makes the final decision
- If *not* redelegated, the Vice Provost – Academic Affairs makes final decision (except for tenure decisions)
- Normal merits (below Above Scale) and accelerated merits of < 2 steps are redelegated (under Step Plus, 1.5-step merits are redelegated, 2.0-step merits are not)
 - FPCs may forward an action to CAP if they feel a dossier deserves acceleration > 1.5 steps
- URL for professorial series:
<http://academicaffairs.ucdavis.edu/delegations/delegations.cfm?page=1>

Confused??? Just wait!!!



More about redelegated actions

- Dossier goes from department to Dean's Office
- Dean's Office to Faculty Personnel Committee (FPC – a subcommittee of CAP – Oversight Committee)
- From FPC to Dean for final action
- Appeals go to CAP-Appellate Committee, and back to Dean for final action

Non-redelegated actions

- Department to Dean's Office
- Dean makes recommendation to VP-AA
- Vice Provost sends to CAP–OC (which may recommend ad Hoc review)
- CAP recommendations to Vice Provost for final action (except for tenure)
- If tenure case, Chancellor/Provost decide after consultation with VP-AA
- Appeals go to CAP–AC; then to Vice Provost for final decision/recommendation (tenure cases go to the Chancellor/Provost)

Reconsideration

- Reconsideration occurs when the candidate provides substantive, additional materials to the dossier after CAP-OC review
 - This often happens in response to a preliminary negative assessment during a 7th-year tenure review.
 - During an appeal, CAP-AC may return a revised dossier to CAP-OC for reconsideration if CAP-AC feels that added materials are substantial.
 - Additional materials include scholarly activities (e.g., ms accepted in final form; art shows; invited talks, etc.); newly arrived external letters solicited by Chair; Fall quarter teaching evaluations; ...
 - Activities must have occurred within review period (i.e., no later than 12/31 of the academic year, except for 7th year tenure review)
 - Note: updates to the dossier may also be provided *before* CAP-OC review; candidate will need to sign a new disclosure statement

Appeal

- Appeals occur when the candidate provides explanatory/clarifying information pertinent to the original dossier
 - No additional scholarly activities, awards, teaching evaluations, etc. are provided
 - Procedural errors / oversights may be addressed
 - Incorrect application of standards
- Basic concept: CAP-AC does not review a dossier that differs from the dossier that CAP-OC reviewed.
- See chart from Academic Senate.

Deferral

- Required if candidate isn't put forward for advancement when eligible
- Deferral requests are due at the same time that the corresponding merit or promotion action is due
- First & 2nd year deferrals go from Chair to Dean for approval
- Third year deferrals (i.e., 3rd consecutive deferral):
 - If no review has occurred in 5 years, a 5-year review must be submitted (reviewed by Dean, CAP and the VP-AA)
 - If reviewed within 5 years, request for 3rd year deferral must include a plan for progress; goes to Dean, to CAP, & then to Vice Provost for approval
 - No deferral request is needed for P5 and above.
- After deferral, candidate can go up the next year

5 year review

- All faculty are required to be reviewed at least once every 5 years (starts during their 4th year)
- Department letter reviews activities in teaching, research, service and contributions to diversity.
- **Dept vote is optional.** Voting options:
 - NAPS– “No advancement, performance satisfactory”
 - NAPU– “No advancement, performance unsatisfactory”
 - **APS– Recommend “Advancement”**
- CAP can recommend advancement, which will require a full review, starting with a new department vote.
- Unsatisfactory performance requires a plan for progress
- Continued under-performance should lead to a shift in duties (e.g. additional teaching)

WEB SITES <http://academicaffairs.ucdavis.edu/>

- FAQ on academic personnel process:
<http://academicaffairs.ucdavis.edu/resources/faq/index.html>
- Ad hoc committee appts./instructions:
<http://academicaffairs.ucdavis.edu/policies-and-procedures/ad-hoc-committees/index.html>
- Merit & Promotion information:
 - System: (APM 220): <http://www.ucop.edu/academic-personnel/files/apm/apm-220.pdf>
 - Campus (UCD 220/220AF):
<http://manuals.ucdavis.edu/apm/220af.htm>
 - Diversity contributions (APM 210) <http://www.ucop.edu/academic-personnel/files/apm/apm-210.pdf>
- Appeals process if advancement is denied:
http://manuals.ucdavis.edu/apm/220_Proc5.htm

Part 2: Step Plus can establish a fairer and richer context for evaluation of faculty

Academic Senate Task Force on Simplifying the Academic Personnel Process (STAPP), April 23, 2012

- “1) Step Plus will result in a significant decrease in the number of actions reviewed each year, a **clear workload reduction on the part of faculty, staff and administrators.**
- 2) Step Plus provides **a greater likelihood that deserving faculty** who do not currently put forward their packets for accelerated reviews (because either they are less aggressive or are just too busy) **will actually begin to gain the rewards of acceleration...**
- 3) Step Plus **allows all contributions during a review period to be fully accounted for** - whether happening uniformly across the review period or occurring all at once at the end of a period...
- 4) Step Plus provides **a greater likelihood of uniformly equitable decisions**, because all packets will cover either a two-year (Assistant and Associate) or three-year (Full) record rather than the current range of years.”

Why should departments consider changes in their evaluative processes?

- Implicit biases reduce our ability to fairly evaluate non-majority candidates
 - Extramural referees
 - Student evaluators
 - Department peers
 - Review committees and administrators
- Recruitment of new faculty
- Evaluation of existing faculty for merits/promotions
- Impacts of implicit biases can be reduced

Some things we know about implicit biases

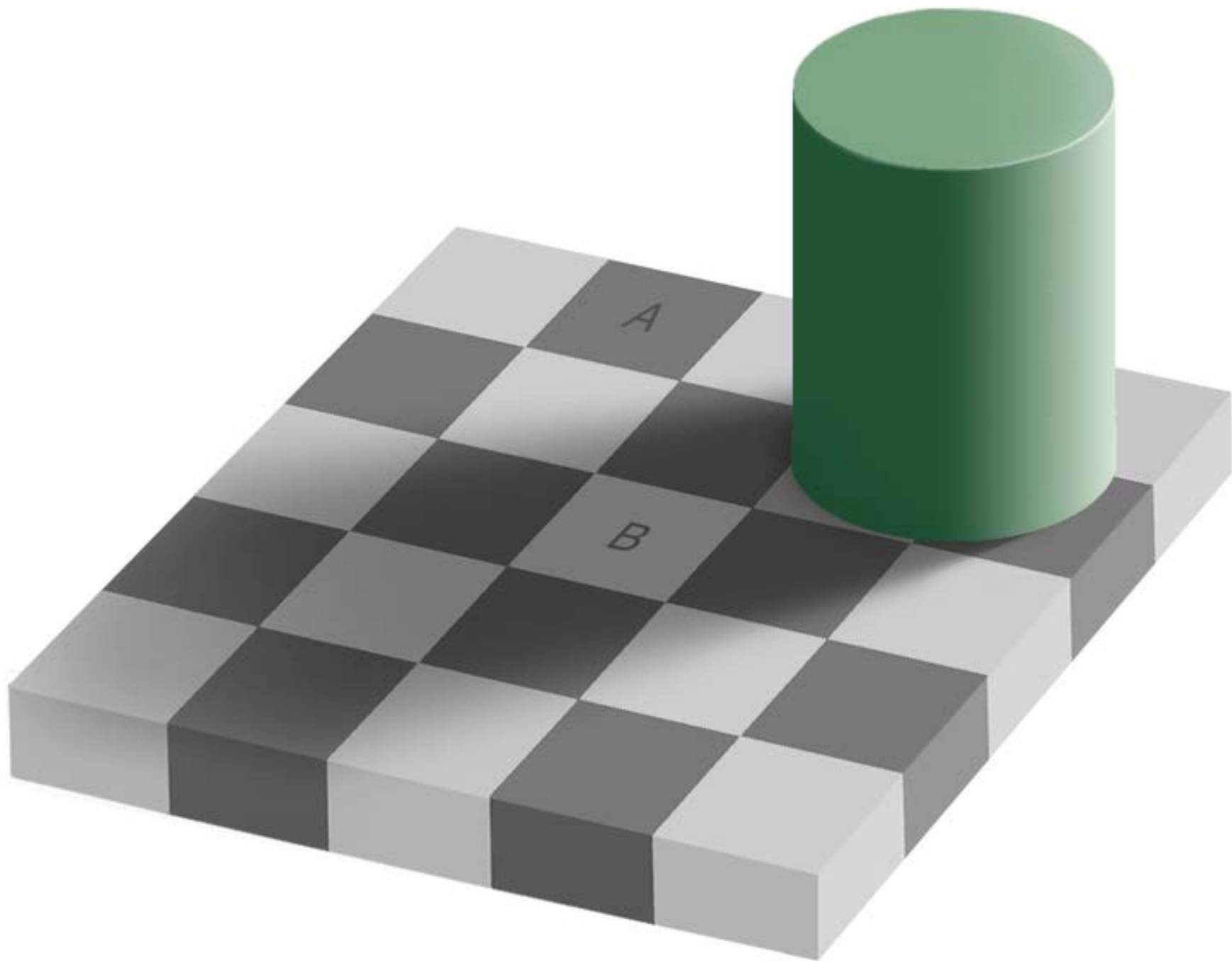
- They impede objectivity— our evaluations are influenced by context and prior expectations.
- They are ubiquitous and pervasive.
- They increase maximum processing speed.
- Few people recognize their own patterns of bias.
- Those who rate their own objectivity highly are more prone to the effects of unconscious bias.
- Common unconscious biases are associated with
 - Gender “schemas”
 - Race/ethnicity/cultural variation
 - Family status... etc.
- Knowledge of bias patterns can reduce its impacts
- Using detailed evaluation criteria reduces impacts of bias

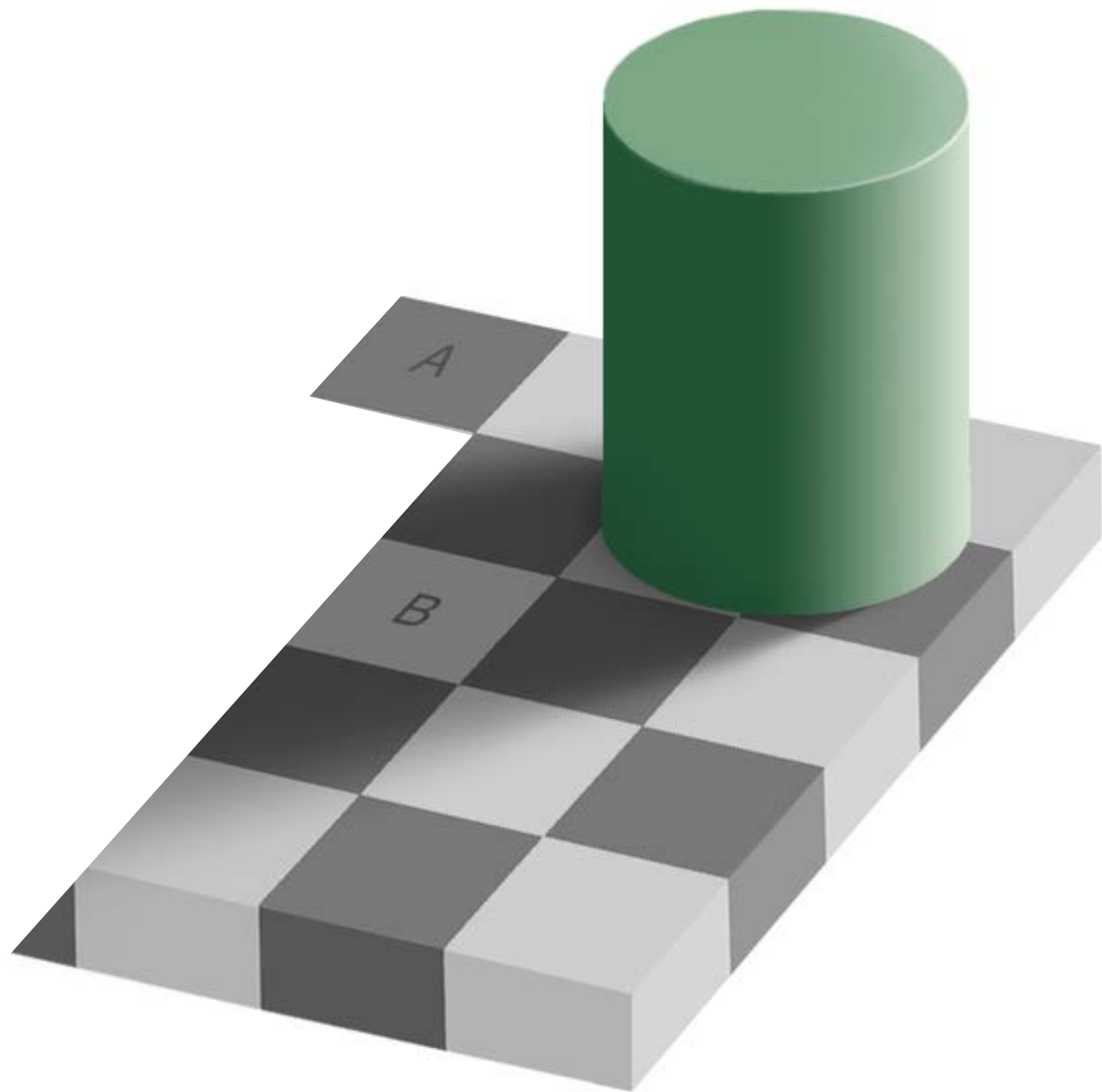
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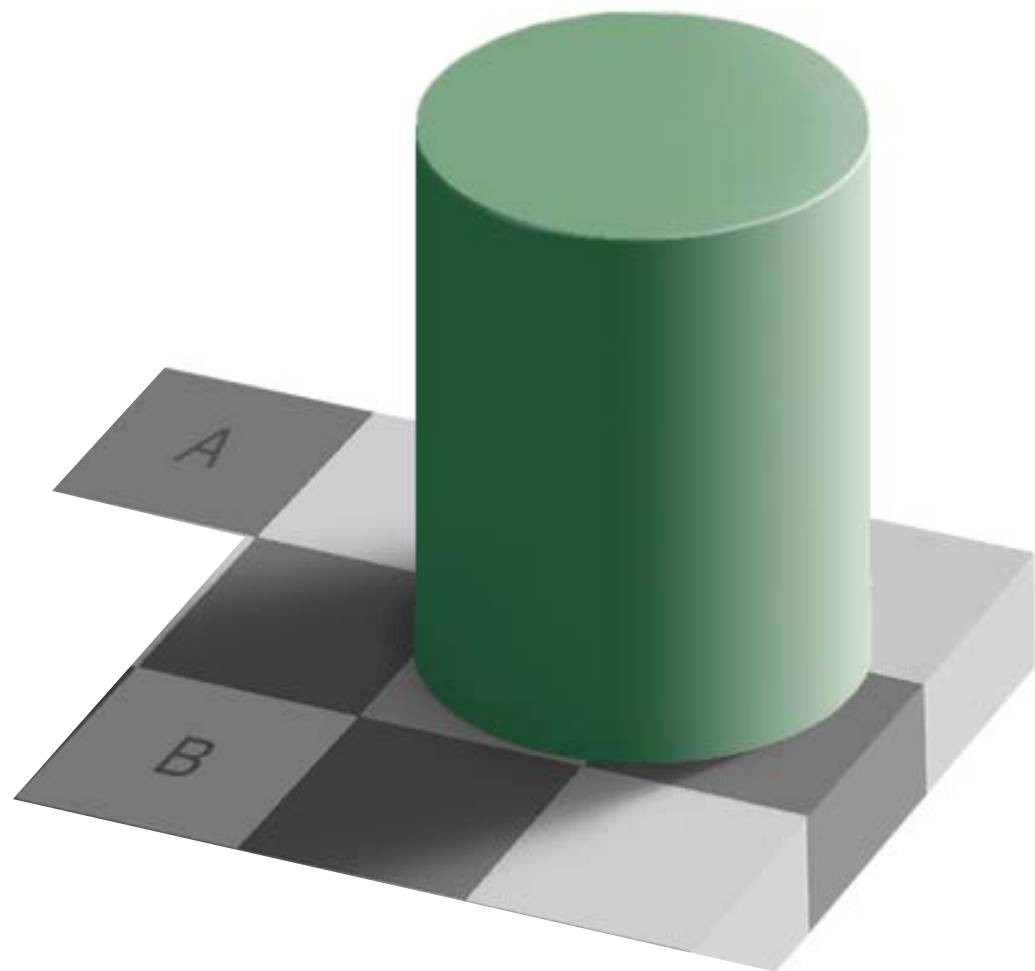


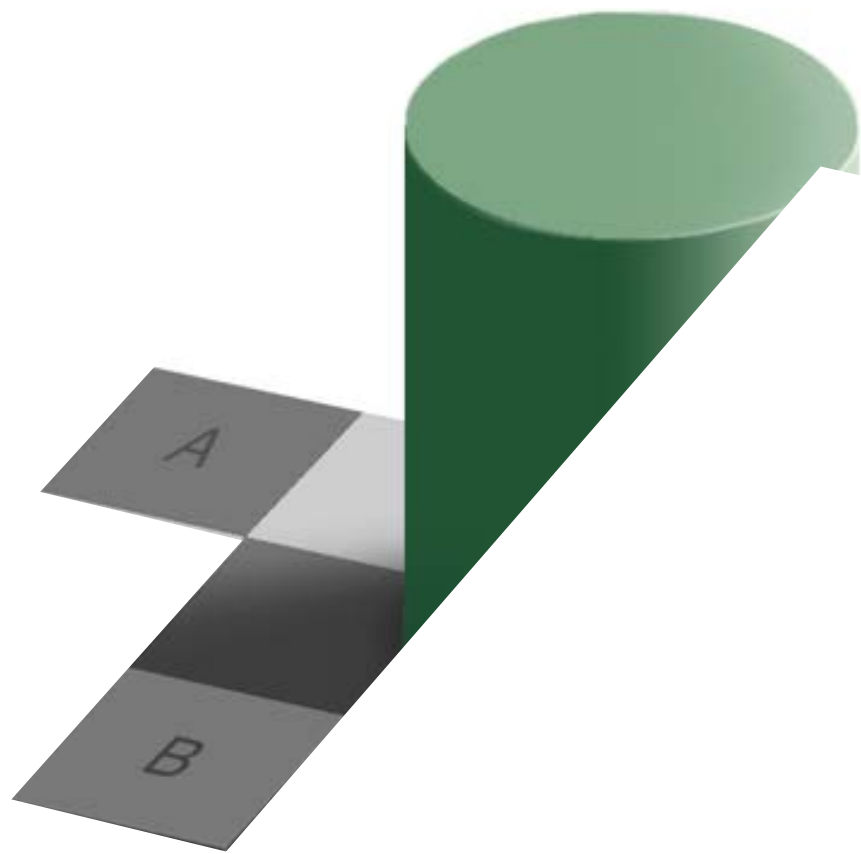
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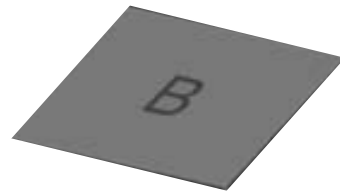
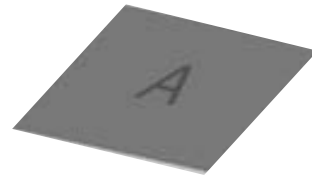
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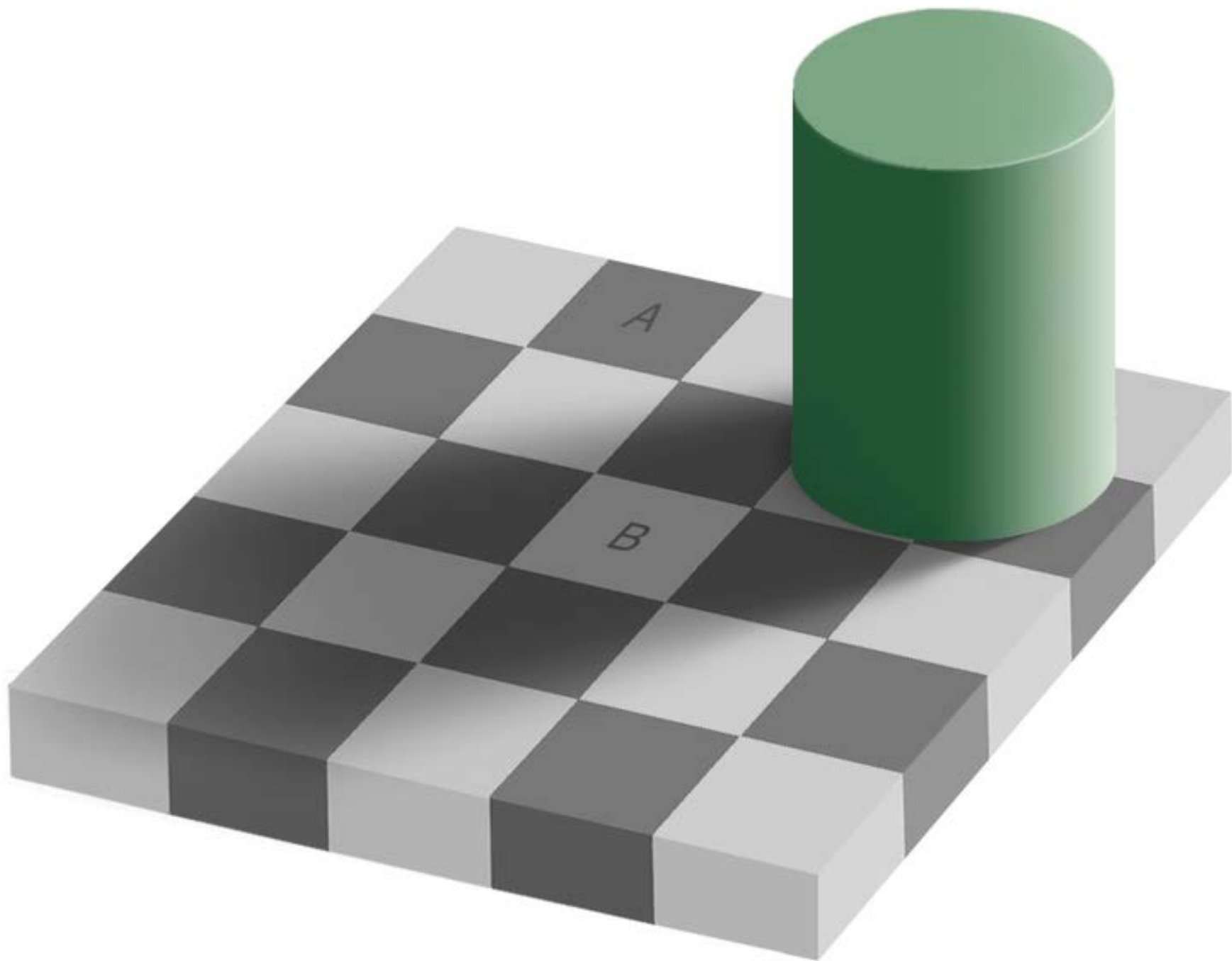












Take-home lessons about perceptual and implicit biases

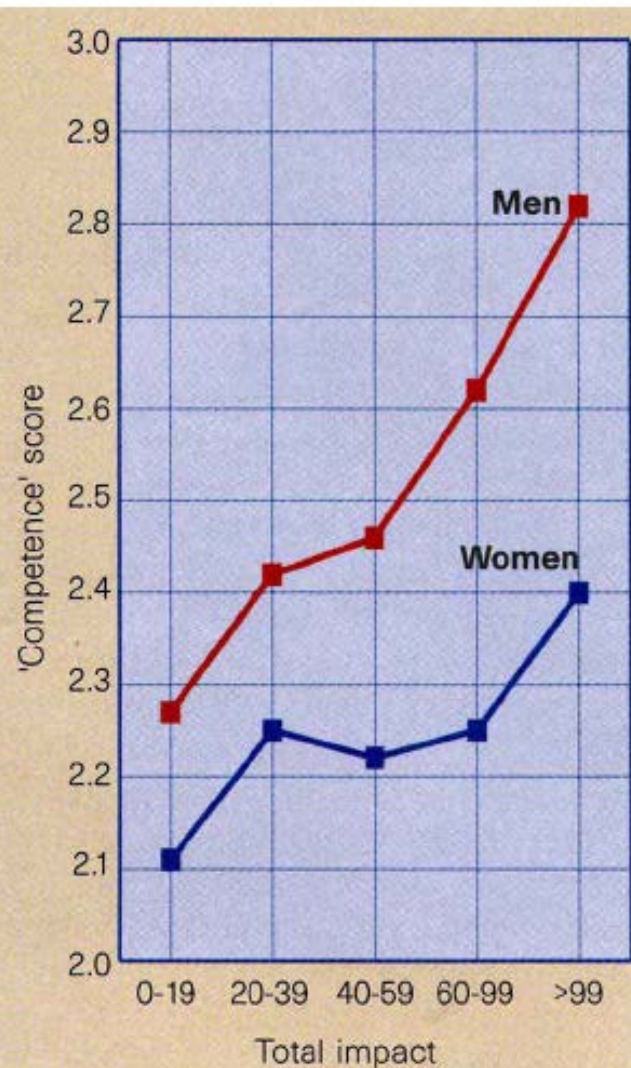
- **Feeling confident \neq being accurate:**
 - The way we perceive, judge, remember is often full of errors
- What we already know affects what we perceive
 - preconceived expectations influence current judgments
 - Reliance on preconceived expectations *can be efficient*,
- Perceptual biases are an ordinary by-product of normal mental processes

Common patterns of implicit bias: A taste of the evidence



Nepotism and sexism in peer-review

In the first-ever analysis of peer-review scores for postdoctoral fellowship applications, the system is revealed as being riddled with prejudice. The policy of secrecy in evaluation must be abandoned.



“... a female applicant had to be 2.5 times more productive than the average male applicant to receive the same competence score as he...”

Regression analysis: the positive impacts of being male and of being affiliated with a member of the review committee exceeded the influence of measures of scientific impact and productivity by **52% – 220%**

Science faculty's subtle gender biases favor male students

Corinne A. Moss-Racusin^{a,b}, John F. Dovidio^b, Victoria L. Brescoll^c, Mark J. Graham^{a,d}, and Jo Handelsman^{a,1}

2012 PNAS study:

N = 127 professors in biology, physics, or chemistry

Identical applications for a lab manager position from “male” versus “female” applicants

Male and female faculty evaluators *did not differ* in degree of bias!

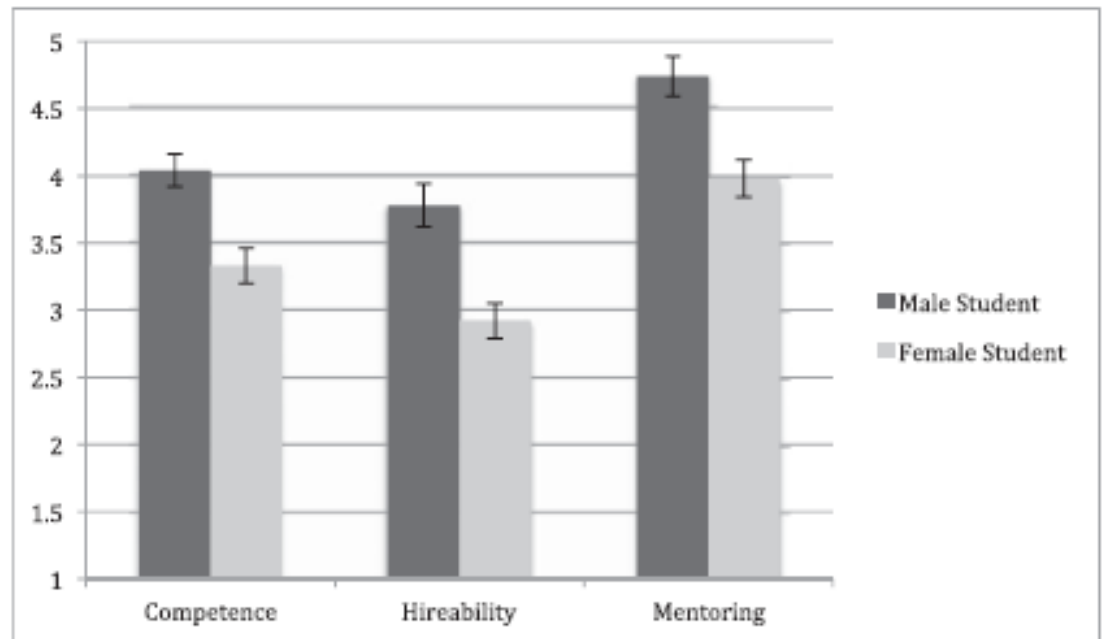


Fig. 1. Competence, hireability, and mentoring by student gender condition (collapsed across faculty gender). All student gender differences are significant ($P < 0.001$). Scales range from 1 to 7, with higher numbers reflecting a greater extent of each variable. Error bars represent SEs. $n_{\text{male student condition}} = 63$, $n_{\text{female student condition}} = 64$.

➔ Plus, “male” applicants were offered ~\$3500/year more in salary

ORCHESTRATING IMPARTIALITY: THE IMPACT OF “BLIND” AUDITIONS ON FEMALE MUSICIANS

Working Paper 5903

Claudia Goldin
Cecilia Rouse

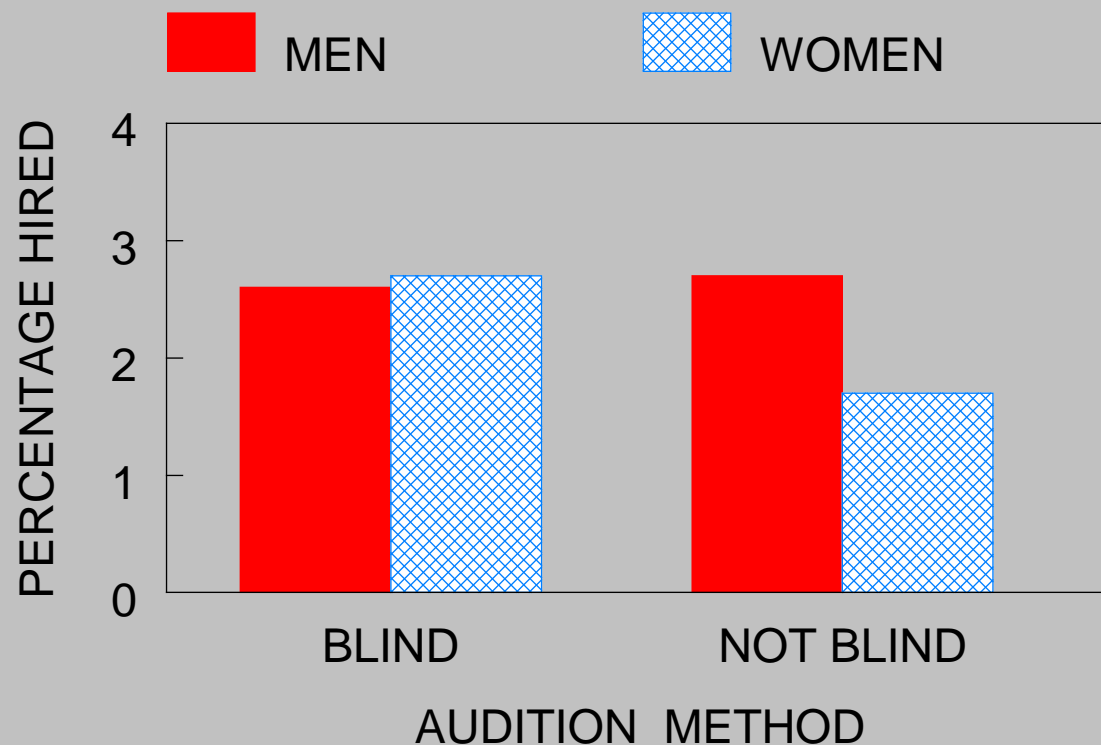
- Prior to 1970, only 5% of the musicians within premier US orchestras were women.
- Beginning in the 1970's and 80's, many orchestras gradually introduced screens separating auditioning musicians from evaluators
- In this study, Goldin and Rouse analyzed data from over 1000 auditions— did the use of the screen improve success of women?

NATIONAL BUREAU OF ECONOMIC RESEARCH
1050 Massachusetts Avenue
Cambridge, MA 02138
January 1997

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NATIONAL BUREAU OF ECONOMIC RESEARCH
1050 Massachusetts Avenue
Cambridge, MA 02138
January 1997

Gender bias in letters of reference

Trix & Psenka (2003) *Discourse & Society*

- Content analysis of 312 real letters of recommendation that helped medical school faculty attain their positions at large U.S. medical schools from 1992 to 1995.
- Compared with letters of recommendation for males, letters for females were :
 - shorter
 - more likely to lack specificity
 - more likely to contain gender terms
 - e.g., "she is an intelligent young lady"
 - more likely to include "doubt raisers"
 - e.g., criticisms, hedges, faint praise

The motherhood penalty

Correll et al. (2007) *American Journal of Sociology*



- Participants rated fictitious job applicants by reading constructed resumes
- Resumes were statistically matched, except for one listed activity:
 - Parent-Teacher Association Coordinator (code for “parent”)
 - Fundraiser for neighborhood association
- Applicants were rated for competency, commitment and likely starting salary
- Female applicants *perceived as mothers* were judged significantly less competent and committed, worthy of 7% less starting salary, and were held to more stringent hiring standards (e.g. higher test scores).

Racial bias in resume evaluation

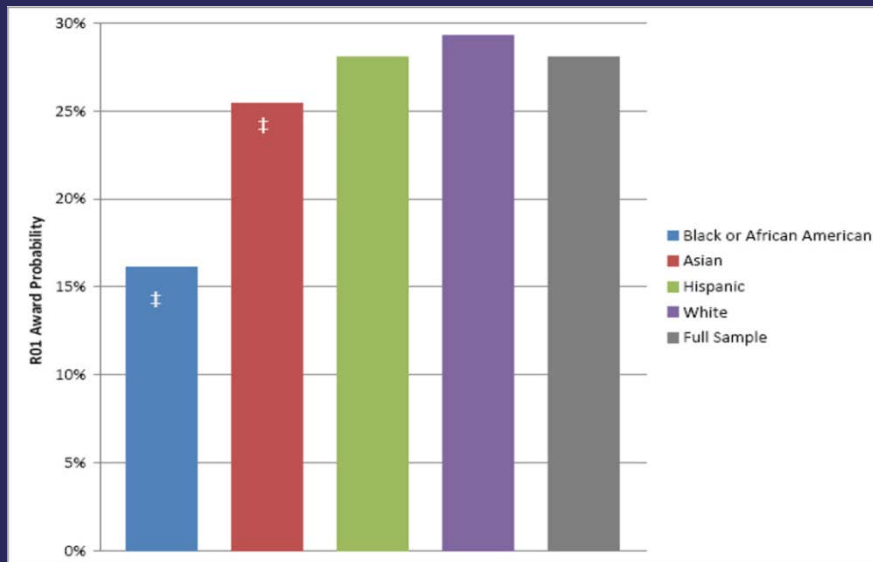
- Bertrand & Mullainathan (2003) *American Economic Review*
 - Created fictitious resumes that were assigned to either traditionally black names (e.g., Lakisha) or traditionally white names (e.g., Greg). Resumes were submitted to Help-wanted ads in Boston and Chicago newspapers.
 - Resumes with white names had a 50% greater chance of receiving a call-back than did resumes with black names. High-quality resumes elicited 30% more call-backs for white names, but only 9% more call-backs for black names.

Racial bias in grant proposal evaluation

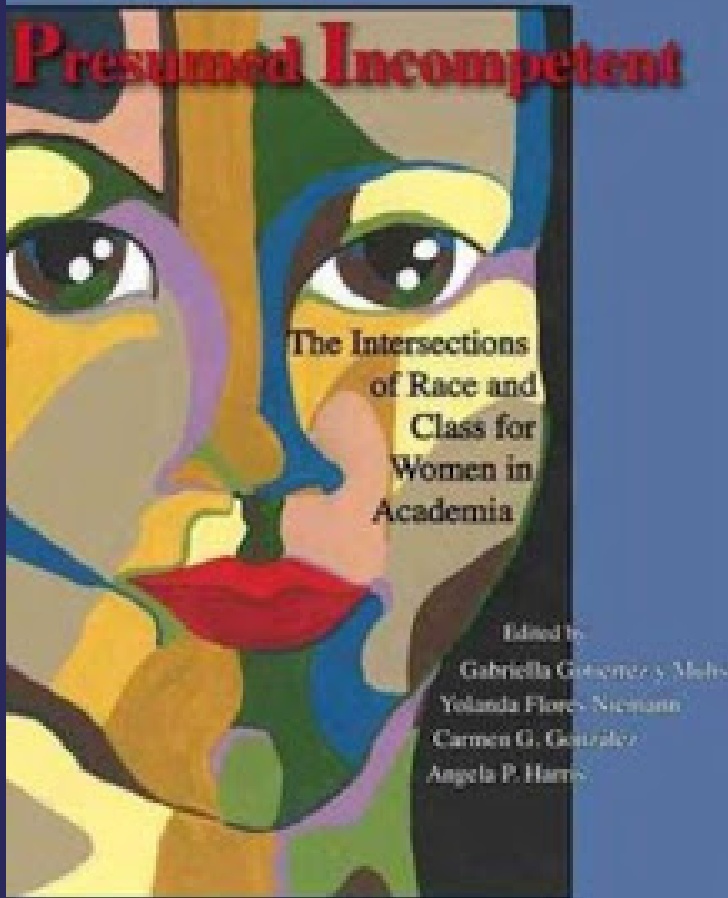
Ginther et al. (2011) *Science*

Analyzed the association between a U.S. National Institutes of Health (NIH) R01 applicant's self-identified race or ethnicity and the probability of receiving an award.

After controlling for the applicant's educational background, country of origin, training, previous research awards, publication record, and employer characteristics, **African-American applicants are much less likely than whites to be awarded NIH research funding.**



Women from underrepresented groups often experience a “double bind”



- Disproportionate scrutiny from students, peers and administrators
- Assumptions that success was obtained through affirmative action
- Heavier burden of informal mentoring and community engagement
- Weaker professional support systems



Best practices to reduce the impacts of implicit bias

- Recognize that implicit biases pose a potential problem
 - → Raise awareness of patterns of implicit bias
 - → Learn to recognize and call out biases when apparent
- Create and use more specific, structured evaluation criteria
 - When recruiting, identify, prioritize and use specific criteria for evaluation of applicants
 - When voting on merits or promotions, consider rating a faculty candidate's performance in critical academic spheres

Rationale for more evaluative voting

- Under Step Plus, every dossier will be considered for multiple potential actions
- The availability of half-step intervals allows for more nuanced decisions and can benefit from more detailed information
- The use of more specific evaluation criteria has been shown to reduce impacts of implicit bias
- Departments, which often have the deepest knowledge of the candidate and discipline, can explicitly define their priorities and expectations for performance
- Voting “no” on a peer’s advancement can be hard. Rating performance in specific areas may result in more candid assessment

Example: a basic 5-performance rating

	1: Does not meet expectations	2: Somewhat less than expected	3: Meets expectations for 1.0 step	4: Somewhat more than expected	5: Greatly exceeds expectations
Research					
Classroom Teaching					
Mentoring					
Service					
Diversity Contributions					
...					

CAP is encouraging departments to adopt ratings on a five-point scale... *but the choice is the department's*

A little history:

ADVANCEMENT IN THE LADDER RANKS AT UC DAVIS:

**ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR
ASSOCIATE PROFESSOR TO PROFESSOR
PROFESSOR 1 TO PROFESSOR 6**

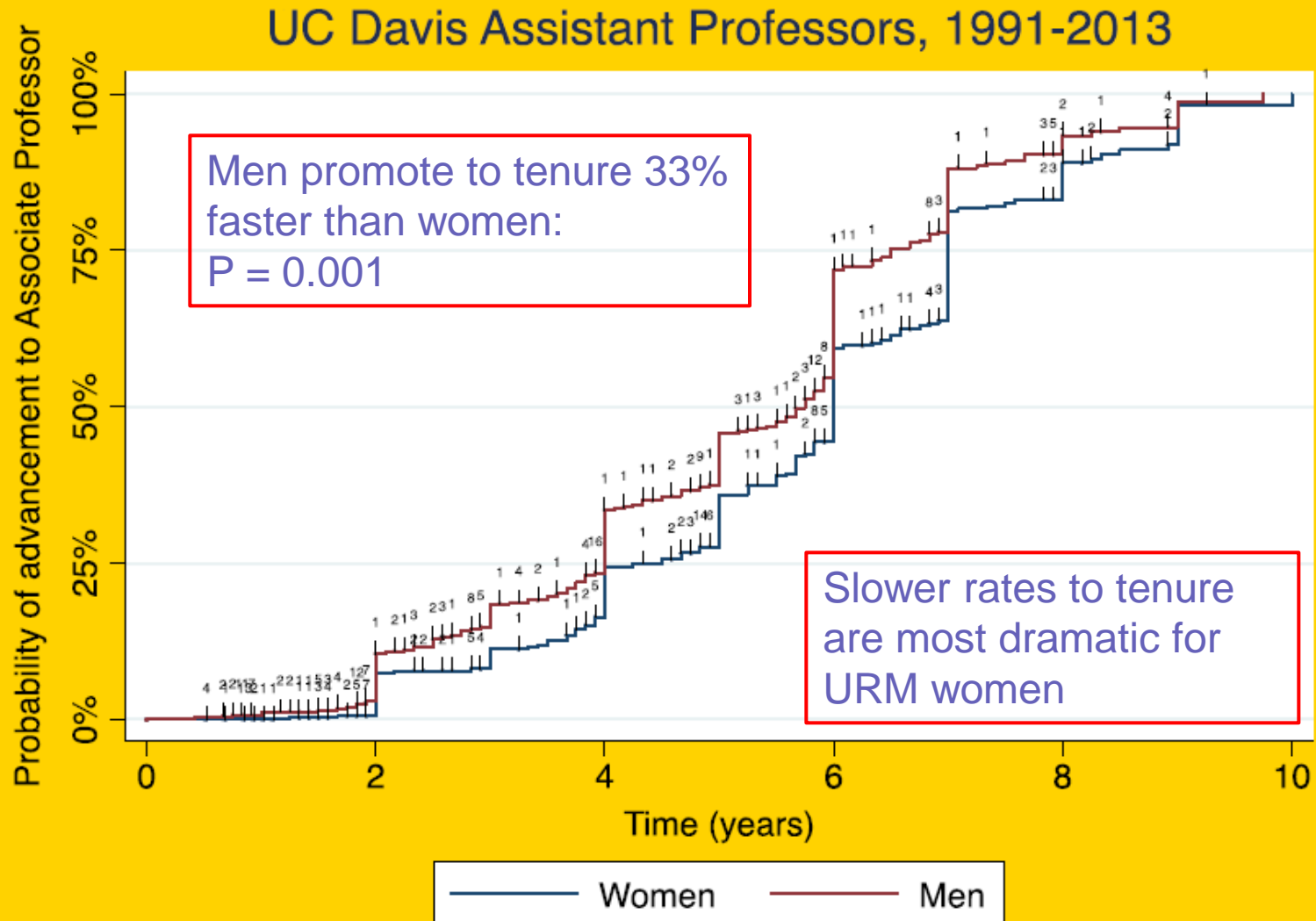
1991-2013

Since 1991, rates of promotion and merit advancement at UC Davis have been shown to vary significantly

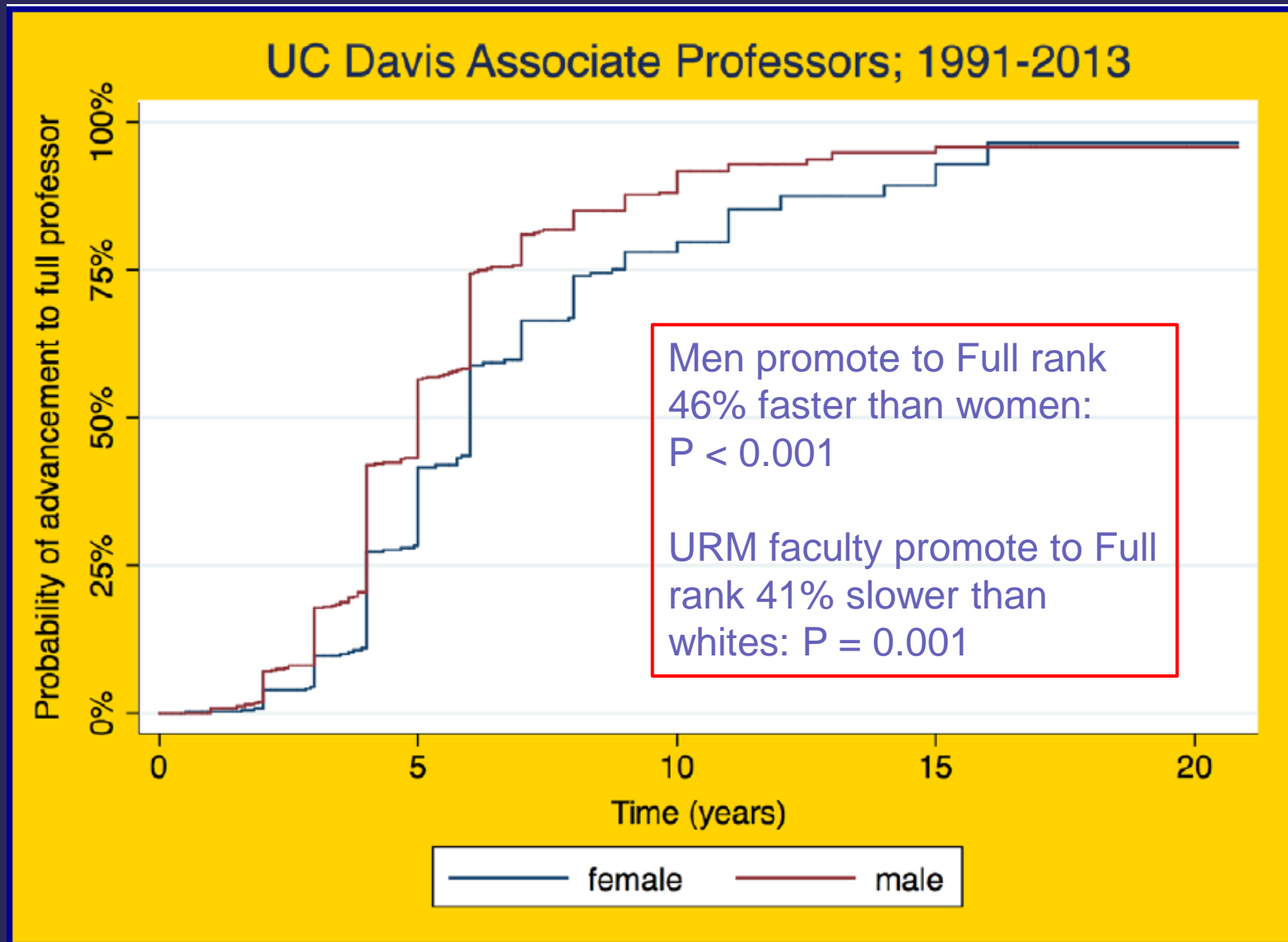
- between men and women
- among racial/ethnic groups (especially for women)
- among colleges and schools
- between faculty (men and women) who have or have not used FMLA family leave or stopped the tenure clock

-- 2014 data analysis by AVP-FEI Phil Kass

UC Davis: promotion to tenure by gender



UC Davis: promotion from Associate to Full by gender



UC Davis: accelerations-in-time show signs of gender bias

2008-13 data from UC Davis
ADVANCE:

Women are 36% less likely to seek accelerated tenure than men (25.5% vs. 39.7 % of dossiers put up for acceleration), but overall are as likely as men to succeed.

In STEM, women are 29% less likely to pursue accelerated tenure, but are more likely to succeed



What do such data tell us about making Step Plus a fairer system?

- Educate ourselves about bias patterns and historical inequities
- Develop and evaluate specific performance criteria in evaluating colleagues for merits and promotions
- Enhance the quality of evaluation at the department level, where knowledge is often greatest
- Ensure that every dossier is considered for potential acceleration
- Minimize the impact of variation among candidates with respect to:
 - appetite for self-promotion
 - willingness to risk denial



Ballot example #1A

Description: *Dr. [name] is under review for a merit [or accelerated merit] from Professor, Step X to Professor, Step Z, effective XX/XX/20XX. The review period for this merit is XX/XX/20XX – XX/XX/20XX.*

(1) Do you support a 1.0 step merit advancement from Professor, Step X to Professor, Step Y?

YES, I vote in favor of this action.

NO, I oppose this action. (Please provide comment below on reason for a “No” vote.)

ABSTAIN

Comment on overall evaluation:

(2) Do you support the merit advancement proposed by the candidate from Professor, Step X, to Professor, Step Z? [THIS QUESTION IS TO BE INCLUDED ONLY IF THE CANDIDATE SEEKS A MERIT GREATER THAN 1.0 STEP]

YES, I vote in favor of this action.

NO, I oppose this action. (Please provide comment below on reason for “No” vote.)

ABSTAIN

Comment on overall evaluation:

Ballot example #1B

Description: *Dr. [name] is under review for a merit from Professor, Step X , effective XX/XX/20XX. The review period for this merit is XX/XX/20XX – XX/XX/20XX.*

(1) Do you support, at the minimum, a one-step merit advancement?

YES, I vote in favor of this action.

NO, I oppose this action. (A comment (see below) is required for voting “No” on a regular merit.)

ABSTAIN

Comment on overall evaluation:

(2) Do you support a merit advancement of greater than one step? ? Please select only one option below.

YES, I vote in favor of a 1.5 step merit advancement.

YES, I vote in favor of a 2.0 step merit advancement.

NO, I do not support advancement of greater than one step.

ABSTAIN

Comment on overall evaluation:

Ballot example #3

Description: *Dr. [name] is under review for a merit from Professor, Step X, effective XX/XX/20XX. The review period for this merit is XX/XX/20XX – XX/XX/20XX.*

(1) Do you support a merit from Professor, Step X to Professor, Step X+1.0?

YES, I vote in favor of the proposed action.

NO, I oppose the proposed action. (Please provide comment below on reason for “No” vote.)

ABSTAIN

Comment on evaluation for regular, 1.0-step merit:

(2) Do you support a merit from Professor, Step X to Professor, Step X+1.5?

YES, I vote in favor of the proposed action.

NO, I oppose the proposed action. (Please provide comment below on reason for “No” vote.)

ABSTAIN

Comment on evaluation for accelerated 1.5-step merit:

(3) Do you support a merit from Professor, Step X to Professor, Step X+2.0?

YES, I vote in favor of the proposed action.

NO, I oppose the proposed action. (Please provide comment below on reason for “No” vote.)

ABSTAIN

Comment on evaluation for accelerated 2.0-step merit:

Ballot example #4

Description: *Dr. [name] is under review for a merit from Professor, Step X, effective XX/XX/20XX. The review period for this merit is XX/XX/20XX – XX/XX/20XX.*

Which of the following options do you feel is most is most appropriate for a merit from Professor, Step X, to be effective XX/XX/20XX?

(Note: a vote for a higher step acceleration implies support for all lesser advancements.)

I vote in favor of a 2.0 step increase

I vote in favor of a 1.5 step increase

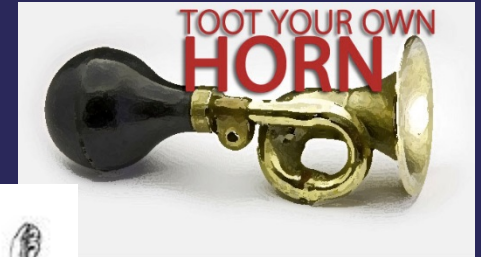
I vote in favor of a 1.0 step increase

I do not support merit advancement. (Please provide comment below on reason for “No” vote)

ABSTAIN

Comment on selection:

Discussion



Nepotism and sexism in peer-review

In the first-ever analysis of peer-review scores for postdoctoral fellowship applications, the system is revealed as being riddled with prejudice. The policy of secrecy in evaluation must be abandoned.

Authors reviewed the 1995 Swedish Medical Research Council postdoctoral fellowship selection

- Obtained reviews through Freedom of the Press Act
- Applicants: 62 men, 52 women
- Awardees: 16 men, 4 women
- Women were graded below men in all 3 categories of scientific achievement
 - 10% lower in scientific competence
 - 7% lower for proposed methodology
 - 5% lower for proposal relevance

**Christine Wennerås and
Agnes Wold**

Nepotism and sexism in peer-review

In the first-ever analysis of peer-review scores for postdoctoral fellowship applications, the system is revealed as being riddled with prejudice. The policy of secrecy in evaluation must be abandoned.

Does the lower evaluation for women reflect lesser competence and productivity than their male colleagues?

Competence/impact metrics were assessed for all applicants:

- Number of publications (total, first-authored)
 - Summed journal impact factors (total, first-authored)
 - Number of citations (total, first-authored)
-
- Other factors included in regression model: gender, nationality, discipline, post-doc abroad, evaluation committee... affiliation with member of the evaluation committee)