Andrea Romero, Ph.D.
Vice Provost for Faculty Affairs
January 2024

2024-2025 Cycle Department Head Promotion Workshop

The University of Arizona

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

PURPOSE
Working together to expand human potential, explore
new horizons and enrich life for all.

MISSION
Continuously improve how we educate and innovate so we can lead the
way in developing adaptive problem-solvers capable of tackling our
greatest challenges.

CORE VALUES
INTEGRITY • COMPASSION • EXPLORATION • ADAPTATION
INCLUSION • DETERMINATION

FACULTY AFFAIRS MISSION STATEMENT

Our mission in Faculty Affairs is to cultivate institutional structures for faculty advancement across the career lifespan. We take an ecosystem equity approach across all system levels that considers

Recruitment
Professional Advancement
Retention

Our work is grounded in an affirming, transparent, and inclusive approach to supporting faculty.

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Faculty Affairs Vision

- To nurture a humanistic approach to faculty activity that fosters excellence, equity and impact.

- We aspire to high levels of accountability, efficiency, and transparency.

- To promote understanding of the role and contributions of faculty.

- To adhere to the fundamental values of our land grant institution and R1 status.

AGENDA

- Promotion Workshops, Policy & Process
- Conflict of Interest
- The Promotion Dossier

  - Section 1: Summary Data

  - Section 2: Workload and Pandemic Statement

  - Section 8: GIDP

  - Section 9: Peer Observation and Provost Award

  - Section 10: External Letters & Collaborator Letters

- Evaluation Considerations
- Increasing Fairness in Reviews

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2024-2025 Promotion Cycle Workshops & Resources

PROMOTION DOSSIER TEMPLATES AND INSTRUCTIONS

GUIDE TO 2024-2025 PROMOTION FOR TENURE-TRACK FACULTY

ONLINE WORKSHOPS

ADDITIONAL RESOURCES FOR FACULTY ON OUR WEBSITE

THE UNIVERSITY OF ARIZONA

University Handbook for Appointed Personnel

Tenure-Track/Career-Track
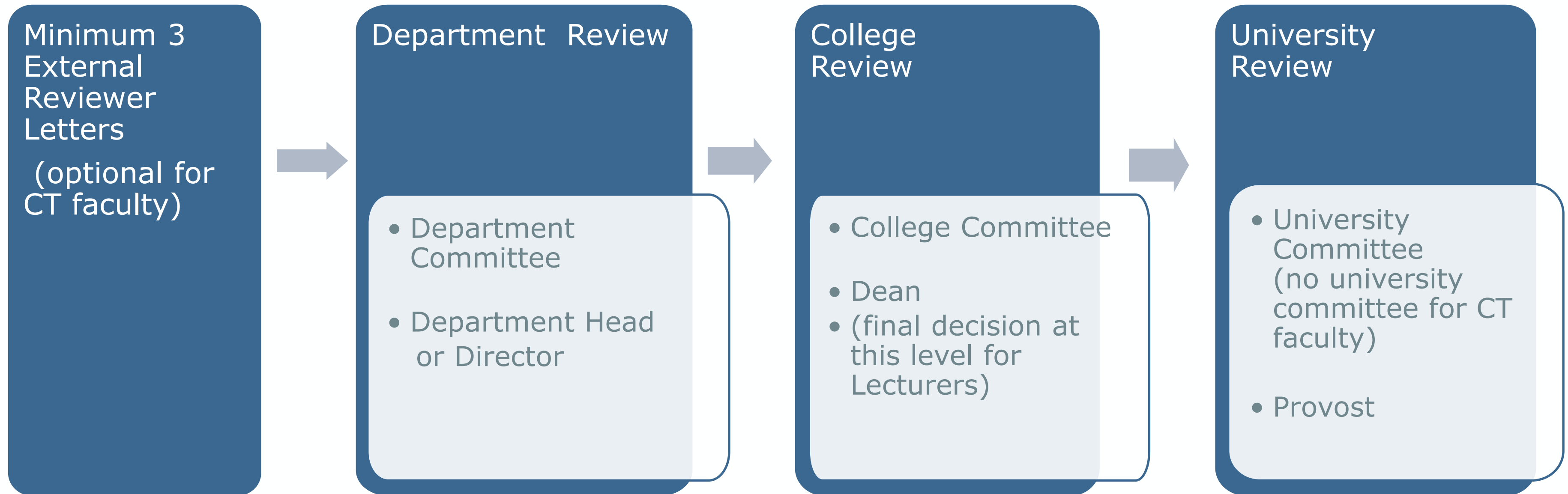UHAP 3.3

Continuing Status
UHAP 4A.3

Faculty Affairs Policies & Resources

facultyaffairs.arizona.edu/about-promotion

- Inclusive View of Scholarship
- Guide to Promotion
- Promotion Clock
- Promotion Criteria by College
- Continuing Status and Promotion
- Promotion and Tenure
- Promotion and Career-track Faculty
- Promotion Workshops

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The Promotion Review Process

Levels of Reviews

Minimum 3 External Reviewer Letters

(optional for CT faculty)

Department Review

- Department Committee
- Department Head or Director

College Review

- College Committee
- Dean
- (final decision at this level for Lecturers)

University Review

- University Committee (no university committee for CT faculty)
- Provost

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Notifications to the Candidate

- Late Fall: Candidates are notified by the department head/director when their dossier has moved forward to the next level of the review.

- Early Spring: Candidates are notified by the Dean when their dossier has moved to the next level of the review.

- Last Friday of April: Decision letter from the University.

The Promotion Process for Candidates

Meet with Department Head Spring before submission

- Review Section 1 and Section 2 together
- Confirm plan for peer observation of teaching
- Confirm if GIDP evaluation is needed

- Share candidate's list of external reviewers

- Share list of collaborators (Section 4A)
  - All co-authors in the past five years (unless arms-length)
  - All P.I.'s/Co-P.I.s in the past five years
  - Dissertation/Post-doc Mentors, advisors, or chairs
  - Co-instructors

- Share names (internal and external reviewers) on the list for conflict of interest
  - Personal or financial obligations

- Agree on deadline for submission of materials to be sent to external reviewers

- Candidate prepares Section 1,2,2A, 3, 4,4A, 4B, 5, 6, 7 (optional), 8 (optional).

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Section 4A:
Template for Collaborator List

Candidate's Name:				
Collaborator's Last Name	**Collaborator's First Name**	**Institution Organization**	**Collaboration Type**	***Brief* Description of Collaboration**
(Example) Wildcat	*Dr. Wilbur*	*University of Example*	*Co-Author*	*Co-author on publications, articles, abstracts and manuscripts.*

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Department Head Process

Meet with candidate Spring before submission
- Confirm submission dates
- Receive collaborator list
- Receive conflict of interest names both internal/external
- Confirm and sign Section 1, Section 2
- Discuss plan for peer observation of teaching
- Confirm if GIDP evaluation is needed

Confirm departmental committee has no conflict of interests
- Check with Associate Dean for CoI with College Committee
- Identify appropriate peer reviewer for teaching observation and set up teaching review with appropriate forms
- Manage external reviewer process and forms
- Manage collaborator letters and forms
- Support candidate submission of materials in RPT and committee deadlines

Confirm that faculty affairs coordinator has completed training for submission
- Review Checklist for RPT Case review prepared by faculty affairs coordinator
- Provide notification to candidate when dossier is moved to college level

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Impartial Reviews are Fundamental to the Rigor of the Process

Reviewers must be Independent or Arms-length

Conflict of Interest Considerations

Co-authors on publications or collaborators on grants within the past five years.

Personal or financial connections.

Dissertation Chair, Post-doc advisor, mentors, co-instructor, close co-worker in lab.

Department Head Conflict of Interest/Collaboration with Candidate

- Recuse yourself immediately.

- Work with Associate Dean of Faculty Affairs to find a Surrogate Department Head

- Surrogate Department Head will solicit external letters and work with the peer review committee, as necessary.

- You may write a letter of collaboration, if appropriate for collaboration.

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Preparing the Departmental Committee

Confirm not collaborators and no conflict of interests

Ask all to complete Peer Review Workshop from Faculty Affairs

Ask all to complete the confidentiality agreement

Conflict of Interest for Committee Members

- If collaboration is determined to be arms length, then any associations must be addressed in the review letter to clarify arms-length determination.

- 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.

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What can you do to Ensure Fair Reviews?

Follow the Guide to the Promotion Process

Follow the appropriate Dossier Template formats. Confirm all information is accurate and true

Give early information about conflict of interest

Give early information about collaborators

Maintain confidentiality in process

Complete Department Head Workshop for Promotion Review from Faculty Affairs

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The Promotion Dossier

The Promotion Dossier

Section #	Title	Prepared By
Section 1:	Summary Data Sheet	Dept. Admin/Head/Director Candidate
Section 2, 2A:	Summary of Candidate's Workload of Assignment & Pandemic Impact Statement	Dept. Admin, Head/Director & Candidate
Section 3:	Dept. & College Criteria (brief version)	Dept. Administration
Section 4, 4A, 4B:	Curriculum Vitae List of Collaborators Representative Work	Candidate
Section 5:	Candidate Statement	Candidate
Section 6, 6A, 6B:	Teaching Portfolio and Resources Information on Teaching & Mentoring Supporting Documentation	Candidate
Section 7, 7A, 7B:	Portfolio for Leadership, Extension, Service & Innovation	Candidate (optional)
Section 8, 8A:	GIDP Membership and Description of Contributions	Candidate (optional), GIDP Chair & Dept. Head
Section 9, 9A, 9B	Peer Teaching Observation Provost Award for Innovations in Teaching Nomination	Dept. Head & Dept.Committee
Section 10, 10A, 10B:	Letters from Independent External Reviewers Letters from Solicited Collaborators	Dept. Head
Section 11:	Internal Evaluations *(from Internal Reviewers)*	Dept., College & Univ. Levels

Promotion Dossier Templates and Guides

Templates and Guides are often Track-Specific

2024-2025 Promotion Dossier Templates:

1. **2024-2025 Guide to the Promotion Process for *Continuing Status and Tenure-Track* Faculty**
   - Tenure-track and Continuing-track submission deadline is **Friday, January 17, 2025.**
2. **2024-2025 Guide to *Career-Track* Promotion**
   - Career-track submission deadline is **Friday, December 13, 2024.**

Section#	Title	Career Track Promotion	Continuing Status & Promotion	Promotion & Tenure
Section 1	Summary Data Sheet	View pdf	View pdf	View pdf
Section 2	Summary of Candidate's Workload Assignment	View pdf (Word document)	View pdf (Word document)	
2A	Pandemic Impact Statement - same template for all tracks	View pdf		
Section 3	Departmental & College Criteria - same template for all tracks	View pdf		
Section 4	Curriculum Vitae - same template for all tracks	View pdf		
4A	List of Collaborators (View List) - same template for all tracks	View pdf		
4B	Representative Work	View pdf	View pdf	
Section 5	Candidate Statement	View pdf	View pdf	View pdf
Section 6	Teaching Portfolio and Resources - same template for all tracks	View pdf		
	Information on Teaching and Mentoring (View list) (View mentoring	View pdf		

Section 1:
Summary Data Sheet

Make sure to complete all sections or indicate N/A.

Check that the correct boxes have been selected.

It is important to know if this is mandatory year for review.

This is sent to external reviewers.

PROMOTION AND TENURE 2024-2025

SECTION 1: SUMMARY DATA SHEET

DATE:

NAME:

PREFERRED PRONOUNS:

CURRENT TITLE:

HOME DEPARTMENT:

COLLEGE:

CAMPUS ADDRESS:

UA BUILDING: ROOM #   PO BOX#

SHARED APPOINTMENT:

SHARED: THE CANDIDATE'S BUDGET/SALARY LINE IS SPLIT BETWEEN TWO OR MORE DEPARTMENTS. INCLUDE APPENDIX A: CHECKLIST FOR SHARED APPOINTMENTS

TERMINAL DEGREE:

MONTH/YEAR OF TERMINAL DEGREE:

FINAL YEAR OF TENURE ELIGIBILITY:

TENURE-ELIGIBLE (TE) ONLY

YEARS IN CURRENT RANK:

TITLE FOR WHICH YOU ARE APPLYING:

TITLE SERIES:	☐ TENURE-ELIGIBLE	☐ TENURED
REVIEW TYPE:	☐ 3RD YEAR RETENTION	☐ MANDATORY REVIEW
TITLE:	☐ PROMOTION TO ASSOCIATE RANK WITH TENURE (PT) (VOTES ON PT ARE NOT SEPARATED FOR CANDIDATES CONSIDERED FOR PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE)	
	☐ PROMOTION TO FULL PROFESSOR WITH TENURE (PFT) (VOTES CAN BE SEPARATED FOR CANDIDATES CONSIDERED FOR PROMOTION TO FULL RANK WITH TENURE)	
	☐ TENURE ONLY, NO PROMOTION IN RANK	
	☐ PROMOTION TO FULL PROFESSOR RANK ONLY	

EMPLOYMENT ELSEWHERE AFTER TERMINAL DEGREE

INSTITUTION	DATES	RANK/TITLE

EMPLOYMENT AT THE UA

INSTITUTION	DATES	RANK/TITLE

Updated 2/16/2024

Prepared by Department/Unit Head

Section 2: Workload Assignment

Prepared by the Department Head
Signed by the Department Head and Candidate

- **Describe duties, do not praise achievements**

- **Non-Evaluative Language**

- **Candidate's Signature**

- **Department Head's Signature**

- **Electronic signatures (.png) are acceptable to attach to the workload section**

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- Include all years in rank, even if need to modify table to add years

- Each column should add up to 100%

- Indicate sabbaticals or tenure-clock delays (no need for reason)

- Attach relevant job descriptions for CE/CS faculty during their period in rank

- Include FTE each year for CT faculty

SECTION 2: SUMMARY OF CANDIDATE'S WORKLOAD ASSIGNMENT - TENURE-TRACK AND CONTINUING TRACK

FOR:

DEPARTMENT/SCHOOL OF: **FTE**:

Period in current rank _only._ Duties for the period 2017-2018 through 2024-2025 have been distributed as follows:

Academic Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
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** or sabbatical leave to recognize candidates' assigned duties. **Use an asterisk next to the years with delays**. List sabbaticals as "SABB," leaves without pay as "LWOP," and clock delays as "CDL" in the "Clock Delays or Leave(s)" row.
This table can be modified if there is a need to include more years in rank.

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. This section should be non-evaluative.

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. This should be non-evaluative.

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. This sections should be non-evaluative.

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(s) assigned during their current rank, please see note below following "Additional Pages Attached"):
This section should be non-evaluative. 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.

Prepared and Signed by Department/Unit Head. Signed by the Candidate

Form revised 2/19/2024

APPENDIX A: CHECKLIST FOR SHARED APPOINTMENTS

DATE:	
CANDIDATE:	
TITLE:	
PRIMARY DEPARTMENT:	
SECONDARY DEPARTMENT:	

1. **DISTRIBUTION OF WORKLOAD % BY DEPARTMENT (FOR ALL FACULTY TRACKS):**

	Primary Unit	Secondary Unit	
Teaching %			**Percent of Credit Hours** Primary: Secondary:
Research, Scholarship, and Creative Activity %			**Distribution of Credits for Awards:** Primary: Secondary:
Service % *Internal and External*			
Administrative Service %			
Clinical Service %			
Extension Service %			
Other Professional Activities %_____			

2. **PROBATIONARY, TENURE/CONTINUING STATUS AND PROMOTION REVIEWS (THIS SECTION IS NOT-APPLICABLE FOR CAREER TRACK FACULTY)**

   Tenure/continuing status is reviewed in the primary academic unit. Review committees will be composed of members of the tenure/continuing status and promotion committee of the primary unit and at least one member of the secondary unit. A single dossier will be forwarded to the dean.

3. ADDITIONAL CONSIDERATIONS

SIGNATURES – PRIMARY UNIT

DEPARTMENT HEAD'S SIGNATURE	PRINT NAME	DATE

SIGNATURES – SECONDARY UNIT

DEPARTMENT HEAD'S SIGNATURE	PRINT NAME	DATE

Section 8 and 8A *(optional)*
Membership in GIDP

Section 8: Brief description of GIDP membership and interdisciplinary programs/initiatives prepared by the candidate

Section 8A: Evaluations of GIDP membership contributions prepared by the Chairperson of the GIDP (solicited and added by Department Head – not candidate)

Both sections 8 and 8A are *required* if this section is included.

APPENDIX C: GUIDELINES FOR ACKNOWLEDGMENT AND EVALUATION OF FACULTY PARTICIPATION IN GRADUATE INTERDISCIPLINARY PROGRAMS AND OTHER INTERDISCIPLINARY UNITS

In 1992 the Faculty Senate approved the policy that faculty efforts in "interdisciplinary activities should be recognized" n promotion (career, tenure or continuing status) reviews. This Appendix provides updated guidelines on the procedures for acknowledgment and evaluation of faculty participation in the teaching, research, and service activities of Graduate Interdisciplinary Programs (GIDPs) and other interdisciplinary units

Policy

In cases where participation in the activities of GIDPs and interdisciplinary units comprises an integral part of a candidates' professional activities, these efforts should be included and acknowledged in promotion reviews at all levels of evaluation along with other relevant activities.

Implementation Procedures

The following are the implementation guidelines:

1. A faculty person who is a member of a GIDP or actively involved in an interdisciplinary unit such as BIO5 will be asked to include, as part of his or her Promotion Dossier, the details of relevant activities (teaching, research, and service) in the appropriate GIDP or interdisciplinary unit.

2. The head of the home department shall request an evaluation from the chair of the relevant GIDP or director of the interdisciplinary unit. This written evaluation will report on the degree of participation and the quality of the activities of the candidate in the GIDP or unit.

3. This evaluation should be written by the chair of the GIDP or director of the unit (in accordance with the prevailing policies of the relevant home department and/or college). The evaluation will be sent to the candidate's home department promotion committee for inclusion in the candidate's Promotion Dossier.

4. Additional input may also be solicited from the GIDP or unit whenever it is deemed appropriate e.g., when the candidate has served as a chair of a GIDP or interdisciplinary unit. This inclusion will be done with the candidate's written consent.

5. Once documentation of activities in GIDP or interdisciplinary unit has been incorporated into the candidate's dossier, it shall be considered by the department, college, and university promotion committees as an integral part of the evaluation of the candidate for promotion and/or tenure.

6. When candidates have significant participation in a GIDP or interdisciplinary unit, a representative from the unit or GIDP should be asked to serve on the departmental committee.

Section 9A:
Evaluative Peer Observation of Teaching

Coordinated by the department head

At least one evaluative peer observation of teaching

Completed during the year before promotion cycle or semester of the promotion review

Completed by a faculty member of the same track and at least one rank above the candidate

Make sure to use current 2024-25 form for observation

Section 9A: Peer Observation of Teaching for Promotion and Tenure Review
In Person Teaching

Peer Observation of Teaching is coordinated by the candidate's Department Head/Director. They will identify an observer of the appropriate rank and title and request and observation in the Spring or Fall semester of the submission of the packet. The Department Head will pass on relevant information and class materials to the observer. The observer will use this template to complete their review and submit it to the Department Head/Director by the date set in order to include it in the review by the Departmental Review Committee. Similar to the Student Course Survey, this form includes review criteria in four key areas: **Instruction, Assessment, Learning, and Student Instructor Interactions**. These items are based on best practices for promoting student learning. We recommend that reviewers cite specific evidence for all the criteria. If you have any questions about the peer observation of teaching, please contact Dr. Lisa Elfring with UCATT at elfring@arizona.edu.

Name of Observer:
Title and Rank of Observer:
Department:
College:

Name of Candidate Under Review:
Title and Rank of Candidate:
Department:
College:

Class Observation Details

Title of Class:
Class Catalog Number:
Brief Description of Class:
Class Enrollment:
Number of Students in Attendance on Day of Observation:
Date of Observation(s):

Catalog Modality for the Class:
☐ In Person
☐ Hybrid/Blended
☐ Other (please specify):

Catalog Characterization for the Class:

☐ Colloquium	☐ Lecture	☐ Other (Please specify):
☐ Discussion	☐ Seminar	
☐ Independent Study	☐ Studio	_____
☐ Laboratory	☐ Workshop	

Materials Reviewed for this observation:

☐ Course	☐ Presentation Slides	☐ Worksheets
☐ D2L Site (Candidate should provide "Guest" access)	☐ Student Projects/ Assignments	☐ Other (Please specify):
☐ Handouts	☐ Syllabus	_____

Categories and Criteria	Evidence	Comments
Instruction		
• The course D2L site is organized to promote learning and course navigation. For example, there should be clear organization of course materials; clear and consistent due dates for assignments/ quizzes. • Clear expectations for course policies and procedures provided in syllabus and other course documents. • Provided opportunities for students to apply content during the class (e.g., problems, case studies, practice with feedback provided).		
Assessment		
• Asked students to generate their own explanations and explain their thinking. • Asked questions that required varying levels of thinking (recall, comprehension, application, analysis, evaluation, synthesis). • When appropriate, encouraged students to move to higher levels of thinking. • Syllabus shows that the course includes frequent, low-stakes assessments throughout the term in addition to higher-stakes assessments.		
Learning		
• Learning goals for the class session were explicit and well aligned with class activities. • Students were encouraged to analyze and/or apply the concepts and skills taught in the course. • In-class activities helped students connect concepts and skills to the world around them.		
Student-Instructor Interactions		
• The instructor treated students with respect, demonstrating flexibility and compassion during the class session. • Created opportunities for all students to ask questions or participate in class activities, projects, or assignments.		

Form reviewed and updated 2/14/2024

Summary Questions

Please provide a brief summary of 500 words or less, of your overall assessment of the candidate's quality of teaching for promotion or tenure review. Consider the following prompts to guide your response; formal responses are not required for each prompt:

- What were the instructor's major teaching strengths demonstrated in this class session?
- What did the instructor do during the class session to engage students in learning important content?
- What did the instructor do during the class session to assess students' learning of important content (informally or formally)?

Please return the form to the candidate's **Department Head** upon completion.

SECTION 9B: NOMINATION FORM FOR THE PROVOST AWARD FOR INNOVATIONS IN TEACHING

Departmental committees complete this form to **nominate a candidate** for the Provost Award for Innovations in Teaching for candidates who have made significant contributions to innovation in teaching**.** Candidates will NOT be considered for this award without this nomination form. This award is only available for candidates going through the promotion process. (Retention review (aka "third year review") candidates are not eligible.)

Criteria for nomination that can be highlighted in the nomination form include the following types of innovations or recognition of innovation:

- Innovative teaching strategies;
- Active learning strategies and other evidence-based instructional practices;
- Well-structured course syllabi with defined learning outcomes;
- Inclusive teaching strategies and course content to address diverse learning styles and experiences;
- Development of new cutting-edge courses, new content or new pedagogy;
- Involvement in workshops and collaborative reforms of teaching;
- Innovation of collaborative learning spaces;
- Leadership in faculty learning communities;
- Impactful student evaluation and comments for student learning, achievement, and outcomes;
- Teaching awards, grants, and other recognized achievements in teaching; and
- Effective mentoring and advising, including collaborations with students from diverse backgrounds.

Candidate's name: _____

Nomination form is being competed by: _____

Why are you nominating this individual? (Cite criteria in box below)

Prepared by the Departmental Committee

Section 10:

External Reviewers and Collaborators

Organized by Department Head

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SECTION 10: LETTERS FROM INDEPENDENT EXTERNAL REVIEWERS AND COLLABORATORS

Please pay special attention to potential **_conflicts of interest_** for external reviewers at this stage. **Individuals who have collaborated with the candidate in the last five-years, or have significant financial, personal, or other substantial interests with the candidate or their work, must recuse themselves from the selection process of external reviewers and the promotion review.** Please also confirm that all external reviewers do not have a conflict of interest.

As with the provisions used by the National Science Foundation, National Institutes of Health and other groups to ensure the impartiality of reviews, collaborators are defined as individuals who have co-authored books, articles, abstracts, or grant proposals within the last five-years. Collaborators also include individuals who have been a candidate's dissertation advisor, mentor, supervisor, co-instructor, or close coworker in a lab, department, or residency program, even if this relationship occurred more than five years prior to the review.

The following documents are completed and placed in order in section 10, before the contents in 10A.

- [ ] **Worksheet for the Selection of Independent External Reviewers Part 1**
  - Complete the worksheet with *all suggested* names from the separate lists of the candidate, committee and department head/director. For all suggested names, indicate title, institution, source of the suggested reviewer, if they were contacted, if they agreed to participate, reason for declination if relevant, if letter was received and what date. Once complete, please sort the worksheet to order the reviewers by the suggested column.
  - The candidate should suggest potential external reviewers to the department head, but **no more than half of the reviewers can come from the candidate**. If the candidate suggests the same reviewer as the head or committee, the reviewer should be counted as being from the candidate.
  - Confirm that none of the suggested potential independent external reviewers on are on the List of Collaborators.
  - **Reviewers must be at least one rank higher than the current rank of the candidate.**
  - Department head/director signs the completed worksheet.

- [ ] **Worksheet for the Selection of Independent External Reviewers Part 2**
  - Each step in the process of enlisting reviewers is documented.
  - Carefully explain the selection of independent reviewers leading to a final solicitation list.
  - Describe any specific criteria to select reviewers for the final list, preliminary communications (with exact language) with reviewers and strategies used to maintain a balance with the number of letters received from external reviewers on suggested lists.

- [ ] **Sample Solicitation Letter to Independent External Reviewers**
  - Provide a sample letter on letterhead and signed by the department head/director or committee chair using the required language in the template letter in Appendix D (choose the correct track).
  - One sample letter is needed.

- [ ] **Independent External Reviewer Brief Biography Template**
  - Complete the brief biography - *only* for independent external reviewers who sent an evaluation

Collaborators are Solicited by the Department Head

- [ ] **Worksheet for the Solicitation of Collaborators**
  - Complete the worksheet with the information of **_solicited_** collaborators.
  - Department head/director signs the completed worksheet.

- [ ] **Sample Solicitation Letter to Collaborators**
  - Provide a sample letter on letterhead and signed by the department head/director to solicit collaborator letters. Suggested template letters are in Appendix E (choose the correct track).
  - One sample letter is needed.

- [ ] **Collaborator Brief Biography Template**
  - Complete the brief biography - *only* for collaborators who sent a letter.

Preparing External Reviewer Letter Process
(for Tenure-track or Continuing status track – optional for CT faculty)

- Obtain candidate list.
- Confirm deadline with candidate for materials needed for external reviewers.
- Reach out early to determine availability.
- Request letter through RPT.
- Complete external reviewer worksheet, compile brief bios.
- Confirm they are not collaborators and no conflict of interest.

- Before submitting to departmental committee confirm *minimum of 3 external reviewer letters and that candidate list is no more than half of total letters.*

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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

External Reviewers

Coordinated by Department Head

Minimum 3 external letters

No more than half of external reviewers can come from candidate list

Peer institutions prioritized

Must be at least one rank above candidate

Collaborators

Coordinated by Department Head

Optional, for those with significant collaborations

Collaborator letters can provide letters to understand role in collaboration and contributions

Not for evaluation

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Section 10 - Worksheet for the Selection of INDEPENDENT EXTERNAL REVIEWERS - Part 1

Candidate's Name:

Please include names of all suggested reviewers and source of the suggestion (candidate, department head or committee chair). Please complete all relevant columns for each name provided.
Please sort using the Suggested by column.

Last Name ▼	First Name ▼	Title ▼	Institution ▼	Suggested by ▼	Independent? ▼	Reviewer Contacted? ▼	Reviewer Agreed to Participate? ▼	Reason, if Response is No ▼	Letter Received? ▼	Date Receive ▼
Wildcat	Wilbur	Dr.	University of Arizona	Candidate	Yes	Yes	Yes	N/A	Yes	15-May-2024
Sun Devil	Sparky	Dr.	Arizona State University	Dept. Head	Yes	Yes	Yes	N/A	Yes	1-Jun-2024
Lumberjack	Louie	Dr.	Northern Arizona University	Committee	Yes	Yes	Yes	N/A	Yes	23-May-2024
Tree	Standford	Dr.	Stanford University	Candidate	Yes	Yes	No	Over-committed on reviews this cycle	No	
Buckey	Brutus	Prof.	The Ohio State University	Dept. Head	Yes	Yes	Yes		No	

I confirm all Independent External Reviewers are <u>not</u> on the List of Collaborators, and have been checked for Conflicts of Interest, according to the University Guidelines.

John Hancock

9/25/2024

Department Head/Unit Director's Signature   Date

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Worksheet for the Selection of Independent External Reviewers – Part 2

WORKSHEET FOR THE SELECTION OF INDEPENDENT EXTERNAL REVIEWERS PART II
To Be Completed By the Department Head or Director

Describe the selection process for independent external reviewers. If initial contact was made to discover the availability of independent external reviewers prior to the letter (Appendix D) being sent, include the wording of the message sent. What criteria were used to select reviewers? Include the roles of the committee and the department head/director in the selection process.

BRIEF STATEMENT ON EACH EXTERNAL REVIEWER'S NATIONAL OR INTERNATIONAL STANDING

Only needed for those who submit a letter.

Reviewer name:	
Selected by:	
Organiza�on:	
Title:	
Brief Bio:	

Reviewer name:	
Selected by:	
Organiza�on:	
Title:	
Brief Bio:	

Sample solicitation letter to Independent External Reviewers

- Does it follow the required format in Appendix D for the correct track?

- Is it on letterhead?

- Is it signed by the department head or committee chair?

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Preparing for Collaborator Letter Process

Obtain Section 4A Collaborator list worksheet from candidate

Complete Collaborator list worksheet and bios

Request letters early

No unsolicited letters can be included

Request letters through RPT

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Avoid the Following Missteps

- Conflict of interest at any level of review

- Check in with Associate Dean and/or Vice Provost for Faculty Affairs on questions related to conflict of interest

- Mistakes on section 1

- Forgetting signatures on Section 2

- Not including one page matrix for promotion criteria

- Not limiting candidate statement to 5 pages

- Forgetting signature for candidate statement on CORRECT form

- Not following policy for timing of review for career-track faculty promotion

- Unsolicited letters should not be included

Confidentiality is required and imperative.

Deliberations, evaluations, and recommendations of Standing Advisory Committees are confidential, as are any evaluations or recommendations received by them.

Confidentiality is core and critical to this process.

- **NEVER reveal votes or comments shared during deliberation.**
- **Votes NEVER linked with names.**
- **NEVER share letters.**
- **Do NOT discuss evaluations over email.**
- **NEVER reveal external reviewer identity or content of letters or recommendations.**
- **Please destroy any confidential information after reviews are complete.**
- **Use of generative Artificial Intelligence (AI) violates the expectation of confidentiality for reviewers.**

Violations of confidentiality undermine decision making and may negatively influence climate within units.

Confidentiality is essential to sustain candidate trust in the process.

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Letters of Evaluation

- Follow template
- Indicate number of votes for approval, denial or abstention, recusal
- Summarize reasons for recusals and abstentions
- Dates
- Letters are addressed to next level of review
- Clear indication of decision
- Describe training, background, previous positions
- Describe workload summary and indicate if section 2 was not evaluative
- Identify strengths and weaknesses in each area of workload with specific examples of evidence
- Please describe all elements of teaching in the letter
- Indicate clearly if evidence met criteria for standards for each area of workload

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Letters of Evaluation

Summarize external reviewer recommendations and comments
- If external reviewers seem outside of the candidate's primary field, please explain relevance of expertise
- Note if reviewer was suggested by candidate or department head/committee
- Include direct quotes from reviewers when possible

Should not include personnel matters

Review to eliminate potential bias in language/phrase

Letterhead

Signed

Clearly stated decision

Department Head's notification to the candidate

- Letterhead

- Signed

- Clearly stated decision

- Department Head's notification to the candidate

SECTION 11: INTERNAL EVALUATIONS FOR CAREER-TRACK PROMOTION

Department Head or Director's Evaluation

Dated letter addressed to dean on letterhead with signature of head or director including the following content:
- ***Recommendation on promotion;***
- Independent assessment of candidate's teaching and advising, service, and research, scholarship, or creative activities;
- Indicate workload percentages;
- Summary and discussion of external and internal reviews;
- ***Explanation of any full departmental faculty vote; and***
- Explanation of any collaboration with candidate that has already been deemed to not be a conflict of interest.

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Evaluation Considerations

Academic Freedom

Learning requires concentrated attention and happens best in environments where a wide range of perspectives are welcome and encouraged. Allowing space for opposing views is central to academic inquiry, and that responsibility rests with all of us. Academic freedom, which is essential to the advancement of knowledge, is rooted in and regulated by the norms of the disciplinary communities within which the faculty are credentialed. In research, this means we are free to pursue areas of inquiry, wherever they may lead. In education, it means the freedom to teach from our disciplines, and the freedom of our students to engage within the parameters of the discipline openly and fully. Academic freedom also allows us to comment on University or unit governance without fear of retribution. ARS §15-1601(B) and our Guidelines for Shared Governance: Memorandum of Understanding entered into by the Faculty and the Administration of the University of Arizona describe the statutory and mutually agreed upon role of faculty in the governance of the University.

As faculty and academic professionals, we bear special responsibilities to contribute to informed deliberations on academic issues. Our primary responsibility to our academic discipline and to our society is to seek and state the truth based on available evidence. Guided by recognition of the value of evidence-based inquiry to our community and an informed citizenry, we recognize our shared obligation to exercise critical judgment and self-discipline in using, extending, and transmitting knowledge. To this end, we devote our energies to developing and improving critical thinking and scholarly rigor through teaching, research, and engagement with the University's broader constituencies.

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University Handbook for Appointed Personnel

Professional Conduct
UHAP 7.01

- 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

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Inclusive Scholarship Policy
since 2014

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.
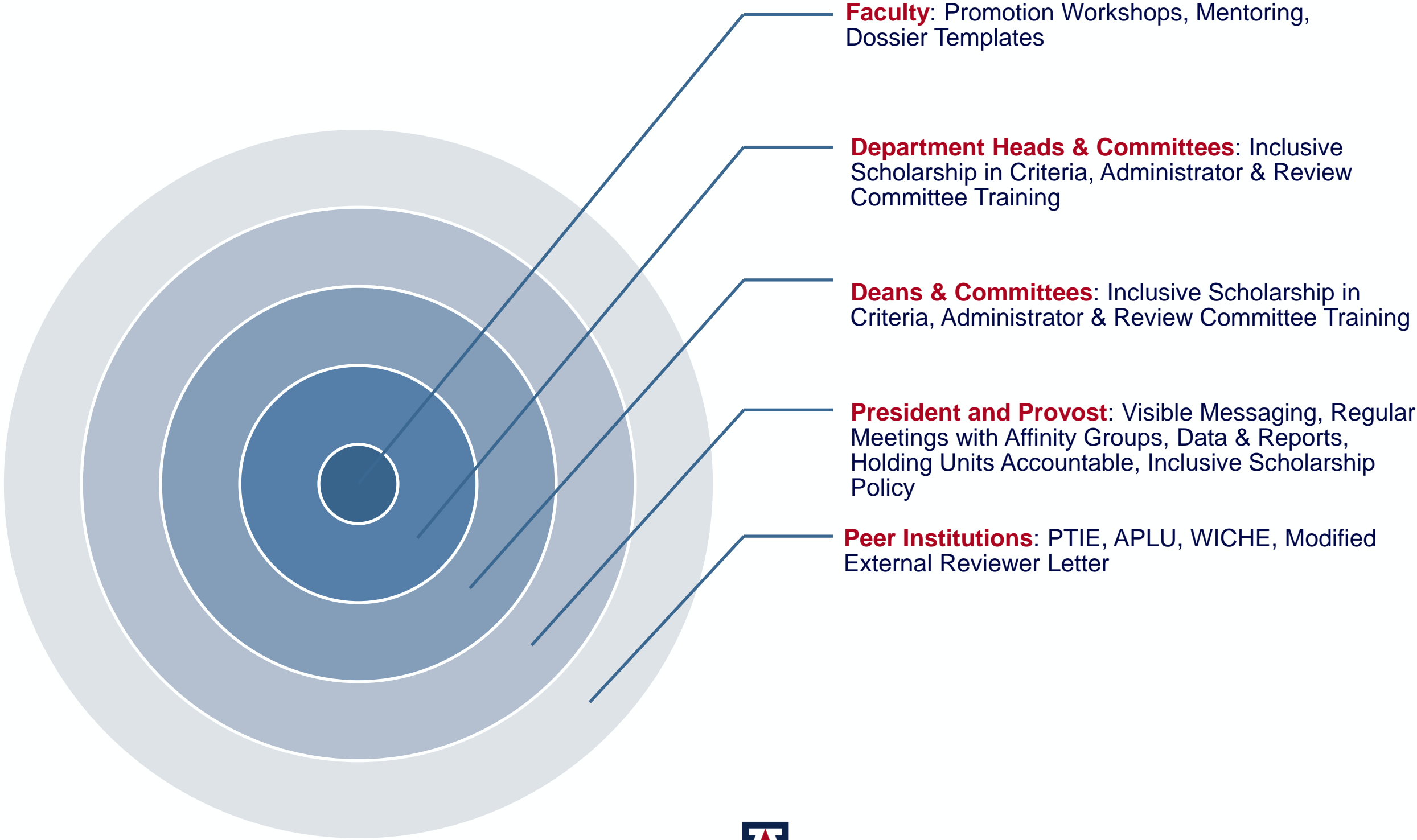
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Inclusive Scholarship Policy was driven by some of the following factors

- Increasing speeds of technology
- Large data science and collaborative science
- New demands for scholarly transparency and accountability in midst of hyper-competitiveness and haste to reach positive outcomes and funding
- Public scrutiny of relevance of scholarship
- Widespread calls for scholarship of relevance to diverse communities
- University of Arizona Values

- Land Grant Mission to serve local students
- Extend knowledge from campus to local region
- Hispanic Serving Institution Designation
- Dedication to excellence in serving students of all backgrounds
- Seal of Excelencia

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On-going Efforts at University of Arizona

- 2022 Promotion and Tenure Criteria Workgroup <u>Report</u>
- Suggested Revisions to the P&T Process
- Suggested Revisions to P & T Dossier

- Topics Covered
  1. **Collaborative Activities and P&T**
  2. **Inclusive View of Scholarship**.
  3. **Open Access Scholarship**
  4. **Community Engagement in the Promotion & Tenure Process**
  5. **Hispanic Serving Institution – servingness to students**
  6. **Summary of discussion**

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Systemic Approach to Inclusive Scholarship Shifts in Promotion

Faculty: Promotion Workshops, Mentoring, Dossier Templates

Department Heads & Committees: Inclusive Scholarship in Criteria, Administrator & Review Committee Training

Deans & Committees: Inclusive Scholarship in Criteria, Administrator & Review Committee Training

President and Provost: Visible Messaging, Regular Meetings with Affinity Groups, Data & Reports, Holding Units Accountable, Inclusive Scholarship Policy

Peer Institutions: PTIE, APLU, WICHE, Modified External Reviewer Letter

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National Efforts for Inclusive Scholarship, Publicly-Engaged Scholarship, and Broader Impacts Scholarship

PTIE Coalition broadens criteria to be inclusive of innovation and entrepreneurship impacts
- UArizona is part of this coalition of over 65 universities

American Public Land Grant Universities (APLU) Modernizing scholarship
- Supported by the Rita Allen Foundation, the Kavli Foundation, the Bourroughs Wellcome Fund, APLU, and the University of Michigan as part of the Civic Science Fellows Program, APLU and the University of Michigan, Council on Research, Food, Agriculture & Natural Resources, and the Commission on Economic and Community Engagement

Declaration on Research Assessment (DORA) improves ways in which research is evaluated

Broadening Conceptions of Scientific and Scholarly Productivity: Improving openness, inclusion and impact Initiative from the Council of Graduate Studies – American Educational Research Association (AERA)

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PTIE Recommendations

- University-wide language linking evaluation of faculty to mission, values, and goals of unit, department, school, college, university & system
- I & E metrics included
  - Intellectual property, sponsored research, use, licensing, entity creation, I & E career prep, I & E engagement
- I & E text for evaluation criteria incorporated into research, teaching and service
- Process changes
  - Improve transparency and address bias
  - Directions for personal statement, external reviewer guidance, expand training, reframing importance of DEI

For full article in Science see Carter, Mundoff et al. (2021).

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Critical Questions for P & T Criteria

- How does institution/unit define or measure scholarly productivity?

- What do they value as scholarship?

- How is research impact defined and conceived?

- What constitutes quality and accomplishments?

Ernest Boyer's *Scholarship Reconsidered*

The scholarship of discovery includes investigations inquiries that generate new knowledge.

The scholarship of integration makes interdisciplinary connections to synthesize knowledge in new ways.

The scholarship of application is concerned with applying knowledge to social issues, sometimes to test theories and ground knowledge making.

The scholarship of teaching includes transforming and extending as well as transmitting knowledge.

The scholarship of engagement extends these forms of inquiry by collaborative inquiries on social issues.

Based on *The Scholarship of Engagement*,
Center for Experiential Learning, Loyola University

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Publicly Engaged Scholarship

- **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 Instruction

- **Type 5. Instruction—for credit—nontraditional audiences.**
  - Classes and instructional programs that offer student academic credit hours and are designed and marketed specifically to serve those who are neither traditional campus degree seekers nor campus staff.
- **Type 6. Instruction—for credit—curricular, community-engaged learning.**
  - Classes and curricular programs where students learn with, through and from community partners, in a community context, under the guidance and supervision of faculty members.
- **Type 7. Instruction—noncredit—classes and programs.**
  - Classes and instructional programs marketed specifically to those who are neither degree seekers nor campus staff.
- **Type 8. Instruction—noncredit—managed learning environments.**
  - Scholarly resources designed for general public audiences that are often learner-initiated and learner-paced (e.g., museums, galleries, libraries, gardens, exhibits, expositions).
- **Type 9. Instruction—noncredit—public understanding, events, and media.**
  - Scholarly resources designed for the general public that are accessible through print, radio, television, or web media. General examples include self-paced educational materials and products (e.g., bulletins, pamphlets, encyclopedia entries, educational broadcasting, CD-ROMs, software, textbooks for lay audiences); dissemination of scholarship through media (e.g., speakers' bureaus, TV appearances, newspaper interviews, radio broadcasts, web pages, and podcasts, if scholarly and readily available to the public); and popular writing in newsletters, popular press, or practitioner-oriented publications.

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.

- **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.
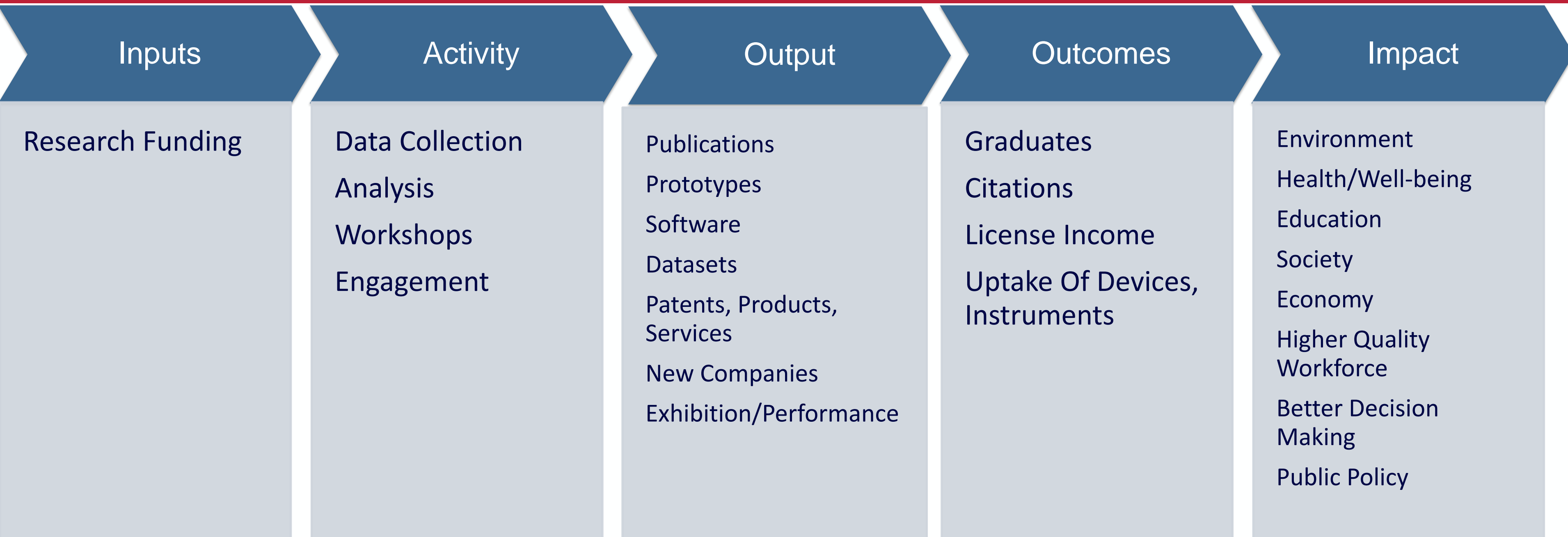
Evaluation Considerations

Workload Distribution
Alignment of workload to weighting of expectations for evidence and evaluation
Candidates may have workload changes over the past 5-6 years

Pandemic Statement

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

University Criteria for Promotion
Inclusive Scholarship

SECTION 2A:
Pandemic Impact Statement
(Required: 2021 and Forward) (no more than 2 pages)

Describe the influence of COVID-19 on any aspect of their workload

(e.g. changes in research/creative activities, teaching, service, job position, clinical service, etc.)

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.
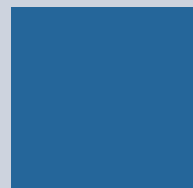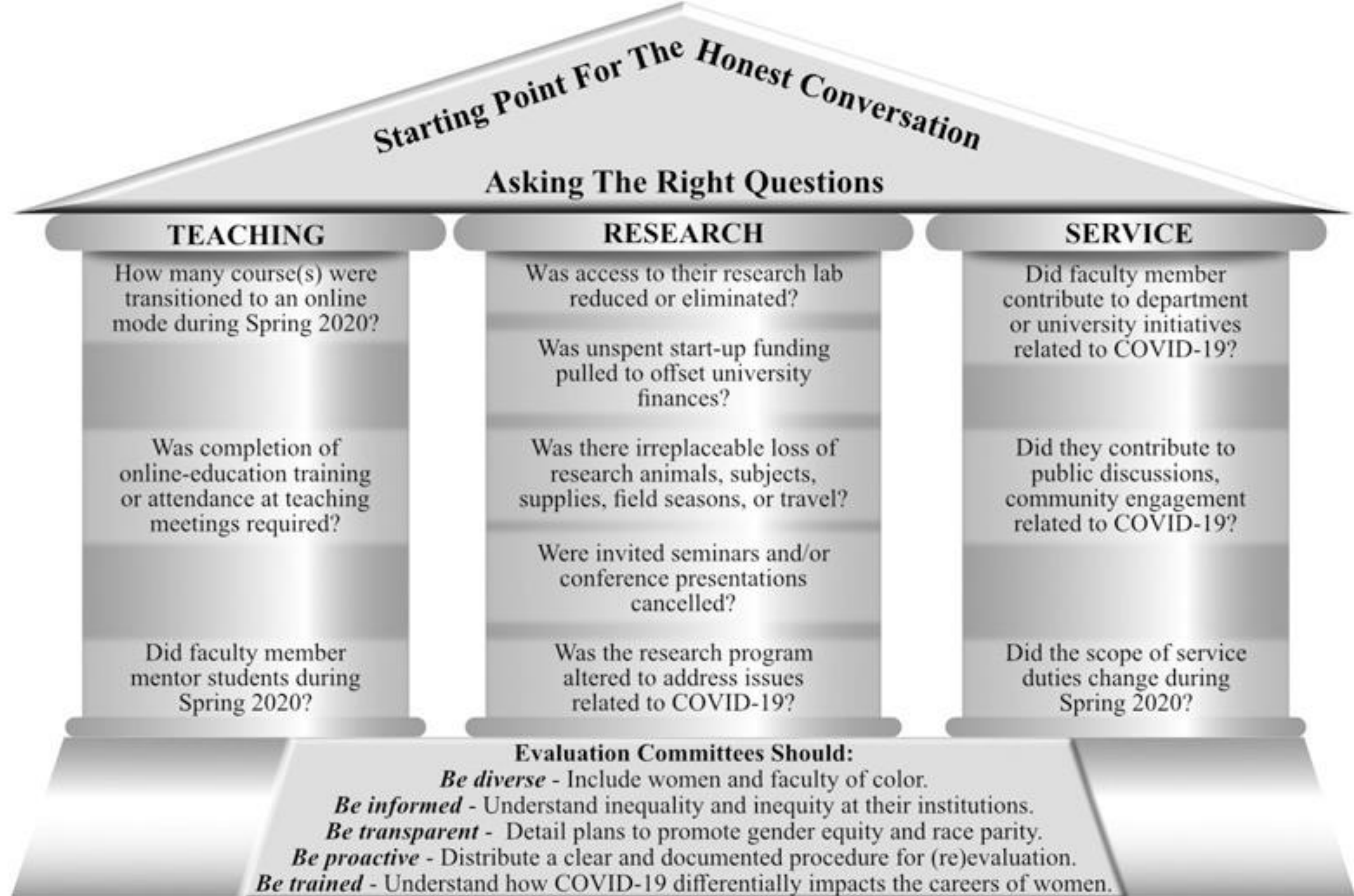
For more information on COVID-19 Context

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

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COVID-19
Pandemic Changes to Dossier

- Peer Institutions Agreed Upon Changes

  - Pandemic Statement required for all

  - COVID-19 considerations for External Reviewer Letters

  - No student course surveys during Fall or Spring 2020

  - Minimum of two clock delays are typical for most tenure-eligible faculty during this period

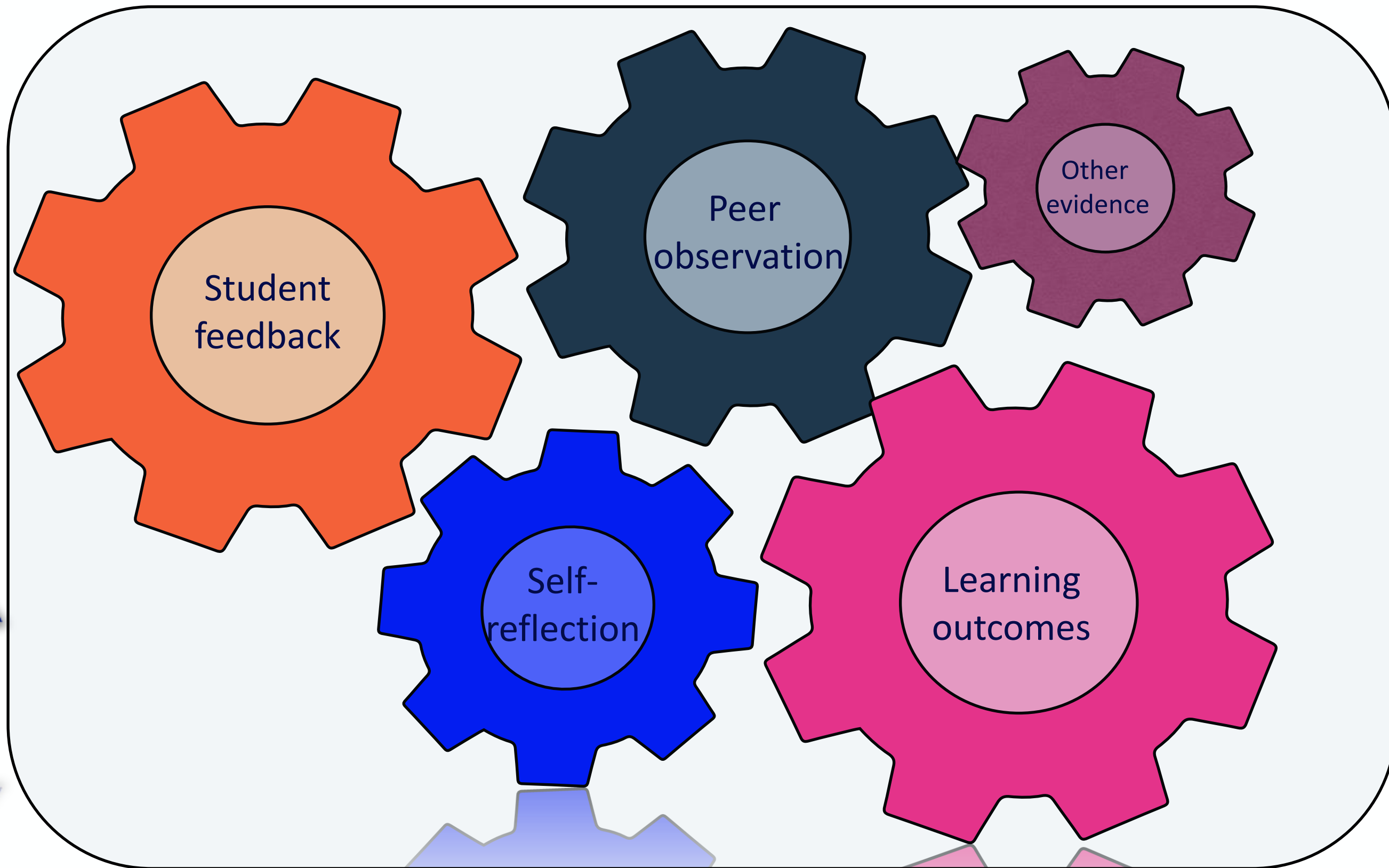 - Reviewer training includes pandemic/COVID-19 considerations

- Teaching and Research Challenges
- Extraordinary support for students and colleagues
- Increased workload
- Deterioration of work-life balance & fewer uninterrupted blocks of time
- Additional stress, frustration, anxiety and even burnout
- Grief, loss, loneliness, illness, death

Disproportionately experienced by women, BIPOC individuals, and caregivers.

UArizona COVID19 Instructor Survey Reports

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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)

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/

What Do SCSs/TCEs Measure?

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

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

What Do SCSs/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.

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**Criteria for Peer Reviews of Teaching and
Nominations for Provost Awards for Innovations in Teaching**

The following criteria should be used for reviewing Teaching Portfolios and composing the peer review letter for promotion dossiers. Reviewers should also consider the criteria used in the teaching observation. Departments may add criteria that they feel are particularly important in assessing teaching excellence in their field.

These criteria are also used to make recommendations for the Provost Awards for Innovations in Teaching. Based on the recommendations of departmental reviewers, these awards will be granted to candidates who have exemplary records of teaching innovations, including active learning strategies, well-defined learning outcomes, and strategies for creating inclusive classrooms and curricula that engage students from diverse backgrounds and with differing learning styles and aptitudes.

Overall Content
The Portfolio should document well-structured course syllabi, research on teaching and learning, evidence-based instructional innovations, attendance at workshops and other collaborations on teaching, strong TCE and student comments, teaching awards and grants, and efforts to support students from traditionally underserved backgrounds.

Teaching Statement
In their Candidate Statement and/or teaching statement, candidates should effectively introduce their Teaching Portfolio by noting the impact and effectiveness of their teaching. Candidates should describe their teaching goals, methods, learning assessments, mentoring, and efforts to foster inclusive learning. Candidates should also reflect on areas where improvements are needed and note efforts to address them.

Student Learning Outcomes
The Teaching Portfolio should clearly identify the learning outcomes for courses. These outcomes may be specified in the course syllabi that are included. These outcomes should be clear, measurable, and appropriate to the level of the course. Candidates should note the measures used to assess learning outcomes.

Evidence-Based Learning Strategies
The Teaching Portfolio should clearly identify the active learning strategies the candidates used in their courses, class discussions, student performances, clicker questions, in-class small-group activities, and group projects. Candidates should provide examples of how these strategies are used in their teaching.

Student Assessments
The Teaching Portfolio should clearly identify the ways in which the candidate assesses students' attainment of the learning outcomes for each course. The assessment activities should be clear and well-aligned measures of course outcomes. Where appropriate, these assessments should also be aligned with program outcome assessments.

Professional Development and Leadership
The Teaching Portfolio should identify efforts to improve teaching and involvements in professional development around teaching. Such efforts may include participation in activities such as teaching workshops, OIA coaching, and education conferences. More advanced candidates should demonstrate leadership in collaborative efforts to improve teaching and advance curricular innovations.

Inclusive Curricula and Classrooms
Classroom observations, Candidate Statements, and other aspects of Teaching Portfolios should demonstrate that candidates are utilizing evidence-based methods such as universal design principles to meet the needs of all learners, including those from traditionally unrepresented backgrounds. Further information on inclusive pedagogies is available at https://hsi.arizona.edu/resources/inclusive-teaching-practices and https://poorvucenter.yale.edu/InclusiveTeachingStrategies.

Evaluation of Service

Levels
- Service to profession
- Service to region
- Service to university, college, department

Impact
Leadership roles
Quality & Quantity

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Human Brain and Processing

Learn about unconscious biases and the ways it may affect our decision-making in promotion & tenure reviews

Understand that being inherent biases do not necessarily mean we act in explicitly biased ways

Help to effectively mitigate the effects of cognitive errors

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

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Cognitive Errors

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

-Dr. M. Banaji

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persistent

mental associations

accidental

unconscious Choices

hidden

stereotyping

blind spots

subtle

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

unintended
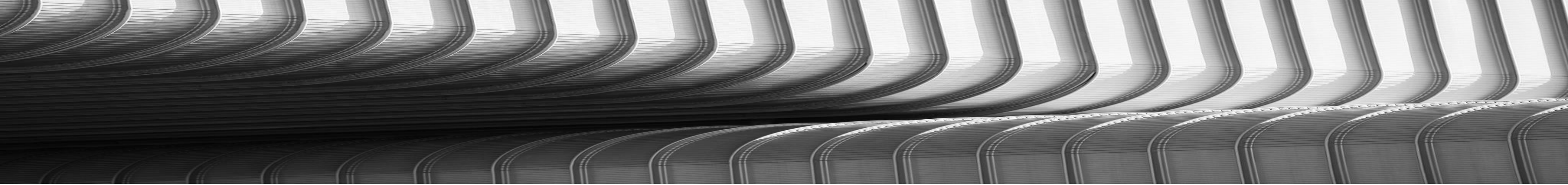
System 1

decisions

short cuts

snap judgements

Cognitive shorthand 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 errors/ bias in others; ourselves, not so much.

https://www.youtube.com/watch?v=k5Hb1nr90sw
link to POV 2:30 NYT video Peanut butter/jelly

Over 30 years of Research Evidence of Common Cognitive Errors

Two systems
Kahneman, D. *Thinking, Fast and Slow* (2011), Farrar, Straus and Giroux

System 1 is ***always running*** without our knowledge – it is automatic, instinctual and fast. System 1 is where our unconscious associations and snap judgements are made.

System 2, by contrast, is our conscious, logical and deliberative mind. We use this part of our brain consciously. It is only 10 percent of our brain power, capability and functioning.

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Categorization: Schemas & Stereotypes
M. Banaji, A. Greenwald, *Blindspot: Hidden biases of good people*

- Categorizing mechanisms have evolved to help us make quick judgements and decisions, a kind of **cognitive shorthand**.

- Categories are not only extremely convenient – they are essential in permitting us to get about the business of our lives.

- Stereotypes are traits that we associate with a category or a group. They hard to pin down because often they are put into play without any feeling of personal malice.

- The mind houses hidden biases that we all carry from a lifetime of socialization, education, exposure through direct contact or indirectly around social groups such as age, gender, race, disability status, social class, nationality, religion and more.

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More than 30 years of research findings of influence on evaluative reviews & hiring decisions . . .

Reviews

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.

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.

Hiring

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).

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

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Research Study #1:
Thomas Meyer's Writing Sample

3rd Year Associate

NYU Graduate

Caucasian Male

Reviewed by 29 law partners

Overall average score of 4.1 out of 5

Identified 2.9 out of the total 7 spelling and grammatical errors in the writing sample

3rd Year Associate

NYU Graduate

African American Male

Reviewed by 24 law partners

Overall average score of 3.2 out of 5

Identified 5.8 out of the total 7 spelling and grammatical errors in the writing sample

Research Study #1:
Thomas Meyer's Writing Sample

Caucasian Thomas Meyer

African American Thomas Meyer

"generally good writer but needs to work on..."

"needs lots of work

"has potential"

"can't believe he went to NYU"

"good analytical skills"

"average at best"

Common Cognitive Errors to Avoid

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."

PIA groups

- Judged on performance
- Success attributed to luck
- One weakness becomes overall negative rating (Horns Bias)
- Mistakes noted & remembered
- Objective requirements applied rigorously

Majority groups

- Judged on potential
- Success attributed to skill
- One strength becomes overall positive rating (Halo Bias)
- Mistakes written off
- Objective requirements applied leniently or waived

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 Errors

- 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

Raising Your Own Awareness Can Reduce Errors!

Raise awareness by taking the 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)

Positive Stereotypes & Presumption of Competence Exist as well

- Studies show that majority group members are automatically presumed competent, qualified and thereby given unearned advantage, which accumulates over time.

- The work of majority group members may receive benefit of the doubt; negative attributes are glossed over because success is assumed.

- Majority group is granted more authority and acceptance in their university educator role by students inside and outside classrooms.

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How to Minimize Cognitive Errors

1 Avoid Snap Judgements

2 Be Alert to Errors

3 Activate Egalitarian Goals

4 Learn about and raise awareness

5 Be consistent in reviews

6 Compare to criteria – not other candidates

7 Use evidence

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The Faculty Affairs Team

facultyaffairs.arizona.edu

Dr. Andrea Romero
Vice Provost

Jennifer Martin
Interim Assoc. Vice Provost

Dr. Adrián Arroyo Pérez
Assoc. Director

Tara Chandler
Assist. Director

Kim Rogan
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Susana Arreola
Admin. Associate

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