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TENURE & PROMOTION PROCESS MEETING FOR COMMITTEE A

WEDNESDAY, AUG 31 | 9 AM - 11 AM

ZARROW HALL, ROOM 145

Welcome and Remarks

- Kyle Harper, *Senior Vice President and Provost*

Review of the Tenure and Promotion Process

- Simin Pulat, *Vice Provost for Faculty Development*

Ensuring a Fair Review

- Sherri Irvin, *Professor of Philosophy, College of Arts and Sciences*

Comments on CTC

- Ron Halterman, *Chair, Chemistry and Biochemistry, College of Arts and Sciences*

Online System

- Grey Allman, *Director of Operations*
- Aaron Biggs, *Executive Director of Technology Advancement*

Q & A



Remarks on the Tenure and Promotion Process

P. Simin Pulat
Vice Provost for Faculty Development



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Important Documents

- ✓ Memo – Call for Tenure and Promotion
 - ✧ List of candidates
 - ✧ Applicable criteria
 - ✧ Routing process
 - ✧ Timeline
 - ✧ Contents of the dossier (parts 1-4)
- ✓ Faculty Handbook
 - ✧ Section 3.7 – Academic Tenure
 - ✧ Section 3.13.3 – Advancement in Rank
- ✓ Provost-approved College Level Guidelines on Faculty Evaluations/Tenure and Promotion
- ✓ Provost-approved Department/School Level Guidelines on Faculty Evaluation/Tenure and Promotion
 - ✧ Tenure-track (tenure and promotion) and Rank Renewable Term faculty (promotion only)



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Eligibility

Tenure

- Late spring – SVPP sends an eligible list to Deans and Directors.
- “Early tenure” cases must be approved by the SVPP prior to including the name on the list.

Promotion

- Chair/Director identifies faculty to be considered for promotion.
- Consideration for promotion can be initiated by
 - Chair/Director
 - Committee A
 - At the request of the individual faculty member
 - At the request of the Dean or SVPP.



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Ranked Renewable Term

Promotion to Associate or Full

- Clear guidelines for evaluation
- Selection of External Reviewers
- Clarification of workload distribution (Teaching, Research, and Service)

Split Appointments

Tenure and/or Promotion

- Administrative Home Unit
 - Responsible from coordination with the other unit
- Clear guidelines on performance evaluation, PTT
- Clear guidelines and understanding of the tenure and promotion process
- Selection of external reviewers



Preceding Spring/Summer

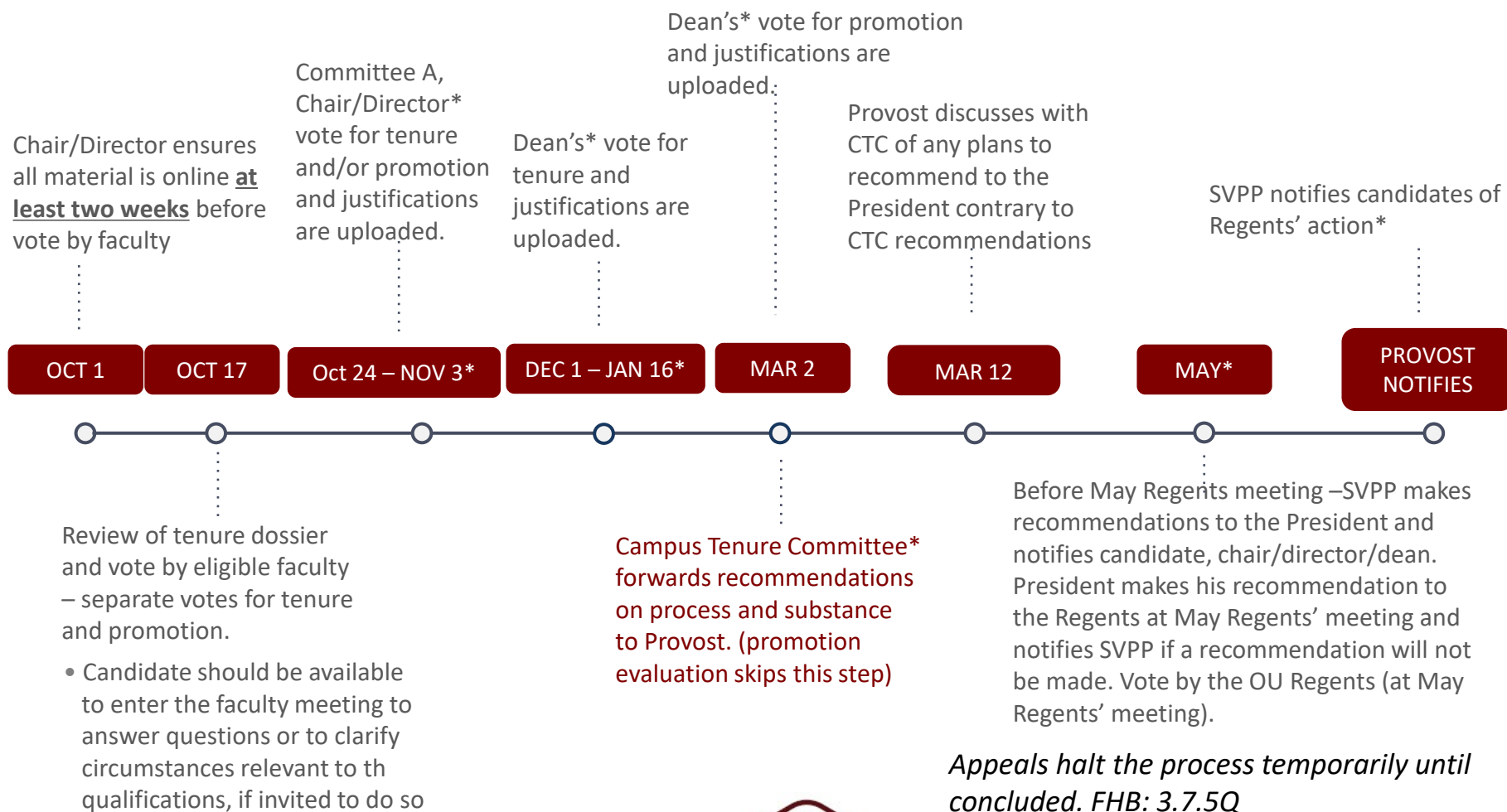
- Candidate (with help of Chair/Director or mentor as appropriate) prepares the dossier (can start as early as spring semester).
- Chair/Director seeks input from the candidate on external reviewers.
Chair/Director/Candidate assemble materials to send to external reviewers for their assessment of faculty performance.
- Chair/Director(or designated person) uploads supporting materials such as offer letter, criteria for evaluations, evaluations etc.
- Candidate submits required materials to the chair/director(or responsible person) or uploads the materials to the on-line system by Oct 1 (candidate access read only after Oct. 1).

Deadline for external reviewer evaluations to be entered to the online system is before October 1st.



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Year 6 (*steps when the candidate is notified of the decision)



Grant/Deny/Abstain/Ineligible



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Important Information

- Center for Teaching Excellence (CTE) houses 15 sample dossiers from most recent tenure applications (teaching, research, and service statements)
- For tenure: Unit-Dean-Provost approved criteria for the department, school, or unit in effect at the start of the probationary period unless the candidate elect to use a more recent criteria.
- Voting faculty have at least 2 weeks to view parts 1 and 2 of the dossier before the vote (secret ballot).
- Faculty candidate be available but not at the meeting where voting takes place.
- FHB 3.7.5 (Q): Reasons for appeal and the process for the candidate.



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Important Information

- Committee A, Department Chair/Director and Dean provide justification statements with their recommendations.
- Choice of External Reviewers – both the candidate and the unit provide names – some “appropriate balance in selection from names offered by the candidate and by others.
- Template for external reviewers for tenure-track faculty can be found in the call for TP memo. Revise it for “promotion only” cases and for RRT faculty.
- It is the responsibility of the department chair to inform the candidate of the recommendations (G/D) at every stage of the process. The numerical result of the formal secret ballot polling shall be provided to the candidate at the candidate’s request.



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Questions?



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Ensuring a Fair Tenure and Promotion Review

Sherri Irvin

Presidential Research Professor
of Philosophy and WGS



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Two related problems

Lack of transparency

- Process is opaque to candidate
- No clear evaluation criteria

Lack of fairness in process

- Implicit bias (race, gender, etc.)
- Bias against work on marginalized topics

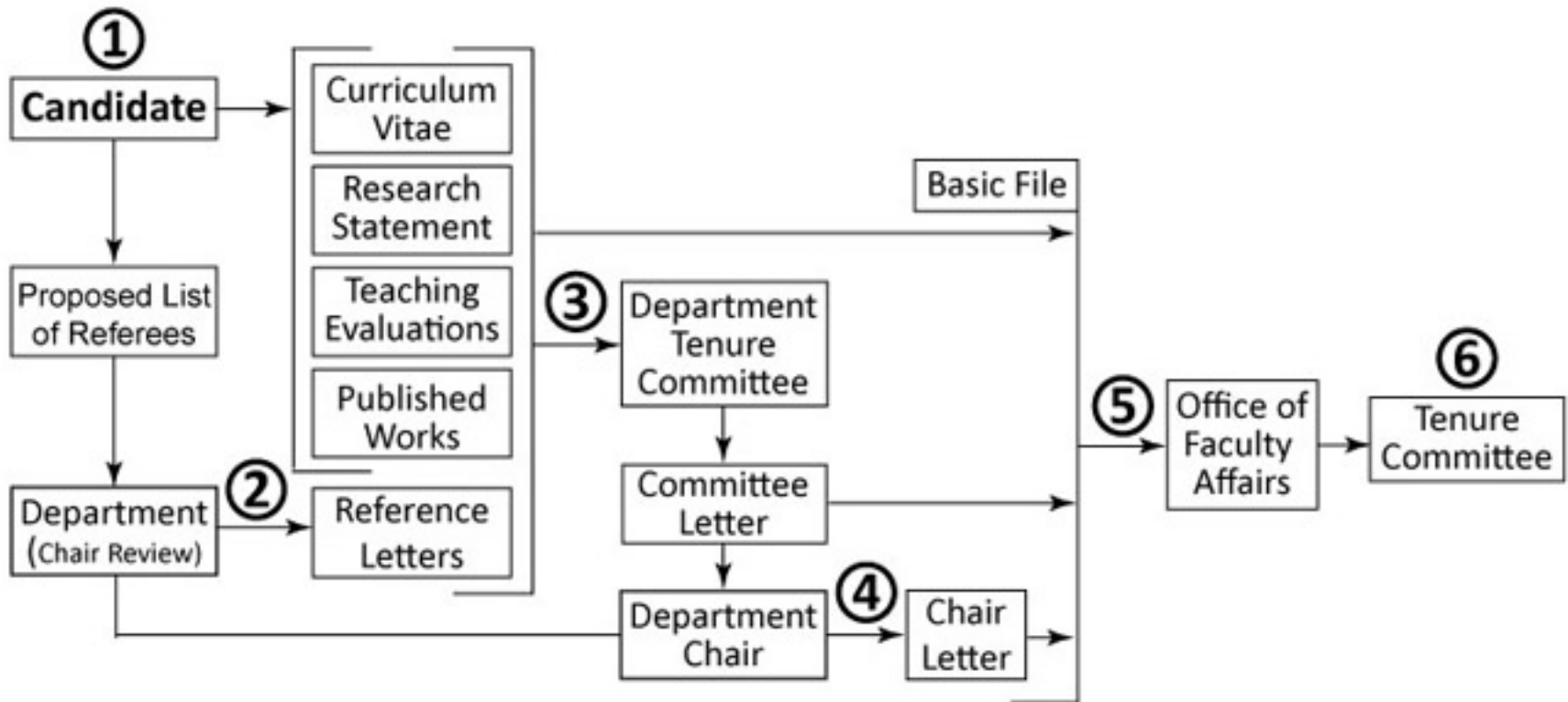
Lack of transparency fosters unfair process.



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Perspectives on the T&P Process: Committee A

Process for Tenure



Perspectives on the T&P Process: Candidate

Skull and Bones



The logo of Skull and Bones

Formation	1832
Type	Secret society
Headquarters	Yale University
Location	New Haven, Connecticut, United States



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Transparency



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Lack of Transparency: Contributing Factors

- Vague tenure criteria
 - *Superior intellectual attainment as evidenced in both teaching and research* (Univ. of California)
 - *Demonstrated excellence in research and teaching* (Univ. of Michigan)
- Evolving or shifting standards
- Lots of gray zone (i.e., most tenure cases occur within a wide range of potentially acceptability)
- Confidentiality essential, but sometimes unnecessarily secret
- Late and insufficient feedback for candidate
- Some, but not others, have access to alternative informal networks for information



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Fostering Transparency: Information and Support for Candidates

- Include tenure-track faculty in the tenure discussion of colleagues
 - Give them access to the file
- Arrange for *genuine, effective* mentorship by both senior and near-peer colleagues
- Conduct annual progress towards tenure meetings for candidate and Comm. A
- Comm. A should provide written annual reviews with timely, detailed and clear expectations
 - Feedback on *cumulative progress toward tenure*, not just annual evaluation



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Fostering Transparency: Clear Criteria

- Department should aim to articulate clear tenure criteria in policy documents
 - Is there a benchmark number of peer-reviewed publications?
 - Do book chapters count as much as journal articles?
 - What kinds of creative activity count?
 - How is quality assessed?
 - This is hard, but legitimate criteria should be articulable.
- In the absence of criteria, judgment is based on impressionistic factors
 - Candidates have no idea what to expect
 - Bias has free rein



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Fostering Transparency

Examples of written expectations

<http://provost.uiowa.edu/faculty-review-common-problems>

Weak:

“Dr. K should endeavor to increase her/his number of peer-reviewed publications.”

Better:

“Dr. K has fewer peer-reviewed publications than expected at this stage; a significant increase in productivity will be needed for a positive tenure review.”

Even better:

“Dr. K has only two peer-reviewed publications at this stage. At least six peer-reviewed publications of similar quality are expected for a positive tenure review.”



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Fairness: Implicit Bias



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Subtle Preconceptions (Implicit Bias)



Google image search for “philosophy professor”



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Lack of Fairness

Implicit Bias

- Preconceived unconscious ideas related to (perceived) gender, race, age, disability status, economic class, queer identity, etc.
- May be inconsistent with stated beliefs
- Pervasive: men and women; people can have biases against a group they belong to

Evaluators favor candidates who fit the success stereotype in a given profession over others with *the same or greater qualifications* who don't fit that stereotype.



Lack of Fairness

Implicit bias affects:

- Student evaluation of teaching
- Colleagues' evaluation of research and service
- External evaluation of tenure merit
- Perceived likeability and “fit”, which can affect all of the above



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Fostering Fairness: Solutions

Remediate implicit bias by educating yourself (see Resources)

- Clear, operationalized criteria
- Careful attention to relevant factors
- Ample time for assessment



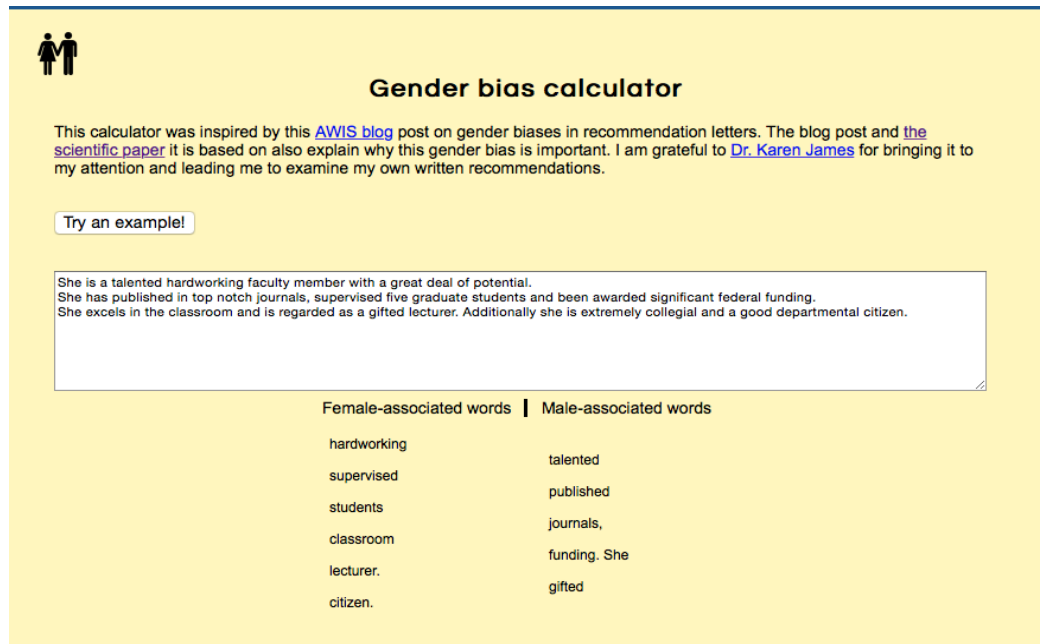
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Fostering Fairness: Solutions

Be prepared to challenge yourself and colleagues

- <https://implicit.harvard.edu/implicit/takeatest.html>
- <http://www.tomforth.co.uk/genderbias/>



The image shows a screenshot of a web application titled "Gender bias calculator". At the top left is an icon of two people. The title "Gender bias calculator" is centered. Below the title is a paragraph of text explaining the calculator's origin and purpose. A button labeled "Try an example!" is present. Below the button is a text box containing a sample recommendation letter for a female faculty member. At the bottom, there are two columns of words: "Female-associated words" and "Male-associated words".

Gender bias calculator

This calculator was inspired by this [AWIS blog](#) post on gender biases in recommendation letters. The blog post and [the scientific paper](#) it is based on also explain why this gender bias is important. I am grateful to [Dr. Karen James](#) for bringing it to my attention and leading me to examine my own written recommendations.

[Try an example!](#)

She is a talented hardworking faculty member with a great deal of potential. She has published in top notch journals, supervised five graduate students and been awarded significant federal funding. She excels in the classroom and is regarded as a gifted lecturer. Additionally she is extremely collegial and a good departmental citizen.

Female-associated words	Male-associated words
hardworking	talented
supervised	published
students	journals,
classroom	funding. She
lecturer.	gifted
citizen.	



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Fostering Fairness: Solutions

Actively value diverse intellectual contributions

- Expands perspective of faculty and students about subject matter, methods & approaches
- Incorporate this value in T&P criteria



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Fairness: External Letters



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Criteria for External Evaluation

Language required by OU in letter sent to external evaluator:

*We ask that evaluators not provide comments as to whether a candidate should or should not be awarded tenure at the University of Oklahoma but rather **comments on how the candidate's research record compares with those who have recently been awarded tenure at your institution.***



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Promoting Fairness: External Evaluation

- Request letters from evaluators from appropriate peer institutions
- Exercise caution when soliciting letters from European colleagues

Advice from Fulbright UK website: Above all, encourage referees to avoid being restrained and too modest. American referees tend to write in an enthusiastic tone, using very positive and descriptive language. Thus, it is important that your referees keep the audience in mind and be aware of the fact that a standard UK reference may not be a sufficient complement to your US university application.



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Promoting Fairness: External Evaluation

- Seek evaluators who understand the candidate's specific topic, methods & approach (especially where these differ from traditional department/discipline strengths)



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Promoting Fairness: Suggested Language for Candidates with Extended Tenure Clocks

- This candidate has received an extension of his or her probationary period under approved university policies. You are asked to evaluate the candidate's accomplishments and appropriateness for tenure and promotion to associate professor as if the record had been accumulated during our normal six-year probationary period.



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Fairness: Student Evaluation of Teaching



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Known Problems with Student Evaluations

- Inversely correlated with quality of preparation for future courses (Carrell and West 2010)
- Heavily affected by physical attractiveness and other irrelevant factors (Ambady and Rosenthal 1993)
- Afflicted with gender bias (MacNell, Driscoll & Hunt 2015) and racial bias (Merritt 2008)
 - Online courses: “The instructor students thought was male was given a 4.35 rating out of 5. The instructor students thought was female got a 3.55 rating.” (MacNell)



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Promoting Fairness

- Assess teaching through other methods
 - Peer evaluations with clear criteria
 - Evidence of rigor; appropriate content and forms of assessment
- Do not penalize women candidates, candidates of color, queer and trans candidates, etc., for students' bias
 - Chair and/or committee A letter can mention empirical studies on bias in evaluations



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Resources

- Materials on Best Practices for Academia
 - *Success on the Tenure Track: Five Keys to Faculty Job Satisfaction* by Cathy Ann Trower (Johns Hopkins University Press 2012)
 - <https://provost.uiowa.edu/leadership-resources-deos-academic-administrators>
- Resources for Women and Minority Faculty
 - *Tenure in the Sacred Grove: Issues and Strategies for Women and Minority Faculty* edited by Joanne E. Cooper, Dannelle D. Stevens (SUNY Press 2002)
- Links to Implicit Bias in Academia Literature
 - <http://www.adapp-advance.msu.edu/implicit-bias-resources>
 - http://uvasearchportal.virginia.edu/?q=bias_literacy



Sources on Student Evaluations

- Ambady, Nalini, and Robert Rosenthal (1993). “Half a minute: Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness.” *Journal of Personality and Social Psychology* 64: 431-441.
- Carrell, Scott E., and James E. West (2010). “Does professor quality matter? Evidence from random assignment of students to professors.” *Journal of Political Economy* 118: 409-432.
- MacNell, Lillian, Adam Driscoll, and Andrea N. Hunt (2015). “What’s in a name: exposing gender bias in student ratings of teaching.” *Innovative Higher Education* 40: 291-303.
- Merritt, Deborah J. (2008). “Bias, the brain, and student evaluations of teaching.” *John's L. Rev.* 82: 235ff.



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Tenure and Promotion Process

University of Oklahoma, August 2016

Campus Tenure Committee (CTC)
Perspective

Ron Halterman, Professor and Chair
Chemistry/Biochemistry



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Campus Tenure Committee (CTC) Membership

Greene	Ellen	Classics and Letter
Johnson	Emily	Modern Languages, Literatures, and Linguistics
Ashby	Michael	Chemistry and Biochemistry
Short	Jeremy	Management and Entrepreneurship
Butler	Elizabeth	Civil Engineering and Environmental Science
Beach	Sally	Instructional Leadership and Academic Curriculum
Mountford	Roxanne	English
Boeck	David	Architecture
Cheng	Qi	Computer Science



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CTC Mission

- To review the process and substance upon which tenure recommendations to the Provost are made.



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CTC Review Process

- CTC convenes between December and March.
- CTC members review all applications for tenure.
- CTC sends, if necessary, requests to the Colleges for additional detail.
- Upon completion of its independent review, the CTC crafts letters to the Provost detailing its recommendations regarding tenure decisions.



Process v. Substance

- CTC is primarily concerned with whether the process, outlined in the College's tenure and promotion guidelines, has been observed in all stages for tenure review.
 - Annual PTT letters
 - Committee A Involvement
 - Selection of External Reviewers
- Substance will be considered to the extent that recommendations do not match the documentation provided in the dossier.



Common Issues

- Missing documentation
 - PTT and annual reviews that are not included or not done.
- Selection of external reviewers
 - Quality or connection to scholars
- Lack of clarity of tenure and promotion standards at the College level.
- Treatment of Provost-permitted extensions as a modification of the tenure timeline.



Over-arching Goal

- To assure a fair review of tenure decisions across the University; AND
- To help colleges, to the extent necessary, identify vulnerabilities in the tenure and promotion process and make recommendations about correcting the same.

