



# SUCCEED

Committee

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Supporting UIC's Commitment to a Community of  
Excellence, Equity & Diversity

***Evaluating the Accomplishments of Faculty in  
Research, Teaching and Service  
for Promotion and Tenure***

**Campus P&T Committee  
8:00 AM February 7, 2012**

# The Senior Ranks of Academia

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- RaiseProject.org: Data on STEM fields 1981 – current.
  - Awards to women: 5% - 16%
  - PhDs earned by women: 23% - 37%
- Election to National Academy of Sciences
  - Approximately 10% are women
- Willard Gibbs Award for Chemistry (ACS-Chicago)
  - 1911-2005: 93 awards went to men
  - 1921 The only woman awardee: Marie Curie (prior Nobel Prizes 1903 & 1911)

**These outcomes emerge from accumulated decisions made by evaluation committees**

# Improved Procedures Overcoming Evaluation Bias

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**“Blind” auditions can explain 30 to 55% of the increase in women winning orchestral jobs**

Goldin & Rouse (2000). Orchestrating impartiality: The impact of “blind” auditions on female musicians.

*American Economic Review* 90, 715-741

# The impact of blind auditions on selection of women in symphony orchestras

A change of climate at the CSO



## Permanent members

**BEFORE**

**4 / 103 = 3.9% women**

**AFTER**

**34 / 95 = 36% women**

copyright Cynthia J. Jameson

# Areas where good procedures can overcome potential bias in P&T evaluations

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- Evaluating the complete P&T packet
- Assigning credit in collaborative work
- External letters of evaluation
- “Tenure hold/rollback” or “personal leaves for family or medical reasons”
- Non-traditional scholar/field
- Inter-disciplinary work
- Interpreting split departmental votes
- Student evaluations of teaching
- Differential impact of service
- Two-body situations

# Steinpries et al. The Impact of Gender on the Review of the CVs of Job Applicants & Tenure Candidates: A National Empirical Study

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238 randomly selected faculty in depts of psychology divided into 4 , each with equal numbers of male and female faculty.

Used CV of highly successful (early promotion/tenured) psychologist and her earlier CV at time of hire.

Received Real CV of starting faculty named **Brian** Miller

Received Real CV of starting faculty named **Karen** Miller

Received Real CV of (tenured) faculty named **Brian** Miller

Received Real CV of (tenured) faculty named **Karen** Miller

# Schemas in Action: Evaluation Bias

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Would you hire this individual?

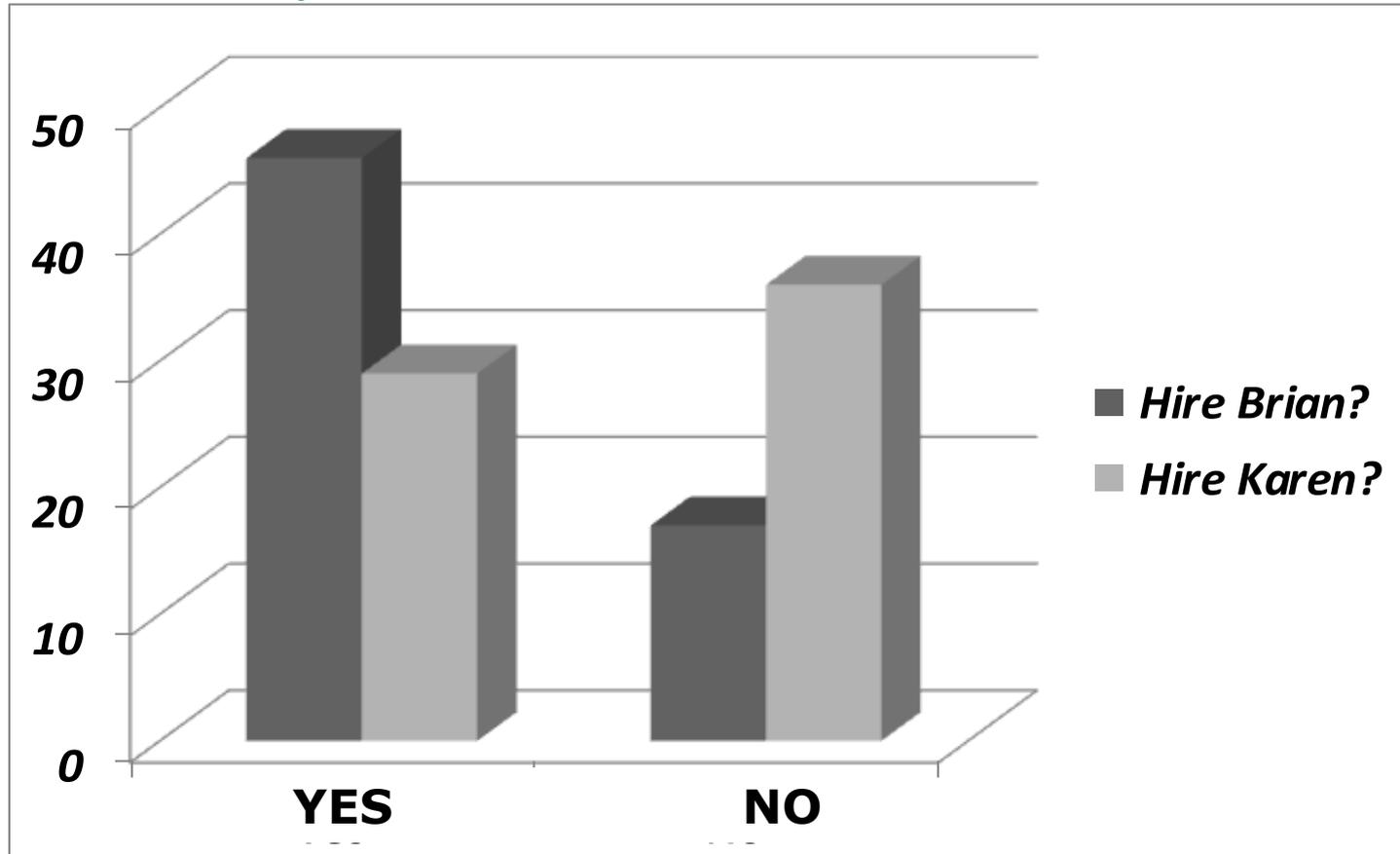
Actual starting faculty CV, doctored, changing only the name to either Brian or Karen

**University psychology professors prefer to hire “Brian” over “Karen” even though the CVs are identical**

Steinpreis, Anders, Ritzke (1999) *Sex Roles* 41, 509

Steinpreis, Anders, Ritzke(1999) *Sex Roles* 41, 509

## Would you hire this candidate?



**University psychology professors (50% male 50% female) prefer to hire "Brian" over "Karen", are twice as likely to reject Karen as Brian even though the CVs are identical**

copyright Cynthia J. Jameson

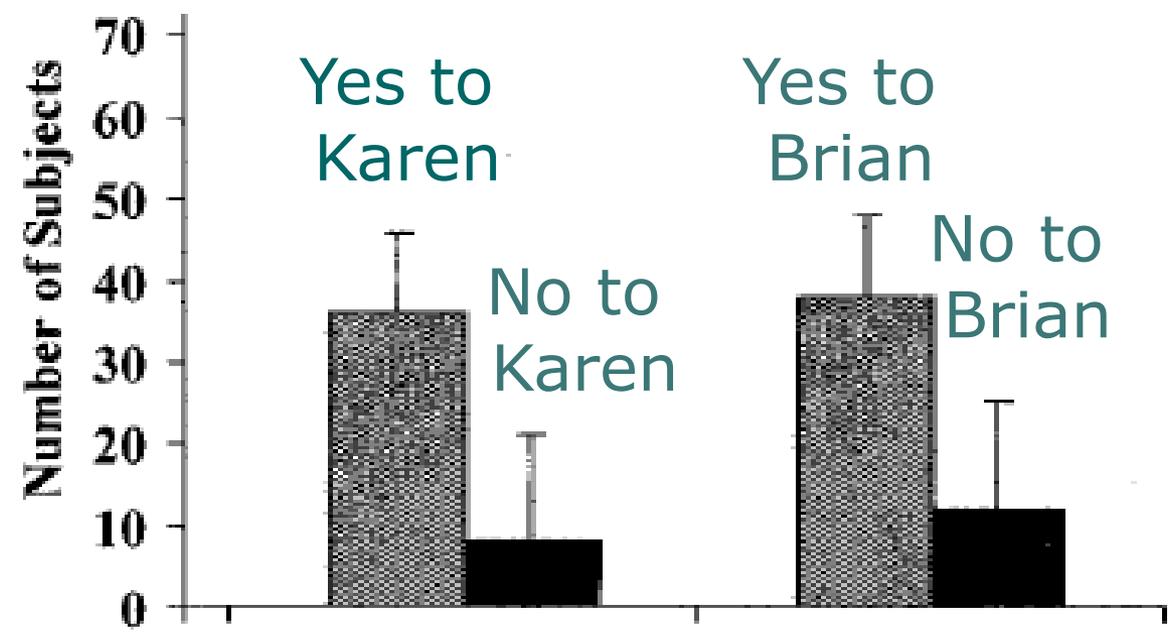
# Steinpries et al. The Impact of Gender on the Review of the CVs of Job Applicants & Tenure Candidates: A National Empirical Study

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- When university psychology professors examined the highly competitive CV of the real-life scientist who had gotten early tenure, they were equally likely to tenure 'Brian' and 'Karen'; no difference in their ratings of their teaching, research, and service.

# Would you tenure this candidate?

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# Steinpries et al. The Impact of Gender on the Review of the CVs of Job Applicants & Tenure Candidates: A National Empirical Study

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- ***But*** participants were **four times as likely to write cautionary comments** in the margins of their questionnaire if they had reviewed a 'female' tenure candidate than if they had reviewed the 'male' tenure candidate. These cautionary comments include such comments as, "We would have to see her job talk"; "It is impossible to make such a judgment without teaching evaluations"; "I would need to see evidence that she had gotten these grants and publications on her own". **Such cautionary comments on the male tenure candidate's vitae were quite rare.**

# Contributors to inequity

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- Common misperceptions
- Lack of critical mass =>
- Schemas =>
- Evaluation bias =>
- Accumulation of disadvantage\*

**Effects of these aspects on institutions and human resources are well studied in the sociological literature.**

**\*Virginia Valian Why So Slow?**

# Unconscious bias, Schemas e.g., gender

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- ❑ Gender schemas are non-conscious hypotheses about sex differences that guide **everyone's** perceptions and behaviors
- ❑ Expectations or stereotypes that define "average" members of a group:
  - ❑ Men are instrumental, task-oriented, competent
  - ❑ Women are nurturing, emotional, and care about relationships
- ❑ Schemas are necessary and efficient adaptive function
- ❑ Both men and women have the same schemas
- ❑ **Problems arise when schemas that define the group do influence the evaluation of an individual's capability and their work: Evaluation Bias**

# Schemas have more power when...

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- Ambiguity or lack of information
- Insufficient time to review information

**Schemas rush in  
when evidence and logic leave off**

## □ Collaborative work, how to judge?

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Nowadays, collaborative work is the norm in many fields. When collaborations involve other investigators, ***ambiguity*** arises in assigning credit: who is responsible for the success of an excellent piece of work?

# Research shows:

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- When the successful performance information was about **joint work**, female team members were regarded by evaluators more negatively—as being less competent and as having less influence and having taken less of a leadership role—than their male counterparts.
- It was only when feedback based on **individual performance** was provided to evaluators that there was no differential evaluation of female and male members of the successful teams.

Heilman and Haynes, “No credit where credit is due: Attributional rationalization of women's success in male-female teams,” *J. Appl. Psych.* 2005

# How are you counting the papers (how much credit?)

## Collaboration with a spouse

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- Collaboration with a spouse is more common for women than for men for statistical reasons (83% of women scientists in academic couples are partnered with another scientist, compared to 54% of men\*)

**Should view such collaborations the same as collaborations with unrelated peers**

\*Clayman Institute, Stanford University, 2006  
*Dual-Career Academic Couples: What Universities Need to Know.*

# Collaboration within a huge team with hundreds, even thousands of co-authors

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- Since April 2007, members of the CDF (Collider Detector at Fermilab) collaboration have credited almost all of their publications to “T. Aaltonen et al.” CDF publications list as authors every one of the collaboration members—all 602 of them—in alphabetical order. Lost in a sea of authors, a young experimental physicist seeking tenure at a university might have trouble proving his or her worth.
- A particle physicist coming up for tenure might have 200 publications

**Use external letters to ascertain what part of the work the candidate carried out and how significant a contribution this was to the overall work.**

# □ “tenure hold”, “tenure rollback” “personal leaves for family or medical reasons”

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- Do we accept such leaves or do we view them as indicators that the individual might not be committed and focused as a scientist, engineer, or scholar?
- Do we genuinely understand that stopping the tenure clock means that year(s) should not be counted, or do we unconsciously increase our expectations and add another year(s) to the denominator when calculating the quantity of publications since the last personnel action?

**Staying of the provisional tenure period is intended to ensure equity in the tenure system and should not, in any way, penalize or adversely affect the faculty member during a tenure review**

## Early decisions before tenure code 6

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- Do we expect much higher achievements from a candidate coming up for an “early” tenure decision?
- Or do we use the same bar for all?

Judge achievements as to whether or not they reach a level of academic standards that merit promotion and tenure, **with no penalty for getting there in a shorter time.**

## □ Field of scholarship

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- We tend to believe that what we do and how we do it is more \_\_\_\_\_ than others (significant, rigorous, cutting edge, creative, ...). Do we hold the *choice of field or style of scholarship* against the candidate?
- There are differences in what faculty members do across disciplines as well as in the language they use to describe what they do. It is important to **acknowledge and honor the inherent functional differences among the humanities, the social sciences, the sciences, and professional schools.**

# What are the norms for the subdiscipline of the candidate?

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- Peer-reviewed journal articles, or high-profile conference presentations rather than a book?
- Is the level of funding above or below average for the discipline?
- Working in teams or independent investigation?
- Engaging in design or synthesis –oriented research rather than hypothesis-driven research?
- Engaging in entrepreneurial activities?

**Judge according to the expectations and the norms for the subdiscipline of the candidate**

# Non-traditional scholar/field

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- When the field of specialization is unique, using a unique mix of research methods, are the commonly accepted standards of academic excellence in the discipline broad enough to allow fair evaluation of the work?
- Suppose the nature of the work itself precludes standard peer review process, (e.g., advocacy of a group, community-engaged work) how should the work be evaluated?

**Traditional criteria of excellence, impact, originality still apply, although the evidence of scholarly achievement may be non-traditional**

# Evaluating interdisciplinary work, how different from work within the discipline?

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- e.g., that which resides at the *cross-section of science and technology with social sciences and management*
- Interdisciplinary research could be large scale, addressing problems that exhibit a great deal of systems complexity, and involving relatively large numbers of faculty from different disciplines.
- Solitary scholar model in the humanities may not apply to humanists engaged in digital-based inquiry or working in academic medical centers as bioethicists, for example.

# Pitfalls and biases in evaluating interdisciplinary work:

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- To their critics, interdisciplines are often regarded as an escape from the scientific rigors of core disciplines.
- The number and variety of faculty working on a single project further increases the difficulty of delineating individual contributions.
- P&T process may not properly review and value contributions at the intersections of well-established, traditional fields. **As long as the default thinking is *departmental and disciplinary*, interdisciplinary scholarship will be disadvantaged.**

**Still demand excellence, but respect differences between disciplinary and interdisciplinary scholarship.**

# □ Outside letters of evaluation

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- Examine the professional relationship between letter writer and candidate
- When expert reviewers present a balanced evaluation of both strengths and weaknesses, do not focus on the one “damning” phrase
- Remember the Trix & Psenka findings about gendered letters of evaluation
- Outside letters are provided as a professional courtesy; refusal to perform this service should **not** be taken as a negative statement about the candidate
- Outside letters provide some experts’ views of the significance and impact of the candidate’s scholarship, to be balanced with other evidence

# Schemas in Action: Evaluation Bias

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**Letters of recommendation for women hired at a large academic medical center differ systematically from those for men hired.**

## **Letters for women:**

- **Shorter**
- **Fewer references to content of CV**
- **Twice as many gender references**
- **More references to personal life**
- **More grindstone adjectives**
- **Twice as many hedges and irrelevancies**
- **Fewer standout adjectives**

Trix and Psenka (2003). *Discourse & Soc* 14:191 2003

# Semantic realms His vs. Her

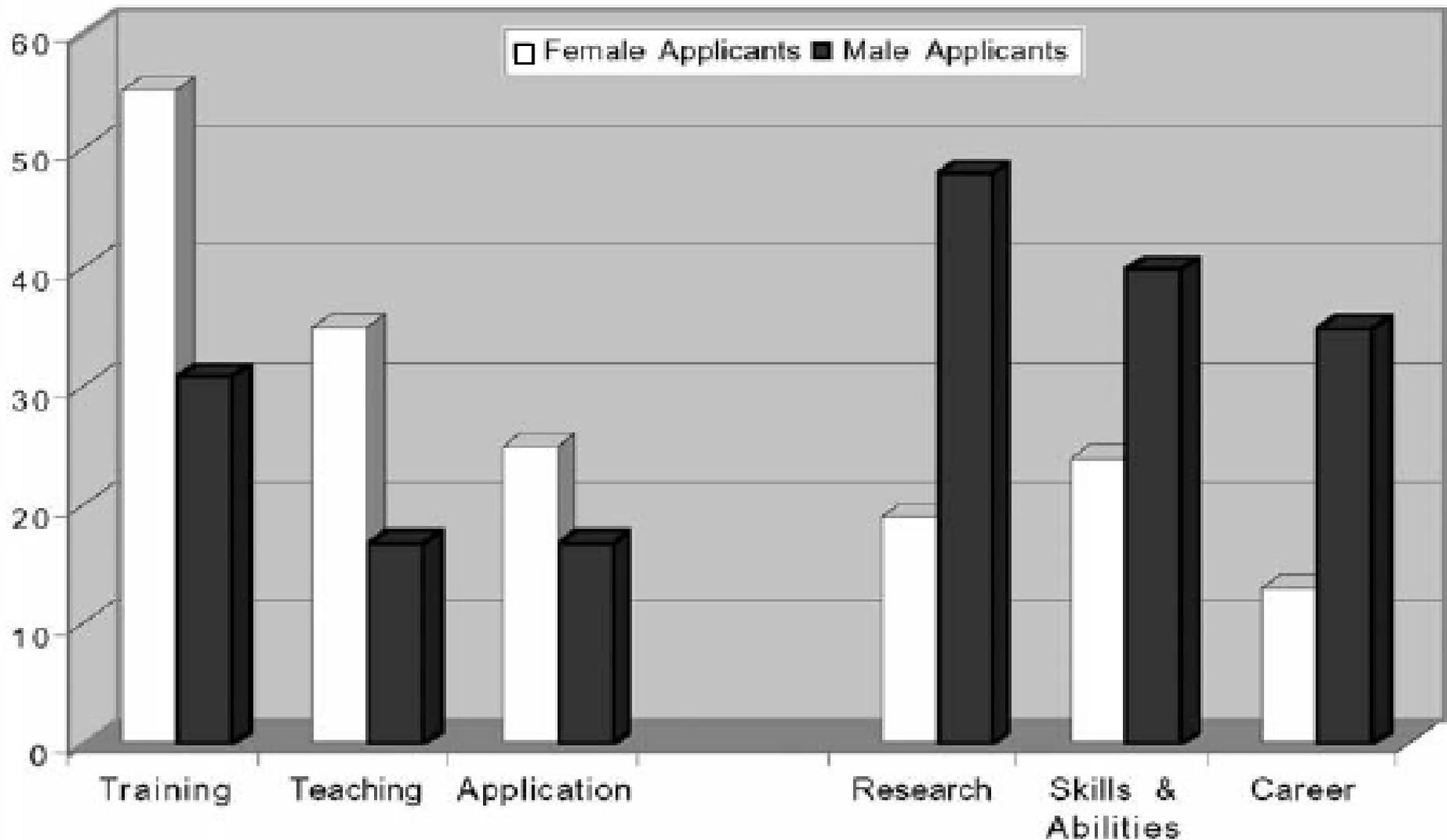


FIGURE 3. *Semantic realms following possessives. Rank-ordered within gender sets from equal numbers of letters 'her training'; 'his research'*

# Semantic realms His vs. Her

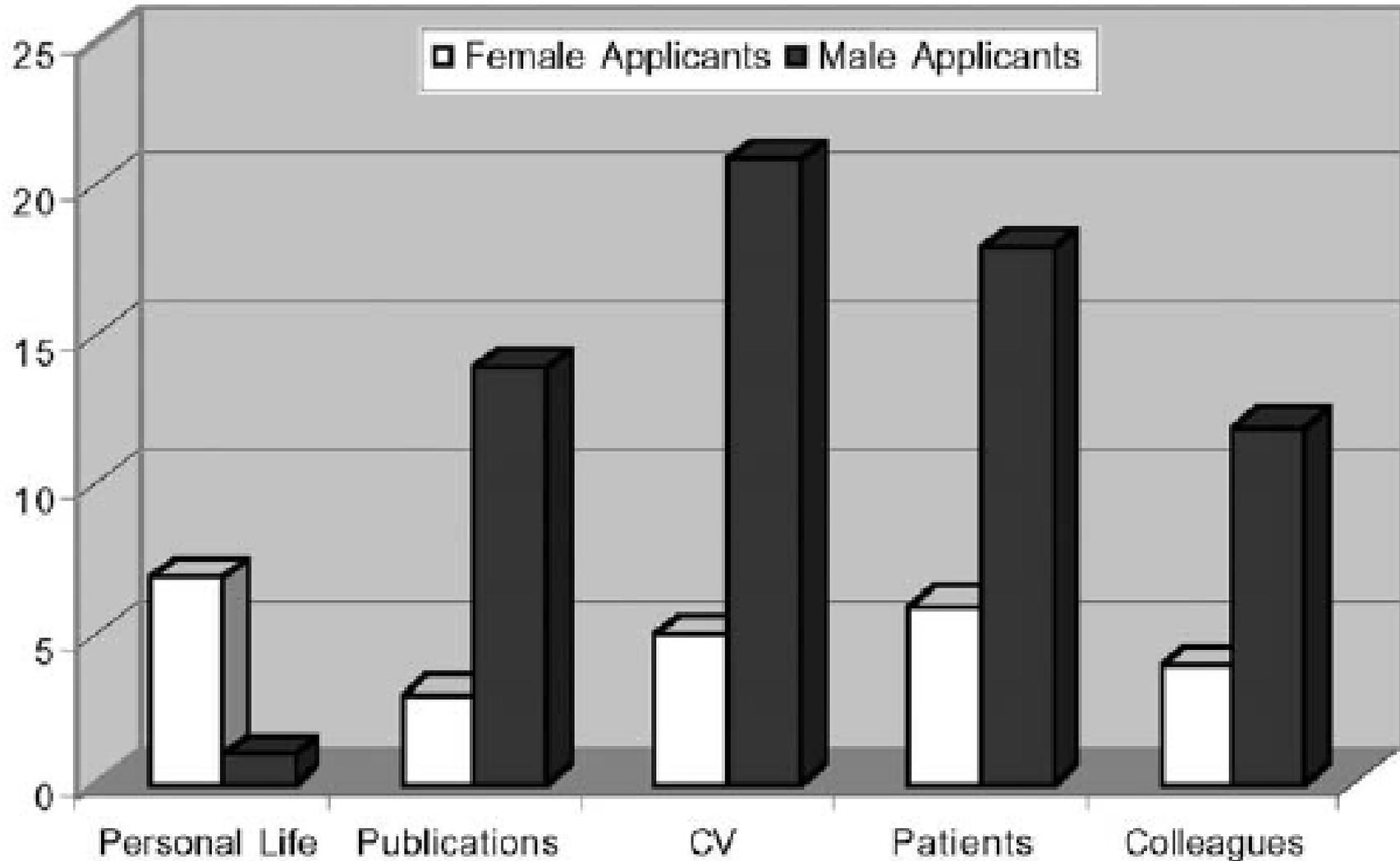


FIGURE 4. *Distinctive semantic realms following possessives. Greatest contrasts across genders in equal number of letters 'her personal life'; 'his publications'* copyright Cynthia J. Jameson

## □ Interpreting split votes

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Summary from the department head becomes particularly important when:

- *traditional metrics do not apply*, for example in non-traditional scholarship.
- *departmental votes are split*

Do not speculate about the reasons for the split votes. **Look with a fresh eye at the P&T document and make your own judgment.** As reviews make their way upward through the levels of the process, **both the written text and vote at a lower level should be considered as a form of advisement, not a license to rubber stamp the earlier conclusion.**

# ❑ Student evaluations of teaching: should not be taken at face value

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- An objective measure of "good teaching" (viz., a student's performance on a calculus test) **anticorrelates** with a subjective measure of "good teaching" (viz., a student's evaluation of the professor), holding constant the student's initial ability in calculus\*
- Research studies document that irrelevant factors can greatly affect SET results\*\*

\*Student evaluations of teaching: are they related to what students learn? Clayson, 2009, *J Marketing Educ* 31, 116-30;  
Student evaluations of teachers, Rodin & Rodin, 1972, *Science*, 177, 1164-1166.

\*\* Bias, the brain, and student evaluations, D. J. Merritt, 2008, *St. John's Law Review* 82, 235-287.

# Gendered expectations may play a role in student-teacher interactions

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- Challenges to female professor's mastery of the subject during lectures, esp. in fields where women are underrepresented\*
- Expectations of extensive nurturing (tutoring beyond office hours, deadline extensions,...) from female compared to male faculty
- Study showed student descriptives for disliked female teachers are personal attack words: *bitch, feminazi, witch*, with no counterparts for disliked male profs \*\*

\**Gender Stereotyping: Student-Faculty Interactions* Feb 18, 2010 UIC Town Hall vignettes; Bernice R. Sandier, *Women faculty at work in the classroom*, Commun. Ed. 40, 1991

\*\*Sprague & Massoni, *Student Evaluations and Gendered Expectations: What We Can't Count Can Hurt Us*, Sex Roles, 2005, 53, 779-793

## *... not only gender*

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- Professors of color have published poignant accounts of harshly negative student evaluations
- *"The complaints are never-ending, voluminous, and contradictory. I talk too loud or not loud enough. I walk too close to people and make them nervous. If I look at students, they are nervous. If I do not look at them they are angry. If I call on them, I am picking on them. If I do not call on them, I have a personal vendetta against them . . . ."*\*

Pamela J. Smith, *Teaching the Retrenchment Generation: When Sapphire Meets Socrates at the Intersection of Race, Gender, and Authority*, Wm. & Mary J. Women & L. 53, 162–63 (1999).

# Student evaluations should not be the only basis for P&T evaluation of teaching

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- “Overall rating of teaching effectiveness” is ambiguous in comparison to specific attributes (fairness of grading policies, text quality, professor organization, course goals, professor accessibility, ...), yet this overall number is the single number often reported from SETs.
- Use of **single number**=“overall rating of teaching effectiveness”, without taking into account the many factors which influence SETs, can be seriously misleading. *Ambiguity* and short response time permits stereotypic schemas to affect evaluations by students

**Use all the information in the P&T document**

## □ Differential impact: service

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- Assignment of committee and other service duties can be a heavy burden for the woman or minority expected ***to provide diversity to committees, to provide diversity to the university/college image in recruitment of faculty and students***
- ***This is generally where women and minority faculty are unfairly taken to task for not saying “no” to excess service, when saying “no” is not a real option for them.***
- Advising and helping students (not only women/minority students) can be a heavier burden for underrepresented faculty, particularly women, because gendered expectations of students create **increased demands on women faculty.**

Academic roles of the faculty in **research, teaching and service** are all important to the institution. **Consider the entire package!**



## □ Two-body situations

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- Information related to the performance of the companion **should not affect** the deliberations of tenure and/or promotion of the other.

# What Can P&T Committees Do?

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- ❑ Spend sufficient time evaluating each applicant; schemas have less power when more time is spent with a candidate
- ❑ Use objective criteria for scholarship quality
- ❑ Judge collaborative work fairly
- ❑ Tenure hold or family leaves during probationary period should not be considered as negative factors or as evidence of lower commitment to academic career
- ❑ Respect the differences between disparate disciplines
- ❑ **Look at the entirety of the package rather than concentrating on one or two details**

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- We are tenured faculty members committed to the same goal as all of you: for UIC to hire, **retain and advance the best faculty**
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**THANK YOU!!**  
**SUCCEED** Committee

**Supporting UIC's Commitment to a Community of Excellence, Equity & Diversity**