

# IOWA STATE UNIVERSITY

Office of the Senior Vice President and Provost

## Changing Attitudes through P&T Committee Training: A Pilot Process

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# Impetus



- Students voiced concerns about bias-related issues
- Senior leadership responded with commitment to **required** bias awareness training:
  - Inclusive Classroom training for all instructors, annually
  - Search Committee training, annually
  - P&T Committee training (college-level), annually
- Staggered implementation since January 1, 2020
- P&T training developed by ISU ADVANCE led by Dr. Tera Jordan, Assistant Provost

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# P&T Committee Training: Goals



- Standardize an evaluation process that ensures transparency and objectivity
- Raise awareness of faculty bias in the evaluation process
- Expand capacity to value all candidates and different forms of scholarship
- Align evaluation with institutional mission as a public land-grant university

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# P&T Committee Training: Delivery



- *Canvas* course houses training materials, accessible to individuals on demand (1.5 hr)
- Synchronous meeting of committee (in person or virtual) led by college Equity Advisor (1 hr)



# P&T Committee Training: Conte



- Pre-work includes readings, checklist, Managing Bias training video, narrated slides on “Counteracting Inequality and Bias in the P&T Review Process”
- Synchronous discussion with College EA
- Post-work includes survey (participant reflection) and course evaluation (assessment of training)



## PROMOTION AND TENURE COMMITTEE CHECKLIST

*Standardizing an Evaluation Process that Ensures Transparency and Objectivity*



### COMMITTEE PREPARATION PRIOR TO EVALUATION

#### COMPLETE IMPLICIT BIAS TRAINING

Access [Managing Bias via Learn@ISU](#)

#### DISCUSS [LAND GRANT MISSION - OFFICE OF THE PRESIDENT AT ISU](#)

#### REVIEW P&T SECTION OF FACULTY HANDBOOK

- [5.2.2](#) Standards for Promotion and Tenure
- [5.2.2.2](#) Scholarship

#### REVIEW P&T GUIDELINE DOCUMENTS

[Office of the Senior Vice President and Provost - Faculty Advancement and Review](#)

#### DISCUSS SHORT- AND LONG-TERM IMPACT OF COVID-19 ON CANDIDATE'S SCHOLARSHIP

#### DISCUSSION OF SCHOLARSHIP

- Review [Fundamentals of Scholarship – 3. Scholarship Defined](#) on YouTube
- Discuss the importance of considering other relevant recognitions, achievements, and service

#### GOVERNANCE AND QUALIFICATIONS

Discuss college governance documents, articulate qualifications for advancement, and agree how these qualifications can be met based on the department's specific criteria. Consider what will be used to evaluate contributions to a field, national/international recognition.

#### DEPARTMENT-PROVIDED P&T COMMITTEE EVALUATION CRITERIA AND EXPECTATIONS

- This criteria should be generally consistent over the years.
- Refer to Ways to Counteract Inequity and Bias in Evaluating Scholarly Contributions in the Required Training materials
- Department chair's letter should provide 1 – 2 sentences about why a case is presenting early or late for review and advancement.
- Department chair's letter should specifically explain how the candidate's work relates to the candidate's position responsibility statement (PRS) and evaluation criteria prepared by the department.

#### GROUND RULES

- Establish ground rules for consistent discussion and evaluation of candidates.
- Prior to the review process, agree upon examples of how criteria will be used to determine if candidate meets expectations (see Evaluation Process).
- Recommendation for Recusal: Promotion and tenure committee members who are recused from evaluation of a candidate will leave the room during the discussion and the candidate vote to protect against conflict of interest.
- Identify and discuss the role of a [process observer](#)
- Generate a checklist for the process observer to use for the evaluation of each candidate.
- Any committee member could serve as a process observer during the meetings.



## EVALUATION PROCESS

### ALLOW SUFFICIENT TIME FOR EVALUATIONS

Overload and rushing often leave room for biases in judgment

### AVOID PREMATURE RANKING/DIGGING IN, TO ALLOW OPEN DISCUSSIONS AMONG ALL COMMITTEE MEMBERS

### MAINTAIN CONFIDENTIALITY OF BOTH MATERIALS AND DISCUSSIONS

- P&T packet, department and chair evaluations, and external letters
- Formal and informal discussions

### ENSURE CONSISTENCY IN EVALUATIONS

- Consistency in evaluations over time of the candidate
- Consistency over time among candidates
- Consistency over candidates regardless whether they are in the same disciplines as the evaluators
- One person one vote. See Faculty Handbook [5.2.4.1 Voting Procedure](#)

## PROCESS DOCUMENTATION

### COMMITTEE RECOMMENDATION

- Articulates evidence-based strength and concerns in areas of research/scholarship, teaching/education, professional and institutional service
- Documents how candidate's scholarship and impact fulfill ISU Land Grant Mission.
- Documents how candidate's demonstrated qualifications meet the standards of promotion and tenure outlined in [Faculty Handbook Section 5.2.3](#) Qualifications for Academic Rank and Tenure and college governance documents.
- Make recommendation clear

### FEDERAL REGULATIONS REQUIRE INSTITUTIONS RECEIVING FEDERAL FUNDS TO RETAIN P&T RECORDS FOR AT LEAST TWO YEARS.

# Initial Response to Training



- Uncovered deep differences in how different forms of scholarship are valued (“counted”) by discipline
- Some disciplines rigid and narrow, digging in
- Some disciplines value interdisciplinary work, non-traditional topics, modes of inquiry, products
- Some view change as “watering down” criteria or lowering standards for P&T

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# Initial Response to Training



- Some faculty offended by suggestion that they don't "value" all candidates the same
- First time for intentional conversation among P&T committee members about:
  - Bias and unstated assumptions
  - Boyer Model of scholarship
  - Alignment with ISU land-grant mission
- Some colleges requiring all faculty participate
- *Feedback will be used to revise training, target discussions*

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