



# Preparing for Promotion: Mentoring and Reviewing Promotion Packets for Underrepresented Groups

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# Land Acknowledgement



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.





# Faculty Affairs Mission and Vision

## Mission

Our mission in Faculty Affairs is to cultivate and connect institutional structures for faculty advancement across the career lifespan in alignment with the overarching mission and role of the University of Arizona. We take an ecosystem equity approach across all system levels that considers (1) recruitment (2) professional advancement (3) retention (4) policies. Our work is grounded in an affirming, transparent, and inclusive approach to supporting faculty. You can find more details and information on each key area of our work:

- [Equity](#)
- [Recruitment](#)
- [Professional Advancement](#)
- [Retention](#)

## Vision

We aspire to maintain high levels of accountability, efficiency, and transparency in all areas of faculty affairs. We adhere to the fundamental values of our land grant institution and R1 status. We believe that a humanistic approach to faculty activity will foster excellence, equity, and impact. We aim to promote understanding of the role and contributions of faculty in teaching, research, service, extension, creative activity, and clinical work.



# Faculty Affairs Equity Statement

One of the University of Arizona's distinctive strengths is advancing Inclusive Excellence via equal opportunity, diversity, and inclusion as outlined in the University of Arizona's Purpose and Values. It is a time for action on equity and diverse representation. Faculty Affairs honors that commitment by recognizing the Indigenous lands on which we are privileged to teach and learn, those of the Tohono O'odham and the Pascua Yaqui. We honor the responsibility of being both a Land Grant Institution and a Hispanic Serving Institution.

Innovation, critical thinking, and problem-solving are greatly enhanced in a diverse and inclusive academic community. In Faculty Affairs we create, develop, and support institutional structures that lead to programs, resources, and services to cultivate faculty promotion and success in their scholarship, teaching, and service. *We are actively engaged in partnership with leaders across campus to build affirming and inclusive systems for faculty advancement* (see McNair, Bensimon, & Malcom-Piqueux, 2020).



# More than Diverse Representation . . .

- Diversity – presence of difference within a setting, *diversity is about a collective or group, not an individual.*
- Equity – “the state, quality or ideal of being just, impartial and fair.” The concept of equity is synonymous with fairness and justice. To be achieved and sustained equity needs to be thought of as a structural and systemic concept. **Where everyone has access to the same opportunities.**
- Inclusion – action or state of including or being included within a group or structure. Indicates numerical representation but also *authentic and empowered participation and a true sense of belonging. Abiding and respectful concern and interest in the lived experience and human conditions of diverse groups.*



# University of Arizona Faculty Affairs Equity Strategies

It is important to acknowledge that there are still gaps in diverse representation, access and inclusion at each stage of the faculty career. We describe here the goals for each stage to improve equity and then a list of current tactics to help reach the goal.

1

## Recruitment Stage

**Creating targeted diverse recruitment efforts**

- Faculty Affairs Search Committee Guidelines and Mandatory Training for all search committee members
- Consultation for recruitment with Deans, Department Heads, and Search Chairs
- Strategic Priorities Faculty Initiative for Hiring
- Strategic Priorities Faculty Initiative for Recruitment
- HBCU Liaison
- Transparent faculty data and reports on representation, equity, hiring, departures, and exit survey findings to raise awareness

2

## Professional Advancement Stage

**Ensuring a culture to enable a high-performing academic enterprise**

- Promotion Opportunities for all tracks
- Equity based changes to promotion dossier templates
- Promotion workshops for all candidates, department heads, and administrators
- Leadership Programs (ALI, HSI, ILC, Faculty Fellows)
- National Center for Faculty Development and Diversity membership and resources
- Faculty Development Promotion Communities Mentoring Program
- Faculty Affinity Groups
- HSI Seed Grants

3

## Retention Stage

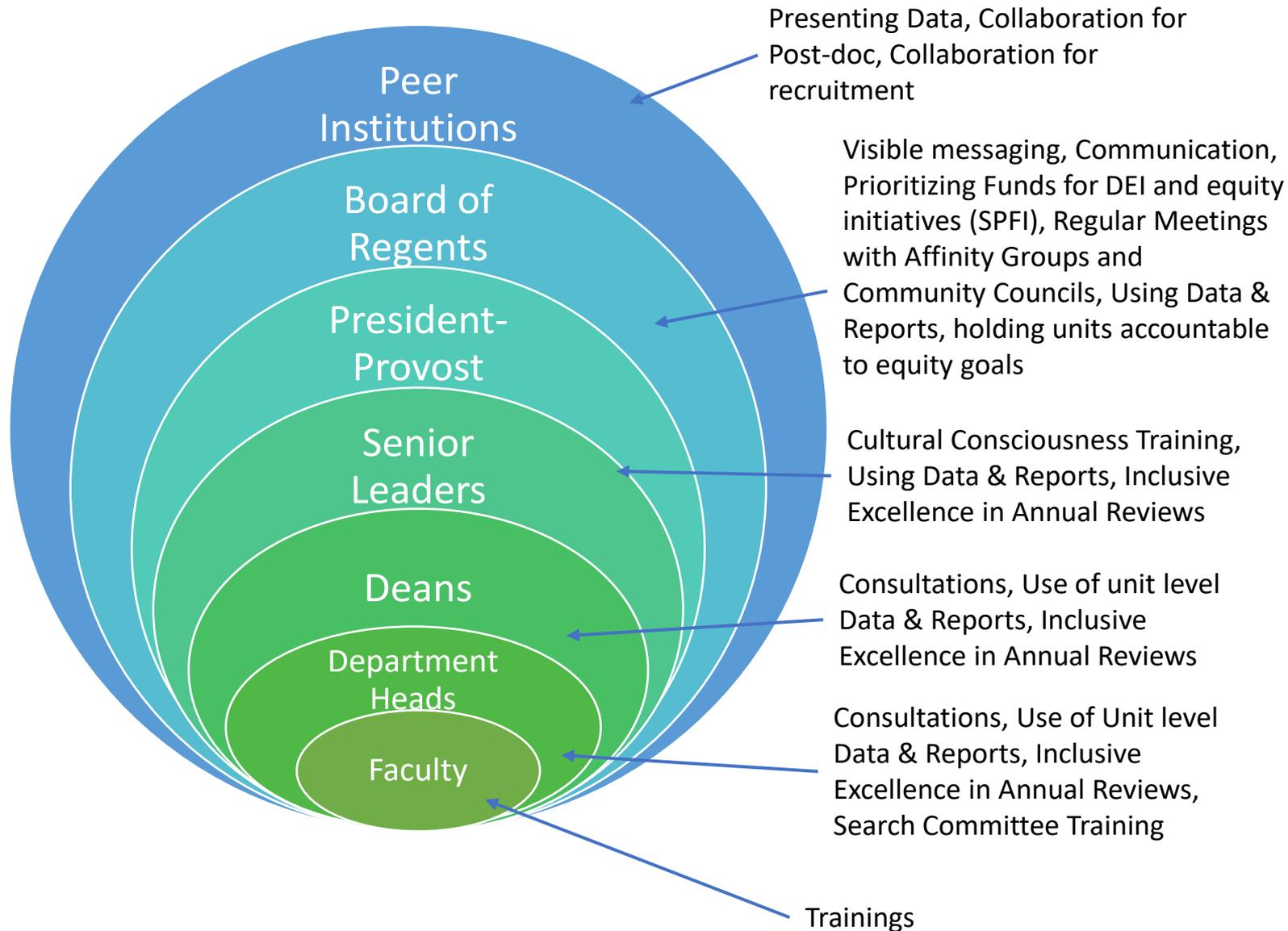
**Building affirming environments and anti-oppressive structures for faculty advancement**

- Multi-year contracts for CT
- Salary Equity Review
- University Faculty Awards
- Bias Education & Support Team
- Integration of implicit bias, equity and inclusivity in all Faculty Affairs workshops
- HSI Servingness Series, Talking Race Series, Caregiver Series, Our Best Work Environment Speaker Series
- Culturally Responsive Curriculum Development Institute
- Annual climate survey
- Heritage Month Faculty Spotlights
- Campus wide Mentoring Training and Mentoring Institute for inclusive mentoring of faculty and graduate students

**Senior Leader Support, Policies, Support of Administrators at all levels**



# *We need alignment across all levels.*





## Faculty Affairs Resources

- For all recorded workshops and slides:  
<https://facultyaffairs.arizona.edu/promotion-workshops>
- Guide to Promotion Process and Dossier Templates:  
<https://facultyaffairs.arizona.edu/guide-promotion-process>



## Promotion Policy and Faculty Affairs Resources

- University Handbook for Appointed Personnel
  - Tenure-Track
    - [Chapter 3.3](#)
  - Continuing Status
    - [Chapter 4A.3](#)
- Faculty Affairs Website Resources
  - <https://facultyaffairs.arizona.edu/content/about-promotion>
    - Inclusive View of Scholarship
    - Guide to Promotion
    - Promotion Clock
    - Promotion Criteria
    - Continuing Status & Promotion
    - Promotion & Tenure
    - Promotion and Career-track Faculty
    - Promotion Workshops



# Agenda

- Support
- Mentor
- Review





## Why

- Diverse representation of faculty is associated with better science
- Diverse representation of faculty is associated with better experience for students and better retention/graduation rates for URM students
- Innovation through more diverse perspectives
- Advancing inclusive excellence at the university
- Advancing servingness as HSI



## And yet research shows that . . .

- Research
  - Undercited
  - Content undervalued
- Teaching
  - Lower scores from students
  - Teaching nontraditional topics or new courses
  - Asked to teach larger courses
  - Higher mentoring load
- Service
  - Asked to serve on more committees
  - Less likely to be asked to chair committees
  - Often only URM on committee
- Reviews
  - Unconscious bias plays a role in evaluation reviews and hiring
  - Unconscious bias language in letters of recommendation
  - Fewer award noms



# Pandemic life

- Surge Capacity
- Burnout Syndrome of
  - Emotional exhaustion
  - Cynicism or depersonalization
  - Low personal accomplishment
- Previous studies with faculty & burnout/exhaustion
  - Factors associated: early career stage, lower age, fewer years since appointment, children living at home
  - Increased burnout risk: women, younger age and part time professors
- Additional stress, frustration, anxiety and even burnout
- Increased workload
- Deterioration of work-life balance
- Fewer uninterrupted blocks of time
- Grief, loss, loneliness, illness, death
- UArizona COVID19 Instructor Survey Report –Spring 2020:
  - <https://facultyaffairs.arizona.edu/faculty-reports-and-data>
  - For more info and further reading: <https://facultyaffairs.arizona.edu/covid-19-context>



## During COVID-19 so far..

### \*\*slides from Andrew Weil Center Dr. Chiasson

- Approximately 50% of people working harder
- Sleep is disturbed
- Zoom “burn out” is real
- Quickly putting content on-line has increased workload
- Uncertainty and furloughs...
  
- In addition to normal stress - COVID-19 stress needs to be addressed
- **Interim findings from the initial 500 respondents show:**
  - – a significant increase in musculoskeletal complaints
  - – poor sleep and fatigue is a concern, increased alcohol consumption
  - – healthy diet and exercise declining for many and
  - – emotional concerns over worklife balance, isolation, job security and finances
- **See:** <https://www.employment-studies.co.uk/resource/ies-working-home-wellbeing-survey>



**Good news is that social support  
and optimism make a significant  
difference!**





# Support

University structure  
Mentor/Administrator Notes





## SECTION 2A: IMPACT ON CAREER PROGRESSION FROM COVID-19 (Required: 2021 and Forward)

- <https://facultyaffairs.arizona.edu/covid-19-context>
- 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.*
  - Please provide no more than a 2 page description (single spaced) for this subsection.
  - Please note that Student Course Surveys and Peer Observations were not conducted during Spring 2020 for the majority of faculty and are not required in the promotion dossier from that semester.

## 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.



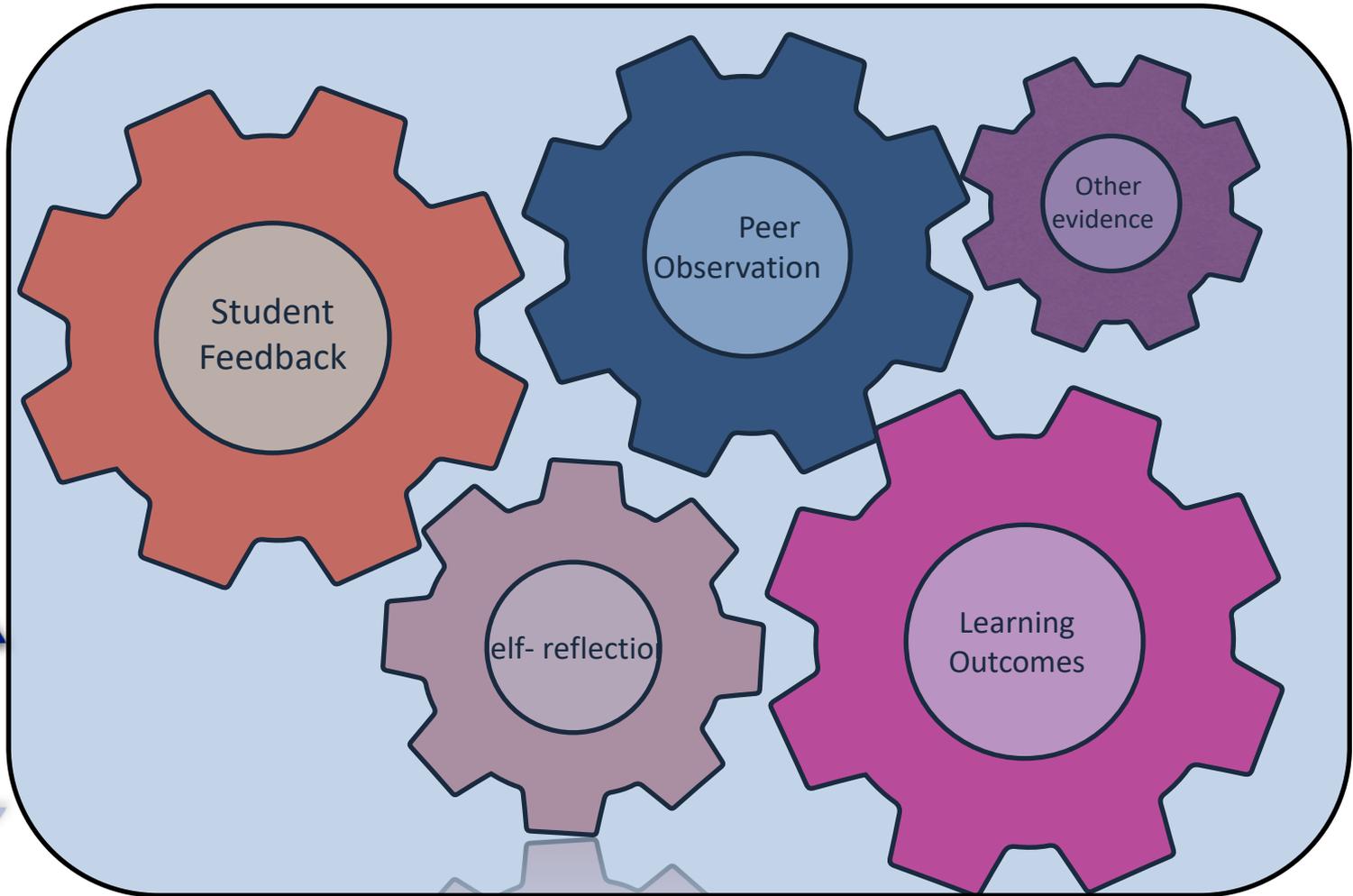
## External Reviewer Letter Changes

- The University of Arizona recognizes that the COVID19 pandemic, and related deepening of racial gaps, have taken a serious toll on faculty productivity and interrupted the career plans for many. Faculty have risen to the occasion to continue their work while managing the concomitant challenges of working at home, caring for others, and swiftly moving all of their activities online. We ask that reviewers carefully consider and comment on how the pandemic may have impacted the candidate's workload, productivity and achievements.



# Evaluation

- **Workload Distribution**
- **Inclusive Scholarship**
  - 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.
  - <https://facultyaffairs.arizona.edu/content/universitys-inclusive-view-scholarship>



Teaching quality framework, University of Colorado

<https://www.colorado.edu/teaching-quality-framework/>



# Holistic Evaluation of Teaching & Teaching Portfolio

- Best Practice focus on multiple sources of teaching quality
  - Student surveys
    - TCE reports generated by department coordinator and given to P & T Committee, candidates do NOT need to provide their TCE reports
    - Candidates may choose to summarize their TCE reports and student comments as part of their candidate statement
  - Peer observation
  - Course Materials
  - Teaching Statement (within candidate statement)
    - Evidence-based learning strategies
    - Inclusive curricula and classrooms
  - Extent of Teaching
    - Courses taught during time in rank
  - Individual Student contact
  - Instructional Innovation and Collaborations
  - Teaching Awards & Teaching Grants
  - Supporting Documentation
    - Syllabi and major assignments
    - Curricular reviews and other contributions



## **Faculty Workload and Rewards Project NSF funded (O'Meara et al, 2021)**

1. Transparency – departments have widely visible information about faculty work activities available for department members to see
2. Clarity – departments have clearly identified and well-understood benchmarks for faculty work activities
3. Credit – departments recognize and reward faculty members who are expending more effort in certain areas
4. Norms – departments have a commitment to ensuring faculty workload is fair and have put systems in place that reinforce the norms.
5. Context – departments acknowledge that different faculty members have different strengths, interests and demands that shape their workloads and offer workload flexibility to recognize this context
6. Accountability – departments have mechanisms in place to ensure that faculty members fulfill their work obligations and receive credit for their labor.



# Faculty Development Communities for Promotion (FDCP)

<https://facultyaffairs.arizona.edu/mentoring>

- Objective:
  - The goal of this program is to create small faculty groups and link them with one faculty mentor who has participated on promotion review committees. This community will prioritize guiding values of **excellence, honesty, trustworthiness, and compassion** to help faculty discuss and navigate their professional development while on the pathway to promotion/tenure.
  - Community structure of small groups
    - 1 faculty mentor.
    - 4 junior faculty.
  - Frequency of meetings:
    - Communities meet in a **weekly basis** to discuss a strategic plan for the year and to support and help each other.
    - Communities meet their **group's mentor twice a month or on a monthly basis** for 60 minutes.



# National Center for Faculty Development and Diversity

## ● Institutional membership

- Members receive a weekly motivational email (the Monday Motivator) and access to the full NCFDD Core Curriculum, guest expert webinars, intensive multi-week courses facilitated by national experts, a private discussion forum, 14-Day Writing Challenges, the Dissertation Success Program, and the opportunity to connect with a writing accountability partner.
- The NCFDD offers two intensive, virtual, 12-week Faculty Programs that provide tenure-track and tenured faculty training on empirically tested skills and strategies that improve writing, research, and professional productivity

## ● You can access it with your UA e-mail

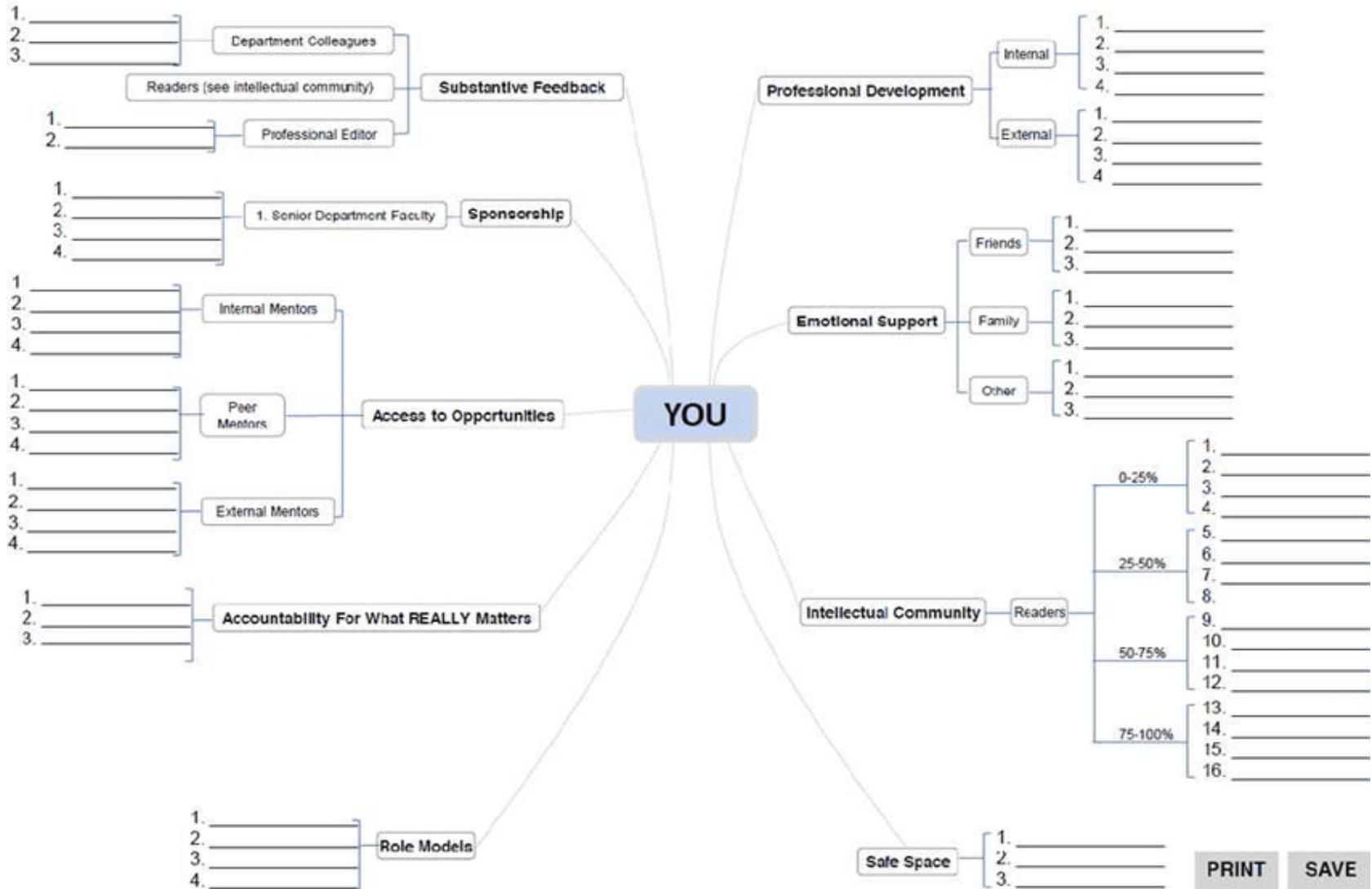
- <https://www.facultydiversity.org/>

## ● It's free



# Mentor







## **Mentor**

Call or email mentee to set up first meeting

Share information about background and professional experiences including previous mentoring experiences, either as a mentor or mentee.

Informally clarify common interests & work values

Help mentee clarify goals.

Set up a schedule with your mentee for regular meetings and feedback sessions. Be sure to agree on frequency and times, and stick to them.

Compile a list of activities with mentee which meet mutual goals.

Remember to both talk and listen

Brush up on your communication and other skills & always remember to take the mentee seriously.

Be aware of gender and cross-cultural differences.

## **Mentee**

Respond to mentor's request to meet

Share information about your background, your needs and values, and your aspirations.

Informally clarify common interests and work values

Discuss goals to achieve your needs & aspirations.

Set goals for yourself, and follow through on them. Don't be afraid to raise your expectations or redefine your goals as part of the ongoing process.

With your mentor, decide what steps will need to be taken to achieve your goals.

Remember to both listen and talk

Be receptive to feedback and coaching which should be thought of as opportunity for growth.

Pay attention to changes in your life that may call for updating your goals and expected outcomes.

Be prepared to discuss any concerns regarding cultural insensitivities if they occur.



# MENTORING TOOLKIT

<https://facultyaffairs.arizona.edu/sites/default/files/Mentoring%20oolkit.pdf>



## EXPECTATIONS, AGREEMENTS, AND TOOLS

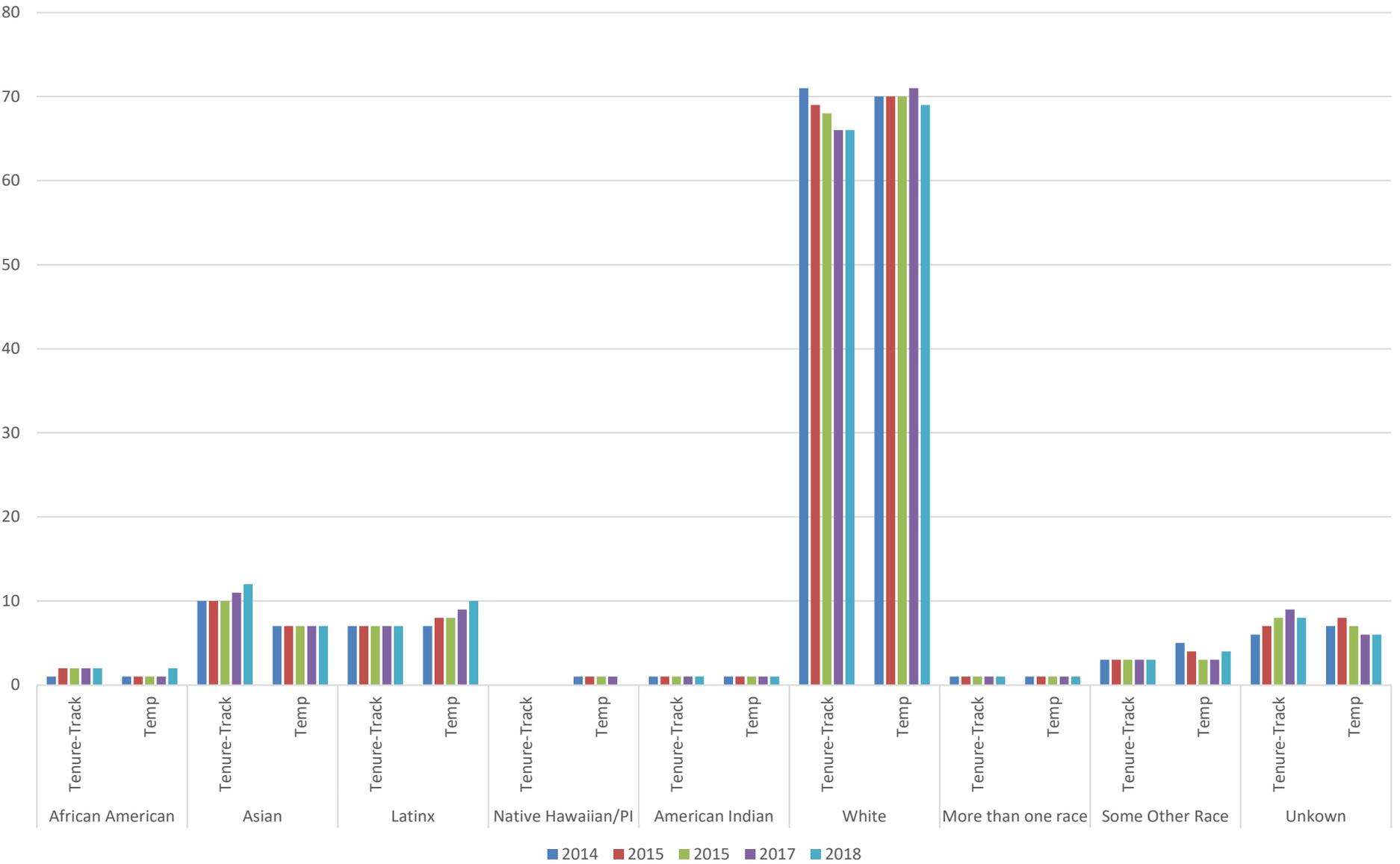


# Tips for Dialogue and Mentoring Across Differences





# Faculty Demographics by Tenure-Track and Temp Over Five Years

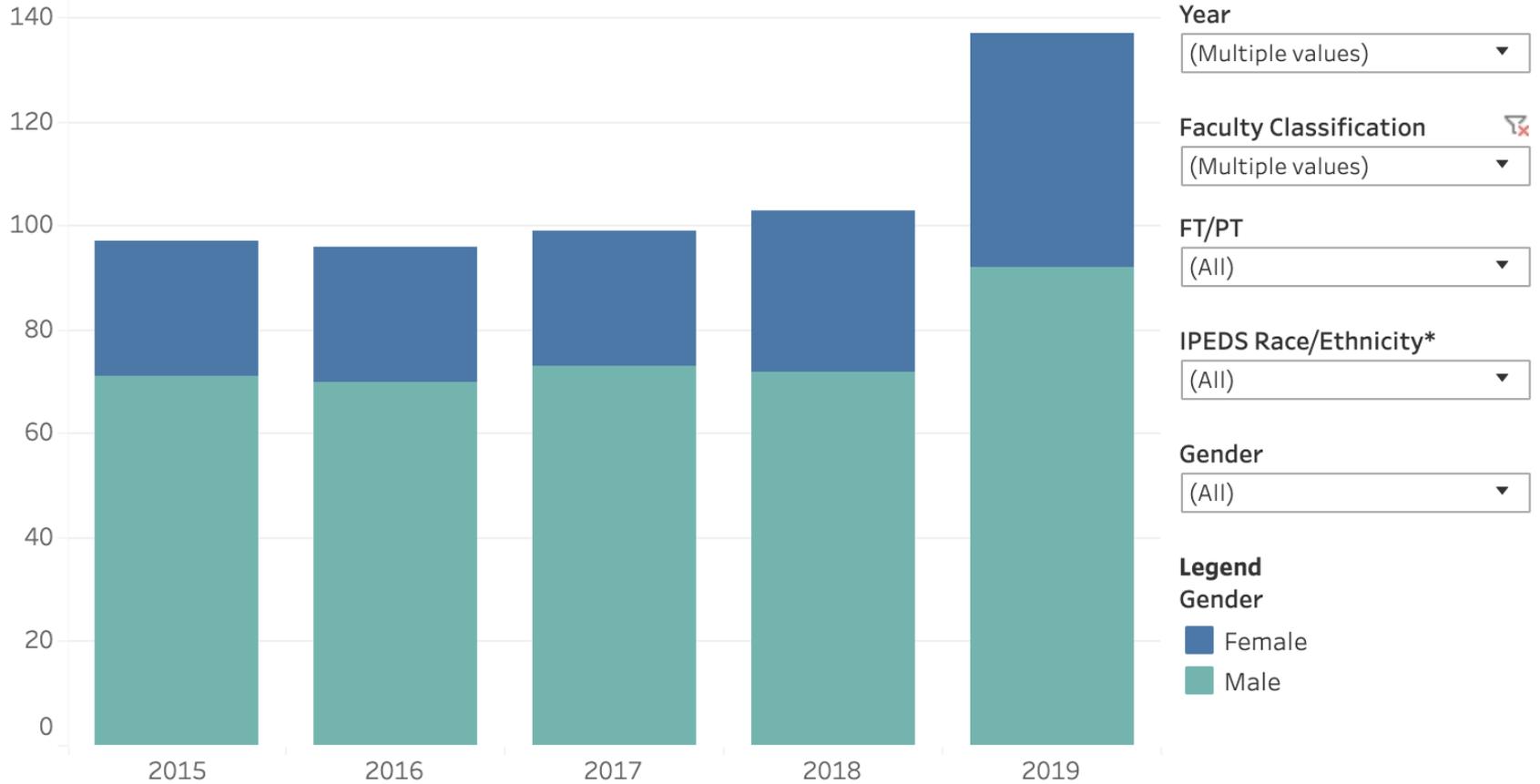




Faculty by Gender

Faculty by IPEDS  
Race/Ethnicity\*

Faculty Demographics





**It is important to acknowledge  
that higher education continues  
to lack educational equity for  
students and faculty of color.**

Social Justice





## Critical Consciousness

- The ***awareness*** of systematic forms of oppression (emerge from one's state of immersion) (Freire, 2015)
- The ***reading of one's world***→ which requires a critical social and historical analysis of their position in society (one's subjectivity) as a historical subject (and therefore an agent of change)
- Ability to ***take action*** to address condition



## University Awards and more . .

- University Awards
  - <https://facultyaffairs.arizona.edu/about-honors-awards>
- Inclusive Excellence Awards
  - Updates coming soon
- External Awards
  - <https://www.arizona.edu/faculty-awards-honors>
- P & T Review Committees write a **separate memo** to recommend candidates for the **Provost Award for Innovations in Teaching**.
- Award criteria:



# Ways mentors can help (and address social justice)

- Research/Scholarship
  - Read and critique research proposals and papers.
  - Advice on submission of papers for publication.
  - Advice on presentations at professional conferences.
  - Consultation and review of grants
- Effective Teaching
  - Strategies for effective teaching.
  - Ideas for effective ways of interacting with students and colleagues.
- Awards
  - Ask to be introduced to the larger academic community and culture.
  - Ask to be nominated for awards/recognition.
- Satisfaction & Retention
  - How to deal with the pressures and crises of professional life.
  - Advice on tenure and promotion requirements and processes.
  - Advice on time allocation for research, teaching and service.
  - Advice on job apps, interviews,.
  - Advice on navigating toxic work environments.



## **Service Strategy . . . for impact and for alignment**

- Is it aligned with my research?
- Will it help further my teaching?
- Are there potential high impact implications?
- What is the level of prestige?
- How important is this to my own fulfillment?
- How important is this activity to my giving back to others like me?
- Will I have allies?
- Does it fill a social justice need?

Questions to ask /reflect on when asked to participate in service

- What is the timeline for this activity?
- How long is the commitment?
- How often will the group meet? How long are the meetings? Where are the meetings held?
- How much prep is needed prior to the meeting?
- Who else is on the committee/review board?
- What major issues are in front of this committee/review in the next year?



# What to do when? It is a marathon not a sprint

- Assistant Professor
  - Dept committee (not too many or too time consuming) (wait for college or university is often ok)
  - National org subcommittee (helps raise profile for external reviewers)
  - National award reviews (provide insight to help students submit)
  - Keep M.A. and Ph.D. student advisees to a minimum
  - Community only if it is highly highly overlapped with research
- Associate Professor
  - Editorial Board or Editorship
  - National Organization committees
  - College & university level committees (search committees)
  - More grad students and post-docs
  - Advise student orgs
- Full Professor
  - National Organization leadership positions
  - National award reviews
  - University leadership



## How to graciously say no thank you.

- Thank you for thinking of me ( I feel honored), I will need to check my schedule/calendar and let you know if I can be available to fully commit to this activity.
- I am so glad that this activity is happening, thank you for providing leadership. I cannot participate at this time, but I do support the goals of the activity. Is there some other way that I can be of help?
- I cannot do it now, but I can recommend some other people to consider
- I would like to do this after tenure – can you ask me again in two years?
- I will need to check with my department head first.
- I would like to talk with my mentor first because I know they have also done this activity and can provide me insight into whether it is the right time in my career to participate.
- I have already committed my service activities for this year, but I would love to participate on this activity in the future.
- I am honored that my name has been recommended for this activity.
- This topic is outside of my expertise.



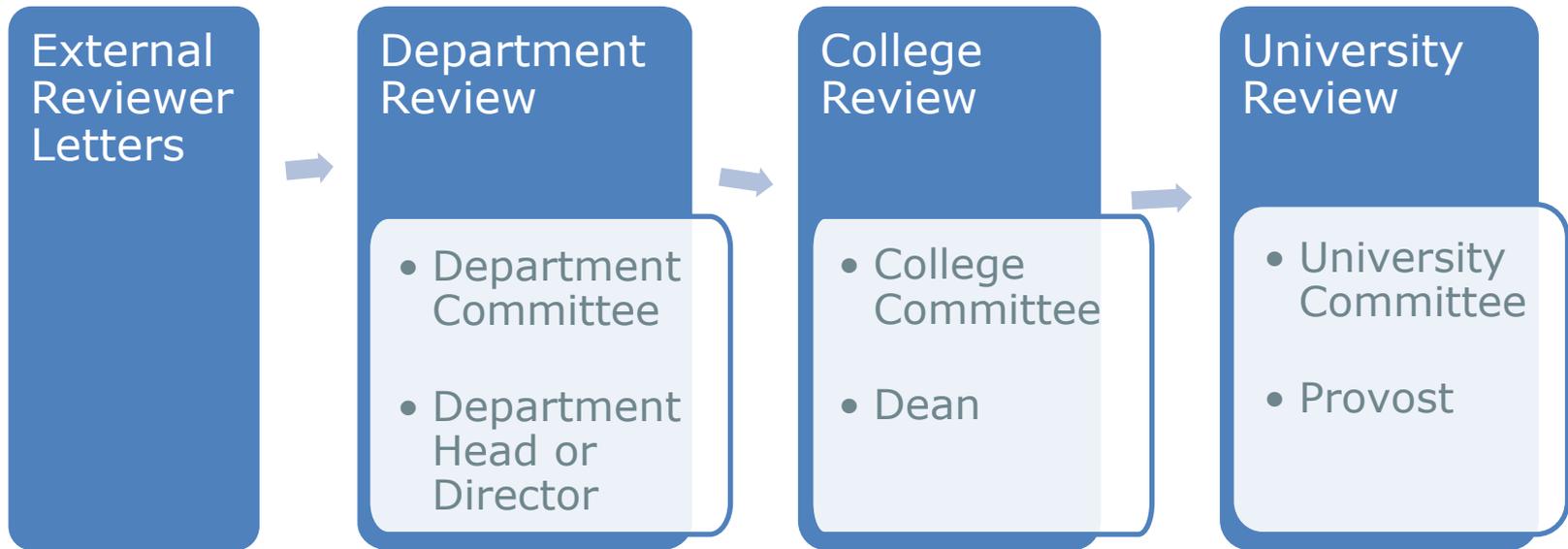
# Review





# The Promotion Review Process

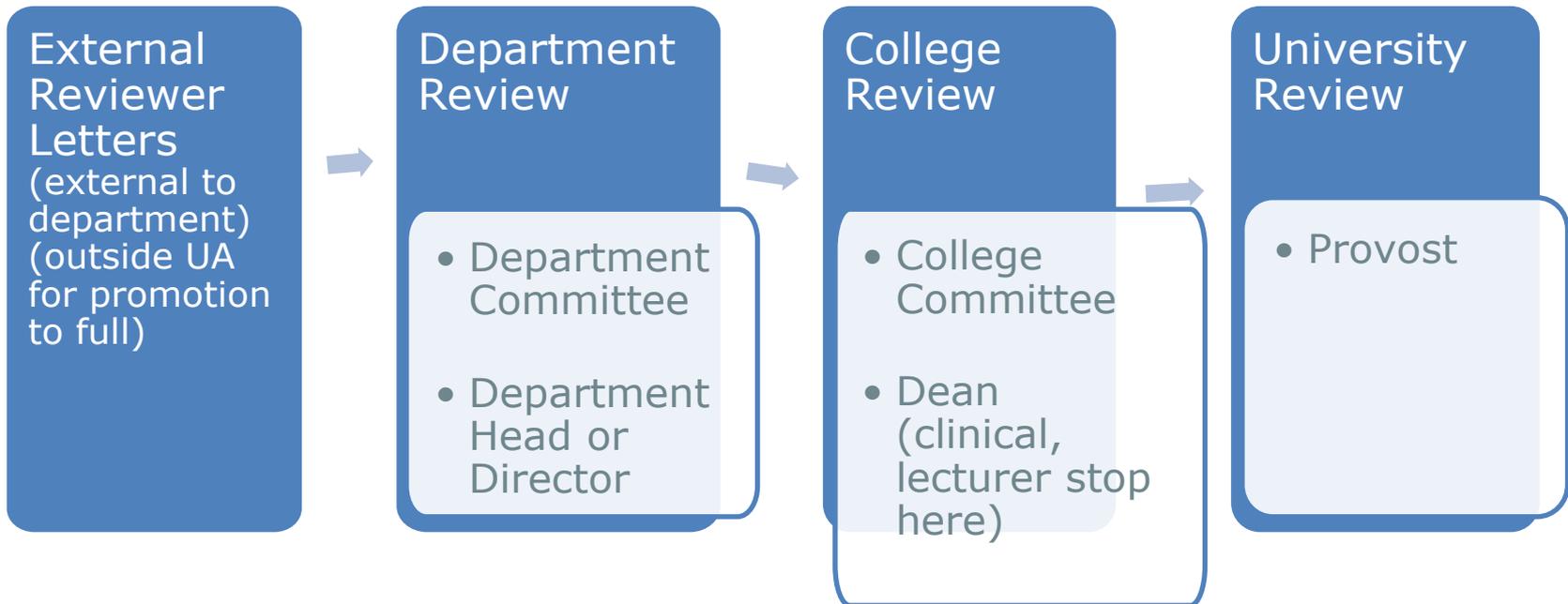
## Levels of Reviews





# The Career-Track Review Process

## Levels of Reviews





# Training for Committee Review and Discussion





# Examining Implicit Bias

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

-Dr. M. Banaji





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





**persistent**      *accidental*      **mental associations**  
Unconscious Choices  
                         hidden      **stereotyping**  
**blindspots**      **subtle**  
                         *unintended*      System 1  
"I *really* didn't      decisions      **short cuts**  
mean to say that."  
**snap judgements**





## Over 30 years of research

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



# Common Cognitive Errors to Avoid Throughout the Hiring Process

- Expedience Bias
- Prove-It-Again (PIAs)
- Cloning



## Tips: Minimizing Unconscious Bias in the Review Discussions

- **Avoid snap judgements:** Slow down, question your thinking
  - **Be alert to the roles** of PIAs, Stereotyping, Cloning, Raising-the-Bar, Expedience biases, and other unconscious short cuts
  - **Activate egalitarian goals:** Align your behavior with your best intentions. Research shows that internal motivation to be fair can typically outperform our implicit biases
  - **Take the IAT,** ask committee members to take the test.  
(<https://implicit.harvard.edu/implicit/takeatest/html>)
  - **Maintain consistency** in the assessment and decision-making process for all promotion candidates. If you waive objective structures, so do consistently.
  - **Require evidence** to back up and defend decisions from yourself and from others. Take notes.
  - **Gather perspectives** from all committee members to add clarity.
- 



## Communication Tips

### Questioning one another as a matter of practice

- **Agree** to hold each other accountable through civil and respectful communication
- **Act** as a mirror for one another; e.g. Help me to understand what you meant by. . . I understood it this way . . .
- **Address** comments that perpetuate inequity. Consider the consequences of not speaking up.
- **Ask** questions to clarify misinterpretations or misunderstandings of others. Ask questions of yourself.



## Unconscious Biases in Descriptive Words & Phrases

- Words & Phrases Matter
  - Gendered adjectives: women: caring/compassionate vs. men: successful
  - Using first names for women and minorities but using titles for men
  - Doubt raisers/negative language for underrepresented groups (although . . . ; while not the best . . .)
  - Potentially negative language (“requires only minimal supervision”)
  - Faint praise (“worked hard on projects assigned”)
  - Hedges (“responds well to feedback”)
  - Irrelevancy (e.g. hobbies)
  - Unnecessarily invoking stereotypes



# Thank you

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