ZOOM IN/ZOOM OUT: Equity in Tenure and Promotion Discussions

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Goals

• To discuss how biases can impact the dynamics of a promotion and tenure evaluation.

• To examine biases in self and others.

• To identify best practices for fostering equity and transparency in reappointment, promotion and tenure processes.
Sequence

- Introduction
- Video
- Reactions: Breakouts
- Discussion
- Strategies: Breakouts
- Discussion
- Takeaways/closing
NOTES ABOUT THE SKETCH:

• Research based

• Focused on dynamics, not on process differences between your department and the department portrayed in the video.

• Process may be different, but the dynamics are the same (e.g., chair)

• Significance of bells
• Departmental executive committee deliberating over a tenure case.
Characters

- TREVOR, Chair, Full Professor
- JACQUELINE, Associate Professor
- SHARON, Associate Professor
- MINT, Associate Professor
- GILL, Full Professor
Video

As you watch the video, take note of the moments that seem problematic, familiar, or inequitable.
Reactions: Breakouts

Share and discuss the moments, situations, and dynamics that stood out to you in the video.
Discussion

What were the key points from your discussion?
Strategies: Breakouts

What can you do from your academic position to mitigate bias and foster equitable T & P processes?

Q1: Identify strategies that could address these moments/dynamics:

A) Leading up to the meeting.

B) If you were a 6th faculty member in the meeting.
Strategies: Discussion

What can you do from your academic position to mitigate bias and foster equitable T & P processes?

Q1: Identify strategies that could address these moments/dynamics:

A) Leading up to the meeting.

B) If you were a 6th faculty member in the meeting.
Wrap up/Closing

• Prior to the discussion, identify unclear rhetoric or terms that should be avoided

• Follow explicit criteria and record reasons for decisions based on the criteria

• Challenge assumptions, bias, and language

• Inform the candidate of decisions at each step of the process according to departmental/college policies

• Provide the candidate with information about recourse