

Utah State University

DigitalCommons@USU

Faculty Senate & Faculty Senate Executive
Committee

Faculty Senate

3-29-2021

Faculty Senate Agenda, March 29, 2021

Utah State University

Follow this and additional works at: https://digitalcommons.usu.edu/fs_fsexec

Recommended Citation

Utah State University, "Faculty Senate Agenda, March 29, 2021" (2021). *Faculty Senate & Faculty Senate Executive Committee*. Paper 662.

https://digitalcommons.usu.edu/fs_fsexec/662

This Faculty Senate Agenda is brought to you for free and open access by the Faculty Senate at DigitalCommons@USU. It has been accepted for inclusion in Faculty Senate & Faculty Senate Executive Committee by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.





FACULTY SENATE AGENDA

March 29, 2021
3:00 – 4:30 p.m.
[Zoom Meeting](#)

Agenda

- 3:00 Call to Order** Timothy Taylor
[Approval of Minutes](#) – March 1, 2021

- 3:05 University Business** Noelle Cockett, President | Frank Galey, Provost

- 3:20 Information**
[EPC Monthly Report](#) – March 4, 2021 Paul Barr

- 3:25 Reports**
[Budget and Faculty Welfare Committee Annual Report](#) Jennifer Duncan

- 3:35 Old Business**
[New Faculty Startup Policies](#) Lisa Berreau
[USU Faculty Promotion and Tenure Survey: Report and Recommendations](#) Boyd Edwards

- 4:15 New Business**
[Faculty Senate Calendar AY 2021-2022](#) Timothy Taylor
Faculty Senate Elections Timothy Taylor

Adjourn: 4:30 pm



FACULTY SENATE MINUTES

March 1, 2021
3:00 – 4:00 pm
Zoom Meeting

Call to Order - Timothy Taylor

[Approval of Minutes](#) – February 1, 2021

Motion to approved minutes made by Don Busenbark. Seconded by John Ferguson. Minutes approved as distributed.

University Business - Noelle Cockett, President | Frank Galey, Provost

Provost Galey – Faculty members should have received an email from Ellis Bruch and the Provost regarding vaccinations. The Bear River Health district has offered wait listing for faculty members who reside in Box Elder and Cache County if shots are available at the end of the day. All faculty members are eligible to be put on this list. Graduate students and adjuncts have been added to the vaccination list as well. There are concerns from staff members about not being able to get vaccinated. The institution is working with the governor's office to help them get vaccinated as well. Individuals will be put on a list but will not receive a call until a vaccination is available. There will not be a notification until vaccines have been freed up. USU is currently searching for a dean in the Emma Eccles Jones College of Education and Human Services and in the College of Science. Recently held virtual airport interviews with 10-12 individuals for each position. Currently going through the short list and extending invitations for virtual on campus interviews. Once names are approved the information regarding the candidates will be sent to the colleges. Hoping to bring in 3-5 individuals for virtual campus interviews for each position.

President Cockett – Legislative update as of today. The session will end this Friday and will have confirmed initiatives by then. The executive appropriations committee did pass their budget last week. The President was pleased to say that there is a 3% compensation increase across the state institutions. USU had hoped that the state would fund 100% of that money but they are nervous about COVID so they will only cover 75% of the funding. USU needs to come up with the other 25% and that will be done by increasing tuition by 2.9% to help cover the compensation and promotion and tenure funds. Hoped to keep tuition flat but that is not possible this year. Performance funding was funded at almost it's full request which is \$20M across the Utah institutions. Need to remember that eight technical colleges have been added to the list of institutions across the state. The state will be fairly caution in passing out on-going funding. Holding off on other referendum initiatives, however, it does look favorable for some of the USU requests. President Cockett only went down to the capitol twice due to COVID. Access to the capitol was very limited and made the work a little more challenging because they couldn't meet or speak with many of the legislators. President Cockett will meet with the Budget and Faculty Welfare Committee to discuss how the salary compensation will be distributed. This needs to be done in the next couple of weeks.

Information

[EPC Monthly Report](#) – February 4, 2021 - Paul Barr

General Education Subcommittee – approved two Gen Ed designations and discussed the artifacts and assessment date that will be collected as part of the Gen Ed rubrics for the Fall semester. There was a discussion regarding the impact of moving the 3000 level courses to the junior year.

Academic Standards Subcommittee – No meeting to report.

Curriculum Subcommittee – approved 209 course requests and 14 R401 proposals. Registrar's Office has identified courses that do not have course descriptions. Most of these courses are graduate programs. Curriculum Committee asked for a boilerplate description for the courses. These will be

reviewed and an electronic vote will be taken. Fran Hopkin and Adam Glead brought forth recommendations to establish policies to hand Institutional Certificates of Proficiencies. The committee discussed the various issues and made recommendations to be brought to the Provost for approval.

HR Policy 311: Setting Expectations and Managing Performance - Doug Bullock

Retitled policy from corrective action to setting expectations and managing performance. Added reference to updated Policy 321 – respectful workplace. Clarified informal supervisory tools to set and manage expectations. Clarified language on performance improvement measures. Clarified progressive disciplinary action language. Added language around paid administrative leave, what it is and when it may be used. Clarified language of employee's response to disciplinary action.

HR Policy 321: Respectful Workplace - Doug Bullock

Updated policy due to passage of HB12. Added required abusive conduct language. Added language related to annual training requirement. Added investigatory and administrative review language

Research Data Management Librarian - L. Wynholds

We hope you will join us on Tuesday, April 6 and Wednesday, April 7 for our 2nd Annual Datapalooza! Sign up online: <https://usu.instructure.com/enroll/9CEED9>

Datapalooza Session 1: What do I do with my research data?

Introduction to Research Data Management Services at the USU Libraries Have questions about your research data? Want to know more about the services offered by the library? Trying to figure out the public access requirements for your federal grant? Come to this session and learn about what research data management services has to offer!

Datapalooza Session 2: Introduction to Data Management Plans Need to write a data management plan for your grant or research proposal? Have a federal grant that requires public access to your data? Do you know where your research data will be next month? next year? in 2030? Come to this session to learn more about data management plans! Bring your draft data management plans with you to this workshop to get you questions answered, feedback, and suggestions for best practices.

Due to COVID, we have more limited offerings and are moving to an online format. However, this will allow participants to join us during the live event as well as engaging with the materials asynchronously at <https://usu.instructure.com/courses/648469>.

Reports

Parking Committee Annual Report - James Nye

Motion to approve the Parking Committee Annual Report made by Don Busenbark. Seconded by Rachel Nardo. Report approved.

Parking permit rates will be raised by \$10. The vote to approve the increase was 9-1.

Construction/remodel projects will be affecting particular parking stalls. Once these stalls are taken away Parking and Transportation needs to find new places for construction workers as well as the USU employees who park there. Upcoming plans include the east half of 700 north remodel and the re-design of the east stadium parking lot. There has been an impact on the parking and transportation budget due to COVID-19 and this is the reason for the increase in parking. Parking and transportation revenue is off by about \$500K in just the parking revenue. This year they are running with a \$230K deficit.

Sustainability Council Annual Report - Alexa Lamm

Motion to approve the Sustainability Council Annual Report made by Denise Stewardson. Seconded by John Ferguson. Report approved.

Employ best practices to ensure that we have a robust and consistent process for estimating USU's total greenhouse gas emissions. USU Facilities took over the greenhouse gas inventory, completing the FY19 inventory in August. The energy team replaced 69% of lights on the Logan campus with LEDs.

Installations continue in Logan and stateside. Lab ventilation and real-time monitoring projects are underway. The controller's office has implemented the \$10 per round trip carbon fee. In the first year, the President's office will reimburse A#s at the end of the fiscal year.

New Business

Faculty Concerns Regarding [New Faculty Startup Funding Rules](#) - Patrick Belmont

It is understood and agreed upon that the university needs to limit the start up funding for faculty research. The amount of funding put towards new faculty startup is not in question here. How do we put boundaries on how those funds can be used and how to support faculty most effectively throughout the University? This is a faculty issue because startup funding is an important part of how we support junior faculty, it is important for faculty retention, and we want to be able to support faculty equitably across the diversity of activities that take place across USU. Concerns were expressed with regard to how the new rules were developed, specifically that there was insufficient discussion with those impacted by the rules (department heads and faculty) and poor transparency in decision-making. Several other concerns were raised that the rules may arbitrarily disadvantage specific faculty members or departments. Some examples include disallowing the following for funding or match in startup packages: professional development for faculty (some have argued this is the most important thing we can be doing to support university faculty), undergraduate research (URCO grants are too small to be useful and are inadequate for many faculty research needs), lab managers, and fees paid by the department to support graduate assistants. All of these contribute to our research capacity. The timing is also problematic as the Office of Research remains engaged in detailed discussions throughout the negotiation and reserves the right to reject items without explanation even after the final offer is signed. Vice President Berreau introduced herself to faculty senate and described her extensive experience in research at USU. The challenges she sees has to do with the overall research budget. OR already puts a considerable amount of funding towards URCO grants and undergrad research fellows. Vice President Berreau offered to provide a presentation regarding the Office of Research FY20 budget. The office wants to have full transparency of the F&A budget. Vice President Berreau said that the new rules were intended to clarify the process. The process they have put in place appears to be working efficiently over the past two weeks. OR and the Deans have determined that attaining R1 status is a priority and primary criteria there are the number of PhD students graduating and the number of postdoctoral research associates. That's why OR allows funding for those and disallows funding for lab managers. OR also feels that oversight is important for accountability. In some cases, startup funding has been misused.

Motion to postpone this discussion until a presentation on funding can be brought back through the Faculty Senate Executive Committee meeting made by Patrick Belmont. Seconded by Michael Pate. Postponed until next month.

Adjourn: 4:33 pm

Report from the Educational Policies Committee March 4, 2021

The Educational Policies Committee (EPC) met on March 4, 2021. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page (www.usu.edu/epc).

During the March 4, 2021 meeting of the EPC, the following actions were taken:

1. **General Education Subcommittee**

- One General Education course designation proposal was returned for clarification
- A proposal for the new communications sequence rubrics were presented, discussed and approved. The goal is a commitment to teach oral and written communication throughout the sequence, and that each sequence intentionally builds on each other. The committee also wanted to emphasize that teaching writing doesn't stop at CL2 but continues throughout the sequence including CI courses.

2. **Academic Standards Subcommittee**

- No meeting to report.

3. **Curriculum Subcommittee**

- Approval of 24 course requests.
- Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences requests approval to **offer a Nail Technician Certificate of Proficiency.**
- Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences requests approval to **change the name of the Institute for Social Science Research on Natural Resources to Community and Natural Resources Institute.**
- Other: course descriptions for dissertation and continuing grad advisement have been updated in the catalog. There are now course descriptions for all courses. All descriptions were approved by the Curriculum Subcommittee. Electronic vote passed unanimously.

4. **Other Business**

- Curriculum has been shut down and will reopen the first week of July. Any R401 proposal changes should be started in July or August so they can be approved for the following fall semester.
- A small working group has been put together to look at updating the Curriculum/EPC handbook. Will bring these update/changes to the April meetings of the Curriculum and EPC committees.

Budget and Faculty Welfare Committee Spring 2021 Summary Report

Agriculture and Applied Sciences – Ralph Meyer
Arts – Lydia Semler
Business – Vance Grange
Education and Human Services – Brian Phillips
Engineering – Timothy Taylor
Humanities and Social Sciences - Molly Cannon (Chair)
Natural Resources – Patrick Belmont
Science – Douglas Harris
Libraries – TBD
Extension – Michel Caron
Statewide Campuses – Vonda Jump
USU Eastern – Jan Thornton
Senate – Timothy Taylor
Senate – Patrick Belmont
Senate – Ralph Meyer

The duties of the Budget and Faculty Welfare Committee are to (1) participate in the budget preparation process, (2) periodically evaluate and report to the Senate on matters relating to faculty salaries, insurance programs, retirement benefits, sabbatical leaves, consulting policies, and other faculty benefits; (3) review the financial and budgetary implications of proposals for changes in academic degrees and programs, and report to the Senate prior to Senate action relating to such proposals; and (4) report to the Senate significant fiscal and budgetary trends which may affect the academic programs of the University. (Policy 402.12.4)

Meetings and Discussions of the BFW Committee

This report covers activities of the BFW committee for the Fall of 2020 and winter 2021. The committee convened on November 18, 2020 via Zoom.

- Patrick Belmont provided an accounting on the history of discussions in faculty senate on the need for transparency in faculty evaluations and the awarding of merit raises. A number of issues have been identified that relate including:
 - An evaluation process that requires by code that faculty vote and approve annually
 - Transparency in merit raises that align with values
 - Addressing the delayed (if at all) notification of raises
 - Following a review with an accounting of why a raises were or were not awarded based on performance standards
- We discussed two additional items from the spring agenda. First, childcare resources on campus for faculty and second paid maternity/paternity leave. Both of these issues were determined to be of interest to the committee to address this year as well. Ralph Meyer and Lydia Semler have agreed to lead the efforts. The committee continues to work on these issues and have discussed possible actions for the coming year:
 - Coordinating a discussion with the Faculty Diversity Development and Equity committee
 - Gather data about child care options (or lack thereof) – faculty survey, state statistics, Cache county statistics
- Molly Cannon met with Boyd Edwards and Scott Hammond to provide input for the development of the Faculty Promotion and Tenure Process survey on December 11, 2021.
- Molly Cannon met with Scott Bate on January 13th to discuss issues regarding mental health parity. Faculty would like to see the committee and the Faculty Senate encourage and support a decision where USU would not request the Mental Health Parity Exemption. The committee will continue to work on advocating for mental health parity for the coming year.
- Ralph Meyer served as a representative for the BFW committee during a discussion of the evaluation of Faculty Promotion and Tenure Process survey organized by Faculty Senate held on February 16, 2021. He will report to the committee at our next meeting scheduled later in March (after the due date of this report).

The BFW Committee will next meet with President Cockett at a time to be determined in March or April for a legislative update (after the due date of this report) and to discuss the proportion of the salary increase provided by the legislature that should be used for across-the-board raises versus flex pool (distributed based on merit, or to rectify gender inequity, salary compression, etc.). We have requested to also discuss with President Cockett the following items during that meeting:

- What percentage of the 3% raise offered by the legislature should be allocated across-the-board vs the flex pool?
- Information on how Deans and Department Heads have improved transparency in how flex raises (merit, compression, equity) are determined
- Historical information on how raises have been split between flex versus across-the-board raises over the past 5 or 10 years (with numbers corrected relative to inflation)

Concerns about the process for developing the rules

Insufficient discussion with those impacted

Poor transparency in decision-making

Concerns about the rules as proposed

Some restrictions may arbitrarily disadvantage specific faculty members or departments

For example, not funding or matching:

- professional development
- undergraduate researchers
- lab managers
- fees paid by the unit to support graduate assistants

Timing is problematic. Having OR involved in detailed negotiations between deans/dept heads and faculty members slows the process. Also, OR can reject any items after the final offer letter is signed.

OR reserves the right to deny expenses without cause or explanation

USU Promotion and Tenure Process Survey: Report and Recommendations

March 25, 2021

John Stevens¹, Rebecca Walton², David Feldon³, Scott Hammond⁴, and Boyd Edwards⁵



(image courtesy USU Press Room)

¹Professor, Dept. of Mathematics and Statistics

²Associate Professor, Dept. of English

³Professor, Dept. of Instructional Technology and Learning Sciences

⁴Professor of Practice, Dept. of Management

⁵Professor, Dept. of Physics

1 Executive Summary

After input and approval from the Faculty Senate, a survey of USU faculty was conducted in January 2021 regarding perceptions of equity in the USU promotion and tenure process. The survey garnered 577 responses, which is a response rate of 49%. The survey revealed a number of findings regarding aspects of the promotion and tenure process that are working well, as well as areas for improvement.

1.1 Existing Strengths

The survey indicated approval from many survey respondents regarding several aspects of the promotion and tenure process. Three widely identified strengths are highlighted below:

Ombudspersons: The survey data reflects support for the continued requirement to include ombudspersons in promotion and tenure meetings (refer to sections 6, 7, and 9). This support is widespread among respondents, whether comparing respondents by college, campus location, type of appointment, or other factors. Of note is that comparing respondents by gender revealed that female faculty members are proportionally even stronger in their support of the ombudsperson requirement (refer to figure 21).

Faculty Code: Survey responses indicate that faculty members value due process; they find faculty code (which establishes due process) and resources such as trainings and online documentation to be important for understanding, standardizing, and enforcing due process (refer to sections 8, 10.1, and 11.2).

Mentorship & Support: Survey respondents also value mentorship and support of candidates pursuing promotion or promotion and tenure. The annual nature of TAC meetings allow

for early and regular guidance, and many survey respondents indicated that the encouragement and support of their PAC/TAC and department head were greatly valued by candidates (refer to section 11.2).

1.2 Areas for Improvement

The survey also revealed areas for improvement, which we briefly describe in this section alongside four qualities of inclusive organizations⁶:

Representation: Inclusive organizations are widely representative of various marginalized groups, especially in positions of leadership. Implicit bias, which is relevant to findings reported in sections 10.2 and 12.1 (among others), emerges from one’s worldview and lived experience. When the lived experience among decision makers (such as deans, Central Committee members, and PAC/TAC chairs) is markedly homogeneous, implicit bias disproportionately hurts marginalized groups—often in ways unintended by and invisible to decision makers.

Transparency: Transparency supports members of inclusive organizations in understanding what happened and why. Insufficient transparency can create environments where inequities flourish, especially when organizational leadership is not representative of marginalized groups (and therefore less able to perceive those inequities). Sections 12.3 and 12.6 discuss problems with the current promotion and tenure processes related to insufficient transparency.

Accountability: Accountability ensures that when an organization’s policies and official processes are violated, those responsible will be held accountable and negative effects will be mitigated. The need for improved accountability is most apparent in section 12.3, whereas the value of ombudspersons in improving accountability is most apparent sections 10.1 and 10.2.

⁶Thank you to Dr. Christy Glass for sharing these qualities and suggesting their relevance to interpreting and responding to the survey findings.

Formalization: Formalization directly counters the structural nature of structural oppression by changing formalized, official processes in ways that improve inclusivity. Formal, inclusive processes directly support transparency, and they are a precondition for accountability. Multiple codes identifying aspects of promotion and tenure that currently work well relate to what and how aspects of process have been formalized (refer to section 11.1), whereas much of section 12.3 identifies areas of promotion and tenure with insufficient or ill-fitting formalization.

2 Recommendations

We here present recommendations that are intended to improve the equity, efficiency, diversity, inclusivity, and transparency of USU's promotion and tenure processes and to limit the possibility that bias, whether implicit or explicit, will affect the equity of these processes. Some of these recommendations are suggested by the survey findings that are presented in this report. Others were suggested in meetings with faculty members and administrators before and after the survey was administered.

On 4 December 2020, a meeting with USU administrators and faculty members was held to evaluate the ombudsperson program and to make recommendations for improvements in its efficiency and effectiveness. Discussions in this meeting motivated and informed the development of the survey, which was open from 11 January 2021, when the USU Faculty Senate authorized its distribution, to 1 February 2021. Meetings on February 16 and March 5 to discuss survey findings with faculty members and administrators resulted in other recommendations for improvements to USU's promotion and tenure processes.

One outcome of the survey and the associated discussions is the formation of a term faculty task force, whose purpose is to clarify promotion procedures for term faculty members and to incorporate these clarifications into the faculty code. The survey found that term faculty members are less likely to report sufficient experience to assess the promotion and tenure process than tenured and tenure-eligible faculty members (Fig. 4), that term faculty members were less satisfied with the equity of the PAC and TAC evaluations than tenured and tenure-eligible faculty members (Fig. 6), and that many survey respondents suggest improving the promotion process for term faculty (section 12.1). This task force has been formed and is engaged in the process of clarifying procedures for term faculty.

We assert that the recommended actions below offer a good start in responding to the

survey findings but that additional actions will be necessary to further improve the equity, inclusivity, and transparency of USU's promotion and tenure processes. Having analyzed the survey data for statistical trends, having read and coded the responses to the free-response survey questions, and having received suggestions from other faculty and administrators for improvements in USU's promotion and tenure processes (both before and after the survey was administered - refer to the above), we recommend that the following actions be taken to improve the equity, efficiency, diversity, inclusivity, and transparency of USU's promotion and tenure processes:

1. Representatives from the Faculty Senate, the Office of the Provost, the Deans' Council, and the Office of Equity shall collaborate on improvements in ombudsperson training materials to list topics that are inappropriate to discuss during PAC and TAC meetings, to clarify what to do if these topics are raised, to include information about the nature and purpose of PAC and TAC meetings, and to emphasize the responsibility of all PAC and TAC members and chairs to ensure that due process is followed and to protect the rights of the candidate and the university.
2. Representatives from the Faculty Senate, the Office of the Provost, the Deans' Council, and the USU Office of Equity shall collaborate on clarifications to faculty code regarding standards of excellence and standards of effectiveness, as well as to make the process and documentation expectations of faculty more focused and less onerous. This collaboration shall also result in guidelines regarding elements of equitable and convincing PAC/TAC, department head, and dean recommendation letters (including contextualizing student evaluations and discipline-specific standards), as well as guidelines that increase the transparency of the processes and review principles used by the Central Promotion and Tenure Committee.
3. All faculty members holding one of the highest two ranks in the appointment types of (1) tenured or tenure-eligible appointments and (2) term appointments without eligibility for tenure shall complete ombudsperson training.

4. A task force shall be formed to design and develop brief, just-in-time training that shall be required for all PAC/TAC committee members and ombudspersons immediately before (or at the start of) each committee meeting. The ombudsperson need not hold the same appointment type as the candidate.
5. Deans shall maintain lists of ombudspersons in their colleges, and shall prioritize diversity in the selection of ombudspersons in terms of gender, race, ethnicity, rank, appointment type, and campus affiliation, but shall avoid burdening any faculty members with excessive committee service.
6. Deans and department heads shall complete ombudsperson training on a regular basis.
7. The TAC or PAC chair shall notify the dean's office of any ombudsperson negligence.
8. Department heads shall prioritize diversity in the selection of TAC members, PAC members, and external reviewers in terms of gender, race, ethnicity, rank, appointment type, and campus affiliation, but shall avoid burdening any faculty members with excessive committee service.
9. Department heads shall not select TAC members, PAC members, or external reviewers with the intent to bias or inappropriately influence tenure or promotion recommendations.
10. Department heads shall not attempt to bias or inappropriately influence PAC and TAC recommendations or external reviews through any means, including through off-the-record communications with PAC / TAC members or external reviewers.
11. Deans shall not attempt to bias or inappropriately influence PAC, TAC, and department-head recommendations through any means, including through off-the-record communications with PAC / TAC members or department heads.
12. Recommendations 2-11 shall be incorporated into faculty code and into training for deans and department heads.

3 Survey Overview

The following tables give the exact wording and response scale for each question in the survey.

Quantitative response scale questions

1. How well do the USU promotion and tenure processes succeed in encouraging faculty excellence regardless of gender and minority status? (6-point scale: “Not well at all”, “Insufficient experience”, “Slightly well”, “Moderately well”, “Very well”, “Extremely well”)
2. Please describe your satisfaction with the equity of faculty evaluations performed at each of the following levels:
 - Promotion and Tenure Advisory Committees
 - Department Head
 - College Dean
 - Central Promotion and Tenure Committee(5-point scale: “Very dissatisfied”, “Somewhat dissatisfied”, “Neutral or insufficient experience”, “Somewhat satisfied”, “Very satisfied”)
3. How well do USU ombudspersons do their job to ensure that due process is followed and that the rights of the candidate and the university are protected? (6-point scale: “Not well at all”, “Insufficient experience”, “Slightly well”, “Moderately well”, “Very well”, “Extremely well”)
4. Have you witnessed instance(s) in which an ombudsperson intervened to protect the rights of the candidate or the university? (No/Yes)
5. Do you think that all PAC and TAC members should help to ensure that due process is followed and that the rights of the candidate and the university are protected? (No/Unsure/Yes)
6. Do you think that USU should continue to require an ombudsperson at every PAC and TAC meeting? (No/Unsure/Yes)

Demographic questions (and abbreviations used in this report)

1. What is your college affiliation?
“Arts” = Caine College of the Arts; “Ag” = College of Agriculture and Applied Sciences; “Eng” = College of Engineering; “HSS” = College of Humanities and Social Sciences; “Sci” = College of Science; “EdHS” = Emma Eccles Jones College of Education & Human Services; “Bus” = Jon M. Huntsman School of Business; “NR” = S.J. & Jessie E. Quinney College of Natural Resources; “Lib” = Libraries; “PrefNot” = Prefer not to say
2. Where are you based?
Logan campus; “SC” = Statewide campus; “PrefNot” = Prefer not to say
3. What type of faculty appointment do you hold?
“TT” = Tenured or tenure eligible; Term; “PrefNot” = Prefer not to say
4. What is your gender?^a
Male; Female; Non-binary; Other; “PrefNot” = Prefer not to say
5. Are you a member of an under-represented ethnic minority (Hispanic/Latino, African American, Native American, Native Hawaiian, Pacific Islander)?
Yes; No; “PrefNot” = Prefer not to say

^aBecause a very small number of faculty reported Gender as “Non-binary” or “Other”, those faculty were combined with the “Prefer not to say” responses to help keep their responses anonymous.

In addition to the quantitative-scale questions, faculty were asked three free-response questions:

- Please share information about the ombudsperson-intervention incident(s), excluding identifying information.
- Please list aspects of USU’s promotion and tenure processes that work well.
- Please list suggestions to improve USU’s promotion and tenure process.

Findings are presented question by question, beginning in section 3.

Responses were received from 577 faculty members, and the data were examined for statistically significant⁷ response differences based on five demographic factors. Rather than focusing on exact numeric results, this report instead presents the results in summary⁸ and visual form. In the following table, statistically significant trends are summarized, with ordinal direction (>) indicating greater satisfaction or agreement with the question; these trends are visualized in later figures in this report. Trends enclosed in square brackets [] did not quite meet the statistical threshold for significance, but did exhibit notable visual trends possibly worth attention. Demographic levels in parentheses () are not significantly different from each other.

Summary of significant differences in quantitative survey results

Question	Demographic Factor				
	College	Campus	Appt Type	Gender	Ethnic Minority
1. Overall	[Ag>PrefNot]	(Logan,SC)>PrefNot	[TT>(Term,PrefNot)]	[Male>(Female,PrefNot)]	
2. Equity: PAC/TAC			TT>Term	Male>Female	
2. Equity: Dept Head		(Logan,SC)>PrefNot		[(Male,Female)>PrefNot]	
2. Equity: Dean	[Ag>Bus]	(Logan,SC)>PrefNot	TT>PrefNot		[(Yes/No)>PrefNot]
2. Equity: Central P&T			[TT>(Term,PrefNot)]		
3. Ombuds: Due Process					
4. Ombuds: Witnessed	[(NR,Sci,PrefNot)>EdHS]		TT>Term		[No>Yes]
5. PAC/TAC: Due Process		Logan>PrefNot	TT>PrefNot		
6. Ombuds: Require	[HSS>Bus]		[TT>PrefNot]	[Female>(Male,PrefNot)]	

10

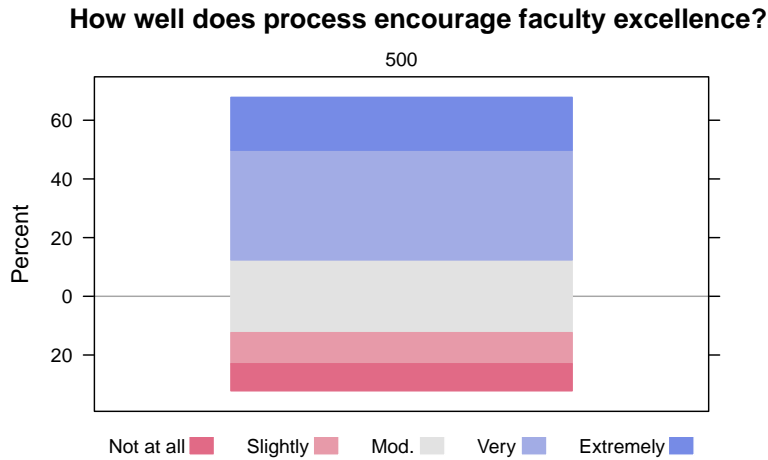
⁷For each of nine survey questions, a chi-square test was performed for each of five demographic factors. For ordinal scale survey questions, the chi-square test accounted for ordinality. To avoid an inflated number of false positives due to the higher number of statistical tests, a Bonferroni adjustment was performed, and “statistical significance” was declared only for p-values less than 0.002.

⁸In the table on this page and the figures on following pages, abbreviations are used for summary purposes. Abbreviations are defined in the table on the preceding page.

4 How well do the USU promotion and tenure processes succeed in encouraging faculty excellence regardless of gender and minority status?

The following figure is a diverging stacked barchart, visualizing the percentage of responses in each ordinal scale level. One scale level (“Moderately well”) is chosen as the baseline, and the total number of responses to this question is reported at the top of the barchart.

Figure 1: Overall responses across all demographic factor levels.



In the following figure, responses are separated based on the demographic factor campus location. In this and subsequent figures, asterisks are used to indicate which demographic factor levels are statistically significantly different from each other. Factor levels with one asterisk (*) have significantly more positive responses than factor levels with two asterisks (**). Factor levels without any asterisks are not significantly different from factor levels with asterisk(s). The sample sizes within each demographic factor level are reported at the top of each bar chart, and the demographic factor levels are sorted by descending average response⁹.

Figure 2: Faculty on the Logan and Statewide campuses tended to respond significantly more positively than faculty who preferred not to report their campus location.

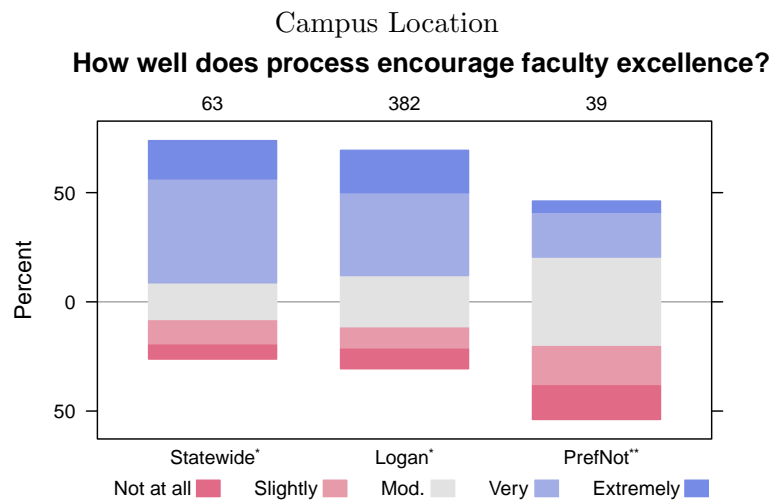


Figure 3(a) shows that faculty in the College of Agriculture and Applied Sciences may respond more positively than faculty who prefer not to disclose their College affiliation; the lack of asterisks for other Colleges indicates there were no other significant differences. Figure 3(b) shows that tenured / tenure-track faculty may respond more positively than term faculty or faculty who prefer not to disclose their appointment type. Figure 3(c) shows that male faculty may respond more positively than faculty who are female or who prefer not to report their gender.

⁹The average response is defined by the category “ridit” score, which is a standard approach for ordinal responses.

Figure 3: How well does process encourage faculty excellence? While there is not a statistically significant difference across levels of (a) College, (b) Appointment Type, or (c) Gender (possibly due to smaller sample sizes within some of these demographic levels), these figures exhibit trends that may still be worth attention.

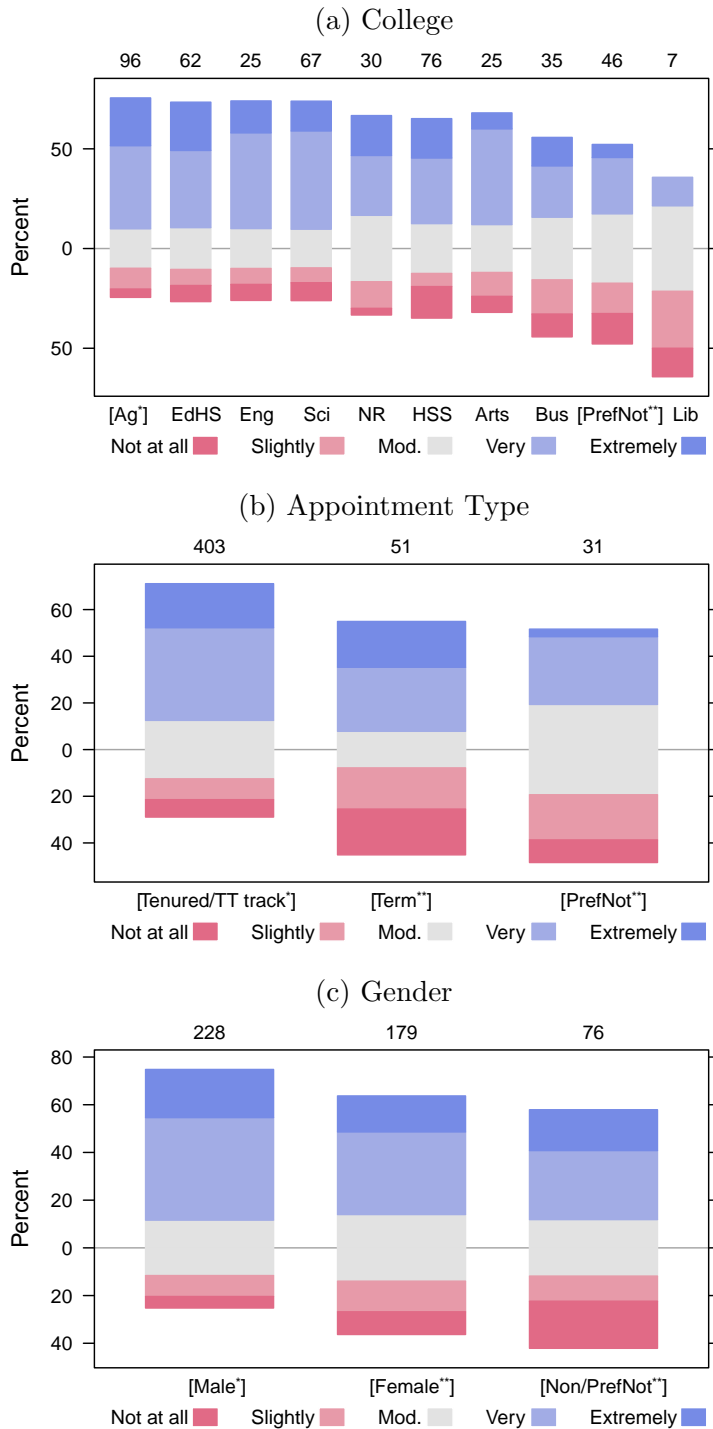
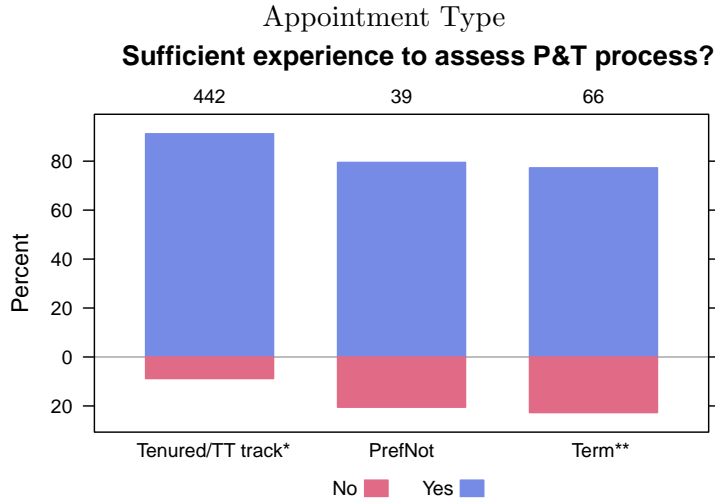


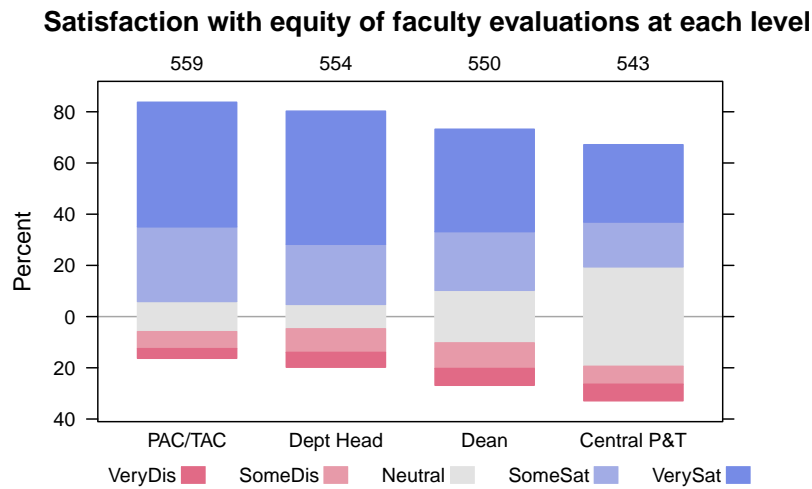
Figure 4: Tenured / tenure-eligible faculty were significantly more likely to report sufficient experience to assess the promotion and tenure process than were term faculty. There is not a statistically significant response difference between faculty who prefer not to report their appointment type and faculty who reported either tenure/tenure-eligible or term appointment type; this lack of significance is possibly due to smaller sample size in the faculty who preferred not to report their appointment type.



5 Please describe your satisfaction with the equity of faculty evaluations performed at each of the following levels:

Figure 5 shows that general satisfaction with the equity of faculty evaluations is highest at the department level (PAC/TAC and Department Head), but progressively lower at the college (Dean) and university (Central Promotion and Tenure Committee) levels. It is important to note that there does not appear to be greater levels of dissatisfaction (red colors) with the higher levels of review (Dean, Central P&T Committee), but faculty are more likely to report neutral feelings (gray color) regarding those levels of review.

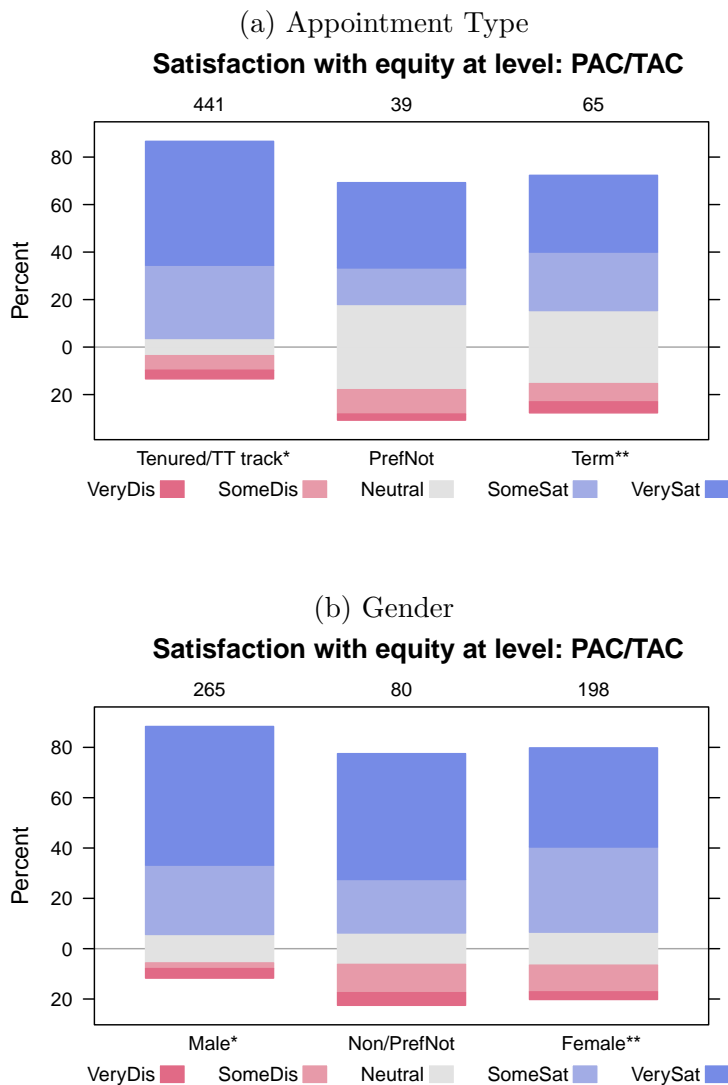
Figure 5: Overall responses across all demographic factor levels.



5.1 Promotion and Tenure Advisory Committees

Figure 6 shows the demographic factors that exhibited significant differences in perceptions of equity of faculty evaluations at the PAC/TAC level.

Figure 6: (a) Tenured / tenure-track faculty tended to respond significantly more positively than faculty with term appointments. (b) Male faculty tended to respond significantly more positively than female faculty.



5.2 Department Head

Figures 7 and 8 show the demographic factors that exhibited significant or possible differences in perceptions of equity of faculty evaluations at the Department Head level.

Figure 7: Faculty at Logan and statewide campuses tended to respond significantly more positively than faculty who preferred not to report their location.

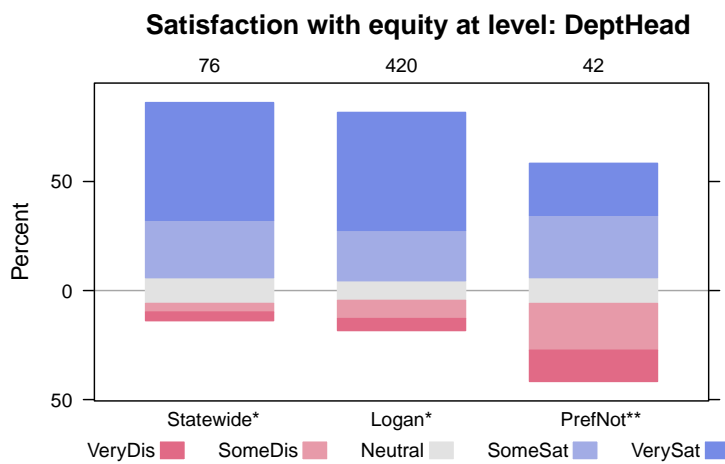
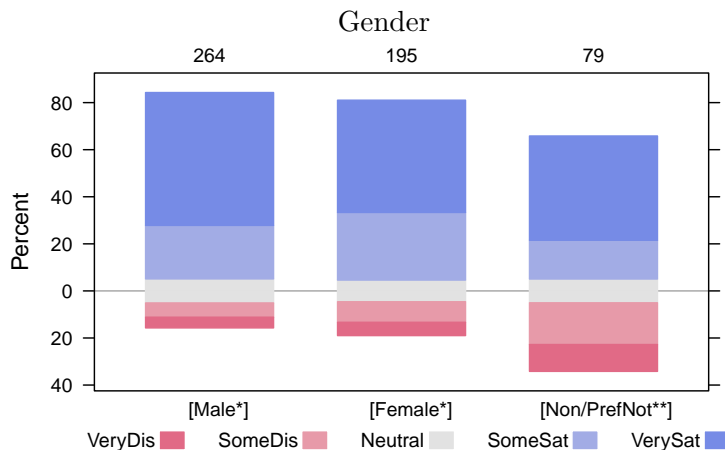


Figure 8: Satisfaction with equity at level: DeptHead. While there is not a statistically significant difference across levels of Gender (possibly due to smaller sample sizes within some of these demographic levels), faculty who preferred to not disclose their gender, or who reported gender as not male or female, may respond less positively than faculty who report gender as male or female.



5.3 College Dean

Figures 9 and 10 show the demographic factors that exhibited significant or possible differences in perceptions of equity of faculty evaluations at the College Dean level.

Figure 9: (a) Faculty at Logan and statewide campuses tended to respond significantly more positively than faculty who preferred not to report their location. (b) Tenured / tenure-track faculty tended to respond significantly more positively than faculty who preferred not to report their appointment type.

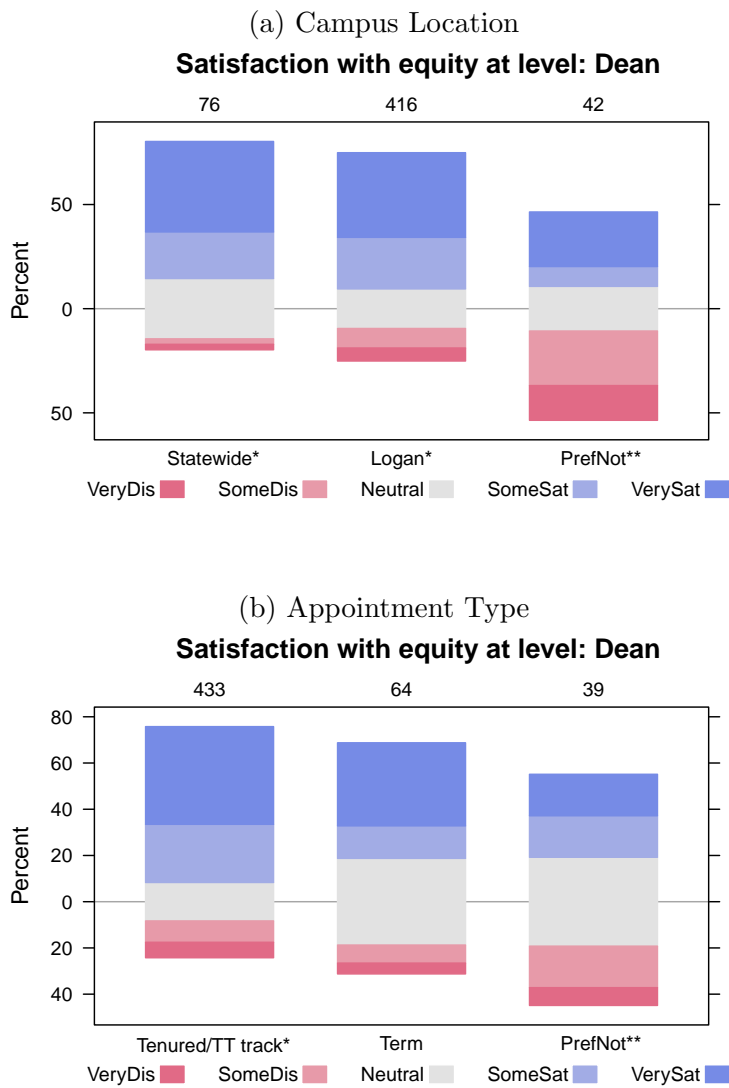
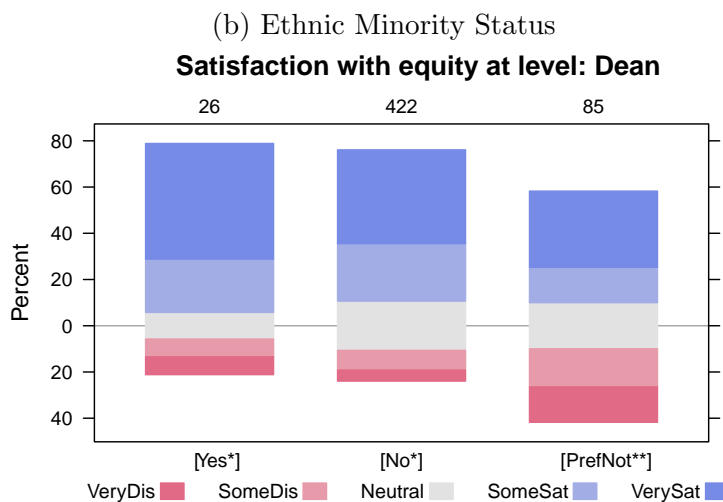
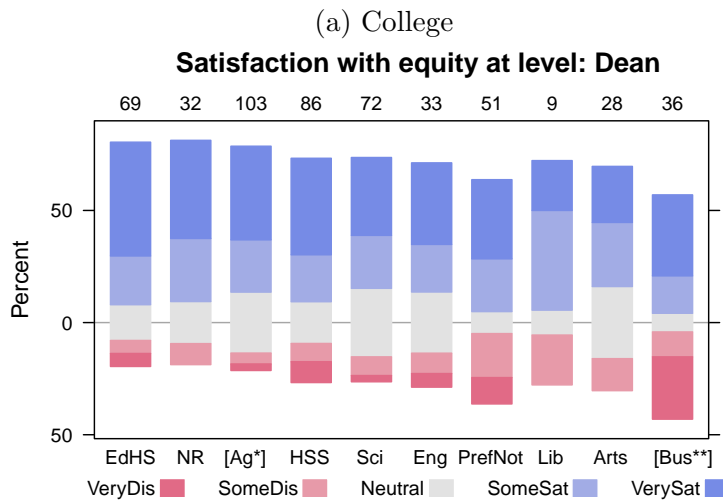


Figure 10a shows responses by College. Due to smaller sample sizes in some Colleges, differences are not quite statistically significant. The larger sample size in the College of Agriculture and Applied Sciences results in a marginally significant difference compared to the Jon M. Huntsman School of Business. Figure 10b shows responses by ethnic minority status, and suggests that faculty who prefer not to disclose whether they identify as an ethnic minority may respond less positively than faculty who are willing to disclose whether they identify as an ethnic minority.

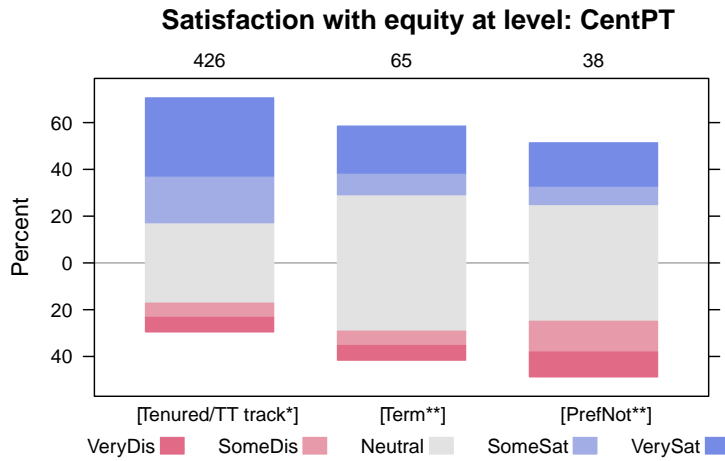
Figure 10: While there is not a statistically significant difference across levels of (a) College or (b) ethnic minority status (possibly due to smaller sample sizes within some of these demographic levels), these figures exhibit trends that may still be worth attention.



5.4 Central Promotion and Tenure Committee

Figure 11 shows the only demographic factor that exhibited possible differences in perceptions of equity of faculty evaluations at the Central Promotion and Tenure Committee level. It appears that tenured or tenure-track faculty may respond more favorably than term faculty or faculty who preferred not to report their appointment type.

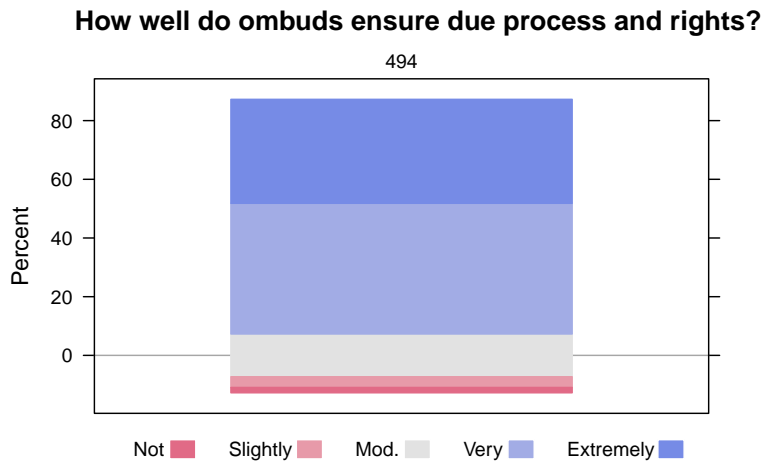
Figure 11: While there is not a statistically significant difference across levels of appointment type (possibly due to smaller sample sizes within some of these demographic levels), this figure exhibits trends that may still be worth attention.



6 How well do USU ombudspersons do their job to ensure that due process is followed and that the rights of the candidate and the university are protected?

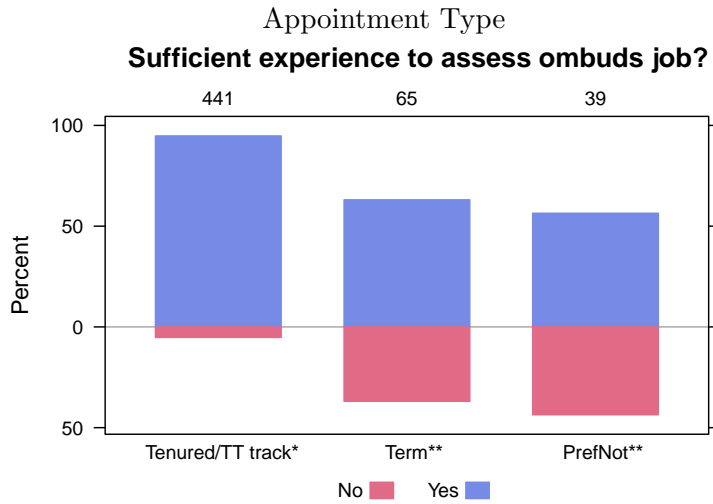
Figure 12 shows that the vast majority of faculty feel that ombudspersons are at least moderately effective in ensuring due process and rights. There were no significant differences in responses to this question based on demographic factors.

Figure 12: Overall responses across all demographic factor levels



While there were no significant differences in how well faculty perceived ombudspersons' performance, based on demographic factors, Figure 13 shows that tenured / tenure-eligible faculty were most likely to report having at least sufficient experience to assess that performance.

Figure 13: Tenured / tenure-eligible faculty were significantly more likely to report sufficient experience to assess how well ombudspersons do their job than were term faculty or faculty who preferred not to report their appointment type.



7 Have you witnessed instance(s) in which an ombudsperson intervened to protect the rights of the candidate or the university?

Figure 14 shows that the majority of faculty have not witnessed ombudsperson intervention, and Figure 15 shows that tenure-tenure track faculty are more significantly likely to have witnessed such intervention.

Figure 14: Overall responses across all demographic factor levels.

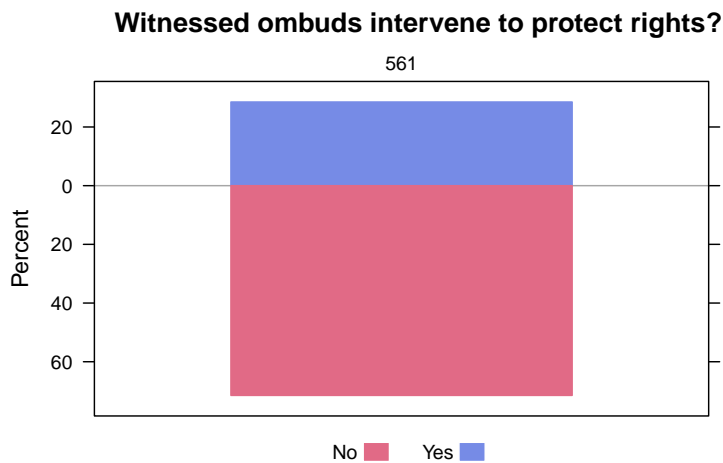


Figure 15: Tenured / tenure-track faculty tended to respond “Yes” significantly more often than faculty with term appointments.

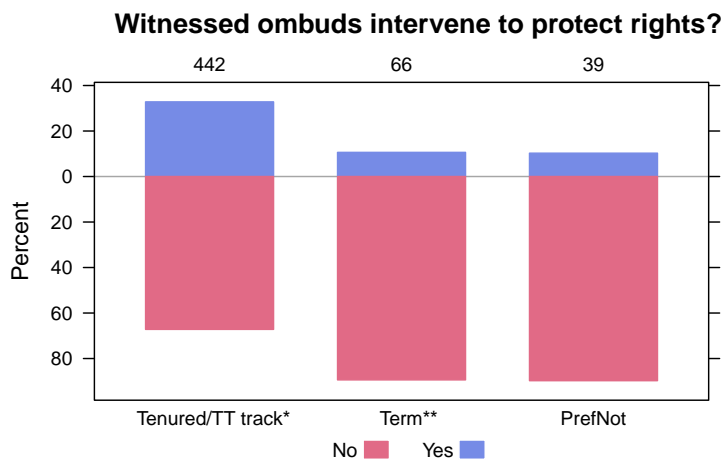
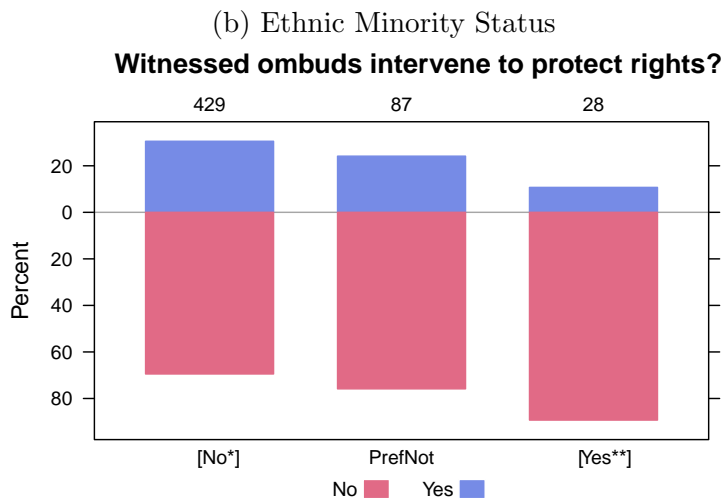
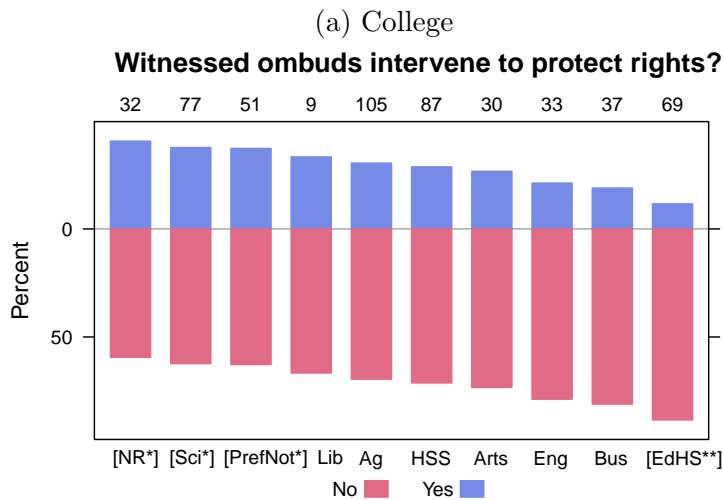


Figure 16a shows that faculty in the Emma Eccles Jones College of Education and Human Services may be less likely to have witnessed ombudsperson intervention than faculty in the S.J. & Jessie E. Quinney College of Natural Resources or the College of Science, or faculty who preferred not to report their College affiliation. The other observed differences between Colleges are not as significant, largely due to smaller sample sizes. Figure 16b shows that faculty who are not ethnic minorities may be more likely to witness ombudsperson intervention than faculty who are ethnic minorities.

Figure 16: While there is not a statistically significant difference across levels of (a) College or (b) ethnic minority status (possibly due to smaller sample sizes within some of these demographic levels), these figures exhibit trends that may still be worth attention.



8 Do you think that all PAC and TAC members should help to ensure that due process is followed and that the rights of the candidate and the university are protected?

Figure 17 shows that the overwhelming majority of faculty agree that PAC/TAC members should help ensure due process and rights. Figure 18 shows significant differences based on campus location and appointment type, but even in those sub-groups, the majority agreement is still clear.

Figure 17: Overall responses across all demographic factor levels.

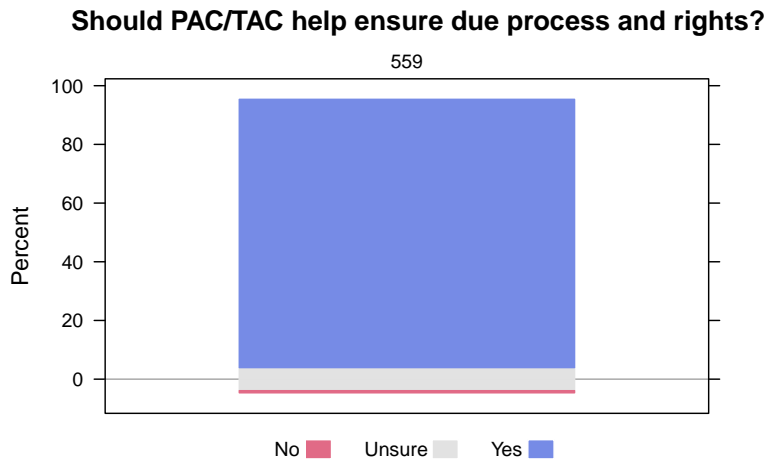
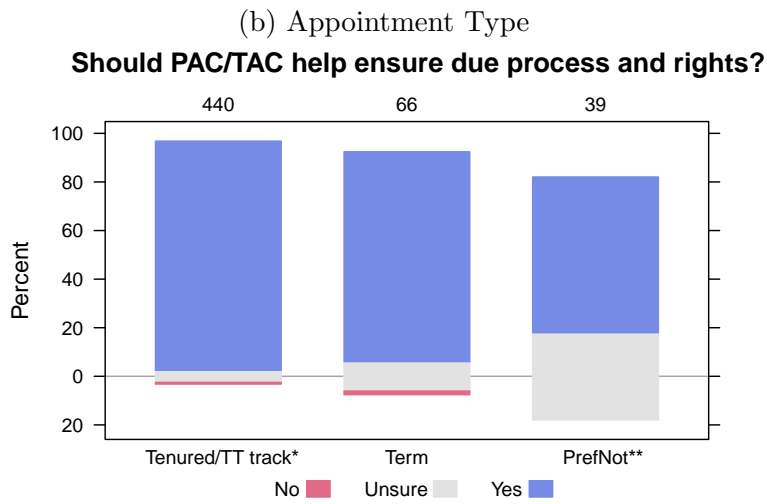
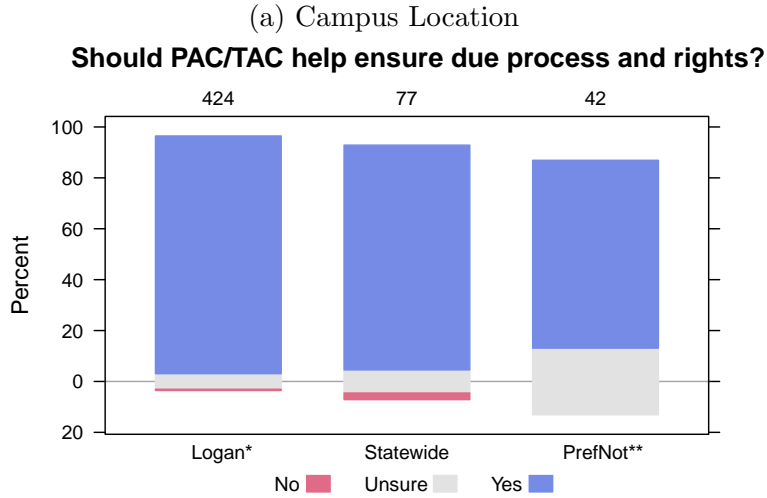


Figure 18: (a) Faculty at the Logan campus tended to respond significantly more positively than faculty who preferred not to report their location. (b) Tenured / tenure-track faculty tended to respond significantly more positively than faculty who preferred not to report their appointment type.



9 Do you think that USU should continue to require an ombudsperson at every PAC and TAC meeting?

Figure 19 shows a clear majority of faculty favor continuing to require ombudspersons at every PAC and TAC meeting. Figure 20 shows that the larger sample size in the College of Humanities and Social Sciences results in a marginally significantly difference compared to the Jon M. Huntsman School of Business, which had the least positive overall response.

Figure 19: Overall responses across all demographic factor levels.

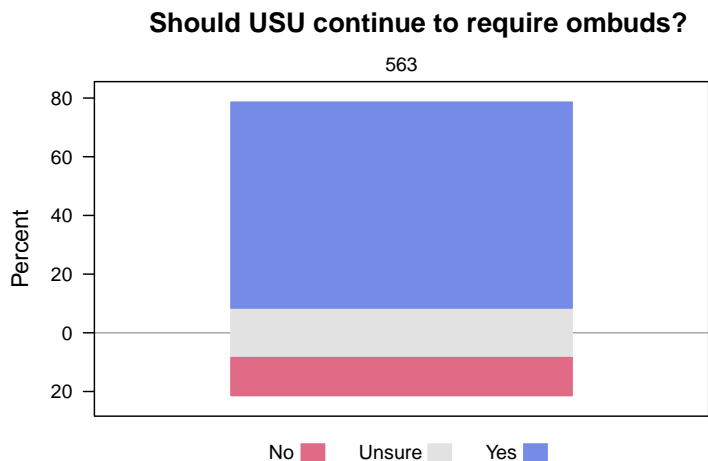


Figure 20: While there is not a statistically significant difference across levels of College (possibly due to smaller sample sizes within some of these demographic levels), this figure exhibits trends that may still be worth attention.

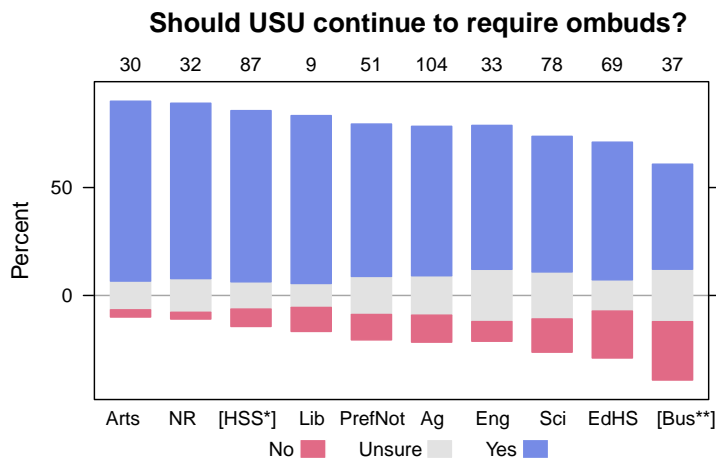
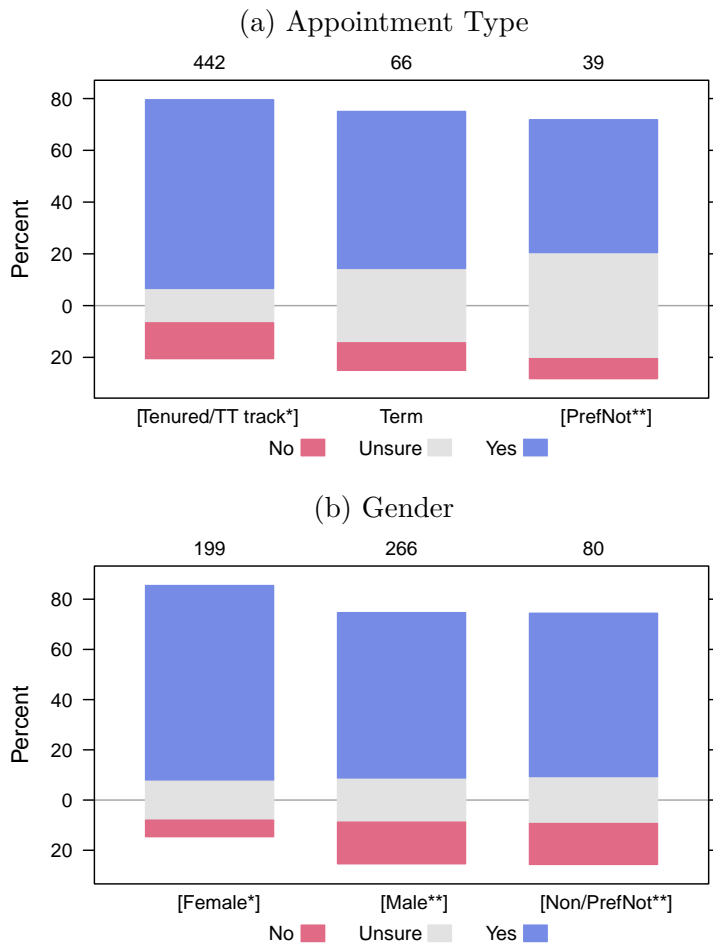


Figure 21a shows that tenured / tenure-eligible faculty were marginally significantly more likely to support continuing the ombudsman requirement than were faculty who preferred not to report their appointment type. Figure 21b shows that female faculty were more likely to support continuing the ombudsman requirement than were male faculty or faculty who preferred not to report their gender.

Figure 21: Should USU continue to require ombuds? While there is not a statistically significant difference across levels of (a) Appointment Type or (b) Gender (possibly due to smaller sample sizes within some of these demographic levels), these figures exhibit trends that may still be worth attention.



10 Please share information about the ombudsperson-intervention incident(s), excluding identifying information.

This question garnered 159 responses from survey participants, which is approximately 27.5 percent of respondents. Thematic analysis produced the following codes (i.e., categories of responses), listed in order from most frequent to least frequent:

Code	Number of Occurrences
Ensuring structural processes are followed	93
Intervening against inappropriate discourse	50
General support / reassurance of candidate	7
Ombudsperson error	6
More training needed	2

10.1 Data Patterns

Each survey response was assigned a single code, and only one survey response did not fit into any of the above codes, resulting in 158 coded responses.

The most common type of ombudsperson intervention reported by survey respondents was ensuring that processes are followed. These interventions included things like halting a meeting if there was no signed role statement or if not all committee members were present.

The second most common intervention was against inappropriate discourse during PAC or TAC meetings. Most of these responses did not specify the topic but rather described the intervention as halting a discussion of personal matters and reminding committee members to

discuss issues relevant to a candidate's role statement. However, of the responses that did specify the inappropriate topic, 30 percent (15 responses) were related to gender: e.g., female candidates' marital status, parental status, or sexuality/partnership. Gender-related discussions were the most common inappropriate topic identified by survey respondents, with other topics such as medical issues and angry outbursts generating 2-3 responses each.

Seven responses involved general support / reassurance of candidate; these answers included responses such as crediting the presence of an ombudsperson for the promotion and tenure process being followed correctly and for making candidates feel comfortable and supported.

Six responses did not describe how ombudspersons intervened to protect a candidate's rights but rather described errors on the part of ombudspersons. These responses included an ombudsperson failing to note an aspect of code that was not followed during a meeting and an ombudsperson overstepping their role.

Two responses described incidents in which questions arose during PAC or TAC meetings which should have been covered by ombudsperson training.

10.2 Connections and Interpretation

Responses to this question shed additional light on the support for ombudspersons reflected elsewhere in the survey by identifying specific types of value ombudspersons provide when they intervene. The second most common reason for intervention involves stopping inappropriate discourse, which may disproportionately affect women faculty members. This finding may help to explain why, although support for requiring ombudspersons was widespread (section 9), survey respondents identifying as women were in even stronger support than respondents of other genders.

11 Please list aspects of USU’s promotion and tenure processes that work well.

This question garnered 317 responses from survey participants, which is 54.9 percent of respondents. (Nine responses indicated that survey respondents believed they had insufficient experience to answer; these were counted as null responses, leaving 317 responses as code-able.) Thematic analysis produced the following codes (i.e., categories of responses), listed in order from most frequent to least frequent:

Code	Number of Occurrences
Mentorship, guidance, examples	80
General positive	60
Annual nature of reviews	57
Processes and code	33
Ombudsperson	29
General negative	15
Flexibility that benefits candidates	11
Workshops, etc to support materials development	10
Interfolio / eDossier	8
Bias or unfairness at DH level or above	7
Bias or unfairness in faculty peer relationships	5

11.1 Data Patterns

Each survey response was assigned a single code, and only two survey responses did not fit into any of the above codes, resulting in 315 coded responses.

The most common aspect of the promotion and tenure process that respondents identified as working well is “Mentorship, Guidance, and Examples” (80 occurrences). These responses included things like committee members providing specific feedback on candidate performance to help them succeed. Many responses in this category included terms like mentoring, engaged, encouragement, and support.

The second most common code (60 occurrences) was “General Positive.” Responses in this category include both brief statements like “everything works well” and also responses that listed many wide-ranging aspects of the process, suggesting a generally positive view.

The code “Annual Nature of Reviews” had 57 occurrences. These responses indicated that the frequency or regularity of meeting with one’s committee and/or receiving feedback *each year* works well.

Thirty-three responses were coded as “Processes and Code.” These responses identified aspects such as written role statements, clarity of faculty code, formalized processes for redressing problems, and the list of criteria for promotion and tenure as working well.

Twenty-nine responses focused on the role or presence of ombudspersons. Some responses simply identified ombudspersons as a positive aspect of the process, while others elaborated on benefits, such as supporting professionalism and protecting the dignity of candidates.

Fifteen responses were categorized as “General Negative.” These tended to be brief comments indicating that no aspect of the process works well, while a few responses listed broadly scoped problems such poor treatment, lack of clarity, or failure to hold stakeholders accountable.

Eleven responses were coded as “Flexibility that Benefits Candidates.” These responses included things such as enabling candidates follow their own professional goals, the ability to prioritize teaching evidence other than the IDEA evaluations, and enabling committees to meet

virtually as needed.

Ten responses referenced workshops, trainings, and other formalized events or resources that help candidates develop their portfolio materials.

Eight responses specifically identified Interfolio, e-Dossier, and/or the electronic format of the portfolio as an aspect of the promotion and tenure process that works well.

Seven responses indicated that unfairness at the level of department head, dean, or central committee interferes with the promotion and tenure process (e.g., characterizing reviewers at these levels as overly influential in promotion and tenure outcomes), while five responses indicated similar problems at the level of departmental peers (e.g., affected by departmental politics; if a candidate is not considered likeable among their peers, it can interfere with promotion and tenure).

11.2 Connections and Interpretation

Patterns of responses to this question align with several other patterns in the survey data: for example, reinforcing the pattern of support for ombudspersons that is also evident in section 9.

Also, codes such as “Mentorship, Guidance, and Examples,” “Processes and Code,” and “Flexibility that Benefits Candidates” reveal important priorities that often operate in tension with each other: i.e., both *flexibility of process* to accommodate faculty members’ circumstances and professional roles, as well as *clarity of process* to support faculty members in understanding and meeting expectations. And although these codes may operate in tension at times, they all reflect a pattern of valuing due process: demonstrating the importance of processes and code in establishing that process and of examples and mentorship in successfully navigating that process.

Finally, the two least common codes are noteworthy in part because they reflect a pattern of responses identifying *problems* with the promotion and tenure process in response to a question about aspects that work well. These responses are also noteworthy because they mirror patterns that emerge elsewhere in the survey data. For example, survey respondents' level of confidence in the equity of faculty evaluations decreases as the level of decision makers increases (e.g., less confident in the equity of Central Committee decisions than in PAC/TAC decisions). More than one thematic code reported in the next section reflects similar concerns, such as inconsistencies across levels of decision makers and outsized influence of higher administration. These patterns (and others) are discussed in detail in section 12.

12 Please list suggestions to improve USU's promotion and tenure process.

This question garnered 363 responses, which is almost 63 percent of respondents. Answers to this question ranged more widely than answers to the other qualitative questions—both in breadth of topics within a single answer and in breadth of topics across the corpus of data. Thematic analysis resulted in 22 codes (i.e., categories of responses), and individual responses were assigned up to three codes to account for the breadth of topics within a single response. Thematic codes are listed below in order from most frequent to least frequent:

Code	Number of Occurrences
Process too onerous	48
Guidelines too ambiguous	44
Process problematic for term/non-research faculty	38
Inconsistencies across/within groups	36
More training needed on existing processes/code	34
Decisions/processes are black boxed	33
Need to eliminate bias	32
Higher administration has outsized influence	20
Problems with senior faculty	20
Promotion to full needs more support	18
Need to disaggregate evaluative and advising roles	18
Evidence of merit should be more flexible	18
Ombudspersons are unnecessary/should be eliminated	17
Faculty should have more say in decisions	15
Anonymous student evals are biased	15
It's working fine/No suggested improvements	14
Need to follow faculty code	13
Central committee role should change	9
Innovate; change the whole system	9
Manipulating/gaming the system	8
Evidence of merit should be quantifiable	8
Ombudspersons are important/necessary	8

12.1 Data Patterns: Those For Whom Current Processes Do Not Work Well

One set of codes that emerged from the data identifies groups for whom current promotion and tenure processes do not work as well.

One such code is “Process Problematic for Term/Non-research Faculty,” which had 38 occurrences. Most of these responses identified problems experienced by term faculty and faculty whose area of excellence is not research, though some responses addressed faculty hired with years of experience at a previous institution or faculty who work at regional campuses. These problems include the PAC/TAC being unfamiliar with processes that applied to these faculty members, a lack of clarity regarding how to document excellence in areas other than research, and poor fit of existing guidelines for roles such as professor of practice and agricultural extension faculty. Some responses indicated that these faculty members must navigate promotion processes with significantly less guidance and support than tenure-track and/or research-focused faculty members due to the inexperience of PAC/TAC and/or department heads with promotion processes for other types of faculty.

The code “Need to Eliminate Bias” had 32 occurrences. These responses asserted that current processes allow for inequitable and biased outcomes for marginalized faculty. About half of these responses referenced only faculty who identify as women, and about half mentioned women and people of color or used a general term such as “minorities.” Several of these responses provided example inequities, such as

- Higher service load: Both official service (e.g., faculty of color asked to serve on many diversity committees), as well as unofficial service (e.g., minoritized faculty being disproportionately sought out for mentoring by students who share their minoritized identity factors)
- Higher bar: Such as increased expectations for those who take maternity leave, receiving more scrutiny and less credit for collaborative work, and reduced expectations by

PAC/TAC that minoritized faculty can course correct or "catch up" after a setback

The code "Anonymous Student Evaluations are Biased" had 15 occurrences, almost all of which specified that evaluation bias disproportionately and negatively affects faculty who are non-male and non-white.¹⁰ This code could be considered a subset of the code above in which 15 survey responses specified a particular inequity against minoritized faculty that is enabled by current processes.

12.2 Data Patterns: Problems Related to Decision Makers

Another set of codes relates to problems involving decision makers at various levels, including general faculty members, PAC/TAC members and chairs, department heads, deans, central committee, and university president.

One of these codes is "Higher Administration has Outsized Influence," with 20 occurrences. Responses within this code assert problems such as intentionally seeking to influence others' decisions (e.g., department heads pressuring PAC/TAC committees to recommend one way or another), as well as unintentional but inadvisably powerful influence (i.e., if a dean does not recommend tenure, that decision reduces the likelihood of central committee recommending tenure).

The code "Problems with Senior Faculty" also had 20 occurrences. The problems asserted in these responses included biased faculty members who played favorites on PAC/TAC committees, bullying and other aggressive behavior (usually directed at candidates), and being unqualified to serve as PAC/TAC members because standards had increased markedly since

¹⁰For a recent, comprehensive literature review of the substantial research documenting the inequities of student evaluations, refer to Heffernan's 2021 article "Sexism, racism, prejudice, and bias: A literature review and synthesis of research surrounding student evaluations of courses and teaching" in the journal *Assessment & Evaluation in Higher Education*, which concludes that there is substantial empirical evidence to justify these concerns.

their own tenure process.

Fifteen occurrences of the code “Faculty Should Have More Say” suggest that additional stakeholders should be involved in decision making. Some responses in this category generally called for greater faculty oversight of the tenure and promotion process, while others included suggestions such as a departmental vote to enable faculty members who are not on the PAC/TAC to weigh in on tenure decisions.

The code “Central Committee Role Should Change” had 9 occurrences. Some of these responses suggested doing away with central committee; others suggested narrowing central committee’s role to addressing only non-unanimous cases or only ensuring that fair processes were followed.

The code “Manipulating/Gaming the System” had 8 occurrences. These involve problems related to a misuse of power by decision makers, such as changing a faculty member’s role statement, replacing PAC/TAC members, or manipulating external reviewer letter requests for the purpose of increasing or decreasing the likelihood of the faculty member achieving tenure.

12.3 Data Patterns: Need for Additional Clarity and Consistency

Several of the codes requested additional clarity and consistency in the promotion and tenure process.

The most common of these codes is “Guidelines are too Ambiguous,” with 44 occurrences. Responses in this category asserted that what exactly constitutes “excellence” is unclear, that the difference between “excellence” and “effectiveness” is unclear, and that guidelines (e.g., regarding how to evaluate publications: number of publications? prestige of publication venue? number of citations? other kinds of impact/outcomes?) and examples of portfolio documents

are both needed.

A related code is “Inconsistencies Across/Within Groups,” which had 36 occurrences. Specific concerns within this code include receiving contradictory advice from faculty and administrators within the same college and even within the same department, concerns that criteria were changed too frequently, and that what constitutes a strong tenure case varies widely across colleges and even within departments.

A third code related to clarity is “Decisions/Processes are Black Boxed,” with 33 occurrences. These responses asserted that more information should be provided regarding how decisions are made, especially at the level of the deans and the central committee. These responses indicate that candidates and PAC/TAC committees need more information about how and why decision makers voted on past tenure cases to enable future candidates to understand how these decision makers evaluate merit so candidates can use that information to build a strong tenure case.

12.4 Data Patterns: Other Specific Aspects of the Existing Process

The next set of patterns focus on other specific aspects of the promotion and tenure process, with four of the six codes being opposing pairs.

The code “Ombudspersons are Unnecessary/Should be Eliminated” had 17 occurrences. Some responses assert that it’s overly difficult to schedule an ombudsperson, while other responses assert that ombudspersons seem unnecessary (e.g., that the respondent has not personally observed an intervention, that the external PAC/TAC member could fulfill the role of ombudsperson), and a few responses assert that ombudspersons can cause problems (e.g., by taking too personal an interest in the success of candidates).

In contrast to this code is “Ombudspersons are Important/Necessary,” which had 8 occurrences. These responses asserted the value of ombudspersons in assuring equity, and some made suggestions regarding the ombudsperson role (e.g., consistently serving on the same candidate’s committee, meeting with the candidate before the PAC/TAC meeting to touch base).

The code “Evidence of Merit Should be More Flexible” had 18 occurrences. These responses included assertions such as relying on quantifiable evidence of merit, such as number of publications, is better suited to some fields than others; that influential publications that are not peer reviewed (such as position statements published by national professional organizations) should count toward tenure; and that teaching excellence should draw upon qualitative evidence of impact.

In tension with the code above is “Evidence of Merit Should be Quantifiable,” which had 8 occurrences. These responses included a suggestion for each department to develop quantifiable metrics appropriate for their own field and a call to develop a shared point system that could reduce subjectivity in the promotion and tenure process.

The code “Promotion to Full Needs More Support” had 18 occurrences. These survey responses asserted that existing code for promotion post-tenure is unclear or is not being consistently followed: e.g., PACs are not consistently formed and third-year post-tenure reviews are not consistently conducted for qualifying faculty members. Some responses noted that this inconsistency disproportionately affects minoritized faculty members, and some responses noted the importance of continued review to prevent “dead wood.”

The code “Need to Disaggregate Evaluative and Advising Roles” garnered 18 occurrences. These survey responses asserted that it is problematic or awkward for PAC/TAC to fulfill a role that is both advisory (i.e., encouraging, mentoring) and evaluative (i.e., recommending whether a peer should keep their job). Some responses just identified these roles as incompatible or difficult to fulfill at the same time, while other responses suggested alternatives such as having

two distinct committees: one advisory and one evaluative.

12.5 Data Patterns: Overall Process

The most frequently occurring code was “Process Too Onerous,” with 48 occurrences. Responses in this category asserted that USU’s promotion and tenure process is too time consuming; committee members attend too many meetings and have to read unnecessarily long portfolios; candidates spend almost as much time documenting their achievements as they do accomplishing them; ombudspersons receive too many requests for their service.

Another common code was “More Training Needed,” with 34 occurrences. These responses suggested additional training on the existing promotion and tenure process, especially for PAC/TAC chairs but also for candidates, deans and department heads, and recently promoted faculty members (i.e., future PAC/TAC members). Some responses identified specific areas of training (e.g., what PAC/TAC chairs should include in their letter), while others just requested additional training for particular roles.

Another code, “Need to Follow Faculty Code,” (13 occurrences) asserted that USU’s promotion and tenure process could be improved by following our existing code. Some responses paired the recommendation to follow existing code with suggestions for additional training or with concerns regarding inconsistencies across/within groups; other responses simply asserted that code should be followed.

Fourteen responses indicated that the process is working well or that the respondent has no suggestions for improving it. (To be clear, null answers were not coded.)

Nine responses suggest the overall process needs innovative or comprehensive change. For example, suggestions include crafting a process which encourages faculty to be more adventurous

or creative and to do away with dogma.

12.6 Connections and Interpretation

Responses to this question ranged more widely than for any other survey question, but many of the patterns emerging from this data reinforced and shed additional light on other findings.

For example, codes such as “Higher Administration has Outsized Influence,” “Central Committee Role Should Change,” and “Decisions/Processes are Black Boxed” all can inform interpretation of the responses reported in section 5, in which survey respondents’ satisfaction with the equity of faculty evaluations decreases as the level of decision maker increases. (In other words, PAC/TAC were rated as the most equitable and Central Committee as the least equitable). If survey respondents do not understand how promotion and tenure recommendations are made at the dean or Central Committee levels, and especially if these respondents believe that some members of higher administration are inappropriately influencing decision outcomes, it is no wonder that respondents are less satisfied with the equity of these groups’ evaluations of faculty.

Similarly, the codes “Need to Eliminate Bias,” “Anonymous Student Evaluations are Biased,” and “Process Problematic for Term/Non-research Faculty” provide examples and details useful for understanding another notable trend in responses reported in section 5: The groups more likely to be satisfied with the equity of faculty evaluations are those who are less likely to be negatively affected by bias and other systemic inequities. For example, survey respondents identifying as men report higher levels of satisfaction with equity than respondents of other genders, as are tenure-track faculty versus term faculty.

Finally, the patterns reported in sections 12.1 (Those for Whom Current Processes Do Not Work as Well), section 12.2 (Problems Related to Decision Makers) and 12.3 (Need for

Additional Clarity and Consistency) can be productively considered alongside each other. As discussed in the executive summary, inequities may flourish or be perceived to flourish when institutional processes are not formalized or conveyed transparently and when those deviating from institutional processes are not held accountable. Section 12.2 identifies aspects of USU's promotion and tenure process that should be formalized and/or conveyed more transparently, and section 12.3 indicates that at least some faculty members do not believe those who violate these processes are held accountable. Section 12.2 identifies those who are disproportionately negatively affected by these shortcomings: faculty members with non-dominant identities and roles.

FACULTY SENATE

2021-2022 Session

UtahState
UNIVERSITY

Calendar of Meetings and Committee Reports

Executive Committee Meeting Champ Hall - Main 136 3:30 – 5:00 pm	Senate Meeting Merrill-Cazier Library Room 154 3:00 – 4:30 pm	Senate Committee Annual Reports	University Council and Committee Reports
August 23, 2021	September 7, 2021 (Tuesday)		Empowering Teaching Excellence – Neal Legler & Travis Thurston
September 20, 2021	October 4, 2021	Educational Policies Committee (EPC) – Paul Barr	Honors Program – Kristine Miller
October 18, 2021	November 1, 2021	Academic Freedom and Tenure Committee (AFT) – Michael Lyons	Athletic Council – Ed Heath Libraries Advisory Council –
November 15, 2021	November 29, 2021	Faculty Evaluation Committee (FEC) –	USUSA –
December 13, 2020	January 10, 2022	Faculty Diversity, Development, & Equity Committee (FDDE) –	Council on Teacher Education – Sylvia Read Scholarship Advisory Board – Craig Whyte
January 18, 2022 (Tuesday)	January 31, 2022	Professional Responsibilities and Procedures Committee (PRPC) – Nikki Kendrick	Office of Research - Lisa Berreau School of Graduate Studies – Richard Cutler
February 14, 2022	February 28, 2022		Parking Committee – James Nye Sustainability Council – Alexi Lamm
March 14, 2022	March 28, 2022	Budget and Faculty Welfare Committee (BFW) –	Honorary Degrees and Awards – Sydney Peterson
April 11, 2022	April 25, 2021	Committee on Committees –	Calendar Committee – Renee Galliher Recruitment & Retention– Heidi Kesler & Katie Jo North