

Using Data to Better Understand the UC Faculty Review Process

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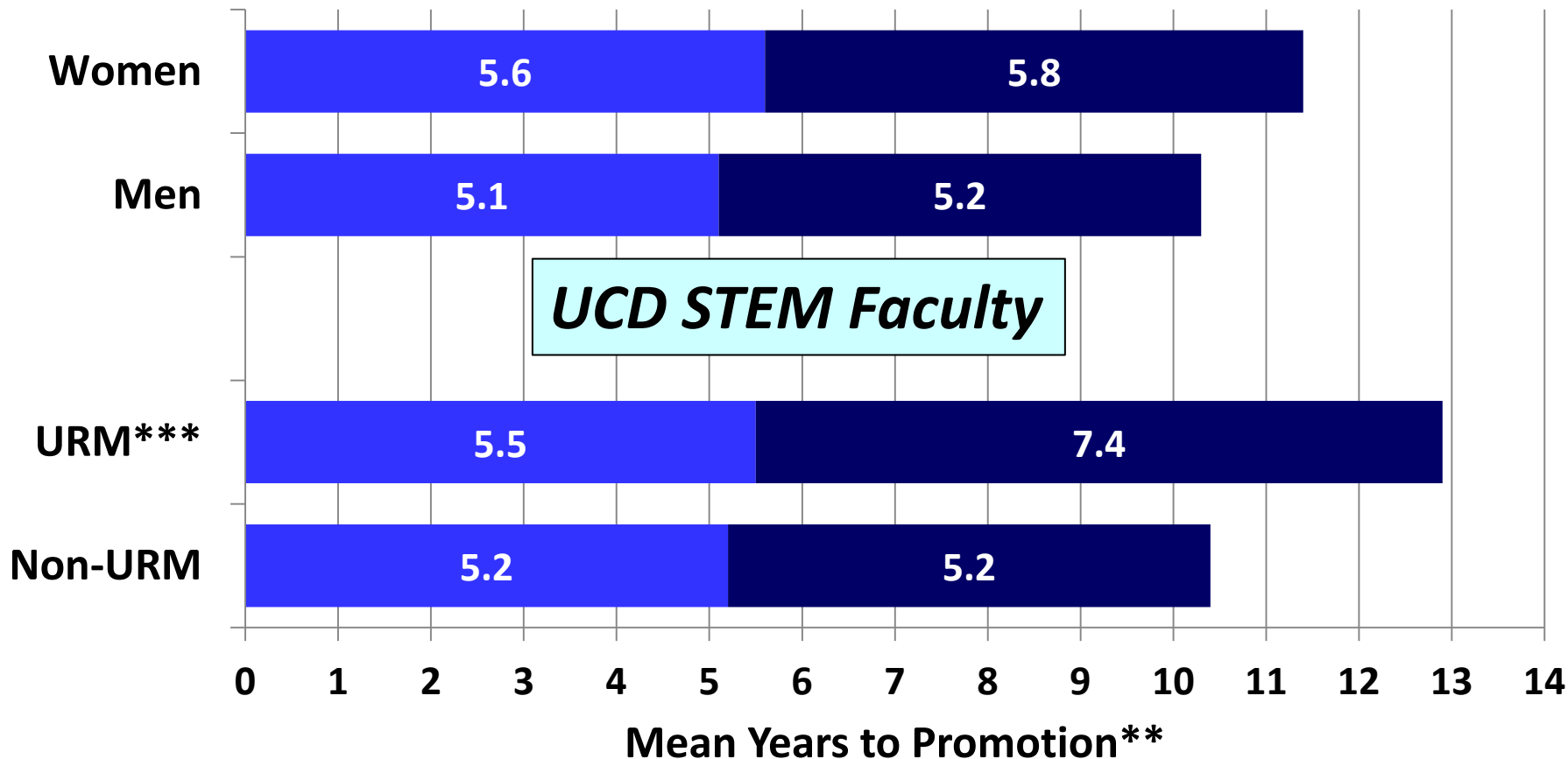
Contributors of Data Findings: Kimberlee Shauman & Mau Stanton, UC Davis; Jean Ferrante, UC San Diego; Angelica Stacy, Shelly Zedeck, Marc Goulden, and Karie Frasch, UC Berkeley.

UCSD Roundtable, October 25, 2013

UC Davis STEM* Faculty, 2008-2012

Mean Years to Promotion by Gender, Race/Ethnicity

■ Time to Tenure** ■ Time to Full**



*STEM=Science, technology, engineering, and mathematics.

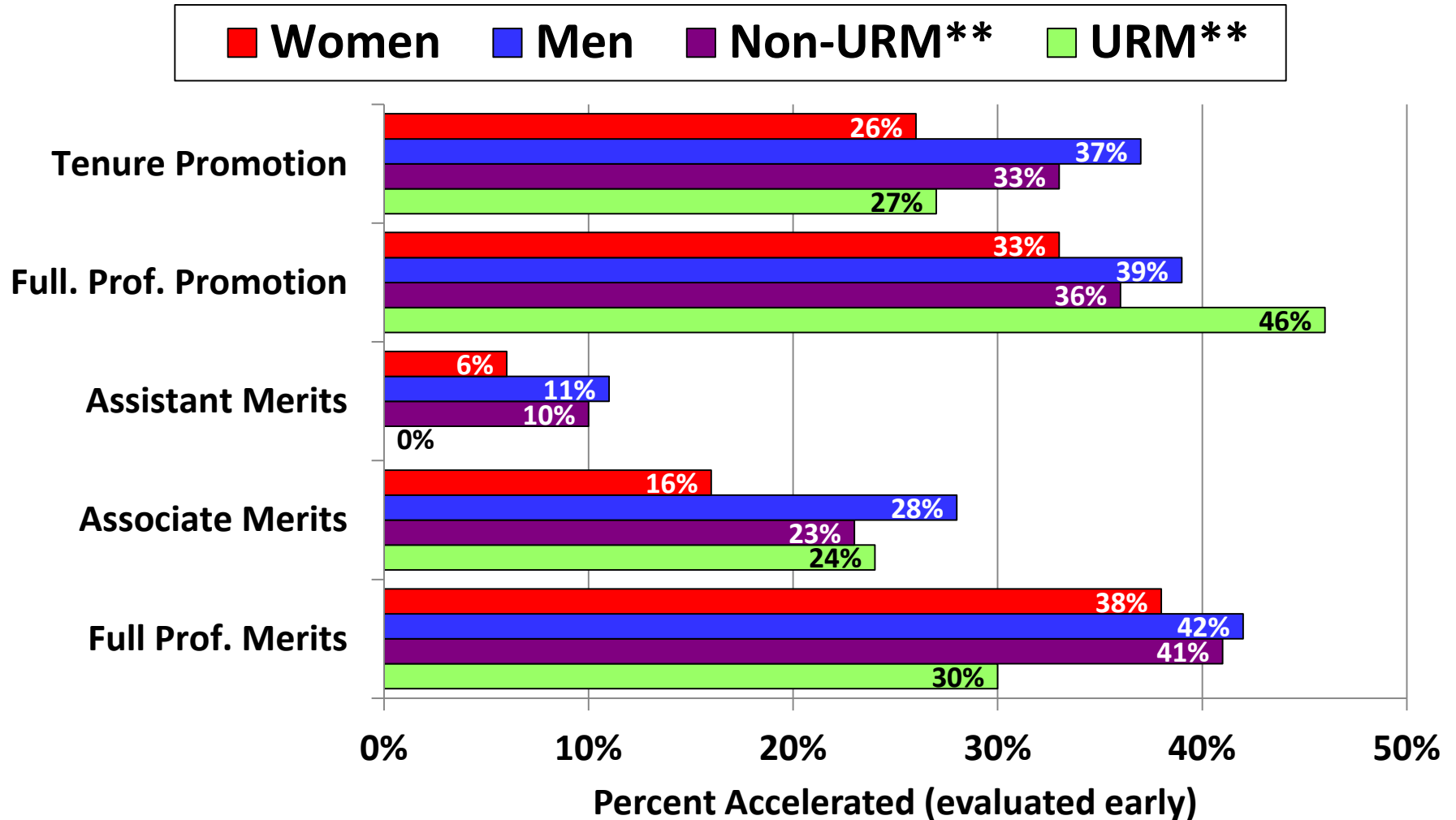
**Adjusted for sex differences OR race/ethnic differences in distribution by field.

Source: Kimberlee Shauman and Maureen Stanton, UC Davis, 2013.

*** URM=African American/Black, Hispanic, and Native Americans.

UC Davis STEM* Faculty, 2008-2012

Rates of Acceleration by Faculty Status, Gender, Race/Ethnicity



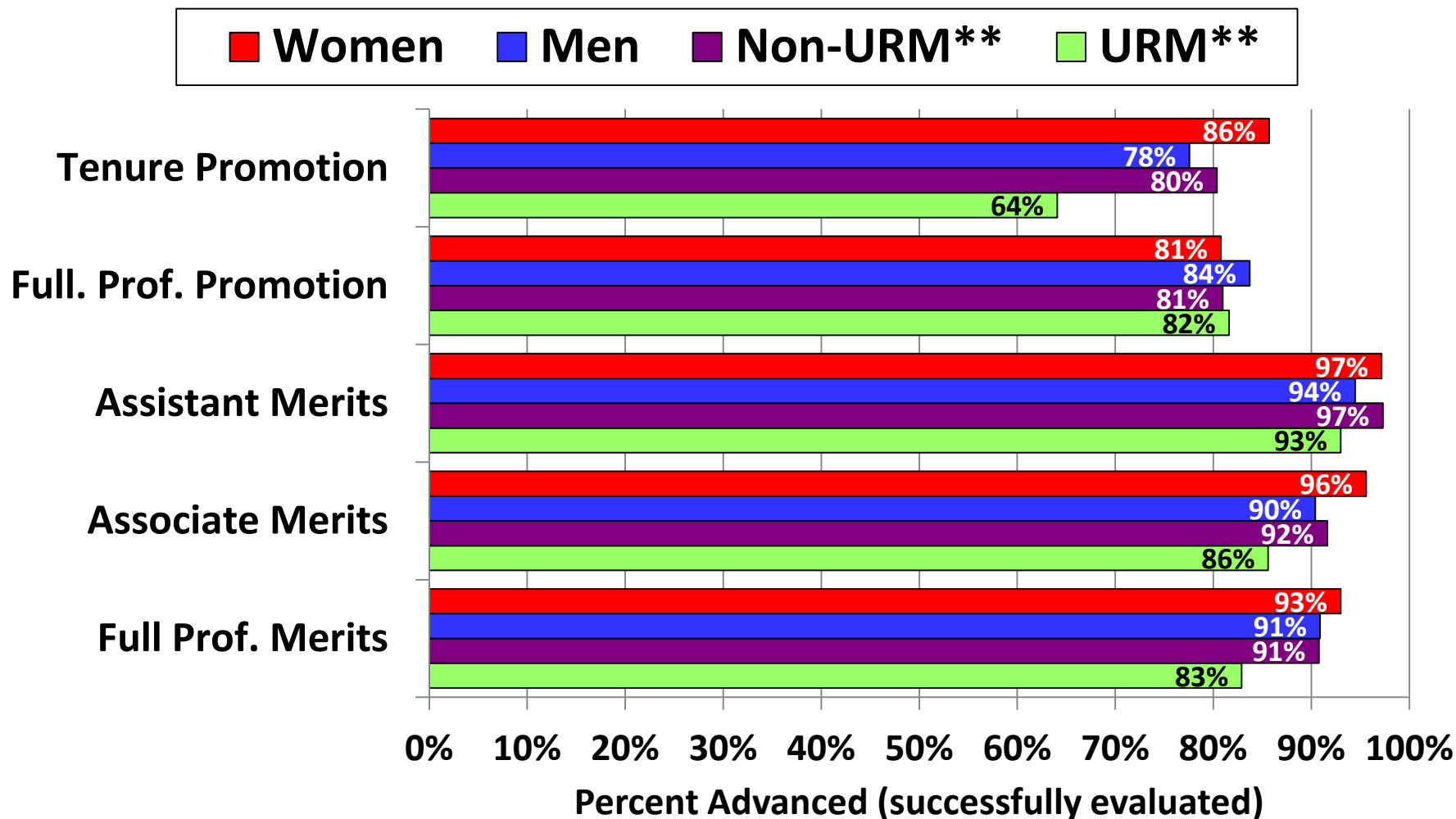
*STEM=Science, technology, engineering, and mathematics.

**URM=African American/Black, Hispanic, and Native Americans.

Source: Kimberlee Shauman and Maureen Stanton, UC Davis, 2013.

UC Davis STEM* Faculty, 2008-2012

Rates of Advancement by Faculty Status, Gender, Race/Ethnicity

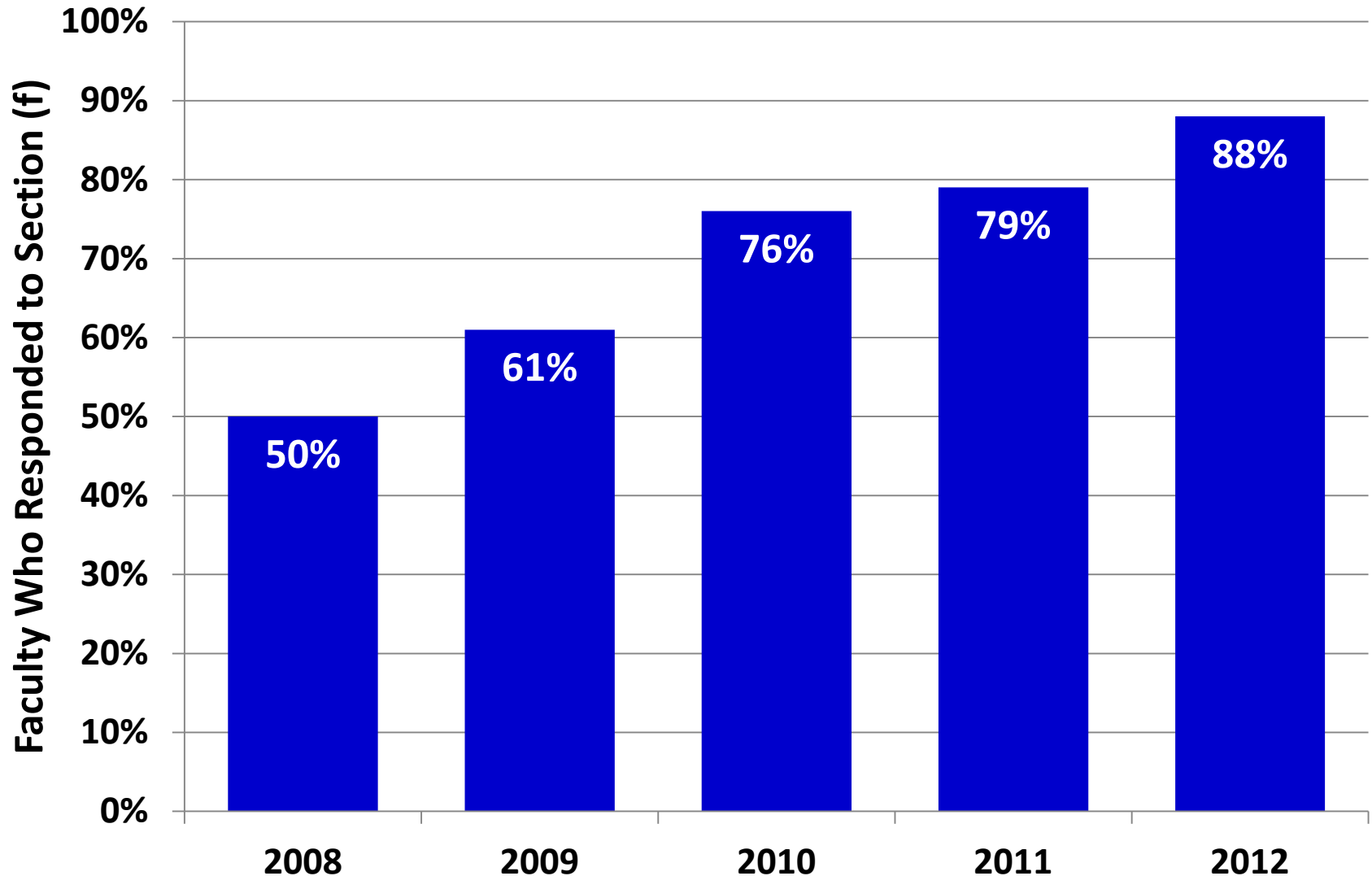


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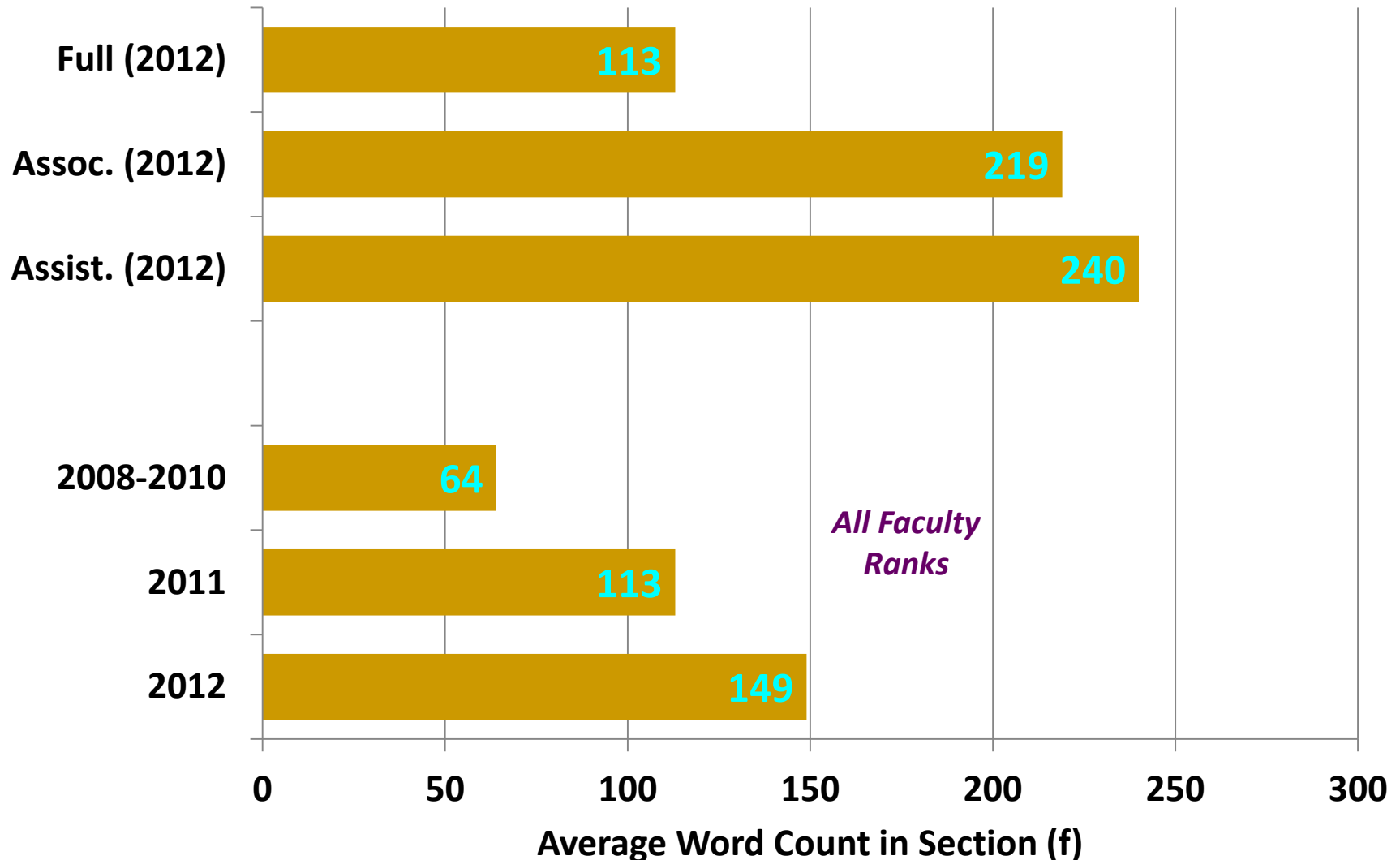
Source: Kimberlee Shauman and Maureen Stanton, UC Davis, 2013.

UCSD Jacobs School of Engineering, 2008-2012: *Percent of Faculty Responding* to Biobib Section (f), *Contributions to Promoting Diversity*



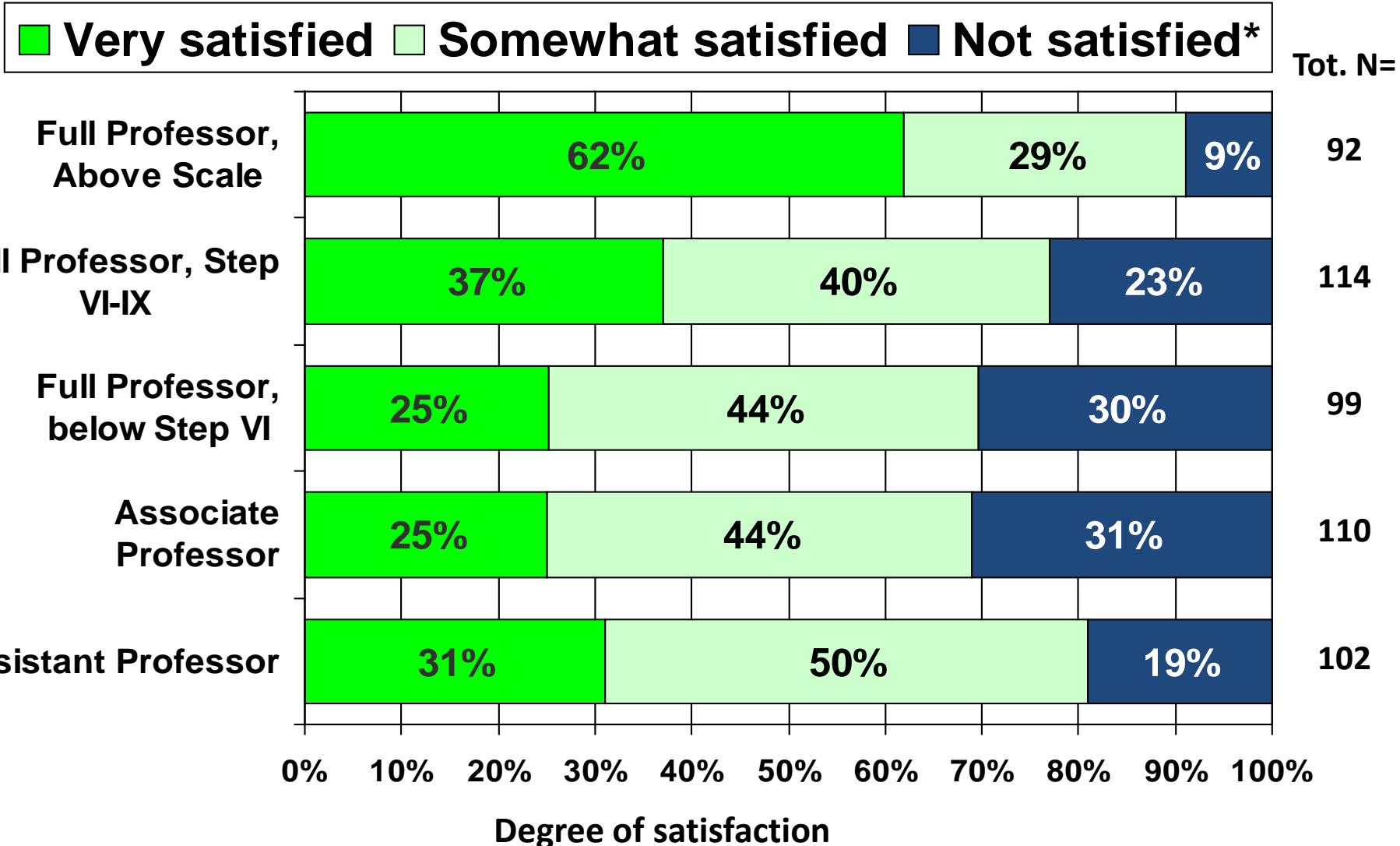
Source: Jeanne Ferrante, UC San Diego, Faculty Personnel Systems, August 13, 2013.

UC San Diego, Jacobs School of Engineering, 2008-2012: *Average Word Count* in Biobib Section (f), *Contributions to Promoting Diversity*



Source: Jeanne Ferrante, UC San Diego, Faculty Personnel Systems, August 13, 2013.

Degree of Satisfaction with *Merit and Promotion Process*: UC Berkeley Faculty by Rank/Step



*Includes "Not too satisfied" and "Not at all satisfied."

Source: Angy Stacy, Shelly Zedeck, Marc Goulden, and Karie Frasch, UC Berkeley Faculty Climate Survey, 2009.

% of UCB Faculty Citing Review Criteria As **Very Important*** In Their Reviews

	Review Criteria	%*	Tot. N
1	Journal articles (peer review)	89%	548
2	Books	48%	448
3	Co-auth. collaborative work	43%	512
4	Direct. grad. student research	41%	526
5	Teaching lecture courses	39%	520
6	Research awards	31%	477
7	Serving as dean, chair, etc.	30%	338
8	Grants	26%	507
9	Teaching large undergraduate service courses	23%	457
10	Teaching awards	20%	404
11	Teaching seminar courses	18%	520
12	Chapters in edited volumes	17%	522
13	Number of citations	17%	499
14	Departmental service	16%	517

	Review Criteria	%*	Tot.N
15	Efforts to improve or create new courses	15%	523
16	University service	14%	496
17	Sponsoring postdocs	13%	462
18	Professional service	11%	505
19	Artistic performance	10%	168
20	Professional work (e.g., archit. work, clinic., etc.)	10%	269
21	Mentoring undergrads	9%	500
22	Promoting diversity	7%	472
23	Supervising undergraduate independent study	7%	496
24	Presentations	7%	523
25	Mentoring colleagues	6%	444
26	Patents	5%	247
27	Writing textbooks	3%	355
28	Community-based service	2%	428

*Percent who marked “Very important,” vs. “Somewhat important,” “Not too important,” and “Not at all important.” “Not applicable” is excluded.

Source: Stacy, Zedeck, Goulden, and Frasch, UCB Faculty Climate Survey, 2009. ⁸

% of UCB Faculty Indicating the Review Criteria Should Be *More Important*

	Review Criteria	%*	Tot. N
1	Mentoring undergraduates	52%	477
2	Mentoring colleagues	51%	422
3	Community-based service	50%	410
4	Supervising undergraduate independent study	45%	468
5	Promoting diversity	40%	453
6	Efforts to improve or create new courses	39%	500
7	Professional service	36%	477
8	Sponsoring postdoct. scholars	36%	431
9	Professional work (e.g., archit.)	35%	240
10	Direct. grad. student research	35%	500
11	Serving as dean, chair, etc..	34%	318
12	Departmental service	33%	491
13	University service	32%	472
14	Writing textbooks	32%	333

	Review Criteria	%*	Tot. N
15	Teaching large undergrad. service courses	31%	432
16	Teaching seminar courses	31%	495
17	Teaching awards	28%	376
18	Co-authored collaborative work	27%	485
19	Teaching lecture courses	27%	496
20	Chapters in edited volumes	25%	496
21	Artistic performance	24%	143
22	Presentations	23%	490
23	Books	22%	423
24	Patents	21%	230
25	Grants	21%	482
26	Number of citations	19%	473
27	Research awards	17%	452
28	Journal articles (peer review)	4%	521

*Percent who assigned a higher level of importance (very important=highest value, not at all important=lowest value) to the item than they reported experiencing.

Source: Stacy, Zedeck, Goulden, and Frasch, UCB Faculty Climate Survey, 2009.

Percent of UCB Faculty Indicating the Review Criteria Should Be More Important Than It Currently Is In Their Review

<i>Review Criteria</i>	Assistant Professor		Associate Professor		Full Prof. Step I-V		Full Prof. Step VI-IX		Full Prof. Above Scale	
	%	N	%	N	%	N	%	N	%	N
Efforts to improve/create courses	57%	93	50%	108	33%	100	36%	111	19%	88
Mentoring undergraduate stud.	63%	91	65%	106	47%	96	51%	102	29%	82
Directing grad. student research	48%	92	39%	110	35%	99	33%	112	20%	87
Sponsoring postdoctoral scholars	45%	73	42%	93	36%	87	32%	101	25%	77
Supervising undergraduate independent study	57%	87	56%	102	40%	95	46%	101	23%	83
Teaching awards	35%	69	37%	75	21%	77	23%	79	24%	76
Writing textbooks	37%	57	34%	65	37%	65	29%	73	23%	73
Serving as dean, chair, etc.	21%	24	48%	60	46%	68	34%	87	16%	79
Departmental service	33%	91	42%	107	40%	98	38%	110	8%	85
University service	33%	73	45%	102	36%	99	34%	110	11%	88
Professional service	47%	88	44%	102	41%	93	33%	107	17%	87
Promoting diversity	49%	78	52%	101	38%	89	43%	103	17%	82
Mentoring colleagues	60%	55	65%	91	57%	93	47%	100	28%	83
Community-based service	66%	71	60%	84	50%	84	44%	95	29%	76

Note: Shaded cells of green and red indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and reds a lower than expected percentage. Dark green/red = Chi-square less than .001; Medium green/red=less than .01; Light green/red=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '-' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley Faculty Climate Survey, 2009.

Percent of UCB Faculty Indicating the Review Criteria Should Be More Important Than It Currently Is In Their Review

<i>Review Criteria</i>	Male		Female	
	%	N	%	N
Efforts to improve or create new courses	33%	316	51%	177
Mentoring undergraduate students	44%	302	64%	168
Directing graduate student research	27%	319	50%	174
Sponsoring postdoctoral scholars	32%	280	43%	148
Supervising undergraduate independent study	37%	299	59%	162
Teaching awards	27%	247	30%	125
Writing textbooks	30%	222	36%	107
Serving as dean, chair, or administrator	29%	220	47%	94
Departmental service	27%	312	45%	173
University service	28%	304	41%	162
Professional service	32%	307	45%	165
Promoting diversity	33%	290	54%	159
Mentoring colleagues	44%	271	64%	146
Community-based service	42%	264	64%	143

Note: Shaded cells of green and red indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and reds a lower than expected percentage. Dark green/red = Chi-square less than .001; Medium green/red=less than .01; Light green/red=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

Source: UC Berkeley Faculty Climate Survey, 2009.

Percent of UCB Faculty Indicating the Review Criteria Should Be More Important

<i>Review Criteria</i>	White		Asian		Under-Rep. Minority		Non-U.S.		Missing	
	%	N	%	N	%	N	%	N	%	N
Efforts to improve/create courses	37%	372	38%	45	60%	35	44%	27	50%	14
Mentoring undergraduate students	48%	355	50%	42	68%	31	56%	27	80%	15
Directing graduate student research	32%	369	38%	45	57%	35	43%	28	50%	16
Sponsoring postdoctoral scholars	33%	320	31%	39	66%	32	43%	21	42%	12
Superv. undergrad. independ. study	42%	346	44%	41	66%	32	41%	27	60%	15
Teaching awards	28%	273	24%	41	43%	28	15%	20	20%	10
Writing textbooks	33%	243	19%	36	43%	23	41%	17	11%	9
Serving as dean, chair, or administ.	33%	237	37%	27	50%	24	19%	16	25%	8
Departmental service	31%	361	31%	45	63%	35	30%	27	25%	16
University service	31%	346	33%	45	61%	36	21%	24	21%	14
Professional service	34%	352	37%	46	51%	35	41%	22	40%	15
Promoting diversity	37%	334	41%	44	74%	35	43%	21	42%	12
Mentoring colleagues	50%	307	42%	43	74%	34	50%	18	46%	13
Community-based service	49%	296	41%	41	71%	35	58%	19	23%	13

Note: Shaded cells of green and red indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and reds a lower than expected percentage. Dark green/red = Chi-square less than .001; Medium green/red=less than .01; Light green/red=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8). Source: UC Berkeley Faculty Climate Survey, 2009.

Percent of UCB Faculty Indicating the Review Criteria Should Be More Important Than It Currently Is In Their Review

<i>Review Criteria</i>	Physc. Science Technology, Eng., & Math		Biolog. Sc., Natural Resources		Professions (non-health/ non-educ)		Social Science		Human- ities		Publ. Health, Educ., Soc. Welfare	
	%	N	%	N	%	N	%	N	%	N	%	N
Efforts to improve/create courses	27%	122	30%	81	38%	52	47%	96	47%	99	55%	40
Mentoring undergraduates	47%	117	44%	85	45%	40	55%	94	56%	98	67%	33
Directing grad. student research	20%	125	31%	85	51%	47	42%	93	35%	99	49%	41
Sponsoring postdoctoral scholars	28%	116	23%	81	49%	35	40%	80	39%	75	57%	35
Supervising undergrad. ind. study	39%	119	36%	83	49%	37	45%	92	55%	94	55%	33
Teaching awards	19%	98	20%	66	35%	43	36%	70	30%	63	44%	27
Writing textbooks	29%	94	23%	57	32%	34	35%	62	40%	53	29%	24
Serving as dean, chair, or administrator	20%	85	31%	49	48%	31	42%	60	33%	55	54%	28
Departmental service	23%	124	26%	81	45%	49	34%	94	36%	94	54%	39
University service	19%	119	28%	80	45%	47	39%	88	33%	88	48%	40
Professional service	25%	122	28%	80	51%	47	34%	92	42%	86	63%	40
Promoting diversity	31%	116	33%	76	43%	46	46%	85	41%	83	68%	38
Mentoring colleagues	43%	104	44%	72	58%	45	47%	74	58%	80	70%	37
Community-based service	32%	103	49%	72	50%	44	56%	77	56%	66	74%	38

Note: Shaded cells of green and red indicate significant differences based on chi-square, comparing the responses of the subgroup to all other respondents; greens indicate a higher than expected percentage and reds a lower than expected percentage. Dark green/red = Chi-square less than .001; Medium green/red=less than .01; Light green/red=less than .05. Light gray shading indicates a valid chi-square value could not be calculated because of one or more low-count cells (N is under 5). '--' indicates the percentage is suppressed because of a low subpopulation (N is under 8).

UC Berkeley Faculty: Percent Who Have *Used* the Merit and/or Promotion Review Policy/Process (*six most commonly used*)

Type of merit and/or promotion review policy/process	Used	Did not need	Did not know about	Discouraged from using	Tot. N
<i>Wrote a summary of my research, teaching, and service to be incl. in the package sent to reviewers for promotion?</i>	84%	12%	3%	1%	586
<i>Provided a list of potential reviewers for promotion review?</i>	73%	24%	3%	0%	577
<i>Submitted work in progress (e.g., draft book chapters/manuscripts under rev.)?</i>	40%	49%	10%	2%	573
<i>Requested more than one-step merit increase for recognition of accomplishments (e.g., a major award)?</i>	30%	48%	21%	2%	559
<i>Requested a salary increase to match an outside offer?</i>	26%	67%	5%	2%	559
<i>Wrote a statement requesting that certain individuals should not serve as reviewers for promotion reviews?</i>	20%	71%	8%	1%	561

Note: Light yellow shading denotes policies with highest percentage of respondents (top 3) who indicated they did not know about it.

Source: Stacy, Zedeck, Goulden, and Frasch, UCB Faculty Climate Survey, 2009.

UC Berkeley Faculty: Percent Who Have *Used* the Merit and/or Promotion Review Policy/Process (*six least commonly used*)

Type of merit and/or promotion review policy/process	Used	Did not need	Did not know about	Discouraged from using	Tot. N
<i>Submitted additional materials while a promotion review was ongoing?</i>	17%	67%	14%	1%	561
<i>Wrote a response to the letters from reviewers and the ad hoc committee report before my promotion?</i>	16%	74%	8%	2%	572
<i>Wrote a response to the letter prepared by the chair/dean for both merit and promotion reviews?</i>	15%	75%	9%	2%	569
<i>Requested reconsideration of a negative decision for advancement?</i>	10%	84%	5%	2%	557
<i>Requested an extra merit increase one time for excellent teaching, service, or diversity-related work?</i>	8%	60%	31%	1%	553
<i>Requested a career equity review?</i>	3%	61%	34%	3%	557

Note: Light yellow shading denotes policies with highest percentage of respondents (top 3) who indicated they did not know about it.

Source: Stacy, Zedeck, Goulden, and Frasch, UCB Faculty Climate Survey, 2009. 15

Useful Data Related to the Faculty Review Process

- **Promotion and Merit Advancements** (*rates and timing*)
- **Biobibliographic Submissions** (*e.g., response to section f*)
- **Faculty Survey Data Related to Review Process**
 - Satisfaction with the review process
 - Evaluation of selected factors in review process
 - Use of available review process mechanisms.

Summary: Data and analysis are essential in our efforts to develop and maintain effective and equitable review processes.