

Memorandum

January 5, 1990

TO: Ralph Ferretti, Chair
Promotion and Tenure Committee

FROM: Linda Gottfredson *lg*

RE: The Recommendation Against My Promotion

As you recall, the day after learning of the negative decision on my application, I came to talk to you and said that I wanted to learn what the committee's specific reasons were for its general criticisms of my scholarship. The committee's recommendation, which was adopted virtually unchanged by the Department, provides almost no specifics to justify its harsh judgment of my work.

The University's promotion policies state that "The reasons for adverse recommendations must be explained to the candidate as specifically and completely as possible and reasonable." I plan to come up for promotion again soon and the Department's recommendation is too vague to provide any useful guidance to me. I therefore renew my request.

Some of the more important points that I would like clarified are the following (taken in the order of their presentation in the recommendation).

1. "The committee finds strong evidence for significant contributions to scholarship in the early 1980's, particularly in vocational psychology/interest assessment and personnel psychology/ability testing. This work is widely known nationally and has been praised for its originality and insightfulness. Although the volume of her output has continued at a steady rate since 1983, the committee has found a noticeable decline in quality since that date and even more noticeably since her arrival at the University of Delaware in the Fall of 1986."

Except for singling out for special criticism the latest three of my 24 publications since 1980, the recommendation makes no reference to specific articles, or any of their supposed deficiencies, to document this "noticeable decline" since 1983.

2. "One problem we find with the quality of her work is her tendency to dismiss, or ignore, without adequate analysis, results and opinions that disagree with her own. For example, in several papers Dr. Gottfredson utilizes F. Schmidt and J. Hunter's estimates of the cost-benefits of employment testing without acknowledging the existence of significant criticisms of these estimates. Another example occurs in Dr. Gottfredson's 1988 'Reconsidering Fairness' paper where she cites J. Carroll's 1987 article on the National Assessment reading scores without acknowledging that the method of analysis he used was severely criticized by the developers of the National Assessment testing scheme. It should be noted that two reviewers, including one who was generally favorable of her work, recognized this same tendency. One reviewer writes 'She accepts uncritically the work of one particular camp...' The other reviewer writes '[Dr. Gottfredson] is highly selective in what she seems to digest...she seems to have ignored significant critiques of both VG [validity generalization] and Schmidt and Hunter's cost-benefit analyses'."

The recommendation gives only three examples of my presumed tendency to dismiss or ignore evidence--Carroll's estimates, Schmidt-Hunter cost-benefit analyses, and validity generalization. Since the first two examples relate to relatively minor points in my papers, I wonder if you could provide more substantial examples. I would also like the reference to the article(s) criticizing Carroll's estimates. Since validity generalization (the third example) is now accepted in principle by the APA Test Standards, the National Academy of Sciences, and many courts, I am unclear as to why it was necessary for me to discuss critiques of validity generalization.

3. "A second problem is that we cannot find in her work, particularly since 1986, sufficient original contributions to merit promotion to full professor. The department's Promotion and Tenure Policy Guidelines, as cited above, and the University's guidelines, as stated in the Faculty Handbook (III.K.1), are clear on this point. Almost all of her work since coming to Delaware has consisted of reviews of other people's work or of her own earlier results. In the words of one outside reviewer, 'She appears to be a consumer and synthesizer of other peoples work than an original contributor to the field'. The remaining papers are either reviews, syntheses or forewords to special issues of journals she edited. Her two most recent co-authored papers (both in press)

are too flawed to be considered original contributions. Furthermore, one appears to be a subset of the other. As one of the most favorable reviews of these two papers stated, 'Both articles covered much the same ground, with only minor differences in content and emphasis'. Another reviewer referred to these two papers as, among other things, 'unscholarly.'

One impression given by this passage is that review and synthesis, even of high quality, is not original scholarship. I am puzzled by this stance, because good syntheses and integrative reviews of data and theory are among the most difficult and useful contributions scholars can make to their fields--often redirecting them in fundamental ways. I am also puzzled because the most important and best-known of my earliest publications ("Circumscription and Compromise") is exclusively synthesis, and yet the "committee finds strong evidence for significant contributions to scholarship in the early 1980's."

There is also great confusion in the way the recommendation sorts out my work. First it says that "almost all" of my work since coming to Delaware has consisted of reviews. But then, continuing after a quotation from one reviewer, it continues by saying that "the remaining papers are either reviews, syntheses or forewords" (emphasis added).

More importantly, it is not clear what the committee means by a "review" and thus why so-called "reviews" fail to represent "sufficient original contributions to merit promotion to full professor." The confusion stems from the fact that the committee apparently classes together quite diverse kinds of articles as reviews, none of which (except the book review) accords with my understanding of the term. (It seems to characterize as a "review" everything that includes a review of data or theory.) In some recent papers ("Intelligence vs. Training," "Societal Consequences," and "Reconsidering Fairness"), I review and integrate evidence (not likely to be known to many readers) in the context of developing a broader thesis. The presentation of supporting evidence would seem to be required by the canons of good scholarship. The question is not whether these articles review evidence, but whether their arguments and conclusions constitute sufficiently original scholarship.

It is also not clear whether the two critical analyses of the NAS's reports are considered "reviews." If so, why? The committee claims that the latter two papers "are too flawed to be considered original contributions." No specifics are given here to support the committee's judgment.

4. "A third, and perhaps more serious problem, concerns a recent tendency to misrepresent the positions of

others whom she critiques. We find this in particular in her two most recent papers in the representation of the basic findings of the NRC panel report 'Fairness in Employment Testing'. The misrepresentation has to do with the panel's analysis of within-group norming. These same tendencies were observed by an outside reviewer who wrote 'Both articles misrepresent the basic finding of the NRC panel'."

The charge of misrepresentation is by far the most serious, and yet the committee devotes the least discussion to it. The committee cites a "recent tendency" which is particularly represented in my two most recent papers. The only example of misrepresentation given does not describe specifically how I misrepresented the report's multi-faceted analysis of within-group norming. The draft recommendation was somewhat more specific by alleging that I misrepresented "the panel's recommendation regarding within-group norming, and the referral process of and score reporting for majority and minority job applicants" (emphasis added). However, this statement was excised during the Department meeting, apparently because it was shown to be in error, and was replaced by the much broader and vaguer criticism.

The charge of misrepresentation is particularly puzzling in light of the fact that before accepting the first of the papers ("Equality at Last...?) Irving Louis Horowitz, the editor of Transaction/SOCIETY, reviewed the paper for accuracy. "[B]efore any possible decision on publication can be made, we need to review the two reports of the National Academy of Sciences report [sic]," he wrote. "As the publication of record in the social sciences, we have a clear responsibility to present a full and balanced picture." As for its being original, Horowitz says that he and "a knowledgeable colleague" found the paper "stimulating and obviously controversial," "the sort of article that will elicit a response from those being criticized, and perhaps a potent rebuttal." (See the attached letter.) As it turned out, Horowitz not only accepted the paper but is centering a symposium around it.

Likewise, the other article ("The Politicized Science...") was solicited by Nathan Glazer after he had read a shorter review that Jan Blits and I had written on the subject for The Public Interest. Glazer, unquestionably an internationally eminent expert, evidently found no problem with the paper's accuracy. In light of this, I wonder why the committee did.

I would also appreciate your clarifying which other articles illustrate the "recent tendency to misrepresent," and why. Misrepresentation is a grievous offense for a scholar, and thus a serious charge.

5. Finally, I would like your committee to clarify its use of the outside reviews of research that it solicited. The committee solicited nine letters, which is an unusually high number, and then almost totally ignored the eight of the nine that, according to Jan Blits's minority report, "praised Dr. Gottfredson's work, including her recent work, in the highest terms." The recommendation instead quotes liberally from the one negative letter. And it quotes from the eight positive letters only statements that (out of context) could be construed as negative.

When I asked you about this two months ago, you said that the committee did not rely on the one negative letter to form its judgment, but that the letter merely confirmed the committee's prior suspicions. If that is the case, then it would seem especially incumbent upon your committee to specify more clearly the sources of its suspicions, especially since no one on the committee is an expert in my fields. On the other hand, if that is not the case, then I would like the committee to clarify why it relied so heavily on the one negative letter and discounted the eight positive ones. I believe the committee has a special responsibility to do so because, according to the minority report, some of the positive letters explicitly contradict the committee's judgment about the importance and quality of my most recent work.

I am also at a loss to understand why the committee sought a letter from someone explicitly hostile, and not merely opposed, to the individual-model of testing fairness. At least two other reviewers disagree with me on policy matters, but (evidently) could still write positive letters. Why was this last letter needed, and why was it sought over my objections?

I would appreciate a written clarification as soon as possible.

Thank you.

cc: Vic Martuza, Chair
Frank Murray, Dean

Memorandum

Attachment 11



January 18, 1990

TO: Vic Martuza, Chair
Educational Studies

FROM: Linda Gottfredson *lg*

RE: The Choice of as a Peer Reviewer

This memo records my earlier objections to the Department P&T Committee's use of as an outside reviewer of my research.

Ralph Ferretti informed me in mid-~~October~~^{September} that he was going to ask to write a letter evaluating my research. I objected strongly at that time on the grounds that would be likely to be biased against my work and therefore could be expected to write a negative review.

Two examples illustrate the basis for my concern. First, my most recent articles strongly criticize the group models of fairness adopted in the NAS report, Fairness in Employment Testing. strongly favors such models and is highly critical of my position..

Second, very favorably reviewed Steven J. Gould's Mismeasure of Man, which vociferously attacks intelligence testing. Because my most recent work relies heavily on the results of intelligence and other general ability tests, I feared a hostile evaluation from because I suspected that he rejects the value of such tests.

I made these objections before review was requested, and I have every reason to believe that they were well-founded.

UNIVERSITY OF DELAWARE INTER-DEPARTMENTAL

Memorandum

January 24, 1990

TO: Promotion and Tenure Committee
College of Education

FROM: Victor Martuza, Chair *VM*
Educational Studies

RE: Recommendation of Linda Gottfredson's Application
for Promotion to Full Professor

Having reviewed Dr. Gottfredson's dossier as well as having discussed the concerns and conclusions of the EDS Promotion and Tenure Committee with its chair, I find that I must regrettably recommend against promotion to full professor at this time. While I believe that Dr. Gottfredson more than meets the Department criteria for promotion in the area of service, satisfies the criteria in the area of teaching and, in the aggregate, has compiled a very impressive record of scholarship, the recommendation against promotion adopted by the Educational Studies Department has raised a number of concerns about the most recent additions to her dossier in the area of scholarship which, in my opinion, must be satisfactorily addressed before a recommendation for promotion to full professor is warranted.

In what follows, I will summarize the background to this case, comment briefly on the areas of teaching and service, and attempt to make clear what my reservations are concerning the status of her scholarship record vis-a-vis the Department promotion and tenure criteria.

Last year, like the Department faculty, I enthusiastically supported Dr. Gottfredson's application for promotion to full professor with tenure. While several faculty in the Department expressed reservations about the adequacy of her teaching record at that time, no serious questions

were raised either by the Promotion and Tenure Committee or the Department-as-a-whole about the quality of her scholarship. Since the Department criteria clearly state that excellent performance in two of the three areas can compensate for minor deficiencies in the third, both the Department and I felt confident that she was promotable and, hence, made strong positive recommendations supporting her case. In my view, the evidence in her dossier last year portrayed her as a solid scholar, a valuable and tireless contributor of service to the University as well as to her profession, and a good teacher making systematic progress towards excellence, particularly at the undergraduate level where most of her teaching efforts lie. Given the totality of evidence at that time, I firmly believed that she merited promotion to full professor with tenure. The Senate Committee disagreed mainly on the basis of the evidence supporting her teaching record and, after a formal appeal, split 50-50 on the recommendation. In the end she was awarded tenure, but denied promotion.

Given additional data supporting her case in the area of teaching, Dr. Gottfredson decided to reapply for promotion at the beginning of the current academic year. The Department P&T Committee decided that it was most appropriate to evaluate her current promotion application as though it were being presented for the first time. As a result, the Committee sought and received updates to the external reviews of her scholarship which were submitted last year and requested a number of additional external reviews. In the Committee's judgement as well as that of the Department faculty, her continuing service contributions and the additional data she supplied in the area of teaching served to reaffirm the fact that she clearly exceeds Department criteria in service and laid to rest any lingering doubts about the quality of her teaching. I wholeheartedly concur with their conclusions regarding these two areas. Despite the controversial nature of the climate during the past semester and the resulting additional demands on Dr. Gottfredson's time, her service contributions and her teaching efforts have not diminished. It is especially important to note her contribution to the revision and coordination of the Department's Counseling Program which required an enormous amount of time and energy during what obviously was a very stressful period for her.

In the area of scholarship, the substantive differences between Dr. Gottfredson's dossier this year and last consist of (1) two new co-authored articles which, according to the recommendation of the Committee, do not meet the standards of scholarship spelled out in the Department Promotion and Tenure guidelines and (2) the additions and updates appearing in the external review folder. It seems to me that the critical question is whether the new items added to the dossier were of a nature to justify a downgrading of the previously very positive evaluation of Dr. Gottfredson's record of scholarship. Since the rationale underlying the Department's recommendation is contained in the Department report, there is no need to summarize it at this point and I prefer not to make a point by point commentary on the criticisms contained therein.

Taking into account the Department recommendation against promotion, several extensive conversations with both the Chair of the EDS Promotion and Tenure Committee and Dr. Gottfredson intended to get clarification about selected procedural and substantive matters, and a re-reading of the dossier material in question along with the reports on which the most recent two manuscripts are based, it is my view that the scholarship component of her case for promotion for full professor is not as compelling this year as it was last year. In my opinion, the two most recent manuscripts were primarily intended to provoke and influence the direction of a debate centering on the National Research Council's "Fairness in Employment Testing" report. As far as I can tell, the NRC panel made a good faith effort to fulfill its charge in evaluating the GATB-based referral system. Given the panel's initial (clearly stated) assumptions, which are rooted in the political realities of the times, it seems to me that it made a reasonable attempt to analyze the consequences of various referral policies and that its recommendations are consistent with its analysis. While Dr. Gottfredson and her co-author certainly have the right (and perhaps the obligation) to raise the kinds of questions they did in their manuscripts, some aspects of their manuscripts trouble me, for example: (1) their "worst case interpretation" of selected text fragments taken out of context from the panel's interim and final reports, (2) the heavily value-laden language employed (e.g., the label "quasi-Marxist"), (3) the pre-conceived rejection of any referral mechanism which differs from their preferred one without an attempt to assess and explicate the full range of potential

consequences for society, and (4) the implication that the panel's primary goal at the outset was to undermine the very foundations of our political-social-economic system regardless of the consequences to society or to the credibility of the scientific enterprise. While these pieces may ultimately contribute to a national debate on personnel referral policies and practices, I find it difficult to accept the two manuscripts as exemplars of high quality scholarship.

The next question then concerns the relative weights assigned to the newer and older manuscripts in the dossier as well as the relative weights assigned to the positive and negative external reviews. With respect to the latter, the external reviews overwhelmingly support a positive recommendation for promotion. While criticisms contained in them cannot be ignored, it appears to be the judgement of the vast majority of experts consulted that, in the aggregate, Dr. Gottfredson's's scholarly production so far justifies promotion to full professor. Concerning the former point, the amount of weight assigned by the Department Committee to the most recent two manuscripts appears to be heavier than one might expect, but this is understandable given the EDS P&T Committee's concern about the trend in Dr. Gottfredson's writing and what this might portend for her future work. The nub of the problem regarding the issue of relative weighting is that there is no algorithm which can be applied and, according to the University promotion and tenure policy as well as the guidelines used by the Department, the P&T Committee is ultimately responsible for using its best judgement in deciding how to weight the judgements found in the external review letters and its own assessments of the candidate's work.

In the final analysis, the critical question concerns the definition of scholarship. Each individual and committee attempting to determine whether Dr. Gottfredson's record of scholarship satisfies the Department criteria and their current interpretation for promotion must address this point. At the outset this year, I was prepared to stand by last year's recommendation. I felt even more confident at that time because of the new evidence available in the area of teaching. However, the addition of the two new manuscripts introduced a degree of uncertainty regarding the quality and direction of Dr. Gottfredson's present and future work. Clearly, these most recent manuscripts represent a major change in tone, style, intended impact and analytical approach from

her earlier work. In the view of the Department P&T Committee, these articles do not meet the scholarly standards reflected in her earlier work and required by the Department promotion and tenure criteria. After re-reading the report on which these manuscripts are based, I am persuaded by the Committee's reasoning. Whether these manuscripts signal the onset of a permanent change in the character and quality of her work is impossible to ascertain at this time. Once there are clear indications of a return to the level of quality characterized by her earlier work, I will once again wholeheartedly support her application for promotion to full professor. I expect that this will occur within the next year or two.

cc: Dean Murray

Memorandum



January 29, 1990

TO: Vic Martuza, Chair
Department of Educational Studies

FROM: Linda Gottfredson *lg*

RE: Your Recommendation Against My promotion

I have read your recommendation and appreciate your praise of my teaching and of my performance in teaching and service under difficult circumstances.

Your criticisms of my recent scholarship, however, are unclear. I wonder if you would clarify a few points. As you know, the Faculty Handbook says that "the reasons for adverse recommendations must be explained to the candidate as specifically and completely as possible and reasonable." Because the College committee will be meeting again this Wednesday, I would appreciate your clarification before then.

1. You have a copy of my January 5 memo in which I detail the puzzling actions and lack of documentation in the Department's recommendation against my promotion. Yet you say in your recommendation that "since the rationale underlying the Department's recommendation is contained in the Department report, there is no need to summarize it at this point and I prefer not to make a point by point commentary on the criticisms contained therein." Does this mean that you endorse point for point all the criticisms contained in the Department's recommendation? If not, or if you disagree with any of the points, which ones do you disagree with, and why?

2. When you write that some aspects of the recent papers trouble you, you preface your list of items with "for example." Do you mean that the four reasons enumerated are not exhaustive of the things that trouble you? If not, what are the additional reasons why the papers trouble you?

Thank you.

cc: Frank Murray, Dean

Jack Pikulski, Chair
College P&T Committee

UNIVERSITY OF DELAWARE INTER-DEPARTMENTAL

Memorandum

January 30, 1990

TO: Linda Gottfredson

FROM: Department Promotion and Tenure Committee

Ralph Ferretti *RF*
 Bob Hampel *RLH*
 David Kaplan *DK*
 Dick Venezky *RLY*

RE: Your Memo of January 5

Since your January 5 memo arrived during intersession, it has been difficult to find a time during which the entire committee could convene. We have now, however, had a chance to discuss your request for a further written explanation about our reasons for recommending against your promotion at this time.

According to the Faculty Handbook (III-K-3):

"A candidate also has the right to be informed in writing by each reviewing body--department committee, chairperson, college committee, dean, University Promotions and Tenure Committee, and Provost--of its decision. The reasons for adverse recommendations must be explained to the candidate as specifically and completely as possible and reasonable."

As you know, the memo that you have had since November 7, 1989 explains in some detail the reasons for our decision. We believe that we can provide guidance to you by meeting with you after the start of the Spring semester to discuss how you might strengthen your case in the future. The Department's promotion and tenure criteria clearly permit such a meeting, and as individuals, we are quite willing to give you personal suggestions about ways to strengthen your case for promotion. You should understand, however, that the Committee will neither discuss its use of outside reviews nor attempt to reconstruct the discussions that surrounded each piece of information about your application. The purpose of our meeting would be to provide positive suggestions about your future work.

This meeting should serve a constructive end, and must be conducted under conditions that insure this outcome. We would, therefore, not open the meeting to others nor would we permit the proceedings to be recorded. Further, you must understand that our comments would be strictly advisory and are not binding on the Department, the Committee, or the individuals involved.

Please inform the Committee of your interest in scheduling this meeting.

cc: Vic Martuza, Chair
 Frank Murray, Dean



UNIVERSITY OF DELAWARE INTER-DEPARTMENTAL

Memorandum

February 1, 1990

TO: Linda Gottfredson
FROM: Victor Martuza *VM*
SUBJECT: Response to Your Memo of January 29, 1990

My letter of recommendation regarding your application for promotion to full professor says exactly what I want it to say and, in my view, meets both the spirit and the letter of the faculty promotion policy as spelled out in the Faculty Handbook. I attempted to hand deliver the recommendation to you so that we would have an opportunity to discuss it, but you were not in your office at the time. In order to make the recommendation available to you without delay, I left a post-it note indicating my willingness to meet with you if and when you wish to have such a discussion. That offer remains open.

As my recommendation indicates, I share the Department's concern about your recent scholarship, in particular the most recent two manuscripts. I was quite specific in providing examples intended to illuminate the nature of my concern. I think that the set of examples provided serves that purpose.

With regard to the Department's recommendation, I did not think it either wise or necessary to make a point by point commentary. The controlling factor in preparing this type of recommendation is the Department written criteria and their current interpretation as reflected in recent personnel decisions regarding promotion, tenure and contract renewals. That was the basis for my assessment of your most recent work and for my recommendation. I think that my position on the matter is spelled out very clearly in the letter.

I would like to renew my invitation to discuss my recommendation memo with you at a mutually convenient time.

cc: Frank Murray, Dean
Jack Pikulski, Chair, College P&T Committee

UNIVERSITY OF DELAWARE INTER-DEPARTMENTAL

Memorandum

February 7, 1990

TO: Promotion and Tenure Committee
 Ralph Ferretti, Chair
 Bob Hampel
 David Kaplan
 Dick Venezky

FROM: Linda S. Gottfredson *lg*

RE: My Request for Specific Reasons for your Committee's Recommendation

I was disappointed but not surprised by your refusal to give specific reasons for the general criticisms of my scholarship contained in your November 6 recommendation.¹ I did not ask for you "to reconstruct the discussions that surrounded each piece of information about [my] application," but rather to explain the reasons for your broad conclusions.

I asked, in particular, for (1) specific examples to document the "noticeable decline" in the quality of my work since 1983 (you cite only my last three articles); (2) more substantial examples of my alleged tendency to dismiss or ignore evidence (your two examples are trivial), and an explanation of why it was necessary for me to discuss critiques of validity generalization (now accepted in principle by the APA Test Standards); (3) an explanation of what the Committee means by the terms "review" and "synthesis," and why it uses the terms only pejoratively; and (4) specific evidence of my "recent tendency to misrepresent the positions" of those I critique.

The charge of misrepresentation is very serious, and yet you provide no specific evidence. In the original draft of the Committee's recommendation, you spoke of my misrepresenting "the panel's recommendation regarding within-group norming, and the referral process of and score reporting for majority and minority job applicants." In the final draft, that statement was dropped (presumably because the Department realized it was incorrect) and replaced with the non-specific claim that I misrepresented the panel's "analysis." If you are unable or unwilling to provide

¹I presume that the November 7 memo to which you refer is actually the November 6 recommendation.



any evidence to support your charges, one must presume that there is none.

I also asked you to explain why you ignored the preponderance of external peer reviews, giving weight to only one--and one, moreover, which by all accounts lacks professionalism and credibility. Unless explicitly justified, such blatantly selective use of the reviews violates the external peer review process and canons of fairness and professionalism as well.

In addition, I would also like to know why the Committee didn't distribute advance drafts to the faculty, as required. Since you apparently discussed the merits of doing so, I gather that it was not an oversight. This failure, which had a material effect on the Department's deliberations, violated the Department's stated promotion procedures.

cc: Frank Murray, Dean
Vic Martuza, Chair
Educational Studies

Memorandum



February 16, 1990

TO: Linda Gottfredson

FROM: Ralph Ferretti, Chair *Raf*
Promotion and Tenure Committee

RE: Your Memo of February 7

The Department P&T Committee discussed your memo of February 7, and again extends our January 30 invitation to meet with you and provide guidance about how you might strengthen your promotion case in the future.

Please advise me about your interest in scheduling this meeting.

cc: P&T Committee
Bob Hampel
David Kaplan
Dick Venezky
Vic Martuza, Chair
Frank Murray, Dean





University of Delaware

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February 19, 1990

TO: Richard B. Murray, Acting Provost and Vice-President
Dr. Leo Lemay, Chair, Senate Committee on Promotion & Tenure

FROM: Frank B. Murray, Dean, College of Education *Frank B. Murray*

RE: Promotion Recommendation for Dr. Linda Gottfredson

Last year Dr. Gottfredson's dossier was sent to the Provost and Senate Committee with a strong positive recommendation from each prior stage of review. The committees and administrators within the College were unanimous in the view that she satisfied the promotion and tenure criteria of her department, and in the area of scholarship and research all felt that she had exceeded the Department's standard by a wide margin. In the case of the College Committee, there was concern that she had not yet demonstrated that her teaching was fully at the departmental standard, although the Department and the Chair felt the standard had been achieved. Nevertheless, the College Committee concluded that her high level of her scholarly work offset any deficiencies they saw in her teaching, and thus, in accordance with the Department's policy that permits minor deficiencies in one area to be compensated by strength in other areas, they recommended promotion to professor. The Senate Committee and the Provost each acknowledged that the research standard had been met, but felt that it would be prudent, owing to the uncertainty about the teaching standard, to delay promotion to a time when the evidence for teaching was based more on accomplishment and less on the very good signs of promise that could be seen in her first years at the University. This year all have concluded that she has met -- without any reservation -- the department's standard for teaching. This is my conclusion also, and I concur in all the claims made for her teaching by the Chair of the Department and the committees.

It would seem that a strong and enthusiastic endorsement of her request for promotion to full professor would be in order this year, given that there were no problems with her research last year, that there are no reservations this year about her teaching, and that her service record is by all accounts even stronger than last year when it was judged, as it is by everyone this year, to meet the departmental standards for service within and outside the University.

The College Committee found, as they did last year, that the Department's research standard for full professor was met by Dr. Gottfredson and they recommend promotion. This year, however, the Department and its Chair are less confident than they were last year that the intent of their criteria for research and scholarship are met by Dr. Gottfredson. Thus, they prefer to delay her promotion until their confidence returns that her excellent overall record will be maintained in the years ahead.

The Department holds, in the second line of its promotion guidelines, that it "will exercise its judgment in determining whether a candidate has met the intent of the criteria." Thus, it is well within the Department's guidelines for its members to go beyond the letter of the explicit standards and the specific language of the claims in the dossier to an evaluation of whether the candidate met the **intention and purpose** of the standard. To insure an appropriate degree of fairness and consistency, they require that two-thirds of the **entire** faculty endorse any recommendation they make. In this they feel confident that when they appear to depart from the written record, particularly a record that allows multiple and conflicting interpretations, they will not make many errors if large numbers of them see the issue the same way. I think they are wise to approach their work in this way because it allows them to go to the heart of the matter, namely whether the scholarly work is really any good, and not be coerced by external measures and opinions that appear sound but are misleading. Thus, they protect themselves from **having** to recommend for promotion persons whose work is poor, even though it is plentiful, juried and praised by some noted figures.

The Department in the end wants the "candidate's overall record" to provide "evidence that significant achievements have been and will continue to be made" (p. 4 and p. III-K-1, Faculty Handbook). Setting aside for the moment the question of whether her achievements will continue to be made and the merits of her most recent work, I believe that the Chair and the committees have determined -- this year and last year -- that Linda has made significant and important scholarly contributions to her field, and that in quality and number, these are of a coherent programmatic nature and sufficient to warrant her promotion to full professor. Along with everyone else, this was my view last year, and it is my view this year. I simply cannot read the external letters (both in the research and service categories) in any other way; her work is important, has influenced her field, and is seriously considered -- even by those who vehemently disagree with her. I have no way to explain that leading researchers at major institutions require their students to study her work, that they claim that they themselves profit by intellectual exchanges with her, and that juried journals seek out her services and work, other than by the fact that her work is a significant contribution to the field, the very thing the department intends by its criteria. The most parsimonious explanation I have for the tone of all but one of the external reviews, her consistent record of publication in juried publications, her appointments to national boards and panels, and so forth, is that her work is good and as a result has to be considered by serious workers in the field. On the other hand, some of her work is controversial, but one must be very careful not to attribute the opposition to it, especially opposition from thoughtful persons, simply to controversy rather than to the merit of the work's ideas and claims; the academy is

perhaps the one place where ideas must receive evaluation on such grounds as the Department specifies for scholarship (pp. 3-4).

In sum, my conclusion, and I think everyone else's, is that she has an overall record of scholarship that meets and exceeds the letter and spirit of the Department's standard of accomplishment.

The question raised by the Department and the Chair, and not explicitly addressed by the College Committee, concerns the criterion about whether her record of accomplishment will continue. The College Committee simply concludes that the research criterion has been met in number and quality as attested to by juried publication and credible external reviews. The Department, however, placed great weight on her two most recent papers and concluded that they seriously diminish the overall record, that they are below standard, and that because they call into question the nature of her future work, it is wise to delay promotion until the nature of her future work is clearer. While this is a conservative and reasonable position, and one I would support in cases where the overall scholarly record is weak, it does inappropriately shift the emphasis in the promotion decision from accomplishment to promise. We have always held that promotions are based solely on accomplishment; we hire on promise, we may tenure on promise, but we can only promote on accomplishment.

No one doubts that she will continue to publish or that she has the demonstrated ability to contribute significantly to the field. The issue in her case is not, as it has been with others, that the scholarly record of accomplishment will cease with promotion. Some of the external reviewers in fact comment about their expectations of her future work, and one predicts a major book from her. It is unfortunate that the Department's letter to the external reviewers did not specifically ask for, as their guidelines require (p.11, 2a.), "comment[s] on the candidate's potential for future development" because then we would have some additional guidance on whether Linda meets this standard of future accomplishment. The external reviewers who wrote in her behalf this year and last year, and who noted that the two papers with Jan Blits were of a different type from her other work, did not report to us that they were worried that this signaled a departure that modified their uniformly positive recommendation for her promotion. On the whole, the best predictor of future performance is the most recent past performance on the same task. Her most recent **scholarly** work, as opposed to her most recently **published** work, would indicate that external reviewers and others would again see her work as making important contributions to the field.

My view on the question of the papers with Jan Blits is that they have little to do with the scholarly record the Department intends to address in its criteria. Not all published work should be considered scholarship. To be sure, these papers have attributes of scholarly work insofar as they are published in juried journals and insofar as the editor of the journal has invited critical responses to them. They display many of the characteristics of scholarly writing that are mentioned in the departmental guidelines (pp. 3-4), but they do not give any sign that matters taken up in the paper are in fact more complicated than the paper leads the reader -- especially the non-specialist reader -- to believe. Some points from the one negative external reviewer,

the "in press" reactions to one of the papers, and the conclusions of the Department Committee speak to the ways in which these papers fail to give a balanced and fair picture of the issues each addresses. [These papers are, as the College Committee also notes, each versions of each other and should be seen as one paper for the purposes of the promotion and tenure decision.] Admittedly, they are written for a non-specialist audience and to that extent they must simplify some complex ideas, particularly some critical and difficult technical features. My concern about the lack of balance in the papers is mitigated somewhat by their appearance as one of a set of papers in their respective journals, and some of the other papers provide a corrective balance. The papers with Jan Blits could not be said to contribute to or advance the scholarly literature in the field, and in this sense they have more the character of a book review or a column in newspaper or magazine of record.

I think it is a mistake to list them as part of the scholarly record of accomplishment. They are a different kind of writing that is common in higher education and among some public intellectuals; it is a kind of writing that freely speculates about the motives of those it attacks, and it assumes no obligation to consider known facts that would mitigate or qualify its own conclusions so long as it can contrive a line of reasoning that can avoid the obstacles of contrary evidence or alternative accounts. The irony, one of many in this case, is that the one negative reviewer tends also to write in this mode, and this is why the College Committee set the review aside. However, like the papers with Jan Blits, which make good points, the negative reviewer makes some sound points despite the problems in the tone and balance of the review noted by others.

On the other hand, these papers are not without value, as several of the external reviewers point out. They are provocative, literate and forcefully written, and make a case for an individualistic public policy on the question of aptitude testing for employment. [It is not accurate to say, by the way and as some of her critics do, that Dr. Gottfredson is utterly naive and has no sense of the significance of an individual's membership in a group, given that group membership is the basis of her earlier theory of occupational aspiration.] Moreover, the papers with Jan Blits uncover weaknesses in the NRC (or NAS) report and legitimately undermine some of the claims in it. I am not in a position to examine all the distortions and errors that are alleged by one external reviewer and the Department, and -- as much as I would like to believe otherwise -- I am not sure whether Dr. Gottfredson even has an obligation in this kind of writing to present a balanced view of the issue because her purpose is to show the weakness in the report, not to correct those weaknesses. If the weakness is truly there, then the papers with Jan Blits are a service; if not, Gottfredson will be dismissed as an irritant, and serious people will look elsewhere for help with these questions. However, some of the alleged distortions and inaccuracies would seem to be matters that could be checked easily and as the material is published, the ensuing discourse should resolve many of these counter claims. If Jan Blits and Linda Gottfredson are wrong, or if they knowingly make false statements, their publishers have provided a way for their critics to make that clear to everyone. For our purposes in the promotion decision, I think these papers have a secondary place in the same way that book reviews only supplement the claim for a scholarly record of accomplishment. In her case there is plenty of other evidence.

In summary, my conclusion is that Dr. Gottfredson has met the Department's criterion for scholarship insofar as she has an overall record that satisfies the Department's stated intentions. The Department's wish to assure that her future work will be at the same level as the best of her past work is more difficult for me to evaluate based on the evidence in the dossier. Her research statement and the few external reviewers who ventured a prediction indicate that she will continue to work on important questions. I believe that she will, and my experience is that she always has a way to tie her claims, as outrageous as some may seem and prove to be, to some objective analysis and scholarly position or finding.

Finally, there are some who have claimed that the Department's actions are flawed by bias and procedural error. These claims are currently being evaluated through a formal grievance procedure and may require the Department and College to amend, modify, or delete aspects of the dossier. I raise the question here to alert you to this possibility and to point out how important it is that this case be decided solely on the standards the Department has set. The Department, for example, does not require that research be compatible with the goals of any University Commission, nor does it require its teacher education professors to teach at a higher standard than other professors, and so on. It is regrettable, for example, that the Department could not complete its deliberation before the Pioneer Fund issue was raised in the media because it makes it difficult for us to assure those who believe it played, and continues to play, a part in our thinking that it did not influence the outcome of the reviews in this promotion case.

FBM/jn

cc: L. Gottfredson
R. Ferretti
V. Martuza
J. Pikulski

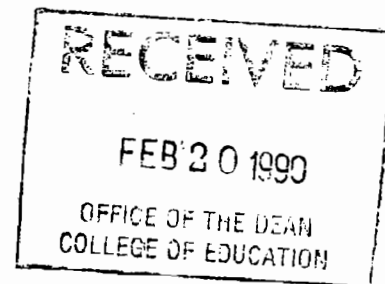
Memorandum



February 20, 1990

TO: Frank B. Murray, Dean
College of Education

FROM: Promotion and Tenure Committee
College of Education
Jan H. Blits *J. Blits*
Nancy W. Brickhouse *N. Brickhouse*
Roberta M. Golinkoff *R. Golinkoff*
John J. Pikulski, Chair *J. Pikulski*



After carefully reviewing Dr. Linda S. Gottfredson's promotion dossier, the Promotion and Tenure Committee, by a vote of three to one, recommends promotion to the rank of professor. This Committee concludes that she fully meets the Department of Educational Studies criteria for promotion in the areas of teaching, research, and service. The rationale of the Committee's decision is outlined in the paragraphs that follow.

Teaching

The Department of Educational Studies guidelines for teaching require candidates to show evidence of high quality teaching. Last year's College and University Promotion and Tenure Committees failed to find evidence that Dr. Gottfredson had convincingly met this standard. In the intervening year Dr. Gottfredson has added important documentation to support a record of high quality teaching. Her student course evaluations exceed the standard stated in the department criteria and have clearly improved with time. In addition, all 1989 letters from randomly selected students spoke of her effectiveness as a teacher, many praising her for her professionalism and her interest in the students.

Further, within only a three year period, Dr. Gottfredson has taught an impressive variety of courses: three different courses at the undergraduate level, two at the master's level and one at the doctoral level. This year Dr. Gottfredson became the coordinator of the Department's counseling program, a responsibility that includes advising sixteen graduate students.

In sum, these accomplishments fully meet the requirements in the area of teaching for promotion to the rank of professor.

Research

For promotion in the Department of Educational Studies "Faculty are expected to produce at least one scholarly book or monograph at rank or at least five major scholarly articles which address issues or problems of significance and which display the characteristics of scholarly writing..."

Dr. Gottfredson's full record of scholarship clearly exceeds the requirement regarding quantity of publications. In 1988 the Department of

Educational Studies Promotion and Tenure Committee concluded, "Since being promoted to a rank equivalent to associate professor (i.e., Research Scientist at the Johns Hopkins University), Dr. Gottfredson has published fourteen juried journal articles, two journal monographs, four book chapters, one book review, and she has edited one special journal issue and co-edited another." Thus, Dr. Gottfredson has more than satisfied any quantitative criteria for promotion to the rank of professor.

The Department criteria state that "each [of the five major scholarly publications or the scholarly book or monograph] should be accurate, systematic and thorough, exhibit knowledge relevant to the topic, and demonstrate appropriate analytic ability, depth and clarity." This statement clearly emphasizes that quality of scholarship is also required. The Department criteria specify three bases for judging quality: "... quality ... is attested to by publication in scholarly journals or books, by external reviewers, and by Department colleagues."

The first criterion for judging the quality of the candidate's publications is their appearance in scholarly journals and books. The vast majority of Dr. Gottfredson's publications have appeared in scholarly journals and edited books.

The second basis for judging the quality of scholarship, according to the Department document, is the solicited peer evaluations. The University Faculty Handbook likewise highlights the special importance of the solicited peer evaluations. While a minimum of four outside peer evaluations are required by the Department of Educational Studies, nine were solicited for Dr. Gottfredson.

Of the nine solicited peer reviews, this Committee weighed two less heavily than the others. One of these, which was quite negative, was written in a tone that this committee deemed unprofessional and thus inappropriate as a peer review for a promotion and tenure decision. The other of these, which was extremely positive, was uncritical and lacking sufficient objectivity. The remaining seven reviews were all very positive in their evaluations of Dr. Gottfredson's scholarship. While some of the positive letters have a negative statement or two, these few remarks do not detract from their overall positive evaluations.

All seven reviewers praise the breadth and depth of expertise that Dr. Gottfredson's scholarship brings to complex issues of social importance. The reviewers repeatedly refer to the interdisciplinary nature of her work, to her ability to synthesize information from diverse fields, to the cogency of her analyses, and to her influence in shaping thinking in their fields. The following sampling of reviewers' comments illustrates that this assessment applies to both her earlier and later work.

One reviewer wrote in 1988 "...many inside and outside the social sciences have commented on the need for people who can put the findings of the social sciences into a coherent whole, who can tell us what it all means. Linda Gottfredson has been doing that successfully for years now, and that contribution should be recognized." This year that same reviewer added, "Essentially my evaluation (from last year) remains unchanged. She continues to produce the same kind of good work at the same pace. Her contribution in editing another special issue of Journal of Vocational Behavior is noteworthy. This issue, like the 1986 one, is having an important impact in I/O psychology. Her substantive contribution to this issue, the article 'Reconsidering

Fairness...', is an important contribution. As before, I strongly recommend that she be promoted. She has made important contributions to my field, as well as to educational policy questions."

Another reviewer wrote, "Dr. Gottfredson is a rare kind of social scientist. She combines, as few do, a strong theoretical and methodological background with a very serious commitment to 'real world' issues... The University of Delaware is fortunate to have Dr. Gottfredson on its faculty. I think that Dr. Gottfredson has already made very valuable contributions to sociology, education and psychology, and I see every indication that these contributions will continue."

A third reviewer, commenting on her most recent work, wrote, "[Dr. Gottfredson] is widely respected in the field of personnel measurement and evaluation, and more generally in educational measurement. Her work this year has focused on the recent publication of the National Research Council, **Fairness in Employment Testing**.... Her analysis [of the Report] is cogent and perceptive, as always. She has helped to clarify a number of issues left murky by the report, with her characteristically thorough analysis."

The third and final basis for judging the quality of scholarship, according to Department promotion and tenure guidelines, is the judgment of the candidate's Department colleagues. In this area there are mixed conclusions. When Dr. Gottfredson's record of scholarship was evaluated by her Department colleagues in 1988 as part of her application for promotion to the rank of professor, they concluded: "In summary, the Committee concludes that Dr. Gottfredson has unequivocally established a record of scholarship that has made highly significant contributions to the fields of vocational-counseling and industrial organizational psychology. These accomplishments clearly meet the Department's high standards for promotion to professor." The Committee's recommendation was endorsed by the Department of Educational Studies faculty by a vote of 16 in favor of the promotion, 4 opposed, and 2 abstentions. This strong recommendation seems particularly important since the Department's Promotion and Tenure document also states that, "The strength of the Department's recommendation will reflect its overall assessment of the candidate's record." This extremely positive evaluation of Dr. Gottfredson's scholarship was echoed by the Department Chair, who in 1988 concluded that "Dr. Gottfredson's record of scholarship is outstanding. The number of publications, their quality as attested to both by external and internal reviews, and the apparent impact of her work in the policy area clearly exceed the criteria of this Department for promotion to professor with tenure."

However, the Promotion and Tenure Committee of the Department of Educational Studies for this year's review stated: "The Committee finds strong evidence for significant contributions to scholarship in the early 1980's, particularly in vocational psychology/interest assessment and personnel psychology/ability testing. This work is widely known nationally and has been praised for its originality and insightfulness. Although the volume of her output has continued at a steady rate since 1983, the Committee has found a noticeable decline in quality since that date and even more noticeably since her arrival at the University of Delaware in the Fall of 1986."

The majority of this college committee shares some of the concern that Dr. Gottfredson's most recent work aims at representing particular employment testing policies rather than evaluating new data or synthesizing divergent

research findings or points of view. However, such work is not necessarily inappropriate in the field of social policy. The majority of this committee agrees that there is some redundancy in her work since 1986 concerning the societal consequences of black-white differences. However, the promotion and tenure document of the Department of Educational Studies is unequivocal in stating that it is the candidate's "record of significant scholarship" at rank which is to be judged and not just the candidate's most recent work. The conclusion of the majority of this committee is that both the Department of Educational Studies Promotion and Tenure Committee and its Chair failed to consider Dr. Gottfredson's full record of scholarship, and that the Department recommendation overrelied on the evaluation of a single external reviewer, one whose professionalism was viewed with suspicion by this committee.

Given Dr. Gottfredson's full record of scholarship, her extensive list of publications in scholarly journals and books, the extremely positive reviews from virtually all external peer reviewers, and the strong encouragement she was given by her Department colleagues in formal reviews in 1988, we conclude that she fully meets the Department's high standards for scholarship.

Service

The committee fully agrees with both the Department and the Chair's very positive evaluation of Dr. Gottfredson's service record. She has clearly provided outstanding leadership in service to the Department and the College and to her profession. Her contributions in the area of service have been consistently evaluated as excellent and clearly meet the criteria for promotion to professor.

JJP:mos

cc: Ralph Ferretti
Linda Gottfredson
Victor Martuza

Memorandum



February 21, 1990

TO: Ralph Ferretti, Chair
Promotion and Tenure Committee

FROM: Linda S. Gottfredson *lg*

RE: Your Memo of February 16

Your offer to "provide guidance about how [I] might strengthen [my] promotion case in the future" is irrelevant to my request. As my several memos to your committee make clear, my request is that your committee explain the reasons for its negative decision and for, among other things, its heavy reliance on one blatantly biased and inaccurate external review.

I would be glad to meet to discuss those reasons if that is easier for your committee than supplying a written response. I have been advised, however, that it would be a mistake to meet privately with no record of the discussion. Therefore, I would want either to record the conversation or to be accompanied by a witness, preferably George Cicala.

Please let me know if you would like to set up such a meeting.

cc: P&T Committee
Bob Hampel
David Kaplan
Dick Venezky
Vic Martuza, Chair
Frank Murray, Dean