DEPARTMENT CHAIRS-- MANAGING FACULTY MEETINGS AND VOTES

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2014

UCDAVIS

Overview

1. Managing an effective and inclusive faculty meeting
    1. Establishing a regular time slot
    2. Developing and distributing the agenda
    3. What are faculty meetings *for*, anyway?
    4. Prep work for potentially controversial topics
    5. Listening versus talking
    6. Managing social dynamics
2. Faculty voting
    1. Requirements– eligibility and confidentiality
    2. The importance of comments
3. Step Plus voting and ballots– how is it going?
4. Discussion

Scheduling is a staff nightmare

Regular meetings or as-needed?

Scheduling issues, guidelines

1. Consider saving staff time by reserving a regular time slot
   - Changing culture/awareness takes time
   - Alert course-scheduling staff and dean's office

2. Respect family care scheduling constraints
   - Try for 9-4 pm slot

3. The perils of "UC Davis time"– does the meeting start at 12 noon or 12:10 pm?

The agenda

1. Ideally, most information exchange should occur *between* faculty meetings
2. Seek input on the agenda
3. Distribute the agenda at least 2 days in advance
4. If there is consistently too much to cover, you probably need to meet more often
5. Meet individually with faculty– how to make faculty meetings more effective?
6. Minutes?

What *are* faculty meetings for?

1. Discussion pertinent to specific decisions, e.g. a curriculum change, a promotion action
   - Faculty must have been given time (and reminders) to review critical information
2. Problem-solving
3. Planning
4. Building professional relationships, department identity
5. Integrating new faculty members

Preparing for controversial topics

1. Walk the halls and meet individually with faculty well before the meeting
   - Make sure to give junior faculty, especially, a safe time to voice questions and opinions
   - Know whether factions are developing, and be prepared to articulate priorities they share
   - Consider assigning discussion leader(s) or a discussion committee for the meeting
2. Have some potential approaches in mind, but be ready to let go of them

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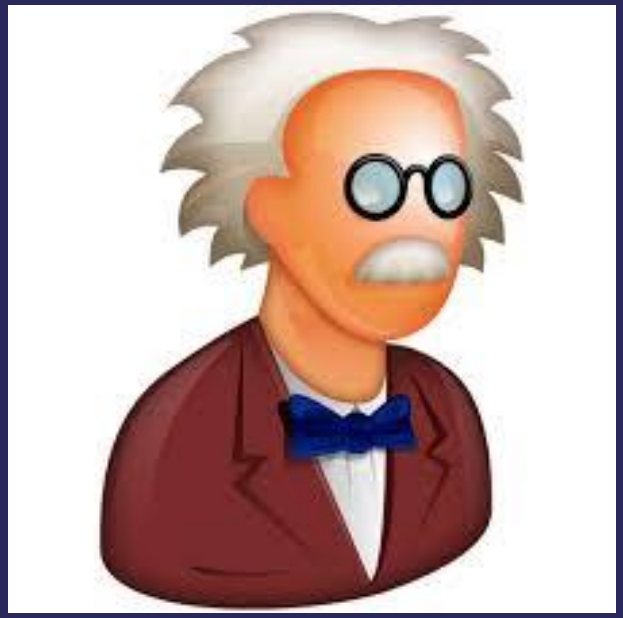
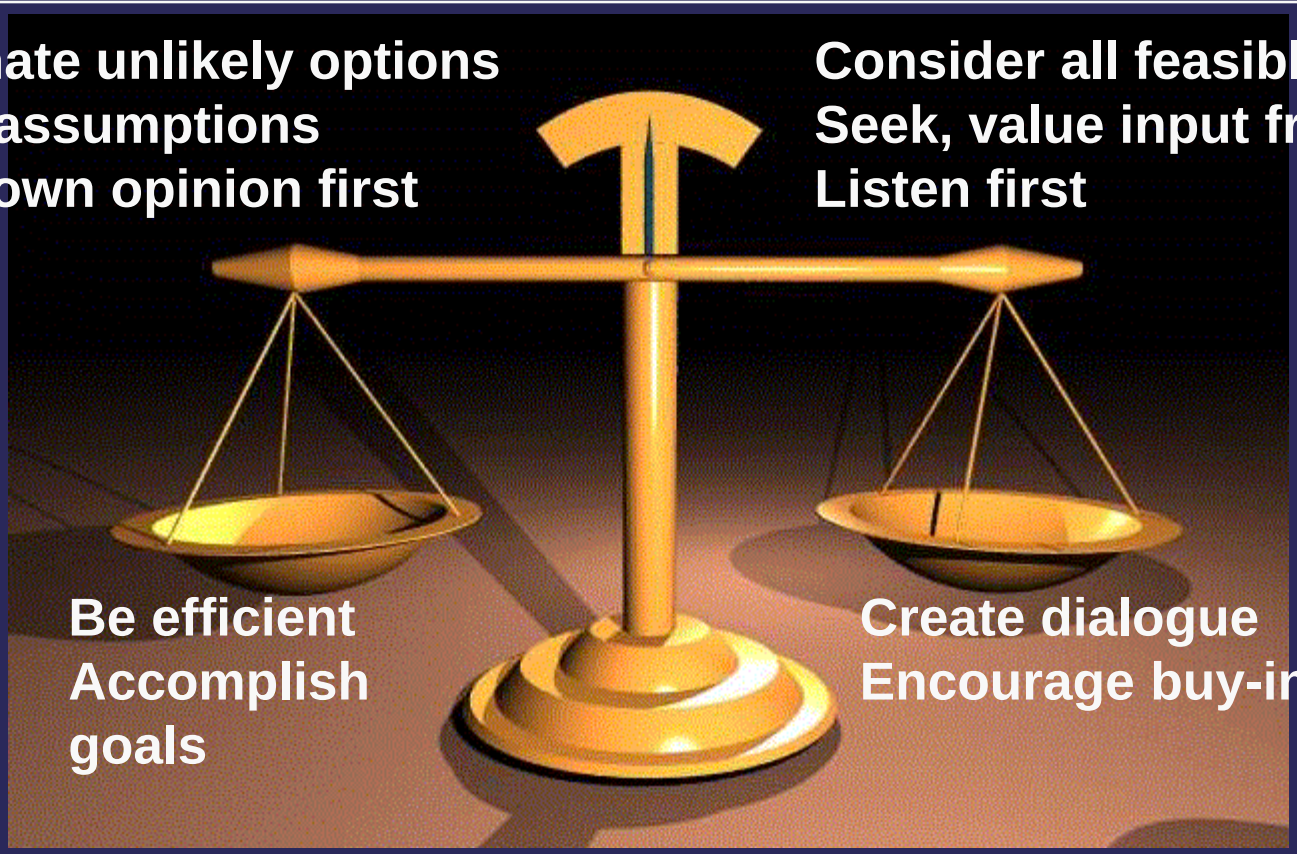
Managing meeting dynamics

Who me, hierarchical?



RUNNING A DEPARTMENT MEETING



Faculty meeting danger signs

- Some faculty members are doing almost all of the talking… and other faculty members (especially junior faculty) are not expressing opinions
- Interruptions
- More than one person speaking simultaneously
- Tokenism– a non-majority faculty member is being treated as a representative of his or her group

Facilitating inclusive social dynamics

1. Most important– as Chair, listen first and talk last
2. Emphasize the critical importance of mutual respect-- only one person talks at a time
3. Beware of professional hierarchy– more junior faculty may not want to speak up if their opinions differ
   - Chair may need to articulate viewpoints expressed previously, in addition to actively seeking input from those who are silent
4. Be prepared to limit the time each person can talk– try a "lightening round" model
5. Understand and embrace diversity

A cognitively diverse team that is sharing progress experiences higher variance in progress, but ultimately is better at finding solutions to complex problems

Challenges when building "cognitive diversity" in the department

- Diversity in experience, training and identity may require more nuanced communication
- There may be less agreement on which problems are most important, or what the best solutions are
- Individuals who bring such new perspectives to the group may not seem to be as collegial or as good a "fit" to the department

Participation and Voting

Senate Bylaw 55: guidelines on faculty meetings and voting

- Review and (if necessary) update your voting rules in accordance with Academic Senate Bylaw 55

- **General Provisions, A. 1.:**

"… No department shall be organized in a way that would deny to any of its non-emeritae/i faculty who are voting members of the Academic Senate… the right to vote on substantial departmental questions, *excepting only certain personnel actions* as detailed in Article B of this Bylaw. "

UC Senate Bylaw 55.B: Designation of voting rights

- All tenured faculty in a department have the right to vote on all new departmental appointments that confer membership in the Academic Senate.

- Prior to such a vote, all the non-emeritae/i departmental members of the Academic Senate must be afforded an opportunity to make their opinions known to the voters.

UC Senate Bylaw 55.B: Designation of voting rights

- Professors have the right to vote on all cases of promotion to the ranks of Professor, Professor-in-Residence, and Professor of Clinical (e.g. Medicine). Professors and Senior Lecturers with Security of Employment (SOE) have the right to vote on all cases of appointment or promotion to the rank of Senior Lecturer (SOE).
- Professors and Associate Professors have the right to vote on all cases of promotion to the ranks of Associate Professor, Associate Professor-in-Residence, and Associate Professor of Clinical (e.g. Medicine). Professors, Associate Professors, Senior Lecturers (SOE) and Lecturers (SOE) have the right to vote on all cases of appointment to the rank of Lecturer (SOE).

Extension of Voting Privileges to other, non-Emeritae/i Faculty

- "Voting privileges on personnel matters within any department may be extended to one or more of the classes of non-Emeritae/i Academic Senate members of that department, as a class, who are not otherwise entitled to vote under the provisions of paragraphs 1 to 6 of Article B of this Bylaw, *upon at least a two-thirds majority vote by secret ballot* of those faculty entitled to vote on the cases in question…"
- *Does your department allow more junior faculty to vote on actions at higher ranks?*

Privileges and rights of Emeritae/i Faculty

- Emeriti are department members who are entitled to attend and speak at all faculty meetings except those focused on academic personnel matters
- During a period of recall, Emeriti have voting rights, except on personnel actions, or as granted by a vote of non-Emeriti faculty
- Emeriti as a class can be granted voting privileges
  - … on non-personnel matters by a *majority* vote of Senate members
  - … on personnel matters by a *two-thirds* vote of Senate members

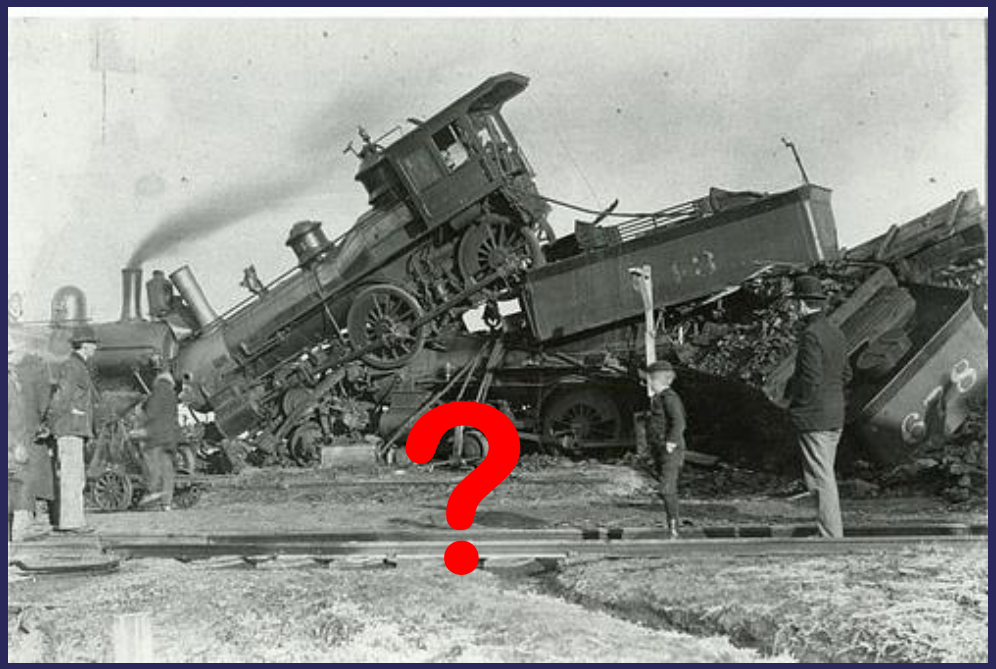
Other Senate voting and meeting issues

- All votes on Senate personnel actions should be confidential
- All discussion during meetings on personnel actions is confidential
- Academic Federation members do not vote on Senate personnel actions, although they can be consulted, and many department letters report their level of support
- Departments vary with respect to participation by AF members and other department members in faculty meetings; rules should be clear

Voting on academic personnel actions: Reporting results

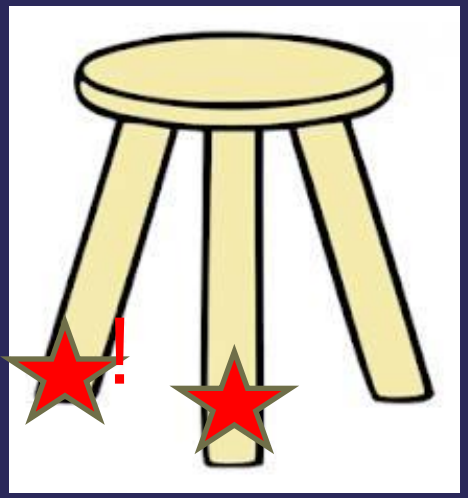
- **Policy–** negative votes be accompanied by a written reason and reported in the department letter
- **Better practice--** report *all* written comments on ballots, including by appending to the department letter, although Chair may need to exercise judgment
- Abstentions are distinct from failures to vote-- report reasons if given, and encourage reasons to be given
- Explicitly indicate faculty who are ineligible to vote or on sabbatical
- As Chair, encourage an honest vote, not necessarily a unanimous one

The new Step Plus System!



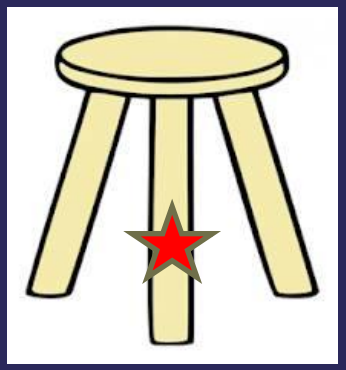
Step Plus:
update on voting discussions and decisions

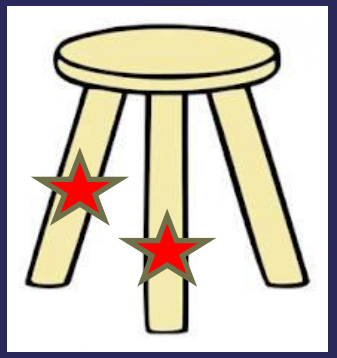
VS.

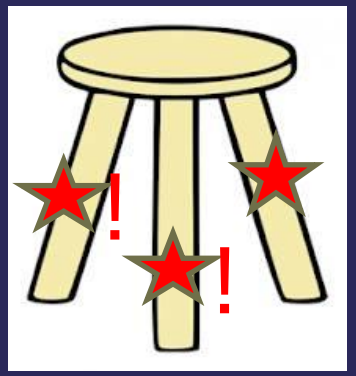


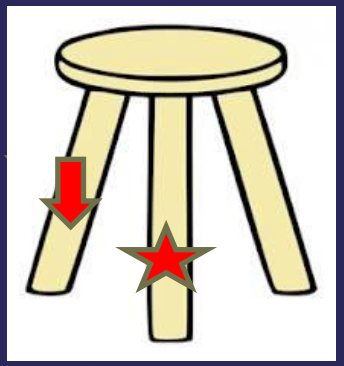
Step Plus assessments imply ratings in multiple performance categories

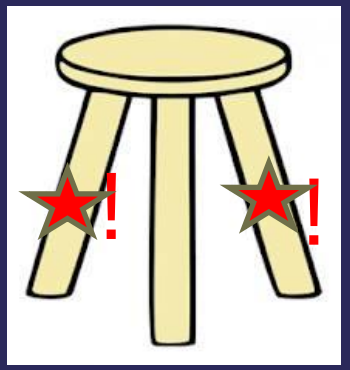
Step Plus Guidelines for Advancement (Professor series)











Rationale for more evaluative voting

- Under Step Plus, every dossier is considered for multiple potential actions
- The availability of half-step intervals allows for more nuanced decisions and can benefit from more detailed information on performance in specific areas
- Departments, which often have the deepest knowledge of the candidate and discipline, can explicitly define their priorities and expectations for performance.
- Voting “no” on a peer’s advancement can be hard. Rating performance in specific areas may result in more candid assessment (and less bias).

Establishing more specific performance criteria

A minimal list of evaluation categories:

- Teaching
- Research / creative activity
- Service
- Contributions to diversity (UC APM 210)

More specific evaluation categories could include:

- Teaching: classroom, mentoring
- Research / creative activity: productivity, impact, leadership
- Service: university, professional, public
- Professional competence
- Contributions to diversity
- Clinical contributions

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ACADEMIC EMPLOYMENT OPPORTUNITIES BULLETIN

Academic Personnel Manual

Annual Call

Attributes Chart

Deans, Directors & Department Chairs List

Delegations of Authority

FAQs

MOUs

Salary Scales

Step Plus System

UCD Policy & Procedures Manual (PPM)

Academic Affairs

Fifth Floor

Awards - national and international awards and honors for our academic community

Upcoming Events

New Chair/Director Workshop

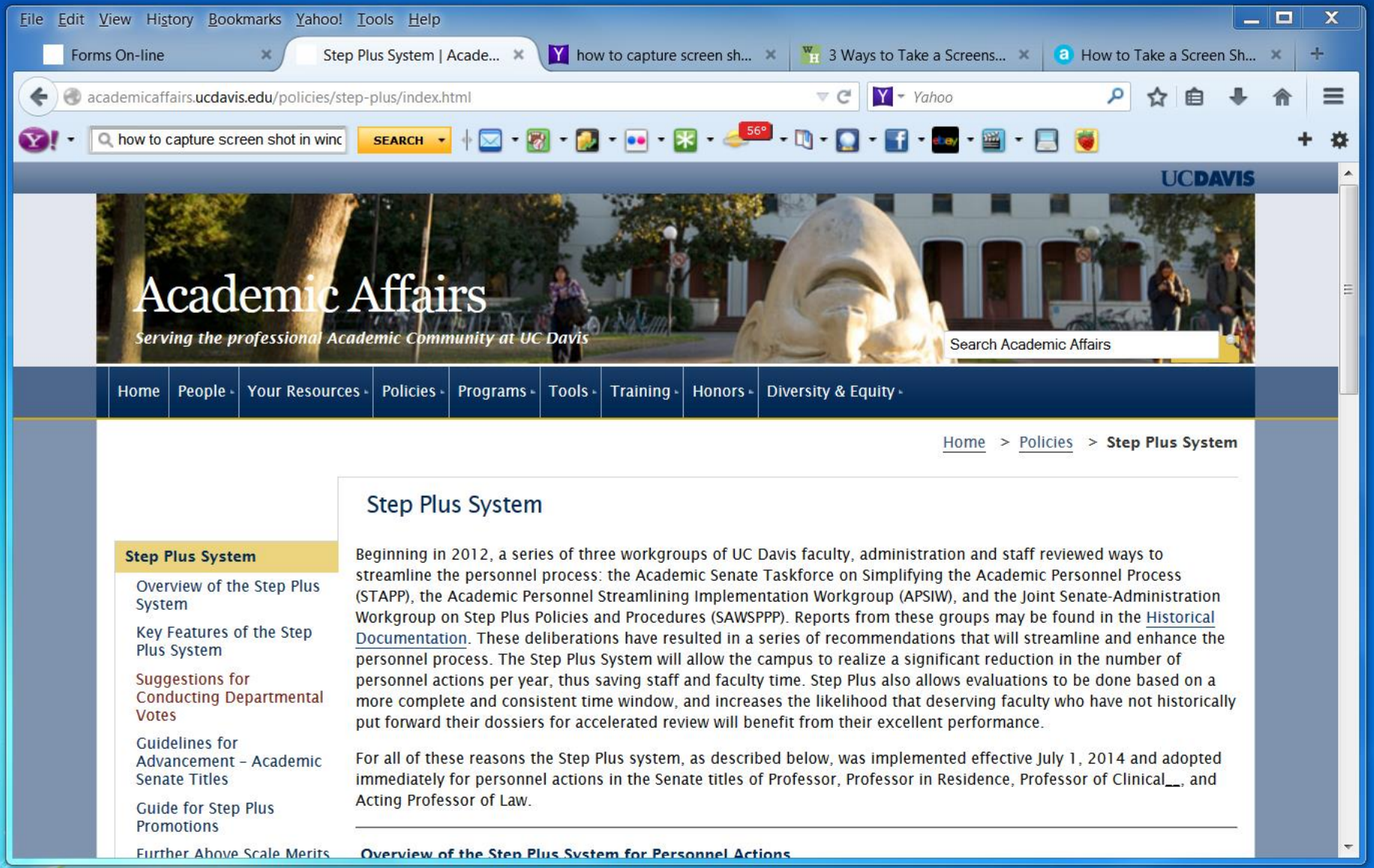
New Faculty Workshop

Academic Advisories sent to the Deans

AA2013-01 - Incomplete Dossiers

What's New

- VP Stanton's Step Plus Presentation regarding voting and ballots (PDF)
- Ebola Advisory
- New Extramural Letter Requirements
- 2014-15 Annual Call for Unit 18 Members
- Position Planning Tool
- 2014-15 Annual Call for Academic Personnel Advancement Actions
- Step Plus System
- Capital Resource Network
- Step Plus Orientation Presentation (PDF) March 5, 2014
- Faculty Search Committee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Step Plus System
Step Plus System
Overview of the Step Plus System
Key Features of the Step Plus System
Suggestions for Conducting Departmental Votes
Guidelines for Advancement – Academic Senate Titles
Guide for Step Plus Promotions
Further Above Scale Merits
Beginning in 2012, a series of three workgroups of UC Davis faculty, administration and staff reviewed ways to streamline the personnel process: the Academic Senate Taskforce on Simplifying the Academic Personnel Process (STAPP), the Academic Personnel Streamlining Implementation Workgroup (APSIW), and the Joint Senate-Administration Workgroup on Step Plus Policies and Procedures (SAWSPPP). Reports from these groups may be found in the Historical Documentation. These deliberations have resulted in a series of recommendations that will streamline and enhance the personnel process. The Step Plus System will allow the campus to realize a significant reduction in the number of personnel actions per year, thus saving staff and faculty time. Step Plus also allows evaluations to be done based on a more complete and consistent time window, and increases the likelihood that deserving faculty who have not historically put forward their dossiers for accelerated review will benefit from their excellent performance.
For all of these reasons the Step Plus system, as described below, was implemented effective July 1, 2014 and adopted immediately for personnel actions in the Senate titles of Professor, Professor in Residence, Professor of Clinical__, and Acting Professor of Law.
Overview of the Step Plus System for Personnel Actions

Discussion

Step Plus Toolkit

Toolkit is available at:

http://academicaffairs.ocp.ucdavis.edu/policies/step-plus/index.html