NEW CHAIRS TWO-DAY WORKSHOP

Welcome
… and thank you!!!

Maureen Stanton
Vice Provost -- Academic Affairs

September 22-23, 2014

UCDAVIS

Workshop overview

Day 1 am:
- Leading an inclusive department
- Overview of academic personnel processes, Work-Life programs

Day 1 pm:
- Tips and Advice from experienced chairs
- Financial Management

Workshop overview

Day 2 am:

- Recruiting and Launching New Faculty
- Faculty rights/responsibilities
- Privilege and Tenure
- Sexual harassment and sexual violence

Day 2 pm:

- Managing difficult conversations
- Budget Update for Chairs

NEW CHAIRS WORKSHOP

Leading a successful and inclusive department

Roadmap

- Climate and climate change
- Basic principles / Principles of Community
- The centrality of staff
- Department meetings
- The 90-10 Rule Revisited
- Work-life policies
- Emeriti
- Academic Federation
- Graduate Groups
- Graduate students/ post-docs
- Undergraduate majors

Good department climate provides a fertile context for change

Climate is the atmosphere or ambience of an organization as perceived by its members.

Climate influences whether an individual feels personally safe, listened to, valued, and *treated fairly and with respect.*

Problems with department climate are usually perceived by non-majority members and by those who are in the least powerful positions.

A rainy night tragedy

# Corrosive effects of implicit biases

Implicit or unconscious biases based on long-time socialization impair the ability to accurately evaluate an individual's merit

Common biases seen in social science research:
- Women are seen as more caring, sensitive and compliant
- Men are seen as more competent, assertive, ambitious, worthy of advancement
- Mothers are seen as less professionally motivated (although fathers are not penalized for family status)
- Women are less likely to self-promote
- Persons of color, especially under-represented minorities, are viewed as less competent

Department meetings– Danger signs

○ Biases may emerge and disable broad engagement

○ Some faculty are doing almost all of the talking, while other faculty are saying very little

- Those with the loudest voices should not have the most impact

- Junior faculty may be afraid to speak candidly; give them an opportunity to talk with you before critical meetings

- Attempt to draw out interaction, engagement

○ Tokenism– a non-majority faculty member is treated as a representative of his or her group

○ Interruption and over-talking: encourage the standard that one person speaks at a time
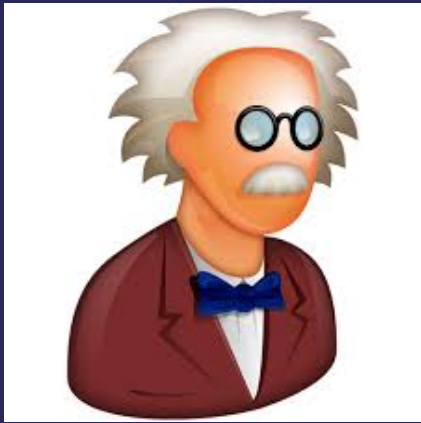
YOU ARE HERE

Some basic principles

- Follow the UCD Principles of Community
- Recognize the value added by diversity and engagement
- Be transparent and conspicuously fair
- Consult early and often
- Listen first, talk later
- Honor and appreciate your staff!!!
- Promote "basic manners"
- Protect, mentor and engage your junior faculty
- Be available and receptive to input
- Respond courageously to problematic behavior
- Recognize and counteracts signs of bias
- Encourage the development of new leaders

Principles of Community

- Cultivate a culture of mutual respect, tolerance and high expectation
- Facilitate the broadest possible participation in departmental affairs
- Challenges to a strong community
    - The "80-20 Rule"– uneven service or teaching loads
    - The "90-10 Rule" – rotten apples
    - Cultural, social and intellectual inertia
    - Biases (and unawareness thereof)
    - Insufficient voice (perception = reality)
- Consider having all department members (staff and faculty) take the "Living the Principles of Community" online course, with a facilitated discussion

Who *is* my department?
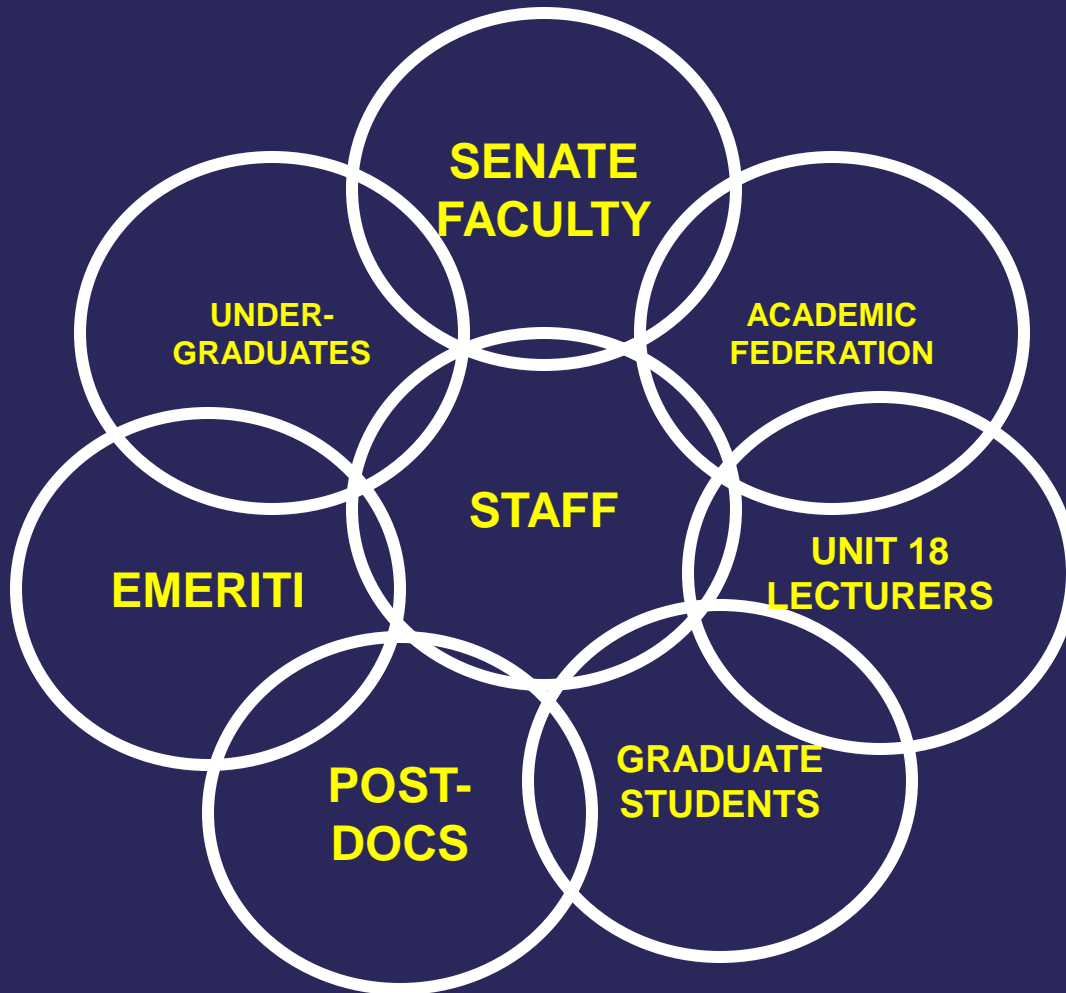
You are nothing without your staff

- Cultivate an excellent and collegial relationship with your key staff, especially the CAO / MSO
- Be an active partner in recruiting and evaluating new staff members
- Host holiday lunches, consider a department appreciation
- Recognize the ever-increasing workload, be an advocate for your staff at the dean's level
- If there are problems, consult with HR sooner than later
- Be on guard for disrespectful treatment of staff

Department meetings

- How often? Cultures vary.
- Who attends and who votes?
  - Emeriti? Academic Federation? Lecturers SOE?
  - Role of junior faculty members
  - **Review and update your voting rules!**
- Distribute agenda, ask for additional items several days ahead
- Walk the halls and talk to individuals, especially when difficult issues are on the agenda
- As-needed versus a regular, scheduled time?
  - Be cognizant of family constraints
  - Consider staff workload

Running an inclusive department meeting
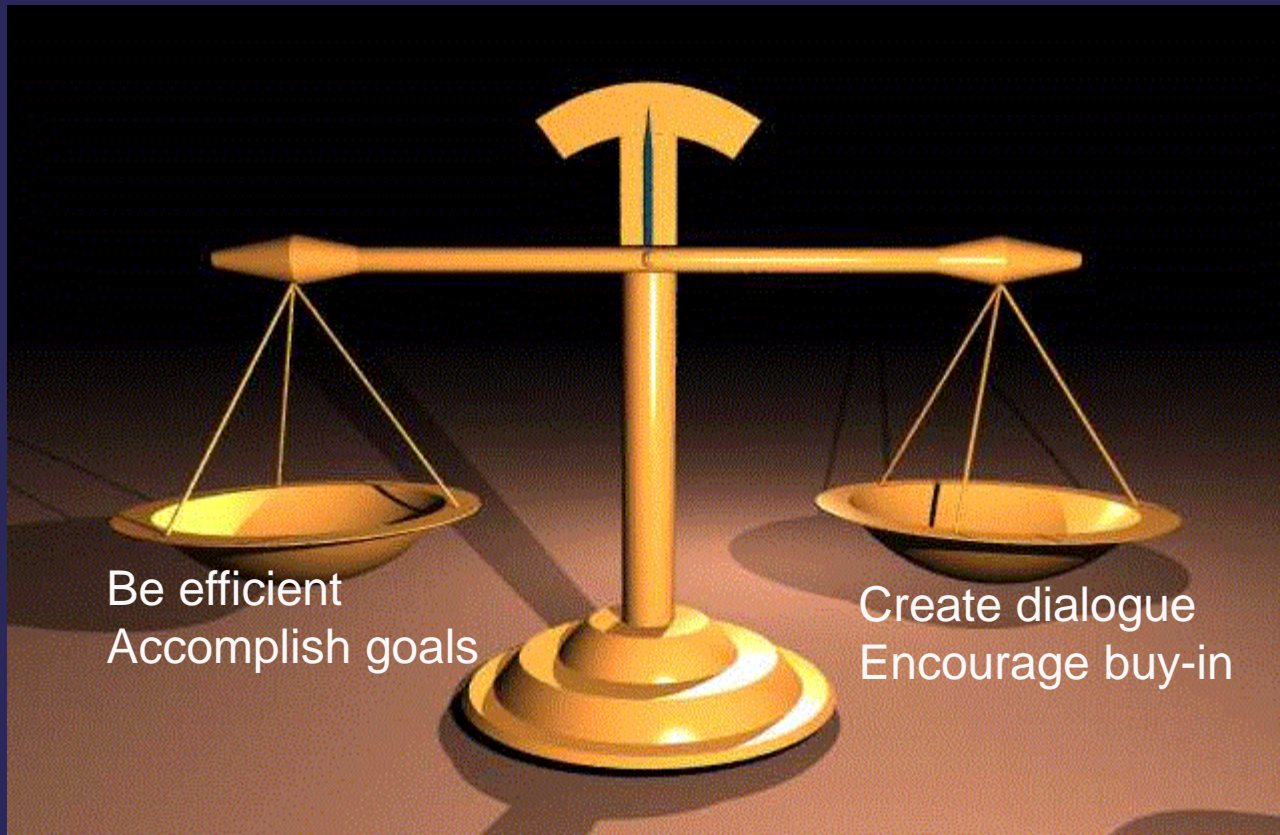
Be efficient
Accomplish goals

Create dialogue
Encourage buy-in

Eliminate unlikely options
Make assumptions
State own opinion first

Consider all feasible options
Seek, value input from all
Listen first

© David Sipress

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The 90-10 Rule

- "Rotten apples" can be long-term agents of destruction
- When recruiting for a tenured position, consider asking permission to contact other people not on the candidate's referee list– do for *all*
  - "kiss up versus Kick down" a common pattern
  - 360-degree referral and review
  - Pay attention to your staff and your students
- For current faculty, **document issues and interactions of concern**
  - Consult with dean, Academic Affairs
  - Follow up with an email after a difficult conversation
  - Consider describing impacts of behavior on teaching, mentoring, research, service in department or chair letter in dossier

A bad choice for the Academy

WORK?

FAMILY?
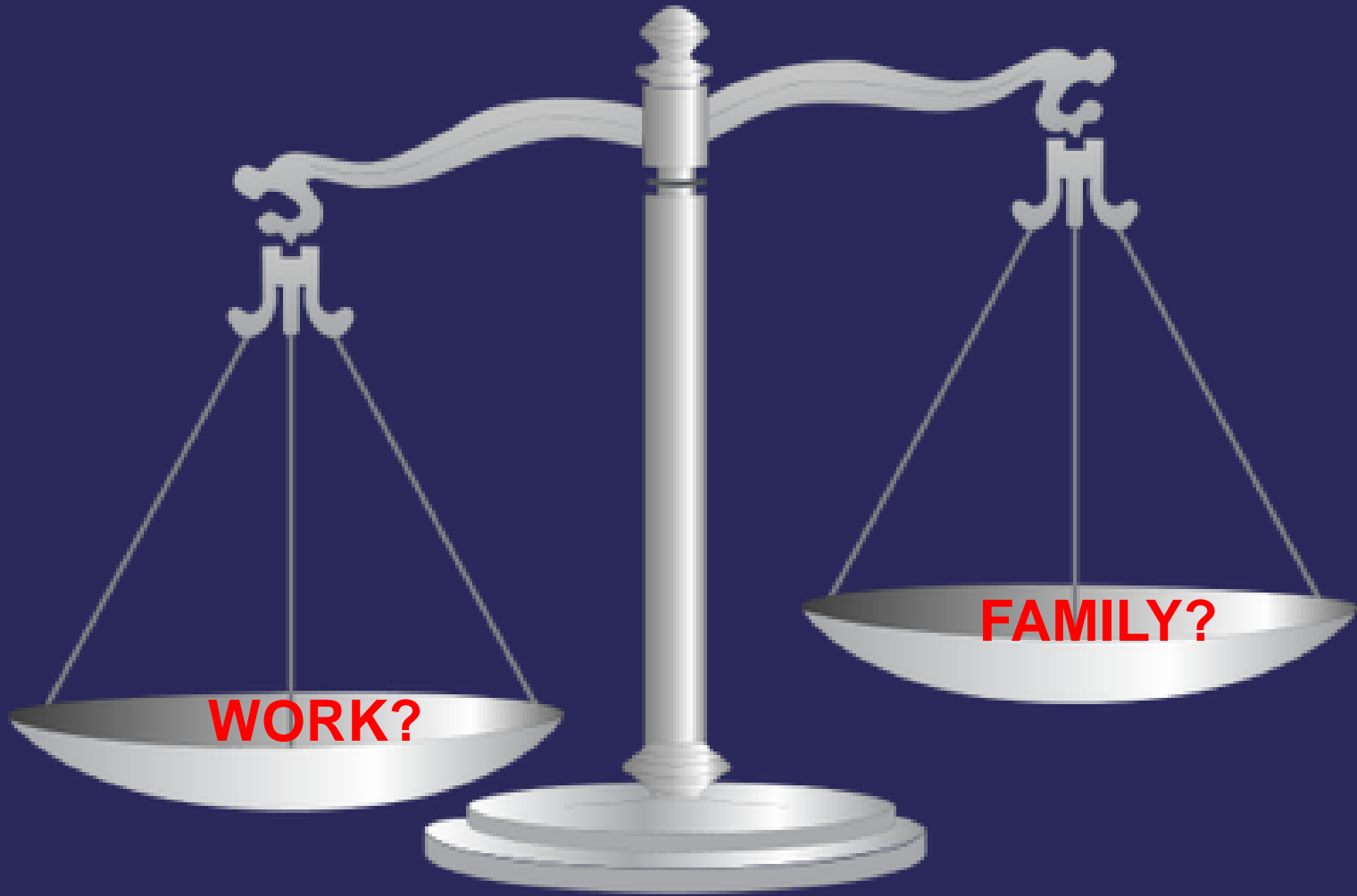
UC DAVIS Work-Life policies

- W-L helps with both recruitment and retention of diverse faculty.

- Chairs/Directors set the tone. Chairs/Directors & Managers should provide information about the program, *encourage faculty to use the program, and educate members of the department about the program to help change the culture.* Please use our office, and our Work-Life advisors, for any questions about these programs and policies.

- See brochure and further Work Life Information: https://academicaffairs.ucdavis.edu/programs/work-life/index.html

Extension of the tenure clock / Deferral of a merit action

- Extending the Tenure Clock – APM 133-17-h (2 years maximum)
  - Significant illness of self or immediate family member
  - Childbearing/rearing (1 year per birth/adoption event)
  - Catastrophic research infrastructure delay or failure
  - *Ensure that eligible faculty request clock extensions*
  - *Ensure that voting faculty know these extensions are not pejorative*

- Post-tenure deferrals – for childbearing/rearing/significant illness
  - 2 years maximum for any reason
  - deferral requests required
- These practices increase tenure success, but can have consequences for lifetime earnings

Child-bearing leave and ASMD

For the first affected academic term, one quarter/semester of leave for the female faculty member who gives birth or for the faculty parent who has 50% or more responsibility for the newly adopted/placed child.

Replacement teaching funds are provided centrally for all scheduled courses during the first quarter/semester.

An additional quarter of ASMD is provided for one faculty parent (male or female) with 50% or more care of the child.

Replacement teaching funds are provided centrally for one course during the ASMD quarter/semester.

Additional childbirth and childcare benefits

- If there are two or more children born or adopted within a short time interval, then an additional quarter of ASMD (for a total of 2 quarters of ASMD) is provided.

- If both parents are faculty members, then one can have the quarter of leave and both can have a quarter of ASMD, as long as they confirm that each will have 50% or more care of the child during that time.

- Ability to go *part time* for family issues (MOU created for each case)

Change is hard / effecting change

- As we'll discuss tomorrow, university imperatives are changing fast, but faculties have a great deal of inertia
- Work to create an awareness of this, and a culture that is open to change
  - Commitment to (and discussions of) diversity in students and faculty; APM 210
  - Unconscious biases are likely, must be actively countered
  - Discussions of work-life policies
  - Often, early career faculty will lead changes, but may feel uncomfortable doing so
- Reward, encourage development of new teaching methods– pairing early career with late-career faculty
- Honor and embrace the changes encouraged by early career faculty members… get their ideas!

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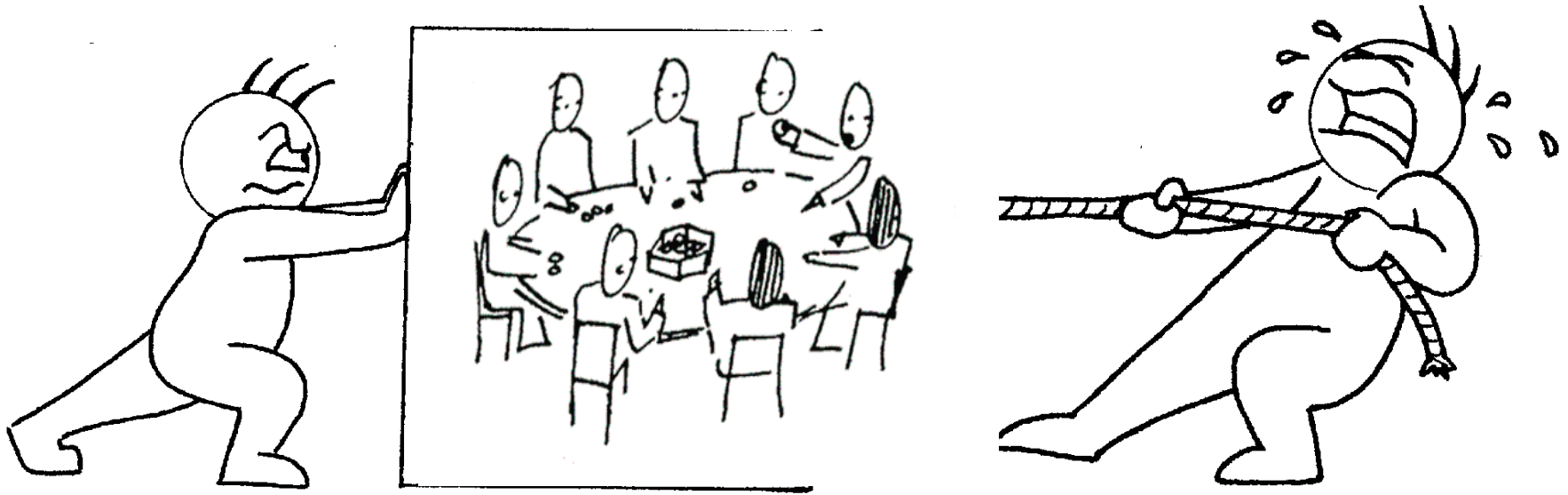
Kotter's Theory of Change (Kotter, 1995; Harvard Business School)

- Create a sense of urgency
- Form a powerful coalition— find allies
- Create a vision for change —what are the core values, what will things look like?
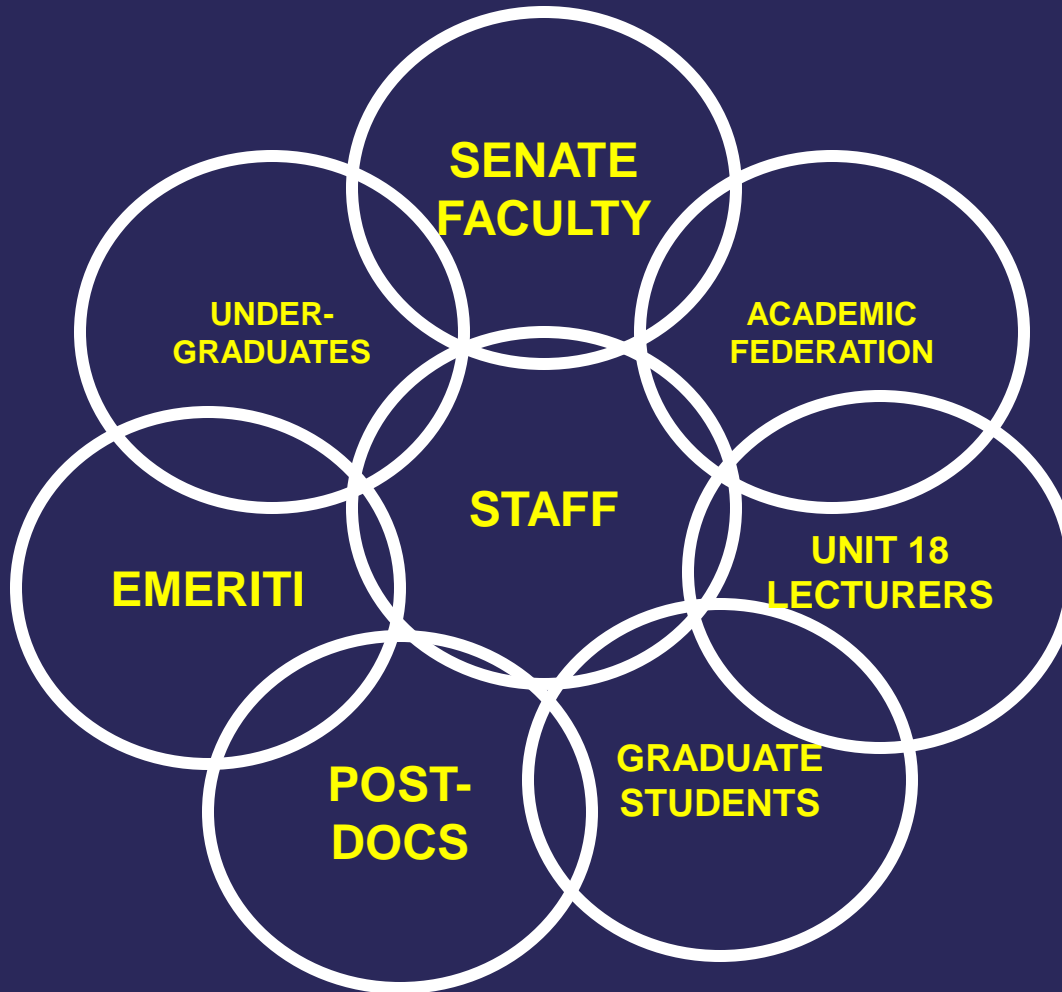- Remove obstacles and reward successes
- Create short-term wins
- Build on the small successes
- Build the change into the institutional and its culture

Who *is* my department?

Emeriti

- Can be valuable members of the department, and should be informed of all meetings

- Some departments allow emeriti to vote

- Are eligible for office and laboratory space

- "Senior Research Professor"- available as a working title for emeriti active in research

- 60 days post-retirement, emeriti can be recalled for teaching or research
  - Do not discuss recall with faculty member < 60 years old
  - Small grants from Retiree Center can sometimes cover part of cost
  - Income cannot exceed 43% of retirement base pay
  - A tricky issue – generally, avoid the use of research accounts, and do NOT use research accounts to exceed 43% "compensation"

Academic Federation

Varied titles, varied roles, including…

- Unit 18 Lecturers
- Academic Coordinators
- Researchers
  - Specialists, Project Scientists, Professional Researchers

○ AF members are *academics*, not staff, and have a well-developed peer organization at UC Davis

○ Establish a Peer Group and a Voting Group for merits, promotions

○ Unit 18 lecturers:

- excellent teaching *expected*
- Acceleration for awards, pedagogical research/dissemination

○ Researchers– study APM and AA guidelines at appointment

- All expected to have PhD/MD (or comparable experience) except Assistant Specialists
- Require academic achievement (and mentorship) to advance

Graduate students / Post-docs

- Are often an under-utilized departmental resource
- Consider participation on search committees and other work/advisory groups
- The department, not the graduate group, is the environment in which these early-career scholars work
  - Grad students are a population that is especially vulnerable to the impacts of poor faculty mentors, harrassment, etc.
  - Serious mentorship / harrassment problems may require intervention by the department chair
- Work-Life issues are HUGE in this group: consider ways to accommodate needs/schedules of parents

Collaboration with Graduate Group Chairs

○ Teaching/service needs at *both* graduate and undergraduate levels must be met

○ Lack of clear one-to-one mapping between departments and graduate groups can make this a challenge

- Consult early with key grad group chairs
- Collaborate on teaching responsibilities

○ Mentorship / misconduct issues– the lab/research group is a departmental entity, so collaboration with grad group chairs on problems involving grad student mentorship is essential

Undergraduate majors

○ Can be valuable members of the department community

○ Peer advisers provide a key link between faculty and students

○ Potential areas for engagement

- "Testing" of department website
- Club activities
- Organize faculty/grad student presentations on research opportunities
- Request seminars

○ Other considerations

- Tracking and engaging student alumni
- Assessment of program effectiveness

Some useful resources

- Chair's Handbook
  http://academicpersonnel.ucdavis.edu/chairs_handbook.cfm

- Work-Life Information
  http://academicpersonnel.ucdavis.edu/worklife/

- Faculty Searches
  APM 500 http://www.ucop.edu/acadadv/acadpers/apm/apm-500.pdf

- *Enhancing Department Climate*

- UCD APM 500:
  http://manuals.ucdavis.edu/apm/500.htm