New Chairs (and Returning Chairs) Two-day Workshop

Academic Departments at UC Davis

Philip Kass
Vice Provost -- Academic Affairs

September 19-20, 2017

Workshop Overview---

Day 1 am:

Continental breakfast

- Academic Departments
- Academic Advancement

Day 1 pm:

Lunch and Finance Management quiz/discussion

- Provost's Budget update for all Chairs
- Finance Presentation, Controller & Audit
- Chair Finance Panel

- Reception with the Deans

Workshop Overview--

Day 2 am:

Continental Breakfast

- Recruiting and Launching New Faculty
- Rights & Responsibilities of Faculty
- Grievances: the Privilege & Tenure Committee
- Sexual Harassment/Sexual Violence – A chair's role Prevention

Day 2 pm:

Lunch

- Chair Perspectives on Academic Leadership (panel)
- Managing Difficult Conversations
- Difficult Conversations in Action

Academic Departments
Heaven, hell, or both at the same time?

Departmental Issues

- Department climate and positionality
- Basic principles / Principles of Community
- Department meetings
- The 90-10 Rule revisited
- Signs of trouble
- Retention
- Work-life policies
- Emeriti
- Academic Federation
- Graduate students/ post-docs
- Undergraduate majors

Good department climate provides a fertile context for positive 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/or by those who are in the least powerful positions (especially non-tenured academics).

JAVMAnews

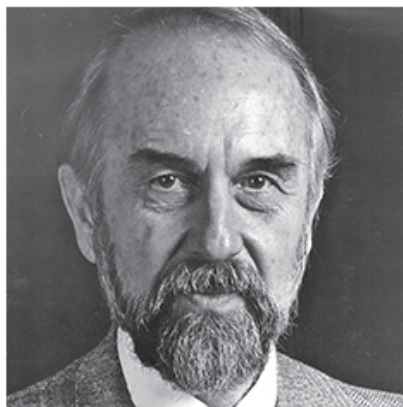## LEGENDS: The accidental epidemiologist

Dr. Calvin W. Schwabe fathered a generation of veterinary epidemiologists

By R. Scott Nolen

Posted June 19, 2013

Dr. Calvin W. Schwabe (Courtesy of the Dr. Calvin W. Schwabe family)

By all accounts, the late Dr. Calvin W. Schwabe was ahead of his time.

Called the father of veterinary epidemiology, Dr. Schwabe recognized the relationship between animal and public health decades before the current one-health movement.

Keys to being a good chair

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

> "The power to do good is also the power to do harm.

Milton Friedman

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 that are repeatedly documented in social sciences 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

https://implicit.harvard.edu/implicit/

The Department Chair sets the tone!

- Cultivate a culture of mutual respect, tolerance and high expectation
  - Facilitate the broadest possible participation in departmental affairs

- Confront challenges to building a strong community
  - 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 (https://occr.ucdavis.edu/poc/living_poc_online_course.html)

Your department is a community
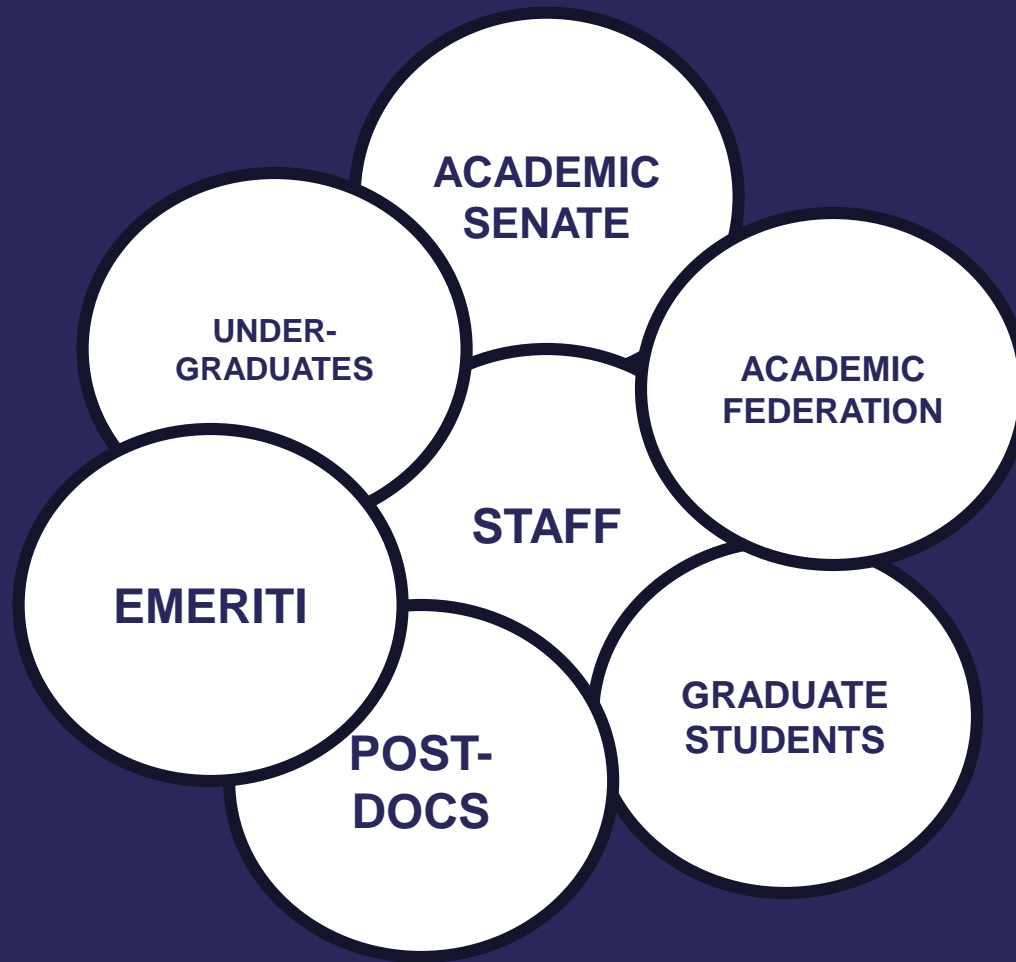
Senate faculty members play a special role

SENATE FACULTY

ACADEMIC FEDERATION

UNDER-GRADUATES

STAFF

EMERITI

GRADUATE STUDENTS

POST-DOCS
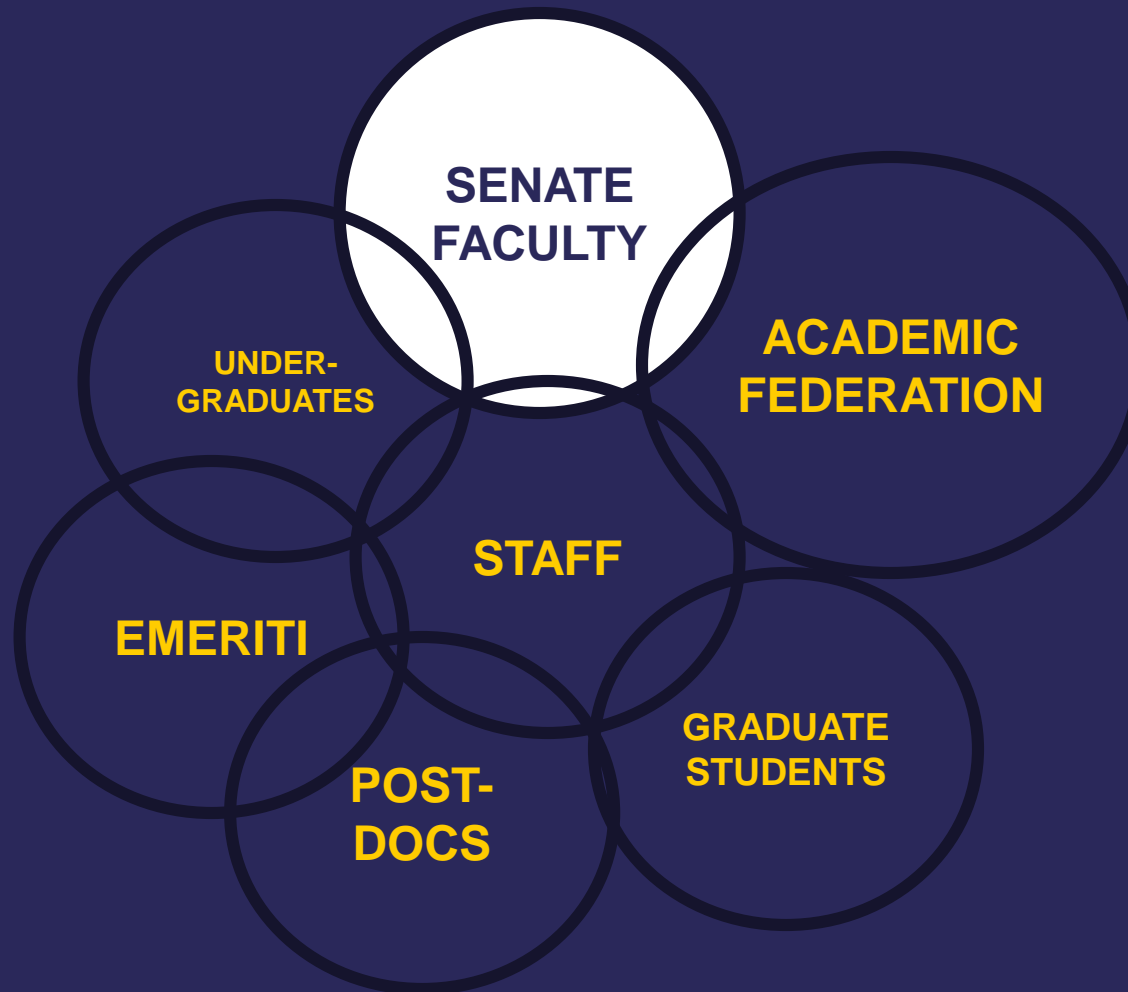
Bullying is not just a K-12 problem

Why is Bullying a focus for us now?

Results from the 2013 Campus Climate Survey:

- 24% of respondents have directly experienced and 22% have directly observed exclusionary/harassing/bullying behavior, and a high number of these occurred when a *power differential* existed between the perpetrator and victim.

- 48% felt isolated or left out, 46% felt deliberately ignored or excluded, and 43% felt intimidated and bullied.

- Respondents identified the sources of the conduct as: 30% co-workers, 23% students, 19% supervisors, and 17% staff or faculty

Assembly Bill 2053, approved Sept 2014

- AB 2053 requires training on the prevention of abusive conduct

- Defined as: conduct of an employer or employee in the workplace, with malice, that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Can include: repeated infliction of verbal abuse, insults, epithets, etc. A single act shall not constitute abusive conduct

Trends in Higher Education Settings

- Behaviors most frequently cited in academia involve *threats to professional status,* and *isolating and obstructionist* behavior. Seem to be linked "to the critical importance placed in academia on one's accomplishments, intellectual rigor, and reputation."

- Respondents reported *being ordered to do work below their level of competence, being exposed to an unmanageable workload, and having their opinions and views ignored*.

- Employees who spent less than 1 year and more than 20 years in their present job more often reported bullying.

Sources: Zabrodska, K. & Kveton, P. (May 2012). Prevalence and Forms of Workplace Bullying Among University Employees. Keashly, L. & Neuman, J. (March 2010). Faculty Experience with Bullying in Higher Education. Hollis, L. (December 2014). Lambs to Slaughter? Young People as the Prospective Target of Workplace Bullying in Higher Education.

MORE Trends in Higher Education Settings

○ The *majority of bullying* cases were *perpetrated by a single person,* rather than by two or more persons.

○ *Faculty members* were almost *twice as likely as staff to report being the victims of "mobbing" by three or more actors.*

○ *Men are more likely to be identified as perpetrators* than women. This has been explained by the fact that *men typically hold more powerful positions* in organizations than women.

○ *71% of students face workplace bullying in higher education*, a far higher rate than for staff or faculty

Sources: Zabrodska, K. & Kveton, P. (May 2012). Prevalence and Forms of Workplace Bullying Among University Employees. Keashly, L. & Neuman, J. (March 2010). Faculty Experience with Bullying in Higher Education. Hollis, L. (December 2014). Lambs to Slaughter? Young People as the Prospective Target of Workplace Bullying in Higher Education.

Work team morale and productivity

- In 62% of cases, when supervisors are made aware of the problem, it actually is made worse or nothing is done– despite the fact that an estimated 21-28 million workers are lost due to bullying
- Loss of worktime due to worrying, thinking about changing jobs, filing a grievance, and avoiding the offender
- Weakened sense of commitment and reduced time spent at work
- Co-workers who witness bullying are also traumatized by the phenomenon – and are as likely as victims themselves to look for a new job

Sources: *WBI (Workplace Bullying Institute) National Survey* (2014);
Workplace Bullying – An Economic Cancer in the American Workplace (2010).

Compelling implications

Employee health and safety

○ Public health hazard – for 45% of bullied targets, stress affects their health; 33% suffer for more than a year

○ Increase in stress-related health care cost (Atkins)

Employment practices and liability - INCREASED

○ Legal costs and settlements/awards

○ Cost of managing incivility

○ Absenteeism

Campus code of conduct

○ Abrasive interactions result in disengagement from work

Sources: *WBI (Workplace Bullying Institute) National Survey* (2014);
Workplace Bullying – An Economic Cancer in the American Workplace (2010).

How is UC Davis Responding?

○ We are inserting this information in all our established development sessions to encourage awareness of these issues and to increase prevention, and management when they arise.

○ A lunchtime session was provided to Department chairs in 2016 and to all faculty (junior, associate, chairs) in winter 2017.

○ A ½ day course has been created to be offered throughout the year for staff/supervisors (making it mandatory for supervisors) 2017-18. This is open to all employees.

○ Departments/units can request a customized session.

○ NOTE: UCOP added a segment of this to all online SVSH online courses and provided a guidance document.

Department meetings

Department meetings

- How often? Cultures vary.
- Who attends and who votes?
  - Emeriti? Academic Federation? Lecturers SOE?
  - Role of junior faculty members
  - **Review and potentially update your voting rules (see Academic Senate Bylaw 55)!**
- Distribute agenda, ask for additional items several days ahead
- Walk the halls and talk to individuals, especially when difficult issues are on the agenda
- Agree on rules to keep the meeting professional
- As-needed versus a regular, scheduled time?
  - *Please* be cognizant of family constraints – avoid scheduling meetings when parents are unavailable
  - Consider staff workload

Running an inclusive department meeting
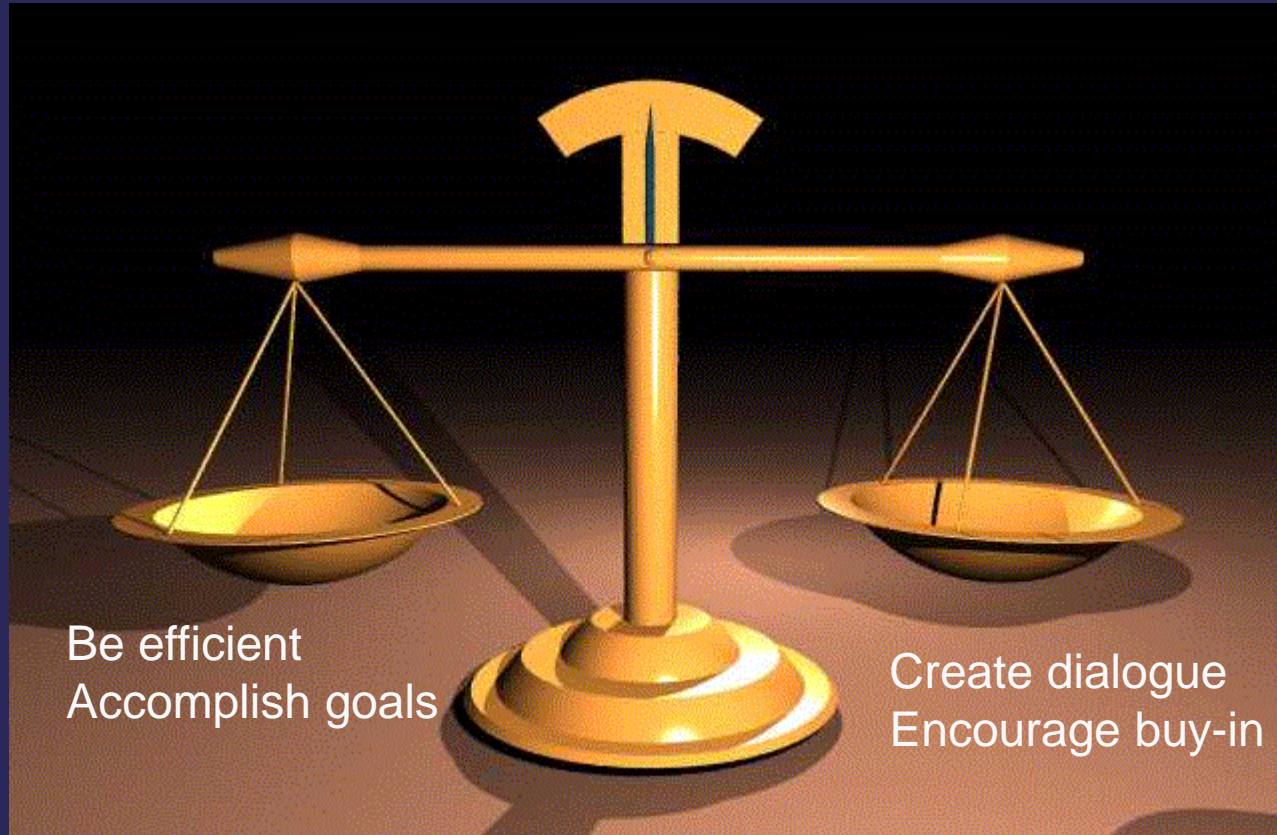
Be efficient
Accomplish goals

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

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 be allowed to 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
- Bullying, intimidation

The 90-10 Rule

- "Rotten apples" can destroy departments
- **When recruiting for a tenured position**, consider asking permission to contact other people not on the candidate's referee list– do for *all finalists*
  - "kiss up versus kick down" is a common pattern
  - 360-degree referral and review can be revealing
  - 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 advancement dossier

A difficult choice for the Academic
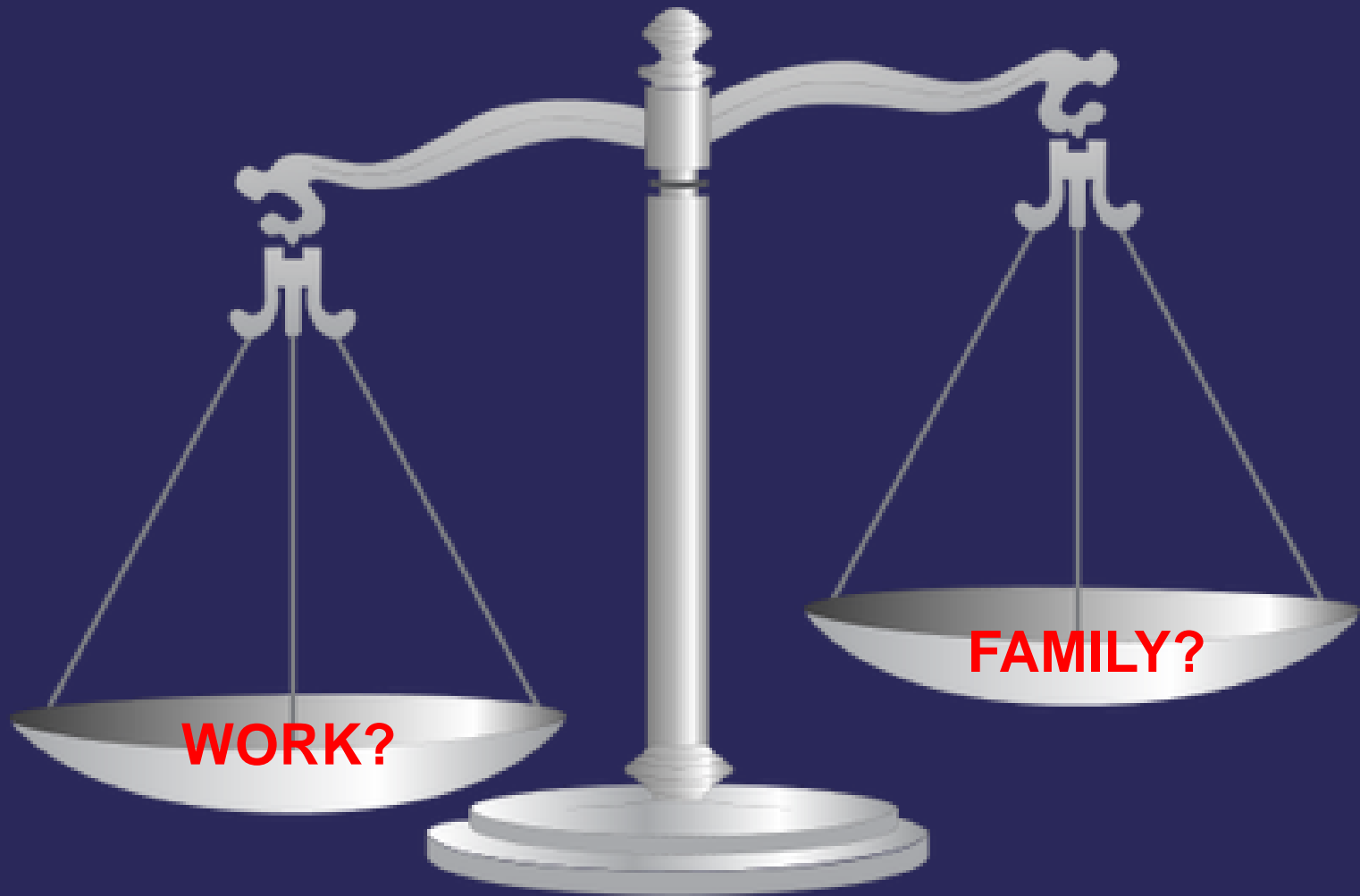
Department climate is critical to retention
Data from O'Meara et al. 2015 , *Journal of Higher Education*

Primary reason for a faculty member's departure	What administrators think was primary cause	What the faculty member says (exit interview)
A better opportunity	37%	8%
Imminent failure	10%	15%
Work environment and "fit". *	25%	69%
Location, family considerations	29%	8%

* "Fit" ≈ department climate: potential for better work-life balance, campus climate for women or other non-majorities, lack of collegiality in home unit

UC DAVIS Work-Life policies

- Work-life 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 / postponement 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 … standard language is provided by AA.*
  - ***Recent changes in APM 133 make extensions for childbirth or child adoption automatic***

Extension of the tenure clock / postponement of a merit action

- These practices increase tenure success, but can have consequences for lifetime earnings
- Post-tenure postponement – for childbearing/ rearing/significant illness
  - 2 years maximum for any reason
  - Postponement requests required
- Language to use in support of postponements for childbearing and child placement or adoption: https://academicaffairs.ucdavis.edu/programs/work-life/index.html

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. (Or six weeks of leave for the female faculty member who gives birth and the rest of the quarter on ASMD – if she doesn't want all quarter as leave)

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 each have a quarter of ASMD, as long as they confirm that each will have 50% or more care of the child during that time.*

- May be eligible to go *part-time* for family issues (MOU to be created for each case), with option to return to full-time position

*Unique features of UC Davis' worklife program

Change is hard / effecting change

- Higher education is changing rapidly-- Department chairs help to build awareness 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 are open to 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!

Change is hard / effecting change
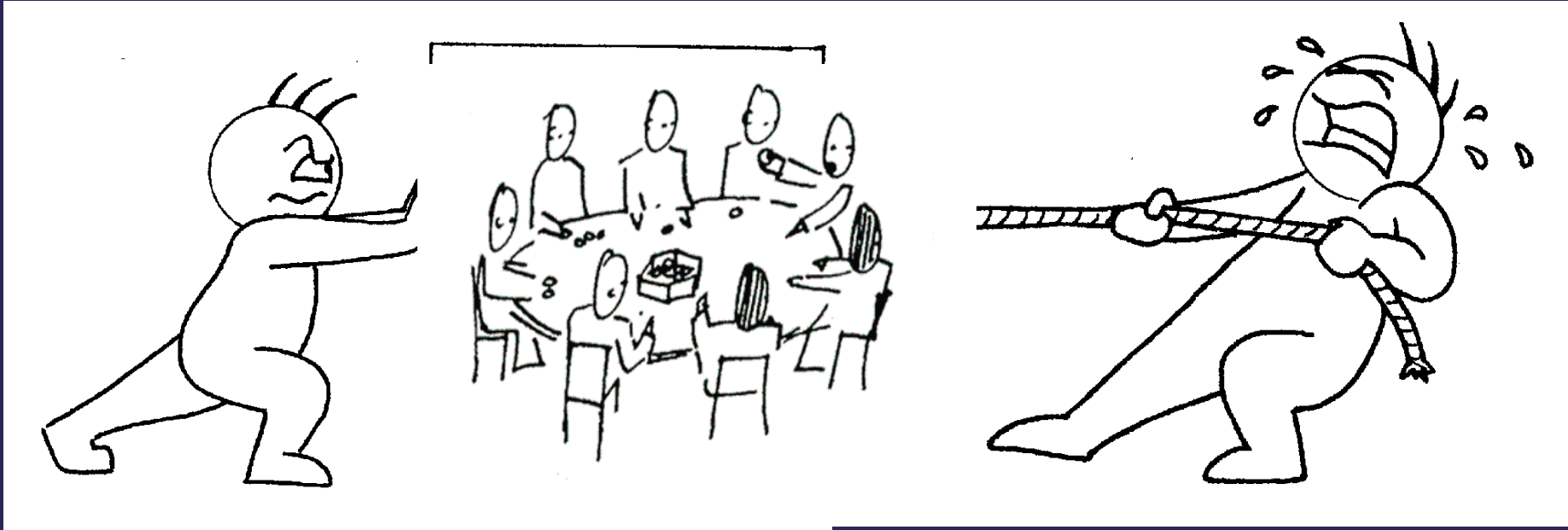
Kotter's Theory of Change (Kotter, 1995; Harvard Business School)
   Create a sense of urgency
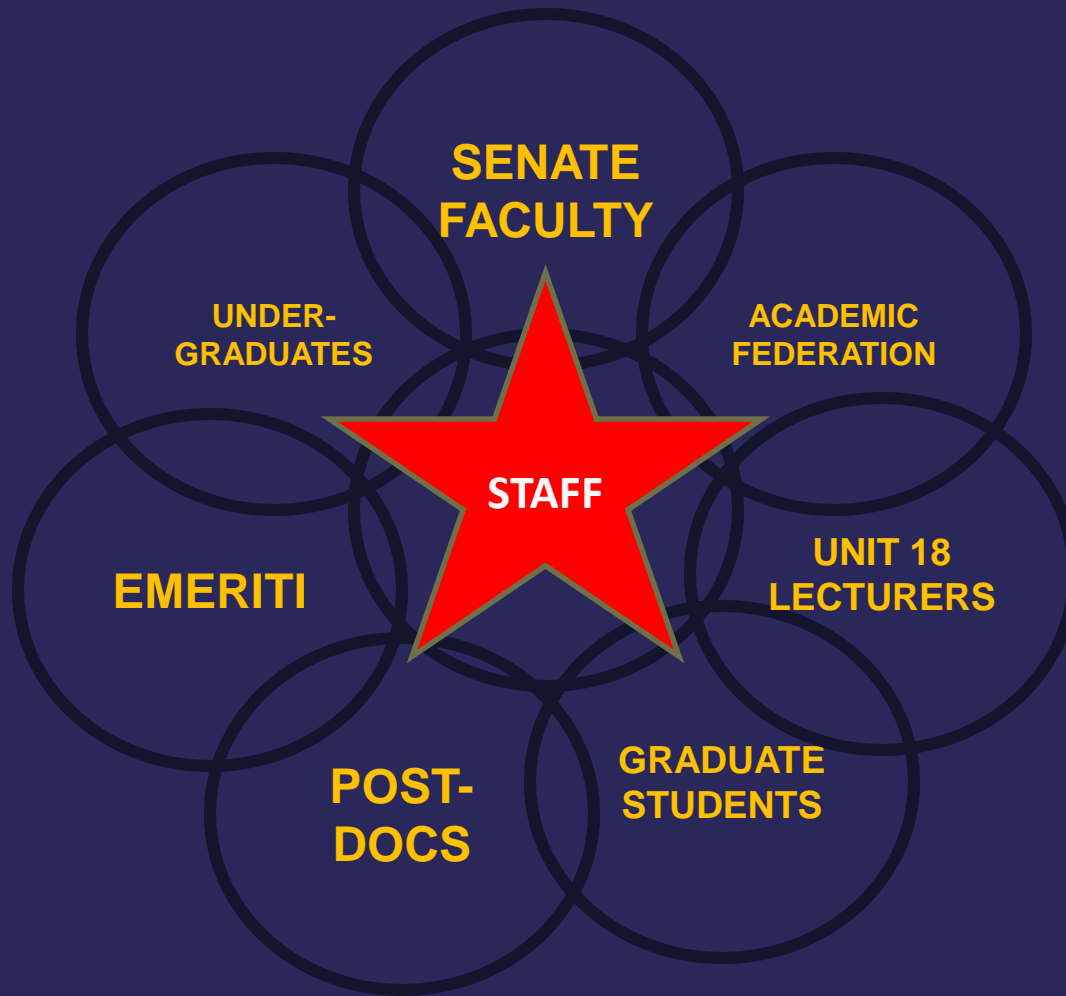   Form a powerful coalition— find allies
   Create a vision for change —what are the core values, what will things look like?
   Remove obstacles and reward successes
   Create short-term wins
   Build on the small successes
   Build the change into the institutional and its culture

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

○ Provide awards for staff who deserve recognition

○ Host holiday lunches, consider a department appreciation event

○ 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

Emeriti

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

○ Some departments allow emeriti to vote – pros and cons

○ 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 Administrators and Academic Coordinators
- Researchers
  - Specialists, Project Scientists, Professional Researchers

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

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

o Unit 18 lecturers:

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

o 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, harassment, etc.
- Serious mentorship / harassment 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

Mozilla Firefox Start Page | Mail - Maureen Stanton - Outl... | Vice Provost for Academic Aff... | climate change - Google Sear...

https://academicaffairs.ucdavis.edu | Search

UCDAVIS

Academic Affairs

Serving the professional Academic Community at UC Davis

Search Academic Affairs

Home | People ▸ | Your Resources ▸ | Policies ▸ | Programs ▸ | Tools ▸ | Training ▸ | Honors ▸ | Diversity & Equity ▸

Quick Links

Academic Employment Opportunities (RECRUIT)

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
Mrak Hall

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

□ ■ □ □ □

Upcoming Events

2015-16 New Faculty Brown Bag Schedule

2015-16 Department Chairs Brown Bag Schedule

2015-16 Associate Professor Brown Bag Schedule

Recent Academic Advisories sent to the Deans

AA2015-06 - Academic Enrichment Accounts (6/29/15, Supersedes previous version issued 6/18/15)

AA2015-05 - Recruitment Process Changes (6/12/15

What's New

- 2015-16 Annual Call for Academic Personnel Advancement Actions
- Step Plus PPS Data Entry Guidelines
- 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
- Step Plus System
- Capital Resource Network
- Step Plus Orientation Presentation (PDF) March 5, 2014
- 2014-15 Call for Chancellor's Postdoctoral Fellow Applications
- 2015-16 New Faculty Brown Bag Schedule

Search | Contact | Member   **UCDAVIS**   SEARCH

ADVANCE UCDAVIS

CRN Capital Resource Network

ICCI Inclusive Campus Climate Initiative

M&NI Mentorship & Networking

P&PRI Policy & Practices Review Initiative

CAMPOS CAMPOS Initiative

about   diversity+stem   career development   events   research   blog

Why Are There Still So Few Women in Science?

- New York Times Magazine article revisits the issue

READ MORE »

TRENDING   RT @TheGlobalGoals : Do you believe in ending gender inequality once and for all? Share this post & help us make the ...

follow us on **twitter**

Quick Links

✉ join our mailing list

Welcome!

UC Davis ADVANCE is an Institutional Transformation grant that began in September of 2012. The program is supported by the National Science

NSF ADVANCE

Increasing the participation and advancement of women in science and engineering careers

Discussion