

New Chairs Two-day Workshop

Academic Departments at UC Davis

**Philip Kass
Vice Provost -- Academic Affairs**

September 13-14, 2023

Departmental Issues

- Department climate and positionality
- Basic principles / Principles of Community
- Department meetings
- Voting rules
- The 90-10 Rule revisited
- Signs of trouble
- Retention
- Work-life program/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*.

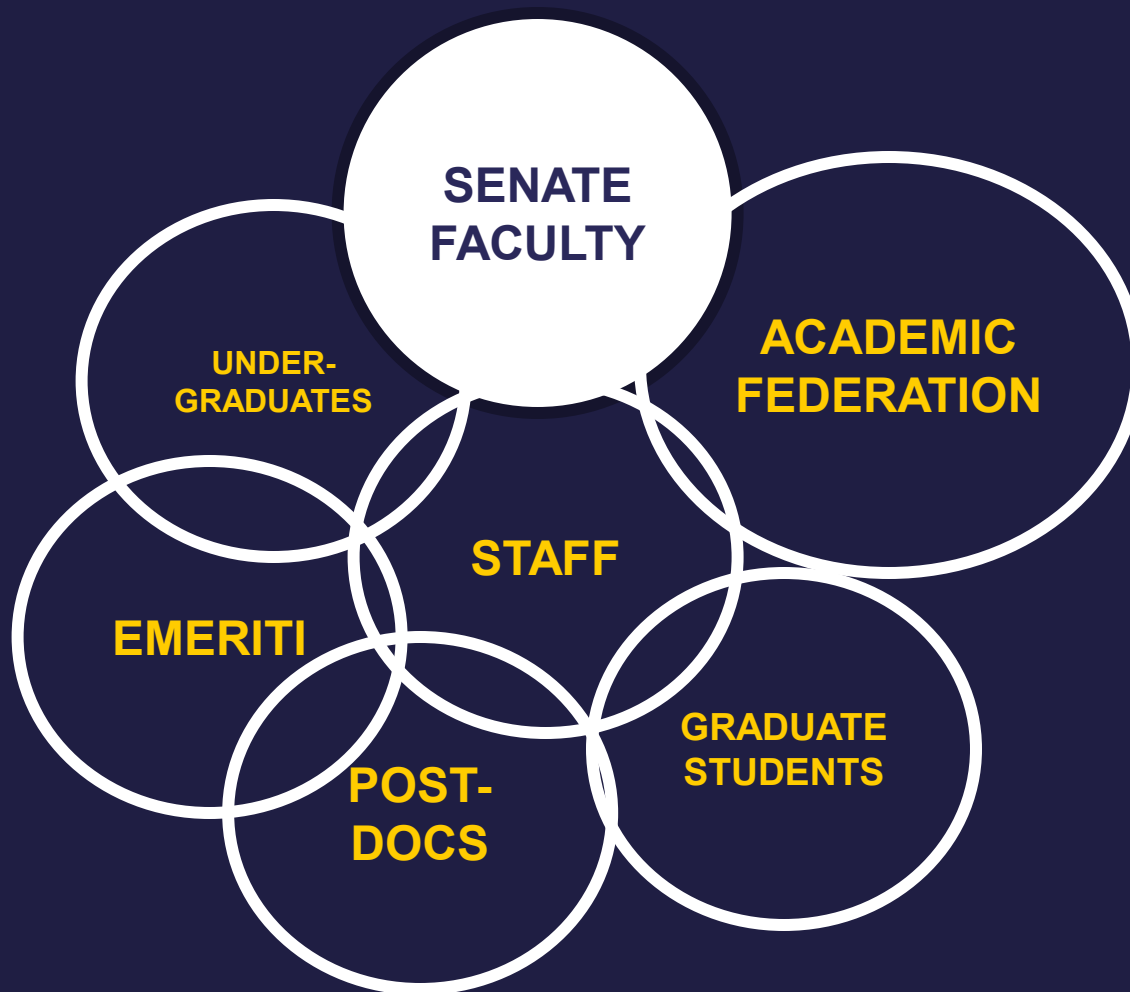
Problems with department climate are usually perceived by non-majority members and/or by those who are in the least powerful positions (*especially* non-tenured academics).



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!!!
- Protect, mentor and engage your junior faculty
- Respond **quickly** and **courageously** to problematic behavior
- Encourage the development of new leaders
- Recognize and counteract signs of bullying and bias immediately

Senate faculty members play a special role, but everyone matters



Some ideas for core values

(borrowed from Robert Richman (ex-Zappos))

- Deliver through inspiring service
- Embrace and drive change
- Create fun and a little weirdness
- Be adventurous, creative and open-minded
- Build open and honest relationships with communication
- Build a positive team and department spirit
- Do more with less
- Be passionate and determined
- Be humble
- Culture drives everything

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://academicaffairs.ucdavis.edu/living-principles-community>)
- From [APM 245, Appendix A](#) – Duties of Department Chairs: *“The chair is expected to keep the curriculum of the department under review, and to maintain a climate that is hospitable to creativity, diversity, and innovation.”*

“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



Project Implicit®

The 2013 general
audience book that fully
explains the IAT



PROJECT IMPLICIT SOCIAL ATTITUDES

Log in or register to find out your implicit associations about race, gender, sexual orientation, and other topics!



E-mail Address

LOGIN

REGISTER

Or, continue as a guest by selecting from our available language/nation demonstration sites:



United States (English)



GO!

PROJECT IMPLICIT MENTAL HEALTH

Find out your implicit associations about self-esteem, anxiety, alcohol, and other topics! **GO!**

PROJECT IMPLICIT FEATURED TASK

Measure your implicit associations with U.S. presidential candidates

GO!

<https://implicit.harvard.edu/implicit/>

Department meetings

- How often? Cultures vary.
- Who attends and who votes?
 - Emeriti? Academic Federation?
 - 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

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
- **For current faculty, document issues and interactions of concern**
 - Consult with Dean and 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

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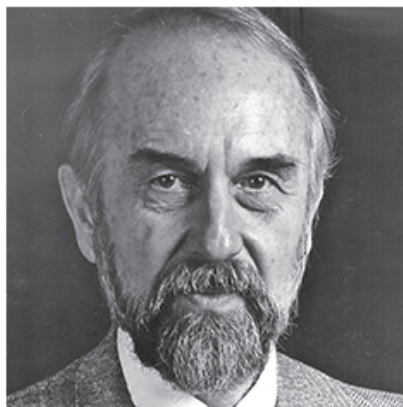
July 01, 2013

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.

Unfortunately, bullying is not just a K-12 problem





Abusive Conduct in the Workplace

Academic Officer:	Vice Provost - Academic Personnel and Programs
Academic Office:	APP - Academic Personnel and Programs
Staff Officer	VP – Systemwide Human Resources
Staff Office	SHR – Systemwide Human Resources Policy
Issuance Date:	December 15, 2022
Effective Date:	January 1, 2023
Last Review Date:	NA
Scope:	This policy on Abusive Conduct (“policy”) applies to all University employees, unpaid interns, and third parties. The policy applies at all University campuses, the Lawrence Berkeley National Laboratory, Medical Centers, the Office of the President, and Agriculture and Natural Resources.

	Academic	Staff
Contact:	Rebecca Woolston (APP)	Abby Norris (SHR)
Title:	Academic Policy and Policy Exceptions Associate Director	Systemwide Human Resources Policy Specialist
Email:	Rebecca.Woolston@ucop.edu	Abigail.Norris@ucop.edu
Phone:	(510) 987-9153	(510) 987-0612

UCOP Policy Abusive Conduct in the Workplace

Abusive Conduct, as defined in Section II of this policy, may include but is not limited to the following types of conduct:

- Use of abusive and/or **insulting language** (written, electronic or verbal)
- Spreading **false information misinformation and malicious rumors**
- Behavior, language, or gestures that **frighten, humiliate, belittle, or degrade**, including criticism or feedback that is delivered with **yelling, screaming, threats, implicit threats, or insults**
- Encouraging others to act, singly or in a group, **to intimidate or harass** other individuals

UCOP Policy Abusive Conduct in the Workplace

- Making repeated or egregious comments about a person's appearance, lifestyle, family, culture, country of origin, visa status, religious/spiritual/philosophical beliefs, or political views in a manner not covered by the University's policies prohibiting discrimination.
- Teasing or making someone the brunt of pranks or practical jokes
- Interfering with a person's personal property or work equipment without a legitimate business or educational purpose
- Circulating photos, videos, or information via e-mail, text messages, social media, or other means without a legitimate business or educational purpose

UCOP Policy Abusive Conduct in the Workplace

- Making **unwanted physical contact or encroaching on another individual's personal space**, in ways that would cause discomfort and unease, in a manner not covered by the University's Sexual Violence and Sexual Harassment policy
- Purposefully **excluding, isolating, or marginalizing a person from normal work activities** for non-legitimate business purposes
- Repeatedly **demanding of an individual that the individual do tasks or take actions that are inconsistent with that individual's job**, are not that individual's responsibility, for which the employee does not have authority, or repeatedly refusing to take "no" for an answer when the individual is within the individual's right to decline a demand; pressuring an individual to provide information that the individual is not authorized to release (or may not even possess)

UCOP Policy Abusive Conduct in the Workplace

- Making threats to block a person's academic or other advancement opportunities, or continued employment at the University without a legitimate business or educational purpose
- Sabotaging or undermining a person's work performance

Abusive Conduct does not include exercising appropriate supervision of employees or carrying out instruction, grading, assessment, and evaluation. It does not include performance management or providing appropriate feedback.

Required Training on Abusive Conduct Policy for ALL Employees

- **Roughly 20 minutes**
- **One-time completion requirement**
- **Assigned through LMS on April 17**
- **Due July 17, 2023** (for current employees)

[Start Training](#)

[Learn More About Training](#)

Additional Resources

Reporting Abusive Conduct or Retaliation

Abusive conduct should be reported to supervisors, managers or directly to Employee and Labor Relations (ELR) (see below).

**Download Reporting Form for UC
Davis Health**

**Download Reporting Form for
Davis Campus**

➤ **Supervisors Must** address abusive conduct immediately.

- Managers and supervisors (including Chairs and Deans) should report abusive conduct to ELR (see below) even if the incident(s) appear(s) to be resolved.
- Managers and supervisors will receive guidance on the process.

<https://hr.ucdavis.edu/departments/elr/policies/abusive-conduct>

Staying out of trouble isn't hard

The following examples I am going to tell you about are **all** based on actual occurrences at UC Davis. Each year the list grows.

Please take this advice very seriously. There have been times when careers here have been destroyed or permanently harmed by engaging in the activities I am about to tell you about. And it continues to happen.

Staying out of trouble isn't hard

- Do not touch other people (except to shake hands in a professional context, if mutual)
- Do not stand too close to other people and respect personal spaces
- Do not drink or serve alcohol around students
- Always observe boundaries – you are in a position of power over others

Staying out of trouble isn't hard

- If you anticipate contentious conversations, consider meeting in public places
- “It’s my culture” or “it wasn’t my intention” or “I had too much to drink” or “I was high” are not acceptable excuses, and will not work
- Be highly cautious about making remarks about peoples’ appearances – what you intend to be a compliment may be received as unwelcome or insulting

Staying out of trouble isn't hard

- Do not give personal gifts to students
- If you feel you have been wronged, seek help – never retaliate
- Reserve use of social media for your personal use – do not post about any form of university business unless it is already in the public domain (including photos), or unless it is about your own laboratory or research group
- Be very cautious about the use of “emojis” – they may be interpreted in ways you never intended

Staying out of trouble isn't hard

- Do not invite students to vacation homes, to go into hot tubs, or other compromising places
- Do not invite students to your home unless it is a group activity
- Do not text or post photographs of yourself to students or co-workers
- Do not take photographs of others without their permission

Staying out of trouble isn't hard

- Do not tell jokes or make comments that could be perceived by others as offensive, however unintentional
- If you are responsible (or will be) for academic supervision of a student, a personal relationship of a romantic or sexual nature, even if consensual, is *never* appropriate – so *never* do it
- Be a mentor, but do not try to befriend students, *especially* those who are troubled - instead, refer them to resources and professionals on campus

Staying out of trouble isn't hard

- Do not ever discuss your personal, private, or sex life with students
- If you socialize with students, always do it in groups
- Keep the door to your office open when you meet students
- Do not correspond with students via social media – use university email
- If any “red flags” go off, pay attention to them. If you have to wonder if something is appropriate, it probably isn't

UC Davis Principles of Community

○ We affirm:

- The dignity inherent in all of us
- The right to freedom of expression
- Our commitment to the highest standards of civility and decency towards each other

○ We set forth ideals and expectations for campus interactions, including:

- treating others with courtesy, sensitivity, and respect
- finding effective means to disagree, to persuade, and to inform through rational discussion

<https://diversity.ucdavis.edu/principles-community>

Living the Principles of Community (e-learning):

<https://hr.ucdavis.edu/departments/learning-dev/course-catalog/hr-mgmt/poc>





UC DAVIS
Diversity, Equity
and Inclusion

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Principles of Community

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Prologue

UC Davis is a diverse community comprised of individuals having many perspectives and identities. We come from a multitude of backgrounds and experiences, with distinct needs and goals. We recognize that to create an inclusive and intellectually vibrant community, we must understand and value both our individual differences and our common ground. The UC Davis Principles of Community is an aspirational statement that embodies this commitment, and reflects the ideals we

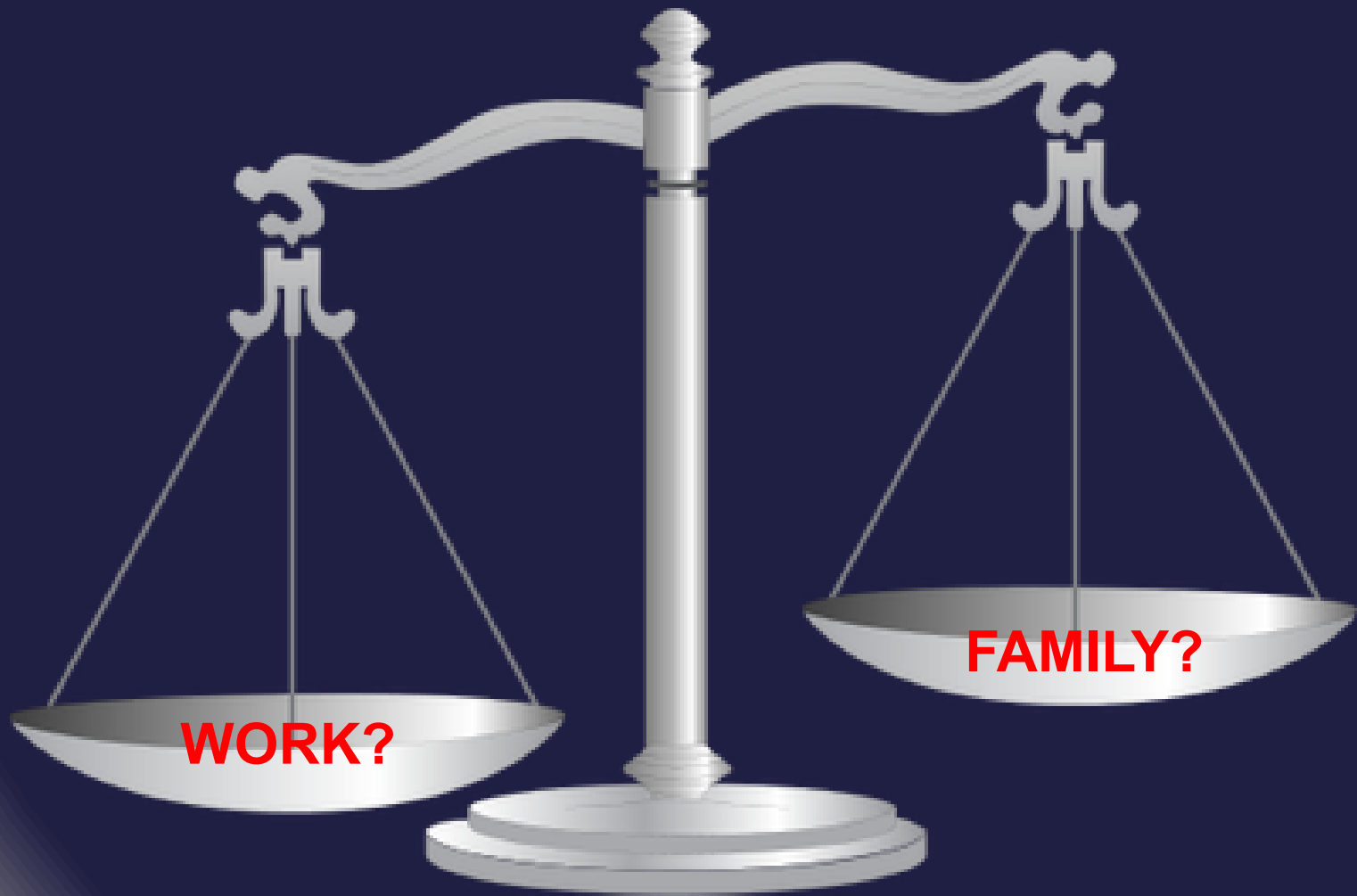
Read The Principles of Community in:

[Chinese \(Simplified\)](#) • [Chinese \(Traditional\)](#) • [English](#) • [Hmong](#) • [Spanish](#) • [Russian](#) • [Vietnamese](#)

Collegiality

- In general, a *collegial* faculty member is one who adheres to the Principles of Community and shares workload and responsibility
- Collegiality is highly valued at this university, as it makes departments and the campus run smoothly, and improves campus climate for all
- However, a lack of collegiality *per se* is not considered in the merit and promotion process **unless** it is documented by the department and dean, and can be shown to have affected one or more of:
 - Research/other creative scholarly activities
 - Service
 - Teaching/mentorship

A difficult choice for the Academic



UC DAVIS Work-Life program & 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 contact our Faculty Relations and Development team in our office, and our Faculty Work-Life advisors, for any questions about these programs and policies.
- See our recently updated UC Davis Work-Life Brochure at: <https://aadocs.ucdavis.edu/programs/work-life-resources/work-life-for-academics-090622.pdf>, and further Work-Life Information at: <https://academicaffairs.ucdavis.edu/work-life>

Extending the tenure clock / postponement of a merit action

- Extending the Tenure Clock – APM 133-17-h (2 years maximum with UCD VP approval; if one involves COVID-19, an exception for 3rd year possible with UC Provost approval)
 - COVID-19
 - 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 when the event occurs, even if they don't think they will need to use the extra time*
 - *Ensure that voting faculty know these extensions are not pejorative ... standard language is provided by AA.*

Extensions for childbirth or child adoption are automatic when our office learns about them through requests to utilize our Work Life program, receive replacement teaching for childbearing/rearing leave, ASMD usage.

Extending 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
 - Postponement requests required
- Language to use in support of postponements for childbearing and child placement or adoption:
<https://academicaffairs.ucdavis.edu/work-life>

New Compensation Program for Faculty who actually USED clock extensions

Effective July 9, 2021, and retroactive for the last three years (i.e., 2018-19, 2019-20, 2020-21), faculty who required one or more additional years on the eight-year clock to successfully promote will be provided, upon their successful promotion, with one year of salary difference between their scale salary at the assistant rank and the next scale salary (1.0 step) at the associate rank.

For example, an assistant professor at Step IV on the professorial scale would be provided the one-year difference in scale salary between that rank and step (\$78,100) and associate professor at Step I on the professorial scale (\$82,400) (note: these numbers may vary by scale and year). This additional compensation will begin with the effective date of the successful promotion and is not subject to the equivalent Step Plus advancement.

Work Life Leave Quarter/Semester

- Please encourage faculty members expecting a child (by birth or placement) to reach out to our team, at vpaa_frd@ucdavis.edu, for guidance. Advance planning makes this much easier for everyone.
 - Either:
 - One quarter/semester of **paid leave** for:
 - the faculty parent who gives birth, *or*
 - the faculty parent who has 50% or more responsibility for the newly placed child (adoption/foster care).
- OR
- Six weeks of **paid leave** for the faculty parent who gives birth, and the rest of the quarter/semester on ASMD.

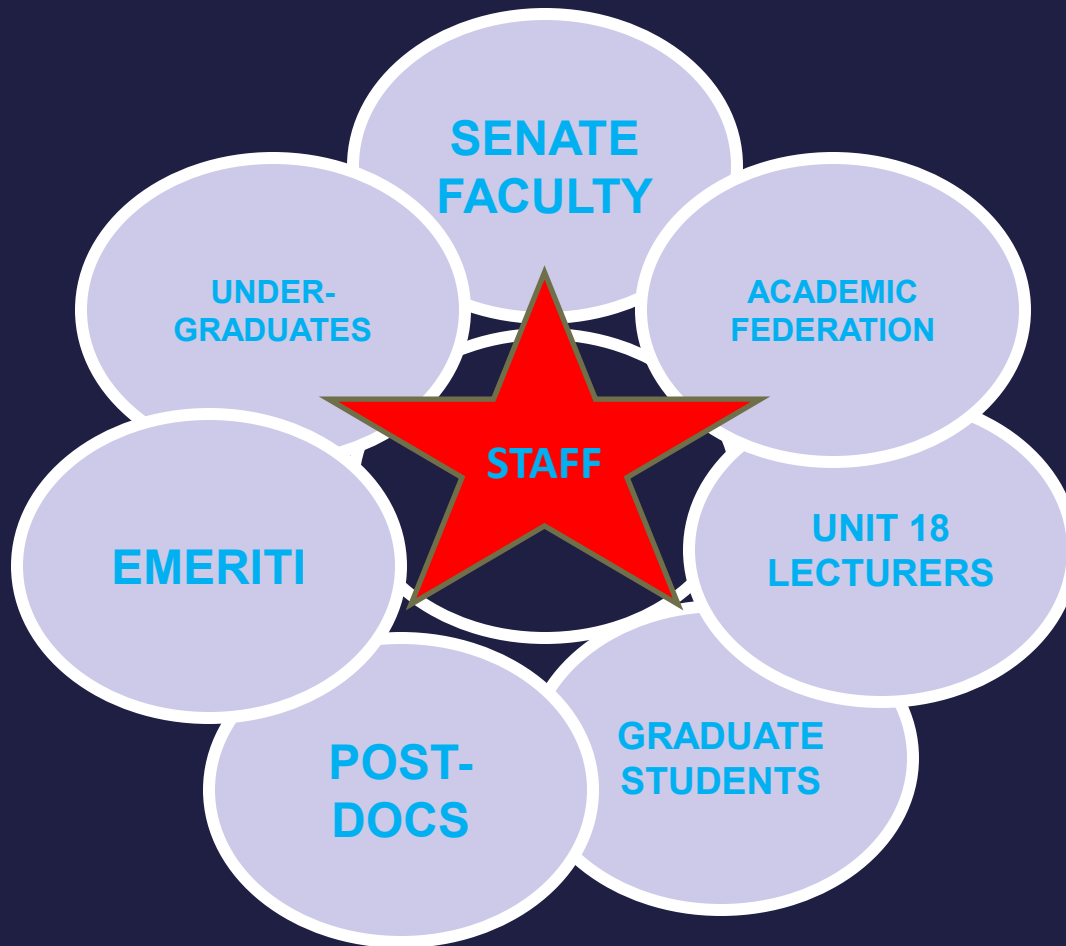
Work Life Additional Active Service/Modified Duties (ASMD)

- Two additional quarters/one semester of **ASMD** for the faculty parent who gave birth
- One quarter/semester of **ASMD** for other academic appointees with 50% or more responsibility for caring for the child, including adoption/foster placement
- Replacement teaching funds are provided centrally
- Generally, we cover all scheduled courses during the leave period and one course during the ASMD period

Additional childbirth and childcare benefits

- If both parents are UC Davis 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% 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**
- **New policy, Pay for Family Care and Bonding (PFCB), APM 715, provides up to eight (8) workweeks of paid leave per calendar year, in blocks of at least one workweek at a time. Must be FML/CFRA eligible.**

*Unique feature of UC Davis' work-life program



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, and 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
- “Research Professor”- available as a working title for emeriti active in research
- 30 days post-retirement, emeriti can be recalled for teaching, research or service
 - Do not discuss recall with faculty member < 60 years old
 - Small grants from Retiree Center can sometimes cover part of cost
 - Recall appointments may not exceed a total of 43 percent time per month, inclusive of all recall appointments
 - A tricky issue – generally, avoid the use of research accounts, and do NOT use research accounts to exceed 43% “compensation”
 - Recalls are at the discretion of the department

Academic Federation

Varied titles, varied roles, including...

- Academic Administrators and Academic Coordinators
- Adjunct Professors
- Health Sciences Clinical Professors
- Academic Researchers (now represented and have a contract for non supervisors)
 - Specialists, Project Scientists, Professional Researchers
- Specialists in Cooperative Extension
- Unit 18 Lecturers (represented and have a contract)
- 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 and superior pedagogical research/dissemination
- Researchers— study APM, CBA (most titles, non supervisors, are covered by a contract) and AA guidelines at appointment
 - All expected to have PhD/MD (or comparable experience) except 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

Discussion

