

**New Chairs
Two-day Workshop**

Academic Departments at UC Davis

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

September 9-10, 2021

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*.

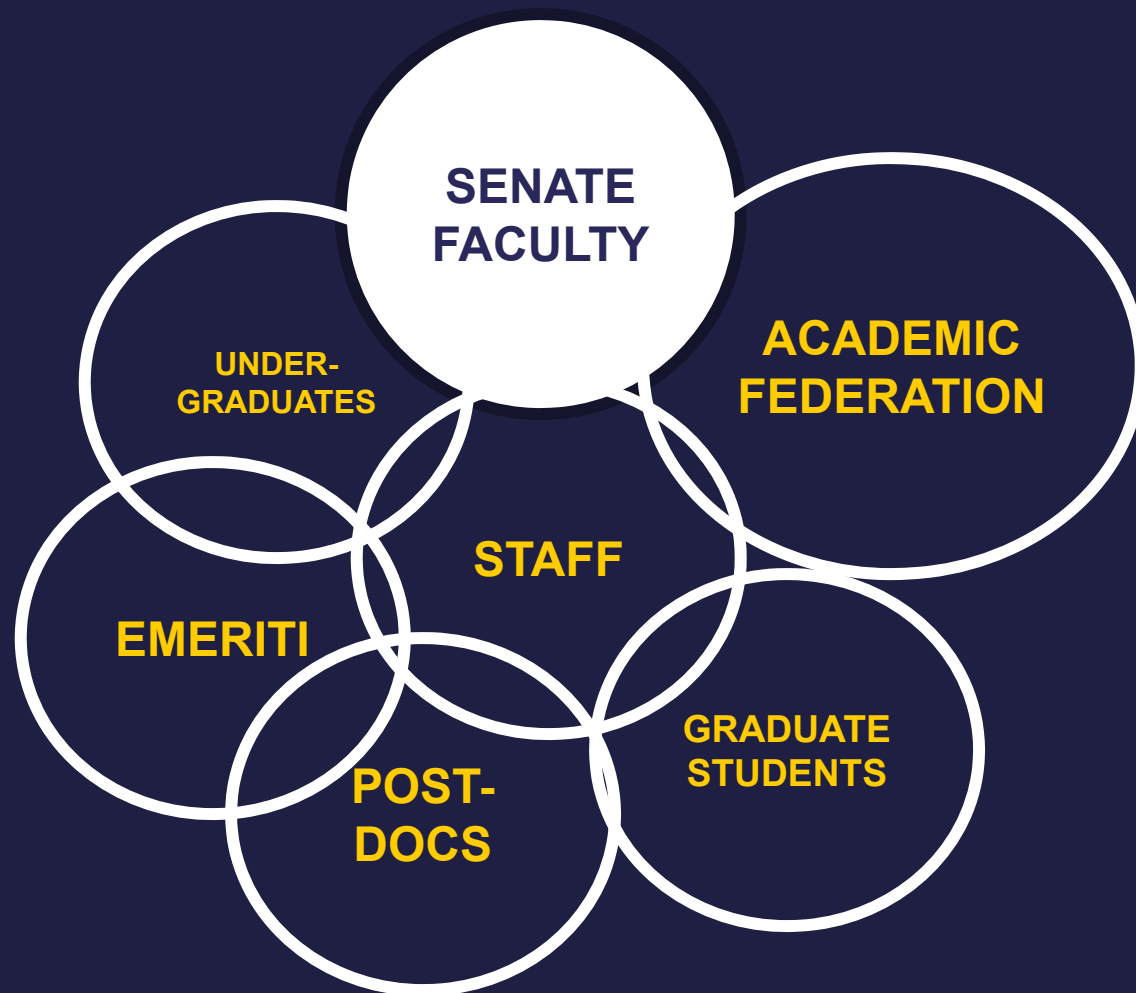
Problems with department climate are usually perceived by non-majority members and/or by those who are in the least powerful positions (*especially* non-tenured academics).



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 **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>)

“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!

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LOGIN

REGISTER

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



United States (English)



GO!

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

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Measure your implicit associations with U.S. presidential candidates

GO!

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

Unfortunately, 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

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.

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).

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

JULY 01, 2013



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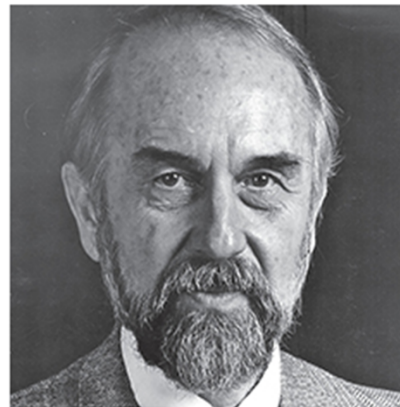
July 01, 2013

LEGENDS: The accidental epidemiologist

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

By R. Scott Nolen

Posted June 19, 2013

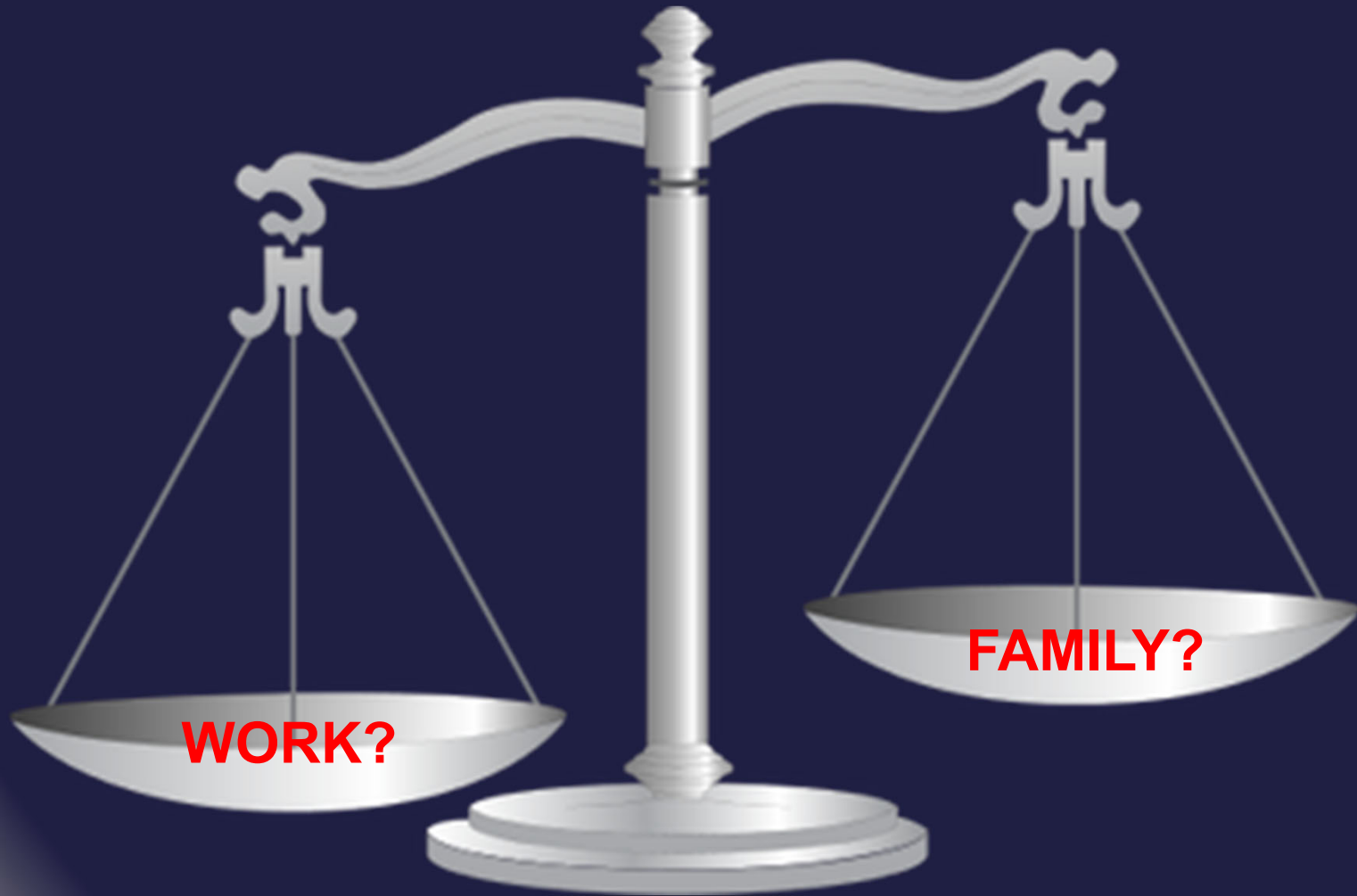


Dr. Calvin W. Schwabe (Courtesy of the Dr. Calvin W. Schwabe family)

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.

A difficult choice for the Academic



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 contact the Director of Faculty Relations and Development in our office, and our Work-Life advisors, for any questions about these programs and policies.
- See our 20-page UC Davis Work-Life Brochure at: <https://aadoocs.ucdavis.edu/programs/work-life-resources/wl-brochure-version-7.15.19.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 without UC Provost approval for 3rd years)
 - 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.

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>

Work Life Leave Quarter/Semester

- Please encourage faculty members expecting a child (by birth or placement) to reach out to Binnie Singh, Assistant Vice Provost in Academic Affairs 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.

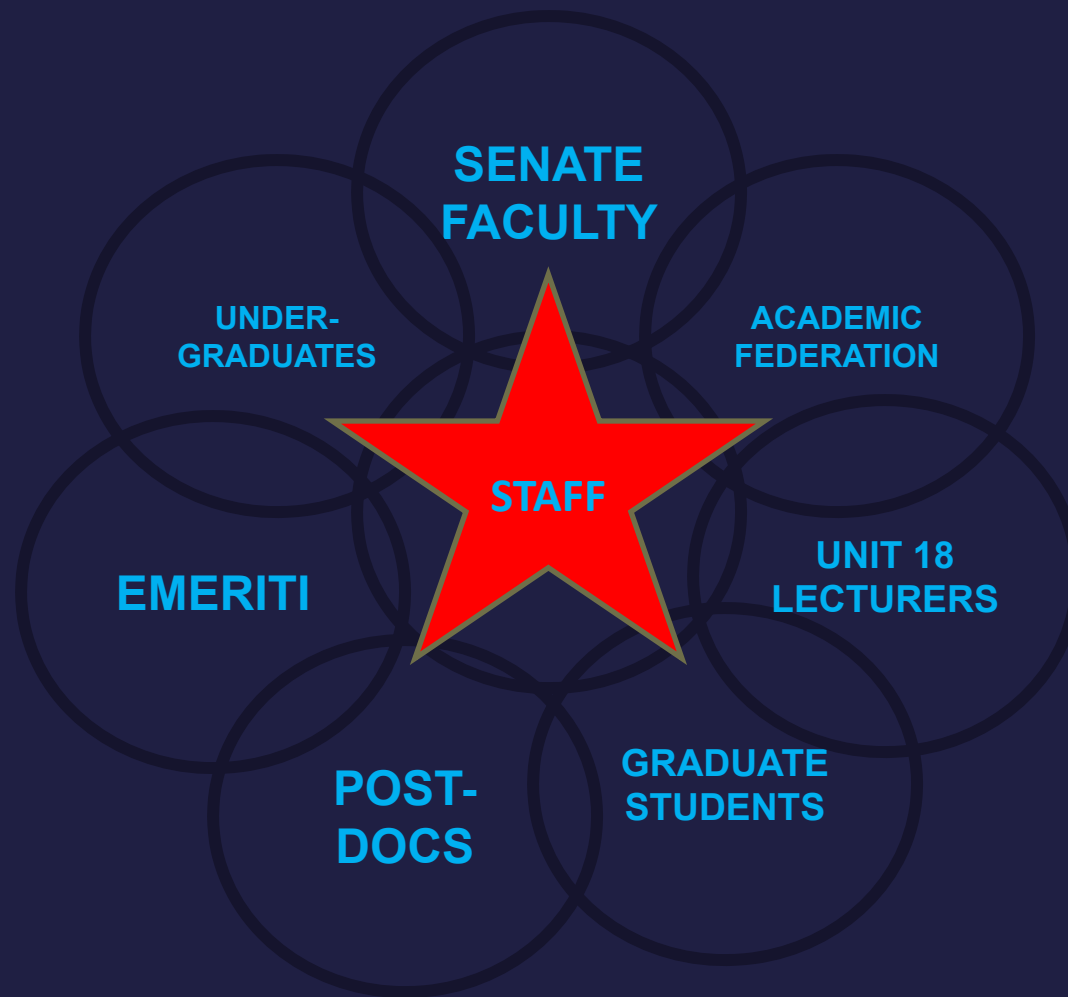
Work Life Additional Active Service/Modified Duties (ASMD)

- Two 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**

*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
 - 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”
 - 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, MOU (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