NEW CHAIRS TWO-DAY WORKSHOP

Welcome
... and thank you!!!

Maureen Stanton
Vice Provost -- Academic Affairs

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Workshop overview

Day 1 am:
- Leading an inclusive department
- Overview: academic advancement

Day 1 pm:
Lunch and discussion
- Budget update for Chairs
- Diversity and Inclusion Initiative
- Managing conflict: tips, role plays
Workshop overview

Day 2 am:
Continental Breakfast
• Recruiting and Launching New Faculty
• Privilege and Tenure
• Compliance and Financial Mgmt (with MSOs/CAOs)
• Advice on Financial Challenges (panel)

Day 2 pm: Lunch and discussion
Lunch and discussion
• Chairs’ perspectives on leadership (panel)
• Sexual harassment prevention
• Faculty Rights and responsibilities: APM 015, 016
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.
Department climate is critical to retention
Data from O’Meara et al. 2015, Journal of Higher Education

<table>
<thead>
<tr>
<th>Primary reason for a faculty member’s departure</th>
<th>What administrators think was primary cause</th>
<th>What the faculty member says (exit interview)</th>
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<tbody>
<tr>
<td>A better opportunity</td>
<td>37%</td>
<td>8%</td>
</tr>
<tr>
<td>Imminent failure</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Work environment and “fit”. *</td>
<td>25%</td>
<td>69%</td>
</tr>
<tr>
<td>Location, family considerations</td>
<td>29%</td>
<td>8%</td>
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</tbody>
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* “Fit” ≈ department climate: potential for better work-life balance, campus climate for women or other non-majorities, lack of collegiality in home unit
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
Core principles for being a good chair

• Follow the UC Davis 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 counteract signs of bias
• Encourage the development of new leaders
UC Davis Principles of Community

• The Department Chair sets the tone!
  • 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
Your department is a community

- Senate
- Faculty
- Under-graduates
- Staff
- Emeriti
- Graduate students
- Post-docs
- Academic federation
... Senate faculty members play a special role
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!**

- 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
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
- Bullying, intimidation
Now, just to review, at the last faculty meeting we established that Marcia hates Fred, Fred hates Carol and Marcia, Carol really can't stand Larry, Larry despises me, and I hate Larry, Marcia, Fred and Penny.
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 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 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... and indeed, according to recent changes in APM 133, the right to stop the tenure clock is now automatic.

- 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), with ability to return to full-time position
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 would support 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!
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
- 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
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
Quick Links

- Academic Employment Opportunities
- 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

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)

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

Awards - national and international awards and honors for our academic community
Why Are There Still So Few Women in Science?
- New York Times Magazine article revisits the issue

READ MORE >>

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