New Chairs and Associate Deans Orientation

Lubna Mian
Director of Faculty Development and Equity
Fall 2016
Faculty Development

New Chairs Orientation
- Today; also Sept 29

Search Committee Training
- Sept 26; Oct 13

Budgeting and Financial Considerations
- Nov 4

Leadership
- Nov 14

Also Available:
- Diversity Training
- Title IX Training
- Overview of University Initiatives
- Coaching for New Administrators
Overview

- Role of the Department Chair
- Appointments and Promotions
- Faculty Diversity
- Faculty Development
- Family-Friendly Issues and Leaves
- Difficult Faculty Issues
- Title IX
Role of the Department Chair

Duties to the administration

• Execute University policies
• Secure and retain high caliber faculty and staff
• Submit recommendations for promotion, including separate personal opinions
• Maintain academic program
• Promote scholarship
• Review proposals, manage space and research support
Role of the Department Chair

To the department

• Serve as executive officer
• Administer teaching, advising, and research
• Encourage and facilitate faculty development
• Report needs and champion legitimate causes
• Secure merited recognition for faculty
• Review and recommend salaries and increases
Appointments and Promotions Process

School Level Personnel Committee & Dean

Departmental Approval (9 Schools)

Provost’s Staff Conference
Chair: Provost
Membership: 8 Deans (4 Standing, 4 Rotating) and 4 Vice Provosts
Jurisdiction: New Appointments (TT; CE, Research); Promotions to Associate or Full (Same Tracks)

Provost’s Staff Conference Subcommittee
Chair: Vice Provost for Faculty
Membership: Vice Deans or other Designate
Jurisdiction: Appointments in all tracks at the Assistant Professor rank, appointments to Associate Professor (without tenure), leaves, extensions, reappointments, retirements, reduction in duties, acceptances and resignations

New Chairs
Timeline for 7-Year Tenure Track

Appointment Starts
Year 1

Preparation for Mandatory Review
Year 5

Terminal Year or Promotion
Year 7

Reappointment
Year 3 or 4

Mandatory Review
Year 6
Timeline for 10-Year C-E or Tenure Track

Appointment Starts
Year 1

Preparation for Mandatory Review
Year 8

Terminal Year or Promotion
Year 10

1st Reappointment
Year 3 or 4
Effective
Year 4 or 5

2nd Reappointment
Year 6 or 7
Effective
Year 7 or 8

Mandatory Review
Year 9
Main Components of Dossier

1. Dean’s Letter
2. Personnel Committee Chair’s Letter (with votes as recorded)
3. Department Chair’s letter (with department faculty votes as recorded)
4. Table showing the distribution of Standing Faculty in the department by rank and tenure status
5. Internal letters*
6. Current CV
7. Teaching Chronicle (courses taught, teaching evals, mentoring, independent study, peer evals)
8. Grants, if Applicable
9. Personal Statement
10. Outside Consultant Letters (at least 6)

*Internal letters are defined as those written by current or former Penn faculty. These letters should give additional insight into a candidate’s qualifications, particularly in the areas of interdisciplinary, interdepartmental and inter-school activities. Letters from a candidate’s home department or school which do not speak to these issues are not useful.
Faculty Diversity

- Faculty Diversity Action Plan
- Central Reporting
- Central Funding
- School Plans and School Reporting
Faculty Diversity: Penn Standing Faculty

<table>
<thead>
<tr>
<th>Year</th>
<th>URM (%)</th>
<th>Minorities (%)</th>
<th>Women (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>5.9</td>
<td>15.7</td>
<td>5.9</td>
</tr>
<tr>
<td>2015</td>
<td>7.8</td>
<td>27.1</td>
<td>32.5</td>
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</tbody>
</table>

- URM
- Minorities
- Women
Faculty Diversity: Hiring Rates Rising

<table>
<thead>
<tr>
<th>Group</th>
<th>2005-10</th>
<th>2010-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>39.4%</td>
<td>40.6%</td>
</tr>
<tr>
<td>Minorities</td>
<td>26.6%</td>
<td>34.8%</td>
</tr>
<tr>
<td>URM</td>
<td>8.2%</td>
<td>14.1%</td>
</tr>
</tbody>
</table>
My department makes genuine efforts to recruit women faculty.

- **All Faculty**
  - Disagree or Strongly Disagree: 3%
  - Neither: 39%
  - Agree or Strongly Agree: 33%

- **URM**
  - Disagree or Strongly Disagree: 4%
  - Neither: 30%
  - Agree or Strongly Agree: 28%

- **Women**
  - Disagree or Strongly Disagree: 6%
  - Neither: 32%
  - Agree or Strongly Agree: 23%
My department makes genuine efforts to recruit minority faculty.

<table>
<thead>
<tr>
<th></th>
<th>Disagree or Strongly Disagree</th>
<th>Neither</th>
<th>Agree or Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Faculty</strong></td>
<td>4%</td>
<td>25%</td>
<td>36%</td>
</tr>
<tr>
<td><strong>URM</strong></td>
<td>11%</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Women</strong></td>
<td>6%</td>
<td>12%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Gender and Race Differences

**Overall Satisfaction**

- **All Faculty**: 4.07
- **URM**: 4.04
- **Women**: 3.96

Dissatisfied  |  Satisfied
--- | ---
0 | 5
Faculty Diversity- Central Resources

- Faculty Opportunity Fund
- Dual Career Fund
- Presidential Professorships
- Excellence through Diversity Fund
Faculty Salaries

- Field
- Seniority/Time in rank
- Presence/absence of endowed chair
- Administrative service/duties
- Outside offers/retention

NOT: age, personality, marital/parental status
Faculty Development

- University Mentoring Guidelines
- Penn Fellows
- Faculty Transitions to Retirement
  - Faculty Handbook II.E.9, Rights and Privileges
  - PASEF/ASEF
Family-Friendly Issues and Leaves

- Reduction in Duties, II.E.2
- Extension of Probationary Periods, II.E.3
  - New children, illness, caregiving, research catastrophe, military service
- Faculty Parental Policy (Teaching Relief), II.E.4
Require more than just the right number of credits (II.E.2)

- Assistant professors do not qualify
- Associate and Full Professors may not take a sabbatical unless they intend to return EXCEPT in anticipation of retirement
Difficult Faculty Issues

- Lateness to class, lack of responsiveness to students
- Uncivil conduct
- Inappropriate and consensual sexual relations
- Non-egregious and inappropriate sexual behavior (‘‘joking’’)
- Failure to carry out committee assignments
Difficult Faculty Issues

Informal resolution

• Loop in associate deans/deans
• Progressive strategy
• Meet with faculty member
• Document any resolution
  • Mediated meeting or retreat; referral to EAP; apology; recusal from committee
Difficult Faculty Issues

Formal Procedures
- Faculty Grievance Procedure
- Just Cause
- Temporary Exclusion

Resource Offices
- Office of the Vice Provost for Faculty
- Office of the Ombudsman
- Office of Affirmative Action
- Office of General Counsel
New Faculty Obligations

• Report
  (to University’s Title IX Coordinator)

• Follow up
  (to make sure person reaches the right resources, e.g., Special Services within the Division of Public Safety)
Title IX of the Educational Amendments of 1972 prohibits sex discrimination in educational programs and activities.

*Sex discrimination includes:*

- Sexual harassment
- Sexual violence
Sexual Harassment (VI.E.1)

*Unwanted attention that:*

- Involves a stated or implicit threat to the victim’s academic or employment status;
- Has the purpose or effect of interfering with an individual’s academic or work performance; and/or;
- Creates an intimidating or offensive academic, living or work environment.
Sexual Harassment Scenarios

- Quid pro quo harassment
  
  *Promotion, grading, assignments*

- Hostile work environment
  
  *Jokes, innuendo, remarks, pictures, touching*
Sexual Violence (VI.E.2)

- Physical force, violence, or threats
- Coercion or intimidation
- Ignoring the objections of another person
- Causing another’s intoxication or impairment with alcohol or drugs
- Taking advantage of another person’s inability to consent
- Relationship violence, stalking
Title IX Specifics

- Protects faculty, staff and students
- Covers on- and off-campus conduct
- Gender-neutral
Consensual Sexual Relations (VI.F)

- Prohibited during teacher/student relationship
- *Strongly discouraged* between faculty/administration and undergraduates
Confidentiality

- Penn MUST respond to sexual violence complaints
- Confidential resources can keep information confidential
- Reporting offices will keep matters confidential to the extent that they can
Contact Info

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