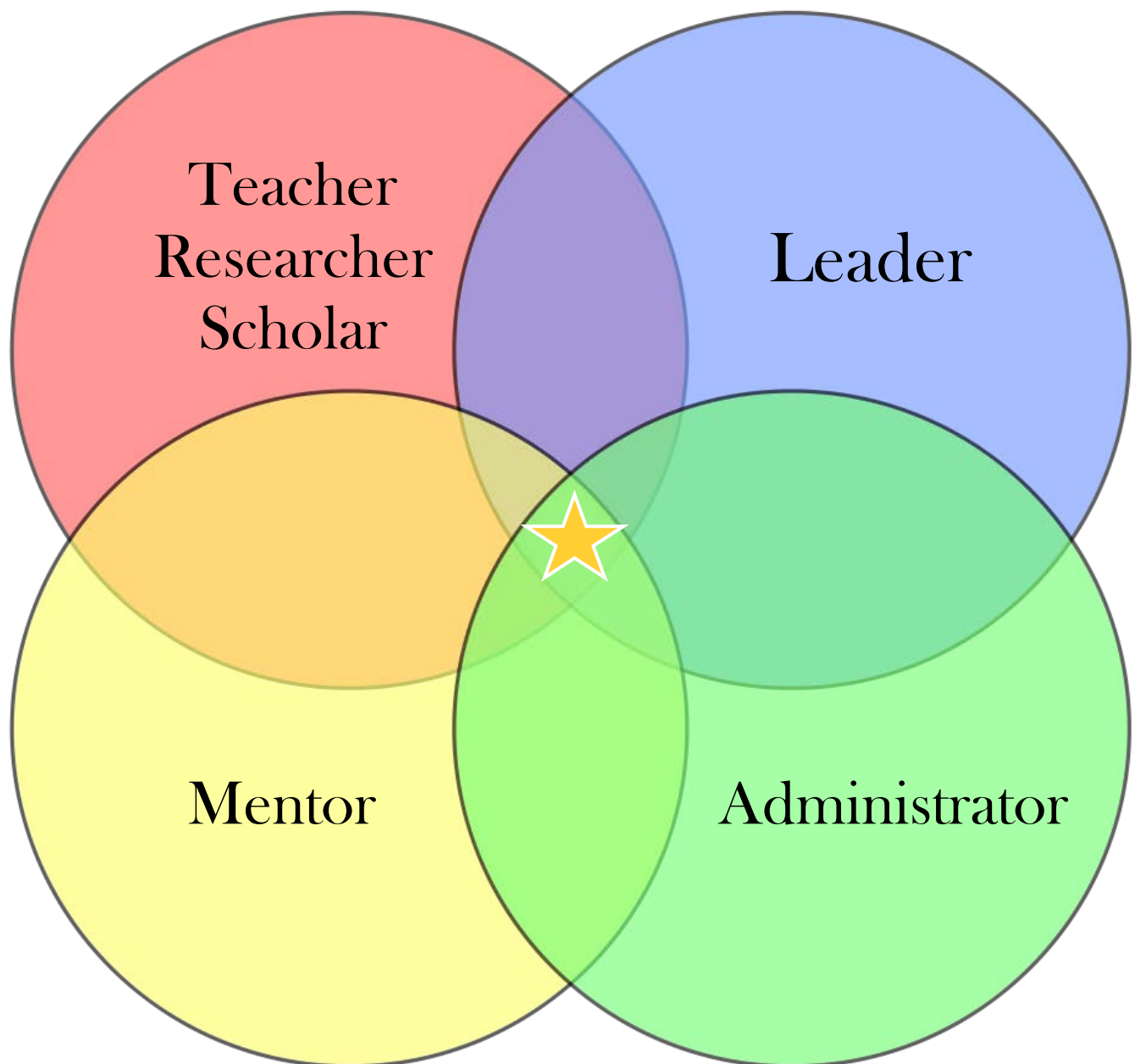


New Chairs and Associate Deans Training Workshop
August 25, 2016

427A Waterman
8:00 AM – 12:00 PM



8:00 AM	Continental breakfast
8:15 AM	Welcome and Introductions <i>Jim Vigoreaux, Associate Provost for Faculty Affairs</i> <i>David Rosowsky, Provost and Senior Vice-President</i>
8:30 AM	Administrative Responsibilities Overview <i>Jim Vigoreaux</i>
8:45 AM	UA Contract – What You Need to Know <i>Mary Brodsky, Labor and Employee Relations Manager</i>
9:15 AM	little “c” vs. Big “C” Compliance <i>Tessa Lucey, Director of Compliance Service</i>
9:30 AM	Legal Issues for Chairs <i>Lucy Singer, Senior Associate Counsel</i>
10:00 AM	Maximizing the Inclusiveness Potential of Your Search <i>Sherwood Smith, Senior Exec Director Engagement & Professional Development</i>
10:30 AM	Break
10:40 AM	Faculty Recruitment and Mentoring <i>Jim Vigoreaux</i>
10:55 AM	Greensheets and Sabbaticals <i>Jim Vigoreaux</i>
11:10 AM	Leadership styles <i>Jim Vigoreaux</i>
11:20 AM	Free write and discussion <i>All participants</i>
11:50 AM	Concluding Remarks

ADMINISTRATOR

- Policies and procedures
- Monitor and supervise
- Manage resources
- Manages team
- Detailed planning
- Short term objectives
- Analytical thinker
- Appeals to the head
- Has subordinates
- Operational
- Builder
- Do things right

LEADER

- Vision and strategy
- Influence and inspire
- Mobilize resources
- Builds team
- Strategic Planning
- Long term goals
- Systemic thinker
- Appeals to the heart
- Has followers
- Transformational
- Architect
- Do the right things

EMOTIONAL INTELLIGENCE

ACHIEVE EXCELLENCE

New Chairs and Associate Deans Training Workshop

August 25, 2016

Responsibilities and resources

As Chair you will

Lead...

Supervise...

Evaluate...

Support...

Manage...

Budget...

Mediate...

Strategize...

In my role I should think about:

- Leadership role
 - Leadership styles / strategies
 - College/School/Institution Strategic Priorities and Initiatives
 - What is my legacy?
- Departmental vision
 - Where are we as a department
 - Where can/should we go from here
 - What are the top priorities
 - What do we need to do get there
- Effective management strategies
 - Effective supervision and evaluation of staff
 - Effective mentoring and evaluation of faculty
 - Handling contentious circumstances
 - Legal ramifications of what you do/say/write as Chair
 - Seeing the department as a whole and in terms of its constituent parts
 - Seeing the department as part of a greater good
 - Share the responsibilities, share the credit, share the success
- Supervisory duties
 - RPT
 - Schedule of Courses
 - Annual Performance Reviews (faculty and staff)
 - Workloads
 - Recruitments
 - Curriculum, Learning Objectives, Assessment
 - Alignment of strategic priorities

[Not just one right answer, but do need to think about how you'll approach these issues!]

(2) Legal Issues

- A lot of what a Chair does has direct legal implication (labor laws, FERPA obligations, etc.)
- Chairs are more likely to be subject to public records requests and/or have documents you've written be used in legal proceedings.

Some key points:

- Familiarize yourself with key legal issues + where to turn for assistance (see p. 3) [Also, very important: Actually contact them if these issues arise!!]
- Be sure the faculty in your department are aware of and follow good practices (e.g., FERPA, human-subject research, active shooter, etc.)
- Do not expect what you write and say to be kept private (e.g., don't put anything in an email you'd mind having forwarded or printed in the Free Press!)

(3) Sources of Support

DOCUMENTS TO INFORM YOUR LEADERSHIP

- UVM Academic Excellence Goals: <http://www.uvm.edu/provost/>
- UVM Scholarly Productivity and Impact Metrics: <http://www.uvm.edu/provost/>
- Strategic Action Plan: <http://www.uvm.edu/president/>
- Our Common Ground: <http://www.uvm.edu/president/>
- Inclusive Excellence at the UVM: <http://www.uvm.edu/~president/pcie/>

DOCUMENTS YOU SHOULD HAVE AT HAND

- University Manual / governance documents / CBA: (www.uvm.edu/~facsrsrcs)
- UVM Institutional Policies: <http://www.uvm.edu/policies/>
- Unit-specific and timely documents: your Dean's office (and website); The Registrar's Office and UVM Portal (Dean/Chair Access tab); Provost website
- Institutionally required unit-level documents:
 - RPT Guidelines (tenure-track and non-tenure-track) (14.4)
 - Annual Performance Review Guidelines [FEGs] (14.4)
 - Course equivalency for large enrollment classes (16.18)
 - Recognition for independent study and thesis advising (16.17)
 - Online course protocol (16.15)
 - Professional Development Fund allocation protocol (21.2)

UA Contracts – What You Need to Know

Mary Brodsky, LER Manager

August 25, 2016

Represented Faculty

Full-time Contract (in place through 6/30/17)

Part-time Contract (in place through 6/30/18)

► Article 1 - Recognition

- United Academics (AAUP-AFT) is the exclusive representative for represented faculty on campus
- Included in the FT unit are > .75 FTE faculty
- Excluded from the FT bargaining unit are College of Medicine faculty, Deans, Associate Deans, Assistant Deans, Chairs and some Directors, Visiting Faculty in the first or second year of an initial appointment*
- Included in the PT unit are < .75 FTE Clinical, Extension, Research and Library faculty, PT emeriti faculty, PT Lecturers**

*List is not all-inclusive

**See Handout for PT BU eligibility

Appointments and Evaluation of Faculty

Article 14 – FT Contract

Articles 14 and 15 – PT Contract

- ▶ Appointment Terms and Lengths
- ▶ Annual Evaluations and Timing
 - ▶ Used to assess whether merit increase is appropriate
 - ▶ Should incorporate input from secondary assignments
 - ▶ Forms for PT faculty
- ▶ Reassignment, Promotion and Tenure
 - ▶ Tenure Track/Non-Tenure Track
 - ▶ Bridge Funding for Research Faculty
 - ▶ Non-Reappointment Notices

Check with Dean's Office for College or Department Specific Guidelines

Appointments and Evaluation of Faculty cont'd

▶ PT Faculty Appointments

- ▶ Academic Year Appointments* and Assignments (14.1)
- ▶ Teaching Availability Forms (14.3.B)
- ▶ Preference Factors (14.3.C)
- ▶ Cancellation Fees (14.3.F)
- ▶ Notices and Templates
 - ▶ PT appointment notices must include: length and type of appointment, FTE percentage (or indicate course assignments, salary, web address for the location of the CBA and for the union, bargaining unit status, home department, contact info for Dept Chair or Dean's designee, and date and location of new faculty orientation in the Fall.

▶ PT Faculty Evaluations

- ▶ Evaluative Criteria (15.8)
- ▶ Promotion (For Lecturers 15.1.D)

*See Handout



[:: UVM Home](#)

[:: Office of the Provost](#)

[:: Faculty and Department Chair Resources](#)

[Calendar of Key Dates](#)

[Catalogue and Curriculum](#)

[University Manual, Collective Bargaining Agreements, Faculty Handbooks](#)

[Forms and Templates](#)

[RPT-Reappointment, Promotion and Tenure](#)

[Recruitment, New and Continuing Appointments](#)

[Sabbaticals](#)

[Trainings/Workshops/Orientations](#)

[Contact Information](#)

Faculty and Department Chair Resources

Faculty Appointment Letter Templates

The following templates are Microsoft Word documents.

1. Non-salaried Faculty (Non-Union)

- 1.a. Adjunct, Non-salaried [New, posted May 2016](#)
- 1.b. Secondary, Non-salaried (for existing Staff member) [New, posted May 2016](#)
- 1.c. Secondary, Non-salaried (for existing Faculty member) [New, posted May 2016](#)
- 1.d. Research Affiliate, Non-salaried [New, posted May 2016](#)
- 1.e. Visiting Scholar, Non-salaried [New, posted November 2015](#)

2. Part-Time Faculty (Non-Union)

- 2.a. Part-time Lecturer [New, posted May 2016](#)
- 2.b. Secondary, Part-time Lecturer (for existing Faculty/Staff member) [New, posted May 2016](#)
- 2.c. Part-time Clinical [New, posted May 2016](#)
- 2.d. Part-time Emeritus [New, posted May 2016](#)

3. Part-Time Faculty (Part-Time Union)

- 3.a. Part-Time UA Lecturer (I, II, III) [New, posted May 2016](#)
- 3.b. Part-Time UA Clinical [New, posted May 2016](#)
- 3.c. Part-Time UA Research, Library or Extension
(Includes Emeriti faculty conducting Research) [New, posted May 2016](#)
- 3.d. Part-Time UA Emeritus (for instruction) [New, posted May 2016](#)
- 3.e. FTE Increase Mid-Year, Clinical or Research (Part-Time UA) [New, posted November 2015](#)

See Website for
Full Listing:

http://www.uvm.edu/~facsrcs/?Page=Appointment_Letter_Templates.html&

Faculty Workload and Responsibilities

Article 16 – FT and PT Contracts

- ▶ Department Chairpersons are responsible for the scheduling and assignment of all faculty under their direction, subject to the approval of the Dean
- ▶ Annual Workload
 - ▶ Documented in writing with Workload Form (FT faculty), Appt Letter (PT faculty)
 - ▶ Required consultation with FT faculty member
 - ▶ Must include allocation of percentage of effort, specific courses and estimated enrollment numbers (FT faculty)
 - ▶ May be modified as necessary provided changes are discussed with faculty member and the changes are not arbitrary or capricious
 - ▶ Workload forms maintained in the Academic Record File

Leaves of Absence

Article 20 – FT and PT Contracts

- ▶ Absences – Leaves of Absence (FT contract 20.6)
 - ▶ Absences in excess of two weeks is considered a leave of absence, which requires approval of the Provost (requests submitted through supervisory chain)
 - ▶ Leaves of absence should be:
 - ▶ Requested and approved in advance
 - ▶ Recorded in PeopleSoft
- ▶ Vacation (FT contract 20.6.a; PT contract 20.13)
 - ▶ Only for faculty on 12-month appointments (accrued at 1.83 days/month, up to 22 days/year, pro-rated by FTE)
 - ▶ FT faculty can carry-over accrued time up to max of 44 days; PT faculty must use accrued vacation before the end of each annual appointment
 - ▶ “Faculty whose salaries are derived from research grants or from funds other than the General Fund (e.g., Income and Expense funding, gifts, Extension funding) must use all accrued vacation time before the end of his or her externally funded appointment. Failure to do so will result in forfeiture of such accrual.”

Leaves cont'd

- ▶ Medical Leave (FT contract 20.6.b)
 - ▶ Used when faculty are absent and incapable of performing their duties due to illness or injury or because they are caring for a family member (under the Family and Medical Leave Act or Vermont Parental Leave Act)
 - ▶ Medical leave will typically run concurrently with FMLA leave
 - ▶ Faculty employed for one year or more may be granted up to a maximum of 26 weeks of paid medical leave (should not be used intermittently or on a PT basis)
 - ▶ Faculty employed for less than one year may be granted up to a maximum of 22 days of paid medical leave
 - ▶ Management may require medical documentation from a faculty member who is absent for five or more consecutive days and/or for FMLA leave
 - ▶ Absences of 10 days or more require the submission of a Leave of Absence Form
- ▶ PT Clinical, Research and Library Faculty who hold .50 FTE may use 12 sick days per year (pro-rated to percentage of FTE and length of term) (20.11)

Leaves cont'd

- ▶ Parental Leave (FT contract 20.6.d)
 - ▶ FT Instructors, Lecturers, and Research Associates with less than four years of bargaining unit service (within the most recent six year period) = 6 weeks of paid leave
 - ▶ Needs to be requested 30 days in advance
 - ▶ Management may consider workload adjustments (document on the annual workload plan)
 - ▶ Employee can request up to twelve months unpaid leave
 - ▶ FT Assistant Professor, Associate Professor, Professor and Senior Lecturer, plus other faculty members with at least four years of bargaining unit service (within the most recent six year period) = one semester or 15 weeks of paid leave
 - ▶ Needs to be requested one semester prior to the proposed start of the leave
 - ▶ If granted, employee must return for one year of FT service
 - ▶ Employee can request an additional semester (or an additional 15 weeks) unpaid leave
- ▶ Parental leaves run concurrently with FMLA entitlements

Other leaves

- ▶ Family Care Leave (FT contract 20.6.e)
- ▶ Bereavement (FT contract 20.6.f)
- ▶ Military (FT contract 20.6.g)(PT contract 20.14)
- ▶ Unpaid Leave of Absence (FT contract 20.6.i)

Check with your Dean's Office and servicing Labor and Employee Relations Professional if you have questions about leaves of absence.

Professional Development Funds

Article 21 – FT Contract

Article 19 – PT Contract

- ▶ FT Faculty must apply for professional development funds with their Chair, who will make the final decision on the application for such funds.
 - ▶ Requests must be in writing
 - ▶ Departments must have established written guidelines for the criteria and procedures for the distribution of such funds
- ▶ PT Faculty eligible for professional development funds are Lecturers I, II, and III who have taught 18 credits or more. The Provost (or the Provost's designee) makes the final decision on the application for such funds.
 - ▶ Chairs, Directors and Deans must make a recommendation on the merits of the request.
- ▶ Deans have discretion to authorize additional funding for professional development.

Sabbaticals and Professional Development Leave

Article 22 – FT Contract

- ▶ The Chair's recommendation is critical to the assessment of the sabbatical proposal: must judge whether the proposal meets the "high quality" criteria
- ▶ Sabbatical eligibility
 - ▶ Leaves of absence are excluded from calculating required years of service
 - ▶ Years of service may include any faculty service at the University
 - ▶ Years of service may include faculty service at another institution if specified at the time of appointment or later, with the approval of the Provost
- ▶ Sabbatical application process and timeline (22.1.j)
 - ▶ Applications due to the Department Chairperson no later than Sept 1
 - ▶ Consult school or college timetables for deadline to Dean
- ▶ Professional Development Leaves
 - ▶ Applications due to the Dean with the Chair's recommendation no later than Oct 1

Helpful Links

- ▶ Associate Provost for Faculty Affairs:
<http://www.uvm.edu/provost/?Page=facaffairs.html>
Faculty and Department Chair Resources: <http://www.uvm.edu/~facsrcs/>
- ▶ FT Contract: <http://www.uvm.edu/~facsrcs/?Page=ftcontract.html>
- ▶ PT Contract: <http://www.uvm.edu/~facsrcs/?Page=ptcontract.html>
- ▶ Calendar of Key Dates:
http://www.uvm.edu/~facsrcs/?Page=Calendar_of_Dates.html&SM=submenu2.html
- ▶ UVM Managers' Corner:
<http://www.uvm.edu/hrs/?Page=managers/managers.html>

Eligibility of PT Lecturers for Appointments and Assignments Summary

According to Article 14.1 of the United Academics (Part Time Unit) CBA:

**In all cases, the departments, schools, and Continuing and Distance Education (CDE) reserve the right to first assign or to otherwise give preference in assignments to full-time faculty, department chairs, administrators, other non-faculty employees of the University, and adjunct faculty who hold a joint appointment with and who are employed by an affiliated medical facility prior to offering any courses to part-time faculty. In addition, departments and schools reserve the right to first assign or to otherwise give preference in assignments to Senior Lecturers and Lecturers who are covered by the recall rights provision of the full-time faculty Agreement prior to offering any courses to part-time faculty. Following such assignments, remaining available work will be handled as follows:*

Beginning in the 2016-2017 Academic Year:

A PT lecturer who has taught a total of 24 credits or more as a bargaining unit lecturer and has been a member of the bargaining unit for greater than 2 consecutive years shall be eligible for annual AY appointments. The assignments will be equal to a minimum of the average number of credits taught in the Lecturers home department over the prior 2 AY of service. The credits will be distributed between the Fall and spring semesters similarly to prior 2 years of service, or as mutually agreed.

Sample scenarios for Lecturers with 24 or more credits of teaching history:

PT Faculty Member A

Lecturer with ≥ 24 credits	AY 15-16		AY 16-17		AY 17-18 (start of eligibility)		AY 18-19	
	Fall 15	Spr 16	Fall 16	Spr 17	Fall 17	Spr 18	Fall 18	Spr 19
Faculty Member A	6 cr	3 cr	6 cr	3 cr	6 cr	3 cr	6 cr	3 cr

The faculty member has an established pattern of teaching history over the past 2 academic years. The pattern should remain stable.

PT Faculty Member B

Lecturer with ≥ 24 credits	AY 15-16		AY 16-17		AY 17-18 (start of eligibility)		AY 18-19	
	Fall 15	Spr 16	Fall 16	Spr 17	Fall 17	Spr 18	Fall 18	Spr 19
Faculty Member B	3 cr	3 cr	6 cr	3 cr	At least 3 cr, up to 6 cr if available	3 cr	3 or 6 cr based on AY 16-17 & AY 17-18	3 cr

The average over the past 2 AY is 3.75 credits per semester. If .5 or higher round up and provide assignment if available. In Fall 17, at least 3 credits should be assigned. If 6 credits are available, assign 6 credits. The assignment for Fall 18 is determined by the assignment of Fall 17 (3 or 6 credits.)

PT Faculty Member C

Lecturer with ≥ 24 credits	AY 15-16		AY 16-17		AY 17-18 (start of eligibility)		AY 18-19	
	Fall 15	Spr 16	Fall 16	Spr 17	Fall 17	Spr 18	Fall 18	Spr 19
Faculty Member C		3 cr	3 cr		3 cr in Fall or Spr		3 in Fall if cr in Fall of 17, Fall or Spr if cr in Spr of 18	

The faculty member should receive at least a 3 credit assignment in AY 17-18 for Fall OR Spring. The AY 18-19 assignment will be determined based on when the AY 17-18 credits were taught. If the credits were taught in Fall, the assignment should be in Fall 18. If the credits were taught in Spring 18, the credits may be assigned in Fall 18 or Spring 19.

PT Faculty Member D

Lecturer with ≥ 24 credits	AY 15-16		AY 16-17		AY 17-18 (start of eligibility)		AY 18-19	
	Fall 15	Spr 16	Fall 16	Spr 17	Fall 17	Spr 18	Fall 18	Spr 19
Faculty Member D	3 cr	2 cr	2 cr	2 cr	3 cr	2 cr	3 cr	2 cr

The credits taught during "GAP" will be calculated in the average teaching history of the past 2 AY.

PT Faculty Member E

Lecturer with ≥ 24 credits	AY 15-16			AY 16-17			AY 17-18 (start of eligibility)			AY 18-19		
	Fall 15	Spr 16	Sum 16	Fall 16	Spr 17	Sum 17	Fall 17	Spr 18	Sum 18	Fall 18	Spr 19	Sum 19
Faculty Member E		3 cr	3 cr		3 cr	3 cr		3 cr	N/A		3 cr	N/A

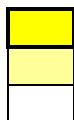
The priority for eligible lecturers does not apply to summer session assignments.

ELIGIBILITY of LECTURERS and EMERITI for the PT BARGAINING UNIT - Sample Scenarios

LECTURER ENTRY INTO UNIT	AY15-16			AY16-17			AY17-18			AY18-19			AY19-20	The teaching activity within a two AY period is looked at to assess eligibility.
	Fall 15	Spr 16	Sum 16	Fall 16	Spr 17	Sum 17	Fall 17	Spr 18	Sum 18	Fall 18	Spr 19	Sum 19	Fall 19	
Faculty Member A				3 cr	3 cr							3 cr		Entry into the PT Bargaining Unit is at the start of the second semester taught in the Fall or Spring Semester for the same department or school. Summer sessions do not count toward initial entry into the unit. The qualifying courses may be taught over a 1 or 2 year period. Entry occurs in the next Fall or Spring Semester the faculty teaches.
Faculty Member B					3 cr	3 cr	3 cr							
Faculty Member C						3 cr	3 cr	3 cr						
Faculty Member D				3 cr			3 cr							
Faculty Member E				3 cr						3 cr				
Faculty Member F				FT fac 9 cr	FT fac 9 cr		3 cr							Semesters of teaching while holding a FT faculty appointment can be counted towards PT union eligibility. Full time faculty covered under a phased retirement plan or voluntary separation agreement will remain in the FT unit.
Faculty Member G				Co-taught 3 cr	3 cr		Co-taught 3 cr	3 cr						Co-teaching of courses is not counted towards eligibility.

LECTURER RE-ENTRY INTO UNIT	AY15-16			AY16-17			AY17-18			AY18-19			AY19-20	The Re-entry provision applies to the Sept - August period following the end of the GAP Year.
	Fall 15	Spr 16	Sum 16	Fall 16	Spr 17	Sum 17	Fall 17	Spr 18	Sum 18	Fall 18	Spr 19	Sum 19	Fall 19	
Re-entry A	3 cr			3 cr			Gap Year			3 cr				The GAP year always ends on August 31. Teaching a 3-credit hour course for the former home department in any semester or summer session in the 12 month period following a gap year counts for RE-ENTRY.
Re-entry B	3 cr			3 cr			Gap Year				3 cr			
Re-entry C	3 cr			3 cr			Gap Year					3 cr		
Re-entry D	3 cr			3 cr			Gap Year						3 cr	Following the 12 month re-entry period, a faculty member must REQUALIFY for representation

EMERITI WHO TEACH	AY15-16			AY16-17			AY17-18			AY18-19			AY19-20	Each semester is assessed independent of prior teaching to determine union eligibility
	Fall 15	Spr 16	Sum 16	Fall 16	Spr 17	Sum 17	Fall 17	Spr 18	Sum 18	Fall 18	Spr 19	Sum 19	Fall 19	
Emeriti A	3 cr				3 cr				3 cr	3cr				Emeritus faculty member. Only eligible in Fall or Spring if teaching in that semester. Not eligible in the summer.
Emeriti B			3 cr		2 cr		3 cr			2 cr				Emeritus faculty member teaching any credit-bearing course during the Fall or Spring are represented.



This shading represents the semester/summer a PT Lecturer or Emeriti faculty member enter, or re-enters, the PT Bargaining Unit

This shading represents a semester or summer when the faculty member continues to be represented by UA, independent of assigned teaching

This shading represents a semester or summer when the faculty member is not represented by UA

Article	Titles	Overview Notes	
1	Recognition	Significant changes: going from a 3 year look back to a 2 year look back. Summer and Winter Sessions do not count toward initial eligibility into the unit (but will count for re-entry). Note about Home Department - at the moment, it's determined as that department the PT faculty member is teaching for in the semester that they initially become eligible. But there will be exceptions. The Provost's Office expects the Departments to work out conflicts. In cases where the Deans do not agree, please contact Faculty Services. The Provost's Office will make the call.	
3	Union Security	Clarified language in 3.4: Agency fee applies to all faculty members who are not dues paying members (eliminates the phrase "who choose not to become" as it was needlessly confusing). Members of a unit do not get to choose whether or not they are part of the unit. They get to choose whether or not to pay dues.	
6	Academic Freedom And Responsibility	Added a section about freedom in research and in the publication of the results - the use of electronic media to conduct research and disseminate findings and results is the same as it applies to the use of more traditional media. Also, "Teaching may occur in any location, real or virtual...in all...locations, the protections of academic freedom shall apply."	
7	Faculty Governance	The parties recognize that the participation of all faculty in the institutional life of the University strengthens the institution, and therefore Departments, Schools and Colleges shall be encouraged to incorporate part-time faculty colleagues into governance. However, bargaining unit members shall be eligible to be members of and participate, by voting or otherwise, in College, School or Department meetings and governance only if, and so far as, authorized by the By-laws and other applicable guidelines of those colleges, schools or departments. Members of this unit shall be notified of the time and place of department meetings simultaneously with notice to the full-time faculty. Members shall also have access to minutes of all department meetings. Neither a bargaining unit member nor the Union may file a grievance over the membership, participation, and/or voting eligibility specifications set by a Department, College, or School.	This could be a change from the way the Departments are operating now - they may not have provided simultaneous notification to the PT members about departmental meetings. Intent was NOT to require or mandate participation. Additionally, we did not agree to compensate for attendance. This is a courtesy notification - a matter of respect. Recommend that in the notice of the meetings, specify who is expected to attend / meeting is being held but attendance is limited to X group.
8	Access To University Facilities and Resources	Reduced number of printed copies provided to the union	
12	Grievance And Arbitration Procedure	Change to Section 12.2 to expand the definition of a grievance to include "any allegation that there has been a violation, misinterpretation or misapplication of any formal Memorandum of Agreement (MOA) executed between the parties with regard to an agreed upon interpretation or modification of this Agreement, or with regard to a settlement of a grievance affecting a particular faculty member or members. It does not include separation or severance agreements between the University and any particular faculty member who is no longer employed by the University as a bargaining unit member."	NO other changes.

Article	Titles	Overview Notes	
13	Discipline And Sanctions	Change to Section 13.2 regarding scope of what is considered "discipline." Still doesn't include oral counselings and reprimands, performance evaluations or performance reviews BUT "While individual instances of oral counseling or oral reprimands shall not be construed as falling under discipline as defined by this Article, any faculty member may discuss such actions with the dean if he or she believes them to be excessive." **Modified 13.5 to include investigations by the administration and/or AAEO (meaning that if a faculty member or the union has indicated in writing that the faculty member is being represented by the union in the process, all communications to the faculty member shall be copied to the Union). **Modified 13.6 to include affirmative obligation on the part of management to inform potential witnesses that he or she has the right to consult with the union prior to any investigatory interview. If the faculty member reasonably believes that such interview may result in discipline for him or her, the faculty member may designate the union as his/her representative and arrange to have the union present at the investigatory interview.	Had to renumber the sections (there were two section 8s)
14	Appointments and Assignments	Multiple proposals and counter proposals on this article. Significant changes to lecturer appointments beginning with the 2016-2017 AY. **Course cancellations - increasing from 5% to 20% **Research faculty bridge funding - authorizations are pushed down from the Provost's office to the Deans.	See detailed information about appointments on separate sheet.
15	Evaluations	Eliminates the language about Lecturers exclusive to CE. Lecturers must notify the department chair of his/her Home Department that they wish to be reviewed for promotion. After dossier is submitted, timing reverts to the department-established procedures except that the review is supposed to take place be completed within that semester (except for Summers). Regarding promotions from Lecturer II to III, added language to stipulate that "The dean will consider the chair's recommendation and may decide, in his/her discretion, to waive preparation of the dossier and/or the second review process and grant the promotion to be effective in the next semester or summer when there is an active assignment."	
16	Workload	New language: Section 16.12: "Unit members may attend new faculty orientation customarily held at the start of the Fall semester. Either separately or as part of the new faculty orientation, the University will conduct an annual orientation for part-time faculty and will provide the union a half hour presentation during the meeting. Part-time faculty participation shall be voluntary." Section 16.13: "Effective with courses offered for the Summer 2015, and in order to allow students to make more informed choices on course selection, all faculty members are expected to develop and post Expanded Section Descriptions for courses that they will be teaching. Such ESDs may provide a more in depth description of courses than that listed in the University Catalog. They should be available no less than two weeks prior to the start of the advising period." Section 16.14: Effective with courses that will be offered in the Summer 2015, and in order to allow students to make more informed choices on courses before the Add-Drop period, all faculty members will be required to make syllabi available to students for courses no later than the first day of classes."	
18	Compensation	Increases and eligibility for increases over three year period: 3.25%/3%/2.5%. For 9, 10, and 12 mo appts at less than .75 FTE, the Faculty Member has to have been in the unit as of Feb 1 of the preceding academic year. Section 18.4: The section on compensation for supervising independent studies, unit members shall receive 15% of the PCR, up to a maximum of what the faculty member would be paid if teaching a standard 4 credit course.	
19	Professional Development Funds	Reduces the total number of credits needed to be eligible for prof development funds from 20 to 18 (section 19.1)	

Article	Titles	Overview Notes	
20	Benefits	Changed significantly. Eligibility for health care benefits is based on the Affordable Care Act. Have to have worked an average of 30 hours or more per week (summers and/or semesters that were not worked are not included in the calculation). Using "safe-harbor" method but the agreed upon ratio is 3.33 hours/week for every credit taught, plus 1 additional hour per week for department or other University business. The look-back period is from 10/15/14 - 10/15/15. Giving full credit for both Fall semesters. Note: If someone doesn't work for 26 consecutive weeks, they may be treated as a new employee upon resumption of services (and would be ineligible for benefits). There is a "grandparent" clause for those faculty members who are currently receiving medical and dental insurance benefits. The section on Tuition Remission is also changing: Lecturers- "Once eligible, a Lecturer I, II or III may receive three (3) credits of tuition remission for each three (3) credit course he or she has taught in any complete September-August period at the University, up to six (6) credits maximum per September-August. Tuition remission waivers must be utilized no later than twelve (12) months after being earned and may be applied to summer sessions." Non-lecturers - "Once eligible and when actively employed, the clinical, research, or library unit member on annual contracts of 0.5 FTE or greater may receive tuition remission of six (6) credit hours per September-August period. Tuition remission waivers must be utilized no later than twelve (12) months after being earned and may be applied to summer sessions."	Benefit Ops is looking into posting examples of who is and who is not eligible on their website.
22	Intellectual Property Policy	Updated date of the policy (which was revised).	
Side Letter		Faculty Phased Retirement Plan or Voluntary Separation Agreement shall remain in the FT unit until he or she is fully retired.	
Article	Titles	Status	Comments
2	Definitions	Status Quo	
4	Board Rights And Responsibilities	Status Quo	
5	Anti-Discrimination	Status Quo	
9	Right To Information	Status Quo	
10	Professional Resources And Support	Status Quo	
11	Support For Union Business	Status Quo	
17	Personnel Files	Status Quo	
21	Safety and Health	Status Quo	
23	External Employment	Status Quo	
24	No Strike	Status Quo	
25	Effect Of Agreement	Status Quo	
26	Separability	Status Quo	

Article	Titles	Overview Notes
1	Recognition	
3	Union Security	
6	Academic Freedom And Responsibility	
7	Faculty Governance	
8	Access To University Facilities and Resources	
12	Grievance And Arbitration Procedure	
13	Discipline And Sanctions	
14	Appointments and Assignments	
15	Evaluations	
16	Workload	
18	Compensation	
19	Professional Development Funds	
20	Benefits	
22	Intellectual Property Policy	
Side Letter		

<u>Article</u>	<u>Titles</u>	<u>Status</u>
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5	Anti-Discrimination	Status Quo
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17	Personnel Files	Status Quo
21	Safety and Health	Status Quo
23	External Employment	Status Quo
24	No Strike	Status Quo
25	Effect Of Agreement	Status Quo
26	Separability	Status Quo

CONTACTS/RESOURCES

Faculty and Department Chair Resources - <http://www.uvm.edu/~facsrcs/>

Public Records Requests

Contact UVM Public Records Officer, Gary Derr

FERPA Laws

Contact Registrar, Keith Williams

Americans with Disabilities Act Accommodations

For employees: Contact ADA Coordinator Courtney Cioffredi, 656-0945

For students: Contact ACCESS Office

Harassment / Discrimination

Contact Affirmative Action/Equal Opportunity Office, 656-0229

If suspected assault or stalking, contact UVM Police / UVM Legal Counsel

Field Trips and Other Off-Campus Programming

Contact Office of Risk Management

Immigration Issues

Contact Office of International Education, Director Kim Howard

Grievances and other CBA Issues

Contact Servicing Labor and Employee Relations Professional:

<http://www.uvm.edu/hrs/?Page=managers/consultingoverview.html>

Recruitment and Hiring Practices

Consult UVM Recruitment Procedures and your Dean's Office

http://www.uvm.edu/~facsrcs/?Page=Recruitment_Hiring.html&SM=submenu3.html

Copyright / Fair Use Laws

Contact Bailey/Howe Library

Business Conduct, Contracts, Ethics

Contact UVM General Counsel

For student issues (e.g., plagiarism), contact Center for Student Ethics/Standards

Regulatory Agency Investigations, Threats of Legal Action, Subpoenas, etc.

Contact UVM General Counsel

Students-at-Risk

Contact Dean of Students Office (University Relations & Campus Life)

Any suspected criminal activity or threatening/dangerous situation

Contact UVM Police

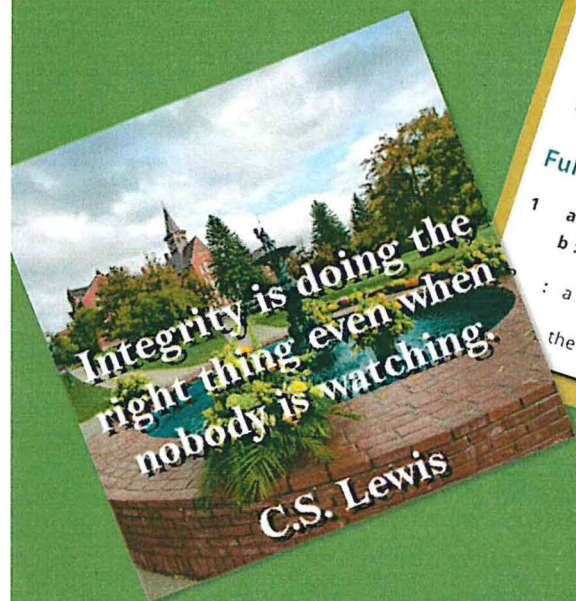


little c vs. BIG C Compliance

Presented by:

Tessa Lucey, MHA, CHC, CHCP
Director of Compliance Services
Office of Compliance Services
February 17th & 18th, 2016

What?



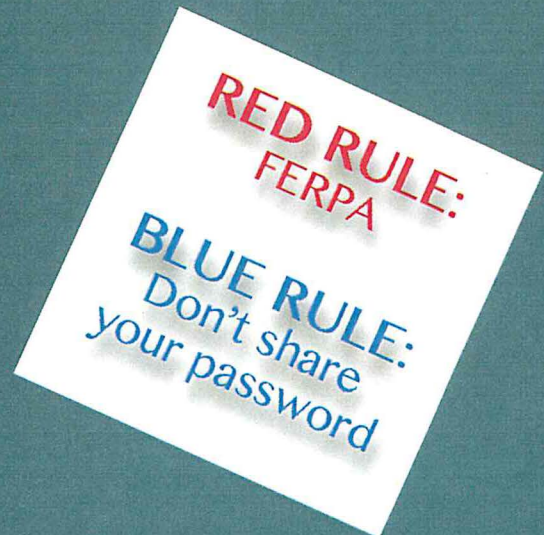
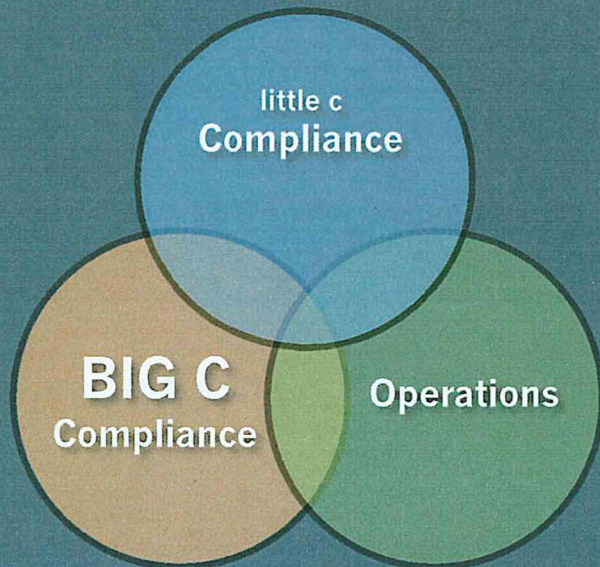
compliance

noun | *com-pli-ance* | *\kam-pli-ən(t)s*

Full Definition of COMPLIANCE

- 1
 - a : the act or process of **complying** to a desire, demand, proposal, or regimen or to coercion
 - b : conformity in fulfilling official requirements
- : a disposition to yield to others
- the ability of an object to yield elastically when a force is applied : **FLEXIBILITY**

little c vs. **BIG C** compliance



little c compliance

Affirmative Action/Equal Employment Opportunity
 Lilly Ledbetter Fair Pay Act of 2009 Regulation E: Electronic Fund Transfers

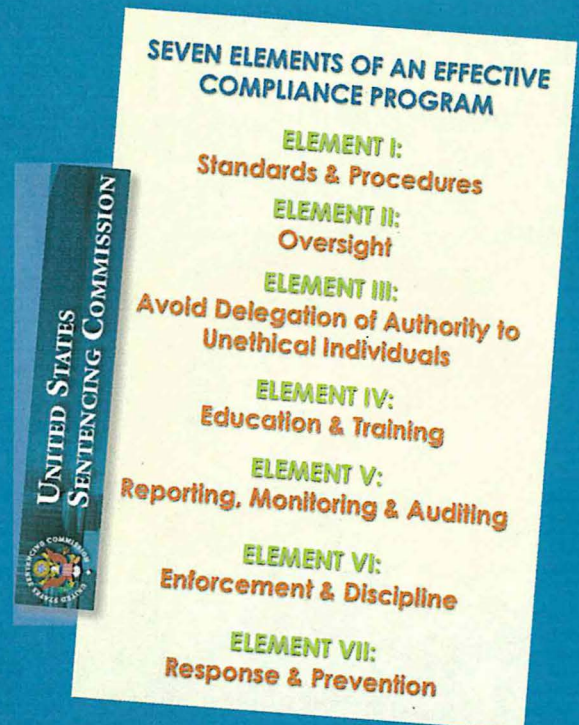
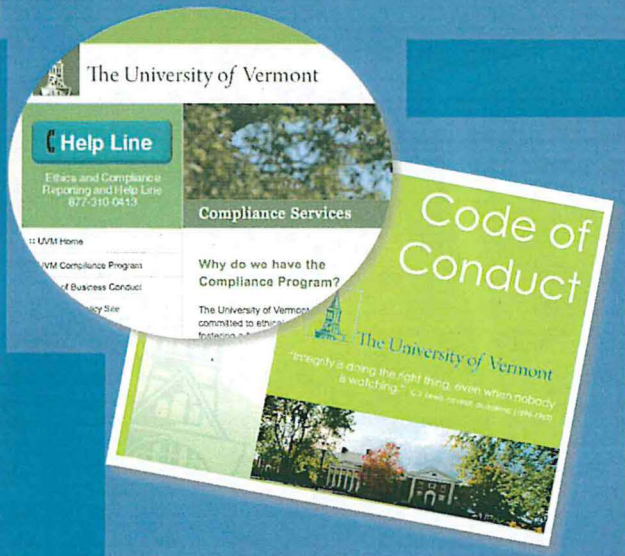
Occupational Safety and Health Act of 1970 (OSHA)
 Tuition Payment Credit Reporting Requirements

Higher Education Act
 Title IV of the Higher Education Act of 1965 Drug Free Schools and Communities Act
 Bankruptcy Abuse Prevention & Consumer Protection Act of 2005 Clery Act Unrelated Business Income Tax
 The Family and Medical Leave Act of 1993 Title IX of the Education Amendment of 1972
 Byrd Amendment (Lobbying) **Higher Education Opportunity Act** NCAA HIPAA
 Equal Employment of Veterans Equal Pay Act of 1963 Title VI of the Civil Rights Act of 1964 FERPA
 Equity in Athletics Disclosure Act Digital Millennium Copyright Act (DMCA) Trading with the Enemy Act
 Fair Credit Reporting Act (FCRA) Copyright Act Campus Sex Crimes Prevention Act
 Export Controls Federal Unemployment Tax Act Copeland Anti-Kickback Act
 Emergency Planning and Community Right to Know Act (EPCRA) Copyright Term Extension Act Social Security Act
 Affordable Care Act OMB A-21: Cost Principles for Educational Institutions

Uniform Guidance
 Technology Education and Copyright Harmonization Act (TEACH ACT) of 2002 State Authorization Act Clayton Antitrust Act of 1914
 Immigration and Nationality Act Sherman Antitrust Act of 1890 E-Verify
 Genetic Information Non-Discrimination Act of 2008 Federal Insurance Contributions Act (FICA) Truth in Lending Act
 Americans with Disabilities Act Small Webcasters Settlement Act of 2002 Age Discrimination Act of 1975
 Sarbanes Oxley Act of 2002 (SOX) Anti-Kickback Act of 1986

Section 504 of The Rehabilitation Act of 1973

BIG C compliance

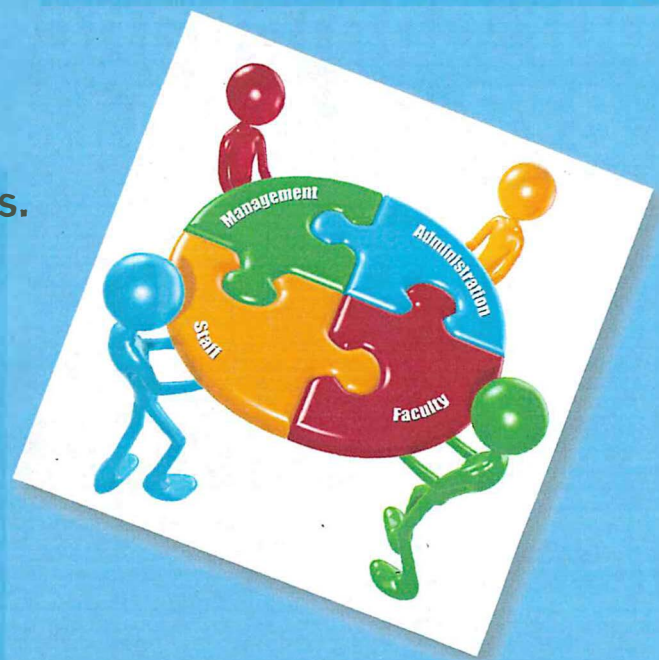


What It Means

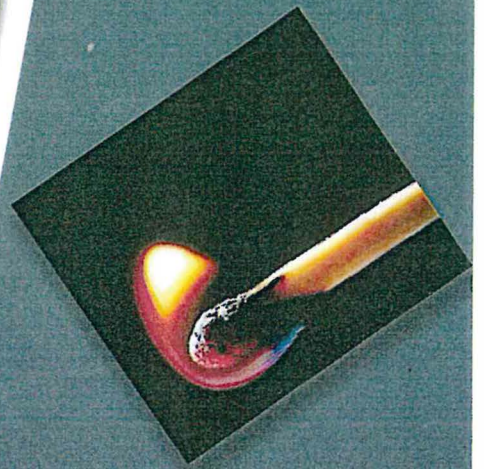
- little c and BIG C compliance both impact how we do our jobs.

- Submitting research data
- Disclosing conflicts of interest/commitment
- Handling hazardous materials
- Securing controlled substances
- Following lab safety procedures
- Processing student financial aid
- Protecting civil rights

- Compliance Burden & Cost of Compliance
- Regulations, Enforcement and Funding



How We Do It...



Your Compliance Program 1.877.310.0413

Help Line

Ethics and Compliance
Reporting and Help Line
877-310-0413

**Non-Retaliation
Anonymous**





Tessa Lucey

Director of Compliance

Office of Audit & Compliance Services

6-0847

1-877-310-0413

Office of Compliance Services



The University of Vermont

B159, Billings Library

48 University Place

Burlington, VT 05405

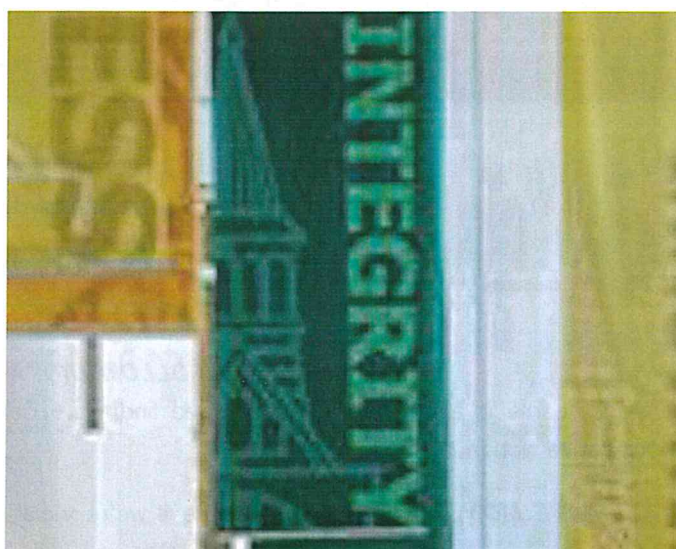
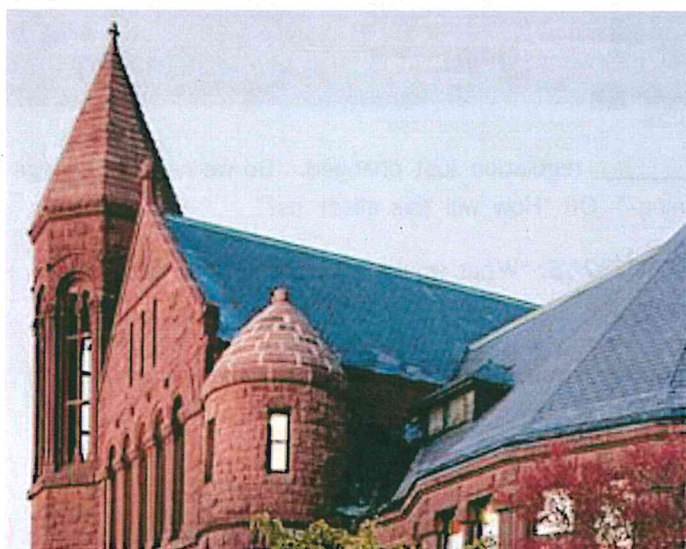
Phone: (802) 656-3086

Fax: (802) 656-2676

Email: compliance@uvm.edu

Web: www.uvm.edu/~compliance/

HelpLine: (877) 310-0413



WHAT WE DO:

We work closely with members of the University community to promote an institutional culture of compliance. Among other things, a culture of compliance allows us to prevent and effectively address violations of law, regulations and University policy and protocols.

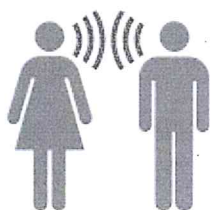
SERVICES WE PROVIDE:

- Consultations
- Post-Incident Follow-Up
- Training
- Regulatory Updates
- Table-Top Exercises/Mock Inspections
- HelpLine Monitoring
- Policy Development, Review, Consultation
- Process Review/Compliance Tools

When To Call Us:

- When you're having difficulty with or have questions about the process for complying with a regulatory requirement or policy.
- When you suspect "wrongdoing". Examples of wrongdoing include, but are not limited to, breaking the law, not following University policy, committing fraud, behaving unethically or dishonestly and that behavior results in violations to the law or University policy.
- When you reported wrongdoing to a manager or supervisor and your reports are being ignored.
- When you suspect wrongdoing but fear retaliation if you report it.
- When you have faced retaliation after you reported suspected wrongdoing.
- When you want to make an anonymous report.
- When you have reason to believe wrongdoing is occurring but feel you have nowhere else to go.
- When you're not sure if an activity is considered wrongdoing or not.

EXAMPLES:



CONSULTATIONS: "I heard that _____ regulation just changed. Do we need to change our process or do any additional training?" OR "How will this affect us?"

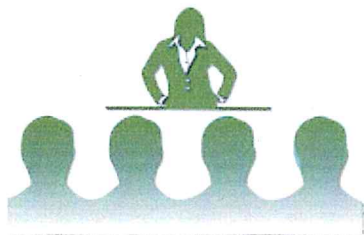
TABLE-TOP EXERCISES/MOCK INSPECTIONS: "What would it be like if the Department of Education came in to look at our process for _____?"

POST-INCIDENT FOLLOW-UP: "As part of its routine review, the Environmental Protection Agency came in and they identified three findings. Can you review our response and help us develop our corrective action plan?"

HELPLINE MONITORING: "I'm not sure if we're violating a regulation or anything but _____ seems a little fishy. Can you look into this for me?" OR "I suspect that we're violating the _____ Act and would like someone to look into this further."



TRAINING: "We just learned that our professional licensing organization requires that we provide training to our staff. Can you help us develop something that will satisfy the regulatory requirement?"



POLICY DEVELOPMENT, REVIEW, CONSULTATION: "I was just at a conference and one of the presenters said that we'd be crazy not to have a policy addressing _____. I'm not sure if we actually need it. Can you help?" OR

"These regulatory requirements are getting out of control. Just tell me what I have to do."

PROCESS REVIEW: "There are a lot of steps to this process. Is all of this really required or can we just do it differently?" OR

"I need some help. Can you provide some tools and resources to make compliance easier?"



The University of Vermont

WHAT IS A CULTURE OF COMPLIANCE?



An environment that supports adherence to the law and institutional policies and procedures. It is a culture that puts doing the right thing ahead of everything else. It sets the tone for expectations and it encourages and rewards ethical behavior.

Why Do We Need It?



November, 2015
University of Florida
fined \$19,875,000
for HHS grant
overcharges.



November, 2015
A Duke researcher engaged
in misconduct and in a
settlement agreement, he
received: a 5-year exclusion
from federally funded research,
retracted papers and other
sanctions.



August, 2015
Northeastern
fined \$2,700,000
for NSF grant
overcharges.



2008, John Roth
University of Tennessee
sentenced to 8 years in
prison for Export
Control violations.



In 2016, 200+
Universities under
investigation by DOE OCR
for Title IX compliance
related to campus sexual
assaults.

What Are Some Of The Benefits?



An effective compliance program encourages collaboration and communication. It recognizes that we are all in this together and our actions (or inactions) can impact others.

In the event of a violation, an effective compliance program is one of the few things that can reduce and even prevent fines, penalties and criminal prosecution.



Your program provides a reporting HelpLine. The HelpLine allows you to report or to get additional information without the fear of retaliation. It also allows you to report anonymously.

How Do We Get There?

The "Seven Steps" of An Effective Compliance Program



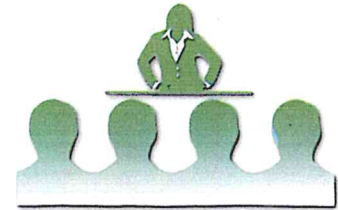
I. Written Standards and Procedures



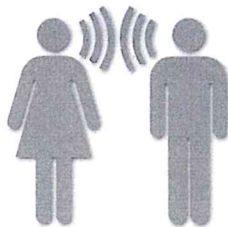
II. Designate a Compliance Officer and Committee



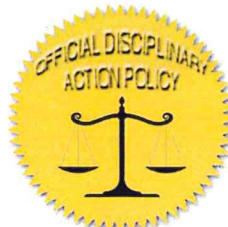
III. Avoid Delegation of Authority to Unethical Individuals



IV. Education & Training



V. Reporting, Auditing & Monitoring



VI. Enforcement & Discipline



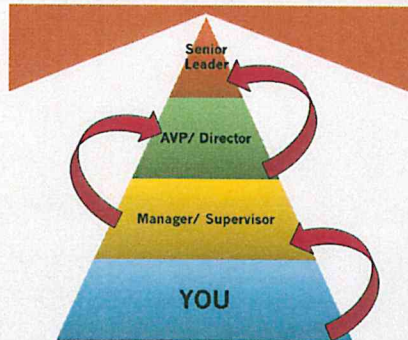
VII. Response & Prevention

Contact the Compliance Office at 656-3086 or email compliance@uvm.edu

Compliance and Ethics Reporting & HelpLine: 877-310-0413 or
<https://secure.ethicspoint.com/domain/media/en/gui/24544/index.html>

THREE OPTIONS FOR REPORTING COMPLIANCE CONCERNS

OPTION I: Report using your existing supervisory structure.



OPTION II: Check the policy. Report the issue using the guidelines specified in the policy.

*Always check existing
policy. It may contain
everything you need to
report the matter.*

OPTION III: Report to the Office of Compliance Services



There are five different ways to report under this option.

- 1) **CALL US:** Direct call to Compliance at 6-3086, 6-0847, or 6-1398
- 2) **COME VISIT US:** Stop by at B159, Billings Library Lower Level
- 3) **SEND US AN EMAIL:** To the department mailbox at compliance@uvm.edu
- 4) **WRITE TO US:** Send regular or interoffice mail to: Audit & Compliance Services, B159, 48 University Place, Burlington, VT 05405
- 5) **USE THE HELPLINE:** 877-310-0413

HELPLINE REPORTING



Using the Helpline is easy and confidential.

The HelpLine is available 24 hours a day, 365 days a year. It is monitored by an outside company and you have the option to report anonymously or to identify yourself.

Call Toll-Free:

877-310-0413

Report Online at:

<https://secure.ethicspoint.com/domain/media/en/gui/24544/>

What can you expect after you make a report to us??



The circumstances of each report will determine how the investigation proceeds. While each report is handled on a case-by-case basis, you can expect:

Each report is treated as **CONFIDENTIAL**

Individuals reporting in good faith are afforded **PROTECTION FROM RETALIATION**

All compliance reports get some level of **INVESTIGATION**

All individuals reporting receive some level of **COMMUNICATION & FEEDBACK** (it is your responsibility to safeguard your PIN and to periodically check back for updates)

All reports that have been substantiated will have a **CORRECTIVE ACTION PLAN** which will be determined based on the findings.

FOR MORE INFORMATION

Ethics and Compliance Reporting & Helpline FAQs: <http://www.uvm.edu/~compliance/?Page=helplineFAQ.html>

Code of Business Conduct: http://www.uvm.edu/policies/general_html/businessconduct.pdf

Whistleblower Protections Policy: http://www.uvm.edu/policies/general_html/whistleblower.pdf

New Paradigms for Diversifying Faculty and Staff in Higher Education: Uncovering Cultural Biases in the Search and Hiring Process

Pauline E. Kayes

Introduction

In the last ten years, many colleges, universities, boards, and agencies have jumped on the diverse faculty/staff hiring bandwagon not only by issuing resolutions, policies, and mandates but also by inventing programs, initiatives, and strategies all intended to increase the number of faculty and staff of color in predominantly White institutions. The statistics illustrate the results: 80-90% of faculty and staff in most colleges and universities are still White.

In fact, as Turner (2002) points out, "efforts to diversify the faculty continue to be amongst the least successful elements of campus commitments to diversity" (p.14). So, why, despite the best intentions, are most of these programs and policies failing to increase faculty/staff diversity? With the "window of opportunity" for diverse hiring limited to the next five years or so of faculty retirements, many higher education administrators and bureaucrats are scrambling desperately to find an answer, especially since the growing gap between a multicultural student body and a monocultural faculty/staff has become an educational and political problem.

Unfortunately what is often overlooked in the diverse hiring conundrum is the crucial role that both search committees and institutional culture play in the recruitment and retention of diverse faculty and staff at predominantly White colleges and universities.

Myths and Assumptions

There are many myths and assumptions underlying the so-called "promising"

practices for diverse faculty/staff hiring that, for the most part, are ineffective in actually changing the overall composition of the faculty. One of the most common is that if the president, dean, provost, chancellor, department chair, human resources officer, and trustees all openly advocate for faculty and staff diversity then it will be actualized in the search and hiring process. This myth assumes that those who serve on search committees also prioritize diverse hiring when in reality many have never even discussed, let alone agreed upon, the institutional and departmental advantages of a diverse faculty and staff.

To be sure, administrative leadership is crucial to a college's success in attracting, hiring, and keeping faculty and staff of color, but if there is any resistance to diversity and multiculturalism in the institutional culture, such advocacy can spawn a backlash that plays out behind the closed doors of search committee deliberations.

Another more insidious myth is that diversity intern, exchange, mentor, and "grow your own" programs will expand the pool of diverse candidates for faculty positions, which will, in turn, automatically ensure diverse hires for those positions. This set of programs reinforces the notion that the only reason for the dearth of diverse hires is that there are no diverse candidates in the pool. Again, diverse candidate pools do not necessarily result in diverse hires because institutional, departmental, and search committee cultures can overtly and covertly undermine the goal of faculty/staff diversity.

Finally, *recruitment* of diverse faculty and staff is not *retention*, so any initiatives to diversify faculty and staff that do not address hostile institutional and faculty/staff cultures will end up fueling the "revolving door" so common for faculty and staff of color. As a result, the first step in

successfully diversifying faculty and staff is naming and understanding the nature of institutional and individual resistance to diverse hiring in predominantly White colleges and universities.

Naming and Understanding Resistance

Admittedly, addressing resistance to diversity by institutions and individuals is more complex and difficult than inventing short-term fixes, projects, and strategies, but failing to do so will result in only temporary and cosmetic changes in diverse hiring statistics and not in real, long-term diversification of the faculty. Since colleges and universities are composed of people who all carry the baggage of stereotypes and biases, such institutions cannot become progressive, multicultural educational environments without the consent and cooperation of these individuals.

In other words, an institutional culture cannot evolve from a bare-minimum affirmative action approach to diversity to one that values diversity as a competitive advantage for institutions and individuals without comprehensive diversity education for all the people who make up that culture. Although search committees are a microcosm of this dynamic, most search committees are not given any professional development on diverse hiring except for the most general guidance on personnel issues. This lack of expanded professional development on diverse hiring for search committees prevents them from examining how their cultural biases can determine the search and hiring process.

Dovidio (1997) characterizes how this lapse in analysis, what he terms "aversive racism," can impact search committee deliberations:

For instance, an employer influenced by

Pauline E. Kayes is president of Diversity Works, Inc., in Champaign, Illinois.

feelings of aversive racism might subtly re-evaluate the most important qualifications for a job, depending on the race of different applicants. If, say, a White applicant had broader experience and a Black applicant had more up-to-date training, the employer would decide that experience was more important; if the White applicant had more recent training and the Black more experience, the employer would decide that experience was less important. Thus, the aversive racist would find a way to hire the White applicant without admitting to himself or herself that racial bias played a role in the choice. (p.A60)

The mistaken belief that members of search committees, by virtue of their academic degrees, achievements, and reputations, do not taint the search and hiring process with this kind of bias is a major reason why there has not been much progress on diverse faculty/staff hiring in predominantly White institutions.

The Role of Intercultural Sensitivity

In considering what kind of professional development program will build the intercultural awareness, knowledge, and competence of predominantly White search committees, it is imperative to determine the levels of intercultural sensitivity of faculty and staff serving on search committees. In applying Bennett's Developmental Model of Intercultural Sensitivity (1993) to White educators, one can better understand the nature of resistance to diverse hiring. In Bennett's schema, there are three levels of intercultural sensitivity—defense, minimization, and acceptance—that are particularly instructive for identifying which programs are more likely to advance the goal of faculty/staff diversity and which approaches are more likely to exacerbate resistance.

Since people who are "in defense" construe cultural differences as a threat or an attack, "defensive" educators would equate incompetence, affirmative action, and special privileges with diverse candidates and openly deny them equal opportunity. Since "minimizers" prefer to emphasize ethnocentric similarities instead of differences, educators "in minimization" would only consider diverse candidates who are like themselves and who "fit" in the dominant culture of their department or college.

Turner (2002) quotes an academic administrator describing a search committee "in minimization":

An example of dysconscious racism includes the predisposition of search com-

mittees to look for and favor candidates who are like themselves, not necessarily racially or ethnically, but in terms of educational background, social skills, values, and behaviors, and to reject candidates whose education, experiences, or research interests deviate from the traditional academic mold. One might say that search committees, without intending to, look for Afro-Saxons or Hispanic-Saxons. (p.20)

Because a majority of White educators are "minimizers," the "fit" requirement has become a major, covert barrier to diverse hiring. Since people "in acceptance" recognize, appreciate, and value cultural differences, "accepting" educators would be strong advocates of the importance of diverse hiring but generally feel ill-equipped (even paralyzed) from advocating necessary changes in hiring practices, systems, policies, and procedures.

Consider, then, the dynamics of an eight-person search committee at a predominantly White college or university, two of whom are in defense, four of whom are minimizers, and two of whom are in acceptance. How likely will an African-American or Latino candidate be considered, interviewed, and recommended by this kind of search committee, even with an affirmative action officer involved?

The Role of Cultural and Racial Identity

Another essential strand in the functioning, deliberations, and decision-making of a predominantly White search committee is ethnic, racial, cultural identity. Two models of racial/cultural identity are particularly relevant to understanding the friction that can occur between, say, an African-American candidate for a faculty position and a predominantly White search committee, department, and college or university. According to Cross' "Stages of Nigrescence" (1991), there are four stages of Black-identification for African Americans: pre-encounter, encounter, immersion/emersion, and internalization.

In pre-encounter, the African American is an assimilated individual for whom race is a fairly unimportant aspect of his/her identity; in encounter, the African American, because of an experience of discrimination or hostility, makes race more salient to his/her identity; in immersion/emersion, the African American becomes totally immersed in his/her racial group in order to prove how central Black identity is to self-definition; in internalization, the African American not only internalizes a Black identity but also affirms other

aspects of his/her identity (i.e., gender, nationality, etc.).

Compare Cross' model with Helm's "Stages of Racial Consciousness Among Whites" (1985): in the contact stage, Whites may be aware of other cultures but see themselves as individuals, not cultural beings; in the disintegration stage, Whites experience dissonance at realizing that they are members of a racist, dominant culture and may avoid other cultural groups because they feel guilty and personally responsible; in the reintegration stage, Whites feel "under siege," become defensive about their own culture, and refuse to empathize with other cultural groups; in the pseudo-independence stage, Whites begin to accept differences on a cognitive level and seek greater knowledge of other cultural groups; in autonomy, Whites actively seek out cross-cultural interactions and begin to re-evaluate their own culture.

Consider, then, what kind of conflict can occur when an African-American candidate who is very Black-identified (in immersion) interviews with a search committee of White educators who are either in the disintegration or reintegration stages of racial consciousness. If this candidate ends up being hired, which is highly unlikely, he or she will eventually leave because of the constant, subtle tensions between cultural identities.

If a diverse candidate is selected by this kind of search committee, it will be more likely that he/she will be an assimilated minority, which again reinforces the requirement for minorities to fit into the dominant White culture and consequently eliminates many other diverse candidates from consideration.

Goals of Professional Development

Given the contexts of intercultural sensitivity and cultural identity, then, there should be several key goals of professional development on diverse hiring for predominantly White faculty and staff:

- (1) to assist them in moving out of the defense and minimization stages of intercultural sensitivity and into acceptance and adaptation;
- (2) to support them in developing into pseudo-independent and autonomous stages of racial consciousness;
- (3) to increase their intercultural awareness and understanding;

(4) to build their knowledge and skills in intercultural competence; and

(5) to enable them to identify and address their cultural biases in the search and hiring process.

To be sure, professional development that is effective in achieving these goals will result in an increase in the recruitment, hiring, and retention of diverse faculty and staff. The challenge, however, is to employ strategies and approaches that nurture and support an overall transformation in attitudes and behaviors and do not provoke widespread defensiveness, backlash, and regression.

For example, orders, mandates, and special programs alone generally will not work to motivate White faculty and staff to change attitudes and behaviors on diverse hiring; in fact, these strategies often increase resistance, particularly the underground variety. Prejudice reduction and other kinds of consciousness-raising workshops that stimulate White guilt are also more likely to send minimizing educators back into defense and reinforce the notion that the "White" academy is "under siege" by diverse faculty and staff who are lowering standards and dismantling traditions.

Although it may be tempting and satisfying to use more direct and confrontational methods in order to accelerate change on diverse hiring, the results may be counterproductive, even affecting institutional culture for years afterwards. Consequently, the key to effective professional development for predominantly White search committees is a non-threatening, cognitive-affective approach that combines support, challenge, collaboration, theory, empathy, and practical application.

The DiversityWorks, Inc. Model

DiversityWorks, Inc. is a Champaign, Illinois-based coalition of educators providing comprehensive diversity education for educators in K-12 schools, community colleges, and universities. Our main mission is to assist faculty, administrators, and staff in expanding their knowledge of multicultural education and intercultural competence in order to create inclusive educational communities for both students and employees. (See our web-site at www.diversityworksinc.net for further details.)

In the past ten years, as we worked with thousands of faculty, administrators, staff, and students from institutions around the country, we were asked repeatedly for a workshop on diverse hiring by

educators bewildered by the overwhelming lack of progress in diversifying faculty and staff at their colleges and universities. As we watched the video, *Shattering the Silences: The Case for Minority Faculty* (1997), we realized that most predominantly White institutions had rarely seen themselves through the eyes and perspectives of faculty and staff of color.

As a result, we created a new one-day workshop, *New Paradigms for Diversifying Faculty and Staff in Higher Education: Uncovering Cultural Biases in the Search and Hiring Process*, in order to increase understanding among White faculty, administrators, and staff of the common challenges, struggles, and experiences of faculty and staff of color in predominantly White colleges and universities.

Here are the primary objectives of the workshop:

- (1) To describe the rationale for and the benefits of a diverse faculty and staff for students, the institution, and the community.
- (2) To analyze how the culture of an institution and/or department could be creating an unwelcoming and exclusionary climate for culturally diverse and minority faculty and staff.
- (3) To identify cultural biases in a college's search and hiring process that might be discouraging and/or excluding culturally diverse and minority candidates.
- (4) To examine institutional, departmental, and individual obstacles to hiring and keeping a diverse faculty and staff.
- (5) To create new paradigms, strategies, resources, and practices for recruiting, hiring, and retaining a diverse faculty and staff.

Through a series of directed and facilitated activities and small-group discussions over the course of a day, we address each objective so that by the end of the workshop faculty and staff participants are making their own suggestions for identifying bias throughout the search and hiring process, for inventing new ways for their institutions to recruit, hire, and keep diverse faculty and staff, and for making their cultures more inclusive and accepting of diverse employees.

The starting point for any discussion of diverse hiring is a simple one that is often assumed or overlooked: why is a diverse faculty or staff relevant to your college,

your students, your mission, your strategic plan, your community? Most faculty and staff at predominantly White colleges and universities have never grappled with this question so there is no consensus on why diverse hiring should be a departmental or institutional goal. A related question is, which groups are included in the description "culturally diverse and minority" faculty and staff?

The overall goal of these two questions is to encourage White faculty and staff to discover how and why diverse hiring is not only in the best interests of their college or university but also in their self-interest as educators, teachers, researchers, and professionals. As participants in the workshop begin to articulate reasons for diverse hiring, the collaborative, problem-solving tone of the discussion begins to disarm the kind of defensiveness often triggered in Whites who feel they are being coerced to hire minorities.

In addition, by showing excerpts of video interviews we have conducted with faculty of color from both universities and community colleges, we not only model *really listening* to the voices of diverse faculty but also encourage empathy for their particular concerns, anxieties, frustrations, and hopes. Because this cognitive-affective approach, woven throughout the workshop, is instrumental in moving minimizers into acceptance and adaptation, there is a greater willingness for a majority of the workshop participants (and not just the "choir") to recommend specific changes that can be implemented immediately to increase diverse hiring at their college or university.

Four Paradigms

To provide search committees with a holistic and comprehensive understanding of what is involved in recruiting, hiring, and retaining diverse faculty and staff, we offer four paradigms for "re-conceptualizing and actualizing" diverse hiring. The first paradigm is the "Five Dimensions of Faculty/Staff Diversity," which includes education/scholarship, community connections, climate/culture, and representation/voice.

In considering these dimensions, a predominantly White college or university can determine which factors are crucial in the decision-making process of a diverse candidate to apply, to accept, and to stay. For example, in the area of education and scholarship, these questions are pertinent:

- ♦ Are the research, scholarship, and teaching interests of the minority faculty member considered important, relevant, and valuable by his/her colleagues?

- ♦ Is expertise in African American studies, Latino studies, etc. seen as the "main stuff" or as marginal to the discipline?

In the area of community connections, diverse faculty and staff might ask:

- ♦ Is this a community where I would feel included and connected?

- ♦ Are there others living here from my cultural group; do identity networks exist to support my life outside the college or university?

- ♦ Does the institution address concerns and issues relevant to my cultural community?

And, in the area of institutional transformation, these issues would be central:

- ♦ What role do minority faculty and staff play in governance, strategic planning, faculty/staff organizations, etc.? Are they treated as central or token?

- ♦ Is the institution's rhetoric on diversity actualized in systems, structures, and policies?

- ♦ Is the institution open to the kind of vision and change that diverse faculty and staff offer?

The "Five Dimensions" make it possible for White faculty and staff to increase their sensitivity to the issues and concerns of a minority in a predominantly White educational culture.

The second paradigm comes from Harvey's theory on the stages of impact for African-American faculty (1994) in which an institution's success in attracting, hiring, and keeping diverse faculty and staff is directly related to how the institution has already been "impacted" by diverse faculty and staff. According to Harvey, the more power diverse faculty and staff have in a college or university, the greater likelihood that others will apply, accept, and stay.

We emphasize the "flip side" or "double-edge" that each stage of impact can have on an institutional culture in order to show how subtle, varied, and pervasive resistance can be. Patai (1991) illustrates one, the "stigma of surplus visibility," that prevents predominantly White institutions from increasing diverse faculty and staff

from 10% to 40%: "Surplus visibility assures that, in the treatment of minorities and minority views, when *one* 'of them' is visible at all *all* 'of them' are seen to be taking over" (p.A52).

In order for participants to assess their institutional culture, we combine this second paradigm with the third, "Four Frameworks on Diversity in Educational Organizations," derived from Hill's analysis of "Multi-Culturalism: The Crucial Philosophical and Organizational Issues" (1991). By examining how educational cultures regard and arrange differences of any sort (employee categories, disciplines, pedagogy, world views, etc.), workshop participants can describe the difficulties and complications when someone with a pluralistic point of view becomes a part of an organization that either emphasizes similarities (universalism) or categorizes differences (hierarchism).

As Hill sees it, "Higher education, judged by the standards of democratic pluralism, does not take seriously even the diversity within its wall, much less the diversity outside its walls" (p.43). Because both of these paradigms cause participants to reflect on their own experiences and treatment in colleges and universities, they become more open to connecting intolerance for racial and cultural diversity to intolerance to other differences.

Once again, professional development on diverse hiring that demonstrates cultural diversity is "about us too" and not just "about them" is more likely to move minimizers into acceptance and adaptation, which will, in turn, make educational culture more inclusive.

The final paradigm is "Individualism/Collectivism-Relational Dynamics," which explores how both verbal and non-verbal communication style differences can result in miscommunication, misunderstanding, and intercultural conflict. For example, in determining which candidate for a position might be the "best fit," search committees will often make judgments based on their own communication style preferences.

Consider this real instance of communication style discrimination: a White male and an African-American male were both equally qualified for a position, but in the interview, the White male answered in a very linear style while the African-American male answered in a more circular fashion; the predominantly White and (linear-style) search committee insisted that the White male should be offered the position without really even understand-

ing how their own communication style biases influenced their decision.

In addition, because communication conflicts across cultural differences can regularly impact the daily institutional lives of diverse faculty and staff, they often precipitate the kind of intercultural conflict that drives diverse faculty and staff out of predominantly White institutions.

This section of the workshop immediately inspires participants to list all the intercultural communication conflicts they have witnessed in their own departments and areas. And, through using the metaphor of an intimate relationship or marriage, we address the power differences that arise when one group insists that the other group's style is problematic and should change.

Intercultural communication competence, then, becomes just as much of a necessity in a workplace inclusive of differences as effective communication skills are in a harmonious personal relationship. Finally, we demonstrate how intercultural competence for search committee members is a major resource for identifying how cultural biases may be shaping the search and hiring process.

New Strategies, Resources, and Practices

In the final part of the workshop, participants break into small groups to generate recommendations for change on diverse hiring in their colleges or universities. One group uses the handout, "Eight Ways That The Search and Hiring Process Can Inhibit Diversity," to analyze how to improve the process in order to increase diverse hiring. Another group confers over the handout, "Common Complaints of Culturally Diverse and Minority Faculty/Staff," to determine which areas of institutional culture, systems, and policies might be causing difficulty for diverse faculty and staff. The final group huddles over the handout, "Creating New Paradigms, Resources, and Strategies," to envision innovative methods for recruiting, hiring, and keeping minority faculty and staff.

What is always striking about this final section of the workshop is the enthusiasm in the participants' discussions and recommendations, especially considering that many began the workshop thinking there was no problem with diverse hiring. In order for these recommendations to be converted into action, however, follow-up work must be done with human resources officers, department chairs, faculty/admin-

istrative councils, etc., or else the workshop will be regarded cynically as one more diversity program that changes nothing.

Obviously, this one workshop alone is not going to magically diversify faculty and staff, and not everyone who is involved, particularly those in defense, will shift into acceptance and adaptation. But, for the majority of White faculty and staff who are in minimization, this workshop will provide a non-threatening model of inquiry for analyzing the conflicts and frustrations of minority faculty and staff in predominantly White institutions, for recognizing cultural bias that may be screening out diverse candidates, and for provoking new ways of seeing and understanding diverse faculty/staff hiring.

Conclusion

If predominantly White colleges and universities are serious about their commitment to faculty/staff diversity, if they want to move from empty rhetoric to real action and progress that changes statistics and transforms institutional culture, they must make a concerted effort to educate everyone who serves on their search committees. Although search committees are one part of the diverse hiring picture, diversification of faculty and staff at U.S. colleges and universities can not occur without their eyes being opened to the various biases, assumptions, and stereotypes that influence their perceptions, judgments, and decisions.

As Turner contends, "a solid foundation for campus faculty diversity can be laid by search committee processes—processes which not only reflect the larger institutional commitment to diversity but which also serve as occasions for serious campus reflection on the barriers to recruitment and retention of faculty of color" (p.28).

More importantly, inclusive educational cultures that retain diverse students and employees can not be created without knowledge and skills in intercultural competence. Given the rapidly changing demographics affecting colleges and universities, it is imperative that predominantly White institutions recognize now the serious repercussions of a monocultural faculty/staff serving a multicultural student body and support their employees in moving from minimization of cultural differences to acceptance and adaptation so that predominantly White search committees selecting diverse candidates will no longer be an oxymoron.

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Achieving Faculty Diversity. Debunking the Myths.
Smith, Daryl G.

This study examined the reality of the experience of the labor market for new college faculty, especially faculty of color, and identified common myths in the academic labor market. Recipients (n=298) of prestigious graduate fellowships who had received their Ph.D.s since 1989 participated in telephone interviews about their job market experiences. Subjects included African Americans (26 percent), Asians and Pacific Islanders (4 percent), whites (35 percent), Latinos (32 percent), and American Indians (3 percent). Approximately half were women. Fields of study included the humanities, social sciences, sciences, education, and ethnic/gender studies. The study identified eight prototypes differentiated by the degree of employment choice and type of employment ultimately accepted. Most subjects, regardless of race or gender, were appointed to regular faculty positions (70 percent) or to postdoctoral positions appropriate to their fields (17 percent). Of those in faculty positions, 92 percent were appointed to regular tenure-track positions or faculty posts at Ivy League institutions that do not have tenure. The study's findings contradicted six common myths including:

- (1) faculty of color are so few that institutions must compete in the hiring process;*
- (2) the scarcity of faculty of color in the sciences means that few are available and those that are available are in high demand;*
- (3) scholars like those in this study are only interested in the most prestigious institutions, making it virtually impossible for other institutions to recruit them;*
- (4) individuals are being continually recruited by wealthy and prestigious institutions having resources with which ordinary institutions cannot compete;*
- (5) faculty of color are leaving academe altogether for more lucrative positions in government and industry; and (*
- 6) campuses are so focused on diversifying the faculty that heterosexual white males have no chance.*

(Contains 54 references.) (Author/CK)

URL SOURCE: <http://eric.ed.gov/?id=ED398785>

Association of American Colleges and Universities, 1818 R Street, N.W., Washington, DC 20009; e-mail: [pub\[underscore\]desk@aacu.ne.dc.us](mailto:pub[underscore]desk@aacu.ne.dc.us); fax: 202-265-9532 (\$18; series set, \$25, plus shipping)

White Fragility

by
Robin DiAngelo

White people in North America live in a social environment that protects and insulates them from race-based stress. This insulated environment of racial protection builds white expectations for racial comfort while at the same time lowering the ability to tolerate racial stress, leading to what I refer to as White Fragility. White Fragility is a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium. This paper explicates the dynamics of White Fragility.

I am a white woman. I am standing beside a black woman. We are facing a group of white people who are seated in front of us. We are in their workplace, and have been hired by their employer to lead them in a dialogue about race. The room is filled with tension and charged with hostility. I have just presented a definition of racism that includes the acknowledgment that whites hold social and institutional power over people of color. A white man is pounding his fist on the table. His face is red and he is furious. As he pounds he yells, "White people have been discriminated against for 25 years! A white person can't get a job anymore!" I look around the room and see 40 employed people, all white. There are no people

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Levels of Complexity

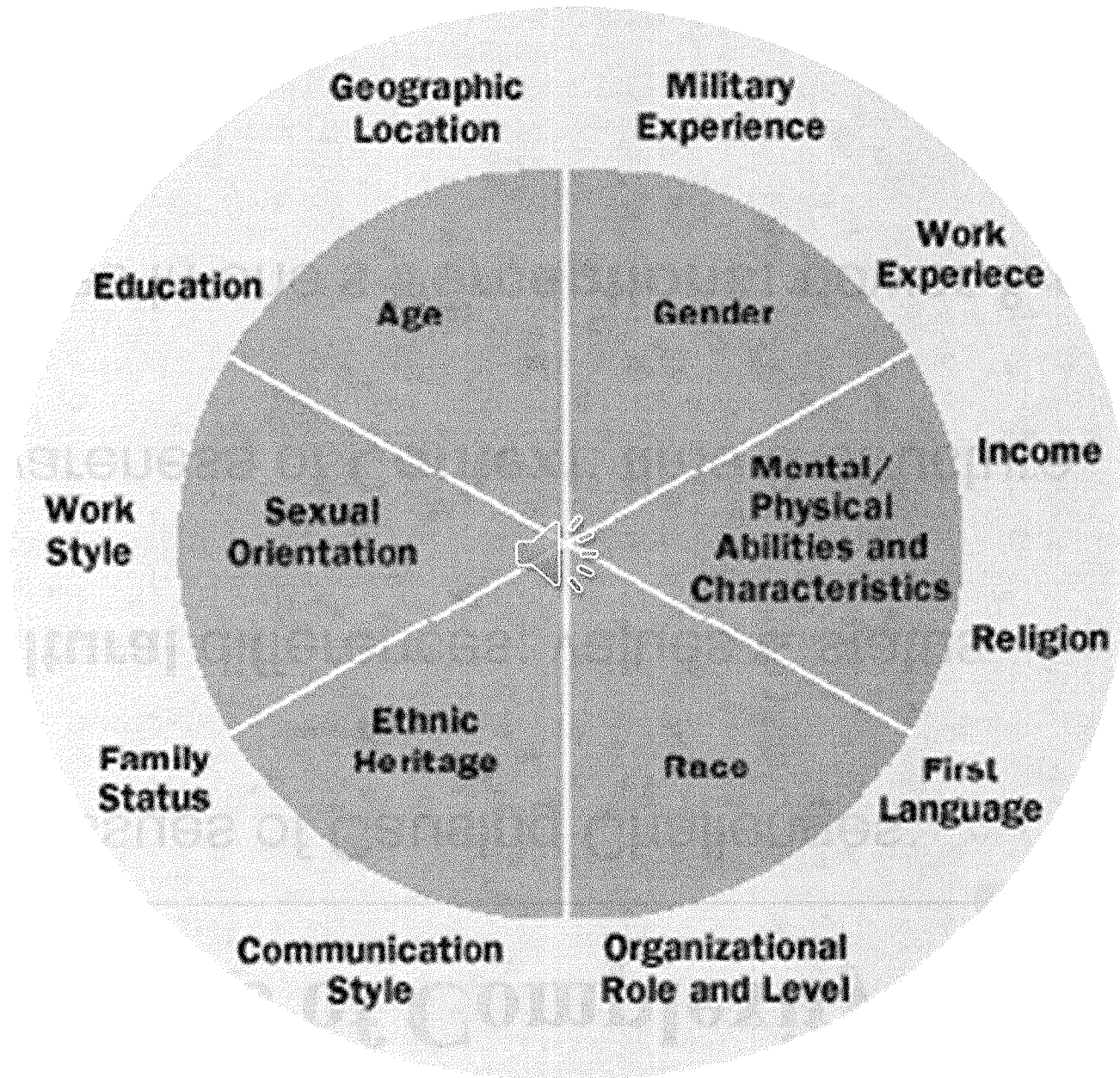
Major issues of Causing Challenges:

- **Cultural** differences: values & status



- Awareness of **Context**: time & structure

- Biases in one's **Perceptions**: power & privilege



Resources and Best Practices for Faculty Recruitment

1. Please review Guidelines for Recruitment of Faculty

http://www.uvm.edu/~facsrcs/?Page=TT_faculty_recruitment.html&SM=submenu3.html

2. Sources of Demographic Information

- National Science Foundation
 - <http://www.nsf.gov/statistics/srvydoctorates/>
- Association of American Universities Data Exchange
 - <http://aaude.org/>
- Department of Education, Institute of Education Sciences (IES)
 - https://nces.ed.gov/programs/digest/2015menu_tables.asp
- Discipline-specific, professional organization databases

3. Discussion with department/unit members

- a. Review the importance of diversity and inclusiveness in your strategic plan
- b. Diversity Recruitment Plan – how it differs from previous plans, or how is it expected to yield different results. What modifications have you made since the last search?
- c. Accountability and responsibility – what system of checks and balances do we have in place?
- d. What steps have you taken to develop your own awareness, knowledge, skills and competencies around diversity and inclusion?
- e. Review (and revise) the outlets for advertising your positions
- f. Model success stories
- g. Incentivize the process
- h. Always be in Search mode

4. Promote the value of a diverse workforce.

- a. *Notice of NIH Interest in Diversity*
<http://grants.nih.gov/grants/guide/notice-files/NOT-OD-15-053.html>
- b. *Groups of diverse problem solvers can outperform groups of high-ability problem solvers*
<http://www.pnas.org/content/101/46/16385.full>
- c. *NIH addresses the science of diversity*
<http://www.pnas.org/content/112/40/12240.full.pdf>
- d. *Scientific diversity interventions*
<http://classic.sciencemag.org/content/343/6171/615.long>

Required language

A Diversity statement sample. The University is especially interested in candidates who can contribute to the diversity and excellence of the academic community through their research, teaching, and/or service. Applicants are requested to include in their cover letter information about how they will further this goal. The University of Vermont is an Equal Opportunity and Affirmative Action Employer.

An AAEO statement sample. The University of Vermont is an Equal Opportunity/Affirmative Action Employer. Applications from women, veterans and individuals with disabilities, and people from diverse racial, ethnic, and cultural backgrounds are encouraged.

Optional /recommended description of UVM and community

Burlington, Vermont is located in the beautiful Lake Champlain region, surrounded by the Green and Adirondack Mountains. It is a great place for families, with excellent public schools and year-round recreational opportunities. It is home to the University of Vermont and three independent colleges that provide an academically stimulating and culturally rich environment. Montreal, Canada and Boston are within easy driving distances.

Burlington is a New England university city situated on the shores of beautiful Lake Champlain to the west, and bordered by the Green Mountains to the east, both of which offer easy access to year round outdoor recreational activities/sports. Burlington is within driving distance to major US and Canadian cities and was recently voted one of the most desirable cities in the USA in which to raise children.

Burlington is a vibrant community located on the shores of Lake Champlain, between the Adirondack and Green Mountains. With year-round recreational opportunities, safe communities and excellent schools, this progressive community has been frequently cited as one of the most livable cities in the U.S.

Vermont is a beautiful, safe, and active place to live. Burlington, Vermont, has continually been voted one of the nicest cities in which to live as well as one of America's most "fit" cities due to the four seasons of outdoor activities. Burlington is located on Lake Champlain, 45minutes from world-class skiing, 1.5 hours by car from Montreal, and has an international airport with direct flights to many major cities.

Burlington, Vermont, provides an outstanding four-season family atmosphere. Children's Health Magazine recently ranked Burlington as the number one place in the United States to raise a family.

From [Lake Champlain Regional Chamber of Commerce](#):

As the largest city, Burlington is known as Vermont's Queen City, and is a vibrant "college town" that tech and creative businesses naturally migrate toward. Burlington has the dual pleasures of having the sophistication of world-class dining, shopping, and entertainment while also being nestled between an outdoors enthusiast's haven, Lake Champlain and the Green Mountains.

With the beautiful and outdoors-action-packed backdrop of the Green Mountains and Lake Champlain, Vermont tops many "Bests" lists and is frequently recognized for its livability and overall quality of life. The state's relatively small population and land area make for

easy community immersion as well as a postcard-worthy commute. Small town friendliness is met with a bustling college city vibe complete with a thriving arts and culture scene. Plus, there are plenty of opportunities to find an even more peaceful pace in the surrounding forests, farm valleys, mountain towns and lakeside villages.

City of Burlington web site:

Vermont's population is becoming more diverse and reflective of a global citizenry. One in four people moving to Burlington is a person of color. The City of Burlington strives to be a vibrant, diverse, and livable community that fosters innovation, enriches the lives of all its residents, and embraces intentional community engagement.

UVM web site:

Located in Burlington, Vermont (America's #1 College Town -- Travel + Leisure), UVM's setting on the shores of Lake Champlain, between the Adirondack and the Green mountain ranges, gives a mountaintop perspective of all that's possible -- and offers the tools you will need to get there.

UVM Facts

Why Diversity: *Establishing a diverse and inclusive culture is a priority at the University of Vermont. In fact, UVM holds that diversity and academic excellence are inseparable. Read UVM's [Why Diversity Statement](#) and [Our Common Ground values](#). Additional diversity resources can be accessed through the [Center for Cultural Pluralism](#).*

**New Chairs and Associate Deans Training Workshop
August 25, 2016**

Tale of recruiting departments

What would you do?

Department (# applicants)		National demographics	Applicant pool*	Campus Interview pool
A (140)	Female	20%	4%	0%
	H/L + B/AA	8%	"unknown"	0%
B (69)	Female	20%	8%	0%
	H/L + B/AA	8%	0%	0%
C (100+)	Female	43%	?	25%
	H/L + B/AA	10%	0%	0%
D (61)	Female	69%	72%	100%
	H/L + B/AA	20%	0%	0%
E (186)	Female	32%	23%	50%
	H/L + B/AA	7%	0.8%	0%
F (40)	Female	44%	40%	50%
	H/L + B/AA	7%	13%	0%
G (104)	Female	42-60%	56%	75%
	H/L + B/AA	14%	4%	0%
H (72)	Female	69%	42%	50%
	H/L + B/AA	20%	8%	75%
I (55)	Female	32%	31%	50%
	H/L + B/AA	7%	2%	0%

*applicants who did not disclose are excluded

The Six Leadership Styles (Goleman)

	Commanding	Visionary	Affiliative	Democratic	Pacesetting	Coaching
The leader's modus operandi	Demands immediate compliance	Mobilizes people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
The style in a phrase	"Do what I tell you."	"Come with me."	"People come first."	"What do you think?"	"Do as I do, now"	"Try this."
Underlying emotional intelligence competencies	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
When the style works best	In a crisis, to kick start a turnaround, or with problem employees	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
Overall impact on climate	Negative	Most strongly positive	Positive	Positive	Negative	Positive

Goleman, Daniel. "Leadership that Gets Results." Harvard Business Review, March-April 2000 p. 42-53.

What is Transformational Leadership?

Leadership expert James McGregor Burns introduced the concept of transformational leadership in his 1978 book, "Leadership." He defined transformational leadership as a process where "leaders and their followers raise one another to higher levels of morality and motivation."

Bernard M. Bass later developed the concept of transformational leadership further. According his 1985 book, "Leadership and Performance Beyond Expectations," this kind of leader:

- Is a model of integrity and fairness.
- Sets clear goals.
- Has high expectations.
- Encourages others.
- Provides support and recognition.
- Stirs the emotions of people.
- Gets people to look beyond their self-interest.
- Inspires people to reach for the improbable.

Empower
People

Inspire
People

Leadership

Lead
Change

Share
Vision



Chair and Associate Dean Workshop
8/25/2016

In thinking about your department's needs and opportunities, write down up to 3 areas where you most hope to make a positive impact in your new leadership role.

-
-
-

Now write down up to 3 aspects of your new role that you think will be particularly challenging.

-
-
-

Finally, choose any 1 of the points you raise above and write down some points to discuss as a group: why a priority, what leadership style would you employ and why, what assistance I may need.