

New Deans' Seminar 2015



Today Presenters

- Gregory Sadlek, Director *Cleveland State University*
- Beth Kavran *Ursuline College*
- Julia Johnson *University of Wisconsin, La Crosse*
- Adam Shapiro *California State University, San Marco*
- Theresa Lee *University of Tennessee*



Milwaukee, Wisconsin

12-15 July 2015

- 33 Participants
- CCAS New Deans' Seminars
 - began in 1988
 - at William and Mary
- Purposes:
 - Sharing best practices
 - Networking



The group



Three days of presentations and discussions on such topics as:

- Leadership
- Development Activities
- The Roles of Associate and Assistant Deans
- Legal Issues for Deans
- What Presidents and Provosts Expect from Deans
- Thought-provoking Case Studies



Today We Highlight Four Sessions from the Seminar

- Getting Started as Dean
Beth Kavran, *Ursuline College*
- Making Good Decisions *or* Avoiding Unexamined Bias
Julia Johnson, *University of Wisconsin, La Crosse*
- Getting Excited About Planning & Resource Management
Adam Shapiro, *California State University, San Marcos*
- Conflict and/or Faculty Issues
Theresa Lee, *University of Tennessee*



Getting Started as Dean

Beth Kavran

Ursuline College



Starting off right

1. Building trust

- positive first steps with chairs and team

2. Establish your team

- Evaluate & understand organizational structure and responsibilities
- Value in team retreat
- Incorporate faculty



Expand your team

3. Be seen

- Get out and walk around
- get to know faculty

4. Listen and Learn – Get to Know the University

- Other College Deans
- Advancement Office, HR, General Counsel, Alumnae, Provost, CFO, Diversity Officer, Student Affairs, IT



Manage changes

5. Walk into conflict, don't avoid it

- Create positive effect & avoid costly mistakes

6. Diplomat, Dove and Dragon



Making Good Decisions *or* Avoiding Unexamined Bias

Julia Johnson

University of Wisconsin, La Crosse



Definitions of Diversity

- Everything that makes people different from each other
- Just race and gender (minority group status)
- Cultural variations within our institutions
- **Those differences that carry social and historical significance in the modern world**



Source: 2009 LEAD presentation by Kecia M. Thomas, Ph.D., Professor of Psychology and Sr. Advisor to the Dean of the Franklin College of Arts & Sciences, University of Georgia



Why Diversity is Important

- Diverse groups ...
 - more careful processing information
 - outperform more homogenous ones
- Mere presence of diversity changes decisions, conversations, interactions, etc.
- More homogenous groups feel more confident about performance (but not actually more successful)
- Social justice and need to overcome structural and individual bias (social and historical significance)



Even the most well-intentioned person
unwillingly allows **unconscious**
thoughts & feelings to **influence**
apparently objective **decisions**.

Mahzarin Banaji, Professor of Psychology, Harvard



Bias is Not What Most People Think It Is

- **Common Perception**
 - Conscious
 - Intended
 - Explicit
- **Research Indicates**
 - Unconscious
 - Unintended
 - Implicit

PROJECT IMPLICIT  Implicit Association Test (implicit.harvard.edu)



Adapted from 2007 LEAD presentation by Cheryl Kaiser, Ph.D., Associate Professor of Psychology, University of Washington



Micro-inequities: Bias in Action

- **Micro-aggressions**

- Interruptions
- Talked over
- Translations
- Called the wrong name or have your name repeatedly mis-pronounced
- Excluded by others
- Ideas discounted



Implicit Bias Undermining Diversity in Academe

For the targets

- Vigilant, suspicious
- Stereotype threat
- Lack of belonging
- Taxes mental resources
- Health consequences

By the perpetrators

- Lowered expectations
- Uneven evaluations
- Differential letters
- Limited and narrow views of excellence
- Exclusion



Adapted from 2009 LEAD presentation by Kecia M. Thomas, Ph.D., Professor of Psychology and Sr. Advisor to the Dean of the Franklin College of Arts & Sciences, University of Georgia



Research on Unexamined Bias

Job Callbacks

(Bertrand & Mullainathan, 2004)

- White vs. Black names, 2 skill levels each
- Whites: 50% more callbacks
- Highly skilled and avg. blacks virtually same number callbacks
- Avg. skilled whites **more** callbacks than highly skilled blacks

Academic CV evaluation

(Steinpreis et al., 1999)

- Same CV, different name
- Male applicant rated better in all categories, more likely hired
- Pattern holds for both men and women reviewers

Teaching Evaluations

(Russ et al., 2002)

- Guest male lecturer for 8 sections of a comm. course. Partner (Jennifer/Jason) referenced.
- “straight” instructor received 22% more positive comments
- “straight” instructor received 81% fewer negative comments

Academic Rec. Letters

(Madera et al., 2009)

- 624 recommendation letters for psych. faculty candidates
- Women: communal descriptors; Men: agentic descriptors
- Communal characteristics negatively correlated with hiring decisions

Lab Manager Appl'n

(Moss-Rascusin et al., 2012)

- Same CV, different name - reviewed by science faculty at R1s
- Males rated significantly more competent and hireable
- Higher starting salary and more career mentoring offered to males
- Pattern holds for both male and female reviewers

Getting Excited About Planning & Resource Management

Adam Shapiro

California State University, San Marcos



#1: Planning & Resource Management Are Intrinsicly Interconnected

- Resources are rarely plentiful
- Opportunity for shared governance
- Holds units accountable



#2: Know Your Budget and Processes

- How is your budget determined? Model?
- Processes and rules at all levels
- Who is accountable? For what?
- Role of chairs?



#3: You Can't Manage a Budget Without Securing Resources

- Relationships, Relationships
- Planning & Data essential
- Getting creative



Conflict and/or Faculty Issues

Theresa Lee

University of Tennessee



Keys to Working With Faculty

- Know your institutional context & types of faculty
- Set priorities and procedures with department heads for recruitment
- Priorities and procedures for faculty development, retention and retirement
- Dealing with faculty who have problems
- Working effectively with faculty



Institutional Context

- Union/Non-union
- Public/Private
- National/Regional
- Large/Small
- Residential/Commuter
- Role of research, online instruction, specific missions



Types of Faculty

- Spectrum
 - Tenure Track, Non-TT Lecturers/Instructors, Clinical, Full/Part-time,
 - What is your mix? What is the right mix?
- Promoting faculty *esprit de corps* across all faculty
- Setting workload and promotion expectations for each group



Faculty Recruitment

- Setting hiring priorities based on strategic plans and budget
- Procedures for search committees
- Promoting diversity and gender equity
- Procedures for developing offers – salary, start-up, moving, other costs



Faculty Development

- Mentoring at various career stages
- Evaluation at various career stages
- Retention at various career stages
- Retirement



Problems with Individual Faculty Members

- Grievances brought against faculty or by faculty
- Improper conduct, history of poor annual reviews
- Termination
- Get to know your lead HR officer, your Title IX officer, Campus lawyer you will work with



Working Effectively with Faculty

- Know about important faculty committees and their leadership
 - Ex. Faculty Senate, Curriculum committee
- Understand institutional governance issues that arise from the institutional context
- Choose Chairs/Heads and Program Directors carefully. They will be your front line with the faculty



New Deans' Seminar, 2016

- If you are interested in attending next summer, please leave your business card and we will contact you when it is time to register.
- Enjoy the rest of the meeting in Washington!

