Professional Behavior, Creating and Environment for Success

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Texas A&M University is committed to enriching the learning and working environment for all visitors, students, faculty, and staff by promoting a culture that embraces inclusion, diversity, equity, and accountability.

Diverse perspectives, talents, and identities are vital to accomplishing our mission and living our core values.
Texas A&M University core values

Core Values

- Excellence
- Integrity
- Leadership
- Loyalty
- Respect
- Service
Academic ethics and responsibility

• For faculty members the notion of academic freedom and tenure is linked to the equally demanding concept of academic ethics and responsibility

• As a faculty member, a person assumes certain ethical obligations and responsibilities to students, to fellow faculty members, to the institution, to the profession, and to society at large
What is Professionalism? (If you use multiple words in your response, use hyphens to separate the words.)
What is professionalism?

• Specialized knowledge
• Competency
• Honesty and integrity
• Accountability
• Self-regulation
• Image

Good manners extended to professional life
What is it about the academic environment that can easily lead to complaints and grievances about inappropriate behavior?
What is it about the academic environment that can easily lead to complaints and grievances about inappropriate behavior? (If you use multiple words in your response, use hyphens to separate the words)
Field Sites Are Harassment Hell. Here’s How to Improve Them.

By Nell Gluckman | JULY 15, 2018

A helicopter at Toolik Field Station in Alaska. There are many risks in working at such a remote location, a 10-hour drive from the nearest city. Sexual harassment and assault are among them.
Why is bad behavior often overlooked in academia?
Why is bad behavior often overlooked in academia? (If you use multiple words in your response, use hyphens to separate the words)
Why is bad behavior often overlooked in academia?

<table>
<thead>
<tr>
<th>Our colleague</th>
<th>Social status</th>
<th>Institutional history</th>
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<tbody>
<tr>
<td>Reluctance to act</td>
<td>Successful faculty</td>
<td>Genius?</td>
</tr>
<tr>
<td>That's just he/she/they?</td>
<td>Tenure?</td>
<td>Academic freedom?</td>
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Why are people reluctant to come forward?
"Why are people reluctant to come forward? (If you use multiple words in your response, use hyphens to separate the words)"
Reluctance to come forward

- Power differential
- Concept of tenure
- Nothing will be done
- Retaliation
- High risk
- Low reward
One afternoon, Allison Williams, a third-year PhD student in your department, comes into your office to ask for your advice. She starts by noting that her advisor, Dr. Brad Adams, a full professor in his mid-fifties, has become increasingly familiar with her over the past few months since she broke up with her long-term boyfriend. For example, he has made a few comments about her appearance. She wasn’t too worried about those comments until this week when he invited her to his house for dinner. He expressed enthusiasm for her dissertation project, and mentioned that there might be ways that they could collaborate on research publications in top-tier journals and grant applications in the near future. He also mentioned that they will have plenty of time to talk about these things, as his wife is currently out of town and she will not be joining them for dinner. Allison tells you that she accepted the dinner invitation, but she is worried about Dr. Adams’ true intentions.
What is wrong about the faculty behavior in case one? (If you use multiple words in your response, use hyphens to separate the words)
What is the impact of the behavior?

- Self-esteem
- Risk career success
- Retaliation
- Reputation of department
• Faculty members should be professional in their conduct in the classroom and in relationships with students

• They should maintain respect for the student and for the student's posture as a learner and should be appropriately available to students for consultation on course work

• Faculty members shall not engage in any exploitation, harassment, or illegal discriminatory treatment of students
Case two – Misuse of social media

Your assistant Angie comes to your office to tell you that people in the department are talking about something that recently appeared on Facebook. As she tells the story, one of your assistant professors, Dr. Mary Smith, a tenure-track assistant professor, posted a non-specific derogatory comment about the department and the college. As her friends (including faculty at peer institutions) started to respond with messages of sympathy and concern, Dr. Smith began to reveal more details, leaving the general impression that your department has created a hostile climate for faculty of color, and that your college has done nothing to rectify the situation. The specific information includes several personnel issues, such as a negative promotion case involving a Hispanic faculty member, the departure of an African-American faculty member a year before Dr. Smith started her position, and a recent decision to hire a white male job candidate (instead of a minority candidate). Dr. Smith was not directly involved in any of those decisions, however.
What is wrong about the faculty behavior in case two? (If you use multiple words in your response, use hyphens to separate the words)
• Faculty members must recognize that the public will judge their profession and University by their statements

• Faculty members should, at all times, strive to be accurate in their statements, exercise appropriate restraint, show respect for opinions of others, and make every effort to indicate that they are not speaking or acting for the University when they are speaking or acting as private persons

12.01.99.M2 University Statement on Academic Freedom, Responsibility, Tenure, and Promotion
What is the impact of the behavior?

- Reputation of department
- Reputation of college/university
- Recruitment
- Retention
Sally Smith, a PhD candidate in your department, comes to your office for a confidential meeting. During this meeting, she tells you about an incident that occurred during a recent national conference for your discipline. According to Sally, Dr. Matt Jones, an associate professor in your department, was hanging out with Sally and two other female graduate students at the hotel bar. At first, they were all having a good time, sharing stories about their respective panels and the book fair. After consuming a few drinks, however, Dr. Jones started to gossip about Dr. Linda Marshall’s upcoming tenure case in your department. Dr. Jones let it slip that he has reluctantly concluded that he is unable to support her tenure case. He thinks that she is spending too much time with her two young children, and not enough time working on her research. He mentioned this because he feels that her graduate students (including Sally) need to start thinking about how this will affect their graduate committees. Sally is disturbed by Dr. Jones’ revelation, and the implications for her dissertation work under Dr. Marshall’s supervision.
What is wrong about the faculty behavior in case three? (If you use multiple words in your response, use hyphens to separate the words)
Academic ethics and responsibility

- Faculty members shall neither harass nor exploit any member of the university community.
- Faculty members shall acknowledge the academic contributions of others, strive to be objective in their professional judgment of colleagues, and accept their share of faculty responsibilities for contributing to the governance of the institution.

12.01.99.M2 University Statement on Academic Freedom, Responsibility, Tenure, and Promotion
What is the impact of the behavior?

- Reputation of department
- Reputation of institution
- Recruitment
- Retention
- Academia not for women?
Recommendations

- Establish trust
- Tell the truth
- Keep confidences
- Follow through
- Be accessible
- Support your colleagues
- Know your boundaries
- Choose your words
- Role model!

Always think – how does it look?
Consequences

- Disciplinary warning
- Required training
- Probation & monitoring
- Suspension without pay
- Dismissal for cause
No Teaching After Misconduct Finding

Texas case raises question: If a university bars a professor from teaching grad students, does it make sense not to bar him from teaching undergrads?

By Colleen Flaherty // August 13, 2018

Facing questions about why an associate professor of English banned from advising graduate students and taken off the graduate teaching schedule was slated to teach undergraduates this fall instead, the University of Texas at Austin said over the weekend that Coleman Hutchison won’t be teaching at all in the coming semester.

According to university documents obtained via open-records requests, in October Texas received two anonymous reports of misconduct on its compliance hotlines. Both reports alleged that a university professor sexually harassed a graduate student, and one report identified Hutchison by name. Hutchison was alleged to have harassed at least four more graduate students from 2011 to 2017.

The university investigated the complaints, interviewing 26 witnesses and reviewing reams of documents. Texas ultimately determined that Hutchison had violated the consensual relationship and sexual misconduct policies in place at the time by failing to report a consensual relationship. (University policy has since been updated to not just discourage but ban relationships between professors and undergraduates and those graduate students whom they supervise, manage or evaluate in any way.)
Questions?