June 5, 2008

TO:    W. P. (Ward) Beyermann, Vice Chair, (Department of Physics and Astronomy)
       J. E. (Julian) Allison, Chair, Diversity and Equal Opportunity, (Department of
       Political Science)
       C. (Chris) Chase-Dunn, Chair, Committee on Academic Personnel, (Department
       of Sociology)
       A. (Anil) Deolalikar (Anil), Chair, Committee on Research, (Department of
       Economics)
       I. (Illya) Dumer, Chair, Graduate Council, (Department of Electrical Engineering)
       J. (John) M. Ganim, Chair, Committee on Committees, (Department of English)
       J. (John) Haleblian, Chair AGSM Executive Committee, (A. Gary Anderson
       Graduate School of Management)
       A. S. (Andrew) Jacobs, Secretary Parliamentarian, (Department of Religious
       Studies)
       D. (Dan) Jeske, Chair, Academic Computing & Information Technology,
       (Department of Statistics)
       P. (Pierre) Keller, Chair, Committee on Educational Policy, (Department of
       Philosophy)
       C. J. (Carol) Lovatt, Representative to the Assembly, (Department of Botany and
       Plant Sciences)
       D. (Doug) Mitchell, Chair, GSOE Executive Committee
       M. (Mart) L. Molle, Senior Representative to the Assembly, (Department of
       Computer Science and Engineering)
       A. (Tony) W. Norman, Chair, Planning and Budget (Department of Biochemistry)
       L. (Len) P. Nunney, Chair, CNAS Executive Committee, (Department of Biology)
       T. (Tom) C. Patterson, Chair CHASS Executive Committee, (Department of
       Anthropology)
       R. (Rick) Redak, Chair, Faculty Welfare, (Department of Entomology)
       P. (Pete) M. Sadler, Chair, Undergraduate Council (Department of Earth
       Sciences)
       D. (Deborah), Willis Chair, Preparatory Education Committee, (Department of
       English)
       K. (Kambiz) Vafai, Chair, Physical Resources Planning, (Department of
       Mechanical Engineering)
       F. (Frank) M. Vahid, Chair, COE Executive Committee, (Computer Science &
       Engineering)
       A. (Ameae) M. Walker, Chair, Division of Biomedical Sciences, (Biomedical
       Sciences)

FR:    T. Cogswell, Chair
       Riverside Division

RE:    EXECUTIVE COUNCIL AGENDA – JUNE 9, 2008

This is to confirm the meeting of the Executive Council on Monday, June 9, 2008, at
1:00 p.m. in Room 145 University Office Building.
Following is the agenda - please print out a copy and the attachments and bring them to the meeting.

1. CONSENT CALENDAR: 5 min
   Action items: Approval of the agenda
   Notes from the 04-28-2008 and 05-05-2008 meeting (see Attached) (page 1 - 9)

   PROGRAM CHANGES TO BE APPROVED ON BEHALF OF THE DIVISION (see Attached) (page 10 - 47)
   Proposed changes to the Bioengineering Major Requirement
   Proposed change in course requirements for the Bachelor of Science (B.S) and Bachelor of Arts (B.A.) degree in Environmental Sciences
   Proposed Changes to B.A. Degree in Chicano Studies
   Proposed Changes to Film and Visual Culture
   Proposed Changes to the minor in Film and Visual Culture
   Proposed changes to Information Systems Major Requirements
   Proposed Changes to Physics Major
   Proposed changes in the core requirements for Bachelor of Science and Bachelor of Arts in Statistics including the Statistical Computing and Quantitative Management Options
   Proposed Changes to the minor in Lesbian, Gay, Bisexual, Intersexual, and Transgender Studies

2. iEVALS: FOR COURSE EVALUATIONS – Dave Fairis to present 20 min
   Discussion item – should iEVALS be made mandatory

3. COURSE BUY-OUT PROGRAM (see Attached) (page 48) 20 min
   Discussion Item – See memo from CNAS Executive Committee

4. MID-QUARTER GRADES: (see Attached) (page 49 – 50) 15 min
   Discussion item – should the Campus develop a mid-quarter grade policy for UCR Lower Division Courses?

5. REQUEST TO INSPECT FACULTY EVALUATIONS: (see Attached) (page 51 - 52) 15 min
   Discussion item – should the attached issue be of concern to the Senate? Should it be sent to FW to review and determine if it is worth pursuing?

6. REPORT FROM THE JOINT SENATE/ADMINISTRATION TASK FORCE ON DEPARTMENT CHAIRS (see Attached) (page 53 - 135)
   Discussion Item – what next?

7. REMARKS BY THE CHAIR
   Senate Resolution urging Regents to lobby for increased funding (final review)
   (see Attached) (page 136 - 137)
   Creekside Housing and naming of streets
PRESENT:

T. (Tom) Cogswell, Chair, (Department of History)
Andrew S. Jacobs, Secretary-Parliamentarian (Department of Religious Studies)
Ilya Dumer, Chair, Graduate Council, (Electrical Engineering)
Anil Deolalikar, Chair, Research (Economics Department)
J. Ganim, Chair, Committee on Committees, (Department of English)
J. Haleblian, Chair, AGSM Executive Committee, (A Gary Anderson School of Management)
D. Jeske, Chair, Academic Computing & Information Tech, (Department of Statistics)
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R. (Rick) Redak, Chair, Committee on Faculty Welfare, (Department of Entomology)
P. Sadler, Chair, Undergraduate Council, (Department of Earth Sciences)
K. Vafai, Chair, Physical Resources Planning, (Department of Mech Engineering)
F. Vahid, Chair, BCOE Executive Committee, (Department of Computer Science & Engr)
A. Walker, Chair, Division of Biomedical Sciences Executive Committee, (Department of Biomedical Sciences)
D. (Deborah) Willis, Chair, Preparatory Education Committee, (Department of English)

ABSENT:
J. E. Allison, Chair, Committee on Diversity & Equal Opportunity, (Department of Political Science)
C. Chase-Dunn, Chair, Committee on Academic Personnel, (Sociology)
C. (Carol) Lovatt, Senior Representative to the Assembly, (Department of Botany & Plant Sciences)
Douglas Mitchell, Chair, GSOE Executive Committee, (Graduate School of Education)
W. P. (Ward) Beyermann, Vice Chair, (Department of Physics and Astronomy)

GUESTS:
EVC& Provost Ellen Wartella
Vice Provost for Conflict Resolution, Yolanda Moses

CONSENT CALENDAR:
The agenda was accepted with no changes and the April 14, 2008 notes approved.
EVC & PROVOST ELLEN WARTELLA – REORGANIZATION OF CONFLICT RESOLUTION:
The EVCP indicated that she wanted to give the EC members an update on the budget including the contents of a memo received from OP that asked that all the campuses take a 1.5% budget cut. She indicated that the budget was high on the priority list and that she was leaving to attend a 2-day Council of Executive Vice Chancellor’s meeting in Merced where the major item of discussion will be the budget. As a result of this, the EVC & Provost indicated that they will be instituting a soft hiring freeze and only critical positions will be hired. What and how they will implement this freeze will be discussed with the Deans and Vice Chancellors. She indicated that this does not necessarily mean faculty right now – the plan was to continue with faculty hiring. She also wanted to point out that some campuses have instituted a hiring freeze on faculty hires too. At this point, it was not clear what the magnitude of the cuts will be next year, but at the moment, Davis has instituted a 7% across the board budget cut and she hopes that this year’s budget cut will be in the form of cash and then next year make permanent adjustments to the budget. She indicated that the campus will have to prepare for multiple years of cuts.

She also indicated that she wanted to give the EC members an update on changes that were going on in her office, especially in the area of conflict resolution. The office of conflict resolution, under the leadership of Dr. Yolanda Moses, would be the central coordinating body for the various conflict resolution programs which include Title IX/Sexual Harassment, the Ombudsperson, etc. and in addition, will provide opportunities to solve conflict in a more informal way through mediation and through education and training programs for staff, students, faculty and administrators. All this reorganization will have no cost implication.

RECONSTITUTION OF THE UCR A. GARY ANDERSON GRADUATE SCHOOL OF MANAGEMENT AND THE TRANSFER OF THE B.S. DEGREE IN BUSINESS ADMINISTRATION:
Chair Cogswell gave a brief update on the reconstitution of AGSM, followed by an update by the Chair of the AGSM Executive Committee who indicated that the idea behind the reconstitution was to make it similar to other business schools and also transfer the BS Degree which was currently housed in CHASS to AGSM. A committee member suggested that the Dean should try and obtain more external letters as suggested by the Committee on Educational Policy that reviewed the proposal. After a lengthy discussion, the EC members voted to approve the proposal unanimously and forward it to the May Division meeting for divisional approval.

REVISED BOARS’ PROPOSAL TO REFORM UC ELIGIBILITY POLICY:
Chair Cogswell mentioned the very interesting meeting with Dr. Mark Rashid that was held on Friday April 25th. A number of the EC members could not attend the meeting, but Chair Cogswell indicated that he would like the EC members to come up with a response to the revised Boars Proposal as it was needed back at systemwide by May 12. He also pointed out the three differing opinions from the three committees that reviewed the revised proposal. Chair Cogswell indicated that the reform will affect primarily UCR, Merced and UCSC, and it was important that we speak relatively clear on the issue. He was not clear what UCSC’s stand was, but he was clear that UCR should speak collectively on what it wants.

Some of the concerns raised by the EC members included the political ramifications that will ensue when we offer admission to more than the 12% that can attend the UC
system. The members were also concerned by what would happen to the referral pool if students get to know that they will not be automatically offered admission to a different campus if they don’t get into the one they want, then they will apply to every campus in which case the referral pool will not matter, and this will affect UCR. Also of concern was what effect the revised system would do to enrollment numbers especially if OP does not start enforcing enrollment management.

Although the members realized that the new proposal would finally make several thousand ineligible students “visible,” there was concern about UCR’s ability to compete for the very qualified students among the newly “visible” dots.

The EC members acknowledged the work done by BOARS and were unanimous in their desire to see UCR enlarge its pool of applicants and become a selective campus. However, they did not feel that the revised BOARS proposal was the best means to do so.

The EC members also wondered if it was not possible to develop an alternate proposal without revamping the entire admissions status quo and plunging the state and several campuses into even a temporary state of confusion. The following alternates were suggested:

(a) UC could examine the “A by E” policies of the campuses and attempt to reconstruct the A by E policy in a more efficient and equitable fashion;

(b) UC could change eligibility in the local context by one percentage point, from 4% to 5% -- and then evaluate;

(c) UC could create ETR for high GPA students -- for example, students who have a 3.5 GPA or above -- who are technically ineligible, because they have failed to satisfy one a-g requirement or because they have failed to take the subject tests;

(d) UC could set a flat (but adjustable) admissions requirement. The start point could be at least a 3.2 GPA in 11 of 15 a-g courses (by junior year) and at least a 1000 score on the SAT Reasoning test;

(e) UC could replace A by E with ETR.

PROPOSED SENATE RESTRUCTURING:
Dr. Joe Childers addressed the EC members in the absence of Dr. Ward Beyermann. He informed the EC members that the Special Committee on Academic Senate Reorganization was appointed by Chair Cogswell in order to examine the possibility of reorganizing the Riverside Division of the Academic Senate and provide the Chair with recommendations on this issue. We are looking for an organization that achieves the following objectives and believe that meeting these objectives will increase the efficiency and effectiveness of the Senate in its role of shared governance.

1. Senate committee functions and interactions between committees are more transparent.

2. The decision-making authority of the various units is clarified.
3. The Division structure facilitates better communication with existing administrative units.

4. There is better coordination between standing Senate committees and joint Senate/administrative committees.

5. Redundant and disproportionate workloads between committees are reduced.

6. Staff time and expertise are used more efficiently.

The new structure has a council structure and he indicated that the idea was to streamline and do away with the duplication, and to make sure that avenues for dealing with the Council and the Senate were clear. It was also an attempt to clarify the lines of communication between various committees and the administration. They were now looking for feedback on whether this structure was appropriate.

Various issues were discussed including the composition of the council and the Executive Council. After some discussions, the Chair encouraged the members to send their comments to the Ad Hoc Committee so that they would incorporate them into their report.

**REMARKS BY THE CHAIR:**

- Search committee for Graduate Dean – the incoming Chair of Graduate Council, Switzer will be representing the Senate;

- Chair Cogswell had been charged to make inquiries about whether the incoming President should be involved in the process of selecting the new Chancellor and Chair Cogswell was pleased to announce that Chancellor Grey agreed to help him with this, and he (Tom) has had conversations with President Bob Dynes who has indicated that the incoming President has been consulted about the choice for our next Chancellor;

- WASC process – next year will be the year of WASC reaccreditation and the big question will be Learning Outcomes. Berkeley almost got dinged and are now working on implementing Learning Outcomes on their campus and the same could happen to UCR if we are out of line. There will probably be a joint Senate/Administrative taskforce concentrating on CHASS and CNAS broken into possibly six divisions with the taskforce working with individual departments. There will be a big meeting in the spring to kick off this effort.

Meeting adjourned at 3:15 PM.

Respectfully submitted,

*Sellyna Ehlers*
*Executive Director*
*Academic Senate*
EXECUTIVE COUNCIL MEETING NOTES
MAY 5, 2008

PRESENT:

T. (Tom) Cogswell, Chair, (Department of History)
W. P. (Ward) Beyermann, Vice Chair, (Department of Physics and Astronomy)
Andrew S. Jacobs, Secretary-Parliamentarian (Department of Religious Studies)
C. Chase-Dunn, Chair, Committee on Academic Personnel, (Sociology)
Anil Deolalikar, Chair, Research (Economics Department)
D. Jeske, Chair, Academic Computing & Information Tech, (Department of Statistics)
P. Keller, Chair, Committee on Educational Policy, (Department of Philosophy)
M. L. Molle, Representative to the Assembly, (Department of Computer Science & Engineering)
Douglas Mitchell, Chair, GSOE Executive Committee, (Graduate School of Education)
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P. Sadler, Chair, Undergraduate Council, (Department of Earth Sciences)
K. Vafai, Chair, Physical Resources Planning, (Department of Mech Engineering)
A. Walker, Chair, Division of Biomedical Sciences Executive Committee, (Department of Biomedical Sciences)
D. (Deborah) Willis, Chair, Preparatory Education Committee, (Department of English)

ABSENT:

J. E. Allison, Chair, Committee on Diversity & Equal Opportunity, (Department of Political Science)
Ilya Dumer, Chair, Graduate Council, (Electrical Engineering)
J. Ganim, Chair, Committee on Committees, (Department of English)
J. Haleblian, Chair, AGSM Executive Committee, (A Gary Anderson School of Management)
C. (Carol) Lovatt, Senior Representative to the Assembly, (Department of Botany & Plant Sciences)
A. W. (Tony) Norman, Chair, Planning and Budget (Department of Biochemistry)
F. Vahid, Chair, BCOE Executive Committee, (Department of Computer Science & Engr)

GUESTS:

Acting Chancellor R. Grey

CONSENT CALENDAR:
The agenda was accepted with no changes.

ACTING CHANCELLOR R. GREY:
He also gave an update on the state of the budget indicating that based on the budget outlook for the State of California, the news was rather grim. He indicated that they have decided to institute a “soft” hiring freeze leaving the decision to hire or not at the discretion of unit heads. Faculty and academic recruitments that had begun earlier this year will go forward at the discretion of the Dean. The campus was already working on
budget drafts so that the new chancellor can use as a briefing. He indicated that there will be no permanent cuts for the coming fiscal year, but that cuts will be in the 08-09 fiscal year via cash. He is working on putting in place a process that will enable the campus to deal with the issue in the future. In response to a question on how this will impact the academic area, the Chancellor indicated that the goal is to protect the academic sector. With regards to the retirement fund, the Chancellor indicated that it was still funded at 110% and that there are talks about restarting the contributions. On a more positive note, the Chancellor noted that our undergraduate applications were up by approximately 30% and this he said, can be attributed to the large graduating high school cohort. He also informed the EC that the new CNAS Dean should be here by July 1, 2008.

E-FILE SURVEY:
The E-File Committee chair informed the members that the Ad Hoc E-file Committee was created with the charge to gather information on the success and utility of the current (2007-2008) e-file process being used on the UCR campus, and that after a number of meetings, they had completed their work and their report was now being presented to the EC for their review and comments. The four recommendations to be included in the memo to the EC would highlight the following:

1. This vital aspect of the personnel process currently lacks a formal joint Administrative/Senate committee in charge of the development and implementation of the efile system. This omission needs to be corrected as soon as possible. [I.a and b of the report]

2. The current efile system potentially compromises the confidentiality of extramural letters. Consequently until this issue is resolved, the efile system should not be employed in promotion cases. [II.b]

3. While the faculty should utilize the Efile system for merit cases, they should also understand that the new system has yet to receive the Academic Senate's formal blessing. Until it delivers its official judgment of "nihil obstat," the faculty should be told that their participation in the efile system, while encouraged, is not yet mandatory, and they should be given the option of using the traditional paper system for merit cases [I. D]

4. In order to be effective, units need to be able to customize the efile system to their own requirements. Future improvements of the efile system need to accord this "customization" the highest priority. [III.a]

After a lengthy discussion, the EC members unanimously voted to approve the report and forward the same to the Division for a divisional vote with a cover memo from Chair Cogswell highlighting the 4 issues above.

REVISED BOARS’ PROPOSAL TO REFORM UC ELIGIBILITY POLICY:
The revised BOARS’ proposal to reform the UC Eligibility Policy was reviewed by the Committee on Educational Policy [CEP], the Committee on Preparatory Education [CPE] and the Undergraduate Council [UC] each had lengthy discussions of the document and prepared detailed reports. The Report was also discussed at a special meeting at which the BOARS Chair, Dr. Mark Rashid flew to UCR to answer questions.
Unfortunately, even then, it was not easy to reach a consensus on how to respond to the proposal, and so Chair Cogswell mentioned that he had gone ahead and prepared the attached memo as a starting point for discussion since UCR’s response was due at systemwide by May 12. The EC members wanted it made clear in the letter that UCR was in a special position compared to other campuses – and that although we are unified that we want to get selective, they were not sure how the revised proposal would produce better cohort or even a more diverse one. There was concern that the proposal would reduce the eligibility pool and replace it with a larger 2nd tier comprehensive review pool. The members also felt strongly that if the UC does not enforce enrolment management now, the proposal leaves us non-selective. After a lengthy discussion, a motion was put forth to approve the proposal and of the 12 EC members present, 3 voted yes and 8 voted no and one abstention.

REMARKS BY THE CHAIR:
Plaque for outgoing Chancellor
Chair Cogswell asked the EC Members if they would approve a motion to present Acting Chancellor Grey with a plaque from the Senate in appreciation for his time at UCR to be presented to him at the May 20th Division meeting. The members voted unanimously to approve the motion.

Meeting adjourned at 2:45 PM.

Respectfully submitted,

Selwyn Ehlers
Executive Director
Academic Senate
To be adopted:

**PRESENT:**

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>PROPOSED:</th>
</tr>
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<tbody>
<tr>
<td>1. Lower-division requirements (75 units)</td>
<td>1. Lower-division requirements (72 units)</td>
</tr>
<tr>
<td>a) BIOL 005A, BIOL 05LA, BIOL 005B, BIOL 005C</td>
<td>a) BIOL 010</td>
</tr>
<tr>
<td>b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC</td>
<td>b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC</td>
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<tr>
<td>c) CEE 011</td>
<td>c) EE 001A, EE 001LA</td>
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<tr>
<td>d) MATH 009B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046</td>
<td>d) MATH 009A, MATH 009B, MATH 009C</td>
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<tr>
<td>e) ME 001C, ME 010, ME 018</td>
<td>e) STAT 155</td>
</tr>
<tr>
<td>f) PHYS 040A, PHYS 040B, PHYS 040C</td>
<td>f) Technical electives (16 units): upper-division courses in engineering, biology and/or substantive courses in a field(s) related to bioengineering</td>
</tr>
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</table>

2. Upper-division requirements (88 units)
   a) BCH 100, BCH 102
   b) BIEN 110, BIEN 120, BIEN 125, BIEN 130, BIEN 130L, BIEN 135, BIEN 140A/CEE 140A, BIEN 140B/CEE 140B, BIEN 155, BIEN 175A, BIEN 175B
   c) CHEM 112A, CHEM 112B, CHEM 112C
   d) ME 118, ME 138
   e) STAT 155
   f) Technical electives (16 units): upper-division courses in engineering, biology and/or substantive courses in a field(s) related to bioengineering

Visit the Student Affairs Office in the College of Engineering or www.engr.ucr.edu/studentaffairs for a sample program.
JUSTIFICATION:

BIOL 5C (4 units) is “Introductory Evolution and Ecology,” a required course for Biology majors. This course does not contain the topics that would be directly relevant to the engineering analysis of biological system. Instead, we propose to replace BIOL 5C with BIOL 171 (4 units), “Human Anatomy and Physiology.” BIOL 171 covers topics such as circulatory, autonomic nervous, and musculoskeletal systems that are essential and fundamental in preparing our bioengineering students for quantitative and engineering analysis of such systems. Biology program agreed to open up Biol 171 to Bioengineering students on June 3, 2008.

CEE 011 (2 unit) is “Introduction to Bioengineering” Bioengineering now has its own introductory course, BIEN 10 (2 units), “Overview of Bioengineering.

ME 1C (1 unit) is “Introduction to Mechanical Engineering.” While this is a suitable introductory course for undergraduate students in mechanical engineering, bioengineering now has its own introductory course, BIEN 10 (2 units), “Overview of Bioengineering.”

ME 10 (4 units) is “Statics”. Some of the topics in this course such as the equilibrium of forces are introduced in BIEN 110 (4 units), “Biomechanics of Human Body” with examples drawn from the human body system.

ME 18 (2 units) is “Introduction to Engineering Computation,” and introduces the use of MATLAB in engineering computation. Bioengineering students have the opportunity to use MATLAB in various BIEN courses including BIEN 120 (4 units), “Biosystems & Signals” and BIEN 159 (4 units), “Dynamics of Biological Systems.” To gain computer programming skills, we now like to add CS 10 (4 units), “Introduction to Computer Science for Science, Mathematics, and Engineering,” which covers problem solving through structured programming of algorithms on computers using the C++ language.

ME 118 (4 units) is “Mechanical Engineering Modeling and Analysis.” Since the bioengineering students are exposed to modeling and analysis of biological and physiological systems in various bioengineering courses (BIEN 105, BIEN 120, and BIEN 159), ME 118 no longer is necessary in the bioengineering curriculum.

ME 138 (4 units) is “Transport Phenomena in Living System.” Bioengineering students are required to take BIEN 159 (4 units), “Dynamics of Biological Systems,” which covers transport phenomena including heat and mass transport in biological system with additional topics in pharmacokinetics.

We like to add EE 1A (3 units) and EE 1LA, “Engineering Circuit Analysis I” and the corresponding laboratory to the bioengineering curriculum. EE 1A and EE 1LA will prepare our students with the basics understanding of circuit analysis, which is required for some of the topics and laboratories covered in BIEN 130 (4 units), “Bioinstrumentation” and BIEN 130L (2 units), “Bioinstrumentation Laboratory.”

We like to add BIEN 105 (4 units), “Circulation Physiology,” to the bioengineering curriculum. This course will include topics in cardiovascular flow and mechanics. While we have a course (BIEN 110) that exposes the bioengineering students to solid mechanics concepts in bioengineering, we are currently not exposing our bioengineering students to fluid mechanics concept in bioengineering. BIEN 105 will fill that void.

BIEN 140B (4 units), “Biomaterials II) is now offered as a technical elective, and no longer required as a core course in bioengineering.
APPROVALS:

Approved the Faculty of the Bioengineering Department: February 8, 2008
Approved by the BCOE Executive Committee: April 9, 2008
Approved by the Committee on Educational Policy: June 3, 2008
EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION

To be adopted:
Proposed change in course requirements for the Bachelor of Science (B.S) and Bachelor of Arts (B.A.) degree in Environmental Sciences.

PRESENT

Major Requirements

1. Lower-division requirements (32 units)
   a) ENSC 001, ENSC 002
   b) CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   c) MATH 005
   d) POSC 010

2. Upper-division requirements (14 units):
   ENSC 100/ SWSC 100, ENSC 101, ENSC 102, ENSC 191

Environmental Education Option

(60-96 units)

1. BIOL 005A, BIOL 005LA, BIOL 005B; or BIOL 002 and BIOL 003
2. GEO 001 or GEO 002
3. ENSC 006/ECON 006
4. MATH 022
5. STAT 100A
6. EDUC 001, EDUC 002, EDUC 044, EDUC 100B, EDUC 104, EDUC 110, EDUC 116, EDUC 139, EDUC 172
7. Courses for Subject Matter Preparation (36 units)

The California Commission on Teacher Credentialing specifies subject matter standards for K-12 teacher preparation in subjects normally taught in those grades. Applicable courses may also be

PROPOSED

Major Requirements

Core Requirements

1. Lower-division requirements (33 units)
   a) [no change]
   b) [no change]
   c) [no change]
   d) [no change]

2. [no change]

Environmental Education Option

(60-96 units)

1. BIOL 005A, BIOL 005LA, BIOL 005B; or BIOL 002 and BIOL 003
2. GEO 001 or GEO 002
3. ENSC 006/ECON 006
4. MATH 022
5. STAT 100A
6. EDUC 001, EDUC 002, EDUC 044, EDUC 100B, EDUC 104, EDUC 110, EDUC 116, EDUC 139, EDUC 172
7. Courses for Subject Matter Preparation (36 units)

The California Commission on Teacher Credentialing specifies subject matter standards for K-12 teacher preparation in subjects normally taught in those grades. Applicable courses may also be
used to meet college breadth requirements. Because the standards are subject to change, students should consult their academic advisor and the UCR Bridge to Teaching Program for assistance in course selection.

8. Elective courses (16 units). At least one course must be taken from each list.

a) ENSC 143A/ECON 143A, ENSC 143B/ECON 143B, ENSC 143C/ECON 143C, ENSC 170, ENSC 172, ENSC 174


Environmental Toxicology Option (77–96 units)  Environmental Toxicology Option (83–92 units)

1. BIOL 005A, BIOL 05LA, BIOL 005B  1.[no change]

2. CHEM 005 or BIOL 005C; CHEM 112A, CHEM 112B, CHEM 112C  2. [no change]

3. ENTX 101, ENTX 154  3. [no change]

4. MATH 008B or MATH 009A, MATH 009B  4. [no change]

5. PHYS 002A, PHYS 002B, PHYS 002C  5. [no change]

6. PHYS 02LA, PHYS 02LB, PHYS 02LC are recommended  6. [no change]

7. ENSC 006/ECON 006 or ENSC 143A/ECON 143A (ECON 003 prerequisite)  7. [no change]

8. BCH 100 or both BCH 110A and BCH 110B; BIOL 102 or BIOL 121/MCBL 121, BCH 110C or BIOL 107A  8. [no change]

9. STAT 100A and STAT 100B  9. [no change]

10. Elective Courses: At least one course from  10. Elective Courses: At least one course from

Natural Science Option (84–89 units)

1. BIOL 005A, BIOL 05LA, BIOL 005B
2. PHYS 002A, PHYS 002B, PHYS 002C
3. PHYS 02LA, PHYS 02LB, PHYS 02LC are recommended
4. MATH 008B or MATH 009A, MATH 009B
5. CHEM 112A, CHEM 112B
6. GEO 001 or GEO 002
7. ENSC 006/ECON 006 or ENSC 143A/ ECON 143A (ECON 003 prerequisite), ENSC 172
8. STAT 100A and STAT 100B
9. Elective Courses:
   a) At least one course from BIOL 005C, CHEM 005, CHEM 112C, MATH 009C
   b) A total of at least five courses from the following (at least three must be Environmental Sciences or Soil and Water Sciences)

Natural Science Option (78–84 units)

1. [no change]
2. [no change]
3. [no change]
4. [no change]
5. [no change]
6. [no change]
7. ENSC 006/ECON 006 or ENSC 143A/ECON 143A (ECON 003 prerequisite), ENSC 172
8. [no change]
9. Elective Courses:
   a) [no change]
   b) A total of at least five courses from the following (at least three must be Environmental Sciences or Soil and Water Sciences)
Social Science Option (81–84 units)

1. BIOL 002, BIOL 003
2. MATH 022
3. GEO 001 or GEO 002
4. ECON 003
5. ENSC 143A/ECON 143A, ENSC 143B/ECON 143B, ENSC 143C/ECON 143C, ENSC 170, ENSC 172, ENSC 174
6. ECON 111
7. STAT 100A and STAT 100B
8. Elective Courses:
   a) At least one course from ENSC 140/SWSC 140, ENSC 141/MCBL 141/SWSC 141, ENSC 142, ENSC 144/ENVE 144, ENSC 155, ENSC 163, ENSC 176/SWSC 176, BPSC 134/ENSC 134/SWSC 134, ENSC 104/SWSC 104, ENSC 107/SWSC 107, ENSC 138/GEO 138/SWSC 138, ENSC 197, ENSC 198-I
   b) A total of at least six courses from the following:
      Economics: ECON 102A, ECON 102B, ECON 146, ECON 148, ECON 156, ECON 160/BUS 160
      Society and culture: ANTH 132, ANTH 134, ANTH 135, ANTH 186/LNST 166, PHIL 117, SOC 137, SOC 143/URST 143, SOC 182/URST 182, SOC 184
      Regulation and law: POSC 101, POSC 166, POSC 181, POSC 182, POSC 183
      Management: BUS 104/STAT 104, BUS 122, GEO 157, GEO 167, MATH 120

Social Science Option (85–90 units)

1. [no change]
2. [no change]
3. [no change]
4. [no change]
5. ENSC 143A/ECON 143A, ENSC 143B/ECON 143B, ENSC 143C/ECON 143C, ENSC 172, ENSC 174
6. ECON 101 or ECON 107
7. [no change]
8. Elective Courses:
   a) At least one course from ENSC 133/MCBL 133/SWSC 133, ENSC 140/SWSC 140, ENSC 141/MCBL 141/SWSC 141, ENSC 142, ENSC 144/ENVE 144, ENSC 155, ENSC 163, ENSC 176/SWSC 176, BPSC 134/ENSC 134/SWSC 134, ENSC 104/SWSC 104, ENSC 107/SWSC 107, ENSC 138/GEO 138/SWSC 138, ENSC 197, ENSC 198-I
   b) [no change]
**Soil Science Option (84–89 units)**

1. BIOL 005A, BIOL 05LA, BIOL 005B
2. CHEM 112A, CHEM 112B
3. MATH 008B or MATH 009A, MATH 009B
4. PHYS 002A, PHYS 002B, PHYS 002C
5. PHYS 02LA, PHYS 02LB, PHYS 02LC are recommended
6. GEO 001 or GEO 002
7. ENSC 006/ECON 006 or ENSC 143A/ECON 143A (ECON 003 prerequisite)
8. STAT 100A and STAT 100B
9. Elective Courses:
   a) A total of at least four courses from
      ENSC 127/SWSC 127, BPSC 134/
      ENSC 134/SWSC 134, ENSC 104/
      SWSC 104, ENSC 107/SWSC 107,
      ENSC 138/GEO 138/SWSC 138
   b) At least one course from CHEM 005,
      CHEM 112C, MATH 009C
   e) A total of at least two courses from
      ENSC 136/CHEM 136/ENTX 136/
      SWSC 136, ENSC 140/SWSC 140,
      ENSC 141/MCBL 141/SWSC 141,
      ENSC 142, ENSC 155, ENSC 163,
      ENSC 176/SWSC 176, ENSC 197,
      ENSC 198, BPSC 104/BIOL 104,
      BPSC 143/BIOL 143, BPSC 146,
      BPSC 166, GEO 122, GEO 157, GEO 162

**Concentration Areas**

Students wishing to specialize in a particular science or discipline may do so by working with an advisor to select an appropriate sequence of elective courses within one of the required options. Sample areas of concentration and suggested courses are:

1. Water science:
ENSC 136/CHEM 136/ENTX 136/SWSC 136, ENSC 140/SWSC 140, ENSC 141/MCBL 141/SWSC 141, ENSC 142, ENSC 163


2. [no change]


4. Environmental Economics ENSC 143A/ECON 143A, ENSC 143B/ECON 143B, ENSC 143C/ECON 143C, ECON 146, ECON 148, ECON 156
Justification for Proposed Changes to Undergraduate ENSC Curriculum

The Department of Environmental Sciences is proposing a number of changes to streamline and update the undergraduate Environmental Sciences major.

1. The undergraduate Environmental Science program presently has 5 options available to students within the major: Environmental Education, Environmental Toxicology, Natural Science, Social Science and Soil Science. While enrollment has been strong in the major overall, participation in the Environmental Education and Soil Science options has been limited (routinely less than 1 or 2 students at any given time in these latter 2 tracks). Particular challenges exist for adequately advising students in the Environmental Education option, since the requirements for teaching credentials tend to evolve over time. The Department remains strongly supportive of the California Teach-Science/Mathematics Initiative however. Since there is some administrative burden associated with maintenance of each of these options, the Department proposes to eliminate the Environmental Education and Soil Science options within the Environmental Sciences undergraduate major. We instead propose to add Soil Science as a concentration area, joining Water Science and Environmental Chemistry, so that students can develop curricula within the electives available in the Natural Science option to train them for advanced study and/or careers in Soil Science. We have further added a concentration area in Environmental Economics for interested Social Science students to help prepare them for advanced study and/or careers in Environmental Economics.

2. The Department also endorses several more modest curricular changes that result from instructional considerations, other course actions on campus and related factors:

(i) ECON 111 (Research Methods in Business and Economics) is presently required for Social Science option students, although the course is no longer offered. On that basis, we propose to replace ECON 111 with ECON 101 (Statistics for Economics) or ECON 107 (Introductory Econometrics).

(ii) The Department also proposes moving ENSC 172 (Principles of Environmental Impact Analysis) from a required upper division course for the Natural Science option to an elective. This will allow greater flexibility for students seeking to specialize in Soil Science or other concentration areas.

(iii) With the previous retirement of Pete Diage, we lack a suitable instructor for ENSC 170 (Workshop in Environmental Management); accordingly, we propose removing it from the curriculum.

(iv) ENSC 133/MCBL 133 (Environmental Microbiology) was inadvertently not included in the list of upper-division elective courses for our natural science, social science and environmental toxicology option students; to remedy this oversight, the Department proposes including it at this time.

(v) ENSC 120/NEM 120/SWSC 120 (Soil Ecology) was inadvertently not included in the list of elective courses for our natural science option students. The Department proposes including it at this time.

(vi) ENSC 176 is proposed for removal from the upper-division electives lists for the natural science, social science and environmental toxicology options due to lack of suitable faculty available to teach the course.
The final recommendation is to add BIOL 121L/MCBL 121L (Microbiology Laboratory) to the electives list for the Natural Science option. The course provides additional lab experience available for students; this is especially important since a microbiology lab course is now required for admission to several professional programs and needed for environmental health specialist positions with DHS.

Approvals
Approved by the faculty of the Department of Environmental Sciences: 5/2/08
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 5/15/08
Approved by the Committee on Educational Policy: 6/4/08
To be adopted:

Proposed Changes to B.A. Degree in Chicano Studies

Present:

The major requirements for the Bachelor of Arts degree in Chicano Studies are as follows:

Core courses required of all majors

1. Lower-division requirements (8 units)
   a) ETST 002, ETST 004/HIST 004
2. Upper-division requirements (48-50 units)
   a) ETST 100, ETST 131
   b) ETST 191R
   c) A minimum of three courses selected from two of the following areas of emphasis:
      (1) Law
         (a) ETST 145/SOC145
         (b) Two additional courses: ETST 126, ETST 128/SOC128, ETST 185, ETST 108-I
      (2) Politics:
         (a) ETST 123
         (b) ETST125
         (c) One additional course: ETST 111, ETST 132, ETST 142, ETST 156
      (3) History & Culture:
         (a) ETST 155
         (b) Two additional courses:
             ETST 108E, ETST 108F
             ETST 108-I, ETST 108P
             ETST 122, ETST 125
             ETST 128/SOC128
             ETST 146/EDUC 146
             ETST 153/LNST 153
             ETST 154, ETST 161, ETST166
      (4) Gender:
         (a) ETST 124
         (b) Two additional courses:
             ETST 114, ETST 131, ETST 127,
             ETST 175/WMST175
   d) One Senior Research Seminar (4 units)
   e) One Internship course (4 units)
   f) One additional elective upper-division course in Ethnic Studies

Note: No internship courses may be counted toward the upper-division electives in Ethnic Studies.

Proposed:

The major requirements for the Bachelor of Arts degree in Chicano Studies are as follows:

Core courses required of all majors

1. Lower-division requirements (8 units)
   a) ETST 002, ETST 004/HIST 004
2. Upper-division requirements (48-50 units)
   a) ETST 100, ETST 131
   b) ETST 191R
   c) A minimum of three courses selected from two of the following areas of emphasis:
      (1) Law
         (a) ETST 145/SOC145
         (b) Two additional courses: ETST 126, ETST 128/SOC128, ETST 185, ETST 108-I
      (2) Politics:
         (a) ETST 123
         (b) ETST125
         (c) One additional course: ETST 111, ETST 132, ETST 142, ETST 156
      (3) History & Culture:
         (a) ETST 155
         (b) Two additional courses:
             ETST 108E, ETST 108F
             ETST 108-I, ETST 108P
             ETST 122, ETST 125
             ETST 128/SOC128
             ETST 146/EDUC 146
             ETST 153/LNST 153
             ETST 154, ETST 161, ETST166
      (4) Gender:
         (a) ETST 124
         (b) Two additional courses:
             ETST 114, ETST 131, ETST 127,
             ETST 175/WMST175
   d) One Senior Research Seminar (4 units)
   e) One Internship course (4 units)
   f) One additional elective upper-division course in Ethnic Studies

Note: No internship courses may be counted toward the upper-division electives in Ethnic Studies.
JUSIFICATION

ETST 131 is a core required class and is also listed in Gender area incorrectly.

APPROVALS:

Approved by the faculty of the Department of Ethnic Studies: Date 4/01/2008
Approved by the Executive Committee of the College of: Date: 4/16/2008
Approved by the Committee on Educational Policy: Date: 6/4/2008
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION

To be adopted: Fall 2008

Proposed Changes to Film and Visual Culture

PRESENT:

Major
The Department of Media and Cultural Studies offers the B.A. in Film and Visual Culture, an interdisciplinary examination of film, video, television, multimedia, and visual culture with a primary emphasis on history and theory and a secondary focus on production. The major consists of three curricular tracks, in one of which students may concentrate:

1. Film and Visual Media
2. Film, Literature, and Culture
3. Ethnography, Documentary, and Visual Culture

The Film and Visual Culture major combines the breadth of an interdisciplinary major with a precise focus on visual media. Its interdisciplinary structure brings together approaches to visual media that would usually be separated by discipline. Students have a unique opportunity to acquire critical skills in the reading and analysis of media texts together with those involved in various modes of media production. This applied experience includes training in creative, documentary, and ethnographic video; photography; multimedia production; and screenwriting. Familiarity with media, either for its academic or industrial applications, enhances one's understanding of any field in the humanities or social sciences today.

PROPOSED:

Major
The Department of Media and Cultural Studies offers the B.A. in Media and Cultural Studies, an interdisciplinary examination of film, video, television, multimedia, and visual culture with a primary emphasis on history and theory and a secondary focus on production. The major consists of three curricular tracks, in one of which students may concentrate:

1. Film and Visual Media
2. Film, Literature, and Culture
3. Ethnography, Documentary, and Visual Culture

The Media and Cultural Studies major combines the breadth of an interdisciplinary major with a precise focus on visual media. Its interdisciplinary structure brings together approaches to visual media that would usually be separated by discipline. Students have a unique opportunity to acquire critical skills in the reading and analysis of media texts together with those involved in various modes of media production. This applied experience includes training in creative, documentary, and ethnographic video; photography; multimedia production; and screenwriting. Familiarity with media, either for its academic or industrial applications, enhances one's understanding of any field in the humanities or social sciences today.
Major Requirements

The B.A. in Film and Visual Culture involves three possible tracks of courses, each with different emphases in curriculum. The requirements are as follows:

For all three tracks:

Lower-division units: 16 units
Upper-division units: 40 units

Track 1: Film and Visual Media

This track gives the student comprehensive coverage in film and media studies, covering history, theory, non-Hollywood cinema and media forms, and production. Undergraduate studies prepare the student for graduate work in film studies, cultural studies with an emphasis on visual media, or in film production.

1. Lower-division requirements (4 lower-division courses [at least 16 units]):

   a) Introduction to Film Studies: FVC 020

   b) Media Production: 1 course chosen from ART 003, ART 070 (E-Z), CS 008, CS 010, DNCE 014, FVC 004/ART 004, FVC 007/ART 007, FVC 028/
   ART 028/THEA 038, FVC 039/
   CRWT 040, FVC 066/CRWT 066/
   THEA 066, THEA 010

   c) Two additional courses chosen from 1.b) above or from the following:
   AST 048/CHN 048, AST 064/VNM 064,
   FREN 045, FVC 006/ART 006,
   FVC 008/AHS 008, FVC 009/MUS 007,
   FVC 015, FVC 021/CPLT 021,
   FVC 022/AST 022/JPN 022,
   FVC 023/AHS 020,
   FVC 025/ENGL 021/THEA 021,
   FVC 026/CPLT 026/EUR 026,
   FVC 033/ENGL 033, FVC 036/CPLT 027,
   GER 045, ITAL 045, RUSN 045

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Major Requirements

The B.A. in Media and Cultural Studies involves three possible tracks of courses, each with different emphases in curriculum. The requirements are as follows:

For all three tracks:

Lower-division units: 16 units
Upper-division units: 40 units

Track 1: Film and Visual Media

This track gives the student comprehensive coverage in film and media studies, covering history, theory, non-Hollywood cinema and media forms, and production. Undergraduate studies prepare the student for graduate work in film studies, cultural studies with an emphasis on visual media, or in film production.

1. Lower-division requirements (4 lower-division courses [at least 16 units]):

   a) Introduction to Film Studies: MCS 020

   b) Media Production: 1 course chosen from ART 003, ART 070 (E-Z), CS 008, CS 010, DNCE 014, MCS 004/ART 004,
   MCS 007/ART 007, MCS 028/
   ART 028/THEA 038, MCS 039/
   CRWT 040, MCS 066/CRWT 066/
   THEA 066, THEA 010

   c) Two additional courses chosen from 1.b) above or from the following:
   AST 048/CHN 048, MCS 006/ART 006, MCS
   008/AHS 008, MCS 009/MUS 007, MCS 015,
   MCS 021/CPLT 021, MCS 022/AST 022/JPN
   022, MCS 023/AHS 020, MCS 024/CPLT 024,
   MCS 025/ENGL 021/THEA 021, MCS
   026/CPLT 026/EUR 026, MCS 033/ENGL 033,
   MCS 036/CPLT 027, MCS 038/CLA 045, MCS
   042/GER 045, MCS 043/RUSN 045, MCS
   044/ITAL 045, MCS 045/FREN 045, MCS
   046/SPN 046, MCS 049/ AST 064/VNM 064
2. Upper-division requirements (10 upper-division courses [at least 40 units]):


Track 2: Film, Literature, and Culture
While this track also offers a disciplinary foundation in film and visual media studies, its focus is on the interrelations among film and visual media, literature, and culture in international cinemas and literatures. The methodologies stressed here are less formally and more thematically and/or culturally based.

1. Lower-division requirements (4 lower-division courses [at least 16 units])

a) Introduction to Film Studies: MCS 020

b) Comparative Film, Media, and Literature Studies (1 course), chosen from MCS 021/CPLT 021, FVC 025/ENGL 021/THEA 021, FVC 033/ENGL 033, FVC 039/CRWT 040, HASS 022B, HASS 022C

MCS 175/ART 170, MUS 139, MUS 145, MUS 173, THEA 101, THEA 102, THEA 109, THEA 132, THEA 135, THEA 141, THEA 144
c) Non-Hollywood Cinema and Alternative Media (1 course) chosen from

AST 048/CHN 048, AST 064/VNM 064, FREN 045, FVC 015, FVC 022/AST 022/ JPN 022, FVC 026/CPLT 026/EUR 026, GER 045, ITAL 045, RUSN 045

2. Upper-division requirements (10 upper-division courses [at least 40 units])

a) Film, Photography and Media History (2 courses) chosen from AHS 181, AHS 182, FVC 110 (E-Z), FVC 114/CPLT 134/GER 134/JPN 134, FVC 137/AHS 136, FVC 138/AHS 137, FVC 145E/ENGL 145E, FVC 145I/ ENGL 145I, FVC 173 (E-Z)/CPLT 173 (E-Z), FVC 176/AHS 176, FVC 186/AHS 186, HIST 191X

b) Non-Hollywood Cinema and Alternative Media (2 courses) chosen from

EUR 138, FVC 183 (E-Z)/FREN 185 (EZ), FVC 184/AST 184/JPN 184, GER 118 (E-Z)/FVC 118 (E-Z)

c) Film and Media Theory (2 courses)

d) Studies in Film, Literature, and Culture
(4 courses):

(1) Literature and Visual Culture (at least 1 but not more than 3 courses) chosen from CPLT 143/FREN 143, CPLT 180V, CPLT 181/FREN 181, ETST 170/WRLT 170, ETST 175/WMST 175, FVC 103/ANTH 103, FVC 143 (E-Z)/ENGL 143 (E-Z), FVC 144 (E-Z)/ENGL 144 (E-Z), FVC 172, FVC 174 (E-Z)/CPLT 174 (E-Z), FVC 178/EUR 110B/AHS 120/CPLT 110B/GER 110B, FVC 181/PHIL 111


EUR 138, MCS 183 (E-Z)/FREN 185 (EZ), MCS 184/AST 184/JPN 184,

c) Film and Media Theory (2 courses)

d) Studies in Film, Literature, and Culture
(4 courses):

(1) Literature and Visual Culture (at least 1 but not more than 3 courses) chosen from CPLT 143/FREN 143, CPLT 180V, CPLT 181/FREN 181, ETST 170/WRLT 170, ETST 175/WMST 175, MCS 103/ANTH 103, MCS 126/CPLT 126/GER 126, MCS 142/WMST 122, MCS 143 (E-Z)/ENGL 143 (E-Z), MCS 144 (E-Z)/ENGL 144 (E-Z), MCS 146 (E-Z)/ENGL 146 (E-Z), MCS 160/ART 160, MCS 172, MCS 179/LNST109/SPN 179/WMST 179, MCS 181/CPLT181/FREN 181, PHIL 111

(3) Media Production (no required units but 1 course may be taken) chosen from ART 140, ART 142, ART 145, ART 146 (E-Z), ART 155, ART 167, ART 168, ART 169 (E-Z), ART 175, CS 133, CS 143/EE 143, FVC 131/ART 131, FVC 150/ART 150, FVC 161/DNCE 161, FVC 162/DNCE 162, FVC 166A/CRWT 166A/THEA 166A, FVC 166B/CRWT 166B/THEA 166B, FVC 166C/CRWT 166C/THEA 166C, FVC 175/ART 170, MUS 139, MUS 145, MUS 173, THEA 101, THEA 102, THEA 109, THEA 132, THEA 135, THEA 141, THEA 144

(4) Literary and Cultural Theory (no required units but up to 1 course may be taken) chosen from CPLT 110 or ENGL 101

Track 3: Ethnography, Documentary, and Visual Culture

This cluster provides a basic knowledge of film and visual media studies as well as in-depth coverage of the theories and methods that guide production of ethnographic and documentary films, and visual media. Students receive both critical and applied training in ethnographic methods and ethnographic and documentary film and video practices.

1. Lower-division requirements (4 lower-division courses [at least 16 units]):

a) Introduction to Film Studies: FVC 020

b) Media Production (1 course) chosen from ART 003, ART 070 (E-Z) CS 008, CS 010, DNCE 014, FVC 004/ART 004, FVC 007/ART 007, FVC 028/ART 028/ THEA 038, FVC 039/CRWT 040, FVC 066/CRWT 066/THEA 066, THEA 010

Track 3: Ethnography, Documentary, and Visual Culture

This cluster provides a basic knowledge of film and visual media studies as well as in-depth coverage of the theories and methods that guide production of ethnographic and documentary films, and visual media. Students receive both critical and applied training in ethnographic methods and ethnographic and documentary film and video practices.

1. Lower-division requirements (4 lower-division courses [at least 16 units]):

a) Introduction to Film Studies: MCS 020

b) Media Production (1 course) chosen from ART 003, ART 070 (E-Z) CS 008, CS 010, DNCE 014, MCS 004/ART 004, MCS 007/ART 007, MCS 028/ART 028/ THEA 038, MCS 039/CRWT 040, MCS 066/CRWT 066/THEA 066, THEA 010
c) Cultural Anthropology (1 course) chosen from ANTH 001, ANTH 001H

d) One (1) additional course chosen from 1.b) above or from AHS 007, AST 048/CHN 048, AST 064/VNM 064, FREN 045, FVC 006/ART 006, FVC 008/AHS 008, FVC 009/MUS 007, FVC 015, FVC 021/CPLT 021, FVC 022/AST 022/JPN 022, FVC 023/AHS 020, FVC 025/ENGL 021/THEA 021, FVC 026/CPLT 026/EUR 026, FVC 033/ENGL 033, FVC 036/CPLT 027, GER 045, HASS 022B, HASS 022C, ITAL 045, MUS 006/ANTH 006, RUSN 045, SOC 001, WMST 010

2. Upper-division requirements (10 upper-division courses [at least 40 units]):


c) Cultural Anthropology (1 course) chosen from ANTH 001, ANTH 001H

d) One (1) additional course chosen from 1.b) above or from AHS 007, AST 048/CHN 048, HASS 022B, HASS 022C, MCS 006/ART 006, MCS 008/AHS 008, MCS 009/MUS 007, MCS 015, MCS 021/CPLT 021, MCS 022/AST 022/JPN 022, MCS 023/AHS 020, MCS 024/CPLT 024, MCS 025/ENGL 021/THEA 021, MCS 026/CPLT 026/EUR 026, MCS 033/ENGL 033, MCS 036/CPLT 027, MCS 038/CLA 045, MCS 038/CLA 045, MCS 042/GER 045, MCS 043/RUSN 045, MCS 044/ITAL 045, MCS 045/FREN 045, MCS 046/SPN 046, MCS 049/AHS 064/VNM 064, MUS 006/ANTH 006, SOC 001, WMST 010

2. Upper-division requirements (10 upper-division courses [at least 40 units]):


d) Ethnography and Documentary: Production, Theories, and Texts (4 courses)

(1) Production (at least 2 courses) chosen from ART 140, ART 142, ART 145, ART 146 (E-Z), ART 155, ART 167, ART 168, ART 169 (E-Z), ART 175, CS 133, CS 143/EE 143, FVC 131/ART 131, FVC 150/ART 150, FVC 161/DNCE 161, FVC 162/DNCE 162, FVC 166A/CRWT 166A/THEA 166A, FVC 166B/CRWT 166B/THEA 166B, FVC 166C/CRWT 166C, THEA 166C, FVC 175/ART 170, MUS 139, MUS 145, MUS 173, THEA 101, THEA 102, THEA 109, THEA 132, THEA 135, THEA 141, THEA 144

(2) Theories and Texts (at least 2 courses) chosen from AHS 115/LNST 115, AHS 134/HISE 134, AHS 166/WMST 169, AHS 182, ANTH 102/AHS 102, ANTH 121, ANTH 128/AST 128/DNCE 128/MUS 128/THEA 176, ANTH 137, ANTH 163, ANTH 176/AST 127/DNCE 127/ETST 172/MUS 127, ANTH 180A, ANTH 180B, CPLT 110, DNCE 130/ANTH 130, DNCE 171F, DNCE 171G, DNCE 171J or FVC 104/ENGL 104, DNCE 172K, DNCE 173K, ENGL 101, ENGL 121 (E-Z), ENGL 122 (E-Z)/LGBS 122 (EZ),
ENGL 123B, ENGL 124A,
ETST 153/LNST 153, ETST 170/
WRLT 170, ETST 175/WMST 175,
FREN 143/CPLT 143, FVC 103/
ANTH 103, FVC 121 (E-Z)/
CPLT 171 (E-Z), FVC 143 (E-Z)/
ENGL 143 (E-Z), FVC 144 (E-Z)/
ENGL 144 (E-Z), FVC 145I/
ENGL 145I, FVC 146 (E-Z)/
ENGL 146 (E-Z), FVC 160/ART 160,
FVC 172, FVC 174 (E-Z)/
CPLT 174 (E-Z), FVC 187/AHS 187,
MUS 126/ANTH 177/WMST 126,
POSC 146, SOC 168, SOC 169

The following may be taken as a part of any
track to meet individual needs: FVC 190,
FVC 198-I.

ENGL 123B, ENGL 124A, ENGL 123B,
ENGL 124A, ETST 153/LNST 153, ETST
170/WRLT 170, ETST 175/WMST 175,
MCS 103/ANTH 103, MCS 121 (E-Z)/
CPLT 171 (E-Z), MCS 126/CPLT 126/GER
126, MCS 142/WMST 122, MCS 143 (E-Z)/
ENGL 143 (E-Z), MCS 144 (E-Z)/
ENGL 144 (E-Z), MCS 145I/
ENGL 145I, MCS 146 (E-Z)/
ENGL 146 (E-Z), MCS 160/ART 160,
MCS 172, MCS 174 (E-Z)/
CPLT 174 (E-Z), MCS
181/CPLT181/FREN 181, MCS 187/AHS
187, MUS 126/ANTH 177/WMST 126,
POSC 146, SOC 168, SOC 169

The following may be taken as a part of any
track to meet individual needs: MCS 190,
MCS 198-I.
JUSTIFICATION:

The Program in Film and Visual Culture became the Department of Media and Cultural Studies in July 2007 by vote of the UCR Faculty Senate. It is therefore appropriate to change the prefix to course numbers to reflect the department's name. We are also adding newly created courses from the past three or four years that were not properly included in the requirements.

APPROVALS:
Approved by the faculty of the Department of Media and Cultural Studies: 2/26/2008
Approved by the Executive Committee of the College of Humanities and Social Sciences: 3/5/2008
Approved by the Committee on Educational Policy: 6/4/2008
EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION

To be adopted: Fall 2008

Proposed Changes to the minor in Film and Visual Culture

PRESENT:

Minor
The Film and Visual Culture minor provides an interdisciplinary examination of film, television, digital multimedia, and visual culture, with an emphasis on history and theory, rather than production, in order to develop media literacy.

A minimum of 24 units (one lower-division course and five upper-division courses) are required. No course can be used to satisfy more than one requirement.

1. Lower-division requirements (1 course [at least 4 units]) chosen from the following:
   - FVC 004/ART 004, FVC 015, FVC 020, FVC 021/CPLT 021, FVC 033/ENGL 033

2. Upper-division requirements (a minimum of 5 courses [at least 20 units])
   a) One course from each of the following three groups:

      (1) Film, Photography, and Media History:
      - AHS 182, FVC 110 (E-Z), FVC 114/CPLT134/GER134/JPN134, FVC 137/AHS 136, FVC 138/
      - AHS 137, FVC 145E/ENGL 145E, FVC 145-I/ ENGL 145-I, FVC 173
      - (E-Z)/CPLT 173 (E-Z), FVC 174 (E-Z)/CPLT 174 (E-Z), FVC 176/AHS 176, FVC 186/AHS 186, HIST 191X

PROPOSED:

Minor
The Media and Cultural Studies minor provides an interdisciplinary examination of film, television, digital multimedia, and visual culture, with an emphasis on history and theory, rather than production, in order to develop media literacy.

A minimum of 24 units (one lower-division course and five upper-division courses) are required. No course can be used to satisfy more than one requirement.

1. Lower-division requirements (1 course [at least 4 units]) chosen from the following:
   - MCS 004/ART 004, MCS 015, MCS 020, MCS 021/CPLT 021, MCS 033/ENGL 033

2. Upper-division requirements (a minimum of 5 courses [at least 20 units])
   a) One course from each of the following three groups:

      (1) Film, Photography, and Media History:
      - AHS 137, MCS 145E/ENGL 145E, MCS 145-I/ ENGL 145-I, MCS 170/CPLT 135/GER 135, MCS 173
      - (E-Z)/CPLT 173 (E-Z), MCS 174 (E-Z)/CPLT 174 (E-Z), MCS 176/AHS 176, MCS 186/AHS 186
(2) Non-Hollywood Cinema and Alternative Media:
AST 185/CHN 185/FVC 169, CPLT 171F, DNCE 171M, DNCE 172K, FVC 125 (E-Z)/LNST 125 (E-Z)/
SPN 125 (E-Z), FVC 135/ART 135, FVC 136/ART 136, FVC 144K/
ENGL 144K, FVC 146E/ENGL 146E, FVC 146F/ENGL 146F, 
FVC 146G/ENGL 146G, FVC 171/SPN 171, FVC 173 (E-Z)/
CPLT 173 (E-Z), FVC 178/EUR 110B/AHS 120/CPLT 110B/
GER 110B, FVC 179/LNST 109/SPN 179/WMST 179, FVC 182/
AHS 121/CPLT 138/EUR 138/
GER 138, FVC 183 (E-Z)/FREN 185 (E-Z), FVC 184/
AST 184/JPN 184, GER 118 (EZ)/FVC 118 (E-Z)

(3) Film and Media Theory: DNCE 171F, 
DNCE 171G, DNCE 171J or 
FVC 104/ENGL 104, DNCE 171K, 
DNCE 172J, DNCE 172M, 
DNCE 173J, DNCE 173K, 
FVC 143 (E-Z)/ENGL 143 (E-Z), 
FVC 144 (E-Z)/ENGL 144 (E-Z), 
FVC 145F/ENGL 145F, 
FVC 145G/ENGL 145G, 
FVC 145J/ENGL 145J, FVC 146 (E-Z)/ 
ENGL 146 (E-Z), FVC 160/ART 160, 
FVC 172, FVC 187/AHS 187

(2) Non-Hollywood Cinema and Alternative Media:
DNCE 171M, DNCE 172K, MCS 118 (E-Z)/GER 118 (EZ), MCS 121(E-Z)/CPLT 171 (E-Z), MCS 125 (E-Z)/LNST 125 (E-Z)/
SPN 125 (E-Z), MCS 126/CPLT 126/GER 126, MCS 135/ART 135, 
MCS 136/ART 136, MCS 142/WMST 122, 
MCS 144K/ENGL 144K, MCS 146E/ENGL 146E, MCS 146F/ENGL 146F, 
MCS 146G/ENGL 146G, MCS 167/AST 167, MCS 168/AST 186, MCS 169/AST 185/CHN 185, MCS 170/CPLT 135/GER 135, MCS 171/
SPN 171, MCS 173 (E-Z)/CPLT 173 (E-Z), MCS 178/
EUR 110B/AHS 120/CPLT 110B/
GER 110B, MCS 179/LNST 109/SPN 179/WMST 179, MCS 182/
AHS 121/CPLT 138/EUR 138/
GER 138, MCS 183 (E-Z)/FREN 185 (E-Z), MCS 184/
AST 184/JPN 184, MCS 185/LNST 105/SPN 185

(3) Film and Media Theory: DNCE 171F, 
DNCE 171G, DNCE 171J or MCS 
104/ENGL 104, DNCE 171K, DNCE 172J, 
DNCE 172M, DNCE 173J, DNCE 173K, 
MCS 118(E-Z)/GER 118 (E-Z), MCS 
121(E-Z)/CPLT 171 (E-Z), MCS 126/CPLT 
126/GER 126, MCS 142/WMST 122, 
MCS 143 (E-Z)/ENGL 143 (E-Z), 
MCS 144 (E-Z)/ENGL 144 (E-Z), 
MCS 145F/ENGL 145F, 
MCS 145G/ENGL 145G, 
MCS 145J/ENGL 145J, MCS 146 (E-Z)/ 
ENGL 146 (E-Z), MCS 160/ART 160, 
MCS 172, MCS 181/CPLT 181/FREN 181, 
MCS 187/AHS 187
b) Two (2) additional courses chosen from 2. a(1),(2), and (3) above or from
AHS 181, ART 140, ART 142, ART 145, ART 146 (E-Z), ART 155, ART 167, ART 168, ART 169 (E-Z) (4 units),
ART 175, CS 133, CS 143/EE 143, FVC 103/ANTH 103, FVC 131/ART 131, FVC 133/SOC 138, FVC 139/SOC 139,
FVC 150/ART 150, FVC 166A/CRWT 166A/THEA 166A, FVC 166B/CRWT 166B/THEA 166B, FVC 166C/CRWT 166C/THEA 166C,
FVC 174 (E-Z)/CPLT 174(E-Z), FVC 175/ART 170, MUS 139, MUS 145, MUS 173, THEA 101, THEA 102,
THEA 109, THEA 132, THEA 135, THEA 141, THEA 144
b) Two (2) additional courses chosen from 2. a(1),(2), and (3) above or from
AHS 181, ART 140, ART 142, ART 145, ART 146 (E-Z), ART 155, ART 167, ART 168, ART 169 (E-Z) (4 units),
ART 175, CS 133, CS 143/EE 143, MCS 103/ANTH 103, MCS 131/ART 131, MCS 133/SOC 138, MCS 139/SOC 139,
MCS 150/ART 150, MCS 161/DNCE 161, MCS 162/DNCE 162, MCS 166A/CRWT 166A/THEA 166A, MCS 166B/CRWT 166B/THEA 166B, MCS 166C/CRWT 166C/THEA 166C, MCS 174 (E-Z)/CPLT 174(E-Z), MCS 175/ART 170, MUS 139, MUS 145, MUS 173, THEA 101, THEA 102, THEA 109, THEA 132, THEA 135, THEA 141, THEA 144

JUSTIFICATION:
The Program in Film and Visual Culture became the Department of Media and Cultural Studies in July 2007 by vote of the UCR Faculty Senate. It is therefore appropriate to change the prefix to course numbers to reflect the department's name. We are also adding newly created courses from the past three or four years that were not properly included in the requirements.

APPROVALS:
Approved by the faculty of the Department of Media and Cultural Studies: 2/26/2008
Approved by the faculty of the College of Humanities and Social Sciences:
Approved by the Executive Committee of the College of Humanities and Social Sciences: 3/5/2008
Approved by the Committee on Educational Policy: 6/4/2008
To be adopted:

**PRESENT:**

**Information Systems Major**

1. Lower-division requirements (51 units minimum)
   a) ENGR 001M
   b) BUS 020
   c) CS 010, CS 012, CS 014, CS 061
   d) CS 011/MATH 011
   e) ECON 002, ECON 003
   f) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A

2. Upper-division requirements (97 units)
   a) ENGR 101M
   b) BUS 101, BUS 103, BUS 104/STAT 104, BUS 106/ECON 134
   c) CS 100, CS 141, CS 153, CS 164, CS 165, CS 166, CS 180
   d) CS 111/MATH 111
   e) ENGR 180
   f) MATH 113
   g) SOC 150
   h) STAT 155
   i) Twelve (12) units of upper-division Computer Science technical electives, which must be distinct from the above major requirements. These 12 units may be chosen from those courses listed as upper-division requirements or technical electives for the Computer Science major. At least two courses must be in the Department of Computer Science and Engineering.
   j) Twenty (20) units of Business Administration technical electives, including at least 8 units of management information system courses. These 46 units must be distinct from the above major requirements and may be chosen from any of the available Business Administration courses.

**PROPOSED:**

**Business Informatics Major**

1. Lower-division requirements (51 units minimum)
   a) ENGR 001M
   b) BUS 020
   c) CS 010, CS 012 or CS 013, CS 014, CS 061
   d) CS 011/MATH 011
   e) ECON 002, ECON 003
   f) MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A

2. Upper-division requirements (97 units)
   a) ENGR 101M
   b) BUS 101, BUS 103, BUS 104/STAT 104, BUS 106/ECON 134
   c) CS 100, CS 141, CS 153, CS 164, CS 165, CS 166, CS 180
   d) CS 111/MATH 111
   e) ENGR 180
   f) MATH 113
   g) SOC 150
   h) STAT 155
   i) Twelve (12) units of upper-division Computer Science technical electives, which must be distinct from the above major requirements. These 12 units may be chosen from those courses listed as upper-division requirements or technical electives for the Computer Science major. At least two courses must be in the Department of Computer Science and Engineering.
   j) Twenty (20) units of Business Administration technical electives, including at least 8 units of management information system courses. These 46 units must be distinct from the above major requirements and may be chosen from any of the available Business Administration courses.
Students may petition for exceptions to the above degree requirements. Exceptions to Computer Science course requirements must be approved by the Computer Science and Engineering undergraduate advisor or chair, and exceptions to the Business Administration course requirements must be approved by the Graduate School of Management dean. Exceptions to other requirements require the approval of both the Department of Computer Science and Engineering and the Graduate School of Management.

Visit the Student Affairs Office in the College of Engineering or www.engr.ucr.edu/studentaffairs for a sample program.

JUSTIFICATION:

Regarding program name change:
The current BS program in Information Systems (IS) is unable to attract a good number of students because the program is not viewed as substantially different to our Computer Science program. The faculty in the Department of Computer Science and Engineering discussed the problems in detail and concluded that a name change to the program is necessary. As recommended by the IS committee, the faculty voted in favor of changing the name of the Information Systems Program to “Business Informatics.” The motivation for this change is that the current name of Information Systems does not convey the significant amount of course work in the Business Administration area. This new program name will better inform prospective students of the coursework entailed. The anticipated impact of student participation in the program would be to increase the number of students enrolled in the program. We expect students interested in business oriented programs will find the program more interesting and join the program, thereby increasing the overall enrollment in the College of Engineering.

Regarding CS 013:
The Electrical Engineering (EE) department has requested that we introduce a variant of CS012 that teaches the same programming concepts and skills, but with examples and assignments tailored specifically for engineering students. EE currently requires CS010 (the course before CS012) but not CS012. They would like their majors to have more training than they currently get in the concepts of C++ programming, but with examples and projects with content that fits the EE major better. We are introducing CS013 to meet their request.

That is the motivation for introducing CS013. CS013 is a course-equivalent to CS012 in the sense that it teaches the same programming skills and concepts, just with different examples. We anticipate that the examples and projects in CS 013 will be chosen to fit not just EE majors, but also other Engineering majors, and that the course may be of interest to CS, IS, and CompEng majors who choose to take it.
instead of CS012. For this reason, we are happy to give our own majors and CS minors the option of taking either CS012 or the new CS013, whichever fits their interest better.

**APPROVALS:**

Approved by the faculty of the Department of Computer Science and Engineering: November 28, 2007 (CS 013). Program name change approved April 2, 2008

Approved by the Executive Committee of the College of Engineering: April 9, 2008

Approved by the Committee on Educational Policy: June 4, 2008

Per email from Prof. John Haleblian, the chair of the AGSM Exec. Committee, they do not wish to review/vote on the Business Informatics curriculum changes because: "The Executive Committee of AGSM met today to discuss this issue. AGSM prefers to have a 'hands off' approach to this program in which AGSM controls the content of our courses but in which Bournes Engineering governs the program."
EXECUTIVE COMMITTEE  
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES  
REPORT TO THE RIVERSIDE DIVISION

To be adopted:

Proposed Changes to Physics Major

<table>
<thead>
<tr>
<th>PRESENT</th>
<th>PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Requirements</strong></td>
<td><strong>No Change</strong></td>
</tr>
<tr>
<td><strong>Biophysics option</strong></td>
<td><strong>No Change</strong></td>
</tr>
</tbody>
</table>

**Physics Education option**

1. **Lower-division requirements (73-74 units)**
   a. PHYS 40A, PHYS 40B, PHYS 40C, PHYS 40D, PHYS 40E
   b. MATH 008B or MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   c. CHEM 001A, CHEM 001B, CHEM 001C, CHEM 01LA, CHEM 01LB, CHEM 01LC
   d. EDUC 003, EDUC 004
   e. LING 020 or LING 021

2. **Upper-division requirements (75 units)**
   a. PHYS 130A, PHYS 130B, PHYS 134, PHYS 135A, PHYS 135B, PHYS 136, PHYS 156A, PHYS 156B
   b. PHYS 139L, PHYS 142L (3 units).
   c. Two electives from the following list (8 units): PHYS 111, PHYS 145A, PHYS 145B, PHYS 145C, PHYS 150A, PHYS 150B, PHYS 151, PHYS 163, PHYS 164, PHYS
Minor Requirements

No Change

JUSTIFICATION
The demand for qualified science teachers in the state of California is very high. The physics and astronomy department would like to provide a framework for guiding students majoring in physics who are considering a teaching career. The physics education track makes minor adjustments in the upper division B.S. physics requirements in order to allow the students to comfortably complete the required upper division education courses within four academic years. The track includes all of the undergraduate education courses required for entry into the UCR teaching credential and masters of education programs.

We envision a significant partnership with the California Teach-Science Mathematics Initiative at UCR when advising students who follow the physics education track.

APPROVALS
Approved by the faculty of the Department of Physics and Astronomy: April 1, 2008
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: 5/7/08
Approved by the Committee on Educational Policy: June 4, 2008
Executive Committee
College of Natural and Agricultural Science
Report to Riverside Division

To be adopted:
Proposed changes in the core requirements for Bachelor of Science and Bachelor of Arts in Statistics including the Statistical Computing and Quantitative Management Options.

Present:

Bachelor of Arts

1. Core requirements (24 – 25 units)
   a) CS 10, MATH 008B, MATH 009A, MATH 009B, MATH 009C, MATH 10A
   b) Four (4) additional units in Mathematics chosen from MATH 23, MATH 113 or MATH 131

2. Upper-division requirements (36 units)
   a) Thirty-six (36) units of upper-division course work
      (1) STAT 147, STAT 155, STAT 157, STAT 170A, STAT 170B
      (2) Sixteen (16) units chosen from STAT 127/BUS 127, STAT 130, STAT 140, STAT 146, STAT 160A, STAT 160B, STAT 160C, STAT 171

   Note: An introductory Statistics class such as STAT 040, STAT 048, or STAT 100A is strongly recommended

Proposed:

Bachelor of Arts

1. [no change]

2. [no change]
   a) [no change]
      (1) [no change]
      (2) Twelve (12) units chosen from STAT 127/BUS 127, STAT 130, STAT 140, STAT 146, STAT 160A, STAT 160B, STAT 160C, STAT 171
      (3) Four (4) units of STAT 197 taken at the end of Senior year

Bachelor of Science

1. Core requirements (24 – 25 units)
   a) CS 10, MATH 008B, MATH 009A, MATH 009B, MATH 009C, MATH 10A
   b) Four (4) additional units in Mathematics chosen from MATH 23, MATH 113 or MATH 131

2. Upper-division requirements (52 units)
   a) Thirty-six (36) units of upper-division course work
      (1) STAT 147, STAT 155, STAT 157, STAT 170A, STAT 170B
      (2) Sixteen (16) units chosen from

   Note: An introductory Statistics class such as STAT 040, STAT 048, or STAT 100A is strongly recommended

Proposed:

Bachelor of Science

1. [no change]

2. [no change]
   a) [no change]
      (1) [no change]
      (2) Twelve (12) units chosen from
b) Sixteen (16) units of additional course work chosen, with the approval of the major advisor, from Statistics courses numbered 121 and higher or from related fields.

Note: An introductory Statistics class such as STAT 040, STAT 048, or STAT 100A is strongly recommended.

Justification: The purpose of including a quarter of research experience at the end of the senior year is to provide our undergraduate students training on how statistics is practiced in the real world, the questions of interest, how the data are collected to answer the pertinent questions, and then how the data are analyzed to figure out the answers. Students will learn research methods with real problems.

Approved by Statistics Faculty: 5/2/08

Approved by the Executive Committee College of Natural and Agricultural Sciences: 5/19/2008

Approved by the Committee on Educational Policy: 6/4/2008
Present: The program reflects current critical, theoretical, and methodological developments across several disciplines that focus on lesbian, gay, and bisexual issues. Lesbian, Gay, Bisexual, Intersexual, and Transgender Studies are by nature interdisciplinary, and this program is meant to encourage new cross-disciplinary research in the field for interested students in the College of Humanities, Arts, and Social Sciences. The curriculum addresses such issues as sexual identity and orientation; gay, lesbian, and bisexual representation; gay, lesbian, and bisexual perspectives on the arts; retheorizations of gender; sexuality and cultural diversity; intersections of sexualities and ethnic identities.

Requirements for the minor (24 units)
1. Lower-division requirements (4 units) chosen from WMST 001 or LGBS 001
2. Upper-division requirements (20 units):
   a) Four (4) units of English chosen from ENGL 122 (E-Z)/LGBS 122 (E-Z), ENGL 143 (E-Z)/FVC 143 (E-Z), ENGL 144 (E-Z)/FVC 144 (E-Z)
   b) Four (4) units from Ethnic Studies or History chosen from ETST 175/WMST 175, HISA 130/WMST 130, HISE 148A, HISE 148B, HIST 191T

Proposed: The program reflects current critical, theoretical, and methodological developments across several disciplines that focus on lesbian, gay, and bisexual issues. Lesbian, Gay, Bisexual, Intersexual, and Transgender Studies are by nature interdisciplinary, and this program is meant to encourage new cross-disciplinary research in the field for interested students in the College of Humanities, Arts, and Social Sciences. The curriculum addresses such issues as sexual identity and orientation; gay, lesbian, and bisexual representation; gay, lesbian, and bisexual perspectives on the arts; retheorizations of gender; sexuality and cultural diversity; intersections of sexualities and ethnic identities.

Requirements for the minor (24 units)
1. Lower-division requirements (4 units) chosen from WMST 001 or LGBS 001
2. Upper-division requirements (20 units):
   a) Four (4) units of English chosen from ENGL 122 (E-Z)/LGBS 122 (E-Z), ENGL 143 (E-Z)/FVC 143 (E-Z), ENGL 144 (E-Z)/FVC 144 (E-Z)
   b) Four (4) units from Ethnic Studies or History chosen from ETST 175/WMST 175, HISA 130/WMST 130, HISE 148A, HISE 148B, HIST 191T
c) Four (4) units of Art History, Classics, Dance, or Music chosen from AHS 182, AHS 186/FVC 186, CLA 120E, DNCE 141, DNCE 142, MUS 114, MUS 126/ANTH 177/WMST 126

d) Four (4) units of Psychology, Sociology, or Women’s Studies chosen from PSYC 160A, PSYC 160B, PSYC 161, SOC 140, SOC 141, SOC 153, SOC 177E, WMST 100, WMST 103/ANTH 145, WMST 108/PHIL 108, WMST 135, WMST 140/ANTH 147

e) Four (4) additional units chosen from those listed above or LGBS 190 or LGBS 193

Note Students may satisfy an upper-division requirement by completing 4 units of LGBS 198-I (Internship).

JUSTIFICATION:

The LGBT minor tries to add new courses as faculty become available to teach them. The changes here are the result of such new courses. The courses being deleted are no longer being offered by the Dance Department.

APPROVALS:
Approved by the faculty committee of the LGBT Studies Minor: 02/13/2008
Approved by the Executive Committee of the College of Humanities and Social Sciences: 3/5/2008
Approved by the Committee on Educational Policy: June 4, 2008
To: Tom Cogswell, Chair, Riverside Division
Fr: Len Nunney, Chair, CNAS Executive Committee
Re: CNAS Faculty Course Buy-Out Program

The draft of the “Draft CNAS Academic Plan” reviewed recently by the CNAS Executive Committee is highly problematic in many ways, but one aspect of it puzzled the committee members. It was the inclusion (apparently at the request of the central administration) of a detailed course buy-out plan for faculty.

Apart from the fact that it seemed an odd issue to feature prominently in an academic plan, it raised the question of whether or not the consequences of a course buy-out plan have ever been evaluated by the senate. A number of questions were raised in our brief discussion, such as: What is the academic impact – will some faculty be opting out of undergraduate teaching? Where does the money go – is there a guarantee that the teaching load of other faculty will not be increased? One member of the committee asked if it would also be possible to buy out our research and service requirements – but, more seriously, it certainly raises issues of evaluation in merits and promotions.

So our question to you and the Executive Council is whether or not by the appropriate senate committees have ever examined these buy-out plans, and if not, whether or not they should do so.
BCOE is actively seeking to improve the experience and retention rates of our undergraduate majors. Based on many years of interactions with students, mid-quarter grade feedback appears to be an area where improvements are sorely needed and could have great impact. In many courses, students do not receive good grade feedback during the quarter, due to significant graded items appearing only very late in the quarter, to delays in grading, to ambiguous grade information (e.g., showing scores but without relation to grades), and/or to other factors. As such, students often do not realize that they should be working harder or seeking help, or that they should consider withdrawing from the course to take it again when better prepared or better able to focus on the course. Please note: We entirely understand that blame also resides with students in many cases; we are also seeking to improve our courses, while simultaneously improving our courses where clear problems exist.

Mindful of academic freedom issues and of the importance of avoiding overly-cumbersome bureaucratic hurdles, while also seeking to improve the experience and retention of undergraduate students, BCOE requests that the campus develop a campus-wide mid-quarter grade policy for UCR LOWER-DIVISION courses (where retention is critical and where student ability to gauge progress is lesser developed than in upper-division courses). A policy might exhibit the following:

- A clear definition of course points and grading scale should be provided (these already should be included in a standard course syllabus)
- Several school days before the quarter’s last day to withdraw, a grade based on substantive course points should be provided to students and (minimally) to college student affairs staff also.

Substantive means that the percentage of total course points should be appropriate for mid-quarter (while a hard cutoff may be unwise, 10% would clearly be too low), should be reasonably reflective of key course components (e.g., a course with a midterm and a final of equal weights should probably have the midterm included in the mid-quarter grade), and should use the course’s defined course points and grading scale.

BCOE has adopted the above policy for all its own lower-division courses, implemented for the first time in Spring 2008. In our case, instructors demonstrated to a designated BCOE Student Affairs Advisor that grade feedback had been provided to students (typically via iLearn), and instructors also sent spreadsheets to the advisor indicating student names, mid-quarter grades, and percentage of total course points that grade reflects. A campus wide policy may require a different approach, perhaps similar to iGrade in which instructors report not only grades but also the percentage of total course points.
While we recognize that other UCs may not utilize mid-quarter grades, we not only also recognize that UCR students have backgrounds that may make university success more challenging, and we also seek to see UCR grow to become a top institution that is unique in its commitment to each student's success. We also point out that many excellent universities, such as CMU, have established mid-semester grading --e.g., http://www.cmu.edu/hub/reg/grading_policies.html states that "Mid-semester grades provide valuable feedback to students as they assess their performance in courses. Furthermore, mid-semester grades and the QPAb identifying and dealing in a timely way with students in academic trouble." We also note that UC Merced appears to have a formal mid-quarter grade policy; see: http://registrar.ucmerced.edu/2.asp?uc=1&lvl2=73&lvl3=73&lvl4=83&contentid=121.

Thank you for attention to this important student matter.

Frank Vahid
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Professor, Computer Science & Engineering Chair, Faculty of the College of Engineering University of California, Riverside, CA 92521-0304 vahid@cs.ucr.edu, http://www.cs.ucr.edu/~vahid
(951)827-4710 (Fax: 827-4643)
Tom,

I was cc on this. Are you aware of it? This is something the Senate should think about.

Ward

-----Original Message-----
From: David Wall [mailto:dw@deigroup.com] On Behalf Of david.wall@email.ucr.edu
Sent: Wednesday, May 21, 2008 11:55 PM
To: mcoyle@ucr.edu
Cc: ellen.wartella@ucr.edu; david.fairris@ucr.edu; gladis.herrera-berkowitz@ucr.edu; mia.lewis@ucr.edu; marianne.beckett@ucr.edu; bob.daly@ucr.edu; ellenrw@ucr.edu; june.oconnor@ucr.edu; lsbell@ucr.edu; elisabeth.ryland@ucr.edu; sean.jasso@ucr.edu; ward.beyermann@ucr.edu; thomas.payne@ucr.edu; elisar@ucr.edu; thp@cs.ucr.edu; yolanda.moses@ucr.edu; scott.silverman@ucr.edu; info@calaware.org; acluinfo@aclu-sc.org; fap@thefirstamendment.org
Subject: RE: Request to Inspect Public Records

Counselor:

I reference my email of 05/15/08 to David Fairris and a responsive email from Marianne Beckett dated 05/20/08, both of which were copied to you, and both of which are attached below. I will refer to the subject matter of these letters as "the iEval database" for the sake of simplicity.

Initially, please note that I respect Ms. Beckett's position, and I view this process as a courteous and respectful disagreement among reasonable people regarding a topic of subtle controversy. I am attempting to work toward an appropriate remediation.

Stated plainly I have requested to inspect the iEval database, and Ms. Beckett has prohibited my access. Upon receipt of Ms. Beckett's letter I have consulted with several attorneys, including staff of the ACLU, the First Amendment Project, and Californians Aware. Based upon inquiry and consultation, and with some assistance, I have prepared the following memorandum for your consideration.

Upon review of Ms. Beckett's letter I conclude that it is the official position of UCR that no student shall have access to any part of the iEval database. The purpose of this letter is to verify that the appropriate representatives of UCR have been afforded the opinion of counsel and have ratified Ms. Beckett's legal position.

I am a citizen of the State of California and I am a registered full-time undergraduate student of UCR. As such I am a member of your constituency and moreover I represent the primary stakeholder group served by the University.

The analysis depicted in Ms. Beckett's letter is both perfunctory and unbalanced. I beg you to undertake a more thorough and neutral analysis of California Government Code §6254(c), referencing the judicial interpretations of this code section, as well as the legal opinion of the prior campus counsel.
In particular I assert that the iEval database is not actually a personnel record within the meaning of the code, in that it is not administered by the Academic Personnel Office, nor is it controlled in a manner consistent with genuinely confidential personnel records, and likewise access is granted to the iEval database among faculty members in a manner inconsistent with genuinely confidential personnel records.

Further I contend that the iEval database does not contain personal information within the meaning of the code, in that it contains statistical information relevant exclusively to the discharge of the instructors' official duties on behalf of the State, and does not contain any information regarding the instructors' private affairs. In this regard I am informed that judicial authority holds that personnel records are exempt only if disclosure would reveal intimate, private details.

Finally I note that the relevant code section prohibits disclosure only where such disclosure would constitute an unwarranted invasion of personal privacy. The construction of the law (the use of the word unwarranted, in particular) requires that a balancing test must be performed: The instructors' right to privacy must be weighed against the students' right of access.

In this instance no private information regarding the instructors would be released: their social security numbers, dates of birth, driver's license numbers, home addresses & phone numbers, their employment applications, and all similar data would remain private; they would not suffer any loss of personal privacy, and would bear no increased risk of identity theft or similar risks. Some instructors may suffer mild embarrassment, at worst.

On the other hand the students served by this institution would derive substantial benefit by access to the iEval database: By reviewing the statistical data students would be able to make better-informed decisions in course selection; By illuminating the most conducive and effective instructors, students would be able to maximize the value of their educational experience, leading to greater satisfaction; By returning the results of their own assessments to them, students would become more fully vested in the evaluation process, leading to a potentially more accurate and efficient process.

* * *

I urge you to revisit this topic, to research the issue, and to dialog with appropriate representatives of the University. If UCR has any modification or clarification to Ms. Beckett's letter, please advise. Absent any update, I can only conclude that it is the official position of UCR that no student shall have access to any part of the iEval database, and I shall govern myself accordingly.

Best regards,
David Wall #860849779
Cell: 213-631-3300
email: david.wall@email.ucr.edu
From: Marianne Beckett [mailto:marianne.beckett@ucr.edu]
Sent: Tuesday, May 20, 2008 1:41 PM
To: dw@deigroup.com
Cc: david.fairris@ucr.edu
Subject: FW: Request to Inspect Public Records

Mr. Wall:

The Labor Relations Office at UCR received your May 15, 2008 request to inspect all records maintained by UCR related to evaluations collected from students in reference to assessments of instructors and/or courses at UCR;” and/or “All records commonly referred to as the "iEval" system, and/or the "iEval" databases, and/or similar designations.”

As the records you have requested to inspect are maintained by UCR for the purpose of conducting academic personnel reviews and are therefore considered parts of the personnel files of UCR faculty, UCR is not required to disclose these records per California Government Code 6254 (c), as the disclosure of which will constitute an unwarranted invasion of personal privacy.

If you have any questions or comments, please let me know. Thank you.

Marianne Liu Beckett
Principal Labor Relations Analyst
Labor Relations and Workers' Compensation University of California, Riverside
voice: 951-827-2847
fax: 951-827-2672
email: marianne.beckett@ucr.edu

-----Original Message-----
From: David Wall [mailto:dw@deigroup.com]
Sent: Thursday, May 15, 2008 1:50 PM
To: david.fairris@ucr.edu
Cc: Michele Coyle; acluinfo@aclu-sc.org
Subject: Request to Inspect Public Records
Importance: High

Dear David Fairris:

Pursuant to the California Public Records Act [Government Code §§ 6250-6276.48], I request to inspect the following described records during regular business hours during the week of 05/19/08-05/23/08:
All records maintained by the University of California, Riverside, described as follows:

All records related to evaluations collected from students in reference to assessments of instructors and/or courses at UCR; and/or

All records commonly referred to as the "iEval" system, and/or the "iEval" databases, and/or similar designations.

Please note that this is a request to inspect records only; no copies are requested at this time. Please advise if your office will allow access to these records during regular business hours during the coming week, and if so when it would be convenient for me to visit.

If the UC declines access to these records, I request a brief statement justifying the basis for denial.

If the UC maintains that the above-described records do not exist or that they are not within your custody or control, I request your assistance in identifying all records relevant to this request, and recommending ways to overcome any practical basis for denying access to same. [§6253.1].

Best regards,
David Wall #860849779
Cell: 213-631-3300
email: david.wall@email.ucr.edu

CONFIDENTIALITY NOTICE: This e-mail communication and any attachments may contain confidential and privileged information for the use of the designated recipients named above. If you are not the intended recipient, you are hereby notified that you have received this communication in error and that any review, disclosure, dissemination, distribution or copying of it or its contents is prohibited. If you have received this communication in error, please notify UCR Labor Relations immediately by telephone at (951) 827-3641 and destroy all copies of this communication and any attachments.
April 30, 2008

To: Ellen Wartella, Executive Vice Chancellor and Provost
    Thomas Cogswell, Chair of the Academic Senate

From: Gloria González-Rivera, Economics Professor and Chair
      Jerome Schultz, Bioengineering Distinguished Professor and Chair

Re: Report from the Joint Senate/Administration Task Force on Department Chairs

Attached please find the report of our task force on the review, compensation, responsibilities, development, and resources for Department Chairs.
REPORT OF

THE JOINT SENATE AND ADMINISTRATION TASK FORCE

ON

DEPARTMENT CHAIRS

Gloria González-Rivera (co-chair), Chair Economics
Jerome Schultz (co-chair), Chair Bioengineering
Marylynn V. Yates, former Chair Environmental Sciences
Mary Droser, Chair Earth Sciences
Walter Clarke, Chair Music
Michele Coyle, Campus Counsel
Katina Napper, Director Academic Personnel
Michael Cate, Principal Analyst Academic Planning and Budget
TABLE OF CONTENTS

EXECUTIVE SUMMARY ................................................................................................. 4

BACKGROUND ............................................................................................................... 5

I. RESPONSIBILITIES AND AUTHORITIES OF CHAIRS ...................................... 6

II. INCENTIVES FOR CHAIRS ..................................................................................... 8

III. TRAINING OF CHAIRS ......................................................................................... 10

IV. APPOINTMENT OF CHAIRS ................................................................................ 12

V. REVIEW OF CHAIRS ............................................................................................. 13

ADDENDUM .................................................................................................................. 15

APPENDIX I. UC and UCR .......................................................................................... 20

The Charge
APM 245. UC Appointment and Promotion of Department Chairs
APM 210.1.d. UC Academic Evaluation

APPENDIX II. ACADEMIC MANAGEMENT .............................................................. 28

Downey, R. G. and K.S. Cox (2002), “Developing an Organizational Culture and Infrastructure for Administrative Evaluation and Feedback”, *The Department Chair*.

American Council on Education Resources for Chairs
http://www.acenet.edu/resources/chairs/

“Preparing faculty for academic management. Needs Assessment and Benchmarking”, CAL@Cal, Leadership Development Program, January 2007

APPENDIX III. CAMPUS PRACTICES ................................................................. 40

University of California Systemwide: Summary on Department Chair Appointment, Review, and Compensation

University of California, San Francisco. Purpose and Procedures for Review of Department Chairs.

University of Delaware. Department Chair Review.
University of California, Berkeley. Chair’s Toolkit.


University of California, Riverside. Current Resources for Department Chairs

APPENDIX IV. BOOKS ………………………………………………………………………… 65


EXECUTIVE SUMMARY

In April 2007, Executive Vice Chancellor and Provost Wartella formed a Joint Senate and Administration Task Force to document current practices and make recommendations in relation to appointment, responsibilities, training, evaluation, and compensation of department chairs. This initiative responds to a broad campus objective dealing with the formation of a cadre of effective leaders that naturally starts with department chairs. Preparing faculty for academic management is an important issue these days at many universities across the country.

Recently, a study from UC-Berkeley summarized the current state-of-affairs for faculty administrators by reporting that the main problem faced by department chairs is not a lack of training but a heavy workload, academic and administrative, and a lack of resources. In addition, the current institutional incentives (merits and promotions) make the development of managerial and leadership skills secondary to the development of the chair’s academic career.

Within this context, the Task Force Committee recommends:

R1. Revision of the current incentives for chairs and provision of additional resources. The UCR stipend is too low, particularly within CHASS. The stipend should be built into base pay to ameliorate a decrease in future pay upon the expiration of the chair’s term. Additional resources such as highly trained staff and research and teaching support need to be in place.

R2. Provision of formal training on those areas of performance for which the chair is responsible and in which he/she exercises authority. Provision of on-going training on development of leadership and management skills.

R3. Appointment of chairs to be delegated to the dean’s level.

R4. Extension of the chair’s term from the current one-year term to three to five-year terms.

R5. Establishment of annual reports from the department chair to the dean.

R6. Establishment of an end-of-the-term formal evaluation, independent from the academic personnel review. The dean should be responsible for administrating the evaluation procedure.

R7. Recognition and reward to the chair for improvements in the academic profile and in the overall development of the department.

R8. Development of a timeline for the implementation of the approved recommendations of this Task Force.
BACKGROUND

In April 2007 the Executive Vice Chancellor and Provost Ellen Wartella formed a Joint Senate and Administration Task Force on Department Chairs. As chairs become key leaders in the functioning of their departments, the task force was charged with documenting our current practices on appointment, training and professional development, evaluation, and compensation of chairs, and making recommendations to improve our current policies and procedures. The Academic Personnel Manual -245 states general criteria for the appointment and review of chairs and permits the development of policies at the campus level (Appendix I).

The Task Force Committee, henceforth the Committee, started deliberations in the Fall of 2007 and in the course of its efforts discovered that there is a spreading concern at universities across the country for preparing faculty for academic management. The continuing changes in the university environment and its relationships to its constituents lead to ever-changing demands on the department chairs. There is a pronounced shift from the conventional figure of a chair as the guardian of university policies and procedures towards a figure that combines the skills of an entrepreneur, manager, and decision maker. The American Council on Education Resources for Chairs, http://www.acenet.edu/resources/chairs, is an organization that continually studies and monitors developments on this issue (Appendix II).

UC-Berkeley commissioned a study to investigate how the campus can best support and develop its academic leaders (Appendix II). The study was published in January 2007 and, in our view, it is a thorough assessment of the state-of-affairs for faculty administrators. This Committee echoes the sentiment expressed in the UCB document: “….the biggest problem for faculty administrators is not a lack of training but an overly heavy workload and not enough resources. Faculty administrators struggle to balance their research, teaching, administrative duties, and personal life. They feel they are working uphill against a cumbersome bureaucracy without enough time, money, or capable staff. Compounding this is the perception that administrative service hurts faculty careers by negatively impacting merit and promotion reviews.”

For many faculty the department chair position is not a career choice. It is a “hybrid” position that is neither full-time administration nor full-time academic, but the reality is that department chairs face full time demands from both fronts of the position. Given the current incentives, by which merit and promotion reviews evaluate primarily academic performance, department chairs may come to the position with a “temporary service” mentality and with a set of priorities that may not be fully aligned with those of the upper administration. Thus, as our Committee considered the various issues raised in the charge to the Task Force, we subscribe to a key recommendation expressed in the UCB study: “Our main recommendation to the University is further research into how the campus can better compensate faculty administrators and provide other incentives –more space, highly trained staff-- to accomplish campus goals. Until the right incentives are in place—that is, until faculty feel adequately rewarded and have the tools to accomplish their goals—additional training will not be maximally effective.”
I. RESPONSIBILITIES AND AUTHORITIES OF CHAIRS

The department chair is a faculty member who serves as the administrator and academic leader of a department. The department chair is an administrative appointment and he/she serves at the discretion of the Chancellor (APM 245-24d). Since the UC system is an organization with a strong tradition of faculty governance, it is not always easy to define the boundaries of authority and responsibility of the chair. Therefore, as an organizational principle, a UC chair will develop a climate of shared responsibility that facilitates faculty participation in the many departmental activities as well as allows enough flexibility for the chair to manage and lead the department. The Committee has discussed thirteen major areas of performance for which we provide objectives and prospective evaluation criteria. Though this long list may look daunting, it should be understood as a general guideline. Different departments may go through different stages of development and the chair in consultation with the college dean may choose to stress specific areas of performance and areas of development of the department.

A brief description of these areas follows. A full description is presented in the Addendum. It should be noted that the Appendix A to APM-245 reports the duties of the department chair. The following list stresses those contemplated in the APM-245 and expands further to accommodate the ever-changing responsibilities of the department chair.

i. Academic Personnel (APM-245. Appendix A. 2)
The chair is responsible for facilitating the recruitment of new faculty, overseeing faculty development, and making an effort to retain the current faculty.

ii. Administrative Personnel (APM-245. Appendix A. 2)
In conjunction with the MSO or other staff supervisor, the chair should establish guidelines for the management of resources and staff of the department.

iii. Academic Planning and Strategies (APM-245. Appendix A. 1)
The chair leads the department in defining the goals of the department and facilitating the planning of the corresponding activities to achieve these goals.

iv. Budget Management (APM-245. Appendix A. 5)
The chair should ensure the establishment of priorities for the allocation of resources available to the department and supervise their administration.

v. Undergraduate Program (APM-245. Appendix A. 1,2,3,4)
The chair should ensure that the faculty maintains an updated and relevant undergraduate curriculum. The chair is responsible for all teaching assignments, efficient deployment of resources, and the provision of sound academic advising.

vi. Graduate Program (APM-245. Appendix A. 1,2,3,4)
The chair should ensure that the graduate curriculum is updated and relevant. The chair is responsible for all teaching assignments, efficient deployment of resources, and the provision of sound academic advising.

vii. **New Initiatives**
The chair should encourage new initiatives that will contribute to raise the academic profile of the department and enhance the research and teaching mission of the faculty.

viii. **Grant Activity**
The chair should promote grant writing and any other funding opportunities.

ix. **Facilities and Equipment (APM-245. Appendix A. 8)**
The chair should have the primary responsibility for managing space allocation and for establishing the need for resources with the dean and other levels of the administration.

x. **Internal Relations (APM-245. Appendix A. 3)**
The chair should promote a harmonious environment within the department and be responsive to concerns of faculty, staff, and students.

xi. **External Relations**
The chair is the primary spokesperson and advocate for the department in dealing with constituencies external to the university.

xii. **Diversity (APM-245. Appendix A. 12)**
The chair should adhere to and promote the diversity programs of the institution.

xiii. **Communication**
The chair has the dual role of representing the administration to the department and articulating the department’s needs and achievements to the administration.
II. INCENTIVES FOR CHAIRS

The incentives for chairs should be commensurate with the broad set of responsibilities. Since it is expected that chairs concurrently carry a research agenda, perform professional activities, and attend to teaching duties, the administrative responsibilities are viewed as competing demands. There is a general perception that there are more disincentives than benefits to the position, and that on becoming chair, the faculty may jeopardize his/her prospect of academic advancement through the UC merit and promotion system. In the long run, this has a detrimental effect on future salaries. If the administration expects department chairs to be efficient leaders and engaged administrators, we recommend attaching the appropriate incentives to the position.

We recommend improving the compensation of the department chair as follows:

i. **Stipend**

Stipend should be commensurate with the size and complexity of the department. Factors to consider are the number of faculty and other academic and research appointees, administrative staff, budget, graduate students, and undergraduate majors. The following table compares the UCR maximum stipend with the stipend at UCSC, which is a campus comparable in size to UCR.

<table>
<thead>
<tr>
<th>Department budget</th>
<th>UCSC Stipend 10/1/06</th>
<th>UCR Max. stipend</th>
<th>UCR Practice (code 1096)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; $1 million</td>
<td>$7,854</td>
<td>$5,000</td>
<td>BCOE $10,000</td>
</tr>
<tr>
<td>$1 - $2 mil.</td>
<td>$9,384</td>
<td>$7,500</td>
<td>CHASS $2,700</td>
</tr>
<tr>
<td>$2 - $3 mil</td>
<td>$10,914</td>
<td>$7,500 (&lt; $2.5m)</td>
<td>CNAS $6,000</td>
</tr>
<tr>
<td>&gt; $ 3 million</td>
<td>$12,444</td>
<td>$10,000 (&gt; $2.5m)</td>
<td></td>
</tr>
</tbody>
</table>

UCSC pays between 25% and 57% more than the UCR maximum. The practice at UCR varies from college to college. While in BCOE all department chairs, regardless of the department size, have the same stipend of $10,000, in CNAS there is a minimum base stipend of $6,000 and a variety of stipends across departments. In CHASS, there is a common stipend of $2,700 regardless of the department size.

We recommend revising the UCR stipend upward, especially in CHASS. The UCR stipend levels should be considered minimum guidelines. Within those, the dean will have discretionary power to negotiate the final stipend by considering the scale of the departments and the complexity of their operations. The stipend should also be subject to range adjustment.

We recommend building the stipend into base pay to ameliorate a decrease in future pay upon the expiration of the chair’s term. For example, for each year of service, a certain percentage of the faculty administrator’s stipend would become part of his/her base pay, with the entire amount folded in by the end of the chair’s term.
ii. Additional sabbatical credits

We recommend that upon completion of three consecutive years of uninterrupted service as department chair a total of three additional sabbatical credits will be awarded. Thereafter, upon completion of each additional year of uninterrupted service, one additional sabbatical credit will be awarded. A maximum of nine additional sabbatical credits for service as department chair may be accrued.

iii. Summer money

In parity with other administrative appointments on campus, we recommend that the chair appointment may be moved to an 11-month appointment. This will absorb the summer money compensation and will increase the base pay for the chair’s term.

iv. Teaching release and research support

The chair’s compensation should include some teaching release and research support to be negotiated with the dean.

We recommend that some of these proposed incentives be awarded at the end of the chair’s term as a reward for a positive review.
III. TRAINING OF CHAIRS

As mentioned earlier the Berkeley study provides and extensive discussion on the training of chairs. In addition several universities have an extensive web resource to provide chairs with ready access to specifics on many issues (Appendix III).

With the right incentives in place, the Committee believes that the training of department chairs should be an indispensable aspect of a faculty member’s service in this important capacity. Sadly it is often neglected or carried out in such a desultory fashion that the actual process could only be described as “sink or swim.” We recommend that each prospective department chair be given adequate preparation so that s/he can step into the role and function effectively from the outset. There will always be a certain learning curve or element of OJT (On the Job Training), but the inevitable missteps can be minimized by some training beforehand. The following recommendations derive from the cumulative experience of the chairs on the task force, some of whom have faced precisely the sink-or-swim scenario mentioned above.

i. One-year overlap of training

A term of service as chair would ideally include one year of overlap, six months before becoming chair and six months after, training the successor. This would include familiarization with responsibilities in regards to budget, personnel, facilities, procedures, and administrative organization.

ii. Formalize process

Rather than being an *ad hoc* process, this training should be formalized throughout the college and the university as much as possible, taking into account, of course, the unique administrative environment and requirements of each department.

iii. Timeline

Establishing a timeline for the training process will help familiarize new chairs with the cyclical nature of their responsibilities and help ensure some degree of continuity throughout the university.

iv. Schedule, mentoring, template

A schedule for the training will be helpful in conjunction with personal mentoring on the part of the current chair. A template of the chair’s duties throughout the year can be established to ensure some measure of uniformity across departments and colleges.

v. Flexibility of the template

It is clear that each department/college will have its own specific or unique needs and that the template can be modified to suit those requirements.
vi. **Specific duties**

There is a largely predictable sequence of a chair’s specific duties in the course of an academic year. These include scheduling of faculty meetings for the year just before fall quarter, assembling merit and promotion files and voting on same during the fall quarter, grappling with permanent and temporary budgets in the winter (and even spring) quarter, and planning next year’s course offerings and assignments in the winter quarter. With some variation, these responsibilities in this sequence pertain to all departments.

vii. **Staff**

In all cases, having a knowledgeable, experienced, and capable staff is indispensable to succeeding as a chair. MSOs, SAOs, APCs, AAs, and financial specialists/analysts are the backbone of any department and provide the chair with guidance and support. Familiarization with the staff and their respective functions is an essential part of a chair’s training.
IV. APPOINTMENT OF CHAIR

The current practice at UCR is a year-by-year appointment by the EVCP upon recommendation of the dean of the college after consultation with the department faculty.

i. Delegation of authority

The Committee recommends that the appointment of chairs be delegated to the dean level as deans have first hand information about the state of affairs in each department. This recommendation is in line with the practice at other UC campuses.

ii. Consultative process

The dean will appoint the chair after consultation with the faculty and other constituencies of the department taking into consideration not only the welfare of the department but also the general goals of the university.

iii. Length of service

The length of initial service as chair should be extended to a three to five year term depending on the department. The dean may request yearly feedback from the faculty and may consult with the chair regarding his/her willingness to continue in the position. However, APM 245-24d states that only the “Chancellor, after consultation with the appropriate Dean or Provost and department faculty, may end the appointment of a department chair at will and at any time. This authority may not be redelegated.”

iv. Planning document and annual reporting

The Committee recommends that at the time of the appointment, the dean and the incoming chair discuss the chair’s plans for the department within the general goals of the campus. The plan is conceived as a rolling document flexible enough to adapt to new circumstances. The chair should report annually to the dean about the progress and departmental activities in fulfillment of the goals established in the plan.
V. REVIEW OF THE CHAIR

The APM-245 states that “a department chair shall not serve longer than five consecutive years without review” but it allows enough flexibility to establish policies at the campus level.

As a principle, the nature of the review should be constructive and purposeful. It should be helpful to the chair as an evaluation for self-development and it should be helpful to the institution as an evaluation for improvement of administrative performance and decision making.

Downey and Cox (2002) report three necessary conditions for a successful implementation and maintenance of the review process:

1. The purpose “must be clearly and explicitly understood and communicated”;
2. There must be the full support of the university from all levels, academics and administrators;
3. There must be a sense of trust and confidentiality in the process.

Within this context, the Committee recommends

i. Independent review from the academic personnel review

Though the academic review of a chair has a service component and the faculty of the department are free to express their sentiment about the performance of the chair, this is only a partial evaluation of the chair as he/she relates to many other constituencies on and off-campus that should also be heard. The rewards for a positive academic review should be decoupled from the rewards for a positive performance as a chair.

ii. Formal evaluation initiated at the dean level

At the expiration of the chair’s three or five-year term, the dean shall convene an ad hoc committee that is in charge of soliciting comments from the ladder faculty and staff of the department, other academic appointees, students, and other administrators. The comments of the participants must not be anonymous but the ad hoc committee should guarantee confidentiality by redacting all published comments. The composition of the committee is decided by the dean and may not be exclusively circumscribed to the members of the college. The members of the committee should serve in strict confidence. This review may be waived if the chair does not wish to continue for a second term but is mandatory for continuance after five years in office (APM-245-80).

iii. Self-evaluation of the chair

The process should start with a self-evaluation of the chair. It would be possible to develop a questionnaire as some UC campuses have done but the evaluation should have primarily an open-format to allow the chair enough flexibility for documenting his/her
performance. Section I on Chair’s Responsibilities and the planning document referred in Section IV on Appointment of Chair may provide general guidelines for evaluation.

iv. Performance Report

A report should be assembled by the ad hoc committee, which may express a recommendation. The chair should be allowed to read and respond, if necessary, to the committee’s report. Finally, the report and the chair’s response should be delivered to the dean in a timely fashion.

v. Final decision: reappointment or dismissal

The dean will have the final authority on the reappointment. However, if the decision is to dismiss the chair, APM 245-24d states that only the “Chancellor, after consultation with the appropriate Dean or Provost and department faculty, may end the appointment of a department chair at will and at any time. This authority may not be redelegated.” It would be desirable that the dean shares the justification of his/her decision in a written memo with the faculty. A positive review for an outgoing chair who does not wish to continue should be rewarded as specified in Section II on Incentives for Chairs.

vi. Time line

The review process should start about six months before the expiration of the chair’s term and it should be completed with a final decision in place by the end of his/her term.
ADDENDUM

RESPONSIBILITIES AND AUTHORITIES OF DEPARTMENT CHAIRS

APM 245 and its appendices outline the official UC policy for duties of department chairs. Here we choose to expand some aspects of these duties and responsibilities.

i. Academic Personnel

The department should maintain an academic plan stating the short and long term expectations for growth and development. As such, the chair is responsible for the recruitment of new faculty, overseeing faculty development, and making an effort to retain the current faculty.

- Recruitment

The chair should ensure that the policies and hiring procedures of the university are followed. It would be desirable to have some flexibility on the allocation of faculty positions such that market opportunities could be exploited.

The chair should ensure that search committees follow affirmative action policies and procedures for the promotion of diversity in hiring. Available information on hiring pools should be made available to search committees.

- Development of current faculty

The chair should set expectations for the department and encourage the faculty to contribute to the realization of these expectations. It is important to be aware of the state of the faculty morale.

The chair should mentor their faculty. He/she may establish a mentoring program to provide effective assistance to junior faculty in their establishment as scholars and teachers.

The chair should have the flexibility to implement incentives that foster the academic profile of the department.

The chair should follow the professional development of each faculty member and recognize faculty achievements when appropriate or provide assistance and corrective measures if needed. He/she should mentor the faculty in relation to the UC academic personnel review procedures.

The chair should be proactive in nominating the faculty for fellowships and other honorific titles in professional societies and academies. This can be facilitated through the establishment of a department faculty awards committee.
• Retention
The chair should maintain awareness of the academic market for the expertise within the department and should have the flexibility for preemptive actions (aware of an academic record that deserves an acceleration, or early promotion, or a career review is called for) to retain the most deserving faculty.

The chair should keep communication channels open so that he/she is aware of any reasons a faculty member may wish to leave, he/she needs to monitor the faculty morale, and implement actions when necessary.

ii. Administrative Personnel
The responsibilities of the chair cannot be carried out without the assistance of competent staff. A senior staff is paramount to the chair’s performance as an administrator. The campus administration should direct resources to the training and professional development of such staff.

The chair should establish guidelines for the management of the department in conjunction with the staff supervisor of the department. Similar actions to those in i. should be implemented for recruitment, professional development, and retention of administrative personnel.

iii. Academic Planning and Strategies
The chair is responsible for leading the department in defining its goals and facilitating the planning of the corresponding activities to achieve these goals. Annual academic planning exercises should be encouraged.

The chair should work with the department faculty to create and maintain an appropriate intellectual environment for the development of scholarship in the department.

The chair should encourage and support efforts in research and publications by the faculty of the department.

The chair should provide benchmarking with other institutions offering evidence for the improvement of the quality of faculty and programs and stating the comparative advantages with respect to the benchmarked institutions.

The chair should work with the faculty to understand the academic needs of the region and establish potential academic partnerships with the local community.

iv. Budget Management
The chair should ensure that priorities for the allocation of resources available to the department are established and supervise their administration.

The chair should be cognizant of budget management principles and understand the different sources of funds and their uses.
The chair should ensure that budget appropriations and expenditures are monitored and implement appropriate actions if needed.

The chair should understand basic auditing rules and practices.

v. Undergraduate Program
The chair is responsible for ensuring that the faculty maintain an updated and relevant undergraduate curriculum that respond to society demands.

The chair is responsible for facilitating the creation and maintenance of a sound academic program for undergraduates.

The chair is responsible for all teaching assignments of the faculty and the efficient deployment of resources.

The chair should work with the faculty to create and maintain an academic environment that promotes research opportunities and internships for undergraduates.

The chair is responsible for ensuring that any necessary information to facilitate internal and external reviews and accreditation procedures of the program is provided to review/accreditation bodies.

The chair should facilitate the use of mechanisms to assess learning outcomes, monitor satisfaction levels in the major, and implement corrective measures if necessary.

vi. Graduate Program
The chair is responsible for ensuring that an updated and relevant graduate curriculum, which responds to society demands, is maintained. Commonly, this is done through the establishment of a graduate committee.

The chair is responsible for ensuring that a sound academic advising program for graduate students is maintained.

The chair should ensure that mechanisms for actively recruiting graduate students are designed and maintained.

The chair is responsible for ensuring that any necessary information, such as monitoring outcomes, to facilitate internal and external reviews and accreditation procedures is provided to appropriate bodies.

vii. New Initiatives
The chair should encourage new initiatives that will contribute to raising the academic profile of the department and enhance the research and teaching mission of the faculty.

The chair should encourage collaborations across departments and colleges that may develop into innovative programs with shared resources.
viii. Grant Activity
The primary responsibility for grant activity within the department rests with the faculty. However, the chair should develop ways to promote this effort. The chair must sign off on all extramural grant proposals.

ix. Facilities and Equipment
The chair is the primary representative for the department to establish resource needs with the dean and other levels of the university administration.

The chair should have the primary responsibility for managing space allocation within the department. In order to be effective, the chair needs to appreciate the scope and direction of the programs of individual faculty. Further the chair should promote a departmental consensus approach to resource allocations.

The chair is responsible for maintaining a safety manual and responding to safety issues promptly.

x. Internal Relations
The chair has the primary responsibility for overseeing program quality in the department. They should use their vantage point to assess program structure and implement plans for needed change.

The chair should develop procedures and assign faculty responsibility for maintaining and improving the various program components of the department, e.g. instruction, research, and professional activities.

In addition the chair should promote a harmonious environment within the department and be responsive to concerns of faculty, staff, and students.

The chair signs off on all leaves of the faculty. i.e. sabbatical leave, childbearing, medical leave.

xi. External Relations
The chair is the primary spokesperson and advocate for the department in dealing with constituencies external to the university. These interactions may take several forms such as certifications, publicity for departmental programs, public policy issues, public service, alumni relations, and fund raising. In this regard the chair must be cognizant that in some situations the chair may be considered as a representative of the entire institution.

In carrying out the role of departmental communicator, marketer, and institutional representative, the chair may use several techniques such as newsletters and personal visits.
xii. Diversity
The chair should promote and implement the diversity programs of the institution.

xiii. Communication
The chair has the dual role of representing the administration to the department and articulating the department’s achievements and need to the administration. In this role they must explain and interpret information so that the intended audience has a full understanding and appreciation of the message.

In addition to this critical role, the chair is responsible for facilitating communication among the various constituencies that relate to department activities that includes students, faculty, staff and other individuals throughout the institution.
APPENDIX I. UC and UCR

THE CHARGE

April 4, 2007.

TO: UCR Academic Senate Faculty

FR: Executive Vice Chancellor and Provost Wartella
    UCR Divisional Senate Chair Cogswell

RE: Joint Senate and Administration Task Force on Department Chairs

We are pleased to announce that we have formed a Joint Senate and Administration Task Force on Department Chairs.

The Task Force is composed of four from administration and four Senate appointees*:

Gloria González-Rivera* (co-chair), Chair Economics
Jerome Schultz (co-chair), Chair Bioengineering
Marylynn Yates*, Chair Environmental Sciences
Mary Droser*, Chair Earth Sciences
Walter Clarke*, Chair Music
Michele Coyle, Campus Counsel
Katina Napper, Director Academic Personnel
Michael Cate, Principle Analyst Academic Planning and Budget

Because chairs are key leadership positions that are crucial to well-functioning departments, we are concerned about whether our campus is investing enough in leadership development for current chairs; is providing appropriate incentives to recognize current chairs; and whether we have adequate policies, procedures, and governance structures in place to communicate how to become a chair as well as the associated administrative expectations. It might be a prudent investment in terms of cultivating future generations of chairs to improve development opportunities, to provide clearer expectations, and to ensure that we adequately reward and recognize chairs’ service to the campus.

This task force will be charged with documenting current policies and practices, and making recommendations to improve policies and procedures related to many aspects of being a chair. The Academic Personnel Manual §245 gives considerable freedom to the chancellor to develop local policies with respect to review and appointment criteria.
We would like the task force to explore this freedom, document how UCR has used this flexibility in the past, and recommend how we might improve in at least the following areas:

What are our appointment procedures? How do they vary across administrative units? What explains the variation? Would it make sense to unify appointment procedures?

What are the norms for appointment terms on and off campus by discipline?

What are appropriate administrative review procedures for chairs? When should reviews occur? How should they relate to the appointment term? Although the APM mandates that no chair shall serve more than five years without review, this might only rarely be utilized if chairs in some disciplines routinely turn over in three. Would more frequent reviews be useful?

How does compensation for chairs vary across departments? Is total remuneration fair, including any additional benefits beyond the administrative stipend, such as teaching releases?

How does training occur within the departments such that new chairs are effective in their role? If there is significant variation across departments in this regard, would it be more efficient to offer centralized training?

Finally, what can the campus do to cultivate the best future leaders within the departments?
APPONITION AND PROMOTION APM – 245

Department Chairs

245-4 Definition

A department chair is a faculty member who serves as the academic leader and administrative head of a department of instruction or research, or a clinical service.

245-6 Responsibility

The duties of department chairs (or equivalent officers) are attached as Appendix A to APM - 245.

245-10 Criteria for Appointment

Criteria for appointment of a department chair shall be developed by each Chancellor.

245-11 Criteria for Evaluating Leadership and Service in the Academic Personnel Process

Academic leadership is, in itself, a significant academic activity. Therefore, distinguished leadership and effective discharge of administrative duties by a department chair shall be considered as appropriate criteria in evaluating the performance of a department chair for a merit increase, accelerated increase, or promotion. It is expected that a department chair will remain active in both teaching and research in order to maintain his or her capabilities in the appropriate field of scholarship. However, a chair who discharges his or her duties as a chair effectively may have reduced time for teaching and research. Reduced activity in these areas that results from active service as a department chair should be recognized as a shift in the type of academic activity pursued by the department chair rather than a shift away from academic pursuits altogether. Therefore, it is entirely appropriate to award a merit increase, or, if performance warrants it, an accelerated increase, primarily for demonstrated excellence in service in the chair appointment when accompanied by evidence of continued productive involvement in scholarly activities.

Promotions in rank and advancement up to Step V of the Professor rank should be considered with these criteria in mind. However, advancement above Step V of the Professor rank or to an above-scale salary are advancements of greater significance than promotion and merit increases up to Professor Step V and should require substantial justification beyond excellence of administrative service.

Department chairs who are being considered for academic advancement are subject to regular review procedures, including review by the Committee on Academic Personnel or the equivalent committee.

245-16 Restrictions
The policies governing the appointment and review of academic Deans, as outlined in APM - 240, shall take precedence in the case of a single department, school, or college in which the Dean also serves as department chair.

245-18 **Salary**

University policy permits payment of administrative stipends to chairs and vice chairs of departments of instruction or research, or a clinical service. For details on the Stipend Policy, see APM - 633.

245-24 **Authority**

a. The Chancellor has the authority to appoint department chairs upon the recommendation of the Dean or equivalent officer and after consultation with the tenured faculty in the department concerned.

b. The Chancellor has the authority to appoint acting chairs on a temporary basis for a period not to exceed 12 months. The Chancellor may reappoint an acting chair when circumstances warrant such action.

c. The appointment of a vice chair shall be recommended to the Chancellor by the chair and the Dean. The Chancellor has the authority to appoint the vice chair.

d. The department chair serves at the discretion of the Chancellor. The Chancellor, after consultation with the appropriate Dean or Provost and department faculty, may end the appointment of a department chair at will and at any time. This authority may not be redelegated.

e. The department vice chair serves at the discretion of the Chancellor. The Chancellor, after consultation with the appropriate Dean or Provost and the department chair, may end the appointment of the vice chair at will and at any time.

245-80 **Review Procedures**

The Chancellor shall establish campus policies with respect to review of department chairs at suitable intervals during their appointment; however, a department chair shall not serve longer than five consecutive years without review.

**Department Chairs Appendix A**

On some campuses some or all of the duties which are performed by the chair of a department of instruction and research may be performed by other officers. The College Provosts at San Diego perform some but not all of the duties of department chairs. The administrative heads of special academic agencies for curricular innovation are to some extent like department chairs. It is because of such variations from the traditional pattern
of academic organization that the phrase “department chairs (or equivalent officers)” occurs in this memorandum and other textual references to department chair. Each Chancellor to whom this applies is responsible for making clear to such an “equivalent officer” which of the duties and responsibilities of department chairs are being entrusted.

Rev. 7/1/05 Page 1 **Duties of Department Chairs (or Equivalent Officers)**

The chair of a department of instruction and research is its leader and administrative head. Appointed by the Chancellor, the chair is responsible to the Chancellor through the Dean of the college or school.

As leader of the department, the chair has the following duties:

1. The appointee is in charge of planning the programs of the department in teaching, research, and other functions. The chair is expected to keep the curriculum of the department under review, and to maintain a climate that is hospitable to creativity, diversity, and innovation.

2. The appointee is responsible for the recruitment, selection, and evaluation of both the faculty and the staff personnel of the department. In consultation with colleagues, the chair recommends appointments, promotions, merit advances, and terminations. The appointee is responsible for maintaining a departmental affirmative action program for faculty and staff personnel, consistent with University affirmative action policies. The appointee is expected to make sure that faculty members are aware of the criteria prescribed for appointment and advancement, and to make appraisals and recommendations in accordance with the procedures and principles stated in the President’s Instructions to Appointment and Promotion Committees.

3. The appointee should be receptive to questions, complaints, and suggestions from members of the department, both faculty and staff personnel, and from students.

**Department Chairs Appendix A**

750. (A) Only regularly appointed officers of instruction holding appropriate instructional titles may have substantial responsibility for the content and conduct of courses which are approved by the Academic Senate.

(B) Professors and professors in residence and adjunct professors of any rank, instructors, instructors in residence and adjunct instructors, and lecturers may give courses of any grade. Persons holding other instructional titles may teach lower division courses only, unless individually authorized to teach courses of higher grade by the appropriate Committee on Courses or Graduate Council. If a course is given in sections by several instructors, each instructor shall hold the required instructional title. (EC 15 Apr 74).
(C) Announcements of special study courses in which individual student work under the direction of various members of a department may state that presentation is by the staff, but a member of the department shall be designated as the instructor in charge.

(D) Only persons approved by the appropriate administrative officer, with the concurrence of the committee on courses concerned, may assist in instruction in courses authorized by the Academic Senate. (AM 16 Mar 70, 15 Jun 71)

(E) No student may serve as a reader or assistant in a course in which he/she is enrolled.

546. Registration in special studies courses for undergraduates must be approved by the chair (or equivalent) of each department concerned. This approval must be based upon a written proposal submitted to the chair.

The chair’s administrative duties include the following (special assignments may be added from time to time, and the Chancellor or Dean may specify additional duties):

1. To make teaching assignments in accordance with the policy described in Regulation #750 of the Academic Senate, and to make other assignments of duty to members of the department staff.

2. To prepare the schedule of courses and of times and places for class meetings.

3. To establish and supervise procedures for compliance with University regulations on the use of guest lecturers and Academic Senate Regulation #546 on special

4. To make arrangements and assignments of duty for the counseling of students, and for the training and supervision of Teaching Assistants and other student teachers and teacher aides.

5. To prepare the budget and administer the financial affairs of the department, in accord with University procedures.

6. To schedule and recommend to the Chancellor sabbatical leaves and other leaves of absence for members of the department. (The chair may approve a leave of absence with pay for seven calendar days or less for attendance at a professional meeting or for the conduct of University business without submitting a leave of absence form.)

7. To report promptly the resignation or death of any member of the department.

8. To be responsible for the custody and authorized use of University property charged to the department, and for assigning departmental space and facilities to authorized activities in accordance with University policy and campus rules and regulations.

9. To be responsible for departmental observance of proper health and safety regulations, in coordination with the campus health and safety officer.
10. To maintain records and prepare reports in accord with University procedures.

11. To report any failure of a faculty or staff member to carry out responsibilities and to recommend appropriate disciplinary action.

12. To report annually on the department’s affirmative action program, including a description of good faith efforts undertaken to ensure equal opportunity in appointment, promotion, and merit activities, as well as a report on affirmative action goals and results in accordance with campus policy. In performing these duties, the chair is expected to seek the advice of faculty colleagues in a systematic way, and to provide for the conduct of department affairs in an orderly fashion through department meetings and the appointment of appropriate committees. The chair also is expected to seek student advice on matters of concern to students enrolled in the department’s programs. In large departments, the chair may be assisted in the tasks involved in carrying out the responsibilities of the chair by a vice chair or other colleagues, and, when desired, by an executive committee chosen in an appropriate manner; however, the responsibilities themselves may not be delegated.
UC ACADEMIC EVALUATION

APM 210.1d. Criteria for Appointment, Promotion, and Appraisal

The review committee shall judge the candidate with respect to the proposed rank and duties, considering the record of the candidate’s performance in (1) teaching, (2) research and other creative work, (3) professional activity, and (4) University and public service. In evaluating the candidate’s qualifications within these areas, the review committee shall exercise reasonable flexibility, balancing when the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. The review committee must judge whether the candidate is engaging in a program of work that is both sound and productive. As the University enters new fields of endeavor and refocuses its ongoing activities, cases will arise in which the proper work of faculty members departs markedly from established academic patterns. In such cases, the review committees must take exceptional care to apply the criteria with sufficient flexibility. However, flexibility does not entail a relaxation of high standards. Superior intellectual attainment, as evidenced both in teaching and in research or other creative achievement, is an indispensable qualification for appointment or promotion to tenure positions. Insistence upon this standards for holders of the professorship is necessary for maintenance of the quality of the University as an institution dedicated to the discovery and transmission of knowledge. Consideration should be given to changes in emphasis and interest that may occur in an academic career. The candidate may submit for the review file a presentation of his or her activity in all four areas.
APPENDIX II

ACADEMIC MANAGEMENT


At many universities, the focus for evaluations has been on 1) faculty promotion and tenure, 2) teaching performance, and 3) student outcomes. With evaluations and reviews concentrating on these three areas, the evaluation of administrative personnel, including deans, department chairs, and executive personnel, has been critically absent. Given the important functions, demands, and responsibilities performed by administrators, evaluation of their performance should play a more central part in evaluation efforts.

A successful implementation and sustainability of this process depends on three preconditions. First, the purpose of the process must be clearly and explicitly understood and communicated. Second, there must be the full support of the organization from all levels. Finally, there must be a sense of trust and confidentiality in the process.

BUILDING AN ORGANIZATIONAL STRUCTURE FOR ADMINISTRATIVE EVALUATIONS

The purpose of the evaluation drives the process. The two most common purposes are self-development and administrative decisions. This would include:

- Improving administrative performance.
- Improving department/unit performance.
- Assisting administration in making effective decisions.
- Salary increases.
- Promotions.
- Reappointment.

However, other purposes exist, such as assessing department climate, performing an organizational needs analysis, and reviewing complex system performance. Clearly, one size or process will not fit all of these purposes.

Essentially, all parties must have a clear concept of how evaluations are intended to be used. The purpose should clearly communicate and support methods to assist in the person’s development (Bracken & Timmreck, 2001). In turn, the evaluation information collected must reflect the purposes, for example, detailed, open-ended comments for feedback versus ratings for salary administration.

Once a purpose has been established, the decision regarding who will provide the evaluation information is important. While the most commonly used source has been the direct supervisor, more recent efforts have included other individuals and/or groups who frequently interact with the individual, are able to rate the individual’s job performance, and whose opinions are valued by the individual (Mount, Judge, Scullen, Sytsma, & Hezlett, 1998). Each group can bring a unique perspective to the process. Supervisors generally see the end process, peers see the individual in an administrative context, subordinates (faculty or staff) see the person in a day-to-day context, and clients (outside constituents) see the person in a specific outcome context. Each perspective provides a piece of the puzzle to construct the entire picture of the person’s performance.
Administrative evaluations cannot be sustained in a nonsupportive environment. Expectations, procedures, and uses must be codified by the organization. To fully realize a shared governance environment, the “rules” must become a part of the organizational culture and process, be implemented, and generate outcomes related to the evaluation. Essentially, four main conditions must be in place on campus in order to have a successful evaluation system:

- Institutional support from the top down.
- Acceptance by the campus culture (e.g., designated in the university handbook).
- Trust in the leadership to support, believe, and act on the results.
- Protection of confidentiality.

INFRASTRUCTURE FOR ADMINISTRATIVE EVALUATION AND FEEDBACK
For an effective evaluation system, many steps need to be performed, including: 1) developing an administrative evaluation form, 2) implementing an evaluation process, and 3) sustaining the process over the years and within units. These steps are critical and must tie in to the agreed-upon purpose. Without a clear purpose, the process results in a poor evaluation system.

Unlike department evaluations that are individualized and highly discipline bound, administrative evaluations may vary significantly between units because of the unit’s mission and role. Therefore, administrative evaluations need to be developed and administered through a central office within the university. For many institutions without a central survey or evaluation office, the institutional research office has been designated to assist in the development and administration of administrative evaluations. All in all, the designated office should have integrity, accountability, ability to understand the necessity for confidentiality, and experience in survey design and assessment.

While faculty and student evaluation tools can take many forms depending on the discipline, department chairs have similar responsibilities and expectations, as do deans. Differences among administrative units are more likely to require modifications. Thus, evaluation forms and procedures need to be designed with the capability to add questions that are specific to the unit or individual. Three specific administrative evaluations are typical: department head, dean (assistant and associate deans), and other unit heads.

EVALUATION PROCESS
Depending upon the university policies regulating administrative evaluations, individuals may request to have an evaluation administered or the evaluation may be a mandate established by the university for a more comprehensive evaluation. A periodic review (e.g., the administrator’s term) is a common form. Also, the results might be either distributed to the individual only; to the individual and his or her dean, vice president, or provost; or to a committee. The purpose generally drives who will receive the results.

Once an evaluation is requested, the individual to be evaluated is contacted about the process and how the results will be distributed, documented, and used. The individual is also given the opportunity to review the evaluation instrument and add questions, but cannot change the existing instrument. Also, cover letters to accompany the evaluations are written. This process involves the individual and provides a review of the evaluation methods. In addition, an appropriate timeline to administer the evaluation and complete the results is established. Once the development process is complete, a list of people to participate in the evaluation process needs to be generated. Typically, for department chairs/heads, the faculty and/or unclassified personnel within the department are the primary respondents. For individuals at
the dean level or above, including a variety of employees is desirable. Information gathered from different people based upon their interaction with the individual can be very valuable. The more information that is gathered, the better and more comprehensive the performance review is likely to be.

The evaluation is distributed to the participants, who are given seven to ten days to respond. In some cases, for verification, the respondents may be requested to print their name and sign the back of the return envelope. Responses are removed from the envelope, the person is verified as a valid respondent, and the envelope is discarded. No identification is left on the evaluation materials. As an alternate process to fully protect anonymity, evaluations are sealed in plain envelopes, dropped in a sealed box in the evaluation office, and the person responding is checked off of a list of valid respondents. At a minimum, a 30 percent response rate is recommended. To increase response rate, it may be necessary to send a reminder e-mail or letter to participants. The data are then compiled or scanned, reviewed, and the verbatim written comments are entered into a word processing file. For the written comments, any names or department relationship that could identify the respondent are removed. Also, the office compiling the results may want to exclude any comments that are not related to the evaluation or are inflammatory.

The individual (or other individuals or groups, depending upon the purpose) receives a summarized report of the aggregated data, including the written comments. The review committee or the provost/vice president makes recommendations for improvement and program development in a separate report. Again, maintaining the confidentiality of the respondent and the results is critical.

Even with preexisting evaluation forms, the entire process may take from three to eight weeks before the individual receives results from the evaluation.

The following web pages are available as resources for this evaluation process:

- Examples of department head evaluation forms, letters, and explanation of results: http://www.ksu.edu/pa/admineval/admineval.htm
- University handbook dean’s evaluation process (C157): http://www.ksu.edu/academicservices/fhbook/fhsecc.html
- University handbook appendix Q: Guidelines for evaluating faculty and unclassified professionals: http://www.ksu.edu/academicservices/fhbook/fhxq.html

SUMMARY
Essentially, the administrative evaluation process begins with a clearly defined purpose and the acceptance of the campus community. It is imperative that the campus culture and environment accept the concept of administrative evaluations as a means to improve administrative performance, detect any problems in the department climate, or as a good decision-making tool.

A central administrative unit needs to be designated as the office to administer, monitor, and compile the results. This office should have a proven record for integrity and confidentiality. In addition, an efficient evaluation process with an agreed-upon timeline would assist in ensuring accuracy, support, and results provided to the appropriate people in a timely manner.

As with all processes and working with several groups, good communication is a vital means for survival. Once there is a void in communication, a domino effect occurs which erodes the integrity of the central office administrating the evaluation and the purpose behind the evaluation process.
Maintaining confidentiality is most important. As it is with communication, once this is lost, it is very difficult to regain the trust and confidence of the campus faculty and staff. In conclusion, one clear and present part of evaluations is that most people do not want to be evaluated and do not like to provide evaluations. For many administrators, evaluations are the most odious task, and it would be shortsighted to think that the process is enjoyable. However, with a clear purpose, efficient process, and confidentiality, the evaluation process for administrators can be seamless and becomes a part of the culture.

Ronald G. Downey is Associate Vice Provost and Kelline S. Cox is Associate Director, Office of Planning and Analysis, Kansas State University. E-mail: kellicox@ksu.edu.
Department Chair Online Resource Center
This resource center is designed for those heading departments or programs and for administrators who work with department leaders.

Click on any of these topics to find relevant articles, practical suggestions, bibliographies, and links to other sites. New material will be highlighted for your convenience.

- The Chair as Leader
- The Chair and Faculty
- Resource Management
- Legal Issues
- What's New
- Announcements

This web resource was developed with the support of Lumina Foundation for Education, http://www.luminafoundation.org.

The Chair as Leader
Will I be evaluated, by whom and how?

Downey, Ronald G. and Kelline S. Cox. Developing an Organizational Culture and Infrastructure for Administrative Evaluation and Feedback (182KB; PDF) The Department Chair (Fall 2002), 15. Observing that "the evaluation of administrative personnel, including deans, department chairs, and executive personnel, has been critically absent," Downey and Cox describe the conditions that need to be present for a successful and effective administrative evaluation system. Posted 3/26/03

Campus Examples
Evaluation of faculty is now a virtually universal practice. Evaluation of administrators is spotty, and evaluation of department chairs is a rather new practice. The following
links reveal the current practice in some institutions. The question of evaluation is one that should be explored in the initial interview with the dean.

**Kansas State University**
http://www.idea.ksu.edu/DC/
The Kansas State Idea Center has developed a system for evaluating department chairs. This site provides pertinent documents, including a chair information form and a sample report. *Posted 10/4/04*

**Rollins College**
http://www.rollins.edu/hr/facultyhandbooksectionivaug01.htm#a5c
Describes the College of Arts and Sciences' department chairs evaluation policies and procedures. *Posted 9/3/02*

**University of Delaware**
http://www.udel.edu/provost/chr-ad/review.html
Describes two levels of evaluation: the annual review and a more intense periodic evaluation. *Posted 9/3/02*

**University of North Carolina—Pembroke**
http://www.uncp.edu/aa/handbook/02-03/index.htm#4
Links to faculty handbook description of academic policies and procedures, with information on evaluation and reappointment of department chairs. *Posted 9/3/02*

**University of Pittsburgh**
http://www.pitt.edu/utimes/issues/33/010208/09.html
Links to February 8, 2001, article titled "Faculty Assembly Unveils System for Evaluating Dept. Chairpersons." *Posted 9/3/02*

**University of Southern California**
http://policies.usc.edu/policies/chaireval081700.pdf
Includes a link to information on evaluating chairs and faculty. *Posted 9/3/02*
UC BERKELEY LEADERSHIP DEVELOPMENT PROGRAM


Relevant sections of the document follow:

II. Executive Summary

UC Berkeley is a leader in public higher education. To sustain this preeminence, the faculty administrators who lead department research units, and the campus itself must be excellent not only in research and teaching, but also in leadership, management, and administration. As many experienced academic administrators retire in the next decade, the campus must prepare to fill these positions with effective leaders.

UC Berkeley has no comprehensive program to prepare faculty administrators or to support their learning needs while in the position. Over the past several years, the notion that this gap should be addressed has been gathering momentum. To better understand how the University should support its faculty administrators--whether through training or otherwise--the LDP project team reached out to faculty and staff at UC Berkeley through online surveys and in-person interviews. We asked about the preparation needs of faculty administrators, how they prefer to learn new information, what positive and negative aspects of academic leadership they encounter, and what they need from the University. We also did a benchmarking study to uncover what other institutions are doing to support their academic leaders.

We found that UC Berkeley faculty administrators team on the job and through past experience in their departments and units. Very few faculty rely on formal training opportunities--such as workshops, seminars, or courses--to prepare for their jobs. In addition, faculty prefer one-on-one or small group venues for learning new skills. Despite the spread of online learning, our faculty prefer face-to-face interaction.

When asked what they might like to learn in a University-sponsored development program, many faculty asked for leadership skills (as opposed to policy and procedure details) and help with fundraising. It was clear that bringing money into a department or unit from the, outside has become a bigger part of a faculty administrator's job over time. It was also clear that faculty administrators would prefer to spend more time leading and less time managing details and doing work that staff could do.

Faculty also asked for guidance on balancing their heavy workloads. In fact, some faculty felt that training would be just another item to squeeze into their tight schedules, and asked instead that training resources be redirected to the departments to augment their budgets.

Indeed faculty were extraordinarily candid about workload problems and the many other challenges they face as administrators. Although many faculty noted positive aspects of
academic administration—the chance to impact the department and to learn about the University, among other things—the loudest message was not about the benefits of administration. Nor, importantly, was the message about the need for training. Instead, faculty spoke passionately about the drawbacks of serving in an administrative role, and their feedback fell into three areas:

1. Faculty administrators have a heavy workload and a range of responsibilities that is too broad. The consequences of this are stress and exhaustion and loss of work-life balance.
2. Faculty administrators do not have enough time for research and teaching.
3. Faculty administrators are not adequately compensated.

One faculty administrator captured many of the problems expressed by colleagues:

"Most aspects of department chair are now negative. But I am not surprised since I didn't expect it to be a nice job. You assign me responsibility for fixing problems but give me no resources. You ask me to address faculty salary and faculty equity issues, but the Budget Committee exacerbates the situation and disregards my recommendations. You praise me for taking on 'the hardest job in the University' and then make it harder by dumping work on my department that should be done by upper administration. And you cut my staff as well. I am loyal to the vision of what Berkeley should be and am working hard to care for my department. But I could use a great deal more direct assistance (i.e., resources) and not so much training."

As this quote shows, the biggest problem for faculty administrators is not a lack of training but an overly heavy workload and not enough resources. Faculty administrators struggle to balance their research, teaching, administrative duties, and personal life. They feel they are working uphill against a cumbersome bureaucracy without enough time, money, or capable staff. Compounding this is the perception that administrative service hurts faculty careers by negatively impacting merit and promotion reviews.

Our main recommendation to the University is further research into how the campus can better compensate faculty administrators and provide other incentives—more space, highly trained staff—to accomplish campus goals. Until the right incentives are in place—that is, until faculty feel adequately rewarded and have the tools to accomplish their goals—additional training will not be maximally effective.

As better incentives are put in place, and academic administrators feel they have the time and resources to lead, the University can help meet training and information needs through small group and one-on-one development opportunities, as well as on-demand resources and mentoring. Programs such as the Deans and Chairs Retreat and the Council of Deans are useful to faculty administrators and should be supported and developed further. Any formal training would be best conveyed in specific topics in small venues and on demand. Some of our peer universities have developed programs for faculty administrators, and we especially encourage a closer review of the programs offered at the University of Wisconsin-Madison, Ohio State, and Cornell, as they have implemented a variety of development programs for academic administrators that have been very
positively received. Some of the most successful programs are conducted precisely in the small group environment, with experienced peers in attendance, that allows for the one-on-one mentoring and consultation that our own faculty administrators would strongly prefer.

III PROJECT OVERVIEW
UC Berkeley has an international reputation for excellence, and is a leader in public higher education. To sustain this preeminence, the faculty administrators who lead departments, research units, and the campus itself must be leaders not only in research and teaching within their academic field, but also must provide excellent leadership, management and administration. As many experienced academic administrators retire in the next decade, the campus needs to prepare to fill these positions with effective leaders.

Many faculty administrators at UC Berkeley receive no formal preparation for leadership. While the positions of deans and ORU Directors are typically filled by a search process, and candidates bring relevant management experience to the job, department chairs are frequently selected by rotation or internal selection among the department's faculty, and their background in research and teaching was not designed to give them the skills to manage budgets, staff, fundraising, technology, and many other issues. Indeed, for many faculty, academic administration is a temporary service and not a career choice.

UC Berkeley has no comprehensive preparation or development program to prepare or support faculty administrators. Today the only such campus-wide program is the annual Dean's and Chair's Retreat, which resembles orientation more than training. Over the past several years, the notion that this gap in preparation needs to be addressed has been gathering momentum on the Berkeley campus.

To gain a clearer understanding of the challenges our faculty leaders face and how these might be addressed, a group of campus leaders--George Breslauer, EVCP; Jan De Vries, Vice Provost; Beth Burnside, VC-Research; Nathan Brostrom, VC-Administration; and Steve Lustig, Associate VC-Health and Human Services-commissioned this project to investigate and present recommendations on how the campus can best support its faculty administrators in their leadership and management roles. The project was also sponsored by Elizabeth Elliot@ Interim Director of Center for Workforce Development; Ann Jeffrey, AVC-Research; and Patti Owen, Assistant Vice Provost-Academic Personnel; from whom we received additional direction, and support. A copy of our original Project Proposal can be found in Appendix 1.

The project team conducted research at UC Berkeley and at peer institutions using online surveys, in-person and telephone interviews, and website research. This report summarizes the findings of our research and details our recommendations on how the campus can better support and develop academic leaders at UC Berkeley.
RECOMMENDATIONS

The preceding Benchmarking Matrix and the Benchmarking Summaries section in Appendix I I describe a wealth of programs at other institutions for training faculty (and in many cases staff alongside them) in academic administration. Although these programs are worth further research to determine which are “best practices” and might be applied to UC Berkeley, as a whole our findings indicate a need for better incentives before better training.

Based on research and analysis, we recommend the following in order of priority:
1. Improve incentives for becoming a faculty administrator (this includes removing or reducing disincentives).
2. Address training and information needs through small group and one-on-one development opportunities, as well as on-demand resources.

1. Improve incentives for becoming a faculty administrator
The biggest problem we uncovered is not a lack of training but an overly heavy workload and lack of resources. Faculty administrators struggle to balance their research, teaching, administrative duties, and personal life. They feel they are working uphill against a cumbersome bureaucracy without enough time, money, or capable staff. Compounding this is the perception that administrative service hurts their career by negatively impacting merit and promotion reviews.

Our main recommendation in this area is further research into how the campus can better compensate faculty and provide them the budgets, space, and staff needed to accomplish big things. Until the right incentives are in place—that is, until faculty feel adequately rewarded and have the tools to accomplish their goals—additional training will not be maximally effective.

The following italicized recommendations came from our research and analysis; the bulleted suggestions are just ideas to start thinking about, some of which came directly from the faculty and staff with whom we spoke.

a. Improve compensation for faculty administrators
• One faculty administrator suggested gradually building an administrative stipend into base pay. For example, for each year of service, a certain percentage of the faculty administrator's stipend would become part of his or her base pay, with the entire amount folded in by the fifth year of service.
• Campus might rethink the academic personnel review process so that merits and promotions adequately reward service, and that faculty do not feel they put their career and salary in jeopardy by becoming an administrator.

b. Invest in more staff and more high& trained staff
Support from competent staff is a critical element in a faculty administrator's ability to manage effectively. The campus could consider:
• Analyzing staffing needs campus-wide and adding administrative staff to needy departments.
• Providing incentives for competent staff to stay with the department, including higher salaries. Faculty administrators could give staff more responsibility with administrative tasks, so that faculty administrators can focus on leadership.
• Establishing a structured training program that prepares high-level support staff (such as CAOs and MSOS) for their roles. Although staff can now take advantage of myriad training opportunities in everything from academic personnel case preparation to team building, no comprehensive program exists specifically for MSO and CAOs-the staff that academic administrators interact with most closely.
• Acknowledging the important relationship between staff managers and faculty administrators by offering collaborative training for faculty administrators and CAOs/MSOs; this could help build respect and understanding for each other's areas of responsibility.

c. Make it easier for faculty to continue research while being an administrator
• Many faculty find it difficult to maintain a research agenda while performing administrative service. Awarding research grants to faculty administrators would enable them to hire research assistants to continue their research projects.
• Course relief policies are decentralized to departments, although campus does issue guidelines. Giving a fixed amount of course relief to faculty administrators (and funding this) might help.

2. Address training and information needs
Our research indicated that the preferred mode of learning the "ropes" of faculty administration is an informal approach, such as mentoring, one-on-one meetings, or small group formats. We propose the following for further consideration.

a. Improve transfer of knowledge from one faculty administrator to the new.
Predecessor wisdom can reduce the learning curve for new faculty managers. A formal hand-off procedure that requires the new administrator to shadow the incumbent for a certain length of time would be effective. Identifying successors as quickly as possible and providing opportunity for development during the course of current administrators' tenures would help ensure proper preparation. In addition, having templates and examples of paperwork such as merit reviews, staff appointment and dismissal, and so forth could be presented to the new faculty administrator. Part of the shadowing process would be one-on-one consultation with the department's MSO or CAO.

b. Improve understanding of UC Berkeley governance and decision making.
• The Deans and Chairs Retreat generally receives good feedback, and we recommend that the audience be broadened to associate deans and vice-chairs, or that a similar retreat be developed for that audience.
• Similar to the Council of Deans, regular networking meetings for Chairs and other faculty administrator groups should be established. On an ongoing basis, there could be regular networking opportunities covering topics contributed by senior chairs, or by input
from participating chairs. As practiced at University of Wisconsin, Madison, this could be attended by a subject matter expert to share relevant information.

c. **Provide training in specific topics in small venues and on demand**
A more formal approach, such as seminars and workshops, is appropriate for enhancing knowledge in special areas.

Now more than ever, fundraising is an issue for Deans and Chairs. We recommend assigning a fundraising mentor, to each department. In addition, there could be a seminar offered on how the mechanism for allocating fundraising dollars back to the department works and the thought process behind this. Several deans recommended seminars on fundraising provided by the Council for Advancement and Support of Education (CASE) as having been very helpful (see Appendix 12 for more details on CASE).

To serve those who would like training in general management skills, the best venues are small groups and easy-to-use on-demand resources. For example, a telephone hotline along with an updated Berkeley organizational chair with contact information are immediate recommendations. Also, cross-departmental brown baggers could help faculty network across campus and find people to call for advice. To mirror what we found at other universities, regular seminars on specific topics would be helpful.

Because the heavy workload of faculty administrators calls for easy-to-use resources available on demand, we recommend further publicizing and developing, with faculty input, the online toolkit sponsored by the Executive Vice Chancellor and Provost. In our interviews, several deans recommended The College Administrator's Survival Guide as an excellent resource for new department chairs (see Appendix 12 for the full citation).

We would especially encourage a closer review of the programs offered at the University of Wisconsin-Madison, Ohio State, and Cornell, as they have implemented a variety of development programs for academic administrators that have been very positively received. Some of the most successful programs are conducted precisely in the small group environment, with experienced peers in attendance, that allows for the one-on-one mentoring and consultation that our own faculty administrators would strongly prefer.

Because one of our key interview and survey findings is the importance of skilled staff to successful academic leadership, we have included a section detailing notable staff training programs at several peer institutions (see Appendix 11).
## APPENDIX III

### CAMPUS PRACTICES

University of California Systemwide

Summary of Department Chair Appointment, Review, and Compensation

<table>
<thead>
<tr>
<th>Campus</th>
<th>Separate Review Procedures</th>
<th>Length of Appointment</th>
<th>CAP Review</th>
<th>Compensation/Incentives</th>
<th>Appointed By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irvine</td>
<td>Yes</td>
<td>3-5 years annually renewed</td>
<td>No</td>
<td>Stipend; Summer Salary</td>
<td>New Appointments: Dean Reappointments: EVCP/VPAP</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>No response</td>
<td>3-5 years annually renewed</td>
<td>No</td>
<td>12 month Stipend</td>
<td>EVCP w/rec from Dean</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>No; part of merit/promotion process</td>
<td>3-5 years can be renewed</td>
<td>No</td>
<td>Stipend; Additional Sabbatical Credit Summer Salary Research Support Teaching Relief</td>
<td>Dean</td>
</tr>
<tr>
<td>Berkeley</td>
<td>No response</td>
<td>3 years can be renewed</td>
<td>Only if there is a 6th year reappointment</td>
<td>Stipend; summer salary; teaching relief</td>
<td>Initial Appt: VPAP w/Dean recommendation Reappointment: Dean</td>
</tr>
<tr>
<td>Riverside</td>
<td>No</td>
<td>1 year</td>
<td>Yes</td>
<td>Stipend; summer salary; some teaching relief</td>
<td>EVCP w/ recommendation from Dean</td>
</tr>
<tr>
<td>San Diego</td>
<td>Yes</td>
<td>3 years renewable for 1-2 years</td>
<td>No</td>
<td>Stipend; additional sabbatical credit; summer salary</td>
<td>Currently Chancellor w/Rec from Deans and Senior Vice Chancellor; Will be delegated to the Deans</td>
</tr>
<tr>
<td>Davis</td>
<td>No: Provide guidelines developed by CAP to be used in the Merit/promotion process</td>
<td>3-5 years can be renewed</td>
<td>No</td>
<td>Stipend; course release; research fund</td>
<td>The Chancellor</td>
</tr>
<tr>
<td>San Francisco</td>
<td>Yes</td>
<td>5 years</td>
<td>No</td>
<td>No response</td>
<td>Dean</td>
</tr>
</tbody>
</table>
UNIVERSITY OF CALIFORNIA, SAN FRANCISCO
PURPOSE AND PROCEDURES FOR REVIEW OF DEPARTMENT CHAIRS

The purpose of a review of a department chair is to evaluate his or her performance as an administrator and academic leader. This review is distinct from an academic review of the individual. It should also be distinct from a review of the department as a whole, except as its accomplishments and program reflects the chair’s leadership.

The Stewardship Review Committee is charged with evaluating the chair's stewardship and with making a recommendation concerning his or her continued service as a chair.

The deliberations and recommendations of the Review Committee are strictly confidential. The chair of the Committee should remind all people interviewed of the confidential nature of the meeting.

The Stewardship Review Committee must interview the chair at the end of the review process; the Committee also may choose to interview the chair early in the process as well if requested by the chair or the Committee. The Committee must interview the Dean of the appropriate school. The Committee should conduct additional interviews with individuals such as:

- Chairs or directors from the school
- Faculty members from the department
- Other academic appointees and staff from the department
- Students, housestaff and postdoctoral scholars from the department, as appropriate
- Chiefs of service, school and hospital administrators
- Others, as appropriate

TEMPLATE FOR STEWARDSHIP REVIEW REPORTS

Overview--how many meetings of Committee, how department was sampled, how many letters received, etc.

Historical Perspective--if a first review, how did the transition to this Chair happen; if the candidate was reviewed previously, summarize the last review

Education Program Leadership Strengths and Weaknesses

Research Program Leadership Strengths and Weaknesses

Faculty Development
  > Recruitments
  > Retention/Promotions
  > Mentorship e.g., ability to provide effective assistance to junior members of the faculty in their continuing growth as teachers and scholars
Administrative Performance

> Vision/Mission/ Strategic Planning

> Finances
e.g., wise and effective interactions with department faculty, administrative committees, and the Dean to advance the full scope of responsibilities in matters such as budget management, fund raising, support funds, and FTE's

> Diversity
e.g., implementation of an effective affirmative action program and promotion of diversity and equal opportunity efforts in program administration and personnel practices

> Communication
e.g., effectiveness in interactions with faculty, staff, students@trainees, other department chairs, and other administrators to advance a cooperative spirit

> Decision-making/flexibility/adaptability
e.g., wise and effective conduct with faculty, other department chairs, administrative committees, and the Dean to advance the full scope of responsibilities in matters such as curriculum and space,- effective contributions to the growth and development of the department in ways that take account of current needs in education, research, and patient care

> Interpersonal relations/Conflict resolution
e.g., wise and effective interactions with members of the faculty and staff in administrative decisions relating to allocations of funds, space, research and teaching assignment

> Influence on Morale
e.g., demonstrated ability to effectively handle interpersonal relations among the faculty and staff and to make positive contributions to their morale and spirit

> Other Leadership Traits
e.g., effective and fair application of the policies of the University of California and UCSF

Relationships with the Campus and the Community
e.g., effective representation of the Department at campus, national and international levels

Clinical Program Leadership (if relevant) Strengths and Weaknesses

Conclusions and Recommendations
Overall Strengths and Weaknesses

Recommendations for Improvement

Interim Review Items

Are there areas of improvement which the SRC feels should be updated or addressed prior to the next stewardship review?

Summary

Should the chair be invited to continue to serve as chair?
UNIVERSITY OF DELAWARE
DEPARTMENT CHAIR REVIEW

In addition to any factors unique to the particular department, the evaluation and interpretation of the assessments supplied to the committee are to be made in light of consideration of the following categories and questions.

Leadership

1. What are the goals identified by the department, and to what extent have these goals been defined, planned for, or achieved by the chair's activities?
2. What plans have been formulated in the department for attaining these goals? Does the chair generate good departmental support for the goals?
3. How adequately has the chair guided the development of individual faculty members, or otherwise provided for their guidance?
4. Is there evidence of the chair's concern for internal evaluations of change and of the ongoing programs of the department?
5. How are priorities for the allocation of resources determined? Is the chair instrumental in helping the department establish priorities and in fairly administering them?

Success with Departmental Affairs

6. Is the chair successful in maximizing program effectiveness in terms of resources available?
7. Is the chair effective in improving the quality of teaching in the department?
8. Does the chair create and maintain an appropriate intellectual environment for the development of scholarship in the department?
9. Does the chair encourage and support efforts in research and publication (or their professional equivalent) by members of the department?
10. What evidence is there of improvement of quality of faculty, staff, and programs during the period being reviewed? What is the state of faculty morale?

Decision Making

11. Do faculty and students have adequate opportunity for participation in the development of academic policy, or academic programs, and in other appropriate activities within the department?
12. Within the context of (1) above, are the chair's decisions generally seen as fair and proper ones? Is full responsibility taken for decisions whenever appropriate?
Personal Qualities

13. Overall, how effectively does the chair communicate with others in the department?
14. What success (as departmental representative) has the chair had with administrative offices?
15. What is the quality of the chair's teaching?
16. What is the quality of the chair's scholarship?

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Note #3: The specific assessment documents to be used are selected by the departments and colleges involved. They are distributed to the faculty in the department of the chair being evaluated; they are returned to the dean, and their confidentiality at the level of the dean is maintained.
UC BERKELEY CHAIR'S TOOLKIT by EVC and Vice Chancellor

Toolkit Table of Contents

Academic and Faculty Affairs
Academic Planning
Business and Finance Administration
Computing and Communications
Development Administration
Environment and Safety Administration
Facilities Administration
Human Resources Administration
Research Administration
Student Matters
Systemwide and Regents Policies
Technology Licensing Policies
Chair's Toolkit
Staff Contacts
Admin Memos
Reports
Responsibilities
Organizational Chart
Council of Deans
Administrative Committees
200 California Hall [map]
University of California
Berkeley, CA 94720-1500

Phone 510-642-1961
Fax: 510-643-5499
E-mail: EVCP Office

Following are helpful links to policies, procedures, and other resources of interest to chairs of academic departments. If the policy or resource you're looking for is not on the list, consider using Google to find it.

Because this tool kit is a work in progress, suggestions for improvement are invited. Send comments to Lynn Geske-Morgan.

Academic and Faculty Affairs

Academic Calendar
Academic Personnel Actions, Calendar
Academic Personnel Manual
I. General Univ. Policy Regarding Academic Appointees (APM-005 to APM-191)
II. Appointment and Promotion (APM-200 to APM-420)
III. Recruitment (APM-500 to APM-570)
IV. Salary Administration (APM-600 to APM-690)
V. Benefits and Privileges (APM Sections 700-760)

Academic Salary Scales
Academic Senate Manual (Berkeley Campus)
Standing Order 105: Organization of the Academic Senate
Academic Senate Grievance Procedure
Academic Senate Manual (Systemwide)
Appointments and Mentoring of Graduate Student Instructors Policy
CARE Services for Faculty and Staff (University Health Services)
Chairs: Duties of Department Chairs (APM-245)
Class Size - University Policy on Minimum Class Size
Committee on Courses of Instruction (Academic Senate) Handbook
Faculty Code of Conduct and Administration of Discipline (APM-015 and APM-016)
Course Materials Fee Policy
Emergency Loans
Faculty Discipline: Professional Conduct and Disciplinary Procedures (Academic Senate Manual Appendix IV)
Faculty Guide to Campus Life
Faculty Family Friendly Edge
Family and Medical Leave (Faculty)
Guidelines for Class Field Trips
Home Loans, Faculty (MOP, SAM, SHL)
Intercampus Recruiting Guidelines
Northern California Higher Education Recruitment Consortium (HERC)
Regents Junior Faculty Fellowships
Sabbatical Leave Policy (APM-740)
Vacation and Sick Leave Accrual Policy, Deans

Business and Finance Administration

Cal Profiles (Departmental resources, workload measures, performance indicators, and outreach efforts)
Conflict of Interest: Berkeley Campus Policies
Conflict of Interest Code (General Counsel)
Conflict of Interest and Financial Disclosure (Sponsored Projects)
Conflict of Interest: Compendium of Related Specialized University Policies (UC Bulletin G-39)
Entertainment (UC BUS-79, 10/1/2006)
Travel - Policy and Regulations Governing Travel (UC G-28, 01/01/2007)
Use of University Names, Seals and Trademarks Policy
Computing and Communications

Computing and Network Resources: Responding to Inappropriate Use
Home IP(Internetwork Protocol) Appropriate Use Policy
Home IP Terms and Conditions
Computer Use Policies (Email, computer use, Calmail, mailing lists)
Web Site Issues: Guidelines for Departments or Units Responding to Campus-Supported
Web Site Issues
Workstation and Microcomputer Facilities Policies and Services

Developmental Administration

Policy and Administrative Guidelines on Support Groups, Campus Foundations, and
Alumni Associations

Environment and Safety Administration

Campus Security and Crime Statistics Compliance Measures (Clery Act)
Environment, Health and Safety at UCB, Responsibility for
Environment, Health and Safety at UCB, Required Training
Ergonomics Program for Faculty and Staff
Excluding Disruptive Persons from Campus (Berkeley Campus Procedures for
Implementing Section 626 of the State Penal Code)
Minimizing Hazardous Waste (Fact Sheet)
Police Department (Campus)

Facilities Administration

Naming of Facilities and Plaques
Memorial Trees
Outdoor Art
Space Management and Capital Programs Policies
Space Policy for Emeriti
Space Standards (FAQ)
Structures, (Temporary) and Storage Buildings Policy

Human Resources Administration

Catastrophic Leave Sharing
Criminal Background Checks
Death: Guidelines for Responding to Death
Health*Matters Wellness Program
Non-discrimination and A/A Policy Statement for UC Publications Regarding Employment Practices (UC)
Ombuds Office (Staff and Student Employees)
Reasonable Accommodation
Sexual Assault and Rape, Student Policy and Procedures
Sexual Harrassment Policy and Complaint Resolution Procedure
Staff Learning and Development
Work and Family: A Guide for UC Berkeley Faculty and Staff

Research Administration (See also section on Technology Licensing Policies)

Conflict of Interest and Financial Disclosure (Sponsored Projects)
Contract and Grant Policies and Guidelines (UC)
Contract and Grant Manual
Contract and Grant Manual Chapter 15: Property
OMB Circular No. A-21 (Cost Principles for Educational Institutions)
OMB Circular No. A110 (Uniform Administrative Requirements for Grants)
OMB Circular No. 133 (Audits of States, Local Governments, and Non-Profit Organizations)
Consulting for UC Berkeley Faculty (Quick Guide to Outside Consulting)
Disclosure of Financial Interests Related to Federally Sponsored Projects (09/08/95)
Human Subjects Protection (at Committee for the Protection of Human Subjects)
Intellectual Property Patent Policies and Related Matters (University of California)
Research Policy (Berkeley Campus Sponsored Projects Office)
Contract and Grant Research Proposal Preparation
Contract and Grant Closeout Procedure (revised 3/30/96)
Contract and Grant Government Requirements (equipment)
Contracts and Grants Requirement on Proposals and Awards (01/03/95)
Principal Investigator Status (Exceptional)
Research Misconduct (Policies and Procedures)

Student Matters

Accommodation of Religious Creed Policy
Appointments and Mentoring of Graduate Student Instructors Policy
Campus Activities, Organizations and Students
Cancellation and Withdrawal Information, Student
Disclosure of Information from Student Records
General Catalog
Grades
Grading, Grade Changes, and the Appeal Process
Midterm and Final Exams
Academic Senate Regulations Title I: Grades
Graduate Appeals Process
Non-discrimination Policy Statement: Student-Related Matters
Student Code of Conduct
Student Grievance Procedure
Student Records: Release and Privacy Rights (FERPA: Federal Family Educational Rights and Privacy Act)

Systemwide and Regents Policies

Regents Policies (Current Policies)
University of California Policies and Guidelines (includes Presidential Policies)

Technology Licensing Policies

Copyright Matters (University of California)
Equity Policy: Inventor Information
Invention and Technology Disclosure Packet
Licensing Guidelines
Patent Policies
Software Author's Packet
Technology Licensing Guidelines (University of California 10/01/2001)
Technology Transfer Program (University of California)
University-Industry Relations Guidelines
Events
Click here for information and calendars for faculty meetings, weekly Events Calendar, Faculty Research Talks, The Center for Visual Culture, The Center for Ethnicities, Communities and Social Policy, Classics Colloquium and other lecture series.

To arrange for events on campus, note that there is a new online events calendar, accessible at "Today @ Bryn Mawr" on the College's homepage, or click here. This calendar is intended to include all events at the College, so that each member of the community can view the entire range of activities here. It is searchable by keyword, by date and by category of event. If you are a sponsor of events on campus, you are invited to post these events on the calendar. To do so: go to the calendar and click on "submit an event," and fill out a form with your event information.

To publicize your event, see these directions.

Directions to the College are available at the Admissions website or by calling extension 5001, where there is a recorded message. NB. These directions take the visitor to the Gateway Building. Press for a map of the College.

Departmental and Program Chairs
As provided in the Plan of Governance III.6.a.

"Each department or program shall select or elect a Chair from among its members, subject to approval by the Provost in consultation with the President. In extraordinary circumstances, the Provost, in consultation with the President and with the members of the department or program, and, to the extent the Provost deems it appropriate, with other members of the Faculty, may remove the Chair so selected or elected. If a department or program does not have a Chair for more than 3 months, the Provost will appoint a Chair for that department or program. A Chair of a department or program will be appointed for a term that normally shall be 3 years."

The term may be renewed only in accordance with these procedures. If any Chair is in doubt about the appropriate year for the department's election of a new chair or has any other questions concerning the chairmanship, the Chair should consult with the Provost. See also the Handbook for Faculty.

Faculty secretaries are responsible for providing a wide range of support to the academic departments and the College. Secretaries are College employees, with specific departmental assignments. As College employees, however, faculty secretaries are expected to assist and/or cover for one another when requested by the Office of the Provost to do so. The Office of the Provost provides support for--and acts, as needed--on
behalf of the faculty secretaries. Secretaries are encouraged to bring their concerns to the Provost's Office. Understanding of what is expected of the faculty is essential to helping them. Faculty secretaries should be familiar with the Handbook for Faculty and, in particular, the sections on the Responsibilities of the Faculty Member and the Responsibilities of the Department Chair. A prototype of the electronic version is available here.

**Faculty offices** are assigned by the Office of the Provost. Each faculty office is equipped with a telephone, computer, desk, chair, file cabinet, and bookshelves. Interim faculty members may be expected to share office space with other interim faculty members or with the faculty member whose course(s) they are teaching. Faculty members on leave are usually expected to cede use of their offices.

Please note that Information Services is unable to supply computers on demand to departmental visitors, research associates and other guests. The College does not have the resources to support such a program. Nor is the College able to equip library carrels with computers. At best, computers scheduled for disposal may occasionally be available for placement in the working spaces of some visitors. If a department needs a computer for a visitor, Information Services should be notified as soon as possible and as early in the academic year as possible.

**Course and Classroom Scheduling**

Each February the Registrar's Office distributes materials and forms to the chairs of departments and programs to elicit the names and numbers of courses which will be offered in the following academic year, the proposed schedule of offerings, and classroom needs. These materials are due back in the Registrar's Office early in March. New courses not previously approved by the Curriculum Committee must be submitted to the Dean's Office somewhat earlier, in mid-February. From this material, the Course Guide is produced.

The Registrar's Office makes an effort to accommodate departmental and individual wishes for time slots and classrooms. Course Guide classroom assignments are tentative to allow for changes necessitated by unanticipated enrollments, handicapped access issues, and other factors. N.B. The competition for popular classrooms is less fierce in less-than-popular time blocks.

Click here for summary information about scheduling courses for the next academic year. Course scheduling information is to be entered online through the College's BMC Faculty Services menu on the Registrar's website. Detailed instructions for the data entry process are available on the Registrar's website.

**Course evaluations** are conducted in most undergraduate courses. The guidelines and the evaluation form are attached.
Information on the College's **grading system** is found in the undergraduate catalog, in the section entitled Academic Regulations. Arts and Sciences faculty members who wish to request a **grade change** should fill out and submit the linked form to the Registrar.

**Religious Holidays**

Bryn Mawr does not cancel classes for any religious holidays, but it does respect the right of its students to observe holidays that are important to them. Absences around a religious holiday should be excused. Faculty members are encouraged to help a student make up work she misses because of such absences. It makes life simpler for both faculty and students if tests and assignments are not scheduled on or very near holidays that you know many students will want to observe. The following is a list of some, but not all holidays that students might be observing: For the 2007-08 academic year, these include:

- **Rosh Hashanah:** Sundown September 12 - 14
- **Ramadan:** September 13 - October 13
- **Yom Kippur:** Sundown September 21 - 22
- **Sukkot, Sh'mini Atzeret, Simhat Torah:** Sundown September 26 - Sundown October 5
- **Good Friday:** March 21
- **Easter:** March 23, 2008
- **Passover:** Sundown April 19 - Sundown April 27

Since we have students from many different religious backgrounds, this list cannot be complete. Please call or email Karen Tidmarsh if you have questions or concerns.

**Video-conferencing arrangements**

Video-conferencing facilities are now available between Bryn Mawr, Haverford and Swarthmore Colleges. The libraries on each campus administer this system, handle reservations and provide training on the equipment. The Canaday Conference Room is Bryn Mawr's site for a video-conference meeting or class. The room may be scheduled through Meeting Maker. Multi-media Services supports the function.

**Engaging and paying speakers**

- Funds for outside speakers are budgeted in departmental budgets in budget object 51814. Speakers' travel and entertainment expenses are budgeted in the same line, but should be paid from 52200 and 52300, respectively.
- To pay speakers, submit the Comptroller's Office pink check request form and a completed W-9 form to the Comptroller's Office.
- You may need to fill out IRS forms to accompany a check request. The most commonly requested ones are:
  - Form W-4: Employee's Withholding Allowance Certificate
  - Form W-8: Certificate of Foreign Status
  - Form W-9: Request for Taxpayer Identification Number and Certification.
You may download copies of these and other IRS forms from the [IRS site](https://www.irs.gov/) using its pulldown menu.

- There are special guidelines for the [1902 Lecture Fund](https://www.irs.gov/).
- If you are engaging a speaker who is a non-resident alien (i.e. a citizen of another country), check the procedures in [Payments to International Scholars](https://www.irs.gov/).
- Bryn Mawr faculty members are expected from time to time to offer lectures at the College--for another department, program, or a Center--on their research and other aspects of their professional work. This is to be undertaken without the expectation of an honorarium.

**Extra Service/Compensation**

Staff members and faculty are occasionally asked to perform a service for another department that is clearly outside their normal responsibilities. Examples of extra service include faculty members who consult on a grant, typists who coach an athletic team, etc. In order for there to be an extra services payment, the service performed must be clearly different than the employee's normal duties. The department head requesting the extra service shall make this determination in consultation with the employee's supervisor. The determination of whether or not the service qualifies for extra services pay, and the amount of pay, must be made before the service is provided and be communicated to the employee performing the service. The Provost's Office must give permission before a faculty member can be approved for extra service and sign and process the Comptroller's Office [extra compensation form](https://www.irs.gov/).

**Dining Services**

For Bryn Mawr College's Catering Policy, press here. For more detailed information about the services available, press for Dining Services and Wyndham.

**Outside Contracts**

All contracts must be reviewed by the College Counsel.

**Independent Contractors**

An independent contractor is an individual who contracts with an employer to provide specialized or requested services on a project or as-needed basis. The most important consideration in determining employee versus contractor status is the fundamental question of control. If the employer does not control the way in which the work is done, the work is being provided by an independent contractor, as opposed to an employee. In order to insure that the College does not misclassify an employment relationship, all departments must seek the approval of the Department of Human Resources before contracting with an individual to provide specialized services. If use of an independent contractor is approved, an Independent Contractor Service Agreement will be required. The policy outlining the use of an independent contractor is available. Questions about it should be addressed to Joe Bucci, Director of Human Resources (tel 5263, e-mail at jbucci).
Temporary workers
Guidelines on hiring and paying temporary workers are available in the linked document.

College "Entertainment" Policies

- Cancellation Policies at Wyndham
- College Alcohol Policy
- Dining Services Guidelines on Serving Alcohol at College events, including those involving students.

Class Field Trips
Many departments offer courses in which field trips form a part, whether to museums, or geological formations, or neighborhoods. The College has a policy for departments and faculty members to follow when planning such trips. Please see the linked field trip policy. The budget line for such trips is 1-52204-[your departmental budget number].

Faculty Travel

- See Faculty Travel for information on the types of travel supported by the Office of the Provost and by individual grants.
- If a department has a travel line, spending arrangements follow the College's institutional guidelines.
- Travel reimbursement forms are available electronically and from the Office of the Comptroller.

Direct Deposit
The Comptroller's Office offers Direct Deposit of all reimbursements, advances and refunds to employees. Please send the completed Direct Deposit form and proof of bank information to the Comptroller's Office to enroll for this service.

Faculty Searches

- Current Searches are posted at this site. Departments with approved interim searches should forward the ad copy to Suzy Spain (e-mail sspain) for posting at on the page.
- Procedures
  - Tenure track: Go to the Provost's webpage, under Faculty Searches and click on the links for tenure track and continuing faculty.
  - Interim: Go to the Provost's webpage, under Faculty Searches, and click on the link for procedures for hiring interim faculty.

New faculty orientation
The Provost's Office is responsible for this program, to which incoming full-time faculty members are invited.
Facilities Concerns
Building-related issues, such as heating, cooling, lighting, electrical or structural/carpentry/lock repairs, should be addressed to the respective Building Advocate. See the Facilities Services website on the Building Advocate program. Window treatment issues and/or furniture issues can also be referred to the Building Advocate, who usually knows whether to refer the issue to Housekeeping or to Facilities Services. When in doubt, Advocates call Facilities Services, and that department sorts it out. True emergencies (i.e. flooding water, exposed live electrical wires, etc.) should be called in immediately to Facilities Services (tel 7930) or to Public Safety (tel 7300) after normal working hours.

Guidelines for Providing Accommodations for Students with Disabilities
Bryn Mawr College welcomes the full participation of individuals with disabilities in all aspects of campus life. The College is committed to providing equal educational opportunity for all qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act of 1990 (ADA). Students who require assistance because of a learning, physical, or psychological disability are encouraged to contact Access Services as early as possible for additional information and to discuss their needs. The College's Guidelines are available electronically.

Student employment
Departments may have student assistance in several forms. Requests for and approval of student employment is a part of the annual budget process. All jobs held by student employees must be paid on an hourly basis. The only jobs exempted from hourly wage calculations are Teaching Assistants, Graduate Assistants, and Hall Advisers. Student job authorizations should state the hourly rate for positions in the space provided.

- **Teaching assistants**: these are graduate students, appointed on a stipendiary basis by the GSAS Dean upon the recommendation of the department, or by the SWSR Dean. The budget object is 51007.
- **Hourly workers**: these are undergraduate or graduate students, employed principally for clerical assistance (also bibliographical assistance, and in the sciences cage-cleaning, etc.) The budget object is 51200. Departments need to complete a job description form for each student job category.
- **Instructional assistants**: these are hourly workers, either undergraduate or graduate students, who assist in grading, running drill and discussion sessions. The budget object is 51009. Departments need to complete a job description form for each student job category.

See the student employment website for more detailed information and forms.

Student fellowships and student travel
Fellowship payments are made on a monthly basis. Payments will be the third Monday of each month unless that happens to be a bank holiday. If it is a holiday, payment will be made on Tuesday. The Comptroller has posted the payment schedule and asks offices to plan accordingly, as special check requests may not be honored. The Comptroller's Office further advises:

- Students' travel reimbursements will be processed as a fellowship unless the travel is for employment purposes.
- Payments to students to cover expenses not related to a specific student group (such as SGA) must be processed as a fellowship.
- Payments made to non-Bryn Mawr College students may be processed directly by Accounts Payable as outside scholarships. (i.e., Haverford students)
- All non-resident aliens are taxed at 14% or 30% without exception.

Computing and Computers

- Faculty secretaries are expected to be adept at word processing, e-mail (with attachments), and spreadsheet use. In addition, knowledge of a database application and basic HTML are desirable.
- The College provides each secretary with a desktop computer and the standard suite of applications. Computers are upgraded or replaced according to a schedule maintained by Computing Services. Secretaries needing specialized software should consult their department chair, Computing and/or the Provost's Office.
- In assisting members of the faculty, particularly interim members, department chairs and secretaries should familiarize themselves with the Directions on Obtaining Network Accounts at Bryn Mawr College.
- Training opportunities
  - The College offers and/or provides many types of training opportunities for faculty and staff members to enhance their computer skills. Faculty are referred to the Information Services. Secretaries who wish to have additional training should contact Joe Bucci.
- Documentation for computing resources is available at the Core Computing homepage.
- Documentation is available for:
  - changing e-mail passwords, vacation messages, and other e-mail management services,
  - viruses
  - Spamassassin, software to combat spam in your email
  - mass mailings via e-mail, as is the College's policy on mass-mailings.
- All-College computing policies are available at this site.
- Computing Services maintains a status hotline at extension 5005 (610-526-5005 from off campus), which is updated regularly through each business day. If you are experiencing a Computing or network problem and believe it may be system wide you may call 5005 and listen to the recorded message. Any known current
issues will be described in this recording. If the problem you are experiencing is not described on the message then it should be reported to the Help Desk (7440).

- Canaday Library has loaner laptops available; for information contact For additional information, contact Melissa Kramer or at 5287.

Budgets and Financial Transactions

- Operating budgets
The College's fiscal years run from June 1 through May 31. Each department has an operating budget. Each fall departments and programs are asked to submit a budget request for the following year. The Provost's Office sends department and program chairs information on the preparation of budgets and reviews their requests. Budgets are officially approved by the Board of Trustees in the May meeting. Departments are informed of their approved budgets after that. During a given fiscal year, approval for any budget changes must be sought from the Provost's Office.

- Budget preparation instruction and forms
The budget preparation takes place in October and November for the following academic year. Instructions and forms for the preparation of academic budgets are available for downloading from the Provost's website. Additional copies of the spreadsheet of operating lines may be requested from the Maria Wiemken (5177), Anna Canavan (5167) or Suzy Spain (5164).

- Monthly budget reports
Financial Edge accounting software was implemented at Bryn Mawr in March 2004. Financial Edge is accessible through Citrix and is linked to the College’s website. This setup allows authorized users to view budget information at any time from any desktop PC. Aside from the database protections provided by the College’s IT system, each Financial Edge user has a user ID, password and specific Financial Edge security rights.

In order to work effectively within Financial Edge, an understanding of the following terms is needed:

- **ACCOUNT**
  This is the eleven-digit number which has been used at Bryn Mawr since the early 1970’s. This number consists of three segments: fund, account code, department. The account gives a general description of the transaction being recorded.

- **FUND**
  This is the single-digit segment of an account which indicates the broad category of asset classification to which a transaction belongs. Bryn Mawr has seven fund groups. Almost all departmental operating transactions occur in fund group 1, which designates unrestricted operations at the College; Fund group 2 identifies restricted assets such as private gifts and federal grants; Fund 3 is the student loan fund; Fund 4 is the endowment;
Fund 5 is Conferences & Events; Fund 6 is Agency Funds; and Fund 7 is capital gifts and building projects.

- **ACCOUNT CODE**
  This is the five-digit account number segment indicating a specific type of revenue or expense activity. Revenue account codes start with the number 4; expense account codes start with the number 5.

- **DEPARTMENT**
  This is the five-digit account number segment identifying a department, program, or unit at the College. Operational departments start with the number 0.

- **PROJECT**
  Project codes are five digits and represent either ongoing or temporary activities, sub-programs, or projects within a department. Financial Edge was set up to require all transactions to be encoded with a project code. Examples of projects are all federal and state grants, research awards, endowments, conferences, physical plant projects, and several ongoing programs which are part of operations, such as CSI, the Thorne School and programs within Instructional Technology, such as Canaday Library and Administrative Computing. Projects can be associated with more than one department.


Payroll detail reports are sent monthly as e-mail attachments by the Comptroller’s Office to department or budget unit heads.

For further information on Financial Edge, please contact either Carole Steiner (tel 5265) or Maria Wiemken (tel 5177) in the Comptroller's Office.

- **The Comptroller's Office** makes available the following forms:
  - Check requests
  - Journal entries
  - Pay periods
  - Time sheets

- **The College Telephone System**

  - Detailed information on the College's telephone and voicemail systems is available electronically, as follows:
    - telephone system
    - voicemail

  - The College's operator will provide information on arranging conference calls.
  - The College provides teleconference services for all offices through ATX, our
long distance provider. Previously one authorization number was provided to all departments to utilize this service. As of August 2002, Telephone Services is providing individual departmental authorization codes to those departments needing this service. If your department uses teleconferencing, please get in touch with Telephone Services for a new authorization code (5193).

**Record Retention**
Press here for the current guidelines on handling (and saving) departmental correspondence, reports, grant-related papers, search materials, student files and papers, personnel files, and chairs' files.

**Injuries on the Job**
When any employee is injured on the job, it is essential (and legally required) that we apply our Workers Compensation procedures to their medical treatment and any lost time (for both their protection and for that of the College).

Faculty and staff members are covered under Pennsylvania's Workers Compensation Law for work-related injuries or illnesses, provided Human Resources is promptly informed. Human Resources should be sent all necessary information within one working day of a work-related accident, to the extent circumstances permit. Human Resources will arrange medical care in accordance with our Workers Compensation Program.

Faculty and staff members should not use their regular health insurance coverage when treated for a work-related injury. (Among other reasons, the carrier may deny coverage.) At the time of an injury or illness that is not a medical emergency, faculty members should contact Human Resources (tel 5218). Human Resources will schedule an appointment with a member of our Workers Compensation panel of physicians. In case of emergency, call Public Safety (tel 222 or 610-526-7300 from a non-campus phone) for immediate assistance and transport to the nearest hospital.

Copies of the Workers' Compensation form may be downloaded.

**Media Guidelines**
The Public Relations Office guidelines for handling media inquiries are posted. The PR Office advises that faculty contact the media relations manager (tel 6528) if they "know of something that might make an interesting story-research, books to be published, student accomplishments, lectures, awards and special events." NB The Provost's Office is also interested in awards and special events for posting to its websites.

**Bad weather policy**
In the case of bad weather or other serious situations on campus, faculty, staff and students should call the campus emergency message number, 610 526-7310. The message will indicate one of the following situations:
• Only staff members who have been designated by their supervisor as essential staff members should stay or report to work. Classes are continuing to be held. However, there may be some faculty members who need to cancel classes. Those faculty members canceling classes will leave a message on their voice mail indicating that their classes have been cancelled for that day. Students can call the phone number of their faculty members to determine if a class has been cancelled.

• Classes have been cancelled and only staff members who have been designated by their supervisor as essential staff members should stay or report to work. Students should not go to classes.

When the bad weather condition occurs overnight the message will be on the College emergency number by 6 AM. That number is 526-7310. Broadcast emails will also be sent when there is a bad weather condition that occurs during the day. When classes are cancelled KYW radio and FOX television will be notified that the school has been closed. Our code number for KYW and FOX is 479. The Graduate School of Social Work and Social Research will make a separate determination of class cancellations. When classes are cancelled, SWSR students should listen to KYW radio (the code number is 415, Montgomery County) or call 610 520-2600. Offices are referred to the telephone tree, distributed by the Treasurer's Office, to deliver information about school closings.

If faculty wish to cancel their classes for the day, it is their responsibility to access their voice mail account and leave a message for students to access. If faculty have not activated their voice mail yet and are not sure how to go about it, they should speak with the departmental secretary for assistance. Faculty secretaries are advised to check to see if their faculty have active voice accounts. Faculty members should not assume that secretaries are on campus during a bad weather event, because "non-essential personnel" are not required to remain at their post. Click for instructions on leaving a voice mail message.

Standard sources of information on the College:

• Undergraduate, GSAS and SWSR catalogs (available from Public Relations and the various deans' offices)
• Undergraduate Handbook (available from Undergraduate Deans' Office)
• Bryn Mawr Facts (available to department chairs from the Provost's Office)
• the Provost's webpage
• the information section of the Finding List (available from the Office of Public Relations)
DUKE UNIVERSITY Arts & Sciences and Trinity College

Chairs' Handbook

TABLE OF CONTENTS

1. Deans' Office Directory
   Division of Responsibilities
   Chairs' Addresses and Numbers

2. Annual Agenda of Activities with Dean's Office

3. Faculty Appointments/Titles
   Regular and Non-regular Ranks
   Responsibilities and Privileges
   Instructional Appointments
   Sample Appointment Letter
   Employment Information Letter
   Form I-9
   Proof of Degree Policy
   Policies Governing Part-Time and Non-Regular Rank Faculty
   Secondary Appointments

4. Searches and Appointments
   Search Authorizations and Sample Form
   Position Advertisements
   Search and Campus-Visit Procedures.
   Requests to Interview
   Equal Opportunity Employment Form (Individual)
   EEO Faculty Self-Audit Form (Departmental)
   Interview Arrangements and Expenses
   Provisions for Candidates Not U.S. Citizens
   Reimbursement for Foreign Candidates
   Visitor's Reimbursement Form
   Requests to Appoint
   Ethics of Recruitment and Faculty Appointment

5. Relocation Policy

6. Reappointment, Promotion, and Tenure
   AP&T Procedures Handbook
   Promotion Expectations- Non-Tenure Track Faculty
   Summary of Teacher/Course Evaluations
   One Chair's Letter to a Junior Faculty Member
7. Leaves of Absence
Definitions of Leave Types
Application Deadlines and Format
Leave Descriptions
Leave Form
Health Benefits for Faculty on Leave

8. Policy Concerning Conflict of Interest and Supplemental Remuneration
Conflict of Interest Disclosure
Conflict of Interest Policy - Faculty Handbook Appendix O (Pages 162-168)
Special Compensation in Addition to Base Salary

9. Arts & Sciences Development
Arts & Sciences Development - General Information
Requests for Development Assistance
Identification of Potential Donors
Faculty Development Travel
Resources of the Office of Central Development
Boards of Visitors/Advisory Boards
Coordination with the Office of Research Support
Endowment Stewardship

10. Research and Sponsored Projects Administration
Office of Research Support (ORS)
Request to Serve as PI


12. For International Scholars


14. Sample Departmental Bylaws

15. Guide for Arts and Sciences Administrators

16. Faculty Retirement Planning
Current Resources for Department Chairs

 Orientations and Training

• New Chair Orientation
• Department Chair-Lunch-Bunches held monthly to exchange information and resources in an informal setting with the VPAP. Materials and notes available on-line
• Department Chair Forums held quarterly at the office of Academic Personnel to exchange information and resources designed to foster the success of Department Chairs in their key academic leadership roles. Academic Personnel Staff also attend from the department and dean's level. Materials and notes available online

 Diversity Programs and Information

• UCR Chancellor's Postdoctoral Fellowship for Cultivating Diversity in Science, Engineering, and Mathematics
• Diversity STEM Speakers
• UC President's Postdoctoral Fellows Program
• Career Partners Program
• UCR Availability Statistics
• Power point Presentations: Recruitment and Diversity; Faculty Diversity
• UCOP Task Force on Faculty Diversity Report
• Guidance on Interview Questions

 Policies and Procedures

• Hiring Toolkit
• The CALL
• Duties of Chairs per the APM and links to the APM
• FTE Transfer Procedures
• Review Guidelines for faculty in Institutes/Centers
• Chair Stipend Policy
• Retention Procedures
• Lecturer MOU Interpretation Manual
• UCR Employment-Based Immigration Visa Policy
• Academic Salary Administration
• Faculty Development Programs and Awards
• Endowed Chair Policy
• Affirmative Action Guidelines
• Academic Leaves

 Useful Information

• Resource Locator (A-Z) Listing of UC and UCR information of importance to Department Chairs
• Contact list of Deans, Directors, and Program Chairs
• Academic Review and Recruitment checklists and forms
• Advancement and Promotion at UCR (conversational description of the review process)
• Family Friendly Program
APPENDIX IV

BOOKS

The Essential Department Chair: A Practical Guide to College Administration
Jeffrey L. Buller
Paperback
312 pages
March 2006
US $35.00

This book is the quintessential manual for what department chairs must know to excel at the many administrative tasks assigned to them on a day-to-day basis. For instance, how do you cultivate a potential donor for much-needed departmental resources? How do you interview someone when your dean assigns you to a committee searching for an administrator in a different academic area? How do you fire someone? How do you get your department members to work together more harmoniously? How do you keep the people who report to you motivated and capable of seeing the big picture?

This book is about the “how” of academic administration. Based on a series of workshops given by the author in the area of faculty and administrative development, each topic deals concisely with the most important information chairs will want to have at their fingertips when faced with a particular challenge or opportunity. Intended to be a ready reference that chairs turn to as needed, this book emphasizes proven solutions and stresses what chairs need to know now in order to be most successful in their administrative positions.

Table of Contents

Introduction.

PART I: CHAIR.

Hiring.
1 How to Write Job Descriptions and Position Announcements.
2 The Department Chair’s Role in Successful Faculty Searches.
3 How to Interview Candidates for Administrative Positions.
4 How to Let Someone Go.
5 How to Write Outstanding Letters of Recommendation.

Mentoring Challenges.
6 Sharpening Focus.
7 Increasing Productivity.
8 Promoting Collegiality.
9 Dealing With Chronic Complainers.
10 Helping to Resolve Personality Conflicts.
Chairing Academic Departments: Traditional and Emerging Expectations
N. Douglas Lees
ISBN: 978-1-933371-03-0
Hardcover
338 pages
April 2007

What role does the position of department chair occupy in higher education today? Once characterized as largely a management function, the 21st-century department chair is now facing a host of emerging challenges that require additional skills and fresh approaches to fulfilling the role.

In *Chairing Academic Departments*, the author offers experience-based suggestions for new, existing, and potential chairs as they face a higher education enterprise that is undergoing significant change. While acknowledging that many traditional responsibilities and expectations will remain unaltered, the author also identifies several dynamic functions—from entrepreneurial work and fundraising, faculty evaluation and motivation, student recruitment and retention, problem solving, and interpersonal interactions such as advising, meditating, and mentoring.

The author navigates the changes arising in the role of department chair by offering valuable insight in the following areas:

- Characteristics of effective department chairs
- How to work with, and advocate for, internal constituents
- Managing and disseminating information
- Recruiting, retaining, and evaluating faculty
- Fiscal responsibility and strategic planning
- Benefits of serving as department chair
- Planning to exit the chair position

While the position of department chair will continue to evolve, *Chairing Academic Departments* equips readers with the situational understanding and practical advice they need to meet the demands of tomorrow.

**Table of Contents**

**Part I: The Position of Academic Department Chair.**
1 The Department Chair: Then, Now, and Soon to Be.
2 Characteristics of Effective Chairs.
3 Remaining Professionally Viable While Chair.
4 The Chair as Keeper of Information.
5 Quality Assurance.
6 Staying Legal.
7 Staying Sane.

**Part II: Working With Internal Constituents.**
8 Communication.
9 Working With Faculty.
10 Working With the Dean and Other Administrators.
11 Interacting With Students.
**Part III: Working With Faculty.**
12 Staffing the Academic Department.
13 Recruiting and Retaining Faculty.
14 Faculty Culture.
15 Guiding Faculty Careers.
16 Faculty Evaluation.
**Part IV: The Challenge of Change.**
17 Fiscal Constraints in Higher Education.
18 Strategic Planning.
19 The Chair as Campus Entrepreneur.
20 The Chair as External Entrepreneur.
21 Preparing to Lead Change.
22 Understanding and Overcoming Resistance to Change.
**Part V: Next Steps.**
23 Chair Selection and Development.
24 Exiting the Chair Position.
25 The Benefits of Serving as Chair.
Bibliography.
Index.
Chapter 2. ROLES, CONTEXT, AND TRANSFORMATIONS

THE ROLE OF THE DEPARTMENT CHAIR

The changing context of higher education described in the previous chapter sets the stage for our review of the department chair’s roles and responsibilities. As front-line managers, department chairs serve more than one constituency, a fact that requires department chairs to assume multiple roles. Chairs are the primary spokespersons for department faculty, staff, and students. At the same time, institutions of higher education have an increasing reliance upon department chairs to implement and carry out campus policy and the mission of the institution for the central administration. Chairs represent the central administration to department members at the same time that they articulate the needs of the department members to the administration. Consequently, department chairs are the essential link between the administration and department members. When chairs fulfill their role effectively, there is good communication between the administration and faculty. When chairs do not succeed in this task, there is often a lack of trust between the administration and the faculty because neither constituency understands either the needs or perspectives of the other. Department chairs must do more than forward information between the administration and department members. Chairs must interpret and present information and arguments that accurately reflect the intent of each constituency to the other for the overall purpose of advancing the institutional mission by connecting department objectives with that broader mission.

At one time, the chair position was reserved for the most prestigious scholars within the discipline. These chairs presided over departments in an almost ceremonial manner, and did not wrestle with budget cuts, declining enrollments, productivity reports, accountability measures, fund raising, or changing technology. While many institutions still stipulate that department chairs have a record of scholarship and publication, all institutions expect chairs to be more than a role model or figurehead. Department faculty seek a strong advocate, a consensus builder, a budget wizard, and a superb manager. Academic deans and provosts seek department chairs who have superb managerial and communication skills, and are able to implement university policies and directives.

One distinctive characteristic of the chair’s role is its paradoxical nature. Department chairs are leaders, yet are seldom given the scepter of undisputed authority. Department chairs are first among equals, but any strong coalition of those equals can severely restrict the chairs’ ability to lead. Deans and vice presidents look to chairs as those primarily responsible for shaping the department’s future, yet faculty members regard themselves as the primary agents of change in department policies and procedures. Department
chairs are both managers and faculty colleagues, advisors and advisees, soldiers and captains, drudges and bosses.

Department chairs are the only academic managers who must live with their decisions every day. The dean and the vice president make many important administrative decisions, such as which colleges or departments will get the lion’s share of the year’s operating budget. The dean and the vice president, however, do not have to say good morning—every morning—to their colleagues in the department; they do not have to teach several times a week alongside their colleagues; they do not have to maintain a family relationship with their faculty members. The department chair, on the other hand, must be acutely aware of the vital statistics of each family member including births, deaths, marriages, divorces, illnesses, and even private financial woes. This intimate relationship is not duplicated anywhere else on the campus because no other academic unit takes on the ambiance of a family, with its personal interaction, its daily sharing of common goals and interests, and its concern for each member. No matter how large the department, no matter how deeply divided over pedagogical and philosophical issues it may be, its members are bound together in many ways: They have all had the same general preparation in graduate school; their fortunes generally rise or fall with the fortunes of the discipline to which they all belong; and they share the same value system of their profession. Working alongside the members of this “family” is the chair, a manager who is sometimes managed, a leader who is sometimes led, a parent who continually strives to keep peace for the sake of mutual benefit and progress.

These conditions are not the only ones that make the department chair’s role paradoxical. The chair must deal with the expectations and desires of the students in the department, the personal and professional hopes and fears of the faculty, the goals and priorities of the college dean, the often perplexing priorities of the central administration, the sometimes naive and sometimes jaundiced views of the alumni, and the bureaucratic procedures of accrediting agencies. Few administrators can, by themselves, face these conflicting constituencies and find solutions to all problems. Yet the department chair must induce these constituencies to work together to help solve the problems they themselves generate.

Today the internal paradox of the chair’s role is further complicated by external pressures. The central administration, professional accrediting agencies, state boards of higher education, and granting agencies are just some of the external publics that department chairs must understand and address. The demands of these multiple constituencies impact individual departments as much as they do institutions. A state board of higher education, for example, may decide to review the relative merit and quality of programs within the same discipline offered at different institutions throughout the state. In such instances, a department finds itself virtually plucked from the security of the institution into the spotlight and placed under the magnifying glass of the state board of higher education. In dealing with some external publics, department chairs serve as the representative for the institution as well as the department. In interacting with high school and community college counselors, regional businesses, or civic organizations, department chairs speak for both the department and the institution.
Accountability initiatives designed to monitor the quality and cost-effectiveness of higher education have increased the importance of the department chair’s role. Institutions cannot respond to externally imposed mandates for accountability of such things as student learning outcomes assessment without the support and leadership of department chairs. Department chairs are the primary interpreter of externally imposed mandates for department faculty, and the tone with which the chair presents those initiative influences faculty response. Today, the central administration needs cooperation and effective leadership at the department chair level more than ever in order to implement change and assure program quality. At the same time, department chairs are the primary source of information about specific programs and daily operations. This information is essential to the central administration as they champion requests for new resources or fend off attacks on institutional quality.

Department chairs, however, are more than agents of the central administration. They are also the primary spokespersons and advocates for the academic department. In this role, chairs are the guarantors of department quality. In fact, chairs are the only administrators with delegated responsibilities that allow for a direct influence on program quality. Further, department chairs are the only administrators with the requisite discipline training and vantage point needed to assess program quality and identify areas of needed change. As front-line managers, department chairs are both the chief advocate for the department and the primary agents of the central administration. Chairs need to champion the resource needs of the department and ensure the effective use of current resources. Chairs must promote the quality of the departments’ programs while they remain alert to the need for curricular revision. This dual role is more difficult because the various constituencies and external audiences with which the chair interacts tend to hold simple perceptions of the department chair’s role. Faculty, for example, prefer to perceive the department chair as their primary spokesperson and advocate. Faculty are less inclined to perceive the chair’s role as one that includes representing the central administration. Some faculty may even be outraged to think of their chair as an agent of the administration. At the same time, central administration may become irritated with a department chair who seems determined to argue the needs of the department in the face of an institutional crisis. The department chair, for example, who holds the line on increasing enrollment in the general education course to protect instructional quality may be viewed by the administration as jeopardizing course enrollment which, in turn, makes the institution less cost effective, an important datum for many state boards of higher education. Simultaneously, faculty may view a department chair who attempts to persuade them of the merit of designing a department assessment program as having “sold out” to the administration. The department chair often experiences stress as they walk the tightrope between serving the department, and faculty and students and representing the central administration. This dual role, however, is apparent in all of the responsibilities typically assigned to department chairs.
In talking with several hundred department chairs each year, we find that many say they were not prepared for the role shift from faculty to chair. Particularly, chairs being promoted from inside the department do not anticipate their life to be much different. While new chairs foresee having new responsibilities, they are not always prepared for the shift in how faculty colleagues and others treat them. Almost immediately, new chairs discover that long-time faculty colleagues (and friends) respond to them differently. Some faculty, for example, will assume that the new chair is “too busy” to join the informal lunch bunch now that he or she is an “administrator.” Others will be less candid than previously in discussing issues affecting the department. Some may even avoid the chair. Yet, the same group of faculty colleagues are likely to hold high expectations for the performance of the new chair. Close acquaintances will expect the new chair to “fix” those policies and procedures about which he or she used to commiserate with faculty colleagues. Most faculty will expect the new chair to be able to “hold the line” with the administration on every issue because they trust the new chair to know the situation and have a full understanding of the department’s needs. Walking the fine line between the role of colleague and department chair can be difficult. John Bennett (1983, 2–6) identified three major transitions that new department chairs experience. The first shift comes in moving from being a specialist to functioning as a generalist. As a faculty member, an individual specializes in one academic area. However, when an individual becomes a department chair, he or she must have a thorough understanding of the full spectrum of department offerings. Moreover, faculty colleagues expect the new chair to represent all specializations within the department with equal enthusiasm. In addition to being held accountable for more content, the new chair is also responsible for a range of duties that faculty never perform. The new chair must acquire a substantive grasp of the total department as soon as possible because other faculty will be suspicious and critical of any chair who can only advocate his or her teaching and research specialty.

The second transition that department chairs experience is the shift from functioning as an individual to the task of running a collective. For the most part, faculty work independently at their own pace. Other than holding assigned classes or attending scheduled meetings, individual faculty determine when they work on course preparation, research, or other projects. On most campuses, individual faculty set their own office hours and determine when they come and go around class and meeting times. Department chairs, however, must orchestrate the work done by this group of individuals who work independently. Worse yet, some chair duties cause the new chair to interfere with the independence of individual faculty members. Chairs, for example assign courses and class times, schedule meetings, and solicit faculty attendance at special events such as recruitment or placement fairs and award programs. Chairs need to balance their respect for faculty autonomy with their responsibility for carrying out the department mission.

The third major transition described by Bennett is the shift from loyalty to one’s discipline to loyalty to the institution. Chairs must represent the institution’s perspective. There will be times when chairs may need to sacrifice a discipline need or a department preference for an institutional need. These tough decisions are likely to make chairs
unpopular with faculty who recognize only the discipline perspective and may believe that the chair should place the department first in every situation. Whether or not the department implements a student learning outcomes assessment program may not be a matter for the department to decide. Similarly, campus policy on course enrollment and the need to involve faculty in student recruitment and retention activities are likely to be matters on which the chair cannot refuse the department’s support and participation. Individuals who remain loyal to the discipline and fail to learn the institution’s perspective and respond to campus needs become liabilities to the institution and undermine the standing of the department on the campus.

THE SELECTION PROCESS

One would expect that the increasing reliance upon chairs to carry out the heart of the institution’s business would result in more thorough and competitive searches for skilled department leaders. Instead, institutions continue to fill department chair positions by hiring strong teachers and researchers who then must assume a role that requires very complex and challenging administrative skills. When chairs are sought externally, the position announcement typically lists demonstrated effectiveness in teaching and an established record of peer-reviewed research as essential qualifications. Seldom do chair ads include a listing of those skills and qualifications that would make an individual appropriate for a front-line managerial position. Chair applicants are not asked to demonstrate skill in managing conflict, effectiveness in designing marketing strategies for student recruitment, or proposals for enhancing alumni support.

Institutions are generally content to look internally when filling department chair positions. A national search may be conducted if the institution believes there is no acceptable internal candidate or in cases where it is felt that a person of national stature is needed to lead the department. For searches limited to internal applicants, the candidates may not receive a detailed job description, a fact which confirms the lack of thought given to the complex responsibilities assigned to department chairs. There are two basic models for conducting a search for a department chair. The first model uses a full-scale search process with the stipulation that applicants must be tenured faculty within the particular academic department conducting the search. All tenured faculty may apply and applicants are subjected to the typical screening procedures, including an interview with all appropriate parties. The department forwards its recommendation to the college dean. If the dean agrees with the recommendation, a new chair is appointed. In the second model, chairs are elected from within the department. That election may need confirmation in the form of formal appointment by the dean. The rotational model of selection is a variation on the election model. This may occur in small departments where serving as chair becomes a civic duty which each department member undertakes in rotation.

The term of service is variable. In some institutions, chair appointments are of indefinite duration, an arrangement more likely with a chair hired externally. Internally selected chairs usually serve for a fixed term, a procedure usually specified in the department operating manual. Terms are usually set at three or sometimes five years. Often,
department guidelines stipulate a limit for term renewal. An individual, for example, may be required to vacate the chair position after serving two terms. The term of office of department chairs influences the perceptions and expectations held by both incumbent and colleagues. Chairs appointed for an indefinite term of office see themselves as formally designated leaders. They assume that they have specific responsibilities, authority to carry those out and the power to support their decisions. Chairs elected to serve a three-year term are likely to perceive themselves as temporary managers. These chairs know that they will return to the ranks of the faculty on a prescribed date. Consequently, term chairs may make preserving their colleague relationships their top priority. They may be reluctant to tackle sensitive issues and reticent to engage in long-term activities. Their objective becomes not rocking the boat rather than leading the department through any significant change. As logical as this course of action may be given the limitations of a three-year term, it may discourage the proactive planning required in academic departments today. This drawback may be overcome if it becomes common practice to have chairs serve two consecutive three-year terms. That length of time carries the chair past the learning-the-ropes phase to a point where he or she has confidence in his or her leadership abilities. Renewable five-year terms can have the same advantage, though there may be reluctance in departments to see the same chair remain in place for a decade. Perhaps that is why chairs attending ACE’s workshops more frequently report that their departments function with renewable three-year terms.

One of the peculiar features of the position of department chair is that most individuals accepting the position have little, if any, previous administrative experience to match the nature and magnitude of their new roles and responsibilities. Furthermore, institutions rarely offer formal on-campus training for new chairs. When such training is offered, it usually is limited to instruction on campus policy and regulations. Department chairs learn how to complete various budget forms and read available campus printouts. Seldom does on-campus chair training include professional skill development in such important leadership tasks as managing conflict, team building, or implementing change. In Chapter 1 of this text, we identified the available national training opportunities for department chairs. These seminars, workshops, and meetings focus on the professional and leadership skills needed by department chairs rather than any campus-specific policy or regulations. Still, these opportunities require the institution to make some initial investment in training chairs and, unfortunately, many institutions fail to do this. Where else in institutions of higher education do we hire an individual without appropriate previous experience and expect him or her to tackle admittedly difficult and complex responsibilities without benefit of relevant training? The special skill-needs of today’s department chairs can be understood if we examine the chair’s role in greater detail.

THE WORK OF DEPARTMENT CHAIRS

The lengthy list of department chair responsibilities can be organized into the following categories: department governance and office management; curriculum and program development; faculty matters; student matters; communication with external publics; financial and facilities management; data management; and institutional support.
DEPARTMENT GOVERNANCE AND OFFICE MANAGEMENT

Department chairs are responsible for all tasks supporting shared governance, from shaping the department mission and building consensus around department goals to conducting department meetings and implementing long-range department programs, plans, goals, and policies. For shared governance to work effectively, department chairs must encourage faculty members to invest in department planning. Chairs must lead faculty in determining what services the department should provide to the university, community, and state. Chairs keep department members mindful of the department mission and goals. They improve the university climate when they successfully manage these shared governance tasks within their departments. These tasks require chairs to be strong communicators, able managers of conflict, superb team builders, and sensitive facilitators of groups discussion.

In their capacity as office managers, chairs supervise and evaluate the clerical and technical staff of the department, maintain essential department records, assign office space, and determine departments’ equipment needs. Department chairs interview and hire new staff, manage conflict among staff members, and ensure that the support staff service the instructional and administrative needs of the department. When necessary, chairs serve as liaison between faculty and support staff to make certain that the goals of the department are met. These duties require daily attention because ineffective office management can jeopardize the instruction and research priorities of the department.

CURRICULUM AND PROGRAM DEVELOPMENT

Chair responsibilities for department curriculum and program development fall into three general categories: instruction, research, and service. Responsibility for the instructional program includes such specific tasks as scheduling classes, monitoring library acquisitions, initiating curricular review and program development, and managing the department assessment program. It is the chair’s job to collect, interpret, and present to the department data relevant to discussions about curriculum and program effectiveness. It is also the chair’s task to prepare the department for accreditation and program review. If the department offers graduate work, the chair must monitor dissertations, prospectuses, and programs of study for graduate students. These tasks require department chairs to be both coach and critic. He or she must both uphold the standard for quality instruction and inspire continual improvement.

When departments have a research mission, chairs are responsible for making certain that faculty understand and adhere to federal guidelines and campus policy on scientific standards. Chairs may help faculty secure the necessary resources to conduct research, including additional space, research assistants, equipment, and clerical support. The search for resources may even require chairs to be entrepreneurial, both within the institution and in seeking external assistance. In pursuing a research mission, chairs need to demonstrate their understanding of, and interest in, the research programs of individual faculty. They should also see that the department has a collective understanding of these
endeavors and that, where possible, linkages are made between research projects that can multiply their results.

Most departments have some service programs although the degree to which the service activity is centralized varies greatly from one department to another. Even when service commitments are left to individual faculty, department chairs should monitor outreach and service programs to see that they promote the goals of the department. Visible and effective service programs can net tangible benefits for both the department and the institution, including positive press, funding support, internship sites for students, job placements for graduates, and in kind contributions. To carry out this responsibility chairs need to be well-versed in the activities of the department’s faculty.

**FACULTY MATTERS**

Department chairs are ultimately responsible for the quality of faculty activity, even though most faculty work independently. Chairs recruit and select new faculty teaching loads and committee work, and evaluate faculty performance. Chairs, therefore, are accountable for managing faculty work assignments in a way that draws on individual strengths and maximizes collective success. Chairs make merit recommendations and initiate promotion and tenure recommendations. No administrator has more direct influence over the professional growth and development of individual faculty. Chairs are responsible for promoting professional development among both tenured and untenured faculty. On occasion, department chairs must deal with unsatisfactory faculty and staff performance and, when necessary, initiate termination of a faculty member. These tasks require sensitivity to individuals, support for university standards for excellence, and adherence to institutional procedures.

At the same time, department chairs must keep faculty members informed of department, college, and institutional plans, activities, and expectations. Chairs need to encourage faculty participation in department matters, but must also mediate conflict among faculty members. When done effectively, these tasks establish and maintain morale within the department.

**STUDENT MATTERS**

Students are another important internal constituency that falls within the scope of the department chair’s responsibilities. Chairs are ultimately responsible for the department’s efforts to recruit and retain students. They have the power to make exceptions to department policy for students. For example, chairs can approve course substitutions, accept transfer credit, and waive program requirements for individual students. When departments have student organizations, the department chair must monitor the activities of these groups.

The chair’s role as student advisor and counselor allows the chair to interact on an individual basis with numerous students. While these conversations may be the source of important anecdotal information about student learning and success, the department chair
is also responsible for collecting aggregate data regarding student progress and success. Among the more frequently used measures of accountability are student learning outcomes assessment and graduation rates. It is the department chair who must know what data points are used by the central administration, the state board of higher education, and accrediting agencies to evaluate the productivity and effectiveness of the department. Sometimes chairs need to survey current students and alumni to gather information attesting to the quality of the department’s instructional program. Chairs must know what information to collect, how to interpret the data for program improvement, and how to use it for program advocacy. When chairs are effective in performing these tasks, they help the department better serve students.

COMMUNICATION WITH EXTERNAL PUBLICS

The central administration, alumni, governing boards of higher education, accrediting agencies, area businesses, granting agencies, and state legislators are some of the external publics department chairs may need to address. The manner in which the chair communicates with these external publics can improve and maintain the department’s image and reputation. The department chair is the primary spokesperson and advocate for the department with all external publics. It is the chair who completes forms and surveys received by the department, processes department correspondence and requests for information, and serves as liaison with external agencies and institutions. It is the department chair who communicates department needs to the dean and central administration and keeps the administration informed of department achievements and activities. It is also the department chair who coordinates activities with outside groups and represents the department at special events. Chairs need to be adept at recognizing the perspectives held by the various external publics and be able to structure the department communication with these groups in a way that enhances the department’s relationship with them.

The task of communicating with external publics is time-consuming, but important to the long-term welfare of the department. Savvy department chairs go beyond responding to the requests of external publics to initiating communication with them. Department chairs may issue a department newsletter that keeps key external publics informed about departments’ accomplishments and activities. They may survey alumni in order to encourage more significant relationships with graduates who may be able to contribute money, time, and talent to the department or institution. Department chairs may also solicit press coverage for department achievements and activities. These tasks utilize skills in public relations, persuasion, and marketing.

FINANCIAL AND FACILITIES MANAGEMENT

Department chairs prepare and propose department budgets, seek outside funding, and administer the department budget. They set priorities for the purchase of new equipment and the use of travel funds. The department’s expenditures for any fiscal year should correspond with the department’s annual and long-term priorities. It is easier to fulfill this responsibility if faculty understand and accept the department mission and priorities. For
this reason, chairs must educate department members about the finances of the
department. Department members will be less critical of the chair’s actions with regard to
spending department funds if they understand the context for budget decisions. As a
campus administrator, chairs must adhere to state and university guidelines for spending
department monies. Chairs also have responsibility for managing the department’s
physical facilities. This responsibility encompasses the assignment of space and the
maintenance of department equipment. Chairs have ultimate responsibility for the total
department’s inventory and must know when equipment is loaned out or in need of
repair. They also must monitor department security and maintenance. Issues involving
who gets keys to what rooms and storage closets become matters for the department chair
to decide. Department chairs must inform central administration of needed safety
renovations or repairs. In this regard, chairs are custodians of department space and
equipment.

DATA MANAGEMENT

Department chairs have responsibility for managing the department’s record-keeping
system. They decide how long various computer printouts are kept and what summaries
to make of data received or collected by the department. They control what information is
forward to the department faculty and staff. Furthermore, they have considerable control
over the form and substance of information shared within and outside the department.
Because department chairs have virtually full responsibility for determining what data is
collected and disseminated in support of the department, they need skills ranging from
that of efficient data manager to that of analyst and expert advocate.

INSTITUTIONAL SUPPORT

Department chairs also have responsibility for promoting and advancing the welfare of
the institution. In this role, chairs have an obligation to represent accurately state
initiatives for higher education, the institutional mission, and mandates from central
administration. Department chairs must represent and interpret campus policy accurately
to department members and students. Chairs who attempt to befriend department
members by bemoaning demands made by the administration shirk their responsibility to
the institution. Chairs need very clear communication skills to fulfill their dual roles as
primary spokesperson for the administration and chief advocate for the academic
department.

THE POWER OF THE DEPARTMENT CHAIR

Department chairs who are aware of the long list of responsibilities assigned to them
sometimes lament the fact that they lack the power to accomplish many of these
delegated or assumed duties. This perception may, in part, be attributable to the tension
inherent in the role itself. Chairs may experience discomfort in a role that places them in
a position lying somewhere between the faculty and the administration. Chairs often
experience conflict over whether they are primarily a faculty person with some
administrative responsibilities or an administrator with some faculty responsibilities.
Nonetheless, chairs are not without power and it is valuable to understand the sources of power at their command. Generally speaking, the power of higher education administrators can be categorized into three types, depending on how and from where it is acquired—namely, power from authority, position power, and personal power.

**POWER FROM AUTHORITY**

Authority officially granted from a higher level in the bureaucracy is called “formal authority.” It gives an individual the right to command resources or to enforce policies or regulations. The ultimate power from this source exists when a person to whom the authority is granted is able to make final decisions and firm commitments for his or her department without requiring additional signatures of approval. In the case of a state college or university system, the board of regents or board of trustees is empowered by the state legislature to operate and control the system. The board, in turn, delegates authority and responsibility to the college and/or university presidents for the operation of the individual institutions. The presidents delegate authority to vice presidents and deans. Any official authority chairs may have has been delegated to them by their deans; deans cannot delegate more authority than has been delegated to them by their vice presidents. Faculty members will permit their behavior to be influenced or affected by the department chair if they believe that he or she has formal authority.

**POSITION POWER**

Power that comes from having an appropriate title is called “position power.” Recommendations made by people with certain types of position power are generally given more serious consideration than recommendations made by individuals who do not have it. Department chairs, by virtue of holding the title, may have influence not only with faculty members within their own departments but also with people in and outside the college over whom they have no authority or jurisdiction. Those who have such influence are perceived by some as having power. Chairs not only have the authority and responsibility to recommend salary raises, promotion, tenure, and teaching assignments, but they can often provide certain types of assistance to faculty members that faculty need but cannot provide for themselves, such as helping them develop professional acquaintances, recommending them for membership in select professional associations, nominating them for executive positions in their associations, helping them obtain sabbaticals or funds for travel to professional meetings, and helping them make contacts leading to paid consulting jobs. Moreover, department chairs frequently are asked by their faculty members to write letters of reference to other institutions in support of applications for new positions.

**PERSONAL POWER**

Chairs also use whatever personal power they may have. Faculty members will permit themselves to be influenced or affected in some way by the chair if they respect the particular individual holding the position. Personal power derives from peers’ respect for and commitment to the chair. It is informally granted to the chair by the faculty members
and depends on how they perceive him or her as an individual and as a professional. A chair with a great amount of personal power is usually perceived by the faculty as possessing some of the following characteristics: fairness and evenhandedness in dealing with people; good interpersonal skills; national or international reputation in the discipline; expertise in some area of knowledge; influence with the dean; respect in the academic community; ability and willingness to help faculty members develop professionally; ability to obtain resources for the department; highly regarded by upper-level administration; knowledgeable about how the college operates; privy to the aspirations, plans, and hidden agenda of the institution’s decision makers; and ability to manage the department efficiently.

Personal power is not a power that can be delegated. Rather, it is a power that chairs must earn. The essence of personal power is credibility. It is, therefore, important that department chairs work to earn credibility with all relevant internal constituencies and external audiences. With credibility, department chairs have a personal power that inherently makes them more effective and able to manage the long list of responsibilities performed by department chairs. When faculty perceive their chair as credible, they are more likely to give the chair full benefit of the doubt in every decision or action. When chairs have high credibility, others are less critical of their decisions and they experience less resistance to change. On the other hand, chairs with low credibility find that others (faculty and the dean) second-guess all decisions. Without credibility, chairs face great resistance to their ideas and cannot be effective change agents.

THE POWER OF LEADERSHIP

Chairs remain uneasy about the issue of power. Few believe they carry much weight by virtue of authority, though the fact is that chairs probably possess more authority than they think they do. As for position power, the contradictions in the role of chair make it difficult to have much faith in the force of the title. Chairs do not have difficulty understanding that a major source of their power is personal. Their personal credibility is the most potent coin they have to put on the power table. However, there is a facet of that personal power that remains to be explored. If one defines leadership as the power to focus the energy of a group of people, the ability to guide the process of decision making, and the presence to get others to act in concert with each other, then the chair has the potential of being one of the most powerful leaders in the institution. That leadership capacity derives from a firm base of personal power, which makes it so important to cultivate that credibility that underlies personal power. That power can be exerted to great effect in three areas: the department dialog, the department culture, and the department’s actions.

The content of the departmental dialog says a great deal about the effectiveness of the department. If department meetings are clogged with long discussions of managerial matters or time is filled with hostile debate in which positions and proposed decisions are fruitlessly recycled, you have a marginal or dysfunctional department. The chair, without being an autocrat, can have a great influence on the content of that dialog. It may take
persistence and patience, but the chair can shift the content of debate to issues that are truly important to the future health and prosperity of the department.

The chair also has great potential power over the culture of the department. A department riven with interpersonal rivalries and animosities has little hope of becoming collectively effective. Changing the dialog between people does not come easily. But if the chair is clear about what needs to change, he or she can transform unproductive dialog by intervening with new ideas, identifying destructive interchanges, and establishing standards of debate.

The chair possesses considerable personal power in guiding the department to take appropriate action. Academicians are often well practiced in debate. Depending on discipline, some find it difficult to move from debate to decision and from there to implementation. An important role for you as chair is as monitor of action. The first step is to see that debate is brought to closure and that decisions are made. Obviously, one does not want to truncate debate. If one does that, expect the decision to be recycled. However, there is a propensity to let debate take the place of decisions. A chair can fend off that outcome. Once decisions are made, someone needs to follow up to see that action has been taken. If no one is interested in whether a decision has been implemented, chances are the action will be delayed, deferred, and, ultimately, forgotten.

CONCLUSION

The complex role of department chair requires a skilled individual who can both serve and coordinate multiple constituencies. Institutional reliance upon department chairs as primary change agents and managers will continue to increase as institutions respond to external pressures for productivity and accountability. The central administration is powerless in preserving program quality. In fact, the very reputation of the institution depends on the success of its department chairs in bridging institutional and departmental needs. Despite the anomalous quality of the position, chairs have immense potential to affect the future of their institutions and of higher education in general. The roles and responsibilities of chairs has changed in two major regards. The fulcrum has tipped from concern for individual welfare of faculty to creating a successful working synergy among department faculty, and from being an advocate for department desires to linking the work of the department to the broader institution, as well as to external audiences. This does not mean that the older interests of developing individual faculty and advancing the interests of the department are discarded. It does mean that those interests must now be combined with new needs and interests. Chairs may be short on formal authority or positional authority. However, for those interested in affecting the future of his or her colleagues, there may be no more important leadership position than that of department chair.

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Lucas, A.E. 1994. Strengthening departmental leadership: A team-building guide for chairs in colleges and universities. San Francisco: Jossey-Bass. In Chapter 2, the author discusses the roles and responsibilities of department chairs. The nine chair responsibilities described include leading the department, motivating faculty to enhance productivity, motivating to teach effectively, handling faculty evaluation and feedback, motivating faculty to increase scholarship, motivating faculty to increase service, creating a supportive communication climate, managing conflict, and developing chair survival skills.

Murray, J. 1996. Job dissatisfaction and turnover among two-year college department/division chairpersons. ERIC Document Reproduction Service, No. ED 394 579. Proceedings of the 5th Annual International Conference of the National Community College Chair Academy. Phoenix. The authors discuss the cost associated with turnover in managerial positions and describe the relationship between role conflict or ambiguity and employee dissatisfaction. Drawing on relevant literature, the authors point out that the chair’s position is fraught with role conflict and ambiguity. They recommend that the causes of job satisfaction among chairpersons be investigated and addressed.

Seagren, A.T., J.W. Creswell, and D.W. Wheeler. 1993. The department chair: New roles, responsibilities, and challenges. ASHE-ERIC Higher Education Report No. 1. Washington, DC: The George Washington University, School of Education and Human Development. This publication includes a summary of research conducted on the role of the department chair. The authors work from the research base to discuss the chair’s role as a leader and evaluator of faculty performance. The report includes chapters on how politics, institutional types, and discipline influence the chair position. The authors conclude with a chapter describing the future challenges that department chairs face.
Executive Council
Resolution on Funding Crisis

At its April 14, 2008 meeting, the Executive Council of the UC Riverside Division adopted, by a unanimous vote, the following resolution to be submitted for your consideration and for presentation to The Regents:

RECITALS:

1. In August 2007, the America COMPETES Act was signed by the President with strong support from both parties. This initiative called attention to the strategic importance of research in the physical sciences and requested a doubling of support in this area over a seven-year period.

2. Last year, the congress needed to pass 12 appropriation bills to fund the federal government. They were only able to pass one, so the remaining 11 were lumped together into one large omnibus sending bill, which was hurriedly passed in December. While the President’s request and the initial appropriation bills budgeted ~10% increases for research in the physical sciences for NSF, DOE, and NIST, which is consistent with the goals of the America COMPETES Act, these budget allocations were drastically reduced in the final omnibus funding bill passed by both Houses. As a result, NSF’s budget for research got a meager 1.2% increase, and DOE’s Office of Science got a 2.5% increase. With inflation taken into account, these budgets represent a several percent decrease in real dollars over last year. The situation for physical science research at NIST is similarly grave.

3. This curtailment of basic research will impact high-technology industries enough to alarm industrial leaders like Craig Barrett, Chairman of Intel Corporation and Bill Gates, Chairman of Microsoft Corporation. Mr. Barrett wrote an article to the San Francisco Chronicle (attached document) and a personal letter to Speaker Pelosi (attached document) outlining his concerns and urging Congress to reverse their actions. His intensions are clear in the letter to Pelosi, when he makes the statement “if there is no government support to these areas that will dictate our competitiveness for the next century then we might as well just accept that and make our investments elsewhere.”

4. The AAU and NASULGC are also very concerned and are strongly pushing a $500M supplemental funding bill in Congress (attached document).

5. Many scientists and engineers have already written to their representatives about this issue.

WHEREAS THE ACADEMIC SENATE:

1. have grave concerns that this situation seriously affects academic research programs in the physical sciences.

2. believe that The Regents have a unique position and influence in both the higher educational and political communities, and their action on this matter could have a major impact on correcting the situation.

3.
THEREFORE BE IT RESOLVED THAT:

1. the Academic Senate urge The Regents of the University of California to submit a letter to the federal Legislative leadership and the President, describing the consequences of this recent budget action on both the University of California and California industry.

2. The Regents advocate corrective measures to take effect as quickly as possible, such as a supplemental funding bill and/or budget requests for next year that reinstate the objective of the America COMPETES Act.

Respectfully Submitted, June ___ 2008

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