

Report of the Governance Committee of the NCSU Faculty Senate,  
2009-2010 Academic Year,  
Focusing on Practices for Selection of Department Heads and Chairs

April 20, 2010

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## Summary

During the 2009-2010 academic year the Governance Committee of the Faculty Senate undertook a survey of deans at NCSU and some NCSU peer institutions to gather data concerning practices for the selection of department heads and chairs. The 3-question survey was administered mainly via e-mail (one university was surveyed by phone). We received responses from 55 deans at 10 universities, concerning whether department heads or chairs were used in their colleges and what role the faculty play in the selection of heads or chairs. We read the responses, assigned each response a score for the “strength of faculty involvement” in the selection process (1 to 5, with 1 being the weakest and 5 the strongest involvement), and calculated some simple summary statistics. A score on the 5-point scale is not intended as a judgment on the selection process used in a particular college, but only as a comparative index for the strength of faculty involvement in the process, as indicated by the dean’s response to the survey (we did not seek or use input from the faculty in these 55 colleges).

Overall, the reported faculty involvement in selection of heads and chairs is significant and serious in the majority of colleges (but not all), whether the position is called chair or head. The overall mean score for the 55 colleges was 3.53 (standard deviation = 0.69); 2 colleges had scores of 5, 29 had scores of 4, 20 had scores of 3, and 4 had scores of 2 (no college had a score of 1).

The mean score for the “strength of faculty involvement” in the head or chair selection process was only slightly (and perhaps not significantly) higher for chairs. Mean results on the 5-point scale were:

- 26 chairs: mean score = 3.62, standard deviation = 0.70
- 24 heads: mean score = 3.50, standard deviation = 0.66
- 5 cases that were not clear on the title used: mean score = 3.20, standard deviation = 0.84.

From among the 55 colleges responding, all but 8 were clear in indicating the use of a faculty-based search committee as part of the head or chair selection process. Of those 8, 3 were not clear on this issue, 1 was clear about not using a search committee, 1 seemed to refer to a search committee being used for external but not internal searches, and 3 describe other forms of fairly serious faculty involvement and consultation.

Many deans provided thoughtful, expanded explanation concerning their selection process and the role of faculty. Review and consideration of the survey data, in combination with our own university experience, suggests to us that the best process is a faculty-led screening and interview process that includes:

- open faculty-dean cooperation and communication, and respect for the roles of both parties
- thoughtful selection of a search committee, with the faculty having input on the committee composition, and the composition including a mix of faculty representation for the range of department programs, facilities, and activities to be supported by the head or chair eventually chosen
- an open nomination or application process that can foster real choice at the end for both faculty and dean

- opportunities for candidates to articulate their vision for, and approach to, the chair or head position, to the full faculty, staff, and dean (for example, a written statement from each candidate, followed by oral presentation during interviews of the finalists)
- opportunities for feedback, from the department faculty and staff to the search committee, on the candidates (for example, written comments by e-mail or anonymous log-in to a search web site, with comments coming after both the initial written applications or nominations, and again after the interviews and presentations by the finalists)
- a thoughtful search committee process, taking into account faculty and staff feedback, for selecting finalists from the candidate pool and for articulating the relative strengths and weaknesses of the finalists in writing and in discussion with the dean
- a thoughtful selection process by the dean (or search committee, in colleges or departments preferring to vest the final selection with the committee) that respects and fully utilizes the wealth of information gathered and presented by the search committee.

Many deans described close faculty-dean cooperation during the head or chair selection process, something we take as a likely indicator of a healthy academic workplace environment in the college, and one that indicates and reinforces a positive triangular model for college relations (with dean-faculty, chair-faculty, and dean-chair on the three sides of the triangle) rather than a linear hierarchical model that places the head or chair in the difficult position of being the sole funnel and filter between the department faculty and dean.

While our survey focused on selection of department heads and chairs, we also have two related recommendations regarding department governance. First, we suggest that selection processes for department heads and chairs be described in written bylaws properly adopted by the faculty. Second, we believe it is important for an academic department to have an active “Faculty Affairs Committee” (FAC) or equivalent. We see the FAC as generally a small (e.g., 3-5 members) standing committee of tenured faculty members elected by their peers on a rotating basis and charged with, among other things, frank feedback to the head or chair from faculty in the department. As mentioned by some of the deans responding to our survey, a FAC can play a role in starting off the head or chair selection process (e.g., advising on the search committee composition or soliciting nominations), and more generally can be a valuable focal point for communication between the department faculty and the head or chair.

Finally, we suggest that the Governance Committee of the Faculty Senate (or another faculty body) continue the work on this important topic of faculty involvement and shared governance in departmental administration, including data collection and analysis, and formulation of specific recommendations. Stronger shared governance is critical to the future success of N.C. State. The “local scale” (department, up to and including the department connection with the dean) is fertile ground for new insights, practices, and action regarding shared governance.

## 1. Introduction

In September 2009 the Governance Committee of the NCSU Faculty Senate convened and began discussion of potential topics for the committee’s work during the 2009-2010 academic year. It became apparent during the discussion that there was significant interest in the topic of department heads and chairs: how they are appointed and how they operate once appointed, how practices compare among colleges at NCSU and between NCSU and other institutions, what practices are beneficial and what practices are not, etc. It was decided to begin with a survey of what department administrators are called (head vs. chair) and how they are selected (including the role of the faculty in selection), at NCSU and several other institutions. The survey did not tackle the issues of how heads or chairs operate once in their positions.

In early 2010, we found out that there is a fairly long history to discussion of this topic at NCSU, for example, reports and minutes of meetings from 2000-2002 with reference to even earlier reports (back to 1972 in one case). For purposes of completeness and continuity, we’ve included the earlier documents that we could find as Appendices 3-5 in this report.

In most informal discussions concerning department heads and chairs, elements of a simple binary view often come up:

Area	Chair	Head
selection	faculty	dean
responsible to	faculty	dean
term	fixed, 3-5 years	dean’s pleasure
operates from	written bylaws adopted by faculty	depends, head’s choice
shared governance	strong by design	depends, head’s choice

This binary view is oversimplified but reflects a fairly common concern among the faculty: department heads represent the dean to the faculty more than they represent the faculty to the dean or other senior administrators (and the reverse might be true with a chair). This view is not limited exclusively to the faculty. Former NCSU Provost Hall told the Faculty Senate in 2000 that “The head is effectively an administrative auxiliary of the dean. A chair is, however, a representative of the faculty of the department.” (Appendix 3). Our survey focused mainly on selection of heads and chairs (the first row in the table above) rather than how they operate in their positions; it also turned up some results on other rows in the table (term, shared governance).

## 2. Methods

The survey went only to deans, and we sought no information about the extent to which faculty in the colleges surveyed agree with their deans’ responses. Our survey e-mail to deans outside of NCSU was as follows:

*“Dear Dean X,*

*I’m a professor and member of the Faculty Senate at N.C. State University. The N.C. State Faculty Senate is trying to gather a few basic pieces of information concerning selection of department heads or chairs at other universities, for comparison to our own practices. To this*

*end, I'm writing to ask if you could please answer three questions:*

1. *Do the departments in your college have department chairs normally elected by the department faculty, or department heads normally appointed by the dean?*
2. *What is the role of the department faculty in the selection of the head or chair (e.g., dept. search committee makes selection, or supplies 3 unranked or ranked names to the dean for his/her selection)?*
3. *Is the choice of a department chair or head more or less, by either rule or custom, up to the department faculty?*

*Of course, any comments going beyond the scope of these questions to fully explain the process in your college would be most welcome. Also, we are glad to share results of this small survey with you if you are interested. Thank you very much,*

*SIGNATURE OF SENDER (a member of the Governance Committee)”*

For deans within NCSU, the three questions were exactly the same but the opening text of the e-mail was slightly different in some cases (e.g., *“I'm a professor in PAMS and chair of the Governance Committee of the NCSU Faculty Senate. The Governance Committee is trying to gather a few basic pieces of information concerning selection of department heads or chairs in colleges at NCSU and some peer institutions, to compare practices within and beyond NCSU. To this end... ”*).

For one university, Texas A&M, the survey was conducted by telephone (a call to the dean's office); all other institutions (including NCSU) were surveyed by e-mail.

After reading and comparing the responses from 55 colleges (Appendices 1 and 2) we assigned a value, on a 5-point scale, to the “strength of faculty involvement” in the head or chair selection process (Table 1) described in each response:

1. weakest, little to no evidence of faculty search committee or faculty input
2. some input, perhaps informal
3. moderate input, faculty search committee, input considered
4. strong input, faculty search committee, faculty preference important and/or generally followed
5. strongest, faculty choice or very near to it

The 5-point scale was meant to provide a simple, quantitative score to rank and compare faculty involvement in head and chair selection processes. It is somewhat subjective but we think reasonable. And, all the scores we assigned and the raw responses from deans are presented in this report, allowing any reader to re-score using the same raw data. Scores on the 5-point scale were assigned solely on the basis of the deans' responses; in order to be consistent among colleges we did not use any other information, even if we felt we had personal knowledge of a college. Also, the scores are not meant as a judgment of any particular dean or college or as an opinion on how satisfied the faculty may be with the processes in their college. In fact, our survey included no input from faculty members, only the deans or in a few cases a college administrator speaking on behalf of the dean (the e-mail survey went to deans). It is possible that in some cases we might have assigned a different score if we had gone back to deans after their

initial responses and asked for more detail or clarification, but in the interest of time and methodological consistency we did not do so (there were no follow-up inquiries after we received e-mail replies). The Texas A&M results are somewhat different in this regard, in that the survey was done by telephone rather than e-mail (the data here consist of notes taken by one co-author during the phone call).

### 3. Results

Results (Appendices 1 and 2, summary in Table 1) show:

- faculty involvement in selection of heads and chairs is significant and serious in the majority of colleges (but not all)
- there doesn't seem to be an obvious or strong distinction between the terms "chair" and "head" with regard to selection processes and faculty involvement (as reported by deans)
- many deans went beyond our survey questions to offer thoughtful, extended comments on their head or chair selection processes, and strongly affirmed an important role for the faculty in selecting heads and chairs (Appendix 1).

The mean score for the "strength of faculty involvement" in the head or chair selection process (Table 1) was only slightly (and perhaps not significantly) higher for chairs. Mean results on the 5-point scale were:

- 26 chairs, mean score = 3.62, standard deviation = 0.70
- 24 heads, mean score = 3.50, standard deviation = 0.66
- 5 cases "Not Clear" (NC in Table 1), mean score = 3.20, standard deviation = 0.84.

The overall mean score for the 55 colleges was 3.53 (standard deviation = 0.69); 2 colleges had scores of 5, 29 had scores of 4, 20 had scores of 3, and 4 had scores of 2 (no college had a score of 1). The numbers for heads are based on counting Texas A&M (nine colleges with heads) as follows: seven colleges with a score of 4, and two colleges with a score of 3 (phone survey results for this university are in Appendix 2).

Responses spanned a wide range of faculty involvement in the selection of heads and chairs. The two responses below are examples from the low end of the spectrum on involvement:

Fisher College of Business, Ohio State

*"the dean generally begins the process with someone in mind, seeks faculty input without openly identifying the individual of interest, then weighs the input received in deciding whether to move forward with the individual identified earlier."*

College of Journalism and Communications, University of Florida

*"There is no search committee, and faculty have no formal involvement, but we operate in a spirit of transparency and shared governance so faculty in the department are consulted."*

At the other end of the spectrum for faculty involvement in selection is the following:

**Table 1.** Summary results from the survey of deans concerning practices for selection of department heads and chairs. Raw data are in Appendices 1 and 2. Superscripts 1, 2, and 3 are explained at the foot of the table.

College or School	Chair or Head <sup>1</sup>	Faculty Search	Faculty Pick Committee	Committee Ranks Finalists	Dean Makes Choice	Strength of Faculty Involvement <sup>2</sup>	Finite Term <sup>3</sup>
<b>N.C. State University</b>							
CALS	head	yes	NC	NC	yes	3	NC
CHASS	head	yes	NC	NC	yes	4	NC
Design	head	yes	NC	no	yes	3	NC
Management	head	yes	NC	NC	yes	3	NC
Natural Resources	head	yes	NC	NC	yes	4	NC
PAMS	head	NC			yes	2	5
<b>University of Florida</b>							
Agriculture and Life Sciences	chair	yes	NC	no	yes	4	NC
Business Administration	head	yes	yes	yes	no	5	3
Design, Construction, and Planning	NC	NC			yes	2	NC
Education	chair	yes	NC	no	yes	4	NC
Engineering	chair	yes	no	NC		3	NC
Fine Arts	chair	yes	no	no	yes	4	NC
Health and Human Performance	chair	yes	NC	no	yes	4	NC
Journalism and Communications	chair	no			yes	2	3
Liberal Arts and Sciences	chair	yes	NC	yes or no	yes	4	NC
Public Health and Health Professions	head	yes	NC	yes	yes	3	NC
Veterinary Medicine	chair	yes	no	no	yes	3	NC
<b>Ohio State University</b>							
Arts and Humanities	chair	yes	no	no	yes	4	4
Business	chair	no			yes	2	NC

Communication	chair	NC			yes	3	4
Food, Agricultural, and Env. Sciences	chair	yes	NC	no	yes	4	NC
Mathematical and Physical Sciences	chair	yes	no	no	yes	4	NC
Social & Behavioral Sciences	chair	yes	no	no	yes	4	NC
<b>Iowa State University</b>							
Agriculture and Life Sciences	chair	yes	NC	NC	yes	3	NC
Business	NC	yes	NC	no	no	4	NC
Design	NC	yes	NC	no	yes	3	NC
Engineering	NC	yes	NC	no	yes	3	NC
Human Sciences	chair	yes	no	yes	yes	4	NC
Liberal Arts and Sciences	chair	yes	NC	no	yes	3	NC
Veterinary Medicine	chair	yes	NC	NC	yes	3	NC
<b>Purdue University</b>							
Consumer and Family Services	head	yes	NC	no	yes	4	NC
Liberal Arts	head	yes	NC	no	yes	3	NC
Management	head	yes	yes	NC	yes	3	NC
Pharmacy, Nursing, and Health Sci.	head	yes	no	no	yes	3	5
Science	head	yes	NC	no	yes	3	NC
Technology	head	yes	NC	no	yes	3	5
Veterinary Medicine	chair	yes	NC	no	yes	3	NC
<b>UC Davis</b>							
Agricultural and Env. Sciences	chair	no			no	4	NC
Biological Sciences	chair	no			no	4	NC
Engineering	chair	no			no	4	NC
<b>Michigan State University</b>							
Agriculture & Natural Resources	chair	yes	partly (nominate)	yes or no	no	4	5
Education	chair	yes	yes	yes or no	yes	5	5

Engineering	NC	yes	NC	no	yes	4	NC
University of Minnesota							
Food Agricultural & Nat. Resource Sci. Management	head chair	yes	NC	NC	yes	4	NC
University of Maryland							
Arts and Humanities	chair	yes	partly (nominate)	yes or no	yes	4	NC
Texas A&M University							
nine different colleges	head	yes	partly (nominate)	yes or no	yes	4	NC

NC = not clear from the response received  
 columns 4 and 5 are blank if response in column 3 is "no" or "NC"

Superscripts on column headings:

1: head or chair as indicated by respondent

2: strength of faculty involvement:

- 1 = weakest, little to no evidence of faculty search committee or faculty input
- 2 = some input, perhaps informal
- 3 = moderate, faculty search committee, faculty input considered
- 4 = strong, faculty search, faculty preference important and/or generally followed
- 5 = strongest, faculty choice or very near to it

3: term is a number in years, a "no", or NC

Warrington College of Business Administration, University of Florida

*“department heads serve a three year term, they are always internal, they are selected by the faculty of the unit. And whoever is selected gets the job.”*

The most common score on the 5-point scale was 4 (strong faculty involvement, with faculty preference important and/or generally followed). Some responses with this ranking were quite brief, but other deans provided expanded explanation concerning their selection process and the role of faculty (Appendix 1). A few examples are quoted below:

College of Education, University of Florida

*“In our case, a search committee recommends up to 3 unranked names and describes strengths/weaknesses. Although candidates are unranked, faculty do make clear their preferences, and I try to honor them as much as possible. It would be poor leadership practice to choose a chair that did not have majority faculty support.”*

College of Health and Human Performance, University of Florida

*“The department faculty play the primary role in the choice of the department chair. They represent the vast majority on the search committee, they are responsible for recruitment, they play the largest role in the interview process and they make the final recommendation of acceptable candidates to the dean. While the dean is the final hiring authority and must think about how the individual will “fit” within the college administrative team, the choice and opinions of the departmental faculty weighs prominently in the dean's decision.”*

College of Liberal Arts and Sciences, University of Florida

*“It's a mutual process: The Departments understand that the final choice is the Dean's, and they recognize that picking candidates that can't work well with the Dean's office won't help anyone. But the faculty narrow the choice to a few candidates, and a great deal of effort is put into that process. The Dean respects the Department's nominations. ... Overall, I would characterize our system as one of “co-determination,” and I think it works very well.”*

College of Mathematics and Physical Sciences, Ohio State University

*“OSU by laws give deans broad power to hire and fire chairs but it would be a very foolish dean who would bypass the faculty. Here is what I do for internal searches which may or may not have an incumbent; the procedure is not codified in statute. I visit the department faculty and staff and remind everyone that the chair is in the last year of his/her term. We discuss the challenges to be faced in the next term and the qualities needed in the next chair. We do Q&A about the process. I invite people to e-mail me the names of faculty and staff to serve on a search committee and ask them not to send me the names of assistant professors or obvious candidates for the position of chair. I invite people to see me privately if they prefer to supply me with names that way. I then appoint a search committee. I charge the search committee to develop a process that respects local tradition and culture, does not discourage candidates from running, and broadly engages all of the faculty and staff. I charge the committee to provide me with 1-3 unranked names. I meet*

*with the search committee to hear as many perspectives as possible, I also meet with several faculty one on one and with the candidates of course. I then make a selection and send that name back to the faculty for an up and down vote on that person and do the same with the staff. In every search I have run thus far the faculty and staff overwhelmingly endorsed that candidate.”*

College of Agriculture and Natural Resources, Michigan State University

*“The voting faculty of each department or school shall have shared responsibility with the Dean to determine procedures for the selection of Chairperson and Directors to be nominated to the Provost. ... My typical process is to work with the faculty in establishing a search committee. The search committee recommends candidates for on campus interviews. They provide a recommendation to me. Sometimes the list is ranked but I always ask the committee to discuss each candidate and indicate whether he or she is acceptable or unacceptable. The search committee is responsible for gathering input from faculty, staff, students and stakeholders / alumni. It [selection of a chair] is a shared responsibility but ultimately it is the decision of the dean.”*

College of Education, Michigan State University

*“The department faculty advisory committee appoints a search committee or elects to serve as such a committee. They conduct the search and then make a recommendation to the dean (unranked but may state preference, must identify strengths and weaknesses of each candidate viewed as acceptable). Faculty in the department are involved in the interview process--it is not secretive. The dean makes the final selection of the department chair based on input from the search committee. It would be unheard of for me, as dean, to make a selection that was not recommended by the search committee. However, I, as dean, may decide that none of the recommended candidates is acceptable. ... I can't imagine faculty not being involved in selection of chair and/or dean and their input is critically important in the selection process.”*

Some deans objected to the use of faculty elections in the selection of heads or chairs, while also involving faculty in the selection process in a serious way. For example:

College of Mathematics and Physical Sciences, Ohio State University

*“I discourage, but can not prevent, departments from holding an election that pits candidates against each other. I think that discourages good people from being considered.”*

There are also arguments against processes that converge quietly around a single candidate, without an open choice among different candidates:

College of Liberal Arts and Sciences, University of Florida

*“For what it's worth, I spent time as an Associate Dean at the University of Kansas, and they used roughly the same system. The big difference was that at Kansas, the department often put forth a single candidate by acclamation. The nice thing about this was that no one had to lose an election. The bad news was that once someone was identified as a*

*candidate, discussion tended to end. At Florida, the tradition is (and the process requires) more than one candidate. This means that issues are really discussed, and that both faculty and the Dean have a real choice. I think this is better in almost every respect. Most important is that the chair has the legitimacy that comes from having genuinely been chosen.”*

While implicit in many responses, the following response was more explicit about the power of the faculty search committee in defining a short list:

College of Technology, Purdue University

*“The opportunity to recommend only acceptable candidates (unranked) is really the opportunity for the faculty to veto candidates they view as unacceptable.”*

This reflects a fairly common architecture among the responses concerning the “shared governance” in the selection process: a faculty-based search committee recommends acceptable candidates (with or without ordinal ranking) and the dean selects from among them. With this approach, the dean has the freedom of making the selection but no candidate unacceptable to the department faculty (or at least, the search committee composed mainly of and acting on behalf of department faculty) can be chosen.

From among the 55 colleges responding, all but 8 were clear in indicating the use of a faculty-based search committee as part of the head or chair selection process. Of those 8, 3 were not clear on this issue, 1 was clear about not using a search committee, 1 seemed to refer to a search committee being used for external but not internal searches, and 3 (at UC Davis) describe other forms of fairly serious faculty involvement and consultation.

In terms of mean scores, by university, of faculty involvement in head or chair selection, NCSU and Purdue ranked somewhat lower than the other universities. Also, the rate of response varied among the universities. The list below gives the mean score and the response fraction (number of responses divided by number of inquiries) for each university:

- NCSU: 3.17, 6/7
- University of Florida: 3.45, 11/11
- Ohio State University: 3.50, 6/8
- Iowa State University: 3.29, 7/7
- Purdue University: 3.14, 7/10
- University of California at Davis: 4.00, 3/4
- Michigan State University: 4.33, 3/5
- University of Minnesota: 4.00, 2/4
- University of Maryland: 4.00, 1/4
- Texas A&M University: 3.78, 9/9

## **4. Analysis and Recommendations**

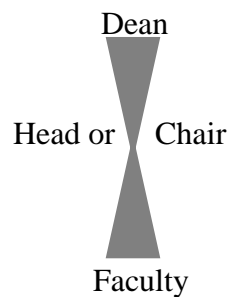
### **4.1. Overview**

Many of the survey responses in Appendix 1 are terse, but some deans seemed to open up and write quite freely about what they think and value, and how it is reflected in their processes for

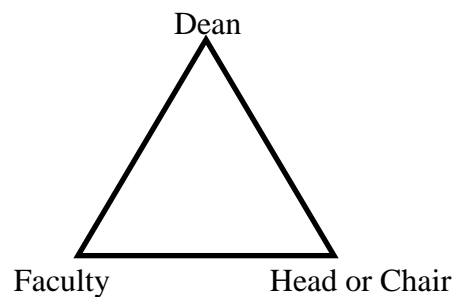
selection of department heads and chairs. For the most part, these responses seemed thoughtful and serious, and surely reflect many decades of collective academic and administrative experience. We took them as further motivation to think deeply about this issue and to try to articulate our values and how they might be reflected in selection processes that we would recommend.

We strongly support the concept and the practice of robust, clear faculty involvement in a transparent process for the selection of department heads and chairs, along the lines of many of the responses to our survey. Such involvement is a vital component of shared governance and can have multiple benefits, in addition to the obvious one of improving the assessment of candidates and the ultimate selection by drawing on the experience and insights of the skilled, analytical scholars making up the department faculty (many well-trained eyes and minds looking at the same problem). Beyond this, fully engaging the faculty in head or chair selection increases their feelings of ownership and therefore responsibility for the overall enterprise (the “enterprise” being the department and the university), just as being marginalized in the selection process would surely do the opposite. It can also increase faculty understanding of, and confidence in, the university’s practices for selection of academic administrative leaders, which can foster greater cohesion, morale, and respect for the university.

We also expect that close cooperation between the faculty and dean during selection of a head or chair, such as described by many deans in our survey, fosters better understanding and trust between the dean and faculty, to the benefit of all (dean, faculty, and the department head or chair eventually chosen). Thinking beyond just the selection of heads and chairs, a highly linear hierarchical relationship with a college can put a large distance between the dean and the faculty to whom and for whom he/she is responsible, potentially hindering the faculty perspective from being heard at upper levels of the university. Besides isolating the dean from the faculty, a linear hierarchical relationship can be a heavy load on a department head or chair who must operate alone as both a funnel and a filter between a dean and department faculty (in some cases, 30, 40, 50 or more faculty members). This could be one factor in former Provost Hall’s assessment of many NCSU department heads as “weary” in his comments to the Faculty Senate in 2000 (Appendix 3).



Linear Hierarchical



Triangular

A better model for college relations might be a triangular (rather than linear hierarchical) relationship, dean-chair-faculty, a model consistent with the close dean-faculty cooperation described by many deans in explaining their selection processes for heads and chairs. Of the

three relationship pairs represented by the sides in the triangular model (dean-chair, dean-faculty, and chair-faculty), the dean-faculty relationship is both: 1) the one likely to have the longest lifetime (as the parties remain in their roles longer than chairs or heads), 2) the only one not represented in the linear hierarchical “chain of command” model. For example, the average tenure of department heads at NCSU was 4.8 years during the 1990s (Appendix 4, a 2001 report of the Faculty Senate). Most deans remain in their positions longer than this, and certainly most faculty members do. Funneling/filtering the dean-faculty relationship exclusively through one person (a head or chair), with that person changing on average every 5 years or so, may not be the best approach.

How is this broader issue of “college relations” connected to our survey, and the issue of selecting heads and chairs? First, the close collaboration that some deans described having with department faculty during selection of a new head or chair got us thinking more broadly about the college environment in which these selection processes occur. Close collaboration on this topic suggests to us deans that are visible to the faculty and interacting collaboratively with the faculty (perhaps in ways not limited to selection of heads and chairs), probably a good recipe for building cohesion, trust, and confidence in college practices, and for taking some of the pressure off the head or chair to function as the sole filter/funnel between faculty and dean. Also, selection of department heads and chairs does not take place in a vacuum. It happens in a certain way in each college, in whatever environment exists in the college, and is one of the major processes defining that environment and setting the tone for the administrative-faculty relations in the college workplace. It seems unlikely that healthy practices for selection of heads and chairs would spring from an otherwise unhealthy academic workplace environment, or that unhealthy selection processes would occur in an otherwise healthy environment. In other words, selection of heads and chairs can, like other major processes (e.g., tenure and promotion), be a window into the nature of the academic workplace and its potential for conflict or cooperation.

#### **4.2. Recommendations regarding selection processes for heads or chairs**

We saw much in the survey results that would give confidence in shared governance during selection of department heads and chairs. Most colleges use a formal faculty-based (i.e., mainly faculty) search committee, a practice we support. The composition of the committee was not clear in all cases but seemed, in those responses that discussed the committee composition, to be dominated by faculty in the department.

Often the chair of the search committee is a chair or head of another department in the same college. We see the merit of having someone on the search committee with experience as a head or chair, but are cool to the idea of having the search committee chair be a current head or chair in the same college (which could be interpreted as having a dean’s “representative”, someone closely responsible to the dean but not to the department, chairing the faculty portion of the joint dean-faculty search process). This perception would be less likely with a past (not current) head or chair from the college (an alternative reported by Arts and Humanities at the University of Maryland). Also, the benefits of having an experienced past head or chair on the search committee can be realized without having that person chair the committee; the need for this individual to serve as committee chair is not apparent to us, and there may be at least a symbolic advantage to him or her not doing so.

The pre-search consultation between the dean and faculty in Mathematical and Physical Sciences at Ohio State seems an excellent idea. In fact, if we were to take one process from our survey “off the shelf” unchanged, it would probably be the process in this college (though we suggest that the dean not be the only party involved in deciding the search committee membership).

In some cases, the department faculty have a role in selecting or at least nominating faculty members to serve on the search committee, a practice we think advisable. Many responses refer to a role for what seems to be a standing department-level faculty committee. For example, in the College of Management at Purdue, the Faculty Relations Committee has a role in selecting the search committee for the head search. In the College of Education at Michigan State, “the department faculty advisory committee appoints a search committee or elects to serve as such a committee”. In the College of Arts and Humanities at Maryland, “After consultation with the affected unit’s Faculty Advisory Committee or after alternative consultation specified in the unit’s Plan of Organization, the Dean shall appoint a committee to conduct the search”.

There were several examples of deans interviewing faculty one-on-one (e.g., Social and Behavioral Sciences at Ohio State, and two colleges at UC Davis: Agricultural and Environmental Sciences, and Biological Sciences). This practice suggests an earnest attempt at faculty involvement but could be impractical for very large departments; certainly a willingness for the dean to hold meetings with those requesting them would be helpful if the process does not automatically include such meetings for all.

Some responses refer to the role of written bylaws in articulating the search process, something we find extremely important and desirable. For example, in the College of Arts and Humanities at Ohio State, “Departments may stipulate the process for conducting the search for their Chairs in their Patterns of Administration [i.e., their bylaws].” There is reference to the “unit’s Plan of Organization” in Arts and Humanities at Maryland (quoted above). In the College of Human Sciences at Iowa State, whether or not the full faculty votes on candidates for head or chair “depends on the individual department governance document”.

There is more than one way to carry out a sound selection process for a department head or chair. Review and consideration of our survey data, in combination with our own experiences, suggest to us that the best process is a faculty-led screening and interview process that includes:

- open faculty-dean cooperation and communication, and respect for the roles of both parties
- thoughtful selection of a search committee, with the faculty having input on the committee composition, and the composition including a mix of faculty representation for the range of department programs, facilities, and activities to be supported by the head or chair eventually chosen
- an open nomination or application process that can foster real choice at the end for both faculty and dean
- opportunities for candidates to articulate their vision for, and approach to, the chair or head position, to the full faculty, staff, and dean (for example, a written statement from each candidate, followed by oral presentation during interviews of the finalists)
- opportunities for feedback, from the department faculty and staff to the search committee, on the candidates (for example, written comments by e-mail or anonymous log-in to a search

web site, with comments coming after both the initial written applications or nominations, and again after the interviews and presentations by the finalists)

- a thoughtful search committee process, taking into account faculty and staff feedback, for selecting finalists from the candidate pool and for articulating the relative strengths and weaknesses of the finalists in writing and in discussion with the dean
- a thoughtful selection process by the dean or search committee (depending on where the college or department vests authority for the final selection) that respects and fully utilizes the wealth of information gathered and presented by the search committee.

Most deans responding to our survey expressed a preference for receiving the names of finalists unranked by the search committee (some that request this also mentioned that they sometimes receive a ranking anyway). We disagree with this practice insofar as it can inhibit the free flow of information and opinion from the search committee to the dean. Whether or not the search committee presents a simple ordinal list at the end, they should of course present clear statements on relative strengths and weaknesses of the candidates. Such statements can in most cases easily convey a sense of ranking among the finalists; this *may* be adequate, but also raises the question of why such statements should not be accompanied by an ordinal list. In some cases a search committee may be truly unable to rank the finalists at the end, but we doubt that is the usual outcome, and if a committee has a preference it seems reasonable to communicate it clearly (i.e., after all the time-consuming work of a search, and with so much riding on the outcome, why have the committee hold back or be coy and potentially unclear at the end?). Unclear communication is at the root of so many problems; reducing chances for it should rank very highly in the cost-benefit analysis used in designing processes for shared governance.

For the sake of openness and clarity, and to foster cooperation, we strongly suggest that the selection process for a head or chair be described in clear detail in the department bylaws, including but not limited to the size, composition, and method of selection of the search committee, the methods for nomination or application to the head or chair position, the means by which faculty and staff give input on candidates to the search committee, and the structure and content of the search committee's communications (including final report/recommendations) to the dean.

We also endorse the idea (raised by some deans responding to our survey) of a role for a departmental "Faculty Affairs Committee" (FAC) in selecting the search committee. We see the FAC as a small (probably 3-5 members) standing committee of tenured faculty members (probably mostly full professors) elected by their peers on a rotating basis and charged with, among other things, frank feedback to the head or chair from faculty in the department. Some deans responding to our survey indicated that FACs or their equivalents had a role in selecting, together with the dean, the members of a head or chair search committee (or, in one case, even serving as a search committee). A FAC could for example receive nominations for the search committee membership from the department faculty. The FAC could also approach nominated individuals to ask if these individuals might themselves be candidates for head or chair, to rule out any that are from serving on the search committee. This FAC function might be particularly useful, since it seems likely that there could be major overlap between the group of faculty that would be considered top candidates for head or chair and the group of faculty that would be

trusted to do a good job on the head or chair search committee. In some cases, it may be reasonable for FAC members to serve on the search committee.

By suggesting that selection processes for heads and chairs be described in department bylaws, and that a department FAC have a role in the process (at least at the start), we are clearly supporting the idea that bylaws and a FAC should exist and be relevant, something to which we return below.

### **4.3. Other recommendations**

While our survey focused on selection of heads and chairs, consideration of the survey responses and our own experience as faculty members leads us to two recommendations related to heads, chairs, and governance.

First, we suggest that academic department have an active “Faculty Affairs Committee” (FAC) or equivalent (see previous section). Such a committee can be a valuable focal point for communication between the faculty and head or chair, if the department faculty develop a culture of trust around the FAC (i.e., trust that they can raise concerns with the FAC that they might be reluctant to raise directly with the head or chair, and trust that concerns raised will be taken seriously by the FAC and taken up with the head or chair). In departments lacking a FAC the dean may sometimes be pressed into this communication function, though probably, in comparison to what a FAC would see, in fewer cases that have grown to be bigger problems. The FAC is probably most useful if it has a culture of cohesiveness and shouldering the responsibility to make the department environment the best it can be for all faculty, staff, and students. This way, the FAC can perform the vital function of keeping communication open between the faculty (and staff and students) and the head or chair (even, and maybe especially, when it’s not easy), and also helping the senior faculty (the likely FAC members) remain informed and aware of concerns among others. For these reasons, we think a department FAC can play an important role in promoting shared governance and a better workplace environment.

Second, we suggest that significant aspects of department and college governance (including selection of department heads and chairs) be based on written bylaws properly adopted by the faculty. Written, properly adopted bylaws increase faculty knowledge of and involvement in governance, to the benefit of academic, personnel, and other decisions. They also increase transparency and fairness, promote consistency over time from one head or chair to another, take pressure off a head or chair to decide everything on his/her own, and place appropriate limits on the authority of the head or chair. Written and properly adopted bylaws seem an obvious “best practice”.

Our final suggestion and hope is that the Governance Committee of the Faculty Senate continue with this project in coming years, perhaps growing this document over time into a “best practices manual” or series of reports regarding selection and functioning of department heads and chairs, and related governance issues. As we found out, there is a long history to discussions of department heads and chairs at NCSU (Appendices 3-5, referencing earlier reports back to 1972). Also, general discussions with past Chairs of the Faculty suggest that disputes directly involving department heads account for almost all the formal faculty grievances at NCSU. That may not be surprising given that department head is the administrative position dealing most

directly with the faculty, but it does suggest that department head is also the position that offers the biggest target for efforts at reducing the number of grievances (and lesser conflicts that never become formal grievances). Stronger shared governance is critical to the future success of N.C. State. If “all politics is local”, then in the same sense so is all academic governance; the local scale (department, up to and including the department connection with the dean) is fertile ground for new insights, practices, and action regarding shared governance.

There is much that can be done, and would be worth doing, in this area, including:

- collect further data on selection processes, looking at other institutions (perhaps outside NCSU peer institutions)
- go beyond the issue of selection of heads and chairs to gather data on how heads and chairs function in their positions, including what works well and not so well
- make a recommendation on whether NCSU as a whole should switch from a head system to a chair system having generally stronger faculty involvement in selection of the department administrator, such as used at Florida, Ohio State, Michigan State, and other peers (while this goes beyond the scope of the survey and analysis of selection practices, it is an obvious question and we expect we would support such a change, barring discovery of drawbacks not raised in our survey or otherwise apparent to us)
- gather data and make specific recommendations regarding best governance practices, for example, for the two practices suggested above (written bylaws and departmental Faculty Affairs Committees), and for other practices
- go beyond deans (the target of our survey) to survey faculty members, and heads/chairs
- organize presentations on this topic, to the Faculty Senate and administrators, by deans (from NCSU or elsewhere) who have good ideas and a willingness to present them (there seem to be good candidates for this among the respondents to our survey).

In incorporating some of the earlier Faculty Senate reports as appendices to this one, we are hoping to improve continuity by gathering at least some of the earlier work together with this report. We hope this will be “version 1.0” in a dynamic, growing practice manual or series of reports that becomes more informative and useful as future committees and individuals make their contributions on this important topic.

## **Appendix 1: Results from survey questions on department heads-chairs at selected peer institutions**

During fall semester 2009, the following three questions were posed by e-mail to deans at NCSU and at colleges at several of NCSU's peer institutions:

1. Do the departments in your college have department chairs normally elected by the department faculty, or department heads normally appointed by the dean?
2. What is the role of the department faculty in the selection of the head or chair (e.g., dept. search committee makes selection, or supplies 3 unranked or ranked names to the dean for his/her selection)?
3. Is the choice of a department chair or head more or less, by either rule or custom, up to the department faculty?

The responses are below, copied and pasted from the e-mail replies of the deans (with no changes other than correction of a few spelling errors). Where present in the replies below, the numbers 1, 2, and 3 refer to the question numbers above.

### **NCSU**

#### ***College of Agricultural and Life Sciences***

1. Our college has heads appointed by the Dean. However faculty input is generally requested and the head selected is almost always the one that receives the greatest faculty support.
2. Generally a search committee composed primarily of faculty from the department are requested to nominate up to three candidates for interviews. The search committee interviews the candidates and makes a recommendation to the Dean.
3. While the choice is up to the Dean I have not hired anyone that was not vetted by the faculty.

#### ***College of Design***

I am responding in answer to your questions.

The Department heads in the College of Design are selected following a search of internal and external candidates. The selection committee is primarily composed of department faculty but also includes alumni and student (graduate and undergraduate) participation. It is the role of the committee to identify a list of no less than three unranked candidates to recommend to the dean. The dean then makes the appointment.

This process has been followed as a matter of accepted practice in the College for many years. I cannot say that we have a written rule regarding its required implementation. There have been instances where because of circumstances where an internal candidate was chosen in consultation with the faculty.

I have had the responsibility to serve as a dean at two institutions for a combined total of twenty eight years. During this period I have had the responsibility to appoint approximately 25 individuals to serve in the role of department head. I have found that the initiation and successful progress of this process varies from appointment to appointment even within the same academic unit. There are times when an internal candidate "selected " by the faculty is most appropriate. There are other times when an external candidate recruited and appointed by the dean is the best

process. I believe it is most important that the University remain agile in its approach to the selection of department heads. We have entered a period which will persist for some time to come when all will be in transformation. The old ways will simply be inadequate to match the needs of society, our disciplines and the students who come to us. Fixed learning paths are giving way to the most dynamic mix of learning models. The leadership of the academic units must be prepared to address this. The selection process must yield us leaders who both understand these issues and are willing to take the risks of guiding the effort. There is no question that faculty must be involved in this process of transformation.

Therefore, whatever process is chosen, the outcome is clear. We must choose individuals who are willing to engage all constituencies of a program to insure that a leadership posture is developed.

### ***College of Humanities and Social Sciences***

1. Heads/appointed; exceptions are Political Science & Public Admin, which have elected chairs reporting to the Director of SPIA.
2. Most heads are external hires, so the faculty have a search committee, interview candidates, and recommend names to the dean.
3. Customarily--yes. Most are external hires. Rule--no. Technically, the dean recommends a name to the Provost, and the Provost appoints.

### ***College of Management***

Heads are appointed but after a search committee of faculty makes recommendations. I believe we follow the Rule of NC State.

### ***College of Natural Resources***

1. Heads
  2. Major input. Search Committee head by another dept head, but most members are faculty. Recommend interviewees. Dean meets with Committee and all faculty as a group for input. Then all faculty, staff and students get to submit anon survey.
  3. Yes, choice is largely up to the faculty. Obviously, choice must be acceptable to the Dean and the faculty, and also the staff, students, and Assoc. Dept heads and Assoc. Deans..
- Other: all too often faculty in a diverse dept want either own area of expertise and/or an accomplished faculty member. While the latter is important, we must realize that in choosing a Head, we are hiring an administrator, not a faculty member. I usually have the committee draw up a short list of attributes they want in a head, then insist they evaluate candidates on that basis. Disciplinary area and being a super-scientist often fall low on the list of attributes.

### ***College of Physical and Mathematical Sciences***

Brief replies to your questions:

1. The ultimate choice is made by the Dean.
2. I solicit anonymous opinions on candidates from the full faculty. The details of the mechanics have varied in the past, somewhat depending on whether it was a national or internal search.
3. If you are asking about who chooses the term "chair" vs the term "head," only chemistry has asked for to use the term chair, and we iterated on a set of ByLaws that I eventually

approved. I would note that the appointment term length and "term-limits" are more restrictive than the university regulation. Mathematics also has ByLaws that address the role of the department head.

Let me know if you need more detail.

### **University of Florida**

#### ***College of Agriculture and Life Sciences:***

1. Department Chairs are appointed by and serve at the pleasure of the Senior Vice President for Agriculture and Natural Resources.
2. Search committees typically are asked to provide the strengths and weaknesses of the top candidates (those interviewed) to the Senior Vice President, not ranked. The information from the search committee, which would be mostly faculty, is an accumulation of the feedback received by the committee during the search, screen and interview process.
3. The Senior Vice President makes the appointment, after considering all information gathered from various sources. Certainly the feedback from the faculty of the department weighs the heaviest in that decision.

#### ***Warrington College of Business Administration:***

In the College of Business department heads serve a three year term, they are always internal, they are selected by the faculty of the unit. And whoever is selected gets the job. They may be re-appointed but only after a department review.

#### ***College of Design, Construction, and Planning:***

1. APPOINTED BY DEAN, WITH INFORMAL INPUT FROM FACULTY
2. HAVEN'T DONE EXTERNAL SEARCH YET; IF SO, SEARCH COMMITTEE WOULD RECOMMEND FINALIST AND ASSESS FINALISTS; FACULTY WOULD PROVIDE INDIVIDUAL INPUT
3. NO

#### ***College of Education***

1. They are appointed by the dean. Faculty conduct an internal or external search, and recommend names to me. I make the final choice. Right now we are conducting an external search for the Director of the School of Human Development and Organizational Studies, which is a position similar to a department chair.
2. In our case, a search committee recommends up to 3 unranked names and describes strengths/weaknesses. Although candidates are unranked, faculty do make clear their preferences, and I try to honor them as much as possible. It would be poor leadership practice to choose a chair that did not have majority faculty support.
3. UF has a faculty union, and it is specified in university policy that deans make the final selection. Department chairs are still considered in-unit faculty in terms of the faculty contract, but they also report to the Dean. Deans also have the authority to remove chairs for sufficient cause.

#### ***College of Engineering***

Dean Abernathy asked me to reply to your request.

1. Department chairs are selected by the dean through a department search committee that sends recommendations to the dean.
  2. The dean appoints a search committee that solicits input from the faculty. The department search committee forwards names of potential candidates to the dean.
  3. No
- Please advise if you need any additional information.

***College of Fine Arts:***

1. Small departments in some colleges use rotating chairs. Are schools are large and complex enough that national searches are conducted to find strong arts administrators. The search committee recommends. The dean makes the final selection and then approved centrally.
2. I assemble a search committee of faculty and include a student representative. Sometimes, someone outside of the college may also serve to add diversity or because of a key institutional relationship. Candidates are interviewed by a range of people when they visit campus. Faculty and student comments are compiled for analysis. From searching the committee provides three unranked names to me.
3. The dean not the faculty has the final say on the appointment but I would suggest a wise Dean would work closely with the search committee and listen to the faculty's desires. The faculty contributes directly to the success of the director or chair. If a consensus cannot be reached among the faculty on the search committee and I do not have a strong opinion, then I will call it a failed search.

AT UF we work with shared governance. Faculty contributes to the process but the appointment is an administrative responsibility. Our search process is prescribed in a Search Tool Kit (<http://www.aa.ufl.edu/aa/facdev/>)

***College of Health and Human Performance***

I am happy to respond to these question below within the text of your original email. I am certainly interested in your findings and would appreciate receiving a copy when they are complete. Best wishes with your research on this important topic.

1. Chairs in our college are appointed by the dean, usually after a national search in which faculty in the department have served on a search committee and interviewed individuals for that role.
2. Faculty are a major part of the search committee, conduct the interview and the search committee typically recommends unranked names to the dean for his/her selection. Therefore, the committee must be happy with each choice they send to the dean. While the dean does not typically ask for a ranking he does ask for the relative strengths and weaknesses that the committee has identified for each candidate that is recommended.
3. The department faculty play the primary role in the choice of the department chair. They represent the vast majority on the search committee, they are responsible for recruitment, they play the largest role in the interview process and they make the final recommendation of acceptable candidates to the dean. While the dean is the final hiring authority and must think about how the individual will "fit" within the college administrative team, the choice and opinions of the departmental faculty weighs prominently in the dean's decision. The dean wants the faculty to have the leader that they believe will lead them to excellence and scholarship in their individual areas.

***College of Journalism and Communications***

Thanks for including us.

Department chairs at UF are appointed by the dean, typically for a three-year renewable term. There is no search committee, and faculty have no formal involvement, but we operate in a spirit of transparency and shared governance so faculty in the department are consulted. I hope this helps.

***College of Liberal Arts and Sciences***

1. Selected by the Dean (but see #2).
2. The Dean selects the Chair from two or three choices provided by a Departmental Search committee. I ask for an unranked list, but sometimes departments rank the candidates anyhow.
3. It's a mutual process: The Departments understand that the final choice is the Dean's, and they recognize that picking candidates that can't work well with the Dean's office won't help anyone. But the faculty narrow the choice to a few candidates, and a great deal of effort is put into that process. The Dean respects the Department's nominations. There have been times in the past when chairs have been selected from outside the department, but only when the department is completely unable to govern itself. Fortunately we've not had such a situation in my time here.

Overall, I would characterize our system as one of "co-determination," and I think it works very well. For what it's worth, I spent time as an Associate Dean at the University of Kansas, and they used roughly the same system. The big difference was that at Kansas, the department often put forth a single candidate by acclamation. The nice thing about this was that no one had to lose an election. The bad news was that once someone was identified as a candidate, discussion tended to end. At Florida, the tradition is (and the process requires) more than one candidate. This means that issues are really discussed, and that both faculty and the Dean have a real choice. I think this is better in almost every respect. Most important is that the chair has the legitimacy that comes from have genuinely been chosen. Best of luck with your study. It's not as easy a question as it seems at first.

***College of Public Health and Health Professions***

Here are quick answers to your questions:

1. Department heads are appointed by the dean
2. Search committees supply ranked names to the dean for his/her selection
3. No. The selection is made by Dean.

***College of Veterinary Medicine***

At UF-CVM, Dept Chairs are appointed by the Dean usually after a national search by an appointed search committee. The Dean asks for an unranked list of acceptable candidates and the Dean makes the final decision.

**Ohio State University  
*Arts and Humanities***

The response is somewhat simple: At Ohio State, one of the responsibilities of the dean is to appoint department chairs. In our case, if the appointment is to a vacant position, the dean

appoints a faculty search committee to identify and vet candidates for the position. Once the committee has developed a slate, it brings forth the name(s) of a candidate or candidates (depending on how many are identified/qualified) to the faculty for a vote. The results of the faculty vote goes to the dean as a recommendation, and the dean makes the final decision. While deans usually take the recommendation of the faculty, it is up to the dean to make the decision, not the faculty of the department.

I would further note that the university does not specific a process for selecting chairs, only that the dean has responsibility for doing so. Consequently, there are colleges where the dean simply makes chair appointments without input from the faculty.

### ***Fisher College of Business***

1. Department chairs are appointed by the dean subject to the approval of the provost, the president and the board of trustees.
2. I think that there is variation across the campus by department and by college. The role also likely varies depending on whether the dean authorizes an external search for the chair or whether the selection is limited to an internal search. In the case of internal selections within our college (business school) the dean generally begins the process with someone in mind, seeks faculty input without openly identifying the individual of interest, then weighs the input received in deciding whether to move forward with the individual identified earlier.
3. We have only the most infrequent of situations in which there would be any real difference in opinion between the dean and the majority of faculty in a department. These determinations generally overlap significantly.

### ***School of Communication***

1. "Directors" here are essentially department heads (except for a few minor differences)..so I'll answer your question in terms of deans to directors/chairs. Deans appoint directors and chairs. Faculty have input on their selection but the dean makes the final decision.  
Chairs/directors serve 4 year terms renewable.
2. The dean asks the faculty for names (rarely are searches conducted outside although it was in my case because of a merger of two units). It is an interview process - as in any search (whether the search is internal or external). When chairs are up for renewal the dean conducts a thorough review and bases his/her decision on the input from the faculty (we are in a College of Social and Behavioral Sciences by the way).

### ***College of Food, Agricultural, and Environmental Sciences***

1. It is university policy to have department chairs rather than heads. The chairs are expected to work collaboratively with faculty and to provide leadership to move the department forward. In our college, a departmental search committee is appointed and they conduct a college-wide comprehensive interview process (with input from departmental faculty and staff, college administrators, an external faculty member and a stakeholder). All perspectives and input are then carefully reviewed and considered, and I, as dean, make the ultimate decision.
2. The departmental search committee provides the dean with three to five top recommendations, unranked. With each recommendation it is requested they provide a listing of strengths and areas of concern for each candidate. The search committee and dean review their recommendations and collaboratively select which will be brought to campus for additional interviews (including a presentation) with departmental faculty and staff, college

administrators, an external faculty member and a stakeholder. All faculty are encouraged to participate in the interview process and provide their perspectives on each candidate.

3. Again, while the input from departmental faculty is of major consideration, the ultimate decision is that of the dean.

### ***College of Mathematics & Physical Sciences***

OSU by laws give deans broad power to hire and fire chairs but it would be a very foolish dean who would bypass the faculty. Here is what I do for internal searches which may or may not have an incumbent; the procedure is not codified in statute.

I visit the department faculty and staff and remind everyone that the chair is in the last year of his/her term. We discuss the challenges to be faced in the next term and the qualities needed in the next chair. We do Q&A about the process. I invite people to e-mail me the names of faculty and staff to serve on a search committee and ask them not to send me the names of assistant professors or obvious candidates for the position of chair. I invite people to see me privately if they prefer to supply me with names that way. I then appoint a search committee.

I charge the search committee to develop a process that respects local tradition and culture, does not discourage candidates from running, and broadly engages all of the faculty and staff. I charge the committee to provide me with 1-3 unranked names. I meet with the search committee to hear as many perspectives as possible, I also meet with several faculty one on one and with the candidates of course.

I then make a selection and send that name back to the faculty for an up and down vote on that person and do the same with the staff. In every search I have run thus far the faculty and staff overwhelmingly endorsed that candidate.

I discourage, but can not prevent, departments from holding an election that pits candidates against each other. I think that discourages good people from being considered.

### ***College of Social and Behavioral Sciences***

1. appointed by the dean
2. Possible re-appointment of a chair: the dean meets individually with all members of the faculty and staff and a small group of students. So consultation is extensive. assuming positive feedback and the confidence of the dean in the chair, reappointment follows.  
Selection of a new chair: dean appoints a department committee after consultation with the faculty about membership of the selection committee. The chair of that is always selected by the dean and comes from another department. the committee gives 3 unranked candidates to dean. dean selects.
3. well, there would have to be a real and strong reason for a dean not to go with the majority opinion/evaluation of candidates. But this has happened in the recent past here at OSU. In the one case I can think of, the dean went with a minority candidate because a sizable group composed of the very strongest faculty opposed the number 1 candidate. It also has been the case in recent history that the dean appointed someone ranked second according to department sentiment because he knew of some confidential financial and/or other issues re the number one candidate. Long answer, but the gist is that more often than not the dean goes with the majority opinion of the department. But there are boundary conditions for that.

### **Iowa State**

***College of Agriculture and Life Sciences***

A search is conducted with input from the faculty and staff and that Dean appoints (with approval from the Provost) the Department Chair.

The department provides an assessment of the candidates to the Dean for the Dean's consideration.

Is the choice of a chair or head effectively (by rule or custom) up to the departmental faculty?

No.

***College of Business***

1. We do a search (national or internal) with search committee consisting of faculty. This committee makes recommendation to the dean (2-3 unranked names) who makes the appointment after consulting with the Provost.

3. Yes

***College of Design***

1. Appointed by the dean.

2. Search committee handles the process, producing a short unranked list. The rest of the faculty submits comments to the search committee after the public presentations of the candidates, and the Dean has interviews with the finalists.

3. No

***College of Engineering***

1. appointed by the dean

2. search committee comprises faculty and staff from the department, and other constituencies, and provides unranked evaluation of the finalist candidates to the dean

3. no, the decision is made as described above

***College of Human Sciences***

1. Chair appointed by the dean.

2. There is a search committee appointed by the dean, made up largely of faculty in the dept. The committee does all advertising and recruiting of candidates, and selects the final candidates to come to campus. The committee gets feedback from all people who saw the candidates while they were on campus. The committee makes a ranked order recommendation to the dean of the final candidates. They may indicate a candidate is not acceptable. They provide all feedback rec'd to the dean. Some depts actually vote, some do not. It depends on the individual dept governance document.

3. The dean must make the final decision, but listens carefully to the information provided by the search committee.

***College of Liberal Arts & Sciences***

1. The Dean appoints a Chair from a different department to conduct the search. After candidates are interviewed, the Search Committee presents the Dean with the "Strengths" and "Weaknesses" of each of the candidates. (A clever Search Committee can tinker with the document to make one candidate appears better than the others, but we interview the candidates and read references, too). There is no vote. There are no rankings. The Dean

makes the decision -- informed by the Search Committee. (We no longer have "Chairs" and "Heads". I'm not 100% sure what the procedures are in the other colleges).

3. See above. The department plays a very important role in the process, but they don't dictate choices to the College.

### ***College of Veterinary Medicine***

1. Typically we do a national search for department chairs.
2. The search committee forwards their recommendation to the dean. Faculty and staff are asked to fill out evaluation forms on candidates.
3. I think this goes along with the above.

### **Purdue University**

#### ***Consumer and Family Sciences***

Purdue has different traditions in different Colleges. In Consumer and Family Sciences, we have Heads that are appointed by the Dean and approved by the Provost. A search committee with strong faculty involvement is convened and recommends 'acceptable' candidates. The Chair of this committee is typically a Head from another unit. The number recommended candidates vary depending on the search. I ask that committees do not rank candidates but rather outline their strengths and weaknesses.

#### ***College of Liberal Arts***

1. We operate on a head-system, with heads appointed by the dean.
2. Our College by-laws specify that at least 2/3 of the committee be faculty from the department. In practice, the committee is made up of faculty from the department, usually one elected graduate student, sometimes one undergraduate student, but is chaired by a department head from another department appointed by the dean. The committee provides the dean with an unranked list of 3 or so acceptable candidates. During the campus visit, the candidate spends a day with the department and a day with the dean, dean's staff, and other department heads, all of whom are invited to provide feedback to the dean.
3. No. Deans have, in the past, declined to appoint candidates recommended by the committee and have insisted that the search continue.

#### ***School of Management***

1. We have limited experience with department heads (School divided into two departments for the first time this fall). Department Heads appointed by the Dean using the process from our School Constitution (Constitution language as follows):

When a Department Head position vacancy occurs, a Selection Advisory Committee shall be formed to recommend candidates to the Dean. The committee shall include faculty selected as follows and such others as may be appointed in accordance with the Academic Procedures Manual of the University:

1. The Chair of the Faculty Relations Committee will contact the Dean to determine the number of faculty from the department to be elected to the Selection Advisory Committee. In accordance with the Academic Procedures Manual, this group will constitute at least two-thirds of the Selection Advisory Committee and the Chair of the committee shall normally be chosen by the Dean from this group.

2. The Chair of the Faculty Relations Committee shall send a written notice to the voting faculty from the department indicating that individuals may nominate themselves or other voting faculty for the Department Head Selection Advisory Committee. Those nominated and willing to serve will indicate thus to the Chair of the Faculty Relations Committee.
3. After close of the nomination period, the Faculty Relations Committee will create a primary ballot containing the names of the candidates. Eligible faculty from the department will vote for the number of positions in the primary election.
4. The number of nominees shall be reduced to  $2n$  (where  $n$  = the number of positions) by selecting the faculty members who had the largest number of votes in the primary election. A second election ballot will be created containing the names of the remaining candidates. Eligible faculty from the department will vote for the number of positions open. The winning candidate(s) will be the person(s) with the largest number of votes in the second election.
5. If the number of nominees is less than or equal to  $2n$  (where  $n$  = the number of positions) there will be only a single election as described in (4) above.
6. The Selection Advisory committee shall solicit names of potential candidates, evaluate candidates, and prepare a list of acceptable persons.
7. The Dean shall select a nominee from the list. If no candidate thereon is acceptable to the Dean, the Selection Advisory Committee shall add names to the list until a nominee is chosen.

I do not believe the process intends that the Dean always take the Selection Advisory Committee's first choice.

### ***College of Pharmacy, Nursing, and Health Sciences***

1. Department and School Heads in the College are appointed by the Dean. (To be honest, I don't think I would be interested in serving as dean if I did not have the latitude to appoint the leadership. While faculty input in the process is invaluable, I would not be interested in serving as dean in a situation where I would have to work with a leadership team chosen by others.)
2. When a vacancy occurs, presuming a national search will be conducted, the Dean appoints a search committee that is comprised of departmental or school faculty. By practice, the search committee chair is someone outside of the department or school. The committee constructs the job description and position advertisement (both of which require Dean approval), solicits applications, reviews candidates, invites 3-4 for on campus interviews and provides the dean an unranked evaluation of each candidate interviewed. The committee is also instructed to employ a means of obtaining feedback from all faculty in the department/school and include this in their assessment. As Dean, I also get feedback from all members of the Executive Committee for the College. This provides me with an assessment from two frames of reference: 1) perspective of faculty who will be served by the leadership of the appointed individual, and 2) perspective of other members of the leadership team with whom the individual will work. There are occasions where a national search is not feasible or successful. In cases where there is an obvious choice for Head from within the Department/School, I can (and have) made such an appointment without a search after consulting with senior faculty. To forgo a search in this situation, I need to provide justification to the Provost.

3. Deans have the latitude to establish an administrative structure within the College they serve. I would say that the use of Heads seems to be pretty much the culture within Big Ten institutions...though I think there are some exceptions in each Big Ten institution with which I am familiar.

Department Heads are generally appointed for a 5-year term. At the beginning of the 5th year of their appointment, a formal review takes place that involves faculty, fellow administrators and other stake holders. At the completion of the review, the Dean decides whether to reappoint the individual for another term.

### ***The College of Science***

1. At Purdue, department heads are appointed by the dean.
2. There is a search committee, which consists of faculty members and staff members (generally 1 of the latter) from the department, as well as one faculty member from another department. The committee provides the dean with an unranked list of at least two and no more than three candidates. The dean then makes his or her choice.
3. No

### ***College of Technology***

We have heads not chairs in the College of Technology, and they are appointed by the dean. In the selection process I ask the search committee to recommend three candidates (Unranked but acceptable to the search committee). The opportunity to recommend only acceptable candidates (unranked) is really the opportunity for the faculty to veto candidates they view as unacceptable.

The process seems to work.

We also have a formal administrative review process every five years. This is an opportunity to provide developmental feedback to the head or dean being reviewed.

### ***School of Veterinary Medicine***

1. All appointments are made by the dean, usually following a national search. In my opinion, many department chairs elected by the faculty turn out to be poor leaders who are unable to make tough decisions because of long established relationships and fear of not being accepted back to the faculty after their tour of duty is over. Also, without an open search process, it is very difficult to achieve diversity (racial, ethnic, gender) among the administrative ranks.
2. Faculty have the opportunity to submit feedback to the search committee and/or the dean. The search committee delivers an unranked list (number may vary, but is usually 2-3) of acceptable candidates to the dean.
3. Selection of the department chair is by the dean, taking into consideration comments from a wide variety of constituents (faculty, staff, other college/university administrators, sometimes students, etc.).

### **UC Davis**

#### ***College of Agricultural and Environmental Sciences***

Our chairs are normally selected internally so there is not a form search process. The basic policy is that chairs are appointed by the chancellor upon recommendation of the dean. The dean

is expected to have consulted with the faculty and to have their support in making the recommendation. The process we use is to interview each faculty member of the department privately to learn their preferences regarding department leadership - we usually seek several names (this process also allows us to remain informed about issues within the department). We interview the top two or three candidates recommended by the faculty and then, if needed, formally meet with the faculty to discuss the alternatives. If there is likely to be strong differences in opinion we will formally seek a vote.

The basic principle is that the candidate must be acceptable to both the faculty and the dean. Some departments like to work internally to select their own candidates before we do the interviews so that everyone recommends the same candidate - this is fine with me as long as the candidate is one that I support.

I hope this is helpful. Please contact me if you have additional questions.

### ***College of Biological Sciences***

At UC Davis, department chairs are appointed by the Chancellor following recommendation by the Dean. The selection of a candidate chair by the Dean is done after extensive consultation with the faculty in the department. In my college, this has sometimes involved individual meetings with all of the faculty in the department; in other cases, there is such universal consensus among all concerned that extensive meetings are not required. However, there is always an opportunity for input by all faculty in the department.

### ***College of Engineering***

The department makes recommendations to the dean who then make a single recommendation to the Chancellor. The appointment authority lies with the Chancellor. The department makes unranked recommendations to the dean.

For the most part, by custom, but not by policy [the faculty recommendation is followed].

## **Michigan State University**

### ***College of Agriculture and Natural Resources***

(from the bylaws): The chief executive officer of a unit shall be designated Chairperson or Director. The Chairperson or Director shall be appointed by the Board of Trustees upon recommendation of the President upon nomination by the Dean of the College. The voting faculty of each department or school shall have shared responsibility with the Dean to determine procedures for the selection of Chairperson and Directors to be nominated to the Provost.

At intervals not to exceed five years, the Dean shall review the desirability of continuing the appointment of the Chairperson or Director. At the same time, the Chairperson or Director should be consulted by the Dean concerning his or her interest and willingness to continue. There is no limit, other than the limit imposed by the University rules on retirement from administrative positions, on the number of times an individual may be continued in the position of Chairperson or Director.

The Chairperson or Director shall be responsible for educational, research and service programs, budgetary matters, physical facilities, and personnel matters in his or her jurisdiction. The Chairperson or Director shall seek the counsel of the voting members of the unit in formulating major policy decisions affecting the personnel and the program of the unit, especially in matters pertaining to appointments, promotions, tenure, research and curriculum.

The precise procedures vary by department or school (equivalent terms at MSU). My typical process is to work with the faculty in establishing a search committee. The search committee recommends candidates for on campus interviews. They provide a recommendation to me. Sometimes the list is ranked but I always ask the committee to discuss each candidate and indicate whether he or she is acceptable or unacceptable. The search committee is responsible for gathering input from faculty, staff, students and stakeholders / alumni.

[Is the choice of a chair or head effectively (by rule or custom) up to the departmental faculty?]

It is a shared responsibility but ultimately it is the decision of the dean.

### ***Education***

1. Our department chairs are selected through a search process involving the department faculty and not a priori selected by the dean. The dean first meets with the department advisory committee to decide whether the search will be internal, external or both--part of this decision is based on funds available and the likelihood that someone internal is available. The department chair must be a full professor--no compromising on that.
2. The department faculty advisory committee appoints a search committee or elects to serve as such a committee. They conduct the search and then make a recommendation to the dean (unranked but may state preference, must identify strengths and weaknesses of each candidate viewed as acceptable). Faculty in the department are involved in the interview process--it is not secretive.
3. The dean makes the final selection of the department chair based on input from the search committee. It would be unheard of for me, as dean, to make a selection that was not recommended by the search committee. However, I, as dean, may decide that none of the recommended candidates is acceptable.

The appointment of chair is for a period of five years. In the fifth year, the dean can decide that the chair should no longer serve and ask for a new search. If the dean determines that the chair may continue, a review is conducted by the department faculty advisory committee and this includes surveys of faculty, staff and students. Based on the survey, the chair may or may not be reappointed and if reappointed, areas of improvement, if needed, are noted. I can't imagine faculty not being involved in selection of chair and/or dean and their input is critically important in the selection process.

### ***Engineering***

1. Appointed by the dean
2. Department search committee with outside members. List of strengths and weaknesses of interviewed candidates. Final selection by dean.
3. Faculty input is vital, but the final choice is the dean's

### **University of Minnesota**

#### ***College of Food, Agricultural and Natural Resource Sciences***

We have department heads appointed by the dean. The department is deeply involved in selecting the head and a committee makes their recommendations to the dean. The committee is generally chaired by another department head and includes faculty, staff and students.

Recently, I have hired internal heads--the department meets and makes recommendations which I have always accepted.

***School of Management***

1. The department chair selection process is three-fold: (1) a subcommittee of senior faculty in the department is convened, meets with each faculty member in the department, and evaluates all interested candidates, (2) the subcommittee makes a recommendation to the dean based on the data they have collected, and (3) the dean makes the final appointment (generally ratifying the recommendation of the subcommittee).
2. The subcommittee normally supplies a single name (who has been determined to be willing to serve). Honestly, behind the scenes, there is generally an ongoing informal dialogue between the subcommittee and the dean so that the one candidate brought forward is (a) acceptable to the faculty, (b) acceptable to the dean, and (c) willing to serve
3. Per our School Constitution, the choice of the chair is up to the dean. The Constitution specifies that the dean shall "consult" with the faculty, but the form of this consultation is left open. I have adopted the process as outlined above.

**University of Maryland*****College of Arts and Humanities***

Department chairs are selected by (and sit at the pleasure of) the Dean of the College; they are not elected by the faculty of any unit. Indeed, chairs may occasionally be brought in from outside the campus, though these days this happens less often than it might have in the past. Technically the appointing authority for department chairs is the Provost. I quote from the Arts and Humanities Plan of Organization in which the role of departmental faculty and Dean are spelled out.

Selection: After consultation with the affected unit's Faculty Advisory Committee or after alternative consultation specified in the unit's Plan of Organization, the Dean shall appoint a committee to conduct the search. A majority of the members of the committee shall be from the Department or Program. The Search Committee shall solicit names of nominees from the members of the unit and shall apprise the unit of the progress of the search. All members of the Department or Program shall have the right to submit evaluations of recommended candidates to the Search Committee, the Dean, and the Provost. The Dean shall forward to the Provost his nominee from a list of names proposed by the Search Committee. The Chair of the search committee is always from a unit other than the unit for which a Chair is being sought. Ordinarily this person is a chair (or former chair) of another unit. The membership on the committee (those from within the department in question) is usually, though not necessarily, drawn from those recommended by the department. There is always at least one other committee member from outside the unit for which a chair is being sought, but as you can see, the majority of the committee are from that unit. The chair candidates may be ranked or unranked. Sometimes one sometimes the other.

**Texas A&M**

Discussion by phone with every college produced the same result. All of the departments operate with heads, and follow what seems to be exactly the same process for hiring department heads. The search & screen committee make up is specified by either regulation or tradition. Departments can nominate faculty to serve on the committee, and the dean usually picks the

committee using nominated faculty. The committee produces a list of candidates (sometimes ranked and other times not ranked). Deans usually agree with the faculty on selections. (see spreadsheet for slight detailing).

**Appendix 2: Results from phone survey of Texas A&M**

Deans at Texas A&M were contacted by phone for our survey (contact was by e-mail at all other universities; see Appendix 1). The table below summarizes the results obtained by a Governance Committee member (M. Kocurek) in these phone calls.

	<u>Dept Admin</u>	<u>Selection Decision</u>	<u>Faculty Role</u>
<b><u>College of Agriculture and Life Sciences</u></b>	Head	Dean	Variable, sometimes ranked, other times not. Dean weighs heavily faculty input
Agricultural Economics			
Agricultural Leadership, Education, & Comm.			
Animal Science			
Biochemistry/Biophysics			
Biological & Agricultural Engineering			
Ecosystem Science & Management			
Entomology			
Horticultural Sciences			
Nutrition & Food Science			
Plant Pathology and Microbiology			
Poultry Science			
Recreation, Park, & Tourism Sciences			
Soil & Crop Sciences			
Wildlife and Fisheries Sciences			
<b><u>College of Liberal Arts</u></b>	Head	Dean	Variable, sometimes ranked, other times not. Dean weighs heavily faculty input
Anthropology			
Communication			
Economics			
English			
English Language Institute			
European & Classical Languages & Cultures			
Hispanic Studies			
History			
International Studies Degree Program			
Performance Studies			
Philosophy			
Political Science			
Psychology			
Sociology			
<b><u>College of Science</u></b>	Head	Dean	Variable, Dean weighs heavily faculty input
Biology			
Chemistry			
Mathematics			

Physics  
Statistics

**College of Veterinary Medicine  
& Biomedical Sciences**

Head

Dean

Variable, sometimes ranked, other times unranked. Dean weighs faculty input.

Biomedical Science Program  
Large Animal Clinical Sciences  
Small Animal Clinical Sciences  
Veterinary Integrative Biosciences  
Veterinary Pathology  
Veterinary Physiology & Pharmacology

**Dwight Look College of Engineering**

Head

Dean

Variable. Sometimes ranked. Other times unranked. Faculty input weighed heavily.

Aerospace Engineering  
Biological & Agricultural Engineering  
Biomedical Engineering  
Chemical Engineering  
Civil Engineering  
Computer Science  
Electrical & Computer Engineering  
Engineering Technology & Industrial Distribution  
Industrial and Systems Engineering  
Mechanical Engineering  
Nuclear Engineering  
Petroleum Engineering

**College of Education & Human Development**

Head

Dean

Ranked. Dean weighs rank very heavily.

Educational Psychology  
Educational Technology  
Health & Kinesiology  
Teaching, Learning & Culture  
Educational Admin. & HR Development

**Mays Business School**

Head

Dean

Ranked. Dean weighs rank very heavily.

Accounting  
Finance  
Information & Operations Mgmt.  
Management  
Marketing

**College of Geosciences**

Head

Dean

Variable

Atmospheric Sciences  
Geography  
Geology & Geophysics  
Oceanography

**College of Architecture**

Head

Dean

Variable

Architecture

Construction Science

Landscape Architecture &amp; Urban Planning

Visualization

**Summary**

Verbal contact with every college by phone produced the same result. All of the departments operate with heads, and follow what seems to be exactly the same process for hiring department heads. The search and screen committee make-up is specified by either regulation or tradition. Departments can nominate faculty to serve. The dean usually picks the committee using nominated faculty. The committee produces a list (sometimes ranked and other times not ranked). Deans usually agree with faculty on selections.

### **Appendix 3: Discussions of department head and chair positions in the minutes of 2000-2002 Faculty Senate meetings**

#### **FS Minutes - November 28, 2000**

##### **7. Reports**

###### *Academic Policy Committee*

Senator Banks, Chair of the Academic Policy Committee, reported that the committee met jointly with the Personnel Policy Committee on two separate occasions to discuss the issue of department heads versus department chairs. He noted that they have been in a data-gathering mode. At their last meeting, former Senator John Riddle from the Department of History reviewed previous histories with respect to this issue as well as some materials. Senator Banks feels that the discussion was very helpful and obviously one that garnered a lot of interest. The committees decided that this issue is going to be one that is worthy of further study. There were a number of interested parties in attendance who thought that it might be best to assemble a committee specifically designed to explore the issue and present a white paper in much the same fashion that the Faculty Senate assembled the Special Select Committee on Promotion and Tenure last year. Senator Banks stated that they have not gone into the detail of exactly how many people should be on the committee or the composition of that committee. He would like anyone who is interested in serving on the committee or has thoughts about the composition of the committee to contact members of the Academic Policy or Personnel Policy Committees.

###### *Personnel Policy Committee*

Senator Bottcher, Chair of the Personnel Policy Committee, reported that his committee has addressed the issue of departmental leadership this semester. The committee has had very productive meetings with a wide range of discussions. They decided not to go into technical details about the merits of one system versus the other. Last Tuesday, Dr. Riddle passed out a report dated March 17, 1972, on departmental headships and departmental chairships. The report does a good job of summarizing what they determined at that time to be the advantages and disadvantages of the different systems. Senator Bottcher stated that based on the committee's discussions, it appears that a lot of the very same concerns and issues were considered at that time.

Senator Funderlic asked Provost Hall for his views on the issue.

Provost Hall commented that he thinks the prevailing mode around the country is for chairships as opposed to headships. "I think this is an important issue and I am delighted that the Faculty Senate has addressed this. I tend to sound strongly in favor of chairship. The reason is that first, it tends to spread the collegial responsibility for the operation of the department. Second, it tends to open up from my experience, the budgeting process. The third is that really good departments ultimately develop their own leadership, and it needs to be viewed as a collegial responsibility.

The headship system has always struck me as being perhaps a little on the military side. It is a practice, I know, that is followed by colleagues out in Utah, and I applaud you for putting it on the table and addressing it. My experience at Ohio State, where chairs had fixed terms reviewed by the dean and reviewed by the faculty, is that the number of chairs who came from the outside

was very small. Most of the recruiting was done within the faculty and built a degree of respect for the position and for the responsibility of administering."

Senator Tucker asked Provost Hall to distinguish between the two terms.

Provost Hall responded that the chair presides over and offers some direction to the assembly. The head, on the other hand, is in the position of being effectively an administrator, and secondarily a faculty member.

Senator Headen wanted to know if it changes the relationships between heads and deans or chairs and deans.

Provost Hall stated that the biggest relationship change that occurs is between the dean and the department. The head is effectively an administrative auxiliary of the dean. A chair is, however, a representative of the faculty of the department. He feels that it creates a different tension.

Provost Hall stated that he is struck by how weary many of our heads are. It increasingly demands an administrative job where they do not have sufficient access information. They do not have sufficient control over research, no matter what the faculty thinks. In the end, they do not have sufficient faculty backing as their representative to really press the system for the kinds of academic needs that can be much more effectively met through a chairship system.

Senator Sawyers stated that it seems to him that heads have allowed the departments in the university to perhaps be stronger than they would have otherwise. He asked, whether moving to chairs would consolidate the administrative power in the colleges rather than the departments.

Provost Hall responded no. "A couple of years ago we had a system that effectively prevented many cases from even getting out of departments on the RPT process into the colleges. The effective voice in that was the voice of the head. I think that the changes we have made in the RPT process, of which you all are a big part, have migrated the system much more toward faculty governance and faculty involvement, and with it greater openness in the process. I think you are headed toward a chairship operation in the RPT process, even if it is not described as such."

Senator Kimler asked Provost Hall if speaking as a voice of the faculty gives more pressure.

Provost Hall said one thing he has learned is that judges who were selected on a popular basis, end up having a far greater constituent authority behind them than someone who is merely appointed by higher authority. He thinks you can have both a decentralized system of administration and a good collegial environment, but the key to this is the person sitting either as the head or the chair. He stated that all of his experience teaches him that chairs are far more likely to engage both of those.

Senator Elmaghraby wants to know what the legality of the situation is if the university goes to chairmanship.

Senator Bottcher stated that at the joint meeting a couple of weeks ago, Vice Provost Abrams pointed out that at the university level, there are policies dealing with searching for heads. Because the College of Design now has a system of chairs, that wording may be changed for that college. He believes that is specified in the university policies as far as procedures for departmental leaders.

Senior Vice Provost Abrams said there is a procedure that requires that there be faculty involvement for selection of department heads but it does not require that it be an outside search. There is nothing legally that requires that there be an outside search for any particular position. He stated that there is an issue of how to go about searching, but he does not think it is anything specific.

Vice Provost Woodard stated that it is usually left to the discretion of the college to determine if they want to search internally or externally, and they will typically ask for permission to do one or the other. Permission is usually needed only if the search is internal.

Senator Bottcher pointed out that one of the items that was distributed by Dr. Riddle at their last meeting was two pages from the memoirs of Provost Nash Winstead. Senator Bottcher read the following that pertains to affirmative action and inside versus outside searches.

*In 1989 concern was expressed to the Chancellor and me by several faculty that were going outside for too many department heads. John Riddle expressed it in this way. "In the last six or so years, the process for the selection of Department Heads has undergone a number of changes, largely for the common good. The process is more open and the limit of five years before a review improves the faculty morale and the quality of leadership." He goes on to say that it seemed to him "that the ratio of heads who come from the outside appears to have increased against those who come from inside." This was a true assertion. He went on to say the personnel in many nomination committees, "feel that the administration prefers outsiders and secondly, a 'Savior' from beyond is easier for a search committee to sell because departmental groups do not need to work out internal accommodations." He also discussed the fact that outside heads frequently soon returned to the faculty as a professor and thereby occupied a faculty position in their field which might not be in the area that would serve the best interest of the department. It is true that the turnover among heads had become more and more frequent. It was a tough job as John knew, and few persons wanted to stay in the head position until retirement. He said, "If there is a shortening of department heads' terms, many of those selected on criteria based on administration have most of their active careers back in the ranks for research and instruction." Perhaps some of the reasons that we were getting more from outside the university were those Riddle suggested. Another reason was that with affirmative action we forced most of the searches to be open so that all persons interested or nominated could be considered, especially minorities and women. Departments also frequently saw this as a means to get an additional faculty position in their department. The Chancellor had begun to require his approval before a search had begun if we were to limit it to internal candidates only. This was not intended as an administrative wish for outsiders but was to assure affirmative action. I know of many searches where I found the internal candidate to be very acceptable and even the best candidate to me, yet they were not chosen or recommended, or were not the first choice of the committee or the dean. In most cases we were looking at very good people and the external candidate had also appeared*

*to be very good too. It did seem to me that there was a bias from the committees at times against internal candidates. There were a few times that I would not give the unit an extra position for I felt that they were overly enriched with faculty positions at that time, Hence an internal search was required. In others there were very acceptable minority and/or women candidates in the department for consideration by the committee. However, in the vast majority of cases we did open searches. John was correct in his assumption that we were selecting more department heads from the outside and that heads were staying in the position for shorter periods of time. In reality this was true for almost all administrative positions.*

Chair-Elect Carter stated that several people in these discussions have come to similar conclusions as those voiced by Provost Winstead. "Bringing in people just to be administrators can offer no advantage to departments if the academic fields are redundant to their needs. Then if they do not work out or if they serve well but get tired of the job, we now have a tenured full professor and an additional person in that field. People remarked on the other side that unless we are searching for a department head, the university will not give us money for a full professor slot. Sometimes you want to hire a full professor who has a national or international reputation, and perhaps has funding that will really stimulate research in the department. I wonder if Provost Hall might want to comment on that."

Provost Hall commented that he does not remember during his time here when that particular argument has come to the floor. He does think that the future of the university depends very much on having an open and transparent budgeting process and that one of the ways to get at that is to have faculty who are more attuned to those issues. One of the ways to get them more attuned to those issues is to put them in the position of sharing the responsibility for leadership of the department and sharing knowledge about what goes on in the department. This means pressing for resources in a different way than merely pressing for resources on the basis of trying to recruit a head.

## **FS Meeting - March 6, 2001**

### **6. Reports**

*Academic Policy Committee (Draft Report Attached)*

Senator Banks presented a draft document which summarizes the results of the joint meeting of the Academic Policy and Personnel Policy Committees. He stated that it attempts to summarize the sentiments expressed at those meetings.

Senator Banks urged the faculty to read the report and to send responses to a member of the Academic Policy or Personnel Policy Committee to let them know their thoughts about the issue. He thinks the important thing to consider when looking at chairs or heads is not what they call the person. The critical issue is what that person is expected to do, how that person is expected to function. He encouraged the faculty to think about what it is they think that person should be to faculty here at NC State—how that person serves in the dual role of being not only a liaison to the dean so that the administrative functions can go on in a continuous fashion, but also serves as a colleague of his or her cohorts in that department.

Senator Kimler urged the faculty to pay strict attention to the last page because it discusses outcomes. It does not end up with the sort of Senate resolution that something be mandated

across campus; they look much more for each college to end up deciding what it wants to do for itself.

*Personnel Policy Committee*

Senator Bottcher reported that the Personnel Policy Committee met jointly with the Academic Policy Committee. He thinks it is a great idea to have another joint meeting. He suggested having the meeting March 27, at 3:00 p.m. in the Faculty Senate Chambers.

**FS Meeting April 17, 2001**

*Personnel Policy Committee*

Senator Bottcher reported that the committee will provide a detailed report at the next meeting of the Personnel Policy Committee's activities for this semester. He presented a draft report prepared by the Academic Policy and Personnel Policy Committees. The committees are recommending, based on a lot of input, that a campus-wide discussion of the functions of departmental leadership occur in the fall, so that by February 1, 2002, faculty senators from each college can bring to the Personnel Policy and Academic Policy committees a summary of discussions in their colleges. If this recommendation is accepted and then forwarded, the colleges would be asked to initiate these discussions on the desirable features of departmental leaders.

**FS Meeting – May 1, 2001**

Senator Bottcher also presented a report of the Academic Policy and Personnel Policy Committees of the Faculty Senate on departmental leadership at NC State and made a motion that the Faculty Senate endorse the reports.

The motion was seconded and passed without dissent.

**FS Meeting – April 2, 2002**

**Unfinished Business**

*Governance Committee (Report Attached)*

Senator Ida Smoak, Chair of the Governance Committee reported that the committee has been busy collecting responses to surveys on departmental leadership. They have summarized the responses that have come back to the committee.

There was a ten question survey developed jointly by the Academic Policy and Personnel Policy committees last spring. Six questions were condensed from the original ten question survey. The survey responses are based on this six question survey.

The participating colleges were CALS, Education, Engineering, CHASS, Management, Natural Resources, PAMS, Veterinary Medicine and approximately thirty departments.

*Questions and Responses*

*What qualities and credentials must our department leaders possess in order to understand and respond to the needs of their colleagues?*

To this question people obviously thought about these aspects of departmental leaders. The responses were very diverse between and within colleges. It was really difficult to identify specific patterns of how the responses went within or between the colleges.

*To what extent should departmental leaders conduct scholarly teaching, research and/or extension programs in their field of expertise?*

In this question we basically got the whole range. Responses ranged from greatest extent possible all the way to none. The greatest response was approximately 50% in terms of the time put toward scholarly activity. This may not be totally accurate because the responses depended on who responded and how they felt. The range was from "greatest extent possible" down to about "twenty-five percent."

Senator Funderlic wanted to know if there were any comments from departments regarding whether you teach or not.

Senator Smoak stated that there were comments on teaching. Usually some people said the departmental leader should teach one course or they should be relieved of at least one course if they were already teaching two.

The majority of opinions were that the head should maintain some active scholarly activity to be an effective administrator. In order to do this, better administrative support is needed.

*To what extent should departmental leaders facilitate faculty mentoring of junior faculty?*

The majority of responses were "head should organize mentoring by senior faculty" and that "mentoring should develop from relationships within departments."

It was again difficult to establish any type of pattern between or within colleges on this issue. The responses were all over the place.

*What should be the length of contract (number of months) and term of initial appointment? Should the number of terms be limited?*

The most common response was that the length of contract needs to be basically a full year appointment. The length of initial appointment varied from one year to permanently. The most common response was somewhere around a three to five year initial appointment. The response of whether the number of terms should be limited.

The responses were very diverse. There was no identifiable pattern within or between the colleges.

*What characteristics of departmental leader reviews are desirable? Who should review them and how?*

The review frequency varied from "every one year" to "every seven and one half years." The most common responses on who should review indicated "everyone within the department" or a "committee of senior faculty and administrators." Most people think the review should be done with a standard evaluation or survey instrument of some type. Other ideas were interviews, town meeting discussion within the department, secret faculty survey, self assessment by the head and then a summary of the review that is presented by the dean to the faculty of the department.

*Should the departmental leader be considered primarily a college administrator or a faculty representative?*

The majority of opinions were between faculty representatives and both.

Senator Smoak stated that it is stated in the *Faculty Handbook* the proposed role of department heads.

The goal of this survey is to open a dialog across campus regarding departmental leadership, and to enhance awareness of opinions within and between colleges regarding departmental leadership

*Recommendations from the Governance Committee*

Departments should be allowed to choose the form of departmental leadership that is most appropriate.

Faculty should have greater input into the form of leadership that is most appropriate to their departments.

Senator Kimler pointed out that one thing that does not come up very frequently is quality of the departmental leader as being a visionary and someone who leads and directs the department.

Senator Grainger stated that it seems to him that the heads versus chairs is a very fundamental big question. He is dismayed that there is so little channeling of opinion. It seems like the shotgun effect all over. His question might be "Is it the way we did the job?" Would that be a reason why we are not getting a very clear signal? The other thing is that the response from within the various departments, was a very low percentage, indicating that apparently it was not a big deal to a lot of people.

Senator Wilkerson stated that she disagrees with the low opinion. They had 126 people from CALS to respond. The majority of her faculty was satisfied with current leadership.

Senator Headen commented that the College of Management decided that it did not matter whether the position was called head or chair. What mattered was the interaction and how it is working. It is working for the department because faculty do not spend a lot of time talking about it. In some sense the absence of a large amount of uproar may be a positive rather than a negative statement.

Senator Grainger stated that what he has heard in some discussions in the College of Engineering is that it is important that the faculty know that there are options for leadership even if they are

not exercised. Secondly whether it is heads or chairs is again not really germane to the proper running of a department so much as if there are very clear exit ramps for the faculty to take if a leadership is in trouble with its faculty. It seems to him that a very important thing is to create a mechanism for the faculty to exercise so that the review is not aimed at the personality but rather at leadership issues.

Senator McRae commented that he thinks the disparity of the number of responses had to do with whether you could make anonymous responses or not. In the case of the CALS response, there was an anonymous website that one could use, whereas they did not have this in the College of Engineering.

Senator Hughes-Oliver wanted to know what were the response rates for the various colleges.

Senator Grainger stated that in his department they got 6 responses out of 50 who were eligible to respond.

Senator Kimler stated that he received a high response in his college.

Senator Blanchard commented that it is very explicit in the *Faculty Handbook* that the deans appoint the department heads. She noted that this change cannot take place by just developing bylaws. A change will have to take place in the handbook.

**Appendix 4: 27 February 2001 draft report of the Academic Policy and Personnel Policy Committees of the Faculty Senate**

(DRAFT)

JOINT MEETING OF THE  
ACADEMIC POLICY AND PERSONNEL POLICY  
COMMITTEES

February 27, 2001

Members of the Academic Policy and Personnel Policy Committees of the Faculty Senate met on Tuesday, 27 February to address the Chairs/Heads question.

Dr. Carol Kasworm, Head of Adult and Community College Education at NC State, joined the discussion as a visitor, and contributed some thoughts on her previous experiences.

The joint committees are indebted to Bruce Mallette and Carol Gosselin in UPA for gathering the background data for this discussion. Thanks also go to Will Kimler for collecting pertinent “heads/chairs” data on the 16 campuses designated as Peer Campuses of NC State.

Much intriguing information was discussed. The main points:

1. Data collected from the past ten years at NC State indicate no significant differences between the tenure of “internal” vs. “external” heads – average 4.8 years.
2. Data also indicate no major cost differentials in salaries as a result of department head turnover during the past decade.
3. Data from Peer Institutions show about 9 of the 16 institutions with Chairs, 5 with Heads, and 2 that use a head/chair designation.
4. Several major concerns arose:
  - a. If heads were on 9 mo contracts, who would “mind the store” in the “summer”?
  - b. The effect of a change to chair might centralize the authority in the colleges, not the departments.
  - c. Chairs might have less “control” over the budget than heads currently enjoy.
  - d. Chairs might lack the “drive” to be a “change agent”, fearing possible retribution of colleagues when the chair returned to “being a faculty member” at the end of some specified tenure (say 3-5 years).
5. A summary of our investigation/discussion.
  - a. A crucial issue is to avoid allowing the discussion to revolve around the nominative of address. For purposes of this discussion, we will use the term “leader”.
  - b. The central critical issue of discussion should revolve around the function and duties of the leader.

- c. Desirable features:
  - i. An 11 month contract – to provide someone to “mind the store”.
  - ii. Competence and credentials in the appropriate discipline – to understand the needs of colleagues
  - iii. Term of initial appointment as a head specified in contract.
  - iv. Contract to specify that reviews will occur – with a review to be done within a period no greater than 5 years.
  - v. No attempt to create a “one-size-fits-all” pattern among all colleges – rather to empower colleges to create or modify the administrative leadership of departments within each college to the best fit – as mutually agreed by faculty/deans/heads.
  - vi. Reviews of heads to have the characteristics of current faculty RPT guidelines:
    - 1. transparency, openness
    - 2. factors to be reviewed agreed upon in advance and with the consultation/agreement of affected faculty by deans
    - 3. results of reviews discussed by deans with faculty of the appropriate department(s)
    - 4. results of reviews to have credence – i.e. consequences
- d. Desired outcomes: It is the considered opinion of the Academic Policy and Personnel Committees that the best possible outcome of our deliberations would be the inception of a campus-wide discussion. Our strongest hope is that these discussions would occur WITHIN EVERY college at a venue that best suits that college. Our suggestion would be that our senatorial colleagues begin this discussion with the leadership of each college and such advisory committees or councils as needed. Given the turnover of Deans in more than half the colleges, this would appear to be a particularly propitious time to conduct this discussion. Further it is our opinion that the leadership of the departments – having participated in this discussion with faculty and deans would benefit from the resulting assurance of the faculty’s confidence and the clearer understanding of their critical position in the dual role of faculty representative and assistant to the dean.

## **Appendix 5: 1 May 2001 report of the Academic Policy and Personnel Policy Committees of the Faculty Senate**

### DEPARTMENTAL LEADERSHIP AT NC STATE:

A report of the Academic Policy and Personnel Policy Committees of the Faculty Senate

May 1, 2001

#### SUMMARY

The Academic Policy and Personnel Policy Committees of the Faculty Senate have reviewed pertinent information regarding the nature and desirable features of departmental leadership models. This discussion was considered especially timely in view of the recent turnover of a majority of the deans of the colleges. Also, discussions regarding the merits of “heads” vs. “chairs” as departmental leaders that have arisen repeatedly in the past 30 years at NC State assisted in studying the issue.

The terms “head” and “chair” have been used at many institutions with varying meanings. A survey of our sixteen Peer Institutions indicated that nine have chairs, five have heads, and two use both terms. The data further indicate that the terms are interchanged so frequently within this cadre as to obscure their exact meaning. (Attachment 1). Data provided by University Planning and Analysis (UPA) indicated little difference in the average length of time served as department head for persons hired from within NC State vs. outside the university. Further, the data indicate that, in the ten-year period from 1991-2000, we hired about 77% from within NC State and 23% from without (Attachment 2). Additional data to inform the reader about the history of this discussion include a report from the Personnel Policy Committee on this issue, dated March 14, 1972 (Attachment 3), a report from the Provost Committee #8, dated Feb. 1994 (Attachment 4), and a two-page excerpt from Provost Nash Winstead’s Informal History (1955-1993) (Attachment 5). Finally, a summary of the discussion that occurred on February 27 during the joint meeting of our committees is included (Attachment 6). The reader is especially directed to item 4 for information regarding major concerns that were expressed during our discussion.

Following our discussions on the issue, the committees felt the need to initiate a thorough and open discussion on the FUNCTIONS of the departmental leadership. The APC and PPC jointly recommend that a campus wide discussion of departmental leadership approaches and issues be initiated as soon as possible. We further recommend that this discussion take place within the colleges during the Fall 2001 semester so that college-wide reports of the discussions are concluded by the end of the Fall semester, 2001. Faculty Senators within each college, in conjunction with their deans and department heads, are requested to develop a college-wide process to facilitate a meaningful, broad-based, energetic dialogue. Faculty Senators from each college are requested to bring a summary of these college-wide discussions to the Academic Policy and Personnel Policy Committees by February 1, 2002.

Questions to stimulate discussion of desirable features:

1. Can colleges vary in departmental leadership systems? Can departments vary within colleges?

2. What qualities and credentials must our departmental leaders possess in order to understand and respond to the needs of their colleagues, to enjoy sufficient respect from their colleagues, and/or to conduct sufficiently scholarly and desirable programs as faculty members at NC State?
3. To what extent should departmental leaders be expected to conduct scholarly teaching, research, and/or extension programs in their field of expertise?
4. To what extent should departmental leaders facilitate faculty mentoring of junior faculty?
5. What length of contract (number of months) best suits our departmental leaders? Is “minding the store” during the summer crucial or not?
6. How should the term of initial appointment of departmental leaders (head, chair, or other designation) be specified in their contracts?
7. How, and how often, should reviews of the departmental leader performance be conducted?
8. What characteristics of departmental leader reviews are desirable? Should they: a) involve all departmental faculty/staff/students/external reviewers, b) be flexible by college or department in terms of the questions to be asked of reviewers and the factors to be judged, c) be discussed by deans and faculty after completion, d) be clear and effective in prescribing consequences of the reviews?
9. By what mechanisms and to what extent should faculty join or replace the dean in decisions regarding hiring and terminating faculty leaders?
10. Recognizing that departmental leaders must represent and be responsible to the interests and concerns of both the departmental faculty and the dean, should the leader be considered primarily a college administrator (manager) or faculty representative?

Attachments:

1. information from a survey of our peer institutions
2. data obtained from University Planning and Analysis
3. report of the Personnel Policy Committee, March 14, 1972
4. report of the Provost Committee #8, Feb. 1994
5. excerpt from Provost Nash Winstead’s memoirs
6. summary of joint APC/PPC discussion, Feb. 27, 2001

Respectfully submitted,

Alton J. Banks, co-chair  
Academic Policy Committee

William C. Kimler, co-chair  
Academic Policy Committee

Robert W. Bottcher, chair  
Personnel Policy Committee

## **Appendix 6: Other 2009-2010 activities (not directly related to the head-chair issue) of the Governance Committee of the Faculty Senate**

### **6.1. Resolution related to transition periods from administrative positions to faculty positions**

At the 9/1/09 meeting of the Governance Committee, the following resolution was approved by the committee:

Whereas: The Faculty Senate supports establishing reasonable rules for the duration, pay, and academic expectations for transition periods from senior administrative positions to regular faculty positions,  
Therefore Be it Resolved: That the Faculty Senate therefore supports the recommendations in [President Bowles' 31 July 2009 letter](#) to the Board of Governors concerning “administrative separation and/or retreat to the faculty.”

The resolution was forwarded to the full Faculty Senate, and approved there on 9/8/09 (see [http://ncsu.edu/faculty\\_senate/2009-2010-resolutions-R1.php](http://ncsu.edu/faculty_senate/2009-2010-resolutions-R1.php)).

The letter referred to above, written by President Bowles, can be found at the link above to the Faculty Senate web site, and also at the Board of Governors web site, <https://www.northcarolina.edu/bog/index.php>, under the link for “pre-meeting materials”, for the Sept. 18, 2009 Board of Governors meeting, Item 2 under “Committee on Personnel and Tenure”.

### **6.2. Faculty Senate communications**

Efforts in this area were mainly by one of the Governance Committee co-chairs (D. Genereux), though the full committee did include some communications issues in its February 2010 recommendations to the Executive Committee (see 6.3 below). In fall 2009 Dr. Genereux presented several ideas related to improved Faculty Senate communications to the Chair of the Faculty, Margery Overton. On January 7, 2010, Dr. Overton and Dr. Genereux discussed strategies and resources for improved Senate communications with Dr. Betsy Brown (Vice Provost for Faculty Affairs) and Joseph Hice (NCSU Chief Communications Officer). Dr. Brown and Mr. Hice invited a follow-up e-mail requesting from the Provost’s office assistance with improved communications, and Dr. Overton sent that e-mail on February 1, 2010. As of this time, the Governance Committee is not aware of a response to Dr. Overton’s e-mail.

Two low-cost strategies already adopted this year are:

1. A specific, one-page annual summary of results or highlights from the Faculty Senate (the first version, for 2008-2009, is on the Faculty Senate web site, [http://ncsu.edu/faculty\\_senate/items-interest/FacultySenateActivities.php](http://ncsu.edu/faculty_senate/items-interest/FacultySenateActivities.php)).
2. Beginning in spring 2010, brief, specific highlights from each Faculty Senate meeting are being posted on the Faculty Senate web site, within about a day after the meeting.

### **6.3. Recommendations for consideration by the Executive Committee**

In February 2010 the Governance Committee forwarded a number of recommendations to the Executive Committee, for discussion, prioritization, and possible action there. The

recommendations (below) spanned a range of topics (communications, committees, reducing time spent in meetings, spreading the workload, etc.):

- Adopt a clearer “charge” statement on the Senate web site ([http://www.ncsu.edu/faculty\\_senate/](http://www.ncsu.edu/faculty_senate/)); see next page.
- Pursue new communication methods, to better inform the faculty and broader university community concerning Faculty Senate activities and outcomes.
- Re-write the job description for the Faculty Senate secretary as needed to include new communication efforts (e.g., bylaws, IV. 2-4., VIII).
- Have an annual report focusing on specific accomplishments and progress; this would supply more detail to go along with the annual one-pager of highlights.
- Ask senators to survey their constituencies at the start of the academic year, to see what issues they would like to have discussed in the Senate. Perhaps have some standard text for this, supplied to senators by the Chair. Facilitate this e-mail with college listservs for senators.
- It would be helpful for senators to have a college listserv for other occasional communications, including those regarding college elections.
- Promote interaction with university standing committees ([http://ncsu.edu/faculty\\_senate/faculty-senate-committees/fac-sen-liaisons.php](http://ncsu.edu/faculty_senate/faculty-senate-committees/fac-sen-liaisons.php)), where substantial work does or at least should take place; get more reports back from liaisons, and have liaisons bring issues or feedback to those committees from the Senate; give liaisons specific guidance at the start of the year on the role of the liaison and the Senate’s expectations for a liaison (at one point there was a handout on this to new senators).
- Allow Senators not on the Exec. Comm. to chair Senate committees (change bylaws, VII.3); Exec. Comm. members would still serve on committees.
- Discuss in the Executive Committee the possibility of reducing the number of Senate standing committees or changing their scope. (No change in bylaws is needed for this, VII.1.) Do the committee chairs feel the committees are all needed on a standing basis? What is the criteria for justification of a standing committee of the Senate (it fills a long-term need that can’t be met as well with an ad-hoc committee and is not met with a standing committee of the university)? Could/should work be shifted toward ad-hoc task-oriented committees of the Senate (no change in bylaws needed, VII.4.) for topics that are not necessarily “standing” (permanent)?
- Enter committee reports (final reports from ad-hoc committees, annual reports from standing committees or multi-year ad-hoc committees) into a database that is searchable by keyword, to help avoid re-inventing the wheel, re-doing major efforts because the people interested in a topic today don’t know about the past efforts on that topic.
- Reduce the number or length of meetings; possibilities include a 3-week rotation with a week off (full senate, committee, week off), or a later start at 3:30 in a two-week rotation (change bylaws, III.1.). Assuming 5 pm ending time (an upper limit), meeting hours would go from  $8 \times 2 = 16$  hours per semester for full Senate and for committee (32 total), to  $5 \times 2 = 10$  hours or  $8 \times 1.5 = 12$  hours per semester for full Senate and for committee (20 or 24 total).

**current text on the Faculty Senate charge, [http://www.ncsu.edu/faculty\\_senate/](http://www.ncsu.edu/faculty_senate/):**

The Faculty Senate provides advice to the [Chancellor](#) and, through the Chancellor, to the [Board of Trustees](#).

In this role, the Faculty Senate discusses with or provides information to any administrator with authority and responsibility for a decision, recommends policies to any administrator who is authorized to make a decision, and makes policy recommendations to the Chancellor, [Provost](#) and Vice Chancellors.

In addition, the Chancellor or an authorized designee may delegate authority to the Faculty Senate on specified matters.

The Faculty Senate is a body of representatives from each college, school and other constituency of the University. Each faculty senator serves as a liaison between the governing body of the faculty and the faculty of the constituency that the senator represents. Senators report regularly to their constituencies on the deliberations of the Senate, meet as a delegation with the dean or other appropriate administrator of their constituency, bring issues of concern from their constituencies to the Senate for consideration, and act as facilitators of faculty participation in the governance of the University.

**suggested new draft:**

The Faculty Senate works continually to see that faculty perspectives are expressed and heard in a variety of ways:

- we suggest and work toward improvements in N.C. State policies and rules, especially those related to academic matters, shared governance, and faculty positions and evaluation
- we provide information and advice to the chancellor, provost, and other university-level administrators, in face-to-face meetings and in writing
- we provide feedback to and receive reports from university standing committees with specific areas of responsibility (e.g., undergraduate curriculum, research, evaluation of teaching, etc.), largely via Faculty Senate liaisons to each of these committees
- we serve as one of the two primary points of faculty contact and representation with the university-level administration (the other of the two points being the university standing committees, each of which has a fairly tightly-defined charge).

Our scope is any topic of importance at the university level.

The Faculty Senate is a body of representatives from each college and the “general constituency” of the university (the general constituency includes faculty in the library, Physical Education, and other units not under a specific college) . Each faculty senator serves as a liaison between the Senate and the faculty of the constituency that the senator represents. Senators bring issues of concern from their constituencies to the Senate for consideration, report back to their constituencies regarding Senate activities, organize elections within their constituencies (for Senate, Grievance Panel, and Hearings Panel seats), and act as facilitators of faculty participation in the governance of the university, as outlined in the bullets above.

**6.4. Conditions on the use of outside funds that come with strong “strings attached”**

The committee began some readings and discussions on this topic in March 2010, under the leadership of co-chair D. Auerbach. Work was just beginning, looking at case studies on how groups outside of universities have tried to influence academic matters through donations that came with particular constraints reflecting the donor’s values or perspectives. This is a possible topic for attention in future years.