



Academic Human Resources Annual Accountability Report 2003-2004

Executive Summary

This report highlights the progress Academic Human Resources has made during 2003-04 on the goals from our 10 Year Plan. Academic Human Resources has made progress in all areas and responded to challenging budget issues. The mission of Academic Human Resources is to help the campus recruit and retain excellent and diverse faculty and academic appointees.

- AHR implemented **nine process changes** suggested by the Executive Budget Committee (EBC) process and is continuing to work on other longer-term automation projects, e.g., bio-bibliography network and on-line applications.
- The **percentage of recruitments resulting in new faculty hires has increased** from 63% in 2001-02 to 78%. In 2003-04, 39 ladder-rank faculty been hired.
- In response to declining candidate submission of affirmative action data, **AHR implemented an automated email** follow up process, resulting in a 49% increase across all departments; before implementing the email follow-up, the return rate was 36% and after implementation, the average return rate has increased to 70%.
- UCSC continues to be one of the most **diverse faculty** in the UC system and the **turnover rate** for ladder-rank faculty **slightly increased to 2.7%**, up from last year's 2%.
- The **Diversity Awards program** recognized campus diversity efforts by allocating \$22,600 to support department's diversity goals.
- The **Faculty Relocation Assistance Program (Faculty RAP)** has served 114 candidates and new faculty members since its inception in January 2002. In 2003-04, the coordinator met with 57 candidates and new faculty members to assist their families relocate to the Santa Cruz area, a 26% increase from 2002-03. Additionally, the Faculty RAP launched a faculty relocation web site, available at <http://ahr.ucsc.edu/frap/index.htm> with information and resources about the Santa Cruz campus and community.
- **The Dual Career Service** has served 112 clients since its inception in January 2000. In 2003-04, the coordinator has assisted 38 spouses and partners of faculty with their career searches, a 31% increase from 2002-03. This program allows UCSC to effectively address the career needs of spouses and partners of faculty members.
- **Northern California's Bay Area Higher Education Recruitment Consortium (HERC)**. held a press conference to introduce the web site <http://www.bayareaherc.org/> that drew local, state, and national media attention; initiated a collaboration with the *Chronicle of Higher Education* which netted HERC over \$43,000 in free advertising space; helped UCSD launch a Southern Cal HERC <http://www.socalherc.org/> and began consulting with Princeton University to help them launch a New Jersey HERC. As a testament to HERC's success in 2003-04, the consortium has grown to 19 area campuses since 1999.
- With increased turnover of department staff, **AHR developed a web-based tool** to guide departments on personnel reviews and share best practices among departments.
- Ten faculty members applied and were approved for the **merit equity review process** and all decided to go forward with the review except one. Of these reviews, seven have been completed with five resulting in some advancement.
- **Expansion of access to Div Data continued** with Department Managers in Social Sciences and Humanities divisions. The database developed and maintained by AHR was used for all academic recruitments in 2003-04, allowing for more rapid turn-around of recruitment documentation and easier data analysis. At the request of academic divisions, academic student employees were added to the employee population covered by the database.
- **Formal charges** of violation of the Faculty Code of Conduct **decreased 57%** from 2002-03.
- **380 faculty and staff attended AHR sponsored workshops in 2003-04.** The New Faculty Welcome was expanded to include a series of workshops for all Assistant Professors on technology in the classroom, evaluating students, the tenure process, and benefits.

The following is a detailed report, including data, about AHR's role with Executive Budget Committee, Recruitment and Retention, Diversity, Advancement, Administrative Support, Complaint Resolution, Policy Review/Implementation, and Training and Development.

Executive Budget Committee

In 2003-04, staff from AHR participated in several of the Executive Budget Committee work groups seeking ways to streamline processes and reduce costs. A common theme in many of those groups was the desire to automate processes, reduce redundant information systems, and use current systems as efficiently as possible.

In support of these efforts, Academic HR participated in several projects during 2003-04:

- Developed corporate reports from the PPS universe in the Data Warehouse.
- Development of the GARP (on-line graduate admissions) system and developed the reporting interface.
- Development of an on-line employment application process with School of Engineering.
- Contributed to the Identity Management project and the implementation efforts for AIS, particularly as related to setting up faculty in those systems
- Staff undertook training in PHP and MySQL to develop a proof-of-concept on-line faculty bio-bibliography system (BiobibNet).
- AHR process streamlining included revisions in delegation of authority, reduction of CAP and/or DIV CAP review, reduction of review requirements, and automation of the CAP agenda.

Recruitment and Retention

Recruitment Success

During the 2003-04 recruitment year, the campus conducted 44 ladder-rank searches. Of these 44 searches, 4 are still in process. Of the 40 searches concluded, 31 were successfully filled and 9 closed without hire. From the 31 searches that were successfully filled, 39 new faculty have been appointed, as a result of multiple hires in several searches.

The number of successful searches has consistently increased over the past three years, as noted in Table 1. The campus has continued to focus on improving outreach efforts and implementing new programs to assist in attracting top candidates to UCSC.

Table 1

Year	# Of Searches	# Searches Filled	# Of Searches Closed without Hire	# Of New Hires
2001-02	31	13 (42%)	18 (58%)	13
2002-03	40	25 (63%)	15 (37%)	28
2003-04	44 (4 still in process)	31 (78%)	9 (22%)	39

Best Practices Working Group for Interview Visits for Faculty

AHR has formed a work group to identify best practices for departments arranging campus interview visits for candidates. This was a response to anecdotal evidence that interview visits varied in scope and quality across departments and in recognition of the adage "the candidate is interviewing UCSC at the same time UCSC is interviewing them."

New AHR process to improve return rate for applicant data form (EEO/AA cards)

With the implementation on-line collection of EEO/AA data, the response rate significantly declined. In order to efficiently compare applicant pools to EEO/AA availability data, the return rate of applicant data forms must be sufficiently representative. In the fall quarter of the 2003-04 recruitment season AHR created an automated process that sent a follow-up email to all applicants who had not yet returned their applicant data after applying for an academic position at UCSC.

Highlights:

- 2014 follow-up emails were sent asking applicants to submit data on-line
- 36% average return rate across all divisions before follow-up email

- 70% average return rate across all divisions after follow-up email
- Average improvement across all divisions was 49%

Source of Applicants

Professional journals and professional organizations continue to be the most productive sources for attracting applicants. Applicants to Engineering searches continue to utilize web sources to a greater degree than those in other disciplines. Otherwise, there is no distinguishable difference by discipline. When applicants indicated an “other” source and provided detailed information, they most often cited colleagues or a particular professional journal as the source.

Table 2 Source of Applicants (Where do applicants find out about jobs?)

Ranking	Source(s)	Percent of total responses
1	“Professional Journal”	36%
2	“Professional Organization”	19%
3 - tie	“Posted Announcement” and “Other”	18%
4	“Chronicle of Higher Ed”	14%
5	“UCSC Web Site”	13%
6	HigherEdJobs.com	7%
7	“UCSC Bulletin”	2%
8	“HERC Web Site”	.03%

2488 Applicants referenced at least one source. There were 3116 total responses because some applicants mentioned more than one source.

Non-Senate Recruitments and Waivers

Ongoing pool searches allow departments to continually accept applications for short term, temporary positions and reduce the resources devoted to searches, while increasing the opportunity to attract qualified candidates.

Table 3 - Non-Senate Searches and Waivers

Year	Number of Temporary Searches	Number of Waivers	Number of Exemptions
2001-02	62 (21 were ongoing pool searches)	196	42
2002-03	45 (28 were ongoing pool searches)	170	86
2003-04	57 (20 were ongoing pool searches)	181	100

The majority of exemptions (44) were granted for individuals who were recipients of a competitive award, e.g., UC Faculty Fellow.

College Writing Pool

In conjunction with the colleges, AHR implemented a pilot program during 2003-04 for a new consolidated pool of qualified instructors to teach sections of the College First Year Writing Seminar. The positions were advertised jointly and candidates were able to submit one application for consideration for all of the college positions. Each college provost was provided with material from each applicant who met the published deadline for initial review. From those applicants, college provosts determined whom they would select to teach their courses. As this is an ongoing pool, periodically the college provosts will be sent additional applications as they are received in AHR. To date there are 156 applicants in the consolidated pool.

Dual Career Service and Faculty Relocation Assistance Program

In order to respond to spousal employment and relocation needs identified in the past by candidates for ladder-rank appointments, UCSC launched the Dual Career Service in 1999 and the Faculty Relocation Assistance Program (Faculty RAP) in 2001. To date, both programs have served a total of 226 faculty families.

The Dual Career Service provides assistance and support during the employment searches of the spouse or partner of candidates and appointees for ladder-rank faculty and senior management positions. Since its inception in January 2000, the Dual Career Service has served 112 clients (spouses or partners of faculty members). Of those, over 75% have received career assistance on multiple occasions that have involved: job search planning, resume/C.V. consultation, and arranging networking opportunities with area employers, referrals, and interview practice. The number of actual contacts with clients is over 500.

The number of Dual Career clients served in 2003-04 has increased 31% from 2002-03 with 38 clients receiving services during 2003-04. The Dual Career Service web site can be viewed at: <http://ahr.ucsc.edu/dcs/index.htm>

In the winter of 2002, AHR launched the **Faculty Relocation Assistance Program (Faculty RAP)** to assist potential faculty by providing relocation resources and area information. Since its inception, the coordinator has met with 114 candidates or appointees for faculty positions. All in-person meetings have been followed up with a minimum of one email or phone contact and the provision of additional relocation resources. The number of actual contacts with clients is closer to 300.

The number of Faculty RAP clients served in 2003-04 has increased 26% from 2002-03 with 57 clients receiving services in 2003-04. This increase demonstrates both the need for such services and the excellent marketing efforts, which have made this service available to many faculty families.

Additionally, the Faculty RAP program launched a comprehensive faculty relocation web site; available at <http://ahr.ucsc.edu/frap/index.htm>. The web site contains comprehensive information and resources about the Santa Cruz campus and community. Another outreach vehicle to new faculty is *re:Location: The Newsletter for New UCSC Faculty Families* launched in the spring 2003. The newsletter contains information, resources, and tips for new faculty families and has been distributed widely to new faculty and the campus community in 2003-04.

AHR established **Northern California's Bay Area Higher Education Recruitment Consortium (HERC)** in the spring of 1999. HERC is comprised of 19 area campuses that have worked together to facilitate up-to-date information resources, technology, networking, and outreach programs to be effective in recruiting and retaining a diverse and qualified faculty and staff. Members of the consortium include public, private, and community colleges drawing from the area bounded by Merced to the east, Monterey to the south, and Sonoma to the north. One particular interest of HERC's is finding effective ways to assist spouses and partners of our faculty and staff to secure area employment.

To that end, the consortium launched a web site <http://www.bayareaherc.org/> in April 2003 to bring visibility to employment opportunities on our respective campuses and to pool our shrinking recruitment resources for mutual benefit. HERC held a press conference to introduce the web site that drew local, state, and national media attention

In addition to the nearly \$100,000 the HERC project collects in membership dues, web licensing, and consulting fees, this year, HERC entered into collaboration with the *Chronicle of Higher Education* to consult with them about a new recruitment management system they hope to develop and in exchange will receive over \$43,000 in free advertising space throughout the 03-04 year. These ads have begun to run and give HERC and our campus increased visibility in that prominent publication.

Another indicator of HERC's success is the attention from prominent colleges and universities. At the initiation of UC's southern California campuses, the HERC coordinator has consulted with UCSD to help them launch a Southern California HERC <http://www.socalherc.org/>. As a result, in less than a year, the Southern California HERC has 23 participating campuses and an impressive web site. At present, the HERC coordinator is consulting with Princeton University to help them launch New Jersey HERC. Additionally, Harvard University and the State University of New York system have expressed an interest in forming HERC's based on Northern California's successful model.

Diversity

2003-04 Faculty Statistics

- UCSC ladder-rank female faculty (all ethnicities included) has increased from 35% to 36.6%. The ethnic minority (men and women combined) remains 25%
- UCSC is second in percentage of female faculty among UC campuses (UCSC 36.6%, UCSF 36.7%) All other campuses are substantially lower. Increased efforts to diversify other UC campuses appears to be paying off, while UCSC has remained relatively unchanged.
- Turnover rate for 2003-04 was 2.7% slightly higher than last years 2% turnover rate. One more faculty member retired and two more resigned in 2003-04 than in 2002-03.
- 14 ladder-rank separations in 2003-04.
- Of these separations:
 - One deceased
 - Seven retired (five male, two ethnic minority) male and female combined
 - seven resigned (four female, three male)

2003-04 Diversity Fund Awards: Helping to increase the candidate pipeline

The Diversity Fund program encourages longer-term efforts to increase the "pipeline" as well as specific support for faculty recruitments. Approximately \$22,600 was provided to fund the program. Proposals were received from fourteen departments. The Senate Committee on Affirmative Action reviewed the proposals and forwarded recommendations to the Campus Provost/Executive Vice Chancellor. Twelve of the fourteen proposals were awarded funding for 2003-04.

President's Faculty Diversity and Enrichment Initiatives were discontinued due to lack of funding from UCOP.

Advancement Data

Comparing the process timeline this year to last year, there are no significant changes. This year 12 reviews were not completed by the end of July; four were merit equity reviews. Faculty adherence to the deadline to submit their materials to the department continues to support a more timely review process, even in the face of decreased staffing at many levels of review. While the number of senate files decreased during the 2003-04 year, the appointment review files increased thereby increasing the workload. As the faculty population continues to increase and the support staff possibly decreases, the time to complete each file will undoubtedly increase. The challenge facing AHR will be to continue to provide efficient, accurate and timely services.

Table 4 - Number of Senate Actions by Year

Year decision made	Number of Senate files	EVC Authority	Dean Authority	EVC Authority Holdovers	Appointment Reviews (Dean and EVC)
1998-99	154	83	71	17	25
1999-00	210	134	76	57	22
2000-01	207	107	100	31	60
2001-02	227	132	95	41	37
2002-03	231	149	82	10	47
2003-04	218	139	81	12	53

Total number of files omits deferrals but includes appointments, numbers look at ladder-rank only, not SOE.

Files without Ad Hoc Committee Review

On average it took about an extra month to complete an EVC authority review without ad hoc committee, as compared to a Dean authority review. The median time for Dean authority files improved by 42 days which is a significant improvement over last year. EVC authority files without an ad hoc committee improved by 18 days over last year. (Neither process involved an ad hoc committee review therefore it is a logical comparison)

Table 5 Dean Authority Files 2003-04

	Days in Dept	Dean Days in Div	Dean Days CAP	Dean Days Decision	Total Time	Change Total Days from last year
Median	83	9	26	13	153	42 fewer days
Average	102	17	28	24	170	4 more days
Max	444	51	53	143	463	245 more days
Min	36	0	11	1	63	22 more days

Number of files: 42. Each process step is calculated separately so total time is not a combination of average or median of each step.

Table 6 - Dean Authority Files 2002-03

	Days in Dept	Dean Days in Div	Dean Days CAP	Dean Days Decision	Total Time
Median	79	14.5	22	8	195
Average	92	22	27	29	166
Max	393	82	111	121	218
Min	8	0	9	0	85

Table 7 – EVC/Chancellor Authority Actions without Ad Hoc Committee 2003-04

	Day in Dept	Days in Div	Days AHR to CAP no slate	Day CAP to AHR	Days AHR to Admin	Days Admin to Decision	Total time in AHR	Total Time	Change Total Days from Last Year
Median	91	41	2	16.5	4	8	9	193	18 fewer days
Average	113	42	7	18	7	13	14	212	1 more day
Max	529	98	93	45	43	136	93	643	382 more days
Min	5	0	0	3	0	2	0	22	139 fewer days

Number of files: 70 Each process step is calculated separately so total time is not a combination of average or median of each step.

Table 8 – EVC/Chancellor Authority Actions without Ad Hoc Committee 2002-03

	Day in Dept	Days in Div	Days AHR to CAP no slate	Day CAP to AHR	Days AHR to Admin	Days Admin to Decision	Total time in AHR	Total Time	Change Total Days from Last Year
Median	96	36	5	14	4	7	7	211	16 fewer days
Average	114	48	7	21	6	14	12	211	36 fewer days
Max	268	201	132	130	36	217	146	261	313 fewer days
Min	0	5	0	1	0	0	0	161	137 fewer days

Number of files: 77

Files with Ad Hoc Committee Review

CAP acted as the ad hoc committee in 33 cases; four appointments, 11 promotions to professor, 12 merit to Step 6, two merits to Above Scale and three mid-career appraisals. This represents a 48% increase over last year.

An ad hoc review previously added about three months to the review process. This year on average ad hoc review increased the total time by over 6 months (176 days). The files that were subject to ad hoc committee review were the more complex cases, some involving charges. These files moved more slowly at all levels of review. The average increase for days in ad hoc was only 10 days (from 74 to 84). However, it is important to note that the total median time from the file reaching the department through to the decision remained unchanged from last year.

Table 9 - EVC/Chancellor Authority Actions with Ad Hoc 2003-04

	Days in Dept	Days in Div	Days in Ad Hoc	Days CAP to AHR	Days AHR To Admin	Days Admin To Decision	Total Days	Change Total Days From Last Yr
Median	138	47	72	20	3	13	279	0
Average	185	61	84	20	10	16	388	82 more days
Max	624	333	205	44	79	61	1115	528 more days
Min	93	7	23	1	0	0	217	49 more days

Number of files: 22

Table 10 - EVC/Chancellor Authority Actions with Ad Hoc 2002-03

	Days in Dept	Days in Div	Days in Ad Hoc	Days CAP to AHR	Days AHR To Admin	Days Admin To Decision	Total Days	Change Total Days From Last Yr
Median	133	55	59	13	4	7	279	29 more days
Average	149	59	74	12	5	10	306	24 fewer days
Max	349	200	319	56	25	37	587	70 fewer days
Min	8	3	0	0	1	0	168	58 fewer days

Number of files: 46

Merit Equity Process

Ten faculty applied and were approved for the merit equity review process and all decided to go forward with the review except one. Of these reviews, seven have been completed by July 1, 2004 with five resulting in some advancement. Advancements ranged from an increase in off-scale salary to a merit increase of two steps. AHR has been working with the Senate on revisions to the current program and needed more of the merit equity reviews to be completed before completing the revision to the program.

Administrative Services and Support

Academic Division Data Base ("Div Data") In 1997-98 AHR partnered with the academic divisions to develop the **Academic Division Data Base ("Div Data")**, which automates and tracks the academic personnel review process, making it easier to analyze data concerning academic appointees. This database helps both divisions and central administration manage academic personnel processes in a more productive manner by reducing multiple shadow systems to one and automating the generation of contract - required correspondence. "Div Data" provides one central repository for data on academic employees, from the time they first apply for a position until they separate from academic employment, and is supplemental to the UCOP Payroll/Personnel System (PPS).

This year AHR expanded the user base for Div Data (to include department managers in the Social Sciences and Humanities Divisions) and the employee population (to include students in academic titles). While we do not want to devote a great deal of staff resources into further development of Div Data, given the current IT reorganization and our desire to move the system to a different platform, we do want to continue to stretch the "band-aid" to accommodate the needs of the campus until we have better options. In particular, sufficient resources must be provided for development to allow units to retire other "shadow" systems they are currently maintaining.

AHR continued to provide data and received over 100 information requests that required ad hoc report generation; and continued to provide standard reports to units across campus. The need to integrate data from multiple systems continues and requires continued development of technical expertise.

Formal Complaints

AHR staffed the Committee on Charges, an administrative committee composed of Senate faculty, which conducts probable cause investigations of formal complaints of alleged violations of the Faculty Code of Conduct on behalf of the Campus Provost/Executive Vice Chancellor. Following its investigation, the Committee makes a written recommendation to the CP/EVC whether to initiate a disciplinary action, including a recommendation for an appropriate sanction, or to dismiss the complaint.

The CP/EVC received four new formal complaints in 2003-04, which were forwarded to the Charges Committee for investigation; this was three fewer than were submitted in 2002-03. However, there were four complaints that were held over from 2002-03, pending further investigation, which this year's Committee assumed and completed.

In the fall of 2003, AHR coordinated a joint orientation session for members of the Committees on Charges and Privilege and Tenure, support staff to these Committees, and Privilege and Tenure advisors. Representatives from Office of the President (General Counsel and Academic Advancement) presented information on investigations, levels of proof, and the hearing process. Based on the positive feedback received from both attendees and presenters, this orientation session will be offered again in 2004.

Policy Review/Implementation

Policy reviews during 2003-04 involved directives from UCOP to address system wide needs or campus initiatives for policy revisions or implementations. Some of these initiatives are based on collaborative efforts, where AHR staff members have participated in the analysis and discussions to assess long-term impact and identify the appropriate course of action. Some changes are in response to legislative or new regulatory mandates. In addition, Academic Human Resources is in ongoing consultation with campus constituents including departments, deans, and the Committee on Academic Personnel regarding opportunities to save time and expedite decisions concerning academic personnel processes.

The following lists policy and procedure development, reviews or implementations during 2003-04. Of particular note, is the post doc implementation, which AHR assumed responsibility for due to leadership changes and staff turnover in the graduate

division. The new Unit 18 contract required substantial resources to interpret and develop as well the professional development program for Unit 18

Campus Initiatives:

CAPM new section for Unit 18 Lecturers to implement a new memorandum of understanding

CAPM new section on term appointments of Non-Senate Academic Appointees

CAPM new section on Postdoctoral Scholars

Post doc benefits program

CAPM revised section for Lecturer with Security of Employment Series

CAPM revised Endowed Chair policy

Record Retention Policy -- Student evaluations of faculty

Redelegation of authority to deans in policy areas:

Leaves;

Off-scale salaries;

Continuing Education Specialist series

Academic Coordinator Series – CAP (DCAP) review dean's discretion

UCOP initiatives, formal and/or informal reviews

Proposal for new policy on conflicts of interest created by consensual relationships

Proposal for revised policy on sexual harassment and procedures for responding to reports of sexual harassment

Proposal for revised Specialist salary scales

Military Leave supplemental pay

Family Friendly Policy Proposals

Workgroup to revise additional compensation policies

APM 137 – Term Appointments of Non-Senate Academic Appointees

APM 010 – Academic Freedom

APM 260 – University Professors

APM 278-279 – Clinical Professors

Development and Training

Summary listing of offerings in 2003-04

Training sessions provided for Department Chairs and Provosts

- Three-day leadership program for department chairs and college provosts
- Session regarding challenges to the curriculum resulting from budget impacts; advising and classroom scheduling
- Session to disseminate information about the campus budget
- Faculty Review Process for Department Chairs
- Implementing the Unit 18 Memorandum of Understanding and the new campus procedures (5 sessions)
- Recruitment sessions with faculty search committees (with each division)

Workshop Series for Assistant Professors and New Faculty

- New Faculty Orientation and Welcome Dinner
- Explanation of the academic personnel review process (two sessions)
- Technology resources and tools for classroom teaching
- Teaching with special attention to issues of intellectual honest, managing conflict, students with special needs, diversity issues (race, gender, sexual identity)
- Balancing work/family; strategies

Briefing/Training Sessions for Staff

- American with Disabilities Act – CUPA audio conference
- Human Resources Internal Consulting – CUPA audio conference
- Implementing the Unit 18 Memorandum of Understanding and the new campus procedures (five sessions)
- Payroll Personnel System procedures and academic policy (three sessions)
- Graduate Division orientation to GARP FMP
- Academic Division Data Base ("Div Data") training for divisions and departments (four sessions)

There is a continuing and growing need to orient and develop faculty administrators and leaders and division and department staff—as a consequence of campus-wide anticipated retirements, normal turnover; campus changes in complexity resulting from growth in size; risk management, budget reductions, and a variety of new programs.

There were approximately 380 attendees overall for AHR's training and briefing sessions in 2003-04. Attendees at these sessions appreciate not only the content, but also the opportunities to learn from and share ideas with their colleagues. The New Faculty Orientation, Campus Provost Workshops, and Review Process sessions receive consistently high ratings.

Academic Human Resources sponsored a day long, New Faculty Orientation and Welcome event for incoming ladder-rank faculty. The program is designed to give new faculty a mix of campus history, student demographics, teaching and research resources, information about shared governance, and important time to network with each other and their divisional deans. The day concludes with a dinner event for new faculty and their families and provides an important time for socializing across divisional boarders. Those who responded to a follow-up survey rated the 2003 New Faculty Orientation "excellent". A faculty panel entitled "Tips for New Faculty" added to this year's agenda was particularly appreciated by participants, as was the family dinner event.

The Campus Provost Workshop series provided three workshops on topics of interest to new faculty and assistant professors. Topics dealt with resources and tools for classroom teaching, issues of intellectual honesty, conflict in the classroom, students with special needs; diversity issues (race, gender, sexual identity). These are opportunities to acclimate new faculty into the campus culture, to provide information about the resources and opportunities for enhancing performance, and to develop community across departments.

Briefings and workshops about the academic personnel review process are provided to department chairs and their managers to provide them with conceptual and operational tools to assist them in the faculty review process. In addition, sessions are offered each year that are specifically intended for assistant professors, to guide them through the midcareer/tenure review process, the various university leave policies, and to offer tips and resources for questions they may have during their probationary period. These sessions are highly rated by attendees. In all these sessions, there is the additional learning and benefit that takes place from the voicing of issues and concerns with the opportunity to clarify misunderstandings and to dispel rumors.

Information sessions were also provided for chairs, divisions and staff during the year on the campus budget, new University policies, and recruitment as well as training sessions on the campus payroll and the data systems used for recruiting academics and for managing reports on the academic population. These sessions provide essential information about current concerns or issues, and tools to enhance productivity and efficiency.

A department chair leadership program was held in fall 2003. This was a three-day pilot program sponsored jointly with University Extension. Fifteen department chairs and college provosts were invited and attended. The daily schedule was 9:30-4:00 p.m. The topics were leadership and the role of the department chair; team building, motivating faculty; negotiation and persuasion. The attendees concluded the program on at University Center, where the chancellor and campus provost/executive vice chancellor joined them for dinner. Overall, attendees rated these sessions as valuable. Respondents to a follow-up survey indicated that new skills were developed and knowledge was gained from the sessions that will be applied in their role as department chair or college provost. The program was praised for being interactive and fostering discussion and communication within and across academic divisions.

AHR has prepared a proposed *Curriculum for Certification in Academic Personnel*, intended for staff who prepare, or who supervise those who prepare, academic appointment and review files as part of their current job duties. Participants who complete all eight courses in the series will receive a certificate of completion. Consultations with divisions about the content and next steps will take place beginning in fall quarter 2004.

AHR has formed a work group to assist in identifying training and competency requirements for academic personnel, including ladder-rank faculty, lecturers, and academics in research titles. The goal is to identify needs across campus, develop a 'compendium' of these topics and leverage resources for scheduling (also to avoid overlapping schedules), prioritizing and delivery.

The AHR website has a new section Managing the Academic Personnel Review Process. Here department chairs can find help on developing internal department procedures in academic personnel reviews for faculty. Ready for launch in a few weeks, is a section for Assistant Professors where they will find documents from the briefing sessions on the academic personnel review process.

Conclusion

This was a challenging year for AHR with numerous changes in campus senior leadership, continually increasing workload, and shrinking resources. AHR remains dedicated to providing the campus with the highest level of service possible.

Submitted by,

Barbara J. Brogan
Assistant Vice Chancellor