

## **THE FORMATION AND MODIFICATION OF ACADEMIC DEPARTMENTS IN ARTS AND SCIENCES: PRINCIPLES AND PROCEDURES**

### **PRINCIPLES:**

1. Requests to change the structure of a department should usually emerge from the concerns of the faculty and/or the dean directly involved. However, other individuals of the university may suggest that the faculty examine the effectiveness of the present departmental structure.
2. A new department may be formed as an entirely new entity, as a result of dividing an existing department, or as a result of combining two or more existing departments.
3. Collegiality is the fundamental principle upon which the governance of the university rests. At any point in this process, any of the parties involved may consult informally with anyone in the campus community whose contribution seems desirable.

### **PROCEDURES**

1. If someone suggests a change in departmental structure, the relevant faculty, the dean, and the Provost should engage in considerable informal discussion to solicit advice from other potentially interested parties, possibly including faculty in other departments or schools as well as the Senate leadership.
  2. When informal discussions appear to have elicited most of the relevant issues and concerns, the faculty who wish to form the new department should write a proposal that addresses the following points:
    - (a) How and why the change will better serve institutional needs;
    - (b) How the change will affect students and the governance and delivery of curriculum and degree programs;
    - (c) How the change will affect recruitment, appointment, review, promotion and tenure of faculty, as well as faculty assignments and workload;
    - (d) How the change will affect the need for financial support, including operating expenses, equipment, facilities and staffing;
    - (e) What impact the plan will have on Information Resources (Library books and subscriptions, computing equipment and support) and what is the source for additional funding; and
    - (f) A plan for effecting the change.
  3. The proposal must pass through the following levels of review in the order indicated. The individual(s) at each level shall review the proposal, consult with others as seems appropriate, and then either forward it to the next level with a positive recommendation or return it to the previous level with a written explanation of the reasons for withholding approval:
    - (a) The appropriate academic dean, who shall inform any potentially interested faculty and invite their consultation;
    - (b) The Provost who shall inform the Council of Deans and invite their consultation if relevant;
    - (c) If the proposal fails to receive approval at any level, those involved may choose to revise and resubmit it.
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Deans,

Per our conversations about faculty workload, here are a few reminders. The Chancellor's Office guidance on all these issues can be found in "EP&R 76-36, Faculty Workload: Policies and Procedures." This document is the basis for calculating faculty workload reported to the Chancellor's Office in the Academic Planning Data Base (APDB). The document directs each campus to meet its budgeted FTES with its budgeted faculty allocation.

The contracted Faculty Workload (per semester) consists of two components:

- A. 12 weighted teaching units (WTU) of direct instructional assignments, including classroom and laboratory instruction and instructional supervision, equivalent to 36 hours per week, and
- B. 3WTU equivalencies of indirect instructional activity such as student advisement, curriculum development and committee assignments (4 to 9 hours per week).

Excess Enrollment and double sections:

- A. Census date enrollment of between 75 and 120 is considered exceptional workload and a graduate assistant (G.A.) or student assistant (I.S.A.) may be allocated. Note: undergraduate student assistants **may not** grade papers, tests, or evaluate the work of other undergraduate students.
- B. For classes with census date enrollment of over 120, a G.A., I.S.A., or an additional 3 WTU may be assigned.
- C. **Note: Because CI does not currently have classrooms that will accommodate 120 students, a class enrollment of 100 students will be considered to meet the requirement of 120 students in both A and B above. For B, an additional 3 WTU may be assigned if enrollment is between 90-100.**

**Independent Studies:** This is appropriate for any supervision that requires of the instructor an average of one hour per week with each individual supervised student. The faculty member would receive one-third WTU for each student. 9 students required for 3 WTU. Independent Studies courses are initiated by students when they have a specific academic interest that is not covered in the normal curriculum. While two or three students may be interested in the same topic, if there are a number of students wanting to study a particular subject, this may more appropriately be offered as a "special topics" course.

**Team teaching:** Team taught courses are permissible, but must be balanced with the requirement to meet FTES target and to do so within budget. Thus, team-taught classes should have sufficient enrollment to justify the assignment of two faculty members to one class. Decisions about team teaching are at the discretion of the Dean who has budgetary responsibility for the class/program. One option for team teaching that does not have negative budgetary impact would be to have one faculty serve as the "faculty of record" while the second faculty member "volunteers" (in writing) as a co-instructor. If this is a regularly-taught course, the participating faculty can reverse their roles in a subsequent semester.

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