

Chairs' & Center Directors' Meeting Minutes

Date: January 20, 2017
Location: WCH – Room 443
Attendees:

Reza Abbaschian
Guillermo Aguilar
Alex Balandin
Matt Barth
Mitch Boretz
Marek Chrobak
Xiaoping Hu
Ashok Mulchandani
Nosang Myung
Walid Najjar
Marko Princevac
Ravi
Tom Stahovich
Jed Schwendiman
Vassilis Tsotras
Kambiz Vafai
Sharon Walker
Albert Wang

Absent:

Bir Bhanu
Jay Farrell

1. Welcome – Request for Agenda Items from the Floor – Sharon

No items were added to the agenda.

2. Approval of Minutes - Pat

The revised minutes of the January 6th meeting were unanimously approved.

3. Introduction – Senior Director of Development – Jed Schwendiman

Jed gave a brief summary of his development experience that included positions at Stanford, SMU and Whitman College. He called attention to two attachments to the agenda: “What Makes Donors Give More” and “Don’t Fear Fundraising.” He noted that donors typically provide about 16 gifts before making a large (\$1M+) donation so it’s important to start making contact with alumni early. “Don’t Fear Fund Raising” was written by a faculty member at Texas Tech and provides valuable insights on fund raising for faculty. Jed indicated that BCOE’s share of UCR’s new fundraising campaign is \$55M. About \$42M has already been raised. UCR’s total campaign goal is to raise \$300M by 2020. It was suggested that equipment for CNSE’s Clean Room could be an appropriate campaign target. Jed indicated that only 3% of UCR alumni give

annually (compared to 20-40% of alumni at most private universities). Jed will schedule meetings with each BCOE Chair/Director to review department/center needs and fund raising opportunities. Jed asked Chairs to identify faculty members that could accompany him to visits with potential donors. It was noted that Chairs don't know who (i.e., which alumni) has been contacted previously. Jed will try to provide this information to Chairs.

4. Graduate Education – Ravi

Ravi distributed a comparison of BCOE grad student applications between 2016 and 2017 (to date). He noted that there are only about 70 fewer applications submitted but over 260 fewer applications completed this year. He asked Chairs to push their Grad Assistants to contact applicants that haven't completed applications yet. There are about 60 fewer domestic applicants than last year and about 84 fewer domestic applications have been completed to date. On a positive note, both the number of PhD applications started and applications completed increased this year. It is believed that the quality of grad students is increasing in BCOE.

Ravi stated that work on MRB1 is proceeding. There will be a meeting soon to discuss the location of the new Café. Sharon added that there was a recent Deans meeting to discuss who should be on the committee to develop space allocations for MRB1. There may be a call for proposals for MRB1 space use. However, it was noted that the pool of campus ICR return, not just ICR return from MRB1 users, is being used to pay the loan on MRB1. As such, it was suggested that BCOE should try to obtain an appropriate share of MRB1. However, Pat noted that under the new campus budget model, BCOE will be charged its proportionate share of the annual operating costs (utilities, maintenance, etc) of MRB1.

5. Undergraduate Education – Marko

Marko gave the attached presentation on Undergraduate enrollment, ABET, Career Fairs, Upper Division Unit Reduction Status and a January 2017 NAE Workshop. Comments included:

- Chairs are concerned about the impact of lower AIS thresholds on incoming student quality
- BCOE Programs should have a uniform approach to defining ABET outcomes
- Not enough companies come to UCR Career Fairs
- UCR's Career Center Director, Sean Gil, will be invited to attend a future Chairs/Directors meeting
- UCR is the only UC campus to force reductions in Engineering upper division units

6. Senate Update – Tom

Tom reported that the Senate still wants the Provost to step down before the end of the current fiscal year. The Chancellor will discuss this issue at a Town Hall meeting on 1/30/17. The start time of the BCOE Chairs/Directors meeting that day has been delayed to 12:30pm so that Chairs/Directors can attend this important Town Hall. Also, Tom stated that he had a recent meeting with Ron Coley to discuss EH&S and lab safety. Ron's vision is that EH&S should be a lab safety monitor/partner and not focus on enforcement. As a follow-up, Tom will be meeting with Al Vasquez, Director of UCR Risk Management. Tom asked that Chairs/Directors send him any relevant input on EH&S and lab safety. Tom will meet with Maggie Souder in advance of his meeting with Al.

7. Dean Updates – Sharon

Sharon noted that Jed is a valuable addition to BCOE development efforts. She encouraged Chairs/Directors to meet with Jed and identify faculty that could help in development efforts. She noted that the Academic Senate is seeking nominations for this year's Distinguished Teaching Award, Distinguished Service Award and Chancellor's Award for Excellence in Undergraduate Research and Creative Achievement. She encouraged Chairs/Directors to nominate appropriate BCOE faculty for these Awards.

Lastly, Sharon reported that draft dean search materials will be sent to the Chairs/Directors in early February for review/input.

8. Department Updates

MSOL: Kambiz reported that Pearson representatives will be visiting here next Wednesday and Thursday.

UCLight: Albert stated that proposals have recently been submitted. This year's NSF-IRES students have been selected. Also, an IP Transfer Agreement with a company was recently signed.

WCGEC: Reza noted that the cause of the recent battery fire is still under investigation. Sharon announced that the Abbaschian Distinguished Lecture Series in Engineering has been established by donations from Reza and Janette. This Lecture Series is college-wide.

Data Science: Vassilis asked Chairs/Directors to encourage faculty interested in data science to attend data science talks being scheduled. These talks are intended to bring together researchers interested in data management with those generating data. The third talk in this series is scheduled next week.

POEM: Alex reported that the SHINES program recently held a successful conference at UCR's Palm Desert campus. He noted that this venue is an impressive place to hold conferences and retreats. Also, he has been talking with a potential BCOE Dean candidate.

CE-CERT: Matt reported the submission of a major proposal to VW's Emissions Settlement Fund. Also, he has been notified of the award of two Women in Transportation scholarships at CE-CERT.

No other items were discussed.

Chairs' & Center Directors' Meeting

January 20, 2017

Agenda

Winston Chung Hall – Room 443

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| 1. | Welcome - Request for Agenda Items from the Floor | Sharon |
| 2. | Approval of Minutes from January 6, 2016 Meeting | Pat |
| 3. | Introduction – Senior Director of Development | Jed Schwendiman |
| 4. | Graduate Education | Ravi |
| 5. | Undergraduate Education | Marko |
| 6. | Senate Updates | Tom |
| 7. | Dean's Updates | Sharon |
| 8. | Department Updates | Chairs/Directors |

NOTE: Next meeting date is MONDAY, January 30, 2017 – please note that the start time for that meeting will be 12:30pm to allow for attending the Chancellor's open discussion regarding the Provost transition.

Future Meeting Dates - 2017

January 30 (M)

February 17 (F), 27 (M)

March 17 (F), 27 (M)

April 12 (W), 24 (M)

May 8 (M), 22 (M)

June 5 (M), 16 (F)



Don't Fear Fund Raising

By David D. Perlmutter

Part 1: The ins and outs of asking 'friends' for money

Before I became a department chair, I had no experience with fund raising and held all the usual stereotypes and fears that faculty members tend to have about “asking people for money.”

But my field is political communication, so I did know something about the fund-raising enterprise. One of its fundamental dilemmas is encapsulated in this campaign tale: The aides of a first-time politician ask him to solicit donations from a list of his well-to-do friends. He is flummoxed: “I can’t call these people. They are my friends; how can I ask friends for money?” The next day the aides give him a second list, this time of wealthy potential donors he doesn’t know. Again he balks: “I can’t call these people. They are strangers; how can I ask strangers for money?”

If you are (or are hoping to be) a department chair, dean, or senior administrator, you will engage in fund raising. Even faculty members now are sometimes expected to help make the case to donors. But few of us have any formal preparation for the task, and so fears abound: Will I fail at it, and be humiliated? Will I become the pawn of outside interests?

Many of our trepidations revolve around “the ask”—the actual request for money. In fact, when I talk to academics who are thinking about becoming administrators, the No. 1 reason they hesitate is “I can’t imagine asking people for money.”

At one time, I couldn’t either. I’ve been fund raising actively now for five years, first as a chair and now as a dean. In a new series of columns over the coming months, I will offer perspectives and techniques intended to ease your transition as a faculty member moving into this new financial realm.

Fund raising involves a particular kind of friend making. Since getting involved in annual campaigns and major-donor solicitation, I have met many interesting and, yes, friendly people. Some have become friends.

Although I left the University of Iowa almost a year ago for a new position in Texas, I still regularly converse and meet with the friends I made fund raising in Iowa—but I no longer ask them for money. In several recent cases, however, they have offered me unsolicited help in my new job because they happened to know graduates of my new university or had connections to the charitable foundations with which I now collaborate. Their assistance is a bonus, but I would have hoped to stay friends with them anyway.



Nevertheless, it is important to make a distinction between the kind of friend everyone has and the friend you make in your role as an academic fund raiser. The former would be nonplussed indeed if, during a fishing trip, you asked: "Could I get \$3-million for an endowed chair?" The latter, on the other hand, would not be surprised by that "ask"—depending on your timing, groundwork, and sense of their readiness to commit to the cause.

The friendship you have with donors should be an honest one. People who are major supporters of disciplines like music, engineering, or history tend to be achievers. They are accomplished artists, retired scientists, business leaders. They did not climb the jungle gyms of career and life by being naïve and unsophisticated. They know your job is to advocate for your department or college, which is typically housed in their beloved alma mater, and they understand that raising money is vital.

At the same time, many donors view you as assisting them. I have had major donors say "thanks for helping us find the best way to help the university" or "I really appreciate your taking the time to make this happen." They genuinely appreciate those who allow their passion for a particular project or cause to see fruition.

Cultivate your "people reading" talents. If you've survived the multiple crucibles of a doctoral program, the academic job hunt, tenure and promotion, and, above all, teaching classes, then you've learned something about how to gauge what other people think about you. Most academics stepping into administration, and thus fund raising, are not clueless about reading body language and verbal signals. Such skills are invaluable in fund raising because timing and nuance are all-important—as they are in many a regular friendship.

A professional fund raiser told me about his decade-long relationship with someone who had a high "capacity" to give—that is, he had the wherewithal to give heavily to the department from which he had graduated but had yet to do so: "Mr. Black will give one day, but the timing is not right for him due to family and professional circumstances. We both know that and accept it." Pushing Mr. Black to give big too early might well spoil their relationship and undermine the future prospects of a major gift.

Development officers once described a particular alum to me as someone who "did not like to talk about money." And he didn't. So we spent our time together talking about our university, higher education, and many other topics. At some point, however, he felt comfortable enough with me, and confident enough that a gift was going to a good cause, that he decided the time was right to bring up money. If I had pushed him too early I don't think the outcome would have been better, and it could have been a lot worse.

The academic fund raiser must work hard to treat donors as unique individuals. They each have singular capacities for giving, family commitments, and passions and interests. You can't force a relationship with them. No matter how pressing the needs of your department or college, you will



find that there is a right moment to ask for money and it can't be rushed, although it can be missed.

Building a gradual friendship with someone will allow you to sense when they are ready to give and when they are not.

Don't forget why you are there. When you visit donors, if all you talk about is their money, you will alienate them. On the other hand, don't forget the reason you came in the first place. If you are traveling to meet donors, your institution is investing its money and your time. Everyone understands the benefits may not be immediate. In the case of legacy gifts, the monetary rewards of the relationship may not appear for decades. As one fund raiser put it: "You might be helping your successor's budget."

Nevertheless, you are not being paid just to enjoy travel, meet interesting people, and dine out. You should always keep in mind the hungry mouths back home and precious resources being expended on your sojourns.

Ethical protocols can help. The Texas Tech Foundation, for example, has a rule prohibiting the acceptance of personal gifts from donors. Such precepts remind you (and them) that the relationship, however friendly, has a business component.

Always be ready with projects for their passions. Sometimes the donation comes before the relationship. I have met alumni for the first time when they cut to the chase and said, "I want to help your scholarships." They were clear in what they wanted to do and which part of the institution they wanted to support. Sometimes the contact file you read before meeting a new donor will include notes like, "Ms. White was a scholarship student and wants to help current students in need." Be ready before your meeting with details of how scholarship donations apply at different levels.

More typically, you will secure a donation from someone you have met many times and built a relationship with, so you've had time to assess their passions and interests. Every time you meet with them, come armed with ideas, projects, or programs that match their focus.

The point is to be prepared if an opportunity arises, because it can pass away just as soon. I've heard sob stories from academics who, caught off guard by a donor's surprise offer, said "I'll get back to you," only to find the next day the prospect had changed his or her mind.

Development folks often do the actual asking. A final perspective on dealing with the "friend" donor will be one on which I elaborate in essays to come: Academics rarely fund raise alone, nor should they.

You are part of a team. At the University of Iowa, I worked with a development officer who happened to be a graduate of our school and who raised money for other departments besides



mine. Here at Texas Tech, where I am a dean, I work with a development officer and several staff members who are dedicated exclusively to fund raising for our college. At both universities, a central foundation employs many lawyers, researchers, and development personnel with different tasks, including regional coverage and special gift management.

In the case of the actual ask, it is much more typical for the solicitation to be made by a development officer, sometimes with you there, sometimes independently. A prospect may proffer: "I owe so much to Professor Higgins, who encouraged me to stay in school; I'd like to do something in his name. How can we make that happen?" At that point, as an academic administrator, I could talk about a named professorship or scholarship in honor of Professor Higgins and about its value to students. The development officer, though, might talk about details such as minimum level of gift, how endowment investment works, and legal niceties of donor intent.

The circumstances vary but never in my now five years on the road talking to donors have I ever felt truly alone and uninformed. The simple mantra I always keep in mind: No matter how much fund raising I do, I will always be an amateur. The development officers are the professionals, and the best results are obtained when we work together.

There is nothing demeaning, frightening, or overwhelming about being an academic involved in fund raising. Obtaining support from private donors is vital to the success of higher education, wherever you teach and whomever you serve. Our communications college, for example, gives away some \$400,000 in scholarships each year because of the generosity of our friends and the hard work of the dean, department chairs, and development personnel before me.

The personal rewards for you, however, should be underscored as well. I have met many good people and learned so much about my institution, and the current state of the industries our students aspire to join, that I feel fund raising has made me a better administrator and teacher. So don't be afraid to ask friends for money, and while searching for it, look forward to making friends.

Part 2: Matching donor passion to your department's needs

An acquaintance who was a department chair at a small liberal-arts college described one of the nightmare-come-to-life scenarios of every academic administrator faced with fund raising. He had met an alum with "a very high capacity"—the development term for wealth available to give—who was ready to make a major gift. The catch was that the donor embraced "fringe phenomena" (let's call them leprechauns here to protect his privacy). His ambition was to finance an endowed chair in leprechaun studies—not as in folklore but as in scientific fact.

To their credit, my friend, his faculty, the college foundation, and the upper administration stood tall and politely turned down the proposed gift.



The anecdote, although unusual, typifies a common apprehension of academics who are thinking about becoming administrators and thus entering the world of fund raising: the danger of selling out, of being pushed around by outsiders whose money drives the department and its constituencies to places they don't want to go.

So if you are a department chair, director of a center, or dean of a college, what should you do if you find that what the donor wants is not what you need?

Remember your mission. We recently hired a new development officer for our College of Media & Communication here at Texas Tech. In interviewing the candidates, I emphasized that we are not in the business of making money. We are a nonprofit dedicated to: (a) the discovery, creation, and dissemination of ideas and knowledge; and (b) the preparation of students for successful careers and thoughtful citizenship. But to achieve those ends at the highest level possible, we need to raise a lot of money from private sources.

That is a distinction with a difference. One way to keep on track as an academic involved in fund raising is to remember that loyalty should be to the mission, not the money. The latter is a tool to achieve the former.

That said, it's not always easy to stay mission-focused. As a December 2013 article in *The Chronicle* on department chairs highlighted, an average day on the job may consist of reviewing schedules, preparing assessment plans, dealing with personnel issues, filling out forms, recruiting, answering email, fielding complaints ... and trying to find money to support the program. The big picture—the department's intellectual and pedagogical goals and priorities—may get lost in the hourly minutiae. Nevertheless, when a windfall dangles before your eyes, you need to make a hard-headed calculation of whether it can work and if it really will help.

Know what you want—in detail. One of the great benefits of thinking about development is that it prompts careful consideration of the department's future by you and your faculty: What are your exact goals and needs? How much money would help you achieve them?

If you think that can be done in a single afternoon meeting, just try it. Most people who become professors are passionate about, and inwardly directed to, their own area of expertise in research and teaching. That's as it should be to maximally benefit students and scholarship. But when it comes to picking out, say, the department's five top-priority areas for outside funding, having 25 professors all advocating for their passions as the obvious focus may lead to gridlock or, worse, dissipation—as in, “OK, we are agreed: We have 25 maximum priorities!”

Still, the conversation is vital. Every department should set realistic goals and needs, and then choose which ones are the actual priorities. If you hope to get private money for your “tops” list you must:

- Create justifications for the goals and needs that you can easily explain to lay outsiders.



- Attach a price tag to the goal or need. What amount of money is required to make it happen, and to make it last?

The exercise may well be painful, but the result will help you stay on mission.

Accept that some of your department's priorities will be more attractive than others to donors. When I interviewed for the deanship I now hold, I was asked, "What are your priorities?" My answer was that I thought there were organic priorities that made sense for the college already, one of which was increasing research, teaching, and community service in Hispanic media. The college already had an about-to-be-named Hispanic Media Center that did great work and even edited an influential journal. Our city itself has a large and growing Hispanic/Latino population.

And Hispanic media in general—from news to digital gaming to advertising—is booming in jobs, venues, and research. In short, with continuing outside help, the college can become a leader, perhaps the leader, in this area. It was a slam dunk for the faculty to agree that it should be a priority. And it was one (the center did get a naming gift) that was attractive to donors.

Finding a project that makes sense to a department's internal and external constituencies is not usually so simple. Take, for instance, a common challenge in donor relations. The kind of gift most alumni tend to think about first, since it most obviously connects with their own experience and "helps students," is scholarships for undergraduates. Yet when I participated in a meeting of department chairs at the University of Iowa a few years ago, and we were asked to name our two top fund-raising goals, all of us listed "Ph.D. student support" and "faculty-research support." None of us were opposed to enhancing undergraduate scholarships, but in tight budget times we were most concerned with the survival of our doctoral programs and the retention of productive faculty members.

Be willing to shift gears. Don't be hypnotized by your agenda. Keeping your priority list handy does not mean you should ignore out-of-the-box opportunities.

When I started as an administrator, at the University of Iowa, two foundation officers—who were both graduates of our journalism program—came to me with an idea from a donor. He was not a graduate of our program, but he was trying to find a home for a certain concept: Nonprofits desperately needed more professional help in raising money, so why not create a training program for undergraduates interested in becoming development officers?

At the time, I was just venturing into fund raising myself. I certainly knew that we had no such program or any variation of it within our university. And it was an intriguing idea, because the basic skill sets to work in development included effective communication skills we were already teaching: data analysis, listening, reading, writing, and speaking. I also liked that our journalism program could make this new offshoot a standout, something that few other programs offered.



Fast forward three years: With major gifts from the original donor and others, a lot of help from professionals, and hard work by faculty, the program became a success.

Recast and redirect, gently and thoughtfully. Consider the “undergraduate scholarships” default mode of most donors versus the other needs and priorities of your department. While I have never attempted to talk donors out of helping undergraduates through scholarships, I have tried to persuade some of them that:

- Our national reputation is often tied to the prestige and accomplishments of doctoral students and research faculty.
- While helping young people go to college is admirable, you also want top faculty members and graduate assistants teaching them.
- Undergraduates can gain increased applied skills and cognitive development by getting experience with research. And again, the best professors and graduate students are necessary for that outcome.

The point is: A donor’s passion is achievable via many vehicles.

Leave doors open. Sometimes a donor’s idea will not work at a particular time but will be worth retrieving if circumstances change. A dean in the sciences at a major research university told of a retired faculty member who loved his home department, had done well in life because of personal thriftiness and several lucrative patents, and wanted to create an endowed chair in his subfield. The catch: The area of research he had in mind—his own—was not one that was a focus of the department anymore. Creating a chair in that subfield would, the dean and the faculty worried, be of only short-term benefit.

Wisely the dean (and the department chair) did not just say “No, thanks” and walk away. He continued the conversation with both the donor and the department. Finally, some years later, a group of faculty members made the case that the college needed to invest in a new and exciting area of research. The dean explored the topic, and they all agreed that the new area was, plausibly, a pathway of research derived from the old specialty of the retired professor.

What happened next was truly win-win: The emeritus benefactor recognized the relationship between his passion and the revised idea. He gave; everybody was happy.

If you are an academic administrator involved in fund raising, you are your department’s face, voice, and character to the wider world, and the interlocutor, especially between faculty and donors. In dealing with donors whose ideas don’t match your department’s, don’t give up easily or force a fit. Just as with good teaching and research, a little creativity and playing with alternative scenarios can help fund raising move forward.



Part 3: Learning how to be the public face of your department

When I got involved in fund raising as an academic, a wise development officer noted a key difference in the way donors saw him and me. “I am a salesman,” he said. Most donors, being business people, understand sales, he explained, and have no problem evaluating sales pitches.

But before they give a substantial amount of money to an organization, he added, they really want to know and develop confidence in its leadership: “*You* are the public face of the unit. They need to trust you and believe in you.”

In other words, donors certainly want to see facts, figures, plans, and prospects, but faith in the person who presents them is paramount. As an academic, you’re used to going it alone and representing your own scholarly interests until you take on an administrative role and have to start fund raising. So how do you become an ambassador for your department’s causes and win the trust of disparate potential donors?

Be in command of the facts. As the public face of the department (or college), you must know a lot about what you are advocating for. Don’t go on the road until you:

- Are knowledgeable about your program’s and your university’s basic numbers and statistics. Nothing is more embarrassing than asking for help to create a scholarship and then drawing a blank when the donor inquires, “So, what does tuition run nowadays, with room and board?”
- Have handy, perhaps in aesthetically pleasing pamphlet or flier form, a menu of some of the top projects or programs for which you seek support. That list should reflect the consensus of the faculty, not just your own preferences.
- Understand the history—quantitative and qualitative—of the department. You don’t want to be surprised by a donor bringing up a major problem from the past that you don’t know anything about.

At the same time, if you really don’t know how to answer a particular question, don’t try to fake it. It is perfectly acceptable to reply, “Hmm, that’s a good question. Let me find out about that.”

Be able to translate academic jargon and processes. Part of your job as the public face of your department is being able to describe what it does in ways that outsiders can understand and appreciate.

A dean acquaintance described how he was seeking money for an endowed chair from a donor who, like most people outside higher education, knew nothing about academic hiring. Basically the donor had said, “If I give you the money next week, could we find somebody and hire them by the end of the month?” The dean quickly and clearly explained the process of approvals, committees, ads, interviews, and faculty votes. In a nutshell: “It is complicated and takes a relatively long time, but we do it this way so we can hire the best possible person.”



Be positive. Another piece of advice I appreciated from development folks is this: “Nobody pours money into a sinking ship.” Appeals for exceptional emergencies or to stave off disaster can work ... once. In the long run, people will help you if they think investment will mean better times, not just keeping the wolf from the door for a semester. Indeed, research on charitable giving shows that sustainable positive outcomes get more donations than “woe is me.”

You need to be positive in personality to bear the positive message. If you are dour and grievance-laden, then academic administration and fund raising may not be for you. You may well have a long list of complaints you yearn to share with the world (e.g., “The conference-room ceiling leaks!” or “The head of the promotion-and-tenure committee is a supervillain!”). Keep them to yourself.

Positive does not mean delusional. The donors want to know that you are a shrewd evaluator of the challenges your institution faces, and they will appreciate sensible solutions. They can tell when someone is being a Pollyanna.

Understand the donor’s background and interests as best you can. As dean, I replaced someone who had retired after being dean since the college’s founding at Texas Tech and had been at the university for 30 years in one capacity or another. As a development administrator put it to me, “Almost every donor knows your predecessor on a first-name basis. It’s going to take you years to get close to that.” That’s why I have been writing, calling, and, above all, traveling as much as I reasonably can.

I am helped, as you should be, by the memory, notes, and files that were kept about past development efforts. Procedurally, every time anyone from the university foundation or the college meets with a donor, there should be a “contact report” added to that donor’s profile. Important points from past conversations should be available, and you should be familiar with them—as in “very concerned about access to college for needy students” or “strongly grateful to Professor Sellmeyer, who was his mentor.”

Don’t be afraid to ask for help. The retired dean of our college is my go-to for advice and background knowledge. I have also found that donors themselves are good sources of advice about the passions and concerns of their friends.

Of course, humans are complex, and surprises crop up all the time. In the give-and-take of conversation, you will learn that donors have multiple interests or interests that no one expected. Go with the flow, and take notes. You never know when a seemingly tangential aside or thought bubble may prove significantly useful months or years down the road.

Be presentable. If you are already a chair, dean, or director, or are about to become one, you probably have some inkling that the dress codes, manners, and ways of speaking in your peer group are different than for faculty members. Consider: Would you write a big check to somebody who was wearing flip-flops? Well, maybe you would, as a faculty member. But in the



business world—the one in which most donors have spent their postcollege lives—“unkempt” translates as “unprofessional.”

Context and setting matter, of course. When visiting New York in winter, I pack my blue suit, school tie, and black shoes. In California I go tieless (but with a university pin) and sport pastels. If I am meeting an 80-year-old donor and spouse for the first time at a fancy restaurant, I dress up. If I am staying at his house and we are old friends, a polo shirt and sandals may be fine. In time and with experience, you will learn which sartorial aspect fits which occasion and audience.

Become a good listener. An acquaintance recalled that when he became department chair, he found that one big difference from being a faculty member was that he had to “hear out” his colleagues. It’s true: At faculty meetings, anyone can daydream, play World of Tanks online, or catch up on correspondence—except for the chair, who will incite resentment if she or he seems distracted. Likewise, in your office you should not seem bored if a senior professor comes to complain about his teaching schedule. Pay attention; it’s part of the job.

It’s no different dealing with donors. They are most likely achievers, people who have done well in their careers. They are meeting with you out of courtesy and are generally disposed to hear you out, but not just to hear you. They have ideas, reminiscences and stories, questions, and propositions that you should courteously consider.

Don’t do it just to be polite or because you hope it will result in money. Do it because it’s good for you and your department. Alumni in particular can provide external feedback on the quality of the education you are providing or on industry trends. Their ideas for helping your department may be ones that have never occurred to you. Listen and learn.

One of the misimpressions that people who don’t work with donors have is that the enterprise involves a lot of “kissing up.” Well, no. Grovel to donors, over-flatter them, and they will soon lose respect for you and lose faith in your causes. Most donors want to work with someone they can grow to admire and trust, not a sycophant.

Nevertheless, you should be, to borrow a phrase from Samuel Johnson, “most able” to make yourself “agreeable to those with whom there was business to be done.” It’s not difficult, and the rewards are personal satisfaction and the accelerated progress of your academic program.

Part 4: Why it’s important to be pedantic about donor intent

A gift to your department can seem so straightforward, like the first time a donor told me, “I want to endow a scholarship for a student.” Easy enough, I thought. Then a development officer explained that in accepting this seemingly simple gift, we had to satisfy tax laws, foundation rules, departmental mission and priority, and “donor intent.”



That last criterion was the one that needed the most pains-taking definition. What did the donor mean by "student"? An undergraduate, a graduate student, or either? A student already in good standing in our major or a first-year recruit? Could the student be a double major or just minoring in our field? Would requirements include a certain GPA in high school or college? Was there a geographic condition on the gift—that the recipient come from a particular high school or the donor's home state? Would the scholarship rest on objective academic merit, faculty recommendation, or "need"? How would each of those be defined?

And so on.

Why so much attention to detail? Because it's your obligation as a good steward of any funds you raise (more on that in future essays in this series). But there are other reasons to be meticulous about donor intent. You, as the academic on your fund-raising team: (a) are ethically liable to fulfill donor intent; (b) will be regularly audited by your college or university foundation to ensure that you are following donor intent; and (c) will shape relationships with other donors by how you honor the wishes of any one of them. Put another way, the more attentive you are at the front end of a gift, the less trouble you will encounter on the long (theoretically perpetual) back end.

Over the years, I have compiled a growing checklist of tips to make sure of satisfying a donor's wishes.

Know the rules. Money raised for academic purposes at colleges and universities, whether private or public, is governed by a host of entities and legal requirements. One rule that comes up on occasion: Under tax laws, a private gift cannot directly benefit the benefactor, other than as a tax deduction. So, for example, a donor cannot provide a scholarship that then goes to his granddaughter. Somewhat more hazy is the question of influence. I once had to explain to a donor of a professorship that he could not sit on the committee to choose the recipient. Instead, I worked with him on some faculty-friendly criteria for what kind of candidate would be selected.

Another common restriction is when institutions set a minimum for certain types of gifts. For example, one university may require a gift of at least \$1-million for an endowed chair, while another may set the floor at \$3-million.

Likewise, how much you have to give to win "naming rights" (whether for a brick or a garden or a laboratory) will vary, as will the way terms like "scholarship," "fellowship," or "assistantship" are defined.

The more familiar you are with those rules, the better you will be able to safeguard donor intent.

Read the will. Reading the fine print is as vital for established gifts—especially if you are new to your job—as it is for recent ones. Two days after becoming director, and thus chief academic fund raiser, of a journalism school, I attended a meeting to review the previous year's spending from one of our largest endowment accounts. I still shiver at the memory. The money had been



given 70 years before, and the donor had no living relatives; the account was represented by a law firm as trustee. The school had been spending the money for a long time—decades—to support full-time lecturers. But the lawyer, who was new to the account, had actually read the will and pointed out that the "intent" was to finance "lectures," not "lecturers." That single consonant affected some \$100,000 of yearly spending. Oops.

From then on, I vowed never to remain ignorant of existing accounts. I read everything, not just the summary in the scholarship file. And I do not hesitate to ask the dumbest (sounding) questions. Some examples:

- When a scholarship specifies that the recipient be from a particular high school, and that school has since split into two, should we check to determine whether the donor now prefers one school or would consider either one?
- When a graduate fellowship has been designated for an "international doctoral student," does that mean a non-U.S. citizen whose B.A. or M.A. came from an overseas institution? Or can the student be a non-U.S. citizen educated in the United States?
- A fund is slated to "pay for the technology in [named laboratory space]." But could that cover mobile technologies, such as clickers and iPads?

In short, be pedantic. Better to be picky and sure than end up being reproached because you misunderstood what the donor specified.

Always work in consultation with the development office. The good news about fund raising is that you are never alone. Almost every college and university has a development office. Academics can get into trouble when they go rogue and solicit or, even worse, accept gifts without adequate consultation with the professionals. You may not always see eye-to-eye, but they are the experts on the restrictions under which you operate.

In finding out what donors intend and noting it precisely in writing, you rarely have to invent new descriptors and phrasing. Very likely the foundation folks have seen and heard it all before and will have carefully parsed phrases at hand that fit the intentions of most donors. For the really complicated or tricky gifts or requests, the experts will help you develop novel but appropriate responses.

Don't rush the closing. In the fund-raising world, tales circulate of "deathbed bequests"—when a donor decides at the last minute to bestow a legacy. I know of one such incident. The gift in question, however, was last-minute only in being made final: The foundation reps and the donor's lawyers had been working on the wording for months, leading up to the moment of giving.

I know from experience that the heady rush of a proffered gift can sometimes lead to an urge to close the deal as soon as possible. Maybe the donor will change his mind, you worry. While the gift process should not be drawn out—a donor can indeed be alienated if things seem to drag on—the importance of the event should encourage all parties to plan carefully. A few faulty or unclear phrases conceived in haste will cause no end of problems later.



Make sure everyone's on the same page. A common minefield becomes apparent when what you, your faculty, and your department want is out of sync with what the donor wants. Sometimes the split is a chasm. A dean I know in the sciences discussed a donor who was interested in endowing a chair in a subfield that almost all of the dean's research-faculty members considered irrelevant and without intellectual merit. Whatever his own opinion, the dean wisely declined the gift. No munificence is worth creating an imbroglio between the administration and academics.

That doesn't mean you as an academic leader should not take the opportunity to lead. In one case I know of, several donors had expressed interest in establishing a particular program at a department in the social sciences. None of the faculty members there were interested in it themselves. But the chair persisted, and over time they came to appreciate that a modest program in that area would attract more majors, increase the profile of their department, and support some of their other ambitions. They ended up embracing the gift.

Donor intent is rarely a mystery. But you, as the academic representative on the fund-raising team, must make sure that everyone, including the donor, agrees not only on what the outcome of the contribution will be but also on how it will be managed year after year. After all, we are raising money for the future as well as the present. We hope that students, faculty members, and the program will benefit from our work long after we have retired, not just in the next fiscal year. So sweat the details of donor intent, and everyone will win.

Part 5: How to be a good steward once the gift has been given.

When department chairs, directors, deans, and others embark on academic fund raising for the first time, they naturally focus on "the ask"—that is, on getting the gift. Equally important, however, is the long tail of fund raising: the stewardship of gifts.

There's a lot to absorb about how you satisfy the many legal, ethical, and procedural requirements of a donation, oversee the munificence over time, and keep donors (or their heirs or trustees) apprised of its progress. And it's crucial that you do learn because:

- It's your job. You, as lead academic officer of your department or college, hold the legal and fiduciary obligation to steward gifts responsibly.
- It's the ethical thing to do since the gift is in your charge.
- For some donors, an initial donation may be a "test gift." Handle it well, and more will very likely come your way.
- Your reputation as a good steward will help you become more successful in fund raising in the long run.

Being a good steward of donations means spending a lot of time thinking ahead.

Check with the experts. I am, and always will be, an amateur when it comes to fund raising. It's a part of my job as a dean, but the development folks are the professionals in this arena.



At a large institution, the development officer assigned to help your department is merely the "local" representative of a much larger and varied group of pros. The university development office will have individual experts on wills, contracts, taxes, corporate giving, grant writing, financial reporting, and so on. Almost any question you have about a potential gift can be answered by people who are specialists. Then, too, there will be the senior foundation managers, who most likely possess decades of experience. Even at small colleges, you will find experts who can answer your fund-raising questions.

It is unlikely, then, that you will ever find yourself alone in the wilderness, unsure about a gift or a stewardship issue. Difficulties crop up when the lure of the gift tempts chairs and deans to jump too quickly into an agreement. Your mantra whenever you are offered a donation should be: "Let me check with the foundation on that!" Yes, uttering those words will cause delay, but most donors are men and women "of affairs" and understand the importance of laws and contract wording.

You will sidestep 99 percent of potential roadblocks if you avoid trying to secure and oversee a gift on your own.

Manage expectations at the front end. Spend enough time fund raising and you will eventually have a story to tell about the "one that got away." In my case it was a very, very large potential gift to create a center a few years ago. Many meetings and lots of conversations resulted in an impasse.

I wish my successor at that university luck in making the gift work in the future. I don't begrudge the lost opportunity, however, because I have heard of many seemingly wonderful gifts that ultimately led to stewardship disasters—with unhappy donors, mortified deans and chairs, disappointed provosts, and angry professors. The lesson: Only close the deal if you are fairly sure the terms will work properly.

Case in point: At a small liberal-arts college, a department chair and dean secured a donation for an endowed chair in a particular subfield. Both administrators saw warning signs ahead: The subfield was very narrow; the focus was not connected to anything already taught in the department; the donor was impatient to see "immediate transformative results." In short, the planning was not thorough, the donor was not well briefed, the faculty were unenthusiastic, and the expectations all around were too high. Outcome: Three years of failed searches for the position, infighting among the faculty, a scolding from the president, and an irate donor.

Work out what to expect from the gift with an actual timetable and metrics of "success." The plan must be plausible to everyone, not just to you.

Report a problem; offer a solution. The average major donor is sophisticated about money and realizes not every investment turns out well. You can get into trouble over stewardship of gifts if you misrepresent their outcomes as more successful than they really are. If you are candid about a challenge that arises—and, crucially, if you have a suggested fix to offer—more often than not the donor will be understanding and even helpful.



For example, I faced a case once where we had failed, for two years in a row, to award a particular scholarship backed by a donor's gift. Looking into the details, we found the basic problem was that the scholarship was supposed to go to an undergraduate major from a particular county in our state. Yet the county, which had already been sending very few kids to our university, had seen a decline in population. I called the donor, reported the conundrum, and offered several options. Outcome: We revised donor intent to include several more surrounding counties so it still went to someone from his general home region.

Don't shortchange any concern you might have, no matter how minor, about the details of a gift agreement or the donor's intent. Determine what the benefactors mean but also make sure that they *know* what they mean as it translates to an academic setting.

Showcase good news. On the flip side, when you have good news, show and tell it!

Foundation officers are always puzzled when chairs and deans fail to let donors know about the benefits wrought by a donation over time, not just right after the giving. A phone call, a letter, a web post or, especially, a personal visit all can help. Set up reminders on your calendar, or schedule regular visits—anything that cues you to communicate with the people who were so generous. If your department holds a scholarship banquet each year, invite the recipients and the donor and seat them together. At the very least, encourage the beneficiary to write a thank-you note.

In one case, for a particularly big gift, I worked with a staff member and a faculty member overseeing the project to create a "newsletter" about it. Initially, the original donor was its entire readership, and that very happy reader later gave even more.

If a gift helps faculty research, why not set up a lunch with the professors and their graduate students, along with a tour of their labs or a signed copy of their books? You can come up with many other ideas. The point is to demonstrate to donors that their gifts are reaping rewards.

Donor trust in you—the chief voice and face of the academic unit—is a crucial precursor to "the ask." Likewise, trust needs to be maintained, year after year, once the gift is given. But don't be distracted by hopes of material rewards alone. Being a good steward is like being a good teacher: Both duties are essential to our profession.

Part 6: How to persuade faculty members to buy in to a campaign, or even help

One of the greatest challenges to successful academic fund raising is obtaining the faculty buy-in. Don't assume that raising money is all about reaching out to people off the campus. You need to actively and sensitively lobby on the homefront, too.

A sea change has occurred across academe as institutions that once depended largely on tuition or state support have had to up their fund-raising game. The smallest liberal-arts college and the largest state university alike now know they cannot move forward — or even survive — without



extensive, focused, and professional fund raising. Thrown into the center of that storm are academic administrators and professors with little or no experience in "development" and "advancement."

Hence this series, in which, so far, we have looked at how to: ask friends for money, build donor passion, be the public face of your department or college, understand donors, and be a good steward.

Now let's turn to the many challenges — and opportunities — you face in convincing faculty in your department, school, or college to support fund raising.

Some don't understand its centrality today. At one university where I worked, a survey of faculty members found that more than half were unable to identify *any* benefits of academic fund raising. At that same institution I recall talking to a senior professor who questioned why I would spend my time trying to raise money. We had that conversation in a room named for a donor, just prior to a meeting to review the recipients of our scholarships, all financed by donors.

That was some years back, and faculty awareness on this front has improved since then. When I interviewed three years ago for my deanship, I was surprised to hear professors ask me about my fund-raising experience and philosophy. Typically, I heard such questions only from provosts, presidents, and foundation executives.

Many other administrators, however, still have to take the time to explain why and how they seek to raise private donations. Building awareness internally is the first step toward affirming consent and maybe even getting some help.

You can't promise to fund their subfield. Faculty members are properly trained to explore an (often narrow) area of passion. In contrast, when you become an administrator you have to put aside favoritism for people, projects, or areas of teaching and study. If you, as a political historian of 19th-century Middle Europe, became dean of a college of arts and sciences and insisted that the chemistry and psychology departments develop tracks focusing on the Hapsburg monarchy, well, your administrative tenure would be short-lived.

Likewise, a major challenge in galvanizing faculty support for a fund-raising mission is found in the spotty nature of what gets funded. A donor may wish to endow a chair in violin. Great, right? Professors of the oboe, existential philosophy, and mollusk reproduction may respond: "How nice." Or they may react: "Why isn't the dean raising money for my area?" All humans are susceptible to envy and jealousy, and on campuses such tendencies are exacerbated by increasingly scarce resources. When people feel they are getting poorer, they are less likely to delight in a neighbor's windfall.

So you have to smooth the way. First, explain the human angle and the context of all major gifts. In the case of the violin-lover, tell the story, as in: "The donor's mother played the violin but, because of war and poverty, was never able to achieve her dream of attending a music program like ours. He wants to honor her memory by helping students." And so on. In short, the donor was



focused on violin for sound, personal reasons and unlikely to shift his object of passion to, say, the cello — or biochemistry, for that matter.

Then point out how one gift does not preclude the possibility of another and may even set an example. Development experts contend that publicizing major gifts may inspire other donors to act.

At the same time, be candid with your faculty. Not every cause has an angel — as in: "I honestly have not met anyone yet with a similar passion for [your field] who has the giving capacity of our violin benefactor. But I will keep looking."

Fund raising takes time ... away from campus. When I run workshops for administrators I often joke, "If you spent all the time on the road fund raising that you should, you would face a faculty vote of 'no confidence' within a year." Not a few chairs and deans get so caught up in the external mission that rebellion simmers or erupts back home. Either they leave too many internal matters unattended or, more simply, they are out of the office too often. Being electronically "in touch" is insufficient. Whenever I'm on the road, I try to respond to phone calls or emails as fast as I can but students, staff, and faculty need a dean in residence, not an absentee leader.

As usual, you will have to assess and adjust to local conditions. How much time is typical for a dean to spend fund raising on the road? The current figure regularly cited is 40 percent; for chairs I would say 10 percent, but all variations up and down exist. For some, that much time away would be fine; for others, it would entail career suicide.

If you are starting to raise money in a department with no development tradition, then suddenly being away a lot is too much too soon. Ease into the enterprise, explaining your goals and tactics along the way. Be transparent while trying to be transformational. During busy months on campus I may not travel at all; during the slower summer months, I once took five trips in three weeks.

Donations aren't good news to everyone. You probably have read stories about "controversial" gifts that incited campus disputes. Some landmines are easy to spot. In one such case, a major donor wanted to endow a chair in a "pseudoscience" at a major research university. Fortunately, everyone agreed on the appropriate response: No, thanks.

But trouble can also arise if a gift is intellectually and pedagogically sound but not a good fit for the department or college. A president at a small liberal-arts college revealed that he turned down a gift for an endowed chair because the area was so narrow that it would have been difficult to sustain a program, and the kind of students that populated his college were unlikely even to be interested in the classes taught. He concluded: "It just didn't fit us."

You are, after all, the chief academic fund raiser for your unit. Faculty buy-in begins and ends with their trusting that you truly represent academic interests and are not just trying to rack up big



dollar signs. Conversely, it is of no benefit to a donor if a gift collapses because it was locally unsustainable.

Everyone is either too busy or too uninterested to help you. Even if your faculty are aware of the need for fund raising, and fully approve, you may find yourself at a dead end when nobody wants to participate. In reality, few faculty members will have any expertise (or interest) in directly helping to raise money because: (a) They are busy with their research, teaching, and service responsibilities, and (b) to many of them, fund raising is unfamiliar and distasteful, and they just don't feel comfortable doing it.

So how do you proceed? First, don't overreach. Your goal is to get selective faculty members involved — not all of them. Some will never do it; others will never be adept at it and may do more harm than good. Don't scare people by making sweeping statements like, "We are all on the fund-raising team!" There is no team besides you and the foundation; everyone else is a volunteer and should be viewed and appreciated as such.

One winnowing method is to identify professors in areas that are likely to be of maximum donor interest. For example, for the vast majority of donors, their most recent experience with higher education was as undergraduates, so their default "give to" cause is undergraduate scholarships. So for help in raising money for that, turn to faculty members who have won teaching awards or who lead special undergraduate programs.

Consider also personality and temperament. A veteran foundation officer once described a professor who said he was happy to lead a tour of his laboratory for prominent alumni. Within 20 minutes he had offended almost all of them by his officious manner, negative comments about students, and general "I am amazing, so fund me" attitude. Some people should not represent your institution — no matter how talented they may be in their own field.

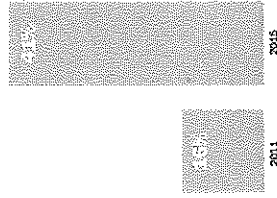
At the very least, faculty members can help you tell your story. Ask for help in showing how giving — for scholarships, for a lab, for a professorship, etc. — will have a long-term positive effect on students, the department, the college, or the planet. Ideally, a few of those faculty members will then be willing to take on a more active role.

Ultimately, faculty buy-in is not a box you check and move on. You have to be consistent, transparent, and honest in representing your program and its diverse interests. You will never get 100-percent fervent participation, but you will find selective allies who can advance the success of your fund-raising enterprise to the benefit of all.

David D. Perlmutter is a professor at and dean of the College of Media & Communication at Texas Tech University. He writes the "Career Confidential" advice column for The Chronicle.

WHAT MAKES DONORS GIVE MORE

A GROWING EMPHASIS ON RESULTS
Donors who said a charity's results determine whether they make a gift



"Nonprofits would do better focusing on success stories ... than by trying to make those of us who are considering donating feel privileged and guilty."

31% 41%
of more than 21,600 affluent donors said they could have given more they could have given more

"I dislike being bombarded with donation requests, as it implies that the group is somewhat unappreciative of what I have given."

"While I feel good about the causes I have supported, a number of organizations have left me feeling personally unappreciated — sort of like I was just another fish they caught."

TOP 5 WAYS DONORS RESEARCH CHARITIES



"A positive, strong, and clear message is what gets me to consider a cause, and a detailed explanation of the uses of the donated money is what will get me to trust a cause."

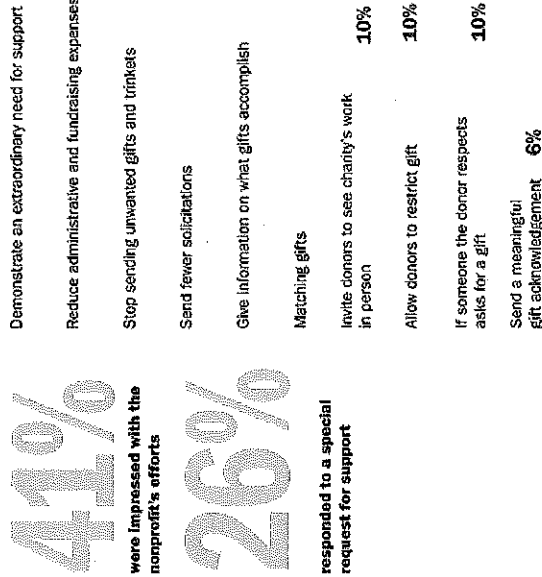
SOURCE: Cygnus Applied Research

they support to respond to the survey. The average donor gave \$10,600 in 2015.

To give context to the numbers, supporters provided anonymous, open-ended comments about their giving, samples of which are included here. The tone and content of the comments this year were more pointed than in previous Cygnus surveys, says Pendelope Burk, the research company's president. "There is far less politeness in donors now," she says. "You can feel them gritting their teeth."

— EDEN STEPHAN

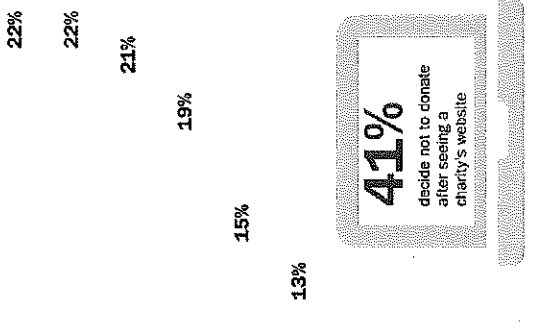
WHY SOME DONORS GAVE MORE IN 2015



"I would prefer to give more to fewer causes, where I could personally see more actual results."

HOW CHARITIES CAN INSPIRE MORE GIVING

% of donors who agreed



41%
were impressed with the nonprofit's efforts

26%
responded to a special request for support



All Applicants

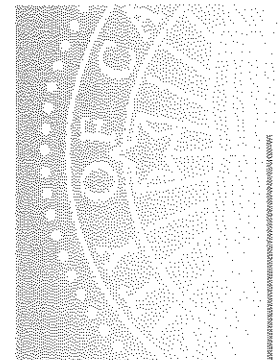
Program	Appl. Started				Appl. Completed			
	Fall'17	Fall'16	Diff	%Diff	Fall'17	Fall'16	Diff	%Diff
Bioengineering	169	180	-11	-6%	87	117	-30	-26%
Chemical and Environmental Engineering	274	252	22	9%	176	184	-8	-4%
Computer Engineering	104	144	-40	-28%	52	62	-10	-16%
Computer Science	1160	1180	-20	-2%	649	805	-156	-19%
Electrical Engineering	567	585	-18	-3%	369	398	-29	-7%
Engineering - M.S. in Engineering (Online)	17	23	-6	-26%	1	4	-3	-75%
Materials Science & Engineering	202	189	13	7%	125	130	-5	-4%
Mechanical Engineering	198	208	-10	-5%	110	129	-19	-15%
BCOE	2691	2761	-70	-3%	1569	1829	-260	-14%

All Domestic Only

Program	Appl. Started				Appl. Completed			
	Fall'17	Fall'16	Diff	%Diff	Fall'17	Fall'16	Diff	%Diff
Bioengineering	79	97	-18	-19%	53	73	-20	-27%
Chemical and Environmental Engineering	62	67	-5	-7%	41	62	-21	-34%
Computer Engineering	12	12	0	0%	5	8	-3	-38%
Computer Science	98	97	1	1%	53	74	-21	-28%
Electrical Engineering	41	45	-4	-9%	31	25	6	24%
Engineering - M.S. in Engineering (Online)	17	23	-6	-26%	1	4	-3	-75%
Materials Science & Engineering	47	48	-1	-2%	30	33	-3	-9%
Mechanical Engineering	36	63	-27	-43%	27	46	-19	-41%
BCOE	392	452	-60	-13%	241	325	-84	-26%

All PhD Only

Program	Fall - 2016		Fall - 2017	
	Started	Complete	Started	Complete
Bioengineering	88	66	82	55
Chemical and Environmental Engineering	160	117	193	129
Computer Science	278	230	327	243
Electrical Engineering	260	205	281	206
Materials Science & Engineering	129	93	160	106
Mechanical Engineering	82	55	107	67
BCOE	997	766	1150	806



Bourns College of Engineering

We Engineer Excellence

Chair and Center Directors Meeting
Undergraduate Affairs

January 20, 2017

Enrollment Targets

BCOE Submitted wish list

F_2017	Freshmen	Transfer
BIEN	50	15
CEN	55	20
CHEN	60	20
CS	73	28
CSAB	15	10
ECE	80	30
ENVE	40	10
ME	80	20
MSE	30	10
BCOE	483	163
Total:	646	

UCR wish list

College	Freshmen	Transfers
BCOE	483	163
CHASS	2425	900
CNAS	1850	225
SoBA	0	110
Total	4758	1398

UCOP approved 4500 resident + ~200 non-resident freshmen.

Adjusted across UCR to
accommodate the approved number

College	Freshmen	Transfer
BCOE	475	155
CHASS	2400	820
CNAS	1825	200
SoBA	0	105
Total	4700	1280

Soon to meet to discuss AIS to achieve the enrollment targets.

UCR

Targets: resident non-resident

Freshmen			
College	CA Resident	Non-resident	Total
BCOE	465	10	475
CHASS	2300	100	2400
CNAS	1735	90	1825
SoBA	0	0	0
Total	4500	200	4700
Transfers			
College	CA Resident	Non-resident	Total
BCOE	145	10	155
CHASS	750	70	820
CNAS	185	15	200
SoBA	100	5	105
Total	1180	100	1280

Last Year's Actual Enrollment

	APPLICANT				ADMIT				NET SIR				ENROLL				PAID			
	Fall 2016 as of 10/15/16	Fall 2015 as of 10/17/15	# Diff	% Diff	Fall 2016 as of 10/15/16	Fall 2015 as of 10/17/15	# Diff	% Diff	Fall 2016 as of 10/15/16	Fall 2015 as of 10/17/15	# Diff	% Diff	Fall 2016 as of 10/15/16	Fall 2015 as of 10/17/15	# Diff	% Diff	Fall 2016 as of 10/15/16	Fall 2015 as of 10/17/15	# Diff	% Diff
TOTAL	53,592	48,063	5,529	11.5%	34,640	27,390	7,250	26.5%	6,707	5,354	1,353	25.3%	6,614	5,338	1,276	23.9%	6,597	5,316	1,281	24.1%
Bourns College of Engineering	10,665	8,796	1,869	21.2%	5,253	3,868	1,385	35.8%	816	642	174	27.1%	808	642	166	25.9%	803	636	167	26.3%
Freshmen	8,550	7,173	1,377	19.2%	4,548	3,251	1,297	39.9%	664	481	183	38.0%	659	481	178	37.0%	659	481	178	37.0%
CA Resident	7,119	6,252	867	13.9%	3,874	2,951	923	31.3%	648	468	180	38.5%	645	468	177	37.8%	645	468	177	37.8%
Direct/New	7,119	6,252	867	13.9%	3,874	2,951	923	31.3%	648	468	180	38.5%	645	468	177	37.8%	645	468	177	37.8%
International	1,008	701	307	43.8%	395	210	185	88.1%	12	8	4	50.0%	10	8	2	25.0%	10	8	2	25.0%
Direct/New	1,008	701	307	43.8%	395	210	185	88.1%	12	8	4	50.0%	10	8	2	25.0%	10	8	2	25.0%
Out of State	423	220	203	92.3%	279	90	189	210.0%	4	5	-1	-20.0%	4	5	-1	-20.0%	4	5	-1	-20.0%
Direct/New	423	220	203	92.3%	279	90	189	210.0%	4	5	-1	-20.0%	4	5	-1	-20.0%	4	5	-1	-20.0%
Transfers	2,115	1,623	492	30.3%	705	617	88	14.3%	152	161	-9	-5.6%	149	161	-12	-7.5%	144	155	-11	-7.1%
CA Resident	1,862	1,415	447	31.6%	624	531	93	17.5%	143	138	5	3.6%	140	138	2	1.4%	141	139	2	1.4%
Direct/New Referral	1,862	1,415	447	31.6%	624	531	93	17.5%	143	138	5	3.6%	140	138	2	1.4%	141	139	2	1.4%
International	217	184	33	17.9%	76	84	-8	-9.5%	9	23	-14	-60.9%	9	23	-14	-60.9%	3	16	-13	-81.3%
Direct/New	217	184	33	17.9%	76	84	-8	-9.5%	9	23	-14	-60.9%	9	23	-14	-60.9%	3	16	-13	-81.3%
Out of State	36	24	12	50.0%	5	2	3	150.0%	0	0	0	n/a	0	0	0	n/a	0	0	0	n/a
Direct/New	36	24	12	50.0%	5	2	3	150.0%	0	0	0	n/a	0	0	0	n/a	0	0	0	n/a

Next steps

- January 30 – data to colleges
- Feb 8 – enrollment model update
- Feb 10 – first AIS cut off
- March 1 – admission decisions go live
- March 3 – feedback to colleges – acceptances, strategies of other campuses... 2nd tier AIC cut off
- March 10 – admission decisions go live
- March 13 – model updates, decisions on additional tiers
- March 17 – final admission decisions out, waitlist finalized
- May 1 – SIR deadline
- May 4 – update to colleges
- May 8 – decisions to go to the waitlist

Dismissals from BCOE

- 42 BCOE students dismissed in Fall 2016
- 21 appealed and in discussion with the advisors 19 were approved 2 declined (can work towards readmission) – appeals are still coming...

ABET Consultant, etc...

Mo Dehghani – final stages of the contract – should make the first visit in February – early March

Meeting with program ABET coordinators. Present: Sundar (ME), Kawei (ENVE, CHE), Eammon (CS, BI), Perry (MSE), Wei Ren (ECE). Absent: Jin Nam (BIEN – update sent via email), Qi Zhu (CEN)

MSE

Career Fairs

- Meetings with the Sean Gill – Career Center Director
- Career Fair took place on Jan 19th - well attended, well organized, graduate students attended
- Campus events are only for campus students – financial reasons...
- Cross campus events organized on corporate grounds (companies compete for such events)
- Career Center would like direct communication with Chairs
- Possibilities of virtual fairs, tailored programs for smaller student groups,...

Upper Division Unit Reduction Status

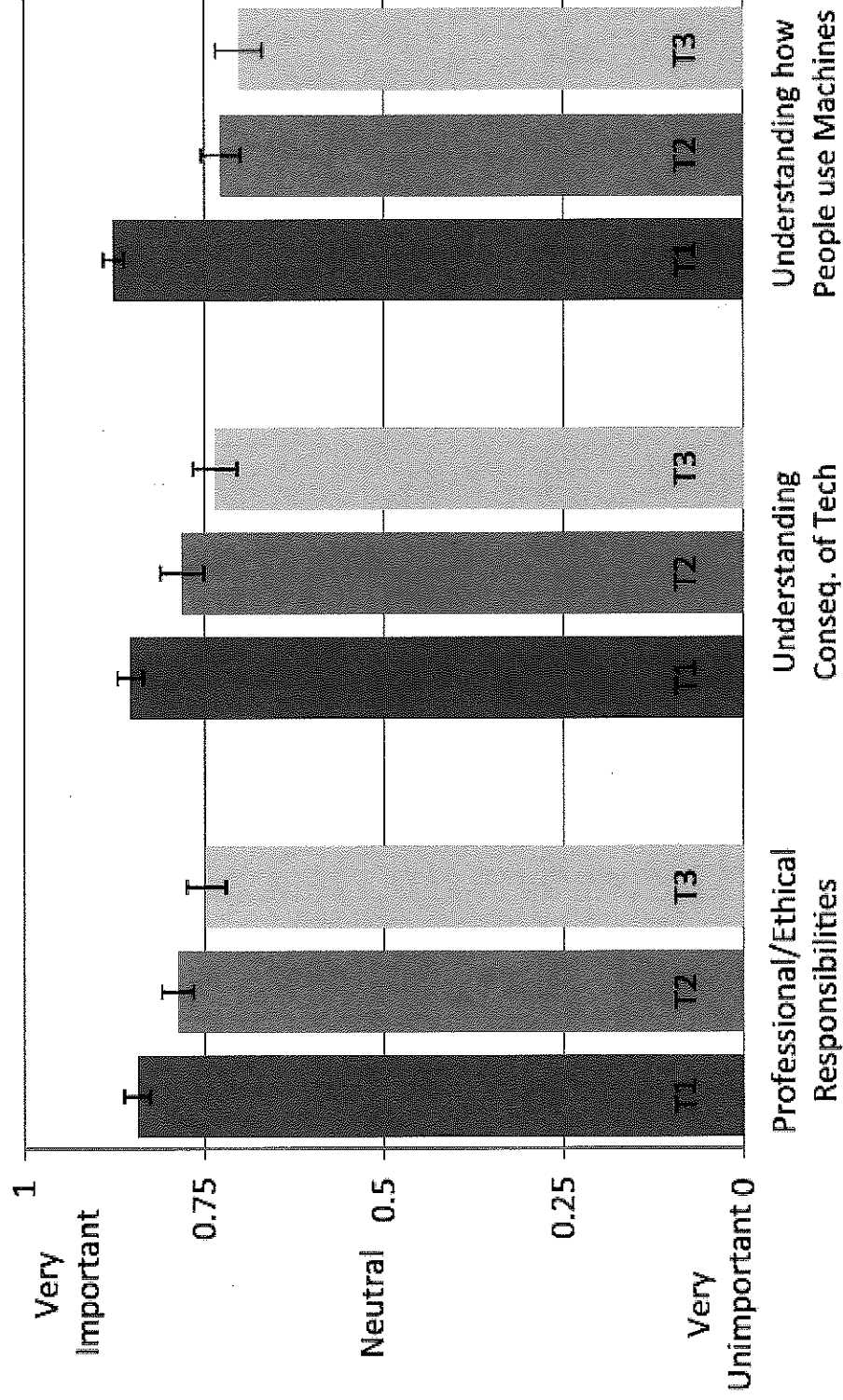
- Chem_E was approved by BCOE exec in October and should be in the Senate – or is already approved by the senate.
- MSE is scheduled for approval in BCOE exec - email
- Env_E is still in the department – they should send it to the college soon.
- Comp_E program decided that the proposed changes are not good and retracts the changes. Need to submit the new report with justification for not changing



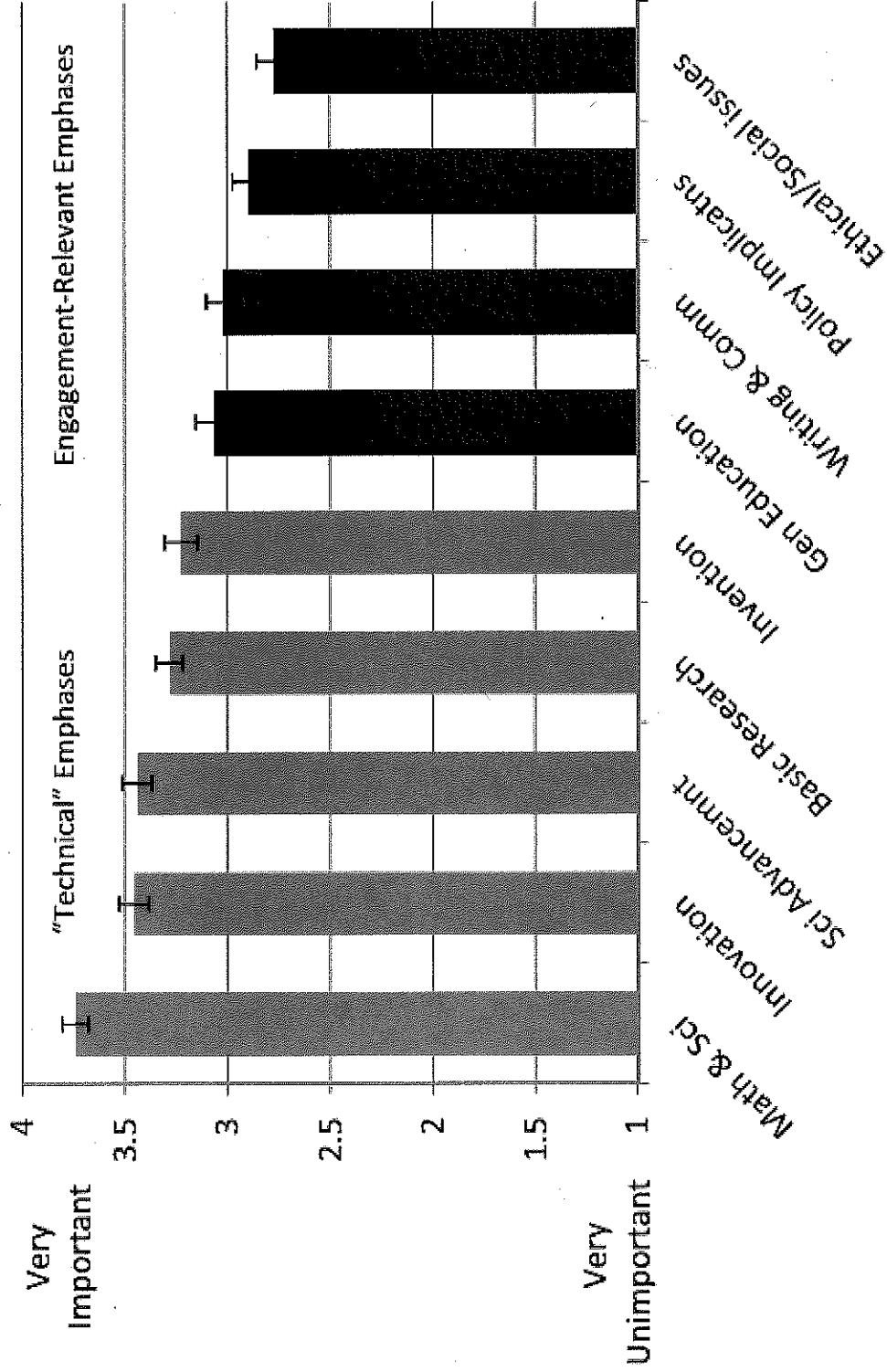
January 2017 - NAE Workshop

with
Center for Engineering Ethics & Society
on
Overcoming Challenges to Infusing Ethics
into the Development of Engineers

A study shows... Importance



A study shows... Eng. Program Emphases



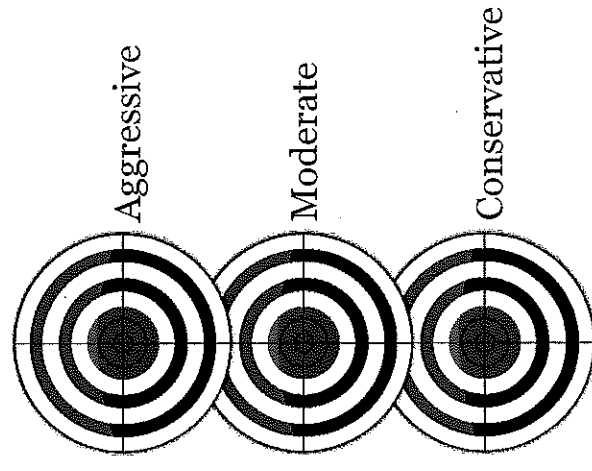


Fall 2016 CA Resident Yield Model

Method and Performance

CA Resident EM Challenges

- Accurately modeling significant UC growth without comparable historical data
- Accurately anticipating admission strategy of other campuses
- Accurately modeling alternate-major admissions



Strategies

Communicate more with major UCR stakeholders (Student Affairs, Undergraduate Admissions, Provost, Vice Chancellor for Planning and Budget, Undergraduate Education, IR, colleges, etc.)

Estimate how growth at other campuses will lower UCR yield as early as possible

Be aggressive with admission early to minimize this yield loss (waitlist intended to be used only as last resort)

Model Method: Fall 2016

Enrollment target: 4819 (~5600 SIRs)

Logistic regression models at two time points create distinct yield predictions for every applicant

Stage 1: UC admit overlap and financial aid unknown (DEC – MAR)

- Predict UC admit overlap for each applicant using the following set of models

$$P(\text{AdmitUC}_i) = B_1(\text{UC Apps}) + B_2(\text{GoalUC}_i) + B_3(\text{GPA}) + B_4(\text{SAT/ACT})$$

- Use predicted UC admit overlap from prior step as predictor in yield models
- Replace goal of each campus with low, medium, and high estimates to establish range of possible yield

Stage 2: UC admit overlap and financial aid known (APR – AUG)

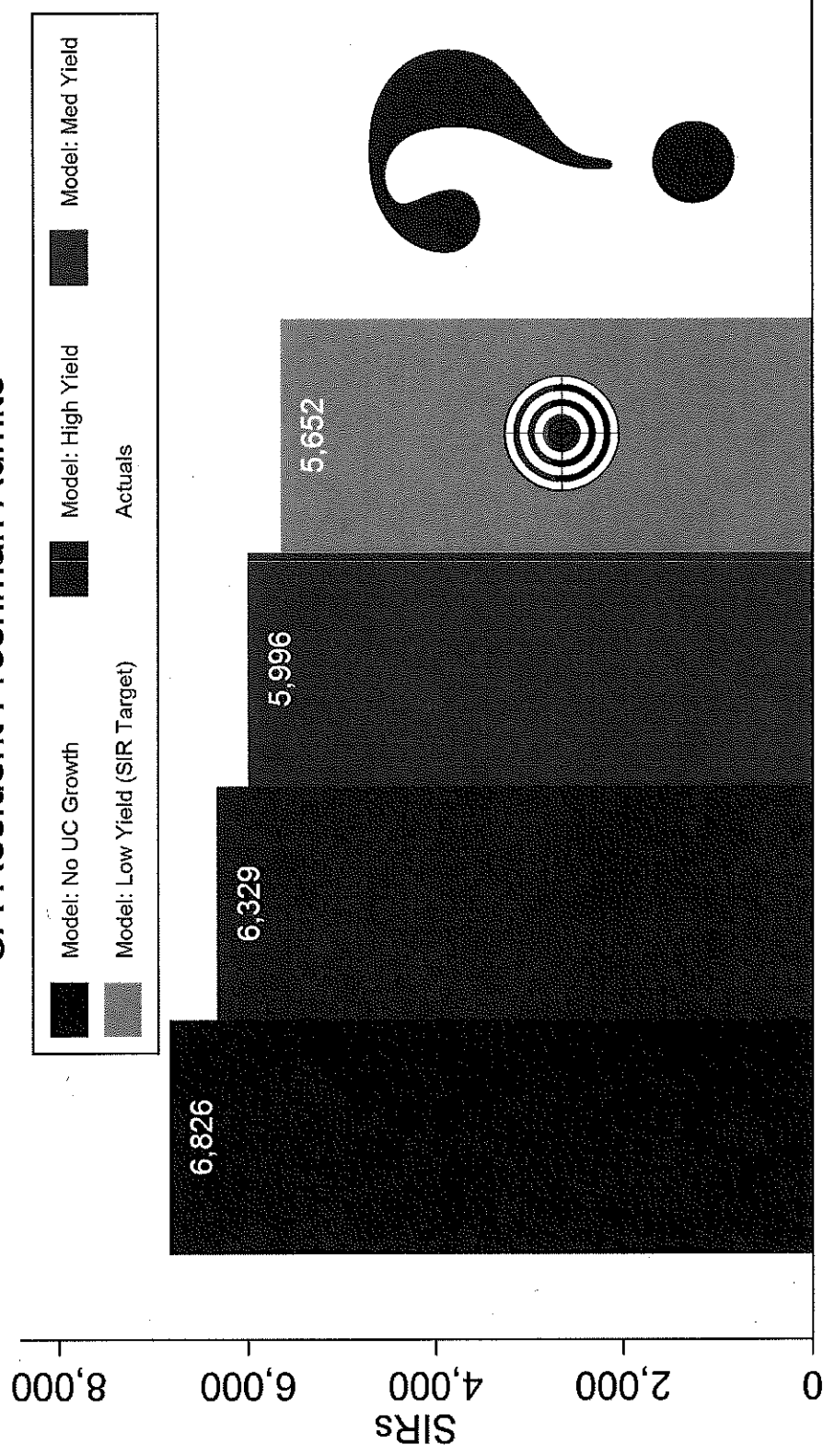
- Use actual UC admit overlap data in yield model

Dominance Analysis of Yield Predictors

	<u>Stage 0</u> (Pseudo R ² =.13) (ROC AUC=.75)	<u>Stage 1</u> (Pseudo R ² =.20) (ROC AUC=.79)	<u>Stage 2</u> (Pseudo R ² =.23) (ROC AUC=.81)
HSGPA	43.6%	17.2%	15.7%
Distance from UCR	30.7%	18.9%	16.1%
SAT/ACT	15.8%	6.8%	5.5%
ELC	7.6%	3.3%	3.1%
College	1.5%	1.1%	1.1%
Gender	0.7%	0.4%	0.4%
UC Admits (Projected)	N/A	52.2%	N/A
UC Admits (Actual)	N/A	N/A	48.4%
Financial Aid	N/A	N/A	9.7%
Total	100%	100%	100%

Predicted/Actual SIRs

CA Resident Freshman Admits

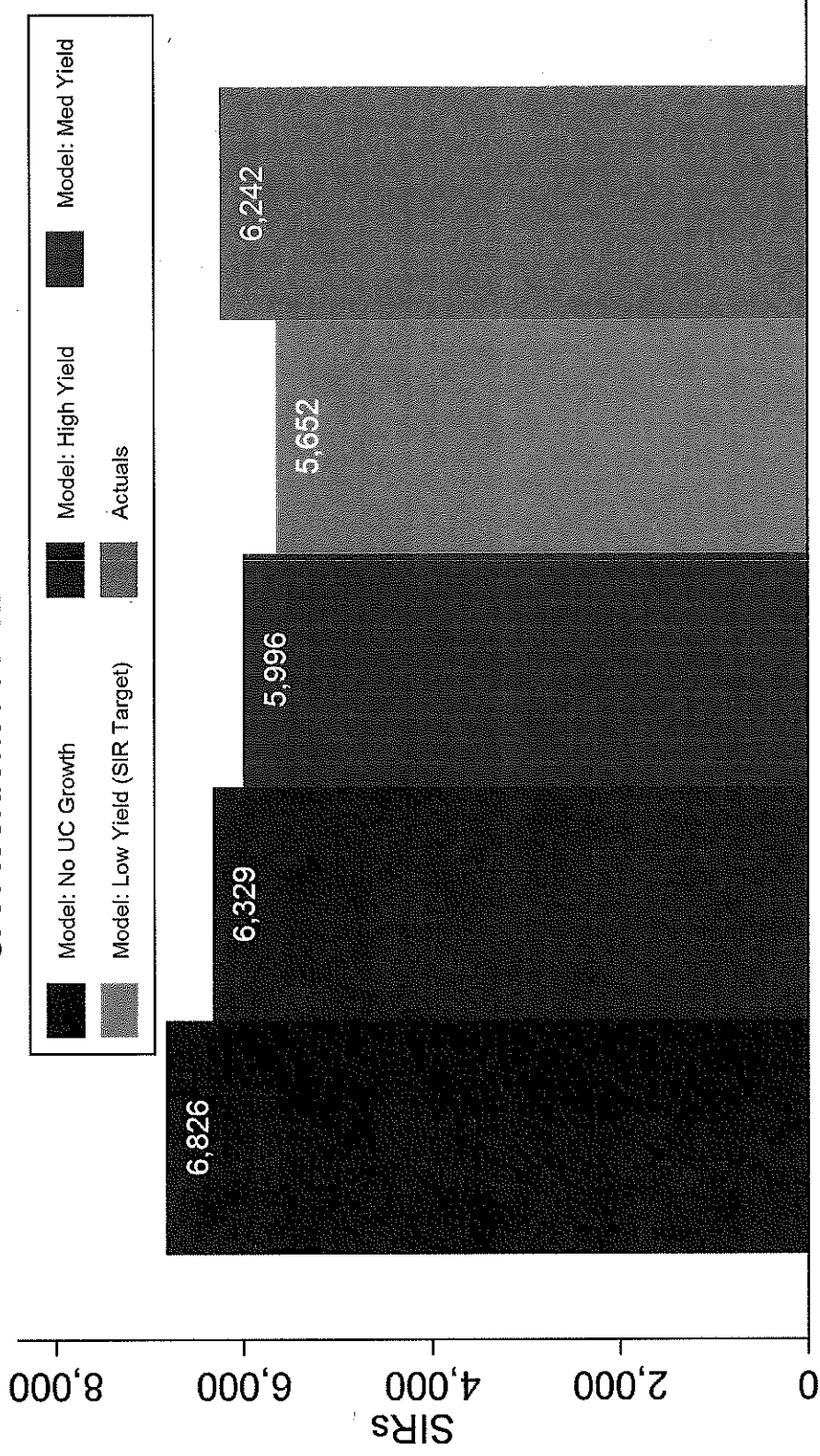


Notes:

- Does not include all admits. Includes only those overlapping between December and May snapshots.
- Predicted values from stage-1 models.

Predicted/Actual SIRs

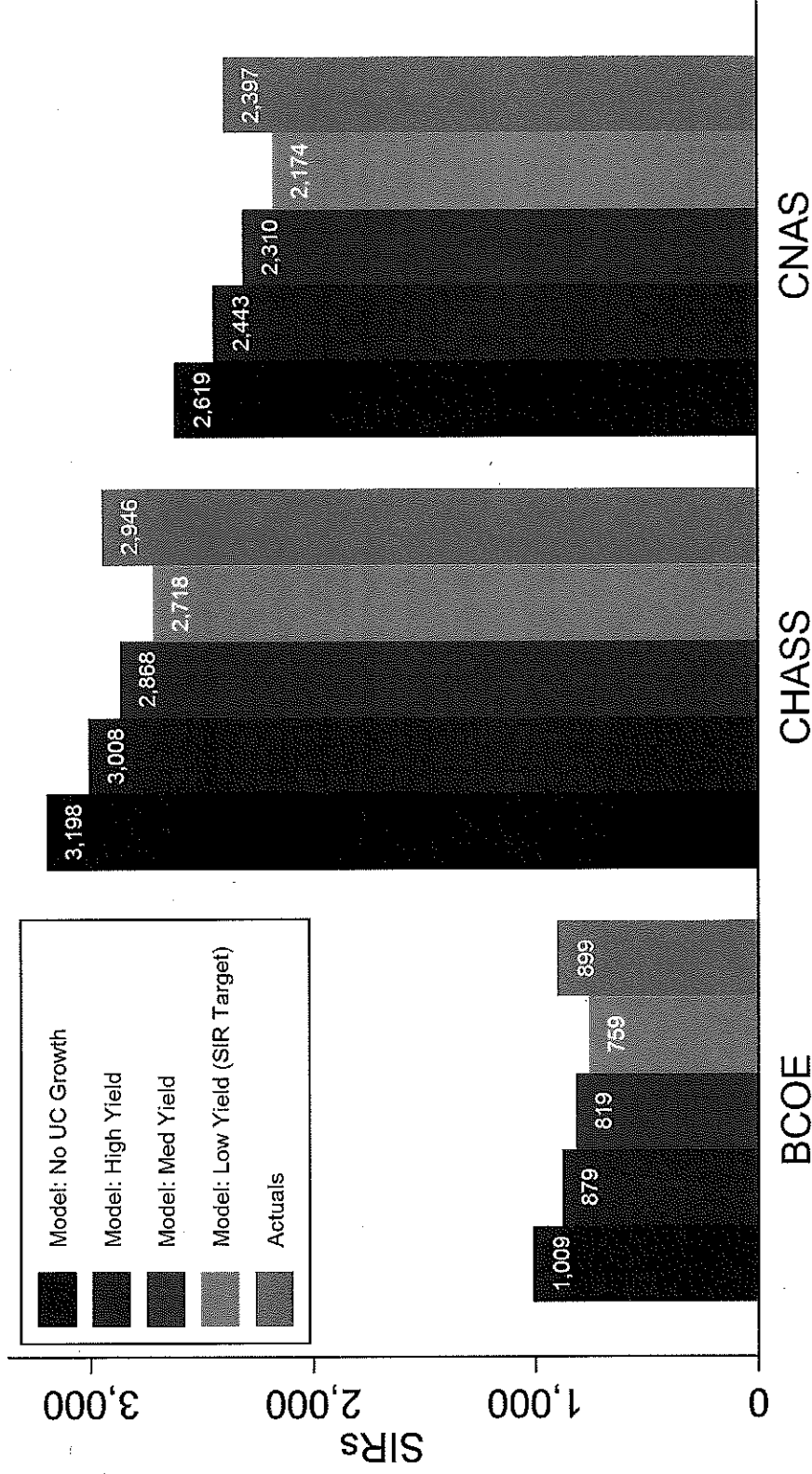
CA Resident Freshman Admits



Notes:

- Does not include all admits. Includes only those overlapping between December and May snapshots.
- Predicted values from stage-1 models.
- Final CA Resident third-week enrollment was 324 above the target.

Predicted/Actual SIRs by College CA Resident Freshman Admits



Notes:

- Does not include all admits. Includes only those overlapping between December and May snapshots.
- Predicted values from stage-1 models.
- Final CA Resident third-week enrollment was 324 above the target.

Lessons Learned

Check and confirm assumptions against available information frequently

Delay final tier admission decisions until final versions of targets, other campus enrollment strategies (% aiming to target), and net-resident conversion factors are communicated for all the other campuses

Update applicant snapshots regularly. Adjust predictions as academic information changes

Admission to alternate majors makes only a trivial difference in yield