



Provost Charge

2009 FACULTY SUMMIT  
AMERICAN UNIVERSITY

# Building Community

## Empowering Faculty

*Successes, Aspirations, & Solutions*

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# Inaugural Retreat

## Why?

- Unique Moment.
  - New President
  - New Provost
  - An emerging Strategic Plan
- Desire to strengthen our collective direction across units and AU as a whole.
- Seeking policies and procedures reflective of who we are and where we are headed.

# Inaugural Retreat

## Why? (continued)

- Strong desire to build and strengthen AU's academic stature.
- To accomplish these goals...

**faculty engagement is critical.**

# Our Financial Health

- 95% tuition dependent.
- Targets: 1,500 freshman, 275 transfer, 100 Washington Mentorship students.
- Early decision applications up 8.8%.
- Received over 15,000 applications for Fall 2009.
- Little endowment income used in operational budget.
  - Princeton – 40%
  - Lafayette – 25%
  - Colgate – 16%
  - Boston College – 10%



# Our Financial Health

Safeguards if we do not meet enrollment targets:

1. Could delay hiring new positions that are proposed in the new budget.
2. Proposed \$28.9 million in FY 10 and \$31.3 million to our financial safeguards could be scaled back.
3. Use existing enrollment contingency fund of \$12 million.
4. Reduce base budgets.

# Listening

## Faculty Meetings since July

- Met with over 143 faculty individually.
- Visited 33 departments/academic units and will have met with all by March.
- Actively participated in other meetings and strategic planning process.

# Listening

Your ideas and suggestions  
have helped me:

- Take some immediate steps to improve the academic administrative policies and practices.
- Build a strategic plan, budget, and action steps for the next several years.

# What Have I Heard?

A desire to increase time for research, scholarship, professional, and creative activity.

## Action Steps

- Working with Senate to develop a new faculty manual.
- Gave Deans increased authority to provide greater flexibility in faculty assignments.
- Proposed additional funds for travel.



# What Have I Heard?

A desire to increase time for research, scholarship, professional, and creative activity.

## Action Steps (continued)

- Proposed faculty workload policy relative to competitor institutions and reflective of the multiple expectations at AU.
- Recommended more tenure & tenure-track faculty in the next budget cycle.

# What Have I Heard?

*A desire for more faculty support.*

## Action Steps

- Expanded the role of CTE in the area of faculty development.
- Offered workshops on grant writing.
- Sought priority setting and direction from faculty through meetings and this summit.
- Recommend the establishment of scholar communities for junior faculty.
- Proposed Faculty Family Leave policy

# What Have I Heard?

Procedures and bureaucracy can get in the way of larger goals.

## Action Steps

- Established the Provost Operational Council
- Revised policies (travel expense reimbursement, faculty moving expense)
- Developed specific actions with Deans to reduce bureaucracy and simplify procedures.
- Established the Faculty Senate Roundtable with Deans.

# What Have I Heard?

Procedures and bureaucracy can get in the way of larger goals.

## Action Steps (continued)

- Gave Deans greater authority and responsibility to move decision making to the appropriate levels.
- Improved the transparency of budgets and processes.

# What Have I Heard?

Too much “no” culture, which is risk adverse.

## Action Steps

- Seeking priority setting and direction from the faculty through meetings and this summit.
- Encouraging Deans to support faculty interested in trying new ideas, curricular innovations, and community outreach.
- Encouraging staff and direct reports to find creative ways to support faculty in achieving their goals.



# What Have I Heard?

Faculty don't know colleagues in other AU units.

## Action Steps

- Making efforts to bring faculty together.
  - Faculty Forum
  - Faculty Summit
- Seeking priority setting and direction from the faculty.
- Proposed funding for campus-wide research centers.

# What Have I Heard?

Proud history of superb teaching and social responsibility.

## Action Steps

- Expansion of CTE.
- Cultivation of formal agreements with pinnacle institutions in Washington D.C.
- Proposed Frederick Douglass Scholars Program.
- Targeted use of financial aid.
- Proposed expanded marketing of AU success stories.



# Other Examples of Change

A desire for better infrastructure and implementation of best administrative practices.

## Action Steps

- New Welcome Center at the Katzen.
- Campus-wide Marketing & Enrollment Task Force.
- One Stop Shop Student Service Center.
- Elimination of graduate study abroad fee.



# Other Examples of Change

A desire for better infrastructure and implementation of best administrative practices.

## Action Steps (continued)

- Reorganized Provost Office
  - Vice Provost for Graduate Studies & Research
  - Vice Provost for Undergraduate Studies
- A comprehensive classroom audit.

# Examples of Change

## Strategic Plan & Budget

Proposed:

- 23 new faculty lines.
- 12 temporary faculty positions.
- Additional staff in critical areas.
- Start up package for new faculty
- Additional travel funding for all faculty.
- Scholar communities to support junior faculty.

# Examples of Change

## Strategic Plan & Budget (continued)

Proposed:

- Faculty workload policy relative to competitor institutions and reflective of the multiple expectations at AU.
- Adequate base budgets for colleges/ schools.
- An “active” search process for hiring faculty matched to the needs of the unit.
- Funding for new campus-wide research centers.

# Other Feedback

Despite effort, other feedback revealed:

- Sense of cynicism & skepticism among some faculty.
- Policies that are unnecessarily bureaucratic and reflect mistrust.

# Three Categories of Driving Forces on Campuses

## Freeland's Three Categories:

1. Ideas
  - Academic knowledge, cultural & professional values, conception of institutional purpose.
2. Institutional Ambition
3. Organizational Dynamics
  - Struggle for power among key internal subpopulations

Freeland, R.M. (1992). *Academia's golden age*. New York: Oxford Press, p. 11

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# Novus Ordo Saeclorum

**NOVUS ORDO SAECLORUM**

# Novus Ordo Saeculorum

## New Order of the Ages



- Phrase extracted from the Eclogue of Virgil in which justice returns.
- Great Seal of the U.S. -1782
- Printed on the US Dollar in 1935

# Novus Ordo Saeclorum

## New Order of the Ages



- Embodied in phrase is
  - Respect for individuals
  - Hope in virtue
  - Bold ambition to take on individual and collective challenges
  - Democratic republicanism
  - Sense of the common good
  - Risks/ rights/ responsibilities.



# Dark Side of these Civic Ideals

- We/ They
- Some individuals valued more than others
- Justice can be blind to the issues at stake
- Personal enrichment
- Everyone out for themselves
- Small mindedness
- A culture of mistrust

## Compact Between Faculty & Administration

- Tell the truth.
- To say “Yes” and “No”.
- Focus on the big picture.
- Stress the potential of the faculty and the power of dreams.
- Ensure our policies and practices enable our achievement of our goals.
- Care about the social contract between the academy and society.

## Compact Between Faculty & Administration

### Compact (continued)

- Take ideas from others seriously including willingness to take calculated risks.
- Acknowledge and reflect the complexity of the setting.
- To avoid either/ or dichotomies – the power of the “and”
- Invest for the long-term - Build

# Faculty Engagement

Critical to the success in building a  
comprehensive university  
is  
faculty engagement.

# Faculty Engagement

- I will continue to listen
  - Easy to lose perspective
  - Need to understand the day-to-day experiences of faculty and try to assist you in achieving your ambitions.
- This retreat—the first of many—is one mechanism to empower you, the faculty.

# Feedback from Registration

Your registration gave insight on which topics were important to the collective faculty.

Popular topics of interest are:

- Working across disciplines and schools
- Understanding the 100% workload
- Working with local organizations
- The agenda for the Vice Provost of Graduate Studies & Research
- Development of department & school's strategic plan

# Faculty Engagement

I am confident in our collective ability.

An engaged faculty is an empowered faculty. Together we can build.



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