

Final Report of the Faculty Senate Working Group on Faculty Engagement

Members listed alphabetically by last name. * indicates co-chairs.

John Bracht*, Frank DuBois, John Haywood, Monica Jackson, William M. LeoGrande, Gemma Suñé Minguella, Jin Y. Park, Beverly Peters*, Stephen Silvia, Stephen Vassallo, Lacey Wootton

Executive Summary

American University is experiencing a crisis of shared governance, diminishing its ability to navigate the complex challenges facing the institution at this critical historical moment. American University has been a leader in shared governance in the past and can be again. The Working Group for Faculty Engagement was established in Fall 2022 to identify the sources of the decline in faculty¹ satisfaction and engagement. While our report identifies a number of specific problems, the underlying cause of most of them is a failure of shared governance. Specifically, institutional leaders fail—with alarming regularity—to consult and engage faculty in decision-making in a meaningful way. As a result, key decisions do not have faculty buy-in, which leads to demoralization and disengagement that has a negative impact on all aspects of university operations. Beyond the implications for institutional morale, shared governance is critical for strategic decision-making. Faculty provide a strategic resource in guiding the university, and the erosion of shared governance means that faculty input is diminished and in many cases eliminated. This situation feeds a lack of faculty buy in and a risk of short-sighted decisions and poorer overall outcomes.

The faculty's concerns go beyond shared governance, but revitalizing faculty engagement in the management of the university is a necessary condition for addressing the issues we face today. We group faculty concerns (gathered via focus groups and Campus Climate Survey data) and our recommendations into four broad categories: (1) shared governance; (2) compensation; (3) working conditions; and (4) diversity, equity, and inclusion (DEI).

Shared Governance

The central recommendation of this report is that faculty need to be engaged in decision-making at the beginning, not the end, of all significant decisions. To that end, we recommend a series of changes in how senior administrators and the Board of Trustees engage with faculty, and in how the Faculty Senate participates in shared governance. Given the central role of shared governance in all the areas discussed in this report, we urge the administration and the Faculty Senate to convene a Governance Task Force charged with developing a set of principles of governance and outlining rights and responsibilities, as well as guidelines for collaborative decision-making, for faculty, administrators, and trustees, which would then be accepted as part of the governing documents of each of those groups. Dovetailing with this task force, we also recommend the creation of a Faculty Senate Working Group to research and

¹ "Faculty" refers to tenure-line, term, and adjunct faculty. "Administration" refers to senior administrative staff and faculty.

present options for rebalancing Senate representation and strengthening the connection of the body to faculty and its role in university affairs.

Compensation

The data on faculty compensation reveal a number of issues that are a source of faculty discontent and that need to be addressed. The administration and faculty need to work together to develop a plan to redress the loss of purchasing power due to salary increases lagging behind inflation in recent years, close the gap between AU salaries and those of our principal competitors, address salary compression and the gap between term and tenure-line faculty salaries, and eliminate any inequities attributable to race and gender. We propose a Faculty Compensation Working Group to evaluate university budget priorities and make recommendations for shifting resources toward faculty compensation.

Working Conditions

Faculty concerns about working conditions involve support for research, the adequacy of physical space, and organizational culture, which includes the norms of personal interactions on campus. Our recommendations focus on improving the infrastructure and staff support for teaching and research and on building an organizational culture of mutual respect and support.

Diversity, Excellence, and Inclusion

AU has made major efforts in recent years to create a more diverse and inclusive faculty, staff, and student body, and it has realized some successes, especially in faculty hiring. There is, however, much more that needs to be done, especially in fostering an inclusive campus culture. Our work on recruiting and retaining a more diverse faculty needs to continue, and we need to be more proactive in promoting inclusive excellence and systematically monitoring the authenticity and effectiveness of those actions.

Addressing these challenges is critical to the long-term health of American University. Many of the challenges will not be easily solved in the short term, and some will require a shift in organizational culture to address. Many of the solutions will require financial investment, necessitating hard decisions about how the university's limited resources are allocated. We recognize full well the financial pressures facing the university and the demographic challenges to enrollments in the years ahead. We believe these are challenges that can be solved by an administration committed to restoring a vibrant model of shared governance and a faculty willing to take up the challenge of fully participating in the university's management.

This is the time for American University to be a changemaker and to be the thriving premier institution we aspire to be. We are at a crossroads where a new President and Provost should take the opportunity to lead the institution in a direction that prioritizes shared governance. Faculty must play a central role in meeting current challenges, including faculty and student retention, decreased graduate enrollments, budget shortfalls, and declining national recognition. We hope that this report will be a first step in meeting this important moment in our institution's history.

Report of the Working Group on Faculty Engagement

Introduction

In Fall 2022 the Provost and Faculty Senate created this Working Group on Faculty Engagement to explore ways to improve faculty engagement and shared governance across the university. At the beginning of that semester, the events related to the unionized staff strike and negotiations with the union triggered feelings of anger, confusion, disappointment, and vulnerability among faculty and the AU community as a whole. While that event was part of the inspiration for this Working Group, many faculty have a growing sense of alienation and powerlessness in regard to faculty governance that negatively impacts faculty's sense of value. Campus Climate surveys have indicated that these feelings have existed for quite some time. From 2019 to 2022, Campus Climate surveys recorded drops in the number of term and tenured faculty who agreed with the statement, "Faculty are valued at AU." Agreement by term faculty fell from 43 percent to 26 percent, and agreement by tenured faculty fell from 74 to 66 percent. Only tenure-track faculty's perceptions held steady at a positive 80 percent. The faculty's discontent endangers our ability to confront the challenges that face higher education successfully and to continue the advances American University has made over recent decades.

Our work included over a year of research and writing. Working Group members revisited quantitative findings from the 2019 and 2022 Faculty Climate Surveys to highlight ongoing concerns. We then carried out our own extensive analysis of qualitative data from the 2019 survey, coding it to find themes. We identified four buckets in the qualitative data: shared governance, compensation, working conditions, and diversity, equity, and inclusion (DEI). We then held meetings, focus groups, and listening sessions with schools, departments, and other faculty groups on campus to gain insight into these four buckets and, more importantly, to identify possible solutions to address concerns. Faculty commented on a rough draft of this report before the report was finalized.

In the course of our work, we found real and serious discontent among faculty across ranks, schools, and colleges related to lack of transparency, the loss of meaningful shared governance, inequitable and inadequate material support and compensation, problematic working conditions, and inadequate progress in DEI. Our charge as a working group was to assess these concerns constructively, identify faculty priorities for the near future, and explore ways to build stronger partnerships with other university stakeholders.

Structural changes have reshaped higher education in recent decades in ways that make shared governance more challenging but not less important. The imperatives of managing a modern university—the equivalent of a small city—tend to erode the faculty's role in governance. We recognize that the university operates in a complex business environment that demands efficiency and competitive pricing to attract top students, faculty, and staff. The ability to respond quickly to changes in that environment is an important asset, especially for a tuition-dependent institution like AU. But when these pressures lead to a preference for hierarchical top-down decision-making over a more inclusive, consultative process—the "corporatization" of the university—it sacrifices one of the university's principal assets: an engaged, committed faculty (and staff), with all faculty cohorts involved in the university's governance. Top-down decision-making divides senior managers from faculty, sacrificing the

insights that faculty can contribute, reducing faculty buy-in on the decisions made, and contributing to faculty's sense of alienation. Some faculty expressed to us that they felt like mere employees rather than partners in shaping the university's future.

This top-down approach to decision-making also harms the institution because the decisions being made are less informed by ground-level faculty who can provide vital insight into problems and solutions. Faculty are excellent problem solvers and a key resource for university governance. As shared governance erodes, the institution risks making poorer quality, less-strategic decisions that are not responsive to faculty needs.

Governance at AU today fails to meet the standard set in the joint Statement on Government of Colleges and Universities issued in 1966 by the American Association of University Professors (AAUP), the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB). This statement remains relevant today—perhaps more so than ever, given the pressure that changes in higher education are placing on collaborative governance. The statement's central thrust is that the interests of trustees, administrators, and faculty (and, we would add, staff) “are coordinated and related.” Institutional success depends upon “adequate communication among these components, and full opportunity for appropriate joint planning and effort.” By contrast, “unilateral effort can lead to confusion or conflict.” The statement goes on to discuss the appropriate role of faculty in institutional issues ranging from curriculum and research to the evaluation of faculty colleagues, campus life issues that directly impact the academic mission, budget, and long-range planning. It says:

Central to success, regardless of the issue, is open communication and transparency, clear and effective mechanisms for the faculty to express its collective judgments, and due deference to the faculty's decisions on issues that fall directly within its purview.

We believe the challenges facing higher education in general and AU in particular can and must be navigated successfully without sacrificing meaningful faculty input to the governance process. Indeed, we begin from the premise that an active faculty role in the major decisions that shape the university's future is essential for building and sustaining a vibrant, successful AU community. Issues of student retention, institutional reputation, grant development, a dynamic curriculum that keeps up with changing times: The successful navigation of each and every one of these depends on the faculty. The external pressures are not unique to AU, but we believe that AU is well positioned to be a national leader in overcoming them.

AU has been a leader in faculty governance in the past, with its cutting-edge inclusion of term faculty in governance 10 years ago (highlighted by the *Chronicle of Higher Education* and AAUP). We can be a leader once again as we confront challenges, crises, and opportunities, by not only restoring but revitalizing faculty governance. Faculty, senior administrators, and staff must work together to help the institution thrive in a challenging higher-education environment. This collaboration must begin when initiatives, changes in administrative structures and new administrative positions, and revisions to policies and procedures are first discussed, not after they have been fully formed. In other words, faculty must be an essential and integral part of the decision-making process, not just a final vote on something that has

been developed and completed without their input. Only then will “faculty engagement” be meaningful and realized, and only then will AU be on a solid path to a successful future. The Faculty Engagement Working Group was formed to explore that path. The proposals in this report, we believe, will move us in that direction.

The faculty concerns articulated in the Campus Climate Surveys we reviewed and the listening sessions we conducted go beyond shared governance, but we believe that revitalizing faculty engagement in the management of the university, with all faculty cohorts given the opportunity and support for meaningful participation in governance, is a necessary condition for sustained and effective attention to these other issues. We group the concerns we heard and the solutions we recommend into four broad categories: (1) shared governance; (2) compensation; (3) working conditions; and (4) diversity, equity, and inclusion. We understand that many of these issues are intertwined and cannot be fully resolved in isolation from others.

Shared Governance

Shared governance is the core of, and the solution to, many of the challenges American University faces today. Governance at AU has become hierarchical, with an upper echelon of decision-making administrators and a lower tier of faculty who carry out the teaching, research, and service mission of the university but have limited say in the major decisions that shape the institution’s direction. Quite simply, senior administrators are making decisions unilaterally about matters that previously were decided in consultation with the Faculty Senate, or consulting faculty in a merely performative way about decisions that cannot be altered except peripherally.

The erosion of shared governance can be seen in the most recent faculty climate survey, where only 31 percent of faculty agreed that “AU Leadership Listens to Faculty,” a decline from 45 percent in 2019. Our research showed that issues of shared governance focus around three themes: (1) an increase in top-down decision-making by senior managers that has eroded the faculty’s role; (2) changes in the way the Board of Trustees relates to campus constituencies, drifting away from their innovative embrace of shared governance in the past; and (3) the declining effectiveness of the Faculty Senate, which needs to serve as a check on top-down administrative power.

The following examples illustrate recent failures of shared governance and performative faculty consultation. This list is by no means exhaustive.

- **Presidential Search Committee:** The 2023 presidential search committee was constituted without faculty input and without an election to decide faculty composition of that committee. The Board directly appointed faculty representatives, prompting 234 faculty to sign a petition requesting that the faculty representatives be chosen by election through the Faculty Senate. In response to the faculty petition, the Board allowed for a faculty “satellite committee” with eight positions selected by the Board from a 16-member pool generated by the Faculty Senate. This situation represents a step backward from 2016 when two faculty representatives were chosen by election

through the Faculty Senate. It is also concerning to faculty that the Board did not anticipate the involvement faculty desired in this important hire.

- **Appointments of senior academic officers and administrative staff:** Provost Starr was appointed without a national or internal search. Multiple vice-presidents have been appointed in the last two years with little (or only performative) faculty input.
- **Continuing appointment evaluation guidelines:** We praise the development of continuing appointment and the multiple opportunities administrators offered for faculty input and subsequent revision. However, in the interests of expediency, the creation of the Omnibus Evaluation Criteria for continuing appointment took place without the full and regular participation by faculty such as the Senate leadership or the Term Faculty Affairs Committee. This contradicts the process required by the Faculty Manual.
- **Board of Trustees:** The Board increasingly relies on closed or executive sessions, which prevent faculty participation in important discussions and decisions.
- **University Club:** The university developed plans for a new University Club without substantive consultation with faculty and staff during the planning phases, resulting in a University Club location that many faculty and staff believe is inadequate. We look with favor on more recent developments addressing this concern.
- **Academic Unit Governance Challenges:** We recognize that there are also governance issues in the academic units. We point to the former School of Professional and Extended Studies (SPExS) as one example where administrators did not follow regulations for curricular matters, including the approval of new courses. When faculty brought this and other alleged governance irregularities to the attention of senior administrators outside of SPExS, few avenues for recourse existed; academic unit governance challenges thereby morphed into university administrative failures.

The Faculty Senate is the principal venue through which faculty participate in the governance of the university, so a strong Senate is vital. Yet some faculty in our focus groups felt disconnected from the Senate, noting that communication is often one-way and that some senators do not regularly brief their units. A related issue is that the Faculty Senate is now less representative. The number of faculty in academic units has changed, but the Senate has not been reapportioned to reflect these changes. The expansion of numbers of committee chairs who receive Senate seats has attenuated the connection between senators and faculty.

Perhaps more concerning, our research found that there is also a general perception that the Faculty Senate has become less effective. There are common perceptions that little debate happens on the Senate floor and that the Senate is merely a “rubber stamp” for decisions the administration has already made. This is not a fault of the Senate itself: The administration structures decision-making in a way that makes it extraordinarily difficult for the Senate to influence their choices. For example, in 2021 the Faculty Senate pushed back against changes in the processes for appointment and review of senior administrators, and twelve past Faculty Senate Chairs requested transparent rules guaranteeing a strong faculty voice in searches and reviews for senior administrators in a letter in November of that year. Senior administration resisted and ultimately prevented this important component of shared governance, choosing instead to develop a Provost’s policy to guide actions.

Changing demands on faculty have also had a negative impact on shared governance in general and the operations of the Faculty Senate in particular. Research expectations for tenure-line faculty have grown, increasing demands on faculty time, with the merit process giving much greater weight—as it should—to research and teaching. The cumulative effect has been a decline in participation in shared governance by senior tenured faculty, including institutional decision-making that shapes AU’s research environment. Term faculty have filled that gap, in part because their contingent status makes them reluctant to turn down service requests.

However, term-faculty contingency and the involvement of junior faculty can limit the ability to participate in shared governance as full partners with an equal voice to communicate unpopular opinions or challenge senior administrators. This concern dovetails with the 2019 Campus Climate Survey, where only 36 percent of faculty said they agreed that they were “able to challenge a way of doing things without fear of harming my career.” This data point reflects the decline of the Senate’s role as a venue whose very purpose is to represent the faculty’s interests and push back against questionable administrative decisions.

The weakening of the Faculty Senate leaves the upper administration without a check on its power, and faculty concerns, when expressed, are too frequently discounted, because power has become concentrated at the top of the hierarchy. This power imbalance leads to understandable faculty resentment when decisions are imposed from the top in ways that damage morale and sometimes directly oppose faculty interests.

We recall that in 2006, the Board of Trustees added faculty representatives in a step that was nationally praised as an example of shared governance in action. However, the role of campus representatives on Board committees and the participation of faculty and student trustees in general meetings has deteriorated with the increasing use of closed sessions. We believe the Board would benefit from having more members with experience in academia and a deeper understanding of the role of faculty in shared governance, which is a distinctive part of academic culture that may not be fully understood and appreciated by members of the Board.

For a university to achieve sustained success, faculty engagement is indispensable. Faculty are on the front line of carrying out the university’s mission as they conduct research and interact with students. They are often the first to know when problems are brewing. If their views are included as a routine part of decision-making, we can respond faster to emerging issues and perhaps avoid costly mistakes. In addition, when faculty are part of the decision-making process, they will better understand the reasoning behind decisions and be more tolerant of those with which they disagree.

Most importantly, shared governance is consistent with the nature of the university. We are a community of scholars. As faculty, our lives are devoted to creating knowledge based on evidence, making reasoned arguments, and challenging assumptions and accepted wisdom. At our best, we understand that our own perspectives are limited and that we need to reason with others to find the best path forward. When we live out that scholarly engagement, we model it for all—for our students, our faculty colleagues, our staff, our alumni, and our Board members.

Recommendations

Given the central role of shared governance in all the areas discussed in this report, we urge the administration and the Faculty Senate to convene a Governance Task Force,

comprising faculty representatives from different units and cohorts, senior administrators, and members of the Board of Trustees. This task force would be charged with developing a set of principles of governance and outlining rights and responsibilities, as well as guidelines for collaborative decision-making, for faculty, administrators, and trustees, which would then be accepted as part of the governing documents of each of those groups.

We also recommend the creation of a Faculty Senate Working Group to research and present options for rebalancing Senate representation and strengthening the connection of the body to faculty and its role in university affairs.

- Recommendations for **senior administrators and faculty** around shared governance:
 - Cease “performative consultation” and engage faculty at the beginning of decision-making processes rather than the end.
 - Cease the use of a separate set of Provost’s policies on issues that should be subject to shared governance. Use academic regulations established through the Faculty Senate to set policies.
 - Restore shared governance provisions for administrator searches found in the Faculty Manual and academic regulations.
 - Mandate and enact 360-degree reviews of senior administrators in Academic Affairs every three years, with a defined faculty role in the process.
 - Renew senior tenured faculty’s commitment to investing the time and energy necessary to make shared governance a reality.
 - Re-establish robust faculty engagement with strategic planning as done with the 2009-2013 strategic plan and the AU2030 project.
 - Engage the Faculty Senate in all decisions critical for the university's direction.

- Recommendations for the **Board of Trustees** around shared governance:
 - Revisit the makeup of the Board of Trustees, which would benefit from having more members with academic experience in order to be better attuned to faculty concerns.
 - Increase the number of faculty on the Board of Trustees and ensure they are voting members, not just consultative members.
 - Establish a process for faculty input to the Board of Trustees contract reviews of the president.
 - Faculty should directly elect their own representatives on Presidential Search Committees and associated Faculty Advisory Committees through procedures established by the Faculty Senate. The Board of Trustees should respect the results of faculty elections as final, and seat the elected candidates without interposing or selecting among them. This is an important part of faculty governance.
 - Require participation of new Board of Trustees members in a session designed and run by faculty to explain faculty governance and the importance of shared governance.

- Restore the more inclusive Board of Trustee practices that were in place when students and faculty initially became trustees more than a decade ago. This includes only going into executive sessions when absolutely necessary.
- Recommendations for the **Faculty Senate** around shared governance:
 - Reform the Senate to make it more representative of the numbers in the academic units and the different faculty cohorts. Part of this reformation would include measures to reduce the share of senators who have seats because they are committee chairs (and thus do not represent a group of faculty members) and to encourage more tenure-line and tenured faculty to stand for election in the Senate.
 - Ensure the Faculty Senate engages the faculty community in discussion of issues and does not continue performative engagement. Reinvigorate Senate meetings as a place for debate and dialogue.
 - Undertake a review of Senate communications and opportunities for input from faculty in order to develop new methods of engagement—not just emails to the faculty but opportunities to hear from faculty on a regular basis.
 - Define more clearly the role of the Faculty Senate in decisions critical to the university, such as the budget and senior administrative appointments (e.g., no new position above the rank of unit dean should be created without the advice and consent of the Faculty Senate).

Compensation

In recent years, the administration has frequently claimed that university budgets have placed a priority on “our people.” Unfortunately, while there have been important compensation increases in some areas, compensation remains inadequate for many faculty members and in recent years has failed to keep pace with inflation. In surveys and this committee's focus groups, compensation is one of the primary areas of faculty dissatisfaction. That dissatisfaction matters not only for faculty well-being but for student retention. Faculty who are satisfied and engaged and who do not have to fret about paying rent or take on additional employment to make ends meet will do a better job with students. All faculty deserve to be fairly compensated and doing so will benefit the university as a whole. While we recognize the realities of market forces and tightened budgets, we believe that a process of examining priorities and allocations of resources would enable the university to address the frustrations and material inadequacies that faculty are experiencing.

Faculty in our meetings across campus also expressed frustration over a lack of transparency around the budget and budget processes (though some point to recent budget discussions as an encouraging step in the right direction). There is also a pervasive sense that AU is experiencing administrative bloat; faculty point to the hiring of several new vice presidents and an enlarged number of administrators working on “the non-academic” side of the house as evidence.

Indeed, the recently released data from the AU Provost’s office (requested by this Working Group) do show that administrators have increased their total numbers disproportionately to faculty (Figure 1). Over a five-year period, the number of faculty increased 6%, the administrative staff (such as Vice Presidents, Associate Vice Presidents, etc., and excluding the President) increased by 39%, and administrative faculty (such as Deans, Associate Deans, etc.) have jumped by a concerning 75% (Figure 1).

Faculty lack insight into how such hiring or appointment decisions are made and why senior administrators believe they are necessary. Faculty routinely wonder whether these expensive top-level hires and administrators are truly necessary and well justified in terms of their impact on the organization, given their high salaries. Because senior administrators receive higher salaries (excluding the President, median \$245,610, from Provost Data 2023) than most faculty (combined median \$101,800, Table 5, from Provost Data 2023) and typically have several staff members reporting to them, the drain on university finances is substantial and disproportionate relative to faculty.

Transparency here is critical for senior administration to justify the expansion of administration to the faculty and—critically—to students who must foot the bill.

Full-time Faculty Salaries

We calculate real salary change for all full-time faculty (Table 1) by taking the annual merit increase for full-time faculty set in the American University budget and subtracting the urban consumer price index for that year (CPI-U). Between 2001 and 2015, real salaries increased on average by 1.6 percent per year. The trend reversed thereafter. Between 2016 and 2022, real faculty salaries have fallen by an annual average of 1.1 percent. The declines were especially pronounced in 2021 (-4 percent) and 2022 (-2.6 percent). It is noteworthy that the real salary declines began well before the COVID-19 crisis. The administration should restore the purchasing power of faculty lost since 2015 and return to a merit policy that provides real salary increases.

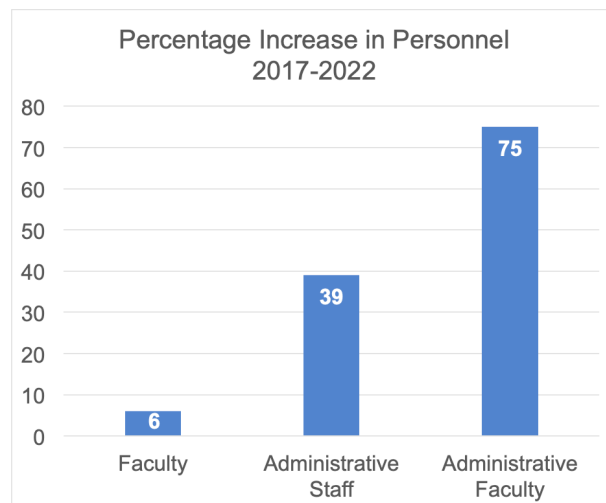


Figure 1. Percentage increase in personnel for faculty, administrative staff, and administrative faculty in a 5-year period from 2017 to 2022. Source: AU Provost’s Office, 2023 data.

Tenure-Line Faculty

The data reported here on average salaries for the three ranks of tenure-line faculty members (Table 2) are from the AAUP database. They are the same data reported in the *American University Academic Reference Book* (<https://www.american.edu/provost/oira/academic-data-reference-book.cfm>). Data on average salaries for individual tenure-line faculty ranks have limitations. Uneven patterns of hiring, promotion, and retirement, combined with relatively small populations, can generate changes in the annual average for each category independent of merit increases. They are the only salary data available on individual ranks, however. They show that between 2018 and 2022, real salaries fell by 14.6 percent for full professors and by 8.9 percent for associate professors. Real salaries increased by 0.5 percent for assistant professors over the same five years (Tables 3 and 4).

The administration should bring the university into compliance with a policy that the Board of Trustees enacted over thirty years ago committing American University to maintain the average salaries for all assistant, associate, and full professors (both tenure-line and term) within the AAUP salary grade 1. The university administration has never fulfilled this Board policy for all ranks and should make it a priority to do so.

At the same time, strong performance must be rewarded. Under the current system of compensation, it is the norm for faculty members who publish a book with a prestigious university press or receive a major research grant to receive a salary increase that is at most a fraction of one percent. If the university wishes to increase research output, it must do a much better job of rewarding it.

Year	Merit	ΔCPI-U	Real Merit
2001	4	1.3	2.7
2002	4	2	2
2003	4	1.7	2.3
2004	4	3.2	0.8
2005	4	2.9	1.1
2006	3.8	2.3	1.5
2007	3.5	3.7	-0.2
2008	3.7	0.2	3.5
2009	3.7	2.5	1.2
2010	3	1.3	1.7
2011	3	2.9	0.1
2012	3	1.5	1.5
2013	3	1.3	1.7
2014	2.5	0.5	2
2015	2.5	0.4	2.1
2016	0	1.8	-1.8
2017	1.5	1.7	-0.2
2018	3	1.5	1.5
2019	2.5	1.8	0.7
2020	0	1.5	-1.5
2021	2.5	6.5	-4
2022	4	6.6	-2.6

(Source: American University budget, various years; CPI-U: Economic Report of the President, 2023)

Table 2: Nominal Change in AU Tenure-line Salaries			
	Full	Associate	Assistant
2017	2.0%	2.5%	4.8%
2018	3.8%	1.7%	4.5%
2019	1.0%	0.5%	2.3%
2020	-3.5%	-0.4%	4.0%
2021	1.8%	2.1%	3.5%
2022	1.7%	5.0%	7.2%

Table 3: Real Change in AU Tenure-line Salaries				
	Full	Associate	Assistant	Change in CPI-U
2017	0.3%	0.8%	3.1%	1.7%
2018	2.3%	0.2%	3.0%	1.5%
2019	-0.8%	-1.3%	0.5%	1.8%
2020	-5.0%	-1.9%	2.5%	1.5%
2021	-4.7%	-4.4%	-3.0%	6.5%
2022	-4.9%	-1.6%	0.6%	6.6%

Table 4: AU Real salary change for Tenure-line Faculty, 2018-22		
Full	Associate	Assistant
-14.6%	-8.9%	0.5%

(Sources for tables 2-4: AAUP, <https://data.aaup.org/ft-faculty-salaries/>; CPI-U: *Economic Report of the President, 2023*)

Term Faculty

It is more difficult to get precise information about term faculty salaries. AAUP data do not fully align with AU's term-faculty ranks, and although we requested term-faculty salary data disaggregated by rank, we were only able to get data for the broad categories of "Lecturer" and "Instructor" (the latter category only representing 13 faculty total) disaggregated by school.

What can be determined from the data we received and from faculty's expressed concerns is that many term faculty are not sufficiently compensated to allow them to live comfortably in the DC area, nor are they compensated equitably in relation to their tenure-line colleagues. In the campus-climate surveys and in our focus groups, term faculty repeatedly communicated that their salaries cause them not only stress but material hardship. For example, there are senior term faculty with 10 or 15 years of experience working second jobs: bartending, home health-care services, and Amazon fulfillment centers. Moreover, inadequate salaries in a high-cost-of-living region push faculty to live in areas farther away from campus, leading to long commutes and to decreased likelihood of frequent on-campus engagement other than on teaching days. The median household income for the DMV hovers around \$90,000 per year as of 2020 (but can be much higher in certain counties) (<https://www.census.gov/quickfacts/fact/table/DC,MD,VA/PST045222>), and five of the top ten highest-earning counties in the US are in the DMV (https://en.wikipedia.org/wiki/List_of_highest-income_counties_in_the_United_States). The median "Lecturer" salary was \$70,425 in fall 2022. (See Table 5 below.)

Table 5: Fall 2022 AAUP Median Full-time Faculty Salaries*

	Professor		Assoc Prof		Asst Prof		Instructor**		Lecturer		In-Res**		All	
	Median	N	Median	N	Median	N	Median	N	Median	N	Median	N	Median	N
CAS	131,300	83	104,700	89	94,225	46	-	-	67,950	165	-	-	93,850	391
KSB	230,600	17	184,518	19	181,200	15	-	-	133,575	28	-	-	175,000	79
OGIS/ OGPS**	-	0	-	0	-	0	-	-	-	-	-	-	72,350	14
SIS	167,250	27	110,900	24	92,500	17	-	-	69,750	39	-	-	99,875	108
SOC	-	0	108,000	13	94,000	13	-	-	78,350	13	-	-	102,400	53
SOE	-	0	-	0	-	0	-	-	83,585	39	-	-	88,000	49
SPA	168,800	26	109,700	22	102,400	16	-	-	71,000	23	-	-	109,700	95
WCL	212,150	41	-	0	-	0	-	-	-	0	94,850	14	189,950	64
ALL	162,500	206	109,250		95,400	118	65,000	13	70,425	314	97,100	31	101,800	853

*Source: American University Provost's Office

**Some categories have not been disaggregated to preserve confidentiality.

At AU, term faculty salaries are significantly lower than those of their tenure-line colleagues, despite the fact that both groups are full-time faculty and that term faculty share a significant service burden with tenure-line faculty and often engage in research and grant seeking, too. We acknowledge that there will be salary differences across faculty categories and academic units—but the extreme differences revealed in Table 5 go beyond "difference" into "inequity": They are greater than any distinctions in qualifications and job duties would warrant. For example, the university-wide median for all "Lecturers" is almost \$30,000 less than

the university-wide median for all faculty. In KSB, SIS, and SPA, the median salary for all lecturers is about \$100,000 less than the median full professor salary; in WCL, the median for term faculty is over \$100,000 less than the median for full professors. Even term faculty at the highest ranks and with the most experience can make tens of thousands of dollars less than their counterparts on the tenure track. These insufficiencies and discrepancies should also be viewed in the context of the failure of merit increases to keep up with inflation, as noted at the beginning of this section.

We acknowledge that there have been laudable efforts to improve term faculty salaries over the years, with some significant gains both in the starting salaries and for longer-serving faculty, including in summer and fall of 2023. But it is clear that the work is not yet over, especially in regards to equity; increases of a couple thousand dollars will not close gaps of tens of thousands of dollars.

Last year, a group of faculty in CAS offered two proposals to decrease the tenure/term salary gap. Members of the group met with CAS administrative leadership, but there has been no further response. We call on the administration to pay even more attention to salary inequities and insufficiencies and collaborate with faculty to think creatively about ways to close gaps instead of perpetuating them. Eliminating salary inequities is the primary way to alleviate term faculty's feelings of being devalued, as expressed in climate surveys and our focus groups; they feel this way because they literally are not valued as much as tenure-line faculty. But addressing salary inequities will help with faculty engagement and student retention, too: Faculty who are not sufficiently materially compensated cannot give their full attention and energies to their jobs. Term (and adjunct) faculty work with the greatest number of students and are paid far less. The university claims to value undergraduate education; if that is the case, then it must invest in its educators.

Adjunct Faculty

Adjunct faculty salaries are the result of union negotiations, of course, and thus out of the purview of this Working Group. However, we would be remiss if we did not point out here that adjunct faculty salaries continue to be insufficient. Although AU has achieved a level of parity with many local institutions, the rate of pay still requires adjunct faculty to seek additional employment elsewhere if they do not have full-time occupations outside of academia. Moreover, our adjunct faculty are limited in the number of sections that they can teach, effectively capping them to a lower total rate of pay than at many other institutions. An adjunct faculty member with a terminal degree, teaching the maximum course load, will make just over \$15,000 during an academic year, without health or retirement benefits. These salaries affect faculty stability and student learning, and a greater investment in these faculty by AU would undoubtedly increase their commitment to the university. Faculty who must take on second or third jobs, or who can only teach as an adjunct if they have another full-time job, will not be able to offer the levels of student engagement that support retention.

Benefits

Faculty's perceptions of benefits are mixed. Full-time faculty continue to express satisfaction with AU's retirement plans, particularly the matching contributions, in the climate

surveys and our focus groups. Tuition remission for eligible family members attending American University and the tuition-exchange program are also quite popular, although faculty wish that a larger number of universities participated in the latter program. Some health benefits are especially important to faculty (e.g., the partial cost coverage of medical equipment, such as hearing aids, in the Kaiser Permanente plan). Many faculty are satisfied with the health-care coverage.

However, numerous faculty are concerned about the high premiums for health care, especially faculty with spouses and children on those health plans. Moreover, the institution of “co-insurance” has resulted in unexpected out-of-pocket expenses. During the pandemic, the retirement matching funds were suspended as part of efforts to address budget shortfalls, money that faculty have not recovered.

Here, too, we should note that none of these benefits is available to our adjunct faculty colleagues.

Recommendations

We make these recommendations in the context of a broader, foundational recommendation: The administration must involve faculty in the initial stages of decisions and projects that involve the budget, including the creation of administrative positions and changes to academic programs. Concurrently, the administration must create greater transparency by providing disaggregated salary data for term faculty by ranks, administrative salary ranges, reasons for new administrative positions, etc. But we want to emphasize that transparency and communicating information are not the same as, nor should they be a replacement for, faculty involvement in decision making.

We offer two primary action items, followed by specific outcomes we would like to see result from those action items:

- 1) The Senate, in collaboration with the Provost and CFO, should form a working group to devise a plan to achieve these salary objectives—particularly eliminating inequities—within the next five years. This plan should include a joint comprehensive review of current operations, budget priorities, and staffing for the direct reports to the President, with the objective of finding and implementing cost savings and reallocations. This group would build on the work of the current Senate Administrative Growth Study Group.
- 2) Achieving and then maintaining competitive faculty salaries should be prioritized over expanding the numbers and increasing the salaries of the upper administration. The annual average salary increase for senior administrators (i.e., the president, vice-presidents, provost, vice-provosts, associate and assistant vice presidents, directors who are direct reports to the president, deans, and associate deans) should be reported to faculty and staff annually, and the average percentage of those increases should not exceed the average percentage increases for faculty.

These action items should support the following outcomes:

- The administration should eliminate salary inequities between tenure-line and term faculty and among units, and ensure salary equality along gender and race lines.
- The administration should restore the real purchasing power of faculty lost since 2016 and return to the decades-long practice of annual salary increases that equal or exceed inflation.
- The administration should achieve the Board policy requiring that the average salary for each rank of tenure-line colleagues be in AAUP category I within five years.
- The administration should continue to increase adjunct faculty salaries and should study the current cap on adjunct faculty section assignments to determine where it might be feasible to increase it. They should also convert adjunct faculty to term positions wherever possible, and prioritize adjunct faculty for term positions when available.
- The institution should reduce administrative bloat with an eye to returning to the lower levels of administrative staff and administrative faculty that existed prior to 2017 and redirect the funds saved toward faculty salaries and inequity reductions.
- HR and the administration should work with faculty, including those on the Senate's Budget and Benefits Committee, to develop ways to address and mitigate rising health-care costs and to research ways to offer health-care benefits to adjunct faculty.

Working Conditions

We all want the same thing: to know that we are treated fairly and that we feel dignified through our work. All of us deserve to have access to some kind of career advancement; we should all be included in decisions that may affect the quality of our work or simply the possibility of keeping our job. Each of us needs to be heard when we have something to contribute or simply when we disagree. Furthermore, our accomplishments need to be acknowledged by the institution to build a culture of valuing faculty.

The Campus Climate survey data as well as the perceptions shared in our focus groups reflect not only a lack of respect in the workplace but also a culture of distrust in some units, and a marked lack of empathy and a deep-rooted inability to listen to others. Lack of empathy translates into a failure to understand the needs of others who do not belong to the same rank or whom we simply perceive as "others." Recognizing another's dignity is central to our ability to trust, value, and build community with them.

"Working conditions" encompasses a very broad range of topics from physical (office, laboratory, and classroom spaces, along with administrative support) to organizational culture (encompassing the sense of respect, belonging, worth, and community). It also includes faculty input and agency in such matters as teaching schedules and courses taught.

Physical Support

Research and Scholarship: Overall, faculty are concerned that the university is not maintaining its research quality. Supporting research by all faculty cohorts will improve

community and faculty retention, but it will also ensure that the university is taking full advantage of the talents and intellectual resources of its faculty.

The AU 2030 project, begun in 2012, is largely responsible for the recent significant increases in sponsored research. The administration has not launched anything comparable since. The failure to plant “seed corn” now means that there will be little to harvest in the future. Furthermore, although the Changemakers for a Changing World Strategic Plan’s Imperative 2 has excellent scholarship goals, many remain unrealized, including a working group to evaluate the sponsored research efforts at AU and a junior-senior peer-mentoring system for faculty.

When discussing this issue, tenure-line and research-active term faculty are likely to point to research infrastructure needs, grant support, or other scholarship-related functions that include administrative support, regular sabbaticals, and professional development funds. Many tenure-line and research-active term faculty feel that the university should prioritize research on issues related to anti-racism, offering additional research funds for those engaged in such research. Research-active term and adjunct faculty also express that tenure-line faculty and administrators do not value their research or their publications, especially when they appear in non-traditional sources.

Administrative Support: High turnover rates among lower-level administrative staff are detrimental to the proper functioning of the units. Turnover in departmental office staff can be crippling to departmental function as institutional knowledge is lost. When this happens, faculty are also burdened by increased administrative tasks that detract from scholarship and teaching. This situation ultimately affects students, who are deprived of mentorship by research-active scholars.

Research-active tenure-line and term faculty commented that grant-support staff need to be better educated about the funding agencies they support, so that faculty do not need to educate the support staff about policies and procedures.

Many faculty voiced the need for more transparency and support around promotion. Knowledge about the pathways to promotion, as well as planning faculty’s promotion sequences, is important to the professional development of tenure-line, term, and adjunct faculty. This is a responsibility that falls not just on administrative staff but on senior faculty leaders as well.

Term faculty especially commented on the need for better administrative management of service obligations. There is a general feeling that a core group of faculty are often tasked with heavy service burdens. Term faculty are particularly vulnerable in terms of service obligations, voicing that they often do not feel empowered to turn down requests from deans and other administrators.

Office, Classroom, and Community Building Space

Office Space: An office is crucial to the faculty educational mission. A private office is a fundamental need for all faculty and a mirror of the need of students to attend office hours. Term faculty often noted that they lack a basic office space on campus where they can work and meet with students and colleagues privately. Some adjunct faculty, who share common

office space, were particularly concerned about not having access to private space to hold student consultations. We note that faculty are not generally consulted in physical space allocations on campus, which are presumed to fall outside their purview—yet these decisions have profound repercussions for faculty’s academic practice.

Classroom Space: Faculty noted that classroom space was not always conducive to teaching. Broken clocks, rooms without enough chairs, and inadequate audio-visual equipment hinder faculty’s ability to teach students. Functional whiteboard markers are often not provided in classrooms. Several faculty requested that all classrooms come equipped with presentation computers, since faculty should not use their own computational resources for presenting lectures.

Community Building Space: Faculty have been very vocal about wanting a version of the University Club to return. Foremost in faculty minds is how this space can cultivate the kinds of important, casual interactions that support community building, the health of AU as an institution, and faculty (and staff) morale. The selection of the Megabytes site was performed without faculty input and without giving faculty a choice about the physical space; faculty feedback reflected that the proposed Megabytes site will be insufficient for the kinds of casual but important interactions that faculty need. We recognize that the Provost’s Office is taking up this concern, and we applaud those efforts.

Recommendations

Research and Scholarship:

- Offer better scholarship support, including professional development funds for all full-time faculty to support research, conference attendance, and other activities that support the teaching and research missions of the university.
- Create dedicated research funds for work on anti-racism.
- Reward research-active faculty (whether tenure-line or term) for their achievements through meaningful merit increases.
- Recommit to the actions described in the Strategic Plan, including establishing a sponsored research working group.
- Grant sabbaticals to all full-time research active faculty at the same intervals (whether tenure-line or term).
- Improve post-award staff support across the board.
- Actively engage adjunct faculty to use the adjunct professional development funds available from the Provost’s Office. Ensure these funds are sufficient to meet demand.

Administrative Support:

- Carry out regular service audits to ensure equity in service for all full-time faculty. Ensure service is equitable for term, woman-identifying, and BIPOC faculty.
- Support administrative staff retention and training so administrative tasks do not devolve to faculty.

- Engage in specific and quality management training for department chairs and program directors.
- Support all faculty in their career advancement goals. Create CTRL career advancement workshops for tenure-line, tenured, term, and adjunct faculty.

Office, Laboratory, Classroom, and Community Building Space:

- Ensure individual office for all full-time faculty. Ensure adjunct faculty have both common adjunct workspace and space for easily accessible private meetings with students.
- Ensure all classrooms have a working clock, working whiteboard markers, functional audio-visual equipment, and sufficient chairs for all students.

Organizational Culture

Organizational culture, and whether its practice matches its values, can make a job either great or unbearable. Our data suggest American University does not excel in creating a culture of community. One of the most striking issues in the 2022 Campus Climate survey was the high percentage of teaching faculty that disagree with the statement “faculty are valued at AU.” According to the data, term faculty feel two times more disrespected and devalued than adjunct faculty and significantly more than tenure-line faculty. (Only 26% of term, 40% of adjunct, 66% of tenured, and 80% of tenure-track faculty agree with the statement “Faculty are valued at AU.”)

This sentiment was echoed in our focus groups and is particularly concerning given that term faculty do the majority of teaching at the university and therefore have a major impact on student retention. This devaluation undermines morale and therefore the efficient and healthy functioning of departments. The comments do not just reflect administration-to-faculty interactions but also a sense that many faculty feel a lack of respect among those from different faculty ranks. There is a sense that some tenured and tenure-track faculty do not respect or trust term faculty, and some full-time faculty do not respect adjunct faculty or staff. While this dynamic clearly manifests itself in inequitable compensation and service hours, we must also demand greater respect among all colleagues as a starting point to community building. Respect is not just about being considerate but must manifest itself in genuine collaboration among the different ranks, as well as the sharing of rights and duties.

Moreover, often, when faculty achieve significant accomplishments at AU, they are not institutionally recognized for these accomplishments, making them feel further devalued. While faculty can reinforce each other’s value, their accomplishments should be recognized and reinforced by the administration. This recognition is being done to some extent on social media, where grants awarded are announced, yet there is a perspective that announcements are of uneven coverage and focus on certain schools and individuals. There is room to expand and to recognize more than just grants and to promote accomplishments in spaces beyond social media. By valuing faculty accomplishments, we can promote a positive vision of what AU can and should become.

The feeling of not being valued and a sense of lack of respect are critical institutional failures that must be addressed. We can address these challenges through building and reinforcing a respectful, inclusive community and fostering an organizational culture of mutual respect and value.

Recommendations

Community Building:

- Select a new site for the University Club that meets faculty needs, and do so in dialogue with faculty.
- Hold regular faculty town hall meetings to provide faculty feedback directly to the Senate and upper administration. Similarly, the administration should take these opportunities to informally notify faculty of their initiatives in order to help align their plans with faculty needs at earlier stages of planning.
- Arrange departmental or school-wide lunches, school retreats, and departmental social gatherings at regular intervals.

Mutual Respect and Value:

- Intentionally build a culture of respect. Front-line leaders and senior tenured faculty need to set an example. Leaders can set expectations and call out violations of norms.
- Ensure that the representation of tenure-line and term leaders reflects actual faculty composition of the units they lead—that, for example, tenure-line faculty in a unit are not the only ones chosen for leadership positions when most of the faculty are on term lines.
- Prioritize transparency in the awarding of stipends, continuing contracts, assignment of leadership positions, and any other decisions affecting the faculty as a whole, whether at the program, department, college, or university level.
- Champion the accomplishments of all faculty and create mechanisms so that all faculty can share their accomplishments on social media and other forums.

Additional recommendations regarding term faculty:

- Many tenure-line and term faculty recommended that AU develop a system of tenure for senior term faculty whose primary duties involve teaching. Doing so would position the university as a leader in term faculty issues. Tenure for teaching-focused faculty would also promote job security among senior term faculty, enhance term faculty engagement with the university, and add credibility to the university's claim that it values teaching. We recommend that a faculty-led group such as the Senate's Term Faculty Committee examine the feasibility of teaching tenure, along with the possible steps for implementation.
- The option to unionize came up repeatedly in our data gathering, especially with term faculty. We support continued discussions among faculty to identify the modes of action that they believe are most effective to advance their interests.

Diversity, Equity, and Inclusion

We acknowledge that DEI is related to almost every challenge that faculty and American University face. Below is a broader sketch of the main issues.

Support for Faculty from Minority Groups

General diversity: The diversity of hires needs to be translated into inclusion in the community. The university has touted the number of scholars of color and women in various incoming cohorts, but once they are here at AU, the university's support for the group falls far short of helping them prosper at the university or in their field. Just bringing them to AU is not sufficient. Scholars from marginalized groups need continued support in order to survive and compete in academia, which is still dominated by male scholars and white people. Because of this lack of support systems, AU has a poor record in the retention of people of color. The university needs to introduce a system to provide more active support for faculty members from minority groups. The lack of support for people of color shows in their compensation as well. The university should review the records and correct salary inequities between men and women and between white people and people of color.

Gender inequity: Gender inequity was visible in both Campus Climate surveys. According to the 2021 survey, for the question of being treated equitably (1) in my department and (2) at AU, the answers between female and male respondents show significant disparity. For (1), the replies were 56% vs. 77% (women vs. men) and for (2) 48% vs. 71%. Interestingly, for the question of being treated equitably, tenure-line faculty responded 84% vs. 88% (men vs. women), but tenured faculty responded 79% vs. 48% (men vs. women). The drastic change of responses from female faculty between pre-tenure and post-tenure shows how AU has failed to support female faculty, especially post-tenure.

More Support for Hiring of Faculty of Color

AU is still dominated by white people. For example, several years ago, CAS actively supported target of opportunity hiring to boost diversity. But for the past three years, that program has not received much attention. The university should coordinate with chairs and actively work to bring to AU faculty of marginalized groups not only to diversify the faculty body, but also to expand the course offerings beyond traditionally privileged scholarship.

There have been suggestions to use cluster hires as a more effective way of hiring people of color than the unscheduled target of opportunity hiring. This method has been successful at other universities.

Creating Initiatives to Support Students from Minority Groups

As is the case with faculty, students from disadvantaged groups need more support. Good scholarship and publications have demonstrated how the current system of equal

opportunity (which now is no longer available) and the tuition-waiver program are far from sufficient to help students from minority groups to survive and prosper at privileged universities (e.g., *The Privileged Poor: How Elite Colleges are Failing Disadvantaged Students*). Because of the lack of cultural capital, students from disadvantaged families find it difficult to navigate university life. The university should consider programs to help these students.

Recommendations

- The administration should have a clearer vision about what DEI means at AU. Faculty of color still feel isolated in this white-dominated institution, as well as suffering from inequity and/or stereotyping. Faculty of color, female faculty, and other marginalized groups have played leadership roles in their fields and broken the traditions of dominance of white males outside AU, but at AU they experience AU's unsympathetic disregard of the issue of DEI, despite the constant use of the expression. AU's Inclusive Excellence program is supposed to offer visions and strategies about DEI, but the surveys show that faculty members from marginalized groups do not feel that way.
- The university should pay special attention to ensuring that the achievements of female and BIPOC faculty are as recognized and celebrated as the achievements of white male faculty.
- The Office of the Provost should periodically analyze salary differences among faculty of different genders and racial groups to assure that these differences are not a result of bias.
- An assessment of the DEI efforts at AU should be performed by different unit levels of the university to identify what works or what does not. The instances of performative DEI should be eliminated and replaced with good-faith DEI work.
- The administration should have a clear vision and strategy about how to recruit faculty from disadvantaged groups beyond simple increases in numbers, including what support the university will provide to retain these faculty members once they are here.
- The university should have a clearer strategy and set of goals regarding recruiting students from disadvantaged groups and supporting them to prosper at AU.
- The university should create more faculty support and encourage women and faculty of color to apply for research grants and faculty development funds.
- AU should provide the resources to undertake multiple cluster hires of minorities and facilitate cross-unit cluster hires.

Conclusion

With the leadership transitions underway in the presidency and Office of the Provost, we have an unrivaled opportunity to reaffirm American University's identity as a college-centered research university with a vibrant liberal arts core and nationally recognized professional schools.

It is an opportunity to reinvigorate our sense of common purpose, enhance an organizational culture of mutual respect, and plan our strategic path forward. But our ability to take full advantage of this opportunity depends fundamentally upon restoring the faculty's sense of full participation in shared governance and the amelioration of the problems that we identify in this report. Only an engaged, supported faculty can fully realize our dual commitment to excellence in research and teaching, continuing our recent advances in the creation of new knowledge and assuring a classroom experience that will attract and retain the best students.

On the part of the administration, this re-engagement will require greater transparency across a range of issues and decisions, more authentic consultation with faculty early in the decision-making process, and tolerance for the slower pace and sometimes conflictual nature of collaboration. On the part of the faculty, it will require rethinking the structure and operation of the Faculty Senate to restore its role as the pre-eminent instrument of the faculty's role in shared governance; a greater commitment of time and energy to the task of shared governance, especially by senior faculty; and a willingness to build a new relationship with the administration based on mutual respect and a commitment to our common purpose.

Many of the problems we identify in this report will not be easily solved in the short term, and many of the solutions we propose will require financial investment, necessitating hard decisions about how the university's limited resources are allocated. We recognize the financial pressures facing the university and the demographic challenge to enrollments in the years ahead. But those challenges must not be an excuse for indefinitely postponing attention to the issues we raise here. Budgets are moral documents with embedded values. If we are serious about addressing faculty needs, budget priorities will have to be adjusted appropriately in both the near and medium term—all the more reason that restoring a strong culture of shared governance is so urgent and vital.

Navigating these challenges, and those confronting higher education in general, will require a clear sense of direction and cooperation between the faculty and administration. American University has many strengths: a rapidly improving research profile, dedicated teachers, a staff committed to our mission, well-meaning leadership, and a generous, dedicated Board. We can have a bright future if we focus our effort and our resources on a common vision of the university we hope to be and on what it will take to get us there. We can build that shared vision through a model of shared governance that empowers and inspires us all.