

Provost Column: *The View from my Perch*

Greetings colleagues,

Four short weeks ago, we celebrated Commencement, marking a symbolic end to the academic year. May arrived, faculty, students and staff re-engaged their coursework, travel abroad and travel away, shared governance projects, and research. We celebrated faculty and staff research and creative work at the annual *Our House* on May 9, with lively and personable presentations from Fred Rabinowitz, Fran Grace, Sara Schoonmaker, Annie Blankenship-Knox, Johannes Moenius, Sharon Oster, and Yvonne Vailakis. Trustees met the next two days. Highlights of the meeting included preliminary approval of a 19-20 budget, selection of an architect for the design of the rail station for the south campus project, and approval to continue negotiation of the memorandum of understanding finalizing our merger with the San Francisco Theological Seminary. One week later, the Western Association of Schools and Colleges (WASC) conducted a site visit at San Anselmo to advance their review of the structural change required for acquisition of SFTS by Redlands. Many faculty and staff contributed to a successful review; the full WASC Commission will review the report from that visit in late June.

On May 17, the second annual Symposium on Assessment and Learning provided a forum for faculty to discuss shared governance work from the Educational Assessment Committee, learning improvements based on annual assessment plans and program reviews, evaluations of cross-cultural competencies, and inclusive excellence. A program review of the School of Continuing Studies also launched this past month.

At the final University Assembly for the year, I provided an annual “State of the Faculty.” I’ve reprinted a revised version here. You’ll find an invitation to join me in some reading over the summer embedded in the address.

This week, May Term concludes, and the Redlands campus quiets. I wish for all of you a productive and restful summer of research, travel, rest, and for many, continued teaching in our summer sessions. As the academic year winds down, I thank you, once again, for all your dedicated service — in and out of the classroom — this past year. I look forward to hearing from those of you who might take me up on my offer. I hope the summer brings you slower, “meeting-free” days, and balmy evenings. Be well, and I look forward to seeing you in the fall.

Kathy Ogren

Provost



HOLD THE DATES

8/23 — **New Faculty Orientation**

8/23 — **New Faculty Wine & Cheese Reception**

9/27 — **Faculty Fall Dinner**
(5:30 – 7:30 pm, Stauffer Center Courtyard)

10/25 — **Annual Tenure & Promotion Dinner** (5:30-7:30 pm, Ann Peppers Art Center foyer)

June 2019

The State of the Faculty, Teaching, and Learning

May 8, 2019

The title of this presentation, “The State of the Faculty, Teaching and Learning,” signals my attention not only to providing an update on faculty activities, more broadly, an update on teaching, learning, and our students in general.

Accomplishments and Gratitude

Most recently, our students successfully completed their degrees and graduated from the University. The total, 1,511 breaks down as follows:

- College of Arts and Sciences 526, (487 Undergraduates; 19 CDIS, 15 Music, 40 Johnston)
- School of Business 596 (202 Undergraduates; 394 Graduate Students)
- School of Education 379 (360 Masters Graduates, 9 Doctoral Graduates, 10 Credentials)



Scheduling Commencement ceremonies in the later afternoon have proven to be a popular change. Additional attention to graduate student inclusion in the Students of Color recognition, the College luncheon and reception, and the prescribed 2:00 p.m. opening of the Greek Theater also garnered positive feedback this year.

Participation by faculty was higher than in recent years, and all the ceremonies started and ended on time!

Faculty deserve accolades for the many ways you help make these successful students and their families proud. Student accomplishments depend on the teaching, the advising, the evaluations, the reading (and re-reading) of written work, the coaching, the listening, and the advocacy, the support of student activities, communities, and organizations. You recruit the Whitehead Leadership society, study abroad, and Fulbright scholarships. You mentor science research, you supervise dissertations and classroom teaching, you support internships and fieldwork placement, and you direct choirs and provide strategy for athletics. In these and hundreds of other examples, it's clear — without you and all you do — there is no University.

Snapshots of Faculty Advances in 2018-19

Commencement provides only one measurement for this year's achievements. In the most obvious comprehensive work completed, as teachers and instructors, you've taught a total of 3,471 courses, or will do so by June 30.

And, you've launched new programs:

- Health, Society and Medicine (CAS)
- Masters in Organizational Leadership (SB)
- Masters of Arts in Counseling and Psychotherapy with Hubei Oriental Insight Mental Health Institution in China (SOE)
- Began recruiting for the new Master of Music in Vocal Chamber Music (SOM)
- Applied Learning Series with SCS for CAS
- Joint degree in Mental Health and Spirituality with the AWI at SFTS. The next joint offering is in development: LGBTQ Leadership.

In your research, scholarship, and creative work, you've published books, articles, blogs, computer code, poems; anthologized and edited collections; exhibited or performed poetry, theater, and music of all kinds; presented at conferences; conducted science research with students; contributed to 50th celebration of Johnston anthology; and preserved a 120-year-old oak tree from

the quad. It now rests in the ground floor of the Nasland Study Lounge, thanks to the work of Environmental Studies faculty member Hillary Jenkins.



You showcased your collaborative work with international colleagues at the University of Swaziland/Eswatini spatial studies conference last fall, and with faculty colleagues from the Autonomous University of Baja California at the annual Women’s, Gender and Sexuality Studies conference last month. Faculty in the School of Business initiated collaborative work with Harvard Business School’s Microeconomics of Competitiveness International Network and contributed to the new Spatial Business initiative. In the School of Education, you’ve partnered with the Norco Unified school districts on equity projects, worked with area superintendents to revise curriculum, and started an academic journal in collaboration with the Chapman University School of Education.

Your service has been deep, broad, and consistent, as this sample illustrates:

- Summer 2018 working group on Faculty Salary Plan.
- Working group on shared governance for WASC Interim Report.
- PPC development of improved grievance process for faculty, including adjuncts.
- Strategic planning in schools and college, including first ever mission statement for CAS.
- Successful Re-accreditation of CDIS.
- With Assistant Provost for Internationalization Steve Wuhs, reviewed the last five years of this initiative and started planning for the next five.
- Program reviews completed in several departments and launched for next year.

- Partnered with Executive Director of Office of Career and Professional Development Dr. Kelly Dries to generate opportunities for your students and our alumni.
- Supported the student e-sports team from Redlands that placed fourth out of 69 at a recent national championship.
- Helped students organize the Race on Campus conference in Johnston
- Cheered on athletic teams from fall to spring
- Helped the Rochford Leadership Initiative with the SOE move forward
- Recruited students
- Completed several full-time faculty searches and the search for a new Associate Provost and Director of Armacost Library and Learning Commons, Dr. Annie Downey.
- Contributed to the external consultancy of diversity and inclusion at Redlands, conducted by Jesus Trevino.

And, in two joint faculty conferences and many conversations with SFTS, you aided in the due diligence required for the merger underway.

Looking Ahead

We are growing our percentage of faculty in the Assistant and Associate Professor ranks. To that end, searches planned for the 2019-20 and 2020-21 academic years will bring an additional 18 tenure track, lecturer and term faculty colleagues to the University. This is a transformational opportunity for us as we broaden faculty areas of expertise and diversify our faculty in every way. The new colleagues who join us over the next three years will shape the future of the institution for decades to come. I expect that many of you will be busy on search committees next year! In addition, and upon a successful merger, we will also add eight new tenure track or term faculty colleagues in a Graduate School of Theology, all of which, save one, are endowed chair positions. Several of these colleagues are already working with Redlands faculty on teaching, research, travel, and other collaborations.

Faculty Numbers

FACULTY	#
Professor	125
Associate Professor	38
Assistant Professor	17
Artist Professor	2
Clinical Professor	1
Lecturer	9
Artist in Residence	1
Visitor	30
FACULTY RANK	#
Professor III	45
Professor II	38
Professor I	41
Associate Professor II	29
Associate Professor I	10
Assistant Professor III	7
Assistant Professor II	8
Assistant Professor I	2
Senior Artist Professor	1
Artist Professor	1
Senior Clinical Professor	1
Senior Lecturer	8
Lecturer	1
Artist in Residence	1
Visitor	30
TENURE STATUS	#
Tenured	155
Tenure Track	23
Non-Tenured	45
ETHNICITY	#
White	163
Asian/Pacific Islander	26
Hispanic	11
Black	9
American Indian/Alaska Native	2
Not Specified	12
GENDER	#
Female	114
Male	109
AGE	#
Under 30	3
30-39	25
40-49	55
50-59	63
60+	77

North Star 2020

In the fall, at the “conference” preceding the Fall Faculty dinner, I provided an update of the status for North Star 2020 strategic initiatives. As we conclude the academic year, here are the most noteworthy updates:

- (C4, C6) Continued pathway explorations to advance access to Redlands and to grow a diversified enrollment stream. Pathways In: The partnership with Oriental Insight and the Masters in Vocal Chamber Music mentioned earlier are examples, but we have also added locations for School of Business programs in at Fullerton College, Riverside Community College, and WeWorks. Faculty assistance with the Associate Degree of Transfer and the approval by the CAS faculty to accept (IGETC), (Intersegmental General Education Transfer Curriculum) aids us in our competition with public institutions for transfer students. Additional pathways for students to continue at the Western University of Health Sciences also evolved. The planned transition from the Liberal Studies degree in CAS to Elementary Education in the School of Education and the Bulldog MBA illustrate effective emerging pathways between CAS and the Schools.
- (C4, C6) A Transfer Working Group created as a collaboration with Enrollment, Student Affairs, and the College and School of Business met regularly throughout the year to coordinate pathways in, through, and out for transfers. In the College, a new position to coordinate pathways has been created.
- (H2) The Office of Career and Professional Development, noted earlier, has significantly advanced support for students seeking internships, career education and exploration. It is also providing support to our alumni seeking career opportunities.
- (H5) The WASC Interim Report was successfully completed and well-received by WASC.
- (A1) A Faculty Professional Development Committee (FPDC) met to plan for next year. Membership will include Joy Manesiotis, Faisal Harahap, Denise MacNeill, Steve Wuhs, Steve Moore, Ben Aronson,

Dean Andrew Wall and myself. Faculty can expect some new proposals for support through centralized resources; improved and transparent communication about opportunities; sponsorship of research writing groups and training in effective grant writing; promotion of Fulbrights, Haynes and other opportunities for faculty; connections to the University Distinguished Fellow program; potential expansion of research assistants, additional funding, and release time.

- (A3) Innovation Grants continue in 19-20. The call for proposals has generated submissions under review by the Cabinet.
- (A5) The Salary pool for next year is 2.5%.
- (A10) We moved towards automated course evaluations, and begun governance conversation intended to “evaluate the evaluation process” in PPC
- (C1) For the Rail Station and South Campus, we’re working with architects to design a gateway plaza and a “pavilion” extension to the SBCTA station. Rail line construction should start later in 2019 with service expected in 2021. The City of Redlands is drafting a Specific Plan which will govern our Village development entitlement, including infrastructure, architectural form/density, and community amenities. We will hire a consultant to help us find the right development partners.
- (C8, C3) Five-year review of internationalization initiatives completed and presented to the faculty and the Board of Trustees.

Graduate School of Theology and Marin Campus

At the March Assembly, I presented the progress towards an historic acquisition of the SFTS, which would be the basis for a Graduate School of Theology at Redlands and a new branch campus at San Anselmo in Marin County.

The next major milestones in the merger are:

- An MOU to finalize the merger has been approved by both Boards of Trustees. A final version is expected to be completed by the end of June.

- The WASC site visit has concluded. The visiting team will write a report that is sent next to the Substantive Change Committee, and from there to the Structural Change Committee. Our goal is to have a positive recommendation to the Commission by June 27.
- Over 30 back and forth implementation meetings have taken place to determine how best to integrate everything from ITS and business functions to academic support services. SFTS Trustees and a delegation of students visited Redlands. Alumni outreach events have been held on both campuses. Our Advancement staff has started discussing the future with SFTS donors and friends. Strategic planning by Dean Childers and the SFTS faculty has launched. The librarians of the Graduate Theological Union and ours have also started coordinating efforts to review special collections and services.
- Exploration of enrollment opportunities in Marin for SB and SOE started with a planned meeting at College of Marin. Several Redlands faculty met with Floyd Thompkins and Tammy Lai from SFTS to explore certificates in LGBTQ Leadership and music and spirituality.
- Faculty continue to dream together — travel classes, San Anselmo Summer, opportunities for joint graduate school methods classes with the SOE doctoral and the DMin students. Governance conversations started about integration with our governance structure — parallel to the review of Senate currently underway.

Leadership Implications for 19-20

Cory and I will spend dedicated time on site each month, which means the deans will assume some of my responsibilities and serve as liaisons if I am unavailable due to location.



Leadership Transitions

- Joseph Modica will serve as the Interim CAS Associate Dean and Director, School of Music.
- Sara Falkenstein, will start this summer as the Director of CAS Pathways to promote existing academic pathways through recruitment and marketing, as well as develop new pathways internal and external to the University.
- Searches are underway for a new CAS Director of Study Away and a Director of Native Student Programs in the College.
- Associate Dean for Administration Krissy Truong joined the School of Business
- Dr. Annie Downey joins us in July as the new Associate Provost and Director of Armacost Library and Learning Commons
- Dr. Dan Otter, Associate Dean, School of Continuing Studies, is departing Redlands to follow his passion for financial literacy education through a new position at NextGen Personal Finance. Dan will remain local, so we will continue to see him around. The deans are working with Kimberley Coles on a program review for SCS, which will help us determine how best to continue and grow strategic directions for SCS in the future.
- Several of you have helped shape search for a new SODI, which launched in May 2019. Finalists are expected to be on campus by early September.

Closing Reflections

The last two years, I have framed my remarks with observations about the landscape of higher education. I have drawn upon my reading of the history, sociology, financial sustainability, policy, and contemporary practices of our profession and “the University,” highlighting the numerous challenges we face. Those challenges are still with us.

Numerous commentators **question** the economic viability of our highly discounted tuition revenue model; our readiness to face demographic trends, including a sharp decrease in the number of 18 year-olds; the relevance of liberal arts education; and the currency of our delivery model. Lynn Pasquerella of the American Association of Colleges and Universities describes this model as a “paradigm, at present, that overly standardizes, tests, diagnoses, specializes, and disciplines students in on-way transmission, [a model] inspired by the 19th century example of the faculty and assembly line, not the interactive Internet.”

Other analysts **lament** our underappreciated effectiveness to serve a democratic society, including our ability to sustain full time faculty into the future. As one of the most recent scholars of the professoriate, Herb Childress, puts it in his recent study of contingent faculty labor, we have witnessed the “systematic elimination of an entire class or professionals whom we once trusted to conduct the final distillation of our children into capable, confident adults.”

Mergers — or eliminations of programs and schools — have been ubiquitous throughout the history of higher education in the United States, but there are certainly periods when there is a clear upsurge in this re-organization of education. A Moody’s Investor Service Report in 2015 predicted that institutional closures would outpace mergers. That dire prediction is often repeated in the literature I read, but it has not come to pass. Nonetheless, the AACU recently published a list of 35 institutions, and the actions taken to forestall closure or merger and to help expand financial security. We are living in times of significant reorganization for institutions

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like ours, all of whom seek additional revenue sources to balance high dependence on tuition.

www.aacu.org/liberaleducation/2018/fall/zimmerman

This past spring, an entire issue of the *Chronicle of Higher Education* was dedicated to the impacts of environmental **climate change** on campuses, raising questions and proposing strategies for adaptation. This is a topic we rarely highlight in institutional planning...but we will need to do so in the years ahead.

<https://www.chronicle.com/interactives/20190503-campusspaces-01-fire>

How do we address these prognoses to ensure our most secure future when we are so clearly over-committed to work in the present?

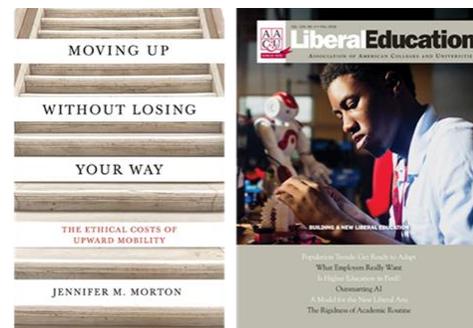
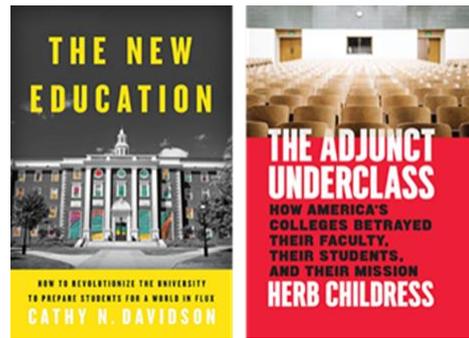
We work together in sustaining collective efforts — including those coordinated through North Star 2020 — to ensure effective teaching, engage students, enhance quality, broaden our graduate degrees, prioritize recruitment and retention, generate thoughtful program development, navigate strategic planning, negotiate pathways, and embrace innovation and exploration. All of this adds up to a forward-looking willingness to experiment and to assess what can work, what needs to evolve, what can we do better.

To better connect our planning with what we see on the horizon — and in this present of higher education — I offer two invitations:

First, I invite you to read with me over the summer four texts that I would then like to discuss with faculty in the fall over “strategizing for the future” workshops:

- Cathy Davidson, *The New Education: How To Revolutionize the University to Prepare Students for a World in Flux*
- Herb Childress, *The Adjunct Underclass: How America’s Colleges Betrayed Their Faculty, Their Students, and Their Mission*

- Jennifer M. Morton, *Moving Up Without Losing Your Way: The Ethical Costs of Upward Mobility*. (Available in September)



And this issue of *Liberal Education*, with its theme: “Building a New Liberal Education.”

- <https://www.aacu.org/liberaleducation/2018/fall>

I will offer to buy copies of the books for the first 20 faculty who respond to my invitation to participate in the reading groups.

Second, I would ask you to bring your insights from this reading — and your own into our strategic planning for the future. I look to the deans to work with me — and with you — to start that process as North Star 2020 reaches its conclusion.

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Emancipatory Education

I was privileged this past February to speak at the Founders Dinner of the Johnston Renewal. I found my inspiration for that presentation in a collection of Commencement “Messages,” provided over a decade or so to Johnston graduates. Much of what Johnston Commencement speakers shared with Johnston applies to our larger University today. We are called to empower our students — students of so many kinds and in so many different circumstances-- in their lifelong pursuit of education. In the introduction to the collection, Yash Owada observed that Johnston had delivered on the promise of “emancipatory education.” Doug Bowman the made that claim specific to the students before him on a Bekins Commencement lawn:

Doug said, “Remember when you first came to Johnston...we did to you the only things we really do to you here, which is the only thing we have ever done to any of our students, and that is: we set you free. We turned you loose upon yourself with the not so subtle Socratic suggestion that you get to know yourself while you are here with a view to commencing an earnest, responsible endeavor to become your many possible selves with intelligence, courage, and to do it along with everybody else.”

Thank you for all the ways you, too, contribute to emancipatory education at The University of Redlands.

I close where I began — congratulations on this Commencement season — I look forward to the start of the next one in fall 2019.

Kathy Ogren

Provost

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