

Address to Arts and Sciences Council
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Leading in a Time of Change

Thank you for the opportunity to come before the Council. I come to you as a long time member of this Council and its several previous incarnations. In addition, during my time at Duke I have been a chair or member of most of your standing committees. I enjoyed that service and felt at the time that it was important work. Now as Dean I more fully recognize the importance of the work of the Council and its committees and I thank all of you for your time, leadership, and service; in particular I thank your chair Ruth Day.

This afternoon, I want to emphasize three points that are often bandied about in higher education: **change, entrepreneurship** and **sustainability**.

Having been at Duke for 40 years, I have seen a lot of change, and when Peter called, I welcomed the opportunity to change jobs and serve as your Dean during this important year.

As you might expect, I have been thinking a lot about leadership in a time of change. We don't even need to look at the TV or our 403bs to know that we live in a time of unprecedented change. And the beginning of the school year is always a time of change at Duke:

- This fall, we welcome some 30 new Arts & Sciences faculty with specialties ranging from creative writing to political ecology, and from quantum theory to decision theory .
- We also welcomed the largest, brightest and most diverse first year class ever. We had a record high 26,784 undergraduate applications, nearly 3,000 more than last year, resulting in a record low admit rate of less than 16%. Students come from 48 states and 50 nations. Some 67% come from public high schools, 51% are women and 45% are students of color. We are excited to have these talented students in our classes.

Duke has embraced the culture of **change**. We have defined ourselves as a young, interdisciplinary, even **entrepreneurial** university. That entrepreneurial spirit is illustrated in many ways:

- new collaborations with Centers and Institutes (such as the new Arts & Sciences undergraduate major in Neuroscience – a collaboration between the Duke Institute for Brain Science, and the Psychology & Neuroscience, and Biology departments);
- newly redesigned undergraduate course of study in chemistry and biology;
- a more global Duke, as evidenced by the plan for a Global Semester Abroad;
- new pedagogies, physically embodied in the Link, where classes can share conversations (as well as computer screens) for learning beyond Duke's walls, such as the ISIS class that is paired with a class in Shanghai;

- the development of new paradigms for learning such as Humanities Labs, which are built on the concept of a science lab with faculty, postdocs, graduate students, and undergraduates focusing on a particular problem. The Fall 2010 lab just launched a lab focused on Haiti and disaster relief, bringing together faculty from engineering, global health, the law school, and Arts & Sciences to address such important issues as health problems and how to preserve written archives and culture;
- another new paradigm for learning is the Winter Forum, a three-day intensive and interactive learning experience where faculty and students will come together to problem solve a global simulation in real time. You will see students on the Quad this week in hasmat suits advertising participation in *Pandemic 2011*, the theme of our January 2011 Winter Forum;
- new learning opportunities inside and outside the classroom. Lee Baker rightly calls this “Learning without Limits” whether it be Study Abroad or Duke Engage or taking part in community service in Durham as part of a first-year writing class. The next step here is to integrate all of these experiences more closely with the undergraduate curriculum, and we have several new courses that do just this.

Yet, as we have grown what might be characterized as an **entrepreneurial university**, we have also focused on becoming a **sustainable university**. Not only are we seeking greener buildings and a greener economy, but we have to seek sustainability for our core values.

We affirm the centrality of Trinity College of Arts & Sciences and undergraduate education as the core of the University’s mission. The football team is not the only entity on campus that gets to affirm: **WE ARE DUKE!**

We are proud to sustain and expand our emphasis on undergraduate research and that over the past years we have doubled the numbers of those students achieving Graduation with Distinction Honors. Indeed, some 26% of our graduating class of 2010 graduated with distinction by writing a senior honors thesis.

Sustainability also includes aligning our goals with our available resources, while maintaining our core values. We believe that faculty are our greatest resource, not only in the production of knowledge but in the transmission of it to the next generation of scholars and citizens. It is widely understood that the single best predictor of student success is his or her relationship with a faculty member. Faculty have a vital role to play in student success.

However, we have followed a course of faculty hiring and expansion in recent years that cannot be sustained. We currently have 645 regular rank faculty, the largest ever in our history. This cannot be sustained in a world of balanced budgets. This 645 faculty size must be viewed in the context of reduced endowment income, less predictable gift income, a diminished rate of faculty retirements and departures, and a Board of Trustees mandated cap on our undergraduate enrollments.

You are all aware of our tight budget. We have been forced to reduce staff, hold salaries constant for two years, and ask for a 10% cut in departmental budgets in mid-fall semester of last year. A **benefit** from this is that it has forced us to think hard about how we do business and how we might be more efficient. The **good news** is that we have a balanced budget for 2010/11 and your

departments will not be asked for any mid-year budget reductions this year. The **challenge** is that we project a significant deficit for 2011/12 and 2012/13.

In light of our budget situation, what are we doing to further contain costs?

We are looking for further efficiencies through specific actions and I'll give you two examples.

1. We have formed an energy conservation committee, which includes faculty and administrators, to look for ways to cut the maintenance and operation costs in all Arts & Sciences buildings.
2. We have modified our business manager and staff assistant model so that smaller adjacent units can share these staff members for better service and efficiency.

We are continuing to look for more ways to cut costs. We have two committees to help us look:

- Sandy Connolly, Senior Associate Dean for Finance and Administration, has appointed a leadership team consisting of selected Arts & Sciences departmental business managers who will give us advice on cost cutting measures and act as a communications pipeline.
- Further, through collaboration with ECASC I will appoint a Budget Priorities Advisory Committee consisting of faculty members who can provide me with advice on budgetary matters.

We are also looking for ways to increase income and one of these is through fund raising. We plan to be more aggressive with respect to the Annual Fund, which did very well last year in bringing in \$13.2 M.

So, what influence does our budget situation and need for sustainability have on new faculty searches for 2010/11 and beyond?

Our current balanced budget for 2010/11 does not include the salaries and fringe benefits for ~35 of the 645 current regular rank faculty funded through the Provost's strategic funds. These 35 faculty must be walked down onto the Arts & Sciences budget over the next 3 – 5 years. This is a major source of our budgetary concern in the out years and is a structural problem within the Arts & Sciences budget. The solution is to use attrition to reduce the size of the Arts & Sciences faculty to within what our budget will be able to support in future years. This includes encouraging retirement of faculty who may have retirement in mind, but have been more reluctant due to financial circumstances. This means that for the next few years the number of new faculty added must be fewer than the number of faculty departures.

It is within these constraints that a reduced faculty search plan for 2010/11 was developed. The criteria used to determine which units were authorized for searches are as follows:

- prioritizing assistant professor searches over senior searches;
- searches allocated to assure renewal opportunities across departments;
- strategic additions consistent with departmental development plans;
- responding to serious teaching needs; and
- continuations of pending searches from last year, which acknowledges our strategy only to hire the very best candidate in a given pool.

I believe this strategic search plan will enable us to bring new intellectual excitement into Arts & Sciences by attracting the very best new faculty while maintaining a balanced budget. It is our intention and commitment to protect and strengthen the quality of our teaching and research, and the range of options available to our students.

Leading in this year of change requires that we think both **entrepreneurially** and **sustainably**. And to do that we need for all of Arts & Sciences to be engaged in what I will call **leading from within**. That is, that every faculty member in Arts & Sciences can play a leading role. Indeed, the future of our University is at stake in this. For Duke to be a destination for the best and brightest students depends on the leadership of each and every one of us. But leadership is not a single or simple concept; it can take different forms. It can be:

- teaching a gateway course that opens up a discipline to a talented first year student;
- teaching in a FOCUS cluster on topic of current interest;
- mentoring a graduation with distinction project
- building relationships with students, whether it be talking with a student in office hours or participating in the “Faculty Outings Program.”

We need nothing less than each of our faculty to step up to meet this challenge in a way that suits his or her talents best

And finally, I want to return to **change**. Trinity College has been around since 1859 and has undergone constant changes since then. A milestone change came in 1924 when the Trinity College Board of Trustees agreed to form a new institution around Trinity College called Duke University, in response to the Duke Family gift. It was true then, and I believe it to be true now, that Trinity College is the central core of Duke University, and in many ways Trinity College of Arts & Sciences *is* Duke University.

Recent changes may be taken in the context of the Duke Strategic Plan “*Making a Difference*”, which stresses interdisciplinarity in teaching and research. Trinity College is the largest of Duke’s nine schools with respect to student enrollment. This year our Trinity undergraduate enrollment stands at 5654 with an entering class of 1440, both of which are historic highs. Trinity and Pratt are the only schools which grant undergraduate degrees and Trinity is dominant in that comparison. However, through increased interdisciplinarity and changes in University structure, most notable being the creation of the seven signature research institutes and the Sanford School of Public Policy as a separate unit, Trinity College of Arts & Sciences students have curricular and other educational opportunities available to them that go beyond the confines of Trinity College. For example:

- the fourth largest Arts & Sciences undergraduate major is now taught by faculty in the Sanford School;
- two growing majors are taught through the Nicholas School of the Environment;
- certificate programs are taught in and administered by institutes (e.g. Kenan and DGHI);

- Pratt students take ~50% of their courses in Trinity College and Trinity students freely explore courses offered in Pratt and do so seamlessly, probably without knowing or caring they are not Trinity courses;
- our newest major, Neuroscience, is jointly administered by the Psychology & Neuroscience Department and the Duke Institute for Brain Science; and
- we have developed an array of service learning opportunities in and out of the classroom; for example with courses keyed to Duke Engage.

These examples serve to illustrate the need for a clear mechanism for educational/curricular collaboration beyond the confines of the Trinity College of Arts & Sciences faculty. The Dean and Vice Provost for Undergraduate Education has an important leadership role to play in this collaboration. The Dean and Vice Provost for Undergraduate Education currently oversees co-curricular and extra-curricular activities that embrace all undergraduates, beyond Trinity College. Steve Nowicki is also involved in curricular initiatives, such as the Winter Forum. In order to continue to develop and strengthen the curricular offerings to Trinity College students and to clarify responsibilities, I will work this fall with Steve Nowicki, Lee Baker, and the Provost to clarify the working relationship between the Dean of the Faculty of Arts & Sciences, the Dean of Academic Affairs of Arts & Sciences, and the Dean and Vice Provost for Undergraduate Education through a realignment of our organizational structure.

The details of this reorganization are being worked out, but in broad brush strokes the Dean of Academic Affairs of Arts & Sciences will have a dual reporting relationship and will work together with the Dean and Vice Provost for Undergraduate Education, the Dean of Arts & Sciences and appropriate undergraduate education administrators from Pratt, Sanford and the Nicholas School in a collaborative space. As these relationships are formalized Trinity College retains its predominant role in undergraduate education and curriculum. To make that clear, in the new structure Lee Baker will assume an additional title of Associate Vice Provost for Undergraduate Education.

This proposed realignment will involve issues associated with faculty governance. And that is where you come in. I will work with you and your Executive Committee, as well as the Vice Provost and Provost, to implement this reorganization. I believe this will strengthen Trinity College's position at the core of the University and I look forward to working with you to that end.

Finally, let me say a few words about **changing leadership**. As you know, the Provost has appointed a search committee for the next leader of Arts & Sciences chaired by Lynn Smith-Lovin. They have been hard at work since this summer and I encourage you to participate by submitting your suggestions through their website, or a member of the committee. The reorganization I just described to you will move forward this fall prior to the search committee having developed a working list of candidates so that the next dean will step into an established organizational structure.

I am pleased and honored that our Provost asked me to lead Trinity College of A & S. I thank him for his trust and you for your support. I very much look forward to working with you this coming year. Thank you.