

ESTABLISHING THE SUCCESSFUL PRESIDENT/PROVOST COLLABORATION TO SUPPORT INSTITUTIONAL TRANSFORMATION

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- Building the Inclusive Dynamic Team
- Campus culture for Transformation
- Building positive environment with the Faculty
- Working collaborative with each other: President and Provost
- Trust and Respect
- Dependence
- Decision Making
- Relations with other Senior Cabinet members (Senior Management Team)
- Campus Leadership
- Fiscal Management
- Advancement
- Faculty Governance
- Tenure and promotion
- Creativity and Innovation
- Staff/Professional Development
- Managing the Provost overlying responsibilities with Faculty and Academic, support and the President, Cabinet and Trustees
- Gender relationships and the President and Provost collaboration;
- Partnership must be evident to the campus and stakeholder
- Provost: Cognizant of managing responsibilities and his/her position

**Provost's View of Managing and Balancing Responsibilities (Up and Down):
BUILDING THE TEAM**

Managing/Balancing Tasks	Managing/ Balancing Supervisees and Teams	Managing/Balancing Vision	Managing/Balancing Hierarchy
<p style="text-align: center;"><u>Delegating Well</u></p> <p><i>Examples:</i> Curriculum Student Affairs Library Health Services Enrollment Advising Career Development Graduate Programs Grant Writing Accreditation Assessment</p>	<p style="text-align: center;"><u>Building Interpersonal Trust</u></p> <p><i>Examples:</i> Provost's Council Department Chairs' Council Associate Provost</p>	<p style="text-align: center;"><u>Creating and Sharing Vision</u></p> <p><i>Examples:</i> Deeper Internationalization Greater Diversity More expansive Civic Engagement Consistent General Education New Graduate Programs Co-curricular transcripts Increased Faculty Development</p>	<p style="text-align: center;"><u>Managing Up and Down Hierarchy</u></p> <p><i>Examples:</i> Report to President Oversee Provost's Council Oversee Academic Department Chairs Institutional Mission/President's Focus/Provost's Focus/DCC Focus</p>

Case Study I President/Provost Collaboration

•The Context

A private mid level comprehensive university, Tilden found itself at a crossroads about a dozen years ago with a mediocre academic program without any distinctive signature, modest resources and unsecured reputation and enrollment issues. The Trustees sought a new beginning and they initiated a search for a new president.

The search was successful and in a few years a completely new senior cabinet/leadership team was in place. Within short order, the new president gained the trust of the Faculty and the campus community. The campus was hungry for energy, direction and positive change. Up to that point salaries for faculty and staff were well below any reasonable benchmarks; teaching loads were heavy; resources for professional development limited; endowment was modest at best; advancement efforts were immature; and the trustees were basically passive. Strategic planning was absent and decisions seemed idiosyncratic and mysterious.

With the Faculty, the new administration successfully focused on building a new academic signature by taking full advantage of Tilden's urban location as a focus for the curriculum, teaching, and scholarship. Tilden suddenly had a clearer identity that unified its seemingly diverse array of academic programs and schools. Just this single clarification helped inspire many faculty members, deans, external foundations, even alumni.

In short order, faculty members began working across departments, divisions and schools. Through interdisciplinary ventures such as course clusters and learning communities the university gained momentum. Suddenly many reforms were evident such as, interdisciplinary problem centered scholarly initiatives, student-faculty scholarly efforts, and service learning and civic engagement proposals working on urban challenges, linking the liberal arts and professional programs around educational, economic, environmental and health problems in the city.

As a result, interest in Tilden rose, enrollment grew, student retention increased, annual contributions and grants increased as well. In short net revenue rose dramatically and the attendant problems in salaries, teaching loads and funding for new initiatives in scholarly work and student life began to diminish.

The Challenge of Provost/Presidential Collaboration

- After three years of renewal, the Provost left for a position as president in another state. The president commenced meetings with the Faculty, its leaders, the Trustees and other administrators to discuss the criteria and process for a successful search and replacement. The new Provost was selected as a result of a highly competitive search process. She began her new duties within one semester.

As the Provost took office, certain challenges emerged:

- While the President was clear about his enthusiasm for the new partnership throughout the search process and during the transition, they needed to establish trust, respect and a good working practice around the key issues confronting Tilden; namely, keeping the momentum of change, rewarding innovation, institutionalizing many of the recent reforms, and expanding the transformation agenda with new initiatives in scholarly and professional development, international programs, civic engagement, fundraising, grants, and student retention. Although now, the economy began to flatten out, newer problems would challenge even the current gains, never mind newer proposals.

What are suggested avenues for establishing this trust?

- The other senior administrators – vice presidents – needed to be comfortable with the new Provost, and most importantly, with the new President-Provost relationship as it effected their individual and collective standing with the President; in essence a “new” inclusive senior team needed to be built and sustained in order for continued institutional success.

What are suggested options for establishing the cohesive/inclusive senior team?

- The new President-Provost relationship needs to be successful and evident to the Faculty, the senior cabinet, the larger campus community, trustees, donors and other stakeholders.

What are some best practices for communicating this?

Based on this case study, what are challenges that you see emerging on this campus?

Case Study II President/Provost Collaboration

•The Context

who A large public institution, Comstrat State University finds itself with a newly appointed Provost and a President has been in position for two years. Comstrat University has established a national reputation for having a creative and successful Undergraduate General Education Program and significant service learning program. The institution, is not a flag ship institution in its state or a land grant university, but is known for its urban location and the ground breaking work it has accomplished with commuter students, internships, civic engagement, and service learning. The previous President and Provost had worked closely and successfully to establish a campus wide culture that focused on building a national reputation around the undergraduate education program and service learning. The campus was positioned to continue in that vein.

The President feels that his responsibilities should be mostly externally focused, building relationships with the local and international communities that lead to greater fund raising and international partnerships. He wants to maintain the institution's national reputation while also believing that increasing institutional research and moving toward becoming a research based institution would be a smart direction for the institution.

moving The new Provost hears that the President wants Comstrat State University to focus its primary resources on the institution to becoming a nationally recognized research institution while also maintaining some support for its current undergraduate education learning community program and service learning.

•The Situation

his During the initial meetings between the President and the new Provost, he has made it clear to the Provost that time and energy will be directed toward external constituencies (fundraising and building international partnerships). He would like her to focus in internal operations that have to do with the curriculum and student affairs. The President has also established a Senior Staff that includes the Chief Financial Officer, The Chief Academic Officer, the Vice President for Institutional Advancement, the campus lobbyist, and the Chief of Staff. Though the Provost is titled Senior Vice President for Academic Affairs, the President continually turns toward the Chief Financial Officer for advice and consultation.

The Chief Financial Officer has been at Comstrat University for nearly 20 years, has established deep relationships with many of the faculty, and maintains a friendship with the current President. The Provost oversees the Dean's Council and the President attends these regularly scheduled meetings when he is available (he is often not available or out of town).

The President meets with the Provost weekly for 20 minutes to discuss matters that are brought forth. However, the President has regular informal meetings and social encounters with the rest of his senior staff and administrators.

The Provost takes the President's direction seriously and publicly supports academic departments and faculty who are seeking greater research activities and grants. In accordance with what she believes is the President's direction, the Provost also reduces attention and financial support for the Undergraduate Education Program and the service learning activities.

The minority of faculty who have questioned the previous senior administrations attention and support of the undergraduate education program and service learning activities are delighted with what seems like a change in mission for the institution. The faculty and administration who are very much in support of the innovative undergraduate education program begin to register concern about institution's commitment the program.

Case Study Questions:

How can the Provost and President establish a successful working relationship? What can the Provost do and what can the President do?

What are the variables that may challenge a successful President/Provost relationship?

What are the consequences for the faculty and the campus that may emerge from the current situation?

Considering the Provost's chart for Managing/Balancing responsibilities, what are the options available to successfully manage/balance responsibilities?

Provost/President Relationship Case Study III

The Institution:

Size:

Public/Private:

Mission:

Basic Demographics:

The President

Demographics:

Length of time in position:

Communication Style:

Vision for institutional mission:

Other significant variables:

The Provost

Demographics:

Length of time in position:

Communication Style:

Vision for institutional mission:

Other significant variables:

Case Study Questions:

- What are interpersonal variables above that may impact the presidential/provost relationship?
- How can these variables be addressed?
- What are institutional variables that may impact the presidential/provost interaction?
- How can these variables be successfully addressed?