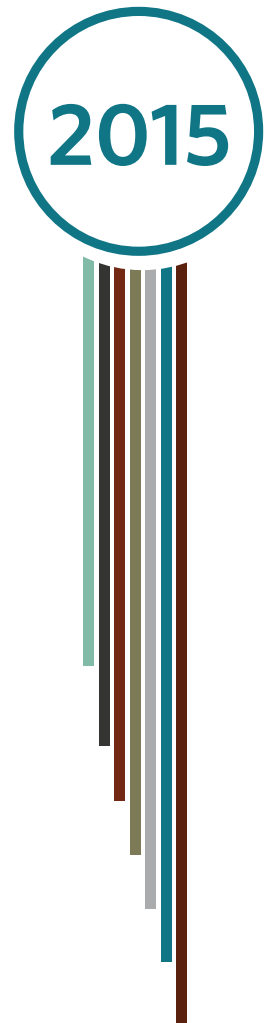


UNIVERSITY OF NORTH CAROLINA  
PRESIDENTIAL LEADERSHIP STATEMENT  
COMMITTEE REPORT



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# TRANSMITTAL LETTER

Mr. John Fennebresque  
Chair, UNC Board of Governors

Ms. Joan MacNeill  
Chair, Presidential Search Committee  
Member, UNC Board of Governors

June 12, 2015

Dear John and Joan:

On behalf of the Leadership Statement Committee, I am delighted to present to you the enclosed 2015 Presidential Leadership Statement. The Leadership Statement reflects the tireless efforts of many individuals who have worked diligently to capture the various University stakeholders' opinions on the essential experiences, skills, characteristics, and values necessary to the success of the next UNC system president.

The University of North Carolina has a proud history of academic excellence, scholarship, ground-breaking research and improving the lives of North Carolinians, as well as those beyond our state's borders. Today's modern mission, as outlined in the Strategic Directions 2013-2018 document— to discover, create, transmit, and apply knowledge to address the needs of individuals and society—remains true to the University's founding ideals. Today's new challenges must be met with the same spirit of confidence and creativity that has made the University of North Carolina a national leader in higher education. Identifying the right leader to advance those ideals and build upon the University of North Carolina's proud history is essential.

As noted above, the enclosed Leadership Statement reflects the opinions of over 4,000 online survey responses, input received at public meetings, formal discussions amongst constituent group leaders, and input received via social media. It is my sincere hope that this Leadership Statement will aid the Search Committee and the Board of Governors in reaching our goal of identifying the next UNC system president to lead the University forward. Thank you for the opportunity to serve the University of North Carolina in this capacity.

Sincerely,

Therence O. Pickett  
Vice Chair  
2015 Presidential Leadership Statement Committee  
Member, UNC Board of Governors

cc: UNC Board of Governors

# 2

## EXECUTIVE SUMMARY

# Executive Summary

## INTRODUCTION

The UNC Presidential Leadership Statement Committee (LSC) was established to help inform the Search Committee of criteria to be used to recruit and select the next president of the University of North Carolina. Over the past seven weeks, the LSC has canvassed broad interest groups across North Carolina through an online survey, four regional input sessions, many informal consultations, and acceptance of other public inputs. These broad sources of information were used to prepare this report, which describes the qualifications and leadership characteristics necessary to the success of the next president of the University.

The LSC has held two public meetings—an organizational meeting on April 27 and a final meeting on June 18, when it approved this Leadership Statement.

## LEADERSHIP STATEMENT

The breadth and variety of responses to questions regarding the essential experiences, skills, characteristics, and values necessary for the UNC president's success highlight the variety and differing perspectives of a broad base of constituencies. While some responses indicate a higher or lesser importance to one or more constituency group(s), this section of the Leadership Statement illustrates those viewpoints where consensus amongst various groups of stakeholders exists (defined as an item being in each constituency group's top three), or where other useful information can be culled from the results.

### Essential Experiences

Of the essential experiences, a demonstrated record of successfully bringing together a broad array of constituencies and managing innovation and positive change in a large, complex organization had the most consensus, with 9 of the 11 stakeholder groups choosing those experiences in their top three. There was also significant consensus (8 of 11 stakeholder groups) that leadership experience in higher education is essential. This item garnered the highest support among faculty, staff, students, and "other" constituency groups, while receiving less support from the Board of Governors, Boards of Trustees, and Business and Industry constituency groups. An ability to work effectively with legislative and governmental bodies also received consensus support, although not at the same level as the other experiences discussed above.

### Essential Skill Sets

Essential skill sets is one of the areas that had the most variety of responses, but still managed to generate consensus, although not at the levels displayed in other areas. Every constituency group, with the sole exception of students, believes that working constructively across multiple sectors and stakeholder groups is an essential skill needed by the UNC president. An ability to build, develop, and maintain a high-functioning leadership team was included in 8 of the 11 constituency groups' top three. Only the faculty, staff, and student groups did not include it among the top three essential skills.

### Essential Characteristics

It is clear from the results of the survey that the entire University of North Carolina community demands the utmost integrity from the system's president. Demonstrating integrity in word and deed was the only item that was included in every constituency group's top three. There was also broad consensus that the president should demonstrate passion for, and commitment to, public education, with only the chancellors and Board of Governors not including this characteristic among their top three. An ability to encourage meaningful input and involvement from relevant constituencies before making decisions was also included in 8 of the 11 constituency groups' top three.

## Essential Values

Of the essential values, a commitment to maintaining the stature of the UNC system garnered the most support, with only the student group not including this value in its top three. After that item, broad consensus is more difficult to find in this area. Supporting academic freedom and responsibility and valuing access to public higher education received the next highest levels of support, with 7 and 6 constituency groups, respectively, selecting those values among their top three.

## Organization of the Report

This report includes a brief overview of the University of North Carolina and an analysis of the web-based survey that received responses from more than 4,000 individuals about the essential experiences, skill sets, characteristics, and values necessary to the success of the next UNC president. Because survey respondents identified their affiliation(s) with UNC, the survey responses were sorted and analyzed across the following stakeholder groups: UNC Board Governors, UNC Boards of Trustees, UNC Chancellors, UNC Faculty, UNC Staff, Students, Alumni, business community, military, the general public and others. The report contains summaries compiled for each of these constituencies by LSC members.

Appendices to the report include: descriptions of UNC Institutions and Affiliates; UNC Presidential Leadership Statement Survey; UNC Presidential Leadership Statement Results by Stakeholder Groups; and summaries of Regional Input Sessions held in Asheville, Greenville, Durham, and Charlotte.

## Thank You

Many individuals contributed many hours to the development of this report. The Leadership Statement Committee is particularly appreciative of the efforts of its own membership; the facilitation expertise of staff from the NC Small Business and Technology Development Center; the technical and logistical support of staff from UNC Asheville, East Carolina University, North Carolina Central University, and UNC Charlotte; and the website, survey design and analysis, and transcription support from UNC General Administration staff.

# 3

## HISTORY AND GOVERNANCE



# History and Governance Summary

The University of North Carolina has 226 years of history, more than 220,000 enrolled students, and an annual economic impact on the state of more than \$27.9 billion. The 17-campus system is recognized as one of the finest public universities in the United States.

Chartered by the North Carolina General Assembly in 1789 and admitting its first class in 1795, the University was the first public institution of higher learning to open its doors in the United States. By the late nineteenth century, colleges and universities beyond the original Chapel Hill campus began to win state support. Historically black institutions, a college founded to educate American Indians, teacher's colleges, technical schools, and an arts conservatory all earned the backing of the General Assembly.

Through successive actions during the 20th century, lawmakers gradually brought all state-supported four-year institutions under the umbrella of the University of North Carolina, providing for consolidated governance of public higher education. Today, the University system includes 16 baccalaureate-granting institutions and a residential high school for gifted students as well as the UNC Center for Public Television, the UNC Health Care System, the cooperative extension and research services, area health education centers, and countless other programs and facilities across the state.

UNC operates under a system of shared governance designed to preserve the unique identity and mission of each constituent institution, led by a chancellor and overseen by an independent board of trustees, while providing for statewide coordination under the authority of the University president and the Board of Governors. At every level, the University honors the traditions of faculty governance and academic excellence that have made UNC one of the best-regarded institutions in the country.

With a three-part mission of teaching, research, and public service, the University has a proud history of working on behalf of North Carolina. *Our Time, Our Future*—the Strategic Directions adopted by the University in 2013—calls for the University to help increase the percentage of North Carolinians with a college education, invest in promising research to help power the state's economy, and maintain academic excellence in an era of constrained resources.

## GOVERNANCE

### The Board of Governors and the President

Established by State law and governed by the *Code* of the University of North Carolina, the UNC Board of Governors is responsible for the general supervision, management, and governance of the University. That includes overseeing the functions, educational activities, and academic programs of the constituent institutions, and setting enrollment levels across the system. [The *Code* at §203A]

The Board has 32 voting members elected by the North Carolina House and Senate, as well as a non-voting student member and an emeritus member. The members are expected to balance the unique needs of each constituent institution with the overarching goals of the University system, as well as to set the strategic direction of public higher education in the state. The Board operates through six standing committees:

**The University honors the traditions of faculty governance and academic excellence.**

Budget and Finance; Educational Planning, Policies, and Programs; Governance; Personnel and Tenure; Public Affairs; and Audit.

The Board selects and oversees the University president, who is charged by the *Code* to “personally represent before the state, the region and the nation the ideals and the spirit of the University of North Carolina. As the chief executive, the president shall be the official administrative spokesperson for and the interpreter of the University of North Carolina to the alumni and alumnae as a whole, the news media, the educational world, and the general public. The president shall be responsible for the presentation and interpretation of all University of North Carolina policies, recommendations, and requests to the General Assembly, the Governor, state officers and commissions, and the federal government.” [The *Code* at §501A]

### **Governance of the University’s Constituent Institutions**

While the Board of Governors has broad authority over constituent institution operations, chancellors and Boards of Trustees have been granted significant levels of management flexibility. In budgeting, personnel management, tenure decisions, and general operations, chancellors have reasonable latitude to pursue strategic goals in close consultation with the Board of Governors and the University president. This balance is designed to preserve oversight and coordination at the system level while honoring the individual mission and responsibility of each constituent institution.

### **Access and Degree Attainment**

The University’s 2013 Strategic Directions call for raising the percentage of North Carolinians with at least a bachelor’s degree from 26 percent to 32 percent by 2018. To meet that goal, UNC is pursuing a number of strategies to improve graduation and retention rates and make a college education more accessible to more citizens. While the University’s overall six-year graduation rate of 63.1 percent is above the national average, improving student success is a core goal of every constituent institution.

The University currently serves more than 220,000 students. As of fall 2014, 178,000 were enrolled in undergraduate programs, 30,000 were pursuing master’s degrees, and 14,000 were pursuing doctoral or professional degrees.

Increasingly, UNC students are taking nontraditional paths to higher education. Nearly 1 in 5 UNC students took at least one course online in the 2013-2014 academic year, and more than 21,000 students were enrolled entirely online. That makes the University of North Carolina one of the largest providers of online education in the world, with more than 300 degree programs available completely online. With a growing population of veterans, adult learners, and part-time students, the University is also taking steps to better accommodate the shifting demographics and more dynamic economic needs that define 21st-century higher education.

The North Carolina Constitution is clear about the state’s responsibility to provide broad and affordable access to public higher education. “The General Assembly shall provide that the benefits of the University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense,” holds Article IX, §9 of the constitution. That mandate is reflected in tuition rates that are among the lowest in the country for state residents. All UNC constituent institutions have tuition and fees lower than their peer group average.

A key aspect of accessibility is a close partnership with the North Carolina Community College System. The University recently completed a new articulation agreement designed to provide easier transfer between the community colleges and the University, and a number of constituent institutions have distinct 2+2 pathways that allow guaranteed university admission for students who complete eligible community college programs.

### **Funding**

North Carolina has some of the strongest public support for higher education of any state in the country. Reflecting the constitutional mandate to keep tuition low, state lawmakers have historically provided the bulk of the University’s operating budget. That balance has shifted somewhat in the aftermath of the Great Recession, though overall public funding remains strong by national standards.

In fiscal year 2014, state appropriations constituted 59 percent of the University's \$4 billion General Fund expenditures, down from 65% in fiscal year 2009. Over the same period, resident tuition and fees have increased an average of 51% across the system. Setting the right balance between tuition and public expenditure remains a crucial public policy question, both within the University and in the state as a whole.

External research funding is the third significant source of support for public higher education, and the University has been working diligently to grow those resources. The state's research-intensive universities are among the top-ranked in the country in securing grant-funded research, and total sponsored research in fiscal year 2014 amounted to more than \$1.3 billion.

### **Academic Programs and University Faculty**

The diverse constituent institutions of the University offer more than 2,000 degree programs, many tailored to serve mission-specific needs in different regions of the state. Preserving the autonomy and aspirations of each constituent institution while ensuring efficiency across the entire system remains an important challenge, reflected in ongoing reviews of program productivity.

The academic enterprise is overseen by nearly 18,000 faculty across the UNC system, supported by 41,000 staff. The wide-ranging talent of University faculty represents the core value of the UNC system, and retaining that talent is an especially important challenge for constituent institutions and system leaders.

### **Serving the State**

From its earliest days, the University was intended to address the civic and economic needs of the state. Those needs are especially urgent today, as North Carolina emerges from a damaging recession and works to address long-term economic challenges centered around the decline of manufacturing jobs and the transition to a 21st-century knowledge economy.

The direct economic impact of the University system is vast. A recent study by Economic Modeling Specialists International (EMSI) found that University investments directly return more than \$27.9 billion each year in added state income, equivalent to about 6.4% of gross state product. Long-range investments in targeted research are a key strategy of the University's Strategic Directions, with efforts centered around growth sectors in advanced manufacturing, coastal and marine science, data science, national defense, energy, and biotechnology. In 2013-14, the University's constituent institutions performed more than \$300 million of health science research, \$114 million of engineering studies, and more than \$87 million of agricultural research. The cooperative extension service operated by the University's two land-grant campuses trains and supports more than 600,000 citizens each year.

The University also plays a crucial role in meeting North Carolina's need for public school teachers, doctors, nurses, dentists, and other civically important professions. UNC Health Care serves many thousands of patients each year and serves as a training ground for the next generation of health practitioners in the state. And the university's schools of education are the single largest source of public school teachers in North Carolina.



# PROCESS

# Presidential Leadership Statement Committee Membership and Process

The charge and structure of the 2015 Presidential Leadership Statement Committee (LSC) are defined in the UNC Policy Manual, section 200.3.

## 2015 Presidential Leadership Statement Committee Members

- **Joan G. MacNeill**, member UNC Board of Governors since 2013 and chair of the 2015 Presidential Leadership Statement Committee, former chair Board of Trustees, Western Carolina University.
- **Ann B. Goodnight**, member UNC Board of Governors since 2007 and vice chair of the 2015 Presidential Leadership Statement Committee, former member Board of Trustees, North Carolina State University.
- **Therence O. Pickett**, member UNC Board of Governors since 2013 and vice chair of the 2015 Presidential Leadership Statement Committee.
- **Henry W. Hinton**, member UNC Board of Governors since 2013 and member of the 2015 Presidential Leadership Statement Committee, chair of the Leadership Statement Committee Business Community Stakeholder Group.
- **G. Leroy Lail**, member of the UNC Board of Governors since 2003 and member of the 2015 Presidential Leadership Statement Committee, chair of the Leadership Statement Committee Governors Stakeholder Group.
- **Hari H. Nath**, member of the UNC Board of Governors since 2011 and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Business Community Stakeholder Group.
- **Laura I. Wiley**, member UNC Board of Governors since 2013 and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Governors Stakeholder Group.
- **John C. Fennebresque**, chair UNC Board of Governors and member since 2011, having served previously from 1995 until 1999 and member of the 2015 Leadership Statement Committee.
- **W. Lou Bisette**, vice chair UNC Board of Governors and member since 2011 and Member of the 2015 Leadership Statement Committee, former member Board of Trustees, Western Carolina University.
- **Joan T. Perry**, secretary UNC Board of Governors and member since 2013 and member of the 2015 Leadership Statement Committee.
- **Hannah D. Gage**, former chair UNC Board of Governors and member since 2001 and member of the 2015 Leadership Statement Committee, member of the Leadership Statement Committee Governors Stakeholder Group, former chair Board of Trustees University of North Carolina at Wilmington.
- **H. Frank Grainger**, member UNC Board of Governors since 2011, having served previously from 1997 until 2009 and member of the 2015 Leadership Statement Committee, member of the Leadership Statement Committee Governors Stakeholder Group.
- **R. Doyle Parrish**, member UNC Board of Governors since 2013 and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Business Community Stakeholder Group.
- **J. Craig Souza**, member UNC Board of Governors since 2013, having served previously from 1997 until 2009 and member of the 2015 Leadership Statement Committee, member of the Leadership Statement Committee Business Community Stakeholder Group, former chair Board of Trustees, East Carolina University.

- **George A. Sywassink**, member UNC Board of Governors since 2013 and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Governors Stakeholder Group, former chair Board of Trustees, Appalachian State University.
- **Raiford G. Trask III**, member UNC Board of Governors since 2011 and member of the 2015 Presidential Leadership Statement Committee, chair of the Leadership Statement Committee Military Stakeholder Group.
- **Alex J. Parker**, ex-officio member UNC Board of Governors 2014 -2015 and member of the 2015 Presidential Leadership Statement Committee, chair of the Leadership Statement Committee Student Stakeholder Group.
- **Davonte Bell**, student University of North Carolina at Charlotte and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Student Stakeholder Group.
- **Pernell D. Bartlett**, chair-elect University of North Carolina Staff Assembly and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Staff Stakeholder Group.
- **Susan S. Colby**, chair University of North Carolina Staff Assembly and member of the 2015 Presidential Leadership Statement Committee, chair of the Leadership Statement Committee Staff Stakeholder Group.
- **Stephen Leonard**, chair University of North Carolina Faculty Assembly and member of the 2015 Presidential Leadership Statement Committee, chair of the Leadership Statement Committee Faculty Stakeholder Group.
- **David A. Green**, member University of North Carolina Faculty Assembly and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Faculty Stakeholder Group.
- **Spoma Jovanovic**, member University of North Carolina Faculty Assembly and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Faculty Stakeholder Group.
- **Douglas S. Dibbert**, president University of North Carolina General Alumni Association and member of the 2015 Presidential Leadership Statement Committee, chair of the Leadership Statement Committee Alumni Stakeholder Group.
- **Debra B. Miller**, chair Board of Trustees, Winston-Salem State University and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Alumni Stakeholder Group.
- **Barbara H. Mulkey**, member Board of Trustees, North Carolina State University and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Alumni Stakeholder Group, former chair North Carolina State University.
- **Wendy F. Murphy**, member Board of Trustees, University of North Carolina at Wilmington and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Trustees Stakeholder Group, former chair University of North Carolina at Wilmington.
- **Karen A. Popp**, chair Board of Trustees, University of North Carolina at Charlotte and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Trustees Stakeholder Group.
- **Pat Smith**, vice chair Board of Trustees, University of North Carolina at Asheville and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee General Public Stakeholder Group.
- **Teresa Williams**, chair Board of Trustees, Western Carolina University and member of the 2015 Presidential Leadership Statement Committee, chair of the Leadership Statement Committee Trustees Stakeholder Group.
- **James A. Anderson**, chancellor Fayetteville State University and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Chancellors Stakeholder Group.
- **David O. Belcher**, chancellor Western Carolina University and member of the 2015 Presidential Leadership Statement Committee, chair of the Leadership Statement Committee Chancellors Stakeholder Group.
- **Kyle R. Carter**, chancellor University of North Carolina at Pembroke and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee General Public Stakeholder Group.
- **Carol L. Folt**, chancellor University of North Carolina at Chapel Hill and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Chancellors Stakeholder Group.

- **Harold L. Martin, Sr.**, chancellor North Carolina A&T State University and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Chancellors Stakeholder Group.
- **J. Todd Roberts**, chancellor North Carolina School of Science and Mathematics and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee General Public Stakeholder Group.
- **W. Randolph Woodson**, chancellor North Carolina State University and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Business Community Stakeholder Group.
- **Charles L. Becton**, former interim chancellor at North Carolina Central University and Elizabeth City State University and member of the 2015 Presidential Leadership Statement Committee, chair of the Leadership Statement Committee General Public Stakeholder Group.
- **Walter C. Davenport**, member-elect UNC Board of Governors, having served previously from 2009 until 2013 and member of the 2015 Leadership Statement Committee, member of the Leadership Statement Committee Governors Stakeholder Group, former chair Board of Trustees, Elizabeth City State University.
- **David P. Nelson**, provost University of North Carolina School of the Arts, member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee General Public Stakeholder Group.
- **William A. Sederburg**, interim chancellor University of North Carolina at Wilmington and member of the 2015 Presidential Leadership Statement Committee, member of the Leadership Statement Committee Military Stakeholder Group.

The LSC is chaired by Joan MacNeill, chair of the Search Committee. Therence Pickett, vice chair of the Search Committee has provided primary leadership for the LSC process.

The LSC conducted its first meeting on April 27, 2015, in Chapel Hill. Members were briefed on the role of the committee, which is to develop a written statement for approval by the Board of Governors that sets forth the qualifications and leadership characteristics to be used in selecting the next president.

Further, the committee agreed to accomplish the following tasks:

1. Organize the LSC in geographical and functional ways to engage members and conduct the work of the committee.
2. Establish a website to solicit additional comments from the public.
3. Develop and administer a survey to receive additional comments from the public.
4. Conduct four public meetings across the state to receive public input.
5. Compile, analyze, and summarize all inputs.
6. Write a report and other documents needed to support the search process.

This is how the LSC fulfilled its responsibilities and conducted its tasks:

### **Organize the LSC in geographical and functional ways to engage members and conduct the work of the committee.**

LSC members attended regional input sessions at convenient locations. LSC members were assigned to small groups representing the following stakeholder groups:

- **Governors** Lail, Davenport, Gage, Grainger, Sywassink, Wiley
- **Trustees** Williams, Murphy, Popp

- Chancellors Belcher, Anderson, Folt, Martin
- Faculty Leonard, Green, Jovanovic
- Staff Colby, Bartlett
- Students Parker, Belle
- Alumni Dibbert, Miller, Mulkey
- Business community Hinton, Kotis, Nath, Parrish, Souza, Woodson
- Military Trask, Sederburg
- General public Becton, Carter, Nelson, Roberts, Smith

These groups reviewed survey results and input from the presidential search website and regional forums and provided summary findings attributable to their assigned stakeholder group.

#### **Establish a website to solicit additional comments from the public.**

- A website dedicated to the presidential search ([www.northcarolina.edu/presidential-search](http://www.northcarolina.edu/presidential-search)) was developed by General Administration staff and placed in a prominent location on the UNC system website ([www.northcarolina.edu](http://www.northcarolina.edu)). It will remain active until the presidential search is concluded.
- The website went live on May 4 and as of June 5, 2015, there had been 10,400 page views and 63 comments received.
- The website also includes archived videos of the regional input sessions and considerable information about the University.
- The website also hosted the survey instrument used by the LSC and included in this report.

#### **Develop and administer a survey to receive additional comments from the public.**

- With the support of General Administration staff, LSC members developed a web-based survey to seek input from University stakeholders. Respondents were asked to select and rank their top five essential experiences, skill sets, characteristics, and values of the next UNC president among the provided responses. An additional open-ended item was available to capture sentiments not listed.
- The survey opened on May 1, 2015, and closed on May 22, 2015. During that time, 5,653 individuals accessed the survey, with 77 percent (or 4,371) completing all survey items. The remaining 1,282 responded to some, but not all, items.
- Respondents identified their stakeholder affiliation(s) with the University. This allowed for analyses of responses by stakeholder group.

#### **Conduct four public meetings across the State to receive public input.**

- Regional Input Forums were held in Asheville (May 26), Greenville (May 27), Durham (May 28), and Charlotte (June 1).
- The forums were facilitated by staff from the UNC Small Business and Technology Development Center, and the proceedings were streamed via the internet and are archived on the Presidential Search website.
- The forums were publicized in print and on the websites of newspapers in Asheville, Charlotte, Winston-Salem, Greensboro, Durham, Raleigh, Greenville, and Wilmington. In addition, the forums were publicized on UNC TV.
- Written summaries of the forums are included in the document appendix.

#### **Compile, analyze, and summarize all inputs.**

- Relevant inputs were compiled and shared with LSC members as they became available.
- A report and other documents needed to support the search process were drafted and/or compiled.
- A draft of this report was shared with LSC members on June 12, 2015.
- The report was approved by the LSC on June 18, 2015, and has been submitted to the UNC Board of Governors for its approval.



# 5

## SURVEY SUMMARY

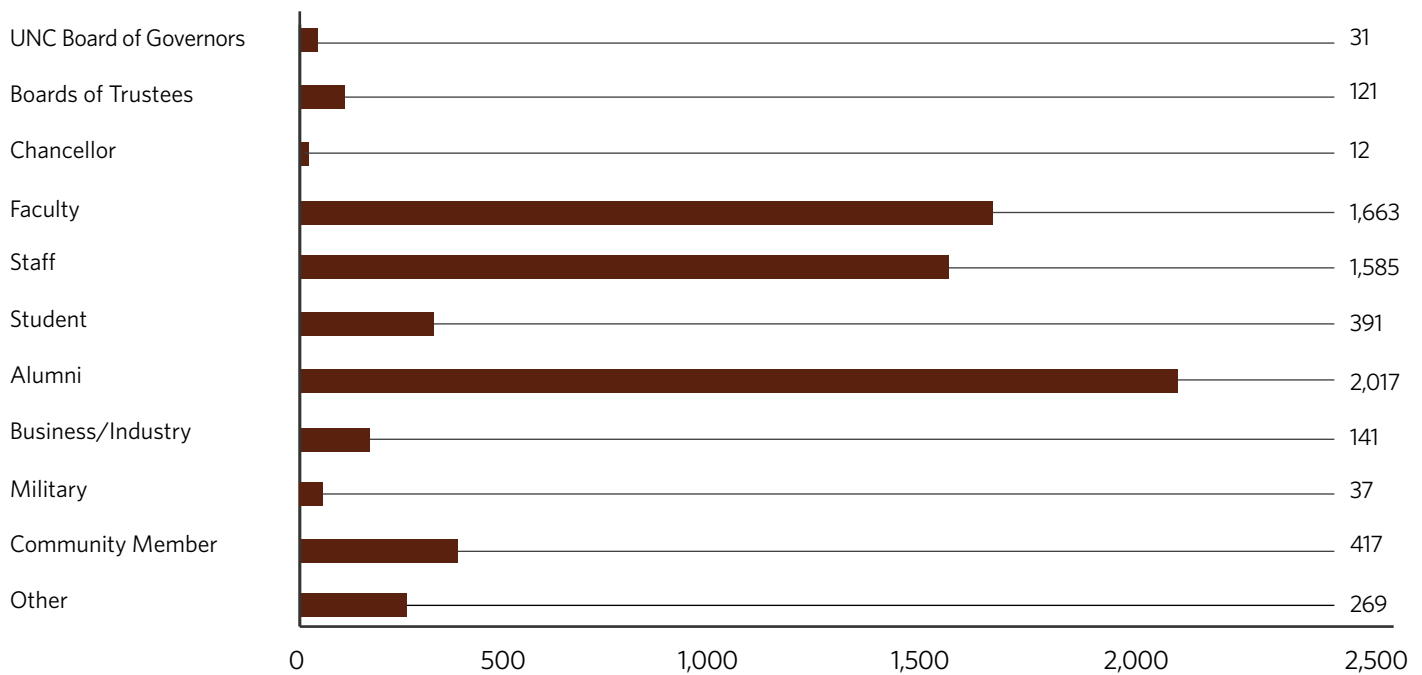
# Survey Summary

## BACKGROUND

The University of North Carolina sought input from university stakeholders through a web-based survey. Stakeholders were asked to select and rank their top five essential experiences, essential skill sets, essential characteristics, and essential values of the next UNC president among the provided responses. An additional open-ended item was available to capture sentiments not listed.

The survey opened on May 1, 2015, and closed on May 22, 2015. During that time 5,653 individuals accessed the survey with 77% (or 4,371) completing all survey items. The remaining 1,282 responded to some, but not all, items. Respondents identified their affiliation(s) with the university<sup>1</sup>. As shown in the figure below, all stakeholder groups were represented.

Figure 1. Number of Respondents Identified by Stakeholder Group



<sup>1</sup>Note that respondents could identify as more than one stakeholder, so counts will sum higher than the total response sample.

## REPORT STRUCTURE

Findings are organized by the four themes of the survey: essential experiences, essential skill sets, essential characteristics, and essential values. The number of all respondents choosing each item is provided in a table reflecting both counts and percentages<sup>2</sup> as well as a bar chart. The final table in each section is a comparison of the top three choices for each stakeholder group to better understand the consensus and disagreement among their responses.

For each of the four sections, the stakeholder comparison tables demonstrate the top three choices by stakeholder groups. Looking down the columns, you will see which items were in each stakeholder group's top three choices. Looking across the rows, you can see where the different stakeholder groups had consensus and disagreement across the items, both as indicated by the highlighted cells and enumerated in the "stakeholder agreement" column.

<sup>2</sup> Percentages represent the number of individuals choosing each item, out of the overall total number of respondents (i.e. 4,371).

# Section I: Essential Experiences

## OVERALL FINDINGS

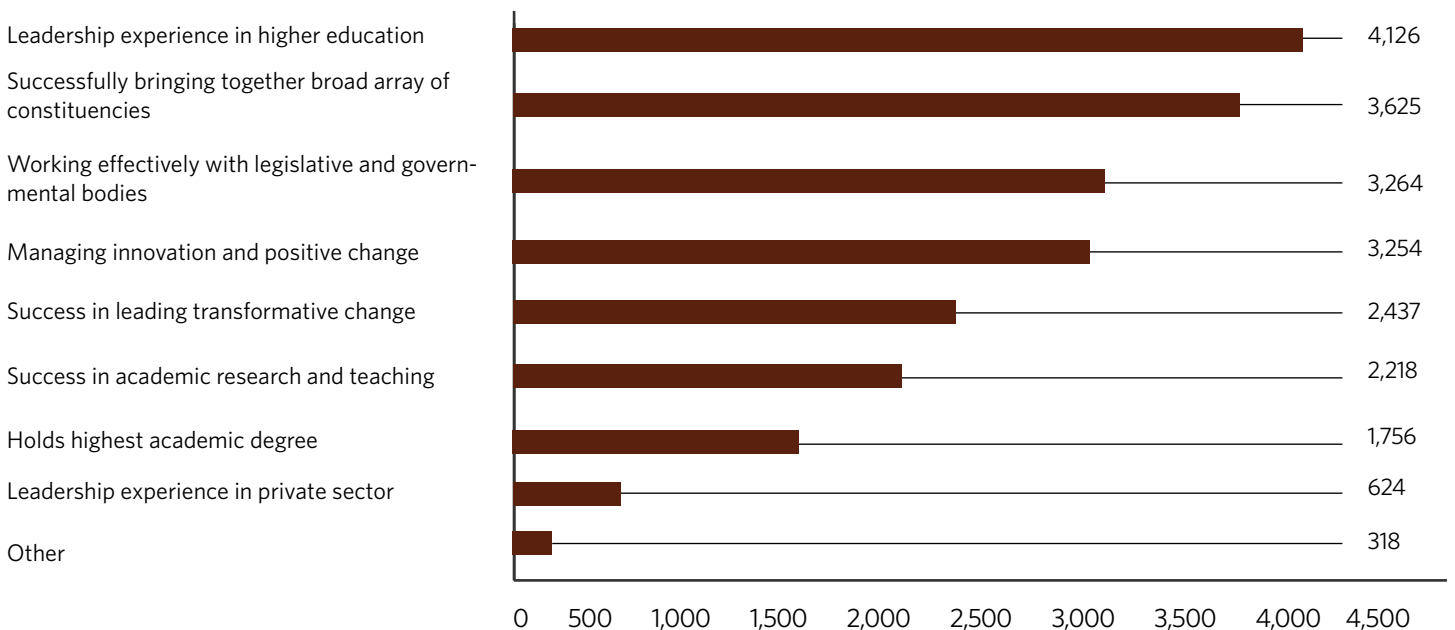
A substantial majority of stakeholders felt that it was important that the next president have leadership experience in higher education. There was clustering among the second, third, and fourth items, before a notable drop in responses for success in leading transformative change. Leadership experience in private sector was ranked the least important priority by a large margin.

Table 1. Overall Count and Proportion of Responses for Essential Experiences

Essential Experiences	Count	Percent
Leadership experience in higher education*	4,126	94%
Successfully bringing together broad array of constituencies*	3,625	83%
Working effectively with legislative and governmental bodies*	3,264	75%
Managing innovation and positive change*	3,254	74%
Success in leading transformative change	2,437	56%
Success in academic research and teaching	2,218	51%
Holds highest academic degree	1,756	40%
Leadership experience in private sector	624	14%
Other	318	7%

\*Note: Asterisks indicate items that were among the top three choices within every stakeholder group.

Figure 2. Response Counts of Essential Experiences



## STAKEHOLDER GROUP COMPARISONS

Of the Essential Experiences, *demonstrated record of successfully bringing together a broad array of constituencies and managing innovation and positive change in a large complex organization* had the most consensus, with 9 out of 11 stakeholder groups choosing those items among their top three. Five of the eight experiences were not chosen by any group as their top three.

# 9 OUT OF 11

STAKEHOLDER GROUPS CHOSE BRINGING TOGETHER AN ARRAY OF CONSTITUENCIES AND MANAGING INNOVATION AND POSITIVE CHANGE AMONG THEIR TOP THREE.

Table 2. Top Three Essential Experiences by Stakeholder Group

Essential Experience	Board of Governors	Boards of Trustees	Chancellor	Faculty	Staff	Student	Alumni	Business/ Industry	Military	Community	Other	Stakeholder Agreement
Bringing together broad array of constituencies	74% (23)	75% (91)	75% (6)	68% (1,139)	72% (1,137)	56% (219)	67% (1,345)	67% (94)	49% (18)	70% (293)	67% (179)	9
Managing innovation and change in a large complex organization	74% (23)	77% (93)	75% (9)	48% (796)	70% (1,108)	62% (242)	65% (1,306)	70% (99)	70% (26)	64% (267)	59% (160)	9
Leadership experience in higher education	35% (11)	51% (62)	58% (7)	87% (1,447)	79% (1,255)	74% (291)	71% (1,435)	52% (74)	59% (22)	73% (305)	74% (199)	8
Working effectively with legislative and governmental bodies	68% (21)	71% (86)	58% (7)	63% (1,055)	67% (1,065)	50% (194)	56% (1,137)	63% (89)	57% (21)	56% (234)	60% (161)	7

\*Note: Table excludes choices that, though endorsed, were not among the top three within every stakeholder group.

## Section II: Essential Skill Sets

### OVERALL FINDINGS

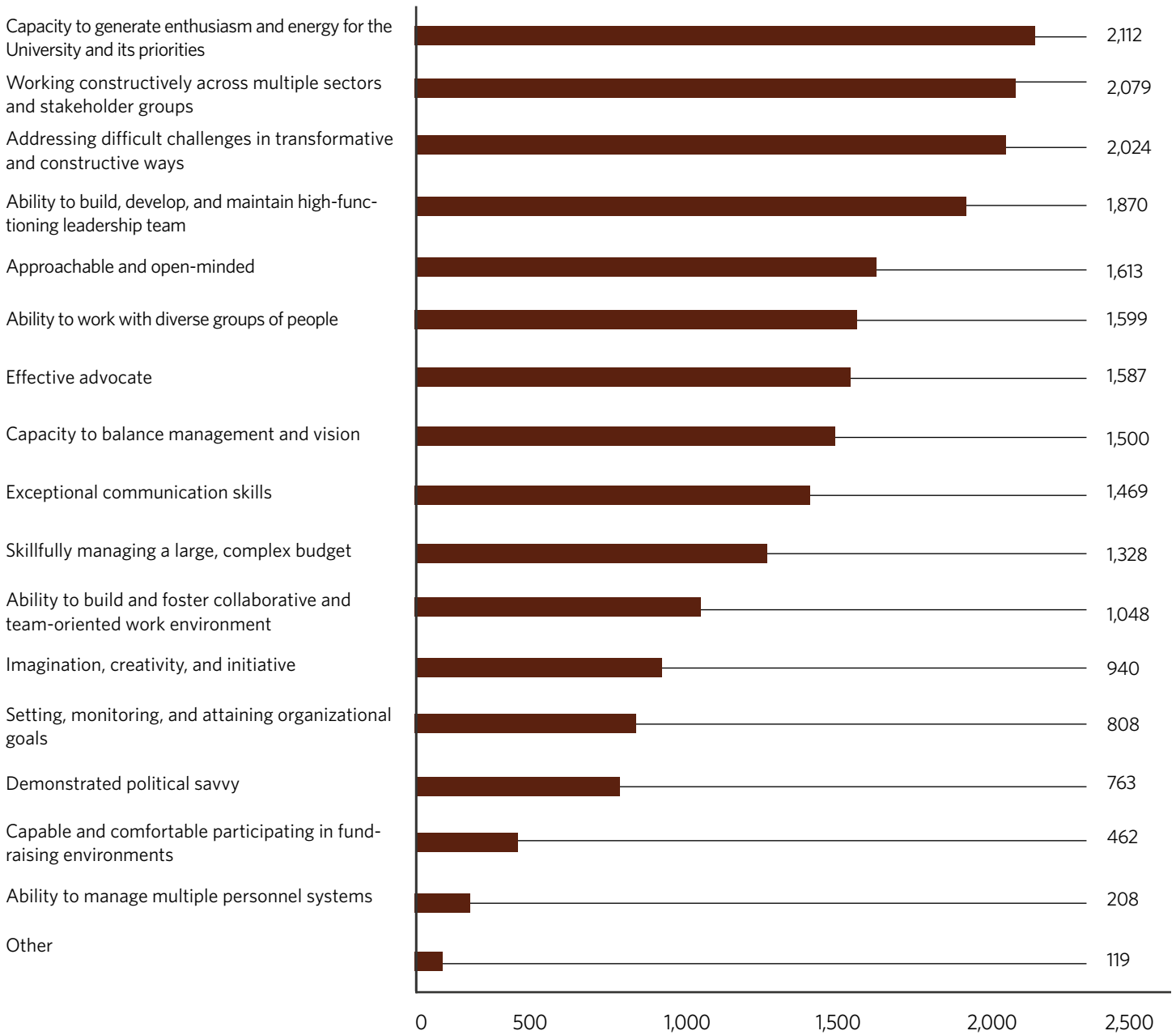
Overall, the *capacity to generate enthusiasm and energy for the University, working constructively across multiple sectors, and addressing challenges in transformative ways* were chosen fairly evenly as top priorities for the future UNC president. Conversely, *fundraising capabilities and managing personnel* received less than a quarter of the counts seen for the top three.

Table 3. Overall Count and Proportion of Responses for Essential Skill Sets

Essential Skill Sets	Count	Percent
Capacity to generate enthusiasm and energy for the University and its priorities*	2,112	48%
Working constructively across multiple sectors and stakeholder groups*	2,079	48%
Addressing difficult challenges in transformative and constructive ways*	2,024	46%
Ability to build, develop, and maintain high-functioning leadership team*	1,870	43%
Approachable and open-minded*	1,613	37%
Ability to work with diverse groups of people*	1,599	37%
Effective advocate*	1,587	36%
Capacity to balance management and vision	1,500	34%
Exceptional communication skills	1,469	34%
Skillfully managing a large, complex budget	1,328	30%
Ability to build and foster collaborative and team-oriented work environment	1,048	24%
Imagination, creativity, and initiative	40	22%
Setting, monitoring, and attaining organizational goals	808	18%
Demonstrated political savvy	763	17%
Capable and comfortable participating in fundraising environments	462	11%
Ability to manage multiple personnel systems	208	5%
Other	119	3%

\*Note: Asterisks indicate items that were among the top three choices within every stakeholder group.

Figure 3. Response Counts by Essential Skill Sets



## STAKEHOLDER GROUP COMPARISONS

Of the sixteen skill sets listed, seven emerged as the top three among stakeholders, with varying levels of consensus. With the exception of students, all stakeholder groups indicated that *working constructively across multiple sectors* is among their top priorities. There were two notable items that only students ranked as a priority: *ability to work with diverse groups of people*, and *being approachable and open-minded*. Also of note, only faculty prioritized the skill of being an effective advocate.

# 7 SKILL SETS

NUMBER OF SKILL SETS THAT EMERGED AMONG THE TOP THREE FOR STAKEHOLDER GROUPS WITH VARYING LEVELS OF CONSENSUS.

Table 4. Top Three Essential Skills Among Stakeholder Groups

Essential Experience	Board of Governors	Boards of Trustees	Chancellor	Faculty	Staff	Student	Alumni	Business/ Industry	Military	Community	Other	Stakeholder Agreement
Working constructively across multiple sectors and stakeholder groups	48% (15)	50% (61)	58% (7)	43% (715)	40% (638)	25% (96)	37% (747)	44% (62)	38% (14)	42% (175)	40% (108)	10
Ability to build, develop, and maintain high-functioning leadership team	52% (16)	45% (55)	58% (7)	31% (515)	37% (580)	23% (90)	38% (758)	44% (62)	49% 18	35% (148)	42% (113)	8
Capacity to generate enthusiasm and energy for the University and its priorities	39% (12)	44% (53)	50% (6)	48% (805)	41% (642)	28% (111)	35% (711)	37% (52)	22% (8)	39% (163)	37% (100)	7
Addressing difficult challenges in transformative and constructive ways	58% (18)	42% (51)	33% (4)	35% (590)	43% (679)	37% (144)	36% (731)	30% (43)	49% (18)	34% (140)	34% (91)	5
Ability to work with diverse groups of people	10% (3)	22% (27)	8% (1)	33% (553)	31% (490)	34% (131)	28% (561)	19% (27)	32% (12)	33% (138)	25% (66)	1
Approachable and open-minded	13% (4)	22% (27)	17% (2)	32% (538)	31% (497)	34% (132)	29% (586)	23% (32)	35% (13)	30% (126)	30% (80)	1
Effective advocate	16% (5)	21% (26)	17% (2)	41% (683)	32% (509)	25% (96)	23% (471)	19% (27)	22% (8)	30% (124)	22% (59)	1

\*Note: Table excludes choices that, though endorsed, were not ranked among the top three within every stakeholder group.

## Section III: Essential Characteristics

### OVERALL FINDINGS

When asked to select the essential characteristics of the next UNC president, survey respondents most frequently cited *integrity in word and deed*, and *passion for and commitment to public education*. There was a substantial decrease in responses among the bottom three characteristics; *change agent*, *tenacious*, and *focused*; dipping between 5 to 10 percent of the respondents choosing the top three items.

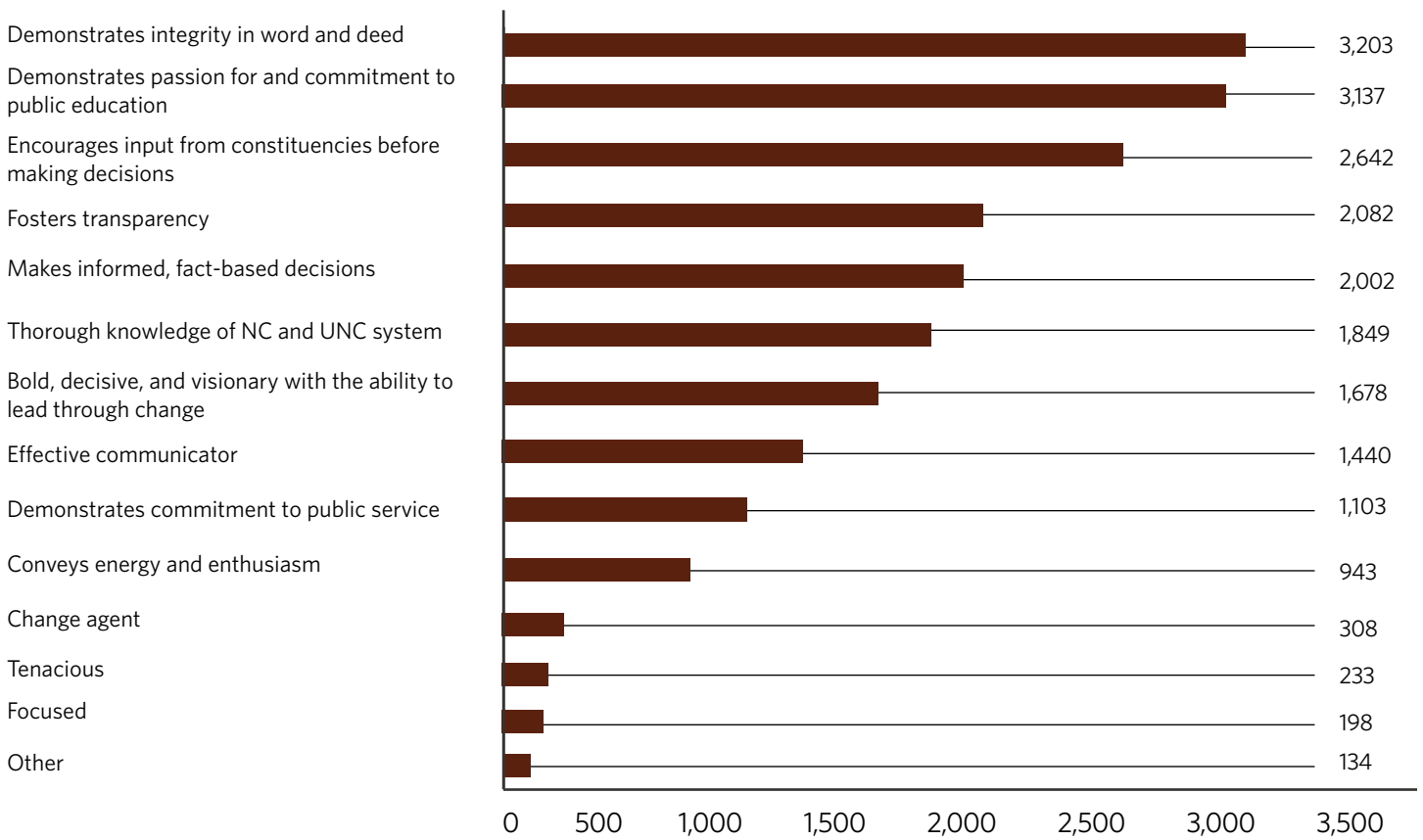
Table 5. Overall Count and Proportion of Responses for Essential Characteristics

Essential Characteristics	Count	Percent
Demonstrates integrity in word and deed*	3,203	73%
Demonstrates passion for and commitment to public education*	3,137	72%
Encourages meaningful input and involvement from relevant constituencies before making decisions*	2,642	60%
Fosters transparency*	2,082	48%
Makes informed, fact-based decisions*	2,002	46%
Thorough knowledge of the state of North Carolina and the UNC system*	1,849	42%
Bold, decisive, and visionary with the ability to lead through change*	1,678	38%
Effective communicator	1,440	33%
Demonstrates commitment to public service	1,103	25%
Conveys energy/enthusiasm	943	22%
Change agent	308	7%
Tenacious	233	5%
Focused	198	5%
Other	134	3%

\*Note: Asterisks indicate items that were among the top three choices within every stakeholder group.



Figure 4. Response Counts by Essential Characteristics



## STAKEHOLDER GROUP COMPARISONS

Of the 13 characteristics listed, seven emerged as the top three choices among stakeholder groups. All 11 stakeholder groups ranked *demonstrating integrity in word and deed* among their top priorities. With the exception of chancellors and Board of Governors, the additional nine stakeholders indicated that a *passion and commitment to public education* was among their top three priorities for the next UNC president. There is considerable disagreement on four items across three stakeholder groups: only BOG and Business/Industry ranked the characteristic of *bold, decisive, and visionary* among their top choices; military stakeholders were the only group that had *fostering transparency* in their top three rankings; only chancellors chose *making informed fact-based decisions*; and the BOG was the only stakeholder group ranking *thorough knowledge of the state and UNC system* as one of their top three priorities.

## ALL 11 STAKEHOLDER GROUPS CHOSE DEMONSTRATING INTEGRITY IN WORD AND DEED AMONG THEIR TOP PRIORITIES.

Table 6. Top Three Essential Characteristics Among Stakeholder Groups

Essential Experiences	Board of Governors	Boards of Trustees	Chancellor	Faculty	Staff	Student	Alumni	Business/Industry	Military	Community	Other	Stakeholder Agreement
Demonstrates integrity in word and deed	65% (20)	68% (82)	50% (6)	63% (1,054)	61% (967)	46% (180)	57% (1,148)	64% (90)	73% (27)	60% (252)	69% (185)	11
Demonstrates passion for and commitment to public education	32% (10)	56% (68)	42% (5)	71% (1,177)	61% (960)	49% (191)	53% (1,068)	50% (71)	49% (18)	64% (265)	55% (174)	9
Encourages meaningful input and involvement from relevant constituencies before making decisions	39% (12)	53% (64)	67% (8)	57% (942)	54% (853)	38% (150)	44% (888)	40% (56)	35% (13)	50% (207)	45% (121)	8
Bold, decisive, and visionary with the ability to lead through change	52% (16)	50% (61)	33% (4)	23% (390)	34% (539)	29% (114)	34% (682)	41% (58)	32% (12)	30% (127)	33% (90)	2
Fosters transparency	13% (4)	24% (29)	8% (1)	45% (747)	43% (682)	32% (126)	35% (701)	31% (44)	46% (17)	43% (178)	33% (89)	1
Makes informed, fact-based decisions	29% (9)	31% (38)	50% (6)	44% (735)	38% (602)	27% (105)	33% (668)	34% (48)	41% (15)	37% (155)	39% (106)	1
Thorough knowledge of the state of North Carolina and the UNC system	42% (13)	26% (32)	25% (3)	35% (3)	38% (597)	25% (137)	35% (700)	32% (45)	27% (10)	34% (141)	36% (97)	1

\*Note: Table excludes choices that, though endorsed, were not among the top three within every stakeholder group.

## Section IV: Essential Values

### OVERALL FINDINGS

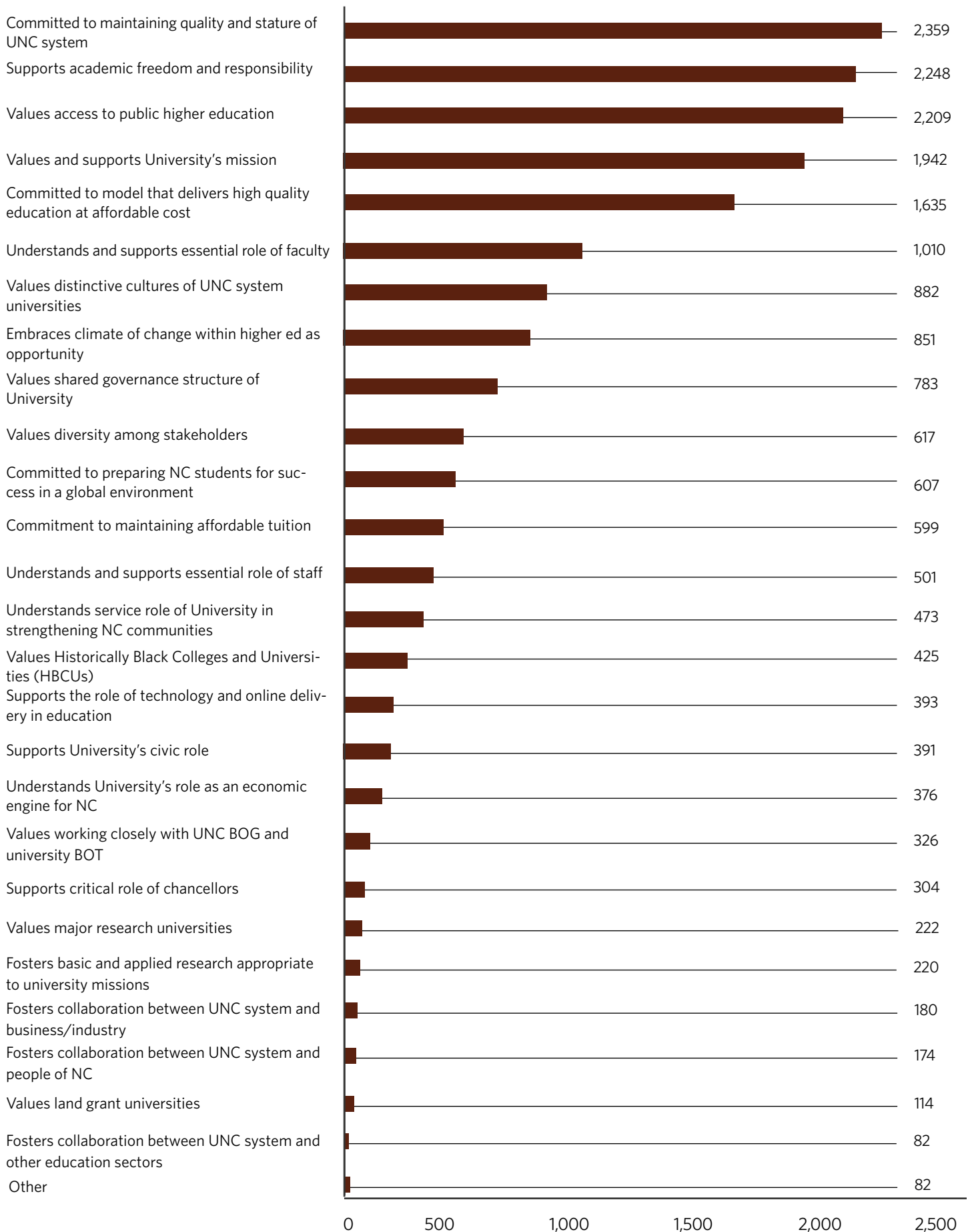
There was fairly close clustering of the top three essential values selected by respondents; *maintaining stature of UNC, supporting academic freedom and responsibility, and valuing access to a public education*. There was a notable dip in respondents after *committed to model that delivers high quality education at affordable cost* and the bottom 12 items were chosen by less than 10 percent of respondents.

Table 7. Overall Count and Proportion of Responses for Essential Values

Essential Values	Count	Percent
Committed to maintaining high quality and stature of UNC system and its academic programs*	2,359	54%
Supports academic freedom, open-minded inquiry, and academic responsibility*	2,248	51%
Values access to public higher education*	2,209	51%
Values and supports University's mission: teaching, research, scholarship, and public service*	1,942	44%
Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students*	1,635	37%
Understands and supports essential role of faculty	1,010	23%
Values distinctive missions and cultures of UNC system universities and affiliates*	882	20%
Embraces current climate of change within the higher education environment as an opportunity rather than a crisis*	851	19%
Understands and values shared governance structure of the University	783	18%
Values and appreciates diversity among stakeholders*	617	14%
Committed to helping prepare students and North Carolina for long-term success in a global environment	607	14%
Commitment to maintaining affordable tuition*	599	14%
Understands and supports essential role of staff	501	11%
Understands and supports University's service role in strengthening NC communities and improving their quality of life	473	11%
Values Historically Black Colleges and Universities (HBCUs)	425	10%
Embraces changing landscape of higher education and supports the role that technology and online delivery will play in educating students, both traditional and non-traditional	393	9%
Understands and supports University's civic role in educating students for a strong democracy	391	9%
Understands and supports University's role as an economic engine for the state	376	9%
Values working closely with UNC Board of Governors and university Boards of Trustees	326	7%
Understands and supports critical role of Chancellors*	304	7%
Values major research universities	222	5%
Fosters basic and applied research and scholarship appropriate to university missions	220	5%
Fosters collaboration between UNC system and business/industry	180	4%
Fosters collaboration between UNC system and people of North Carolina	174	4%
Values land grant universities	114	3%
Fosters collaboration between UNC system and other education sectors	82	2%
Other	82	1%

\*Note: Asterisks indicate items that were among the top three choices within every stakeholder group.

Figure 3. Response Counts by Essential Values



## STAKEHOLDER GROUP COMPARISONS

Of the 26 values listed, nine emerged as the top three choices among stakeholder groups. With the exception of students, all stakeholder groups felt that it was essential that the next UNC system president *be committed to maintaining the high quality and stature of UNC system and its academic programs*. Three items were chosen only by chancellors—*understanding the critical role of chancellors, valuing diversity of stakeholders, and valuing distinctive cultures of UNC system universities and affiliates*.

# 9 VALUES

NUMBER OF ESSENTIAL VALUES THAT EMERGED AS THE TOP THREE CHOICES AMONG STAKEHOLDER GROUPS.

Table 8. Top Three Essential Values Among Stakeholder Group

Essential Experience	Board of Governors	Boards of Trustees	Chancellor	Faculty	Staff	Student	Alumni	Business/ Industry	Military	Community	Other	Stakeholder Agreement
Committed to maintaining stature of UNC system	42% (13)	59% (71)	33% (4)	51% (847)	42% (662)	27% (106)	43% (868)	45% (63)	59% (22)	44% (184)	43% (117)	10
Supports academic freedom and responsibility	13% (4)	19% (23)	17% (2)	62% (1,032)	36% (568)	39% (154)	34% (691)	27% (38)	35% (13)	41% (173)	40% (107)	7
Values access to public higher education	32% (10)	31% (38)	17% (2)	46% (771)	45% (712)	40% (155)	39% (793)	38% (53)	32% (12)	45% (189)	35% (95)	6
Committed to UNC system that delivers quality education at affordable costs	45% (14)	46% (56)	8% (1)	21% (348)	36% (563)	28% (110)	34% (681)	35% (49)	35% (13)	35% (145)	37% (99)	4
Supports University's mission	26% (8)	35% (42)	25% (3)	44% (735)	35% (550)	29% (113)	33% (671)	30% (43)	32% (12)	37% (155)	41% (111)	4
Embraces climate of change within higher education as opportunity	45% (14)	27% (33)	17% (2)	11% (178)	21% (331)	16% (64)	15% (303)	23% (32)	35% (13)	14% (59)	16% (43)	2
Understands and supports critical role of chancellors	19% (6)	13% (16)	33% (4)	5% (89)	5% (82)	3% (11)	6% (119)	6% (9)	8% (3)	5% (21)	8% (21)	1
Values diversity among stakeholders	3% (1)	17% (20)	25% (3)	10% (164)	14% (217)	10% (38)	11% (224)	9% (13)	8% (3)	11% (45)	11% (30)	1
Values distinctive missions and cultures of UNC system universities and affiliates	16% (5)	17% (21)	25% (3)	20% (336)	18% (292)	9% (35)	16% (317)	15% (21)	8% (3)	17% (71)	16% (42)	1

\*Note: Table excludes choices that, though endorsed, were not among the top three priorities within every stakeholder group.

## Section V: Conclusions

### LIMITATIONS

The sample size for this survey is very robust with over 4,300 respondents. However, when interpreting the consensus between stakeholders, it is important to note that the population size of the different stakeholder groups varies substantially. There will be many more opportunities for consensus among Alumni, who comprise almost half of all respondents, versus Chancellors or Board of Governors members, who taken together represent only 1 percent of all respondents. In the same vein, the greater number of response items provided for a given theme allows more opportunity for variability among stakeholders.

Additional limitations may be seen as artifacts of web-based survey platforms. As opposed to paper surveys where a respondent can review all items laid out together, this online survey required scrolling through response items. The survey also required some degree of computer proficiency to drag and drop items in the response box, and then order them accordingly. This could potentially result in response bias, where respondents may have been inclined to choose items that topped the list and/or were ranked in the order presented.

### SUMMARY

By design, the four sections are distinct enough to prevent meaningful conclusions from being drawn by culling themes across multiple components. However, viewing the top three choices of each stakeholder group resulted in whittling down more than half of the items for each of the four components, allowing for a more targeted focus on the overall priorities within groups.

Furthermore, there was at least one item per section that at least nine out of 11 stakeholder groups indicated it was among their top priorities. In addition to the items initially weeded out through prioritizing, three of the four components had multiple items that were identified as a priority by only one stakeholder group. Taken together, these survey results provide broad insight around the common experiences, skills, characteristics, and values prioritized across multiple groups of key stakeholders.



# STAKEHOLDER REPORTS

# Stakeholder Reports

## UNC BOARD OF GOVERNORS

The UNC Board of Governors desires a bold, innovative leader with the necessary skills to manage a large complex organization and who will be a leadership partner with the Board of Governors. The president must possess strong interpersonal skills and communicate well with the Board of Governors, chancellors, the General Assembly and the larger University community. Above all else, the president must protect and enhance the brand, reputation and standing of the University of North Carolina and its constituent institutions.

A clear focus on student success and the affordability of a world-class higher education are undeniably desired by the Board of Governors. A commitment to maintaining excellence where it currently exists within the system, and a strong desire to achieve excellence where it does not currently exist, are necessary and desired by the Board.

In addressing present and future challenges and opportunities, a leader who can recognize and even predict changes in higher education, adapt to a changing environment and effectively lead and manage change, is strongly desired. Our new leader must be willing to examine and effectively evaluate the UNC system, its offerings and operations, and position the University of North Carolina for continued success in the future.

### Essential Experience

In assessing the essential experiences needed, the Board of Governors generally agreed that *managing innovation and positive change in a large, complex organization* and a *demonstrated record of successfully bringing together a broad array of constituencies* were of the utmost importance. There was also consensus that a *demonstrated record of working effectively with legislative and governmental bodies*, and *demonstrated success in leading transformative change* were also essential experiences that are desired in a president.

### Essential Skill Sets

The number of responses regarding essential skill sets varied more widely than those defining essential experiences. Those essential skill sets receiving the most number of responses are: (i) *the ability to address difficult challenges in transformative and constructive ways*; (ii) *an ability to build, develop and maintain a high functioning leadership team*; and (iii) *the ability to work constructively across multiple sectors and stakeholder groups*. The *capacity to generate enthusiasm and energy for the University and its priorities*, *exceptional communication skills* and *demonstrated political savvy*, are additional skills desired by a relatively large subset of Board of Governors members.

### Essential Characteristics

Above all, a president who *demonstrates integrity in word and deed*, was the most desired essential characteristic. In discussions with Board members, it was noted that *unquestioned integrity* was the foundational characteristic that all other characteristics, skill sets, experiences and values rest upon. Without the highest integrity, it was determined that a new leader would be unable to successfully perform the role of president. A *bold decisive visionary with the ability to lead through change* was also desired. While not receiving a majority of responses, many felt that a *thorough knowledge of the state of North Carolina and the UNC system* is a preferred characteristic, as is a *willingness to lead collaboratively and communicate effectively*.

### Essential Values

There were a broad range of responses to the question of what are the essential values necessary to the next president's success, with no single value receiving a majority of responses from the Board of Governors. However, the values that received the highest number of responses centered on common themes of: (i) embracing the current climate of change in higher education; (ii) a commitment to delivering a high quality education at an affordable price; (iii) a commitment to maintaining the high quality and stature of the UNC system and its academic programs; and (iv) working collaboratively with the Board of Governors and university Boards of Trustees.



# UNC INSTITUTIONS BOARDS OF TRUSTEES

## Subcommittee on Trustee Input Report

The Chairs of the Boards of Trustees for the North Carolina University system played a major role in soliciting and encouraging their board members to participate in the online survey. Of the 220 trustees serving throughout the state, 120 completed the survey by the May 22, 2015, deadline.

The survey requested the respondents' input on the following questions:

- What experiences, skill sets, characteristics and philosophies are essential to the success of the next president of the University of North Carolina?
- What should be the highest priorities of the University's next president?

For the first question, the trustees were asked to choose up to five and rank order their responses. The results are grouped by category and listed in order of frequency with the top five being listed. Both the count and the average rank are given. Due to the open-ended style of the second question, no consensus can be found. Many comments were offered and can be found in the full report's appendix.

## What experiences, skill sets, characteristics and philosophies are essential to the success of the next president of the University of North Carolina?

Essential Experiences	Count	AVG Rank
Managing innovation and positive change in a large complex organization	93	2.46
Demonstrated record of successfully bringing together broad array of constituencies	91	2.43
Demonstrated record of working effectively with legislative and governmental bodies	86	3.06
Demonstrated success in leading transformative change	74	2.89
Leadership experience in higher education	62	2.77

Essential Skill Sets	Count	AVG Rank
Working constructively across multiple sectors and stakeholder groups	61	2.15
Ability to build, develop, and maintain high-functioning leadership team	55	2.84
Capacity to generate enthusiasm and energy for the University and its priorities	53	2.96
Addressing difficult challenges in transformative and constructive ways	51	2.45
Skillfully managing a large, complex budget	38	3.13

Essential Characteristics	Count	AVG Rank
Demonstrates integrity in word and deed	82	2.29
Demonstrates passion for and commitment to public education	68	2.68
Encourages meaningful input and involvement from relevant constituencies before making decisions	64	2.94
Bold, decisive, and visionary with the ability to lead through change	61	2.38
Effective communicator	49	3.88

Essential Values	Count	AVG Rank
Committed to maintaining high quality and stature of UNC system and its academic programs	71	1.94
Committed to achieving sustainable model for UNC system that delivers high quality	56	2.59
Values and supports University's mission; teaching, research, scholarship, and public service	42	2.83
Values access to public higher education	38	2.63
Embraces current climate of change within the higher education environment as an opportunity rather than a crisis	33	2.76

### Trustee Board Chairs' Discussion on Priorities for the next UNC President

A telephone conference of the Boards of Trustees Chairs was held on May 21, 2015. Joining the call were: Brad Adcock (Appalachian State University), Donald Porter (Fayetteville State University), W. Lowry Caudill (UNC -Chapel Hill), Karen Popp (UNC Charlotte), Susan Safran (UNC Greensboro), Wendy Murphy (UNC Wilmington) and Teresa Williams (Western Carolina University).

The Chairs were asked to respond to the following question: "What should be the highest priorities of the University's next president?"

The group endorsed the following themes in the order of priority:

- Identify, promote, fund and reward efficiencies
- Provide CEO leadership and vision
- Maintain or improve UNC system brand
- Pursue stabilized /improved funding
- Support access and affordability
- Recognize and support the value and nuances of research and regional comprehensive campuses
- Confirm/share/explain the role of General Administration to provide best practices
- Partner with legislature, community and private enterprise

Submitted by the PLSC's Subcommittee on UNC Trustees' Input:

- Teresa Williams, Chair Board of Trustees, Western Carolina University
- Karen Popp, Chair Board of Trustees, University of North Carolina Charlotte
- Wendy Murphy, Board of Trustees, University of North Carolina Wilmington

## UNC CHANCELLORS

The University of North Carolina deserves a leader who is a passionate advocate, an evangelist, for public higher education. The president should be a strategic thinker who understands the latest trends and pressures on higher education, but also has a strong understanding of the University's history and is dedicated to maintaining the UNC system at the highest level of excellence and work with individual campuses to address their own unique challenges and opportunities.

### Desired qualifications and characteristics:

The critical role of the president is to oversee a very large and diverse organization that has an annual budget close to \$10B, employs well over 60,000 people and educates over 200,000 North Carolinians. To fulfill the role effectively, it is imperative that the president ...

- have a demonstrated and proven record of establishing a culture of innovative and entrepreneurial thinking within the context of a highly diverse organization, preferably one with a strong public role.
- be able to articulate the role of the University in society, as both an economic driver and as a source of ideas for human progress and prosperity.
- have a genuine and abiding interest in learning the unique personalities, priorities and challenges of each institution within the system and be able to articulate the value of each.
- support the role of Minority Serving Institutions within the context of the historical mission of the UNC system.
- demonstrate a clear understanding of and support for diversity, in its broadest definition, and educational equity as critical components of educational excellence.
- have a history of successfully negotiating an appropriate balance between centralized and distributed authority.
- be committed to recruiting and developing talent among system leaders through the hiring and mentoring of chancellors.
- recognize and support creativity among chancellors, working in a collaborative and flexible manner with them to address the unique needs and demands of each campus as well as the state-wide agenda for public higher education.
- be willing to actively seek the opinions and counsel of the chancellors, as well as other members of the University community such as faculty, staff, and students.
- bring a sense of cohesion to the cadre of chancellors and a sense of system-wide ownership to common issues and initiatives.
- command the respect of all University constituents including students, parents, faculty and staff.
- have or be able to build, in conjunction with the chancellors, extensive relationships with government, business and industry partners.
- possess bipartisan credibility among political leaders and a willingness to advocate tirelessly for critical campus and student needs.
- be able to lead and manage a strong board and guide system staff in supporting the work of the campuses.
- continue to promote strategic initiatives and a forward thinking agenda in the face of unanticipated actions that have the potential of diverting the system's strategic interests.

### Challenges and opportunities

The UNC system must evolve to meet the demands of a changing higher education landscape. As the next president evaluates the strategies and tactics necessary to ensure UNC not only survives but thrives, s/he will need to be aware of some key challenges and opportunities:

*Centralization and Flexibility:* In times of diminished resources, flexibility, creativity and a degree of autonomy, with accountability, are essential. The system, under the direction of the president, must resist the temptation to centralize and regulate when variety, relevant to mission, is needed to solve problems and address key issues.

*Discipline and Focus:* The system must lead change rather than resist it, which requires the courage to instill discipline and focus at all levels of the organization. Everyone in the system, the president, the chancellors and Board of Governors, must get on and stay on the same page. The system must adhere to its strategic priorities, develop broadly inclusive

plans (strategic and capital), and then work those plans with laser focus.

*Shifting Demographics and Technologies:* The system must continue to address the demographic and technological changes occurring in higher education. As UNC institutions respond to a more diverse student body, demands for intercampus pathways, new instructional modalities and programmatic options, societal expectations, and calls to curb costs and increase value, the system must be willing to examine its basic operations and processes without sacrificing its core values.

## **Priorities and Expectations**

The next president will need to focus and balance priorities in the following broad categories:

*System Advocacy:* Public trust in the UNC system is critically important to its future success. The next president must work closely with the Board to reaffirm confidence in the UNC system's nationally recognized academic prominence and clarify the role of the system as a public good and economic engine for the State of North Carolina and the nation. This will entail leading a collaborative process to confirm and/or define the UNC system in the current context of higher education. In doing so, the next president must also confirm the unique mission of the constituent campuses within the system. Given the pressures on higher education in the nation and in the State, the next president will need to lead the University community in helping to articulate the role of the system within this changing landscape. S/he must resist the temptation to respond to the many pressures on higher education as individual issues, but to look at how to shape the system within the larger context. This may or may not necessitate significant changes, but the next president must help chart a course for the system into the future.

*Campus, Board, and Government Relations:* For the UNC system to thrive, the next president must devote considerable time and energy into building and sustaining strong working relationships with the campuses, the Board of Governors, the North Carolina General Assembly and other key governmental and business entities. S/he must work with these constituencies to:

- clarify the differences and shared importance of workforce development and a university education.
- reframe the statewide conversation on graduation outcomes, particularly in how those outcomes are defined and valued.
- understand campus issues, cultures and priorities.
- develop a workable approach to governance that focuses on policy and the establishment of parameters for system-wide issues such as tuition and fee increases.
- understand the budget in its entirety and the complexities associated with budget development and management at the campus level.
- build financial support and stability for the system including reducing student financial burden, increasing funding for renovation and new capital projects, improving faculty and staff salaries, and leveraging system purchasing power.
- monitor and address the high cost of increasing regulation from all levels, including reporting requirements imposed by the system itself, and discern the value of necessary oversight from reporting and assessment practices that may siphon funding from educational programs and do little to strengthen the enterprise.
- work with members of the Board to establish clear roles and responsibilities of the Board and the president in relation to one another and their respective relationship with the campuses and chancellors.

*System Culture:* The UNC system must be grounded in a culture that views the challenging and rapidly changing higher education landscape as an opportunity rather than a threat. The next president can develop this culture by focusing his/her attention on two fronts. First, UNC General Administration must become a functional, coordinated organization distinguished by exceptional internal and external communication, first-rate customer service, disciplined focus on articulated priorities and a clear understanding and appreciation for the local campus culture and environment in which chancellors work. Confidence from the Board of Governors and chancellors will flourish under these conditions. Second, a cohesive Board of Governors must be distinguished by disciplined focus on articulated priorities, confidence in General Administration, the chancellors and their teams, and a demeanor which communicates loyalty to and support for the UNC system and its constituent institutions.

# UNC FACULTY

## Faculty Stakeholders survey analysis

Individuals identified as faculty comprised approximately 31% (1,663 of 5,653) of the total number of respondents to the LSC survey.

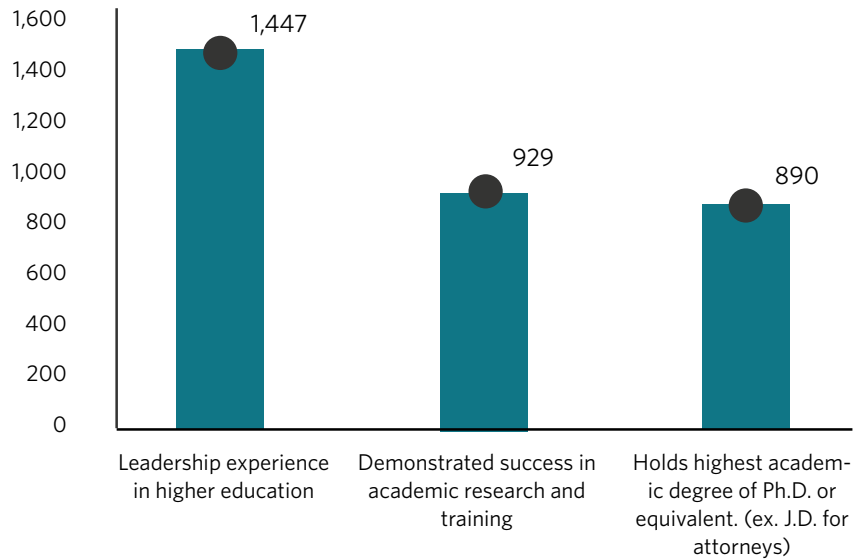
This report is a summary of response highlights. A more robust analysis will be completed for distribution to faculty and other stakeholders.

Each of the following questions is analyzed correlating most highly ranked concerns, and greatest number of respondents. Only the top most frequently named concerns with a mean ranking of 3.0 or better, or those with a 3.0 or better mean ranking listed by at least 40% (665) or more respondents, are noted here.

Using this analysis decision rule is not meant to imply that other concerns are less critical or less important to many if not most faculty; our interpretation is that this correlation suggests the highest levels of preference intensity; that these are concerns that would be of greatest importance to the greatest number of faculty.

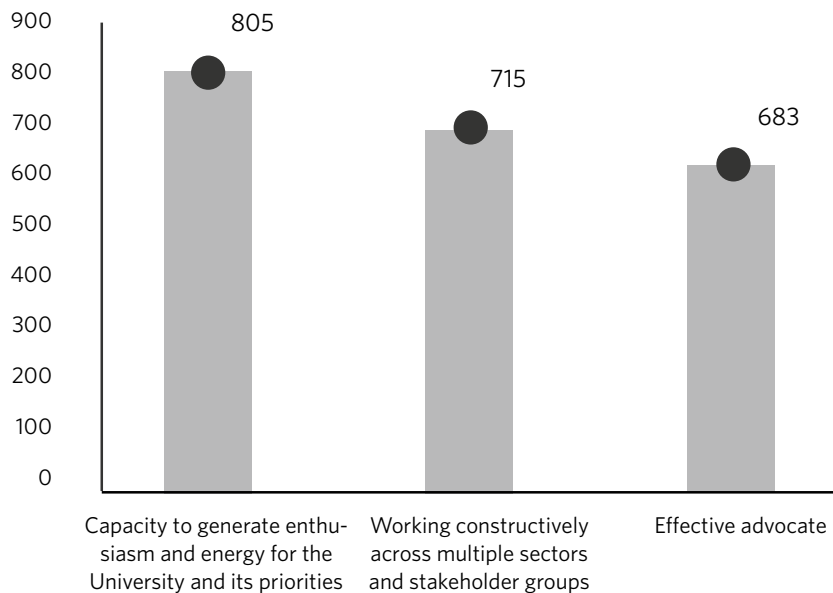
## ESSENTIAL EXPERIENCES

What experiences are essential to the success of the next president?



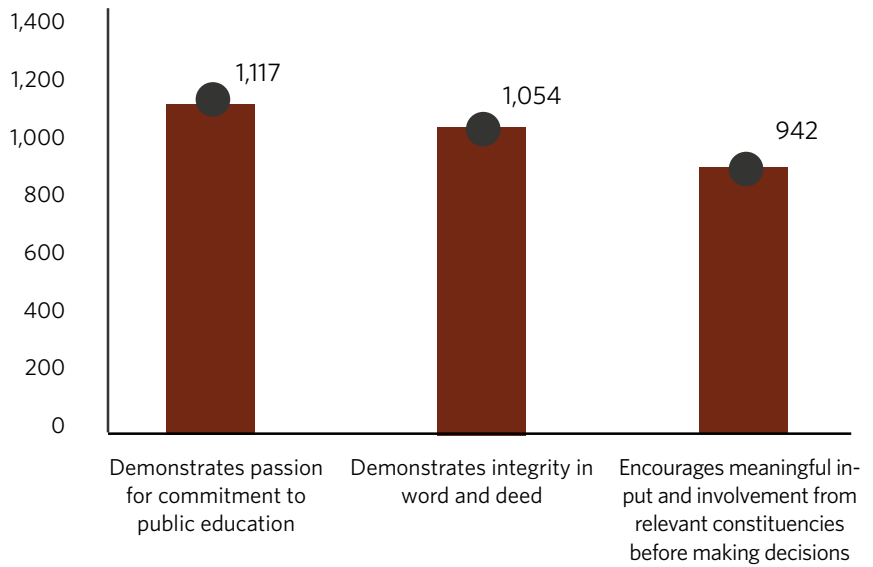
## ESSENTIAL SKILLS

What skill sets are essential to the success of the next president?



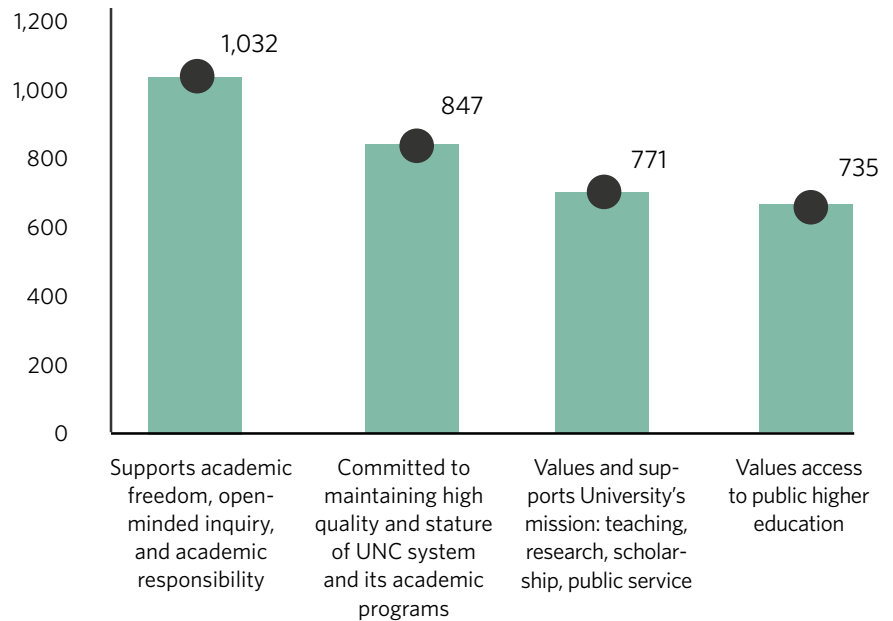
## ESSENTIAL CHARACTERISTICS

What characteristics are essential to the success of the next president?



## ESSENTIAL VALUES

What philosophical commitments (or values) are essential to the success of the next president?



# UNC STAFF

## Staff Summary

Staff members across the University of North Carolina system engaged in the search for a new president May 1, 2015 – May 22, 2015. The following is a summary of the survey results and comments.

## Essential Experiences

The top 3 items staff note that are important in the next president of the UNC system are:

1. Leadership experience in higher education;
2. Demonstrated record of successfully bringing together a broad array of constituencies;
3. Managing innovation and positive change in a large complex organization.

Other essential experiences include, but are not limited to:

1. A vision for higher education in NC (Recognize and appreciate PUBLIC higher education and the value of higher learning as an end in itself, able to articulate the importance of public higher education to a broad base of populations, have an awareness of the complex issues facing higher education in NC/nationally, a commitment to the growth and success of the UNC system in the midst of political adversity, an advocate for higher education)
2. Understand and appreciate the importance of diversity be it educational groups and/or diverse educational opportunities, within the UNC system, particularly the Historically Minority Institutions. To celebrate the unique cultures of each University, high school or affiliate group and build upon those special features. Success in creating a diverse and inclusive environment.
3. Non-partisan (no past experience or participation in partisan political activities, not associated with, or actively engaged, with the NC republican or Democratic parties, no political alliances, do best for the University and not be swayed by politics,
4. Ethical, Honest, Humble, Kind, a High Level of Integrity, Fair, Compassionate
5. Understands and appreciates the important role of staff throughout the system – campuses and affiliate groups (Build relationships with staff and respects the work staff do, someone willing to fight for at least market value pay for staff and not just faculty, success at obtaining and retaining the highest equality work force - support from below is the greatest characteristic of a true leader
6. Understands the factors that impact student retention, progress and success
7. Tom Ross / Not Art Pope
8. Successful fundraising / budget management
9. Advocate for liberal arts
10. Ability to build partnerships / Works effectively and efficiently with persons in a variety of organizations (industry, government)

## Essential Skill Sets

1. Addressing difficult challenges in transformative and constructive ways
2. Capacity to generate enthusiasm and energy for the University and its priorities
3. Working constructively across multiple sectors and stakeholder groups

Other essential skill sets include, but are not limited to:

1. Tom Ross' skill set (noted repeatedly throughout the survey)
2. Ability to listen to, respond to, and act upon the messages being sent from all institutions
3. Ability to effectively 'manage up' in a respectful way to the Board of Governors and legislators while respecting/educating the tradition of 'shared governance' on the campuses. (Refusal to kowtow to political beings/parties, stand up to the legislature, ability to explain academia and its function in society to the BOG and legislature
4. Honest, Ethical, Effective Communicator, Transparent

## Essential Characteristics

1. Demonstrates integrity in word and deed

2. Demonstrates passion for and commitment to public education
3. Encourages meaningful input and involvement from relevant constituencies before making decisions

Other essential characteristics include, but are not limited to:

1. Tom Ross' characteristics (noted repeatedly throughout the survey - 'Why mess with success?'), Know who Bill Friday was and understand why he was effective.
2. Humble, Kind, Has a sense of humor, Compassionate, Intelligent, Articulate, Good listener
3. Non-partisan, independent from established political systems, courage to fight legislative overreach, opposite of current political majority, the opposite of Art Pope
4. Demonstrates commitment to all in the organization including staff
5. Demonstrates understanding of ethics and has the ability to operate ethically, especially within political and business relationships. Can withstand the pressure from those who operate unethically.
6. Demonstrates tolerance and acceptance of all creeds and financial backgrounds and will work to make NC the best and most educated state, compassionate, realistic, intellectual and articulate

### Essential Values

1. Values access to public higher education
2. Committed to maintaining high quality & stature of the UNC system & its academic programs
3. Supports academic freedom, open-minded inquiry, and academic responsibility
4. Values and supports University's mission: teaching, research, scholarship and public service
5. Understand and supports the essential role of staff
6. Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students

Other essential values include, but are not limited to:

1. Understand and supports STAFF and faculty
2. Restore honor to the UNC system, refurbish the system's tarnished reputation, understand that higher education is a public good necessary for the positive health of the state and not a business model designed for enriching stakeholders, realizes that the University system first and foremost answers to the taxpayers of NC and places the highest importance on this relationship, understand the UNC system is not a political arm of the state government, understands UNC's role as a primary agent for cultural, research and educational transformation and celebrates this instead of attempting to misappropriate the University as though it were a business.
3. Putting students as #1 priority and values all university types and the rich diversity those individuals bring

### Highest Priorities (open-ended responses)

When asked what the highest priorities should be in the new president, staff replied:

1. Overwhelming support for someone who believes in a quality public higher education system that is affordable to the citizens of NC
2. Someone who is politically non-partisan and willing to stand up to the NC legislature and fight for funding for all campuses. Someone who is not a political appointee.
3. A money person (manage it, fight for it, distribute it equally, pay people fairly, project for the future)
4. We need someone who can restore the trust and reputation of the UNC system which has been tarnished due to what is viewed as a political agenda by the current majority. This needs to be restored on the state and national levels.
5. A visionary who can think creatively and can share with the NC Legislature, the UNC Board of Governors and the citizens of NC the relevance of the University as a state commodity.
6. We need someone who understands, believes in, and appreciates diversity. Someone who respects the diversity of the institutions within the system and the academic programs offered. Who is an advocate for the HMI's. Someone who supports and listens to the voices of students, staff and faculty. Someone who wants to build relationships with staff.
7. An individual who has integrity and strong leadership skills, who is fair, honest and open minded.



# UNC STUDENTS

## Summary of Responses from Students of the UNC System and the Association of Student Governments

The student member of the Board of Governors, in his capacity as the Student Body President of the UNC system and the president of the UNC Association of Student Governments, worked with each campus to obtain information regarding the students' perspective. The UNC Leadership Statement Committee survey was sent to all delegates of the Association of Student Governments and widely publicized to students using traditional and social media. The Association of Student Governments is comprised of elected and appointed students responsible for representing each of the 17 campuses in the UNC system.

A total of 359 students responded to the survey, while open comment themes were derived by the survey and student comments during the Regional Input Sessions in Asheville, Durham, Greenville and Charlotte. The top three items from each category are listed (number of respondents, rank).

### Essential Experience

- Leadership experience in higher education (274, #2.3)
- Managing innovation and positive change in a large complex organization (226, #2.75)
- Demonstrated record of successfully bringing together broad array of constituencies (203, #3.09)

Open Comment Summary: The students of the UNC system expressed interest in a UNC president who was knowledgeable about state government without holding a previous political role.

### Essential Skill Sets

- Addressing difficult challenges in transformative and constructive ways (666, #2.7)
- Capacity to generate enthusiasm and energy for the University and its priorities (634, #2.8)
- Working constructively across multiple sectors and stakeholder groups (623, #2.75)

Open Comment Summary: The students of the UNC system expressed a need for a UNC president who can work with different constituencies including students, faculty, staff, and community members.

### Essential Characteristics

- Demonstrates integrity in word and deed (951, #2.15)
- Conveys energy/enthusiasm (272, #3.27)
- Fosters transparency (272, #3.27)

Open Comment Summary: The students of the UNC system expressed a need for an energetic leader who demonstrated a passion for the UNC system and ability to think creatively about the ongoing issues facing higher education in NC and the nation.

### Essential Values

- Values access to public higher education (710, #1.96)
- Commitment to maintaining high quality and stature of UNC system and its academic programs (658, #2.23)
- Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students (562, #2.77)

Open Comment Summary: The students of the UNC system expressed an interest in a leader who values diversity and accessibility in the UNC system.

## UNC ALUMNI

The former students of the UNC system's 16 universities and residential high school represent the system's largest stakeholder group with nearly 900,000 alumni living in North Carolina alone. While each university's faculty, staff, and students come and go, alumni remain as permanent constituents.

The value of each diploma awarded by each institution is determined by the standing of each university and school as well as the UNC system today - not when the diploma was awarded.

Accordingly, alumni expect that the new UNC system president will work with the Board of Governors to assure that each university/school receives the needed resources and support to thrive and to fulfill their unique mission.

Working with diverse individuals and institutions will require a president who is personally and professionally secure and someone with strong interpersonal skills, boundless energy, wide-ranging intellect, perfected listening skills, and unquestioned integrity. She/he must be a relentless advocate for excellence, access, and affordability. He/she must have the ability to build and foster a collaborative and team-oriented work environment.

The new UNC system president must be an effective advocate with members of the North Carolina General Assembly and an effective communicator to the citizens of North Carolina whose taxes continue to support generously each UNC system institution. The new president must engage the chancellors, the BOG and the local boards of trustees, faculty, students, and alumni in persuading legislators that North Carolina's best investment remains public higher education.

No search identifies and recruits the "perfect" candidate for any position. At some point, it is necessary to make an informed "leap of faith." However, it is wise before leaping not only to confirm the essential experiences, skills, values, and characteristics of the selected candidate, but it is also wise to identify areas of concern. Agreeing on areas of possible weakness should allow for realistic expectations and provide opportunities to address such concerns.

Among alumni responding to the survey, there appears to be a clear consensus that the essential values of the next president should be:

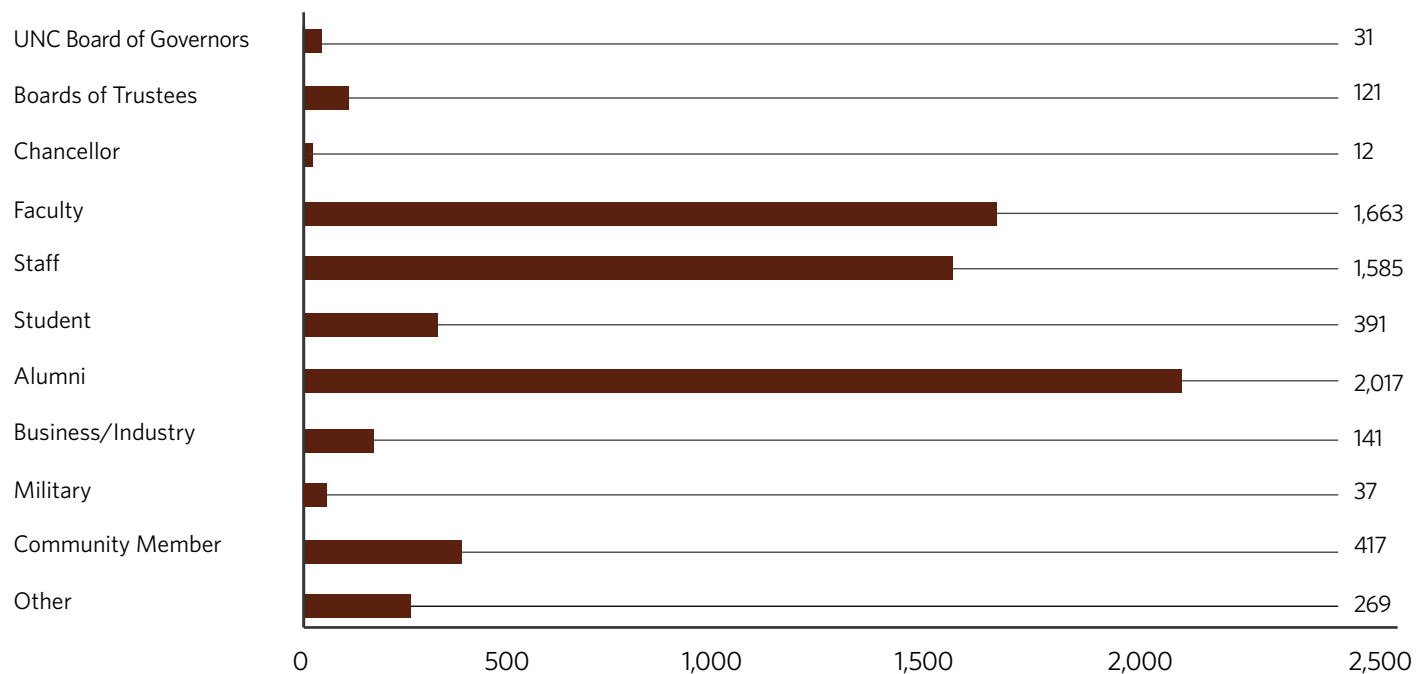
- Understands and supports the essential role of faculty
- Values distinctive missions and cultures of UNC system universities and affiliates
- Committed to helping prepare students and North Carolina for long-term success in a global environment
- Understands and supports UNC system's service role in strengthening NC communities and improving their quality of life
- Understands and supports UNC system's role as an economic engine for the state
- Fosters collaboration between UNC system and people of North Carolina
- Fosters collaboration between UNC system and other education sectors

## COMMUNITY MEMBERS

The University of North Carolina sought input from a range of stakeholders through a web-based survey and through four community forums in Asheville, Charlotte, Durham, and Greenville.

In the survey, stakeholders were asked to select and rank their top five essential experiences, essential skill sets, essential characteristics, and essential values of the next president. Survey respondents could also include additional responses if they felt their opinions were not captured in the listed items. Respondents were also asked to briefly describe what they felt should be the highest priority of the next president.

The survey opened on May 1, 2015, and closed on May 22, 2015. During that time 5,653 individuals accessed the survey with 77% (or 4,371) completing all survey items. The remaining 1,282 responded to some, but not all, items. As shown in the table below, all stakeholder groups were represented with alumni, faculty, and staff representing a significant majority when compared to other stakeholder groups. Of the 4,371 responses, 417 (or 7.71 percent) were from community members.



The charts showing the number of people responding and the average rank of the responses for the charted categories (essential experiences, essential skill sets, essential characteristics, and essential values) are self-explanatory. The responses of community members to the category "other essential experiences" and "Highest Priorities" are numerous.

The almost 200 responses fall generally under the following categories:

- A non-partisan, independent, and pragmatic leader
- A high respect for the value of higher education
- An understanding of the historical mission and legacy of public higher education in North Carolina
- Demonstrated experience and success in higher education
- The ability to promote diversity everywhere at every level
- Valuing and ensuring the viability of HBCUs
- Understanding the value of all constituent institutions
- Affordability and accessibility for all citizens

- Political savvy to work with governmental bodies, university administrators, and the public
- A high regard for the liberal arts/the humanities
- A champion of teaching and research
- Ethics, integrity, character, and trustworthiness beyond reproach
- A champion for faculty, staff, and students
- The willingness to ensure that in-state students remain a priority
- The ability to restore the systems' preeminent image
- An advocate for academic integrity
- A supporter and defender of academic freedom
- A commitment to preparing students to compete in the global marketplace
- One who can build an effective and diverse "decision" team
- Budget and financial management skills
- The ability to work with but also independent from governmental bodies
- The ability to lobby and raise money for higher education
- The ability and willingness to reduce administrative bloat and waste
- The ability and courage to educate BOG members, legislators, and the public about the "true role" of public higher education

Comments at statewide forums were described as "robust." "Characteristics" distilled from forum comments follow.

- Someone who can reestablish trust in the UNC system
- Someone who embraces diversity and the viability of HBCUs
- Someone who does not expect teachers to work miracles with insufficient funds
- A listener who brings all constituents together
- Someone committed to teaching and learning and to the non-tenured teaching staff
- Someone committed to involving the faculty in the decision-making process
- Someone who understands the role of poverty and is committed to marginalized students
- Someone willing to fight the legislature so parents don't have to finance the total cost of education
- Someone willing to insist on a workable financial aid policy at all institutions
- A staunch advocate for more state funding
- Someone who understands that you can't run a university like you run a business
- Someone who understands the importance of a system-wide research enterprise
- A common-sense, compassionate leader with the ability to relate to all constituents
- An advocate for faculty professional development
- Someone who understands the need to meet institutions where they are, putting money where it is needed
- A great negotiator to deal with the legislature
- An effective communicator who will tell the BOG what it needs, but may not want, to hear

# MILITARY

## Leadership Statement from the Military Subcommittee

June 8, 2015

The presence of the military throughout North Carolina has the potential to stimulate significant economic development, research opportunities and partnerships, and the University of North Carolina can and does serve as a catalyst in this process. Many of our institutions are in close proximity to military bases and we are an attractive higher education option for the approximately 800,000 active-duty military personnel, veterans, and military spouses who live in our state.

While the University has made excellent progress with our military community in the last two years, we can and should continue to improve our position. Our brand power and the value of our degree is an unmistakable benefit to the military community and we must continue to improve marketing, access, research opportunities, and our delivery system. We must also work to improve our on-base presence and relationships with key personnel.

The president should support and enhance the development resources available for UNC Joining Forces, a partnership with the North Carolina business community designed to raise funds in support of our marketing efforts to the military community.

The recent roll-out of UNC Core by UNC-Chapel Hill's Friday Center is a major improvement in both access and delivery and is an excellent program model for other non-traditional students as well. The president should support the extension of UNC Core and other similar programs in the distance education area.

The president should support competitive efforts to retain and improve our military-related research opportunities such as our Defense Applications Group.

The president should support individual campus efforts to be visible on-base and to provide a welcoming environment to both veterans and active duty personnel on campus.

The president should also develop relationships with base commanders and other highly placed personnel in order to understand the military community's needs, as well as place the University in the best position to obtain grants and research projects.

## BUSINESS AND INDUSTRY

Comments and data from the survey were consistent with findings derived from conversations with some of the state's top business leaders. Generally speaking, there is a desire among the business community for the next president to have the skill set not unlike that of a Chief Executive Officer of a major corporation. To quote one prominent business leader: "the ideal candidate should be part CEO and part politician." That general comment was consistent with general sentiment from both the survey and live interviews.

The top qualities listed regarding essential experience were:

1. Managing innovation and positive change in a large complex organization
2. Demonstrated record of successfully bringing together broad array of constituencies
3. Demonstrated record of working effectively with legislative and governmental bodies
4. Leadership experience in higher education
5. Exceptional communication skills

The top responses regarding essential characteristics were:

1. Demonstrates integrity in word and deed
2. Demonstrates passion for and commitment to public education
3. Bold, decisive, and visionary with the ability to lead through change
4. Encourages meaningful input and involvement from relevant constituencies before making decisions
5. Makes informed, fact-based decisions

The top responses regarding essential values were:

1. Committed to maintaining high quality and stature of UNC system and its academic programs
2. Values access to public higher education
3. Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students
4. Values and supports University's mission: teaching, research, scholarship, and public service
5. Supports academic freedom, open-minded inquiry, and academic responsibility

There is a sense among the business community that the next president should have the ability to form relationships throughout the state of North Carolina but there was a particular concern voiced that he or she should have the ability to clearly communicate and cooperate with the legislature and other state leaders.

Lew Ebert, president of the North Carolina Chamber, said, "the changing landscape of the state's job climate must be addressed by the University system. Moving forward, more emphasis on STEM education is essential. Technology is changing rapidly and the system should be leading the way in educating students in these fields."

Eddie Smith, CEO of Grady White Boats, said, "I do not believe it has to be someone from academia. Look back over the years at how people have performed and the star was Erskine Bowles. He brought a business mentality to the job. I hope the next president of the UNC system is someone who has had to meet a payroll-someone who understands the economics of running a business."

The business community was mostly in agreement that the next president does not have to be someone from higher education, while many think "some" higher education experience would be a positive quality. The idea of working with the legislature was a common theme among this sector of the state, as well. Finding a way to positively deal with the changing ideology within the state seemed to be a need that was voiced.

In conclusion, the business community seems unanimous with regard to the need for a person who has demonstrated and has a track record of high integrity. While having a president who is from the state of North Carolina was not necessarily a high priority, there is a strong desire for someone who understands the strong position of the University of North Carolina in the higher education world. A sense of pride in having the top public system in the country was evident in the survey and interviews.



# APPENDICES

# UNC INSTITUTIONS AND AFFILIATES



# The North Carolina Arboretum in Asheville

## **Mission**

Located in the inspirational Southern Appalachian Mountains, The North Carolina Arboretum cultivates connections between people and plants through creative expressions of landscape stewardship, including:

- Education
- Economic Development
- Research
- Landscape Demonstration
- Conservation

## **Campus Description**

The North Carolina Arboretum in Asheville was created by the North Carolina General Assembly in 1986 to serve as a statewide and national resource and cultivator of education and economic development strategies for the mountain region and state. Located within the 6,300-acre Bent Creek watershed and the 520,000-acre Pisgah National Forest, the Arboretum is sited adjacent to the Blue Ridge Parkway and operates 424 acres under a term Special Use Permit with the U. S. Forest Service; an additional 8 acres were purchased with both private and public funds in 2005. The Arboretum's physical assets include an education center, an exhibit center, several support facilities, 65 acres of cultivated gardens, and more than 10 miles of hiking and biking trails. The Arboretum employs approximately 55 FTEs and benefits from the assistance of nearly 400 volunteers each year.

## **Websites of Interest**

Entity Website: [www.ncarboretum.org](http://www.ncarboretum.org)

## **Institutional Distinctiveness**

The North Carolina Arboretum has proven to be an innovative, nimble and strategic enterprise of the UNC system, positioned in a destination region of North America noted for its botanical and cultural diversity, scenic beauty and desirable climate.

Through collaborative leadership and an emphasis on partnership development, the Arboretum serves as a nationally and internationally recognized tourism site and as importantly, an institution that stimulates educational and economic progress in such areas as STEM education, climate science and services, botanical medicines and nutraceuticals, green building modeling, landscape architecture and horticultural and landscape-related industry sectors.

With the hosting of the first World Botanic Gardens Congress in 2000, the Arboretum established a leading position among its peer institutions internationally and a reputation for imaginative, place-based economic development strategies at home. Since that time, the Arboretum has joined the North American Plant Collections Consortium curating the National Native Azalea Collection, established its Germplasm Repository in 2006 with a comprehensive focus on seedbank conservation of native, medicinal and traditional food plant species, helped lead an effort to create a NOAA Cooperative Institute with federal funding commitments exceeding \$70 million in the Asheville area, and served as an IMLS featured case study on *The Role of Public Gardens in Sustainable Community Development* in 2013 ([http://publicgardens.org/files/files/Sustainable\\_Communities\\_2011.pdf](http://publicgardens.org/files/files/Sustainable_Communities_2011.pdf)). The Arboretum and its partnering economic development arm and non-profit corporation, the Bent Creek Institute, have worked with over 50 companies to build a growing natural products and nutraceutical business sector in Western North Carolina.

## Chancellor

Sheri N. Everts (2014)  
p: 828.262.2040 -- e: evertssn@appstate.edu

## Interim Provost & Executive Vice Chancellor

Stan Aeshleman (2014)  
p: 828.262.2070 -- e: aeschlemansa@appstate.edu

## Vice Chancellor of Business Affairs

Greg Lovins (2006)  
p: 828.262.2030 -- e: lovinsgm@appstate.edu

## Chairman, Board of Trustees

Bradley T. Adcock  
p: 919.469.2583 -- e: brad.adcock@yahoo.com

## Institutional Characteristics

Regional four-year university  
Began as Watauga Academy in 1899  
Joined UNC system in 1971

## Finances

Endowment..... \$91,429,000

Research & Development (total proposal \$)  
Sponsored Programs..... \$28,004,842

## Faculty & Staff

Tenure/Tenure Track Faculty ..... 693  
Other Full Time Faculty ..... 208  
Full-time Staff ..... 1,579  
Student to Faculty Ratio ..... 16 to 1

## Students

Undergraduate..... 16,116  
    In-State ..... 88.5%  
    Out-of-State ..... 11.5%  
Graduate..... 1,464  
Non-Degree Seeking..... 446  
Undergraduate Transfers..... 1,359

## Schools & Colleges

- College of Arts & Sciences
- College of Fine & Applied Arts
- College of Health Sciences
- Hayes School of Music
- The Honors College
- Reich College of Education
- University College
- Walker College of Business
- School of Graduate Studies

## Top 5 Undergraduate Degree Fields

Business ..... 16%  
Education..... 14%  
Health Professions ..... 9%  
Psychology ..... 7%  
Parks, Recreation, Leisure & Fitness ..... 7%

## Tuition & Financial Aid

### Tuition & Fees

In-State ..... \$3,961  
Out-of-State ..... \$17,786  
Fees..... \$2,758

### Financial Aid

Grants or Scholarships ..... 46%  
Federal Student Loans ..... 46%  
Median Borrowing..... \$19,000  
Loan Default Rate..... 4.8%  
(of students entering repayment)

## Outcomes

Freshman to Sophomore Retention (2013 cohort)  
ASU ..... 87.6%  
Any UNC..... 90.9%

### 6-year graduation rate (2008 cohort)

ASU ..... 69.6%  
Any UNC..... 74.9%

# Appalachian State University

## **Mission and Vision**

Appalachian State University prepares students to lead purposeful lives as engaged global citizens who understand their responsibilities in creating a sustainable future for all. We promote a spirit of inclusion that inspires students, faculty, and staff to form relationships extending well beyond graduation. Our students think critically, communicate effectively, make local to global connections, and understand the responsibilities of community engagement. We embrace our obligation to help create healthy, just, and sustainable societies by equipping our students to live with knowledge, compassion, dedication, humility, and dignity.

Appalachian aspires to be the destination institution for dedicated students who seek challenging academic programs and co-curricular experiences, engaged faculty and a vibrant campus culture that will shape them into engaged, responsible global citizens. Inspired by the ideal of sustainable community, we seek to deliver the Southeast's best comprehensive, progressive education. Additionally, the university will provide excellent value; will be an influential world citizen; and will develop a distinctive identity built on the university's strengths, location and tradition.

## **Campus Description**

Appalachian offers a challenging academic environment, energetic campus life and breathtaking location. Appalachian combines the best attributes of a small liberal arts college with those of a large research university. Known for its value and affordability, Appalachian enrolls about 19,000 students and offers more than 150 undergraduate and graduate majors. Small classes and close interactions between faculty and students create a strong sense of community, which has become an Appalachian hallmark. Appalachian, located in Boone, N.C., is one of 16 universities in the University of North Carolina system.

## **Websites of Interest**

Campus Web site: [www.appstate.edu](http://www.appstate.edu) Voluntary System of Accountability (VSA):

<http://www.collegeportraits.org/NC/Appalachian>

Economic Impact: <http://www.appstate.edu/about/economic-value-fact-sheet.pdf>

UNC TV: <http://video.unctv.org/video/2365136455/>

## **Institutional Distinctiveness**

Appalachian is located in the Blue Ridge Mountains, a place of great beauty and cultural and recreational opportunity. The mountains inspire an appreciation for the traditions of the region as we connect to and learn from the world. We are a teaching institution with small classes in an innovative, interdisciplinary, and integrative curriculum supported by a faculty dedicated to research and invested in new strategies and technologies. Our faculty and staff inspire our students, who have a strong service ethic and involvement in the community. The green ethos at Appalachian infuses academic programs, environmental stewardship, research, and a community with an attitude of care for the planet. At Appalachian we are active stewards of our State's interconnected financial, cultural and natural resources. Through engaged scholarship, we balance critical, creative and global thinking in a living laboratory, transforming theory into practice and fostering responsible citizenship.



**Chancellor**

Stacey Franklin Jones (2014)  
 p: 252.335.3228 -- e: sfjones@ecs.edu

**Interim Vice Chancellor for Business and Finance**

Joshua Lassiter (2014)  
 p: 252.335.3665 -- e: jlassiter@ecs.edu

**Interim Vice Chancellor for Academic Affairs**

Flora Brown (2014)  
 p: 252.335.3470 -- e: fbbrown@ecs.edu

**Chairman, Board of Trustees**

Harvey N. Walker Jr.  
 p: 252.622.6696 -- e: harveywalker06@gmail.com

**Institutional Characteristics**

Regional four-year university  
 Classified as an Historically Black University  
 Joined UNC system in 1971

**Finances**

Endowment..... \$5,086,627

Research & Development (total proposal \$)  
 Sponsored Programs..... \$14,658,641

**Faculty & Staff**

Tenure/Tenure Track Faculty ..... 109  
 Other Full Time Faculty ..... 30  
 Full-time Staff ..... 385  
 Student to Faculty Ratio ..... 15 to 1

**Students**

Undergraduate..... 1,763  
     In-State..... 90.7%  
     Out-of-State ..... 9.3%  
 Graduate..... 62  
 Non-Degree Seeking..... 42  
 Undergraduate Transfers..... 130

**Top 5 Undergraduate Degree Fields**

Business ..... 19%  
 Education..... 12%  
 Biological and Biomedical Sciences ..... 10%  
 Social Sciences ..... 10%  
 Homeland Security ..... 9%

**Tuition & Financial Aid**

**Tuition & Fees**

In-State ..... \$2,819  
 Out-of-State ..... \$15,173  
 Fees..... \$1,836

**Financial Aid**

Grants or Scholarships ..... 84%  
 Federal Student Loans ..... 77%  
 Median Borrowing..... \$16,493  
 Loan Default Rate..... 22.9%  
     (of students entering repayment)

**Outcomes**

Freshman to Sophomore Retention (2013 cohort)  
 ECSU..... 68.3%  
 Any UNC..... 77.6%

6-year graduation rate (2008 cohort)

ECSU..... 39.2%  
 Any UNC..... 45.6%

**Departments & Schools**

- Dr. Helen Marshall Caldwell School of Education and Psychology
- School of Arts and Humanities
- School of Math, Science & Technology
- Walter R. Davis School of Business and Economics
- Department of General Studies
- Department of Military Sciences

# Elizabeth City State University

## **Mission**

As a constituent institution of The University of North Carolina, Elizabeth City State University (ECSU) offers baccalaureate, professional, and master's degrees for a diverse student body. Our mission is to promote economic, social, and environmental progress for the people of northeastern North Carolina, the state, and the nation. Through teaching, research, and community engagement, the institution's rich heritage and student-centered focus provide a firm foundation for its endeavors. It serves the needs and aspirations of individuals and society; producing graduates for leadership roles and life-long learning.

## **Campus Description**

ECSU is one of 16 public institutions within The University of North Carolina system. Located in the Albemarle region of northeastern North Carolina, ECSU offers students the opportunity to receive an outstanding education while enjoying a variety of exciting recreational and cultural events. Favored by a mild climate, ECSU is in close proximity to the world renowned Outer Banks famous for the Wright brothers' first flight and its beautiful beaches. ECSU is known for its small class sizes, personalized attention, and its caring faculty and staff. Students have many opportunities for leadership development and participation in internships, research, and international study abroad.

## **Websites of Interest**

Campus Website: [www.ecsu.edu](http://www.ecsu.edu)

Voluntary System of Accountability (VSA): <http://www.collegeportraits.org/NC/ECSU>

UNC TV: <http://video.unctv.org/video/2365192680/>

## **Institutional Distinctiveness**

Dr. Stacey Franklin Jones became chancellor of Elizabeth City State University on October 1, 2014. Under her leadership, Elizabeth City State University aspires to be broadly recognized as North Carolina's preferred institution of affordable excellence. The institution will build upon a historical academic legacy and cultivate an environment that promotes creativity, leadership, and thought development as it prepares its students to make a difference in today's global economy. ECSU will work towards achieving greater prominence and marked self-sufficiency with the end goal of significant growth, regional impact and sustainability.

To achieve this goal, ECSU is moving forward and guided by its Path to Prominence – a three-phase strategic vision executed through a series of purposeful strategies and tactics. Phase One will focus on making ECSU the most affordable academic success university in North Carolina, Phase Two will create a community of scholars at ECSU, and Phase Three will position ECSU as the premier interdisciplinary science university in North Carolina.

For decades, ECSU has been an integral part of, and has significantly enhanced the economy of northeastern North Carolina. The university is a leader in providing the intellectual capital needed to enhance the quality of life for Elizabeth City while stimulating the economic growth of the surrounding 21- county region. With its signature program in aviation science, which is the only four-year program of its kind offered in the State of North Carolina, ECSU is set to continue on its Path to Prominence. U.S. News and World Report's 2015 edition of "Best Colleges" ranked Elizabeth City State University #2 in the publication's category of Top Public Schools (Regional Colleges in the South) and #20 among its Historically Black Colleges and Universities. Victory Media, originator of the Military Friendly® group of education and career resources for veterans and their families, named ECSU a Military Friendly school in its 2015 college guide. College Choice ranked ECSU #8 among its 2015 Rankings of Best Historically Black Colleges & Universities.




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### Chancellor

Steve Ballard (2004)  
 p: 252.328.6212 -- e: chancellor@ecu.edu

### Provost and Senior Vice Chancellor for Academic Affairs

Ron Mitchelson (2015)  
 p: 252.328.5419-- e: mitchelsonr@ecu.edu

### Vice Chancellor for Administration and Finance

Frederick D. Niswander (2011)  
 p: 252.328.6975 -- e: niswanderf@ecu.edu

### Chairman, Board of Trustees

Robert G. Brinkley  
 p: 704.365.8335 -- e: rgbrinkley@bellsouth.net

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### Institutional Characteristics

Research University  
 Founded in 1907 as a teaching school  
 Joined UNC system in 1971

### Finances

Endowment..... \$164,065,000

Research & Development (total proposed \$)  
 Sponsored Programs..... \$179,048,417

### Faculty & Staff

Tenure/Tenure Track Faculty ..... 1,152  
 Other Full Time Faculty ..... 519  
 Full-time Staff ..... 3,630  
 Student to Faculty Ratio ..... 17 to 1

### Students

Undergraduate..... 21,207  
     In-State ..... 88.0%  
     Out-of-State ..... 12.0%  
 Graduate..... 4,811  
 Non-Degree Seeking ..... 1,493  
 Undergraduate Transfers..... 1,778

### Top 5 Undergraduate Degree Fields

Business ..... 18%  
 Health Professions ..... 17%  
 Education..... 12%  
 Communication..... 6%  
 Biological and Biomedical Sciences ..... 6%

### Tuition & Financial Aid

#### Tuition & Fees

In-State ..... \$4,157  
 Out-of-State ..... \$19,731  
 Fees..... \$2,264

#### Financial Aid

Grants or Scholarships ..... 48%  
 Federal Student Loans ..... 55%  
 Median Borrowing..... \$20,318  
 Loan Default Rate..... 6.7%  
 (of students entering repayment)

### Outcomes

Freshman to Sophomore Retention (2013 cohort)  
 ECU ..... 81.2%  
 Any UNC..... 84.2%

#### 6-year graduation rate (2008 cohort)

ECU ..... 58.5%  
 Any UNC..... 62.5%

### Schools & Colleges

- Thomas Harriot College of Arts and Sciences
- College of Allied Health Sciences
- College of Business
- College of Education
- College of Engineering and Technology
- College of Fine Arts & Communication
- College of Health and Human Performance
- College of Human Ecology
- College of Nursing
- Honors College
- School of Dental Medicine
- Brody School of Medicine
- Graduate School

# East Carolina University

## **Mission**

To be a national model for student success, public service, and regional transformation, East Carolina University:

- Uses innovated learning strategies and delivery methods to maximize access;
- Prepares students with the knowledge, skills, and values to succeed in a global, multicultural society;
- Develops tomorrow's leaders to serve and inspire positive change;
- Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;
- Transforms health care, promotes wellness, and reduces health disparities; and
- Improves quality of life through cultural enrichment, academics, the arts, and athletics.

We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.

## **Campus Description**

East Carolina University began as a teachers college in 1907. Today we enroll more than 27,500 students, employ more than 5,000 faculty and staff, have more than 140,000 living alumni, and have an economic impact of \$2.8 billion on the state of North Carolina. We offer 100 bachelor's degrees, 78 master's degree programs, 15 research/scholarship doctoral programs, 6 professional practice doctoral degrees (AuD, DMD, DNP, DPT, EdD, MD), and 2 intermediate (EdS or CAS) degrees across our 13 colleges.

East Carolina University was re-classified in 2015 by the Carnegie Foundation with the community engagement designation and is a prior recipient of the C. Peter Magrath Community Engagement Award from the Association of Public and Land-Grant Universities. We have been ranked by Educate to Career and Washington Monthly magazine noting the return on investment and the ability of our graduates to transition to good paying jobs. We remain committed to honoring our values of scholarship, leadership, service and discovery.

## **Websites of Interest**

Campus Website: <http://www.ecu.edu/>

Voluntary System of Accountability (VSA): <http://www.collegeportraits.org/NC/ECU>

Economic Impact: <http://www.ecu.edu/cs-admin/news/economicimpact15.cfm>

UNC TV: <http://video.unctv.org/video/2365129815/>

## **Institutional Distinctiveness**

At East Carolina University we deliver on the promise of opportunity. From our founding as a training school for teachers through the comprehensive doctoral research university of today, we have remained true to our motto, "to serve." We make three fundamental commitments to our students and the people of North Carolina: to maximize student success, to serve the public, and to lead regional transformation. The principles guiding us in meeting these commitments are to increase opportunity; to produce graduates ready to work and serve; to develop leaders; to discover and innovate; to improve health and the quality of life; and to enhance diversity and inclusiveness. We take pride in being among the very best universities in the nation in making a difference for our students, the region, and state. Tomorrow starts here.



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**Chancellor**

James A. Anderson (2008)  
p: 910.672.1141 -- e: janderson@uncfsu.edu

**Vice Chancellor for Business & Finance**

Kenneth Craig (2014)  
p: 910.672.1151 -- e: kcraig@uncfsu.edu

**Provost and Vice Chancellor for Academic Affairs**

Jon Young (2009)  
p: 910.672.1460 -- e: jyoung@uncfsu.edu

**Chairman, Board of Trustees**

Donald L. Porter  
p: 910.487.7181 -- e: mpdecorate@aol.com

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**Institutional Characteristics**

Regional four-year university  
Began as Phillips (primary) School in 1865  
Classified as an Historically Black University

**Finances**

Endowment..... \$19,245,000

Research & Development (total proposal \$)  
Sponsored Programs..... \$44,411,182

**Faculty & Staff**

Tenure/Tenure Track Faculty ..... 232  
Other Full Time Faculty ..... 38  
Full-time Staff ..... 548  
Student to Faculty Ratio ..... 17 to 1

**Students**

Undergraduate..... 4,862  
    In-State..... 95.7%  
    Out-of-State..... 4.3%  
Graduate..... 444  
Non-Degree Seeking..... 593  
Undergraduate Transfers..... 798

**Top 5 Undergraduate Degree Fields**

Business..... 18%  
Homeland Security ..... 17%  
Psychology ..... 13%  
Education..... 11%  
Health Professions ..... 9%

**Tuition & Financial Aid****Tuition & Fees**

In-State..... \$2,832  
Out-of-State..... \$14,441  
Fees..... \$2,027

**Financial Aid**

Grants or Scholarships ..... 78%  
Federal Student Loans ..... 71%  
Median Borrowing..... \$17,231  
Loan Default Rate..... 13.2%  
(of students entering repayment)

**Outcomes**

Freshman to Sophomore Retention (2013 cohort)  
FSU ..... 74.3%  
Any UNC..... 77.8%

**6-year graduation rate (2008 cohort)**

FSU ..... 34.5%  
Any UNC..... 39.7%

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**Schools & Colleges**

- College of Arts and Sciences
- School of Education
- Graduate Programs
- School of Business and Economics
- University College
- Continuing Education and Summer School
- Military Education



# Fayetteville State University

## **Mission**

Fayetteville State University is a public comprehensive regional university that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond. The primary mission of FSU is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state. Awarding degrees at the baccalaureate and master's levels, and a doctorate in Educational Leadership, FSU offers programs in teacher education, the arts and sciences, health professions, business and economics, and unique and emerging fields. FSU is an institution of opportunity and diversity. Committed to excellence in teaching, research, scholarship, and service, the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world.

## **Campus Description**

Fayetteville State University is a constituent institution of The University of North Carolina and the second-oldest public institution of higher education in the state. Founded in 1867 as the Howard School for the education of African Americans, today FSU serves a growing student body of over 5,800 and ranks among the nation's most diverse campus communities.

## **Websites of Interest**

Campus Web site: [www.unctfsu.edu](http://www.unctfsu.edu)

Voluntary System of Accountability (VSA): <http://www.collegeportraits.org/NC/FSU>

UNC TV: <http://video.unctv.org/video/2365111645/>

## **Institutional Distinctiveness**

Fayetteville State University (FSU) is distinguished by its ability to merge a proud legacy as an HBCU with 21<sup>st</sup> Century global perspectives. The university attracts a large majority of its students from Cumberland County and its five contiguous neighbors, which results in a very high percentage of Pell eligible students. Relative to faculty and student populations, the university has evolved as one of the most diverse in the UNC System. Additionally, because of the institution's proximity to Fort Bragg, it remains an attractive higher education option for active duty military personnel, veterans, and military dependents. With a student to faculty ratio of approximately 17 to 1, and 86% of full-time faculty members holding doctoral or first professional degrees, FSU is able to provide a nurturing environment with high quality learning experiences. Those experiences in turn enable students from diverse backgrounds to excel and become successful professionals and contributing citizens to the state, nation, and world.



Chancellor

Harold L. Martin (2009)
p: 336.334.7940 -- e: hmartin@ncat.edu

Vice Chancellor for Business and Finance

Robert Pompey Jr. (2008)
p: 336.334.7587 -- e: rpompey@ncat.edu

Provost & Vice Chancellor for Academic Affairs

Joe B. Whitehead, Jr. (2013)
p: 336.334.7965 -- e: jbwhiteh@ncat.edu

Chairman, Board of Trustees

Patricia Miller Zollar
p: 212.476.5975 -- e: pzollar@ncat.edu

Institutional Characteristics

Research University
Founded in 1891 as the state's second land grant institution
Classified as an Historically Black University

Top 5 Undergraduate Degree Fields

Engineering ..... 14%
Business ..... 8%
Liberal Arts ..... 9%
Communications ..... 8%
Psychology ..... 7%

Finances

Endowment..... \$43,785,000
Research & Development (total proposal \$)
Sponsored Programs..... \$192,574,407

Tuition & Financial Aid

Tuition & Fees
In-State ..... \$3,370
Out-of-State ..... \$16,130
Fees..... \$2,495

Faculty & Staff

Tenure/Tenure Track Faculty ..... 391
Other Full Time Faculty ..... 97
Full-time Staff ..... 1,175
Student to Faculty Ratio ..... 16 to 1

Financial Aid

Grants or Scholarships ..... 75%
Federal Student Loans ..... 78%
Median Borrowing..... \$20,827
Loan Default Rate..... 18%
(of students entering repayment)

Students

Undergraduate..... 8,894
In-State ..... 79.8%
Out-of-State ..... 20.2%
Graduate..... 1,458
Non-Degree Seeking ..... 373
Undergraduate Transfers..... 675

Outcomes

Freshman to Sophomore Retention (2013 cohort)
NC A&T..... 79.1%
Any UNC..... 80.7%
6-year graduation rate (2008 cohort)
NC A&T..... 47.9%
Any UNC..... 49.3%

Schools & Colleges

- College of Arts and Sciences
College of Engineering
School of Agriculture & Environmental Sciences
School of Business and Economics
School of Education
School of Graduate Studies
School of Nursing
School of Technology
Joint School of Nanoscience & Nanoengineering

# **North Carolina Agricultural and Technical State University**

## **Mission**

North Carolina Agricultural and Technical State University is an 1891 land-grant doctoral research university dedicated to learning, discovery, and community engagement. The University provides a wide range of educational opportunities from bachelor's to doctoral degrees in both traditional and online environments. With an emphasis on preeminence in STEM and a commitment to excellence in all its educational, research, and outreach programs, N.C. A&T fosters a climate of economic competitiveness that prepares students for the global society.

## **Campus Description**

Since its inception as a land-grant university in 1891, N.C. A&T has had a history that is rich with tradition, achievement and leadership. The university is a place where the dynamic and visionary challenge the status quo, share a vision of preeminence, engage the community and create positive, lasting global change. Spread over 200 beautiful acres at the center of North Carolina's Piedmont—and a 492-acre farm off site—A&T's campus is located within one mile of downtown Greensboro and is in close proximity to historic, cultural, recreational and other attractions. Well-known for its quality of life, the area's mix of industry with schools and universities contributes to its economic and cultural diversity.

## **Websites of Interest**

Campus Website: [www.ncat.edu](http://www.ncat.edu)

Voluntary System of Accountability (VSA): <http://www.collegeportraits.org/NC/NCAT>

Economic Impact: <http://www.ncat.edu/news/2015/02/economic-impact.html>

UNC TV: <http://video.unctv.org/video/2365155464/>

## **Institutional Distinctiveness**

As a land-grant university, North Carolina A&T State University is committed to our congressionally mandated tripartite mission of teaching, research and service, and the integration of these three mission areas into programs that prepare global leaders of tomorrow. Our interdisciplinary STEM-focused curriculum enhances the university's academic mission to prepare students for careers in a dynamic, global, knowledge-based economy that demands life-long learning. Through discovery, inquiry, analysis and application, our curriculum promotes broad-based critical-thinking skills, effective written and oral communication of ideas, appreciation for diverse cultures, and commitment to ongoing civic engagement and social responsibility. Our graduates are technically proficient in their major area of study, have entrepreneurial determination, and compete very successfully in the global workforce and in graduate and professional schools.



**Chancellor**

Debra Saunders-White (2014)  
 p: 919.530.6100 -- e: chancellor@nccu.edu

**Vice Chancellor of Administration and Finance**

Benjamin Durant (2014)  
 p: 919.530.7425 -- e: benjamin.durant@nccu.edu

**Provost & Vice Chancellor for Academic Affairs**

Johnson Akinleye (2014)  
 p: 919.530.6204 -- e: johnson.akinleye@nccu.edu

**Chairman, Board of Trustees**

George R. Hamilton  
 p: 248.495.2372 -- e: ghamil7728@aol.com

**Institutional Characteristics**

Regional four-year university  
 Founded in 1910  
 Classified as an Historically Black University

**Finances**

Endowment\* ..... \$22,924,086  
  
 Research & Development (total proposal \$)  
 Sponsored Programs..... \$85,389,991

**Faculty & Staff**

Tenure/Tenure Track Faculty ..... 291  
 Other Full Time Faculty ..... 122  
 Full-time Staff ..... 886  
 Student to Faculty Ratio ..... 15 to 1

**Students**

Undergraduate..... 5,554  
     In-State ..... 90.5%  
     Out-of-State ..... 9.5%  
 Graduate..... 1,678  
 Non-Degree Seeking ..... 455  
 Undergraduate Transfers..... 446

**Top 5 Undergraduate Degree Fields**

Homeland Security ..... 12%  
 Business ..... 11%  
 Family & Consumer Sciences ..... 11%  
 Health Professions ..... 11%  
 Psychology Health Professions ..... 8%

**Tuition & Financial Aid**

Tuition & Fees  
     In-State ..... \$3,555  
     Out-of-State ..... \$15,593  
     Fees..... \$2,119

Financial Aid  
     Grants or Scholarships ..... 79%  
     Federal Student Loans ..... 81%  
     Median Borrowing..... \$23,365  
     Loan Default Rate..... 16.8%  
     (of students entering repayment)

**Outcomes**

Freshman to Sophomore Retention (2013 cohort)  
     NCCU ..... 76.6%  
     Any UNC..... 81.0%  
  
 6-year graduation rate (2008 cohort)  
     NCCU ..... 46.8%  
     Any UNC..... 50.6%

**Schools & Colleges**

- College of Behavioral & Social Sciences
- College of Arts and Sciences
- Nursing
- School of Business
- School of Education
- School of Law
- School of Library & Information Sciences
- School of Graduate Studies
- University College

\*Endowment data from nces.ed.gov/ipeds/datacenter.



# NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS

**Chancellor**

J. Todd Roberts (2010)  
p: 919.416.2702 -- e: roberts@ncssm.edu

**Vice Chancellor for Finance and Operations**

Robert Allen (2013)  
p: 919.416.2659 -- e: allenr@ncssm.edu

**Vice Chancellor for Academic Programs**

Steve Warshaw (1992)  
p: 919.406.2886 -- e: warshaw@ncssm.edu

**Chairman, Board of Trustees**

Brian Bailey  
p: 704.325.2255 --  
e: brian.bailey@carmichaelpartners.com

**Institutional Characteristics**

Founded in 1980 as a public,  
residential high school  
Joined the UNC system in 2007

**Finances**

Endowment..... \$

Research & Development (total proposed \$)  
Sponsored Programs..... \$1,210,187

**Faculty & Staff**

Tenure/Tenure Track Faculty .....  
Other Full Time Faculty .....  
Full-time Staff .....  
Student to Faculty Ratio .....

**Students**

High School ..... 680

**Tuition & Financial Aid****Tuition & Fees**

In-State ..... \$  
Out-of-State ..... \$  
Fees..... \$

**Financial Aid**

Grants or Scholarships ..... %  
Student Loans ..... %  
Median Borrowing..... \$  
Loan Default Rate..... %  
(of students entering repayment)

**Outcomes****Freshman to Sophomore Retention**

NCSSM..... %  
Any UNC..... %

**6-year graduation rate**

NCSSM..... %  
Any UNC..... %

# North Carolina School of Science and Mathematics

## **Mission**

The mission of the North Carolina School of Science and Mathematics, an intellectually stimulating, diverse, and collaborative community, is to:

- educate academically talented students to become state, national, and global leaders in science, technology, engineering and mathematics
- advance public education in North Carolina, and
- inspire innovation for the betterment of humankind

through challenging residential and virtual programs driven by instructional excellence and the excitement of discovery.

## **Campus Description**

North Carolina School of Science and Mathematics is the nation's first public residential high school specializing in science, technology, engineering and math. We challenge talented high school juniors and seniors from across North Carolina through a residential program on our historic campus in Durham, an extensive online program, and summer offerings on our campus and across the state. NCSSM is committed to giving back to our communities through the time, talents, and resources of our world-class educators, dedicated staff, and students. Founded in 1980, the school has become the model for 18 such specialized schools around the globe. Our 8,000-plus alumni include local and global leaders in medicine, technology, finance, education, and the arts.

## **Websites of Interest**

Campus Web site: [www.ncssm.edu](http://www.ncssm.edu)

UNC TV: <http://video.unctv.org/video/2365127671/>

## **Institutional Distinctiveness**

- North Carolina School of Science and Mathematics (NCSSM) was the first public residential high school established for STEM education in the nation
- NCSSM's student enrollment consistently includes students from almost all of North Carolina's 100 counties
- North Carolina School of Science and Mathematics was ranked the 15<sup>th</sup> best high school in the nation in 2014 by the *Daily Beast*
- The *Washington Post* has named NCSSM to its list of top-performing schools with elite students since the inception of their rankings
- NCSSM regularly leads the nation on the number of Siemens and Intel Science Competition semifinalists
- NCSSM students won the Singapore International Mathematics Competition in 2012
- NCSSM teams finished first and second out of more than 1200 nationally teams in the 2015 Moody's Mega Math Challenge
- 77 members of the Class of 2015 were named National Merit Finalists
- A team of students from NCSSM won the 2014 UNC Social Entrepreneurship Competition
- The Class of 2015 has completed more than 26,000 hours of community service

# NC STATE UNIVERSITY

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## Chancellor

Randy Woodson (2010)  
p: 919.515.2191 -- e: chancellor@ncsu.edu

## Provost and Executive Vice Chancellor

Warwick Arden (2010)  
p: 919.515.2195 -- e: provost@ncsu.edu

## Vice Chancellor for Finance and Business

Charles D. Leffler (2004)  
p: 919.515.2155 -- e: charles\_leffler@ncsu.edu

## Chairman, Board of Trustees

Benjamin P. Jenkins, III  
p: 704.338.5987 -- e: ben\_jenkins@bellsouth.net

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## Institutional Characteristics

Research University - High Research Activity  
Founded in 1887 as the state's first  
land grant institution

## Finances

Endowment..... \$885,055,000

Research & Development (total proposal \$)  
Sponsored Programs..... \$1,178,400,547

## Faculty & Staff

Tenure/Tenure Track Faculty ..... 1,354  
Other Full Time Faculty ..... 644  
Full-time Staff ..... 5,926  
Student to Faculty Ratio ..... 17 to 1

## Students

Undergraduate..... 22,925  
    In-State ..... 87.2%  
    Out-of-State ..... 12.8%  
Graduate..... 8,663  
Non-Degree Seeking ..... 2,240  
Undergraduate Transfers..... 1,253

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## Schools & Colleges

- College of Agriculture & Life Sciences
- College of Design
- College of Education
- College of Engineering
- College of Humanities & Social Sciences
- Poole College of Management
- College of Natural Resources
- College of Sciences
- College of Textiles
- College of Veterinary Medicine
- First-Year College
- The Graduate School

## Top 5 Undergraduate Degree Fields

Engineering ..... 24%  
Business ..... 14%  
Biological & Biomedical Sciences..... 10%  
Agriculture ..... 7%  
Social Sciences ..... 6%

## Tuition & Financial Aid

### Tuition & Fees

In-State ..... \$6,220  
Out-of-State ..... \$22,571  
Fees..... \$2,186

### Financial Aid

Grants or Scholarships ..... 54%  
Federal Student Loans ..... 42%  
Median Borrowing..... \$17,833  
Loan Default Rate..... 4.1%  
(of students entering repayment)

## Outcomes

Freshman to Sophomore Retention (2013 cohort)  
NCSU ..... 93.0%  
Any UNC..... 95.0%

### 6-year graduation rate (2008 cohort)

NCSU ..... 75.8%  
Any UNC..... 79.7%

# North Carolina State University

## **Mission**

As a research-extensive land-grant university, NC State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting our strength in science and technology with a commitment to excellence in a comprehensive range of disciplines, NC State promotes an integrated approach to problem solving that transforms lives and provides leadership for social, economic, and technological development across North Carolina and around the world.

## **Campus Description**

NC State's principal campuses occupy 2,090 acres just west of downtown Raleigh and 15 miles from the world-renowned Research Triangle Park. The city is a few hours' drive from the Blue Ridge Mountains to the west and Atlantic Ocean beaches to the east. Raleigh and the surrounding area are consistently rated among the best places to live and work in the United States.

With over 35,000 students, NC State is home to the largest student body in The University of North Carolina. The university's 2,000 faculty members include 23 members of the National Academies. NC State offers bachelor's degrees in 98 fields, master's degrees in 162 fields, and doctoral degrees in 61 fields plus a Doctor of Veterinary Medicine.

NC State's Centennial Campus, a national model for public-private research campuses, houses more than 70 corporate, government and nonprofit partners, along with more than 70 NC State research and academic units, a magnet middle school, residential housing, and an 18-hole championship golf course. More than 2,300 partner organization employees work alongside 1,350-plus faculty, staff, and postdocs in addition to 3,400 students during the academic year. Centennial Campus has received the Outstanding Research/Science Park Award from the Association of University Research Parks.

## **Websites of Interest**

Campus Web site: <http://www.ncsu.edu>

Voluntary System of Accountability (VSA): <http://collegeportraits.org/NC/NC-State>

Economic Impact: <https://www.ncsu.edu/wp-content/uploads/2015/03/NC-State-ED-region-impact.pdf>

UNC TV: <http://video.unctv.org/video/2365181605/>

## **Institutional Distinctiveness**

North Carolina State University was founded with a purpose: to create economic, societal, and intellectual prosperity for the people of North Carolina and the nation. What began as a land-grant institution teaching the agricultural and mechanical arts is now a preeminent research enterprise where world-leading faculty provide an unparalleled experiential education to high-performing students from around the globe. NC State is the only university in the country leading two of the National Science Foundation's Engineering Research Centers — one remaking the nation's electrical grid and the other developing self-powered health monitors using nanotechnology. Because of NC State's groundbreaking innovations in science and technology, the federal government has selected the university to lead some of the nation's most ambitious research partnerships, including a \$140 million institute to create the next generation of power electronics, a \$60 million initiative to advance the science of big data analysis, and a \$25 million effort to combat the spread of nuclear weapons.



# University of North Carolina Press

## **Mission and Campus Description**

UNC Press, a non-profit publisher of both scholarly and general-interest books and journals, is unique among the University's academic units. We operate in a highly competitive business environment and, simultaneously, in the world of scholarship and ideas. UNC Press advances the University's triple mission of teaching, research, and public service by publishing first-rate books for students, scholars, and general readers. The Press has earned a distinguished reputation by publishing excellent work from the nation's leading scholars, writers, and intellectuals and by presenting that work effectively to wide-ranging audiences.

Established in 1922, UNC Press was the first university press in the South and one of the first in the nation. Our regional publishing program—aimed at general readers and offering engaging, authoritative work on all aspects of the region's history and culture, its natural and built environment, its music, food, literature, geography, plant and animal life—has been widely adopted in other parts of the country. Over the years, Press books have won hundreds of prestigious awards including the Pulitzer Prize and the National Book Award and those of many national scholarly societies. Today, the imprint of UNC Press is recognized worldwide as a mark of publishing excellence—both for what we publish and for how we publish. Because of our respected authors who rely on the Press to connect readers with important ideas, the name of the University is carried on Press books and journals across the country and around the globe, in both print and digital formats.

## **Websites of Interest**

Entity Website: <http://uncpress.unc.edu>

## **Institutional Distinctiveness**

UNC Press is widely perceived to be one of the top university presses in the world with its award-winning lists and innovative publishing initiatives. In the most recent year, the Press has embarked on two ambitious new undertakings. First, the Press received a \$998,000 grant from the Andrew W. Mellon Foundation to build a scaled, collaborative platform for university presses seeking to efficiently and professionally publish high quality digital monographs. Second, the Press is creating an Office of Scholarly Publishing Services to partner with the UNC system campuses in supporting new publishing efforts aimed at lowering the costs of materials to system students, libraries, and faculty.

## University of North Carolina Center for Public Television

### **Mission**

Television has the power to change lives. Public television has the responsibility to change lives for the better: a child far from urban resources is inspired to become a scientist, a high school dropout earns a GED, a homebound senior remains connected to the world of the arts and culture, the family of an Alzheimer's patient find strength and support. UNC-TV's unique programs and public media services provide people of all ages with enriching, life-changing television.

### **Description**

UNC-TV is North Carolina's statewide public media network with 12 full-power transmitters and 25 translators, bringing over-the-air programming to every corner of North Carolina and beyond. The network provides a distinctive array of programs and services, including four digital channels: the PBS and More Channel (UNC-TV), the Explorer Channel (UNC-EX), the Kids Channel (UNC-KD), and the soon-to-be-launched North Carolina Channel (UNC-NC). UNC-TV also provides critical emergency services for the state: tower space at almost all of UNC-TV's 61 locations and airtime when needed to assist local, state, and federal emergency service and disaster recovery teams. UNC-TV is in the midst of an exciting transition that will result in the creation of a new, innovative public media center for North Carolina. In 2014 UNC-TV and UNC General Administration undertook an extensive review of the organization that resulted in recommendations that lay the groundwork for the future of public media in North Carolina. UNC-TV is in the process of implementing the recommendations laid out in the *UNC-TV Strategic Study: A Blueprint for the Future of Public Media in North Carolina*. This process will ensure that UNC-TV is properly positioned through its technology, content, and financial resources to become an even more vital multi-platform content provider for the citizens of North Carolina. The study builds on UNC-TV's 60-year history and confirms that this asset must continue to serve North Carolina and increase its ability to meet the current and future needs of this state.

### **Websites of Interest**

Entity website: [www.unctv.org](http://www.unctv.org)

### **Institutional Distinctiveness**

*From Gail Zimmermann, interim director and general manager since February 2014*

UNC-TV is the most powerful telecommunications vehicle in North Carolina. Accessible to all North Carolina and beyond, UNC-TV is undergoing a strategic repositioning in the way it delivers content and other services to its users. UNC-TV is investing in North Carolina's future by upgrading its technological infrastructure to offer multi-platform, targeted, relevant content to users where they want it and when they need it. UNC-TV is honing its content development skills to create content that aspires to be current, practical, and evocative, as well as enriching and life-changing. UNC-TV seeks to expand its strategic relationships with external partners in the public and private sectors. UNC-TV can deliver content to promote economic development, distance learning, public affairs, and public safety. Already a partner in the state's emergency communications system, UNC-TV's technology investment in North Carolina positions it to expand this partnership by providing real-time granular information to emergency providers and first responders in natural disasters and terrorism events. UNC-TV remains committed to producing and delivering the finest quality and most enriching educational content for children. Only UNC-TV is poised to be the force that can bring the state together on matters of local, statewide, national, and international importance—and do it with style.

# THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE

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**Chancellor**

Mary K. Grant (2014)  
p: 828.251.6500 -- e: mgrant@unca.edu

**Vice Chancellor for Finance and Operations**

John Pierce (2008)  
p: 828.251.66741 -- e: jpierce@unca.edu

**Provost and Vice Chancellor for Academic Affairs**

Joseph Urgo (2014)  
p: 828.251.6470 -- e: jurgo@unca.edu

**Chairman, Board of Trustees**

N. King Prather  
p: 919.677.8512 -- e: kprather1@nc.rr.com

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**Institutional Characteristics**

National Liberal Arts College  
Began as Buncombe County Junior College  
Joined UNC system in 1969

**Finances**

Endowment..... \$37,216,000  
Research & Development (total proposal \$)  
Sponsored Programs..... \$8,526,576

**Faculty & Staff**

Tenure/Tenure Track Faculty ..... 164  
Other Full Time Faculty ..... 55  
Full-time Staff ..... 456  
Student to Faculty Ratio ..... 14 to 1

**Students**

Undergraduate..... 3,425  
    In-State ..... 88.7%  
    Out-of-State ..... 11.3%  
Graduate..... 38  
Non-Degree Seeking ..... 382  
Undergraduate Transfers..... 366

**Top 5 Undergraduate Degree Fields**

Psychology ..... 13%  
Visual & Performing Arts..... 12%  
Business ..... 10%  
Social Sciences ..... 10%  
Natural Resources and Conservation..... 8%

**Tuition & Financial Aid****Tuition & Fees**

In-State ..... \$3,849  
Out-of-State ..... \$19,463  
Fees..... \$2,636

**Financial Aid**

Grants or Scholarships ..... 54%  
Federal Student Loans ..... 46%  
Median Borrowing..... \$16,750  
Loan Default Rate..... 7.3%  
(of students entering repayment)

**Outcomes****Freshman to Sophomore Retention (2013 cohort)**

UNCA..... 77.1%  
Any UNC..... 81.1%

**6-year graduation rate (2008 cohort)**

UNCA..... 64.2%  
Any UNC..... 70.8%

# University of North Carolina at Asheville

## **Mission**

UNC Asheville is distinctive in the UNC system as its designated liberal arts university. Our practice of the liberal arts emphasizes the centrality of learning and discovery through exemplary teaching, innovative scholarship, creative expression, co-curricular activities, undergraduate research, engaged service, and practical experience.

## **Campus Description**

As the designated liberal arts campus within the University of North Carolina system, UNC Asheville provides a distinctive intellectual undergraduate experience that is featured routinely in every major college ranking for academic quality, value, student access to faculty and quality of life both on campus and in the City of Asheville.

UNC Asheville enrolls approximately 4,200 students and offers more than 30 undergraduate majors, teacher licensure and a Master of Liberal Arts and Sciences degree. Hallmarks of our educational experience include hands-on learning, including the nationally acclaimed undergraduate research program, internships and study abroad opportunities. Interdisciplinary learning extends beyond campus into the vibrant community and the surrounding Blue Ridge Mountains. The university is an active partner with the greater Asheville community in important areas such as health and wellness, climate and technology, and leadership efforts.

Located in the heart of Asheville (population 87,000) on more than 300 acres, UNC Asheville provides an outstanding learning community and employs more than 700 faculty and staff. Of the 200-plus full-time faculty members, 85 percent hold terminal degrees. Bulldog Athletics competes in 15 Division I sports.

## **Websites of Interest**

Campus website: [www.unca.edu](http://www.unca.edu)

Voluntary System of Accountability (VSA): <http://www.collegeportraits.org/NC/UNC-Asheville>

Economic Impact: <https://www.unca.edu/sites/default/files/UNCA%20econ-impact-state.pdf>

UNC TV: <http://video.uncvtv.org/video/2365114495/>

## **Institutional Distinctiveness**

- UNC Asheville is highlighted annually in all the major college rankings, including U.S. News & World Report's list of the Top 10 Public Liberal Arts Colleges in America and in The Princeton Review's list of "Best Schools for Making an Impact."
- UNC Asheville is the national headquarters for the Council of Public Liberal Arts Colleges (COPLAC).

UNC Asheville is a leader in public liberal arts education, providing excellent value to our students and their families, as well as to the community, region and state. As a campus, we connect to the environment in which we work and have the ability to transform. Our dedicated and distinguished faculty and staff shape curriculum and advance programs to provide students with the foundational skills and confidence not only for the graduate programs and careers they pursue immediately after graduation, but for those opportunities and challenges not yet imagined and not yet solved. Our students draw upon the very best parts of their liberal arts education – imagination, creativity, curiosity, critical thinking and moral reasoning – to succeed in their professional work, engage as citizens of the 21st century, and make a difference in the world.



# UNC CHARLOTTE

**Chancellor**

Philip L. Dubois (2006)  
p: 704.687.5727 -- e: pdubois@uncc.edu

**Vice Chancellor for Business Affairs**

Elizabeth Hardin (2006)  
p: 704.678.5750 -- e: eahardin@uncc.edu

**Provost and Vice Chacellor for Academic Affairs**

Joan F. Lorden (2003)  
p: 704.678.5962 -- e: jflorden@uncc.edu

**Chairman, Board of Trustees**

Karen Popp  
p: 202.736.8053 -- e: kpoppp@sidley.com

**Institutional Characteristics**

Research University  
Began as Charlotte College  
Joined UNC system in 1965

**Finances**

Endowment..... 168,855,000

Research & Development (total proposal \$)  
Sponsored Programs..... \$230,712,469

**Faculty & Staff**

Tenure/Tenure Track Faculty ..... 707  
Other Full Time Faculty ..... 309  
Full-time Staff ..... 2,108  
Student to Faculty Ratio ..... 19 to 1

**Students**

Undergraduate..... 22,120  
    In-State ..... 91.7%  
    Out-of-State ..... 8.3%  
Graduate..... 3,940  
Non-Degree Seeking ..... 1,178  
Undergraduate Transfers..... 2,794

**Top 5 Undergraduate Degree Fields**

Business..... 18%  
Social Sciences ..... 9%  
Engineering ..... 8%  
Health Professions ..... 8%  
Psychology ..... 7%

**Tuition & Financial Aid**

Tuition & Fees  
In-State ..... \$3,628  
Out-of-State ..... \$16,799  
Fees..... \$2,786

**Financial Aid**

Grants or Scholarships ..... 58%  
Federal Student Loans ..... 59%  
Median Borrowing..... \$17,500  
Loan Default Rate..... 6.2%  
(of students entering repayment)

**Outcomes**

Freshman to Sophomore Retention (2013 cohort)  
UNCC ..... 82.4%  
Any UNC..... 86.6%

**6-year graduation rate (2008 cohort)**

UNCC ..... 54.5%  
Any UNC..... 60.5%

**Schools & Colleges**

- Belk College of Business
- College of Arts & Architecture
- College of Computing and Informatics
- College of Education
- College of Health and Human Services
- College of Liberal Arts & Sciences
- William States Lee College of Engineering
- Graduate School

# University of North Carolina at Charlotte

## **Mission**

UNC Charlotte is North Carolina's urban research university. It leverages its location in the state's largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.

## **Campus Description**

UNC Charlotte serves as the only doctoral research university in the dynamic Charlotte area of more than 2 million people. Seven academic colleges (Arts + Architecture, Liberal Arts and Sciences, Business, Computing and Informatics, Education, Engineering, and Health and Human Services) and the Graduate School offer 79 bachelor's, 63 master's, and 21 doctoral programs. The university offers the prestigious Levine Scholars Program, a multidisciplinary Honors College, and a wide range of disciplinary honors programs. This vast campus of nearly 1,000 acres includes twelve new academic and administrative buildings completed since 2001, as well as new and renovated student housing, a state-of-the-art student union, and a student health center. Other innovative additions to our campus include the new Jerry Richardson Football Stadium for the University's football program which will begin its third year this fall, the new Halton-Wagner Tennis Complex, a new marching band to begin in Fall 2015, a building to support engineering disciplines in the energy sector, and one to support collaborative research with industry and start-up companies. Finally, in 2011, we added an 11-story facility in Center City Charlotte which will soon be connected to the main campus via public light rail.

## **Websites of Interest**

Campus Website: [www.uncc.edu](http://www.uncc.edu)

Voluntary System of Accountability (VSA): <http://www.collegeportraits.org/NC/UNCC>

Economic Impact: <http://publicrelations.uncc.edu/news-events/news-releases/unc-charlotte-yields-strong-roi-economic-impact-study-finds>

UNC TV: <http://video.unctv.org/video/2365165742/>

## **Institutional Distinctiveness**

UNC Charlotte is North Carolina's only urban research institution. Located in the largest metropolitan region in the state, the University values collaborations and partnerships with businesses and organizations in the Charlotte region. Through applied and interdisciplinary research, a robust technology transfer program, and emphasis on community service, the University has a direct impact on the social, cultural and economic well-being of the Charlotte region. Our Energy Production and Infrastructure Center project is exemplary of collaboration across disciplines and between the University and its industry partners. The Data Science and Analytics Initiative is designated as "game-changing research" by the UNC General Administration. A large public university with a small college feel, UNC Charlotte opened a major facility in Charlotte's center city in fall 2011, creating additional access to the University's academic programs, particularly at the graduate and professional level, and more opportunity for linkages with our community partners.



**Chancellor**

Carol Folt (2013)  
p: 919.962.1365 -- e: chancellor@unc.edu

**Vice Chancellor for Finance and Administration**

Matthew Fajack (2014)  
p: 919.962.3795 -- e: mfajack@unc.edu

**Executive Vice Chacellor and Provost**

James W. Dean, Jr. (2013)  
p: 919.962.2198 -- e: james\_dean@unc.edu

**Chairman, Board of Trustees**

W. Lawry Caudill  
p: 919.724.6545 -- e: wlcaud@email.unc.edu

**Institutional Characteristics**

Research University - Very High Activity  
Nation's first operating public university  
Began classes in 1795

**Finances**

Endowment..... \$2,695,663,000

Research & Development (total proposal \$)  
Sponsored Programs..... \$2,938,747,041

**Faculty & Staff**

Tenure/Tenure Track Faculty ..... 1,831  
Other Full Time Faculty ..... 1,515  
Full-time Staff ..... 8,018  
Student to Faculty Ratio ..... 13 to 1

**Students**

Undergraduate..... 17,908  
    In-State ..... 81.0%  
    Out-of-State ..... 19.0%  
Graduate..... 10,168  
Non-Degree Seeking ..... 1,059  
Undergraduate Transfers..... 884

**Top 5 Undergraduate Degree Fields**

Social Sciences ..... 13%  
Communication..... 12%  
Biological & Biomedical Sciences..... 10%  
Psychology ..... 10%  
Business ..... 8%

**Tuition & Financial Aid**

Tuition & Fees  
    In-State ..... \$6,648  
    Out-of-State ..... \$31,730  
    Fees..... \$1,686

Financial Aid  
    Grants or Scholarships ..... 56%  
    Federal Student Loans ..... 32%  
    Median Borrowing..... \$16,000  
    Loan Default Rate..... 2.3%  
    (of students entering repayment)

**Outcomes**

Freshman to Sophomore Retention (2013 cohort)  
    UNC-CH ..... 97.1%  
    Any UNC..... 97.5%

6-year graduation rate (2008 cohort)  
    UNC-CH ..... 90.3%  
    Any UNC..... 91.4%

**Schools & Colleges**

- College of Arts & Sciences
- Dentistry
- Education
- Eshelman School of Pharmacy
- Friday Center for Continuing Education
- General College
- Gillings School of Global Public Health
- Graduate School
- Kenan-Flagler Business School
- Government
- Information & Library Science
- Journalism & Mass Communication
- Law
- Medicine
- Nursing
- Social Work

# University of North Carolina at Chapel Hill

## **Mission**

The University of North Carolina at Chapel Hill, the nation's first public university, serves North Carolina, the United States, and the world through teaching, research, and public service. We embrace an unwavering commitment to excellence as one of the world's great research universities.

Our mission is to serve as a center for research, scholarship, and creativity and to teach a diverse community of undergraduate, graduate, and professional students to become the next generation of leaders. Through the efforts of our exceptional faculty and staff, and with generous support from North Carolina's citizens, we invest our knowledge and resources to enhance access to learning and to foster the success and prosperity of each rising generation. We also extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State.

With lux, libertas — light and liberty — as its founding principles, the University has charted a bold course of leading change to improve society and to help solve the world's greatest problems.

## **Campus Description**

The University of North Carolina at Chapel Hill, the nation's first public university, was chartered in 1789 and opened to students in 1795. Today, UNC-Chapel Hill ranks among the world's leading public research universities, offering 78 bachelor's, 112 master's, 68 doctorate and seven professional degree programs through 14 schools and the College of Arts and Sciences. The University enrolls 17,908 undergraduate students and 10,168 graduate and professional students. Carolina's nationally acclaimed academics offer opportunities for public service, leadership, global study and research. UNC-Chapel Hill has a steadfast commitment to access and affordability with programs like the Carolina Covenant, which provides a debt-free education to low-income students from North Carolina and beyond. UNC-Chapel Hill also ranks among the nation's top 10 universities in the dollar volume of research conducted by faculty and students. This funding supports groundbreaking research that saves lives and spins out new technologies and industries that create jobs.

## **Websites of Interest**

Campus Website: [www.unc.edu](http://www.unc.edu)

Voluntary System of Accountability (VSA): <http://collegeportraits.org/NC/UNC-Chapel-Hill>

Economic Impact: <http://uncnews.unc.edu/2015/02/18/analysis-finds-unc-chapel-hill-unc-health-care-medical-center-contribute-7-billion-north-carolina-economy/>

UNC TV: <http://video.unctv.org/video/2365187418/>

## **Institutional Distinctiveness**

Carolina can indeed be the leader in shaping the path for the great public university in America. We can show how you do it – to be the one that preserves excellence and innovation, access and affordability, a deep commitment to the state, and gathers strength to innovate and meet new challenges. I am deeply inspired by Carolina's history and its higher purpose. I have confidence in our people, and I believe in the capacity of this great public university to help build a just, safe, more prosperous and sustainable world.





**Chief Executive Officer**  
**Dean, UNC School of Medicine**  
 William L. Roper (2004)  
 p: 919.966.4161  
 e: william\_roper@med.unc.edu

**President, UNC Hospitals**  
 Gary L. Park (2004)  
 p: 984.974.5111  
 e: Gary.Park@unchealth.unc.edu

**Executive Dean, UNC School of Medicine**  
 A. Wesley Burks (2015)  
 p: 919.843.0875  
 e: wesley.burks@unc.edu

**Chairman, Board of Directors**  
 Timothy Burnett (2008)  
 p: 336.272.8179  
 e: tbb@bessemerimprovement.com

**Institutional Characteristics**

Third Largest Health Care System in NC  
 2,760 Licensed Beds  
 Seven Affiliated Institutions  
 Two Physician Practice Plans  
 Nationally Ranked School of Medicine  
 Ranked 13<sup>th</sup>, Nationally, in NIH Funding

**Finances**

\$3,400,000 in Net Revenue for FY 2016 (Entire Health Care System)

NC Medical Foundation has risen, on average, \$33.8M each year to support the School of Medicine and UNC Hospitals. Total private gift support of all programs averages \$96.9M annually.

**Health Care System Staff and Faculty**

Health Care System (all employees).....25,000

School of Medicine  
 Faculty (full-time/part-time).....1,689  
 Non Faculty.....442  
 School of Medicine.....1,695

**Students**

Enrollment.....2,523  
 MD Students.....749  
 Residents and Fellows.....762  
 Basic Science PhD and Masters.....538  
 Allied Health Graduate & Professional....350  
 Undergraduate.....124

**Accessing Medical Services for NC**

Every year, serves patients from all 100 counties.

Operates 9 Area Health Education Centers, providing education and care services to underserved populations.

Provides unreimbursed care across Health Care System in excess of \$420M each year.

Serves populations most in need of low-cost health care – 65% of patients are Tricare, Medicare, Medicaid, or uninsured.

**Outcomes**

US News & World Report top ten rankings:  
 Primary Care, Family Medicine, Audiology,  
 Rural Medicine, Infectious Disease.

Consistently ranked among the best hospitals in the country.

85% of Students are NC residents  
 3,200 Graduates are currently practicing in NC  
 Numerous spin off companies - SOM research

## **University of North Carolina Health Care System**

### **Mission**

The University of North Carolina Health Care System is an integrated, not-for-profit health care system, owned by the State of North Carolina based in Chapel Hill. The mission is to provide comprehensive patient care, facilitate physician education, and research excellence and promote the health and well-being of all North Carolinians.

Committed to a strong and growing research enterprise, the School of Medicine earned more than half of UNC's research funding in FY 2014. Investigators collaborate on numerous projects and programs across campus. The School attracts high caliber medical students and trainees from diverse backgrounds – 20.3% of students are minority, and 47.6% are females. As a tier-one medical schools, in FY 2014, 5,680 applications for an MD class of 180 were received. The School and Health Care System provides the highest quality patient care and maintains a strong tradition of reaching underserved populations.

More information can be found at the following websites:

[www.unchealthcare.org](http://www.unchealthcare.org)

[www.unc.med.edu](http://www.unc.med.edu)



# THE UNIVERSITY of NORTH CAROLINA GREENSBORO

## **Chancellor-Elect**

Franklin Gilliam Jr (2015)  
p: 336.334.5266 -- e: [chancellor@uncg.edu](mailto:chancellor@uncg.edu)

## **Provost and Executive Vice Chancellor for Academic Affairs**

Dana Dunn (2014)  
p: 336.334.5494 -- e: [dldunn@uncg.edu](mailto:dldunn@uncg.edu)

## **Vice Chancellor of Business Affairs**

Charles Maimone (2014)  
p: 336.334.5200 -- e: [camaimon@uncg.edu](mailto:camaimon@uncg.edu)

## **Chairman, Board of Trustees**

Susan M. Safran  
p: 919.219.1519 -- e: [susan.m.safran@gmail.com](mailto:susan.m.safran@gmail.com)

## **Institutional Characteristics**

Research University – High Research Activity  
Founded in 1891 as the State Normal & Industrial School  
Became co-educational in 1963

## **Finances**

Endowment..... \$251,756,000  
  
Research & Development (total proposal \$)  
Sponsored Programs.....\$116,811,879

## **Faculty & Staff**

Tenure/Tenure Track Faculty ..... 542  
Other Full Time Faculty ..... 258  
Full-time Staff ..... 1,670  
Student to Faculty Ratio ..... 17 to 1

## **Students**

Undergraduate..... 14,497  
    In-State ..... 93.3%  
    Out-of-State ..... 6.7%  
Graduate..... 2,906  
Non-Degree Seeking ..... 1,244  
Undergraduate Transfers..... 1,680

## **Schools & Colleges**

- College of Arts & Sciences
- Bryan School of Business & Economics
- Joint School of Nanoscience & Nanoengineering
- Lloyd International Honors College
- School of Education
- School of Health & Human Sciences
- School of Music, Theatre & Dance
- School of Nursing

## **Top 5 Undergraduate Degree Fields**

Business..... 18%  
Health Professions ..... 11%  
Education..... 10%  
Social Sciences ..... 8%  
Visual & Performing Arts..... 8%

## **Tuition & Financial Aid**

### Tuition & Fees

In-State ..... \$4,129  
Out-of-State ..... \$18,991  
Fees..... \$2,545

### Financial Aid

Grants or Scholarships ..... 59%  
Federal Student Loans ..... 59%  
Median Borrowing..... \$17,824  
Loan Default Rate..... 7.5%  
(of students entering repayment)

## **Outcomes**

Freshman to Sophomore Retention (2013 cohort)  
UNCG ..... 78.4%  
Any UNC..... 82.2%  
  
6-year graduation rate (2008 cohort)  
UNCG ..... 55.5%  
Any UNC..... 61.4%

# University of North Carolina at Greensboro

## **Mission**

Founded in 1891, The University of North Carolina at Greensboro is one of the three original campuses comprising The University of North Carolina system. UNCG is a research university with high research activity (Carnegie classification), and has a long-standing commitment to academic excellence. Undergraduates have a choice of more than 100 areas of study from which to select a major, leading to one of seven undergraduate degrees. There are 27 doctoral programs, four Master of Fine Arts Degrees, and 72 master's degree programs in a wide variety of majors and concentrations. In March 2015, UNC President Thomas W. Ross announced the appointment of Dr. Dana L. Dunn, provost and executive vice chancellor, as acting chancellor of the university, following the seven-year term of Chancellor Linda Brady. A new UNCG chancellor is expected to be named on May 22, 2015.

## **Campus Description**

UNCG's campus includes more than 30 academic buildings and 28 residence halls on more than 200 acres. Opportunities for students include approximately 200 student organizations, 15 intercollegiate athletic teams competing in the NCAA Division I Southern Conference, and numerous intramural sports, arts and performance, social, community service, and internship opportunities. UNCG enrolls 20,297 students. In the past year, total enrollment has increased 3.9% (fall 2013-2014). Located in the Piedmont Triad region of North Carolina, Greensboro is a thriving city with a population of 275,600. The local metropolitan area (which includes the cities of High Point and Winston-Salem) has a population of more than 1.6 million. UNCG is the largest and most diverse university in the Triad region, and delivers an annual economic impact of nearly \$1 billion.

## **Websites of Interest**

Campus Website: [www.uncg.edu](http://www.uncg.edu)

Voluntary System of Accountability (VSA): <http://www.collegeportraits.org/NC/UNCG>

Economic Impact: [http://research.uncg.edu/wp-content/uploads/2015/02/UNCGRegion\\_FactSheet\\_1213\\_Final.pdf](http://research.uncg.edu/wp-content/uploads/2015/02/UNCGRegion_FactSheet_1213_Final.pdf)

UNC TV: <http://video.unc.tv/video/2365150296/>

## **Institutional Distinctiveness**

The University of North Carolina at Greensboro is a challenging, supportive and engaged community. Standing apart from other universities, the UNCG community is joined together by a shared value: We define excellence not only by the people we attract, but by the meaningful contributions they make. UNCG is a learner-centered, accessible, and inclusive community fostering intellectual inquiry and experiential learning. Nationally acclaimed academic programs prepare students for meaningful lives and engaged citizenship. UNCG is a research university where collaborative scholarship and creative activity directly contribute to a higher quality of life in the Triad, the nation, and beyond.

# UNIVERSITY of NORTH CAROLINA PEMBROKE

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**Chancellor-Elect**

Robin Cummings (2015)  
p: 910.521.6201 -- e: [chancellor@uncp.edu](mailto:chancellor@uncp.edu)

**Interim Provost and Vice Chancellor for Academic Affairs**

Zoe W. Locklear (2015)  
p: 910.521.6224 -- e: [zoe.locklear@uncp.edu](mailto:zoe.locklear@uncp.edu)

**Vice Chancellor for Finance and Administration**

Richard Cosentino (2012)  
p: 910.521.6209 -- e: [cosentino@uncp.edu](mailto:cosentino@uncp.edu)

**Chairman, Board of Trustees**

Wiley Berrett  
p: 910.986.2717 -- e: [cam201@embarqmail.com](mailto:cam201@embarqmail.com)

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**Institutional Characteristics**

Regional four-year university  
N.C.'s Historically American Indian University  
Joined UNC system in 1972

**Finances**

Endowment\* ..... \$12,419,702

Research & Development (total proposal \$)  
Sponsored Programs..... \$21,306,393

**Faculty & Staff**

Tenure/Tenure Track Faculty ..... 212  
Other Full Time Faculty ..... 94  
Full-time Staff ..... 513  
Student to Faculty Ratio ..... 15 to 1

**Students**

Undergraduate..... 5,303  
    In-State ..... 96.2%  
    Out-of-State ..... 3.8%  
Graduate..... 732  
Non-Degree Seeking ..... 234  
Undergraduate Transfers..... 591

**Top 5 Undergraduate Degree Fields**

Business ..... 12%  
Homeland Security ..... 12%  
Parks, Recreation, Leisure & Fitness ..... 11%  
Education..... 11%  
Social Sciences ..... 10%

**Tuition & Financial Aid****Tuition & Fees**

In-State ..... \$3,371  
Out-of-State ..... \$13,819  
Fees..... \$2,112

**Financial Aid**

Grants or Scholarships ..... 73%  
Federal Student Loans ..... 67%  
Median Borrowing..... \$14,250  
Loan Default Rate..... 15.9%  
(of students entering repayment)

**Outcomes****Freshman to Sophomore Retention (2013 cohort)**

UNCP ..... 68.1%  
Any UNC..... 70.6%

**6-year graduation rate (2008 cohort)**

UNCP ..... 34.2%  
Any UNC..... 41.5%

---

**Schools & Colleges**

- College of Arts & Sciences
- School of Education
- School of Business
- School of Graduate Studies and Research
- Honors College, Esther G. Maynor

# University of North Carolina at Pembroke

## **Mission**

Founded in 1887 by the local community as a school for the education of American Indians, the University of North Carolina at Pembroke now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNC Pembroke exists to promote excellence in teaching and learning, at the graduate and undergraduate levels, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards. Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world. UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

## **Campus Description**

The University of North Carolina at Pembroke is a master's level degree-granting university with a total enrollment of 6,860. The University offers 41 bachelor's and 17 master's degrees. Located in a rural community in the southeastern Coastal Plains of North Carolina, UNCP's graceful tree-line campus is 250 acres. The columns of Old Main, our most historic building, are a symbol of opportunity. Other outstanding campus structures include the 1,600-seat Givens Performing Arts Center and the LEED Silver Health Sciences Building, which is home to the undergraduate and graduate Nursing programs.

## **Websites of Interest**

Campus Website: [www.uncp.edu](http://www.uncp.edu)

Voluntary System of Accountability (VSA): <http://www.collegeportraits.org/NC/UNCP>

Economic Impact: <http://www.uncp.edu/about-uncp/economic-impact>

UNC TV: <http://video.unctv.org/video/2365111586/>

## **Institutional Distinctiveness**

The University distinguishes itself by offering affordable, highly personalized, student-centered education. A leader in online delivery of high-impact courses and programs, Pembroke reaches out to the region through the community colleges from the beach to the Sandhills and on Fort Bragg. Founded as an American Indian institution, the University continues to serve the Lumbee community. With its unique history, UNCP is an ideal setting where diversity, in all its forms, grounds the intellectual environment. Recognized as a Carnegie Foundation Community Engaged Institution, the University's students, faculty, and staff are transforming the region through their engagement on and off campus. UNC Pembroke thus prepares its students for life and leadership.



UNIVERSITY OF NORTH CAROLINA  
**SCHOOL of the ARTS**

**Chancellor**

M. Lindsay Bierman (2014)  
*p: 336.770.3200 -- e: [biermanl@uncsa.edu](mailto:biermanl@uncsa.edu)*

**Chief Operating Officer**

George Burnette (2006)  
*p: 336.770.1480 -- e: [burnetteg@uncsa.edu](mailto:burnetteg@uncsa.edu)*

**Provost**

David P. Nelson (2010)  
*p: 336.770.3262 -- e: [nelsond@uncsa.edu](mailto:nelsond@uncsa.edu)*

**Chairman, Board of Trustees**

Robert L. King, III  
*p: 336.724.2861 -- e: [rking@bobkingauto.com](mailto:rking@bobkingauto.com)*

**Institutional Characteristics**

Special focus Institution-  
 School of Arts, Music, & Design  
 First public arts conservatory in the US

**Finances**

Endowment\* ..... \$46,300,000

Research & Development (total proposal \$)  
 Sponsored Programs..... \$244,921

**Faculty & Staff**

Tenure/Tenure Track Faculty ..... N/A  
 Other Full Time Faculty ..... 259  
 Full-time Staff ..... 129  
 Student to Faculty Ratio ..... 6 to 1

**Students**

Undergraduate..... 852  
 In-State ..... 50.9%  
 Out-of-State ..... 49.1%  
 Graduate..... 96  
 Non-Degree Seeking ..... 10  
 Undergraduate Transfers..... 50

**Tuition & Financial Aid**

**Tuition & Fees**

In-State ..... \$6,120  
 Out-of-State ..... \$21,540  
 Fees..... \$2,379

**Financial Aid**

Grants or Scholarships ..... 73%  
 Federal Student Loans ..... 57%  
 Median Borrowing..... \$26,500  
 Loan Default Rate..... 6%  
 (of students entering repayment)

**Outcomes**

Freshman to Sophomore Retention (2013 cohort)  
 UNCSA ..... 89.0%  
 Any UNC ..... 90.0%

6-year graduation rate (2008 cohort)

UNCSA ..... 61.0%  
 Any UNC ..... 63.4%

\*Endowment data from [www.uncsa.edu/visitorscenter/factsheet.htm](http://www.uncsa.edu/visitorscenter/factsheet.htm).

# University of North Carolina School of the Arts

## **Mission**

The University of North Carolina School of the Arts provides gifted emerging artists with the experience, knowledge, and skills needed to excel in their disciplines and in their lives, and it serves and enriches the cultural and economic prosperity of the people of North Carolina and the nation. UNCSA is the state's unique professional school for the performing, visual and moving image arts, training students at the high school, undergraduate and master's levels for professional careers in the arts.

## **Campus Description**

The University of North Carolina School of the Arts is The University of North Carolina system's conservatory for the arts, dedicated entirely to the professional training of students possessing exceptional talents in the performing, visual and moving image arts. Students enter UNCSA when they are ready for focused, intense professional development at the baccalaureate level and in select programs at the master's and high school levels in its schools of Dance, Design and Production, Drama, Filmmaking, and Music.

## **Websites of Interest**

Campus Web site: [www.uncsa.edu](http://www.uncsa.edu)

Voluntary System of Accountability (VSA): <http://www.collegeportraits.org/NC/UNCSA>

Economic Impact: [http://www.journalnow.com/news/local/study-says-local-universities-colleges-contribute-billion-to-regional-economy/article\\_6277c544-c066-11e4-901c-cf7b3ff61d58.html](http://www.journalnow.com/news/local/study-says-local-universities-colleges-contribute-billion-to-regional-economy/article_6277c544-c066-11e4-901c-cf7b3ff61d58.html)

UNC TV: <http://video.unctv.org/video/2365170916/>

## **Institutional Distinctiveness**

In the early 1960s, a group of progressive and innovative thinkers envisioned a school for training talented young people for professional careers in music, dance, and drama. In 1963, that vision became the first state-supported, residential arts conservatory in the country, when the N.C. General Assembly passed the school's enabling legislation.

We revere the things that set us apart: a faculty of master teachers, who continue to hone their craft as practicing artists; students chosen for their demonstrated talent and potential as artists; rigorous training with one-on-one studio and classroom instruction; learning by doing, on stage and screen, and behind the stage and the lens; students growing and creating in a supportive, nurturing community of artists; and academic study in a variety of disciplines to develop the whole artist.





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**Chancellor-Elect**

Jose V. "Zito" Sartarelli (2015)  
*p: 910.962.3030 -- e: chancellor@uncw.edu*

**Interim Provost and Vice Chancellor for Academic Affairs**

Marilyn Sheerer (2015)  
*p: 910.962.3389 -- e: sheererm@uncw.edu*

**Vice Chancellor for Business Affairs**

Rick Whitfield (2014)  
*p: 910.962.3383 -- e: whitfieldr@uncw.edu*

**Chairman, Board of Trustees**

Michael B. Shivar *p:*  
*252.523.2177 --*  
*e:mshivar@kinstoninsurance.com*

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**Institutional Characteristics**

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Regional four-year university  
Founded in 1947 as Wilmington College

**Finances**

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Endowment..... \$85,285,000

Research & Development (total proposal \$)  
Sponsored Programs..... \$93,148,532

**Faculty & Staff**

---

Tenure/Tenure Track Faculty ..... 505  
Other Full Time Faculty ..... 130  
Full-time Staff ..... 1,151  
Student to Faculty Ratio ..... 17 to 1

**Students**

---

Undergraduate..... 12,686  
    In-State ..... 85.3%  
    Out-of-State ..... 14.7%  
Graduate..... 1,484  
Non-Degree Seeking ..... 400  
Undergraduate Transfers..... 1,713

**Top 5 Undergraduate Degree Fields**

---

Business ..... 20%  
Health Professions ..... 9%  
Social Sciences ..... 9%  
Psychology ..... 9%  
Education..... 8%

**Tuition & Financial Aid**

---

**Tuition & Fees**

In-State ..... \$4,188  
Out-of-State ..... \$18,053  
Fees..... \$2,411

**Financial Aid**

Grants or Scholarships ..... 53%  
Federal Student Loans ..... 51%  
Median Borrowing..... \$18,150  
Loan Default Rate..... 6.7%  
(of students entering repayment)

**Outcomes**

---

**Freshman to Sophomore Retention (2013 cohort)**

UNCW ..... 84.4%  
Any UNC ..... 88.9%

**6-year graduation rate (2008 cohort)**

UNCW ..... 70.5%  
Any UNC ..... 77.2%

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**Schools & Colleges**

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- College of Arts and Sciences
- College of Health and Human Services
- Cameron School of Business
- Watson College of Education
- Graduate School

# University of North Carolina at Wilmington

## **Mission**

The University of North Carolina Wilmington, the state's coastal university, is dedicated to learning through the integration of teaching and mentoring with research and service. Our powerful academic experience stimulates creative inquiry, critical thinking, thoughtful expression and responsible citizenship in an array of high-quality programs at the baccalaureate and master's levels, and in our doctoral programs in marine biology and educational leadership. Substantial research activity, combined with our hallmark teaching excellence and moderate size, advances distinctive student involvement in faculty scholarship. We are committed to diversity and inclusion, affordable access, global perspectives, and enriching the quality of life through scholarly community engagement in such areas as health, education, the economy, the environment, marine and coastal issues, and the arts.

## **Campus Description**

The University of North Carolina Wilmington, which enrolls approximately 16,000 students, maintains a smaller university's sense of community, in a unique coastal environment. UNCW's distinctive blend of excellent teaching, undergraduate research experiences, study abroad, and applied learning opportunities attracts high-quality students, who graduate at very high rates, and gives graduates a competitive advantage in the marketplace. Nationally and internationally recognized programs include, but are not limited to, the marine sciences (in biology, chemistry, oceanography, environmental studies, etc.), creative writing, film studies, psychology, business, education, nursing, and clinical research. The CREST Research Campus is a world leader in marine biotechnology. UNCW's Onslow Extension Program serves the military communities in the region. As a Carnegie engaged university, outreach and service are pervasive. UNCW is regularly recognized as one of the best public comprehensive universities in the South (top 10) and in the nation (top 50).

## **Websites of Interest**

Campus Website: [www.uncw.edu](http://www.uncw.edu)

Voluntary System of Accountability (VSA): <http://www.collegeportraits.org/NC/UNC-Wilmington>

Economic Impact:

[http://www.uncw.edu/aboutuncw/documents/UNCW\\_FactSheet\\_1213\\_Final.pdf](http://www.uncw.edu/aboutuncw/documents/UNCW_FactSheet_1213_Final.pdf)

UNC TV: <http://video.unctv.org/video/2365132877/>

## **Institutional Distinctiveness**

At the University of North Carolina Wilmington, passionate and engaged teaching, learning and research matter. UNCW uniquely combines a small-college commitment to excellence in teaching with a research university's opportunities for student involvement in significant faculty scholarship. Our attractive and secure campus maintains an intimate learning environment for undergraduates. Programs across campus integrate teaching and mentoring with research and service. The university promotes and engages in high-quality scholarship, master's-focused graduate education and selected doctoral programs. UNCW encourages intellectual and cultural diversity, fosters regional engagement, invests in innovation, inspires entrepreneurship and values individual growth and development, giving our graduates an advantage in today's marketplace.



---

**Chancellor**

David O. Belcher (2011)  
p: 828.227.7100 -- e: dbelcher@wcu.edu

**Provost and Vice Chancellor for Academic Affairs**

Alison Morrison-Shetlar (2013)  
p: 828.227.7495 -- e: aimorrison@email.wcu.edu

**Vice Chancellor for Administration and Finance**

Michael T. Byers (2014)  
p: 828.227.7321 -- e: mtbyers@wcu.edu

**Chairman, Board of Trustees**

Teresa Williams  
p: 704.948.8443 -- e: teresawms@carolina.rr.com

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**Institutional Characteristics**

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Regional four-year university  
Began as semi-public high school in 1889  
Joined UNC system in 1971

**Finances**

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Endowment..... \$64,333,000

Research & Development (total proposal \$)  
Sponsored Programs..... \$18,651,781

**Faculty & Staff**

---

Tenure/Tenure Track Faculty ..... 330  
Other Full Time Faculty ..... 114  
Full-time Staff ..... 944  
Student to Faculty Ratio ..... 16 to 1

**Students**

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Undergraduate..... 8,603  
    In-State ..... 91.4%  
    Out-of-State ..... 8.6%  
Graduate..... 1,424  
Non-Degree Seeking ..... 355  
Undergraduate Transfers..... 830

**Top 5 Undergraduate Degree Fields**

---

Health Professions ..... 19%  
Business ..... 16%  
Education..... 10%  
Law Enforcement..... 8%  
Psychology ..... 6%

**Tuition & Financial Aid**

---

**Tuition & Fees**

In-State ..... \$3,779  
Out-of-State ..... \$14,172  
Fees..... \$2,695

**Financial Aid**

Grants or Scholarships ..... 68%  
Federal Student Loans ..... 58%  
Median Borrowing..... \$16,237  
Loan Default Rate..... 8.1%  
    (of students entering repayment)

**Outcomes**

---

**Freshman to Sophomore Retention (2013 cohort)**

WCU ..... 77.9%  
Any UNC ..... 82.6%

**6-year graduation rate (2008 cohort)**

WCU ..... 58.2%  
Any UNC ..... 63.3%

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**Schools & Colleges**

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- College of Arts and Sciences
- College of Business
- College of Education and Allied Professions
- College of fine and Performing Arts
- College of Health and Human Sciences
- The Kimmel School
- The Honors College

# Western Carolina University

## **Mission**

Western Carolina University creates learning opportunities that incorporate teaching, research, service, and engagement through on-campus, off-campus, online and international experiences. The university focuses its undergraduate, master's and three doctoral programs, educational outreach, research, creative, and cultural activities to sustain and improve individual lives and enhance economic and community development in Western North Carolina and beyond.

## **Campus Description**

The westernmost campus of the University of North Carolina system, Western Carolina University is a comprehensive regional institution serving the region, state, and nation. The Carnegie Foundation for the Advancement of Teaching first selected WCU in 2008 for its *community engagement classification* in recognition of its emphasis on community engagement and engaged teaching, research and service. This recognition was reaffirmed in 2015, an especially meaningful designation that underscores the university's commitment and benefit to the citizens of the region and state. Founded in 1889, WCU has seen its enrollment grow to more than 10,000 students, and offers bachelor's and master's degrees, as well as doctoral degrees in education, nursing practice, and physical therapy. Nestled in a scenic valley between the Great Smoky and Blue Ridge Mountains, WCU is committed to the rich traditions of the Appalachian and Cherokee cultures. Through its Millennial Initiative, WCU is engaging in public-private partnerships that serve to enhance educational opportunities for students, applied research opportunities for faculty and staff, and regional community and economic development. In addition to its 600-acre campus in Cullowhee, WCU offers graduate and professional degree programs at its instructional site at Biltmore Park in Asheville to help meet the needs of the fast-growing Asheville-Hendersonville corridor.

## **Websites of Interest**

Campus Web site: [www.wcu.edu](http://www.wcu.edu)

Voluntary System of Accountability (VSA): <http://www.collegeportraits.org/NC/WCU>

Economic Impact: <http://www.wcu.edu/WebFiles/PDFs/15-123-Economic-Impact-Report-Western-Version.pdf>

UNC TV: <http://video.unctv.org/video/2365116129/>

## **Institutional Distinctiveness**

Founded 126 years ago to bring education to the people of Western North Carolina, Western Carolina University has grown in size and scope to become a major educational, scientific, cultural, and community and economic development force, not only for the mountain region, but also across North Carolina, the Southeast, and the nation. Throughout its history of growth and development, however, WCU has consistently remained true to its commitment to meet the needs of the public it serves, a principle that manifests itself in hundreds of ways among our students, faculty, staff, and alumni through their teaching, learning, research, and service pursuits. Western Carolina values civic engagement and service learning, offering unique opportunities for those who truly aspire to make a difference in their world.



**Chancellor**

Elwood Robinson (2014)  
 p: 336.750.2041 -- e: chancelloroffice@wssu.edu

**Provost and Vice Chancellor for Academic Affairs**

Brenda A. Allen (2008)  
 p: 336.750.2200 -- e: allenba@wssu.edu

**Interim Vice Chancellor for Finance and Administration**

Randy W. Mills (2013)  
 p: 336.750.2707 -- e: millsrw@wssu.edu

**Chairman, Board of Trustees**

Debra Miller  
 p: 603.716.6099 -- e: debbymiller57@gmail.com

**Institutional Characteristics**

Regional four-year university  
 Classified as an Historically Black University

**Finances**

Endowment..... \$34,308,000

Research & Development (total proposal \$)  
 Sponsored Programs..... \$20,912,714

**Faculty & Staff**

Tenure/Tenure Track Faculty ..... 243  
 Other Full Time Faculty ..... 78  
 Full-time Staff ..... 605  
 Student to Faculty Ratio ..... 16 to 1

**Students**

Undergraduate..... 4,743  
     In-State..... 92.0%  
     Out-of-State ..... 8.0%  
 Graduate..... 421  
 Non-Degree Seeking..... 56  
 Undergraduate Transfers..... 526

**Top 5 Undergraduate Degree Fields**

Health Professions ..... 56%  
 Liberal Arts & Sciences..... 7%  
 Psychology ..... 5%  
 Business ..... 5%  
 Parks, Recreation, Leisure & Fitness ..... 5%

**Tuition & Financial Aid**

Tuition & Fees  
     In-State ..... \$3,238  
     Out-of-State ..... \$13,054  
     Fees..... \$2,378

Financial Aid  
     Grants or Scholarships ..... 72%  
     Federal Student Loans ..... 72%  
     Median Borrowing..... \$20,738  
     Loan Default Rate..... 16%  
     (of students entering repayment)

**Outcomes**

Freshman to Sophomore Retention (2013 cohort)  
     WSSU..... 78.6%  
     Any UNC..... 82.2%

6-year graduation rate (2008 cohort)  
     WSSU..... 45.8%  
     Any UNC..... 50.0%

**Schools & Colleges**

- University College and Life Long Learning
- College of Arts and Sciences
- School of Business and Economics
- School of Education and Human Performance
- School of Health Science

# Winston-Salem State University

## **Mission**

Preparing diverse students for success in the 21st Century, Winston-Salem State University offers quality educational programs at the baccalaureate and graduate levels. Students are engaged in active and experiential learning and have access to education through flexible delivery modes. The university is dedicated to the development of students through excellence in teaching, scholarship, and service. As a comprehensive, historically black constituent institution of The University of North Carolina, Winston-Salem State University contributes to the social, cultural, intellectual, and economic growth of the region, North Carolina and beyond.

## **Campus Description**

Winston-Salem State University is a master's level public institution that develops the skills and values students need to contribute and succeed in the changing economy of the 21st Century. Its degree programs in growing fields such as health sciences, information technology, financial services and teacher education, offer the flexibility to accommodate diverse life situations of both traditional and non-traditional students ranging from recent high-school graduates to working adults. The university's curriculum also prepares students to use the latest technologies as powerful tools for continuous learning, career advancement and personal enrichment. Beyond technical skills, the WSSU educational experience inspires individual commitment to community service through classroom and field experiences that develop civic leadership and prepare students to make lifetime contributions to society.

## **Websites of Interest**

Campus Web site: [www.wssu.edu](http://www.wssu.edu)

Voluntary System of Accountability (VSA): <http://www.collegeportraits.org/NC/WSSU>

Economic Impact: [http://www.wssu.edu/administration/chancellors-](http://www.wssu.edu/administration/chancellors-office/bot/documents/board-materials-3-20-15/09-b-00-unc-economic-impact-study.pdf)

[office/bot/documents/board-materials-3-20-15/09-b-00-unc-economic-impact-study.pdf](http://www.wssu.edu/administration/chancellors-office/bot/documents/board-materials-3-20-15/09-b-00-unc-economic-impact-study.pdf)

UNC TV: <http://video.unctv.org/video/2365141186/>

## **Institutional Distinctiveness**

From its beginnings in 1892 as Slater Industrial Academy, Winston-Salem State University has prided itself on providing students with the knowledge necessary to be successful in their professions, in their families, and in their communities. As the university continues to offer an education that is relevant in the context of the times, we are focusing on preparing our graduates to adapt to the rapid pace of change and to the expanding global economy. We are changing how we teach and, to some extent, what we teach to ensure that our students have both the knowledge and the skills necessary to be successful in the 21<sup>st</sup> century. Yet, we also continue to instill in our students the value of service to others and an appreciation for social justice for all.

# UNC PRESIDENTIAL LEADERSHIP STATEMENT SURVEY

# Presidential Search Survey – Overall Summary Results

## BACKGROUND

The University of North Carolina sought input from university stakeholders through a web-based survey. Stakeholders were asked to select and rank their top five essential experiences, essential skill sets, essential characteristics, and essential values of the next UNC president among the provided responses. An additional open-ended item was available to specify a response that was not captured in the provided lists.

The survey opened on May 1, 2015 and closed on May 22, 2015. During that time 5,653 individuals accessed the survey with 77% (or 4,371) completing all survey items. The remaining 1,282 responded to some, but not all, items. Respondents identified their affiliation(s) with the university<sup>1</sup>. As shown in the figure below, all the stakeholder groups were represented.

Figure 1. Number of Respondents Identified by Stakeholder Group

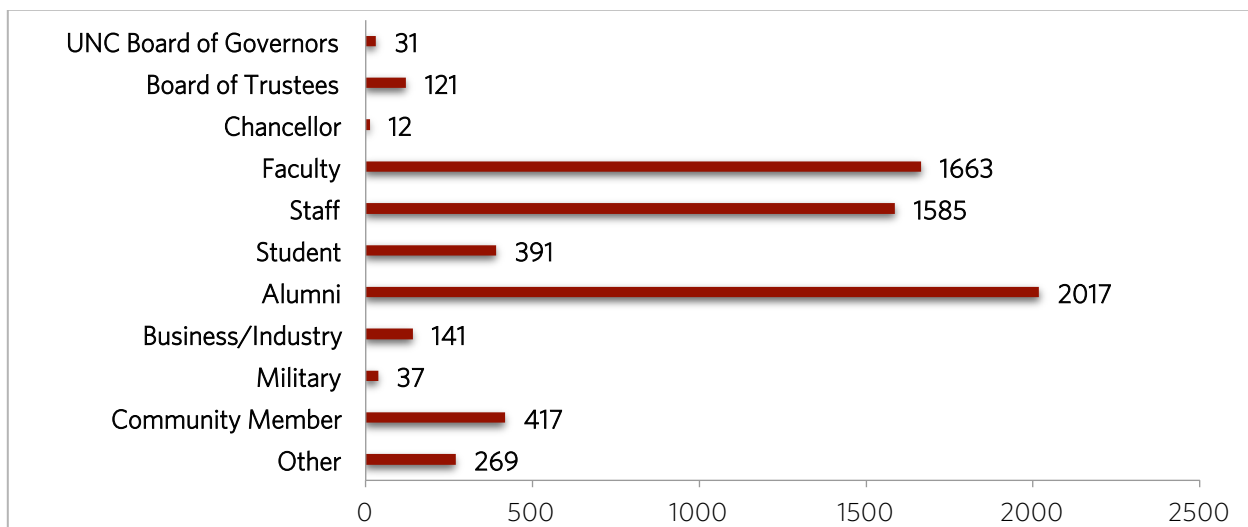


Table 1. Overall Count and Proportion of Responses for Essential Experiences

Essential Experience	Count	Percent
Leadership experience in higher education	4126	73%
Successfully bringing together broad array of constituencies	3625	64%
Working effectively with legislative and governmental bodies	3264	58%
Managing innovation and positive change	3254	58%
Success in leading transformative change	2437	43%
Success in academic research and teaching	2218	39%
Holds highest academic degree	1756	31%
Leadership experience in private sector	624	11%
Other	318	6%

<sup>1</sup> Note that respondents could identify as more than one stakeholder, so counts will sum higher than the total response sample.



Table 2. Overall Count and Proportion of Responses for Essential Skill Sets

Essential Skill Sets	Count	Percent
Capacity to generate enthusiasm and energy for the University and its priorities*	2112	37%
Working constructively across multiple sectors and stakeholder groups	2079	37%
Addressing difficult challenges in transformative and constructive ways*	2024	36%
Ability to build, develop, and maintain high-functioning leadership team*	1870	33%
Approachable and open-minded	1613	29%
Ability to work with diverse groups of people	1599	28%
Effective advocate*	1587	28%
Capacity to balance management and vision	1500	27%
Exceptional communication skills	1469	26%
Skillfully managing a large, complex budget	1328	23%
Ability to build and foster collaborative and team-oriented work environment	1,048	19%
Imagination, creativity, and initiative	940	17%
Setting, monitoring, and attaining organizational goals	808	14%
Demonstrated political savvy	763	13%
Capable and comfortable participating in fundraising environments	462	8%
Ability to manage multiple personnel systems	208	4%
Other	119	2%

Table 3. Overall Count and Proportion of Responses for Essential Characteristics

Essential Characteristics	Count	Percent
Demonstrates integrity in word and deed	3203	57%
Demonstrates passion for and commitment to public education	3137	55%
Encourages meaningful input and involvement from relevant constituencies before making decisions	2642	47%
Fosters transparency*	2082	37%
Makes informed, fact-based decisions	2002	35%
Thorough knowledge of the state of North Carolina and the UNC system	1849	33%
Bold, decisive, and visionary with the ability to lead through change	1678	30%
Effective communicator	1440	25%
Demonstrates commitment to public service	1103	20%
Conveys energy/enthusiasm	943	17%
Change agent	308	5%
Tenacious	233	4%
Focused	198	4%
Other	134	2%

Table 4. Overall Count and Proportion of Responses for Essential Values

Essential Values	Count	Percent
Committed to maintaining high quality and stature of UNC system and its academic programs*	2359	42%
Supports academic freedom, open-minded inquiry, and academic responsibility	2248	40%
Values access to public higher education*	2209	39%
Values and supports University's mission: teaching, research, scholarship, and public service	1942	34%
Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students	1635	29%
Understands and supports essential role of faculty	1010	18%
Values distinctive missions and cultures of UNC system universities and affiliates	882	16%
Embraces current climate of change within the higher education environment as an opportunity rather than a crisis*	851	15%
Understands and values shared governance structure of the University	783	14%
Values and appreciates diversity among stakeholders	617	11%
Committed to helping prepare students and North Carolina for long-term success in a global environment	607	11%
Commitment to maintaining affordable tuition	599	11%
Understands and supports essential role of staff	501	9%
Understands and supports University's service role in strengthening NC communities and improving their quality of life	473	8%
Values Historically Black Colleges and Universities (HBCUs)	425	8%
Embraces changing landscape of higher education and supports the role that technology and online delivery will play in educating students, both traditional and non-traditional	393	7%
Understands and supports University's civic role in educating students for a strong democracy	391	7%
Understands and supports University's role as an economic engine for the state	376	7%
Values working closely with UNC Board of Governors and university Boards of Trustees	326	6%
Understands and supports critical role of Chancellors	304	5%
Values major research universities	222	4%
Fosters basic and applied research and scholarship appropriate to university missions	220	4%
Fosters collaboration between UNC system and business/industry	180	3%
Fosters collaboration between UNC system and people of North Carolina	174	3%
Values land grant universities	114	2%
Fosters collaboration between UNC system and other education sectors	82	1%
Other	82	1%

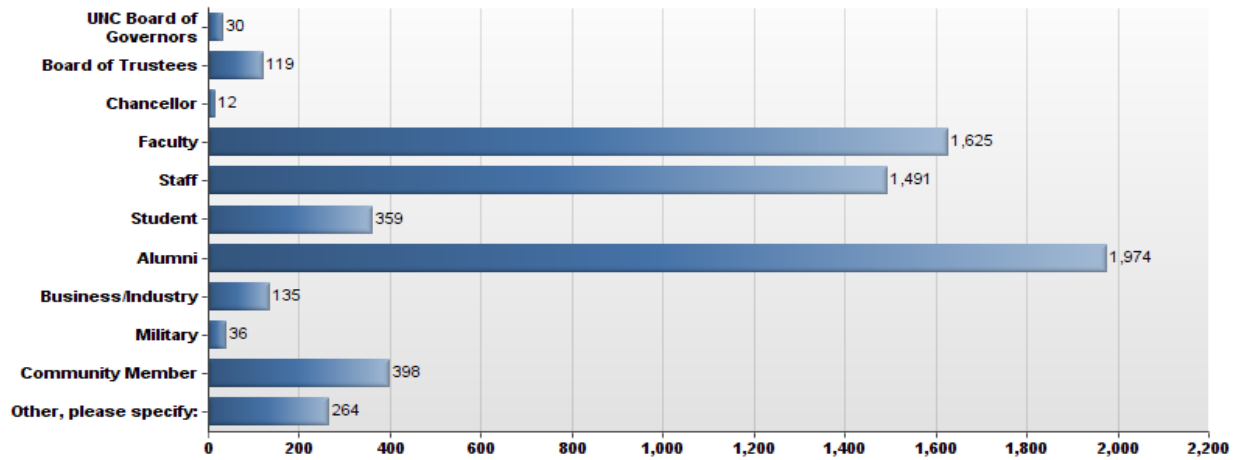
**UNC LEADERSHIP STATEMENT  
SURVEY RESULTS BY  
STAKEHOLDER GROUP**



### Presidential Search Survey – Stakeholder Results

The University of North Carolina sought input from a range of stakeholders through a web-based survey. Stakeholders were asked to select and rank their top five essential experiences, essential skill sets, essential characteristics, and essential values of the next president. Survey respondents could also specify an additional response if they felt that their opinion was not captured in the listed items. Respondents were also asked to briefly describe what they felt should be the highest priority of the next president.

The survey opened on May 1, 2015 and closed on May 22, 2015. During that time, 5,420 accessed the survey with 81% (or 4,371) completing the survey. As shown in the table below, all stakeholder groups were represented with alumni, faculty, and staff representing significant majority when compared to other stakeholder groups.



The results organized by individual stakeholder group as follows:

Stakeholder	Page
UNC Board of Governors	2
Board of Trustees	8
Chancellor	17
Faculty	23
Staff	41
Student	57
Alumni	69
Business/Industry	87
Military	98
Community Member	105
Other	118



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: UNC Board of Governors (Pages 2-7)**

Of the 4,371 total number of responses, 30 or (0.58%) were members of the UNC Board of Governors.

<b>Essential Experience</b>	<b>Count</b>	<b>Average Rank</b>
Managing innovation and positive change in a large complex organization	23	1.74
Demonstrated record of successfully bringing together broad array of constituencies	23	2.78
Demonstrated record of working effectively with legislative and governmental bodies	21	3.57
Demonstrated success in leading transformative change	20	2.3
Leadership experience in private sector	13	3.08
Leadership experience in higher education	11	2.91
Holds highest academic degree of PhD or equivalent (for example, JD for attorneys)	1	5
Other	1	3
Demonstrated success in academic research and teaching	0	0

**\*Other Essential Experiences:**

- Outstanding performance in present position.
- Be supportive of diversity of thought and views



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: UNC Board of Governors (Pages 2-7)**

<b>Essential Skill Sets</b>	<b>Count</b>	<b>Average Rank</b>
Addressing difficult challenges in transformative and constructive ways	18	2.44
Ability to build, develop, and maintain high-functioning leadership team	16	2.56
Working constructively across multiple sectors and stakeholder groups	15	2.07
Capacity to generate enthusiasm and energy for the University and its priorities	12	3.08
Exceptional communication skills	11	2.73
Demonstrated political savvy	10	3.9
Skillfully managing a large, complex budget	9	2.22
Capacity to balance management and vision	8	4.13
Effective advocate	5	4
Ability to build and foster collaborative and team-oriented work environment	5	2.2
Setting, monitoring, and attaining organizational goals	5	3
Approachable and open-minded	4	4
Ability to work with diverse groups of people	3	2.67
Imagination, creativity, and initiative	1	5
Capable and comfortable participating in fundraising environments	1	5
Ability to manage multiple personnel systems	0	0
Other:		

**\*Other Essential Skill Sets**

- No additional skill sets reported



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: UNC Board of Governors (Pages 2-7)**

<b>Essential Characteristics</b>	<b>Count</b>	<b>Average Rank</b>
Demonstrates integrity in word and deed	20	1.8
Bold, decisive, and visionary with the ability to lead through change	16	1.75
Thorough knowledge of the state of North Carolina and the UNC system	13	3.23
Encourages meaningful input and involvement from relevant constituencies before making decisions	12	2.42
Effective communicator	12	3.83
Conveys energy/enthusiasm	10	3.5
Demonstrates passion for and commitment to public education	10	2.9
Makes informed, fact-based decisions	9	4.33
Change agent	9	2.56
Fosters transparency	4	3.75
Tenacious	3	4.33
Demonstrates commitment to public service	1	5
Focused	1	3
Other:	0	0
<b>*Other Essential Characteristics</b>		
<ul style="list-style-type: none"> <li>No additional characteristics reported</li> </ul>		



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: UNC Board of Governors (Pages 2-7)**

<b>Essential Values</b>	<b>Count</b>	<b>Average Rank</b>
Embraces current climate of change within the higher education environment as an opportunity rather than a crisis	14	1.64
Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students	14	2.57
Committed to maintaining high quality and stature of UNC system and its academic programs	13	2.08
Values working closely with UNC Board of Governors and university Boards of Trustees	12	3.17
Values access to public higher education	10	2.1
Values and supports University’s mission: teaching, research, scholarship, and public service	8	3
Understands and supports critical role of Chancellors	6	3.5
Values distinctive missions and cultures of UNC system universities and affiliates	5	4
Embraces changing landscape of higher education and supports the role that technology and online delivery will play in educating students, both traditional and non-traditional	5	3.4
Supports academic freedom, open-minded inquiry, and academic responsibility	4	1.75
Understands and supports University’s role as an economic engine for the state	4	4.5
Committed to helping prepare students and North Carolina for long-term success in a global environment	4	3.75
Commitment to maintaining affordable tuition	3	3.33
Fosters collaboration between UNC system and other education sectors	2	5
Fosters collaboration between UNC system and business/industry	2	3.5
Understands and values shared governance structure of the University	1	1
Values and appreciates diversity among stakeholders	1	4
Values land grant universities	1	4
Values Historically Black Colleges and Universities (HBCUs)	1	5
Understands and supports essential role of faculty	0	0
Understands and supports essential role of staff	0	0
Values major research universities	0	0
Fosters collaboration between UNC system and people of North Carolina	0	0
Fosters basic and applied research and scholarship appropriate to university missions	0	0
Understands and supports University’s service role in strengthening NC communities and improving their quality of life	0	0
Understands and supports University’s civic role in educating students for a strong democracy	0	0





**Presidential Search Survey – Stakeholder Results**

Other:	0	0
<b>*Other Essential Values</b>		
• No additional values reported		



## Presidential Search Survey – Stakeholder Results

### Stakeholder Group: UNC Board of Governors (Pages 2-7)

#### Highest Priorities *[open-ended responses]*

- Reducing tuition, eliminating duplicative and unnecessary programs, reducing overhead, and keeping UNC strong.
- Someone who can work with all the groups supporting the university that has their trust. Must be aware of the diversity.
- A bold innovative leader with experience managing complex org, listening, communication skills, comfortable in public arena.
- Reinventing the University and being the leader of change, working with the Board of Governors as partners in change
- Provide expectation of delivering best product at best price. Work closely with our "Bankers" and fight when necessary.
- Driven, challenge the "status quo", focused on the changing shape of higher education
- Innovator and agent of change
- Change agent, leads on-line goal. Transformational leader. Shows what servant leadership should be at individual schools
- Tuition cost
- The President must be a transformative leader across the education, business and political environment.
- Convincing the legislature not to tell the System how to operate. Academic freedom
- passion, vision, futurist, leader, collaborator, delegator, team builder, recruiter, communicator
- continue the legacy of leadership of the past UNC Presidents...Friday, Spangler, Broad, Bowles, and Ross!
- To enhance the reputation of the University of North Carolina as the best system of public higher education in the country.
- "Establishment of educational, cultural, economic and political systems that benefit the masses."
- Maintain the focus on having an open and available education opportunity for the people of North Carolina at reasonable cost.
- Having leadership skills that can drive change while open to a diversity of thought and ideas.
- Working to focus the University on its primary mission of educating young people. Working to eliminate programs that duplicate
- Manager of Change while honoring UNC's History and tradition.
- New index for annually evaluation to all PI at UNC. The number of Research associate, Postdoc involved as Co-PI in grants.
- through technology, online and good management adapt the system to excellence with a budget of \$2.5B
- Maintaining the preeminence of the University via academic excellence and access through low tuition.
- Vision and talent to build a sustainable model for higher education, that honors tradition and embraces change.



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Boards of Trustees (Pages 8-16)**

Of the 4,371 total number of responses, 120 or (2.31%) were members of the Board of Trustees.

<b>Essential Experience</b>	<b>Count</b>	<b>Average Rank</b>
Managing innovation and positive change in a large complex organization	93	2.46
Demonstrated record of successfully bringing together broad array of constituencies	91	2.43
Demonstrated record of working effectively with legislative and governmental bodies	86	3.06
Demonstrated success in leading transformative change	74	2.89
Leadership experience in higher education	62	2.77
Leadership experience in private sector	30	2.9
Holds highest academic degree of PhD or equivalent (for example, JD for attorneys)	27	3.7
Demonstrated success in academic research and teaching	8	2.75
Other	5	3.4

**\*Other Essential Experiences:**

- High ethical standards and integrity required to provide the BOG with advice and strategies that will advance the UNC system towards its constitutional requirements.
- Demonstrated success in fighting for higher education in NC
- Outstanding performance in present position.
- Demonstrated understanding of role of public universities in service to the state
- Strong knowledge of risk management--operational, talent, reputational risks
- Able to communicate effectively with all constituents of the UNC System
- Need not be a Republican



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Boards of Trustees (Pages 8-16)**

<b>Essential Skill Sets</b>	<b>Count</b>	<b>Average Rank</b>
Working constructively across multiple sectors and stakeholder groups	61	2.15
Ability to build, develop, and maintain high-functioning leadership team	55	2.84
Capacity to generate enthusiasm and energy for the University and its priorities	53	2.96
Addressing difficult challenges in transformative and constructive ways	51	2.45
Skillfully managing a large, complex budget	38	3.13
Exceptional communication skills	37	2.78
Capacity to balance management and vision	34	3.03
Demonstrated political savvy	28	3.57
Ability to work with diverse groups of people	27	3.41
Approachable and open-minded	27	2.96
Effective advocate	26	2.73
Ability to build and foster collaborative and team-oriented work environment	24	3.25
Setting, monitoring, and attaining organizational goals	18	2.83
Capable and comfortable participating in fundraising environments	11	4.09
Imagination, creativity, and initiative	9	3.44
Ability to manage multiple personnel systems	3	3.67
Other:	1	2
<b>*Other Essential Skill Sets</b>		
• Strong defender of public education		



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Boards of Trustees (Pages 8-16)**

<b>Essential Characteristics</b>	<b>Count</b>	<b>Average Rank</b>
Demonstrates integrity in word and deed	82	2.29
Demonstrates passion for and commitment to public education	68	2.68
Encourages meaningful input and involvement from relevant constituencies before making decisions	64	2.94
Bold, decisive, and visionary with the ability to lead through change	61	2.38
Effective communicator	49	3.88
Makes informed, fact-based decisions	38	3.29
Thorough knowledge of the state of North Carolina and the UNC system	32	2.78
Conveys energy/enthusiasm	29	2.9
Fosters transparency	29	3.24
Demonstrates commitment to public service	18	3.22
Tenacious	7	3.86
Change agent	5	3.2
Focused	5	4
Other:	1	3
<b>*Other Essential Characteristics</b>		
<ul style="list-style-type: none"> <li>Demonstrates respect for prior precedent and accrued institutional expertise</li> </ul>		



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Boards of Trustees (Pages 8-16)**

<b>Essential Values</b>	<b>Count</b>	<b>Average Rank</b>
Committed to maintaining high quality and stature of UNC system and its academic programs	71	1.94
Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students	56	2.59
Values and supports University’s mission: teaching, research, scholarship, and public service	42	2.83
Values access to public higher education	38	2.63
Embraces current climate of change within the higher education environment as an opportunity rather than a crisis	33	2.76
Supports academic freedom, open-minded inquiry, and academic responsibility	23	2.52
Values working closely with UNC Board of Governors and university Boards of Trustees	22	3.14
Committed to helping prepare students and North Carolina for long-term success in a global environment	22	3.91
Values distinctive missions and cultures of UNC system universities and affiliates	21	3.29
Understands and supports University’s role as an economic engine for the state	21	2.86
Values and appreciates diversity among stakeholders	20	3.5
Understands and supports critical role of Chancellors	16	3.5
Understands and values shared governance structure of the University	15	2.33
Values Historically Black Colleges and Universities (HBCUs)	15	3.27
Embraces changing landscape of higher education and supports the role that technology and online delivery will play in educating students, both traditional and non-traditional	12	3.58
Commitment to maintaining affordable tuition	11	4.09
Values major research universities	6	2.33
Understands and supports University’s service role in strengthening NC communities and improving their quality of life	6	3.67
Fosters collaboration between UNC system and business/industry	5	3.8
Understands and supports University’s civic role in educating students for a strong democracy	4	4.75
Fosters collaboration between UNC system and other education sectors	3	4.33
Fosters collaboration between UNC system and people of North Carolina	3	4.67
Understands and supports essential role of faculty	2	3.5
Values land grant universities	1	4
Other:	1	3
Understands and supports essential role of staff	0	0



**Presidential Search Survey – Stakeholder Results**

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Fosters basic and applied research and scholarship appropriate to university missions	0	0
<b>*Other Essential Values</b>		
<ul style="list-style-type: none"><li>Understands inherent and instrumental value in North Carolina hosting world-class research universities</li></ul>		

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## Presidential Search Survey – Stakeholder Results

### Stakeholder Group: Boards of Trustees (Pages 8-16)

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#### Highest Priorities *[open-ended responses]*

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- Working with the legislature and Governor to make the UNC system second to none, and to keep it affordable for all.
- Assess portfolio of UNC system institutions. Define respective missions. Hire world class leaders. Get out of the way.
- Providing a high quality education for our students at an affordable cost.
- The highest priority of the next president should be to advocate for positive change.
- UNC should strive to be the best public univ system in the nation -- and available/affordable for all qualified NC residents.
- The next President of the University system needs to work to stem the erosion of public funding for the system.
- Lead the State Legislature and BOG to limit their politics from university governance. Our students are not all Republicans.
- Ensure the president's leadership role is valued and respected by the BOG as the CEO of the UNC system.
- A high quality UNC system that is accessible, affordable and competitive.
- Returning pride and integrity to the UNC system, and valuing NCSSM and NCSA as member institutions
- The ability to maintain the high quality education and good reputation of our University System in spite of cuts & demands.
- The highest priority should be to restore trust in a system that seems riven and diminished by politics.
- Nonpartisan approach to providing access to higher education for all NC citizens at a affordable cost
- Changing the current trend in NC Higher education, reinvesting in colleges, increasing affordability and shared governance.
- Leadership commitment for successful achievement for the basic mission of the University System including all aspects of the miss
- Working with the Legislature to maintain NC's Univ. system so that students have the opportunity for an quality education.
- "1. Restore confidence in UNC system (academics vs. Sports) 2. Improve graduation rates 3. Improve outcomes vs cost of ed."
- n someone who can effectively communicate the importance of the University system and adequately funding it to all citizens
- Maintains the excellence of the System while seizing opportunities for change and growth. Serve
- To work closely with the State of North Carolina and its business leaders
- Prepare the system for the future, be proactive in that preparation and do it with unquestioned integrity
- Provide expectation of delivering best product at best price. Work closely with our "Bankers" and fight when necessary.
- "Accelerating Public and Private Partnerships to give every graduate an opportunity for employment here in NC."





### Presidential Search Survey – Stakeholder Results

- Ensuring that each University is providing an environment that fosters and supports the three components of the mission .
- To make UNC System the best public system for higher education in the U.S.
- Successfully advocating for the university system with the legislature and governor
- ENROLLMENT!!!! ENROLLMENT!!!!
- Equally maintaining both the quality and reputation of the UNC System "brand" as well as affordable access to NC residents.
- Convincing the legislature not to tell the System how to operate. Academic freedom
- A passionate advocate of high quality, but affordable Public Education which keeps up with the fast changing world.
- Decreasing the cost of education across the board in NC. Preserving the historical integrity of NC higher education.
- Providing the very best education system for all past, present and future students without compromise...
- Keep the flagships and research strong. Teach liberal arts and combine them with entrepreneurial and business minors.
- Continue the legacy of leadership of the past UNC Presidents...Friday, Spangler, Broad, Bowles, and Ross!
- He or she needs to be able to identify the unique qualities of each institution and able to identify it's individual needs.
- "Establishment of educational, cultural, economic and political systems that benefit the masses."
- The person should know the history of the first public university in the country. Should know the political make of NC.
- Maintaining the academic reputation of the UNC System, having vast experience & demonstrated success as a leader & diversity
- The UNC is one of the best if not the best system in the nation for Higher Education and the individual need to lead!
- Position itself as a state/regional/ global resource that provides quality & reasonably priced traditional/nontraditional ed.
- Sell UNC as primary economic engine of NC and seek ways to make system schools more cooperative and complementary.
- Maintain the focus on having an open and available education opportunity for the people of North Carolina at reasonable cost.
- Preserve top-tier research, retain best faculty, maintain high level of public funding, and preserve access and financial aid
- Facilitates success of the 16 Universities in the system. Major research universities NCSU and UNC CH have unique needs.
- Transformative leader who is not afraid of change but understands the complexities of the NC system
- Create a system of unique, interlocking parts that each contribute to the state, students, & constituents supporting the mission



### Presidential Search Survey – Stakeholder Results

- Educate NC Legislature of importance of higher ed. Streamline reporting to GA and legislature, too much duplication of efforts.
- Communicate the importance of our university system not just in-state, although that is very important but to those outside
- Teamwork, collaboration and stability-more legislative emphasis and not “one size fits all mentality”- growth by excellence
- Restore State support of higher education, foster increased ties with business community, eliminates duplication and waste.
- Very poorly designed survey. Strong leadership, open minded to change, innovation and committed to affordable public education
- Ensure that the state preserves its funding and investment in higher education, especially HBCUs.
- Carefully balance the mission of higher education for NC and the systems students with a responsible and well-crafted budget.
- Must be strong leader who values shared decision making. Must have skills in working with legislature and BOG clear vision
- The University's next president should focus on increasing the budget at smaller institutions throughout the system.
- Sell the value of our university system to the legislature and the people of the state.
- Ensuring affordability for all.
- Providing clarity on uniqueness of each university in the system.
- To maintain the quality of higher education that we have exhibited over the years, effective fundraising ability!
- Decisions should be made as to what's best for the, UNC system and the people of North Carolina.
- Given that UNC is a public university, the next president must be strongly committed to public education, pre-K and on!
- Sustaining an affordable, highest quality public university system.
- Negotiate with state legislators and governor to restructure and increase funding for the UNC institutions.
- Preserving the position of 1st tier state university system in the nation along with the unique value of HBCU's.
- funding and capital projects, maintaining our physical plant and salary increases
- Needs to acknowledge that families are interested in their children attending college, but are burdened with the high cost.
- Rightsizing the system and the campuses so that the most important priorities can be adequately resourced
- Embrace the change that is needed as opportunity. Higher Education must make some changes in order to be sustainable
- The highest priority should be to ensure all 17 Universities are given the support needed to achieve student success.
- Find ways to reduce the cost of education.
- Restore funding from the legislature in order to adequately support the universities and to give raises to



### Presidential Search Survey – Stakeholder Results

faculty.

- Communication, transparency, willingness to learn and teach. Knowing that we never stop learning, admit to mistakes
- Maintain and grow the function of the university as an engine to increase knowledge and prepare people for our complex world
- The UNC President should focus on the long-term sustainability of the UNC system recognizing that disruption is inevitable.
- Equitable support across the system to provide low and high wealth students with a positive education and college experience.
- Remembering that the reason we are all here is for education and that the students come first and should drive all decisions.
- To be a beacon of light that leads to exceptional higher education opportunities for North Carolina students
- Working to focus the University on its primary mission of educating young people. Working to eliminate programs that duplicate
- Strong, respected, approachable visionary leader; values access to high quality public higher education at an affordable cost
- Our highest priority is to find a President who is honest, fair, not politically-driven, and will put education first.
- He must be able to understand the needs of all 17 units in the UNC System. He must be able to go to Raleigh for our needs.
- Restoring the prestige of higher education in the eyes of the NC State legislature. Increased budgets are key indicator.
- The UNC system should re-establish itself as the preeminent public system of higher education in America.



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Chancellors (Pages 17-22)**

Of the 4,371 total number of responses, 12 or (0.23%) were chancellors.

<b>Essential Experience</b>	<b>Count</b>	<b>Average Rank</b>
Managing innovation and positive change in a large complex organization	9	2.44
Leadership experience in higher education	7	2.57
Demonstrated record of working effectively with legislative and governmental bodies	7	2.71
Demonstrated success in leading transformative change	6	1.83
Demonstrated record of successfully bringing together broad array of constituencies	6	3.17
Holds highest academic degree of PhD or equivalent (for example, JD for attorneys)	4	4.25
Leadership experience in private sector	1	5
Demonstrated success in academic research and teaching	1	2
Other:	1	4

**\*Other Essential Experiences:**

- No additional experiences reported.



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Chancellors (Pages 17-22)**

<b>Essential Skill Sets</b>	<b>Count</b>	<b>Average Rank</b>
Working constructively across multiple sectors and stakeholder groups	7	3
Ability to build, develop, and maintain high-functioning leadership team	7	3.14
Capacity to generate enthusiasm and energy for the University and its priorities	6	1.83
Addressing difficult challenges in transformative and constructive ways	4	2
Exceptional communication skills	4	3.25
Ability to build and foster collaborative and team-oriented work environment	3	2.33
Skillfully managing a large, complex budget	2	2
Effective advocate	2	3.5
Approachable and open-minded	2	5
Demonstrated political savvy	2	3
Imagination, creativity, and initiative	2	4.5
Ability to work with diverse groups of people	1	2
Ability to manage multiple personnel systems	1	3
Capacity to balance management and vision	1	3
Setting, monitoring, and attaining organizational goals	0	0
Capable and comfortable participating in fundraising environments	0	0
Other:	0	0

**\*Other Essential Skill Sets**

- No additional skill sets reported.



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Chancellors (Pages 17-22)**

<b>Essential Characteristics</b>	<b>Count</b>	<b>Average Rank</b>
Encourages meaningful input and involvement from relevant constituencies before making decisions	8	2.13
Demonstrates integrity in word and deed	6	2.17
Makes informed, fact-based decisions	6	3.83
Demonstrates passion for and commitment to public education	5	2.6
Bold, decisive, and visionary with the ability to lead through change	4	2.25
Thorough knowledge of the state of North Carolina and the UNC system	3	4
Conveys energy/enthusiasm	2	2
Demonstrates commitment to public service	2	4.5
Effective communicator	2	3.5
Change agent	2	2.5
Tenacious	2	4
Fosters transparency	1	3
Focused	1	3
Other:	0	0
<b>*Other Essential Characteristics</b>		
<ul style="list-style-type: none"> <li>No additional characteristics reported</li> </ul>		



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Chancellors (Pages 17-22)**

<b>Essential Values</b>	<b>Count</b>	<b>Average Rank</b>
Committed to maintaining high quality and stature of UNC system and its academic programs	4	1.25
Understands and supports critical role of Chancellors	4	3
Values and supports University’s mission: teaching, research, scholarship, and public service	3	3.33
Values and appreciates diversity among stakeholders	3	4.33
Values distinctive missions and cultures of UNC system universities and affiliates	3	2
Values access to public higher education	2	1.5
Supports academic freedom, open-minded inquiry, and academic responsibility	2	2.5
Embraces current climate of change within the higher education environment as an opportunity rather than a crisis	2	1.5
Values working closely with UNC Board of Governors and university Boards of Trustees	2	3
Understands and supports University’s role as an economic engine for the state	2	3.5
Understands and supports University’s service role in strengthening NC communities and improving their quality of life	2	3.5
Understands and values shared governance structure of the University	1	4
Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students	1	3
Understands and supports essential role of faculty	1	5
Values major research universities	1	5
Values Historically Black Colleges and Universities (HBCUs)	1	3
Understands and supports essential role of staff	0	0
Values land grant universities	0	0
Embraces changing landscape of higher education and supports the role that technology and online delivery will play in educating students, both traditional and non-traditional	0	0
Commitment to maintaining affordable tuition	0	0
Fosters collaboration between UNC system and other education sectors	0	0
Fosters collaboration between UNC system and business/industry	0	0
Fosters collaboration between UNC system and people of North Carolina	0	0
Fosters basic and applied research and scholarship appropriate to university missions	0	0
Understands and supports University’s civic role in educating students for a strong democracy	0	0
Committed to helping prepare students and North Carolina for long-term success in a global environment	0	0



**Presidential Search Survey – Stakeholder Results**

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Other:	0	0
<b>*Other Essential Values</b>		
• No additional values reported.		

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**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Chancellors (Pages 17-22)**

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**Highest Priorities** *[open-ended responses]*

- Addressing the higher education needs of North Carolina and its citizens.
- New index for annually evaluation to all PI at UNC. The number of Research associate, Postdoc involved as Co-PI in grants.
- To enhance the public's commitment to higher education and to the UNC system.
- Restore legislative confidence in the importance/funding  
Restore role of Pres and to get BOG focused on policy, not admin
- Serve as a chief advocate and leader; understand and appreciate the complexity of the work that takes place on a campus.



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Faculty (Pages 23-40)**

Of the 4,371 total number of responses, 1,638 or (31.50%) were faculty members.

<b>Essential Experience</b>	<b>Count</b>	<b>Average Rank</b>
Leadership experience in higher education	1432	1.73
Demonstrated record of successfully bringing together broad array of constituencies	1126	3.13
Demonstrated record of working effectively with legislative and governmental bodies	1047	3.3
Demonstrated success in academic research and teaching	914	2.78
Holds highest academic degree of PhD or equivalent (for example, JD for attorneys)	878	2.85
Managing innovation and positive change in a large complex organization	788	3.12
Demonstrated success in leading transformative change	546	3.22
Other	96	2.5
Leadership experience in private sector	73	3.25

**\*Other Essential Experiences:**

- Must be supportive of higher education in general and the mission of the UNC system in particular.
- NOT a polarizing figure--someone who can work from the get-go with a wide range of people with diverse needs and values
- Openness to different ways of thinking
- I would have preferred to place these in ranked order. The order is not really as offensive as it sounds.
- Respect for all of the rolls the university plays in the community (teaching/research/service)
- Able to achieve the "Bottom Line" and maintain financial viability/success of the UNC System
- Fundraising ability
- Demonstrated success in ethical leadership including taking action against corruption/bad leadership
- Fund-raising ability
- Demonstrated understanding of the role of faculty in the academic governance structure
- Commitment to academic excellence, research, and educational integrity.
- Ability to put the interest of the university above partisan politics
- Has genuine and extensive classroom experience and is not a professional administrator.
- basic common sense
- Understanding the role and impact of a state university system on multiple sectors of state society and regions
- Demonstrated support for the Humanities
- Remind me again what was wrong with the last guy in this job?
- Can be a voice for the role of the modern HBCU in twentieth century education
- Demonstrated success in understanding cultural diversity, with specific emphasis on race, ethnicity and social class differences and how these impact student progress



## Presidential Search Survey – Stakeholder Results

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- Deep understanding of higher education
  - No experience or past participation in partisan political activity.
  - Proven record of working with and defending the academic mission of a institution of higher education
  - Committed to shred governance
  - Personal Integrity
  - Is willing to fight a recalcitrant legislature and protect humanities education
  - Cares about teacher education an the pay of our in-service teachers
  - Demonstrates staunch commitment to liberal arts education and critical thinking--not the corporatization of the university system
  - Has a history of positive interactions with faculty and students
  - values education and students instead of politics and corporate interests
  - I was allowed only 4
  - Advocate for Faculty and Students
  - Demonstrated commitment to diversity and support of diverse members in faculty, administration, and in the student body.
  - Willingness to uphold the interests of students and the learning environment regardless of political pressures
  - Understands the importance of the limited role of government
  - Demonstrated belief in the value of a high quality post-secondary education for the welfare of a people and the state
  - Someone willing to fight for at least market value pay for the entire system instead of overpaid professors
  - Understands that the primary purpose of undergraduate education is to give people the education necessary to be good citizens.
  - Dedicated to the political autonomy of higher education and supports a liberal arts education.
  - Caring about research and teaching
  - Clear understanding of the value of liberal arts education.
  - Having a broad view of the value of public higher education as something more than training for the the first job.
  - Acts as advocate for Higher Education and University System
  - Being a great former teacher
  - Respect and Affection for UNC System
  - Demonstrated understanding and appreciation for excellence
  - Knowledge, experience, insight into history and current status of higher education in NC and our public university system.
  - understands the mission of a truly public university
  - Understands the value of public higher education and the need for all citizens to have access to the highest level of education they aspire to.
  - Understanding of the mission of a state funded university system
  - Record of making correct decisions in challenging decisions
  - Demonstrated commitment to academic values (educating students to love truth, to think for themselves, and to have their own purposes, rather than being formed into instruments for someone else)
-



## Presidential Search Survey – Stakeholder Results

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- Values and prioritizes public higher education.
  - Wouldn't fit in the box: success in academic research and/or teaching
  - Experience in working with diverse groups with diverse needs in the context of the larger organization
  - Some experience with the UNC system
  - Demonstrated apoliticality
  - Democrat; liberal;
  - Believes education for the sake of education is paramount
  - Leadership experience in balancing and preserving a variety of regional academic missions within a system-wide organization
  - getting to know faculty
  - Evidence of support for the value of higher education
  - Clear vision of the social and human value of public universities and academic freedom
  - Full awareness of how the different disciplines operate: cannot be science blind or humanities blind.
  - Demonstrated commitment to racial and gender diversity
  - demonstrated record of effective management, faculty retention and compensation
  - Demonstrated record of concern for students.
  - The most essential characteristic is competency, which in this case is understanding that while a university is a business, it is a "for knowledge" business, not a for profit business. This also means appreciating \*all\* of the knowledge created in transmitted at a university, in every department and unit.
  - Not an attorney
  - Tenure-track faculty for a minimum of 10 years at an accredited college or university (not online, not adjunct)
  - Proven ability to respect research faculty and the financial insecurities of students
  - proven ability for fostering student success and supporting and developing faculty and staff
  - Commitment to high quality education, scholarship, and research.
  - Demonstrated success in advocating for resources for and on behalf of constituencies
  - Personal Integrity - Commitment to Academic Values
  - Awareness of and engagement in current state and trends in national and international academia
  - Values research as a central aspect of effective higher education
  - NO private sector leadership
  - Holds a PhD
  - Experience as faculty member of a research-tier university
  - Demonstrated record of activism in support of public higher education
  - Transparent governance ideal
  - Cuts wasteful spending; invests in INSTRUCTION and INSTRUCTORS
  - Respects the right of academic freedom
  - Being able to provide a restorative and innovative vision for the broad academic community
  - Taking into consideration the people's voices he/she is representing (i.e., faculty, staff, students)
  - 4. Demonstrated commitment to diversity and 5. Demonstrated ability to articulate the metrics used for
-



## Presidential Search Survey – Stakeholder Results

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resource allocation/support

- A great advocate for students and faculty
  - Demonstrated record of protecting faculty (e.g., tenure, salary) with legislatures that don't understand the diverse aspects of university systems.
  - Academic degree is in the Humanities
  - Non-political Career Track
  - S/he must have a democratic leadership style and understand how academia works (we are NOT a business / company. S/he must maintain a democratic academic environment.). S/he must also work seriously on faculty and student diversity.
  - Commitment to the public mission of the university
  - Successful Leadership in Higher Education
  - Fierce and vocal defender of public education
  - supports the humanities
  - Supports Liberal Arts Education
  - Excellent communication and listening skills
  - Demonstrated record of effective leadership to what an organization must become
  - The same experience that Tom Ross had....
  - Demonstrated understanding of unique mission and goals of Higher Education
  - Demonstrated leadership values of fair play and values all units equally
-



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Faculty (Pages 23-40)**

<b>Essential Skill Sets</b>	<b>Count</b>	<b>Average Rank</b>
Capacity to generate enthusiasm and energy for the University and its priorities	799	2.52
Working constructively across multiple sectors and stakeholder groups	711	2.83
Effective advocate	680	2.35
Addressing difficult challenges in transformative and constructive ways	587	2.79
Ability to work with diverse groups of people	549	2.86
Approachable and open-minded	535	2.95
Exceptional communication skills	522	3
Ability to build, develop, and maintain high-functioning leadership team	513	2.72
Capacity to balance management and vision	445	3.12
Skillfully managing a large, complex budget	337	3.2
Imagination, creativity, and initiative	337	3.1
Ability to build and foster collaborative and team-oriented work environment	332	3.26
Demonstrated political savvy	278	3.22
Setting, monitoring, and attaining organizational goals	200	3.38
Capable and comfortable participating in fundraising environments	166	3.94
Other:	50	1.78
Ability to manage multiple personnel systems	38	3.68

**\*Other Essential Skill Sets**

- Must respect higher education and the faculty and staff who work to make that possible.
- Commitment to defense of the academic enterprise against political interference
- Able to achieve the "Bottom Line" and maintain financial viability/success of the UNC System
- understands the teaching/learning process is not a factory assembly line
- Recognize the EDUCATION is not a business. People's lives are not profit/loss statements
- Demonstrated understanding of academic culture.
- Remind me again what was wrong with the last guy in this job?
- Can stand up to legislature
- ability to represent the UNC mission and vision in a political environment that does not seem to value this mission
- Understands challenges of faculty and students, privileges education over business concerns.
- Other listed skills important, but should be accomplished if leader appoints capable experts in specific fields...such as finance, personnel, etc.
- dedication to the ideals of higher education



## Presidential Search Survey – Stakeholder Results

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- Experience establishing and running a successful business
  - Personal and professional integrity
  - Being able to stand up for teachers, protect against unnecessarily obtrusive policies
  - ability to resist viewing education as a commercial enterprise
  - Appreciation for excellence
  - Commitment to research excellence
  - Dedication to the NC university system's historical vision, specifically: a practice of faculty governance and a commitment to affordable education for NC residents.
  - Free of political ideology
  - Understanding the role of research
  - Protects and advocates for public higher education.
  - Didn't fit in the box: exceptional communication skills; approachable and open-minded
  - Effective advocacy for the broad-based goals of higher education
  - Able and willing to be an advocate for faculty and for the university in a state that is hostile to higher education.
  - Ability to recognize faculty concerns.
  - Imagination, creativity and initiative
  - Ability to further the educational mission of the University in the face of legislators hostile to that mission
  - Desire to attract and retain quality faculty
  - Understands and communicates the need for quality research and teaching in all fields
  - Honesty, Integrity and strong sense of justice. capable of setting academic standards than can actually improve faculty and student morale and performance. This other stuff is jargon. In fact, what I wrote here isn't far from jargon either.
  - Not afraid to use research-based information to stand up to politicians
  - Experienced and successful leadership
  - ability to understand and appreciate scholarly output of faculty
  - Strong Commitment to a Vision of Higher Education as Critical to Democracy and Citizenship
  - Ability to identify core challenges and visions in the academic mission of the university system, and not compromise these for political or management exigencies
  - Ability to listen and understand
  - defending the role of quality education systems in state economies
  - Commitment to university mission of teaching, research and service; a broader mission than job training
  - integrity
  - A person with at least a modicum of moral courage
  - Committed to supporting public colleges and universities
-



## Presidential Search Survey – Stakeholder Results

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- Integrity
  - Understanding the higher education environment and trends and issues confronting modern universities
  - Ability to neutralize political agendas and to preserve the function of the academy
  - Respects the role of higher education to provide NC citizens with a well-rounded education that goes beyond business and STEM
  - Commitment to, understanding of, and capacity to prioritize the public mission of the university
  - An individual that values Faculty as the core of the UNC system
  - Understanding Academia and Higher Education
  - Understands the mission of the university as teaching and research
  - Ability to stand up for the university and defend higher education costs regardless of state pressures
  - Respect for Education and Research
  - candid, honest, student-focused
  - Support of Academic Freedom
  - Listen to faculty b/c we are being bullied
  - Collaborative and consultative approach to involving faculty and staff in decision making
  - Tom Ross!!
  - serious commitment to higher education; respect for faculty members
  - Ability to make decisions and follow up on them. Ability to raise money and convince NC legislature on need to support higher ed.
  - Vision as an academic and administrator
  - Effective advocate for the University
  - The confidence and backbone to stand up to board of governors members and other politicians when they attempt to interfere improperly.
  - Reliable support for traditional academic structures and functions.
  - Experience teaching in higher education. Faculty experience.
  - Ability to effectively educate legislators and the public about the value of a liberal arts education and the detriment of allowing the system to become another community college "jobs producer". Also, get presidents/chancellors to reduce the administrative bureaucracy.
  - Servant leader
  - Understands the broader mission and the value of a university system beyond servicing the economy
  - Being as brilliant as Tom Ross
-





**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Faculty (Pages 23-40)**

<b>Essential Characteristics</b>	<b>Count</b>	<b>Average Rank</b>
Demonstrates integrity in word and deed	1,050	2.34
Demonstrates passion for and commitment to public education	1,174	2.14
Encourages meaningful input and involvement from relevant constituencies before making decisions	939	2.83
Fosters transparency	744	3.17
Makes informed, fact-based decisions	732	3.16
Thorough knowledge of the state of North Carolina and the UNC system	584	2.97
Effective communicator	468	3.57
Bold, decisive, and visionary with the ability to lead through change	389	3.08
Demonstrates commitment to public service	371	3.36
Conveys energy/enthusiasm	270	3.47
Tenacious	73	4
Change agent	54	3.22
Other:	48	2.25
Focused	40	3.75

**\*Other Essential Characteristics**

- Must demonstrate a commitment to higher education and operate independently of the BOG. Must advocate for the system and not have a mission to dismantle and diminish it.
- Able to achieve the "Bottom Line" and maintain financial viability/success of the UNC System
- Is not beholden to numbers and quantitative data, but also considers and values qualitative information.
- not a sports fan, but a thinker and teacher at heart
- Is knowledgeable about public higher education and has ability to educate the public and elected officials on related issues
- Remind me again what was wrong with the last guy in this job?
- Understanding of ALL the roles of education, not just job training
- Committed to broad minded inquire and liberal education
- Recognizes that the UNC System is not just a business
- can stand up to pressures from outside
- Openly rejects anti-education / pro-business viewpoints from think tanks and foundations (e.g. The Pope Center).
- Integrity to the ideals of higher education
- Concern for economic equity and fairness in treatment of all university workers including adjunct, fixed-term, contractors, etc.
- Ability to see beyond the narrow political goals of the people running the state right now



### Presidential Search Survey – Stakeholder Results

- Wise, not out for own ambitions
  - Views The Arts as essential
  - concern for value of education in a liberal democracy
  - Dedication to the historical legacy/mission of the UNC system, especially: faculty governance and affordable higher education for all NC residents
  - Demonstrates commitment to Improving the State of NC and its citizens
  - Free of political ideology
  - Ability to delegate campus decision to campuses
  - Identifies grand societal challenges and mobilizes the university to take them on
  - Understanding of the broad-based goals of higher education
  - Commitment to diversity
  - Believes in the value of all disciplines
  - Ability to select and consult a variety of well-informed, reliable and truthful advisors on matters affecting the academic mission of the university, funding and legislation
  - Seeks to empower people at all levels of the organization
  - Faculty-Focused
  - believes in the tradition of academic excellence in the NC system and is committed to continuing that tradition
  - Valuing and appreciating higher education. (Why is that not on this list??)
  - Is not partisan or politically motivated
  - Education-minded, not management-minded
  - an academic scholar to inspire the faculty
  - Understands importance of morale and workplace environment in fostering high achieving employees.
  - Willingness to separate
  - is not Art Pope or any way connected to current NC government and its intellectually & ethically bankrupt vision of higher education
  - Research Focused
  - able to link strong UNC reputation with strong state economy
  - Progressive mindset, not politically beholden, cares about the mission more than the position, leads by example
  - Supportive of faculty research and teaching
  - In touch with needs of professors and faculty (i.e. not a corporate manager)
  - Experience in Teaching and Research in the UNC System
  - Ability to withstand political attacks
  - Independent minded
  - Committed to the public mission of the university
  - Understanding the Academia, University setting, education and BE a scholar!
  - Intelligent
  - Prioritize instruction and reduce administrative bloat.
-



### **Presidential Search Survey – Stakeholder Results**

- Committed to academic freedom
  - Support of Academic Freedom
  - fights congress for increases in pay
  - Values instruction over administration
  - Character - High Morals
  - No perceived political agenda
  - Tom Ross. Why mess with success?
  - Not driven by a political agenda
  - is committed to diversity, both regarding populations within the university (faculty, staff, students) and among the campus types (liberal arts, R1, HBCU, etc.)
  - Not afraid of politicians.
  - Experience working as a faculty member of higher education, teaching not administration.
  - Believes in the Humanities as a critical part of learning and development
  - not being Art Pope
  - Recognizes facts; but has to consider ramifications of just the facts and act/decide in a humane and conscientious manner
  - Is NOT a political or corporate creature
  - Protect the UNC System from political attacks and secure political supports for the System
  - Being Tom Ross
-



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Faculty (Pages 23-40)**

<b>Essential Values</b>	<b>Count</b>	<b>Average Rank</b>
Supports academic freedom, open-minded inquiry, and academic responsibility	1032	2.25
Committed to maintaining high quality and stature of UNC system and its academic programs	847	2.31
Values access to public higher education	771	2.26
Values and supports University’s mission: teaching, research, scholarship, and public service	735	2.72
Understands and supports essential role of faculty	662	3.26
Understands and values shared governance structure of the University	466	3.13
Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students	347	3.01
Values distinctive missions and cultures of UNC system universities and affiliates	336	3.63
Understands and supports University’s civic role in educating students for a strong democracy	182	3.49
Embraces current climate of change within the higher education environment as an opportunity rather than a crisis	178	2.93
Values and appreciates diversity among stakeholders	163	3.45
Fosters basic and applied research and scholarship appropriate to university missions	144	3.78
Committed to helping prepare students and North Carolina for long-term success in a global environment	123	3.59
Understands and supports University’s service role in strengthening NC communities and improving their quality of life	122	3.61
Values Historically Black Colleges and Universities (HBCUs)	115	3.34
Values major research universities	99	3.55
Understands and supports University’s role as an economic engine for the state	97	3.67
Understands and supports critical role of Chancellors	89	3.84
Commitment to maintaining affordable tuition	77	3.79
Values working closely with UNC Board of Governors and university Boards of Trustees	74	3.65
Understands and supports essential role of staff	46	3.76
Embraces changing landscape of higher education and supports the role that technology and online delivery will play in educating students, both traditional and non-traditional	46	3.67
Fosters collaboration between UNC system and people of North Carolina	42	3.88
Values land grant universities	40	3.78
Other:	29	2.48
Fosters collaboration between UNC system and business/industry	26	3.85



## Presidential Search Survey – Stakeholder Results

Fosters collaboration between UNC system and other education sectors

13

4.62

### \*Other Essential Values

- The trait about technology assumes its value--something that is not proven.
- UNDERSTANDS role of major research universities
- Able to achieve the "Bottom Line" and maintain financial viability/success of the UNC System
- Understands and supports the University's role as primary agent for cultural, artistic, research, and educational transformation in region, and celebrates this as a primary focus rather than attempting to misappropriate the University as though it were a business.
- Understands the students need above all to read (discover facts), think clearly (process the facts) and communicate gracefully (communicate conclusions in a readable style), not to train for a job; that may better be carried out by the community college system.
- Understands the difference between education and training and the critical role that the UNC system has in disseminating and creating knowledge for for the betterment of our social and economic future
- Values regional comprehensive universities for how they impact economy, culture, development, etc., of their locations
- Remind me again what was wrong with the last guy in this job?
- Commitment to sustainability initiatives
- Committed to economic equity among university workers including adjuncts, fixed-term, contractors, etc.
- Values letting teachers teach with limited interference
- Will be willing to stand up to the Board of Governors and defend the system against the current legislature.
- Understands, values and supports faculty, staff, and students of all system campuses, with appreciation for the distinctive missions, cultures, and histories of the different campuses
- this survey is too long
- Does not care how many ball games our teams win
- Understands and supports the role of the university in taking on societal grand challenge problems
- Wouldn't go in the above box: understand the essential role of faculty; values and supports the University's mission
- form does not allow dragging beyond limit of screen!
- Humility, open-mindedness, and strong work ethic
- Understands and works toward strengthening the role of public education as essential in the long term welfare of the citizens of North Carolina
- Values the social and environmental sustainability of the UNC system



### Presidential Search Survey – Stakeholder Results

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- Understands and supports the diverse roles different schools (HBCUs, land grant, research) and different people (faculty, chancellors, staff, students) play in the excellence of the overall system.
  - Understands that current climate represents a crisis that requires hard-headed thinking rather than an "opportunity" for change
  - Committed to the Humanities and Liberal Arts and Basic Sciences as the foundation and core of education from the Greeks to the Present
  - Understands and supports essential role of non-tenure-track faculty
  - Fosters collaboration with all stakeholders and constituencies.
  - Committed to limiting and fighting bureaucratic expansion of university and getting back to the university's original mission
  - Committed to staying at UNC for a long time
  - keeping tuition low
  - Supports removal of political agendas from the operation of the UNC System
  - Understands and supports University's civic duty to educate all NC students
  - Understands the crucial role that the humanities plays in educating students for the long-term success in life, work, and advancement
  - Fair pay and no bullying by tenured faculty
  - Tom Ross
  - Appreciates the public service aspect of a state university.
  - Committed to the integrity of traditional liberal-arts disciplines.
  - Committed to providing an annual COLA for professors
  - Is Tom Ross
-



## Presidential Search Survey – Stakeholder Results

### Stakeholder Group: Faculty (Pages 23-40)

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#### Highest Priorities *[open-ended responses]*

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- Convince the general assembly & public that serious investment in UNC is the best long/short term strategy for NC.
- The highest priorities should be to find someone who has experience in and commitment to public higher education.
- Maintaining the academic integrity and stature of the UNC system.
- To maintain the integrity and quality of the UNC system at a moment of enormous pressures--fiscal and political.
- Balancing the demands for cost efficiency and economic outcomes with the need for educating citizens and producing research.
- Restoring and growing funding to support the UNC system; serving the preeducational aspirations of North Carolina's citizens
- Advocating for UNC system as a statewide asset that serves the public good and is worthy of public investment and care.
- Working with faculty and supporting the shared governance model of the UNC system to promote research & teaching
- Keep the legislature from gutting the system.
- Advocating for the University. Helping those outside understand & Helping the University adapt without undercutting good work
- Granting faculty and staff salary increases to retain and bring the most qualified to our campuses.
- Defending the crucial role of the UNC system within the civic, social and economic life of the state and its citizens.
- Restoring funding and restoring status and reputation of UNC system.
- To consider a broad range of alternatives: Do we need a larger or smaller role for GA? Do we even need a UNC System?
- Positive, focused movement into the next decades for the UNC system, which may leave some things behind.
- Convincing NC citizens to prioritize public funding at the level essential to restoring a top-tier university system.
- He/she must be a champion of higher education and understand the value of the liberal arts as well as STEM.
- Increasing number of tenure lines on every campus in the university system.
- Returning the underfunded failed UNC system back to a top program and restoring it's reputation from a national embarrassments
- Person of integrity, personable, a listener, negotiator. Respected in academic community but also is sympathetic to business
- An appreciation of the need for public investment in public education; an understanding that faculty are allies, not enemies



### Presidential Search Survey – Stakeholder Results

- Defend the mission, value, and reputation of higher education in NC, retain affordability and access, advocate knowledgeably
- Possesses experience and knowledge that will power a commitment to maintaining the stature and relevance of the UNC System.
- Ensuring access to a college education for qualified residents of North Carolina. Increased funding for higher education.
- Retaining quality faculty; keeping administrative positions low; ensuring students have access to education at the least cost
- Maintain the quality of the existing system.
- Maintain excellence of the UNC system and resist inappropriate political pressures from legislature
- Developing in Legislature and Board of Governors an understanding of how critical education & research is to success of NC.
- Communicating the vital importance of an excellent university for the future of the state to the public and the legislature
- Manage a Board of Governors struggling, as are many nationwide, to understand its role in overseeing a state u system.
- Understand that one size does not fit all in the UNC system. Constituent institutions are different.
- To get control of UNC System back in the hands of the UNC System. To reclaim the image of UNC System as a national model in p
- Maintain the status of the UNC system as premiere system in the nation; provide high quality, affordable education for all
- Restoring the faith of the faculty and staff in the value of their work, and of its importance to NC.
- Gaining support of legislators to restore funding to the UNC system.
- University leadership, strong relationship with UNC Board of Governors, operating/funding models for next 50 years,
- Coordinate activities across the constituent institutions so they perform like a coordinated system
- Modernizing the UNC system for the 21st century.
- Maintaining integrity and the highest academic standards
- Maintains and achieves the financial, educational, and service success of the UNC System and its constituent universities.
- Increase financial support to the universities
- Protect UNC from further cuts, & restore needed funding to provide a stellar public university education to NC students
- Ensuring the UNC budget is preserved and educates legislators about the need for research and service alongside teaching.
- To address the funding shortfalls of the campuses so that faculty and staff can be retained.
- To maintain the number of institutions within the UNC system by assisting each with an infrastructure that strengthens.
- Strong, enthusiastic leadership and open-mindedness to all groups that need education.
- Working to enforce the unc as a public service to all people in the state.





### Presidential Search Survey – Stakeholder Results

- Ensure the success of students
- Someone who realizes their role is to serve the higher education system of the state, and not be a pawn in politics.
- Better linking the University System into the life of ordinary people of North Carolina.
- The next president should have a set agenda in taking wssu to the next level in this global economy.
- Reinventing the University and being the leader of change, working with the Board of Governors as partners in change
- Positively influencing legislators who do not understand the value of the greatest and most beneficial thing ever done in NC
- Viability of a system that will serve a diversity of strengths and needs.
- Making sure the legislature understands the important role of the UNC system to our students and North Carolina population
- Effective communicator. Possess integrity. Be open-minded. Don't be afraid to make decisions.
- Serving as an informed (and effective) advocate of the UNC System.
- Unseat Gov. McCrory.
- To foster academic integrity, honesty, effective leadership, and cooperation among all schools of the UNC system.
- S/he must be a knowledgeable, uncompromising advocate for higher education in NC to the BOG, Legislature, and citizens.
- appreciation for diversity, deep knowledge of the UNC system, respect for HBCUs
- Charismatic leadership
- Great communication skills
- A sense of "humor"
- Humanistic
- Visionary
- Consolidate all 17 campuses under one common law, keep distinctive missions but apply UNC Policy Manual and Code to all
- The next president should be a strong advocate for support of the UNC system from the public, legislature, and private sector
- The new president needs to break free of the political entanglements that are presently undermining the system and its values
- The next president should be committed to reform. He or she should acknowledge the need to grow and sustain all UNC schools.
- To be a caring person with love for the institutions of UNC
- Help ordinary North Carolina folks to achieve their higher education goals. The top 20% are going to be fine.
- Maintain the integrity of the UNC system as a public trust while limiting influences of market based reform.
- Someone who believes in higher education and will fight for it. not a hatchet man the legislature hand picks.



### Presidential Search Survey – Stakeholder Results

- Serious competitive landscape in Higher education the next president should focus his/her energy to give each campus a moot.
- Increase faculty pay, decrease number of administrators on campuses.
- The next president's highest priority should be to protect the UNC system's stellar academic reputation of 40 years duration
- provide high quality, affordable education to the diverse citizens of North Carolina and beyond (in distance education)
- Retaining the high quality and multi-dimensional purposes of a modern university (teaching, research, service)
- The next president should have respect for our exceptional system, not desire to dismantle or drastically change it.
- Developing a new business model for the university system
- A seasoned academic, preferably in the Humanities or Social Sciences, who values the opinions of faculty and staff.
- To work cooperatively with the campuses to transform public higher education to a model still open to and in service of all.
- Maintain the integrity of the academic programs across the UNC system.
- "Protecting constitutional right to ""as free as possible"" higher education.
- Encouraging econ develop opps & transfer of IP"
- To do what is best for the future of NC and to repair deep, hapless wounds to our great, cherished university.
- Protecting the university system from short sighted politicians. Endorse/support the mission to education the citizens of NC
- Strengthening the academic integrity of the institution - and protecting it from those with political agendas.
- The president should understand the culture of the UNC system & have a vision for high quality, affordable education.
- Increased diversity/cultural competence (students & faculty); Affordable education; commitment to research.
- Build support for a vision for how the UNC system can continue to the University for this state & the people in this state.
- Attracting, retaining gifted faculty; ditto students.
- Affirming North Carolina's commitment to affordable higher education
- To stop trying to manufacture taxpayers and to entertain the public and focus on rebuilding a great university of scholars.
- Standing up to the Legislature and Board of Governors. We have to fight for Public Education.
- Resist pressure from politicians and maintain the quality of UNC system.
- Balanced vision of the university's mission to educate, innovate through research and collaborate with the community.
- Allowing citizens of our state to attend our university, and not send them to community colleges, regardless of SAT scores.



### **Presidential Search Survey – Stakeholder Results**

- Recruitment of highly qualified faculty; increasing the diversity of the faculty; minimizing budget cuts
- Protect and advocate for the UNC system and its mission, work to reverse trends eroding the quality of UNC faculty/programs.
- Maintaining the quality of the educational experience in the UNC system and its reputation
- Open minded, not concerned about being politically correct all the time!
- Investing in the future of excellence of the UNC system, defense of intellectual pursuits



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Staff (Pages 41-56)**

Of the 4,371 number of responses, 1,518 (or 29.19%) were staff.

<b>Essential Experience</b>	<b>Count</b>	<b>Average Rank</b>
Leadership experience in higher education	1,216	1.98
Demonstrated record of successfully bringing together broad array of constituencies	1,102	2.96
Managing innovation and positive change in a large complex organization	1,074	2.81
Demonstrated record of working effectively with legislative and governmental bodies	1,039	3.14
Demonstrated success in leading transformative change	799	3
Demonstrated success in academic research and teaching	553	3.18
Holds highest academic degree of PhD or equivalent (for example, JD for attorneys)	344	3.2
Leadership experience in private sector	154	3.08
Other:	87	2.45

**\*Other Essential Experiences:**

- Commitment and ability to get beyond the insider group of senior faculty and administrators that often cocoons a chief executive to hear and build the institution from the bottom up
- Vision for higher education/ NC higher education
- Understanding the importance of diverse educational opportunities within the unc system; particularly HBCUs
- Not a political lap dog for the Governor, Art Pope, and the Koch brothers.
- Ability to build positive understanding and consensus about public higher education within the governing body.
- Will stand up for HBCU's
- Commitment to academic excellence, research, and educational integrity.
- Demonstrated ability to build effective decision teams from a diverse constituency
- Demonstrated record of working effectively with budgets
- Commitment to the growth and success of the UNC system in the face of political forces dedicated to diminishing its role in the state
- Appreciation of the need for diversity of all types and at all levels
- visionary
- Demonstrates an understanding of the factors that impact student retention, progress and success
- Awareness of complex issues facing higher education in NC and nationally
- Record of ability first to evaluate what needs improving at the organization then to create a plan to change what needs changing.
- Recognizes the value of higher learning as an end in itself



## Presidential Search Survey – Stakeholder Results

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- ETHICAL
  - Demonstrated growth among different types of universities
  - Demonstrated record of leveraging resources for maximum efficiency
  - Excels at Organizational Design to leverage thousands of people who are great at their own specialty.
  - No experience or past participation in partisan political activity.
  - Not associated, in any way, with the NC Republican or Democratic political party.
  - Has shown effective results in the implementation of Developmental Education higher education programs.
  - Demonstrated success at obtaining and retaining the highest quality work force. Support from below is the greatest characteristic of a true leader.
  - Commitment to and ability to articulate persuasively the role of public higher education in North Carolina and nationally.
  - Open-minded but unable to be bullied into decisions he/she does not support
  - Ability to make students, faculty, and staff needs made known to bring about positive changes. EPA staff and faculty get raises often yearly but staff get very little reward and are often thought of as a lower class of people from faculty. That needs to be addressed.
  - I was allowed only 4
  - Nonpartisan - not in the pocket of the Governor or Legislature
  - Relationships with Staff
  - Demonstrated understanding of the unique value that the UNC system provides to the state and the nation.
  - Demonstrated progressive mentality with support for 21st century ideas and environmentally friendly policies..
  - Understanding and appreciation of the important role of staff
  - Someone willing to fight for at least market value pay for the entire system instead of overpaid professors
  - Student Affairs Experience
  - Promote equity amongst institutions
  - Demonstrated record of being a forward thinking culturally responsive leader
  - Believes in the value of liberal arts education.
  - Commitment to equitable access to quality education for underrepresented students
  - Humility and Kindness
  - Deep respect for the value of the North Carolina public education system on all levels K-12 to PhD
  - Demonstrated record of working with but also independent from legislative and governmental bodies to support the BEST interests of the academic system over political expediency
  - A willingness to defend the UNC system against the current Board of Governors' top-down
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## Presidential Search Survey – Stakeholder Results

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approaches to curricular and governance decisions

- Honesty and a sense of restraint with finances.
  - NOT ART POPE
  - Demonstrated record of working with diverse populations, including race, gender, sexuality, and ability.
  - Being Tom Ross.
  - Maintains bipartisanship
  - Accessibility
  - Has a mindset to serve all members of society.
  - Leadership experience in higher education and/or private sector; not contingent on terminal degree
  - Has a desire to promote affordable public secondary education to all and feels education is vital to all.
  - Not Art Pope
  - proven ability for fostering student success and supporting and developing faculty and staff
  - Demonstrated support of science and the scientific process and academics and the academic process
  - Demonstrated ability and record for academic advocacy at legislative and governmental bodies
  - Demonstrated understanding of the value of the liberal arts education
  - Demonstrated record of supporting higher education against state government proposed cuts
  - Demonstrated High level of Integrity
  - As a new direction from past presidents, Conservative leadership record of accomplishment.
  - Familiarity with North Carolina -- its history, its evolution, its challenges
  - Demonstrated altruistic and empathetic approach to leadership and management.
  - A strategic thinker
  - Demonstrated success in integrating fields of higher ed and industry (i.e. bringing research products to market)
  - Demonstrated success in academic teaching
  - Demonstrated record of successfully creating a diverse & inclusive environment.
  - Dedication to championing unbiased research and teaching and defending the universities from external pressures
  - Demonstrated understanding of the value of a liberal arts education and commitment to a university system that educates students to be well-rounded thinkers, problem-solvers, and 21st century global citizens.
  - Demonstrated knowledge and success of fundraising
  - Demonstrated record of advocating for funding for all higher education institutions
  - Demonstrated passion for public education.
-



## Presidential Search Survey – Stakeholder Results

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- Thorough knowledge of the UNC System and the value our public higher education brings to NC
  - Demonstrates that higher education is of the utmost importance
  - Not Art Pope
  - Strategies to include and work with the changing demographics of NC students, staff, and faculty
  - Understanding of what makes brick and mortar universities relevant in today's digital world.
  - Advocate for liberal arts education
  - Understands the importance of sustainability in the context of university operations, research, education and extension.
  - The strength to do what is best for the University and the people that it serves regardless of its popularity among legislators or others
  - Demonstrated success in leading sustainability initiatives
  - Not being swayed by the heavily republican board and doing what is best for the university system separate of politics.
  - Demonstrated commitment to public higher education
  - Demonstrated ability to build partnerships among industry, governments, and others to bring talent and resources to ALL campuses
  - Commitment to diversity and inclusion
  - Leadership experience in PUBLIC higher education
  - Does not have any political alliances
  - Demonstrated advocate for higher education interests
  - Opposes budget cuts that are crippling our ability to teach and support NC college students.
  - Demonstrated record of working effectively and efficiently with all persons in organizations.
  - compassion & honesty
  - Demonstrated record of equity and fairness in the distribution of funds especially with budget constraints
  - Tom Ross
  - Has experienced poverty from a personal standpoint.
  - Just put Tom Ross back. He was doing a great job
  - Willingness to look at Higher Education in a different model compared to traditional practices
  - Demonstrated interest in long-term sustainable practices and climate change initiatives.
  - Ability to be non-partisan in a politically charged environment.
  - Not sure
  - Demonstrated successful record of fundraising at a large state university
  - Fair & compassionate change agent
  - Leadership that acknowledges and expresses equality across the campuses, not based on
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**Presidential Search Survey – Stakeholder Results**

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numbers but need

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**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Staff (Pages 41-56)**

<b>Essential Skill Sets</b>	<b>Count</b>	<b>Average Rank</b>
Addressing difficult challenges in transformative and constructive ways	666	2.7
Capacity to generate enthusiasm and energy for the University and its priorities	634	2.8
Working constructively across multiple sectors and stakeholder groups	623	2.75
Ability to build, develop, and maintain high-functioning leadership team	571	2.67
Effective advocate	501	2.76
Approachable and open-minded	489	2.97
Ability to work with diverse groups of people	485	2.71
Capacity to balance management and vision	450	3.04
Skillfully managing a large, complex budget	415	2.96
Exceptional communication skills	401	3.03
Ability to build and foster collaborative and team-oriented work environment	361	3.21
Setting, monitoring, and attaining organizational goals	280	3.36
Imagination, creativity, and initiative	250	3.38
Demonstrated political savvy	247	3.17
Capable and comfortable participating in fundraising environments	131	3.92
Ability to manage multiple personnel systems	72	3.14
Other:	25	2.16

**\*Other Essential Skill Sets**

- Refusal to kowtow to Art Pope, Governor, and Koch Brothers
- Ability to streamline the complex and provide clear focus
- Understanding the need to de-corporatize the university and respect faculty governance
- Effective in leading change, persuasiveness
- ethical
- Capacity to administer effectively "up" in a way that respects the concerns of the Board of Governors and legislators while also respecting and educating the tradition of "shared" governance on a college campus.
- Being a champion for high quality education and the ability to stand up to the legislature
- Other listed skills important, but should be accomplished if leader appoints capable experts in specific fields...such as finance, personnel, etc.
- loyal to the state of NC and the UNC system
- Demonstrated unwavering commitment to personal and professional integrity.
- Dedication to the historic UNC system mission of providing affordable/accessible higher



## Presidential Search Survey – Stakeholder Results

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education to all NC citizens

- Honesty and ethics, two characteristics largely unavailable in political appointees.
  - Tom Ross' skill set.
  - Understands Technology
  - As a change in direction from previous presidents, a proven Conservative set of ideals and leadership accomplishments.
  - Ability to explain academia and its function in society to the BoG, and ideally the State Legislature/other political actors
  - Transparency, Honesty, lack of conflicts of interest
  - Ability to foster and execute absolute transparency in communication to the public when working with diverse stakeholders.
  - Ability to recruit diverse staff
  - A strong commitment to diversity as the essential binding element in education
  - Balancing the needs of the various campuses without favoritism
  - Has the skills Tom Ross has.
  - Tom Ross
  - Ability to communicate vision and create buy-in
  - Tom Ross!!
  - Understanding, staffing, and leading adequate administrative services
  - I feel we need someone willing to address the issues within the UNC community pertaining to racial biases, sexual assault, and other diversity related issues
  - Ability to listen to, respond to, and act upon the messages being received from the individual institutions.
-



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Staff (Pages 41-56)**

<b>Essential Characteristics</b>	<b>Count</b>	<b>Average Rank</b>
Demonstrates integrity in word and deed	951	2.15
Conveys energy/enthusiasm	272	3.27
Fosters transparency	675	3.05
Encourages meaningful input and involvement from relevant constituencies before making decisions	840	2.98
Demonstrates commitment to public service	350	3.32
Thorough knowledge of the state of North Carolina and the UNC system	587	2.93
Effective communicator	427	3.49
Bold, decisive, and visionary with the ability to lead through change	536	3.13
Makes informed, fact-based decisions	592	3.26
Demonstrates passion for and commitment to public education	945	2.42
Change agent	109	3.49
Focused	51	3.33
Tenacious	62	3.85
Other:	27	2.33

**\*Other Essential Characteristics**

- Independent from established political systems focused on eliminating access to higher education
- Not a Republican
- Is not beholden to numbers and quantitative data, but also considers and values qualitative information.
- A sense of Humor
- cultural sensitivity
- Graduate of a UNC System School
- Dr. Harold Martin
- Courage to fight legislative overreach
- Has a keen understanding to the importance of career development of students.
- Capable of working with political leaders from both parties
- Values Liberal Arts education
- Understands & supports the value & importance of liberal arts as well as more "vocational" agenda.
- Humble & Kind
- Support of the long-standing UNC system practice of shared faculty governance



### Presidential Search Survey – Stakeholder Results

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- Why do we care about the president's success, and not the success of the university system under this person?
  - The Opposite of ART POPE
  - The characteristics of Tom Ross.
  - As a change in direction from previous presidents, a proven Conservative set of ideals and leadership accomplishments.
  - Demonstrates understanding of ethics/ability to operate ethically, especially surrounding political and business relationships. Ability to withstand pressure from these actors to operate unethically.
  - well-respected by all constituencies, including all political parties
  - Demonstrates tolerance and acceptance of all creeds and financial backgrounds, working to make North Carolina the best and most educated across the board
  - Highly intelligent
  - Demonstrated commitment to graduate education
  - Compassionate and realistic about people.
  - Dedicated to economic, social, and environmental sustainability.
  - Is Tom Ross.
  - intellectual and street sense
  - Tom Ross
  - Articulate
  - Priorities the education and future financial stability ( earning power) of our students and thus our state.
  - Tom Ross. Why mess with success?
  - A thorough understanding that public education cannot be managed as a for-profit organization
  - Know who Bill Friday was and understand why he was so effective.
  - Recognizes facts; but has to consider ramifications of just the facts and act/decide in a humane and conscientious manner
  - Demonstrates commitment to all in the organization including staff
  - Listens
  - Healthy skepticism about the value of masculinity in leadership
-



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Staff (Pages 41-56)**

<b>Essential Values</b>	<b>Count</b>	<b>Average Rank</b>
Values access to public higher education	710	1.96
Committed to maintaining high quality and stature of UNC system and its academic programs	658	2.23
Supports academic freedom, open-minded inquiry, and academic responsibility	566	2.48
Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students	562	2.77
Values and supports University’s mission: teaching, research, scholarship, and public service	548	2.72
Understands and supports essential role of staff	387	3.41
Embraces current climate of change within the higher education environment as an opportunity rather than a crisis	329	2.74
Values distinctive missions and cultures of UNC system universities and affiliates	292	3.37
Values and appreciates diversity among stakeholders	217	3.28
Committed to helping prepare students and North Carolina for long-term success in a global environment	208	3.43
Commitment to maintaining affordable tuition	206	3.33
Understands and supports University’s service role in strengthening NC communities and improving their quality of life	198	3.56
Understands and values shared governance structure of the University	167	3.2
Values Historically Black Colleges and Universities (HBCUs)	154	3.31
Understands and supports essential role of faculty	149	3.76
Understands and supports University’s role as an economic engine for the state	149	3.52
Embraces changing landscape of higher education and supports the role that technology and online delivery will play in educating students, both traditional and non-traditional	147	3.2
Understands and supports University’s civic role in educating students for a strong democracy	104	3.51
Values working closely with UNC Board of Governors and university Boards of Trustees	88	3.51
Understands and supports critical role of Chancellors	82	3.55
Fosters collaboration between UNC system and business/industry	61	3.89
Fosters collaboration between UNC system and people of North Carolina	60	3.8
Values major research universities	48	3.31
Values land grant universities	46	3.72
Fosters basic and applied research and scholarship appropriate to university missions	46	3.57
Fosters collaboration between UNC system and other education sectors	30	3.63
Other	22	2.14

**\*Other Essential Values**

- Understands and supports the University's role as primary agent for cultural, artistic,



## Presidential Search Survey – Stakeholder Results

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research, and educational transformation in region, and celebrates this as a primary focus rather than attempting to misappropriate the University as though it were a business.

- Appreciates diversity as a source of renewal and vitality
  - Understands that higher education is a public good necessary for the health of the republic and not a business model designed for enriching stakeholders
  - Dr. Harold Martin is the top choice for this position
  - Committed to rebuilding the UNC system's infrastructure & funding, and refurbishing its tarnished reputation
  - EAGER TO DO BATTLE WITH STATE LEGISLATURE (\*\* A MUST \*\*)
  - Understands and supports essential of both faculty and STAFF
  - The philosophies of Tom Ross.
  - understands and values essential roles of chancellors, faculty and staff at all UNC system schools
  - Students are #1 priority
  - Realizes that the University System is first and foremost answers to the taxpayers of North Carolina and place the highest importance on this relationship.
  - Fights for increased education funding
  - embraces distance education and its role
  - Restore honor to UNC
  - Understands the University system is not a political arm of the state government
  - Understands and is committed to supporting the value of a liberal arts education
  - Understands the critical role that all members of the University play. This includes everyone from students to the Board of Governors.
  - All of the listed items
  - Committed to taking bold action to promote environmental sustainability and stewardship
  - Values all university types and the rich diversity they bring
  - Opposes the Pope Foundation.
  - Committed to fostering relationship between athletics and academics
  - Tom Ross
  - Tom Ross
  - Belief in God the father, strong moral background.
  - Understands and maintains focus on current challenges in society (race, climate change, income inequity, etc)
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## Presidential Search Survey – Stakeholder Results

### Stakeholder Group: Staff (Pages 41-56)

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#### Highest Priorities *[open-ended responses]*

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- Not a political appointee, someone from higher education.
- Position the university system as the key institution that makes NC an exceptional place to live and raise a family.
- Advocacy, funding, access, research, academic freedom
- It is essential that the next University system President understand the importance of public education.
- Maintaining the reputation of UNC system, despite political pressures. Must change funding model and maintain access for all.
- Rebuilding trust between president, board, and constituencies after abrupt dismissal of President Ross.
- Providing equal budgets to all depts, based on student enrollment in Dept.
- Managing the decline of state resources for public education will balancing the quality of the education provided
- To encourage the governor and legislative bodies to place value on higher education equal to the ROI to NC.
- Continued investment in our world-class colleges needs to continue if the state is to remain competitive!
- Communicate, defend, preserve, and creatively build on the monumental civic achievement that is UNC.
- Rebuilding and improving on the University system's reputation
- Budgeting & financial management, advocacy - no more state budget cuts! Unified vision that all schools can support.
- Research mission
- articulating & providing leadership for a shared vision for UNC that looks beyond the immediate and into the system's future
- Obtaining Adequate Funding From the General Assembly  
Retention of Faculty and Staff  
Hiring Chancellors with Vision
- Willingness to confront and challenge legislators and others who fight against higher education.
- Restore citizens' respect for UNC's leadership (particularly BOG) by developing the BOG's understanding of public higher ed.
- Re-establishing the University's reputation in Raleigh. If we cannot, then the rest of what we try to do is irrelevant.
- Support and enhance quality of u system while allowing u. access to qualified students regardless of their backgrounds.
- Ensuring the BOG understands its true role, and aids our universities and STOPS hindering them.



## Presidential Search Survey – Stakeholder Results

- University leadership, strong relationship with UNC Board of Governors, operating/funding models for next 50 years,
- How to help keep up and increase enrollment at each institutions
- Is the University System providing the necessary education requirements for the future of North Carolina?
- Understand how the UNC system work, especially how to provide a quality education with the constraints of a shrinking budget.
- Dedication to providing a productive and inspiring environment for both the students and workers. Make all feel appreciated.
- Transparent
- Person should be an advocate for lowering tuition cost for our students and advocating for additional R & R funds and pay.
- Sustaining and enhancing the mission of the UNC system to provide educational access and opportunities to citizens.
- Keeping public higher education a valued resource to all constituents in North Carolina
- Foster the potential of each school focusing on the various needs of students, staff, and faculty, using limited resources
- Visionary oversight to enhance higher education in the state of NC;
- Fixing grade inflation, which is rampant everywhere. Making education less about sports. Explaining the value of morality.
- Affordable tuition, diversity, economy, technology and community development. as change agent.
- Have a moral campus and integrity
- Nationally, the disparity between college graduates relevant to demographic
- Ability to show stakeholders/public the cost benefit analysis that the UNC System provides to the State of NC and the world.
- Objectively reviewing the sustainability of current University structures
- Empower chancellors to create a culture of discovery. Make tuition as free as practicable to NC citizens (the legal mandate).
- Renewing the faith of all University stakeholders in the power of the UNC system as a place of integrity, open inquiry.
- Restoring academic excellence and reputation, positioning the University for greater flexibility relative to the state of NC,
- Funding
- The next UNC President should be a visionary leader, who can inspire and motivate leadership to implement positive change.
- Diversity in faculty/staff, value and quality education, funding for campuses is vital.
- Ensuring legislative budgetary support for the university system; addressing the rising cost of higher education for students
- Making sure that all UNC institutions have the funding they need to excel.





### Presidential Search Survey – Stakeholder Results

- Making sure each University has the resources it needs to carry out its mission and provide the best education possible.
- Establish confidence in the position and the system. Ethics and collaboration. Less politics. Staff raises wouldn't hurt :)
- Cost effective organization
  - Consolidate campuses
  - Eliminate duplicate academic programs
- Dedication to maintenance of system as research-based economic engine for Carolina communities
- Equitable disbursement of funding to all UNC system institutions. So that all participants are treated as equals.
- The highest priorities of the next president is to have quality academic programs in all regions at an affordable price.
- The vision concerning the direction of the UNC System need be clear and understandable to all concerned.
- Fostering campus/system sustainability through innovative products that meets the need of our customers - students.
- Evaluating the strengths and weaknesses of each institution in order to assess how to enhance UNC System for the future
- I believe the next UNC President should place high priorities in working with high integrity amongst diverse groups
- Devoted, enthusiastic, sense of caring, leadership and successful proven track record, family/team player, NC edu & homegrown
- Identifying and developing talent
- A Balanced budget across all campuses, focused support for maintaining viability of all HBCU's, change agent
- Ensuring the long term stability of the current structure of the UNC System.
- Restoration, focusing on academic training and integrity
- Quality education for all students, transparency and support for ALL UNC Schools, and open to creativity and change.
- The next president should be approachable, open minded and interested in the problems of all areas whether it staff or faculty
- Vision and ability to work with a very diverse group of people and very strong budgetary skills.
- Restoration of the funding for public education, specifically higher education.
- To improve upon what is already in place.
- The next president will have many priorities so it is very hard to select the highest priorities that will be best for all.
- Assisting ECSU with their support to continue improving.
- Leverage the distinctive missions and capacity of constituent universities to provide affordable



## Presidential Search Survey – Stakeholder Results

quality education & service

- Equity among all of the UNC System Universities. Funding and supporting HBCU's at levels consistent with their mission. vision
- Maintaining and enhancing the quality of the education provided for the students  
Making it affordable for most students
- Making sure that public education is accessible; it has become too hard for students to get in school.
- A clear vision of where we are , where we're going, and how we are going to get their.
- Ensuring the Chancellors at the respective universities are qualified to be in their positions. Not just qualified on paper.
- Keeping all NC schools open and relevant to their unique mission.
- 100% Commitment to Higher Education
- An individual who is bipartisan and understands the needs and importance of minority serving institutions.
- Infrastructure and funding parity for all UNC schools (WSSU, ECSU, Pembroke, etc). Staff salaries that are livable wages
- Increase funding for the HBCU.
- To clearly define requirements for enrollment and to create a path which will students can follow.
- Restoring academic integrity to the University.
- Impressing upon the legislature the significant cost of ongoing budget cuts to the universities on reputation, enrollment, etc
- Making college affordable and accessible to all. Fostering collaboration and valuing each university
- Passion and commitment towards education.
- To make sure that education is affordable and a president that does not make decisions based on someone's political agenda.
- Technology is changing education at every level of education. Higher Education must shift gears and get moving.
- To understand and foster support for the varying missions of the UNC system schools and translate that value to lawmakers.
- ability to lead the diverse group of constituent universities
- Retaining the high quality and multi-dimensional purposes of a modern university (teaching, research, service)
- dealing with the budget cuts/crisis
- affordable, equal access to education; refining individual campus strengths; championing education as an economic stimulus
- To respect the unique and diverse qualities of each university and the role each plays in their communities.
- Clarification and support of the distinct roles of the Bd of Governors, university chancellors and



### Presidential Search Survey – Stakeholder Results

trustees.

- The next president should have respect for our exceptional system, not desire to dismantle or drastically change it.
- Leadership and collaboration within the UNC System
- Equity and Diversity
- To fight against the tide of change that has not been for the better for the UNC system
- Leadership in the UNC system championing high quality teaching, learning & research at all universities at affordable rates.
- To do what is best for the future of NC and to repair deep, hapless wounds to our great, cherished university.
- Commitment to the UNC system; create relationship with University staff
- Success in meeting the vision and mission



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Student (Pages 57-68)**

Of the 4,371 number of responses, 359 (or 6.90%) were students.

<b>Essential Experience</b>	<b>Count</b>	<b>Average Rank</b>
Leadership experience in higher education	274	2.3
Managing innovation and positive change in a large complex organization	226	2.75
Demonstrated record of successfully bringing together broad array of constituencies	203	3.09
Demonstrated success in leading transformative change	199	2.68
Demonstrated success in academic research and teaching	182	2.81
Demonstrated record of working effectively with legislative and governmental bodies	182	3.38
Holds highest academic degree of PhD or equivalent (for example, JD for attorneys)	87	3.25
Leadership experience in private sector	33	3.03
Other:	29	2.55

**\*Other Essential Experiences:**

- Not a GOP crony.
- Experience in obtaining federal research funding
- Appreciation of the need for diversity of all types and at all levels
- Being able to demonstrate fairness of the diversity of all types of UNC System Schools such as HBCUs and Traditional Schools
- Apolitical
- items 3 and 4 above
- Demonstrated passion for education and positive progression of the UNC educational system
- No experience or past participation in partisan political activity.
- Personal Relationship With Students
- Has no affiliation to any food, banking, or oil company.
- Cares about students
- Proven commitment to affordable and accessible higher ed
- Demonstrates trustworthiness and character
- Qualities that cannot be loosely construed as being those of Art Pope.
- Advocate for the Arts (performing and visual) in schools
- I was allowed only 4
- Outstanding performance in present position.
- Demonstrated care and concern for growth of liberal arts education and understanding of the importance of humanities education



### Presidential Search Survey – Stakeholder Results

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- Demonstrated understanding of role of public universities in service to the state
  - Understands the unique needs of each institution within the UNC System
  - Providing potential and current students Enrollment and academic advisement. Easier access at WSSU to Registrar's office.
  - A commitment to the fostering of racial, linguistic, cultural, socio-economic, gender, sexual orientation identification, political, national, and educational diversity and equality in both the community of the Board of Governors and in North Carolina communities
  - Student Affairs Experience
  - An awareness of the unique difficulties faced by NC higher ED. In particular the smaller UNC schools with disadvantaged student bodies (FSU for example).
  - Demonstrated record of working with but also independent from legislative and governmental bodies to support the BEST interests of the academic system over political expediency
  - A willingness to defend the UNC system against the current Board of Governors' top-down approaches to curricular and governance decisions
  - Has a desire to promote affordable public secondary education to all and feels education is vital to all.
  - Familiarity with North Carolina -- its history, its evolution, its challenges
  - Knowledge in how to create a sustainable future for all communities
  - Understanding of what makes brick and mortar universities relevant in today's digital world.
  - The strength to do what is best for the University and the people that it serves regardless of its popularity among legislators or others
  - Has experienced poverty from a personal standpoint.
  - A leader who will seek equity for all demographics & income levels in a realistic way
  - Care for inclusion and diversity.
-



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Student (Pages 57-68)**

<b>Essential Skill Sets</b>	<b>Count</b>	<b>Average Rank</b>
Addressing difficult challenges in transformative and constructive ways	143	2.77
Approachable and open-minded	131	2.62
Ability to work with diverse groups of people	130	2.54
Capacity to generate enthusiasm and energy for the University and its priorities	110	2.96
Imagination, creativity, and initiative	99	3.05
Effective advocate	96	2.72
Working constructively across multiple sectors and stakeholder groups	94	2.93
Ability to build, develop, and maintain high-functioning leadership team	89	2.78
Skillfully managing a large, complex budget	85	3.07
Capacity to balance management and vision	80	3.1
Exceptional communication skills	63	2.9
Ability to build and foster collaborative and team-oriented work environment	62	3.48
Setting, monitoring, and attaining organizational goals	49	3.39
Demonstrated political savvy	42	3.26
Capable and comfortable participating in fundraising environments	21	4.19
Ability to manage multiple personnel systems	15	3.4
Other:	12	1.83

**\*Other Essential Skill Sets**

- Willing to stand up to the Board of Governors when they are wrong.
- Understanding the need to de-corporatize the university and respect faculty governance
- Supportive of traditional academic focus on teaching and research
- High ability to lobby for and raise money for education
- Believes public education should be publicly funded.
- Being a champion for high quality education and the ability to stand up to the legislature
- Other listed skills important, but should be accomplished if leader appoints capable experts in specific fields...such as finance, personnel, etc.
- Strong defender of public education
- Skill to develop a way to know what issues that students are having at schools. At this time, there is no one to speak to outside the schools. Contacts inside the schools stick together and only try to keep us quiet with our issues, not to actually address them.
- Dedication to the historic UNC system mission of providing affordable/accessible higher education to all NC citizens
- commitment to the ideals of universal education and providing opportunity through public universities



### **Presidential Search Survey – Stakeholder Results**

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- I feel we need someone willing to address the issues within the UNC community pertaining to racial biases, sexual assault, and other diversity related issues
-



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Student (Pages 57-68)**

<b>Essential Characteristics</b>	<b>Count</b>	<b>Average Rank</b>
Demonstrates passion for and commitment to public education	190	2.31
Demonstrates integrity in word and deed	179	2.36
Encourages meaningful input and involvement from relevant constituencies before making decisions	149	2.95
Thorough knowledge of the state of North Carolina and the UNC system	137	2.99
Fosters transparency	125	2.91
Bold, decisive, and visionary with the ability to lead through change	114	3.11
Makes informed, fact-based decisions	104	3.38
Demonstrates commitment to public service	94	3.24
Conveys energy/enthusiasm	66	3.38
Effective communicator	66	3.41
Change agent	33	3.18
Focused	23	3.39
Tenacious	15	3.8
Other:	10	2.7
<b>*Other Essential Characteristics</b>		
<ul style="list-style-type: none"> <li>• Not self-interested</li> <li>• Prevalent and well known in regards to student awareness</li> <li>• Not a sellout.</li> <li>• Open-mindedness</li> <li>• Demonstrates respect for prior precedent and accrued institutional expertise</li> <li>• Willingness to persistently, transparently, and sincerely include student, professor, and faculty input in all decisions which directly concern and effect classroom environments.</li> <li>• Passionate about the mission and vision of the UNC System</li> <li>• Support of the long-standing UNC system practice of shared faculty governance</li> <li>• Dedicated to economic, social, and environmental sustainability.</li> <li>• Commitment to the acquisition of knowledge, not just higher education</li> </ul>		





**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Student (Pages 57-68)**

<b>Essential Values</b>	<b>Count</b>	<b>Average Rank</b>
Values access to public higher education	155	2.11
Supports academic freedom, open-minded inquiry, and academic responsibility	153	2.41
Values and supports University’s mission: teaching, research, scholarship, and public service	113	2.89
Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students	110	2.64
Committed to maintaining high quality and stature of UNC system and its academic programs	105	2.58
Commitment to maintaining affordable tuition	72	2.79
Embraces current climate of change within the higher education environment as an opportunity rather than a crisis	64	3.03
Committed to helping prepare students and North Carolina for long-term success in a global environment	44	3.43
Understands and supports essential role of faculty	41	3.27
Values Historically Black Colleges and Universities (HBCUs)	40	3.58
Understands and supports University’s service role in strengthening NC communities and improving their quality of life	39	3.46
Values and appreciates diversity among stakeholders	38	3.5
Values distinctive missions and cultures of UNC system universities and affiliates	35	3.34
Understands and supports University’s civic role in educating students for a strong democracy	27	3.37
Understands and values shared governance structure of the University	25	3.2
Values working closely with UNC Board of Governors and university Boards of Trustees	21	3.62
Understands and supports essential role of staff	21	3.29
Values major research universities	15	3.53
Embraces changing landscape of higher education and supports the role that technology and online delivery will play in educating students, both traditional and non-traditional	15	3.33
Understands and supports University’s role as an economic engine for the state	15	3.6
Fosters collaboration between UNC system and people of North Carolina	14	4.36
Fosters collaboration between UNC system and business/industry	12	3.5
Fosters basic and applied research and scholarship appropriate to university missions	12	3.08
Understands and supports critical role of Chancellors	11	3.73
Values land grant universities	10	4.3
Fosters collaboration between UNC system and other education sectors	4	3.75



### Presidential Search Survey – Stakeholder Results

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Other:	3	2.67
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**\*Other Essential Values**

- Values the liberal arts and humanities and understands that they play a vital role in education
  - Understands inherent and instrumental value in North Carolina hosting world-class research universities
  - Understands the critical role that all members of the University play. This includes everyone from students to the Board of Governors.
-



## Presidential Search Survey – Stakeholder Results

### Stakeholder Group: Student (Pages 57-68)

#### Highest Priorities *[open-ended responses]*

- Diversity and being a staunch advocate for the system.
- Rebuilding and improving on the University system's reputation
- Standing up to the opponents of education in state government and on the BOG while guiding UNC through these rough times.
- Ensuring the BOG understands its true role, and aids our universities and STOPS hindering them.
- Changing the current trend in NC Higher education, reinvesting in colleges, increasing affordability and shared governance.
- The president should keep university education accessible to all, but have university hold the highest standard of academic.
- affordable, equal access to education; refining individual campus strengths; championing education as an economic stimulus
- Keeping faculty from getting overwhelmed; asking them to teach more than three classes per semester is unethical!
- Preparing students to be successful leaders in public/private sectors in the global environment.
- Ensuring access to a liberal arts education that inspires critical thinking and values students and faculty.
- Maintaining high-quality, low-cost education to a diverse population of students.
- Increased diversity/cultural competence (students & faculty); Affordable education; commitment to research.
- Ensure physical and financial access to higher education for all NC citizens
- Making higher education affordable for all degrees, give transparent answers to public/students about programs & leadership
- Someone who values the University community, cares for the needs of those most affected by its policies, and values education
- Business minded leader who understands the need for self-sufficiency.
- Establish an reasonable budget for UNCG grad students (Geography department)
- Ability to uphold the mission of the UNC system and not be swayed by the more conservative State government
- Strengthening academic research, protecting and embracing tenure, hiring adjuncts on as tenure-track professors.
- maintaining the best public university system in the country and retaining excellent faculty and students
- Defending academic freedom.
- To value the distinctive mission and cultures of the UNC System schools and take this into account if "right sizing" occurs.
- The next president should continue to strive to make higher education accessible and affordable to all people.
- Educated students, not job-ready ones; in-person teaching excellence, not online; classes above research dollars



### Presidential Search Survey – Stakeholder Results

- Collaborative, cohesive env. where faculty and staff are educated about policy and abide remembering the importance of students
- I would like next year's UNC System President to show fairness to all UNC System Schools mainly HBCUs.
- Approachable, enthusiastic
- Ensuring that our public universities are being supported by our state legislatures and that we do not waver in our goals.
- Invest in updating university systems so as to increase affordability of education to students. Perhaps alternative energy.
- Political independence; living wages for adjunct faculty; competitive salaries for full faculty.
- Emphasizes liberal arts as essential to a just, sustainable, peaceful world. Prioritizes addressing climate change over war.
- Focused on ensuring graduates are prepared and confident entering their work field, domestically and foreign.
- Restore levels of funding to UNC system and protect academic independence
- Improving the quality of the education provided by the UNC system to make alumni more globally competitive
- Making sure that the quality of education exists and that the education is affordable.
- Understanding the dynamics of North Carolina - each university serves a different purpose and a different region.
- I believe that the highest priority for our president is integrity. Without integrity nothing can be accomplished.
- Upholding a space for minorities, this looks like: keeping HBCU's, maintaining affordable tuition rates, diversity
- Creating a unified UNC system, where students at one university feel part of a larger UNC family
- Must be able to work with the state to increase funding and keep costs down for students without watering down services.
- Most importance should be on tuition and realize that the students come first, not government.
- Enthusiasm and passion for both higher education and positive progression and change. Not content with remaining the same.
- Collaboration and communication among campuses
- Uniformity for policy and procedures
- Campus growth and development
- Vision, courage, risk taking, and innovation with a commitment to affordable tuition and fair treatment of faculty and staff.
- The University's next president should be completely disengaged from the political process and has no political motives.
- Freezing tuition, transitioning athletic programs to a private funding model, reemphasizing commitment to academic freedom.
- The importance of quality education and academic programs, such as research, for students.



### Presidential Search Survey – Stakeholder Results

- Enable the University system to remain an engine of informed citizenry rather than a factory of industry workforce
- Raising Money, Lowering tuition, keeping Academic integrity, and having a personal relationship with all students.
- Honesty, love of education, well-rounded focus (not just sports), and accountability of and to the individual pieces of whole
- Finding an individual who has a grand vision of success for the system, while making education more affordable and available
- Provide balance, keep in mind the importance of exploration and trying new things in education
- Ensuring that the UNC system is providing every NC student with the chance to maximize his opportunities to learn/succeed.
- Increasing the diversity in all schools in NC and lowering tuition costs to make schools more affordable.
- Please be PREVALENT!! It is so important for students to be aware, informed, and to actually FEEL as though they are
- The new president should not make shady deals with major corporations, and ensure that the cost of tuition does not rise.
- One where the needs of the students are valued higher than the financial agenda of the board of trustees.
- A desire to diversify campuses.
- Academic success is a priority. Proficiency in obtaining funding and other resources for institutions of higher learning.
- The next UNC system president should work to make college more accessible for those who are otherwise unable to attend.
- Be open and actively solicit input from the student population on changes.
- Access to safe, quality higher education at an affordable tuition where all students feel they have a place.
- Ensuring the availability of affordable public higher education through the UNC system for a diverse student body.
- Getting rid of common core and allowing more individual freedom in curriculum
- Someone who can stand up for what is best for the university system in the face of dwindling support from the state.
- The highest priorities should be quality and affordability of education and treatment of faculty/staff.
- cutting administrative growth and improving funding for faculty and classroom activities
- No comment
- Affordable education, high professional and academic standards
- Advocating for all forms of public education
- Leading the University system with higher education in flux; seeing opportunities in change.
- Have knowledge of what is needed to students in the future to succeed in a global environment and accessible to students.
- Supporting faculty, making education affordable.
- Ensuring faculty receive proper pay, protecting freedom of thought in UNC system, and protecting affordable education.



### Presidential Search Survey – Stakeholder Results

- Not Art Pope. That would be a brazen, cowardly, shameful act of betrayal to the idea of education. Be not moved by the money!
- Fostering and encouraging sustainable practices on our campuses through investment in renewable sources of energy
- Helping to provide students with a better opportunity to afford tuition and not take out so many loans.
- Being involved in the works of today while having a vision for the future which includes all members of NC
- Access for diverse populations; increased financial aid (grants); increased cultural competence in university requirements
- Educational accessibility and a focus on the growth of the student before their future market value.
- Adult/Distant learners, I feel that its very important to make sure that we have the classes and need to obtain a degree
- Making sure funds are allocated equally among institutions based on dollars per student.
- Reflected in previous ranked, also - UNC founded to provide excellent affordable EDUCATION, not necessarily jobs, to citizens.
- To realize everyone has a part in making higher education a success and they ALL should be praised and rewarded.
- A strong, research oriented, liberal arts education for EVERYONE
- The University's next president should support the role of public education in supporting a thriving democracy.
- The University should be the number one priority; seeking issues and working together to make the necessary improvements.
- Commitment to Affordable Higher Education
- Commitment to High-quality instruction
- Commitment to public education in NC
- Improving university endowments and ending political gridlock relating to higher education.
- Advocating for the mission of the Univ to avoid further budget cuts.
- Maintain the focus on having an open and available education opportunity for the people of North Carolina at reasonable cost.
- Begin the healing process to overcome the low morale, wage disparities, and the fear faculty/staff have about the future.
- Access to higher education, maintaining affordable tuition, funding universities fairly, valuing undergraduate research
- Communicating the importance of education not just for obtaining a job, but for personal development, as well.
- Preserve top-tier research, retain best faculty, maintain high level of public funding, and preserve access and financial aid
- Putting the house in order. While faculty is critically important they do not drive the ship.
- It is incumbent that the next president understands each institution's unique role and function within the UNC System



### **Presidential Search Survey – Stakeholder Results**

- Caring about these in the system and working with state leaders.
- Manage schools students faculty staff be affordable pay the staff raises make sure the politicians know our value and worth
- Bring together the state universities so that it is a unit that works together. Currently no enrolled if using UNC online.



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Alumni (Pages 69-86)**

Of the 4,371 number of responses, 1,981 (38.10%) were alumni.

<b>Essential Experience</b>	<b>Count</b>	<b>Average Rank</b>
Leadership experience in higher education	1,416	2.16
Demonstrated record of successfully bringing together broad array of constituencies	1,329	2.83
Managing innovation and positive change in a large complex organization	1,286	2.73
Demonstrated record of working effectively with legislative and governmental bodies	1,127	3.21
Demonstrated success in leading transformative change	967	2.92
Demonstrated success in academic research and teaching	731	2.97
Holds highest academic degree of PhD or equivalent (for example, JD for attorneys)	528	3.2
Leadership experience in private sector	334	2.86
Other:	127	2.46

**\*Other Essential Experiences:**

- Non-partisan
- NOT a polarizing figure--someone who can work from the get-go with a wide range of people with diverse needs and values
- Understanding of the unique nature of our System and it's importance to our people and our State's position in our Nation.
- Demonstrated record of effective collaborations with multiple constituencies.
- Demonstrated independence from the influence of state government and private interests
- Respect for NC's historic commitment to higher education.
- Christian Republican far right-wing nutcase.
- Demonstrated commitment to quality academics
- Fundraising ability
- Understands the goal of UNC: to be the university of the PEOPLE
- Personable and professional social interaction with all constituencies of university communities
- Is NOT a political hack who is beholding to other political hacks!
- Commitment to continued success of the UNC system in academic research
- Commitment to academic excellence, research, and educational integrity.
- values the staff that support all areas of facility and actually run the university
- Equally supportive of liberal arts and research programs
- Military Experience
- Ethics beyond reproach.





## Presidential Search Survey – Stakeholder Results

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- Commercialization experience in higher education
  - Previous Experience as President of multiple NC colleges or universities
  - Has no direct connection to campaign finance of an elected official.
  - Demonstrated ability to build effective decision teams from a diverse constituency
  - Attended a UNC-system school
  - Ability to put the interest of the university above partisan politics
  - Understands the importance of the Arts
  - Has genuine and extensive classroom experience and is not a professional administrator.
  - Fund raising and revenue generation
  - Conservative, or at least moderately conservative values
  - Background and/or degree in education
  - Demonstrated success in building more inclusive and diverse environment(staff, faculty, students) History of implementing policies for living wage for all employees
  - basic common sense
  - Experience in obtaining federal research funding
  - Someone Not taking this position for the Money or title, But a person who wants to bring about Positive change that will benefit All of NC.
  - Ability to develop and articulate a vision for the system and each member institution
  - Understanding of relationships among educational entities (Uni, Com College, Public Schools, Private colleges and schools
  - Demonstrated success in creating opportunities that will draw in a more diverse population of students for the UNC system.
  - You should not have fired Tom Ross
  - a NON-UNC alumni
  - Recognizes the separation of church and state.
  - Inspirational leadership and impeccable integrity across environments
  - Recognizes the value of higher learning as an end in itself
  - Remind me again what was wrong with the last guy in this job?
  - Demonstrated success in fighting for higher education in NC
  - Apolitical
  - Determine best practices already in place, keep these.
  - A Honest & Fair Person
  - Understands the variety of characteristics and missions of each UNC System school
  - Strong Integrity
  - Experience working in and with diverse settings and cultures. Encourages diversity in all aspects of the system and its institutions.
-



## Presidential Search Survey – Stakeholder Results

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- Demonstrated record of opening up "markets" to give better access to citizens of all economic means.
  - Not associated, in any way, with the NC Republican or Democratic political party.
  - WE need a conservative that will rid the university of left wing liberals
  - Clear grasp of Progressive principles and openness to the future
  - NOT a political appointee
  - Commitment to the needs of the people of NC
  - Stopping hysteria over rape culture and demonization of young men
  - He/she should be very interested in making sure that the young people of NC get first chance to attend college before out of states, foreigners, or anyone else that didn't graduate from a nc school. The public college's main mission should be to raise the educational level of the students in NC!
  - North Carolina native and/or previous experience within the UNC system
  - Treating everyone fairly.
  - Scholar and leader
  - Honesty
  - Demonstrated record of successfully managing finances and implementing strategies designed to lower academic expenses for students to prepare more students for global preparedness and awareness.
  - Demonstrated ability to control spending and keep costs reasonable for all
  - Demonstrated record of leading innovative projects
  - Not a polarizing political figure
  - Has a history of positive interactions with faculty and students
  - values education and students instead of politics and corporate interests
  - Understands the importance of ALL UNC system schools and does not favor any one school in particular
  - Demonstrated ability to promote and sustain liberal academic expressions, teaching, and research grounded in free thinking and expression.
  - Conservative minded and willing to make changes
  - Demonstrated ability to express opinions even when not politically popular; willing to confront State leaders on issues affecting UNC Education System
  - Not Art Pope!
  - Integrity, Doing the Right Thing, Broad Experience
  - Nonpartisan - not in the pocket of the Governor or Legislature
  - Will keep the wishes and needs of ALL students in mind when considering tuition increases.
  - Being non partisan
  - Outstanding performance in present position.
-



### Presidential Search Survey – Stakeholder Results

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- Demonstrated care and concern for growth of liberal arts education and understanding of the importance of humanities education
  - Demonstrated commitment to diversity and support of diverse members in faculty, administration, and in the student body.
  - Demonstrated understanding of role of public universities in service to the state
  - No past or present association with UNC-CH as a student or employee.
  - In touch with reality, willing to take pay cuts if staff are not able to get raises, volunteerism/mission trips
  - Demonstrated commitment to public investment in higher education; demonstrated commitment to make higher education affordable; Demonstrated commitment to maintaining and building North Carolina's institutions of higher education; Independence from political actors
  - Willingness to stand up to a run-amok BOG.
  - Fundraising
  - experience within the UNC system
  - Must be a Democrat
  - It's essential the next President is not a major UNC donor, as that would allow him / her to have too much power.
  - having common sense
  - relational
  - heart and conscience
  - True understanding of importance ECU to ENC
  - Diversified person who is able to work with growing changes in the uncg population, the unc system, and can uphold a standard that will be a credit to uncg.
  - At this critical stage, someone who can restore /raisw the academic level and the prestige.
  - Stand up for the university against the Legislature
  - Student Affairs Experience
  - Promotes science.
  - Standing up to those who have no experience in Higher Education; also, working with HBCU s
-



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Alumni (Pages 69-86)**

<b>Essential Skill Sets</b>	<b>Count</b>	<b>Average Rank</b>
Ability to build, develop, and maintain high-functioning leadership team	754	2.58
Working constructively across multiple sectors and stakeholder groups	742	2.72
Addressing difficult challenges in transformative and constructive ways	724	2.6
Capacity to generate enthusiasm and energy for the University and its priorities	707	2.78
Capacity to balance management and vision	597	2.97
Approachable and open-minded	580	2.93
Ability to work with diverse groups of people	554	2.7
Exceptional communication skills	530	3.01
Skillfully managing a large, complex budget	514	2.82
Effective advocate	469	2.76
Ability to build and foster collaborative and team-oriented work environment	362	3.19
Imagination, creativity, and initiative	327	3.37
Setting, monitoring, and attaining organizational goals	313	3.31
Demonstrated political savvy	237	3.38
Capable and comfortable participating in fundraising environments	155	3.94
Ability to manage multiple personnel systems	87	3.41
Other:	45	2.09

**\*Other Essential Skill Sets**

- Not afraid to confront anti-academic government leaders
- Ability to do whatever Pope says and collect buckets of illegal cash.
- Demonstrated leadership development of peers, staff, and subordinates across a leader's purview
- Ability to right size the campuses.
- Understanding of the university system, its priorities, and its values
- Ability to keep the Pyramid Scheme that is College Athletics at Bay
- Ethics beyond reproach.
- Previous Experience as President of multiple NC colleges or universities
- understands the teaching/learning process is not a factory assembly line
- Ability to build relationships, not a network
- A history of ethical decisions
- Trustworthy
- Integrity



## Presidential Search Survey – Stakeholder Results

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- Tom Ross has all of the skill sets and you fired him
  - Recognizes the separation of church and state.
  - Remind me again what was wrong with the last guy in this job?
  - Realizes that UNC-CH is not the only school in the system!
  - Supportive of traditional academic focus on teaching and research
  - High emotional intelligence
  - Not a proponent of any particular political agenda
  - Conservative values that embrace a historical perspective
  - stopping cultural Marxism on campus
  - Open heart; open mind
  - Honesty
  - Values PUBLIC education
  - Understands challenges of faculty and students, privileges education over business concerns.
  - Being a champion for high quality education and the ability to stand up to the legislature
  - Other listed skills important, but should be accomplished if leader appoints capable experts in specific fields...such as finance, personnel, etc.
  - Conservative
  - Capable and comfortable working in a globally connected world
  - Not Art Pope!
  - Strong defender of public education
  - Capable of treating all member institutions equally and not succumbing to influence from UNC-CH
  - Ability to think independently from political actors (i.e. the Governor, legislature)
  - Willingness to stand up to BOG run amok.
  - ability to support all UNC schools and recognize their value and importance equally
  - Please correct the question - Should be UNC-System; it's not ALL about unc-ch
  - Must be a Democrat
  - a person who does not show favoritism towards the Caucasian universities versus historically black universities
  - Integrity
  - All of the listed items
  - Has demonstrated successful teaching and research in an academic setting and is familiar with the history and legacy of the UNC system as it relates to public education across the US.
  - loyal to the state of NC and the UNC system
  - Advocate for N.C.'s HBCU's
  - Closing down "college" sports, which exploit young people without providing them an
-



### Presidential Search Survey – Stakeholder Results

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education (even if they could benefit by such education).

- Effective advocate for ENTIRE SYSTEM, NOT JUST ONE SCHOOL
  - Imagination, creativity and initiative
  - Familiar with the history and legacy of the UNC system as it relates to public education across the US.
  - Dedication to the historic UNC system mission of providing affordable/accessible higher education to all NC citizens
  - Ability to foster and maintain the highest Academic Standards
  - Honesty and ethics, two characteristics largely unavailable in political appointees.
  - A person with at least a modicum of moral courage
  - Transparency, Honesty, lack of conflicts of interest
  - Willing to challenge the status quo - like the Board of Governors
  - Ability to effectively educate legislators and the public about the value of a liberal arts education and the detriment of allowing the system to become another community college "jobs producer". Also, get presidents/chancellors to reduce the administrative bureaucracy.
  - Not letting partisanship influence their decisions
  - Non-political
-



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Alumni (Pages 69-86)**

<b>Essential Characteristics</b>	<b>Count</b>	<b>Average Rank</b>
Demonstrates integrity in word and deed	1,142	2.07
Demonstrates passion for and commitment to public education	1,062	2.5
Encourages meaningful input and involvement from relevant constituencies before making decisions	882	2.96
Thorough knowledge of the state of North Carolina and the UNC system	699	2.84
Fosters transparency	698	3.13
Bold, decisive, and visionary with the ability to lead through change	679	2.93
Makes informed, fact-based decisions	666	3.17
Effective communicator	505	3.35
Demonstrates commitment to public service	406	3.22
Conveys energy/enthusiasm	373	3.3
Change agent	129	3.34
Tenacious	93	3.96
Focused	87	3.46
Other:	57	2.32
<b>*Other Essential Characteristics</b>		
<ul style="list-style-type: none"> <li>• Professional criminal who demands a billion-dollar salary and refuses to admit anyone but white students.</li> <li>• Values the input of educators in the decision-making process</li> <li>• Broad-based inclusion of under-represented individuals in all areas of academic pursuits</li> <li>• creative re the role of each campus</li> <li>• Is not beholden to numbers and quantitative data, but also considers and values qualitative information.</li> <li>• Not selected for political reasons</li> <li>• A sense of Humor</li> <li>• Support athletics at all member institutions and work to improve their national presence.</li> <li>• not a sports fan, but a thinker and teacher at heart</li> <li>• A willingness to broaden the vision for the entire State and not just the Triangle area</li> <li>• Will tell it Like it is, No sugar coding</li> <li>• Focused on fostering excellence in research and academics</li> <li>• Political acumen</li> <li>• Recognizes the separation of church and state.</li> </ul>		



## Presidential Search Survey – Stakeholder Results

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- Graduate of a UNC System School
  - Respects and encourages the diverse opinions and thought that are part of a university education.
  - Remind me again what was wrong with the last guy in this job?
  - Dr. Harold Martin
  - Courage to fight legislative overreach
  - Acts on Progressive principles and openness to the future
  - Recognizes that the UNC System is not just a business
  - stop subsidies of gender studies programs
  - Recognizes and makes logical fact based decisions vs. academic theory
  - Demonstrates equal, fair, and equitable consideration of all institutions, not just UNC-CH
  - Honest and reliable
  - sense of humor
  - Accountable and Transparent
  - Dedication to equality and promotion of education through various systems- not focusing only on major schools
  - Not a polarizing political figure
  - Openly rejects anti-education / pro-business viewpoints from think tanks and foundations (e.g. The Pope Center).
  - Non-partisan
  - Not Art Pope!
  - Unbiased perspective towards certain Universities within the UNC system
  - Does not show favoritism to Chapel Hill and NC State; takes a genuine interest in the other 14 schools
  - Open-mindedness
  - Capable of working with political leaders from both parties
  - Demonstrates respect for prior precedent and accrued institutional expertise
  - Taking appropriate measures against UNC-CH for the academic fraud and cavalier attitude which has brought disgrace on the system.
  - Open to large public financial investments in higher education.
  - Please correct the question - It's about the UNC-System - NOT unc-ch
  - Has a global perspective particularly inclusive of southern hemisphere countries
  - Isn't opposed to public education like much of the BOG
  - fosters support and understanding of the HBCU's current situation and lack of proper funding for the while in the UNC system
  - Commitment to undergraduate student life via student affairs programs
  - Demonstrates that he/she is an effective manager of public funds
-





### Presidential Search Survey – Stakeholder Results

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- Ideas for equitable funding to NC HBCU's
  - Understanding that Universities are seats of learning, and get out of "Big" league sports.
  - Ability to select and consult a variety of well-informed, reliable and truthful advisors on matters affecting the academic mission of the university, funding and legislation
  - Support of the long-standing UNC system practice of shared faculty governance
  - believes in the tradition of academic excellence in the NC system and is committed to continuing that tradition
  - Why do we care about the president's success, and not the success of the university system under this person?
  - Does right thing for all concerned
  - That he/she does not become a puppet of UNC-CH and promote corruption
  - Advocate for higher education and rigorous academic inquiry/pursuit.
  - Inspires North Carolinians to prioritize education
  - Intelligent in both academic and psychological ways
  - thick skinned and humble
  - Courage to take on the Republican agenda to dismantle our excellent University system
  - Priorities the education and future financial stability (earning power) of our students and thus our state.
  - Commitment to the acquisition of knowledge, not just higher education
  - Know who Bill Friday was and understand why he was so effective.
  - Recognizes facts; but has to consider ramifications of just the facts and act/decide in a humane and conscientious manner
  - non-Partisan
  - Progressive
-



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Alumni (Pages 69-86)**

<b>Essential Values</b>	<b>Count</b>	<b>Average Rank</b>
Committed to maintaining high quality and stature of UNC system and its academic programs	865	2.19
Values access to public higher education	793	2.13
Supports academic freedom, open-minded inquiry, and academic responsibility	690	2.3
Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students	679	2.74
Values and supports University’s mission: teaching, research, scholarship, and public service	671	2.76
Values distinctive missions and cultures of UNC system universities and affiliates	317	3.59
Embraces current climate of change within the higher education environment as an opportunity rather than a crisis	302	2.83
Commitment to maintaining affordable tuition	295	3.19
Understands and supports essential role of faculty	234	3.53
Committed to helping prepare students and North Carolina for long-term success in a global environment	234	3.29
Values and appreciates diversity among stakeholders	223	3.28
Understands and supports University’s service role in strengthening NC communities and improving their quality of life	188	3.52
Embraces changing landscape of higher education and supports the role that technology and online delivery will play in educating students, both traditional and non-traditional	187	3.24
Understands and values shared governance structure of the University	173	3.17
Values Historically Black Colleges and Universities (HBCUs)	154	3.13
Values working closely with UNC Board of Governors and university Boards of Trustees	132	3.53
Understands and supports University’s role as an economic engine for the state	128	3.48
Understands and supports critical role of Chancellors	119	3.29
Understands and supports essential role of staff	119	3.7
Understands and supports University’s civic role in educating students for a strong democracy	116	3.53
Values major research universities	82	3.55
Fosters collaboration between UNC system and business/industry	80	3.59
Fosters collaboration between UNC system and people of North Carolina	73	3.92
Fosters collaboration between UNC system and other education sectors	39	3.77
Fosters basic and applied research and scholarship appropriate to university missions	39	3.44
Other:	37	2.27
Values land grant universities	31	3.06

**\*Other Essential Values**

- Tom Ross had many of these qualities. Why did you fire him?



## Presidential Search Survey – Stakeholder Results

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- Understands and encourages University's tradition of critical thinking
  - Far-right wing Christian who hates everyone just like the bible says.
  - Understands students are the consumers of education
  - Makes the tough degree choices by campus
  - Understands and supports the University's role as primary agent for cultural, artistic, research, and educational transformation in region, and celebrates this as a primary focus rather than attempting to misappropriate the University as though it were a business.
  - Too many choices in this question. May lead to bias? The staff will all choose the staff question. Same with those who work with Chancellors, etc.
  - Understands and supports the Universities relationships with the state community colleges
  - Understands the students need above all to read (discover facts), think clearly (process the facts) and communicate gracefully (communicate conclusions in a readable style), not to train for a job; that may better be carried out by the community college system.
  - Fosters collaboration between UNC and the private, public & social sectors
  - Value (HBCUs)
  - Values HBCUS
  - Fosters collaboration between UNC system and NC Community College system
  - Have to be able to handle some of those Weak Minded individual at the State Capital.
  - Fosters Collaboration between UNC system and North Carolina Community Colleges
  - Holds and demonstrates a commitment to the students in the state of North Carolina over students those outside the state.
  - Recognizes the separation of church and state.
  - Understands that higher education is a public good necessary for the health of the republic and not a business model designed for enriching stakeholders
  - Remind me again what was wrong with the last guy in this job?
  - Minimizes importance of athletics
  - Dr. Harold Martin is the top choice for this position
  - Commitment to sustainability initiatives
  - values HBCU's
  - All of the above
  - stopping the kangaroo courts of yes means yes from coming to NC
  - Focus on North Carolina Students
  - Prioritizes academic excellence over athletic success
  - Fosters collaboration between and support for ALL SCHOOLS IN UNC System, not just the one on the hill.
  - Embraces ALL campuses in the University and serves as an advocate for ALL campuses, not just Chapel Hill
-



### Presidential Search Survey – Stakeholder Results

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- Not Art Pope!
  - Committed to helping NC residents obtain higher education at an affordable level; more grants, scholarships, etc.
  - Values the liberal arts and humanities and understands that they play a vital role in education
  - Understands inherent and instrumental value in North Carolina hosting world-class research universities
  - Supports and encourages viewpoints other than the liberal viewpoint that is overwhelming in universities
  - Understands, values and supports faculty, staff, and students of all system campuses, with appreciation for the distinctive missions, cultures, and histories of the different campuses
  - Values each institution of higher education respectively (HBCU's, Land grant, etc.) and honors their student body in which they are intended to support.
  - STOP the wasteful, disgraceful "sports" programs
  - Understands and works toward strengthening the role of public education as essential in the long term welfare of the citizens of North Carolina
  - Values the importance of liberal arts classes and their impact on the overall academic experience.
  - Fights for increased education funding
  - Values role of all stakeholders
  - Not to succumb to politics and corruption from UNC-CH
  - Understands the University system is not a political arm of the state government
  - Understands and supports University's civic duty to educate all NC students
  - was not able to drag items from bottom of page
  - Has the same philosophy and values as Tom Ross! In fact rehiring Tom Ross would be best!!!
  - STUDIES W.EDWARDS DEMING
-



## Presidential Search Survey – Stakeholder Results

### Stakeholder Group: Alumni (Pages 69-86)

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#### Highest Priorities *[open-ended responses]*

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- Advocacy, funding, access, research, academic freedom
- Preventing the legislature from ruining our publicly funded university's constitutional mandate.
- Someone who can work with all the groups supporting the university that has their trust. Must be aware of the diversity.
- UNC should strive to be the best public univ system in the nation -- and available/affordable for all qualified NC residents.
- Advocating for the University. Helping those outside understand & Helping the University adapt without undercutting good work
- Rebuilding and improving on the University system's reputation
- A fair system that favors all people of North Carolina, not just Wake and Orange Counties.
- Research mission
- Ensuring the BOG understands its true role, and aids our universities and STOPS hindering them.
- Commitment to ensuring the original "focused growth" institutions remain open and provided with enhanced resources.
- Preparing for the changes in higher education while keeping students as the main focus.
- Being able to work with the business community as well as the legislative community to provide the best quality education.
- Understand how the UNC system work, especially how to provide a quality education with the constraints of a shrinking budget.
- Dedication to providing a productive and inspiring environment for both the students and workers. Make all feel appreciated.
- To maintain the number of institutions within the UNC system by assisting each with an infrastructure that strengthens.
- Restore academic integrity to Chapel Hill branch!
- Advocate for educational opportunities in the state. Improving the lives of individuals in the state.
- To be a passionate advocate for public higher education and U.N.C.'s position as the greatest asset & value for its people.
- Better linking the University System into the life of ordinary people of North Carolina.
- Treat all students, faculty, and administrators with an even hand. Do not apply "politically correct" at any time.
- Empower chancellors to create a culture of discovery. Make tuition as free as practicable to NC citizens (the legal mandate).
- An ethical leader who is able to be effective at leading and managing change initiatives across multiple stakeholder groups.
- Bring energy/excitement to some of the finest public universities in the country while making sure the model is sustainable.



### Presidential Search Survey – Stakeholder Results

- Embrace leadership of a System - NOT a university; convince legislators that UNC System remains the state's best investment.
- To allow academic freedom and supports both liberal arts and science curriculum
- Work with the Legislature to ensure the University can fulfill its roll and obligation to the state.
- The dismissal of Tom Ross was deplorable. I don't think you can find anyone to fill those shoes but that should be a goal.
- Integrity of the UNC System and its historic role in the State of NC.
- To bring integrity back to the UNC system, tackle sexual assault, tackle academic scandal etc.
- A person ie man or WOMAN who can maneuver her way through the politics than seem to power through the current board of govern
- Create a system with premier Universities accessible to all citizens -- excelling at research, teaching, and service.
- Sterling integrity in leadership in the faculty/staff in accountability to the people of NC for education outcomes/reputation
- Academic integrity and excellence while providing educational opportunity for all.
- Reinventing the University and being the leader of change, working with the Board of Governors as partners in change
- Recruiting effective leaders and faculty throughout the UNC system; allowing academics and not athletics to lead the system.
- Establish greater independence from state legislature, especially Republicans who wish to turn UNC into a trade school.
- The UNC system president should focus on building on existing strengths within the system.
- Build and strengthen the University's ability to attract and retain excellent faculty.
- Maintaining high levels of scholarship among research institutions.
- Promoting and fostering the academic excellence and superior research capabilities of the UNC system.
- Coping with the high cost of a university education and reducing the role of big time athletics
- Find a candidate whom the Legislature, Governor and Pope Foundation think is ideal. Then make [EXPLETIVE] sure not to hire him/her.
- Systemic financial reforms while maintaining excellence in teaching, research, and service
- The president must renew the University's reputation and allow for academic freedom among faculty, staff, and students.
- Positively influencing legislators who do not understand the value of the greatest and most beneficial thing ever done in NC
- To help the Legislature understand the role and value of the University system to the NC and the need for adequate funding.
- Please first tell us why Tom Ross was forced out. That was the strangest press conference I've ever seen.
- Renewing the faith of all University stakeholders in the power of the UNC system as a place of



### Presidential Search Survey – Stakeholder Results

- integrity, open inquiry.
- Not pandering to GOP terrorists in Raleigh. Ensuring the integrity of the UNC system.
- Fight tenaciously to restore state funding that has been removed and is threatening to cripple the University
- Creating a plan that understands and accepts the difference between research universities and teaching universities.
- Prepare students for the jobs in private sector or inspire them to be creative entrepreneurs. Clarity in direction.
- Maintain the quality and affordability of the University for future generations
- Preserve the historic academic independence of the university & to not allow the GOP to turn it into a glorified tech school
- Restoring academic excellence and reputation, positioning the University for greater flexibility relative to the state of NC,
- Restoring the University's commitment to Academic Priority and to serving Public Interests
- resisting the political forces at work in North Carolina attempting to destroy public education
- Maintaining UNC's place as an elite university in terms of teaching and research
- Eliminating the duplication among the UNC universities within the system. Stop the mission creep.
- Provide an atmosphere that is open to all ideas and learning. But is neither too liberal nor too conservative.
- Vision, enthusiasm, extraordinary communication skills, commitment to the UNC system, research focused, legislative savvy.
- Strengthening the role of the UNC system as a ladder of economic and social opportunity for the people of North Carolina.
- Close UNC-Chapel Hill, a radical, left-wing, anti-American school at once! That's what you want to hear, right? [EXPLETIVE].
- UNC-CH maintaining/improving its academic status among leading universities, including retaining/attracting quality faculty
- Guard against political extremism. Restore integrity.
- To serve all students by maintaining a culture of free academic thought among students, faculty, and researchers.
- Making sure each University has the resources it needs to carry out its mission and provide the best education possible.
- Unseat Gov. McCrory.
- The vision concerning the direction of the UNC System need be clear and understandable to all concerned.
- Ability to ensure the UNC Sytem is integrating students into the state of North Carolina to serve the economy and community



### Presidential Search Survey – Stakeholder Results

- Balance the objectives of providing excellent education at an affordable cost and making that case to the public
- Countering the agenda of Governor McCrory and other Republicans seeking to undermine the value of a liberal arts education
- Keeping all NC schools open and relevant to their unique mission.
- Making sure the legislature and current BOG don't kill the goose (the UNC System) that laid the golden egg (NC's prosperity.)
- Arbiter of change who understands that the UNC system model of the 60s is not applicable today.
- Infrastructure and funding parity for all UNC schools (WSSU, ECSU, Pembroke, etc). Staff salaries that are livable wages
- Preserving and strengthening the academic reputation of the University of North Carolina at Chapel Hill.
- Reducing tuition and adding departments/specialties.
- Global focus, new business model focus, academic integrity and research impact on world
- Maintaining high standards, making sure that college is affordable for all
- Maintaining affordable tuition, not sacrificing quality. Working WITH other share-holders.
- Making an uncommon education available for the common man. Do away the online education. It is cheapening higher education.
- High quality, low cost education  
Innovation
- Integrity
- Integrity, trustworthiness, good communication, commitment to keeping NC Public Education the best and most affordable.
- Maintain excellence, enhance access and affordability, eliminate sacred cows and the waste they bring
- The highest priority should be an unwavering commitment to the principles of integrity, scholarship, and accessibility
- I believe the next president should have at least one degree from an UNC college. This person needs to have a proven record.
- A commitment to preparing students to solve tomorrow's problems and not bound to rehashing the controversies of yesterday.
- Dispersing state funds equitably among state universities instead of Chapel Hill getting a majority.
- Impressing upon the legislature the significant cost of ongoing budget cuts to the universities on reputation, enrollment, etc
- Appreciates that empowerment is as much a right as a responsibility; an obligation of social responsibility for the president.
- Restoring the academic reputation of UNC-CH, reducing costs, recognizing AP and IB as more than community college classes





### **Presidential Search Survey – Stakeholder Results**

- Balance efficient use of spending with quality education and new technology
- Maintaining the current high quality of the all colleges and Universities while ensuring the entire state is being served.
- Making college affordable and accessible to all. Fostering collaboration and valuing each university
- Excellence in education and research that's affordable and accessible
- Ensuring the success of NC's medical and dental schools.
- Increase affordability and distance Ed options
- Build on the strengths of each university recognizing their regional significance to education, practice and research.



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Business / Industry (Pages 87-97)**

Of the 4,371 number of responses, 137 (or 2.63%) were business or industry members.

<b>Essential Experience</b>	<b>Count</b>	<b>Average Rank</b>
Managing innovation and positive change in a large complex organization	97	2.31
Demonstrated record of successfully bringing together broad array of constituencies	91	2.54
Demonstrated record of working effectively with legislative and governmental bodies	86	3.36
Leadership experience in higher education	73	2.05
Demonstrated success in leading transformative change	70	2.87
Leadership experience in private sector	49	2.65
Demonstrated success in academic research and teaching	30	3.5
Holds highest academic degree of PhD or equivalent (for example, JD for attorneys)	28	3.46
Other:	14	2.5

**\*Other Essential Experiences:**

- Non-partisan
- Understanding of the unique nature of our System and it's importance to our people and our State's position in our Nation.
- Non-partisan and pragmatic
- Demonstrated ability to effectively communicate with diverse population
- Commercialization experience in higher education
- Is aware of and knows how to hold Campuses accountable for results in academia and in research.
- Experience in obtaining federal research funding
- Ability to develop and articulate a vision for the system and each member institution
- Inspirational leadership and impeccable integrity across environments
- Remind me again what was wrong with the last guy in this job?
- Demonstrated record of opening up "markets" to give better access to citizens of all economic means.
- Commitment to Reform
- Understands the importance of ALL UNC system schools and does not favor any one school in particular
- Outstanding performance in present position.
- Standing up to those who have no experience in Higher Education; also, working with HBCU s
- High commitment to campus and university system sustainability, establishing us as a model for the nation and world.



### **Presidential Search Survey – Stakeholder Results**

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- Leveraging effective communication to enroll and enable a lighthouse vision for the university
- Success in providing resources and funding



Presidential Search Survey – Stakeholder Results

**Stakeholder Group: Business / Industry (Pages 87-97)**

<b>Essential Skill Sets</b>	<b>Count</b>	<b>Average Rank</b>
Working constructively across multiple sectors and stakeholder groups	61	2.66
Ability to build, develop, and maintain high-functioning leadership team	60	2.53
Capacity to generate enthusiasm and energy for the University and its priorities	52	2.71
Capacity to balance management and vision	46	2.91
Exceptional communication skills	46	2.67
Addressing difficult challenges in transformative and constructive ways	43	2.4
Skillfully managing a large, complex budget	42	3.05
Approachable and open-minded	32	3.13
Ability to work with diverse groups of people	26	3.08
Effective advocate	26	3
Setting, monitoring, and attaining organizational goals	26	3.19
Ability to build and foster collaborative and team-oriented work environment	24	3.17
Imagination, creativity, and initiative	21	2.76
Demonstrated political savvy	19	3.63
Capable and comfortable participating in fundraising environments	9	4
Ability to manage multiple personnel systems	6	3.83
Other:	3	1
<b>*Other Essential Skill Sets</b>		
<ul style="list-style-type: none"> <li>• Non-partisan and pragmatic</li> <li>• Remind me again what was wrong with the last guy in this job?</li> <li>• High emotional intelligence</li> <li>• Not a proponent of any particular political agenda</li> </ul>		



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Business / Industry (Pages 87-97)**

<b>Essential Characteristics</b>	<b>Count</b>	<b>Average Rank</b>
Demonstrates integrity in word and deed	88	1.72
Demonstrates passion for and commitment to public education	70	2.36
Bold, decisive, and visionary with the ability to lead through change	56	2.98
Encourages meaningful input and involvement from relevant constituencies before making decisions	54	3.07
Makes informed, fact-based decisions	48	3.17
Thorough knowledge of the state of North Carolina and the UNC system	45	2.78
Fosters transparency	44	3.27
Effective communicator	36	3.31
Conveys energy/enthusiasm	25	3.56
Demonstrates commitment to public service	24	3.33
Change agent	11	3
Focused	7	3.71
Tenacious	7	4.14
Other:	3	2
<b>*Other Essential Characteristics</b>		
<ul style="list-style-type: none"> <li>• Remind me again what was wrong with the last guy in this job?</li> <li>• Speaks truth NOT political correctness</li> <li>• thick skinned and humble</li> </ul>		



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Business / Industry (Pages 87-97)**

<b>Essential Values</b>	<b>Count</b>	<b>Average Rank</b>
Committed to maintaining high quality and stature of UNC system and its academic programs	62	2.24
Values access to public higher education	53	2.42
Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students	48	2.56
Values and supports University’s mission: teaching, research, scholarship, and public service	43	2.33
Supports academic freedom, open-minded inquiry, and academic responsibility	38	2.32
Embraces current climate of change within the higher education environment as an opportunity rather than a crisis	32	2.81
Understands and supports University’s role as an economic engine for the state	28	3.14
Embraces changing landscape of higher education and supports the role that technology and online delivery will play in educating students, both traditional and non-traditional	24	3.25
Values distinctive missions and cultures of UNC system universities and affiliates	21	3
Commitment to maintaining affordable tuition	18	3.44
Committed to helping prepare students and North Carolina for long-term success in a global environment	17	3.41
Fosters collaboration between UNC system and business/industry	15	3.53
Values and appreciates diversity among stakeholders	12	3
Understands and supports University’s service role in strengthening NC communities and improving their quality of life	12	3.92
Values working closely with UNC Board of Governors and university Boards of Trustees	10	3.1
Understands and supports critical role of Chancellors	9	3.44
Understands and supports essential role of faculty	9	4.11
Values major research universities	7	3.57
Values land grant universities	6	2.83
Values Historically Black Colleges and Universities (HBCUs)	6	3.17
Understands and supports University’s civic role in educating students for a strong democracy	5	3.6
Understands and values shared governance structure of the University	4	3
Fosters collaboration between UNC system and other education sectors	4	4.5
Fosters collaboration between UNC system and people of North Carolina	4	4.25
Other:	4	3.25
Understands and supports essential role of staff	2	5



**Presidential Search Survey – Stakeholder Results**

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Fosters basic and applied research and scholarship appropriate to university missions	2	3.5
<b>*Other Essential Values</b>		
<ul style="list-style-type: none"><li>• Remind me again what was wrong with the last guy in this job?</li><li>• All of the above</li><li>• Values the importance of liberal arts classes and their impact on the overall academic experience.</li></ul>		

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## Presidential Search Survey – Stakeholder Results

### Stakeholder Group: Business / Industry (Pages 87-97)

#### Highest Priorities *[open-ended responses]*

- Preventing the legislature from ruining our publicly funded university's constitutional mandate.
- Someone who can work with all the groups supporting the university that has their trust. Must be aware of the diversity.
- Ensuring the BOG understands its true role, and aids our universities and STOPS hindering them.
- To be a passionate advocate for public higher education and U.N.C.'s position as the greatest asset & value for its people.
- Vision, enthusiasm, extraordinary communication skills, commitment to the UNC system, research focused, legislative savvy.
- Ability to ensure the UNC System is integrating students into the state of North Carolina to serve the economy and community
- Restoring the integrity of the University; restoring image of the university's leadership as independent and not ideological
- Making sure the legislature and current BOG don't kill the goose (the UNC System) that laid the golden egg (NC's prosperity.)
- A commitment to preparing students to solve tomorrow's problems and not bound to rehashing the controversies of yesterday.
- Excellence in education and research that's affordable and accessible
- Making higher education available to everyone living in North Carolina
- The next Chancellor needs be committed to maintaining NC's long history of commitment to public higher education.
- Regaining the trust of the public that all colleges in the system are providing excellent academic programs for all students
- Effectively leading a complex system in a changing environment with competing priorities & reduced commitment from leadership
- Restoring affordable tuition and eliminating huge fees
- Being a true leader, one that makes tough decisions on the major changes that are forthcoming.
- Hard to picture a better choice than Tom Ross. Too bad he was thrown to the wolves.
- Protect and enhance the unique positive role of public higher education in NC. It is not a broken system, respect it.
- Initiate Change to take advantage of new educational technologies to reduce the cost and deliver education to all of NC
- Achieve academic balance between liberal and conservative thought. Ensure stewardship of funding granted to the university
- Affordable, reduce duplication among campuses, encourage skill based learning @ CC's, less bldgs, more web-based degrees
- Encourage the pursuit of higher education for diverse population within UNC system while





## Presidential Search Survey – Stakeholder Results

bolstering the quality of the system

- Make a degree worth something again.
- Importance of original charter and mission, understanding critical urgency of practical transformation on all inclusive basis
- The person should be of the highest ethical quality. Able to stand up against political correctness, and athletics run amok.
- Combining the skills of the Research Universities with the teaching missions of the more local campuses to benefit the State.
- Maintain an affordable high quality university system that will educate students in diversified disciplines
- To understand how all the schools fit together for the citizens of NC. Act as a bridge for board of governors and chancellors.
- Ability to uphold the mission of the UNC system and not be swayed by the more conservative State government
- Strengthening academic research, protecting and embracing tenure, hiring adjuncts on as tenure-track professors.
- Position the UNC system to capitalize on the current trends in education.
- Providing a quality education for the students and avoiding scandals in the various athletic departments.
- Changing education system from a government mentality, eliminating tenure, inspiring/supporting institutional vision.
- Equally maintaining both the quality and reputation of the UNC System "brand" as well as affordable access to NC residents.
- Convincing the legislature not to tell the System how to operate. Academic freedom
- A person who can help the Legislature understand UNC schools' value to the State beyond "just getting a job after graduation.
- Vision, integrity, transformation and contribution, to the state and to students
- Being open minded to change, embracing change as opportunity. Develop innovative ways to make education more affordable.
- Remind me again what was wrong with the last guy in this job?
- Keeping the current university doors open, keep tuition low, partnering with community colleges even more.
- The next president should focused on stemming the cuts in budgets and making higher education more affordable
- continue the legacy of leadership of the past UNC Presidents...Friday, Spangler, Broad, Bowles, and Ross!
- Academic equity for all institutions within the UNC system.
- High emotional intelligence, adjust the higher ed business model to reduce tuition costs
- 1. Making the UNC System a Top 20 Global Edu & Research Institution.



## Presidential Search Survey – Stakeholder Results

### 2. Maintaining affordability of a university education

- Top priority: to be concerned with the continuation of the educational focus of the University system, avoiding politics.
- Controlling cost, even reducing them, while maintaining quality of educational outcomes.
- Someone who can stand up for what is best for the university system in the face of dwindling support from the state.
- To ensure highest quality of education with responsibility and accountability with freedom of thought for the students.
- Vision, leadership, strategies that can be accomplished, bringing the integrity of the organization back to students/faculty
- The UNC is one of the best if not the best system in the nation for Higher Education and the individual need to lead!
- Be advocate and identify ways to minimize the endless budget cuts from the state and limit increasing cost of tuition
- BE PROGRESSIVE BUT A LITTLE LESS LIBERAL...
- Balancing high quality education with cost for NC students, ability to remain competitive with other university systems
- Academic integrity combined with economic relevance while supporting ALL member institutions
- Bringing the universities together and leading a successful system in the coming years.
- To take this university system, to the next generation of education which is not where it is currently
- Maintain our reputation as one of the premier public university systems
- Focus growth on affordability. Encourage research that grows the economy. integrity in student athlete programs
- Lack of action by the B.O.G on the UNCCH scandal showed bias therefor the new Pres. should have no former ties to UNCCH
- Leadership Skills, Communication Skills, Team Building, Be his/her own person
- Support a name change at UNC Charlotte.
- Maintain the focus on having an open and available education opportunity for the people of North Carolina at reasonable cost.
- Restore public trust in the system. There have been too many scandals at UNC-CH. Institute effective internal control.
- Putting the house in order. While faculty is critically important they do not drive the ship.
- Building trust and respect of the General Assembly
- Manage schools students faculty staff be affordable pay the staff raises make sure the politicians know our value and worth
- Re-focus the UNC System so that it provides a high value return for all students studying in a wide range of degrees.
- Building constituencies with NC Gov't, UNC Board of Governors and Chancellors of institutions, recognizing different missions



## Presidential Search Survey – Stakeholder Results

- FUNDING! Staff have had no COLA in at least 4 years! Then, making the UNC system prioritize in-state students!
- Demonstrated commitment to education & excellence in research-Applicant must be of different political party than current bd.
- The cost of higher education must be controlled to normal inflation. Where we should have been a leader, we are following.
- Must ensure that all of our constituent entities are at the forefront of using and teaching the latest technologies.
- To follow North Carolina's original purpose for higher education for all and to be bold against those who are denying it.
- Working to focus the University on its primary mission of educating young people. Working to eliminate programs that duplicate
- Developing a program of efficiency within the university system down through the individual schools.
- Academic excellence
  - Diverse relevant curriculum
  - Alignment with business growth
  - Commitment to diversity
  - Aspirational vision
- Providing a quality education that prepares students for life and for a career in their chosen field of study.
- Honesty and integrity
- Organized, ethical, non-political
- Must understand North Carolina culture and that the universities are the leading economic "driver" for the state's economy.
- University system that is fiscally sound. Streamlining non-academic departments such as Student Affairs that continue to grow
- Maintain & enhance University's quality, while maintaining separation from the current hostile, & militant political climate.
- Be open to the change that is coming in higher education using technology to better educate.
- Someone who can gain buy-in from both sides of the aisle to get things done that achieve the greatest benefit for all.
- Leading at time of unprecedented change articulating the value of a high quality public higher education system to all.
- Be able to convince the General Assembly of the compelling need to support higher education
- Rebuilding the trust in the UNC Education System. Keep the tuition low. Stop the infighting and get to work!
- Put an end to wasteful, useless, and frivolous courses of study that have little relevance or contribution to the real world



### **Presidential Search Survey – Stakeholder Results**

- Keeping all University dealings at utmost level of integrity and honesty. Holding all faculty, staff and students to same.
- Leadership, commitment, integrity, must listen well, make informed decisions. Focus on importance of all Universities, not 1.
- Lead the UNC system to be the unquestioned best university system in the US.



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Military (Pages 98-104)**

Of the 4,371 number of responses, 36 (or 0.69%) were military.

<b>Essential Experience</b>	<b>Count</b>	<b>Average Rank</b>
Managing innovation and positive change in a large complex organization	25	3.24
Leadership experience in higher education	21	2.24
Demonstrated record of working effectively with legislative and governmental bodies	21	3.05
Demonstrated success in leading transformative change	19	2.37
Demonstrated record of successfully bringing together broad array of constituencies	17	3
Demonstrated success in academic research and teaching	15	2.53
Leadership experience in private sector	13	2.38
Holds highest academic degree of PhD or equivalent (for example, JD for attorneys)	13	3.15
Other:	2	2.5

**\*Other Essential Experiences:**

- Military Experience
- Demonstrated an understanding and appreciation for the role of HBCUS



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Military (Pages 98-104)**

<b>Essential Skill Sets</b>	<b>Count</b>	<b>Average Rank</b>
Ability to build, develop, and maintain high-functioning leadership team	18	2.67
Addressing difficult challenges in transformative and constructive ways	17	2.35
Working constructively across multiple sectors and stakeholder groups	14	2.93
Skillfully managing a large, complex budget	13	2.92
Ability to work with diverse groups of people	12	2.25
Approachable and open-minded	12	3.08
Exceptional communication skills	11	2.91
Capacity to balance management and vision	9	3
Imagination, creativity, and initiative	9	3.67
Effective advocate	8	2.88
Capacity to generate enthusiasm and energy for the University and its priorities	8	2.75
Setting, monitoring, and attaining organizational goals	8	2.63
Ability to build and foster collaborative and team-oriented work environment	5	3.2
Demonstrated political savvy	4	4.25
Capable and comfortable participating in fundraising environments	2	4.5
Other:	2	2.5
Ability to manage multiple personnel systems	0	0
<b>*Other Essential Skill Sets</b>		
<ul style="list-style-type: none"> <li>• Ability to keep the Pyramid Scheme that is College Athletics at Bay</li> <li>• A history of ethical decisions</li> </ul>		



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Military (Pages 98-104)**

<b>Essential Characteristics</b>	<b>Count</b>	<b>Average Rank</b>
Demonstrates integrity in word and deed	26	1.85
Demonstrates passion for and commitment to public education	17	2.88
Fosters transparency	16	2.81
Makes informed, fact-based decisions	15	2.87
Encourages meaningful input and involvement from relevant constituencies before making decisions	12	2.83
Bold, decisive, and visionary with the ability to lead through change	12	3.17
Thorough knowledge of the state of North Carolina and the UNC system	10	2.6
Demonstrates commitment to public service	9	3.33
Effective communicator	9	3.78
Change agent	5	3.2
Focused	4	3.75
Conveys energy/enthusiasm	3	3.67
Tenacious	3	2.33
Other:	1	4
<b>*Other Essential Characteristics</b>		
<ul style="list-style-type: none"> <li>A willingness to broaden the vision for the entire State and not just the Triangle area</li> </ul>		



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Military (Pages 98-104)**

<b>Essential Values</b>	<b>Count</b>	<b>Average Rank</b>
Committed to maintaining high quality and stature of UNC system and its academic programs	21	2
Supports academic freedom, open-minded inquiry, and academic responsibility	13	2
Values access to public higher education	12	2.33
Values and supports University’s mission: teaching, research, scholarship, and public service	12	2.5
Embraces current climate of change within the higher education environment as an opportunity rather than a crisis	12	3.25
Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students	12	2.83
Commitment to maintaining affordable tuition	7	3.43
Values working closely with UNC Board of Governors and university Boards of Trustees	6	3.83
Committed to helping prepare students and North Carolina for long-term success in a global environment	6	4.33
Understands and values shared governance structure of the University	5	3.2
Understands and supports University’s civic role in educating students for a strong democracy	5	4
Embraces changing landscape of higher education and supports the role that technology and online delivery will play in educating students, both traditional and non-traditional	4	2.75
Values and appreciates diversity among stakeholders	3	2.33
Understands and supports critical role of Chancellors	3	3.67
Values distinctive missions and cultures of UNC system universities and affiliates	3	3.67
Values Historically Black Colleges and Universities (HBCUs)	3	1.67
Understands and supports University’s role as an economic engine for the state	3	4.33
Understands and supports essential role of staff	2	2.5
Values land grant universities	2	3
Values major research universities	2	3
Fosters collaboration between UNC system and business/industry	2	3
Fosters basic and applied research and scholarship appropriate to university missions	2	3
Fosters collaboration between UNC system and people of North Carolina	1	5
Understands and supports essential role of faculty	0	0
Fosters collaboration between UNC system and other education sectors	0	0
Understands and supports University’s service role in strengthening NC communities and improving their quality of life	0	0





**Presidential Search Survey – Stakeholder Results**

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Other:	0	0
<b>*Other Essential Values</b>		
<ul style="list-style-type: none"><li>No additional values were reported.</li></ul>		

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## Presidential Search Survey – Stakeholder Results

### Stakeholder Group: Military (Pages 98-104)

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#### Highest Priorities *[open-ended responses]*

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- Sterling integrity in leadership in the faculty/staff in accountability to the people of NC for education outcomes/reputation
- Reinventing the University and being the leader of change, working with the Board of Governors as partners in change
- Balance efficient use of spending with quality education and new technology
- Ensuring the success of NC's medical and dental schools.
- A seasoned academic, preferably in the Humanities or Social Sciences, who values the opinions of faculty and staff.
- Not allowing athletics to dominate budgets at the expense of the general student population; restoring academic integrity.
- Make a degree worth something again.
- Dedicated to scholarship of students, providing a world-renowned educational environment which will open doors for students
- Integrity in holding EVERYONE fully accountable for their actions.
- Ensuring a higher quality of life exists for students, faculty, and staff.
- I'd like the next president and ect to actually represent the want and wishes of the voters.
- Affordable tuition. Engage smaller UNC schools to be active in leadership roles.
- Focused on ensuring graduates are prepared and confident entering their work field, domestically and foreign.
- Restoring the former and lost reputation of the UNC system as a premier educational network that is affordable.
- The UNC is one of the best if not the best system in the nation for Higher Education and the individual need to lead!
- Providing quality educational opportunities at affordable prices.
- Providing effective leadership for staff and faculty."
- Reaffirming the University's commitment to public education while growing both public and private support for it.
- maintaining the level of quality research and education while providing access to all North Carolinians
- Values growing all the schools in the system.
- To maintain the cultures and missions the schools in the UNC systems and affiliates to include all HBCUs.
- Keep us connected to North Carolina. We are the people's university!
- Managing the budget to ensure the basis objectives of UNC are obtainable.
- Honesty and integrity
- See responses
- Our president should continue to serve our public with excellence and use all resources available to complete our missions.



### **Presidential Search Survey – Stakeholder Results**

- Maintaining & expanding on the legacy of President Ross should be on the forefront of the mind of whoever takes office.
- Must understand North Carolina culture and that the universities are the leading economic "driver" for the state's economy.
- Strong support for arts, affordable tuition, engagement between students and community
- raises for staff to retain



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Community Member (Pages 105-117)**

Of the 4,371 number of responses, 401 (or 7.71%) were community members.

<b>Essential Experience</b>	<b>Count</b>	<b>Average Rank</b>
Leadership experience in higher education	299	2.05
Demonstrated record of successfully bringing together broad array of constituencies	287	2.8
Managing innovation and positive change in a large complex organization	262	2.81
Demonstrated record of working effectively with legislative and governmental bodies	231	3.4
Demonstrated success in leading transformative change	185	3.09
Demonstrated success in academic research and teaching	168	2.85
Holds highest academic degree of PhD or equivalent (for example, JD for attorneys)	137	3.29
Leadership experience in private sector	68	2.72
Other:	38	2.34

**\*Other Essential Experiences:**

- Non-partisan
- Understanding of the unique nature of our System and it's importance to our people and our State's position in our Nation.
- Non-partisan and pragmatic
- values the staff that support all areas of facility and actually run the university
- Ethics beyond reproach.
- Previous Experience as President of multiple NC colleges or universities
- Demonstrated ability to build effective decision teams from a diverse constituency
- Experience in obtaining federal research funding
- Appreciation of the need for diversity of all types and at all levels
- Remind me again what was wrong with the last guy in this job?
- Demonstrated success in fighting for higher education in NC
- Apolitical
- Demonstrated record of opening up "markets" to give better access to citizens of all economic means.
- Personal Relationship With Students
- Not associated, in any way, with the NC Republican or Democratic political party.
- Has shown effective results in the implementation of Developmental Education higher education programs.
- Commitment to Reform
- Commitment to the needs of the people of NC



### Presidential Search Survey – Stakeholder Results

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- Understands the importance of the arts, language, history and social sciences in the university.
  - A respect for the value of HBCU's, as essential today as they were 50 years ago.
  - Demonstrates trustworthiness and character
  - Demonstrated record of successfully managing finances and implementing strategies designed to lower academic expenses for students to prepare more students for global preparedness and awareness.
  - Has a history of positive interactions with faculty and students
  - values education and students instead of politics and corporate interests
  - Understands the importance of ALL UNC system schools and does not favor any one school in particular
  - Total independence from the current NC administration and a commitment to education that is opposite the philosophy of the current NC administration.
  - Demonstrated commitment to diversity and support of diverse members in faculty, administration, and in the student body.
  - Leadership experience with keeping costs down!
  - Standing up to those who have no experience in Higher Education; also, working with HBCU s
  - Demonstrated an understanding and appreciation for the role of HBCUS
  - A willingness to defend the UNC system against the current Board of Governors' top-down approaches to curricular and governance decisions. Dedication to the historic UNC system mission of providing affordable/accessible higher education to all NC citizens.
  - Demonstrated record of working with but also independent from legislative and governmental bodies to support the BEST interests of the academic system over political expediency
  - Dedication to the historic UNC system mission of providing affordable/accessible higher education to all NC citizens
  - Demonstrated understanding of the value of the liberal arts education
  - Familiarity with North Carolina -- its history, its evolution, its challenges
  - Dedication to championing unbiased research and teaching and defending the universities from external pressures
  - North Carolina background a plus
  - The strength to do what is best for the University and the people that it serves regardless of its popularity among legislators or others
  - Leadership experience in PUBLIC higher education
  - Has experienced poverty from a personal standpoint.
  - Reformer!
  - Public service experience
  - Extensive leadership experience
-



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Community Member (Pages 105-117)**

<b>Essential Skill Sets</b>	<b>Count</b>	<b>Average Rank</b>
Working constructively across multiple sectors and stakeholder groups	175	2.94
Capacity to generate enthusiasm and energy for the University and its priorities	163	2.85
Ability to build, develop, and maintain high-functioning leadership team	147	2.75
Addressing difficult challenges in transformative and constructive ways	140	2.58
Ability to work with diverse groups of people	138	2.59
Capacity to balance management and vision	129	2.89
Approachable and open-minded	126	2.83
Effective advocate	123	2.67
Exceptional communication skills	107	2.91
Skillfully managing a large, complex budget	105	2.99
Ability to build and foster collaborative and team-oriented work environment	78	3.28
Imagination, creativity, and initiative	75	3.53
Demonstrated political savvy	67	3.36
Setting, monitoring, and attaining organizational goals	64	3.27
Capable and comfortable participating in fundraising environments	26	4
Other:	18	1.72
Ability to manage multiple personnel systems	13	3.77

**\*Other Essential Skill Sets**

- Non-partisan and pragmatic
- Ethics beyond reproach.
- Previous Experience as President of multiple NC colleges or universities
- A history of ethical decisions
- Understanding the need to de-corporatize the university and respect faculty governance
- Remind me again what was wrong with the last guy in this job?
- Supportive of traditional academic focus on teaching and research
- High ability to lobby for and raise money for education
- Open-minded with a strong record of promoting diversity and connecting with people of different class, race, gender, political and religious beliefs.
- Understands challenges of faculty and students, privileges education over business concerns.
- Being a champion for high quality education and the ability to stand up to the legislature
- Other listed skills important, but should be accomplished if leader appoints capable experts in specific fields...such as finance, personnel, etc.
- has demonstrated successful teaching and research in an academic setting and is familiar with the history



### **Presidential Search Survey – Stakeholder Results**

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and legacy of the UNC system as it relates to public education across the US.

- Effective advocate for ENTIRE SYSTEM, NOT JUST ONE SCHOOL
  - Familiar with the history and legacy of the UNC system as it relates to public education across the US.
  - Ability to foster and maintain the highest Academic Standards
  - Transparency, Honesty, lack of conflicts of interest
  - Ability to communicate vision and create buy-in
  - Ability to effectively educate legislators and the public about the value of a liberal arts education and the detriment of allowing the system to become another community college "jobs producer". Also, get presidents/chancellors to reduce the administrative bureaucracy.
-



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Community Member (Pages 105-117)**

<b>Essential Characteristics</b>	<b>Count</b>	<b>Average Rank</b>
Demonstrates passion for and commitment to public education	264	2.29
Demonstrates integrity in word and deed	251	2.06
Encourages meaningful input and involvement from relevant constituencies before making decisions	206	3.01
Fosters transparency	178	3.21
Makes informed, fact-based decisions	155	3.24
Thorough knowledge of the state of North Carolina and the UNC system	141	2.88
Bold, decisive, and visionary with the ability to lead through change	126	2.99
Demonstrates commitment to public service	107	3.35
Effective communicator	94	3.66
Conveys energy/enthusiasm	61	3.69
Change agent	26	3.31
Tenacious	21	3.95
Focused	13	3.46
Other:	13	2.54
<b>*Other Essential Characteristics</b>		
<ul style="list-style-type: none"> <li>• Not selected for political reasons</li> <li>• A sense of Humor</li> <li>• A willingness to broaden the vision for the entire State and not just the Triangle area</li> <li>• Remind me again what was wrong with the last guy in this job?</li> <li>• Dr. Harold Martin</li> <li>• Courage to fight legislative overreach</li> <li>• Humility</li> <li>• Recognizes and makes logical fact based decisions vs. academic theory</li> <li>• Openly rejects anti-education / pro-business viewpoints from think tanks and foundations (e.g. The Pope Center).</li> <li>• Non-partisan</li> <li>• Capable of working with political leaders from both parties</li> <li>• believes in the tradition of academic excellence in the NC system and is committed to continuing that tradition</li> <li>• Prioritize instruction and reduce administrative bloat.</li> <li>• thick skinned and humble</li> <li>• Priorities the education and future financial stability ( earning power) of our students and thus our state.</li> <li>• Believes in the Humanities as a critical part of learning and development</li> </ul>		





### **Presidential Search Survey – Stakeholder Results**

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- Know who Bill Friday was and understand why he was so effective.
-



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Community Member (Pages 105-117)**

<b>Essential Values</b>	<b>Count</b>	<b>Average Rank</b>
Values access to public higher education	189	2.2
Committed to maintaining high quality and stature of UNC system and its academic programs	184	2.47
Supports academic freedom, open-minded inquiry, and academic responsibility	173	2.46
Values and supports University’s mission: teaching, research, scholarship, and public service	155	2.75
Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students	145	2.72
Values distinctive missions and cultures of UNC system universities and affiliates	71	3.11
Commitment to maintaining affordable tuition	65	3.38
Understands and supports essential role of faculty	63	3.43
Embraces current climate of change within the higher education environment as an opportunity rather than a crisis	59	2.97
Committed to helping prepare students and North Carolina for long-term success in a global environment	57	3.44
Values Historically Black Colleges and Universities (HBCUs)	49	3.06
Understands and values shared governance structure of the University	47	3.28
Values and appreciates diversity among stakeholders	45	3.42
Understands and supports University’s service role in strengthening NC communities and improving their quality of life	44	3.8
Understands and supports University’s role as an economic engine for the state	36	3.36
Understands and supports essential role of staff	35	3.66
Understands and supports University’s civic role in educating students for a strong democracy	35	3.54
Embraces changing landscape of higher education and supports the role that technology and online delivery will play in educating students, both traditional and non-traditional	33	3.55
Values working closely with UNC Board of Governors and university Boards of Trustees	21	3.57
Understands and supports critical role of Chancellors	21	3.14
Fosters collaboration between UNC system and people of North Carolina	16	3.94
Values major research universities	15	3.33
Fosters basic and applied research and scholarship appropriate to university missions	15	2.87
Values land grant universities	12	3.67
Fosters collaboration between UNC system and business/industry	11	3.64
Fosters collaboration between UNC system and other education sectors	9	4.44



### Presidential Search Survey – Stakeholder Results

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Other:

5

1.8

#### \*Other Essential Values

- Appreciates diversity as a source of renewal and vitality
  - Holds and demonstrates a commitment to the students in the state of North Carolina over students those outside the state.
  - Remind me again what was wrong with the last guy in this job?
  - Dr. Harold Martin is the top choice for this position
  - Focus on North Carolina Students
  - Understands, values and supports faculty, staff, and students of all system campuses, with appreciation for the distinctive missions, cultures, and histories of the different campuses
  - Understands the critical role that all members of the University play. This includes everyone from students to the Board of Governors.
-



## Presidential Search Survey – Stakeholder Results

### Stakeholder Group: Community Member (Pages 105-117)

#### Highest Priorities *[open-ended responses]*

- Advocacy, funding, access, research, academic freedom
- Preventing the legislature from ruining our publicly funded university's constitutional mandate.
- Keeping education affordable and expanding availability for NC residents  
Maintaining and growing higher education standards
- Maintaining the reputation of UNC system, despite political pressures. Must change funding model and maintain access for all.
- Someone who can work with all the groups supporting the university that has their trust. Must be aware of the diversity.
- Rebuilding and improving on the University system's reputation
- Budgeting & financial management, advocacy - no more state budget cuts! Unified vision that all schools can support.
- Research mission
- Ensuring the BOG understands its true role, and aids our universities and STOPS hindering them.
- To be a passionate advocate for public higher education and U.N.C.'s position as the greatest asset & value for its people.
- Better linking the University System into the life of ordinary people of North Carolina.
- Empower chancellors to create a culture of discovery. Make tuition as free as practicable to NC citizens (the legal mandate).
- To allow academic freedom and supports both liberal arts and science curriculum
- Sterling integrity in leadership in the faculty/staff in accountability to the people of NC for education outcomes/reputation
- Renewing the faith of all University stakeholders in the power of the UNC system as a place of integrity, open inquiry.
- Restoring the integrity of the University; restoring image of the university's leadership as independent and not ideological
- Making sure the legislature and current BOG don't kill the goose (the UNC System) that laid the golden egg (NC's prosperity.)
- Maintaining the reputation and status of UNC in ALL areas of its mission, including research and academic excellence.
- Reducing tuition and adding departments/specialties.
- To create a system that rivals the Ivy League in terms of reputation and academic preparation but is affordable to all.
- Maintaining affordable tuition, not sacrificing quality. Working WITH other share-holders.
- A commitment to preparing students to solve tomorrow's problems and not bound to rehashing the controversies of yesterday.
- Impressing upon the legislature the significant cost of ongoing budget cuts to the universities on



## Presidential Search Survey – Stakeholder Results

reputation, enrollment, etc

- Balance efficient use of spending with quality education and new technology
- Making college affordable and accessible to all. Fostering collaboration and valuing each university
- Excellence in education and research that's affordable and accessible
- Passion and commitment towards education.
- The next Chancellor needs be committed to maintaining NC's long history of commitment to public higher education.
- The incoming president should foster our common goals and be able to work with the legislature and our governor to lead all.
- affordable, equal access to education; refining individual campus strengths; championing education as an economic stimulus
- Looking at the staff, leadership, and ensuring that there are more indians and less chiefs so students get served.
- Quality education for all students with additional focus on the reputation and integrity of the university system.
- A seasoned academic, preferably in the Humanities or Social Sciences, who values the opinions of faculty and staff.
- To work cooperatively with the campuses to transform public higher education to a model still open to and in service of all.
- valuing the strong, system-changing, and socially conscious liberal arts education for which the system is known
- Don't be part of obfuscation efforts over a scandal like the bogus classes for player eligibility as has just happened.
- Ensuring access to a liberal arts education that inspires critical thinking and values students and faculty.
- Protecting constitutional right to "as free as possible" higher education.  
Encouraging econ develop opps & transfer of IP
- Ability to work with all parties involved in an unbiased manner to provide equal representation of all system universities.
- To do what is best for the future of NC and to repair deep, hapless wounds to our great, cherished university.
- Restoring affordable tuition and eliminating huge fees
- Protecting the university system from short sighted politicians. Endorse/support the mission to education the citizens of NC
- Whatever Tom Ross's highest priorities were. He was on the right track.
- Increased diversity/cultural competence (students & faculty); Affordable education; commitment to research.
- Hard to picture a better choice than Tom Ross. Too bad he was thrown to the wolves.
- Ensure physical and financial access to higher education for all NC citizens



### Presidential Search Survey – Stakeholder Results

- Protect and enhance the unique positive role of public higher education in NC. It is not a broken system, respect it.
- COMPREHENSION OF THE UNIVERSITY SYSTEM  
RESPECT FOR DIVERSITY AMONG ITS UNITS  
RESPECT FOR THE VALUE OF HIGHER EDUCATION
- Achieve academic balance between liberal and conservative thought. Ensure stewardship of funding granted to the university
- Persuading state legislative & executive bodies, & NC taxpayers, that higher education is critical to NC's economic success.
- School/departmental Budgets need to not be frozen and taken by the state. Encumber funds once PO's issued.
- Advocating for the University in the face of a legislature and Board of Governors that have demonstrated open hostility.
- Encourage the pursuit of higher education for diverse population within UNC system while bolstering the quality of the system
- Combining the skills of the Research Universities with the teaching missions of the more local campuses to benefit the State.
- Maintain an affordable high quality university system that will educate students in diversified disciplines
- Control the cost of higher education everyone has access.
- Building a better North Carolina through investment in knowledge, fostering better citizenship and building innovation economy
- To understand how all the schools fit together for the citizens of NC. Act as a bridge for board of governors and chancellors.
- To not be a shill for Art Pope and the Tea-hadists.
- Maintaining the quality of the educational experience in the UNC system and its reputation
- Budget, future vision, and cutting through all the red tape for an open field
- Ability to uphold the mission of the UNC system and not be swayed by the more conservative State government
- Strengthening academic research, protecting and embracing tenure, hiring adjuncts on as tenure-track professors.
- Ensuring a higher quality of life exists for students, faculty, and staff.
- Effective budgeting that keeps tuition low while letting campuses operate. Valuing diversity among campuses and individuals.
- The president should uphold the same standard for all students, not just athletes.
- Ensuring the viability (economic, academic, etc.) of all member institutions of the UNC system.
- Defending academic freedom.
- Equally maintaining both the quality and reputation of the UNC System "brand" as well as affordable access to NC residents.



### Presidential Search Survey – Stakeholder Results

- Helping to move the UNC system back to a place of preeminence that it has unfortunately lost over the past 4-5 years.
- Maintaining academic integrity - protecting higher education from ill-advised change while embracing necessary reform.
- Efficient, effective, transformative leadership in ALL 16 institutions  
Performance management  
NC #1 Higher Ed sys. in USA
- academic integrity, operating all the universities with sound business practices, cut the fat
- Preparing and aligning the University towards future growth and needs of students in the next century.
- Affordability: reduce excessive fees (athletics). Leadership succession planning for campuses. Not getting ousted.
- Commitment to higher education without a trade school mentality
- Return to values of the people of NC. System is too liberal. Contradicts values held in NC. Commit to enroll students from NC
- Educated students, not job-ready ones; in-person teaching excellence, not online; classes above research dollars
- Affordable tuition. Engage smaller UNC schools to be active in leadership roles.
- Develop view of UNC as community leader, (socially economically ethically & educationally) reputation of UNC needs repair.
- Remind me again what was wrong with the last guy in this job?
- Collaborative, cohesive env. where faculty and staff are educated about policy and abide remembering the importance of students
- Decreasing the cost of education across the board in NC. Preserving the historical integrity of NC higher education.
- Political independence; living wages for adjunct faculty; competitive salaries for full faculty.
- Keeping the current university doors open, keep tuition low, partnering with community colleges even more.
- The next president should focused on stemming the cuts in budgets and making higher education more affordable
- Ensuring and maintaining quality system
- Helping reduce cost the cost of a college education. Tuition cost is getting to high!
- Keep the flagships and research strong. Teach liberal arts and combine them with entrepreneurial and business minors.
- Understanding the dynamics of North Carolina - each university serves a different purpose and a different region.
- Continue the legacy of leadership of the past UNC Presidents...Friday, Spangler, Broad, Bowles, and Ross!
- Sustaining programs within UNC System and supporting state employees at all levels.



### **Presidential Search Survey – Stakeholder Results**

- Affordable access to higher education; Understanding the valuing the importance of historically minority universities (UNC-P)
- The University's next president should be Dr. Harold Martin.
- 1. Working with the legislature for public funding above pre-recession levels. 2. Maintaining and improving quality of the U
- Upholding a space for minorities, this looks like: keeping HBCU's, maintaining affordable tuition rates, diversity
- 1. Making the UNC System a Top 20 Global Edu & Research Institution.  
2. Maintaining affordability of a university education
- Maintaining quality education at an affordable cost.
- We need someone that is very familiar with the UNC System and NC General Statutes. Also, a good communicator.





**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Other (Pages 118-130)**

Of the 4,371 number of responses, 264 (or 5.08%) identified themselves as other (e.g., retired staff, parents, dean, administrator, citizen, donor, tax payer, EPA non-faculty, etc.)

<b>Essential Experience</b>	<b>Count</b>	<b>Average Rank</b>
Leadership experience in higher education	299	2.05
Demonstrated record of successfully bringing together broad array of constituencies	287	2.8
Managing innovation and positive change in a large complex organization	262	2.81
Demonstrated record of working effectively with legislative and governmental bodies	231	3.4
Demonstrated success in leading transformative change	185	3.09
Demonstrated success in academic research and teaching	168	2.85
Holds highest academic degree of PhD or equivalent (for example, JD for attorneys)	137	3.29
Leadership experience in private sector	68	2.72
Other:	38	2.34

**\*Other Essential Experiences:**

- Non-partisan
- Understanding of the unique nature of our System and it's importance to our people and our State's position in our Nation.
- Non-partisan and pragmatic
- values the staff that support all areas of facility and actually run the university
- Ethics beyond reproach.
- Previous Experience as President of multiple NC colleges or universities
- Demonstrated ability to build effective decision teams from a diverse constituency
- Experience in obtaining federal research funding
- Appreciation of the need for diversity of all types and at all levels
- Remind me again what was wrong with the last guy in this job?
- Demonstrated success in fighting for higher education in NC
- Apolitical
- Demonstrated record of opening up "markets" to give better access to citizens of all economic means.
- Personal Relationship With Students
- Not associated, in any way, with the NC Republican or Democratic political party.
- Has shown effective results in the implementation of Developmental Education higher education programs.
- Commitment to Reform



## Presidential Search Survey – Stakeholder Results

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- Commitment to the needs of the people of NC
  - Understands the importance of the arts, language, history and social sciences in the university.
  - A respect for the value of HBCU's, as essential today as they were 50 years ago.
  - Demonstrates trustworthiness and character
  - Demonstrated record of successfully managing finances and implementing strategies designed to lower academic expenses for students to prepare more students for global preparedness and awareness.
  - Has a history of positive interactions with faculty and students
  - values education and students instead of politics and corporate interests
  - Understands the importance of ALL UNC system schools and does not favor any one school in particular
  - I was allowed only 4
  - Total independence from the current NC administration and a commitment to education that is opposite the philosophy of the current NC administration.
  - Demonstrated commitment to diversity and support of diverse members in faculty, administration, and in the student body.
  - Leadership experience with keeping costs down!
  - Standing up to those who have no experience in Higher Education; also, working with HBCU s
  - Demonstrated an understanding and appreciation for the role of HBCUS
  - A willingness to defend the UNC system against the current Board of Governors' top-down approaches to curricular and governance decisions. Dedication to the historic UNC system mission of providing affordable/accessible higher education to all NC citizens.
  - Demonstrated record of working with but also independent from legislative and governmental bodies to support the BEST interests of the academic system over political expediency
  - Dedication to the historic UNC system mission of providing affordable/accessible higher education to all NC citizens
  - Demonstrated understanding of the value of the liberal arts education
  - Familiarity with North Carolina -- its history, its evolution, its challenges
  - Dedication to championing unbiased research and teaching and defending the universities from external pressures
  - North Carolina background a plus
  - The strength to do what is best for the University and the people that it serves regardless of its popularity among legislators or others
  - Leadership experience in PUBLIC higher education
  - Has experienced poverty from a personal standpoint.
  - Reformer!
  - Public service experience
  - Extensive leadership experience
-



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Other (Pages 118-130)**

<b>Essential Skill Sets</b>	<b>Count</b>	<b>Average Rank</b>
Working constructively across multiple sectors and stakeholder groups	175	2.94
Capacity to generate enthusiasm and energy for the University and its priorities	163	2.85
Ability to build, develop, and maintain high-functioning leadership team	147	2.75
Addressing difficult challenges in transformative and constructive ways	140	2.58
Ability to work with diverse groups of people	138	2.59
Capacity to balance management and vision	129	2.89
Approachable and open-minded	126	2.83
Effective advocate	123	2.67
Exceptional communication skills	107	2.91
Skillfully managing a large, complex budget	105	2.99
Ability to build and foster collaborative and team-oriented work environment	78	3.28
Imagination, creativity, and initiative	75	3.53
Demonstrated political savvy	67	3.36
Setting, monitoring, and attaining organizational goals	64	3.27
Capable and comfortable participating in fundraising environments	26	4
Other:	18	1.72
Ability to manage multiple personnel systems	13	3.77

**\*Other Essential Skill Sets**

- Non-partisan and pragmatic
- Ethics beyond reproach.
- Previous Experience as President of multiple NC colleges or universities
- A history of ethical decisions
- Understanding the need to de-corporatize the university and respect faculty governance
- Remind me again what was wrong with the last guy in this job?
- Supportive of traditional academic focus on teaching and research
- High ability to lobby for and raise money for education
- Open-minded with a strong record of promoting diversity and connecting with people of different class, race, gender, political and religious beliefs.
- Understands challenges of faculty and students, privileges education over business concerns.
- Being a champion for high quality education and the ability to stand up to the legislature
- Other listed skills important, but should be accomplished if leader appoints capable experts in specific fields...such as finance, personnel, etc.
- Has demonstrated successful teaching and research in an academic setting and is familiar with the history



### **Presidential Search Survey – Stakeholder Results**

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and legacy of the UNC system as it relates to public education across the US.

- Effective advocate for ENTIRE SYSTEM, NOT JUST ONE SCHOOL
  - Familiar with the history and legacy of the UNC system as it relates to public education across the US.
  - Ability to foster and maintain the highest Academic Standards
  - Transparency, Honesty, lack of conflicts of interest
  - Ability to communicate vision and create buy-in
  - Ability to effectively educate legislators and the public about the value of a liberal arts education and the detriment of allowing the system to become another community college "jobs producer". Also, get presidents/chancellors to reduce the administrative bureaucracy.
-



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Other (Pages 118-130)**

<b>Essential Characteristics</b>	<b>Count</b>	<b>Average Rank</b>
Demonstrates passion for and commitment to public education	264	2.29
Demonstrates integrity in word and deed	251	2.06
Encourages meaningful input and involvement from relevant constituencies before making decisions	206	3.01
Fosters transparency	178	3.21
Makes informed, fact-based decisions	155	3.24
Thorough knowledge of the state of North Carolina and the UNC system	141	2.88
Bold, decisive, and visionary with the ability to lead through change	126	2.99
Demonstrates commitment to public service	107	3.35
Effective communicator	94	3.66
Conveys energy/enthusiasm	61	3.69
Change agent	26	3.31
Tenacious	21	3.95
Focused	13	3.46
Other:	13	2.54
<b>*Other Essential Characteristics</b>		
<ul style="list-style-type: none"> <li>• Not selected for political reasons</li> <li>• A sense of Humor</li> <li>• A willingness to broaden the vision for the entire State and not just the Triangle area</li> <li>• Remind me again what was wrong with the last guy in this job?</li> <li>• Dr. Harold Martin</li> <li>• Courage to fight legislative overreach</li> <li>• Humility</li> <li>• Recognizes and makes logical fact based decisions vs. academic theory</li> <li>• Openly rejects anti-education / pro-business viewpoints from think tanks and foundations (e.g. The Pope Center).</li> <li>• Non-partisan</li> <li>• Capable of working with political leaders from both parties</li> <li>• believes in the tradition of academic excellence in the NC system and is committed to continuing that tradition</li> <li>• Prioritize instruction and reduce administrative bloat.</li> <li>• thick skinned and humble</li> <li>• Priorities the education and future financial stability (earning power) of our students and thus our state.</li> <li>• Believes in the Humanities as a critical part of learning and development</li> </ul>		



### **Presidential Search Survey – Stakeholder Results**

- 
- Know who Bill Friday was and understand why he was so effective.
-



**Presidential Search Survey – Stakeholder Results**

**Stakeholder Group: Other (Pages 118-130)**

<b>Essential Values</b>	<b>Count</b>	<b>Average Rank</b>
Values access to public higher education	189	2.2
Committed to maintaining high quality and stature of UNC system and its academic programs	184	2.47
Supports academic freedom, open-minded inquiry, and academic responsibility	173	2.46
Values and supports University’s mission: teaching, research, scholarship, and public service	155	2.75
Committed to achieving sustainable model for UNC system that delivers high quality education at an affordable cost to both traditional and non-traditional students	145	2.72
Values distinctive missions and cultures of UNC system universities and affiliates	71	3.11
Commitment to maintaining affordable tuition	65	3.38
Understands and supports essential role of faculty	63	3.43
Embraces current climate of change within the higher education environment as an opportunity rather than a crisis	59	2.97
Committed to helping prepare students and North Carolina for long-term success in a global environment	57	3.44
Values Historically Black Colleges and Universities (HBCUs)	49	3.06
Understands and values shared governance structure of the University	47	3.28
Values and appreciates diversity among stakeholders	45	3.42
Understands and supports University’s service role in strengthening NC communities and improving their quality of life	44	3.8
Understands and supports University’s role as an economic engine for the state	36	3.36
Understands and supports essential role of staff	35	3.66
Understands and supports University’s civic role in educating students for a strong democracy	35	3.54
Embraces changing landscape of higher education and supports the role that technology and online delivery will play in educating students, both traditional and non-traditional	33	3.55
Values working closely with UNC Board of Governors and university Boards of Trustees	21	3.57
Understands and supports critical role of Chancellors	21	3.14
Fosters collaboration between UNC system and people of North Carolina	16	3.94
Values major research universities	15	3.33
Fosters basic and applied research and scholarship appropriate to university missions	15	2.87
Values land grant universities	12	3.67
Fosters collaboration between UNC system and business/industry	11	3.64
Fosters collaboration between UNC system and other education sectors	9	4.44



### Presidential Search Survey – Stakeholder Results

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Other:	5	1.8
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#### \*Other Essential Values

- Appreciates diversity as a source of renewal and vitality
  - Holds and demonstrates a commitment to the students in the state of North Carolina over students those outside the state.
  - Remind me again what was wrong with the last guy in this job?
  - Dr. Harold Martin is the top choice for this position
  - Focus on North Carolina Students
  - Understands, values and supports faculty, staff, and students of all system campuses, with appreciation for the distinctive missions, cultures, and histories of the different campuses
  - Understands the critical role that all members of the University play. This includes everyone from students to the Board of Governors.
-





## Presidential Search Survey – Stakeholder Results

### Stakeholder Group: Other (Pages 118-130)

#### Highest Priorities *[open-ended responses]*

- Advocacy, funding, access, research, academic freedom
- Preventing the legislature from ruining our publicly funded university's constitutional mandate.
- Keeping education affordable and expanding availability for NC residents  
Maintaining and growing higher education standards
- Maintaining the reputation of UNC system, despite political pressures. Must change funding model and maintain access for all.
- Someone who can work with all the groups supporting the university that has their trust. Must be aware of the diversity.
- Rebuilding and improving on the University system's reputation
- Budgeting & financial management, advocacy - no more state budget cuts! Unified vision that all schools can support.
- Research mission
- Ensuring the BOG understands its true role, and aids our universities and STOPS hindering them.
- To be a passionate advocate for public higher education and U.N.C.'s position as the greatest asset & value for its people.
- Better linking the University System into the life of ordinary people of North Carolina.
- Empower chancellors to create a culture of discovery. Make tuition as free as practicable to NC citizens (the legal mandate).
- To allow academic freedom and supports both liberal arts and science curriculum
- Sterling integrity in leadership in the faculty/staff in accountability to the people of NC for education outcomes/reputation
- Renewing the faith of all University stakeholders in the power of the UNC system as a place of integrity, open inquiry.
- Restoring the integrity of the University; restoring image of the university's leadership as independent and not ideological
- Making sure the legislature and current BOG don't kill the goose (the UNC System) that laid the golden egg (NC's prosperity.)
- Maintaining the reputation and status of UNC in ALL areas of its mission, including research and academic excellence.
- Reducing tuition and adding departments/specialties.
- To create a system that rivals the Ivy League in terms of reputation and academic preparation but is affordable to all.
- Maintaining affordable tuition, not sacrificing quality. Working WITH other share-holders.
- A commitment to preparing students to solve tomorrow's problems and not bound to rehashing the controversies of yesterday.
- Impressing upon the legislature the significant cost of ongoing budget cuts to the universities on



## Presidential Search Survey – Stakeholder Results

reputation, enrollment, etc

- Balance efficient use of spending with quality education and new technology
- Making college affordable and accessible to all. Fostering collaboration and valuing each university
- Excellence in education and research that's affordable and accessible
- Passion and commitment towards education.
- The next Chancellor needs be committed to maintaining NC's long history of commitment to public higher education.
- The incoming president should foster our common goals and be able to work with the legislature and our governor to lead all.
- affordable, equal access to education; refining individual campus strengths; championing education as an economic stimulus
- Looking at the staff, leadership, and ensuring that there are more Indians and less chiefs so students get served.
- Quality education for all students with additional focus on the reputation and integrity of the university system.
- A seasoned academic, preferably in the Humanities or Social Sciences, who values the opinions of faculty and staff.
- To work cooperatively with the campuses to transform public higher education to a model still open to and in service of all.
- valuing the strong, system-changing, and socially conscious liberal arts education for which the system is known
- Don't be part of obfuscation efforts over a scandal like the bogus classes for player eligibility as has just happened.
- Ensuring access to a liberal arts education that inspires critical thinking and values students and faculty.
- Protecting constitutional right to "as free as possible" higher education.  
Encouraging econ develop opps & transfer of IP
- Ability to work with all parties involved in an unbiased manner to provide equal representation of all system universities.
- To do what is best for the future of NC and to repair deep, hapless wounds to our great, cherished university.
- Restoring affordable tuition and eliminating huge fees
- Protecting the university system from short sighted politicians. Endorse/support the mission to education the citizens of NC
- Whatever Tom Ross's highest priorities were. He was on the right track.
- Increased diversity/cultural competence (students & faculty); Affordable education; commitment to research.
- Hard to picture a better choice than Tom Ross. Too bad he was thrown to the wolves.



### Presidential Search Survey – Stakeholder Results

- Ensure physical and financial access to higher education for all NC citizens
- Protect and enhance the unique positive role of public higher education in NC. It is not a broken system, respect it.
- COMPREHENSION OF THE UNIVERSITY SYSTEM  
RESPECT FOR DIVERSITY AMONG ITS UNITS  
RESPECT FOR THE VALUE OF HIGHER EDUCATION
- Achieve academic balance between liberal and conservative thought. Ensure stewardship of funding granted to the university
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- School/departmental Budgets need to not be frozen and taken by the state. Encumber funds once PO's issued.
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- Combining the skills of the Research Universities with the teaching missions of the more local campuses to benefit the State.
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## Presidential Search Survey – Stakeholder Results

affordable access to NC residents.

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- Continue the legacy of leadership of the past UNC Presidents...Friday, Spangler, Broad, Bowles, and Ross!



### Presidential Search Survey – Stakeholder Results

- Sustaining programs within UNC System and supporting state employees at all levels.
  - Affordable access to higher education; Understanding the valuing the importance of historically minority universities (UNC-P)
  - The University's next president should be Dr. Harold Martin.
  - 1. Working with the legislature for public funding above pre-recession levels. 2. Maintaining and improving quality of the U
  - Upholding a space for minorities, this looks like: keeping HBCU's, maintaining affordable tuition rates, diversity
  - 1. Making the UNC System a Top 20 Global Edu & Research Institution.  
2. Maintaining affordability of a university education
  - Maintaining quality education at an affordable cost.
  - Providing institutions with quality professors and research opportunities. Allowing for the increase in pay based on merit
- We need someone that is very familiar with the UNC System and NC General Statutes. Also, a good communicator

# REGIONAL INPUT SESSIONS

# Input Session Welcome Script – Joan MacNeill

## UNC Presidential Search

I'm Joan MacNeill, a member of the UNC Board of Governors, and I am honored to be chairing the 2015 Presidential Search process. This is a critically important undertaking for the University of North Carolina system and for our entire state.

As we seek out the UNC system's next President, our Board is steadfastly committed to finding a proven leader with the experience, skills and vision needed to build on the UNC's long tradition of excellence and further its mission of teaching, research, and service to the state. Tonight, we are here to listen to you as you provide your thoughts about qualities necessary for the success of the next leader of our system. This session is being streamed live online and viewed throughout the state. Each session will also be archived online.

Let me introduce the Board of Governors members here to listen to you this evening...(will customize list for each session)

A summary of the feedback received this evening and at each of the four sessions will be provided to all members of the Leadership Statement Committee.

I would also like to provide you with an overview of the search process before we begin. Over the next several months, members of the Board of Governors and others representing our 17 campuses—trustees, chancellors, faculty, staff, students and alumni—will participate in this important task on behalf of the University we all love. Working through three committees, we will select a search firm, define the essential skills and characteristics we want to see in our next President, advertise for candidates, screen applicants and conduct interviews, and ultimately present one or more finalists to the Board of Governors for consideration and election. Our goal is to elect a new President this fall, so that he or she can take office in January. You are participating in the first step which will determine the leadership profile that we use to advertise the position and recruit qualified candidates.

I also encourage you to email your suggestions throughout the process. This search process is about finding the next leader who will continue moving the UNC system forward and ensure that our public University and the state of North Carolina can reach their full potential. Thank you, and now I will turn the session over to our facilitator, Carol McLaurin.

# 2015 UNC Presidential Search Forum Asheville Regional Input Session Summary



**May 26, 2015 at UNC Asheville**

## **Lothan Dohse, Faculty Member UNC Asheville/Representative of the faculty assembly**

Hello, my name is Lothan Dohse, and I am a faculty member here at UNCA. I would like to start off by stating the request to minimize the partisan politics, and we're starting off on a good note. The selection process shouldn't even appear that public partisan politics are in it and that ideology is not the main reason for choosing. It should be a skill set and using the guidelines here. The number one thing I think that a president needs to be able to do is work with the diverse set of constituents and understand the needs of very different groups of people. He should be a forceful diplomat who can work with the legislature, as well as, with ornery faculty members like me and have a firm belief that academics and scholarship is of absolute value.

## **Tom Byers, Resident of Asheville/ Former member of the UNCA staff**

My name is Tom Byers. I'm a resident of Asheville and a former member of staff here at UNC Asheville. I'd like to address a single characteristic that I believe is desirable and a single element of philosophy that I think perhaps flows from that. During the four-plus decades that the University of North Carolina has been governed under its present structure, four of the five individuals who have served as its president have been characterized by deep and extensive roots to the state of North Carolina, and it seems to me that it's been a very valuable attribute and one the board might wish to continue. So, I recommend that for their consideration, rootedness in the state. As a sort of adjunct to that, I would suggest that it is desirable for the individual to address the philosophy of promotion from within. That is providing opportunities for fellow North Carolinians to rise within our wonderful university system. You know, we're a state of ten million larger than many sovereign nations. There are a lot of talented individuals among that number, a lot of them produced by our university system. I would encourage the board to discuss that particular issue with candidates.

## **Janet Moore, NC State Graduate**

Good Evening! My name is Janet Moore, and I am a graduate of North Carolina State University, the wife of a graduate at UNC Chapel Hill, and the mother of a graduate at UNC Chapel Hill, liberal arts, Phi Beta Kappa, and gainfully employed. I also grew up in academia. My father was a professor at NC State and Cornell University. So, I know the politics that go on particularly in public universities. I'm most concerned that we have a leader who understands the challenges of leading a multi-campus state university system rather than private universities. We need someone with a vision who is not afraid to articulate integrity above all else, belief in academic independence and inquiry, and the importance of the faculty in the life of the University. I think we also need someone who appreciates the role that every campus in this 16 campus system plays as an economic engine across our state. Stephen Colbert said recently, "Watch out South Carolina, as long as we have a very strong university system I don't think South Carolina has anything to fear from North Carolina." Finally, I think we need to honor and show conviction when there is political pressure, when there is micromanagement from the legislature



# 2015 UNC Presidential Search Forum

## Asheville Regional Input Session Summary



about courses and curriculum and faculty that are targeted. We need a strong person who isn't afraid to stand up for the people he represents.

### **Wilson Parker, UNC Chapel-Hill alumni**

My name's Wilson and a couple of weeks ago I walked across the stage Memorial Hall UNC. So, now I'm an alum of the university system largely because Dr. Leonard approved my thesis. So, thanks to him as well. Anyway, I have a few points that I think the board should consider. The first is the vital role that affordability plays in or has played in the university system's success and hopefully will continue to play. The legislature and the Board of Governors due to the budget picture have been forced to make increases in tuition, a cap on financial aid, and some other decisions that hit many students, particularly low-income and nonresident students, pretty hard. A president needs to be someone who takes this problem seriously and is going to take affordability seriously. We may still be in the top quintile for state support for students, but we're not going to keep getting the returns we've gotten in the past from the university system if we don't keep up the very high level of investment. So, I think the president's going to have to make the case to the legislature for more funds, but is also going to have to look pretty hard at the campuses to look at redundancies in management and too much administration. We need an all-of-the-above strategy to stay affordable. We need a president who is committed to that. I also think we need someone, like that economic advisor's comments, who understands North Carolina and particularly the unique role that our universities play in educating teachers. My best high school teachers were graduates of the university system. I have to say I understand the Board of Governors face difficult decisions. I was disappointed to see a lot of degree programs that were affiliated with teaching go on, but I understand that in many ways that was a way to take out redundancies. The main point is the system educates our teachers and it needs to keep doing a good job of that because that's what prepares students for university education. Many campuses such as UNC Pembroke, where my uncle graduated or Elizabeth City State play important regional needs. We need a president who understands those regional needs which I think goes to the importance of North Carolina experience and someone who values the aspect of service, that's part of the University's mission. I'd also like to say that my university, North Carolina State, and the development that takes place on its campus has been an economic powerhouse for the state. We need someone who understands that. I'd like to agree with Dr. Joseph about no politicization. We don't need politics at the university system. We need to move the university forward together, and I do think it would help if the board highlighted some of the ways in which its vision differed from President Ross'. I understand that was the reason for asking President Ross to step down. I would like to see some more specifics as to the difference just so we can keep this conversation an open one, but I thank you for the opportunity to share my thoughts and I wish you the best of luck in this decision.

### **Phyllis Betts, UNC Asheville Former Faculty Member**

My name is Phyllis Betts, and I was on the faculty here for a number of years. Then, I finished my career in Tennessee. It may seem evident to say that a president should be committed to the idea of public higher education, as having a unique mission - public higher education as a public good, not just for individuals. Speaking of philosophy, there is a philosophy that tuition should be allowed to rise more on

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par with private schools and that state spending should be for individual scholarships to public or private schools. I think that this philosophy bears a great deal of reflection and a look at the historical world that higher education has played. That being said, we realize the fiscal challenges. So that someone who can be innovative in terms of stretching public dollars while recognizing that unique mission. I think there needs to be a new concept between the idea of higher education as a consumer of public tax money, and higher education as a business. I think that middle concept goes back to the idea of public higher education having a unique role. I'd really like to see a new president articulate that in no uncertain terms.

### **David Rathbone, Staff Senate Chair at Western Carolina University/ Facilities**

I'm David Rathbone. I'm chair of the staff senate for Western Carolina University, and I worked in facilities as a painter there. First of all I'd like to thank Joan MacNeill for having this event. And also, the Board of Governors has all my confidence, my colleagues as well, especially with Ms. MacNeill running the show here for this. She has our full support. Historically speaking, the presidents of the UNC system always backed up the staff senate and individual campuses in the UNC system staff assembly and also faculty as well. So, we'd like that to be continued on. We really appreciate the past presidents, from President Tom Ross to right on back there to Erskine Bowles. So, we'd like to see that continue on and we appreciate the support we've had from the Board of Governors.

I think it'd be very important for someone like myself, or about anyone that may be a native of North Carolina, to understand the difference in areas, perhaps they've moved around in the state and know the different parts of the state, and that we are all united. I know we want to be open as we can and allow others to come in, but for a job this important especially for education, it'd be nice for people who grew up with this. I'd appreciate that.

### **Julianna Grassia, UNC Asheville alumni, Class of 2015**

My name is Julianna Grassia. I'm a member of the UNC Asheville class of 2015. I think that going forward it's really important that we try to include students as much as possible. All these forums are being held during the summertime, which makes it difficult for students to attend any of the sessions. So, I think that's important going forward. One of my favorite parts of the chancellor search at UNC Asheville this past year was being able to meet the candidates and get to know them on a personal level. So, I think going forward it's important to keep in mind that students are the ones who are the most important part of this search and the whole reason why this system exists.

### **Dwight Mullen, Professor/2014 Board of Governors Teaching Award Recipient**

I'm Dwight Mullen. I was awarded your Board of Governors award for teaching excellence in 2014, and I want to thank you for that award. I've been here since 1984. I came in under William Friday. He saw fit that he took me under his wing for a little bit. He lived, what the importance of my former colleague said, his roots being deep in North Carolina. I think that's a very important characteristic. That he understand the state, but it's not the state as a whole. The state as made up of component parts and for

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me to win the teaching excellence award, it was not possible without academic freedom. The president must understand the importance of your ability to develop ideas in the classroom and in the community through your service and scholarship. If that's not respected, we will not have a University. Also, my award was no less because of my students. I was able to teach a wide array of students – students who in any other setting may not have had the opportunity to sit in a university classroom. For me, teaching for scholarship-generation students and giving them the opportunity to participate in the development of the state was what kept me going for the soul. Finally, I think that affordability understanding the economics of the University is not the same thing as understanding the economics of a corporation. This is a university in which we pursue the excellence of ideas so that individuals like me can pass them from generation to generation without fear of retribution. Academic freedom is again probably for me the most important component to understanding what a president is all about.

## **Carol McLaurin, SBDC**

We do have just a couple of tweets from @Cargath. One is "UNC requires a leader with the ability to collaborate respectfully and effectively with faculty." And another comment is, "A diplomat who engenders trust among faculty, students, and alums who's honest, values and encourages dialogue before major decisions."

## **Chancellor Mary K. Grant, Chancellor of UNC Asheville/Regional Forum Host**

Although, we've had ample opportunity for input as a statement is being delivered, I want to underscore many of the comments that have been made here this evening. As a newcomer to the system, I'm appreciating the deep history. I think one of the things that struck me is that there is a richness and a diversity among the campuses across this great state, and that's what has made for a very strong system. So, continued recognition of the unique roles we play in place and service to our communities and supporting our students to do their very best – those are some of the things that are important to the chancellors because we lead across the state, but we also have responsibility for the area that we have the privilege to call home and serve. So I want to underscore what's been said but I echo there is a piece about serving our community which is part of the public and the work we do every day with the support from other folks in this room.

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May 27, 2015 at East Carolina University

## **Mary Ann Montgomery, ECU Faculty Member**

My name is Mary Ann Montgomery. I'm a faculty member here at ECU in the department of English. I have one thing to say about the experiences that I believe are necessary. As we all know the system comprises a diverse range of institutions with various missions, but our shared mission is educating the citizens of North Carolina. In order to manage that diversity but also that shared mission, I believe that it is essential that the next president bring experience in higher educational leadership. The University of North Carolina system is not a business, it's not a government agency, and there are specific skills that come with managing institutions of higher education. I think that is the really the preeminent umbrella for success in this position - higher education leadership experience.

## **Faculty Forward, ECU Graduate Students**

My name is Christina Bethel. I am a graduate student, a PhD student in English in the rhetoric writing and professional communication program, and I'm here with faculty forward. Thank you we would like to introduce ourselves together. I'm Randall Martosha, and I'm a fixed-term faculty member in the English department at East Carolina University. I am Daniel Mejia, a student in the chemistry department at East Carolina University. I'm Zac Robinson a professor of mathematics at East Carolina. John Dixon, assistant professor at ECU. My colleagues and I are here on behalf of Faculty Forward NC to speak out for the hundreds of UNC faculty from across the state who have signed this petition calling for the election of a president who supports students and faculty by prioritizing instruction and research as our mission calls us to do. The new president of UNC should stand for teaching and learning. As the University of North Carolina Board of Governors searches for a new president, it's time to remember the university's mission statement that teaching and learning constitute the primary service the University renders to society. We are students, alumni, and tenure-line faculty calling for a new president who recommits to this mission by prioritizing resources towards UNC's core mission, student instruction, making UNC an affordable place for all students. By controlling rising tuition rates, increasing transparency by including all faculty in the UNC decision-making process. Our petition ends by saying as our mission statement says UNC's "mission is accomplished" through instruction and "our next president should lead in pursuit of that mission." I will also add that our next president should uphold the rights enshrined in the state's constitution. Among them, is the right articulated in article section nine, which says the General Assembly shall provide that the benefits at the University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the state free of charge. Thank you. I'm a member Faculty Forward. It's an organization of, by, and for faculty. We're here to defend the rights of faculty, to express our needs. This is a movement, not a moment.

## **Rajendra Jagad, Community member at UNC Chapel-Hill**

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My name is Rajendra Jagad. I am a founder and a program director of exchange affect. I'm affiliated with the University of Chapel Hill as a community member to NC's Track Institute, and I participate in the Community Corps engagement program. The title of my comment today is the Spirit of Alma Mater. I believe we do set the stage for this. The first time I read about the experience of the university was by one of the first chancellors which is Sir Francis Bacon. He writes in his books ,The New Atlantis, about before even be started debating stuff, how the experience of somebody who with another community member and the interaction and how it parsed his knowledge, how foster nourishment within the community is in the last chapter of that book. I was really fascinated. We have come a long way since, now the University's more traditional role is research and teaching. I believe the experience and skill sets that are essential for the success of the next for president at the University of North Carolina is be a visionary, be able to see beyond the traditional role that universities have played, have a track record of being an innovator on how the education is delivered, while restoring the spirit of alma mater. UNC Chapel Hill is one of the first public universities. It has not only a responsibly, but an obligation and a role to play as a leader of all public university to do this. The other characteristic, I believe is the spirit of alma mater beyond the campus of the university and within the community. The highest priority would be to find the expanded role higher education will play to reach out to community members.

## **Andrew Moorehead, East Carolina University Faculty Chair**

I'm professor Andrew Moorhead. I'm the current chair of the faculty here at ECU. I'm a professor in chemistry department, and quite importantly for me at least, I'm also the parent of two children who are currently students in the UNC system. We must have a president with commitment to and experience with higher education leadership. They must be an individual who has taught students, who's carried out research, and who has led faculties as they perform the central mission of teaching, advising, and mentoring students, as they prepare for a life as a productive and engaged citizen. They must have an appreciation for the diverse missions of our constituent institutions, the role that they have in their communities, and they must have internalized the mandate that UNC provide a sound education as free of cost as possible. Finally their first priority upon taking office is to restore the leadership role of the UNC system as a national model for innovation, for the arts, and for providing an affordable education.

## **John Stiller**

I'm John Stiller a faculty member in the Department of Biology here at ECU, and I will be succeeding Dr. Morehead as chair of the faculty next year. I'd like to echo the sentiments expressed by Dr. Morehead and Dr. Montgomery with respect to the experience required by the next UNC president. I'll give you my headline up front. To effectively manage and lead an institution of this complexity, an individual has to have specific experience working in and managing such an institution. I'm a biologist still. You'll have to excuse my analogies to the biological world, but as an organism myself, when I seek direction on how

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to manage my complexity, I go to an appropriate expert. I really like my auto mechanic, but no matter how much I like that individual or how much I like my insurance salesman, who I trust a great deal, I'm going to go to my physician when I want to know about pain in my chest and what to do about it or how to manage my diet or how to manage my lifestyle to improve my health and longevity. Likewise, I wouldn't go to my physician if my car was breaking down. There are many important qualities that you will have to consider, and you want individual who embodies all of them. We certainly want strong leadership. We like vision. We want energy. But none of that is going to matter without a clear understanding of the complexity and diversity that such an institution embodies. So, I think that is the number one issue needs to be addressed someone with direct experience both working in and managing in an academic environment.

### **Mark Matulewicz, ECU Student Body President**

Good evening my name is Mark Matulewicz. I'm the student body president of East Carolina University. Thank you all for allowing me to provide my feedback tonight. From my experience as a student body president, I believe there are some traits that should be followed as well to the UNC president, and I believe that a leader who is able to lead in a positive direction for the students, but also has the ability to listen to all students. Now that being said, I think a top priority is to be receiving input from students before key issues are occurring on these campuses. They're able to take this input and see what changes must be made and then advocate for the students. Now with the 17 collegiate campuses we have in the UNC system, there are 220,000 degree seeking students and it's important that all them come together and that the UNC president notices what issues are going on and I see that's very important as well, because the UNC ASG president does not have a vote as a Board of Governors member. However they only have the opportunity to provide input. A few things, I'd also like to stress before that. When selecting the UNC president, I believe they should also be able to work with diverse constituents and able to deal with complex problems. Thank you all for allowing me to speak tonight.

### **Brian Glover, ECU Faculty Member**

Good evening. My name's Brian Glover I'm a fixed-term faculty member in the English department at East Carolina University. At this point in history the university's function in transferring information is not as important as it used to be. However, what remains most important is education. The sense of forming individuals, forming habits of thought toward that end. I think the next president of the UNC system should it be a person who has plans in two areas. The first area is in encouraging interactions between faculty and students. There are two areas that need to be addressed and that the next president should be prepared to address coming in. The first is class size. We should be ensuring that students have access directly to high quality experience with faculty, and the second is the conditions of the faculty employment. Faculty need stability. This does not necessarily mean retrenchment of the tenure system, but this means some kind of resolution to the problems of contention employment. I

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think these are the two greatest issues for the next president to address. Related to those, I think it's also important for the next president to have a plan to expand and promote the role in place for the Humanities in the UNC system.

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### **Harvey McMurray, NCCU Faculty Senate Chair**

Good evening. My name is Harvey McMurray, chair of the faculty senate here at NCCU. I also serve as chair of the historically minority caucus of the faculty assembly for the University of North Carolina. To our dear colleagues on the board, I have a concern and a question. Quite frankly, I'm concerned about the level of transparency in this entire process. My question in electing the new UNC president is what type of qualities will you be looking for to help someone to re-establish trust in the UNC System? In the Board of Governors? Why? And second, the historically black colleges and universities, the HMIs, there's a concern that they may not fare well in this new board. So, I hope that we understand fully that the value of the UNC system is diversity. I hope the new president of the UNC System fully embraces our diversity and really, really understands that we are different, distinct institutions. NCCU is not a UNC Chapel Hill; it's not a Fayetteville State. We are distinct institutions, and I hope that the Board of Governors, in its wisdom, really makes a significant point of selection of the president, and I want to thank you for choosing the best institution to visit.

### **Mary Phillips, UNC System Faculty Member**

I'm Mary Phillips. I live in Chapel Hill. I'm a graduate of two of the constituent institutions, and I'm a faculty member. A few points, first a non-partisan person who has experience with a university and really understand the academic side of higher education. I'd like for it to be a person who knows the mission of HBCUs, holds us accountable, but doesn't expect us to work miracles with insufficient funds. I heard on the radio that one-third of African-American kids in Orange County live below the poverty line. Our institutions are critical to the success of this state in this nation. Many of our leaders come from our HBCUs.

### **David Zonderman, NCSU Faculty Member**

I'm David Zonderman. I'm a professor of history and soon to be past chair of the faculty of NC State. Thank you for this opportunity to speak. A couple of observations - first, I would urge you to keep the search as open as possible. I think your consultants will urge you to make this as closed as possible. It seems to be the rage and the vogue at most institutions today, but I think there are many of us especially the faculty who feel that's a bad idea. It's antithetical to the principles of a University's open forum. I would urge you to not only have forums like this now, but



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keep the whole process as open as you can. I know there are certain laws and value to be regarded, but I think we close our searches much too tightly. The second point that I would make is I would urge you not to fall in love with words like change-agent and formative. They're thrown around a lot. All institutions have to change, we're in the 21<sup>st</sup> century and we're moving further into it, but I think that many of us in the faculty would like to know what we are changing and what we are transforming. My third point would be the old phrase "don't fix what ain't broke." The chair of the committee yourself said "we are a very strong system." I would say we're one of the best, if not the best public university systems in the nation. Doesn't mean we can't get better, we should get better. We shouldn't be content. We should always be pushing forward, but I want to leader who's moving forward with already building our strengths and not come in with some sense of well, you're broken. And finally, what I would like to see in a president is someone who builds on those strengths and is really embraces the causes of servant-leader. Someone we'd call a listening leader. Someone who really looks at all the campuses, like my colleague said about the diversity. One of our great strengths is not all the things we do, but how many ways we do them. We have everything in this system from arts schools and liberal arts colleges to research universities. That's remarkable! Almost no other system in the country has that and we ought to be building on that strength as much as we can. So, that's what I would like to see in a new leader. Someone who listens, bring constituents together to create a vision that says we're already pretty good - how do we become exceptionally good?

### **Jason Beverly, UNC Chapel Hill Alumnus**

My name's Jason Beverly from Durham, and I am a UNC Chapel Hill grad, class of '01. Since, I'm not a great communicator I will read from already prepared remarks. The next individual who becomes president will have to work with kind of a motley group of administrators, community members, lawmakers, and the public. I hope that they are able to communicate the reasons behind his or her decisions in a manner that reflects the level of consideration. And in thinking about this person, I was thinking it could be no better person than my grandfather. A great communicator not only uses words, but expresses ideas and actions. My grandfather worked as a professor of political science and later served in the GA at the UNC system. He is a model communicator not only in his precise use of words but also in his action. He does represent a servant-leader, serving in this military, serving in the UNC system, and continues to serve at his retirement community giving lectures on the expansion of NATO and volunteering as a DSL tutor in the hospitals. While he can speak eloquently

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on most subjects, with an intellect that is unparalleled, it is the manner in which he uses that intellect which is important. He uses it to build bridges, explain, and connect both ideas and people. He's respected by his peers and respectful of those with whom he disagrees. Even at 89 years old, he is a student with an active mind and varied interests. Those are the qualities that I'd like to see in the next president.

### **Faculty Forward Group**

My name is Laila Elsheirf. I'm a research assistant professor at UNC Chapel Hill. This is a non-tenure track position. I live in Chapel Hill, and I'm a member of Faculty Forward. I'm here with my colleagues. Hello, my name is Dan Bernard. I'm an adjunct lecturer at the School of Mass Journalism and Communication at UNC Chapel Hill. Thank you for this process and for inviting us to give input, and thank you to the board for your sacrifice and time and service. We are members of Faculty Forward North Carolina. This is an organization that formed in January. We form a majority of the positions in the UNC system of people who I believe who would be too afraid to speak in this forum for fear that it would reflect badly on them and their employment process. There are a growing number of instructional positions and research positions that have very unstable jobs. We are looking for a president that knows that this is a problem and not a solution to tight budgetary times, who is sympathetic to their dwindling resources. We cannot put this on the backs of instructional staff and non-tenure track positions. To that end we have circulated petitions in the UNC community. We are going to present that to you to tonight. We'll leave it at the registration table with hundreds of signatures. We'll just read it here tonight and leave it at that.

Petition read: "The new president of UNC should stand for teaching and learning. As the University of North Carolina Board of Governors searches for a new president, it's time to remember the University's mission statement "teaching and learning constitute the primary service that the University renders to society". We are students , alumni, tenure-line faculty, non-tenure-line faculty, calling for a new president who commits to this position by prioritizing resources toward UNC's core mission - student instruction - making UNC an affordable place for all students by controlling rising tuition rates, increasing transparency by bringing all faculty at UNC into the decision making process. As our mission statement says, UNC's mission is accomplished through instruction. Our next president should be in pursuit of that mission."

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### **Jurm Meyers, NCCU Student**

Hi. I'm Jurm Meyers, a rising senior here at North Carolina Central University. One thing I would like for the next president to do is first to go out to each and every institution and to single handedly sit in every financial aid office and understand exactly what goes on in those offices, because a lot of people sit behind the desks and hear only what they want to instead of understanding what every individual student has to go through, not knowing everyday if they can go back next semester. Financial aid is the number reason why every student in the system across the nation does not return for college. Understanding that every child does not have parents who write them a 40 thousand dollar check every year or are not dirt broke to get grants to go to school. Those people who are in the middle class are struggling everyday who only have parents that are able to pay for one year find other ways, as far as, scholarships as a way to go back. Also, understand the value of colleges to understand the programs they offer. At UNC Chapel Hill, their doctorate program, from NCCU with their political program, NC State with the engineering program undersetting that true diversity is not based off of people's color or ethnicity, but what they'll be able to bring to the table. A lot of time, people only think of diversity as race, but understand that it's the mindset they have, the passions that they have and it's not based solely off of color. So, I defiantly think that's one thing I want to see next year whenever the next person is elected. Also, right-sizing the UNC system - I do not believe that's the way to go. I believe we need to find other ways to not only expand the UNC system we have, but to open more colleges. I don't want to see the system go from 17 to 15, 15 to 13 to be more profitable. It's not about money. I want to see the system go from 17 to 19 to 19 to 21 and have different diversity across the state of North Carolina so that the state of North Carolina can be the number one state for education.

### **Matthew Clark, Community Member**

Hello. My name is Matthew Clark. I'm from Wilmington, North Carolina and just finished graduate school at the Terry Sanford School of Public Policy in Durham. I believe that we need a UNC system president who is committed to helping those that need help. I think that means two things. We need someone with experience for supporting institutions that historically have served marginalized students in their communities. Secondly, we need a president who understands the enormous impact that poverty has in our state and the reason and role that public higher education plays in fighting poverty. That's the main thing that I wanted to say to you today and

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also thank you for your time and your hard work. I also wanted to second something said by Faculty Forward folks. There are a lot of faculty who struggle to succeed. When we don't give teachers the resources they need to succeed in the classroom, the students can't succeed. Students have to succeed because that success is the future of our state. So that's why we need to support instruction, that's why we need to fund teaching in the UNC system. Thank you so much.

### **Harris Johnson, NCCU Alumnus**

Good afternoon. Harris Johnson, class of 1955, NCCU. I live here and have accepted a position at Chapel Hill for 34 years. I have been involved on this campus and UNC. I'll make it short and sweet; I'll strongly recommend that you consider hiring an African-American female president of the system who I think could bring a certain kind of sensitivity to the system. Now, you may need to do what they did, they recruited a hiring manager a central graduate who was at Cornell, but they went after her. You can come to Central and find a female president of the UNC system. Now, I think we need someone who is sensitive to the needs of students financially and otherwise. I think that an African-American female could bring this kind of sensitivity and my employment at UNC was in the department of psychiatry, and I think we need to bring this to the entire system in terms of the sensitivity to the needs of students and community. If we are to turn around some of those problems we have, I think we need someone who's sensitive to securing funding for the HBCUs who have been overlooked, kicked to the side and under-funded for years. And I've been involved in boards, commissions in NCCU for years and I've worked with thousands of students over the years and I know what their concerns are. I think we need to address those concerns by listening and placing someone who will be equally as concerned. Thank you.

### **T. Greg Doucette, NCCU Alumnus**

Good evening members of the board. I am T. Greg Doucette, a member of the North Carolina Central University class of 2012, and I live here in Durham North Carolina. The moderator asked for a headline, and I guess if I were to come up with one for my remarks it would be honoring the contract. Article Nine, Section Nine of the North Carolina creates a social contract between this state's government and its taxpayers. That contract is broken when funding is cut and tuition is raised to a point where a student can't attend a university or have enrolled and have to drop out. Now, I don't believe anyone in this room can debate that the current general assembly hasn't been

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as protective of that community as the used to be and the fact is you now have men and women, mothers and fathers, taxpayers all paying, financing this government in hopes their sons and daughters can afford to attend and graduate from an institution within the state of North Carolina. Whatever president you hire, whether they come from the academy or they come from business has to be committed to that obligation. If the general assembly is not going to be, they need to be able to convenience the General Assembly to do so. Because otherwise you're going to have people, the future of this state who can't afford to attend the institutions their parents financed.

### **Jim Martin, UNC System Faculty Assembly/NCSU Faculty Member**

My name is Jim Martin. Tonight you asked us to consider what qualities we need in a new president for the UNC System, and I would like to take one step back to recognize that the people of North Carolina, the faculties of this great University, the students of this great University, the administration of this great University did not ask for a change in the presidency of this great university. We have heard the language as mentioned before that we need a change-agent. Change for what? For what purpose? Change by itself without purpose or vision is chaotic and destructive. In university leadership, more than change, we need vision. With vision, when there is a need for change, it will happen. Without vision, change destroys. Finally, I'd like to note with respect to the policy and highest priorities for the president of such a great system, we need a president who has a comprehensive education. Too often in modern discussion of higher education, in fact all education we hear the buzzword of relevance. I think any student of any level of history must recognize that if the University was not relevant it would not have lasted for a millennium. Why is the university relevant? Because of its strength and diversity a little bit of everything is covered. When I was chair of the faculty at NC State University, we were going through the UNC tomorrow process. I held some hearing on my campus to get some more faculty response and I'd like to leave you with the thought that came from Dean Braden, Dean of our college of Humanities and Social Sciences, in that forum he asked us all would not Arabic and Islamic studies been an ivory tower pursuit? At least on September 10<sup>th</sup> of 2011, the very next day that ivory tower pursuit became intensely relevant. Had we not had a comprehensive university? We would not have been dynamic and flexible. We're flexible because of our diversity, it gives us strength. If you talk of relevance of a University, remember the millennia made her strong that you bring together a collection of eclectic diverse people working on things that may be esoteric today, but are highly relevant tomorrow.

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## **Olivia Robinson, NCCU Student Body President**

I'm Olivia Robinson. I'm a student here at North Carolina Central University, and I serve as the student body president. One of the things that I would like to point out to see in the next president is I think that one of their highest priorities should be to push and advocate for a student vote on the Board of Governors. There would be no University, no UNC, or anything without students. Our voices matter and our opinions matter, and I think that's something that's very important about should be offered to the student body president of the association. If not most of the student body president's within the student body president system hold votes on their board of trustees. Why then would we not allow the student body president of the UNC system to hold a vote on the Board of Governors? I think that's very important and that should be explored by our next UNC system president.

## **Sholden Underwood, NCCU Student**

Good evening. My name is Sholden Underwood, and I am a senior in the Department of Theater and Dance here at North Carolina Central University. I want somebody that's here and cares about the students - someone that is for the students 110% because without the students you'd have no one to attend the University. The purpose of college to me, my personal opinion, is supposed to train young minds full of potential, youth vitality, and so much spunk and passion to do better in life. It gets frustrating to do that when funding is put toward other places for example I feel finding should be put towards the departments that these students are in and not toward a \$56 million dollar student union. I feel this is my opinion, I'm not a treasurer, I'm not a mathematician or anything like that but I believe that the tuition increase should be put into a pool of money so that student declares their major until the funding can go to their major or department because a lot of departments are getting cut because of inadequate funding. Without funding, it's hard for departments to reach out and expand themselves.

## **Roger Robinson, Community Member**

My name is Roger Robinson, and I'm from Saxapahaw, North Carolina. I'm not a native North Carolinian. I moved here thirteen years ago for a variety of reasons. I knew about UNC long before I came. You have an incredible reputation here with your university system. In fact, I think I saw five of your 17 campuses are ranked in the pool of the top 100 in America that is quite a legacy for whoever did that, and we could

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name several people. What I would want in a new president, even though as I said I'm not a native, but I do live here now, and I take you on as my state. I got here as quickly as I could after I retired. I'd like a president to know about UNC's greatness and actually be able to articulate it. I'd like them to know what a university is historically. It's a unique, incredible institution. I would like them to know the value of a liberal education is in a democracy. Being educated is not being able to get a job. Getting a job is very important, that's almost an end point in a way. I'd like them to have the proper communication skills to foster mutual respect and cooperation, to be flexible, and to have very high level of integrity. You will have to have vetted carefully the candidates that you see in the coming days.

### **Izaak Earnhardt, UNC Chapel Hill Alumnus**

Hi everyone. My name is Izaak Earnhardt, and I'm a recent graduate of UNC Chapel Hill. What I would like to see in the next president is a commitment to the publicness of the University in a number of dimensions. First is publicness in terms of accessibility. This is a public university system. The North Carolina constitution dictates that it should be as free as is practical. I want a UNC president who will work to ensure that by trying to secure funding on the legislative level but also making sure that our financial aid policies are committed to making sure that students have access to funding. And that on campuses where there is significant financial aid provided that policies like the cap that was instituted last year don't go into effect or are extended in negative ways. The second mention of publicness that I would like to see is a commitment to public service. The University itself is a public service - something that is there for social uplift. And so, on one level, that means a commitment to as a place that is provided by the taxpayers. The government of North Carolina helps students and prepares them to not only get jobs but to be servants of the state on a number of different issues. It also means making sure the services and research and faculty and student capacities at the universities are able to be deployed in support of public service. Third, and for me closest to my heart, is that I want the University to remain a place for public discussion, and in some cases, although the Board of Governors clearly didn't agree, for advocacy. The University should remain a place where academic freedom is valued. Professors and students should have the capacity to speak out without fear of reprisal. I want a UNC president who will work to guarantee that.

### **Amaree Collins, NCCU Student**

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Good evening. I'm Amaree Collins, a senior English major from Charlotte, North Carolina, and I also serve as Mr. North Carolina Central University. Some things I'd like to see in a president is for him or her to really understand the importance, the values, and the positive effects HBCUs have on our world, our economy and most importantly our graduates that graduated from HBCUs. I would like our president to be inclusive of all universities in regards to funding, resources and opportunities so all universities can equally flourish throughout the world.

### **Nancy Farmer, UNC Chapel Hill Alumna**

My name is Nancy Farmer, and I have three degrees from the University of North Carolina at Chapel Hill. Tom Ross, our current president, is as close to William Friday as we have had in recent years. And I have no information as to the reason for his termination. Please use his qualities as a guideline - his experience, his knowledge, his ability to work with all interest groups, and his dedication to the broad goals of the university education. Like many across this state, I am deeply concerned about the outcomes of this process.

### **Ezzard Pickett, NCCU Student**

Good evening everyone. My name is Ezzard Pickett. I currently serve as the student government director of university affairs for this school year. I'll keep my statement pretty short. Thank you all for coming today. I hope our next president will be more inclusive with our HBCUs. We look at the numbers, and we always see increased budget cuts. It's very hard to pull a miracle without the proper funding. I hope our next president will also be open to new ideas and growth and can accept the input of our ASG president because he does bring the thoughts of all respective student body presidents. We are trying to push for a voting position so that we all can have a say with our state and our UNC System.

### **Bernard Holliday, Community Member**

I grew up in a small town, and I have many relatives who matriculated to North Carolina Central University and have had illustrious careers. I submit to this august body the concept of think tank. It's not a convoluted term. Think tank; break it down, past reflection, present priorities, and future projections. I will highlight briefly the simple truth, most of our students in North Carolina come to our university system by way of public schools and a few private charter schools included. Many of them come



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with many deficiencies. It is up to the system to intercede and provide the resources and the instruction so that the graduating students, using the timeline of six years, will graduate with quality credentials. The six-year graduation rate is an abomination in need of major surgery. The great challenge for the new president, secondly, is that of our health disparities. Unless we have a healthy population attracting industry to our state, we'll be playing catch up. Finally, on that note, President Barack H. Obama, has announced a high-tech center coming to Raleigh. Incumbent on the new president is to be a visionary to include all institutions of higher learning to be partners in this enterprise so that we can indeed be competitive locally, nationally, and internationally.

### **Alison Greene, NCSU Faculty Member**

I'm Alison Greene, and I am a Durham native. I believe I attended Hillside High School on this spot in the old days, and I spent many years at UNC Chapel Hill earning my master's and Ph.D. And for the last eight years, I have served as a teaching faculty member at NC State. I am an anthropologist and a member of the College of Humanities. What I hope for in the experience and skills of the next president are as much that I dream of Bill Friday. I want someone with an expansive vision of the tradition of the University, 220 years plus here in North Carolina. I want someone who knows the deep history of our state and understands our state. They don't have to be a native, but I want them to be very concerned about our state's population and our state in detail from the mountains to the sea. And I also hope that the person has an absolute deep drive to serve North Carolina. The characteristics that I think are essential are that the new president must understand a broad-based education and learning community are essential that values all subject areas. Now, I work at the technology industry in the University, and I'm very proud of that. But as I tell my students in my regular course, Technology in Society and Culture, is that without the humanities, without history, without critical thinking analysis, writing skills, you wouldn't go far. So, all areas are very important. I'm very sorry to see shrinkage in the humanities and social sciences because if you don't expand and develop those areas, you are shrinking the capacities of the population. However, although I'm a teaching faculty member, I also truly value research and extension. These are other parts of our mission. So, I hope that the next UNC president understands that while the University is a primary motor of the state's economy, it is not a business. It is a place where we invest to improve the lives of North Carolinians and of all members of the nation and state with our research and our discoveries.

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### **Faye Calhoun, NCCU STEM Program Director**

I'm Faye Calhoun. I'm the STEM program director at NCCU. I came here from the National Institutes of Health. I was there about 25 years and retired as a deputy director at one of the institutes. What we need is a new president with the understanding of what it takes to build and sustain UNC system-wide research enterprise. We have a couple of Level 1 research institutions. They're Level 1 compared to what? I happen to know compared to what. They can do so much better. The research they have developed is in small pocket areas. They do some partnerships and some collaboration, but not nearly what they should do to capitalize untapped resources within the system. So what we need is someone who can bring that together. What you have is untapped potential to bring in lots and lots of funding. Many resources could offset some of the hits that we are taking with the state cutting our budget, etc. So, the research enterprise is critical to the success of the UNC system, not just the individual campuses. The president should encourage and reward campuses in partnering and collaborating across the various departments from the arts to the sciences to do research. The second reason we should do this is because in the system we are encouraging our best to graduate majors in the sciences, and yet those that we graduate that work in our laboratories are suffering. They do not have the support, the job security or the funding that's needed for them to live a respectable life in North Carolina. So, I ask you please inquire what the candidates know about building and sustaining a research enterprise across the system.

### **Cora Cole McThadden, NCCU Alumna**

I'm Cora Cole McThadden, an eagle two times and a public servant. First of all, let me take this opportunity to thank you for coming to Durham on behalf of the greatest mayors of all-time, William Bell, who could not be there this evening. I believe that we need a compassionate servant leader who values diversity, one with strong faith- very strong faith whose faith with ensure and promote fairness and justice for all student all teachers or everyone in the community. One who is willing to host sessions just like this one in all cities where universities are located so that she or he understand the needs of each community the college or university is there to serve. I believe universities are there to serve the community in addition to educating students and one who values the worth of HBCUs and will work to sustain them and not try to pick them apart to see the negative that is going on. But most importantly is a president

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who not only has good book sense but also has good common sense and can relate to all students and their circumstances, relate to the faculty, no matter who they are.

## **Taekwon Mitch, NCCU student**

I'm a rising social work senior here at NCCU. What I would like to see in a president is someone who works tirelessly at night to not just sit there and let the Board of Governors eliminate 49 offerings across the UNC System. That's not good. Someone who doesn't let money dictate their decisions. I don't want to see a president who someone who gives money to their campaign can dictate their decisions. I want someone who will work tirelessly at night to make sure every student within the UNC System is afforded the same education and opportunities that UNC Chapel Hill students get, that NC State get, that ECU get. I want every student to be afforded the same opportunities and that every school gets the same amount of money and doesn't get cheated because of their name. I want somebody who cares, somebody who is eager to get the job done under any circumstance.

## **Carol McLaurin, SBTDC**

I have a couple of comments on social media to report. "We need a UNC president who understands the composition and diversity of faculty and students within the UNC System." "We need a UNC president who understands that faculty working conditions are student learning conditions." "We need a president who understands devotion to serving the public and people of North Carolina as part of the University core mission and a global understanding of the social, economic, and demographic changes and sees UNC as developing global citizens."

## **Phillip Mutisya, Professor**

Good evening. I'm Phillip Mutisya, professor of education here at North Carolina Central. I have been in the System for the last 26 plus years, and of course, being a native of Kenya, I do have a passion for internationalization. One of the major aspects I would like to point out is faculty professional development. I have not seen it. I have not seen any industry whereby you finish your terminal degree and you don't get a refresher or training. We need a president who recognizes to empower our faculty because if I am not here in the classroom for the students, none of us would be here at all. I think that needs to be emphasized. With faculty, it's not a matter of giving them something, it's energizing and engaging with the shared governance, spirit of

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academic freedom, and the idea and concept that we talk about for transformation meaning change within the system from vision to drive our academy to the next level. We cannot afford to be lagging behind. We know that we are the best system in the country; however, if you compare us in terms of caliber, performance, and graduate programs, where the paradigm shifts is in higher education. We are imploding in the United States in general. And that should be someone who understands that and the mission of the academy so that I am valued. The last comment is the fact that the last six years, I've never seen any increase in the pay for faculty. The economy has increased, but there are disconnects between the legislature, the Board of Governors, the Board of Trustees, public education, and the Boards of Education. That president needs to understand that and bring this together because I should not be afraid of speaking my convictions, and because I'm the one who is the source of educating the foundation of society. If I'm afraid to express my feelings, it's because I don't know what's going to happen to me. That's ideologically driven process, and we should not have it in the academy. So I just want to emphasize the faculty professional development, and don't just give lip service to internationalization.

### **Lavonia Allison, Former NCCU Faculty Member and UNC Chapel Hill Administrator**

I am Lavonia Allison, native of Durham, North Carolina. I grew up on a block where the right side was Dr. Jayon Mills, M.D. and on the left side was Dr. Pearson, doctor of pharmacy. Two doors down was Dr. Fisher, Ph. D. from the University of Chicago. What we have here is a person who actually went to college in Virginia, even though I was four blocks from North Carolina Central. My father finished North Carolina Central in 1926 one year after the state decided to give him some money. The question that is before us, I'm looking at the search committee, and I'm looking for some more diversity. Jesus Christ, Lord help us. I'm not going to go any further. Everybody is a minority now, but I don't even want to get into that discussion. But the question I have, I left Virginia and went over to the University of North Carolina to take some courses, raised my hand and couldn't get called on. So I decided to go on up to New York and get a master's and a doctorate at NYU. Then, I came back and worked as a teacher, and I taught here at North Carolina Central and went to Chapel Hill as an administrator to a whole new world. Unless we can come to grips with equity, not a cookie cutting savings, unless you bring somebody in here who understands that we are talking about equity and not equal because it's not the same. Decide to put your resources, both fiscal and human resources, where your needs are the greatest. In 20 some years, we'll have a whole lot more diversity when you

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change. Unless you are providing quality education to everybody who looks more like my epidermis and something about the follicles of hair. Unless we do something about equitable treatment in terms of resources and fiscal resources, we are working by selecting persons who are dancing to the political strings that the violin is playing with M-O-N-E-Y. This board has got to understand and find someone who has the courage, the commitment, and the belief that the big dollar sign that comes in here during political times is not going to sustain the kind of pride, the kind of accomplishment, the kind of success that you really want to have at the University of North Carolina System.

### **Wanda Wilkins, UNC System Alumna**

I'm Wanda Wilkins. I live in Durham, and I graduated from UNC Chapel Hill, North Carolina Central and East Carolina University. Students did you get your last comments? I'll read what you have to say. Thank you so much because we want to hear the input of the students. I'm retired. I volunteer. I come, and I can write to the Board of Governors and anyone else. I want someone who is nimble and able to talk with the Board of Governors, the General Assembly, and with them on a useable education. I want someone to come to stay or she or he have that notion they may only have a short time to come to do what's necessary. I want someone who is graduating workable, useable students, and I want someone that the idea is to do remediation that pays for it; someone who comes with some prior experience success in those kinds of innovative ideas. Even though it's very painful, someone who can gently but very surgically where it's necessary combine or cut classes, departments, or programs while still maintaining people's integrity for other job opportunities.

### **Alisha Holley, NCCU Student Body Vice President**

My name is Alisha Holley, and I currently serve as the student body vice president. It is important that the new president set a priority to access efficiency and success rates of all UNC System institutions and advising procedures. Ensure students are fully aware of all requirements to receive their undergraduate degrees in four to five years.

### **Salima Taylor, NCCU student**

Good evening. I'm Salima Taylor, a North Carolina Central senior graduating in December. Much of what I wanted to see has been discussed, but I would really like a

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president that increases opportunities for students from various universities to interact with each other outside of academic settings. As a public health major, I'm increasingly realizing that rich experiences allow an individual to understand who they want to become and that's what we're creating - leaders. Although NC Central is very different from UNC and ECU and NC State, I think that the interaction and that acceptance along with the diversity working toward a common goal will create grooves and new consciousness in our students. And that is an important aspect that's not simply the financial aspect or the human resource aspect but understanding that my degree is and who I am does not matter simply because of the institution that I go to, but my ability to interact with any and everyone who I come into contact with.

### **Dennis Ellis, NCCU Alumnus**

My name is Dennis Ellis, and I'm a proud alumnus of North Carolina Central. I will make this short and sweet. The person that I would like to see to become the next UNC system president is a person who will be able to negotiate with all factions they will have to deal with to make sure our future students are educated. That means we'll have a person who's able to walk through landmines in order to talk with the general assembly, regardless of political party, someone who will have the backbone to say what they really feel to the UNC Board of Governors, whether they need it or not. Someone in which the students can feel they can have a university system that is worthy of their trust, allegiance, and hard work inside of the classroom. I will say it one more time, the five HBCUs in the UNC system need to flourish as well. They are part of our system of North Carolina, and they contribute much. They are alumni, have contributed much and will continue to do so. So that person will have a very hard job to do because they will have to have the best juggling act they can find in order for everyone to listen to everyone.

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**June 1, 2015 at UNC Charlotte**

## **Jose Mejia, Faculty Forward**

Hello. Good evening. My name is Jose Mejia. I'm a student here at UNC Charlotte. I'm here on behalf of all students at UNCC, and I'm here representing Faculty Forward. I'm here to deliver this letter. The new President at UNC should stand for teaching and learning. "As the University of North Carolina Board of Governors searches for a new president, it is time to remember the University's mission statement. That is, 'Teaching and learning constitutes the primary service that the University renders to society.' We're students, alumni, tenure-line faculty, calling for a new president who recommits to this mission, making the first priority to get resources toward UNC's core mission and this is through instruction. Making UNC an affordable place for our students by controlling rising tuition rates and fees, increasing transparency by including all faculty in UNC decision making processes. And as our mission statement says UNC's mission is, 'Accomplished through instruction.' Our next president should lead in pursuit of that mission." Thank you so much again I am very happy to be here. I'm very happy to see many faces. I'm glad to have this opportunity to be here and speak to you all. I want you all to know too that as far as Faculty Forward, we hope to still be part of influence in the future.

## **Mitch Daratony, Student Body President, UNC Charlotte**

Hello. My name is Mitch Daratony. I'm the student body president here at UNC Charlotte. I'm just going to speak about how with 220,000 students here in the UNC System, I do feel that we need a voice and a vote on the Board of Governors, especially during a time during the presidential elections and the presidential search. For me, when I did the survey, I did always pick the options that showed that we want a president that could work with the students, that has experience working hand-in-hand, and knows that with this new generation of students what we seek in our education. That is why I am here.

## **Penny Stephens, Staff Vice Chair, UNC Charlotte**

Good evening everyone. Welcome to UNC Charlotte. My name is Penny Stephens, and I'm your Staff Vice Chair. And I believe that one of the essential things that the next new president has to have is someone who will work with the staff and value the staff contributions on Staff Council as well as contributions to the Staff Assembly. And we would hope that they would work with us the same way that President Ross had worked with us before.

## **Vincent Cahill, UNCC Junior**

Good evening. My name is Vincent Cahill. I'm a junior at UNC Charlotte. I thank you for the opportunity to speak here tonight. I just want to voice my opinion that I think that Tom Ross was an excellent

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president to the system. Students, faculty, and staff were all blessed that he chose to serve in that position. I hope our next president has the same capacity to navigate the political mires of Raleigh as well as handling reduced financial capacity. I think the University of North Carolina is a gem in the state. It is something that we can all be proud of but I think it's been handicapped in recent years, either by financial strains, or by faculty leaving to other states or to private colleges in this state. So I hope our next president is able to manage the difficulties we currently face, as well as anticipate challenges that'll come in the future, with online classes and infrastructure expansion that's needed across the state, as well as dealing with smaller campuses throughout our system, that deserve the support that they received in historical years.

### **Martha Eppes, UNC Charlotte faculty member in Geography and Earth Sciences**

I echo the welcome to UNC Charlotte. My name is Martha Cary Eppes. I'm on the faculty of the Department of Geography and Earth Sciences here at UNC Charlotte. But I'm also a member of the community and on the Board of Directors of a community nonprofit neighborhood association. I guess a few things that I have to give you the headline would be that I think the next UNC System President must have a philosophy that recognizes that the mission of the University as a whole has to be based in a very broad foundation of the transfer of knowledge to our students. And by a broad foundation I mean the traditional sense of what a university education is about in terms of fostering an understanding of how the world works. Fostering an understanding of how we gain knowledge as human beings through basic scientific research, basic investigation into the humanities, the arts, social sciences and without this type of broad foundational knowledge we really can't be successful as citizens in any society here in North Carolina or globally. And so I think the next president needs to recognize that, and yet it's important that be a part of their basic philosophy but also critical that they be able to communicate the importance of that broad foundation to the citizens of North Carolina, and to the state legislature, of course, as well and to the Board of Governors. And to walk that balance of communication between all the different constituents that this person has to deal with. As a board member in this neighborhood association, I work with under privileged youth who often look at me and they're like, "Missy," they call me Missy, "Missy, why do we need to go to college? My friend so-and-so, she got a job, she doesn't need college." And then my niece says the same thing, she's now three years out. The faculty know that education is good but the community doesn't necessarily see that. So I think a president of the system who can communicate that effectively to everyone is what is critical.

### **Brett Keeter, UNC Charlotte graduate**

My name is Brett Keeter. I'm a 1999 graduate of UNC Charlotte, also served as Alumni President here. Thank you for coming to our alumni center tonight. The one thing I would encourage the Board of Governors to do in your search is not to limit yourself to the traditional academic universe. In your search I would encourage you to look in the worlds of business, nonprofit leadership, and even political



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leadership. The last time you did this you got Erskine Bowles. And I think most would say that he got very high marks in what was a very tough economic time and he also managed to work well in navigating the political waters, and that was on both sides of the aisle. And so I just encourage you to cast a very wide net when you're doing this search.