

Faculty Listening Sessions

Four listening sessions: March 1, March 2, March 7 and March 19 (deans' council)

Number of participants: approximately 108 [Note: 70 in person and 38 online]

Facilitators: Tim Johnson (School of Languages, Cultures, and World Affairs/Classics), Devon Hanahan (Hispanic Studies), Hollis France (Political Science/Women's and Gender Studies) and Denis Keyes (Teacher Education)

What credentials and qualifications should the Presidential Search Committee look for in our next president?

Key themes:

- strong academic background (both in holding degrees and experience in higher education industry);
- proven track record for fundraising in higher education space;
- deep understanding of higher education culture;
- understanding of the future of higher education, especially in light of disruption in the marketplace;
- someone who has a vision, can get buy-in from the campus community and can clearly articulate it for the College (or someone willing to work toward creating that vision)

What attributes, qualities and characteristics should we look for in our next president?

Key themes:

- Intellectual
- Strong communicator
- Visionary/innovative/transformational
- Diverse
- Strategic thinker/systems thinker
- Optimistic champion for the institution
- Approachable
- Politically and cultural astute

What are the three most important responsibilities of a 21st-century university president?

Key themes

- Fundraiser
- Champion of academic freedom
- Recruiter (both for students, faculty, staff and community members)
- Community engagement, especially in Charleston's fast-changing economy

- Communication of College's successes, path forward
- Leadership in crisis
- Working closely with faculty and understanding their challenges

How would you measure a president's success at the College?

Key themes

- Enrollment and retention
- Faculty recruitment and retention
- Campus morale
- Creation of a strategic direction and plan
- Financial health of the institution, including philanthropic giving and renewed state support
- Reputation growth of the College (local, regional, national and international)

How can the president support you and your colleagues?

Key themes

- A clear vision
- More financial support to faculty (operating funds, salaries, etc.); address salary compression
- A dedication to shared governance
- Focus on facilities (specifically, teaching spaces, offices and labs)

What should the top priorities of the next president be?

Key themes

- Focus on the College's undergraduate education
- Importance of the liberal arts and sciences core
- Institutional identity
- Future of graduate education at the College

What questions would you ask the candidate?

Key themes

- Shared governance
- Why the College of Charleston?
- Vision
- See appendix for full list of questions

APPENDIX

Please note: any responses containing defamatory, personal or irrelevant statements were not included.

What credentials and qualifications should the Presidential Search Committee look for in our next president?

"Academic experience, worked up through the ranks of a university."

"Demonstrated record of raising money; can make a compelling case that they can bring that in."

"Someone who doesn't expect \$160 grand after he leaves."

"Someone with connections; the ability to publicize us; the most successful have bragged about us and are good at doing it with the right people; that leads to money in ways that are unpredictable; talk about who we are - they should be the face of us."

"Important: subscribe to the *Chronicle of Higher Education*; is aware and up to date; a spokesperson who can write and speak about who we are; to various media and various audiences."

"I would broaden that last statement - someone who is an intellectual - someone who puts faculty first, cares about the intellectual life of the College of Charleston."

"Someone who can think strategically about our priorities, who values a shared vision; wants to work with all of our constituencies; set a strategic vision and speak about it in an articulate and compelling way."

"We don't have a shared direction at the College; I would love someone who can shape that direction; listen to the different constituency; can do it in a timely manner; we are not totally sure who we are and where we are going."

"It would be nice to have that done in a purposeful way, forward looking; not responding to the emergency of the moment; a focused direction; get someone who is hungry, someone who wants to make the College better; this position may be a stepping stone (*for 6 years, I will prove myself here*); not someone at the end of their career, not a last stop onto retirement."

"I echo the sentiments desiring someone intellectual; I do not just want someone like me; they have to understand the multi-layer complexity of higher education; they may have gotten that working at some other organization - but our business is far more complicated than a traditional industry; the way faculty and shared governance works - we attempt to behave in a democratic way; I want someone, regardless of a professor - dealing in multi-layer organizations, particularly in higher education."

"Next president should have a solid background in higher education; there are other models that have worked for many institutions; given our recent and near-term history and the challenges facing higher

education, we would be well served; they would understand it is a transformative period in higher education; questions of affordability and accessibility; questions in graduate education (stackable degrees); we will see changes with accreditors; someone who understands the higher education landscape; the language of higher education; we are not doing on-the-job training; most people who rose in the higher education administration, they had spent some time in the academic realm before getting into the administration, them having spent time as a faculty member, maybe a dean, maybe a provost and moving up the ranks"

"Faculty morale is so low, a hire without academic credentials ... the wrong hire will create problems."

"Someone having the right language; need someone to have the language to lead the way; you have to have the confidence to resolve certain problems; someone can lead the cabinet to a decision, not letting things just die; experience is critical; there is a huge transformation occurring now - higher education is ripe for disruption; a leader who understands that things are changing."

"We are at a distinct crossroads; we are a comprehensive institution, with professional programs, someone with experience in our type of environment; someone who is in an R1 may have problems understanding our type of challenges; we are seeing progress on our campus; we need someone who understands our specific type of environment."

"The change in higher education, this is a point in time, a person who can very quickly command and control the details, they will matter; you have to have a broad vision, but understand how the parts fit together; understanding it on the programmatic level."

"A proven track record of being visionary, a track record of empowering those around him/her to deal with the details (faculty, staff and students); the factor that is creating such low morale is all of the unnecessary bureaucracy; hard for us to be spending time with students, spending time with programs on how they can collaborate; everything innovative is dead on arrival because of the bureaucracy."

"The person who comes in must see us [deans and faculty leadership] as part of the team - they have to weave the deans in; someone who will work with us, make us part of the team."

"We need to identify areas of improvements and areas of strengths; we need to look at weaknesses; we need to clean it up and get it going or move in a different direction; we need to focus on undergraduate research, which seems to be hidden beneath a barrel; it can show us as a distinctive academic institution."

"Leadership experience in an academic institution that is similar to our aspirations. Doesn't necessarily need a PhD or specific academic background."

"Extensive experience in higher education"

"Faculty feel underappreciated ... demoralization across country."

"Active advocate for what this College is about. Don't just take in some of the requirements passively."

"Systems thinker"

"Agile in abilities"

"Data driven, but culturally aware"

"On-the-job training (presidential) is difficult enough without having higher ed experience"

"Like to see someone with an academic background, whatever field that may be, since we are a liberal arts institution; an MBA would be nice as well, understanding the business side of things, understanding the operations, business perspective, an academic background is important to continue to strategize the future, long-term strategic thinking"

"Academic background, experience in higher education administration; someone who belongs, has experience"

"We had Lee Higdon and George Benson, who both had a business background. I have to think back decades - I would like to see an academic. The most important thing is our product, the value of our degree, I think it threatens are whole institution."

"The core mission of the university is the students."

"As a junior faculty member, I want to see someone with academic credentials, someone who is a leader, someone who will raise the morale of the faculty, with a commitment to the liberal arts education - someone who has made that their career, they have the priorities of the institution, understand academics, someone to look up to."

"I would agree with someone with academic background, maybe someone with more diversity of background. They have experience outside of a university experience, translate internally to the outside world; our students have to live outside of the College of Charleston, someone who knows that transition, someone who has been in higher education - someone on both sides of the divide."

"Time for a woman president at the College, a younger female with exceptional academic and corporate background."

"Experience is very important; they need to understand higher education and administration works; we seem confused on who we are and where we are going; we don't have time to do additional on-the-job training; we need someone who can start working right now; they must have tremendous knowledge and experience and leadership to take us where we want to go and who we are."

"Someone who has an appreciation of academic culture; one way to ensure that is to hire someone with an academic background, with a core liberal arts discipline; someone with academic chops."

"A background in higher education, fundraising, understanding of diversity initiatives, willingness to engage faculty and participate in shared governance with the faculty and staff"

"Some evidence of successful experience in higher ed administration is essential."

"I think it is prudent that we go after a candidate who has previous higher education administrative experience. That being said, I would also like to see that he or she has previous experience outside of higher education. I don't think previous business experience is an absolute prerequisite, but a demonstrated understanding of business is a plus."

"He or she should be forward thinking and prepared to develop a plan and then take action in an effort to improve the current state of the College as a whole. He or she should be engaging, available and approachable. A presence on campus is essential, but within reason with the expectation that he or she is working on executing elements of the strategic plan."

"He or she should have a genuine enthusiasm for his or her work and the success of those around him or her, including both CofC employees on all levels, and students."

"Extensive academic background with a proven track record in academic administration at the Provost level or higher. Ideally, the president will have 'risen through the ranks' as faculty member, chair, dean, provost, and president. Ideally, he should have come from the arts and sciences, as opposed to a 'professional' discipline. The person needs to be a listener, but also have executive function. Decisions need to be made, yet grounded in an informed process that takes the overall health, mission and identity of the institution into account. That informed process NEEDS to have faculty input - they're the ones who instill that mission into the students (and future alumni), and actualize that mission via their teaching and research. The president needs to recognize the importance of all constituent parties but realize the centrality of faculty to the overall effectiveness of the system. The mission of the institution is research and education - those are the core activities of the faculty. Everyone else is support staff or consumers of their 'product.'"

"Female. Scholar - humanities or life sciences. Tough when it comes to doing the right thing, and kinder than she has to be."

"Someone who can FINALLY figure out the faculty salary compression problem. Those of us who have given our careers to this institution are being paid significantly less than those who have been here only a FEW YEARS. This problem has existed for at least 25 years and has never been addressed."

"Broad interests, boundless energy, intellectual vision, concern for social justice, cultural awareness, deep respect for academic endeavors (faculty and student), experience in an academic institution, good judgment, charisma, great communication skills."

"Integrity, commitment to all stakeholders and not just students and the legislature, academic background."

"The next president should be an academic, with academic administration experience outside of the College of Charleston and preferably from an academic institution outside of South Carolina. The next president should have a Ph.D. and should have done most of their work experience in an academic setting."

"Executive experience. No racist baggage. Academic background."

"Needs to be someone with at least some amount of academic experience. Someone who has published something, taught undergraduates (even if it was 20 years ago). When faculty, staff, and students are not inspired by the person at the top they start not to care. It is a spiral downwards, I see it in my colleagues, myself, and sadly this affects our students. Years ago, there was excitement, pride, and people working so hard to make CofC better. Offices of faculty were filled with faculty talking to students, hallways had faculty working out problems on whiteboards in the hallways after class, weekends faculty and students were working in labs, having review sessions. Now I see hallways empty by 3 p.m., buildings empty on weekends, and colleagues who shut their office doors, and no longer believe in this place."

"Change has to start at the top or this place will just continue to go downhill in terms of morale and enrollment."

"He/she should be a scholar with a history of management experience. The ability to fund raise is important."

"energy, optimism"

"I would love to see someone who honors the research that faculty does."

"Substantial academic credentials and substantial leadership experience in higher ed, in touch with trends in higher education"

"a good understanding of academia (does not have to be an academic, although that helps); understands the liberal arts vision and how that fits with CofC; interested in the College of Charleston; -supportive of the faculty; responsive to faculty; honest about problems facing the university"

"Previous experience in Academics, preferably as a President or Dean."

"Someone who has risen through the ranks of academia and is familiar with the issues and challenges facing higher education."

"Someone who has experience in higher education"

"Researcher, experience in academia. Open mind, personality, faculty oriented."

"Someone with a history in higher education and the liberal arts."

"A QUALIFIED president with a solid ACADEMIC background. Ideally, this president will come from a liberal arts rather than business background, considering the makeup of the college. Above all, this should not be an "installed" candidate. Listen to the faculty who have to live and work under this individual."

"Beyond credentials and qualifications, it would be fantastic if our new president represented the diversity that we are so trying to develop as a campus. It would be excellent to see a woman or a minority race at the helm."

"Commitment to liberal arts education, academic achievements, and administrative experience (in order of importance)"

"I feel it's very important for our next President to have an academic background in addition to whatever other background he or she may have. As a career changer, I came from Corporate America to Academe 20 years ago. I have found that although many try to apply business models that work corporately to the academy, our institutions have unique facets that require specialized knowledge and deft navigation to achieve success. While additional experience outside academe may provide additional knowledge for our next President to draw upon, a solid foundation of academic experience is essential."

"The candidate should have a distinguished academic record. They should have a doctorate. They should have worked at an institution as a junior faculty as well as a senior faculty. They also should have administrative experience ... hopefully at the Chair and Dean level. It would be nice if they had a national or international reputation in their field and if they had been able to bring in research grants or take on research projects that would be great to. Basically, it would be nice if they have spent a significant time in the academic environment as it is a hard one to understand. Would love to see them have professional experience as well. A track record of fundraising is also important since we are likely going to need that in the years ahead to take the College to another level which I think could be done with the right leader. We also need a leader that is a good listener and has empathy for all of the different constituency ... students, faculty, staff, alumni, business community and our community at large.

"Academic background; Experience with public institution (if possible, a similar size and liberal arts mission); Successful interactions with state legislature; Collaborative leadership (e.g., sharing leadership, involving others in all major decisions, spreading ownership of the organization, transparency, context)"

"The College in Charleston has everything that money cannot buy and nothing that money can. We have a colonial pedigree and a gorgeous urban campus in a beautiful, warm coastal city, but our students get no financial aid, and faculty pay is awful, our residential dorms are drab and unromantic, and our library and museum infrastructure is substandard. We need a hunter of a leader, not a farmer - someone who is ambitious, competitive, and ready to make great things happen, while also being emotionally mature, accessible, and inclusive. We need someone who has great leadership experience in an academic environment. We also need someone who knows how to raise money and how to spend it - a great builder, who is committed to creating a physical legacy. And we need someone whose intellectual fabric and track record are inspiring and unifying - a person who appreciates deep traditions but is also passionately progressive and hungry for social justice, and for creating a peerless home for a vibrant academic community."

"compassion, thoughtful, academic"

"Academic experience. We need someone who has actually worked in an academic setting before, who doesn't just abdicate responsibility to others because they lack knowledge."

"The next president MUST have a Ph.D. and experience as an academic leader of a research-intensive university."

"Gender. We have never had a female president at CofC. I think this should be a priority."

"Experience in higher education; Commitment to diversity and innovative, learner-centered practices"

"Experience in higher education leadership; Demonstrated commitment to academic quality, academic freedom, diversity, and sustainability"

What attributes, qualities, characteristics and should look for in our next president?

"Knowing the importance of high morale, especially among the faculty"

"Someone who is a good communicator, both external audiences and internal audiences; has experience communicating with students and faculty; someone who is an effective, eloquent and persuasive communicator; you have to convince people to buy into a strategy."

"Someone who is a deep analytical thinker, someone who is well read, a good listener, can put all the pieces together and is compelling; have analytical thinking."

"We should speak to faculty at their last institution (see how their faculty feel); morale thing is a big part of this attribute; from the top down, there was a feeling that I was valued and my time was valued; I don't feel that from the top; that is hard to quantify - former faculty should be asked."

"Someone to address the compression problem; salary equity."

"What does someone think is the first month on the job - who would they talk to; a former president was wandering into buildings and introducing himself at 8:00 a.m.; he knew everyone on campus."

"What is their vision for the College of Charleston: If they have an answer, then they don't have one!! This is a complicated institution; I still don't know enough to answer that question."

"You have to probe everything from that person's past; what is the public presence; read former speeches; look at the projects they have led; you can find a lot through public information; get a sense of who the person has been in previous roles (don't just rely on references); we have to do our due diligence."

"Communicator - someone who will talk to us [the deans]."

"Communicate about the academics of the institution; our business is educating individuals, talking about programs, curriculum, new faculty."

"I want a joyful warrior; I don't think we brag very well; we have senior administration focusing on ancillary issues; I want someone who will stand up and strongly advocate, with solid knowledge with

how an institution should function; should understand the roles of administration; someone with a smile on their face, knowledge."

"Knowledge of higher education outside of the state; understanding trends at other places."

"We need a strategic planner; a visionary - who can look at the future in an educated way and design a road map for where we need to go; someone who is responsive; someone who will follow through."

"Willingness to experiment"

"Many of our discussions seem to be Ground Hog's Day; same discussions month after month; someone who understands various roles on campus; someone who is willing to delegate authority usefully and either make decisions to replace ineffective decision makers or let the people have the latitude to do their jobs; many of things you have heard - how long it takes to get very basic functions done; we don't delegate authority appropriately."

"You look at a candidate's track record, do due diligence of someone's career history; calling colleagues about his/her work experience."

"We cannot have a rookie president; we have a solid offense, we have a solid defense, but we need an experienced quarterback."

"We have to trust that our opinions matter; impact is not very hard to track."

"Approachable"

"Diverse: We've made small strides in diversity at CofC, but having someone at the top that is diverse would set the tone. Dream would be to have 3 to 4 finalist who are diverse."

"Politically astute and adept at working with entities outside the College, such as BOT and General Assembly to get us resources to enable us to do what we need to do."

"Culturally astute/culturally aware; Parents and students are paying attention to what presidents are saying."

"Judge candidate on intellectually characteristics, not color and other attributes."

"Intelligence agility"

"President with an idea/vision of where they want to take us and a clear path on how we get there."

"President able to communicate to various constituencies clearly and concisely. Communicate transparently as well. College community has input into vision, not just told this is what we are doing."

"Being familiar with academic culture, familiarity with administration, someone to expand on those interests, the future of higher education, help change within a deep academic culture; someone who can cross-pollinate - bring different departments/disciplines together; knowledge of an academic

institution.”

“Academic culture - this person should be transformational, cannot be a one-trick pony, they need to be a fundraiser, a delegator, a leader, we need a big-picture thinker, be a change agent.”

“Academic background is an important piece, look at the credibility - president, provost, dean - prima facie implausible candidate; we need someone to take up the job immediately; the kind of institution they have experience with is important - need someone who has worked at a liberal arts college; some connection to the liberal arts curriculum; this place has some sort of schlerotic impatience with things don't get done; a president should be a guy who asks - why haven't we fixed that?”

“Someone who has experience in higher education administration, someone with proven credentials in the liberal arts; time to have someone from the liberal arts and sciences; I would like to see on the short list - women candidates and minority candidates; I think we have the alumni angle covered by the board; I would hope that an alum does not equate to a plus column - it may handicap their decisions; need a transformational candidate, look beyond the parochial college, we ought to be a national university.”

“They have a proven history of transformational leadership; showed how they created, implemented a strategy and it worked; give us three examples where you created a strategy, delivered and didn't create wars all over the place; have examples of true leadership; a true person who everyone rallies around; someone who can rally the troops, so to speak.”

“Someone who is truly committed to this institution; commitment to realize that we, in higher education, are in trouble - the mechanics of enrollment; academia is in trouble; there is no golden parachute - a faculty appointment; we are not a political football; this is a liberal arts school; empower the faculty; they have to be accountable and committed.”

“The search committee would do well to look at William & Mary and their selection process; I was a participant as an alum; at the programmatic level, I don't have a local, regional or national vision - I have an international vision; we need to be more international - someone who has an international vision; we have a wonderful CIE - a president that markets us and our research on an international stage.”

“understanding and appreciating liberal arts, fundraising, collaborative spirit”

“fund-raising, raising the profile of the institution (both in and out of state - critical for attracting students!), leadership-by-team-building within the institution”

“Create an attractive image for the university that will attract good students and raise the endowment. Keep faculty and staff happy and well provided (so they stay and build experience). Act as a liaison with extra-institutional entities (e.g., businesses; city/state/federal government agencies; foundations).”

“Innovative leadership - working WITH others to develop solutions for the needs of the College community; collaboration”

"Serving our students and their needs, but instilling a sense of responsibility in our students to also be leaders by being solution driven."

"Proactive communication of the institution's mission and purpose to internal and external constituencies. Rather than react to market/political forces, the president needs to communicate how we fit into the 21st century, and how we are adapting to the needs of the world without losing our institutional soul."

"The president needs to know who we are and who we are not."

"Money. The president needs to know how to work the green, as it pertains to an institution of higher education. Universities are not businesses, but fiscal development, planning, and expending resources in fulfillment of the central mission of the organization is essential."

"Counter by example anti-intellectualism in pop and political culture. Create and project a college identity that students and teachers want to share in. Seek advisers and develop a team that can find and tap new sources of financial support."

"1. Support academic freedom. 2. Support fair salaries for all employees. 3. Get rid of the rainbow-retirement salaries for former presidents. It's infuriating that bad presidents still make a ton of money, while good faculty don't get crap and are leaving in droves."

"To integrate her/his university into the cultural, social and economic life of the university's environment - both locally and globally; to maintain and build her/his university's reputation for academic inquiry and teaching; to secure an environment that allows faculty and students to develop their full potential."

"lead; pay attention to faculty, staff and students at least equally; promote bottom-up leadership"

"Be well-versed and experienced in academia across the US. Realize that the faculty (the faces that students see every day) are important. Should care about morale (faculty and student)."

"Develop a sustainable funding model"

"Respected"

"Provide leadership, provide vision and raise funds"

"fundraising, increasing teacher pay, recruiting good students"

"Fiscal, lobbying, respect for faculty."

"fundraising, promoting campus unity and morale through engaged and transparent leadership, keeping the university out of legal troubles"

"aware of the problems confronting the 21st century university"

"ideas for solutions that won't cause further harm"

"unfortunately, fundraising"

"Fund-raising, recruiting and retaining top faculty, innovative program development."

"1) Maintaining the integrity of the institution 2) Developing a data-driven strategic plan with stakeholders and effectively communicating and following through on the plan 3) Leading by example"

"fund raising, leadership and vision in educational direction, ensuring a happy and safe work environment for students and faculty/staff"

"Knowledge of CofC history, budget, connected with the faculty"

"to work for a diverse campus; to be on the side of students and faculty; to be a champion of critical thinking and a liberal arts education"

"1) Ensuring that the college is keeping pace with technology needs of a modern campus; 2) Working to facilitate the better image and academic reputation of the College that will most attract solid, well-qualified students - we used to be competitive, we no longer are; 3) Meet the financial needs of the College and ensure that the College is financially stable, AND able to provide living wages to workers that are commensurate with peer institutions."

"1. Being a person whom the students respect. 2. Honoring their contract. 3. Making the College more desirable as the first choice for prospective students."

"1) providing a diverse and inclusive working and learning environment; 2) ability to build a core leadership team and unite the campus; 3) developing a niche for CofC internationally."

"Fundraising in this era of declining government support"

"Communicating the mission and vision of the institution to all stakeholders"

"Creating an organizational structure that allows experts in each area the autonomy and academic freedom to move the institution forward while remaining true to the tenets of the institution"

"1. Motivate their faculty, staff, students and alumni to work together towards a common goal of providing exceptional teaching and research. 2. Raise funds to support innovative programming and research efforts. 3. Communicate with the outside world. Be a cheerleader for the work of the faculty and the students."

"Defend the public role of higher education (as building citizens as well as developing employment skills) ; Help define a clear vision for the institution that constituencies buy into; Fundraising"

"Creating an institutional culture that includes everybody, building great classrooms and residential architecture, securing the endowed resources to thrive."

"innovative ideas versus past thinking, increasing faculty moral, vision"

"Leadership"

"Recruitment: we need someone who has experience outside of a local context - the BoT might wish to just make another appointment from their old boys network, but the reality is that our student body is far more progressive than whoever they'd pick from within the state."

"1. To foster research; 2. To think outside the box in order to effectively address new challenges and opportunities, including technology; 3. To communicate effectively."

"Academics, Minority Recruitment, Fundraising"

"Fostering a collaborative, warm learning environment (student-student and faculty-student)"

"Increasing diversity of faculty, staff and students"

"Staying focused on the mission of the College"

"Supporting academic quality; supporting and inspiring students, faculty, staff, community, state; ensuring wise fiscal management"

What are the three most important responsibilities of a 21st-century university president?

"Someone with experience in higher education; to be a defender of a liberal arts education; someone who understands the value of a liberal arts education; understands what it offers - how the humanities helps today's employees, sets them up well for a 21st century workplace."

"Deeply understand what the institution can be"

"Fundraiser in chief"

"Being well-versed in academic freedom and be willing to defend legitimate academic freedom; we want someone who has a clear stand on that; a commitment to increasing diversity among students, faculty and staff; having a plan/ideas on how to achieve that."

"Must be a global recruiter"

"We need a champion; someone who is willing to stand up and articulate that position - to whoever that may be; fundraising just to get dollars can be dangerous; articulate what we do in a very complicated market; not just trying to get people to write us checks; getting them excited about what we do."

"Being a public institution in a very particular place; strengthen our ties to the city; should be a leader in working with the city; someone who is excited about the opportunity - has town-gown experience."

"Someone who has interest in building local partnerships to advance faculty and students; in a genuine way; being a good communicator; being the face of the College; growing existing partnerships."

"Someone who draws energy from being around people; has to be an extrovert; working with them; not needing to retreat all of the time after those engagements."

"Innovative, bold, community-engaged - we need someone who is innovative and bold; we are overly cautious; not willing to separate ourselves from others; experiential learning and career development are the center pieces."

"The president has to absolutely engage the community; we are in a fast-growing region of the state; there is enormous growth in population and industry; those people out there don't know us; they don't see the College as the large public university, a comprehensive university."

"Visionary."

"We need an extrovert to do this; we have had introverts for the past few presidents; you must draw energy from others; you need to be re-energized with a group of people."

"Depth combined with breadth; depth within the industry that they have worked in; breadth - their accomplishments pop up, it changes in context and is repeated with performance; a successful community public face - beyond the state; it has a pragmatic consequences."

"Someone who can delegate problems."

"Fundraising - someone who has experience doing it; someone who will work with deans of the schools and not be seen as competition; better coordination with deans."

"They have to be an entrepreneur; we are too risk-adverse."

"We don't know how to brag effectively in different circles; we have a can't-do culture."

"This person needs to be a calculated risk taker; that person needs to be a connector. There used to be a Patton or Eisenhower - that doesn't happen anymore; we do that pretty well - look at the interdisciplinary programs and they do well, we need to do that on a larger level, an institutional level."

"Communication, vision, strategy - being able to speak the value of a liberal arts education, be willing to fight for it; need someone who can chart that course, and being entrepreneurial and putting the parts together."

"Public university president is different than private. Someone who can handle funding cuts, attacks on public universities, communicating importance of higher ed, etc. Need someone to fight for funding, role of university, and autonomy of the university."

"Not just a vocational university; there is learning that takes place here that contributes to building a global professional."

"CofC has been forced more and more to act as an enterprise and business. Basically self-funded with tuition. A 21st-century president would help us do this differently, help us contribute to community and world and not just be a business. The president should be helping us move in the direction of an academy that exists on its own, not just a business."

"Communication is essential ... be able to take the vision that we're not just job training, but something bigger. Must be able to communicate that to various constituencies efficiently and have the moxie to sell it."

"Liaison from the university to external audiences, not the reverse."

"Not a figure head, not a dictator of a small nation, not a CEO of a business."

"Not doing vocational training, but still doing long-term training. Using skills from CofC to make a marketable, educated public."

"Where a faculty or student could make an appointment with the president and share an idea and knew that it would be implemented."

"First starting point - someone who collects information from all necessary and useful sources, makes a decision and then follows up on that decision."

"A lot of times, bit of a disconnect between faculty at the ground floor; someone needs to walk the factory floor - to the individual department; how do we do things in the 21st century; how do we do things do here."

"Money - revenue is drying up from the state; we have to have a president who can generate foundation money; generate money that will not cheapen the degree or reputation of the degree - cannot generate revenue by exploding class number sizes, turning distance education into a paper mill; they must expand the endowment of the College of Charleston."

"Jim Barker [Clemson's former president]- he set out a vision, an aspiration (top 20); he led the institution, got the people behind him. Another example of Australia (35% come from out of country); need someone with vision and a vision right for the institution and organize the people behind them."

"They cannot be everywhere - they need to understand technology; they need to be the face and use technology."

"A president who sends a message to the entire campus; he used media to greatest; he was an academic leader."

"I am biased working on the QEP; preparing the College for the 21st century; built around systems thinking, interdisciplinary; sustainability; the president should be focused on the UN sustainable goals is something we should be engaging in."

"Our physical presence is a problem."

"Faculty, staff, student morale, successful recruiting and retention of diversity students, financial stability on campus"

"increase in major gifts (not just in business and sports); increase in applications and scores of incoming students, increase in applications to faculty positions (evidence that this is a place students and faculty want to be, in other words)"

"Institutional culture"

"Increases in diversity across campus as a whole"

"Faculty who STAY at the college"

"(In rough order of importance) Retention of faculty and students, increased yield of students, increased transfers from 4-year institutions, increased metrics in terms of the institution being a 'first choice' school, increased grant and foundation dollars, increased support from the state. These numbers would be reflective of a place where stuff is happening; of a place where people want to be here and be part of the magic."

"Students are aware of who she is and what she cares about and want to be like her. Faculty feel appreciated for their accomplishments. Prospects and incoming students regard CofC as their school of first choice."

"The current and immediately past president know very few members of the faculty. Mr. Higdon knew everyone on campus in 4 months, and was far more willing to listen to faculty issues. Also, there was a bit more shared governance during his administration - there has not been any since Benson was hired. Mr. McConnell has been a good communicator, though."

"Faculty morale would be high; student applications would be competitive; alumni leaving would be eager to brag about their experience here; community members would see the College as an important cultural and creative driver as well as a major contributor to the local economy."

"do students really want to come here??? Do faculty???"

"High faculty morale. High student morale. High staff morale."

"Increase in applications better relationship with legislators"

"Does not harm the place"

"After 2 years the College should be seen in the midst of positive change."

"He or she is well known and loved in the whole community and the school has a strong national reputation."

"If faculty morale improves."

"Increase endowment, substantial gains in program quality, ability to recruit and retain high quality faculty and students"

"able to guide the school through the good and bad, supported by good-willed stakeholders"

"Over the President's tenure, did the university grow in stature, did the number of top teachers and researchers increase, did the quality of students enrolled improve."

"Achieving successful results from strategic plan."

"1) improve faculty/staff morale (which is currently very low); 2) improve national and international recognition for the quality of our educational programs; 3) improve financial security of our operating model. "

"Communication, stop the abuse of deans"

"Increased diversity in student body and faculty; elevated faculty morale"

"When the majority of students and faculty have respect for a president, then and only then did they have success."

"Faculty and staff satisfaction; college reputation; institutional financial health"

"Satisfactory enrollment"

"Majors and minors which attract students"

"Students who are proud to be CofC graduates"

"Facilities which attract students, faculty, and staff"

"Improved faculty and staff salaries"

"Communicate with the constituents. Have goals for the President for fundraising and make them accountable to those goals. Look to see what communicating has been done."

"Staff and faculty morale and retention; Clear sense of vision; Transparent leadership; State and national reputation that draws and keeps students; Securing funding (public or private)"

"Leverage the College's great assets and reduce our deficits. Raise money, build romantic Charleston residential quads and establish financial aid packages to attract the best students. Pay our faculty like Clemson pays their faculty, or at least provide a housing subsidy so that we can all live in town. Bring everyone together to accomplish great things, such as defining new discourses and redefining old ones."

"faculty morale, a forward thinking vision that others can work toward, and innovations"

"The success and health of the institution during their leadership."

"Significant increase in federally funded research grants, which requires a substantial increase in faculty support for research."

"Fundraising combined with a drive to increase the liberal arts model"

"Recruitment and retention rates"

"Job satisfaction of faculty and staff"

"Increased support for research funding (while maintaining a primary focus on teaching)"

"Quality of students admitted (which has slipped in recent years and needs to go back up); Retention and graduation rates; Need-blind admissions; Student, faculty, and staff morale"

How would you measure a president's success at the College?

"Having a strategic direction; strong enrollments, stability, good morale among faculty, staff and students."

"Do their initiatives last after they are gone."

"Make the list of Great Colleges to Work for; something tangible."

"Among alumni - getting everyone on the same page, there seems to be a divide."

"After two years, have a sense of where we are going; everybody knows the three things we are going to do - we don't know what we are doing; by year 4, morale should be up - the place should feel better, the people feel better about the place they work; cut down on administrative issues."

"We need a strategic plan that is collaboratively developed; a president who is successful in philanthropic giving in a collaborative way; has the amount paperwork increased or decreased"

"Do people know what the president looks like?"

"We need to work with the president and determine the true differentiators. Here are the prioritized things we need to get done (exceptional in experiential learning, exceptional in study abroad, exceptional in our linkages with other academic institutions and the private sector - look at what distinguishes us - liberal arts, interdisciplinary. Put that at the forefront in our solicitation of new students, community members, donors); in my school - we put real faculty in the classroom, you have to do science by hand; we collaborate; the intensity and depth of undergraduate research - I sell them; I don't see it emblazoned on the institutional level."

"The amount of internationalization across the campus; coordinating it together we can improve."

"A strategic plan will set us in the direction - short-term and long-term goals; without a plan, you are shooting with a shotgun and may have a few successes; we need to be more targeted."

"A strategic plan that identifies where resources are coming from; identify where you are going to get resources."

"Priority setting - someone who is a good listener, has an analytical mind; they can pull conclusions from data and then be decisive (check that by talking to people who have worked with that person; need to hear how this person's mind works)."

"Support and embrace high-impact learning (study abroad, undergraduate research, internship); the world is becoming a smaller place; our students have an opportunity to make an impact well beyond the tri-county area and the state of South Carolina - we do have to pay attention to issues internationalizing the curriculum, the student body (recruiting more international students), those studying abroad; the president has to see those opportunities and help us to coordinate."

"They need a vision that works for our students beyond the region; we need someone with a vision for a global workforce."

"Many of the measurements in academia are outdated, and we need a president who can question that."

"Ask for evidence of such; examples of good communication; examples of problem solving."

"Look for a track record of informed decisions and follow through"

"Look beyond last five years of experience ... look at total trajectory of their career."

"Ask them about mistakes they have made, what they learned, how they recalibrated, how they moved forward. They need resilience, courage, fortitude, drive, to recalibrate and move forward and own up to mistakes."

"Ask how they would go about mapping out a decision-making process."

"Whether leading from the front or back, need a president that involves the people. True shared governance."

"When there is an issue among various constituency groups, president should be able to see when that needs to be mediated in person. Detect this is happening if you can get meetings, or feel issues are being resolved ... transparency."

"Increases percentage of state funding back to reasonable levels. Able to negotiate with political bodies and explain why public universities need to be funded properly."

"Measure it by the character of the person, approachability of the person, application numbers."

"Financial health of the institution. Don't lose ground, hopefully gain ground. Not just balance the budget or maintain credit rating. More about: how reliant we are on tuition revenue and moving us away from being strictly tuition dependent."

"Intellectual health of the university. Students who are eager to learn and want to be challenged. Faculty who are happy to come to work because they want to teach and mold these students. The types of faculty that are recruited here. Also, look at the types of faculty that leave here to find another job in a tight market.

"Retention"

"Morale"

"Public opinion: in the media mostly about sports and financial health of the College. Don't really get much positive academic coverage."

"Move away from goals language and more toward data driven critical success factors."

"Not everything can be measured"

"Leadership does not change from one century to the next; leadership must be sustainable; the faculty feels their power; ability to create a vision; who are we and where are we going; has to engage the community, the College community - a place where faculty and students meet; faculty is a central part; ability to create a vision and to execute on that; engage the community; an outside person - able to create change."

A piece was quoted from USC president - about spring break; talks about how they get their news and how do they learn; "a leader who understands learning - that is the core of what we do; a leader who will inspire."

"Some measure - faculty satisfaction, enrollment numbers (more or less applications, quality of the students), we have hovered between 6 and 8 percent of African American students; we have never succeeded in attracting numbers greater than that."

"Morale - they [faculty] may not leave because money."

"Necessary tasks and a hazing regime, was not checked; overt criticism; faculty jumped ship and then students jumped ship; it would be nice to have more faculty; an attitude that is supportive rather than condemnatory."

"The administrative part; you get punished for doing something extraordinary; we want a person who will give kudos for our faculty; someone who understands that when someone goes above and beyond, say something nice and shake their hands."

"Have an attitude of how can I help you."

Work with faculty, engage students, work to understand the mission of a liberal arts institution, appreciate and encourage diversity, invest in people and community"

"We desperately need a LEADER. Someone who doesn't just ask us to 'take one for the team', but has a vision for where we're going and how to get there, and (critically) is willing to make personal sacrifices to get there (instead of asking us to make all the sacrifices).

"By listening to it and acting in an informed manner."

"Helping us to identify/reshape our mission and values. We cannot align as a campus community and grow together without this."

"INFRASTRUCTURE. Growth in departments is a good problem to have, but only if it can be sustained. Currently, I feel a lot of strain; not only of myself but I see it in my coworkers and in our students."

"Empower those on campus. Acknowledge our strengths and weakness and take action with us."

"Listen. Know which of the voices are the important ones. Be present (stop by a class or research project on occasion, not just the sporting events). Develop a vision/mission with faculty and execute that vision/mission with faculty. Invest in faculty - that means salary and incentives. Reward those who show action and innovation in research, teaching, and program development."

"Increased financial support for students - we lose a lot of good students because our financials are out of whack and we can't compete with other institutions."

"Trust the faculty. Make sure that the rest of the administration gets the message - trust the faculty."

"Be part of it! Teach a course, show up at guest lectures, keep her door open to faculty."

"Spend time interacting with students/faculty/staff. Support methods to improve morale among the faculty and staff. It's been absolutely tomb-like around here the past 11 years."

"S/he needs great communication skills in order to integrate the College into the community, inviting members of the public to make full use of the College as an intellectual, cultural, and economic resource. S/he needs to establish an administrative structure that prioritizes academic affairs and that allows deans and their faculty members to be innovative, creative, and entrepreneurial. Above all, the next president needs to be thoroughly present on campus, visible and available. S/he should make a very deliberate effort to attend concerts, exhibitions, public lectures, etc., demonstrating by example that the life of the College extends beyond the classroom and/or athletics field. S/he should advocate clearly in public for the value of broad undergraduate education, highlighting the edge that liberal arts graduates may enjoy over those narrowly trained in particular vocations; s/he should strengthen our current professional schools by insisting on the value that is added to their degrees by virtue of having followed our liberal arts curriculum. S/he should demonstrate specific sensitivity to minority communities, notably African Americans."

"putting us first"

"Support the faculty and staff."

"Actually bother to meet faculty."

"Be visible on campus and in the community."

"No idea. This seems like the world's most difficult job to me - no kidding"

"Improve faculty morale with higher pay."

"Increase morale through transparent leadership"

"Develop high morale among the faculty and students, decrease the amount of degrading menial busywork required of faculty and staff (i.e., assessment)."

"Listening, raise funds, bring recognition to the institution"

"Integrating by LISTENING and RESPONDING"

"Actually work to secure more funding from the legislature."

"They need to be open minded and flexible to work with all aspects and needs of our campus community."

"Be a leader that can inspire and unite the campus."

"Visibility on campus, Fundraising off campus, Visionary thinking as we move into the future"

"Listening to and talking with constituencies on campus; Advocate for the faculty and staff of the institution to outside circles (including local politicians and SC legislature); Increased salaries to reflect increased responsibilities and cost of living; Increased scholarships for students so that they can focus on studying"

"Housing students in better, more inspiring, and world-class residential quads. Raise money to do this, and to offer meaningful financial aid packages to students, and to pay the faculty better than high school teachers. Vocalize and institutionalize a clear and unequivocal commitment to inclusion, diversity, and justice."

"Bring someone in who understands the mission of a Liberal Arts institution, who believes in it, and who doesn't see the for-profits as aspirational models."

"We need an academic leader who is a change agent - someone who can serve as a transformational, flexible leader, who can embrace the College's liberal arts and sciences tradition AND fulfill its promise as a research university. The next president will need to be willing to think outside the box to support faculty, students, and employees. This includes a commitment to shared governance, consensus building, and effective communication (including crisis communication). The next president will need to truly engage with the community, including building better connections with the Medical University

of South Carolina (MUSC) that privileges the unique strengths of the College. Supporting faculty and students includes a commitment to diversity and addressing the gender pay gap. The Board changed the College's bylaws to indicate that we are a "research university," the next president MUST fulfill this promise through the recruitment and retention of nationally and internationally recognized faculty through a STRONG commitment to research and graduate education."

"Get to know faculty, staff, and students; Really getting to know faculty, staff and students; Being a good listener; listen to students, faculty, staff; advocate on behalf of students, faculty, staff; generate support for a culture of academic excellence"

How can the president support you and your colleagues?

"Physical structures, a president who understands that we need resources; here is a plan; someone who can jockey for that; someone who gets the importance of the physical plant - we want safe, buildings that don't embarrass us."

"Clear vision - not the flavor of the month; need a clear plan; it makes it easy for different groups to influence; we are completely exhausted by that."

"A president can make a big difference; look at my old school; he was a champion for that place; he was energetic, extreme people person."

"Support - we could ask for more operating funds, salaries and that would be terrific; I want to feel valued again; I want the whole community to feel valued again; not sure how someone does that; being a presence, knowing us, sitting down and listening and taking some action."

"Don't need the Hawthorne effect; have a lot of talk but no action."

"Renewing the sense of why we want people to come here; but because we have a good educational opportunity; students engaging in great projects; we have something to offer."

"I fear that faculty are not being listened to; we may all subscribe to the same program; how do we influence the process?"

"More attention to resources for faculty to do research."

"We came here because we wanted to teach and do research with undergraduates; we turned down job offers to come here; we are preparing students to do great things; we want to be focused on undergraduates; our science students have to do the liberal arts stuff, it prepares them to be communicators and teachers; that vision is for most of us in the sciences."

"What is it we do well and bring together resources to do what we do well; don't move in the direction of becoming thoroughly mediocre."

"Development of faculty in terms of teaching and professionalism is just as important as research."

"Focused on prioritizing faculty, particularly full-time faculty. Gain more long-term faculty. This will lead to greater morale if people aren't moving away every year."

"Think outside the box and brainstorm ways to financially support faculty in ways that just aren't salary raises. Transportation toward downtown, more express buses. Facilitate parking farther away with more rapid transit to get to downtown campus. Being able to teach in the summer and get course reductions during the school year. Rethinking compensation packages in a more desirable way."

"Reward faculty that are retained and have been here long-term, especially the ones who are committed and engaged in the life of the College."

"Hear the voice of the adjunct faculty"

"We need to find more money to take care of adjuncts and faculty raises ... if not we can't retain the best faculty."

"Address salary compression. The alternative punishes faculty for staying put."

"Realignment of the reward structure to be more innovative to recognize faculty achievements."

"Level of trust ... faculty can be trusted to do their jobs because they are professionals. Shouldn't have to justify their existence on hourly basis."

"Ease up regulations, consistently filling out forms, assessment, etc. so faculty can focus on teaching and research ... a.k.a. why they were hired."

"We seem to add on more administrative; we need more faculty support lines; need folks around faculty helping them do their jobs (facilities); having some back-up (to do the paperwork) to help us do our jobs well."

"Don't want to see the corporate model; don't run the university like a business; a military model doesn't work at the College of Charleston; the government model - we can't afford to do that either; we want a person who is one of us."

"The university is a business, but a special kind of business (just an economic point of view); many people talk about higher education as a business but don't understand it; the university serves as a proxy; showcases reputation and quality; someone who understands this very special nature of the economics of higher education."

"This is not just a job, we have a passion and a love for this place; we feel like our love has been abused; we want someone who can come in and reignite the passion, what truly makes this place special; it is more than the beach and King Street; it is a place where people come together, a 360-degree education, it creates a special being in our student; someone who wants to take our passion and push us to a positive place."

"Capitalize on our uniqueness; recognize our uniqueness and get all of us on board."

"I have been privileged to be here seven years; I have been able to move in and around the college and see how many people have a deep passion about this institution. We may debate vehemently; I encourage myself and everyone - we also give our colleagues the benefit of the doubt that they care."

"Faculty and staff morale, fundraising/ financial stability, diversity"; Morale is the lowest I've seen it (I've been here nearly 20 years); both faculty and students feel disconnected from the institution. The phrase 'spiraling down the drain' is used with alarming frequency. Reversing these trajectories is absolutely critical. Create an attractive image for the university that will attract good students and raise the endowment. Keep faculty and staff happy and well provided (so they stay and build experience). Act as a liaison with extra-institutional entities (e.g., businesses; city/state/federal government agencies; foundations).

"Recruitment of both quality students and faculty"

"Developing a vision for what it means to be a comprehensive liberal arts institution, specifically us. We either become nationally ranked, or succumb to being a regional comprehensive/glorified technical college. We need to get our mission back, get the spirit of the faculty back. You get the faculty excited about the place, and they start teaching and doing research with purpose and energy. The students get excited about the place. They all start doing stuff. People who do things attract other people who want to do things. Currently, the faculty's concept of purpose is at odds with the perceived priorities of the administration. We're not on the same page."

"Communicate that vision to the world. Respond, do not react, to the world's answer. Align financials to the priorities and mission of the institution."

"Build an intellectual culture outside the classroom. Bring authentic social diversity to faculty and student body, Fundraising - we need this from a president who won't take the credit from others who HAVE helped to raise more funds. Figuring out ways to help the College continue to grow - both in stature and in enrollment. Determine ways to improve morale for all CofC communities."

"1) Clarity of vision is essential. For the last 11 years we have veered and drifted; the result has been lower faculty morale and a dilution of our academic mission. The next president therefore needs to re-assert the goal to become nationally pre-eminent as a public liberal arts institution, and needs to back that re-assertion up by instituting appropriate policies. 2) Our increasing lack of diversity is a major issue. The next president needs to acknowledge that after excluding African Americans for 200 out of our 250 years we owe the African American community here some form of academic reparation. S/he should therefore commit to using the College to build a more thriving African American professional class in Charleston, specifically recruiting African American students into the schools of education and business, and expanding the African American Studies program. 3) The next president should take full advantage of the upcoming 250th anniversary of the College's founding (which coincides with the 350th anniversary of the first permanent settlement at Charles Towne Landing) to do some serious fund-raising and to raise the profile of the College of Charleston as the state's first and still leading institution of higher education. 4) Too many of the brightest students from the best schools in the city (e.g., AMHS) and the state (e.g., the two Governor's Schools) do not apply to CofC as their first choice. The next president should target them directly by stressing that the College is not a parochial choice but a doorway to national and international experience (and a relatively inexpensive one at that)."

"repair damage to trust (lost over the past 10 years), reduce administrative bloat, do not lie"

"Making CofC a top-notch undergraduate institution. Set us apart from USC and Clemson by embracing our undergraduate mission."

"Funding model"

"Reestablish the College as a prestigious university. FIX COMPRESSION!!!! Stop punishing loyal faculty members for staying on! Improve morale. Increase endowment, substantial gains in program quality, ability to recruit and retain high quality faculty and students. Restore the College's reputation to one that is considered to be academically selective and prestigious, restore the faculty's confidence and morale, improve the infrastructure on campus (particularly classrooms). more technology, classroom space, a testing center and faculty and staff support."

"Recover our image and increase enrollment through strategic recruitment"

"Promoting diversity."

"Putting CofC on the map nationally and internationally"

"Attract students who want to learn; Create a cohesive institutional identity; Communicate a vision of where this institution is headed in the future"

"Morale of faculty and staff. Need to figure out a way to get more FTEs. We have made a dent in the treatment of our temp employees. We also need more funding to pay our staff better and keep our faculty here. Most of them are under market. Quality of students coming in. Retention of students. Management of the College. Decisions take way toooooo long. The Provost office is a major black hole and things do not come out in a timely manner. Decisions for new positions."

"Collaborate with other presidents in gaining state support for higher education; Restore morale; Develop and promote shared vision"

"Unifying and building. Making me a liar when I say the College of Charleston has everything that money can't buy and nothing that money can."

"faculty morale, community leadership and academics"

"Bringing some definition of vision to the institution. This place has felt like a rudderless ship as far back as I can remember. There are amazing faculty here, but many of us feel like we're working in isolation. And there's no incentive to produce, because faculty compensation isn't tied to performance & output. The annual HSS meeting every year feels like a funeral for the institution. The BoT seems openly hostile to the goals of the faculty, and to the idea of faculty governance."

"1. Research; 2. Technology; 3. Commitment to diversity and addressing the gender pay gap."

"Social Justice on campus, gender and racial equality"

"Emotional climate of the College; Increasing diversity; Establishing a vision everyone can get behind and be excited about; Increasing opportunities for experiential learning for students and better supporting faculty who do this work"

What should be the top priorities of the next president?

"In trying to compete against Clemson and MUSC, we will always be the third best; focus on the best - the best institution in the state in that category; we can't be everything to all; cannot be USC - light, USC - beach; push and share that about the liberal arts - both statewide, regional and national way."

"Value of teaching undergraduates; someone who leans into that; can elevate our stature there."

"There is going to have to be a prioritization; someone who makes too many promises; there are difficult choices and recognize the challenges; we are going to focus on the first priority; someone who is not going to say yes to every constituency."

"Our core mission is educating undergraduate students; I should be thinking about undergraduate education; we have lost that focus."

"Liberal arts core as the heart of the mission. Don't mean to disregard faculty outside of the liberal arts core, but it seems like liberal arts core has been pushed to the wayside as of late. Example: most new lines are not for liberal arts. Many faculty are proud to be here at a liberal arts school and proud to teach students who are happy to be studying the liberal arts. Raise liberal arts on top of business and technology. Liberal arts enrich professional areas. President needs to understand what liberal arts gives somebody. Sell that liberal arts gets your career started."

"Help train faculty why liberal arts is so great and helps business and computer science, etc. make these arguments to external audiences. Lead the forefront on galvanizing the audience on this message."

"Two things universities can learn: Cultural trumps strategy today (letting culture erode is a death knell in an organization); flattening organizations ... universities have gotten fat ... need to make flatter so can make more agile and faster decisions."

"Addressing graduate education; but we excel at undergraduate education, but we have a conflict with our identity."

"Graduate and undergraduate programs don't have to negate each other."

"Need to figure out who we are - are we a liberal arts college, regional university, an R1; it is a big challenge, we feel rudderless; we have different opinions about what we are."

"I'm pleading with you to recruit and hire a president who understands pedagogy and who has a background in education, not business. Hire someone who understands and considers faculty, staff, and student concerns and who will fight to retain the historic character and liberal arts at CofC. I loved this place when I got here. At this point, I wonder if it will even be around in 50 years. We're at a critical time, and things seem dire here on the ground."

"We need a president with experience in academics, international relations, and government. Thank you for the opportunity to share; as a junior faculty at CofC, I am aware that this has a tremendous impact on me! I was present at a listening session and I am glad to see that there are others with similar lines of thought."

"The institution will not be recognized by the awesome programs that are found in every other institution on the planet. The unique characteristics of the university, developed by its geography and history, are the unique things that will make this place pop. Geology, marine biology, archaeology, historic preservation, classics. Find the programs that are 'punching above their weight' - nationally-ranked programs whose competitors are not Coastal Carolina or Clemson, but Harvard and Dartmouth. Sell those programs and the flavors they bring that strengthen the entire institution. Make this place distinctive - both a destination point and launching pad."

"the legislature gives us so little support anyways, so why not stand up to the (fill in the pejorative) The president must come from outside of this institution, as should the next provost."

"A presidential council made up of faculty, staff and students should meet regularly!! Pleased don't choose someone based on race or gender any more than you would eliminate someone based on race or gender. Just get the best candidate!"

"I would hope that the selection procedure of the new president would be transparent and utilize input from the faculty. No last-minute candidates added to the short list by the board without faculty consent."

"Please hire a president with a background/knowledge in higher education. We need a Real president, not a person that only go to meeting and be ready for the picture, control the internal abuse of the deans and more."

"Listen to the faculty."

"Considering the situation in SC, the ability to deal with the State government is somehow important for the wellbeing of the College. This should probably be examined in the candidates' administrative experiences, in addition to their personal experience as a scholar and an educator."

"We need someone with academic experience. They need to gain the respect of our faculty. We also need someone that has the respect of the industry. We need to figure out more and better ways to streamline the decision-making. We also have to come up with some creative ideas for funding new space. We are super space constrained and many of the faculty offices and other spaces are appalling."

"Our next president should have experience in academia. Ideally a president will have a PhD and will be a woman (and/or minority)."

"Please LISTEN to our voices. The faculty love the College too and want the best for it. We will be better if we work together."

What question would you ask the candidate?

"What is the role of a university in the 21st century?"

"Provide me an instance in your own higher education experience as a student, what a professor did that led them to where you are today? Has it instilled in you a desire to learn throughout your life?"

"What is the biggest challenge you see for institutions like ours?"

"What do you envision your relationship with different stakeholders? How will you open them up to different stakeholders?"

"How much interaction do you plan to have with the faculty?"

"You have had a chance to learn about the College of Charleston; what would be your three or five top priorities you see? And what in your background shows us that you can get results?"

"Why did you apply? (and not that you want to retire in Charleston)"

"What is your upside? How do you plan to grow your personal profile?"

"How do you plan to address faculty recruitment and retention, especially in regards to Charleston's cost of living?"

"Where do you see the College of Charleston in five years, based on your five years?"

"How do you see the role of a university in the 21st century? How do you prepare students for the 21st century?"

"How does the president plan to interact with Academic Affairs and the Office of Institutional Assessment?"

"What is your model for the provost's role?"

"Why is shared governance important to you?"

"How do you cultivate shared governance?"

"Where have you fallen on your face and what did you do after?"

"What is the name of the person who cleans your office?"

"Be more concerned with what the candidate wants to ask: is it more salary and staffing support or about the students, faculty, and institution?"

"Why do you want to come here? What does the culture here mean to you?"

"What is your belief about contingent faculty/adjunct faculty? Do you see pitfalls about having a university so dependent on adjunct faculty? Do they see a way to transition adjuncts to permanent lines?"

"Do you want to teach a class every once in awhile?"

"Why do you want this job?"

"What courses have you taught?"

"Would you send your children here?"

"What do you value? What is their commitment to higher education? People are talking about morale; it will connect to other concerns. To elevate the school, you have to have a supportive faculty."

"Has to answer this question: If I am a parent from New York State, where my child can go to a SUNY state school, why should I pay for my child at the College? Why should I choose the College of Charleston?"

"What is the College going to look like in 10 years? From your due diligence, what hindrances do you see? Someone who can talk to people in Boston, New York and throughout the CAA regional footprint and attract them to come here."

"Why do you want to be the president of the College of Charleston? Why here? Why us?"

"What faculty/staff/administrator was influential in your own undergraduate education? How are you different from that faculty member?"

"In our own backyard, how do you convince that the College of Charleston is the place where you should invest - here and in Columbia?"

"What is our greatest weakness as an institution?"

"How do we go from playing defense to playing offense? What specifically are you going to do?"

"If you were giving a tour of the College, what five things would you point out?"

"When it comes to a strategic plan, what are the steps for creating and implementing it?"