

**Presidential Search Faculty Consultation Committee (PSFCC)
Activity Summary for Faculty Senate Meeting
September 6, 2017**

The *Redbook* (Section 2.1.1.) calls for the constitution of a faculty committee elected by peers to represent each of the academic units so that the Board of Trustees may consult with this faculty committee in making the appointment of a president. University-wide elections were conducted in the late spring, and the following faculty were chosen to serve:

Brian Alpert, School of Dentistry
Lynn Boyd, College of Business
Diane Chlebowy, School of Nursing
Anna Faul, Kent School of Social Work
Seana Golder, Commission on the Status of Women (COSW)
Rachel Howard, University Libraries
Susan Jarosi, College of Arts & Sciences (Chair)
Faye Jones, Commission on Diversity and Racial Equity (CODRE)
Robert Keynton, Speed School of Engineering (Co-Chair)
Bert Little, School of Public Health and Information Sciences
Kimcherie Lloyd, School of Music
Kelly McMasters, School of Medicine
Patrick Pössel, School of Interdisciplinary and Graduate Studies
Cedric Powell, Brandeis School of Law
Brad Shuck, College of Education and Human Development

The PSFCC has held three meetings since its constitution – in May, June, and August. We have worked closely with Enid and the student and staff representatives on the Board of Trustees (Vishnu Tirumala and Will Armstrong, respectively); all three have been included in PSFCC meetings since August.

The committee's discussions to date have centered on elaborating the committee's role and how it can and should work alongside the BoT search committee to ensure that faculty are well represented in the selection of the next president. We examined both past local practices (with great help from Rachel Howard, our Libraries representative, who culled through university archives) as well as national practices. The committee has drafted for the Board an executive summary of national best practices, which emphasizes what committee members believe to be the most crucial elements of an exemplary search process that will ensure transparency, cooperative effort, confidence of all stakeholders and, most important, a successful result.

The committee has also been providing Enid input on Board decisions and activities in which the PSFCC has been unable to participate. For example, the PSFCC expressed its disapproval of the Board's decision to dissolve its original search committee and reconstitute a new search committee comprised solely of Board members. This decision presents serious conflicts for the search process itself, particularly the selection of finalists and appointment, since the group identifying the final candidate or candidates and voting on a candidate for appointment are one

and the same. It also prevents other university constituencies and external stakeholders from fully participating in important discussions and deliberations. In addition, the PSFCC provided Enid with a comprehensive list of questions for interviews of the three search firm finalists, which were conducted on Saturday, August 26, in closed session of the Board of Trustees.

Moving forward, the PSFCC has also been working with Enid to create a short, four-question survey of qualifications of presidential candidates that can be distributed to all university constituencies (as well as external stakeholders). Circulating the same survey widely, as opposed to each group creating its own, will allow each constituency to identify what it considers the most important qualifications, enable comparison between constituencies' preferences, and identify consistencies overall. The draft of the four-question survey is attached here.

Our next meeting is scheduled for September 20.

Questions for the PSFCC may be directed to Susan Jarosi or Robert Keynton.

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Presidential Search Survey

1. When you think of the University of Louisville, which themes most powerfully express our identity? (select up to 3)

- i. Academic excellence
- ii. Diversity of UofL community
- iii. Commitment to undergraduate education in the Liberal Arts
- iv. Strong professional/graduate schools
- v. Alumni pride/loyalty
- vi. Research and discovery of new ideas
- vii. Student governance
- viii. Health system
- ix. Partnering with urban communities
- x. Athletics
- xi. Other

2. Which of these issues should become the most important institutional priorities for a new president? (select up to 5)

- i. Reestablish institutional and academic excellence
- ii. Recruiting and retaining quality faculty
- iii. Transparency in decision-making processes
- iv. Access and affordability
- v. Research and scholarship
- vi. Diversity, inclusion, and equity
- vii. Securing resources/fundraising
- viii. Broad-based liberal arts education
- ix. Advising
- x. Sciences and technology
- xi. Graduate and professional students
- xii. Undergraduate residential experience
- xiii. New approaches for teaching and learning
- xiv. Athletic excellence
- xv. Health system
- xvi. Environmental sustainability
- xvii. Local community relationships/partnerships built on trust
- xviii. New facilities
- xix. Other

3. What are the areas of professional experience you would most like to see in the next president? (select up to 3)

- i. Leadership of complex organizations
- ii. Background in academia

- iii. Understanding of academic research across the full range of disciplines
- iv. Understanding of diversity and equity
 - v. Fundraising experience
 - vi. Public service experience
 - vii. Experience outside of academia
- viii. Deep knowledge of challenges facing public higher education
 - ix. Experience with collaborative models of decision-making and leadership
 - x. Knowledge of academic health systems
 - xi. Knowledge of intercollegiate athletics
 - xii. Other

4. What are the most important personal characteristics for the next president to have in order to be successful? (select up to 5):

- i. Good judgement and decision-making skills
- ii. Effective spokesperson able to articulate a compelling vision
- iii. Honesty, trustworthiness, and ethical integrity
- iv. Forward thinking, creative, innovative
- v. Commitment to academic mission
- vi. People skills
- vii. Leadership skills and ability to assemble and lead a strong team
- viii. Ambition to advance the university
 - ix. Commitment to undergraduates
 - x. Prior connection to UofL
 - xi. Commitment to principles of shared governance
 - xii. Commitment to diversity, inclusion, and equity
 - xiii. Other