



DEBRIEFING THE A&T BOARD SURVEY REPORT

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GOALS FOR TODAY'S SESSION



Review the survey results



Reflect on the implication of these results for Board operations

METHODS

Survey provided by A&T and content was approved by the Board.

Administered via Qualtrics and all 13 Board members responded (although not all Board members answered all questions)

Nine sections, each assessing a specific dimension of the Board's role and operations, plus a tenth section gathering holistic assessments

Mix of multiple-choice statements to rate on an agreement scale (*Strongly Disagree* to *Strongly Agree*) and open-ended questions

Will start with strengths and then move to areas for discussion

UNIVERSITY OPERATIONS (TABLE 5; 13 RESPONDENTS)

	Strongly Disagree	Disagree	Sometimes Agree, Sometimes Disagree	Agree	Strongly Agree
The Board assures the budget reflects University priorities as stated in the University's mission and goals.	0% (0)	0% (0)	8% (1)	62% (8)	23% (3)
The Board ensures that the institution has a long-range facilities plan.	0% (0)	0% (0)	8% (1)	31% (4)	54% (7)
The Board meets its responsibility as an appellate body for employee and student grievances and appeals (e.g., tenure decisions).	0% (0)	0% (0)	8% (1)	46% (6)	46% (6)
The Board meets its responsibility in providing oversight for the University's program of intercollegiate athletics.	0% (0)	0% (0)	8% (1)	46% (6)	46% (6)

UNIVERSITY PERFORMANCE (TABLE 6; 12 RESPONDENTS)

	Strongly Disagree	Disagree	Sometimes Agree, Sometimes Disagree	Agree	Strongly Agree
The Board is appropriately involved in the accreditation process.	0% (0)	0% (0)	8% (1)	67% (8)	17% (2)
The Board monitors performance related to University policies regarding safety and security.	0% (0)	0% (0)	0% (0)	67% (8)	33% (4)
The Board monitors adherence to its policies on investments and asset management.	0% (0)	0% (0)	0% (0)	50% (6)	50% (6)
The Board monitors performance related to its policies on employee discipline and grievance.	0% (0)	0% (0)	0% (0)	83% (10)	17% (2)

BOARD LEADERSHIP (TABLE 7; 12 RESPONDENTS)

	Strongly Disagree	Disagree	Sometimes Agree, Sometimes Disagree	Agree	Strongly Agree
The Board understands its roles and responsibilities.	0% (0)	0% (0)	0% (0)	50% (6)	50% (6)
The Board meets its roles and responsibilities.	0% (0)	0% (0)	8% (1)	50% (6)	42% (5)
Board members treat one another with respect.	0% (0)	0% (0)	0% (0)	42% (5)	58% (7)

Two Board members commented, sharing that Board members show respect for one another even when they disagree, and that the times when Board members have faltered in these aspects of leadership (understanding their roles and responsibilities, meeting their roles and responsibilities, and treating one another with respect) have been minimal and dealt with appropriately.

BOARD EDUCATION (TABLE 9; 12 RESPONDENTS)

	Strongly Disagree	Disagree	Sometimes Agree, Sometimes Disagree	Agree	Strongly Agree
Board members are educated about Board responsibilities and the University.	0% (0)	0% (0)	0% (0)	33% (4)	67% (8)
New members receive an orientation to the Board and the University.	0% (0)	0% (0)	0% (0)	42% (5)	58% (7)
The Board strives to become increasingly more effective.	0% (0)	0% (0)	0% (0)	50% (6)	50% (6)
The information provided to the Board is appropriate and relevant.	8% (1)	0% (0)	8% (1)	42% (5)	42% (5)

One Board member appreciated the survey; another praised the administrative support person.

BOARD AND CHANCELLOR RELATIONS (TABLE 4; 13/12 RESPONDENTS)

	Strongly Disagree	Disagree	Sometimes Agree, Sometimes Disagree	Agree	Strongly Agree
The Board and Chancellor have a positive, cooperative relationship.	0% (0)	0% (0)	0% (0)	31% (4)	69% (9)
The Board sets clear expectations for the Chancellor.	0% (0)	0% (0)	15% (2)	54% (7)	31% (4)
The Board has clear protocols for communicating with staff, which include the Chancellor.	0% (0)	0% (0)	8% (1)	46% (6)	46% (6)
The Board and Chancellor work cooperatively to maintain and support the difference between the Board's policy-making and oversight role and the administration's operating role.	0% (0)	0% (0)	8% (1)	33% (4)	58% (7)

Three respondents commented on this area, reiterating their feeling that there is a strong relationship between the Board and the Chancellor, as well as staff, and noting that there is clarity about the distinction between the Board's responsibilities and the day-to-day university operations.

I AM MOST PLEASED ABOUT...(9 RESPONSES)

- Board areas
 - the comradery and easy working relationships among the Trustees (3 respondents);
 - the engagement, commitment, and knowledge of Trustees (2);
 - the strong working relationship with the Chancellor (2);
 - the strong Board leadership (1); and
 - the strong support provided by the Assistant Secretary to the Board of Trustees (1).
- University areas
 - the leadership of the Chancellor and his cabinet (3);
 - the University's performance overall (2);
 - the University's branding and reputation (1);
 - the performance of faculty and administrators (1); and
 - student performance and the strength of the student applicant pool (1).

DISCUSSING CLEAR AREAS OF STRENGTH

Board is a good leader and supports the university in its work.

Board members receive the education they need to do their job.

The Board has an overall good relationship with the Chancellor.

Any questions/thoughts?

BOARD ORGANIZATION (TABLE 1; 13 RESPONDENTS)

	Strongly Disagree	Disagree	Sometimes Agree, Sometimes Disagree	Agree	Strongly Agree
Board members make decisions after thorough discussion and exploration of many perspectives.	0% (0)	0% (0)	31% (4)	23% (3)	46% (6)
Board meetings are conducted in an orderly, efficient manner that allows for sufficient discussion.	0% (0)	0% (0)	0% (0)	31% (4)	69% (9)
Board committees have clear and appropriate responsibilities.	0% (0)	0% (0)	15% (2)	38% (5)	46% (6)
Board committees effectively assist the Board to do its work.	0% (0)	0% (0)	8% (1)	38% (5)	54% (7)

One respondent reported that committee deliberations are often too scripted and suggested announcing topics in advance of meetings and allowing for time to collect informed input.

POLICY ROLE AND DIRECTION (TABLE 2; 13 RESPONDENTS)

	Strongly Disagree	Disagree	Sometimes Agree, Sometimes Disagree	Agree	Strongly Agree
The Board periodically reviews and evaluates its policies.	0% (0)	8% (1)	15% (2)	38% (5)	31% (4)
The Board is appropriately involved in defining the vision, mission, and goals of the University.	0% (0)	0% (0)	23% (3)	54% (7)	23% (3)
The Board spends sufficient time discussing the future direction of the University.	0% (0)	0% (0)	15% (2)	54% (7)	31% (4)
The Board annually sets priorities for the University in conjunction with the Chancellor.	0% (0)	0% (0)	23% (3)	31% (4)	46% (6)

Two open-ended comments noted that the Board chair manages meetings professionally and that strategic decisions are discussed with all Board members and the appropriate committees.

COMMUNITY RELATIONS (TABLE 3; 13 RESPONDENTS)

	Strongly Disagree	Disagree	Sometimes Agree, Sometimes Disagree	Agree	Strongly Agree
The Board is knowledgeable about community and regional needs and expectations.	0% (0)	8% (1)	38% (5)	38% (5)	15% (2)
The Board has strategies for involving the community in discussion of issues that impact the community.	0% (0)	15% (2)	38% (5)	31% (4)	15% (2)

The two comments for this topic reflect the divide in opinions: one Board member noted that the Chancellor actively supports development in East Greensboro and keeps the Board updated on plans and how they can assist, while another said that there is minimal discussion about the community.

UNIVERSITY ADVOCATES (TABLE 8; 12 RESPONDENTS)

	Strongly Disagree	Disagree	Sometimes Agree, Sometimes Disagree	Agree	Strongly Agree
The Board actively seeks political and civic support for the University.	0% (0)	0% (0)	25% (3)	42% (5)	25% (3)
The Board works to secure adequate public funding.	0% (0)	0% (0)	25% (3)	58% (7)	17% (2)

One Trustee commented that the Board could be more assertive in this area.

AREAS OF IMPROVEMENT (5 TRUSTEES)

- Move beyond a “rubber-stamping” role and take a greater interest in University functions;
- Attend external conferences and meetings;
- Share with constituents the University’s successes in its work with the community and on behalf of students;
- Fundraise more from personal and professional networks;
- Engage in more open and comprehensive discussions about the future of the University;
- Interact with students to learn about their perspectives and experiences; and
- Improve communication about the local community’s needs.

I HAVE CONCERNS ABOUT...(7 TRUSTEES)

- Succession planning for top administrators (2 respondents);
- Greater involvement from the UNC System Board of Governors in University business and the influence of partisan politics (2 respondents);
- Continuing to increase graduation rates (1 respondent);
- Ensuring adequate funding for the University (1 respondent);
- Sustaining the University's high level of performance (1 respondent); and
- Power being exercised by a faction of Board members who are personal associates of the Chancellor (1 respondent).

TRUSTEE-RECOMMENDED CHANGES IN BOARD OPERATIONS (8 TRUSTEES)

- Increase transparency in overall operations in order to distribute power;
- Hold more executive sessions;
- Consider restructuring Board committees;
- Provide a summary of major topics at least five days prior to meetings to give Trustees time to prepare;
- Devote more time to committee meetings to allow for sufficient discussion;
- Improve orientation for new Trustees;
- Assign responsibilities to Trustees based on their strengths and assets;
- Better ambassadors for the university; and
- Nothing

TRUSTEE-RECOMMENDED GOALS FOR UPCOMING YEAR (5 TRUSTEES)

- University-related goals:
 - Increase funding for students to study abroad;
 - Improve advancement practices;
 - Improve retention and graduation rates; and
 - Increase enrollment.
- Board-related goals:
 - Succession planning for leadership and key staff (2 respondents);
 - Strengthening the relationship with the UNC System;
 - Increasing research and development strategic planning; and
 - Continuing to be focused and effective.

DISCUSSING OPPORTUNITIES FOR IMPROVEMENT

Did any of the results surprise you?

What do you want to do differently?

Is there anything you want to learn more about?

Other questions/thoughts?