

1. **If I could answer any question for you, what would you want to know?**

- What will be the cornerstones of Xavier in its second 80 years of life?
- How does a small department survive and flourish here?
- Who will be the next president of Xavier?
- What will Xavier be like in 20 to 30 years?
- Will Xavier have a comprehensive wage and salary plan?
- Will Xavier remain focused on providing opportunity and on being black and Catholic?
- If there is another hurricane how will Xavier decide who gets fired? What will be the approach? The faculty doesn't know the criteria.
- What will happen when Dr. Francis retires?
- What is the future of our Education division?
- How will we successfully recruit and retain faculty in the COP?
- What will be Xavier's role in anchoring the neighborhood and the city?
- What is the future of my department?
- What kind of change agent will replace the current entrenched leadership?
- What are our plans for Xavier's growth—what will be the role of mid-level staff in planning our future?
- What are the prospects for expanding our land and facilities?
- How much longer will Dr. Francis be president?
- What is the first impression of a new comer to Xaver?
- Will we have another hurricane?
- Will the city return to normal?
- What will be the future enrollment of Xavier?
- No question.
- What will be the vision for Xavier?
- What other disciplines besides the sciences will flourish?
- How do we recruit more students and retain those we recruit?
- What is the administration expecting regarding enrollment and faculty size?
- What will the student body look like in ten years? Demographics; academic and social needs?
- What will our goals be, how will they be communicated down?
- How will Xavier be sustained after Dr. Francis?
- What do our new employees know about the Catholic faith? Do they buy into the mission?
- What will happen to our education department?
- How will we restructure our core curriculum?
- Can we make adjustments in our focus on the sciences, especially with institutional territoriality?
- Does Xavier's mission need to be reconsidered?
- How many students will there be in art?
- Why haven't the humanities and the social sciences flourished here?

- What will be my department's future funding—needs a climate of hope to flourish?
- What do the powers that be see Xavier in the next five years?

2. **If you could look back from 10 years hence and told the triumph of Xavier, what would the story be? Why?**

- Xavier has become a cornerstone of African American achievement in America and that story has become widely known.
- A highly regarded national university; strong sciences and dynamic humanities; recovered quickly from Katrina—rebuilt enrollment, facilities with appropriate sizing between the two; uniquely black but embraces a broad, global community. Was able to finance its education for any bright kid; SBS have remained a vital presence.
- Xavier has become a national center for eliminating minority health disparities; Xavier has played a major role in the revitalization of Gert town and its neighborhood.
- A story of Xavier's recovery
- Has become the premier leader in human resources for the HBCUs and for other similar sized liberal arts colleges
- Rebounded from Katrina; attracted more African-American Ph.D.s to our faculty; Xavier students went on to graduate school in record numbers; Xavier was able to be a leader in regional recovery
- We came back well after Katrina; we build on the success of premed and the COP and grew into a more collective arts and sciences university; our endowment doubled, then tripled; we included a broader spectrum of minorities
- Build on our success in the sciences and recovered to be as good or better than before
- Xavier reshaped and redefined itself after Katrina; made the changes necessary to do this
- COP flourished—produced large numbers of pharmacists, particularly African American pharmacists; a significant number of our graduates went to work in underserved areas; Xavier becomes widely known for the role its faculty play in minority health disparities research; 40% or more of our graduate students go on to post-graduate work
- Has beaten the odds, persevered and survived; school of 4000; flagship programs of excellence continue to thrive (premed; prepharm); have a larger COP
- Xavier has remained committed to its mission
- Have something special here. Increased our enrollment beyond pre-Katrina level; strong flagship programs; have established a college of business with an MBA and E-MBA; have launched the center for teaching math and science in the middle schools; the COP has expanded beyond its current 630-650

- Our students are personally successful; they have been successful in their communities; their general contributions have been commensurate with their expertise and skills
- Xavier has expanded its campus to include a broad swath of the Carrolton area and has grown in size to 6,000 to 8,000 (small schools are vulnerable); there is much creative work in the humanities with programs in international law, MBA programs in international marketing; strong language program to complement international agenda
- Xavier has successfully developed new programs to take up slack as our flagship programs have waned
- We changed substantially after Katrina; substantively we opened up more as a university; a core curriculum with a lot more choice; faculty found balance in among their scholarship, research and personal lives, so a strong, less stressed faculty; our new president is bringing a new direction; all while retaining our core values and mission but finding new applications and contexts
- Increase in enrollment; improved facilities; new leadership has emerged; focus on science but have expanded into new areas which have gained recognition
- A leading institution in a larger pharmacy; new president; continue to lead nation in number of African American students we send to medical school; have better facilities and recreational opportunities for our students; new health science programs have been developed
- Were able to sustain our clinical program in the COP; our environment is now stable
- Have rebuilt; city has recovered; schools are better; our finances are sound and have successfully made the transition to a new leader
- Xavier still exists
- Moved beyond Katrina; successfully overcame New Orleans post-Katrina image; gained recognition over other N.O. universities; retained our pharmacy strength but the arts and sciences flourished
- Were able to effect a successful leadership transition
- Success grounded in our dedication to our students and to their success; have developed a good economic payment plan; good developmental course to bring those with need up to academic level; greater diversity in the social sciences and humanities; have anticipated trends for future careers, open-minded to the possibilities.
- Are strong academically, administratively and operationally
- Fully recovered from Katrina; recruited and graduated more African American males; have recruited black faculty as role models
- Have maintained excellence in all areas, including the humanities; now have satellite campuses; remembered Katherine Drexel's vision; still strong role in premed and pharmacy; have maintained a concerned and caring atmosphere; new chapel, expanded campus ministry staff; more ecumenical services on campus

- Have recovered in size; still known for our sciences
- Strong enrollment of highly qualified students; high graduation rate; students achieve after graduation; have achieved stability; facilities have put us in top competitive position
- Art department has become nationally recognized for sending undergraduates to graduate school; our grads are able to articulate their commitment to service and community need; grads have skill in their work; department has achieved NASAE accreditation
- Xavier is thriving; has realized its master plan capital plans; enrollment is above 4000 students; balance is still science focused; we are making a difference in the city and are contributing to its quality of life
- Continues to be a productive place; doing an excellent job of educating its students; its graduates are getting good jobs and succeeding; its finances are excellent
- Xavier has become a true liberal arts college; students are active in the community; national spin offs have developed from Xavier-community collaboration; our students are more aware professionals; human rights and community are focal issues here
- Have expanded the liberal arts curriculum, for instance theology classes with comparative religion focus; history has refocus to help students understand the world, e.g., understanding China; rapid development in India; more students study abroad

2. WHY?

- Faculty was committed and able
- Mega funders associated with us because of our merit and excellence
- Creative and innovative programs attracted students
- Carrolton shopping center and city designation as one of 17 planning areas have been major pluses
- Our leadership was directly involved in post-Katrina recovery
- Have attracted major federal dollars for our minority health disparities program
- People onsite at Xavier knew what had to be done and did it in post-Katrina recovery
- Through leadership of Dr. Francis, his successors and in HR department
- Effective leadership; commitment to mission; dedicated staff
- Quality of our teaching attracted top students; research became a more prominent expectation for faculty
- Strong and dedicated faculty (but no faculty input in administrative hires and decisions)
- Because of our mission

- COP recruited faculty with interest in and commitment to research in minority health disparities which motivated interest in our students and a desire to do post-graduate work
- Leadership and personnel
- Leadership; president's long experience and commitment
- Have developed a well-defined vision lead by a change agent
- Capable, qualified, competent faculty and staff plus finances for best environment and facilities available
- Found and filled a niche
- Older people have retired and new people brought in new ideas
- We were clear about our mission and the new direction
- We build on foundation put in place by Dr. Francis and carried it forward; have not rested on our laurels; are respected in the funding community; students value what we have to offer
- Had a comparative advantage by doing things we were good at
- We were good at adapting to and directing change
- Had committed leadership
- Did what we had to do to recover and survive
- Developed a leadership succession plan
- Focused on our goals and overcame individual agendas for a common view of how to proceed
- Nature of the people here, willing to give up something, were not territorial; faculty and staff committed; faculty saw the big picture, the benefits of change and were not threatened (jobs on the line)
- Communicated well where we were going
- Followed our mission, not by rote but as alive and performed the works it implied
- Prayer, generous donations and our mission continue to be important
- Cooperative, motivated faculty; inter-departmental cooperation; service departments are effective; team effort among staff; right people in right places; right leaders; good leadership team and good faculty dedicated to our mission
- Build on our past, for instance, focus on developing our students' skill level; emphasized passing on to the next group the traditions of the present; our alumni are engaged and feel important; have a strong faculty with commitment to the cause
- Good external support early on after Katrina; had good interaction with key individuals; we have a well know and good history and there is general knowledge about what we stand for; the federal government responded extremely well, lots of people worked to make it happen
- Xavier had continuity of leadership
- We changed our students by changing our curriculum

3. **If you looked back from 10 years hence and told the failure of Xavier, what would be the story? Why?**
- We failed to recognize when we were getting in trouble with black males (nor did HBCUs); now hard to reverse the trends
 - Another hurricane; no confidence in the Corps of Engineers
 - Viewed as an adversary by surrounding community; failed to apply Walgreen's strategy, identify the location and pay the price to get it; as a result our neighborhood didn't grow, the resources weren't there; Xavier remained an island; so enrollment doesn't bounce back; no extra resources to accommodate growth and change
 - Didn't bring enough people into our planning and decision processes to gain broad-based community involvement; failed to use all our expertise
 - Failed to enhance our research capacity
 - Xavier did not grasp the possibilities in human resources but embraced past practices
 - We lost focus; tried to play the market rather than to our strength
 - We were slow in responding to the changing regional and national demographic changes; we failed to realize the potential of on-line education as did certification and continuing education; didn't pursue possibilities for off-site campus
 - The faculty bails out
 - Because of declining fraction of African Americans in COP we reduced our impact on pharmacy practitioners
 - Failed to become more international and more diverse; not able to pay better salaries to faculty and staff; nor more scholarship aid to our students; focused too locally
 - Failed to raise its standards; allowed more and more unprepared students to enter
 - Did not succeed in getting our fair share of black males; status quo continued
 - Suffered from a lack of leadership at the top because we did not have a plan of succession
 - No effective succession
 - Xavier didn't bring in new people and new ideas; failed to find new areas like distance learning or a Baton Rouge site
 - Not prepared to search for and select a new leader; were tired after Katrina and went for what was easy; not willing to go the whole way with a new person
 - Xavier did not adapt; we were satisfied with current accomplishments; didn't resort to continuous change and improvement
 - Were unable to purchase land and expand into our physical area called for in the master plan; didn't purchase the key streets running through campus so couldn't control traffic, parking or utilities
 - Were not able to maintain our clinical faculty

- New leadership did not understand Xavier's mission and tradition; the new senior staff not longer engaged in mission but see their role only as a job
- Facing a major hurdle in the changing of the guard; what is our succession plan? Transition could be a catastrophe. Lot of our administrative staff have been in same position for a long time.
- A Katrina returned; there was division among the administration about our goals; weren't able to rebuild
- Leadership is a key to success or failure; having not faculty input in appointments of senior staff; need senior staff with new ideas, fresh blood
- We didn't evaluate what we were doing, what was effective; didn't analyze markets; didn't get information about the high school experience and student needs—need a campus as a little Mecca, plenty of fun activities and fun in learning
- The mirror of our success; leadership has changed; have lost our legacy; series of gaps in our documentation, communication and leadership (like the transition in a family business)
- We didn't make a successful leadership transition, we recruited a leader without Xavier as the leader's focus; Xavier as an institution not personal career or agenda must be the focus of our new leader
- Our graduates did not give back to Xavier; not adequate financial support; cutback of federal funds—so we have scaled back and are doing things in a different way
- New Orleans did not recover and this impacted Xavier University of Louisiana
- The city and region has not been able to preserve the population that our mission calls us to serve; from financial constraints we were forced to shift to those who can pay
- We failed to take care of our faculty; heavy work loads; those wanting to stay couldn't, felt worked to death
- Failed to strike a better balance between sciences and humanities and social sciences; didn't engage alumni; didn't improve our relationship with the high schools
- Didn't have balanced budgets; capital investment didn't return enough additional revenue to match debt, to maintain the viability of our new debt service
- We lost a lot of viable, committed faculty; the vision of some groups here is not changing so those with ideas leave; we have an old thinking head on a younger body; tenure and promotion criteria not broad enough, besides scholarship must focus on effective teaching and community service; problem of low compensation

3. Why?

- Didn't bring people together to participate and be informed
- Failed to deal with faculty teaching load and startup needs
- Didn't have the leadership in the graduate programs
- Didn't get our management act together
- Living in N.O. very difficult; other places easier and more money; not support for faculty; nuance of varying nature of workload not taken into account
- Didn't make connections with UNO and with high schools we needed
- Not enough black male role models here on campus in faculty and staff
- Didn't provide COP with resources to meet 15-20K salary gap
- Xavier became comfortable in what it was doing
- Quality of the next leader; didn't understand our mission; need a servant leader, someone like the sisters who dedicate themselves to Xavier
- Lack of pray, lack of financial support, lack of dedicated faculty and staff
- Necessity, merit scholarships more accepted crowding out need-based aid
- Overwhelmed with the present workload; key staff and faculty not called upon to be engaged with schools and alumni

4. **What does Xavier need to forget?**

- Needs to forget Katrina (properly put it in its place)
- About how things were done in the old days; administration has been almost all Xavier graduates; same person for 10-15 years in same job; need new insight and new vision
- Nothing
- Old model of workload analysis; management model for 700 students, not 4000
- “That’s how we’ve always done it.”
- That we are a small, private HBCU; “this is the way we did it in the past”
- Trying to be all things
- Our lack of transparency, the faculty and staff firing after Katrina
- That we used to be a poor little black school in the South; mindset of no money for anything
- This is not just a science school; not just a school for doctors and pharmacists
- Not sure
- Forget we are a poor school with limited resources, have to take risks, just go out and do
- Demurs
- Passes on the question
- Forget our successes
- Maybe not anything
- Forget about our successes in pre-med and pre-pharmacy; remember risk of competition, like LSU pharmacy school as rival
- Inflexible interpretation of our mission
- Forget our successes and past glories
- Demurs
- Forget Katrina—in a sense; forget thinking small
- Forget some of the traditional paradigms established at the on-set when we were principally an educational institution; have a Catholic, conservative culture that may no longer be relating to our students; need to ask how to serve and engage our students; may be losing our edge in higher education; need to adjust to our student base
- “That’s how we’ve always done it”
- Forget Katrina
- Need to get beyond the pre-Katrina/post-Katrina thing, should no longer be making that comparison
- Are we forgetting other academic areas besides the sciences?
- Forget past successes; what we accomplished last year is not relevant
- Forget about the commercialization that drives a lot of universities today; forget what has made us famous and hold on to our values and our mission of why we are here
- That education has been a focus at Xavier
- No thoughts

- In a sense, forget the world around us—the fads and pretexts of society and culture that get in the way of what works for us
 - No thoughts
 - Free ride work ethic
 - That Xavier was founded to build a vocation for a certain group of people—need to focus on the current reality; proud of reputation but need to expand into areas beyond our reputation
5. What must Xavier remember?
- What a tremendous place it occupies in the lives of African-Americans—doctors, pharmacists, Ph.D.s because they went to Xavier University of Louisiana
 - It recovery from Katrina; its importance as a local anchor; significance for the neighborhood; the importance of areas in addition to the sciences
 - Our mission; who we are here to serve—an issue in the COP because of changing demography; how do we deal with the problem?
 - Through all years of prejudice and discrimination a small group in the 1920s and 1930s showed themselves the equal of any in talent and achievement
 - If we are to provide African-Americans with a quality education, have to have a faculty involved in research; from quality of faculty follows the quality of our education
 - How we got to be successful; our achievements
 - The storm and our recovery; our mistakes with faculty and students; St. Katherine’s vision; its about our students; need to be role models; consistent quality experiences for our students; opportunities to do research
 - How we came back from Katrina
 - Doesn’t know
 - Our origins and our mission
 - Our faculty must be attuned to our origin and mission
 - Our mission; why we exist; we are here for the students; every role at Xavier should benefit students directly or indirectly
 - Importance of service to the University and that the ultimate service is leadership
 - Our mission; to take steps to remain true to mission; remember Katrina story in the sense that there is nothing we can’t overcome
 - We are in competition for students of high academic excellence; our mission
 - Xavier is uniquely HBCU and Catholic
 - Xavier was founded to serve and educate those who could not afford the opportunities elsewhere (risk that the COP will have a minority of African American students)
 - Xavier was built on respect for all people; maybe too much stress on mission in an inflexible way so we don’t think outside the box
 - Its mission; the importance of our role in educating students; commitment and role of the SBS and their contribution over 80+ years

- Our heritage; our roots; that we are a Christian university; to continue to serve our underprivileged community
- How we proved our commitment to our mission following Katrina
- We did not get this far by accident; due to going out and working; change doesn't happen because we want it to happen
- Where we came from; our foundation; the passion for education here; commitment and ability of our faculty
- Our quick comeback (but must be seen in the context of faculty layoffs—no apparent rule or obvious criteria about how the decisions were made)
- The mission; idea of giving people a chance and preparing them for success
- Our mission; educating young African Americans; a crisis with African American males
- Who we are; to build on this but not to rest on it
- Our mission; “each one teach one”; “don't forget where you came from”; “reach back and help someone else”
- Why we were founded—empowerment of an unempowered group of people
- Things we have been strong at and still have the ability to achieve—our reputation base; that their development came from faculty initiative; our reputation in science and math are now the legacy
- Our mission
- Who we are; our purpose for being; the constituency we serve; the historical importance of the SBS, what they achieved in the South and who they served
- Out of small things large things can grow; the basis on which Xavier was built, to help young African Americans

5. **What are the obstacles here? To this process (planning)? To the “triumph” story?**

- Outdated thinking; people who cannot see the world has changed; we have to look at the world through the eyes of our students; there is a failure to embrace that world; too many people are embracing the status quo
- Money. Where do we get the funding to put in things to make student come here from elsewhere? A fully funded study abroad program would be a tremendous draw
- Scare resources; recruitment of faculty here because of the city
- Too many people don't know what our planning process is; they have not been involved; don't have knowledge of the big picture and their role in it
- Our goals have not been that much understood—have opened doors for African Americans to good professional jobs but not other kinds
- Not having strong leaders to make it happen
- Xavier culture, people not willing to change; we are not held accountable for not changing; staff has done things the same way for many years and don't want to do things differently; those who don't want to relinquish authority for the common good
- There will be major administrative changes; risk is that the new people won't appreciate what's unique about Xavier
- Lack of faculty participation and enthusiasm for participating, seen as a waste of time; nothing happened with planning, no budget changes or added resources; same is true of departmental reviews; there is no good feeling about our assessment process
- Will faculty input be realized
- Communication; to talk about what we are going to do; engage different perspectives and provide chance for full dialog about those differences in perspective
- Recruitment of faculty with interest in health disparity research
- Inadequate financial resources; resistance to change
- Not enough faculty; not enough resource support (tutoring labs, financial support, developmental math has high costs)
- Xavier's reluctance to take big steps; to go outside the box; we tend toward a parochial approach to issues; not taking advantage of the strengths we have (through effective marketing and branding)
- Adequate financial resources
- Culture and management at Xavier discourages younger staff and faculty and fresh hires; older and more senior staff won't budge from set ideas
- Student services, especially financial aid are areas of conflict and turmoil and resistance at other schools and here at Xavier; areas where there is resistance to making the process customer service oriented for parents and students
- Lack of preparation for change in leadership; lack of transitional leader
- The perception of outsiders; the physical status of our neighborhood; our finances; the state of New Orleans. Can we attract the brightest to New

Orleans? The local political scene; corporate structure in New Orleans—
leaders with civic mindedness; unprepared students

- Not let our heritage get in the way of our proceeding (historic buildings and technology; ability change their function, etc.)
- We are locked into our physical place, can't move and find a new environment; our neighborhood is not recovering fast; workload issues
- Apathy; the people don't care
- Not planning well; didn't do the necessary grunt work, the work necessary to insure success
- Administration not giving enough scope to department; not open to suggestions; proposals denied even before vetting by academic council, no reasons given
- New Orleans; parents consider this when thinking about sending their children here; press coverage
- Costs
- Financial; recruiting dedicated faculty and staff; hard to find the right ones now; those willing to live and die at Xavier University of Louisiana
- Money; worrying about what others will say about us; the media and how it creates expectations about what college life is like; the web; idea of distance learning (loose key contact with our students)
- New Orleans; money; who is to be the next president; what will happen when Dr. Francis retires—lot of respect and resources follow from that respect
- Attracting highly motivated individuals; teamwork; attenuated connection between administration and faculty
- Our finances; lack of modernizing how we do things (admissions; how we select and recruit our students).
- How to serve our constituency and maintain our operating budget; do we have the financial basis to be a private college?
- Getting buy in
- To get rid of the old heads and to change—"way always done here"

6. How would you like Xavier to be remembered? Your own role?

- One of the leading edge universities in the United States that happens to be black
- Xavier is still here, still flourishing. A place that overcame from its beginning tremendous obstacles and it continues to do so
- A progressive institution in higher education whose graduates have had major positive impact on society
- Has been a place of inclusiveness
- A high quality research capacity and faculty and that this person played a role in making it happen
- One of the best places to learn; one of the best places to work (learn and earn)
- A bright beacon of opportunity
- Lived according to its mission, helped develop students as leaders and contributed to a more just and humane society
- Xavier remains like it is with a nod toward research activities on campus
- A university which produced leaders and those who serve to make our country better
- Has a good reputation; graduates are capable of competing in any careers they choose to go into
- Xavier is an institution that defied the odds and prepared its students (we took those others were not willing to accept and gave them an opportunity to earn a degree)
- For students here, overcoming the odds is a routine occurrence (we give them the opportunity to fail)
- A unique, high caliber, caring environment for students; our results speak for themselves; our successes include non-science areas
- Xavier is an institution of great learning and achievement
- Continue to do what we are doing now—providing top opportunities to kids of color, an education that includes introduction to great books, careers as international lawyers, trade representatives, as MBAs in international work and not-for-profit management
- Know as a great institution, one with potential to be even greater; name currently is not as recognized as Howard, Spellman, Morehouse; have equal quality here but something is missing; perhaps our not graduating Ph.D.s; our faculty get out pretty well; Dr. Francis is known
- An institution of higher education that emphasized leadership development, service and a quality education for all people
- An institution that had an impact on young lives both educational and spiritual; a place where those denied opportunity elsewhere could come and have their whole lives changed
- A school on its way to recognition as a great institution (there are many stories among our alumni about how Xavier helped them), a school that looked after and nurtured its students

- Xavier is one of the few schools that remained true to its mission
- A place where the average student can come and come out with a career and be a better person
- Xavier has a profound impact on lives and is a place that guarantees a pathway to success
- The university allowed many students who otherwise were without opportunity to succeed in areas normally not open to them
- In last five years there has been less collaboration with the faculty by the administration; a style that says, “no, this is the decision we have made and you abide by it.” Previously there was an opportunity to discuss.
- A fair place in its treatment of faculty, students and staff—this includes the custodians and the grounds people. A place willing to help and to give to the community; a place that allowed people to do well and to succeed
- Xavier is one of the premier Universities in the country
- An institution that had so little but that took that small amount and accomplished so much
- A university uniquely black and Catholic; very thorough in educating its students, both in theory and in practice and educations its students in their responsibility for service to humanity
- A vibrant, productive, scholarly, life changing experience
- Had to make a lot of hard decisions
- A place that develops its students in a broad range of activities, producing high productive graduates in a cross section of disciplines with a commitment to the community
- The Xavier student engages in team play in achieving; has high aspirations, does well in what he does
- A school that followed its mission; a place where alumni want to come back to and that they remember fondly
- Xavier is a quality institution that has served its constituents very well; had an impact on society; that focused on social issues, creating a more just and humane society
- College of Pharmacy is self-contained; College of Arts and Sciences has become more of the focus
- Doesn't like the question, prompts thoughts in terms of dying. An institution that tries; has capacity to care; had opportunity to create a modern African American empowered community but has become a conservative, patriarchal institution

6. Own Role?

- Someone who provided a different way of looking at problems; not just this person's area; contributed to our looking at our place in the world differently; helped to get different ideas on the table

- That I counted for something; made a difference. Opened student's eyes to possibilities not otherwise seen; created sparks for them; was extremely creative
- For having some degree of vision for what future needs to be and for acquiring the resources to achieve that vision; was able to make a contribution to eliminating minority health disparities—had the vision, specified the goals, raised the money and resources to make it happen
- “I'm no genius, nothing extraordinary but hope that I made an important contribution in my area
- One who helped students to attain higher levels, from UG to Grad school, from Grad or Professional school to a successful career
- Did everything he could to support the mission
- The one who straightened up this person's department
- One who helped to calm the waters after Katrina—was a lot of instability, faculty leaving, new faculty, students were anxious and riled
- Has made a mark on research to reduce minority health disparities in this country
- That I tried; gave it my best; was committed
- Has been a reasonable person
- Was a change agent; left things in better shape than when arrived
- One who has performed with integrity for both the students and for the university
- A member of the team (no desire to be out front); as someone who did the job the best he could have done
- After Katrina played a role in getting students graduated on time; its not about him but the entire team
- Someone who made a difference
- One of the Xavier family members who went beyond the call to help students succeed
- Was a good teacher; contributed to the university in a range of ways to the best of his ability
- Was a part of the community and the team; contributed to the fairness and good treatment of all members of its community
- Has added value to our governance, our financial operations and in making what we do better
- Someone who loved his job and did his best and was always accessible
- Someone who worked hard, respected people and the community; someone his grandchildren could talk to
- Did not say anything that was untrue; did his job; did his job well; was creative, found ways to improve things; peacemaker
- Hmm. Let's move on
- Professor who cared, too much maybe; gave 200% percent

7. What are one or two critical strategic decisions on the immediate horizon?

- What do we want to be known for in the 21st Century? What type of campus—high excellence in academics; strong supportive campus life; our business model
- How do we get the money—to attract top faculty and students
- Given that we are hemmed in, how do we acquire and use the land to the best end?
- How best to live with the neighborhood community within our midst?
- Development of a clear enrollment management plan that addresses who we are and the demographic issues and Xavier trends
- Reorganization of academic disciplines and opportunities
- How to carry through things begun to successful conclusion
- What happens with the current College of Pharmacy space (when the new building opens up)
- Who will be Dr. Francis' successor? When will a succession plan be instituted (many of our managers are in their 60s)
- Issues of financial solvency
- Can we attract the right kind of resources and people and support to do the job?
- Enrollment management
- Quality of life; desperately need a recreation facility
- What happens after Dr. Francis' retirement
- Continuity of undergraduate research; lost a very good UG research director
- Creation of a math and science teaching center
- Defining the spatial boundaries of the campus
- Selecting a new president
- Admissions
- Type of student we admit
- Challenges to enrollment management; plan for strategic use of financial aid, number of high caliber students admitted, marketing and branding
- Our finances
- What is the vision of the whole for Xavier?
- Fiscal system and information system
- Leadership
- How to get the enrollment we need
- Are we adequately prepared for the next hurricane?
- Institutional leadership and the clarity of roles
- Dr. Francis' succession
- Decisions about land acquisition and development of our campus facilities
- Future of our neighborhood
- Aggressively buying land
- How we partner with others; relationship building (neighbors; state, federal government)

- Moving to a new revenue model to sustain recruitment and retention of faculty (including benefits and other related issues)
- Revision of curriculum offerings in education, humanities and social sciences
- Where do we want our liberal education to go? Too traditional, how do we update
- How to maintain high standards for students and employ quality faculty
- How to get salaries to market level to recruit and retain faculty
- Where to focus our resources? What are our priorities?
- Managing growth; getting top capital projects underway and completed (COP building, arena, gym, chapel)
- Facilities and physical plant
- Recruitment of faculty
- How to market post-Katrina
- What will be our focus? A science institution? How important are humanities for Xavier?
- How to market ourselves?
- How to sustain the spirituality of the University
- Change in leadership; direction for the university
- Who are we going to serve? If we refocus, will we retain our original mission?
- Who will succeed Dr. Francis?
- How to grow enrollment?
- How will we cope with what is outside our control (crime in N.O.; environment of the city)
- How to finance needed new projects
- How to increase enrollment
- What is the right size for our student body?

8. How do you define a successful strategy? What elements/criteria do you look for?

- Based on strong leadership with fundamental belief in what we are trying to do (must radiate downward; must instill buy in (commitment); spirit of teamwork
- Does it have long term benefits to students and faculty? Does it work?
- One that is responsive to needs now and in the foreseeable future; significant buy in of those responsible for implementation; need internal commitment to find resources; faculty need guidance about implementation; need open discussion with outside facilitator
- Get best input from wide-ranging group of people; then someone to edit and pull things together; then set goals; then discussion about goals and resources and timeline; followed by periodic discussions of problems and road blocks
- Focused goals, measurable; series of steps and actions and when to be done and by whom
- Provides a vision; defines how to implement or achieve that vision
- At the end of the day we have accomplished goals that we set out to accomplish; flexible enough to adapt; as many opportunities to succeed as possible
- Perception is that we are all science—need to better articulate other programs; must remain strong liberal arts college; must emphasize education; goes back to our historical mission
- Simple, easy to understand; logical, step by step to achieve goals; time based; defines who is responsible for what; broadly accepted by the faculty
- Will it involve input from those impacted
- In planning process, dialog and voice; perhaps facilitate in small faculty groups
- A defined planning process; things are completed on time
- Must be practical; realistic, something that can be accomplished—how to utilize our resources effectively; that our available personnel are adequate
- The neighborhood must be a focus
- SWOT followed up with decisions for a course of action and to measure the results
- One that addresses strength, emphasizing quality—from the top administrator to the janitor; one that addresses the need for money and finance; that within this (money and finance) a quality framework can develop—becomes our internal engine
- Buy in from everyone; make sure the strategy and objectives are known by all; everyone should understand their role and how that role might unfold in implementing
- One that reflects collegiality, that is well communicated and to some degree flexible
- One that considers all the relevant factors (strengths and weaknesses and all interactions and ramifications among possible courses of action) and then

prepare for (realizing all possible courses of action will have some degree of risk)

- Plan-prepare-execute
- Sustainability of the strategy (e.g., with personnel resources; that we get value all the way through); how is it serving the mission of the university
- One that gets people involved (in the past only a small nucleus of individuals involved)
- Must include a thorough look at how we view and develop our HR (human capital)
- Is it achievable? First steps; detailed plan
- Needs input across the board both the administration and the faculty
- Considers a broad range of options; effective implementation; did we achieve what we set out to do? Continue the planning cycle
- Is it cohesive; can we measure whether we are succeeding or not; get positive newspaper coverage of positive aspect; must put us in the forefront
- Sets reasonable goals and benchmarks then leading and getting there and doing so well; no half-way there or half successful
- Communication; making sure everyone understands the problem, on the same page; truthfulness; articulation; foresight; based on planning
- Open to change; innovative-entrepreneurial; that we re-earn a sense of commitment
- Will lead to our attracting motivated students whom we can help to succeed
- Addresses students first; addresses how to successfully matriculate students; one that concentrates on the education of students rather than their training
- Must be based on the inclusion of a diverse group of people to create the necessary consensus; had definable time lines; truly achievable, not pie-in-the-sky; backed by resources
- Based on adequate research of historical conception and how to apply; buy in
- Collaboration, not top down; communal decision

9. **Is there anything on the horizon that keeps you awake at night?**

- Yes, HBCUs on verge of becoming irrelevant in today's society (our top students are being siphoned off by A and B tier)
- Another hurricane.
- Ability to retire (now post 60 and worried about adequate retirement funds)
- Size of COP in a changing environment
- Another hurricane
- How to keep key faculty in positive frame of mind
- The need to plan for a post-Dr. Francis presidency
- The Louisiana Road Home
- That Xavier becomes one of the herd, loses its distinctiveness; faculty that we weren't able to recruit and those we lost; post-Katrina cost of living and competitive salaries
- New Orleans post-Katrina, slow recovery, disarray
- No
- Future of the department of education
- Not really
- My new job and developing a successful program
- The quiet (of his neighborhood)
- No. that we will remain steadfast, where we are, not plan for progress
- The lack of energy here
- No
- Probably not
- Making sure the transition in this new role goes well; making sure that nothing is overlooked
- Infrastructure of the city; power outages; having a functional campus in a dysfunctional city
- Current health care instability in the city
- Very little
- No
- Demand of new position, getting a grasp of what needs to be done to provide good service
- Xavier okay, worries about constraints to doing new things with own department; afraid that without change will be phased out
- No
- It all keeps me awake; resources and staff to accomplish job; are we following best practices
- Safety of our students and campus
- The pain and difficulties of others in our community
- Not right now
- Continued funding for Xavier, can't rely on tuition alone, worries that benefactors won't be there
- Whether they will still have a department; quality of our students

- No
- Reaccreditation; loss of key staff
- No

10. Are your colleagues here at Xavier open to change and ready to commit to planning outcomes that would involve change?

- Personally committed; the mantra here has been, “if it ain’t broke, don’t fix it;” word when arrived here is “don’t be too creative”
- Serious limitation; not very open to change; senior staff wait to “find the sense of the president;” very few suggest changes; never say, “that’s not the best way to do this”; need to empower those to change; need reorganization and redefinition of core responsibilities, the range of responsibilities and oversight; delegation
- People in my department are; younger faculty are; not sure about older faculty and the administration. Not an iota of change in years (e.g., faculty work load—loosing out on new hires, low salary plus teaching load)
- Fifty-fifty
- The majority probably are not; most have not worked at other places or have long tenure here; they can’t see how others do things, are more reluctant to accept new ideas
- Change that brings us back to our roots would be welcome; change to the cutting edge anyone would embrace; moves away from what we are—black, Catholic—not welcome
- Some are, unfortunately some are not
- In my department many are, a few are not
- Yes
- That’s a problem
- Some are, some aren’t—run into attitude, “we’ve always done it that way”
- In my department yes; not sure about rest of University
- “I wonder,” we have a fifty-fifty situation here
- Yes, but feels like we are now stuck and making no progress
- Not a problem in this office; there will be resistance in the University more broadly
- Very much depends on who. There are certainly some who can’t wait to change things, others who never want to change; real issue of energy
- Many people are open to change
- Some are; so many think change is only when doing what is right; too much back room conversation that we’re not doing what’s right; wishes of the president are key
- Continual change already a part of what the faculty do in his area; there will be more resistance to changes in the curriculum
- Some are; some are not. Sometimes it’s attrition that removes those unwilling to change
- Some invite it, are waiting for it
- 80%-20% yes
- To some extent the administration is open to change; the faculty are flexible and adaptable, although this varies by department

- On a scale of 1 – 7, with 1=not at all, would estimate Xavier at 3, fairly set in ways
- Yes, will be a struggle. The day to day may be the hardest, the longer term, big picture easier
- It's not a question of change, but what change they want
- Some are; some are set in their ways and afraid of change; some go with the flow
- Some are, some aren't; can we make the changes we need to make?
Optimistic.
- Yes, basically thinks Xavier ready for change; change agents have to convince the community they have the ability to bring about change
- Yes, thinks so. The faculty are aging, there will be turnover soon because of retirements; change will be in the hands of the new faculty coming in
- Thinks so; question is are they willing to do what is necessary to make it happen
- Thinks so
- Absolutely, other than the administration

11. What should I have asked you that I didn't?

- Are you committed?
- How do we get humanities and social sciences faculty talking about building better relations so they can become more visible and can move forward jointly?
- What do you think about the University planning process? Too much to put on one person
- Nothing
- What are some of the opportunities for growth in your particular area in the next ten years?
- What will it take to get HR where it needs to be?
- Who is to be involved in the planning process and how can all the voices be heard?
- Lot of concern among the faculty about the changes once Dr. Francis retires
- How can we solve the problem of the divergence between the science and non-science faculty; there are more non-science faculty so they can always vote down the science interest
- Do you think Xavier is going in the right direction?
- Nothing can think of
- How will Xavier fit into NOLA and Louisiana?
- Maybe about more specific things, for instance ask chairs about how their job as chair is going or those through P/T their assessment of the process
- Our discussion has covered the bases
- About facilities and needs
- Will I (the interviewee) be here in 10 years?
- Have covered a broad range of issues and topics
- Have pretty much covered things
- How are we going to get there?
- Not particularly
- Were do the interviewees see themselves in 10 years?
- No
- Have covered pretty much everything
- None come to mind
- How is my area perceived by the outside?
- How does one get a good fix on student opinion and what they want?
- Have covered things pretty well
- Can't think of any
- Are we making the best use of our technology, especially our student information systems? (e.g., monitoring students not paying bills; fostering a culture to be wired into our students better)
- Can't think of anything
- What have been your most rewarding experiences and what the most disappointing ones?

- No. Thought the interview would be focused more on the specifics of the unit, how it operates, its needs, etc.
- Not really; maybe how secure do you feel in approaching retirement?