UNIVERSITY OF TOLEDO
PRESIDENTIAL SEARCH FORUM
SEPTEMBER 10, 2014
HEALTH SCIENCE CAMPUS
AFTERNOON SESSION

MR. BURNS: — trustees to help facilitate the presidential search process as we get started and actually the search committee, which we can talk about, will meet for the very first time tomorrow morning. And so, one of the things that, from a logistics standpoint, the reason I have a microphone, it's not because I don't think you can hear me, is that we, we really want to be as transparent and inclusive in this process as possible. So we are going to record all of the sessions, and there are four of them, this is the first one. And we're doing that not to identify people, so that's why we're not having a video camera, but we want to make sure that we get everything correctly documented and then we're able to share that with the search committee and the board so that everybody feels they have an opportunity to express their opinion, that they're heard, and so that's — that's why we're recording this. So please don't feel uncomfortable, there will be no names or anything related to that. And so that's why I'm holding this, and if you have a question, we'll ask Jon Strunk and Cam, my colleagues to ask you to talk into the microphone and so we can hear the question. And then in the next few days, we'll transcribe the session. We're going to post it on our presidential website so people can see and react to it, if they want. And then, of course, share it with the search committee. And so, the purpose of this morning is to try to get as much feedback from you of what you think the next president of UT, what maybe experiences they come from, what characteristics they have as it relates to their professional experience, maybe even their personality if you have a strong feeling about that, so that we can adequately report faculty, staff, students and alumni's opinions on the next leader of our institution. And so one of the first things that the board did was hire a great search firm and Dennis —

MR. BARDEN: Great in the sense that we haven't screwed anything up yet.

MR. BURNS: Right. Dennis is facilitating that from Witt/Kieffer, and so he'll be with me today and is much more experienced in trying to find out from important people what kind of attributes that we're interested in. And so — so we're going to do this. It seems a little formal, but it really isn't meant to be, so if you just want to have a conversation about what you think. I've worked at MCO/UT for 24 years. I had 16 years on the MCO side and then eight years or so here. So I've worked for now six presidents in that tenure, including Nagi, and so I have a little bit of experience in all that, particularly on the Health Science Campus, but now my home is on the Main Campus. So I don't know if you want to add anything, Dennis, before we get started.

MR. BARDEN: The only thing I would add is in addition to, in addition to the, the description of the ideal candidate, we hope you'll also tell us what you hope that candidate, that president
that you hire will accomplish. So really two things, what, how do you describe the ideal candidate, and what do you want that person to do over the course of the next several years in order for you all to be successful. That would be really helpful. I would simply say on behalf of my partner, Carson Dye, who will be here a little bit later in the day, who is a member of the Toledo community, has lived here for a very long time, who will be partnering with me on the search, that we're delighted to be here and to be serving you. And we'd be happy to answer questions if we can as well.

MR. BURNS: Thank you. Couple other things that I want to make sure everybody is aware of. We do have a dynamic, changing website, which is, can be found off of our main page. And, I think, Jon, do you know the actual address?

MR. STURMK: URL is utoledo.edu/presidential-search.

MR. BURNS: Actually this morning we're going to take some photos, if you don't mind, because we want to post the fact that we're doing this. If you don't want your picture on it, just let us know, otherwise we'd like to—

MR. BARDEN: I need to prove that I was here.

MR. BURNS: Right, exactly.

NEW SPEAKER: Do you want us to all sit together?

MR. BURNS: Right, sure.

MR. BARDEN: We’ll take a huge selfie at the end.

MR. BURNS: Yeah, that would be fun. Any questions logistically about what we're trying to do? Okay. With saying all of that, why don't we get started and have anyone who wants to start the process of indicating your opinion on experiences, what, as Dennis said, what do you want the president to achieve so we can get the conversation going.

MS. GALVIN: As a representative of the development area, I would say that it's very important to us that we have a president who is actively involved in fundraising for the University. That has the, not only the personal and social skills to be able to do that, but the overall knowledge of our programs, both on the Main Campus as well as the Health Science Campus. I will say that I've noticed in the last six weeks now, I think, since Nagi has been in his position, there is a relative calmness on our campus and I think that's important also that someone who with the leadership skills, has the ability to create a sense of calmness and unity.
MR. BURNS: Great. And I did not mention that if you at least want to identify the area you’re in, it might help Dennis to put that into context, like you did, and if you want to identify your name, that's fine as well, but you don’t need to.

MS. GALVIN: Mary Galvin.

MR. BURNS: Great. From the advancement office.

MS. GALVIN: Yes.

MR. BURNS: Good. Great. Sorry, it's a little awkward but we want to make sure we document.

RECENT ALUMNI: Hi, so I'm Yelena Zhernovskiy. I'm actually a recent alumni from UT. Graduated from the engineering college.

MR. BURNS: Great.

MS. ZHERNOVSKIY: So first and foremost, I'd like to say I think Dr. Nagi is a good leader and I would like to see him in this position. I think he will be effective. As far as qualities, I think he's going to, he does possess some of the qualities that I’m going to discuss. So like I said, I would like to see somebody that engages students. UT has an enrollment problem, if I am not mistaken. Hiring somebody, a consultant to fix these problems is not, in my eyes, an effective way to fix this problem. I think it's much more effective to go out there and talk to students. I was actually an Ohio State freshman that transferred to UT. So for me I know exactly what Toledo has as strengths, I know what Toledo has as weaknesses. I think it's more effective — I've talked to Dr. Nagi maybe a handful of times about what I would like to see happen at UT. I know he has a long list of success in the engineering college, which I have been witness to and I think he could facilitate that on the Main Campus. Now, I would say that the president should be respectful. Like when I talk to Dr. Nagi, I feel he respects me and I respect him and he values my opinion. I also would like to see maybe, like I said, more student engagement, go out to students, talk to them. They do have good feedback. We may be young, but I think that we do have good ideas. I think I would also like to say that I want people that are, you know, in charge, administration at UT, to realize that we are not OSU. We are not going to be a Big Ten school. I don't think it’s maybe bad to emulate some of the things that they do. But no student here comes here for a Big Ten school. We have strengths like the engineering program, the pharmaceutical program. We need to reinvest in those. I didn't come here, you know, to watch football. I came here for an education. At the end of the day students are the consumers. We need to cater to them, they're here for an education. I could have been a student athlete. I forewent that. So, I see a lot of reinvestment into student athletes, but what about the student body as a whole, like, we can’t just cater to one group. Like I said, I have my own preferences but I'm only one student. I want more, like, student body as a whole ideas. And I can assure you
that no student is going to be upset if we have smaller student-to-teacher ratios. No student is going to be upset if they feel safer on campus. These are issues that, like, would help students across the board. I want a president that’s going to focus on those issues. Like I said, Toledo has historically been a commuter school. We need to focus on our strengths. We are not going to be a big school. Some of the changes I've seen in recent years make me upset. They're the reasons that I said were strengths when I came here that I really wanted to stay here, that I liked more than going to an Ohio State type of school. So, I think it's important to focus on those strengths. I also think that, like I said, getting out there, talking to students. I — no student wants, is going, you know, to go to an office and, maybe I would, but most students are probably not going to go to the presidential office and have a chat with the president. So I think it’s important for, you know, somebody who’s in that position to be accessible to students. These are just some of the things that I would like, like I said, I would like to see someone who is very respectful but listens to students, get student feedback. I also think another major issue is I was a local and I chose not to stay and I know a lot people are choosing that. So, why? Well I can tell you that at my high school, I was, went to Sylvania, no one talked to me about UT. My parents did and they encouraged me to stay. And, you know, I was stubborn, I was young, and I didn’t want to, and I was wrong. But no one ever came from UT and the way the process works, if I’m not mistaken once again, is that you sign up to go to hear about the colleges of your interest — well I think that UT should maybe be more aggressive. And the president should try to facilitate that, and have them be more aggressive in their outreach. Maybe if somebody had talked to me — well UT has this program, UT has this program, UT has this program. I would have opened my eyes and applied to these programs. But instead I did not. These are all things that I think would help some of the problems, enrollment problems, you know, I guess I feel like safety is an issue. I don’t feel safe walking on campus especially at night. Some of my classes used to get out very late. Just these basic issues were things, like you said, you wanted somebody to discuss what changes. So these are just some of the things, I know they’re kind of bouncing around, but I think those would really, really help UT and I do want to see UT succeed, I’m passionate about the school, and I think somebody in the presidential position should also express that passion.

MR. BURNS: Great, thank you very much. Well said.

MS. NOWAK: Hi, I'm Cynthia Nowak. I'm currently in student affairs. I used to be with alumni and the communications groups at UT so I've been around. I've seen quite a few things. I've also been here for nearly 20 years and just to build off of what you said so well. We need a president who can pull together the resources, the talent, the assets that this university has in abundance, but we need a unifier. We don't need someone to divide us. So it's division against division, faculty against administration. We need someone who can pull us all together at the end of the day so that we are all working for UT. We're all here for the students. We're here for the academics. We are here to change lives, to make citizens for the coming century, who can make sense of what is going to be a very complex set of challenges in the next fifty to a
hundred years. And that's the kind of passion, that's the kind of unification, that's the kind of vision that I think we need in a president. I don't know if there is still an idea floating around that we have to be more corporate to achieve these kind of goals, whether or not you believe that is kind of beside the point. There are corporate models and there are corporate models. We seem to have focused on an outmoded set of corporate models in the recent past. Agile, thoughtful, successful corporations these days have a completely different mindset than the old hierarchical. And if the board feels that a corporate model is necessary, then I urge them to look for a president who is aware of the changing business models out there. That's it.

MR. BURNS: Great. Thanks, Cynthia. Any other comments? Opinions?

DR. TUCKER: Dave Tucker, the communication department. I'd really like to see a president who's taught sometime in the last millennium and I would like that president to not just have taught four- and five-student graduate classes, but really taught undergraduates, spent time in a classroom, large classrooms to try to get to know who students are at this point in time. And frankly, and this will sound incredibly biased, I don't want another doctor. I do not want an M.D. I want a scholar. I want somebody who has taught, somebody who has been a faculty member and somebody, therefore, who understands the process of trying to educate 18-year-olds.

DR. JORGENSEN: Morning. Thank you for being here. I'm Andy Jorgensen. I'm the department of chemistry and biochemistry. And I was twice chair of our faculty senate at The University of Toledo. I mention that because I think it gives an indication that I might have a pulse on some number of faculty at the University through those times. One of those times was when we decided to merge with the Medical University of Ohio eight years ago, something that I was strongly supportive and most of the faculty were. I would say in terms of experience level, Dave Tucker just mentioned a person who has had experience at all levels of the University in terms of teaching undergraduate and graduate, research, do their own research and publishing, and service to the community as we've heard in terms of a development and a face to the community. That's so important. I came here in mid-career for a mid-level position and I was extremely impressed with the community's relationship with The University of Toledo. The people I ran into in this community who went to the University or their children went to the University or some connection, were donors to the University, which is fantastic. That didn't happen at the other schools I was at and doesn't happen at a lot of other schools these days. I think the attitude is important, as we heard our alum mention. Respect for individuals. We are frankly in a recovery mode in the University. We're trying to bounce back from some very, very tough times in which there was, there has been antagonism in different directions and cross-purposes. We want an individual who can respect the various groups on the University and get us to work together. I think Nagi has done a very good job of starting in that direction. In all the time that I've been here, he has the great record in terms of the education, the research and the service, and I hope that he is a candidate for the position. But looking even more broadly
from that, someone who has such a range of credentials so they are credible to the faculty. For example, things going on in Ohio right now. 2015 our state retirement plan is changing. Many of us are very, very worried about losing some of our best people because of the retirement plan is being somewhat less generous. We lost one of our number one, one of our top researchers in the University this year was pulled away by a Michigan university and there's the potential for that happening. So when this president is selected, I think it needs to be a person the faculty who are here look at and say, yes, I want to work with this person next four, five, six years, 10 years in their career. Rather than look to another institution, even though there's some financial cost to them for that. Pulling us together in a positive way with that voice of experience so there's some credibility, I think that's what's very important. Thank you for listening.

MR. BURNS: Thank you.

MR. BARDEN: If no one is aching to speak at this moment, may I pose a question to the group? The theme of unification, for lack of a better term, has come up several times already in this conversation and it's come up several times in conversations we've already had with different constituents around the institution. And frankly, from the outside looking in, it's fairly easy to see that that's a necessary part of what needs to come next. Are there barriers to that that are, that are going to be difficult to surmount? I mean is it more than just setting a tone and providing incentives and the right kind of environment? Are there things that stand in the way of unifying academic units, unifying co-curricular and curricular, administration and faculty, health care and the main university, et cetera? I mean is there something intrinsic here that stands in the way to that? I welcome any number of opinions.

MS. EDWARDS: I'm Mary Ellen Edwards from the college of education, a faculty member, and I've been here about twenty years. I think that one of the, and I think this is important, but one of things that I think as I work in education, this is a public institution. We're in a democracy. We have to have someone who believes in shared governance, and in a democratic process, and respects other people and encourages civil debate and dialogue about issues. I think that would bring us a long way toward having a shared sense of purpose. I think that's particularly important here in Northwest Ohio and have a focus on our community and also invite community members into this institution as well. We're here to serve the public good and I think that, really that mission of The University of Toledo needs to be at the forefront, and we need to have someone who has a real vision of making the University a public institution that serves our community.

MR. BARDEN: Great.

MR. BURNS: Thank you very much. Dave, did you have a comment about that?
DR. TUCKER: I would like to say a couple things.

NEW SPEAKER: (Inaudible.)

DR. TUCKER: Never hand a college professor a microphone. There's been a perception often becomes reality. And the perception over the last eight years particularly has been that part of the campus counts and most of the campus doesn't. That those in the liberal arts were here because the state insists that a university be liberal arts and that we were treated in some ways like a junior high, a community college, however you wish to describe that and that many of the resources were going other places. To kind of confirm that, was our inability to get at real information. The budget was moved from being in a nice big book in the library to online, but then you had to have passwords to get to various parts and you really had to know what we were looking for before you actually could get to the budget. And before it had just been, you know, it was always a year late but it was in the library. You could go over. You could leaf through it. You could see where the resources were. And then there was the $36 million simulator that went on over at the medical school and we all went $36 million? And I was assured by the provost, oh, no, he'd seen a business plan and that was, that was going to work. But of course, none of us ever saw any kind of a business plan or anything that assured us that, in fact, this was really a good move. Or if it wasn't a great move in our eyes, at least there had been some reasonableness in the discussion that had created it. That's the thing that seemed to have happened the last eight years is stuff just sort of appeared. And we kind of wondered, gee, where did that come from, and whose idea was that and have they thought about. And there seemed to be no interest in asking us what we actually thought of some things.

DR. JORGENSEN: Very good question. From working with members of the board of trustees over the different times, that I was in fact, the senate leadership, we had board leadership at the time of the merger in which the president of the University and the board leadership asked the faculty senate, would you support the merger of the two institutions. Whether we did or not, maybe we probably, almost certainly we're going to do it anyway, we were asked, we had an open debate in the faculty senate. It passed, I'd say not overwhelmingly, it was maybe 80-20 or 75-25. So it was good open discussion. Subsequent to that, the promise, at least the major promise made at that time was rescinded in terms of reviewing the president after a certain number of years. And the negative decisions over this past eight years, it's hard to tell how much of that was the board, how much of that was the president, but they're both responsible for that, including the review of the president. The abrupt disruption of our college of arts and sciences in splitting it up into three colleges. When we had our accreditation visit, the accreditors couldn't believe that that wasn't done from the bottom up, through the faculty, through the departments that they wanted separate colleges. It was not. It was imposed from the top after a very poor appointment of a dean, who then was let go after just one year from that position. So in terms of the impediment, I think the largest impediment is the board of trustees. And in talking to faculty around the campus, they're thrilled with Nagi, who we all
know is head of the University right now, and thrilled that we have a true academic as our interim provost, but the fact that there are four members of the, former members of the board of trustees on the search committee is a very discouraging note, this is a group that has not served The University of Toledo well. And again I don't know if it's because they're directing the president or allowed the president to move in those directions, but it's a very negative aspect. The board of trustees does not understand The University of Toledo to a significant degree, most of them at least, and that's been a major impediment to us. And it will be in the future if they're major in terms of determining who this president is.

MS. ZHERNOVSKIY: So you started off this day by saying that, you know, list of debates, going to be all about transparency. That word has come up several times. I think that that is what is needed on all levels. Students want to know what's going on. Faculty wants to know what's going on. Transparency is key, like we need to know what's going on. Students care, faculty care. If you want to keep people here, and I'm not talking about just in Toledo — or at UT, I'm talking about in Toledo in general. People are not happy. And I kind of agree, like, with what Dr. Jorgensen said, you cannot have somebody that's a yes man that's sitting in the president — presidential position. Somebody that's in that position needs to have, you know, good strength of character, a good backbone to be able to say, no, that's not in the best interest of faculty or, no, that's not in the best interest of students. I mean some of the things that I was talking about that I see as weaknesses — we’re moving in those directions, like I said, bigger class sizes, no teachers. We're getting rid of good teachers. Students are not going to come for those types of programs in which, you know, there aren't good teachers. They don't feel like they're learning. They're not seeing the majors that they wanted. I mean a lot of, even though I'm a science and math person, a lot of my friends are more interested in liberal arts. So, I definitely think that just based off what I've heard and in general, like, this whole idea of transparency would be helpful. I mean, you know, and the fact that — when do we get to voice our opinions? I don't, I did not necessarily support all the money that's funneled into sports and athletic complexes. Most of the students, they're not athletes. So why are we catering to a small group. If I would have had a vote, let's say, in getting a new rec center for all students or the athletes, and I could have been a student athlete, I probably would have chosen for the rec center. I think it benefits more of the students. So, some transparency would be nice, some student opinion, faculty opinion, open forums like this actually I find are very helpful. I mean this way you, at least, know some of the things that people in the community are looking for.

MR. BURNS: Great. On the topic, as Dennis mentioned a while ago, of maybe one, two or three things you would like the next president to achieve. We've talked about more student centeredness, transparency, but are there any other things from either an academic, from a community basis, from a national, international basis that you would like that person to really try to achieve? I think that would be helpful to hear about too.
MR. JONES: I was going to make a comment. My name is Mark Allen Jones. I'm with the development office as well. I'm a relative newcomer to UT, just completing my first year. And the first thing I'd like to say is, one, I think this effort, these forums are very healthy. It didn't take me long upon my arrival last year to see and feel the dysfunction that exists on this campus and that several people have commented on. It occurs at every level. And so for a president coming into this position, I think that, that environment, that history needs to be viewed for what it is. It's a challenge. And I think it will be a challenge for anyone coming into this position. Having said that, I think there are a lot of great people at UT. I work with two different colleges and have had a chance to gain perspectives in my relationships with a couple of deans and several faculty members at both those colleges. So there's a lot of raw material here at UT that I think positions us well for whomever comes in to assume a leadership role in the future. I think everyone here has made very relevant comments. It's refreshing to hear a student be as articulate as the young lady to my right in talking about her perspective, from a student perspective. I believe that my colleague Mary Galvin hit the nail on the head in talking about the need to have a president who is very comfortable interacting with not only those folks here in the UT community on campus, faculty staff and others, but donors, leaders in the community. And to answer your question, Dr. Burns, I think we need a president who can elevate the stature of UT locally, regionally, nationally and to a degree internationally. It pains me as a member of the UT family to hear a bright, local young student to say she wouldn't have considered UT because we weren't out in her high school or she was unaware of some of the great programs we have. So I'll just say that I'm echoing nearly everything that I've heard thus far in our conversation. I think all are very relevant comments and information that should serve you well as you lead the search for our next leader. Thank you.

MR. BURNS: Thank you Mark. Well said.

BRITTANY: Hello, my name is Brittany (inaudible). I'm a student in the higher education program, a graduate student. And to be quite frank, I know originally you asked about personality types and sort of characteristics that make up the next president. And to be very honest, I would really like to see a woman, or if a female is not the most qualified candidate for the position, I would really like to see a president who is going to support diversity in upper administration. Because as a female and as a female studying higher education who is a hopeful president, I don't see myself very well represented. And I think that sort of the same thing that others have said, I think the most crucial thing will a delicate balance of an academic and a fundraiser.

MR. BURNS: Great. Thank you. Other objectives you want to make sure that the next president tries to achieve?

MR. SHANAHAN: Hello, my name is Matt Shanahan, and I am also in development. One of the — we've heard a lot about the disconnect on campus. I think, I also am a newcomer like Mark,
just over a year. However, I'm a Toledo native and a UT grad. And the disconnect is off campus as well. We are out meeting with alumni on a regular basis and it's amazing to hear people say this is the first time I've ever heard from UT in twenty years, fifty years, ten years. And when it is, it's a solicitation letter, it's not “What are you doing now?” or how — now I realize that responsibility is broken out to the alumni association, to us, to, you know, the colleges. It's not just the presidential thing. But, you know, when you, in any social gathering you start asking people where are they from. They always say, The Ohio State University, or, you now The — whatever university or college it is. And when I look on LinkedIn and people are UT grads, it's usually the last education school. They have all their other schools named above them. And whether that's because they got their Ph.D. or their master's at another institution, it seems that sense of pride of being a graduate here, when they graduate and they leave is gone. And so I believe we need, we need a leader who can do that outreach and set that tone from the top down, that it's the pride needs to stay here. And we have some great, as the three of us can attest, we have some great alumni out there who would love to be reengaged with the University, not just in a financial means, but with their deans and their colleges and with current students, former students and incoming students.

MR. BURNS: Great. Other thoughts or comments?

DR. TUCKER: You've asked what objectives we'd like to see. I'd like to see UT as a very fine undergraduate institution, noted for nurturing and mentoring and graduating first generation college students. That seems to be who we recruit, that seems to be an awful lot of our student body. And as they move away from allowing us to teach remedial classes and all that sort of thing, there need to be some interesting ideas as to how we go about that. So that you, you know, everybody, everybody — I remember talks of branding. I've often believed that a brand derives from years of what you have done very well and then people from the outside look at you and say, a-ha, you are this, not merely an institution declaring it is this. There's a great deal of difference. And I have one over point and it has to do with our ability to seemingly get together and have real conversations. I was a member of the provost book club. I refer to it as the bad boys book club because of who we invited originally to speak. And at the first couple of meetings two years ago, there were board members present. And then they ceased to attend. Now, I'm not that imposing a figure that I would've scared off board members, but it seemed to me, a wonderful opportunity for them to really get to know faculty and they seemed to shy away. And, in fact, Scott said to me one time that he was just unable to convince them to come to the book club anymore. And I thought, you know, one Tuesday night a month didn't seem to be too much if you were going to be a member of the board.

MR. BURNS: Thank you. Mark?

MR. JONES: I was just thinking about what you said earlier about the personality traits, perhaps of the individual. I'm no expert, but it's my perception that the job of president of a great
university is a very difficult job, right? And so good luck to whomever ascends to that position. The type of person that I think would flourish, again, based on my limited time here, is a person who genuinely wants to be here in Toledo and lead the University. To use a sports analogy. Sorry. You know, oftentimes UT from an athletic standpoint isn't a destination job, right? We have great coaches who are successful here and then move on. Personally, I'd like to see a president that wants to come to UT, that wants to make UT his or her destination job and will work diligently to make that happen. I'm not casting aspersions towards any, anyone, really. Just saying that moving forward, someone who really wants to make a difference over the next decade plus here at Toledo. You know turnover at every level is expensive and hard on an institution, and so again I'd really like to see that be a trait of the next individual. All of the normal things you would look for honesty, integrity. But one thing that strikes me — you know how there are people who are just naturally gregarious, and it's not an act? Versus folks who when they get up 6 or 6:30 and they go to work they have to be that way. I think someone who has that natural gregarious nature, that would make students feel comfortable. Why shouldn't the student be able to knock on the president's door and say, hey, have you got a few minutes or make an appointment. And the president responds by saying, yes, see my secretary, I'll be glad to see you next week. I think that would be a healthy thing. Same thing with faculty and staff for that matter. Just my two cents worth, but I was sitting here thinking that you asked that question and so from my standpoint those would be very helpful, very valuable characteristics for that person. Genuineness. An ability to interact people age 18 to 75 and beyond in talking about the business of The University of Toledo.

MR. BURNS: And being themselves.

MR. JONES: And being themselves. I just think that would be very helpful. Thank you.

MR. BURNS: Thank you. Other thoughts, comments?

NEW SPEAKER: I apologize for being late because I was next door at the retiree board meeting.

MR. BURNS: Welcome.

SAME SPEAKER: Thank you. I have been a member of the University starting, I can't even tell you the first president, so I've been under about five University of Toledo presidents. And I'm sure that everybody spoke about integrity, but I would like very much to see someone who now has a track record. Somebody who has a mind, who has, who is capable of planning for the future. I am looking for somebody who is — not only has a track record with the University, but has a track record with the broader constituents of the city and particularly of the state. Somebody who is not, who also has a track record of academic excellence. I think that is very important. And the person, as I said, I agree with all the comments that have gone by so far, but my most important thing, and I repeat what the others have said, a person of integrity.
Somebody who we can trust. So that the staff and the faculty and the students have a clear idea where they are going and how to get there, and is able to work with Columbus so that the University gets the respect it deserves. We are not a second-rate institution. We are definitely a first-rate institution and have gone a long way.

MR. BURNS: Great. Thank you very much. Any other thoughts, comments? Welcome. How are you doing?

NEW SPEAKER: Good. How are you?

MR. BURNS: Good. Dennis, do you want to ask anything?

MR. BARDEN: Yeah, I have only about a 100,000 questions, but let me ask you one of the — let me ask you one of the key ones. Putting together, adding up some of the comments that have been made here today which jive with our observations about the institution, you're coming out of a very difficult period. You're trying to do something that is extraordinarily difficult to do in American higher education, which is merge two independent institutions into one. We see those fail constantly, there have been three or four in the last twelve months that have failed. You are in difficult economic times. Your legislature is not being particularly generous to you. Big, big decisions have to be made about this institution. Across America in higher education, big decisions are being made. Those decisions have to do with resource allocation in a world that's close to a zero-sum game. We are very, very close to a closed ecosystem in terms of resources, which means that for everything that is done almost on a one-to-one correspondence something else needs not to be done. If you flip the switch and change the leadership environment of this institution overnight to one that was highly consultative, to one that was close to, if not truly demographic — democratic. Just went entirely to the other end of the spectrum as you perceive it and have been articulating. Could you as an institution make those decisions?

NEW SPEAKER: (Inaudible comments)

MR. BURNS: I approached Dr. Tom Wakefield, who is the president of the alumni association and a graduate of UT and MCO. And so he came up with a list of maybe 10 to 12 people to start with and that meeting is scheduled, I think, in the next couple of weeks. And then we'll try to keep doing more of these and informing Dennis and the board and the search committee on the things that people have to say.

DR. JORGENSEN: To reply to your question, which is a very insightful question, you've obviously been around higher education in other institutions which you have to make judgments as to where you get resources. I think we've had some experiences in the past that have, would say that, yes, we could; but others that maybe not so much. Let's say the not so much — over
various years we've done a program review, which is central to that issue. And we just haven't done very much of that, in fact, under the last two presidents. And typically what comes out of program review, and I've been involved in that, is department is great and could be better if it gets two more faculty lines. Okay. If you say that for all the departments, obviously that's not going to happen. We did start it again a few years ago in which there was somewhat of a critical review and may still be going on, I'm just not aware because I'm not a part of it right now. But that would be central to where you can bring, where you could have objective measures of a particular department, have external people in those fields come in and say this is where the program is in the profession. And in some cases there will be things that you just can't invest in any longer. But, and the faculty can understand that if they view objective process, a professional level process, that it's not a target from the top. We've had one experience a number of years ago now, in which we decided to go from quarters to semesters, something I happen to know about. And that was one in which the administration was very interested in doing it, but it still went to the faculty senate. Voted on it. It was a somewhat negative vote, but then people worked together in order to get it done. It was a great disruption for the institution, very, very difficult to do. In other cases I think the faculty can be objective, for example, almost every year every department looks at reviewing untenured faculty members, whether they're going to get tenure, whether they're going to be promoted. And I think at this institution we have a fairly good record of sometimes saying, yes, this person has achieved those goals and we want to keep them and this person not. And even though it means losing that person to the department, you hope you get the position back again. But still critical judgments based on the objective record of an individual. If faculty are involved early on and the system is transparent as we've been hearing so many times. I think that it is possible, but it will be a challenge. The person at the top must have the credibility, individuals, so when they lose in those particular things, they realize, okay, I lost, but it was a fair game.

MR. JONES: I have a comment just before the battery change and your question was if we were able to flip that switch, would we able to make that tough decision? I think the answer is is if that environment were to come to pass here at UT, we'd be better equipped to make that decision. And so, you know, it's an obvious answer to that question, but I think in this environment that that would be a boon to our decision-making process.

NEW SPEAKER: I also do a lot of accreditation work for the higher learning commission and have chaired several review teams. And I often speak to college presidents, I always speak to college presidents when I'm doing those reviews. And I would say that, yes, at The University of Toledo we are very well equipped to participate in shared governance and there are other institutions throughout the north central region that have presidents who work in that environment and very successfully interact with faculty, staff and students. Those people are out there. We're all facing the same hard decisions about shrinking economic resources, but it does, those people are out there and do make decisions based upon cooperative and collegial
relationships between all the elements of the University and I think we need something like that here at The University of Toledo.

MR. BURNS: Great.

SPEAKER WHO CAME FROM RETIREE BOARD MEETING: I have two comments to make, one is a very personal one, but I think you'll see it's illustrative. Our college of engineering has such a fine reputation at this time, as does our college of business. Our own son graduated here with his Ph.D. with a joint degree that is offered at The University of Toledo. He was immediately hired as a professor at Wayne State, which is the merge of a medical college and a university as you well know. He went up for professorship after seven years of being at the University and he was, he was given his professorship and his tenure very quickly. But the interesting thing is he was one of the few professors in the academic area who was given that particular honor. I'm saying that because I believe that his education here at The University of Toledo provided him with the background that he could excel when he entered into academia. The second thing that we were talking about, and I think it's overriding everything we're saying is the merger of the two faculties that we have, I just came from the interim meeting. It is still going on and noticed that we are merging there. It's a very personal thing. We are merging. We are understanding each other and the interim board is a mixture of both campuses. So what does that have to do with these comments? The comment is that the president should be able to choose his particular vice presidents and associate vice presidents and chairs who are as capable in their distinct fields as he is in his field or she is in her field.

MR. BURNS: Great. Thank you.

DR. TUCKER: I would note that your question, by the way, is a false dichotomy, it's an either/or. And I think what we really find in governance in universities is something that falls somewhere in the middle, okay. I remember the former provost saying when you become an administrator, your world view automatically changes. And it took me a while to get my mind around that. But he said essentially that you administrate for the University, not just for an individual or for a program. I thought that eventually made sense. I think what the faculty particularly would want is some input when those decisions are made, some knowledge of what's going on. And so we believe that this was a good idea or a bad idea, at least we believe that somebody heard what I had to say, as opposed to waking up one morning and realize they're building honors dorms over here. And wondering, gee, 95 percent occupancy guaranteed because then you begin to hear rumors and all sorts of stuff and that's not good. That — that leads to the divisiveness that we've had for eight years.

NEW SPEAKER: (Inaudible comments)

MR. BURNS: Cynthia.
MS. NOWAK: Just bouncing off the whole personality question, it's not merely the personality of the president. It's who that president surrounds himself or herself with. Not clones, not people who can be counted on to agree, but people who can be counted on to disagree, to offer different views. That's perhaps something that would add to the feeling that we're seeking of an unifier.

MR. BURNS: So the team the president puts together is critical —

MS. NOWAK: Correct. Will not be, I don't know if you follow Myers Briggs personality — yes. Will not have the same Myers Briggs profile.

MR. BURNS: Yes. Thank you. Shanda.

DR. GORE: I just wanted to say that the community engagement, I want to stress that I think that characteristic of understanding how that works or reaching out, knowing that we — and we talk about this in workshops and across our campuses, but how critical it is that an individual understand that we are not on an island. We are not in, actually in this university not in the middle of a corn field, but the community engagement with not only our alums, our students, but also with those that are actually off campus who actually have a vested interest in making sure that our students are successful, that the campus is successful and they see us as an economic powerhouse here in the local area. So a full understanding of the community engagement. There are people out there genuinely trying to help us, that want to help, that volunteer their time. And we look at statistically with the student population that they are also volunteering their time, a very high percentage of students volunteer their time out in the community too. So there is a mutual understanding or respect and so I would, the characteristics that you're talking about, and I apologize for having to come in late, is that it is very true — and I don't know how many people have said that already — the community engagement is being very, is very much looked at from, the community members are waiting to see what decisions are being made here.

MR. BURNS: Great, thank you. Very consistent with what others have said. So thank you. Want to add anything from a student perspective?

NEW SPEAKER: The main reason I came today is — the point that I wanted to stress and I think it's kind of getting made overall, is that we need to make sure that the president's getting out to the community, getting out to the students and actually talking to them. The one thing I've noticed from my time being here when President Jacobs was here versus Interim President Naganathan is that he, the students feel President Naganathan is more accessible. He's more willing to work with students and he's more willing to talk to them. I serve as a senator on the student government and I know he came and spoke with us last night and it was incredible. He
stood around for the whole meeting. He waited to speak to literally every senator that was there. He spoke to students who weren't there. He started the new program, Walk with the President. And I think that point needs to be stressed that students need to feel that they're not being controlled by administration, and more or less, oh it's UT, we've got to do it. More or less that they've had input as well and that they feel they're being represented fairly more or less. Because in the end this is how UT is made is the students doing well in academics. And if they feel like they're being shut out and they feel like they're just kind of being controlled like they're in high school again, they're not going to successfully go on and do what they want to do.

MR. BURNS: Great. Thank you. Well said. Any other additional comments, thoughts? Mark?

NEW SEAKER: (Inaudible comments)

MR. BURNS: Absolutely.

MR. BARDEN: Sure. Just you give a sense of how this is going to work. Number one, we put a job announcement in the Chronicle of Higher Education last week, some of you may have seen that. And the reason we hustled to marketplace with that announcement is because last week's edition of the Chronicle of Higher Education is the most read edition of the entire academic year. So it sort of guaranteed you the widest possible announcement of the availability of the job. We've worked hard to put together documents. You can look at them online. So we are essentially live right now. We have begun to receive inquiries, but we're waiting to reach out until after we've had these two days of meetings, because we obviously want to reach out on behalf of you and to have your input in doing so. And so basically next week we'll be full bore in the marketplace recruiting candidates. The search committee is going to meet as a whole, the entirety of the search committee tomorrow, that would be another aspect of the kick off of this. We're going to recruit candidates for approximately eight or nine weeks and then just before the Thanksgiving holiday, the search committee will come together, look at candidates on paper. We'll add our two cents based on our analysis of the candidates as we've come to know them and the search committee will choose candidates for preliminary interview. Those interviews are going to take place between the Christmas and Thanksgiving holidays. Think of them as semifinals. And then from that will emerge a small group of finalists, typically two to four. And those finalists will visit the campus in January basically as soon as everyone comes back from the holiday break with a notion of making an appointment, let's call it February, plus or minus a couple of weeks. But the search is going to move along at a, at a, at a goodly clip. It's going to be very efficient. It is obviously a public search and so information will be readily forthcoming. Larry and his staff will keep the search page updated so you'll know exactly what we're doing. And for goodness sakes, if you take nothing else away from this meeting, take the following. If you have ideas, if there are people you believe we should be in touch with, if there are just institutions that you admire, that you think are well run, that are like you, whose
leadership probably comports with your values and your needs, please, please, please use the links on that search page to bring those ideas to our attention. I promise you they will be followed up on assiduously. There is no more important source of ideas for this search than the people of this institution. So internal, nominations from internal sources, whether they're internal or external people are taken very, very seriously by us and I promise you we will address them aggressively. So please, please, please — and urge your colleagues out there who are not able to make these meetings, please urge them to be engaged in that way. We'd love to hear from all of you in terms of what your desires are. The feedback we're getting so far is extremely consistent. But we — and we definitely want your ideas.

MR. BURNS: Is it helpful if people as to express their ideas actually say someone like this person, is that —

MR. BARDEN: That would be very helpful, yeah, I mean if it's an analogy, if it's a comparison. The other reason that this is useful, by the way, is when you look at the description of the ideal candidate online, you're going to see a description that looks like God on a good day, okay? You know, there are fifty things that you want and need here. By gathering this input from all of you over the course of these couple of days, what will happen is that the search committee will be able to synthesize the half dozen or so things you just can't live without and will require those things of their candidates, and then the combination of the other 44 will be optimal. So this is really quite informative of the way decisions are going to be made in this search and we're really extremely grateful for the input. So, yes, give us a name, give us an institution that's well run. Tell us if you want somebody like X. or Y. or Z. Very, very helpful.

MR. BURNS: Thank you. And I might add that Dennis mentioned that we were in Chronicle of Higher Education on September 5th, and one of the questions I had from a faculty member is how can you put out that information when you haven't had these forums yet. And so some of it is related to timing, but the beauty of technology is that the items on our website if because of feedback, because of other good changes that we need to adjust the perspective of where the president is coming from, then we have the ability to do that. And so that's one of the reasons we are recording all of these, so we want to make sure that we have the ability through Dennis and Carson and the search committee to say, boy, we didn't think of that. It's been brought up five times, let's adjust the website and make sure that people know that's what we're looking for.

MR. BARDEN: The other thing, and I'm sure, Larry, you would add this as well. The other thing and I think it's important for everyone to understand is that the desire to hear the comments of these, unfiltered through us taking notes, was specifically, was specifically required by the trustees. They want to hear unfiltered what you have to say.

MR. BURNS: Any other comments, thoughts that you —
STUDENT SENATOR: It's a small one that I thought of. Once the short list is created, the last two to four names of the finalists, are you guys going to do another round of open forums, but this time bring in the short list members and have them speak to the faculty, to the students, the alumni?

MR. BARDEN: Yes.

STUDENT SENATOR: Do an — I don't want to say interrogation but —

MR. BARDEN: There will be an open, there will be open visits of your finalists to the campus, yes.

STUDENT SENATOR: Okay.

MR. BURNS: Okay. Thank you very very much. Appreciate it.

MR. BARDEN: Thank you all very much, lots of good conversation. Appreciate it.