MR. BARDEN: Sure, sure. But it's just a little easier to take notes, but obviously we can just have a conversation here. As Larry has said, what we hope to derive from these fora that we're having over the course of a couple of days, which will be added to conversations that we had with the board several weeks ago. We had conversations with some faculty members and some faculty leaders a few weeks ago. That informed the initial draft of the position document and that position document will be changed. We already know that there are a few amendments that need to be made to it. But what we're really hoping to accomplish are three things, and this is how I'm going to, how I'm going to be taking my notes. One is we'd love to know what you think about the University as it is today. And in particular as a part of that section of your thinking, we hope you'll share what are the things that are going on here that would really draw someone to the institution? What's going on that's exciting? Where is there real potential? We have only a few moments in any given phone call to attract someone to consider the opportunity more fully and we need to know where to start. So if you could help us out with that, that would be great. Number two, we'd like to know where you'd like the, your next president to lead you. Where do you go from here? What opportunities will your new president inherit? What challenges will he or she face to realizing those opportunities. We want to know the good, the bad, and the ugly. And then third, of course, as would you would expect, we'd love to know how you define the ideal candidate. What credentials should the person have, what experience, style, et cetera, as Larry has said. We use all of this to inform the position specification, the leadership profile that is online right now. It will be revised and certainly it informs us as we recruit candidates and will inform the search committee and the board as they make decisions from amongst the candidates that they will see. So it's a pretty important part of the process. Now, we're doing this with a lot of people. We're trying to, the analogy I like to use is like asking a bunch of blind folded people to describe an elephant to you. They all can only touch the part of the elephant that's right in front of them, so you have to talk to all of them before you get the description of the entire elephant. So we're talking to a lot of people, gathering a lot of input. We're not looking for any of the particular groups with whom we're meeting to come to consensus over any of this. We're just looking for ideas. So don't feel like you have to agree or anything like that. We'd just love to have your individual thinking on these matters. And of course, I'm sure that any of us here in the room, Larry and myself, Larry and I, would be very happy to answer any questions that you have as well. We're pretty early in the process so we don't know a lot of answers, but what we know we'll be happy to tell you.
MR. BURNS: We have another forum this afternoon over at the student union, I’m hoping more students come. We've had some students in the last couple of days. And then there's also a meeting scheduled with alumni leadership. Tom Wakefield, who is both an alum of UT and MCO, is now president of the alumni association. And he's provided a long list of names that we’re meeting with them. And then also working with the student government and the senators within that to make sure we reach out to the students and to get their input. And so yesterday we had an individual from the retirees' group and they asked if we could meet with the retirees. I said absolutely, so we'll schedule that. And so if there are any other groups you think we as a group should meet with, let me know.

MR. BARDEN: So with that as prologue, what should we know?

MS. MINER: Hi. I'm Barbara Miner and I'm the interim chair of the department of art, and I've been at the University since 1998. I've been through a lot of changes as the University has stretched and grown and combined into a new entity and that's very exciting on one hand. It is, it is seismic shift like on the other hand. And I'm, along with my colleagues very excited about the possibilities that are represented by this new change. As an interim person I understand the limitations, but I have to say that my colleagues and I were very excited with the current interim president and the current interim provost. I was at a meeting yesterday with our new temporary provost and there were a couple of things that stood out. And again my colleagues and I are very excited about this and you should know that these are things that are near and dear to our hearts. It is not a case where we want to simply say, pay attention to the arts, although that's lovely and if you do, we'd be happy. But it's more a shift in the culture that we're excited about seeing going forward. And one of things that Provost Barrett mentioned was the focus on honoring not only inter-disciplinarity but research, both funded and unfunded research, and that there is a place for funded and unfunded research. And that they, one is not the ugly stepchild, that they are both equally important. And that is something that has come up over the years as being a cause for concern that one funded research is really where it's at, if you will; when there are many disciplines for which that is not necessarily an equal playing field. So that's one of the things that I'm very excited about, as are my colleagues. The other thing that was indicated, both with the commencement event that we had and with yesterday's meeting was the, the culture of inclusion and the celebration of creativity that is really the underpinning of all the disciplines. It isn't owned by the arts. It isn't owned by the sciences. It is, it is what we do best as human beings and it is the thing that drives all innovation forward. So I love the idea that, in fact, the arts and sciences of all kinds, medicine as well, really hinge on creative thinking. And I feel strongly, and I will speak for me at this moment, that the arts and sciences are really two sides of the same coin. And that when we talk about one, we can’t ignore the other, and therefore, that language is creativity and basic research. Which is what we do everyday. The University is lucky enough to have our building, the center for visual arts, attached to the Toledo Museum of Art. The museum currently is very involved with visual literacy. There is an upcoming international event. It's what we do every day and there are
connections to be made with other departments surrounding visual literacy and not just departments, but colleges within the University. And this is a very long question — not question, but a point of concern and a hope that, in fact, our new president, whoever that becomes, and our new provost are more inclusive in their thinking. That while we may not be revenue generating, we are certainly at the heart of humanity. We are certainly at the heart of every aspect of creativity which crosses every discipline, math, and engineering and medicine. And there are opportunities, which we are taking advantage of now as disciplines to interact with the sim center, to interact with deep seeing for medical students. I have recently been to China and there are opportunities there for linkages. So I am hoping that our concerns as a discipline are part of the thinking going forward. So I will stop, but thank you very much.

MR. BARDEN: Appreciate it, thank you. That's a great start. Where do we go from there?

MS. MINER: The other thing — sorry. Since I’m kind of — the other thing I would say is this isn't the questions that you’ve posed, the three questions that you've posed are not things, I think, can be answered today. I think they are discussions that we need to have within our departments, within our colleges, and then we would like to put that information forward to you, if we have that opportunity. So that we can say, oh, and, these are other things that we would like you to be thinking about as you move forward. I will not beat the drum, maybe a little bit, that we would love to have had someone from the College of Communication and the Arts. I believe we now have a lecturer on the committee, but —

NEW SPEAKER: Yes, Debra.

MS. MINER: I'm sorry?

SAME SPEAKER: Is it Debra? (Inaudible comments)

MS. MINER: Right, That's great.

SAME SPEAKER: (Inaudible comment)

MS. MINER: And that's exciting. And, and I wouldn't be remiss to mention that it would be awesome to have a second person. I don't know that you can expand your committee at this point, but we want to be part of that dialogue. And it, I think it's a critical dialogue that sets the University apart when we talk about creativity as a whole.

MR. BARDEN: Maybe it would be, not too much of diversion at this point, talk a little bit about the process in that regard. First of all, I will tell you that the search committee is plenty big, so it's actually one of the larger ones I've served. But this, this will be a search in which the finalists will definitely appear before the campus community, and so everyone will have an opportunity
to interact with the finalists. Everyone will be given an opportunity to provide their input on the merits of the finalists. And so you will have a voice, not only, not only a voice in terms of representation, however you may interpret that, but also a direct voice, at least in terms of the final candidates. And I have every confidence that the search committee and the board will take that interest very seriously. Dean Skeel, anything to — I mean I hate you out to call you out, but.

DR. SKEEL: I’m not a dean now, that was a long time ago.

MR. BURNS: Dr. Skeel.

DR. SKEEL: I — I’m sorry. I’m here more for listening than I am for offering things. And after the eloquent statement we had to open, I’m not sure what addition. I certainly support the notion of the importance of arts and the non-funded research as Dr. Barrett was talking about yesterday as important components of our university. It, and I think it is particularly true for the Main Campus as opposed to the Health Science Campus where there are different kinds of goals that the Health Science Campus, basic science departments have in terms of the necessity for funding for ongoing research. But in the arts and history and social studies and so on, it’s a very different situation. And we can't have, we can't be a complete university, we can't have those kinds of departments as part of our university unless we also support and encourage the non-funded, non-fundable research that those departments are doing. I think it's very complex for, to have a university that has both the general undergraduate, graduate university program and then the professional schools, which for us, I guess are law and medicine. Are there other professional —

MR. BURNS: Pharmacy.

DR. SKEEL: Pharmacy, yes. Because they, they often have separate kinds of agendas even though there is a lot of overlap among them. Medicine I can speak to is in many respects a trade school in large part in terms of the students who we are educating for a specific profession as opposed to the general education or Ph.D. education that is provided excepting as our Ph.D. and masters students in the basic sciences come through. So we have different kinds of goals. And certainly the medical center is a separate major component, that we need to have a president who understands that that is not something that is equivalent to the school of engineering or to the department of social studies, that there are different things that need to be considered when you are evaluating that. The, something that people may not realize is that the hospital part of the, money made from the hospital goes to support faculty salaries in the college of medicine, so I forget how many millions of dollars it is, but it's something like $15 million or so which is transferred over to the college to support faculty salaries. So there are a lot of different things that a new president coming in will have to have an appreciation for. My understanding is that at the time of the merger between The University of Toledo and the
Medical University of Ohio, which it then was, but still probably pretty much MCO, that there was concern that we were having a surgeon come over to be president of a university that was not a medical university any longer. Although I suspect that many people did not realize that the surgeon was a published poet as well and had a lot of interest in the arts. Although I understand the concern of those who are in the social sciences and the arts, that there was a huge emphasis on the science technology component. So I think that some re-balancing is probably going to be an important piece that everyone is going to look for, and not that we need a pendulum to swing all the way back over, but it needs to be that balance among all the different components. I think there is a lot of opportunity at our university. I believe that the merger was a very important thing and that there are synergies that have come from that, additional ones that can come. You mentioned the sim center and that certainly is a art focused, if you will, from the standpoint of ability to learn and do new things and creativity that can be involved with. How we capitalize on that, of course, is a major, major question. And then of course there needs to be a president who has the ability to figure out how to loosen up some money in the community, because I think we do relatively poorly in terms of the endowment moneys that come to our university, either on the Health Science Campus or on the Main Campus. And there is money in Toledo, but it's certainly has not been as big a component of support as it probably can be. And with state support continually being ratcheted down, we don't want to put the burden on students all the time to support the University. We need to have multiple, multiple avenues for that support.

MR. BURNS: What do you think in regards to the personality traits that the president — do you have any thoughts on what the president should be like?

DR. SKEEL: Well, I can — before getting to personality traits, I think it is important that the person be a scholar in some area or another. And the reason I say that is that they need to have an understanding of the importance of scholarship to the University. Now, you can have an excellent scholar who is crummy at everything else in terms of leadership and so it's not the sole criterion one can use. But I think they need to have that in order to understand the process, whether it's engineering or art or medicine probably doesn't make that much difference. The, clearly a person who's in a leadership position would do well to be a good listener, and to let people know that they value their opinions. At the same time there comes a time when the person in leadership needs to be able to make the decision and it's not always by consensus. The other issue which is really key is something that was stressed in the good to great, is getting the right people on the bus. And so that's going to be one of the jobs that the president is going to have of selecting the right leaders whether it's the provost, new deans as the opportunity comes along. And as a component of that getting the wrong people off the bus, which is a more difficult thing to do sometimes, but probably is essential if you are, in fact, going to, going to move forward. And then encouraging a vigorous discussion among those people and allowing differences of opinion and dissension before one decides exactly what is going to be done. So I think that it takes a, it takes a kind of a diplomat to be able to do that. It
takes someone whose ego is strong enough that they are not feeling challenged and intimidaded by other people having strong opinions, but can listen to those but then has the ego strength to say, I've heard those opinions now, I've considered, and this is the decision we're going to make.

NEW SPEAKER: To that. As somebody who's been in the trenches teaching, we are an open enrollment university, which is brilliant in a lot of ways. It is also challenging. And I think that for the new president, the new people on the bus, it would be critical for them not only to be scholars, as you mentioned, which I think is very true, but I think they need to have an appreciation of teaching. I think they need to have an understanding of the challenge that teaching actually is. I've likened it to stand-up comedy for sixteen weeks straight. It's a lot of —

MR. BARDEN: And a different show every night.

SAME SPEAKER: And a different show every night. And I think that one of the things that our new provost mentioned again was something as simple, frankly, and the president, the current president mentioned this, re instituted the holiday party so that people feel valued. And I think that the fact that we have a union, and a relatively strong union, can pose problems potentially for someone who doesn't maybe understand fully the challenges that are presented by teaching and by teaching our population of students. And so I would advocate strongly for someone to understand the plight of the teacher, the plight of the faculty. And I think that would go a long way to ameliorating the, sometimes the antagonistic relationship that exists between the union, the faculty and upper administration. I think it's critical that we do some reparation work there. Honoring faculty for what they do, for going out of their way. There were a number of awards yesterday morning, which was so exciting. It makes a big difference. In my experience with our current president, with whom my department is working on an enormous mural over in the engineering building, has been that he pays attention to details. So I would say further that this individual needs to pay attention to details, to acknowledge people's investment in the University. And that is critical all the way down to the groundskeepers, frankly, from the top to the bottom, to know who is investing back into the University. Because it isn't just administration. It is everybody, faculty and staff. And we've invested a lot and administrations have come and gone and we're still here. And so we're invested and we love this place and we love our students, all of our students. So I need someone to say, hey, I noticed that all of you people are working and I appreciate it. That's really important.

MR. BARDEN: Okay. Is it my turn? May I pick up on a couple of the themes to this point? Interdisciplinary work has been discussed. The merger has been discussed. You just talked a little bit about what I've been referring to for the last couple of days as a kind of an us versus them kind of environment that you have here. And the us-es and the thems seem to be relatively plentiful, you know. There's the health science center and the Main Campus, there's the faculty and the
administration, there's the institution and the community. There's, there's just seems to be an awful lot of us v. them that goes on around here. And happily it's beyond my pay grade as to how that's developed over of the course of time, so that's not really the question. The question is, and you've alluded to it already, so we could really benefit from hearing from this. Is, is whether or not it's changeable. Because remember what we're going to be doing is bringing in a leader and that leader is going to want to know that, that the institution and the community is amenable to followership, for lack of a better term. So it's not necessarily a horrifying thing. It's not, frankly, even all that unusual that there's some us-them at an institution. But we want to be able to really assure our candidates that if you do this job the right way, if you do communicate, if you are transparent, if you do respect people, all of the things you said, which I think are unimpeachable, that the institution will go there. So that it's not so deeply entrenched or so intrinsic that it can't be overcome. Could you help reassure us in that regard?

SAME SPEAKER: I would just say briefly that with that kind of respect and that kind of solicitation of input, people will rapidly, my experience has been people will rapidly, because they've been hungry for that kind of respect, want to help, want to make positive change happen. I can say within my department, you know, many of us have been there, been here for a very long time and people longer than I've been here, are anxious, and they feel buoyed by what has already happened in the last couple of weeks. And so I believe, and I will speak sort of broadly, I believe it's possible. Absolutely it's possible, and I'm so excited about the opportunity for this turnaround.

MR. BARDEN: Doctor?

DR. SKEEL: As an oncologist, I'm always optimistic so certainly possible, it's certainly possible. But I think there are some components and maybe fairly minor, but tend to have a loud voice, who are always, have been and continue to be skeptical of and antagonistic towards administration. And unfortunately I have experienced this as a member of the faculty senate where there are people, certainly in the past seven years, who continually look at administrative people not just as ideas I don't like, but as people who we don't respect. And I think one of the critical things, changes that one would look for is a president who can say even, we can disagree about ideas and how to do things, but let us come together to say we are all people with the same overall goal for our education and our research, our teaching, and we want to respect each other as individuals. As soon as any of it becomes personal, it becomes so difficult to overcome, even small changes in ideas. But that does happen and I've seen that, and John Barrett when he was president of the faculty senate tried to overcome some of that. And I think he was probably successful in it, but there are still curmudgeons that sit on the senate who get reelected that, and some of those folks, and I think one of the issues we've talked about, shared governance in the past, without ever having good definitions of what shared governance really was. In my view, it's active listening and respecting individuals and listening
to — hearing ideas. But there are some components, I think, who say shared governance means the faculty decides what to do and the, that's what the sharing part is, and then the administration goes along with it. As opposed to, each of us as having important thing to say about what we know best about and we need to develop a plan together as to how to make it work. The union was mentioned, and I don't know a lot about the union part of it, but I, and how that interacts with the senate is, they're not the same, although there are individuals who are members of both. But I think that that's a challenge as well and having a president understand this kind of challenge, it is important.

MR. BARDEN: Another topic I’d love to hear people talk a little bit about, and I promise you should take this conversation where you wish, but there were just a couple of topics I wanted to make sure we covered and maybe we'll just get them in upfront here. Builds on this, and it builds on the issue of shared governance. One of the ways in which higher education has really changed very considerably in the course of the last 10 to 15 years is in the availability of resources. And we are now in an era of diminished and possibly even diminishing resources, which circumscribe the capacity of the institution to provide certain kinds of programming. Now, I, I, I’m not a futurist and I don’t know what’s going to happen, but it seems to me that across American higher education there's a kind of an acknowledgment that colleges and universities can no longer afford to be all things to all people. Which at least in the era since the end of World War II and the dawn of the G.I. bill, a lot of institutions, maybe most institutions have really tried to be. If you buy that as a premise, and tell me if you don't — to enable or to catalyze interdisciplinary work, the growth of programming and that sort of thing during a time of significant resources is one thing. To decide about priorities in a world of circumscribed resources is another. And I would at least hypothetically put on the table for you that what you have is a kind of closed ecosystem. That to do more of one thing, you may very well have to do less of another. And this is where the decisiveness and the issue of shared governance comes in. Presuming that we are successful in bringing in a president who comports with everything you've discussed, a listener. Somebody who is dedicated to shared governance. Somebody who understands teaching and learning and scholarship, all of those things. How easy or difficult will it be for someone in this environment to work within a collegial, unified community to set these priorities? And I'm not talking about setting the high priorities where additional investments will be made, but setting the lower priorities from which those investments will come? Please consider it a hypothetical because I'm not a member of your community, I don't know that this will be necessary. I just know that it's necessary for a great many institutions around the country. How easy or hard will that be?

DR. SKEEL: I'll make a stab at it, because I don't know anything about it. It's, it's always hard to take something away from anybody that they've already had. And it is also hard and viewed even as an insult to people if you take away from Mary and you give to Bill. And so it is going to, if that were to occur, and it may have to occur, it's going to, and those choices are hard and they probably are not going to be by a democratic vote as to how it's done even if there is input
at the town meeting. So, there are going to be resentments and there are going to be people who say, I was really not listened to; my value, I was not valued in what I did. So that, that is a tough one. On the other hand, there are some realistic things in terms of limitations of resources that we, I think as you point out, are going to face in the future and those decisions have to be made. One of the things that Dr. Jacobs often said, is that we have enough money to do anything, but not everything. And what that means is somebody is going to have to make a decision as to where you make your investment, whether it's in the art department and we get rid of English department or whatever it might be.

NEW SPEAKER: (Inaudible comment.)

DR. SKEEL: Well with what I'm, yeah. So I think that, or diminishing the number of courses that can be taught or stopping a Ph.D. program in one of the, one of the departments which has been done in the past. And those are extremely painful for the people who are undergoing those changes. And probably are painful for those who are making the decisions as well, even though those who have been affected by it don't understand that. So, yes, I think that the individual who comes is going to have to be able to, to make those kinds of, kinds of decisions.

MS. MINER: Thank you. I would say that we're getting skilled in responding to exactly what you described. It has been ongoing. It has been my experience not only diminishing resources from the state, but happily my college is up in terms of bodies, but when I got here in '98, in the position I held at the time, I would hire probably eight part-time faculty to fill spots to teach classes. We are down to two. So we're very adept at being, again I'm going to pull out the word creative, at dealing with exactly what you're talking about. We are in some areas bare bones. We have not had, and nor do we expect because it's been, the drum beat has been going on for a long time, that if a position is vacated with retirement, that we will get that line back directly. We already know this. We're already there. It is built in. And I would say that probably across the University. We all get that. We also understand, heck, we've all been to college, we understand that the pie is only so big. And I agree with Dr. Skeel that the issue of the pain with eliminating certain things can be something very difficult to deal with, but we're already doing that. And I think that we have successfully made a lot of changes to accommodate the lack of funds, the lack of external grant money, the lack of scholarships coming in from foundations and whatnot. We're, we're doing creative things with that. There is always going to be push back. There is a population of faculty and administrators who've been here a very long time who are looking towards retirement, and with the changes in 2015, there are people considering retirement now. We know that the configuration of the departments is going to have to change. We understand that. It was with great relief that I heard for a second time the provost say that unless you fall in love with a candidate, don't hire them, take some time, figure out what's going to be best because this is a long-term commitment. And so the fear associated with the pressure to quickly use the resources before they're swept away, the relief is really
wonderful. And so I think that again sets a tone where we're working together to make those hard decisions and so I would just briefly argue that we're already there.

MR. BARDEN: Thank you.

DR. SKEEL: One other comment I'd make, sort of in response to you, is that I think there are a lot of people who are feeling that Dr. Naganathan and John Barrett maybe ought to be made permanent, okay, that things are going well enough with them that each of them ought to be seriously considered. Now I don't know whether Nagi's, you know, decided whether or not to put his hat in the ring or not, but, but I think that there are people who say a good tone has been set and even more by John, I think than by Nagi, because John was talking yesterday to everybody. I could sense a lot of relief in the room in contrast to some of the rigid thinking that had existed before.

NEW SPEAKER: I agree. I think there has been — thank you. Almost overnight, and I, I'm on Facebook because my students are on Facebook, but there are faculty who are no longer here saying, hallelujah. This is an exciting time. There is joy. And I hope that they both will consider applying for the positions, because I think they'd be welcomed with open arms. Nobody's perfect. Nobody thinks that anyone can come in and flip a switch and everything will change. But there sure is excitement that, that I haven't experienced for the last 15 years or whatever it's been.

MR. BARDEN: Just so you know, and please feel free to share this with your colleagues, there are no barriers to internal candidacies here. None. This is an open inclusive national search, internal and external. The best person is going to get this job. Just so you know, in case it occurs to you later, my colleagues and I have no incentives in that regard. So our job is to make sure you have a robust candidate pool. We're going to do that. We're going to find those candidates where we find them, here, there and everywhere. So there are, as far as I am aware, and I'm very confident that this is an accurate statement, this pool is open, and, and all qualified people will be considered, internal and external.

DR. SKEEL: So you don't get more money if it's an outside —

MR. BURNS: No, no, sir, doesn't make a damn bit of difference. Nope. The good news is we get paid either way. You know, it's not so much a question of getting more money if you have outsiders as frequently there's a kind of anticipation with a search firm that you know, if we hire somebody we know, you didn't find them so you don't get paid. That's not how it works. Thank goodness. But, no, no incentives at all, one way or another.

MR. BURNS: If you have the ability to say to the new president coming in these are the two accomplishments that I want, institutionally that I would like you to achieve in the next three,
five, whatever years that you have. And it can be selfishly about your department, that's okay, or it could be more institutionally. But I think it's important for all of us to hear what people think where we should go, where this new person should bring us.

MS. MINER: I'm just going to, this is our — PR, sorry, but we need, we have kept, I think, our life under a bushel basket. Not intentionally. But I will speak within my department. We're doing things — exhibitions, conferences internationally. We have artists working in New York City. We have recently, Dr. Richard Putney worked with the Louvre and brought the Tuileries Exhibition to the TMA. We are astonishing. We are amazing scholars. We are amazing teachers and we cannot make headway. And I would bet that the medical campus also has astonishing scholars and teachers and physicians across the board. We can't make any headway in my mind. The perception is, ugh, it's Toledo. And, in fact, I think we're amazing. I come from the East Coast. There are so many things happening here and have been happening in Toledo, and somehow we need to shake that perception that it's just Toledo. And so we desperately need help and, and we need an awesome salesmen to talk about the, the incredible things that the University as a whole is doing.

DR. SKEEL: That's a great point and I like the awesome salesman part of it because.

MR. BARDEN: Write that down.

DR. SKEEL: Yeah, no. Because that's a good part of what any university president is doing is getting out there in the public and among the members of the community itself and reminding them of how good they are. So, I think that's a great, great point.

MS. MINER: I think that is the biggest thing to overcome, is really setting the un— sorry. Setting the community on fire and saying, you know, we are so fortunate and, and look at all these amazing these things that we've done. For instance, this mural that we're working on, my department. We are going back and looking at engineering and the innovations that have taken place simply within the college of engineering, okay, and Northwest Ohio as a whole. And we're using that as part of the impetus for design for this mural. Incredible things have happened. And yet if you ask people in Toledo, tell me something great about the University. I'm not sure they're going to be able to do it. So we need that engagement piece that helps the community feel incredibly proud and feel like they're part of what's happening at the University. We're not isolated. We're not a separate entity that's only for some special few, and I think that we need that piece.

MR. BARDEN: Let me ask a question if I may build on that, set the community on fire.

MS. MINER: Right.
MR. BARDEN: Please define community.

NEW SPEAKER: I was just going to say that I think — that I think maybe even more important than the external community is our community, our university community. I, personally I think the single most important thing that this new president can do is unify our campuses so that we are one university. I work here on Health Science Campus. I'm over on Main Campus a lot, but I do sense the separateness. And I think it's an amazing opportunity for a new president to, to bring us together. And if we believe in all the amazing, wonderful things that are going here, which we all know are going on here, we, our community will believe. I almost feel like we need to believe and then they'll come with us because we know it. We know it in our hearts, but we need someone to say, yes we are special, we are wonderful. So, that would be, that would be my thought and also the potential of a new individual to the University, perhaps, being a piece of that. I'm not sure. I've heard that having a former surgeon created some feelings on Main Campus and then I wonder well, I've had wonderful interaction with Dr. Naganathan, but I do wonder about a fresh individual, that — would that automatically create a sense of unity because we all have a new president, and this is a new beginning for all of us. So those were just some thoughts that I wanted to share.

MS. MINER: In terms of had the connectedness that you're talking about, part of it is that we don't know internally what other departments, what other colleges are doing well enough. So that dialogue, I don't think has been strongly enough established. Talking about connectedness, my campus, my building, at the Toledo Museum of Art was not even on the map, literally was not printed on the map. That's an uphill battle that, gosh, I don't really want to have to fight. So it's again the details that are critical to me. And I would respectfully disagree with you because I think it's more an attitude, a new fresh attitude than a new fresh specifically unknown person coming in. And I can't speak to the medical campus, but all of my peers have talked so positively and students have talked positively about Dr. Naganathan. The fact that he walks around with a "may I help you" sign on is incredible for students and for anyone to feel like they can talk to him, like there isn't a barrier and that to me is more critical than bringing somebody in from the outside. My two cents.

NEW SPEAKER: I — thank you. I — since you brought that up, I actually had my three things, you know, since I'm not a faculty member and you've had a great discussion about, but my three words, consensus builder, I actually agree with Susan, I sit on the Health Science Campus, but my job has nothing to do with the Health Science Campus. It has to do with The University of Toledo. And I can't tell you how many times I tell somebody I'm going to get in my car and drive over to the Main Campus to help them with a problem, and they go, oh, you're from the Health Science Campus. And it's saddening because they're so, the people on the Main Campus and the Health Science Campus are, they're the same people that I get, you know, I help them the same way, but yet I feel that they're, I feel that conflict because I sit on both sides. I travel on
both sides. I service both campuses. And it actually bothers me to say both campuses, because I actually also see that we have more than two campuses here. We have the Lake Erie Center. We have the arts, you know the center for the arts. We have the — (Scott Park.)

SAME SPEAKER: Scott Park. So we do, the fact that we have more than two campuses here and that we have this great vibrant community. I don't know how many people know that we have a Lake Erie Center. I've been really honored to able to drive out there and have a meeting there. But we have so many campuses and I think it would do a lot if we had a leader that was building that level of consensus. And I've also been a parent of a UT student, and another level where I see that kind of consensus building is amongst the colleges overall. My daughter started in a college and decided that's not what she wanted to be when she grew up. And so instead of them helping transfer her to another place at The University of Toledo that was a good fit for her, that college saw her as a number in their college, not a number at The University of Toledo. I think there's little bit of that where they don't see colleges as a big picture. They're, they see their own college, and that might be just my personal experience. But we see kids leave our university where we have awesome programming, maybe they didn't want to be an engineer, but why aren't they thinking of our physics department, why aren't they coming over to the Health Science Campus when they're a great science student. And so I would love to see someone that raises our awareness of all the value of all of our programming and celebrate that. So that was one of my things. My other was community. I so agree with you that this, the City of Toledo, and you ask who the community is, the City of Toledo and the suburbs should think of The University of Toledo as their university, their resource, their point of pride. And I think that we've edged some way that way. We've, I think, I wrote some of these community events down that I think has moved that marker. Music Fest. The Fan Plan, you know, taking people and letting them get on our campus. The Glass City Marathon, running through our campus and having people see our campus and see our campus as part of their community, as a true value that we have and having a president that's going to go out there and continue to build that spirit and I absolutely agree that there's so many stories here that are happening. I just returned from University of North Carolina for a visit and they actually know about the sim center, you know — they were jealous. So some of those stories are inching out, but wouldn't it be great if people heard that story. I think continuing to have things like see our community as speaking on some real issues like the water problems that we're having. I thought it was great that we had our experts talking and people were looking at us. And it doesn't have to be just that. I agree there's things happening in our whole university. So I'm excited that we've had these, the start of these conversations. I also wrote obviously somebody that's out with the students, you know. I think somebody that's on the campus really resonating with those students, really speaking to them and listening to the students is really, really key component. That's why we all come to work today because we have students. And so having a president that truly embraces that and really celebrates what their needs are is truly a part of this. Lastly, I think having someone who's a great communicator because while they're doing these great things, the feeling that it's happening behind closed doors or maybe not. So
that idea that they really communicate that in all different ways. And that's truly a challenge because we know — I'm in an area that communicates, but there's so many different ways you have to do it. They need to embrace all of those ways, the very traditional all the way over to social media. They have to feel comfortable, because they need to get their message out and that's how you continue to tell our story.

MR. DIGUGLIELMO: Thank you very much, could I add to that real quick, actually? Yeah, I'm a very recent alumni of UT, May, 2014.

NEW SPEAKER: Congratulations.

MR. DIGUGLIELMO: Yeah, thank you, so now I work here. But Cam and I make a lot of the videos for the University. And we also run the social media, whether it's Twitter or Facebook, Snapchat, and I actually just want to play off a point that you mentioned quickly. You look at our students walking around campus, you'll see 90 percent of them walk around like this, sometimes they walk into things, but they're all the time looking at their phone. There are some universities, a couple, I think, I want to say out West, where you see these higher up figures, I'm pretty sure one of them is a president that will make weekly videos, specifically for the students, to make the students feel like this is a person that they could actually approach and talk to. And the videos are quirky and I think that a lot of the students would say that that individual is cool, even if they don't know what he does or, you know, who exactly who he is. They would say, wow, this guy is in charge of something at my university and I can relate to him and if I saw him, I would be able to go up to him and maybe even give him a high five, you know. I think it's okay to have someone who doesn't take themselves overly serious. We do something called UToledo Inside every few months where Larry and the president will talk about things that are going on at the University and Cam and I are tasked with going out and talking to students trying to gather video questions to see if they have anything to ask the president or any of the administration about things that are going on at UT And the biggest comment or question that we get after asking them if they have anything is, who is the president? A lot of these students don't know who the president is or at least they didn't know who the president is. And I think that's a big issue. I didn't know who our president was until I was a junior. I'm sorry to admit, but there's just such a disconnect there. And a lot of times with the students, they see the president as maybe the head behind, you know, why do I pay so much for college. That's what they see administration as and I think that needs to be fixed to an extent and I think we have the power to fix it through a lot of different avenues, social media and videos being one but, yeah, that's, I just wanted to throw that in there. (Inaudible comment.)

NEW SPEAKER: I think so many are impressed by our interim president literally walking the campus. That’s a brilliant opportunity to speak to students and make himself more accessible. I think that was magnificent and all of a sudden it changes the culture, it changes the distance
between us. And it's, it's an amazing thing that he's done and that's the kind of communication and to be honest vulnerability that I think is going to make that difference. You come in, you know, with a shield, with distance between you and the students and the institution, then I think right off the bat there is antagonism or there is the perception that I'm going to hold you at a distance. But the fact that he's out there, he's talking. And our provost is now — I've been to two presentations he's made. Holy mackerel, that's a first. It's that kind of willingness to say this is what I'm thinking, this is where I am, talk to me. I think you're going to get incredible buy-in. I think people are going to be willing to support that.

MR. DIGUGLIELMO: No, I think, I completely agree with that, I was just — Dr. Naganathan just did the ALS ice bucket challenge and I thought that was great. That was excellent. Two students poured ice water on his head, not that I think we need to douse each of our administrators, but I think it's a great start. I would love to see, you know, if it is Dr. Naganathan that puts his hat in the ring or whoever is up next, I would to see them continue that on and be out there with the students like you said, so.

MR. BARDEN: Anything else that we should know?

NEW SPEAKER: There's one other thing that was mentioned yesterday and this is not necessarily something the president can control per se, but the retention rate for students in part, I guess, because we're an open university has been a challenge. And I was actually a little bit surprised to learn that they were excited because it was seventy percent this past year from the first to the second year. And to me that's a huge challenge for the University as a whole to get a higher percentage of students who matriculate in their first year graduating. I don't know what that's, that number is, it's probably around fifty percent or so of the first year people who end up graduating. But we've got to get that number up because it's important not only for our state funding, which is the, at least part of it is dependent upon number of graduates, as well as the number of students you have. But also because the reputation of a university is in part contingent upon how many of your students who start out will graduate. And finally for the students themselves if we figure out ways to help them learn and to stay in the University, it's going to be helping our inner and outer community.

MR. BARDEN: Not to mention progress to graduation as an outcome as the state begins to look at the way they recalibrate state support.

NEW SPEAKER: But I think this is also an opportunity to talk about the success. And to be really timely with that reporting that information getting out to the community to all the campuses, a better, we've got the stories. We know where our kids are successful and what they're doing. And I think that will encourage students to be more committed. I think it will encourage the community more also if we are really, really on top of that and timely in our reporting what we're doing well.
MR. BARDEN: Just a couple of things. First of all, look at Macalester College President's Day. Check out that video, it's very good. He's the most buttoned-down president you'll ever meet. You know, it will surprise you. On the web site, the presidential search website which is linked to the home page, there are, you will find an e-mail address at — what is it, Larry?

MR. BURNS: presidentialsearch@utoledo.edu. Jon, I remembered.

MR. BARDEN: You'll find that e-mail address on the website. That's a great way to continue to provide input and that goes through the University side and will eventually find its way to us. Also on that website you will find a leadership profile. Within that leadership profile you'll find a different e-mail address, which is toledopresident@wittkiefer.com. That comes through us to the University. That's also the e-mail address you'll find on the advertisement and on — and, obviously, on the profile. That's where we also will receive applications. That's where we'd like to receive nominations, referrals, ideas. Look here, that's a great place. We want somebody like that. We want that person, that sort of thing. Please, please send us your ideas. Please urge your colleagues to do the same. We're very aware that this is your search. My team and I are here to help you do it. But it's very much your search. We will take your ideas very seriously. I promise you. And I would just add my thanks for a great conversation, really interesting stuff.

MR. BURNS: Thank you all very much. Appreciate it. And there's one more session this afternoon at 3:30 — 3 o’clock at the Union so encourage your friends, family, students, whomever. Thank you.