MR. BURNS: Good afternoon, everyone. Thank you for being here. My name is Larry Burns. I serve as vice president for external affairs and I do realize that I don't need this microphone, but we are recording these sessions. And so we are recording them and then posting them on the presidential search website, which is presidentialsearch@utoledo.edu. (Inaudible comment.)

MR. BURNS: Pardon me? (Inaudible comment.)

MR. BURNS: Oh, that's the e-mail address. What's the site?

MR. STRUNK: The site is u Toledo.edu/presidential-search.

MR. BURNS: So I screwed that up. And so we want to make sure that people that attend these and take the time to comment or ask questions that their thoughts or questions are documented and the search committee has the opportunity to read them and consider them. And so we ask you if you have a question or a comment to use the microphone. And if you feel comfortable identifying yourself and you're, if you're a student, faculty member, it just might help Dennis put things into perspective in answering it, but you don't have to do that if you don't want to. But we just want to make sure that we record everything and then be able to post it so people feel that they, their message was heard. And this is the fourth in the last two days of these open forums that we've held. And Dennis Barden, from Witt/Kieffer, is the senior partner working for Witt/Kieffer on the search along with another colleague of his who had to go catch a plane earlier today. And the other three were very good, a lot of good questions. We had alumni, we had students, we had faculty, and we had staff and so this is the fourth. We also have scheduled a similar session with the alumni association and the leadership that they have suggested. Their current president is Dr. Tom Wakefield, who is both a UT grad and a former MCO grad. And so he provided a list of names of alumni that we're going to meet with in September. We also recently were asked to have a session with the retirees association. So we're going to do that. And then we're also engaged with the students through student government and any other students that want to be, to make sure that we hear their voices as it relates to the next president of The University of Toledo. And so this session is really meant to address the process — and when I'm done in a second Dennis will start talking about that — but also to give you an opportunity to express your thoughts about the next president's experiences professionally, maybe his or her personality, and other things that you feel will be
important for the search committee and the board of trustees to know when they get real serious about selecting the next president of our University of Toledo. Thank you. Dennis.

MR. BARDEN: Thank you, Larry, and thank you all for being here. I probably don't need this microphone either, but we'll stay with the paradigm here. I am Dennis Barden. I do represent a team of five people working on this search. My, my partner Carson Dye, who was here earlier in the day, is a member of your community. He has lived in Toledo for many, many years and comes out of our academic medical center practice. There are also three people involved in the search through the background, whom you'll probably never meet, but will be providing tremendous amount of support for the search as it goes forward. This is a really important part of what we do, because remember that we're consultants. We're not allowed to have original ideas. We're only allowed to take your ideas and repackage them as our own. So to the students in the room who are thinking about being consultants, that's basically the only skill set you need. But seriously what I'm, what we've been gathering over the course of the last couple of days and in some previous meetings with the board and some other folks, particularly some faculty leaders a couple, three weeks ago, is really three kinds of information. First of all, feel free to say anything you want to say, but here's how I'm going to organize my notes. One, we'd like to know the current status of things around here. And in particular in that area what we're interested in is what I refer to as the good stuff. Why does somebody want to be your president? Why, — when we call someone on the phone who is happily employed somewhere, and we try to convince him or her that that person should give up that job and come here and be your president — actually not even that — actually we convince them to compete for it. We have literally only a few seconds to capture their imagination and so we need to start with all of the reasons why somebody wants to be your president and we hope that you'll tell us that. That's number one. Number two, where do you want someone to lead you? Where do you go from here? What are the top two, three, four things that somebody's got to do here over the course of the first couple of years, couple, three years in order for you all to be successful together? What are you looking, what is the agenda for your next president? And then number three, of course, how do we describe the best, the ideal person to lead you forward on that agenda? What credentials should the person have? What experience? What style and approach? What talent? Who do you want your president to be? Those are the three ways that I'm organizing my notes here. Now we're not looking to build consensus. We're hoping you'll speak for yourselves. If you also want to speak on behalf of some, if you're here representing a group of some sort, feel free to speak for them, that's okay too. We're not going to take a vote at the end and decide who was right, okay. Everybody here is right. We build the consensus out all of the input we've gotten over the course of the entire experience. What do we do with it? We boil this down into a document that we call a leadership profile and it has the answers to these three questions, plus an enormous amount of background on the institution, a lot of data, a lot of — talking a lot about your programs, bragging about faculty, students, staff, an awful lot of stuff. And if we do our jobs correctly, when we capture someone's imagination, they say to us, that sounds interesting, can you send me something on
that? And this is what we send them. Now, in this particular case that document lives on the presidential search website here at u Toledo.edu. And it has already been, there's already a draft there and let me tell you why. Last we week we placed an advertisement, really a job announcement, the fact that the job is available in the Chronicle of Higher Education, which is the trade publication, the sort of trade publication of record for American higher education, and also on a whole bunch of websites. Why did we do that? Because last week's edition of the Chronicle of Higher Education is the most read edition of the entire year. It's read by more people, and it's specifically read by more people in part because of this. The section in the Chronicle of American Higher Education has jobs and it is the thickest of the year. It's the one that the people who are seeking presidencies and so on, it's the one they go to. So we felt it very important competitively to get out in front and to place that ad. You can't really place the ad without having a spec. because we're already starting to get calls. And so what we have there is basically, think of it as sort of a final draft. After these two days that document will be revised. We already have a bunch of revisions we're going to make, so that that document is live. Because it's online, it's dynamic. And we will be pushing people to that document to get the answers to these three questions. The other reason that this is important is because the answers to these questions inform not only how we look for people, because of course we look in a wide swath, as wide as possible, you'll in the see in the document when you look at it, that the, what we call the qualities and qualifications, they're almost entirely expressed as preferences. Why? Because if we express something as a requirement you must hire them. And if you don't hire that, then everyone else in the pool who has that, will sue you and win. So we express things as preferences. The second way in which this input is used is it informs the search committee and then the board when they make decisions. So, for example, we say in the spec., for example, a good example, earned terminal degree strongly preferred, okay. And the reason you say that is because if someone comes along who's just extraordinary and you all decide you want to hire them, you want to be able to do that. But the fact of the matter is if we hear, as we have heard in most of the forums so far, that what we really want is somebody with an earned terminal degree, the search committee and the board can always make that decision farther down the line. So farther down the line, they have more and more discretion than you want to have at the beginning when you have the widest possible top of the funnel. So that's the exercise we're in here today. We hope you'll be candid. None of this is for attribution. We just want to hear what you have to say and we're very glad to have you here. If you wouldn't mind, the first time we chat if you would, if you feel comfortable identifying yourself by name that would be great. If you prefer not to do that, I would benefit by knowing by whether you're a student, a faculty member, a staff member, all of the above, something like that, just for the issue of context. And then, of course, finally last, but not least, we're happy to answer any questions that you have to the extent that we have answers. We're pretty early in the process now, so there aren't a lot of answers, but we'll try to give you straight answer to a straight question. And that's the exercise. Did I miss anything?

MR. BURNS: No
MR. BARDEN: So with that as prologue, Jon is going to walk around so that we do capture — the board of trustees specifically asked to hear these comments unfiltered through our notes and things. So they know exactly what was said, so that's why we're doing this and that's recorded through the microphone. So with that as prologue, the only — I would just close by saying at one point in my life I was an assistant dean at a law school and, therefore, if necessary, I will call on you. Ma'am.

NEW SPEAKER: Hi. I'm a faculty member of the library. And as far as what I would really like to see in our next president is I would hope that we could see a change in gender in our president. One of my concerns is that if you look at the results of the climate survey that was done in 2012 when those were results broken out by gender, women, faculty and staff members, by far in every single category expressed concern about the work environment. We have only one woman vice president. We have employment policies that are detrimental, particularly to women, the staff absence policy comes to mind. We have, you know, a whole group of women deans, which is great, but that glass ceiling doesn't seem to me to be appropriate in 2014 for The University of Toledo. And so I would really encourage the search committee to look hard for gender diversity in the finalist pool. It would be great for the first time in a 100 — almost a 150 years if we could have a woman as a finalist among our presidential candidates.

MR. BURNS: Thank you.

MR. DOWD: Hi, I'm Mike Dowd. I am from the department of economics. One of the characteristics that I hope that the candidates for the presidency would have is an understanding that The University of Toledo is a metropolitan university. The students that attend here, the faculty who choose to stay here, we all know this, and there are characteristics of a metropolitan university that are different from other universities. The goals of the students. The new president needs to understand and appreciate the goals of the students at this university. Too often presidents try to come with up bright, new, shiny ideas that attract a lot of media attention or whatever. But they lose sight of why we're actually here and that is for the students in this region, and in particular for the students that are coming from the Toledo area. It's something that we've lost and I hope we could regain.

MS. DRISCOLL: Hi, my name is Deb Driscoll, staff member. Mr. Barden, you had three points. I'm going to jump to number three.

NEW SPEAKER: (Inaudible comment.)

MS. DRISCOLL: Staff member in the office of special events. So in our profession, we do a lot with lists. It's just part of our profession, so I made a list, a shopping list. And probably my number one item on the list is to consider the whole candidate, and I mean the personal aspect
of the candidate. If the candidate is married, the spouse, and the whole package when it comes
to fund raising at the president's house. So that's my number one on the shopping list. Honesty.
Ability to fund raise. Ability to delegate. Communication, a good listener. Collaboration. A sense
of humor. Confidence. An appreciation of people, especially when you consider that this is a
very labor-intensive organization. Risk assessment skills. And my last comment is understands
challenges of higher education today. Thank you.

MR. BURNS: Thank you, Deb.

TIFFANY: Hello, everyone. My name is Tiffany, vice president of black student union and
resident advisor. As far as the president, I think I'm looking for someone who has more focus on
the retention rates among minority students at PWI and someone who works more closely with
the vice president of student affairs because student affairs does make a big impact on whether
or not students stay in school.

MR. BURNS: Great, thank you very much. Lawrence.

MR. ANDERSON-HUANG: Lawrence Anderson-Huang, physics and astronomy department. I see
the president's role as being mainly an advocate, that's already been mentioned, being an
advocate for fund raising. But also an advocate in both directions, the office is kind of a nexus
between the board and the faculty, being an advocate for the faculty to the board, and at the
same time being an advocate for the board to the faculty in a transparent way, right, saying this
is what the board wants, this is the direction the board would like to go, but then is requesting
the back and forth dialogue about that request. So, I do think that the communication aspect is
the most important.

MR. BURNS: Thank you. Other thoughts or comments regarding that?

MR. SABHARWAL: Hi I’m Arjun Sabharwal from the library. And I would like to see a president
who would be able to re-enforce and restore the relevance of humanities and social sciences in
academia, so we become a place for education, not only in the STEM disciplines, which are
important, but also humanities and social sciences and, of course, promoting the
interdisciplinary direction that future sciences may and disciplines may take. Thank you.

NEW SPEAKER: Hello again, I also would like to see a president that takes equal focus in all
colleges and not just one he specializes in, he or she specializes in, whether it be medical,
engineering, but have a, want all the colleges to succeed just as much as any other one.

MR. BURNS: Thank you.
MS. VENTURA: Thank you. I'm Lois Ventura. I'm a faculty in criminal justice, currently serving as an associate dean in the college of social justice. In the president I would like to see someone who themself has been a faculty at some point in time and holds a terminal degree, that is kind of a given. I'd like to see to somebody who believes in shared governance, which kind of has not been promoted as much as I think many faculty members would like. And I think one of the challenges a new president is going to face is to restore a sense of trust in the administration, that faculty trust the administration, that faculty feel supported and part of the process. There's been a lot of discontent over time, you know, I've heard this from people. People have left the University. So I think a supportive faculty and faculty research, and trust, believing that this is somebody the president, who has the best interest of the University, of the faculty, and of course, of the students. And I echo the notion that we are a metropolitan university and we need to realize that and be sure that we are dealing with the kinds of students and supporting the kinds of students who are coming here and trying to find successful careers. And I'm going to give you a suggestion for the good stuff. This is, this position will be. This university has tremendous potential. I mean we really do. You've got a Medical College, a medical arm. You've got the Main Campus. We have tremendous potential. We have a lot of fantastic faculty and staff. You've got very energetic student leaders and a student body. And this is a university that is poised to really do great things if we can get the leadership to do it. And the leadership that the faculty trusts to do it. It will be a great challenge and — but it has the potential for a great payoff.

MR. BURNS: Great.

MR. BARDEN: May I ask, Larry, just for a second — building upon that and anybody in the room. This is recurring theme and that won't surprise anyone in the room. There is, to be frank, there's a great deal of us and them at this institution and there are various us-es and various thems. We need to be able to take it as axiomatic that with the right person in the leadership position, with the right set of values as you're describing them, that this institution will come together behind that person. May we take that for granted?

NEW SPEAKER: If the right person, I think, is placed in the presidency or is given the presidency and there is trust in that person and that person recognizes the value of faculty and students, I think that, you know, I'm an optimist, but I think the universe, I think faculty want to get onboard. I really do. I think people want to pull together. They don't want to be distrustful, but it's going to take a little time. I think there's a more positive attitude right now that's developing, but, you know, everything's in transition, so there's also that kind of apprehension and fear.

MR. BURNS: Great.

MR. BARDEN: Thank you so much.
MR. DOWD: Yeah, I'd like to piggyback on what, some of the comments that Lois made, which were excellent. Part of it is values. The candidates have to have a set of values. What is important to the act — to the University, to the heart and soul of the University? And part of that is also what Lois brought up. The candidates have to have a perspective of about a university. Moving up, as Lois said, moving up through the ranks. The president will know the challenges that an assistant professor faces, a full professor faces, a lecturer or a researcher. And someone who moves up the ranks will understand. They will have the perspective that when speaking to the faculty that they know what the issues are. In the past we've had, we've had significant trust problems, but it's also, there is no faith. There was no faith. And restoring what Lois was talking about I think will very quickly restore the faith, restore the trust, and dramatically improve the working relationship between the faculty and the administration. But it begins with what Lois said, there have — a little different words forgive me, I don't want, I can't quote you. It is perspective. The candidates have to have a perspective of what the students are actually going through. And it is as, also what an individual on the other side of the room said, that it can't be just a perspective of one student or one faculty member in one college. It truly has to be a university-wide perspective. And the candidate, having a candidate who has not risen through the ranks can only turn and ask someone what is it like and that is quite different from actually living through that experience. It provides perspective that you cannot purchase.

MR. BURNS: Thank you, Mike. We're going to go to Dave and then Holly.

MR. YOUNG: My name is David Young, I'm director of the office of EXCELlence and multicultural student success here at The University of Toledo, part of the division of student affairs. It's very important to me that the new president has a proven and demonstrated commitment to diversity at all levels, all types of diversity. And when I say all levels, faculty staff, students, the importance of diversity at a university. And I use those words committed and demonstrated because certainly everyone can speak to diversity, but somewhere on that résumé there is commitment and proven commitment to all areas of diversity.

MR. BURNS: Great. Holly.

MS. MONSOS: I'm Holly Monsos, associate dean of communication and the arts. And while it's extremely important that a president be able to engage externally with a number of different constituents, it's equally important that the president joyfully engage internally. By which I mean that certainly a president's calendar fills up very quickly and frequently have to be in three places at once, but a president who, who lets the secretaries of departments know that they should send events that are coming up, he or she will put them on the calendar and get there when possible, as opposed to a president who is never in attendance at the University's
own events. I think is very important. And goes back to proving that the president values what the faculty and what the students are doing.

MR. BURNS: Great, thank you.

MR. WHITE: Don White, math and statistics. And so I need to echo some of the comments that have been made about, I guess I want to put it in terms of breadth and depth. So, breadth was mentioned in some terms of some of the colleges and the career paths that we need to strongly support that maybe haven't been supported recently. And some of the diversity issues be it — well, all of the diversity issues that we can imagine out there. Those are extremely important. And one of the reasons that the breadth is so important at The University of Toledo, is that — I'm sure you've heard this at other forums and maybe you've heard a little bit of it here — relative to the colleges that we have and the various degree options that we have. It's uniquely broad, I guess. I haven't studied the, you know, the nation in terms of how many have the number of professional colleges that we have, but I guess we're unique in that respect. On the other hand, we do need to make sure that the core, formally the college of arts and sciences is strong, and so, now the three colleges have to be strong, as well as breadth in terms of the community and our outreach. But when I think of depth, one of the great disasters over the last few years was decisions that were made that were shortsighted, that weren't looking into the long term. I made a claim at one point that the real strength of the University is our young faculty. And so we need to make sure that nothing like that will ever happen again. You know, various people might have, and others have said, we need to have wisdom about how we think about faculty and how we treat our faculty and how we treat what's the strength and the core of the University. And so we need to make sure that we have the long-term view in mind. You know we got caught up in the economic challenges, and there are economic challenges out there, they still are there. But we need to remember the long-term view as well. And decisions that were made recently that hurt our young faculty and disillusioned them to the point where they would be interested in leaving were an unbelievable disaster at the University. And so we need to make sure there's a long-term view, that they don’t just focus on the current quarterly bottom line.

MR. BURNS: Thank you. Lawrence over here. Thanks Jon.

MR. ANDERSON-HUANG: Thanks. I do want to follow up on the good things. I do think that the organization, although there might be a little bit of sort of looking askance at the medical college from the main college or Main Campus and vice versa, but even that's going away. I think as the organization as a whole is very unified. The faculty work well together at the faculty senate level and at the college council levels. I think the students work well together in their student government and in their relationships with the faculty for the most part. We have a wide range — it's already been mentioned that the breadth of expertise that we have here — we have a wide range of world class researchers who make the name of University of Toledo
known everywhere. So, we also have very good staff at kind of the mid-level and below. Even at the higher level, I think the staff is pretty good.

MR. BURNS: Thanks, Lawrence.

MR. ANDERSON-HUANG: But the support staff, right, the lower level office administrators and secretaries, the technicians that we have and all those. We don't have enough of them, but the ones that we have are very committed and are very student-centered and work very well. The advisors, the advisors are getting much better. So I think the whole university is already unified and ready to, to work with a president that's willing to work with it. It's not a case that the president is going to have overcome animosities between colleges or anything like that.

MR. BURNS: Great.

NEW SPEAKER: I'm interested in seeing a president as willing to work on international partnerships with different universities across the world. Yes, CISP is doing a great job of gaining more students to study abroad, but international partnership as a whole with different universities like Howard has a partnership with South Africa, Saint Louis University has a partnership with Spain. And all those schools at some level are performing better than us. So I feel like that is an endeavor that we should definitely look into, that hopefully a president will see as worth the risk.

MR. BURNS: Great.

NEW SPEAKER: One comment related to faculty and another related to students. We need a president who values faculty research and it was suggested that we have some great researchers, and we do, but we will lose them. There was a belief for a period of time that research was not valued unless it brought in a lot of money. So, I think a focus on the importance of research and establishing the University as a recognized and quality research institution is important. The second part related to students is I'd like to get a president who really values providing support to students, and I don't just mean economic support. You know, we talk about being a metropolitan university. We, we have a lot of students who come to us who have the intellectual ability to succeed, but they may not have had the academic training to do so. So we need to have resources in place to help those students to maintain and to retain them. You know, we have a focus on honors. I think that's a great thing to bring in the brightest and the best. But I think we need to make sure we have the resources there for students who are struggling, who want to achieve, who can achieve if they just have the right support to learn some of the skills necessary to succeed in higher education. Also related to student support, one of the things that happened, has happened is that some student services were kind of pulled or they were just pushed over to the counseling center. There used to be a coordinator for, to deal with the issue of sexual assault prevention and work with potential
victims, and that's an issue that's tied to money and that's an issue facing campuses. And we have just let, you know, pushed it into the counseling center and we've kind of let that slide, and also issues of alcohol and drug problems with students. Some of these programs were cutback when faculty — and not faculty, but staff associated were let go. So we need to kind of relook at that.

MR. BURNS: Great, thank you. Mike has another comment.

MR. STRUNK: One here first.

MR. BURNS: Oh, please.

MS. McDERMIN: Hi, my name is Devon McDermin. I am co-president of UT Feminist Alliance. Some of this I'm reiterating from what other people have said, but I believe reiteration is important. I understand that bureaucracy that comes with any established institution, whether it be the police department or fire station or any institution of education where there's federal funding. However, I would personally like to see a president who would take into account that bureaucracy, but also keep in mind the compassion that is needed within leadership especially over 20,625 students, I believe, that was the new update that we have on campus. I'd also like to reiterate what someone said about diversity. The University of Toledo is a very diverse campus of students, that is one of my most favored traits. And I believe that if we had a leader who represented that it, would be particularly favored by more people. Community. I really believe that us as a body could be more involved with each other. And I think that if we had somebody who's president who went out there and vocalized such things and how we should join together as students and faculty, I think that there would be more people willing to do so. One of the things I favor the most about the interim president now is how evident his compassion for the student body and the faculty themselves is portrayed. How willing he is to go out and interact with the students and student government.

MR. BURNS: Great, thank you.

MR. DOWD: There's another characteristic I hope the candidates and then the eventual new president will have is the ability to work effectively with the board of trustees in the sense that everything that's being brought up today is terrific and I'm sure you have equally terrific ideas from the other sessions. But the board of trustees are typically business men and women. They have college degrees, but they've never really been in an academic setting and so — and I'm not criticizing the board, they do a tremendous amount of work for nine years and they're not paid for this. I mean this is work they do for free because of their devotion to the University as well. But the president has to be able to communicate with the board of trustees, and at times educate the board of trustees about all these characteristics that are being brought up today. So that the board understand — so the board has context for the different proposals that the
president will be making or issues that come up on campus. That, that type of relationship between a president and a board is so very, very important. The board, of course, is the eventual boss on everything, but the president needs to be able to help them understand the issues that the students, the faculty, and the administration are actually facing. Thank you.

MR. BURNS: Great. Thank you, Mike. Yes?

MS. FOWLER: Hello, my name is Taylor Fowler and I'm currently an undergraduate and the president of Delta Phi Epsilon sorority. And I believe that our next president should, he should — he or she should make themselves aware and supportive of the philanthropic and service efforts of the student organizations on campus, Greek and non-Greek, social and non-social. And I say that because the sense of social consciousness and service that the students at this university have is huge, it's phenomenal. And I know that these efforts would be a lot more successful and possibly be known campus-wide and community-wide if supported more by the president. Thank you.

MR. BURNS: Great, thank you.

MR. BARDEAN: As I write down the good stuff here, could you give me some examples of some of the things that some of the student organizations are doing here, please?

MS. FOWLER: Okay. Well, I know that each student organization usually has their own type of philanthropy or place in Toledo that they support. For example, my chapter, we support the Cystic Fibrosis Foundation. And I know that all the Greek organizations hold philanthropy dinners every semester and such. A lot of other organizations hold galas, and do food drives and other events, and there are larger events, like Big Event that we have, Dance Marathon that we have for the Children's Miracle Network, and things like that.

MR. BARDEN: Thank you.

MS. FOWLER: You're welcome.

NEW SPEAKER: (Inaudible comment.) It's not just restricted to the Toledo area. This is nationwide and at times this is international and the students are paying their open way on this, just to raise money for their organizations.

MR. BURNS: They also are a big part of one of our fund raisers called Tie One On. We had over 400 students last year participate to raise money for prostate cancer awareness.

MS. McDERMIN: Devon McDermin again. Just for some activities that take place on campus that are really important, for this year especially working with SAEPP here on campus, there's
going to be a lot of, like for RAINN day for Rape, Abuse, and Incest and National Networking. We're going to have that. A close line event, silent witness. Sorry. Silent witness on the 28th and the 29th for domestic violence awareness. Working with Eberly Center, one of the things that's always surprised me here is how little the students know about the Eberly Center. I think that's something that should be known about more. They provide excellent services, it's outstanding. The student government is going to do a lot of outreach programs, especially, and spirit, student spirit, like, outreach programs, as well as, you know, the midterm elections are coming up. So UT Dems, and UTFA are actually trying to get voter registration for the deadline on the 6th of October and then getting the awareness out for how important it is to vote in the midterm elections before November 4th, so those are just a few examples. Thank you.

MR. BURNS: Excellent. Other comments? Bye, Mike, thanks.

MR. WHITE: I hadn't thought about this before at all, but on the same kind of a theme — this is Don White again, math and statistics, but a totally different world that I'm in and part of it is with the international students. And we've been told actually that it's pretty unique around the country. We probably, I would guess — we call them global opportunities at The University of Toledo — and I would guess that we've had about a thousand community members serve about, you know, several thousand UT international students over the last fifteen years as friendship partners or conversation partners for the students in the language institute or donating furniture or other household items or delivering it. So we've got — and students always ask us, do you have a branch in Texas A & M? No, we're sorry but we don't. There may be something else going on down there, but we've been told it's unique and since you're looking for that kind of stuff.

MR. BURNS: Great.

MR. WHITE: I believe it is unique.

MR. BURNS: How about some of the things Dennis mentioned earlier we wanted to know some of the good things, so that was an example of that. And how about the personality of this person, what do you think will make, some of the things make this man or woman successful? Emily.

MS. KAISER: Hi, everyone, my name is Emily Kaiser. And I am an alum, a staff member, and a current grad student, so I've seen the University in lots of different ways.

MR. BURNS: She works at the Eberly center.

MS. KAISER: And I work at the Eberly center, so we should talk after, yes. So I, my points are basically about the personality of the individual. I think for students and for our community,
which I work with a lot in both parties, I think consistency is really important in their personality, in their interactions. I think that reflects a level of being genuine and that's a very important trait for our future president. I think on that same note somebody that's very charismatic and a good communicator is very important for our institution to be able to communicate all the wonderful things that we're doing at the University. I also want to make a plug for young staff development too. I know we talked about young faculty development, transitioning from a staff member — or from a student, excuse me, to a staff member was a challenge and so I think that's something that we can support our young staff members as well and really build up their careers. And obviously embracing diversity and gender and all those different things that that entails is very important to, to a new president as well.

MR. BURNS: Great, thank you. Any other personality comments regarding the next president? (Inaudible comment.)

MR. BURNS: Yeah, we have time. We'll get everybody. (Inaudible comment.)

MR. BURNS: Yep.

NEW SPEAKER: You want somebody who's open minded and accepting of a lot of different types of diversity and somebody who can listen to students, listen to faculty, and genuinely interact with them. We don't, I don't think you want somebody coming thinking I have all the answers and I'm just going to impose my ideas on you. You have to have somebody who wants to engage in dialogue and draw the best ideas that they will share and they might get from students or faculty or other staff, so.

MR. BURNS: Great. Thank you.

Tiffany: I'd like the president to be ambitious. There's a phrase our school uses, “turn my dream to a job,” I hate that phrase because I want a career. So hopefully someone who is ambitious to see that our students can be, our students can change the world, our students can go beyond just Toledo, go beyond Ohio. So big dreams for our students not just jobs.

MR. BURNS: Thank you.

MS. McDERMIN: Devon McDermin again. I'll start it off with a quote. Saint Augustine once said that the, that patience is a companion of wisdom. Any time I work with anybody who's in an authoritative position, I believe that seeing how patient they are with the work in which they have, the duties in which they are required to complete, as well as working with the staff, either beside or below them is true key to who they are and how they will handle the business which we give them. Also somebody who is — how do I put this — someone who is, like, openly accepted. Someone without a past of discrimination, whether that maybe against the LGBTQ
community, women's work force, or racial issues. Like I said, we're a very diverse university and I think anything such as that, discriminating is unacceptable. Someone who is willing to listen to the students and the faculty, somebody who is open minded that if they, you know, make a decision this is the way it is and there's an evident disagreement with faculty or students, that they will take the time to assess that and take proper action and that's, actually that's it. Thank you.

MR. BURNS: Great. Thank you.

DR. JAYATISSA: I'm A. Jayatissa from mechanical engineering department. I like if new president is coming from academic institutions, like from another university or somewhere, this university or who has some academic experience. So that's, because he know how to write research proposal, he know how to teach a class, he know how to organize a conference and those kind of experience. Then he can understand the reports made by other purposes in the University better. Second thing is if new president want to be successful for long period, definitely he has to work with faculty senate, research (inaudible) and professor union. AAUP Definitely this is a very, very important, I think, other the members discuss this in different (inaudible) but they did not use specific terms so I just wanted to point out that. Thank you.

MR. BURNS: Great, thank you. And how about if you had the opportunity to present the new president with two objectives or goals that they need to work hard and accomplish, what would those be, some of the things for the University. We've talked about the personality. We've talked about the experience, the culture. Now what do we want this person to really do for the University that can be measured?

MS. McDERMIN: I don't know exactly how this would take place, I don't know if this is a valuable suggestion because I'm not really good with finances. But maybe lowering tuition.

MR. BURNS: Lower tuition?

MS. McDERMIN: Yeah.

MR. BURNS: Put us in a position not to charge as much tuition?

MS. McDERMIN: For general admission, yeah. Because it's just been increasing and I mean, like, I accept it because it is what it is, but a lot of people complain about that.

MR. BURNS: It's a good call. Any other things related to your particular area? This young man here.
MR. GRIFFITH: Hello everyone. I'm Duane Griffith. I'm the president of Alpha Alpha Fraternity, Incorporated, here. I'm a sophomore. I believe that — well, I've been hearing this a lot from other students saying that the campus isn't as student friendly as it used to be when it comes to things like iCrave I think and other places that have been like shutdown, and also like things have been shut, shut off a little bit more, like the library is closing twelve o'clock now and things like that. It's just little changes that I've been hearing that, that was very student friendly that has been taken away. So the campus is kind of, I guess not as, it's not generating as much, as much student-friendly activities as there used to be, so that would be a very good change for me.

MR. BURNS: Great. Over in the corner.

NEW SPEAKER: Hello, I think that mostly increasing the selectivity rate of UT I recently went to the college board and our selectivity is 91 percent of people get accepted into this university, and that's directly correlated to our low retention rates. So hopefully increasing the selectivity so it decreases — or increases our retention rates.

MR. BURNS: Good, thank you very much.

NEW SPEAKER: I'll dream big here. I would like the new president to help this university become nationally recognized as a premier research and teaching university. We have the potential to be one of the best. We just need to actualize that. And in terms of student retention, it's a very big issue, student recruitment, I mean both. But I do think we have the potential to really be good and be one of the best and we need somebody who believes in us and will help us get there.

MR. BURNS: Excellent, well said. Any other comments or thoughts that you up want to — yes, sir.

MR. WHITE: I thought of a measurable one. I don't know if it might be a good discussion starter, but as I'm not sure I believe in this precisely the way I would put it. But I think a goal of, for the future, going back to my point previously and this can be a long-term goal for the future, would be to build an outstanding faculty and staff, you know, world class, just like Lois, I think just mentioned, but at the same time, here's a measurable one. Make it look like the student body in terms of diversity, and you know, have those same characteristics. You know, I'm in a position now where suddenly I've got to pay, you know, I play a more significant role than I used to in hiring. And I told, you know, the faculty I want the very best person. I also want to, you know, aim for diversity because we're lacking that in some areas in our department. And until, you know, we're actually entertaining the candidates and looking over the candidates, I have no idea how to make that happen, to aim for both of those goals simultaneously. So I
would love to have a president who believes in the same thing and can model that for me, help me learn how do we accomplish that and help us make it happen.

MR. BURNS: Excellent. Anything from the students, anything you want to add? No?

MR. SABHARWAL: Yes, in order for us to become a more recognized university, we also need to have our libraries restored to previous levels where we can support some of the programs that we are not able to do at the current staffing levels and our faculty numbers are down too, so our resources need to be restored to the level that they used to be before. So in order to, for the University to become a more competitive place, it would have to have these resources available again.

MR. BURNS: Great.

MS. McDERMIN: I have an idea, so I don't know if this is actually a thing already or not. I mean I'm sure it is, because I didn't ask the public. When money is spent on things that the president signs off on, there is obviously a report to that, it has to by law, but maybe, like, to make it more publicized so that students can see that because I hear all the time since I joined this college, that's what my money is going toward, oh that's what my money — and I think it just really takes away from a certain type of pride that you can have in your university when you don't feel that the money you're giving to that university is going towards means that can help you succeed.

MR. BURNS: Great, thank you. Over here. We have a new microphone man. Vince. (Inaudible comment.)

NEW SPEAKER: This might be a very small issue, but I do notice a lot of construction and expansion going on around, like the area where the University is centered. But while that is happening, I would hope that the new president does remember that while we would like to expand, students and faculty do need a place to park and only because —

MR. BURNS: First time parking has come up.

SAME SPEAKER: Only because it's gotten to the point where a lot of people that I know say to me, I just didn't go to class because I had to circle the parking garage eight times and I would have walked into class looking crazy if I walked in the class thirty minutes late because I couldn't find a parking spot, so.

MR. BARDEN: Some of you may be familiar with this, but for those of you who aren't, there's a very famous old saw that people in higher education know. Back in the '60s there was a very famous president at the University of California named Clark Kerr, and he described the job of a
university president as having three parts, providing parking for the faculty, football wins for the alumni and sex for the students.

MR. BURNS: Oh, my.

MARIA: My name's Maria. I'm in student government and I would like to see two major goals. One to be transparent with faculty and students, and the second goal is to attend the most student organizations as possible. For instance, Interim President Nagi went to the student government meeting last Tuesday and he stayed the whole time, which surprised me. At the end he made the biggest effort to introduce himself and to get to know every leader in student government and I think that's very important to make relationships and to know the student's point of view and how to improve the University as a whole. Thank you.

MR. BURNS: Great, thank you very much. Any other thoughts, comments that you have? Dennis, any?

MR. WHITE: I think this has been hinted at from lots from of different angles and if Mike Dowd were still here, I'm surprised he didn't say it explicitly and loudly. But transparency was just mentioned and one of the real problems we've had recently was transparency about budgetary issues. And so, you know, parking issue is an issue with all these buildings going on, but it would be great to make sure that the public, which is legally required, can know what's going on with the finances at the University and so the willingness to be open and transparent about that, along with everything else, but that's one key one was the finances is important.

MR. BURNS: Good. Thank you.

MR. BARDEN: I would just say thank you for all of that. Is there anybody who came here to say something that we've not given you a chance to say? And does anybody have any questions for us that we can answer? If not, this has been just a terrific session. I mean really closing on a high. I've gotten a lot of really outstanding stuff. You should know that there is broad consensus across this institution in terms of what you hope to have. (Inaudible comment.)

MR. BARDEN: Timeline? I certainly can. I can be very specific and when you look at the leadership profile online you'll see this is written in there in a section called procedure for candidacy. We have a relatively hard deadline for candidacy for candidate materials. On the 14th of November, the search committee is going to meet the following week and choose from among your candidates and applicants, candidates for personal interview, think of them as semi-finalists, order of magnitude 10 or so. Those interviews are going to take place the week of December 8, at which time finalists will be chosen. Those finalists will visit the campus in, starting in late January after everyone comes back from the holidays and will appear publically for you all in an environment probably not terribly different than this. With the goal of having
an appointment made, let's call it February, plus or minus two weeks. So we're going to get at this quickly. We're going to keep this crisp and moving forward and if all goes according to plan, as it to almost always does, you should know who your new president is before Spring break.

Yes, ma'am? (Inaudible comment.)

MR. BARDEN: Well, the question is at what point will you know who these people are? This is a sunshine, what we call a sunshine state, meaning that everything that happens in a public institution can be made public. Let me honest with you and tell you that we are hoping that we will be able to keep the candidate pool confidential until the semi-finalists are chosen and that is so that we can encourage people to apply, that may or may not happen. And everyone who thinks about applying will know what the chances are that they might be made public. I think you can plan on the semi-finalists being made public and certainly you will know who all the finalists are. Yes, sir? (Inaudible comment.)

DR. WHITE: Here I am again, I don't want to miss an opportunity. You just said something really important that I believe to be true, but I think that I would love to have the entire university community hear it more than just the thirty of us, but I don't know that might happen but you can start here. You just said there's a broad consensus across the University and you've had an opportunity to talk to people down at the medical campus and — twice and up here at the Main Campus twice. Can you elaborate on that just a little bit? I mean that would be, that's interesting. And I'm thrilled to hear that's it true.

MR. BARDEN: Yeah, I can I think and you'll see this even in the first version of the leadership profile and you'll certainly see it in the final version that will emerge from these conversations. When I talk about broad consensus, I'm talking about at the visionary and strategic level. I'm not talking about whether or not, you know, you should have more sections of English Comp. I'm talking about the broad visionary and strategic level. There's a very strong consensus that building or rebuilding the community is very much a priority here. There is a broad consensus that the finances of the institution need to be made more robust and solidified. There's a broad consensus that a part of doing that is far more robust fund raising, and therefore, you want a president who has real skills and abilities in that area. There is, there I think is broad consensus that you're looking for significantly more transparency, particularly around budgetary matters, that was mentioned just a moment ago and that that would help to build that community. So there's broad consensus around that. I think there's broad consensus, frankly — let me cut to the chase the thing that perhaps most of you are most interested in. I think there's extremely broad consensus that what you need most is someone who understands American higher education already. Not someone — and that it would be an extraordinary person from outside higher education. It's accommodated for in the leadership profile just in case as I mentioned at the outset, but I think there's very broad consensus that the institution would be far better off with someone from within higher education who already understands many of the issues that the institution is facing and comes to the table without having a learning curve in that regard. I
think there's broad consensus that all of the things being equal someone with an earned terminal degree who could garner the respect and the credibility of the faculty is very, very important. Again accommodated for just in case, but very strong consensus that that is a high desire. So around these bigger broader issues, the kinds of things that you'll see actually written in the document as opposed to some of the granularity that people will get to over the course of time, I think you'd be very, very pleased — and when I talk about broad consensus, I'm not simply talking about across the campus or the two campuses, I'm also talking about amongst your board. And so I think you'll be pleased by the, I hope you'll be pleased by the level of consensus around those issues. (Inaudible comment.)

MR. BARDEN: Pleasure.

MR. BURNS: One of the other areas that has come up every session is somebody who interacts and connects with the students in a genuine way. I think it was Holly that said that someone who actually enjoys the interaction. And, you know, that's a big part of what one of the student members of the search committee said, somebody that actually is energized by interacting with students, not doing it because they know it's part of their job.

MR. BARDEN: And let me build on that, because I think that's an excellent example. In terms of the way these documents are going to be tweaked as a result of these conversations, that's not as much emphasized in the original version of that as it will be in the final version. And that's an excellent example of that. And another excellent example of that is the comment that was made here, which was echoed in other sessions, about the relationship between the University community and the board with the president as the linchpin. Those are a couple of examples of the way we're going to augment this document as a result of this input, so that's just FYI.

MR. BURNS: Great. Anything else that somebody's thought of or wants to mention? Dennis, thank you.

MR. BARDEN: Thank you all.

MR. BURNS: Thank you all very, very much. And it's the first time we were applauded.