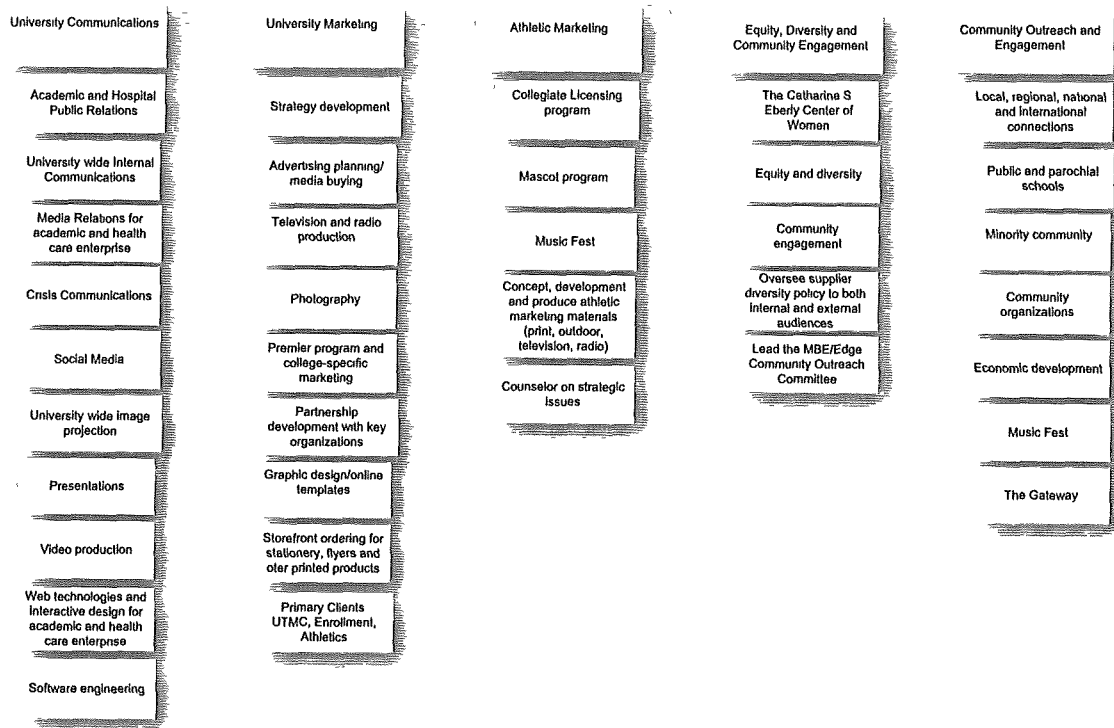


External Affairs Division

Lawrence Burns Vice President of External Affairs

Functional Organizational Chart



Office of External Affairs

VERIFIED AND APPROVED BY LARRY BURNS VICE PRESIDENT | MARCH 26, 2013

PRESIDENT
OFFICE OF THE PRESIDENT
LARRY BURNS, M.D.

LEVEL LEGEND	
VP President	Level 1
VP President	Level 2
VP President	Level 3
VP President	Level 4
VP President	Level 5
VP President	Level 6
VP President	Level 7
VP President	Level 8

Administrative Assistant
AND IDL, EDITION

VP President
Office of External Affairs
LAWRENCE J. BURNS

Associate Vice President
University Communications
TODD MAYER

Secretary 2
LARRY PETERSON

Associate Vice President
Branding and Creative Services
E. PEE FARRAR

Secretary 1
JENNIFER DAY

Financial Director
LARRY PETERSON

Associate Vice President
Business Development Center
LARRY PETERSON

Director
Center for Career Instruction
BOB L. COOPER

Director
Center for Career Instruction
BOB L. COOPER

Director
Center for Career Instruction
BOB L. COOPER

Director
Center for Career Instruction
BOB L. COOPER

Assistant Director
Academic Affairs
CARRIE NELSON

Assistant Director
University Communications
JENNIFER DAY

Director
University Communications
JENNIFER DAY

Assistant Director
Library Services
LARRY PETERSON

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University Communications
JENNIFER DAY

Director
University Communications
JENNIFER DAY

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LARRY PETERSON

VP President	Level 1
VP President	Level 2
VP President	Level 3
VP President	Level 4
VP President	Level 5
VP President	Level 6
VP President	Level 7
VP President	Level 8



Reengineering Coordinating Group Responses by the

Marketing and Communication Departments

March 2013

REENGINEERING a College/Dept.

Communications Department

1. What does your college/department deliver? Outputs?

Encompassing media relations, internal communications, public relations, crisis communications, social media, video production and signature events, the Office of University Communications is a primary conduit between UT and its many publics. University Communications is the main interface of the organization for local, regional and national media, responding to reporter requests, while working to secure media attention for initiatives that serve to bolster the institutions reputation and brand in the minds of its many publics.

Further, University Communications writes, produces and distributes news and information to the internal and external university community through print and electronic vehicles, including but not limited to myUT.utoledo.edu, UT News, Facebook, Twitter, YouTube, major addresses, news conferences, weekly and periodic videos, major events and other instances where The University of Toledo name is attached.

2. Are they measurable? And how are they measured?

Success in University Communications is measured in a number of tangible and intangible ways. Media placements, Facebook "Likes," Twitter followers and YouTube views all provide evidence of the successful infusion of UT messaging into the mindshare of our main audiences. The individual assessment of news stories, posts and digital dialog referencing the goings on at the University tell us whether our key messages are being heard. However, more telling and hard to quantify, the office's work is often measured by the way our audiences perceive us and talk about us to those they meet.

3. Is your area meeting those metrics or expectations?

Yes.

4. If not, what could you change to be able to meet those metrics?

While we are in fact meeting expectations in terms of the organization's image in locally, regionally and nationally, there is room for improvement in terms of leveraging success for greater awareness.

5. In an ideal world what would your organization look like?

The current structure of University Communications is satisfactory given budget constraints. However, we are small for an organization this size. With greater investment, we could add additional media relations and social media staff to further inform our publics with the University's message.

6. Fill in your current staff into that ideal organization. Leave off those who do not fit into your ideal organization and add those positions that are needed.

See attached.

7. What current tasks/processes would you eliminate and or change to achieve this ideal organization and desired outputs?

None.

Budget Questions

AVP of Marketing

1. Why does this work need to be done at all?

It is imperative to the University of Toledo's future that a strategic, professional and creative marketing and branding leader be engaged with UT staff, faculty and students. This is most important for Enrollment, our University of Toledo Medical Center and Athletics.

2. Can it be absorbed by someone in your department?

This position is critical to the success of the Marketing and Branding initiative because it requires leadership, vision and creativity. It serves as the "orchestra leader" for all branding initiatives.

3. Is there another UT employee (either campus) that can absorb this work?

No, not at this time based upon the experience level of the staff.

4. Can any of the work be supplemented with a student, thus providing experiential learning? Or a part-time employee or combination of both?

The Division of External Affairs utilizes many students including the marketing initiative. It would not be wise to have a student or even an inexperienced person in this position.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

At the present time the work would be decentralized and UT would lose its valuable momentum that has been gathered over the last six years in Institutional Branding and Marketing.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

A total reorganization of External Affairs occurred in 2012. Organizational charts are attached.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

There is not an experienced person at the present time on either campus.

Budget Questions

AVP of Communications

1. Why does this work need to be done at all?

The integrated Communication effort of the Division of External Affairs is critical to the overall communication linkages of our University of Toledo. These linkages include student communications, staff and faculty communications, community, media, and alumni communications. UT has the most robust media relations program in the region with multiple daily initiatives taking place with local, regional, national and international media outlets. The department of Communication literally touches every aspect of UT on a daily basis.

2. Can it be absorbed by someone in your department?

This position requires the experience, vision and leadership that the current Assistant Vice President of University Communications & Marketing Operations has based on his years in the field of communications. At the present time there's no one that can compete with these combined talents.

3. Is there another UT employee (either campus) that can absorb this work?

No. The University of Toledo has a centralized communications program. This is different than most universities of our size and diversity in programs. This centralized structure results in efficiency in not only daily initiatives but in funding of these programs. And, there is not a current person on either campus that could appropriately fill this position.

4. Can any of the work be supplemented with a student, thus providing experiential learning? Or a part-time employee or combination of both?

The department of Communications as other elements of the Division of External Affairs utilizes students in many capacities. This is not a capacity that it would be wise to have a student.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

This work would be attempted to be done by the staff.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

A total reorganization of External Affairs occurred in 2012. Appropriate organizational charts are attached.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

At the present time there is not another individual who has the experience level and the leadership envision of the current person in this position.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

Function: Military Outreach

- 1. Why does this work need to be done at all?** The University has made a conscious decision to be an institution that is among the most military friendly in the nation. From the president on down, there is a desire to see military personnel and veterans have greater access to the university's academic and clinical offerings. This new effort was created and provided funding just a few short months ago, but has already begun to show return on investment in the form of veteran enrollment in courses and increases in utilization of clinical services.
- 2. Can it be absorbed by someone in your department?** Military outreach is a highly specialized function and no other team members are equipped with the total skillset to bring about the collective goal of UT being among the most military friendly universities in the nation.
- 3. Is there another UT employee (either campus) that can absorb this work?** As evidenced by its recent creation, the position came about through the realization that there were not appropriate personnel or resources dedicated to this important task.
- 4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?** Given the highly specialized nature of the position, and the reality that this particular population responds best to individuals who share their military connection, students workers are less of an option if we are to achieve success. As far as utilizing part-time employees, it is important to reiterate that this function was created with the knowledge that our previous level of resource allocation was inadequate to achieve our institutional goal of being among the most military friendly universities in the nation.
- 5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.** Were there to be a reduction in personnel for the military outreach function, this work would not be performed by the Division of External Affairs.
- 6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.** As a part of the Division of External Affairs reorganization less than one year ago, a substantive reorganization has taken place, which included the creation of this position.
- 7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?** See responses to questions two and three.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

Function: Digital Media/Video

- 1. Why does this work need to be done at all?** The way the world communicates is constantly changing. Where once there was a time that email was considered the best means of communication, today's prospective students are email resistant, instead opting to embrace social networks and other digital communications vehicles. The digital media/video function is the area of University Communications that ensures the organization remains engaged with its many publics utilizing these new technologies.
- 2. Can it be absorbed by someone in your department?** This function is largely a shared responsibility, with less than one FTE dedicated to it. It's therefore already a function of the entire department. In fact, an argument could be made that additional resources should be dedicated to this increasingly critical area, if the University is to stay on top of the evolution of communication with the next generation.
- 3. Is there another UT employee (either campus) that can absorb this work?** The digital media team is well connected to staff members across the institution who are tangentially tied to these kinds of activities. However, it has proven more strategically successful to have such activities be housed centrally. With specific resources centrally located, the Division of External Affairs can provide guidance and support to digital media activities campus wide.
- 4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?** University communications has a heavy reliance on student workers for any number of activities, public relations/events included. However, to increase that reliance would create reputational vulnerabilities for a variety of reasons.
- 5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.** Were there to be a decrease in digital media personnel, the work would not continue to be performed to the level it is currently. Current staffing levels allow for support to be provided to offices across campus in a variety of ways, and a reduction would simply limit capacity. To do this would be to accept that the university will not be able to share the important news and information that is generated every day via social networks and other digital communications vehicles to the degree it does presently. A void in this arena would have long-term negative effects on the institution's reputation.

6. **Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.** As a part of the Division of External Affairs reorganization less than one year ago, a substantive reorganization has taken place. Further, a full-time employee dedicated specifically to video production was provided 90-day notice of a position abolishment. This abolishment will be effective in May.
7. **Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?** See responses to questions two and three.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

Function: Internal Communications

1. **Why does this work need to be done at all?** It is often said that for an organization to be successful, its employees must be informed and feel positive about what is taking place internally. One only needs to look at trends from times of organizational crisis to see the negative impact an unhappy workforce can have on the bottom line. Enrollment declines. Patient satisfaction levels fall. Budgets suffer. The internal communications function at the University of Toledo serves a variety of purposes: It keeps our workforce informed. It helps to promote attendance at special events. It ensures content is shared via internal communications vehicles, as well as the externally focused website. It is essentially the backbone of the institution's communications function.
2. **Can it be absorbed by someone in your department?** Our operation is highly integrated and as a result, many members of our team contribute to the success of our internal communications efforts. In fact, personnel from media relations, public relations/events, military outreach and digital media all provide content for internal communications vehicles.
3. **Is there another UT employee (either campus) that can absorb this work?** While University Communications relies heavily on staff members outside the division to assist with content creation, they tend to be the subject of news items... not the authors. Writing skills are a critical element of a successful internal communications effort and the central function is the best equipped to share the information in ways that ensure messaging is embraced and understood.
4. **Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?** University communications has a heavy reliance on student workers for any number of activities, internal communications included. However, to increase that reliance would create reputational vulnerabilities for a variety of reasons.
5. **How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.** Were there to be a decrease in internal communications personnel, the work would not continue to be performed to the level it is currently. Current staffing levels allow for support to be provided to offices across campus in a variety of ways, and a reduction would simply limit capacity. To do this would be to accept that the university will not be able to share the important news and information that is generated every day within this large, complex organization.
6. **Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.** As

a part of the Division of External Affairs reorganization less than one year ago, a substantive reorganization has taken place.

7. **Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?** See responses to questions two and three.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

Function: Media Relations

1. **Why does this work need to be done at all?** Many factors shape an institution's reputation with its key audiences. For a large, public organization like The University of Toledo, the way we appear in the media is a critical element of that reputation's development. Whether it's prospective students, parents, patients, opinion leaders, government officials or alumni/donors, the impact of the media's portrayal of the organization cannot be understated. As such, it is critical that the organization dedicates resources to strategically work with the media to ensure the UT message and story are shared as broadly and positively as possible. Further, given the nature of a complex, public organization, the crisis communications component of our media relations activities is often significant. Without appropriate staffing of this aspect, the institution's reputation would be highly vulnerable.
2. **Can it be absorbed by someone in your department?** While there are resources specifically directed to media relations activities, we view the function as being a part of everyone's responsibility. Through an integrated approach, we ensure that we have as many eyes and ears looking and listening for potential news items and reputational challenges, in an effort to always be putting the University's best foot forward.
3. **Is there another UT employee (either campus) that can absorb this work?** The media relations team is well connected to staff members across the institution who are tangentially tied to these kinds of activities. However, it has proven more strategically successful to have such activities be housed centrally.
4. **Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?**
5. **How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.** Were there to be a decrease in media relations personnel, the work would not continue to be performed to the level it is currently. Current staffing levels allow for a blend of proactive and reactive media relations, which in some respects can also be characterized simply as positive vs. negative media relations. Since the University has little control over when it will need to react to media inquiries, this tends to become the required focus, creating the potential for proactive efforts to fall by the wayside.
6. **Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.** As

a part of the Division of External Affairs reorganization less than one year ago, a substantive reorganization has taken place.

7. **Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?** See responses to questions two and three.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

Function: Public Relations/Events

- 1. Why does this work need to be done at all?** Public relations activities take many forms in a large, complex organization. Large or small, they require planning, outreach, attention to detail and a knowledge of how to strategically use them to convey appropriate messaging to the University's many publics. The work is best demonstrated by events like the President's Annual Address, UToledo Inside (the president's regular town hall meetings), Music Fest, and the like. With out these kinds of events, there would be communications voids and a significant lack of community awareness that has a potential long term negative impact on things like enrollment and patient census.
- 2. Can it be absorbed by someone in your department?** This function is largely a shared responsibility, with less than one FTE dedicated to it. It's therefore already a function of the entire department.
- 3. Is there another UT employee (either campus) that can absorb this work?** While others on campus organize events, the University Communications Office within the Division of External Affairs, has the larger task of creating the overarching "image" for these events; setting the tone campus wide. Our overarching institutional philosophy is that events must be well conceived and well executed by exemplifying the image of the organization that will provide long-term benefit and reflect our collective goals.
- 4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?** University communications has a heavy reliance on student workers for any number of activities, public relations/events included. However, to increase that reliance would create reputational vulnerabilities for a variety of reasons.
- 5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.** Were there to be a decrease in public relations/events personnel, the work would not continue to be performed to the level it is currently. Current staffing levels allow for support to be provided to offices across campus in a variety of ways, and a reduction would simply limit capacity. To do this would be to accept that the university will not be able to engage its publics to the degree it does currently, which would ultimately reduce affinity for the organization and potentially have a long-term negative effect.
- 6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.** As

a part of the Division of External Affairs reorganization less than one year ago, a substantive reorganization has taken place.

7. **Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?** See responses to questions two and three.

REENGINEERING a College/Dept. Marketing

1. What does your college/department deliver? Outputs?

- **Lead branding strategy for UT:** Providing strategic council across the University on how all areas on campus support and implement UT's brand identity. This council may include visual representation, but most importantly provides strategy on programming, presentation and prioritization of long-term marketing and service initiatives
- **Lead strategic marketing direction for UT:** Provide strategic vision for effective, consistent, targeted corporate marketing in line with the strategic business plan UT, including branding campaign, major strategic branding and enrollment campaigns.
- **Direct development of effective marketing plans for service lines:** Direct UT marketing initiatives, overseeing the development of marketing plans for individual projects, assuring they all feed into UT's brand identity incorporate Facebook, Twitter, blogs. Work with public relations staff to manage community relations and special on-campus events promoting new service launches for UT.
- **Lead relationships with outside agencies:** Provide leadership and oversight of marketing campaign development and media buying from concepting to final media placement.
- **Coordination of design and production of printed pieces:** Provide high-quality and timely print production for all internal constituents, regardless of the piece or where it is being printed. This area is crucial for meeting deadlines, quality assurance and cost-effective production. Serve as liaison to external print vendors.
- **Creative services:** In order to effectively execute carefully planned brand strategy, it is important that UT's creative services have a strong understanding of UT's brand promise. Providing that leadership to photographers and graphic designers results in effective, consistent and branded strategies, printed pieces, advertising, electronic media opportunities, promotional materials, etc.

In a nutshell: We deliver a high-quality brand, whether it's represented in print pieces, website content, advertising (TV, outdoor, online) or social media. We deliver targeted marketing strategies that meet budgets, objectives and timelines that help to generate revenue for the institution.

2. Are they measurable? And how are they measured?

Some are measurable – attendees at an event, funds raised for a solicitation, website visitors and inquiry forms completed are some examples. We can measure success on individual projects – if they are completed/delivered/mailed on time, in good condition and the client is happy. We also conduct surveys and focus groups for specific feedback. It is important to note, however, that in almost every instance, we must work in concert with another department to “close the deal” – for example, prospective students may respond to marketing materials and take a tour of campus, but their experience on the tour must further entice them

to apply for admission. Their ability to register for housing must be seamless so that they enroll.

3. Is your area meeting those metrics or expectations?

We are extremely effective with our current staffing level. Examples include:

- Marketing in the Detroit DMA: In Fall 2006 just 860 undergraduate students attended the University from southeast Michigan. That number has grown to 1,496 in Fall 2011 and 1,581 students in Fall 2012. Retention is high among those Michigan students with about 80 percent of freshmen continuing to their sophomore year.
- Ultimate Fan Plan: Athletics' ticket sales for the Ultimate Fan Plan has sold out for football since its inception – they have had to increase the number of available seats each year. Sales have increased by more than 19 percent since 2010/11. Women's basketball has increased by 43 percent!

One of our most focused initiatives is the launch of the new honors college. We will better be able to review our effectiveness after the Fall 2013 enrollment numbers are released.

When we don't meet expectations, we change by debriefing and coming up with a concrete plan for improving next time.

4. If not, what could you change to be able to meet those metrics?

We need to continue to work with our partners – particularly those in enrollment and athletics – to align our efforts with their goals

5. In an ideal world what would your organization look like?

A lot of our structure is already ideal – marketing, creative, communications and digital media functions are closely aligned, focusing collectively on the objectives of external affairs and of the institution as a whole. We are creative, flexible and not afraid to try new things.

In an ideal world, we would be able to devote more time to develop long-term strategic marketing plans in tandem with departments/colleges to meet their goals and the goals of the institution. We would have the ability to say, “No Dean Smith, you don’t need a newsletter. What you need to accomplish your objectives is...”

On the tactical side, designers would be assigned to specific accounts along with marketing strategists. They would attend meetings with clients and work as a unit — because all have valuable things to contribute to design and marketing strategy.

We would have the resources to evaluate and measure success of each major marketing initiative.

6. Fill in your current staff into that ideal organization. Leave off those who do not fit into your ideal organization and add those positions that are needed.

I would eliminate the info writer position and move that individual into a marketing specialist position. See attached.

7. What current tasks/processes would you eliminate and or change to achieve this ideal organization and desired outputs?

With current staffing levels, we would look at eliminating or downsizing our services in the following ways:

- Eliminate “free” design and production of internal publications: If the piece:
 - Stands by itself (i.e. is not part of a series or larger initiative),
 - Is for internal audiences only (i.e. is not mailed off campus, given to patients or posted in external locations),
 - Is campus-specific (i.e. used only for Main Campus or HSC audiences), and
 - Has a quantity of 150 or less
- Reduce non-marketing related participation in initiatives that:
 - Will take an inordinate amount of time away from our primary job function (i.e. 10 hours or more per week for three weeks or more), and
 - Is not accompanied by a write-up of how this strategically benefits the University’s brand awareness. Example may include level of participation in the Student Experience initiative.
- Eliminate non-marketing related event coordination for other departments. We will help with marketing and communication needs, but the client is ultimately responsible for planning and logistics.
- Automate/track effectiveness of HTML emails: We propose that we continue to design HTML emails and gather data to support our preliminary research that sending large numbers of emails are not effective. While we are doing this, we recommend that we:
 - Purchase Mailchimp (or similar) services that will provide us with the opportunity to 1) track entire email marketing campaign 2) A/B test of our emails to determine appropriate format and 3) get free analytical reporting on email clicks, open rates, social activity, etc.

Assistant Director

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?

- Direct development of effective marketing plans for service lines: Direct UT marketing initiatives, develop marketing plans for individual projects, assuring they all feed into UT's brand identity incorporate Facebook, Twitter, blogs. Work with public relations staff to manage community relations and special on-campus events promoting new service launches for UT.
- Coordination of design and production of printed pieces: Provide high-quality and timely print production for all internal constituents, regardless of the piece or where it is being printed. This area is crucial for meeting deadlines, quality assurance and cost-effective production.
- Creative services: In order to effectively execute carefully planned brand strategy, it is important that UT's creative services have a strong understanding of UT's brand promise.
- Oversee UT's mascot program and collegiate licensing.

2. Can it be absorbed by someone in your department?

Also marketing strategy for College of Language, Literature and Social Studies, College of Visual and Performing Arts, College of Engineering, College of Adult and Lifelong Learning, College of Pharmacy and Pharmaceutical Sciences, College of Natural Sciences and Mathematic, College of Health Science and Human Service, College of Law. Absorbing this volume of responsibility would be close to impossible with current staffing levels. Effectiveness would undoubtedly suffer.

3. Is there another UT employee (either campus) that can absorb this work?

Others on the marketing team are not currently knowledgeable enough to effectively take on collegiate licensing or the mascot program. Others have the skills to manage marketing strategy for individual colleges, but the time needed to do this effectively for all areas would be seriously hampered.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

We currently utilize grad assistants and student workers, but they do need professionals to provide them with guidance, supervision and mentoring.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

We would need to evaluate which areas and colleges marketing could support and eliminate support of others.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

As a senior marketing strategist left her position, another staff member was promoted and her original position was eliminated. Finally, a part time marketing specialist position was also eliminated.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

See response to #3.

Photographer

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?

- Operates photographic equipment and accessories, digital video, light meters, etc. Captures images for use in marketing materials, documents important events, sporting events, medical procedures, research, aerial photography, construction, etc. Uses software programs to process and enhance photographs.
- Creative services: In order to effectively execute carefully planned brand strategy, it is important that UT's creative services have a strong understanding of UT's brand promise. A centralized group of graphic designers results in effective, consistent and branded strategies, printed pieces, advertising, electronic media opportunities, promotional materials, etc.

2. Can it be absorbed by someone in your department?

If photographer is eliminated, their work would need to be outsourced. Freelance photographers generally run about \$150-\$200/hr. Assuming an average 30 hours/week shooting, annual cost for freelance photography would be around \$250,000.

3. Is there another UT employee (either campus) that can absorb this work?

There are no other staff photographers on campus. This position is CWA so availability and other work restrictions would be prohibitive.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

We currently utilize a student worker to assist with processing and archiving, but students do need professionals to provide them with guidance, supervision and mentoring. It has also been proven crucial to have someone available at all times to handle urgent needs.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

Work would need to be outsourced, which would be extremely costly and ultimately less effective and timely. If outsourced to freelancers, style consistency would be difficult, and it would be difficult to address last-minute requests from administration. Regardless of these options, freelance photographers would need to serve other clients – our priorities wouldn't necessarily be those of the freelancer.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

In 2009 another staff photographer position was eliminated. Now there is one photographer serving both campuses.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

No.

Creative Director

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?
 - **Lead branding strategy for UT:** Providing strategic council across the University on how all areas on campus support and implement UT's brand identity. This council includes visual representation of the UT brand
 - **Lead strategic marketing direction for UT:** Provide strategic vision for effective, consistent, targeted corporate marketing in line with the strategic business plan UT, including branding campaign, major strategic branding and enrollment campaigns.
 - **Coordination of design and production of printed pieces:** Provide high-quality and timely print production for all internal constituents, regardless of the piece or where it is being printed. This area is crucial for meeting deadlines, quality assurance and cost-effective production.
 - **Creative services:** In order to effectively execute carefully planned brand strategy, it is important that UT's creative services have a strong understanding of UT's brand promise. Providing that leadership to photographers and graphic designers results in effective, consistent and branded strategies, printed pieces, advertising, electronic media opportunities, promotional materials, etc.

2. Can it be absorbed by someone in your department?

This position was created in 2007 to specifically address needs that weren't being met in the department. When this position was created, there were six designers on staff who were each assigned to specific clients. Now there are three who need to handle work from any area on campus. This position is needed to ensure that the work is consistent and unified across the sub-brands. Others do not hold the level of experience that this position requires. The time needed to do this work effectively would be seriously hampered is added to an already existing position.

3. Is there another UT employee (either campus) that can absorb this work?

No.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

This particular position cannot be filled with a student. This person also needs to be available at all times to review high-priority work on a short turnaround. This person also troubleshoots technical problems for the designers.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

Probably Amanda Ngur, graphic designer. However her position is CWA so availability and other work restrictions would be prohibitive. If we were down this graphic designer, we would need to supplement with freelancers. To do that 20-40 hrs./week would cost between \$150,000 and \$325,000 annually.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

Over the last fiscal year two senior graphic designers retired. One was replaced with a less-senior person at about 2/3 of the cost. The other was not replaced. Both of these positions report to the creative director.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

No.

Secretary 2

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?
Monitoring budgets, processing bills for payment, purchasing supplies and equipment; keeping fiscal & personnel records; assisting in development of new processes and procedures, in addition to basic filing, copying, payroll, disbursements, purchase orders and office supply inventory are all integral to an efficient marketing office.
2. Can it be absorbed by someone in your department?

No.
3. Is there another UT employee (either campus) that can absorb this work?

The time needed to do this work effectively would be seriously hampered if added to an already existing position. This position is CWA so availability and other work restrictions would be prohibitive.
4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

Portions of this position – such as budget monitoring – cannot be filled with a student. Others are already supported by students.
5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

This job could not be done with existing staff skills.
6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

Budgeting and bill processing used to be handled by a managerial position that was eliminated in 2009. This position absorbed those responsibilities.
7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

Yes.

Director of University Marketing

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?

- Manage branding strategy for UT: Providing strategic council across the University on how all areas on campus support and implement UT's brand identity. This council may include visual representation, but most importantly provides strategy on programming, presentation and prioritization of long-term marketing and service initiatives
- Manage strategic marketing direction for UT: Provide strategic vision for effective, consistent, targeted corporate marketing in line with UT's strategic business plan, including branding campaign, major strategic branding and enrollment campaigns.
- Direct development of effective marketing plans for service lines: Direct UT marketing initiatives, overseeing the development of marketing plans for individual projects, assuring they all feed into UT's brand identity incorporate Facebook, Twitter, blogs. Work with public relations staff to manage community relations and special on-campus events promoting new service launches for UT.
- This individual provides leadership and develops strategic plans and materials for the institution and for the Office of Undergraduate Admission to support the UT brand and enrollment objectives, provides creative direction, assistance in strategic plan development, copy development and presentation of concepts at client meetings Also is the marketing strategist for, Enrollment, Res Life, Athletics, Institutional advertising, Alumni/Institutional Advancement/Development/Foundation and Distance Learning.

2. Can it be absorbed by someone in your department?

Absorbing this volume of responsibility would be close to impossible with current staffing levels. Effectiveness would undoubtedly suffer.

3. Is there another UT employee (either campus) that can absorb this work?

Others on the marketing team do not currently have the knowledge level of this position's enrollment strategy. Others have the skills to manage marketing strategy for individual colleges, but the time needed to do this effectively for all areas would be seriously hampered.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

We currently utilize grad assistants and student workers, but they do need professionals to provide them with guidance, supervision and mentoring.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

We would need to evaluate which areas and colleges marketing could support and eliminate support of others.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

As a senior marketing strategist left her position, this staff member was promoted and her original position was eliminated. Finally, a part time marketing specialist position was also eliminated.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

See response to #3.

Traffic Coordinator

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?

- Coordination of design and production of printed pieces: Provide high-quality and timely print production for all internal constituents, regardless of the piece or where it is being printed. This area is crucial for saving money while retaining deadlines and quality assurance. Serves as liaison to external print vendors.
- Creative services: In order to effectively execute carefully planned brand strategy, it is important that UT's creative services have a strong understanding of UT's brand promise. There are usually about 125 design jobs going on in the department at any given time. This position is the "air traffic controller" for these jobs.

2. Can it be absorbed by someone in your department?

This position was created in 2007 to specifically address needs that weren't being met in the department. This position assigns designers work, assigns project production timelines, manages and adjusts workflow to minimize OT, leads traffic meetings, assists and prioritizes hundreds of concurrent marketing projects, manages and reviews proofs, leads training on project management software, develops relationships with vendors assuring best possible pricing

3. Is there another UT employee (either campus) that can absorb this work?

There are no other staff photographers on campus. This position is CWA so availability and other work restrictions would be prohibitive.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

This particular position cannot be filled with a student. This person also needs to be available at all times to review high-priority work on a short turnaround and needs knowledge in printing, graphic design and relationship management.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

Without a centralized system for managing all of the work coming into the department, marketing strategists are left to assign their own jobs. Nobody is looking at big-picture priorities, handling expectations or balancing workload among the designers.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

Over the last fiscal year two senior graphic designers retired. One was replaced with a less-senior person at about 2/3 of the cost. The other was not replaced. This change requires even more from the traffic manager. I believe this was handled by a print coordinator in the past, but the print shop is no longer in tact.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

No.

Graphic Designers

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?

- Coordination of design and production of printed pieces: Provide high-quality and timely design and production for all internal constituents, regardless of the piece or where it is being printed. This area is crucial for meeting deadlines, quality assurance and cost-effective production. Most important is the visual brand representation expertise.
- Creative services: In order to effectively execute carefully planned brand strategy, it is important that UT's creative services have a strong understanding of UT's brand promise. A centralized group of graphic designers results in effective, consistent and branded strategies, printed pieces, advertising, electronic media opportunities, promotional materials, etc.

2. Can it be absorbed by someone in your department?

If the graphic design team is eliminated, their work would need to be outsourced. Freelance designers generally run about \$150-\$200/hr. Anticipating the cost of 3 full-time freelance designers would be around \$1 million annually.

3. Is there another UT employee (either campus) that can absorb this work?

There are no other graphic designers on campus. This position is CWA so availability and other work restrictions would be prohibitive.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

We currently utilize a student worker (graphic design major), but students do need professionals to provide them with guidance, supervision and mentoring. It has also been proven crucial to have designers available at all times to handle urgent needs.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

Work would need to be outsourced to an agency, which would be extremely costly and ultimately less effective and timely. If outsourced to a group of freelancers, brand consistency would be extremely difficult, and it would be difficult to address last-minute requests from administration. Regardless of these options, freelance designers would need to serve other clients – our priorities wouldn't necessarily be those of the freelancer.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

Over the last fiscal year two senior graphic designers retired. One was replaced with a less-senior person at about 2/3 of the cost. The other was not replaced.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

No.

Information Writer

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?

- Direct development of effective marketing plans for service lines: Direct UT marketing initiatives, develop marketing plans for individual projects, assuring they all feed into UT's brand identity incorporate Facebook, Twitter, blogs. Work with public relations staff to manage community relations and special on-campus events promoting new service launches for UT.
- Coordination of design and production of printed pieces: Provide high-quality and timely print production for all internal constituents, regardless of the piece or where it is being printed. This area is crucial for meeting deadlines, quality assurance and cost-effective production.
- Creative services: In order to effectively execute carefully planned brand strategy, it is important that UT's creative services have a strong understanding of UT's brand promise.

2. Can it be absorbed by someone in your department?

This individual oversees marketing strategy for College of Nursing, Commencement, Human Resources and Campus Safety, Facilities and Construction, Information Technology, College of Graduate Studies, Office of Research and Sponsored Programs, Jacobson Center, Innovation Enterprises and Governmental Relations. Also writes, edits and proofreads marketing copy. Absorbing this volume of responsibility would be close to impossible with current staffing levels. Effectiveness would undoubtedly suffer.

3. Is there another UT employee (either campus) that can absorb this work?

Others have the skills to manage marketing strategy for individual colleges, but the time needed to do this effectively for all areas would be seriously hampered.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

We currently utilize grad assistants and student workers, but they do need professionals to provide them with guidance, supervision and mentoring.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

We would need to evaluate which areas and colleges marketing could support and eliminate support of others.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

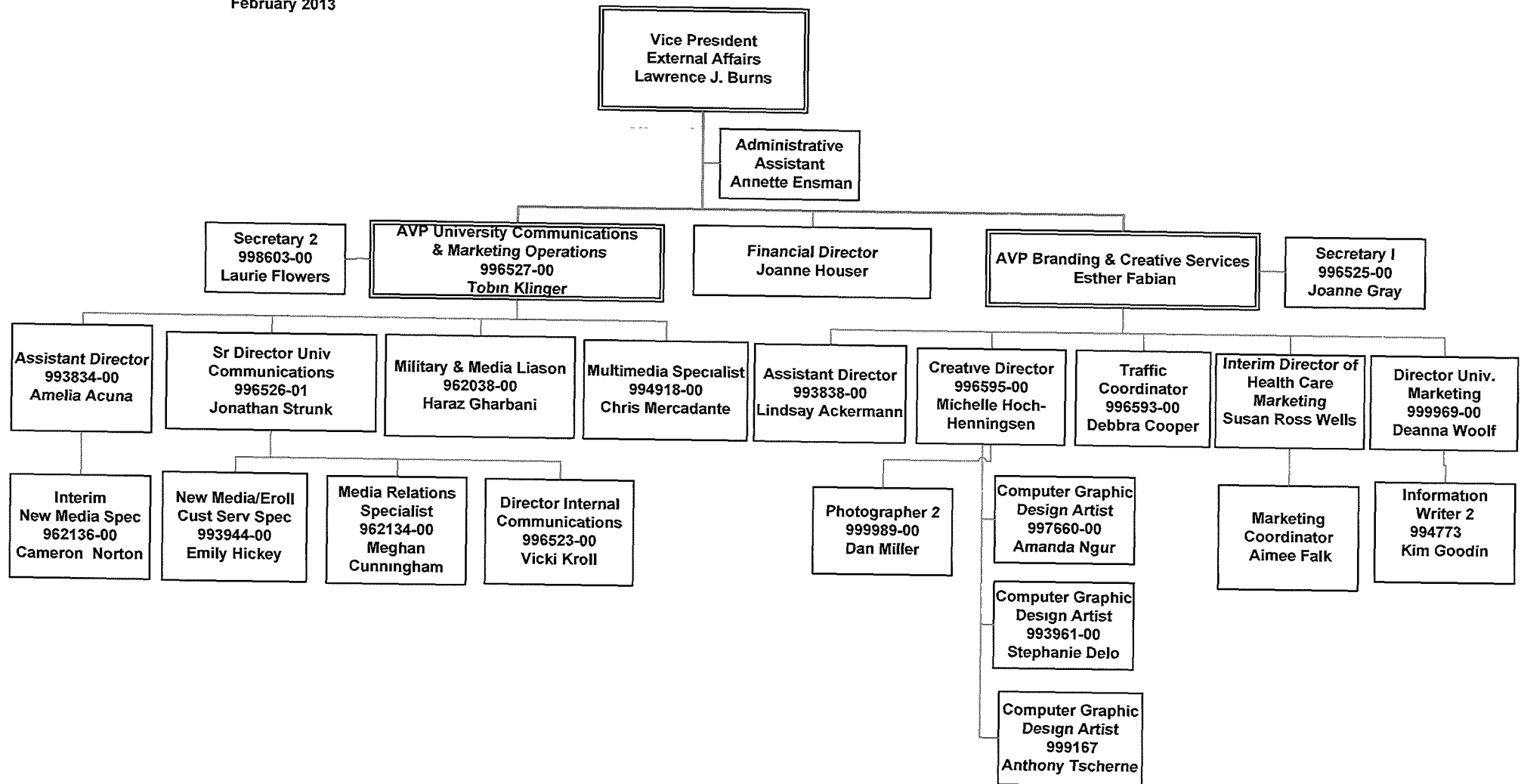
As a senior marketing strategist left her position, another staff member was promoted and her original position was eliminated. Finally, a part time marketing specialist position was also eliminated.

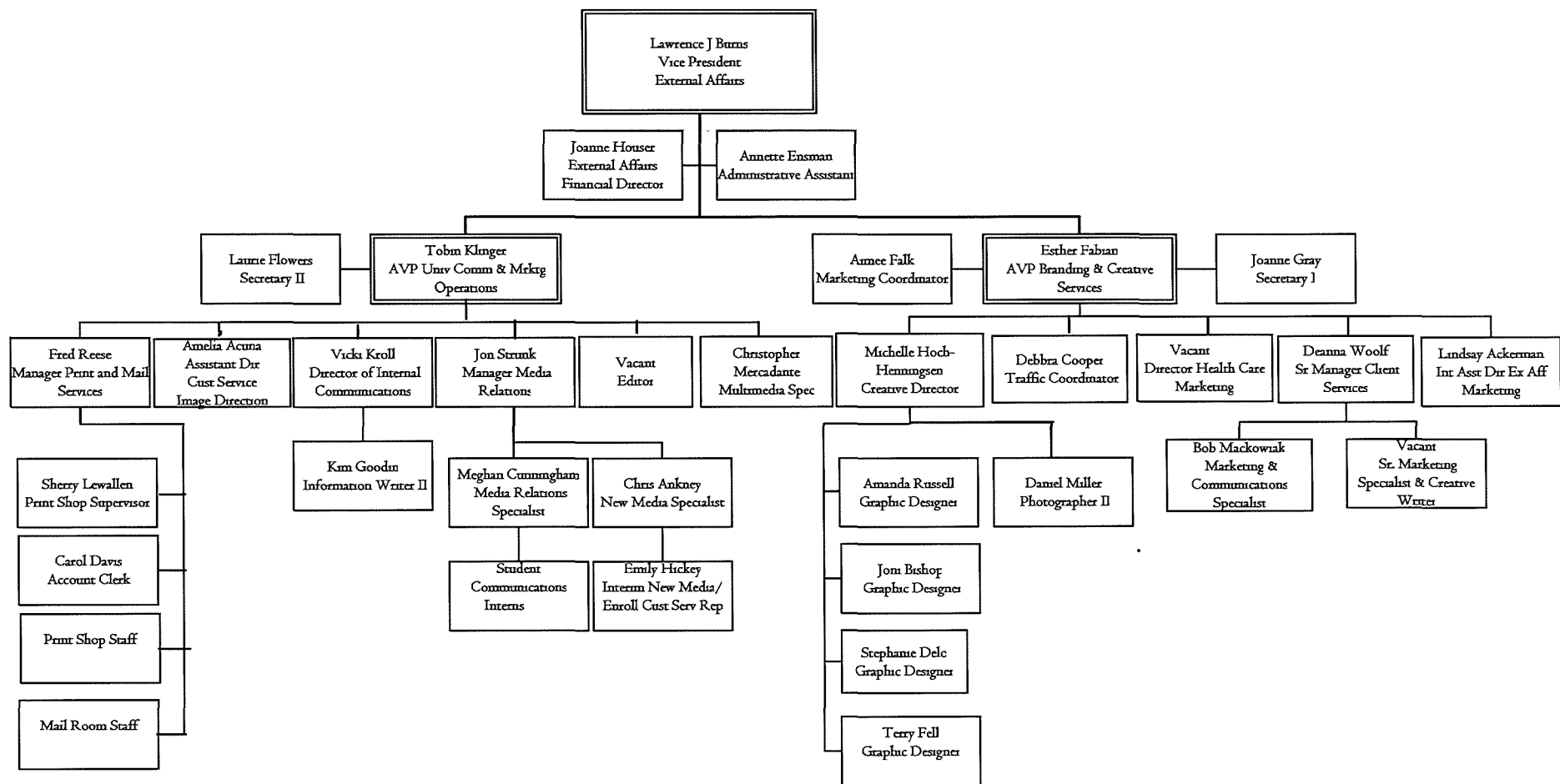
7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

See response to #3.

**The University of Toledo External Affairs
Marketing and Communications Offices**

February 2013





Reengineering Coordinating Group Responses by the

Office of Equity, Diversity, and Community Engagement

March 2013

REENGINEERING a College/Department

Office of Equity, Diversity, and Community Engagement

1. What does your college/department deliver? Outputs?

With a staff of 6 FTE and one .5 FTE, the Office of Equity, Diversity, and Community Engagement oversees the Minority Business Development Center, the Eberly Center for Women, UT Diversity Trainings for all faculty and staff, Health Science Brown Bag Women's Series, President's Lecture Series on Diversity, the UT Culture Climate Survey, guidance for college diversity plans, the President's Council on Diversity, the professional development diversity certificate program for staff, and serves as the point office for accreditation and the joint commission concerning matters on diversity.

2. Are they measurable? And how are they measured?

Yes The Minority Business Development Center and the Eberly Center for Women are not profit centers but both meet UT's Strategic Plan Goal 4 Learning Environment and Goal 6 for Outreach and Global Engagement. The MBDC is measured by the amount of member and affiliate companies, sales generated among those companies, success of grad and intern students who gain experiential learning, and number of jobs generated for the local economy. In 2012 alone, \$3.75 million was generated and 47 jobs created among 9 members and 8 affiliates. To date there are now 11 members and 9 affiliates and every assigned grad student and intern has not only gained experiences but successfully graduated and obtained employment.

The Eberly Center for Women is measured by the number of engaged and enrolled women in the provided programming, how many matriculate into UT, satisfaction levels with their on campus experience, monies brought in to support the Center, and how many individuals successfully complete degree programs. Since 1978, more than 6,000 women have utilized the Center and more than 3,500 have matriculated into UT. In the last 15 years, more than 600 women received their degrees including certificates, associates, bachelors, masters, and doctorates. In just the last year, 30 women graduated generated more than \$250,000 for UT. Over the last 19 months, the Associate Vice President has directly and assisted with raising more than \$121,000 with \$68K realized in the next 5 years. The Center also positively impacts retention by assisting those seeking help.

If further details are needed on each responsibility connected with the UT Directions Strategic Plan Goals and noted metric, please see attached sheet A.

3. Is your area meeting those metrics or expectations?

Yes and exceeded in most areas.

4. If not, what could you change to be able to meet those metrics?

Although we are meeting and exceeding originally set expectations, the metrics are sometimes tied to other areas that may not meet expectations. Suggestion here is to make sure there are clear responsibilities and expectations set for those areas knowing that they will possibly negatively impact another department.

5. In an ideal world what would your organization look like?

Personnel audits were done by the AVP on both Centers and **two** positions have been re-engineered in 2011 and were changed (Secretary to Records Management Officer and Administrative Assistant to Fiscal Specialist).

Like other large state universities (Akron, Cincinnati, OSU, Kent), a suggestion for further streamlining would be to bring all positions noted as working in the area of diversity or working with diverse populations under one management area to leverage and further streamline workforce to continue to meet the mission of the University in this area. Office of Multicultural Services, Excel, Upward Bound, ADA Compliance, and LGBT Initiatives personnel should report to AVP of OEDC to bring further support for monthly Heritage Months, diversity trainings, compliance issues, and effective retention programs focused on students of color. Currently, these areas are disconnected from each other and do not always work together leaving students without support.

- 6. Fill in your current staff into that ideal organization. Leave off those who do not fit into your ideal organization and add those positions that are needed.**

The 2011 personnel audit and re-engineering of the staff as well with the addition of more grad students and interns has assisted the diversity office be a more streamline and effective. In 2012, duties were expanded to include support for all campuses were spread among all positions. Please see org charts to showing old to newest charts.

- 7. What current tasks/processes would you eliminate and or change to achieve this ideal organization and desired outputs?**

The suggested reorganization listed in question 5.

Associate Vice President

Office of Equity, Diversity, and Community Engagement in the External Affairs Division

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?

Diversity and Community Engagement is a core value and part of the mission of UT. It supports the UT Strategic Plan and Higher Learning accreditation expectations for the institution and hospital. This role provides strategic direction and also serves at the point person for diversity trainings and community outreach for two centers.

2. Can it be absorbed by someone in your department?

No. The office has been through the re-engineering process and taken on more responsibility from other departments or areas. The office is responsible for diversity across all campuses. Due to the terminal degree and concentration in this area, the AVP also serves as a graduate faculty member and currently resides on 4 dissertation committees to assist students in their doctoral journey.

3. Is there another UT employee (either campus) that can absorb this work?

No. This was examined during the re-engineering process. Also, it is recommended that other departments focused on diverse populations be managed by this department to maximize resources.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

This was examined in 2011 and 2012 after the personnel audits were done on all the OEDC positions. Three work study students, two graduate students, and two interns have been added to allow them that hands-on learning experience.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

Not sure who would do the outreach in these specific diverse communities. Much of the work the position and other OEDC positions fulfill accreditation requirements that request diversity information from UT.

- 6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.**

Personnel Audits and position re-engineering was done on all OEDC positions in 2011 when the Eberly Center for Women (ECW) became part of the office responsibility. Also the expansion of the ECW to support Health Science Campus was also absorbed into the department and two jobs were changed (Secretary to Records Management Officer and Administrative Assistant to Fiscal Specialist) in 2012. and expanded duties to include support for all campuses was given to each of the individuals. As stated in other documents, the Office has been narrowed down to six FTEs and one .5 FTE and student workers including three Grad Students and three work study students are employed. The position of Director of Diversity and Grants Programs was eliminated.

- 7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?**

Each job is unique and requires advanced trainings, certifications, and in some positions certain degrees to fulfill. Grants, Ohio regulations and accreditation for both main and the hospital also require knowledge in diversity areas that these individuals have obtained.

Specifically, this position has been trained, along with the other OEDC staff, through a series of professional development programs by the National Diversity Council and the Ohio Diversity Officers Collaborative. Since all members of the OEDC staff are in roles that work directly with the public, this position has conducted UTs own Diversity Training Workshops, and has been trained from workshops in the Culture Building Institute, Safe Places Training, ALICE Training, and First Aid CPR certification classes.

Program Manager

Office of Equity, Diversity, and Community Engagement in the External Affairs Division

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?

Diversity and Community Engagement is a core value and part of the mission of UT. It supports the UT Strategic Plan and Higher Learning accreditation expectations for the institution and hospital.

The Program Manager manages all programming and oversees the facilitators for Eberly Center for Women. The Center is a portal of entry for at least 600 women who came through the center and successfully completed a certificate or degree program at UT. Last year, nearly 30 successfully completed their programs with at least a \$260,000 coming into UT. The Program Manager also coordinates the Culture Building Institute and the new UT professional development diversity certificate program.

2. Can it be absorbed by someone in your department?

No. The office has been through the re-engineering process and taken on more responsibility from other departments or areas. The office is responsible for diversity across all campuses. The Program Manager recently took on creation and coordination of Brown Bags for the Health Science Campus.

3. Is there another UT employee (either campus) that can absorb this work?

No. This was examined during the re-engineering process.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

This was examined in 2011 and 2012 after the personnel audits were done on all the OEDC positions. The Program Manager position must have years of experience in setting effective programming that reaches both traditional and nontraditional potential students. The current individual served in a number of capacities at UT including being the Assistant Dean of Students and manager over a number of employees.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

Not sure who would fulfill accreditation requirements that request diversity information from UT and aid current and potential students. Much of the work the position and other OEDC positions fulfill accreditation requirements that request diversity information from UT.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

Personnel Audits and position re-engineering was done on all OEDC positions in 2011 when the Eberly Center for Women (ECW) became part of the office responsibility. Also the expansion of the ECW to support Health Science Campus was also absorbed into the department and two jobs were changed (Secretary to Records Management Officer and Administrative Assistant to Fiscal Specialist) in 2012. and expanded duties to include support for all campuses was given to each of the individuals. The Office has been narrowed down to five FTEs and one .5 FTE and student workers including three Grad Students and three work study students are employed. The position of Director of Diversity and Grants Programs was eliminated.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

Each job is unique and requires advanced trainings, certifications, and in some positions certain degrees to fulfill. Grants, Ohio regulations and accreditation for both main and the hospital also require knowledge in diversity areas that these individuals have obtained. Currently, the Program Manager is coordinating the UT Understanding Islam grant.

Specifically, this position has been trained, along with the other OEDC staff, through a series of professional development programs by the National Diversity Council and the Ohio Diversity Officers Collaborative. Since all members of the OEDC staff are in roles that work directly with the public, this position has conducted UTs own Diversity Training Workshops, and has been trained from workshops in the Culture Building Institute, Safe Places Training, ALICE Training, and First Aid CPR certification classes.

Diversity Resource Specialist

Office of Equity, Diversity, and Community Engagement in the External Affairs Division

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?

Diversity and Community Engagement is a core value and part of the mission of UT. It supports the UT Strategic Plan and Higher Learning accreditation expectations for the institution and hospital.

The Diversity Resource Specialist manages and coordinates the day-to-day operations including community outreach boards working with diverse groups and committees with site locations, minutes, and announcements. Sets up and manages grad students and interns for experiential learning. The Diversity Resource Specialist sits on community committees representing UT that handles sensitive information like that of the United Pastors Groups and will be the liaison sitting on the Toledo School for the Performing Arts.

2. Can it be absorbed by someone in your department?

No. The office has been through the re-engineering process and taken on more responsibility from other departments or areas. The office is responsible for diversity across all campuses.

3. Is there another UT employee (either campus) that can absorb this work?

No. This was examined during the re-engineering process.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

This was examined in 2011 and 2012 after the personnel audits were done on all the OEDC positions. The Diversity Resource Specialist oversees many of the students who report to both the Eberly Center and the Minority Business Development Center.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

Not sure who would do the outreach in these specific diverse communities. Much of the work the position and other OEDC positions fulfill accreditation requirements that request diversity information from UT.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

Personnel Audits and position re-engineering was done on all OEDC positions in 2011 when the Eberly Center for Women (ECW) became part of the office responsibility. Also the expansion of the ECW to support Health Science Campus was also absorbed into the department and two jobs were changed (Secretary to Records Management Officer and Administrative Assistant to Fiscal Specialist) in 2012. and expanded duties to include support for all campuses was given to each of the individuals. The Office has been narrowed down to six FTEs and one .5 FTE and student workers including three Grad Students and three work study students are employed. The position of Director of Diversity and Grants Programs was eliminated.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

Each job is unique and requires advanced trainings, certifications, and in some positions certain degrees to fulfill. Grants, Ohio regulations and accreditation for both main and the hospital also require knowledge in diversity areas that these individuals have obtained.

Specifically, this position has been trained, along with the other OEDC staff, through a series of professional development programs by the National Diversity Council and the Ohio Diversity Officers Collaborative. Since all members of the OEDC staff are in roles that work directly with the public, this position has conducted UTs own Diversity Training Workshops, and has been trained from workshops in the Culture Building Institute, Safe Places Training, ALICE Training, and First Aid CPR certification classes.

Records Management Officer

Office of Equity, Diversity, and Community Engagement in the External Affairs Division

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?

Diversity and Community Engagement is a core value and part of the mission of UT. It supports the UT Strategic Plan and Higher Learning accreditation expectations for the institution and hospital.

The Records Management Officer serves as the main front desk person for the Eberly Center for Women. The person was re-engineered from a Secretary to a Records Management Officer because UT was not tracking or engaging the number of potential students that came through the Eberly. Also, UT was not keeping graduates engaged for financial cultivation. Since this position was re-engineered and put in place, more than 6,000 women have been found of which more than 3,000 graduated from UT.

2. Can it be absorbed by someone in your department?

No. The office has been through the re-engineering process and taken on more responsibility from other departments or areas. The office is responsible for diversity across all campuses. The Records Management Officer runs all the reports for diversity tracking on the required training and educates others on the Web report library.

3. Is there another UT employee (either campus) that can absorb this work?

No. This was examined during the re-engineering process.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

This was examined in 2011 and 2012 after the personnel audits were done on all the OEDC positions. Due to the sensitivity and confidentiality of information handling in Banner, a volunteer or student should not handle these records. Since 80-85% of the Eberly Center traffic is nontraditional, potential students who may be in crisis, it would not be wise to place a student as a main point of contact for that individual. As stated, this was examined before.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

Not sure who would do the outreach in these specific diverse communities. Much of the work the position and other OEDC positions fulfill accreditation requirements that request diversity information from UT.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

Personnel Audits and position re-engineering was done on all OEDC positions in 2011 when the Eberly Center for Women (ECW) became part of the office responsibility. Also the expansion of the ECW to support Health Science Campus was also absorbed into the department and two jobs were changed (Secretary to Records Management Officer and Administrative Assistant to Fiscal Specialist) in 2012. and expanded duties to include support for all campuses was given to each of the individuals. The Office has been narrowed down to six FTEs and one .5 FTE and student workers including three Grad Students and three work study students are employed. The position of Director of Diversity and Grants Programs was eliminated.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

Each job is unique and requires advanced trainings, certifications, and in some positions certain degrees to fulfill. Grants, Ohio regulations and accreditation for both main and the hospital also require knowledge in diversity areas that these individuals have obtained.

Specifically, this position has been trained, along with the other OEDC staff, through a series of professional development programs. Since all members of the OEDC staff are in roles that work directly with the public, this position has been trained in UT's own Diversity Training Workshops, the Culture Building Institute, Safe Places Training, ALICE Training, and First Aid CPR certification classes.

Fiscal Specialist

Office of Equity, Diversity, and Community Engagement in the External Affairs Division

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?

Diversity and Community Engagement is a core value and part of the mission of UT. It supports the UT Strategic Plan and Higher Learning accreditation expectations for the institution and hospital.

The Fiscal Specialist was re-engineered from an Administrative Assistant position. This position now does all timely reconciliations of accounts as well as financial reporting, monitoring and collection of rents for the Minority Business Development Center. He also handles and manages all funds from the Eberly Center for Women including foundation accounts that include endowments, investment earnings, and spendables. A number of scholarships are also monitored by the Fiscal Specialist. Before this position was created, tracking was poor and not timely. Recently, the position added outreach and community engagement and will represent the University on the Lucas County Metropolitan Housing Authority committee.

2. Can it be absorbed by someone in your department?

No. The office has been through the re-engineering process and taken on more responsibility from other departments or areas. The office is responsible for diversity across all campuses.

3. Is there another UT employee (either campus) that can absorb this work?

No. This was examined during the re-engineering process.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

This was done in 2012 after the personnel audits were done.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

Not sure who would fulfill the financial tracking requirements for the foundation for receiving and handling of incoming monies.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

Personnel Audits and position re-engineering was done on all OEDC positions in 2011 when the Eberly Center for Women (ECW) became part of the office responsibility. Also the expansion of the ECW to support Health Science Campus was also absorbed into the department and two jobs were changed (Secretary to Records Management Officer and Administrative Assistant to Fiscal Specialist) in 2012. and expanded duties to include support for all campuses was given to each of the individuals. The Office has been narrowed down to six FTEs and one .5 FTE and student workers including three Grad Students and three work study students are employed. The position of Director of Diversity and Grants Programs was eliminated.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

Each job is unique and requires advanced trainings, certifications, and in some positions certain degrees to fulfill. Grants, Ohio regulations and accreditation for both main and the hospital also require knowledge in diversity areas that these individuals have obtained.

The Fiscal Specialist is an accountant and well versed in money handling procedures. Specifically, this position has been trained, along with the other OEDC staff, through a series of professional development programs by the National Diversity Council and the Ohio Diversity Officers Collaborative. Since all members of the OEDC staff are in roles that work directly with the public, this position has been trained in the Diversity Training workshop, the Culture Building Institute, Safe Places Training, ALICE Training, and First Aid CPR certification classes.

Records Management Officer

Office of Equity, Diversity, and Community Engagement in the External Affairs Division

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?

Diversity and Community Engagement is a core value and part of the mission of UT. It supports the UT Strategic Plan and Higher Learning accreditation expectations for the institution and hospital.

The Records Management Officer serves as the main front desk person for the Eberly Center for Women. The person was re-engineered from a Secretary to a Records Management Officer because UT was not tracking or engaging the number of potential students that came through the Eberly. Also, UT was not keeping graduates engaged for financial cultivation. Since this position was re-engineered and put in place, more than 6,000 women have been found of which more than 3,000 graduated from UT.

2. Can it be absorbed by someone in your department?

No. The office has been through the re-engineering process and taken on more responsibility from other departments or areas. The office is responsible for diversity across all campuses. The Records Management Officer runs all the reports for diversity tracking on the required training and educates others on the Web report library.

3. Is there another UT employee (either campus) that can absorb this work?

No. This was examined during the re-engineering process.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

This was examined in 2011 and 2012 after the personnel audits were done on all the OEDC positions. Due to the sensitivity and confidentiality of information handling in Banner, a volunteer or student should not handle these records. Since 80-85% of the Eberly Center traffic is nontraditional, potential students who may be in crisis, it would not be wise to place a student as a main point of contact for that individual. As stated, this was examined before.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

Not sure who would do the outreach in these specific diverse communities. Much of the work the position and other OEDC positions fulfill accreditation requirements that request diversity information from UT.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

Personnel Audits and position re-engineering was done on all OEDC positions in 2011 when the Eberly Center for Women (ECW) became part of the office responsibility. Also the expansion of the ECW to support Health Science Campus was also absorbed into the department and two jobs were changed (Secretary to Records Management Officer and Administrative Assistant to Fiscal Specialist) in 2012. and expanded duties to include support for all campuses was given to each of the individuals. The Office has been narrowed down to six FTEs and one .5 FTE and student workers including three Grad Students and three work study students are employed. The position of Director of Diversity and Grants Programs was eliminated.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

Each job is unique and requires advanced trainings, certifications, and in some positions certain degrees to fulfill. Grants, Ohio regulations and accreditation for both main and the hospital also require knowledge in diversity areas that these individuals have obtained.

Specifically, this position has been trained, along with the other OEDC staff, through a series of professional development programs. Since all members of the OEDC staff are in roles that work directly with the public, this position has been trained in UT's own Diversity Training Workshops, the Culture Building Institute, Safe Places Training, ALICE Training, and First Aid CPR certification classes.

Community Outreach Manager

Office of Equity, Diversity, and Community Engagement in the External Affairs Division

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?

Diversity and Community Engagement is a core value and part of the mission of UT. It supports the UT Strategic Plan and Higher Learning accreditation expectations for the institution and hospital. Since the Community Outreach Manager is also charged with fundraising and coordination of marketing efforts for the OEDC office, this position is critical for UT's stability in outreach and recruitment efforts.

2. Can it be absorbed by someone in your department?

No. The office has been through the re-engineering process and taken on more responsibility from other departments or areas. The office is responsible for diversity across all campuses and marketing and communication coordination for the entire office.

The Community Outreach manager also serves as the point person for requests for the live diversity trainings that are required for all faculty and staff. She manages the initiatives for the volunteers and the students so that they can gain experiential learning opportunities. She aids and serves as the point person in the recruitment of nearly 100 direct from high school female students through the women in science and engineering program each year. She also serves on a number of community driven committees that need UT representation (ie. Erase the Hate and the Women of the World committee). She is also the main event coordinator for the Eberly Center fundraising events that bring in more than \$30,000 to the University each year.

3. Is there another UT employee (either campus) that can absorb this work?

No. This was examined during the re-engineering process.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

Two work study and one intern were brought in to handle the over flow of work load. This was examined in 2011 and 2012 after the personnel audits were done on all the OEDC positions.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

Not sure who would coordinate accreditation requirements that request diversity information from UT.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

Personnel Audits and position re-engineering was done on all OEDC positions in 2011 when the Eberly Center for Women (ECW) became part of the office responsibility. Also the expansion of the ECW to support Health Science Campus was also absorbed into the department and two jobs were changed (Secretary to Records Management Officer and Administrative Assistant to Fiscal Specialist) in 2012. and expanded duties to include support for all campuses was given to each of the individuals. The Office has been narrowed down to six FTEs and one .5 FTE and student workers including three Grad Students and three work study students are employed.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

Each job is unique and requires advanced trainings, certifications, and in some positions certain degrees to fulfill. There is no duplication of job duties. Grants, Ohio regulations and accreditation for both main and the hospital also require knowledge in diversity areas that these individuals have obtained.

Specifically, this position has been trained, along with the other OEDC staff, through a series of professional development programs by the National Diversity Council and the Ohio Diversity Officers Collaborative. Since all members of the OEDC staff are in roles that work directly with the public, this position has conducted UTs own Diversity Training Workshops, and has been trained from workshops in the Culture Building Institute, Safe Places Training, ALICE Training, and First Aid CPR certification classes.

Minority Business Development Center

Office of Equity, Diversity, and Community Engagement in the External Affairs Division

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?

Diversity and Community Engagement is a core value and part of the mission of UT. It supports the UT Strategic Plan and Higher Learning accreditation expectations for the institution and hospital. As highlighted in the UT Board of Trustees meeting on Monday, March 11, 2013, the Minority Business Development Center is a critical component to Goal 6 of Outreach and Engagement and has 11 members and 9 affiliates with 3 additional companies in the pipeline. \$3.75 million was generated in sales revenue from participating companies last year and 44 jobs were created.

2. Can it be absorbed by someone in your department?

No. The MBDC is too large and the companies pay rent to be supported from the part-time position. All graduate and interns connected with the center also have a need to gain their experiential learning from those companies. Expectation from community partners such as the NAACP, Port Authority, African American Chamber, and Hispanic Chamber of Commerce is that any monies generated from the Center will be reinvested back into the center. The University of Toledo has agreed to supplement the budget of the part-time position as part of its commitment to the minority business community.

3. Is there another UT employee (either campus) that can absorb this work?

No. Mr. Erik Johnson is also one of two individuals in Northwest Ohio licensed to aid minority businesses with state certification. The other individual works for the Toledo Chamber of Commerce and frequently assists Mr. Johnson. Actually, more can be done here in this area if another part-time position was hired.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

There are already students involved with these companies and have been since 2009.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

There is no one else recognized by the state to do the certifications nor is there another person noted at UT who can do the counseling of these companies with their unique business challenges.

- 6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.**

Personnel Audits and position re-engineering was done on all OEDC positions in 2011 when the Eberly Center for Women (ECW) became part of the office responsibility. Mr. Johnson was also asked to lead the new Entrepreneurship U classes which he is doing now at the Eberly Center for Women. 15 women are currently enrolled.

- 7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?**

Each job is unique and requires advanced trainings, certifications, and in some positions certain degrees to fulfill. Grants, Ohio regulations, accreditation, and in this case with Mr. Johnson licenses, requires knowledge in diversity areas that this individual has obtained.

Specifically, this position has been trained, along with the other OEDC staff, through a series of professional development programs by the National Diversity Council and the Ohio Diversity Officers Collaborative. Since all members of the OEDC staff are in roles that work directly with the public, this position has conducted UTs own Diversity Training Workshops, and has been trained from workshops in the Culture Building Institute, Safe Places Training, ALICE Training, and First Aid CPR certification classes.

Director of Diversity

NOTE: Recently Job was eliminated and last day is April 5, 2013. \$61,075 cut that includes both salary and benefits. This is **11.4% of the total salary and benefits** budgeted to the Office of Equity, Diversity, and Community Engagement

Office of Equity, Diversity, and Community Engagement in the External Affairs Division

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

1. Why does this work need to be done at all?

Diversity and Community Engagement is a core value and part of the mission of UT. It supports the UT Strategic Plan and Higher Learning accreditation expectations for the institution and hospital.

2. Can it be absorbed by someone in your department?

Some of the work was absorbed but the grant and funding source research was ended. The office has been through the re-engineering process and taken on more responsibility from other departments or areas. The office is responsible for diversity across all campuses.

3. Is there another UT employee (either campus) that can absorb this work?

The Program Manager absorbed the only grant work. Story writing and research was ended.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

The grant would not allow for a nonemployee or non-credentialed individual to manage.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

Work will not be done.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.
((Please see attached three charts September 2011, February 2012, and March 2013))

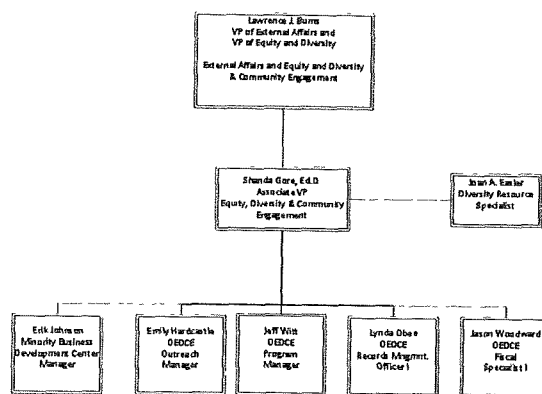
Personnel Audits and position re-engineering was done on all OEDC positions in 2011 when the Eberly Center for Women (ECW) became part of the office responsibility. Also the expansion of the ECW to support Health Science Campus was also absorbed into the department and two jobs were changed (Secretary to Records Management Officer and Administrative Assistant to Fiscal Specialist) in 2012. and expanded duties to include support for all campuses was given to each of the individuals. The Office has been narrowed down to five FTEs and one .5 FTE and student workers including three Grad Students and three work study students are employed. The position of Director of Diversity and Grants Programs was thus eliminated. As noted, this is a 11.4% cut of the total personnel budgeted for Equity, Diversity, and Community Engagement.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

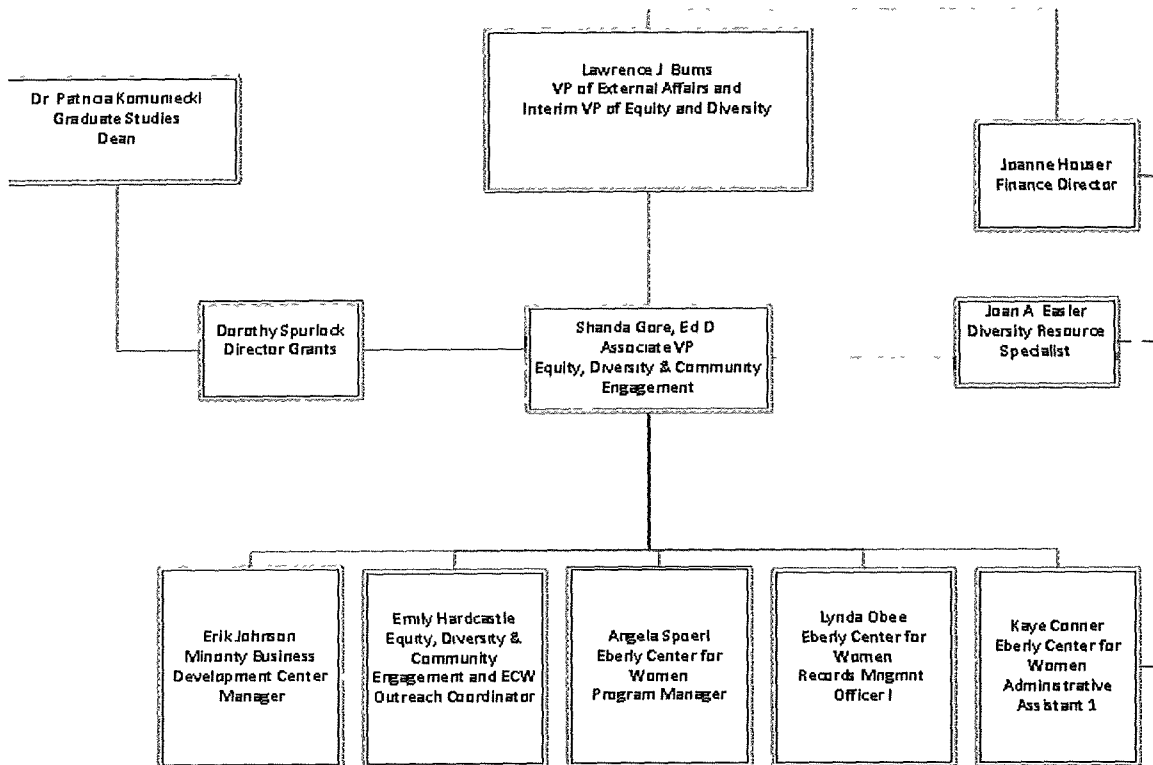
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THE UNIVERSITY OF TOLEDO

MARCH 2013



FEBRUARY 13, 2012



Reengineering Coordinating Group Responses by the

Center for Creative Instruction

March 2013

REENGINEERING a College/Dept.

Center for Creative Instruction (CCI)

1. What does your college/department deliver? Outputs?

The Center for Creative Instruction (CCI) is a multimedia development center that is dedicated to developing and implementing innovative technologies. CCI has a broad and diverse impact on the University of Toledo beginning with Enrollment Services which in many ways is the most important financial barometer of our university. CCI works with Enrollment Services, Financial Aid, and all of the colleges as it relates to their enrollment websites and key strategic enrollment initiatives. As the university develops, a more robust and innovative on-line enterprise for enrollment CCI's participation will be critical.

Another major priority of CCI staff is to support the University of Toledo Medical Center. This involvement includes patient recruitment and physician outreach.

The CCI is a dynamic element of the Division of External Affairs. This organizational "fit" is a natural placement along with University Branding, Marketing, Diversity and Community Outreach. Although organizationally CCI is within External Affairs it really operates as a university wide resource. This matrix organizational structure has worked for several years based upon the CCI leadership and team members and their belief in institutional goals.

Additionally, CCI is a technical partner with faculty and researchers to enhance classroom teaching, continuing education and partnerships with other universities and community members, as well as, other grant project opportunities. Projects include creating multimedia and educational components for online courses and training, product development, and custom application development.

2. Are they measurable? And how are they measured?

- Web site statistics and the number of trained CMS users
- Assessments and feedback for online training modules
- Improved access to physician information by converting inquiries into new patients utilizing the UTMC web site and physician directory.
- Effectiveness of the admission web site would be measurable by the number of requests for information, number of admitted students, and number of enrolled students.
- Effectiveness of partnerships with Integrated Marketing & Communication on recruitment campaigns such as the Detroit athletic signage would be measurable by the increased number of students who are applying and enrolling from Michigan.
- McGraw-Hill Anatomy & Physiology Revealed Royalties and contracts
- Dollar amount for other external contracts (i.e. Buyvite, Venture Med, VA Hospital, Toledo Lucas County Health Department)
- Dollar amount of grant funded initiatives (i.e. CLIMATE project funded by NASA, iMOLD project funded by NSF)

- Effectiveness of the collaboration with IISC phase 1 would be measureable by the number of 3D objects and educational modules developed.

3. Is your area meeting those metrics or expectations?

Yes.

While we are meeting expectations, we anticipate that in the near future the CCI will need additional staff in order to meet new expectations for developing 3D educational content in collaboration with the Interprofessional Immersive Simulation Center (IISC) as phase 2 becomes a reality.

4. If not, what could you change to be able to meet those metrics?

Hire additional staff in order to meet these new expectations for developing 3D educational content in collaboration with the IISC.

5. In an ideal world what would your organization look like?

There are tremendous opportunities with an expanding CCI/IISC collaboration. In order to meet these new expectations, the CCI will need to become deeper in certain areas such as 3D animation.

6. Fill in your current staff into that ideal organization. Leave off those who do not fit into your ideal organization and add those positions that are needed.

See attached organization charts. January 2013 is current and March 2013 is proposed.

7. What current tasks/processes would you eliminate and or change to achieve this ideal organization and desired outputs?

Current tasks would not need to change significantly.

But, CCI would need to become more focused in the area of immersive environments. We would produce more 3D educational modules, objects, products, and holographic videos. Therefore, elimination of some work-for-hire external contracts may be necessary in order to concentrate on helping IISC be a center of excellence.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

DIRECTOR, CENTER FOR CREATIVE INSTRUCTION

1. Why does this work need to be done at all?

The Director of the Center of Creative Instruction is a critical position managing a 14 person team of professional technology and software experts, medical illustrators, web developers, 3D animators, and multimedia specialists. This team, under the leadership of a director, is dedicated to developing and implementing innovative technologies to benefit The University of Toledo's mission as a leader in learning, discover and engagement. The Director of CCI manages personnel, budget, assessment of project priorities in light of the University's strategic plan, collaborating with administration, development of innovative education solutions, and supporting the efforts of the Division of External Affairs. Additionally, the Director manages external relationships and projects with publishers and business partners of the University.

2. Can it be absorbed by someone in your department?

No. The Director of the CCI retired on 12/21/2012. The Manager of Software Engineering was recently promoted to Director. The Director assumed all the duties and responsibilities that were handled by the previous Director in addition to performing many of the duties and responsibilities of the former Manager of Software Engineering position that was then abolished.

3. Is there another UT employee (either campus) that can absorb this work?

No. The CCI is a unique center that provides many critical services to the university as well as produces external products in collaboration with publishers and other partners that are on the marketplace. It is critical that a highly experienced individual with technology, product development, and management experience fill this role.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

No. The Center for Creative Instruction already has a long history of mentoring students as full time co-op students, part time interns and volunteers to supplement its staffing and project teams as well as to be a leader in UT's mission of service learning. Our web development internships can currently be taken as independent study/internship credit in the College of Business and Innovation.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

This work would not be done and would jeopardize the ability of the CCI to continue to provide ongoing strategic development in the areas of enrollment, university marketing and communications, patient recruitment, physician outreach, online education modules, web, and product development.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

The Center for Creative Instruction recently reorganized to accommodate the loss of 2 FTE positions. Already working short staffed, CCI strategically reviewed projects to focus on those that most meet the university's key objectives, eliminated complexity to some projects, and adjusted timelines on others. CCI will need to continue to align its staffing to meet the demand of projects and needs of the university.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

No. The current Director is the logical employee in terms of experience, both technically and supervisory, to continue and maintain the creativity, technology development, project management, and operations within the CCI.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

SOFTWARE ENGINEER

1. Why does this work need to be done at all?

The Software Engineer position creates innovative software solutions that support enrollment initiatives, online education modules, patient recruitment, physician outreach, and product development (e.g. Anatomy & Physiology Revealed). These duties have a broad and diverse impact on the University of Toledo.

2. Can it be absorbed by someone in your department?

No. The Manager of Software Engineering position was recently abolished due to a promotion to the position of Director of the Center for Creative Instruction. Many of the duties and responsibilities were absorbed by the Software Engineers above and beyond their existing responsibilities.

3. Is there another UT employee (either campus) that can absorb this work?

No. The Software Engineers collectively bring close to 40 years of experience to the university and department. These positions provide many critical services to the university that require experienced employees in the area of technology, web application and product development.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

No. The Center for Creative Instruction already has a long history of mentoring students as full time co-op students, part time interns and volunteers to supplement its staffing and project teams as well as to be a leader in UT's mission of service learning. Our web development internships can currently be taken as independent study/internship credit in the College of Business and Innovation.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

The work would not get done jeopardizing the ability of enrollment to continue to recruit new students using innovative technology, development of high-end educational modules, ability to grow our McGraw-Hill partnership, and the delivery of web content through the following portals utoledo.edu, utmc.utoledo.edu, and myut.utoledo.edu which are all managed and supported by these positions.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

The Center for Creative Instruction recently reorganized to accommodate the loss of 2 FTE positions. Already working short staffed, CCI strategically reviewed projects to focus on those that most meet the university's key objectives, eliminated complexity to some projects, and adjusted timelines on others. CCI will need to continue to align its staffing to meet the demand of projects and needs of the university.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

There is not another UT employee who has the educational background, breadth of experience, and strong problem solving abilities to seamlessly manage the broad expectations that are required to work in the Center for Creative Instruction and operate as a university wide resource.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

3D Animator

1. Why does this work need to be done at all?

The 3D Animator is responsible for creating detailed models with anatomical characteristics, property dynamics and motion paths that emulate physiological properties. This position is a valuable resource and integral part of the Interprofessional Immersive Simulation Center (IISC).

2. Can it be absorbed by someone in your department?

A 3D Animator requires a skill set of engineering design and fine art with experience in generating 3D models, surface rendering, shading, highlighting, shadowing, property dynamics and fluid dynamics particularly in the field of health care education. There is no one within the department with these skill sets.

3. Is there another UT employee (either campus) that can absorb this work?

There is no one within the university with these particular skill sets or the availability to absorb this work.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

Currently, we employ a 3D animator student intern who is being mentored and managed by the individual in this position. A student does not come with the skill set or the time to effectively and efficiently perform all the work that is required by CCI and IISC projects.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

The work would not get done, therefore jeopardizing the ability to support the development of online education modules for both main campus and health science campus initiatives, 2D/3D animations for Anatomy & Physiology Revealed and other CCI and IISC projects.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

The Center for Creative Instruction recently reorganized to accommodate the loss of 2 FTE positions. Already working short staffed, CCI strategically reviewed projects to focus on those

that most meet the university's key objectives, eliminated complexity to some projects, and adjusted timelines on others. CCI will need to continue to align its staffing to meet the demand of projects and needs of the university.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

No. This position comes with unique knowledge of 2D/3D animation, creative design, anatomy and physiology concepts which I do not believe exist elsewhere at the university.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

Medical Illustrator

1. Why does this work need to be done at all?

Provides creative and educational use of medical illustration in support of CCI projects (i.e. Anatomy & Physiology Revealed). Develop and create illustrations in both traditional and digital media for use in CCI's technology and interactive web projects and to support medical education projects.

2. Can it be absorbed by someone in your department?

No. It would not be possible to provide adequate medical and biological illustration services for the university without this position nor would any other staff member have the time.

3. Is there another UT employee (either campus) that can absorb this work?

No. There are currently no individuals who could fill this position due to the lack of education, preparation, and skills developed over time.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

Currently, we employ a medical illustration student intern. A student does not come with the skill set, training, or the time to effectively and efficiently perform all the work that is required by CCI and IISC projects.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

This work would not be done and would jeopardize the ability of the University of Toledo to continue its partnership with publishers such as McGraw-Hill, develop online education modules, advancement of IISC partnerships, and facilitate product development with faculty and external clients.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

The Center for Creative Instruction recently reorganized to accommodate the loss of 2 FTE positions. Already working short staffed, CCI strategically reviewed projects to focus on those

that most meet the university's key objectives, eliminated complexity to some projects, and adjusted timelines on others. CCI will need to continue to align its staffing to meet the demand of projects and needs of the university.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

No. This position comes with unique knowledge of medical and biological illustration, creative design, anatomy and physiology concepts which I don't believe exist elsewhere at the university.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

Web Development Coordinator

1. Why does this work need to be done at all?

This position is the digital and graphic interface designer leading creative, innovate and novel approaches to supporting UT's web presence and strategic interactive web projects that focus on marketing and recruitment of students and services at The University of Toledo. Additionally this position supports innovative education solutions and other external partners of UT (i.e. McGraw-Hill).

2. Can it be absorbed by someone in your department?

No. With the increase of needs to build interactive web, marketing and education solutions at UT, our team is stretched to meet the needs of the university.

3. Is there another UT employee (either campus) that can absorb this work?

No. A Web Development Coordinator has a unique skill set that combines a strong knowledge of technology (i.e. HTML5, Responsive Design), interface design, marketing and ability to work in a wide variety of software programs.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

The Center for Creative Instruction already has a long history of mentoring students as full time co-op students, part time interns and volunteers to supplement its staffing and project teams as well as to be a leader in UT's mission of service learning. Our web development internships can currently be taken as independent study/internship credit in the College of Business and Innovation.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

Since there are no other internal resources for this level of interactive interface design it is likely that some projects would not get taken on or completed, other projects would be scaled back to eliminate the need for an interactive interface design and other projects.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

The Center for Creative Instruction recently reorganized to accommodate the loss of 2 FTE positions. Already working short staffed, CCI strategically reviewed projects to focus on those that most meet the university's key objectives, eliminated complexity to some projects, and adjusted timelines on others. CCI will need to continue to align its staffing to meet the demand of projects and needs of the university.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

None known. A Web Development Coordinator is a unique skill that combines a strong knowledge of technology (i.e. HTML5, Responsive Design), interface design, marketing and ability to work in a wide variety of software programs.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

Multimedia Specialist

1. Why does this work need to be done at all?

This position is the digital and graphic interface designer leading creative, innovate and novel approaches to supporting UT's web presence and strategic interactive web projects that focus on marketing and recruitment of students and services at The University of Toledo. Additionally this position supports innovative education solutions and other external partners of UT (i.e. McGraw-Hill).

2. Can it be absorbed by someone in your department?

No. With the increase of needs to build interactive web, marketing and education solutions at UT, our team is stretched to meet the needs of the university.

3. Is there another UT employee (either campus) that can absorb this work?

No. A Multimedia Specialist has a unique skill set that combines a strong knowledge of technology (i.e. HTML5, Responsive Design), interface design, marketing and ability to work in a wide variety of software programs.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

The Center for Creative Instruction already has a long history of mentoring students as full time co-op students, part time interns and volunteers to supplement its staffing and project teams as well as to be a leader in UT's mission of service learning. Our web development internships can currently be taken as independent study/internship credit in the College of Business and Innovation.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

If not approved, the working relationship with McGraw-Hill would be jeopardized since we would be less able to meet our contractual obligations. Since there are no other internal resources for this level of interactive interface design it is likely that some projects would not get

taken on or completed, other projects would be scaled back to eliminate the need for an interactive interface design and other projects.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

The Center for Creative Instruction recently reorganized to accommodate the loss of 2 FTE positions. Already working short staffed, CCI strategically reviewed projects to focus on those that most meet the university's key objectives, eliminated complexity to some projects, and adjusted timelines on others. CCI will need to continue to align its staffing to meet the demand of projects and needs of the university.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

None known. A Multimedia Specialist has unique skills that combines a strong knowledge of technology (i.e. HTML5, Responsive Design), interface design, marketing and ability to work in a wide variety of software programs.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

Web Development Coordinator

1. Why does this work need to be done at all?

This position provides leadership and support for the management of third-party web applications being used on the UT web sites, manages content development on the myUT portal presence, supports the Anatomy & Physiology Revealed team, and other CCI projects.

2. Can it be absorbed by someone in your department?

There is no one else within CCI that has the appropriate training to do these duties or the time.

3. Is there another UT employee (either campus) that can absorb this work?

I am not aware of another employee at this time who could effectively and efficiently absorb this amount of work to support the projects in the Center for Creative Instruction.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

The Center for Creative Instruction already has a long history of mentoring students as full time co-op students, part time interns and volunteers to supplement its staffing and project teams as well as to be a leader in UT's mission of service learning. Our web development internships can currently be taken as independent study/internship credit in the College of Business and Innovation.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

There would be no one to provide replacement for this position should it be eliminated. Support for faculty and staff for the portal would likely be discontinued and support with third party applications would be limited. This position also manages the 400+ user accounts for OmniUpdate, the content management system supporting the UT web site, which would be gravely effected without this position.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

The Center for Creative Instruction recently reorganized to accommodate the loss of 2 FTE positions. Already working short staffed, CCI strategically reviewed projects to focus on those that most meet the university's key objectives, eliminated complexity to some projects, and adjusted timelines on others. CCI will need to continue to align its staffing to meet the demand of projects and needs of the university.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

No. This position requires someone with experience in project management, software applications and understanding of the products CCI has developed for McGraw Hill and other publishers and businesses.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

Director, Web Development

1. Why does this work need to be done at all?

This position provides leadership, management and coordination of strategic online initiatives for the University of Toledo web presence and interactive projects. It also manages the web team and works closely with the Center for Creative Instruction, Marketing and Communications and Provost Office and Colleges to meet the strategic objectives of the UT Strategic Plan. This type of leadership position is necessary to ensure an innovative and progressive web and interactive presence for enrollment and strategic initiatives for the University.

2. Can it be absorbed by someone in your department?

No. There is no one else within CCI that has the appropriate training to perform all of these duties or the time.

3. Is there another UT employee (either campus) that can absorb this work?

No. Providing leadership, management and coordination of strategic online initiatives for the University of Toledo web presence and interactive projects is a full time position.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

The Center for Creative Instruction already has a long history of mentoring students as full time co-op students, part time interns and volunteers to supplement its staffing and project teams as well as to be a leader in UT's mission of service learning. Our web development internships can currently be taken as independent study/internship credit in the College of Business and Innovation.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

While UT could continue to host the UT web sites and all the interactive elements managed by web development, the ongoing strategic development of UT and UTMC web sites and management of the 400+ users of OmniUpdate and third party applications would be

compromised. Additionally, as a collaborative partner of marketing and communications, provost office, enrollment services, college departments and student service programs, interactive project support would be impacted.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

The Center for Creative Instruction recently reorganized to accommodate the loss of 2 FTE positions. Already working short staffed, CCI strategically reviewed projects to focus on those that most meet the university's key objectives, eliminated complexity to some projects, and adjusted timelines on others. CCI will need to continue to align its staffing to meet the demand of projects and needs of the university.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

None known. This position requires strong leadership in web and marketing strategy, working with administration and college leadership, leading complex projects and managerial experience.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

Project Manager

1. Why does this work need to be done at all?

The position of Project Manager involves working extensively with faculty, staff, and external clients in the development of multimedia products (i.e. Anatomy & Physiology Revealed). This person is responsible for the coordination and completion of projects through planning, effective communication, and leadership of the development team. This person is successful because they have extensive training in project management best practices; hold the skill sets to produce multimedia content, and an educational background in biological sciences.

2. Can it be absorbed by someone in your department?

No. The department is currently operating at capacity with minimal work force. There is no one else within CCI that has the appropriate training to do these duties or the time.

3. Is there another UT employee (either campus) that can absorb this work?

There is no one within the university with these particular skill sets or the availability to absorb this work.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

No. The Center for Creative Instruction already has a long history of mentoring students as full time co-op students, part time interns and volunteers to supplement its staffing and project teams as well as to be a leader in UT's mission of service learning. Our web development internships can currently be taken as independent study/internship credit in the College of Business and Innovation.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

This work would not be done and would jeopardize the ability of the University of Toledo to continue its partnership with publishers such as McGraw-Hill, develop online education modules, and facilitate product development with faculty and external clients.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

The Center for Creative Instruction recently reorganized to accommodate the loss of 2 FTE positions. Already working short staffed, CCI strategically reviewed projects to focus on those that most meet the university's key objectives, eliminated complexity to some projects, and adjusted timelines on others. CCI will need to continue to align its staffing to meet the demand of projects and needs of the university.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

No. There may be others with project management skills but there is no one else that I am aware of who has worked closely with a creative team of multimedia developers, has an established, long term relationship with McGraw-Hill Publishing, and the biological science educational background than our current employee.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

Web Project Specialist

1. Why does this work need to be done at all?

This position supports the Director of Web Development in the implementation of the UT web presence including utoledo.edu, utmc.utoledo.edu, myUT.utoledo.edu as well as supports the 400+ OmniUpdate (OU) content management system users. As the "help desk" for OU, this position arranges for training of all OU users and provides ongoing support for web updating and issues. This position also manages the web interns for the department.

2. Can it be absorbed by someone in your department?

No. It would not be possible to provide adequate services for web without this position nor would any other staff member have the time.

3. Is there another UT employee (either campus) that can absorb this work?

No. It is critical that this position resides with CCI and web development as an integral part of the team.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

The Center for Creative Instruction already has a long history of mentoring students as full time co-op students, part time interns and volunteers to supplement its staffing and project teams as well as to be a leader in UT's mission of service learning. Our web development internships can currently be taken as independent study/internship credit in the College of Business and Innovation.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

There would be no one to provide these service if this position was eliminated. The 400+ faculty, staff and students would be provided no personal training or help desk phone call assistance. This position fields phone calls and emails as well as supports hundreds of page updates a week.

Additionally, it oversees the web internship program so there would be no one to manage and mentor interns.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

The Center for Creative Instruction recently reorganized to accommodate the loss of 2 FTE positions. Already working short staffed, CCI strategically reviewed projects to focus on those that most meet the university's key objectives, eliminated complexity to some projects, and adjusted timelines on others. CCI will need to continue to align its staffing to meet the demand of projects and needs of the university.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

None known. This is a person with advance customer service skills, ability to manage large web projects and a strong knowledge of OmniUpdate and web development.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

Manager, Medical Illustration

1. Why does this work need to be done at all?

Provides leadership for the creative and educational use of medical illustration in support of CCI projects (i.e. Anatomy & Physiology Revealed). Develop and create illustrations in both traditional and digital media for use in CCI's technology and interactive web projects and to support medical education projects. Also, oversees the medical illustration staff and 3D Animator.

2. Can it be absorbed by someone in your department?

No. It would not be possible to provide adequate medical and biological illustration services for the university without this position nor would any other staff member have the time. This is a unique position in the CCI that requires managerial skills in directing the work of medical illustrators and 3D animators.

3. Is there another UT employee (either campus) that can absorb this work?

No. There are currently no individuals who could fill this position due to the lack of education, preparation, and skills developed over time.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

Currently, we employ a medical illustration student intern who is being mentored and managed by the individual in this position. A student does not come with the skill set, training, or the time to effectively and efficiently perform all the work that is required by CCI and IISC projects.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

This work would not be done and would jeopardize the ability of the University of Toledo to continue its partnership with publishers such as McGraw-Hill, develop online education modules, advancement of IISC partnerships, and facilitate product development with faculty and external clients.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

The Center for Creative Instruction recently reorganized to accommodate the loss of 2 FTE positions. Already working short staffed, CCI strategically reviewed projects to focus on those that most meet the university's key objectives, eliminated complexity to some projects, and adjusted timelines on others. CCI will need to continue to align its staffing to meet the demand of projects and needs of the university.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

No. This position comes with unique knowledge of medical and biological illustration, 2D/3D animation, creative design, anatomy and physiology concepts which I don't believe exist elsewhere at the university. This position also brings to the university a long term relationship with McGraw-Hill Publishing through the development of Anatomy & Physiology Revealed.

QUESTIONS TO BE ANSWERED BY VP OF THE REQUESTING DEPT (Ideally these should be answered and included with the EPAF and sent on to the RCG team)

SECRETARY 1

1. Why does this work need to be done at all?

The Center for Creative Instruction consists of a staff of 14 employees. This position provides secretarial services of a general or confidential nature such as customer service, reception, supply and equipment ordering and tracking, documenting and reporting, as well as scheduling and coordinating meetings.

2. Can it be absorbed by someone in your department?

There is no one else within CCI that has the appropriate training to do these duties or the time.

3. Is there another UT employee (either campus) that can absorb this work?

I am not aware of another employee at this time who could effectively and efficiently absorb this amount of work to support the entire staff in the Center for Creative Instruction.

4. Can any of the work be supplemented with a student, thus providing experiential learning? or part-time employee or combination of both?

Due to the nature of this position's duties and responsibilities, particularly confidential documenting and reporting tasks, it would not be a well suited candidate for a student or part-time employee.

5. How will this work be done if approval cannot be granted and by whom? Please provide titles and names, if known.

The work would not get done, therefore jeopardizing the ability of the department to function effectively and efficiently.

6. Has a reengineering of the functional area been completed? If so, please provide the details of the changes made and a current organization chart. Also, provide prior year's org chart.

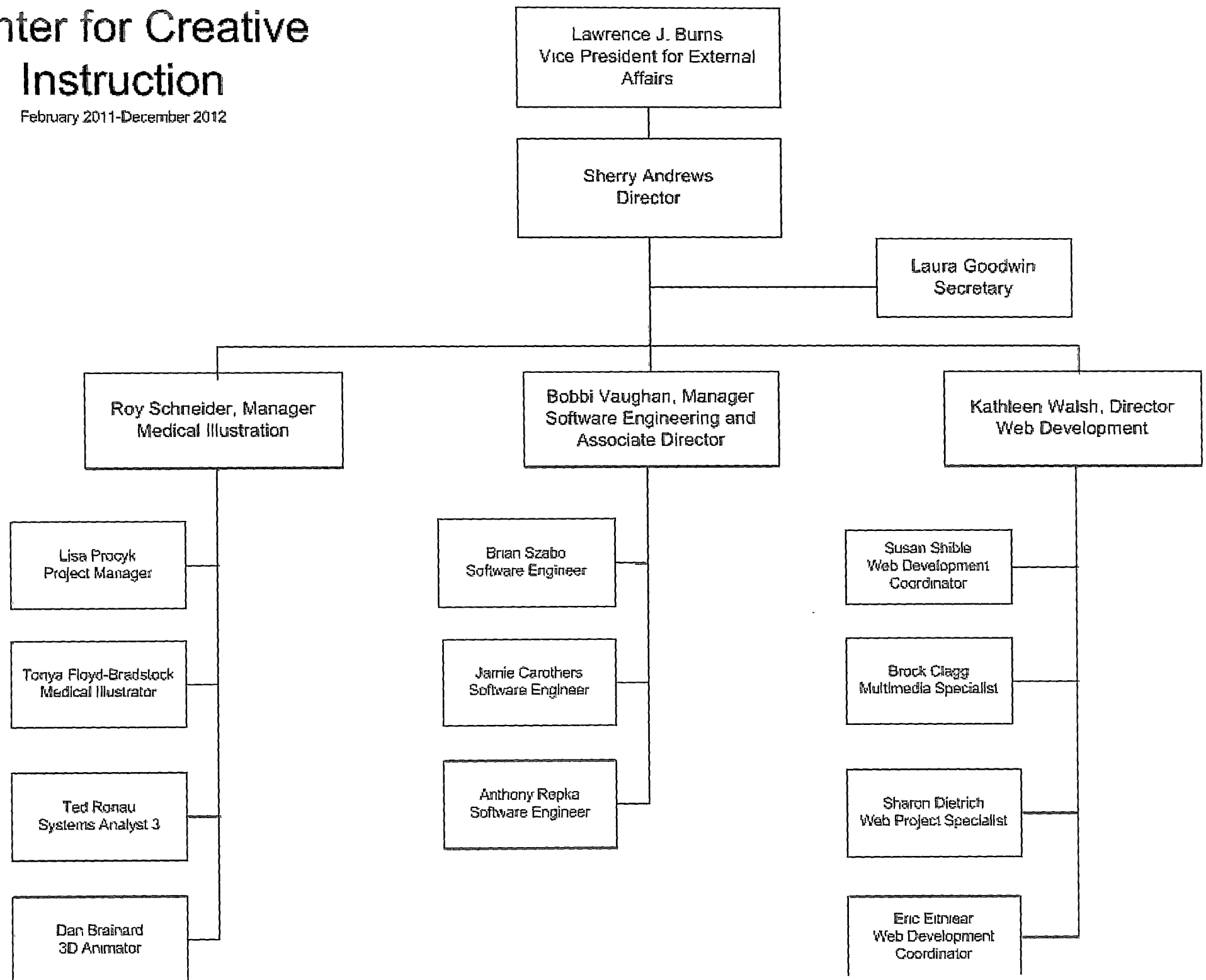
The Center for Creative Instruction recently reorganized to accommodate the loss of 2 FTE positions. Already working short staffed, CCI strategically reviewed projects to focus on those that most meet the university's key objectives, eliminated complexity to some projects, and adjusted timelines on others. CCI will need to continue to align its staffing to meet the demand of projects and needs of the university.

7. Is there another UT employee (either campus) who is qualified to perform these duties/responsibilities, even if it would require a job change for them?

There may be another UT employee who is classified as a Secretary 1, but I am not aware of anyone at this time who is qualified and has been appropriately trained to perform these duties.

Center for Creative Instruction

February 2011-December 2012



Center for Creative Instruction

March 22, 2013

Lawrence J. Burns
Vice President for External
Affairs

Bobbi Vaughan
Director
996218

Laura Goodwin
Secretary
995691

Roy Schneider, Manager
Medical Illustration
996340

Lisa Procyk
Project Manager
996119

Tonya Floyd-Bradstock
Medical Illustrator
995655

Dan Brainard
3D Animator
995197

Brian Szabo
Software Engineer
996123

Jamie Carothers
Software Engineer
995907

Anthony Repka
Software Engineer
(part time)
994889

Kathleen Walsh, Director
Web Development
995803

Susan Shible
Web Development
Coordinator
995001

Brock Clagg
Multimedia Specialist
994917

Sharon Dietrich
Web Project Specialist
995912

Eric Eitner
Web Development
Coordinator
995218