

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of December 5, 2017
FACULTY SENATE

<http://www.utoledo.edu/facsenate>

Approved @ FS on 1/29/2018

Summary of Discussion

Barbara Owens, Associate Vice President of Marketing and Communications: Update of the University
Resources for Marketing and Communications

Dr. Sammy Spann, Interim Associate Vice President and Dean of Students: Student Affairs Update

Note: The remarks of the Senators and others are summarized and not verbatim. The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

President: Amy Thompson called the meeting to order; President-Elect, Linda Rouillard called the roll.

I. Roll Call: 2017-2018 Senators:

Present: Atwood, Barnes, Bjorkman, Bonnell, Bouillon, Brakel, Bruce, Compora, Denyer (substitute for N. Haughton), Dinnebeil, Edgington, Ferris, Giovannucci, Gray, Hall, Hammersley, Hefzy, Humphrys, Keith, Kennedy (substitute for G. Gilchrist), Kippenhan, Kistner, Kovach, Krantz, Maloney, Menezes, Ortiz, Randolph, Relue, Rouillard, Schneider, A. Thompson, Van Hoy, Weck-Schwarz, Weldy, White, Wittmer, Woolford

Excused absences: Ariss, Duggan, Emonds, Leady, Lecka-Czernik, McLoughlin, Monsos, Niamat, Nigem, Ohlinger, Said, Tucker-Gail (substitute for J. Hoy), Williams

Unexcused absences: Gruden, Jaume, Lundquist, Modyanov, Oberlander, Schlageter, Schroder, Sheldon, Steven, G. Thompson, Willey

II. Approval of Minutes: Minutes are not ready for approval.

President Thompson: Let's go ahead and get started today. I would like to call the Faculty Senate meeting to order. Our Executive Secretary, Fred Williams is not here today, so President-Elect Rouillard will call the roll.

We do not have Minutes today for approval, so I'm going to go ahead and move on to our Executive report.

Executive Committee Report: Welcome to the 8th and final meeting of the semester for the Faculty Senate. Before I address any formal business in our Faculty Senate Executive Report, I would like to acknowledge the recent MAC Championship Win by our UT Football Team and the recent announcement of Jason Candle as the MAC Coach of the Year. Our football team and coaching staff have also been invited to participate in the prestigious Dollar General Bowl on Saturday December 23rd in Mobile Alabama. These are huge accomplishments for our university, players and coaching staff. Let's take a moment and give a round of applause for the hard work of our student athletes and coaching staff and wish them good luck in their upcoming bowl game (Applause). This is certainly great news for UT and is a significant point of pride for us locally and nationally.

In today's Faculty Senate Executive Report, since we are at the mid-point of the academic year, we would like to take the opportunity to reflect on our collective accomplishments and progress towards our four major goals for the year that your executive committee has set. We apologize in advance that this is a lengthy report, but we have accomplished a lot together already this year and want to highlight these significant accomplishments.

For our first goal, Faculty Engagement, President Thompson and President Elect Rouillard have visited each individual college to invite faculty to Senate meetings and to share the goals for the year of the Faculty Senate Executive Committee. To date, only the College of Business has not been visited and this will occur on Friday of this week. In October, The Faculty Senate hosted a faculty forum with Representative Dan Ramos that was well attended on issues in higher education. We also hosted a Homecoming social for faculty and walked in the parade. In the spring, we will host a UT Faculty Advocacy and Communication Training in partnership with the Office of Government Relations. The goal of this training is to help improve the self-efficiency of faculty in meeting with policy makers and speaking on their research and promoting UT. We will be announcing shortly the dates of this training and hope you will attend.

For our second goal, Revision to the Constitution and Bylaws, our Constitution and Bylaws Committee led by Dr. Mark Templin has made substantial progress on these documents. Originally, it was thought we would not be voting on these documents until next fall, but due to the significant work already accomplished, we are hopeful we will have an all faculty vote for approval in the spring. Thanks in advance to this committee for their hard work and efforts to get this completed this year.

For our third goal, Affordability and Access to Textbooks, Senator Tom Atwood has worked diligently with his special appointed taskforce to assess our current practices, perceptions and policies. As part of their efforts, there has been an increase in presentations by the Bookstore to several departments and they have also hosted several open information sessions prior to spring semester. This has helped to better inform faculty about how buying decisions are made, rental and digital options, the use of access codes and their impact on cost to students, Faculty Enlight, as well as the price match program. We look forward to the possible launch of a faculty survey in the spring to also assess better ways to work with the bookstore to increase affordability and access for textbooks.

For our fourth goal, improving the Processing of UT Policies, Past President Kristin Keith was instrumental in helping to recently pass our "Missed Class Policy". Last week the Academic Regulations Committee met again and are currently working on the "UT Research Misconduct Policy" as well as the "Dual Degree Policy". I would like to congratulate this committee on processing submitted policies in a timely manner and helping us stay on course to efficiently pass and process needed campus-wide policies.

In addition to completing progress towards our four major goals, there are some other recent significant accomplishments by Senators and your Faculty Senate Executive Committee that I would like to highlight:

1. Working closely with President Gaber, we were able to bring back access to Primary Care for Faculty and Staff on Main Campus. There is now access in the Main Campus Student Medical Center for any faculty and staff member who needs primary care. This service had been temporarily suspended and now is reinstated.

2. President Thompson and Past President Humphrys have spent numerous hours meeting weekly with the Provost Office on the development and implementation of the new Faculty 180 software. Through our work with Vice Provost Ayres, it was announced very early the procedure for submission of tenure and promotion documents that will be implemented next year. All faculty within the first 6 years of review and those going up for promotion to full professor will now be required to use the Faculty 180 portal.
3. Faculty Senate Executive Committee in collaboration with President Gaber, was able to address some parking issues for members of the President's Club to ensure their parking passes were honored with the new changes in the parking system.
4. Faculty Senate Executive Committee in conjunction with Auxiliary Services has helped launch some new healthier vending machines on a pilot basis. The first of these is located on the first floor of the Health and Human Service Building. We encourage you to visit this new vending option to show support for increasing such healthier alternatives on campus.
5. Winter Intersession is fast approaching and through our partnership with Provost Hsu we are looking forward to seeing the new pilot program recommended by Faculty Senate Executive Committee launched and become successful.
6. Faculty Senate Executive Committee spent significant efforts this term helping to revise the processing of research misconduct cases to ensure fairness to faculty. Past President Humphrys, will be announcing later today some significant changes that were initiated by President Gaber and implemented by the Office of Research and Sponsored Programs. We are grateful for our shared governance success on this this issue and continued positive relations with the senior leadership team.
7. Faculty Senate has strengthened our relationship with the UT Office of Government Relations. Through this enhanced partnership we are provided monthly legislative updates and have been able to effectively advocate with legislators and on specific pieces of legislation like HB 66.
8. Faculty Senate had a representative, Past President Humphrys, who was part of a contingent that attended the ODHE Essential Transfer Practices Workshop. That activity resulted in a joint application with BGSU and several other institutions to build stronger transfer opportunities for prospective students.
9. Our Faculty Senate Executive Committees are the framework of our Faculty Senate. We want to recognize some of the significant contributions of the chairs and committee members. Can we please give these hard working individuals applause and a pat on the back for their hard work so far this year (Applause). So far this term, we have approved one policy, and passed 12 new course proposals and 16 course modifications. The Committee on Core Curriculum has passed two courses for inclusion into the core and is currently developing better ways to assess the OTM courses. The Academic Programs Committee has passed one program modification and is in the process of reviewing seven additional proposals. Again, we appreciate the hard work of these faculty and senators.

In terms of our regular policy updates, there are some significant developments happening regarding higher education legislation that you should be aware of:

State of Ohio Legislation

Sub H.B. 66 - Tenured Teaching Requirements

We have previously discussed this legislation. This bill would establish an “Undergraduate Mission Study Committee” to evaluate each state university’s efforts to secure participation in the undergraduate mission by the university’s tenured faculty members. This bill had a hearing last week, adding three amendments: 1. To add two students from state universities to the committee, without voting privileges. 2. A review of the faculty composition at each institution based on employment status, including tenured faculty, full-time tenure track faculty, full-time non-tenure track faculty, and part-time faculty. 3. To stipulate that the representatives and senators on the committee be from both political parties.

H.B. 363 - Campus Free Speech Act

The primary sponsor of the bill, Representative Goodman, resigned last week as result of inappropriate behavior. Before his resignation, the bill was supposed to have another hearing, but it has been pulled from the docket. The co-sponsors are considering offering new legislation to replace this bill.

Federal Legislation

Tax Reform

This week, the Senate tax plan was voted out of the Senate. It will now go to through the reconciliation process. The Senate bill does not contain the provisions from the House bill that would tax tuition waivers, but has several other areas of concern, including the elimination of the 80/20 charitable deduction for donations that grant the right to purchase tickets for athletic events and doubling of the standard deduction, which could significantly reduce charitable giving by our donors. UT and members of our Board of Trustees have sent letters about our concerns to members of Congress. If the Senate does pass a tax bill this week, the House and Senate versions will have to go to conference committee to get shaped up into final legislation.

At today’s Faculty Senate Meeting, we have several special guests. We have invited Barbara Owen, AVP of Marketing and Communications to discuss how faculty can access important information on our UT website to use as talking points when telling the great story of our successes and programs at UT. This is a time when we all need to become ambassadors of our great institution. Along the lines of communications, I wanted to continue to encourage each of you advocate for UT in any way you can to help enhance our reputation. This is particularly important given the negative and unfair coverage we have received in the local newspaper. As you know, President Thompson has written a statement to be published in the Blade but this has yet to be printed despite numerous submissions. We have also heard this is the case for many other faculty, staff and students. To help address this issue, President Thompson has sent an email to the Ombudsman of the local paper asking for this issue to be examined.

Our second invited guest for today’s Faculty Senate meeting is Dr. Sammy Spann, AVP of Student Affairs and the Dean of Students. We look forward to hearing an update from him regarding some of the new and exciting things occurring with our students on campus.

Finally, earlier this week you should have received a draft of the duplicate and low enrollment action plan. Provost Hsu will present this draft document today and ask for our possible endorsement. Our Faculty Senate Executive Committee has reviewed this document and believe this is a fair approach in addressing some areas where we have duplication and lack of student enrollment. We look forward to having a thoughtful discussion on this topic and appreciate the work of the Provost's Office on this issue to fulfill the requirements set by the State.

I want to again thank each Senator for all of your time and efforts given to help improve our campus and process of shared governance. As a token of thanks, each of you should have received when you arrived your signed holiday card on behalf of the Faculty Senate Executive Committee. We are grateful for each of you and wish you luck as we bring our semester to a close. Have a restful and enjoyable holiday break! As we conclude this semester, if there are issues you would like the Faculty Senate to work on please feel free to let your executive committee know. We are here to serve you. Together is better! Are there any questions on the Executive Committee report?

Senator Rouillard: I don't have a question, but I do have a comment related to the tax policy in response to which our administration and BOT apparently wrote a letter protesting the 80/20 charitable deduction. I would like to invite our administrators and our Board of Trustees to do that on a more frequent basis. That would certainly be a way to promote UT and promote higher education, rather [than] waiting for it to affect the donations. I think they might also want to step in at both the State and federal level to protest the cuts to higher education and to the ways our students are being treated.

President Thompson: Well said.

Assistant Dean Pollauf: President Thompson, could you clarify for the Student Medical Center, is it functioning now as a drop-in clinic and you just simply call the main number there to request to see someone?

President Thompson: So as you know, we used to have two primary care physicians that were there and they were moved to the Glendale Office. Basically, Faculty Senate had several conversations saying we need to be able to have some type of access still here on campus, so the way this will be is you can call as staff or a faculty member and you will be seeing the same physician that the students would see. You still can get in if it is something that you need. It is still very assessable for you, but those two physicians are not on campus, but they still provide the access for you.

Senator Weldy: I am in family medicine and this is the first I've heard about this. Is that intent to be a continuity clinic so this becomes your primary physician or is it meant more for an urgent care type of thing for faculty? Do we know the answer to that question?

President Thompson: I don't know if I can answer that. But I can just tell you that it is accessible; so whether that is meant to be as primary care or kind of like an urgent care minute clinic approach, I don't have the answer.

Senator Weldy: It sounds more like an urgent care type of thing, but I don't know.

President Thompson: That would be my guess. I think we need to help get the word out about that to make sure that faculty and staff know how to access it.

Senator Kippenhan: Along the same lines, if you have something “pop-up” on you, [you can] go to UPMC for whatever area there and say you are UT faculty—that will get you on the “As Soon As We Can” list, which is part of the Rocket Care program that they are doing for the campus. They just have to know you are an employee.

President Thompson: Okay. That is good to know. Are there any other questions before I move forward? Great! We have a full agenda. I would like to ask Provost Hsu to come up and give us the academic update. Part of his update he will also be discussing the draft document that we had sent out to you to on duplicate and low enrollment programming.

Provost Hsu: Thank you, President Thompson. Good afternoon. I can't believe it is already the end of fall semester and next week is exam week. The fall semester really flew by. There are a few items that I want to report on today. First, our Fall Commencement will be held on December 17, 2017, which is a Sunday. We are making several changes for this Commencement that are consistent with the changes we made for our Spring Commencement in May of this year. At the Spring Commencement, we held a single commencement for the entire campus at our stadium. For those of you who were there, you probably noticed that it ran exceedingly long and people left towards the end. Our goal is to improve upon this, so at Fall Commencement we are going to have a trial run for the larger Commencement ceremony that is held in the spring. We are going to do everything that we have designed for our next Spring Commencement in 2018 and see how it works on a much smaller scale. We are going to time it and then we will see if we are able to hold the Spring Commencement in under two-and-a-half hours. For the fall 2017 Commencement, the goal is to complete the ceremony within two hours. In order to accomplish this goal, we will implement a new process whereby all of the undergraduate students will be pre-seated. At the spring 2017 Commencement, it took 45-minutes to have everyone seated. This process of pre-seating our students will save us 30 minutes. The second change, which I discussed at a previous Senate meeting, is that we are going to have a doctoral students' hooding ceremony that is separate from the Commencement ceremony and will be held the evening before Commencement. This will be a two-hour hooding ceremony where we're celebrating the achievement of our doctoral students. By holding a separate hooding ceremony, this will save us an additional 30 minutes at the Spring Commencement. So if you take those two half hours together, at the minimum we will save an hour. We will still have a processional that will be led by the platform party and then followed by the faculty, and then after that are the doctoral students, and then it will be the master degree students. This spring, we received feedback that our master degree students did not receive any special recognition at Spring Commencement and that they were included with the undergraduate students, so our plan is to seat them all towards the front of the venue. This is where I need your help--since the faculty are going to be in the front row and the undergraduate students are going to be pre-seated in the back, we need to know how many faculty members are going to attend and how many graduate students will be there so that we can section off the appropriate number of seats and rows and therefore know where to seat the undergraduates. There are two things that we would like you to help us with: first, send messages to the faculty and ask them to please participate. We always appreciate faculty participation, but more importantly, the students and their parents really do appreciate the participation. Second, if everyone who was participating could RSVP as soon as possible, that would be very helpful. You should have already received the email message which provides information on how to RSVP. If you would RSVP so we'll know how many seats we need to save for faculty that would be a huge help for us. I look forward to seeing many of you

at the Fall Commencement. It will be a wonderful event and we promise you it won't be more than two hours. We do appreciate your help in all of this.

The second item I want to mention is that yesterday we had a celebration event which is the presentation of our undergraduate research. There was a poster session-- we had 50 posters and about 50 students. It is really a special opportunity for me to be able to see the results of our undergraduate students' research, and that is probably the best way to teach our students. I want to thank everyone who was involved in this process, and I encourage you to get involved if you haven't been in the past. In fact, we are actually investing a small amount of resources into these programs so we can support undergraduate students' research.

The third thing I want to bring to this body is that we need your help again in talking to our faculty about helping our students. It is time for spring enrollment. If you look at the enrollment tracker you will see that we are ahead of last year, but that doesn't provide us with a sense of security. We are asking students to register early, and it seems like there are more students who registered [this year] than last year. However, we still have a lot of students who have not yet registered, and we would appreciate your help in talking to department chairs, faculty advisors, and staff advisors to make sure all faculty members are trying to help our students register early. The importance of registering early is that many students will run into difficulties, whether it is due to financial aid or a hold because they have a prerequisite, or their transcripts have not come in yet, and so forth. If they register early, they will identify the problem and we can help them resolve it. Otherwise it may be too late and it could cause students to actually drop out. The most effective place for us to communicate with our students is in the classroom. If you all would talk with your students in your classes about the importance of registering early, that would be a huge help. Also, please take this message back to your colleagues and to your departments.

The fourth item is a piece of good news that I want to report back to you. We have talked about this peripherally in the past. You probably remember that we passed a set of university-wide learning outcomes. They were developed by a committee and then approved by the Senate. We initiated this process as a result of a concern raised several years ago by the Higher Learning Commission saying that we are not paying enough attention to assessment and continuous improvement. We developed the set of learning outcomes as a result of this concern. However, the Higher Learning Commission also noted that our assessment does not inform our decision making at the university level. In order to address this issue, we have established a committee called the Committee on Institutional Planning and Effectiveness. This newly-established committee includes representatives from Faculty Senate, the Graduate Council, the University Assessment Committee, the Office of Institutional Research, and the Office of the Registrar, the Division of Student Affairs, and the Office of the Provost. The charge of the Committee will be to look holistically at assessment and program review data and inform the university and administration as part of their decision making process. I informed the Faculty Senate of this action several weeks ago, and we submitted a report to the Higher Learning Commission as they were monitoring us on these issues and required that we submit an annual report to let them know of improvements we are making in these areas. In our report, we outlined the actions that we are taking and the process that we are implementing to remedy these deficiencies. We received a response from the Higher Learning Commission indicating that they are pleased with the steps we are taking and that they will no longer be monitoring us in these areas. Our next review will take place in 2022. I want to thank the Faculty Senate for working with us to successfully accomplish these initiatives.

My last item today is the university's duplicate program report. The duplicate program review requirement was mandated by the Ohio Department of Higher Education (ODHE) in response to the Governor's Task Force on Affordability and Efficiency. The ODHE identified a list of programs that are duplicative and low-enrollment in each of the regions of the state and asked the universities to review them and to develop a plan of action. The actions that were mandated include: (1) eliminating the

program or (2) collaborating with another institution in the region to offer the program or (3) monitoring program growth. We presented the results of our review to ODHE in the spring of 2017 with a list of programs that we were considering based on this mandate. We put eleven programs on our list and indicated that we were going to review these eleven programs because they were truly low enrollment and duplicate. During our review, we went through a consultative process where the views of the program faculty were respected and adopted.

Given this process, we came up with two lists. The first list includes five programs that will be eliminated. While eliminating five programs appears to be alarming, if you look at these five programs, most of them are programs that we were going to eliminate regardless of this process.

The first program is Digital Arts and it turns out that for some reason the data used by the state indicated that we had a Digital Arts major as a degree program. The reality is that we don't have a degree program in Digital Arts, but in our catalog, we had this program as a "track" under our Fine Arts program. In our report to the ODHE, we are saying that we are eliminating any pursuit of a Digital Arts major. In fact, we are eliminating a program that we never really had.

The second program to be eliminated is International Relations and Affairs and there have been no students enrolled [in this program] as far as we could find data. We consulted with the College and no one claimed ownership of this program and so it was eliminated.

The third program is a program in Business and Commerce and this one is probably a business degree and BGSU has the same problem, they also have this on the books although they have no students. We have the same problem. Actually, we never had any students in this program, so the decision was made to eliminate this program.

The next program is Athletic Training. We used to have an undergraduate bachelor degree program in this area, but the accrediting body now requires that for someone to be certified as an athletic trainer, they must have a graduate degree. Across the country, universities are moving from a bachelor's degree to a master's degree and eliminating the bachelor's degree. So, it is something that people around the nation are doing and we are also doing.

With regard to the next program, American Studies—again, it should be noted that for the last five years there has been no enrollment in that program. It is proposed that we maintain that concentration in our Global Studies major. If students are interested in the future, we will still have the option available, but we will no longer keep it as an independent degree program. BGSU has a very strong program in this area with a lot of students enrolled and they are going to continue to keep that program.

So those are the five programs that are going to be eliminated.

The next list includes programs that we are going to maintain. Asian Studies is one program we are going to keep based on our review and we do have students enrolled. Elimination of Asian Studies would not result in any cost savings. If we eliminate this program, there are no courses that we are able to eliminate, as there are no courses specific to this program.

In addition, I should note that the information you received on Monday had some errors in it. The information noted that the program director receives a \$3,000 stipend, but that is incorrect. The program director does not receive a stipend. There is a \$3,000 budget for the program, but that is used to purchase teaching materials or support other activities in the program.

The next program is the German and French Language and Literature program and we have been working with the department for over a year and there is a desire for UT and BGSU to work collaboratively and so we are going to continue on that path.

The next program is Art History. We have very few Art History majors, but if we eliminate that program, we would not be eliminating any courses because all of the Art History courses are required courses for all the other Fine Arts majors. Again, it does not cost us anything to maintain this program so we will maintain this program.

The next program is Geology and again, if we eliminate this program we may save on the offering of two courses, which is a minimal savings. We do have several students in this program and so again, after a discussion with faculty, we decided to maintain and try to grow this program.

The last program is Clinical Laboratory and Med Tech, which is a program that is relatively new and is growing significantly, so we are going to maintain this program.

This is a summary of our Duplicative Program report that we are preparing for the Ohio Department of Education. We met with the Faculty Senate Executive Committee and they reviewed the report and I believe they are supportive of these decisions.

If there are any questions, I ask that Dean Charlene Gilbert to come forward and respond, as most of the eliminated programs are in the College of Arts and Letters. I would also be happy to answer any questions.

Senator Randolph: Provost Hsu, when this came up, the colleges were given a list of schools in the neighborhood that had similar programs and we were asked to look at that and justify maintaining our program and putting it on this list. When the report goes in at the end of the year to ODHE, are we going to be able to see what other schools have identified?

Provost Hsu: Yes. In fact, I met this morning with Rodney Rogers, the Provost at BGSU, and we shared with each other what we're going to eliminate. Once it is submitted to the state, we all are going to be able to see the results of each institution's decisions. However, the only peer institution that we work with in our region is Bowling Green State University, so the decisions made at other Ohio universities do not really affect us in relation to this process.

President Thompson: Are there any other questions? The Faculty Senate Executive Committee really appreciates your work on this. We think this was a very thoughtful process and very fair. It involved a lot of faculty in the programs in the discussion. So, we would actually like to put forward a motion of endorsement for this document to be accepted. Is there any other discussion before we vote? All those in favor of adoption of this report, please say "aye." Any opposed? Any abstentions? << one abstention.>>

Motion Passed. This document is endorsed.

I want to take a minute and just kind of suspend the agenda for a second. In terms of order, one of our guests, Barbara Owens would be speaking later on the agenda and is actually waiting in the hall. She needs to leave by a certain time and so I am going to invite them to come in before we get to the reports on curricular proposals and have them speak.

Barbara Owens, AVP of Marketing: Hello. My name is Barbara Owens; I am the AVP of Marketing and Communications for the University. I brought most of my leadership team, not all of them, both because I want you to have names and faces as we talk about the different things that we do, but also because I have to cut out early and they get to take over. Wherever I am, they have to keep going. We wanted to give you a little bit of an overview today of what our function is, kind of what we do, and what we don't do because I'm not quite sure if everyone knows that. Then we're going to talk about some of

the initiatives that we have going on. These are all the people who are on the Communications and Marketing team. This is the centralized team for the institution. This is not the same as the college teams because some colleges have marketing and communications people. So we have Marketing, Jen Sorgenfrei is the Director of Marketing. Then we have Communications which is media and internal communications, and that is Megan Cunningham. Then we have Social Media and Video Production for the university, and that is Cam Norton. Then we have Graphic, Brand Management, and Creative Director, which is Michele... The Print Production, we don't have with us. The Web Development and Design Team, that's Kathleen Walsh. The photographer who many of you may know as Dan—he doesn't go on our road shows with us and neither do Rocky and Roxy, but it might be more fun [if they do]. We do manage the mascots as well. So some of us sit in U-Hall and we also have a team on the Health Science Campus which is primarily marketing, but we have one communications person out there also for media. A lot of people say our role is making posters and stuff, but really we are supposed to be promoting and protecting the reputation of the university. A big part of that is promoting and protecting the brand. I don't know how you all feel about it, but I've only been here a little over a year, a year-and-a-half and I came out of the corporate world and education is very interesting to me, it has very different audiences. We do a terrible job at UT, terrible in protecting our brand. I mean it is shocking to me how "bad" it is. The good news is it's getting a lot better. I think a lot of it is in awareness building, kind of components of brand. If you let us come back another time, we have a whole big presentation on brand. We're really just trying to get our arms around what does that mean because it is not just a logo, although the logo would help, and even that's a bit of a problem here in how people abuse the logo. So we're doing a number of things which I'll get to about brand, but we're really trying to raise awareness that all of you own the brand. We own the brand too, but all of you are out there every day representing the university. When Amy and I were talking and she asked if we could come here, I thought it was great because I don't usually have much facetime with faculty. You have more facetime with everybody else when it comes to all of the students and all of the colleges that you're interacting with. You are the ambassadors that we really need. What we also do, me and my team is look for opportunities to tell the UT story. Now, one thing that is fascinating for me comparing corporate to education is that there is so much diversity here in terms of what we do and all of the different stakeholders that we have. So that also means that we have a lot of stories and a little bit of challenges how you put it under one umbrella. We are trying to do a number of things which I will show you in helping tell our story, but once again, that's why we want to call on you to help us tell the story. We don't know what you do all the time and we can't know unless you tell us. We have a number of mechanisms to make you aware of so that you can help tell our story. You can tell the story to us and we will help [you] tell it outside. The other thing that we're trying to do, and it is a little bit different than what this function has done in the past, is we're trying to help you solve your communication problems and marketing problems. What that means is, in the past sometimes people would say "here, I need a brochure" or "I need a pamphlet" or "flier" and we would basically deliver it. However, our goal isn't really to do that right now, our goal is to really find out what you are trying to achieve; what action you're trying to influence; are you trying to get people to come to something; are you trying to get them to enroll; what are you doing—so, we're trying to serve in a more consulting kind of role so when people call us and say, we would like to be at the beginning of the discussion. If you think you need some kind of marketing materials or communication materials, we would like to know what problem you're trying to solve and then we can bring that expertise because it might be that you don't need a brochure—maybe you need a website; maybe you just need a social media campaign; maybe you need pieces of all of that—and that is our job to integrate and figure it out, but, we just want to know

what it is you are trying to achieve. That kind of goes into saying we are the “experts” and we’re also the “logo police.” Dr. Hsu, this is your “world.” So these are all of the things that we do to support the strategic objectives of the institution—I hope you’ve seen these posters around. The way that we try to function on our team is, if what we’re doing isn’t somehow associated with one of these then we shouldn’t be doing it— and that’s been kind of a hard lesson for us, but it works because there are times when you say, “what are we doing now.” “I don’t know; I’ve always done it that way.” So this is kind of our path. If you will, keep in mind what we’re supposed to be doing.

Senator Wittmer: May I ask where those are supposed to be?

Barbara Owens: Where they’re supposed to be, like where you can find them?

Senator Wittmer: Yes. I’ve seen one in the computing building.

Barbara Owens: We have distributed them to all the deans and everyone who is on the President’s Advisory Council. They are also available where you can print them out yourself from the strategic planning website on utoledo.edu. If you look at the strategic plan, there is a downloadable one on there. There is also an 8.5 X 11. If people want, we can order more. We also have some larger posters that we ordered. But that is how we distributed them, it was through the deans of the colleges.

Unknown Speaker: What is your web address?

Barbara Owens: We will show it to you. If you go to utoledo.edu, and for our team it is utoledo.edu/offices/marketing. I believe the strategic plan website is *slash* strategic plan, isn’t it? I think it has its own address. If you just search “strategic plan,” you’ll get a website that has the actual strategic plan and a downloadable pdf. of the whole plan and also the poster.

These are a number of things that we, our team have been working on, kind of our focus areas: So clarifying and promoting the brand—we have issued a RFP for a vendor to help us define our brand. That might seem a little odd because you kind of think, well, don’t you know who you are—and the answer is “no, we really don’t know who we are here.” Today I got the spreadsheet with how many we have— either 16 to 20 different vendors who have given us proposals. This is a really big project. This is kind of defining the brand for the institution which we’re doing separately from the healthcare services. This is not including the hospital, although it has to kind of integrate a little bit. The point of this is they do research for you. They go out and find out how do people really perceive us. They talk about all the different stakeholders. There is a lot of research involved in the development in these proposals; there’s talking to faculty, talking to perspective students, community members and parents, asking what do people think is different about us and what is good about us. The idea here is you finally get some data. We all think we know how people see us and there are vast differences here in how people do that. A lot of people who have been around for a long time have very different views than people who have not been here so long. The idea of having a brand-study is that we finally have some data of what actually is a perception and then we have to decide who we are. Dr. Gaber is really pushing this and really wants it to be ready to go by the next academic year which is a really fast time schedule to make these things happen. When we’re ready to roll it out then we’re going to get pretty aggressive when it comes to the brand because at that point we would like to say, okay, no more. We all have to own this brand. The execution of that is going to involve a lot of people and I have no idea how we’re going to do it yet with our

resourcing. Anyways, there is a lot going on with the brand. Website and Social—we have been doing a huge amount of things with the website and we'll show you some of those today. We do know that most prospective students and families find us on the website because that is the first place most people go and we have to adapt for that. We have not done a very good job, like historically the website was kind of a mismatch. The website was in a pretty decent condition and over the last few years there's been a lot done to it. We are trying to make sure that anything we do, no matter what it is and for what project, there's a website component. We do a lot of paper stuff at the university and what we know is that paper has a very limited audience. The web has a huge audience and you can track stuff on the web; you can measure what people are seeing and where they clicked and where they haven't, but you can't do any of that with paper stuff. We like the web. We are doing a lot to support enrollment. A couple of things that we're doing in terms of an ad campaign are: we're working with Stephanie Sanders and the enrollment team extensively. We've revamped all of the emails that they have with prospective students—the whole pathway. We are working with them to visually enhance what they are doing to make it more interesting for the students. One thing we do and I don't know if you know about it, but I am guessing you don't, so I am hoping to raise your awareness and then you can track it on the website. We have once a month, six months out of the year—generally September through March as we go into April—we send out, from the president, a postcard, an email. We create a webpage and a video, all on one topic that the university is proud of “something.” We have done seven or eight of these I think. There was a couple before I got here and I've been doing them since. Part of it is raising the reputation for the U.S. News and World Report, but it is also to showcase what we are really good at. We have a website where all of these live now, and it is at utoledo.edu/features. I think maybe we can distribute this information because [I think] I got it in my presentation. If you go there, you will see up at the left hand corner there is a drop down of all the different topics. Those are things that are a compilation of information that we have. For instance, we have a lot of water quality research, so any articles that we had written on can be found on that page. It is kind of putting all of our stuff in one place. We send those out to 798 provosts and presidents across the country, so this is raising awareness of University of Toledo to other schools. Our team also supports UTMC, UTP (The University Physicians), and the Academic Affiliation We also works with the College of Medicine on the academic affiliation. We do have a new ad campaign which we will preview to you because it is not out there yet, but we will show it to you today. These are all the different communication vehicles that we have at our disposal: UT News (which is the printed newspaper). Every article that appears in UT News is also shared in Newsbreak. Newsbreak is the digital everyday email. The way that it works is it is setup to be timely. It is basically everything that appears in the print version comes to you digitally in Newsbreak. We have email and email headers—we can design special headers and the web team actually does this for us, so if somebody like the provost has a header people can recognize it is from them. We also have social media listed up here. We don't think it is really beneficial to have 15 or 20 people tweeting from that college on behalf of the college because that means you have a little audience there and a little audience there. How big is our Twitter?

Cameron Norton, Associate Director of Social Media: 57,000.

Barbara Owens: So the university has 57,000 followers and most likely you don't, right? So the advantage is you try to find out how we work together; so if you got something to share with the larger audience, you tag us. There is kind of a philosophy here in a way of doing that and Cam can meet with people to talk about how you should be managing your social media stuff so we are actually taking advantage of all the tools that we have. Web and Videos—web we talked a lot about. We will create

videos for you. So our rule is, if it is a strategic initiative and if it is beneficial to the university as a whole, we will pay for it. If it is specific to a college or to a program or to an initiative or an event, you pay for it. We do a lot of stuff and if they got capacity, we will work it in. But video is an up and coming effective means of communicating out to the outside world. I am going to take the screensavers off because we hate them <laughter>. The screensavers are an IT tool and it was created for something somewhere along the way and it's very hard to manage. We get called all the time when people are complaining that the screensavers are outdated, but we can't do anything about it because it has [something] to do when the servers were reset etc. They come up on there and we have a template that it is managed by my team—we don't like to admit it, I haven't been successful with killing them yet. The Hospital wants something on their screens and I actually don't think they want what is actually [currently] on their screens because the public sees it and that is my "problem"—the public sees all these strange things that are up there. We do issue press releases and that goes through Meghan's team. One thing we need to point out is that people will often send us something and say, here, send out a press release on that, and most of the time we won't. A press release is really for actual news. If you would like to read that information in the media then its news, but if it is something we had an internal celebration or somebody published a paper or it was published here, that is not actually news for the local media or the national media. Now, it might be—if someone got something published in a national journal, that might be news. We will help you understand whether its news worthy or not. Now, if it is not for national news, but for a press release, we can certainly run it in UT News, but when it comes to putting out external media releases, you have to keep them so they are interesting to the media, otherwise, they don't even read your stuff anymore and then you don't have any chance with getting your stuff out there. So there is a little bit of a misunderstanding in the word usage I think sometimes, but Meghan will help and then she will argue with people who are complaining that she is not doing what she is supposed to do. Vast Communications—it is always face-to-face. Sometimes people seem to forget that sometimes and say, "well, we need to do an email or we need to do a letter," and actually what we need to do is stand up in front of the people and talk to them, and we will offer that council. We do have, and this would be a challenge—if I can link to these going out from here. This is our Marketing and Communications website on utoledo.edu. If you scroll down over on the left hand side, you will see a tool kit right here. So the Style Guide is up there for you; that is how we spell things and what are the proper names. We don't always do things the way the academic world does, so all of the way that we write things is in there. We have an email signature that is a template—all of you should be using the email signature from the university. We have a PowerPoint template and so there are two up there right now and I actually just got a third draft today. This is the one that we're using right now and there is also one for the Medical Center. We would really, really like it if you would use the template, especially if you are doing stuff externally for the university because it would be really nice if people saw the same look when they see different people speaking on behalf of the university. The one thing that is also relevant because we do have this photo database, you can sign up for the photo database. There are thousands of photos in there and it is a searchable database, so if somebody needs to use the photo or is looking for a photo on something, you can get to it there. The first time that you login you have to get permission, and that is just to make sure the utoledo web address... So those are kind of the tools that we would like for you to use. Another thing that I hope you all know about is the university calendar. Do you know about the calendar? This is the university calendar and its educalendar.utoledo.edu—anytime there's an even of any sort, we encourage you to put it on the calendar. There is approval of levels. We will put it in and it won't appear immediately, so you can put and should put in your events in this calendar. This whole thing was really

pushed by Dr. Gaber last year because she said there are so many things going on here and the outside world doesn't see it or know about. So this is as much for the outside as it is now becoming more useful for people inside because they are using it more. We do encourage you to go and use the calendar setting. Remember I said if you have ideas to submit, this is the bottom of our page and it's on the myut page as well. This is a very simple form to give us an idea of how do we contact you with a follow-up. If you scroll down, there are two things I want to show you. This area right here, rankings and recognitions is something that we update. These are all of our top 100 (if we are top 100 in something). Down here we have other kinds of recognitions, so if you got really cool stuff that you think should be up here, please send it to us. Like I said, I will like to get it so it is a little better organized. The other thing that I want you to be aware of, on the homepage down here at these videos—this is a University of Toledo video and it is three minutes. This is one that you could use if you were doing a presentation or a conference somewhere outside and you just need to introduce the university. So it is available for download and you can take it and use it wherever you'll like. I am going to leave. I am going to turn it over for Kathleen to do the website and then Jen is going to talk to you a little bit about some ad campaigns that we're just now getting started and then they will open it up for questions. I apologize for having to leave, but thank you for the invitation.

Kathleen Walsh, Director of Web Development: Thanks. I do want to talk a little bit about websites. I want to share a few things that we've done. Probably like a year-and-a-half or so ago the web got moved underneath marketing. Actually, I think it is a great fit; that is where many web teams belong because it is really about the front end of the site which is about marketing. So one of the great connections is that we're able to take and look at the whole piece and look at what you're trying to get solved, does it have a web component, and does it have a social media component. Typically, we are always looking at all the opportunities on there. One of the big things that we also do on the website—I see she put 88 compliance and everybody cringes at that because that means, do we take away some of the “fun” on the website? But the reality is that our website is actually faring very well as a compliant website. We have such a large audience; we don't know who is coming to our home page, so we really need to be aware of that and we have to make sure it works for anyone that is coming [on]. We don't want to lose a visitor, but it is also a legal issue and so we are pretty aggressive about it. Our website is also responsive and so that means that it [may] look “great” here on this big screen, but we are also challenged with making it look completely awesome on the phone because that is where the 17 year old is, right? So also a big challenge in terms of a lot of our strategy at looking at content is, sometimes less is better because we need to get that 17 year old or that person that is on an I-Pad or a cell phone to the content as quickly as possible. We are working on a project to revamp the top navigation. One of them that we just completed was research—part of this project was these landing pages—really [wanted to] position our university because it is all about reputation. So here is a reputation piece about research at the university. We are going to be working on the alumni and the athletics and build those out to be kind of reputational landing pages. We recently rolled out a whole bunch of new admission pages. I am going to show you the RFI, they've been rewritten to be search engine optimized, and so we are increasing our footprint out there in the Google world. We made it shorter, cleaner, and easier to get to. Again, we're really working on that idea that our primary audience wants something shorter and more efficient for them; they don't want to go through a lot of stuff. We redid the Apply page so that we can have people get to the content as quickly as possible—you can scroll down and jump exactly to what you want to go to. We are continuing to do that through all of our admission processes. We have also been working on the college landing pages. I just want to show off

our friends at Arts and Letters that we've been working with. They have been working very closely with the marketing person, Roni. We edited all their degrees on there; we have some facts and figures; we have some degree information here (they helped select some demand degrees), and so there are some opportunities for us to work with colleges to get their websites cleaned up where people can get to their degrees faster. A huge project in the next few weeks, our team is going to spend all of our time on re-doing the Foundation and Alumni website. We actually had the luxury of spending a solid six-months of doing research for them so that we know who their primary audience is. We are able to create personas where we know what kind of person is coming to the site and what we need to tell them so that they can take an action. They both will be completely brand new sites. We are not putting a design on top of something that they already have, we are reconstructing them completely. I just want to show real quick that we did the Faculty Senate website. This is an example of one of the projects where we came in [and redid the website]. Previously, the meeting dates were a pdf. file—so for anyone who was trying to check out on their phone when the next Faculty Senate meeting is scheduled, you will be downloading it on your phone—and so we moved that to a webpage. Your Executive Committee members were all on a pdf. file and we came in and tidied up and added a few images on to it such as a picture of your Faculty Senate team. These are opportunities where we can come in and tidy up a website pretty quickly or work with you or someone on your staff to get you there. I am actually here afterwards, so just to keep the rotation going, if you have questions about the web specifically, you can always email me to catch me or set up an appointment or talk with your marketing person because that is really your first form for contact for web. Because web is one piece of all of your marketing plans and to just jump to a website, isn't the best plan, it's thinking through the whole logic of marketing.

Jennifer Sorgenfrei, Director of Strategic Communication: I think Barbara previously mentioned a couple of new things we're working on: One is the email communications with enrollment. We engaged a creative firm called Madhouse, they are a local firm. They helped us sort of revamp the prospecting emails that enrollment sends out in order to reach out to new prospective students. We've also been working on a new institutional ad campaign and again, working with enrollment and picking up the work that they did in the strategic enrollment study. We are targeting Cleveland and Columbus; those are two areas where we want to build recognition of the University of Toledo and so most of that creativeness is going to be focused on those markets. We are also locally launching a new alumni leader ad campaign. The purpose of that is to show the good work that our alumni do once they graduate with a UT degree—they [typically] stay in the region and they give back to the community. We will be highlighting a number of people from multiple generations that have graduated from UT and are giving back to Toledo or in the Toledo region. She mentioned the brand study for UT—we're going to be hopefully getting the interview process with selected vendors in the near future. We are working on the UTMC website, and Kathleen can probably tell you that we do an "okay" job with trying to keep it up and making it look spiffy. From an internal perspective, we're trying to raise awareness for some of the auxiliary services such as parking, dining, Rocky's locker and some of those entities that feed revenue back in to support the university, plus we're helping them have a little increased presence around campus. The institutional campaign— again, this is going to be focused on the Cleveland and Columbus markets, but it is sort of a study in contrast, "eye-to-the-sky/feet-on-the-ground or a days works, a life journey." These will be the first two that we roll out, but we tried to look across the spectrum of degree programs that we have at the university to highlight all the opportunities that are possible here and the work that our students have an opportunity to do, including things like experiential learning, student teaching or working on our projects. You can see

our astronomy tower here; that second shot was taken at the Simulation Center and we focused on some of our medical students. Again, we are working with Madhouse on that campaign. The alumni campaign—the statement is our alumni impacts our community. For one example, our alumni shape the community, that ad will feature Robin Whitney from ProMedica. She was primarily responsible for helping ProMedica build their seed plan project. She graduated from UT with her bachelor's in 1986 and so we are actually shooting photos of the participants' campaign this week to get those finished. Barbara also mentioned the detox campaign—if you pay attention, you probably have seen the Detox Unit at the hospital this year and it's actually very successful and they're hoping they're going to expand their capacity there. We are working on some digital display ads that we can use to support that service line.

Michelle Hoch-Henningsen: This is the end of our presentation. We appreciate President Thompson inviting us here so we can talk to all of you. We wanted to give you a little feel of what we do institution wide and how we can work with you. So what we need from you guys is to be our ambassadors and to inform us on what you're doing. Please inform us early on in the project, as Barbara said, we are trying to be more strategic as opposed to coming in and providing deliverables. We want to talk about a strategy of how we can help you do what you do. Make sure you let us know about things because we can't help if we don't know what's happening.

Senator Ortiz: I've been here for three-and-a-half years. About every six to nine months we have tried to engage marketing website, and basically it ranges from unhelpful to obstructive. This really all sounds awesome, but the Department of Surgery and the Division of Transplant, we really need the help, especially with the affiliation and all of that stuff. I've had easily six meetings in three years about what needs to be done and all that stuff. I really hope this is real. I hope you guys will get in contact with the Department of Surgery because we really need it, especially with the affiliation and all of that stuff because basically, we've been black marketing for three-and-a-half years where we should have been much more aggressive with doing this stuff here.

Jennifer Sorgenfrei: I can tell you that we met several times with Dr. Brunicardi.

Senator Bonnell: I would just like to expand that to six years. Just from an end-user perspective, all the things around your strategic initiatives, we have been trying to do. I've been at a couple of meetings with programs “that are the only thing in town,” they generate about \$20M a year for the university, which I know that is not much. I've been trying like crazy to get some traction to market these things for six years and I've gotten absolutely nowhere. I haven't [even] been able to update the website. I put on over a dozen national and international symposiums here and I haven't been able to get any help whatsoever for marketing, and when I did, I couldn't afford it. Your prices are so high that I outsourced all of my marketing for our programs. Again, I second what Senator Ortiz was talking about, from an end-user standpoint, this is a fantasy from where I sit and it has been for the last six years. Maybe six years has been enough of a heads-up to know that we're doing something and to get something off the ground. This has been an incredible frustrating process on our end. Your fearless leader is not here and I was hoping that she would be here so I can express that to her—so maybe that tells a lot about what her priorities are. I'm sorry that she abandoned you all here.

President Thompson: Thank you. We have new leadership within this group and I think they're doing some exciting things and certainly, I appreciate your points.

Michelle Hoch-Henningsen: Not only that, but new leadership with Dr. Gaber.

President Thompson: Absolutely. I welcome you to have those conversations with Barbara; I'm sure she would love to talk to you and hear what your thoughts are about that, they are certainly very important. Well, let's thank them for being here today.

[Applause]

President Thompson cont'd: While we are honoring our special guests, I see Dr. Spann over here with these large piles of t-shirts just waiting to give them away. I know he also has to go, so why don't we have you go.

Dr. Sammy Spann, AVP and Dean of Students: Thank you. We have some things that I want to give to you and then I want to talk a little bit about Student Affairs. We are doing a strategic plan within the division of Student Affairs and one of the questions we asked our students is, what is a rocket? What does it mean to be a Rocket? We received a variation of answers, but what I am hearing is we don't know who we are, from marketing to our students participating here on campus etc. We have a lot of great stories to tell. How do we put all of what we do in a marketing tool or in our student's heart? Here is our baby Rocky and just to be gentler, we have Roxy. You can just pick one or the other and just pass it around. I will also give you a t-shirt. This shirt right here was actually designed by our students. One of the things that we're trying to do is talk to the students about what does our strategic plan means to them; what does the university's strategic plan mean; and how can we push the needle forward to move forward. So all students came together and [we] started talking about what it meant, for instance, what does diversity means, how do we involve other students, and how do we get faculty involved etc. One of the things they came up with was directly out of the strategic plan—Rockets for Unity Core Values: To treat every individual with kindness, dignity and care. To create an environment that values and fosters diversity. To both promote the physical and mental well-being and safety of others. Then the students came up with a little “catchy” phrase on the back: “Every rocket has a mission, to improve the human condition.” You can pass them out to other organizations, or other groups, or fraternities or sororities. Our multicultural groups have been wearing these shirts. We did a retreat when I first came into this position at Kalahari. We took 120 students to Kalahari to the indoor waterpark and we talked about what it means to be a Rocket. They came up with this, and we brought it to their attention to come up with a strategic plan to create—a lot of times when we say, “who are we,” everybody has their own strategic plans that they have, we have hundreds of them. So we wanted to take what we created, what you all helped create, and then we got the students on board. We are going to try to build off of that culture. Each one of you is going to be able to get a shirt when walking out the door and I will stay till the end. I just want to let you know that is also my way of saying “thank you so much.” Previously, I was in the Provost Office and so I got to see a lot of you in a lot of different venues dealing with Study Abroad and a lot of other things we did internationally, and I loved it! I did it for six years. But now on this side of the house—it is “crazy.” <laughter> Parents phone calls, helicopter parents, unfortunately the suicidal attempts, alcohol abuse, and all the things that happens with fraternities and sororities—it is a lot. I will never underestimate the powers of Student Affairs, the contribution that they do. But what I have realized and one reason why I am glad to be in this position is because Student Affairs need Academic Affairs. I think with me being in this position and I believe Dr. Flapp Cockrell and others believe this as well, we have to do a better job of working together. I want to talk to you about some areas that are in my area. If you have any questions or

concerns please let me know. If you have any students of concern, any students that you have any thought of suicidal or depression or would just like me to do a wellness check, my office will be that team to do that. We have just created this position. Well, it has already been created, but we're re-doing the job description that it is going to have "touch points." We are going to now be working very closely with the success coaches. If a student is not responding to our emails and we want to do a wellness check, we are going to be coming to your classroom. Some of you may have seen me or my associate dean or my student advocacy at your classroom. Please pass the word out and be kind of patient with us because this is something new. But we are coming to the classrooms to get the students. We want to make sure they are doing okay. I get calls from parents that say I haven't heard from my son in three-weeks, and come to find out the student wasn't in class. We found out that the student was in another state against his will. So helping that student get back on track and get back in school is hopefully what we're able to do. This is not just educating our students, but letting them know we are here with a lot of resources for them as well. As I mentioned earlier, we have a strategic plan. With the strategic plan we have about five sessions. We've invited the top 25 people here. Dr. Miggy from the College of Business, I outsourced her to come because she's done this so well with some corporations from outside. She interviewed probably roughly around 100 students, faculty, and staff. We also had an open-forum that was open to a larger portion on campus. If you haven't heard any of those, we're also going to send out survey on the web. We are going to put all that data together and we're going to take the reoccurring themes and work on them. Our student advocacy and support, that is an area that we have with Dan Boyle who is our student advocate. Dan is going to be working very closely with Julie Fisher-Kenny and our success coaches to do anything that we need to do for the students. One of the things we have now is the food pantry. During finals week we are going to be giving out healthy food. If you have a student, send them over to the Student Union because we're going to be passing food out. If a student is homeless, I don't want to "shout" this out because I don't want everybody to send their students to me to say I don't have anywhere to stay, but I will put students up in residential facilities and also provide funding to cover that until we can get them stable. We had about nine students this semester in that situation. You received emails from me or your other faculty members received emails saying, hey, Sam is having an issue and could you please allow him to miss these days. Sometimes that may be a suicidal attempt or maybe it is something that we are working with that student that is confidential. Please free to give me a call if it comes from anyone from my department. There is a Right to Know Act that we have through the university and I can attempt to talk to you about it. But putting it in email is not the best way of communicating that to you. Mostly, I am just asking for forgiveness before things happen. The clothing drive, we have Kate's Closet that we're working with at the Eberly Center. Also we're creating a men's closet and a gender neutral closet as well. We are going to be opening up these closets for our students, not only to get coats and things through the Winter time, but for jobs if they're going to go for interviews. We are going to have a full closet with ties, shoes, belts, etc. and we are already starting it. If you or you know someone that may who is interested and want to donate, we ask that it is clean because we haven't found anyone yet to do the cleaning for us. We do want to create the closet; it will be something the students will have access to for job interviews. One of the most important things we created here over the past few months is called U-BIT, University Behavior Intervention Team. Many universities have this and I was shocked to see that we didn't have it, but U-BIT is where we have the campus police, the Counseling Center, someone from the Medical Campus, we have someone from the Provost Office and we talk about issues that come up. Every Tuesday we get a list of all the students who have concerns. Some of it could be a suicidal attempt. Some of them could be alcohol, they've been drinking excessively and passing out. It could be someone who is

a threat to the campus. I received a notice the other week about a parent who came on campus and said some unkind words and now we're going through the process of possibly banning the parent from campus. This is for the entire campus. This is for you to feel comfortable as well, so we want to make sure that we have these systems in place and we are creating policies to support that as well. Last, but not least is our Career Services Center. We have increased in fees to hire three new staff members for our Career Services. We are working very closely with the Provost Office on the experiential learning side. We're also going to be working with the departments to potentially get to where every student can have an internship co-op. We are going to try to find a way to bring that in, which is one of the goals that the president has for our students. So, I will shut-up if there aren't any questions.

Senator Rouillard: So you mentioned U-BIT initiatives.

Dr. Spann: Yes.

Senator Rouillard: So this is something that a faculty or staff member could contact and we would find you on the campus directory, right?

Dr. Spann: Yes.

Senator Rouillard: Okay.

Dr. Spann: Right now we're developing the website; we are defining who we are right now. We are doing the mission and the vision, but we actually put the carriage before the horse because we know there are a lot of issues, and there are—I'm not trying to scare you. But if I was to show you the police reports that I get, there are issues here that could escalate to something. Our Greek community, the issues with North Florida shutting down their Greek community, we are not too far away from that. We will say the issues that we have with our students right now is our local community is upset because they are doing what fraternities have been known to do, and that is party. We are working with the Police Department. Yes, you can contact us. If you would like to sit on that board or be a voice, a representative from the Faculty Senate, we would love to have you, but everything you say is confidential.

Senator Rouillard: Thank you.

Senator Barnes: Dr. Spann, it is so nice to have someone in your position who we know cares about students as much as you do. So I am very glad that you are doing that work.

Dr. Spann: Thank you.

Senator Barnes: What I wanted to know is, which way do we come in? I always email you and I know that is not efficient because I know you are a busy person. How do we come in if we have an issue with the student? What is the way we interface with your office?

Dr. Spann: We have a...where we follow from the beginning and then we have closure. We are trying to get that up and running for you all to be able to go in and make a report. I will have Ashley Wade, who is our associate dean for conduct, email you that information. But there is a reporting system that you can go in.

Senator Barnes: So it is a one-stop-shop, and it doesn't matter if the student has an alcohol issue or money issue or whatever?

Dr. Spann: Yes. I am working with Dr. Gayle and her team and we're working with Dr. Don Kamm, he is now at Student Affairs for Title IX. We are also working with Julie Fisher-Kenny, our success coaches. Our biggest challenge right now is trying to bring all the sites together, and we are doing it, but it is a step-by-step process. We are working very closely with the Provost Office, so if it is a student academic issue that we're dealing with, that's not a decision that is made in a vacuum because it is faculty that owns the academic side, and that is what we have to make sure we remember when we resolve the issue.

President Thompson: I just want to comment on that because there is two mechanisms right? We have the Rocket Care Portal that you work with Dr. Flapp with where you can go in and enter if they are having a mental health or an academic issue such as substance abuse or a behavioral issue. But if it is Title IX or sexual harassment, that's a different mechanism. There is two different ways. The Rocket Care Portal, you can access right through the Student Affairs website.

Senator Barnes: Dr. Spann, is that the way to do it rather than go through you?

Dr. Spann: You could definitely email me; I promise I will take care of you.

Senator Barnes: I know, you [always] do.

Dr. Spann: But, yes, you can also go through the Rocket Care Portal. Like you said, President Thompson, with Title IX, it will be that way as well. We are trying really hard to merge those. When those reports come in, we're trying to channel those through one system, and so that is still a work in progress.

Senator Barnes: Thank you.

Senator Kovach: Is there any way you can get marketing to move the link for the Rocket Care Portal? No, I am not making fun, it's just really buried. I am a member of the National Behavioral Intervention Team Association and I believe we run a risk of our students giving up by the time they find it.

Dr. Spann: So you want [us] to move the Rocket Care Portal?

Senator Barnes: Where is it now?

President Thompson: It is buried, but it is on there. We put it on our college webpage, but it is also on the Student Affairs website. You can even ask to put it on your own college home page, your website to make it more assessable.

Dr. Spann: I will ask.

Senator Kippenhan: The answer to that is—anything that has to do with the UT website, Google it. If you Google Rocket Care Portal, it will take you right to it. My second comment is, thank you, I have contacted you, Dr. Spann and the people on your team four times this semester and I think you guys are doing superb work. Thank you very much.

Dr. Spann: Thank you. Please feel free to give us any feedback that you have.

President Thompson: One other thing, can you elaborate—Michele Soliz came in and talked about the grant for emergency assistance; has that money been disbursed? Is there still opportunities?

Dr. Spann: Yes. I am not sure, but the last time I checked it was about \$60K left. We have helped students who were homeless, who lost their car and they are coming in, so whatever you are doing, thank you. These are legitimate stories. We are sitting down with each individual student and talking through their situation. We helped three students that were literally homeless. We helped them pay their apartment bills or even helped get their books. If you do have any more students and you don't know how to go through the system direct, please send them to me. I go through every single one of my emails every night or every other night and I will make sure we get them to the right people.

President Thompson: All right, let's give him a hand.

[Applause]

President Thompson cont'd: We actually have a few academic program proposals. Dr. Barclay is not here today and Senator White will present the proposals.

Senator White: We have one and since we have ten more just like it, as I mentioned to you earlier and not because I am a sub, but I think it would be fine for us to go last. If we don't get to it, I don't think it matters because we have a whole bunch more just like it to do.

President Thompson: Are you saying that you want to go after Senator Keith?

Senator White: I am happy to do it either way.

President Thompson: Why don't we delay it until we meet in the Spring and then you can do them as a package.

Senator White: Yes, we can wait and do it in the Spring as a package.

President Thompson: All right, that sounds appropriate. I know we got quite a number of policies to talk about today, so Senator Keith, would you like to come up?

Senator Keith: So I apologize for sending you these policies late. I understand it would be ideal if you had a few days to look at them. I don't know if you had a chance to look at them. But the first two policies should be fairly straight forward because they are either a new policy or a policy that existed in a college catalog that really wasn't much of a policy. The third policy, which is Academic Standing, in my mind I thought it would take us longer to discuss it simply because it was a major revision of an existing policy. So let's try to see if we can get through the dual degree and then the other policy which covers the restructuring and renaming of colleges, schools, and departments. The dual degree policy existed prior to this, again, in the college catalog under general information and basically it covered students who were able to earn a dual degree, either two bachelor's degrees or an associate and a bachelor's degree. The primary policy statements were there to remind students that if they were to do this, they really needed to check the financial brochure to make sure they understood that the tuition and the fees might be different as well as they really needed to consult the colleges to make sure they understood what the different requirements were. The new policy has a purpose. It basically says that the purpose here is to come up with a policy to basically provide consistency for awarding dual bachelor degrees. It has a scope and it

only applies to undergraduate students enrolled at the university who are planning on earning dual bachelor degrees. It does not apply to dual majors so we are talking about a BA and a BS, a BBA and a BA, etc. We're talking about two distinct undergraduate degrees. The scope was changed to refer to bachelor degrees only. So what the policy does and this came out of the committee asking me to bring it forward and asking you to vote on it so that we can send it forward—we added language that states a student must satisfy each degree major requirements independently. So what we are trying to get at here is that you cannot count the same course for both degrees and major requirements. However, it does allow one degree and major requirements to be used as elective requirements for the “other.” It also allows the gen ed. hours and credit hours above the gen ed. and majors to be counted for both degrees. Students will still have to satisfy prerequisites for each degree. The university residency requirements must be met and differs by college and it makes it the responsibility of the student to verify the requirement to each degree as well as to understand that the tuition and fees may vary between the two degrees. So that is pretty much it. It is a pretty much a straight forward policy.

Dr. Scott Molitor: We have an issue because we have students who earn two separate degrees and take courses that are major requirements in both degree programs. There are common core engineering courses that are shared across different engineering programs as opposed to being an elective in one program and required in the other.

Senator Keith: I mean, we really struggled with this language because basically what we're trying to say is that you need a sufficient number of credit hours in the major requirements for each degree to have each degree reflect that the student has done a sufficient or substantial amount of work. I think that I have to ask you, when you say there are requirements that work for both degrees, are they requirements in the major? Are they requirements with specific alpha codes?

Dr. Scott Molitor: Yes.

Senator Keith: I don't know how to resolve that. We don't know the language that will allow us to basically say something, other than you have to satisfy each major degree requirements independently. Is that general enough that there is sufficient work being done for the two degrees?

Dr. Scott Molitor: That will work for us, but then you run the risk of having degree programs that have significant overlap and differ by a couple of courses. I think that is really what you are trying to avoid here, right? You want students to complete two separate degrees where it is clear that they at least completed some additional amount of coursework to do that.

Senator Keith: Right. Are they dual degrees or are they dual majors?

Dr. Scott Molitor: Dual programs and majors. Our programs differ by major and by degree.

Senator Keith: We talked to Pharmacy. We actually looked for engineering in the college catalog and it specified something about how to handle dual degrees in your college, which makes it pretty clear that students are doing a substantial amount of work to earn that second degree. So in this policy somewhere it says something about college requirements. Where does it say that at?

Senator Relue: Right above where your cursor is.

Senator White: Where it states “as with the first degree.”

Senator Keith: Okay. “*Students interested in earning two bachelor degrees are responsible for verifying requirements for each degree with the individual colleges and/or programs of study to ensure all requirements are met in order to earn both degrees.*” So, is this language still troubling knowing that we’re referring back to the colleges? We are hoping that in the catalog that the college articulate what the requirements are for the dual degrees.

Senator Bjorkman: And also for the first sentence in the second paragraph says, “students must satisfy each degrees major course requirements independently as elaborated by individual colleges.” So the intent of that was to allow individual colleges to have specific requirements for what constitutes a dual major.

Senator Keith: You mean a dual degree.

Senator Bjorkman: Yes, a dual degree.

Senator Hall: You mentioned Pharmacy, but I think we might have a similar issue with that because one of the more likely dual majors for a pharmacy student would be chemistry. The core chemistry requirements would be similar between both. Now, the thing is after all the other... would be different, so it will be substantially independent, but if you have that wording, you can’t have the course twice—that would be problematic and no one would be able to do it.

Senator Keith: What we are trying to get here with major course requirements, and if we’re talking specifically with the case of Pharmacy, it would be the Pharmacy requirements, the alpha code that said “Pharmacy.” The other requirements would be sort of the prerequisite requirements. It would be the additional requirements, but not the specific requirements in Pharmacy.

Senator Hall: But our specific requirements are organic and organic chemistry.

Senator Keith: The representative from Pharmacy who is on the committee seemed to think that this language would work, that is all I can say.

Senator Hall: Well, this language seemed okay, but the language that you had before seemed to state that you can’t have a course twice in the two majors, right?

Senator Keith: Yes, and that was my language. Independently what we are trying to get at is that you can’t necessarily—I was thinking in terms of the alpha codes.

Senator Hall: This raising doesn’t seem to say what that said.

Senator Keith: This is what you’re voting on. So if how I described it up here is wrong then we’ll just say how I described it up here is “wrong.” But, this is what we’re voting on. This language seem to satisfy the committee in terms of it wasn’t creating problems for colleges and programs that do have some common requirements in their dual degrees.

Senator Relue: The word that bothers me is the “independently” part. I’m wondering if “independently” is absolutely necessary there? Couldn’t you say students must satisfy each degree and major course requirements as elaborated by individual colleges?

Senator Keith: We were also trying to satisfy the Provost Office who wanted to make sure that there was sufficient work associated with the second degree. Initially, the policy draft that we had had 30 additional hours and we thought that was probably too restrictive. So, we were trying to come up with language that would say they're doing additional work to earn that second degree above what was required for the first degree, and we really did struggle to figure out how to do that.

Senator Hefzy: I am not a lawyer. I am going to ask a very simple question. Does this allow...

Senator Keith: The way that we were trying to draft it is that it does, except for certain major course requirements.

Senator Hefzy: I am afraid if I follow-up on...statement, the word "independent." The word "independently" may not allow...and I will have a concern about that.

Senator Weldy: We designate how many hours are required to earn a degree. It seemed logical to me that we would also designate how many hours needed to be unique to earn the second degree. This would be consistent with...designate degrees.

Senator Keith: The 30 hours came from the Provost Office. The way that we were reading the policy draft initially was that it was 30 hours on top of the 120 hours for the first degree was because the minimum number of hours required for a major is 30 hours. Again, we struggled with that because we didn't want to say you have to do 150 hours to earn two undergraduate degrees or you don't have to do 140 hours to earn two undergraduate degrees, you just need to satisfy the degree requirements associated with both programs.

Senator Weldy: Why didn't you want to say one hour?

Senator Keith: Because historically there were only two colleges, Arts and Sciences and Education that had a specific number. They said, to earn a dual degree, you have to have 20 additional hours. The 20 additional hours seemed to be sufficient because students could share the gen ed. and electives could be used for requirements for the other degree. So 30 hours seemed to be too many and I don't know if we knew what the correct number was.

Senator White: I just want to share the opinion that I think there is a cultural challenge that we're facing here because most of us are thinking in terms of double major. The Provost Office and the university administration are trying to say to us, a dual degree is something uniquely different, uniquely more and maybe that is what we're missing. Maybe we're missing it nationwide and as far as our administration is concerned, what is uniquely more. Without that information, it is hard to judge the word "independently."

Senator Keith: I think we are very liberal in our awarding of dual degrees because I think what a lot of schools do is if they will allow undergraduates to get dual degrees then they are in very prescribed programs. Because we have so many professional colleges, we seem to encourage students to do dual degrees such as a dual degree in chemistry and pharmacy, a dual degree in engineering and math. This is something that we want our students to be able to take advantage of and because a lot of our students, our brighter students come in with sufficient credit hours that a dual degree is possible for them to complete in four years. So it seems to me that we're kind of running out of time.

Past-President Humphrys: I would like to *call the question* here and ask for a vote.

Senator Keith: Okay, let's vote. If we vote it down then the committee will look at it again and then we will try to come up with better language. All in favor of *calling the question* say "aye." ***The Question Has Been Called.*** All in favor of moving this policy forward say "aye." All against, say "nay." I think the "nay" have it. Okay, well, this is going back to the committee. What are you charging us to work on?

Senator Hefzy: The way that the policy is written.

Senator Keith: Well, I will tell you that we struggled with this policy.

Senator Hall: [*Indecipherable*]

Senator Bjorkman: We want to ask just for a clarification on this because when we're looking at this mostly what we found was that a particular degree program is usually associated with a department and the department requires certain courses in that department, those were the major requirements for the department. If they require a specific course from a different department, that is not one of the major requirements. So for example, the pharmacy degree, if you require a specific chemistry course, that is not part of the major requirements for the pharmacy degree and vice versa.

Senator Bonnell: I think a lot of this was already discussed. I think we *called the question* so we should move on. Am I wrong in thinking that?

Group of Senators: No.

Senator Keith: I just needed some information to take back to the committee. I was not clear on what exactly it is that we need to look at. But I think it has been clarified and we can take it back.

Senator Thompson: And from a time perspective, obviously, we have lots of things to carry over into the Spring semester. You were sent a couple of other policies, so please make sure you look at those before we go into our first meeting of the Spring. Before we adjourn, are there any announcements, anything that you would like to announce and let us know? Senator Don Wedding actually asked me to remind everybody to vote for the AAUP elections. Are there any other announcements? May I have a motion to adjourn? Second? All right, have a great holiday. Meeting adjourned at 6:01 p.m.

IV. Meeting adjourned at 6:01 p.m.

Respectfully submitted,

Lisa Barteck

Tape summary: Quinetta Hubbard
Faculty Senate Administrative Secretary

