

HIGHLIGHTS

UT Marketing & Communications myUT Project Transfer Assurance Guidelines

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.

Chair Jorgensen called the meeting to order. **Vice-Chair Walter Olson** called the roll.

I. Roll Call –2005-2006 Senators

Present: Barden, Barlowe, Barnes, Barrett, Bischoff, Bopp, Bowyer, Bresnahan, Cluse-Tolar, Edwards (Sullivan), Floyd, Fournier, Hoover, Hudson, Humphrys, Jorgensen, Kennedy, Komuniecki, Kunnathur, Lambert, Lipman, Lundquist, Morrissey, Niamat, Olson, Poling, Pope, Reid, Ritchie, Schultz, Sherman, Skeens, Stoudt, Suter, Teclehaimanot, Templin, Thompson-Casado, Traband, Tramer, Wilson, Wolff, (41)

Excused: Fridman, King, Kozlowski, Lipscomb, Martin, Piazza (6)

Unexcused: Hottell, Spongberg, (2)

A quorum was present.

II. Approval of Minutes–Minutes of the August 30, 2005 meeting were approved as distributed. Chair Jorgensen informed the members of the Faculty Senate that the draft minutes will now be forwarded by email to all senators prior to the next meeting rather than by printed copy.

III. Executive Committee Report by Chair, Andy Jorgensen: Since our last meeting, the Faculty Senate Executive Committee (FSEC) has met with the Provost, which occurs every two weeks, and President Johnson, which occurs every month. Topics in our meetings with Provost Goodridge included; the transfer grade issue, which is on agenda today; Spring Convocation, which FSEC has referred to the University Affairs Committee; the student athlete,' classroom excused absence policy; the retirement incentive plan; the research area emphasis and finally the prioritization process.

Topics discussed in meetings with the President included prioritization, the role and authority of the Research Council, and the research corridor, on which we have asked for a future presentation. The President has asked for a faculty advisor group for the Technology Corridor. The mission of the University was also a topic discussed with President Johnson.

- The Faculty Senate submitted Linda Bowyer's name to President Johnson for membership on the Fiscal Advisory Committee. She has been appointed by the President. Linda will serve a three-year term and continues with Harvey Wolff and Walter Olson as Faculty Senate representatives.
- Members of the FSEC have been working on the University's response to Hurricane Katrina and we have currently welcomed about a dozen students on campus. If you have any of these students in your class, please do everything you can to make them feel welcomed and deal with their challenges. I also encourage you to participate in the various fund raising activities listed on our home web page <http://www.utoledo.edu>
- At this time I would like to introduce the chairs for the Faculty Senate Standing Committees and ask them to stand so they can be identified.

Academic Programs: Ella Fridman, College of Engineering

Academic Regulations is the only major committee that at this time does not have a chair.

Constitution & Rules: John Barrett, Law College

Faculty Affairs: Bill Hoover, History Department, College of Arts and Sciences.

Elections Committee: Deb Stoudt, Interim Associate Dean for Arts and Humanities, College of Arts and Sciences.

Student Affairs: Martin Ritchie from Health and Human Services

University Budget: Kati Thompson-Casado, Foreign Language, College of Arts and Sciences.

Undergraduate Curriculum Committee: Steve Peseckis, College of Pharmacy.

Core Curriculum Committee: Marcia King-Blandford, Library

University Affairs, Glenn Sheldon, University College

Implementation Committee and University Planning Committee have rather modest agendas at this time, and do not have chairs yet.

FS Liaison to Student Senate: Mark Templin is our representative to Student Senate and deserves our appreciation for he attends meetings every Tuesday night, until late at times.

- **University Committees:**

The Research Council is in need of a member from the College of Education who is active in research. I do have some names that were forwarded to me but if you would be interested on serving this committee, please send me an email.

The Luminus Project has two faculty representatives, Bernie Bopp and Corey Seeman, but could use another. Please contact me if you would be interested in serving on this committee.

Facilities Planning has four faculty members on it, one term has expired and the remaining three are from the College of Arts and Sciences and one from Engineering. This fifth appointee should preferably be from another college.

- I would like to remind you that next week, September 19-23, is our Outreach and Engagement Week, I have left information on the table from the web page and strongly encourage you to participate. There will be many speakers from UT along with some brought in from the outside, including international speakers during the course of the week.
- I will speak on enrollment briefly. You have heard about increases in direct from high school students, along with our first and second year retention. But the full time equivalent is down by a small amount along with our overall head count. I am representing the Senate working on this issue and if you have any ideas on retention or recruiting or anything related to enrollment, please contact me. There are more complete figures available in the Faculty Senate Office for those interested.

Questions/Comments

Senator Bowyer: At the last meeting the issue of athletes missing class to participate in games was brought up. Was there any discussion on that issue?

Chair Jorgensen: The FSEC spoke to the Provost Goodridge, also Vice Provost Bresnahan, is dealing with this issue. I spoke to the athletic director as well as the faculty member that originally brought this issue to the FSEC's attention. For those of you unfamiliar with the issue, it is, athletes get excused absences from class, and this policy was passed by Faculty Senate, so they must be given the right to make up material they missed in class on official university business. With travel for athletics there is no question. The issue is if they are not traveling, how much time before home games are they expected to be excused from class? First pass was 24 hours; some faculty and departments feel that is excessive. For a Thursday night home game, students should be able to attend Wednesday night classes. That is the position we are taking.

Senator Stoudt: When will the retirement incentive information be known?

Chair Jorgensen: According to the Sr.Vice Provost, October 1st the information packets will go out to eligible faculty.

Senator Wolff: That information is available on the AAUP web site, not the contract.

IV. Reports: Chair Jorgensen: Please, feel free to email the FSEC at any time with your thoughts; tell us what you think.

Today's first speaker is Jeannie Hartig, Executive Director and Special Assistant to the President for Marketing and Communication. She will present a power point presentation followed by some wonderful handouts.

UT Marketing & Communications

Ms. Jeanne Hartig: Thank you Andy. I appreciate the opportunity to be here with the Faculty Senate and talk about strategic integrated marketing. Before my presentation, I would like to clear up a few things. No, I have not set prioritization for the University, regardless of what you may have heard. In marketing we build a house, live in it, try to decorate it and sell it at the same time. Prioritization and strategic planning, are already on, unfortunately, a parallel tracks as opposed to concurrent tracks. We do what we can

do, as we can do them, and we hope for the best. Secondly, there are no silver bullets in marketing. A lot of times we pour old wine into new bottles. Thirdly, I think it is important for you to know my background. I have a Bachelor's and a Master's degree in History. My Master's in History and my Master's in Business are from Ohio State. I have worked in the Performing Arts business for seven years. I am a rock 'n roll veteran as well as a performing arts veteran. I had worked on my Ph.D. at the University of Iowa, than veered off into Business. The various universities I have worked at are James Madison, Coe College and Drake University. Before coming to the University of Toledo (UT), I worked at the University of Central Florida (UCF) in Orlando. UCF is also a major metropolitan research university of 40,000 students with a background similar to Toledo. It has now moved into the third tier in *U.S. World & News Report* with a waiting list a mile long. So, I have come to you with some experience and work in a metropolitan research university.

I look forward to what you have to offer in terms of input, suggestions, criticism and comments. I have looked at UT as a dispassionate observer who happens to be part of the family. It is my job to look and see what is there, not necessarily what we think or want to be there. The job of Marketing and Communications is also to add value. Our purpose is to make the University of Toledo better and to act as a service unit to the faculty and the administration. If anyone has a great story to tell, Mr. Jonathan Strunk is the man to see. Mr. Strunk is our Media Relations Coordinator and has been responsible for getting some of our faculty quoted in the London newspaper, *The Washington Post* and *The Wall Street Journal*. Now I would like to move to my presentation by beginning with a definitions, context and expectations for the non-marketing people in the room.

What does strategic and integrated marketing mean?

Strategic: important or essential input in the development of action plans. Meaning, we do our best job when we are up front at the beginning of the process.

Integrated: Bringing together processes and functions to achieve efficiencies, raise productivity, and increase quality. Part of our job is to bring together the communications functions across the university so we are speaking with the same message in a coherent way to our many different markets.

Marketing is a process and a mix of options trying to provide advice as to the best way to package the good things we have here at the UT, and to be able to communicate and connect that package with the various target markets.

I call this being customer centered, or student centered. By being customer centered doesn't mean let's give every student A's and keep them happy. We have a job to graduate these students in a timely manner, and produce well educated citizens who are able to make very good decisions. We are looking at the way UT is doing things and asking are we doing things for our convenience or to enhance the mission of the university and our market? We are trying to design what we have based on what we think the customer needs and wants, not what we think they need and want. Students today want to know what you want them to learn, how to learn it, and then want to move on. College students today are different than we were. That is not good or bad, just different. What we do as administrators, faculty and as an institution, needs to take that into account.

The Marketing and Communications Department operates in the context that we are an entrepreneurial unit within a state-agency that happens to be a university. The culture in which we operate is similar to, but also different from a for-profit business. Our job is to operate just like we are an outside business but we only have one client; the university. I have four goals, which will be the same as long as I am at this university, and two guiding principles.

Goals:

1. Integrate marketing and communications activities across the university.
2. Develop and implement a brand identity strategy for UT and its colleges/programs
3. Provide marketing and communications support for the Capital Campaign
4. Determine the role University Marketing and Communications should play in Enrollment Services.

Principles:

1. Strategic: Goal-oriented deliverables to key target markets
2. Integrated: Consistent message that is woven into the fabric of the institution and becomes our operational mantra.

When I came to the University of Toledo a year ago, there was a Public Relations Department. Now we have a division of Marketing and Communications Department with a staff that has grown from six to twenty four employees. I hired two of the employees; the others were a result of a number of consolidations of divisions from across the university. This has enabled us to become organized the same way a true marketing, communications agency is on the outside consisting of:

- o Marketing and client services
- o Communications
- o Web services and development
- o Printing and copy services
- o UT design group
- o UT writers group
- o Staff support
- o Strategic services
- o Crisis communications

Within this group are some of the sharpest designers that I have ever worked with as you will see in the handouts you will be given at the end of my presentation. We also have a part time photographer. Our designers handle anywhere from 50-125 projects a week. That is not just print, but also DVDs, advertising, the Alumni Magazine, UT News, etc. In addition to this, our communications people have been inundated with public records requests, coming in at a rate of two a day. We have people in client services that are specifically working with the deans and faculty and our client list is growing daily. Printing Services is our latest merger along with the handling all of the charges.

Last year was spent with the UT information warehouse gathering data. We have also started on the analysis, recommendations, and actions for developing an UT brand identity. We are currently doing an analysis of *US World & News Report* that will show we are not just in the 4th tier; we own the 4th tier. This has become a problem for us as we move forward in terms of building a brand and establishing an identity.

I looked inside the university with a dispassionate view, to what I see as our top three assets, not in any particular order: the professional schools, the natural sciences and intercollegiate athletics.

Why? Graduates from the professional schools and the natural sciences get jobs, and law and engineering are non-duplicative programs in the regions. The research done in photovoltaic and alternative fuels brings the university national recognition, and this

area is emphasized in the faculty hiring plan. The Intercollegiate Athletics program is considered one of our strongest assets because it brings the university national recognition.

We have tried to look at market measures, how people look at universities in terms of where they go, where they spend their money and what they are going to do. This generation is not looking at how much is it going to cost me, but how much are you going to give me, and how much am I going to make when I get out. There are some assets which I have put in, what I call, under the radar. Some of them are:

The Center for Visual Arts	The Lake Erie Research Center
E-Learning	The library with its information technology
Our campus exterior	Courses in Arabic and GIS
Graduate programs	

There are several accomplishments which I have listed under the radar:

- The Honors Program
- The College of Health and Human Services (HHS)
- Faculty, alumni and student accomplishments and honors
- The Stranahan Arboretum
- Programs in the arts, humanities, social sciences and HHS.

We have a potential asset in the Science and Technology Corridor/Research Park/Incubator, once it becomes a reality.

Again, with a dispassionate look at the university here is what I consider to be our top liabilities: the high apply-to-admit ratio which reinforces the “anyone can get into UT” mindset. A widening technology gap; seamless articulation; our fourth-tier ranking in *U.S. News and World Report*; open enrollment coupled with the absence of a feeder campus, and the prominent role played by remedial courses at UT are viewed as liabilities.

Why? The lack of wireless computer access and the latest technology disappoints students expecting more from a university. The state says History 101 is History 101 no matter where you take it- and that calls for seamless articulation, something we need to work on. Our fourth tier ranking and open enrollment make students skeptical about us when choosing a university. You have students who are at the bottom of their class sitting next to students who were at the top of their class. We want well prepared students and also want to provide access for those who can not afford to come to a university. Other universities can send their under-prepared students to their branch campuses to raise their academics then transfer the students to their main campus. We do not have that option.

Yesterday’s competitive edge is today’s commodity. University commodities consist of:

Academic Quality	Good Faculty	Hi-Tech
Beautiful Campus	Places to go/Things to do	Diversity
Generous Financial Aid/ Scholarships	Good Security	Good Food
	Lots of Majors	

How do we distinguish ourselves in the marketplace now? We start by developing and implementing a brand identity strategy. A brand is not a logo or tag line, it is the position you own in your industry. It is the expectation in the mind of your market that you stand for something. Examples of this are one-of-a-kind schools like military academies, Berea or the Colorado School of Mines. They are ranked by the best;

better than most; solid but not special; and anyone-can-get-into schools. Your best schools are highly selective. Better-than-most schools want, of course, to be the best. Schools that are considered solid but-not-special, have admissions standards, maybe not real high, but people just keep coming. If you are in the “anyone-can-get-into” category, your enrollment may be lacking and your prospects may be few.

When asking what brand we should have, I argue we can’t only have just one brand. I feel we should be a university of greater distinction. To get there we need to have higher standards, great expectations, attract the best performers, leadership, and be on the cutting edge of research. We need to be the choice for the top students. We need to be a visible community activist as a metropolitan research university, success driven, and considered one of Ohio’s partnership universities.

Right now we are conducting bridge campaigns; which means we can place a lot of things under them responding to programs from Jazz to Philosophy. These are the things I feel UT should be associated with and should be reintroduced to our community, region and eventually external markets. We started by looking at some words and began to see the UT within them. The message:

Discover what is inside **you** today, discover what’s inside **UT**.

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| 1. Reputation for Excellence | 7. Cutting-edge Research |
| 2. Outstanding alumni | 8. Executive Recruitment |
| 3. Beautiful Campus | 9. Standouts and Champions |
| 4. Authorities and Experts | 10. Impressive Outcomes |
| 5. Career Clout | 11. First Year Revolution |
| 6. Community Outreach | 12. Northwest Ohio: An Absolutely Great Place to Be |

In looking ahead into next year, we will be looking at what roll my departments will play in enrollment and the Capital Campaign. We have been running television commercials; which were produced all in house by the Communications Department. I would like to distribute some marketing pieces to you including the View Book, which was developed in coordination with Enrollment Services. The response so far has been very positive with the photos giving a nice, strong image of the university.

Questions/Comments

Senator Fournier: The Sunday Blade had an educational supplement and for UT there were 4 or 5 bulleted items. One that especially struck me, was the College of Business’s placement number as being only 80%.

Ms. Hartig: The facts must be right in order to go out. We depend a lot, in the beginning, on our colleagues across campus and what has been written in other material, to have the information correct. There is no reason for me to believe that is not true. However, as we move forward we will be fact-checking absolutely everything because we want to have the best possible information.

Senator Fournier: That gets back to the message; this 80% does not sound good, or not what we would like to say, I think. The other item that stuck me was saying we are 197 in research out of 600. Nobody wants to be associated with something that is in the 197th place, but the \$33,000,000 in research will make you say; boy our research is \$33 million a year, it’s growing, maybe doubling in the last 5 years - that’s wonderful and look at all the undergraduate research experience we can offer.

Ms. Hartig: It is as much an issue to make sure the numbers are correct but it is also going through a transition with people who are understandably very proud of the fact that the university has moved into the 197th position. It is very difficult for me to say with any charm, who cares? Unless you are in the top 100 or top 50 it doesn't resonate.

Senator Fournier: That is my point. You need to verify all of these stated facts and spin them in a way that the average person will read it and say wow, that's first rate!

Senator Bowyer: You mentioned value added. To give us an idea, what is the total budget for your department?

Ms. Hartig: Just under \$2 million. Now I will always at the end of the year, demonstrate the value of my department quite easily. I count up the number of projects we have done, estimate how much it would cost to have them done by an outside ad agency, then subtract my salaries and fringe benefits, then see how much it would have costs the University to have that same quality of work done outside. With a budget just under \$2 million, the value we added would be the same as an ad agency outside that would gross between \$12 and \$13 million

Senator Bowyer: When you talk about value-added, the value added is not how much money they saved in doing the program, but how much they increased by customer base. The fact that you produced some items that are nice, though relatively inexpensive, if our enrollment drops doesn't necessarily mean you contributed to the bottom line.

Ms. Hartig: I agree but I look at it both ways. A publication may or not have any impact on a particular initiative unless you have the authority to work with the entire mix. All I know is we produced a good publication, but, for example, the Theatre: I am not in charge of the box office. But it is hard for me to estimate what value that particular publication does for the Theatre department. We measure as much as we can within the context.

Senator Floyd: Much of the last part of the presentation dealt on how we need to be a university of distinction. You say ending open enrollment is one way to improve our marketing efforts or ranking as a university. One of my concerns is that I don't think we as a faculty have had a discussion about whether that is an appropriate academic mission for us. I would hate for marketing to drive an academic mission without that. I know many faculty who believe open enrollment does make us a university of distinction. I would hope we would have that discussion first before that message becomes our message.

Ms. Hartig: Absolutely. If you notice our marketing materials do not talk about that. That is a university discussion. If you look at it from a dispassionate point of view as to where universities in general are heading, one would argue, being an open enrollment university leads to a precarious future. In my presentation, I tried to distinguish between open enrollment and access, for example, for first generation students or students not able to afford a higher education. Whether the university wants to act on this or enhance what is already there is not our job, but just to point out something we might see in the future and open it for discussion.

Senator Tramer: I had a question about the view book. It is beautiful but how is it going to be disseminated, specifically to individuals that have not thought about attending UT yet?

Ms. Hartig: We do enrollment publications. I will have to defer that question to individuals from Academic Affairs.

Sr. Vice Provost Robert Sheehan: They are placed in every high school counselor's office as well as placement offices. It is used as a piece of direct mail to anyone who indicates any kind of an inquiry that comes in to us. Inquiries remain in a very active data base so, it is largely disseminated. It is also worth noting that it is out there competing with viewbooks from other universities and colleges as well. It is one of the things we feel is helpful and simply must do to capture our message.

Senator Tramer: So often we send things around or the information is mailed, only to be buried on bulletin boards. I saw the application form in the back of the viewbook, and wondered if it was going to people who apply, or are we targeting an audience of people who may not have even thought of UT yet; to get them to start thinking about us. I suggest it go to high school guidance counselors.

Ms Hartig: This is a piece that is meant to not only go to individuals who have UT absolutely on their radar screen, but a piece to stimulate interest, awareness and some desire to attend.

Senator Barrett: I often wonder who our customers are. I say that not from the perspective that our students aren't our customers; they certainly are one of them, but the business community that absorbs our graduates is our customer too. They want a quality product when they purchase, so to speak, one of our graduates. What is being done other than collateral benefits by running ads in football games etc., to improve our brand image with that customer base? It is a symbiotic relationship; if they are employing more people that graduate, it makes the school more attractive to incoming students who in turn feed on each other.

Ms. Hartig: I have been very fortunate to have a very good relationship with all of the deans and many of the faculty. Right now the draft brand identity strategy, in specifics, is being worked on in the Colleges of Business Administration, Education and Engineering. I have talked to Johnnie Early in Pharmacy about it as well. The strategy is to find ways to specifically target the markets of those particular colleges, and those medical, pharmacy, engineering and business communities that not only hire our graduates, but also partner with our faculty in terms of research as well. Most of our grads stay within a 1500 mile area of Toledo with Law being the exception. I would like them to go all over the place because that has to be one of the many markets we could tap. Another market is the Capital Campaign. We want to find the alums and friends who care about UT. So we are working on collateral campaigns.

Dr. Dowd: Who determined, specifically the items that were listed in the top tier, second tier, etc?

Ms Hartig: That is where I go back to the dispassionate look. It was not a committee. It was simply looking at what makes UT different from other universities with which we compete, and where our unique qualities are. So the answer is no committee, just what I found looking through the stuff.

Dr. Dowd: Who have you given this presentation to?

Ms Hartig: Faculty Senate is about the last group I have given it to because of scheduling. It has been given to the Integrated Marketing Leadership Team; The Board of Trustees (BOT); The Institutional Advancement Committee of the BOT; The Council of Deans; Chairs of the College of Education; the deans of the Colleges of Engineering and Pharmacy, making this about the twelfth presentation I have given since April.

Dr. Dowd: Given the discussions that are going on across campus regarding prioritization, this is sending the signal of an existing prioritization that has already taken place in terms of what is being emphasized, whether intended to or not. I am not attributing nefarious motivations on your part; however, it is sending a very clear signal that the administration has already made up its mind on what programs it is going to emphasize and also what programs it is not going to support - namely, the programs not listed on your top or second tier. That does not seem to be appropriate, along with the fact that even though your presentation centers around academic programs, it is being presented to Faculty Senate last.

Ms. Hartig: First in terms of scheduling, I have been trying to get on the Faculty Senate agenda for quite a while. I do believe that this body and Graduate Council are an important place to go to. Second, there is a line in the Godfather that basically says; "You think too much of me kid." This isn't indeed nefarious; this is not administration either, this is looking at it as if I were an outside marketing consultant. That said; it would be totally inappropriate if we started running our ad campaigns, and started to do our publications, focusing on nothing but the professional schools and the natural sciences. That's why our ad campaigns are looking at general reputation for excellence. They will be covering all of the areas.

Dr. Dowd: But in terms of presenting material across campus, it strikes me as odd that you didn't present this material to the different groups on campus first. Normally, and correct me if I am wrong, presentations are given to the Board of Trustees last so it can be vetted, discussed, and if there are any issues to be resolved, they can be settled before presenting the material to the BOT.

Ms. Hartig: I did not ask to present it to the BOT, the Board asked to have it presented in April. I have not volunteered to go to any of the groups; they have all asked me to come. What has been happening is less about the specifics, than looking at the university. I have also been the first to say that if after this presentation, if I get a bunch of emails objecting, saying these are not strengths for us, there are others, I will be the first to go back and say lets re-look at the mix. It would be inappropriate if our advertising was focusing on that.

Senator Wilson: I was thinking along the same line as Dr. Dowd. When you presented the assets there is just so much missing from the College of Arts and Sciences. That is not to argue the accomplishments in the professional colleges. How did you gather your information since the University of Toledo is very large and complex? There is a great deal that goes on here that is not included.

Ms. Hartig: I looked at the university as any outside consultant would. They would gather up all the important pieces that you would disseminate to the markets, student, faculty; anyone. Second, they would talk to the folks across campus noting what keeps coming up over, and over again. That in-and-of-itself is an incomplete way to do it, but what it does show consciously or unconsciously, is what has risen to the top and what is on the radar screen. My contention all along has been there is so much more here, but if it is so hidden away or hasn't risen to the radar screen, does that mean the university itself devalues it? Is it even aware that it may be viewed that way from the outside?

Senator Wilson: It depends on who you talk to. Talking to different people would give you a different view of the university. Let me just give you a little glimpse of some things that I think are missing from my perspective as a faculty member and a Department of

Political Science and Masters of Public Administration Program. A large proportion of administrators in the city and a large proportion of the directors of private, non-profit agencies throughout the Toledo, Lucas County area, are graduates of our Master of Public Administration Program, including the mayor. We do a lot of evaluation in research for various different programs, we catch grants; and that is just one department. We haven't even begun to talk about some of the other departments in Arts and Sciences (A&S) but, it is as if the whole college is missing from that presentation. It is very frustrating and disturbing to the faculty in Arts and Sciences when there are professional programs in A&S and Social Science and Management programs that are doing all sorts of outstanding things that should be included as assets. You have to talk to the faculty.

Ms. Hartig: Much of the presentation was of existing material but a major component of it was working with the Dean and people charged with communications functions in each of the colleges. This process has been going on since last November.

Senator Wilson: You also have to talk to department chairs, not just the deans.

Ms Hartig: As we passed out the information we found out about the colleges, we made some assumptions with our colleagues that it goes up, down and across to the folks who have some interest in it. We have to make that assumption simply because there are only a few of us and many faculty. We also believe very much in the chain of command here as well. Our way of doing thing is to start with the college communicators who report to the deans, then that information goes down to the faculty chairs and then to the faculty. I don't disagree with you; there is much more here. What has come to the surface in the last year came from the professional schools. That is why I said at the beginning, it has nothing to do with A&S but how information has been communicated and the value placed on that communication.

Senator Stoudt: For this body I might have suggested that you modify your PowerPoint presentation to read "student centered" instead of "customer centered." Addressing the point that Senator Barrett made regarding your attended audience: In giving the presentation to the BOT or people outside who are not part of this academic educational institution-they might perceive the individuals that come here as customer, but they are not. They are students, not clients or products. It might be appropriate to use the term "customer" if you are speaking to another constituency, like potential employers. Recently I believe you met with the Arts and Sciences group [independent consultants to the College of Arts and Sciences].

Ms Hartig: Yes and I am invited back to the meeting again, I think at the end of September.

Senator Stoudt: I just mention this, because although the comments were significant to the College of Arts and Sciences, I have a feeling that many of them are typical across the university. This has to do with potential students - those who have already applied or may be applying, those who have been accepted, those who decided not to come; these are our students and their conception of what is important in a university. I am just trying to relate my comments to those by Mike and Carter with remark to the focus on the university's assets. I understand there is a difference between what the students find important and what you might consider an asset. I would like to call your attention to one item in the section on athletics. I know that is an easy sell because it is glitzy and glamorous and gets a lot of hoopla, but athletics didn't seem to be on the radar screen of students who completed the surveys that were brought back last year. I was wondering

if you were going to consult any more with these consultancy groups on their perception of the kinds of things that students, or potential students find important.

Ms Hartig: First, I believe that the students surveyed in that particular study were those only interested in possibly pursuing a major in the Arts and Sciences. Second, there have been studies where people said things were important to them, but they really aren't. So it is important to take some of those surveys as important bits of information depending on how the question is asked. It is unclear for many schools as to the importance athletics play. Athletics is both entertainment, and also an important part of the academic experience.

Senator Thompson-Casado: There seems to be quite a difference of opinion about the marketing tack that you are taking and this obviously comes back to the questions of limited resources and value added. In order to determine the value of added aspect of the proposed campaign, what procedures for marketing accountability are in place that originated outside of your department and what did you inherit?

Ms Hartig: I inherited none. With no disrespect for those who came before me or those who helped gather the information, this is a totally new process. We did the very best we could and as the situation moves forward it becomes easier and richer.

Senator Olson: What concerns me the most is the numbers of audiences marketing serves. I think there are a lot more audiences than you addressed here.

Ms Hartig: I assume you are wondering why I have not talked about the internal audience. The emphasis in the first year has been in putting together the infrastructure for the marketing and to be able to start working with enrollment. Other areas of campus and other individuals assume responsibility for the other audiences. It will eventually be necessary to integrate the other areas into the University's marketing plan.

Senator Olson: You can have a very good program in one area but if it is not fulfilled with similar marketing in other areas, your marketing area falls apart because the other areas are not supporting the area that you have concentrated on.

Ms. Hartig: I agree. That brings us back to the marketing date, mindset, and process. If enrollment passes out this great viewbook and a student comes on campus to visit, and would like to meet with a faculty member in a certain department only to find out he or she is gone. What we have done is succeeded in getting the prospective student on campus only to have them go away disappointed. Integrated marketing is an extremely daunting and complex process. It is not just putting out publications.

Senator Olson: Regarding your presentation, I think it is your honest attempt to value the university as an outsider would look at it. Keep in mind though, that each of us has a view of the university and your view is not better or worse than any of ours. I really think the view that counts is the market segments out there. What do the market segments think of the university, not what do we think they think? Have we done any focus on this?

Ms. Hartig: There have been a lot of studies. What students are valuing is; students want a job. Parents want to know what they are getting for all the money they are paying. Students are looking for academic quality and good professors because this is an investment they are making. They want to come out of a good program with good recommendations because they want a good career. If the professional schools get attention, it is because people look at them and say; I can get a job. Maybe that is not fair, but it is what our students are valuing.

myUT Web Portal

Chair Jorgensen: I would now like to introduce Robert Spiker, to speak about a very exciting project and as you hear his presentation, I remind you that we currently have two faculty members working with Robert as advisors. We could use another one or two faculty members so if you have an interest in this area, please let me know and we will have you appointed to the committee.

Mr. Robert Spiker, Interim Sr. Director, Enterprise Applications, EIT. Thank you Dr. Jorgensen. I am speaking to you today as the process team lead for the myUT Project. I really would like to have more faculty participation and involvement with this group. What I will talk to you about today is the myUT web portal, what we have done so far, what needs to be done, and how you can help us with this project.

What is the myUT Portal?

The myUT web portal will be a single sign on to multiple systems at the university that require authentication. Web for faculty and advisers, webCT, myUT account and others all need authentication to be brought together in a single point of entrance called a web portal.

It is also a place where you can customize internet content within the university community. This will also have external content available such as research feeds. You will be able to log in and get access to information on a frequent, daily basis, adding or subtracting items of interest to you from the default items shown on the web pages. Our goal is to build an electronic University community not just for faculty and staff, but primarily for the students. This is really the first piece of a multi-year, multi-phase software installation which replaces our mainframe student information systems (SIS), the human resources system (HRS), and the national records system with a brand suite of applications from vendor. One thing that came with this product is a web portal. The project team felt very strongly that we deploy the first component of this system to go live before our student and our faculty. Our HR system will go live in January.

What's been done so far?

In February we started this project. The portal name will be myUT. We are now developing the initial content matrix of what will be in the portal. There are channels in the portal some of which you can tune in and some you will be able to tune out. We have also been working on a set of draft guidelines and procedures for this continuing and evolving system. Hardware has been purchased and installed and we are configuring our test environment with the content we would like to have in the web portal. Training materials are also being developed.

What still needs to be done?

There is some technical work that still needs to be done for us to be able to hook up the portal. The windows network account, called UTAD (University of Toledo authentication domain), needs to be hooked up to the portal and the vendor is currently working on that. We also need to add the existing self service features, work to be done in house, for the Web for Faculty and Advisers and the Web for Students. There will be changes made to these programs regarding the viewing and entering of grades through the portal. You will no longer have to log in with a faculty ID or PIN but simply

authenticate with your UTAD username and password to the web portal and go directly to the self service channel creating a seamless line to those systems. Depending on your role, you will see content either for faculty or only for students. That does not prevent you from adding additional channels if needed. The initial wave of training sessions will begin October 17- November 10. These sessions will be open to everyone with some especially targeted to faculty members.

Planned Capabilities

Changes for the Web for Faculty and Advisers include the way to access it being only via the portal with UTAD username and password. Navigation changes include pull-down menus akin to the main UT web site. Campus announcements will have a channel for items to go out to the entire community, e.g. convocations, public safety, etc. with use limited to a few offices.

There will be a personal announcement channel targeting specific groups with particular attributes, e.g. potential deregistration students or graduating seniors. RSS feeds (Really Simple Syndication) will be available and typically used for news, sports, entertainment feeds but will also include research-specific feeds.

Discussion groups akin to Yahoo! will be available to any existing University organization. Student organizations will work through Student Life to have their groups created in myUT.

Planned Timeline

October 29 is our target date to go live, if that does not happen, we can move it back to early November. An exact date depends on the technical work and content creation. There will be an initial set of channels and discussions groups; a single sign-on to Web for Faculty and Advisers and Web for Students.

Plans include a UT Daily channel (instead of email). Additional channels and groups will be an ongoing process. The single sign-on access to UTNet email and calendar from myUT, the new HR system and formation of the Portal Steering Committee are all planned for early 2006.

Additional Help Still Needed

We need to finalize the guidelines and procedures, some regarding the use of web line communications for university business, as well as others, and would like additional faculty eyes to make sure we avoid any defaults that may exist. The content matrix could also use additional faculty assistance. Finally we need to set up some sort of permanent governance group. As this project evolves we need some sort of group to manage this evolution, preferably made up of faculty, staff and students. Faculty volunteers are also needed to help with "beta testing" September 26-Oct 7.

Comments/Questions

Senator Pope: The Web CT is going to run completely on one system, hardware and all. Does that mean that you are going to get rid of that now?

Mr. Spiker: It will still run on its existing hardware but we are going to a single sign-on to that system. You log on to the portal and click a link to Web CT.

Senator Bowyer: One of the problems the College of Business has is that the university does not require students to use their UT account, but allow students to set up a preferred email address outside the university. Most universities do not allow that. Students are required to use the university account.

Mr. Spiker: The UT net email will be the only email accessible in the portal and students will have those accounts by default. That will happen in conjunction with this.

Adam Kopchian, Student Government representative: Once the Microsoft exchange becomes a part of the UT portal, does that mean messages previously in the Microsoft exchange are lost?

Mr. Spiker: No, they will still be there.

Senator Olson: One thing that bothers me is content, when other people pick the content that I see. I don't want a lot of marketing stuff on my computer. Will I have any choice in what content I personally have?

Mr. Spiker: We can subscribe to these channels. We hope the choices in the channels available in the portal will be something you are interested in, but if you don't like it you can remove it. There will be some channels, however, that you can not delete mostly related to your work like the Web for Faculty channel.

Senator Thompson-Casado: Will the faculty still have access to the student side? Currently as an advisor, I go to the pull down menu since we don't have the catalog listing the courses for the semester any more. I also use the student side to view grades.

Mr. Spiker: Our current attention is to have the three major roles available in the portal. That does not mean we will be limited to those. We may need to have an additional multi-role like advisor. In your case, those channels would certainly be available to add to your default layout.

Chair Jorgensen: Rob is looking for faculty volunteers and input soon. He also has a need for volunteers for the beta testing in particularly a representative from the Faculty Senate regarding the governance issue. Please let yourself be known to me within the next 24-48 hours if you have an interest in this area.

V. *Calendar Questions: None*

VI. *Other Business:*

Old Business: Chair Jorgensen: Our last agenda item concerns an issue that Dr. Carol Bresnahan brought to the Senate Executive Committee that has a legal component to it. She will revisit the Faculty Senate Transfer Assurance Guideline resolution.

Transfer Assurance Guidelines Resolution

Dr. Carol Bresnahan, Vice Provost, Academic Programs and Policies: In October 2004, Vice Provost Bill Bischoff came to the Faculty Senate (FS) to ask for advice on how the University should treat the grades of those students transferring to the university when those grades were a "D". After discussion the FS voted to recommend that Dr. Bischoff take back to Columbus, the recommendation that this university not accept grades lower than a "C" for transfer students.

Since that happened, House Bill 95 required state universities to treat native (our continuing) students the same way as we treat transfer students. Since we do accept our

students “D” grades from the past we are now faced with what we recommended as a university and what, in fact, we are required to do by House Bill 95.

In talking with the Faculty Senate Executive Committee for feedback, I came up with this resolution, moved by the FSEC, for your consideration. At present we do indeed accept “D” grades with transfer students when they come with a completed Associate Degree, otherwise we do not.

University Registrar Lorinda Bishop: If they come with a completed Associates of Science or Associates of Arts.

Vice Provost Bresnahan: Thank you. I bring you the following resolution

RESOLUTION:The Faculty Senate hereby endorses the principle, as required by Ohio law, of treating the grades of all transfer and continuing (“native”) University of Toledo students equally, including cases of transfer students with grades lower than “C”. Programs and majors that accept grades lower than “C” for continuing UT students must also accept such grades for transfer students, beginning with courses completed in fall, 2005.

Questions/Comments

Chair Jorgensen: Departments can still have pre-requisites. You can still say to move on to French II you need to get a “C” in French I. You can therefore treat internal and external students the same way.

Senator Olson: If this is state law why do we even have to act on this? Doesn’t that take precedence? What is the point?

Vice Provost Bresnahan: I believe it is appropriate that we as a Senate consider this since we debated this and made a recommendation for policy in Columbus a year or so ago. There was actually some discussion in FSEC as to whether or not we need to bring this to Senate, and as a Senator I think we should discuss this. Since the Senate expressed its will, I think it appropriate that you know what is happening.

Chair Jorgensen: We are charged with the academic regulations of the university.

Registrar Bishop: We have already been doing this. We have been transferring those “D” grades for anyone that has a completed AA or AS degree. There is no transcript difference; we are not changing the transcript in any way. Courses will still transfer in. It is the degree audit requirement piece, the DARs, in which we will have some programming to do on our end to ensure that all of your degree requirements could and do say, you can’t graduate under a “C” in any of those courses. Those kinds of things will have to be embedded in the DARs to make sure those degree requirements are met.

Dr. Morrissey just brought to my attention the other point, which is the last piece of curriculum indication that there is an inequity. It is the inequity that if someone transfers in a “D”, our native student gets a “D” and goes on to the second course. Our native student in their current GPA show that “D”, while the transfer student doesn’t get hit until graduation time, when the higher GPA kicks in and they are upset that the grade is now hurting them when it did not all the way along. I would argue it is true our native students GPA is lower than our transfer students until it gets to graduation time.

Senator Pope: Are all students required to offer all grades to be transferred in? There have always been a certain number who transfer and get rid of a “D” on their transcript and in effect start over.

Vice Provost Bresnahan: You are speaking about students who try to transfer in without a complete transcript. We are trying very hard to avoid that.

Senator Niamat: How does this effect international students taking classes elsewhere that do not have a grading system such as A, B, C, D?

Vice Provost Bresnahan: We deal with foreign grades through a grade equivalency.

Registrar Bishop: The departments would have to review those international transcripts.

Senator Skeens: Call the question

Chair Jorgensen: Senator Skeens has called for the question. We will now vote. All those in favor of the resolution as presented, please raise your hands. Opposed?

Resolution passed by show of hands.

New Business: None

VII. Adjournment: In closing, I would like to introduce you to our newest Board of Trustees member, Susan Palmer, please stand. *[Applause]*. Meeting adjourned by Chair Jorgensen at 5:10 pm

Respectfully submitted,

Steven J. Martin
Executive Secretary

Tape summary:
Betsy Welsh