



A Member of The Texas A&M University System

Office of the President

EXECUTIVE COUNCIL MEETING
September 10, 2007
8:30 a.m.
KL 270

R. KECK

1. Update on university issues
 - Enrollment update: 9/10/07 = 5326
 - Jaime Ortiz introduced Fulbright Scholar from Morocco, Ahmed Hamzaoul
 - Faculty Senate requested minutes from EC Council meeting to be placed on the web.
 - Deans were encourage to keep the information received at EC meetings flowing to the Faculty
 - September 21, 2007 Faculty Senate/General Faculty Mixer September 21st in SC ballroom
 - Formal meeting with the Faculty Senate to be announced
 - Student Center scheduling of facilities for external events will now be under Candy Hein
 - Date will be set for a reception for LCC President, Dr. Juan Maldonado in the SC Rotunda, 5-7:00 p.m. week day.

C.HEIN

2. Student Center Policies
 - Casa Ortiz, Student Center, FA, WHTC will be scheduled through SC.
 - No events will be scheduled on Sundays due to overspending too much staff overtime.
 - All organizations requesting the use of TAMIU facilities will be charged a fee.
 - University departments sponsoring events will be responsible for payment of charges if organization is unable to pay. These monies will be use for wear and tear of facilities.
3. Major fundraising consultant presentation scheduled for September 17. (Attachment I)
4. Mr. Killam's memorial
 - Radcliffe Killam memorial service September 11 at 10:30 a.m. at the Killam Office Building
 - Steve will write a memorial handout
 - In lieu of flowers the family requested donations be made to TAMIU for scholarships.

5. Foundation Grant Report for the month of August report (Attachment II)

B. GASKINS

6. Information on MySpace appeals to older audience /Facebook appeals to younger audience. (Attachment III)
- Presentation of myspace and facebook will be scheduled for faculty and administration at a later date.
 - E-mail service for adjunct faculty: Elizabeth Martinez was asked for a list of adjunct faculty that have finished their contract to be forward to the Deans. The Deans will decide if the faculty member is not returning. This should be done every semester and e-mail service should be suspended for those names submitted by the Deans.
 - Automatic call distribution is in place.
 - Mr. Garcia is looking for options on how to handle the volume of calls. Hiring a 3rd service to handle the volume of phone calls is a possibility but costly.

MINITA

- August graduation had 153 graduates (78 undergraduates and 75 graduates)

J.M. SOLIZ

- September 17 – Major campaign training, 8:30-10:30 a.m., WHTC 125
- For more TAMIU events visit <http://www.tamtu.edu/calendar/month.php>

No Items

J. GARCIA E.N. MARTINEZ, T. MITCHELL H. GONZALEZ, B. MOMAYEZI, M. RAMIREZ, J. SO, J. LIRA, N. MOMAYEZI, J. ORTIZ, M. TREVINO, D. SNELL, L STAMOULIS, S. HARMON

Absent: N. BURKHALTER, D. JONES, J. BROWN,

ATTACHMENT I

FOR IMMEDIATE RELEASE:
July 1, 2005

Contact: **Terry Pender, CFP®**
Quest Capital Management, Inc.
214-691-7225
Terry.Pender@RaymondJames.com

QUEST CAPITAL MANAGEMENT, INC. NAMED ON "BLOOMBERG'S TOP WEALTH MANAGERS" LIST FOR THE FOURTH YEAR IN A ROW

DALLAS, TX – Quest Capital Management, Inc., a premier Dallas-based comprehensive financial planning firm, is pleased to announce that it was selected to appear for the fourth consecutive time on *Bloomberg Wealth Manager's* annual ranking of leading independent financial-advisory firms. This prestigious list and the accompanying article titled "Advisor Force" are featured in the July/August 2005 issue of *Bloomberg Wealth Manager* magazine.

The list was compiled by surveying registered investment advisors with at least \$50 million of assets under management who "declared that more than 50 percent of the client base consisted of 'individuals' or 'high-net-worth individuals' as defined by the SEC". Only firms providing financial planning services were considered. Firms listed in the resulting ranking constitute the nations elite independent financial advisory firms.

This year, Quest was ranked number 98 out of 500 firms chosen to appear on *Bloomberg's* list, placing Quest among the very best in its field. The annual ranking of leading financial advisory firms is based on the asset value of the average client relationship on December 31, 2004.

Among the 500 ranked firms, total assets under advisement grew 25.6 percent to \$220.386 billion. According to Bloomberg, the gain is attributable to market appreciation and the addition of new, wealthier client relationships. "It is clear that wealth managers add an extra dimension. In times like these, people realize the value of entrusting their wealth to professional advisors," commented E. W. "Woody" Young, chief executive officer.

Quest will be celebrating its eighteenth anniversary on November 19th. Quest offices are located at 8235 Douglas Avenue, Suite 500, Dallas, TX 75225, (214) 691-6090. Please visit Quest on the web at www.QuestRaymondJames.com.

For More Information:

Terry Pender, Executive Vice President
Quest Capital Management
8235 Douglas Ave., Suite 500
Dallas, TX 75225
(214) 691-6090, or
Toll Free (800) 668-1283, Ext. 237
(214) 691-6171 Fax
Terry.Pender@RaymondJames.com
www.QuestRaymondJames.com

Securities offered exclusively through *Raymond James Financial Services, Inc.* Member NASD/SIPC

Office of Foundation and Donor Relations
August 2007 Grant Report

Grants Applied for	Funding Sources	Proposal Due	Proposal Submitted	Request	For what project	Decision	Date Awarded	Amount Awarded	Amount Received
Planerarium	Union Pacific	8/15/07	8/13/07	\$ 10,000	Planerarium				
Planerarium	Chase		8/14/07	\$ 25,000	Planerarium				
Planerarium	Panasonic		8/16/07	\$ 10,000	Planerarium				
Planerarium	ING		8/20/07	\$ 25,000	Planerarium				
Planerarium	Toyota		8/21/07	\$ 10,000	Planerarium				
Planerarium	Abell-Hanger Foundation		8/20/07	\$ 10,000	Planerarium				
Endowment/Athletics/			8/28/07	\$ 45,000	Multiple				
Planerarium/COED	ConocoPhillips	8/28/07	8/28/07	\$ 20,050	Stomp Out Stigma				
SOS Student Center	Lola Wright	8/31/07	8/31/07	\$ 20,050	Stomp Out Stigma				

Grants Awarded

Yes Camp	Allstate	11/1/07	4/13/07	\$ 500	Yes Camp	Awarded	8/15/2007	\$ 500.00	\$ 500.00
----------	----------	---------	---------	--------	----------	---------	-----------	-----------	-----------

August 2007 Total \$ 155,050

Year to Date Grants Reported Prior \$ 530,744

YTD Total Grants Applied for \$ 685,794



Goucher College Internet Behavior Policy

Policies dealing with Appropriate Internet Behavior

Members of the Goucher community increasingly use personal websites, online blogs, online journals, and online communities such as Facebook.com to communicate and network within and outside of the community. Users should remember that these sites are usually accessible to the public, so keep the following guidelines in mind:

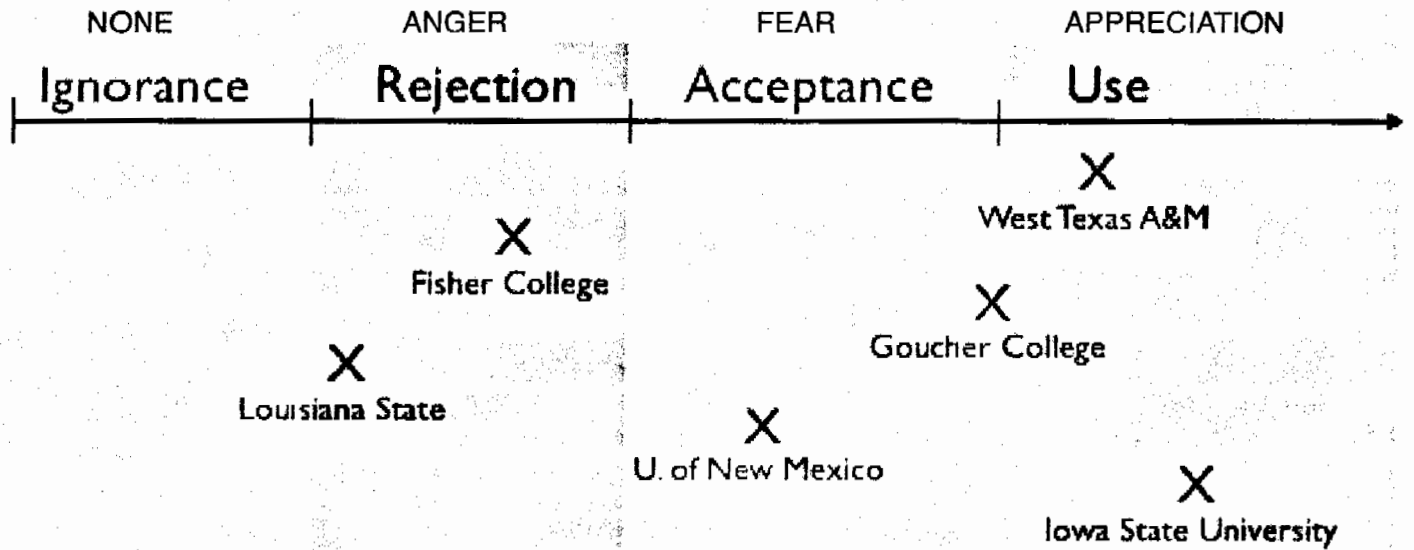
- * Be careful about how much and what kind of personally identifiable information you post to these sites. They are potentially accessible to the public. Don't post anything you wouldn't want the world to know, including personal information that could lead to identity theft, harassment, stalking, or other safety concerns. Also, remember that Facebook and other sites provide privacy settings for posted information—use them to protect whatever private information you decide to post.

- * Be aware that your entries may be seen by unintended viewers. Faculty, administrators, potential current and future employers can often access information you place on these sites. Assume that any information you post may at some point be the basis for the impression others have of you.

- * Understand that even though these sites are hosted outside the Goucher College computing resources, violations of college policy on such sites may be subject to investigation and sanction under the Computer Use Policy, Nondiscrimination Policy, Student Code of Conduct, and other college policies.

The college does not tolerate online harassment. If you feel that you are the subject of online harassment or threatening behavior, please contact the administrators or other individuals named in the applicable college policy.

The 4 Reactions to Technological Change



Facebook as a Tool for Learning Engagement

Part I: Caveats

What Facebook is and isn't.

The most important thing to know about Facebook as a learning tool is what it isn't. Facebook isn't Blackboard or any other course management system. It isn't a wiki, or a blog, or any sort of silver bullet tool. Facebook is the digital social center of the college campus. It is a social tool; its use is primarily the management of the social life at college. Of course, college life is geared around academics, so inherently the social worlds of college students intersect with academics - but only to a certain extent. Knowing Facebook's limitations and target uses - they are primarily social - will help you contextualize your use of Facebook as a learning tool.

The expectation of privacy.

Facebook has unique boundaries when it comes to privacy. Students know that staff and instructors are on the Facebook, but they primarily expect that their profiles will be viewed by their peers. Therefore, you must respect (at least in name) student privacy in Facebook. What does this mean? You must let your students friend you. You must not cross privacy contexts first. You must reciprocate disclosure and be an equal player. I will explore all of these in greater depth.

Non-participants.

A good deal of Facebook users do not allow faculty, staff or other persons of power to be part of their social life. Therefore, there should be no expectation that Facebook will allow engagement with all students. We can only respect the student's decision in this matter.

Part II: Profiles and social behavior

Friending.

I strictly believe that unless a prior relationship exists, faculty friending goes only one way - student to faculty. However, this actually works out - students like counting faculty as their friends. If you've created a rich profile, it shows students that you care about FB, and use it somewhat regularly. With the advent of news feeds, students will broadcast the fact they've friended you, and this will start the friend requests coming in.

Facebook as a Tool for Learning Engagement

Your profile.

If you want to effectively leverage Facebook as a learning tool, you need a profile. Creating a profile can seem somewhat awkward, because at heart a site like Facebook will feel a little like a dating site. It is important to know that you only need to share as much as you feel comfortable, and that it is often useful to express restraint. What do students like in a faculty profile? First, they want to know a little about you. They want to know some of your favorite books, movies and TV shows. You get no points for loading your profile with pretentious interests - students want to feel connected to you. If you like the Family Guy or Curb Your Enthusiasm, share it. Second, students like pictures. If you've got some pictures from conferences, or from when you met famous people, or pictures of your family, share them. You don't need to upload hundreds, but a few pictures will really add a humanizing aspect to your identity. The key in creating a profile is sharing a little bit of the real you - when you can make these connections with your students, you will engage them.

Crossing contexts.

You know that weird thing that happens when you see someone who owes you an email before they've had a chance to respond? And you do that "Hey, so did you get my email?" dance and it feels weird? Well, that is crossing contexts. Students post lots of information in Facebook. Even if you're their friend, that doesn't mean you get to bring up the fact Sue changed her favorite TV shows next time you see her. Unless a student initiates a context-crossing decision, I feel that it is better for persons of power to respect the boundaries of the Facebook. Of course, if someone posts something awesome like "I just got a Rhodes Scholarship" to their Facebook, feel free to congratulate them next time you see them. Yes, respecting contexts is a strange dance, but you've got to do it if you want to play nice.

Facebook as a Tool for Learning Engagement

Part III: Engagement tools

Where to begin.

As Facebook is a social place, having a profile and friends are pretty much prerequisites to effectively using the service. You need not have hundreds of friends, or share every life detail, but it is wise to bulk up on these basic areas before you move into more advanced areas of engagement. Once you've done this, it is essential to remember that Facebook is a social place, so you can structure your goals accordingly.

Profile-based Engagement.

Through your news feed you can directly engage with your entire friend group. Your friends will be notified each time you post a link (a share), a blog post (if you've integrated or use the "notes" function), join a group, attend an event, and so on. The power of news feeds are actually quite impressive - a large group of people will see everything you've done each time they log in. In this sense, you can actively use your profile and actions to keep students aware of things you think are interesting. Since you are a person of power, what you do actually matters to students, so they will pay attention to your profile changes.

Action-based Engagement.

Once you get your head around the fact that profile activities are actually engagement, it is time to move onto more direct means. In the Facebook, this means things like creating and sharing events, inviting people to events, posting and sharing links, tagging people in photos, creating groups or sending messages. The Facebook has a number of services that directly support engagement - photos, shares, notes, groups, events - utilizing these will register directly on your students.

Facebook as a Tool for Learning Engagement

Part IV: Engagement Strategies and Ideas

So far, we've explored the social and privacy contexts, as well as the tools of student engagement in Facebook. But what are effective strategies for engagement?

- The creation of groups for dissemination of information about pretty much anything. You can create groups for your library, your clubs and committees, teams - whatever you'd like. Groups are a way for students to say they are part of something ("I support Net Neutrality", "Library Fans") as well as get information ("The Library will be closing at 6PM this week"). Make sure to create open groups so that students can invite other students to join the groups.
- Events - Facebook is a great place to promote events. Simply create the event, add pictures and invite people. Open events will allow students to pass along the invitation.
- Notes - You can integrate a RSS feed into your blog with notes. If you have a RSS feed you'd like to share, you can use notes to share that within the Facebook. For example, if the library has an events RSS feed (from a calendar or blog) you could integrate this directly, giving all of your friends access to this information.

So these are fairly direct means - what are some other ways to keep up with students via the Facebook?

- Campus ads. Facebook makes it very easy to purchase ads that will appear on profiles. The ads are cheap, and they are cheap for a reason (click through rates on SNS sites are extremely low). If you can create a group or event instead of purchasing an ad, do it. The social/viral forces of groups and events make them much more effective than ads.
- Developing a better understanding of your students perspectives. This may be the most underappreciated aspect of Facebook. Using the Facebook you can get a glimpse into the interests and insight of your students, hopefully reducing some of the generation gap between you two.

Facebook as a Tool for Learning Engagement

- Keeping tabs. I don't encourage spying on students, but Facebook can be used by faculty and staff to get background information on students who are having problems. This is an extremely touchy area, but if a student has serious drug/alcohol problems, is suicidal - the Facebook is a good place to develop background information (and friend contacts) if intervention is necessary. It is also a good place to check up on students who have gone off the radar - if a student disappears, check their Facebook first. Using Facebook for these purposes requires careful handling, but we'd be silly to not admit it is a valuable tool for the people whose job it is to protect students.
- The creation of place. The Facebook is a place through which students can engage with you. Perhaps that is the most important take away from this - Facebook is an opt-in information economy. By creating a profile and undertaking these engagement strategies, you've reduced the barriers for students to opt-in to the messages that engage them. You are essentially sharing information at their level, on their terms.

Following on that last point, by being on students terms it doesn't mean you're radically changing anything. You may get two extra students to show up at your event after posting it on the Facebook. Facebook isn't a silver bullet, but it is a place for the sharing of information. Being realistic about goals, and understanding that students will selectively opt-in to messages, you'll have a reasonable perspective on how to use this tool to engage with students. By approaching students on their terms, you've taken a very important step in increasing engagement. To that extent, I hope this information has been useful.

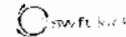
End

Activities + Affairs: All for One

A collaborative blog where student affairs professionals are sharing ideas, thoughts and feelings with each other.



Activities + Affairs: One for All



ABOUT US

Interested in writing for this blog?

Bloggity, Best Practices

Publishize This Blog

ABOUT THE CONTRIBUTORS



Jennifer Sabone,
Director of Stud. Aff.
West Valley College



Step Chason
Director of Stud. Center
West Coast A&M U.



Art Lassiter
Acad. Adv. Advisor
VA Commonwealth Coll.



Shawn W. Hoyle
Director of Stud. Center
West Coast A&M U.



John DeMusa
Director of Stud. Aff.
Admission University



Jennie Acott
Director of Stud. Aff.
VA Commonwealth Coll.

Welcome to the "One For All" blog!

However you got here, we're glad you came . . .

This is a collaborative blog, one of the cornerstones of a collaborative learning platform developed by Swift Kick and sponsored by APCA.

Here's how it works:

Activities professionals from around the country contribute their thoughts to this blog. These thoughts are placed in pre-defined categories, i.e. assessment, recruitment, etc. producing the tag cloud you can see on the right hand side of the blog.

Sounds cool, no? Here's the trick:

This blog requires activity to make it worthwhile. The more active you are, dear visitor, the more useful the blog becomes. You have a number of options of participation:

1) **Read the blogs.** We'll publish visitor stats and this will encourage the writers.

2) **Comment on the blogs.** This is huge! It creates dialogue, the best learning, and is a great way to warm up to actually blogging yourself. When you comment, feel free to be feisty, opinionated, and disagree. We are all here to learn!

SEARCH

Search search this site

RECENT COMMENTS

Nehelle Waste on Prison made me a better student services professional and teacher

Nancy Ordrey on Everybody's Talking: Emergency Text Messaging (Part 1)

John Drendel on Recruiting new members - A Brief How To

Erin on Why Series Programming

Chris Steele on Development By Challenge: A Whole Day Using It as a Course on Leadership Development

Kevin Brantiss on Top Strategies for Establishing Disability as an Activities Professional

Kevin Brantiss on Am I Wrong to be Withering?

Topics Discussed Include:

Club / Org Recruitment
Club / Org Retention
Risk Management
Myspace / Facebook Best Practices
Contracts & Riders
Diversity (awareness and support)
Assessment

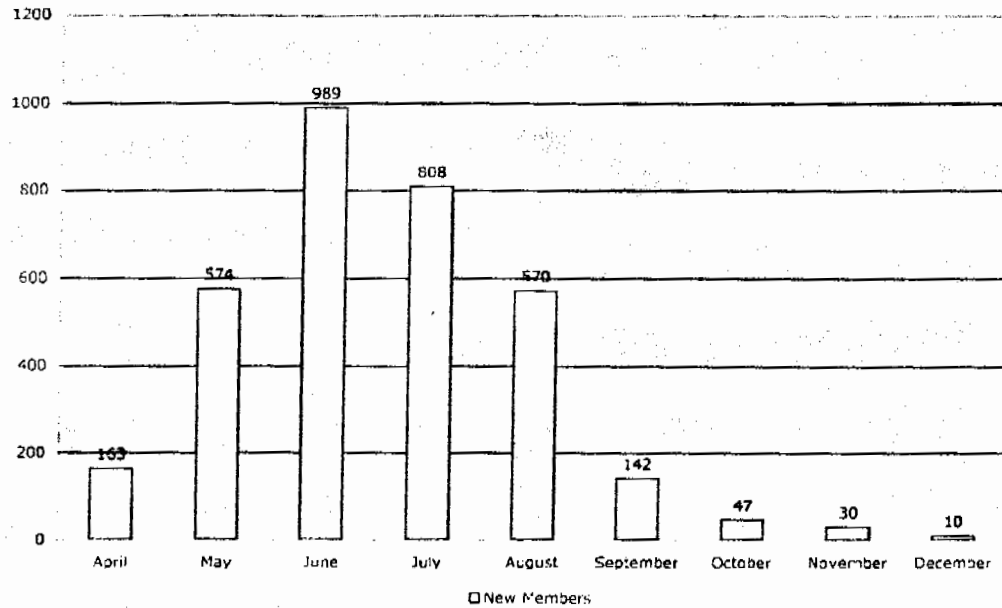
Leadership Training (Retreats)
Series Programming
Being Creative
Technology and Programming
Fundraising
Low Cost Prog/Home Grown
Marketing Programs / Events

To Participate Visit:

http://swiftkick.typepad.com/activities_affairs/

Incoming Freshman On Facebook

By-Month Analysis of Freshman Facebook Account Creation



University Portal vs. Facebook

South Dakota State University conducted a student survey and received 375 unique respondents with these results:

- 98% log in daily to Facebook
- 31% log in daily to SDSU Mystateonline portal
- Respondents spend 1-2 daily on Facebook
- Respondents log onto Facebook, on average, 5x a day, personal email 3x a day and institutional email 1x a day.
- The number of Facebook logins positively correlates with the number of student organizations in which respondents reported they are active.

Action Steps

1

Create a Facebook Account.

email: _____

2

Read "*Facebook as a Tool for Learning Engagement.*"

3

Join a Student Affairs Group on Facebook.

- *Student Affairs Professionals Unite*
- *Student Affairs Professionals*

4

Create a Facebook Group for your Student Leaders.

email: _____

5

Try Out Some of the Other Facebook Tools on the Next Page.

6

Create a Proper Internet Policy for Your Campus.

Goucher College Internet Behavior Policy

7

Hire or In-house Training for Students AND Staff.

8

Visit Activities + Affairs Blog and Read Best Practices.

http://swiftkick.typepad.com/activities_affairs/

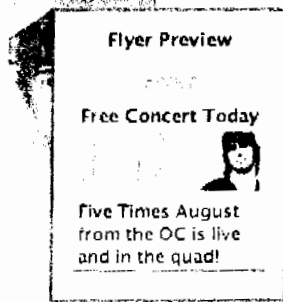
9

Message me on Facebook and tell me how cool you are for having an account.

Things to Try on Facebook

1

\$5 Banner Ad - Promote Your Events to your students



<http://www.facebook.com/help.php?page=14>

2

\$6 Survey Tool - Survey your Students or all of Facebook

What is your favorite soft drink?

- Coke
- Pepsi
- Mountain Dew
- Dr. Pepper
- Red Bull

<http://www.facebook.com/polls.php>

3

Facebook Applications - 100's of tools for you to play with

<http://www.facebook.com/apps/>

Resources / References

Slide / Point / Quote	Reference
93% Stat	"David Epstein, "The Many Faces of Facebook," Inside Higher Ed, June 15, 2006
63% Stat	"Mitrano, "Thoughts on Facebook."
Cameron Walker Story	"The Web's Hottest Site: Facebook.com" Rolling Stone, Apr 2006 http://www.rollingstone.com/news/story/9597735/the_webs_hottest_site_facebookcom
Cameron Walker Picture	"The Facebook: Not Just for Students" The Brown Daily Herald, Dec 2006 http://www.browndailyherald.com/media/storage/paper472/news/2005/11/03/CampusWatch/The-Facebook.Not.Just.For.Students-1044229.shtml?nrewrite200701032336&sourcedomain=www.browndailyherald.com
Determine Behavior	Harris, Judith R. (2006) <i>No Two Alike</i> . New York:W.W. Norton
Pablo Malavenda Story	"Facebook: A campus fad becomes a campus fact" The Christian Science Monitor, December 2006 http://www.csmonitor.com/2006/1213/p13s01-legn.html
4 Stages of Technology	"Exploring Leadership: For College Students Who Want to Make a Difference" Susan R. Komives, Nance Lucas, Timothy R. McMahon, December 2006
Advisors and Facebook	"Facebook as a Tool for Learning Engagement." Fred Stutzman, December 2006
Goucher College	http://www.goucher.edu/x14095.xml
SDSU Survey	http://mistakengoal.com/blog/2007/04/05/acpanaspa-joint-meeting-facebook-student-involvement/