

**Final Approved 8/6/15
Faculty Association
Meet and Confer
July 9, 2015**

Administration: Earl Potter, Ashish Vaidya, Nancy Mills, Tammy McGee, Holly Schoenherr, Judith Siminoe, Henry May, Mark Springer, Nancy Mills, Kevin Whitlock (guest), Jodi Wroblewski (Guest), Daryl Scholz (Guest), Greta Abel (note-taker)

Faculty: Tom Hergert, Frances Kayona, Steve Hornstein, Laura Finch, Tracy Ore, Debra Leigh, Dick Andzenge, Matthew Ferrell, David Wall, Tina Sacin, John Harvey, Bill Hudson, Cindy Gruwell, Lisa Loftis

Approve Minutes

1. April 30, 2015

FA: Good afternoon. The President is with us today. I have been asked to chair the meeting today for Ashish for his first time. It is his first time here so be gentle. We are happy to have you here, welcome.

(Introductions were provided around the table)

Minutes for April 30 were sent out. They are approved.

New Business

1. Changes to the Parking Program(ADM)

Admin: Jesse Cashman was going to be here but was unable to be so I've asked Kevin Whitlock. I'm not going through page by page the presentation that you have in front of you. It was the subject of the hearing that met earlier this week relative to parking. Let me share with you a couple things that are going on. Parking as you might be aware is considered to be an auxiliary activity at the institution and as such we are supposed to be having annual hearings updating the community on parking, on plans, and such reviewing the last year. We did not find evidence that this has happened historically and Kevin, Jesse and Annette Crew have been doing a great job of getting out with a number of groups on campus to try to talk about the state of parking on campus. So what you have before you is the first hearing that we are aware of and the first of what will be annual hearings to get feedback from, not just faculty and staff, but we also are going to be talking to student government and just know that we are in two-thirds of the way through our listening sessions and hearings. I believe we have gone through most of the entire meet and confers, maybe MMA might still be open, but otherwise we have gone to all the labor management meetings and wanted to continue that with you today. The gist of what you have before you is basically again we wanted to talk about what the condition is and we have some thoughts on ways that we can improve parking on campus and what you will see in there is we had options that we could look at. What we know is that we do not have a funding structure set up that is able to provide for capital improvements to our parking structure. For those of you that were in the town hall meeting and then the budget advisory this afternoon, in our non-general fund area we do run a loss in our parking, particularly associated with the ramp. Ramps are expensive to own and operate and we do not have adequate funding to provide for any capital improvements or put in new parking lots in terms of the paved surfaces on campus. The department conducted a parking

study, I want to say about a year ago we brought in a group by the name of Walker Parking who does this for a living down in the cities and throughout the region and they looked at the usage of our lots and they looked at some ideas on how to look at public and vehicular movement on campus. So what you will see is some concerns we have around safety, certainly who is walking at night, students have some concerns mostly around our commuters are parking in a muddy, dirty parking lot, not covered with asphalt. We have issues with regard to the grounds in those parking lots because we have cars parking in the root system and so you will see in the documentation also that there is a consideration about whether or not we needed to increase parking fees as a way to help fund some of the needs that have been identified. That was set aside as we determined and started looking at how much of our campus is actually free to people and there was a search for how to develop an equitable means for which the users are actually using campus parking facilities who were paying for the parking facilities. So there was some work being done in that regard also. Now the challenge in all of this that we acknowledge right now is how to balance accessibility and user friendliness from those people who are coming in from outside the campus and so you will see some proposed plans on how the department is trying to look at increasing our accessibility to key areas of campus at night and to be keeping that warm and welcoming environment available. You will see the intention around the creation of some student ambassador positions to help and assist with people in parking and that would be with our existing public safety student officers. So that's kind of the gist of why we are here. I know a number of you were at that hearing. I don't know if you have anything you would like to add otherwise we can open up to questions.

Guest: Questions would be fine.

FA: Is there something that pushed us to the edge on this parking, our decreasing enrollment over the last number of years? I was here when they built the ramp and the ramp was built because there was a huge need for parking and now apparently it is not full and you are saying parking is not bringing the money to maintain the lot. Is that the issue, the decrease in enrollment and there are not enough people on campus paying or is there some other reason why the budgeting and the parking are not matching its needs? How do we get there?

Admin: Clearly enrollment and staffing levels will always be a contributor but when we started unpacking some of the practices that we had or that we didn't have are also contributing factors. We have a lot of free parking after 7 o'clock at night, not sure we completely understand that. What we are trying to do is say people want access to those parking areas in the evening then why should they not also have to share in the cost. So that's what I mean by a practice that is not just enrollment related. The other thing we have is monitoring our ticketing, which is another revenue source. We have seen reductions in ticketing revenue and so is that because of enforcement or is that because of volume? I think we would submit probably some of both.

Guest: In the past it's been just a hodge-podge of how things have been done and I think what we are trying to do here is put together a combined package that recognizes and defines and allows us to try to meet the needs of everyone on campus, all of our users; faculty staff and guests.

FA: The only input I would give in terms of why to allow free parking after 7 and not expect people to contribute, I'm somebody who has never had a parking permit here

because I live five blocks away. But on occasion I will park after 7 o'clock when I know I am going to be working in my office or I am going to be teaching a class because I don't want to walk home in the dark. So a safety issue and I know some other faculty and students will move to the lot behind Riverview or Stewart because they know they are going to be there late and it's safer to go to their car than to walk.

Guest: I think we hope to identify that, we hope to recognize that we will still offer some free parking; lots C and B come to mind that we are going to identify as free parking lots so we will still offer that.

FA: I think the other thing would be events so if we are having a concert or something like that.

Guest: Yes, we put together a parking plan that even allows for where someone would want to go to an athletic event and when someone would want to go to a cultural performance, there's specific parking assigned.

FA: I know our Teacher Ed graduate students have always been uncomfortable with where they thought they might have to pay for parking because they show up for three hours one night a week so if we had facilities where they could pay by the hour that might make more sense.

Guest: That concept is still going to be there, we are identifying the needs for some of our students, the lot over by admin center, some of it is K lot, part of it is a permanent lot, we may even incorporate more of a permanent lot to accommodate the need and the demand from the students that have the permits but we will still have that option.

Admin: In closing can I just share the timing that we are looking at or where we are at in the process. Again we have a commitment to meet with the student government when they come back. Once you have all had time to look at the presentation and talk we would be glad to come back and get any other feedback you might have in August at the next meet and confer meeting. We have not yet carried any of these parking proposals forward to the President's Council for review. We will be doing that but quite frankly we wanted to go out and get the feedback from everybody that we could first as we develop and evolve the plan. If there is some low hanging fruit that we can do before school starts that would be great and if it takes us longer into spring semester or later in the fall we will do whatever it takes to do it right to begin with.

FA: Thanks. We will look this over and bring something back for the August meeting.

2. New Approved IT Project Intake Process (ADM)

Admin: The agenda says new approved IT project intake process but it really should say "New and Improved or New and Proposed IT Project Intake Process" so I apologize for the typo. I want to set the stage just a little bit before Jodi and Darryl take the stage to talk about why this, why now. IT often times operates in the shadows around campus and while people know what they do for them they don't know what we do for everybody so we are trying to do a couple of things. Number one is we are trying to bring visibility to the work that we are doing on campus so people understand and have some understanding of how that works. Second we have far more demand than we can deal with at any given time and so what we want is a rational process to intake projects or requests for projects and

then processes to sort them out so that we can agree as a campus which ones will be worked on and which ones will be wait listed. I don't think for instance that people know we support 200 applications. Similarly I think people would be surprised that we have 80 in the queue today that are waiting for some sort of action and funding. What we are proposing is a process that's common for IT kinds of projects and may be used for other kinds of projects but a good part of the work that Jodi and Darryl have done is to take a critical look at this and tune it to higher education so Jodi will explain some of the work that she did looking at Humboldt University who is similar in size and complexity as us and taking some ques as to how to make this work in a higher education environment. I will let Jodi and Darryl introduce their project management team. They have been working on this and they have been meeting with other interested parties to get feedback on the process and strengthen the process.

Guest: Just to expand a little on the research that we did, before I came to St. Cloud State I worked for a software company so I am used to working in sprints; having a concentrated work effort so you are more efficient and you're more planful, you're more predictable. Recognizing that we are getting all of these requests in daily and things would just compound on top of each other and I was trying to figure out how to get the work done and do what we say we are going to do and we are missing deadlines and things like that. So I just started researching and found a university in California, Humboldt State University, a little smaller than us but has the same culture as us, they belong to a big sister like a MnSCU up in California. They implemented this twice a year project intake process and since it's been a number of years they have run through a number of cycles with great success. So they have been mentoring us, we have been having lots of calls and emails and so we had it customized to St. Cloud State but they were the ones that inspired us to take a different look at being more planful on our work.

Guest: As you all know as you switch contexts and have people constantly switching their priorities it makes it difficult to get anything done. That's part of our current state but what we are really looking at doing is moving to a future state where we are very transparent with what we are doing. Right now IT is making a lot of decisions on what stuff we focus on and I don't know if that's the most strategic move for the university.

Admin: Let me comment on that. As a CIO I have to own the process, I have to own the mechanism to make decisions and then memorialize those decisions and then communicate those decisions. What I don't have to do, it would be unwise for me to do, is to make those decisions. So I need to involve all of you on campus in the decision making processes and so again my job is to facilitate the process, Darryl and Jodi are going to talk a little bit about that but involve the right people in making those decisions about what goes first, what goes second, what we have money for, that's a short path to the exit. It leaves a lot of people very dissatisfied and it creates a lot of obfuscation where people can't follow the trail of where their money is going, what work is getting done, why it's getting done. So I need to stress that because if it's not crystal clear that you are involved in the decision making process we missed an important point in this process.

Guest: We are here to take input and we can take input in the future also but we're also looking for other spots where we can help communicate this process to. We want to make sure people know about this process, that we are engaging in the most strategic stuff in the university. I am sure all of you were sent this digitally, electronically and I am sure you have not been able to review it in any great detail. This is kind of our process; I am going

to go over it very high level. If you have questions we are more than willing to answer any questions that you have but right now what we are doing is we are doing a time checking pilot within our IT group right now. We are trying to figure out the amount of time we are spending on operations or keeping the lights on. We are able to keep things up like email system file space, there is overhead to that to it takes a little bit of time to do that. We are trying to capture the time that we do have for projects right now. Some of the other things we are doing is we are trying to clean up our project list right now too. We have a boat-load of stuff that we are currently engaged in and we are trying to limit that as much as possible. We are trying to get ready for a new intake process. Part of that is we are doing communication from now until four or five processes into this. Some of this, you're probably going to sick of seeing us communicate about this, but again we want to make sure this goes well. We are going to be using the IT Advisory Council. It is an advisory council for IT and they are going to be the ones that will be doing a lot of the vetting when we look at our process and then ultimately bring recommendations to President's Council on the projects we are going to engage in. Some of those dates and times is we are going to be calling for proposals coming up in August, the first round in August with an end of September timeline on when we are going to make those due. We're going to have an easy to use, non-IT worded type of intake process and then we are going to take a little bit of time because what we need to do is understand what the size of those projects are and then create basically packages for that IT Advisory Council to go through and be able to compare those. We do have some different score sheets and scoring matrixes for that group to use to help hopefully bubble the ones that are the most strategic towards the top. At that point in time, in the November/December timeframe, they are going to have to finalize those recommendations. Within that time it's brought to President's Council for their approval of which portfolio projects we will engage in and then the work will actually start in January. So we have some planning work to do in December. Then we have a process that again starts in the spring for the next July through December. You're probably thinking to yourself, wow I hope I know six months ahead of time when I need a project done. Oh one more quick thing too, when we're talking about getting a new computer, that's not considered a project or if your printers not working, that's not considered a project either. We are looking at work efforts that are 40 hours and over as considered a project when we look at this process. We are planning on having an exception process because again there are going to be opportunities that we need to engage in or things that we may just not know about like a compliance thing or whatever that we need to do. Our hope is to keep that being the exception process and not the rule process is ultimately our hope. At a very high level, we are going to spend fall vetting those projects for approval to be worked on during the first half of 2016 and then again the spring we will start for the second half.

Guest: I am coming at it from a perspective too of being a previous customer of IT; I worked in Career Services so communication is very important. So I understand the importance of transparency when we call for proposals. We will do brown bags and meeting people and making sure people understand how they are filling out the intake form and how it's going to be scored. You will notice on the chart the communication part is always the beginning because it's important. That's why we are going to all the meet and confers and meeting with all the VPs and do as much communication as we can. If there's any avenues that we are missing that you think we should go to and communicate let us know.

FA: I have two questions. You gave us some examples of what are not projects; can you just give some examples of what might be a major project?

Guest: Curriculum and Catalog Navigator, when we implemented the new software to facilitate the curriculum process that would be an example. We implemented a product from New Line for ticketing on campus for both athletics and arts type events that would be considered a larger project. Website redesigns we believe will be probably considered a larger project. Now if you just need updating and that kind of thing, that's not considered a project but major redesign. That would be an example of one; TK20 was another very large implementation.

FA: That's helpful. Secondly, it's not a question but maybe a concern, the September deadline or timeline at least for faculty it may be problematic.

Guest: We recognize that. When Jodi was looking at Humboldt we took a lot of what they had and they had a very aggressive timeline. At St. Cloud State we value the collaborative decision making and that takes time. To be able to take those projects and have us scrutinize those projects to have an understanding of what it's going to take to implement that takes some time so what we are going to do is we are going to learn throughout this. If we get to September and we realize that we need to extend that deadline we will probably extend that deadline. We don't want to do that because it starts pushing some of our other things to be ready to go in January. What we want to be able to do is to have those projects ready to go so that when the work starts on it, it's plow ahead with people working on that project and not go stop, go stop, go which affects a lot of our projects.

FA: One more thing, did I hear correctly that you have upward of over 80 of these projects already on the plate?

Guest: Yes.

Admin: And not a process to that. So they are going to go through this vetting process but they are effectively in the queue. It's important to bring it out because most people don't know that we have that kind of intake.

Guest: So we are learning a lot. This is a new process so we ask for patience as well. This is our first time through it and that's why the feedback is important. We are learning our capacity through time tracking. It's a very new thing for our staff and estimating is kind of a new skill set and so all of these really new things that we are going through so it might be a little bumpy the first iteration.

FA: The advisory group, is this the right group to be doing this kind of work in terms of the workload and the expectations of this group?

Admin: We think it is for now. It's a very inclusive, across campus. Tom and I spoke yesterday; he has some valid concerns about faculty overload and some things like that. That too we may need to take a look at because we're about six months into operating that. These are new processes and we are amenable to certainly taking input and changing that to work for everybody. The other thing I want to say about projects, this doesn't govern 100% of our work. What we are trying to do is to create about 20% overhead to deal with projects; the other 80% is busy keeping the lights on and fixing PCs and day-to-day tasks. So this won't be 100% but part of what we need to do is we don't have enough resources to do everything everybody wants. What we have to do is be smart about

approaching that. Sometimes we will work with the customer directly and say hey let's get you involved and sometimes we will look at outsourcing. So there is a combination of ways to approach this and it's going to depend on time, budget, criticality and things like that. Some of this is new and we'll work through it.

FA: It may be in your documents, I am not seeing it. My question is, what's been missing the last couple of years in projects is some sort of document that lists what is happening with the projects showing here is what the project is, here's how it moves through, something in advance of the projects some document that lay out what the project is and where it is going. Is that in here, did I miss it or...

Guest: It's not in here specifically but one of the things we are going to have is a website that shows these are the projects that were approved and this is what the project is about and here are the major milestones for those projects; here are the ones that didn't get approved by the way and we are going to list those out there also.

FA: So that kind of document, here's what we are doing, here's where we are going, through the groups and whatnot. That's been missing, for example in managed print, we never knew how it was starting, where it was going, when it was going to be up and done or half way or anything. That's the kind of thing that the various bargaining units, ours in particular...

Adam: I think I heard something in there; I just want to make sure I didn't misunderstand it. We are going to be working through the IT Advisory Council and then President's Council. We are not going to take all those projects through all the different bargaining units.

FA: Sure but what my question is, is that as these projects go forward there is description of the project that people can access and they know what it is, how it transpired, where it is going, how far along it is.

Guest: That is in our plan that we would do that.

Admin: So to differentiate a project is a discrete activity, it's something you do. The portfolio is selection of projects so those two terms come back. So what you are asking for, and what we are prepared to deliver, is the portfolio that lists the projects, the process towards completion, budge information, things like that which will be worked on and those that are in the queue.

FA: I was asking for a description of the individual projects, yes.

Guest: And that would be in with it, that is our plan and that is a very basic part of the communication part.

FA: My question is for those projects that are not taken on, are they expected to go away, are departments expected to do them on their own, hire their own people to do them?

Guest: That's been some discussion at this point in time because any time you outsource something it still does take some work from the folks on campus. That's something we are still kind of hammering through. Right now what we want to be able to do is to give options

that we are not able to engage in with our staff but here's a \$15,000 price tag for this company to assist in that.

Admin: Let me comment on that a little bit. You might imagine that demand exceeds capacity to deliver so we have a list of 80 things and we may be able to decide as a university that of those 80 things we will work on 20 of them this year. So nothing comes off of the list without some specific action to take it off the list. Having that list available and visible allows you, say you are number 30 and you know you are not going to make the list but because of the change in policy that makes yours more urgent you now have the ability to go somebody who say is number 15 on the list and say hey, can I budge ahead of you, can I trade places with you and we can actually facilitate that conversation. This is the essence of giving the decision making rights away so I'm not arbitrating that and saying I'm sorry we are just not going to get to you. There are reasons things change during the year, as I said policy changes, changes in law, there are things that create a different level of urgency from when the project was proposed. That's part of the communication process is to facilitate those conversations so that you know where you stand and you know what options and alternatives you have whether it's us doing it, you doing it or sourcing and we are providing that level of support to you. Again, it's communication and transparency that we are really trying to create.

FA: This may not be the forum, managed print. I am terribly frustrated. I can't get answers to questions about money that has been taken out of my budget in terms of charges and I don't know who to go to. I don't know how much detail you want, like I said I am not sure this is the time.

Admin: Let's take that off line because I can get some people that can answer those questions.

FA: I hear little bits and pieces from other chairs that they also have concerns.

FA: We got double billed. I'd also appreciate getting on your list so that we can solve that.

Admin: I will take that as a separate action item, managed print, because this is somewhat new what you are saying but I want to dig into that.

FA: So a relevant question to that would be is managed print something that would fall under this and have the same sort of scrutiny?

Admin: Yes.

FA: Is it possible that there's going to be a retrospective project that will help us to understand it better because I know there has been some pretty rampant confusion. I've only been doing this for a few weeks and I have heard about it a lot.

Guest: I probably shouldn't say this but when we talk about ways not to do projects that's usually one that we bring up.

Guest: We are also developing a PMO, project management office, so this is one component of our PMO. Part of the PMO is developing templates and a tool kit for our staff to use so Darryl and I are creating, this is how you use a charter, and this is how you do

status reports, so we are developing some of those practices as well. Our goal is to help train staff. Sometimes there are people who are non PMs doing PM work and so these tools are a little foreign to them so helping them know how to use them so when they do get a manage print project or something they will have a tool kit to use to help guide them through it.

3. 2015-2016 Calendar (ADM)

Admin: There have been a few tweaks since this came to meet and confer in April. Primarily when the calendar went to President's Council it was suggested that the two duty days on Friday, October 9 and on Friday, April 1st they are non-instructional duty days, they would be defined on the calendar as assessment days. So those are days set aside, they are duty days and they are set aside to talk about assessment in keeping with the assessment plans that are coming forward. The only other change in the narrative, the text calendar is it had the correct date for grades to be due but not the correct day. The day grades are due will be the Wednesday after final exams because final exams will be on Thursday not on Friday with the move to commencement on Friday.

FA: The sheet we have needs to be changed from Thursday to Wednesday?

Admin: Yes, and I sent around another one that I think was correct. The one in the packet still said Thursday but the number is correct, it is the 23rd and it is the 11th it's just those are Wednesdays not Thursdays. And other days which are indicated already as non-instructional duty days were designated as assessment days on the narrative calendar.

FA: I just have a question, why just assessment for the faculty workshop days.

Admin: That was a recommendation of Lisa Foss and the folks working on assessment, that we have some days when we know faculty will be here, that we can talk about assessment as we prepare for Higher Learning Commission and assessment plans that we're developing around Husky Compact.

FA: Does that preclude talking about something else related to faculty development on those days.

Admin: Not that I know of.

FA: I'm asking as interim CETL director.

Admin: I think that would be a question to take up with Lisa.

FA: Just wanted to make sure that if it says just assessment on there and if we ask faculty to think about something and we have to say no you can't because it's not assessment.

FA: It's a little late but as I thought about it again it seems like there's more work for faculty, more work for departments in starting the semester in fall and yet we only have three duty days before classes start because in January we have five duty days.

Admin: I've learned about the systems at MnSCU during this, there is a deadline earlier in the year in which faculty start dates must be entered into the system, computers and pay and things like that. This calendar was arrived at after that had been entered. So we could

add them in January because it's the August date and the May date. Going forward we hope to be able to balance that. What they would have had to do is go in and change each faculty member's start date by hand so we decided to live with it for a year instead.

Admin: And we thank you.

FA: I think I know the answer but there were questions about this at the end of last year so I just want to clarify it, the day the grades are due is not a duty day is that correct.

Admin: It depends. If we count the duty days, right now if I remember, right now it's not necessarily a duty day.

FA: Commencement I think is the last duty day.

Admin: Right. And that's the way it has been for some time now.

FA: That's what I expected but there was some question I remember at the end of last year is that a duty day or not and I just wanted to get that clear so the next time the question comes up I can answer it.

Admin: On this calendar.

FA: That's right, yes. Thank you.

4. Program/Degree Discontinuations (ADM)

Admin: This is mine. You have the output of the program review in terms of recommendations for program actions. There's a wide array and all of the program actions have come out of departments that recommend these actions, for the most part, there are some exceptions. Depending on the nature of the action, some clearly require more meet and confer activity and consultation. So in the course of fall semester we will sort these by the amount of activity they require in terms of engagement and conference and go through that process seeking to have agreement by the end of fall semester to be able to take action. These actions for the most part don't have an impact on faculty employment. They are cleaning up programs and eliminating options to majors for the most part. There are a dean or two in the room so if you have more questions but the bottom line is there is no intent to simply take this as the list and put it into action without any more conversation. But these are the program actions that have been the result of the program review process, the ones that have been recommended. Just to give an example like Travel and Tourism that's a complicated conversation between SoPA and the Herberger Business School and many other considerations about the future of that program. It is a program that has declined in majors from 14 to 7 but it also is the program that had the benefit of a really strategic review and positioning conversation. When I travel overseas there's great interest in tourism programs in the United States. This program is offered in a market without a lot of demand. On the other hand we have been in conversation with the Indian Nations in Minnesota who have a real interest in our working with them on workforce support and engagement for their hospitality industry. Although it's not all tourism, there is accounting and HR in there, so there are some program opportunities that merit conversation. So some of them are really complicated like that, others are really clear that a department is in absolute agreement that they want to eliminate these program options because they don't have demand for them. So again, this is the list of recommended

actions that have come out of the program review process. There is a great deal of conversation and review and agreement that has to occur before action is taken.

FA: When the matrix was first shown to some faculty members including myself, we asked what the difference was between the column "maintain/phased withdrawal" versus "strengthen/phased withdrawal". I am wondering what is the clearest way to explain it.

Admin: Not much. It's a sliding scale, it's just slight grayish. Let's start with the central column first. In order for the ones in the center to be maintained there was general agreement among the parties that they needed to be strengthened. That they were not in good shape now and that they needed action or they should be withdrawn. The left hand column the judgement was that there was stronger current condition but still questions about the future of the program. A lot of those have to do with faculty in the department, all the minors in that are recommended for review those are really programmatic decisions in the Schools and Colleges. It's fuzzy, it's not black and white; sort of a sliding scale. The right is really towards elimination, left is where people felt there was a stronger case for continuation. The middle is the middle

FA: So maybe you can help with my confusion since the Social Studies teaching program has a variety of emphases, two of those emphases Sociology and History BS show up on the left hand column the other emphases Political Science, Economics, Geography do not show up. Is there something I should interpret from that?

Admin: I couldn't help you with that. Those are really faculty and chair and dean conversations. The main thing is that this list should not terrify anybody at this point. It is recognized as a set, it's a rough array of the outcomes, and it really describes the work to be done to come to decision and closure. That really is the main message of this, action has not been taken, action is not intended until we have gone through the proper steps for review and conversation on each one of these.

FA: Should we expect to hear through our supervisors what a programmatic review would be over the next year for things that are in these two sets of cells?

Admin: The Provost will have conversations with the deans to sort of sort this out and layout the treatment for clusters of programs. Some where there is overwhelming agreement that an appropriate action is planned, others where it means there is work and I don't have those in my pocket. Those really fall to the Provost to work through. But yes, you will see more detail on a process for treatment. I am just really saying, where the faculty ask what is the outcome, the outcome is that there is a list that arrays program actions that have been recommended and now we need to talk about, address and draw conclusions.

FA: The only question I have is regarding the placement of these. Were they made by the deans in consultation with the faculty?

Admin: The Strategic Planning Committee had a big part in the array.

10. CFP Update (FA)

FA: I see that John is here do we want to jump to the Facilities Plan?

Admin: I would like to jump in for just a minute if I could. The Comprehensive Facility Plan is at, from the MnSCU definition called the 65% complete. There is a document in print form that looks like this but it has been posted on the Comprehensive Facility Plan website so if you want to save some trees look at it there. This document was turned in as of Monday, July 6th to the System Office and I want to thank and continue to thank both the faculty appointees to this committee, Tracy Ore and Kurt Helgeson for their participation in the meetings that occurred all last year. We have had literally 400 meetings on campus seeking feedback and input on this plan from students, faculty and staff and we are at a place now where we will be wrapping the formal, formal word is 65% complete, but in fact is probably 85% done. So we are in the throes of finalizing what will be our final recommendations and plan. Our intention is to have the steering committee meet a couple more times this summer and then in August or September as we find the right date we will have another session for the entire campus to have the final presentation by our consultants, RDG. Then the suggestion was, and I think the steering committee thought it was a good one, was to have an open house format similar to the Charting the Future Gallery Walk where we have pictures and easels and places for people to provide final comments as they wander through that right after that presentation. So our intention is to have this thing finalized and wrapped up probably by the end of September first part of October. Again, I appreciate all of the work that has gone into it and all of the input and feedback that has been given by all parties that have been engaged in it. I would also like, before John stands for questions, is to say that what we also know that will be called out in this work, is that we will have quite a bit of additional work to do around frankly drilling down from this Comprehensive Plan and getting into questions around how we will be establishing practices around how we assign and utilize space on campus at a more micro level. That never has been the intent of this document; this has been an intention of keeping it at that high level 20 year planning process. So with that we will stand for questions.

FA: In June you reported to MnSCU that five classrooms have been taken off line this year. Are you planning on taking more classes off line do you think?

Admin: The way I would respond to that is we are a service providing to the academic enterprise so we need to know what you guys need and respond to that need. What we knew was that when you were looking at how you schedule the classrooms and when you look at the section sizes and how you're teaching, it appeared that we and our room utilization reporting showed that we had significant underutilization of certain classrooms. We will continue to monitor that. We found interestingly there were statements made in some conditions where it was believed the classroom was the limitation on the section sizes and I said identify every one of those for us and we will do everything in our power to fix that for you. We never got any feedback or response that the classroom was the fiscal problem. So we don't know but we are here to respond to that as needed and again we will take off those rooms that are deemed available to take off only after the academic enterprise has done its work.

FA: Do we know what buildings those rooms have been taken offline in?

Admin: Yes, one in five different buildings I think.

Guest: Halenbeck, PAC, two in Headley, I think one is Stewart.

Admin: Ed building, Kiva room. The five or six we have taken right now were pretty low impact. In fact probably won't even be missed.

FA: I couldn't find the document, where did you say it was posted?

Admin: I can send you the link. Kristi posted it this afternoon so it's on the Comprehensive Facilities Plan website but frankly I don't have the exact notes.

FA: On St. Cloud State's? It's not up there yet.

Guest: I do have a flash drive with it too so if someone wants to borrow my flash drive.

FA: It will be up within the next day or two so it's not a big deal.

Admin: I will check, she was posting it as I was leaving the office so I will see what's up.

FA: So obviously we have another chance to look at it. What would be a couple of big surprises that will come to us or that came to you at this point after having gone through this?

Guest: When Tammy talked about utilization, I don't think that was a surprise, we kind of by our gut felt that. I can't say that there were any big surprises that we uncovered.

Admin: Let me share a couple of mine. That the high rise dorms, it's cheaper to take them down than to try to bring them up to code. That Headley is in the same condition. They were built in the 60s so they have been around for a while and they were built under very different conditions with different expectations. So it's not just that they are double rooms and straight hallways and pretty dense and common showers and bathroom areas, it's that in fact we can't get them up to code at an acceptable price. Understanding that about a number of our buildings was a little bit of a surprise.

FA: That's good to know. So they are looking at tearing down halls?

Admin: Well, what buildings would be better to take them down than to try to fix them.

Admin: So to answer your question, yes Holes is one of them and Holes is probably the first one we are looking at from a priority stand point. As mentioned I think the facilities condition index would point to Headley Hall as a candidate. The challenge we have, and the reason you're hearing me stutter a little bit in responding is because the dominos are so critical and challenging for us we have to figure out where we would put things before we take them down. But if money was not an object there is probably Stearns and Holes are questionable, the question is do we build new or renovate Mitchell Hall and the plan is going to call out that we actually build new on that sight. Right now the plan as it stands, the Education Building is a question mark in terms of where that stands as far as the potential of buildings that are challenging for us in terms of the significant amount of renovation that needs to happen in those buildings. Those are my answers. I want to go back, I would say it was not a surprise but it was eye opening, is the incredible amount of space we have in the Miller Center that has potential to be other things. It was a surprise the magnitude of the space that has possibilities if we think about that building in some different ways than perhaps we have. The bad news is taking some of them off line and the

good news is we have tremendous potential to figure out what to do. Back to taking things down, there are some free standing houses that are also some potential candidates at some point.

FA: Is there going to be a link at all in any way over the next five years in removing some of these buildings and parking. I am assuming none of these places would be converted to new parking. Infrastructure like Stearns and Holes at the same time, if I heard it correctly outside of the parking ramp we have a lot of space that may not be need to be used as parking lots in the future.

Admin: The answer is yes, all of those things are going to be considered. We had a consulting group by name of Walker Parking come in last year and do a parking study looking at utilization. We had a safety group come in and assess safety and lighting on campus and we had the Way Finding study that was done last year, all three of those things are contributing factors to what this plan is in terms of where and how parking will be assigned on campus.

FA: If you take down Holes Hall will I have chance to take a memento for my recollection of 32 years ago? (Laughter)

Admin: Do you know that we actually have a couple of people, one who is a CAPs officer and one of our employees that were married in Holes Hall. So I am having this mental thought about blowing up something that they got married in.

FA: Are they still married? (Laughter)

Admin: Erin McClure in res life and her husband, Dan who is a police officer were married in Holes Hall.

FA: There's a revenue generating idea you could auction off items. (Laughter)

Admin: We laugh but to tell you the truth we take very seriously the fact that there will be a lot of emotion around what sounds like a pragmatic thing to do but we right now are in charge of figuring out what needs to be done and then we, meaning John and I, will engage others that are better at that soft stuff than we are about how to help the campus celebrate and remember and those kinds of things. We are just trying to get the plan done at this moment.

FA: Is there a mechanism set up for feedback about this 65%?

Admin: You have representatives on the Steering Committee, so my first step would be to say please give them whatever feedback you have. The other thing I would say is we are, as I mentioned, going to have the gallery walk that will be another place for final feedback before we get to the 95% and 100% completion rates on it. So that's what I would suggest otherwise John and I.

Guest: jmfrischman is my email.

FA: I guess the question I am really asking you is it going to be publicized that this is on the website and is there for people to peruse with email here if you have comments.

Admin: Yes, we can figure out the physical structure I just haven't gotten that far in my thinking but we need to send out a communication in the next couple of days giving the link to today's town hall presentation and we can give them the link to this also since it was just submitted on Monday. So we can send out a communication on both of those links for people.

FA: I think in the summer, especially, it is going to be awkward for faculty to get in touch with our five representatives.

Admin: As Tammy was saying what the byproducts of our exercise is, is to come up with a way of how things get assigned. It's a big task but we hope it is a byproduct of the Comprehensive Facilities Plan.

5. Volunteer Policy and Procedure (ADM)

Admin: The draft policy and procedure was brought to this group last fall and so it has gone through all the various bargaining units and has been approved by President's Council so I think that the idea was to let you all know that it's an official policy and procedure now but with all policies and procedures there's always opportunity to provide feedback and comment and make adjustments down the road. I would be happy to take any questions that anybody has.

FA: I just have a question about training for volunteers. It said that volunteers would not be trained and I know for the program that I do for the C.A.R.E. program we have volunteers who serve as our community members for the C.A.R.E. Team and there is a training that we ask them to do and we have to pay for it. So I am concerned about that because they're not employees but the training is necessary as a part of the work that they do for the University and I am curious as to whether or not this would bar that kind of expenditure for my team members?

Admin: So I think maybe you and I should have a conversation about that. The idea about say "volunteers will not receive training" is because if a person is receiving training from us to perform a function that is kind of an employment test because typically we would do that for employees. If we are doing that for an individual it would indicate that we should be treating them as employees not volunteers although there can be exceptions to that so I'd be happy to follow up with you specifically on that.

FA: Okay.

FA: This is already up on the policy and procedure website, correct?

Admin: I believe that Judith is taking care of that, yes.

Admin: I think it's pretty clear and what you need to talk about is whether we need to add additional words. It should be very clear that volunteers will receive appropriate orientation and training for their duties as volunteers. What they are not entitled to is staff development funding and the large training opportunities of the University associated with employment. The distinction is training for their role as a volunteer versus access to training funds and services available to all employees.

Admin: Yes and if the University is funding a training we need to be clear...

Admin: No that doesn't even work because there is a cost for the volunteer training. A volunteer coach is going to get orientation and preparation for their role and there's a cost to doing that and many volunteers will have role specific orientation and training that's necessary. It's just that they are not then entitled to other training activities, staff development activities of the System and not eligible for funding for staff development. So figuring out how to make that distinction clear. You can't just say they won't get any training for a volunteer role. That increases our risk, that does not reduce our risk. If Debra had the question others may, so I just think you need to sharpen that up a bit.

6. University Initiated Student Withdrawal Policy and Procedure (ADM)

Admin: I have just realized that I do not know if this came to President's Council yet.

Admin: Yes, it has.

Admin: Okay because I did see it is not yet posted and I knew Judith was working on it. This policy, it kind of fills a gap in our policies. We have students who occasionally need to be dismissed for disciplinary reasons and we have procedures and policy for that and we have students who are dismissed because they are not meeting academic standard. Sometimes and it's pretty rare, there is a student who doesn't fit either of those categories but for either that students wellbeing, the wellbeing of instruction or the wellbeing of other students on campus that student should be withdrawn. So we needed a procedure in place that protected those students' rights and gave the University the ability to do that. So this is not a case where student conduct needs to be addressed through our conduct procedures but in the judgement of the VP for Student Life and Development, the withdrawal of a student may be necessary and the student has not agreed to that or is not capable of agreeing to that. We have a procedure in place where the students' behavior, their presence, their activities, may be causing a disruption. If there is a pattern, there is a series of criteria, a review process with a panel, the student has an opportunity to appeal if they believe the hearing has not been handled appropriately and then a period of time and recommendations for that student while they are withdrawn in order to rehabilitate as they need to, to return. And that's all included in this, it's not yet posted but this is what Judith, the Counseling Center, Student Life and Development and Academic Policy Working Group have developed for this. We anticipate it would be used very rarely but it's been a gap that we haven't had.

Admin: The more common situation when it has been needed is when somebody is hospitalized and can't attend and act for themselves. That's been a more common use.

Admin: But occasionally there are also students whose emotional state is such that they can't participate constructively and so this is a way to handle that appropriately.

FA: The only question I have is you said a review committee process and this is the first time I have read it and I don't see the makeup of that review committee described.

Admin: It's a group of University professionals, its up in the definition on the second page. When we talked about it, this could easily be on a case-by-case depending on what it is that has prompted the concern in the first place. So it is partly an outgrowth of BIT, partly

an outgrowth of Counseling and Psychological Services, Disability Services, so it would be people with expertise to address the concerns that have emerged in that case.

FA: The process for that selection is probably something that people might question.

Admin: Okay and this would be falling under Student Life and Development.

Admin: It's by expertise and position.

7. Recommendations from Program Portfolio & Resource Allocations Steering Committee (FA)

FA: Our question on this is that it seems that there was a group that met and that we are unclear as to how that groups activities affected subsequent activities and how it will affect the next year's considerations around programs. Our understanding was that it worked; there was no report and no specific recommendation from that group.

Admin: The reason is that there is confusion about the role of that committee. That committee was responsible for establishing the process, that committee was not to be part of recommending reductions or program actions. The Strategic Planning Committee had that role and there was never any intent for the Steering Committee to make program recommendations. Its responsibility was for setting up the process that would be used to conduct the program review and having done that they discharged their responsibility. Now the recommendations that came out of the Strategic Planning committee go into, first of all, administrative review which resulted in the budget adjustments that were made to balance the 16 budget and this list of program actions which will now go into our regular process for consultation and review of program actions. We are not creating a parallel structure and all the consultation and review committees are established already through agreements with the bargaining units. We are not creating a parallel structure to manage this conversation; it goes into our regular processes.

FA: Speaking only for myself I agree there was confusion about the role of that group.

Admin: Having said that, the group did a really great job of what it was charged to do and there was a lot of deep conversation in that, fairness in the information we shared, accuracy, transparency, etc. It was good work. So it was to manage the process not to determine the actions to be taken.

8. University College and Continuing Studies Portfolios update (FA)

FA: This is our item and because, speaking of confusion, it has been unclear in most of the conversations I've had, exactly how the things that were once Continuing Studies and that were once University College and Enrollment Management has been reparsed and who is doing what tasks and how the reporting structure is. If you could help us understand that, that would be great.

Admin: Normally the Provost would respond but we've agreed not to put him in the barrel on the first day of the second week here. It's a work in progress is why. We determined that we needed to bring some of the functions of Continuing Studies into the regular academic process. The management of online programming was one specifically, senior to sophomore, PSEO programming was another area that needed to be brought in specifically and more integrated with academic planning and our relationships with the K-12 schools.

What remains with Continuing Studies is the nonprofit training that Gail Ruhland is the interim director of that work. So we brought that work and that means that Michael Penrod comes over with the online work and his associate, to the Provost's Office and the supervision of the processes for PSEO and Senior to Sophomore classes comes in under the enrollment management, Recruitment and Retention, Amber Schultz. The determination of what programs we offer online, what our Senior to Sophomore/ PSEO strategy is under the strategic management of the Provost and the Deans. So again we are trying to bring all the academic programming under the Provost and Deans and not operating in a special "side car" as they were in Continuing Education. I have asked that the Provost produce and his folks are working on that, a document which clearly draws the line between what was and what is and how the responsibilities are now placed. That work is being done. That is a communication device that we expect when the faculty return. But the more difficult thing is that the flow or revenues and the expenditures within Continuing Studies was pretty much a "black box" and it was a convenience for the University that there was this place you could go to do innovative things that were a trial and by regularizing the management of those revenues there is the risk that you can bureaucratize processes that worked very well to support innovative thinking and my direction to Tammy and Ashish is to make sure that we protect that innovative capacity as we make the transition. There are some challenges there so it's not just the org structure and the duties that had to be mapped, it's the capacity of that organization to serve the University and how that is now going to be accomplished. That is much more a function of how do we protect a funding pool to support initiatives and how do departments access those dollars for investment. That work is ongoing and it's one of those next steps in the summer. That's a permanent transition. Some of the adjustments that were made are part of the reduction strategy you see in terms of administrative reductions.

In the University College the structure was a best short term solution for the fact that Bruce Busby told us he was going to be departing and retiring in April. So we had very short notice that he was going to depart. We absolutely had no time to do an external search and a couple initial runs at it, internal conversations to see if there was a person who was ready to do that and there wasn't for a number of reasons. So we determined an internal reorganization that would give the Provost some time to rethink his office organization and then search for the appropriate folks to fill the roles that were defined. So there are now three assistant provosts whose portfolios are near final definition; Vicky Williams is going to, and all of these things were packaged under Steve Hoover's leadership before; so Vicky Williams is going to deal with student issues, student complaints, student success so her title is Assistant Provost for Student Success; Adam Klepetar is going to focus on the University College and retention issues; and Amber Schultz on recruitment and enrollment planning. All three of those people report to the Provost. Again, the one that remains to be finalized is the duties that are assigned to Amber because at the same time we recognized the need to integrate admissions practices among Graduate, International and Traditional Undergraduate admissions. I will give you a couple concrete scenarios, those three areas undergraduate admissions, graduate admissions and international admissions have three separate contracts with Hobsons. Hobsons is the client resource management system that is used to work with perspective students and applicants. We have three separate contracts, that is nuts! Henry, Tammy and the Provost are going to work to bring that together. In admissions we have concrete goals for all the staff and a real target oriented organization, that's not true for International and Graduate Studies. Recently a secret shopper program search has been done to look at the way American institutions treat international applicants and our own performance is consistent

with what that study found. It looks at the time it takes to respond to an international applicant, the number of touches, the number of times we communicate with international applicants and a few other variables and there is a significant percentage of international applicants that never get a response and of those that get a response it is common that there is only one response. We don't have any standards in either Graduate admissions or international admissions for what our strategy for communication with applicants and building enrollments. We do in undergraduate admissions; we have a very active social media strategy. In graduate admissions we do not have such a strategy in either international or graduate. The intent is not to remove from the programs the admissions decision for applicants, the intent is to make sure the processes work to give our applicants a good experience and deliver to the programs a portfolio of decisions to make that can be made in a timely and responsive fashion. In admissions Amber's group will not have control over what countries do we go to, who are our partners, but they will develop a recruitment strategy for international students that we can put in place. So the question for reporting lines for staff and that organizational structure that represents that change, that's the reason we are not quite at closure on the definition of her role and I have asked the Provost to answer those questions by the end of this month so that we can communicate with faculty as they return and be ready for the FY17 recruitment cycle.

FA: The only remaining question I have is that I don't know, someone said it was announced, but I don't know if it has been formally announced who is managing the Senior to Sophomore activities for the summer working with the K-12 folks.

Admin: It has not been announced, I know Amber Schultz plans to do that shortly but Susan Jordahl who has been a MUSAAF employee in a marketing capacity has been appointed a one-year fixed term in the Senior to Sophomore position behind Kay Sabastian.

Admin: And she was appointed with overlap with Kay Sebastian who had done that for many years very well.

FA: We knew there was going to be a void with Kay being gone.

Admin: Yes and Kay and Susan had overlap to pass responsibility. We have the same number of contracts signed for Senior to Sophomore that we did last year but the work of actually populating classes and bringing that in needs to be concluded in the work that's ongoing with the schools.

9. BESI procedures (FA)

FA: In some conversations, especially with Russ Stanton, but with others in the IFO across the state, we understand that the legislation allowed BESI to be offered any time with whatever circumstances you propose and we're wondering if there is a plan to go further with BESI since the response was not as much as the original plan held and if in doing that the circumstances might be changed. For example, it's possible through an MOA to waive the October 31st notification of retirements so that folks can get their final year salary enhancement for offering BESI. It's also possible to have those who are eligible for the contractually Early Separation Incentive for those who started before '97 to have that separation and in our BESI offer neither of those things were available and are you looking at that possibility if you do this next year decide at some later date will you consider those conditions?

Admin: You are right the BESI is available should we need it as a tool. There is an upfront cost, we spent 1.3 million this year that was a cost in the FY15 budget to achieve the 15 positions that were reduced through the BESI for the FY16 budget and as you know while we balanced the budget for 16 we whittled away our reserves a lot so we don't have a lot of capacity to spend money on BESIs. We are just beginning to shape the parameters and assumptions for the FY17 budget but I think it is appropriate to say that as we move towards the 17 budget we will keep that October 31st deadline in mind and we will engage you in conversation earlier if we are thinking that we might use BESI. I frankly think given the state of our reserves it's unlikely in the coming year but that the point you raise would be true in any year. I understand your point of view and I agree we should talk about it earlier if we can.

FA: We also remind you that the IFO has retirement experts on the statewide staff who have consulted with other campuses about this and they are very available and very interested in talking with you about it if that comes into conversation.

Admin: Thanks. Let's stay in touch on that. Again, the main thing in my mind is that we've let our reserves down to a pretty low level. You can fund the BESI in the budget without calling on reserves but we've already cut really close to the bone in the FY16 budget and I don't think there is room in the FY16 budget for a million dollar expense for BESIs.

Admin: We're hoping that we would be able to use funds more for investing in new things and growth than we would in another incentive.

Admin: The growth is really our best hope.

FA: Well it's been pointed out to by some folks who received BESI offers that had either or both of those opportunities been out there they would have been more likely to have taken it and those elements would have helped harvest more of the BESI folks.

Admin: That's true but we got 15, we balanced the budget and right now we are sort of taking a hard look at 17 and see where we go.

10. CFP Update (FA)

See above

11. SCSU Assessment Policy (FA)

FA: I've seen the document, the document has been to President's Council but we don't know that it's been to us until today.

FA: On the first page of the assessment policy in the second half under the heading "this section articulates that commitment, etc. etc." The next to the last bullet says that assessment would be used as part of the documentation of a personal and professional growth reference IFO Contract, Article 22, sec. B etc., etc. etc." In the past because it has always been our understanding that assessment of programs was to be separate from assessment of personnel and that there are two potential problems, one being that if somebody's career is dependent on what they write in an assessment report one might get someone less than perfect candor in terms of the document that would appear in the

process and second that this maybe, we have just begun to look at it, but there may be some conflict between this and the language in the contract with regard to the faculty members rights to prioritize their own work within the five criteria.

Admin: I can't comment because the folks who have been having these conversations are not here today so we will take your question under advisement. It's a very appropriate question. Thank you and we will come back with more information next time.

Progress Reports on Long-term Concerns

1. Report on Budget (ADM)

Admin: We had the town hall meeting this morning and we had the Budget Advisory Group this afternoon so I will stand for questions if people have any.

FA: I want to find the nicest way I can to ask this question because I really do intend it to lead us in a positive direction. We've had as you noted on your slide, I think it was the final slide, difficulties with reliable projections of what's going to happen with the budget and you put the phrase "no surprises" on that slide. Can you tell us what has been done, what will be done, to enable the administration to know and to share fuller and more reliable projections of what's going to be happening financially? The last couple of years have left us asking ourselves "so what's going on here". I am sure it has not been that much fun for you either. What can you tell us to help us have confidence?

Admin: First of all the fact that we did have turn over in the position that I hold and in the two senior positions in finance have not been conducive to necessarily having stability in terms of how we're dealing with the finances. So the first one is I would hope that we would have that stability, that we are going to have continuity in terms of the conversation and the approach. Two, our financial projections in part are dependent on projections we get from other parts of the campus community and our relationships with other parts of the campus community so that we can understand financially the implications of some of the decision making that's going on across campus. I think you heard this in this morning's meeting, our competency has increased significantly over the last few years around projecting enrollment so we are working really closely with the enrollment folks, Brent and Lisa and that shop to make sure that we are understanding financially what those projections are, are there risks, where are the risks, those types of things so I think the more that we are working closer together we are going to have better reliability that's going to happen with our financial projections. The other thing I would say is embedded in this year's budget is that one line that shows a contingency line. I can still say that I am counting the months until I am here two years but the fact of the matter is in the time I have seen and the finances I have looked at I haven't seen where we actually knowingly put in a contingency factor there for surprises whether it was our error, whether it was changes in the market or whatever so I'm hoping some of our practices that we've put in place are going to minimize surprises going forward as well. Frankly I believe the more increased transparency that we have tried to bring to, whether it's the budget advisory group or anybody that is asking on campus and having a shared understanding of the details behind our budget we have felt and built accountability where we have to answer many people from many directions what's going on. So the education that has gone on on campus in terms of understanding what our finances look like and frankly the accountability on having to provide the reports and the level of detail that we have been posting and providing are going to have built in checks and balances in the system that should keep us from being surprised in the future.

Admin: Tammy has brought a discipline to our budgeting that never existed before. It makes budgeting harder because; my favorite example is the Winter Institute which has been going on for 50 years was never in the budget. It was always funded by carry forward monies so essentially it was always funded from accumulated savings for reserves. That's okay when you have a lot of slack and you've got a lot of reserve money. When you are managing as close to the edge as we are it's not okay, it's not going to work, you have to bring those expenses into the budget. But when you put them into the budget you have to make room for them in the budget and we have done a lot of that in this past year so the budget is being trued up. It's a painful exercise but it needs to be done and it is being done. Tammy I think it would be really good at the Budget Advisory Group and maybe here as well, to show some of the tools that have been developed this year. On the other side of it is deans have had really poor tools in managing expenses in the Schools and Colleges. We have created some tools this year that allow them to track their personnel costs and actually look at relative costs across departments in real time. We've created tools that allow the deans and programs to see enrollment in real time and see the impact of their efforts. Those tools have never been available before and so there was a lot of uncertainty. We've aligned the budgets so deans have an amount for adjunct hiring and meeting enrollment demand. It places more burden on them but before it was just like "may I have some more" and it was visible in the Provosts Office. We don't have that ability any more. Mark would you comment on what you have seen happening this year in terms of your ability to manage the College of Liberal Arts and the tools that are available and how comfortable you are now?

Admin: Not always comfortable but I think answering, at least for the College of Liberal Arts, the questions about Continuing Studies funding as separate and distinct of Academic Affairs funding which had been the culture, bringing some resolution to the fact that there is indeed one pot is clarifying and helpful in actually how we think strategically about placing those dollars. That's one thing; the second is actually having a clear understanding of all the charting of accounts that are underneath the College. Dan Golombiecki and Jeff Wagner will agree that I often contacted them with great surprise about the things that I didn't actually know were under CLAs umbrella. But now I can actually see and they are providing reports monthly that help us better coordinate how those are distributed but also keep track of the rate of that distribution which will inform, I think, going forward how we then consider redistributing if needed the resources of the College to meet what it needs to meet. So honestly some of that visibility that has greatly improved our ability of knowing rather than, I don't want to say guessing, but at least less educated guessing and more actual educated doing.

Admin: I think it would be a good idea, and Tom you can decide whether you'd like to see some of those tools that are available and how they work at Meet and Confer or a special meeting for that purpose or just delegate to the Budget Advisory Group or whatever you think. I have not felt comfortable and I am increasingly feeling comfortable with the information that I am getting is correct and valid and useful. I would ask the questions, keep probing and testing it's appropriate.

Admin: Could I just add one more? Not only on the financial side the data side, the SAMs tools we have now to understand historic patterns of enrollment but even going forward and there are a couple of other things that have been floated out to the deans which is arraying the data in a visual format that allows us to see trends around not only enrollment

but number of class offerings and all of that which again helps us better inform I think going forward the kind of course work and recommendations that come from the departments about teaching schedules. We actually have something to look at that gives us deeper information to know what that implies in terms of added costs or the assignment of faculty. So that's another set that I think is emerging that I think would be valuable to share.

FA: Thank you for sharing what you shared and I find all of this helpful and reassuring. I want to probe a little bit further about it sounds as though we are making some considerable process in terms of our account practices, that black boxes are being opened up and that is a very good thing. Continuing Studies has long been mysterious to me; money shows up, money goes away. How about financial management software? I am out of my expertise here and I might be using inappropriate terms but my recollection is that there might have been chronic problems with using the programs that are available through MnSCU but which we are required to use through MnSCU to track expenses and revenues and so on and have we developed ways to work around those problems. Have we found solutions to the structure problems of MnSCU's accounting systems?

Admin: There are two or three things I will say. The first one is that I always believe in fixing our own backyard first so for me even with the MnSCU software that we have, St. Cloud State had some fairly fundamental practices that were not best in class so our first and foremost is to make sure we are doing that. Last year we hosted what has now become quarterly meetings with CFOs from all the MnSCU Universities. We meet quarterly in the Welcome Center and we share best practices around how we deal with financial issues on our campuses. That was on us, that wasn't on the system. So we have learned tremendous things that we can do better, first of all. Second of all historically the financial organization did not necessarily enjoy a real collegial relationship with the financial folks in the System Office. I don't know how you all feel but the better the relationships the better you have people who are watching out for you and that are willing to work with you. We have spent considerable time this last year engaging those folks in that effort so those two things were all on us and frankly have made a huge difference in terms of our ability to work with them, their comfort in challenging us and their willingness to point out the things that they have seen work best in other parts of the system. So that was all ours. Clearly the system that we have is not what I would want to choose to be operating in and actually the Provost has already talked to me about kinds of reporting that does exist in other parts of the country and that I've seen even in the state. We clearly have room where we can do a better job and different job than what MnSCU allows us to do in our confines. Work-arounds or I will call them enhancements I think is work that we are going to have to do over the next year or two. Henry and the IT folks are exploring, it's a long shot, what it would take to replace our systems so we have a cadre of people now that understand what could be possible. So I think the question is going to be how do we move from the green screens and the stuff that we have right now to something better than what we have as a system. Clearly we're going to be engaged in that conversation as well. What I will close by saying is one of the problems that we also had here is because we didn't have solid financial reporting we had a number of people across campus that were developing their own shadow systems. Shadow systems and work-arounds do not sit well with somebody in my position because those usually don't have the checks and balances in them; they usually are never tied to anything that's really happening and we found a lot of that this last year. The other work that we have done that is all on us, meaning us-St. Cloud State, has been reaching out to the folks that are doing the finances in the Colleges and Schools

and saying we can learn from you and we think we have something to add to you to spread out the financial accrument and financial disciplines beyond the folks simply sitting in the Admin Building.

Admin: That was well said. One of the recommendations in Charting the Future is to replace ISRS which, everybody cheered. The people that were cheering probably don't realize it's a \$350 million price tag and how so how do you ever do that.

Admin: September 29th the Vice Chancellor for Information Systems will be here with his staff for a listening session to listen to our campus about how we think about the system in the future and what we think about the system in the future. Prior to that I will be signing up some listening sessions, what I don't want to get into is a feature comparison, I want to get into more strategic thinking so for our Provost who's been someplace else, I think any of us has been someplace else and we look at what well-functioning finance system looks like or a well-functioning student information system or well-functioning financial aid system. I want to have some local listening sessions and bring those thoughts that are strategic forward. I don't want to have him come in and hear I had a financial aid system that gave three reports and I want a financial aid system that provides four reports and that's not very useful. You will also hear as part of his process in his conversations the need to replace that and I think he is going to be working with different bargaining units on gathering and getting support for a replacement for ISRS. As the President pointed out it's not cheap and it's not a short term solution.

FA: As I look around I may be the senior faculty member and I want to remind you we have been talking about replacing ISRS since 1988.

Admin: Which is one of the reasons that when some of the output of Charting the Future are described as profound.

2. Enrollment and retention update (FA)

FA: President Potter during the Meet and Greet on the arriving Provost you tapped me on the shoulder and we had a brief conversation about the enrollment data...

Admin: Thanks, John. When we made a change in leadership in Enrollment Management, we also abolished the Enrollment Management Committee; I know that resulted in a lot of hard feelings. We instead created an Executive Student Success Committee and an Executive Enrollment Planning and Recruitment Committee. We have not created a place to talk to faculty about enrollment. We pretty much agreed that the Budget Advisory Group is not the place to do that and I do not want to recreate the Enrollment Management Committee as it was before but I do want to have a place and offer the opportunity to regularly talk about enrollment and come to common understanding of what an enrollment plan looks like and how you develop one and why we have made the choices we've made in terms of strategy. So I would ask that the executive committee talk about that and make recommendations to us about how you would like to see that done. I am perfectly happy to find times at this meeting to talk to about it; I am willing to have periodic open sessions about it, willing to create an advisory group for both Student Success and Enrollment Management planning so I'd like to hear your thinking about that. Is that sufficient for now or would you like me to talk specific about enrollment planning and management of what we are doing?

FA: My question was a little more prosaic. In the past we had thought that enrollment issues were directed to budgetary issues and could be posed through Tammy and then addressed. If we can't and we still have questions that are related to our own programs and there's a deadline coming up, perhaps in our minds as faculty, this August when we reconvene and we talk about scheduling and so forth and our spring schedules the disaggregation of data about enrollment is something that I think most faculty would be very much interested in having access to.

Admin: So that's a conversation that really you have to drive.

Admin: Yes, I was about to jump in but I wanted the President to speak. I just want to go to the last point he made whether it is an advisory or a task force or whatever I would strongly encourage the inclusion of student success be part of the discussion and issue because one does not go without the other. It's one of our top agenda items. I haven't met with the deans council as a group, we meet next Tuesday; I know some folks are on vacation but the idea of wrapping our heads around managing this process with very much of a School/ College based conversation that needs to happen to bubble up to kind of what the final plan is. So I think this is a great opportunity to rethink since we are committed to growth approach over the next several years to talk about how we can contribute and support makes the most sense by School/College that will be one of the top items on our agenda.

Admin: I think the question is that you're asking is access to the data so you can see what it looks like. That is now possible between the Provost, the Deans and Lisa Foss the ability to access department and program level information about enrollments and projections is possible. So that, Mark it should be something that can happen at your level working with departments using the data tools that are now available and make sure each dean is doing that with their faculty so that there's at least clarity on what the data look like and what the schedule looks like. It goes back to the managing faculty assets and the cost of operating programs. It's a function of the deans is where that conversation takes place.

3. Searches (ADM)

Associate Provost for Research and Sponsored Programs, and Dean of Graduate Studies

FA: How can we help you with the search?

Admin: A choice has been made. An interim appointment will be announced shortly.

FA: So that support is for one year and then we will do a regular search for that.

Admin: Yes that gives the Provost time to get his arms around Graduate programs and the School.

Adjourn 5:07pm