



**California State University, Stanislaus
University Budget Advisory Committee**

January 5, 2012 – 2-3:30pm
Lakeside Conference Room

Transcription

Russ: Okay let's go ahead and get underway. We haven't seen the transcript.

Jerry: No it failed [inaudible] in both things [Inaudible], they rejected it altogether.

Russ: Oh okay.

Mark: They did that on the Friday before. [Inaudible], no they said they put two transcripts but the people were not able to do it. They haven't found out if it meets a standard. I mean, it may be 70%.

Russ: Yeah.

Jerry: And there are whole minutes; I mean that's what we're trying to find out from [inaudible].

Russ: And, if you do, would you, you know, [Inaudible] if all else fails [Inaudible] just because Terry does know many of the players to try to send it there. Sometimes they're not familiar with who's talking. The reason we are in this room today because [Inaudible] South Dining just is not a good room for doing [Inaudible] the video kind of caption that we're doing. So, we're going to try to do it here. And we do have some potential conflicts if the schedule were to stay the same but I don't think the schedule's going to stay the same. I'm really trying to find the time when everyone can be available but I [Inaudible] have [Inaudible] not been that successful. I tried to go with everyone, [inaudible] most and I worked my way down [inaudible]. But, and so, even some folks, and, Terry's looking at teaching schedules so that [Inaudible] for Spring, we'll definitely take those into account [Inaudible] first [Inaudible] and then try to find slots around those. So, I am trying to find [Inaudible] a slot that works [Inaudible] for everybody that gives us enough time to work on things. But, [inaudible]. So, Glen, if you would please have whoever has that transcript, [Inaudible] if [Inaudible] they really can't do much with it [Inaudible] at least give it to her so she has a shot at it. [Inaudible] It's the audio portion.

Jerry: Yeah, they listened to the audio but I guess AST was [inaudible] University, they must have a percentage because I can listen to it, I can understand the words. So, they might not match that criteria and that will be fine for them and just get it from them.

Russ: That's my point. So, we can do that [Inaudible] I would be very happy with that. Okay, so, I apologize for that. We'll work on trying to get

that transcript before the holidays and look over it there. That takes us to item two which we've got a conversation approval about the agenda.

Frank: I motion [inaudible].

Taylor: Second.

Russ: Second, okay. Any comments, discussion? If not, right now we'll vote. All those in favor of approving the agenda as it is.

All: Aye.

Russ: Opposed. Okay, we're going to go forward then. My original plan was to hand out a document that's kind of normal budget process from the state. I think I've got ahold of that. Michelle just informed me that because of a glitch in the governor's office, one of the folks there posted the governor's budget plan which isn't due until the 14th of January, posted it to the Department of Finance and they posted it on their website. So, at 2:30 there will be an emergency conference and the governor will probably put out on the table, anyway, what he's offered to the Department of Finance. I don't know if there'll be any changes [inaudible].

Mehran: So the state was efficient accidentally?

Russ: It was so efficient even the governor didn't know how fast he could be. So, we'll have better, we'll have a better indication. Frankly, I'm glad because, you know, one of the difficulties I have in trying to sort of navigate, you know, how we work and what we can work on is, you know, the end result isn't clear. So, I know we have 100 million dollars that we have to cover from the CSU. But, you know, that's a big year cut and it comes right before we normally get a perspective of what the budget's going to be like. So, if you're going to get money back, that would make one, make decisions where we wonder [inaudible] cough up more that makes the direction go in a different direction. So, you know, it's been kind of a difficulty predicting and otherwise guessing where we have to end up. But then we'll define the process that might be the best way to do it. So, this is actually a good way to end up.

Mark: [inaudible].

Russ: It would've just been the timeline yeah. I was thinking we've got to hold back on the timeline because we're not going to do that. It's a new timeline and so [inaudible]. So, if we can go, it does appear now we'll have something perhaps even by our next meeting. So, that's a good thing. And, so that will help us with at least the directional changes. Yes.

Russ: [Inaudible] Yes, I haven't received those yet. And, I suspicion that, well, I have a [inaudible] meeting next week. So often I get those kinds of preliminary instructions at those meetings, but, I haven't received anything. [Inaudible] have you received anything? So, it was a holiday and they were scarce [inaudible]. So, as soon as I have those, if you have any instructions, typically that would be an amount that we have

to try to get [inaudible]. Okay so, let's look at item B unless there's other questions about [inaudible].

Jim: Item B, holistic program review, we have not put the memo to bed yet. We have discussed a couple of changes. One of those changes is that Vice President Dennis Schumik [assumed spelling] will serve exofficio which will reduce the number of members to 21. The reason being, I don't know if he has time to be at all the meetings. And, the two vice presidents associated with this committee will then both be exofficio. So, that, I think we will, that will be part of the plan and memo. I've asked Jim [inaudible] and Richard Whickart [assumed spelling] a faculty member from the Department of History to serve as co-chairs of the committee. I've made some, we've made some editorial changes to the memo to try to focus it more strategically as opposed to just about, well just to focus it more strategically and efficiency would be under the umbrella of strategic decision making. And finally, I'm considering possibly, I haven't decided yet, but, I'm considering putting as part of the instructions that there should be a 2/3rds vote hurdle for any resolutions coming out of the committee. I think that the rationale behind that would be that there would be a very strong consensus indicated by a 2/3rds vote. I don't, I don't personally see this as a significant barrier to appropriate resolutions. I think that we're looking for a consensus to begin with. So, and many of the, well, some of the critical possibilities coming in of this committee have to go through other policy procedures, have to file additional policy procedures. For example, if this committee recommended that a program be continued, it would have to go through the program discontinuation policy. And there's, it's a reasonably elaborate policy with many stakeholders and steps in that process. So, for such a recommendation as that example, having 2/3rds vote coming out of this particular committee, I think, would provide a strong signal of consensus. There was some suggestion by the college business that there needed to be more faculty on the committee. Again, 2/3rds vote would litigate that criticism, I think. So, I've discuss this with the [inaudible] advisory council and, you know, we'll see. I haven't decided yet with the Dennis being exofficio that puts the membership at 21.

Mark: [inaudible].

Jim: In what regard?

Mark: [inaudible].

Jim: There is seven staff, I mean seven faculty members, one student, one staff, and the remaining are administrators.

Mark: [inaudible].

Jim: 21 total.

Mark: [Inaudible]

Jim: Well, remember, this was designed, this is, this was the committee that I asked to look at these issues for the purposes of creating recommendations just like I asked the Provost Advisory Council, the Dean's

council for advice on various matters. Then, those recommendations or that advice would be, if they had policy implications would go to the appropriate policy. Additionally, we will extend the time period for consultation with the colleges so that there's more time to look at these issues. And, if the committee, you know, it's certainly possible they would make some recommendations by the end of this Spring. Maybe they would say they need time to work on some additional issues and they would want to continue next fall, that's possible. I don't know exactly what is going to come out of this committee. So, it was the purpose of the committee is to provide clear recommendations that are actionable that are either operationally actionable or would then have to go through additional policy. And so, there's every opportunity for a variety of stakeholders to weigh in and comment on these recommendations. I'm going to instruct the committee to conduct their business in a most transparent fashion that they can. It think that would include open meetings and other measures that they deem appropriate so that everybody knows what is being discussed and there wouldn't be any surprises. There are difficult issues to be discussed. And so, I think that's why transparency is important even though, if so, transparency may result in some consternation about possibilities. But, so.

Mark: [inaudible], I think the initial assembly is supposed to have [inaudible]. So, this is a [inaudible]. But the co-chairs will also be voting?

Jim: Um hum.

Mark: Okay.

>> Everybody's voting, I didn't, you know, I thought, one of the reasons I thought of 2/3rds of the majority for resolutions might be appropriate, and I haven't decided that yet, is the issue of that the College of Business recommended that, you know, certain people on the committee not vote. And, I don't like the idea of people being on committee and not able to vote. If you're on a committee you should be, it should be one status of citizenship on the committee and that's voting. Exofficio is a different situation. So, I thought 2/3rds barrier would be another way to get at the issue of the majority the minority opinion being not as carefully considered as one might hope. And so, that was part of the rationale there. And, you know, obviously there's a, you have a 2/3rds majority barrier, you have a more difficult hurdle to pass in terms of getting a resolution and that could be negative as well. So, there's a downside to this. But, I think the purpose of this committee to put forth is to examine these issues carefully from a university perspective and put forth resolutions that can then be further discussed, many of them. All of them will be further discussed, they'll go to the senate. And the strong consensus coming out of this committee is, I think, a little positive.

Mark: [Inaudible]

Jim: That's correct. However, I think that if the faculty were all opposed to a resolution and they couldn't pick up any other support, first of all, I questioned whether that would come to pass, if they would vote as a block and it will be that kind of a situation. So, I would say that if

it's such a situation that the seven faculty members, and I hope it's not like this at all. I hope that there's a, you know, there's strong consensus around whatever resolutions come out of the committee. But, if they can't pick up one extra vote, that's an interesting situation. you know, if they can't pick up a vote from a dean or a vote from a student or a vote from a staff, I mean, to think that the, I think that is not likely to occur.

Mark: Yes, the number is set [inaudible]. The point that I'm making is that within all those considerations, there's still a decision to set that number specifically [inaudible].

Jim: Well, I mean, the fact that Dennis is now becoming exefficio, before, would've been 22, so.

Mark: [inaudible].

Jim: It's a coincidence.

Russ: Question. Do you have any sense of what the timeline might be for some recommendations from this committee?

Jim: By the end of the Spring semester we will have recommendations. And then start the [inaudible]. And I hope to have the memo out by Monday.

Russ: Any other questions any other concerns, comments?

Mark: To reiterate, I do think [inaudible].

Jim: I agree, I think it is much better as well. So, we appreciate the feedback that we've received and I think we've improved the operation of the committee.

Russ: Okay, the last time we had a brief overview of, let me stop. Are there any other questions or comments about this?

Mark: I wanted to go back to the idea of the structural deficit and [inaudible] how the money is going to be used. And I don't know where that [inaudible].

Russ: We can wait till other business, if it's okay. There's not going to be, I mean I can get you the rest of.

>> [inaudible].

Russ: Okay. The last time we had an overview of the program the process that the computer is using on class scheduling and programing. I put this item on there. I don't know if there's any need for a follow up. In class scheduling announces is there anything that's being done new? Do we have a schedule or has this been applied to the Spring schedule or is it only in the fall? Can we get the status on that? [Inaudible].

Jim: You mean the material we put together for the [inaudible], I'm getting the committees mixed up, for?

Russ: The schedule is [inaudible].

Jim: For the holistic program review, well we certainly did plan to do that for the Spring schedule. The Spring schedule is close, I think. I don't think we're going to see a lot of more changes to the Spring schedule. We've reduced the Spring schedule by 91 units which would be, you know, about 3 credit courses, but they don't warrant all 3 credit courses. So, the Spring schedule eliminated 91 units to lower enrollments. I don't see that reducing further. But, we will analyze that information and make it available to this committee and to the [inaudible]. Gary, you got anything to add to that? I'm going to look at, you know, we'll look at the cost of the schedule and various costs associated with the schedule and associated with program and so forth so that, you know, we can factor that into decision making and recommendations and so forth. That's not the only factor but it's certainly an important factor.

Russ: Okay, well that's fine. I just was curious if there was any follow up. In a couple of weeks, what about three weeks, in three weeks, I know [inaudible] has done, she [inaudible] and she has done a lot of work in the past on [inaudible]. And, this year, she has been working with the Student Data Warehouse database in high strategy to we have online to look at the registration data along with that. And so, she's going to have a report that we'll provide to the committee for information. It's a different look at things from the standpoint of physical space and from the [inaudible] perspective. So, we'll provide that to the committee, this information we're finding as we look at it that needs to be verified especially from the register the date of when this actually happened. We'll provide that to you in about three weeks hopefully. Any questions or comments about that?

Kelvin: Is this item C?

Russ: That's item C yeah.

Kelvin: I thought we were talking about, this is about the enrollment cap that we have on the putting the registration off on December 19th.

Russ: Okay.

Kelvin: We'll vote again in January and what that's going, are we at our caps. I'm a faculty member, am I supposed to let people do my classes if we've got too many students? I mean, what are we supposed to be doing? I guess that's what I thought this was about.

Russ: Well, it can be. You can raise that as a question. That's fine.

Kelvin: Are we, did the cutting off registration effect the situation there? Are we, again are we going to get instructions [inaudible] classes because that's going to move our FDS up. Like you said we cut 91 units. Did that affect FDS at all?

Jim: A little bit. They were all mostly low enrolled sections. So, you know, we're in a situation where we have more FDS than we need. I think

that, you know, my recommendation would be that we open up as we, as we described in the memo I sent out right before the Christmas break. I think, we're starting on the 25th or whatever it was and allow for registration during that period in the first week of classes so that, you know, students can add and drop. That's what I plan to do at this point unless, you know, something changes significantly, I would say we continue with that. And so, you would be able to add students to your class during that period.

Kelvin: But, are we going to be encouraged to? Again, in the past, we've been encouraged to add students because we need to get the FD target. So, are we going to be discouraged from doing that so that we get down to an FDS target?

Jim: Yeah I.

Kelvin: It's a rhetorical question.

Jim: It's a rhetorical question and I, you know. I mean, personally, I would say if there's an open seat in the class and you don't mind taking a student, take them. But I don't know, you know, Russ might have a different take on that.

Kelvin: Yeah, I'm getting contacted by students right now.

Russ: Yeah.

Kelvin: Who are not on my wait list.

>> [inaudible]

Kelvin: You know, so, I mean, what's good for me might not be good for the university.

Russ: No, it won't be good for the university. We're overenrolled right now. So, we need to, you know, this is a debate that we have. It's an appropriate question. And, I think, the reality is we have to [inaudible] and not [inaudible].

Russ: Ryan do you want to say something.

Mehran: I have a question.

Russ: I'll open it up for conversation because I think [inaudible].

Mehran: My only question is revolving around the 91 minutes. Those were closed because they were [inaudible]. Are we thinking about moving those to other courses? I know there's a big twist right now on stats. In fact there's only four stat sessions offered in the Spring and each one of them is weightless in.

Jim: Statistics.

Mehran: Yeah statistics. So, are we thinking about reallocating that money or are we just because I know we're anticipating a penalty, are we anticipating a penalty and [inaudible] penalty?

Russ: Yes.

Mehran: Okay.

Jim: So, I mean, pretty much [inaudible].

Jim: I think that we will take a look at some key volatile areas on a key selected basis and see if it's appropriate to open another session. I don't know. That has not been determined. We are not talking about opening, currently, anymore sanctions if in. So, if there's some critical need and there's an overwhelming [inaudible] we'll consider it. But, I don't know if we will we will do that [inaudible]. And, I think, for students that are contacting you that aren't on the wait list, [inaudible], I would tell them to try and find another class if they possibly can because I don't think that, unless they have some reason why you think. We'll maintain those wait lists. And, those wait lists can be, enroll students into your class if we have seats available and if the capacity of the class of people stock is at the to the maximum of the size of the class, they will roll in automatically. So, in that sense, its first come first serve assuming they're, you know, if they have a time conflict and it skips over them and so on and so forth. So, but, you will, I mean, you will be able to have permission numbers at the start and you'll be able to enroll students if you chose. I don't know that we could stop staff from doing that even if we wanted to.

>> [inaudible].

Russ: Right now, if we continue where we are, we will be in [inaudible]. But we are close to our 5% [inaudible] target. [Inaudible] if we get close to that [inaudible] 12 or 13%. But, you know, I want to tie this together with budget conversation [inaudible] right now, that is if we are faced with more reduction and if trustees are unwilling to [inaudible], guess what will happen. Enrollments will go down. So, it will just [inaudible] what we already have. And there's not many variables here that we have to play with. So, I've been, that's why the reaction you'll get from me is one that is going to stay on that conservative side because I'm concerned that, you know, what we're going to hear today is not going to be absolutely pleasant to our liking. And I could be wrong. That's why we want to put these on a wait list and then if the opportunity presents itself we can enroll them into classes that would be great. But, right now we are, actually they're on enrollment for next year, so.

Jim: And, when you say enrollments will be reduced if we have further cuts, you're talking about for fall 2000, for academic year 12, 13.

Russ: Right, that's one of the options.

Jim: And if we have, you know, the more we have in the pipeline, the harder it is going to be to manage down if we have to manage down.

Russ: Exactly. Because, it was a hard task last time to manage down [inaudible] to manage it down. So, it's not an easy thing to do because you start off with students already in the pipeline. So, it's a lot harder at this [inaudible] when people come in and transfers. So, I'm trying to not get us too far up field so we don't wind up having a real serious problem with these student enrollments. [Inaudible]. To answer you directly, Calvin, I think it would be appropriate to send out some sort of instructions if you've got a chance to make an assessment if you're not too [inaudible].

Kelvin: [inaudible] just a simple thing. Make sure that the student has no other option.

Russ: No other option that's right. [Inaudible].

Kelvin: No other options available.

Russ: Right. [Inaudible] at least to help let you know where we are in the process.

Mark: [inaudible] I saw an article that I read this morning about community colleges [inaudible] trying to figure out [inaudible], so, it seems like the other options, [inaudible].

Russ: Right that's correct. That is the distressing part of all this. I mean, it's kind of the way, the reason why, based in my mind's eye and who I talk to [inaudible] and others, we try and focus on the schedule why we get all the bang we can for that buck because it's really important to try and do so, however that takes, whatever form that takes whether it's classroom utilization or whatever, looking at caps or whatever it happens to be. But, the fact is that there aren't many options especially [inaudible] we've been operating on [inaudible] from the state, so. Yes.

Clarisa: I wondering if, in recent history, if either handover [inaudible] or if academic spending or any other [inaudible] have been looked at while scheduling? I know there's a whole list of variables associated with it, long term, short term benefits. But, I'm just curious, [inaudible] committee, [inaudible].

Russ: I'm not aware of any. Has anybody here on the committee some of you folks that have been around for a while, have you ever talked about?

Clarissa: Usually a lot of [inaudible] schedule, if you have blocked schedule freshmen [inaudible] semester the first two semesters are given sort of [inaudible] courses to take. It's not necessarily a mathematical formula but a formula for taking [inaudible]. There have been approaches to where one or two courses, usually it's one [inaudible]. But, in terms of maximizing our potential an insuring that students are getting courses they need for [inaudible] degree and graduation initiative, there are, I think, a lot of things out there that are connected to it.

Mehran: I think this goes back to what I kind of brought up in Deans council yesterday about [inaudible]. I think advising is very important to that. I think that different advisors give different formulas on how we

should take classes. I was advised to take some of my general courses later in my career, my college career, because I was taking corporate at a very difficult [inaudible] and it would be accompanied by something that I could focus on in a general sense. So, block scheduling, I'm not a big proponent of it because if I'm a student I really value what I get from inviting them back and said you're going to be taking these fiscal courses in your third and fourth year. You might want to save some of your courses [inaudible]. And I think that that's, I think it's on a student to student basis. I don't think you're going to be able to sell all freshmen. We're telling them to be independent, choose what you want to but here's your first two semesters and courses.

Russ: I don't know, I haven't verified this, but I'm told that campuses in the CSU like [inaudible] and a few others, there are two or three others that actually do block schedules. They block schedule for four years. So, I think the question is, I don't know the answer to it, if you're speaking in terms of the advice of the particular individual as opposed, I think the [inaudible] is asking are there merits or attractions from this. And, I decide from that.

Mehran: I think that was one of my attractions.

Russ: That's certainly an important one but one that maybe can be worked around in another way.

Daryl: [inaudible] I think in my experience, you know, advisement my experience what's really effective with students is advising that always time to program [inaudible] program specific advising.

[Inaudible]

Russ: Well, I don't think, yeah, go ahead, [inaudible].

Daryl: So, [inaudible] what is the benefit to that? So, we haven't dealt with that yet.

Russ: [inaudible] can you work on a block schedule on campus [inaudible]. Typically get places where they're impact and involvement's restricted.

>> [inaudible].

Russ: Yeah, so, [inaudible].

Becky: I was just curious if they can help us manage [inaudible] nobody knows, but that's to me [inaudible] because obviously [inaudible].

Russ: And, block scheduling, I know from my own experience, can be one years, two, years, four years, I mean, it can be any number of years [inaudible]. So, you know, that raises a question for [inaudible]. Calvin did you have any questions.

Kelvin: I just wanted to call [inaudible] last year. I do know, at least, with a lot of freshmen, their first semester is scheduled for that.

[Inaudible]

Russ: Yeah we take it a bit further, I think, with that kind of definition. But, it does help, that point should be made that we do give students help on getting their first semester registration [inaudible].

Clarissa: Yeah and it kind of [inaudible] and not just speak to that director. But we examine our resources and capabilities to do so. That [inaudible] question that's on the table, and so trying to think how to we leverage our resources and how do we maximize them in meaningful ways to where we're talking about how we, you know, know our distributions and our seats to better understand the appropriate [inaudible].

Russ: Does anybody [inaudible] about that?

Clarissa: [inaudible] he's the director of the [inaudible] Center.

Russ: And Marge.

Russ: I think that if you want her to come over she can come over now [inaudible] this would save time for the committee if you don't mind following up with Marge and [inaudible].

Clarissa: Yeah.

Russ: And see if we done anything and then notify the committee about it or, then we can decide whether we want to talk further. Will that be okay?

Jim: Yeah sure.

Clarissa: [inaudible] so that'd be great, thanks.

Russ: [inaudible].

Jim T.: I do want to comment because I think this is [inaudible].

Jim T.: Remember the focus of [inaudible] on how we are using our resources and [inaudible] and we need to understand the laws, the practices that are involved in not only [inaudible]. They're there because of decisions that are made at home levels, right, department levels [inaudible], the general distributions of enrollments in terms of [inaudible]. I think when we get something like the transcript of [inaudible] that will allow us to see where the demand is for different kind of courses, this is going to be a much bigger help than anything block scheduling will give us. And it's not going to be something we fight. Block schedules we'll fight, I mean it'll be clearly and issue and it doesn't produce the kind of fruit that this committee needs to be focused on because we're managing our schedules at a very high capacity [inaudible]. And, if you want to see what those numbers are like, you should take a look at them because it will scare you, in a way, the other direction because what's happened is we don't have [inaudible] for the number of students to be brought into the campus. [Inaudible] addressing that and a block schedule isn't the answer. And, the students are, more or less, now, we have some seniors, we have issues where we can target

straining the choices that are made in the area [inaudible]. But we're managing the schedule and increasing efficiency. And, I guess, as we look at this problem as an emergency [inaudible].

Jim T.: We're talking about block registration which is different from block scheduling. [Inaudible].

Russ: Okay, are you saying we shouldn't?

Jim T.: I think [inaudible] is something that actually would give us a more efficient schedule.

Russ: I don't know.

[Inaudible]

Russ: Okay. I think your point is well taken. I think I find that we are not finding very much information or, I think, the problem I'm having is [inaudible].

Daryl: We ought to, like this should be one of our number one priorities [inaudible].

Russ: I don't disagree with you. I don't disagree with you. In my book it is important.

>> [Inaudible].

Russ: [inaudible], it's a couple of things but that's certainly one of them. I do think it's important. All right, any other comments about this? Let's [inaudible] item C, no, if not I'd like to move to D. A couple of meetings ago we had been talking about situations where the campuses needs to look at [inaudible] and so on. And I had said to the group that, certainly, from the administrative side of the operations the notion of trying to do things more efficiently or save money is out there continuous. So, [inaudible] can we see some of these or hear about some of these? And, last time we were called [inaudible] talked about some efforts that are going on between our campus and these two other campuses in the CSU and another could be outside the CSU. We've compared the [inaudible]. I've asked Frank [inaudible] to talk today to give you an idea of what's going on and has gone on in process realignment and improvements in [inaudible]. So, you can get a sense of what we were doing there. And Frank do you want to?

Frank: Yes, thank you. First of all I want to just acquaint the division we work in is called Support Services. And what that tells us, you guys notice the L room, its [inaudible] and its property control, records retention and surplus properties. So, all those entities come out of that division. So, I just want to share a little bit about the L and [inaudible] but also I'm going to share the other entities of what we've done over the past three years under [inaudible] to be able to push these things forward. So, the staff came together about three years ago and looked at, all of us put our thoughts together. We looked at things that we thought we'd be more efficient with, we also could save some money. And

the third thing is maybe we could raise some additional revenue. So, those are the three bases of what we looked at all these processes. Now, the first one that I step into is the mail Services Center. As you know, we produce internal services all the years on campus, we deliver the mail to you, we pick it up. And we sold, [inaudible] we did some very, very limited amount of personal service. People could run their mail through the mail machine and they'd get paid for that. Well we saw that opportunity and we were able to [inaudible] the post office we, they came down. It took us about a year process. They came down to evaluate, they looked at our whole area. And now, we are what we call a commercial post office setting. So, now we can do, in the mail room, 95% of what the post office provides to their customers. So, actually, we sell stamps now. During Christmas time, we had a very long push on people sending out their packages. We actually packaged things. So there, here, we've become a little bit more efficient. We were able to also generate some revenue. And also there were some dollar savings on some of the redundant processes we did. So that was one of the key things. They also, now we actually offer overnight services from the post office for a reduced rate where before it would cost us a certain rate. UPS is now coming, if you want to send something out we look at two or three different options for you instead of just give you the option that we had previously and again that put a dollar savings to our campus. And the students also, we've been able to be involved with the student [inaudible]. We also let all the students know that we have all these services that they take advantages of all these services. Mail that we normally deliver, we used to deliver to 33 different places on this campus. So, we have excuse me, two people that delivered to 33 places on campus. Now, we deliver and pick up to eight different places on campus. So, we have state, and some of us I know in my neighborhood I used to have a mailbox, now I have a little community mailbox. So, we do the same thing here. So, that has saved us a considerable amount of resource, gas, and transportation. And, it's also been able to make us more efficient to be able to get things quicker to certain areas around campus. So, that was another area that we really. We have a cashier system now where, going into the print shop. The industry now is changing where we used to have print and then used to have mail. So, those industries are now combining a lot of their services. So now, what we do is invested about three years ago in a piece of equipment that would've cost us three times more than it would've cost us brand new. But, it was foreclosure on the business and we were able to pick up a digital press actually. It has a lot of high end producing. And with that now we actually produce and we actually mail, we have software now that sorts things. And now we take advantage of what we call bulk mail. So now, we actually sort the mail by zip code to send it out get a tremendous amount of discounts for the university. So, we save a lot of money there. So, we became more efficient and we were able to invest in on some equipment and now we've paid that off more than a few time. Again, you guys please ask questions as I'm talking too, I didn't really think formal for you but if you have questions please jump in. So again, the print shop also we're able to now, we barcode a lot of our bulk mail. And that gives us an additional discount at the post office. The post office told us that 63% of the mail never gets to the destinations that they actually intend them to for reasons of losing the mail or however. So now, this bar code process has a lot to do with being able to track mail to make it more efficient. So again, you get a big discount to be able to send that type

of mail, this new software we purchased along with that digital copier can do that kind type of. So again, we've taken advantage of a lot of those processes too. Our, we even provide shredding services now where before we had every department on campus had their own contract for shredding. So, we have all kinds of things. Now, we've looked at that and have been able to consolidate that into one vendor. And now, we can actually we do some minor shredding on campus. But if it's bigger stuff or more confidential, we have one vendor that we have a better price than another 20 of them that we're doing business here to be able to provide shredding services to the department. So again, that was another thing, all these ideas again came from the staff and we [inaudible] we were able to implement the majority of these. Our record retention now, record retention, we store records on campus. And now, we've been able to, with that database, we're just getting ready to put out, in about another month, to go live with, where before we used to do an archive process where you fill out a form and you pick up the records. Now, not only do we have scanning that we can just scan all the records but we also have too departments can fill out records online. They can even add their records online. And then, that process we managed [inaudible]. So, that was another advantage, again, we actually created the software here with the OIT on campus, everything was done in house. We're going to be able to roll that out very soon to the departments. Property control, I don't know if you notice when we do inventory now we have the hand scanners and we scan bar codes and we go around and scan all your stuff where before we used to do that by hand. And that's like the last couple of years that we did that. So, we do three times the amount of inventories within a small period of time where we could do that with barcode scanners where we used to do by hand, I can tell you, by hand, I can tell you my hand had corporal tunnel yeah but I used to have [inaudible] from doing it by hand. Our shipping and receiving department, you know that we deliver packages to you. Well, again, we used to spend a lot of time chasing lost packages because maybe I set it on Becky's desk and Clarissa didn't get it or however. So now, what we have is we have the handheld scanners also. So, I don't know if you notice you sign those now. So, all that data is uploaded into a database. So, when you call me, you want to know where your stuff is, we can look it up right away and we can tell you. So, that process has almost completely nulled losing these packages now that we're able to stay up on top of this. We've become a little bit more efficient there. And, that pretty much covers the majority. Surplus property now we have another system that we're ready to roll out. And this one got pushed back because of priorities. We created a little like a Craig's List EBay system. But, what you can do, when we have a surplus desk we don't need anymore, we used to store it in a warehouse. But now what we can do, we can take a picture of it, upload it on a database, you guys, when you need a desk or you need file folders or you need extra binders, you can go to this website, and, if it's on there you can just click on it. It sends an email to us, you either come pick it up or we deliver it. We need to do a work order through facilities to have you delivered something. All those things are ready to go it's just someone has to do this now, so think of the manpower when we finish this database which is real close to be able to put that out there for you guys too because I know we have a lot of our surplus supplies and things, old calculators, old things that we have, we store them and it's kind of [inaudible]. So, we want to be able to put that out there for everybody and even have departments to be able to post these things too, we'll have

a moderator of course to be able to post things to the site and be able to utilize a lot of the assets that we kind of cubby hole or they go into other places, we kind of put them out there for everybody. So, there's a potential for savings there for the campus too so. These things again, this is from for the last three years or so staff bringing stuff up and being able to put them on paper. And actually, we're all very excited to be able to do some of these things. And yet, some of the things we don't have out there yet, we're real close to getting them out. So again, it's, the [inaudible] attire. And instead of hiring a [inaudible] for the last three years we've had people cross training. So, we were able to promote everybody up and we actually hired a mail clerk. And the difference in that hiring a [inaudible] clerk and a mail clerk is about 8,000 to 9,000 dollars. So, we were able to again save that savings and we were able to utilize the staff that had been cross trained. And, I think, we also talked, all of these individuals that are cross trained will be able to at least cover some of these areas because we usually have one person at all those divisions and we have a few students running around providing services for you. So, we're real excited about it. We're very proud of being able to have the opportunity to do things better and to be able to serve for you guys the best that we can do. Any questions on that? I know I'm talking real quick but sorry. Calvin.

Kelvin: So, what's the bottom line? You said a few thins savings and.

Frank: Three things.

Kelvin: Yeah you talked a lot about the efficiency part.

Frank: Right.

Kelvin: But, in terms of the dollar amount, what's the dollar savings and the revenue generating?

Frank: Now, as you know, some of these things are projections because we just started the majority of these things like the post office process we just started 30 days ago. So, I mean, we have some very limited projections of what we think. So, as an example, let's see, consulting the mail routes, of course that, we projected about 9,000 dollars a year projected on gas savings. And then, unfortunately, we don't need the student's assistance that we had before that would have those mail routes. That way, we took them from 33 mail routes to 8 so we were able to possibly eliminate a position. So, we're about 8,000 to 9,000 dollars our first year projection on that. The reassignment of the staff, I think I told you about that, the 8,000 to 9,000 dollars on the hiring. Automated retention, the record retention just makes us more efficient. We only have a dollar process there yet. We're still looking at that. Surplus property website, that is basically unlimited. It just depends on, things go out to the garbage or they go out to the landfill where we'll be able to utilize a lot of that stuff. So, there's a lot of, we haven't put a dollar amount on the potential savings there yet. Let's see, the bar code, I think we talked about that, again, I don't have, a lot of these are brand new within the last few months. So, eventually, I'll be able to bring some of those. Actually, we think that we could, again, a good estimate operating retail shipping and mail services. Fifteen thousand dollars we anticipate.

Like I said, we just started 30 days ago. I don't have the dollar amount for Christmas time yet through December. But let me tell you there are lines out the door. So, [inaudible] we'll give you a little bit more. Let's see, centralized, [inaudible]>

Mark: That's a big additional workload that's put some, one or two people?

Frank: You know, I can tell you, we looked at that, not necessarily. I can tell you why because remember we were out 33 times delivering mail. And now, we're going out eight times delivering mail. So, the difference in that, people are inside a little bit more than they were outside. And, a lot of this, like I was telling you, bulk mail and running a lot of jobs through print shop, we're using that staff that was out delivering doing a lot of that. So, we actually right now, we kind of see a tradeoff I a sense. We were out there delivering things 33 times. Now we're inside being able to produce these kinds of things. So right now, it looks pretty even right now. We're still, 30 days, so we're still evaluating. Yeah, yes be we thought that at first but we kind of looked at it and we want to start looking more inside to be able to [inaudible]. And I think [inaudible] the print shop offerings, the majority of the revenue generation that we were able to, I think, the centralized shredding that we estimated we'd save about 2,000 dollars a year by having one contract with one vendor with a certain amount of shredding instead of having multiple contracts with multiple shredding. So, in a way, that's an estimate there too. Again, we just started that about, maybe, three months ago. And, we're still evaluating what type of shredding that we do need on campus. So, and I think that's it, yeah.

>> [inaudible].

Frank: Sure.

Mark: Because we talk about, for instance, summer and having summer classes there should be revenue from that, winter sessions with revenue from that [inaudible] it means a cost savings. I think we need to have a system in place so we know what these are. [Inaudible] why we got this and so being able to track it is important.

Frank: Hey I can tell you we can track it, we just started. So, I mean, we turn in monthly reports every month. We have to post all of this to the ledger. And so, we account, we turn all this in. So, eventually we're watching this real closely so we're hoping that maybe within about three months we can come out with [inaudible].

>> [inaudible].

Frank: Yes.

Russ: Some of it is not. Some of the staff come, and they do, they come with more than one ideas that are really good and useful. And we'll continue looking at things that makes sense, and, you know, there will be future reductions. So, we have to prepare for that. But, I think Frank has proved [inaudible], really special in the sense of thinking holistically

about the operation and the ways to use automation carefully [inaudible] to provide more service and [inaudible].

Mark: And through those changes you've managed to do that without staff reduction.

Frank: Right now, possibly one student position. But, right now, that hasn't happened yet because we're still evaluating. I'm still concerned that, like you, you just mentioned Mark, you trade off this and you trade off that, and then, all the sudden this catches us here. So, we haven't reduced that yet. So, that position will still continue through the semester. And then, after that, we will evaluate more and see. But no, actually all of us [inaudible] for years, so everyone basically reclassified up a level and we hired a position of the lower level for like I said for about an 8,000, 9,000 dollar saving. So the mail clerk versus the [inaudible] clerk in savings, so, yeah so far we haven't had to do anything of that nature yet. So, we're working [inaudible] more of a way to see that tradeoff.

Transcription ended at one hour and ten seconds. Audio continued.
Names added to minutes by S. Fitzgerald for Teri Burgess