Transcript of SIUECongress

Hi! 12:09am, Fri, Nov 6, 2015 by Table06

Hi! 12:13am, Fri, Nov 6, 2015 by Table14

Unofficially, the first question is a no brainer. Yes. Grow or die. 12:37am, Fri, Nov 6, 2015 by Table11

Hello 12:44am, Fri, Nov 6, 2015 by Table16

Table 14 12:44am, Fri, Nov 6, 2015 by Table14

Yes. We have no choice. Go after Eastern and other weak institutions. 12:45am, Fri, Nov 6, 2015 by Table19

Wazzup 12:45am, Fri, Nov 6, 2015 by Table01

Hey 12:45am, Fri, Nov 6, 2015 by Table20

Test 12:45am, Fri, Nov 6, 2015 by Table15

Test 101 12:46am, Fri, Nov 6, 2015 by Table19

"Testing testing" 12:46am, Fri, Nov 6, 2015 by Table08

Test test check check 12:47am, Fri, Nov 6, 2015 by Table06

Test 12:47am, Fri, Nov 6, 2015 by Table02

Testing, check, check, 1–2–3 12:48am, Fri, Nov 6, 2015 by Table13

How many SG members are typing? 12:48am, Fri, Nov 6, 2015 by Table19

Right here. 12:48am, Fri, Nov 6, 2015 by Table16

Steve please stay also all of SG is typing 12:48am, Fri, Nov 6, 2015 by Table04

Me 12:48am, Fri, Nov 6, 2015 by Table07

We don't have to go after anyone in particular, do we? 12:48am, Fri, Nov 6, 2015 by Table11

Hi SG here 12:48am, Fri, Nov 6, 2015 by Table20
Hi!!
12:48am, Fri, Nov 6, 2015 by Table14

How many women have been assigned as scribe.
12:48am, Fri, Nov 6, 2015 by Table02-a

Forward!!!!
12:48am, Fri, Nov 6, 2015 by Table14

Excuse to get a new app...
12:49am, Fri, Nov 6, 2015 by Table7

Test.
12:50am, Fri, Nov 6, 2015 by Table12

Are Saturday classes cost effective?
12:51am, Fri, Nov 6, 2015 by Table02-a

Student Government!
12:53am, Fri, Nov 6, 2015 by Table17

laugh!
12:56am, Fri, Nov 6, 2015 by Table02-a

Hello World!
12:56am, Fri, Nov 6, 2015 by Table09

Table 18 has joined the party
12:57am, Fri, Nov 6, 2015 by Table18

Hey, what's up, hello?
12:57am, Fri, Nov 6, 2015 by Table19

1738
12:58am, Fri, Nov 6, 2015 by Table11

Nice diversity in enrollment...all white men up on the dais today so far...just saying.
1:02pm, Fri, Nov 6, 2015 by Table11

Hello from the other side– Adele
1:11pm, Fri, Nov 6, 2015 by Table08

Oh Carbondale
1:12pm, Fri, Nov 6, 2015 by Table19

It would be nice to have the enrollment management chart added to sharepoint
1:29pm, Fri, Nov 6, 2015 by Table15

Are the students choosing the CC's as a cheaper route to SIUe admission?
1:36pm, Fri, Nov 6, 2015 by Table14

Not all enrollment is made the same. Online barriers to entry are low...grow where we can. It's not easy obviously.
1:41pm, Fri, Nov 6, 2015 by Table11

1 revenue
1:42pm, Fri, Nov 6, 2015 by Table15

2 reputation 3 political 4 service to community 5 impact on fee units
1:43pm, Fri, Nov 6, 2015 by Table15

Reasons to grow
1:46pm, Fri, Nov 6, 2015 by Table01
1. RE
1:46pm, Fri, Nov 6, 2015 by Table02

More students = larger potential for revenue
1:47pm, Fri, Nov 6, 2015 by Table05

1. Reputation
1:47pm, Fri, Nov 6, 2015 by Table02

why not grow? We don't have the resources to accommodate enrollment growth
1:47pm, Fri, Nov 6, 2015 by Table13

This table has more than 3 reasons to grow
1:47pm, Fri, Nov 6, 2015 by Table06

Yes – tuition
1:47pm, Fri, Nov 6, 2015 by Table18

yes – tuition $, because students want to come
1:48pm, Fri, Nov 6, 2015 by Table18

To grow:
1:48pm, Fri, Nov 6, 2015 by Table12

1. Smart growth with increasing in tuition paying students leading to increase in revenue
1:48pm, Fri, Nov 6, 2015 by Table01

Increase campus life and college experience
1:48pm, Fri, Nov 6, 2015 by Table05

Pros: growth is important because we are young, financially need tuition revenue, prestige of larger and variety of programs due to growth
1:48pm, Fri, Nov 6, 2015 by Table03

1.continued upward momentum: builds confidence in and within the university
1:48pm, Fri, Nov 6, 2015 by Table06

Negatives: should we offer remedial education?
1:48pm, Fri, Nov 6, 2015 by Table07

Why not grow? Lowering admissions expectations to incr enrollment may lead to a decline in grad rates, etc
1:48pm, Fri, Nov 6, 2015 by Table13

Should increase bc revenue, public perception and ability to tap other markets
1:48pm, Fri, Nov 6, 2015 by Table04

no– can't take care of students with less resources, space and services will be limited
1:48pm, Fri, Nov 6, 2015 by Table18

2. Maximize tuition utilization
1:48pm, Fri, Nov 6, 2015 by Table01

For growing: 1. Looks attractive #doingitright 2. Growth is good PR. 3. Doesn't look like we are doing something wrong
1:49pm, Fri, Nov 6, 2015 by Table20

diverse campus
1:49pm, Fri, Nov 6, 2015 by Table01

2. Growth in enrollment leads to potential growth in donor funding and student revenue
1:49pm, Fri, Nov 6, 2015 by Table06

It's important to grow but grow strategically until we have the all resources
1:49pm, Fri, Nov 6, 2015 by Table19

not to grow: space, teaching assistance for large classrooms, lose personal attention, not the capacity in all programs
1:49pm, Fri, Nov 6, 2015 by Table12

no-- lack of resources
1:49pm, Fri, Nov 6, 2015 by Table01

Negatives: state appropriations and ability to increase tuition may affect enrollment growth
1:49pm, Fri, Nov 6, 2015 by Table07

Increasing awareness, diversity in students and programs offered and the impact on student's futures
1:49pm, Fri, Nov 6, 2015 by Table04

maintain higher quality
1:49pm, Fri, Nov 6, 2015 by Table01

3. SIUE has unique offerings in growing markets
1:49pm, Fri, Nov 6, 2015 by Table06

Cons: reduced quality for resources, smaller retention w/o resources, different experience with larger class sizes (lose SIUE feel)
1:49pm, Fri, Nov 6, 2015 by Table03

We should grow because we have the physical space, we have not taped
1:50pm, Fri, Nov 6, 2015 by Table16

Why not grow? On-going decline in 18 year olds, long range means a supply/demand imbalance.
1:50pm, Fri, Nov 6, 2015 by Table13

Meeting needs of our students in our community
1:50pm, Fri, Nov 6, 2015 by Table14

For growing cont: tuition brings in more money, potential for new programs
1:50pm, Fri, Nov 6, 2015 by Table20

To grow: better/more efficient use of classroom space, more tuition money, more diversity, grow retention, grow graduation rates
1:50pm, Fri, Nov 6, 2015 by Table12

The hardest thing about growth is the when the numbers go up do we have the capacity and resources?
1:50pm, Fri, Nov 6, 2015 by Table19

Grow: more revenue, need for education in certain fields, standing still we would fall behind, leverage assets to take risks & stand out
1:50pm, Fri, Nov 6, 2015 by Table08

Not to grow: students are comfortable with SIUE's current class sizes
1:50pm, Fri, Nov 6, 2015 by Table05

Not tapped into the non-taditional market
1:50pm, Fri, Nov 6, 2015 by Table16

Why grow? Increase revenue.
1:50pm, Fri, Nov 6, 2015 by Table13

4. Will demonstrate our "efficiency and effectiveness" and offer a solid response to performance based funding initiatives.
1:50pm, Fri, Nov 6, 2015 by Table06
Should not bc impact on quality of edu, academic priority
1:50pm, Fri, Nov 6, 2015 by Table04

Against growth: 1. Physical plant, strain of resources. 2. Class size growth could mean less quality of the class.
1:51pm, Fri, Nov 6, 2015 by Table20

Priorities over enrollment, meaningful growth/ growth with focus, strategy!
1:51pm, Fri, Nov 6, 2015 by Table04

We need to think strategically about growth are we growing just for revenue or for the impact and experience for students?
1:51pm, Fri, Nov 6, 2015 by Table19

Limited space and infrastructure
1:52pm, Fri, Nov 6, 2015 by Table05

Why not: 1. Resources 2. Diminishing Quality
1:52pm, Fri, Nov 6, 2015 by Table15

Tuition income is essential for the university, this will also help the university stay competitive, and look successful to outsiders.
1:52pm, Fri, Nov 6, 2015 by Table17

Why grow? Increased revenue can facilitate expansion.
1:52pm, Fri, Nov 6, 2015 by Table13

If enrollment grows, support services must grow with it
1:52pm, Fri, Nov 6, 2015 by Table07

Pros increased enrollment means increase in tuition, able to stay competitive without other universities, and increase awareness of SIUe
1:52pm, Fri, Nov 6, 2015 by Table10

Why not?
1:52pm, Fri, Nov 6, 2015 by Table17

Not grow: can we afford costs that go w/more students, decrease in quality of student experience, cost of attraction (financial aid)
1:52pm, Fri, Nov 6, 2015 by Table08

Decreases in enrollment will affect the areas that rely on fees to run operations
1:53pm, Fri, Nov 6, 2015 by Table07

Against: IT limitation if we shift to more online. Teachers have to learn how to teach differently.
Accreditation issues.....
1:53pm, Fri, Nov 6, 2015 by Table20

Against growth, strain of resources and over physical capacity
1:53pm, Fri, Nov 6, 2015 by Table04

Always room for improvement and growth but strategically and effectively
1:53pm, Fri, Nov 6, 2015 by Table19

When enrollment goes up, fees go down
1:53pm, Fri, Nov 6, 2015 by Table18

...quality could go down with larger classes
1:53pm, Fri, Nov 6, 2015 by Table20

Implications? To decrease means a constriction of services.
1:53pm, Fri, Nov 6, 2015 by Table13
1. Quality of education
2. Physical accommodations
3. Faculty overall and the negative impact
1:53pm, Fri, Nov 6, 2015 by Table17

We have an economic impact on the region and beyond
1:54pm, Fri, Nov 6, 2015 by Table04

If growing we need better use of current facilities
1:54pm, Fri, Nov 6, 2015 by Table18

Accreditation we could possibly lose
1:54pm, Fri, Nov 6, 2015 by Table19

Implications of decreasing enrollment – loss of accreditation in some disciplines.
1:55pm, Fri, Nov 6, 2015 by Table13

Results of decreasing enrollment: 1. Perception for the income reduction 2. Lack of trust from current and incoming students
1:55pm, Fri, Nov 6, 2015 by Table17

Branding
1:56pm, Fri, Nov 6, 2015 by Table04

It would jeopardize our ability to service the debt for residence halls.
1:56pm, Fri, Nov 6, 2015 by Table10

If we increase enrollment through corporate partnerships, we may be able to sustain that model.
1:56pm, Fri, Nov 6, 2015 by Table13

If we increase, need growth in marketing. Radio commercials, billboards, etc.
1:56pm, Fri, Nov 6, 2015 by Table20

Negative: lack of infrastructure in housing, parking, other facilities
1:57pm, Fri, Nov 6, 2015 by Table06

Negative: Effect on quality of education in the classroom
1:57pm, Fri, Nov 6, 2015 by Table06

If we grow too big, we may not be able to meet students needs
1:57pm, Fri, Nov 6, 2015 by Table18

Growing student enrollment grows our alumni base which feeds the University in the long run.
1:57pm, Fri, Nov 6, 2015 by Table09

Implication of growth – we must grow in strategic areas that are cost effective, otherwise the enrollment growth doesn’t yield new $.
1:58pm, Fri, Nov 6, 2015 by Table13

Results of increasing: 1. Student trust 2. Chances Alumni support 3. Ability to recruit quality students and faculty.
1:58pm, Fri, Nov 6, 2015 by Table17

If we grow enrollment, we will need additional support staff
1:58pm, Fri, Nov 6, 2015 by Table07

Better space utilization is critical if we are growing student enrollment.
1:58pm, Fri, Nov 6, 2015 by Table09

Decrease: access diminished
1:58pm, Fri, Nov 6, 2015 by Table12

decrease: loss of programs, resulting to loss of faculty lines both voluntarily and involuntarily
1:59pm, Fri, Nov 6, 2015 by Table01

Positive implication of growth signals confidence to the public.
Growing student enrollment could lead us to a watered down product that is not focused on our core mission.

Maintain: aloof us to rethink allocation of resources and more control of strategic thinking

Decrease: students will start going somewhere else and we will just start to spiral down

Implications Increase: Needs more staff and resources. Decrease: loss of political clout and fee units. Maintain: minimal impact on budget

Targeted growth to certain student populations (i.e: Muslim students, Hispanic students, etc.)

Grow: need more faculty, 2 tier for professors, all professors teach 3/3 load across all units, need to realign resources to academic air

Slow growth would be good

Growing enrollment comes with growing alumni relations and campus pride

If we maintain enrollment then we have time for thoughts on where and how to break into markets that aren't being utilized

Pro–if growth were to increase, total revenue would increase. Con–every students needs would need to be accounted for.

Decrease: We become a mediocre, cash starved institution.

PR: don't consider a university that is not growing. Sign of growth and excitement.

If we decrease, we may lose programs.

Increase: given present resources, going will lead to unreasonable stretch of existing staff and faculty and cost of mktg to obtain will inc

Specifically, the housing would have to increase to support the amount of living space on campus.

that is if you consider the international and long distance students.

Know the jobs/careers market and lean in that direction – to some degree.

Since there are less high school grads, more grad students should be a focus. Should we look at returning to an upper division university?
need to remember to not grow by bringing students to campus who cannot succeed
2:06pm, Fri, Nov 6, 2015 by Table14

If your goal is to increase revenue you have to focus on undergrad.
2:07pm, Fri, Nov 6, 2015 by Table10

Serve the market needs of the region, but balance that with global market trends (new, emerging jobs)
2:07pm, Fri, Nov 6, 2015 by Table13

cannot grow by sacrificing quality of our programs
2:07pm, Fri, Nov 6, 2015 by Table14

Use algorithms to mine employment data
2:07pm, Fri, Nov 6, 2015 by Table04

Increase accelerated off–semester courses (winter–meter, may–mester)
2:07pm, Fri, Nov 6, 2015 by Table18

Be honest with students about outcomes.
2:08pm, Fri, Nov 6, 2015 by Table04

Collaborative programs, programs not grounded to campus, grow programs of future job markets
2:08pm, Fri, Nov 6, 2015 by Table04

If we grow we need to look at programs that can be utilized differently a good ex. The School of Pharmacy optional MBA program
2:08pm, Fri, Nov 6, 2015 by Table19

Target non–traditional, international, and online students. Focus on the geography of students we are recruiting.
2:08pm, Fri, Nov 6, 2015 by Table17

need to continue to develop more seamless integration with the community colleges
2:08pm, Fri, Nov 6, 2015 by Table14

More non–traditional students
2:08pm, Fri, Nov 6, 2015 by Table18

We can grow in directions that are cost effective AND serve student needs (on–line, experiential, etc)
2:08pm, Fri, Nov 6, 2015 by Table13

Focus on the "funnel" programs from community college to SIUE
2:09pm, Fri, Nov 6, 2015 by Table17

More enrollment in undergrad would mean more students for grad students to teach
2:09pm, Fri, Nov 6, 2015 by Table20

Focus always seems to be on attracting freshmen, increase marketing to non–traditional students
2:09pm, Fri, Nov 6, 2015 by Table18

Grab more firmly onto the market of the non–traditional student and accommodate with flex schedules.
2:10pm, Fri, Nov 6, 2015 by Table13

What kind of students are we recruiting?
2:10pm, Fri, Nov 6, 2015 by Table19

how to get our faculty in front of students we wish to recruit is vital for growth
2:10pm, Fri, Nov 6, 2015 by Table14

For growth how are we helping students come prepared to graduate from SIUE?
Our strength has always been quality affordable undergraduate education. Focus should be on non-traditional students – especially unfinished

Credit to non-traditional students for legit life experiences?

Focus on admitting students who have shown a high success rate in retention

Return SIUE presence to St. Clair country and other satellite regions.

Agreed table 5

continue to emphasize retention to grow our student enrollment

Closest Hispanic serving institute is Chicago. Grow our infrastructure and we could support this underserved population of students

Should sustain grad school instead of increasing because of budget cuts, have to let go of assistant ships and they go somewhere else

Finding niche of students that we can accommodate to

Agree with table 14 on the retention growth

Grad students with tuitions waivers don’t help

continue international recruitment – increase culture and better retention

Undergraduate and graduate international students win a mandatory instate tuition fees even with GAs

Focus on students who pay higher differential rates (out of state, international, etc.)?

Online education may be most appropriate for our graduate degree programs.

Non traditional students....

Grow corporate partnership w/ frequent eval.of collaborations

Grow relationship with community colleges to increase 2+2 students

Create very tight 2+2 partnerships with community college

We need to explore the idea of how we recruiting students and their success rate
Undergrad should be the "lions share" of our growth!

If we grow: more online, international students; more summer and winter classes

Expand partnerships with more CColleges

if we grow 2+2 it needs to be strategic and with the right partners – easy to fail with wrong CC

Grow international student support, a

Table 14 – we need to monitor this closely

Increase emphasis on differential tuition.

Edit – expand more partnerships with the right CColleges.

Change is inevitable just like growth so in order to be successful we need to strategically develop a plan on the students we are admitting

Go for the seamless transition for transfers

Non traditional programs, corporate / executive programs

Satellite campus in STL

We (might) need an interdisciplinary major that doesn't look like an indecisive interdisciplinary major. Can we brand an entrepreneurial IS

2/2 Major that credited participating programs?

... Like Scott AFB

We need a marketable vision statement that will guide the type of students consistent with that mission

High school alumni recruiting and social media

The campus climate would have to change to accommodate different types of students.

Work with undergraduates that have majors with complimentary graduate programs

Religious ideals would have to be considered before classes could be formed.
Certain classes would have to be made to accommodate people of different religions.
2:20pm, Fri, Nov 6, 2015 by Table16

Need to start building off
2:22pm, Fri, Nov 6, 2015 by Table08

Need to start building culture of alumni connections
2:23pm, Fri, Nov 6, 2015 by Table08

Tune in to the changing attributes of this generation of incoming students (offer "gap-year"relationships.
2:24pm, Fri, Nov 6, 2015 by Table13

Develop more advisory committees with corporations in the St Louis & Metro East area
2:25pm, Fri, Nov 6, 2015 by Table08

Will now be forced to cut programs that are lowering numbers & had we done it 5 yrs ago that $ could've been allocated for expansion &growth
2:27pm, Fri, Nov 6, 2015 by Table08

Where is the coffee?
2:38pm, Fri, Nov 6, 2015 by Table02

Table 15 is just a bunch of troublemakers
2:40pm, Fri, Nov 6, 2015 by Table02

Agreed table 2
2:40pm, Fri, Nov 6, 2015 by Table16

Guess who’s back back again congress is back tell a friend
2:41pm, Fri, Nov 6, 2015 by Table04

Acquire succeeding programs at other struggling institutions
2:43pm, Fri, Nov 6, 2015 by Table14

Table 14 – interesting
2:43pm, Fri, Nov 6, 2015 by Table02

Guess who's back; Guess who's back; Guess who's back; Guess who's back.
3:01pm, Fri, Nov 6, 2015 by Table11

Who?
3:03pm, Fri, Nov 6, 2015 by Table02

Regarding Carnegie Classification, too much change in enrollment or what we offer, changes our classification – possibly irreparable.
3:20pm, Fri, Nov 6, 2015 by Table13

My grandpa once said that in times of famine, even sacred cows are open game.
3:21pm, Fri, Nov 6, 2015 by Table13

What degrees does the job market desire?
3:23pm, Fri, Nov 6, 2015 by Table13

Start with the centralization of the mission
3:23pm, Fri, Nov 6, 2015 by Table19

Need to look at the specific success rate of students in specific programs.
3:24pm, Fri, Nov 6, 2015 by Table16

How many other places teach the same thing. Gen eds must be taught.
3:24pm, Fri, Nov 6, 2015 by Table07

Interest vs. demand
We have to consider relative quality and competitive quality.

Number of applications, demand

Dependence on/support from different departments, student satisfaction

Larger amount of general Ed classes, less specifics

What drives highest revenue, enrollment, hired grads, satisfied alum and meets public/regional need

Criteria: #of credit hours generated. Qualitative what part do the courses offered by the academic program supports other academic programs.

comparisons of successes and failures at our peer institutions

evaluate state institutions that have successful programs that are responsive to community

Dependencies on for o programs

Additional considerations – revenue, enrollment, program cost, program overlap, growth potential, employability of graduates, grad rates,

are we up to date on the needs of our students and programs and community

Administrative prioritization needs to happen after we know what academic programs need supported and how.

Prediction of program growth (Qualitative). Still need the insight to consider (Quantitative)

Graduation success rates of each programs.

Degree or career satisfaction

... Retention rates ...

Retention rates

... Program substitutions ...

Programs that yield scholarly activity

Job placement data should drive program prioritization. It's our responsibility to the students.
Avoid transfer penalties
3:30pm, Fri, Nov 6, 2015 by Table09

1. Accreditation 2. Job placement/marketable skills 
3:30pm, Fri, Nov 6, 2015 by Table20

Revenue generation vs external need vs expenses
3:30pm, Fri, Nov 6, 2015 by –

programs that prepare students for quality grad programs
3:31pm, Fri, Nov 6, 2015 by Table18

Transferability of credits ...
3:31pm, Fri, Nov 6, 2015 by Table13

Information about why students leave programs or the university
3:31pm, Fri, Nov 6, 2015 by Table20

Fallback programs
3:31pm, Fri, Nov 6, 2015 by Table20

Certain programs serve as a marketing tool and attract quality students to SIUE. Let these programs live!
3:31pm, Fri, Nov 6, 2015 by Table05

We should discuss university prioritization, not just academic prioritization
3:32pm, Fri, Nov 6, 2015 by Table07

Task force must be a majority of faculty and manageable in size.
3:32pm, Fri, Nov 6, 2015 by Table13

investment return 3.enrollment, completion rate, partnerships that require continued education, labor projections, predict future demand
3:32pm, Fri, Nov 6, 2015 by Table06

Community feedback
3:32pm, Fri, Nov 6, 2015 by Table20

Reputation
3:32pm, Fri, Nov 6, 2015 by Table18

Public service and outreach
3:34pm, Fri, Nov 6, 2015 by Table20

Costs of programs per student. Regional needs. Graduation rates. Programs that draw students to SIUE.
3:35pm, Fri, Nov 6, 2015 by Table05

Marketability of graduates and credentialed students for Potential employment.
3:35pm, Fri, Nov 6, 2015 by Table17

Task force must be populated by objective, well informed folks who can make (and live with) difficult decisions.
3:36pm, Fri, Nov 6, 2015 by Table13

Committee diversity, 10–15 people (students, faculty, staff), task forces
3:36pm, Fri, Nov 6, 2015 by Table04

Consistent numbers and numbers on jobs after graduation
3:36pm, Fri, Nov 6, 2015 by Table19

Ground rules: transparency yet confidentiality, inclusiveness, no sniping
2. Representatives from all levels of the University. Admins to students.

Debate but don't divide

Program prioritization designed with intention of making cuts leads down a dangerous path. Use instead as means to realign/retool programs

agree with table 11

Similar composition as a chancellor search committee. Need representatives from Faculty, Staff, Students.

1. Credit hour production, grant/research generated, enrollment, cost per student, definition of "comprehensive"

1. Enrollment data, graduation rate, num of and type of faculty in he program, student credit hr production for major, minor and for general

Involve outsiders. Arbitrators, mediators

Areas of interest and high consistent demand with general education classes to support these programs

composition of task force is critical – must be inclusive, but strategic

1. Demand for current and potential jobs, student experiences, alum feedback – recent and later, corporate partner feedback

agree with table 1 and 12

Don't start with any "sacred cows". No grazing here

Engage the community in this process – very critical

Table 3 is savage

1. Credit hour costs, program costs

Must have people that can get the necessary data

Balance our task force observations by including an external agent with experience in program prioritization.
with table 18 on this – AND need partners who can help interpret the data
3:42pm, Fri, Nov 6, 2015 by Table14

process must be sustainable
3:42pm, Fri, Nov 6, 2015 by Table18

Enrollment regarding student interest, present and future, employability, retention, meeting university mission, meeting community needs
3:43pm, Fri, Nov 6, 2015 by Table03

reduce bias from the committee
3:43pm, Fri, Nov 6, 2015 by Table18

Academic trade-offs in instruction with increasing class size-- at what point are student outcomes affected by this
3:43pm, Fri, Nov 6, 2015 by Table08

must remember in all of this that "skil set" for students is crucial for later employment
3:43pm, Fri, Nov 6, 2015 by Table14

Taskforce is important for this topic along with having a strategic vision and plan years out so we can change and innovative
3:43pm, Fri, Nov 6, 2015 by Table19

#3Faculty led & focus that SIUE is not broken, lessen the talk on cutting programs & how to supply additional resources to thriving programs
3:44pm, Fri, Nov 6, 2015 by Table17

Alumni satisfaction, employer needs, interest and satisfaction of programs, cost (SCH production), revenue, graduates per faculty
3:44pm, Fri, Nov 6, 2015 by Table03

Establish criteria before deciding what data is relevant.
3:44pm, Fri, Nov 6, 2015 by Table10

Must
3:45pm, Fri, Nov 6, 2015 by Table13

We should focus on supporting courses not just majors
3:45pm, Fri, Nov 6, 2015 by Table14

As a task force membe, must be objective and have an eye on the long-range success of the institution and the region it serves.
3:46pm, Fri, Nov 6, 2015 by Table13

Leave your ego at the door especially the pharmacy dean
3:46pm, Fri, Nov 6, 2015 by Table04

Do not have strong leverage of data to support the administrative staff (keeping track of graduation rates from certain programs, etc)
3:46pm, Fri, Nov 6, 2015 by Table08

Keep review process in progress focus on improvements and how do we do more with less
3:47pm, Fri, Nov 6, 2015 by Table17

1. Feedback from Senior HR professionals
3:47pm, Fri, Nov 6, 2015 by Table01

Poll our alumni and ask them if they would, if they could, redo the same program?
3:47pm, Fri, Nov 6, 2015 by Table02

Committees should be developed in each school to get an idea of the general program
prioritization.
3:49pm, Fri, Nov 6, 2015 by Table16

Begin with a vision for what an SIUE education means.
3:49pm, Fri, Nov 6, 2015 by Table7

Besides accreditation from HLC, can we use their responses to guide program decisions at our comprehensive university
3:50pm, Fri, Nov 6, 2015 by Table14

Agree that there are no Sacred Cows at SIUE. All programs should be reviewed
3:50pm, Fri, Nov 6, 2015 by Table05

After the school level, then move to a committee consisting of people from each program providing data.
3:50pm, Fri, Nov 6, 2015 by Table16

Consider "units" smaller than entire programs.
3:50pm, Fri, Nov 6, 2015 by Table7

we need an objective consulting team to solve the academic priority issue
3:50pm, Fri, Nov 6, 2015 by Table07

Take off department head and put on your university head
3:50pm, Fri, Nov 6, 2015 by Table04

An external consulting team
3:51pm, Fri, Nov 6, 2015 by Table07

Efficiency
3:51pm, Fri, Nov 6, 2015 by Table20

Smaller working groups working separately and coming together to see where there is consensus
3:51pm, Fri, Nov 6, 2015 by Table04

Consider "mission distance" when prioritizing non-academic units vs academic ones.
3:51pm, Fri, Nov 6, 2015 by Table7

The challenge – can any composition of an old niter all task force ever achieve objectivity?
3:51pm, Fri, Nov 6, 2015 by Table13

there should be different metrics for programs and units – all our different
3:51pm, Fri, Nov 6, 2015 by Table14

3. Are we more state-focused, regionally-focused, or nationally-focused?
3:52pm, Fri, Nov 6, 2015 by Table08

2 diversity to tSk
3:52pm, Fri, Nov 6, 2015 by Table01

We are smarter than a consulting team. Save us all from spending money on consultants
3:52pm, Fri, Nov 6, 2015 by Table02

Consider specializations not just programs
3:52pm, Fri, Nov 6, 2015 by Table20

we agree with table 2 – no consulting fees
3:52pm, Fri, Nov 6, 2015 by Table14

... Auto correct glitch ... "An internal task force"
3:52pm, Fri, Nov 6, 2015 by Table13

diversity on task force programs, staff faculty, students, etc
3:53pm, Fri, Nov 6, 2015 by Table01
Everyone needs to be on the same page as to where the institution is going. A clear vision is required.
3:53pm, Fri, Nov 6, 2015 by Table16

2 small central group with feedee
3:53pm, Fri, Nov 6, 2015 by Table01

There needs to be a set timeline with a measurable reasonable end goal.
3:53pm, Fri, Nov 6, 2015 by Table05

Set a review schedule for units, outcome should include CONCRETE action plan, set deadline for completion, have clear standards.
3:53pm, Fri, Nov 6, 2015 by Table06

Large committee represented of multiple units to decide to then send down the the smaller school/units for review.
3:53pm, Fri, Nov 6, 2015 by -

(5) How many academics does it take to change a light bulb
3:54pm, Fri, Nov 6, 2015 by Table02

we need to think outside the box and for university values – can't be focused only on programs and cutting
3:54pm, Fri, Nov 6, 2015 by Table14

We must with a vision, short term goals, and far reaching goals to move forward
3:54pm, Fri, Nov 6, 2015 by Table19

Start*
3:54pm, Fri, Nov 6, 2015 by Table19

(5) what academic can change?
3:54pm, Fri, Nov 6, 2015 by Table02

We must define what the word priority means
3:54pm, Fri, Nov 6, 2015 by Table18

Lead committee should appoint smaller committees for colleges and schools for review. Findings should be shared with lead committee.
3:54pm, Fri, Nov 6, 2015 by Table09

with feeder groups, alumni, employers
3:54pm, Fri, Nov 6, 2015 by Table01

2 co
3:54pm, Fri, Nov 6, 2015 by Table01

Input from experts (regional employers)
3:55pm, Fri, Nov 6, 2015 by Table05

2 . Members chosen specifically by their ability to see across programs and work together....,
3:55pm, Fri, Nov 6, 2015 by Table01

Difference in programs that are regional–focused and programs that are flexible (Business can be international but not construction mgmt)
3:56pm, Fri, Nov 6, 2015 by Table08

what is a regional comprehensive university and are we that entity
3:59pm, Fri, Nov 6, 2015 by Table14

The three groups can be students
4:00pm, Fri, Nov 6, 2015 by Table19
faculty and staff
4:00pm, Fri, Nov 6, 2015 by Table19

Table 19 – yes, must involve students and alumnia
4:01pm, Fri, Nov 6, 2015 by Table02

Why do we only do this in the context of cuts? Why dont we have a growth congress? See if we can grow even while we're being squeezed?
4:04pm, Fri, Nov 6, 2015 by Table11

We never get interdisciplinary meetings like this except when there's doom and gloom. Why isn't large scale growth prioritization a norm?
4:05pm, Fri, Nov 6, 2015 by Table11

Good point table 11
4:06pm, Fri, Nov 6, 2015 by Table19

"Retrenchment" doesn't just threaten our near future...we're wasting time that could be spent innovating.
4:07pm, Fri, Nov 6, 2015 by Table11