

Jay – Reallocation

What does it mean?

Governor mandate

Within units

Done “to you”

Do we have successful examples?

Change in the process for allocating HETF (competitive)

Challenges:

Majority of E&G at the school level = salaries; combined with underfunding in FTE

Establish an element of fairness and transparency (avoid antagonistic behavior)

Possibilities:

Hybrid model? New funds partly competitive

David – Evaluation Criteria

Programmatic as a priority – now need a level of coordination at a leadership level that would drive larger plans and plans below that – how we recruit students relative to space (labs), course availability, etc.

Greatest need – give Jim Coleman everything? 😊 but doesn’t solve other priorities or issues (e.g. potential for elevating other areas); What are our basic needs?

Jim – Barriers and Solutions

Alignment with Quest -- Current budget process – is in some respects functional -- shift conversation to Quest may sound like “ceasing to do what we are currently doing” vs alignment

Technical Competence -- Shift to transparency means the technical functionality is complex (knowledge, awareness); understand Banner (learning curve)

Final Budget Decisions -- How are final budget decisions -- Committee? More voices in making final call? Peer to peer presentations

Revenue generation No focus on revenue generation in the current conversation – focused on expenditures – don’t understand EPTs; needs to go beyond grants/contracts

Sun setting conversations – what are the criteria? How?

Funding most critical operations – base adequacy – funding things on “soft” versus permanent funds

Terry -- Principles

Align with Quest for distinction – connection to PPA versus general Themes

Student and Faculty Focused – not sure what this means; input? output?

Open Communication and transparency – internal?

Own, stewardship and responsibility – concepts of collective or joint stewardship is missing from the conversation

Innovate, encourage and facilitate – what about base expenditures – what about having “enough” ?

Who makes the decision?

A willingness to hear and be open to dissent

What about integrity and fairness?

Having a mindset of the “good of the institution” – does it fit with an RCM model?