

Please stand by for realtime captions. >>

OKAY.

OKAY. TALK ABOUT IT AND FIND THE PROBLEM. FIND THE PROBLEM. FIND THE FACTS THAT ARE OUT THERE THAT SUPPORT THAT PROBLEM. AND THEN WE'RE GOING TO TAKE THAT, AND EVERY GROUP IS GOING TO HAVE THEIR OWN TIME TO TALK ABOUT THE IDEAS AND PROCESSES AND WE'RE GOING TO CONVERGE ON THAT PROCESS. WE'LL SEE WHAT EVERYBODY HAS, PROBLEMS AND FACTS, WE'RE GONNA GET TOGETHER, CONVERGE ON THE PROBLEM OR PROBLEMS. OKAY? SO FACTS, PROBLEMS. FIND THE RIGHT PROBLEM TO SOLVE, THE MOST DIFFICULT PART OF THE CREATIVE PROBLEM-SOLVING PROBLEM. >> WE'LL WORK TOWARD THE LAST PART. WE'LL START THIS WAY. THE MOST OBVIOUS.

AFTER WE GO AROUND THE GROUP, WE'RE GOING TO TAKE YOUR FOCUS AND FOCUS ON THE PROBLEMS AND ISSUES AND SO ON. AFTER WE DO THAT, WE'RE GONNA WORK IN GROUP GROUPS. AND WE'LL FIGURE OUT WHAT IS SAID AS FAR AS PROBLEMS AND SOLUTIONS. WE'LL HAVE FOUR MULTICOLORED GRAPHS, SOMETHING THAT RESONATES WITH YOU. WE'LL GO FROM PROBLEM ONE . AND WE'LL GO THROUGH THE PROCESS. BECAUSE I ALREADY KNOW SOME OF THEM ARE VERY SIMILAR. AND WE'LL FOCUS IN ON CONVERGING ON THOSE. DON'T WORRY ABOUT CLICKING ON EVERYTHING. IT'LL POP UP. OKAY. SO WE'LL START WITH GROUP ONE. >> SO WE'RE FOCUSING ON FOUR MAIN THINGS. ALL THE KINDS OF REALITY THAT MAKES RESEARCH POSSIBLE. NO. OUR REGIONAL AREA, THE AREAS THAT THOSE STUDENTS NEED FOR THE REGION TO BE ABLE TO LEARN. THE SECOND ONE IT'S TOO EXPENSIVE. WITH TUITION AND ROOM AND BOARD, FOR EXAMPLE. SO WE'RE TRYING TO GET THESE, THAT THERE'S A SINGLE RESIDENTIAL, 2.5 HOUR BREAK. TUITION WAS TOO HIGH, OTHERWISE THEY GO HOME. THE OTHER THOUGHT WE HAD . WHAT I'M DOING THE REST OF MY ENTIRE CAREER BECAUSE IT IS COMFORTABLE. AND I KNOW THAT IT'S NOT THE ONLY WAY. WE HAVE HAD ISSUES WHERE WE HAD A VERY SMALL CORE GROUP, THEY LOVE THIS PLACE, THEY WOULD DO EVERYTHING FOR US. BUT THAT'S NOT THE MAJORITY OF OUR STUDENT BODY. SO HOW DO WE REACH THE AVERAGE STUDENT, THE NONSUPER STUDENT, TO DEVELOP A RELATIONSHIP WITH THEM IN THE FUTURE WHERE THEY SAY THAT'S MY SCHOOL. YOU KNOW? WE WERE AT GILBERT'S. I WALK IN. THEY WERE BOTH WAITING. AND A DEVELOP WALKS IN. THAT'S THE NUMBER, 2010 TO 30. HAVING A CONVERSATION. THAT TYPE OF MESSAGING EMPOWERING TO CREATE THAT WITH SOMEONE OTHER THAN THE SUPER CHEERLEADERS WHO ARE ENGAGED. I THINK A LOT OF THE QUESTIONS REALLY CENTERED AROUND THE IDEA THAT WE DON'T HAVE A STRONG ENOUGH GROUP. WE I THINK

SO WHAT WE'RE GONNA DO NOW, THIS IS GONNA BE A WORKING BREAK. WHAT YOU NEED TO DO, FOUR JOBS. I WANT YOU TO READ THE THING, THINK ABOUT ALL THE PROBLEMS. AND WE'RE GONNA IDENTIFY ALL THE FACTS AND PROBLEMS. THERE ARE FOUR PROBLEMS LEFT. WHAT DO YOU THINK OF THOSE PROBLEMS? THEY'RE ALL SEPARATE. WE'LL GO UNTIL 10:45. SO I'LL GO OVER THEM. LET ME KNOW IF ANYBODY HAS AN EXTRA. SO ARE YOU FINDINGS THE PROBLEM? OR ARE YOU ABLE TO SEE THAT PROBLEM? WHAT I WANT TO DO IS GO THROUGH ALL OF THESE AND ANALYZE THEM. WE WON'T DEFINE EVERY ONE. SO WE SEE THESE. SO LET PUT THEM HERE. LET'S GO TO THE PRESENTATION. S SO WE WANTED TO FOX ON SOMETHING MORE SPECIFIC. AND WE PUT THAT STUFF TOGETHER.

OKAY. IF I COULD HAVE YOUR ATTENTION FOR A MOMENT. STAY WITH YOUR GROUP. AND THINK ABOUT A COUPLE OF THINGS. REALLY INNOVATIVE, OUTSIDE THE BOX . CREATIVE. SOLVING THOSE PROBLEMS BY LOOKING AT THINGS THAT WE SHOULD BE DOING, THINGS THAT WE SHOULD NOT BE DOING. THINGS THAT WE SHOULD BE DOING MORE EFFICIENTLY. HOW CAN WE BECOME MORE FOCUSED. HOW CAN WE INCREASE OUR PERCEIVED VALUE. HOW CAN WE INCREASE VALUE BUT ALSO DECREASE THE COST. HOW CAN WE ENGAGE OUR CONSTITUENTS? HOW CAN WE IMPROVE OUR GROUP FOCUS. OKAY? OKAY.

Okay. Where are we? Let's think about this now , what I did we will start with this group over here, and we are going to have them talk about the solutions they came up with. Now, we do not want them to unpack their solutions it. I want them to vocalize their solution [Indiscernible--low volume] let's do that, .

The first one was lack of identity , focus . [Indiscernible--low volume] deficiencies of faculty coming into the program , really look at the data one thing [Indiscernible] value proposition . How do we do this? [Indiscernible] we want to look at ways with outside data [Indiscernible--low volume] establish relationships with multiple employers in preparation for the workforce that all our [Indiscernible]

Solutions [Indiscernible--low volume] let's go to [Multiple Speakers] we need to unpack it further. [Indiscernible--low volume] in terms of what replication is , in terms of relationships how many [Indiscernible--low volume] talk about there is a need to identify how is that identified mentioned that [Indiscernible] see more of that talk about [Indiscernible--low volume] advisory boards , we act as advisory boards. Help us shape , support facilities, equipment, utilize [Indiscernible] we know this program we want to hire [Indiscernible] talked about the collaboration process. Basically want the best team and engage [Indiscernible] [Indiscernible--low volume] see what comes in. [Indiscernible--low volume] we talked about the after lunch discussions [Indiscernible] we talked about [Indiscernible]

Something about expanding, we have all those , they are built in [Indiscernible--low volume] teacher groups and those teachers that participated influence resume [Indiscernible] the people in the room. Relationship with students just like we talked about [Indiscernible] reach out to you and say [Indiscernible--low volume]

[Indiscernible--low volume] talking about [Indiscernible] they created this partnership where [Indiscernible--low volume] really think a big word we endorse that. [Indiscernible] how do we recognize that there are people that already [Indiscernible] have awareness and trust what they are saying about us, we talk a little about that. [Indiscernible] we are experienced [Indiscernible] talk about something

is more like articulation [Indiscernible] high school credit we talked about how we credit and think about building partnerships [Indiscernible--low volume]

That's good. Thank you. [Indiscernible--low volume] offer more solutions. Now we go to [Indiscernible] we started with two on the [Indiscernible] expense in one of the first things we came up with was this concept of isometrics and what we mean by that is say someone [Indiscernible] ability to say [Indiscernible] do it in a targeted way so maybe the total financial aid package we can say that's great [Indiscernible] the other thought is trying to find that sweet spot between cost tuition plus room and board not looking at necessarily one of the other and also looking out like I was talking about what is that our student, the one we are trying to attract what can they afford and trying to find that spot [Indiscernible--low volume]

also thought it maybe looking at it not necessarily with tuition costs the same for every program program, to other schools do this , maybe we look at a program we have, one of our top programs and say [Indiscernible] how much does it cost to get a nursing program there, or better if we can match it and drive more [Indiscernible]

[Indiscernible--low volume]

Also talk about even looking at which degree is cheaper to do, so you can offer a lesser cost

[Indiscernible--low volume]

meant to rethink conversations we had rethink maybe we hear in the schools maybe or of an apartment style life again they can come and go let it happen and the other is massive unrestricted scholarship . We cannot lower costs but the other option to get the funds I realize it is necessary that we renovate but that's really not to do anything so the thought is a smaller amount a lower amount more people go straight to the unrestricted scholarship so we could help defray some of the expenses associated with tuition tuition. Than the lack of focus, we focused on doing the focus groups and by that we need students for students and potential students, not necessarily focus groups for people we hear from. That's not the 100 students we have on campus we are talking about [Indiscernible--low volume] also to go to engagement program offerings so the demand of the Regent, the demand of industry, the demand that our students would be expected in doing this would allow you [Indiscernible--low volume] sections 1- 2- 3. Imagine

you are living in a community full of nursing homes this is obviously something you're going to want to evaluate often also look at underutilized programs this way to have to start at ground zero trying to go [Indiscernible] try to identify what programs we have that maybe have one faculty member there unsupported and the job market is blooming and I put here

[Indiscernible] what I mean by that is don't run off in this direction the program sounds great , you want new enrollment [Indiscernible] so with engagement and talking about cultures [Indiscernible--low volume]

[Indiscernible--low volume]

We actually have [Indiscernible] so there is no need [Indiscernible] to be a faceless bureaucracy when dealing with your students. Identify the miss what they are community individuals with a little bit of assistance [Indiscernible]

[Indiscernible--low volume]

To take that further it's not just a matter of offering a place to sleep , a place to live but while they are here, taking advantage of a place to sleep, place to eat [Indiscernible] that type of environment you mentioned

[Indiscernible] which you have it now it's an opportunity they go to high school they start college programs higher education institutions of the state of Texas [Indiscernible]

I think we could might also be affected a little bit don't be afraid . We were talking at lunch about the first time we used a search word to find an executive position about three years ago. We have a problem with incest. And Alabama incest and professional incest. Just making it clear that is not to say that it is easier to grow your own rather than go out and recruit others, but you run into a problem , your management level does not have any ideas the only have the SF a way of doing things and that's the way they've done at the last 30 years. You will not break that unless you get a dynamic in their to change it. That

also leads into strategic labor versus process. Over the last decade of someone leaves and we just promote the next person up into that position because they were great at what they do. At the top level we need this. You need someone who is able to see the big picture so we can grow from cassette next person in line actually [Indiscernible] or are they really good at number 2 and that is where they would be best . It's a matter of evaluating making sure we bring into strategic figures

and sometimes that means we are bringing in [Indiscernible--low volume]

[Indiscernible--low volume]

[Multiple Speakers]

Okay, next , we are going to [Indiscernible]

We started out with brand [Indiscernible] we talked about earlier [Indiscernible--low volume]

Are we still here?

[CHEERING]

Okay.

[Indiscernible--low volume]

[Indiscernible--low volume] making sure we are pushing that home and we see value in [Indiscernible] talking about that [Indiscernible--low volume] we also talked about having [Indiscernible] high schools specifically [Indiscernible] students and student athletes as ambassadors [Indiscernible--low volume]

[Indiscernible--low volume]

Promoting [Indiscernible--low volume] making sure we are leveraging those assets.

[Indiscernible--low volume]

See value in putting together [Indiscernible - low volume] as mentioned early what would you do to drive the [Indiscernible] price point we talked quite a bit about making sure we are focusing on [Indiscernible] whether that's creating [Indiscernible--low volume] scholarships, whatever [Indiscernible--low volume] . We also talked about [Indiscernible--low volume]

connections [Indiscernible] possibly create a student program [Indiscernible--low volume] see the engagement of [Indiscernible]

There you go.

Looking at what we can do, taking our resources [Indiscernible--low volume] from the bottom to the top we [Indiscernible] students we had a program where [Indiscernible] part of that program we were aggressively [Indiscernible] if you saw someone who might qualify [Indiscernible] responsibility, is there something that I can do [Indiscernible] turn around and [Indiscernible]

communicating the urgency and expectations [Indiscernible--low volume] we think, we talk about this one

incentives, bonuses [Indiscernible--low volume]

talk about trips

one thing this is just and allows for different skills we talked about at lunch are life skills program [Indiscernible] focusing on those things [Indiscernible--low volume]

[CHEERING]

Let everybody come over [Indiscernible]

Dozens of [Indiscernible] solutions what we are going to do now is review them , remember you are reviewing those [Indiscernible] a good solution to lack of focus marketing and programs engagement issues and stagnation issues [Indiscernible] one of the best solutions [Indiscernible] on anyone area [Indiscernible--low volume] take some time, and then convert .

[Indiscernible--low volume]

Are we having thoughts? Okay. Let's review

[Indiscernible] what I tried to do is look at those that have about four or more docs. Let's look first of all and see any circles overlap .

[Indiscernible--low volume]

That overlaps. So what we are going to do is .

The very last .

Go back up .

Action.

[Indiscernible--low volume]

What about are these two overlapping? Let's put that three [Indiscernible--low volume] what else? Let's look than and unpack remember clear solution steps [Indiscernible] and staff put that as a solution .

[Indiscernible] master program .

Let me technically rephrase that [Indiscernible]

[Indiscernible--low volume]

So you got this one [Indiscernible]

[Indiscernible--low volume]

Programs align and target [Indiscernible]

[Indiscernible--low volume]

Business process analysis. Okay.

[Multiple Speakers] [Laughter]

I'm thinking of the part -- the car, the accident avoidance system . Different ideas has anybody read [Indiscernible] third-party [Indiscernible] goes back to programs and recognized customer service training .

I hear the urgency. Anything else?

On that training did not [Indiscernible] in person [Indiscernible--low volume]

We should think about additives .

[Indiscernible--low volume]

What you think? Real quickly .

[Indiscernible--low volume]

A good here are the facts and the symptom I want you to do is
[Indiscernible--low volume] [Indiscernible--low volume]

What I am thinking is this [Indiscernible--low volume] nine of these in
person in a coordinated [Indiscernible] each get four [Indiscernible]
next to each one the top solutions . I'm going to tell you right now
that some of these [Indiscernible--low volume] as far as this will get
us .

[Indiscernible--low volume]

Because once again [Indiscernible--low volume]

We need focus in the area.

[Indiscernible--low volume]

[Multiple Speakers]

Okay. Just looking at those -- there are two things I think [
Indiscernible] I see this the easier approach . My question is
[Indiscernible--low volume]

[Multiple Speakers] the others, I feel , [Indiscernible] process,
right here is something I believe we need to look out [Indiscernible]

[Multiple Speakers]

Focusing in on our academic [Indiscernible--low volume] incentivize
[Indiscernible--low volume] a process where [Indiscernible--low volume]
but [Indiscernible] urgency [Indiscernible--low volume] not sure
[Indiscernible]

[Indiscernible--low volume]

[Indiscernible--low volume]

[Indiscernible--low volume]

In talking about that, you said it was called [Indiscernible--low
volume] so much easier
easily identify .

[Indiscernible--low volume]

[Indiscernible] my project.

Portability [Indiscernible--low volume]

[Indiscernible--low volume]

You engage those that you think [Indiscernible] better up for the school you empower our employees , on the spot [Indiscernible] so going to do this [Indiscernible]

the facts we are dealing with in the process across all [Indiscernible] that process would have to occur in an area where [Indiscernible] take some time go back and process to go through to help us focus where we are and this is the process [Indiscernible]

Turn to page come in your booklet, turn to page 32 [Indiscernible] handouts [Indiscernible] what we are going to talk about the nuts and bolts, the mechanics of the decision-making process for every single [Indiscernible] we identify it's going to begin with the chart for the stakeholders , confronted through a process [Indiscernible] on page 32 I have been in consultations with a lot of different stakeholders and [Indiscernible] similar to what you see on page 32. The reason why [Indiscernible]

a problem the actually needs to be solved. These selective affirmations particularly yesterday, all concerns these observations we have a strong trajectory for continuous goals as prescribed . And so because of that, we need to attach [Indiscernible--low volume] these are just some of the invitations I put together [Indiscernible] what is important is that it is accurate [Indiscernible] sense of urgency we spoke about. This results in increasingly [Indiscernible] decreased ability to operate exceptionally low [Indiscernible] programs providing [Indiscernible] for students. It is harder and harder for us [Indiscernible] under these circumstances. [Indiscernible--low volume] the point is we've got a problem statement

but not everyone is going to agree that is the problem statement and if they do agree it is a problem state they might think [Indiscernible--low volume]

if you turn the page [Indiscernible] the mechanics of it [Indiscernible] we establish a solution process, that process is really what [Indiscernible]

but we have to establish that process by which we make decisions. And we need to secure buy-in for the problem station . Make sure that the stakeholders on campus affirm that problem statement . We are going to run through that process and coming out of that will be the affirmation , the problem statement, very, very important. As you know, I mentioned

[Indiscernible--low volume] that the next thing establish the set up , whatever it might be we can have to add and so establish that problem statement , we need a set of priorities. I can tell you [Indiscernible] priority. Those priorities are established in consultation

[Indiscernible] all the stakeholders on campus. For direct resources [Indiscernible] so then on to this four step process. Turn the page [Indiscernible] count them back, we have come the way I like to is in two parts part one the affirmation values, goals, part two, the operational part of the plan , we look at your priorities and logistics. How much is it going to cost. If it's going to cost money

is not a viable solution. [Indiscernible] that is a top part we as leaders the aspirational part but it's really incumbent upon us that is the operation part. [Indiscernible] four step process. With the goal of adding it by early 2021 I want this accepted [Indiscernible--low volume] we are going to have a process that is accepted. It's not going to be perfect

but because it is transparent, as you will see. Multiple times within the context of the deliberations. A lot of these translating solutions into a process we will talk about. Essential to a well [Indiscernible] process so along every step of the way [Indiscernible--low volume] [Indiscernible] participants of the process

the process could be completed within 4- 8 weeks. The point is they can't last two years. Now, turning to page 35 first of all you will notice the upper left this is where we need your help. For all of these charges that take place the very top make sure it is crisp, clear, makes sense and aligns with the vision for example the first thing I would like [Indiscernible] the next step is to improve that look it what is written beneath [Indiscernible] all the resources they need

pertaining to the recommendations. One might be hey here is how [Indiscernible] there might be other situations for which we really less structured essay [Indiscernible] start from scratch. The point is we left that [Indiscernible]

and consult with the lumberjack innovations they will consult with students they will consult with staff, they will consult with various offices on campus and when they are comfortable they will formally [Indiscernible] make a proposal , what they think that solution will be. Get the first [Indiscernible] what does the transformation look like? That is the big one. The fact that the faculty is going to make the recommendations to the department chairs. Of the department chairs are going to look at it through [Indiscernible] again all of our resources and the process and the department chairs say oh this is [Indiscernible] we want to make sure there is agreement between the chairs and that is how you see that. And so they have really, really opposition to the chairs, go back and figure it out. Make sure moving forward the Senate and the chairs are behind it. After step T then you go to [Indiscernible] every step along the way there is a solution possible [Indiscernible--low volume] they are the people who understand . The chairs are experts [Indiscernible] plans and they are going to come up with the recommendations. Recommendations

[Indiscernible] circumstances to the chairs if not go back [Indiscernible] this will work really, really well. Assuming all that happens then we will get to a Town Hall, I will facilitate that Town Hall. By this point everyone, including you all [Indiscernible] very familiar with what these proposals look like. Going to ask questions I will ask consensus for chairs, financially viable, concerns I picked up. Concerns I will take back to my desk recommendations that is kind of the cycle eventually [Indiscernible] you as leaders your at the top

make sure you focus on the process .of course all the information I think it's important for magnitude to make sure all that's possible in the process sometimes [Indiscernible] I can shepherd this process along. All of this we are going to use this for higher priorities and eventually

what is our grant solution for transforming SFA? Academic character. We are going to

[Indiscernible] will ask whatever the solution looks like, knocked down walls, changes for programs but we are going to begin with [Indiscernible] and see what that looks like [Indiscernible]

all these [Indiscernible] something like that that is the process I'm proposing. One thing

[Indiscernible--low volume] something like this this is very aggressive. Very, very aggressive. But it speaks to a sense of urgency. So August, and September [Indiscernible] knockout those priorities. We can't take a year and a half. In October we start that process

process, six months we have to work on that. They being the faculty [Indiscernible] team by March 22 March 22, come up with a solution, a proposed solution for the restructuring of transportation [Indiscernible] that is a tall order. What we need on the Board of Regents is make sure that charges reasonable. Make sure that there are guidelines [Indiscernible] is appropriate, we can't expect faculty staff to save the entire world in six months but we do [Indiscernible--low volume] recommendations to us. Make sure we are coming back there you go [Indiscernible] a month in the President, same thing [Indiscernible--low volume]

[Indiscernible--low volume] say is it financially feasible no Oreos. [Indiscernible] analyst is going to program change we are able to say again [Indiscernible--low volume] we know [Indiscernible] that is something we are going to keep out there these transformative ideas and all the figures [Indiscernible--low volume] otherwise we have no way to know if we are going to be able to leave that structure, that analyst [Indiscernible] financial analyst, Brandon has one.

[Indiscernible--low volume] I have been through this process [Indiscernible--low volume] someone this aggressive, this urgency [Indiscernible] that has been a lot of the problem [Indiscernible--low volume]

So here is the thought that we had as a cabinet that I wanted to share with you [Indiscernible] to campus, looking at how we close out the previous fiscal year and how we are helping the budget for the next fiscal year. Last year, [Indiscernible] saying here is how we are going to [Indiscernible--low volume] I called for an austerity budget. And we, at that time [Indiscernible] structural issue [Indiscernible] this year the memory -- the memo is going to show FY 21 and show, you saw yesterday, 23 plus billion dollar deficit, and in that memo I point to find the exact language but now now about the language [Indiscernible--low volume] and so to look at this situation and you will hear from your cabinet or student all of that up with Lorenzo [Indiscernible] biggest part of academic affairs

[Indiscernible] force that process, introduce and so the question was

do you think that is setting the stage in urgency? The other room is the possibility map during of having after a set up the budget memo, and affirmation of the need [Indiscernible] entrench from the board. Essentially what my memo will do so the problem/issues some of the possibilities and the solutions we have discussed without [Indiscernible] that is with us process is faculty and staff the

ownership [Indiscernible] to have a balanced budget. [Captioners
Transitioning]

A message to you, from the campus. Last year. There would be a follow-
up in preference to the sections based on whatever their team is and
the last piece would be [Indiscernible - low volume]

Some level of charge. Middle from the board -- State that we are in [
Indiscernible - low volume]

Lorenz's pieces from August? [Indiscernible - low volume]
No [Indiscernible - low volume] [Indiscernible - low volume]

Asking questions about the process. [Indiscernible - low volume]

At the end of the day we have to make a decision. We can relay that
message them [Indiscernible - low volume]

This is a tremendous opportunity for our faculty and staff to really
pull up our sleeves and see how SFA can be transformed.

[Indiscernible - low volume] Any other questions?

I didn't bring any tissues. I know it's sad. In all seriousness, thank
you to everybody. I know that there was a lot of hardship from being
away for so long. [Indiscernible - low volume]

Session. 3:22 question. [Indiscernible - low volume] 15 minutes. I
want an opportunity to [Indiscernible - low volume] [The event is on
a recess. Captioner on standby.] [Captioners transitioning]

[Captioner standing by]

[Captioner standing by]

[Captioner cannot get audio. YouTube video is just spinning -- no
connection or audio.]

[Captioner on standby for 30 minutes per standard procedure before
disconnecting. No participants arrived. Please contact VITAC for further

information at 800-590-4197 or cc@captionedtext.com.] Nine [Event
Concluded]