

Academic Assembly
November 5, 2012
2:05 – 3:35pm, STCN 130

MINUTES

Present: David Arnesen, Brenda Broussard, Mason Bryan, Margaret Chon, Carol Wolfe Clay, Karen Cowgill, Isiaah Crawford, Lynn Deeken, Terry Foster, Sonora Jha, William Kangas, Chuck Lawrence, Michael Matriotti, Sean McDowell, Erik Olsen, Roshanak Roshandel, Chris Stipe

Minutes taken by Rosa Hughes

- I. Review of 10-29-12 Minutes
 - A. Approved with one abstention
- II. Lynda.com Technology Training (*Chuck Porter*)
 - A. Students, faculty and staff were dissatisfied with the training offered for the technology available on campus, so SU has subscribed to Lynda.com
 - B. Features
 - 1. Trainings are done online 24/7, so there are no time constraints
 - 2. Delivered in the form of short video courses (1-15 minutes)
 - 3. Modular trainings so that users can customize and go at their own pace
 - 4. Trainings are updated with the newest versions of technology
 - 5. 1500 courses available on 300 software applications, including Office, Excel, and Photoshop, as well as soft skills like marketing and resume writing
 - 6. Available off campus by logging in through the OIT website
 - C. Does not eliminate the Microsoft Academy Training that is done in Albers
 - D. Discussion of how to market Lynda.com availability to the SU community
 - 1. Faculty can refer students to use as a resource for coursework
 - 2. Icon on all lab computers that link directly to Lynda.com
 - 3. Posters around campus
 - 4. Perhaps provide a link on SU Online menus for faculty, staff, and students
- III. Colleague Upgrade (*Chuck Porter*)
 - A. The software systems used to run the university are not adequate to the task
 - 1. Suite of systems is old, brittle, doesn't meet our needs, and needs to be replaced
 - 2. Largely provided by Colleague (our ERP – Enterprise Resource Planning)
 - 3. Campus card, LMS, CRM, and the Wi-Fi network are not included in this discussion
 - B. To address these challenges, the consulting firm Slalom has been on campus
 - 1. Conducted over 100 stakeholder interviews
 - 2. Put together a set of requirements to compare to current system
 - 3. Solicited information from the software vendor community to see how their offerings would match our needs
 - 4. Invited the top six vendors (based on vision and software) to respond to RFI and demonstrate how their software would meet our needs, six came to campus
 - C. Results
 - 1. Stakeholders ranked vendors 1) Oracle, 2) Agresso, 3) Colleague (new, upgraded) and eliminated the other three vendors because of poor feedback

2. Oracle did the best at listening to and answering our needs, and was selected as the best choice for cultural fit, which could have been subjective to the quality of the vendor presentation
 3. All are either cloud based or run out of a data center
- D. Implementation
1. In a survey of other universities, implementation was only successful when new, full time employees were hired for implementation
 2. Implementation time: Oracle 19-32 months, Agresso 18-36 months, Colleague, 18-30 months
 3. The length of implementation depends on motivation and best practices (process determination before building out rather than the other way around)
 4. SunGard will support any software choice, but they have a limited capacity
- E. Cost
1. Initial license is 1-2 million, plus third party implementation and backfill of 25 people
 2. Total onetime cost in millions: Oracle 11.71, Agresso 9.82, Colleague 8.73
 3. Budget will be submitted this year for the new ERP
 4. Budget assumes that we run the current Colleague in parallel with the new system for the entire period of implementation
- F. Outcomes
1. Eliminate shadow systems
 2. Align and integrate data, information, and business processes
 3. Enhance reporting capabilities
- G. AcA Discussion
1. The way to keep any new software up to date is to restrict modifications. The current Colleague has been software modified, but whatever we purchase will not be modified
 2. The way to communicate to the decision to students is that we need to find a way to reduce costs and move forward in order to compete effectively as an institution for the best and brightest students and maintain our academic standing
 3. AcA expressed a lack of perspective about how to judge such a costly proposal due to a lack of university wide budgetary knowledge (another instance demonstrating the need to reassess the faculty governance structure)
 4. AcA will be informed about the larger budget ramifications of this proposal in advance of a final decision

IV. Pivot MBA Program Proposal (*Joe Phillips and Susan Wehrich*)

- A. The title of the program will be determined soon, but for now it is called Pivot MBA [addendum 12-3-12: The final title of the program is Bridge MBA]
- B. Market demand
 1. GMAT data supporting enrollment in these type of programs is noted in the memo
 2. Many schools that have started similar programs in the last few years and report successful enrollment (WSU is rolling out a similar program)
 3. Strong interest from current SU business undergraduates
 4. Receive about 20-30 students per year that apply to the current MBA with no work experience, so they cannot attend
 5. This program has growth potential to boost falling business enrollments
- C. After meeting with the PRC, the learning outcomes were rewritten and are now specifically focused on the program
- D. Comparison of current MBA and the Pivot MBA
 1. Current MBA program

- a. Part time
- b. Requires two years of work experience as a minimum
- c. Albers is launching a revision of the current MBA as well

2. Pivot MBA

- a. Undergraduate students from AACSB cannot apply to Pivot MBA program
- b. Pivot MBA program is also open to international business students
- c. Pivot MBA provides a way to keep the MBA groups separate of those who have work experience (traditional MBA) and those who do not (Pivot MBA)
- d. Pivot MBA students will have specific training around business skills with internships and projects

3. Concerns/Discussion

- a. Program may be viewed (“lightweight”) in comparison to the regular MBA
- b. It seems counterintuitive that a student without a business degree can get the Pivot MBA with only 45 credits and a business student with work experience has to do 60 credits in a normal MBA
- c. Employers will understand the difference between the two degrees; the Pivot MBA appeals to a different demographic than a traditional MBA (e.g. students who are engineers but want a business edge, etc.)

E. Logistics

1. Eastside campus location

- a. Room on campus during the day for a full time program
- b. Most business undergraduates live off campus, so they will arrange accordingly
- c. Parking is free and plentiful

2. The enrollment target for the first two years is 20, third year and beyond is 25

3. The amount of required faculty time is less than 2 FTE

F. AcA memo to Provost is unanimously approved

V. AcA Appointment to Budget Advisory Committee

A. David Arnesen appointed by unanimous vote

VI. Announcements

A. Academic Affairs is developing a comprehensive business plan for the first Center of Excellence

1. Plan to present to the President and Board of Trustees in late November

2. May be located in the 1313 building, although space has not been finalized