

Regular Meeting #1766  
**UNI Faculty Senate Summary Minutes**  
April 13, 2015  
Oak Room, Maucker Union  
(3:30 p.m.- 4:46 p.m.)

**Call to Order 3:30**

**Courtesy Announcements:**

1. Press Identification: Alex **Kehrli**, *Northern Iowan*

2. Comments from Interim Provost **Licari**

Dr. **Licari** spoke about his impressions of the Pappas consultants who were recently on campus as persons who are knowledgeable about working with academics and the academic calendar to work towards the Board-stated goals involving four-year graduation. Their report is due October 1, 2015. He also thanked the 180 faculty and staff who are involved in the move from Schindler Education Center and those departments who are hosting these faculty and staff for their cooperation and flexibility.

3. Comments from Faculty Chair **Peters**.

Chair **Peters** stated that University funding levels from the State have not yet been established and hinted that they might be determined very late in the fiscal year. He and Senate Chair **Kidd** and Vice Chair **Nelson** have asked the President to keep faculty apprised of budgetary contingency plans. He reported that the task force work of the Facilities Master Plan has yielded many good ideas, but will be slowed down so that it can be aligned with the Academic Master Plan.

4. Comments from Senate Chair **Kidd**.

Chair **Kidd** reported that the Senate Budget Committee will be ready for the next meeting. He made way for two announcements: Laura **Terlip** announced the need for a new Senate representative on the Gallagher-Bluedorn Advisory committee, and Karen **Breitbach** announced the need for a Senate representative on the Facilities Planning & Advisory Committee. Senators interested in these should contact Chair **Kidd**. Additionally, Student Body Vice President Paul **Andersen** introduced the new Student Body Vice President, Renae **Beard**.

**Minutes for Approval: March 23, 2015**  
**McNeal/Gould**

**Consideration of Calendar Items for Docketing**

**1278 Consideration of Changes to the Student Code of Conduct.**

<http://www.uni.edu/senate/current-year/current-and-pending-business/consideration-changes-student-code-conduct>

**\*\* Motion Swan/O’Kane** to send to E.P.C. for consideration and report back to Senate

**Consideration of Docketed Items**

**1274/1169 Consultation with Foundation**

<http://www.uni.edu/senate/current-year/current-and-pending-business/request-consultation-uni-advancement-division>

**1271/1166 Honorary Degree Change**

<http://www.uni.edu/senate/current-year/current-and-pending-business/honorary-degree-policy-change>

**\*\* Motion Peters/Strauss** to amend wording on committee membership.

**\*\* Motion Peters/Swan** to amend requiring annual bestowal of honorary degrees.

**\*\* Motion Dunn/Strauss** to recommend the policy to the President as amended.

**1275/1170 Regents Award for Faculty Excellence** (Executive Session)

**\*\* Motion Nelson/McNeal** to move to Executive Session.

**\*\* Motion Strauss/Smith** to accept the committee recommendation.

Move Adjournment: **Strauss/Cooley** 4:45

**Next meeting (Final Scheduled Meeting)**

3:30 p.m. Monday, April 27, 2015

Oak Room, Maucker Union, University of Northern Iowa

*Follows are 41 pages and one addendum (University Foundation Power Point)*

Regular Meeting #1766  
**UNI Faculty Senate Full Transcript**

April 13, 2015

Oak Room, Maucker Union

(3:30 p.m. – 4:46 p.m.)

**Present:** Senators Karen **Breitbach**, Jennifer **Cooley**, Barbara **Cutter**, Forrest **Dolgener**, Cyndi **Dunn**, Todd **Evans**, Gretchen **Gould**, David **Hakes**, Randall **Harlow**, Melissa **Heston**, Chair Tim **Kidd**, Ramona **McNeal**, Vice-Chair Lauren **Nelson**, Steve **O’Kane**, Marilyn **Shaw**, Gerald **Smith**, Mitchell **Strauss**, Jesse **Swan**, Secretary Laura **Terlip**, Michael **Walter**. Also Interim Provost Michael **Licari**, Associate Provost Nancy **Cobb**, Associate Interim Provost April **Chatham-Carpenter**, Chair of Faculty Scott **Peters**.

**Not Present:** Gary **Shontz**, Leigh **Zeitz**.

**Guests:** Parker Bennett, Bill **Calhoun**, Fran **Esser**, Blake **Findley**, Noreen **Hermanson**, Sarah **Hofmeyer**, Jim **Jermier**, Dave **Mason, Sr.**, Corbyn **Mellinger**, Leslie **Prideaux**.

:

**Kidd:** I’d like to call the meeting to order. It is 3:30 and some people want to get out of here early today. Do we have any press in attendance?

**Kehrli:** Yes.

**Kidd:** Yes. And who are you?

**Kehrli:** From the *Northern Iowan*.

**Kidd:** And you are?

**Kehrli:** Alex **Kehrli**

**Kidd:** Thank you, Alex. Any comments from Interim Provost **Licari**?

**Licari:** Thanks Tim. I’ve got just a bit of information. The consultants who are doing ...that the Board of Regents hired to do the what I guess used to be considered the academic side of the TIER review, from Pappas, their

representatives were on campus this past Thursday. We had an afternoon's worth of meetings from the large contingency of folks from campus that April (**Chatham-Carpenter**) put together, so thank you April for setting up those meetings. The first couple of hours were devoted to the first case that they're supposed to be reviewing, and that is something that's essentially called Enrollment Management, but really it gets at the Board-stated goal of fostering increases in time to graduation, specifically the goal of improving the four-year graduation rate across the three Regents universities. I will say that the consultants from the firm "get it" in terms of what it means to be a university; what it means to be faculty and students at a university in that we had a good conversation about the fact that, you know, graduating in four years isn't always the right thing for students, that there are sometimes good reasons for why a student take four and a half or five years to graduate. They really understand that. One of the representatives there was a faculty member who then went into academic administration and so he spent his entire career either working as a faculty member or as a department head, a dean, provost, and things like that. So he had a long career as an academic. It was a good discussion. We came away with maybe a set of things they could look at in terms of students working their way through towards degree, the Teacher Education sequence, the Liberal Arts Core, programs –and this is where Dawn **Del Carlo** was making some comments about sequence of programs and the challenges sometimes that students have there as well. I think we'll have a good discussion. The goal of the consultants would be to produce some kind of report October 1. The other thing that is reassuring to me is that

they understand the timing of the academic calendar in that they would not be pushing through a bunch of reports over the summer while nobody's around. So that was encouraging. The other two-hour discussion was devoted to Distance Ed. They have the unfortunate—I call the unfortunate term that they use is “E-Learning” which is not even Distance Ed at all. We have an E-Learning platform that many of us use in our face-to-face classes. And so that conversation was—those of you here who were in the room last Thursday can correct me if I'm wrong, but that conversation was a little less focused than the one focusing on four-year graduation rates. So, I'm a little less certain as to what we're going to get out of that component of the review, other than the fact that there certainly are opportunities for examination of what the University is doing to kind of support faculty if they're interested in developing online classes; to support faculty if they're interested in developing online curricula, programs, things like that. There are certain opportunities, I'm just not sure what the consultants are going to come up with for us there. At any rate, it was a good kickoff to this. I'm reassured, essentially that the consultants understand academics. They also understand the fact that the University of Northern Iowa is different than the University of Iowa and Iowa State University, so it was a good set of meetings. And so of course, I won't be around when that report comes in, and so all I can do is try to encourage you guys to keep paying attention and participate when the opportunities arise. That is the very least that you guys can do.

The second item that I have is related to the Schindler Education Center coming offline. I know that many of you have been contacted in one way or another, either as faculty in the Schindler Education Center, or as faculty in departments who are going to be essentially hosting your colleagues, and so what I'll say is moving 180 faculty and staff out of a building is a challenge, and so I want to thank two groups of people: One is the set of faculty and staff who are moving out of Schindler Education. Thank you for your patience and your understanding that this is a large undertaking. The second group is those in the departments who will be hosting colleagues from the Schindler Education Center. Thank you for your understanding and patience as we find spots and locations, offices for everybody. Actually, so far this has really been—it's had its challenges. But in terms of getting cooperation and stuff like that from everybody, it's been great. It just reminds me of how good everybody is here to work with. I really do appreciate the flexibility and the thoughtfulness that everybody's had in this process.

**Kidd:** Thank you. Chair **Peters**?

Faculty Chair **Peters:** I guess a quick update on funding from the State. We don't know anything. That's really about all there is to say. (laughter) It's going to be another one of those years like-- what was it the spring of 2012, 2011 maybe, when they passed the budget the last day of the fiscal year?

**Licari:** It was the last day.

**Peters:** It looks like it might go down a lot like that. They have yet to even set their budget targets for the year, which is normally done, I think in early February or right about there. We don't really know. I will say just briefly

that Tim (**Kidd**), Lauren (**Nelson**) and I have been in our meetings with the President, we have been talking about ways to keep faculty involved and updated in any contingency plans that are going on—contingency planning going on. They are drawing up different scenarios about different levels of funding and whatnot. But at this point, we just don't know anything. Just so everybody knows, the incoming Provost, Jim **Wohlpart** will be on campus later this week and United Faculty leadership, Tim (**Kidd**), Lauren (**Nelson**) and I, and Graduate Faculty leadership are all meeting with him in a very brief meeting—I think it's a 40-minute meeting. So obviously we won't have time to cover that much ground, but if there's anything you think is terribly important that needs to be on his radar right away, let us know. And then finally, I was the Chair—still am the Chair, of a task force whose work is winding down regarding Facilities Master Planning. You might recall we had kind of a lively email discussion back late in the fall/early winter about facilities needs and how it relates to Academic Master Planning. The various task forces contributing to developing that Facilities Master Plan made presentations at a lunch last week. A lot of interesting ideas were generated, and what the—I forget his official title—Assistant Vice President, maybe for Facilities Planning? What he indicated is that when these reports were all finalized, then at that point, he would kind of slow down the planning process so that it will align more clearly with the Academic Master Planning process, which you know from an email that went out last week, the first draft of that won't really be done for another year. To the extent that there were fears that we were getting out ahead of

ourselves -- putting the buildings before the academic mission--that's being properly aligned, I think. That's all I have.

**Kidd:** Okay. Thank you. I don't have very much. One thing however about the budgeting, we're going to be meeting with Michael **Hager** this week I think for getting some kind of report to you guys for the last meeting of the year. Also I think Paul (**Andersen**) has someone to introduce.

**Andersen:** I've served the last year as the Student Body Vice President with the Faculty Senate. So as of tomorrow, Renae will be taking over. She is the new Student Body Vice President. So introduce yourself if you'd like.

**Beard:** Like Paul said, my name is Renae. I'm a first year graduate student in the Women's & Gender Studies Program. I did my undergrad here at UNI as well and I'm excited to get started.

**Kidd:** Thank you and welcome. I'm sorry your Mondays will be completely different. (laughter) Yes. Every other Monday. Laura, (**Terlip**) did you have something?

**Terlip:** Yes. The Gallagher-Bluedorn has a Senate appointee to the advisory board and the current member's term is up, so we need a replacement. Basically, it's a committee that meets monthly, sometimes bi-monthly. The appointment would start July 1. They do meet during the summer. It's an interesting committee. You get to preview what they're bringing and have input into what Gallagher-Bluedorn selects and those kinds of things. So if you need more information about the job you can contact Steve **Carignan**. If you're interested in being the Senate appointee, I would contact Tim (**Kidd**).

**Kidd:** Is it fun?



**Terlip:** It is fun.

**Kidd:** Perfect.

**Breitbach:** I'd like to make my pitch now as well.

**Kidd:** Sure. Please do.

**Breitbach:** I will be stepping down as the Faculty Representative to the Facilities Planning Committee. The Facilities Planning and Advisory Committee and it is also a great deal of fun. You get to see the plans and ideas for all the new buildings and the renovations and what they're going to do with the west end of campus and the east end of campus and the upside and the downside. It's interesting, and I can 'one-up' you because occasionally, they'll serve cookies. They do meet about once a month and like I said, it is very interesting. And so if you're interested in being the University Faculty Senate Rep to that committee, please contact Tim (**Kidd**).

**Kidd:** Sounds great, and they always serve cookies. Almost always serve cookies.

**Breitbach:** The new guy needs to understand that's a must.

**Kidd:** Exactly. Very good. Thank you. With that, I think we should look to the minutes. I have the date wrong on this agenda. It should be March 27 [23<sup>rd</sup>], unless there's anybody else who has anything. Could I have a motion to approve the minutes from March 27? [23<sup>rd</sup>]

**McNeal:** I move.

**Kidd:** So moved, Ramona. Second? Seconded by Senator **Gould**. All in favor? Any opposed? Abstain? Motion passes. Minutes are approved. We have one item for docketing. This is Consideration of Changes to the Student Code of Conduct. I see I don't have the link up there, but I can tell

you that the issue that's been raised by student representatives is that in various hearings, these student panels would be eliminated under these changes, and so all of the investigations and decision making would be made by a single administrator, I believe, or maybe more than one, and the students feel that perhaps removal of these panels would be not so good. Did you want to add anything? Blake, did you want to add anything? This is Blake **Findley**.

**Findley:** Hello, everyone. I haven't been here for a while. I used to sit on Faculty Senate like over a year ago, but basically what is happened is that the Office of Civil Rights recommended that students not sit on sexual assault panels. Then the National Association for Conduct, the conduct process, it's an acronym. It recommended that persons who sit on hearing panels—students, faculty and staff, have to undergo 72 hours of training in order to do that. So the University decided that they would not, they do not want to require that and pay for that, so they are getting rid of hearing panels for all cases. So now the Dean of Students, or the Dean of Students' designee will decide whether to suspend or expel someone for whatever reason, and Student Government, we have an ethical problem with that. We feel that we owe it, as a University, to students to insure that we act most fairly and ensure that the right decision is made, because it can really affect someone's life, whether it is the person accused or a person accusing. We don't feel that this is happening.

**Strauss:** Blake is there an appeal procedure?

**Findley:** There is an appeal procedure, if something is done incorrectly or express bias was shown. That would go to the Vice President of Student Affairs and the President and the Board of Regents.

**Terlip:** Blake, are those recommendations or are they requirements from those associations?

**Findley:** They are recommendations.

**Terlip:** Okay. So legally there's no obligation for us to do that.

**Findley:** Yes. If something were to happen, and someone would sue the University though, because they didn't feel that they were adequately –that the University handled things right, then the University has weak grounds to stand on in court.

**Heston:** Do you have any idea how much the training is?

**Findley:** It's not the cost of the training so much, as the time required. I mean, Gretchen (**Gould**) is on the student hearing committee with me and Dr. **Breitbach** does as well, and we've gone to 24 hours of training. The Dean of Students just did that herself. It's people's time.

**Breitbach:** The hearings are also very time consumptive. They can run for hours and hours. So it's a very huge time commitment.

**Heston:** It's also a huge ethical situation.

**Breitbach:** It is a huge responsibility. I'm saying that I probably would have declined if they had said, "Oh, by the way, the training is probably going to run 3-4 times the number of hours that you've already put in."

**Kidd:** I think this has some issues. I think Scott (**Peters**) was the one who talked with the President about this at the last meeting. He said something

about holding off on passage of this policy until after the summer, to let more word, you know—conversations about this and the impacts of it.

**Swan:** Two things. Of course we have heard that before (laughter) that we've objected to. Secondly, this is at the calendar stage and we don't really know about it. It seems like it would be appropriate for our E.P.C. to look at and report back to us.

**Kidd:** I'm not sure that the EPC will have time to report back by our next meeting.

**Swan:** I don't think they would, but them not acting in haste is as good as us not acting in haste. So I move to send to EPC and ask them to report back to Senate on how the faculty should proceed.

**O'Kane:** Second that.

**Kidd:** Moved and seconded by Senator **O'Kane**. Any discussion on the motion? All in favor? Any opposed? Abstain? Okay. Motion passes. We'll be sending this on to the E.P.C. Also I'll be attaching, and for the Senate as well, I believe there is a resolution—has that been passed by the NSIG?

**Anderson:** It's been passed. You should have gotten a copy.

**Kidd:** I got a paper copy, but I wasn't sure I got the electronic copy.

**Findley:** [will send]

**Kidd:** Please. Actually, that's easy for me to distribute. So that way, the E.P.C. and all of you can see some of the comments and concerns students have raised about this policy. Okay, with that, I think we should begin with the Consultation with the Foundation by Bill **Calhoun**. Dave Mason, actually. Let me pull up his Power Point here. There we go. You guys just tell me when to...

**Mason:** Alright. Thank you very much Mr. Chair. I appreciate it. I'm Dave **Mason, Senior.** I'm Chair of the UNI Foundation Board and with me is our Vice President of University Advancement, Bill **Calhoun** is also President of the Foundation and over on the wall there are Senior staff: The Foundation and Alumni. I bring you greetings from the Advancement Division. I'm pleased to say Advancement because we have taken steps in the last year or so to try to collaborate more, and have more effective force advancing the goals of the University by having Alumni and Foundation work more closely together. We're here to give you our third annual report. Our first report was a couple of years ago thanks to the efforts of Scott **Peters** and Jeff **Funderburk**, whom I met and became acquainted with and as a result of that relationship we were invited to come, and so this is our third report and we're pleased to do that, and we have a lot of good news for you to today I believe. The most important thing I'm going to tell you today is what our business is: Our business is just two things: Your programs and your students. That's it. There's no other agenda. There's no formula for Coca-Cola hidden in a safe somewhere. It's your programs and your students. That's our efforts, and the alumni efforts and the efforts of the Foundation are directed at them. Our message is very simple. Just a few parts to the message: One, and probably most important, thank you. Thanks to all of you. The success of our previous campaigns have been tied directly to the participation and support of the faculty and emeritus faculty, and we're here again to thank you and tell you that we appreciate it. Secondly, we want to tell you we've got some exciting things going on, and we're going to have a little slide show in a minute and we'll do that. And third, we're

going to give you a little preview about what's ahead. We've got some exciting things about what's going to happen. We have a very energetic, aggressive President that really wants to move in this area, and it excites us. We want to tell you a little bit about that. And then of course, I would be remiss if part of the message was not to ask you for your continued support. We're going to do that, and we're going to tell you how you can do that. So with that, I'm going to turn things over to Bill **Calhoun** who has some exciting things with the second part of the message I mentioned.

**Calhoun:** Thank you Dave. I also would like to add my thank you to Tim (**Kidd**) and to all of you for everything that you do for our students here at UNI. You're going to see from some of the quotes that your impact is significant, not just in terms of what you do in the classroom, but the kind of attention you provide our students. Tim, let's go the to the first slide if you would please. Dave (**Mason Sr.**) mentioned that we are looking at our efforts more as an Advancement Division rather than two separate entities: The Development Office and the Alumni Office are trying to figure out ways that we can engage one another, so we can be more effective in what we do in terms of engaging our alumni on a very strategic basis. It could be just getting them involved in some of the programs, or getting them involved and then asking them to support those programs or our students through philanthropy. So it's being very strategic in how we can leverage the limited resources we really have, by working more closely together and working more closely with the campus community. This is part of our strategic plan that we moved forward about three or four months ago, and we're thrilled that everybody is really engaged that and has responded well. Next slide,

please, Tim. You'll recall that in the past we reported on our Focus on Students Initiative. Coming out of the Imagine the Impact campaign we engaged immediately upon a \$40 million, 5-year campaign to raise these funds by 2018. This slide shows you exactly where we are. But more important than the numbers, and again we're more than half towards the goal and just a third of the way through the campaign. I want to introduce you to the scholarship recipient, Jared, and forgive me, I'm just going to read this a little. He's a psychology major, and Jared received the Alderman's scholarship, which assists students who have overcome obstacles to attend college. Just months before enrolling at UNI he underwent a series of operations to combat complications from ulcerative colitis. Jared says, "The UNI faculty have been spectacular during this time. All my professors have been nothing but helpful. They just want me to continue my education and do as well as I can. He said, "Since receiving the scholarship, his focus has shifted from, "How am I going to pay for this?" to "How can I make this the best learning experience I can have?" Again, another way that you impact our students, and we're so grateful for that. Next slide please, Tim. We've got three pie charts that detail some of the fundraising that results from last fiscal year and I'd like to ask Gina **Trimble** to walk us through those if you would please, Gina.

**Trimble:** Thanks, Bill. You'll see from the different colors there, we count fundraising results as dollars that we actually raise, so gifts and then pledges, and then we also count gifts that individuals and donors leave us in maybe in their estates or through life insurance, and that's the yellow portion that you see. The purple portion would be the gifts that we actually

have or are going to be getting in the next five years, and the yellow is what we will be receiving when quite a few of our donors unfortunately, pass away. Next slide: This pie chart breaks down how the dollars were received. So the previous pie chart showed you that it was between cash pledges and deferred gifts of about \$17,000--excuse me, \$17 million. This shows you what that \$17 million was for. So the bulk of the pie chart there is for Scholarship Support. Obviously, the next largest chunk is for Program Support, and then a small slice there for Capital Projects. In this past year, that capital project area was primarily the refurbishing of the West Gym area. And then the white part there is Unrestricted Support.

**Kidd:** Can I ask one question, just because I know this will come up? What do you mean by “Unrestricted”?

**Calhoun:** Unrestricted is a gift that’s received, designated as unrestricted by our donors who are also in this case, undesignated by the donors at the time we close the fiscal year. You’re going to see this is an unusually large Unrestricted Gift [amount] and Gina was going to touch on that in the next slide. We received \$2 million estate commitment from an alumnus and that person is in the process of designating that. So you’re going to see that “Unrestricted” is going to be a large chunk of our gift totals, and that’s totally an anomaly. We usually do not have that large of unrestricted commitments. Generally we’re in the 5-10% range maximum of Unrestricted Gifts for the University. That’s a good question. Thank you for asking that.

**Mason Sr.:** And it will be once it’s designated.



**Calhoun:** That's correct. Just from a timing standpoint when you close the fiscal year, that gift had not been designated. Gina, (**Trimble**) would you like to continue?

**Trimble:** This pie chart is a little different than what you saw last year. I think it's the most interesting one. It breaks down where the dollars were raised by department or college. Last year, you may remember there was a very large piece of pie that was for the College of Education. That was due to that \$15 million Dick **Jacobson** gift. This year, obviously we're --the College of Ed, is a little more back in line with all of the other areas. Again, as Bill mentioned, there is an unusually large green section, for Unrestricted and he indicated that there was a \$2 million bequest in an individual's life insurance policy, and in fact, above and beyond that, there was about \$500,000 more of more minor gifts that were also bequests. So that is what is contributing to that very large "Unrestricted" piece of the pie there.

**Mason:** That's also an unusually large portion for Athletics. The one capital project that Gina mentioned was for gifts to be received to renovate West Gym for the wrestling program. The Athletics Department was very aggressive in trying to secure two or three large commitments that really kind of skew that total, just as the College of Education was skewed last year with a couple of large gifts. Any questions about that? Because this is a very informative slide, and I want to make sure that we address questions that are out there. This changes every year, and I want to remind everyone that the donors tell us where they want their gifts to go here at UNI. We can make suggestions. We provide proposals for them to consider, but ultimately, the donors direct their giving to the University,

**Mason, Sr.:** ...and this is where you come in. If you have alumni that you're close to, we have staff, we have great staff over here who can help you close gifts for your programs and your scholarships, so that doesn't have to remain the way it is. And it doesn't. It changes from year to year, but you can also have some impact in that.

**Kidd:** I had one question. Could you give examples of what "All Other Restricted Funds" means?

**Trimble:** I sure can.

**Kidd:** Just a couple.

**Trimble:** Sure. That's kind of a lumped together of...There were some gifts to International Programs, there was some gifts to the Graduate College, there were some gifts to Academic Affairs and the Provost area, so just varying, minor, also Department of Residence, Student Affairs, the Honors Program—so just really small dollars in six or seven different areas, and so we just lumped them together in "All Other Restricted."

**Kidd:** Thank you.

**Trimble:** Otherwise it would end up being 1%, 1%, 1%, and you can't exactly see that.

**Calhoun:** Next slide please. This is some of the ways that our division impacts students. I won't read this for you. You can go ahead and take a look at it. We want to make sure that we engage the students the minute they set foot on campus. We consider them to be alumni of the University of Northern Iowa the minute they come here for orientation in their freshman year. And we try to keep them engaged throughout their four or five years here, and that hopefully, as soon as they leave, we want to make

sure they feel like they're part of our alumni family. We want to foster, as that last bullet point shows, a lifelong commitment to philanthropy and a lifetime commitment of being attached to the University of Northern Iowa. This is again, another way that you can help us, by helping to make sure that these students have a great experience here, and so that when they leave UNI they will think that they're part of a family here of 12,000 other students and 1,500 faculty and staff that really cared about the experience that they had here. Next slide please. I'd like to have Frank talk about the next two slides. Frank (**Esser**) would you?

**Esser:** Sure. One of the things that we work hard at—some of you have seen our slides before—we usually show a pyramid. The pyramid shows a wide base at the bottom, obviously narrowing towards the top. What that reflects is in a program like ours, you've got a large number of people at the bottom or base that give a smaller amount of dollars. The slide ahead of this shows that we then work with those individuals, and steward those gifts for a lifetime of giving or continual giving where gifts increase through their lives, hopefully all the way to the end to an estate gift or putting us into the will. We have been trying to grow the number of new donors in our base, because that's the lifeblood of our organization. Crowd Funding is a new concept that many of you are probably aware. It's been in private business for a while and slowly adopted by the nonprofits. We just secured some software through our Ruffalo Noel Levitz partnership in the last year, and we started out working with students organizations that we had not worked with in the past, allowing them to go online using the social media contacts they have—so the Twitter, the Facebook, et cetera, et cetera,

using their own personal relationships and social relationships to support the cause. You've seen some of this stuff on Kickstarter, and other similar kinds of projects that have been done. So the first few projects we did was the marching band trip to London, that occurred here at the first of the year, and the Veterans Student Organization on campus, right out of the chute, and we've been building other student organization projects for 30 days at a time online. We're not raising large dollars, \$25,000 to date, but what we're doing is collecting a lot of new donors along the way that we hope to steward, to retain, to get to come back and continue to give. I also want to say, but we don't have time to talk about this now, but we're working extending to the faculty next year, the same technology for corporate projects that fits the mix and the criteria that we've got outlined. This is not big dollars. This is small dollars to fill holes and needs that you have in important projects. You'll be hearing more about this in the near future. We'll come out and meet with your departments and carry this forward. Next slide. This final thing that I'll comment on is another way to grow new donors: other schools have been doing a National Day of Giving. We've not done this before. Last year on the Tuesday after Thanksgiving, we did our first inaugural effort, "We are 1 UNI" campaign. Again, we're looking for new donors and 84% of the gifts we received were from donors who had never given anything before. Again, using social media and emails and Facebook and everything, we raised \$138,000 from 480 donors. Again, the important thing isn't the size of the gifts, but it's those new people coming into that pipeline, that hopefully they will stay with us over a lifetime of giving, and building larger and larger support for all of your

programs or whatever down the road. You lose people every year in this business and you've got to find new ones to come in. We're trying to be creative and innovation in the way that we're identifying new support.

**Calhoun:** Thanks Frank (**Esser**), and just a quick point. Of the 480 donors, the majority of those were faculty and staff, and so that just speaks volumes about your commitment, your continued commitment in other ways to UNI and your students. I wanted to thank Interim Provost **Licari** for providing one of our challenge grants that was a gift that he provided to the College that had the highest percentage of alumni that contributed, and I think it was CHAS.

**Licari:** Yup.

**Calhoun:** ...that had the benefit of Provost **Licari's** commitment this year. Thank you very much Mike. We appreciate it. Go ahead and continue with the slides.

**Kidd:** Sure.

**Calhoun:** We'll talk a little bit about the student impact, the faculty impact. One of our graduates provided a fellowship for the management program and Dan **Bumblauskas** from the Department of Management is the Hamilton fellow holder for this year, and with the funding he received from that commitment, he took students to Ireland for their Six Sigma certification. In addition to that the department provided private funds that enabled him to conduct a panel discussion for students on supply chain management. Just a way to let the story talk a little about the gifts, as opposed to just the gifts themselves, and the impact that they're having on our campus. Next slide, please. The F.R.E.D. program (Food Resource &

Education Demonstration Project) is something that has been funded through a grant of the Walmart Foundation. It wasn't a large gift, but it was a really impactful gift, and the faculty members that are coordinating that are moving through the community and allowing people to show how food can be used as an educational program, and be able to engage elementary-age students in learning a little more about nutrition and the benefit that that has for them. It's been really well received here in the community.

Leslie, would you like to talk about are our Alumni Clubs?

**Prideaux:** Absolutely. This is an exciting addition that the Alumni Office has been working on since they got here this past November. We have launched four clubs so far that are actually in full swing. That is, the Twin Cities Club, which we had our kick off last Thursday with over 150 alumni in attendance. We have Des Moines, which is called the Central Iowa Club, and Chicago and Denver. Those are all in full swing. Up next is going to be Omaha/Council Bluffs, and then Cedar Rapids will launch in November of 2015 and Kansas City, Missouri. Just a quick note on how those are formulated: We're utilizing a new approach. We had clubs about a decade ago. They were disbanded. They weren't working. We want to be very careful in our approach to club development, so we have a committee of six people who are divided the responsibilities among everyone, so there is not on everybody or one person's shoulders. Nobody really has time. We do have a person who oversees the five other people. We have a Club Leader, who is our primary contact. We have a Social Media person who is in charge of all the social media efforts and promotions. We have an Arts & Culture Chair, who will develop one arts and culture program. In the Central

Iowa Club, Matt **Harris** is going to do a 'Night at the Museum' event for families and it will be closed to the public, and we'll be able to bring our alumni in, so it's a really exciting one. We have a Young Professionals Chair who will target career networking. Our Denver club this month is doing 'Panthers & Pints.' So it's going to be speed networking and beer, which if you get beer involved is usually pretty easy to get the alumni there. We have an Athletics Chair doing Game Watches. For example, the Wichita State game had eight Game Watches across the country. We can't do that with our eight-person staff. We're really expanding our ability to increase engagement along with our alumni, so that's the whole purpose of these clubs. And then we have a Community Service Chair. Our Central Iowa Club is also doing a 'Habitat Build Together' this month. It's all coming together and we're actually seeing some really great results from those programs. You want to move on? Next slide. This is showing our alumni in Iowa. For our club development we're really focusing on the areas that are the 2,000-2,500 or higher. For in-state, 65% of our alumni live within the state of Iowa. The challenge is that within Iowa, our alumni feel a lot more connected to the institution because they're hearing about our efforts and seeing us in the news. They have the ability to come back for games. That's why you see a lot of effort on the out-of-state. But for in-state, we're focusing on the Central Iowa and the Cedar Rapids areas specifically, because the Blackhawk County alumni have that connection. They have the opportunity to get back to campus quite a bit more often than our Central Iowa Club folks or our Cedar Rapids area alumni. So that if you're having the question, "Why we don't have a club in the local area?" that's why

we're focusing our efforts elsewhere--where we don't have the reach already. So I can entertain any questions on that, too.

**Calhoun:** Thanks Leslie. Leslie mentioned that 65% of our alumni live in Iowa. Iowa State has 38% of their alumni that live in Iowa, and the University of Iowa has 30 to 31% that live in Iowa. So we're trying to get the message and leverage that in the legislature. That's really, really important. So if you have a chance to talk with any of the legislators, if you need data to help support that statement, let us know and we'll be able to get you anything you need in the way of information, about how our alumni are really engaged in this State and the future of the State, particularly compared to the other two universities. Dave (**Mason Sr.**) alluded to what's next. Go ahead. Thank you. Before we talk about the present administration, one of the things that is immediately on our plate that we've committed to, is to raise an additional \$6 million to help support the Schindler Renovation budget of \$30.9 million, and we have already had several proposals that foundations and others are considering. We feel very good about being able to reach that additional goal, so that build-out, that renovation can provide a lot more opportunities for our students than the current budget allows for. So that's an important goal that we're working towards right now. I think that you all have probably heard the President talk about his vision for 2026, that he's likely to begin a campaign very soon that will conclude in 2026. It's the 150<sup>th</sup> anniversary of the University, and 100<sup>th</sup> celebration of the Campanile and the 50<sup>th</sup> of the UNI-Dome: There's all sorts of reasons that this aligns so well. We have just completed a Needs Assessment for the Foundation. We've challenged our consultants which



are Geyser & Gerber from Chicago to say “How can we go from a \$20 million a year fundraising operation to a \$50 million a year operation?” What do we need in order to get that done? And we’re just now reviewing the results of that. One of the things we’ve come to note that will come as no surprise is that we need additional gift staff. We have about 7,400 people that we identified that we think are capable of making a major gift to the University, but we just don’t have time to get to right now. So we need additional feet on the ground to be able to go out and make contact with those folks. And again, this is another way that you can help us out: by helping us identify people that are in a position maybe to make a difference for us and use your social capital to help us engage those folks in a meaningful discussion about how they can impact our students here at UNI. Following this needs assessment, probably next year sometime, we’ll be launching into a feasibility study that will test a \$250 million campaign goal and our ability to become successful at achieving that goal. Next slide please, Tim. Again we talked a little bit about how you can help. First of all, thank you for what you’ve done in the past. You do a great job of stewarding the gifts that we receive. That is so important. The departments where the gifts are having the most impact, people understand that they are making a difference in the lives of our students here on our campus. Any time you have a chance to invite alumni back to campus, it’s really appreciated. Whether it’s a lecture in the classroom, get them out to meet your students, or just to let us know who they are; who your successful alumni are, so we can maybe tell their story in the *Northern Iowa Today* magazine. That’s really important. If you’d like to go with us on calls, we’d

love to have you go with us on calls because you know these former students much better than we do. If you can help us identify who's made some success in their careers, please do that as well. We promise not to jeopardize that relationship. We'd like to take the opportunity to educate these people about how they might be able to give back, whether it's through time or their other resources. That's all I've got. Again, thank you so much for everything you do for us. We appreciate it very, very much. Dave, anything else you'd like us to add?

**Mason:** Thanks again for allowing us to come back and make our third annual report and we plan to come back again.

**Calhoun:** Thank you very much. We have a handout that we'd like leave with you. This is a report that we made to the campus that was sent out this fall.

**Kidd:** Questions?

**Smith:** One suggestion I would also like to offer, that has been used at Big 10 universities very successfully, is that they have identified that alumni who are Greek while they're on campus are more loyal to the universities and give a significantly larger dollar amount. This is quite surprising. When he was then President of the University of Minnesota, about three years ago and he had a study done and he has been telling citizens throughout Minnesota, when they ask about Greek life at the University of Minnesota campus, that they're trying to grow it and expand it, and ours is just so comparatively small, that I think that if we thought about possibly expanding Greek life at UNI, it would have a positive impact on your ability to raise funds from alumni.

**Calhoun:** Thank you Jerry. We appreciate that. We'll take note of that.

**Kidd:** Does anyone else have any questions? Well, I look forward to your visiting our department next month.

**Calhoun:** et al: Thanks. [Applause]

**Kidd:** Scott, how long will we need for the Regents Award today?

**Peters:** About 10 minutes.

**Kidd.** Ten minutes. Okay, great. Before I continue, I wanted to get to the Honorary degree change, I wanted to ask if Barbara (**Cutter**) and Cyndi (**Dunn**) had any updates. Quick updates?

**Dunn:** We're working.

**Cutter :** We're hoping next time.

**Kidd:** That's fine. I understand. Let us know if there is anything you'd like us to do. We can threaten them with coming to more meetings or something. The next thing would be the change to the Honorary Degrees. April (**Chatham-Carpenter**)?

**Chatham-Carpenter:** Sure. If you remember at the I think December 8<sup>th</sup>, 2014 meeting, I brought for you an Honorary Degree Policy Changes and you all sent it back to me, asking for me to bring to the Honorary Degree Committee some ideas that you all were expressing and just to remind you of that. The suggestions that you gave at that point were to have (and these are in no particular order, I'll just share them:) That athletics, if there is representation on the committee would not have a voting representation. Secondly, we had taken out, deleted the financial and political considerations statement, and you asked for that to be put back in, but not quite as strong as the previous document was. I've done that. You also

wanted the College Senates versus the Provost to choose the faculty, or have them be elected through a regular kind of process of election. And you wanted to make sure we kept two senators from CHAS. Those were the primary things that you mentioned in terms of the Honorary Degree Policy. There was some other discussion as well that happened. In putting together the policy this time, I also checked with Tim **McKenna**, who heads up the Policy Committee. I realize that there's also a form that they now follow, that they want everybody to fall into, so with a Purpose Statement, a Policy Statement and a Procedure. What you see there is the additional changes and I'll walk through the things that you'll notice. Things are in a little bit different because of trying to figure out what was policy and what was procedure. At this point, I checked with Tim **McKenna** just to see if the kinds of things I put under policy were indeed what they considered to be policy, in comparison to the procedures. If you'll notice there under Policy Statement, the following criteria: The Item #2 is the rewording I've drafted for the financial and political consideration. In the current policy it says, "financial and political considerations should not be involved," and then the one I presented to you all in December, I took completely out so that it was not even an option and now reworded it as, "It should not be the determining factor in a nomination or selection," which I think that was the wording given or provided to me by the Senate as being a possible wording. I think the rest of that is basically the same. Go down to the Procedure. You'll see that under that, the committee there that is still composed of nine members, five elected faculty representatives, (so that's where it dealt with the election of those, rather than appointments) each of the four

academic colleges with two from CHAS. And then the last sentence on that page, two additional non-voting members will include the Athletic Director and his or her designee, and the Vice President for Advancement or his or her designee. So you can see there that I've tried to honor those requests. So basically, what I did is I went back to the Honorary Degree Committee and said, "Here are the four things, the three or four things that they were really concerned about." We tried then to come up with language that would address those things and I think at this point, the rest of the information is pretty much the same, so I bring this back here for recommendation to the Policy Committee and to the Executive Management Team, or the Cabinet--- whoever it is that ends up with this. I don't know what happens to it after this point, I honestly don't .

**Kidd:** It will go somewhere.

**Chatham-Carpenter:** Somewhere.

**Kidd:** Any comments? Senator **Peters**.

**Peters:** I had a couple of observations, comments. One, I was curious about the procedures at the other two universities, so I looked up Iowa and Iowa State's procedures, and I noted that in both cases, the only voting members, the only members of their committees are members of the faculty. Since the faculty plays such a key role, a determining role really, in awarding degrees at the University, I was wondering if perhaps there were a way that the people appointed by administrators would be required to be faculty members. The Dean of the Graduate College is always going to be a faculty member, and I think our current Special Assistant for Government Relations is a faculty member, but that wouldn't necessarily always be the

case. So that was one comment. I would also say that I don't think personally that the Athletic Director or the Vice President for Advancement has any role on the committee at all, and I think they should be struck, even as non-voting members. I'm not sure why they should be on the committee. If ever the committee wants to seek the advice of others, they're always welcome to. And then finally, I know it's the President's goal to award Honorary Degrees at every graduation, but I'm not sure about putting it in policy the way it is, because I'm afraid that putting it in policy that way would pressure the committee to always come up with somebody. I think it's one thing for the President to say to a committee, "Here's why I think this is an important goal. I'd really like you to do your best and find someone," but to have it actually set down in policy—that to me suggests a more formal role, where the committee has to go out and look for people, and that could change the discussion from one of merit to one of, "Well, we need to fill a slot." So those were my comments.

**Kidd:** Senator **Smith**.

**Smith:** Could you go back to where you were Tim? I would like for Point 3 to be consistent with Point 5. That is, Point 3, I think it would be much better if it read, "Holders of elected or appointed to public office at the time of nomination will not be considered." We say in Point 5 "Current faculty or staff at UNI are not eligible," which is as it should be. We should not be giving honorary degrees, in my opinion, to people who when they hold elected or appointed office, while they're in office. They shouldn't be considered then, because it's simply bad form and most places don't do that.

**Chatham Carpenter:** That's the way it is currently worded in the current policy, so I didn't make any changes. That's the way it currently is worded.

**Smith:** I'm suggesting we make it stronger. That Point 3 should be consistent with Point 5, that they would not be considered. Could you go back to where we were talking? I'm just asking for Point 3 to be worded exactly like Point 5. I believe point 5 is absolutely correct and Point 3, it would be strengthened, and be consistent with normal procedure at other universities.

**Kidd:** All right. Thank you. Any other questions or comments about this policy?

**Dunn:** I have a point of procedure on whether we want to send April back again, or the two of you would like to offer an amendment, we could vote on Senator **Smith's** amendment. We could vote on Senator [Faculty Chair] **Peter's** amendment and then we could vote on whatever we come up with.

**Smith:** Tim if you could go back to where it was.

**Chatham-Carpenter:** That would be helpful, Cindy (**Dunn**).

**Smith:** I would like for Point 3... I propose that Point 3 read, "Holders of elected or appointed office at the time of nomination are not eligible." Strike the word "ordinarily." That opens a can of worms.

**Cooley:** What does "at the time of nomination" [mean]? Could you eliminate that as well?

**Smith:** Typically, they're out of office a couple of years before you nominate. Our University Presidents can't even be considered for a building being named for them, I don't know if it's two years or five years, but there's a policy, and that's as it should be. That's as it should be. You have

to be out of office two years or five years. This is, what I'm proposing, is the norm. I'm not proposing anything that's an outlier. It's just not savory, to be proposing someone currently in office or their immediate family members, to be getting honorary degrees. It doesn't pass the smell test. So I made the motion.

**Chatham-Carpenter:** So are you leaving in "at the time of nomination?"

**Smith:** Yes. At the time of nomination.

**O'Kane:** Why would you even nominate them if they're not eligible?

**Smith:** They shouldn't be. That's the point.

**O'Kane:** "Holders of elected or appointed public office are not eligible."  
Period.

**Smith:** Will you accept that in my motion?

**Kidd:** Senator **Swan**?

**Swan:** Yes.

**Cutter:** I thought that point of the time of nomination is you don't want to exclude people who retired.

**Licari:** Right.

**Kidd:** But they're not holding office.

**Cutter:** Current. Okay. Sorry.

**Chatham-Carpenter:** That would work. Current.

**Licari:** The only thing there would be, what would happen if you have somebody who is nominated and then since is appointed to a position? Would that...That happened right now with Nancy **Powell**. She was retired from her position as ambassador. We've nominated and approved her honorary degree and now she has been since appointed to spearhead some



of the Ebola stuff for the federal government. I don't think that would boot her back out of the pool, and so we would need to leave in then, "at the time of nomination."

**Cooley:** Do we need to stipulate, "At the time of nomination for an honorary degree?" Because you could be nominated for public office, or you could be nominated for...

**Licari:** I think, "At the time of nomination for an honorary degree." Correct. Yeah.

**Smith:** I thought this whole thing dealt with honorary degrees. You could say for "honorary degrees" in every sentence here if you wanted to, but the whole policy is for honorary degrees.

**Chatham-Carpenter:** What does it refer back to? Public office? I like having, "for an honorary degree."

**Kidd:** April, is this...

**Chatham-Carpenter:** So far, it looks good.

**Kidd:** There's a motion, I believe, to change this Point 3 to the current wording on the board. All in favor? Abstain? Okay. I believe this change shall hold, except for any typos that I have in there. The other part was to... Scott (**Peters**) had mentioned the desire to eliminate the non-voting members from the Athletics and the Advancement Department and also to clarify these representatives, as in the special assistant, et cetera et cetera should also be faculty members.

**Chatham-Carpenter:** Can we just add a comma after "designee" saying...Could we say that "five elected members shall serve as voting

members along with da da da da da, if they are also voting members of the faculty, or if they are also faculty members?

**Peters:** Or just all members of the committee must be members of the faculty.

**Kidd:** Sure.

**Chatham-Carpenter:** But then you don't have the ex-officio being the Provost.

**Kidd:** So the designee would have to be a faculty.

**Chatham-Carpenter:** You're going to send this to me, right? What you're typing?

**Kidd:** Absolutely. Would this sentence be okay? Please feel free to correct.

**Swan:** Could you read it aloud?

**Kidd:** I'm sorry. Of course. "All members of the committee shall be voting members of the faculty." I'm not sure the English is wonderful, but...

**Dunn:** I have another procedural question. I don't know if Faculty Chair **Peters** can make a motion or not.

**Peters:** I can actually.

**Dunn:** Go ahead. I just wanted to be sure.

**Chatham-Carpenter:** There needs to be seven members now, as opposed to nine. Right? Since you're taking those others off.

**Shaw:** Tim, would it clean that up a little and just say, "all committee members shall be voting members of the faculty"? It's not quite as wordy.

**Kidd:** Absolutely. I'm open to suggestions always. Are there any other considerations?

**Swan:** Before we move on to another spot, I am actually in agreement, yet I worry because we do things hastily like this. Do we know why people wanted the other two people on the committee? Can we hear about that?

**Chatham-Carpenter:** I'm glad to say that. Actually, the person, whoever...Scott (**Peters**), you were talking about as to that you thought we wouldn't need to have these people on because they could be consulted. The goal was to try to come up with names of additional people that might not be normally the faculty would know; so to be able to brainstorm possible names that could be brought into nomination. But there's nothing to say that we couldn't ask them for names outside of the committee process.

**Chatham-Carpenter** It's easier to call together a meeting of seven than nine.

**Swan:** That's true. Good. Okay. Thank you.

**Peters:** I move to specify that all members of the committee shall be voting members of the faculty and to delete the inclusion of the Athletic Director and the Vice President for Advancement as members of that committee.

**Strauss:** Second.

**Kidd:** Second by Senator **Strauss**. Discussion. Is there any discussion? Excellent. I like this part. All in favor? Any opposed? Abstain?

**Smith:** May I ask a question?

**Kidd:** Yes.

**Smith:** Would the Provost be able to tell us who the recipients of the Honorary Degrees at the Spring of 2015 Commencement?

**Licari:** Is it public yet?

**Chatham-Carpenter:** It should be. They've been cleared by the Board.

Nancy **Powell** was already identified and approved as was earlier mentioned. Tom **Harkin**, who at the time of his nomination had also fulfilled this and had stepped down and...

**Smith:** Had stepped down? I'm sorry. He was a U.S. Senator at the time of nomination.

**Chatham-Carpenter:** Was he?

**Smith:** He was in office. He didn't step down until some time in January. That's what caused me to want us to clarify and get a more normal procedure. He was an office holder at the time of consideration.

**Chatham-Carpenter:** It was close to when he stepped down.

**Smith:** He's going to get one.

**Chatham-Carpenter:** Simon **Estes**, but he can't come until the fall, so he would be the one in the fall at this point, and then Gayle **Rose** who was kind of controversial, if you recall.

**Smith:** Didn't we talk about three?

**Chatham-Carpenter:** There were three and Nancy Powell had come through earlier. I don't know how long ago. She wasn't able to come, I think originally last year. And I think they're all on Saturday. Two of them are going to be at 10:00 or 2:00. I'm not sure when they'll be announced, but 10:00 or 2:00.

**Kidd:** Okay. Scott, did you have one more area of concern?

**Peters:** Yes. The statement in Policy, about that "it is expected that honorary degrees will be awarded every year." It's my worry about having

that it in policy is that it encourages the committee to always need to come up with a nominee. That worries me.

**Kidd:** Would a simple change of wording like that be acceptable? To change “expected” to “encouraged,” or delete the sentence?

**Nelson:** It can be a goal without being in policy.

**Peters:** That’s kind of what I thought. If the President wants to encourage this, he can encourage it. I move to delete the last sentence of the policy statement of the first paragraph of that statement.

**Swan:** Second.

**Kidd:** Second by Senator **Swan**. Any discussion? All in favor? Any opposed? Abstain? Okay motion passes for the Senate. Does any one else have any questions or concerns about the policy as written?

**Dunn:** Do we need to vote to recommend this policy to the President or something? I move that we recommend the policy as revised to the President.

**Strauss:** I’m happy to second.

**Kidd:** Moved by Senator **Dunn**, seconded by Senator **Strauss**. Any discussion? All if favor? Any opposed? Abstain? Motion passes. This will go to the Policy Review Committee.

**Chatham-Carpenter:** I will send it. You will send it to me also? You could forward it to him and copy me. Thank you.

**Kidd:** Looks like we’ve got that done. It’s now 4:36. It was brought to my attention that what I thought was up was the report by Athletics is not actually available for anyone to see. Is that correct? It’s there for me to see.

**Peters:** The petition itself is not there, but if you paste that link into the browser you can see it.

**Kidd:** The Senate website will be updated at some point. That's all I can say. Let's not consider that right now, because it's a mystery.

**Nelson:** Should we move on to Faculty Excellence?

**Kidd:** Yes. That's what we should do next. So we'll have to go into Executive Session for this. So we'll consider the Regents Award for Faculty Excellence. Could we have a motion to go into Executive Session to consider this?

**Nelson:** I move we go into Executive Session to consider this award.

**Kidd:** It's been moved by Senator **Nelson** and seconded by Senator **McNeal** and yes, for those of you who don't need to be here, this will conclude our meeting I believe. All in favor of moving to Executive Session? Opposed?

Abstain? Motion passed. We move to Executive Session.

4:34 moved to Executive Session.

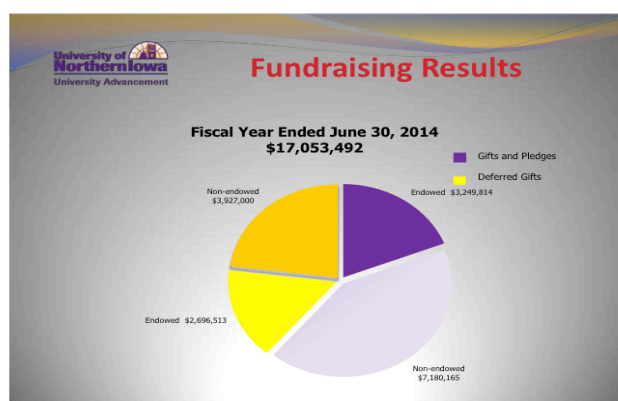
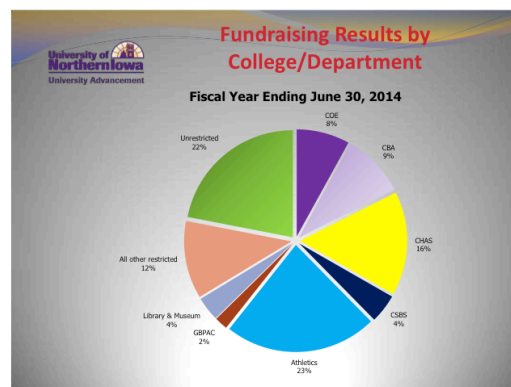
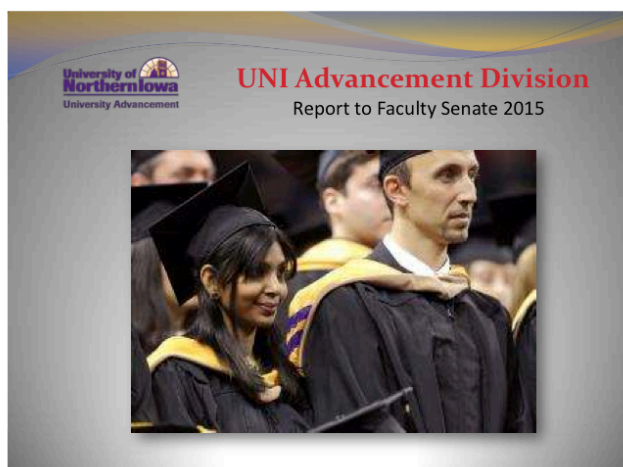
4:44 rose from Executive Session.

**Kidd:** It has been moved by Senator **Strauss** and seconded by Senator **Smith** to accept the recommendations of the committee for the Regents Award for Faculty Excellence. Very good. Any discussion? All in favor? Opposed? Abstain? That motion passes.

**Strauss:** Now I move we adjourn.

**Kidd:** That motion passes, and now we have a motion to adjourn by Senator **Strauss**, seconded by Senator **Cooley**. All in favor? (By acclamation).

Respectfully submitted by  
Kathy Sundstedt  
Transcriptionist and Administrative Assistant  
Faculty Senate  
University of Northern Iowa



### Providing a Margin of Excellence

- Inaugural social media campaign
- Raised \$138,000 in 24 hours
- 480 donors

