

Special Meeting
UNI FACULTY SENATE MEETING
06/24/13 (3:05 p.m. – 4:32 p.m.)
Mtg. #1736

SUMMARY MINUTES

Summary of main points

1. Courtesy Announcements

Faculty Senate Chair **Smith** called the meeting to order at 3:05 p.m.

No press were in attendance.

Provost **Gibson** had no comments today.

Faculty Chair **Funderburk** asked that his comments sent via email last week be appended to the Minutes and also announced the Fall Faculty Meeting will be on Monday, September 16, 3:30 – 5:00 p.m.

Chair **Smith** announced that Senator Laura **Terlip** will serve as Faculty Senate Secretary for the coming year.

2. Summary Minutes/Full Transcript

April 22, 2013, approved with no additions or corrections.

April 29, 2013, approved with no additions or corrections.

3. Docketed from the Calendar

1193 Consultative session with UNI President William **Ruud**
(Head of Docket 6/24)

****Motion to docket at head of docket today (Peters/Edginton). Passed**

4. New Business

None

5. Consideration of Docketed Items

1193 1089 Consultative Session with UNI President William **Ruud**

**Discussion completed.

5. Adjournment

**Meeting declared adjourned at 4:32 p.m.

Next meeting:

August 26, 2013
University Room, Maucker Union
3:30 p.m.

Full Transcript follows of 44 pages, including 2 Addenda.

Special Meeting
**FULL TRANSCRIPT OF THE
UNI UNIVERSITY FACULTY SENATE MEETING
June 24, 2013
Mtg. 1736**

PRESENT: Melinda **Boyd**, Karen **Breitbach**, Jennifer **Cooley**, Betty **DeBerg**, Susan **Dobie-Roberts** (alternate for Todd **Evans**), Chris **Edginton**, Blake **Findley**, Jeffrey **Funderburk**, Gloria **Gibson**, Gretchen **Gould**, Melissa **Heston**, Tim **Kidd**, Michael **Licari**, Annette **Lynch** (alternate for Mitchell **Strauss**), Kim **MacLin**, Lauren **Nelson**, Scott **Peters**, Marilyn **Shaw**, Gary **Shontz**, Jerry **Smith**, Jesse **Swan**, Laura **Terlip**

Absent: Barb **Cutter**, Forrest **Dolgener**, David **Hakes**, Syed **Kirmani**, Steve **O’Kane**, Michael **Walter**

CALL TO ORDER (3:05 p.m.)

Chair **Smith**: Ok. I believe we have a quorum of 11 members of the Senate present, so I’m calling this special meeting of the UNI Faculty Senate to order. [More Senators arrived later.]

COURTESY ANNOUNCEMENTS

CALL FOR PRESS IDENTIFICATION

Smith: We will begin with our traditional courtesy announcements by asking for press identification. I don’t believe we have press here, which is fine. [None self-identified.]

COMMENTS FROM PROVOST GLORIA GIBSON

Smith: Comments from Provost **Gibson** will be delayed pending the arrival of Provost **Gibson**. [light laughter around] [She arrived soon and indicated she had no comments.]

COMMENTS FROM FACULTY CHAIR JEFFREY FUNDERBURK

Smith: Comments from Faculty Chair **Funderburk**.

Funderburk: I think most of you got my note last week already. Since today we mainly want to talk with the President, I didn't think I wanted to really say anything, but I would ask that those comments be attached to the Minutes, if we have approval to do that? [heads nodded; see Addenda 1 and 2] And otherwise remind everybody that the Faculty Meeting is scheduled for September 16th—Monday, September 16th, 3:30 – 5:00.

Smith: Thank you, Jeff.

COMMENTS FROM FACULTY SENATE CHAIR JERRY SMITH

Smith: And on my part I just have one item of information. I'm happy to report, as you might suspect [due to her sitting at the head table], that Laura **Terlip** has agreed to serve as Secretary of the [Faculty] Senate for this coming year, which means she gets to sit up front. We'll be talking about her duties, but they are kind of flexible. We'll figure that out.

BUSINESS

MINUTES FOR APPROVAL

Smith: There is one carry-over item of business before we get to the primary purpose of today's meeting. The Minutes from our last two regular meetings this Spring were distributed to the Senate with a request that you forward any suggested additions or corrections to Sherry [**Nuss**, transcriptionist]. I don't believe there have been such. [**Nuss** shakes her head.] So are there any additions or corrections to those Minutes to be offered right now? [none heard] And, if not, I will consider the Minutes of both the April 22nd and April 29th meetings of the Senate to be approved and ready for distribution to the faculty. We're on board with that.

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

Calendar Item 1193 Consultative Session with UNI President William Ruud
(Head of docket, 6/24)

Smith: Moving right along, we have one Calendar Item for docketing, but, in fact, that item is the reason for today's meeting, to have a consultative session with our new president [Dr. William **Ruud**], so I'm recommending that this Calendar Item #1193 be docketed at the head of the order for today's business and would like to entertain a motion to that effect.

Peters: So move.

Smith: Scott—Senator **Peters** moved. Seconded?

Edginton: Second.

Smith: Senator **Edginton**. All in favor—any discussion? [none heard] All in favor, "Aye" [pause and then ayes heard all around]. That's the way to do it. [light laughter around] Opposed, "No"? [none heard] Carried. So that item is now docketed [#1089].

NEW BUSINESS

Smith: Before we can get to docketed items, we do have to consider the possibility of new business, and I want to ask if anyone has new business to bring before the Senate today? [none heard] That's good, too.

CONSIDERATION OF DOCKETED ITEMS

DOCKET #1089, CONSULTATIVE SESSION WITH UNI PRESIDENT WILLIAM RUUD (**Peters/Edginton**)

Smith: So, now we are prepared to consider our one docketed item of business which is to engage in a consultative session with UNI President Bill

Ruud. First of all, I want to thank President **Ruud** for agreeing to meet with us today. I want to thank my fellow Senators for coming out on this lovely Iowa afternoon and for faculty and other colleagues who also braved the rain to join us for this meeting. The way I anticipate doing this will—I've invited President **Ruud** to begin by making an opening statement talking about whatever he would like to talk about to the faculty. After he's done that, I'll open the floor to questions and comments. Initially I'll give precedence to Senators and recently retired Senators, but eventually we'll open up to comments from anybody else here, faculty and other attendees. One point, and Senators would know this, if you are not a Senator and are given the floor, please begin by clearly stating your name, your title/affiliation/position so that our secretary Sherry [transcriptionist **Nuss**] can correctly record your contribution in our Minutes. That said, the Chair recognizes UNI President William **Ruud**.

Ruud: Thank you, Jerry. I appreciate it very much. I want to thank all of you for coming out on a little bit of a stormy afternoon in Iowa. I understand, after talking to Jerry [Chair **Smith**], it's a little bit worse up into Minnesota, the Minneapolis area, where

Smith: More wind. Less rain.

Ruud: A little wind. A little wind, less rain. I also want to thank each and every one of you, and some of you that I've interacted with maybe more than others, for the great welcome to the University, to Cedar Falls, to my, as I proverbially say the "drinking through the fire hose" over the last 3 or 4 weeks. But hopefully I've been listening and learning. I've had some great sessions.

I had a chance to—at the forceful encouragement of Professor **Kidd**, I visited the Physics Department with some Physics teachers that were in from all over the State of Iowa, and that was very enjoyable—very enjoyable, and very enjoyable to see what kind of work you guys are doing over in the Physics Department.

I've also had a chance to—I had a great meeting this morning with our student leadership and had good conversations, good discussions, and you will all be pleased that these two young men brag on the faculty. They are

very proud of you. They are proud of what you do. They're proud of how you support them, and much to their chagrin, they're even proud of the challenges that you push them through, so keep that part going.

I had a nice meeting this afternoon with Joe **Gorton** and Lyn **Countryman** from United Faculty to talk about issues and moving forward and the whole idea that what's going to be important is transparency, openness, trust, conversation, making sure that we have our processes down and that we have conversations about those processes, we have conversations about the content. Occasionally, we'll agree to disagree but really try hard to put all the issues out on the table, listen, and learn from one another and really move things forward.

As I have been looking and learning, clearly the issues of enrollment, enrollment management, are on the docket. The Budget clearly is an issue that is important, especially in the light of the Governor's recent veto of—I agree Betty [who non-verbally showed disfavor]—the recent veto of the—it's not just our \$1.5 million for our Schindler [Education Center building]. It's the—I think it was a total of \$10 or \$11 million for all three Universities' projects. So I understand where the Governor's coming from. It's imperative that we continue to have ongoing discussions to make sure we present our case to understand what our needs are at University of Northern Iowa.

Communication is critical to what we do today, tomorrow, in the future. And sometimes it's informational communication. Sometimes it's discussion communication, but all the time it's important to really reach out to one another to make sure that we're communicating, not just among faculty and Administrators, but among faculty, staff, students, the community, our alumni, the Legislature, the Board of Regents so that people really understand what a great University this is.

Coordination becomes important. I think all too often in big organizations with great hearts and great intents we occasionally fail to tell the left hand what the right hand is doing and vice versa. And sometimes neither hand knows what is going on. So I think it becomes imperative I commit to you, and I hope that you can commit back to me to make sure that we try very, very hard to coordinate those issues. Sometimes it's compromise.

Sometimes it's a change in the way we do things. Sometimes it's a continuation of the way we do things.

I'm encouraged in talking with Jerry [Chair **Smith**] and others last week. One of the things that I would like to immediately change is to offer the opportunity next year, this coming academic year '13-'14 to have a series of 5 open houses for enrollment purposes where we can actually bring prospective students and their families to campus so that you, the faculty, the students, our student groups, our auxiliary programs, Department of Residence, Athletics, etc., have a chance to talk to people. I think it's also going to be important that we reach out in terms of enrollment to get into the high schools, potentially even go visit communities—where we go to the Quad Cities; we go to Mason City; we go to Sioux City; we go to Council Bluffs—to have a conversation about what a great institution the University of Northern Iowa is. So I think that becomes very important.

The other thing that I am working on the process is more first-party communication, and in order to do that I am trying to look at a model somewhere in between what we currently have. The Cabinet of 8 or 9 folks and University Council of over 100 folks to some kind of intermediary group which would engage not only Administrators, Directors, Deans from the campus, but also faculty, staff, and students. One of the things that I think we can help ourselves by doing is if we can get as much first-party communication as possible, we will all know more about what the issues are at hand. At my previous institution, we had a Cabinet--we had an Executive Leadership Team, and then we had a Cabinet of about 30-31-32 people that met on alternating Mondays where we talked about policy issues, issues at hand at the University. Everyone had a voice, and there was also a “good of the order” component at the end of that meeting so that people could—albeit sometimes bragging, they could be proud of reminding us what was going on on campus. So I look forward to implementing some kind of a model that will look like that for the '13-'14 year.

I continue to be interested in listening. I continue to be interested in making sure that we build a concentrated front to go forward as we deal with issues on campus, as we deal with issues with the Board of Regents, the Legislature, so that we can have those conversations so all the positive

successes of this institution are continually out there. I've had an opportunity to meet with some of the local media and have on my docket to meet with media in Des Moines, Council Bluffs, and other communities, to remind them and encourage them that although they may not want to publish or print all the great things that we send to them, which I know is one of the big challenges in what we do, please understand that we will try very hard to get those pieces of information out there, but all too often it continues to require our relationship with the media to make sure that they are recognizing, understanding, and continue to print the—and publish and online the success of this institution.

I want to make sure that we work hard to collaboratively compete with the University of Iowa and Iowa State University. Sometimes that means our foot first. Sometimes that means their foot first. Sometimes that means our foot together. And sometimes that means maybe a student comes here instead of there, and maybe a faculty member comes here instead of going there, or a grant comes here instead of going there. But at the same time, both words are underscored collaborative competition so that we make sure that we move Iowa higher education forward.

Again, 3 ½ - 4 weeks into it, I've gotten the pleasure of meeting a lot of you. Please feel comfortable grabbing my arm and grabbing it a second time and sending it in an email, because, yes, I don't always remember. There's one of you and 2000 employees at this great University, so don't apologize for saying, "If you remember me," or "If you remember that I said," or if you extend an invitation more than once or twice. I want to try very hard at least by the break between Fall and Spring semester to make sure that I've reached out and touched—I want to say all pieces of this University—but as many Departments and Units of this University so I really can understand what our needs are, where we're going forward. I'm not sure so far that we're necessarily doing a lot of things wrong or maybe that we're doing anything wrong. I think there may be just some stuff that we're not doing. And I think that that requires us to look hard at some of the processes, maybe change some of the things we've been doing, change positions, change opportunities, change areas. As I like to say "think outside the box and color outside the lines." Many of the things that we do at universities are traditional and we should keep long after anybody around this table is around. Many of the things that we do at universities maybe can be done

better or differently or in combination with what we've always done in the past, and I look forward to having those conversations to see how we can move those things forward.

So on that—is it Mr. Chairman, Mr. President? Your honor? Jerry? [light laughter around] I open it up for questions, and again, Judy and I, and you may have seen me walking Fuzzy, we're very happy to be here. We're excited about the opportunity. We're in for the long haul, and we really look forward to working with you, and I underscore with to make sure this University is really, as I've said before, the University for Iowa. So I'm excited to take any comments or questions or suggestions.

Smith: So, with that, I will open it up to questions, comments from, first off, Senators, eventually everybody. [pause] Senator—Chair of the Faculty
Funderburk.

Funderburk: You mentioned some—in some of our meetings some of your thoughts on enrollment and possibly some sort of enrollment guru or something. Would you mind talking about that?

Ruud: Yeah, I think that's a great question, Jeff. Thanks. I think the real—this is one of those things where I think maybe it's not what we've been doing wrong. It's just what we've not been doing. Private schools for years have been working under enrollment management world. We at a lot of public schools, I think, have been working too much in the admissions world where we put out great literature and then hope that people show up. We can no longer afford to do that, partly because of the competitive environment. Private schools have been doing it for years. We need to really get into the win, lose, or draw strategy. We need to get into not only the admissions piece but the pre-admissions piece where, as we have camps and conferences on campus, we need to make sure that we are collecting data. [Name tent falls to floor.] And I knocked my name on the floor. I'm in trouble. We need to collect data on the 8th, 9th, 10th, 11th, and 12th graders that show up for math classes or chemistry classes or camps or quarterback camp or whatever it might be—volleyball or the, what's the music mania? The little 6- and 7-year-olds are showing up for music mania. At the same time, it's after they get here. They have to be comfortable here, whether they're from inner-city Chicago or they're from New Virginia,

Iowa. That's a plug, Annette [alternate Senator **Lynch**] [light laughter around]. Plug to our student body Vice President [**Findley**]. And then we need to talk about retention and employment opportunities and graduate school opportunities so that eventually we pass them on to the Alumni Office, and the cycle continues, continues, continues, continues. We need to utilize our alumni. We need to utilize our students. We need to utilize our faculty to make sure we reach out. We need to be able to give faculty, gee, simple lists. "Can I have a list of anybody we got out there on—that we—that's over 30 on the ACT?" "Can I have a list of anybody that's inquired about...?" And make sure that we do again a coordinated effort of departmental recruiting, departmental enrollment management, university-level enrollment management; ergo, I think one of the things that will enhance what we're doing already is this—the open house concept where on a Saturday morning we can get faculty and students and parents to come together, learn more about what the major might be, learn more about financial aid, learn more about a particular residence hall program, an athletic program, whatever it might be. And so that maybe they make two or three visits here. And one of the things that the students have encouraged me is that, if we can get prospective students here, we have a great chance of getting them to come back.

Having done that, I think, Jeff [Senator **Funderburk**], at the same time, we have to physically leave Cedar Falls, Iowa. We have to go and partner in Des Moines. I think that the folks in Des Moines that are place-bound are looking for partners, especially with DMACC, especially with the other community colleges, Kirkwood, NIAAC, so that we can reach out to the adult learner, the non-traditional student. Are there hybrid programs? Are there blended programs that we can reach out and increase enrollment? And then hopefully we can have the pleasant task of maybe enrollment's going up a little faster than we like and that we can have that balance. And while we're doing that, have the long-term wisdom to program review, and not just academically-program review but all program review, so that as we put a new program into place we have the strategy for putting it in place. We potentially have exit strategies. And we look at programs on hand that are non-academic. Are they still viable? Are they still worthy? Are they still programs that we should engage in? And then, really—as I said before, enrollment is everybody's challenge at the University of Northern Iowa. We really have to be out there talking it up, whether at the grocery store,

or whether it's with our favorite niece or nephew, whether it's with somebody from the University of Iowa or Iowa State University or somebody from Wartburg. To say, "You know, I appreciate your perspective, but I believe that student would have a better shot at what they want to do at the University of Northern Iowa." And not be—not be too on the top of your pedestal, but don't be shy about getting up on the pedestal. If we're not proud of what we do, and the students aren't proud of what we do, then why should we ask others to be proud of what we do? So pair those two together—enrollment management and program review, and I think we can look forward to hopefully having some good targets set as we look forward to the next 3-5 years of opportunities here.

Smith: Senator **DeBerg**.

DeBerg: Oh, thank you. I think emphasis on enrollment management will be really good for us. I just want to make a couple of comments related to that. One is, in my experience here, I think that there has been no kind of designated group or body or even person who is in charge of our main identity and our main messaging. So since I—lately I have seen University Relations do it. I've seen Admissions do it more, and I've seen the Foundation do it. And I know, for instance, that University Relations wasn't all that excited about a Foundation PR Campaign last year, so I think that it's great if there's some coordination of public messaging. And right now I don't think there is. And the other thing is that I think faculty have a lot of expertise when it comes to marketing and student recruitment. We had to fight to get a couple of faculty members on the Enrollment Council that had been meeting for several years. We have Departments of Marketing. We have Departments of Public Relation. We have faculty in Departments that are really good at innovative student recruitment ideas, and I think faculty would be excited about contributing both their professional expertise and their own good experience in student recruitment. So I hope that faculty can be more integrally—I think faculty are more willing to take on student recruiting if, you know, if they are looked to for their own expertise and their own good ideas are solicited and acknowledged.

Ruud: I accept. [light laughter around] No, I couldn't agree with you more.

DeBerg: Those are my—some of my ideas.

Ruud: Absolutely. Absolutely. We—I used to remember when I was going to school at the University of Nebraska that one of the comments that one of my colleagues made was, “Is, you know, we’ve built 47 buildings on this campus, and we never asked the Civil Engineering Department how we’re doing.” So, your point is well taken on getting folks engaged and involved, absolutely.

Smith: Professor **Lynch**.

Lynch: I’d like to follow that up. The—obviously with the fashion industry in New York, we place quite a few students in New York. And the Alumni Foundation have tried several times to get all those alums at the table in order to kind of get feedback from them and also make connections for placement of new interns. I went to New York in the Spring with Verizon money. The Verizon Foundation flew me out there for something else, and while I was there I recruited a whole table full of past alumni to sit down with me and give me advice on the program. The only way I could afford to do that was because the Verizon Foundation flew me out for a domestic violence conference. But there’s really not a little package of money somewhere that student—that faculty can apply for that will move us to places where we can connect with alumni. And to be honest, we know our alumni better than the Foundation does, and so if I get on Facebook and I say this person from the Foundation is going to be in New York—which I’ve done—but they’re not interested. They want to see Annette **Lynch**. They want to see the hat walk in the door, and they’ll be there. [laughter all around] And not that it involves a lot of money, but I think many of us would make those connections with alums, if there was a small amount of money that would send us out to do that. And I don’t think the Foundation can do it for us, even though I have to say that they have worked very hard. They’ve done a good job for us, especially in connecting with funders. So I’d love to send them to talk to Verizon, but when it comes to our alums, send me. Or send Betty [Senator **DeBerg**], because we know.

Ruud: Just the two of you.

Lynch: Well, we’ll go together, right, Betty?

Ruud: Well, in addition to that, Annette, I have asked the Foundation to re-write a job description so that we're going to hire specifically a full-time Director of Alumni Relations so that that person can coordinate with exactly what you're talking about, not only with the faculty, students, community, and the various alumni areas and hopefully develop an alumni program that will make it easier when you go visit to have an event or a chapter or whatever it might be, so it makes an easier connection. Absolutely. We have 110,000 alumni we need—and they're reaching back to us, so we need to reach back out to them, absolutely.

Smith: Secretary **Terlip**.

Terlip: Yeah, I think it's wonderful that we want to spread our wings and look at other places, but I also want to put a plug in for not ignoring our immediate community. I'm a parent of 2 children here, and they got much less recruiting from here than they did from Iowa State or Iowa. They were even dual-enrolled, and nobody talked to them. So, I think there are a lot of things that we could be doing with resources that are right here in the community as well.

Ruud: Well, and I might answer that by first saying thank you. Whatever it is he made you do to be the secretary or the whatever to sit—make sure he takes you to lunch or something, ok? [light laughter around] But, no, you're—I would just add the word "tracking," whether it's camps and conferences, whether it's dual-enrollment, whether it's ACT scores, whether it's just smart management of the employee base, we need to—and yours is not the first story that I've heard of. I mean, I've heard the other end where children of folks that work here heard nothing, and the challenge is, unfortunately, as public universities we're not by ourselves. I heard that same story at my previous institution where we had children of that had heard, so, yeah, we—the tracking issue becomes very important.

Terlip: They got hit maybe with twice as much information, and what sold—my daughter was going to come. My son came because I introduced him to a faculty member in the major he wanted to be in. So we've got to do that.

Ruud: Absolutely. Absolutely. And I think that potentially is one of the advantages of an open house programming environment.

Smith: Senator **Shaw**.

Shaw: I'd like to bounce off what Annette [alternate **Lynch**] was saying, too, with alumni. I think the one thing we have to do, too, is utilize our alumni. In our Department, we have a Facebook page that

Ruud: Your Department?

Shaw: Communication Studies.

Ruud: Yes. Ok.

Shaw: And I have 224 alumni on that page, and whenever I want something, I just ask for it, and within 10 minutes they're there. If I want them to come to campus, we've done alumni events where we've just had them—in this particular group, we've had them do what we call Alumni in Minutes, and so our students come in, and they go around and they talk to each one. But if you ask them to come, they will. They are proud alum, and they will do anything for us. We just have to be willing to ask.

Ruud: Thank you.

Smith: And let me also open it up to any non-Senators who have questions or comments. This is not just questioning President **Ruud** but offering—as we're seeing, offering insights, advice, suggestions. Yes, Senator **Cooley**.

Cooley: Thank you. I have a question that is not totally unrelated to enrollment, and it's something that—I listened to your answer when you were on campus for your interview, but I'd like to ask you again.

Ruud: Sure.

Cooley: As you look around the room, as you look around the town, you may notice that we appear to be challenged in terms of diversity.

Ruud: Right.

Cooley: So I wonder if you could outline any ideas that you have to increase enrollment and diversify the campus at the same time and maybe wrap into that somehow plans for retention with that.

Ruud: A 3-part question, ok. Yeah. No, that's a great question. I—that was part of the answer I gave to Jeff [Faculty Chair **Funderburk**] is I think we need to leave Cedar Falls to get out there, whether it's Des Moines, Minneapolis, Chicago, St. Louis, Omaha, so I think #1 we need to make sure that we reach out from the campus. #2, I think we need to ask our friends in various different communities. One of the things I've seen effective is many in the Latino/Hispanic community have festivals on Saturdays. We should probably find out where those are and what would be effective. Many folks are very attached to their religious communities and have events surrounding those that we might want to be able to attach to that. I think we need to have those folks on campus vocalize their satisfaction with this institution, either through recruitment efforts, conversation efforts, communication efforts, to get that. I think we need to reach hard also, on the faculty line, to reach out to various groups that have been put together that assist us and help recruiting in finding faculty that are interested in coming. And, you know, let's face it, unfortunately to a great degree geography plays a role in where people end up living. If I'm from Los Angeles, California, and my family is from Los Angeles, California, and there are 42 universities in Los Angeles, California, and I've never been across the Rocky Mountains, and we call, we shouldn't be surprised if you don't necessarily show up, regardless of what your background is. The other issue of diversity, I think, becomes in reaching out to non-traditional faculty and non-traditional students. We have many opportunities through veteran recruitment, through faculties in second career recruitment, through non-traditional student recruitment that people are ready to start a second career or a second go through college at age 35 or 40 or 45. So I think we need to do that in terms of figuring out how to do it.

On the retention end, I think it goes back to really implementing that enrollment management model such that we don't just get people here and hand them off, say "Here you go." We make sure that the programming and the involvement and the engagement within

Departments, outside Departments, the University as a whole. We talked about, this afternoon with student leadership, about having more UNI events so that if I am of the International Student Association, the Latino Student Association, or the African American Student Association, that we just don't have single events, but we have occasional events or many events that are together where everybody comes, and so everybody feels comfortable, and everybody gets engaged and involved, because the more each individual student feels as though there's a place for them here, the longer they're going to stay. The longer they're going to pursue 'til graduation. When they graduate, then they become the role model for that cycle to start all over again with recruitment and retention. Nothing better than an underrepresented student who graduates to go back to a community of additional underrepresented populations, and when they say, "Where should I go to college? Where should I pursue my post-high school education?" one of the first things out of that person—you talked about alums take care of us—one of the first things out of their mouth is "the University of Northern Iowa." Long-term we gotta be able to afford it. I think I'd reach out in concentric circles to recruit. I mean, it's not like we're going to Atlanta and Denver and Seattle and L.A. tomorrow. Sorry, Annette, I'd like to put you on an airplane, but we'll skip the New York for now. But you get out in those populations, and you make sure that the brochures are with people. You make sure that the way to get people signed up are with people. And then you follow-up. Then the other thing that kills us in recruitment and retention is we get the name, we get the number, we got the tracking, we got the information, and it sits. And we let the other people at the other universities or the Army or the Air Force or whoever else just swoop in and take away from what was otherwise a committed student to this institution. So, those are some ideas. I'm still open for thought.

Smith: Senator **MacLin**.

MacLin: Just a quick question. I hear you refer to, you know, going to all sorts of great places in the Midwest area, and I've said it before here in many other contexts, we've got this great little town right next door called Waterloo, one of the most diverse places in Iowa. And, you know, their parents are working hard, but those kids are in school. They know school. They're in high school, and they're looking. They don't want to—many of

them do not want to live the blue collar life that brought their parents here to try to get the American Dream. They are looking to college, and they don't even know UNI. They don't think about UNI. They feel disenfranchised by UNI and by Cedar Falls. And I just see, you know, a large, long-standing rich African American community there, Hispanic community, growing obvious huge Bosnian community, a growing community from the Dominican Republic, El Salvador, and Miramar, and they don't know about us. And they are right there, and they are ripe for it. Their parents are kicking their butts to make a living for their families, but those kids aren't going to want to work at Tyson. They want to go to college. And they don't even know we're over here. Or if they do—they know we do. They know we're here, but they don't—we might as well be 100 miles away.

Ruud: We might be surprised how many do know we're here.

MacLin: Well, but they don't come here.

Ruud: We need to change that.

MacLin: And I think it's great that we reach out to other places and show people what we are. I repeatedly see Waterloo ignored, inadvertently or sometimes not.

Ruud: Ok. Understood.

Smith: I'll throw one out.

Ruud: Sure.

Smith: I'll betray my Business School background. Organizations—business organizations, but others as well, certainly those that face competition as we do, typically strive to achieve a competitive advantage, a distinctive competence, something that they do better than their competitors, something that they do that will attract customers. And in our case students are our customers, certainly one of our major customers. What do you envision as UNI's competitive advantage, distinctive competence? What are we going to do to give us an identity among students in Iowa and

elsewhere that's going to attract them here as opposed to Iowa, Iowa State, private schools? What do you see? Where do we have an actual or potential competitive advantage that we can exploit to address our enrollment issues?

Ruud: Premature, but one or two thoughts. #1, Size. I think we're not the 35,000 student behemoth that you may run into a professor when you're a junior or a senior. So that's #1. I think appropriate class size is another issue—that people will come into contact, depending on the discipline with what the class size is, but I think people will come into contact with a faculty member sooner. At the same time, and Michael [Associate Provost **Licari**] and I were having this conversation the other day. I think there are—I think we can build some distinct competencies in the applied doctorate area in the graduate program. I think there are some graduate programs that the other universities don't have, that we shouldn't be shy about advertising in a student newspaper at ISU and U of I that we have such a graduate program. Clearly, we have to go back to our roots in education. I think the College of Education is a competitive advantage for this institution. At the same time, I think we have programs in the College of Business. What do I understand now? We're up to 6 times the pass rate, national average pass rate for the CPA examination?

But I think most importantly I heard it from a student in the video for orientation. "We have the resources of a big university, and it feels like home." And whether that's Waterloo or somewhere else, I think that becomes our competitive advantage—an all-encompassing campus where you can walk from one side of campus to the other without walking across a major street; a group of alumni that are built out of a good core competency of a great number of disciplines that are both academically sound and economically sound. And I think we also build on an environment where I feel like I have something to say about what we do at this institution.

So, I saw the same thing where I came from, only there were 14 institutions, that we all got caught up in trying to compare ourselves directly to Penn State or Pitt or Temple, and I think, again, collaborative competition where maybe we need to have the boldness to say, "We're not an R1 university. We're not Iowa State. We're not the Big 12. We're not

the University of Iowa. We don't have a pharmacy school and a law schools and a medical school." Maybe the statement is—you know, I've said it before, this is a point. We may not cure cancer at the University of Northern Iowa, but we're likely to graduate somebody that does, and I think that becomes a part of the theme of what you get—the undergraduate student/faculty research experience; the undergraduate student/Division of Residence involvement experience.

Those are thoughts and ideas which—what I would think about that make us distinctive, a core competency. Are we in the PhD business? No. I think sometimes we need to admit at UNI what we're not in and what we're good at being in and—and we're good at being the undergraduate experience with selective graduate programs that can move students forward with maybe even a better advantage than some, you know. One of the things I hear all too often is that students who come from a comprehensive regional university are better prepared for the graduate school or job experience than their counterparts at a larger institution. And one of the fears that our undergraduate students have when they graduate is that when they go to law school at U of I or they go to medical school at the University of Minnesota, "Am I going to be ready? Am I going to be prepared?" And within days they discover not only are they prepared, but they're more prepared; they're better prepared.

Somehow we need to translate that back into what the core competency is. We are going to put that together in—and maybe there's a number—maybe beyond, maybe we say, you know, beyond a 15,000 student number. That's kind of where we're comfortable. I mean, we can let—we can let in—we get 5,000 applications a year. We can let them all in. You know, that's not fair to us. It's not fair to them. But—and unfortunately there are institutions around this country that have done that, and they let them in either by going 100% out-of-state, by letting in everybody that applies. And then your attrition rate becomes abysmal. The opportunity in the classroom becomes abysmal. And so I really think about managing that and getting the students who have such a great undergraduate preparation. We prepare them for graduate school. We prepare them for employment. We prepare them for the Peace Corps. We prepare them for life, and that if they want to go to a 1- or 2,000-student experience at a Wartburg, great. That's not us. But we are a 12-15,000 student experience

where we offer a whole number of choices on a little bit bigger scale. Go ahead.

Smith: Senator **DeBerg:**

DeBerg: What I like about the “just the right size” strategy, which I really support, is that it also gives us something to say about all the private colleges that we have in this State. So, for instance, you know, you can look at the private college up the road, which has 1 philosophy professor, we have 5. It has 2 people in the Theater Department. We have 2 people in the Costume Shop alone, right? And so you can make these arguments about the size of the curriculum and the number of the faculty that wards off the private college threat to us because we have a huge number of private colleges that are very good at marketing themselves. And the “just the right size” works for Iowa and Iowa State, and it works for Wartburg and Luther. So I’m—I think that is where I would go with marketing the University. We have to be a little tougher with the private colleges, I think.

Ruud: Well, I have to say that we have probably been in the public sector, especially in regional comprehensive universities, we’ve been a little bit too kind to our neighbors. There’s nothing wrong with being nice to your neighbors, but I think sometimes it’s not bad to get the last word in edgewise. It’s not bad to explain differences. I mean, you’re going to get—you know, it’s—it’s—you’re going to get people that need something from another place, and if you get a student that wants the 1,500 student experience, no matter how much we explain it to them, how hard we tried, mom and dad try, how hard Uncle Harry tries, Aunt Mary tries, that student is still going to be going to that experience, and I think that’s ok. I think the other hope in that is again in that enrollment management process that we also want the folks who don’t come here to speak highly—as highly of us as people who do come here. And then maybe when they get ready to come back to a graduate program or get ready to come back from a—to a job when they’re done that they think about and really have those good internal discussions on curriculum matters, on programmatic matters, on issues at hand, so that we do move that forward so that, you know, the back of my business card says the same thing the back of your business card, whatever that is, so that people don’t get confused by, “Well, I talked to Betty, and she said ‘Six.’ And I talked to Jerry, and he said, ‘Eight.’”

Talked to Laura, and she said, ‘Two.’ And I talked to Bill, and he said ‘Twenty-seven.’” And that right there will confuse enough prospective students, faculty, and staff members that they go, “Well, wait a minute. They’re not sure what they’re doing.” And I think that’s a learned process. I think we remind—we need to remind ourselves we’re in the learning world. We’re in the learning business. Make sure we point that finger back at ourselves periodically, and just because many of us have a PhD and a number of years of experience and maybe even post-PhD work, that doesn’t keep us from everyday getting up and being able to learn something new, talk about something, a new way of doing things, and periodically sometimes “I’m wrong.” I have no problem sitting in front of this group and saying, “You know what? I didn’t have all that information. I am wrong. How do we move forward and make sure that we change that?” And I would hope that everybody here would have that ability to say that, because there’s always that one crucial piece of information, you know. You want to go to Paris? You bet. That would be Paris, Texas. [light laughter around] Not really. So

MacLin: I’m just sick of seeing that University of Iowa billboard in downtown Waterloo. [laughter all around] I’m seeing it every damn day, and I’m sick of it.

Ruud: That was Kim **MacLin**. [laughter around]

MacLin: Right. Right.

Ruud: Well, there’s nothing pr—Michael [Associate Provost **Licari**] and I had this conversation. The advertising in the University of Iowa and Iowa State student newspapers is very reasonable. There’s nothing wrong with having full-page ads for graduate programs that they don’t have that we do. I mean, there are more subtle ways of starting it. Yeah, there are other ways. I mean, I suppose we could go down to Iowa City and—no, I won’t go there. [laughter around] That’s a soft ball, I think. Yeah, we could take out billboards, too. I mean, we have to—it’s the comment that was made about the—who made the comment about the advertising market, and we were going to think through about the advertising marketing strategy? Maybe Laura [Senator **Terlip**] was talking about that. How do we do it? How do we do it wisely? I’m very pleased to say that because we were the

first banner holder in the food court at Jordan Creek Mall in Des Moines that everybody else decided they had to have a banner, too, so now everybody's got a banner up there, but because we were the first, the management at the Jordan Creek Mall said, "no" to Iowa and "yes" to us on the double back panel of the elevator that you walk in the two major entrances for a contract with the University of Northern Iowa. We will be there, and it's cheaper than in the food court. So, that is fine with me. I mean, I also—we have been in contact with—I was very much disappointed when I came to the Des Moines airport twice. There were 2 mannequins in the gift shop, one in black and gold and one in red and gold. We have—**Kim Brislawn** [of University Relations] has inquired as to why there should not be a third mannequin in purple and gold. I mean, simple things like that just—you know, and it—and I don't want it necessarily getting into the—you know, I'll stand on the front line with the best of them against ISU and U of I. I don't necessarily want to go there. I want to win—I want to win on excellence, and I want to win on thinking it through and doing things and not having to apologize for something that we do that makes sense, that's good for us and good for the—ultimately, the students that come here. So I appreciate your comments, absolutely.

Smith: Professor **Butler** [in audience, Adam, Psychology Department].
Right behind you.

Butler: Thank you. My question for President **Ruud** is a couple of years ago United Faculty conducted a survey—a job satisfaction survey was done of the faculty that showed pretty low morale, and that was prior to the program cuts of last year. I'm wondering can the President of the University do anything to improve faculty morale?

Ruud: That's a great question? The answer is "yes and no." Can the President of the University by himself or herself do it? No, absolutely not. Can the President through his or her direction, attitude, thinking, cooperation, participation, putting the issues on the table, reminding people that UNI is a great place to work with great jobs, great salaries, great benefits, great students, and working through the programmatic challenges we face—I came from a university we cut the budget \$28 million in 8 years, so we're not—nothing unique—if anybody's surprised that public comprehensive or public universities are having their budget cuts,

please take a time out, because it's not new, it's not unique, it's not—it's not individual for us. But I think through good discussion about where the money is, where the money's going, where it's coming in, where it's going out, good advocacy, and I'm sure he's not—one of the things Joe **Gorton** said to me, he says, "I'm not shy about going to talk to the Legislature." And I think with a good coordinated advocacy effort, we can make sure that those that are funding us—let's face it, between the students and the State of Iowa, they are our greatest donors. We need to figure out how to convince them that this is the place to be. And I think as communication two-way increases and is comfortable, as transparency increases and is comfortable, I think slowly but surely that trust, that two-way trust, grows. And I think that grows and it grows and it grows and it grows. And don't get me wrong, we'll have our challenges. I mean, I was—it was not—I didn't smile when the Governor vetoed the \$1.5 million for Schindler, ok? But at the same time, the first thing I thought about that was not, "Oh, boy, we're done." It was, "Ok, now how do we convince him to get the full \$3 million because this priority hasn't changed since 2004." It's not like we just decided yesterday, "Oh, boy, let's fix the education building, all right?" It is something that is ongoing, and I just encourage people—I'm a half-full-glass-of-water guy. I hope that will be contagious among this institution, but I cannot do it by myself. We've got to have the students on board. We have to have faculty on board. This was alluded to the alumni. Nothing better than all of us sitting right here and having a half a dozen or ten influential alumni in this State coming down to Des Moines, knocking on some people's doors, and saying "Excuse me, but here are some issues that you need to be aware of to help the University of Northern Iowa." So, we have to do all of those things together in a coordinated long-term effort that's going to cause us to be very, very proud of what we're doing. And I'm reminded not to hit the table 'cause the microphone picks it up. [laughter all around] These guys over here [transcriptionist and audio engineer sitting to the side and wearing headphones] are going, "Yeah!"

Smith: Senator **Peters**.

Peters: When you met with the leadership group within the last couple of weeks, we talked a little bit about faculty frustration in budgeting and planning. I was wondering if maybe you would want to share some of those thoughts with everyone?

Ruud: Oh, sure. I think that goes along with the Cabinet issue that Scott, Jerry, Jeff, Tim (?) have put down—a kind of a recommendation on a budget planning-type council.

Peters: Yeah, the Senate passed it; the Senate passed a resolution.

Ruud: Right, you guys passed it, and, yes, it's very definitely a place we need to go in terms of transparency. I'm used to an environment where there's a give and take on the budget planning process. We start a little bit earlier. We engage the conversation pretty in-depth. We discover that most people know that they don't want to set the budget. "No, we don't want to come over and sit down with Gary and others over in Administration and Finance and go through every line by line and actually set the Budget." But input is important. We'd really like to have input. We'd really like to have involvement. We'd really like to have engagement. And I think a lot of times it's just the sheer understanding that if I'm going to criticize something, I maybe better make sure I got the right numbers. So, nothing more embarrassing from being in a Department that has a \$1 million budget and criticizing another Department for having a \$5 million budget, when they have a \$500,000 budget. That's when you run back to your corner and say, "Boy, am I embarrassed." So, that whole process I think is important, and I think engagement with a larger group even than University Council in the main timeframe when we talk about the Strategic Plan—where we're going, where we've been, what we need to do, what are the budget numbers and what are those issues that we can engage with the budget? In addition to that, Scott, I think it's very important that our Founda—I've talked to Bill **Calhoun**, and I think he agrees. I think it's very important on the annual basis for the Foundation to come back to the University family and say, "Yes, we raised \$16 million, and here's what that means." As I said earlier today, I think it's one thing to tell "Oh, boy, we raised \$158 million." There isn't a person in this room that's not saying, "Ok, great. Where..." Oops, I hit the table again. [light laughter around] And the way you do that is you sit on your hands, and the guys on phone don't..... People are looking for \$158 million. Well, the first piece of information it'd be nice to know is \$85 million is deferred giving, and it's not going to show up until some people die. And I know that's maybe a little bit blunt, but that's the reality. And people go, "Ohhh, ok." Then they

say, “There’s \$75 million. Now where is it?” And I think you have to get into the concept of getting people to understand restricted giving and different tools and techniques of giving and where it is. That doesn’t preclude us from continuing to raise dollars, but I think as you transparently budget and you report back to the University on where those extramural monies are, I think it’s—that becomes that much more important in terms of getting people to buy in where we’re going. Then, finally, I know we’re trying hard to do it ‘til 2015, but as we build a new Strategic Plan from 2015-2020, I think it’s important for me to commit to you that as we identify strategic initiatives budget follows strategy, not the other way around. That you don’t just budget willy nilly or you don’t just say, “Oh, boy, we got an extra million or we don’t have an extra million, let’s pick and choose where to take it from.” It gets to be a really good discussion of how the Budget’s increased and how the Budget’s decreased, and potentially what we do with carry forwards and savings. And there’s nothing bad – maybe a microphone to whoever—there’s nothing bad about having a little money left over at the end of the year, especially when you’re running a \$250 million Budget. You got a couple million dollars left over at the end of the year, that’s not bad, but at the same time, where’s our money in Plant Fund going? What’s already committed? How do we look forward on that? What’s important to have in Savings? What’s important for projects that are over a 2-3 year period of time. How do we maintain the Plant Fund? How do we maintain Deferred Maintenance? And I think as people get to understand that, I think we will still have some disagreements about where that money should go, but I think it becomes a little bit easier at least to understand the outcome.

Breitbach: A couple of years ago we hired a firm to do the I AM—UNI I AM Campaign, which I think was a great campaign—horribly expensive. I think that we have talent right here on this campus—students, faculty—that probably could have come up with something very, very similar and just as successful. They would have had an awesome experiential learning opportunity. We can use that as a way to say, “Look what our students are doing.” And making it competitive, you know. A grant-type of situation. Likewise just a year or so ago we hired a firm out of Michigan to do a parking analysis. Oh, my gosh, I could have pulled 5 kids out of the lunchroom and [laughter all around] and had them count, and again, once again, we paid a great deal of money for an outside firm to do what we can

do, what our students can do. And it's a very, again, experiential learning, some kind of a tuition voucher for, you know, for taking part in that and coming up with that same report. I've read the report. I was on the Committee, and I was just like, "Oh, my gosh, we're paying somebody from Michigan to come in and tell us that this lot is full and this lot is not full and there's plenty of spots over here." I'd have done it for half the—anyway [laughter all around]. We need to—I think we need to look at the talent at both our professorial level and our students and our student organizations that can do some of these things and get a rich experience from that as well.

Ruud: Betty [Senator **DeBerg**]'s point exactly. Really, absolutely. Yeah.

Breitbach: Tagging in with Betty.

Ruud: Oh, yeah. And I think we need to be careful and in a balance in terms of this. We go inside and outside for various expertise that sometimes we have it, sometimes we may not have it, sometimes even it's a potentially a partnership. [Very quiet voice says something.] Ok. No. Exactly. No, no. If you go only outside and only inside, that makes John and Mary dull boys and girls, too. So, I agree. Good point.

Smith: Secretary **Terlip**.

Terlip: I'd like to follow-up on some of the things that have been talked about. I think that getting more people involved is an absolutely wonderful idea, but I think we also need to look at the internal communication that happens at the institution. Well, Marilyn and I are both in the Department that do that, so we have students who would be happy to do some communication audits, if that's what needs to be done. But beyond that I'll just get very specific and ask a question. "How many of you are happy with your UNI Online update that was done?" where now we have to click through 5 places to find out what's going on. I mean, we routinely have had changes to internal communication practices that should make it easier for us to find things that have actually made it more difficult. So, I think it would be a wonderful idea to maybe get some faculty focus groups in to find out how they want to get the information, because we all want to help,

but we don't even—don't know where to go or what needs to be done so that communication mechanisms need to be improved.

Smith: Senator **Nelson**.

Nelson: If we could return to the Budget issue just for a little bit, I was curious about your philosophy of budgeting because over the years—I've been here quite a few years, since 1990—we've had centralized budgeting, decentralized and so forth, and how our resources are allocated has varied, so I was just wondering what your philosophy would be in that regard.

Ruud: Well, I would like to—general philosophy, I like to put the decision-making and dollars as close to the decision being made as possible. I'm always amazed in universities where presidents sign off on documents where they are the 8th signature or the 9th signature, and to be candid with you, I really have no idea if there is any money in that budget line at all. At the same time, I think there needs to be a balance with potentially some University initiatives. You know, do you—do we move from regular telephones to voice-over IP and charge everybody \$50 and then take it back out of the Budget, or do we just budget \$500,000 for that? So I think there's some practical things you can do in a Budget sense. The reality is I think that's gotta be an ongoing fluid conversation, that there are strategic initiatives in the University that we're moving forward, that people understand we're budgeting. There are issues at—you know, we hire very talented Vice Presidents and very talented Deans and very talented Department Chairs and very talented Directors that we need to make sure are getting an opportunity to do what they are in their job for. So I believe in that, what I call the "centralized-decentralized-recentralized model." There are things that clearly occasionally come up, you know. Most people around this table don't care where their paycheck comes from. Who does it? What color paper it's printed on or what electronic site it's on? As long as it's secure and nobody has access to it but me and it's right. If we decentralized the payroll operation, that would be foolish. At the same time, as we grow grants and contracts, we have to decentralize some things and then potentially grow those back to the center. I just want to make sure that as we budget, we're trying to put the dollars and residual dollars and the new dollars toward the initiatives that we as an institution believe are important and be able to always have the conversation where

somebody raises their hand and said, you know like in Oliver, “I’d like more.” There’s nothing wrong with that.

Smith: Chair of the Faculty **Funderburk**.

Funderburk: I’ll throw one out there for you to look at. I don’t know if you’ve heard about the “charge-back system” that was started here on campus a few years ago with quite a bit of fanfare, or maybe that was more like rioting, but it didn’t change anything. [light laughter around] But it caused considerable difficulty for some staff people getting things done and difficulty for some Departments while others found it a great way to increase revenues by radically inflated prices. I hope you will at least revisit that and see what may be addressed there, because I think there’d be a lot of a people, especially from P&S Council that would like to talk to you about some of that as well.

Ruud: I already have.

Funderburk: So, good.

Smith: Senator **DeBerg**.

DeBerg: Well, speaking of the P&S Council, in the whole area of, you know, faculty relations and employee relations, I’ve had 2 years now as the Head Grievance Officer for United Faculty, so, you know, I see the faculty situation from a kind of unique perspective, but P&S employees have started to talk to me because there is no ombudsman system for P&S employees, and that is so sad to me that these—you know, merit staff have a union, faculty have a union to protect them when they’re vulnerable in their employment situation, and P&S employees have no one, and they are the most vulnerable people in some ways here.

Ruud: They cannot go directly to HR?

DeBerg: But they can, but there’s no ombu—well, there’s no ombudsperson system, so there’s no one that they can go to who will take their side and will be an advocate for them who can maybe, you know, go with them to meetings and those kinds of things. I as a—I see that as a

really big need for the P&S people on our campus, and I only mention that because I've been in on some of the situations in which they feel like they have no one else to go to. They've tried to go to personnel, and they've had—it's not the same, so I just wanted to raise that among faculty colleagues that there's this issue out there for P&S people.

Ruud: Thanks.

Funderburk: And to just piggyback on that. There was a request made 4 years ago, I guess, from the general University to move to an ombudsman system as opposed to the reliance entirely on compliance.

Ruud: Single ombudsman?

Funderburk: Right, and one that does not operate under the auspices of the Office of the President, so that you feel like you're getting a fair arbiter when you go.

Ruud: Is that person's stance considered neutral?

Funderburk: I don't—the ombudsman? Or our current system? I don't think anyone thinks that our current system

Ruud: The ombudsman—the system you're talking about.

Funderburk: That—that would be a neutral.

Ruud: It's a neutral person that doesn't take either side but looks at the facts and interests and helps move that individual through the system more successfully or unsuccessfully.

DeBerg: There are different ombud systems, so we'd want to look at those.

Funderburk: That's right.

Ruud: Yeah. Sure.

Smith: Yes [to Senator **Shontz'** raised hand].

Shontz: When you were talking about enrollment earlier and of being—that maybe we’re too friendly towards the private colleges, I wonder out loud if we’re too friendly to the community colleges. I think there’s a lot of value in the brand, and if students started here and completed 4 years—I think they’re—you know, I think they’re going to be a better product when they leave here. I know it’s probably not politically correct, you know, to

Ruud: Well, I think that that’s a good

Shontz: you know, go out there and, you know, advocate against them, but

Ruud: Well, community colleges are there, and they serve a very beneficial purpose. I don’t think they are going to go away. I think they’re big fans of folks in their district. I think the partnership becomes important. I think the direct faculty and faculty partnership becomes important, so that—I mean, you know, the worst case scenario is one of our graduates is teaching the same course we’re teaching in a community college with the same book, same syllabus, same requirements, and that student enrolls up in here, and we don’t count it. And then at the end everybody acknowledges, yep, same stuff, same, same, same, same. We just didn’t like it for whatever reason. I think it’s a delicate balance between community colleges and an institution like the University of Northern Iowa. I think a lot of adult learners and lot of students who go there for whatever reason believe that that’s the place they should start, especially those who have been out of school for a while and especially those who are place-bound. You’re not going to get somebody from Des Moines, Iowa, who has a good job in Des Moines, Iowa, to say, “Oh, boy, I think I’ll commute to Cedar Falls 2 days or 3 days a week so that I can finish.” So that partnership becomes important. I think the challenge becomes important from our end is to challenge the community college that if they want an articulation agreement that we—it’s got to be with good consultation. It’s got to be with a good set of opportunities, and we got to be able to look at good 2+2 or—or let people know that there is such a thing as a good 2+3 program. Just because you’ve gone to 2 years at a community college doesn’t automatically mean you only have 60 credit hours to finish your program, ok? And unfortunately I think there are some environments where poor information, incorrect information, unintended information, whatever, gets

out there where people just automatically assume, “I went to community college. I took 60 credit hours. Whatever major I want, I can fit in, and it’s bad that it takes me longer than 60 credit hours to complete that.” So, I think we got to be the same collaborative competitors with the community colleges. At the same time, we got to reach out to those communities in which the community colleges are and see if there’s—there are good partnership needs, because I think that will help long term.

Smith: Professor **Degnin** [in the audience, Philosophy and World Religions].

Degnin: Yeah, I wanted to ask a community college question. I mean, my concern is a little different, although I think the issue you raise is important as well. I see a lot of dumbing down of degrees, and I see—I’ve had 3 college students come to me who’ve said, “I’ve never read an entire book.” And now they’re expected to do junior-level work and junior-level writing. I’ve seen textbooks that have been used that have been high school textbooks. Now, there are—there is—it goes both ways. I’ve seen very fine students coming from community colleges as well. I’m sure that many of them are getting a degree, and we are required to take them as credits rather than courses, so they actually don’t count as what the core is based, and that’s one of my concerns. And I know that we can’t just fix that, but I just want us to be aware of it so that if there are opportunities that we can take them.

Ruud: Oh, absolutely. I think that becomes inherent on that not only for my end but that faculty-to-faculty conversation where the people—we record the data. Would you say, Michael [Associate Provost **Licari**], we used to have a 40 or 50% failure rate on the math courses? And we implemented a math

Licari: The failure rate for Calc I used to very, very high. The failure rate for students now is right around 10-20%.

Degnin: I think we should do something similar for writing, something like that.

Ruud: Sure, absolutely. The challenges—we in Pennsylvania faced legislation that was very contentious in terms of what you accept for

whatever degree you accept it for, and you really got people that were into the, you know, “Hey, if I took 16 credit hours of welding, that ought to count to my 4-year degree.” And no matter which way you came from—even the engineers would come back and say, “You know, we might be able to give you 6 credits for that,” that they still felt that that—and again it’s coordinated information and equal information from our part to their part making community colleges feel good about what they do, at the same time challenging them so that what you’re talking about doesn’t—and it gets harder, because if you get a student that went to community college 25 years ago, ok, and showed—well, heck, if you want to get a student who went to high school 25 years ago, that becomes a huge challenge. So I think—I don’t think we win if we pick, pick, pick at our community college colleagues. I think we win if we work hard, we challenge them, we show what a good articulation agreement looks like, and then maybe we’d build off on other articula—there are some articulation agreements we’ve got that do work well. We hold those up to be the model so that folks can say, “Hey, yeah.” We did an articulation agreement when I was at Shippensburg between Harrisburg Community College Honors Program and our university’s honors program, but only after the faculty of our honors program and the faculty of their program got together and basically it was, “Hey, if you successfully complete the requirements of Harrisburg Community College Honors Program, you are not only in Shippensburg, but you’re in our honors program.” And that goes to the other end of what you’re talking about.

Degnin: It’s a win-win situation for everyone.

Ruud: Absolutely. Absolutely. Yeah.

Smith: Senator **Boyd**.

Boyd: I wanted to add that I attended a transfer articulation conference in February dealing—it was in Iowa, and specifically it was for Music Departments transferring Music Theory and Music History credits. The faculty members from community colleges are very interested. They are very concerned about getting their students up to a level to get them accepted into the 4-year programs and are willing to work and do whatever it takes to bring those students forward. What I took away from this

articulation conference is that my esteemed colleagues from Iowa and Iowa State have nothing but the utmost disdain for community college faculty members, for community college students, and also for those of us who teach at the University of Northern Iowa. We're really the poor sister institution compared to those 2. And I had never encountered that until this conference. But the community colleges represent a huge market

Ruud: Oh, absolutely.

Boyd: that, if Iowa and Iowa State don't want those students, we're going to have to figure out a way that we cannot just—we cannot just tell them, "Look, you have to meet our standards in what we have to take your students." We have to say, "What can we do to meet you half-way down that road?"

Ruud: Well, I recommended this. There's not a stronger recommender in the community college than the faculty member who is posed the question by one of their students in their 4th semester, "I've made all the requirements to go to a 4-year program. Where do you think I should go?" And that person is happy to say, "Right here."

Boyd: But we need a liaison between UNI departments and all of the community colleges, somewhere where that information can be routed to whoever is best to answer the question.

DeBerg: You need to be on a task force.

Boyd: I'm not volunteering to be on a task force. [laughter all around]
What I did after this conf

Ruud: I saw it, too, Betty.

Boyd: after that conference is I never got a chance to speak at the conference, because it was only my esteemed colleagues who were telling the rest of the room how wonderful they are.

Ruud: What's your discipline?

Boyd: I'm a—musicology, musical history. So, but after the conference, I had the list of everyone's email address, and I contacted all of the community college teachers, and I said, "This is what I do at UNI. This is what we look for. If I can help you, please let me know." And I've since had a few of them contact me and say, "Can I have a syllabus for a class? What do you do with this? I have a student who may be coming here." So, it's—

Ruud: Absolutely.

Boyd: but you have to be able to—you have to be able to walk across to the other side of the floor and do that and not just sit there and say, "We have a standard that you have to meet." No, no, no. There're—it's got to balance.

Ruud: Yep. I agree.

Smith: Senator **Edginton**.

Edginton: Senator **DeBerg** and I were having a robust discussion before the meeting started [laughter around], or should I say, "My friend, Betty, and I were having a robust conversation."

DeBerg: I only have robust discussions. [more laughter around]

Edginton: And I—and I—I won't even pretend to go there [more laughter].

Ruud: Focus, Chris. Focus. [laughter]

Edginton: I was pointing out to her that we have a really exceptional, well-run, effective program in the area of Intercollegiate Athletics. However, there is some adversarial relationship that's been developed between what goes on in Athletics and the faculty and perhaps even the students. She was pointing out that students aren't attending the events and so on. So I wondered if you had in the sense of, you know, marketing Intercollegiate Athletics more effectively, do you have any ideas about how we could go about helping them achieve their mission and do it in a way that's more cost effective?

Ruud: Two separate questions. The answer to the first question is absolutely. I think we need to get more traffic going both ways across Hudson. I think it would be nice maybe even if we had a Faculty Senate meeting over in the Dome and maybe they can have a faculty or a coaches' meeting over in the student union or over in an academic building. I think secondly we need to make people understand about the success of their student athletes. The young lady who was our 4.0 basketball player who won the highest award that the NCAA has to offer, not just in her sport or—but the highest award the NCAA has to offer, I think is critical. I think the other issue is what are the opportunities as we recruit? I was having a conversation with Lisa [**Jepsen**, Faculty Athletics Representative]. You know, Rhodes Scholars are many times more often than not born out of those who are talented academically and athletically. There's nothing wrong with letting us recruit on the front end those students who are outstanding students for the renaissance men and women of tomorrow who want to run track or play softball or play football. What's his name? Josh? [voice in background] Yeah, Josh **Mahoney**, graduated with honors from law school. He was one of our football players. How many faculty know that one of our football players graduated from law school with honors?

And the other thing, I think it's a continued conversation by Troy and his folks of what's going on in Athletics and how that we're spending money in Athletics and what the alternative revenue sources are for Athletics and how we can fully utilize those buildings over there for all the activities that we do. I think it also fits in well with what we were talking about. Some of you are talking about tracking. We have a lot of campus and conferences with a lot of outstanding young people that pass through and a lot of moms and dads that pass through those facilities that need to know a little bit more about what we do academically. Recruiting at the high school football championships seems to be a logical thing that we should do. I think that becomes important. Celebrating the victories athletically. Celebrating the victories academically.

Encouraging our student athletes to take other leadership roles on campus I think become important that as you run into student athletes in the classroom and they say, "Is it ok, you know, for a 6'5", 300-lb. defensive

end to be President of the Computer Science Club?” The answer is absolutely it is. You should do that, ok?

So I just—and I think it’s continuing the conversation. I think it’s continuing the conversation that Intercollegiate Athletics have become an integral piece of what we do at a place called the “University.” And we need to be wise about how we fund it. We need to be wise about how we pay for it. We need to hold our student athletes to a higher standard. I’m not giving you a speech that I won’t give to them. We need to make sure every student athlete and team knows that they are a face of this institution. They are held to a standard not here but up here and that they’re expected to do the right thing even when nobody’s looking. And I think as you develop that kind of a culture in Athletics that we in the academic piece of the action become very, very proud of those student athletes. And that, from my perspective, work hard to remind them that they are student athletes and that we remind them that they’re student athletes with maybe some different challenges than the rest.

I mean, if you really think about it, to come to college, come to the university for 4 years and be an active participant in an athletic program with all the practices and go to all the classes we require and all the study we require, that person on the other end of the line just ought to be complimented for their ability to time manage, to be successful, and maybe there are even skill sets that they have that we can share with other students in our department, of how do they manage time, how do they study, what’s important, what not important?

And you know, athletics, if you look at diversity and you look at graduation rate, it’s exceptional. And I think at many m—there’s always a few universities that don’t do that, but I—there’s nothing that put a bigger smile on my face when I went to the first—my first Missouri Valley Conference meeting and to look at the academic success rates of student at the University of Northern Iowa and see our numbers bigger than everybody else’s numbers and that for us to—what I wanted to say when I announced at, I think it was a Board meeting, that 5 of our athletic programs are in the top 10% of academic success and nobody else in the Missouri Valley Conference had as many, not even Drake or Evansville, and Iowa State had one, and the University of Iowa had zero. Now I haven’t

seen that above the fold on the sports page, and I don't want to be picky and cranky and nasty about it. I just want to be proud of what we're doing, and if other people want to go find out what those success rate—I just know that kid—that kid out of that kind of a program is going to be a better person that's going to take care of this country when they're out of here. So, we need to ask and partner with our athletic friends on more committees, more task forces, more conversations, so that as we move things forward they understand as well as we understand. One of the key members of the Cabinet that I'm talking about would be the Director of Intercollegiate Athletics. First person—first person information on the spot. So, yeah, it's something that we need to work hard at each and every day and then be proud of the success that we have for those students that are there.

Edginton: Thank you.

Smith: We are running out of time, and unless there are other questions, the Chair gets the last question or comment. [light laughter around]

Ruud: Ahh. Naturally.

Smith: Well, at least it's something we haven't talked about, and it's the Liberal Arts Core, our General Education program. That relates to the discussion of community colleges, because we've seen lots of students go to community colleges basically as an inexpensive way of getting their general education credits taken care of. Some would argue—I think Francis [Degin] would—might argue that they're not getting as good an education there as they would get here

Degin: No, not all of them.

Smith: in some cases. Our sister schools Iowa and Iowa State are much less committed to General Education than we are. Their programs are in some case—Iowa State's is very kind of sporadic and major specific. It's kind of off the wall. And Iowa's is not much better. But some schools we know, traditionally Liberal Arts Colleges, have sold the Liberal Education. We know in the culture at large, they're—that students in general are more focused on going to school to get a degree to get money to get jobs, but

many of us, I know, feel very strongly we want to graduate students who are well-educated people, recognizing they'll get a degree in this, but they'll do their careers and move into any—many other fields, and we look to a general education program to provide that basic good education. Do you see our general education program as a potential source of competitive advantage in attracting students? Can we do that? Is that something that you'd be willing to commit to? Do you feel that's something we should aspire to?

Ruud: Yes, yes, and yes. I mean, I—I'm—I'll go back to my business roots. AAC—one of the hallmarks of AACSB accredited schools of business is the key component of—it used to be 60/40, and then it was 50/50, and now it's—I don't know now what it is, but it's—a key component part of the AACSB accredited business education is the liberal arts. And I guess I'd just leave with you I'm always reminded “reading and writing and arithmetic” is, has been, and always will be two-thirds liberal arts and one-third science. So, I think if you think about that basic core of what's important to get educated men and women, then I think we stick to our guns and make sure that the students that come through a regional comprehensive university have that reliance on the ability to function in a literate manner, whether it be technology-assisted or otherwise. They have a good understanding of the sciences. They have a good understanding of mathematics. I ran into one of our cheerleaders, the athletic—ran into a cheer—one of the lead captains on the cheerleading team is a Chemistry Marketing major. I asked the softball question, “Why?” She says, “I'm going to own the drug sales market when I get a job, because I'm going to be that much further ahead of either the Chemistry major or the Marketing major.” So, yeah, I think the big thing about having said “yes,” Jerry, I think the big thing is to make sure that we appropriately add and subtract those courses to our core that make sense. Does it make sense to include courses from throughout the University? Should all students be required to take some kind of a broad level salesmanship course? Well, the bottom line is we're already are doing it. We already do it in Education. You have to student teach. You have to go into a classroom where you'll get in front of a bunch of people that at the beginning of September have no interest in learning what it is you're selling them and 9 months later they understand it so well that you promote them on to the next job. We do it in the College of Business. We do it in the Honors Program. So I think those kinds of recognitions of how

do we carefully construct the core that develops that well-rounded graduate for the 21st Century is critical. It's critical. And if, in fact, our sistern and brethren at Ames and Iowa City don't, then absolutely that becomes a key component and a battling ground for us to be similar to the privates so that we twist that person to say, "Well, I want to go there because of the liberal arts opportunity, but I do go there because we have that opportunity." So absolutely, yes. And I commit to that, if that was part of your question. Yes, sir.

Smith: Ok. Thank you. Assuming there are no other questions, I'm going to thank President **Ruud** for showing up and thank you all for coming. Before we go, reminder that the [Faculty] Senate's next meeting will be a retreat-like closed session, again with President **Ruud** in attendance. This is going to be on Tuesday, July 23rd, roughly a month from now, in the CME Conference Room up above here, from 1:30 to 4:30, and we'll have lots of stuff to talk about then. I hope to see you all then.

ADJOURNMENT (4:32 p.m.)

Smith: And if there are no objections, this meeting is hereby adjourned. Thank you.

Submitted by,

Sherry Nuss
Transcriptionist
UNI Faculty Senate

Next regular meeting:
August 26, 2013
University Room, Maucker Union
3:30 p.m.

Follows are 2 addenda to these Minutes.

Addendum 1 of 2

FACULTY CHAIR MESSAGE OF 6/13/13

Colleagues,

I want to offer a brief update on activities since the end of the spring semester as we transition to the leadership of our new President.

Faculty Senate Chair Jerry Smith and Senate Vice-Chair Tim Kidd as well as myself and past Senate Chair Scott Peters have been involved in many meetings on campus. Additionally, Smith, Peters and I attended the June meeting of the Iowa Board of Regents in Iowa City. While there was relatively little action at this meeting which directly impacts UNI, there were some excellent conversations with members of the BOR office and individual Regents that reaffirm their commitment to work going forward to stabilize funding for UNI and to generally improve communications. We are lucky to have 3 new Regents, all of whom share direct ties to UNI and with the election of Regent Katie Mulholland as the President Pro Tem of the Board, one of our own graduates is in a leadership position.

Senate Chair Smith supplied an update recently to Senators on some of the recent activities and it has many details that likely would interest many of you, so I have included it as an attachment.

By this point, most if not all of you have heard that the AAUP voted to defer any decision regarding censure for UNI until its meeting next year. This decision comes as good news in that it recognizes strides that have been made to address concerns here on campus and allows us one more year to continue to resolve other outstanding issues. There are many who have worked together this year including faculty leadership, UF leadership, upper administrators, members of the BOR office and President Ruud to get us to this point. Hopefully those collaborative efforts will continue to bear fruit in the coming years.

I am very pleased to say that President Ruud has demonstrated an eagerness to work collaboratively to find solutions to all remaining issues. He even made a point of visiting with AAUP leaders in Washington this spring to begin the dialogue and demonstrate his resolve to work with us going forward. He has pledged to proceed in a transparent fashion that allows for the greatest possible communication. We are all working to find ideas to help facilitate regular open communications.

Toward that end, President Ruud will be meeting with the Faculty Senate in a special session on Monday, June 24th, from 3 to 4:30 PM in the Union's University Room. As with all regular meetings of the Faculty Senate, this meeting will be open to the public should you wish to attend. The single item of business is the consultative session with President Ruud.

As one last piece of information, the Fall Full Faculty Meeting will be held on Monday, September 16, 2013 in Lang Auditorium from 3:30-5 pm. President Ruud and Provost

Gibson will be there and winners of various faculty awards will be recognized. Please mark your calendar.

All the Best!

Jeffrey Funderburk
UNI Faculty Chair 2013-14

SENATE UPDATE

Colleagues:

Having been involved in a number of meetings and events during my first month as Senate chair, I want to update you on developments of interest. There are many topics to cover; I will try to be brief on each of them.

Board of Regents Meeting. The BOR met in Iowa City last week. For our purposes, the major development at that meeting was the addition of three new Board members, all with important UNI connections: Regent Dr. Subhash Sahai is a Webster City physician with an MA in biology from UNI; Regent Larry McKibben is a former state senator and Marshalltown attorney who has a UNI BA; and Milt Dakovich, who earned an undergraduate engineering degree at ISU, is the president of a Waterloo construction company. In addition, Regent Katie Mulholland was elected President Pro Tem of the Board. Katie, who is superintendent of the Linn-Mar School District, has three degrees from UNI. The addition of UNI-connected regents to the Board was welcomed by newly-elected Board President Bruce Rastetter, who acknowledged UNI's special role in Iowa higher education and affirmed the Regents' commitment to our university.

One other noteworthy development: The BOR is sending out RFPs to consulting firms for an efficiency study of the three Regents' universities. This project will cover virtually all aspects of each university's functioning, including academic programs, which will be evaluated in terms of student demand, efficiency, and alignment with institutional missions. The indications we've received so far suggest that, because of the cuts we've already experienced, UNI may be less vulnerable than our sister institutions. Even so, this study could become problematic so it's something to keep an eye on.

Council of Provosts Meeting. Held just before the BOR meetings, this event often has more faculty-relevant developments. This time, not so much. There was an update on the Smarter Balanced initiative, including a review of legislation included in the Ed Reform bill that provides for competitive bidding to conduct K-12 assessment in the state. Another initiative, the state's continuous improvement requirement for courses taught at Regents' universities, was described by Scott in his May 1st e-mail update. At the June COPS meeting, it was decided to proceed with the plans put forward by each institution, plans that make maximal use of existing assessment activities and reports. Thus, the basic response to the legislative mandate is something like, "No big deal! We're already doing this."

Budget. In his 5/28 e-mail, Scott informed us of budget developments at the Iowa legislature, and specifically, that UNI has received a \$10 million appropriation of one-time money, rather than the \$4-6 million increase in permanent base funding that was sought. So it's a good news (More money!) – bad news (It's only temporary!) development with inherent challenges: How to spend these funds productively, without creating long-term financial obligations (as to new faculty and employees). President Ruud has stated that he will be trying to get the legislature to make this a permanent increase in our state funding. Hopefully that will happen. As far as spending the \$10 million over the next two years, some (maybe a lot) of that money will be used to replace

tuition lost because of reduced enrollments. Other funds may be used, after years of deferred maintenance, to refurbish facilities. Some will probably be spent upgrading our enrollment management efforts, an investment that could generate substantial tuition revenue returns. On the academic affairs side, Provost Gibson has expressed an interest in supporting faculty development programs, among other things. And while there is a concern about funding new faculty hires, expected retirements/resignations should enable new faculty to be hired in areas of need. We've been assured that the faculty, through the Senate, will have considerable input into these and other resource allocation decisions.

Enrollment. Current forecasts project our fall '13 enrollment as falling between 11,800 and 12,400 students. The lower number is being used for FY14 budgeting purposes; it would represent a decline of 473 students from last year, and \$2.6 million of lost tuition revenue. The importance of enrollment should be obvious; more than ever before, students' tuition pays the bills around here. President Ruud's top priority is increasing UNI enrollments. To that end, he has endorsed a comprehensive enrollment management program/perspective that requires the active participation of all UNI faculty and employees. Among other things, he is proposing to have five "open house" events on Saturdays during the coming year, at which prospective students and their parents could interact with faculty and staff in a variety of venues. He is also proposing out-reach efforts, across the state and beyond, which will involve faculty participation. This will be new stuff for some faculty (like me), but it's something we need to contribute to for the benefit of the university. This is nothing new for President Ruud; he knows, from experience, that institutions like ours must work to attract students. Happily, he is convinced that we've got an excellent educational product and can be successful in recruiting and retaining good students.

President Ruud. For myself and everyone I've talked to, our first impressions of President Ruud have been very positive. He is personable, energetic, hands-on, pragmatic, and informal. He seems to have a strong commitment to making UNI successful. He knows this kind of university, one that is primarily focused on teaching and learning, and he seems to have a great deal of nuts-and-bolts experiential knowledge of how to make it work. His leadership style is highly participative. Thus, while he's talked about having an executive management team that will consist of VPs and other senior administrators, it would be complemented by a cabinet that included deans, directors, and faculty representatives. You will get a better sense of what I'm saying when the Senate meets with Bill in the 6/24 consultative session and the 7/23 retreat.

Finally, a reminder: The Senate will meet in a special session on June 24th, from 3 to 4:30 PM in the Union's University Room. An agenda has been prepared and distributed. Assuming we have a quorum, I would like the Senate to approve the minutes from our last two meetings in April, so they can be distributed to the faculty. The only other agenda item is a consultative session with President Ruud. He'll make an opening address (It's not hard to get him to talk!), after which he'll take questions and respond to comments from senators (including those who just completed their terms) and from other faculty who attend. So that I have some sense of whether we'll have a quorum, if you are a member of the 2013-14 UNI Faculty Senate, please let me know if you **will not** be able to attend this meeting. Thanks!

Jerry Smith Chair, UNI Faculty Senate