

Regular Meeting #1775
UNI Faculty Senate Meeting
January 25, 2016 (3:30-4:55)
Oak Room, Maucker Union

SUMMARY MINUTES

1. Courtesy Announcements

A. No members of the press were present.

B. Provost **Wohlpart** reported on three issues: (1) the development of a white paper to document faculty's work with students in learning activities outside of the classroom, (2) the process used by the Provost's office to reclassify personnel that includes working with faculty, departments and United Faculty, exemplified by recent work with the Athletic Training program, and (3) the creation of labor-management working teams with United Faculty that are designed to address "complex issues" that exist outside of collective bargaining issues.

C. Faculty Chair **Peters** had no comments.

D. Faculty Senate Chair Steve **O'Kane** offered an apology for a comment he made that included name-calling during the December Senate discussion on diversity.

2. Summary Minutes/Full Transcript of January 11, 2015 approved.
(McNeal/Burnight)

3. There were no calendar items for docketing.

4. There was no New Business

5. Consideration of Docketed Items

1293 1287 Emeritus request for Patricia **Gaedelmann**, Physical Education
<http://uni.edu/senate/current-year/current-and-pending-business/request-emeritus-status-patricia-gaedelmann>

**** Motion passed. (Dolgener/Evans & Kidd)**

6. Consultative Session

UNI's Budget with Jim Wohlpart, Provost and Michael Hager, Senior Vice President, Finance & Operations. **(See Addendum #1 and transcript beginning on page 8.)**

7. Adjournment (Evans/Gould) Passed.

Next Meeting:

3: 30 p.m. Monday, February 8, 2016,

Oak Room, Maucker Union

Full Transcript follows of 57 pages, including 1 Addendum.

Regular Meeting # 1775

FULL TRANSCRIPT of the
UNI Faculty Senate Meeting
January 25, 2016 (3:30-4:55)
Oak Room, Maucker Union

Present: Senators Ann **Bradfield**, John **Burnight**, Kerri **Clopton**, Cathy **DeSoto**, Forrest **Dolgener**, Xavier **Escandell**, Todd **Evans**, Lou **Fenech**, Senate Vice-Chair Gretchen **Gould**, David **Hakes**, Tim **Kidd**, Bill **Koch**, Karla **Kruger**, Ramona **McNeal**, Senate Chair Steve **O’Kane**, Nicole **Skaar**, Gerald **Smith**, Jesse **Swan**, Senate Secretary Laura **Terlip**, Michael **Walter**, Leigh **Zeitz**. Faculty Chair Scott **Peters**, Provost Jim **Wohlpert**, Associate Provost Nancy Hill **Cobb**, Associate Provost Kavita **Dhanwada**.

Not Present: Arica **Beckman**, Jennifer **Cooley**, Gary **Shontz**, Michael **Walter**.

Guests: Brenda **Bass**, Chris **Cox**, John **Fritch**, Jeff **Funderburk**, Michael **Hager**, Thomas **Kessler**, Katherine **Martin**, Bruce **Rieks**, L.K. **Wilson**.

O’Kane: Good afternoon, everybody. Thank you for coming. Surprise! We have a different seating arrangement, which means that you have to do something to help Kathy (**Sundstedt**) out primarily. Once we get going, in the Consultative Session with the Provost and Michael **Hager**, if you have something that you’d like to ask, please make sure that the transcriptionist knows who you are. Okay, because unfortunately your signs aren’t showing. So please let us know who you are. Call for press identification? Do we have any press? Seeing none, comments from Provost **Wohlpert**:

Wohlpert: Actually I have three things just to let you know. I’ve gone around to all the programs, met with all the departments, and that’s been really wonderful and what I’ve heard repeatedly is the way in which faculty

on our campus not only engage students inside the classroom, but outside the classroom with undergraduate research, service learning, community engagement---all sorts of programs and projects. I've been talking with lots of you about this. I've mentioned this here. We have started a very nice pilot program to elevate that work, to make that engagement intentional and developmental. We have five programs that are working with us plus, the College of Business Administration and College of Education. I'd be happy to share that information with anybody if they'd like to see it. We have a white paper that we've started to develop. It certainly flows out of our work with the vision and mission that we've been developing and what will be in the strategic plan. So it is kind of a central component to what we've been working on here at UNI. For a second, I just wanted to let you all know and get your feedback about a particular process that we are using in relationship to Athletic Training. The Athletic Training program just had their accreditation visit, and one of the key personnel in the program must be in a faculty position, not a staff position. And here at UNI that person was hired in a P & S (Professional & Scientific) position, so I have had a conversation with the United Faculty about moving that person from P & S into faculty. United Faculty has said if it's good with the faculty and the program, they will support it, so I wanted to let you know that if we ever have this kind of a situation, that's the process that we will go through-- work with the faculty and the program, and work with United Faculty. We also have to work with HR (Human Resources) and OCEM (Office of Compliance and Equity Management) on that kind of a change. If anybody has questions or comments, I'd be happy to talk about that, and if anybody

has questions about the particularities of this change, Todd (**Evans**) is here and could answer those questions. Everybody's looking at you Todd, but nobody has questions.

Evans: The other part of our Athletic Training issue is that the candidate whose position we're switching, she also went through our national faculty—we had a position that was vacated, so we had a search less than a year ago, and she was identified not only as a qualified candidate, but essentially candidate 1B for the position, so it's really unique.

Wohlpart: And she hadn't finished her doctorate? She's very close, but will finish this summer.

Evans: Her advisor needs to get off his butt.

Wohlpart: Yes, it's the advisor. It's always the advisor. [Laughter] Finally, if you all have not heard, working with United Faculty, we have created labor-management committee, so that we have teams of administrators working with teams of faculty to come together to engage issues outside of bargaining; complex issues outside of bargaining and we will be reporting on that on a regular basis. I don't have any other comments.

O'Kane: Very Good. Faculty Chair **Peters** has declined any comments for today. I have just one, and it's sort of an anecdote. I had a really good opportunity last week to blush. I was teaching my class, actually two different courses, Graham's Hierarchy of Dissent [Disagreement], where you start at the bottom with name-calling and you end up at the top of the

pyramid with having a very pointed argument against some other argument that is bolstered by fact. And I was sitting there in class and I felt my cheeks redden, because in December I called one of our faculty a name, here in the Senate, and I think that was extremely inappropriate and I've since sent him an apology for that. In fact, it was during our discussion about diversity and we all kind of piled on to that person which in retrospect, seems almost ironic, given that what we were doing that day was talking about fostering diversity, including diversity of opinion. So, hopefully you will all accept my apology as well as he, and names need not be mentioned. That's my comment.

Okay, we need to approve minutes from January 11th. Can I have a motion to that effect?

McNeal: Senator **McNeal**.

O'Kane: So moved by Senator **McNeal**.

Wohlpart: Did you check your nametag on your chair?

O'Kane: Right. It might not really be you. [Laughter]

O'Kane: Do I have a second? Senator **Burnight**. Discussion? Hearing none, all in favor of the motion, please say 'aye,' all opposed, 'nay,' abstentions, 'aye,'(one abstention). Motion passes. We do not have any Calendar Items today, nor do we have New Business. We have but one docket item today, Docket Number 1287, Emeritus Request for Pat **Gaedelmann**. Do I have a motion that we award her emeritus status?

Dolgener: So moved.

O’Kane: So moved by Senator **Dolgener**. Seconded by Senator **Evans** and **Kidd**. Would anybody like to speak on behalf of Pat? I’ve only known Pat for a short while, but I’m pretty sure that has been a gigantic help in getting the University to actually work. She is an amazing person. I believe she’s been here for forty-three...

Wohlpart: Forty-three and a half years. I will say that she did her undergraduate here. Many of you all may know this, perhaps not; at the time she was here as an undergraduate student, student government was separated by gender and she insisted that they become one and integrated. And I think that’s actually a very telling story about her legacy here at UNI—on the forefront of change, just remarkable.

Cobb: and in the State of Iowa.

Wohlpart: and in the State of Iowa.

Peters: I have worked with Pat over the last few years on any number of things before being on the Senate. She’s always been very helpful in terms of getting people to campus who our students could interact with: State Judges, State Supreme Court Justices, officeholders--- her knowledge of State government, and her knowledge of sort of the levers to press in order to get things done at the state and federal level is going to be extremely hard to replace on campus. And just one little anecdote: A few years ago, the Congress was considering a bill that would have made it extremely

difficult for the Social Sciences section of the National Science Foundation to fund any political science research. They were putting strictures on what type of research could be funded. We got in touch with Pat (**Gaedelmann**) and by my memory within a couple of weeks Senator **Grassley** was in our conference room. We could talk to him about this bill and the harm it would do to our students. That's the kind of thing Pat (**Gaedelmann**) did every day, day in and day out, all the time here.

O'Kane: Anything further? If not then, all in favor of the motion, please say 'aye,' opposed, 'nay,' abstentions, 'aye.' Motion passes. We're now going to move into Consultative Session concerning UNI's budget. Please feel free to interrupt either Michael (**Hager**) or Jim (**Wohlpart**). Raise your hand or however you wish to gain attention. I'm going to bow out and let it up to the folks up here to call you out.

Wohlpart: We will call you out, too. Let me say first of all how incredibly lucky we are to have a Vice President for Finance and Operations who is willing to come and enjoys talking with faculty, and revealing the budget. This is the second time we've done this presentation. The first time it was for department heads and they gave us a great deal of feedback about how to make it more detailed. This is the second time going through this. We welcome your comments, your feedback, what makes sense, what doesn't make sense, where do you have questions, where would you like more detail or information? And as we go through this iterative process we will add to this and make it fleshed out a little bit more. Please do stop us as we go through the presentation and ask questions. It would be really important

to hear from you because there will be a lot of information coming at you.
Any questions to start?

Gould: Will you share the presentation?

Wohlpert: This presentation is now on Steve's (**O'Kane**) laptop and can be shared. We can turn it into a pdf and share it. The second presentation that we're going to share is about our current budget status and we'd prefer not to share that, but you all can certainly look at that.

Hager: I told Kathy (**Sundstedt**) right when we started that we have already it cued up with her name. I was just waiting in case I need to add something to it. As soon as I get back to the office we'll send it over to Kathy.

Gould: Okay.

Hager: So as Jim (**Wohlpert**) mentioned, we made the presentation to the Academic Department Heads in October. We made some adjustments from their feedback on what they would find helpful and so when we walk through, it please feel free to stop me. Or if I start using jargon, feel free to stop me and then we want to answer your questions as well as make this presentation better, because we will continue to give it across campus to help people understand the budget process. So the budget is essentially, we've got a \$334 million budget and it's broken into two halves.

[Addendum **SLIDE 2**] There's one half, 51%, is the General Education Fund. That's what most people think of when they think of the University budget. There's this whole other half that's comprised of a whole bunch of things

that are not General Fund. I went and listed them out. You can see that Athletics is a small portion of it Department of Residence is a portion of it. This large piece here is “Miscellaneous Auxiliaries,” that’s comprised of a whole host of things, and so anything that’s not in one of these other categories is in this Miscellaneous Category. And there are so many things broken down that we specify what everything is, line by line on our annual report. So if you want to know the details of what makes up that particular pie, it’s on the annual fiscal reports, which are available online. Our presentation today is going to focus mainly on this General Education Fund, this \$171 million piece of the puzzle. There’s different ways to look at that General Fund piece. One way to look at it is by revenue, [Addendum **SLIDE 3**] and we have about 55% of it is State Appropriations and the other part of it is tuition. Then there’s a little bit of “Other” in there. That has changed over the years. Back when I was a student, the amount of Tuition was much smaller than that, and the Appropriations were much larger than that. But over the last thirty years, that’s kind of shifted, where the burden of paying for education has shifted to our students and their families, and less on the State of Iowa. Now at Northern Iowa we have a good benefit in that many of the appropriations cover a lot of our tuition. Just for an example, at Iowa and Iowa State, that State Appropriation would equal about 25% roughly; 25% of their budgets, and Tuition and Other would make up a larger portion, so we’re more dependent on State Appropriations compared to the other two institutions. That’s really been our driving force and conversation with the Legislature the last four or five years, on that, because we’re different on that. That’s one of the things that makes

Northern Iowa a little bit different, and that's resonated with the Legislature--they're understanding the difference now. They didn't necessarily when we started the conversation. But that's one reason that when there are State budget cuts, and this goes all the way back to 2009, when there's budget cuts, when they do it evenly across the board, it's a disproportionate impact on UNI. And the Legislature understands that now. We're getting that back from them. We don't have to educate them as much when we go in the room to meet with legislators. They're acknowledging they understand that difference, and they're starting to fund us differently because of that. Revenue is one way to look at that \$171 million. Another way to look at it, the same \$171 million, is to look at the expenses—and so this is where the money goes. [Addendum **SLIDE 4**]

These particular categories are IPEDS categories. This is the federal government's way of trying to be able to look at any university and be able to compare apples to apples. It doesn't always work, like many programs with the federal government, but it is a framework under which we can look at the different parts of the institution. So if you go out to the Department of Ed website, you can call up any institution, and you can look at a series of years and see how does Northern Iowa compare to Missouri State or somebody else, and see what percent they spend on Instruction, Institutional Support and those different categories. I don't find this particular category particularly helpful. Tim?

Kidd: What are the Auxiliaries?

Hager: The Auxiliaries would be spread throughout this, for those who get State monies. Let's back up two slides. Remember there's a lot of Auxiliaries are NOT part of the General Fund. We're looking at the General Fund, but there's a lot of Auxiliaries like Residence, and some of those others that are not part of the General Fund.

Kidd: Or they're split?

Hager: Or they're split, correct. Most of them are split. So, the Union, we're meeting now, they are split. Partially they generate their own income partially the General Fund gives them income, because meetings like these are part of the University.

Kidd: So where is that on this pie chart?

Hager: It's really going to vary. My guess is Student Services will be where the Union is in this particular case.

Kidd: I'm thinking Athletics, Services, Foundation...that would probably be Institutional Support or Foundation, I guess. All these things have different categories?

Wohlpart: When we get to the next slide, I think you'll see where some of those other things are. Again, this is not the most helpful breakdown of expenses in my opinion.

Hager: I would agree. It just doesn't resonate with what's intrinsic for me to understand. So this is another way to look at it. If we look at it by Division,

you can see the Academic Affairs area, you can see my area with Finance and Operations, you can see Student Affairs. You can see Advancement. The President's division includes Athletics and that's where Athletics would sit, Tim (**Kidd**) and then we broke out two others that are not divisions, but Scholarships (the green pie there) and then General Institution, which is where Utilities and those sorts of things that aren't necessarily assigned to a Division; they're managed frequently by my division, but they're General Institutional expenses. This is probably the more common way and probably resonates with more people a little bit more, because it matches the organization of the institution.

Kidd: That includes both athletic and academic scholarships, correct? Not the ones that are funded by the General Education Fund, correct?

Hager: Right. All scholarships funded by the General Education Fund, because we're just looking at the General Education Fund--- the \$171 million.

Wohlpart: Other questions?

Hager: The Academic Department Heads had a question about over time, have these percentages changed? And so we developed this next slide in response to that and so you can see here, you can see five years, this is the current year, and we went back so we had five years worth of data, the total amount of the General Fund. [Addendum **SLIDE 6**] You can see the General Fund has gone from \$160 million up to \$171 million, but for the most part there haven't been dramatic shifts in the size of that piece of the

pie. The piece pie has stayed relatively constant between those divisions. One other way to look at that General Fund piece of the pie is between Personnel and Non-personnel. [Addendum **SLIDE 7**] So when you look at \$171 million, 80% of that budget is in salaries and benefits, and the reason that's important is when we try to maneuver, or if budget cuts or budget enhancements come along, you can see how much of our budget is spent on Personnel, and a lot of people try to maneuver their budgets without it impacting personnel if they can, and that just doesn't give us much maneuverability. Now the question came up from the Academic Department Heads about how is that 80% split out? So this clarifies that. You can see of that 80% that's in Personnel, how much of it is for students or merit staff or P & S, faculty, academic administrators or institutional officials.

DeSoto: Do you have information about this over time?

Hager: I don't here, but we can certainly get that, Cathy.

DeSoto: Can you go back to 10 years ago?

Hager: Yes. Other questions?

Peters: Where does this for clarity's sake, do Department Heads fall under Administrators here or

Wohlpart: Yes. So academic... I have that list: "Institutional Officials" includes Presidents, Vice Presidents, Deans, Special Assistants, Academic Administrators or Department Heads, Directors and Associate Provosts.

Kidd: Would you say that again please?

Wohlpart: Academic Administrators, that 4%, includes Department Heads, Directors, Provosts and ----and that's a state definition. Institutional Officials, the 2%, includes President and Vice Presidents, Deans and Special Assistants.

Kidd: Okay.

Swan: Things like Associate Deans, which one is that?

Wohlpart: My guess is that's probably in Faculty.

Swan: Associate Deans?

Wohlpart: My guess is that they're probably not categorized as Institutional Officials or Academic Administrators.

Hager: Bruce (**Rieks**), do you know the answer to that? Bruce, our Budget Director came along.

Rieks: They retain a faculty appointment.

Hager: That they retain a faculty appointment. That would be my guess as well. We can look into that though, Jesse (**Swan**).

Wohlpart: Other questions? Good questions.

Gould: I didn't see Non-personnel defined.

Hager: Non-personnel would be like Supplies and Services for departments. It would be utilities; it would be property insurance--- those sorts of things.

Wohlpert: Just to notice these percentages. [Addendum **SLIDE 8**] So the Faculty 38% percent, that equates to 47.5% of the total pie. These percentages are breaking out the 80%, so Faculty are almost half of the Personnel costs.

Swan: With the Academic Administrators and Institutional Officials, is that their entire salary and benefits package, or is a portion of that in the Faculty line?

Wohlpert: That should be their full salary and benefits.

Swan: So they are Faculty status as long as they're...The Dean is not in Faculty?

Wohlpert: Correct.

Terlip: Does Faculty include adjuncts?

Hager: Yes.

Terlip: And what about people in P & S who teach? Is that still in P & S or does it get charged out to Faculty?

Wohlpert: P & S. It depends upon their classification. Where they are classified is where they will show up on here. So, if they're classified

Professional and Scientific, even if they teach, they will show up and be in this category.

Hager: Any other questions? So if we back up again to go back again to how it's divided by Division, so this matches the organizational structure. A question came up on what is included. [Addendum **SLIDE 9**] The Academic Affairs portion of the General Fund is \$110 million, or 65% of the \$171, and so there was a question on the breakdown of that, so let's just focus on that blue piece of the puzzle for a second, so that \$110 million. And if we look at that, this is how that is broken out by College, and so you can see the different areas, and then astutely the Academic Department Heads asked about this 23% what all was comprised, so we've broken it down a little bit down over here, to some of the larger pieces. ITS is a very large piece of that—Information Technology Services at the Institution, budget-wise, falls under the Academic Affairs and you can see some of the other areas there.

Kidd: Are the adjuncts here still listed under Academic Affairs, or are they split out in the Colleges?

Wohlpert: Split out in the Colleges, because that's where they're paid.

Kidd: This is not the budget this is actual expenditures?

Wohlpert: That's correct.

Kidd: Because they're not budgeted by the Colleges?

Hager: The budget is changing. In the past, it was centralized in the Provost area, and Jim is breaking it out to the Departments, which is much better accounting philosophy.

Swan: University-wide Administrators, their salaries would fall where in this pie?

Hager: In this pie, they're not present, because this is just this piece of the pie. We made this piece into another piece to see what...

Wohlpart: Oh...I think this does include everybody in Academic Affairs.

Hager: This would include everybody in Academic Affairs that's an administrator. That would mean Deans and the Provost.

Wohlpart: Go to the next slide so within this, the Dean of CHAS is included in that 33%. [Addendum **SLIDE 10**]

Swan: University-wide, so where's the Provost?

Wohlpart: In Academic Affairs.

Swan: In that 23%?

Wohlpart: Yes. The Provost, the Associate Provost...

Hager: This is why we tag-team.

Wohlpart: The largest pieces are ITS, Library...those are about \$17-18 million of the \$23 million.

Swan: Someone like Kavita (**Dhanwada**) is split between Academic Affairs and Grad?

Wohlpart: She is completely in Academic Affairs.

Swan: So, not in Grad?

Wohlpart: I do not believe that any of the funding for her line in Graduate. I believe that is completely in Academic Affairs. [Pause] Other questions?

Smith: Could you give us some examples of the 2% in the Graduate College, since they don't have any faculty? Who makes up that 2%?

Swan: And you had said that Associate Deans are not in Administrative salaries, which I find suspicious, but go ahead...

Wohlpart: That doesn't mean that Associate Deans wouldn't be in the Graduate part so all of the Graduate staff, all of the Associate Deans would be housed there. And my assumption is, since these are expenses, anything else that we expend there including tuition waivers, assistantships, all that would be right there--- and that's a large part of that 2%. Remember this is total expenses, coming out of each of these areas.

Hager: Each of these slides is a different way to look at it the same pool of money. Some might look at it with this filter. Some might look at it with that filter. It's different ways to look at it. If we present it one way, it presents different questions different ways. So we try to present it by looking at it by different categories to try to help clarify it. One question on

each of these would be, what part of each College is Personnel versus Non-personnel? [Addendum **SLIDE 11**] This is an example by College of how much of each College is Personnel-related, versus how much is Supplies and Services?

Wohlpart: So if you look at a College, that would include the RAs, the TAs--- They would be included in Personnel and that's a large part of the budget in the Graduate College.

Hager: Kavita (**Dhanwada**), do you have Supplies and Services?

Dhanwada: We don't have any. We have scholarships.

Hager: Now, missing here is Continuing Education, and that came up. Continuing Education is not part of the General Fund. It sits as one of the Auxiliaries, but we did add a slide in here. So this adds Continuing Ed in there. So you can see that in terms of the size of the budget and what is Personnel versus Non-Personnel.

Swan: So for CHAS, Non-personnel, is that... labs? I'm trying to think of expenses.

Wohlpart: And that's why theirs would be the largest. Supplies and Services, travel, and things like that. That's why CHAS would be larger than the other Colleges.

Kidd: Just for clarification, I'm guessing the large Supplies and Services in Academic Affairs is for ITS?

Wohlpart: It would be ITS, it would be Library, purchasing books...that's about \$1 million; over \$1 million.

Swan: I'm glad you asked that. So that's the Library? Do you know how that compares to some of our peers? Is that comparable?

Wohlpart: Our Library budget for instance?

Swan: Yes.

Wohlpart: Chris (Cox), do you want to talk about that?

Cox: I wouldn't have that at my fingertips. I'd say that depends on the...We're finding that the new peers are a little different than the old peers. It's the Materials Budget that falls by the wayside.

Wohlpart: It hasn't been increased in a very long time, and that's a major problem for us.

Swan: And that's the yellow portion, correct? The Materials? Not Personnel for the Library?

Wohlpart: Correct. Correct.

Peters: Since we're mentioning the Library, just to be clear, that the budget hasn't gone up, but the some of the major expenses the Library has to pay for, like databases have gone up considerably, right? We all need to remind ourselves that it's not just a question of not just buying books. Some of the costs have gone up a lot and we haven't been able to increase the budget.

Wohlpart: Yes.

Hager: That's true across the University. I'm not sure we've had an increase in Supplies and Services for at least twelve years or more. Whether it's for replacement of equipment in science areas or all the Supplies and Services, we just haven't been able to increase that budget. It's been at least 12 years, maybe longer.

Dolgener: In Continuing Ed for example, it looks like they have a pretty big chunk of Non-personnel expenses compared to other units. What are...

Wohlpart: I would have to look into that specifically. It's a good question. My sense is that they probably have licenses, software licenses, work that they do with national organizations, and that's probably where that goes. I'll have to look into exactly what that piece is.

Hager: Those are all the slides I've put together for the current year budget. What have we missed? What questions do you have that maybe I didn't cover? What questions does this generate? What else would you like to see?

DeSoto: Faculty have a concern that it's hard for the core mission to maintain---that the Instructional Services has diminished under the budget compared to Academic Support using the IPEDS categories.

Hager: We can pull those IPEDS categories back a period of years and get that then.

DeSoto: I know that in my department, our faculty have gone down incredibly, like we've lost six lines in the past like six years and we're told that line is not something we can use anymore. That's our department, the amount of money that we have for faculty and instruction is like half of what it used to be. That really has a big influence and so, you know, I think it's really great that you're here and talking about this. I'd really like to see some conversation about the shift in priorities towards higher administrative salaries and cutting the faculty lines. Thank you.

Hager: What we can do, too, is I will send to Kathy, so it's in the minutes, the definition of these categories, because they're defined by Department of Ed, so you can see. One of the things, there was an adjustment...Oh, you have them with you? Wonderful!

DeSoto: I do. I have those definitions.

Hager: Wonderful. Would you mind reading the Academic Support and the Institutional Support?

DeSoto: Institutional Support costs represent expenses as a sum of all expenses for General Administrative Services. Central Executive level activities concerned with management and long range management and legal and fiscal operations, space management, employee personnel records, logistic services with public relations people.

Hager: When we looked at this a number of years ago, it must have been when I just started. So it must have been about four years ago, we identified two things that are skewing the numbers. One of them was Camp Adventure. That's such a large program, and I can't remember what category it fits in. But it's unusual for institutions like us, and so it skewed our percentages a little bit. The other thing was ITS, we did not have categorized properly, because there's different definitions on ITS and we go through with a manual calculation now--what parts of ITS are supporting Academics and what percent of ITS are supporting the Administrative function. So at the end of the year, we go through manually and do that. If we pull it up historically, there's a jump in there about three or four years ago, and that's what causes that jump in there, if I remember correctly.

DeSoto: I have the averages from 1999-2004, versus like 2009. So somewhere in there, there's like a big shift. I think it's not just UNI, so I'm not just saying, 'You guys are so bad,' but just in general, there's like this shift across all universities which makes me personally very sad.

Wohlpart: You're absolutely right. The follow-up to that, the studies about that, is the incredible reporting that is happening from the federal government, the state government, all of our accrediting agencies is off. I certainly know Nancy (**Cobb**) and Kavita (**Dhanwada**) can tell you that the number of reports that we have to report and provide to the Board of Regents and the federal government is beyond belief--- absolutely beyond belief. It consumes an enormous amount of time, and in fact to be quite

frank, some of those are dropping off our plate. That's not in the minutes, is it? Oh, it is.

DeSoto: I think the IPEDS is really a nice category, because it really does try to make...It's created and you have to tell everyone, and those who really are curious, you really can see how budget priorities may be shifting over time.

Wohlpert: Yes. Yes.

Dolgener: Where exactly is Summer School?

Wohlpert: Summer School is housed in Academic Affairs. That's where the budget is. If we go to the slide that includes...

Hager: This one?

Wohlpert: It's the third from the last. [Addendum **SLIDE 10**] Yeah. So Summer School would be included in that Academic Affairs 23%. So the big ones are ITS and Library, that's about \$17 million of the total. Summer School is about \$1 million. There are a couple of others that are about \$1 million: Academic Learning Center... Academic Advising is about \$700 million [\$700,000]. Sponsored Programs is about \$1 million. So, there's a whole host of things that make up this about \$25 million.

Dolgener: Is it not, going back to salaries of Directors and Chairs, they...part of that comes from the Summer School budget, correct?

Hager: No, the Chairs are tracked in the Department budget. That's for two months, compared to the nine months. Yeah. That sits in the Departmental budgets. It's not sitting in the Summer School.

Wohlpert: Summer School sits centrally in the Provost's Office.

Dolgener: If a Department Head teaches in the summer?

Wohlpert: If a Department Head teaches in the summer and gets paid, they get paid out of Summer School, because they're teaching.

Dolgener: That's not part of their overall salary structure?

Wohlpert: And then in addition to that, they get one-ninth for doing administrative work. That is housed in the College. That is not coming out of Summer School. So the additional one-ninth that all the Department Heads in CHAS get, that's in CHAS. That's not housed centrally, but if they teach, it comes out of Summer School.

Swan: I guess I want to follow-up on that because I probably misunderstood. You said that the Department Heads were in Administration and not in the Colleges. They're separate.

Wohlpert: Different slide. Different slide. So this is a slide of expenses broken out in a very different way. So the Dean of CHAS's salary is in this 33%---Associate Deans, Department Heads...

Wohlpart: Their stipends would be, but if they teach in summer, it would come out of Academic Affairs, that's where their summer salary is located--
- for anybody who teaches in the summer.

Hager: So on this slide, this breaks down the Personnel, but of this Faculty, some are in a College, some are in P& S, so it's just another way to look at the same data.

Smith: How much did last year's Summer School lose, there are different amounts floating around campus. Could you share with us as our CEO, Jim, how much Summer School lost, and then share with us an overview of how that number was determined?

Wohlpart: You can look at tuition revenue and expenses for faculty salaries, but remember that Summer School is not only faculty salaries, so it's a hard question to answer.

Smith: That's why I asked it. You're the man who can answer the hard questions.

Wohlpart: We generate...Let me say this. The budget was \$1.2 million plus benefits, and about \$400,000 of that was spent on very low enrolled classes that did not generate enough revenue to come close to paying for the salaries. In fact, we had several classes that had zero enrolled but we had issued contracts.

Dolgener: So there's got to be some way to fix that.

Wohlpart: We're working on that. Yes.

Smith: Is it an accurate understanding that summer of 2016 will approximately have 30% fewer sections offered because of the results of last summer?

Wohlpart: We are hoping to offer sections that will build enrollments to generate tuition revenue to cover costs, yes. And so we're trying to be very proactive in looking at historical enrollments to make certain that what we're offering will in fact have 15,20 25,30 kids, students in it.

Smith: I'm not sure that you have answered the question.

Wohlpart: Let me tell you part of the reason this is difficult. Over the last five years, our summer enrollments, despite the fact that we've still been offering classes, have declined. And we've been doing some research on this. The reason they've declined is because students are going home and taking classes at their Community College. So what we have done is we have done some research on the classes the students are transferring back in after summer, and we're trying to offer those classes in Continuing Ed. Once we get that list of classes, we will hopefully push that out to the students and say, 'don't take them at Community College, take them with us online,' which doesn't generate tuition revenue, but does generate Continuing Education revenue, and our faculty will still get paid. So Gerald, while we will be reducing the number of on-campus, face-to-face sections, I think we will be growing the Continuing Ed sections I think we will be

growing Continuing Ed sections and trying to get our students to take our classes rather than going home to take them from someplace else. I'd love feedback on that. This is something new that we're trying, and we're trying to do it with as much data as we possibly can.

Smith: This is a little off subject from the presentation this afternoon, but it works in an opportunity to share an observation with you. Yes, I'm acutely aware that many of our students go back home take classes at Community College, and then it transfer back. Some universities have, as a matter of policy, once you're admitted to the university and more specifically, once you've been admitted to a particular program, gain admission to whatever—you've been admitted, then you can't take classes elsewhere. They don't transfer in, because if you want a degree from that university, you have to take your classes from that university. So I don't know if that's an option for us, but I think we needs to explore things because that's well established in some states. If you want a degree from the College of William and Mary, you don't go off and collect courses hither and yon, you won't have a degree from the College of William and Mary.

Wohlpart: So the state of Florida, had that, your last---I don't' know, your last 30 hours--- had to be at the institution. You couldn't transfer anything else in at that point. I don't remember what the hours were.

Smith: I would think that would be a constructive thing to be explored.

Wohlpart: Agreed. Other questions?

Swan: Something very different, about the revenue. I don't know if you can get to that slide or not. Several years ago, we were supposed to try to increase scholarships by raising [money] for scholarships and that would increase the amount of tuition paid by the scholarships and not by State Appropriations, and so where would that be? Where is the UNI Foundation money supporting students? Is that just in 43% of tuition? A lot of that could be the scholarships.

Hager: Yes.

Swan: Is there anyway to know how much we're getting from them? Because that's not from student families, it's from the Foundation. If we could know how much the Foundation is paying of that 43%, that would be interesting to me.

Wohlpart: Just to clarify that, when a student gets a scholarship from the Foundation, it's money that goes to them and comes back to us in the tuition.

Swan: That's right. I was thinking that the private schools pay the whole tuition, so they don't have State Appropriations and when State Appropriations were decreasing, if we had a Foundation, a million dollar Foundation or whatever, we would just pay tuition for that. I'd like to see where we are with that.

Hager: We can ask the Foundation for that.

Wohlpart: Other questions about any of this? Anything we left out that you have questions about that we could do some research and add?

Dolgener: Do we have anything across the Colleges, Expenses versus Tuition for students in those Colleges to see if they're...?

Wohlpart: So what you want to know is the student credit-hour generation by College?

Dolgener: Correct.

Wohlpart: We have to be careful because not all student credit-hours are tuition generating, but student credit-hour generation--- we are working on that all the way down to Department and Program level.

Hager: I did bring a sneak peak of Fiscal 17.

Wohlpart: But you have to close your eyes when you see this. Just look between your fingers. [Laughter]

Hager: For those of you who were here last year, here's my qualifier on this. We have to be a little bit cautious when we're talking about the next year's budget, because if we get too detailed and it starts to play it out in the public, it has an impact on the Legislative conversation, which more likely than not, has a negative impact in what we're going to receive sometimes, because we can't always provide context to this discussion. I'm happy to share it. I probably won't share a copy of it with Kathy for the minutes if that's okay. It's labeled as a rough draft. What this is---I'm going

to call it back-of-envelope calculations, the broad brush on how we came up with our Legislative request. So let me share that with you here.

Wohlpart: This is one that we are constantly working on and updating as the legislative session unfolds.

Hager: This one's a little more detailed. But let's walk through it piece by piece. Let's start with the revenue side. And so, this is our current year budget. These are the changes we're looking at, and this is what our plan is for next year. It has not been solidified. It will not be solidified until probably June of next year, so it will be a series of conversations between now and then.

Wohlpart: And hang on. It really won't be solidified until about September because we have to know what our enrollment is. Right? Enrollment drives. The enrollment numbers here show a 3% increase in our tuition revenue, but we don't know what our final numbers are. We have a projected number and this is based on that projection.

Hager: Good point. Until we actually know enrollment, we really don't finalize the budget. We do break it down by the different types. The first one is State Appropriations, that large piece. We start out with saying, 'What if we get no increase?' and we get this same State Appropriation—What's that do to the budget? And then these are the different types of tuition, so undergraduate resident, undergraduate non-resident, graduate resident and graduate non-resident. And you can see, because of the 3%

increase in tuition that started, and anticipate that and we're projecting a small increase in total undergraduate enrollment. Indirect Costs: We're getting eaten alive with interest right now, because I don't know about you and your personal accounts, but I'm not getting any in my personal account. Same thing at the University, we are not getting any interest now. Our ladder of expenses are dropping off and the new ladders aren't as tall, so we're going to have to lower what we're getting for interest rates, and then Sales & Service level will increase. So this is the revenue. We think we'll be able to go up by \$4.4 million, so our total revenue we're anticipating to be about \$175 million, compared to that \$171 million that we were just talking about. Does the revenue side make sense? This isn't usually where the questions are. It's usually in the expenses.

Peters: So that is based on, the tuition dollars are based on, an assumption of the tuition increase that the Regents have already proposed, that kicks in for this semester?

Wohlpart: For this semester---remember we got the 3%? The University of Iowa gets it starting in the fall. So this does include a 3% tuition increase for next year.

Peters: ...and a small growth in enrollment? Are you willing to say 100? Is that ballpark?

Wohlpart: It's actually 12,045, so it's about 50 more than last year and we certainly hope we will go above that, but we don't want to budget based on

that. There are all sorts of things that make a difference with this mix that we haven't really done a lot of work on this campus with. If we increased our non-resident undergraduate percentage, I think it's around 10% right now, if that went to 12 or 14%, you would see an uptick in revenue---a pretty serious uptick in revenue. With all the problems that are happening in Illinois, we actually have been targeting several opportunities in the State of Illinois. Our applications from the State of Illinois are double where they were last year at this time. So we're actually doing several things to try to proactively increase out-of-state tuition. But we don't currently have a real plan for we want those numbers to be, and then a plan for how we're going to develop them. That's something we have to start working on. The plan for enrollment management has to dovetail with where we have capacity in programs. We have niches. Where we can elevate certain things and attract attention.

Hager: And this is where we've kind of been doing the budget year to year, sometimes a second year out, but we really need to develop our Strategic Plan that has an Enrollment Management Plan, capacity of programs so that recruitment people can start recruiting certain areas and we can be more planful long-term, rather than just reactionary year to year.

Peters: In asking this question, I'm not trying to pin you down in any way or get you to make a commitment, but as a new plan, I would just say, my sense of things, looking at the budget regularly over the last few years is that if we want to have a better hedge against downturns in State funding, that we should have a plan to try to get to roughly somewhere between 15

to 20% of out-of-state students. That's been kind of my gut take on that, and I think that's consistent with our mission and that would not undercut our in-state school message, but it would allow us to hedge against declines in state funding.

Wohlpart: Scott, to be quite frank, if we're going to grow to 13,500, we were at almost 14,000 several years ago, and I know we've lost lines since then, partly because we're at 12,000 now. To get to 13,500-14,000, we will not do it based on in-state enrollment only. If you think about what Iowa and Iowa State did last year when performance-based funding model was being discussed, where you would increase in revenue for in-state students, they went out and blanketed the state with marketing ads to get more in-state students because they realized that was the game. Performance-based funding is off the table. It's not going to happen. We would be really, really wise to then get as many out-of-state students as we can, and that's part of the work that we need to do.

Evans: Is there a plan to recruit out-of-state students?

Wohlpart: We will have to develop that. That's exactly what we need to do. Developing an Enrollment Management Plan we will... one of the interesting things about that kind of marketing and very planful enrollment management is that you want to elevate certain programs. But what's really interesting is if you go to a large high school in Illinois, and you have 30 students who are going to UNI for these three programs that are niche programs, they're talking to all their other students in that high school and

they're all going, 'UNI, what's that?' and everybody starts looking at it. Actually all boats rise when you do that. Todd, we need to figure out where the programs are that are niche programs that we can elevate, where we have capacity, so we can start telling a story that will be of real interest to all sorts of people. But we need to get there. That's in my second six months.

Kidd: Just a thought. I've heard that the Board of Regents has been meeting with complications about this. It seems like several schools in the area have in-state tuitions that rival our out-of-state tuition, and I don't understand why we couldn't offer some kind of scholarships where we would still have the revenue from the student above the cost of instruction, which is approximately \$10,000 but really it's lower than that. I don't know why we just don't do that en masse, because then we'd be offering less on their in-state tuition and we'd still be seeing good students. Is there...

Wohlpart: We are talking about that. That is something we talk about pretty continuously, but we would have to get approval for that.

Kidd: That was the question I had: Why do we need Board of Regents approval to offer scholarships?

Hager: Not scholarships, but they have to set tuition by Iowa Code. But we can do scholarships. We do some of that now. We take the differential we have and put that for scholarships for out-of-state.

Kidd: Why can't we just offer scholarships?

Wohlpart: So when you're thinking about an Enrollment Management Plan, and offering scholarships, you have to be very clear that not every student may get a scholarship. If you change the tuition dollar and you say, to come to UNI from Michigan, Illinois, and you say it is only \$10,000, that's going to attract a lot more students because they're saying, "It's only \$10,000 to go there. To stay in state it's \$9,000. It's not a big difference." So the scholarship, the tuition-differential let's call it that, it's not necessarily a scholarship, has a certain approach, and we've been using that to a certain extent, but we can talk about how we can use that more.

Kidd: And also, what is the differential cost per student? Does anyone know that?

Wohlpart: The cost of instruction? Yes, we have to figure that out as well. We have to really nail that down.

Kidd: Is there any kind of estimate? I know that basically you take cost divided by students is \$10,000. Roughly. Out-of-state, the differential cost for one student is nowhere near \$10,000 because that would imply that a whole new class essentially opened up. Is there even kind of a ballpark figure?

Wohlpart: I have not worked on that.

Hager: I haven't either. One could make the case that...who's our economist in here? If you've got a class of 20 seats and you've got 19 in the class, what's the cost of adding that one more?

Hakes: There's no cost.

Wohlpart: And this is why we have to be careful and look at programs that have capacity. There are many programs on our campus where they don't have seats in their classroom, and if we recruited students into those programs, those programs would have to add faculty and space, so this is why we have to be very thoughtful about this.

Hager: The revenue side would be about \$4.4 million in new revenue if we don't get any new appropriations. It's easy to spend \$4.4 million. So this section here is what we refer to just internally, as departmental accounts. You can see the breakdown by the different salary lines in here, and we know the changes already because this will be year two of the AFSME Contract and Year Two of the United Faculty contract. So we already know these changes. On years when we don't, when we're still negotiating, we put a placeholder number in there. It's a little more awkward to talk about because we're still having that conversation in negotiations. But this is one of those years where that's a known figure. So we know that salaries alone will go up about \$4.6 million next year. Every year we plug in a percentage for Supplies and Services. Now if we don't have enough revenue, that's usually one of the first places we cut. We haven't had a percentage increase for Supplies and Services for 12 years, but for planning purposes, we put in, I can't remember if it was 3% or 4% just for planning, and an increase in Library materials as well. So all together then, we have about

\$5.1 [million] in accounts just for rough planning purposes. Any questions about that section?

Evans: With the change in the health plan, I wonder if there wasn't some savings? You know, the plans got changed from a more expensive plan.

Wohlpart: University contribution is about the same.

Evans: Is it about the same for the University, just less for the faculty?

Thank you.

Wohlpart: But you can see even that goes up every year. Any other questions about this? So, Michael (**Hager**) would you go back to the first slide? So we're projecting maybe \$4.4 million in new revenue. If you go to the next slide---that's already spent, just in raises it's spent---\$4.5 million.

Hager: For the record, we're in the hole already with this model, because it's \$5.1 [million] in expenses. There's another section on the expenses then. So these are other expenses that the University has to support then. We have a pool of funds that handles Strategic Initiatives. We've cut that over the years so we're proposing that up. We have to pay a certain amount to the Board of Regents. We don't really have a lot of say in that. I'm going to move on. Institutional Expenses: This is a large category, but this is where we have things like property insurance, we have to pay some of the fire department there's institutional memberships here and there---those sorts of things make up that Institutional Expenses account. We put a couple contingencies in there. That one is Enrollment Contingency. And so

we were down quite a ways and we put money in there to cover. I think that's equivalent to about 200 students. So if we miss our projection by 200 students, we have that covered in the budget. I'll come back to that in a second. Administrative Overhead Credits--- it's a negative expense, Gerald (**Smith**) so I'll let you figure that one out. But essentially, that is when the Auxiliaries that are not part of the General Fund, they pay a fee of about 2.5% of their expenses, and so the Department of Residence is the one I'm most familiar with, because that's where I come from. 2.5% of their expenses come to the University because they're use the University's payroll and those kinds of things, and so the University's charging the auxiliary 2.5% for that expense, so that's the recovery of that expense there. Utilities are going up about 3%. Building Repairs is what's used to fix the buildings---a little increase there. And then the big one is we kicked the can down the road this year in that we started this year at \$3.7 [million] in the hole and we need to fill in that hole with the current year deficit. So all that to say it comes up to a shortfall of about \$7.2 [million]. It was \$7.65 million at one point, and that's where our Legislative Request came from. We asked for 7.65% to fill in that hole. We've done some refining, so the hole is a little smaller with this. So the question is, that's what the Governor is recommending amount and we'll wait for the House to come out; the Senate to come out. I forget whose turn it is this year. They take turns on who comes out with their budget first. And then we see where it ends up at the end of the year. If we hit enrollment as we projected, this amount that we're holding for contingency, we don't need that anymore and that could come down and fill in this. So there's some built-in contingencies that

could help with this number in there, but it would also be nice to one year to have some money that we could actually maneuver a little bit.

Wohlpart: Questions about any of this? You know all know the Governor requested almost \$8 million for the Board of Regents for all three universities. They did not split it out. Usually the Governor and Senate are at about the same place. The House is usually lower. They're more conservative with what they consider as new revenue that can be spent.

Smith: Camp Adventure enrolls a tremendous number of students and we know that from advertisements they have about how many students went to this and that place. I would assume that has a positive impact on the General Education Fund revenue, would it not, because that revenue that's being offered? They're using UNI's name, so doesn't that revenue flow to the General Education Fund after they pay their expenses?

Wohlpart: From my understanding, Michael you can correct me if I'm wrong, is since it's a grant, it goes through the Grant Office. It goes through the Grant Office to pay those students there, as opposed to going through the General Fund. So you wouldn't see a change in the General Fund because of Camp Adventure.

Smith: So Camp Adventure uses the UNI name, and we generate student credit hours. If we generate student credit hours in English or history or accounting, or any of our departments, that money flows through the General Education Fund. Why would not Camp Adventure...

Wohlpert: If students are registered for a course, and are paying for a course, that would come in as tuition.

Smith: They advertise it as you enroll in Camp Adventure and you get 12 hours of credit for going and participating in Camp Adventure. Why do we permit one unit of the University to enroll people and not pay into the General Education Fund?

Wohlpert: Again, if they were registered for UNI courses, it would be the case. Camp Adventure enrolls students from all across the world and all across the United States and they're not just taking UNI courses.

Smith: I'm not trying to be argumentative. But I think from the advertisement they put out, some students do apparently...I don't know how they would get 12 hours of credit unless they enroll in UNI courses. They say, 'Enroll and go to Camp Adventure. Go Japan, go to Germany, go to Scotland and you get 12 hours of credit.'

Wohlpert: Gerald (**Smith**) I'd have to look into this more. I think that, and I'm pulling this number out of the very back of my head, where there's all sorts of stuff in the back of my head, so the number may not be close, but I think it's about 200 students that enroll. They enroll lots of students from across the country. That doesn't mean students are taking UNI courses. This is a national program that we're running through a federal grant. Just because we're administering it, it doesn't mean that it's all of our students taking our courses, but I could be wrong about that.

Smith: Certainly I understood it wasn't all of our students, but I see these glowing advertisements that are recommending students enroll for next summer, and they all get UNI credit. If a department under you division started enrolling students and wanted to keep that revenue, would that be permitted? I don't think so, and so if they're enrolling students for UNI credit why doesn't that flow to the General Education Fund?

Wohlpart: I think it would if they're a UNI class and the students get funding from a grant to pay for that, then that would roll through. But I'm suggesting that a large portion of the students who go through Camp Adventure are taking classes, but not necessarily UNI classes. I could be wrong. Does anybody have any more information?

Dolgener: I think if I'm not mistaken, they're enrolling through Continuing Ed in the summer.

Hager: They do enroll through Continuing Ed, and when the program was brought here decades ago there were some consolutions provided that were relevant at the time, that may be problematic now. We are working through those issues right now.

Wohlpart: I can get more information about that. I actually have had a meeting set up to talk with Chris Edgington about that program and it keeps getting bumped. So, I haven't gotten over there yet.

Smith: And when you see UNI's name being used you just sort of assume that we are all pulling the wagon down the road together.

Hager: Those are very legitimate questions Gerald, and we are looking into it, as are some others.

Gould: How do you pull together the numbers each year when you make your request to legislators for the budget? Do you talk to the deans? Do you just take the numbers from the year before?

Hager: Well this is what we use on a very broad-brush basis. The request really needs to be in, in I want to say, last of August. It get's talked about in July a little bit. There's a... It's a synergistic process between what we request and what we are allowed to request.

Wohlpert: Michael, correct me if I'm wrong, but we...our request became our deficit. We didn't go and say to all the faculty, and all the colleges 'What are the things we want to do? What's it going to cost? and let's add it on to our deficit, so what we're really requesting is \$11 million.' That would have been a process that we would have liked to have used, and it would have been more than our deficit. But what happened is, we had been working on this. We were asked, 'What's your deficit?' and that became our request. So normally, we would have done another step in that process and it would have been somewhere around \$7.5 million.

Gould: If somewhere down the road the Library said it needed \$2 million dollars, we'd be able to change that in the request, but this year, the deficit was the request.

Hager: We've been stuck in this "this year" for several years now. We're getting better. If you look at our current ratios, we are getting better as an institution.

Hakes: Earlier, you talked about trying to recruit where enrollments are low, to programs where there's excess capacity, as opposed to programs at capacity and we'd have to expand. On the other hand, don't we have the concept that our programs that are at capacity are our stronger programs...

Wohlpert: Absolutely.

Hakes:...and programs that have excess capacity have excess capacity for a reason.

Wohlpert: Absolutely.

Hakes: ...So we're out there trying to recruit and sell our programs just to fill our spots, we're actually advertising and working at a huge disadvantage in another state, trying to promote our weakest programs. If there's a correlation between these...

Wohlpert: Which there's not. Let me say that at the same time that we have this budget deficit, we also have to think about investment. We have to invest in key areas that will allow us to grow. It might be the areas...

Hakes: It might be the areas that are at capacity.

Wohlpart: That's absolutely right. Do we give them more space?

Wohlpart: Or more faculty. So what we need to do. so what we need to do is to engage this at the same time that we do some investing and get our name out there. All boats will rise. Absolutely. So that's the strategy we need.

Kidd: Just a question, and I understand there's an issue with what you can request versus anything else. I notice that you said Supplies and Services haven't gone up for twelve years or whatever it is. Has there been no push to include cost of inflation in these kinds of static costs?

Hager: What overlays this whole process, and this will come as a shock to you is the political process. And so increasing salaries does not resonate well with legislators so how you present the request is handled differently. There are some state agencies where they're told to come in with no increase in a request, and so we're fortunate that the Board of Regents, this particular Board, has been very sensitive to UNI and has actually been able to make some progress with the Legislature. We got a good bump up last year and they did not ask for the same percentage increase this year for all three institutions. The Board understood UNI's situation and our request is much larger percentage-wise than the other two institutions. So we're in the middle of an on-going process, and I think I feel very positive about the

direction we're moving. We're clearly not arrived. We still have some challenges but I feel the momentum is moving in the right direction.

Wohlpert: Can you go back one slide? If you notice, we did build in an increase, so our budget deficit, which is now 7.2, hopefully we'll get the 7.6 but we did increase this year.

Kidd: I do see that that's there.

Wohlpert: The problem with as Michael said, when we end up not getting what we need, the first things we back out are these things.

Hager: I will say that though the budget has been flat for Supplies & Services, actual expenditures people have been able to find one-time money here and there, and so I don't think the expenditures have been flat, even though the budget has been flat.

Kidd: I think last year, it might have been because we didn't have the usual end of year bonanza that we had before. Without that, I think you'll see 'flat, flat' is what we used to call it.

Terlip: I probably don't understand this correctly, but I want to make sure, when people write grants, they get charged off for administrative costs, correct? And those go back into the General Education Fund. Is there any coordination to see if that's a reasonable rate? Are we competitive with others?

Wohlpert: Oh yes.

Terlip: Where's that done at though?

Wohlpart: Most of the overhead rates are governed by the place where you're getting the funding from. The federal government has a certain rate and some grants, you can't change that. And certain state agencies have a certain set rate. Certain organizations that you work with, if you're getting a contract with, they have a certain rate. Some of them you can't charge any overhead. In some cases we'll get contracts or grants and there's no overhead.

Terlip: Okay. Following up on Gerald (**Smith**) and where is Camp Adventure in that process?

Wohlpart: They are a federal contract and so they should be at the federal rate. They came in with an agreement to be significantly under that, and so instead of being 33%, it's 10%.

Terlip: Thank you.

Escandell: My apologies if this is kind of off, but is there any plan on internationalizing UNI a little bit? I know that Iowa State at one point recruited a lot from China and other countries. Is there any attempts to do something along those lines because it seems like the idea of going out of state is something I hear everywhere—in Nebraska, in Minnesota and in Wisconsin. It's almost like, are we thinking maybe outside the box? I don't know if that is possible?

Wohlpart: I thought that in the state of Iowa if you go two states away that was international. [Laughter]

Escandell: I consider that you have to cross the Mississippi.

Wohlpart: You know we have actually worked on some internationalization with quite a few countries. Many of those countries are now hurting and those enrollments are seriously declining. China is a great example of that. Saudi Arabia is a good example of that. So there were many states that were funding their students to come here. That is not happening any more. So that is going to be enough pull back for us.

Escandell: So there is no potential for growth in there?

Wohlpart: No. We are working on that. That is something that that office works on on a regular basis. Phil Plourde is all over that. He travels to recruit students and he does so, it's just an uphill battle. [Pause] Other questions? Things we've left out? Other things you would like to know?

Kidd: As an echo to Cathy (**DeSoto**), I think the IPEDS has a function. It's a nice thing to compare to peer institutions as well.

O'Kane: Any further questions?

Peters: I'm not really sure. I'm just sort of thinking out loud here. There's sort of two...the later part of the presentation is kind of focused on the overall size of the pie, right, and how do we have money to do work sometimes, unfortunately often recently—we don't have the money to do

the things we want to do. And the first part of the presentation was kind of how do we split up the pie, right? And so, obviously the conversations you can have about investing in different programs are different depending on the size of that pie, right? Or whether the pie is getting bigger or smaller. And so, I think that does kind of come back to Cathy's (**DeSoto**) question about, in a time where over the past decade, give or take decade, we've had pretty stagnant level of...How does the size of the General Fund compare to ten years ago? It's about the same, right?

Hager: It's grown in the last five years. I don't know off the top of my head.

Peters: 2008-2009 was the height, right? Have we now gotten back to the 2009 level?

Hager: That sounds about right for State Appropriations. I don't know about General Fund...Bruce (**Rieks**), do you know off the top of your head?

Rieks: I'd have to pull the actual numbers up. During that time we had our tuition went up and then appropriations went down, too. So I think we're close to where we were back in 2009.

Peters: It's definitely not a lot higher than it was in 2009, right?

Rieks: Right.

Peters: We're going on a decade of a flat budget situation at best, right?

Wohlpart: So let's be real clear here, a serious dip. Hopefully slowly coming back out of it.

Peters: Just no emerging from it, yes.

Wohlpart: But the hard thing is, if you look at the difference, \$160 million-\$170 million, remember there are costs in those five years that are significantly higher. So this does not represent \$10 million extra dollars to do anything with. We spent this year, \$4.5 million more on salary increases. We're going to do the same thing next year; well there's your \$10 million in two years of salary increases. So real money that is available to us just because we had \$10 million more, is not more.

Peters: Right. So in terms of ...it's not like we're are at the top of our peers in terms of salaries, right? We are in the bottom half I think. I guess I don't know for sure with the new peers. Is that not correct? Are we about in the middle?

Wohlpart: I'll say we're close to the middle, maybe below the middle.

Peters: Like I said, I'm just thinking out loud about these priorities. We'd all like to be paid what the market says we're worth. We'd all like to invest in new programs. We'd all like to do all these other things. I guess I'll just finish by saying I hope this isn't too pessimistic, but I feel like at this point, we can't just say, 'Eventually the Legislature is going to figure it out and give us a lot more money.' That just doesn't seem like it's going to happen.

Wohlpart: That's not going to happen. So we have to take control of our destiny. This is the single most important thing that we're going to have to

do is to create an Enrollment Management Plan that drives us to 15% or 20% out-of-state, without giving huge decreases in tuition, will generate real dollars that we can do something with. We are going to have to find a way to make an investment in those things at this at this time, and it is a long-term strategy, but instead of just being reactionary every year, we've got to figure out what that strategy is and move down that path.

Gould: You may have mentioned this before, so forgive me if I forgot, but with the Academic Master Plan, I know our drive is to get more out-of-state students, but overall are we aiming to become bigger? Smaller? Because I think that would help drive our economy as well.

Wohlpart: We have to become bigger. We have to increase our enrollment. There's a point at which when you increase your enrollment, you also have to increase not only faculty and staff, but infrastructure. That's probably at about 14,000 students. We have to have more residence halls, more offices, more classrooms and those are the kinds of things that...that's not funding that we'll get.

Hager: With the extra capacity in our current structure we could move up to 14,000 without having to build more classrooms.

Gould: Okay.

Dolgener: And how would that impact the budget and our revenue if we were at 14,000?

Wohlpart: It depends upon the mix of in-state versus out-of-state, but it could be as much as \$10-\$20 million more.

Hager: The other thing that impacts revenue very significantly is the mix of full time versus part-time students. An we're seeing an increase in part-time and a small decrease in full-time students...

Wohlpart: Not this year. Over the last few years, the percentage of full-time students has decreased. This past year we went on a campaign in the summer and we kicked it off again in this fall, to talk to students who were at six, seven, eight, nine hours and to try to bump them up to 12 credit hours, and that's had a big impact. Our enrollment right now is about flat compared to last year, but we're almost 5,000 credit hours more than we were last spring. That's because of this campaign to increase students to get them to up to that 12 credit hours.

Hager: It's cheaper for students over the long term on what they pay for their degree and helps our graduation rates. So there are all kinds of upsides to have students be full-time, if they can.

Wohlpart: Does that make sense? Everybody got that? So that's the other piece that we've been working very hard on when I came in. That's part of an Enrollment Management Plan. We've been reaching out to students. We actually did a phone bank of students, texted students and said, 'We see you're at nine hours, why are you not at 12?' and we got lots of feedback

and we helped those students get up to 12 hours. It's better for them to go beyond that, but most of them didn't, interestingly enough.

Terlip: Periodically we revisit going from a flat fee for hours to charging for credit by hour. Are we looking at that again as a possibility?

Wohlpart: Not to my knowledge. Not to Michael's (**Hager**) knowledge. He knows a lot more than I do.

Terlip: So I guess my question is, why not look at that as another way to...

Hager: There was a Task Force in the year 2008 I think it was. I think Fred **Abraham** chaired it. It was called the Revenue Enhancement Task Force and they explored the pros and cons of that. Like anything, there's pros and cons.

Terlip: Yes. I was on the task force before that task force [Laughter] and at that time, it looked like it actually would have been helpful to put some limits on it, so we would get more money. I had just wondered what had changed.

Wohlpart: We are going to have to ask all these questions as we create an Enrollment Management Plan, to think about how we're going to generate the revenue we need so we're not dependent on the State; we're not sitting around waiting for the State to fund us, so that we can do the things we need to do, including market adjustments to faculty salaries, compression-inversion adjustments---we need to look at all of that stuff.

But there's no reason to look at it if you don't have resources. If you're facing a \$7 million deficit that will just frustrate you all to look at that, and have people know where they stand. At some point though, we need to the revenue dollars and look at all those things. Paul (**Andersen**), did you have a question?

Andersen: I just had a quick question. So I know that enrollment is a part of this and I'm going to guess that retention is also a huge part of this...

Wohlpert: Absolutely.

Andersen: What is being worked in that enrollment management because we can get them here, but then staying here...

Wohlpert: Yes. So you all know, our retention of first year students is significantly higher than our peer group. Our peer group is about 73%-74%. Ours this last year was over 80%. It's been as high as 84% and that's largely because of the amazing work our faculty and staff do. We have several programs that we're working on and building. One is a Summer Bridge Program, so that if students come in with skills that we need they think to bolster, eventually they would be required to come to that Summer Bridge Program which helps them be significantly more successful. I've run several of those programs. We're also working with students who come in the fall and tracking those students, and if they aren't as successful in the fall semester, they all have Peer Mentors right now. We have 320 students who are now connected to Peer Mentors and they have a series of workshops that we're putting on for them to try and help them figure out that they

want to stay in college. So we have a whole host of things that we're working on, that again we need to work on because when you keep them it increases your tuition dollars. Yes. That's something we've got to keep working on.

Evans: Kind of follow up, then what we can do as faculty, to help student retention?

Wohlpert: Stay tuned. We need to launch an Enrollment Management Plan, a Student Success and Engagement Plan all those things need to go at the same time and figure out what we can to make certain that we are indeed in control of this.

Hager: I do know that a couple of years ago, Admissions worked with faculty to have more faculty involvement in the Campus Visit Program and that Admissions reports had a massive impact on the students. When they visit with faculty members, it changes their experience when they're visiting with us and they're more likely to come here. The role of a faculty member in a campus visit cannot be overstated I think.

Wohlpert: Or peers, as you all get your students to talk to potential incoming students, it's enormous. It's one of the most important things we do. Thank you all so much for your time and attention. If you think of other things, please send Michael and I an email. We will gladly look into other stuff and do more presentations.

O'Kane: May I have a motion to adjourn? Second please? All in favor?

Adjourn 4:55 (Evans/Gould)

Submitted by
Kathy Sundstedt
Administrative Assistant/Transcriptionist
UNI Faculty Senate

Next meeting:

3:30 p.m. Monday, February 8, 2016
Oak Room, Maucker Union

Follows is ONE Addendum of 12 pages:

2015-2016 Academic Year Budget Presentation by

Senior Vice President Michael Hager, Finance and Operations

Provost and Executive Vice President Jim Wohlpart, Academic Affairs

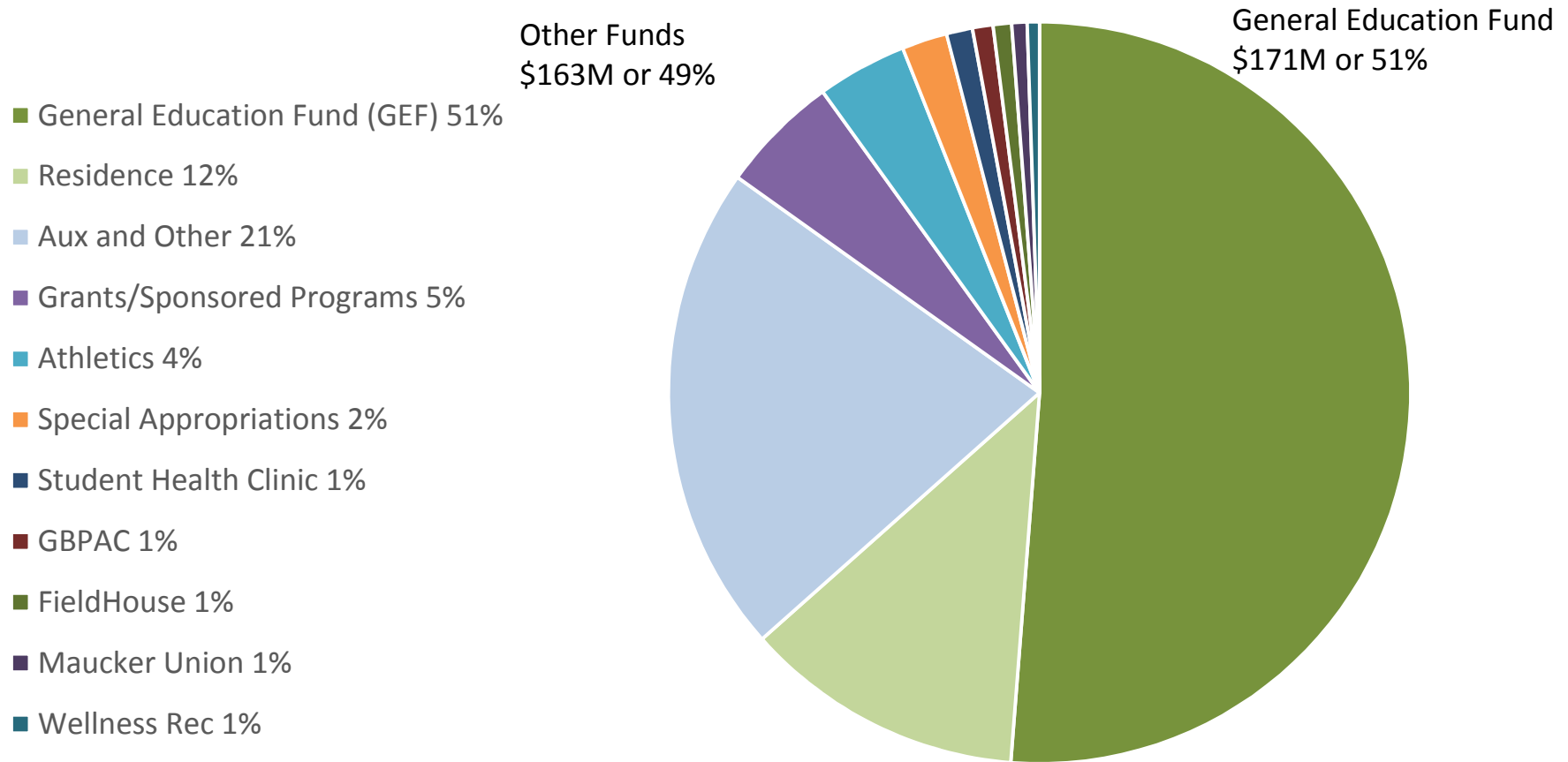
2015-2016 Academic Year Budget Presentation

Faculty Senate Meeting
January 25, 2016

Senior Vice President Michael Hager, Finance and Operations
Provost and Executive Vice President Jim Wohlpart, Academic Affairs

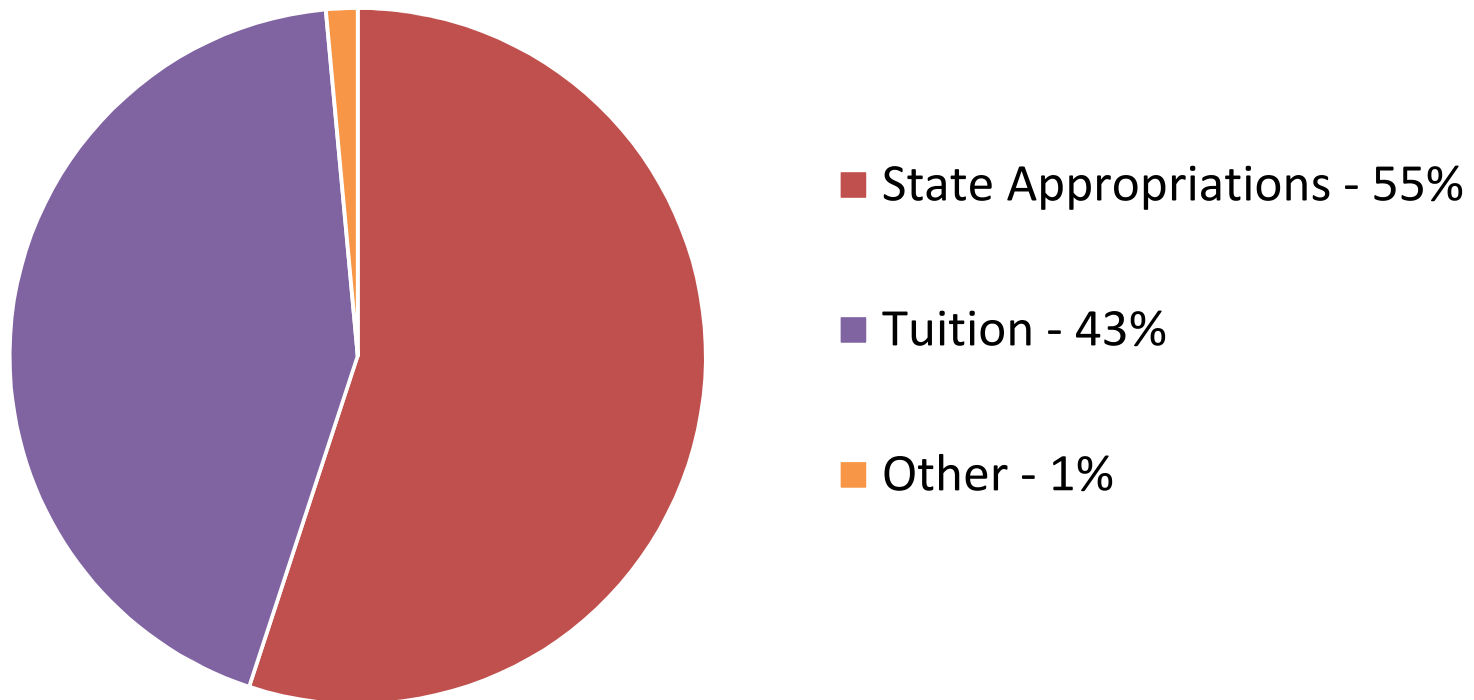
Total FY2016 Budget

All Funds = \$334 Million



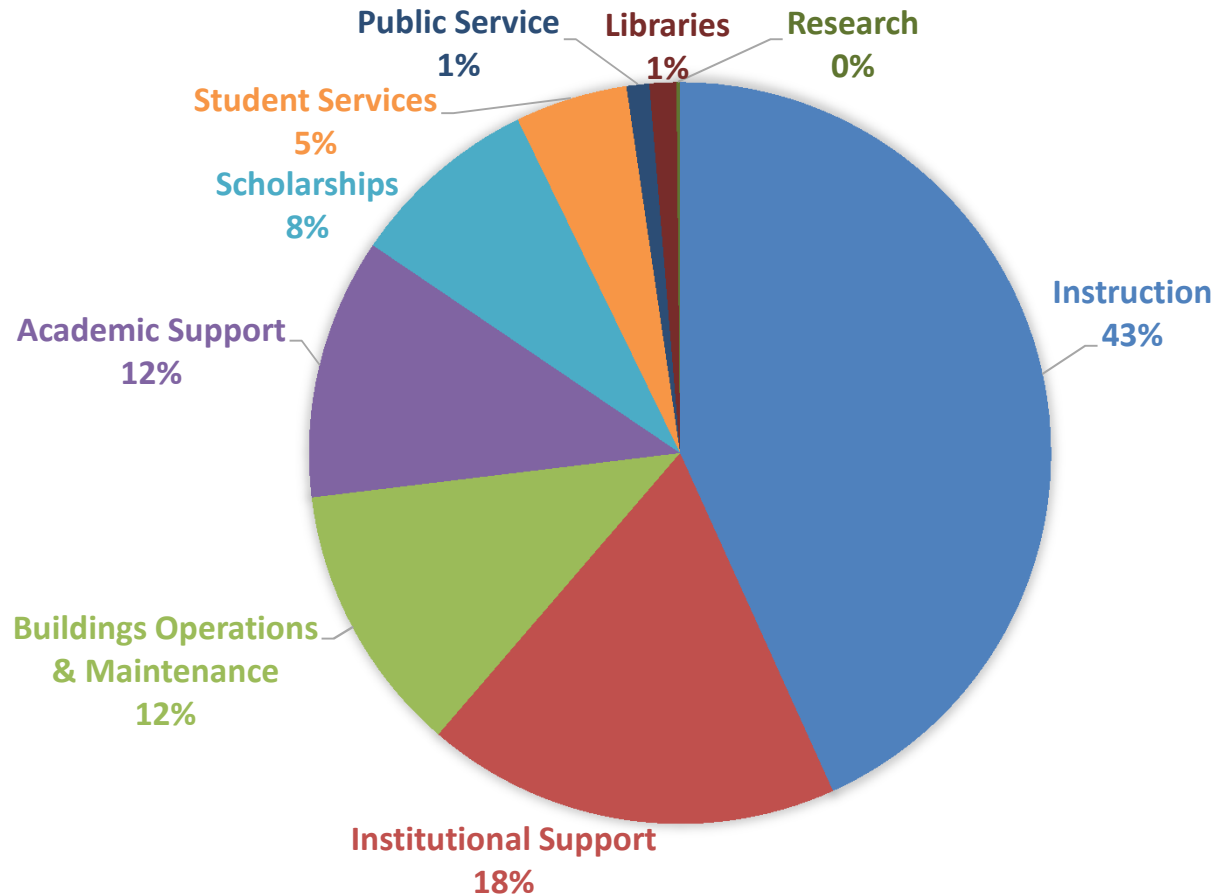
GEF FY2016 Budget - Revenue

GEF Budget = \$171,275,291



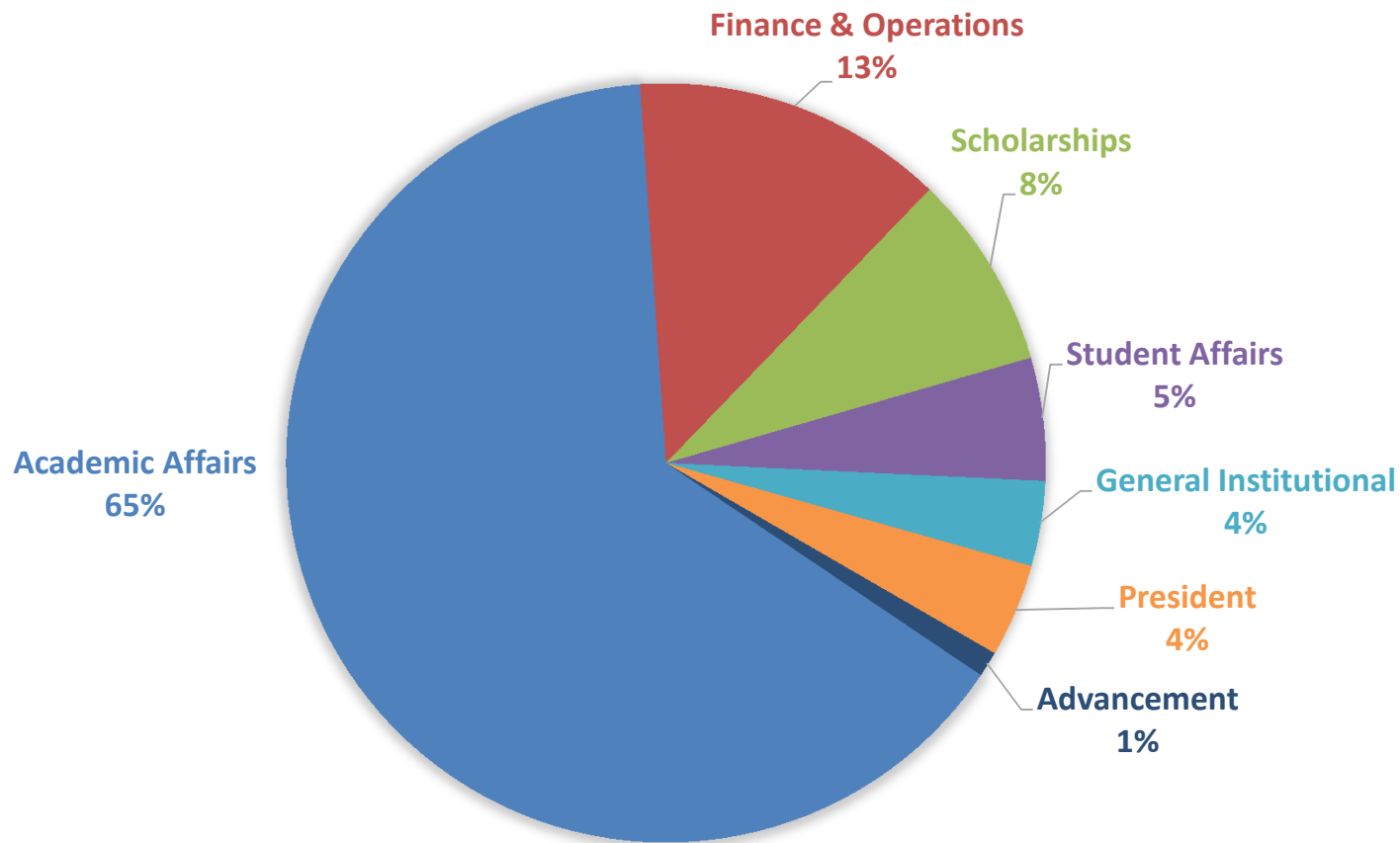
GEF FY2016 Budget – Expenses by function

GEF Budget = \$171,275,291

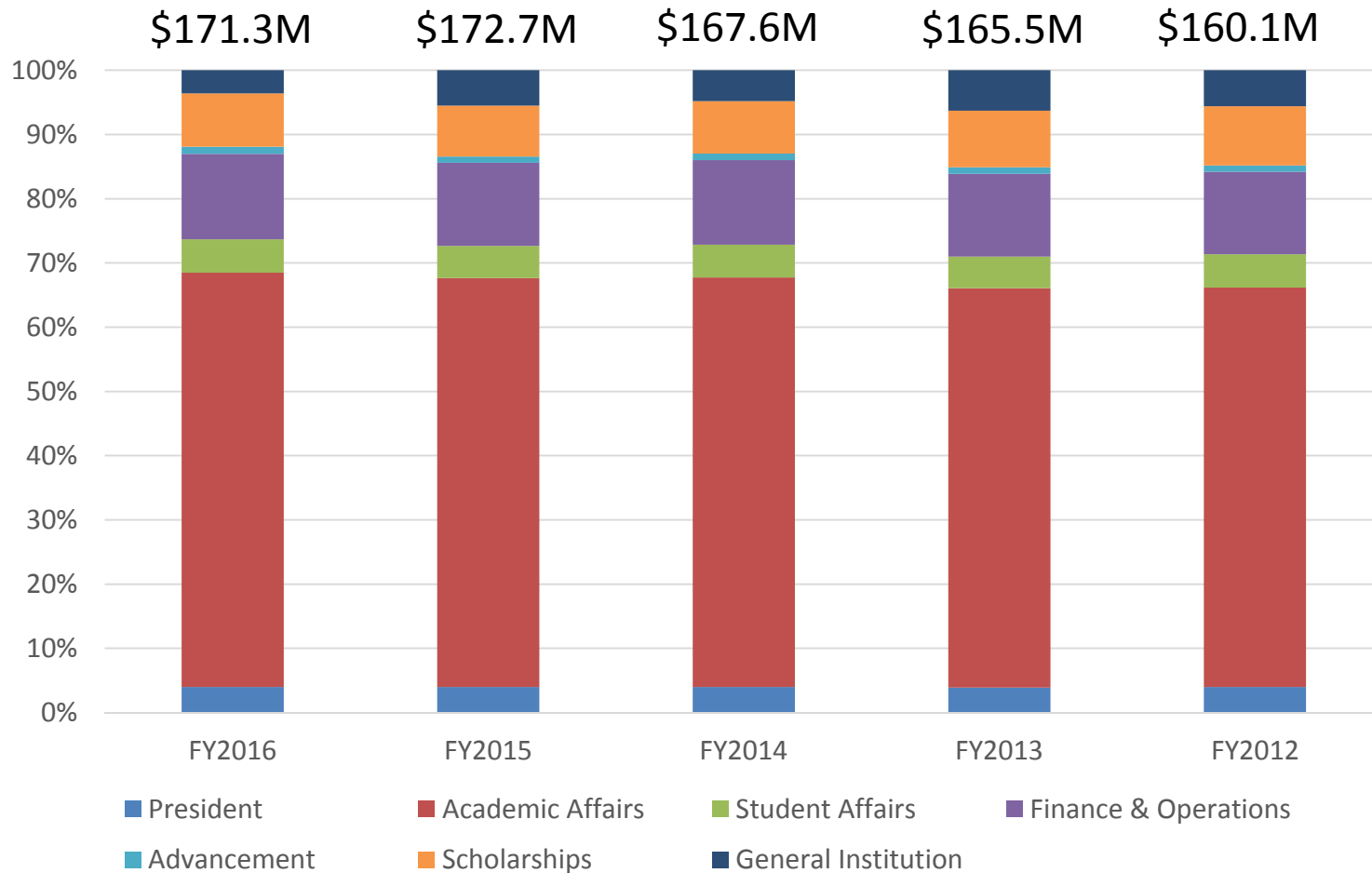


GEF FY2016 Budget – Expenses by division

GEF Budget = \$171,275,291

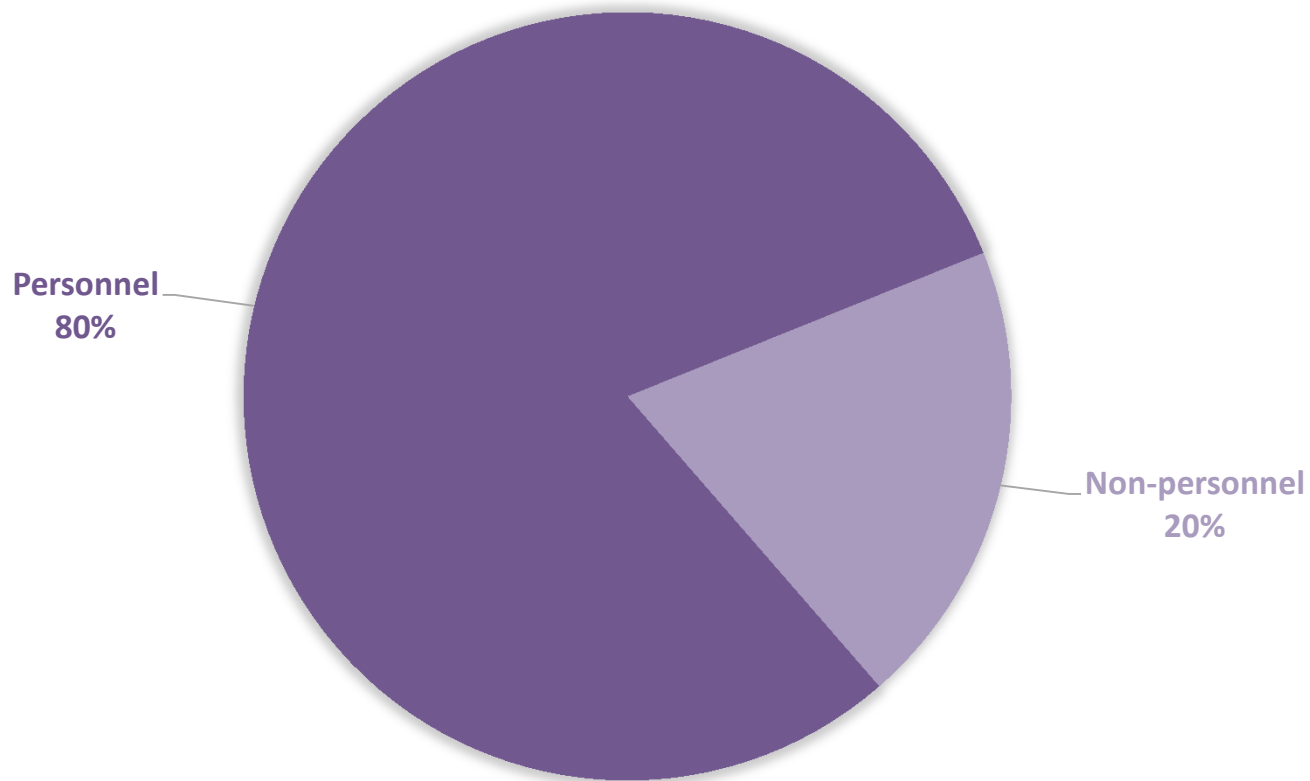


GEF Budget – Expenses by division, 5 years



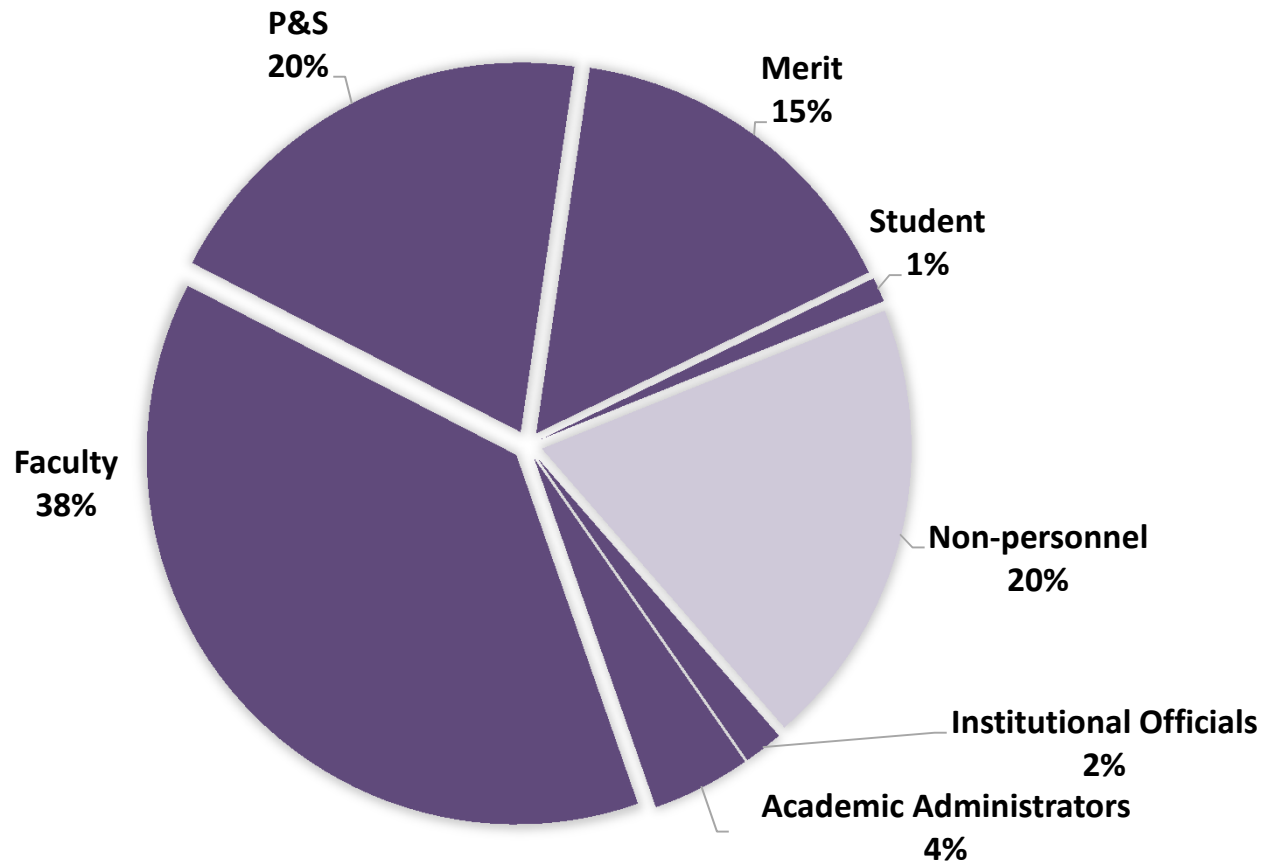
GEF FY2016 Budget

GEF Budget = \$171,275,291



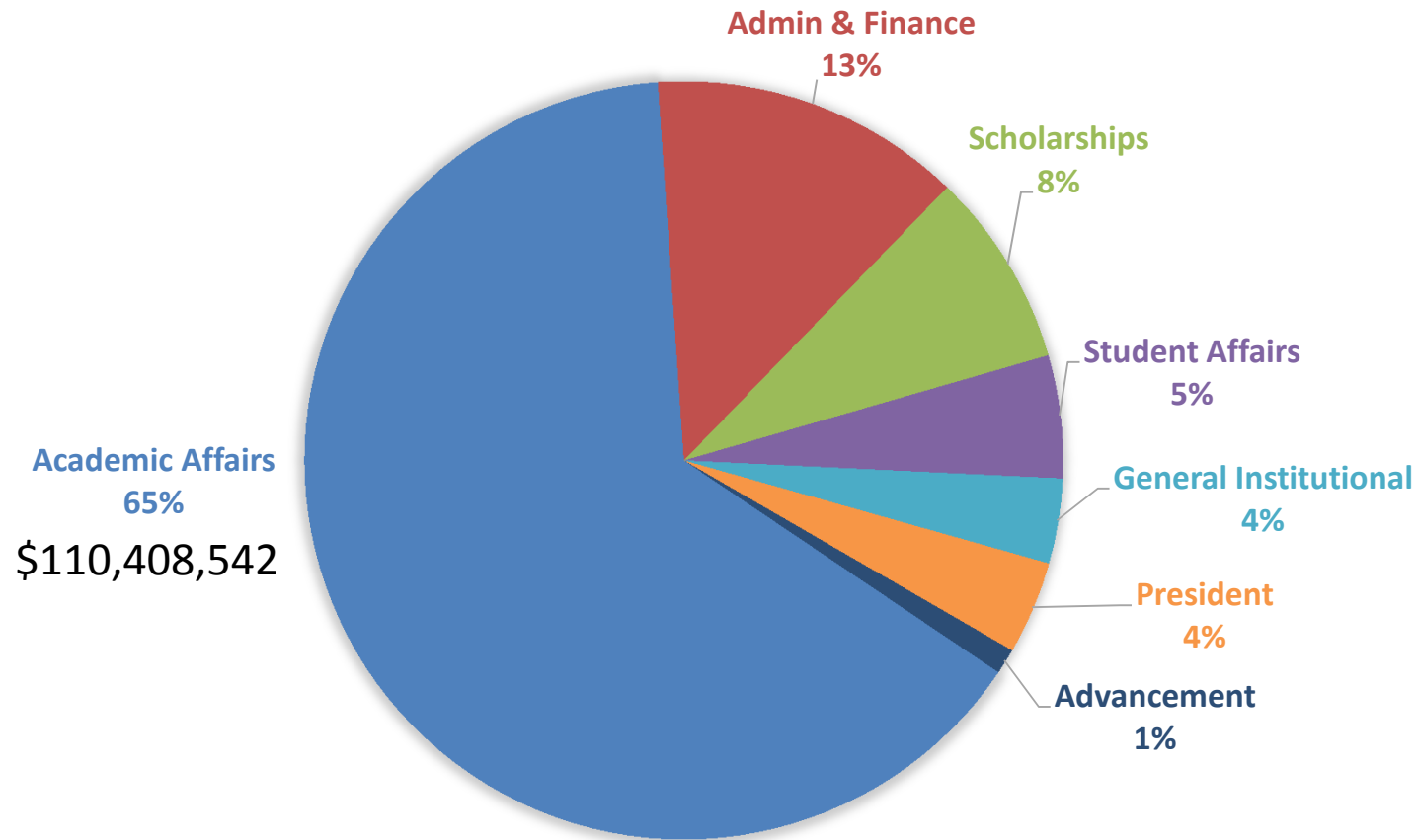
GEF FY2016 Budget

GEF Budget = \$171,275,291



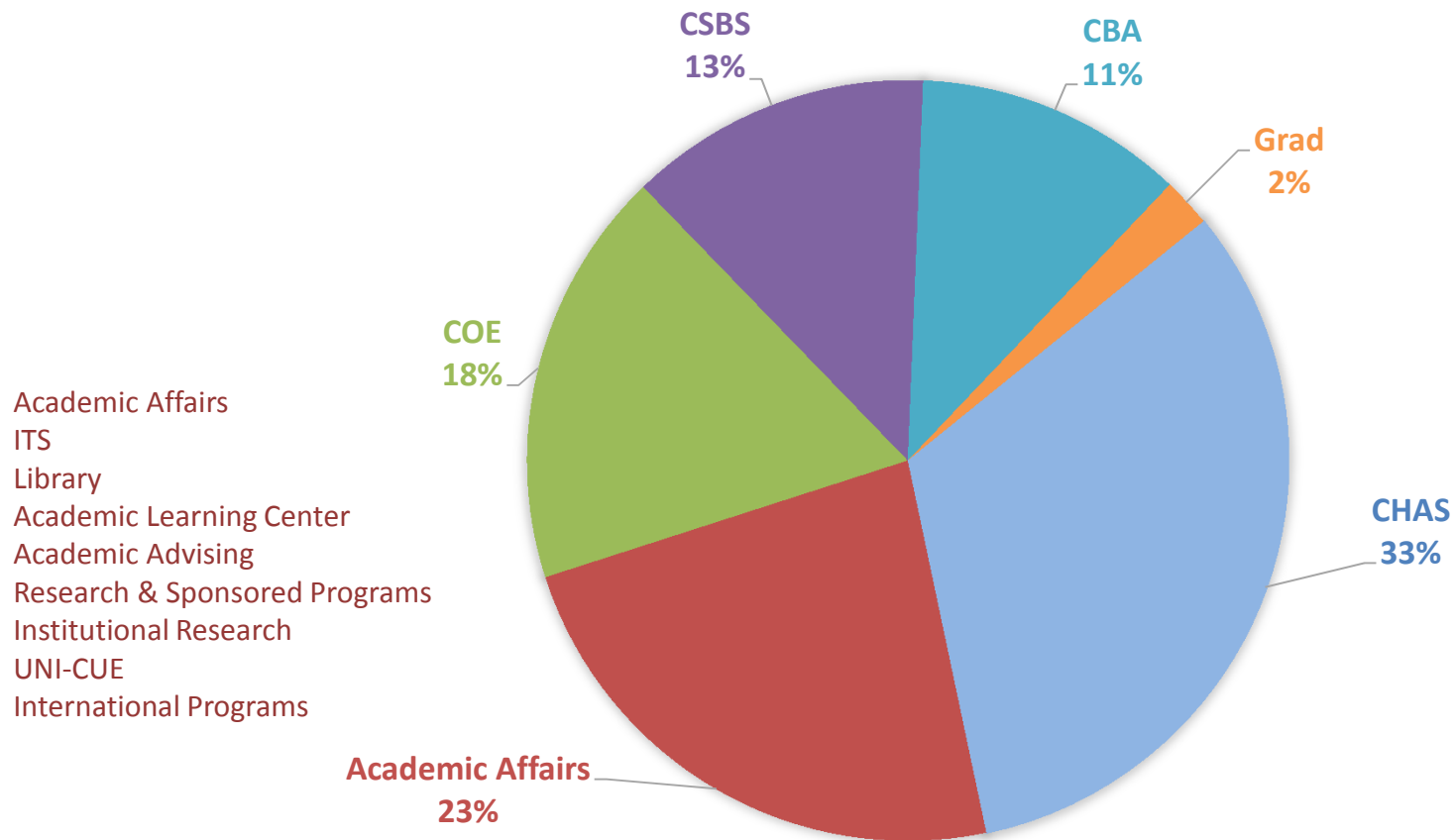
GEF FY2016 Budget – Expenses by division

GEF Budget = \$171,275,291



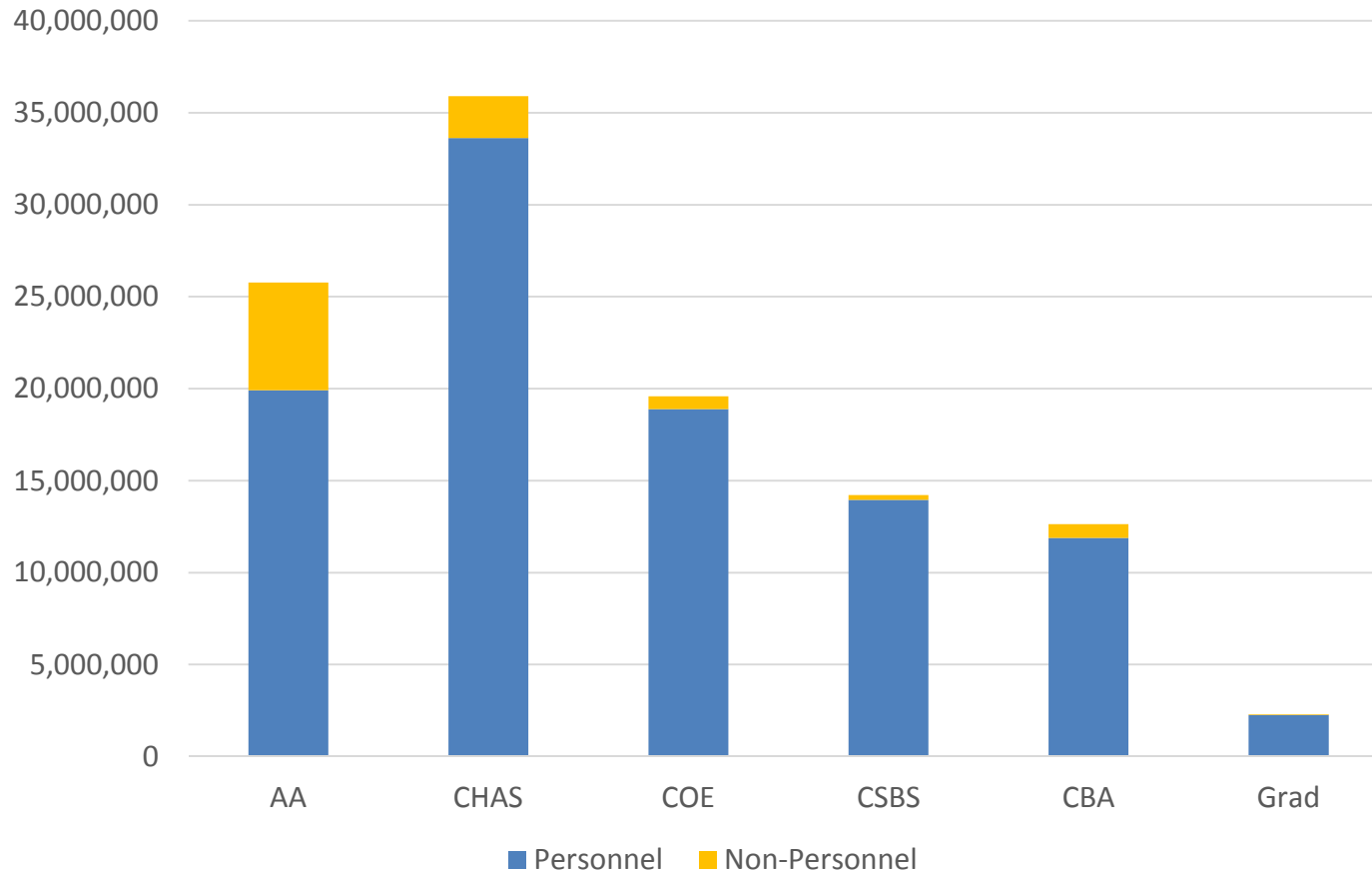
AA FY2016 Budget – Expenses by college

Academic Affairs Budget = \$110,408,542



AA FY2016 Budget – Expenses by college

Academic Affairs Budget = \$110,408,542



AA FY2016 Budget – Expenses by college

