

1-8-2018

University of Northern Iowa Faculty Senate Meeting Minutes, January 8, 2018

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Regular Meeting

UNI FACULTY SENATE

1/8/2018 (3:30-4:40)

Meeting #1802

SUMMARY MINUTES

1. Courtesy Announcements

No members of the Press were present.

To address questions raised at the last meeting, Provost **Wohlpert** shared a document comparing the costs of insurance premiums paid by employees and the employer (UNI). (See **Addendum #1**) On a different topic, he asked for advice regarding faculty membership on a Steering Committee that will facilitate discussions about UNI's next building initiative (See **Addendum #2**). **Wohlpert** congratulated Patrick **Pease** on his appointment as Associate Provost for Academic Affairs. He added that a national search will go forward for one position of combined duties: Associate Vice President for Research and Sponsored Programs, and Dean of the Graduate College. (See **Pages 4-13**)

Faculty Chair **Kidd** had no comments.

Chair **Walter** welcomed Senator Shahram **Varzavand** from Industrial Technology to the Faculty Senate.

2. Summary Minutes/Full Transcript of the Dec. 11, 2017 meeting.

**** (Neibert/Choi)** Passed. One abstention.

3. Consideration of Calendar Items for Docketing

#1361 Discussion, Handbook Committee.

**** (O'Kane/Zeitz)** Docketed for April 9 meeting. All aye.

<https://senate.uni.edu/current-year/current-and-pending-business/faculty-handbook-committee-consultation>

#1362 Emeritus Request, A. Gerald **Smith**, Professor of Accounting
**(Burnight/Mattingly) All aye. <http://senate.uni.edu/current-year/current-and-pending-business/emeritus-request-gerald-smith-accounting>

#1363 Consultative Session by Student Disability Services to explain their new Advocate Program and seek methods for communicating and training faculty to best support students.

** (Zeitz/Varzavand) All aye. <https://senate.uni.edu/current-year/current-and-pending-business/request-consultation-uni-student-disability-services>

4. New Business: No New Business

5. Consideration of Docketed Items

1249 - Enrollment Presentation: Matthew (Matt) **Kroeger**, Associate Vice President for Enrollment Management. Jan 8th, 2018. (See Full Transcript pages 17-39 and Addendum #3) <https://senate.uni.edu/current-year/current-and-pending-business/enrollmentpresentation-matthew-matt-kroeger-associate>

6. Adjournment (Strauss/Mattingly) By acclamation 4:40 p.m.

Next Meeting:

Monday, January 22, 2018 Rod Library (301) 3:30 p.m.

Full Transcript follows of 44 pages includes 3 Addenda

Regular Meeting
FULL TRANSCRIPT of the
UNI FACULTY SENATE MEETING

January 8th, 2018

Present: Senator Ann **Bradfield**, John **Burnight**, Seong-in **Choi**, Chair Gretchen **Gould**, Senators David **Hakes**, Tom **Hesse**, Bill **Koch**, James **Mattingly**, Steve **O’Kane**, Vice-Chair Amy **Petersen**, Senators Jeremy **Schraffenberger**, Nicole **Skaar**, Mitchell Strauss, Shahram **Varzavand**, Leigh **Zeitz**, Chair Michael **Walter**. Also: Provost Jim Wohlpart, Associate Provost Patrick **Pease**, Associate Provost John **Vallentine**, Faculty Chair Tim **Kidd**, NISG Representative Tristan **Bernhard**.

Not present: Lou **Fenech**, Amanda **McCandless**, Gloria **Stafford**.

Guests: Kelly **Gibbs**, Ryan **Jaeger**, Matt **Kroeger**, Jenny **Lunes**, Leslie **Williams**.

CALL TO ORDER

Walter: Let’s call the meeting to order. Do we have any press to identify for today’s meeting? None to speak of. Welcome back everyone. I hope everyone had as restful a break as I did. It was nice. Some people escaped to California. I won’t mention any names, and was generous enough to lend me her car, which I thought was very nice and in the holiday spirit. Let’s see. I’ll ask for our guests to introduce themselves after the comments from our various administration. President **Nook** is not here today. I think he’s in Des Moines at a Board of Regents meeting, so we have comments from Provost **Wohlpart**. Please.

COMMENTS FROM PROVOST WOHLPART

Wohlpert: If you all remember at the last meeting we had a question that came in from faculty about the health insurance costs and the breakdown of the premiums between the employer percentages versus the employee percentage. So that's what's coming around. I will walk through this. Together we can walk through this. Ask lots of questions if you have them. I'll answer them as best I can, but I will say the stuff is very complicated. So if you'll start on the green side. This is the last three fiscal years, and it shows a breakdown in the premiums paid by the employer, first line, by the employee in the second line. That third line is folks who are on COBRA. People who are retired. So they pay 100% of their costs so you can ignore that line if you will. So we've gone from 75%/25% split to an 82%/18% split. The cost to employer has gone up a little over a million dollars, and if you notice the cost to employees has gone down, or the total premiums collected has gone down. Questions?

Zeitz: Is that drop in the amount that the employees are paying because they're going to different plans that are cheaper?

Wohlpert: Thank you. Yes.

Zeitz: They're getting out of the Blue Plan and moving into the...

Wohlpert: Right. So they're...Remember the UNI Health Plan was extraordinarily expensive for employees and employers, and remember that it was indexed at a certain amount that the employer paid, and so as it got more and more expensive, employees were paying more and more. And as people have moved off of that, that plan has now ended. It ended December of '17. If in 2011 when

that arbitration had happened, and it had closed, we would have seen a huge drop in our total cost of health care, and then it would have slowly gone up over time. But people slowly went off of it. So if you look at the total claims, we're about the same. We're lower than we used to be, and that's because of the reduction in people on that plan. Does anybody have that handout that I gave last time? Because it included the amounts. So, UNI Health in fiscal year '15 had \$14.5 million in claims. A year later, \$12.7 million, and then last year, \$3.2 million. So very, very expensive. So that's exactly why that is, so thank you for that question. We had to collect an extra. Which is also why the claims in the administration costs have slightly decreased. Now that everybody's off that plan the claims will go up slightly. So if you remember last year we had to move \$7 million; we had to collect an extra \$7 million out of the PPO from the HMO to move into the UNI Health Plan. If we had ended it six, seven years ago, that wouldn't have had to happen. Other questions? Please, please ask and I can do as well as I can to answer them or...on the back, you'll see the breakdown of the PPO and the UNI Blue 17-18 comparison; the percentage by employer; the percentage by employee broken down by Single, Family and if you have two employees, Shared Family at UNI, the cost. And remember, there's an 80/20 split for the Family PPO. For the Single PPO, it's gone up to \$21 a month for the Single. If you look at the UNI Blue, it's still zero, and the percentage that's paid for the Family in the HMO is significantly higher. It's higher than the PPO, and it's gone up slightly from '17-'18. Questions, comments or other things I could try and dig out? What I know that what the President and Vice President **Hager** are looking at, is trying to pull together a group of people: people from all employee groups to really dig deeply into this stuff and understand it; to look really closely at all of this to help

us make decisions about how you balance the costs. You all know that the premiums are not the only ways that employees incur costs. Right? There's also out-of-pocket expenses, and when we sent out that information to faculty and staff last year, we got a lot of feedback about 'keep the premiums low, but increase the out-of-pocket expenses.' That was the preference that people showed across the board, and so that was the change that we made. That feedback from employees was really, really helpful in determining this year's plan. We would like to be able to show projected fiscal year '18 but remember that this is going to be a very, very odd year because starting January 1st, the AFSME employees come onto our plan. So it's going to be a very odd year. We do know the AFSME employees, they've had to enroll. Every one of them had to go through open enrollment. They had to select a plan. They were on the State plan. Now they had to select a plan. We do now know how many of them picked the PPO. We know how many picked the HMO. How many of them are on Shared Family, how many of them got on to a spouse's insurance or someplace else. So, they are working through what a projected budget would be for this year. That's going to take a little while longer to come up with that, but when we get it, I will add that column in here for a projected Fiscal Year '18.

O'Kane: Jim, (**Wohlpart**) Do we have any idea what the added out-of-pocket--and I guess that would include co-pays? Is there an average? Has anybody figured out how much higher that is?

Wohlpart: If you go on the website, it's there.

O’Kane: I’ve seen what the deductible is, but has anybody ever figured out what the average actual cost to a person would be?

Wohlpart: I don’t know if anybody’s figured out what the average would be. Again if you use your insurance more, those costs are going to be more, and this is part of what we heard. For people who are not using their insurance, they don’t want to have to necessarily pay those costs, so I don’t know the answer to that question. It’s a good question. That would be really complex.

O’Kane: I’m thinking it would be.

Wohlpart: Again, that would be something for this committee that we put together to ask those kinds of questions and have them dig into that kind of stuff would be great and really helpful. You know, one of the questions that you always think about when you think about insurance is balancing; spreading the cost among the community, versus pushing the costs to the people who are using it. You have to find the balance someplace in there, right? You could keep your premiums really, really low and have all of your out-of-pocket expenses really high, and then the people who use insurance are the ones paying for it. People who aren’t using insurance pay less. And so finding that mix is a challenge, and so that’s why it’s going to be really important to have this committee, so that they can be really educated about that stuff and look at the possibilities. Other questions? The other thing that’s going to impact all of this is what’s happening nationally, and what will happen in the state of Iowa in the next year or two years. I hate to say this, but even if created a kind of trajectory, that still is going

to be completely thrown for a loop based on what's happening in the United States.

Neibert: This isn't an insurance question, but this has been on my mind, and I wanted to ask this since I've never gotten an answer to this. Here at UNI as faculty, we have no kind of tuition benefit for our spouses. Why is that? When the other employees, right—like I know our Athletic Training Staff, they do have that benefit.

Wohlpart: I don't know that the staff here have that Peter (**Neibert**). That's a good question. I'd have to look into that. I don't believe anybody has tuition...

[Several answers] We do. I think they do for themselves.

Wohlpart: It's a good question, Peter (**Neibert**). It is a benefit. Sometimes you have to weigh all of the benefits and the costs. So then you're not collection tuition, right? Which lowers your revenues and how do you balance all of that out? I don't know why that decision has never been made here. I don't know if the Union tried to bargain it at one time. I don't know the answer.

Neibert: I wondered that, because if I understand, the other Regents institutions do, but I don't know for sure. They don't?

Wohlpart: I don't know.

Zeit: A few of the private ones, I think.

Walter: Thanks for asking that Peter (**Neibert**). I've wondered that myself a number of times.

Wohlpart: As we put together this Budget Committee, and we have a group of folks who really understand the budget, we could think about what would the implications of that be to our budget. That's where you can start thinking about, how do you make those choices? To talk about it in a place like that I think would be really special. It wouldn't have an impact to me, but I think it's a really great benefit to families. Other questions?

Wohlpart: So the next thing that's coming around is a committee that we're pulling together which will not have a lot of work this spring semester, but may have more next year. But we really wanted to get it started so that we could begin thinking about this. And this is thinking about the next major building renovation. The Industrial Technology Center is on the list for this year. We hope it gets funded. We pushed the Rod Library down below the Industrial Technology Center because we thought that we needed to do some more internal work to really understand what we would want to do in a Rod Library renovation. We also at the same time are thinking about the Maucker Union and renovation of the Maucker Union. We've been thinking about joining the two. We're building an expansion on the south side of the Maucker Union. Did any of you all participate in the conversations that were had on campus last year? Okay, several of you did. They were really robust and interesting. And what was interesting is that the ideas that came out of that really run a spectrum of renovating the Library, renovating the Union, to fusing the two in some fashion. And we thought that we really didn't have enough information from the campus community to make that decision. So what we wanted to do is slow that down. Have a more in-depth conversation about what we would want to do with this renovation, and get the campus

community's impact and feedback into that. So that's what this group will do. So we have, this is completely a draft. We haven't determined how many faculty should be on there: How they should be selected, if they are actual Senators, or if you all would nominate, or how you all want to go about constituting this committee in terms of the faculty on this committee. So that is an open conversation and question to you all.

O'Kane: A question on a question: Under public library, it says Cedar Falls and Waterloo?

Wohlpart: Yes. Again that's a question mark. Would we have the Cedar Falls Library and the Waterloo Library?

O'Kane: One lone voice says 'absolutely.' Bring everybody on.

Wohlpart: Good. That was our sense, too. This has been through a couple of drafts. First we had Cedar Falls and then somebody said, 'Why not Waterloo?' So that's why it's still a question mark. Good. I appreciate that feedback. But what about faculty?

Bernhard: I can get those student names to you pretty quick, but are you looking for just underclassmen?

Wohlpart: This is probably at least a year and a half process, so the plan is that for spring semester there'll be a lot of education. Learning about what's happening in libraries. Learning about what's happening in Unions. Learning about Student Success Centers. Maybe doing a visit in the summer to some potential places to look at them, and then next year this group would facilitate, convene some

conversations around campus to get a sense of what campus wants to do. So it's probably a year and a half, Tristan (**Bernhard**) is what I would think, so if you can come up with some sophomores or juniors, that would be really awesome.

Zeitz: Does the faculty have to be the Faculty Senate?

Wohlpart: No. It's being brought here for you all to decide who it would be and how you would decide.

Zeitz: Because I think you would need more than two faculty members. Six maybe? I don't know what the magic number is.

Wohlpart: But remember, this is just a steering committee. We won't reach out and faculty will have an input and a voice in this. This won't be the deciding committee, this will be the facilitating and convening committee. Okay, so they're not going to make the decision, but they'll convene folks in some fashion to be able to drive a decision.

Zeitz: I'm thinking even with that, if you had a representative from each of the colleges, we have that in the Senate, but I'm saying that if we had representatives in each of the colleges, I think we'd get a broader perspective.

Wohlpart: Okay. How would we get those names? You want me to ask the deans for nominations and ask faculty leadership to vet those names?

O'Kane: Maybe College Senates could put forward a name.

Wohlpart: College Senates? Does that sound good to go to the College Senate leadership. Leadership of the College Senates and ask them to give us a name? So Leigh (**Zeitz**), in addition to the four faculty from the four colleges, who else? You said maybe six? I thought maybe you were proposing a reorganization and we had six colleges. [Laughter]

Zeitz: Now, I actually just pulled the number out of the air. What I'm looking at is I'm simply looking at a wider representation. I've been hearing about the idea of the Library going over there or they're coming over here. I don't know. It seems that they're so diverse in what they're supposed to be doing, it doesn't make sense to me that they'd join, but these are perspectives that people would discuss.

Wohlpart: Two from CHAS? Humanities and Arts & Sciences?

Walter: So to sustain this conversation, can I attach this to minutes? Do you want to get me a copy of this as a draft?

Wohlpart: Sure.

Walter: Same thing with the medical benefits sheets?

Wohlpart: Sure.

Walter: That will be great.

Wohlpart: I'll send them. Thank you for your feedback.

Walter: Is that it for you?

Wohlpart: So Congratulations Patrick **Pease**, who is now officially the Associate Provost for Academic Affairs after a national search with four very strong candidates on campus. A very strong consensus among all the folks who got to visit with those candidates. [Applause] I have been asked repeatedly since before I got here, to do a search and combine the RSP position and/or do a search for the dean of the Graduate College. We now have the opportunity to do that. This was a position that was on our campus, Associate Vice President for Research and Sponsored Programs and Dean of the Graduate College. That will no longer be on Patrick's (**Pease**) plate once we hire that position. So again, I'd love feedback on your ideas. Your ideas for that. Graduate Council has weighed in. They say they want us to hire a dean of the Graduate College. That's something they want very much separate from the Associate Provost role. So if you all have any feedback, send me an email. Send it through faculty leadership and I'll gladly take your thoughts on that. If you want to serve on the Search Committee, I'll gladly take your name for that, too. Patrick (**Pease**) now that he's official will be chairing the committee. I will probably do an external search, since Patrick (**Pease**) has been internal. I think we'll be able to do a national search. I've been encouraged to do that just to bring in...One of the things I appreciate; we need to do this more—I hear this all the time about deans—is that even if you hire internally, it's nice to have somebody who's been vetted nationally. Right? That gives credibility to those individuals. So I'll take feedback that you have. That's all I have. Thanks.

Walter: Faculty Chair **Kidd**, any comments from you today?

Kidd: No. Not today. It's a nice day, let's be quiet. [Laughter]

Walter: I had a question. Let's see. I think we have a new senator, Shahram, are you replacing Russ **Campbell**?

Varzavand: Correct.

Walter: Good. Okay. Alright. Big shoes to fill.

Wohlpert: You have to wear a bow tie.

Walter: You got to wear a bow tie. [Laughter]

Wohlpert: And you have to correct the Provost on a regular basis. [Laughter]

Walter: And you have to be absolutely an expert on Robert's Rules of Order, which I am not, embarrassingly. We're just kidding. No pressure, honestly. You're from Industrial Tech?

Varzavand: Correct.

Walter: I think we've met somewhere before. Have you been at UNI for longer than me? I'm about to do 20 years.

Varzavand: It shows my age, but 30 years.

Walter: Thirty years. That's perfectly okay. Welcome to our august body. Any questions on how things run around here, just ask any of us.

Wohlpert: Except Michael (**Walter**). [Laughter]

Walter: Ask Jim (**Wohlpert**). Alright, so you can't have missed the picture up here. [Cheers] Our transcriptionist and her husband Dave and myself at the Octopus.

Kathy (**Sundstedt**) is receiving the little gift that we drummed together in great secrecy in Executive Session I'll have you know. Hey, it worked. Thank you very much, all of you for your donations to this. Other matters: I did not get my guests to introduce themselves, but if you would just introduce yourselves one at a time.

Gibbs: Kelly **Gibbs** with Student Disability Services.

Williams: I'm Leslie **Williams**, Dean of Students.

Jaeger: I'm Ryan **Jaeger**. I'm with IT for SCS.

Lynes: Jenny **Lynes**, Assistant Coordinator, Student Disability Services.

Walter: Thank you very much. Welcome, and Matt (**Kroeger**) is here and scheduled for a presentation. There's a little bit of a misunderstanding between Student Disability Services and myself. They thought they were on the agenda today but it didn't turn out to be the case. So, priorities being what they are, I'm going to have Matt (**Kroeger**) give his presentation first and then after his, we'll go ahead and...Probably what we'll do is put them on as a Calendar Item and then move them out to January 22nd, which is our next meeting. That will give us an opportunity to invite interested parties. Since they weren't even a Calendar Item, we didn't have that advantage. I apologize all over the place for that. Sorry about that. Would one of you like to stick around and tell us a little bit about what the presentation will be? Because this hasn't even been petitioned as a Calendar Item yet. So if you would hang out for just a little bit while I go through some of these considerations for Calendar Items.

MINUTES FOR APPROVAL

Walter: The Minutes for Approval. The Minutes have been set out to Senators only. Do I have a motion to approve those? The item about the mysterious person named Michelle: It turns out she was in Human Resources I think. Michelle **Byers**, yes. There was somebody named Michelle in there and we couldn't figure it out who this was. It was part of the conversation, but that's been cleared up and I'll make sure that that's reflected in the minutes. So, do I have a motion to approve the minutes from December 11th? Moved by Senator **Neibert**. Seconded by Senator **Choi**. All in favor of approving the minutes for December 11th, please indicate by saying 'aye,' opposed, 'nay,' abstain, 'abstain.' The motion passes. One abstention.

CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

Walter: Calendar Items. Number 1361, include a consultation by the Faculty Handbook Committee and they would prefer if we would put this on the calendar as Calendar Item 1361, probably Docket Item #1250, for the 9th of April. Now, is there any reason to discuss having the Handbook Committee, which you are on come up sooner than that, or should we just go on with the April 9th date?

Petersen: We as a committee want to share the work that we are engaged in this year and we'd like to be on the calendar in case the calendar fills. We are not ready to share anything just yet, but we anticipate that by April 9th we'll be ready.

Walter: Big kudos for this group, because this has been a quickly arrived-at situation and they've done amazing work on it so far. So, do I have a motion to approve for docketing, it would be Item #1250, The Faculty Handbook Committee Consultation on April 9th? Moved by Senator **O'Kane**, seconded by Senator **Zeitz**.

All in favor of moving the Faculty Handbook Committee Consultation to Docket Item in regular order but out on the 9th of April, please indicate by saying ‘aye,’ opposed, ‘nay,’ abstain, ‘abstain.’ No abstentions, the motion passes. Okay, also added rather recently—yes—the application was sitting on my desk over the holiday season, so I managed to sneak this in on the three-day limit for the faculty calendar. This is an emeritus request by Gerald **Smith**, Professor of Accounting who was in this august body for quite some time, and was a source of great clarity and humor, as I recall. So, he has applied for emeritus status, that is Calendar Item #1362. That would be Docket Item #1251. Do I have a motion to approve for docketing in regular order, the emeritus request for Gerald **Smith**? Senator **Burnight** moves, Senator **Mattingly** seconded. All in favor of approving the emeritus request for Gerald **Smith** as Docket #1251, please indicate by saying ‘aye,’ opposed, ‘nay,’ abstain? The motion passes. Okay, I have no items of New Business, so I think that will take us right to Matt **Kroeger**’s presentation. That’s Docket Item #1249, the Enrollment Presentation. Matt (**Kroeger**) you can take these controls or I can click through it. Whatever you want to do.

CONSIDERATION OF DOCKETED ITEMS

Kroeger: I’ll go ahead and take them because there are quite a few slides. We’ll just introduce a year’s worth of data, one at a time. So I have four things that I wanted to share today and really leading into some discussion as we go. Certainly a lot of this is very freshman-centric and as we all know, our total enrollment at UNI is comprised of multiple populations, both freshman, transfer and graduate; non-degree seeking students, distance and online. But since you know in many

ways we are very much a traditional institution with a number of students that come to us as undergraduates directly out of high school, and those are the measurements and marks that we get compared to with a number of other institutions. Not just the size of the freshman class, but it's composition, their retention rate, their four-year graduation rate, and six-year graduation rate. It's certainly a population that a lot of shared work goes into. So, many of these are geared toward that audience, but they have applications elsewhere. So those are the four items that I was planning to talk with you all about today.

Kroeger: The first one is really just a look at the last six years-worth of the entering freshman class, and get a little bit of a scenario and the state of affairs as we were going through this. So, back in Fall 2012—this is after we saw a pretty significant dip in our total enrollment, the total freshman class was just over 1,700 students. The average ACT slightly above 23. You can see the cumulative high school GPA of a 3.2. And in the next column is the percentage of the entering class that represented, or identified as Under Represented Minority students. And in the far right column is the percentage of that freshman class that were not residents, both international and domestic non-residents. Jump forward to the next year and you have very minimal growth in the total number of students. A pretty noticeable decline in the average ACT there. GPA up slightly. Also during this time it's probably pretty safe to say that many institutions and many high schools really if they're not adopting a weighted GPA system already, some of them were even still introducing it, and students taking more challenging courses. And we as an institution if a student's high school transcript presents itself with two GPAS on it, a weighted and an unweighted, the Institution's policy at UNI is

similar to that of the other two Regents: We take the GPA that benefits the student most. So, a slight GPA increase. A little bit of a dip in the percentage of students that were identified as minority, but the non-resident did go up very slightly. Now, I interviewed for this position late Spring of 2014 and what I was hearing about at that time—and I eventually started in this role in the end of July 2014, that was the year that the University contracted with Royal & Company, a Higher Ed marketing firm and did a very aggressive late application push. That did help add about 100 students to the entering freshman class that year, but I think one of the other things it helped identify with—and especially this was something not just in the Admissions Office, but in University Relations and elsewhere, it was the notion that if you really wanted prospective students to apply, you gotta let them know. You gotta be aggressive and you gotta communicate with them. So, prior to Spring and Fall of 2014, any sort of mass emailing, message dissemination push to apply that was being done was very, very limited. And this is really functionality that many institutions have had access to for many years. Back in the eight years that I worked at the University of Iowa, I left there in the late Summer of 2012, it was myself and another colleague that had access to a CRM system that did a majority of building of the campaigns. These were very targeted and sophisticated campaigns that send messages out to thousands and thousands of prospective students. And we'd been doing that for three years at least. So 2009-2012, we were really just really starting on that in 2014. Fast forward to the next year, Fall of 2015 the entering freshman class goes up by over 100. Their average ACT down ever so slightly at 22.7. GPA went up nicely, though. You can also see the percentages that identified as Under Represented Minority. Not quite as high as what it was the year before, but we did see an increase in non-residents as

well. Forward to the next year, 2,000 freshmen even. It was quite a milestone for this campus. It was the first time that we had 2,000 or more freshmen in the entering class since I want to say the Fall of 2008. So a pretty big mark to hit. Fall 2016 was also the first year that new freshmen were awarded merit-based scholarships, and these are the recruiting scholarships, like our Distinguished Scholar Awards for Iowa residents, our Out of State Scholars Award for out of state students, our Multicultural Scholars Award for under-represented minority students. Fall of 2016 represents the first year that those awards were given out to students based on a combination of their high school GPA and their ACT or SAT score. Before that, it was primarily—the primary indicators that were used for awarding those were RAI: The Regent’s Admission Index. At that time, we had two different RAI scores that we evaluated freshmen on, and one of them was actually the one that we use for No Rank students wasn’t even known or published. It was something that we just had on the back end. We moved to this awarding based on GPA and ACT also to be on par with really the industry standards. And then go to this next year Fall of 2017, we did see the drop in the freshman class, unfortunately. However, we do see another bump up in the average ACT. Now in my mind, there is no doubt that this increase and the turnaround in the average ACT going up is not only a product of awarding scholarships—merit based scholarships, based on GPA and ACT, but also being able to attract a non-resident population (which we’re now at 10% non-residents for this fall); a non-resident freshman population that is academically noticeably more prepared.

Strauss: Matt what are the ACT/ GPA requirements to get scholarships?

Kroeger: For Iowa residents to get a Distinguished Scholars Award, the minimum needed is 3.3 GPA and a 23 or above on the ACT. So when we introduce that grid of scholarships that has the GPA and ACT, and it shows what students qualify for, that's the minimum.

Strauss: And how much is it?

Kroeger: That's \$1,000 a year and then with the 3.5 GPA and a 25 ACT, the dollar amount goes up \$1,500. And then if you have a 3.7 GPA and a 27 ACT, it goes up to \$2,000 per year.

Wohlpart: And how much would they get at Iowa or Iowa State? [Laughter] We shouldn't say that.

Kroeger: Yes. Yes. And it's changed so much, especially recently. There have been noticeable changes in what other institutions provide in automatic merit-based monies. Next, kind of jumping into Market Share, which a really quick definition for Market Share is the number of Iowa residents that we have in our entering freshmen class, divided by the number of Iowa high school graduates from that previous spring term. Now, there are different numbers out there that you can look at for high school graduates. We use WICHE's—Western Interstate Commission for Higher Education. We use their numbers in deriving these percentages of Market Share. WICHE has been producing high school graduate estimation projections for several years now. If we look at Fall 2012, our Market Share of Iowa resident freshmen was just 4.4%. Just a slight bump up for Fall 2013—excuse me, for Fall 2014...oh, you were going to ask a question? Market

Share? The number of Iowa high school residents in the freshmen class, divided by the number of graduates in the state of Iowa

Wohlpart: So it's the percentage of Iowa kids we get here at UNI.

Kroeger: Yes. It's not necessarily the number that go on to college, it's of the total graduates. So Fall 2014, there you see a little bit of a bump up to 4.75, and you'll see that there's a new column in that far right—that three-year sort of average of how we're performing over the last three years. Fall 2015: With the growth of the freshmen class, 100 of them were Iowa residents, which really shows in that Market Share amount. It also has its impact on that three-year average. And then Fall 2016, the year of 2,000 freshmen with 1,833 of them being Iowa residents, that 5.63% is very nice, and it would be fantastic if that would be something that we could achieve each and every year. Unfortunately, the landscape isn't necessarily looking that way at the moment. But you'll notice that with those three years in a row, how the three-year Market Share average has jumped from 4.55% to just over 5%.

Strauss: What kind of numbers do we see at Iowa and Iowa State?

Kroeger: That's a really good question. That's a really good question. I believe Iowa State's might be somewhere in the 10 or 11%. University of Iowa's is just a little bit more than ours. I want to say that their freshman class is maybe in the low 2,000's for Iowa residents, since they draw heavily from out-of-state. And up until this past year, heavily from international, notably from China. And then this past year, even though we had a dip in the total number of Iowa resident freshmen, and yes—those numbers are accurate—you see a lot of 51's there.

1,651 for Fall 2014. Fall 2015: 1,751, and then back to 1,651. Even though you saw that Market Share dip in one year's time, you notice that three-year average is still fairly strong, and much stronger than what it was back in Fall 2014. So those are the students that choose to enroll here at UNI. However, there's a big audience of students that are interested in us, enough so that they apply for admission, and they are offered admission to UNI, but they choose not to enroll here. So, we've been administering something called the Admitted Student Questionnaire over the last few years. Now, a number of institutions do this, and you can use products by various vendors and sorts, and actually for Fall 2016 we did a small subset. We looked at—we contracted with the College Board to do just our out-of-state students, because their data provides quite a bit richer information and it's a standard tool. The survey we've been using is very similar to ones that are available nationally to students, and it asks some of those key indicators to students. This year though, we did add in a new component, and that's that Audience Number Two. That's the parents of students who are offered admission that didn't choose to enroll. The results for this are pretty good: 600 responses back out of the total pool represented just over 20% of the entire pool that we invited to do the survey. So this is good data. So what do they tell us? So they were offered admission here, but they decided to go elsewhere. The top reason that was recognized, or that was reported, was that students felt that they went to an "institution that had a better reputation or strength for their major or program." Now, notice that that is a different survey response than the very bottom one: that it actually offers the major or program, but that we don't have it. Now, students and parents when they did this, they can report more than one reason when they do the survey. So that's why your percentages don't necessarily

add up—they go well above 100%, right? Because for many families, it’s not just one but multiple reasons. But the second one is “Offered More in Academic Scholarships”: 30%. “Geography,” the third. “Lower cost of tuition and fees,” coming in at number four and, “A location that I prefer more than Cedar Falls,” 20%. And then another one relating to affordability and financial aid package. Now when we did this survey back in 2015, for all audiences, they had the same options to choose from to report reasons. I’m not going to stay on this slide very long because it looks better when you compare them side by side.

Walter: Matt (**Kroeger**), just one point for clarification, that 600 and 612, are those coherent sets? Are those the parents of the students who didn’t accept?

Kroeger: No.

Walter: Just a set of parents and a set of students?

Kroeger: The parents that did it could have been different than the students who did it.

Wohlpert: Hey Matt (**Kroeger**), I don’t think you’re in presentation mode.

Kroeger: We tried that before you came Jim (**Wohlpert**) and for some reason we couldn’t get it. You can see it on the desktop. The presentation mode is out there, but you can’t get to it. Michael (**Walter**) and I tried to figure it out for about ten minutes or so.

Walter: We must have put in 30 seconds or so. [Laughter]

Kroeger: Somewhere between ten minutes and 30 seconds. So this two-year change, you can see what happened, right? The number of students that reported

that scholarship was a reason actually went down six percentage points. That's a very good thing. The number of students that reported "Better reputation or strength for their academic major or program," went up slightly: 2%. The other one that you see highlighted in green, "Location that I prefer more than Cedar Falls," 22% down to 20. That's just highlighted because it is a little bit of a dip. But that was also something intentional we tried to do. Into our admitted students communication, we tried to bestow the great things about Cedar Falls and the Cedar Valley. Things that are available to students. This past year we introduced a welcome email that was co-authored by both of our two mayors, that went out to admitted students and their parents. Not those who live here in Blackhawk County, but outside of that area, so that they felt welcome, not just to the Institution, but also to the community. How are parents and students similar and different? This is just looking at the 2017 results right here. You can see that the students are in their order of importance as they were on the previous slides for 2017. But on the right, you have the parents. Money definitely sticks out, doesn't it? Scholarships. Lower cost of tuition and fees. Closer to home. But then also when you ask parents what came in as the fifth reason was that "My child could participate in college athletics." Not something that came up very prevalently with the students, but it made a difference for parents. So at least in their mind, that was a reason why their child went to a different institution.

We also looked at a different slicing of it. This is by Iowa students and Out-of-state students. Since we've been increasing our efforts to enroll more students, especially in our three major border states, Illinois, Minnesota and Wisconsin, you can see that the reasons for those out of state students, and these are the

students for out of state, not the parents, “Closer to home,” “Offered more in academic scholarships,” “Lower cost of tuition and fees.” So academics comes in as the fourth. But you also see a little bit difference pronounced with the academics with the Iowa side, don’t you? The difference between that and scholarships was different when you looked at the entire pool of students. It was what: 36% and 30% previously, but when you looked at just Iowa, it’s 37 and 31.

So, some key takeaways from all of this: I think one of them is the need to bolster our messaging as it relates to academic strength. Scholarships is still out there, but there’s still work that needs to be done in that area as well, too, right? It’s still heavily, heavily reported. And we’ve made some changes to our scholarship line up. We started last year introducing the Provost Scholarship. This is to select out of state students, and that’s what’s helped increase the number of non-resident domestic students and their academic profile. But, we also partnered with Raise Me, a micro scholarship platform that’s used by almost 300 colleges and universities across the country. So we can actually start communicating with students, sooner. Students that have interest in us—about scholarships. All they have to do literally is go on to Raise Me and hit ‘Follow UNI,’ and then we get their name and information. So we can start building that relationship with them with the new CRM system. We automatically know when we get the information what are the things that are going to be heavily important to that audience alone is scholarships. But also as it relates to scholarships, there are a number of things that are out of our control, and that would be: What are our competitors doing? Another key take away from this is the value and affordability, right? Four of the six top reasons that get identified all directly or indirectly deal with money,

whether it's tuition, financial aid package or scholarship. And it's even more pronounced when you look at just the parents. This new top choice financial question—last year we introduced a question on the survey and it was to students, and if they said that financial reasons were one of the reasons that they chose to go elsewhere, we asked them, “If UNI’s scholarship and aid offer would have been similar to that of the institution that they chose to attend, would you have enrolled at UNI instead?” And there was a pretty good number of students that selected that, and parents as well, too. I don’t know it off the top of my head, so I’m not going to recite a number, but it was noticeable. If you would compound that by the entire pool of students that we would have had, if that 20% sample size really represented the over 2,000 admitted freshmen that we had that did this that didn’t enroll, it could make a difference.

Walter: Matt (**Kroeger**), just one more question. The Raise Me program, how far down in grade level does that go? Junior high? High school?

Kroeger: High school freshmen.

Walter: Thank you.

Kroeger: My son’s at Peet. He’s a ninth grader, but he has a profile. Actually, Raise Me thinks he’s a high school senior. He’s already getting awards. Speaking of competitors, we ask other questions. So including UNI, what is the number of colleges that you’re applying to? And nearly two-thirds of the time, admitted students are looking at just two or three other colleges in their choice set. So yeah, you do have some that at that far end of the spectrum that are applying to ten or more schools. But by and large students the students that are applying to

us are looking at four total, maybe five. But the number of competitors that we have that we're up against is not a huge set, but they differ based on audience. Who are our top competitors? Well for students who were doing the survey, if you lump it together, the Iowa Privates, they're slightly more than each of the individual Regents themselves. One of those things of being a medium-sized institution, right? You overlap with the privates and also the publics.

Neibert: I don't know the landscape of Iowa that well. I've only been here eight years, but I've worked for a private institution. Private institutions are very expensive for students. Then on the private institution they may have more scholarship dollars or less. So it seems kind of interesting that we're having that much competition from our private institutions in the State. There's some very small private institutions.

Kroeger: There are.

Neibert: I don't know this information. Maybe you do. Do they have a considerable endowment that they're able to offer a considerable scholarship to offset higher tuition costs?

Wohlpart: It ranges.

Kroeger: Yes. It varies. The endowment levels and the scholarship offers vary from private to private.

Wohlpart: So Peter (**Neibert**) remember too that they charge \$40,000 and then they give everybody a \$20,000 scholarship so they're really giving anybody anything. They're just discounting it.

Kroeger: There are a number of institutions in Iowa that I have heard that have discount rates that are fairly high, like well above the industry average. Like, over 55%, getting closer and closer to 60%. So when you see articles nationally about this, is this sustainable in the long term? That's a big question that a lot of institutions have to wrangle with.

Bernhard: And then in addition to that, there's the Iowa Tuition Grant which is a really good source for a lot of people. And when the sticker price is higher, a lot of times that's perceived as higher quality, so if they're ultimate cost after all scholarships are deducted is \$8,000 to go to UNI and \$10,000 to go to the private, but the \$10,000 started at \$40,000, it seems like a great to be able to go there for that much.

Schraffenberger: But these numbers are just they apply. We don't know where they decided to go.

Kroeger: We don't. We do but they're not reflected here. We find out where they end up going if the institution participates in the National Student Clearinghouse. So we send all of these students, even all the students that we invited to do the survey—all of our freshmen admits who didn't enroll, we bounce them off of the National Student Clearinghouse, a few, four weeks into the term, just to make sure all of the institutions have their data reported. So, we're able to find out. So yeah. And we do. You look at the list of top eight to ten institutions, you see our fellow Regents in one and two. You see a handful of community colleges and you see the same privates pretty regularly.

Choi: This is very interesting because the top reason was a better reputation. So the money's important, but we have to remember that the top reason was they chose another institution with a better reputation, and so when I heard that I thought, "Okay, maybe they chose U of I. But if our top competitors are Iowa Privates, so does it mean that we have a lower reputation even comparing to our Iowa Privates? And is it because we don't market. We don't advertise our good scholars, our good education enough maybe?"

Kroeger: I agree with your last part. I think that we can be a bit more pro-active in our bragging about ourselves. Now again, this was just the students that did the survey, the competitor-listing. And if this body would like, we can look to see how many from the National Student Clearinghouse, on how many of the Iowa Privates show up in there as well, too.

Wohlpart: How many privates are there, Matt (**Kroeger**)? I mean we're talking about all of the Iowa privates.

Kroeger: Thirty-two (32) private, not-for-profit independent colleges. It's lumping a lot of them together.

Zeit: Instead of looking at the scholarships and giving them money, how much do we push the ideal of "Live like a student," where they're leaving with less debt? I don't know how you'd advertise that, but it seems that would be an important one to use.

Kroeger: We have started using the whole Net Price and Affordability related to student debt and the fact that our debt level is lower than most other institutions. In fact, all but one in the state of Iowa. Right? Grinnell is the only one that has a lower level of student debt for its graduates than UNI does, so we've been starting to use that the last couple of years as a bigger selling point for UNI, paired in with that value of affordability. Next slide, timing is everything. In this case it certainly is. We asked students when they made their final college selection, more than 75% of them are making their final decision between January 1 and May 1. Now, we haven't asked this before ourselves on our own survey instrument. I personally thought that the fall of the senior year, and the summer before the senior year would be higher than that. There are a lot of fence-sitters, and they're still in our applicant and admit pools between now and the start of summer. Spring semester is yield season. This year it really needs to be yield season. We didn't just want to ask information though, and get their stuff. We gave them some open-ended text questions as well, too. "Do you have any suggestions or words of advice?" One hundred twelve of those 600 students gave us some nuggets of information. Several of them said, "Keep doing what you're doing." Some of them, 18 of the 112 that actually gave us comments, their comments were related to communications. Like, "I wish you would have told me about this," "Don't send me something about this when you've already done this." So this is something where I think with our new CRM system can very much make an impact there on the messages we're sending to students and their relevancy, and how they're received by students and parents. But then we had some students mention things about costs and tuition and money, it being more affordable or

more expensive than what they wanted to spend, and then a couple of other areas.

Wohlpart: Matt (**Kroeger**), didn't we just send out a message through our current messaging system where we put the wrong names in our message to all the people that we sent it out to?

Kroeger: There was something. Yes. There was. And when you have to hand manipulate data to get it from one system and put it into another system, and its humans doing that work, and it's not the system going, "This is the population I want to send it to," send-it system. When you're relying on humans, and in some cases three to five or more humans that have to take information—take it out, dissect it from the system and pass it on. Load it into another system, it's not easy. We made it work for a while, and we had some decent results with the entering classes of '15 and '16, but the challenges are great, and the functionality that we need is critical. Yes, things like that happen, and they happen when you're doing things manually and in an archaic fashion.

Zeitz: Do you have any feedback on how well the Up Close Program is working?

Kroeger: No, not particularly. I can't tell you that, and that's also one of the shortcomings, because our Event Management System that we have, that deals with students who RSVP for events and come for events is separate from our CRM system, which is separate from our student information system. Right? So that's one of the things—we invest hundreds of thousands of dollars, not just in Up Close admitted student days. We could get at that, but we'd have to look at all the registrants for that event. There's nothing easy in the system that says "Who

came to Up Close that enrolled?” That would be a human intervention of pulling the population for each program, and then actually looking to see if they enroll. But, a new CRM system will be able to help give us better data on the effectiveness. There’s one of the things that I don’t like telling people to come visit campus when they’ve already visited campus. That we do, and we’ve heard from people too that have just said, “I just visited campus a couple weeks ago and you’re sending me something to visit campus.” And this is also not just UNI. This is happened at other institutions, too. People share these stories. Students and their parents have the expectation now in this era, that we know about them.

Burnight: What is CRM?

Kroeger: Constituent Relationship Management System.

Burnight: Thank you.

Zeitz: Big brother.

Kroeger: Yup. In some cases, Big Brother. Yes.

Walter: So you now have a new CRM system, or you wish that you had one?

[Laughter] It’s understandable because if someone doesn’t know how to handle a database, and you have all these opportunities for human error to jump in, we need to know this.

Wohlpart: I believe that the CRM group is sending out an email this week about the new CRM that we’ve gone through the last year and a half process to get the new CRM. So I think that’s coming out tomorrow. So there will be more information forthcoming.

Kroeger: Yup. So we also asked parents for the comments as well, too. Now you see two numbers up there, 200 and 261. Well, 261 is the total number of parents that gave comments. But what we've found in some of the survey results, mom and dad both did the survey and gave comments. So, it was to 200 unique students. Positive: "Keep doing what you're doing," Again, that came forward. We're making some friends out there. They're liking what they're doing. Twenty of them though had comments about communication-related information. Then you see the other big topics that come out in the comments, whether it's cost, whether it was their campus visit experience, and when I see "campus visit" up there, don't necessarily think that it was a bad experience. That could have been a positive campus visit experience. That's just what they talked about in their comments. Putting them side by side though, you can see the difference though between students and parents. Keeping in mind we had over twice as many parents give us comments than students. Which is why as part of the development of our Strategic Enrollment Master Plan, one of the goals is directly related to launching an institutional recruitment communication, planned marketing campaign targeted towards enrollment. So, utilizing all of our market research initiatives, and involving many people from across campus that helped with the development and the deployment of the "Discover Where You Belong," which at this point is really in my opinion—it's a tag line. It's not a full-blown brand. A brand is a feeling, right? A brand should be a really strong feeling. Right now it's a tag line, but we're working in the direction of being able to actually have it as the brand for a lot of our advertising and marketing for students, but that's going to take time. And a tool like a CRM can help us deploy that brand in a

much better and more efficient manner. And one of the goals in that part of our Enrollment Master Plan, the number and percentage of admitted students who indicate that academic reputation or strength—we want to see that go down. We've got two-year's worth of data: 2015 and 2017. I'd love to come back here after 2019 when we're sitting in a much better place, and be able to share with you that that number that gets cited by students who are admitted but choose not to enroll, isn't necessarily a factor that went into their decision. Last but not least, I have to show this. This is not meant to be self-promotional in any way, shape, or form, but this is what you get when you send your two kids with iPhones to make a video and the only thing I said to them was this picture right here because it came from on campus. [Group technology coaching for launching YouTube video]

Kroeger: [Plays short video] Forgive the Athletics logo at the end there. They didn't get that. They didn't know the University Policy on that. [Laughter] Again, that was one way, and just one idea of how we can take "Discover," pair it with the great work that faculty and staff are doing with our students, and how it's making a difference in their lives and being able to promote it in a variety of channels to the right students and the right parents in the right times. I've just given you guys an awful lot of information. I've probably talked longer than I thought I wanted to, but questions?

Walter: Thank you. You were very thorough.

Kroeger: I know you were asking them throughout as we were going, but?

Hesse: Just one simple point. I know that regarding the academic reputation of a school, one simple thing that students look at is average ACT score. And if I'm not mistaken, we're behind Iowa and Iowa State on that.

Kroeger: Right, and that's true across the country. Most of the larger institutions and larger publics, larger research institutions will have students that have a higher average academic profile than their counterparts that are state and regional comprehensive publics. So, that was the case when I worked in Arizona at Northern Arizona University, Arizona State, and University of Arizona, their freshman classes were able to draw more like that too, and it's the case in a number of other states as well. That is one thing that we do need to do in next year's instrument, and if any of you guys have suggestions and ideas on that, I would be happy to entertain them. I'd like to add in a question for those students and the parents that when they select that question, that we pry a little bit more. What do we need to ask those students that identify that reason: What is going through their mind, and what is it about the program at the chosen institution versus ours? Because we did notice some students that were selecting that option, and then we actually looked. When they applied here they said they were an undecided major. We didn't know what their major was. They didn't tell us, right? They weren't certain of it. Maybe it was because they applied early on in their senior year, but when they did the survey in June, they'd made up their mind about a major. And maybe the institution they applied to, they applied under that major. So we need to do a little bit more probing and fine tuning on that academic reputation or strength, to find out what is resonating with them. Is it graduate outcomes? I don't know.

Schraffenberger: I would really be wary of changing things too much, because if our reputation is Education, I think this could just speak to the way teachers aren't valued or respected, right? If Education is our reputation, it's not the law school. It's not the medical school. We can't compete. We're not going to do that, and so what I wouldn't want to do is change completely what we actually are, because the culture doesn't value that.

Wohlpert: I would agree with that Jeremy (**Schraffenberger**) except I would also say that we have so many untold stories of great strength in our academic programs and I guess Tom, (**Hesse**) I would...Matt's (**Kroeger**) right. Regional comprehensives do bring in a different student group. You're going to have a lower ACT. But what happens on this campus in the classes that you all teach is remarkable, and we just haven't told that story. If you want to go on to graduate school in medical school, come here in the sciences. Don't go to Iowa and Iowa State. Come here. You want to go into engineering in graduate school? Go to our physics program. You'll do far better. That's a story we've got to find a way to tell.

Schraffenberger: My second question was going to be—well that was a comment, not a question, I should have ended, “wouldn't you say?” [Laughter] My other question was about whether we're asking, they didn't come here, was it because they weren't seeing job placement rates, or graduate school placement rates—things that are outcomes after graduation, rather than, “What am I going to get when I'm there?” I don't know if that's something one can click. If not, that could also become part of our story that we're telling.

Walter: Follow-up of our students would be an extremely strong point, yes.

Kroeger: There's nothing specifically in the survey that talks about outcomes or placement rates or anything like that. It is something that we've embedded into our admitted student communication, that all admitted students would get something in both email and in printed mail as well that talks about graduate success, right? But that may be something that as we ask a little bit more refined questions of students come this May/June when we deploy the survey, we can find out if outcomes was something that was high on their list.

Zeitz: You said email and printed mail. What about Social Media?

Kroeger: Yes.

Zeitz: You're using that?

Kroeger: We are in a limited way. I'm going to give you an example of a way, too. Last weekend there was a group of 16 and Under Soccer Tournament that was going on in the Dome and the McLeod Center, right? So we've gone to this before. And by 'gone to this' I mean we had an Admissions staff member go over there and just sit at a table because no one's going to ask questions, right but you kind of want to have a presence, right? So, what did we do this year? We took a Snapchat filter and we applied a geographic target around the Dome and McLeod Center and they had two boutique Snapchat filters that students could select from that were there in the audience waiting for their game to start, after their game, watching another game, but you also had their parents and siblings in there as well too. We had one that was kind of a general UNI: Discover Where You Belong, but we had another one that was kind of fun and edgy that says, "I'm

Kicking It at UNI” with a little soccer emblem. It was for a soccer tournament, right? So, that one image of “I’m Kicking It at UNI” had over 1,400 views from Friday at 5 p.m. until Sunday evening.

Wohlpert: And Matt (**Kroeger**) did we capture their information?

Kroeger: We couldn’t capture it through Snapchat. We can’t.

Zeitz: It disappears. [Laughter]

Kroeger: It goes away forever, but being there and trying to give the right sort of calls to action, which we are doing with some of our online and digital marketing, we’re doing quite a bit of Facebook targeting with our digital campaign this year, but also Instagram targeting and Twitter targeting as well. So we’re trying to get them to go to the right places where we have more information for them. One of our pages alone with our Learn More landing page that’s very prevalent on a lot of online advertising and digital ad buys that we have, has generated about a half million views since that campaign deployed, I want to say around October 15th or 20th. But trying to get them to take that next step and say, “Okay, I’ve seen this ad, now I want to give UNI a little bit more information. Trying to capitalize a little bit more on those students that are going to give us a little bit more nugget of information.

Zeitz: Thank you.

Kroeger: Good question. Social media is fun. It’s always changing. It keeps us young and on our toes, right?

Zeit: Or scares the heck out of us. [Laughter]

Walter: Other questions for Matt (**Kroeger**)? Thank you very much. That was very informative. [Applause] We want to do just one more really quick thing. Let me share with all of you that my spouse teaches at Waverly Shell-Rock High School and has recently acquired the certification and actually is a para-educator in the afternoon. She used to do her grading in the afternoons, so now she does that at home. But anyway, we discuss all the time that these kids have all this support network when they're lucky at certain high schools, but they don't necessarily have it here, or do they realize that they have it here? So this is probably inappropriate language, but these 'tail of the curve' kids—some of them are absolutely drop dead brilliant, but they have behavior problems and things like that. And this is my 20th year here and I've seen a lot of these kids here, and many of them take advantage of our Disability Services people, so what I would like to propose is for them to give us maybe a couple of minutes about what you'd like to talk about next meeting. Is that okay with you? I'd like to propose giving them Calendar Item 1363, and then we can vote to docket them for next week. So why don't you go ahead and say briefly whatever it is that you wanted to say?

Gibbs: Matt (**Kroeger**) set me up very, very nicely actually. What we want is a consultation because SDS, (Student Disability Services) much like Enrollment has seen increases in our students, and we want to be able to better support our students through a new system that we purchased which is called Accommodate. It's very similar to A CRM, but it's going to change the way that we provide our

services to students and also it's going to affect faculty. So, we're looking for a consultation to hear from you how we can best communicate this to faculty. How we can train on this? What we can do to best support you in this transition so that we would best support students as well?

Walter: From my own personal experience as well, I won't say that the kids that I've had problems with fell through the cracks. Some of them refused to even take advantage of Disability Services, so it's a peculiar situation. So, I would like to hear a motion that we allow Student Disability Services as Calendar Item #1363 to take on Docket Number 1252. I suppose that's a motion by Senator **Zeitz**. Second Senator Shahram (**Varzavand**). All in favor of allowing the Students Disability Services to come on January 22nd? Opposed? Abstains? Okay, the motion passes. You are on for two weeks.

Gibbs: Thank you very much.

Walter: Any other remarks for the good of the order? Do I hear a motion to adjourn? Motion by Senator **Strauss**, second by Senator **Mattingly**. We are done.

Follows are three addenda.

Submitted by

Kathy Sundstedt
Administrative Assistant/Transcriptionist
UNI Faculty Senate

Next Meeting:

Monday, January 22, 2018
Rod Library Room 301
3:30 p.m.

Addendum 1: Insurance Premiums, Employer and Employee Costs

| Total - All Plans | FY 2015 | | FY 2016 | | FY 2017 | |
|--------------------------------------|--------------|-----|---------------|-----|---------------|-----|
| Premiums Employer | \$14,135,060 | 75% | \$ 14,166,408 | 78% | \$ 15,175,102 | 82% |
| Premiums Employee Premiums Direct | 4,650,426 | 25% | 3,880,684 | 22% | 3,260,141 | 18% |
| Pay (Retirees, COBRA, LTD) | 2,710,239 | | 2,708,513 | | 2,446,914 | |
| Net Transfers | - | | - | | - | |
| Claims & Admin | (22,058,817) | | (23,723,299) | | (20,360,780) | |
| Net Incr/(Decr) | (563,092) | | (2,967,695) | | 521,377 | |
| Ending Net Position | 4,183,614 | | 1,215,919 | | 1,737,296 | |
| % Net Position to Expense | 19.0% | | 5.1% | | 8.5% | |

| UNI PPO | | 2017 | | | 2018 | | | Annual |
|--------------------------|--------------|---------|----------|---------|---------|----------|---------|--------|
| | | Monthly | Annual | Percent | Monthly | Annual | Percent | Change |
| <u>Single</u> | Employee | \$0 | \$0 | 0.0% | \$21 | \$252 | 2.7% | 252 |
| | Employer | | \$8,014 | 100.0% | | \$8,916 | 97.3% | 902 |
| | Total | | \$8,014 | | | \$9,168 | | 1154 |
| <u>Family</u> | Employee | \$337 | \$4,048 | 20.0% | \$358 | \$4,291 | 20.0% | 242 |
| | Employer | | \$16,193 | 80.0% | | \$17,163 | 80.0% | 970 |
| | Total | | \$20,241 | | | \$21,454 | | 1212 |
| <u>Shared Family</u> | Employee | \$169 | \$2,023 | 10.0% | \$179 | \$2,146 | 10.0% | 122 |
| | Employer | | \$18,217 | 90.0% | | \$19,308 | 90.0% | 1091 |
| | Total | | \$20,240 | | | \$21,454 | | 1213 |

| UNI Blue Advantage (HMO) | | 2017 | | | 2018 | | | Annual Change |
|--------------------------|-----------------|---------|----------|---------|---------|----------|---------|---------------|
| | | Monthly | Annual | Percent | Monthly | Annual | Percent | |
| Single | Employee | \$0 | \$0 | 0.0% | \$0 | \$0 | 0.0% | 0 |
| | Employer | | \$7,377 | 100.0% | | \$8,484 | 100.0% | 1107 |
| | Total | | \$7,377 | | | \$8,484 | | 1107 |
| | | | | | | | | |
| Family | Employee | \$189 | \$2,266 | 12.3% | \$189 | \$2,266 | 11.7% | 0 |
| | Employer | | \$16,193 | 87.7% | | \$17,163 | 88.3% | 970 |
| | Total | | \$18,459 | | | \$19,429 | | 970 |
| | | | | | | | | |
| Shared Family | Employee | \$20 | \$241 | 1.3% | \$20 | \$241 | 1.2% | 0 |
| | Employer | | \$18,217 | 98.7% | | \$19,308 | 98.8% | 1091 |
| | Total | | \$18,458 | | | \$19,549 | | 1091 |

Addendum 2: DRAFT Proposed Steering Committee

ROD LIBRARY / MAUCKERUNION / UNIVERSITY CENTER RENOVATION
 Updated: Jan. 8, 2018, after consultation with Faculty Senate

The Steering Committee will facilitate a campus-wide conversation regarding the future renovation of the Rod Library, possible renovation of the Maucker Union, and potential connection between the two or expansion of the Rod Library into a University / Student Success Center. The committee will be charged with learning about the current status of academic libraries, student centers, and university centers and then assist the university community in creating a communally-owned vision regarding these facilities focused on student success, teaching, scholarship, engaged learning, and recruitment, among other elements for the committee to determine.

Potential Committee Membership

- Rod Library
 - 1. Dean, Rod Library
 - 2. Library Rep - TBD

- Student Union
 - 3. Director, Student Life & Event Services
 - 4. Director, Center for Multicultural Education

- Students
 - 5. Student – Name coming from Tristan Bernhard (NISG)
 - 6. Student – Name coming from Tristan Bernhard (NISG)

| | |
|------------------|---|
| Faculty | 7. Faculty – Name from CHAS Senate (Humanities/Arts) 8. Faculty – Name from CHAS Senate (Sciences) 9. Faculty – Name from COE Senate 10. Faculty – Name from CBA Senate 11. Faculty – Name from CSBS Senate |
| Staff | 12. Enrollment Management / Admissions 13. Chief Information Officer |
| Facilities | 14. Director, Facilities Management 15. University Architect |
| Public Library | 16. Cedar Falls 17. Waterloo |
| Student Affairs | 18. Director, Student Success & Retention |
| Academic Affairs | 19. Director, Undergraduate Studies |
| Athletics | 20. Director of Academic Services |

Addendum 3: Enrollment Presentation: Matt Kroeger, Associate Vice President for enrollment Management

<https://senate.uni.edu/current-year/current-and-pending-business/enrollment-presentation-matthew-matt-kroeger-associate>