

**Faculty Senate/Council “Top 10” Faculty Initiatives**

<b><u>Paid Pregnancy/Parental Leave</u></b>	
<b>ISSUE</b>	Paid pregnancy/parental leave throughout the university
<b>BACKGROUND</b>	Currently, many faculty members work with their department administrators to arrange leave for a new birth or adoption of a baby. In some cases, this means teaching extra courses before or after the birth/adoption leave period allowed by FMLA. A more uniform UI system for well-defined paid pregnancy/parental leave is desirable.
<b>ISSUE RAISED BY</b>	Faculty Senate/Council (Priority #1)

<b><u>Raise the Tenured/Tenure-Track to Student Ratio</u></b>	
<b>ISSUE</b>	Raise the tenured/tenure-track to student (UG & grad/professional) ratio in each college
<b>BACKGROUND</b>	In order to remain competitive among our peer institutions and better serve our students, it is highly desirable to increase the number of tenure-track faculty relative to the number of students on our campus. This should be benchmarked to our peer institutions.
<b>ISSUE RAISED BY</b>	Faculty Senate/Council (Priority #2)

<b><u>Invest in Faculty Hiring, Start-up Packages, Research/Scholarship Support</u></b>	
<b>ISSUE</b>	Invest in faculty hiring, competitive startup packages, and continuing research/scholarship support
<b>BACKGROUND</b>	UI needs to improve its ability to competitively hire and retain faculty. This is a particular challenge in disciplines that require substantial capital equipment. Without attention to this issue, we will lose the ability to train our undergraduate and graduate students by actively engaging them in cutting-edge research. It is also important to provide support to recruit and retain top-notch faculty in areas that typically do not have large pools of available external grant funding.
<b>ISSUE RAISED BY</b>	Faculty Senate/Council (Priority #3)

<b><u>Increase Annual Operating Budget for the Faculty Senate</u></b>	
<b>ISSUE</b>	Provide resources for the Faculty Senate to develop and to cosponsor events that will bring the campus together around issues of common importance.
<b>BACKGROUND</b>	The Faculty Senate operates with a modest annual budget of \$16K that primarily covers expenses for Senate officers to attend Board of Regents meetings and the Big Ten Academic Alliance shared governance meeting, as well as to host the annual Faculty Council / Administration Retreat. We are frequently asked to sponsor important campus activities, but without financial resources, it is impossible to do this. A small increase in budget will provide the resources necessary for the faculty senate to develop and to cosponsor events that will bring the campus together around issues of common importance. This will allow us to more effectively contribute to strong UI shared governance.
<b>ISSUE RAISED BY</b>	Faculty Senate/Council (Priority #4)

<b><u>Create a “Big Ideas” Program</u></b>	
<b>ISSUE</b>	Create a “Big Ideas” Program consisting of about a dozen multidisciplinary courses
<b>BACKGROUND</b>	These courses would be designed around themes and topics of current interest and importance, rather than focused in specific disciplines. They would be taught by teams of faculty, whose multidisciplinary research/scholarship collaborations would allow students to address complex problems in innovative ways.
<b>ISSUE RAISED BY</b>	Faculty Senate/Council (Priority #5)

<b><u>Reinvigorate Support and Resources for the Graduate College</u></b>	
<b>ISSUE</b>	Reinvigorate support and resources for the Graduate College
<b>BACKGROUND</b>	Reinvest in the Graduate College so that it can enhance its mission of helping graduate programs successfully train graduate students. Graduate students receive critical training and career preparation through their graduate careers at UI. Reinvestment in the Graduate College would enhance our ability to help students graduate in a timely fashion, and to prepare them to enter the job market.
<b>ISSUE RAISED BY</b>	Faculty Senate/Council (Priority #6)

<b><u>Faculty Scholar and Global Scholar Award Programs</u></b>	
<b>ISSUE</b>	Develop Faculty Scholar and Global Scholar Award Programs
<b>BACKGROUND</b>	These faculty developmental leave programs will enhance the ability of our faculty to develop and to sustain successful cutting-edge research programs. Developmental leaves should be targeted to successful research active faculty, particularly those recently tenured who show great promise. In developing such programs, it will be important to establish processes to identify and quantify concrete beneficial outcomes for the faculty member and for the university.
<b>ISSUE RAISED BY</b>	Faculty Senate/Council (Priority #7)

<b><u>Increase Advanced Undergraduate Course Offerings</u></b>	
<b>ISSUE</b>	Increase Advanced Undergraduate Course Offerings
<b>BACKGROUND</b>	One of the most important ways we train our students is to provide advanced upper level courses. These are the courses that will distinguish our students after they graduate and enter the work force, or continue in graduate training. Each college and discipline should develop and maintain a reasonable number of upper level, low enrollment courses.
<b>ISSUE RAISED BY</b>	Faculty Senate/Council (Priority #8)

**Faculty support for initiatives of importance to our students**

We wish to express our strong support for initiatives put forth by students that are important for the entire university community.

a) Focus on student mental and behavioral health. This will require campus wide awareness education on trauma, its impact on behavioral and mental health, and how to address these health issues.

b) An important topic is safety on our campus for students. Clear attention to student safety on and off of campus, particularly at night, is very important. Programs such as Nite Ride are helpful to keep students safe after late night university exams.

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**Graduate and Professional Student Government 2016-2017 “Top Ten” Initiative**

The ten points below represent some of GPSG’s main priorities on campus that we believe will better the university as a whole and warrant a dedicated SIT/OT team to investigate the possibilities and put the proper recommendations/initiatives in place. These are in no particular order.

<b><u>Increase Collaboration – OVPR and Graduate Students</u></b>	
<b>ISSUE</b>	Increase collaboration - OVPR with graduate students
<b>BACKGROUND</b>	OVPR interacts efficiently with faculty for professional development support (i.e. grants) and public outreach. However, there is little institutional support for graduate students in respect to these initiatives and grant support is mostly supported at the collegiate or department level. Furthermore, it is now, more than ever, important for researchers to be able to communicate with the public; and this initiative could help serve as public outreach on behalf of the university to help demonstrate the impact of graduate education on the State and beyond. Additionally, graduate student outreach fellowships could provide a funding mechanism for students while increasing public outreach.
<b>ISSUE RAISED BY</b>	GPSG

<b><u>Increase Interdisciplinary Opportunities/Visibility</u></b>	
<b>ISSUE</b>	Increase interdisciplinary opportunities and visibility of these opportunities.
<b>BACKGROUND</b>	Although much effort has been put forward in recent years to increase collaboration among colleges and departments, many of these opportunities remain invisible to students in departments not directly involved with these events. We propose a central calendar or listservs targeted at graduate and professional students interested in particular opportunities to increase visibility.
<b>ISSUE RAISED BY</b>	GPSG

<b><u>Increased Diversity on Campus</u></b>	
<b>ISSUE</b>	Increased diversity on campus.
<b>BACKGROUND</b>	<ul style="list-style-type: none"> <li>a. Increased diversity of speakers invited to campus. This allows interactions between students from underrepresented groups on campus to have mentors and support from prominent professionals in their fields, which they are not often exposed to.</li> <li>b. Increased faculty and staff diversity to enable the diversity of experience as well as to increase support and retention of minority students in graduate and professional students.</li> <li>c. Increased recruitment of a diverse graduate and professional student body.</li> </ul>
<b>ISSUE RAISED BY</b>	GPSG

<b><u>Off-line diversity and inclusion, sexual assault/bystander intervention, and mental health training opportunities for graduate and professional students</u></b>	
<b>ISSUE</b>	Expand off-line diversity and inclusion, sexual assault/bystander intervention, and mental health training opportunities for graduate and professional students.
<b>BACKGROUND</b>	<ul style="list-style-type: none"> <li>a. The efforts on campus to increase diversity (see point 3) are admirable but considerable effort must be invested in altering the culture to make it a more inclusive campus.</li> <li>b. Additionally, by moving training for diversity/inclusion, sexual assault/bystander intervention, and mental health training will help to improve the efficacy of these trainings and help to strengthen the campus culture around these ideals.</li> </ul>
<b>ISSUE RAISED BY</b>	GPSG

<b><u>Increase Support for Office of Graduate Success (Graduate College)</u></b>	
<b>ISSUE</b>	Increased support for the Office of Graduate Success within the Graduate College
<b>BACKGROUND</b>	Much effort is expended on undergraduate success and career-readiness but the Office of Graduate Success and the Graduate College needs

	increased funds to support professional development and career initiatives they have already developed, or have delayed development of for graduate students. Although many of the SIT and OT teams are aimed at looking into how to solve certain problems, the GC/OGS has dedicated significant time and effort to determining the best ways to enhance the graduate student experience but lack the necessary funds to invest in these strategies.
<b>ISSUE RAISED BY</b>	GPSG

<b><u>TAs should only be graduate students</u></b>	
<b>ISSUE</b>	TAs should only be graduate students.
<b>BACKGROUND</b>	The title “Teaching Assistant” indicates three things: a TA provides course instruction and/or grades, a TA has professionalism, and the TA has a bachelor’s degree. Graduate students as TAs serve a critical role on campus: they not only provide instruction, but also serve to connect undergraduate students to campus resources, provide a pathway to undergraduate research experiences, and serve as mentors. Some instructional support might not require TA duties, and as such a different title is appropriate.
<b>ISSUE RAISED BY</b>	GPSG

<b><u>Standardized, Streamlined TA Appointments</u></b>	
<b>ISSUE</b>	Standardized, streamlined TA appointments
<b>BACKGROUND</b>	<p>TA assignments are time-consuming both for DGSs and for potential TAs. We encourage a process to discover whether a better system could be implemented for all TA courses to (1) streamline this process and (2) ensure graduate student support.</p> <p>What this might look like, using as an example Fall 2018: there is a centralized database, filled in by the DGS, that lists all graduate students, their departments, and their sources of support for the upcoming semester (fellowship, RAship, proposed TAship). This system uses MyUI/ICON to pull enrollment numbers by a fixed date in, for example, July of 2018 to generate a list of the number of TA positions recommended for each course (department should be allowed to modify). Graduate students who are not supported at the 50% level by a fellowship or RAship use this system to rank order their TA course preferences. Each department then uses this information to select TAs.</p>

	This allows TAs and departments more advance planning and preparation, while simultaneously identifying graduate students' need for support.
<b>ISSUE RAISED BY</b>	GPSG

<u><b>Graduate Housing</b></u>	
<b>ISSUE</b>	Affordable graduate student housing and protections for students living off campus
<b>BACKGROUND</b>	Increase collaboration with local city councils, county supervisors, and state legislators to put in place renter protections.
<b>ISSUE RAISED BY</b>	GPSG

<u><b>Fall Break Schedule</b></u>	
<b>ISSUE</b>	Alter fall break schedule to provide a mid-semester break to combat semester fatigue, especially for professional students.
<b>BACKGROUND</b>	For example a 4-5 day weekend for thanksgiving and a 4-5 day weekend mid-semester.
<b>ISSUE RAISED BY</b>	GPSG

<u><b>Tuition and Fee Transparency</b></u>	
<b>ISSUE</b>	Tuition and fee transparency.
<b>BACKGROUND</b>	Students have continually advocated for more transparency about the allocation of current tuition dollars as well as any proposed increases. Given the current fiscal realities, and proposed increases over the next several years, transparency of (1) reasons for tuition changes/where the funds are being allocated, and (2) who makes the decisions about these changes, is paramount.
<b>ISSUE RAISED BY</b>	GPSG

## UI Student Government - Top 10 Shared Governance Issues List

These top ten issues were submitted by UISG President Rachel Zuckerman and Vice President Lauren Freeman on behalf of UI undergraduate students. The issues are all of high importance and therefore listed in no particular order.

<b><u>Campus Sexual Assault – Implementation of Two-year Anti-Violence Coalition Plan</u></b>	
<b>ISSUE</b>	Campus sexual assault and implementation of the two-year Anti-Violence Coalition plan
<b>BACKGROUND</b>	It is imperative that we make strides in reducing sexual violence on our campus and do more to support survivors of sexual assault. Students would like to see full commitment to ensuring the Anti-Violence Coalition plan that was created in response to the “Speak Out Survey” is fully executed. We also ask that administrators be responsive to the concerns and feedback of students as they arise.
<b>ISSUE RAISED BY</b>	UISG

<b><u>On and Off Campus Housing and Dining</u></b>	
<b>ISSUE</b>	On and off-campus housing and on and off-campus dining
<b>BACKGROUND</b>	<p>Students continue to emphasize the importance of improving housing and dining options both on and off campus, which highlights the importance of continued commitment to the work of SIT-6. Both of these issues are critical facets of reducing non-tuition expenses for students.</p> <p>Housing issues to consider:</p> <ul style="list-style-type: none"> <li>• Lack of affordable on and off-campus housing options</li> <li>• Need for the University to work with City of Iowa City to address off-campus issues, such as landlord conflicts, quality of apartments, and security concerns</li> </ul> <p>Dining issues to consider:</p> <ul style="list-style-type: none"> <li>• Affordability and quality of on campus food options</li> <li>• Affordability of off campus food options</li> </ul>



	<ul style="list-style-type: none"> <li>• Change culture of University Housing &amp; Dining to better serve the needs of students, such as IMU catering policies and expanded food options (e.g. less expensive meal plan options and food trucks on campus)</li> <li>• Food insecurity at the University of Iowa, and lack of resources/support for students who need to access food stamps and other government programs</li> </ul>
<b>ISSUE RAISED BY</b>	UISG

<b><u>Mental Health Resources and Substance Abuse Recovery Support</u></b>	
<b>ISSUE</b>	Mental Health Resources and Substance Abuse Recovery Support
<b>BACKGROUND</b>	<p>Students would like to see continued efforts to improve mental health support on campus.</p> <p>Specific issues to consider:</p> <ul style="list-style-type: none"> <li>• Hiring counselors with diverse backgrounds and identities</li> <li>• Expand the embedded counselor model, including a second counselor in the residence halls</li> <li>• Training staff and faculty to respond to student mental health concerns</li> <li>• Create a peer-to-peer counseling program that equips students to respond appropriately to mental health concerns they see in their friends</li> <li>• Continue working to reduce UCS wait times</li> <li>• Provide formal support to students attempting to recover from substance abuse and addiction</li> <li>• Stay on track to hire 8 new counselors by 2018</li> </ul>
<b>ISSUE RAISED BY</b>	UISG

<b><u>Hiring of Diverse Staff and Faculty</u></b>	
<b>ISSUE</b>	Hiring of diverse staff and faculty
<b>BACKGROUND</b>	Students would like to see the University focus on the hiring and retention of faculty and staff from diverse backgrounds and traditionally underrepresented groups. Research suggests it is important for students to learn from people who they identify with. Hiring faculty members from a wide variety of backgrounds is an important first step towards

	eliminating microaggressions in the classroom and solidifying a University-wide commitment to supporting a welcoming academic environment.
<b>ISSUE RAISED BY</b>	UISG

<b><u>Tuition and Fee Transparency</u></b>	
<b>ISSUE</b>	Tuition and fee transparency
<b>BACKGROUND</b>	As students increasingly invest more of their personal resources in their education, they are no longer comfortable with tuition being a nebulous topic that they do not understand. Students are asking for more information about where their tuition dollars and fees are going. A few preliminary ideas include publishing more information about the University budget and hosting informational town halls about impending tuition increases for students to attend and ask questions.
<b>ISSUE RAISED BY</b>	UISG

<b><u>Moving Success@Iowa Off-line to in Person Training</u></b>	
<b>ISSUE</b>	Moving Success@Iowa offline to provide in-person training for diversity and inclusion, sexual assault, mental health, financial literacy, and alcohol education
<b>BACKGROUND</b>	It is important to students that we move the Success@Iowa training modules offline to provide more effective learning experiences for incoming freshmen. If done well, this could be a major step towards fixing on some of the University's biggest issues, including diversity and inclusion, sexual assault, mental health, financial literacy, and alcohol education. Students say that face-to-face experiences will be more engaging and lead to sustained culture change that online trainings simply cannot facilitate. In addition to this important change, we recommend implementing additional training on sexual assault and diversity and inclusion in the second or third year to reinforce the messages students learned their first year.
<b>ISSUE RAISED BY</b>	UISG

<b><u>Composting on Campus</u></b>	
<b>ISSUE</b>	Composting on campus
<b>BACKGROUND</b>	Many of our peer institutions already have robust composting programs. In an effort to continue improving our sustainability efforts at the UI, students would like to see composting services installed across campus. Additional benefits of composting include the fact that disposing compost in Iowa City costs \$18.50 per ton less than disposing landfill waste, compost can be used for fertilizer on our grounds, and improved composting knowledge on campus could lead to less contamination in our recycling. There is a grant offered by the Iowa Department of Natural Resources Solid Waste Alternatives Program (SWAP) that could help fund a composting program on our campus.
<b>ISSUE RAISED BY</b>	UISG

<b><u>Expand Diversity and Inclusion Gen-Ed to All Colleges</u></b>	
<b>ISSUE</b>	Expand diversity and inclusion gen-ed to all colleges.
<b>BACKGROUND</b>	Last year, the College of Liberal Arts and Sciences made strides in the arena of integrating diversity and inclusion into the academic experience by requiring incoming students to take a Diversity and Inclusion general education class. Students would like to see this general education requirement expanded to all colleges to reach all undergraduate students. This requirement will improve our campus climate and make UI graduates more competitive in a global job market.
<b>ISSUE RAISED BY</b>	UISG

<b><u>Offer Pre-Professional Prep Courses Through the University</u></b>	
<b>ISSUE</b>	Offer pre-professional preparation courses through the University.
<b>BACKGROUND</b>	Increasingly, UI students are choosing to continue their education after the completion of their undergraduate degree by attending law school, medical school, or graduate school. Placement exams (GRE, GMAT, LSAT, etc.) often require extensive preparation and classes are incredibly expensive. Students would like to see the University provide placement exam preparatory classes to prepare them for life after their undergraduate studies.

<b>ISSUE RAISED BY</b>	UISG
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<b><u>Improve Communications Protocol – Department of Public Safety</u></b>	
<b>ISSUE</b>	Improve communication protocol for the Department of Public Safety.
<b>BACKGROUND</b>	<p>Many students have expressed dissatisfaction with the University’s communication on campus safety issues due to strict Clery Act guidelines for Hawk Alerts, which lead to seemingly inconsistent notifications.</p> <p>Specific issues to consider:</p> <ul style="list-style-type: none"> <li>• We would like to see a safety communication protocol developed for safety concerns that do not warrant a Hawk Alert but still deserve campus outreach (recent examples include the shooting in the Ped Mall, in which students were not notified by the University in any way)</li> <li>• Improved communication needed between the University of Iowa Police Department and the Iowa City Police Department to ensure campus community members are aware of safety concerns in the nearby area</li> <li>• Improve the Hawk Alert emergency notification system by including trigger warnings on texting notifications so students are aware of potentially disturbing content</li> </ul>
<b>ISSUE RAISED BY</b>	UISG

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**Top Issues Submitted by Staff Council**

<b><u>Salary and Compensation</u></b>	
<b>ISSUE</b>	The current salary and compensation paradigm is causing disengagement of staff from the core mission of the University due to preoccupation with career related concerns.
<b>BACKGROUND</b>	<p>There is a disparity of effort/performance vs compensation due to:</p> <ul style="list-style-type: none"> <li>• funding differences between budgetary units</li> <li>• differing metrics of performance</li> <li>• regulation (grant funding work restrictions)</li> <li>• salary compression</li> <li>• continuing reliance on the previous internal equity system vs market conditions</li> <li>• fear of impact of FLSA implementation</li> </ul> <p>This has led to increased internal movement between departments and leveraging external offers for salary match, as the presumption is you have to leave to get ahead. Further contributing factors are multiple years of 0-2% raises and lack of budgeting priority to implement performance based salary increases or market based adjustments.</p>
<b>ISSUE RAISED BY</b>	Staff Council (Priority #1)
<b>KNOWN UNIVERSITY EFFORTS TO DATE</b>	Increased communication on evaluation process and performance based salary increases

<b><u>Supervisory Accountability</u></b>	
<b>ISSUE</b>	Supervisory Accountability / 360 Review
<b>BACKGROUND</b>	<p>Staff report that evaluations of supervisors are not comprehensive (inclusive of subordinates) and current evaluations vary widely on their measurement of supervisory skills.</p> <ul style="list-style-type: none"> <li>• Non-supervisory employees have expectations of their supervisors and in other instances concerns around the expertise and capability of new supervisors/managers.</li> <li>• There is no mandatory practical training for supervisors.</li> <li>• The outlets for impactful feedback are either not well known or non-existent</li> <li>• Giving feedback presents a high level of risk and ownership on the non-supervisory employee.</li> </ul>

<b>ISSUE RAISED BY</b>	Staff Council (Priority #2)
<b>KNOWN UNIVERSITY EFFORTS TO DATE</b>	HR has encouraged 360 Reviews. UILEAD, Supervising@Iowa classes.

<u><b>Intangible Benefits</b></u>	
<b>ISSUE</b>	While staff are reasonably pleased with the core benefits of working at the University (vacation/sick leave accrual, healthcare coverage, retirement) in the spirit of continuous improvement we recommend several enhancements to strengthen recruitment efforts, retention of staff, and commitment to the University.
<b>BACKGROUND</b>	<p>Several areas of focus include:</p> <ul style="list-style-type: none"> <li>• Flexible Work Arrangements – while this currently is an option for some employees, it is perceived to be applied differentially by individual supervisors and units. Improved awareness of supervisors during onboarding and encouraged to be considered as an option supported by the University.</li> <li>• FMLA as it pertains to parental leave – ensuring parity of application between leave options provided to birth parents and adoptive parents.</li> <li>• Wellness – continued efforts to enhance offerings of wellness resources to improve staff resiliency and well-being by the provision of more classes in more locations around lunch hours and times immediately surrounding the work day.</li> <li>• Lactation Rooms – some areas with a high density of offices without accompanying meeting areas lack nearby lactation rooms (see attached map).</li> <li>• Open workspaces with lots of windows and natural lighting and sit/stand workstations as minimum considerations for staff workspaces.</li> </ul>
<b>ISSUE RAISED BY</b>	Staff Council (Priority #3)
<b>KNOWN UNIVERSITY EFFORTS TO DATE</b>	<p>Staff Council HR Committee is looking into the FMLA parental leave issue.</p> <p>List of available lactation rooms: <a href="https://hr.uiowa.edu/family-services/lactation-room-locations">https://hr.uiowa.edu/family-services/lactation-room-locations</a></p>

<u>Communication</u>	
<b>ISSUE</b>	Despite continual multi-front efforts by the university, a chief complaint of many staff is a lack of communication within their work units as well as across campus.
<b>BACKGROUND</b>	<p>There is a disconnect among University of Iowa Staff related to campus and work unit communication efforts and staff perception of that effort:</p> <ul style="list-style-type: none"> <li>• When surveyed staff consistently cite a lack of being kept in the loop regarding campus information relating to construction, parking, compensation, events, and other employment expectations. Conversely, it is known that many staff do not read mass emails or newsletters, blogs, or other similar electronic media.</li> <li>• From the University of Iowa perspective communication formats are diverse and plentiful. They come in the form of electronic broadcasts sent to diverse groups around the campus. There are also campus posters placed in high traffic areas on the health care and academic facilities as well as some limited campus mailings.</li> </ul> <p>The question raised is how to better communicate across groups (targeted communication) and across the campus as a whole (mass communications).</p> <p>Are there better ways to communication with staff which will be less likely to be overlooked or discarded?</p>
<b>ISSUE RAISED BY</b>	Staff Council (Priority #4)
<b>KNOWN UNIVERSITY EFFORTS TO DATE</b>	<p>Updates to Iowa Now and efforts such as Working at Iowa and Path Forward are examples to communicate better as communication with staff is at their very heart.</p> <p>In addition on the Health Care side of the river the 'Noon Forum' with health care leadership is being brought back as a method to inform staff of changes and the future of UI Health Care.</p>

<u>Tuition Assistance Academic Benefits</u>	
<b>ISSUE</b>	Current tuition assistance and academic benefits for staff is limited.
<b>BACKGROUND</b>	In the spirit of continuous enhancement of recruitment efforts, retention of staff, and commitment to the University, the Tuition

	<p>Assistance and Academic Benefits available to staff should be improved as an investment in staff currently at the university.</p> <p>This impacts the University of Iowa’s ability to further train existing staff. It impacts staff’s ability to be promoted or to expand knowledge in rapidly changing environments. It impacts staff that have taken on leadership roles with the University of Iowa but have not had the opportunity to further develop their supervisory and leadership skills.</p> <p>This also places University of Iowa at a disadvantage in recruiting new professional staff and retaining existing talent as many academic organizations offer tuition reimbursement or tuition assistance as part of continuous learning programs.</p> <p>Encourage and allow permanent staff to take coursework at no charge and provide a retention tool similar to the Iowa Heritage Scholarship Program for the children of faculty and staff. For staff, two tiers – priority for those progressing the career path with more flexibility to take courses during the work day and another for those of personal enjoyment and retention enhancement with priority given to those that have open seats and can be accommodated within the work day.</p>
<b>ISSUE RAISED BY</b>	Staff Council (Priority #5)