

MEMORANDUM

**To:** Board of Regents  
**From:** Board Office  
**Subject:** FY 2002 Operating Appropriations Requests - University of Northern Iowa  
**Date:** July 7, 2000

Recommended Action:

Consider the FY 2002 operating appropriations incremental requests for the University of Northern Iowa.

Executive Summary:

The Board's strategic plan outlines strategies for quality (KRA 1.0.0.0) and accountability (KRA 4.0.0.0) which include specific action steps related to appropriation requests. The proposed University of Northern Iowa FY 2002 appropriations requests reflect these strategic planning goals of the Board as well as those of the University.

FY 2002 Incremental Requests

<u>Priority</u>		
1.	Full Funding of Salaries by State Appropriations	To Be Determined
2.	Educational Quality for the New Economy	\$3,000,000

The University of Northern Iowa's first priority for FY 2002 appropriations requests is **full funding of salaries**. A request amount cannot be determined at this time because state salary policy will not be established until after negotiations for collective bargaining are concluded. While faculty salary increases each year are determined by the collective bargaining agreement at UNI, the salary base is an important factor in national recruiting. It is important to recruit excellent faculty on the "cutting edge" of their disciplines and who consistently set high standards for students and for themselves.

The University of Northern Iowa's second priority is **educational quality for the new economy**. UNI is proposing to create new faculty positions in high demand areas. Key areas include teacher education, early childhood education, and the training of school principals and superintendents. UNI plans to expand in areas of business, computer science, natural sciences, and various areas of the humanities and social sciences, such as communications.

These are UNI's top priority requests for state appropriations; however, they are not the only priorities of the University. UNI is committed to address various other institutional priorities by using non-appropriated revenues (primarily tuition). The University can only address these other important educational commitments with continued investments (additional appropriations) by the state.

UNI received an allocation of \$1.0 million from the Technology Appropriations bill for FY 2001 to develop a 21<sup>st</sup> century learning initiative. UNI will consult with the Information Technology Department and the Department of Education in developing this initiative. UNI, in cooperation with the Information Technology Department, plans to pursue continued funding for FY 2002 for this initiative.

The Board Office will continue to work with the University to develop these requests for Board action in September.

**Background/Analysis:**

	<u>FY2001 Budget</u>	<u>FY 2001 Direct State Appropriations*</u>	<u>FY 2002 Incremental Appropriations Request</u>	<u>Increase for State Approp</u>
General University	\$129,426,368	\$90,643,431	\$3,000,000*	3.3
Institute for Decision Making Recycling and Reuse	757,098	757,098	*	
Technology Transfer Center	251,754	251,754	*	
Industrial Technology Metal Casting	<u>176,861</u>	<u>176,861</u>	<u>*</u>	
Total	\$130,612,081	\$91,829,144	\$3,000,000	3.3

\*Does not include an amount for the salary funding request.

**Request**  
**Full Funding of Salaries by State Appropriations To Be Determined**

The University of Northern Iowa's Strategic Plan includes four goals, the first two of which are to "provide intellectually stimulating and challenging experiences for students..." and to "support creative and intellectually rigorous teaching and scholarship". Such goals are highly dependent upon faculty salaries, which allow the institution to continually maintain excellent faculty as well as compete for and recruit qualified new faculty. Salaries are a particularly critical factor in achieving UNI's strategic plan because the university is experiencing a high turnover due to faculty retirements.

Competition for faculty has been particularly intense for UNI during the past two years in Management Information Systems, Computer Science, Industrial Technology, Physics and Communicative Disorders. Ph.D.'s in these and many other areas are being recruited not only by other universities across the country, but also by the private sector where salaries are generally higher. This competition directly affects education, research, and outreach because when searches are unsuccessful, less qualified temporary and adjunct faculty must be hired to fill the gaps while searches are continued or repeated the following year. Though temporary faculty help the University to meet short-term needs in the classroom, they do not conduct research or engage in outreach activities.

During the past academic year, UNI has lost two outstanding professors from the History Department, a senior faculty member in Social Work, and a senior faculty member from Special Education to institutions which offered higher salaries.

According to a 1999-2000 report compiled by the American Association of University Professors (AAUP), overall average faculty salaries at UNI rank seventh of twelve peer institutions. A comparison of data from the same report for midwest regional universities indicates that UNI ranks 15<sup>th</sup> of 26 public institutions in overall average faculty salaries. The Board has recognized in its strategic plan that critical factors for success in recruiting and retaining high-quality faculty include competitive salaries in selected disciplines and for minority faculty, and keeping pace with salaries and benefits offered by peer institutions.

Excellent faculty play an essential role in achieving the mission of the institution and obligation as a state institution to students and to the taxpayers of Iowa. Excellent faculty provide students with the best possible learning experiences in the classroom – experiences which better prepare students for their futures both as professionals in the workforce and as citizens and members of communities and families. Because excellent faculty are on the “cutting edge” of their disciplines, they help insure a vibrant and contemporary education which prepares students to think critically, analyze information thoughtfully, and adapt to change.

Excellent faculty members consistently set high standards for students and for themselves. They are accessible to students and bring high levels of both knowledge and enthusiasm to the classroom. Excellent faculty members establish a balance with high quality teaching, a robust and ongoing research agenda, and service to their communities; integrating the three faculty roles so that each contributes to the others.

Quality is affected when faculty do not relate well to students in the classroom and when they do not provide assistance and support outside the classroom. This directly affects student learning and ultimately affects students' preparedness for the professional workforce after graduation. UNI prides itself on providing a personalized learning environment. UNI has an underlying philosophy of “students first” and seeks faculty who share that commitment to providing the best possible learning environment for students. Competitive faculty salaries are essential in attracting and retaining the kind of quality faculty members who share the UNI philosophy.

The relationship between the quality of educational experience provided by UNI faculty and staff and the university's mission and strategic plan can perhaps best be summarized in the first value statement of UNI's strategic plan: “The University of Northern Iowa community values excellence in all its endeavors”. Academic excellence in all aspects of students' educational experience at UNI, including both learning experiences in the classroom and those which occur while students engage in research and scholarly activities with their professors outside the classroom, lies at the heart of the university's mission.

The strategic plan lays out the blueprint for achieving that excellence as illustrated in the following examples:

- Subgoal 1 A 2: Ensure high-quality undergraduate curricula - Faculty within departments are constantly updating and revising curriculum to reflect changes in knowledge and skills necessary for success in the workforce for majors in particular fields. Processes like academic program review and program accreditation also contribute to this constant improvement process.
- Subgoal 1B1: Sustain effective teaching - The quality of teaching is monitored through processes of peer observation, student evaluations, and yearly portfolio reviews done by department heads. The Center for the Enhancement of Teaching offers ongoing teaching seminars for teaching enhancement and improvement. The Center for Instructional Technology serves as a primary source of support for the integration of technology in teaching methods.
- Subgoal 1C4: Encourage student, faculty and staff involvement in finding solutions to community social problems - A traditional and growing aspect of academic excellence for faculty at UNI is to engage students in applied research, experiential learning, and service to their communities. Examples include:
  - A course which integrates a “Habitat for Humanity” service project;
  - The UNI Global Health Corps, which provides student-led public health services to underserved populations; and
  - College of Business outreach activities, which provide economic development for Iowa communities while offering learning experience for students.

UNI has a critical role to play in providing an educated workforce that will serve the state’s needs for the new economy. Maintaining excellent faculty at Iowa’s universities is essential for the preparation of tomorrow’s workforce. Statistics show a direct relationship between education completed and salary. Higher education has a critical role to play and faculty are key to the realization of that role.

**Educational Quality for the New Economy** **Request**  
**\$3,000,000**

The University of Northern Iowa is proposing to create new faculty positions in high demand areas. Key areas include teacher education, early childhood education, and the training of school principals and superintendents. UNI plans to expand in areas of business, computer science, natural sciences, and various areas of the humanities and social sciences, such as communications.

Faculty are desperately needed both in areas targeted for specific career opportunities as well as those liberal arts areas that provide the foundational education that will provide the intellectual skills and abilities for a 21<sup>st</sup> century citizenry prepared to work in the new economy.

UNI enrollment has grown nearly 8% in the last five years. Keeping up with this growth has been a challenge. Without a corresponding increase in faculty lines, class sizes can be expected to increase and adequate course offerings will be more difficult to provide.

Central to the delivery of quality education is a quality faculty, and UNI has long prided itself in placing tenure-track professors in the classroom. UNI's current strategic plan calls for 75% of all classes to be taught by tenured/tenure-track faculty, with 70% of lower division classes taught by tenured/tenure-track faculty.

In 1995, the university had 619 tenure-track faculty. To maintain class size, given the enrollment growth, UNI presently needs 667 faculty. During 1999-00, however, UNI reported to the Board a total of only 593 tenure/tenure-track faculty. The reduction of tenure-track faculty provided the funds to hire greater numbers of adjunct faculty and therefore maintain class size. As a consequence, tenure-track faculty taught only 65% of all undergraduate classes and only 54% of the lower division classes. While seeking the best-qualified adjunct faculty available, the increased reliance on part-time instructors is a short-term strategy, the University cannot maintain quality in the long run without faculty expanding to meet enrollment growth. The University believes it is fundamental to the students' education that experienced professors who are active in their chosen fields mentor them.

Tenure-track faculty are required to participate in many ways that adjunct faculty are not. Some examples include:

- Providing student advising or mentoring;
- Supervising experiential learning, independent study, or supervised reading courses;
- Serving on departmental and university committees that contribute to the governance and operation of the institution;
- Being involved in scholarship and creative activity, involving students in those aspects of their fields; and
- Teaching upper division or graduate students.

UNI requests funding for 65 new faculty lines. UNI estimates that this will bring the tenure/tenure-track faculty lines to 667 when considering a modest reduction in turnover. This figure does not account for projected enrollment growth.

UNI routinely reallocates funds to high need areas to enhance the quality of its programs and its ability to deliver education that meets today's needs. To support this initiative, the University will reallocate \$1,100,000 from adjunct faculty salaries to tenure-track lines.

UNI is the state's premier institution for the preparation of teachers, educational leaders, and experts in early childhood. Over 25% of UNI's undergraduate enrollment is in teacher education programs distributed among the five undergraduate colleges. UNI's elementary education program alone enrolls 2,000 majors. Whether in the humanities, social science or natural sciences, UNI's teacher education graduates are highly sought after across the state. Additional faculty are needed in this area. Large proportions of educational leaders in K-12 are expected to retire in the next 5 years and programs need to be geared up to educate those who will replace them.

This proposal links directly with an element of the new economy: investment in human capital, and it supports the Governor's early childhood education, K-12 education, and skilled workforce agendas. This proposal will benefit:

1. *The institution:* if fully funded, the University will be able to return to our high proportion of tenure-track instruction
2. *Students, parents, alumni:* students and parents will be able to count on experienced faculty who will provide the sort of mentoring and support UNI students have come to expect.
3. *Higher education in the state:* tenure-track faculty provide far more to the educational community and contribute to the intellectual vitality of the institution and the higher education community through numerous collaborations across Regent and non-Regent institutions, from community college articulations to collaborative research and teaching programs with faculty from SUI and ISU. None of this is possible with adjunct faculty.
4. *Citizens of Iowa:* the New Economy will be built where there is a critical mass of individuals who have the capacity to participate in the knowledge economy. 93% of UNI's students come from Iowa and more than 2/3 typically take their first job in Iowa. Thus, the education, which they receive at UNI, has a direct impact on the state. UNI students are being trained to utilize technology in each of their majors. Last year UNI registered 8,131 students in 302 off-campus credit courses offered in 109 communities, and we are committed to expanding our offerings to meet the needs of place-bound Iowans and to maximize the use of technology as an educational tool.
5. *Economic development:* Investment in human capital is an investment in economic development across all sectors of the state's economy. Specifically, within the College of Business Administration there is a focus on developing and fostering entrepreneurship.
6. *Other state agencies:* Many state agencies hire UNI graduates, and UNI students have served as interns in many offices.
7. *Quality/excellence:* Quality and excellence in education require a sufficient number of qualified faculty to serve the size of the enrollment. UNI currently is operating with a "faculty deficit."

**21st Century Learning Initiative**

**Continued Funding**

During the 2000 legislative session, the Technology Appropriations bill (SF 2433) included a \$1.0 million allocation to the University of Northern Iowa for developing a 21<sup>st</sup> century learning initiative. This initiative was part of the Governor's recommendation for the proposed Information Technology Department. The bill language requires that UNI consult with the Division of Information Technology Services of the Department of General Services, and the Department of Education in developing this initiative. UNI, in cooperation with the Information Technology Department, plans to pursue continued funding for FY 2002 for this initiative.

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Deb A. Hendrickson

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Frank J. Stork