

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Appropriations Requests for Fiscal Years 2002 and 2003  
**Date:** September 5, 2000

**Recommended Actions:**

1. Approve the appropriations requests for FY 2002 and FY 2003.
2. Approve the priorities for restoring the base operating appropriations for FY 2002 to fulfill state statutory requirements for budget development.
3. Authorize the University of Northern Iowa to continue efforts to secure targeted funding of UNI programs through state agencies, as identified on page 35.

**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 appropriations requests. The proposed FY 2002 and FY 2003 incremental appropriations requests reflect these strategic planning goals of the Board as well as those of the institutions and are based on continuation of current base operating appropriations.

**Operating Appropriations Requests for FY 2002 and FY 2003**

The Department of Management has recently requested the addition of budget requests for FY 2003. Those requests are being presented to the Board this month for the first time. There have been no changes in the budget requests for FY 2002, as submitted to the Board in July.

The first priority of the Regents and the institutions is full funding of the state's salary policy from state appropriations. Full funding of salaries from state appropriations is a critical state investment in the human resources necessary to assure quality of instruction and learning for Iowa's students, to continue extraordinary discovery of new knowledge through research, to enhance economic development through a myriad of research and service activities, and to improve Iowa's quality of life through educational, extension, cultural, clinical, athletic, and related outreach programs.

Regent institutional FY 2002 and FY 2003 incremental operating appropriations requests, totaling \$15.4 million and \$15.7 million respectively, are a key component in achieving the Board's and each institution's strategic plan.

	FY 2001 <u>Budget</u>	FY 2001 Direct State <u>Appropriations</u>	FY 2002 Incremental Appropriations <u>Request*</u>	FY 2003 Incremental Appropriations <u>Request*</u>
University of Iowa**	\$414,357,723	\$255,836,163	\$6,000,000	\$6,000,000
Iowa State University**	317,674,798	202,542,308	6,000,000	6,000,000
University of Northern Iowa**	129,426,368	90,643,431	3,000,000	3,300,000
Iowa School for the Deaf	8,735,589	8,178,008	280,000	265,000
Iowa Braille and Sight Saving School	<u>4,911,297</u>	<u>4,671,023</u>	<u>150,000</u>	<u>150,000</u>
Total	\$875,105,775	\$561,870,933	\$15,430,000	\$15,715,000

\* Excludes incremental funding for state salary policy which has not yet been determined.

\*\* General University budgets only

Within this memorandum are incremental appropriations requests for FY 2002 and FY 2003, which include the Board Office and Regional Study Centers. No additional funds are requested for the Clothing, Prescriptions, and Transportation appropriation.

### **Priorities for Restoring Base Operating Appropriations**

Iowa Code §8.23 requires the institutions to develop modified budgets for the FY 2002 appropriations requests by assuming that base appropriations of the current year will be reduced by 25%. The statutory exercise begins with only 75% of the base appropriations (FY 2001) and then prioritizes programs and services to restore the base appropriation budget to the current FY 2001 base funding level.

The institutions and the Board Office have identified specific programs and services to be curtailed if only 75% of the base appropriation were funded by the state. The institutions and Board Office developed decision packages and prioritized each package to restore the FY 2001 base appropriations.

The FY 2001 base appropriations total \$687.3 million. At 75%, the base appropriations would be \$515.5 million. Restoration decision packages to add services back total \$171.8 million. Instructional and academic programs are listed as the first priorities for restoration. Student services, institutional support, and physical plant services priorities follow.

### **FY 2002 Budget Requests by Strategic Plan**

In accordance with statutory requirements for budget development, state departments are to utilize a "budgeting for results" format whereby budget requests are allocated by desired results. The Regent institutions have incorporated their respective strategic planning goals into the development of the required budget format for FY 2002.

## **University of Northern Iowa Special Requests**

Similar to previous years, the University of Northern Iowa is requesting permission to pursue funding for several special programs. UNI seeks an increase in the allocation of fees to the Waste Reduction Center and funding through other state agencies for seven special purpose appropriation projects. The projects through other state agencies include ABIL (Ag-Based Industrial Lubricants Research Program), Community Recreation and Tourism Research and Service, Center for Energy and Environmental Education, Environmental Audit Training Initiative, Recycling and Reuse Technology Transfer Center - Materials Testing Service, Geography Alliance of Iowa, and Iowa Mathematics and Science Coalition.

Each year UNI seeks Board approval on these special appropriations at this time so that they can proceed with appropriate discussions.

### **Background/Analysis:**

Details of each institution's budget requests, as well as the priorities for restoring base operating appropriations, are attached to this docket memorandum as identified in the following table of contents.

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### **Budget Request Process**

The FY 2002 preliminary operating budget requests (excluding salaries) were presented to the Board in July for consideration. Then, in September, the final operating budget requests are presented to the Board for approval. Between the July and September Board meetings, the Board Office visited the universities to gather additional information in operating and capital requests, discuss priorities, and refine budget requests. Since there was agreement on special school recommendations, the Board Office did not make these budget discussion visits to their campuses but plans to visit the special schools in September to discuss their priorities.

The chronological appropriations process includes the following:

- Regent institutions develop institutional budget requests.
- The Board receives preliminary operating appropriations requests (excluding dollar amounts for implementing state salary policy).
- The Board approves final operating appropriations requests (excluding dollar amounts for implementing state salary policy).
- The Board-approved operating appropriations requests are submitted to the Department of Management as required by law.
- The Governor prepares state operating appropriations recommendations including recommendations for Regent appropriations.
- The Governor delivers his Condition of State/Budget message.
- General Assembly and Governor consider and approve appropriations.

The dollar amounts for incremental salary funding are not included in the Regent appropriations requests because these will be determined after the state negotiations for collective bargaining are completed for FY 2002-FY 2003. These negotiations, conducted every two years, have a major influence on state salary policy. Historically, a separate appropriations bill provides funding for new salary increases to all state agencies.

#### Regent Request Criteria

The initiatives presented by the institutions are evaluated based on the following criteria:

- Relationship of initiatives to institutional strategic plans, which also guide capital budget requests;
- Prior appropriations for similar or connected initiatives;
- External funding which provides a leverage of state resources;
- Equity among institutions; and
- Impact of initiatives on the state's economic development.

Request Summary

The following table summarizes the incremental appropriations requests for the Board's consideration:

	<u>FY 2002</u>	<u>FY 2003</u>
<b>University of Iowa</b>		
Full Funding of Salaries from State Appropriations	To Be Determined	
Public Health Initiative	\$3,000,000	
Partnership to Improve Instructional Quality	\$3,000,000	\$3,500,000
Information Science and Informatics Initiative		\$2,500,000
<b>Iowa State University</b>		
Full Funding of Salaries from State Appropriations	To Be Determined	
Center of Excellence in Fundamental Plant Sciences – A World-Class Plant Sciences Institute	\$5,000,000	
Improving Iowans' Quality of Life: Healthy Life Start – Outreach in Childcare, Parenting, and Nutrition	\$1,000,000	
Advancing ISU's Strategic Plan Goals		\$6,000,000
<b>University of Northern Iowa</b>		
Full Funding of Salaries from State Appropriations	To Be Determined	
Educational Quality for the New Economy	\$3,000,000	\$3,300,000
<b>Iowa School for the Deaf</b>		
Full Funding of Salaries from State Appropriations	To Be Determined	
Recreation Complex Program and Operations	\$200,000	
Deaf Youth Life-Time Achievement Program	\$80,000	
Residential Program of Computer Literacy		\$265,000
<b>Iowa Braille and Sight Saving School</b>		
Full Funding of Salaries from State Appropriations	To Be Determined	
Increase Outreach Initiatives for Western Iowa	\$150,000	\$150,000
<b>Board Office</b>		
Full Funding of Salaries from State Appropriations	To Be Determined	
Quality Improvements	\$30,000	\$30,000
<b>Regional Study Centers</b>		
Full Funding of Salaries from State Appropriations	To Be Determined	
Sustaining Excellence	\$11,819	\$11,819

These proposed FY 2002 and FY 2003 incremental appropriations requests reflect the strategic planning goals of the Board and the institutions and are based on stable funding of current base operating appropriations. Continued levels of state appropriations are essential for sustaining quality at the Regent institutions. The above initiatives represent funding requests to support the strategic plans of the Board and the Regent institutions, and to provide resources to improve quality.

### Regent Salary Initiative

Full funding of the state's salary policy from state appropriations for Regent institutions is a key component of the Board's strategic plan for the Regent institutions to be the premier institutions of their type. Funding of salaries is necessary for the institutions to be competitive with their peers and is a beneficial investment for the state. Some factors to be considered in establishing full funding of salaries from state appropriations as the highest Board funding priority include:

1. Quality faculty and staff are the key ingredients for implementation of the Board's and institutions' strategic plans.
2. The Regent universities compete in a global marketplace to recruit and retain faculty, and can remain competitive only by paying competitive salaries in each discipline.
3. The Regent universities also compete broadly for professional & scientific employees, who are critical to the success of all aspects of institutional operations. In high demand occupational groups, such as sciences and technology, salaries must be enhanced to attract and retain high quality professionals.
4. The state's comparable worth law does not recognize external market factors. The Regent universities, however, must compete with other institutions of higher learning as well as the private sector, which do pay market rates, for professional and scientific employees.
5. Return on Investment – the Regent universities generate significant revenues from resources outside the state. For example, in 1999, of every state dollar invested in the Regent universities, faculty and staff generated 82¢ in national competition for research from gifts, grants, and contracts. Nonresident students choosing to attend the universities added another 19¢.
6. The quality of learning obtained by students at the Regent institutions contribute significantly to individual opportunities available to them but also enhances the quality of life experienced by most lowans.

The state, during its process of negotiating collective bargaining agreements, determines the statewide salary increase policy. Certain Regent salary increases are determined through various collective bargaining agreements, including the state's negotiation of the AFSCME contract. Collective bargaining negotiations will take place during fall 2000, with conclusions anticipated for spring 2001. The remaining salary increases for the Regents are determined after collective bargaining has been concluded.

The state separately appropriates funding for implementation of the state salary policy. The Regent salary increases are dependent upon funding from salary appropriations.

The Department of Management, beginning with FY 2000, directed that salary annualization funding, which pays increases in merit salaries and benefits at the Regent institutions for which commitments have already been made, be considered part of the separate state salary appropriation. Prior to FY 2000, the amounts needed for salary annualization were considered part of the base operating appropriations.

Board Office

Full funding of salaries from state appropriations for FY 2002 and FY 2003 is the first priority of the Board Office to retain the appropriate level of professional staff. The proposed incremental request for FY 2002 and FY 2003 of \$30,000 each year would increase one part-time position to full-time status (for a total of 16 FTEs) and would provide for needed quality improvements. The incremental adjustments reflect the growing demands on the office, especially in technology and technology-based applications. The FY 2001 Board Office appropriation is \$1,321,335.

Clothing, Prescriptions, and Transportation

This appropriation represents state funding for tuition and transportation, in lieu of property taxes, for children of employees of the Iowa School for the Deaf who reside on school property and attend the Lewis Central public school system. This appropriation is also available for clothing and prescriptions as allowed by Iowa Code §270.4. Funding of \$16,941 for FY 2002 and FY 2003 does not reflect an increase.

Regional Study Centers

The regional study centers request incremental appropriations for FY 2002 and FY 2003. The requested amounts are exclusive of funds for salary increases. Full funding for implementation of state salary policy from state appropriations is requested by the study centers and is the Regents first priority.

The combined incremental appropriations of \$11,819 for FY 2002 and \$11,819 for FY 2003 will provide for sustaining excellence, implementing new and improved marketing and outreach efforts, and replacing computers and printers. The requests for the three regional study centers are computed on the State of Iowa appropriations share of the centers' budgets.

	<b>FY 2001 Iowa Appropriation Base</b>	<b>FY 2002 Incremental Appropriations Requests</b>	<b>FY 2003 Incremental Appropriations Requests</b>
<b>Quad-Cities Graduate Study Center</b>			
Sustaining Excellence	\$175,686	\$5,715	\$5,715
<b>Tri-State Graduate Study Center</b>			
Sustaining Excellence	85,936	2,578	2,578
<b>Southwest Iowa Regents Resource Center</b>			
Sustaining Excellence	<u>117,546</u>	<u>3,526</u>	<u>3,526</u>
<b>Total</b>	\$117,546	\$11,819	\$11,819

**BOARD OF REGENTS  
STATE OF IOWA  
SUMMARY OF APPROPRIATIONS AND REQUESTS**

	FY 2001 <u>Appropriations</u>	FY 2002 Appropriations <u>Requests *</u>	\$ <u>Increase</u>
University of Iowa	\$318,587,761	\$324,587,761	\$6,000,000
Iowa State University	269,897,592	275,897,592	6,000,000
University of Northern Iowa	91,829,144	94,829,144	3,000,000
Iowa School for the Deaf	8,178,008	8,458,008	280,000
Iowa Braille & Sight Saving School	<u>4,671,023</u>	<u>4,821,023</u>	<u>150,000</u>
 Institutional Operating	 693,163,528	 708,593,528	 15,430,000
 Board Office	 1,321,335	 1,351,335	 30,000
Regional Study Centers	381,169	392,988	11,819
Clothing, Prescriptions, & Transportation	<u>16,941</u>	<u>16,941</u>	<u>-</u>
 Total Operating	 694,882,973	 710,354,792	 15,471,819

\* FY 2002 requests do not include amounts for salary annualization or state salary policy.

**Priorities for Restoring Base Operating Appropriations**

Iowa Code §8.23 requires that each department (institution) develop modified budgets by assuming that base appropriations of the current year will be reduced by 25%.

To develop the base appropriations budgets for FY 2002, the institutions must identify, for approval by the Board, a series of priority decision packages to build back the 25% reduction in the FY 2001 base appropriations.

The amounts of the FY 2001 base appropriations at 75%, the restoration packages for the 25%, and the FY 2001 appropriations for the Regent institutions are as follows:

	<i>75% Base</i>	<i>25% Restoration</i>	<i>FY 2001 Appropriations</i>
University of Iowa*	\$236,502,803	\$78,834,265	\$315,337,068
Iowa State University*	200,574,216	66,858,072	267,432,288
University of Northern Iowa	68,871,859	22,957,285	91,829,144
Iowa School for the Deaf	6,133,506	2,044,502	8,178,008
Iowa Braille & Sight Saving School	<u>3,426,284</u>	<u>1,142,095</u>	<u>4,568,379</u>
<b>TOTAL APPROPRIATIONS</b>	\$515,508,668	\$171,836,219	\$687,344,887

\* Excludes Special Purpose Appropriations.

Each institution has identified the specific programs and services which would be curtailed if the base appropriation budgets were reduced by 25% and has established priorities for restoring each to the FY 2001 appropriation level. (Attachment F.)



## **FY 2002 Budget Requests by Strategic Plan**

Chapter 209 of 1997 Iowa Legislative Acts requires that each state department submit budget requests using a "budgeting for results" format which includes steps for identifying and measuring desired results by use of results-oriented performance measures.

The Regent institutions use performance measures and incorporate their respective strategic planning goals into the development of the required budget format for FY 2002 to be submitted to the Department of Management.

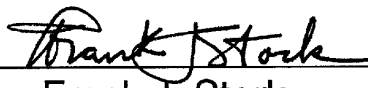
The FY 2002 budget requests identify specific institutional goals, programs, and performance measures and allocate all funding sources among them.

## **University of Northern Iowa Special Requests**

As in the past, the University of Northern Iowa is presenting special requests to the Board for approval. The reason for presenting information at this time is to inform the Board of the University's intent to proceed with discussions regarding appropriation requests that are received indirectly through other state agencies, as well as the university's intent to pursue an increase in the allocation of fees to the Iowa Waste Reduction Center. (Attachment C.)

  
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Deb A. Hendrickson

Approved:

  
\_\_\_\_\_  
Frank J. Stork

**ATTACHMENT A**  
**FY 2002 and FY 2003 Appropriations Requests**  
**University of Iowa**

	<u>FY2001 Budget</u>	<u>FY 2001 Direct State Appropriations</u>	<u>FY 2002 Incremental Appropriations Request*</u>	<u>FY 2003 Incremental Appropriations Request*</u>
General University	\$414,357,723	\$255,836,163	\$6,000,000*	\$6,000,000*
University Hospital	446,197,800	33,040,152	*	*
Psychiatric Hospital	18,404,600	8,411,522	*	*
Hospital School	9,243,000	7,487,966	*	*
Oakdale Campus	3,608,848	3,207,848	*	*
Hygienic Laboratory	6,219,895	4,203,122	*	*
Family Practice	2,492,405	2,460,405	*	*
SCHS	4,921,085	689,890	*	*
Special Purpose	<u>3,250,693</u>	<u>3,250,693</u>	<u>*</u>	<u>*</u>
<b>Total</b>	<b>\$908,696,049</b>	<b>\$318,587,761</b>	<b>\$6,000,000</b>	<b>\$6,000,000</b>

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

**Full Funding of Salaries from State Appropriations** **FY 2002** **FY 2003**  
**To Be Determined**

The University of Iowa's highest budget priority in FY 2002 is for the state salary appropriation to fully fund salary and fringe benefit increases for faculty and staff. Full funding of competitive salaries impact all aspects of the University's strategic plan. Faculty and staff with competitive salaries will:

- Advance goals and objectives related to undergraduate and graduate instructional programs;
- Foster distinguished research, scholarship and artistic creation;
- Facilitate interdisciplinary interaction in teaching, research and service;
- Cultivate a distinguished and diverse community of scholars; and
- Develop a highly productive organization that supports the mission and values of the University.

## Maintaining Excellence – Investment In The Future

The economy has been healthy for several years with relatively low inflation and an extremely tight labor market. As a result, faculty and staff in public universities now have more opportunities to leave academe to work for private employers at much higher salaries. Additionally, public and private institutions of higher education are competing with each other for the best and the brightest as never before.

The University of Iowa has emphasized salaries for many years as a means of establishing an employment context that would attract qualified candidates who can contribute to the University's strategic goals in terms of teaching, research, and service. Even with this commitment to salaries, the University still ranks only 8<sup>th</sup> out of 11 peer institutions in average salary. Even though the University reallocated funds this year to achieve an average of a 4% increase, the University could still potentially move lower in its ranking of peer institutions especially if the following survey data proves true. Salary surveys demonstrate that to remain competitive, universities must apply significant resources to salaries.

The latest American Association of University Professors Salary Survey of faculty salaries as reported in the March/April issue of ACADEME indicates that the average salary increase for faculty at Doctoral level public institutions of higher education was 4.9%. (SUI averaged 4.0%.)

World at Works' (formerly American Compensation Association) 1999-2000 - Total Salary Increase Budget Survey of 2683 U.S. companies and 208 Canadian companies reports that the average increase for salaried employees was 4.4% in 1999 and is projected to be 4.4% in 2000. For hourly employees the 1999 average was 4.1% and increases in 2000 are also projected to be above 4%.

The College and University Personnel Association reports in its 1999-2000 Administrative Compensation Survey that the overall median salary increase for all administrative job types for the last year is 5.0%. The average increase at doctoral institutions was 5.4%.

Another concern of the University is that recruitment and retention of individuals with computer related skills are especially difficult in the University setting. Some of the recruiting tools currently used by private employers that are not often available in the public higher education setting include:

- \$12,000 - \$15,000 signing bonuses
- Apartment rental for six months
- Stock options
- High salaries – Information Technology undergraduates are being hired for \$50,000 - \$70,000 ([compensationlink.com/newsletter.asp](http://compensationlink.com/newsletter.asp))
- Travel and salary bonuses

The reputation of a university and the ability to recruit and retain students is largely dependent on the range of offerings and the quality of the people who provide instruction, conduct research, and support academic activities. Premier programs are developed and maintained by attracting and retaining premier faculty and staff. To provide students a competitive educational experience, the university must be able to compete in order to attract and retain high quality faculty and staff.

Funding of salaries is critical to the teaching mission of the university. Without adequate funding for faculty salaries, it is anticipated that there will necessarily be a greater reliance on adjunct faculty and teaching assistants to carry increased teaching loads, especially in entry level or survey courses. Removal of respected members of the faculty from these assignments will significantly impact student satisfaction.

Service to the university, the community, and the state is a major responsibility of faculty. If competitive funding for salaries is not available, turnover among faculty and staff will increase thereby, reducing the ability to provide leadership and service to the university, community, and the state.

Full funding of salaries from state appropriations is extremely important but the costs of benefits, which are rising rapidly, are also significant. In July, the University along with other state agencies, was informed of a 17% increase in the University portion of health care cost. The annualized cost of funding this increase is over \$2 million. Additionally, the state insurance committee has projected a premium increase to be effective in January 2001 between 17% and 35% for health plans of staff covered by collective bargaining.

A similar projection is being made for health costs for the plans offered to faculty and professional and scientific staff. If the University continues to pass on significant additional cost to faculty and staff for health coverage, the competitive position will be eroded further and ultimately this will impact recruitment and retention.

Quality faculty and staff not only help the University but the entire state. The University of Iowa has been extremely successful in obtaining grants and contracts. During FY 2000, researchers at the University brought in over \$260 million to the state. Competition for these federal research funds is intense and only the best faculty who have quality support services are successful in their bid for funding.

Grants and contracts support the state's economy and add jobs. One example is the Oakdale Research Park. It offers businesses engaged in basic and developmental research, product development and production linked to research and development, the opportunity to locate near and benefit from close proximity to researchers and research facilities.

Without proper funding, the university will lose respected researchers and members of the faculty, the state loses valuable assets, and the community loses revenue-generating entrepreneurs.

	<u>FY 2002</u>	<u>FY 2003</u>
<b>Public Health Initiative</b>	<b>\$3,000,000</b>	<b>\$--</b>

The Public Health Initiative began in 1997 to respond to a recognized need for improved public health practice throughout Iowa, especially in rural Iowa. Research showed higher rates of certain health problems in rural Iowa. In these rural counties, there were fewer primary care providers, very few public health providers, and lower rates of adequate prenatal care. In Iowa's urban counties, other health disparities were noted. Many of these health disparities occur among the most vulnerable segments of Iowa's population—children, the elderly, farm and other rural families, and those with disabilities—of these, the elderly are the most rapidly growing segment.

In April 1999, the Board of Regents approved establishing the College of Public Health at the University of Iowa. It was founded on July 1, 1999. The vision of the College is to serve Iowa and the Midwest and lead the global community in rural public health education and training, research, and practice.

#### College of Public Health

The College of Public Health has and will continue to contribute to the mission of the University of Iowa through three primary areas: education, research, and outreach. The College has identified six goals as part of its strategic plan: Educate highly competent and committed public health professionals and research scientists; advance the scientific basis for the practice of public health; promote meaningful community service and collaboration; integrate public health and individual health care; enhance diversity and collaboration among students, staff, faculty, and alumni; become a fully accredited school of public health in the year 2000.

The College of Public Health has hired 12 new faculty in FY 2000, plans to recruit four additional faculty in FY 2001, has committed to two joint appointments with the College of Liberal Arts and two joint appointments with the College of Pharmacy in FY 2001, and has been successful in the retention of a world-class statistical genetics faculty member (which required significant base funding for the Center for Statistical Genetics and Division of Statistical Genetics in the Department of Biostatistics.) All of these commitments must be sustained with continued state support.

In FY 2002, SUI plans to develop the new Department of Community and Behavioral Health. SUI has recruited a highly qualified Head, Dr. John Lowe, to lead this department that is critical for the accreditation of the College of Public Health. Dr. Lowe will provide state leadership in the area of smoking prevention and control, substance abuse, cancer prevention and control, and will also be in a position to write successful National Institutes of Health (NIH) and Center for Disease Control (CDC) grants to complement state funding for smoking prevention programs. In addition, eight new faculty positions will be needed to build this department. This new department should add significantly to the already highly productive College of Public Health research program (nearly \$20 million of research funding in FY 2000).

### Health and Independence of Elderly Iowans—Center on Aging

The Health and Independence of Elderly Iowans program FY 2000 allocation allowed core staffing for the Center on Aging, which is co-sponsored by the College of Medicine and College of Public Health.

The vision for the Center on Aging is to be a leader in the improvement of the health and well being of elderly Iowans and Americans. The Center's purpose is to stimulate the provision of effective health and human services for the elderly. Five goals have been identified: build on current leadership and faculty of the Center on Aging; coordinate programs on aging, develop the Aging Studies MPH, and other graduate degrees in aging studies and gerontology; expand research support for the Center on Aging to benefit SUI and Regent institution researchers; develop innovative, cost-effective demonstration programs for aging health care; generate new community-based partnerships that improve access to aging programs at the local level.

With Public Health Initiative funding, the Center on Aging has implemented an active outreach and education program, has helped develop numerous grants, and has served as a resource for the Masters in Public Health in aging studies. However, much more needs to be accomplished in light of Iowa's continually increasing elder population.

### Funding and Partnerships

During fiscal years 1998 through 2000, the University of Iowa's College of Medicine reallocated \$450,000 in recurring funds and \$1,650,000 in non-recurring funds to this initiative. For FY 2000, the University received state appropriations of \$1,050,000 and, for FY 2001, the Legislature has authorized the University to spend up to \$2.1 million, which is an additional \$1,050,000.

With its FY 2000 allocation, the College of Public Health has made substantial progress on implementation of the several new functions of the College of Public Health, the completion of its five year strategic plan, the initial development of the new Master of Public Health (MPH) degrees, and planning the new Certificate of Public Health. The Center for Public Health Practice and the Center for Health Statistics have been initiated. These centers form the outreach program to the public health constituents and state agencies. The further development is essential to better serve the public health needs of rural Iowans and local communities.

The funding of an additional \$3.0 million in FY 2002 will allow the College of Public Health and Health and Independence of Elderly Iowans to:

- Recruit 1 department head and provide additional core faculty for each of the 5 departments to meet accreditation requirements and the goals and objectives of the College of Public Health strategic plan.
- Implement all Master of Public Health (MPH) subtracks, focus areas, and dual degrees with several colleges at the University of Iowa and at Iowa State University and the University of Northern Iowa.
- Implement the statewide distance learning MPH and Certificate of Public Health.

- Implement the statewide College of Public Health outreach and education program through the Center for Public Health Practice, Center for Public Health Statistics, and the cooperative agreement with the Iowa Department of Public Health.
- Recruit a director for the Center on Aging to implement its outreach and education program; collaborate with the College of Public Health to implement the MPH in Aging Studies; and position the Center to compete for external research funding.

An additional appropriation of \$3.0 million in FY2002 would bring total state funding of the initiative to the originally projected level of \$5.0 million. This would allow both the College of Public Health and the Health and Independence of Elderly Iowans Program to meet their FY2000-2005 strategic goals and objectives.

### Benefits to Iowa

The College of Public Health and the Health and Independence of Elderly Iowans Program provide the State of Iowa and Iowans a comprehensive new resource in public health and aging studies. Both have a strong public health practice and service orientation with an emphasis on information access.

The Public Health Initiative has allowed recruitment of faculty with expertise in aging, mental health, substance abuse, tobacco control, and rural health. It has assisted in the collaboration among other state agencies as well as the three Regent universities to focus combined energies on public health training, research, and outreach to improve the health and quality of life for all Iowans.

Healthy Iowans 2010 is a comprehensive 10-year strategic plan to address health disparities, needs, and action steps to guide the state in the next years to improve the health of all Iowans. Full funding of the Public Health Initiative is needed to attain the critically important goals identified by Health Iowans 2010.

	<u>FY 2002</u>	<u>FY 2003</u>
<b>Partnership to Improve Instructional Quality</b>	<b>\$3,000,000</b>	<b>\$3,500,000</b>

The University learning environment encompasses academic, social, cultural, recreational, infrastructure, and career planning programs. The University is requesting funding for its libraries, additional instructional equipment, and maintenance and improvements to instructional space. Partnering with the state by using tuition and fee proceeds, and private gifts and grants, the University of Iowa libraries can be a resource for the entire state.

### Maintaining Library Collections (FY 2002 - \$900,000, FY 2003 - \$900,000)

The Libraries' acquisitions budget is used to provide access to books, journals, electronic resources and other forms of information to support the teaching, research, and service missions of the University. Since the mid-1980's, the acquisitions budget has been subject to inflation rates averaging between 9-11% annually, particularly for scientific information resources, which account for over half the budget. In a recent ten-year period, inflation for journals acquired by research libraries increased 148%, compared with 84% for health care, and 44% for the Consumer Price Index.

Over the last several years, the availability of digital information resources has been transforming research in many academic fields, both in science and medicine, and in disciplines as diverse as business and classics. But the high cost of digital information only adds to the inflationary pressures already existing.

In particular, the inflationary increases for health science materials have significantly exceeded the allocation for those materials for several consecutive years. As a result, a number of core journals have been cancelled, with the prospect of more cancellations to come. The collection of the Hardin Library for the Health Sciences has historically ranked among the top 15 in the country, corresponding to the ranking of the health colleges overall. As a result of the budget shortfalls, SUI expects the collections to slip in ranking. At the same time the collection must now support a new College of Public Health without any addition to the budget to support that college.

University Libraries Digital Library Initiative (FY 2002 - \$200,000, FY 2003 – \$100,000)

The purpose of the University of Iowa Libraries Digital Library Initiative is to provide the University of Iowa faculty and students as well as citizens of Iowa with broad access to digitized collections and resources. Digital resources in particular can level the playing field for distance education students, since they can be as accessible in Sioux City as they are in Iowa City. As the state's largest library, the University Libraries also serve as a resource for the entire state, a role especially important in the medical community and in business and economic development.

The Libraries' first step toward meeting this goal was to establish the Scholarly Digital Resources Center (SDRC) to foster the creation and use of digitized collections. Through the SDRC, the Libraries have been able to develop several ongoing initiatives including digitizing its unique Chautauqua collection which is now used by K-12 teachers and students and those in other Iowa colleges and universities. Other projects include the Library Explorer (a Web-based program designed to help students use the library), Center for Electronic Resources in African Studies, the Arts and the Humanities Digital Resources Center, and the Virtual Exhibition Program – all available to anyone with Internet access. This initiative will enable the Libraries to synchronize digitization efforts with academic departments, the Museum of Art and other units throughout the University expanding access to unique campus collections statewide.

Through this initiative, the Libraries expect to reach out beyond the University of Iowa campus and collaborate on the development of projects throughout the state. These projects will result in the creation of shared digitized collections and further the development of standards for digitization of materials. Students and faculty will have greater access to research and teaching materials in all digital formats including sound, images, and text. In addition, the Libraries will provide expertise, training, and best practices definition for digital projects around the state.



By digitizing important collections, the Libraries can also fill an important need not only for the University community but also for K-12 education throughout the state by enabling these resources to be accessed through the Internet. The utilization of resources now restricted by place will change dramatically through digitization and Web-based access. High school, junior high, and elementary school students and teachers will greatly benefit from Internet-based access to unique materials such as those in the Iowa Women's Archives.

Funding will be used to create two professional positions with technological expertise in digital production and management, and to fund a recurring budget for computer equipment and software required for such an operation. The specialized staff will be supplemented by existing personnel.

Instructional Equipment and Improved Instructional Space (FY 2002 - \$1,900,000, FY 2003 - \$550,000)

Increased ongoing state support for this area will enhance the strategic planning goals of creating enhanced undergraduate, graduate, and professional programs and facilitating interdisciplinary interaction. Funding in this area will improve the Regent performance indicator for the percentage of courses for which the computer is an integral part and the University performance indicator of percentage of classrooms that have technological capabilities.

As the world rushes to embrace digital technology, the University falls further behind in training its graduates on the use of this latest technology. Currently, the University only provides approximately one-fifth of the annual instructional equipment repair and replacement budget needs identified by academic departments and colleges. Targeted areas of improvement include the undergraduate laboratories in Chemistry, Biology, Physics, and Engineering. Lower division courses in these areas enroll approximately 5,000 students each year. Recent instructional equipment replacements in the undergraduate Physics laboratory have enabled faculty to re-engineer class lectures and assignments to take advantage of learning that can now be done in a hands-on fashion.

In addition to improving classroom equipment, progress has been made on providing new and better instructional space for students. The new Medical Education and Biomedical Research Facilities will be available for instruction and research activities during the last six months of FY 2002. The University is requesting support of the instructional portion of the facilities for those six months. The reallocation of funding previously used for the Steindler Building that was demolished as part of this project will be used to offset the costs of operating this new facility. This institutional space designed specially to match the modern curriculum that has been recently established by the College of Medicine. The new recurring annual net cost of maintaining the instructional space is approximately \$1.1 million. Specifically, these funds will be used for maintenance personnel (4.9 FTEs), utilities and supplies. The University will provide funding for the research portion of MEBRF through funding generated by the research space.

Next Generation Science Faculty (FY 2002 - \$--, FY 2003 - \$1,950,000)

This proposal addresses the increasingly serious challenge of rebuilding the University's science departments in the face of actual and impending faculty losses. These departments are at a critical juncture, produced by a convergence of four factors:

- Substantial faculty turnover, particularly due to retirements;
- Dramatic increases in the numbers of students seeking science majors;
- Very strong demand for service courses that the science departments offer; and
- Spiraling costs for instrumentation and for essential renovation of laboratory space.

Lacking funds to support new faculty start-up, the science departments have been unable to replace faculty fast enough to meet student demand for coursework. For example, lack of start-up funding for 2001–02 meant the College of Liberal Arts could authorize only 9 out of 15 urgently needed replacements in the natural sciences and computer science. The insufficient number of searches authorized this year adds to an existing backlog.

Research universities nationwide are facing the problem of increasing numbers of retirements and large start-up costs for laboratory research, but the University's peer institutions have responded to the challenge more vigorously, leaving SUI at a disadvantage in filling vacancies.

It has always been a challenge to renew the physical plant that houses the natural sciences and to provide students and faculty with updated instrumentation and well-designed laboratory space to make teaching and learning possible. This is most noticeable in the buildings that house the departments of Chemistry, Geoscience, Psychology, and Exercise Science. Rapid advances in the types of investigation done in these areas have outstripped the resources we have to keep up with developments in the sciences.

The State has carried out important initiatives over the past several years to support the laboratory sciences. Special allocations for instructional equipment in FY1998 and FY1999 began to reverse discouraging conditions the faculty and students encountered in lab courses. A Bioscience Research Initiative has supported some small infrastructure costs for new faculty in Biological Sciences and in some subdisciplines of Chemistry, departments that continue to have particularly pressing needs for faculty and particularly large start-up costs for replacement positions. The new Biology Building and Biology remodeling funds are evidence of serious investment in the natural sciences and are crucial for the recruitment and retention of faculty in the Biological Sciences and Chemistry. However, even these important additions have not allowed the University to attain or maintain the standards to be competitive and to offer our students the modern education they expect and deserve.

In all the natural sciences, the technology that supports teaching and research is developing rapidly. The cost of equipping laboratory spaces has grown substantially. SUI cannot teach or do science for the year 2000 and beyond with 1960s equipment and facilities. Prospective employers and professional schools expect graduates to know how to use laboratory equipment that is more advanced than SUI uses for teaching.

SUI is requesting an allocation of \$1,950,000 in recurring funds in FY2003. These funds would be used solely for the modernization of space and facilities in the present basic sciences buildings for new faculty, or for improving facilities and purchasing specialized equipment for faculty SUI wishes to retain in the face of counter-offers from other institutions. Due to actual and pending retirements, the University should have the resources to support the salaries of these hires, and is committed to reallocating resources for some needed additional faculty, particularly in heavily-enrolled majors such as Psychology, Computer Science, and Biological Sciences. New faculty hires are critical to maintaining a vital and modern science faculty that will prepare students for the 21<sup>st</sup> century. Moreover, research contributions from faculty in the natural sciences are essential to the health and well being of Iowans and to the viability of SUI's educational programs.

	<u><b>FY 2002</b></u>	<u><b>FY 2003</b></u>
<b>Information Science and Informatics Initiative</b>	<b>\$--</b>	<b>\$2,500,000</b>

This initiative is directed toward the issue of how to apply information systems, along with sophisticated mathematical, computational, and information methods, to enhance work processes, create new products and services, accelerate research endeavors, educate citizens, and enrich and protect society.

The information science and informatics initiative calls for: 1) programs of study designed to yield professionals skilled in problem solving, and 2) an augmentation of research programs that are fueled by the application of informatics. These programs would contribute significantly to achievement of Iowa's goals in education, economic development, and quality of life.

All SUI colleges have departments or programs that can contribute to this initiative. These programs include informatics activities such as: development of new technologies and processes; application of these results to critical problems; and examination of the legal, economic, and social implications of the results.

Investment of new resources would strengthen these programs, support new activities, and provide for better integration of partnerships between programs. For example, a focused initiative in areas of information science and informatics would improve the training of public school media specialists and community librarians, more closely link the training of technical information specialists to the needs of Iowa businesses, create new technology-based partnerships between the Health Science Colleges and Iowa's health care providers, and improve public policy decisions in education and commerce. Moreover, combining informatics research programs in such areas as mathematics, physics, chemical engineering, and the health sciences will lead to startling discoveries, including new drugs based on individual needs and characteristics.

Funds invested in a special initiative in information science and informatics will also enable SUI to be even more competitive in securing external investment in its programs of research, instruction, and outreach. The initiative would strengthen emerging areas of research excellence closely linked to cutting-edge life sciences and mathematical sciences relevant to robust economic development. These areas include bioinformatics and computational biology (such as the techniques used to handle the vast information yielded by the Human Genome Project), "data mining" (to discover and use information patterns derived from large information collections or databases), hydroinformatics (such as the use of geographic information systems [GIS] and environmental data to manage flooding, irrigation, or other issues), and business optimization (for example, the assignment of resources to locations).

Several Federal agencies are allocating substantial new resources to competitive programs aimed at broad development of the nation's capabilities in information science, technology, and informatics. These competitive grant programs present an additional opportunity for SUI to leverage an investment in the proposed initiative.

**ATTACHMENT B**  
**FY 2002 and FY 2003 Appropriations Requests**  
**Iowa State University**

	<u>FY 2001 Budget</u>	<u>FY 2001 Direct State Appropriations</u>	<u>FY 2002 Incremental Appropriations Request*</u>	<u>FY 2003 Incremental Appropriations Request*</u>
General University	\$317,674,798	\$202,542,308	\$6,000,000*	\$6,000,000*
Experiment Station	41,159,969	37,029,596	*	*
Cooperative Extension	31,691,276	23,386,276	*	*
IPRT	4,474,108	4,474,108	*	*
Special Purpose	<u>2,915,304</u>	<u>2,465,304</u>	<u>*</u>	<u>*</u>
Total	\$397,915,455	\$269,897,592	\$6,000,000	\$6,000,000

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

**FY 2002      FY 2003**  
**Full Funding of Salaries from State Appropriations**  
**Nationally Competitive Faculty and Staff**  
**To Be Determined**

Iowa State University's first priority for sustaining excellence to meet the goals of its strategic plan is to achieve and maintain nationally competitive faculty and staff compensation including salary and benefits.

ISU's 2000-2005 strategic plan states that the University is committed to attracting and retaining world-class faculty and staff, along with competitive employee compensation and support for success, to achieve the aspiration of Becoming the Best Land-Grant University. Nationally competitive compensation packages are essential to achieving this objective.

Compensation for faculty and staff must be competitive among the University's peer institutions for ISU to successfully recruit, retain, and develop the quality of faculty and staff that is crucial in fulfilling the expectations ISU has set for itself in its strategic plan.

ISU's overall average of FY 2000 faculty salaries was 99% of the average of the peer universities, declining from 100% in FY 1998. While this average is slightly below the peer average, wide variances exist within disciplines and, in several critical areas, ISU is significantly below the mean of the peer institutions. If ISU is to "Become the Best Land-Grant University", compensation would need to be higher than the mean.

Recently, Iowa State University has been experiencing a twofold problem due to the lack of competitiveness in salary: (1) loss of faculty and staff and (2) difficulty in recruiting faculty and staff of the highest quality.

In the past year, individual faculty members have been lured away from the University with salary offers that are sometimes as much as twice their ISU salaries. Faculty members in Economics, Mathematics, Botany, Computer Science, and Foreign Languages and Literature have left Iowa State University because of higher offers of compensation. Significant retention packages had to be developed to keep faculty members at ISU in departments such as Chemistry, Agronomy, Horticulture, and Animal Science.

Without competitive salaries, the University loses ability to attract the best and the brightest faculty. In the last year, 30 departments trying to fill 52 faculty positions in 7 of the 8 colleges were unable to attract their first choice to Iowa State because the salary offered was not competitive. These positions were at all ranks and cover the range of disciplines from English to Mechanical Engineering, and Art and Design to Veterinary Pathology.

In FY 2001, the implementation of the state salary policy was significantly underfunded by the state. The University diverted nearly \$2.5 million in tuition revenue and internal reallocations to meet compensation requirements, which will require employees to absorb a very large share of health insurance cost increase. The University could not fulfill the commitments to students for using tuition increases for initiatives to increase educational quality, as approved by the Board.

ISU is currently below the mean on faculty salary increases. Preliminary salary information for FY 2001 shows that peer institutions will be providing comparable salary increases. ISU believes that it is imperative that the overall competitiveness of ISU's faculty and staff salaries be enhanced and that the salary increases be fully funded. The minimal salary objective would be to enhance salaries to reach the mean of peer institution salaries. If ISU is to aspire to its strategic plan, compensation should be enhanced enough to raise the University above the mean of its peer institutions.

**Excellence in Fundamental Plant Sciences -  
A World-Class Plant Sciences Institute**

**FY 2002**  
**\$5,000,000**

**FY 2003**  
**\$--**

Building a Center of Excellence in Fundamental Plant Sciences is an important initiative if Iowa is to become the food capital of the world. As the world enters the 21st century with an ever-growing population, there will be an increasing and urgent need to develop and expand food sources. Because carbohydrates from plants provide the basic resources for food, continuing research and development in the plant sciences is essential to meet the expanding demand.

In addition to food, plants also produce fiber for clothing as well as oil and other products that can provide energy in a sustainable manner while protecting the environment. Thus, whether they are interested in food, clothing, or energy resources, the potential and challenge of a carbohydrate-based economy captures the imagination of many of today's brightest young people. To realize their dream of such an economy, much more must be learned about the ways in which plants function.

Iowa State University's considerable expertise in many areas of plant sciences and long-standing reputation and success in agronomy and seed sciences, make it clear that the University is well positioned to undertake this world-class initiative with predictable success.

Much of Iowa's economy is based on plants and animals that consume those plants. Expanded research at ISU, focused on fundamental biochemical, physiological and molecular aspects of plant functions, will provide information to maintain and strengthen Iowa's plant-based agriculture into the future. The research will form the basis for development of new uses for crops and for improved genetics, improved pest resistance, improved performance during weather-related stresses, and ultimately improved crop production.

The DNA base sequence of the genome of the model plant, Arabidopsis, is becoming known completely. The challenge will be to use this rapidly developing information to understand how the expression of genes is controlled within plants. The development of plant artificial chromosomes could lead to new species of crop plants with novel and valuable characteristics.

The ISU Plant Sciences Institute will contribute to economic development in Iowa by:

- Developing a cluster of plant life science companies in Iowa with high paying jobs that keep Iowans in the state, particularly young people who presently leave the state in large numbers after completing their education.
- Promoting, through research, the vitality of rural communities by enhancing the profitability of agricultural producers/farmers with crops designed to meet specific needs for food, animal feed, and industrial uses.

Industrial uses for crops, such as bio-based products and bio-energy, will promote rural economic development with local processing of designer crops, as well as support energy security for the United States.

- Contributing \$10-20 million to Iowa's economy through grant and gift-supported faculty and staff positions in the Plant Sciences Institute.

In addition to this direct economic impact to the state, the Plant Sciences Institute will contribute to the state by:

- Enhancing the retention of existing companies by providing strong educational support and by strengthening the science focus and reputation of the State of Iowa and Iowa State University.
- Providing a tangible mechanism to achieve the Governor's vision for the State of Iowa to be the World Food Capital.
- Facilitating, due to the excitement created by the Plant Sciences Institute, the retention of the best minds -- both faculty and students -- in the State of Iowa and Iowa State University. ISU has successfully stopped efforts by other institutions to "raid" some of its best faculty. Also, almost 50 of the National Merit Scholars at ISU are in majors related to the Plant Sciences Institute.
- Creating synergy in the development of multi-institutional cooperation and partnerships nationally and internationally.
- Cooperating with the Iowa Department of Economic Development to attract new companies to Iowa.

ISU has established a goal to increase the annual support from the State of Iowa to the Plant Sciences Institute to \$10.0 million per year. The annual state funding for the Plants Sciences is \$4.67 million for FY 2001.

The goal for private gifts and endowments is \$100 million, to match the state appropriation over a ten-year period. ISU has made significant progress toward that goal including the anonymous gift of \$80 million to the Agronomy Department, a gift of \$10 million for the Center for Bioinformatics and Biological Statistics, a gift for an endowed chair position in biological statistics, an anonymous gift of \$5 million to the Seed Science Center, and \$3 million from the Roy J. Carver Trust for the Co-Laboratory.

The Plant Sciences Institute meets all of ISU's strategic planning goals of learning, discovery, and engagement.

- *Learning* - All faculty recruited and hired with Plant Sciences Institute funds are full members of academic departments with all of the normal expectations including teaching at both the undergraduate and graduate level.
- *Discovery* - The Plant Science Institute is significantly augmenting the research capability of ISU by bringing together new faculty in new areas and faculty across the University, including engineers, mathematicians, statisticians, computer scientists, to address problems relevant to the state of Iowa.
- *Engagement* - The Plant Science Institute has taken a leadership role in the Genetically Modified Organism (GMO) debate including organizing conferences, providing testimony at the Food and Drug Administration (FDA), and providing presentations in Iowa, nationally, and internationally.



The creation of an internationally renowned center of excellence in the fundamental plant sciences will vigorously advance understanding of the ways in which plants function and will support applied research in horticulture, agronomy, forestry, and plant pathology for the next century. The strategic investments will place the University in a position consistent with a high-profile image that will attract the best researchers to Iowa and will make it the center of choice for the best students who have an interest in developing the carbohydrate based economy.

<b>Improving Iowans' Quality of Life: Healthy Life Start - Outreach in Childcare, Parenting, and Nutrition</b>	<b><u>FY 2002</u></b> <b>\$1,000,000</b>	<b><u>FY 2003</u></b> <b>\$--</b>
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According to the U.S. Census Bureau, Iowa is first in the nation in the percentage of working parents with young children. At the same time, our state's investment in the care and education of infants and toddlers is inadequate. As research continues to show that the years from birth to age three are critical for optimum development of intelligence and social skills, our state needs to undertake a bold initiative to improve parenting skills and care for the 30,000 Iowans born each year.

Iowa State University's College of Family and Consumer Sciences is uniquely positioned to supply research and educate parents about early childhood development. The College is proposing a major new statewide effort, the Healthy Life Start Initiative. The three major components focus on supporting infants and toddlers, parents, and communities.

This initiative works in conjunction with the service delivery components of the Department of Human Services, Department of Education, and Department of Public Health and does not duplicate work of any of those departments.

Iowa State University proposed this initiative for FY 2001; however, it was not funded.

Improve Infant and Toddler Care (\$382,000)

The component will expand ISU's nationally-accredited Child Development Laboratory School on campus to include infants and toddlers. Programs will be developed for parents, undergraduate students, childcare providers, and visitors to observe and replicate. Three faculty positions are requested (1) for undergraduate teaching; (2) to support programming throughout the state; and (3) to help parents understand health and nutrition needs of their children. One P&S position, one post-doctoral position, and two graduate assistants are also requested to support the expansion of the laboratory school and the outreach services provided by the faculty.

Expand Nutrition Home Visitor Programs (\$150,000)

A federally-funded food and nutrition education program currently operates in 33 Iowa counties to help 3,800 low-resource families with children under age 5. A cost-benefit analysis completed at Virginia State University recently showed that for every \$1 spent on this program, \$10.64 is saved in future health care costs. ISU proposes expanding this successful program by adding a parenting component to provide information on growth, development, discipline and guidance for young children.

Expanded Food and Nutrition Education Program (EFNEP) is a trusted program with participants and agencies, where questions about parenting are routinely asked of the paraprofessionals. Currently, the funding source targets nutrition education. Additional state resources will allow ISU to include parenting modules within the curriculum for its high-risk audience.

Create a Parenting the First Year Newsletter (\$50,000)

Each year, more than 1,900 Iowa babies are victims of suspected child abuse or neglect before their first birthdays. At-risk parents are often first-time parents, teenage parents, those with low family income, single parents, or socially-isolated parents. A monthly 8-page newsletter originally developed at the University of Wisconsin, Parenting the First Year, has been shown to effectively educate hard to reach parents about proper physical, mental, and emotional development of infants. The newsletter covers information on social skills, nutritional needs, and includes guidance on breastfeeding and proper introduction of solid foods and health and safety. This component would begin a similar newsletter in Spanish to reach the 2,000 Hispanic families across the state.

Continue the National Network for Child Care Website (\$50,000)

This website ([www.nncc.org](http://www.nncc.org)) is housed on the ISU campus and serves as a clearinghouse for Extension information related to childcare nationwide. It contains more than 1,000 full text publications, with links to 400 related sites. Currently averaging more than 450,000 hits a month, it allows parents and child care givers to quickly research topics such as health and safety, children with special needs, school age care, child development, guiding and discipline, etc. The grant creating the site ended in January 1999, and funds are sought to continue and expand this vital service. ISU is currently minimally maintaining the site at the present time. Depending on the level of funding provided, ISU would like to make an interactive training site for child care providers and put the Child Care That Works video lessons on line.

Expand Research on Indicators for Developmental Problems of Preschoolers (\$368,000)

There is a need for research on indicators for developmental problems. Most previous research has focused narrowly on family violence, substance abuse, and the role of early Head Start programs. ISU is proposing to research language and literacy skills for youth under the age of five, brain development, disabilities and infant health problems and provision of services in communities in order to make policy recommendations for improved birth to five programs in Iowa. The State of Iowa currently has a substantial investment in empowerment boards, youth services, and family resources centers; all of which would be key partners in the success of these efforts. ISU is requesting funding for

two faculty members to work with the Family Policy Center on empowerment and other devolution initiatives; two post-doctoral positions to support the work of the faculty members, and a part-time assistant.

	<u>FY 2002</u>	<u>FY 2003</u>
<b>Advancing ISU's Strategic Plan Goals</b>	<b>\$--</b>	<b>\$6,000,000</b>

Based on Iowa State's 2000-2005 strategic plan, the following highlights characterize the initiatives that will be supported by the requested funds.

Goal 1: Learning: \$3,000,000

Iowa State believes that learning is at the heart of the university. As a land-grant institution, Iowa State University is among the world leaders in providing post-secondary access. However, *access to success* through Iowa State University will make its commitment to enhancing learning, and will be accomplished by providing exceptional learner-centered teaching, services, and enrichment opportunities; and by paying attention to lifelong learning needs of a learning society. This can be accomplished by:

- Expanding and emphasizing student-centered learning environments, engaging academic variety and student diversity;
- Continuing to increase student, faculty, and staff diversity;
- Enhancing undergraduate and graduate recruitment to reach annual enrollment targets (e.g., high-achieving students; students who are qualified but disadvantaged; balance among in-state, out-of-state, and nonresidents and international students);
- Expanding student financial assistance from public and private sources;
- Continually developing information technology and widespread access to it;
- Improving and expanding academic facilities -- classroom, library, laboratory, and studio spaces -- to support innovative teaching and learning;
- Supporting faculty for innovation in learning/teaching/assessment; attending to appropriate class size for necessary student-faculty interaction; expanding interdisciplinary and collaborative teaching and learning experiences;
- Expanding service learning experiences for students through hands-on community service and internship opportunities; and
- Continuing to expand and enrich student learning through international experiences and other outstanding enrichment programs

Goal 2: Discovery: \$2,000,000

As Iowa's engaged land-grant university, Iowa State will synergistically devote its knowledge and expertise toward increased responsiveness and productive involvement in improving Iowa's communities and the larger society, at home and abroad. This will be marked by ISU's commitment to sharing -- to enrich and to learn, two-way partnerships with internal and external constituencies to achieve shared goals, and demonstrate the public purposes of Iowa State University by:

- Nurturing and supporting the initiatives and interests of both accomplished and promising faculty to succeed in scholarship and knowledge creation;
- Maintaining and improving scientific, technical, and physical facilities to provide an optimum level of support for discovery;
- Increasing interdisciplinary and collaborative endeavors; increasing engagement of students in various dimensions of scholarship; increasing the infusion of scholarship into curricula;
- Forming a base for ubiquitous use of information technology and pursue world-class initiatives in information technology;
- Selectively undertaking bold visionary world-class initiatives, based on Iowa State's strengths, that are central to the interests of the state and of national and international significance and priority

Goal 3: Engagement: \$1,000,000

As a Carnegie Foundation Research I university with the tradition of Science with Practice, Iowa State believes that discovery and innovation characterized by preeminent scholarship -- encompassing research, creative activities, teaching/learning, and extension/professional practice -- will mark our commitment to discovery, thereby enhancing our national and international distinction. Institutional agility and interdisciplinary collaboration will allow Iowa State to undertake bold visionary initiatives with special attention to ethics and social, economic, and environmental responsibility by:

- Developing two-way partnerships and collaborative approaches to respond to the needs of Iowa communities and other contemporary societies in the nation and the world;
- Expanding targeted distance learning degree programs in areas of ISU's strengths;
- Vigorously pursuing licensing and patenting of ISU's discovery and innovation with an emphasis on advancing economic development in Iowa, and national/international technology transfer;

- Providing leadership to improve Iowa's environmental quality and workforce development through initiatives that enhance the state's "place, public sector, and private sector competitiveness";
- Providing leadership in enhanced programming for youth development; and
- Providing quality cultural and athletic events that engage the interest and support of constituencies by meeting their needs

**ATTACHMENT C**

**FY 2002 and FY 2003 Appropriations Requests**

**University of Northern Iowa**

	<u>FY2001 Budget</u>	<u>FY 2001 Direct State Appropriations*</u>	<u>FY 2002 Incremental Appropriations Request</u>	<u>FY 2003 Incremental Appropriations Request</u>
General University	\$129,426,368	\$90,643,431	\$3,000,000*	\$3,300,000*
Institute for Decision Making	757,098	757,098	*	*
Recycling and Reuse Technology Transfer Center	251,754	251,754	*	*
Industrial Technology Metal Casting	<u>176,861</u>	<u>176,861</u>	<u>*</u>	<u>*</u>
<b>Total</b>	<b>\$130,612,081</b>	<b>\$91,829,144</b>	<b>\$3,000,000</b>	<b>\$3,300,000</b>

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

**Full Funding of Salaries from State Appropriations** **FY 2002** **FY 2003**  
**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.

	<u>FY 2002</u>	<u>FY 2003</u>
<b>Educational Quality for the New Economy</b>	<b>\$3,000,000</b>	<b>\$3,300,000</b>

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.

## **University of Northern Iowa Special Requests**

### **ABIL (Ag-Based Industrial Lubricants)**

The ABIL program has been successful in introducing the first soybean-based hydraulic fluid licensed for marketing and has other products under development.

The Iowa Department of Economic Development has provided program funding for the past four years to support UNI staff, equipment, building rental, and other expenses related to the Waverly facility which houses the program.

The program successfully patented and introduced the nation's first soybean-based hydraulic fluid licensed for marketing in the United States (BioSOY<sup>TM</sup>) and is creating national awareness of the value-added and environmental opportunities of using soybean-based lubricants.

The University seeks an increase of \$150,000 (from \$250,000 to \$400,000) to support an expanding base of personnel expertise, material utilization, publication expense, and additional equipment.

The Board Office recommends that support for increased funding for this program be affirmed by the Board and initiated through the Iowa Department of Economic Development.

### **Community Recreation and Tourism Research and Service**

In November 1999, the School of Health, Physical Education, and Leisure Services (HPELS) and the Institute for Decision Making (IDM) at UNI will be hosting the Governor's Summit on Promoting Livability of Iowa Communities.

Legislation will be introduced in support of this priority. UNI requests Board support for inclusion of its Program for Community Recreation and Tourism Research and Service, a collaborative effort between HPELS and IDM. UNI anticipates a budget of \$150,000.

The objectives of the program include enhancing the effective management of human resources within the leisure service field, providing information and design planning for communities and park and recreation agencies, conducting recreation resource assessments, conducting market studies, and assisting park and recreation agencies in conducting economic impact studies of recreation activities.

The Board Office recommends supporting UNI's request to seek funding for this initiative through the Iowa Department of Economic Development.

### **Center for Energy and Environmental Education**

The Iowa General Assembly will be considering a Utility Deregulation Bill during the upcoming session. The present bill draft creates an "Environmental Assessment" fund for environmental research and education.

Several legislators have expressed interest in directing a portion of this fund to the Center for Energy and Environmental Education at UNI.

UNI's Center for Energy and Environmental Education (CEEE) offers outreach-education programs that advance the application of energy efficiency and renewable energies in the state.

The Board Office recommends supporting UNI's requests to include funding for the CEEE in the utility deregulation bill. The amount will be dependent upon contributions made into a fund by existing utility companies.

### **Iowa Waste Reduction Center**

The Center was created by the Groundwater Protection Act and provides assistance to small businesses in the safe and economic management of hazardous waste; funding is derived from fees collected by landfills.

The state has established a 50% waste reduction goal, which will decrease the volume of waste, thereby reducing the fees generated.

Decreases in revenues to the Center will impact service levels to small businesses where there is a growing need for "second step" waste reduction assistance, and will negatively affect the Center's ability to secure matching funds. To date, the Center has secured a match for every state dollar.

The University wants to again seek legislative relief through an increase in the allocation of fees to the Center equivalent to 10 cents/ton.

The Board Office recommends that the Board give favorable consideration to allow UNI to seek legislative relief for the Center during the development of the 2000 legislative program.

### **Environmental Audit Training Initiative**

The Iowa Environmental Audit Privilege and Immunity Act of 1998 (HF 681) provides that owners or operators of facilities may conduct voluntary evaluations of their environment compliance status, and in return for reporting and correcting any violations, receive immunity from fines and prosecution.

The Act also stipulates that the Iowa Waste Reduction Center at UNI, in cooperation with the Department of Natural Resources, shall create a training program for environmental auditing.

Funding to develop the environmental audit training program was appropriated by the General Assembly and made available through June 2000. This initial appropriation of \$220,000 provides for the development and testing of the training program.

After the training program is finalized, the remaining tasks include establishing the training program at selected community colleges, publicizing the training and the audit privilege law, and updating and improving the training program. The tasks to be conducted in the second year will cost approximately \$50,000.

The Board Office recommends supporting UNI's request to seek funding for this initiative through the Iowa Department of Natural Resources.

### **Recycling and Reuse Technology Transfer Center Materials Testing Service**

Recycle Iowa, a component of the Iowa Department of Economic Development, will be requesting support from the Governor and the General Assembly to fund a Materials Testing Service in conjunction with the Recycling and Reuse Technology Transfer Center and the Department of Industrial Technology at the University of Northern Iowa.

To expand the number of markets for recyclable materials, Recycle Iowa has developed a collaborative relationship with RRTTC for materials testing and for industrial by-product reutilization technical assistance to Iowa industries. UNII anticipates that the budget for FY 2002 would be \$50,000.

The Board Office recommends supporting UNI's request to seek funding for this initiative through the Iowa Department of Economic Development.

### **Geography Alliance of Iowa**

The Geographic Alliance of Iowa (GAI), housed at UNI, was established in 1991 with the support of the National Geographic Society (NGS). Since the 1993 fiscal year, the state of Iowa has matched the \$50,000 per year funding provided by the NGS. However, legislation enacted by the 2000 General Assembly (House File 2549), gave the Director of the Department of Education discretionary authority regarding the continuation of funding for the GAI from the Educational Excellence Program for Teachers. Citing pressing needs in teacher compensation, the Director chose not to fund the GAI for FY2001.

The GAI is composed of K-12 teachers, college and university professors, personnel from a variety of other educational endeavors, and citizens, all of whom are concerned with improving geographic instruction in Iowa. The goal of the GAI is to promote and enhance the understanding by Iowans of their place in an increasingly interdependent world by expanding their geographic knowledge. The GAI provides both pre-service and in-service programs to stimulate interest in teaching geography and its integration across the curriculum, improving the teaching of concepts and content of geography, and to assist in the development of quality teaching materials and the training of teachers to effectively use such material.

There are currently 1700 members in the GAI, most of whom are practicing Iowa teachers. These members receive information from GAI routinely through newsletters and other notices. Approximately 150 teachers have participated in intensive summer institutes, and have subsequently become GAI “teacher consultants” (TC’s) and have provided dozens of workshops in their local districts. Through such activities, literally hundreds of teachers, and thus thousands of students, have benefited from GAI-supported activities each year.

In order to continue to offer intensive summer institutes, provide support and materials for the workshops offered by the TC’s, and continue the outreach work that has reached so many Iowa teachers, the GAI must have a consistent source of state funding. The \$50,000 in matching funding provided by the National Geographic Society is at risk as well. It is therefore critical that the state continues to fund the GAI at its current level of support for FY2002.

An alternative funding strategy for the GAI would be for the state of Iowa to provide a one-time appropriation of \$250,000 to the GAI. This funding would be transferred to the National Geographic Foundation and would be matched by an additional \$250,000 from the National Geographic Society. The GAI would then have the ability to sustain its activities by utilizing the earnings of the endowment. This would eliminate the need of an annual state appropriation to the GAI.

The Board Office recommends supporting UNI's request to seek funding for this initiative through the Iowa Department of Education.

### **Iowa Mathematics & Science Coalition**

The Iowa Mathematics and Science Coalition (ISMC) housed at the University of Northern Iowa is an alliance of leaders from business and industry, education, and public policy that have worked together for the past ten years to reform mathematics and science education in the state of Iowa. Legislation enacted by the 2000 General Assembly (House File 2549), gave the Director of the Department of Education discretionary authority regarding the continuation of funding for the GAI from the Educational Excellence Program for Teachers. Citing pressing needs in teacher compensation, the Director chose not to fund ISMC for FY2001.

The Coalition has worked closely with the Iowa Department of Education in its efforts to improve curriculum and assessment in local school districts throughout Iowa. The IMSC is the only curriculum coalition in the state that actively supports the State's school improvement efforts. With a minimum of resources, the Coalition, in conjunction with local Area Education Agencies, has impacted over 160 school districts as they work to design and implement their School Improvement Plans. The Coalition also serves as a clearinghouse for mathematics and science materials and information for teachers and students as well as helping parents identify strengths to look for in their child's mathematics and science classroom.

The Coalition also serves as a professional development resource for teachers through its annual Governor's Institute on Mathematics and Science Reform. This institute and the resulting follow-up meetings have trained over 3,000 Iowa teachers to better teach students and to make mathematics and science education in the state the best in the nation. The Coalition also supports the Lt. Governor's Conference for Beginning Teaching. The conference brings together Iowa's beginning teachers, mentors, teacher educators, and administrators to focus on the unique needs of beginning teachers in mathematics and science.

If the IMSC is to continue its role of fostering reform in Iowa's mathematics and science curriculum, the IMSC's funding must be restored to its past state supported level of \$50,000 per year.

The Board Office recommends supporting UNI's request to seek funding for this initiative through the Iowa Department of Education.

**ATTACHMENT D**  
**FY 2002 and FY 2003 Appropriations Requests**

**Iowa School for the Deaf**

	<u>FY 2001 Budget</u>	<u>FY 2001 Direct State Appropriations</u>	<u>FY 2002 Incremental Appropriations Request*</u>	<u>FY 2003 Incremental Appropriations Request*</u>
Iowa School for the Deaf	\$8,735,589	\$8,178,008	\$280,000*	\$265,000*

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

**Full Funding of Salaries from State Appropriations** **FY 2002**    **FY 2003**  
**To Be Determined**

Competitive salaries are essential to enable Iowa School for the Deaf to provide a quality academic and residential learning environment. Quality faculty and staff are fundamental in the implementation of the Board’s and ISD’s strategic plans.

ISD must remain competitive by paying salaries sufficient to recruit and attract faculty qualified to teach deaf and hard of hearing students. Qualified deaf teachers are becoming increasingly difficult to recruit. Many potential teachers are changing professions for financial reasons, making the available pool much smaller. Other states are becoming increasingly assertive in recruiting Iowa teachers by paying signing bonuses, moving expenses, and very competitive salaries to attract these licensed faculty.

Many of ISD’s professional and scientific salaries are just keeping pace with entry-level position pay. ISD faces external competition for similar positions in the private sector, which means that ISD competes at market rates for these positions. ISD does not have the ability to raise tuition to cover shortfalls in salary funding. ISD relies solely upon state appropriation funding.

Full funding of salaries will allow ISD to remain competitive and vital as a premiere academic and residential institution for deaf and hard of hearing students.



	<u>FY 2002</u>	<u>FY 2003</u>
<b>Recreation Complex Program and Operations</b>	<b>\$200,000</b>	<b>\$--</b>

The Iowa School for the Deaf Recreation Building will be completed during the early months of FY 2002. Once complete, ISD will need funding for the expenses associated with opening the facility. This request will fund three staff positions to operate the programs in the new facility and its utility costs.

If fully funded, ISD plans to hire a Program Coordinator, a clerical position, and custodial support. This support will not only provide for routine scheduling and maintenance, but will also allow for the development of programs for use by deaf and hard of hearing students. Program development will be used to enhance building utilization by various constituencies. ISD students will use the facility for educational programs and residential programs. Special interest groups such as the National Deaf Athletic Association have also expressed an interest in bringing sport camps for deaf people to the recreation facility. Regional deaf sports activities for deaf youngsters will be expanded. The building programming will also expand integration of the general population with the deaf community.

	<u>FY 2002</u>	<u>FY 2003</u>
<b>Deaf Youth Life-Time Achievement Program</b>	<b>\$80,000</b>	<b>\$--</b>

Long-term historical data show that deaf individuals do not attain the same academic achievement levels at the same rate as their non-disabled counterparts. In addition, the salaries they earn as adults are not commensurate with the salaries of their non-disabled counterparts when performing similar jobs. This initiative will address both of these disparities. The "Shared Reading Program" addresses the early years (less than age 5) while the "Transition Reliance Program" addresses the latter years (through the age of 24). This initiative will strengthen and expand creative and innovative programming for Iowa's deaf and hard of hearing youth, which is paramount to ISD's strategic plan.

Gallaudet University has undertaken a nationwide "Shared Reading Program" initiative. The goal of this program is to facilitate reading among young deaf children. The strategy is to provide adult deaf role models for parents of deaf and hard of hearing children less than age 5. The activity requires that the adult deaf persons be trained to tutor parents with regard to strategies in reading to young deaf children. These tutors will be paid to role model reading activities for deaf children throughout the State of Iowa, encouraging them to read daily to their child. A "book bag", providing age appropriate reading material, will be given to the parents each week to further facilitate reading opportunities. ISD would continue to collaborate with Gallaudet University throughout this project. Reading readiness is the desired outcome of this proposed activity at age appropriate levels. Reading for comprehension is one of the most critical factors for success in school.

Both local and national studies show that youth with disabilities have more trouble transitioning from school to work than do other youth. While young people with disabilities have great potential to be employed, they frequently need support services to achieve this goal. Unless the youth and their families know how to access such services, the transition from school to work is often not successful. The Transition Alliance Program (TAP) will assist youth with disabilities to achieve employment success.

The purpose of the Transition Alliance Program is to develop and implement a new pattern of service to youth with disabilities. The goal is to increase successful employment and related outcomes through collaborative efforts. At the local level, schools, area education agencies, vocational rehabilitation offices, youth and adult services, students, families and employers, plan and implement transition services for youth with disabilities who are leaving school and beginning their adult life within the community.

ISD would enter into the Transition Alliance Program with Vocational Rehabilitation Services of Iowa to provide extended service to the deaf and hard of hearing through the age of 24. The primary goal of TAP services is for youth to be competitively employed by the time they have completed their TAP services. This initiative would provide ½ of the expenses for salary/benefits, travel, supplies and equipment. Vocational Rehabilitation Services of Iowa would provide the other ½ of the expenses.

This initiative will be a continuing focus area for the Iowa School for the Deaf.

	<u><b>FY 2002</b></u>	<u><b>FY 2003</b></u>
<b>Residential Program of Computer Literacy</b>	<b>\$--</b>	<b>\$265,000</b>

A residential computer library and lab would provide computer access to residential students during the after-school and nontraditional learning program. It is intended to be a part of the students' transitional life skills program.

The goal is to hire staff who can enhance tutorial services in the dormitories most specifically in the math and sciences areas, as well as enhance computer usage. In addition, it is essential to maintain a 1:6 ratio from a safety perspective, provide adequate supervision and afford staff opportunities to interact with students on an individual basis; challenging their thinking and communication skills.

Students are introduced to the Internet, e-mail and other computer programs in the classroom. The computer labs provide an opportunity to practice these skills under the supervision of residential staff who are trained and experienced in computer technology. Computers and related software, as well as training, would be purchased for the lab's in the dormitories.

The residential population increased from 95 students in FY 1998 to 149 in FY 2000, for a total increase of 54 students. Of these 54, 17 were from Nebraska and 37 were from Iowa. Residential staff was added to address the increase that occurred when Nebraska students joined ISD. Additional staff is needed to address the increase in Iowa students who are living in the ISD Residential program. ISD would attempt to hire two staff members with advanced computer literacy skills, one for the girls' residence and one for the boys' residence.

This initiative would allow ISD to maintain appropriate student/staff ratios, enhance computer literacy skills of the students, and address transitional life skills.

**ATTACHMENT E**  
**FY 2002 and FY 2003 Appropriations Requests**  
**Iowa Braille and Sight Saving School**

	<u>FY 2001 Budget</u>	<u>FY 2001 Direct State Appropriations</u>	<u>FY 2002 Incremental Appropriations Request*</u>	<u>FY 2003 Incremental Appropriations Request*</u>
Iowa Braille and Sight Saving School	\$4,911,297	\$4,671,023	\$150,000*	\$150,000*

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

**Full Funding of Salaries from State Appropriations** **FY 2002** **FY 2003**  
**To Be Determined**

Competitive salaries are essential to enable IBSSS to provide a quality academic and residential learning environment. Quality faculty and staff are fundamental in the implementation of the Board's and of the institution's strategic plans.

IBSSS must remain competitive by paying salaries to recruit and attract faculty qualified to teach students with visual disabilities or blindness, including those with multiple disabilities. Qualified teachers are becoming increasingly difficult to recruit. Many potential teachers are changing professions for financial reasons, making the available pool much smaller. Other states are becoming increasingly assertive in recruiting Iowa teachers by using signing bonuses, paying moving expenses, and offering very competitive salaries.

Many of the School's professional and scientific salaries are just keeping pace with entry-level position pay. IBSSS faces external competition for similar positions in the private sector. IBSSS relies solely upon state appropriation funding. Full funding of salaries will allow IBSSS to remain competitive and vital as a premiere academic and residential institution for the blind and visually disabled students.

	<u>FY 2002</u>	<u>FY 2003</u>
<b>Increase Outreach Initiatives for Western Iowa</b>	<b>\$150,000</b>	<b>\$150,000</b>

The Iowa Braille and Sight Saving School, in cooperation with Area Education Agencies (AEA), proposes to increase outreach initiatives for students in western Iowa who are visually impaired, blind, and/or multi-disabled. This initiative supports the Governor's commitment to provide opportunity for all and addresses a need for children – early childhood through grade 12.

Data submitted by the School indicates that there are approximately 192 visually impaired, blind, and/or multi-disabled students in the western Iowa area. IBSSS currently provides some level of service to at least 75 of these students.

As part of an IBSSS environmental assessment, each of the Directors of Special Education at the AEA's was asked to provide information regarding how the needs of students who are blind could best be met. The School reports that the consensus of the AEA assessment concluded a continuing need for IBSSS to provide consultation services.

IBSSS expects that services will be administered through the School's existing outreach structure. If necessary, modifications will be made to meet the changing role in the state's educational opportunities.

Consultation services would include:

- Educational assessments and programming recommendations to blind or visually impaired students in public schools;
- Work experience opportunities and strategies for attaining independent living skills; and
- Adaptive technology useful for blind, visually impaired and/or students with multiple disabilities including visual impairments.

To provide those services, the IBSSS proposal includes three new positions:

- An Education Consultant to provide supervision and the primary link with other School staff and all local educational authorities in western Iowa;
- A Work Experience/Independent Living Skills Consultant to support local education authorities, students and their families in areas of transition planning, work experience opportunities, and strategies for attaining independent living skills; and
- A Technology Consultant to provide information regarding technology and adaptive technology useful for blind, visually impaired, and/or student with multiple disabilities.

**ATTACHMENT F**

**Priorities for Restoring Base Operating Appropriations**

**University of Iowa**

General University	1	Instructional program for on-campus students.	\$25,782,143
	2	Academic support for libraries, computing services, and audiovisual services.	14,971,450
	3	Student services for counseling, academic advising, and placement services.	4,992,113
	4	Institutional support for administration of instruction, research, and public service programs, including affirmative action, general management, financial coordination, planning, and various administrative services.	9,410,474
	5	Plant operations and maintenance services such as building maintenance, remodeling, and custodial services.	5,873,499
	6	Public service (outreach) for continuing education programs.	2,929,362
UIHC		County quota allocations for services and admissions of indigent patients.	8,260,038
Psychiatric Hospital		Funding for inpatient admissions, patient days, hospital service programs, and supplies. (Phased in three parts.)	2,102,880
Hospital School		Funding for staff positions supporting the care of children as well as professional and support services. (Phased in three parts.)	1,871,991
Oakdale Campus		Funding for transportation between the Oakdale and main campus; supplies and services in housekeeping, administration, business affairs, services, and plant operations and maintenance, equipment and building renewal, and personnel services. (Phased in four parts.)	801,962
Hygienic Laboratory		Environmental monitoring, public health microbiology, statewide computer services, and public programs. (Phased in three parts.)	1,050,780
Family Practice Program		Funding for faculty to maintain community based physician training programs and teaching visits to training sites. (Phased in two parts.)	615,101
SCHS		Direct patient care services, primary education for physicians and nurses, monitoring of services to children, and monitoring of local health care providers for children. (Phased in three parts.)	<u>172,472</u>
		Total Restoration Packages - SUI	<u>\$78,834,265</u>

**ATTACHMENT F**  
**Priorities for Restoring Base Operating Appropriations**  
**Iowa State University**

General University	1	Academic and nonacademic staff, equipment and services for teaching, research, and outreach.	\$20,254,231
	2	Academic and nonacademic staff, financial aid, equipment and services for instruction and research, library acquisitions, and student financial aid.	14,177,961
	3	Instructional programs and student services support.	16,203,385
Agriculture and Home Economics Experiment Station		Research programs, funds for continuing outlying research farms, and funding for basic biological sciences, utilization of agricultural products, sustainable agriculture, and rural development program. (Phased in three parts.)	9,257,399
Cooperative Extension Service	1	Agricultural profitability program for staff, one-on-one counseling with livestock producers, and various research and demonstration programs.	2,348,519
	2	Youth and family development and resource management.	1,542,595
	3	Revitalizing Rural Iowa program.	1,017,843
	4	Environmental management of natural resources for sustainable agriculture and communities.	535,186
	5	Nutrition, diet, and health program.	402,426
Institute for Physical Research and Technology		Funding for outreach programs for business and industry, Iowa Industrial Incentive Program, technology transfer, Center for Advanced Technology Development, and technical development projects.	<u>1,118,527</u>
Total Restoration Packages - ISU			<u>\$66,858,072</u>

**ATTACHMENT F**  
**Priorities for Restoring Base Operating Appropriations**

**University of Northern Iowa**

General University	1	Instructional program.	\$9,334,857
	2	Academic support for academic advising, library placement, student financial aid, student counseling, and wellness, and recreation.	6,012,718
	3	Physical plant and institutional support for maintenance, facilities planning, public safety, custodial services, ground services, operations and maintenance.	7,313,283
Institute for Decision Making		Funding for staff.	189,274
Recycling and Reuse Center		Funding for staff.	62,938
Metal Casting		Funding for staff.	<u>44,215</u>
		Total Restoration Packages - UNI	<u>\$22,957,285</u>

**Iowa School for the Deaf**

1	Elementary school program and funding for utilities, food products, and supplies.	\$1,390,260
2	Utilities, building repairs, and maintenance.	245,340
3	Instructional and academic support staff.	<u>408,902</u>
	Total Restoration Packages - ISD	<u>\$2,044,502</u>

**Iowa Braille & Sight Saving School**

1	Summer school program, personnel, supplies and services budget, building repair, library, and equipment.	\$426,857
2	Summer school program, faculty and general services positions, and supply and services.	484,176
3	Personnel, supplies, services, and building repair.	<u>231,062</u>
	Total Restoration Packages - IBSSS	<u>\$1,142,095</u>

**Board Office**

Board of Regents support staff.	<u>\$330,334</u>
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