

MEMORANDUM

To: Board of Regents

From: Board Office

Subject: FY 2003 Operating Appropriations Requests - University of Northern Iowa

Date: July 6, 2001

Recommended Action:

Consider the FY 2003 operating appropriations incremental requests for the University of Northern Iowa.

Executive Summary:

The Board's strategic plan outlines strategies for quality (KRA 1.0.0.0) and accountability (KRA 4.0.0.0), which include specific action steps related to appropriation requests. The proposed University of Northern Iowa FY 2003 appropriations requests reflect these strategic planning goals of the Board as well as those of the University.

FY 2003 Incremental RequestsPriority

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| 1. | Full Funding of Salaries from State Appropriations | To Be Determined |
| 2. | Educational Quality for the New Economy | \$4,734,000 |

The University of Northern Iowa's first priority for FY 2003 appropriations requests is **full funding of salaries from state appropriations**. A dollar amount cannot be determined for this request at this time. UNI faculty salary increases each year are determined by the collective bargaining agreement. The salary base is an important factor nationally to recruit excellent faculty on the "cutting edge" of their disciplines and who consistently set high standards for students and for themselves.

The University of Northern Iowa's second priority is **educational quality for the new economy**. UNI is proposing to create new faculty positions in high demand areas. The University continues to experience enrollment growth in a time of faculty turnover and shortfalls in state appropriations. As a result of these factors, two key performance indicators monitored by the Board that address targets for class size and the proportion of instruction offered by tenured or tenure-track faculty are slipping. The University has used a short-term solution of hiring adjunct faculty to meet the needs in the classroom. Tenured-track faculty members are essential to institutional quality. Not filling these tenure-track positions jeopardizes the quality of the University.

Request
To Be Determined

Full Funding of Salaries from State Appropriations

The University of Northern Iowa's Strategic Plan includes eight 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". These goals are highly dependent upon competitive 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 at this time because the University is experiencing a high turnover due to faculty retirements.

Competition for faculty has been intense for UNI during the past two years because not only are universities across the country recruiting Ph.D.'s but these potential faculty members are also recruited 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. Although temporary faculty help the University meet short-term needs in the classroom, they do not conduct research or engage in outreach activities.

According to a 2000-2001 report compiled by the American Association of University Professors (AAUP), average faculty salaries at UNI rank seventh of eleven peer institutions. The Board has recognized in its strategic plan that critical factors for success in recruiting and retaining high-quality faculty include competitive salaries, recruitment of 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. When 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.

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 that occur while students engage in research and scholarly activities with their professors outside the classroom, lies at the heart of the university’s mission.

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

Educational Quality for the New Economy

Request
\$4,734,000

The University of Northern Iowa is proposing to create eighty-seven new faculty positions in high demand curricular areas. Faculty are desperately needed in fields that target specific career opportunities and in liberal arts areas, which establish the educational foundation that provides the intellectual skills and abilities for a 21st century citizenry prepared to work in the New Economy.

The basis for the New Economy, an economy founded fundamentally on the production and application of knowledge rather than capital and labor, is the ability to produce, disseminate and apply knowledge. The emergence of a 21st Century knowledge economy is dependent upon the capacity of a state’s citizens to engage in knowledge work. Iowa will prosper as its citizens develop 21st Century skills, abilities, and characteristics. These include: critical thinking; information use skills; ability to make ethical, reflective judgments; creativity; reliability and responsibility; problem-recognition, definition and solution formulation; international and multi-cultural competence skills; communication skills; and what we have come to call technological readiness. UNI’s forty-seven credit hour general education program, required of all students, builds a firm foundation for career specific skills and knowledge.

Last year, the UNI proposal for sixty-five new faculty lines was recommended by the Board for legislative funding. The present proposal modifies last year's request to adjust for two changes: (a) salary increases and (b) actual enrollment increase in Fall 2000 and projected increase in Fall 2001.

UNI has continued to experience steady enrollment growth. In the last six years, UNI has grown nearly 10%. To maintain quality learning environments, UNI has established performance indicators with targets for class size and the proportion of instruction offered by tenured or tenure track faculty. In 1995, UNI had achieved the target for instructional faculty and were within reach of the class size targets.

Between 1995 and 2000, the University dropped from 619 tenure and tenure-track faculty to 593. UNI experienced a sharp increase in faculty turnover, primarily due to retirement of faculty hired when the baby boomers entered college. By not replacing all faculty, this turnover allowed the University to cover the shortfall in appropriations for salary increases as well as hire a large number of lower-cost, part-time instructors thereby maintaining class size but increasing reliance on part-time instruction.

As a consequence, only 65% of all undergraduate student credit hours, compared to a target of 75%, are taught by tenured or tenure-track faculty, and only 54% of the lower division classes are taught by tenured or tenure-track faculty. UNI considered this to be a necessary short-term strategy, but it is not a route to quality in the long term. The University cannot maintain quality without the faculty resources to meet enrollment growth.

In contrast to part-time faculty, full-time faculty provide:

- Student advising or mentoring;
- Supervision of experiential learning, independent study, or reading courses;
- Service on departmental and university committees that contribute to the governance and operation of the institution;
- Creation of new knowledge through scholarship and creative activity, involving students with research and creative experiences; and
- Instruction in upper division or graduate students.

While adjunct instruction in individual courses is fine in many cases and in limited numbers, in the aggregate, an insufficient number of full-time tenure tract faculty reduces the quality of the learning environment and of the institution.

UNI is distinguished in the state for its preparation of teachers, educational leaders, and experts in early childhood. UNI's elementary education program presently enrolls 2,000 majors preparing to become Iowa's elementary school teachers. Additional faculty are needed in this area. Large proportions of the educational leaders in K-12 are expected to retire in the next 5 years, and programs need to be sufficiently available to educate those who will replace them. Programs from biology to electronic communications, from management information systems to social work, require faculty which can provide the mentoring and support that are needed for a quality education that will prepare Iowa students to contribute to Iowa's future.

This proposal will benefit:

1. *The institution:* UNI has a long-standing reputation for instruction by faculty who create high quality learning environments. Increasing the number of tenure-track faculty is necessary to continue this tradition, and to meet the University's targets.
2. *Students, parents, alumni:* students and parents will be able to count on experienced faculty who will continue to provide the one-on-one mentoring and support UNI students have come to expect.
3. *Higher education in the state:* tenure-track faculty contribute to the intellectual vitality of the institution in particular and the higher education community in general. UNI faculty collaborate with faculty at other colleges and universities across the state to create academic programs for students and conduct applied research that serves the state. Examples include UNI's Institute for Decision Making and the Iowa Waste Reduction Center.
4. *Citizens of Iowa:* New Economy enterprises will be established in locations where a critical mass of individuals have the capacity to participate in the knowledge economy. Higher education institutions and the production of an educated workforce clearly impact business decisions. UNI's students come from Iowa and about 70 percent typically take their first job in Iowa. Thus, the education that they receive at UNI has a direct impact on the state. UNI also makes a significant contribution to the education of students who are unable to attend on our campus. During 1999-2000, for example, UNI registered 8,131 students in 302 off-campus credit courses delivered in 109 communities, and the University is committed to expanding its offerings to meet the needs of place-bound Iowans and to maximize the use of technology as an educational tool.
5. *Economic development:* An educated workforce is a powerful and far reaching economic development mechanism in today's new economy. In addition to contributing to the development of this workforce, UNI helps economic development through the Business and Community Division (including Ag Based Industrial Lubricants, Iowa Waste Reduction, Institute for Decision Making) and similar units in other divisions, such as the Recycling and Reuse and Technology Transfer Center.

6. *Other state agencies:* Many state agencies hire UNI graduates, and UNI students have served as interns in many agencies across the state.
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."
8. *Determine what "value is added":* Creating a quality educational environment through the use of full-time faculty creates an educated citizenry. An educated citizenry is critical for a democratic society and a new economy.



Deb A. Hendrickson

Approved:  _____
Frank J. Stork