

Regular Meeting  
**UNI FACULTY SENATE MEETING**  
**08/22/2014 (3:32 - 4:56)**  
**MTG # 1756**

**SUMMARY MINUTES**

**1. Courtesy Announcements**

Call for Press Identification – Amber **Rouse**, Northern Iowan

No comments from Interim Provost **Licari** –out of town

Comments from Faculty Chair **Peters** – The Faculty Chair thanked those who attended the Fall meeting and had no other comments

Comments from Senate Chair **Kidd** – Senate Chair **Kidd** thanked Michael **Walter** for agreeing to serve on the on the Advisory Committee for the Center for Excellence in Teaching and Learning, and Senator **Finn** for volunteering to serve as a Senate Rep. for the Intercollegiate Athletics Advisory Council. He reported briefly on the Board of Regents meeting, noting that job fairs at ISU are open to the public and recommended that faculty inform their students who are looking for internships.

2. The Summary Minutes/ Full Transcript for the Sept. 8, 2014 was approved without changes (**Cooley/Zeitz**).

3. Docketed from the Calendar

**1256** Consultation Session with UNI President William Ruud

This session would occur at the head of the order on the October 13th meeting <http://www.uni.edu/senate/current-year/current-and-pending-business/consultation-session-uni-president-william-ruud>

**\*\***Motion to docket at head of order Oct. 13 (**Strauss/Smith**). Passed.

**1257** Emeritus Status request for Mingshui Cai, Curriculum and Instruction; Basil J. Reppas, Educational Psychology and Foundations; David Rachor, School of Music

\*\* Motion to docket in regular order (**Zeitz/Hakes**). Passed.

**1258** Revisions to Policy 10.08 University of Northern Iowa Policy on Distributed Learning and Intellectual Property Rights

<http://www.uni.edu/senate/current-year/current-and-pending-business/revisions-policy-1008-university-northern-iowa-policy-dist>

\*\* Motion to docketed in regular order (**Walter/Cooley**). Passed.

#### **4. New Business**

No new business

#### **5. Consideration of Docketed Items**

**1243 1139** Proposed Policy #2.04: Curriculum Management and Change

(**Kirmani/Edginton**) <http://www.uni.edu/senate/current-year/current-and-pending-business/proposed-policy-204-curriculum-management-and-change>

\*\* Motion to Approve (**Cutter/Terlip**) Passed.

**1244 1140** Consultative Session with the Senate Budget Committee (regular order) (**Nelson/Walter**)

<http://www.uni.edu/senate/current-year/current-and-pending-business/consultative-session-senate-budget-committee>

\*\* Report Presented by Kidd, with Senator Nelson presiding as Chair.

6. Motion to Adjourn (**Strauss/Dolgener**)                      By acclamation                      4:56

#### **Next meeting:**

October 13, 2014

Oak Room, Maucker Union, 3:30 p.m.

**Transcript of 42 pages and 2 Addenda to follow.**

Regular Meeting # 1756  
**UNI Faculty Senate Agenda**  
September 22<sup>nd</sup>, 2014  
Center for Multicultural Education, Maucker Union

**Present:** Karen Breitbach, Jennifer Cooley, Barbara Cutter, Forrest Dolgener, Cyndi Dunn, Kevin Finn, Gretchen Gould, David Hakes, Melissa Heston, Tim Kidd, Ramona McNeal, Lauren Nelson, Steve O’Kane, Gary Shontz, Gerald Smith, Mitchell Strauss, Jesse Swan, Laura Terlip, Michael Walter, Leigh Zeitz

**Not Present:** Jeff Funderburk, Kim MacLin, Marilyn Shaw

**Call to Order** at 3:32 pm

**Kidd:** Let’s call this to order so we can go home. Are there any press present?

**Rouse:** Amber Rouse, *Northern Iowan*

**Kidd:** Amber Rouse, a pleasure. Next, do we have any comments from the Provost’s Office?

**Cobb:** Interim Provost **Licari** is out town and sends you his regards and we have no comments.

**Kidd:** Thank you. Comments from Faculty Chair **Peters**?

**Peters:** Thank you, all of you who were able to attend the Faculty Meeting last Monday. Other than that, I have no comments today.

Senate Chair **Kidd** – We can do this. I have a couple of comments. First, I’d like to thank Senator Michael **Walter** for agreeing to serve on the Advisory Committee for the Center for Excellence in Teaching and Learning, and Senator **Finn** for volunteering to serve as a Senate Rep. for the Intercollegiate Athletics Advisory

Council. Second, just a quick update on the Board of Regents meeting: The Board recommended to increase funding for all the Regents Universities by I guess 1 or 2%. They authorized the Performance-Based funding. I think they already did that actually. Their models predicted that this would result in a net reduction of funds for University of Iowa by about \$12 million and a net increase to UNI and ISU of about \$6 million each. As part of their proposal, they're recommending that the State Legislature increase funding by \$12 to cover the shortfall for Iowa. So, that's where all the funding proposals are. Other than that, I learned something that might be of interest for your students: Job fairs at ISU are open to public, and so your students can go. This to me is interesting because I'm in the Physics Department and so this opens the door to a lot of technical companies. The companies are also looking for not just entry level positions, but also interns. So, I would recommend if you know students who are looking for internships, that they might want to consider attending these. That's it for me, and I'd like to ask Senator **Nelson** if she has any comments about last month's Cabinet meeting.

**Vice Chair Nelson** – Yes. I will just comment briefly but there's a little bit greater description that I have provided to Chair **Kidd** that he will attach to the minutes, so that you can read a little more information. For anyone who is curious about the membership of Cabinet, it's a fairly large group. The membership is on President's website. There's a link there to the Cabinet. I only go because Chair **Kidd** and Faculty Chair **Peters** have to leave the meeting early, so, I go to make sure that we have representation for a little bit longer time. The main topics were Performance-Based Funding; the TIER Review. There also was a very brief preview of the September Board of Regents meeting, which Chair **Kidd** attended. Then, updates on the two searches that are on-going: The Executive Vice President and Provost search and the Vice President for Advancement search; reports on enrollment management and then reports from some of the Vice Presidents from Administration and Finance, Academic Affairs and Compliance & Equity. With regard to the TIER study, I would just point out that there should be additional information released after the October 2 Board of Regents meeting, and there is a plan for Town Hall meetings on campuses again: Iowa, Iowa State and UNI. Nothing specific about the meeting times, but those are supposed to take place

on October 22 and October 23. So, I would just say, watch for additional information about that. The Vice President for Advancement search is a little bit further along than the Provost search, so the job description is finalized and they've already had advertisements in the *Courier* and the *Des Moines Register*. Perhaps someone has seen those, and they will be advertising in the *Chronicle*. I believe there was a meeting of the Provost Search Committee on Sept. 16 and we should be seeing a more final version of the job description for that.

**O'Kane:** We just met.

**Nelson:** Oh, good. So perhaps you'd be able to elaborate on that.

**O'Kane:** We will finalize the letter Friday, this Friday.

**Nelson:** Great.

**O'Kane:** And of course, it will have to be okayed again. But, it should be off to the *Chronicle* and some other sources, we're hoping, next week.

**Nelson:** Excellent update. Other than that, I don't think there was anything in particular. We all got the email from Compliance & Equity about the online training. That was the major focus of their presentation. And, watch for opportunities to comment on the process that will be developed for the Facilities Master Plan. There will be opportunity to comment on process in the near future, and then of course, opportunities to have our input into the Facilities Master Plan, similar to what we will be doing with the Academic Master Plan. So, those are the highlights and there's a little bit more information in the summary I provided.

**Kidd:** Alright. Great. Thank you. So, I guess at this point we can approve the minutes from the last meeting. The minutes should have been distributed to you last week. I didn't hear any complaints or corrections after Laura and Lauren took a look at them. Could I have a motion to approve the minutes of the September 8 meeting?

**Cooley/Zeitz          No discussion          All Aye**

**Consideration of Calendar Items for Docketing**

**Kidd:** Now for Calendar Items. The first one up would be Consultative Session with **President Ruud**. He wants to... or did I skip something? Consultative session with President Rudd is Item Calendar Number 1256. So he would come and speak with us about I would suppose, the Performance Based Funding Model, the Efficiency Study, and happy to answers questions about the BAS-the Bachelor of Applied Science Degree. Due to scheduling, I'd like if we could schedule it to be at the head of the order at our next meeting, October 13. Can I have a motion to approve this?

**At head of order Oct. 13:          Strauss/Smith          No discussion          All Aye**

**Kidd:** Motion passes. We'll schedule this for the head of the order on October 13. Next thing we have is requests for Emeritus Status. I put them all in one calendar item because I got tired of making separate items on the Senate Website. It took me awhile. We have Emeritus requests for—I hope I don't ruin the names—Mingshui Cai, Basil Reppas, and David Rachor from the School of Music. Could I have a motion to schedule this in regular order?

**In regular order          Zeitz/Hakes          No discussion          All Aye**

**Kidd:** We'll have that item scheduled in regular order. Now for Calendar Item 1258: Revisions to Policy 10.08 University of Northern Iowa Policy on Distributed Learning and Intellectual Property Rights. This is actually from the Intellectual Property Committee. I'm on that committee, so I can talk about it a little bit. Basically it's to address issues of copyright, and I don't think any patent issues for faculty, staff, et cetera who are working on projects with the University. This policy was distributed for consideration to the Senate by email last spring. But,

because it can affect faculty, I think, everyone should read it carefully before we take a look at it. Do we have a motion to put this on the calendar in regular order?

**In regular order**

**Walter/Cooley**

**No discussion**

**All Aye**

**Kidd:** We'll schedule that in regular order and hopefully get to that in a month or so. Is there any new business for the Senate to consider?

**No New Business**

**Kidd:** Okay. So we can get to the items on our agenda. The first item up is Calendar Item 1243, Docketed Number 1139: Proposed Policy #2.04: Curriculum Management and Change. This is a revision to an existing policy, 2.04. I passed around copies of both the current policy and the draft policy, so you have something to look at in case you don't have a computer or something with you. This policy I guess is really designed to clarify who has ownership of the curriculum and especially with regards to terminations to programs, specifying Faculty Senate approval would be necessary for all program closures, and any kind of administrative-department-college mergers, separations, divisions and reorganizations should have Senate input with regarding curricular matters. Although they would not require Senate approval...Personally, I'm...it seems to me the policy has some reasonable things to say. I like it. But, first, I guess, I'm not sure April (**Chatham-Carpenter**) if you had a chance to look at this too much, but since you're on the UCC, do you have any comments about this?

**Chatham-Carpenter:** This is currently a policy that we already have, right?

**Kidd:** Yes.

**Chatham-Carpenter:** So you've all made changes to it?

**Kidd:** Yes

**Chatham-Carpenter:** The committee that worked on this is from the Senate? Are there specific changes that you would like to draw our attention to that change the way things have currently have been done?

**Kidd:** No. I mean It does identify more particular the responsibilities of the different bodies, I suppose, or adjust. But...

**Chatham-Carpenter:** Is it pretty consistent with what I've seen in the handbook and the changes that are going there.

**Kidd:** Yes. I don't think there is any major changes that at least to me, we're concerned about.

**Terlip:** If we approve this, then it would go out for the University Community to respond to, correct?

**Kidd:** Yes, absolutely. So, if we were to approve these revisions and it goes out for open comment and then I believe the Policy Review Committee takes a look at it, and then it would come back to us with any comments. I'm sorry. It would come back to us for comments, first, and then go to the Policy Review Committee and the Cabinet I suppose. Is there any discussion, any questions?

**Peters:** One piece of background for people who are looking at this for the first time and then two minor very minor suggestions for changes.

**Kidd:** Sure.

**Peters:** The background is that of course this came out of the program closures from a few years ago, and so probably the two most substantive changes that are in the policy, are the ones that Tim (Kidd) highlighted. It's the second to the last bullet point on Page 3 of the Draft, "Proposals to close or terminate programs must go through the normal curricular review process," and then the requirement that is just below that a little bit: "Restructuring of academic units shall be



reviewed for curricular implications by the Senate.” Otherwise, it’s just kind of restating, but doesn’t change too much what’s there. The two minor changes I would suggest though, there’s reference to 100 G Level courses. I think that needs to be change to, how is the best way to do that?

**Nelson:** 3000 plus

**Cutter:** Well actually, it would only be courses that have a 5000.

**Nelson:** Okay. That’s a good way to put it.

**Chatham-Carpenter:** I don’t think you even need to put that in there. I think you can say “Undergraduate courses or programs.” It appears under the UCC and GCCC paragraphs, right, Scott? And then “All curricular proposals that affect graduate courses or program...” I don’t think we need to identify which ones they are at this point.

**Nelson:** The cross -listed courses, you’re not concerned about that?

**Chatham-Carpenter** Well, the cross-listed courses, if its an undergraduate courses if it’s cross-listed, would still be an undergraduate course, and it would be a graduate level class.

**Terlip:** Just strike the parenthetical phrase then?

**Kidd:** Would that be consistent, Scott?

**Peters:** Yes. Great.

**Chatham-Carpenter:** The other thing I might suggest, Scott, on this sheet, the last bullet on page three: “Curricular changes become effective on May 1.” We’re in the process of trying, with the one year cycle, we might just take the date out at

this point and say, “Curricular changes become effective following the approval of the Board of Regents.

**Peters:** That’s probably a good idea.

**Kidd:** Yeah. I think so also.

**O’Kane:** Concerning something Senator **Peters** said about that second to the last bullet point: It was only a few years ago that programs were terminated, I seem to recall, without the consent of the Senate. Is it in fact true, that we can shut down; we can stop the termination of a program? Do we really have that authority? I hope we do, but I don’t know.

**Terlip:** We can keep the program alive but that’s separate from funding the program. (laughter) This is a curricular...All we can deal with are the curricular issues, but we’d have to vote on whether to suspend an academic program. Whether there’s financial exigency and the administration chooses not to fund it, I think it’s something else. It’s completely separate.

**O’Kane:** If they don’t fund it, it’s not going to be in progress.

**Terlip:** Yes.

**Cutter:** I think the point behind this, is according to policy, the Faculty have had primary ownership over curriculum. So, according to policy, a program should NOT be terminated, there’s a way to terminate a program, in the regular curriculum cycle. So all it’s saying is, “Follow policy,” basically, and it’s stating it more explicitly. Because, you know, in 2012, policy was not followed, and we can’t necessarily prevent someone from not following policy, but the idea was to clarify it, and make sure this is the policy, in hopes it would encourage future administrations to follow it.

**O’Kane:** Let me add one thing: So what your saying is this is not binding on the administration, correct?

**Dunn:** This is just, as I understand it, the first step of changing the policy --that the Senate has to approve it. The President’s Cabinet has to approve it. And the President has to approve it. And so I guess when it hits that level, they may say “We’ve got to talk about this one particular clause, we’re not comfortable with that change, we insist that you change it before we go on and approve a new policy.” Or, they may happily accept this clause. My feeling would be that if the Senate and the President’s Cabinet have all signed off on it, then it’s the policy that UNI is obligated to follow.

**Kidd:** Yes.

**Cutter:** I just wanted to follow up. I didn’t mean to suggest it wasn’t binding. It’s not binding when it’s a draft. But, if people break policies, it doesn’t mean the policies weren’t binding.

**Cooley:** I think it also clarifies that we don’t want the Faculty Senate to be the person that puts the last nail in coffin. We don’t want to have that responsibility if a program is decided to be terminated or something. The faculty--It’s not really in our realm to say, “Oh yes, it’s... As the Faculty Senate we want to terminate that program.” It clarifies that it’s not our jurisdiction to do so.

**Kidd:** Okay. Any other comments; concerns? Just as a note, I think The Board of Regents did not know we weren’t following policy. I’m not sure about that of course, but they seemed to be surprised by that notion, in 2012, I mean. Seems like the discussion is good. Could I have a motion to approve the revision of this policy?

**Cutter/Terlip**

**All Aye**

**Motion passes**

**Kidd:** It passes, so we will send this policy up the chain for comment et cetera. Alright, I guess I'm supposed to switch hats. Okay. So, Lauren, you're in charge.

**Nelson:** Okay. So, the next item on our agenda is the report from the Budget Committee, and because Chair **Kidd** is presenting the report, I will chair this part of the meeting.

**Kidd:** Sounds good. Let me scroll to the Board of Regents funding.

**Strauss:** Some of us can't read as fast as you can scroll.

**Kidd:** I can't read as fast as I can scroll either. (Laughter) Last year, the Senate Budget Committee—Myself, Adam **Butler**, Frank **Thompson**, Bill **Callahan** and Hans **Isakson**, did a review of the University budget over many levels. The University has had some financial problems over the last few years and most of this comes from cuts in State appropriations. We've had recent change in how much money we've had at the State a million dollars. So, 2014-2015 is about equal to the amount of money we got in 2001, not adjusted for inflation, so it's coming down. You can see the impact it's had on tuition, so tuition's increased by 1.4 times and finally it stopped increasing around 2011-2012 and then we had even more problems. So, the reason for the historical issues and our budget have mainly been due to cuts in State appropriations. It's probably not a surprise to anyone. So, as far as this year's budget, that would be the FY15. Tell me if you can't see this.

*(Pause to adjust screen lights and window screens)*

**Kidd:** Is that better? So for our budget this year, it includes \$4 million of one-time money from the State; State Appropriations about a million increase of \$6 from 2014. So the FY15, that's the 14-15 academic year. What we did was took a look at the net from our budget, after expenses. Of course this is not updated for the absolute current enrollment numbers. We used numbers I think from May. Those are pretty close, so that gives us a negative, about half million. But there's contingency funds and a bigger shortfall than that. But it doesn't look like there's

any real issues with regards to drastic measures that need to be taken for budget this year. When we looked at the Financial Reserves, we found that there's about \$2 million that would be dedicated reserves for any kind of shortfalls. This includes a contingency fund, which is based on enrollment estimations which tends to be the first thing gone. Then there is a fund from the President's Office, which could be used, there is maybe a million, if you look at the Foundation, which is actually not dedicated for scholarships or other purposes, which could be used in desperation. But, that's not really something anyone wants to do. The main thing I guess to come out of that was that we didn't find any signs of strange transfers of money across departments, even though things might look funny, it mostly just seemed like it was changing of object codes: someone's job was assigned a different code. The other thing is that if you look in the budget books, you see the term "unrestricted funds." That just means they can be spent as you wish, but their goal is already set. So as in "spend as you wish" just means you can buy supplies, you can do travel, you can get capital equipment, you can pay salary. However, they do have a designation as to what they're spent on, if that makes sense. So, "unrestricted" does not mean, like, what I would think unrestricted (means). But, I'm not an accountant. Next year you can see the net estimate that I have up there is a hole of \$8 million. These numbers actually, we got them checked out with the Finance Office. Gary (**Shontz**) helped too. You can blame him if we're wrong. I'm teasing. So this big hole comes from, first, the lack of one-time money, the \$4 million, and two, I took salary, personnel expenses, those kind of things, and I increased them at the same increment as from (20)14 to (20)15. There's expected increases in personnel costs, et cetera, and that doesn't include a whole lot of other expenses. This is not assuming that our Supply and Service Budget is going to go up, or anything else. This is just kind of bare minimum. So if I include that, and if were to have a nice Contingency Fund of \$1.3 million to cover if enrollment doesn't meet expectations, we'd be in the hole by \$8 million. So how does that go with the Board of Regents proposed funding? While it's a little over \$6 from the expected Performance Based Funding Model, and a little over \$1 million from the General Increase they request of the Legislature, so if the Board goes through the Legislature completely, and happily

and its approved by everyone, then we should break even, and that's about it. Feel free to ask questions. Raise your hand.

**Swan:** One quick question here: When you were discussing, what is it called, "unrestricted funds," did the Budget Committee find that the goals, that they were being spent on were appropriate academic goals?

**Kidd:** It depends upon what Division you're talking about. We did not try to dig into every Department's individual budget of course. We tried to look for major transfers between Departments to see if there was anything coming out of the General Fund where maybe it shouldn't be. We didn't see anything. We are obviously not an Emergency Audit team, but we did our best. So, yes, it seemed like the goals were appropriate in general. However, we weren't going to make any decisions like, "Would you rather fund Physics or Philosophy" or anything like that; nothing about that. What they said they were going to spend the money on was how it was pretty much spent.

**Swan:** So did you see a difference at all over the last five years in spending on Faculty versus Administration?

**Kidd:** Actually, I have those numbers.

**Swan:** Oh, good.

**Zeitz:** Before you go to those, you have your 2016 numbers the exact same as the 2015.

**Kidd:** Yes. That's assuming the State base does not increase at all.

**Zeitz:** I see. Okay.

**Kidd:** Personnel expenses increased by \$3 million and Institutional Accounts, again, what I did was I took our (20)14 or (20)15 budget and subtracted the two

to get an estimated increase from (20)15 to (20)16. There are increase in salary, faculty, administration, P & S, –everybody and also benefit costs.

**Zeitz:** So we're looking at the income as being the same, but our out go with the increase of cost of living and all that sort of stuff?

**Kidd:** Yes. That's why, again, we assume that the State appropriations would increase generally from year to year, but there's no guarantee of that. For example, last year the State Legislature cut, I think, \$1.3 million from our budget at the last minute, after it was approved by the Governor. For me... until—it was in May or June—so until the final numbers come in, I don't know what's going to happen.

**Zeitz:** Thank you.

**Kidd:** Any other questions about this?

**Swan:** How could that happen? How could the Governor sign the budget and then someone else cut out of it?

**Kidd:** It's proposed. The State Legislature proposes a budget to the Governor.

**Swan:** Oh, if the State Legislature passed a budget and the Governor signed it.

**Kidd:** Yes, the Governor proposed a budget...

**Swan:** And the Legislature didn't meet his proposal, but they passed the budget He approved it, and that was set. But they didn't fund his proposal.

**Kidd:** Yes. They did not fully fund his proposal. Okay. Here's one implication before I get the actual numbers for salaries. For the past twelve years it's dropped 30% and hiring of professors. It's hard to tell. There's been a 5% increase in part-time, non-tenure track faculty. To be honest, it's very hard to tell, just by head

count, what the impact of adjunct professors are because some adjuncts teach one class. Some teach more. You can't just go by head count. But, to me, the main thing I see is a big drop in professors being hired. And of course that has an effect on service at University, and also student opportunities, because faculty are the ones who provide things like research and outreach opportunities. Adjuncts don't normally do these sort of things.

**Cutter:** I just had a question. What about Associate and Full Professors? Have their numbers gone up or down?

**Kidd:** Pretty constant, but I would say they've increased by 30%.

**Cutter:** Just checking.

**Kidd:** I would say they're level. So I would assume that in five years, you'll see a drop in the Associate Professors, then five or ten years, a drop in the number of Full Professors.

**Strauss:** Are we teaching the same student credit hours over this period?

**Kidd:** The enrollment has gone up and down, obviously.

**Strauss:** We've lost 30% of our Professoriate.

**Kidd:** Right.

**Strauss:** Are we teaching the same student credit hours or are the Adjuncts making up for this?

**Kidd:** That's what it would appear. But it's again, difficult to see exactly, if it's a combination of larger class sizes, adjuncts, is it P & S employees teaching?

**Terlip:** We also have the 4/4 load in some cases which...



**Kidd:** True. It's only like ten or fifteen people so it's not impact of one class per. There are some professors I know who are on phased retirement and are volunteering to teach four classes. But, I would assume we have about the same number of students, give or take a couple hundred—or a thousand, I guess.

**Strauss:** This would suggest then, that the professoriate has sacrificed a considerable amount to make budgets meet over the course of time and that perhaps we've given enough?

**Heston:** I would be curious to know...what the change is in terms of number of full time P & S employees. It think it's very difficult to count administrators because you can be teaching more than you're administrating but you still get an administrative code in the budget books. So, it's kind of tricky to count administrators, but I do... would be very curious as to how the numbers for P & S have or haven't changed.

**Strauss; Melissa (Heston)** the last time I saw that chart I was on Union negotiations and it's like a 45 degree angle upwards. It steadily increases every time.

**Heston:** So the questions is, what P & S needs are being met by these increases? Is there a particular kind of P &S role that's being expanded while other roles are held the same or being reduced?

**Peters:** I don't have an answer to that but it is something that we've been pushing for the Efficiency experts to look into.

**Kidd:** Sure. We accumulate our numbers from the budget book, the supplemental fact books. We looked around as much as we could. Lots of time, a head count and salaries are only what we can find easily, so...

**Swan:** How do you say that the Student/Faculty ratio is not overly-changed? How is that calculated, because my sense is that in my experience it has changed. That more students have more courses and larger sections. But, there are other ways to come up with statistics that show in aggregate that the Faculty-Student ratio is caused. And I'm curious about our budget committee that looked into that kind of massaging of information.

**Kidd:** Again, we're trying to get an overall picture and our hope is that as we present this, to present report last spring, as a guide into what specifics we should look into. The feeling is generally that there's been not much of an increase if you include adjuncts and their teaching load, then perhaps students haven't been affected as much in regards to generics in class. There are still most of the same number of classes taught, even though there's less Assistant Professors. More of them are part-time.

**Strauss:** What happened to that 30% of Assistant (Professors)?

**Kidd:** They weren't hired.

**Strauss:** They weren't hired, but where were the original ones? Did they retire? Attrition? Leave the job?

**Kidd:** They became Associate Professors.

**Strauss:** But you said the Associate Professors are level so somewhere we're having a net leakage of professors.

**Kidd:** Take a look though. It's only the x years. So these people are moving up through the ranks.

**Strauss:** Did the Committee find these results upsetting?

**Kidd:** Yes, absolutely.

**Swan:** Did you find that in fact to be the case, or is that just your sense that Assistant Professors who were hired did stay here? Many people of course go on. But maybe you didn't look at it. Maybe it was just your sense that that happened.

**Kidd:** We don't know about individuals, we deal only with aggregate numbers and so...the number of Associate Professors stayed approximately level during this time. I don't have the numbers right in front of me. I'm sorry. It might be in the report.

**Heston:** That can happen because as people come up, other people go out, right? You have retirements or you have Associate Professors who move. So, what you're saying is we actually have a notable drop in the number of tenure-track faculty at this institution since 2003.

**Kidd:** Yeah.

**Swan:** In the aggregate—that's a good way to say it, there seems to be 30% fewer tenure-line faculty.

**Heston:** That's not what that says. This is specifically ...is that a drop in the number of Associate Professors?

**Swan:** Assistant

**Heston:** Assistant Professors or is it...What's the drop in the overall number?

**Kidd:** I don't know if I have that.

**Swan:** How do you calculate that total?

**Heston:** Well, you look at how many...

**Hakes:** We have about 550 tenure-track lines; maybe even close to 60, so about 10% of the overall tenure-track lines. We lost 10%.

**Swan:** So 10%; that's what we were asking.

**Strauss:** That's not quite as aggregious as...

**Swan:** 10% of the total-- Mostly coming out of the Assistant Professor rank. So 10%.

**Hakes:** Is that correct? We have about 550?

**Cobb:** It's close to 600.

**Hakes:** That's nice and round. 60 lines of 600? That's 10%

**Cobb:** If you want to look at this-- I don't know if you know there is actually a yearly report to the Board of Regents. You can actually go back and look for 10 years and see the comparison of resignation rates. You can actually see who resigned and what they did. It's on the Board of Regents. I have to prepare that report every year, so it's public information.

**Kidd:** It wasn't like, this information, we dug it out of nowhere. It's just hard to find stuff and accumulate, to be honest. It might be public, but it's "Where is it?" This is basically straight up numbers. Say 2001 there were 178 Assistant professors. In 2013, 119. So to me it looked like, the University due to budget cuts was hedging against hiring full time faculty. That's the response. They did not invest in full time faculty.

**Strauss:** Yet that number exaggerates the sense of total loss. We've just agreed that we've lost 10% rather than 30% overall faculty.

**Kidd:** It depends on how you view the future. How do you want to view the future? If this trend continues, it will be 30% or more. Because as these new professors don't become Associate Professors; they don't become and Full professors, the numbers will reduce. It's not like people are leaving en masse, it's more just they're not being hired. We can go to this first. If people have some questions about this. This is the change in Salary Levels as a Percentage of Total UNI Salary. All salaries at UNI. We did our best to not get into different divisions, and, so we have Faculty, Support, Auxiliary Enterprises, and we looked at Athletics in particular. So, and again, what do the budget codes tell us in individual cases is not always accurate. What is an administrator? What is a faculty? There are some things going on here. In fact, you can take a look at...

**Hakes:** Would you tell us what the colors are?

**Kidd:** The blue is Faculty, the red is Support, the gray is Auxiliaries, and yellow is Athletics.

**Strauss:** What is 'Auxiliary'?

**Kidd:** Auxiliary would be ...is Athletics, GBPAC, Multicultural Center, Student Health System and these actual numbers only come from what's taken out of the General Fund. These are not their total budgets. These are General Fund expenditures into different auxiliary units.

**Strauss:** So those are Non-Academic ....

**Kidd:** These are Non-Academic expenditures.

**Strauss:** Nice things to have.

**Kidd:** Yes.

**Strauss:** Can we go back to the other chart?

**Kidd:** Sure.

**Strauss:** So the Faculty are falling below the line?

**Kidd:** The Faculty have gone down, yes.

**Cutter:** Can I ask a question about the numbers? When you did the Auxiliary, did you include Athletics in that, as well as in the ...

**Kidd:** Yes.

**Cutter:** So, Athletics may be, we don't know how, but Athletics may be affecting the Auxiliary then.

**Kidd:** We do. Athletics is driving the Auxiliary to increase.

**Strauss:** What is 'Institutional Support'? What accounts for that steep drop until 2010?

**Kidd:** That's something that we want to investigate. It looked like some codes...I was going to point that out. There's something going on in those two years. Bruce **Rieks** said the same thing. Something doesn't look right here.

**Strauss:** Clearly Athletics is a growth industry on campus here.

**Kidd:** Absolutely.

**Strauss:** Does the Committee find that upsetting?

**Kidd:** It depends upon how you ...Yes. I'd have to go in more detail.

**Swan:** How does this compare to the Senate's resolution from several years ago to get Auxiliary spending down to a certain percentage?

**Kidd:** Remember, this is just Salary Levels, and I believe I have that in the Report. I don't remember that off the top of my head, but I believe it's within the bounds, barely.

**Swan:** So as Faculty Chair **Peters** said we're under...so the Administration has achieved the goal?

**Kidd:** 5% or something like this.

**Swan:** Is that right, Faculty Chair **Peters**?

**Peters:** I don't remember the numbers, but I think the board at this point placed even more stringent ...guidelines on transfer from the General Fund to support Athletics than what the Senate called for, and we're under what the Board called for.

**Strauss:** Are these numbers independent of salary, then or does it include salary?

**Peters:** Includes Overall Operating, which includes salary.

**Strauss:** So despite that...

**Peters:** We're talking about two different things. If I may...

**Kidd:** Please

**Peters:** All he shows is just salary levels; he doesn't show where the money is coming from. A lot of that salary level is the football and the basketball coach and their salaries are coming out of Foundation money. It's not a transfer from the General Fund. And, the Senate resolution had to do with transfer from the

General Fund. There's always an argument about, you know, when the Foundation goes out to raise money for athletics, is there opportunity cost there, in terms of not raising money for other things? But...

**Strauss:** Right.

**Peters:** But, it's not that that money is ... What Athletics will say is that that money that they raise for the football coach, they raise specifically for the football coach and that's what people wanted to spend their money on.

**Strauss:** So, if the Foundation went out and instead of trying to get money for a football coach, wanted to create a new Particle Physics Laboratory, the Athletic Department is saying that, "We wouldn't get that money."

**Kidd:** I wouldn't say that specifically.

**Peters:** Donors want to donate to what they want to donate to. That's what the Foundation would say, I think. I don't put too many words in their mouths. It's obviously their job to try to get people to donate to the needs of the University but...

**Strauss:** I'd like to go on record as saying: Senator Strauss is unpersuaded by that argument." (laughter)

**Kidd:** Let me comment a little bit about these things. One, yes, donations to the salary of the football coach...However, it seems to me that if you ask donors to support football, that would make sense. But I'm not so sure they would really have such...distinction between supporting the football coach or scholarships for football or things like this. And, it's true that donors do have intention with their money. Absolutely. However, I think Athletics, one thing they have done very well is work with the Foundation to recruit donors, and I don't think the Academic side has done nearly as good a job, in working on this. Academics side should, absolutely. In our department, we do have a couple of big donations in trust, but



yeah, I think there's a lot more that could be done on the Academic side to get a Particle Physics Laboratory.

**Smith:** I'm going to state this, so I want him to correct me (points to **Shontz**), I would like to point out that I completely understand the importance of honoring donor requests to support programs. Because you won't have donors if you don't do that.

**Kidd:** Absolutely. Sure.

**Smith:** Having said that, the reality is, once the money's given to the University, its given to the University. If you get a tax deductions for it, you can't tell if it's going to Professor X or Coach Y, because then it becomes a non-deductible. It is the University's money. I'm not saying the University could arbitrarily spending it the way they want it spent. But, once it goes into the bucket of the University, and the donor has received a tax deduction, according to the IRS code, that donor cannot specify whether it goes to the basketball coach, or the football coach or the professor of physics or the professor of literature or any other thing, because then it's benefitting an individual person and you cannot give and be given a tax deduction to benefit individual people. So there's more of a gray area that you sometimes seem to realize.

**Peters:** I also know though, that there have been high profile lawsuits in the recent past, where donors have sued charitable institutions for not using the money in the way that they contracted with that institution for using the money.

**Smith:** And what was the outcome?

**Peters:** I think in general, that the donors have won. I think the donors, I think, have won those lawsuits and have forced...

**Smith:** They could get their money back, but they can't go to the individual person to...

**Hakes:** But they can specify that it goes to the Athletic Department, and that's not an individual person.

**Finn:** My understanding of the Foundation at UNI is that the UNI Foundation is a not-for-profit, so therefore, if it's given to the UNI Foundation, **not** given to the University of Northern Iowa, so you can say, "I want it for specific things," and still get a non-profit allocation to certain areas. When I think about the UNI Foundation, just drop off the "UNI." They're giving to the Foundation.

**Kidd:** That's very true. Let's take a look at this...Sorry...

**Hakes:** I do have one other question. These still have to be aggregate numbers?

**Kidd:** Yes.

**Hakes:** So, this is not the individual salaries for Professors that declined, this is the salary pool is stronger.

**Kidd:** It's the percentage of salaries, the overall salaries...

**Hakes:** ...and since we have fewer Professors, the raises, we know what they are contractually, we know what that is.

**Kidd:** This is all non-inflation adjusted dollars. Interesting thing, this increase in athletic salaries (a) does not mean they're drawing more from the General Fund...and it also includes the fact that baseball was closed. So, the closure of baseball did not lead to any net reduction in salaries by the Athletics Department. I don't know. Who knows? I didn't look at every individual salary, to be honest. I honestly, if I was the Athletic Director, I would take the money I get and use it the best for my people, just as I do in my research. I ask for money and if I get it, I'm happy. I don't have any animosity towards any Division asking for what they think they need to support their people, including Academics. To me if we're going to

direct questions, it should be to the ones who set the budget priorities, which are not the Directors themselves, but the President's Office. So, you can see here Expenditures for the past four years or so. Athletics, I guess, has gone down, somewhat, from \$4.4 to 4.2 million, so it has actually decreased.

**Shontz:** I wanted to point out that the line on the Field House is not correct. They indeed have received a subsidy, those three years that say zero, in that same approximate amount \$750,000 or \$800,000.

**Kidd:** How interesting. What I the asked about... Thank you for updating me, because that's not the information that I received. So if that's true, there's even more money.

**Shontz:** That is true.

**Kidd:** I believe you. There is even more money. (laughter)

**Strauss:** Thank you. I look at the Athletic Cost, just a little over \$4 million... remind me, what is the faculty salary compared to that or Academic costs?

**Kidd:** I'm going to guess it's about... You mean the overall cost for salaries? I can give you a ballpark number, but don't quote me. I guess around \$70 (million).

**Strauss:** \$70 million? It's a considerable difference in the overall costs.

**Kidd:** Remember, this is the money coming out of the General Education Fund to support a particular Auxiliary. It's not the overall budget. In the opinion of myself and the Budget Committee, we think...it's not our business to decide what comes out of the General Education Fund. However, saying that, it's also arguments that are donations that are sent to support this or that; I mean, the money's fungible, so once the money comes out of the General Education Fund, of course what's added to by Foundation and Ticket Sales et cetera. It's not like...you know...you didn't get this so now you're going to have to cut that. It all kind of mixes

together. All the salary money, the scholarship money, supplies, all these expenses, it all mixes together into a pot. To try to say one thing or another is... So, anyway, we had some concerns here that the total Auxiliaries were numbering you know, \$6.6 million, \$7.2 million, they're going down, but they didn't seem to be going down as much as one might like considering that other programs at the University were closed down, such as Price Lab and the closure of many Academic Programs.

**Strauss:** Senator **Swan** can go first.

**Swan:** I think yours may be more formed, but I'll throw mine out. I'm trying to understand...So, 2009-10 to 2012-2013: Look at those differences: Percentage out of Auxiliary Enterprises: \$4.63 down to \$4.0. That's down. (A) that doesn't seem down so terribly much to me; (B) I thought I remembered it being considerably higher than \$4.63 back several years ago maybe that was 2008-2009, not (20)09-10. That's part of what I'm trying to figure out, that the actual figures reduction do not seem so drastically reduced to me. The percentage doesn't seem so drastically reduced, where, when the Senate was dealing with this, it was a big deal. Like there, it seems a much greater amount that's coming out of General Funds for Auxiliary Enterprises, whatever, not just Athletics. I'm trying to understand this year's report. Do you have any thinking about that? I know you joined only this past year or so, so you weren't involved when that first resolution was made.

**Kidd:** Hans **Isakson** was on the Senate, I believe, at that time, and I believe he might have proposed a resolution. He read this report and didn't have anything. Obviously, I'm missing three-quarters of a million dollars here but... I'm not sure why that is zero. I'm going to have to ask about that. Sorry.

**Swan:** Lauren, who's next?

**Nelson:** Senator **Strauss**, then Senator **Cooley**.

**Strauss:** I know from my remarks about professors some would say I've got tunnel vision. At this institution, what we're really about, notwithstanding our grandiose vision statements, we're about offering academic programs and offering degrees. And, I look at this, over \$6 to \$7 million worth of expenses and I wonder what a cost-benefit analysis would yield? If we saw what value we got from this expenditure. For example, the Gallagher-Bluedorn; I've gone to shows there that are great and when I look at the audience, it's almost entirely people with gray hair, and where does that really contribute to what we're about? Football, for example-- Some of you know my position on football. What is the benefit? Do we bring in more donors? Does it help us retain students? Does it bring more students, and at what cost if you consider what the NFL just reported --that 30% of their athletes are going to have long-term brain damage? How do we wrap our minds around this expenditure in terms of what, how, it benefits the University, other than we think, "It's a good thing."? Certainly there must be some study somewhere that could attack this...

**Kidd:** That's a study worth undertaken.

**Strauss:** That's my rhetorical comment.

**Kidd:** If there is an Efficiency Study that we should be looking at all programs and what is the benefit.

**Nelson:** Senator **Cooley**, Chair **Peters** and Senator **Heston**.

**Cooley:** I think you'll find my question more targeted than Professor Strauss's which is a very valid question as well. As I look at the numbers across the four columns, I see a significant decrease in terms of percentages when you look at the Student Health System. I'm curious about that. I'm wondering if you could enlighten us as to why there have been fairly drastic cuts to the Student Health System.

**Kidd:** I'm not sure if the student fee allocation went up...or...

???: (someone spoke without identification by Chair) I'm pretty sure they went through a remodel. There was a remodel in one of these years, and that's what those increases are here.

**Terlip:** The Affordable Care Act could potentially could have...?

**Kidd:** I don't know.

**Terlip:** That might have had some impact.

**Cooley:** It seems like an area that any major institution would fund. It seems a reasonable way to spend money. I'm just curious as to how...

**Kidd:** This is only the expenses of the General Education Fund. It has nothing to do with overall budget for the Student Health Care System. That could have gone on for all I know. I do have those documents somewhere, probably. Again, we were trying to focusing on expenses by the General Education Fund.

**Peters:** Two things: First, on the Gallagher-Bluedorn and this could be true of other things out there, I don't know, but... I have been told at some point the Gallagher-Bluedorn, sometime in the relatively foreseeable future, will be free of any subsidy from the General Fund. They have large estate gifts that haven't been given, but cannot be collected upon yet, because the donors are still alive. (laughter) Apparently they have a plan in the relatively near future being, whether that's the next 10 years, 15 years, 20 years, it may depend upon the health of the donors, but apparently they have a plan to where they will not be subsidized though the General Fund anymore. That's my understanding. The second thing I was able to call up a Regents Report really quickly here, so just go back in time a little more on Athletics. It looks like the subsidy of Athletics from the General Fund peaked in terms of **dollars** in Fiscal Year (20)08, and that was \$5.35 million, and in terms of share of the General Fund, it actually peaked several years before that fiscal year, (20)06, where 3.6% of the General Fund went to Athletics. So, in

terms of dollars, absolute dollars, and in terms of share from the General Fund, the decrease in support for Athletics is gone down pretty markedly. The other thing would be that one of the reasons that it hasn't decreased more, was because of our drop in enrollment. Recall that they started the Student Athletic Fee. And that if enrollment goes back up... when enrollment goes back up again, then money that is taken...money that is put from that Student Fee into Athletics will stay; will displace money from the General Fund that would subsidize Athletics, and that money is supposed to stay to be devoted to Academic Enterprises. That was part of the original plan that was approved by the Regents.

**Heston:** I just wondered if the budget for Athletics includes the costs associated with the Dome and the McLeod Center? And, what is the Field House?

**Shontz:** The Field House Enterprise consists of McLeod and the UNI Dome. It's the structure of the bond issue.

**Heston:** Okay.

**Shontz:** But Athletics Expenditures do not include the costs of running those two facilities.

**Kidd:** I did learn that, maybe for the past three or four years, Auxiliaries, I believe, are being charged more for utilities and things like that. But I don't know how to define...they're being charged more for utilities than they were before, or charged some. Most of their Bluedorn, you know, look at the building costs, there are academic activities in that building as well, and so try to tease out all these individual details is kind of a nightmare, to be honest, and not something we want to get into unless there was a specific charge to get into those kind of details. I think, give or take a million, this is kind of a good picture. We are trying to get an overall picture of how expenses are...How the University is spending money.

**Strauss:** Some serious accusations could...(fades out)

**Nelson:** Any other questions or comments?

**Heston:** Do we have any idea of how we compare to any of our comparator institutions? Or our...

**Kidd:** We didn't do a comparison study. It depends. It varies a lot. I think we're on the high end as far as Athletics is concerned.

**Heston:** In terms of what comes out of the General Fund?

**Kidd:** General fund. Yes.

**Heston:** So our General Fund support is a bit higher than typical?

**Kidd:** But again, I would say it's on the higher end if you take a look at the Missouri Valley Conference, but it varies dramatically from institution to institution. And, of course it depends on are you Division I or Division IA, B? or Division II?

**Heston:** And we're all of those things.

**Kidd:** Pretty much. Some faculty and others have pointed out that there is a net liability of \$700,000. This is supposedly unpaid vacation leave. We're still kind of confused by that. It's not increasing every year. It involves \$500,000 to \$700,000. So somehow vacation is accruing at a nice rate in Athletics. (laughter)

**Nelson:** They're not taking it?

**Kidd:** They're not taking vacation? That was the implication. I guess we were...we'll have to see more details about that because it seemed kind of a stretch. So, the blue, Percentage Change in Revenue, and red, Not Included in General Education Fund, NCAA, Student Fees, or Vacation. The very top one that's some things like ticket sales, et cetera. Just to kind of take a look at salaries,



expenses and other things in the Athletics Department. One thing...Not Included in the General Education Fund, it includes everything but that. Sorry. That's the blue, the very top one. I would say, yeah, in the past 10 years, Athletics has done a great job of increasing revenues. In fact, extremely well.

**Strauss:** Does it include the student fees?

**Kidd:** Yes. It does actually. The new agreement started a couple of years ago. Foundation dollars appear to be very significant. Which is how they've able to increase salaries with us decreasing General Education Fund Support. How much is going to salaries, I don't know.

**Dunn:** One question on the costs of the Athletics, or the expenses, I guess: How are scholarships for student-athletes counted? Are they counted as part of the expense of the Athletic Program or are they counted as scholarships out of the general allocation? Does anyone know?

**Peters:** Do you know?

**Kidd:** I would say it depends.

**Peters:** The answer is sort of both. If you talk to the Athletic Director, he'll often say that in fact their operating budget is less than it looks like because a large part of their budget is in fact a transfer from the General Education Fund for scholarships, which then gets paid directly back from the Athletic Department back into the General Education Fund. So...

**Kidd:** Absolutely. I agree completely. It goes in. It comes out. It's still expense.

**Swan:** What does that mean: "the General Education Fund support reduces 2008, but is still 7% higher than in 2003?"

**Kidd:** Because it is...So the...

**Swan:** That sounds terrible, but that's what I'm saying. You're making it sound like a good thing.

**Kidd:** Oh, I didn't say it was a good thing. I just said it was a thing. (laughter)

**Swan:** So I don't understand then.

**Kidd:** The good thing is the Foundation, the revenue that they have generated, has increased dramatically. That's the blue line. That's increased by 160% since 2003. The General Education support had increased 7% at that time. However, this of course is also not inflation-adjusted dollars. Of course, neither are the salaries that I put up before. Yes, I think if inflation-adjusted, that's actually a decrease of 8%. However, if you look at our salaries, they look even worse if you include inflation.

**Peters:** It's not inflation-adjusted, and it's not as a share of the... It has gone down as a share of GEF (General Education Fund)

**Kidd:** What's gone down? Sorry.

**Peters:** Support for athletics in '03 was 3.1% of the General Education Fund and today, it's whatever it was, 2.51(%)

**Kidd:** Yes. Absolutely. I'm not trying to make funny graphs. It's more in the reason I plotted these in different ways because I had different information for different years. So when you look at one set of data, for example, here I have a lot of data from 2009-2013, but I have different data from 2001-2013. Malcolm Price Lab Closure. People were interested in this. So we took a look at the one-time expense of the closure. We came up with \$2.6 million—that's how much it cost to close the school. Now, this might be argued by some because it does include renovations that were done to the building right before it closed. We included those because we thought it was silly to put all this money into the building and

then close it that year. That just didn't seem like a good use of funds. Annual savings: The amount of Price Lab School General Fund budget, \$3 million. Most of this was transferred to the College of Education; \$2.1 million, or the Center for Excellence in Teaching. I probably got that wrong a little bit. (correction) Educational Transformation. Thank you. I always get the "T" wrong. I thinking Teaching because it's Price Lab, right? So, that's a couple, three hundred grand. Provost Gibson reported savings of \$667,000 last year. However, that did not account for things like the lost revenue from State per-pupil funding, which was \$2 million. Then we have the General Education report from the final year. We took a look at all these monies, and give or take a couple hundred thousand, we got that the annual savings, not including utilities, was almost \$200,000. Utilities cost had its own...expenses and you know so it looks like a transfer or reallocation of resources from Price Lab to the College of Education and they didn't have to fix the building, which would cost a lot of money.

**Peters:** I have a question about this. I don't know if Senator **Shontz** can also help out here. The lost revenue from State per-pupil funding, my question is just whether it is really accurate to count that as lost revenue since that only went to help out this school—it didn't go into the General Fund?

**Kidd:** I can answer that. The reason that's there is because when Provost Gibson said we were saving \$667,000, that was not included. Other things were also not included. Lots of things were not included in the announcement last spring. There were many things that were...And again, it's complicated.

**Peters:** My point is, that if it's money that only went to fund the School, it only went to fund MPLS (Malcolm Price Lab School) it never came into the General Fund, am I correct about that?

**Shontz:** That's correct (nods)

**Peters:** It never came into the General Fund. It was never transferred out of the General Fund. It came directly from the State to Malcolm Price Lab School. That's money that couldn't be used for any other purpose

**Kidd:** Absolutely.

**Peters:** So, does that really count as...against the closing of the school in any way?

**Terlip:** Well I was just wondering if the fact that many those faculty transferred over and now we're paying their salaries in the College of Education, that \$2 million would have covered their salary.

**Kidd:** Yes.

**Terlip:** So we didn't lose that, I think.

**Kidd:** The answer is that while we saved money in building costs, which was paid for in large part by that \$2 million, we did not save money in faculty salaries. And so that's why I included it, because I'm not looking at annual income for the University, I'm looking at how much money was spent, or saved, on an annual basis, by the closure of the Lab School. That's a very tight question, there. It does not count the costs, and again, some might argue, utilities modifications or upgrades to the building, in the year it was closed—if those should be included, but... we got significant one-time expenses related to closing the building. So the question there is are we saving money? I think anyone would agree that even if you save a half million dollars, that's really not that much compared to the overall budget for the University, of about \$170 million. It's a reallocation of resources, and avoiding renovations that were necessary to pump in.

**Cooley:** What are the other impacts you've stated? 189 fewer Education majors. That's a considerable impact, that I think should go on record. It's in your report.

**Kidd:** It is. It is.

**Cooley:** Verbally as well.

**Kidd:** I should note that that was across the board, that reduction, in majors. So, it really isn't clear if it's bad publicity affecting everything, or if it was the Education College in particular. Yes, there was a reduction in enrollment across the board. I'd like that on record.

**Strauss:** That was specific to....specifically 189.

**Kidd:** Yes. And it was definitely across the board.

**Heston:** Those education majors could have come from any College. They weren't only from the College of Ed. They were also from the College of Business, and the College of Humanities, Arts and Sciences, and the College of Social and Behavioral Sciences.

**Strauss:** It had broad impact. In fact, we got calls from parents telling us that their children had changed their minds and they were not coming to UNI because they couldn't trust what programs would stay intact. We're still suffering.

**Kidd:** Absolutely. So here was a Change in Enrollment. We looked at a couple things which happened. We looked basically...There are two things. They're not comparable in terms of impact, and they shouldn't be. One was the closure of baseball, 2009 and then in 2012, was the closure of Price Lab and other programs. I believe the Provost's estimation for the program cuts closure was a couple hundred thousand dollars saved per year. The net impact on the finance of the University were not very large, in comparison to our overall budget, but the impact on enrollment was pretty large again by percent, 7%, by the in the incoming undergraduate class. So...

**Strauss:** File it under unintended consequences?

**Kidd:** Unintended, I would say, yes. I guess our recommendation is to be more careful when we cut things.

**Cooley:** I think it would also be fair to note that there are people who walked away. It's had its affect on incoming freshmen, but it also provoked a lot of majors and minors to leave the institution because they could no longer pursue their program of study.

**Kidd:** Sure. Absolutely. I think I'm about done. So one thing to note is we do have a new administrative team in place who appear to be much more interested in transparency and faculty input. We want to take them up on this until they're tired of it. Right now, and again some of this, I wrote last spring, so... right now the current budget committee's mandate is to look at the history and trends. We're not involved; we're not supposed to look at anything like Financial Planning or things like that. Then, would that be something the Senate would like us to do as much? If the Administration is looking to involve more faculty in terms of this, should the Senate Budget Committee consult with Administration on these matters, or should we leave this for another body? Let's see. Right now, we would say that as has been brought up, it might be good to look at how we spend money and what the priorities of the institution, and what is the return on some of our spending. I'm not saying that ... I don't know if \$4 million for Athletics is good, bad or not. I have no idea. I'm not an expert in this by any means. Maybe we're not spending enough. I don't know. But, I don't think anyone's actually done any kind of assessment, just like they didn't do any kind of assessment, I thought, for the ... program closure, or assessment of the impact of the Malcolm Price Lab closure. I don't think a real budgetary analysis was done on any of these things, and I hope that's not true for the future. We did find a concern with the Efficiency Study. Especially because they're going to look at only undergraduate programs, and at UNI, they're going to look at all of the Colleges, whereas ISU and Iowa only get one. So again, I think if we have ad hoc committee be formed to examine program ... which we as the Budget Committee, we think it's a good thing to know what others will be looking at in terms of our programs. Again, with the idea that if the proposed funding from the Board of Regents does not go through, we

could be looking at a hole as large as \$8 million. And, we could take a loan, but that doesn't make me happy. Second, that's just some questions as to our future mandate, and are there any areas of interest that should be examined this year more carefully? The main thing to focus on would be the overall budget, Athletics and Malcolm Price Lab.

**Heston:** I was wondering if it was possible to get a much clearer sense about what is meant or what it would look like in a Performance-Based Funding model. What's the performance to be measured, how is to be measured? Who is going to decide that? Where have we seen this? Has it worked in other institutions that we would know about so we could learn from their experiences? That to me would be a useful bit of information just for our own, for the Senate, to understand better. Because I think this is the way we're going to go, whether we like it or not, or even whether the Board of Regents might like it or not, given the Legislative preference for accountability.

**Kidd:** I would agree. But yet... are you saying the Budget Committee should look at this?

**Heston:** I don't know much about Performance-Based Funding in a Higher Education institution. So to me, knowing more about how is that typically done, what the measures are, how are those measures collected, what does that mean for faculty in terms of what's counted as far as productivity, et cetera.

**Kidd:** I could resend those measures. I sent them out, I believe, awhile back. It's on the Board of Regents website. They have a list of this percentage: 60% for population, 15% for some measure of graduation progress, 5% for number of graduates, are degrees conferred...I would say that all these are in-state measures. The majority of the Performance Funding is a measure of the number of in-state students who have.

**Heston:** That's the new proposed budget model, right?

**Kidd:** Yes.

**Heston:** That has not yet been accepted...

**Kidd:** By the Legislature, but has been passed by the Board of Regents, yes.

**Nelson:** Was that your question? You weren't asking for comparison to peer institutions or...

**Heston:** I've heard that the likelihood of that particular model being accepted by the Legislature as it currently written is small or none, because of the power of Iowa.

**Nelson:** I have no idea.

**Swan:** So, I'm trying to remember the report from the Budget Committee, with the whole budget, so you looked at several years, so the whole budget, what is spent on Academics, and what is spent on other areas? And from the report, I don't have a sense of that, but I could have missed something, right, so that's why I'm asking again. And has that been going up or down? One of my original questions was what is the relationship between spending on Faculty as opposed to Administration? I understand that the Committee thought it difficult to decide who's an administrator, because for purposes of budget, we seem to hide some administrators, and so it makes it more difficult to see their salaries. Another question is well, a bigger picture: How much of the budget (100% of budget) how much of that is going to Academics... or other things? I would put Administration, to some degree, outside that.

**Kidd:** I think we have that in the report.

**Swan:** To some degree, you've got to figure out how to balance it. But, I don't have a sense of what we're spending, of 100% of the budget every year, on Academics.



**Kidd:** The General Education Fund. I'll let Gary answer this.

**Shontz:** One way to get directly at that is to go to IPEDS survey. Every college in the country is required, by the U.S. Department of Education, to participate in that. You could see anybody's percent of their current funds expenditures that they spend on instruction or academic support, public service, institutional support, scholarships—those various things. That might be a starting point. That would be available for a whole peer group, for example.

**Swan:** And they separate out Administrative costs?

**Shontz:** They call that Institutional Support.

**Swan:** Institutional Support. That's right. But the committee didn't use the resource of IPEDS?

**Kidd:** We did.

**Swan:** You did?

**Kidd:** Yeah. That credit might be in our report. I can't remember.

**Swan:** It might be in there. Good. I thought you would have used IPEDS.

**Kidd:** It's separated in terms of different personnel spending categories. When you say, "Spent on Academics" though, I mean the General Fund is spent on Academics, except for these major expenditures that I labeled "Auxiliaries" including Administration, Student Services, things like this.

**Nelson:** We're getting a signal that we're close to 5 p.m. Are there other questions for Chair **Kidd**?

**Cooley:** A quick return to Senator **Heston's** question: I think we'd all like to be more informed about the Performance-Based Funding. I can think of five or 10 questions right now but I'm not going to pose any of them, because it's almost five o'clock. I think we'd all be well served to have some sort of discussion of what it's all about.

**Terlip:** I wanted to thank committee for their work, because I know this took a lot of time. (Applause)

**Peters:** Several people then have asked for more information on the budget proposal for the Regents. Tim, and I and Joe Gorton have been kicking around what the best way to do that is. One question for Senators is: If we had a general question and answers kind of session for all faculty, would that be sufficient or do you think it would still be useful to have a separate agenda item somehow for the Senate?

**Heston:** I would start with the general and let everybody have the opportunity and then, if there's still further questions we can follow up. I just don't know how much faculty understand what this new model may or may not be.

**Peters:** We'll start working on something.

**Nelson:** I think we're out of the budget report then so Chair **Kidd** can take over the meeting.

**Kidd:** Sure, to close it. One final comment. I was at the Council Provost meeting and the Provost are not all in line about what it means either. There was confusion about how to count students. It's complicated. Do I have a motion to end this meeting?

**Adjournment**      **Strauss/Dolgener**      **By acclamation**      **4:56**

Submitted by:

Kathy Sundstedt

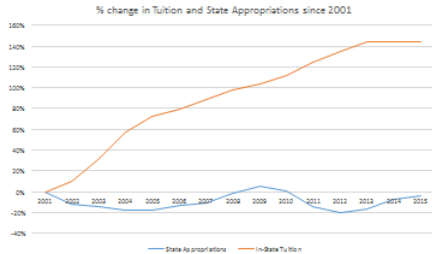
Transcriptionist, UNI Faculty Senate

**Next Meeting:** Monday Oct. 13, 2014 Oak Room, Maucker Union, 3:30 p.m.

# Addenda #1 Budget Presentation

## Senate Budget Committee Report

Tim Kidd (chair), Adam Butler, Frank Thompson, Bill Callahan, Hans Isakson



Non-Inflation Adjusted Dollars

Big Cuts to State Appropriations Impact:

- Academics
- Auxiliaries
- Support
- Students

Tuition increased 1.4x (no infl.)

Inflation increases impact 33%!

### Near Term Outlook

	FY14 Budget	Change 14-15	FY15 Budget	Change 15-16	Estimate for 2016
state base	\$83,222,818.00	\$5,893,913.00	\$89,176,732.00	\$0.00	\$89,176,732.00
state 1 time	\$6,000,000.00	(\$2,000,000.00)	\$4,000,000.00	(\$4,000,000.00)	\$0.00
interest	\$821,000.00	\$0.00	\$821,000.00	\$0.00	\$821,000.00
tuition GR	\$37,350,028.00	\$0.00	\$37,350,028.00	\$0.00	\$37,350,028.00
tuition UNR	\$12,333,424.00	\$108,332.00	\$12,641,756.00	\$0.00	\$12,641,756.00
tuition GR	\$2,414,771.00	\$108,295.00	\$2,523,066.00	\$0.00	\$2,523,066.00
tuition GNR	\$763,422.00	\$19,086.00	\$782,508.00	\$0.00	\$782,508.00
new student	\$0.00	\$392,232.00	\$392,232.00	\$0.00	\$392,232.00
Total Tuition	\$76,061,636.00	\$827,948.00	\$76,889,584.00	\$0.00	\$76,889,584.00
indirect	\$1,316,649.00	\$0.00	\$1,316,649.00	\$0.00	\$1,316,649.00
sales	\$483,393.00	\$0.00	\$483,393.00	\$0.00	\$483,393.00
total revenue	\$167,905,487.0	\$4,781,861.00	\$172,687,358.0	\$0.00	\$168,687,358.0
personnel expenses	\$133,836,988.0	\$3,296,802.00	\$137,133,791.0	\$3,296,802.00	\$140,430,593.0
non-personnel expenses	\$12,589,462.00	\$0.00	\$12,589,462.00	\$0.00	\$12,589,462.00
financial aid	\$13,692,016.00	\$9,149.00	\$13,701,165.00	\$9,149.00	\$13,710,314.00
institutional accounts	\$8,041,397.00	\$313,604.00	\$8,355,001.00	\$313,604.00	\$8,668,605.00
Contingency Fund	\$0.00	\$1,329,600.00	\$1,329,600.00	\$0.00	\$1,329,600.00
total expense	\$168,159,864.0	\$4,849,153.00	\$173,109,019.0	\$3,619,353.00	\$176,728,574.0
net	(\$154,367.00)	(\$167,294.00)	(\$421,661.00)	(\$167,294.00)	(\$8,041,216.00)

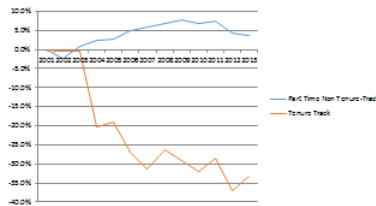
- 2001 Appr. = \$96.8M
  - Infl. Adj. = \$129.2M
- 2015 Appr = \$89.2M
- 44% effective reduction
- Impacts ALL areas of UNI
- Base increase for FY15 = \$6M
- Needed increase in FY16 ~ \$8M
  - Loss of 1 time \$ and raises/etc...
- Legislature cut ~ \$1.4M from governors proposal FY15
- Clearer picture this fall
  - Efficiency study
  - Performance Based Funding
- Financial reserves ~ \$2M
- No signs of sneaky money transfers
  - Numbers complex
- "Unrestricted Funds" NOT unrestricted

### Funding Priority Shifts: Faculty Numbers

- 178 Asst. Prof. in 2001
- 119 Asst. Prof in 2013
- Drop of ~ 30%

- Part Time Adjuncts
  - Increased
  - Hard to tell FTE impact

- Overall Student-Faculty ratio not overly changed
- Serious impact on students – adjuncts don't provide extra-curricular opportunities in research/outreach/independent study.
- Service load of faculty increases & less long term investment by faculty in UNI



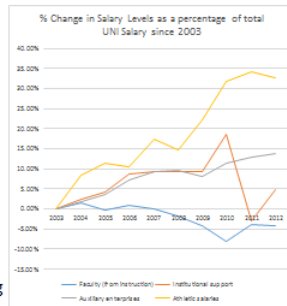
## Auxiliary Units: General Ed Fund

	2009-2010	2010-2011	2011-2012	2012-2013
General Educational Fund Revenue	172,120,593.85	161,704,799.10	161,486,788.60	167,114,885.32
Auxiliary Enterprises GEF Received				
Residence	-	-	-	-
Athletics	4,449,174.00	4,559,447.00	4,323,026.00	4,198,513.00
Mauker Union	619,837.00	599,286.00	603,570.00	676,292.00
Field House	750,464.40	0	0	0
GRAC	851,328.00	848,739.00	812,802.00	828,011.00
WRC	874,692.00	782,274.00	766,716.00	781,150.00
Student Health System	420,411.00	189,213.00	197,469.00	200,554.00
Miscellaneous	-	-	-	-
Total Auxiliary Enterprises - Field house	7,215,442.00	6,976,959.00	6,703,583.00	6,684,520.00
% of GEF that go to Aux. Enterprises	4.63	4.31	4.15	4.00
% of GEF that go to Athletics	2.58	2.82	2.68	2.51

Have not looked closely into other areas such as foundation, OSRP, centers, etc...

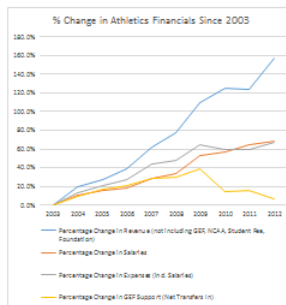
### Funding Priority Shifts: Salaries (with Fringe) as % of overall salaries

- **Auxiliary and administration**
  - Salary % have increased since 2003
  - Large increase in athletics
- **Instruction**
  - Salary % has decreased since 2003
- **Effectively adjusted for inflation trends**
  - For comparison purposes
- **Caveats**
  - 2010-2011 have some anomalies
  - Work with finance to get clearer picture
  - Not all auxiliary revenues from Gen fund
  - Athletics has done great job with ext. funding



### Financials in Athletics

- Great overall job - External funding
- Work well with foundation also
  - \$ to athletics from donor intent
- One concern - Net liability >\$700k
  - Majority unpaid vacation/leave
- GEF support reduced since 2008
  - Still 7% higher than 2003
- Auxiliary units charged new costs in past 5 years
  - Overhead and partial utilities
- Consider ten year cuts to instruction and academic areas
  - Staffing, overall salary comparison, S&S budgets stagnant
- Long term - cuts to instruction/academics larger

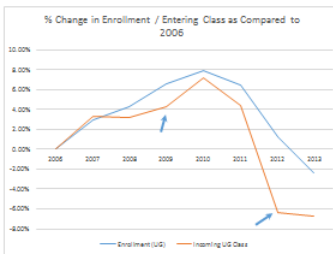


## MPLS Closure

- Complex Financials
  - Uncounted Impacts:
    - **Deferred maintenance**
    - **Need for new building**
    - State per-pupil funding
    - MPLS Enrollment
    - **UNI enrollment**
  - Saved millions in building costs
  - 189 less UNI education majors (8%)
  - Impact on enrollment in millions?
  - Net result: reallocation of resources
- A. One-time expenses related to closure
1. PLS Asbestos Abatement: \$375,819
  2. PLS Demolition: \$655,000
  3. PLS Utilities Modification: \$498,802
  4. Child Development Center Renovation: \$708,259
  5. Upgrades performed in final year (fire code, carpeting, electrical): \$330,000
- Total: \$2,567,880
- B. Annual savings
1. MPLS Gen Fund Budget: \$3,107,367
  2. Transfer to COE: \$-2,140,200 (staff transferred to COE from MPLS)
  3. Transfer to CET: \$-300,000 (covers many of the needs of UNI after closure of MPLS)
  4. Expected annual savings reported by administration: \$667,167
  5. Lost revenue from state per-pupil funding: -\$2,035,000
- C. NET GEF Support (Final Year)
1. GEF Support: \$3,281,001
  2. State per-pupil Support: \$2,035,518
  3. Other Revenue: \$174,865
  4. Total Expenses: \$4,997,032
  5. Net revenues of MPLS in year of closure (not including utilities costs): \$493,341
- Net annual savings from MPLS closure (not including utilities): \$173,867

## Specific Cuts – Unintended Consequences

- Also examined donations to foundation
  - No impacts seen
  - Large single year variations
- Baseball cut in 2009 (Fall 2009)
  - Resource reallocation in response to budget cuts
- MPLS / Program Closures in 2012 (Fall 2012)
  - Most faculty felt no consultation
  - Seemed fast response to big cuts
  - Big drop in enrollment / tuition revenue
- Efficiency Study / FY16 Funding
  - Need to prepare, prioritize
  - Be ready to respond to suggested cuts
  - Preparation may help mitigate unintended consequences
  - UNI is running very lean in all areas after big cuts, should be prepared for future



## Suggestions Future Thoughts

- Have had success working with administration / finance
- Over past year administration is very interested in transparency
  - And improvement in faculty-administration relations
- We should work as partners to enhance institution
- Budget Prioritization
  - Current Budget committee looks at history / health / trends
  - Expand mandate? Would need more members, preferably 2 senators
  - Need to make better model for assessing current priorities
  - Consult with finance / administration and report to senate on priorities
- Curriculum / Program Review – Prepare to Defend, Justify, and Promote
  - Efficiency study (maybe?) looks only at undergrad programs on academic side. Urgency?
  - Will be looking at numbers – retention, grad rates, class size, student credit hours, etc...
  - Need to be aware of what they will be looking at. Identify at-risk departments.
  - Identify other important metrics? – placement after graduation, student opportunities, education quality, research, outreach, external funding, etc....
- Questions:
  - Should senate budget committee be involved with financial planning?
  - Are there areas of interest that we should look at this year (performance based funding?)

# **Addenda #2 Cabinet Meeting Summary**

## **Summary of the 9/8/14 Cabinet Meeting**

The major topics for the 9/8/14 Cabinet meeting included (1) performance based funding, (2) the Transparent, Inclusive Efficiency Review (TIER), (3) a preview of the September Board of Regents (BOR) meeting, (4) the Executive Vice President and Provost search, (5) the Vice President for Advancement search, (6) enrollment management, and (7) reports from Administration and Finance, Academic Affairs, and Compliance and Equity.

### Performance based funding

Although the BOR passed the performance based funding model, challenges remain. The University of Iowa advocated against the model and does not like the metrics, and issues could still emerge at the level of the legislature. UNI faculty and staff need to keep in mind that redistribution is capped at 2% per year.

### Transparent, Inclusive Efficiency Review (TIER)

The “business cases” from TIER will be rolled out gradually. The first three Deloitte will present are (1) P&S search committee size, (2) a common application portal, (3) and standardizing manual calculation of student qualifications when they have no class rank. The timeline has been stretched out for the remaining eight business cases. Keep the following dates in mind. The cases will be publicized and released to the public after the 10/2 BOR meeting, and there will be town hall meetings on the campuses and feedback to BOR on 10/22 and 10/23. President Ruud stressed that the universities do not need to implement all of the business cases, only the ones that make good sense. As of the 9/8 meeting, no new firm had been announced for completing academic component of the review. The sourcing and procurement business case are still under negotiation, but should be underway soon.

## BOR meeting preview

The preview of the BOR meeting was brief because only a few items were relevant to UNI. The one mentioned was the sale of property to the Cedar Falls school district (contingent on voter approval of the school district's plans).

## Executive Vice President and Provost and Vice President for Advancement searches

John Johnson will chair the Executive VP/Provost search committee with the first meeting on September 16th. A job description has been drafted but not finalized.

The VP for Advancement search will be completed first. Advertisement went out in the Courier and Des Moines Register and will be in the Chronicle. First consideration will be given to those who apply by October 20th

## Enrollment management

Enrollment is up for several categories including freshmen, nonresident students, and minority students, but overall enrollment is down slightly. The number of new graduate students is down 200, possibly due to the way some graduate programs admit cohorts, plus the previous year was a record.

## Administration and Finance Report

With regard to the current academic year, a potential budget shortfall due to lower overall enrollment will be covered internally. A major topic for this report was the process for developing a facilities master plan. A task force approach may be the best option for UNI, but we will have opportunities to provide opinions on the process.

## Academic Affairs

We have heard most of this report at Faculty Senate meetings. One of the main points was that the peer institutions report has been distributed. There are 9 new peer institutions on the list and 1 hold over.

## Compliance and Equity

One of the main topics of this presentation was an upcoming online opportunity for education in conjunction with distribution of the newly merged discrimination, harassment and sexual misconduct policy. All University faculty, staff, and students need to be aware of their reporting responsibility. Joan Thompson is the on campus advocate for students and we should refer students to here whenever a student is involved in violent/harmful incident.