



Faculty Stakeholder Group: Our Initial Report on Redesigning Arizona's University System

January 18, 2005

The Faculty Stakeholder Group



- The faculty stakeholder group met several times between September and December, 2004, culminating in a day-long meeting on December 16th.
- The 21 group members represent faculty at the three state universities and their respective campuses, and also includes two representatives from the community colleges.
- This initial feedback to the Working Group studying the issue of redesign includes the following:
 - PowerPoint presentation
 - Excel data base assessments using 2001 IPEDs data on all public 4 year institutions
 - Written reports on access, learner-centered education and the future of higher education in Arizona
- This PowerPoint report presents twenty-two key points within six structural areas:
 - Expand on Demand
 - System Flexibility
 - Quality of University Education
 - Cost Efficiency and Cost Effectiveness
 - Access
 - Faculty Concerns



Twenty-Two Key Points

The faculty stakeholder group fully supports the following key points:



Expand on Demand

- Arizona's university system must not be tiered.
- Campus missions must be protected, and not stagnated.
- Workforce development should include graduate education opportunities at every campus on demand.
- Any proposed changes must enhance the opportunities of all campuses to develop and diversify academic programs on demand.
- Arizona needs more state university campuses that offer more graduate educational opportunities within the state.
- Arizona's newest campuses need more resources, not less.



Flexibility to Meet Changing State Needs

- Flexibility in the system is essential to the development of all Arizona university campuses.
- Assessing future needs must be done with multiple scenarios taking into account potential demographic, economic, social, and educational trends.
- Arizona's youngest campuses need semi-autonomy to meet potential demographic, economic, social, and educational trends.



Quality of University Education

- University and campus developments in the 21st century must be based on learner-centered education.
- Quality university education cannot be done “cheaply” and campus budgets at emerging sites must be protected.
- Steps should be taken to ensure that innovative pedagogical delivery systems are done in a learner-centered way.

Cost Efficiency and Cost Effectiveness



- Improved communication and collaboration among and between universities and campuses is critical to university development and will lead to lower costs based upon economies of scale.
- University system development of essential university resources is needed to enable campus development
 - e.g., a state university library.
- Creating separate universities from existing campuses is cost-prohibitive in a tight budgetary environment and should not be done.



Access

- Access of students to a quality education is a critical concern not just access to a university.
 - Enhanced K-16 (elementary through bachelor degree education) to qualify more students for university admission and graduation success.
- Current educational delivery methods should be expanded to allow better access within rural areas, and to degrees that are not sufficiently offered at the current universities.
- Financial aid support opportunities must be enhanced at each university campus.
- Access to high quality institutions is critical for Hispanic success.



Faculty Concerns

- Faculty shared governance is essential to the development of curriculum and programs on each university campus.
- Faculty, academic professionals and classified staff employment contracts, resources and benefits cannot be harmed.
 - e.g., tenure, continuing appointment, tenure track, seniority, employment benefits, and salary.
- Workload protection to enable scholarship and research on all campus locations.



Elaboration and Data Support for Our Key Points

Part I. Expand on Demand



Arizona's university system must not be tiered

- Arizona's universities need to solidify the state system with a comprehensive and flexible plan to address state needs.
 - Arizona is highly urbanized in two locations and these areas will experience the most population growth in the coming years.
- Tiering will harm the university brand at tiered sites.
 - Trying to create a two-tier university system out of our few universities will make management and accountability more complex and inefficient.
 - Tiering will negatively affect faculty, student and employee morale, recruitment and retention.
- Regional universities will tier the system and are neither an acceptable redesign option nor needed in the state.
 - Having scholarship and research on each campus will further workforce development, student success, faculty and staff recruitment and retention, and economic support for each campus.



Campus missions must be protected, but not stagnated

- To our knowledge, universities and campuses have enhanced and expanded their classifications and missions over time – missions have never been limited or reduced.
- History of university developments, in Arizona and elsewhere, show that universities have an organic growth that corresponds to changing social and economic conditions and are optimized when campus missions are enhanced, not stagnated.



Workforce development should include graduate education opportunities on demand at each campus

- State workforce development is tied to higher education of its citizens.
- Clear assessments of the workforce development needs of the state must be completed. These trends must be flexible to respond to changing demographics and workforce needs.
 - Quality education at the higher education levels must include an assessment of the needs of masters and doctoral degrees.
 - Each campus location that is ready and able to offer advanced degrees must be encouraged and supported in their efforts to do so.



All campuses must grow and diversify academic programs on demand

- Public universities are tied to the basic fabric of the communities that they serve.
- All campuses and most importantly the newest campuses, as noted by a number of submitted proposals, require resources to develop academic programs on demand.
- Diversity in methods of program delivery is essential to respond to various program needs across the state.
 - Such diversity will enable the newest campuses to offer degree programs to diverse student populations.



Arizona needs more state universities/campuses to address increased capacity for students and degree attainment

- Higher educational attainment is needed by an increasing number of state residents. Assuming ABOR projections, the state needs to increase the number and quality of its state campuses.
 - According to ABOR projections, the Arizona economy will require large increases in the number of all types of degrees. For example, Arizona needs 24,400 baccalaureate degrees and 1836 professional degrees per year more than are currently being produced by our public universities for each year between now and 2020.
- State universities must take the lead in offering high quality bachelor, masters and doctoral degrees, particularly for high demand occupations.
 - The university system redesign must expand degree production in all areas.
- Universities educate the leaders of tomorrow across multiple disciplines and fields.
 - Broad education and multidisciplinary offerings are critical to the development of a highly educated and competent workforce.

Based on national projections, Arizona will need more campuses over the next twenty years

	Population	Total Masters I and II	Total Research (Intensive and Extensive)	Total Masters and Research	Deficit in Masters and Research Campuses
National Average		11	5	16	
Current Arizona	5,307,000	4	3	7	9
Arizona by 2014 Needs	6,623,465	14	6	20	13
Arizona by 2024 Needs	7,866,951	16	7	23	16
Arizona by 2034 Needs	9,118,251	19	8	27	20



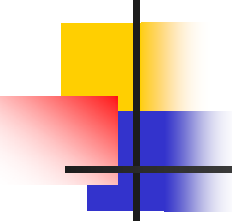
Arizona's newest campuses need more resources, not less

- To sustain life long-learners, state campuses need more resources.
- Quality workforce development necessitates more master's level degrees.
- Development of K-16 pipeline development requires economic and social attention.
- Program and campus development must occur on a "build on demand" basis and cannot be compromised by a struggle for resources at emerging campuses.
- As a result of this redesign study, we must make sure that all campuses are given resources to succeed and grow.



Elaboration and Data Support for Our Key Points

Part II. Flexibility



Flexibility in the system is essential to the development of all Arizona university campuses

- Rather than tier the system, the state must enable each campus to grow towards its next level of classification on demand.
 - The state needs more universities that will enable more degree diversity and graduation successes at the bachelor, masters and doctoral levels, as evidenced in the ASU West proposal.
 - The state needs to overcome restraints on university campuses, as noted in the Northern Arizona Task Force proposal.



Assessing future needs must be done with multiple scenarios

- The present study on needs assessment portrays one possible scenario in regard to student enrollments within the next twenty years.
- The primary rationale for redesign is tied to growth. At present, the consultant's proposal does not seem to address how to accommodate more students, but merely reorganizes existing boxes on an organizational chart.
- Growth scenarios need to be developed in regard to the following factors:
 - AIMS test impact on HS graduation rates, increased use of Internet courses and degree programs, need for more masters degrees in the AZ workforce, bachelor degrees offered by more private and community colleges, 2 + 2 enhancements.



Arizona's newest campuses need semi-autonomy to grow on demand

- High quality education requires respect of the faculty, staff, academic professionals and administrators who have unparalleled responsibility to develop the campus and their degree programs at the same time.
 - Each campus needs some autonomy to develop and respond to the needs of the communities within which it resides.



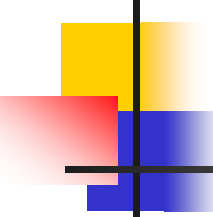
Elaboration and Data Support for Our Key Points

Part III. Quality of University Education



University and campus developments in the 21st century must be based on learner-centered education

- Role of state universities in the 21st century is still unfolding, yet the degree programs and projections of need must be flexible and responsive to changing conditions.
- State needs more than more bachelor degrees.
- State needs universities that can respond to the leadership, technical, scientific, social and economic conditions that are unfolding within the state, nation and world.
- Learner-centered education enables the universities to respond to changing conditions.
 - Flexibility is critical if the university is to be responsive to its various constituent groups and state development needs.



Campus budgets at emerging sites must be protected as quality cannot be done cheaply

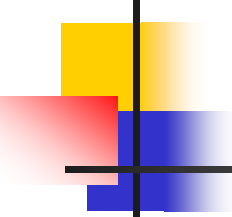
- It is mandatory that campus budgets at the newest campuses be protected and enhanced.
 - Established campuses have diverse funding sources, while young campuses must rely on tuition and state appropriations.
 - Established campuses should not rely on sister campus funding sources to support their activities at the expense of the development of emerging campuses –
 - It can take several years for very young campuses to become cost effective and stable funding is essential to continued growth in the state university system.
 - It appears from data analysis of 2001 IPEDs reports that our campuses are cost effective at present.

Cost Efficiency Does Not Equal Cost Effectiveness

A Comparison of Cost Data and Graduation Rates

(Note: the suggested cost-efficient universities in Colorado have low graduation rates and are thus cost-inefficient)

	Cost Efficiency	Quality	Cost Effectiveness
	Total Educational and General Expenditures / FTE	Graduation Rates (6-Year)	Cost Efficiency / Graduation Rates
ASU, Tempe campus	\$16,683	52.0%	\$32,082
ASU, West campus	\$13,715	56.6% (Projected)	\$25,398
UA	\$27,705	54.7%	\$50,650
NAU	\$14,738	52.8%	\$27,912
(ASU East, ASU Downtown, UA South, NAU Yuma do not offer a 4 year degree at present and are therefore not included in this analysis).			
Colorado Baccalaureate Institutions	\$7864	27.0%	\$29,184
Cal State System	\$13,726	43.0%	\$32,594
Washington Masters Institutions	\$12,227	53.0%	\$22,110
Michigan Research Intensive Universities	\$14,704	52.0%	\$27,402



Steps should be taken to ensure that innovative pedagogical delivery systems are done in a learner-centered way

- The work group should examine the quality of various supposedly cost-efficient delivery methods by considering:
 - Average classroom size
 - Percent of full-time faculty
 - Number of faculty with terminal degrees
 - Student-Faculty ratios
 - Library holdings, etc.
- Research studies show that ethnic minorities are less likely to use and succeed in distance educational formats.
 - UA South and NAU Yuma must develop and offer an array of bachelor degree programs on their campuses because they have a large number and percentage of first generation Hispanic students in attendance.
- Among public universities, graduation rates are positively correlated with the Carnegie Classification of the institution. The more research taking place at the institution the better the graduation rate.
 - Research includes funded opportunities, and publication of books and articles.
- The highly respected Boyer Commission report argues that successful undergraduate education requires students to actively engage in research experiences with professors.



Elaboration and Data Support for Our Key Points

Part IV: Cost Efficiency and Cost
Effectiveness



Improved communication and collaboration among and between universities and campuses is critical

- All universities are experiencing problems associated with multiple campus locations.
- Improved communication within and between universities is critical if differential university missions among and within universities are to realized.
 - Program developments can be improved with clear articulation agreements, improved inter and intra campus offerings, and respect for offerings at young campuses.



University system development of essential university resources is needed

- All universities must have faculty engaged in scholarship, teaching and community service.
 - e.g., sponsored projects, publication of books and articles, and community evaluation collaboration projects.
- All students and faculty must have access to essential university resources that empower scholarship and teaching activities.
- One critical resource that has been identified is the library.
 - The creation of a state university library system is essential to cross-collaborations among and between universities and their campuses.



Creating separate universities from existing campuses is cost-prohibitive in a tight budgetary environment and should not be done

- Recent legislative estimates show that Arizona faces a \$477 million shortfall for the 2005-2006 fiscal year. The structural deficit is projected to continue in Arizona for years to come due to increases in AHCCS and other programs.
- Spinning off a university campus, such as ASU West, would require duplication of a number of services now cost-shared within the university's infrastructure, such as:
 - Library acquisitions
 - IT Hardware and Software
 - Admissions and Placement Systems
 - Combined DPS
 - Administration
 - Research Infrastructure
 - Distance Education Infrastructure
 - Etc.



Elaboration and Data Support for Our Key Points

Part V: Accessibility



Access of students to a quality education is a critical concern

- As many proposals indicate, access to a university education is an important goal to be achieved.
 - Access concerns must not be limited to assessing the number of students gaining admission, it must also address the quality of the education offered.
- Access to a quality education will enhance economic development in the state.
- Access should consider diversity in terms of race/ethnicity, first generation, age, and learning capabilities and learning styles.



Improved 2+2 programs and study of the development of select bachelor degree programs in community colleges

- Community colleges that are ready and able to offer select bachelor degrees may be encouraged to do so after appropriate study.
 - These degree programs might be tied to the enhancement of select workforce demands in the state.
 - These degree programs must be based upon sound academic program offerings and studied for appropriateness of the degree offering with assistance from the state universities/ ABOR.
- Community college collaborations with the Arizona university system are essential and must be continued and enhanced.
 - Community colleges have some established and formalized 2+2 arrangements that must be recognized and enhanced.
 - e.g., Arizona Western College and NAU Yuma collaboration; the development of 2+2 programs at UA South.



Development of financial aid must coincide with campus development and tuition increases at each university

- Students with limited family incomes need financial aid to support themselves while pursuing a college degree.
 - Students who work over 20 hours/week are more likely to delay the completion of their degrees.
 - Students on young campuses are from non-traditional backgrounds (older, full time working students) and in need of financial aid offsets to support themselves and their family while they complete the higher education pursuits.
 - Arizona has traditionally been a low-tuition and low-financial aid state. The recent increases in tuition have not been met by similar increases in state financial aid.
 - Arizona needs to be careful that middle-class is not hurt by too high a cost that is not covered by any financial aid offsets.

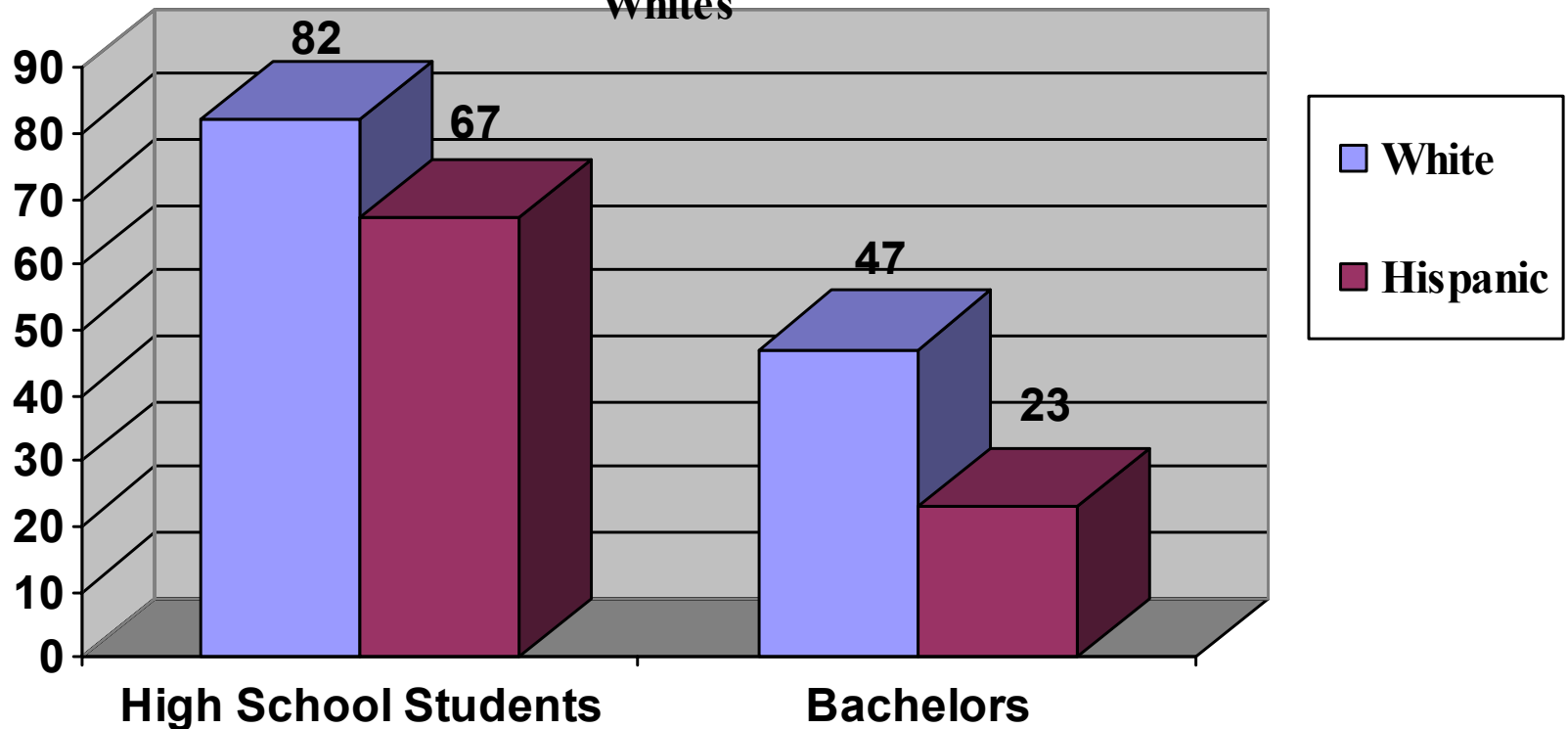


Access to High Quality Institutions is Critical for Hispanic Graduation Rates

- The following slides, number 36 through 41, show information from the Pew Hispanic Center Report on Selective Pathways and 2001 IPEDs on Hispanic and African American students at California and Arizona universities.

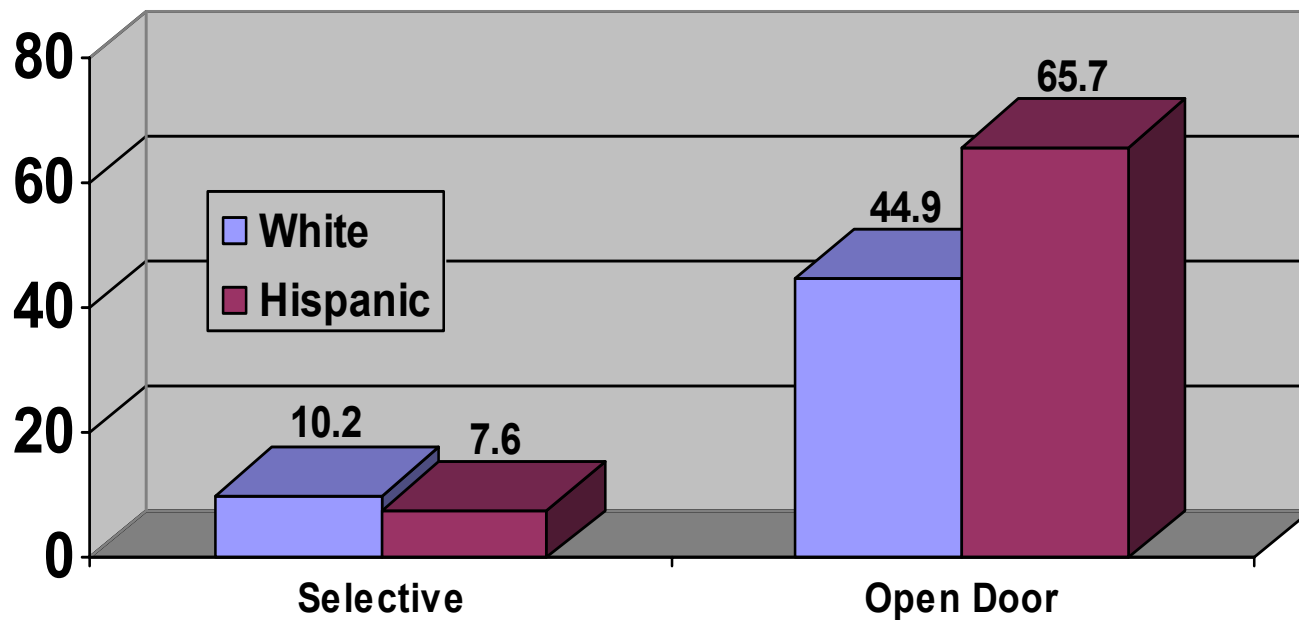
The Graduation Gap for Hispanics is Largest at the College Level

Figure 1. Bachelors Degree Completion Gap between Hispanics and Whites



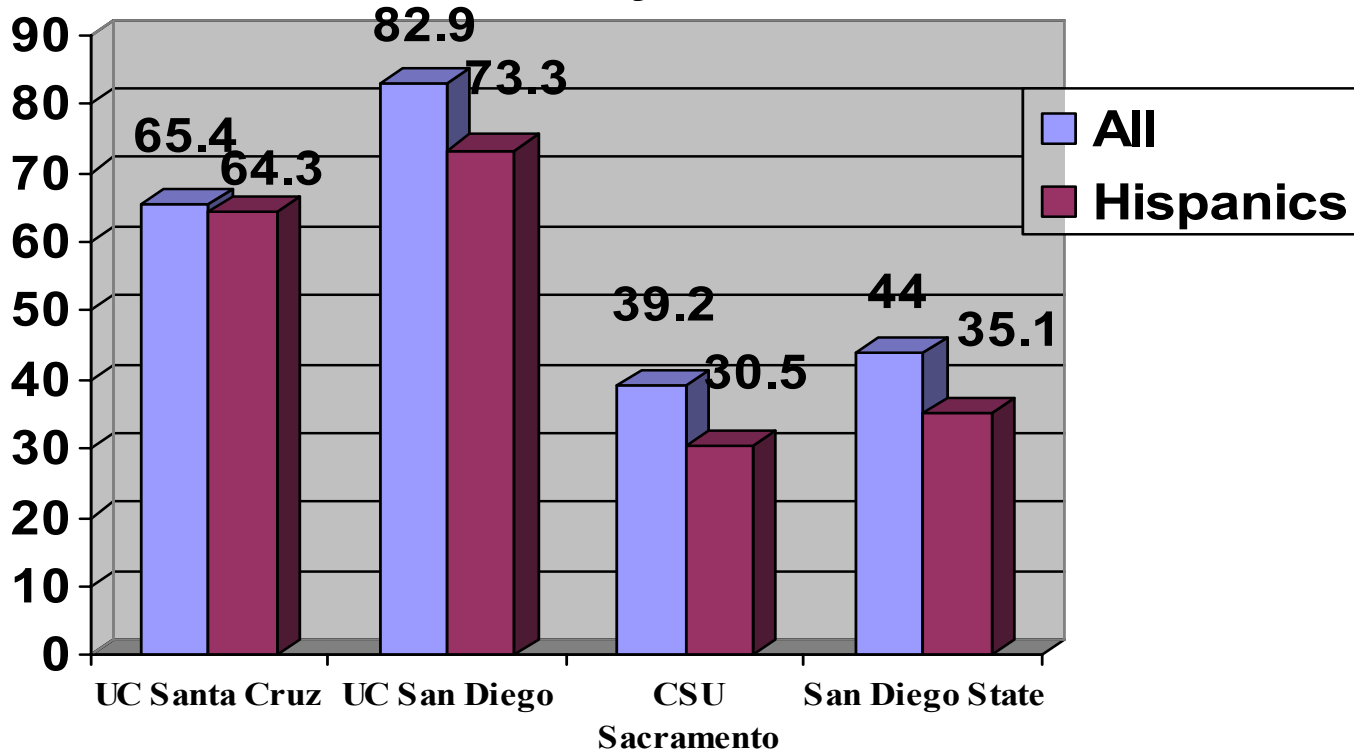
Hispanic students need access to select institutions

Figure 2. Hispanic Students in Second to Fourth Quintiles Tend to Attend Less Selective Institutions



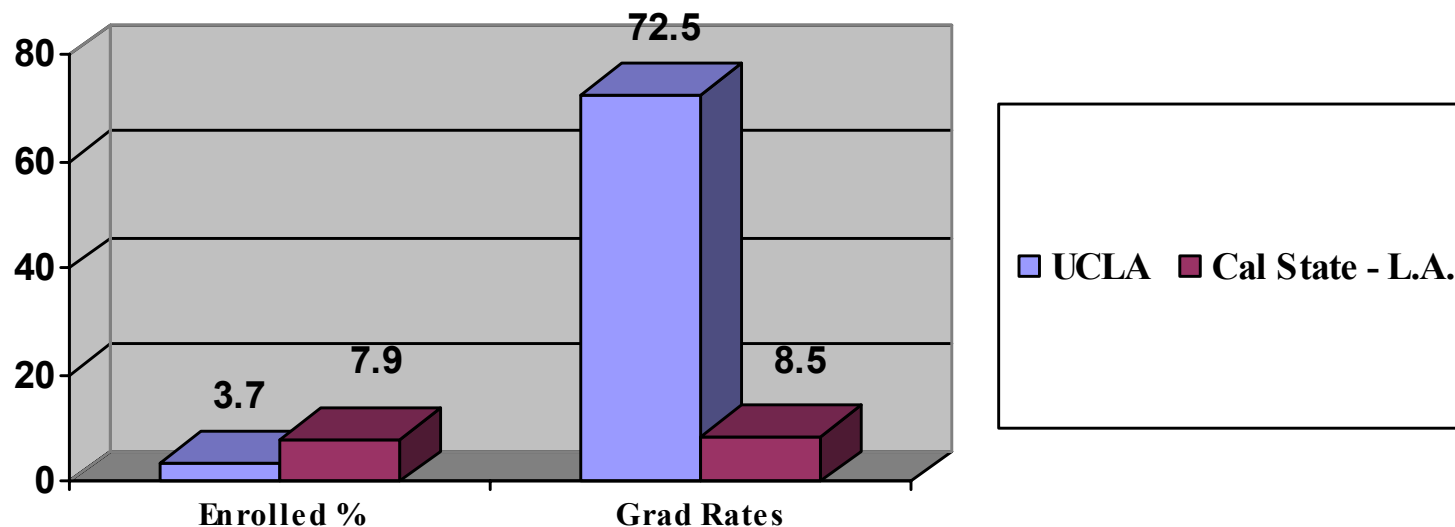
Hispanics are more likely to be admitted to the Cal State system-institutions with much lower graduation rates

Figure 3. Graduation Rates in the UC and Cal State Systems



Similar trends can be found among African Americans and other minorities

Figure 4. African-American Enrollment and Graduation Rates for the UC and Cal State Systems



Arizona already lacks masters and research-level Hispanic-Serving Institutions

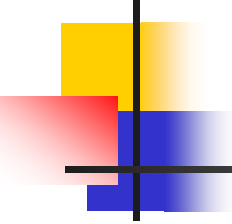
State	Total Hispanic-Serving Institutions (includes community colleges)	Total Masters and Research – Level Hispanic Serving Institutions
AZ	10	0
CAL	54	10
FL	14	5
NM	18	5
TX	35	13



Arizona must improve graduation rates for all students

State University 6 year graduation rates for selected populations (2001 IPEDS)

	All students	Hispanic	African American
ASU, Tempe campus	0.520	0.443	0.448
UA	0.547	0.479	0.413
NAU	0.528	0.481	0.421



Current educational delivery methods should be expanded to allow better access in rural areas, and development of degrees that are not sufficiently offered at the current universities.

- Improved and expanded 2+2 programs in Yuma, Sierra Vista, and possibly Pima County are needed given expected population growth and workforce demands in these communities.
- Expanding Arizona Regents University and NAU's Distance Education programs can help offer degree programs to meet the needs of rural communities.



Elaboration and Data Support for Our Key Points

Part VI: Faculty Concerns



Faculty shared governance is essential

- University faculty have a stake in the future of Arizona's university system.
- Faculty have a collective wisdom that must be considered as faculty understand and can advance the best interests of the students and the state.
- The mechanism for faculty input in university development is through shared governance.



Faculty, academic professionals and classified staff employment contracts, resources and benefits cannot be harmed

- Faculty who have tenure or are on tenure track must have their rights and interests protected if the redesign results in the creation of a “new” university.
- Academic professionals who are on continuing appointment or have progress towards continuing appointment must have their rights and interests protected if the redesign results in the creation of a “new” university.
- All state employees must have their contracts, resources and benefits continued and sustained if the redesign results in the creation of a “new” university.

Number of full time instructional faculty, 2001

IPEDS (Note: other methods exist to show campus faculty needs, e.g., ratio of tenure/tenure tract faculty per student)

State University # of Full Time Instructional Faculty (9/10 month contract)

	# Faculty
ASU, Tempe campus	1,467
ASU, West campus	173
ASU, East campus	69
UA	1,163
NAU	672
CA average research extensive	871
CA average research intensive	964
CA average Masters I	501
CA average Baccalaureate/ Liberal Arts	105
PA average research extensive	1,253
PA average research intensive	641
PA average Masters I	257
PA average Baccalaureate	87
PA average Baccalaureate/ Associate	54



Workload protection to enable scholarship on all campus locations

- University faculty must actively engage in scholarship activities.
 - Research by university faculty is broadly defined and is not merely denoted by high-cost labs.
 - Funded grant activities enables a university to support infrastructure costs associated with scholarship.
 - Scholarship enables university faculty to keep current in their fields and disciplines.
 - Enables undergraduate and graduate research activities that will support their education and make them marketable.
 - Enables communities to develop and grow through informed scholarship collaborations with the university.



Concluding Comments

Note: This is our initial assessment on the redesign, and we will submit additional comments as needed within the next month after the January 26th Working Group meeting.



The Faculty Stakeholder Group believes:

- That any redesign of the university system must ensure that every state university campus and every educational delivery method has the resources to offer high quality education.
- That realistic growth estimates can be accommodated by enabling program development at the various state-wide campuses, flexible policies, and new approaches to learning.



Attachments: Additional data, comments and reports

- ASU West Academic Senate data analysis on access, affordability and effectiveness using 2001 IPEDs data.
 - This data set is voluminous. If you would rather have it sent to you on a CD, email me at frances.bernat@asu.edu. You may wish to save it to your desktop for easier access.
- Faculty Stakeholder Group learner-centered education report (drafted by Drs. Byron Bissell, Roger Caldwell, and William Simmons).
- Faculty Stakeholder Group accessibility and learning in Arizona report (drafted by Dr. William Simmons).
- Faculty Stakeholder Group future of higher education in Arizona report (drafted by Dr. Roger Caldwell).