

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Annual Report on Faculty Activities
Date: July 8, 2002

Recommended Actions:

1. Receive the report.
 2. Request that the universities revise indicators on faculty productivity to include qualitative as well as quantitative data.
 3. Request that the universities report specific examples from each college of institutional changes made as a result of the use of the faculty portfolio system.
 4. Request the universities to increase analysis of peer institution data.
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Executive Summary:

Scope of the report The annual governance report on faculty activities is required by Section 6.17 of the Regent *Policy Manual* and contains information about the allocation of faculty effort, instructional productivity measures, and time spent by faculty on professional activities.

- **1.0 Faculty Effort and Activities** (average hours per week work load; percentages of effort on various activities by rank and college)
- **2.0 Faculty Instructional Workload** (Student Credit Hours [SCH])
- **3.0 Faculty Productivity** (number of degrees; majors; sponsored research; also student employment and passage rates on professional and licensing examinations)
- **4.0 Faculty Portfolios** (emphasis upon service/outreach activities)
- **5.0 Peer Institution Studies** (comparative SCH rates).

Conclusions The findings are similar to the past four years. They include: 1) the major faculty effort, for all ranks and faculty status, is teaching; 2) student credit hours (SCH) increased; 3) sponsored research funding increased. Two changes are noted: 1) the SCH taught by tenured and tenure track faculty increased; and 2) fewer degrees were awarded.

Recommendations The Board Office recommends that universities report in greater detail how their campuses benefit from peer comparisons. Also, the Board Office and university representatives should review indicators of faculty productivity to see if any modifications should be made.

Faculty Effort and Activities

How many hours per week do faculty work?

- The data for 2001-2002 show average faculty workweeks of 58.2 hours at SUI, 56.7 hours at ISU, and 54.1 hours at UNI.
- The SUI figure is the same as last year. The ISU figure decreased from 58.2 hours per week reported in 2000-2001. The UNI figure decreased from 55.2 hours per week.
- The averages are consistent with hourly averages reported for the past decade, as seen in Figure 1 on page 6.
- The combined figure (average of 3 institutional numbers – 56.3) exceeds the number of hours per week worked by faculty as reported in a national survey (55.8 hours).

How do faculty spend their time?

- The six activities surveyed include: teaching, sponsored non-sponsored research, other sponsored activities, administrative activities, and other university, public and professional service.
- Faculty spend the largest portion of their time teaching – tenured (50.1%), tenure track (50.8%), and non-tenured faculty (82.9%).
- Comparatively, faculty at UNI report the highest allocation of their effort to teaching activities. Faculty at SUI and ISU devote more effort (percentage-wise) to sponsored and non-sponsored research endeavors.

What method(s) are used to compile the data above?

- A variety of quantitative and qualitative measures are used for this report. See page 7 for specific details on the statistically representative faculty effort surveys.
- Additional data come from institutional research offices (example: student credit hours, number of degrees, and majors), and national surveys (done by the Joint Commission on Accountability Reporting, and especially the so-called “Delaware Study.”

Faculty Instructional Workload

How many Student Credit Hours (SCH) do faculty teach?

- Student credit hours (SCH) are the number of course credit hours multiplied by the number of students in courses.
- The combined total of SCH at the three Regent universities has increased each year of the past four years:
 - Fall 2001 – 839,276
 - Fall 2000 – 821,885
 - Fall 1999 – 806,500
 - Fall 1998 – 800,009
- The tenured and tenure track faculty at each university continue to teach over 60% of the student credit hours (SCH).
- In Fall 2001, the proportion of student credit hours generated by non-tenured faculty declined at all Regent universities.

What is the relationship of SCH to Instructional Full-Time Equivalent (IFTE) faculty ?

- The credit hours generated by each instructional full-time equivalent (IFTE) instructional position is another measure of instructional productivity.
- At each university, in Fall 2001, faculty workloads increased. (Comparative data for Fall 2000).
 - SUI – 217 (207)
 - ISU – 216 (208)
 - UNI – 280 (272).
- SCH per IFTE rates differ significantly by college.
- Non-tenured faculty who do not have research and service obligations generally carry heavier teaching workloads than their tenured and tenure track colleagues.

Is the ratio of full-time to part-time faculty changing?

This is the base-line year for compiling data on the ratio of full-time to part-time faculty. Incorporating data from the Faculty Tenure governance report (Fall 2001), this memorandum will eventually ascertain if Regent universities mirror a national trend, an increasing percentage of part-time faculty.

	SUI	ISU	UNI	National
Ttl. # Faculty	2,674*	1,757	852	--
Full-time	2,021 (75.6%)	1,494 (85.0%)	703 (82.5%)	79%
Part-time	653 (24.4%)	263 (15.0%)	149 (17.5%)	21%

*Total faculty includes tenured, tenure track, non tenured, adjuncts, and clinical faculty (at SUI). Excluded are 1,267 faculty at SUI in health disciplines who provide mentoring and preceptor services, and some others who provide teaching services.

Sources: Faculty Tenure Report January 2002; Michael Middaugh, *Understanding Faculty Productivity. Standards and Benchmarks for Colleges and Universities* (San Francisco: Jossey-Bass, 2001).

Faculty Productivity

Some Board performance indicators not previously affiliated with this report are added this year. In addition to the above, the Board Office regularly collects data on other measures related to faculty productivity and effectiveness. Some of these measures are listed below. The Board Office recommends all indicators be reviewed prior to next year by staff.

How many degrees were awarded in 2000-2001 by the three universities? (Comparable numbers from 1999-2000)

- Bachelors degrees: 9,995 (10,315)
- First professional degrees 694 (659)
- Master's degrees 2,414 (2,480)
- Doctoral degrees 543 (562)
- Total number of degrees -- 13,646 (14,016)

How many students have one or more declared majors? (Some students have more than one major; graduate majors are also included.)

- SUI -- 28,768 ISU -- 26,845 UNI -- 15,195

What percentage of graduates are employed [within one year]?

- SUI – 83.8% ISU – 79.8% UNI – 73.8%

What percentage of graduates continues post-bachelor degree studies?

- SUI -- 10.0% ISU – 16.4% UNI – 12.9%

What are the passage rates of graduates on licensing and professional examinations? (Last year data are available -- 2000-2001)

- SUI Law (82%) Medicine (94%)
 Dentistry (100%) Pharmacy (100%)
- ISU Vet. Medicine (99%)

How much sponsored funding did faculty generate in FY 2000-01?

- SUI \$277.6 million.
- ISU \$217.7 million.
- UNI \$ 19.4 million.
- Total: \$514.7 million

How are faculty contributing to research in their disciplines and fields?

- See individual institutional indicators, pages 41-42, describing such measures as number of scholarly articles, awards, and acceptance into national and international professional societies.

Faculty Portfolios

Each university has a faculty portfolio system in place; how departments and colleges use such a system varies widely. Post-tenure reviews are linked to the portfolios for tenured faculty.

Peer Institutions

In 1997, the Board requested the use of comparative collegiate and/or departmental faculty workload information, where available, from each university's established group of peer institutions.

- Based on such national studies Regent university faculty are at or exceed the norms for hours spent on instruction.
- Generally speaking, Regent university faculty members spend a greater percentage of time on research compared with peer institutions (departmental level comparisons).

Regent Exhibit Book

The data and interpretations of institutional faculty activities and comparative peer data are contained in the Regent Exhibit Book.

Strategic Plan:

This memorandum is directly related to accountability expectations of the Board's Strategic Plan (Key Result Area 4.0.0.0), which calls for effective stewardship of the institutions' resources.

It also relates to the Key Result Area of quality; primarily Objective 1.1.0.0, improving the quality of existing and new educational programs, and specifically Action Steps:

- 1.1.2.3 Recruit an outstanding, strong faculty to foster intellectual vitality for graduate programs;
- 1.1.3.1 Implement and maintain faculty portfolios at Regent universities;
- 1.1.4.2 Each university increase sponsored research consistent with its mission.

The information compiled for this report is also closely tied to the strategic plans of the universities, reflecting their benchmarks and indicators.

Background:

Locations of tables Figures in the text are based on data found in tables on pages 25-39.

	<u>Page</u>
• Table 1.1 Faculty Effort (by Status)	25
• Table 1.2 Faculty Effort (1984-2001)	25
• Table 1.3 Faculty Effort (% of Time) Allocations	25
• Table 1.4 Faculty Activities Allocations	26
• Table 1.5 Effort Devoted to Teaching, by College	27
• Table 2.1 Percent Of Total Student Credit Hours Generated	28
• Table 2.2 Percent of Total SCH Generated by All Faculty, GTAs, and Others	28
• Table 2.3 Proportion of SCH Generated by All Faculty & GTAs by College	29
• Table 2.4 Percent of SCH Generated by Faculty and GTAs by College	30-31
• Table 2.5 Student Credit Hours Generated per Instructional Full-time Equivalent (IFTE)	32
• Table 2.6 Range of SCH/IFTE by College (Averages)	33
• Table 2.7 SCT/IFTE (Exceeding 50% of College Faculty)	33
• Table 3.1 Degrees Granted at Regent Universities by College	34
• Table 3.2 Total Degrees Granted at Regent Universities by College (1995-96 through 2000-2001)	35
• Table 5.0 SUI, ISU, and UNI Peer Comparisons	36-39

(Definitions regarding specific faculty activities are found on page 8.)

Analysis:

1.0 Faculty Effort and Activities

Definition *Faculty effort is the amount of time associated with various faculty activities, i.e., actual hours worked per week; faculty activities examine the percentage of time associated with teaching, administrative duties, non-sponsored research, other sponsored activities, and university, public, and professional service.*

Hours worked per week? Faculty at the three Regent universities reported the following work weeks in the fall of 2001:

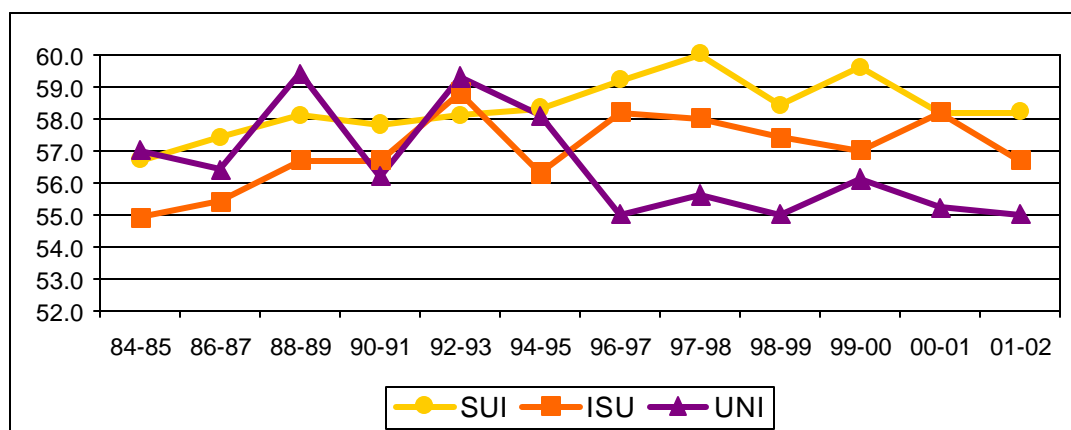
- SUI -- 58.2 hours per week
- ISU -- 56.7 hours per week
- UNI -- 54.1 hours per week

- See Table 1.1, page 25, for the average number of hours worked per week by tenure status (tenured, tenure track, and non-tenured).

Comparison over time? • In the 12 times that such data have been compiled since 1984-85, the range of hours has been within two hours. The ranges for each institution have been: SUI – 56.7 to 60.0; ISU – 54.9 to 58.8; and UNI – 55.0 to 59.4. Data from Figure 1 are consistent with national surveys, cited at the bottom of the page.

Regent data

**Figure 1
Faculty Effort
Average Number of Hours Worked per Week by
Regent University Tenured and Tenure Track Faculty, Fall 1984- Fall 2001**



Sources: Michael F. Middaugh, *Understanding Faculty Productivity*, pp. 12-13, citing data from National Center for Education Statistics, Instructional Faculty and Staff in Higher Education: Fall 1987 and Fall 1992; National Center for Education Statistics, National Study of Postsecondary Faculty, 1997. Katrina Meyer's *Faculty Workload Studies* (1998) or the National Center for Educational Statistics report, *The National Study of Postsecondary Faculty* (1997).

National comparison

- The comparable national average in major studies in 1987 and 1992 is 56.4 hours for full-time professors at research universities and 52.4 hours at public comprehensive universities.
- The mean number of hours worked by full-time faculty and staff in four-year institutions by program area are consistent (54.2 in all program areas).

Sampling size and procedure

While the sampling procedures are slightly different at each university, the following procedures are typical. During each of approximately 10 weeks during the fall semester (UNI surveys during six weeks in fall, four in spring semester), a random sample of faculty is sent the survey. At SUI, faculty report prospectively, that is, for the current week. At ISU and UNI, faculty members are asked to report on the prior week's activities. The advantages of these procedures are:

- 1) different weeks of the semester are reflected in the data;
- 2) faculty report on a recent and specific block of time rather than a projected period of time;
- 3) high degree of statistical significance. (SUI and UNI surveys are sent anonymously. At ISU, the department head or chair is only informed that a faculty member has not returned the survey.) In no case, does a supervisor review the data provided.

The response rates for the random stratified survey of 2001-2002 are:

	No. Faculty Surveyed	No. of Responses	% of Faculty Responding
SUI	434	331	78.0%
ISU	506	446	89.9%
UNI	254	191	75.2%

Time Allocations for Faculty Activities

Allocation of effort spent on teaching, research, and service (by percentages of time) varies by professorial rank and institution. For example:

- Senior faculty members tend to spend more time on administrative responsibilities than those of other ranks.
- Reflecting its land grant mission, tenured and tenure track faculty at ISU devote significant effort to public service and research, while UNI faculty direct correspondingly more of their professional efforts toward teaching.

Figure 2 reflects percentages of time allotted to various categories of activities. The percentages are based on Tables 1.3 and 1.4, pages 25-26.

Figure 2
Faculty Time Allocations, 2001-2002
Faculty Effort in Percentages of Time

Definitions

The categories used in the tables and figure below are those required for reports to federal agencies:

Teaching: includes departmental instruction, as well as teaching paid for by State and federal funds, and through certain cost-sharing grants.

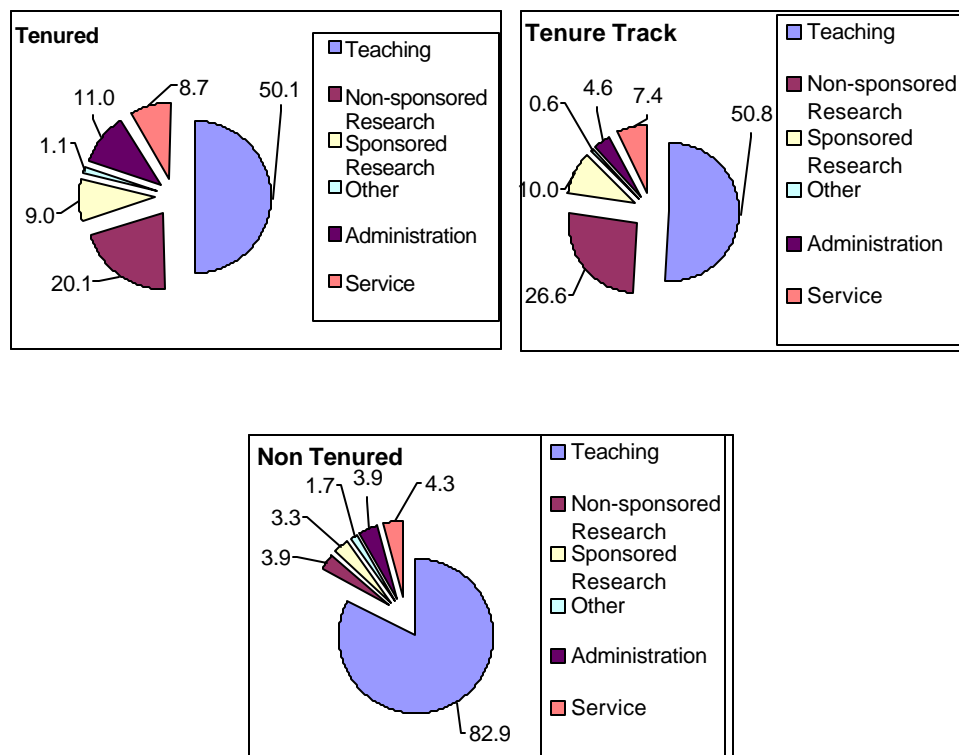
Non-sponsored research: includes departmental research, research projects undertaken for personal reasons, and in the case of ISU, Experiment Station funded research.

Sponsored research: includes research and scholarship efforts funded through State, federal, and private sources (such as foundations), which may also include mandatory cost-sharing.

Other sponsored activities: includes outreach and service activities that have federal or state funding.

Administrative Activities: includes non-sponsored administrative activities.

Other University Public and Professional Service: includes departmental outreach, extension-funded, and various non-sponsored service, both on campus and for professional organizations.



Note: The percentages are derived from combining the numbers from each university. It is recommended that next year weighted averages be used.

Analysis of time allocations by faculty rank

Over the past four years, percentages of activities have remained relatively constant for the three ranks at each university. However, there are some differences between universities that reflect their distinct missions.

University of Iowa

- Teaching is the major activity of professors, although the total percentage of time spent on teaching has been dropping.
51.2% (1997-98)
48.7% (1998-99)
48.6% (1999-00)
47.8% (2000-01).
- The percentage of time professors devoted to administrative duties increased to 15.6%. For associate and assistant professors, the percentage dropped.
- By rank, percentages of time spent on research are: professor (34.7%), associate professor (37.4%) and assistant professor (46.1%).

Iowa State University

- When all faculty ranks are averaged, close to 50% (48.5%) of effort is spent on teaching and another 32.4% on research.
- In keeping with its land grant mission, 12.7% of faculty effort was devoted to university public and professional service.
- Faculty served 150,509 clients in one-to-one interactions, up from 140,102 the previous year. Group events totaled 9,537, a decline from 11,179 group events in 1999-2000.
- Within the tenure-track faculty, assistant professors devote the most effort of all ranks to research, 40.1%, based on their desire to establish a research program early in their careers.
- Professors, on the other hand, report more effort in administrative activities, 9.8%, than the other two ranks combined.

University of Northern Iowa

- Teaching is the predominant faculty activity across rank, with each rank averaging over 50% of effort spent on teaching (57.5% for professors, 59.5% for associate professors, and 64.4% for assistant professors).
- The average teaching load at UNI is 12.8 credit hours.
- Non-tenured, non-probationary faculty, devote nearly all of their time to teaching duties – 91.8%.

2.0 Faculty Instructional Workload

Definition

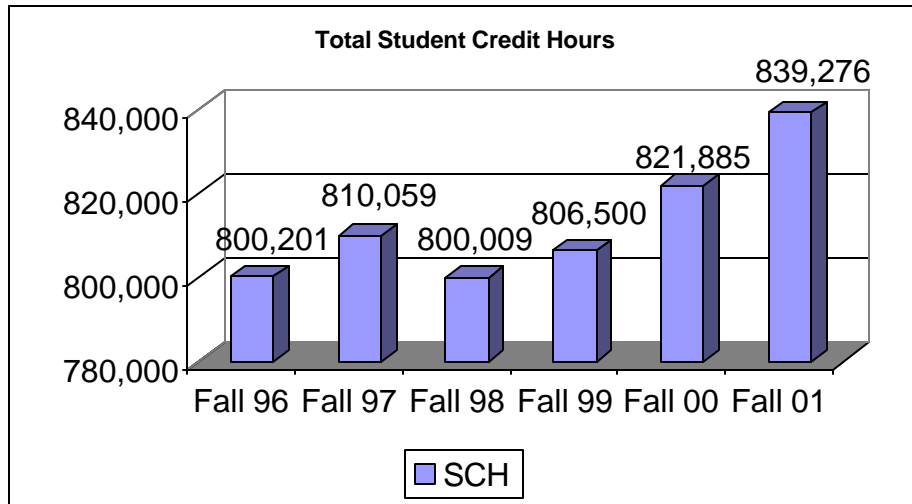
Instructional workload can be understood through the analysis of two sets of data: the number of student credit hours (SCH) taught, and Instructional Full-time Equivalent (IFTE).

Overview of Student Credit Hours Data

The faculty at the Regent universities generated 839,276 SCH in Fall 2001, an increase of 17,391, or slightly over 2.1% from Fall 2000 (821,885 SCH). As Figure 3 indicates, the combined SCH has increased markedly since Fall 1996. It is attributed to higher undergraduate enrollments.

Trend in Total SCH

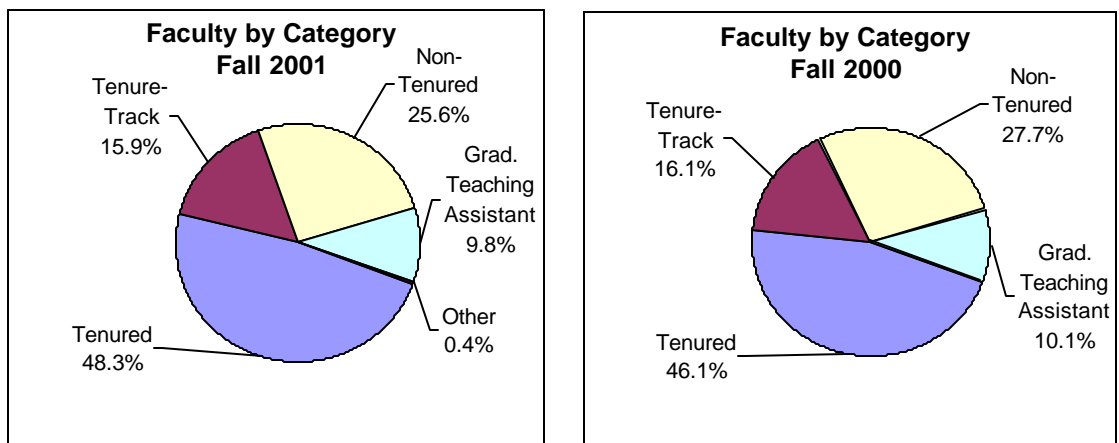
Figure 3
Regent University Total Student Credit Hours
Fall 1996 through Fall 2001



Additional SCH Data

Regent universities provide SCH data by faculty status -- tenured, tenure track, non-tenure track, and graduate teaching assistants. Figure 4 indicates that in Fall 2001, like Fall 2000, tenured and tenure track faculty provided the highest percentages of the total SCH at Regent universities.

Figure 4
Percentage of SCH Taught by Faculty Category – Fall 2000 and 2001



SCH data over time, by college

When analyzed over the past seven years, by college, the data from Fall 2001 reflect consistent patterns from previous years. See Table 2.2 (page 28) and Table 2.3 (page 29). Figure 5, on page 11, clusters similar colleges or programs from the three universities.

Figure 5
Percentage Effort Devoted to Teaching
Activities by Tenured and Tenure Track Faculty
By Colleges or Related Fields -- 2001-2002

Business

	SUI	ISU	UNI
Tenured	46.7%	42.0%	51.8%
Tenure-Track	44.8%	40.8%	56.0%

Education

	SUI	ISU	UNI
Tenured	65.8%	48.9%	54.3%
Tenure-Track	58.4%	43.1%	51.7%

Engineering

	SUI	ISU	UNI
Tenured	44.7%	47.0%	NA
Tenure-Track	52.6%	42.0%	NA

Health

	SUI (Dent.)	SUI (Med.)	SUI (Nurs.)	SUI (Phm.)	ISU (VM.)
Tenured	61.8%	49.3%	44.6%	44.4%	36.2%
Tenure-Track	53.5%	41.2%	66.3%	52.6%	24.1%

Liberal Arts

	SUI	ISU	UNI (HFA)	UNI (NS)	UNI (SBS)
Tenured	46.7%	49.8%	56.9%	60.8%	54.8%
Tenure-Track	45.5%	50.6%	52.8%	62.4%	59.4%

Other

	SUI (Law)	ISU (Agriculture)	ISU (FCS.)
Tenured	52.1%	28.3%	47.3%
Tenure-Track	58.5%	29.4%	50.6%

Additional
Performance
Indicators
Related to
Instruction

The commitment of the Board and the universities to undergraduate education is revealed in several performance indicators. The performance indicators listed on pages 40-41 relate to teaching and research. They include:

- Performance Indicator #1 Percentage of tenured and tenure track faculty teaching undergraduates. See page 13.
- Performance Indicator #2 Percentage of senior faculty at the University of Iowa who teach undergraduates.
- Performance Indicator #3a, Percentage of introductory courses taught by senior faculty at Iowa State University.
- Performance Indicator #3b University of Northern Iowa's lower division courses (typically first and second year) that are taught by tenured and tenure-track faculty.
- Performance Indicator #4 Percentage of senior faculty teaching at least one undergraduate course annually at ISU.

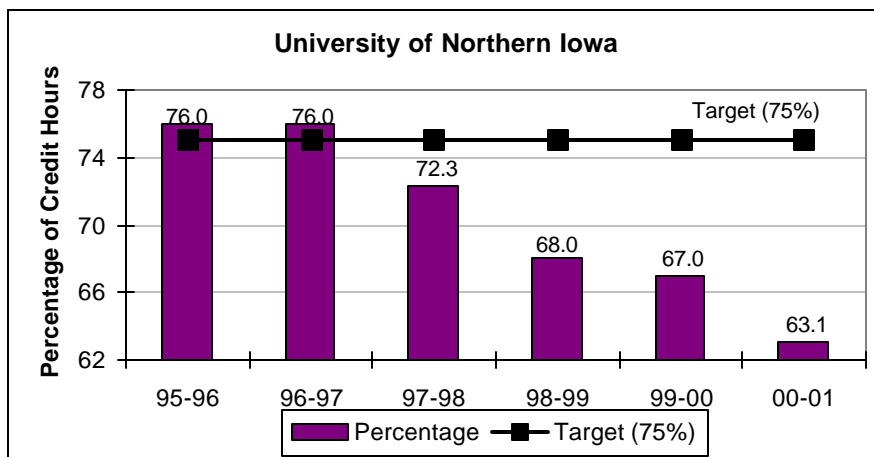
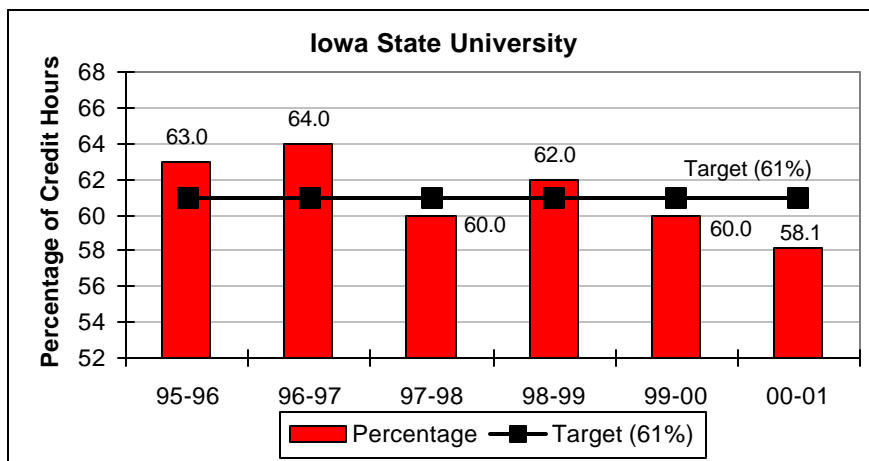
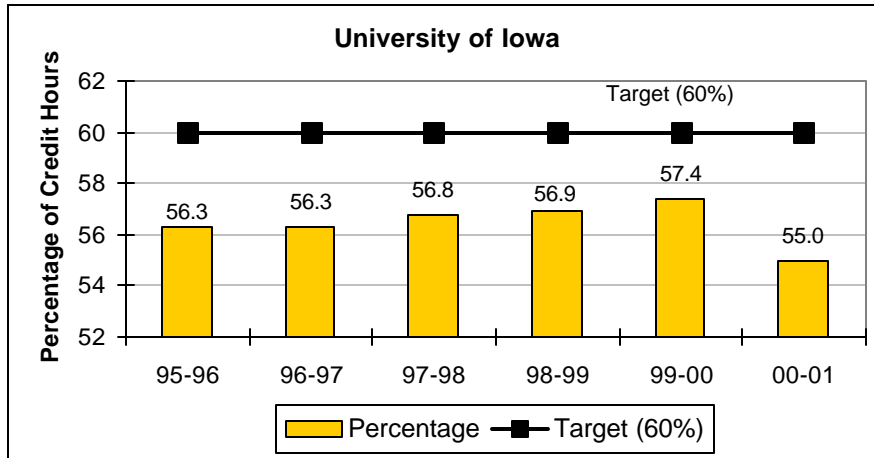
Pages 40-41 also contain a list of institutional indicators relating to faculty activities that are part of the new strategic plans of the University of Iowa, Iowa State University, and the University of Northern Iowa.

Some data in this memorandum are based on fall semester data while other data, i.e., in the performance indicators, reflect an entire academic year. Typically, academic year data are not available until the summer.

Summary of
SCH findings

- Since Fall 1995 (Figure 3, page 10, shows only five years, since Fall 1996) the number of total student credit hours has increased 52,242, slightly over 6.7%.
 - The percentage of SCH generated by tenured and tenure-track faculty increased in 2001-2002 while credit hours generated by non-tenure track faculty and graduate teaching assistants decreased.
 - The non-tenure track faculty category at SU1 includes a number of visiting and clinical track faculty that could be included in the tenured or tenure-track categories, in terms of their instructional qualifications.
 - The tenured and tenure-track faculty in Regent colleges in business, engineering, and the health professions teach higher proportions of SCHs than in other colleges.
 - The proportion of total student credit hours generated by tenured and tenure-track faculty varies significantly by college at the two research universities. Most vocational and professional colleges (agriculture, engineering, dentistry, law, medicine, nursing, and public health) tend to have a higher output of credit hours taught by tenured and probationary faculty than do colleges of liberal arts or education. Graduate teaching assistants in liberal arts and education have a larger output because teaching is an important part of the educational training of graduate students in these colleges.
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Figure 6
Percentage of Undergraduate Student Credit Hours
Taught by Tenured/Tenure Track Faculty
Regent Universities – Performance Indicator #1



SCH data related to IFTE

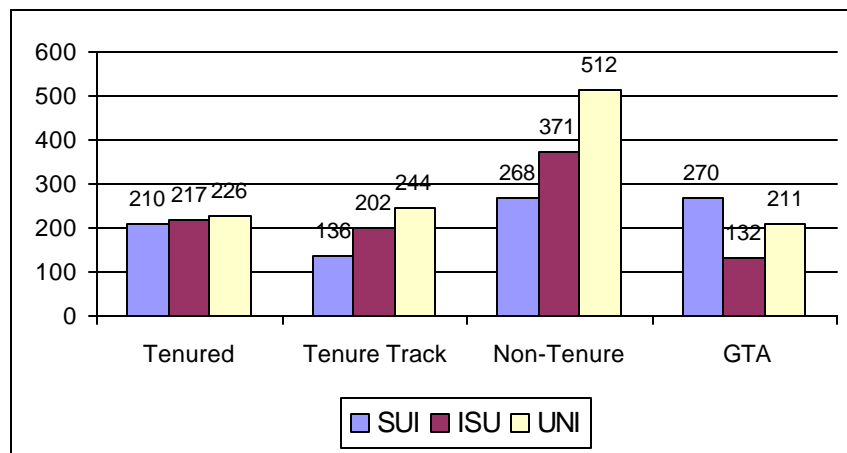
Table 2.5 (page 32) provides SCH/IFTE measures for Fall 2001 according to tenure status by college at each university. The averages for all colleges at each university are (Fall 2000 data in parentheses):

- University of Northern Iowa – 280 (272)
- University of Iowa – 217 (207)
- Iowa State University – 216 (208).

SCH/IFTE by Status

Not surprisingly, as shown on Table 2.5 (page 32), non-tenure track faculty who do not carry significant research or service obligations typically have a higher SCH/IFTE workload ratio than do tenured and tenure-track faculty. Figure 7 indicates by status the SCH/IFTE range.

Figure 7
SCH/IFTE Ratios by Faculty Status (College Averages)



Ranges of SCH/IFTE by Colleges

When viewed collectively, medical and health programs tend to have the lowest SCH/IFTE ratios. SCH ratios are less applicable for the health science colleges, where emphasis is placed on student contact hours rather than credit hour assignments for faculty. As Table 2.6 (page 33) indicates, education and engineering ratios range from 142 to 214). Liberal arts and science college ratios are in the low to mid-200s, although the College of Social and Behavioral Sciences at UNI rises to 351. At all three universities, business colleges have the highest ratios (from 388 at UNI to 417 at SUI).

Variations from Average

The purpose of Table 2.7 (page 33) is to determine which colleges have significant variations from the faculty average for the college. Such variations can alert the universities and the Board to over use or under-utilization of different levels of faculty and graduate teaching assistants. The significant variations are listed below. Most occur in the non-tenured (NT) category, i.e., 50% or more above the college average. Other variations are in the tenure track (TT) or graduate teaching assistant (GTA) categories:

- SUI – Business NT
- SUI – Education NT
- SUI – Engineering NT

- SUI -- Graduate College NT (below)
- SUI – Medicine TT (below)
- SUI – Pharmacy NT
- SUI – Public Health NT
- ISU – Agriculture NT (below), GTA (below)
- ISU – Business NT
- ISU – Engineering NT
- ISU – Liberal Arts/Sc. NT
- ISU – Vet. Medicine NT (below), GTA (below)
- UNI – Humanities/FA NT
- UNI – Natural Sciences NT
- UNI – Social/Beh. Sc. NT

Summary
Analysis of
SCH/IFTE
(general)

The following statements apply to the three universities:

- Liberal Arts colleges generate well over half of all student credit hours at their respective universities.
- Liberal Arts colleges have the highest proportion of credit hours generated by graduate teaching assistants.
- The Colleges of Business tend to have faculty who tend to teach large sections, and therefore have the highest SCH/IFTE ratios of any colleges on the respective campuses.
- The general conclusion is that male and female professors, by rank, have similar ratios for SCH /IFTEs and Faculty Credit Hour (FCH) data.

(University of
Iowa)

The number of credit hours taught per IFTE was 217 in Fall 2001. This compares with 204 credit hours per IFTE in Fall 1999 and 207 credit hours per IFTE in Fall 2000.

(Iowa State
University)

Given the factors of increasing enrollments and decreasing numbers of instructional faculty between Fall 2000 and Fall 2001, the following trends are understandable:

- The total number of IFTE declined by 1.6% to 1,540.9 in Fall 2001
- An increase of 1.9% in SCHs taught by IFTEs (to 332,101) in Fall 2001 due to increased enrollment
- An increase in SCH/IFTE from 208 (Fall 2000) to 216 (Fall 2001).
- A 6.4% decrease in the faculty credit hours (FCHs) as a result of the decrease in IFTE. The decrease in FCHs and correspondence increase in SCHs was the result of larger class sizes taught by a reduced number of IFTEs.

(University of
Northern Iowa)

For UNI, for Fall 2001:

- The total number of FCH was 8,059.
- A full time equivalent faculty of 631.2.
- An average teaching load of 12.8 credit hours
- Tenured and tenure track faculty had an average teaching load of 11.8 credit hours, reflecting other responsibilities including supervision of students engaged in independent study, cooperative education, and student teaching.
- Average number of SCH generated by IFTE was 280.

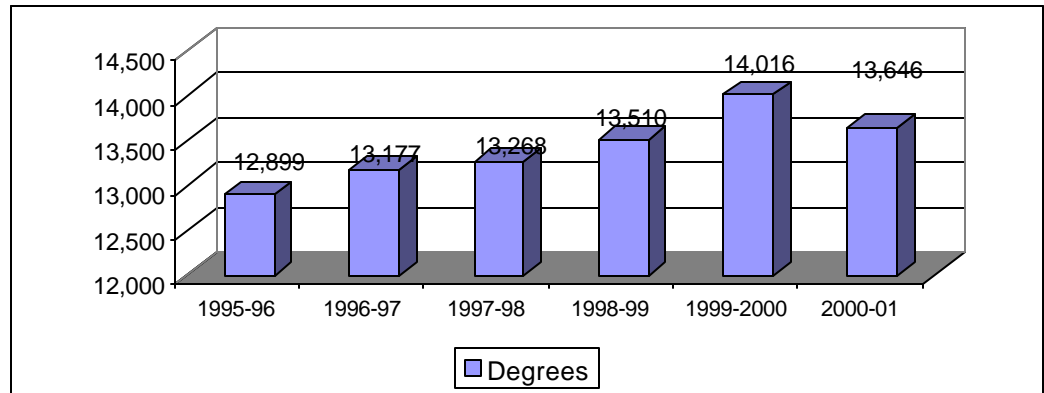
3.0 Faculty Productivity

Description *Faculty productivity describes the process of transforming the inputs from other reports [i.e., number and quality of new students, faculty effort, library holdings] into outputs [e.g., degrees awarded, student majors in courses, scholarly and artistic activities, research findings, and clinical service].*

Degrees Granted In 2000-2001, the Regent universities awarded 13,646 degrees – 370 or 2.6% fewer than the prior year, but the second highest amount in the last six years. See Figure 8.

Degree totals

Figure 8
Total Degrees Awarded
Regent Universities 1995-96 through 2000-2001



Trends in Degrees Awarded

Table 3.2 (page 35) shows comparative data for 1995-96 through 2000-01.

- At the University of Iowa, the 5,861 degrees awarded in 2000-2001 was the second highest amount in the last six years.
- At Iowa State University, the degrees granted decreased slightly by 0.3%, from 5,136 to 5,120.
- For the University of Northern Iowa, the 2,665 degrees awarded was the third largest number granted in a single year in the history of the University. Only one college, Natural Sciences, had more degrees awarded than last year.

Trends at Regent universities (on degrees)

The following trends continue at the Regent Universities:

- Approximately 74% of the degrees granted are bachelor degrees.
- Liberal arts colleges at SUI and ISU award the highest number of degrees; at UNI the College of Education award the highest number of degrees.
- Business colleges awarded the second largest number of degrees at SUI and UNI. At ISU, the College of Engineering awards the second highest number of degrees.

Majors

Within each university's report is a further delineation of students by majors. The numbers below include both declared majors by both undergraduate and graduate students .

	Fall 1998	Fall1999	Fall 2000	Fall 2001
SUI	28,705	28,846	28,311	28,768
ISU	25,585	26,110	26,845	27,823
UNI	14,292	14,572	14,824	15,195

At SUI and ISU, the Colleges of Liberal Arts and Sciences have the largest number of majors (approximately 54%). At UNI, the College of Education has the largest number of majors (approximately 26%).

Sponsored Research

A faculty active in research and scholarship is essential to further the mission of the institutions, demonstrate quality, and promote economic activity in the state. The strategic plans of the universities, linked to the Board of Regents' strategic plan, include benchmarks, indicators, and in some cases, targets, which have been developed based on data presented in this report.

- Table 4.1 of the SUI report highlights research awards by sources and colleges. The total of \$277.6 million represents an increase of 10.5% over the previous year.
- Table 4B of the ISU report offers similar data; for Fiscal Year 2001, ISU's total reached nearly \$218 million, representing an increase of 3.1% from Fiscal Year 2000.
- UNI's sponsored funding award for Fiscal Year 2001 was \$19.4 million, a 7.1% increase over the previous year.

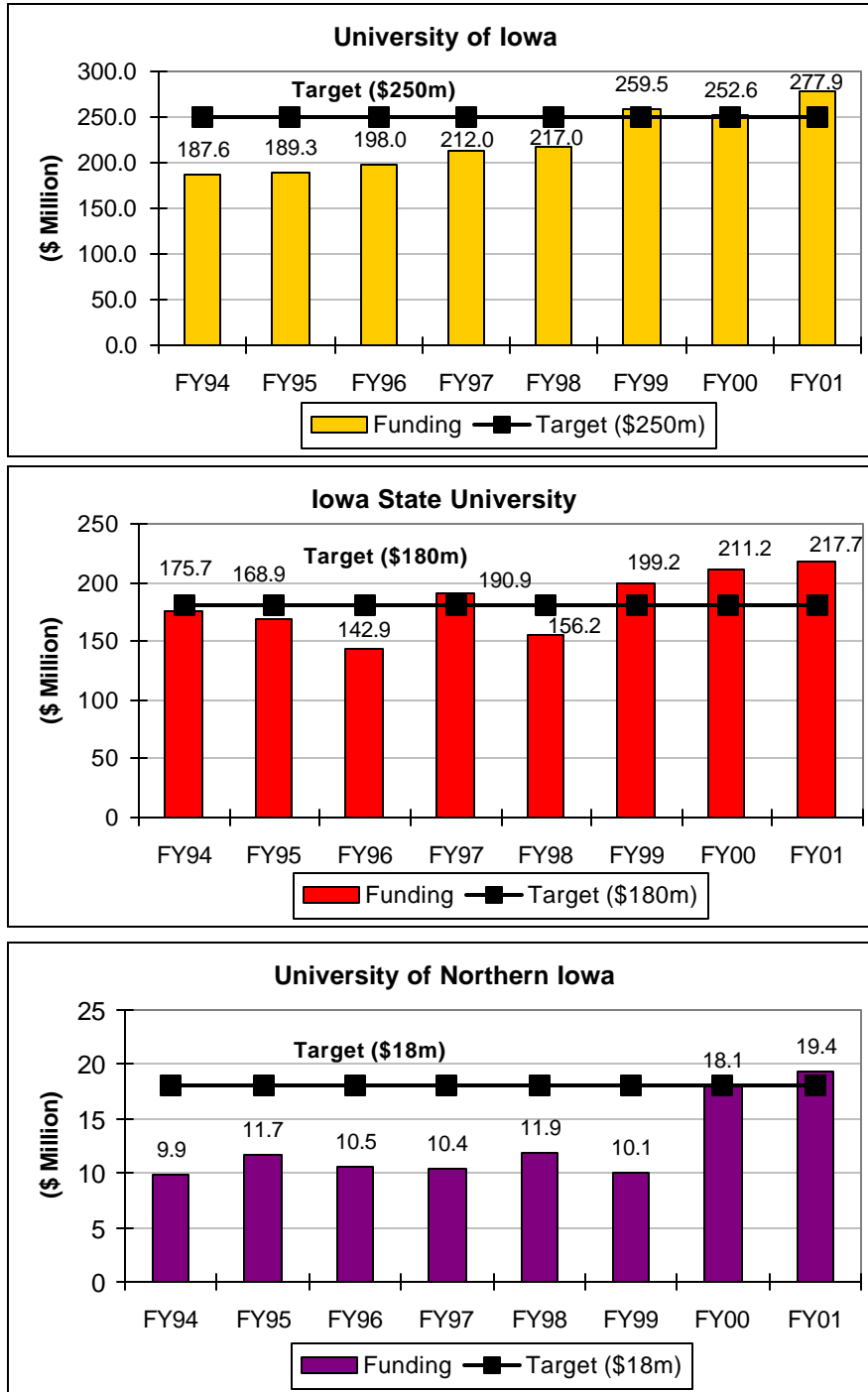
See Performance Indicator #18 (page 18) for trends in sponsored research activities. Each university has developed additional performance Indicators in their strategic plans that relate to research activities of the faculty. Only the Board of Regents' indicator on sponsored research is included in this report. Others are cited in the Technology Transfer report presented to the Board in November of each year.

Recommendation

Based on the research previously cited, the Board Office recommends that the work group of Board Office staff and university representatives review the following indicators as measures of faculty productivity that could be included in future reports:

- Student employment rates within one year of graduation
- Percentage of students continuing in advanced studies
- Employer feedback on preparation of graduates for careers [to be developed]
- Student satisfaction of the preparation for career [to be developed].

Figure 9
Sponsored Funding Per Year in Dollars
Performance Indicator #18



4.0 Faculty Portfolios

Background	<p>In February 1997, the Board instructed the universities “to develop a common portfolio database information system” both for the institutional management of faculty workloads and for the Board’s oversight of workload issues. Over time, representatives from the universities have developed a set of mutual indicators that are the basis of faculty portfolios rather than what was originally envisioned.</p>
Common indicators in teaching and research/scholarship	<p>The May 1998 report on Faculty Activities indicated that a common set of indicators had been developed in the areas of teaching, research/scholarship and creative endeavors. Some of these are now among the Board's performance indicators (examples: undergraduate student credit hours generated by faculty, and sponsored funding).</p>
Different indicators in Outreach/Service	<p>The distinctive missions of the three universities contribute to the difficulty in using common criteria for outreach and service. Since outreach and service activities are vital to citizens of the state and nation, some examples will be provided below.</p>
Portfolio Policies and Practices	<p>The universities have similar, but distinct, policies and practices regarding faculty portfolios. Considering the size of various colleges, departments, and units on each campus, it must be acknowledged, as MGT of America has recently observed, that there will be a wide range of effectiveness in using the portfolio concept.</p> <ul style="list-style-type: none">• At the University of Iowa, every department and college is required to establish unit norms. The Office of the Provost implements the Post-Tenure Effort Allocation Policy (PTEAP), which requires that all <u>tenured</u> faculty members establish whether their allocation of effort for the coming year would fall within unit norms. In 2001-02, 366 tenured faculty members had individualized portfolios. Within that group, 20% had greater-than-norm instructional requirements, 30% had greater-than-norm research requirements, and 20% had greater-than-norm clinical service responsibilities.• At Iowa State University, two complementary processes are used. <u>First</u>, each tenure track and tenured faculty member is required to develop a Position Responsibility Statement (PRS). The PRS defines work expectations, forms the basis for the annual reviews, and serves as a guide for other reviews – tenure, promotion, and most recently, post-tenure review. <u>Second</u>, unit leaders prepare quantifiable information related to the PRS and departmental goals; a Faculty Activity System (FAS). The latter information is contained, in summary, in the tables of this report related to faculty activity. The FAS reflects faculty as well as departmental output and provides department executive officers with information useful in determining whether departmental goals were met.• At the University of Northern Iowa, a "teacher/scholar" model is the basis for evaluation. Each department evaluates faculty in three areas: teaching, scholarship and creative activity, and service.

- Annually, the faculty member and department head consult on the portfolio assignment. The process includes written feedback consistent with the assignment and established criteria for evaluation.
- The stated course workload for tenured and tenure track faculty is nine credit hours per semester. Non-tenure track faculty are assigned almost exclusively to teaching duties and 12 credit hours is a standard full-time load.
- The report reflects the University's continued utilization of the faculty portfolio model both as a management policy and as a performance evaluation tool.

(SUI service indicators and practices)

The University of Iowa's faculty are involved in numerous service and outreach activities. Examples include:

- University's Communication and Outreach Office has developed a web database that lists the services and activities faculty and staff provide.
- Virtually all school districts in Iowa participate in the ITBS Testing Program (i.e., how to use test results of the Iowa Test of Basic Skills for instructional purposes.)
- RN-BSN Progression Program.
- Iowa Specialized Child Health Services (13 regional centers in cooperation with Area Education Agencies).
- AgriSafe Network (19 clinics providing health and safety services to migrant and seasonal farm families).

(ISU service indicators and practices)

Because of its land-grant mission, ISU faculty are heavily involved in extension and service. ISU's report (Table 4C) contains information on clients served in-state and out-of-state, through both one-to-one interactions and group events. Specifically, ISU reports:

- Colleges of Agriculture, Veterinary Medicine and Family & Consumer Sciences report the most activity (86% of the clients in 150,509 on-to-one interactions).
- ISU faculty served 9,537 group events.

(UNI service indicators and practices)

UNI reports that their faculty:

- serve as officers for professional organizations.
- provide leadership for state and local school and community improvement initiatives.
- volunteer with international organizations.
- partner with students in community service activities.

Recommendation

The Board Office recommends that staff meet with institutional representatives to review the effectiveness of faculty portfolio system and ways to improve reporting of representative activities, especially in the outreach and service area.

5.0 Peer Institution Studies

Background and
Limitations of
Comparative Data

In 1997 the Board asked the universities to compile and report annually on collegiate and departmental faculty workloads and teaching responsibilities at peer institutions. Historically, this report has included these data.

In theory, peer institution data should provide meaningful comparative statistics. In practice, use of such data is often limited.

- Peer institutions of similar student enrollments may be organized along different collegiate or departmental lines.
- Selected peer institutions may not participate in national surveys from year to year.
- Data is often not available until two to three years after it is compiled.

Comparable
Institutions

University of Iowa	Iowa State University	University of Northern Iowa
University of Arizona	University of Arizona	Northern Arizona University
University of Florida	University of Florida	California State University/Fresno
Indiana University	Ohio State University	Central Michigan University
Michigan State University	University of Massachusetts/Amherst	Illinois State University
University of North Carolina/Chapel Hill	Michigan State University	University of Minnesota/Duluth
Ohio State University	University of Missouri/Columbia	University of North Carolina/Greensboro
U. of Texas – Austin	North Carolina State University	University of North Texas
University of Utah	University of Maryland/College Park	Ohio University/Athens
University of Washington	Virginia Polytechnic Institute and State University	
University of Wisconsin/Madison	University of Wisconsin/Madison	

Issues in identifying
peers

The Regent universities are part of an effort comparing faculty course loads sponsored by the Joint Commission on Accountability Reporting (JCAR), coordinated by the University of Delaware. As noted on pages 36-39, the tables on comparative data are from Fall 1999. Not all of SUI's and ISU's Regent-approved peer group institutions are currently participating in the JCAR study. SUI and ISU have therefore separately identified some additional Carnegie Research I institutions from the JCAR study to include in their peer groups. The University of Iowa's peers are all classified as Carnegie R1 institutions. ISU's peers are all land grant universities or part of a land grant system.

Tables showing peer comparison data

Attached to this report are selected tables from SUI, ISU, and UNI regarding their comparisons with peer institutions. They are:

- The University of Iowa (Table 5.2) – Fall 2000 Distribution of Student Credit Hours by Faculty Category (Peer Data -- Fall 1999) (page 36)
- Iowa State University (Table 5) – Fall 2000 with Peers (Fall 1999) (pages 37 and 38)
- University of Northern Iowa (Table 5) – Fall 2001 with Peers (Fall 1999) (page 39)

University of Iowa

Table 5.2 of the University of Iowa indicates how SUI compares with peer institutions in the distribution of student credit hours.

- At 10 peer colleges of business, tenured/tenure-track faculty taught 41% of the undergraduate SCH compared to 59% at SUI.
- Similar college-related comparisons were made in education, engineering, law, and nursing.
- Within the liberal arts field, comparative data were found for 21 disciplines and fields.

Iowa State University

For Iowa State University, comparable data was available for about 80 percent of its academic departments.

- In **Agriculture**, the pattern of instructional distribution is similar to peer institutions.
- ISU's College of **Business** does not offer a Ph.D. program; therefore, its tenure-track faculty is more heavily involved in both graduate and undergraduate instruction. The absence of teaching assistants at ISU results in greater reliance on non-tenure track faculty than peers, especially in Accounting.
- In the College of **Design**, the Department of Art and Design is similar to peers in the reliance on tenure-track faculty for undergraduate and graduate instruction
- Two departments in the College of **Education** are close to their peers in using tenure-track faculty, although the use of non-tenure track at ISU tends to be above peers, while its use of teaching assistants tends to be below peers.
- Overall, the pattern of instructional responsibilities in the College of **Engineering** is comparable with peers.
- For the College of **Family and Consumer Sciences**, only one similar department was found at a peer institution.
- The ISU report offered comparative statements by areas within its College of **Liberal Arts and Sciences**. It is difficult to compare Department of Zoology, which has responsibility for basic biology courses, since most peers offer similar courses through Biology Departments. Biochemistry and Biophysics were comparable to peers. In the Humanities, ISU's graduate programs are small and tended to rely more on non-tenured faculty. In Mathematical Sciences, Computer Science at ISU relied more on non-tenure track faculty for undergraduate courses. In Statistics, ISU used teaching assistants more than

its peers. In the Physical Sciences, the teaching patterns are similar to peers. In the Social Sciences, ISU relies somewhat more on non-tenure track faculty than did its peers.

- There was one comparable program for **Veterinary Medicine**.

University of
Northern Iowa

Comparative data obtained from eight peer institutions are presented for the University of Northern Iowa in Table 5, page 41.

- UNI's composite student credit hour (SCH) per instructional full-time equivalent (IFTE) of 280.0, ranks near the midpoint of peer institutions.
- UNI's faculty credit hour (FCH) per IFTE ratio of 12.8 is the second highest in its list of peers.

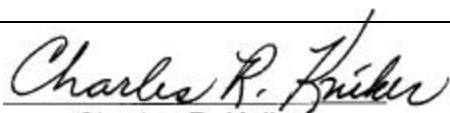
Summary analysis

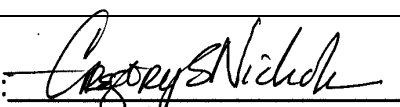
Comparisons with peer research institutions indicate that ISU and SUI generally do as well or better than their peers in the percentage of student credit hours generated by tenured and tenure track or tenure eligible faculty. UNI also does as well in the percentage of SCH/IFTE in peer comparisons.

**Conclusions and
Recommendations**

Seven conclusions and recommendations can be drawn from the institutional reports of 2002. They are:

1. Findings are similar to the past four years, with minor fluctuations.
2. The major faculty effort, for all ranks and faculty status, is teaching. The percentages of time for research, service, and administrative duties mirror past tendencies, reflecting rank.
3. Total student credit hours increased, reflecting additional student enrollments. One change noted is SCH taught by tenured and tenure track faculty which increased, while non tenured faculty percentage decreased.
4. Faculty productivity, measured by sponsored research, increased.
5. A faculty portfolio system is in place. The Board Office requests again that future reports contain specific examples of changes generated in departments or other units as a result of this system.
6. Currently, peer comparative data is of marginal use. (Comments are similar from year to year.) The universities should report in greater detail how their campuses benefit from these comparisons.
7. Finally, the Board Office recommends that its staff and university representatives review the report to determine what indicators might be replaced or added, in addition to new ones in institutional strategic plans, that would provide more relevant data.


Charles R. Kniker

Approved: 
Gregory S. Nichols

GLOSSARY OF TERMS

Analytical
measurements

FTE -- Full-time equivalent. Calculated by multiplying the instructor's appointment base by the fraction of salary paid from a fund source. A full-time faculty member paid 50% from instructional funds and 50% from research funds is 0.50 FTE instruction and 0.50 FTE research for a total of 1.00 FTE with the university.

IFTE – Instructional full-time equivalent. An IFTE is calculated by multiplying the instructor's appointment base by the fraction of salary paid from university funds for teaching.

FCH – Faculty credit hours. FCH is equal to the credit value assigned to a section of a course, or a course the instructor teaches. Example: a three-credit course generates three FCHs. It does not include the number of students in the courses or sections.

FCH/IFTE -- Faculty credit hour per instructional full-time equivalent. Calculated by dividing the FCH by the IFTE for each instructor classification.

SCH – Student credit hour. Calculated by multiplying the number of students in a section of a course by the section credit. Example: Fifty students in a three-credit course generate 150 SCH.

SCH/IFTE – Student credit hour/instructional full-time equivalent. Calculated by dividing the SCH by the IFTE for each instructor classification. Example: If the SCH/IFTE ratio is 196, it indicates that each full-time equivalent is teaching 196 student credit hours.

Descriptions of
status of faculty and
other instructional
staff

T –Tenure(d) faculty. Those faculty members already having tenure.

TT – Tenure Track or tenure eligible (sometimes referred to as probationary) are those faculty for whom tenure is an expected outcome.

NT – Non-tenured. Those faculty appointed on a recurring contractual basis, but who are ineligible for tenure. This category includes adjunct and visiting faculty.

O – Other. This term includes, for example, personnel in the military science program or P & S staff who teach orientation classes.

GTA – Graduate Teaching Assistants.

Table 1.4
Faculty Activities Allocations, 2001-02, 2000-2001, and 1999-00
(Percentages of Time, by Institution and Rank)

2001-2002

	Professor			Associate Professor			Assistant Professor		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI
Teaching	47.8%	40.2%	57.5%	51.3%	43.3%	59.5%	46.7%	53.2%	64.4%
Ns. resrch	19.2%	25.4%	15.3%	21.0%	26.6%	14.8%	27.2%	26.3%	17.5%
Sp. resrch	14.5%	10.5%	4.3%	15.7%	8.7%	2.6%	18.2%	6.8%	3.3%
Oth. resrch	1.0%	1.4%	1.6%	0.7%	0.7%	1.0%	0.7%	0.5%	0.6%
Admin.	15.6%	9.6%	13.7%	9.5%	5.1%	11.0%	6.3%	2.3%	5.7%
Service	1.9%	12.9%	7.6%	1.8%	15.5%*	11.1%	0.9%	11.1%*	8.7%

2000-2001

	Professor			Associate Professor			Assistant Professor		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI
Teaching	48.6%	39.2%	51.6%	50.3%	44.8%	56.0%	46.9%	53.2%	59.6%
Ns. resrch	19.2%	26.4%	13.6%	20.9%	24.0%	12.7%	25.9%	25.7%	15.9%
Sp. resrch	14.0%	10.7%	6.2%	15.9%	8.7%	4.5%	17.3%	6.2%	5.0%
Oth. resrch.	1.0%	1.1%	4.2%	0.7%	1.1%	4.8%	0.9%	1.0%	4.5%
Admin.	15.1%	9.4%	14.0%	10.1%	5.7%	8.4%	7.5%	2.5%	4.0%
Service	2.1%	13.3%	10.4%	2.1%	15.7%	13.6%	1.5%	11.4%	11.0%

1999-2000

	Professor			Associate Professor			Assistant Professor		
	SUI	ISU	UNI	SUI	ISU	UNI	SUI	ISU	UNI
Teaching	48.7%	41.1%	51.1%	51.9%	45.1%	55.3%	50.7%	52.4%	61.7%
Ns. resrch	18.8%	26.7%	13.1%	19.8%	24.4%	12.9%	24.9%	26.4%	14.5%
Sp. resrch	13.8%	9.4%	6.3%	14.7%	9.1%	5.8%	15.6%	6.2%	5.2%
Oth. resrch	1.4%	1.2%	4.2%	1.2%	1.3%	4.4%	0.9%	1.1%	5.2%
Admin.	15.6%	9.0%	15.3%	10.4%	4.9%	9.1%	6.5%	2.1%	3.3%
Service	1.7%	12.6%	10.0%	2.0%	15.2%	12.5%	1.4%	11.7%	10.1%

Table 1.5
Percentage Effort Devoted to Teaching
Activities by Tenured and Tenure-Track Faculty
By College – 2001-2002

University of Iowa

College	Tenured (in %)	Tenure-Track (in %)
Business	46.7	44.8
Dentistry	61.8	53.5
Education	65.8	58.4
Engineering	44.7	52.6
Grad. Coll.	n/a	n/a
Law	52.1	58.5
Liberal Arts	46.7	43.5
Medicine	49.3	41.2
Nursing	44.6	63.3
Pharmacy	44.4	52.6
Public Health	n/a	n/a
Average All Colleges	49.2	46.7

Iowa State University

College	Tenured (in %)	Tenure-Track (in %)
Agriculture	28.3	29.4
Business	42.0	40.8
Design	59.1	58.2
Education	48.9	43.1
Engineering	47.0	42.0
Family/Cons.Sc.	47.3	56.0
Liberal Arts & Sciences	49.8	50.6
Vet. Medicine	36.2	24.1
Other	9.1	18.0
Average All Colleges	42.1	42.7

University of Northern Iowa

College	Tenured (in %)	Tenure-Track (in %)
Business	54.5	55.4
Education	55.1	64.6
Humanities & FA	61.4	58.1
Natural Sciences	64.8	68.5
Social/Behavior Sciences	53.9	63.3
Other	71.9	55.8
Average All Colleges	59.0	63.1

Table 2.1
Percentage of Total Student Credit Hours Generated by
All Faculty and Graduate Teaching Assistants (Fall 2001)

	Tenured	TT	Combined (T and TT)	NT	GTA	Other	Pct.	SCH
SUI	50.4	11.0	61.4	22.0	15.3	1.3	100.0	330,293
ISU	47.0	16.0	63.0	23.0	14.0	0.0	100.0	332,101
UNI	47.3	20.7	68.0	31.8	00.2	0.0	100.0	176,882
Percentage (combined)	48.3	15.9	64.1	25.6	9.8	0.4	100.0	839,276

Table 2.2
% of Total Student Credit Hours Generated by
All Faculty, GTA and Others
1991-2001

Year	Ten/T. Trk	Non-Ten.	GTA	Other	Total
SUI					
1991	46%	13%	41%	0%	100%
1993	64%	15%	21%	0%	100%
1995	62%	18%	20%	0%	100%
1996	62%	18%	20%	0%	100%
1997	62%	19%	19%	0%	100%
1998	62%	19%	19%	0%	100%
1999	63%	20%	17%	0%	100%
2000	61%	24%	15%	0%	100%
2001	61%	22%	15%	1%*	100%
ISU					
1991	65%	16%	19%	0%	100%
1993	63%	17%	16%	4%	100%
1995	63%	20%	13%	4%	100%
1996	64%	21%	12%	3%	100%
1997	64%	19%	12%	5%	100%
1998	67%	22%	11%	0%	100%
1999	65%	22%	13%	0%	100%
2000	62%	24%	14%	0%	100%
2001	64%	23%	14%	0%	100%
UNI					
1991	76%	23%	0%	1%	100%
1993	75%	24%	0%	1%	100%
1995	76%	22%	0%	2%	100%
1996	76%	22%	0%	2%	100%
1997	72%	27%	0%	1%	100%
1998	69%	28%	1%	2%	100%
1999	65%	32%	1%	2%	100%
2000	64%	35%	1%	0%	100%
2001	68%	32%	0%**	0%	100%

*SUI – credit hours not assigned to any individual, e.g., cooperative education internships

**UNI – actually, less than 1%, 243 of 176,882 SCH

Table 2.3
Proportion of Student Credit (SCH) Generated by
All Faculty and Graduate Teaching Assistants at Regent Universities
Fall 2001 (By College)

SUI		% SCH Generated in Fall 01 by						
College	Total SCH	Tenured	Ten. Trk.	Combined	Non-ten.	GTA	Other*	Total %
Business	40,759	50.8	13.2	64.1	25.8	9.9	0.3	100.0
Dentistry	3,688	63.3	15.8	79.1	20.9	0.0	0.0	100.0
Education	16,779	50.3	8.0	58.3	32.9	8.7	0.1	100.0
Engineer.	10,389	63.3	30.1	93.4	6.6	0.0	0.0	100.0
Grad. Col.	2,597	66.9	24.2	91.1	3.6	4.2	1.1	100.0
Law	9,841	76.9	8.7	85.6	14.1	0.0	0.2	100.0
Liberal A.	212,110	46.6	10.6	57.2	20.1	21.2	1.6	100.0
Medicine	20,797	63.4	5.1	68.5	28.4	0.0	3.1	100.0
Nursing	6,406	59.6	9.1	68.7	31.3	0.0	0.0	100.0
Pharmacy	5,095	41.2	1.8	43.0	56.7	0.0	0.2	100.0
Public H.	1,832	58.8	17.7	76.5	19.8	2.6	1.1	100.0
Totals	330,293	50.4	11.0	61.4	22.0	15.3	1.3	100.0

ISU		% SCH Generated in Fall 01 by						
College	Total SCH	Tenured	Ten. Trk.	Combined	Non-ten.	GTA	Other	Total %
Agricult.	25,677	83.0	13.0	96.0	2.0	3.0	0.0	100.0
Business	28,060	33.0	27.0	59.0	41.0	0.0	0.0	100.0
Design	17,170	36.0	24.0	60.0	32.0	7.0	0.0	100.0
Education	17,318	40.0	17.0	57.0	29.0	14.0	0.0	100.0
Engineer.	33,212	61.0	15.0	76.0	11.0	14.0	0.0	100.0
FCS	16,350	55.0	20.0	75.0	13.0	12.0	0.0	100.0
Lib. A/S	186,696	42.0	14.0	56.0	25.0	19.0	0.0	100.0
Vet. Med.	7,618	81.0	12.0	92.0	6.0	2.0	0.0	100.0
Totals	332,101	47.0	16.0	64.0	23.0	14.0	0.0	100.0

UNI		% SCH Generated in Fall 01 by						
College	Total SCH	Tenured	Ten. Trk.	Combined	Non-ten.	GTA	Other	Total %
Business	24,984	54.7	11.2	65.9	34.1	0.0	0.0	100.0
Education	35,250	47.3	20.2	67.5	32.3	0.2	0.0	100.0
Hum./FA	41,097	51.4	18.1	69.5	30.2	0.3	0.0	100.0
Nat. Sc.	35,400	42.5	18.3	60.8	39.0	0.2	0.0	100.0
Soc./Beh.	39,761	43.3	32.0	75.3	24.7	0.0	0.0	100.0
Other	390	0.0	0.0	0.0	100.	0.0	0.0	100.0
Totals	176,882	47.3	20.7	68.0	31.8	0.2	0.0	100.0

Total & Averages	839,276	48.2	15.9	64.5	25.6	9.8	1.3	100.0
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Table 2.4
% of SCH Generated by Faculty and GTA by College
Fall 1995 through Fall 2001

University of Iowa

College	Position	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01
Business	T/TT	74.5	68.6	75	70.4	60.7	62.8	64.1
	NT	10.3	19.7	10.9	18.5	27.9	27.6	25.8
	GTA	15.1	11.7	14	11.1	11.4	9.6	9.9
	Other	0.0	0.0	0.0	0.0	0.0	0.0	0.3
Dentistry	T/TT	98.6	98.9	93.1	81.5	88.6	88.1	79.1
	NT	1.4	1.1	6.9	18.5	11.4	11.9	20.9
	GTA	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Education	T/TT	58.6	53.2	58.8	55.5	56.1	54	58.3
	NT	26.1	25.9	26.4	30.2	35.7	30.3	32.9
	GTA	15.3	20.9	14.7	14.4	8.2	15.7	8.7
	Other	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Engineer.	T/TT	92.1	95.4	92.2	87.6	90.3	88.4	93.4
	NT	7.2	3.5	7.1	11.6	9.7	11.6	6.6
	GTA	0.7	1.1	0.7	0.8	0.0	0.0	0.0
Graduate College	T/TT	93.8	86.9	92.2	90.8	73.1	85.3	91.1
	NT	6.2	13.1	7.8	9.2	26.9	11.9	3.6
	GTA	0.0	0.0	0.0	0.0	0.0	2.8	4.2
	Other	0.0	0.0	0.0	0.0	0.0	0.0	1.1
Law	T/TT	89.2	90.2	89.3	89.7	91.4	89.8	85.6
	NT	10.8	9.8	10.7	10.3	8.6	10.2	14.1
	GTA	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Other	0.0	0.0	0.0	0.0	0.0	0.0	0.2
Liberal A.	T/TT	53.9	55.7	55.1	56.4	58.1	54.5	57.2
	NT	18.9	17	18.9	17	18.1	24.8	20.1
	GTA	27.2	27.4	26.0	26.6	23.8	20.7	21.2
	Other	0.0	0.0	0.0	0.0	0.0	0.0	1.6
Medicine	T/TT	64.1	77.2	59.8	70.9	76	77.1	68.5
	NT	35.9	22.8	40.2	29.1	24	22.9	28.4
	GTA	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Other	0.0	0.0	0.0	0.0	0.0	0.0	3.1
Nursing	T/TT	93	89.3	92.2	81.7	79.8	79.6	68.7
	NT	7	10.7	7.8	10.1	20.2	20.4	31.3
	GTA	0.0	0.0	0.0	8.2	0.0	0.0	0.0
Pharmacy	T/TT	87.2	65	87.8	69	59.3	54.3	43.0
	NT	12.6	35	12.1	31	40.7	45.5	56.7
	GTA	0.2	0.0	0.1	0.0	0.0	0.2	0.0
	Other	0.0	0.0	0.0	0.0	0.0	0.0	0.2
P. Health	T/TT	n/a	n/a	n/a	n/a	85.5	86.1	76.5
	NT	n/a	n/a	n/a	n/a	15.5	13.9	19.8
	GTA	n/a	n/a	n/a	n/a	0.0	0.0	2.6
	Other	n/a	n/a	n/a	n/a	0.0	0.0	1.1

Fall 2001 Totals: T/TT: 61.4

NT: 22.0

GTA: 15.3

Other: 1.3

Table 2.4 (continued)
% of SCH Generated by Faculty and GTA by College Fall 1995-Fall 2001
Iowa State University

College	Position	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01
Agriculture	T/TT	83.8	90.3	91.9	94.8	95.3	92.0	96.0
	NT	10.9	7	4.2	3.7	2.9	7.0	2.0
	GTA	5.3	2.7	3.9	1.5	1.7	1.0	3.0
Business	T/TT	64.6	62.1	58.7	61.5	62.7	60.0	59.0
	NT	35.4	37.9	41.3	38.5	37.3	40.0	41.0
	GTA	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Design	T/TT	55.8	58.8	56.6	64.6	58.2	64.0	60.0
	NT	38.4	35.5	30.3	26.2	32.9	28.0	32.0
	GTA	4.8	5.7	13.1	9.2	8.9	8.0	7.0
Education	T/TT	52.4	48	46.8	54.1	59.0	62.0	57.0
	NT	37.3	39.2	42.2	34.8	31.2	28.0	29.0
	GTA	10.3	12.8	11.0	11.1	9.8	10.0	14.0
Engineer	T/TT	76.0	79.6	79.5	84.6	80.1	73.0	76.0
	NT	16.9	13.1	12.7	8.6	10.5	11.0	11.0
	GTA	7.1	7.3	7.8	6.8	9.4	16.0	14.0
FCS	T/TT	83.1	77.7	71.5	75.4	70.8	77.0	75.0
	NT	15.0	15.8	24.3	18.1	16.4	8.0	13.0
	GTA	1.9	6.5	4.2	6.5	12.7	15.0	12.0
Liberal A.	T/TT	56.5	58.1	57.4	58.7	56.8	54.0	56.0
	NT	24.3	24.9	26.0	25.1	24.8	27.0	25.0
	GTA	19.2	17.0	16.6	16.2	18.4	19.0	19.0
Vet. Med.	T/TT	n/a	n/a	89.9	95.4	94.0	94.0	92.0
	NT	n/a	n/a	10.1	4.4	6.0	5.0	6.0
	GTA	n/a	n/a	0.0	0.2	0.0	1.0	2.0

University of Northern Iowa (excludes "other" faculty; numbers may not add up to 100%)

College	Position	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01
Business	T/TT	77.8	77.1	70.3	66.0	62.3	63.9	65.9
	NT	19.2	18.8	29.2	32.5	36.0	36.1	34.1
	GTA	n/a	n/a	n/a	0.0	0.0	0.0	0.0
Education	T/TT	80.5	76.5	70.2	71.1	61.3	63.2	67.5
	NT	17.8	20.1	27.4	25.5	34.6	36.2	32.3
	GTA	n/a	n/a	n/a	0.2	0.3	0.6	0.2
Humanities / Fine Arts	T/TT	76.8	80.6	76.4	72.7	66.7	64.9	69.5
	NT	23.2	18.7	23.1	25.7	27.2	32.0	30.2
	GTA	n/a	n/a	n/a	0.6	3.7	3.1	0.3
Natural Sciences	T/TT	66.2	69.7	67.8	62.5	60.8	60.3	60.8
	NT	32.0	29.2	31.4	34	35.8	38.6	39.0
	GTA	n/a	n/a	n/a	1.1	1.8	1.1	0.2
Soc./Beh.	T/TT	80.8	78.1	75.8	72.8	69.8	69.7	75.3
	NT	19.2	20.9	23.9	26.2	30.1	30.3	24.7
	GTA	n/a	n/a	n/a	0.0	0.0	0.0	0.0
Other	T/TT	0.0	0.0	4.1	0.0	0.0	0.0	0.0
	NT	6.0	6.0	82.4	23.0	34.7	98.9	100.0
	GTA	n/a	n/a	n/a	0.0	0.0	1.1	0.0

Table 2.5
Student Credit Hours (SCH) Generated per IFTE
All Faculty and Graduate Teaching Assistants
By Colleges (Fall 2001)

University of Iowa

College	Tenured	TT	Total T/TT	NT Faculty	GTA	Average
Business	409	247	361	652	434	417
Dentistry	60	50	58	35	0	51
Education	149	87	135	258	153	163
Engineering	148	180	157	285	0	161
Graduate C.	267	126	206	49	218	187
Law	273	286	274	204	0	262
Liberal Arts	241	163	222	361	0	255
Medicine	119	30	97	128	0	108
Nursing	205	96	178	90	0	137
Pharmacy	128	17	101	262	0	155
Public Health	84	37	65	118	0	73
Total FTE Faculty						
Avg. All Colleges	210	136	191	268	270	217

Iowa State University

College	Tenured	TT Faculty	Total T/TT	NT Faculty	GTA.	Average
Agriculture	315	251	305	117	62	269
Business	231	376	280	1,148	0	405
Design	157	150	154	211	84	158
Education	160	139	153	252	208	180
Engineering	168	140	161	232	72	142
Family & CS.	252	252	252	372	216	258
Liberal Arts & Sc.	248	228	243	431	149	241
Vet. Medicine	97	48	86	33	29	76
Total FTE Faculty						
Avg. All Colleges	217	202	213	371	132	216

University of Northern Iowa

College	Tenured	TT Faculty	Total T/TT	NT Faculty	GTA	Average
Business	327.2	312.0	324.5	568.3	0.0	380.0
Education	192.5	187.7	191.0	286.7	146.3	214.0
Humanities/FA	188.9	224.9	197.1	569.0	270.4	245.9
Natural Sciences	218.6	196.6	211.5	845.8	202.0	298.9
Social/Bhv. Sc.	281.6	344.2	305.2	643.9	0.0	350.7
Other	0.0	0.0	0.0	213.1	0.0	213.1
Total FTE Faculty						
Avg. All Colleges	226.2	243.9	231.3	512.4	211.3	280.2

Table 2.6
Range of SCH/IFTE by College (Averages)
Fall 2001

	50-160	161-200	201-350	351-417
University of Iowa	Dentistry – 51 Public Health – 73 Medicine – 108 Nursing – 137 Pharmacy -- 155	Engineering – 161 Education – 163 Graduate C. -- 187	Liberal Arts – 255 Law – 262	Business -- 417
Iowa State University	Vet. Medicine – 76 Engineering – 142 Design – 158	Education – 180	Liberal Arts – 241 Family/CS – 258 Agriculture -- 269	Business -- 405
University of Northern Iowa			Other – 213 Education – 214 Human./FA – 246 Natural Sc. – 299	Social Beh. – 351 Business – 388

Table 2.7
Student Credit Hours/Instructional Full-time Equivalent
[Exceeding 50% of College Faculty]

University	College	Avg. Faculty (of College)	Tenured Faculty	TT Faculty	NT Faculty	GTA
SUI	Business	417			652	
SUI	Education	163			258	
SUI	Engineering	161			285	
SUI	Graduate College	187			49	
SUI	Medicine	108		30		
SUI	Pharmacy	155	17		262	
SUI	Public Health	73			118	
ISU	Agriculture	269			117	62
ISU	Business	405			1,148	
ISU	Engineering	142			232	
ISU	Liberal Arts & Sc.	241			431	
ISU	Vet. Medicine	76			33	29
UNI	Humanities/FA	246			569	
UNI	Natural Sciences	299			846	
UNI	Social/Behav. Sc.	351			644	

Table 3.1
Degrees Granted at Regent Universities
By College, 2000-2001

	College	Bachelors	1st Prof.	Masters	Doctorate	Total
SUI	Business	720	0	335	12	1,067
	Dentistry	0	71	14	2	87
	Education	186	0	149	60	395
	Engineering	202	0	58	23	283
	Grad. Col.	0	0	53	26	79
	Law	0	215	16	0	231
	Liberal Arts	2,353	0	470	164	2,987
	Medicine	52	207	70	0	329
	Nursing	197	0	39	3	239
	Pharmacy	0	101	15	0	116
	Public H.	0	0	40	8	48
Total	3,710	594	1,259	298	5,861	
ISU	Agriculture	598		77	42	717
	Business	709		87	--	796
	Design	297		35	--	332
	Education	410		147	22	579
	Engineer.	691		140	48	879
	FCS	280		32	22	334
	LAS	1,034		184	70	1,288
	Vet. Med.	0	97	10	6	113
	Interdept.			60	22	82
Total	4,019	97	772	232	5,120	
UNI	Business	444	0	55	0	499
	Education	530	3	163	2	698
	Hum./FA	419	0	115	0	534
	Nat. Science	350	0	34	11	395
	Soc. Beh.	386	0	16	0	402
	Other	137	0	0	0	137
Total	2,266	3	383	13	2,665	
Regent Total	9,995	694	2,414	543	13,646	

Table 3.2
Total Degrees Granted at Regent Universities
By College, 1995-96 through 2000-2001

	College	95-96	96-97	97-98	98-99	99-00	00-01	Total
SUI	Business	878	884	824	964	1,000	1,067	5,617
	Dentistry	86	91	92	85	84	87	525
	Education	460	442	461	480	457	395	2,695
	Engineer.	355	351	312	311	279	283	1,891
	Grad. Col.	0	34	38	32	51	79	234
	Law	235	239	223	215	222	231	1,365
	Liberal A.	2,705	2,855	2,944	3,013	3,199	2,987	17,703
	Medicine	380	361	354	334	306	329	2,064
	Nursing	231	233	225	278	268	239	1,474
	Pharmacy	79	112	111	86	127	116	631
	Public H.	n/a	n/a	n/a	n/a	57	48	105
	Total	5,409	5,602	5,584	5,798	6,050	5,861	34,304
ISU	Agricult.	647	695	698	693	819	717	4,269
	Business	597	640	724	718	775	796	4,250
	Design	373	332	307	306	317	332	1,967
	Education	540	485	504	528	487	579	3,123
	Engineer.	884	932	947	896	902	879	5,440
	FCS	345	340	375	342	330	334	2,066
	LAS	1,399	1,355	1,357	1,280	1,315	1,288	7,994
	Vet. Med.	124	114	114	114	120	113	699
	Interdept.	69	69	79	68	71	82	438
		Total	4,978	4,962	5,105	4,945	5,136	5,120
UNI	Business	513	517	533	533	563	499	3,158
	Education	666	674	653	759	737	698	4,187
	Hum./FA	422	479	461	483	548	534	6,682
	Nat. Sc.	307	348	343	363	379	395	2,135
	Soc. Beh.	467	463	441	503	476	402	2,752
	Other	137	132	148	126	127	137	4,227
		Total	2,512	2,613	2,579	2,767	2,830	2,665
	Regent Total	12,899	13,177	13,268	13,510	14,016	13,646	80,516

Table 5.0
(University of Iowa)

Table 5.2
University of Iowa
Distribution of Student Credit Hours by Faculty Category
Peer Comparisons - Fall 2000

University of Iowa Departments for Which Comparable Data Available	Tenured/Tenure Track				Non Tenure Track				Teaching Assistants				
	Number of Peers	% Undergrad U of I	% Graduate Peers	% Graduate U of I	% Undergrad Peers	% Graduate U of I	% Undergrad Peers	% Graduate U of I	% Undergrad Peers	% Graduate U of I	% Undergrad Peers	% Graduate U of I	
Business	10	59%	47%	80%	85%	28%	45%	17%	15%	13%	8%	3%	0%
Education	7	41%	48%	80%	82%	32%	39%	17%	18%	27%	13%	3%	0%
Engineering	8	88%	74%	99%	95%	12%	23%	1%	5%	0%	3%	0%	0%
Liberal Arts													
Anthropology	10	77%	64%	98%	94%	19%	28%	2%	6%	4%	8%	0%	0%
Art & Art History	9	53%	60%	85%	83%	22%	23%	11%	17%	25%	17%	4%	0%
Biological Sciences	8	63%	60%	100%	95%	37%	30%	0%	5%	0%	10%	0%	0%
Chemistry	10	53%	61%	100%	96%	45%	29%	0%	4%	2%	10%	0%	0%
Communication Studies	5	54%	51%	100%	96%	7%	22%	0%	4%	39%	27%	0%	0%
Computer Science	8	34%	26%	60%	95%	59%	53%	40%	5%	7%	21%	0%	0%
English	10	29%	30%	80%	95%	9%	29%	20%	5%	62%	41%	0%	0%
Geography	10	54%	57%	93%	98%	40%	21%	7%	2%	6%	22%	0%	0%
Geoscience	10	56%	68%	87%	95%	44%	25%	13%	5%	0%	7%	0%	0%
History	10	48%	76%	100%	98%	16%	17%	0%	2%	36%	7%	0%	0%
Journalism & Mass Comm.	9	71%	63%	92%	95%	26%	33%	7%	5%	4%	4%	1%	0%
Mathematics	10	76%	36%	100%	97%	7%	48%	0%	3%	17%	16%	0%	0%
Music	9	73%	61%	86%	86%	20%	27%	13%	13%	7%	12%	1%	1%
Philosophy	10	65%	63%	100%	96%	17%	18%	0%	4%	18%	19%	0%	0%
Political Science	10	99%	63%	100%	95%	1%	24%	0%	5%	0%	13%	0%	0%
Psychology	10	73%	54%	95%	95%	23%	26%	5%	5%	4%	20%	0%	0%
Social Work	5	24%	41%	36%	47%	72%	52%	64%	52%	4%	7%	0%	1%
Sociology	10	94%	52%	82%	96%	0%	25%	18%	4%	6%	23%	0%	0%
Spanish & Portuguese	8	20%	16%	84%	88%	21%	23%	4%	9%	59%	61%	12%	3%
Statistics	5	55%	39%	98%	94%	42%	37%	2%	6%	3%	24%	0%	0%
Theatre Arts	9	41%	46%	59%	81%	25%	33%	41%	19%	34%	21%	0%	0%
Law	7	NA	NA	90%	75%	NA	NA	10%	25%	NA	NA	0%	0%
Nursing	8	72%	34%	82%	73%	28%	65%	18%	27%	0%	1%	0%	0%
Average of Units Listed	9	59%	52%	87%	89%	26%	32%	12%	10%	15%	17%	1%	0%

Note: The University of Iowa does not distinguish between non tenure track and supplemental faculty when participating in the Delaware study. Peer data is from Fall 1999.

TABLE 5.0
IOWA STATE UNIVERSITY
PEER COMPARISONS: DISTRIBUTION OF STUDENT CREDIT HOURS BY FACULTY CATEGORY
ISU FALL 2000, PEERS FALL 1999

Iowa State University Departments for Which Comparable Data Are Available	Number of Peers		Tenured/Tenure Eligible				Non-Tenure Track & Supplemental				Teaching Assistants			
			% Undergrad		% Graduate		% Undergrad		% Graduate		% Undergrad		% Graduate	
	ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers	ISU	Peers
College of Agriculture														
Agricultural and Biosystems Engineering	8	64	80	85	96	36	21	15	4	1	0	0	0	0
Agromony	10	59	82	57	94	40	11	43	6	1	4	0	0	0
Animal Science	10	94	87	93	97	5	9	7	3	1	0	0	0	0
Biochemistry and Biophysics (Agriculture and Liberal Arts and Sciences combined)	7	69	77	92	88	28	16	8	11	3	0	0	0	0
Economics (Agriculture only)	9	92	76	100	96	8	18	0	1	0	0	0	0	0
Food Science and Human Nutrition (Agriculture and Family and Consumer Sciences combined)	6	85	91	99	92	15	1	1	8	0	3	0	0	0
Forestry	7	83	79	95	69	17	17	5	14	0	1	0	0	0
Microbiology	5	72	83	63	84	28	14	37	17	0	4	0	0	0
Sociology (Agriculture and Liberal Arts and Sciences combined)	10	58	58	93	99	25	19	7	0	17	18	0	0	0
Zoology and Genetics (Zoology only from Liberal Arts and Sciences)	9	23	92	91	98	66	10	9	1	10	0	0	0	0
College of Business														
Accounting	8	24	47	100	84	76	45	0	16	0	9	0	0	0
Finance	7	100	56	100	91	0	31	0	7	0	12	0	0	0
Management	6	74	48	69	88	26	39	31	12	0	13	0	0	0
Marketing	7	79	49	100	81	21	40	0	13	0	11	0	0	0
College of Design														
Architecture	7	56	71	89	85	41	27	11	15	3	2	0	0	0
Art and Design	8	57	60	98	89	34	24	2	11	9	15	0	0	0
Landscape Architecture	6	64	74	81	88	21	12	19	12	15	12	0	0	0
College of Education														
Curriculum and Instruction	7	39	44	93	85	59	40	7	14	2	17	0	0	0
Educational Leadership and Policy Studies	8			76	83			24	14			0	0	0
College of Engineering														
Aerospace Engineering and Engineering Mechanics	6	58	78	86	92	23	21	14	1	19	0	0	0	0
Chemical Engineering	10	86	85	97	99	14	15	3	0	0	0	0	0	0
Civil and Construction Engineering	10	79	81	98	94	18	12	2	3	3	3	0	0	0
Electrical and Computer Engineering	9	55	66	87	93	11	20	3	4	33	7	10	0	0
Industrial and Manufacturing Systems Engineering	5	74	88	97	99	1	7	3	1	25	5	0	0	0
Materials Science and Engineering	6	79	86	98	89	21	14	2	11	0	0	0	0	0
Mechanical Engineering	9	58	84	71	94	24	6	29	6	18	5	0	0	0
College of Family and Consumer Sciences														
Food Science and Human Nutrition (Agriculture and Family and Consumer Sciences combined)	6	85	91	99	92	15	1	1	8	0	3	0	0	0

TABLE 5.0
IOWA STATE UNIVERSITY
PEER COMPARISONS: DISTRIBUTION OF STUDENT CREDIT HOURS BY FACULTY CATEGORY
ISU FALL 2000, PEERS FALL 1999

Iowa State University Departments for Which Comparable Data Are Available	Number of Peers			Tenured/Tenure Eligible			Non-Tenure Track & Supplemental			Teaching Assistants				
	7	8	9	% Undergrad	Peers	ISU	% Undergrad	Peers	ISU	% Undergrad	Peers	ISU	% Graduate	Peers
College of Liberal Arts and Sciences	7	8	9	69	77	92	88	28	16	8	11	3	0	0
Biological Sciences														
Biochemistry and Biophysics (Agriculture and Liberal Arts and Sciences combined)														
Botany														
Zoology and Genetics (Zoology only)														
Humanities														
English														
Foreign Languages and Literatures (no graduate program)														
History														
Journalism and Mass Communications														
Music (no graduate program)														
Philosophy (no graduate program)														
Mathematical Sciences														
Computer Science														
Mathematics														
Statistics														
Physical Sciences														
Chemistry														
Geological and Atmospheric Sciences														
Physics and Astronomy														
Social Sciences														
Anthropology														
Economics (Liberal Arts and Sciences only)														
Political Science														
Psychology														
Sociology (Agriculture and Liberal Arts and Sciences combined)														
College of Veterinary Medicine														
Microbiology and Preventive Medicine (Microbiology only)	5	84	17											

Table 5
 University of Northern Iowa
 Peer Institution Instructional Workload Data
 Fall 2001

	Instructional Full-Time Equivalent			Faculty Credit Hours (FCH)			Student Credit Hours (SCH)			Total SCH per IFTE
	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total	
Northern Arizona University	963.0	8,760	3,945	12,705	13.2	182,186	36,107	218,293	226.7	
California State University, Fresno	747.0	8,039	919	8,958	12.0	231,076	15,842	246,918	330.5	
University of North Carolina, Greensboro	719.4	4,711	2,125	6,836	9.5	135,249	25,226	160,475	223.1	
Illinois State University	968.5	8,407	1,352	9,759	10.1	252,652	18,350	271,002	279.8	
University of Northern Iowa	629.4	6,828	1,231	8,059	12.8	168,322	8,560	176,882	281.0	
University of Minnesota Duluth	381.6	-	-	-	-	121,448	3,876	125,324	328.4	
Ohio University Athens	953.0	-	-	8,188	8.6	260,995	32,368	293,363	307.8	
University of North Texas	1,266.0	8,339	5,501	13,840	10.9	275,192	32,762	307,954	243.2	

(University of Northern Iowa)

**Board of Regents, State of Iowa
And Regent University Institutional**

**Performance Indicators
Related to
Faculty Activities**

Instruction

- Undergraduate Student Credit Hours (#1, all universities)
- Senior Faculty Teaching Undergraduates (#2, SUI)
- Lower Division Courses Taught by Tenured, Tenure Track Faculty (#3, UNI)
- Senior Faculty Teaching at Least One Undergraduate Course Yearly (#4, ISU)

(Indicators in Universities new Strategic Plans)

- Percent of Students participating in Practicums/Internships SCHs in Experiential Education (ISU, #12)
- Estimated Number of Faculty Required to Achieve 75% Undergraduate SCH taught by Tenured and Tenure Track Faculty (UNI)

Faculty Productivity

- Number of Intellectual Property Disclosures (#22, all)
- Sponsored Funding Per Year in Dollars (#18, all)
- Faculty with Scholarly Work Published (#17, ISU)
- Faculty as Principal or Co-Principal Investigators (#20, ISU)
- Sponsored Funding Per Faculty Member (#21, ISU)
- New Technologies Licensed (#23, ISU)
- Number of Licenses Generating Revenues and Total Revenues (#24, ISU)
- New Licenses Generating Revenues and Total Revenues (#24, ISU)
- Number of Agreements Signed for Licensing Activities (#22, ISU)
- Professional Students Passing Licensure Examinations (#13a, SUI and ISU)
- Pct. Of Graduates Employed Within One Year (#13b, all)*

(New – Approved by Board of Regents in January 2002 and April 2002)

- Graduate/Professional Exam Pass Rates Above National Average in 100% of Appropriate Disciplines (SUI, #5)
- Ph.D. Recipients Obtaining Academic Employment within Six Months (SUI, #8a)
- Ph.D. Recipients Obtaining Nonacademic Employment within Six Months (SUI, #8b)
- External Funding for Research, Scholarship, and Artistic Creation (SUI, #11)
- Pct. Of Faculty Receiving External Support for Research, Scholarship, and Artistic Creation (SUI, #12a)
- Pct. Of Staff Receiving External Support for Research, Scholarship, and Artistic Creation (SUI, #12b)
- New Faculty/Staff Elected to National Scholarly Academies [cumulative, 2000-2005] (SUI, #14)
- Faculty/Staff Receiving Guggenhiem, Fulbright, NEH, and NEA Fellowships Annually (SUI, #15)
- Externally Funded Grants Involving Interdisciplinary/Cross-Collegiate Principal Investigators (SUI, #16)

Faculty Portfolios (Outreach and Service)

[Enrollment Indicators not included]

- Number of Extension Clients (#29, ISU)
- Patient Satisfaction Rate (SUI, #22b)
- Availability of Off-campus Credit Courses (#30, UNI)

(New – Approved by Board of Regents in January 2002 and April 2002)

- Iowans Served by Educational and Professional Outreach Programs (SUI, #23a)
- K-12 Students Served by Outreach Programs (SUI, #23b)