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UNIVERSITY STRATEGIC PLAN PROGRESS REPORTS

Action Requested: Receive the reports.

Executive Summary: The Regent universities submitted annual progress reports on their institutional strategic plans for Board review. Each university report addressed the common academic indicators approved by the Board in February 2006. The universities also tracked the performance indicators that address their strategic plans.

Institutional leaders will provide brief oral updates. The institutions' progress reports are attached to this memo.

Background: Board Policy (§6.05) directs the Regent institutions to present annual progress reports on their institutional strategic plans. Board Policy indicates that “the Board shall help establish institutional direction, and monitor and evaluate progress toward achieving strategic goals.” Annual progress reports are an opportunity for the Regent institutions to address the degree to which they have advanced the Board’s strategic objectives.

The goals identified with the common academic indicators have been set by each Regent university. The fall data that met or exceeded the goal are identified in green.

COMMON ACADEMIC INDICATORS

- ◆ Racial/ethnic minority student enrollment by residence as a percentage of resident, non-resident¹, and total enrollment (fall data).

	GOAL	2008	2007	2006
University of Iowa	10.9%	9.6%	9.3%	9.1%
Iowa State University	10.0%	9.5%	9.3%	9.2%
University of Northern Iowa	8.5%	6.3%	5.9%	6.2%

- ◆ Racial/ethnic minority tenured/tenure-track faculty as a percentage of total tenured/tenure-track faculty (fall data).

	GOAL	2008	2007	2006
University of Iowa	16.0%	17.7%	17.1%	16.5%
Iowa State University	18.0%	18.6%	17.5%	17.5%
University of Northern Iowa	14.0%	11.6%	11.0%	11.9%

¹ Does not include international students because their race/ethnicity is not applicable.

- ◆ Women tenured/tenure-track faculty as a percentage of total tenured/tenure-track faculty (fall data).

	GOAL	2008	2007	2006
University of Iowa	32.0%	29.4%	29.1%	29.0%
Iowa State University	33.0%	27.7%	27.9%	27.9%
University of Northern Iowa	42.0%	42.7%	41.3%	40.1%

- ◆ One-year retention rate of new, direct-from-high school freshmen (fall data).

	GOAL	2008	2007	2006
University of Iowa	86.0%	83.1%	82.7%	84.1%
Iowa State University	90.0%	83.5%	84.9%	83.4%
University of Northern Iowa	84.0%	83.7%	82.3%	82.1%

- ◆ Six-year graduation rates of new, direct-from-high school freshmen (fall data).

	GOAL	2008	2007	2006
University of Iowa	70.0%	66.0%	65.9%	65.5%
Iowa State University	72.0%	67.4%	65.6%	65.8%
University of Northern Iowa	68.0%	63.0%	65.0%	67.1%

- ◆ Total sponsored funding by fiscal year, in million of dollars (fiscal year data).

	GOAL	2008	2007	2006
University of Iowa	\$391.8M ²	\$386.2M	\$382.2M	\$366.4M
Iowa State University	\$300.0M	\$274.1M	\$272.0M	\$279.7M
University of Northern Iowa	\$35.0M	\$36.7M	\$24.0M	\$20.0M

- ◆ Three-year rolling average of annual royalties/license fee income (fiscal year data)

	GOAL	2008	2007	2006
University of Iowa	\$7.9M ³	\$17.8M	\$15.6M	\$12.9M
Iowa State University	\$10.0M	\$8.5M	\$7.0M	\$5.2M
University of Northern Iowa	NA	NA	NA	NA

² SUI's goal is to increase external funding by 2.5% per year. In 2007, the total sponsored funding increased by 4.8%.

³ SUI's peer group median for the current three-year average.

- ◆ Faculty salaries as compared to peer institutions (fall data).

Fall 2008

	SUI	ISU	UNI
Goal	<ul style="list-style-type: none"> ◆ Increase nonclinical tenure/tenure-track faculty salaries to top third of peer group ◆ Increase clinical medicine faculty salaries to 50th percentile 	Increase faculty salaries to 102% of peer mean	70 th percentile or better
2008	<ul style="list-style-type: none"> ◆ Nonclinical is 8/11 ◆ Clinical is 39th percentile 	95.0% of peer mean	46 th percentile
2007	<ul style="list-style-type: none"> ◆ Nonclinical is 8/11 ◆ Clinical is 41st percentile 	94.0% of peer mean	54 th percentile
2006	<ul style="list-style-type: none"> ◆ Nonclinical is 8/11 ◆ Clinical is 40th percentile 	95.0% of peer mean	46 th percentile

INDICATORS OF PROGRESS 2005-2010

In each year of the 2005-2010 planning period, the University will look to the following 44 indicators to measure our progress toward achieving the aspiration and goals articulated in this strategic plan. These indicators, a combination of institutional targets and peer benchmark measures, are not intended to evaluate every initiative described in the plan. Nor are they intended to stand alone; we also will monitor a wide variety of other measures that are reported in annual governance reports to the Board of Regents, State of Iowa, and elsewhere. However, these indicators will provide an annual snapshot of our overall progress, institutional health, and competitiveness among our peers.

Undergraduate Education

	Indicator	Baseline/Target	Status – Spring 2009
1	ACT scores	Improve mean ACT score from 24.7 (fall 2004) to 26.5 (P)	25.2 (fall 2008)
2	One-year retention rate of new, direct-from-high-school students	Increase from 83.2% (2003 cohort) to 86.0% (P)	83.1% (2007 cohort)
3	Six-year graduation rate of new, direct-from-high-school students	Increase from 66.2% (1998 cohort) to 70.0% (P)	66.0% (2002 cohort)
4	Percent of undergraduates who utilize Pomerantz Career Center services	Calendar 2004: Increase number of registered internships from 985 to 1,350; increase number of advising appointments from 3,680 to 4,550; increase number of employer/ student interviews from 1,500 to 3,850; increase number of students attending career planning seminars from 1,250 to 1,650 (I)	Calendar 2008: Registered internships: 1,021 Advising appointments: 3,642 Employer/student interviews: 4,609 Number of students attending career planning seminars: 2,451
5	Study abroad participants	Increase undergraduate student participation from 689 students to 1,000 (I); increase graduate student participation from 271 to 475 (I) (FY04)	853 undergraduate students; 365 graduate students (FY08)

Indicator	Baseline/Target	Status – Spring 2009
6 Complete a comprehensive study of the undergraduate experience at Iowa	Committee report to recommend programmatic improvements (I)	HLC reaccreditation focused on undergraduate education, leading to several specific recommendations for improvement of the undergraduate student experience. Student Success Team initiatives include improvement and enhancement of living learning communities, strategies for student engagement, and a focus on student learning outcomes. The Provost’s office will sponsor a second application of the Research on Iowa Student Experiences (RISE) study to allow comparison to RISE I.
7 Review collegiate general education requirements to ensure that all students receive a strong background in the arts and sciences	Committee report to recommend programmatic improvements (I)	The College of Liberal Arts & Sciences completed a review of its general education program; the recommendations were approved by the Faculty Assembly and will be implemented for the entering class of 2011. The College of Business adopted the CLAS changes for its students. The General Education Advisory Committee in CLAS continues to monitor and to assess courses added to the general education program for content and relevance.
8 Create additional opportunities for students to engage in research, scholarship, and creative work	Inventory current efforts and develop plans for involving more students (I)	<ul style="list-style-type: none"> • Research award programs are providing stipend support for more than 140 undergraduates in research • Undergraduate employment in research positions – 804 students involved • Undergraduate research for credit - more than 1000 students participating in individualized instruction • A new Distinguished Mentor awards program has been created to stimulate undergraduate research • A new Travel Award program for undergraduates to present research at conferences has been created
9 Number of First-Year Seminars	Increase from 13 (in 2004-05) to 50 sections per academic year (I)	45 (AY09)

Graduate and Professional Education and Research

	Indicator	Baseline/Target	Status – Spring 2009
10	Pass rates on qualifying, licensing, and certification exams	Maintain pass rates above national means in selected areas (P)	Pass rates above national means for Dentistry, Medicine, and Pharmacy professional licensing exams. The bar exam is given by state; pass rates for UI College of Law students above the mean for the state of Iowa.
11	Number of graduate students winning national fellowships or awards	30 awards in each of next five years (I)	68 (FY09)
12	Time to PhD degree	Decrease the average from 6.7 years (students graduated within five years, 1999-2004) to 6.4 years (I)	Students graduated within five years, 2003-2008: 6.6 years average
13	Total sponsored funding by fiscal year, in millions of dollars	Increase external funding 2.5% per year (P) (FY 04 total sponsored funding: \$332.6M)	2.2% (FY08 total sponsored funding: \$386M); average over two years (FY07 and FY08) about 3.3%
14	Sponsored research applications	Increase the number of annual external grant applications from 3,041 (FY04) to 3,200 (I)	3,360 (FY08)
15	Fellowships and scholarships	Increase to 10 the average number of national faculty fellowships and scholarships awarded per year (Guggenheim, Fulbright, NEA, and NEH) (I)	6 (FY09)
16	Graduate assistant salary and tuition scholarship levels	Increase to top third of peer group (P) (FY04: TA salary 7/11, RA salary 6/11)	TA Salary 3/11, RA Salary 3/11 (FY09)
17	Graduate fellowships and scholarships	Redeploy block allocation to support the recruitment of higher quality graduate students (I)	FY08 was the third and final year of the three year process of redeploying the block allocation. This reallocation process has resulted in the establishment of three new fellowship programs to encourage and reward retention and degree completion efforts. The reallocation process has also resulted in an increase in the number of fellowships offered for recruitment, and allowed maintenance of the competitive stipends.

Diversity

	Indicator	Baseline/Target	Status – Spring 2009
18	Climate measures reported in regular campuswide survey	Establish benchmark and target after the completion of the campuswide survey (I)	The Office of Equal Opportunity and Diversity, after reviewing the results of the student diversity climate surveys and considering other data, has proposed that the UI retain its current diversity-related indicators, undertake steps to eliminate differences in how majority and minority students experience the UI, and regularly survey students to monitor progress.
19	Racial/ethnic minority student enrollment as a percentage of total enrollment	Increase from 8.7% (fall 2003) to 10.9% (P)	9.6% (fall 2008)
20	International student enrollment as a percentage of total enrollment	Increase from 7.0% (fall 2004) to 9.0% (I)	7.2% (fall 2008)
21	Racial/ethnic minority tenured/tenure track faculty as a percentage of total tenured/tenure track faculty	Increase from 13.6% (fall 2003) to 16.0% (P)	17.7% (fall 2008)
22	Women tenured/tenure track faculty as a percentage of total tenured/tenure track faculty	Increase from 27.7% (fall 2003) to 32.0% (P)	29.4% (fall 2008)
23	Women in executive positions	Increase from 32.1% (fall 2003) to 37.0% (I)	37.6% (fall 2008)
24	Racial/ethnic minorities in executive positions	Increase from 6.7% (fall 2003) to 8.0% (I)	7.4% (fall 2008)
25	Racial/ethnic minority P&S staff as a percentage of total P&S staff	Increase from 6.5% (fall 2003) to 7.5% (I)	6.9% (fall 2008)
26	Undergraduate racial/ethnic minority student first-year retention rate	Increase from 79.4% (2003 cohort) to 85.2% (I)	84.7% (2007 cohort)

	Indicator	Baseline/Target	Status – Spring 2009
27	Central support of diversity hires through the Faculty Diversity Opportunities Program (FDOP)	Increase budget pool from \$800,000 (FY05) to \$1,300,000 (I)	\$1,813,282 (FY09)

Vitality

	Indicator	Baseline/Target	Status – Spring 2009
28	Faculty salaries as compared to peer institutions	Increase nonclinical tenured/tenure track faculty salaries to top third of peer group (10 of 11 in 2004-05) (P); increase clinical medicine faculty salaries to 50 th percentile in AAMC (P)	Nonclinical: 8 of 11 (FY08)* Clinical: 39 th percentile (FY08) *Based on a preliminary look at salary data collected by the American Association of University Professors (AAUP)
29	P&S salaries	Monitor salaries of P&S employees at CIC institutions on an annual basis. Make determinations annually related to the competitiveness of UI P&S salaries. (P)	Percent above the mean for UI nonorganized P&S salaries when compared primarily to the Big Ten: 3.87 (FY08)
30	Association of Research Libraries (ARL) rank among public research universities	Maintain top 15 ranking among public research libraries (P) (Baseline: ranked 14 th in 2003)	21 st (2007)
31	Total gift productivity	Increase annual total gift productivity through the UI Foundation from \$144.5 million (5-year average, 2000-2004) to \$200.0 million (I)	\$166.9M (5-year average, 2004-2008)

	Indicator	Baseline/Target	Status – Spring 2009
32	Space needs assessment and allocation policies	Create comprehensive plans and policies to assure optimum use of existing and new space (I)	With new assessment and visualization technology, Facilities Management has updated architectural records for 68 buildings, including most that house substantial amounts of externally-funded research. In addition to improved architectural records, space data for 26 more buildings has been updated and published in the new Space Information Management System (SIMS). This upgrade of data is fundamental to calculations of research productivity per square footage. This information is now web-accessible for college administrators, to enable their more active management of assigned space. An older database of space in all buildings, including for buildings not yet updated in the new SIMS, is also available via web to identified campus users.
33	Health risk assessment	50% participation of faculty and staff in survey (I); 50% participation of identified at-risk individuals in campus health programs (I)	64.0% participation of faculty and staff in survey (2008); 23.0% participation of at-risk individuals in campus health programs (2008)
34	Faculty/staff participation in development and leadership programs	Increase annual enrollment in programs from 9,300 (FY03) to 10,250 (I)	18,416 (FY08)
35	Percent of employees receiving annual performance reviews	Increase from 85.0% (FY03) to 100.0% (I)	93.6% (FY08)
36	Administrative transformation	Conduct six reviews per year during first three years of planning period (I)	12 (FY09)
37	Deferred maintenance and safety improvements	Reallocate \$1 for every \$2 in new capital appropriations received to address critical deferred maintenance and safety improvement needs (I)	In FY 2008, the state of Iowa committed approximately \$9M in new Academic Building Revenue Bond authority for deferred maintenance that will help elevate the overall condition of the existing facilities. The bond proceeds will not be available until FY 2010. The University increased its General Education Fund support for building renewal and safety funding by \$1.35M in FY 2009. The University is committed to dedicating funding for building renewal equal to 1.5% of the replacement value of new facilities not otherwise supported by bonded enterprises. To the degree future General Education Fund funding pressures do not permit this level of investment, the Board will be informed.

Indicator	Baseline/Target	Status – Spring 2009
38 Gender equity	Appoint committee to study gender equity and develop action plan if deficiencies are found (I)	<p>UI has implemented or is in process of implementing many of the recommendations of the Gender Equity Task Force, including:</p> <ul style="list-style-type: none"> • Modified the University policy on extension of the probationary period for new parents; • Modified the University policy on the length of the probationary period for clinically active faculty in the Colleges of Medicine and Dentistry; • Developed funding guidelines and increased the amount of funds available for support of dual academic couple hires; • Hired a full time professional staff person in the Office of the Provost to oversee faculty career and leadership development programs; • Developing a centralized mentoring website and formalized mentoring workshops for mentors and mentees; • Established peer mentoring network events for new and junior female faculty and faculty of color; • Preparing to conduct a biannual salary equity survey as recommended in the 2005 salary study.
39 Arts and humanities initiatives	Revisit the recommendations of the 1997 Task Force on the Arts and Humanities; implement the campus dialog on the humanities envisioned in the AAU's 2004 report, "Reinvigorating the Humanities" (I)	<p>The Project on the Rhetoric of Inquiry organized a major conference on Writing Science, pulling together these two important constituencies to address the role of writing in translating science for the public. The Undergraduate Writing Program, under a new director and with a newly renovated house, exceeded enrollment capacity in its first year. Iowa City was chosen a UNESCO City of Literature (the third in the world), having been nominated by the university's International Writing Program. The university and city jointly celebrated the designation that honors the city's long and distinguished literary tradition. The humanities and arts, working together with fields of science, technology, business, and policy, created a sustainability certificate for undergraduates.</p>

Engagement

	Indicator	Baseline/Target	Status – Spring 2009
40	UI contributions to external community	Develop recognition program for faculty, staff, and students who make significant external contributions (I)	<p>Created President’s Award for State Outreach and Public Engagement – 23 awarded to date (6 for the 2004-05 academic year, 4 for the 2005-06 academic year, 9 for the 2006-07 academic year, 4 for the 2007-08 academic year)</p> <p><i>Service learning course enrollment:</i> The Center for Teaching has developed a survey to collect information about student enrollment and participation in service learning courses, and expects to send the survey to faculty in spring 2009. The Center is also developing a process by which faculty who choose to do so may post their service learning courses on the Center's web site, making those courses easier for students to find. The University plans to identify service learning courses within its new student information system ("MAUI"), currently under development.</p>
41	Number of students participating in cooperative education, community internship, service learning, and volunteer programs	Increase service learning course enrollment to 1,000 (I); increase number of student volunteers to 2,000 (I)	<p>Given that additional service learning courses have been developed and student interest continues to grow, UI expects that service learning course enrollments have increased significantly from the 1,273 enrollments reported in spring 2007 (a proxy measure based on enrollment in the 49 service learning courses that arose out of the Service Learning Institutes offered in 2006 and 2007). In addition, UI faculty continue to broaden the types of service learning courses offered. There are at least two new international service learning courses, including a winter session course in India and a full semester course in which students travel to Xicotepec, Mexico over spring break.</p> <p><i>Student volunteers:</i> 2,938* (FY09).</p> <p>*Estimated number of 10,000 Hours Show participants, as a proxy measure. Last year, the UI Civic Engagement Program (CEP) created an online survey to assist with tracking student volunteer activities. Survey questions were based on typical requests for information from the Corporation for National and Community Service (CNCS) and Iowa Campus Compact (IACC). The data collected via the survey are currently being analyzed.</p>

Indicator	Baseline/Target	Status – Spring 2009
		<p>Other indicators of student engagement include:</p> <ul style="list-style-type: none"> • Participation in the Martin Luther King, Jr. Day of Service increased from 125 student, faculty, and staff volunteers at 14 service sites in 2008 to 160 volunteers at 15 service sites in 2009. • In fall 2007, UI added an additional national day of service: Make a Difference Day. In fall 2008, more than 200 volunteers (mostly students) participated. • The CEP sponsored several new service activities in 2008-09, including two service activities for Project Holiday (a partnership among the Crisis Center, the Salvation Army, Elder Services, and the Visiting Nurse Association to provide for children, families, and elderly in need at the holidays); and an Iowa River clean-up activity in partnership with the City of Iowa City, which will kick off National Volunteer Week and Earth Week in spring 2009. • Through the Iowa Commission on Volunteer Service, in 2008 the Governor's Office and Iowa Campus Compact won an AmeriCorps Education Award grant. UI is one of the sites for the grant and has 15 students going through the program this year. Work-study students at nonprofit agencies who engage in a total of 300 hours of service and recruit 10 others into a volunteer opportunity receive \$1,000 toward tuition.
42 Patient satisfaction rating	Improve outpatient mean score from 4.35 (FY02) to 4.50 (scale = 5.00) (I); improve inpatient mean score from 86.8 (FY02) to 90.0 (scale=100.0) (I)	Outpatient survey instrument changed in FY06 to a 100.0 scale; outpatient mean score 90.0 on "care received during visit" (FY08); Inpatient mean score 88.2 on "overall rating of care given" (FY08)
43 Number of options and licenses of UI intellectual property	Increase from 42 (FY03) to 75 (I)	30 (FY08)

Indicator	Baseline/Target	Status – Spring 2009
<p>44 Tracking outreach and economic development efforts</p>	<p>Collect information on all outreach and economic development efforts and set targets (I)</p>	<p>Indicator #1: Construct and begin operations of a life sciences “wet laboratory” business incubator by 2009.</p> <ul style="list-style-type: none"> Completed UI BioVentures Center business incubator November 2008. The BioVentures Center comprises a two-story, 35,000 sf building containing 20 wet labs, 16 offices, and shared conference room, equipment room and meeting space. As of May 2009, the BioVentures Center will have 6 tenants leasing 9 wet labs (45% of the wet lab space) and 9 offices (56% of the office space). The building also includes a 45,000 sf wing operated by the developer (Ryan Companies of Cedar Rapids) that will house more established laboratory- and office-based companies. <p>Indicator #2: Attract, retain or expand (by at least 25% GSF) one to two companies per year at the University of Iowa Research Park (formerly Oakdale Research Park).</p> <ul style="list-style-type: none"> In FY08, the Research Park attracted three new corporate tenants (Noel-Levitz, Ophtherion and Cargill Animal Nutrition). In FY09, the Research Park attracted one new company (the Brighton Group) which is still in lease negotiations with the owner of the building. In addition, one company (LMS International) was retained by relocating it to a new building constructed specifically for the company. <p>Indicator #3: Attract two to three companies per year to the business incubator at the University of Iowa Research Park (formerly Oakdale Research Park) and business incubator on the Oakdale Research Campus (now University of Iowa Research Park).</p> <ul style="list-style-type: none"> In FY08, five companies were attracted to the Technology Innovation Center (UIQI2, JL MediTech, Bio::Neos, Terpenoid Therapeutics and QI2). In FY09, one new company (Pohaku) was attracted to the Technology Innovation Center, while four existing companies relocated to expanded and substantially improved space in the UI BioVentures Center (ASL Analytical, Terpenoid Therapeutics, Vertex Pharmaceuticals and Cellular Engineering Technologies). Two new companies were attracted to the BioVentures Center (Exemplar Genetics and KemPharm). KemPharm was previously located in wet lab space in North Liberty. Exemplar Genetics is a new UI spin-off company.

(P) = Peer Benchmark

(I) = Internal Target

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

April 2009 Progress Report
rev 3/30/2009

Regents Common Academic Indicators

1, 2 Enrollment - Headcount	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Undergraduate - Fall	20,717	21,035	21,503	22,087	23,060	22,999	22,230	21,354	20,732	20,440	21,004	21,607	20,500
<i>% of goal</i>	101%	103%	105%	108%	112%	112%	108%	104%	101%	100%	102%	105%	
Graduate & Professional - Fall	4,667	4,550	4,607	4,758	4,763	4,899	5,150	5,026	5,009	5,022	5,156	5,249	5,500
<i>% of goal</i>	85%	83%	84%	87%	87%	89%	94%	91%	91%	91%	94%	95%	
All Students - Fall	25,384	25,585	26,110	26,845	27,823	27,898	27,380	26,380	25,741	25,462	26,160	26,856	26,000
<i>% of goal</i>	98%	98%	100%	103%	107%	107%	105%	101%	99%	98%	101%	103%	

The university's goal is to enroll 20,500 undergraduate students and 5,500 professional and graduate students for a total enrollment of 26,000. This target balances the realities of declining enrollment of international students at universities in previous years and a decline in the number students graduating from Iowa high schools with continual improvements in initiatives to recruit new students and increase existing students' success.

3 U.S. Students of Color	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Percent of Total Fall Enrollment	7.4%	7.3%	7.3%	7.3%	7.7%	8.1%	8.4%	8.5%	9.0%	9.2%	9.3%	9.5%	10.0%
<i>% of goal</i>	74%	73%	73%	73%	77%	81%	84%	85%	90%	92%	93%	95%	

Students of color as a percentage of the total enrollment (minus international students) has steadily increased over the past eight years. The university is resolute in its desire to continue this trend and has set a goal of 10.0%. "U.S. Students of Color" includes students who are U.S. citizens, immigrants, or refugees who have identified themselves as African American, American Indian/Alaskan Native, Asian/Pacific Islander, or Hispanic.

4 Tenured & Tenure Eligible Faculty	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Total FTE T/TE Faculty, October Payroll	1,405	1,392	1,376	1,377	1,351	1,318	1,331	1,305	1,317	1,278	1,254	1,281	1,400
<i>% of goal</i>	100%	99%	98%	98%	97%	94%	95%	93%	94%	91%	90%	92%	

The number of tenured and tenure-eligible faculty had decreased over the years resulting in higher than optimal student-to-faculty ratios. The goal of 1,400 tenured/tenure-eligible faculty coupled with an overall enrollment of 26,000 would bring the student-to-faculty ratio back into proper alignment.

5 Faculty of Color	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Percent of FT T/TE Faculty, October Payroll	11.5%	na	11.9%	na	13.8%	na	13.9%	14.1%	18.3%	17.5%	17.5%	18.6%	18.0%
<i>% of goal</i>	64%		66%		77%		77%	78%	102%	97%	97%	103%	

The university remains resolute in its commitment to increase the diversity of its faculty. Faculty diversity, as measured by the percent of faculty who are faculty of color, has increased over the past six years, reaching 18.6% in fall 2008 and surpassing the five-year goal of attaining 18%.

6 Women Faculty	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Percent of FT T/TE Faculty, October Payroll	23.1%	na	24.9%	na	25.9%	na	26.4%	26.8%	27.6%	27.9%	27.9%	27.7%	33.0%
<i>% of goal</i>	70%		75%		78%		80%	81%	84%	85%	85%	84%	

Faculty diversity, as measured by the percent of faculty who are women is slightly lower than last year, but had increased during the previous six years. The university remains resolute in its commitment to increase the diversity of its faculty and has set five year goals of increasing the percentage of tenured/tenure-eligible faculty who are women to 33%.

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

April 2009 Progress Report
rev 3/30/2009

Regents Common Academic Indicators

7 One-Year Retention Rate	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Goal
First Time Freshmen (Total), Summer & Fall Entry, Percent Who Returned for Second Year - Entry Fall	82.8%	83.6%	84.4%	85.1%	83.7%	83.4%	84.2%	84.7%	85.8%	83.4%	84.9%	83.5%	90.0%
<i>% of goal</i>	92%	93%	94%	95%	93%	93%	94%	94%	95%	93%	94%	93%	
First Time Freshmen (Students of Color), Summer & Fall Entry, Percent Who Returned for Second Year - Entry Fall	74.5%	82.4%	83.9%	83.9%	85.5%	82.9%	80.9%	84.9%	84.7%	83.6%	82.7%	80.2%	90.0%
<i>% of goal</i>	83%	92%	93%	93%	95%	92%	90%	94%	94%	93%	92%	89%	

The five-year target is to have 90% of all freshmen regardless of background return for the second year. There has not been a steady increase in the percentage of freshmen who return for their second year.

8 Six-Year Graduation Rate	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	Goal
First Time Freshmen (Total), Summer & Fall Entry, Percent Who Graduated in Six Years - Entry Fall	60.1%	61.1%	60.4%	62.4%	63.7%	65.3%	65.7%	66.5%	68.0%	65.8%	65.6%	67.4%	72.0%
<i>% of goal</i>	83%	85%	84%	87%	88%	91%	91%	92%	94%	91%	91%	94%	
First Time Freshmen (Students of Color), Summer & Fall Entry, Percent Who Graduated in Six Years - Entry Fall	40.4%	38.6%	40.7%	51.3%	49.2%	48.2%	55.4%	48.0%	56.5%	55.2%	55.6%	57.2%	72.0%
<i>% of goal</i>	56%	54%	57%	71%	68%	67%	77%	67%	78%	77%	77%	79%	

Overall progress has been made on increasing the percentage of undergraduate students who graduate in six years. The university has set a goal of having 72% of all undergraduate students regardless of background receive a degree before or by the end of their sixth year.

9 Student-to-Faculty Ratio	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Fall FTE Enrollment : Total FTE Faculty, October Payroll	14.3	13.7	16.0	16.2	16.3	15.6	15.5	14.8	14.8	15.8	15.6	15.0

The ratio of students-to-faculty is larger than optimal resulting in larger class sizes and less faculty time available per student. The university is making a concerted effort to increase the number of faculty thus reducing the ratio to 15:1 by 2010. This measure includes all faculty not just tenured and tenure/eligible faculty.

10 Class Size - Under 50	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Percent of All Class Sections - Fall	81.7%	82.7%	81.2%	78.7%	79.0%	80.6%	79.8%	83.0%	83.6%	82.8%	81.8%	85.0%
<i>% of goal</i>	96%	97%	96%	93%	93%	95%	94%	98%	98%	97%	96%	

Faculty-student interaction is at the heart of a university education and the quality of these interactions is often enhanced by smaller classes. The university has a goal of increasing the percent of classes geared for fewer than 50 students to 85% as a means of continuing to improve the quality of the education students receive.

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

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Regents Common Academic Indicators

11 Class Size - Under 20	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Percent of All Class Sections - Fall	31.9%	36.8%	36.0%	32.8%	35.1%	35.4%	33.0%	36.1%	37.7%	35.4%	34.4%	40.0%
<i>% of goal</i>	80%	92%	90%	82%	88%	89%	83%	90%	94%	89%	86%	

Faculty-student interaction is at the heart of a university education and the quality of these interactions is often enhanced by smaller classes. The university has a goal of increasing the percent of classes geared for fewer than 20 students to 40% as a means of continuing to improve the quality of the education students receive.

Items 12 - 16 are from the National Survey of Student Engagement (NSSE). NSSE annually assesses the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development. In an effort to make it easier for people on and off campus to talk productively about student engagement and its importance to student learning, collegiate quality, and instructional improvement, NSSE created five clusters of measures or benchmarks of effective educational practice:

- Level of academic challenge,
- Active and collaborative learning,
- Student-faculty interactions,
- Enriching educational experiences, and
- Supportive campus environment.

Each year, approximately 200,000 students at 650 four-year colleges and universities participate in NSSE. Iowa State's targets for each of the five NSSE benchmarks have been set just above the mean score achieved at doctoral-extensive universities who participated in the survey. A brief explanatory note accompanies each of the benchmarks.

12 Academic Challenge: NSSE	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Seniors - 100 Points Possible - Fall Report	50	52	51	na	52	52	52	53	55
<i>% of goal</i>	91%	95%	93%		95%	95%	95%	96%	

Challenging intellectual and creative work is central to student learning and collegiate quality. College and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student involvement. This benchmark measures senior students' perception of the extent to which Iowa State is an academically challenging university.

13 Active & Collaborative Learning: NSSE	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Seniors - 100 Points Possible - Fall Report	46	46	45	na	47	47	48	49	49
<i>% of goal</i>	94%	94%	92%		96%	96%	98%	100%	

Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily, during and after college. This benchmark measures senior students' perception of the extent to which Iowa State has engaged them in active and collaborative learning experiences. The goal of 49 set for 2010 has been reached.

14 Student-Faculty Interaction: NSSE	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Seniors - 100 Points Possible - Fall Report	39	41	39	na	41	40	41	42	41
<i>% of goal</i>	95%	100%	95%		100%	98%	100%	102%	

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning. This benchmark measures senior students' perception of the quality of their interactions with Iowa State faculty members. The goal of 41 set for 2010 has been achieved.

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

April 2009 Progress Report
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Regents Common Academic Indicators

15 Enriching Education: NSSE

	2005	2006	2007	2008	Goal
Seniors - 100 Point Possible - Fall Report	39	39	41	41	41
<i>% of goal</i>	95%	95%	100%	100%	

Complementary learning opportunities inside and outside the classroom augment academic programs. Experiencing diversity teaches students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior cap-stone courses provide opportunities to integrate and apply knowledge. This benchmark measures senior students' perception of the richness of the learning environments and opportunities available at Iowa State University. NSSE significantly reworked this cluster making comparisons with data collected in previous years impossible. Thus, data is only shown for 2005 through 2007. The figures for the most recent two years indicate the goal of 41 has been reached.

16 Supportive Campus Environment: NSSE

	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Seniors - 100 Points Possible - Fall Report	52	55	55	na	53	54	56	57	55
<i>% of goal</i>	95%	100%	100%		96%	98%	102%	104%	

Students perform better and are more satisfied at colleges that are committed to their success and that cultivate positive working and social relations among different groups on campus. This benchmark measures senior students' perception of the extent to which Iowa State is a supportive campus. Again, the figures for recent years show that the goal of 55 has been achieved.

17 Sponsored Funding Awards

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Millions of Dollars - Fiscal Year	\$185.5	\$156.2	\$199.2	\$211.2	\$217.7	\$225.4	\$230.4	\$274.2	\$286.9	\$279.7	\$272.0	\$274.1	\$300.0
<i>% of goal</i>	62%	52%	66%	70%	73%	75%	77%	91%	96%	93%	91%	91%	

Sponsored funding reflects the level of the university's funded research and scholarly activity. Sponsored funding at Iowa State University had grown steadily the previous five years with a slight decrease in 2006 and 2007. The latest figure, for 2008, indicates the figure is rebounding. The university expects this level of funding to increase as it recruits and retains outstanding faculty. The 2010 goal is \$300 million per year in sponsored funding.

18 Faculty Articles and Citations

	1998-2002	1999-2003	2000-2004	2001-2005	2002-2006	2003-2007	Goal
Total Articles Published by ISU Faculty - Rolling 5 Year Average	7,719	8,003	8,288	8,628	8,934	9,572	9,000
<i>% of goal</i>	86%	89%	92%	96%	99%	106%	
Total Citations of Articles Published by ISU Faculty - Rolling 5 Year Average	36,780	39,266	43,465	46,469	48,513	55,404	50,000
<i>% of goal</i>	74%	79%	87%	93%	97%	111%	

Another measure of the quality and impact of faculty scholarship is the extent to which it is cited by other scholars. Thompson Scientific is a comprehensive source of data on citations and publications. Their Institute for Scientific Information (ISI) Database contains counts of citations taken from over 9,800 peer-reviewed journals: 6,650 in sciences, 1,950 in social sciences, and 1,200 in arts and humanities. Both articles and citations have been steadily increasing, now surpassing the 2010 goals set at 9,000 and 50,000, respectively.

19 Doctorate Degrees Awarded

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Total Degrees Awarded - Academic Year	255	300	257	238	232	239	228	228	246	281	296	308	275
<i>% of goal</i>	93%	109%	93%	87%	84%	87%	83%	83%	89%	102%	108%	112%	

The doctorate is the highest degree offered by most disciplines and represents subject mastery. The number of doctorate degrees awarded is a measure of both students' attraction to the university based on the quality of its programs and the university's ability to mentor and support students while providing them with the most advanced level of higher education. The five year goal was to increase the number of doctorates awarded to 275 per year. That goal was surpassed in 2006 and currently stands at 308.

Forward thinking. The Iowa State University 2005-2010 Strategic Plan

April 2009 Progress Report
rev 3/30/2009

Regents Common Academic Indicators

20 Faculty Salaries	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Comparative Index - Percent of Peer Mean	99%	100%	99%	99%	98%	97%	96%	96%	95%	95%	94%	95%	102%
<i>% of goal</i>	97%	98%	97%	97%	96%	95%	94%	94%	93%	93%	92%	93%	

While not a direct measure of program quality, competitive faculty salaries are critical to attracting and retaining outstanding faculty. As such, it is important to monitor and improve salary competitiveness as compared to peer universities. Data for this performance indicator is derived from the AAUDE (Association of American University's Data Exchange). Iowa State's goal is to increase faculty salaries to 102% of the peer mean which would bring faculty salaries to the 66th percentile of the university's peer group. 100% equals the peer mean. ISU faculty salaries have become less competitive over the years.

21 Royalties/License Fee Income	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Millions of Dollars - Rolling 3 Year Average	\$4.9	\$4.5	\$2.7	\$2.9	\$5.9	\$7.5	\$7.2	\$4.8	\$5.2	\$7.0	\$8.5	\$10.0
<i>% of goal</i>	49%	45%	27%	29%	59%	75%	72%	48%	52%	70%	85%	

Iowa State is one of the most successful universities in applying new technologies in ways that benefit society. The university has set a goal of increasing the income from royalties and license fees to \$10 million by 2010.

22 Iowan Served by ISU Extension	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	Goal
Total People Served - Fiscal Year	353,361	468,043	499,537	727,370	657,316	665,354	766,268	757,852	754,546	795,667	871,067	980,888	800,000
	44.2%	58.5%	62.4%	90.9%	82.2%	83.2%	95.8%	94.7%	94.3%	99.5%	108.9%	122.6%	

"Iowan's Served" measures the number of contacts made by University Extension with Iowa's citizens while providing information, services, and programs that benefit youth, families, adults, businesses, and organizations. The university has set a goal of making 800,000 such contacts per year by 2010. The latest figure indicates the goal has been surpassed.

23 University Life Survey	2007	2009	Goal
ISU is a great place to learn (agree or strongly agree) --all respondents	86.5%	89.3%	
ISU is a great place to work (agree or strongly agree) --faculty and staff	75.6%	82.1%	

The university recently completed another faculty/staff survey that will assist the university in assessing the quality of the working environment that exists and gaining insights into needed improvements. A clear majority of respondents agreed or strongly agreed that ISU is great place to learn (89.3%) and that ISU is a great place to work (82.1%).

24 Financial Need Met	2003	2004	2005	2006	2007	Goal
Percentage of Total Student Financial Aid Funded by ISU	85.0%	85.5%	83.8%	86.0%	84.0%	100%

The Board of Regents included "Financial Need" in its set of common indicators to be reported by each Regent university. The percentage reported is the proportion of total financial need for all students (as defined by the Free Application for Federal Student Aid) that Iowa State University funded through scholarships and grants.

**UNIVERSITY OF NORTHERN IOWA
2004-2009 STRATEGIC PLAN: PROGRESS REPORT**

Values

The University of Northern Iowa community values:

- Excellence in all its endeavors
- Intellectual vitality
- Intellectual and academic freedom, dialogue and the free exchange of ideas
- Expansive awareness of multiple perspectives characteristic of a global society
- An ethical, caring and diverse community characterized by pluralism and civility
- Personalized learning
- The well being of its students, faculty and staff
- Service to the citizens of the State of Iowa, the nation and the world
- An appreciation of people with different backgrounds with an emphasis on gender, race/ethnicity, religion, age, sexual orientation, physical abilities, socioeconomic class, and national origin

Vision

The University of Northern Iowa will be the leader among the nation's finest public comprehensive universities, characterized by a multicultural and inclusive community with high- quality teaching/learning environments and socially responsible contributions to the State of Iowa, the nation, and the world.

Mission Statement

The University of Northern Iowa is a comprehensive institution dedicated to providing a personalized learning environment, founded on a strong liberal arts curriculum. It is committed to being an intellectually and culturally diverse community. The University focuses both on undergraduate education, and on selected master's, doctoral and other graduate programs. It is characterized by excellence in three areas: teaching and learning; research, scholarship, and creative work; and service. Through its varied endeavors, UNI shares its expertise with, and provides service to, individuals, communities and organizations throughout the state, the nation and the world.

Focused Mission Statement

The University of Northern Iowa offers a world-class university education, providing personalized experiences and creating a lifetime of opportunities.

Goal 1.0

Provide intellectually challenging and character-building experiences for undergraduate and graduate students in a personalized learning environment.

Objective 1.1: Maintain the excellence in undergraduate and graduate programs that distinguishes the University, and strategically expand programs that attract students.

Objective 1.2: Provide a personalized learning environment that responds to needs, encourages growth, and recognizes achievements of individual students.

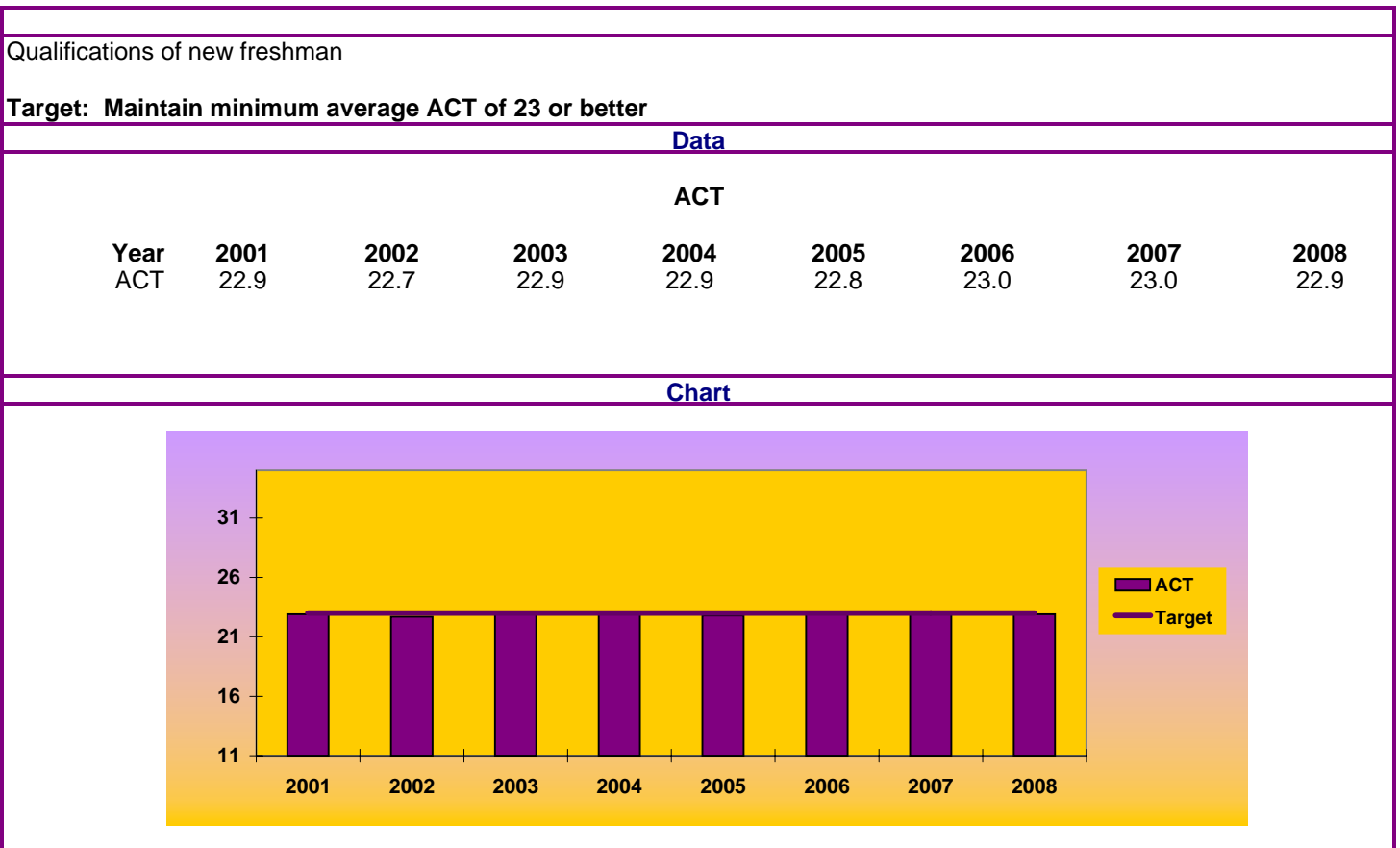
Objective 1.3: Increase understanding of and commitment to the role and value of a liberal arts education as the foundation of a university education.

Objective 1.4: Enhance appreciation of, and encourage participation in, co-curricular and extra-curricular activities that cultivate intellect and character.

Objective 1.5: Broaden and enrich the intellectual and learning experiences of students by increasing the number of U.S. racial and ethnic minority, and international students, faculty, and staff.

Objective 1.6: Provide instruction to students by tenured or tenure track faculty in accord with established performance targets.

Objective 1.7: Maintain a schedule of class offerings that enables timely academic progress toward a degree



Goal 1.0 continued

Four-year graduation rate

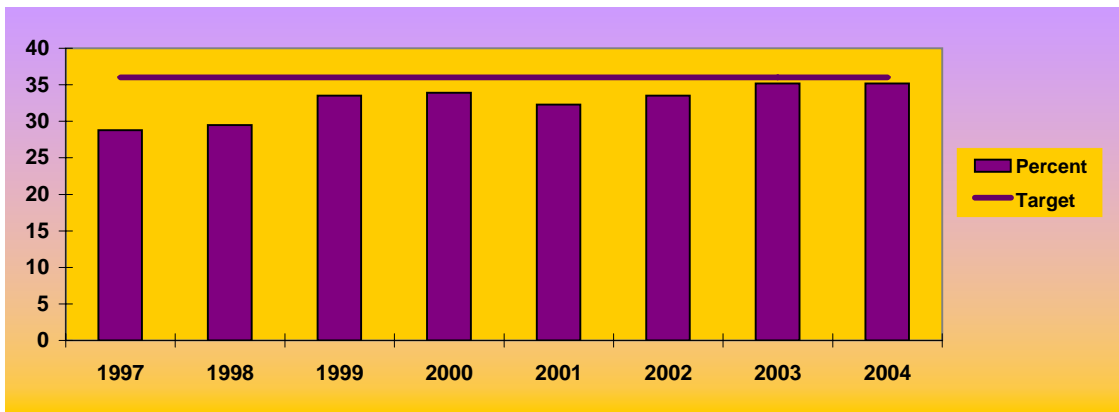
Target: 36%

Data

Four-Year Graduation Rate

Cohort Year	1997	1998	1999	2000	2001	2002	2003	2004
Percent	28.8	29.5	33.5	33.9	32.3	33.5	35.2	35.2

Chart



Goal 1.0 continued

Percentage of Undergraduate student credit hours taught by tenure/tenure-track faculty (Fall data)

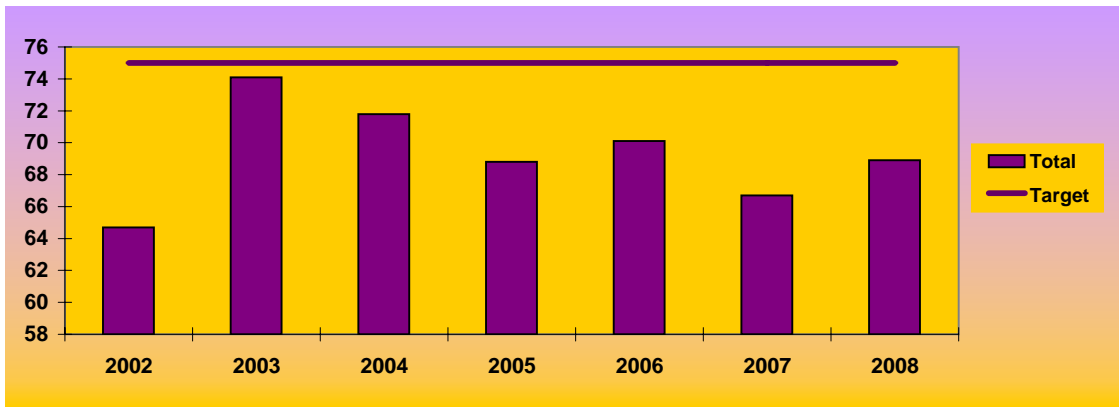
Target: 75%

Data

SCH taught by tenure/tenure-track faculty (%)

Fall Total	2002	2003	2004	2005	2006	2007	2008
	64.7	74.1	71.8	68.8	70.1	66.7	68.9

Chart



Goal 1.0 continued

Average undergraduate class size – lower and upper (Fall data)

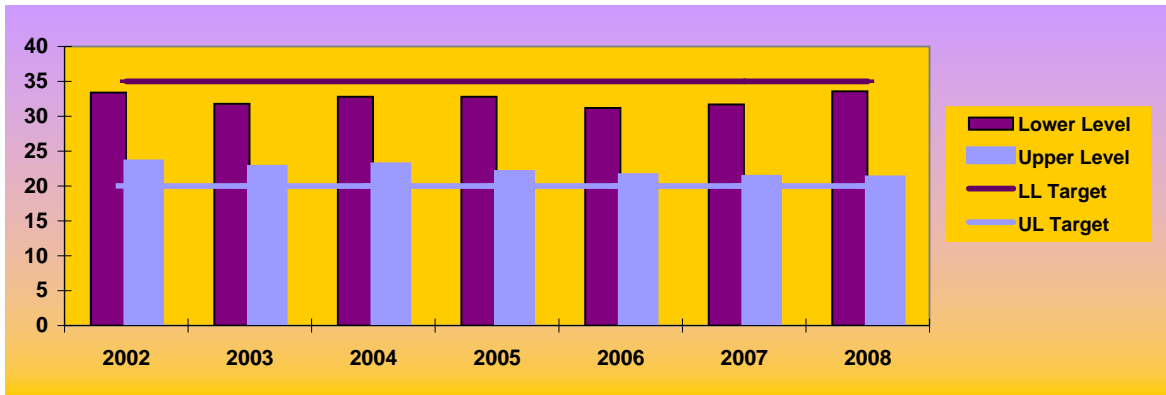
**Target: Lower level - maximum 35
Upper level - maximum 20**

Data

Average Class Size

UG level	2002	2003	2004	2005	2006	2007	2008
Lower Level	33.4	31.8	32.8	32.8	31.2	31.7	33.6
Upper Level	23.4	22.6	23	21.9	21.4	21.2	21.1

Chart



Goal 1.0 continued

Percentage of undergraduate students having an international learning experience

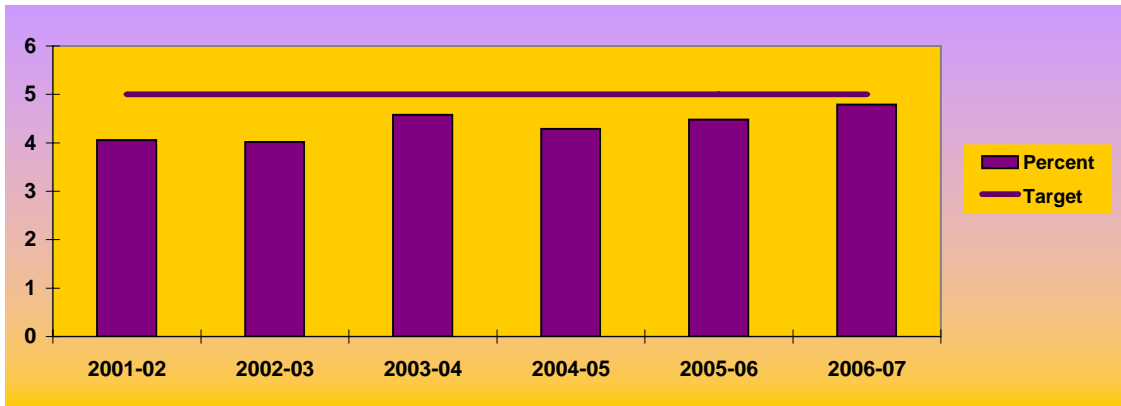
Target: 5% of Undergraduate students (FTE)

Data

International Learning Experience

	Fall	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
No. of Students		437	413	449	420	431	472
Undergraduates (FTE)		10,761	10,283	9,795	9,801	9,623	9,856
Percent		4.06	4.02	4.58	4.29	4.48	4.79

Chart



Goal 2.0

Maintain a faculty distinguished by their creative and intellectually rigorous teaching and scholarship

Objective 2.1: Recruit and retain a highly qualified and diverse faculty.

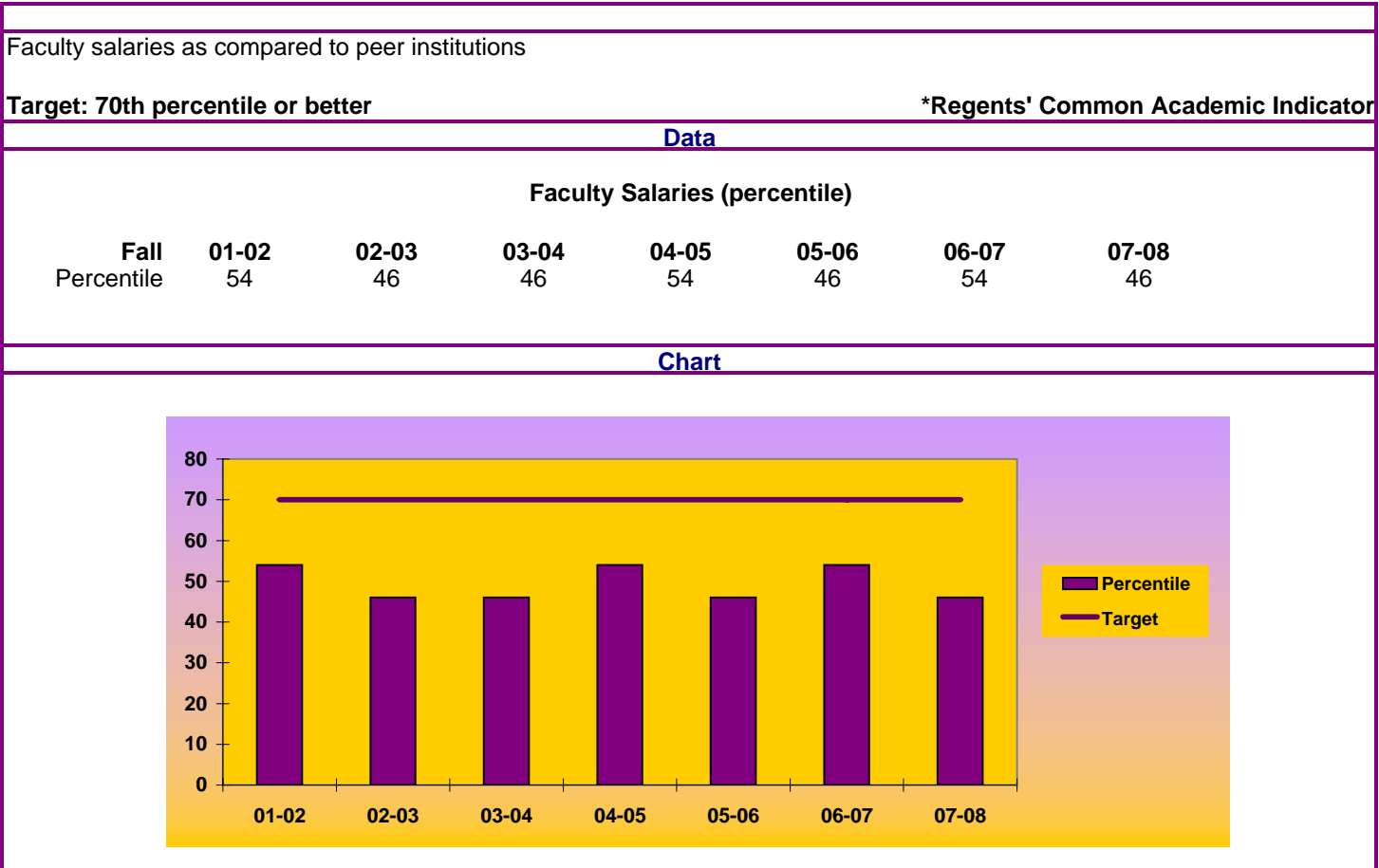
Objective 2.2: Support faculty initiatives to enhance the quality of their teaching

Objective 2.3: Support and strengthen collaboration among Arts and Sciences, Business, and Education faculty as it pertains to the Liberal Arts core, Teacher Preparation and other university-wide programs.

Objective 2.4: Increase opportunities for faculty to enhance the quality and quantity of their research and creative activity.

Objective 2.5: Increase focus on research and creative activities that provide additional experiential learning opportunities for students.

Objective 2.6: Increase support for seeking external funding.



Goal 2.0 continued

Racial/ethnic minority tenure/tenure-track faculty as a percentage of total tenured/tenure-track faculty.

Target: 14%

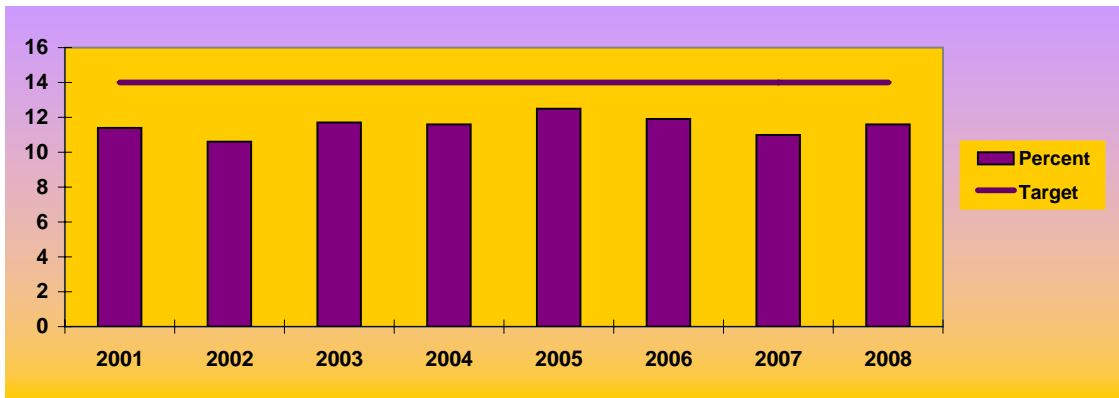
*Regents' Common Academic Indicator

Data

Minority Tenure/Tenure Track Faculty

Fall Percent	2001	2002	2003	2004	2005	2006	2007	2008
	11.4	10.6	11.7	11.6	12.5	11.9	11.0	11.6

Chart



Goal 2.0 continued

Women tenure/tenure-track faculty as a percentage of total tenure/tenure-track faculty.

Target: 42%

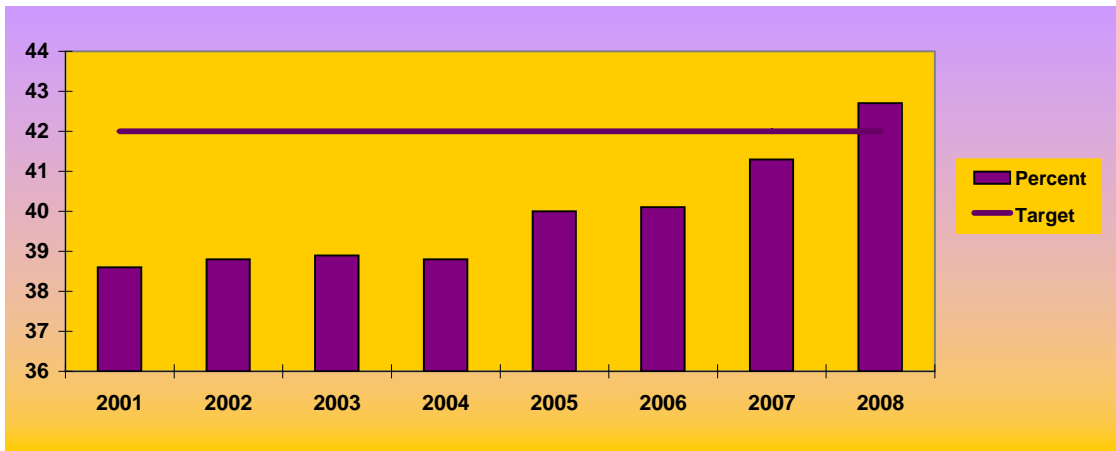
*Regents' Common Academic Indicator

Data

Women Tenure/Tenure Track Faculty

Fall Percent	2001	2002	2003	2004	2005	2006	2007	2008
	38.6	38.8	38.9	38.8	40.0	40.1	41.3	42.7

Chart



Goal 3.0

Focus the involvement of the University in addressing critical local, state, national and global needs

Objective 3.1: Assess and respond to diverse expectations and needs for UNI programs and services

Objective 3.2: Develop opportunities for students, faculty and staff to provide services to the greater community as part of their academic, co-curricular and extra curricular activities.

Objective 3.3: Establish strong, mutually beneficial relationships with external constituencies through various initiatives including expanded distance learning and creation of an area of campus dedicated to outreach.

Headcount enrollments in credit/non-credit courses offered through extension and continuing education

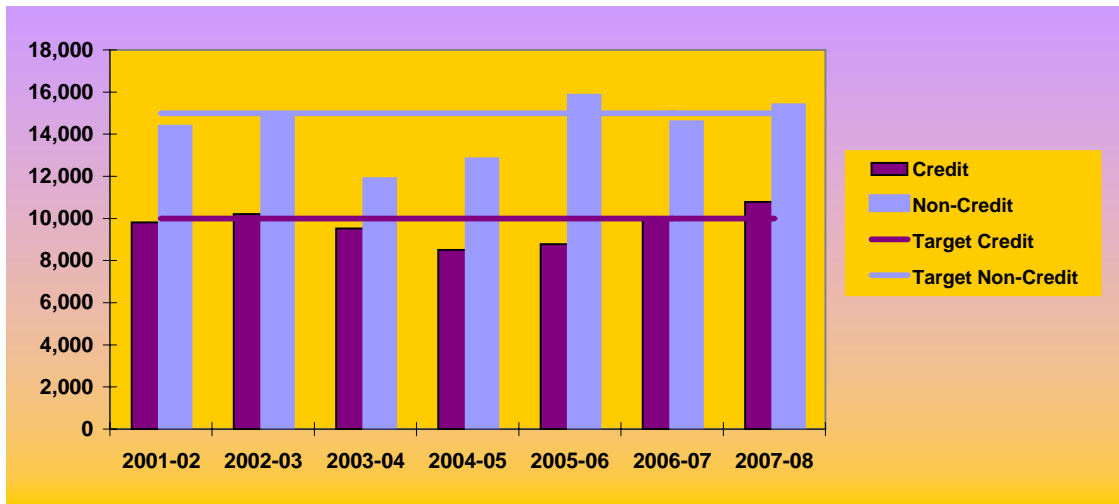
**Target: Credit 10,000
Non-Credit 15,000**

Data

Headcount

	Fall 2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Credit	9,819	10,203	9,528	8,503	8,778	9,984	10,783
Non-Credit	14,312	14,969	11,822	12,761	15,781	14,516	15,320

Chart



Goal 4.0

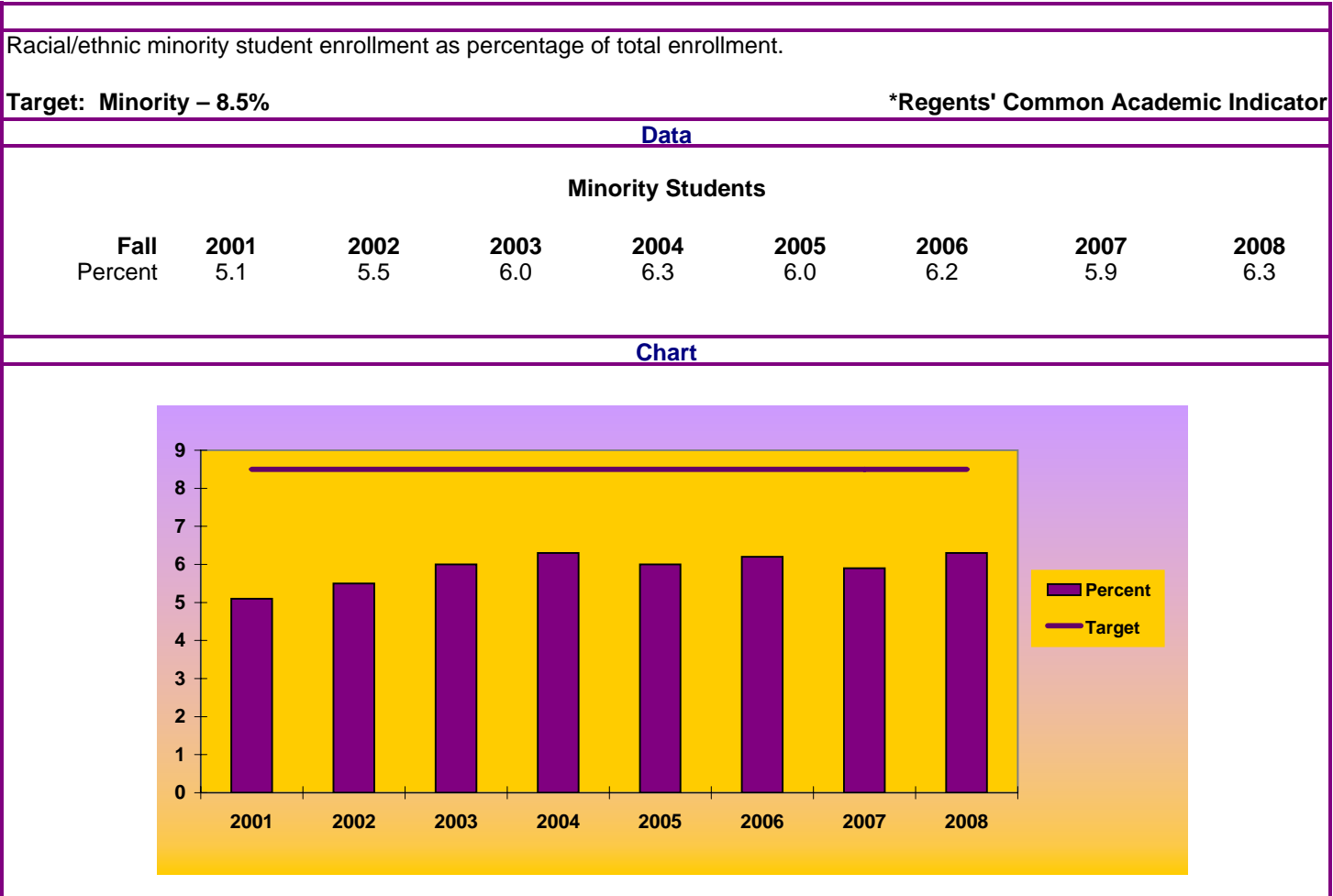
Promote a University culture characterized by diversity, collegiality, mutual respect, organizational effectiveness, and shared responsibility.

Objective 4.1: Employ recruitment and retention strategies that will increase the number of U.S. racial and ethnic minority, international, and protected class students, faculty, staff, and University officials.

Objective 4.2: Maintain a safe and supportive working and living environment characterized by services and programs that promote individual well-being and organizational effectiveness.

Objective 4.3: Broaden participation in University governance activities by students, faculty, and staff.

Objective 4.4: Enhance opportunities for mentoring and social interaction among all members of the University community.



Goal 4.0 continued

Average financial aid accepted as proportion of average financial need by expected family contribution ranges for full-time, resident, dependent undergraduate FAFSA filers receiving financial aid.

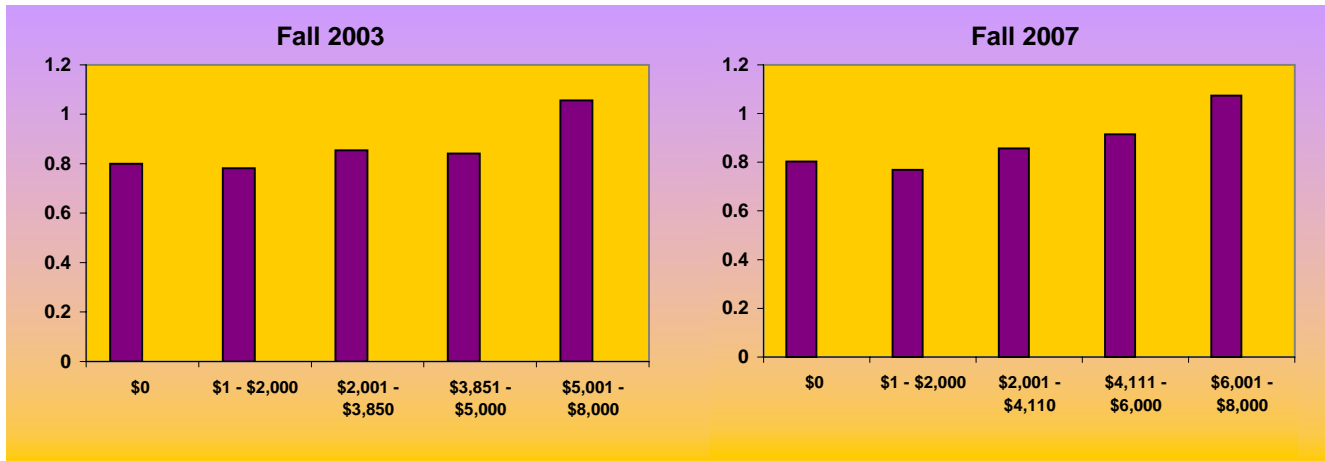
***Regents' Common Academic Indicators**

Data

Proportion of Aid Accepted to Need

EFC Range	Fall 2003	EFC Range	Fall 2007
\$0	80.03%	\$0	80.36%
\$1 - \$2,000	78.25%	\$1 - \$2,000	76.89%
\$2,001 - \$3,850	85.49%	\$2,001 - \$4,110	85.70%
\$3,851 - \$5,000	84.19%	\$4,111 - \$6,000	91.47%
\$5,001 - \$8,000	105.61%	\$6,001 - \$8,000	107.41%

Chart



Goal 4.0 continued

One-year retention rate of new, direct-from-high-school freshmen. (Fall data)

Target*: 84%

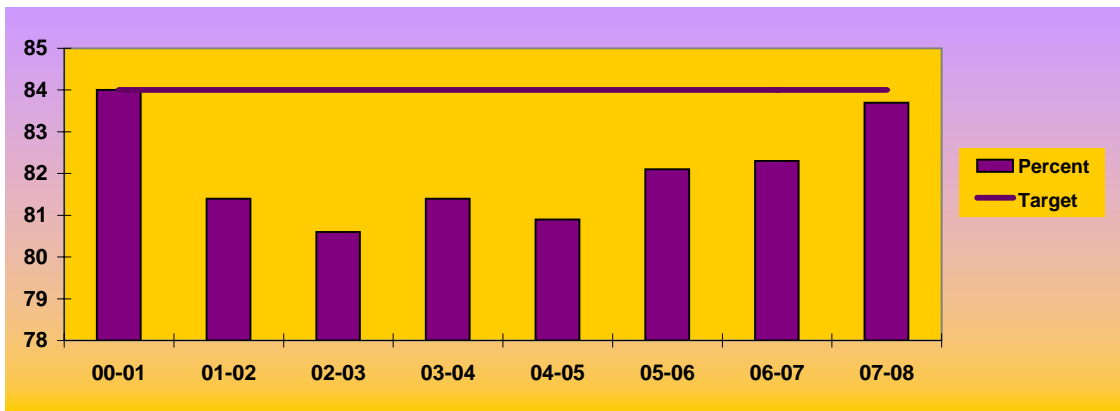
*Regents' Common Academic Indicator

Data

One Year Retention Rates (%)

Fall Percent	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
	84.0	81.4	80.6	81.4	80.9	82.1	82.3	83.7

Chart



*Previous Target of 82% was met in 05-07.

Goal 4.0 continued

Six-year graduation rate of new, direct-from-high-school freshmen (Fall data)

Target: 68%

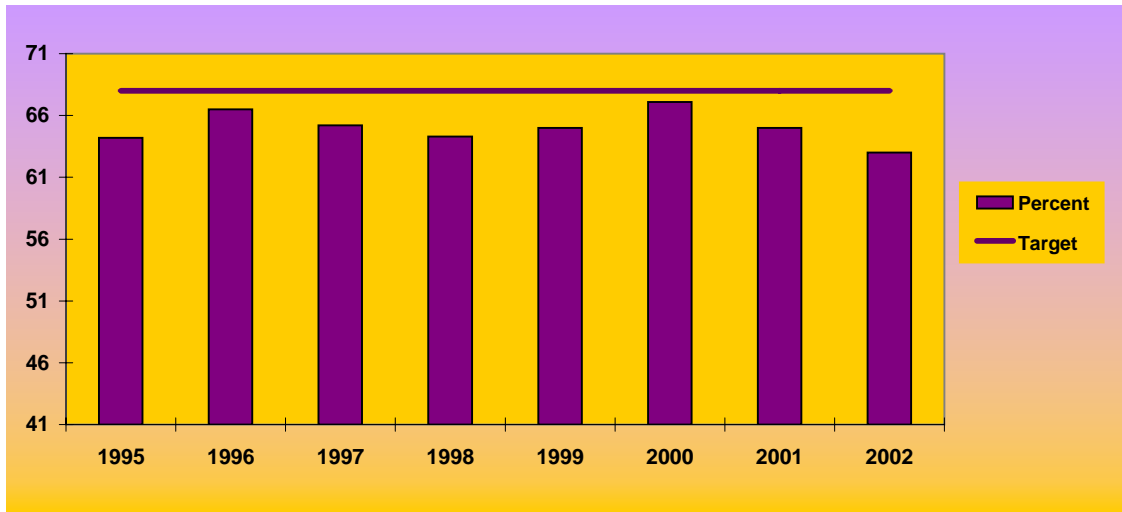
*Regents' Common Academic Indicator

Data

Six Year Graduation Rates (%)

Cohort Year	1995	1996	1997	1998	1999	2000	2001	2002
Percent	64.2	66.5	65.2	64.3	65.0	67.1	65.0	63.0

Chart



Goal 4.0 continued

Racial/ethnic minority employees as percentage of all employees

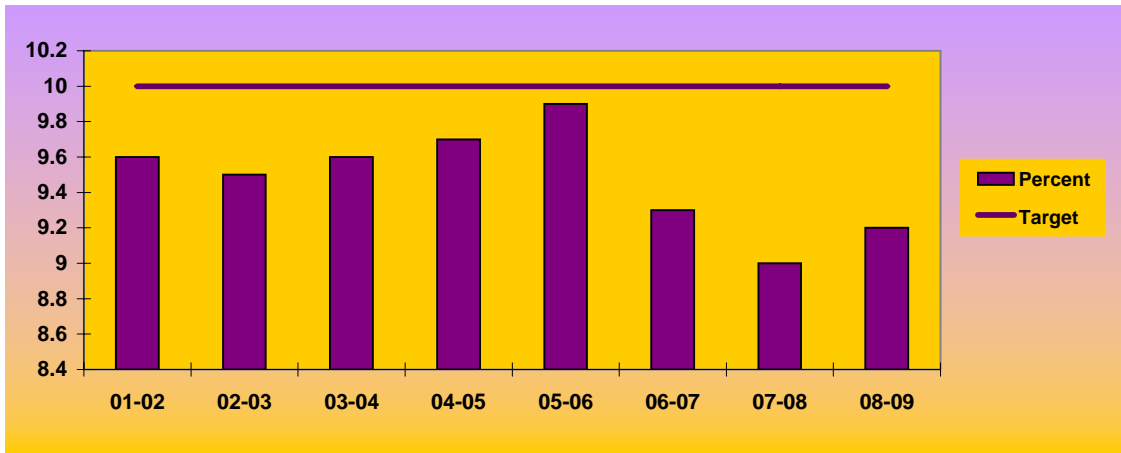
Target: 10%

Data

Percentage of Minority Employees

Fall Percent	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09
	9.6	9.5	9.6	9.7	9.9	9.3	9.0	9.2

Chart



Goal 5.0

Provide and maintain appropriate resources including staffing for effective and efficient University operations.

Objective 5.1: Implement budget processes linking allocations to the strategic plan.

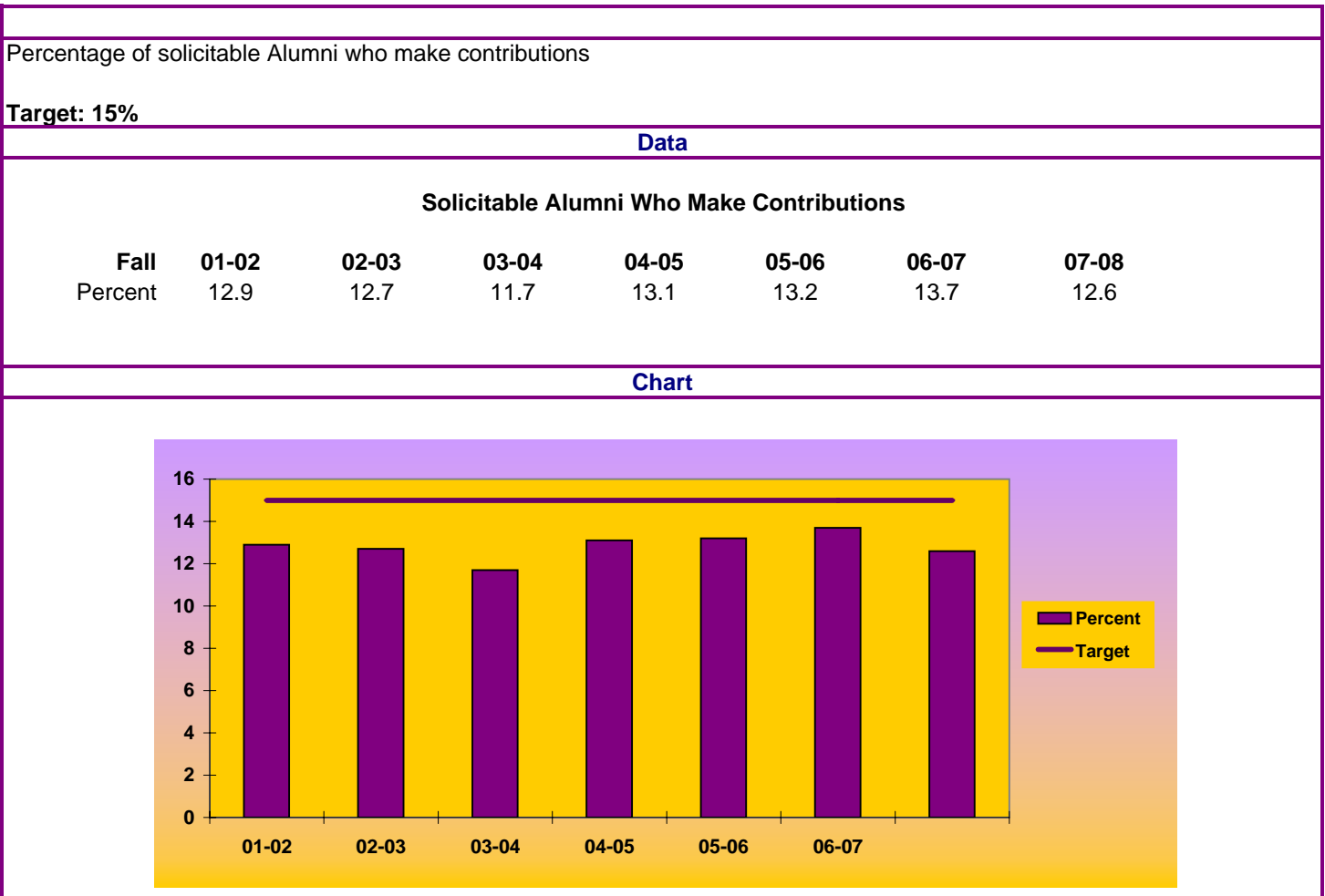
Objective 5.2: Develop intellectual resources by providing opportunities for staff and faculty to pursue professional development and to enhance performance.

Objective 5.3: Provide an appropriate array of library, informational resources, and other University collections to support academic and other campus programs.

Objective 5.4: Assess and meet the technology, information and data base systems, and equipment needs of University programs and operations.

Objective 5.5: Upgrade, construct, and maintain buildings, grounds, and equipment in accord with the University's Campus Master Plan.

Objective 5.6: Increase external funding to support programs and services.



Goal 5.0 continued

Sponsored funding awarded per year in millions of dollars

Target: 35 million

***Regents' Common Academic Indicators**

Data

Sponsored Funding Awarded

FY	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
Millions	19.4	20.7	18.1	23.7	24.8	20.0	24.0	36.7

Chart

