

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Requests for Professional Development Assignments for FY 2004
Date: December 4, 2003

Recommended Action: Approve requests for professional development assignments for FY 2005.

Executive Summary

Purpose of Report

Each year, the Board of Regents is asked to approve faculty assignments that are designed to improve the Regent institutions as specified in the Board Policy Manual §4.09. Professional development activities by the faculty are essential to the academic vitality of the universities.

Definition and Value of Professional Development Assignments

Professional development assignments (or PDAs) release faculty members from classroom and other obligations to pursue research and other creative projects. Projects for which professional development time is awarded relate to the educational missions of the universities, are supported in order to enrich the educational environment of the universities, and can enhance the reputation of the institutions and their faculty. The professional development programs established on each campus have also been used to recruit high quality faculty to the Regent universities. They are an important tool by which the Board of Regents and the universities ensure a vigorous and engaged faculty.

Faculty Vitality

As with any organization that must ensure that its members maintain a high level of quality and productivity, the Regent universities provide professional development assignments as an investment in faculty to develop new course materials, expand their areas of expertise, and explore new aspects of their disciplines. This investment is to the benefit of students, the institution, and the state.

Compensation and Obligations

Professional development assignments are usually for one semester, though they may be granted for longer periods. Compensation in any case is limited to the amount of compensation a faculty member would receive during a semester-long assignment.

Following their professional development assignments, faculty are responsible for reporting the results of their assignments as specified by their institutional guidelines.

In addition, Iowa law (Iowa Code §262.9[13]), calls for faculty to return to the institution for two years following an assignment or to repay the costs

associated with it. This law has been interpreted¹ to mean that faculty must return service to their institution for twice the length of time of their professional development assignment; i.e., a one-semester PDA would require one year of service after the assignment.

Applications and
Review Process

Each Regent university conducts a thorough review of professional development assignment proposals. A summary of the application and review process follows:

1. Faculty make written application for assignments to their department executive officer.
2. Department executive officers and, after approval by the DEO, college-level committees review each request in light of departmental and collegiate needs, staffing, and financial considerations.
3. Colleges make recommendations for PDAs to the provost. Departments and colleges may also apply to the provost for financial assistance to hire replacement faculty. (UNI reports that replacement funds for professional development assignments were eliminated in recent budget cuts.)
4. A university committee reviews all requests and makes recommendations to the provost.
5. The provost forwards recommendations for professional development assignments to the Board for approval.
6. The Board must grant its approval before final preparations can be made for a professional development assignment. The Board Policy Manual (§4.09) states: "professional development assignments shall be submitted to the Board by the institutional heads for approval."

The respective provosts have recommended each proposed professional development assignment for which Board approval is sought.

Professional
Development
Assignment
Requests

The universities request and the Board Office recommends approval by the Board of professional development assignments for 139 faculty members for FY 2005.

- SUI requests approval for 87 professional development assignments (6.7% of the eligible faculty).
- ISU requests approval for 35 professional development assignments (2.4% of the eligible faculty).
- UNI requests approval for 17 professional development assignments (4.5% of the eligible faculty).

The 139 PDAs requested for 2005 amount to eight, or 5.4%, fewer requests than last year.

¹ An opinion from the Iowa Attorney General (Appel, February 26, 1979).

Background: Numbers of requests for approval of PDAs for the years 1993 to the present are provided below in Table 1.

Table 1
Requests for Approval at Regent Universities
1993-1994 to 2004-2005

Year	SUI	ISU	UNI	Total
1993-1994	108	44	21	173
1994-1995	86	50	19	155
1995-1996	96	53	23	172
1996-1997	89	46	25	160
1997-1998	95	60	24	179
1998-1999	106	52	20	178
1999-2000	113	46	21	180
2000-2001	96	53	20	169
2001-2002	82	46	18	146
2002-2003	84	35	18	137
2003-2004	88	39	20	147
2004-2005	87	35	17	139

Link to Strategic Plan:

A commitment to faculty excellence in research and scholarship, and an acknowledgment of its relationship to the educational experience of students, is evident throughout the Regents' 2004-2009 Strategic Plan. These are particularly embodied in strategic priorities 1 and 2, which read as follows:

1. Ensuring high-quality educational opportunities for all our students.
2. Discovering new knowledge through research, scholarship, and creative activities.

In particular, professional development assignments advance the following 2004-2009 strategic objectives relating to vitality among faculty and its relationship to learning opportunities:

- Objective 1.2 Attract and retain the best faculty and staff, consistent with institutional missions, to provide exceptional learning opportunities.
- Objective 2.1 Attract and retain diverse, talented, and creative faculty, staff and students.
- Objective 2.4 Acquire and manage resources that support and enhance research, scholarship, and creative activities.

Schedule of Professional Development Assignments

Table 2 provides detail of the schedule for PDAs at all Regent universities.

Table 2: Schedule of Professional Development Assignments

	UNI	ISU	SUI	Regent Total
Fall 2004	6	15	41	62
Spring 2005	11	8	40	59
Fall & Spring 04-05	0	9	6	15
Other combination	0	3	0	3
Total	17	35	87	139

Rank of Faculty Recommended for PDAs

Table 3 provides detail of the rank of faculty recommended for PDAs at each Regent university.

Table 3: Rank of Faculty Recommended for Professional Development Assignments by Regents University

	UNI	ISU	SUI	Regent Total
Full Professors	7	15	47	69
Associate Professors	8	17	40	65
Assistant Professors	0	3	0	3
Instructors	2	0	0	2
Total	17	35	87	139

Years of Service

The average length of service by recipients of professional development assignment recommendations at each institution is as follows:

- UNI: 11.2 years
- ISU: 10.2 years
- SUI: 15.6 years

Projected New Costs

Projected new costs for professional development assignments include replacement costs and research expenses. New costs of the professional development assignments for FY 2005 are projected to be \$464,134 (or 14.7% less than for FY 2004). Table 4 provides details of projected costs of professional development assignments by Regent university.

Replacement costs include only those costs covered by either the department/college or the provost's office. UNI reports that replacement funds for professional development assignments were eliminated in recent budget cuts.

Research expenses are typically associated only with Faculty and Global Scholars at the University of Iowa.

Table 4
Projected Costs of Professional Development Assignments
2004-2005

	Replacement Costs	Research Expenses	Total
SUI	196,905	85,000	281,905
ISU	182,229	0	182,229
UNI	0	0	0
Total	\$379,134	\$85,000	\$464,134

Proposed Activities Faculty will engage in many productive activities during their professional development assignments. For example, faculty members have the opportunity to engage in intensive research, write books and articles, create new works of art and compositions, present papers, work in industry, develop modeling systems, and develop grant proposals, software, course materials, and multimedia resources for their disciplines.

Examples of Proposed Activities The 2004-2005 professional development assignments involve research and creative endeavors in a wide range of academic disciplines. A few arbitrarily drawn examples of the 139 proposed projects follow:

- a study of the mechanisms that underlie how cellular signals are transmitted from the membrane of a cell to its nucleus;
- an examination of the dynamics of civil-military relations in the aftermath of military rule in Nigeria and analysis of the operational uses of the military in quelling ethnic and religious conflicts;
- research in the legal field of restitution, and an examination of the methods by which restitutionary awards are measured;
- initial engineering of plant resistance mechanisms against cyst nematodes that pose serious problems in many agricultural production systems;
- a study of theories and approaches for developing musical expression, focusing on phrasing, origins, influence, and performance;
- analysis of the history of immigration policy and its relationship to the exclusion of people with mental and physical disabilities through federal immigration law in the late 19th and early 20th centuries.

Race, Ethnicity and Gender Table 5 details eligibility, applications, and institutional recommendations for professional development assignments by race and ethnicity and by gender for each Regent university and for the entire Regent enterprise. Proposed professional development assignments are for 88 men (63.3% of the total) and 51 women (36.6%).

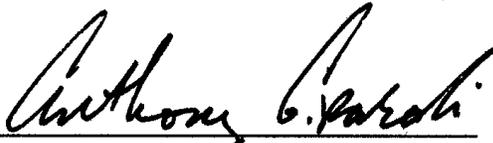
**Table 5:
Eligibility, Applications, and Recommendations for
Professional Development Assignments: Race/Ethnicity and Gender
By Regent University 2004-2005**

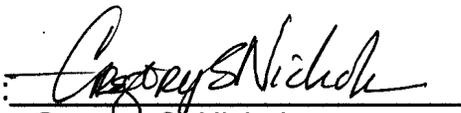
Race or Ethnicity	Number of Faculty ²		Number Eligible for PDAs		Number Applied for PDAs		Number Recommended for PDAs	
	Male	Female	Male	Female	Male	Female	Male	Female
ISU								
African-American	15	16	15	10	0	0	0	0
Asian-American	151	38	141	28	6	1	6	1
Hispanic-American	24	14	22	8	1	0	0	0
Native American	8	4	6	3	0	0	0	0
White	989	492	865	357	23	13	18	10
TOTAL	1,187	564	1,049	406	30	14	24	11
SUI								
African-American	22	18	14	10	0	1	0	1
Asian-American	130	29	79	11	12	1	9	1
Hispanic-American	33	20	17	11	2	1	2	1
Native American	4	4	2	0	0	0	0	0
White	1,265	554	878	283	50	32	43	30
TOTAL	1,454	625	990	315	64	35	54	33
UNI								
African-American	9	3	8	3	1	0	1	0
Asian-American	16	4	14	4	1	0	0	0
Hispanic-American	8	3	8	3	0	0	0	0
Native American	2	0	2	0	0	0	0	0
White	248	144	216	123	10	10	9	7
TOTAL	283	154	248	133	12	10	10	7
REGENT TOTAL								
African-American	46	37	37	23	1	1	1	1
Asian-American	297	71	234	43	19	2	15	2
Hispanic-American	65	37	47	22	3	1	2	1
Native American	14	8	10	3	0	0	0	0
White	2,502	1,190	1,959	763	83	55	70	47
TOTAL	2,924	1,343	2,287	854	106	59	88	51

² Tenured, and tenure- and clinical-track faculty.

Regent Exhibit Book Complete descriptions of the professional development assignments proposed by each university are included in the Regent Exhibit Book.

Recommendation The requests for professional development assignments for FY 2005 have been reviewed and processed by the Regent universities in accordance with institutional and Board policies. The Board Office recommends them for approval.


Anthony Girardi

Approved: 
Gregory S. Nichols