

Contact: Diana Gonzalez

**PROFESSIONAL DEVELOPMENT ASSIGNMENT REQUESTS FOR FY 2008**

**Action Requested:** Consider recommending to the Board approval of the request by the Regent universities for professional development assignments for FY 2008.

**Executive Summary:** Each year, the Board of Regents is asked to approve faculty professional development assignments as specified in the Board Policy Manual §4.09. The universities request approval of 141 faculty professional development assignments for FY 2008. A brief description of each proposed assignment is available in the Regent Exhibit Book.

**Background:**

- ◇ Review process. Each university reports that a rigorous review process is conducted for each proposed professional development assignment. Faculty recipients are selected on the basis of peer review and recommendation at the department and college levels at each university and final approval by the provost.
- ◇ Proposed activities. Faculty members engage in a variety of productive activities during their professional development assignments. For example, faculty members have the opportunity to engage in intensive research, write scholarly books and articles, create new works of art and composition, present papers, work in industry, develop modeling systems, and develop grant proposals, software, course materials, and multimedia resources for their disciplines. Professional development assignments enrich the educational environment of the universities and are considered essential to the academic vitality of the universities.
- ◇ Length of assignments. Professional development assignments are usually for one semester, although they may be granted for up to a year. Compensation is limited to the amount of compensation a faculty member would receive during a semester-long assignment.
- ◇ Obligation to institution. Iowa law requires that a faculty member return to the institution for twice the length of time of their professional development assignment or to repay the costs associated with the professional development assignment if the faculty member does not return to the institution. Following their professional development assignments, faculty members are responsible for reporting the results of their assignments as specified by their institutional guidelines.
- ◇ Number requested. During the last five years, an average of 146 professional development assignments (PDAs) has been requested.

**NUMBER OF PDA RECIPIENTS AND PERCENT OF ELIGIBLE FACULTY  
2007-08**

	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>
SUI	88 (6.8%)	87 (6.7%)	90 (6.7%)	96 (7.6%)	74 (4.8%)
ISU	39 (2.7%)	35 (2.4%)	49 (3.5%)	33 (2.3%)	49 (3.7%)
UNI	20 (4.7%)	17 (4.5%)	19 (4.9%)	22 (6.1%)	18 (4.5%)
<b>REGENT TOTAL</b>	<b>147 (4.6%)</b>	<b>139 (4.4%)</b>	<b>158 (5.0%)</b>	<b>151 (4.8%)</b>	<b>141 (4.4%)</b>

- ◇ Faculty replacement costs. ISU and SUI provided estimates of the replacement costs for faculty members who are on professional development assignment; UNI adjusts the schedules of existing faculty members as appropriate to cover the teaching assignments of faculty members who have professional development assignments. The Faculty and Global Scholars programs at the University of Iowa, which also provide support for research expenses, are budgeted at \$91,762 for FY 2008.

**BUDGETED REPLACEMENT COSTS  
2007-08**

	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>
SUI	\$257,369	\$196,905	\$118,000	\$154,743	\$123,485
ISU	\$201,953	\$182,229	\$192,312	\$165,246	\$159,762
UNI	\$0	\$0	\$0	\$0	\$0
<b>REGENT TOTAL</b>	<b>\$459,322</b>	<b>\$379,134</b>	<b>\$310,312</b>	<b>\$319,989</b>	<b>\$283,247</b>

- ◇ Proposed professional development assignment recipients by gender and race/ethnicity. Ninety-three of the proposed professional development assignments are for men; this represents 66.0% of the total proposed PDAs. Men represent 70.6% of the total number of eligible faculty. There are 48 PDAs proposed for women; this represents 34.0% of the total proposed PDAs. Women represent 29.4% of the total number of eligible faculty.

Twenty-five of the proposed professional development assignments are for racial/ethnic minorities; this represents 17.7% of the total proposed PDAs. Racial/ethnic minorities represent 14.4% of the total number of eligible faculty. One hundred and sixteen of the proposed PDAs are for non-minorities; this represents 82.3% of the total proposed PDAs. Non-minorities represent 85.3% of the total number of eligible faculty.

**PROPOSED PDAs BY GENDER AND RACE/ETHNICITY  
2007-08**

	<b>ELIGIBLE FOR AWARD</b>		<b>APPROVED FOR AWARD</b>	
	Male	Female	Male	Female
White	1,916 (59.3%)	842 (26.1%)	73 (51.8%)	43 (30.5%)
African-American	36 (1.1%)	27 (0.8%)	2 (1.4%)	2 (1.4%)
Hispanic-American	38 (1.2%)	25 (0.8%)	3 (2.1%)	1 (0.7%)
Asian-American	272 (8.4%)	53 (1.6%)	15 (10.7%)	2 (1.4%)
Native American	11 (0.4%)	4 (0.1%)	0 (0.0%)	0 (0.0%)
Unknown	8 (0.2%)	1 (0.0%)	0 (0.0%)	0 (0.0%)
<b>REGENT TOTAL</b>	<b>2,281 (70.6%)</b>	<b>952 (29.4%)</b>	<b>93 (66.0%)</b>	<b>48 (34.0%)</b>

- ◇ Average length of service. The average length of service for the proposed professional development assignment recipients is 12.9 years at SUI; 11.7 years at ISU; and 10.1 years at UNI.

This report addresses the Board of Regents' strategic plan to "discover new knowledge through research, scholarship, and creative activities (Priority 2.0)."