

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Report of 1999-2000 Professional Development Assignments
Date: December 4, 2000

Recommended Action:

Receive the report.

Executive Summary:

Professional development assignments are one of the ways that the Board of Regents and the universities ensure that faculty vitality remains at a high level and that quality instruction and research takes place on the campuses. 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.

Each year, faculty members apply through their academic departments and colleges for professional development assignments. During the application process, each faculty member identifies the activities and intended outcomes of the proposed assignment. After review and recommendations by appropriate university committees and institutional officials, the requests for professional development assignments are presented to the Board for approval in accordance with Iowa Code §262.13.

Professional development assignments are usually for one semester. Occasionally, assignments may be granted for periods of time greater than a semester. Compensation in these cases is limited to the compensation the faculty member would have received during a semester-long assignment. Typically, colleges and departments are responsible for identifying resources to pay for replacement costs of instruction. Where this is not possible, the provost's office may supplement available resources.

During professional development assignments, faculty members are excused from classroom and other obligations at their respective universities. Following the assignments, the faculty members are responsible for reporting the results of their assignments to the Board.

Total costs for professional development assignments include three components: salaries/fringe benefits; replacement costs; and research expenses, all of which are discussed in the Analysis section on page 4. Total costs for professional development assignments during the 1999-2000 academic year were \$7,207,000, which was 11.2% under the projected cost presented to the Board in December 1998. This difference was caused primarily by the fact that 22 faculty members either deferred or canceled their approved assignments.

A total of 158 faculty members from Regent universities undertook professional development assignments during the 1999-2000 academic year, which was a decrease of 6.5% in the number of professional development assignments awarded in the previous academic year. During their professional development assignments, faculty members wrote books and articles, created new works of art and compositions, presented papers, worked in industry, developed modeling systems, conducted extensive research, and developed grant proposals, software, course materials, and multimedia resources for their disciplines.

This report addresses the following Key Result Areas (KRAs) in the Board's Strategic Plan:

KRA 1.0.0.0 Become the best public education enterprise in the United States.

Strategy 1.1.3.0 Include meritorious teaching as part of the reward structure relating to salary increases, promotion, tenure, and professional development leaves.

Action Step 1.1.3.2 Report data in the relevant governance reports and presentations to the Board.

Strategy 1.2.1.0 Assure that the funding base is diverse and is consistent with the Board's aspirations for institutional excellence.

Action Step 1.2.1.1 Each institution maintain the confidence and support of the public by utilizing existing financial resources efficiently and effectively.

KRA 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Background:

Professional development assignments are one of the tools available to the Board of Regents and the universities to ensure vitality and quality among the faculty at Regent universities. Professional development assignments are competitively administered; the goals of individual faculty for a particular assignment are weighed against the strategic needs of the university.

Faculty members submit plans for professional development assignments that specify goals and intended outcomes. The professional development assignment includes a temporary release from campus duties. The professional development assignment may involve one or more of several purposes: prepare a faculty member for new teaching responsibilities; spend greater amounts of time in research or curriculum development; create artistic work; and pursue other professional opportunities that enhance the reputation of the faculty member and the university.

The selection process includes peer reviews and recommendations within departments and colleges as well as recommendations from the provost of the university. Faculty members who are awarded professional development assignments are required by law to return to the institution for a period of two years after the assignment or to repay the salary costs of the assignment to the university.

Analysis:

This report covers 158 faculty professional development assignments that occurred during the 1999-2000 academic year. There was a decrease of 6.5% in the number of professional development assignments awarded in 1999-2000 from the previous academic year. Fluctuations tend to occur due to the number of faculty who are eligible for professional development assignments each year; for example, in a year when the number of new hires increases, the number of professional development assignments tends to decrease.

**Distribution of Faculty on Professional Development Assignment
At Regent Universities: 1991-1992 to 1999-2000**

Year	SUI	ISU	UNI	Total
1991-1992	125	43	21	189
1992-1993	116	40	21	177
1993-1994	95	43	20	158
1994-1995	72	50	19	141
1995-1996	87	48	22	157
1996-1997	85	43	24	152
1997-1998	86	56	20	162
1998-1999	102	49	18	169
1999-2000	95	44	19	158

Faculty members on professional development assignments were 7.9% of the eligible faculty at SUI, 3.1% of the eligible faculty at ISU, and 4.0% of the eligible faculty at UNI in 1999-2000.

Total costs for professional development assignments include three components: salaries and fringe benefits; replacement costs; and research expenses.

- * The salaries and fringe benefits are the actual costs for faculty members on professional development assignment.
- * The replacement costs include only those costs covered out of the provost's office. The costs vary significantly between Regent universities. One reason for this variance appears to be the size of the affected department. A larger department at one university has more resources to assume the teaching load of a faculty member on professional development assignment than a smaller department that may need to hire a temporary faculty member to cover the teaching load. Another reason might be the specific discipline and current teaching load of each faculty member on assignment, which may vary considerably. Furthermore, a larger department or college might have greater ability to cover the replacement expenses out of its allocated budget.
- * Research expenses are typically associated only with faculty and global scholars at the University of Iowa. Total costs for professional development assignments during the 1999-2000 academic year were \$7,207,000, which was 11.2% under the projected cost presented to the Board in December 1998. This difference was caused primarily by the fact that 22 faculty members either deferred or canceled their approved assignments.

**Professional Development Costs
1999-2000 Academic Year**

	Salary and Benefits	Replacement Costs	Research Expenses	Total	% Above or Below Projections
SUI	\$4,303,730	\$15,450	\$98,011	\$4,417,191	11.9% Below
ISU	\$1,845,647	\$83,884		\$1,929,531	12.3% Below
UNI	\$690,347	\$166,446	\$3,485	\$860,278	4.9% Below
Total	\$6,839,724	\$265,780	\$101,496	\$7,207,000	11.2% Below

University of Iowa

The University of Iowa sponsors three programs of professional development for its faculty: Faculty Scholars; Global Scholars; and regular professional development assignments. Faculty members are eligible for an initial or subsequent one-semester professional development assignment after 10 semesters of full-time service.

- ✳ Faculty Scholars have been recently appointed to new ranks (e.g., from assistant professor to associate professor or associate professor to professor) and display great promise following increased opportunities for extended and concentrated work. This program allows faculty members to receive professional development assignments for three semesters in a three-year period.
 - In 1999-2000, 15 individuals were designated Faculty Scholars (seven professors and eight associate professors). Nine Faculty Scholars were men and six were women.
- ✳ The Global Scholars program has grown out of SUI's strategic planning process. This program allows faculty members to receive professional development assignments for two semesters in a two-year period during which they are able to revise their research, teaching, and service to include international perspectives.
 - The program is designed to support no more than four Global Scholars during any one year. In 1999-2000, two female faculty members and one male faculty member were selected as Global Scholars.

One hundred and thirteen faculty members were awarded professional development assignments for the 1999-2000 academic year. However, nine faculty members declined their 1999-2000 professional development assignment awards. Eleven faculty members deferred their 1999-2000 professional development assignment awards to a later time. Ninety-five reports were submitted because three faculty members who had deferred their professional development assignments from prior years completed their assignments in 1999-2000.

Thirty-nine professional development assignments were taken during Fall 1999. Forty-four professional development assignments were taken during Spring 2000. Twelve professional development assignments were taken during both semesters of the 1999-2000 academic year.

- ✳ Fifty professors and forty-five associate professors undertook professional development assignments during 1999-2000.
- ✳ There were 67 males and 28 females who participated in professional development assignments during 1999-2000.
- ✳ Of the male faculty members who applied, 74.4% received professional development assignments during 1999-2000; of the female faculty members who applied, 80.0% received professional development assignments during 1999-2000.

- * Six of the 10 ethnic and racial minority faculty members who applied for professional development assignments were awarded assignments.
- * The costs of professional development assignments in 1999-2000 were 11.9% below projected costs.

**Professional Development Assignments by Race/Ethnicity and Gender
1999-2000**

	Number of Faculty		Number Eligible for Program		Number Applied for Program ¹		Number Completing Assignments	
	Male	Female	Male	Female	Total		Male	Female
White	1,030	356	843	231	115		62	27
African-American	13	12	10	3	0		0	0
Asian-American	103	15	80	8	5		4	0
Native-American	3	2	2	1	0		0	0
Hispanic-American	26	13	17	8	5		1	1
Total	1,175	398	952	251	90 M	35 F	67	28

The average replacement costs per faculty at SUI since 1991-92 are described on the following table.

**Average Replacement Costs
1999-2000**

Year	Faculty on Assignment	Total Replacement Costs	Average Cost per Faculty Member
1991 - 1992	125	\$116,500	\$932
1992 - 1993	116	\$112,000	\$966
1993 - 1994	92	\$140,440	\$1,527
1994 - 1995	72	\$120,000	\$1,667
1995 - 1996	87	\$121,500	\$1,397
1996 - 1997	85	\$121,370	\$1,428
1997 - 1998	86	\$33,000	\$384
1998 - 1999	102	\$34,500	\$338
1999 - 2000	95	\$15,450	\$163

During their professional development assignments, faculty members wrote books and articles, created new works of art and compositions, and developed

¹ Breakdown by gender and race/ethnicity were not available.

grant proposals, software, course materials, and videos for the disciplines in which they work.

Iowa State University

Forty-six faculty members were awarded professional development assignments for the 1999-2000 academic year. However, two faculty members canceled their assignments, one faculty member postponed his assignment until 2000-2001, and one faculty member is continuing work related to his 1999-2000 professional development assignment in 2000-2001. Forty-four reports were submitted because one faculty member who had postponed his assignment from a prior year and one faculty member who had continued work related to his 1998-1999 assignment while on unpaid leave in 1999-2000 completed their assignments in 1999-2000.

- * Twenty-five faculty members on professional development assignments were professors and 19 were associate professors.
- * Six of the seven (85.7%) ethnic and racial minority faculty members who applied for professional development assignments were awarded assignments.
- * Seventeen professional development assignments were taken during Fall 1999; nine were taken during Spring 2000; and eighteen were taken during both semesters of the 1999-2000 academic year.
- * Eleven of the 12 female faculty members who applied (91.7%) received professional development assignments during 1999-2000. Thirty-five of the 39 male faculty members who applied (89.7%) received professional development assignments during 1999-2000.
- * The costs of the professional development assignments at ISU during 1999-2000 were 11.6% below projections made in December 1998.

**Professional Development Assignments by Race/Ethnicity and Gender
1999-2000**

	Number of Faculty		Number Eligible for Program		Number Applied for Program		Number Admitted to Program	
	Male	Female	Male	Female	Male	Female	Male	Female
White	1,118	471	964	303	33	11	30	10
African-American	19	15	12	13	1	0	1	0
Asian-American	114	20	102	15	2	1	1	1
Native-American	6	2	5	2	0	0	0	0
Hispanic-American	23	9	18	5	3	0	3	0
Total	1,280	517	1,101	338	39	12	35	11

The average replacement costs per faculty at ISU since 1991-92 are described on the following table.

**Average Replacement Costs
1999-2000**

Year	Faculty on Assignment	Total Replacement Costs	Average Cost per Faculty Member
1991 - 1992	43	\$307,546	\$7,152
1992 - 1993	40	\$216,016	\$5,400
1993 - 1994	43	\$99,873	\$2,323
1994 - 1995	50	\$103,501	\$2,070
1995 - 1996	48	\$101,011	\$2,104
1996 - 1997	43	\$96,622	\$2,247
1997 - 1998	56	\$61,100	\$1,091
1998 - 1999	49	\$94,338	\$1,925
1999 - 2000	44	\$83,884	\$1,906

During their professional development assignments, faculty wrote books and manuscripts, conducted extensive research, worked in industry, developed modeling systems, and prepared proposals for external funding in addition to preparing for new teaching assignments.

University of Northern Iowa

The University awarded professional development assignments to 21 faculty members for the 1999-2000 academic year. However, one faculty member retired and one faculty member resigned from the University before the leave was taken; one faculty member deferred his assignment indefinitely. Nineteen reports were submitted because one faculty member who had deferred his professional development assignment from 1998-1999 completed his assignment in Fall 1999.

- * Professional development assignments were awarded to seven professors and twelve associate professors.
- * Six professional development assignments were taken during the Fall 1999 semester, eleven were taken during the Spring 2000 semester, and two were taken during both semesters of the 1999-2000 academic year.
- * Eight males out of 15 applicants (53.3%) received professional development assignments. Eleven females out of 20 applicants (55.0%) received professional development assignments.

- * Three racial or ethnic minority faculty members out of six who applied (50.0%) received professional development assignments during 1999-2000.
- * The costs of the professional development assignments at UNI were 4.9% below projected costs.

**Professional Development Assignments by Race/Ethnicity and Gender
1999-2000**

	Number of Faculty		Number Eligible for Program		Number Applied for Program		Number Admitted to Program	
	Male	Female	Male	Female	Male	Female	Male	Female
White	293	191	288	142	13	16	8	8
African-American	11	7	7	4	1	1	0	0
Asian-American	21	9	16	4	1	2	0	1
Native-American	4	2	3	0	0	0	0	0
Hispanic-American	8	5	4	4	0	1	0	2
Total	337	214	318	154	15	20	8	11

The average replacement costs per faculty member at UNI since 1991-92 are shown on the following table.

**Average Replacement Costs
1999-2000**

Year	Faculty on Assignment	Total Replacement Costs	Average Cost per Faculty Member
1991 - 1992	21	\$154,980	\$7,380
1992 - 1993	21	\$174,650	\$8,317
1993 - 1994	20	\$138,710	\$6,936
1994 - 1995	19	\$176,301	\$9,279
1995 - 1996	22	\$166,446	\$7,566
1996 - 1997	24	\$166,446	\$6,935
1997 - 1998	20	\$166,446	\$8,322
1998 - 1999	18	\$166,446	\$9,247
1999 - 2000	19	\$166,446	\$8,760

Faculty on professional development assignments wrote books and articles, conducted research, presented papers, and produced recitals and other works of art.

A complete listing of professional development assignments is available in the Regent Exhibit Book.


Diana Gonzalez

Approved: 
Frank J. Stork

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