

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Request for Professional Development Assignments for FY 2002
Date: December 4, 2000

Recommended Action:

Approve professional development assignments for the 2001-2002 academic year (FY 2002).

Executive Summary:

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

Each university reports that a rigorous review process is conducted for every proposed professional development assignment. A faculty member who requests a professional development assignment must make a written application for the assignment. Each request is reviewed at the department and collegiate levels to determine the appropriateness of the proposal in light of departmental and collegiate needs, staffing, and financial considerations. Each department and college then makes a recommendation to the provost.

Departments and colleges may apply to the provost for financial assistance to hire replacement faculty if departmental and collegiate resources are insufficient. A university committee reviews all requests for assistance and makes recommendations to the provost.

Each provost forwards a recommended list of professional development assignments to the Board for approval. The Board must grant its approval before final preparations can be made for a professional development assignment.

The universities are requesting the Board to approve professional development assignments for 146 faculty members at the Regent universities during the 2000-2001 academic year; this represents a 13.6% decrease in the number of requests from the prior year. The decrease is due primarily to a change in the number of faculty members who are eligible to apply for professional

development assignments. SUI requests approval of 82 professional development assignments (7.0% of the eligible faculty), ISU requests approval of 46 professional development assignments (3.2% of the eligible faculty), and UNI requests 18 professional development assignments (4.2% of the eligible faculty).

Total costs of the professional development assignments are projected to be \$7,225,725, which is 1.3% of the total faculty salary budget for the current fiscal year.

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 the institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

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.

Background:

Professional development assignments are one of the ways by which the Board of Regents and the universities ensure a vital, engaged faculty. Professional development assignments release faculty members from some of their campus responsibilities to pursue research and other creative endeavors that enhance the teaching environment as well as the reputation of faculty members and the institution. The professional development programs established on each campus have also been used to recruit high quality faculty to the Regent universities.

Regent universities have accepted applications from faculty members for professional development assignments for the 2001-2002 academic year. These have been reviewed at the departmental, collegiate, and university levels. The appropriate provost has recommended each proposed professional development assignment.

By law (*Iowa Code §262.9[13]*), a faculty member is required to return to the institution for two years following an assignment or repay the costs associated with the professional development assignment if the faculty member does not return to the institution.

Analysis:

The universities request, and the Board Office recommends, that 146 professional development assignments be approved for the 2001-2002 (FY 2002) academic year.

Comparison of Requests for Approval at Regent Universities
1993-94 to 2001-2002

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

The institutions have identified projected costs of professional development assignments. Costs include salary and benefits of the faculty members receiving professional development assignments and selected replacement costs for the faculty.

Projected Costs of Professional Development Assignments
2001 - 2002

	Salaries and Benefits	Replacement Costs	Research Expenses (SUI)	Total
SUI	\$4,105,641	\$14,132	\$82,800	\$4,202,573
ISU	\$2,071,183	\$83,052		\$2,154,235
UNI	\$ 702,471	\$166,446		\$ 868,917
Total	\$6,879,295	\$263,630	\$82,800	\$7,225,725

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.

University of Iowa

Faculty members are eligible for an initial or subsequent one-semester regular professional development assignment after 10 semesters of full-time service.

Recently, the Office of the Provost revised the program to enhance its value and usefulness. First, faculty on the clinical track who wish to pursue assignments that will improve their clinical or technical expertise are now eligible to apply for an assignment. Second, faculty may apply for an assignment of up to one year in length. The one-year awards are intended primarily for 12-month faculty in the health science colleges whose schedules do not fit the traditional academic calendar, but 9-month faculty may apply for them in special circumstances. In addition, the title of the program has been changed to "Career Development Award" program. Due to the decrease in applications for global scholar awards and the University's increased international involvement, this award program will be reviewed in the coming year.

The 82 professional development assignment requests from SUI include six new Faculty Scholars, 11 continuing Faculty Scholars, and one continuing Global Scholars.

- * Professional development assignments for Faculty Scholars represent a three-year commitment from the University to enable professors to develop satisfying careers in academia. Faculty Scholars receive a release from campus obligations for one semester for three consecutive years.
- * Professional development assignments for Global Scholars represent a two-year commitment by the University to provide a semester of release from campus obligations each year. The professional development assignments provide opportunities for faculty to incorporate international perspectives in their research, teaching, and service interests.

The requests would enable 39 professors, 42 associate professors, and one assistant professor to participate in professional development assignments. Nine Faculty Scholars are male and eight are female. The Global Scholar who requested a professional development assignment is female.

The requests include professional development assignments for 51 males and 31 females. All 15 racial or ethnic minority faculty members who applied for professional development assignments are recommended for approval.

Professional Development Assignments By Race/Ethnicity and Gender
2001-2002

	Number of Faculty		Number Eligible for Assignments		Number Applied for Assignments		Number Recommended for Assignment	
	Male	Female	Male	Female	Male	Female	Male	Female
White	980	361	788	246	48	30	40	27
African-American	16	15	11	5	0	1	0	1
Asian-American	110	17	83	9	10	3	10	3
Native American	1	3	1	1	0	0	0	0
Hispanic-American	22	14	14	7	1	0	1	0
Total	1,129	410	897	268	59	34	51	31

The projected replacement cost for 2001-2002 is lower than the actual cost for 1999-2000 and continues a trend for colleges and departments to use budgeted college resources for replacement costs rather than seeking assistance from the Provost's Office. The average replacement cost per faculty member for 2001-2002 is projected to be \$172.

Iowa State University

At ISU, only tenured or tenure-track faculty members are eligible for professional development assignments. The University requires no minimum length of service for the initial or subsequent assignments; however, priority may be given to faculty members who have not received an assignment in the past five years. ISU has recommended professional development assignments for 46 faculty members, 33 of whom are male and 13 are female.

- * The professional development assignments are recommended for two distinguished professors, 27 professors and 17 associate professors.
- * Nineteen of the assignments would occur in the Fall semester, 14 would occur in the Spring semester, and 13 would occur in all or parts of both semesters.

Five out of six of the racial or ethnic faculty members who applied for professional development assignments have been recommended for these assignments.

Professional Development Assignments by Race/Ethnicity and Gender
2001-2002

	Number of Faculty		Number Eligible for Assignments		Number Applied for Assignments		Number Recommended for Assignment	
	Male	Female	Male	Female	Male	Female	Male	Female
White	1,067	473	914	315	30	14	29	12
African-American	20	18	12	16	0	0	0	0
Asian-American	128	27	113	21	5	0	4	0
Native American	7	3	6	3	0	1	0	1
Hispanic-American	24	12	19	6	0	0	0	0
Total	1,246	533	1,064	361	35	15	33	13

The projected replacement cost for 2001-2002 is lower than the actual cost for 1999-2000 and continues a trend for colleges and departments to use budgeted college resources for replacement costs rather than seeking assistance from the Provost's Office. The average replacement cost per faculty member for 2001-2002 is projected to be \$1,805.

University of Northern Iowa

At UNI, only full-time tenured faculty members are eligible for professional development assignments. Faculty members are ineligible for subsequent assignments during the three years following an assignment. UNI has requested professional development assignments for 18 faculty members in 2001-2002. Four of the assignments are for female faculty members and 14 are for male faculty members.

- * This recommendation includes professional development assignments for five professors, 11 associate professors, and two assistant professors.
- * Four of the professional development assignments would occur in the Fall semester, 13 would occur in the Spring semester, and one would occur during both semesters of the 2001-2002 academic year.

One of the three racial or ethnic minority faculty members who applied for professional development assignments are recommended for approval.

Professional Development Assignments By Race/Ethnicity and Gender
2001-2002

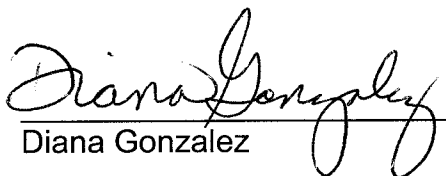
	Number of Faculty		Number Eligible for Assignments		Number Applied for Assignments		Number Recommended for Assignment	
	Male	Female	Male	Female	Male	Female	Male	Female
White	341	228	251	133	18	14	13	4
African-American	13	9	8	6	1	1	1	0
Asian-American	22	9	16	4	0	0	0	0
Native American	2	4	3	0	0	0	0	0
Hispanic-American	13	5	4	4	1	0	0	0
Total	391	255	282	147	20	15	14	4

The projected replacement cost for 2001-2002 is the same as the actual cost for 1999-2000; the amount of replacement funds requested from the Provost's Office has remained constant for a number of years. The average replacement cost per faculty member for 2001-2002 is projected to be \$9,247.

The requests submitted for professional development assignments by the Regent universities will provide opportunities for faculty to engage in intensive research, write books and articles, design courses, work in industry, create works of art, develop analytical strategies, present papers, develop grant proposals and multimedia resources for their disciplines, and conduct in-depth study in specialized topics.

The requests for professional development assignments for 2001-2002 appear to have been reviewed and processed by the Regent universities in accordance with institutional and Board policies. They are recommended for approval by the Board Office.

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


Diana Gonzalez

Approved:


Frank J. Stork

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