

**MEMORANDUM**

**To:** Board of Regents  
**From:** Board Office  
**Subject:** Report of Professional Development Assignments for FY 2001  
**Date:** January 7, 2002

**Recommended Action:** Receive the report.

**Purpose of Report** 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 take 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.

**Application Process** 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 §262.9(13).

**Definition of Professional Development Assignments** Professional development assignments are usually for one semester. Occasionally, assignments may be granted for periods of time greater than one 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.

Costs of Professional Development Assignments

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 2000-2001 academic year were \$6,557,404, which was 11.9% less than the projected costs presented to the Board in December 1999. This difference was caused primarily by the fact that 28 faculty members either deferred or canceled their approved assignments.

Participating Faculty

A total of 151 faculty members from Regent universities undertook professional development assignments during the 2000-2001 academic year, which was a decrease of 10.7% in the number of professional development assignments approved in the previous academic year.

Activities

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.

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**Link to Strategic Plan:**

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.
- 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.

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**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 objectives of individual faculty members for a particular assignment are examined in relation to the strategic needs of the university.

**Selection Process** 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/or 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 receive professional development assignments are required by law to return to the institution for a period of two years<sup>1</sup> after the assignment or to repay the salary costs of the assignment to the university.

**Analysis:** This report covers 151 faculty professional development assignments that occurred during the 2000-2001 academic year. There was a decrease of 10.7% in the number of professional development assignments approved in 2000-2001 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.

Faculty members on professional development assignments were 7.4% of the eligible faculty at SUI; 3.4% of the eligible faculty at ISU; and 3.6% of the eligible faculty at UNI in 2000-2001.

**Distribution of Faculty on Professional Development Assignment  
at Regent Universities  
1991-1992 to 2000-2001**

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
<b>2000-2001</b>	<b>86</b>	<b>48</b>	<b>17</b>	<b>151</b>

<sup>1</sup> An opinion from the Iowa Attorney General (Appel, February 26, 1979) indicated that the required payback period is twice the length of the professional development assignment, e.g., one semester requires one year of service after the assignment.

Costs of  
Professional  
Development  
Assignments

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 assignments.
- 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 large 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 scholars and global scholars at the University of Iowa.
- Total costs for professional development assignments during the 2000-2001 academic year were \$6,557,404, which was 11.9% under the projected costs presented to the Board in December 1999. This difference was caused primarily by the fact that 28 faculty members either deferred or canceled their approved assignments.

**Professional Development Assignment Costs  
2000-2001**

	Salary and Benefits	Replacement Costs	Research Expenses	Total	% Above or Below Projections
SUI	\$3,790,013	\$24,000	\$64,478	\$3,878,491	8.5% Below
ISU	\$1,760,283	\$95,628		\$1,855,911	22.6% Below
UNI	\$646,449	\$166,446	\$10,107	\$823,002	2.7% Above
<b>Total</b>	<b>\$6,196,745</b>	<b>\$286,074</b>	<b>\$74,585</b>	<b>\$6,557,404</b>	<b>11.9% Below</b>

**University of Iowa**

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

**“Faculty Scholars”** The Faculty Scholars program gives leading scholars the opportunity for creative work of the highest quality. Faculty Scholar assignments provide faculty of great promise with opportunities for extended and concentrated work. Faculty Scholar applicants typically must be associate professors. Full professors within three years of their promotion to that rank may be considered in exceptional circumstances. This program allows faculty members to receive professional development assignments for three semesters in a three-year period.

In 2000-2001, 14 individuals were designated Faculty Scholars (six professors and eight associate professors). Eight Faculty Scholars were men and six were women.

**“Global Scholars”** The Global Scholars program has grown out of SUU's strategic planning process. This program provides the opportunity for tenured faculty members with established records of research and teaching to consider their research and teaching in relation to significant globalizing trends. Faculty members 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 a maximum of four Global Scholars during any one year. In 2000-2001, two female faculty members were designated as Global Scholars.

**Number of Assignments** Ninety-six faculty members received professional development assignments for the 2000-2001 academic year.

- Six faculty members declined their 2000-2001 professional development assignments.
- Twelve faculty members deferred their 2000-2001 professional development assignments to a later time.
- Eight faculty members who had deferred their professional development assignments from prior years completed their assignments in 2000-2001.

A total of 86 faculty members participated in a professional development assignment during 2000-2001. The University submitted 85 reports because one faculty member who participated in a professional development assignment during 2000-2001 was unable to complete a report due to medical leave; the report will be submitted upon returning from medical leave.

- Forty professional development assignments were taken during Fall 2000.
- Thirty-eight professional development assignments were taken during Spring 2001.
- Seven professional development assignments were taken during both semesters of the 2000-2001 academic year.

Professional Development Assignment Recipients

- Forty-three professors, forty-one associate professors, and one assistant professor undertook professional development assignments during 2000-2001.
- Of the 62 male faculty members who applied, 53 (85.5%) received professional development assignments during 2000-2001. Sixty-two percent of the faculty members on professional development assignment were male.
- Of the 40 female faculty members who applied, 33 (82.5%) received professional development assignments during 2000-2001. Thirty-eight percent of the faculty members on professional development assignment were female.
- Seven (70.0%) of the 10 ethnic and racial minority faculty members who applied for professional development assignments participated in professional development assignments during 2000-2001. Eight percent of the faculty members on professional development assignment were racial/ethnic minorities.

**University of Iowa  
Professional Development Assignments by Race/Ethnicity and Gender  
2000-2001**

	Number of Faculty		Number Eligible for Program <sup>2</sup>		Number Applied for Program		Number Completing Assignments	
	Male	Female	Male	Female	Male	Female	Male	Female
White	980	361	788	246	53	39	47	32
African-American	16	15	11	5	0	0	0	0
Asian-American	22	14	14	7	1	0	1	1
Native-American	110	17	83	9	7	0	4	0
Hispanic-American	1	3	1	1	1	1	1	0
<b>Total</b>	<b>1,129</b>	<b>410</b>	<b>897</b>	<b>268</b>	<b>62</b>	<b>40</b>	<b>53</b>	<b>33</b>

Costs of Professional Development Assignments

The costs of professional development assignments in 2000-2001 were \$3,878,491, which is 8.5% below projected costs. Salaries and fringe benefits accounted for \$3,790,013; replacement costs accounted for \$24,000; and research-related expenses accounted for \$64,478. The average replacement costs per faculty at SUI since 1991-1992 are described on the following table.

<sup>2</sup> Faculty become eligible for an initial or subsequent one-semester assignment after 10 semesters of full-time service, so approximately one-fifth of these faculty members are eligible to apply in a given year. Actual numbers of eligible faculty differ by an unknown amount for a variety of reasons, including (1) not all eligible faculty, especially in the health science colleges, apply for an assignment at the first opportunity which increases the pool of eligible faculty; (2) service as a collegiate or central administrator, which decreases the pool.

**University of Iowa  
Average Replacement Costs  
1991-1992 to 2000-2001**

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
<b>2000-2001</b>	<b>86</b>	<b>\$24,000</b>	<b>\$279</b>

**Activities**

The following are examples of activities conducted by faculty members during their professional development assignments in FY 2001:

- Completed data collection and analysis to examine the effect of the early thermal environment on temperature regulating behaviors.
- Prepared a book chapter on the effectiveness of enterprise zones as an economic development strategy for U. S. cities and researched business tax incentives.
- Studied variational formulations and numerical approximations of various contact problems for viscoelastic and viscoplastic materials.
- Researched cases and legislation dealing with antitrust implications of the licensing and enforcement of intellectual property rights.

**Iowa State University**

ISU recognizes that faculty members require significant opportunities for professional growth and development and that the Professional Development Assignments Program is one of the best ways to achieve such growth and development. All faculty members employed half-time or more are eligible to apply for an assignment; no restriction applies on length of service to qualify for an assignment.

**Number of Assignments**

Fifty-three faculty members received professional development assignments for the 2000-2001 academic year.

- Six faculty members canceled their assignments.
- One faculty member postponed his assignment until 2001-2002.

Forty-eight reports were submitted because two faculty members who had postponed their assignments from a prior year completed their assignments in 2000-2001.

Twenty-one professional development assignments were taken during Fall 2000; sixteen were taken during Spring 2001; and eleven were taken during both semesters of the 2000-2001 academic year.

Professional Development Assignment Recipients

- One faculty member on professional development assignment was a distinguished professor, 14 were professors, 27 were associate professors, and six were assistant professors.
- Fifteen of the 17 (88.2%) female faculty members who applied received professional development assignments during 2000-2001. This represents 31.2% of the total number of participants.
- Thirty-three of the 37 (89.2%) male faculty members who applied received professional development assignments during 2000-2001. This represents 68.8% of the total number of participants.
- Seven of the eight (87.5%) ethnic and racial minority faculty members who applied for professional development assignments received assignments during 2000-2001. This represents 14.6% of the total number of faculty members on professional development assignment.

**Iowa State University  
Professional Development Assignments by Race/Ethnicity and Gender  
2000-2001**

	Number of Faculty <sup>3</sup>		Number Eligible for Program		Number Applied for Program		Number Completing Assignments	
	Male	Female	Male	Female	Male	Female	Male	Female
White	1,090	468	937	305	30	16	27	14
African-American	20	16	13	14	0	1	0	1
Asian-American	125	24	107	17	4	0	3	0
Native-American	6	2	5	2	0	0	0	0
Hispanic-American	21	9	18	5	3	0	3	0
<b>Total</b>	<b>1,262</b>	<b>519</b>	<b>1,080</b>	<b>343</b>	<b>37</b>	<b>17</b>	<b>33</b>	<b>15</b>

Costs of Professional Development Assignments

The costs of professional development assignments in 2000-2001 were \$1,855,911, which is 22.6% below projected costs. Salaries and fringe benefits accounted for \$1,760,283 and replacement costs accounted for \$95,628. The average replacement costs per faculty at ISU since 1991-1992 are described on the following table.

<sup>3</sup> From 1999 Tenure Report; number represents all faculty.

**Iowa State University  
Average Replacement Costs  
1991-1992 to 2000-2001**

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
<b>2000-2001</b>	<b>48</b>	<b>\$95,628</b>	<b>\$1,992</b>

Activities

The following are examples of activities conducted by faculty members during their professional development assignments in FY 2001:

- Collaborated with other researchers on air-coupled ultrasonics and gained experience, in a laboratory setting, in the new field of dielectric sensing and microwave imaging.
- Investigated innovative methods of teaching and learning introductory chemistry.
- Began writing a book providing a unified modeling framework for analyzing systems of demand equations in which not all of the goods are consumed by all individuals.
- Conducted a market survey for ISU developed soy resins in the Pacific Rim.

**University of Northern Iowa**

A professional development assignment is a paid semester or academic year assignment awarded to a tenured faculty member to undertake approved programs of study, research, or other professional activity. A recipient of an assignment is ineligible for a subsequent assignment during the three years following an assignment.

Number of Assignments

Twenty faculty members received professional development assignments for the 2000-2001 academic year. Seventeen reports were submitted.

- Two faculty members deferred their assignments to the following year.
- One faculty member resigned the assignment.

Eight professional development assignments were taken during the Fall 2000 semester; six were taken during the Spring 2001 semester; and three were taken during both semesters of the 2000-2001 academic year.

Professional Development Assignment Recipients

- Ten professors and seven associate professors received professional development assignments.
- Twelve males out of 25 (48.0%) applicants received professional development assignments. This represents 70.6% of the total number of participants.
- Five females out of 11 (45.5%) applicants received professional development assignments. This represents 29.4% of the total number of participants.
- Five racial/ethnic minority faculty members out of nine (55.6%) who applied received professional development assignments during 2000-2001. This represents 29.4% of the total number of participants.

**University of Northern Iowa  
Professional Development Assignments by Race/Ethnicity and Gender  
2000-2001**

	Number of Faculty		Number Eligible for Program		Number Applied for Program		Number Completing Assignments	
	Male	Female	Male	Female	Male	Female	Male	Female
White	321	249	288	141	18	9	8	4
African-American	17	8	7	5	2	0	2	0
Asian-American	11	5	3	4	1	0	0	0
Native-American	20	11	15	4	4	2	2	1
Hispanic-American	3	3	2	0	0	0	0	0
<b>Total</b>	<b>372</b>	<b>276</b>	<b>315</b>	<b>154</b>	<b>25</b>	<b>11</b>	<b>12</b>	<b>5</b>

Costs of Professional Development Assignments

The costs of professional development assignments in 2000-2001 were \$823,002, which is 2.7% above projected costs. Salaries and fringe benefits accounted for \$646,449; replacement costs accounted for \$166,446; and research-related expenses accounted for \$10,107. The average replacement costs per faculty at UNI since 1991-1992 are described on the following table.

**University of Northern Iowa  
Average Replacement Costs  
1991-1992 to 2000-2001**

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
<b>2000-2001</b>	<b>17</b>	<b>\$166,446</b>	<b>\$9,791</b>

Activities

The following are examples of activities conducted by faculty members during professional development assignments in FY 2001:

- Created the first modern edition of the libretto, full orchestral score, and piano-vocal reduction of the re-discovered opera "The Beneficent Dervish or the Fool's Cap."
- Researched distributional theoretic properties of record values and related statistics with particular emphasis on reliability and survival analysis settings.
- Completed a book on critical issues of multicultural literature for children and young adults.
- Studied higher order thinking by analyzing the ways in which such thinking employs general vs. domain specific knowledge and skills.

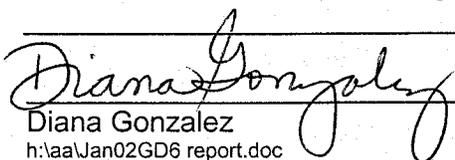
Reasons for  
Cancellations/  
Deferrals

The faculty members who deferred or canceled their professional development assignments for 2000-2001 did so for a number of reasons:

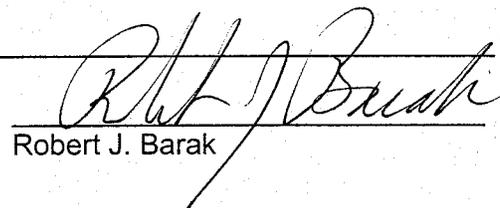
- Left the university;
- Health problems;
- New positions at the university;
- Budgetary constraints; and
- Scheduling problems.

Regent Exhibit  
Book

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

  
Diana Gonzalez  
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Approved:

  
Robert J. Barak