

Contact: Diana Gonzalez

**PROFESSIONAL DEVELOPMENT ASSIGNMENTS REQUESTS FOR FY 2010**

**Action Requested:** Consider approval of the requests by the Regent universities for professional development assignments for FY 2010.

**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 143 faculty professional development assignments for FY 2010. This represents a decrease of 24 (-14.4%) proposed professional development assignments from the prior year. A brief description of each proposed assignment is available in the Regent Exhibit Book. This report addresses the Board of Regents Strategic Plan priority (2.0) to “discover new knowledge through research, scholarship, and creative activities.”

**Background:**

- ◇ Institutional policies. Each university has academic policies that describe the process and requirements for professional development assignments.
  - ☑ University of Iowa. Full-time faculty members with 9-month appointments who completed a minimum of 10 semesters of full-time academic service are eligible for an initial one-semester professional development assignment. Part-time faculty members with 9-month appointments become eligible for a professional development assignment at the level of their appointment upon completion of a minimum of 10 semesters of part-time service.
  - ☑ Iowa State University. All members of the faculty employed half-time or more are eligible to apply for a professional development assignment. There is no restriction on length of service to qualify for a professional development assignment. However, priority may be given to tenured faculty over adjunct and non-tenured faculty and to persons who have not received a professional development assignment in the past five years.
  - ☑ University of Northern Iowa. Faculty members must be full-time and tenured at the time of application. A recipient of a professional development assignment is ineligible for a subsequent assignment during the three years following the assignment.
- ◇ Review process. Each university reports that a rigorous review process was conducted for each proposed professional development assignment. Faculty recipients were 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. For professional development assignments that are two semesters in length, compensation is limited to the amount of compensation a faculty member would receive during a semester-long assignment.
- ◇ Obligation to institution. Iowa Code §262.9(13) 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.
- ◇ Average number requested. During the last six years, an average of 150 professional development assignments (PDAs) per year has been requested.

**NUMBER OF PDA RECIPIENTS AND PERCENT OF ELIGIBLE FACULTY  
FY 2005 – FY 2010**

	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>FY 2009</b>	<b>FY 2010</b>
SUI	87 (6.7%)	90 (6.7%)	96 (7.6%)	74 (4.8%)	100 (6.5%)	82 (5.2%)
ISU	35 (2.4%)	49 (3.5%)	33 (2.3%)	49 (3.7%)	48 (3.7%)	41 (3.1%)
UNI	17 (4.5%)	19 (4.9%)	22 (6.1%)	18 (4.5%)	19 (4.8%)	20 (3.7%)
<b>REGENT TOTAL</b>	139 (4.4%)	158 (5.0%)	151 (4.8%)	141 (4.4%)	167 (5.1%)	143 (4.2%)

- ◇ Faculty replacement costs. ISU and SUI identified 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 \$132,000 for FY 2010.

**BUDGETED REPLACEMENT COSTS  
FY 2004 – FY 2010**

	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>FY 2009</b>	<b>FY 2010</b>
SUI	\$196,905	\$118,000	\$154,743	\$123,485	\$342,436	\$201,800
ISU	\$182,229	\$192,312	\$165,246	\$159,762	\$167,348	\$68,569
UNI	\$0	\$0	\$0	\$0	\$0	\$0
<b>REGENT TOTAL</b>	\$379,134	\$310,312	\$319,989	\$283,247	\$509,784	\$270,369

- ◇ Proposed professional development assignment recipients by gender. There are 103 proposed professional development assignments for men; this represents 72.0% of the total proposed PDAs. Men represent 69.0% of the total number of eligible faculty. There are 40 proposed professional development assignments for women; this represents 28.0% of the total proposed PDAs. Women represent 31.0% of the total number of eligible faculty.

- ◇ Proposed professional development assignment recipients by race/ethnicity. There are 31 proposed professional development assignments for racial/ethnic minorities; this represents 21.7% of the total proposed PDAs. Racial/ethnic minorities represent 15.5% of the total number of eligible faculty. There are 112 proposed professional development assignments for non-minorities; this represents 78.3% of the total proposed PDAs. Non-minorities represent 83.5% of the total number of eligible faculty.

**PROPOSED PDAs BY GENDER AND RACE/ETHNICITY  
FY 2010**

	TOTAL NUMBER OF FACULTY		NUMBER ELIGIBLE FOR AWARD		NUMBER PROPOSED FOR AWARD	
	Male	Female	Male	Female	Male	Female
White	2,322 (52.0%)	1,317 (29.5%)	1,936 (56.6%)	916 (26.8%)	84 (58.7%)	28 (19.6%)
African-American	52 (1.2%)	47 (1.1%)	37 (1.1%)	30 (0.9%)	4 (2.8%)	1 (0.7%)
Hispanic-American	66 (1.5%)	42 (0.9%)	43 (1.3%)	29 (0.8%)	3 (2.1%)	5 (3.5%)
Asian-American	386 (8.7%)	106 (2.4%)	303 (8.9%)	69 (2.0%)	11 (7.7%)	6 (4.2%)
Native American	12 (0.3%)	8 (0.2%)	12 (0.4%)	6 (0.2%)	1 (0.7%)	0 (0.0%)
Unknown	69 (1.5%)	38 (0.9%)	27 (0.8%)	10 (0.3%)	0 (0.0%)	0 (0.0%)
<b>REGENT TOTAL</b>	<b>2,907 (65.1%)</b>	<b>1,558 (34.9%)</b>	<b>2,358 (69.0%)</b>	<b>1,060 (31.0%)</b>	<b>103 (72.0%)</b>	<b>40 (28.0%)</b>

- ◇ Average length of service. The average length of service for the proposed professional development assignment recipients is 14.4 years at SU; 12.9 years at ISU; and 12.6 years at UNI.
- ◇ Proposed professional development assignments by rank. There are 61 (42.7%) proposed professional development assignments for professors; 76 (53.1%) for associate professors; five (3.5%) for assistant professors; and one (0.7%) for a clinical professor.