

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Requests for Professional Development Assignments for FY 2004
Date: January 6, 2003

Recommended Action: Approve requests for professional development assignments for FY 2004.

Executive Summary

Purpose of Report

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

Review Process

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.

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 receive during a semester-long assignment.

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.

Professional Development Assignment Requests

The universities are requesting the Board to approve professional development assignments for 147 faculty members at the Regent universities during FY 2004; this represents a 7.3% increase in the number of requests from the prior year.

- SUI requests approval for 88 professional development assignments (6.8% of the eligible faculty).
 - ISU requests approval for 39 professional development assignments (2.7% of the eligible faculty).
 - UNI requests approval for 20 professional development assignments (4.7% of the eligible faculty).
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Projected New Costs

New costs¹ of the professional development assignments are projected to be \$544,322, which is 0.1% of the total faculty salary budget for the current fiscal year.

Proposed Activities

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.

Link to Strategic Plan:

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

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|---------------------|--|
| 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. |

¹ Prior Professional Development Assignment requests included salaries and fringe benefits of faculty members on professional development assignments. However, as a result of the organizational review, it was suggested that it was not pertinent to report these numbers because they were not new costs to the institutions, due to the assignments.

Action Step 1.2.1.0 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.

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.

Applications

Regent universities have accepted applications from faculty members for professional development assignments for FY 2004. These have been reviewed at the departmental, collegiate, and university levels. The appropriate provost has recommended each proposed professional development assignment.

Obligation to Institution

By law (Iowa Code §262.9[13]), a faculty member is required to return to the institution for two years² 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 147 professional development assignments be approved for FY 2004.

² 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.

**Requests for Approval at Regent Universities
1993-1994 to 2003-2004**

| 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 |
| 2002-2003 | 84 | 35 | 18 | 137 |
| 2003-2004 | 88 | 39 | 20 | 147 |

Projected New
Costs

Projected new costs for professional development assignments include replacement costs and research expenses.

- The replacement costs include only those costs covered by either the department/college or the provost's office. The costs may vary between Regent universities for a number of reasons. 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.
- Research expenses are typically associated only with Faculty and Global Scholars at the University of Iowa.
- Total costs for professional development assignments projected for FY 2004 are \$544,322, which represents 0.1% of the total salary budget for FY 2003.

**Projected Costs of Professional Development Assignments
2003-2004**

| | Replacement Costs | Research Expenses (SUI) | Total |
|--------------|------------------------------|------------------------------------|------------------|
| SUI | \$257,369 | \$85,000 | \$342,369 |
| ISU | \$201,953 | | \$201,953 |
| UNI | \$0 | | \$0 |
| Total | \$459,322 | \$85,000 | \$544,322 |

Faculty Vitality

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**

Educational excellence can only be obtained with a vital faculty that actively pursues new developments in knowledge and teaching. A period of sustained time for special projects is essential for maintaining faculty vitality. The projects proposed by the University all relate to its educational mission and involve research in different fields of value to the University. An award of time for such a project enables faculty members to improve individually and to achieve institutional educational objectives.

Eligibility

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

- Clinical-track faculty members who wish to pursue assignments that will improve clinical or technical expertise are eligible to apply for an assignment.
- Faculty members may apply for an assignment of up to one year in length. The one-year assignments 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.

Program Changes As part of its on-going evaluation of the professional development assignments program, the Office of the Provost reviewed the Faculty Scholars program. The review resulted in emphasizing that the program is oriented toward associate professors even though full professors who are within three years of attaining that rank may apply in exceptional circumstances.

Number of Requests SUI requests approval for 88 professional development assignments for FY 2004. These include five new Faculty Scholars, ten continuing Faculty Scholars, two new Global Scholars, and one continuing Global Scholar.

The requests will enable 47 professors and 41 associate professors to participate in professional development assignments.

- Schedule of Professional Development Assignments
- * Forty-six requests are for Fall 2003.
 - * Thirty-eight requests are for Spring 2004.
 - * Four requests are for the full year.
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Length of Service The average length of service at the University by the proposed participants is 14.6 years.

Faculty 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. Ten Faculty Scholars are male (66.7%) and five are female (33.3%).

Global Scholars 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. One Global Scholar is male (33.3%) and two are female (66.7%).

Race/Ethnicity
and Gender

The proposed professional development assignments include 58 (65.9%) males and 30 (34.1%) females. Nine (100.0%) racial/ethnic minority faculty members who applied for professional development assignments are recommended for approval; this number represents 10.2% of the total professional development assignments recommended for approval.

**University of Iowa
Professional Development Assignments by Race/Ethnicity and Gender
2003-2004**

| | Number of Faculty | | Number Eligible for Assignments | | Number Applied for Assignments | | Number Recommended for Assignments | |
|-------------------|-------------------|------------|---------------------------------|------------|--------------------------------|-----------|------------------------------------|-----------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| White | 1,252 | 539 | 873 | 276 | 58 | 27 | 54 | 25 |
| African-American | 20 | 18 | 14 | 9 | 1 | 2 | 1 | 2 |
| Asian-American | 127 | 26 | 80 | 13 | 2 | 2 | 2 | 2 |
| Native American | 5 | 3 | 3 | 0 | 0 | 0 | 0 | 0 |
| Hispanic-American | 30 | 19 | 17 | 9 | 1 | 1 | 1 | 1 |
| Total | 1,434 | 605 | 987 | 307 | 62 | 32 | 58 | 30 |

Proposed
Activities

The following are examples of proposed activities for the 2003-2004 professional development assignments:

- Develop a new econometric approach for estimating underlying dynamic processes (e.g., estimating time-varying market volatility when there are market crashes).
- Analyze the history of immigration policy using interpretive approaches recently developed in disability studies and place immigration laws in the context of changing attitudes toward disability.
- Apply novel molecular dynamics simulation techniques to study particle-solidification front interactions and develop new models to predict particle incorporation into materials.
- Compile a handbook of 'Phags-pa Chinese,' the earliest known alphabetic record of any form of Chinese pronunciation.
- Investigate neutrinos (electrically neutral elementary particles with zero or near zero mass), focused on refining theoretical predictions for neutrino interactions; the results have implications for understanding the origin of particle masses, dark matter, and the ultimate fate of the universe.

Value of
Professional
Development
Assignments

The following are examples of the value of the professional development assignments proposed for 2003-2004:

- * Understand the nature of supervisory neglect in child abuse, examine the seriousness of the supervision problem and how child protective services decides who is responsible, and recommend changes in child welfare policies and practices.
- * Advance fluorescence-correlation spectroscopy as a tool for biophysical and biomedical investigations.
- * Investigate how the grant of patents on plant biotechnology inventions affects the pace of technological progress in the seed industry, with a special emphasis on Iowa agriculture.
- * Establish an animal model for an emerging viral agent that has the potential to be a weapon of bioterrorism; use the newly developed immunological methods to delineate the protective and harmful components of the immune response in infections caused by emerging and established viral pathogens.

Projected New
Cost

The projected new cost of the program for 2003-2004 is \$342,369. The replacement costs are projected to be \$257,369; and the research-related expenses for the Faculty and Global Scholars is projected to be \$85,000. The departments will provide the replacement funds; and colleges and the Provost's Office will provide funds for the research-related expenses. The average replacement cost per faculty member on professional development assignment during 2003-2004 is projected to be \$2,925.

**Iowa State
University**

The University recognizes that, periodically, faculty members require significant opportunities for professional growth and development and the Professional Development Assignment (PDA) Program is one of the best modes to achieve such growth and development. The University strives to promote an environment in which the faculty will be motivated to participate in the PDA Program.

Eligibility

All faculty members employed half-time or more are eligible to apply for professional development assignments. The University requires no minimum length of service for the initial or subsequent assignments. However, priority may be given to tenured faculty members over adjunct and non-tenured faculty or to faculty members who have not received a professional development assignment in the past five years. A minimum of two years must have passed from completion of the previous professional development assignment.

Number of Requests ISU requests approval for 39 professional development assignments for 2003-2004. The requests will enable six professors, 21 associate professors, and 12 assistant professors to participate in professional development assignments.

Schedule of Professional Development Assignments

- * Eleven requests are for Fall 2003.
- * Ten requests are for Spring 2004.
- * Eighteen requests are for the full year.

Length of Service The average length of service at the University by the proposed participants is 11.4 years.

Race/Ethnicity and Gender The proposed professional development assignments include 24 (61.5%) males and 15 (38.5%) females. Eight (88.9%) of the nine racial/ethnic faculty members who applied for professional development assignments have been recommended for approval; this number represents 20.5% of the total professional development assignments recommended for approval.

**Iowa State University
Professional Development Assignments by Race/Ethnicity and Gender
2003-2004**

| | Number of Faculty | | Number Eligible for Assignments | | Number Applied for Assignments | | Number Recommended for Assignments | |
|-------------------|-------------------|------------|---------------------------------|------------|--------------------------------|-----------|------------------------------------|-----------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| White | 1,007 | 465 | 876 | 357 | 23 | 13 | 19 | 12 |
| African-American | 15 | 19 | 14 | 13 | 1 | 3 | 1 | 3 |
| Asian-American | 139 | 30 | 129 | 21 | 3 | 0 | 3 | 0 |
| Native American | 9 | 3 | 7 | 3 | 1 | 0 | 1 | 0 |
| Hispanic-American | 22 | 11 | 21 | 6 | 1 | 0 | 0 | 0 |
| Total | 1,192 | 528 | 1,047 | 400 | 29 | 16 | 24 | 15 |

Proposed Activities The following are examples of proposed activities for 2003-2004 professional development assignments:

- Perform an analysis of heterogeneity in rural labor markets.
- Study optimization-based Domain Decomposition Methods (DDMs) for the Navier-Stokes equations.
- Study the social and psychological resources that are used to survive the economic hardship of underemployment.

- Study qualitative behavior of solutions of elliptic partial differential equations.
 - Develop the software and hardware needed to allow haptic interaction between ISU's Virtual Reality Applications Center and the Interactive Modeling and Visualization Systems Laboratory of the Australian National University.
 - Develop computational tools and technical knowledge required for the analysis of complex interactions of airport terminal operations.
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Value of
Professional
Development
Assignments

The following are examples of the value of the professional development assignments proposed for 2003-2004:

- Develop a precision farming decision support system (DSS) and work with the Iowa Soybean Promotion Board to identify ways to use DSS for on-farm research.
 - Initiate cooperative research activities that will enhance the ISU program and gain first-hand laboratory experiences to broaden research base in powder technology.
 - Advance on-going research in housing and rural community vitality.
 - Lay the groundwork for an applied software engineering research center at ISU, develop new curriculum, and seek research funding to improve the chances of successful commercialization of the technology developed.
 - Expand knowledge of tropical agricultural systems and incorporate more globally-applied agricultural examples in courses.
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Projected New
Cost

The projected new cost for 2003-2004 is \$201,953, which will be allocated by the college deans for replacement costs. The departments that do not require an allocation from the college may use salary savings generated from the faculty members on assignment; or may re-assign course loads among current faculty. The average replacement cost per faculty member on professional development assignment during 2003-2004 is projected to be \$5,178.

**University of
Northern Iowa**

At UNI, professional development assignments are awarded to faculty members to undertake approved programs of study, research, or other professional activity. This program is directed at maintaining faculty vitality by providing opportunities for faculty members to advance their teaching and scholarly interests.

Eligibility 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.

Number of Requests UNI requests approval for 20 professional development assignments for 2003-2004. This recommendation includes professional development assignments for 11 professors and nine associate professors.

Schedule of Professional Development Assignments

- * Four requests are for Fall 2003.
- * Twelve requests are for Spring 2004.
- * Three requests are for the full year.
- * One request is for either the fall or spring semester.

Length of Service The average length of service at the University by the proposed participants is 12.5 years.

Race/Ethnicity and Gender Nine of the assignments (45.0%) are for female faculty members and 11 (55.0%) are for male faculty members. No eligible racial/ethnic minority faculty members applied for professional development assignments for FY 2004.

**University of Northern Iowa
Professional Development Assignments by Race/Ethnicity and Gender
2003-2004**

| | Number of Faculty | | Number Eligible for Assignments | | Number Applied for Assignments | | Number Recommended for Assignments | |
|-------------------|-------------------|------------|---------------------------------|------------|--------------------------------|-----------|------------------------------------|----------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| White | 330 | 229 | 244 | 140 | 14 | 11 | 11 | 9 |
| African-American | 11 | 7 | 8 | 4 | 0 | 0 | 0 | 0 |
| Asian-American | 23 | 7 | 14 | 3 | 0 | 0 | 0 | 0 |
| Native American | 2 | 3 | 2 | 0 | 0 | 0 | 0 | 0 |
| Hispanic-American | 12 | 5 | 6 | 3 | 0 | 0 | 0 | 0 |
| Total | 378 | 251 | 274 | 150 | 14 | 11 | 11 | 9 |

Proposed
Activities

The following are examples of proposed activities for the 2003-2004 professional development assignments:

- Focus on greater understanding of the role of listening in other cultures through qualitative research that involves interviewing people in various countries of the world.
 - Focus on a history of national laboratories established by the federal government since World War II to determine the nature of scientific research programs conducted in the national interest.
 - Focus on one of the most important U.S. Supreme Court decisions during the tenure of Chief Justice Earl Warren granting the right of privacy constitutional status.
 - Focus on one of the most important and little known plant pathogens in the world, *Gibberella Zeae*.
 - Focus on enhancing the ability of accounting students to perform the specific tasks necessary to solve tax problems.
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Value of
Professional
Development
Assignments

The following are examples of the value of the professional development assignments proposed for 2003-2004:

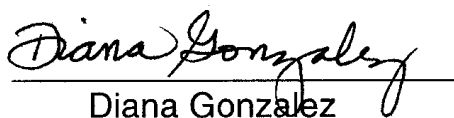
- Enhance students' ability to participate in a global workplace through better listening skills.
 - Assist in developing services, projects, and communication processes for communities to deal with disaster situations.
 - Elucidate the natural history of breast cancer in African-American and Caucasian women, understand racial biases in medical treatment of breast cancer, and guide prevention and health care recommendations.
 - Enhance mathematical scholarship at the University and involve graduate students in research-level mathematics.
 - Enhance tornado forecast techniques and mitigate tornado damage.
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Projected
New Costs

Replacement costs are not anticipated for the 2003-2004 professional development assignments. The University anticipates that existing faculty will teach the courses of the faculty members on assignment or the course(s) enrollment will be spread over scheduled sections. If either of those two options is not available, the courses of the faculty members on assignment will not be scheduled during their absence. The Provost's Office no longer has a line item for replacement costs.

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

Recommendation The requests for professional development assignments for FY 2004 have been reviewed and processed by the Regent universities in accordance with institutional and Board policies. The Board Office recommends them for approval.


Diana Gonzalez

Approved: 
Gregory S. Nichols