

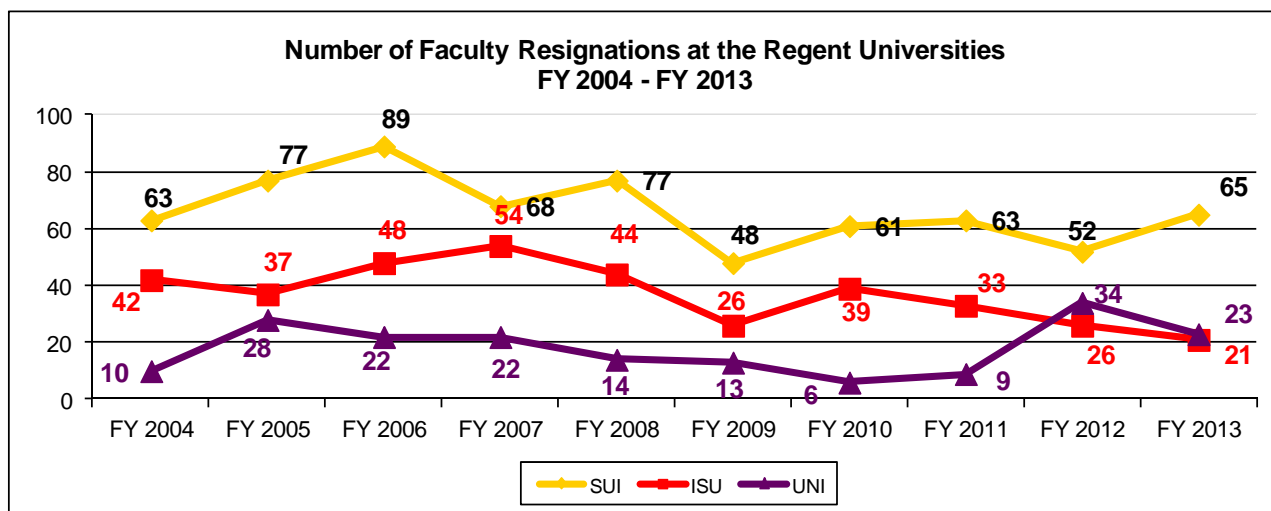
Contact: Diana Gonzalez

2012-13 REPORT ON FACULTY RESIGNATIONS

Action Requested: Receive the annual report of faculty resignations at the Regent institutions.

Executive Summary: At the Regent universities, there were 109 faculty resignations in FY 2013, a decrease of 3 (-2.7%) from the prior year. At the special schools, there was one faculty resignation in FY 2013, which was a decrease of one (-50.0%) from the prior year.

- ◆ At the University of Iowa, the number of faculty resignations increased from 52 to 65 (+25.0%) between FY 2012 and FY 2013. During the past ten years, the average number of annual faculty resignations has been 66.3.
- ◆ At Iowa State University, the number of faculty resignations decreased from 26 to 21 (-19.2%) between FY 2012 and FY 2013. During the past ten years, the average number of annual faculty resignations has been 37.0.
- ◆ At the University of Northern Iowa, the number of faculty resignations decreased from 34 to 23 (-32.4%) between FY 2012 and FY 2013. During the past ten years, the average number of annual faculty resignations has been 18.1.



- ◆ At the Iowa School for the Deaf, the number of faculty resignations decreased from one to zero (-100.0%) between FY 2012 and FY 2013.
- ◆ At the Iowa Braille and Sight Saving School, the number of faculty resignations remained the same at one between FY 2012 and FY 2013.

This annual report addresses the Board of Regents Strategic Plan priority for “educational excellence and impact.”

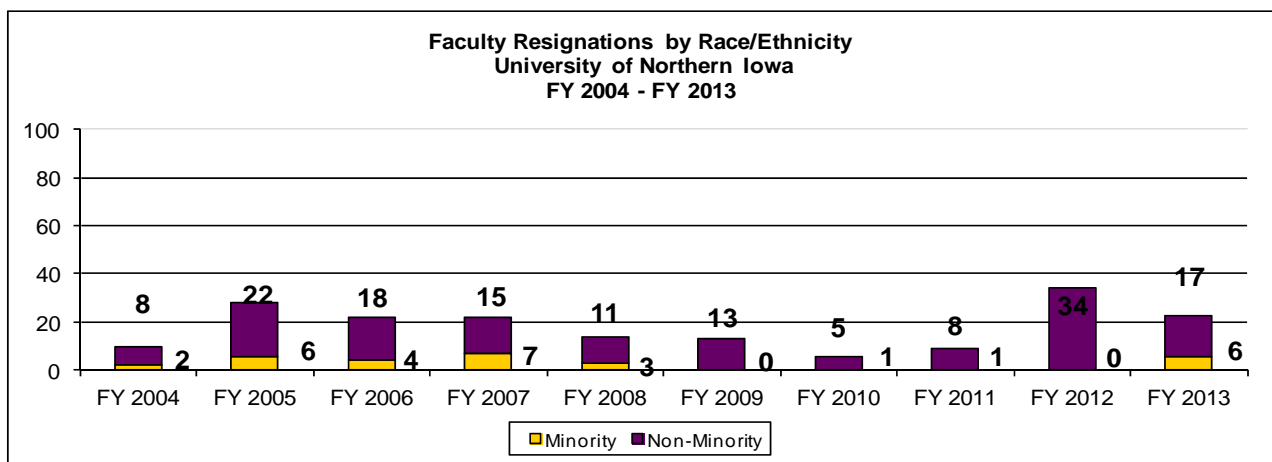
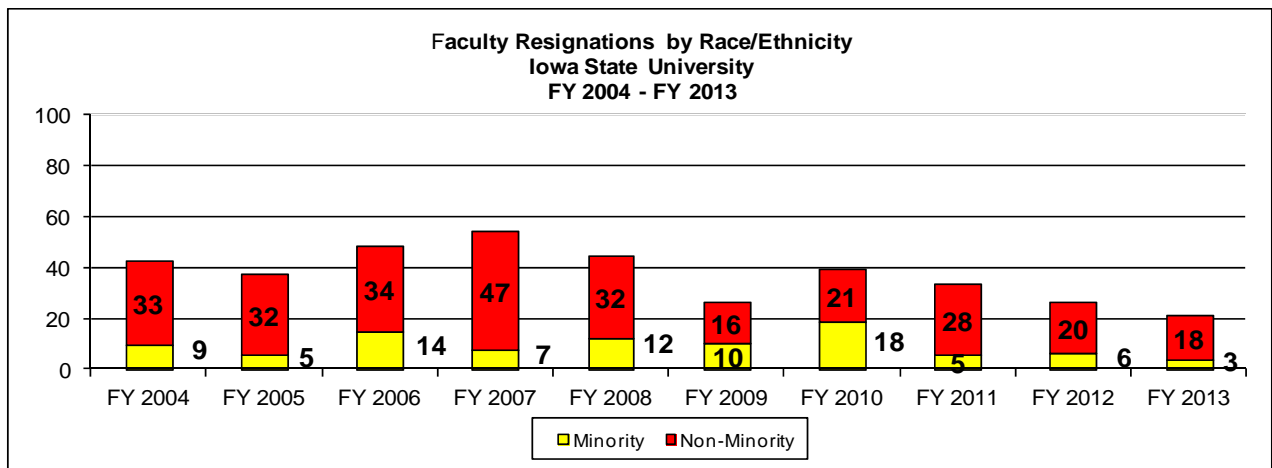
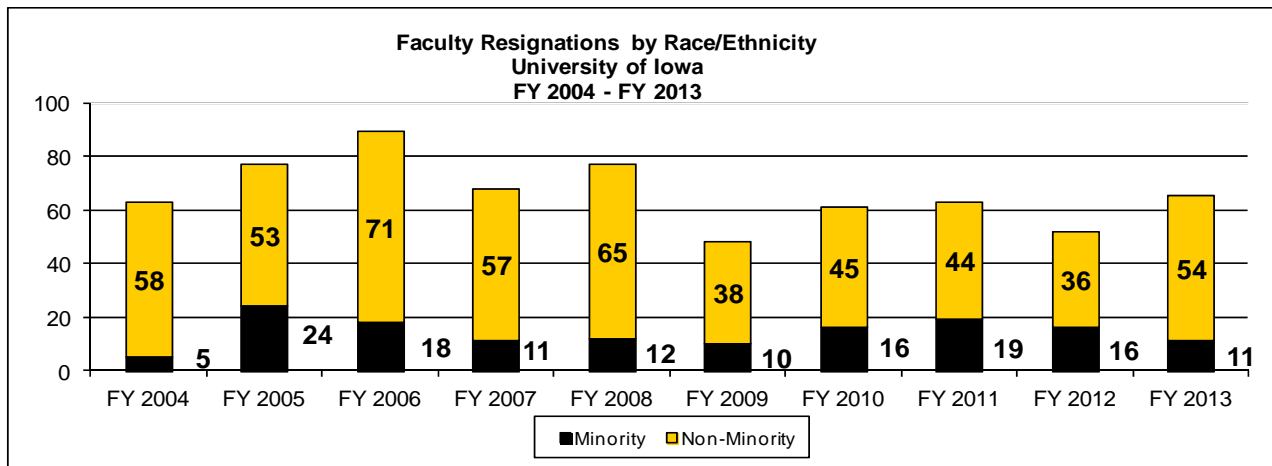
Background:

- ◆ The Regent universities obtained information about the faculty who resigned through a variety of efforts, including resignation surveys; exit interviews; satisfaction/climate assessment surveys; and payroll reports.
 - ☞ At the University of Iowa, resignees received an online questionnaire which inquired about their level of satisfaction with various aspects of SUI and the community using a rating scale of 1 (very dissatisfied) to 5 (very satisfied). The questions assessed the resignees' satisfaction with (1) the general atmosphere of the University and Iowa City, (2) the faculty member's departmental atmosphere, (3) the University's commitment to diversity, (4) the University's commitment to excellence in research, (5) the University's commitment to excellence in teaching, (6) compensation, and (7) hospital and clinic atmosphere (for health science college faculty only).
 - 📖 In FY 2013, 14 questionnaires (21.5%) were returned.
 - 📖 Respondents expressed the greatest satisfaction with the general atmosphere of the University and Iowa City (4.3); and the University's commitment to diversity (3.9).
 - 📖 Respondents expressed the most dissatisfaction with the hospital atmosphere (3.0) and compensation (3.2).
 - 📖 The mean satisfaction level increased from 3.5 in FY 2012 to 3.6 in FY 2013.
 - 📖 The primary reason respondents gave for leaving the university was to accept a position at another university (49.2%). The next most mentioned reason was to enter private practice (20.0%).
 - ☞ At Iowa State University, faculty exit data have been systematically collected through an online survey since January 2004. An opportunity for a face-to-face or phone interview with the Office of the Provost is provided to all exiting faculty members. These interviews are often in addition to the interview conducted by a department chair or college dean. ISU's goal is to use both exit interview methods to determine the reasons faculty members resign, identify ISU's strengths and weaknesses from the faculty members' perspective, and obtain suggestions for institutional improvement from the faculty.
 - 📖 Thirteen faculty members (61.9%) responded to the FY 2013 online faculty exit survey.
 - 📖 The primary reasons cited by faculty members for leaving were dissatisfaction with the workload, dissatisfaction with the department chair, and dissatisfaction with pay.
 - 📖 "Dissatisfaction with department chair" continues to be one of the major reasons cited. Approximately 25% of the respondents indicated they were "somewhat or very dissatisfied" with their chair. The Provost's Office is now offering a series of department chair professional development workshops on such topics as preparing promotion and tenure cases, and conducting effective annual reviews.
 - 📖 Fifty-four percent of the respondents indicated that they were "somewhat or very satisfied" with workload, while 62% indicated a "high or very high" level of work-related stress.

- 📖 Salary competitiveness continues to be cited by respondents as a reason for resigning. Of the 13 respondents, four (30.8%) indicated that they had accepted a new position elsewhere that will provide a “much higher salary than the salary at ISU.”
 - 📖 Twelve respondents (92.3%) indicated that they were “somewhat or very satisfied” with ISU’s benefit package.
 - 📖 Nine respondents (69.2%) were “somewhat or very satisfied” with office facilities, while eight respondents (61.5%) were “somewhat or very satisfied” with other (research) facilities.
 - 📖 When asked “what would have encouraged you to stay,” several respondents indicated “recognition of my contributions” or “feeling appreciated” would have made a difference. These, and other climate issues identified, will need to be addressed by departmental leadership in the future. As one step, ISU recently created the Morrill Professor designation to recognize the teaching contributions of the University’s top faculty.
- ◇ The number of faculty resignations at the Regent universities includes those faculty members who were tenured, tenure-track, clinical track, research track, or instructors.
 - ◇ Of those who resigned in FY 2013, 19 (17.4%) were professors, 29 (26.6%) were associate professors, 58 (53.2%) were assistant professors, and 3 (2.8%) were instructors.
 - 📁 Professors represent 34.8% of the population; associate professors represent 28.3% of the population; assistant professors represent 25.8% of the population; and instructors represent 11.1% of the population at the Regent universities¹.
 - 📁 The number of professors who resigned in FY 2013 decreased by two (-9.5%) from the prior year.
 - ◇ Of those who resigned in FY 2013, 33 (30.3%) were tenured, 39 (35.8%) were tenure-track, 36 (33.0%) were clinical track, and one (0.9%) was research track or instructor.
 - 📁 Tenured faculty members represent 59.3% of the population; tenure-track faculty members represent 17.4% of the population; clinical/research track faculty members represent 23.3% of the population at the Regent universities¹.
 - 📁 The number of tenured faculty members who resigned in FY 2013 decreased by six (-15.4%) from the prior year.
 - ◇ Of those who resigned in FY 2013, 62 (56.9%) were male and 47 (43.1%) were female.
 - 📁 Males represent 60.2% of the total population and females represent 39.8% of the total population at the Regent universities.
 - 📁 There was an increase of four (+9.3%) women and a decrease of seven (-10.1%) men who resigned in FY 2013 from the prior year.

¹ Source: Spring 2013 Faculty Tenure Report.
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- ◆ Of those who resigned in FY 2013, 20 (18.3%) were racial/ethnic minorities and 89 (81.7%) were non-minorities.
- 📁 As described in the 2012-2013 Annual Tenure Report, racial/ethnic minorities represent 16.1% of the population and non-minorities represent 83.9% of the population at the Regent universities.
- 📁 The number of racial/ethnic minorities who resigned in FY 2013 decreased by 2 (-9.1%) from the prior year.



- ◇ The following resignation overrepresentation occurred among faculty resignees relative to each College's overall faculty numbers:
 - ✎ At the University of Iowa, the Colleges of Dentistry, Law, Medicine, Nursing, Pharmacy, and Public Health were overrepresented among faculty resignees relative to each College's overall faculty numbers.
 - ✎ At Iowa State University, the Colleges of Business, Design Liberal Arts and Sciences, and Veterinary Medicine were overrepresented among faculty resignees relative to the College's overall faculty numbers.
 - ✎ At the University of Northern Iowa, the Colleges of Education and Social and Behavioral Sciences were overrepresented among faculty resignees relative to each College's overall faculty numbers.

- ◇ In FY 2013, the primary reason for resigning continues to be employment opportunities at other educational institutions (cited by 52.3% of those who left). The second most frequently identified reason for resigning (cited by 19.3% of those who left) was to relocate for personal reasons. The third most frequently identified reason for resigning (cited by 12.8% of those who left) was to accept another position. The fourth most common reason for resigning was to enter private practice (cited by 11.9% of those who left).
 - ✎ The number of faculty who resigned in FY 2013 to accept a position at another university increased by 6 (+11.8%) from the prior year.
 - ✎ The number of faculty who resigned in FY 2013 to accept another position increased by 2 (+16.7%) from the prior year.
 - ✎ The number of faculty who resigned in FY 2013 to relocate for personal reasons decreased by 22 (-51.2%) from the prior year.

Strategies to Improve Faculty Retention

- ◇ The *University of Iowa* is ranked among the nation's top 30 public institutions and competes nationally and internationally for the best faculty members. High quality SUI faculty members are frequently recruited by other institutions. The University identified the following strategies directed at faculty retention.
 - ✎ Competitive Compensation
 - 📖 The Office of the Provost works with colleges to respond quickly with attractive counter-offers when productive faculty members receive offers from other institutions.
 - 📖 The University administration works with the University of Iowa Foundation (UIF) to aggressively support and promote faculty activities through charitable donations. The focus for these efforts include funding for endowed chairs and support for faculty research and teaching.
 - 📖 SUI recognizes that quality benefit offerings are an essential part of a competitive compensation packet. Employees are educated about the value of those benefits through an "Annual Total Compensation Statement" that is sent to employees at the start of each fiscal year.

- 📖 The campus-wide implementation of the innovative faculty activities database, UI Academic and Professional Record (APR), will enable colleges and departments to more accurately and transparently assess faculty productivity and better target merit pay increases.

📁 Quality of Life

- 📖 SUI's "Recruitment Ambassadors Program" includes current or former faculty and staff members who volunteer to help recruit prospective employees. Recruitment Ambassadors provide materials about the local community at the time of recruitment and are trained to showcase the community and answer candidates' questions on such topics as the area's arts and culture, housing, school systems, dining and shopping, sports and recreation, and healthcare. However, SUI recognizes that integration into the broader community is key to retention and satisfaction. As noted in the professional literature on faculty recruitment and retention, "quality of life" issues factor heavily in an individual's decision to accept an offer from another institution.
- 📖 The University promotes "family friendly" policies and practices through its UI Human Resources' Family Services program. This program assists employees to find local child care, elder care, veteran/military family resources, and family-related connections with the local community.
- 📖 The University of Iowa communicates its commitment to work/life balance through its policy granting extensions to the tenure clock for probationary faculty members who have a minor child join their family during the pre-tenure years. The Provost's Office notifies new faculty of this policy through multiple means during the probationary years (e.g., offer letters, new faculty orientation, campus-wide emails).
- 📖 National data show that faculty members whose spouses are pleased with their jobs are much less likely to leave for another position. Services offered through the University of Iowa's Dual Career Network (DCN) respond to the employment needs of accompanying partners of new faculty or staff members and enhance the University's faculty recruiting and retention efforts.
- 📖 The Provost's Office, in cooperation with the colleges and Central HR, communicates a message encouraging work/life balance and integrates this theme in various publications (e.g., online Faculty Handbook, "Getting Off to a Good Start at the University of Iowa" resource guide, and active promotion of UI health and wellness efforts).

📁 Engaging and Encouraging Faculty

- 📖 The Office of the Provost focuses on the orientation and development of new faculty members to encourage their successful integration and engagement in the institution.
- 📖 The Office of the Provost publishes a comprehensive calendar of faculty development programs offered by multiple campus offices (e.g., focused on teaching, instructional technology, and research).
- 📖 The Office of the Vice President for Research continues to offer modest competitive grants to faculty.

- 📖 Several events are sponsored each year to enhance networking among new faculty members and to introduce them to the University administration (e.g., President and Provost New Faculty Welcome Reception in August, New Faculty End-of-Semester Reception in December, and Breakfast with the Provost in the Spring).
- 📖 In 2009, SUI embarked on an ambitious “cluster hire” initiative with the goal of bringing new faculty to campus to collaborate with existing faculty in multidisciplinary areas focused on “Grand Challenges” of the 21st Century. Additionally, working within these clusters creates a sense of community among participating faculty members, thus making it more likely that they will remain at SUI. To date, seven clusters have been approved (water sustainability, digital public humanities, the aging mind and brain, genetics, obesity, digital public arts, and informatics) and 57 faculty members have been hired.
- 📖 The Office of the Provost provides support and tools to the colleges to enhance the quality of annual and five-year peer reviews of tenured faculty members to provide meaningful feedback from colleagues and administrators.
- 📖 SUI continues to provide professional development opportunities to more senior faculty members through participation in the CIC²-Academic Leadership Program and CIC-Department Executive Officers Seminar.

📁 Retaining Faculty of Color

- 📖 In AY 12-13, the Office of the Provost and the Office of the Chief Diversity Officer established an institutional membership in the National Center for Faculty Development and Diversity (NCFDD). The NCFDD is an independent faculty development center dedicated to supporting faculty in making successful transitions throughout the graduate student to full professor pipeline. The University of Iowa has a longstanding relationship with the scholar who heads the NCFDD, Kerry Ann Rockquemore, co-author of the acclaimed book, *The Black Academic's Guide to Winning Tenure – Without Losing Your Soul*. The NCFDD Institutional Membership offers a variety of benefits to UI faculty members, including access to online resources, a national network of scholars, and access to monthly faculty development tele-workshops. All SUI faculty members have access to these resources; issues facing faculty of color and other underrepresented faculty are frequently addressed in the resources and programs.
- 📖 The Office of the Provost collaborates with the Office of Equal Opportunity and Diversity to provide resources to campus addressing unconscious bias in interviewing and evaluating faculty members, and will launch a three-part series on the topic in FY 14.
- 📖 The Chief Diversity Office promotes opportunities to build community with and among faculty of color through its Faculty of Color Reception, Diversity Leaders Convocation, and support for Diversity Councils. In 2011, the Chief Diversity Office launched campus-wide diversity training through an affiliate designation with the National Coalition Building Institute (NCBI). Leaders from across the campus are encouraged to participate in this prejudice-reduction work with the goal of increasing inclusion and equity among students, staff, and faculty.

² CIC is the Committee on Institutional Cooperation.
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- ◇ *Iowa State University* has made significant efforts to retain faculty in recent years, particularly high-performing educators and scholars who provide valuable service to Iowans and has identified the following initiatives to address faculty retention.
 - ✎ Examining reasons why faculty leave. The Office of the Provost conducts exit surveys and offers exit interviews to each departing faculty member. These data are used to examine the reasons why faculty members resign, develop strategies to retain faculty, and improve retention rates.
 - ✎ Addressing needs of partners and spouses. ISU addresses the employment needs of partners and spouses of newly hired faculty through centrally managed Dual Career Resources. The Dual Career Resources provide spouses/partners of faculty with assistance to identify employment opportunities on campus and in the community. Personnel in the Provost's Office, in collaboration with University Human Resources, serve as a point of contact for college and departmental staff seeking to provide options to faculty partners. The Dual Career Resources support both the successful recruitment and retention of faculty.
 - ✎ Providing mentoring programs targeting pre-tenure faculty. ISU recognizes the importance of supporting all faculty through both formal and informal mentoring throughout the various stages of a faculty member's academic career. Research shows that effective mentoring is one of the few reliable predictors of faculty success. For new tenure-eligible faculty, formal mentoring provides a valuable support system that helps faculty build connections and competence in a new academic environment. ISU offers three mentoring programs for new faculty:
 - 📖 The individual mentor program ensures that each new tenure-eligible faculty member has a formal mentor; the two are expected to continue their partnership through the faculty member's pre-tenure years with a primary focus on achieving a successful preliminary (third-year) review. This review, conducted at the department level, assesses faculty readiness for the University's rigorous promotion and tenure process. Faculty receive both administrative and peer assessment of their teaching, research, and services activities that, in some cases, results in faculty leaving the University to pursue other opportunities.
 - 📖 The college peer mentoring program entails a peer-to-peer interaction facilitated by senior faculty in each college to provide opportunities for new faculty to meet and network with peers across the college.
 - 📖 The New Faculty Scholars Program, a collaborative effort between the Provost's Office, Office of the Vice President for Research, and the Center for Excellence in Learning and Teaching, is a learning community for pre-tenure faculty that provides tailored programming to support teaching and research development.
 - ✎ Improving climate and work-life balance. Additional initiatives target the workplace climate for faculty at Iowa State and improve the ability to recruit and retain faculty. Both the ISU ADVANCE³ Program (focused on recruitment and retention of women faculty) and the COACHE⁴ and AAUDE⁵ surveys of faculty satisfaction, help ISU to understand issues key to faculty productivity and retention.

³ Increasing the participation and advancement of women in academic science and engineering careers.

⁴ Collaborative on Academic Careers in Higher Education.

⁵ Association of American Universities Data Exchange.

- 📖 Focus on work/life issues includes a university-wide committee and the development of online resources to educate faculty and staff about work/life topics. Equity Advisors in the academic colleges serve as knowledgeable advisors on strategies for enhancing equity and transparency at college and department levels.
 - 📖 Flexible faculty policies, such as a policy that allows faculty to extend the tenure clock due to the arrival of children (or due to other life changing events) help to create an optimal environment that prioritizes flexible faculty careers as a means to improve retention rates and to enhance institutional excellence.
 - 📁 Developing retention packages for excellent faculty. Iowa State works with departments and colleges to develop retention packages for faculty who may be considering leaving ISU for another institution. Such a counteroffer, in response to a competitive job offer, may involve a new commitment for salary, an endowed professorship through the ISU Foundation, research support, partner accommodation, or new work opportunities. The ability to offer meaningful salary increases in a competitive market for talent and the availability of programs like the Emerging Leaders Academy, which provides leadership experience for faculty who aspire to serve in administrative roles, have also made a difference.
 - 📁 New programs for faculty onboarding, department chair training. The Provost's Office created two faculty fellow positions in 2013 to establish professional development programs for new faculty and department chairs. The early career faculty program includes sessions on topics such as orientation and onboarding, mentoring, work-life balance, and preparing for the promotion and tenure review. Appropriate sessions are also offered for non-tenure eligible faculty.
 - 📖 The department chair training program is designed to provide information and resources to assist the chairs in their work as managers and academic leaders. Monthly workshops focus on such topics as personnel policies and procedures, preparing promotion and tenure cases, and conducting effective annual reviews.
 - 📁 The Provost's Office will continue to work on faculty retention through low-cost but high-impact efforts, including department chair/leadership training, mentoring programs, work/life policy enhancement, and improving departmental climate through the efforts of ADVANCE and college Equity Advisors.
- ❖ The *University of Northern Iowa* uses the following strategies to improve faculty retention.
- 📁 The effort to retain faculty members begins as soon as they are hired and continues throughout the faculty member's career. A new faculty website contains links to information about UNI, the surrounding community, the new faculty orientation schedule, and resources related to college teaching and student learning. The website remains active throughout the year and new faculty members are encouraged to visit the website to access updated schedules and information. The website is one way of connecting faculty to campus activities and information about the community.
 - 📁 UNI welcomes new faculty to campus with a two-day orientation program which focuses on teaching, scholarly work, and service for a UNI faculty member. Sessions include information on working with students, library orientation, faculty governance and maintaining balance among the three components of faculty workload. One popular session includes a panel of current students who address their perceptions of good teaching practice. Another session, the Resource Fair, allows new faculty to learn about opportunities on campus and about campus initiatives that interest them.

- 📖 Social opportunities are built into each day to encourage networking among new faculty, more experienced colleagues, department heads, and institutional officials. The president hosts a reception at his residence for new faculty members and their spouses, their department heads, and deans within the first two weeks of the semester. This provides another opportunity for networking with colleagues.
- 📁 In 2012, the Fall Faculty Workshop included a nationally known presenter, Dr. Todd Zakrasjek, Executive Director of the Center for Faculty Excellence at the University of North Carolina – Chapel Hill, whose presentation focused on “How Students Learn: Strategies for Teaching from the Psychology of Learning.” This was an opportunity for new faculty to meet faculty colleagues from outside their home department and college. They learned about campus initiatives important to their professional lives and were introduced to the importance of teaching at UNI. New and returning faculty reported being energized by the day’s workshop.
- 📁 Early in the fall semester, at the annual fall faculty meeting, the Provost recognized the winners of teaching, scholarly, or creative work and service awards. New faculty were introduced to their colleagues as part of the program and many colleagues commented how enjoyable it was to hear each new faculty member’s personalized introduction, which included information on teaching and scholarly interests. This event also helped promote connections between current and new faculty.
- 📁 New faculty members were encouraged to participate in the “Campus Connexus” sponsored by the Office of Research and Sponsored Programs (ORSP). The “speed dating” format helped to bring current and new faculty members with complementary scholarly interests into conversation with each other in an engaging way. ORSP also hosts an introductory training program in mid-fall which introduces the services of the office, highlights successful early career grant writers and provides an opportunity for cross-college networking. Faculty members are given information about the Principal Investigator (PI) database as a means of maximizing their opportunities for identifying research mentors and partners.
- 📁 A number of summer fellowships are awarded to both tenured and pre-tenure faculty. All faculty holding a full-time, academic year, tenured or tenure-track appointment may also apply for a Summer Fellowship. Through these awards, the University seeks to encourage, assist, and support faculty research, creative activity, and grant applications. The Provost’s and President’s Offices also support pre-tenure faculty with grant funds for which faculty may apply. Twenty-four pre-tenure faculty received these awards for Summer 2013.
- 📁 UNI’s colleges have also developed programs to help with faculty retention. For example, colleges may provide a reduced teaching load during a faculty member’s first year of service; summer stipends to support research; and money for equipment.
- 📁 Retention efforts also extend to more experienced faculty. Each of the colleges recognizes faculty excellence in teaching, scholarship, or creative work and service. Some colleges have awards for teaching achievement in both departmental and liberal arts core courses. Recognition efforts, which also aid long-term retention, include college newsletters and websites which publicize faculty achievements and awards and highlight research interests and accomplishments. The Graduate College also has a number of university-wide awards for excellence in teaching and scholarship.

- ✉ Deans use a variety of means to build community and connection within the college. This might include meeting with each second-year faculty member to discuss career progress and offer support; hosting recognition luncheons; sponsoring social hours; supporting faculty development and presentation opportunities; or bringing faculty members together to discuss important campus issues at brown bag luncheons. The Provost's Office hosts luncheons with first- and second-year faculty to connect with those newer to the campus.
- ✉ Some deans offer small Challenge Grants to support faculty efforts to develop research proposals for external grant competitions or to develop innovative teaching methods.
- ✉ The Division of Continuing Education adopted the *Quality Matters* program to ensure that online and blended course offerings conform to the best design and pedagogical practices. Faculty members are provided with a stipend to support course development. An annual conference on online learning provides additional opportunities for development and interaction with colleagues.
- ✉ Professional Development Assignments (PDAs) are another opportunity offered to tenured faculty to undertake intensive programs of research or creative work to promote long-term retention. Faculty members may apply for a one-semester assignment at full pay or an academic year assignment for half (50%) pay. A tenured faculty member is eligible to compete for an award every four years. PDAs are highly motivating to faculty because they provide needed time for intense focus on scholarly or creative work which may not be possible otherwise as a result of the heavier teaching load at UNI.
- ✉ UNI offers a variety of awards to recognize outstanding teaching, research, and service. These include the Class of 1943 Faculty Award for Excellence in Teaching, Ross A. Nielsen Professional Service Award, James F. Lubker Research Award, Regents Awards for Faculty Excellence, and the University Book and Supply Award for untenured faculty.
- ✉ Feedback continues to be positive about the Provost's Office newsletter to keep faculty informed on provost initiatives and to report on activities of colleagues. Good communication about progress on new initiatives helps build a sense of connection to the university.
- ✉ Despite tight budgets, the Deans and Provost make best efforts to match competing market salary offers for valued faculty members. Faculty members are also considered for market adjustments in salary when the need arises.
- ✉ During the 2012-2013 academic year, the Provost worked with a faculty committee to reestablish the Center for Excellence in Teaching and Learning. The newly-hired director began working to identify space and solicit ideas about how to make the Center visible and effective. The Associate Provost for Faculty Affairs position was filled; that person is responsible for recruitment and retention of a diverse, excellent faculty.
- ✉ The Provost has made a substantial commitment to creating a more welcoming and inclusive campus environment for all faculty members through affiliation with the National Coalition Building Institute and the establishment of the Diversity Fellows Program. The Fellows Program provides an opportunity for faculty members to develop leadership and administrative skills, while advancing key diversity goals on campus.

- ✎ Retention is an ongoing effort throughout a faculty member's career. UNI continues to seek new ways to improve faculty members' organizational commitment.

- ◇ At the *Iowa Braille and Sight Saving School*, one faculty member resigned in FY 2013 for personal reasons.
 - ✎ Overall, retention of faculty by the institution has traditionally not been an area of deficiency. The School strives to create a career setting that supports continuous employee development and encourages institutional loyalty with the faculty. The following are benefits and resources used to maintain a healthy level of faculty retention:
 - 📖 Competitive salary and fringe benefit package;
 - 📖 Use of a state car, lap top computer, and mobile phone for itinerant faculty;
 - 📖 Tuition assistance for professional development and license maintenance;
 - 📖 Active engagement in educational program development;
 - 📖 Access to and inclusion in an extensive statewide network of professional vision colleagues; and
 - 📖 Mentoring for new teachers.

 - ✎ Recruitment continues to be a challenge because there is a national shortage of education professionals in the vision field. To overcome these challenges and recruit a diverse group of qualified educators, the School is engaged in numerous activities, including collaboration with the University of Northern Iowa to support a teacher preparation program for teachers of the visually impaired. Through referrals and communication with the UNI program coordinator, the School is attempting to increase the number of students in the educational program for teachers of the visually impaired.

 - ✎ The School has implemented a competitive teacher preparation scholarship program. This competitive scholarship program, in collaboration with the teacher preparation program at UNI, has created the opportunity for the School to better recruit education students, including minorities, from various areas of Iowa. Currently, there are two students participating in the program, including one minority and one female. This program may have a long-range effect on the ability to recruit and retain diverse faculty.

 - ✎ The School also uses the following recruitment techniques:
 - 📖 Nationwide network of college and university career center postings;
 - 📖 Personal contacts with strong teacher preparation programs in the Midwest;
 - 📖 Interview expense reimbursement; and
 - 📖 Relocation assistance for new faculty.

- ◆ At the *Iowa School for the Deaf*, there were no faculty resignations in FY 2013.
 - ☞ Faculty retention is not a major concern for the School – the average length of service for faculty is 22.2 years. However, the School may face significant faculty retirements in the next few years because 63% of the School's faculty members are 55 years of age or older.
 - ☞ Excellent benefits such as the tuition reimbursement program, competitive salaries, and health and dental insurance reduce faculty turnover.

TABLE 1
NUMBER OF FACULTY RESIGNATIONS BY RANK
FY 2004 – FY 2013

	PROFESSOR	ASSOCIATE PROFESSOR	ASSISTANT PROFESSOR	INSTRUCTOR	TOTAL
SUI					
FY 2004	17	19	27	0	63
FY 2005	18	23	36	0	77
FY 2006	25	25	39	0	89
FY 2007	14	18	36	0	68
FY 2008	18	20	38	1	77
FY 2009	15	16	17	0	48
FY 2010	6	18	37	0	61
FY 2011	12	12	39	0	63
FY 2012	11	13	28	0	52
FY 2013	13	18	34	0	65
ISU					
FY 2004	11	9	22	0	42
FY 2005	11	11	15	0	37
FY 2006	8	16	24	0	48
FY 2007	15	11	28	0	54
FY 2008	7	12	25	0	44
FY 2009	6	10	10	0	26
FY 2010	10	9	20	0	39
FY 2011	8	9	16	0	33
FY 2012	6	9	11	0	26
FY 2013	3	6	12	0	21
UNI					
FY 2004	2	3	4	1	10
FY 2005	5	3	19	1	28
FY 2006	2	4	16	0	22
FY 2007	7	4	7	4	22
FY 2008	0	1	13	0	14
FY 2009	0	3	8	2	13
FY 2010	0	0	2	4	6
FY 2011	1	4	3	1	9
FY 2012	4	5	6	19	34
FY 2013	3	5	12	3	23
TOTAL					
FY 2004	30	31	53	1	115
FY 2005	34	37	70	1	142
FY 2006	35	45	79	0	159
FY 2007	36	33	71	4	144
FY 2008	25	33	76	1	135
FY 2009	21	29	35	2	87
FY 2010	16	27	59	4	106
FY 2011	21	25	58	1	105
FY 2012	21	27	45	19	112
FY 2013	19	29	58	3	109

TABLE 2
NUMBER OF FACULTY RESIGNATIONS BY GENDER AND RACE/ETHNICITY
FY 2004 – FY 2013

	MALE	FEMALE	TOTAL	MINORITY	NON-MINORITY
SUI					
FY 2004	40	23	63	5	58
FY 2005	51	26	77	24	53
FY 2006	63	26	89	18	71
FY 2007	40	28	68	11	57
FY 2008	48	29	77	12	65
FY 2009	30	18	48	10	38
FY 2010	35	26	61	16	45
FY 2011	41	22	63	19	44
FY 2012	34	18	52	16	36 ⁶
FY 2013	37	28	65	11	54
ISU					
FY 2004	31	11	42	9	33
FY 2005	26	11	37	5	32
FY 2006	34	14	48	14	34
FY 2007	35	19	54	7	47
FY 2008	25	19	44	12	32
FY 2009	17	9	26	10	16
FY 2010	27	12	39	18	21
FY 2011	15	18	33	5	28
FY 2012	20	6	26	6	20
FY 2013	11	10	21	3	18
UNI					
FY 2004	4	6	10	2	8
FY 2005	15	13	28	6	22
FY 2006	11	11	22	4	18
FY 2007	12	10	22	7	15
FY 2008	8	6	14	3	11
FY 2009	8	5	13	0	13
FY 2010	1	5	6	1	5
FY 2011	3	6	9	1	8
FY 2012	15	19	34	0	34
FY 2013	14	9	23	6	17
TOTAL					
FY 2004	75	40	115	16	99
FY 2005	92	50	142	35	107
FY 2006	108	51	159	36	123
FY 2007	87	57	144	25	119
FY 2008	81	54	135	27	108
FY 2009	55	32	87	20	67
FY 2010	63	43	106	35	71
FY 2011	59	46	105	25	80
FY 2012	69	43	112	22	90
FY 2013	62	47	109	20	89

⁶ The race/ethnicity of four faculty members was unspecified.

TABLE 3
NUMBER OF FACULTY RESIGNATIONS BY TENURE STATUS
FY 2004 – FY 2013

	TENURED	TENURE-TRACK	CLINICAL TRACK	OTHER	TOTAL
SUI					
FY 2004	23	16	24	0	63
FY 2005	33	15	29	0	77
FY 2006	40	27	22	0	89
FY 2007	23	24	21	0	68
FY 2008	22	23	32	0	77
FY 2009	23	9	16	0	48
FY 2010	14	16	31	0	61
FY 2011	16	27	20	0	63
FY 2012	16	17	17	2 ⁷	52
FY 2013	16	15	33	1	65
ISU					
FY 2004	20	22	0	0	42
FY 2005	22	15	0	0	37
FY 2006	22	26	0	0	48
FY 2007	26	28	0	0	54
FY 2008	18	26	0	0	44
FY 2009	15	11	0	0	26
FY 2010	19	20	0	0	39
FY 2011	17	16	0	0	33
FY 2012	14	12	0	0	26
FY 2013	9	12	0	0	21
UNI					
FY 2004	4	6	0	0	10
FY 2005	9	16	0	3	28
FY 2006	4	18	0	0	22
FY 2007	11	8	0	3	22
FY 2008	1	12	0	1	14
FY 2009	4	8	0	1	13
FY 2010	0	4	0	2	6
FY 2011	5	4	0	0	9
FY 2012	9	7	0	18	34
FY 2013	8	12	3	0	23
TOTAL					
FY 2004	47	44	24	0	115
FY 2005	64	46	29	3	142
FY 2006	66	71	22	0	159
FY 2007	60	60	21	3	144
FY 2008	41	61	32	1	135
FY 2009	42	28	16	1	87
FY 2010	33	40	31	2	106
FY 2011	38	47	20	0	105
FY 2012	39	36	17	20	112
FY 2013	33	39	36	1	109

⁷ Research track.
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TABLE 4a
RESIGNATIONS BY COLLEGE
FY 2004 – FY 2013
University of Iowa

COLLEGE	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Business Admin.	1	6	4	5	4	1	2	3	4	1
Dentistry	4	6	3	7	3	0	2	4	2	4
Education	2	6	4	1	6	1	1	3	0	2
Engineering	3	1	2	3	1	2	0	2	0	1
Graduate	1	0	1	0	0	1	0	0	0	0
Law	0	0	3	1	1	3	1	3	1	2
Liberal Arts & Sciences	9	11	21	19	15	7	10	11	10	12
Medicine	37	46	43	24	38	31	38	32	32	34
Nursing	3	0	1	0	2	2	2	1	2	4
Pharmacy	2	1	3	4	3	0	0	2	0	2
Public Health	1	0	4	4	4	0	5	2	1	3
TOTAL	63	77	89	68	77	48	61	63	52	65

TABLE 4b
RESIGNATIONS BY COLLEGE
FY 2004 – FY 2013
Iowa State University

COLLEGE	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Agric. & Life Sciences	4	4	3	9	8	4	7	3	3	1
Business	3	4	2	3	2	1	2	1	1	2
Design	4	1	3	3	4	1	2	4	0	2
Engineering	4	3	8	4	1	2	5	4	4	2
Human Sciences	8	7	7	4	5	6	8	10	5	0
Liberal Arts & Sciences	18	14	21	23	16	8	12	11	10	10
Library	1	0	1	2	2	0	1	0	1	1
Veterinary Medicine	0	4	3	6	6	4	2	0	2	3
TOTAL	42	37	48	54	44	26	39	33	26	21

TABLE 4c
RESIGNATIONS BY COLLEGE
FY 2004 – FY 2013
University of Northern Iowa

COLLEGE	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Business Admin.	0	2	2	4	3	1	1	0	1	2
Education	5	9	6	4	3	4	3	3	17	6
Natural Sciences	2	5	1	1	2	2	2			
Humanities & Fine Arts	1	7	3	8	4	2	0			
Humanities, Arts, & Sci.								2	13	9
Soc. & Behavioral Sci.	1	5	7	5	2	4	0	0	2	5
Library	1	0	3	0	0	0	0	4	1	1
TOTAL	10	28	22	22	14	13	6	9	34	23

TABLE 5a
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2003 – FY 2012
UNIVERSITY OF IOWA

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
To accept a position at another university										
Professor	11	12	19	8	10	11	9	6	5	11
Associate Professor	6	14	15	10	14	8	10	1	6	11
Assistant Professor	13	15	18	22	14	6	21	10	15	10
Instructor	0	0	0	0	0	0	0	0	0	0
Total	30	41	52	40	38	25	40	17	26	32
To accept another position										
Professor	1	3	1	1	3	0	1	3	0	1
Associate Professor	5	3	2	2	3	4	1	7	5	2
Assistant Professor	3	8	7	4	13	7	3	11	4	6
Instructor	0		0	0	1	0	0	0	0	0
Total	9	14	10	7	20	11	5	21	9	9
To relocate for personal reasons										
Professor	1	1	1	0	2	1	1	2	5	0
Associate Professor	2	1	6	2	0	1	1	2	2	2
Assistant Professor	3	3	9	8	8	2	11	16	9	8
Instructor	0	0	0	0	0	0	0	0	0	0
Total	6	5	16	10	10	4	13	20	16	10
To enter private practice										
Professor	0	2	2	0	1	2	0	1	1	1
Associate Professor	4	5	1	3	3	3	1	2	0	3
Assistant Professor	8	9	5	2	3	2	2	2	0	9
Instructor	0	0	0	0	0	0	0	0	0	0
Total	12	16	8	5	7	7	3	5	1	13
To accept an administrative position										
Professor	4	0	2	5	2	1	0	0	0	0
Associate Professor	2	0	1	1	0	0	0	0	0	0
Assistant Professor	0	1	0	0	0	0	0	0	0	1
Instructor	0	0	0	0	0	0	0	0	0	0
Total	6	1	3	6	2	1	0	0	0	1
Grand Total	63	77	89	68	77	48	61	63	52	65

TABLE 5b
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2004 – FY 2013
IOWA STATE UNIVERSITY

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
To accept a position at another university										
Professor	8	9	6	9	4	5	6	4	6	2
Associate Professor	7	8	12	9	7	8	7	7	8	5
Assistant Professor	8	10	12	22	13	6	11	7	6	9
Instructor	0	0	0	0	0	0	0	0	0	0
Total	23	27	30	40	24	19	24	18	20	16
To accept another position										
Professor	3	1	0	1	2	1	2	3	0	0
Associate Professor	1	3	1	1	2	0	4	2	0	1
Assistant Professor	8	3	7	1	5	2	2	4	1	2
Instructor	0	0	0	0	0	0	0	0	0	0
Total	12	7	8	3	9	3	8	9	1	3
To relocate for personal reasons										
Professor	0	1	0	1	0	0	0	0	0	0
Associate Professor	1	0	3	0	3	0	0	0	0	0
Assistant Professor	6	2	3	3	7	2	3	5	3	1
Instructor	0	0	0	0	0	0	0	0	0	0
Total	7	3	6	4	10	2	3	5	3	1
To enter private practice										
Professor	0	0	1	0	0	0	0	0	0	0
Associate Professor	0	0	0	1	0	2	0	0	0	0
Assistant Professor	0	0	2	2	0	0	0	0	1	0
Instructor	0	0	0	0	0	0	0	0	0	0
Total	0	0	3	3	0	2	0	0	1	0
To accept an administrative position										
Professor	0	0	1	4	1	0	3	1	0	1
Associate Professor	0	0	0	0	0	0	1	0	1	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0
Total	0	0	1	4	1	0	4	1	1	1
Grand Total	42	37	48	54	44	26	39	33	26	21

TABLE 5c
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2004 – FY 2013
UNIVERSITY OF NORTHERN IOWA

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
To accept a position at another university										
Professor	2	3	2	1	0	0	0	0	0	1
Associate Professor	3	2	3	1	0	2	0	2	0	3
Assistant Professor	4	12	11	6	8	5	1	1	5	5
Instructor	1	0	0	0	0	0	1	0	0	0
Total	10	17	16	8	8	7	2	3	5	9
To accept another position										
Professor	0	1	0	0	0	0	0	0	1	0
Associate Professor	0	0	0	0	0	1	0	1	0	0
Assistant Professor	0	1	0	1	1	0	0	0	0	0
Instructor	0	0	0	1	0	0	1	0	1	2
Total	0	2	0	2	1	1	1	1	2	2
To relocate for personal reasons										
Professor	0	0	0	0	0	0	0	0	1	0
Associate Professor	0	1	0	2	1	0	0	1	4	2
Assistant Professor	0	6	3	0	4	2	1	2	1	7
Instructor	0	1	0	3	0	1	2	1	18	1
Total	0	8	3	5	5	3	3	4	24	10
To enter private practice										
Professor	0	0	0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	1	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0
Total	0	0	1	0	0	0	0	0	0	0
To accept an administrative position										
Professor	0	1	1	6	0	0	0	1	2	2
Associate Professor	0	0	0	1	0	0	0	0	1	0
Assistant Professor	0	0	1	0	0	1	0	0	0	0
Instructor	0	0	0	0	0	1	0	0	0	0
Total	0	1	2	7	0	2	0	1	3	2
Grand Total	10	28	22	22	14	13	6	9	34	23

TABLE 5d
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2004 – FY 2013
REGENT TOTAL BY UNIVERSITY

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
To accept a position at another university										
University of Iowa	30	41	52	40	38	25	40	17	26	32
Iowa State University	23	27	30	40	24	19	24	18	20	16
University of Northern Iowa	10	17	16	8	8	7	2	3	5	9
Regent Total	63	85	98	88	70	51	66	38	51	57
To accept another position										
University of Iowa	9	14	10	7	20	11	5	21	9	9
Iowa State University	12	7	8	3	9	3	8	9	1	3
University of Northern Iowa	0	2	0	2	1	1	1	1	2	2
Regent Total	21	23	18	12	30	15	14	31	12	14
To relocate for personal reasons										
University of Iowa	6	5	16	10	10	4	13	20	16	10
Iowa State University	7	3	6	4	10	2	3	5	3	1
University of Northern Iowa	0	8	3	5	5	3	3	4	24	10
Regent Total	13	16	25	19	25	9	19	29	43	21
To enter private practice										
University of Iowa	12	16	8	5	7	7	3	5	1	13
Iowa State University	0	0	3	3	0	2	0	0	1	0
University of Northern Iowa	0	0	1	0	0	0	0	0	0	0
Regent Total	12	16	12	8	7	9	3	5	2	13
To accept an administrative position										
University of Iowa	6	1	3	6	2	1	0	0	0	1
Iowa State University	0	0	1	4	1	0	4	1	1	1
University of Northern Iowa	0	1	2	7	0	2	0	1	3	5
Regent Total	6	1	6	17	3	3	4	2	4	4
Grand Total	115	142	159	144	135	87	106	105	112	109

TABLE 5e
REASONS GIVEN FOR FACULTY RESIGNATIONS
FY 2004 – FY 2013
REGENT TOTAL BY FACULTY POSITION

	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
To accept a position at another university										
Professor	21	24	27	18	14	16	15	10	11	14
Associate Professor	16	24	30	20	21	18	17	10	14	19
Assistant Professor	25	37	41	50	35	17	33	18	26	24
Instructor	1	0	0	0	0	0	1	0	0	0
Total	63	85	98	88	70	51	66	38	51	57
To accept another position										
Professor	4	5	1	2	5	1	3	6	1	1
Associate Professor	6	6	3	3	5	5	5	10	5	3
Assistant Professor	11	12	14	6	19	9	5	15	5	8
Instructor	0	0	0	1	1	0	1	0	1	2
Total	21	23	18	12	30	15	14	31	12	14
To relocate for personal reasons										
Professor	1	2	1	1	2	1	1	2	6	0
Associate Professor	3	2	9	4	4	1	1	3	6	4
Assistant Professor	9	11	15	11	19	6	15	23	13	16
Instructor	0	1	0	3	0	1	2	1	18	1
Total	13	16	25	19	25	9	19	29	43	21
To enter private practice										
Professor	0	2	3	0	1	2	0	1	1	1
Associate Professor	4	5	1	4	3	5	1	2	0	3
Assistant Professor	8	9	8	4	3	2	2	2	1	9
Instructor	0	0	0	0	0	0	0	0	0	0
Total	12	16	12	8	7	9	3	5	2	13
To accept an administrative position										
Professor	4	1	4	15	3	1	3	2	2	3
Associate Professor	2	0	1	2	0	0	1	0	2	0
Assistant Professor	0	1	1	0	0	1	0	0	0	1
Instructor	0	0	0	0	0	1	0	0	0	0
Total	6	2	6	17	3	3	4	2	4	4
Grand Total	115	142	159	144	135	87	106	105	112	109

TABLE 6
TOTAL FACULTY AND FACULTY RESIGNATIONS BY COLLEGE
FY 2013

College	FACULTY		RESIGNATIONS		
	Number	Percent of University Total	Number	Percent of Total	Percent of Total College Faculty
University of Iowa					
Business Administration	80	3.5%	1	1.5%	1.3%
Dentistry	96	4.2%	4	6.2%	4.2%
Education	98	4.3%	2	3.1%	2.0%
Engineering	89	3.9%	1	1.5%	1.1%
Graduate	18	0.8%	0	0.0%	0.0%
Law	46	2.0%	2	3.1%	4.3%
Liberal Arts and Sciences	649	28.4%	12	18.5%	1.8%
Medicine	1,010	44.3%	34	52.3%	3.4%
Nursing	56	2.5%	4	6.2%	7.1%
Pharmacy	65	2.8%	2	3.1%	3.1%
Public Health	75	3.3%	3	4.6%	4.0%
Total	2,282	100.0%	65	100.0%	2.8%
Iowa State University					
Agriculture & Life Sciences	271	20.4%	1	4.8%	0.4%
Business	75	5.6%	2	9.5%	2.7%
Design	84	6.3%	2	9.5%	2.4%
Engineering	196	14.7%	2	9.5%	1.0%
Human Sciences	116	8.7%	0	0.0%	0.0%
Liberal Arts and Sciences	449	33.7%	10	47.6%	2.2%
Library	29	2.2%	1	4.8%	3.5%
Veterinary Medicine	111	8.36%	3	14.3%	2.7%
Total	1,331	100.0%	21	100.0%	1.6%
University of Northern Iowa					
Business Administration	66	11.1%	2	8.7%	3.0%
Education	142	24.0%	6	26.1%	4.2%
Humanities, Arts & Sciences	261	44.0%	9	39.2%	3.4%
Social & Behavioral Sciences	108	18.2%	5	21.7%	4.6%
Library	16	2.7%	1	4.3%	6.3%
Total	593	100.0%	23	100.0%	3.9%